

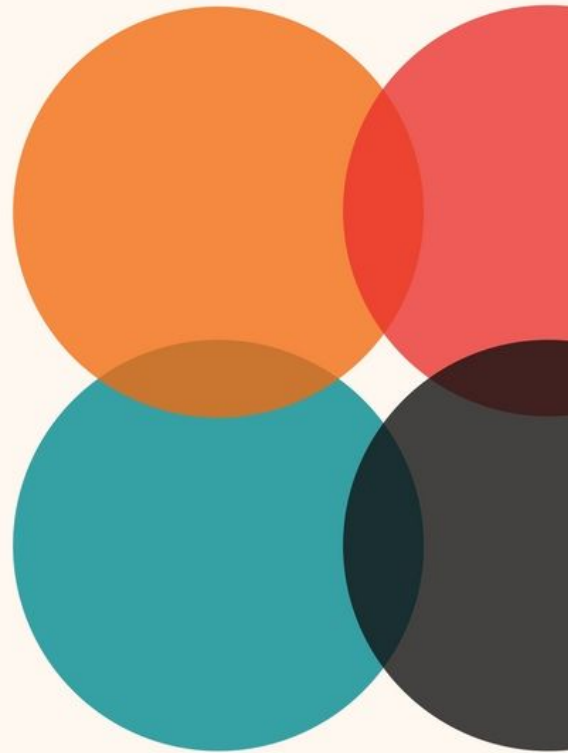
For each subject area, National Board Standards are developed by outstanding educators in that field who draw upon their expertise, research on best practices, and feedback from their professional peers and the education community. Once adopted by National Board's teacher-led Board of Directors, these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

Reflection

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 X: Reflective Practice	
OVERVIEW: Accomplished art teachers constantly analyze, evaluate, and strengthen their practice and programs in order to improve the quality of student learning.	
<p>Accomplished visual arts teaching comes from, among other things, experience working with students and addressing their specific needs while regularly reflecting on the effect of the teacher and other initiatives on student learning. Accomplished visual arts teachers constantly strive to become masters of the profession. They recognize that the teaching of art at the early adolescence through young adulthood levels is an evolving field. They recognize that the demands of accomplished art teaching change over time—indeed, they change with each class and individual student. Consequently, they regard themselves as working on the front line of action research in art education. They view each year as a new opportunity to improve the quality of their own teaching practice and to enhance the knowledge and stature of the profession. Although accomplished teachers perform well in relation to standards of accepted practice in their field, they constantly ask themselves how they can improve their curriculum and their teaching.</p> <p>Teachers Are Reflective and Examine Their Practice Systematically</p> <p>In order to extend their knowledge, improve their teaching, and refine their evolving philosophies and goals of art education, accomplished art teachers consider reflection on their practice central to their responsibilities as professionals. (See Standard I—Goals of Art Education.) For such teachers, every class and each individual learning experience provide opportunities for reflection, diagnosis, and improvement. When things go well, they try to determine why the class succeeded and how to adapt the lessons learned to other units of instruction. When things go poorly, they try to determine how to avoid such results in the future. When assessing works in progress and the final products of their students, teachers evaluate themselves as well. They analyze the effects of various teaching strategies and judge the relative merits of these strategies in relation to their own particular circumstances. They regularly examine their strengths and weaknesses and employ this knowledge in their planning. (See Standard V—Curriculum and Instruction.)</p> <p>Accomplished teachers distinguish themselves with their capacity for ongoing, objective self-examination; their openness to innovation; their willingness to experiment with new pedagogical approaches; and their readiness to change in order to strengthen and improve their teaching. Reflecting on one’s practice is not only a salient feature of accomplished teaching, it is a cornerstone of the art process itself.</p>	

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In their quest to improve their practice, teachers consult a variety of sources of information, assistance, and ideas. Teachers avail themselves of many resources in analyzing the appropriateness and effectiveness of their teaching. Conversations with students about the quality and climate of the classroom and interactions within it provide teachers with insight and direction. Teachers assess classroom climate by monitoring interactions of various kinds or through observations, discussions, and the use of such tools as surveys or inventories. They carefully analyze input received from formal and informal interactions with parents, guardians, students, colleagues, and others. (See Standard IX: Collaboration with Colleagues, Schools, Families, and Communities.) These observations and discussions influence them as they reflect on their planning, monitoring, assessment, and instructional techniques.

Teachers use a wide range of reflective methods. They might keep a journal of how their own personal biases affect their teaching, conduct research in their classrooms, or collaborate with educational researchers to examine their practice critically. Such reflection heightens awareness, reinforces teacher creativity, stimulates personal growth, and enhances professionalism. Accomplished teachers are models of educated individuals, regularly sharpening their judgment, expanding their repertoire of teaching methods, and deepening their knowledge. They exemplify high ideals and embrace the highest professional standards in assessing their students, practice, curricula, and programs. Ultimately, self-reflection contributes to the depth of teacher knowledge and skills and adds dignity to their practice.

Teachers Evaluate Their Programs

In order to understand fully their effectiveness as teachers, accomplished art educators evaluate their overall programs. They not only want to continually monitor the alignment and effectiveness of curriculum, instruction, and assessment, they also are interested in feedback regarding classroom management and climate, collaboration, and success in general. They adapt their evaluations to serve program or schoolwide goals in order to meet the more general goals of education. (See Standard I—Goals of Art Education.) They know how to communicate assessment information to administrators, school board members, and others in the community who have an interest in their schools. They understand the importance of such communication not only to clearly demonstrate student progress but also to educate others about the breadth and depth of art content, a rigorous body of disciplinary content knowledge that can be taught, learned, and evaluated with validity and reliability. (See Standard IX—Collaboration with Colleagues, Schools, Families, and Communities.) Teachers skillfully interpret and present data, whether summative or formative, and always take care to ensure that all information is valid, meaningful, understandable, and well connected to their instructional goals and the goals of the school.

When appropriate, accomplished art teachers evaluate student progress in relation to school, district, or state, or national data to determine how well they are progressing toward achieving content standards. They also view external assessments such as the

National Assessment of Education Progress (NAEP) 1997 Arts Report Card¹ as valuable resources for examining their programs and as rich sources of different assessment models. They honor the ethical and legal responsibilities of keeping student information confidential, and they model and encourage similar professional behavior among their colleagues. (See Standard I—Goals of Art Education and Standard IX—Collaboration with Colleagues, Schools, Families, and Communities.)

Teachers Continually Refine Their Practice through Study and Self-Examination

Teachers have a vision for their students, the dynamic of the classroom, their own teaching role, and the future of the profession. They know and have positions on the major controversies in the field. They consider new pedagogical ideas and make sound judgments regarding the applicability of these ideas to their own teaching. They can talk compellingly about why they make certain pedagogical decisions.

Teachers stay informed by current research, trends, processes, and information through reading professional journals, actively participating in related organizations, continuing their professional development through graduate coursework and other means, observing other accomplished teachers and accomplished artists, and collaborating with colleagues and other professionals.

Accomplished teachers are aware of significant developments, new findings, and debates in their field. They know it is essential for art professionals to be knowledgeable about issues pertinent to their discipline. Teachers consider the prevailing research findings about learning and intelligence. They evaluate the relevance of theories, emerging practices, current debates, and promising research findings to improve their teaching. Teachers have cogent reasons for what they do—reasons that they can explain clearly to students, parents, guardians, colleagues, administrators, local artists, and community and school board members. (See Standard I—Goals of Art Education and Standard IX—Collaboration with Colleagues, Schools, Families, and Communities.)

Teachers are aware of their personal strengths and weaknesses. They can describe how their cultural backgrounds, biases, values, and life experiences might limit or promote their teaching effectiveness with specific groups of students. They constantly broaden their perspectives and knowledge of the content of art. (See Standard III—Equity and Diversity.) They are ever cognizant of lifelong learning.

Through their habit of reflection and insistence on high expectations for themselves and their students over time, accomplished teachers have cultivated the attribute of professional judgment beyond that of the skilled technician. They are consistently able to take maximum advantage of the unpredictable opportunities that present

¹ Persky, Hilary A., Brent A. Sandene, and Janice M. Askew. The NAEP 1997 Arts Report Card: Eighth-Grade Findings from the National Assessment of Educational Progress (Washington, D.C.: National Center for Education Statistics, 1998).

<p>themselves in the course of the school day to create teachable moments and make key connections.</p> <p>Accomplished teachers take responsibility for their own professional growth. They explore topics in which they have limited expertise and experiment with alternative materials, approaches, instructional strategies, technologies, and assessment techniques, knowledge of artists, and the content of art. Ongoing study supports the instructional decisions they make and their abilities to articulate a cogent rationale for their actions. Continual learning also contributes to their ability to be consistent and aggressive in seeking solutions to issues and problems in their practice.</p> <p>Accomplished visual arts teachers are reflective practitioners seeking ways to reinforce their creativity, stimulate their personal and artistic growth, and enhance their professionalism. They exemplify the highest ethical and moral ideals of the field and embrace professional standards in assessing their practice. Ultimately, this habit of self-study contributes to their depth of knowledge and skills and adds dignity and artistry to their practice.</p>	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Early and Middle Childhood Art Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/EAYA-ART.pdf>

ART (EMC) <i>Early and Middle Childhood</i>	NOTES
Standard IX: Assessment, Evaluation, and Reflection on Teaching and Learning	
<p>OVERVIEW: Accomplished teachers understand the design, principles, and purposes of assessment; they regularly monitor, analyze, and evaluate student progress, their own teaching, and their programs.</p>	
<p>Accomplished art teachers are reflective; they regularly monitor, analyze, and evaluate their teaching and student progress in order to expand their knowledge and strengthen their practice. They use a variety of assessment and evaluation methods, encourage student self- and peer assessments, and effectively report assessment and evaluation results to students, families, colleagues, policy makers, and the public.</p>	
<p>Gauging student knowledge, understanding, and progress is essential to accomplished teaching. Consequently, regular observation and assessment of students is an important guide to short- and long-term decision making. Teachers assess students on an ongoing basis and are adept at using a range of evaluation methods to examine and interpret student performance and work. The information they gather about the progress of individuals and the class as a whole allows them to evaluate the relative success of their instruction and serves as a guide for refining practice and programs in order to improve student learning. Such analysis is key to sound reflective practice.</p>	
<p>Teachers Understand the Design, Principles, and Purposes of Assessment</p>	
<p>On the basis of a sound knowledge of measurement theory and principles, accomplished teachers use a variety of assessments for different purposes in collecting and communicating information about their students, their instruction, and their programs in general. They know how to select, construct, design, and adapt various assessment methodologies to use in diagnosing and evaluating student learning. They constantly adhere to principles of equity, fairness, validity, reliability, and equal opportunity in assessment situations. Their evaluation methods provide students opportunities to demonstrate knowledge through a variety of modes and by means of multiple measures. They clearly understand what students should know and be able to do, how to make good choices in delivering instruction, what types of assessments will best determine how well students have learned, and how to analyze data in various ways to decide what revisions, adaptations, or adjustments in instruction must occur to promote additional learning.</p>	
<p>Aware of the increasing demands for accountability in all areas of education, accomplished teachers are careful to employ a range of appropriate formative (ongoing, informal, supportive) and summative (final, formal, evaluative) methods for various purposes. Before beginning a new unit, teachers might assess students' prior knowledge about the concepts to be delivered. In some programs, assessments are used for diagnostic or placement purposes. The general stages or levels of artistic</p>	

development can serve as guidelines or expectations for student progress. In some systems, district and state assessments are administered to determine overall student achievement; to compare classroom, school, or district results; to determine merit or the need for remediation; and for graduation or promotion. Regardless of policies or contexts, accomplished art teachers know when and how to use assessments to acquire information about student achievement and to improve instruction. Their primary goal in the use of assessments is to improve the effectiveness of their teaching practice.

Most classroom assessments are used to gain perspective on the ability of students to understand and apply art concepts. Teachers monitor each student's engagement with various processes and techniques and the relative success of their products. Teachers also assess students' knowledge of art history and their ability to apply aesthetic criteria to their own work and the work of others. Through assessment, teachers identify both strengths and areas for continued development. Accomplished teachers know that good assessment is also a tool for learning. They use assessments that are instructional in nature and that enhance learning, such as performance tasks, portfolios, journals, projects, or class presentations. They gauge students' ability to ask good questions, challenge assumptions, take risks, and initiate projects and activities. They understand that good assessment involves the dynamic interaction of student and teacher as they approach teaching and learning together.

Teachers Use a Range of Assessment Tools

Accomplished teachers have a broad repertoire of assessment techniques and know how, when, and for what purposes to use them. They establish clear criteria for assessing student achievement. They understand the advantages and limitations of various assessment techniques—both formal and informal—and seek good matches among methods of assessment, instructional goals, and student abilities, considering the relative strengths and weaknesses of the procedures as well as the timing, focus, and purpose of the evaluation. They clearly understand the necessity for the alignment of curriculum, instruction, and assessment. (See Standard V— Curriculum and Instruction.) Because they know that students have skills that will not emerge in certain settings or during the course of a single assessment, they use multiple methods of evaluation over time. Their knowledge of assessments includes rubrics or scoring guides, checklists, rating scales, questionnaires, surveys, journals, performance tasks, portfolios, videotapes, demonstrations, and exhibitions. Teachers also utilize more traditional methods such as selected-response, short-answer, and essay or extended-response methods, among others. They know that observations of students through formal and informal assessments, including writing, talking, demonstrating techniques and processes, and sharing knowledge and skills with other students, can show evidence of growth.

Teachers ask incisive questions and listen carefully during group discussions and individual conversations with students in order to assess how well students understand the central concepts being studied. They know how to formulate the types

of questions that will enable students to talk reflectively about their own artwork. They ask the same kinds of probing questions as they talk individually with students who are working independently. Formal and informal critiques also provide valuable information. Teachers use all types of evidence to help them evaluate student growth and development.

Teachers Assess Student Understanding and Growth

Teachers know that reflection often deepens insight, understanding, and appreciation of artwork and processes. Therefore, teachers help students reflect on their own art learning and monitor their own progress in creating and studying works of art. As educators, teachers foster reflective skills that enable students to manage their work in art independently. Teachers understand that creating art involves complex, recursive thinking processes that manifest themselves differently from one individual to the next. Therefore, they realize that assessment of art learning must be flexible, and they stand ready with a range of effective strategies for evaluating student progress.

Teachers examine the affective and expressive characteristics of student work in order to determine both the quality of the work and evidence of social and emotional growth on the part of the students; teachers also note the way peer interactions and personal development are reflected in the work. The broad range of assessment information teachers gather facilitates their overall evaluation of each student by multiple means.

Teachers provide immediate, substantive, constructive feedback to all students. They know that praise given appropriately can increase motivation and boost self-esteem and confidence; therefore, they look for ways to celebrate each student's accomplishments. When providing correction, they do so in a manner that does not diminish a student's sense of self-worth; they focus on progress toward a goal rather than on deficiencies. They use data from various assessments to help students understand and to guide them as they progress. Teachers make sure that each student realizes that difficulties in understanding or performing at the expected level may be temporary and that the remedy might be a different approach, not resignation or acceptance of low achievement.

Teachers draw on their knowledge of students' backgrounds and unique abilities to help students learn to recognize their own accomplishments. (See Standard II— Knowledge of Students as Learners.) They also draw on their knowledge of subject matter to determine where misconceptions and gaps in student knowledge might have occurred, and they work with students to determine a course of action for improvement that focuses on a manageable number of areas. (See Standard IV— Content of Art.) They use the results of informal and formal assessments to help students understand the characteristics of their work and to encourage each student's commitment to learning. Accomplished teachers ensure that students know where they are in the continuum of growth over time and help them to understand their own

achievement and progress toward goals. (See Standard IX—Assessment, Evaluation, and Reflection on Teaching and Learning and Standard I—Goals of Art Education.)

To support students throughout their learning, accomplished teachers meaningfully communicate with parents and others. They communicate clearly, promptly, and regularly to parents and guardians about the progress students are making and the processes used to evaluate that progress. They make certain that they explain information and interpret data in ways that all concerned can understand. They find ways for including parental insight in the assessment process. (See Standard VIII—Collaboration with Families, Schools, and Communities.)

Teachers Promote Student Self-Assessment

Accomplished teachers help students become adept at self-assessment. Teachers help students learn to be active participants in assessing their own progress. Teachers clearly communicate their expectations so students can judge how their work meets those criteria. They also involve students in the creation of assessment criteria. When students know what will be measured—the criteria against which their work will be judged—this information helps guide them through the learning process. Teachers recognize the long-term importance of students’ assuming responsibility for their own learning; therefore, they encourage students to set high personal goals and teach them how to evaluate their own personal progress toward these goals. Teachers also engage students in assessing the work of their peers—a strategy that can provide individuals with new perspectives on their own work. Knowing the disparate characteristics of children at various stages of development, accomplished teachers adapt strategies to ensure that constructive peer assessments assist students rather than discourage or demean them. Positive, meaningful feedback targeted toward learning goals is essential to student success.

Through assessment, students learn to examine their own progress with respect to the entire content of art, as well as significant issues central to their lives. They may also assess their understanding of how contemporary artists grapple with different issues such as race, ethics, justice, and ecology. Alternatively, students may assess their understanding of how artists of different periods and cultures have addressed concepts of gender, beauty, or compassion. Through critical examination of their own work and the work of other artists, students come to understand more fully the creative process and their connection to artists and human experience throughout time.

Teachers Are Reflective and Examine Their Practice Systematically

In order to extend their knowledge, perfect their teaching, and refine their evolving philosophies and goals of art education, accomplished art teachers consider reflection on their practice central to their responsibilities as professionals. (See Standard I—Goals of Art Education.) For such teachers, every class and each individual learning

experience provide opportunities for reflection and improvement. When things go well, they try to determine why the class succeeded and how to adapt the lessons learned to other units of instruction. When things go poorly, they assess how to avoid such results in the future. In the way they assess work in progress and the final products of their students, teachers evaluate themselves as well. They analyze the effects of various teaching strategies and judge the relative merits of these strategies in relation to their own particular circumstances. They regularly examine their strengths and weaknesses and employ this knowledge in their planning. (See Standard V—Curriculum and Instruction.)

Accomplished teachers distinguish themselves with their capacity for ongoing, objective self-examination; their openness to innovation; their willingness to experiment with new pedagogical approaches; and their readiness to change in order to strengthen and improve their teaching. Reflecting on one's practice is not only a salient feature of accomplished teaching, it is a cornerstone of the art process itself.

In their quest to improve their practice, teachers consult a variety of sources of information, assistance, and ideas. Conversations with students about the quality and climate of the classroom and interactions within it provide teachers with insight and direction. Teachers assess classroom climate by monitoring interactions of various kinds or through observations, discussions, and the use of tools such as surveys or inventories. They carefully analyze input received from formal and informal interactions with parents, guardians, students, colleagues, and others. These observations and discussions influence them as they reflect on their planning, monitoring, assessment, and instructional techniques.

Teachers participate in a wide range of reflective methods. They might keep a journal of how their own personal biases affect their teaching, conduct research in their classrooms, or collaborate with educational researchers to examine their practice critically. Such reflection heightens awareness, reinforces teacher creativity, stimulates personal growth, and enhances professionalism. Accomplished teachers are models of educated individuals, regularly sharpening their judgment, expanding their repertoire of teaching methods, and deepening their knowledge. They exemplify high ideals and embrace the highest professional standards in assessing their students, practice, curricula, and programs. Ultimately, self-reflection contributes to the depth of teacher knowledge and skills and adds dignity to their practice.

Teachers Evaluate Their Programs

In order to understand fully their effectiveness as teachers, accomplished art educators evaluate their overall programs. Not only do they want to continuously monitor the alignment and effectiveness of curriculum, instruction, and assessment; they are interested in feedback regarding classroom management and climate, collaborations, and success in general. They adapt their evaluations to serve program or school-wide goals in order to meet the more general goals of education. (See Standard I—Goals of Art Education.) They know how to communicate assessment

information to administrators, school board members, and others in the community who have an interest in their schools. They understand the importance of such communication not only for clear demonstration of student progress but also to educate others about the breadth and depth of art content, a rigorous body of disciplinary content knowledge that can be taught, learned, and evaluated with validity and reliability. Teachers skillfully interpret and present data, whether summative or formative, and always take care to ensure that all information is valid, meaningful, understandable, and well connected to their instructional goals and the goals of the school.

When appropriate, accomplished art teachers evaluate student progress in relation to school, district, or state data to determine how well they are progressing toward achievement of content standards. They also view external assessments such as the *National Assessment of Education Progress (NAEP) 1997 Arts Report Card*² as valuable resources for use in examining their programs and as rich sources of different assessment models. They honor the ethical and legal responsibilities of keeping student information confidential and model and encourage similar professional behavior among their colleagues.

Teachers Continually Refine Their Practice through Study and Self-Examination

Teachers stay abreast of current research, trends, processes, and information through activities such as reading professional journals, actively participating in related organizations, continuing their professional development through graduate coursework and other means, observing other accomplished teachers and accomplished artists, and collaborating with colleagues and other professionals.

Accomplished teachers stay abreast of significant developments, new findings, and debates in their field. They know it is essential for art professionals to be knowledgeable about issues pertinent to their discipline. Teachers consider the prevailing research findings about learning and intelligence. They evaluate the relevance of theories, emerging practices, current debates, and promising research findings to improve their teaching. They understand the major controversies in their field and know where they stand on these issues. Teachers have cogent reasons for what they do—reasons that can be explained clearly to students, parents, guardians, colleagues, administrators, local artists, and community and school board members. (See Standard I—Goals of Art Education and Standard VIII—Collaboration with Families, Schools, and Communities.)

Accomplished teachers take responsibility for their own professional growth. They explore topics in which they have limited expertise and experiment with alternative materials, approaches, instructional strategies, technologies, and assessment techniques. Ongoing study provides support for the instructional decisions they make and for their abilities to articulate a cogent rationale for their actions. Continuous

² Persky, Hilary A., Brent A. Sandene, and Janice M. Askew. *The NAEP 1997 Arts Report Card: Eighth-Grade Findings from the National Assessment of Educational Progress*. Washington, D.C.: National Center for Education Statistics, 1998.

learning also contributes to their ability to be consistent and aggressive in seeking solutions to issues and problems in their practice.	
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CAREER AND TECHNICAL EDUCATION (ECYA) <i>Early Childhood through Young Adulthood</i>	NOTES
STANDARD X: Reflective Practice	
OVERVIEW: Accomplished teachers reflect analytically throughout the instructional process, using multifaceted feedback to increase the efficacy of their teaching, strengthen its impact on student development, and model the significance of lifelong learning.	
<p>The act of reflection may assume different forms based on the unique characteristics and outlooks of teachers as individuals, but for accomplished career and technical (CTE) instructors it is always characterized by a fundamental reliance on higher order thinking skills. Analysis, evaluation, and synthesis form the cornerstones of reflective thought. Accomplished teachers analyze every aspect of their learning environments, from the students and stakeholders who interact within work spaces to the outcomes they achieve. Instructors evaluate the meaning of words, deeds, and expressions, sensitive to fluctuations in the learning dynamic within their classrooms. They continually synthesize all these elements, considering the significance of interactions between classroom participants so they can understand the crucial relationship between instructional objectives and learning outcomes. Accomplished CTE teachers ask themselves which strategies work well in a given situation, how they might be improved, and when they might prove useful again in the future. They ask these questions in the moment, as they teach and students learn, so they can modify their instructional approach as needed. They ask these questions in retrospect as well, after they have left the classroom, when they develop their thoughts further in quiet contemplation. Accomplished CTE teachers reflect on all aspects of their practice at all times.</p> <p>The various approaches that accomplished CTE teachers take to reflection share a focus on results-based analysis. CTE instructors evaluate student progress against measurable learning outcomes. They reflect analytically throughout the instructional process, while planning lessons and projects, evaluating the effectiveness of their strategies and techniques, and assessing the nature of student understanding. Reflection takes place before, during, and after working with students in the learning environment, defining every aspect of accomplished teaching and professionalism. It is an ongoing habit of mind, cyclical in nature; inspired by careful observation, reflection influences CTE instructors and affects their practice. Accomplished educators think about the context of teaching as well as the many factors that can influence learning, for instance, by considering how the scope and sequence of a curricular unit, the hour of instruction, or individual personality traits may affect student understanding. Educators contemplate their teaching skills, examining their interactions in the learning environment and studying feedback from stakeholders to hone their instructional approaches. They understand that reflection is a multifaceted</p>	

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pursuit. Instructors use it to improve student outcomes, strengthen the efficacy of their teaching, and foster lifelong learning. They model the benefits of reflection for other members of the learning environment, from students to colleagues to other educational partners. As a result of their reflective practice, accomplished teachers avoid impulsive decision making and promote careful reasoning. They deliver responsive, insightful instruction that not only inspires their students but also contributes to their development as professionals.

Analyzing Instruction

Accomplished CTE teachers consistently engage in reflection as they design projects and units of study. They analyze various factors that can influence classroom activities, taking into consideration their students' knowledge bases, learning styles, and diverse attributes when deciding how to implement instruction. For instance, to meet the needs of visual, auditory, and kinesthetic learners, a CTE teacher might have students learn about their chosen professions by interviewing industry professionals, conducting research, or participating in job shadowing. The careful analysis of their students' qualities and characteristics helps to inform the content that accomplished educators address on a daily and weekly basis as well as the methods they adopt to scaffold learning. Guided by their students' unique needs and personal experiences, accomplished teachers choose materials and structure activities to cover course objectives in a way that maximizes student engagement while satisfying curricular requirements. For example, a CTE teacher with students from predominantly non-English-speaking communities might obtain trade manuals written at different reading levels so all students can focus on the acquisition of technical skills and knowledge regardless of language proficiency. Similarly, an automotive technology teacher with a student who uses a wheelchair might modify the physical layout of the garage based on universal design principles that promote accessibility to ensure that her student can participate actively with everyone else in the class. Reflection helps teachers formulate their instructional strategies and meet students' individual needs while advancing the learning of all students.

Knowing that the social and emotional development of students directly affects their success in the classroom, accomplished CTE instructors reflect on how they can support their students' growth in these areas. Teachers remain attentive to their students' socioeconomic status as well as their cultural backgrounds, taking their students' personal resources into account as they plan learning activities. For example, a teacher with students who have restricted access to technology may build in class time at her school's media center, provide her students with printed materials, or give her students information about a computer lab they can use at the public library to complete project tasks. Accomplished teachers organize their instructional activities to encourage student participation and avoid obstacles that might impede learning. They promote inclusive and nurturing learning environments, taking action based on their consideration of students' individual needs. For instance, a family and consumer science instructor who teaches apparel design in a Native American community may allow her students to work on traditional dress in lieu of

another clothing article so students can construct the garments they need for cultural activities while completing their class assignment and saving money at home. Sensitivity to their students' cultural values and social conditions allows accomplished teachers to build their students' self-esteem while supporting instructional goals.

The thoughtful reflection that accomplished CTE teachers undertake before entering the learning environment continues during instruction. As they teach, educators judge how well students engage with the material, why certain strategies may work better than others, where more attention or different techniques may be needed, and what must take place during the next session to advance student learning. For example, a lodging and tourism instructor using reservation software to teach her class about booking methods that maximize hotel profits may receive questions from her students that help her realize they are confused; as a result, the teacher may decide to facilitate whole group discussion on the spot to scaffold the lesson. Educators also consider how they may customize instruction to meet unique student needs within their classrooms. For instance, a teacher with gifted students who require enrichment may create challenging activities by having the students conduct peer reviews, work on advanced assignments, or pursue independent study. Teachers continuously identify, analyze, and take advantage of opportunities to optimize student development and growth within the learning environment.

After instruction, CTE teachers continue to analyze the dynamics of the learning environment so they can determine how best to move forward from day to day, term to term, and year to year. For instance, a teacher may take anecdotal notes about a unit of study to assess the effectiveness of instructional strategies for a current group of students and use this information to make decisions about lesson delivery for a future group. Instructors also evaluate their assessment strategies to ensure they acquire meaningful and reliable measures of student growth. For example, a teacher who determines that his unit is effective based on student performance may consider how he can further enhance the unit and improve the measurement of student achievement by incorporating more technology into his instruction. Accomplished instructors continuously reflect on how they can fine-tune their teaching practices to improve student outcomes. (See Standard V—Assessment.)

Accomplished CTE teachers extend their reflection about the learning environment by considering the impact that program management has on the instructional process. Teachers analyze enrollment trends and retention patterns to evaluate student interest and engagement, and they adjust their recruitment strategies as needed, for instance, by recruiting students in programs that are nontraditional for their gender. Instructors gauge the nature of cocurricular activities, some of which may include career and technical student organization competitions and events, so they can assess program efficacy and the availability of postsecondary positions. Educators also consider the ongoing effectiveness of their advisory boards to see if student needs are being met. They develop rubrics with board members to evaluate total program performance and ensure that learning environments are benefiting adequately from stakeholder expertise. Working with board members, teachers collect statistical

information related to factors such as cocurricular activity, work-based learning opportunities, and postsecondary placement. Accomplished instructors reflect on the program and classroom level to provide the resources and support their students need to achieve their occupational goals. (See Standard IV—Learning Environments and Instructional Practices and Standard VII—Program Design and Management.)

Pursuing Professional Growth

While accomplished CTE teachers reflect productively based on their own observations, they also solicit and welcome feedback from other stakeholders. Instructors know that students, parents, colleagues, and industry partners all have unique perspectives and thus offer different insights on activities in the learning environment. Educators value these viewpoints and use them to improve their teaching methods and to verify that students receive rigorous instruction of relevant content.

Accomplished CTE teachers begin by engaging students and their parents as active partners in the educational process. They use formative and summative assessments such as student surveys, exit slips, journals, and competency exams to determine which teaching practices students find effective and which ones ineffective. They consider the implications of verbal and nonverbal cues, evaluating what students say and write as well as how they react. During instruction, teachers continue evaluating signs such as body language and facial expression to gauge student understanding. To increase the usefulness of this feedback, teachers ask their students timely questions about what affected their comprehension of the subject matter and how they think teachers might improve instruction. CTE instructors speak with families about the learning environment as well, maintaining regular contact and exchanging information through newsletters, surveys, and other means of communication. Teachers honor the knowledge that parents have of their children, converse with them thoughtfully to learn more about students, and react to this feedback by formulating strategic, measured responses in the classroom that meet students' instructional needs and foster their success.

Colleagues, including instructors, administrators, and other members of professional learning communities, contribute significantly to the growth of accomplished CTE teachers. Classroom walkthroughs, evaluation notes, and other forms of collaboration with educational partners can guide teacher reflection and help improve their instructional practice. For example, a JROTC instructor might consult a physical education teacher about physical training to find out how she could improve a lesson plan and strengthen interdisciplinary integration within her program. The teachers in a professional learning community may review and help revise each other's lessons to ensure they align with student needs and learning objectives; these teachers may also reconvene to discuss outcomes and refine future lessons. Accomplished teachers are willing to host and participate in activities such as peer observations and instructional rounds to glean best practices and engage in meaningful feedback that supports a culture of teaching excellence. For accomplished instructors, a network of respected

<p>colleagues who meet to have structured conversations about students and their learning can become a powerful catalyst for reflection.</p> <p>Accomplished CTE teachers work with business professionals as well to sharpen their technical skills and remain current with relevant technologies, standards, and industry trends. For example, a health services teacher who recognizes that changes to a health care system require the implementation of electronic records may speak with a medical office manager to consider how these changes should affect curricular plans and classroom equipment. Accomplished CTE teachers know they must continue developing their technical knowledge as well as their instructional skills to support the future success of their students in the evolving world of work. They analyze their strengths and weaknesses using stakeholder feedback and assessment data to identify areas requiring growth and target opportunities for professional development. Accomplished educators understand that reflection is not a finite process but instead represents an open-ended pursuit of deliberate consideration and dedicated improvement.</p> <p>Promoting Lifelong Learning</p> <p>As lifelong learners, accomplished CTE teachers know that reflection helps them address changing educational needs. It takes place continuously, over the course of a day, a unit, a term, and a career. CTE instructors are vigilant about maintaining professional rigor and agility in their approach, examining and strengthening their technical skills and teaching practices to improve student outcomes. They nurture a similar sense of purpose in their students, helping them understand the need to consider new ideas, advance their knowledge, and mature as learners through sustained reflection. Throughout the learning process, CTE teachers convey the importance of continuous improvement and promote the value of lifelong learning.</p> <p>Accomplished CTE teachers build opportunities for student reflection into their curricular plans through peer activities and intrapersonal exercises. Instructors know that giving students feedback on task performance and analyzing assessment data with them can help students identify their strengths and weaknesses. Students can form a better understanding of their learning styles, realize what works best for them, and reach useful insights about their educational development. Teachers relay this type of feedback in visual, written, or oral formats. For example, a sign language instructor may record students translating a speech so they can analyze their posture, demeanor, hand gestures, and other nonverbal cues and evaluate how well they communicate with their intended audience. Similarly, a video production teacher may observe his students and give them oral feedback to help them resolve problems transitioning between cameras due to misunderstanding of the process or difficulties following teacher prompts. Importantly, teachers provide students with structured feedback and model its evaluation to ensure that students learn how to reflect productively.</p>	
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<p>Accomplished CTE teachers make good use of any opportunity to reflect purposefully with their students. So, for instance, a team of junior apprentice HVAC students who encounter a hostile customer may speak with their supervising teacher after a service call to consider how changes in their actions and behavior could promote a more cooperative dynamic and optimal outcome in the future. Or an instructor may use examples of inappropriate or unproductive student behavior, such as verbal insults or an unwillingness to collaborate, as teachable moments to emphasize the significance of a positive outlook or attitude that students may have initially dismissed. CTE instructors help their students understand the far-ranging benefits of reflection to discourage habits that impede their academic progress and to support the advancement of their career goals.</p> <p>Accomplished CTE teachers embrace a holistic view of reflection. They engage in analysis before, during, and after instruction to advance student knowledge by evaluating the factors that drive student learning. They synthesize the conclusions they draw about their learning environments and instructional practices so they can respond to their students by taking clear, purposeful action. Throughout this process, instructors view student learning through a variety of lenses, taking into consideration the feedback of students, parents, colleagues, and other stakeholders. If the actions that instructors take are not productive at first, they evaluate their situations further, speaking with more people and resuming their deliberations. Whether they think in silence or write in journals, accomplished teachers contemplate what has happened and imagine how it might change. The reflection that educators undertake is inherently rational, yet distinctly intuitive, grounded in a careful examination of their students and in a fervent belief in who they can be and what they can achieve. The dual nature of these reflections empowers teachers as professionals, enabling them to design cogent, compelling instructional strategies that nurture their students' continued growth and development.</p>	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Career and Technical Education Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/EAYA-CTE.pdf>

<p>ENGLISH AS A NEW LANGUAGE (EMC) & (AYA) <i>Early Adolescence & Adolescence through Young Adulthood (Shared Standards)</i></p>	<p>NOTES</p>
<p>Reflection is included throughout the English as a New Language Standards. Sections from the following standards are included: STANDARD I: Knowledge of Students STANDARD II: Knowledge of Culture and Diversity STANDARD III: Home, School, and Community Connections STANDARD IV: Knowledge of the English Language STANDARD V: Knowledge of English Language Acquisition STANDARD VI: Instructional Practice STANDARD VII: Assessment STANDARD VIII: Teacher as Learner STANDARD IX: Professional Leadership and Advocacy</p>	
<p>OVERVIEW: Finally, because reflection is a central element of the work of accomplished teachers and must exist in the context of that work, it is included as part of every standard rather than as a separate, single standard. <i>From the Introduction, p. 15</i></p>	
<p><i>From Standard I: Knowledge of Students</i> Reflecting on English Language Learners</p> <p>Accomplished teachers reflect on the academic, cultural, and other resources that each student brings to the classroom and find ways to use those resources to improve the academic progress of all students. Accomplished teachers inform their instruction by analyzing and reflecting on the demographic realities affecting their students, including such factors as length of residency in the United States, age upon arrival, place of origin, home language, socioeconomic status, family structure and values, educational background, and intellectual abilities.</p> <p><i>From Standard II: Knowledge of Culture and Diversity</i> Reflection</p> <p>Accomplished teachers develop a deep knowledge and understanding of culture as both a target of student learning and a factor affecting student learning. Teachers are alert to their own philosophical, cultural, and experiential biases and take these into account when working with students whose backgrounds, beliefs, or values may differ substantively from their own. Teachers analyze issues of culture in their school environments to ensure opportunities for students to learn about and function in a new culture while maintaining their own culture. Teachers also critically reflect on</p>	

possible biases in their instructional materials and classroom management strategies and act upon this reflection to promote student learning.

From Standard III: Home, School, and Community Connections
Reflection

Accomplished teachers consciously reflect on their philosophy pertaining to the role of families in the education of students. Teachers analyze how families' insights into their children's learning are voiced, understood, and appropriately acted upon. Teachers examine roles of home, school, and community in the attainment of educational goals. They analyze the results of these mutually beneficial partnerships, clearly articulate how such alliances facilitate the learning of English for their students, and adjust their practice as necessary to improve these connections.

From Standard IV: Knowledge of the English Language
Reflection

Accomplished teachers of English language learners reflect on the vital role that a strong knowledge of English plays in learning and communicating. When considering the essential language domains and components, they realize the need to stay abreast of the most current literature in the field and reflect on how they can use research findings to inform their instruction. Teachers reflect on their analysis of the language demands of tasks and texts, anticipating the language needs of students and the linguistic challenges they face. Teachers reflect on their observations of students' progress in acquiring specific features of language. Teachers analyze their knowledge of language domains, components, and variations to address students' communicative needs in listening, speaking, reading, writing, and visual literacy in a wide range of social and academic settings. Their reflection is based on a deep understanding of the systematic yet variable nature of language and of the value of a multilingual society.

From Standard V: Knowledge of English Language Acquisition
Reflection

Accomplished teachers thoughtfully consider factors that influence English language acquisition as they evaluate students' needs and plan instruction. Teachers purposefully seek to advance their knowledge, to stay current in research, and to evaluate theories in relation to their own instructional context. Teachers reflect on students' need to develop English language and literacy skills, and they make sound decisions that facilitate their students' English language acquisition.

From Standard VI: Instructional Practice
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 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.

From Standard VII: Assessment
Reflection

Accomplished teachers reflect on their strong foundation in assessment, as it applies to language testing, and their use of all available assessment data to inform daily classroom activities and provide students with access to content and educational opportunities. Teachers reflect on multiple evaluation methods to interpret student understanding and use of language and choose those evaluation methods that provide the most valuable information about students' learning and English language development. Teachers reflect on the effectiveness of their instructional decisions, using information gathered from students' progress and from lessons to set high, worthwhile goals for student language and content learning and to design instructional strategies appropriate to students' needs. Accomplished teachers think carefully about the best ways to provide clear communication to students, parents, colleagues, and the educational community regarding the purposes and results of assessments.

From Standard VIII: Teacher as Learner
Reflection

Accomplished teachers reflect on their own capacity for continual, analytical self-examination; willingness to try new approaches to improve their instruction; and their readiness to change in order to grow as teachers and as learners. To develop and implement effective strategies to serve diverse populations of English language learners, teachers continuously seek new ways to expand knowledge of their students' cultures, primary languages, and communities. The ongoing reflection of accomplished teachers guides their personal and professional growth and adds substance and vitality to their practice.

From Standard IX: Professional Leadership and Advocacy
Reflection

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

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

<p>ENGLISH LANGUAGE ARTS (EA) & (AYA) <i>Early Adolescence & Adolescence through Young Adulthood (Shared Standards)</i></p>	<p>NOTES</p>
<p>Reflection is included throughout the English Language Arts Standards. Sections from the following standards are included: STANDARD I: Knowledge of Students STANDARD II: Fairness, Equity, and Diversity STANDARD III: Learning Environment STANDARD IV: Instructional Design and Implementation STANDARD V: Reading and Viewing STANDARD VI: Writing and Producing STANDARD VII: Speaking and Listening STANDARD VIII: Language Study STANDARD IX: Inquiry STANDARD X: Assessment STANDARD XI: Collaboration STANDARD XII: Advocacy</p>	
<p>OVERVIEW: The fact that reflection is embedded throughout the standards document indicates the paramount importance of reflection to accomplished teaching and to National Board Certification. Candidates should note that reflection is always student-centered. <i>from the Introduction, p. 14</i></p> <p>Similarly, because reflection pervades all aspects of accomplished teaching, the committee decided to embed reflection throughout the document rather than treating it as a separate entity. The reflection piece appears at the conclusion of every standard as a way of emphasizing its preeminent importance to the profession. <i>from the Introduction, p. 16</i></p>	
<p><i>From Standard I: Knowledge of Students</i> Reflection</p> <p>Accomplished English language arts teachers reflect on their knowledge of their students as a way to gauge the effectiveness of their practice on student learning. Teachers monitor ways in which they connect their knowledge about students to their practice. Accomplished teachers understand ways in which their application of knowledge about students is more or less effective in engaging students in instruction. In order to identify areas in which they must update their knowledge of students, teachers use classroom experiences and other kinds of interactions with students. Teachers seek out ways to better understand their students and incorporate that knowledge into daily instructional practice.</p>	

Accomplished English language arts teachers determine the extent to which their knowledge of their students affects student learning. A teacher might notice that a student who never exhibited this behavior before suddenly starts falling asleep in class. The teacher might seek out information from colleagues and the student's parents to determine whether the change in behavior is driven by a lack of interest in academics or is the result of factors unrelated to school. A teacher might also seize an opportunity to use one student's specialized knowledge to enhance learning for other students. For example, if the class fails to understand the idea of allusions in literature, a student who is a proficient gamer might cite the analogous ways in which allusions are used in video games.

An accomplished teacher would analyze this situation and determine whether a detailed discussion of this connection would serve as an illuminating example or as a distraction. If the former, the teacher might invite the student with game expertise to discuss how allusions are used in specific video games. Accomplished English language arts teachers critically examine their practice on a regular basis to improve their knowledge about students and apply this knowledge in more productive ways. Accomplished teachers review all the methods available for gathering and applying knowledge about students. When they realize that their insight is somehow limited, accomplished teachers identify resources for obtaining the knowledge they need. These resources may include classroom experiences as well as conversations with students, other educators, parents, and community members. A teacher might invite students to bring in artifacts such as favorite movies, books, songs, or television shows to stay current with youth cultural interests. Accomplished teachers learn about their students through various means, including out-of-school avenues such as musical, artistic, athletic, and other community events. Accomplished teachers realize that some of their most powerful professional learning is inspired by the students themselves.

From Standard II: Fairness, Equity, and Diversity
Reflection

Accomplished English language arts teachers reflect on their effectiveness in ensuring equity. They monitor their own preconceptions and actions for the effects that their cultural backgrounds, biases, values, temperaments, and personal experiences have on their teaching. They recognize and acknowledge their aesthetic preferences and philosophical outlooks. They understand how their beliefs and predispositions may affect their interactions with students whose backgrounds, beliefs, values, learning styles, or personalities are significantly different from their own. Teachers make sure that fairness and respect for individuals permeate all aspects of their instructional practice. For example, teachers may exchange students' papers with other teachers or cover student names to safeguard against unfair biases in scoring. Teachers seek to achieve mutual understanding with students, and they treat each student fairly and with honor, dignity, and respect.

Accomplished English language arts teachers review evidence to determine the extent to which fairness, equity, and diversity are part of the learning environment. Teachers consider ways in which they organize instruction and interact with students to promote fairness, equity, and diversity, and they also reflect about how they increase the awareness and practice of these principles among their students. Accomplished teachers seek out the reasons students do or do not succeed, which may stem from issues related to fairness, equity, and diversity. For example, a student may have failed to hand in an essay assignment because he did not have access to the necessary library materials for research. An accomplished teacher would ensure that all students have access to materials needed to complete an assignment. Accomplished teachers also monitor whether their students are becoming more considerate of divergent opinions and more accepting of others. For example, accomplished teachers might examine patterns of classroom discussion to determine the degree to which students are listening to one another and otherwise behaving in ways that show openness to the contributions of their classmates.

Accomplished English language arts teachers critically examine their instruction on a regular basis to increase their knowledge, expand their skills, and adjust their practice on behalf of fairness, equity, and diversity. Accomplished teachers are innovative and take risks to enrich students' cultural understandings to help students reflect on their experiences. Accomplished teachers are lifelong learners; they engage in professional reading experiences, learning communities, blogs, networks, workshops, or classes to build their capacity to work with diverse students. When possible, they contribute professional writing and presentations about fairness, equity, and diversity. Teachers understand that cultures are dynamic and constantly evolving; therefore, teachers never consider their own cultural learning complete.

From Standard III: Learning Environment
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.

From Standard IV: Instructional Design and Implementation
Reflection

Accomplished English language arts teachers reflect on the effectiveness of their instructional design and implementation. They deliberately observe, analyze, and improve their instructional practice for the purpose of achieving instructional goals. Accomplished teachers recognize and can articulate the reasons for their decisions, clearly linking student outcomes to their instructional actions. They understand circumstances in which learning occurs, and they reflect on the extent to which the instructional strategies promote their students’ growth. Teachers see reflection as the engine that drives improved teaching and student learning and reflect continuously on curriculum design: how units, lessons, and assignments meet instructional goals and student needs.

Accomplished English language arts teachers review available evidence to identify what went well, what did not, and why. An accomplished teacher might consider the following questions: “What are the goals of instruction?”, “How can I determine whether students have mastered these goals?”, and “How will I respond if they learn, and how will I respond if they do not?” For example, a teacher might initially assume that, because of a lively discussion, all the students in the class have understood a given concept. However, after analyzing written responses, a video recording, or a student participation log, the teacher might realize that the students in one section of the room were not paying attention to the discussion. Such an analysis might lead the

teacher to reteach material, restructure groups, or reconsider the vehicles for student response. In a different situation, if a teacher noticed that when students were asked to blog about a book that most of them completed the assignment in a thoughtful and engaged manner, the teacher would examine the factors that distinguished this performance from that of a less effective unit of study. Identifying the contributing factors that led up to the blog's success would help the teacher replicate this success with a different group of students.

Accomplished English language arts teachers critically examine their practice on an ongoing basis to improve their instructional design and implementation. They explore innovative as well as enduring practices and continually reflect on how all practices can improve student engagement and student outcomes. Accomplished teachers do not blindly adopt new pedagogy simply because of its popularity. They analyze new methodologies through the lens of research, their own past experience, and the particular needs of their students. Accomplished teachers strategically incorporate teaching methods that improve student learning.

***From Standard V: Reading and Viewing
Reflection***

Accomplished English language arts teachers reflect on the effectiveness of their reading and viewing instruction. They monitor the effectiveness of a particular lesson and then repeat, replace, or modify it based on the degree to which it succeeded. They recognize the need to alter plans, texts, and instructional techniques after reflecting on students' knowledge and interests. They understand the processes underlying reading and viewing and reflect on ways in which the application of the knowledge of these processes improves their students' reading and viewing. They seek out ways to involve their colleagues, parents, and community members in reading and viewing instruction.

Accomplished English language arts teachers periodically review available evidence to determine the extent to which reading goals have been achieved. For example, after realizing that their students are struggling with the impact of setting on a particular story, an accomplished teacher might bring in video or print resources to build the students' background knowledge of the time and place described. Conversely, a teacher might notice that one student reads a book more quickly than the rest of the class. Instead of assuming that the student needs more to read, the teacher would consider a range of factors, including knowledge about the student, assessment data, available resources, and the learning environment to determine next steps in supporting and enriching the student's reading experiences. Accomplished teachers are skilled in checking for understanding. Through careful assessment, they determine individual students' strengths and weaknesses as readers and viewers, and they plan their future lessons to build and enhance needed skills. Accomplished teachers also guide their students toward reflection about their own reading and viewing, showing them how to use tools such as maintaining an online record of one's reading.

Accomplished teachers may ask their students to reflect on a particular aspect of text,

<p>such as character, to deepen understanding.</p> <p>Accomplished English language arts teachers critically examine their practice on a continual basis to improve their reading and viewing instruction. Accomplished teachers read, reflect, and engage in their own research about reading and viewing. They tailor their professional development to their needs and may also share their knowledge with their colleagues in the field through presentations, online publications, meetings, or informal discussions. Accomplished teachers reflect on their own practice to consider the kinds of new knowledge they need about the processes of reading and viewing and related pedagogy and assessment techniques. English language arts teachers consider, experiment with, and assess new pedagogy and selectively integrate valid instructional approaches into their learning environment.</p> <p>From Standard VI: Writing and Producing Reflection</p> <p>Accomplished English language arts teachers reflect on their effectiveness in teaching writing and producing. They monitor their own expertise in writing and producing as well as assessing students' progress. They use assessments to reflect on how well their students grow in their control over writing and producing, including their engagement in the writing process, their word choices, and their attention to purpose and audience. Accomplished teachers recognize the value of high-quality work even if it is not written in accordance with their own stylistic preferences. They maintain elevated standards while remaining open-minded toward new genres, techniques, and content. Accomplished teachers reflect on the ways in which conceptions and methods of writing and producing are constantly changing, and they learn as much as they can about emerging modes and genres. Teachers consider the extent to which the learning environment is supportive of students sharing their work, and teachers seek to achieve growth in all their students as writers, producers, and successful communicators.</p> <p>Accomplished English language arts teachers review available evidence to determine the effectiveness of their practices. Some teachers might be gratified to note that after they have provided instruction in the benefits and techniques of prewriting, students are voluntarily engaging in this step of the writing and producing process. Other teachers might notice that students are overly fixated on the scores they have received for texts they have produced instead of focusing on detailed revision feedback. In response to this observation, accomplished teachers would refine their feedback practices so that students are encouraged to perceive trends in their own writing. Teachers also focus on evidence that highlights the degree to which students understand and apply specific aspects of the writing process. For example, a teacher might notice that student comments on peers' texts show that they understand the concept the class is currently studying. A teacher would use this information as a signal that the class is ready to progress.</p> <p>Accomplished English language arts teachers critically examine their practice on a</p>	
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regular basis to continually learn about the teaching and learning of writing and producing. For example, teachers experiment alongside their students with new and sometimes unfamiliar modes of writing and producing. They study their students' experiences—both their successes and challenges. They interact with colleagues to learn what works and does not work well, and they may participate in virtual or physical communities of writers and producers. When they feel uncomfortable in particular areas, accomplished teachers acknowledge their discomfort and seek out ways to improve their own skills and ways of applying their skills for the benefit of their students. Teachers are open to the dynamic ways their field is changing, and they relish the learning opportunities that these changes present.

From Standard VII: Speaking and Listening
Reflection

Accomplished English language arts teachers reflect on the fundamental role that speaking and listening play in human interaction, and they reflect on the effectiveness of their instruction of these essential skills. They continually observe, analyze, and seek to improve the quality of their teaching of the skills of speaking and listening. They understand their role in creating conditions for speaking and listening, including encouraging students' respect for one another and ensuring that students have the skills to engage successfully in oral language activities. Accomplished teachers seek out ways to improve speaking and listening instruction for their students by reflecting on the ways their students engage in speaking and listening.

Accomplished English language arts teachers reflect on their effectiveness in promoting speaking and listening. When reflecting on student participation in speaking and listening, accomplished teachers rely heavily on their knowledge about students. For example, an accomplished teacher would explore whether a particular student's reticence resulted from a lack of preparation, a lack of understanding, or shyness. Through this type of reflection, accomplished teachers work with students to more effectively engage them in speaking and listening.

Accomplished English language arts teachers continually consider new ideas and express a willingness to try new methods to achieve success in the instruction of speaking and listening. Accomplished teachers reflect on the ways they conference with students to set goals. They determine the best methods for assessing speaking and listening, interpret the results of assessment, and set new goals based on assessment results. Accomplished teachers solicit feedback from peers, students, colleagues, parents, and administrators on the effectiveness of their speaking and listening instruction and how they can create an environment that supports learning through speaking and listening. Teachers may also model self-reflection for students and use peer-to-peer or teacher-student feedback to assess student progress.

Accomplished English language arts teachers critically examine their practice on a regular basis to improve their instruction. They reflect on new forms and possibilities for students with speaking and listening. They interact with other colleagues and other

professionals to explore new ways to support student learning. They read, research, and participate in professional learning related to these strands of the language arts; for example, they might participate in digital conferencing and distance learning seminars about speaking and listening. Accomplished teachers engage in speaking and listening experiences, such as debates and other forms of public speaking, to improve their instruction.

From Standard VIII: Language Study

Reflection

Accomplished English language arts teachers reflect on their effectiveness in language study. They monitor their own use of language and the ways they incorporate language study throughout the language arts with appropriate balance and attention. Accomplished teachers recognize their aesthetic, social, and political preferences regarding language, considering biases they have about language and how those biases affect their perceptions of and relationships with students. Accomplished teachers recognize that students' language practices are reflections of their identity. Accomplished English language arts teachers understand the challenges involved in being knowledgeable and responsible in their practices related to language study, including the vast landscape of choices about vocabulary, word choice, conventions, and ways of getting students to know the power and beauty of language.

Accomplished English language arts teachers review available evidence to determine the effectiveness of their practice, consciously reviewing their curriculum and activities to ensure they are offering students a sufficient variety of relevant and significant experiences in which to apply and improve their skills with language. For example, a teacher might discover that the bulk of their vocabulary instruction has revolved around word choice during writing, but that they have been missing opportunities for building vocabulary during reading. Upon this discovery, an accomplished teacher would most likely integrate vocabulary instruction into the next novel study. Accomplished teachers also look to their students to identify ways in which students can improve their use of language through language study. Teachers look for methods through which students can increase their awareness of bias and their appreciation for the English language, its history, and its various uses.

Accomplished English language arts teachers critically examine their practice on a regular basis to expand their knowledge, improve their skills, and develop new strategies regarding language study. Teachers read widely about changes in language, looking for trends and patterns and expanding their experiences and understandings about language. Accomplished teachers are attuned to their students' use of language, and they understand what language reveals about culture.

From Standard IX: Inquiry

Reflection

Accomplished English language arts teachers understand that reflection itself is an act

of inquiry. Teachers reflect on their effectiveness in teaching inquiry and using inquiry to teach English and the language arts. They monitor ways in which they attempt to deepen knowledge about inquiry, expand their repertoire of inquiry skills, and incorporate new findings into their practice. Accomplished teachers recognize ways in which they use inquiry to help students personalize large and global questions to develop personal identity and make meaning. Teachers reflect on how and why inquiry needs to be integrated in various ways across topics, contexts, and the different language arts. Teachers use reflection to make sure that students become proficient with inquiry, thus helping them become independent, active problem solvers who are able to enact change in the world.

Accomplished English language arts teachers review available evidence to determine the extent to which their inquiry practices are impacting students in desired ways. For example, a teacher might notice that students are asking shallow or superficial questions. The teacher might then create instructional opportunities that help students learn to ask questions that focus on multiple layers, perspectives, concepts, and principles. Alternatively, an accomplished teacher might notice that students are asking questions more frequently than they did at the beginning of the school year. The teacher would point out this encouraging development so that the class could jointly reflect on the factors that led to the improvement. The teacher might continue to discuss with students ways in which they are using questions successfully, and ways in which students more productively engage with their questions for a particular topic or purpose. By observing students' journal writing, teachers might discover that students do not understand the historical context of *Their Eyes are Watching God* or *No Promises in the Wind*; the teacher would then guide students in an inquiry project about how the time period and the novels are connected.

Accomplished English language arts teachers critically examine their teaching on a regular basis to improve their inquiry practices. Accomplished teachers recognize that inquiry is integral to the process of reflection. They practice inquiry themselves, developing questions to guide their instruction and learning, and they consult with other colleagues and share inquiry practices. For example, English language arts teachers might partner with science teachers to better understand inquiry from a scientific perspective. Accomplished teachers who grow in their knowledge of inquiry build their capacity to help students become the change they hope to see in their world.

***From Standard X: Assessment
Reflection***

Accomplished English language arts teachers reflect on their effectiveness in assessing students because it is key to understanding what their students know and can do. They understand the need for consistency in the goals and forms of assessment and the need for varied assessments for different purposes, and they recognize when their assessments do or do not match their instructional goals. Teachers make sure that their assessments effectively communicate student understanding and performance to

multiple audiences. Teachers seek out different avenues to keep various stakeholders well informed about the purposes, methods, and results of assessment.

Accomplished English language arts teachers question whether an assessment was appropriate for a given purpose. They systematically reflect on their ability to design appropriate spontaneous and preplanned assessments and collect assessment data. Accomplished teachers reflect on the instincts they rely on to notice and capitalize on a teachable moment. They might use data collected from videotaped lessons, peer observations, teacher or student logs, or quick checks for student understanding, such as head nods, individual whiteboards, or student-response systems, to evaluate the extent to which in-the-moment decisions positively impact student learning. Accomplished teachers also scrutinize their summative assessments to make sure they measure intended outcomes and accurately portray what students know and can do.

Accomplished English language arts teachers review available evidence to determine the extent to which assessments are appropriate, fair, and able to yield rich information about students. For example, if most of the students in a class missed a particular question on a test or scored poorly on a given domain in a rubric, an accomplished teacher would examine the problematic item or domain for clarity and validity. If the teacher determined that the problem lay in the assessment, the teacher would revise or replace it. If the assessment was clear, the teacher would consider how best to address the related skill or knowledge in instruction so that students could be successful in the future. In some cases, an accomplished English language arts teacher might notice that a subgroup of students did not perform as well as the rest of the class. The group might not have completed a part of an essay or might have completed it with poor or mediocre results. An accomplished teacher might respond to this situation by pulling students together in a small group for additional instruction or by tailoring the assignment directions to the group of students who experienced difficulty to help them do better on the next assessment.

Accomplished English language arts teachers do not just reflect about negative assessment results. When assessment shows that students are successful, teachers reflect on how to celebrate and build on this success. Teachers ponder whether to stay the course, increase the pace of instruction, or raise the level of challenges posed by instruction.

Accomplished English language arts teachers critically examine their practice on a regular basis to evaluate how their assessment practices can be improved. They participate in professional development and other educational experiences to improve their understanding of assessment. They seek out ways to organize and interpret data from a variety of assessments, at the state and national levels and in the classroom. Accomplished teachers reflect on ways to improve assessment practices, such as engaging in discussions and advocacy to promote effective assessments.

From Standard XI: Collaboration
Reflection

Accomplished English language arts teachers reflect on their effectiveness in collaborating to positively impact practice and improve student learning. Teachers monitor how they collaborate with students, colleagues, and community members, and they recognize that reflection should occur before, during, and after collaboration to achieve and maintain consensus about the goals and the process. Teachers understand that deliberate choices about where, when, how, and with whom collaboration should occur must be made jointly, and accomplished teachers consider the implications of their choices. Accomplished teachers reflect on ways to encourage all interested individuals to have equitable access to collaborative efforts. As collaboration unfolds, accomplished teachers use reflection to effectively negotiate relationships in accordance with group dynamics. Teachers identify ways to improve in future cooperative efforts, sometimes exploring alternative face-to-face and digital contexts for collaboration.

Accomplished English language arts teachers review available evidence to determine the extent to which collaboration is or is not working. For example, a teacher might notice that a small group of students engaged in a task is floundering. In response, the accomplished teacher might question whether students were well prepared for the collaborative activity. If the teacher determines that the students were insufficiently prepared, the teacher might educate students about the individual roles they could take on the next time they work within the group. In contrast, after interacting with colleagues in a highly successful collaborative experience, an accomplished teacher would reflect on why the collaboration worked so well. Ingredients could include a common goal, shared commitment among participants, and persistence and mutual respect. After identifying the elements of successful collaboration, an accomplished teacher would reflect on ways to reproduce them with another group. In another situation, students might be uninterested in considering future careers or writing resumes. Upon reflection, the teacher might realize that a way to improve student motivation would be to illustrate the need for this practical skill. The teacher might then collaborate with a community member, such as the person responsible for hiring in a local business, to co-teach students about how to conduct a successful job search—including writing a resume.

Accomplished English language arts teachers continuously reflect on and evaluate their practice and experiences with collaboration. They analyze their own collaborative efforts. They consult with other colleagues about new uses for and methods of collaboration. Whenever possible, accomplished teachers participate in professional development to learn more about collaboration, and collaborate on the planning and presenting of professional development. Accomplished teachers seek out other individuals experienced with collaboration in education, business, and other contexts, and when feasible, they collaborate on local, regional, national, and global levels.

<p><i>From Standard XII: Advocacy</i> Reflection</p> <p>Accomplished English language arts teachers reflect on their effectiveness in advocacy. They monitor themselves to ensure that they are being true to their own convictions and serving the needs of their students. Teachers recognize that their skill in using English language arts affords a particular vantage point when it comes to advocacy. They understand ways in which their advocacy advances the profession, and they also recognize the ways in which complacency can hinder professional growth. Accomplished teachers make sure that their students are provided with the best opportunities for learning and that students learn to advocate for themselves. Accomplished teachers use reflection to ensure that when they engage in advocacy, they remain aware of the value of other viewpoints.</p> <p>Accomplished English language arts teachers reflect on the effectiveness of their advocacy. They might consider the content of a given appeal, such as whether they used appropriate evidence and whether their proposed solutions addressed the pertinent problem. Teachers might also evaluate issues related to their approach, such as their timing, whether they contacted the right persons, and whether their appeal was presented with the proper tone.</p> <p>Accomplished English language arts teachers also reflect on their students’ willingness and ability to advocate for themselves. For example, a teacher might notice that a student who has never before asked questions has recently started to stay after school to seek assistance. The teacher would then help the student become aware that this action is a form of self-advocacy and would encourage the student to continue to self-advocate in other forums. In another situation, a student might interrupt a classroom discussion to request a grade change. An accomplished teacher would most likely take the time to explain why this behavior is counterproductive and why making the request at a more appropriate time would be more effective form of self-advocacy.</p> <p>Accomplished English language arts teachers critically examine their advocacy practices on a continual basis to build their knowledge and application of advocacy. Teachers might engage with their students to understand ways in which they can engender self-advocacy in their students. They might consult colleagues to learn from others’ experiences. Teachers might reflect on how they advocate in education, business, and legal circles to learn more about advocacy and its practice in various contexts. Ideally, teacher reflection about advocacy advances student learning. As teachers gain more professional knowledge, they continue to hone their skills and gain an increased appreciation of the importance of advocacy for their students and their profession.</p>	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the English Language Arts Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit

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<p>EXCEPTIONAL NEEDS SPECIALIST (ECYA) <i>Early Childhood through Young Adulthood</i></p>	<p>NOTES</p>
<p>STANDARD XII: Reflective Practice</p>	
<p>OVERVIEW: Accomplished teachers of students with exceptional needs regularly analyze, evaluate, and synthesize their practice to strengthen its quality.</p>	
<p>Accomplished teachers are lifelong learners who regularly and systematically examine their practice and use that knowledge to improve results for students with exceptional needs. They routinely engage in reflective professional development activities that challenge their knowledge, skills, and dispositions and stimulate them to examine research, evaluate new theories and techniques, and improve teaching and learning interventions. Through such continual reflection, teachers incorporate promising new concepts, strategies, approaches, programs, and materials that strengthen their teaching.</p> <p>Teachers Evaluate Student Progress and Make Changes as Necessary</p> <p>Teachers continually challenge their beliefs about effective educational practice, particularly in terms of how students with exceptionalities learn. Based on their observations of student performance in diverse instructional environments, teachers analyze all dimensions of the learning process. They regularly reflect and evaluate how individual students function and how instructional decisions and interactions influence students’ progress or behavior. They weigh the relative merits of teaching practices. They seek ways to enrich the learning environment, the curriculum, and their teaching strategies to facilitate students’ participation and promote positive learning outcomes. When a lesson or strategy succeeds, they determine why and devise ways to replicate this success.</p> <p>Teachers are systematically introspective and analytical as they make adjustments to strengthen their instruction and improve student outcomes. They engage in reflective inquiry that guides their instructional problem solving and consider alternative explanations for the performance and progress of students. They analyze the appropriateness of their expectations; the validity of instructional materials; the response of individual students to learning activities; and the effects of adjustments, accommodations, and modifications on students’ performance.</p> <p>Teachers Engage in Reflective Practices</p>	

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Teachers participate in a wide range of reflective practices to foster professional growth that leads to improvements in educating students with exceptional needs. They engage in continual self-evaluation activities regarding what they know and are able to do. They examine their own strengths and weaknesses and employ that knowledge in the analysis and planning of instruction. Accomplished teachers distinguish themselves by their capacity for critical self-examination, their openness to innovation, and their willingness to change to strengthen their teaching. Ultimately, reflective practice contributes to their depth of knowledge and skills, enriches their dispositions, and adds dignity to their practice.

The complexity of issues and instructional contexts involved in teaching students with exceptional needs requires accomplished teachers to engage in a variety of reflective activities. Personal and collaborative reflection with colleagues helps teachers achieve an appropriate educational balance that mitigates the competing tensions created by the mandates of legal compliance, the constraints of time available with students, and the responsibility to meet students' needs. To examine their practice critically, teachers might collaborate with education researchers. To determine the effectiveness of new materials, teaching strategies, and research, teachers might engage in their own action research. Welcoming and reflecting on observations by colleagues may allow accomplished teachers to consider ways to improve instructional outcomes while building on students' strengths and highlighting students' achievements.

Accomplished teachers reflect on their biases and the influences these biases have on the instruction they provide to students with exceptional needs and on their interactions with students, other professionals, families, and the community. Teachers consider the extent to which they may interpret student responses on the basis of their own cultural values versus the cultural perspective of the student or the student's family or community, and they work to overcome problems created by such gaps in understanding.

Teachers Pursue Professional Growth Focused on Reflective Practices

Accomplished teachers of students with exceptional needs vigorously pursue both independent and organized professional development opportunities. Teachers engage in advanced coursework and degrees. They may travel to observe the practice of other accomplished teachers and to keep abreast of useful new materials, teaching strategies, and research. Interacting with other professionals aids self-reflection and self-renewal, so teachers participate in a collaborative process of reflection, making themselves available to other professionals and paying particular attention to the information they learn from colleagues. They may share their expertise with colleagues through conferences and workshops, professional development sessions, formal presentations, publications, and informal exchanges. Moreover, teachers may seek and use technological resources in their efforts to improve their practice, communicating and consulting with colleagues electronically

through such means as video conferences or distance learning. These resources enable teachers to take advantage of the expertise of specialists and others to improve and develop exemplary resources for students, to share ideas and concerns, and to stay abreast of trends and practices.

Keeping current in their field is essential for accomplished teachers as the profession continues to debate, rethink, reinvent, and redefine a broad range of issues that have instructional implications for students with exceptional needs. Teachers therefore explore resources that keep them informed of the most current professional findings. By building personal libraries of professional literature and by engaging in personally reflective activities, such as independent reading and journal writing, teachers expand their knowledge base, refine their evolving philosophy of education, stimulate their creativity about ways to improve student learning, and strengthen their practice.

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

GENERALIST (EC) <i>Early Childhood</i>	NOTES
STANDARD IX: Reflecting on Teaching Young Children	
OVERVIEW: Accomplished early childhood teachers engage in systematic reflection on their teaching to enhance their professional knowledge and skill and to benefit young children’s development and learning.	
<p>Accomplished early childhood generalists routinely engage in the process of reflection to reconsider their prior knowledge in light of experience and to inform and improve their practice in the future. Reflection is a self-analysis and retrospective consideration of one’s practice, and teachers see reflection as a purposeful and necessary endeavor. Two foundational purposes that guide accomplished teachers’ reflective routines are to improve teaching and to steadily grow in professional knowledge and skill. With these purposes in mind, accomplished teachers focus on particular aspects of their teaching as well as on overarching elements of their professional work, such as the ways in which it advances equity, diversity, and fairness and the quality of partnerships with parents and the wider community. Accomplished teachers reflect in order to optimize the way in which their instruction supports children’s development and learning, to critique the assumptions underlying their teaching practices, and to make the rationale for their teaching explicit. They also understand that reflection is a way to assess the strengths and weaknesses of their knowledge and skill. They take action in light of their reflection to improve their knowledge as well as their teaching, by delving into professional literature, engaging with colleagues, and perhaps designing classroom-based action research projects to change their teaching for the better.</p> <p>Engaging in Reflection</p> <p>Accomplished early childhood teachers are intrigued by their teaching and learning. Their dispositions foster reflection that is robust and meaningful. Teachers are open-minded and take responsibility for their own professional growth. They understand that the professional knowledge base for teaching and learning is expanding constantly. Thus, they seek out new and relevant information from multiple sources including young children, families, colleagues and peers as well as published research, codes of ethics, theory, best professional practices, and standards. Accomplished teachers resist quick conclusions, choosing instead to carefully consider multiple possible interpretations. When new information comes to light, they are willing to rethink, reinvent, and reinvestigate. Accomplished teachers have a passion for learning and a dedication to better serving children, and they are disposed to engage wholeheartedly in reflection.</p>	

Accomplished early childhood teachers use reflection to think through the obligations and complexities of teaching in order to gain deeper perspectives on their instruction. They engage in a variety of reflective processes, individually and with colleagues, collecting information on teaching and young children's learning that provides a strong basis for analyzing practice and improving subsequent engagement. They also engage in reflection as teaching unfolds. Accomplished teachers masterfully connect their observations with particular routes of action that are likely to improve opportunities for children to develop and learn. In all reflection, accomplished teachers draw on substantial professional resources such as their knowledge about young children's development, pedagogical knowledge, and subject-matter knowledge.

Reflecting to Improve Teaching

Because of their strong professional obligation to use the best of their knowledge to serve the learning and developmental needs of each child, accomplished teachers reflect for the purpose of improving instruction. Teachers have a deep appreciation of the intricacies of practice. They know there is always more that they can learn and do to improve components of their teaching. Furthermore, they know that each group of children with whom they work presents unique challenges. Accomplished teachers deliberately analyze teaching events to guide their consideration of their future actions. When their teaching is successful, they reflect on why it succeeded, how it might be enhanced, and how they can apply the lessons learned to other situations. When their teaching is less successful, accomplished teachers reflect on ways to adjust instruction by abandoning less effective practices and seeking more promising approaches. Through repeated and systematic engagement in reflection, accomplished teachers hone their selection and implementation practices. At the same time, they become more skilled in the metacognitive process of reflecting.

Accomplished early childhood teachers often engage in self-reflection on teaching and learning, doing so in ways that are critical, open-minded, and productive. They are focused in their reflection, and their focus is often directed by instructional, ethical, or moral dilemmas that arise in daily practice. Teachers strategically attend to opportunities for children to develop in particular areas. They look at the ways in which they organize the learning environment, plan instruction, and assess learning in order to improve these routine elements of teaching. They are adept at using records generated during teaching, such as children's work samples, anecdotal notes, and audio recordings, to gain new insights and to confirm recollections of daily events. They know which records can be helpful when reflecting on different aspects of teaching and learning. For instance, they may use video instead of memory to analyze subtle aspects of the teaching process. Accomplished teachers develop habits, such as journaling, communication logs, or keeping systematic anecdotal records, that allow them to keep track of ideas and analyses over time. In some cases, they may conduct research in their classrooms. For example, they may conduct systematic classroom-based inquiry to solve problems or answer questions related to the reservoir of ideas they can draw upon as they analyze teaching and

learning. Accomplished teachers engage in a systematic process that begins with identifying the question to be answered or the problem to be solved, proceeds to gathering relevant documentation of teaching and learning plus information from the professional literature, and culminates with carefully analyzing this evidence to improve subsequent teaching and learning.

Reflecting to Promote Professional Growth

Accomplished early childhood teachers know that it is critical to reflect for the purpose of extending their knowledge and skills. Accomplished generalists appreciate the vast scope of knowledge that is necessary to support children’s development and learning. Teachers use reflection to deepen their understanding of children’s social, cognitive, linguistic, physical, emotional, and ethical development, as well as their subject matter knowledge. Such reflection is necessary not only because of the scale of what an early childhood generalist must know, but also because the professional knowledge base is constantly expanding what professionals need to know and do. Accomplished teachers use reflection to develop knowledge that is deep, multifaceted, situationally relevant, and connected to experience—exactly the kind of knowledge that is useful in teaching.

Accomplished early childhood teachers improve their professional knowledge by engaging with colleagues in reflection. They learn from one another by collectively considering experiences with particular children, sharing records of their practice, and sharing professional articles and books. They collaboratively reflect on areas of mutual concern. For example, they might participate in lesson study on topics that are challenging to teach or learn how to work constructively when instances of inequality affect children’s progress. They consult their colleagues on the equity and fairness of particular teaching practices and school policies and also on developments in particular subject areas. They know that reflecting on teaching with colleagues provides opportunities to ponder the obligations of teaching and greater access to theories, emerging practices, and promising research findings that can help them develop their professional expertise. Accomplished teachers know that reflecting on teaching and learning with colleagues requires more than sharing interesting stories. It requires a readiness to express, listen to, and debate alternative viewpoints; a willingness to risk sharing information about aspects of one’s own practice that may be in need of improvement; and a genuine interest in learning about colleagues’ teaching and helping them improve experiences for children. Through interaction with colleagues, teachers gain access to resources and ideas that they employ in later reflection. Through interaction with colleagues, accomplished teachers also learn about new facets of familiar approaches and instructional strategies and also about approaches with which they may have limited expertise. As a result, accomplished teachers constantly gain new knowledge that can be brought to bear in reflection, or that can serve as the impetus for new work in teaching that will eventually be the subject of subsequent reflection. Accomplished teachers know that systematic reflection not only improves their own work, but also serves as an example that can

Reflection Standards

Updated 8/27/17

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

GENERALIST (MC) <i>Middle Childhood</i>	NOTES
STANDARD IX: Reflective Practice	
OVERVIEW: Accomplished teachers reflect on their practice continually to improve the quality and effectiveness of teaching and learning.	
<p>Accomplished middle childhood generalists engage in a fluid process of reflection that is cyclical in nature. They know that reflection is a deliberate, purposeful, sustained process that helps them consider aspects of their practice in a careful, analytical manner to improve teaching and learning. The National Board’s Architecture of Accomplished Teaching, embraced by National Board Certified Teachers, illustrates the interrelated components of teaching addressed by this process, which focuses on students, goal setting, implementation, evaluation, reflection, and the establishment of new goals. Teachers recognize reflection as an integral process that requires critical thinking, problem solving, and decision making. They reflect independently and collaboratively with stakeholders to strengthen their content and pedagogical knowledge.</p> <p>Accomplished teachers consider the influence that biases, values, and personal experiences play in teacher instruction and student learning. They understand that students’ and teachers’ behaviors and interactions are influenced by the complexity of a learning environment that includes people of different ages, genders, sexual orientations, physical characteristics, races, ethnicities, cultures, primary languages, origins of birth, socioeconomic status, family configurations, religions, abilities, achievements, and exceptionalities. Based on this realization, they strive to ensure that all students have equitable opportunities to learn. Teachers take a nurturing approach and target their instructional focus to meet the specific needs and requirements that each student brings to the classroom. (See Standard II—Respect for Diversity.)</p> <p>For accomplished teachers, every learning situation and group of students provides an opportunity for reflection. Teachers remain flexible, willing to change their practice or approach as a result of their reflection. When they review their students’ work, middle childhood generalists assess themselves as well. The conversations they have with students help accomplished teachers gain insight and direction on classroom climate and interactions. Once teachers have defined a specific outcome they would like to achieve, they think critically to improve instruction with a wide range of strategies and techniques. By considering what has been successful or by trying new ideas, teachers plan their next steps strategically. They know there are many ways to reach the same goal of strengthening students’ learning and their own teaching practice.</p>	

Accomplished teachers consider a number of issues when evaluating their approach in the classroom. They analyze their practice based on their students' responses to instruction, completion of classroom tasks, assertion of feelings and thoughts, and connection to learning. Teachers determine what their students know and the instruction they need. Teachers reflect independently, with colleagues, with students, and with families as they analyze their students' performance. Middle childhood generalists use these conversations to help their students identify performance patterns, examine strengths and needs, address learning challenges, and modify and adjust goals. Involving students in this process empowers them as they take responsibility for their educational experiences.

Accomplished teachers grow continuously as a result of their reflection. They challenge assumptions, sharpen their judgment, affirm what they are doing well, expand their repertoire of teaching methods, deepen their knowledge, and increase the efficacy of their reflection. Middle childhood generalists are deeply invested in the ongoing growth and development of their students and themselves. They set professional goals that help them meet students' needs and improve their schools. They identify productive ways that prevailing theories, emerging practices, and promising research findings inform their work with students, families, and colleagues. They explore topics in which they may have limited expertise and experiment creatively with alternative materials, approaches, and instructional strategies. They may also conduct action research projects in their classrooms, collaborate with peers and educational researchers, or examine their teaching practices critically using various strategies. With open minds, accomplished teachers select ideas and techniques that can improve their practice and increase students' learning. A commitment to reflection and professional development provides teachers with avenues for self-renewal. The insights they acquire help them articulate for students, parents, and colleagues the rationales for what they do and why they do it; these insights also contribute to the artistry and knowledge that accomplished teachers need to make decisions in the classroom.

Accomplished middle childhood generalists analyze and evaluate experiences in ways that enhance the development of their students and their personal growth as professionals. They embrace the lifelong study of the art and science of teaching and respond constructively to the many demands of their profession while recognizing the importance of balance and self-renewal. As a result, teachers convey their curiosity, enthusiasm, and passion for learning to their students. Accomplished teachers exemplify the highest ethical and moral ideals and take responsibility for their growth as teachers, recognizing where they have been and where their next steps should take them.

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>

<p>HEALTH EDUCATION (EAYA) <i>Early Adolescence through Young Adulthood</i></p>	<p>NOTES</p>
<p>STANDARD XI: Reflective Practice and Professional Growth</p>	
<p>OVERVIEW: Accomplished health education teachers stay current in research and innovations in health education and actively contribute to the profession. They participate in reflective practices that foster creativity, stimulate personal growth, and enhance professionalism.</p>	
<p>Accomplished health education teachers participate in a wide range of reflective practices. Effective reflection reinforces a teacher’s creativity, stimulates personal growth, contributes to content knowledge and classroom skill, and enhances professionalism. Teachers who set the highest standards for themselves as they reflect on their practice cultivate the attribute of refined professional judgment and contribute positively to their profession in ways that have benefits beyond the individual classroom.</p> <p>For health educators, every classroom experience is an opportunity for reflection and improvement. Teachers know that the demands of their profession change over time, and indeed can change with each class and each student. They view each class session as another opportunity to improve the quality of their teaching, the conduct of their classroom, and the enhancement of their professional vision. Teachers constantly reevaluate and rethink instructional choices, analyzing the relationship between their practice and student learning. Always open to innovation, they examine their students’ needs in relation to the lesson at hand and to long-term objectives. By developing the habit of introspection, accomplished teachers challenge themselves, take responsibility for their own professional growth and development, and reinvigorate their practice. Students benefit from teachers whose self-reflections lead them to evaluate curriculum decisions and teaching strategies, and the health education profession as a whole benefits from the contributions of reflective practitioners.</p> <p>Health education teachers are models of lifelong learners who continually work to increase the depth and breadth of their knowledge of subject matter, their students, and current practices in health education. Teachers recognize that health education is a continuously evolving field; they therefore avail themselves of the most current, credible research, and they are conversant in professional literature. Accomplished health educators might conduct research or use peer evaluation techniques to improve teaching effectiveness. They pursue and explore topics in which they have limited knowledge and expertise. They stay abreast of relevant technological</p>	

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advancements and are familiar with how technology assists in research, instructional planning, record keeping, assessment, and a variety of other tasks. Such professional study strengthens professionalism and enables teachers to articulate rationales for their actions and decisions.

In their quest for self-renewal, teachers of health education interact effectively with other professionals. They avail themselves of professional resources and participate in advanced educational programs. They attend seminars, conferences, and workshops; they propose, design, and carry out staff development opportunities in health education; they are active members of professional organizations and assert themselves as advocates for their practice; and they might contribute to professional journals. Accomplished health educators become involved in local, state, and national conferences relevant to the profession and serve on education policy committees or councils. They collaborate with colleagues to examine their practice critically, and they seek help from colleagues to continue to develop as both teachers and learners. They serve as mentors to novice teachers, engage in peer coaching, welcome observation from their colleagues to assist in self-evaluation, or observe other effective teachers. Teachers engage colleagues in discussions about professional issues. They participate, when possible, in professional electronic forums and share experiences with colleagues, thereby furthering the knowledge base in health education and contributing to the professional network. They advocate collegiality, teamwork, and cooperative teaching across disciplines.

Health educators set and actively pursue goals in their own lives that exemplify the best attributes they wish to impart to their students and that focus on lifestyle behaviors that bring about health and wellness. Teachers understand that the attitudes and behaviors they display speak loudly about the value of making the right choices for healthy living and can positively influence students to maintain healthy lifestyles. Therefore, teachers demonstrate their commitment to health and wellness by demonstrating within their own behavior the benefits of a healthy lifestyle; by involving themselves in activities that contribute to their personal health and the health and well-being of the communities in which they teach and live; by discussing their individual health regimens with students; and by sharing with students how healthy behaviors can be included in daily routines. The accomplished health educator provides an example for students, families, other staff members, and the community of how to combine daily responsibilities with a healthy lifestyle. Such role modeling adds dignity and credibility to the profession.

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 X: Reflective Practice</p>	
<p>OVERVIEW: Accomplished library media specialists engage in reflective practice to improve student learning.</p>	
<p>Reflection is the purposeful, systematic self-examination of one’s own practices and of developments in the library media field. Through reflection, accomplished library media specialists can extend their knowledge, improve student learning, advance and strengthen library media programs, and improve collaboration with other members of the learning community. Reflection is central to the responsibilities, professional growth, and leadership of the library media specialist.</p> <p>Self-Reflection</p> <p>Accomplished library media specialists are committed to lifelong learning and understand that self-reflection is a continual process that strengthens their practice. Reflective about the learning process, specialists analyze how well their programs meet the needs of all students and determine how the library media program can be made rigorous, relevant, and effective. Specialists examine their own personal strengths and weaknesses, as well as those of the library media program, to improve professional practice.</p> <p>Accomplished library media specialists use the reflective process to enhance their professional growth. In an ongoing process of self-reflection, specialists examine their ability to communicate effectively with the learning community. Specialists know that examining their own practices with regard to ethical considerations related to the library and information studies field is essential to reflective practice. Specialists study ways to engage learners and to collaborate with others to benefit the learning community. For example, upon the culmination of collaborative projects or lessons, the accomplished library media specialist may evaluate these projects alongside their teaching partners to analyze successes and needs for improvement and to adopt any changes for future instruction.</p> <p>Reflection on the Library Media Program</p> <p>Accomplished library media specialists analyze their programs; they set program goals and make certain that these goals are realistic in the context of school, district, state, national, and global initiatives. Specialists recognize that not all decisions produce effective outcomes, and so they develop strategies to evaluate their choices, resulting in improved programs and instruction. For example, specialists might use the results of staff and student surveys or their own annual reports to help them reflect on the quality and usefulness of their programs. Library media specialists review priorities on</p>	

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<p>an ongoing basis in order to meet immediate and long-range strategic goals.</p> <p>Accomplished library media specialists provide leadership and engage students, teachers, administrators, staff, families, volunteers, and members of the greater community in conversations about resources, programs, and technologies. Specialists carefully consider these suggestions and study possible refinements. When the curriculum in a specific subject is updated, specialists evaluate whether the resources available in the library media center are effective in meeting students’ needs. In this way, analysis of the library media program contributes directly to instruction and influences students’ learning opportunities.</p> <p>Accomplished library media specialists take pride in maintaining a positive outlook, which enables them to reflect on problems as opportunities for innovation. For instance, the library media specialist, reading teacher, and classroom teachers might notice that, on assessments, some students are struggling with informational text. The team identifies specific strategies students could use, and the library media specialist incorporates these strategies into the instruction and guidance that are provided to students during research projects. Library media specialists also reflect on their own instructional practices. For example, after an unsuccessful twenty-minute demonstration on the proper care of library books in which kindergarten students become restless, the specialist might recognize that the problem involved a mismatch between the activity and the attention span of the students. The accomplished library media specialist would make necessary adjustments and revise the lesson, perhaps by shortening the demonstration or incorporating songs or finger play.</p> <p>The professional challenges of accomplished library media specialists in an evolving field require a continual search for improvement. This search is grounded in dedication to student achievement. Specialists strive to strengthen and expand their knowledge base and to stay current with new trends, technologies, literature, and materials. Specialists reflect on how well they attain and fulfill practices of the profession. By developing the habit of introspective self-assessment, accomplished library media specialists constantly challenge and reinvigorate themselves and take responsibility for their own professional growth and development.</p>	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Library Media Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/ECYA-LM.pdf>

<p>LITERACY: READING-LANGUAGE ARTS (EMC) <i>Early and Middle Childhood</i></p>	<p>NOTES</p>
<p>STANDARD XI: Teacher as Learner and Reflective Practitioner</p>	
<p>OVERVIEW: Accomplished early and middle childhood literacy: reading–language arts teachers seek to improve their knowledge and practice through a recursive process of learning and reflecting.</p>	
<p>Accomplished early and middle childhood literacy teachers recognize that literacy is an evolving field, one in which teachers must employ their professional judgment to reflect on and discern what constitutes sound practice, even when facing challenges that do not lend themselves to simple solutions. They make daily reflection a priority because of its importance as a learning tool. Accomplished literacy teachers know that learning and reflection are recursive and that they have a positive impact on instructional practice, which ultimately improves student literacy.</p> <p>Accomplished teachers are positive role models of lifelong learning for their students as well as for their professional communities. Accomplished literacy teachers are risk takers, willing to learn about and try new teaching strategies that may improve the effectiveness of their instruction. They make their processes of learning and reflecting visible to their students and their professional learning communities in order to encourage enthusiasm for inquiry. Their students view them as passionate partners in learning. Accomplished literacy teachers are avid readers and effective, confident writers who reflect on and share knowledge in local and global communities. They continue to grow as readers and writers to improve their instruction.</p> <p>Accomplished teachers reflect on and learn from both their strengths and their weaknesses. They examine the ways in which their particular cultural backgrounds, values, biases, and experiences affect their beliefs, behaviors, and relationships. They reflect on how all these elements may influence what they teach, how they teach, and how they interact with students. Accomplished teachers have learned to be reflective before, during, and after they teach. They seek to broaden their perspectives in order to improve their effectiveness within a global and increasingly diverse environment.</p> <p>Accomplished teachers stay abreast of significant research findings in their field and related areas. They are critical consumers of intellectual content. They are able to evaluate research according to criteria such as validity, reliability, potential biases, and relevance to their practice, and they reflect on the implications of research for their practice. They are able to apply the same criteria to evaluate data and use the information to inform instruction as appropriate. In addition, they reflect on—and</p>	

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incorporate into their daily instruction—curriculum guides; local, state, and national standards; and professional publications.

Accomplished teachers seize opportunities to learn from their students and their colleagues—teachers, specialists, and administrators—and view others as rich sources of information, perspective, and insight. Accomplished literacy teachers learn and reflect on their teaching as they engage in communities of practice. They intentionally seek to learn from and reflect on culturally diverse resources in their local communities while also maintaining a global perspective. For example, teachers may partner with local colleges and universities on literacy projects as well as with international organizations involved in literacy instruction. Accomplished literacy teachers consistently learn from long- and short-term professional development opportunities beyond those mandated by the district or state, including but not limited to courses, conferences, classroom observations, webinars, book studies, and strategy-sharing sessions with colleagues.

Accomplished teachers view each moment, each day, and each year as another opportunity to reflect on teaching, learning, and assessment; therefore, they set both short- and long-term goals. These goals improve the quality of their instructional practice and enhance their profession. Accomplished literacy teachers take the time and make the effort to carefully preview and reflect on instructional materials before employing them with their students. Teachers' professional reflections are vigorous and significant. Literacy teachers are perceptive observers and deliberate communicators who intuitively consider the individual needs and the multiple perspectives of student populations.

For accomplished teachers, learning and reflecting are continuous. They engage in reflection both individually and in groups. They dialogue with other professionals to mutually reflect on their practices. They blend intuitive, spontaneous reflection with more rigorous, structured analysis. Accomplished literacy teachers search their own experiences, regularly pondering the events of the day. They understand that reflection can be more than a tool to be used after teaching has occurred; it can also occur in the moment. When possible, literacy teachers engage in formal and informal action research to inform their practice and the field of literacy. Through continual reflection and inquiry, teachers weave together their classroom experiences with their knowledge of established theory and current research in order to constantly reinvigorate their practice. Accomplished teachers see reflection as a professional resource, and they know that the results may sometimes be read and reviewed by themselves alone and at other times may be shared with other educators and stakeholders.

Accomplished teachers reflect on their assessment practices, questioning whether they are using the most appropriate tools and methods for their purposes and, when necessary, finding assessments that are better aligned with their needs.

Accomplished literacy teachers reflect on the implications of assessment data and

<p>use them to inform their instructional practice. When they are part of a cross-curricular team, accomplished teachers share their assessment findings to learn about and improve classroom practice.</p> <p>As a result of ongoing learning and rigorous reflection, accomplished teachers have well developed positions on major issues in the field of literacy. Accomplished teachers know why they make deliberate instructional decisions, and they reflect on the results to inform further instruction. Teachers embrace the lifelong study of the art and science of teaching in order to ensure continued professional growth. Literacy teachers exemplify the highest ideals of scholarship and ethics. Literacy teachers take responsibility for their own educational advancement, employ professional standards to assess their practice, and reflect to ensure that they teach with effectiveness and dignity.</p> <p>Accomplished teachers realize that they must adapt to societal changes. Teachers recognize that the demands of their craft will change over time; indeed, they may change with each class and each student. Accomplished literacy teachers reflect on how issues within and outside their immediate classrooms influence their students. They seek to learn more about the evolving processes of reading, writing, listening, speaking, and viewing, and they reflect on their approaches to the teaching of all literacy skills. They focus on the specific needs of individual learners and ask themselves how they can best meet those needs.</p> <p>Accomplished teachers draw on many partners when learning and reflecting. They critically analyze the choices they make and justify the underlying principles of their teaching to gain insight into their knowledge and skills. They seek, construct, and apply new knowledge that is relevant to the classroom and profession and that advances student learning. Accomplished early and middle childhood literacy teachers understand that they must to engage in learning and reflection in order to continually guide and improve their practice.</p>	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Early and Middle Childhood Literacy: Reading-Language Arts Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/EMC-LRLA.pdf>

<p>MATHEMATICS (EA) & (AYA) <i>Early Adolescence & Adolescence through Young Adulthood (Shared Standards)</i></p>	<p>NOTES</p>
<p>STANDARD VIII: Reflection and Growth</p>	
<p>OVERVIEW: To improve practice, accomplished mathematics teachers regularly reflect on what they teach, how they teach, and how their teaching impacts student learning. They keep abreast of changes and learn new mathematics and mathematical pedagogy, continually improving their knowledge and practice.</p>	
<p>For accomplished mathematics teachers, every class and every course provide the opportunity to reflect and improve on an ongoing basis. Teachers modify their teaching practices based on their experiences and on the continuous process of self-examination, using a variety of strategies to collect data about their own teaching. They also gather information from students about the effectiveness of their teaching. For example, if a student is having difficulty with a particular aspect of algebra, a teacher might reexamine instructional methods and choices in order to help the student better understand the concept. This information may come from formative and summative assessments, classroom observation, homework, student conferences, or student surveys and forms the basis for ongoing improvement in teachers' knowledge and practice.</p> <p>The body of mathematics and the pedagogical bases for teaching mathematics are dynamic. The knowledge base of mathematics, mathematical theories and applications, and the evolution of technology, such as fractals, recursion, and computer Web design, present opportunities that change the way people engage in mathematical reasoning.</p> <p>Accomplished teachers regularly engage in solving problems in which solutions are not obvious. They do this to increase their mathematical knowledge and to mimic the experiences of their students. Through this activity, teachers gain insight into how difficult it can be to persevere in a problem-solving situation. For example, a teacher might take a higher-level mathematics course or solve problems from mathematics textbooks beyond the level they teach, from science textbooks, or from contests.</p> <p>Accomplished teachers keep abreast of strategies for improving mathematics learning and teaching through such activities as reading professional journals, dialoguing with peers, attending meetings and conferences, and participating in professional organizations. They continually participate in professional development and regularly refine their practices in light of professional knowledge and experience, while keeping in mind the intended effect on students when implementing any new knowledge such as research on the structures and development of the adolescent brain in relation to</p>	

student decision-making. Whether extending their formal education or engaging in a self-directed plan, teachers actively pursue ways of enhancing their own knowledge and skills. They identify areas for self-improvement and seek strategies for reaching their educational and instructional goals.

Accomplished teachers work actively with colleagues to use their knowledge and understanding of mathematics and students to enhance student learning. Realizing the positive effect that shared experiences can bring to their own teaching practices, teachers may participate in lesson study or form professional learning communities. The idea of a professional learning community may include meeting with colleagues from within the content area, meeting with an interdisciplinary group of colleagues, or becoming an active member of an educational organization. These meetings may be face-to-face or via technology, informal or formal, regular or as needed. Teachers take from these discussions valuable information that will enhance their practice, while recognizing the cyclical nature of teaching and remaining open to examining their practice as ongoing professional development. At the core of reflection and professional development is the impact it will have on student learning.

Although accomplished teachers are alert to new developments in mathematics, technology, and mathematics teaching, they do not adopt blindly each new pedagogical method that becomes popular. Rather, they respect both new and time-tested thinking about mathematics teaching. For example, teachers understand that, although there is still a need for seeing geometry as a mathematical system with definitions and structure, students also understand geometry from the viewpoint of a dynamic system where the representations can be translated and transformed in ways that illustrate concepts in powerful ways. Teachers filter ideas through the lens of their own experiences and the particular needs of their students, incorporating new ideas as they fit those needs.

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

<p>MUSIC (EMC) & (EAYA) <i>Early and Middle Childhood & Early Adolescence through Young Adulthood (Shared Standards)</i></p>	<p>NOTES</p>
<p>STANDARD VIII: Reflection, Professional Growth, and Professional Contribution</p>	
<p>OVERVIEW: Accomplished music teachers reflect on their teaching, students’ performances, and developments in their field to extend their knowledge steadily, improve their teaching, and refine their philosophy of music education; they contribute to the growth of their colleagues, their schools, and their field.</p>	
<p>Accomplished music teachers consider reflecting on their teaching to be central to their responsibilities as professionals and experts. Such reflection reinforces their creativity, stimulates their personal growth, and enhances their professionalism. Accomplished music teachers take responsibility for their professional growth, and they are models of the educated individual, regularly sharpening their judgment, expanding their repertoire of teaching methods, and deepening their knowledge base. These teachers define their responsibilities as professionals and experts to include a commitment to the continuing growth and development of their colleagues, their schools, their field, and themselves.</p> <p>Evaluating Results and Seeking Systematic Input from a Variety of Sources</p> <p>In their quest to improve their skills, accomplished music teachers seek information, assistance, and ideas about their teaching from a variety of sources. Feedback from students about the quality, climate, and interactions in class provides them with insight and direction. They reflect on input received from formal and informal conferences with parents, guardians, students, and others. They are alert to their own philosophical biases and take these into account when dealing with students whose backgrounds, beliefs, or values might be significantly different from their own. As careful observers of students, teachers constantly rethink instructional choices, analyzing the relationship between their practice and student learning. They might keep a journal of their reflections on their interactions with students or conduct research in their classrooms. They examine students’ needs in relation to the lesson at hand and to long-term objectives. The growth of their students as individuals is one of the most important indicators of their professional success.</p> <p>Refining Skills through Study and Reflection</p> <p>Accomplished music teachers are distinguished by their motivation for ongoing, objective self-analysis. They are motivated by the rapid changes they see around</p>	

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

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

Involving Themselves in Curricular Decisions

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

Contributing to the Advancement of the Profession

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

Teachers also view themselves as members of a larger learning community with responsibilities that extend beyond the classroom. Consequently, they can be found serving as peer coaches to experienced colleagues, acting as mentors to student

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

<p>PHYSICAL EDUCATION (EMC) & (EAYA)</p> <p><i>Early and Middle Childhood & Early Adolescence through Young Adulthood (Shared Standards)</i></p>	<p>NOTES</p>
<p>STANDARD IX: Reflective Practice</p>	
<p>OVERVIEW: Accomplished teachers engage in meaningful introspection that challenges, informs, and guides all aspects of pedagogy and professional growth for the purpose of improving student learning.</p>	
<p>Reflection comprises a systematic, interwoven process of collecting, analyzing, and evaluating the thoughts and observations of teachers and their students. Accomplished physical education teachers view it as a dynamic and essential practice that helps them improve the effectiveness of their instruction. They set high standards for themselves, thoughtfully implementing varied and purposeful strategies to enhance student learning. Through the careful consideration of all factors affecting the learning environment, teachers engage in an ongoing assessment of how well they meet student needs. This deliberate process of self-examination compels physical education teachers to grow professionally. Reflection influences every aspect of accomplished teaching, from planning for and monitoring instruction to assessing its impact on students.</p> <p>Planning for Instruction</p> <p>Accomplished teachers use their knowledge of students to plan all aspects of instruction. As self-reflective practitioners, physical education teachers are aware of the biases and perspectives they have in relation to students, and they confront these issues through rigorous introspection. They carefully consider the physical, social, emotional, cognitive, and environmental factors that impact student performance. Accomplished teachers are astute observers of student behaviors and dispositions, and they utilize the insight they gain to augment student learning. For example, to help a timid but adept student build self-confidence, a teacher may invite the student to assume a leadership role and model a complex skill for the class. Reflection provides physical education teachers with a means of understanding and contextualizing vital information about students, such as school demographics, class dynamics, and student needs and abilities. Because they evaluate all facets of each class, accomplished teachers can prepare meaningful, culturally sensitive lessons that are purposefully linked to student outcomes.</p> <p>When planning for instruction, accomplished physical education teachers also consider their content knowledge and teaching experiences. They reflect on these to improve classroom instruction, determining what is important for their students to</p>	

know and be able to do before selecting and designing learning activities. Accomplished teachers are creative teachers who plan diverse lessons for their students while promoting safe, equitable classrooms. To achieve the goal of student autonomy, they create opportunities for students to develop their own reflective strategies. For example, a teacher may challenge students to contemplate the environmental impact of a hiking activity and commit to zero-impact principles during their next outdoor experience. This type of personal evaluation helps students improve their performance, attitudes, and ethical behavior. Accomplished teachers recognize that reflection represents an integral thought process that they and their students can use to enrich the learning environment.

Monitoring Instruction

Reflective, accomplished teachers monitor and adjust learning experiences effectively during instruction. They utilize various methods to check student learning and comprehension, critically assessing the progress that each student makes throughout a lesson. If learning is inhibited for any reason, or students are not achieving a learning objective, accomplished physical education teachers modify their lessons immediately. For example, if the majority of students in a class do not reach their target heart-rate zone while playing soccer, an accomplished teacher may modify the game or the rules to increase active participation. Physical education teachers consider the structure of their learning environments as well as the teaching methods they use when appraising students' responses to instruction. Dedicated to facilitating student growth and achievement, accomplished teachers analyze instructional experiences, contemplate their design and execution, evaluate teaching outcomes, and determine instructional changes as needed.

Assessing Instructional Effectiveness

Accomplished physical education teachers use assessments to help them reflect on the productivity of their teaching as well as the performance of their students. They implement a wide range of strategies to check student learning, modifying assessments and lessons as required to meet the needs of all students. Physical education teachers use the information they gain from assessments to advance student learning by creating opportunities to optimize knowledge and understanding. For example, a teacher who has had students write about the components of health-related fitness may extend the exercise by having students draw, create a visual display, or produce a short film to develop their comprehension further. When physical education teachers realize that students do not fully grasp a concept or cannot perform a skill using correct form, they determine which cues or progressions will help students achieve success. The reflection of accomplished teachers leads to a high level of instructional effectiveness. (See Standard VIII—Assessment.)

<p>Evaluating Teaching Practices</p> <p>Accomplished physical education teachers look for gaps between the knowledge and skills they have and the type of instruction their students need. They initiate professional development opportunities based on this comparison so they can augment their ability to work effectively with students. Physical education teachers understand that the key to lifelong personal and professional growth emerges from reflection. They use different methods to study all facets of their practice. For example, a teacher may seek feedback from a colleague or may analyze the video recording of a class session to evaluate and improve a teaching approach. As introspective practitioners, teachers hold themselves accountable to a rigorous set of professional standards. The intentional reflection of accomplished teachers guides the transfiguration of their practice and supports student success.</p> <p>Conclusion</p> <p>Accomplished teachers engage in a continuous cycle of reflection to examine the impact their teaching has on student learning. They use the knowledge they gain to modify their teaching and build a coherent course of instruction for their students. Physical education teachers utilize a thorough understanding of their students to adjust lessons and progressions and plan future activities. For accomplished teachers, consistent and active reflection takes place during all phases of instruction, allowing them to make sound curricular choices, improve their teaching practices, and critique the overall effectiveness of their physical education programs. Accomplished physical education teachers pursue professional development based on a judicious consideration of the skills and knowledge they need to diversify their instructional content, strengthen their pedagogical practice, and transform their teaching, all to the benefit of their students.</p>	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Physical Education Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/ECYA-PE.pdf>

<p>SCHOOL COUNSELING (ECYA) <i>Early Childhood through Young Adulthood</i></p>	<p>NOTES</p>
<p>STANDARD XI: Reflective Practice</p>	
<p>OVERVIEW: Accomplished school counselors integrate their knowledge, skills, and life experiences to respond effectively to new or unexpected critical events and situations. They monitor and refine their work with continuous, in-depth reflection.</p>	
<p>Accomplished school counselors think reflectively about their practice, and they use that self-reflection to achieve both short- and long-term goals. At times, this self-reflection is nearly intuitive, combining their knowledge, skills, and experience to respond quickly and effectively to crisis situations. At other times, this self-reflection is a slow, thoughtful process, allowing school counselors to examine their practice and improve their services to students.</p> <p>Accomplished school counselors are adept at knowing what to do in new and unexpected critical events and situations. Their ability to synthesize and integrate their knowledge, skills, and life experiences allows them to think comprehensively and creatively and to act accordingly. They demonstrate advanced skills in relationship-building by handling difficult situations, such as confrontations with hostile parents or overstressed teachers, or schoolwide trauma. They are skilled facilitators and mediators, and, when appropriate, they do not hesitate to step in when differences of opinion escalate to interpersonal conflict. They frequently anticipate issues before they become serious problems and see beyond symptoms to potential root causes. For instance, an accomplished school counselor who notices a subtle increase in absenteeism, disciplinary actions, and negative classroom behavior could develop a hypothesis that the actions result from stress or depression rather than automatically regarding these behaviors as problems or passing off the concern to administrators. The school counselor could then provide stress management or coping skills to students or make appropriate referrals to reduce the likelihood of serious consequences. School counselors synthesize anecdotal and empirical evidence with contextual cues to facilitate effective and efficient problem solving.</p> <p>Understanding the school as a whole system and as part of a larger system with political, demographic, historical, and economic elements is essential to the practice of accomplished school counselors. They are attuned to the routines of the school cycle, and they anticipate recurring events. They combine reflective practice and interpersonal skills to build coalitions that can address issues in comprehensive ways. They facilitate broad-based groups in discovering innovative and cost-effective strategies to address systemic issues.</p>	

<p>Facing a multitude of pressing issues, accomplished school counselors are able to respond calmly, methodically, and responsibly to direct each situation to the most effective problem solver. The volume, intensity, and complexity of student issues, however, often outdistance a school counselor’s training or resources of time, energy, and emotional stamina. Through thoughtful self-reflection, accomplished school counselors know when they should handle a situation themselves and when to refer the situation to another professional. They are alert to when their own psychological reserves run low and apply appropriate self-care strategies. They have a support system in place that allows them opportunity to reflect and to refresh and renew themselves.</p> <p>Students benefit from school counselors whose reflective practices lead them to evaluate how they allocate their time and focus on the best results for students. Accomplished school counselors understand that their primary resource is time and that they must analyze how to apply their knowledge and skills efficiently to achieve positive results for students. During their careers as school counselors, they have learned how to handle multiple requests for assistance in timely ways, and they continue to improve these skills. They are deeply committed to reaching each student in a meaningful way and resist the temptation to focus exclusively on responsive services.</p> <p>Through in-depth reflective practice, accomplished school counselors examine their counseling skills, constantly challenge themselves to improve, take responsibility for their own professional growth and development, and reinvigorate themselves professionally. They know that both their own performance and the performance of their program are vital to ensuring the success of every student. In their reflective practice they monitor their own performance in terms of self-imposed standards as well as ones set for them by others. Students observe the school counselor as the model of a lifelong learner committed to school counseling and as an advocate for the implementation of a comprehensive school counseling program that promotes success 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 School Counseling Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/ECYA-SC.pdf>

<p>SCIENCE (EA) & (AYA) <i>Early Adolescence & Adolescence through Young Adulthood (Shared Standards)</i></p>	<p>NOTES</p>
<p>STANDARD IX: Reflection</p>	
<p>OVERVIEW: Accomplished science teachers continually reflect on their teaching practice in order to maximize their own professional growth and improve the quality of their students’ learning experiences.</p>	
<p>Introduction</p> <p>Accomplished science teachers possess a spirit of inquiry and embrace reflective conversations. They realize that successful reflection requires more than a willing attitude or a routine set of skills; it demands careful thought based on evidence. Accomplished science teachers understand that reflection is a tool for improving their practice. They know how to reflect effectively to maximize their own professional growth, which will ultimately lead to student learning. They understand the nature of reflection, the different types of reflection, and the purpose that reflection serves in enhancing student learning.</p> <p>What Is Reflection?</p> <p>For accomplished science teachers, reflection is the ongoing, intentional, introspective process of reviewing evidence from one’s teaching practice with regard to one’s educational goals, philosophy, and experiences. The purpose of reflection is to improve teaching and learning. Profound and productive reflection requires an open mind, genuine enthusiasm, professional integrity, and discipline. There are two main types of reflection: reflection on teaching and reflection in teaching.</p> <p>Reflection on teaching is the deliberate, persistent, and thoughtful examination and contemplation of evidence resulting from the practice of teaching. Accomplished science teachers engage in this type of reflection outside the act of instruction in order to gain insights into their teaching practice, achieve new perspectives on education, and establish a record of their progress towards their goals. Accomplished teachers continuously and systematically examine, analyze, and evaluate all areas of their professional endeavors. They see reflection on teaching as a powerful mechanism for improving their practice.</p> <p>Reflection in teaching is the process by which teachers reflect on their teaching as it is happening and make immediate adjustments—whether in thought or in action. Accomplished science teachers are able to respond quickly and purposefully as challenges arise and opportunities occur. For example, an experienced teacher notices</p>	

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when an initial example does not resonate with students and quickly provides an alternative.

Accomplished science teachers take an inquiry stance in regard to their own practice. They make observations, propose hypotheses, collect evidence, identify patterns, and draw conclusions as a means to assess themselves and their work. Teachers then adapt, revise, and strengthen their teaching practice to improve student learning. Reflection reveals to teachers the evidence of their professional growth and suggests ways to proceed effectively in the future. (See Standard III— Curriculum and Instruction.)

The Importance of Reflection

Accomplished science teachers are lifelong learners and members of learning communities who continually strive to advance their teaching practice. Teachers are aware of their personal strengths and weaknesses and use this knowledge to work toward achieving their professional goals. Accomplished teachers comprehend that reflection plays an important role in their improvement.

Accomplished science teachers have a vision for their students, the dynamics of their classroom, their own teaching role, and the future of the profession. As they reflect on their practice and assess its effectiveness, they adapt, revise, and strengthen teaching strategies to make learning more meaningful. They view each year as another opportunity to improve.

Accomplished science teachers seek opportunities for collaborative experiences that can support reflection. By collaborating with others, teachers are able to generate insights that they could not attain on their own. One goal of reflection is to better understand how new teaching practices can improve student learning. Reflecting with other teachers helps to reorient thinking, reaffirm effective decisions, reduce isolation, prompt further analysis, and attain important insights. Conversations with colleagues can provide a broader perspective and a more objective vision of one's own practice within a safe space for receiving constructive feedback. By including esteemed colleagues in the reflective process, accomplished teachers gain access to further expertise and a more complete perspective.

Accomplished science teachers know that self-reflection contributes to teachers' depth of knowledge and skill and adds dignity to their practice. Accomplished teachers ground their entire practice on a profound belief in the intellectual and academic merit of teaching. Reflection is therefore a critical element that improves and refines an accomplished science teacher's professional life. (See Standard VII— Advancing Professionalism.)

Accomplished science teachers consider new pedagogical ideas and carefully evaluate the applicability of these innovations to their own teaching. These teachers can speak compellingly about why they make the pedagogical decisions they do. They clarify

their instructional goals to students and adapt and extend resources to achieve best practice. Accomplished teachers regularly reflect on student performance with respect to instructional goals in order to understand student learning and improve instruction. (See Standard IV—Assessment.)

How to Reflect

Accomplished science teachers reflect on how curriculum, instruction, assessment, the fair and equitable treatment of students, and the learning environment all impact student learning. Teachers evaluate these elements in order to determine if their teaching generated the intended outcome. When it is appropriate to do so, accomplished teachers make modifications in their approaches. Teachers then reflect on the changes they have made and determine the impact of those changes on students' learning. This cycle repeats throughout the school year and throughout the teacher's career.

Accomplished science teachers understand that while reflection is an individual endeavor, collaboration is a powerful catalyst for reflection. When necessary, accomplished teachers proactively form groups for face-to-face discussion or seek out colleagues to collaborate with online. (See Standard VII—Advancing Professionalism.)

Accomplished science teachers understand that reflection is not just snapshot summary at the end of a lesson, unit, or year. Rather, it is an ongoing process. Accomplished teachers reflect throughout the entire cycle of instruction. They recognize that the demands of high-quality science teaching change over time; indeed, they change with each class and each student.

Accomplished science teachers also understand that reflection must include attention to the student's role in the learning process. Accomplished teachers do not just focus on their own actions as instructors; they focus on how students engage in the learning process, asking themselves questions such as how much time students spend on task, what behavior problems students exhibit, and how often and in what manner students collaborate with each other. For example, as a measure of productive discourse a teacher may reflect carefully on how much time the teacher spends talking versus how much time students are talking.

To assist in reflection, accomplished science teachers gather evidence of their teaching such as videos, lesson plans, teacher-created instructional materials, student work, observation notes from colleagues, and photographs. These artifacts create opportunities to deepen analytic reflection because the artifacts enable teachers to uncover and question assumptions about student learning and their teaching.

Reflective Practice

Accomplished science teachers use their capacity for reflection to experiment with new approaches in a systematic and analytical fashion. Accomplished teachers reflect

on the precise ways in which their instruction can be improved in order to capitalize on their students' strengths, needs, learning profiles, and prior knowledge. For example, a teacher might ask questions such as, "Why didn't my students understand the phases of the moon? Why do they think that clouds cause the phases? How can I lead them to confront their developing concepts and facilitate the development of the accepted scientific explanation?" Teachers anticipate student responses and are consistently able to take advantage of the unplanned opportunities that present themselves over the course of the school day in ways that are meaningful to students. For example, if a student asks a question that is loosely related to the class discussion, an accomplished teacher is capable of weaving the new idea into the fabric of the lesson while maintaining the focus of the lesson and student engagement. Accomplished science teachers are aware that reflection must be developed and practiced regularly if it is to become embedded in their practice. (See Standard I—Understanding Students.)

As part of reflective practice, accomplished science teachers identify and implement tools to measure the success of their innovations. Accomplished teachers understand that highly useful tools for reflection could include videos and journals. Videos of their own teaching allow teachers to replay events to capture key evidence of implementation or the impact of an aspect of teaching. Reflective journals allow a teacher to document progress; preserve thoughts, feelings, and insights for future analysis; and project future goals. For example, a strategy to improve classroom discourse could include a chart to keep track of factors such as how often teachers engage specific students, how much time teachers spend talking versus fostering opportunities for student interactions, and whether there is any evidence of bias in the classroom. The teacher would then use the results of the observations to determine the effectiveness of the innovation.

Reflection is centered on student progress; therefore, accomplished science teachers involve students in providing rich contexts for teacher reflection. For example, a teacher might use exit cards every day and reflect on student responses before finalizing the instructional plan for the following lesson. Alternatively, a teacher might focus on interactions with students, such as group discussions or student interviews. For example, a teacher might use a fishbowl activity related to the norms of the scientific community in which a small group of students and the teacher sit in a circle of desks in the middle of the room while the rest of the students remain on the outside. The teacher would facilitate a discussion within the inner circle while the students in the outer circle observe. Then the teacher would give those in the outer ring a chance to summarize and expand on the conversation. Finally, an accomplished teacher would use the observations of the second group of students to improve the instructional process and enhance the learning environment.

Accomplished science teachers make time, find space, seek out support, capitalize on professional learning opportunities, develop learning communities, devise creative ways to collect evidence, and define clear professional goals for themselves in order to improve reflective practice. Accomplished teachers make every effort to remain

objective as they collect evidence, seek outside opinions, and draw conclusions. Accomplished teachers understand the complexities of teaching and learning and recognize that all actions occur within a context. Accomplished teachers move forward with reflection persistently but cautiously, remembering to be constructive, to not take criticism too personally, and to represent their practice honestly.

When to Reflect

Accomplished science teachers take time to reflect, and they know that the reflection process must be ongoing, not just a summative activity after a test, quarter, or semester. Teachers reflect in the moment to alter their instructional actions in response to student feedback. Accomplished teachers reflect when there is a serious disruption, when a dilemma arises, to capitalize on success, or when working toward a professional goal. Accomplished teachers view each year, each day, and even each lesson as another opportunity to improve the quality of their own teaching practice and to enhance the knowledge and stature of their profession, and they make reflection a regular part of their routine.

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

<p>SOCIAL STUDIES-HISTORY (EA) & (AYA) <i>Early Adolescence & Adolescence through Young Adulthood (Shared Standards)</i></p>	<p>NOTES</p>
<p>STANDARD VIII: Reflection</p>	
<p>OVERVIEW: Accomplished social studies–history teachers engage in purposeful reflection as a systematic self-examination of all aspects of their teaching to extend knowledge, improve teaching, and refine their practice and their philosophy of education.</p>	
<p>Introduction</p> <p>Accomplished social studies–history teachers know reflection is a purposeful, systematic self-examination of all aspects of their teaching and use it to advance and deepen student learning. Teachers reflect on their practice, on students’ performance, and on developments in their field so that they can steadily extend their knowledge, improve their teaching, and refine their philosophy of education. While they are knowledgeable about the subjects they teach, they also know gaps may exist in their learning and that teaching social studies–history requires not only a breadth of knowledge but also a depth of knowledge. Therefore, they work to strengthen their knowledge of subject matter, pedagogy, and students. Teachers also recognize how their subject matter connects to other disciplines. Reflection is central to teachers’ responsibilities and growth as professionals.</p> <p>Extending Knowledge</p> <p>Accomplished teachers question what they need to know in terms of subject matter, new scholarship, and current methodologies. They take steps to expand their knowledge and skills accordingly. Teachers consider prevailing research findings about learning, cognition, and intelligence, and they recognize its application and limitations. Reflective teachers understand contemporary educational theories, emerging practices, current debates, and promising research findings, and use this information to improve their teaching. Teachers reflect on the major controversies in their field. These controversies include depth versus breadth and cursory knowledge versus in-depth application and synthesis.</p> <p>Improving Teaching</p> <p>Accomplished teachers engage in reflective thinking to support and enhance their instruction. They recognize reflection is integral to strengthening and deepening their practice. They draw on their strengths to improve students’ learning and improve upon their weaknesses to enhance instructional practices. For example,</p>	

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when analyzing results of an assessment, the reflective teacher might associate student achievement with a particular type of instructional strategy or delivery. From this reflection, the teacher might revise future lessons accordingly.

Accomplished teachers' reflective practices take place individually and with peers and other professionals. Teachers regularly reflect with peers through learning communities and a variety of interactions such as analysis and comparison of student work, informal discussions, and non-evaluative peer observations. Observations and discussions can shape teachers' decisions about methods to improve practice.

Non-evaluative peer observations, for example, might produce data upon which to design and implement action research. This data can also be used diagnostically to help individual students and improve instructional programs. Working with students, colleagues, parents, and other stakeholders, teachers can pinpoint if, when, and how their practices should change and, thereby, modify less effective practices or replace them with more promising approaches.

Accomplished teachers collect and reflect on evidence from a variety of sources that provide them with insight and direction. Teachers carefully analyze input received from formal and informal conferences with families, students, and others. These observations and discussions influence teachers as they reflect on their planning, monitoring, assessment, and instructional techniques. For example, after conferencing with students regarding their essays, teachers might consider the need for higher-order thinking skills in student writing. Teachers seeking to improve writing instruction might participate in a literacy institute, take a summer course on writing across the curriculum, or engage in action research on writing strategies designed to improve student learning.

Accomplished teachers formulate cogent reasons for curricular decisions that can be explained clearly to students, families, colleagues, administrators, school board members, and the public. For example, a teacher who incorporates discussion of controversial public issues in the classroom can explain the necessity of deliberation in preparing students for participation in a democratic society, and can point to research demonstrating that students who participate in academic controversies develop better understandings of subject matter.

For accomplished teachers, every class and every activity provides opportunities for reflection and improvement. When things go well, teachers think about why the class succeeded and how to adapt lessons learned to other classes. When things do not go as well as expected, teachers reflect on how to improve instruction to avoid differences between teacher expectations and student achievement in the future. As teachers assess work in progress and the final products of their students, teachers assess themselves as well. For example, if students and parents report they have trouble understanding where particular activities fit into the overall course of instruction, a teacher might begin sending home monthly newsletters with a preview of forthcoming lessons and an explanation of their purposes. Teachers might retire an engaging unit or project because it does not meet learning targets, and replace it

<p>with an assessment that more directly correlates with a student learning standard or measures competency in a specific skill.</p> <p>Through reflection, accomplished teachers continually explore ways to heighten student engagement. For example, by incorporating visual arts and music into activities, teachers can engage students with multiple learning styles, helping them to connect to the current topic of study.</p> <p>Philosophy of Education</p> <p>Accomplished teachers possess a well-defined yet flexible philosophy of teaching. Teachers’ educational purposes correspond with experiences they provide to students, and teachers consistently reflect on achievement of those goals. Whether the teacher’s educational ideology consists, for example, of rational humanism, religious orthodoxy, critical theory, progressivism, or cognitive pluralism, the reflective teacher can articulate the intention behind their decisions in organizing educational experiences for students.</p> <p>Accomplished teachers reflect upon ways their own learning experiences and preferences affect their assumptions about teaching. Teachers are aware of other factors that may drive or influence their practice. For example, reflective teachers know ways in which their own cultural backgrounds, perspectives, values, and personal experiences influence their teaching. They are conscious of their own philosophical filters and consistently evaluate how these influence their expectations, planning, and teaching. As teachers reflect on experiences and assumptions, they refine their philosophy and are able to clearly articulate it to others. They may ask for anonymous feedback in the form of classroom or online surveys that address curricular units, classroom routines, and the teacher’s style and characteristics. Reflective teachers are aware of how their actions affect students and their colleagues, and they model reflective practice at all levels.</p> <p>Accomplished teachers are models of educated individuals, and they continually deepen their knowledge base, expand their repertoire of teaching methods, and sharpen their judgment and philosophy. They exemplify high ideals and embrace the highest professional standards in assessing their practice and learning from experience. By looking at areas in which students have gaps in learning, teachers examine whether there was a deficit in instruction, a lack of adequate student preparation, or a weakness in the teacher’s knowledge or skill base. Teachers make decisions and act with integrity, seeking to achieve congruence between their educational philosophies and their practices.</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 VIII: Reflection</p>	
<p>OVERVIEW: Accomplished teachers of world languages continually analyze and evaluate the effectiveness of their instruction in order to strengthen their teaching and enhance student learning.</p>	
<p>For accomplished teachers, every classroom experience provides an opportunity for reflection and improvement. Teachers know that the demands of their craft change over time and, indeed, with each class and each student. Teachers view each class session and learning activity as another opportunity to improve the quality of their teaching, their interactions with students, and their professional vision. No matter the success of an activity or lesson, the reflective professional believes it can be improved or altered to more effectively meet students’ needs. Accomplished teachers critically examine their practice on a regular basis by describing, analyzing, and reflecting on their successes as well as on their setbacks in the classroom, rethinking instructional choices to maximize student learning and fulfill short- and long-term objectives. Always open to innovation, teachers continually seek information, assistance, and ideas from a variety of sources—including students, parents, and colleagues—to gain insight regarding their planning, assessments, and instructional techniques. For example, teachers might initiate and participate in face-to-face or virtual study groups to reflect on their teaching practices. Effective reflection stimulates a teacher’s creativity, guides personal growth, contributes to content knowledge and classroom skills, and enhances student learning.</p> <p>Teachers willingly conduct informal or formal research on their own and use the results to set instructional goals both for themselves and their students. For instance, a teacher might engage in action research by evaluating the effectiveness of Total Physical Response Storytelling on student learning. In this case, the teacher might formulate a hypothesis, read current research about the methodology, obtain training on the technique, implement a Total Physical Response Storytelling unit, adjust instruction based on data gathered from student work, and evaluate data in light of the hypothesis to draw appropriate conclusions about the method. Such introspective self-assessment is a habit of accomplished teachers by which they challenge themselves, take responsibility for their own professional growth and development, and reinvigorate their practice.</p> <p>Teachers know that instruction in world languages is an evolving field. In their quest for self-renewal, they investigate the most recent research in making curricular and instructional decisions. Teachers are up-to-date on issues of research in the field and</p>	

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conversant in current professional literature, and—because they engage in a process of study and reflection that permits them to assess current research—they apply this knowledge as necessary to their own instructional programs.

Teachers stay abreast of relevant technological advancements and are familiar with how technology not only assists instructional planning and delivery of instruction, but also offers ways to examine the effectiveness of lessons. Teachers avail themselves of technology to update their own knowledge; assist their planning, assessment, and research; and communicate and collaborate with colleagues to improve instruction and enhance professionalism. Accomplished teachers create and design learning activities and projects meaningful to students that integrate technology into lessons, empowering students to participate in real-life situations and interact with the world. As careful observers of students in such twenty-first century situations, teachers constantly reevaluate and rethink instructional choices, analyzing the relationship between their practice and student learning.

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>