

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

There are 18 sets of standards specific to the varying content and developmental specialties of educators. The standards are comprehensive and written holistically by teachers, for teachers. Common themes, based on the Five Core Propositions, are embedded in every set of standards. Conversations and professional learning based on common themes in the standards can be a rich activity and entry point into the full standards. These documents were created to support the facilitation of such professional learning and should not be used by candidates as a substitute for the standards in their certificate area. For the standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit nbpts.org.

STANDARDS STUDY

Learning Environment

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National Board Professional Teaching Standards

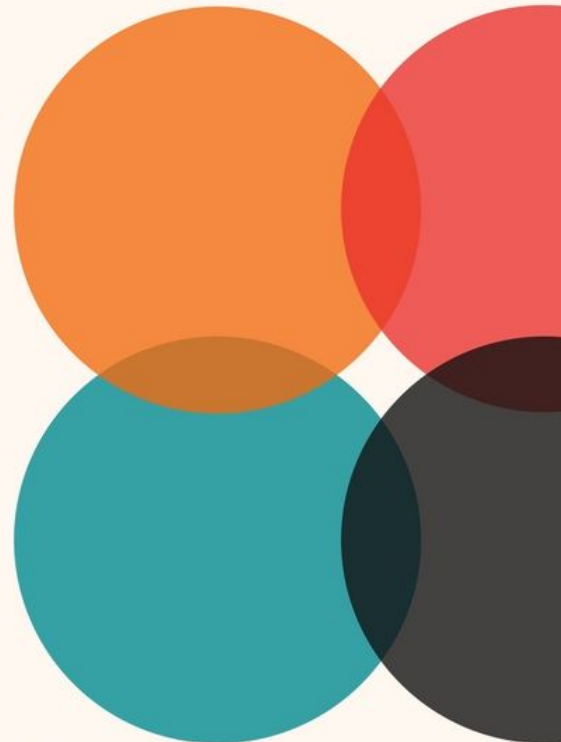


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Abbreviation	Definition	Age range
AYA	Adolescence through Young Adulthood	14-18+ years old
EC	Early Childhood	3-8 years old
EA	Early Adolescence	11-15 years old
EAYA	Early Adolescence through Young Adulthood	11-18+ years old
ECYA	Early Childhood through 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 VIII: Learning Environments	
OVERVIEW: Accomplished art teachers establish environments where individuals, art content, and inquiry are held in high regard and where students can actively learn and create.	
<p>Creating engaging, aesthetically rich learning environments that stimulate student inquiry and creativity is essential to the success of art education. Moreover, accomplished teachers recognize that art is studied in many unique spaces that extend beyond the classroom walls. Museums, galleries, studios, parks, and other settings are locations where art educators can teach and students can learn. Environments are not simply physical spaces but communities in which the goals of art and education are evident, the learning of art content is valued, and the ideas and expressions of students in a multitude of forms are welcomed.</p> <p>Teachers Establish Climates in Which Learning Can Flourish</p> <p>The learning environments that accomplished teachers create are organized and well designed and exhibit an imaginative and functional use of space. Even when the physical or virtual environment is beyond the control of accomplished teachers, they maintain their goals and curriculum. They are flexible and sensitive to the needs of teachers and others as they seek alternative spaces in the school for displays of artwork and visual resources. (See Standard IX—Collaboration with Colleagues, Schools, Families, and Communities.) Accomplished teachers thoughtfully alter the arrangement of their learning spaces to best accomplish their instructional objectives. For example, the physical arrangement of the space needed for making art may not be appropriate for the study and discussion of visuals. Consequently, teachers create and modify spaces that invite student participation and accomplishment. These settings are conducive to the effective management of learning experiences. Teachers continually ensure safety in the routine distribution, storage, and maintenance of tools, equipment, media, and materials.</p> <p>The appearance of the spaces in which accomplished teachers work clearly communicates that they are art learning environments. Visual images abound, creating inviting places to experience and make art. The values of art education are implicitly expressed in the design of learning environments. Such environments show a commitment to and an enthusiasm for the arts, supporting students as they discover the value of art in their own lives. The students of accomplished teachers benefit from interesting and appropriately stimulating learning spaces.</p>	

Although traditional classroom spaces remain the norm in most schools, accomplished teachers understand how continuing advances in technology will bring new challenges by means of virtual classrooms and digitally connected schools. The expansion of learning spaces into cyberspace offers rich and expansive opportunities for almost limitless resources and variations for delivery of instruction. Although technological advances bring an abundance of resources, new challenges continue to arise. As art rooms transform into electronic spaces, accomplished teachers will have to be ever cognizant of the continuing need for supportive contexts in which students can learn and create works of art. (See Standard VII—Instructional Resources and Technology.)

Accomplished teachers establish environments in which the value of art, art content, individuals, and learning is held in high regard. Such environments are supportive, congenial, and purposeful, contributing to the active engagement of students. Teachers create an atmosphere in which students respect and feel comfortable with the study and experiences of art. They establish environments that create spaces for both emotional and intellectual involvement with art. They create environments that embrace all students, including those who may find reasons for coming to school when art programs offer such nurturing and supportive settings.

Teachers Create Climates That Promote Equity for All Students

From the first day of the school year, accomplished teachers communicate their high expectations for students in several regards. They encourage and expect accomplishment in art that leads to artistic, conceptual, social, and emotional development. Teachers are consistent in the application of their expectations to all students. They respect the thoughts and judgments of their students and encourage the responsible expression of individual viewpoints both in and out of the classroom.

Teachers encourage students to experiment in their work and to set high standards for themselves. Along with this encouragement, teachers offer the assurance that students who work hard and take chances will be supported in their endeavors. Thus, teachers support their students during experimentation to improve the possibility of success. They promote and support inquiry, thereby assisting students in taking risks to construct meaning throughout their art learning.

Teachers create art environments in which care and support for all students are expressed in the sensitively applied principle of fairness. Teachers consistently provide recognition for a variety of student accomplishments and positive behaviors. They establish an environment that promotes learning for all students, including those students with exceptional needs. (See Standard II—Knowledge of Students as Learners and Standard III—Equity and Diversity.)

The expression of a range of ideas is encouraged and valued in the learning environments of accomplished teachers. Teachers consider student responses to art content not only in terms of right and wrong but also in terms of their quality and sound reasoning. Divergent thinking is embraced and encouraged, because teachers

understand that interpreting and telling stories about works of art provide unique opportunities for students to extend their creative and critical abilities in art and language. Teachers establish environments in which constructive and sensitive criticism and the search for high-quality answers are the norm. Because creating and experiencing art can be intensely personal endeavors, teachers establish environments in which personal attacks, disparaging remarks, and other acts of disrespect are unacceptable. Further, they encourage students to embrace divergent thinking expressed through art.

Teachers Create Climates That Promote Social Responsibility

Even in a stimulating and compassionate learning environment, students act counter-productively at times. Accomplished teachers anticipate the situations that might provoke crises or conflicts in the classroom and know how to avoid them or mitigate their effects. Moreover, teachers skillfully manage and resolve unanticipated crises and conflicts. They seek order not for its own sake but in the service of a safe environment where planned, spontaneous, and varied learning experiences can occur. With the assistance of students, they also set and enforce clear guidelines regarding acceptable behavior. Accomplished teachers are aware of their school and district student discipline policies and use these as guides in preventing and dealing with crises and conflicts. When disciplinary action is necessary, teachers act promptly, consistently, and equitably, correcting problems with minimal disruption to the flow of the class. They have a repertoire of learning experiences and teaching strategies that encourage the virtues of acceptance and open-mindedness. They raise questions that help students recognize their individual prejudices and belief in stereotypes and that serve to neutralize polarizing and acrimonious disputes.

Accomplished teachers know that a healthy, stimulating, and supportive learning environment encourages the open expression of ideas and the search for greater understanding and knowledge. However, teachers also understand that students sometimes find themselves in situations where abusive language, put-downs, and bigotry are accepted and where prejudice and disrespect exist. Teachers actively counter such negative expressions, drawing analogies to current and historical events, as needed, to develop their ideas. They make students aware of the damage they can cause to the social fabric of the school and to the larger society by harboring and expressing prejudice. Teachers use principled judgment when confronted with ethical dilemmas in their relationships with students and their artworks. They demonstrate virtues they want students to emulate, such as honesty, responsibility, respect, fairness, and compassion. (See Standard III—Equity and Diversity.)

Working within contexts of continuously emerging technologies, accomplished teachers are vigilant in dealing with questions of plagiarism, appropriation, and copyright in relation to students as they produce works of art and after those works are complete. Twenty-first century technology continues to challenge current perspectives about how works are viewed, reproduced, transmitted, and recorded. With the advent of digital delivery systems rather than traditional vehicles such as

portfolios of original works, questions arise about judging the quality of the technical equipment rather than the works themselves. Practices such as cropping, photographic enhancement, or working in the style of another artist become increasingly complex as computer software and its technical capacities continue to advance. Accomplished teachers inform students of such ethical issues and stay current with emerging literature regarding copyright laws and related concerns. Accomplished teachers and their students work together to maintain environments in which the rights of artists are respected and their works are held in high regard.

Teachers Create Climates That Promote Self-Discipline

Accomplished teachers and their students work out procedures for organizing the classroom and participating in regular learning experiences. Patterns and repetition of classroom routines help students become responsible, self-directed, and self-sufficient. In supportive learning environments, students increasingly take responsibility for their own learning. Teachers model decision-making behavior with the expectation that students will begin to make informed decisions on their own. They are concerned not only that their students learn key ideas, themes, and concepts in art but also that the students understand how to learn independently and productively. Teachers create environments in which students willingly accept roles in the classroom that contribute to its successful operation, such as dispensing materials, cleaning up, and storing materials. Accomplished teachers understand the importance of creating learning environments where students can work collaboratively without conflict. They know that developing classroom guidelines and procedures and sharing responsibilities for their implementation motivates students and enables them to fulfill responsible roles within learning communities.

Teachers Create and Maintain Safe and Instructionally Effective Learning Environments

Beyond creating environments that are socially and intellectually welcoming and secure, teachers establish learning spaces that are physically safe. Teachers know, understand, and adhere to federal, state, and local regulations regarding the use of art materials, tools, and techniques. Because of the mix of materials, equipment, and processes used in art, they understand how the art classroom can put students at risk. Sources of potential harm include tools, kilns, and other materials that are appropriately found in the art environment. Teachers require that students know the health and safety issues that surround the use of different materials, tools, and techniques, and they establish clear safety and emergency procedures that students understand. Teachers model procedures and take prompt and appropriate action when inappropriate behavior or uses of materials occur.

Before students are allowed to access materials or tools, teachers ensure that they have demonstrated the physical, cognitive, and emotional maturity to accomplish a task safely. Teachers regularly check the condition of potentially dangerous tools and materials before students use them. Finally, accomplished teachers carefully monitor

<p>and store materials that can cause injury or illness, and they seek substitutions when possible. Accomplished teachers are vigilant in taking measures to ensure the health and safety of students and others.</p> <p>In addition to safety procedures related to the storage, use, and disposal of art materials, tools, and equipment, accomplished art educators teach students principles of conservation, concern for the environment, and respect for the value of tools, materials, and works of art. Teachers model conservation of resources such as water, paper, and energy and demonstrate appropriate recycling procedures. They also illustrate ways in which artists have been innovative in finding new uses for cast-off materials or adapting tools and materials that were designed for other uses. Accomplished teachers demonstrate respect for the works of others; they model ways to store, care for, transport, and display art, thereby enabling students to develop appropriate work habits, confidence, and a sense of pride.</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>

ART (EMC) <i>Early and Middle Childhood</i>	NOTES
Standard VII: Learning Environments	
OVERVIEW: Accomplished art teachers establish environments where individuals, art content, and inquiry are held in high regard and where students can actively learn and create.	
<p>Creating welcoming, aesthetically rich, and well-designed learning environments that stimulate student inquiry and curiosity is essential to the success of art education. Moreover, accomplished teachers recognize that art is studied in many unique spaces that extend beyond the classroom walls. Museums, galleries, studios, parks, and other settings represent locations where art educators can teach and students can learn. Environments are not simply physical spaces but communities in which the goals of art and education are evident, where learning the content of art is valued, and where student ideas and expressions in a multitude of forms are welcomed.</p> <p>Teachers Establish Climates in Which Learning Can Flourish</p> <p>The learning environments that accomplished teachers create are organized and well designed and exhibit an imaginative and functional use of space. Even when the physical environment is beyond the control of accomplished teachers, they maintain their goals and curriculum. They are flexible and sensitive to the needs of teachers and others as they seek alternative spaces in the school for displays of artwork and visual resources. (See Standard VIII—Collaboration with Families, Schools, and Communities.) Accomplished teachers thoughtfully alter the arrangement of their learning spaces to best accomplish their instructional objectives. For example, the physical arrangement of the space needed for making art may not be appropriate for the study and discussion of visuals. Consequently, teachers create and modify spaces that invite student participation and accomplishment and that are conducive to the effective management of learning experiences, including the routine distribution and storage of tools, equipment, media, and materials.</p> <p>The appearance of the spaces in which accomplished teachers work clearly communicates that they are art learning environments. Visual images abound, creating inviting places to experience and make art. The values of art education are implicitly expressed in the design of learning environments; such environments show a commitment to and an enthusiasm for the arts, instilling in students a passion for lifelong learning, exploration, and experiences in the visual arts. The learning environments of accomplished teachers not only express their enthusiasm for art but also support students as they discover the value of art in their own lives. The students of accomplished teachers benefit from interesting and appropriately stimulating learning spaces.</p>	

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Accomplished teachers establish environments in which the value of art, art content, art values, individuals, and learning are held in high regard. Such environments are supportive, congenial, and purposeful, contributing to the active engagement of students. Teachers create an atmosphere in which students respect and feel comfortable with the study and experiences of art. They establish environments that create spaces for both emotional and intellectual involvement with art. Furthermore, accomplished teachers clearly understand that art learning can be a powerful motivator for students who may not have found success in other areas. They understand that some students find reasons for coming to school when it offers such nurturing and supportive environments.

Teachers Create Climates That Promote Equity for All Students

From the first day of the school year, accomplished teachers communicate their high expectations for students in several regards. They encourage and expect accomplishment in art that leads to artistic, conceptual, social, and emotional development. Teachers are consistent in the application of their expectations to all students. They respect the thoughts and judgments of their students and encourage the responsible expression of individual viewpoints both in and out of the classroom.

Teachers encourage students to experiment in their work and to set high standards for themselves. Along with this encouragement, teachers offer the assurance that students who work hard and take chances are supported in their endeavors. Thus, teachers support their students during experimentation to improve the possibility of success. They promote and support inquiry, thereby assisting students in taking risks to construct meaning throughout their art learning. Teachers create art environments in which care and support for all students are expressed in the sensitively applied principle of fairness. Teachers consistently provide recognition for a variety of student accomplishments and positive behaviors and establish an environment that promotes learning for all students, including those with special needs.

The expression of a range of ideas is encouraged and valued in the learning environments of accomplished teachers. Teachers consider student responses to art content not only in terms of right and wrong but also in terms of their quality. Divergent thinking is embraced and encouraged, because teachers understand that interpreting and telling stories about works of art provide unique opportunities for students to extend their creative and critical abilities in art and language.

Teachers establish environments in which constructive and sensitive criticism and the seeking of high-quality answers are the norm. Because creating and experiencing art can be intensely personal endeavors, teachers establish environments in which personal attacks, disparaging remarks, and other acts of disrespect are unacceptable. Further, they encourage students to embrace divergent thinking expressed through art.

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Even in a stimulating and compassionate learning environment, there are times when students act counterproductively. Accomplished teachers anticipate the situations that might provoke crises or conflicts in the classroom and know how to avoid them or mitigate their effects. Moreover, teachers skillfully manage and resolve unanticipated crises and conflicts. They seek order not for its own sake but in the service of a safe environment where planned, spontaneous, and varied activities can occur. With the assistance of students, they also set and enforce clear guidelines regarding acceptable behavior. When disciplinary action is necessary, teachers act promptly, consistently, and equitably, correcting problems with minimal disruption to the flow of the class. They have a repertoire of activities and teaching strategies that encourage the virtues of acceptance and open-mindedness. They raise questions that help students recognize their individual prejudices and belief in stereotypes and that serve to neutralize polarizing and acrimonious disputes.

Accomplished teachers know that a healthy, stimulating, and supportive learning environment encourages the open expression of ideas and the search for greater understanding and knowledge. However, teachers also understand that children sometimes find themselves in settings where abusive language, put-downs, and bigotry are accepted and where prejudice and disrespect exist. Teachers actively counter such negative expressions, often drawing analogies to current and historical events to develop their ideas; they make students aware of the damage they can cause to the social fabric of the school and the larger society by harboring and expressing prejudice. Teachers use principled judgment when confronted with ethical dilemmas in their relationships with students. They demonstrate virtues they want students to emulate, such as honesty, responsibility, respect, fairness, and compassion. (See Standard III—Equity and Diversity.)

Teachers Create Climates That Promote Self-Discipline

Accomplished teachers and their students work out procedures for organizing the classroom and participating in regular activities. Patterns and repetition of classroom routines help students become responsible, self-directed, and self-sufficient. In supportive learning environments, students increasingly take responsibility for their own learning. Teachers model decision-making behavior with the expectation that students will begin to make informed decisions on their own. They are concerned not only that their students learn key ideas, themes, and concepts in art but also that the students understand how to learn in independent and productive ways. Accomplished teachers understand the importance of creating learning environments where students can work collaboratively without conflict. They know that developing classroom guidelines and procedures and sharing responsibilities for their implementation motivates students and enables them to fulfill responsible roles within learning communities.

Teachers Create and Maintain Safe and Instructionally Effective Learning Environments

Beyond creating environments that are socially and intellectually welcoming and secure, teachers establish learning spaces that are physically safe. Teachers know, understand, and adhere to federal, state, and local regulations regarding the use of art materials, tools, and techniques. Because of the mix of materials, equipment, and processes used in art, they understand how the art classroom can put students at risk. Some sources of potential harm include tools, kilns, and other materials that are appropriately found in the art environment. Teachers require that students know the health and safety issues that surround the use of different materials, tools, and techniques, and they establish clear safety and emergency procedures that students understand. Teachers model procedures and take prompt and appropriate action when inappropriate behavior or uses of materials occur.

Before students are allowed to access materials or tools, teachers ensure that they have demonstrated the physical, cognitive, and emotional maturity to accomplish a task safely. Teachers regularly check the condition of potentially dangerous tools and materials before students use them. Finally, materials that can cause injury or illness are monitored carefully and stored correctly. Accomplished teachers are vigilant in taking measures to ensure the health and safety of students and others.

In addition to safety procedures related to the storage, use, and disposal of art materials, tools, and equipment, accomplished art educators teach students principles of conservation, concern for the environment, and respect for the value of tools, materials, and works of art. Teachers model conservation of resources such as water, paper, and energy and demonstrate appropriate recycling procedures. They also illustrate ways in which artists have been innovative in finding new uses for cast-off materials or adapting tools and materials that were designed for other uses. Accomplished teachers demonstrate respect for the works of others; they model ways to store, care for, transport, and display art, thereby enabling students to develop good work habits, confidence, and a sense of pride.

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

<p>CAREER AND TECHNICAL EDUCATION (ECYA) <i>Early Childhood through Young Adulthood</i></p>	<p>NOTES</p>
<p>STANDARD IV: Learning Environments and Instructional Practices</p>	
<p>OVERVIEW: Accomplished teachers design contextualized learning environments that foster critical thinking, creativity, leadership, teamwork, and communication skills while training students for postsecondary education and careers.</p>	
<p>Accomplished career and technical education (CTE) teachers create environments that are conducive to lifelong learning, with work-based activities and professional opportunities that captivate their students’ attention and engage their minds. Teachers recognize that academically rigorous, instructionally relevant activities stimulate curiosity and inspire a passion for learning that motivates students to explore and extend their knowledge. CTE instructors sustain this level of excitement by expressing enthusiasm throughout the learning process and nurturing their students’ interests through real-world connections. Accomplished teachers foster their students’ autonomy as well by providing them with opportunities to reflect on their intellectual and emotional development. Instructors establish objectives that have clearly defined criteria for success and invite students to evaluate their levels of mastery and identify areas they would like to strengthen. Accomplished CTE teachers know that when students help to assess their own progress, they gain accountability for their learning, feel empowered, and become proactive.</p> <p>Accomplished CTE instructors encourage their students’ ownership of the learning process and engage them further by involving them in the formulation of classroom rules, procedures, and expectations. Teachers manage their learning environments safely and efficiently while developing their students’ leadership and teamwork skills. Students gain personal confidence while developing the knowledge, skills, and abilities they need through independent and collaborative work that supports strategic risk taking and cultivates democratic values. Accomplished teachers work with their students to recognize the attitudes and demeanors that will and will not serve them well in the classroom and lab, or in a professional establishment. CTE instructors help their students achieve these educational objectives by contextualizing their learning within a series of projects aimed at increasing their intellectual maturity and functional independence. As students progress from the middle to high school level, the learning environment supports their growth by extending from classrooms and labs to the inclusion of career and technical student organizations and other related student groups, as well as supervised occupational experiences. Classroom and lab work may dominate instruction at middle schools, with teachers leading the facilitation of student organizations, but by high school, students should assume</p>	

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greater responsibility and become increasingly self-reliant in preparation for their postsecondary careers. Accomplished teachers ensure that work in all aspects of the CTE learning environment shifts from teacher-led to student-led as much as possible during this progression.

Contextualizing Education Within the Learning Environment

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

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

The paradigm of applied learning is driven by the desire to engage students and foster their command of cross-disciplinary and industry-specific knowledge, as well as their grasp of transferable or employability skills. Accomplished CTE teachers believe it is their responsibility to develop all aspects of their students, encompassing academic, professional, social, emotional, and ethical growth. The CTE learning environment is specifically designed to cover all these areas. Teachers cultivate their students' progress on all fronts by addressing student interests dynamically and approaching instruction deliberately, based on the way students learn best—in context, with their hands and minds actively involved and engaged in meaningful and significant tasks.

Educators design projects that require students to draw on their understanding of different disciplines as they use the strategies and techniques necessary to create project plans, overcome technical obstacles, meet project requirements, and deliver successful results to their work supervisors, or instructors. Educators challenge their students to build their knowledge—and reflect on their attitudes—so that students can improve their skills and abilities while evolving their values and beliefs from project to project. Teachers tailor their instruction in response to their students' perceptions of what is real and relevant at the moment and what is pertinent to their future—a message that places high value on student initiative and creativity. For instance, an engineering instructor and a landscape design teacher may work collaboratively and address their students' desire for a skate park by creating a joint project requiring students to use their knowledge of form and function to develop a public space they could use. CTE instructors guide students to question and explore their world with a sense of purpose—to experiment with various methods of creating finished products, to practice working cooperatively and productively in teams, and to gain control of the outcomes they achieve.

Accomplished CTE teachers implement and modify their instructional practices to empower students as they take this journey of self-discovery through the learning environment to the world of work. The pedagogical choices teachers make depend on the learning goals of their students, the technical demands of their instructional activities, the dynamics of their individual learning environments, and the personal characteristics of their students. As teachers plan their approach to learning activities, they are attentive to their students' progress within a lesson or unit, recognizing when projects need to move from classrooms to labs or other workplace settings for students to attain optimal skills. For instance, a masonry instructor whose students have mastered repointing in the classroom may take her students to a private residence so they can practice their skills on site by fixing a damaged wall.

Accomplished CTE instructors know how to move between the different areas of their learning environment to supply rigor, deepen conceptual understanding, and instill a true appreciation of industry demands. They maintain a flexible approach to instruction, allowing learning content and student dispositions to guide their strategies and using student responses and teaching experiences to inform their modifications. Accomplished teachers understand there is an ongoing dialogue between the pursuit of learning objectives and the management of learning environments—one consideration always affects the other. Attuned to both, instructors are adept at adjusting their pedagogical techniques to meet learning goals and improve student outcomes while engaging students in various environments and advancing their postsecondary readiness.

By altering their methods of instructional facilitation, accomplished CTE teachers help students become well rounded within their chosen career fields. Different areas within the learning environment require different teaching methodologies. CTE instructors know how and when to transition from direct to indirect supervision so students can work as autonomously as possible. For example, in a mechanics or construction laboratory in which students use power tools, a teacher is required to

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

Accomplished CTE teachers ensure that classroom expectations are closely aligned with workplace demands so students learn how to meet industry guidelines and performance standards as well as technical job requirements. With this understanding in place, instructors remain receptive to student interests and ideas and encourage students to demonstrate initiative in the learning environment. Instead of serving as the sole source of authority or expertise in the classroom and lab, teachers allow their students to take on leadership roles and contribute to the generation of educational experiences. For example, a journalism instructor may appoint students to serve as editors of the school's literary magazine to promote the acquisition of the leadership skills they will need to be successful in their chosen industry. Educators encourage the development of positive, productive behavior by entrusting their students with increased responsibility as they gain new understanding and experience. Teachers focus on the learning process as much as instructional content, aware that a collaborative, stimulating, and challenging learning environment significantly enhances student performance and growth. They help students identify how and when they best learn as well as what they need to learn and why they need to learn it. To establish this kind of thoughtful, introspective learning environment, teachers initiate two-way communication based on trust and mutual respect. They encourage students to increase their level of interpersonal awareness and social maturity so they can express their preferences and learning needs cooperatively, knowing that the interests of their peers might differ. For example, a teacher might urge a student who refuses to work with team members to think about his behavior, consider the adverse effect his reluctance might have on future employability, and decide what he could do to achieve a better outcome. CTE teachers are resourceful, using behaviors

detrimental to career success as learning opportunities to guide student reflection where and when appropriate. They address issues and concerns with their students in an ongoing manner, using their knowledge of students to advance the social, intellectual, and emotional development of all learners.

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

Empowering Students as Autonomous Learners

Accomplished CTE teachers are passionate about their professional fields and driven by their love of learning. They convey enthusiasm to their students and cultivate a similar sense of excitement in them, establishing a culture of proactive inquiry that encourages curiosity, supports learning, and leads to student growth. CTE teachers urge students to take risks, ask questions, and explore answers so students can acquire knowledge, take pride in their discoveries, and develop their areas of professional interest. Instructors achieve this goal by designing projects that evolve with their students. Rooted in student interests, these projects gain complexity and depth through student feedback and teacher guidance. For example, a visual media instructor might teach students the fundamentals of photography and end the course with a photo shoot requiring students to demonstrate mastery of lighting and composition issues that challenged them along the way. CTE teachers structure the learning process so students can reflect on their needs and desires in consultation with their teachers as they become fully invested in their educations. To demonstrate the importance of lifelong learning and strengthen their common interests, teachers describe the intellectual activities that they pursue as well, whether these activities take place inside or outside the learning environment. Throughout this process,

teachers support their students' investigation of industry-specific, cross-disciplinary, and general academic questions, fostering their growth as individual thinkers with unique learning styles and educational goals.

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

While empowering students to take charge of their education, accomplished CTE teachers instill the importance of intellectual discipline as well. They push themselves, their colleagues, and their students to think rigorously and act decisively to improve learning outcomes. CTE instructors model a strong work ethic in everything they do, from the careful attention they bring to classroom instruction to the “can do” attitude they take with students and way they overcome learning challenges. When students are ready, instructors transition from more prescriptive to less prescriptive methods of facilitation to help students develop into creative, mature thinkers capable of pursuing independent learning. For instance, an instructor in a teacher preparation program may initially facilitate tutoring sessions with a student, but by the end of the course may opt to observe the student instead and reflect with her afterward regarding instructional methodologies. As students grow and succeed in their work, accomplished CTE teachers encourage them to assume leadership responsibilities and take greater initiative.

Maintaining a Safe Learning Environment

Accomplished CTE teachers ensure that their learning environments are both physically and emotionally safe for all students and thus capable of supporting their

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

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

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

Accomplished CTE teachers understand it is essential to protect students' emotional safety as well as their physical safety. Therefore, they take multiple steps to ensure their learning environments are free from harassment, bullying, intimidation, social aggression, and exclusion. Instructors work with their students to establish class rules and guidelines for interpersonal communications and enforce these expectations consistently. They teach and model the importance of valuing differences and communicating respectfully, designing lessons and activities that reinforce these principles. For instance, a counseling teacher who has a gifted student with high verbal acuity but weaker communication skills may allow the student to use pre-scripted note cards during mock counseling sessions so she can develop therapeutic rapport among her peer group. Accomplished educators create inclusive learning environments, in which students with exceptional needs and students from underrepresented groups are accepted members of the class community, treated

fairly, and never marginalized. To determine whether all students feel comfortable, respected, and welcome within the learning environment, teachers supplement their perceptions and observations with regular one-on-one conversations. They ask students whether they are facing any challenges and work with them to resolve problems as necessary so students feel valued as full participants in the learning community. (See Standard II—Responding to Diversity.)

Utilizing Technology in CTE Programs

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

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

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

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

Accomplished CTE teachers create stimulating learning environments that challenge students with compelling projects and give them real world experiences that will prepare them for postsecondary opportunities and demands. By providing their students with attention, affirmation, and affection, instructors inspire them to work at their full potential, take responsibility for their own educations, and develop into lifelong learners. Through rigorous and relevant instruction, teachers motivate their students further by generating enthusiasm for the journey to college and career success. Educators foster intellectual curiosity on all fronts so that students become well rounded and self-reliant. Implementing organizational structures and teaching practices that target the needs of individuals while enriching group dynamics and encouraging teamwork, CTE instructors help their students become mature, self-reflective learners and versatile, capable professionals.

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

ENGLISH AS A NEW LANGUAGE (EMC) & (AYA) <i>Early Adolescence & Adolescence through Young Adulthood (Shared Standards)</i>	NOTES
STANDARD VI: Instructional Practice	
<p>OVERVIEW: Accomplished teachers of English language learners design supportive learning environments based on careful analysis of their students’ characteristics and on the linguistic and academic demands of school. Teachers provide effective language and content instruction that expands students’ linguistic repertoire in English, allows them to achieve academic success, and inspires them to acquire skills that will serve them throughout their lives.</p>	
<p>Preparing for Effective Instruction</p> <p>In preparing for effective instruction, accomplished teachers of English language learners analyze students’ strengths and needs, including academic and linguistic abilities. By connecting with students’ lives and showing concern for them as individuals, teachers gain students’ trust and confidence, encourage them to experiment with language and content learning in English, and focus them toward positive interactions and independent learning. Teachers incorporate students’ cultures into their instruction, build upon students’ accomplishments, and communicate a vision for success to all students.</p> <p>In addition to considering the needs of students when planning for instruction, teachers also consider learning objectives as they gather a rich array of instructional resources and determine appropriate teaching strategies. They identify the linguistic, cultural, and conceptual demands of texts and tasks and select varied instructional approaches that enable students to deepen their knowledge of English, increase their access to curriculum, and enhance their enjoyment of school.</p> <p><i>Integrating Language and Content</i></p> <p>Accomplished teachers know that learning English takes time and that learning academic English cannot be deferred until students have sufficient mastery of the new language. Consequently, teachers organize instruction around both content and language learning goals. Teachers may derive language objectives from a set of subject area learning standards, or they may select content-area topics and learning tasks to support communicative and functional language objectives. Integrating language and content instruction occurs along a continuum of emphasis on either language or content.¹</p>	

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

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

Building on Students' Prior Knowledge, Experiences, and Interests

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

Selecting Materials and Resources

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

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

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

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

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

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

Teaching Collaboratively

Accomplished teachers collaborate with a wide range of instructional colleagues both formally and informally. They identify the best partners to support students' needs and collaborate with them in planning, teaching, assessing, and reflecting on their instruction. Teachers work with staff and school administrators to establish common planning times and use innovative and effective strategies to confer and plan instruction with colleagues. In collaboration with content-area teachers, teachers of English language learners ensure that English language objectives are

taught explicitly and appropriately with content learning objectives. Collaboration with content-area teachers may involve both teachers examining the curriculum for linguistic, cultural, and conceptual demands to plan appropriate instruction. Accomplished bilingual teachers of English language learners might work with content-area teachers to identify important concepts and key vocabulary and to preview and reinforce instruction in the students' primary language. Teachers may also work with reading specialists to assist students in identifying appropriate reading strategies so that students can meet the linguistic demands of textbooks and learn essential concepts.

Managing Learning in the Classroom

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

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

Providing Effective Instruction

Accomplished teachers of English language learners create and maintain classroom climates of high expectations, sustained engagement, common goals, and mutual support among students. Teachers structure emotionally secure and intellectually rigorous learning environments where students may be included in developing rules

and routines for effective learning. Students have a sense of belonging, accept the rules of the classroom community, take responsibility for their learning, and are eager to learn. Teachers facilitate students' language and content learning by upholding high standards for meaningful communication to facilitate instruction that leads to sustained academic achievement in all subjects.

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

Differentiating Instruction in the Language Domains

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

Listening

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

Speaking

Accomplished teachers model appropriate speaking for their students and incorporate opportunities for students to enhance their speaking skills. When introducing themselves at the beginning of the school year, for instance, early childhood teachers might model formal and informal introductions. Teachers could create environments rich with examples of the language of introduction and have students practice multiple forms of introductions using puppets. Teachers might have older students audio-record their introductions and develop suggestions for improvement. Students could then introduce themselves to partners or introduce

one another to members of a group or to the class with teacher and peer feedback. Teachers know how to create speaking activities involving students' prior experiences and knowledge so students have a rich context for expressing ideas and are able to transfer their linguistic knowledge.

Reading

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

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

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

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

Writing

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

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

Visual Literacy

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

Engaging and Motivating Learners

Accomplished teachers' knowledge of students and strong command of English and other subjects comprising the curriculum provide the tools necessary to engage all students in language learning. Teachers recognize that students' needs and interests contribute to their language development, which is facilitated when each student perceives the personal significance of instruction. Teachers might incorporate topics and issues relevant to students' needs and interests to motivate them to continue independent language and concept learning outside the classroom and extend their understanding of the world. Teachers seize opportunities to inspire students by

helping them form significant connections between schoolwork and their daily lives and perceive the real-world applicability of language skills they learn. Teachers offer students multiple ways to attain success in their classes and structure activities to ensure meaningful language development.

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

Providing Students with Focused Language Instruction

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

Thinking Critically

While planning their lessons, accomplished teachers recognize that today's complex world requires multifaceted approaches to thinking and acting. Teachers challenge students cognitively at both individual and group levels by asking questions that elicit problem-solving abilities. Teachers employ a combination of activities and techniques, such as graphic organizers and word lists, which allow students to construct their own understandings of the material. Teachers analyze the linguistic and cultural demands of learning tasks that require students to think critically, and that provide them with sufficient support. Accomplished teachers initiate tasks that foster inquiry, building students' capacity to communicate complex ideas. Teachers encourage students to ask questions that extend or clarify concepts, promote deeper thinking, or provide diverse perspectives. They motivate students to synthesize conceptual understandings verbally and in writing, constantly integrating students' English language development with academic content learning. By involving students in critical thinking activities, teachers develop language learners who challenge assumptions, engage in creative projects, persist in explorations of difficult material, think substantively, and demonstrate a commitment to acquiring a high level of English language proficiency.

Individualizing Instruction

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

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

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

Using the Primary Language as a Tool

When appropriate, accomplished teachers support students' optimal learning through the use of their primary language to create meaning and engage in discussions about new concepts. Teachers are aware that students' knowledge of another language may complicate their comprehension of concepts expressed in English. For example, students may mistakenly associate the meanings of false cognates, such as embarrassed in English and embarazada, which means pregnant in Spanish. Teachers know that a strong literacy level in the primary language supports

English language literacy development and learning. They acknowledge and value students' primary languages and encourage their development by creating environments rich in oral language use, print and visual literacy, and cultural diversity. In instructional settings where more than one language is used, teachers use both languages as teaching and learning tools when appropriate. Teachers keep linguistic and conceptual goals in mind when making language choices for instruction. They attempt to build on the linguistic abilities students bring to school and help them move toward greater understanding and use of English as a medium for learning.

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

Interacting in the Classroom

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

Accomplished teachers skillfully encourage in students a willingness to use English, even though they may make mistakes. Teachers know language is learned through approximation of standard usages and making mistakes is an integral part of language learning; however, they are able to identify specific errors that do not necessarily disappear over time without instruction and offer students effective feedback. Teachers know when to model language forms, when to ignore language errors, and when to correct students explicitly and in culturally responsive ways.

Accomplished teachers use simple, specific, clear, and consistent feedback that students of diverse backgrounds can understand and use to improve their English language proficiency. Teachers provide feedback in a timely manner, supplement it

with additional instruction as needed, and monitor students' responses to feedback. Accomplished teachers are carefully attuned to evidence that reflects students' emerging capacities to monitor and self-correct language as they attempt new constructions and convey new meanings in English.

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

Encouraging Students to Become Independent Learners

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

Incorporating Assessment

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

Reflection

Accomplished teachers continually analyze their instruction—evaluating objectives, lesson plans, timing, classroom management practices, and classroom environments in terms of student learning and development. Teachers further critique success in planning, preparing for, and delivering instruction by reflecting on their knowledge of students, culture, second language acquisition, content-area curriculum, and of the English language. To enhance students' simultaneous access to academic

<p>content and English language learning, teachers reflect on the learning environments they create and on their use of instructional resources. Teachers observe students' progress in acquiring specific features of language, and, upon reflection, build connections between students' current levels of knowledge and their functioning at more sophisticated levels of performance. Teachers also reflect on the degree to which their instruction communicates high expectations and fosters student success.</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 III: Learning Environment	
OVERVIEW: Using their understanding of the ways in which physical and relational factors combine in the classroom, accomplished English language arts teachers purposefully design inclusive learning environments that engage, challenge, and support student learning.	
<p>Accomplished English language arts teachers carefully and intentionally design and manage all aspects of the learning environment, from the physical space and the physical resources within it, to the movement of people and objects, the personal relationships within the environment, and the emotional climate created by the interaction of all these elements.</p> <p>Accomplished English language arts teachers use their knowledge of students to create learning environments that celebrate diversity and allow all students to flourish academically and emotionally, whatever their backgrounds and exceptionalities. Accomplished teachers realize that in today’s world, the learning environment extends beyond the walls of the classroom and the school and into the local and online communities. Teachers understand that a positive learning environment depends on the quality of the relationships within their classrooms. They are aware that their ability to relate to students is key, and they also understand that it is vitally important to promote mutual respect among students. Accomplished teachers realize that a successful learning environment must be negotiated and co-constructed with the members of a learning community, and therefore accomplished teachers elicit a concerted effort from their students in this endeavor.</p> <p>Accomplished English language arts teachers are aware that they have varying degrees of control over the ways in which they can influence and shape the learning environment. They make the best use of the power they have in this domain, and they advocate for better and more equitable environments by fostering positive relationships with other education stakeholders. When necessary, accomplished teachers negotiate the expansion of their influence over learning environments. Accomplished teachers continuously reflect on the learning environment, seeking ways to improve its effectiveness.</p> <p>Educational Setting</p> <p>Accomplished English language arts teachers understand that in today’s world, education takes place in the physical space of the classroom, in physical spaces outside the classroom, and in virtual spaces—both those accessed through formal,</p>	

teacher-directed activities and those accessed through a multiplicity of informal, student-directed activities. Accomplished teachers encourage learning in all these educational settings and honor the ways in which students create and manipulate their own learning environments.

In the classrooms of accomplished English language arts teachers, the physical space is clearly defined and articulated but also adaptable for different functions. The design is neither too lax nor overly rigid, with necessary resources well organized and easily available. Accomplished teachers are aware of the many ways in which physical layout contributes to the tone and mood of a classroom. Therefore, teachers make purposeful decisions regarding the arrangement of furniture, seating, and classroom displays. For example, an accomplished teacher might create a forbidden word wall when focusing on improving diction, or create an area for displaying star work to motivate students to excel. Even when accomplished teachers are working in challenging physical surroundings, including old or minimally equipped and maintained buildings, they are still intentional about the ways they design an effective learning environment.

Accomplished English language arts teachers understand that a significant aspect of creating a learning environment is grouping learners. Accomplished teachers are skilled at differentiating between learning tasks and goals from which students will benefit by working collaboratively and goals that are more easily attained by students working alone, and teachers adjust the environment for both kinds of work. Accomplished teachers have a clear vision of appropriate arrangements at the time they plan an activity, but they also make in-the-moment modifications to ensure optimum learning opportunities for all students.

Accomplished English language arts teachers have clear and definite purposes for how they use space and where they place students and themselves. For example, on the day of a test, an accomplished teacher might arrange students in rows, whereas on a group discussion day, the teacher might seat students in one large circle. In addition to taking activities into consideration when placing students, accomplished teachers analyze other factors, such as students' personalities, skills, and interpersonal relationships. Accomplished teachers recognize that seating two particular students next to each other may facilitate collaboration and peer assistance or may interfere with learning, depending on the students and the task.

Accomplished English language arts teachers appreciate the fact that the classroom learning environment may include virtual spaces where, under the direction of the teacher, students perform language practice, develop critical work, and engage with media. When possible, accomplished teachers incorporate virtual learning environments in instruction, monitoring the virtual environment for age and developmental appropriateness and augmenting this environment with scaffolds. For example, students might blog about personal interests in an effort to create connections with one another, and then the teacher could model virtual interaction and engagement in an effort to support positive connections among students.

Accomplished English language arts teachers know that today's learning environment fluidly extends beyond the classroom. It extends into physical spaces such as community centers and into virtual spaces that promote synchronous and asynchronous interaction with a larger society. Accomplished teachers recognize that the hybrid space of physical and virtual environments is not merely an option for students, but a major reality of twenty-first-century engagement. Teachers capitalize on students' connection to the hybrid space, and when possible, teachers provide opportunities for students who lack access to this space.

Accomplished English language arts teachers prepare students for physical and virtual public life by helping them navigate the types of interactions, ways to collaborate, and types of individuals they will encounter. Teachers help students gain insight into and control over important issues in their lives through self-reflection and participation in the larger arena of public discourse. Accomplished English language arts teachers help students assume roles in the broader world by gaining entrance into the civic, professional, and business arenas. Teachers help students use their language skills to contribute to the local and global community. By designing a learning environment that emphasizes the relational nature of learning, accomplished teachers give students the tools for effective real-world communication. Students of accomplished teachers learn to function successfully in public spaces because they understand that they can influence the environment in which they find themselves.

Climate of the Learning Environment

Accomplished English language arts teachers understand that the quality of relationships in the learning environment—how students interact with one another and with the teacher—is significant in fashioning a learning environment that nurtures the academic as well as the personal growth of early adolescents and young adults. Accomplished teachers know that students must be supported if they are to take creative risks, offer conjectures, question the assertions proposed by others, and feel comfortable when their own ideas are challenged. Teachers establish classroom cultures of trust in many ways, such as referring to "our" classroom to build a sense of ownership among students. Accomplished teachers work with students to uphold classroom norms, share responsibilities, and attend to one another's needs as a way of building a supportive culture. Students know they can rely on accomplished teachers to consistently treat students with respect and ensure that students do likewise with one another.

Accomplished English language arts teachers manage their classrooms effectively. They establish predictable routines early in the year and make transitions seamlessly to create a learning environment in which students know what to expect and feel safe. Although it is important to include students in some of the decision making in the classroom, accomplished teachers maintain responsibility for many aspects of the learning environment, such as where students will sit, how attendance is taken, what routines will be observed for the opening of class, how students will respond orally,

and how to manage classroom supplies.

Accomplished English language arts teachers engage students in purposeful, positive behaviors that may look quite different depending on the individual teacher's style. For example, a teacher might be perceived as unduly strict by an outsider but be valued by students as the "teacher who cares too much about me to let me slide by." Alternatively, a learning environment that appears noisy and chaotic may actually be effectively organized to support productive student work.

Accomplished English language arts teachers realize that a student's relationship with the teacher is a crucial aspect of the learning environment because student conduct is primarily a function of student engagement. Accomplished teachers are skilled at limiting disruptions to the learning process through their awareness of classroom dynamics, grouping decisions, and relationships with students. The common denominator in all healthy learning climates is a foundation of mutual respect and concern for others shared by teacher and students. When problems do occur, teachers know how to deal with them firmly and fairly. For example, if a student causes a disruption, an accomplished teacher would respectfully redirect the conversation and might choose to talk to the student privately.

Accomplished English language arts teachers know that fostering consistent student engagement is a crucial component in creating a productive learning environment. Teachers are adept in balancing intellectual rigor with relevance, high interest, compelling tasks, and interaction. Accomplished teachers help students learn to participate actively in discussions of texts, share their ideas with one another, listen attentively to one another, and, in general, display their involvement in the field of language arts. Teachers are equally comfortable employing whole-class, one-on-one, peer-group, or other grouping approaches—depending on the instructional purpose at hand. (See Standard VII—Speaking and Listening.)

Accomplished English language arts teachers understand the importance of their dispositions to the learning environment. They demonstrate their passion for the language arts so that students will perceive that language and literature are genuine sources of enjoyment and discovery. They model curiosity about literature and the uses of language, and they encourage each student's literacy practices while maintaining high expectations. Accomplished teachers understand the healthy role that humor can play in the learning environment. They are confident in their adult role and command respect, yet they also respond comfortably to good-natured irreverence aimed in their direction. Accomplished teachers are caring, fair minded, and supportive of each student's well-being.

Although accomplished English language arts teachers are candid about their extensive knowledge and experience in all of the language arts, they do not project themselves as infallible. They model the idea that gaining knowledge and insight from the study of literature and other texts is a never-ending quest that is intrinsically rewarding. By talking about their own experiences as readers, writers, speakers, listeners, and

viewers, teachers demonstrate to students that false starts and mistakes are part of the learning process.

Accomplished English language arts teachers understand that students must learn to have their ideas challenged without rancor or fear of embarrassment. Accomplished teachers are vigilant about not countenancing student-to-student harassment in either subtle or overt forms. Accordingly, teachers work to create learning environments in which all students are not only physically safe, but can develop competence in their reading, writing, speaking, and listening skills without an inhibiting fear of failure or social stigmatization. Teachers encourage respect for the diversity of language backgrounds, traditions, life experiences, and knowledge that each student brings to the classroom conversation. (See Standard II—Fairness, Equity, and Diversity.)

Because accomplished English language arts teachers understand that relationships among adults have a profound effect on the learning environment, these teachers demonstrate professionalism in their relationships with coworkers. Accomplished teachers strive to create or involve themselves in networks of support within the school because they realize not only that such networks can intervene with students in crisis, but also that cohesive adult support fosters a culture in which every student matters—a culture conducive to personal growth and academic achievement.

Reflection

Accomplished English language arts teachers reflect on their effectiveness in creating supportive learning environments. They monitor the learning environments for which they are responsible to consider ways in which these environments promote positive learning outcomes. Teachers recognize ways in which respect, classroom organization, planning, and other factors contribute to a well-functioning learning environment. They seek out ways to optimize environmental conditions that will improve student learning.

Accomplished English language arts teachers review available evidence to determine the extent to which the learning environment has helped students reach learning goals. Teachers strive to reflect on every aspect of the environment, from seemingly superficial details such as whether materials are readily accessible to subtle and profound issues such as whether relationships are conducive to student learning. Teachers carefully observe student behavior and may survey their students in order to assess the choices that have affected the learning environment. If a teacher notices that students are reading more because of the ready availability of books in the learning environment, the teacher might then seek out more avenues for acquiring books to continue to offer a wide selection for all readers. Accomplished English language arts teachers also consider, to the extent possible, which seating arrangement is best suited to the activity at hand. Teachers regularly ask themselves questions such as: “Did I sufficiently prepare my students to engage in whole-group and small-group interaction?” and “Should those particular students have been paired

together?” Teachers strive to monitor how their own interactions with students affect the timbre of the learning environment. For example, a student might disengage from a conversation with the teacher, prompting the teacher to identify whether the teacher’s body language, vocal tone, or word choice contributed to the student’s behavior. Reflection could prompt the teacher to approach the student in a more open or appropriate manner.

Accomplished English language arts teachers realize that regular reflection is an important part of purposefully designing and maintaining successful learning environments. Teachers stay abreast of current technology and educational strategies through professional development, reading, and writing. Accomplished teachers visit colleagues’ classrooms to compare those learning environments with their own and to observe and discuss ways to improve their own classroom learning environments. Accomplished teachers understand that creating a learning environment is an evolutionary process, that the process is recursive, and that, with reflection, the environment can improve over time.

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<p>EXCEPTIONAL NEEDS SPECIALIST (ECYA) <i>Early Childhood through Young Adulthood</i></p>	<p>NOTES</p>
<p>STANDARD IX: Learning Environment</p>	
<p>OVERVIEW: Accomplished teachers of students with exceptional needs establish a caring, stimulating, and safe community for learning in which democratic values are fostered and students assume responsibility for learning, show willingness to take intellectual risks, develop self-confidence, and learn to work independently and collaboratively.</p>	
<p>Teachers Establish Safe and Positive Learning Environments</p> <p>Accomplished teachers create and support positive learning environments that are intellectually, physically, and emotionally safe, and in which students actively participate, take chances, explore alternatives, challenge assumptions, and feel comfortable with themselves. By validating students’ efforts and taking an interest in their lives, ideas, and activities, these teachers fashion an atmosphere in which students feel welcomed, valued, respected, and stimulated; where they gain command of new ideas and tasks; and where they can develop socially, academically, and intellectually. Such supportive and purposeful learning environments, designed in collaboration with colleagues across the settings that serve students, promote active learning, value diverse perspectives and insights, expose students to a variety of challenges, and prepare them for independent learning and living.</p> <p>Given the range of intellectual, physical, and social abilities and health considerations for students with exceptional needs, students benefit from the security and safety of structured and supportive settings. In such environments, students will likely gain a sense of community that builds self-confidence and socialization skills, preparing them to participate in other instructional settings and to take their place in the school and the community at large.</p> <p>Teachers of students with exceptional needs teach in a variety of settings that represent the continuum of services they offer and the adaptations they make to benefit their students. Learning environments often incorporate multiple contexts to encompass the entire school, including general and special education classrooms, hallways, cafeterias, outdoors areas, and community work settings. Early childhood instruction, for example, may occur in pre-schools and child care centers. Elementary students may participate in several learning environments each day. Secondary students are likely to receive instruction in multiple classrooms, and some visit resource rooms or learning centers for specialized instruction. Students who are advanced in mathematics might attend classes at a nearby school or university that offers accelerated courses. Teachers might augment classroom instruction for some</p>	

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students by taking them outdoors to teach functional and mobility skills. Some students may receive instruction in alternative schools, treatment centers, or residential schools. The workplace might comprise a learning environment for some high school students. Regardless of where instruction occurs, and in collaboration with general education teachers and other service providers, accomplished teachers maintain safe, secure, and nurturing learning environments that support all contexts of appropriate services.

Accomplished teachers analyze and manage learning environments to promote student success. They are sensitive, for instance, to the educational consequences for students who receive services outside the general education class and work to balance the benefits of such services with the quality and integrity of academic instruction. Teachers are experts at evaluating student needs within available instructional arrangements to determine the most appropriate learning environments. They advocate for accessible environments in all settings that serve students with exceptional needs and empower students to advocate for themselves in securing access to curriculum and learning opportunities. Additionally, accomplished teachers willingly take on leadership roles in efforts to persuade district, local, or state authorities to meet the requirements of accessibility.

Teachers Value and Support Equity, Fairness, and Student Effort

The learning environments constructed by accomplished teachers foster a sense of community, independence, and caring. These teachers apply principles of fairness in a sensitive manner. They allocate time, learning opportunities, and other resources fairly and wisely, and they recognize competence, effort, and performance. Because teachers value and support outstanding academic achievement, they hold high expectations for all students and communicate their belief that all students can and will participate and learn. They use many strategies to promote conceptual understanding and to encourage innovation, creativity, independent inquiry, and student engagement. They recognize a wide variety of student accomplishments and positive behaviors. Teachers' efforts in fashioning supportive environments affirm students' confidence that they have a role in the classroom and community and that they can safely explore ideas, ask questions, and disagree. Such actions contribute to building students' self-efficacy—the belief that they can succeed in school and that through their own work they can make significant contributions to their school and community.

Teachers recognize that respect for students' thoughts and judgments fosters self-confidence and individual dignity. They instill in their students the ideas that learning is challenging, that experimentation is essential, and that recognizing and correcting mistakes are as important as celebrating successes. This orientation fosters learning environments that engage students, recognize individual differences, encourage choice and expression, and promote inquiry and the independent pursuit of learning. In these settings, teachers provide support and opportunities for students to communicate effectively with peers.

Learning environments that meet the needs of students with exceptionalities provide structure and routine with clear expectations and are productive, safe, and predictable. To help children who need assistance using lockers, for example, open bins might be necessary to house their materials while students learn to use combination or modified locks. Although classrooms sometimes are cluttered, for students who use walkers or wheelchairs, areas are kept clear for best access to learning environments. Students who use wheelchairs must have easy elevator and classroom access and desks at required heights. Although classrooms often display students' artwork, too many items on a wall might distract some students and hinder their concentration. Teachers of students who are deaf or hard of hearing ensure that nothing visually blocks communication, that preferential seating is provided, and that ambient noise is minimized. On a continual basis, accomplished teachers collaborate with general education teachers and others to design, implement, and evaluate strategies for establishing optimum learning environments responsive to the needs of students.

Teachers involve students in setting clear expectations for behavior, and they uphold these expectations fairly and consistently. They develop and discuss classroom rules, consequences, routines, and behaviors for effective learning, and in doing so they create a climate for working together. Teachers maintain productive, open, and enriching learning environments by using well-developed repertoires of strategies, skills, and procedures that allow their classrooms to function smoothly and enable them to change directions effectively when necessary. They combine knowledge, preparedness, caring, and direction to keep students engaged in a wide range of productive activities that promote self-direction and independence. By gaining their students' trust and confidence and by modeling behavior that encourages students to internalize responsibility for their own actions, teachers help students develop a sense of responsibility and belonging to a learning community.

Teachers of students with exceptional needs actively pursue positive interactions among all students to demonstrate respect for others, encourage students to accept one another as capable individuals, and promote support for all members of the school community. They teach students problem-solving and mediation skills to manage and resolve conflicts. Accomplished teachers recognize crises that require intervention on their part and know a variety of strategies to respond appropriately. They are familiar with legal mandates and students' rights in such situations, and they seek assistance from other professionals as necessary. (See Standard VII— Social Development and Behavior.)

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GENERALIST (EC) <i>Early Childhood</i>	NOTES
STANDARD VI: Managing the Environment for Development and Learning	
OVERVIEW: Accomplished early childhood teachers organize and manage the environment to promote young children’s development and learning.	
<p>Accomplished early childhood generalists skillfully manage all aspects of the learning environment, both tangible and intangible, to create a supportive yet challenging climate that is conducive to young children’s development and learning. The tangible aspects include the overall space in which learning takes place and the physical structures and learning materials deployed within that space. The intangible elements include the time in which learning unfolds, the emotional climate in which it takes place, and the management techniques that teachers use to integrate all resources in an effective way. Accomplished teachers foster learning in a variety of settings in addition to the classroom, and when they encounter drawbacks over which they do not have direct control, they find ways to make creative adaptations or to advocate for improvements.</p> <p>Accomplished early childhood teachers apply their foundational understanding of the whole child, diversity, and subject matter in order to create an environment that is conducive to young children’s play, socialization, learning, and development. Teachers understand that the goal of a well planned physical environment is to support independent learning. Teachers analyze children’s social, cognitive, linguistic, physical, emotional, and ethical development when designing the environment to meet their diverse needs, including exceptionalities. Teachers apply knowledge of core academic subjects, the arts, health education, physical education, and developmentally appropriate practices when designing spaces, selecting resources, and managing time. Accomplished teachers draw upon professional knowledge, including research findings, to support the design and management of the learning environment.</p> <p>Designing the Physical Space</p> <p>Accomplished early childhood teachers ensure that within the learning environment, the temperature, furniture arrangement, noise levels, and visual displays are conducive to the learning and development of all children and that the space is organized to allow for easy and safe movement from one area to another. Teachers provide multisensory learning opportunities, and they take into consideration VI Early Childhood Generalist Standards attributes such as cleanliness, order, comfort, and beauty as well as function. They continuously evaluate the appropriateness and effectiveness of the environment and modify it as necessary. They work with</p>	

colleagues, other professionals, children, and families to create environments that reflect the diversity of the community; for example, preschool children could be encouraged to stock the housekeeping area with food boxes, utensils, and items of clothing that represent their home cultures.

Accomplished early childhood teachers use the physical environment to support children's growth in all the inter-related domains of human development. They design meaningful learning environments that support the strengths, interests, and needs of individual learners within a group context. Teachers create indoor and outdoor spaces that are conducive to movement, rest, play, fine- and gross-motor development, health, and fitness. They provide children with spaces that allow for oral and written communication, layouts that enable collaboration, and areas that allow for reflection on activities or regrouping after a challenging experience. For example, the classroom might have a quiet area with pillows where children can read, reflect, or simply relax.

Providing Learning Materials and Resources

Accomplished early childhood teachers are resourceful in creating, selecting, combining, and adapting a wide variety of appropriate materials that assist children in their development and learning. Teachers know that young children build understanding from the concrete to the abstract and from the simple to the complex, and they use this understanding when sequencing materials. They ensure that younger children have early access to materials that make it relatively easy to encounter and work with foundational ideas, such as objects that support initial counting and one-to-one correspondence. As children grow older, teachers provide them with materials that encourage higher-level engagement with the same ideas. When considering learning materials, accomplished teachers take into account many criteria including safety, developmental appropriateness, quality, durability, affordability, flexibility, and aesthetics.

Accomplished early childhood teachers carefully select materials such as books, music, manipulatives, visuals, and technology that are current and accurate and which enhance the curriculum. Teachers select materials that are developmentally appropriate and diverse in nature and that will enhance children's self-images; items such as books, dolls, and puppets reflect the class's diverse makeup as well as the composition of the broader society. They ensure that the language and images in the materials do not depict any group or individual as less capable than another or in stereotypical ways. Teachers select materials which show individuals demonstrating positive leadership, democracy, and cooperation; for example, individuals in a computer game might accept responsibility, solve problems, and settle disputes in a creative manner to which children can relate. Accomplished teachers evaluate possible materials to determine whether they are likely to encourage critical analysis and broaden children's outlook on the world.

Accomplished early childhood teachers organize materials in ways that make them

easy for all children to access. Teachers teach children to use materials appropriately and to work as a team to ensure that materials are ready for classmates the next day. Teachers label shelves and containers with pictures and words in English and also, where possible, in children's home languages, in order to support children's independence in accessing materials and returning them to their proper place. Teachers arrange materials in ways that pique curiosity and wonder. They ensure that children encounter the tools and representations that are commonly employed in the subject areas, such as calculators, globes, and magnetic letters.

Accomplished early childhood teachers integrate technology throughout the curriculum and the daily routine in ways that support and extend traditional resources and help children become lifelong learners in an ever-changing world. Teachers carefully position technology in ways that allow easy access for children, including children with physical challenges. In addition, teachers provide enough space so that children can easily collaborate when using technology, for example, by equipping the computer table with multiple chairs. Accomplished teachers ensure that all technology is developmentally appropriate, safe, carefully selected, and used appropriately by children to enhance the curriculum and address developmental objectives.

Accomplished early childhood teachers conscientiously manage time as a resource in order to meet the needs of young children. Teachers structure time in such a way as to provide a clear framework for each school day, and they organize temporal transitions between learning activities, including down time when children can reflect and rest. Accomplished teachers provide sufficient time for reading and writing, social conversation, play, collaboration with others, learning new things, and building on prior knowledge. Teachers recognize that schedules should accurately embody curriculum priorities and that children need sufficient time on task in order for learning activities to be meaningful. Teachers build flexibility into schedules so that they can respond to children's spontaneous need to ask questions, their tendency to stop to ponder, and their desire to interact with other learners. They help children adapt to unscheduled events that may occur such as a fire drill. They use developmentally appropriate methods to help children understand schedules. Schedules for younger children might consist of symbols for the day's activities paired with pictures of clocks showing the times. Schedules for older children might consist of standard written lists of activities next to standard times.

Managing Play in the Learning Environment

Accomplished early childhood teachers value young children's play as a powerful facilitator of growth, development, and learning across all developmental domains. Teachers thoughtfully organize safe and inviting indoor and outdoor environments, managing them to promote productive play. Because play has a central role in achieving a balance among the cognitive, emotional, and physical areas of the curriculum, accomplished teachers provide adequate time and space for young children to engage in play.

Accomplished early childhood teachers take into consideration children's ages, abilities, and cultural backgrounds when selecting materials and equipment for play. Teachers know that culturally reflective play materials will help young children understand the values of their communities, and teachers are careful to avoid stereotypes in all materials. Accomplished teachers select play materials that can be adapted to different age and ability levels because they understand that developmental differences across one year can be vast. Teachers also make necessary accommodations and adaptations for children with exceptionalities. For example, a child with a wheelchair can partner with another child when returning play equipment to a shelf or bin. Accomplished teachers provide a variety of equipment and materials that stimulate imagination, language development, independent activity, and social interaction.

Accomplished early childhood teachers provide adequate time, materials, and equipment for large muscle play in order to give children opportunities to express their emotions and to develop muscle strength, coordination, and balance. Accomplished teachers equip the play environment with materials from a wide variety of sources: commercial, found, and teacher-made. They select and arrange a variety of materials that allow for a range of uses, from basic to increasingly complex.

Managing the Learning Environment

Accomplished early childhood teachers appreciate the connection between the composition of the learning environment and the management of learning. They create arrangements of materials that are likely to encourage productive social dynamics and manage the learning environment so that space is conducive for either independent or group work. The teacher might set up a variety of learning centers in the classroom and then let children decide where to go by placing pocket charts containing children's names and the names of centers at a level where children can reach them easily. This strategy would help manage the flow of individuals to various centers in the room, and would foster both independence and critical thinking skills by allowing children to make choices. Accomplished teachers provide a mixture of regular classroom routines, which give children a sense of security, and unstructured experiences, which foster independence. The blend of structured and unstructured activities helps children experience success and thus perceive themselves as competent.

Accomplished early childhood teachers manage the social and emotional climate as well as the physical elements of the learning environment. They manage engagement, opportunities, and interaction to establish a climate that is focused on development and learning. Teachers are highly effective when responding to misbehavior and actively consider the social and emotional context in which such behavior occurs in order to ensure that the learning environment is as conducive to productive behaviors as possible. Teachers partner with young children to manage

the classroom. They ensure that children understand the rationale for routines and rules, and they model productive ways for children to engage in learning, take responsibility for their learning, and engage with classmates. Accomplished teachers use modeling to create a risk-free climate in which all children are able to exhibit their individuality and to understand that making mistakes is an acceptable part of the learning process.

As accomplished early childhood teachers manage learning environments, they demonstrate genuine care and respect for young children, and they encourage children to show concern and respect for their peers and adults and for equipment and materials. Accomplished teachers act in ways that earn respect from children and families. They understand the importance of the child-teacher relationship, especially when children are initially adjusting to formal educational settings. Accomplished teachers gradually help children move from dependence on adults to reliance on peers and themselves. For example, when a child first comes to school and spills something, the teacher leads in cleaning up; however, the teacher quickly transfers the responsibility to the children.

Accomplished early childhood teachers know how to collaborate with others in order to manage time, materials, and space in an array of environments including homes, classrooms, playgrounds, and various sites in the community. Teachers are able to create a sense of community among children, families and volunteers, co-teachers, and other professionals. Accomplished teachers cultivate respect, support, and mutual acceptance across all learning environments. They effectively address the array of situations, be they typical or unexpected, potentially adverse or favorable, which arise in different settings so that children are safe and able to learn.

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

GENERALIST (MC) <i>Middle Childhood</i>	NOTES
STANDARD III: Establishing an Environment for Learning	
OVERVIEW: Accomplished teachers establish and maintain safe and respectful learning communities that nurture relationships and create climates that promote student engagement in learning.	
<p>Introduction</p> <p>Accomplished middle childhood generalists create learning environments that foster a sense of community by safeguarding each student’s dignity and emotional wellbeing. Teachers nurture student participation in collaborative learning activities and encourage risk taking within caring, inclusive, and supportive environments. They facilitate the development of communication skills that allow their students to solve problems together and affirm the contributions of individual classmates. In a vibrant community of learners, accomplished teachers support the welfare of the community by valuing the unique perspectives of students and their families.</p> <p>Careful management of a well-designed classroom sets the foundation for this type of learning environment. Accomplished teachers involve their students in the establishment of clear expectations for classroom behavior. They model, teach, and monitor class rules and routines to uphold these expectations consistently. To maintain their students’ focus on learning, teachers create smooth transitions between activities. Whether the environment is physical or virtual, middle childhood generalists establish safe and productive parameters for learning. Well-organized, efficient, yet flexible managers of time, accomplished teachers make classroom management seem nearly effortless so that learning can occur.</p> <p>Building a Community</p> <p>Accomplished teachers are attuned to the diversity of their students. They consider distinctions in educational and cultural backgrounds as well as individual personalities and dispositions toward schoolwork. They use this understanding to design a variety of approaches for maintaining the well-being of the class while acknowledging the uniqueness of its members and promoting fairness and equity for all. Teachers hold high expectations for students and consistently communicate the belief that all students can participate and learn in an inclusive environment. (See Standard II—Respect for Diversity.)</p> <p>Accomplished teachers model and provide opportunities for students to work collaboratively by having students communicate through discourse with their peers.</p>	

This type of communication might include cooperative learning techniques, partner-conversations, or Socratic seminars during scientific experiments or while solving mathematical problems. Middle childhood generalists understand that these types of interactions can help groups appreciate the value of individual contributions while embracing the diverse perspectives of all students. Teachers consistently provide students with challenging opportunities in which risk taking is essential to reaching their potential. In the learning communities created by these teachers, students feel a sense of ownership and purpose. By guiding their students to contribute productively in the classroom, teachers help their students build character and become productive members of society as well.

Accomplished teachers create culturally responsive environments that include family members. They demonstrate a fundamental interest in their students' lives by building a bridge between home and school and establishing an atmosphere in which families feel welcomed, valued, and respected. Communicating regularly with families helps teachers learn more about their students' backgrounds and cultures. These conversations show teachers what families expect and hope for their children while providing meaningful opportunities to involve families in school activities.

Accomplished teachers know that, to be most helpful to their students, conversations with families may include students, interpreters, or translators as needed to accommodate a mutual exchange of information. Teachers work with families to create goals for students and establish ways that they can partner to reach these goals. By communicating thoughtfully with parents, teachers can gain a better understanding of students and establish a positive working relationship with their families. (See Standard VI—Partnership and Outreach.)

Organizing and Managing the Classroom

Accomplished teachers establish procedures and expectations with their classes at the beginning of the school year. Teachers reflect on these procedures throughout the year to maintain efficient classrooms, adapting them as appropriate to meet the needs of individual students and classroom communities. They design activities to help students know and respect each other and build productive environments. They know that modeling respectful behavior encourages students to exhibit positive behavior toward their peers as they provide constructive feedback. When students understand that it is important to respect themselves and others, they are better able to take personal responsibility, consider other perspectives, disagree appropriately, and advocate for themselves.

To support the development of respectful and productive educational environments, accomplished teachers use class discussions and student feedback to include students in the development of mutually determined routines and expectations. Teachers facilitate student-centered discussions to establish norms for decision making in the classroom. Students then help define the rules they live by, to create communities for which they feel responsible. Accomplished teachers know that students' input

encourages positive interactions, nurtures constructive peer relationships, and facilitates individual and collective problem solving.

Accomplished teachers recognize that a willingness to accept input from students regarding procedures is essential. For example, a student might propose an efficient way to move from one activity to another that minimizes the time spent transitioning; an accomplished teacher might then incorporate this improvement in class procedures and review it later with students to see if it is working. Throughout the school year, teachers monitor the procedures established for their classes and assess their effectiveness in supporting learning activities and the development of their students' concepts and skills.

Accomplished teachers demonstrate their respect and concern for students by celebrating students' successes and addressing inappropriate behavior constructively. They find ways to acknowledge students who act appropriately and compliment their academic or social behavior. When students begin acting in negative or unproductive ways, accomplished teachers may recognize factors aggravating a situation and prevent or mitigate the effects of a conflict. If not, they manage and resolve the conflict another way. For example, knowing that clear expectations and established consequences can minimize conflict, teachers may assert that the learning environment is a bully-free zone and stress that there is no tolerance for disrespectful or unsafe behavior within that community. Accomplished teachers act promptly and equitably when disciplinary action is required. They refrain from causing students embarrassment and provide them, instead, with opportunities to re-establish themselves as positive members of the classroom.

Accomplished teachers recognize the importance of instilling within their students the idea that learning can be enjoyable yet challenging, that experimenting is essential, and that recognizing and correcting mistakes is as critical and worthwhile as enjoying successes. Teachers encourage their students to state their ideas and support their opinions to promote inquiry and inspire them to embrace the independent pursuit of learning. In this kind of environment, students can learn from peers, learn from mistakes, and acquire the persistence needed to strive for success.

Accomplished teachers optimize the use of classroom space and plan all aspects of classroom design to maximize learning. The physical setting, including the placement of furniture, equipment, and materials, can facilitate the learning process by stimulating student engagement and motivation while supporting a harmonious class dynamic. Teachers are aware, for example, that exhibits of student work, arrangements of works of art, as well as color and lighting, can contribute to a positive classroom climate while creating a sense of belonging and ownership in the class. They also know that they can plan the flow of student traffic to promote function, safety, and responsibility. They may therefore consider the best way of organizing supplies so that all students can readily access and return them without delay or disturbance.

Accomplished teachers also arrange classroom furniture to adapt their use of space based on planned learning activities. For example, students might move their desks to one side of the classroom so that they have room to act out a scene from a play, take part in a simulation, or participate in an activity where students estimate and then measure the area or perimeter of the classroom floor. Teachers use their classrooms to help coordinate student activities throughout the instructional day; for example, they may have students take gallery walks to observe student work posted on the walls. They group students for a variety of reasons, to organize them based on student interest, content area, or ability level, for instance.

Accomplished teachers help students participate fully in the life of the class by adapting the physical setting to meet the needs of all students. Middle childhood generalists advocate for and negotiate to address their students' physical requirements by coordinating with school administrators and district professionals to obtain necessary equipment and building modifications for students with exceptional needs. For example, one teacher may request an FM device to help a student who is hard of hearing, while another may request a sidewalk cut on a curb near the classroom to provide wheelchair access. If a student continually squints, a third teacher may write a referral for evaluation by the district vision specialist. Accomplished teachers know the service providers for students with exceptional needs and facilitate the support these providers give their students.

Accomplished teachers always think proactively to meet their students' social, physical, emotional, and intellectual needs. They consider all aspects of their learning environments to achieve this goal. Teachers understand that their learning communities extend beyond the four walls of their classrooms to include any setting, physical or virtual, in which their students interact. They therefore build communities, organize and manage classes, and make adaptations as needed to maximize their students' engagement with learning in each of these settings.

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

HEALTH EDUCATION (EAYA) <i>Early Adolescence through Young Adulthood</i>	NOTES
STANDARD V: Instructional Approaches	
OVERVIEW: Accomplished health education teachers use an array of engaging instructional strategies to facilitate student learning.	
<p>Accomplished health education teachers combine their enthusiasm for and knowledge of their field with their knowledge of students; consequently, their students are constructively engaged in the pursuit of health literacy and demonstrate their spirited involvement in and appreciation for learning about health-related issues. Such teachers convey a sense of knowledge, preparation, care, and direction that combine to keep students engaged in productive activities.</p> <p>Establishing a Productive Learning Environment</p> <p>Health education teachers establish a productive and enriching learning environment and maintain it through a well-developed repertoire of strategies, skills, and procedures that allows their classrooms to function smoothly. The supportive, congenial, and purposeful learning environments that are characteristic of classrooms of accomplished health educators contribute to active learning and expose students to a variety of intellectual challenges in which students explore health literacy.</p> <p>Teachers recognize that experiences in health education class can have lasting effects that shape students' attitudes toward themselves and future health-related decisions and actions. Accomplished health educators affirm their interest in students' success by offering them opportunities to ponder issues and express ideas and opinions on subjects that may not be available in other academic areas but that are exceptionally relevant to them. Knowing that the quality of interactions within the classroom is a significant aspect of creating productive learning environments and acquiring health literacy skills, teachers welcome the open expression of ideas and encourage the search for greater understanding and knowledge. Teachers therefore establish an atmosphere in which students feel welcomed, valued, and respected.</p> <p>Teachers communicate enthusiasm for their field in a positive, caring manner that recognizes, respects, and appreciates the abilities and knowledge of each student. Effective health education classrooms are lively places where students are actively engaged in learning. Teachers use strategies, materials, and opportunities to maintain this enthusiasm. Understanding their role as facilitators of learning, teachers look for ways to validate student learning and knowledge. Acknowledging the value of positive, personal responses to students' efforts, they know how and when to encourage students, when to challenge them, when to push them forward, or when</p>	

to redirect them. Teachers also know that new learning experiences elicit excitement and interest, build students' self-confidence, and lead to both immediate and lifelong participation in healthy lifestyles. Health education teachers thus demonstrate their belief in the importance of the subject and make it possible for every student to succeed.

Providing Multiple Paths to Learning

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

Individual student differences that mark all classrooms require teachers to employ multiple means to engage students in learning. The understanding that teachers have of students' individual differences and learning styles leads them to design several avenues to approach key issues that serve the well-being of the class as a whole while acknowledging the individuality of its members. For example, teachers may use direct instruction to reinforce skills-based learning; they may facilitate access to the Internet to develop students' global perspectives; and they may draw on a variety of metaphors, analogies, illustrations, and problems to extend students' thinking and to develop students' capacity to reason incisively. Because health education is not a passive process, teachers engage students in activities that are student centered and student directed. In the classrooms of accomplished teachers, students are often engaged in interactive tasks and cooperative learning experiences such as student-to-student or small-group activities in which students communicate with one another and to other audiences, including their families and communities.

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

Creating Instructional Tasks That Motivate Students

With the knowledge that health education cannot occur in isolation from other academic subjects or from real-life experiences, teachers help students discover and

explore connections to their own lives and to other academic disciplines; teachers thus place health education within a larger context that is meaningful to their students.

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

To make the point that health literacy is a continuous process that contributes to life-long wellness, accomplished health education shifts the focus of learning from classroom activities to the broader experiences of students. Whenever possible, teachers draw from across the curriculum, incorporating concepts from science, technology, literature, physical education, social studies, languages, mathematics, and the arts to enrich students' health knowledge. Accomplished teachers are aware of and stay current on the concepts of other academic courses undertaken by their students; they can then choose materials and employ instructional strategies that relate health concepts to these curricula. Teachers may develop, in cooperation with colleagues from other academic disciplines, a repertoire of interdisciplinary units that link common concepts and themes. Such learning enables students to link health literacy to a realm of education opportunities and to their lives beyond the classroom. Through such learning, students can understand that many health-related topics are actually important societal issues that are rarely confined to traditional disciplinary boundaries. (See Standard IX—Partnerships with Colleagues, Families, and Community.)

Using Diverse Resources

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

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

Using Time Efficiently and Adjusting As Circumstances Dictate

Accomplished health educators effectively manage instructional time, establishing orderly and workable learning routines that maximize student time on task. Doing so provides students with clear expectations and enables them to participate with confidence.

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

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

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

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<p>LIBRARY MEDIA (ECYA) <i>Early Childhood through Young Adulthood</i></p>	<p>NOTES</p>
<p>STANDARD III: Teaching and Learning</p>	
<p>OVERVIEW: Accomplished library media specialists understand and apply principles and practices of effective teaching in support of student learning.</p>	
<p>Teaching involves designing and developing effective instruction, creating active and positive learning environments, developing effective learning strategies, and strengthening and supporting the school curriculum, all of which results in student learning. Accomplished library media specialists are instructional leaders who demonstrate subject-matter knowledge. Accomplished library media specialists effectively apply instructional principles and practices established by research and theory to create meaningful learning opportunities for students.</p> <p>Applying Learning Theory</p> <p>With a knowledge base in learning and information-seeking theories and with knowledge of a school’s full curriculum, accomplished library media specialists co-plan, co-teach, and co-assess with teachers to create a wide range of learning opportunities. (See Standard III—Knowledge of Library and Information Studies.) Specialists teach all members of the learning community² to gain access to and use resources that will improve instruction and foster learning. Such professional collaboration places accomplished library media specialists at the center of collegial efforts to meet the diverse needs of all learners at every level.</p> <p>Accomplished library media specialists apply learning theories and best practices to design instructional opportunities for the full range of students. Specialists’ plans and lessons address differentiated and appropriate levels of scaffolding to increase or extend every student’s knowledge base. For example, accomplished specialists may purchase a core collection of board books and oversized big books for pre-kindergarten circulation and lessons. Specialists may use their knowledge of learners with autism spectrum disorders to design specific strategies that allow these learners to participate more fully. Specialists may also use their knowledge of best practices to enrich learning opportunities for English language learners by providing them with audio versions of materials in English or texts translated into primary languages for assigned or recreational reading.</p>	

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

Designing and Developing Instruction

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

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

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

Creating an Active and Positive Learning Environment

Accomplished library media specialists are aware that the physical environment of the library media center affects the learning process. Specialists use the physical setting of the media center as an effective instructional tool to encourage recreational reading and lifelong learning. They create an open, friendly, and pleasant environment that attracts students and teachers. Specialists establish a task-oriented environment that accommodates a variety of concurrent activities in which learners may function at their highest levels.

Accomplished library media specialists recognize that an active and positive learning environment extends beyond physical space. Specialists maintain an inviting and innovative virtual presence for the library media program that supports and involves learners in both their educational and personal development. Specialists are committed to creating a resource-rich virtual environment in which all stakeholders of

the school and the library media program are welcome to participate in activities that enrich the greater learning community. For example, the library media specialist may create spaces on the school's Web site for all members of the learning community to discuss an academic project or to contribute suggestions for new resources for the library's collection.

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

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

Strengthening and Supporting Curricula

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

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

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

<p>those involved. This cross-curricular, collaborative work results in rich learning opportunities for students.</p> <p>Accomplished library media specialists assist teachers in creating frameworks for research, allowing students to generate innovative projects that involve a wealth of information resources. For example, to expand and deepen students' understanding of Native American culture, specialists may work with them to incorporate materials from primary source databases—including photographs, videos, or audio materials—to create a documentary.</p> <p>Reflection</p> <p>Accomplished library media specialists reflect on the processes and products of teaching and learning. Specialists purposefully use learning theories to guide their practices and reflect on how these practices can be best applied to various learning environments and for learners with diverse needs. Specialists realize that teaching and learning are cyclical processes that must be continually evaluated and refined, and they include others in these processes to ensure successful effects on learning. Library media specialists compare their own practices with the best in the field and make adjustments to meet the needs of the learners they serve. Accomplished specialists make conscientious short-and long-term plans to acquire new knowledge and to improve their programs and practice through professional development opportunities.</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>

LITERACY: READING-LANGUAGE ARTS (EMC) <i>Early and Middle Childhood</i>	NOTES
<p>Learning Environment is included throughout the Literacy-Language Arts Standards. Sections from the following standards are included:</p> <p>STANDARD III: Learning Environment (entire Standard) STANDARD VI: Reading STANDARD VII: Writing STANDARD VIII: Listening and Speaking STANDARD IX: Viewing and Visual Literacy</p>	
<p>OVERVIEW: Accomplished early and middle childhood literacy: reading—language arts teachers establish a caring, supportive, inclusive, challenging, democratic, and safe learning community in which students take intellectual, social, and emotional risks while working both independently and collaboratively. (Standard III)</p>	
<p>Standard III: Learning Environment</p> <p>Accomplished early and middle childhood literacy teachers know that a healthy and constructive emotional, physical, and intellectual tone in the classroom is essential to fostering successful literacy learning for all students. These teachers intentionally work to create an environment in which all students have a place as valued members of the learning community. Accomplished teachers create positive affective environments in which children feel free to take risks as they expand their approximations of literacy and explore language found in texts, various media, and the world around them. They also create comfortable, appealing, and efficient physical environments for literacy learning. Literacy teachers know that intellectual literacy learning environments are well managed, offering an array of academic activities that are highly engaging to students and that promote student independence. Accomplished teachers demonstrate a sincere interest in students, families, colleagues, and all stakeholders. These teachers structure their environments by genuinely making everyone feel welcomed, valued, and respected as an integral part of the classroom. Teachers’ attitudes encourage collaboration and respect and are optimal for literacy learning. They are masterful at creating a learning environment that promotes literacy learning.</p> <p>Establishing the Affective Environment</p> <p>Accomplished teachers foster a sense of community, inclusion, and purposefulness about learning among their students in many ways, but primarily through the examples they set. They are personally friendly and welcoming in their interactions with all their students. They listen carefully and dignify each student’s contribution</p>	

with attentiveness and thoughtful responses. They are interested in their students' ideas, lives, and activities; enthusiastic in support of their students' initiatives; and generous in their recognition of a wide variety of students' accomplishments and positive behaviors. They use a sense of humor to enliven the instructional day, even as they communicate an underlying seriousness about the importance of learning. They firmly believe that all their students are capable of growing in their knowledge of the world and in terms of their competence in reading, writing, listening, speaking, and viewing. Accomplished teachers maintain high expectations for the success of each student.

Accomplished teachers understand the relationship between the classroom environment and a student's ability to learn. They know that safety is essential for learning, and they strive to ensure that learning environments are physically, intellectually, and emotionally safe for students. In the classroom of an accomplished teacher, each student feels valued and respected by the teacher and by peers. Above all, the teacher creates an inclusive environment that promotes a sense of security for every individual in the classroom.

Accomplished teachers address student behavior by using foresight and by setting clear expectations. In some cases, students and teachers collaborate in setting standards and expectations in order to promote students' sense of ownership of the learning environment. Literacy teachers explicitly teach procedures and routines that foster harmony. When disciplinary action is necessary, teachers act promptly and respectfully, focusing on a particular problematic behavior rather than assigning general blame. Teachers anticipate situations that may provoke a negative reaction and know how to prevent or mitigate adverse effects. Accomplished teachers respond skillfully to instances when the classroom is disrupted by external events. These teachers deal effectively with assemblies, rehearsals, drills, loudspeaker announcements, and other interruptions, and, when appropriate, relate these interruptions to classroom activities.

Accomplished teachers are committed to ensuring that students with exceptional needs are an integral part of the learning community. Teachers are knowledgeable about when and how to use support services, blending them into the classroom where possible. Reading specialists collaborate with classroom teachers to ensure that students' reading skills and strategies are reinforced in both classroom and other settings. Literacy teachers form partnerships with colleagues to benefit all students with exceptional needs, whether they remain in the classroom or receive instructional services in a separate area. For example, the teacher and the interpreter for a student who is deaf might collaborate to ensure that the student is actively involved with peers throughout the day. When certain students routinely miss classroom instruction for part of the school day, teachers remain committed to fostering their overall development. For example, when students with exceptional needs receive extra support outside the classroom, the teacher acknowledges them upon their return and helps reengage each student through conversation, regular routines,

organizing visuals, or with the assistance of class helpers when the teacher is occupied with another student or group. In addition, resource and classroom teachers collaborate to plan lessons that carry over from one context to another and to ensure manageable amounts of work for students who receive extra support.

Establishing the Physical Environment

Accomplished teachers realize that physical surroundings have powerful implications for learning. Therefore, whether they have their own classrooms or travel to different areas of the school building to provide instruction, literacy teachers make effective use of available resources and collaborate with colleagues to optimize the physical environment for all students.

Accomplished teachers make deliberate choices about the physical environment, considering such aspects as color, lighting, and décor. Teachers know that the physical setting of the classroom, including the arrangement of furniture, the choice of materials, and the displays, can help support and extend student learning, engagement, and growth. The classrooms of accomplished literacy teachers are replete with student-generated work such as anchor charts, writing exemplars, and artwork as well as photos of the students to ensure they feel part of the classroom community. Literacy teachers may display many functional messages in English as well as in the home languages of students for whom English is a new language. Accomplished teachers involve students in modifying and maintaining the classroom environment, rearranging it as needed to keep pace with assorted instructional engagements and student learning. For example, a teacher might invite students to help set up the dramatic play area or hold a class meeting to discuss how to rearrange furniture to organize the classroom library.

Accomplished teachers arrange the physical environment to ensure that students with exceptional needs are an integral part of the classroom learning community. Teachers know that in the case of a student with physical challenges, the physical organization of the classroom has a great impact on the student's ability to move around. The teacher is therefore purposeful about the layout of the classroom and any potential hindrances. Additionally, accomplished teachers are intentional about making instructional resources easily accessible for students with exceptional needs.

Accomplished teachers provide frequent opportunities for students to learn from each other as well as from the teacher. Teachers express their thoughts and ideas in ways that are clearly understood by their students. Teachers understand that communication is a two-way process; they are expert listeners and can interpret what students mean. Literacy teachers coach students in the giving and receiving of constructive feedback and help students value one another's ideas. They model and teach active listening, showing how it is an important part of effective communication in general and constructive feedback in particular. Accomplished teachers purposefully plan opportunities for students to discuss and reflect on their learning to promote positive social interactions, which may include classroom meetings and peer

mediation.

A student in the classroom of an accomplished teacher moves through a variety of learning settings—whole-class, small collaborative group, paired, and individual— in the course of the instructional day. Accomplished teachers create spaces that are conducive to whole-group, small-group, and independent learning. Groups are created as learning needs arise and modified or disbanded as needs change. Literacy teachers do not allow a student to be singled out by ongoing membership in a particular group. As teachers modify groupings based on students' needs or interests, they ensure that students understand the resultant expectations. For example, when grouping students for a new writing workshop or a literature discussion, teachers help members adapt to group dynamics and explicitly teach group members how to communicate clearly and supportively.

Establishing the Intellectual Environment

Accomplished teachers create environments in which learning resources are easily accessible. They take great care to ensure that students are able to access learning resources with increasing independence. For example, the teacher can make a variety of engaging writing materials readily available for times when writing opportunities arise, such as when children receive a postcard in the mail and are motivated to independently write a response. Additionally, accomplished teachers ensure that students receive the necessary guidance in selecting texts and other learning materials for themselves—that they know where materials are and know how to select those that will meet their personal and academic literacy needs.

Accomplished teachers take measures to ensure that the physical arrangement of the classroom is conducive to the learning of all students, including students with exceptionalities. For example, teachers ensure that the environment allows a student using a wheelchair to be seated in ways that promote easy eye contact and sharing with other students, whether in large or small groups.

Accomplished teachers know that central to a literacy learning environment is a classroom library. To the best of their abilities, teachers stock and organize the library for students of all reading levels and interests. An abundance of texts and a variety of genres in print and non-print formats are available in the library, and students are allowed to browse through it and use it daily. Teachers collect resources that reflect a variety of perspectives, interests, cultures, and life circumstances for their classroom libraries. Literacy teachers also recognize the importance of regularly introducing students to new literature and information, and they feature changing texts in the classroom book collection. Additionally, they provide access to a variety of media for instructional purposes and offer students opportunities to select media that meet their individual learning needs. Teachers provide a variety of tools for reading; for example, during independent reading, some students may choose to use a digital reading device.

Accomplished teachers are aware that the learning environment extends beyond the walls of the classroom. They collaborate with families and invite students' lives and cultures into the classroom. They build partnerships with the community that enhance student learning (See Standard XII—Collaboration with Families and Communities). In addition, literacy teachers recognize that online environments are increasingly a part of the overall learning environment. Teachers create opportunities for students to engage in social networking and to collaborate locally, nationally, and globally in developmentally appropriate ways. Teachers also take measures to maintain students' safety in online environments.

Through the learning environments they create, accomplished teachers foster intrinsic motivation in their students. Accomplished teachers instill in students an understanding that although learning can sometimes be difficult, the reward for persistence is a sense of accomplishment and increased self-confidence. Teachers explain that a willingness to experiment is an essential part of the learning process, and they demonstrate that mistakes should not be viewed as failures but rather as valuable lessons on the way to improved understanding. From the start of the school year, teachers use democratic processes to discuss classroom rules and consequences and to establish social behaviors that favor effective learning and living together considerably in the classroom and school community. They teach conflict resolution skills and support students in assuming responsibility for their own actions. They provide students with opportunities to make meaningful choices both socially and intellectually. They foster students' confidence, intellectual and social risk taking, and persistence. Teachers are aware that students want to become competent, and they publicly recognize and celebrate students' various achievements. Accomplished early and middle childhood literacy teachers use the affective, physical, and intellectual learning environment to foster a sense of agency in their students and to lead them toward becoming resilient, self-regulated learners.

From Standard VI: Reading Environment

Accomplished teachers establish a safe and comfortable literacy environment that invites and encourages reading. They use a variety of materials that are authentic, engaging, and culturally appropriate, and they allow students to engage with those materials in a variety of ways. Literacy teachers capitalize on both the physical and affective opportunities within the learning environment.

In the physical environment, accomplished teachers promote visual literacy through a deliberate dispersion of reading materials such as diverse literature, big books, word walls, content and motivational posters, word banks, shared poetry, and technology. They set aside areas in the room for independent cozy reading, paired practice, small-group lessons, and whole-group instruction. They purposefully incorporate play in their classrooms and, when possible, offer puppets and props to retell or act out a story. Teachers also ensure that all students have access to technology in the reading

environment.

Accomplished teachers carefully foster an emotionally safe learning environment where students feel secure enough to take risks as they are learning how to read. Teachers cultivate a collaborative learning community in which students encourage, support, and promote the literacy development of their peers. Teachers engage students through purposeful reading routines and opportunities for students to read throughout the school day.

From Standard VII: Writing
Learning Environment

Accomplished teachers know that students learn to write through meaningful writing engagements; therefore, they create environments conducive to writing instruction and practice. They dedicate daily blocks of time for teaching the process of writing and flexibly use writing as a tool for learning throughout the day. They establish a print-rich environment with spaces for students to gather for guided instruction, write for extended periods, confer with the teacher and peers, and share their writing. They create a safe and comfortable setting where students can explore, extend, and expand their writing repertoire, and they create predictable routines for activities before, during, and after writing.

Accomplished teachers provide students with a variety of engaging and inviting writing tools and materials, and they establish routines and procedures for how materials and resources are accessed and managed. They scaffold writing tasks by providing exemplars of various writing genres such as children’s literature and student writing samples. They offer support within the classroom environment through such instructional materials as anchor charts, word lists, or inspiring visual images. Literacy teachers provide access to technologies to facilitate all aspects of the writing process and allow students to create and publish innovative, authentic written products. They allow students to self-select these tools. Space is allowed within the classroom for students to organize and store their drafts and revisions. Teachers provide ways to manage less formal writing, as well, such as content-area journals. They also allocate space for students to store final writing products, or they may allow students to maintain an electronic portfolio. Accomplished teachers showcase writing in the classroom, school, and wider community.

From Standard VIII: Listening and Speaking
Learning Environment

Accomplished teachers create a mutually supportive classroom environment in which all students feel safe to take part in classroom discussions and other exchanges of oral language, and teachers frequently plan for small-group conversations to ensure that all students have opportunities to express themselves. These teachers model and explicitly teach group communication skills such as how to “disagree agreeably,” how to respond to one another’s comments, and how to take turns. Teachers recognize

and make accommodations for students to use speaking and listening to enhance their learning.

Accomplished teachers design their classrooms in ways that foster active participation for all learners. Seating may be arranged for small-group work, and open areas may be available for larger group activities. Accomplished teachers ensure that students can see each other during morning or community meetings and are facing the learning activity for demonstrations, speakers, or presentations. Teachers are sensitive to the effects that background noises and other sounds may have on students' listening and speaking, and they work to provide an optimum learning environment.

From Standard IV: Viewing and Visual Literacy Environment

Accomplished teachers create visually rich environments and varied learning experiences in physical learning spaces, which make certain that all students learn how to interpret, analyze, comprehend, and create many forms of visual texts. Visual and physical environmental cues serve as important supports for student learning, particularly for the academic and social development of emergent readers and students for whom English is a new language, students with hearing loss, and students from culturally and dialectally diverse backgrounds.

Accomplished teachers purposefully plan for students to interact with visual texts. They construct an environment open to the inquiring nature of early and middle childhood students and help all students interact with their visual environment as an important part of the learning process. Literacy teachers plan extended amounts of time for students to have purposeful conversations with one another in order to build students' critical viewing skills while extending and expanding important socialization skills. Teachers also deliberately teach students how to visually navigate an array of texts through a variety of settings. For example, teachers help students understand the different navigation skills needed between both fiction and non-fiction books and print and non-print resources.

Accomplished teachers know the importance of providing a rich physical environment that promotes visual literacy through a deliberate saturation of environmental print such as word walls, content and motivational posters, word banks, and shared poetry. For example, teachers may place labels containing both visual images and words in various parts of the classroom to reinforce academic vocabulary for students who have a limited command of the written word. Literacy teachers also ensure that the physical environment is inviting to whole group, small group, and individual visual literacy skill development by allowing students access to materials for additional literacy enhancement. Teachers provide their students with opportunities to view, analyze, and discuss interpretations of visual media such as photographs, logos, movies, billboards, advertisements, documentaries, TV shows, plays, Internet designs,

<p>works of art, magazines and newspapers.</p> <p>Accomplished teachers are sensitive to gaps in student access to various visual media and technologies. They are aware that some students have interacted with visual media and technology from an early age while for others the classroom may be the only place they interact with these media. Because accomplished teachers consider viewing as an essential element in the process of developing students' literacy, they seek to provide equitable access for all students through purposeful and planned engagements. Literacy teachers believe that incorporating visual media seamlessly and in developmentally appropriate ways will advance learning for all 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 Early and Middle Childhood Literacy: Reading-Language Arts Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/EMC-LRLA.pdf>

MATHEMATICS (EA) & (AYA) <i>Early Adolescence & Adolescence through Young Adulthood (Shared Standards)</i>	NOTES
STANDARD V: Learning Environment	
OVERVIEW: Accomplished mathematics teachers create environments in which students are active learners, show willingness to take intellectual risks, develop self-confidence, and value mathematics. This environment fosters student learning of mathematics.	
<p>Accomplished teachers use their knowledge of how students learn to create a stimulating and productive environment in which students are empowered to do mathematics. Teachers foster a respectful, engaging, and cooperative atmosphere for learning. They help students learn about learning mathematics. From the beginning of the school year, teachers engage their students in creating a community of learners in which students value taking intellectual risks.</p> <p>In such an environment of trust, students feel safe to communicate different points of view, to conduct open-ended explorations, to make mistakes, and to admit confusion or uncertainty in order to learn. For example, before classroom discussions, the teacher might articulate norms designed to establish trust. In a middle school classroom, the teacher might create these norms, whereas in a high school classroom, the students could help develop the norms. In these classrooms, students develop a strong work ethic and assume ownership and responsibility for their learning, so that students along the learning spectrum benefit. When one student develops an understanding of a concept, he or she uses this new knowledge to help other students understand that concept. Creating and maintaining such a learning environment requires skill and planning, a variety of instructional methods, flexibility, good judgment, and discretion.</p> <p>Accomplished teachers consider the mathematical understandings, needs, interests, and working styles of their students and the mathematics they are studying. Teachers recognize the multiplicity of challenges and continually seek ways to help students thrive. Teachers create a culture in which each student learns to value mathematics and experiences success in doing mathematics. Teachers lead by example and convey to students the delight that comes with the command of a mathematical tool or principle. Teachers help students develop the ability to work both independently and collaboratively on mathematics, recognizing that the long-range goal of a teacher is to help students become self-directed and capable of learning on their own.</p> <p>An accomplished teacher constantly reflects on ways to improve the learning environment. Teachers know students well and create productive learning environments through the use of classroom management strategies. Teachers know</p>	

what motivates, interests, and inspires students, as well as what frustrates them. Mathematics teachers can establish classroom routines and policies that allow students to focus on learning. For example, teachers establish protocols during cooperative learning activities that revolve around encouraging discussion about mathematics or whole-class discussion norms that help student-led discussions focus on evidence and support discourse. Regardless of how mathematically rich the learning environment is, challenges still exist in helping students to learn because of the many aspects of students' lives that they bring to the classroom. (See Standard III—Knowledge of Students.)

The look of the classroom of an accomplished teacher also tells something about the role mathematics plays in students' everyday lives in school. Student work, mathematical models, and manipulative materials likely to pique students' interests and encourage their involvement in mathematics are evident in these teachers' classrooms. The physical arrangement of space and furniture, along with teachers' use of space is purposeful and designed to foster mathematical discourse and support both collaborative and independent student work. Teachers working in circumstances in which they have little or no control over their physical setting make whatever accommodations they can to contribute to students' learning in and thinking about mathematics.

In addition to creating a mathematically rich learning environment, teachers, when possible, create a technology-rich classroom. For instance, there are many Web sites and applets that are interactive and that illustrate mathematics topics such as transformations, isometric views of 3-D shapes, tangent lines, limits, and areas under a curve. With the prevalence of technology in students' worlds outside the classroom, teachers strive to use technology geared toward engaging students in the learning of mathematics.

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

MUSIC (EMC) & (EAYA) <i>Early and Middle Childhood & Early Adolescence through Young Adulthood</i> <i>(Shared Standards)</i>	NOTES
STANDARD V: Learning Environments	
OVERVIEW: Accomplished music teachers create and foster dynamic learning environments that are characterized by trust, risk taking, independence, collaboration, and high expectations for all students.	
<p>Accomplished music teachers are enthusiastic experts in their field. The environments in which they teach are vital and enriching places where teachers’ musical skills, their knowledge of subject matter, their passion for music, and their knowledge of and genuine concern for students are very much in evidence. In these learning environments, all students feel challenged by the curriculum and supported by their teachers and classmates. Students are constructively engaged in sustained activity, expressing their active involvement in and appreciation for music. They develop confidence musically as well as socially, learning to accept challenging tasks and to collaborate with others as they undertake these tasks. Students cooperate with classmates and share in the success of the group as they reflect on their own progress in learning.</p> <p>The Character of the Learning Environment</p> <p>Accomplished music teachers create supportive, congenial, and purposeful learning environments where students are challenged and encouraged to learn and grow and where they feel welcomed, valued, and respected. Teachers create such environments by demonstrating an interest in their students’ ideas, activities, lives, and work and by fostering productive interaction among students. The learning environment of an accomplished music teacher is emotionally and intellectually safe. Intellectual adventurousness is encouraged, and students participate in active learning and decision making, knowing that they belong and that their ideas matter.</p> <p>Accomplished music teachers model intellectual curiosity and persistence for their students. They work to make their learning environments forums for musical exploration and inquiry and for the development of musicianship. They show their enthusiasm for music and music learning, challenging students to develop their skills and celebrating their achievements. Teachers use principled judgment in their relationships with their students, and they demonstrate virtues that students might emulate, such as honesty, responsibility, trust, respect, fairness, and compassion.</p>	

High Expectations for Behavior, Quality, and Performance

Accomplished music teachers set high standards for the behavior of their students and the quality of their work and performance. They use a variety of approaches to keep students engaged in productive musical activities and to establish and uphold reasonable expectations for behavior. They employ pedagogical skill and flexibility in managing the learning environments, maintaining control without squelching students' enthusiasm.

Efficient classroom managers, accomplished music educators establish orderly and workable routines to maximize student engagement and musical performance. They develop classroom rules, routines, and procedures that are clearly stated and understood by all—including the correct and respectful use of classroom instruments and materials—and they effectively manage instructional space within the learning environment itself. They organize curricular materials, instruments, and equipment as well as arrange and store these to facilitate their use. These routines ensure that students know what is expected of them and become confident and willing to participate.

Accomplished music teachers gain the trust and confidence of their students so that the students will accept and uphold the tenets of the classroom community. They involve students in setting clear expectations for classroom and musical behaviors and uphold these expectations consistently and compassionately. Teachers are alert to most classroom events, quickly interpret their instructional or social importance, and respond efficiently to potential or actual disruption to ensure that students remain on task.

Their respect for their students' musical thoughts and judgments—both in and out of the classroom—fosters self-worth and individual dignity and thus instills in students the idea that the work in which they are engaged is important and worthy of their full attention and cooperation.

Developing responsible students allows teachers to direct their efforts in class to positive interactions and learning. They work to involve all students in meaningful music learning, setting substantive and developmentally appropriate goals for each. Accomplished music teachers hold high expectations for quality performance and independent musicianship for each of their students. They insist on attention to musical details related to performance and rehearsal. They work to infuse their rehearsals with the process of student self-assessment and guide students toward becoming adept at developing relevant criteria to facilitate this process.

As experts in their field and as experienced observers of students, accomplished music educators know when to praise, when to correct, when to challenge, and when to ease demands. They know that building self-confidence encourages students to be open to new learning experiences and elicits excitement and interest in immediate as well as lifelong participation in music. Teachers therefore provide numerous

opportunities for genuine achievements that motivate students to continue to do their best and enjoy musical activity. Teachers direct all students toward the next level of achievement and help them set high yet realistic goals.

Involving All Students in Music Education

Accomplished music teachers involve all students in active classroom participation by finding ways to engage each student and by permitting no one to “disappear.” They work to help each student achieve meaningful goals in music. They create positive learning environments so that no student is denied music-learning opportunities. Teachers ensure that students have open access to the ensemble or class that best suits their developmental level and abilities. (See Standard VI—Valuing Diversity.)

Accomplished music teachers are strong advocates for students with exceptional needs. When working with these students, accomplished music teachers adapt their actions and classroom routines as needed and work collaboratively with specialists to integrate those students fully into the life of the class or ensemble. If specialized teaching strategies, equipment, materials, or interpreters are necessary, teachers work within their school communities to locate such resources and use them effectively.

Accomplished music teachers have a strong interest in fostering student initiative, independence, and responsibility. They offer all students learning choices, accommodating as wide a variety of expression and response as possible and recognizing a range of accomplishments and positive behaviors. The welcoming, nurturing, and challenging learning environments created by accomplished music teachers help foster the development of each student’s unique potential.

Facilitating Social and Intellectual Development

In establishing a classroom climate, accomplished music teachers take into consideration the developmental levels of their students and take advantage of the characteristics of students at each level to create a congenial and productive workplace.

Accomplished music teachers are concerned with their students’ self-esteem and aspirations, with the development of character, and with the ability of their students to function well as part of a performing group. They seek to expose students to a range of musical experiences, different points of view, cultural and ethnic variety, career options, and opportunities to collaborate with their peers. Teachers provide students with opportunities to use new technology, when available and appropriate, as a means of extending learning and engaging all students. Teachers guide their students in making the many musical and social choices they face in the course of their music education; for example, how to interpret a piece of music, how to work with others in an ensemble situation, what goals to pursue for future study, and how to handle auditions and festivals effectively. Teachers build the trust and confidence

<p>of</p> <p>their students by encouraging them to make well-considered and responsible decisions.</p> <p>Accomplished music teachers develop in students the skills needed to work cooperatively and effectively as part of an ensemble or class. They model and teach the skills necessary for participation in group processes and provide ample opportunity for students to hone these skills in the course of their learning. In their teaching and in all class and ensemble activities, teachers value and reward students helping one another, accepting and supporting one another, and cooperating. They provide and encourage a variety of perspectives on issues and work hard to model and reward appropriate social behavior and support for others in the class or ensemble. Teachers recognize that large ensembles require a high degree of cooperation and teamwork and that small ensembles call for a greater degree of independence and interdependence. They continually work to develop the appropriate skills in their students.</p> <p>Accomplished music teachers use various activities and teaching strategies to encourage the virtues of tolerance and open-mindedness. They guide students in learning to appreciate the performances and compositions of others in ways that help students recognize their own prejudices and stereotypes. They model how to engage in thoughtful analysis rather than shallow criticism. A healthy, stimulating, and supportive learning environment encourages the open expression of ideas and the search for greater understanding and knowledge of music.</p> <p>Accomplished music teachers foster the social development of their students by encouraging interactions that show respect for musical preferences and concern for others, by dealing constructively with inappropriate behavior, and by appreciating humor and using it appropriately. They create for all students—including those with special needs—a community that ensures their physical, social, and intellectual well-being.</p> <p>Encouraging Inquisitiveness and Persistence in Music Learning</p> <p>Accomplished music teachers work to develop inquisitiveness in their students, recognizing that some students face frustrations and need encouragement to persevere. They instill in their students the ideas that learning is challenging but worthwhile; that people learn from false starts and temporary setbacks; that recognizing mistakes is as important as noticing successes; and that grasping a subject or skillfully requires recognizing its complexity. They effectively offer encouragement and constructive criticism. They also understand that progress and accomplishment are key components in their students' feelings of self-worth.</p> <p>Accomplished music teachers' efforts to produce eager and dedicated learners contribute to learning environments that engage students, recognize individual</p>	
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<p>differences in musical skills and preferences, encourage choice and expression, and foster inquiry and hard work. These teachers' classes and ensembles are communities of learning where students are provided opportunities to acquire knowledge through experience; gather information; and present interpretations, performances, and musical ideas. It is understood by teachers and students alike in these environments that one student can enhance the learning of another.</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>

PHYSICAL EDUCATION (EMC) & (EAYA) <i>Early and Middle Childhood & Early Adolescence through Young Adulthood (Shared Standards)</i>	NOTES
STANDARD V: Learning Environment	
OVERVIEW: Accomplished teachers set high expectations and create positive, well-managed classroom environments that engage all students within a safe and respectful culture of learning.	
<p>Accomplished physical education teachers nurture student learning by creating, maintaining, and enhancing positive classroom environments. They make the best possible use of their space and equipment, implementing effective strategies to meet the diverse needs of all students while ensuring their safety and active participation. Accomplished teachers establish routines and procedures that encourage students to take responsibility for their classrooms. They ensure that lessons are rigorous and stimulating, and they articulate clear expectations to foster student success.</p> <p>Providing students with the freedom to demonstrate their creativity and imagination constructively, accomplished physical education teachers encourage students to cultivate meaningful learning experiences. Teachers design instruction that addresses individual student needs while remaining sensitive to group dynamics and providing students with valuable opportunities to develop supportive relationships. Teachers organize physical activities that maximize student participation and instill in students the importance of remaining physically active. Accomplished teachers reflect on all aspects of the learning environment, making skillful adjustments to heighten the quality of their students' educational experience.</p> <p>Creating a Positive Learning Environment</p> <p>Accomplished teachers design their physical environments to enhance instruction and support student success. They plan lessons based on the diverse interests and abilities of their students and use their classrooms purposefully to create dynamic environments that inspire, challenge, and motivate students to learn. For example, a teacher may build a stimulating obstacle course or station circuit to engage students in activities that teach them spatial concepts based on their relationship to the physical environment. Physical education teachers promote a sense of discovery in their students while establishing safe and secure environments that reinforce feelings of trust, responsibility, and mutual respect. They nurture learning by minimizing distractions and freeing students to develop their skills and enjoy physical activity within aesthetically appealing, age-appropriate environments. To this end, a teacher may display informative posters or use visual learning aids that represent the</p>	

diversity of all students with images to which individuals can relate and by which they feel inspired. Accomplished physical education teachers raise their students' curiosity and build their confidence by creating inviting, inclusive classrooms amenable to student learning.

Managing a Well-Organized Environment

Accomplished physical education teachers evaluate every aspect of the learning environment to maintain the functionality of their resources and guarantee the safety of their students. They observe legal liabilities methodically by inspecting the condition of their equipment regularly, documenting the status of their facilities carefully, and resolving any issues or problems immediately. An accomplished physical education teacher checking a climbing wall would examine the holds to make sure they are securely fastened and keep a log tracking the use of belaying ropes to determine when new ropes must be acquired. Accomplished teachers routinely monitor environmental factors before, during, and after classroom activities, adapting instruction as needed to ensure student safety within the learning environment.

Accomplished physical education teachers manage their classrooms to engage students constructively in daily routines and procedures. They emphasize the value of caring for the classroom environment, using this process to instill in their students a sense of respect for themselves and their peers. The students of accomplished teachers take pride in tending to equipment and contributing to the maintenance of their classrooms because they are sufficiently confident to take ownership of their learning environments. Physical education teachers utilize structure and order strategically to establish clear expectations for their students and promote their individual growth.

Accomplished teachers manage their physical space to encourage the active participation of students and help them learn. They employ effective organizational strategies to run their classrooms efficiently, planning their use of space to ensure that it supports their lessons. A teacher may thus place equipment on the floor prior to class so that students can immediately position themselves for an initial warm-up. Accomplished physical education teachers consistently make the best use of their space and time. They maximize participation within their classrooms by ensuring that every student has an active role within an activity or exercise.

Accomplished physical education teachers design and adapt learning environments to promote equitable access and maximize participation for all students. For instance, a teacher with a student who uses a wheelchair may ensure that there are wide pathways between equipment so the student can maneuver independently throughout the classroom as comfortably and confidently as other students. Another teacher with a student who has a visual impairment may routinely use auditory signals or tactile signposts to address the same goal of providing the student with equal access to the learning environment. In both instances, accomplished teachers may alter their classrooms to support different activities, but they make sure that

students with exceptionalities have stable, reliable access to learning environments that support their opportunity to succeed. Physical education teachers address the individual needs of their students within the learning environment and make modifications to use equipment as effectively as possible. For example, during a strength and conditioning unit, a teacher may maximize space and time by having students work in pairs when they are learning the front squat; one student may execute the lift using a wooden dowel or hockey stick while the other may provide verbal cues and practice effective spotting techniques. Accomplished teachers employ their resources wisely, structuring their learning environments to engage all students and help them achieve their highest potential.

Creating an Environment of Respect and Rapport

Accomplished physical education teachers choose their words and actions carefully to establish respect and rapport with their students. Teachers develop an understanding with their students that helps them sustain productive learning environments free from bullying. Physical education teachers involve students in the creation of rules, policies, and procedures, making them partners in learning and collaborative decision making. Highly sensitive to the tone they set with students, teachers model positive, constructive behavior. For example, a teacher encountering a behavioral issue may ask students to characterize their behavior, explain why it was disruptive, and suggest how they might resolve the situation. Involvement in this type of problem solving helps students feel a sense of ownership for the organization and management of their classrooms. Accomplished teachers use reciprocal communication to demonstrate respect for their students' thoughts and to establish the expectation that they will receive the same consideration in return. Teachers engage their students in dialogue continually to promote responsible behavior and motivate students to help maintain welcoming learning environments.

Establishing High Expectations for Learners

Accomplished teachers consistently communicate high expectations for their students. They challenge learners physically and intellectually, helping students set goals that encourage self-discovery and develop the higher-level thinking skills of analysis, interpretation, evaluation, and synthesis. To this end, a physical education teacher may task students with transporting an object from Point A to Point B without dropping the object; the task may initially seem straightforward but factors such as the weight of the object, the length between points, and the number of students per team would require students to strategize cooperatively so they could reach a common goal. Accomplished teachers integrate problem solving and critical thinking within physical activities. They understand the importance of promoting quality participation in activities that engage students fully within the learning environment.

Accomplished physical education teachers encourage students to help establish and maintain high expectations. Teachers have conversations with students that explore

their understanding of respect, individuality, personal attitude, effort, and learning outcomes. For example, as part of an initial class session, an accomplished teacher may discuss a goal for students to leave each class more physically educated than when they entered; the teacher may not only describe this goal, but also invite students to consider the meaning it holds for them. Teachers structure activities within the learning environment to help students understand their learning objectives. For instance, an accomplished teacher may support the high expectations established within classroom routines and procedures by preparing an entry activity that is described on a white board so students entering class can begin their task independently. Physical education teachers know that students feel more comfortable when they understand expectations and that their sense of ease can enhance productivity and contribute to a better learning environment.

Establishing a Culture for Learning

Accomplished teachers motivate students to value physical education. They create supportive learning environments in which students are free to express themselves constructively and explore new possibilities for movement. Teachers help students feel comfortable investigating the way movement communicates meaning in a variety of dance forms and modes of physical activity. They show students the benefits of excellent health and wellness, facilitating learning experiences that provide students with opportunities to direct their own learning process and develop a growing sense of independence. In the classrooms of accomplished teachers, students experience the joy of physical movement, the satisfaction of challenging themselves, and a thoughtful appreciation of why it is so important to maintain lifelong physical fitness.

Accomplished physical education teachers create a socially cohesive environment that couples the pursuit of self-discovery with the dedication of working to achieve common learning goals. Teachers recognize the correlation between forming cooperative work groups and building productive classrooms. They interest students in activities and motivate them to participate in the learning environment by challenging students to work interdependently in various ways. Using small-, large-, and whole-group settings, physical education teachers engage students in different modes of interaction. They provide students with numerous roles and responsibilities, ensuring that all students, regardless of their developmental stage or ability, are challenged at an appropriate level. The students of accomplished teachers establish inclusive communities based on mutual trust and respect. They become active members of the learning environment and view themselves as important contributors to the overall success of the class. As they become stronger partners in the learning process, these students steadily gain greater confidence to act autonomously in the pursuit of personal health and fitness.

Conclusion

Accomplished physical education teachers reflect on their learning environments to ensure they promote student success. Teachers know that trust and respect

<p>represent the cornerstones of a thriving, productive learning environment. They understand the vital role that communication plays within this setting and recognize its power to facilitate student learning and inspire positive attitudes toward physical education. Teachers convey their expectations for students clearly and consistently, fostering safe, secure environments in which students take ownership for the management of their classrooms and gradually assume responsibility for the direction of their education. Accomplished teachers demonstrate a passion and excitement for physical education that motivates students to become fully involved in learning activities. Their students feel the freedom to be creative and the confidence to take responsible and potentially rewarding risks. Accomplished teachers strive to engage their students in productive learning environments that empower them to enjoy lifelong physical activity.</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>

SCHOOL COUNSELING (ECYA) <i>Early Childhood through Young Adulthood</i>	NOTES
STANDARD VI: School Climate	
OVERVIEW: Accomplished school counselors work to establish and foster an emotionally, socially, and physically safe learning environment for students, staff, and families.	
<p>Accomplished school counselors view themselves as facilitators in the establishment and maintenance of a productive learning environment that results from the careful blending of attention to the needs of individual students and the goals of the entire school community. They take an active role in creating and supporting the mission and vision of the school. Their organizational and facilitation skills, along with a deep understanding of their school, equip school counselors to take leadership roles in school improvement efforts. By advocating and modeling respect for others, accomplished school counselors can make a positive impact on school climate.</p> <p>Accomplished school counselors are familiar with the research that identifies the importance of a positive school climate and the theories, models, and systems for improving school climate, such as developmental assets, conflict management, motivational theories, and invitational learning. They utilize local, state, regional, national, and international resources for enhancing school climate.</p> <p>School counselors understand the foundational role of school climate on student learning. They also recognize that perceptions and self-concept are not constructed in isolation but occur within the context of school climate issues. They know that school climate can be affected by societal occurrences, such as local, state, national, or global incidents.</p> <p>Accomplished school counselors are knowledgeable about school climate evaluation instruments. They ensure that such assessments are fair, valid, reliable, and culturally appropriate. When collecting and using data, they are mindful of the purpose for which the data are being used, whether related to attendance, grades, attitude, achievement, or program delivery, and focus their efforts accordingly. School counselors use these data to ensure that interventions meet the desired goals. These data also provide opportunities to engage in action research. (See Standard I—School Counseling Program.)</p> <p>Approaches to School Climate: Working with Students</p> <p>Accomplished school counselors know the impact of mutual respect on student learning and staff morale, and they work to promote positive interpersonal</p>	

relationships through modeling and direct instruction. They know the elements of group dynamics and the corresponding processes for facilitating growth. School counselors empower students to take responsibility for their personal and social interactions through anger management, peer mediation, and peer tutoring. They may facilitate schoolwide programs, such as partnering with a retirement home or collecting items for a homeless shelter or food bank, that extend the inviting atmosphere of the school. They encourage students to become involved in altruistic activities because they know that participation in such activities increases positive self-concept in students. They also facilitate students' development and implementation of systemwide programs to promote morale, such as spirit weeks or cultural diversity weeks.

Accomplished school counselors know appropriate prevention (proactive) and intervention (reactive) strategies for the school community. They provide effective, nonbiased, small- and large-group instruction in assertiveness training in areas such as sexual harassment, conflict resolution, and personal safety. They work directly with students who seem disenfranchised or alienated from the school. School counselors also recognize, identify, and provide prevention and intervention techniques to respond to hate language, bullying, harassment, intimidation, and gang and clique activity. They may implement peer programs that encourage students to know each other as individuals, thereby forging a bond that precludes misunderstanding. For example, a school counselor who observes the bullying of students with disabilities could arrange for the "bullies" to pair with the students with disabilities on a field trip so they get to know each other; after the trip, both groups would reflect on and write about their experiences. School counselors teach students to reach out to peers who are troubled and assist them in obtaining help.

Approaches to School Climate: Working with the Entire School

Accomplished school counselors collaborate with all stakeholders to ensure that the physical and emotional environment of the school is safe and inviting. They initiate conversations with staff to promote and maintain a positive school climate.

School counselors know that a hostile learning environment jeopardizes student achievement and undermines instruction and staff morale. As knowledgeable and skilled facilitators and educators, accomplished school counselors are proactive in the development of a safe learning environment. They work with students, staff, administration, and the community to develop and implement school safety initiatives and prevent school violence. They are involved in the creation and delivery of the school and district crisis-management plans. They influence policies and conditions both in the classroom and throughout the school that create an environment that is inviting to everyone. They also promote and publicize activities related to the improvement of school climate to staff, parents, and the community.

Accomplished school counselors conduct effective in-service activities. They present to staff members the new communication styles and skills that students have been

<p>taught, such as how to talk out conflicts. They also present schoolwide workshops to the staff on such topics as drug and alcohol abuse prevention, civility, character education, and teachers' development of inviting learning environments.</p> <p>Accomplished school counselors, working with students and the entire school community, facilitate the establishment of a school climate that contributes to educational achievement for every student. They combine their knowledge of people, theories, data, and leadership to advocate for an emotionally, socially, and physically safe learning environment.</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>

SCIENCE (EA) & (AYA) <i>Early Adolescence & Adolescence through Young Adulthood (Shared Standards)</i>	NOTES
STANDARD V: Learning Environment	
OVERVIEW: Accomplished science teachers create and maintain a safe and engaging learning environment to promote and support science learning for all students.	
<p>Introduction</p> <p>Accomplished science teachers believe that a positive and productive environment supports high levels of science learning for all students. Therefore, accomplished teachers create an environment where students feel engaged in science and connected in productive ways to their teacher and peers. Students of accomplished teachers know what is expected of them and are confident and willing to participate because they perceive that their explorations in science are valuable.</p> <p>Accomplished science teachers take responsibility for the physical, emotional, sociocultural, and intellectual aspects of the learning environment. They also consider learning environments beyond the classroom. These teachers recognize that the hallmarks of a positive and productive learning environment include safety, student engagement, fair and equitable opportunities, and deeply embedded science values. Accomplished teachers create an environment that helps students gain the sense that they belong to a science learning community and that nurtures in students the inherent curiosity about natural phenomena that is integral to the culture of science.</p> <p>Safety</p> <p>Although student safety is a priority in every science classroom, accomplished teachers are exemplary in their efforts to ensure safety for all students before, during, and after investigative activities. Accomplished teachers continuously teach and model proper laboratory procedures, including the appropriate use of materials and equipment. They scrupulously maintain safety equipment and teach their students how to use it. Teachers ensure that their students know emergency procedures, and teachers continually monitor their students' compliance with safety practices. Teachers ensure that all students and their guardians have signed safety contracts, and teachers use the contracts as an instructional and motivational tool in order to maintain a safe learning environment.</p> <p>Accomplished science teachers realize that careful planning is crucial to safety and that safety considerations must be key when they are planning instruction. These teachers determine what laboratory activities are feasible based on students' abilities</p>	

and access to safety equipment. They ensure that the acquisition, storage, and disposal of chemicals and other materials meet all state and federal guidelines. They ensure that students dress and move appropriately in laboratory environments because they are intensely aware of the safety issues raised by the active nature and frequent transitions typical of a science classroom.

Accomplished science teachers realize that fostering a safe and inviting emotional climate is as important as ensuring students' physical safety. Teachers understand that establishing a safe emotional climate encourages students to take intellectual risks and allows them to become part of the culture of science. Accomplished teachers create and maintain a sense of community by encouraging students to show concern for others, demonstrating high expectations for all, involving all students in the practice of science, and dealing swiftly and constructively with inappropriate behavior, such as bullying. The resultant sense of community encourages students to more actively collaborate in the processes of science and to respect all ideas, familiar or not.

Accomplished science teachers lay the groundwork for emotional safety by involving students in setting behavioral expectations and boundaries. As a result, students are invested in the norms of the classroom. Problems are less likely to arise, and when they do occur, students are more likely to be a part of the solution. Teachers handle behavioral issues fairly and respectfully, de-escalating confrontations and minimizing disruptions to the learning process.

Accomplished science teachers realize that promoting respect and emotional safety is especially important when dealing with potentially sensitive topics in science. Teachers are aware of topics that may be distressing to individual students. For example, lessons on genetics need to take into account students with limited family information or a background of genetic disorders. Accomplished teachers model respectful and sensitive discussion questions and responses with students, ensuring the emotional safety of all students. For example, if an accomplished science teacher were to present a lesson on genetics, the teacher would model how to conduct the discussion in a respectful way. Creating a family tree can provide interesting links between the science of genetics and real life but may also raise unforeseen personal issues. Therefore, an accomplished teacher might provide a fictional case history from which students could design a family tree.

Accomplished science teachers understand that myriad opportunities for science learning exist outside the science laboratory. They encourage students to take advantage of varied learning experiences, but they are careful to research safety guidelines and prepare students before utilizing outside venues. Accomplished teachers model respect for nature, and they ensure that students venturing beyond the classroom are aware of possible dangers. Accomplished teachers realize that the need for safety in science extends to all outside learning activities, including outdoor lessons, field trips, or independent home projects; when it is appropriate to do so, teachers educate parents and other chaperones and advisors in safety concerns related to field trips or home learning. In addition, accomplished teachers verify that

adult chaperones assisting with field trips have appropriate backgrounds and are present in sufficient number to ensure the security of the students. Accomplished science teachers also teach students skills to ensure their safety while researching or discussing science in digital or virtual spaces.

Engagement

Accomplished science teachers structure the physical environment of the classroom in such a way as to establish an engaging atmosphere. They provide exciting materials that students will be motivated to explore, and authentic materials that will help students experience the culture of science. Materials may include displays, technological devices, print materials, models, laboratory equipment, and other elements that will appeal to students. (See Standard I—Understanding Students.)

In order to maximize student learning and engagement, accomplished science teachers modify various aspects of the physical environment, including lighting, seating arrangements, traffic patterns, and the location of materials. Teachers pay special attention to how modifications in the physical environment can promote flexible student grouping. For example, on one day an accomplished teacher might arrange the desks in a circle for Socratic discourse and then the next day might arrange the desks in small groups for collaborative work. Accomplished science teachers involve students in organizing the classroom in order to create a student-centered space. If there are significant obstacles to teachers' ability to control the physical environment, accomplished teachers are persistent in finding creative solutions to overcoming these barriers.

Accomplished science teachers utilize time effectively in order to maximize student learning. Teachers convey the importance of time management to their students. They establish patterns and routines that are orderly and effective to maximize student time on task. They teach students to apply efficiency to such classroom routines as procuring materials for lab experiments, managing laboratory notebooks, and submitting assignments.

Accomplished science teachers establish a productive social and emotional environment by demonstrating that they are committed to the belief that all students can learn and enjoy science. Accomplished teachers use techniques and methods that facilitate the academic performance of students from diverse racial, ethnic, and socioeconomic groups. Teachers are able to uncover the potential disconnects between school and home culture, and they make corresponding adjustments to the learning environment. Accomplished teachers recognize that there is a need to support all student groups, especially the underserved. An accomplished teacher would consider same-gender groupings for a lab activity that in past years had been dominated by one gender or another. For example, same-gender grouping might better allow for equitable participation from males and females in a lab activity using toy cars.

Accomplished science teachers strive to build a cooperative classroom community. These teachers know that adolescents are social creatures, so teachers promote their students' engagement by promoting collaborative learning. Teachers help students appreciate science as an opportunity to interact meaningfully with their peers, and teachers build on this enjoyment to promote students' engagement with science content and the process of inquiry. Teachers assign open-ended tasks that require students to pay attention to the dynamics of their interactions with others.

Accomplished science teachers know that some aspects of student engagement are dependent upon the social and emotional development of the students and that developmental stages can vary among students of the same age. (See Standard I—Understanding Students.)

Accomplished science teachers establish an intellectually stimulating environment that promotes engagement. They provide multiple avenues for learning that create a meaningful inquiry experience. These include learning activities that allow students multiple paths to understanding science concepts in the curriculum. Teachers encourage students to take intellectual risks. (See Standard III—Curriculum and Instruction.)

Accomplished science teachers consistently communicate high expectations for all students because they know that doing so creates a healthy self-concept in their students, builds intrinsic motivation, and creates an environment of success. When students experience challenges, teachers never lower their expectations; rather they help all students rise to meet the standards. Students are empowered to take charge of their own learning and to work on research projects and assignments that are culturally and socially important to them.

Accomplished science teachers find ways to engage students through real-world connections. These may be via field trips, professionals invited into the classroom, or internships or shadowing programs. In addition, accomplished teachers make every effort to include role models and mentors from a variety of cultural backgrounds. Accomplished teachers help students realize that they can pursue science by exploring nature, taking field trips, conducting approved research at home, and learning online. For example, when studying cell biology, students could visit a local medical laboratory or could use a simulated cell tutorial at home. Both of these opportunities extend the boundaries of the classroom and encourage students to think about science as more than a school subject. (See Standard VI—Family and Community Partnerships.)

Diversity, Fairness, Equity, and Ethics

The classrooms of accomplished science teachers are accessible to all students regardless of physical, intellectual, religious, or other characteristics. Teachers ensure that students with exceptional needs have equitable access to supplies and materials in order to participate fully in the curriculum. Accomplished teachers provide equitable access to learning activities for all students, making necessary

accommodations but ensuring that all students can participate in the social and intellectual dynamics of the classroom. For example, a student with severe visual limitations might be provided with access to a dynamic computer simulation to observe cell structures, or a student who is unable to take a pulse manually could be given a digital data collector. Accomplished teachers are also proactive with students who have allergies, taking every precaution to maintain their safety. Whenever they make accommodations for students, accomplished teachers make special efforts to keep these students from feeling isolated or excluded.

Accomplished science teachers consider diversity, fairness, equity, and ethics when they are establishing and maintaining the intellectual environment. Accomplished teachers demonstrate respect for students' background knowledge and experiences. They use relevant examples and data from a variety of cultures and groups to illustrate key concepts and enhance opportunities for learning. For example, during a lesson on food webs, out of respect for the heritage of Native American students, a teacher might explain how awareness of the lurking or hiding behavior of coyotes was incorporated into Navajo mythology by presenting the coyote as a powerful and cunning trickster—a cultural hero. Teachers know that addressing the needs of a diverse classroom is an ongoing process that requires careful attention and continued effort.

Reflective Practices

Accomplished science teachers understand that reflecting about the learning environment is an important professional responsibility. Teachers reflect on the degree to which the learning environment promotes physical, emotional, and intellectual safety. They use reflection to assess how the classroom environment either fosters or impedes student engagement. Accomplished teachers reflect on how they can improve the capacity of the learning environment to support all students equitably.

Accomplished science teachers examine and reflect on interactions among students, the classroom, and materials to determine areas where the physical safety of their classroom can be improved. For example, if students are working too closely together to use a Bunsen burner safely, the teacher makes appropriate adjustments to the classroom setup. Accomplished teachers also enhance intellectual and emotional safety by determining if all students are modeling respect and if instruction on appropriate interactions is provided when needed. By paying attention to how and when students contribute to classroom discourse, teachers gauge the level of intellectual safety in the learning environment. They then make adjustments to encourage the respectful exchange of ideas when needed.

Accomplished science teachers recognize that it is critical to determine that every student is engaged in the lesson. Building the habit of reflective practice allows teachers to remain focused in the dynamic environment of the classroom and to collect evidence of student engagement in the moment. Teachers observe students'

facial expressions and body language to measure enthusiasm, optimism, and curiosity for the learning experience. They determine if their students are interested based on whether or not students initiate productive actions and show sustained involvement in the learning activities. Teachers also reflect on assessment results for evidence of student engagement. If student engagement is lacking, accomplished teachers reflect on possible ways to alter classroom practices to better sustain student interest.

Engaging in reflection helps accomplished science teachers recognize personal biases that can impede their ability to provide a safe and engaging learning environment. When biases are identified, accomplished teachers alter their practice so that every student has opportunities to participate meaningfully in learning activities. Open-minded teachers continually seek new information that might challenge their assumptions about teaching and about students, thus allowing them to envision new ways to increase access for all students.

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

SOCIAL STUDIES-HISTORY (EA) & (AYA) <i>Early Adolescence & Adolescence through Young Adulthood (Shared Standards)</i>	NOTES
STANDARD VI: Learning Environments: Classroom Communities	
OVERVIEW: Accomplished social studies–history teachers actively create and cultivate safe and dynamic learning environments characterized by respectful peer interactions, facilitation of multiple perspectives, and collaborative partnerships with families and with students’ greater communities.	
<p>Introduction</p> <p>Accomplished social studies–history teachers create safe and dynamic learning environments in which students are intellectually challenged and fully engaged in learning. These environments are characterized by such qualities as respect, integrity, trust, equity, openness, and risk-taking. Teachers encourage both independent thinking and collaborative learning. Teachers create environments in which students respectfully discuss and weigh multiple perspectives. Teachers use the content of social studies–history to engage students in discussions of issues in a safe, respectful, and intellectual environment in which students with different points of view or backgrounds are treated respectfully. Teachers recognize students’ emotional and intellectual development is not confined to physical boundaries of the classroom. Teachers establish relationships with families and connections to the community and recognize that both are essential to student development and growth.</p> <p>Creating a Safe and Dynamic Learning Environment in the Classroom</p> <p>Accomplished teachers establish a productive, open, and enriching learning environment characterized by secure, active students who successfully interact with information and with one another. Teachers use knowledge of social groupings and relational dynamics within the classroom as a basis for students’ collaboration and for democratic, equitable interactions. Teachers model for students a love of learning. Teachers strive to create a learning environment that develops students’ confidence. In their classrooms, teachers emphasize academic honesty, integrity, acceptance, and open-mindedness. They seize teachable moments while connecting to curriculum and maintaining an environment that meets students’ needs. For example, sensing students’ anxiety or confusion about a current event such as a war, an environmental issue, or an economic crisis, teachers may modify planned lessons so that students can discuss and better understand the issue and its connection to the social studies– history curriculum.</p>	

Accomplished teachers create and manage a structured, equitable, and safe environment by establishing clear and attainable academic and behavioral expectations. Teachers encourage students to take intellectual risks. Teachers know how to channel students' natural energies and enthusiasm into a dynamic, equitable learning environment. Teachers ensure that all students feel safe and accepted. Teachers model a tone of respect and understanding by establishing an environment that supports a variety of intellectual, cultural, religious, familial, socioeconomic, and sexual and gender identities.

Accomplished teachers also manage an equitable, safe environment by monitoring students' engagement and making appropriate adjustments to learning opportunities as necessary. Classroom management is natural, transitions flow easily, and teachers encourage a steady flow of energy in the classroom. They are continually aware of the classroom environment and respond quickly and efficiently to potential or actual disruptions.

Accomplished teachers recognize that not all students will participate in the same way or to the same degree, and they actively work to involve all students in the learning environment. Teachers capitalize on students' strengths to elicit responses while maintaining an academically safe environment. In order to involve students in class discussions, teachers might create differentiated roles of participation that deliberately build students' capacities in areas of weakness.

Accomplished teachers recognize that both independent thinking and collaborative learning are important components of a strong learning environment. Teachers model and teach skills necessary to work effectively as part of a team, and they discuss benefits of such learning, including opportunities to learn from one another, examine multiple viewpoints, and develop social skills. They encourage students to participate in group processes and provide ample opportunities for students to practice skills in the course of learning. For example, teachers might have students conduct research, give a presentation, participate in a jigsaw activity, or take notes and ask clarifying questions on a topic presented by peers. To facilitate peer interaction, teachers might lead students through role-plays of appropriate and inappropriate feedback, group interaction, and teamwork activities.

Accomplished teachers create an environment in which students are willing to voice and consider multiple perspectives. Teachers facilitate students' exploration of the intellectual rewards that come from taking other viewpoints seriously, and they assist students in analyzing their own and others' perspectives for evidence, logic, and underlying values and beliefs. Teachers draw on the diversity of ideas within the classroom and expand the range of viewpoints to which students are exposed by using a variety of resources, including a range of media. For example, in studying a proposed economic stimulus plan, teachers give students the opportunity to express their ideas about the most appropriate policy options and also have students examine opinions expressed by a range of stakeholders and community leaders.

Teachers do not avoid exposing students to perspectives that may directly challenge their own ideas or those that are dominant within the community, yet they remain sensitive to students' potentially strong opinions.

In order to facilitate students' understandings of controversial or emotion-laden perspectives in meaningful ways, accomplished teachers provide students with clear structures for deliberation rather than relying on free-form discussion. These structures may include Socratic seminars, structured academic controversies, mock trials, simulated United Nations conferences, town hall meetings, and other formats for presenting and considering differing views. Teachers also provide debriefing sessions in which students reflect upon activities, allowing teachers to both assess students' achievement and consider their perceptions of the experiences. Teachers facilitate students' learning of respectful and productive norms of interaction and hold students accountable for adhering to such standards. These norms may include taking turns, summarizing others' ideas, synthesizing group ideas and identifying areas of disagreement, checking for understanding, disagreeing with ideas rather than with people, or asking relevant questions.

Accomplished teachers create a learning environment of inquiry in which experimentation and interaction are encouraged and valued. For example, they may use music and art that elicit questions and curiosity students have about topics of study. The learning community could also include the exploration of virtual environments or the use of digital forums for collaboration and communication. For example, teachers might use online artifacts, simulated excavations, or virtual field trips.

Enhancing Learning through Family and Community Connections

Accomplished teachers value the distinctive roles family and community partners play in creating a supportive learning environment and continually seek opportunities to build strong partnerships with them. Teachers realize learning does not end at the classroom door, and they use resources within their local communities. For example, representatives from a local planning agency may visit a social studies–history classroom to share maps and aerial photographs of the town or region and explain how they are used.

Accomplished teachers respect how the diversity and contributions of students' families influence learning environments. Teachers see collaboration with families as an essential tool in providing students with the support and motivation they need to be successful. Teachers also recognize that students grow up not only in classrooms, but also in communities, and teachers view the neighborhoods and communities that surround the school and students' homes as powerful opportunities for learning. In addition, teachers recognize how global communities—including affinity groups that extend beyond local neighborhoods—influence students. Teachers actively seek to develop opportunities for students to study the dynamics and history of these various communities, as students are taught to value, analyze, and perhaps see in

<p>renewed ways how their lives and those of their neighbors are intertwined with the larger history and fabric of the social world.</p> <p>Accomplished teachers create clear lines of communication with families and encourage involvement in students’ learning. Teachers use technology, as appropriate, to communicate with families. Teachers welcome family participation in school activities and take the initiative in inviting families to become active in the school community. Teachers strive to make their classrooms and the school a welcoming environment. Teachers know their role with families is more than providing information. Consequently, they signal clearly through supportive words and actions the importance of families and communities as partners in their children’s education. Teachers create a sense of community between the school and students’ outside environments and make clear the mutual interest they share with families in seeing students succeed. Teachers offer families suggestions on how to help their children develop good study habits and skills, complete homework, set goals, and improve performance.</p> <p>Accomplished teachers know learning can be extended outside the classroom. They recognize that students are more engaged when learning is based on authentic situations in which students have a vested interest. Teachers lead students in purposeful research into social issues that affect them, the school, or the community in order to develop solutions that can be presented to appropriate audiences for possible action. Teachers may facilitate partnerships between students and community organizations, service groups, or government entities. These interactions can be as valuable as—or even more valuable than—lessons taught during the school day. Teachers know authentic learning helps to develop students academically and socially.</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 Social Studies-History Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/EAYA-SSH.pdf>

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

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

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

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

also are sensitive to the student who is the only member of a minority group in a classroom. In settings in which cultural diversity is limited, teachers provide opportunities for direct contact with target cultures by inviting parents, grandparents, or community members to meet with their classes. A teacher might arrange service-learning opportunities in cooperation with a local heritage community organization, such as a recreation center for elderly immigrants from Russia or Francophone Africa. Through such opportunities to share experiences and cultural perspectives, students develop cultural sensitivity and acquire a deeper understanding of their own and other cultures.

Creating Safe and Supportive Environments Conducive to Language Learning

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

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

Teachers know that language learning is not a passive process; students must participate actively in every aspect of instruction. In the classrooms of accomplished teachers, students use the target language in a variety of interactive tasks. Teachers incorporate cooperative learning experiences effectively, planning student-to-student or small-group activities in which students have the need and the motivation to

communicate with each other in order to negotiate meaning in an authentic manner. These activities may involve partner practice, role play, debates, interviews, structured writing, peer editing, and technology-based activities that connect students to the real world. Students may then expand their activities to include critical and creative thinking demonstrated in interviews and reports for age-appropriate publications and presentations.

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

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

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