

Problem of Practice and National Board Resources Alignment

The following chart is intended to support using the National Board Standards and resources to improve professional learning based on a specific Problem of Practice (PoP).

PoP	5 Core Propositions	<i>What Teachers... Book*</i>	<i>Certificate Standard or Standard Study</i>	ATLAS Advanced Search Tips	Other Resources and Notes
We want to know our students better.	1. Teachers are committed to students and their learning.	pp. 12 - 16	<ul style="list-style-type: none"> Knowledge of Students 	-Grade Level(s) -Core Prop 1	
We want to improve instruction for specific populations.	1. Teachers are committed to students and their learning.	pp. 12 - 16	<ul style="list-style-type: none"> <i>Certificate area targeting**</i> Knowledge of Students Equity 	-Grade Level(s) -"Equity" key word -Demographic info	
We think we know our students, but want to improve instruction based on what we know.	1. Teachers are committed to students and their learning. 2. Teachers know the subjects they teach and how to teach them.	pp. 12 - 14; pp. 20 - 22	<ul style="list-style-type: none"> Content Knowledge Instructional Practice Learning Environment 	-Grade Level(s) -Subject & Topic -Instructional Strategies	
We think we know our students, but want to improve advocating for what they need based on what we know.	1. Teachers are committed to students and their learning.	p. 16	<ul style="list-style-type: none"> Advocacy 	-Cases 1382, 59 tagged for Advocacy 1. Open Case 2. Under "Frameworks" on left choose "NB Standards" to see tags	

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We want to improve our knowledge of the whole child and child development.	1. Teachers are committed to students and their learning.	pp. 14 - 15	<ul style="list-style-type: none"> Knowledge of Student 	-Keyword "Whole child development" 1. Open Case 2. Under "Frameworks" on left choose "NB Standards" to see tags	
We want to improve equity among our students.	1. Teachers are committed to students and their learning.	pp. 15 - 16	<ul style="list-style-type: none"> Equity 	-Grade Level(s) -"Equity" key word	
We want our students to have more agency.	1. Teachers are committed to students and their learning. 3. Teachers are responsible for managing and monitoring student learning.	pp. 16, 29	<ul style="list-style-type: none"> Student Agency 	Case 1151	
We want to improve the classroom community.	1. Teachers are committed to students and their learning. 3. Teachers are responsible for managing and monitoring student learning.	pp. 12 - 16 pp. 27; 29	<ul style="list-style-type: none"> Learning Environment Knowledge of students 	-Keyword "Classroom Community"	

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We want to improve a specific content area.	2. Teachers know the subjects they teach and how to teach those subjects to students.	pp. 18 - 22	<ul style="list-style-type: none"> <i>Certificate area targeting</i> Content Knowledge 	-Subject & Topic -Instructional Strategies	
We want to deepen teachers' content knowledge.	2. Teachers know the subjects they teach and how to teach those subjects to students.	pp. 20 - 21	<ul style="list-style-type: none"> Content Knowledge 	-Keyword "Content Knowledge" -Grade Level(s) -Subject(s)	
We want to refine teachers' instructional practices.	2. Teachers know the subjects they teach and how to teach those subjects to students.	pp. 18 - 21	<ul style="list-style-type: none"> Instructional Practice 	-Grade Level(s) -Subject & Topic -Instructional Strategies	
We want to improve interdisciplinary instruction.	2. Teachers know the subjects they teach and how to teach those subjects to students. 5. Teachers are members of learning communities.	pp. 18 - 20; pp. 35 - 37	<ul style="list-style-type: none"> Content Knowledge Collaboration 	-Grade Level(s) -Keyword "interdisciplinary"	

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We want teachers' to improve ability to use multiple methods to meet instructional goals.	<p>3. Teachers are responsible for managing and monitoring student learning.</p> <p>4. Teachers think systematically about their practice and learn from experiences.</p>	pp. 25 - 26; pp. 32 - 33	<ul style="list-style-type: none"> • Instructional Practice • Assessment • Reflection 	<p>-Subject & Topic</p> <p>-Keyword "Instructional goals"</p>	
We want to improve settings and intentional student groupings during instruction.	3. Teachers are responsible for managing and monitoring student learning.	pp. 26 - 27	<ul style="list-style-type: none"> • Learning Environment • Instructional Practice 	<p>-Grade Level(s)</p> <p>-Subject & Topic</p> <p>-Keyword "Student Groupings"</p>	
We want to improve student engagement.	<p>1. Teachers are committed to students and their learning.</p> <p>3. Teachers are responsible for managing and monitoring student learning.</p>	pp. 12 - 14; p. 27	<ul style="list-style-type: none"> • Knowledge of Students • Instructional Practice • Learning Environment 	<p>-Grade Level(s)</p> <p>-Subject & Topic</p> <p>-Keyword "Engagement"</p>	

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We want to improve assessment.	3. Teachers are responsible for managing and monitoring student learning. 4. Teachers think systematically about their practice and learn from experience.	pp. 27-29; pp. 32 - 33	<ul style="list-style-type: none"> Assessment Reflection 	-Grade Level(s) -Subject & Topic -Core Prop 3	
We want to improve analysis of student work.	3. Teachers are responsible for managing and monitoring student learning. 4. Teachers think systematically about their practice and learn from experience. 5. Teachers are members of learning communities.	pp. 27-29; pp. 32 - 33; pp. 35 - 37	<ul style="list-style-type: none"> Assessment Collaboration Reflection 	-Subject & Topic -Keyword "student work analysis"	
We want to improve instructional reflection and decision making.	4. Teachers think systematically about their practice and learn from experience.	pp. 31-33	<ul style="list-style-type: none"> Reflection 	-Grade Level(s) -Subject & Topic -Core Prop 4 *Reflection section of Commentary	

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We want to improve using feedback and research to improve practice.	4. Teachers think systematically about their practice and learn from experience.	pp. 32-33	<ul style="list-style-type: none"> Reflection 	-Subject & Topic -Core Prop 4 -Keyword "feedback"	
We want to improve collaboration with educators.	5. Teachers are members of learning communities.	pp. 35 - 37	<ul style="list-style-type: none"> Collaboration Leadership 	-Subject & Topic OR Grade Level(s) -Framework --InTASC ---Standard 10a, 10b, 10r	
We want to improve collaboration with families.	5. Teachers are members of learning communities.	pp. 38 - 39	<ul style="list-style-type: none"> Collaboration 	-Subject & Topic OR Grade Level(s) -Framework: InTASC --Standard 10d, 10m, 10q	
We want to improve collaboration with the community.	5. Teachers are members of learning communities.	p. 39	<ul style="list-style-type: none"> Collaboration 	-Subject & Topic OR Grade Level(s) -Framework: InTASC --Standard 10e	
We want to improve professional conversations about instruction.	5. Teachers are members of learning communities.	pp. 35 - 37	<ul style="list-style-type: none"> Collaboration 	-Subject & Topic OR Grade Level(s) --Framework: InTASC --Standard 10a, 10b, 10r	

* *What Teachers Should Know and Be Able to Do* book

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