









## National Board Standards and Related Resources Glossary and Hyperlinks<sup>1</sup>

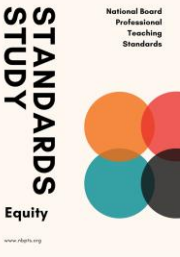
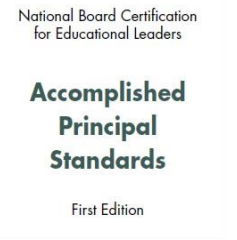
### *Using the National Board Standards and Related Resources for Professional Learning*

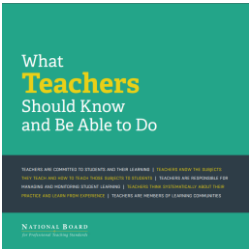
Tool/Resource	Description	Location & Ideas for Learning	Notes
<p>Architecture of Accomplished Teaching (AAT)</p> 	<p>The AAT provides a view of how the use of the Five Core Propositions and the standards that are developed from them result in student learning. In the AAT double helix, one strand represents teaching practice as grounded in the Five Core Propositions, while the other strand represents the teacher's impact on students and their learning.</p>	<ul style="list-style-type: none"> <li>• At the beginning of each set of <a href="#">Standards</a></li> <li>• In the <a href="#">renewal document</a> (metaphor for professional growth of teacher)<sup>2</sup></li> <li>• Print and digital versions <a href="#">here</a></li> <li>• To structure professional development plan reflection</li> <li>• To reflect and share instructional decisions and conversations</li> </ul>	
<p>Architecture of Accomplished Educational Leading (AAEL)<sup>3</sup></p> 	<p>The AAEL triple helix illustrates the upwardly spiraling process reflective of an accomplished educational leader's practice. The three strands portray the skills, applications and dispositions as defined in the Nine Core Propositions for Educational Leaders and applied through eight stages in an integrated process.</p>	<ul style="list-style-type: none"> <li>• Located on p. 11 (end) of Principal Standards <a href="#">here</a>.</li> <li>• Questions and considers in the AAEL can guide school and district continuous improvement</li> <li>• Support educational leaders to plan, analyze and reflect using the prompts, related Nine Core Props, and Standards</li> </ul>	

Tool/Resource	Description	Location & Ideas for Learning	Notes
<p>ATLAS (Accomplished Teaching Learning and Schools)</p> 	<p>ATLAS is a searchable online library of authentic videos showing National Board Certified Teachers at work in the classroom. Each video is accompanied by the teacher's written reflection about the instruction or the activity shown. Aligned to professional teaching standards and indexed by teachers, ATLAS serves as a window into what accomplished teaching looks like. ATLAS cases demonstrate Board-certified teachers' approaches to teaching and make accomplished practice accessible.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Login or sign up for a 30 day free trial</a></li> <li>• More information on <a href="#">ATLAS</a> on NBPTS.org</li> <li>• ATLAS <a href="#">supports</a></li> <li>• To provide examples of accomplished planning, analysis and reflection</li> <li>• To provide videos that can support collective or individual conversations of practice</li> <li>• To create a safe culture for discussing practice</li> </ul>	
<p><i>Educators Rising Standards<sup>4</sup></i></p> 	<p>The seven Educators Rising standards define what high school students exploring teaching need to know and be able to do to take their first steps on the path to accomplished teaching. The standards represent a shared vision from the field, mapping the teaching profession from the front end of a coherent continuum into the profession.</p>	<ul style="list-style-type: none"> <li>• Located <a href="#">here</a></li> <li>• More on Educators Rising KY <a href="#">here</a></li> <li>• To support reflection and professional growth of early career educators or rising educators</li> <li>• To recruit potential educators</li> </ul>	

Tool/Resource	Description	Location & Ideas for Learning	Notes
<p>Five Core Propositions</p> 	<p>Comparable to medicine's Hippocratic Oath, the 5 Core Propositions set forth the profession's vision for accomplished teaching. The Five Core Propositions form the foundation and frame the rich amalgam of knowledge, skills, dispositions and beliefs that characterize National Board Certified Teachers (NBCTs). All National Board Certificates are based on the Five Core Propositions. All NBCTs in all grade levels and subject areas share their commitment and understanding to these Propositions. Therefore, the Five Core Propositions represent what all accomplished teachers share in their expertise and dedication to advance student achievement.</p>	<ul style="list-style-type: none"> <li>Listed on the National Board <a href="#">website</a></li> <li>Also listed at the front of each set of <a href="#">standards</a></li> <li>Support on using 5 Core Props &amp; <i>What Teachers Should Know and Be Able to Do</i> <a href="#">here</a></li> <li>To organize professional learning</li> <li>To prompt self-reflection for professional growth plans</li> <li>To organize school improvement</li> </ul>	
<p>Nine Core Propositions for Accomplished Educational Leaders<sup>3</sup></p>  <p>National Board Core Propositions for Accomplished Educational Leaders™</p>	<p>The Nine Core Propositions for Accomplished Educational Leaders are organized into skills, applications, and dispositions which make up the three strands of the Architecture of Accomplished Educational Leading.</p> <p>The Nine Core Propositions are the foundation of the Accomplished Principals Standards and are illustrated in the Architecture of Accomplished Educational Leading.</p>	<ul style="list-style-type: none"> <li>Located on page 10 of the Principal Standards located <a href="#">here</a></li> <li>To support the professional growth and reflection of principals and administrators</li> <li>To be used in parallel with the 5 Core Propositions (e.g., when teachers use the 5 Core Propositions, principals could use the 9 Core Propositions)</li> </ul>	

Tool/Resource	Description	Location & Ideas for Learning	Notes
<p>National Board Candidate Portfolio Components</p> 	<p>When pursuing certification, candidates must demonstrate teaching expertise backed with student evidence. These components include differentiation (student work samples), teaching practice and learning environment (videotaped instruction), and effective and reflective practitioner (assessment literacy).</p>	<ul style="list-style-type: none"> <li>• Each certificate area has portfolio instructions <a href="#">downloadable here</a></li> <li>• More about <a href="#">candidacy</a></li> <li>• Questions posed to candidates in components can guide improvement and professional conversations</li> <li>• Skills and rigor required of candidates can help to design professional learning</li> </ul>	
<p>Standards</p> 	<p>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.</p> <p>The Standards offer the most specific guidance and examples of accomplished practice by developmental age and content specialty.</p>	<ul style="list-style-type: none"> <li>• There are 18 sets of Standards for 25 certificate areas (some certificate areas share standards - for example middle and high school ELA, math, science, and social studies span across developmental stages)</li> <li>• <a href="#">Downloadable on National Board's website</a></li> <li>• To guide educator reflection</li> <li>• To form a common language and expectations as professionals</li> <li>• To help create professional growth plans</li> </ul>	

Tool/Resource	Description	Location & Ideas for Learning	Notes
<p>Standard Studies</p> 	<p>Common themes, based on the Five Core Propositions, are embedded in every set of standards (see Standards above). Conversations and professional learning based on common themes in the standards can be a rich activity and entry point into the full standards. The Standard Studies 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.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Facilitation guide</a></li> <li>• <a href="#">Alignment document</a> <i>Studies linked within these documents.</i></li> <li>• <a href="#">Support to use Standard Studies</a></li> <li>• Topics: advocacy, assessment, collaboration, content knowledge, equity, instructional practice, knowledge of students, leadership, learning environment, reflection, <i>student agency (coming soon)</i></li> <li>• To form a common language and expectations as professionals</li> <li>• To help create professional growth plans</li> <li>• To support specific conversations across specialties and age ranges</li> </ul>	
<p>Standards for Accomplished Principals<sup>3</sup></p> 	<p>The National Board Standards for Principals were created by educational leaders for educational leaders during a pilot when National Board explored adding a certification for principals. While that pilot did not lead to adding principal certification, these standards can be used in professional learning and school improvement. They include the Architecture of Accomplished Educational Leading (AAEL) and 9 Core Propositions for Educational Leaders.</p>	<ul style="list-style-type: none"> <li>• Located <a href="#">here</a></li> <li>• For principals that want to learn in parallel with teachers using the Standard Study documents, a Standard Study of the Principal Standards is here (<i>coming soon</i>) that aligns the Principal Standards to the Standard Study topics.</li> <li>• Administrators self-reflect on the Standards to create a growth plan</li> <li>• Administrators can support the professional learning of educators using the National Board resources by using Principal Standards in parallel</li> </ul>	

Tool/Resource	Description	Location & Ideas for Learning	Notes
<p>What Teachers Should Know and Be Able to Do</p> 	<p>An explication of the Five Core Propositions originally written in 1989 and updated in 2015.</p>	<ul style="list-style-type: none"> <li>• Located <a href="#">here</a></li> <li>• Support to use book <a href="#">here</a></li> <li>• To guide professional learning conversations around the 5 Core Propositions</li> <li>• To organize professional learning</li> </ul>	

<sup>1</sup> Using the National Board Standards and Related Resources to improve professional learning for all educators is still in the pilot stages. Consider this resource a work in progress - we are still determining what is included or not included on this list of resources and tools.

<sup>2</sup> Note: renewal is for NB 2.0 and not the new version. NB 3.0 will have a maintenance of certificate

<sup>3</sup> The National Board Standards for Principals were created by educational leaders for educational leaders during a pilot when National Board explored adding a certification for principals. While that pilot did not lead to adding principal certification, these standards can be used in professional learning and school improvement. They include the Architecture of Accomplished Educational Leading (AAEL) and 9 Core Propositions for Educational Leaders.

<sup>4</sup> While the Educators Rising Standards are not a document created for board certification, they were created with board certified teachers and in alignment with the National Board standards. The Educators Rising standards can offer a starting place as we support educators early in the continuum, working toward the National Board standards. The processes and protocols used for empowering the committee to define the Educators Rising Standards were borrowed from the National Board for Professional Teaching Standards (NBPTS), who served as a partner and advisor at every stage of the project.