

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.

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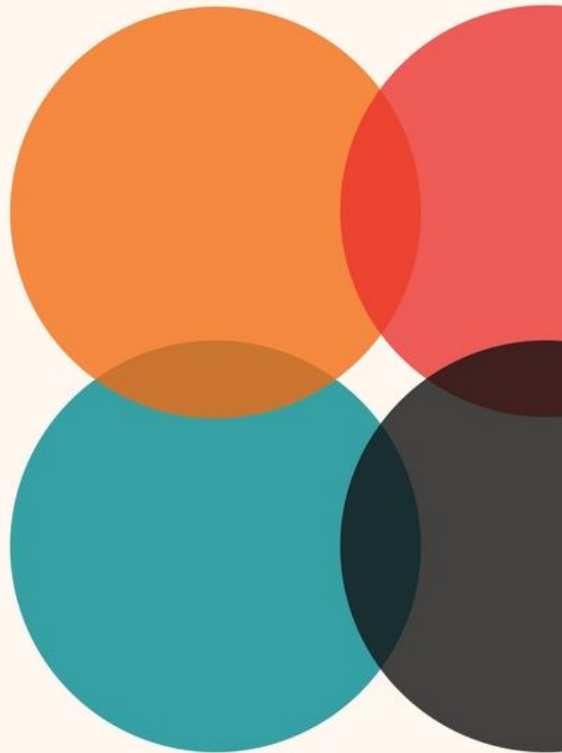


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Abbreviation	Definition	Age range
AYA	Adolescence through Young Adulthood	14-18+ years old
EC	Early Childhood	3-8 years old
EA	Early Adolescence	11-15 years old
EAYA	Early Adolescence through Young Adulthood	11-18+ years old
ECYA	Early Childhood through 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
Sections from: STANDARD I: Goals of Art Education STANDARD II: Knowledge of Students as Learners STANDARD III: Equity and Diversity STANDARD V: Curriculum and Instruction STANDARD VI: Assessment, Evaluation, and Reflection on Student Learning STANDARD VIII: Learning Environment STANDARD X: Reflective Practice	
OVERVIEW: The visual arts are essential media through which human beings understand the world. Recognizing the value of art education to the overall success of students, accomplished teachers uphold and reflect the goals of art education in their daily practice. They know that the primary goal of art education is neither the creation of products nor the training of the next generation of artists. The ultimate goal of the accomplished teacher is to provide access to the processes, ways of thinking, and modes of learning and communication that come from the study of the visual arts. (Introduction Section, p. 12)	
<p>From Standard I: Goals of Art Education From the Section: Teachers Understand the Goals of Art Education</p> <p>Accomplished teachers understand that when students communicate ideas and feelings through the creation of works of art, they learn to express themselves using media and materials that artists use. They understand the importance of selection, reflection, and revision in student learning and development.</p> <p>Teachers strive to enable students to perceive, understand, and appreciate the diverse meanings and values of works of art. They understand the challenge of seeking solutions to questions about beauty, excellence, and worth. They engage students in dialogues, challenge their assumptions and attitudes about works of art, and seek to enlighten them about aesthetic issues and ideas.</p> <p>Accomplished teachers set goals for student learning in relation to the enduring ideas in art education. As they consider the range of possible goals for art education to meet the current needs of students, they know that the goals of art education are dynamic and will change as the field evolves. Teachers have a passion for art education and want students to experience the beauty, emotional intensity, and thoughtfulness of art. Accomplished teachers know that art provides opportunities to express and understand ideas that can neither be communicated nor understood in the same way by written or spoken words or any other means. Art teachers introduce students not</p>	

only to skills, subjects, and issues that they are unlikely to encounter elsewhere in the curriculum but also to new ways of seeing, knowing, responding to, and representing the world symbolically.

From the Section: Teachers Understand Art Education Goals in Relation to Other Disciplines in the Curriculum

Art teachers understand the vital role of visual literacy—the perceptual skills and understanding that enable a person to interpret detail; make aesthetic choices; see spatial relationships; or comprehend expressive, political, and social content—in other content areas and in everyday life. The perceptual skills learned in art assist students in developing visual literacy by teaching them to perceive, analyze, and interpret the natural and visual environments in the world around them. When confronted with environments pervaded by visual images, students of accomplished teachers know how to comprehend, evaluate, and make informed choices about their environment, thereby making meaning of the world around them.

Teachers Understand the Goals of General Education and Lifelong Learning

Art education contributes to global or general education goals. Lifelong learning skills are continually developed and strengthened because art learning focuses on and reinforces innovation and creativity. Through the processes involved in creating and responding to works of art, students are immersed in critical thinking, planning, problem solving, and decision making. As they learn to work in the roles of artists, art historians, art critics, and aestheticians, they learn self-direction and management; the rigorous effort required to produce products of quality demands persistence. As members of learning communities inside and outside the art classroom, students acquire the ability to be flexible and to interact successfully as part of a team. Accomplished art teachers understand clearly that educational and lifelong learning goals are merely processes of inquiry—habits of mind that support meaningful learning, not end results. Clearly, students are more interested, show greater commitment, and have more solid bases for decision making when they know that their learning experiences have a defined purpose that fits into the larger goals for quality art education.

Accomplished visual arts teachers make powerful contributions to the career and workforce preparedness of students. Whether students look at a still life or consider the life cycle, a quality art education enriches their perception and comprehension. In the classrooms of accomplished art teachers, all students come to realize how art helps them think more clearly and fluidly, perceive more ably, become aware of nature and the human condition, and express ideas more powerfully. Therefore, as accomplished teachers promote the intrinsically worthwhile pursuit of art education as an academic discipline with a rigorous body of content, they make art an integral component of broad educational programs.

From the Section: Teachers' Goals Include Modeling the Roles of Art Professionals

As art professionals, accomplished teachers demonstrate commitment to the advancement of art education. Teachers who are actively engaged in various aspects of the field can better understand what students experience in the processes of studying and creating works of art. For example, an accomplished teacher who is also a working sculptor understands the challenges students face as they develop the skills unique to that form of art production. Thus, teachers and students can relate to shared artistic experiences. In addition, teachers provide examples of their own art criticism, research in art history and aesthetics, or published materials. Accomplished art teachers are careful to convey the importance of art teaching—the central role of the art educator within the art profession and the essential role of the arts in the school curriculum. They convey ways that students can serve as teachers when communicating and sharing information about their works of art and what they have learned in their study of art. Shared understanding among teachers and students of art forges yet another link in the continuing chain of human experience, connecting contemporary learners—both accomplished teachers and novice students—to artists the world over who have created in unique contexts throughout history.

From the Section: Teachers Reflect on the Goals of Art Education in Order to Make Principled Decisions about Their Practice

The goals of teachers are shaped in part by students. Teachers understand the development of adolescents and young adults and are especially aware of how art can challenge, expand, and enrich the lives of students. Accomplished teachers know that art is viewed as a primary means for developing and refining student understanding of human experience across cultures, times, and places. Art provides ways of exploring issues and ideas at the core of human existence. (See Standard IV—Content of Art.)

Whereas the goals of accomplished teachers are grounded in a deep commitment to each of the various objectives of art education, teachers take into account the interrelationships of these objectives as well. For example, student interests and experiences are considered as the teacher sets goals for studying works of art and decides how to introduce the works effectively. (See Standard II—Knowledge of Students as Learners.) To further ensure that their goals are crafted to meet the needs of students, accomplished teachers include students and parents in the process of setting goals, when appropriate. (See Standard IX—Collaboration with Colleagues, Schools, Families, and Communities.)

From Standard II: Knowledge of Students as Learners

From the Section: Teachers Understand the Development of Early Adolescents

Precisely because they are experimenting with new social roles and issues of self-identification, young adolescents are ready to be drawn into discussions of social issues, character, and values—the essence of meaning in many works of art. Accomplished teachers understand the importance of keeping positive role models before adolescents to expand their sense of enfranchisement in life’s opportunities. Precisely because peer social relationships come first with many young adolescents, they often like and benefit from working in collaborative groups and, when guided,

engaging in genuine conversations about works of art and teaching one another about the visual arts.

From Standard III: Equity and Diversity

From the Section: Teachers Value and Respect Diversity among Students

Teachers serve as models in their enthusiasm for art learning and their commitment to self-discipline, persistence, and hard work. Although teachers recognize the importance of encouraging, supporting, and affirming the work of students and their accompanying sense of self-worth, they also understand that students develop self-respect as they gain autonomy from adults through problem solving and coping with difficulties and setbacks. Consistent classroom procedures and protocol, established with the involvement of students, assist teachers in their efforts to teach students important life skills. Teachers appreciate and respect differences in the personalities and temperaments of students and the various ways in which students acquire and show self-confidence. (See Standard II—Knowledge of Students as Learners.)

From Standard V: Curriculum and Instruction

From the Section: Teachers Build Curriculum on the Goals of Art Education

Through their curriculum design and instructional choices, teachers strive to help students understand the impact that art has had and continues to have on human society. They seek to convey the idea that art communicates social values even as it challenges and shapes them. Rituals and customs of societies are reflected in art; the work of one group of people can also influence and be evidenced in art or artifacts created in another culture. Works of art document history; they can also question cultural practices or challenge traditions and myths. Works of art can symbolize social unity or illustrate divisions within a community. For example, some viewers might interpret a painting as a symbol of pride and determination, whereas for others, it might represent feelings of alienation from traditional ideals and values. Accomplished teachers help their students understand relationships between the roles and functions of art and the development and preservation of societal structures.

Teachers recognize that the creation and study of art represent significant opportunities to explore ethical and philosophical issues. They know that the arts have always reflected and challenged societal values. They help students express their developing perceptions and understandings through artistic creation, recognizing that adolescence is a particularly defining time in one's life—a time when one first confronts the major philosophical and ethical questions of life during the quest for independence. Teachers use the study of works of art to show students how others have confronted philosophical and ethical questions through art. In so doing, they provide the basis for open student expression, discussion, and debate about important human issues. (See Standard II—Knowledge of Students as Learners and Standard IV—Content of Art.)

From the Section: Teachers Use a Range of Instructional Strategies for Teaching the Content of Art

The instruction of accomplished teachers is results-oriented and is composed of strategies carefully and intentionally chosen to maximize student learning. Teachers teach students to set goals and to assume responsibility for their own learning and assessment. They sequence learning so that short-term accomplishments occur periodically along the way, gradually directing learners toward overarching, long-term expectations. They understand how opportunities to experiment, explore, and ask questions are vital to the development of the abilities of students to make, experience, and understand art.

Recognizing the central role of inquiry in meaningful visual arts learning, accomplished teachers encourage students to puzzle, to wonder, and to question; they teach them to make reasoned arguments, to analyze the positions of others, and to be open to differing points of view. Knowing how creating and studying art contribute to the development of belief systems, they challenge students to determine why they hold the beliefs that they do. The students of accomplished teachers set their own problems to solve, and as they work, their repertoires of problem-solving skills expand and continue to evolve. Teachers engage adolescents and young adults in independent and sufficient research, encouraging the maximum use of a variety of resources. Finally, accomplished teachers enable students to exercise metacognitive skills to think about their own thinking as they create, study, and learn to appreciate works of art.

From the Section: Teachers Recognize the Importance of Effective Planning

Accomplished art teachers plan as many opportunities as possible for students to construct and assess their own knowledge, providing time for analyzing, synthesizing, and evaluating ideas. They understand that students engaged in sophisticated levels of creative thinking are more likely to apply knowledge meaningfully. By planning for and selecting the most appropriate strategies, resources, and learning experiences, accomplished teachers create learning environments in which students flourish, think critically, become self-confident, assume self-direction, and grow increasingly self-reliant.

From the Section: Teachers Know How to Deliver the Content of Art

Teachers organize their curriculum around the study of art, taking into account methods of inquiry, processes, and the products of art making. They also teach students how to study and interpret works of art (e.g., drawing on the methodologies of the fields of art history, art criticism, and aesthetics) and how to evaluate their own artwork, the work of their peers, and the works of other artists. Teachers guide students to apply concepts learned in the study of one medium to other art forms or processes; they also show connections to other arts disciplines, such as music, theatre, and dance.

Additionally, teachers help students identify strong connections across the school curriculum and examine the role that art plays in their lives at home and in the community. Teachers work with their students to help them understand their roles as audiences for art; consumers of art; teachers of art; and advocates for art education, art, and artists. Teachers themselves are models of ways to be a teacher, an artist, a risk taker, a leader, a researcher, a collaborator, a citizen, an advocate, and a member of various communities. (See Standard I—Goals of Art Education, Standard II—Knowledge of Students as Learners, Standard IV—Content of Art, Standard VII—Instructional Resources and Technology, and Standard VIII—Learning Environments.)

From the Section: Teachers Help Students Experience and Understand Art

Teachers are aware that art is experienced in many different ways by individuals who come to a work of art with their own tastes, preferences, and understandings. They know that the goal of experiencing art is not to arrive at a consensus view. Instead, they want students to have unique, informed, and enriching experiences with works of art. To enhance such possibilities, teachers introduce students to methods and models of art criticism, and they assist students in employing this knowledge to explore meanings and uses of the art they encounter. In doing so, they help students make reasoned interpretations and evaluations of works of art, and they encourage students to view art from a variety of perspectives and to share their views publicly. (See Standard IV—Content of Art and Standard VII—Instructional Resources and Technology.)

From Standard VI: Assessment, Evaluation, and Reflection on Student Learning

Accomplished teachers realize that the primary purpose for assessment and evaluation is to support and inform teaching and learning processes. Although assessment can focus on student demonstrations of past knowledge, teachers know that assessment of students in the act of learning provides more opportunities to make a difference in their education. For gathering evidence of both past and current learning, teachers use a variety of assessment and evaluation methods and formats, encourage self and peer assessments, and report assessment and evaluation results effectively to students, families, colleagues, policymakers, and the public. (See Standard II—Knowledge of Students as Learners and Standard V—Curriculum and Instruction.)

Teachers Assess Student Understanding and Growth

Teachers know that reflection often deepens insight into, understanding of, and appreciation for 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. As a result, teachers realize that assessment of art learning must be flexible, and they stand ready with a range of effective strategies for evaluating student progress.

Teachers use most classroom assessments 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. They gauge the abilities of students to ask probing questions, challenge assumptions, take risks, and initiate projects and learning experiences. Through assessment, teachers identify both strengths and areas for continued development. Teachers examine the affective and expressive characteristics of student work in order to determine both the quality and craftsmanship 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 each student's work. The broad range of assessment information teachers gather facilitates their overall evaluation of each student by multiple means.

Teachers provide immediate, substantive, and constructive feedback to all students. They know that when praise is given appropriately it can increase motivation and boost self-esteem and confidence, and they look for ways to celebrate the accomplishments of each student. 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. 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. They use data from various assessments to help students understand and to guide them as they progress. Teachers use all types of evidence to help them evaluate student growth and development. (See Standard IV—Content of Art.)

Teachers Promote Student Self-Assessment

Knowledge of the backgrounds and unique abilities of their students helps accomplished teachers support students as they 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. Being sensitive to the special needs of students with exceptionalities, students for whom English is a new language, or students with different learning styles, teachers seek methods that will maximize success and build on individual strengths. Accomplished teachers ensure that students know where they are on the continuum of growth over time and help them understand their own achievement and progress toward goals. (See Standard I—Goals

of Art Education, Standard III—Equity and Diversity, and Standard X—Reflective Practice.)

Accomplished teachers help students become proficient in assessing their own progress in all aspects of art learning. Teachers help students learn to be active participants in assessing their own progress because they know that the ability to self-assess is an important element in fostering the growth of independent lifelong learners. They also involve students in the creation of assessment criteria. When students know what will be measured—the criteria and levels of achievement 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 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 students 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. (See Standard II— Knowledge of Students as Learners and Standard V—Curriculum and Instruction.)

From Standard VIII: Learning Environments

From the Section: Teachers Create Climates That Promote Equity for All Students

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

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

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

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

Teachers Create Climates That Promote Self-Discipline

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

From Standard X: Reflective Practice

From the Section: Teachers Are Reflective and Examine Their Practice Systematically

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.

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

<p>ART (EMC) <i>Early and Middle Childhood</i></p>	<p>NOTES</p>
<p>Sections from: STANDARD I: Goals of Art Education STANDARD II: Knowledge of Students as Learners STANDARD V: Curriculum and Instruction STANDARD VII: Learning Environments STANDARD IX: Assessment, Evaluation, and Reflection on Teaching and Learning</p>	
<p>OVERVIEW: Teachers draw connections between school experiences and the everyday lives of their students. Eyes light up as children, their minds engaged with the ideas of art and their hands deeply immersed in processes, figure out how art fits into their lives and how diverse people throughout the world express themselves and record their experiences through art. (Introduction Section, p. 11)</p>	
<p>From Standard I: Goals of Art Education</p> <p>Accomplished art teachers can clearly articulate goals that are unique to art education and goals that are related to but not unique to art (e.g., the attainment of knowledge and skills that can be applied to or that are connected to other subjects). They also know the general goals of education and the community, for example, the acquisition of lifelong learning skills, dispositions, and habits of mind that make for a successful student and citizen. They understand how their classroom and school goals fit into the context of art education at the local, state, and national levels and how these educational goals fit into the larger expectations of a learned society.</p> <p>From the Section: Teachers¹ Understand the Goals of Art Education</p> <p>As accomplished art teachers consider what every student should know and be able to do throughout their learning, the following overarching goals emerge as the most essential and enduring: Accomplished teachers hold high expectations that their students will be able to communicate ideas and feelings through the creation of works of art; respond to, interpret, and evaluate the complex characteristics of works of art; understand the roles and functions of artists and works of art in cultures, times, and places; perceive, understand, and appreciate the diverse meanings and values of works of art; and make valid connections among the content of art, other subject areas in the curriculum, and everyday life. The importance of these essential goals is emphasized daily in classrooms as accomplished teachers model the continuous pursuit of knowledge in these areas. (See Standard V—Curriculum and Instruction.)</p>	

¹ All references to *teachers* in this report, whether stated explicitly or not, refer to accomplished teachers.

Teachers strive to enable students to perceive, understand, and appreciate the diverse meanings and values of works of art. They understand the challenge of seeking solutions to questions about beauty, excellence, and worth. They engage students in dialogues, challenge their assumptions and attitudes about works of art, and seek to enlighten them about aesthetic issues and ideas.

Accomplished teachers set goals for student learning in relation to the big ideas in art education. As they consider the range of possible goals for art education to meet the current needs of students, they know that the goals of art education are dynamic and will change as the field evolves. Teachers have a passion for art education and want students to experience the beauty, emotional intensity, and thoughtfulness of art. Accomplished teachers know that art provides opportunities to express and understand ideas that can neither be communicated nor understood in the same way by written or spoken words or any other means. Art teachers introduce students not only to skills, subjects, and issues that they are unlikely to encounter elsewhere in the curriculum but also to new ways of seeing, knowing, responding to, and representing the world symbolically.

Teachers Understand the Goals of General Education and Lifelong Learning

Art education contributes to global or general education goals. Lifelong learning skills are continuously developed and strengthened because art learning focuses on and reinforces innovation and creativity. Through the processes involved in creating and responding to works of art, students are immersed in critical thinking, planning, problem solving, and decision making. As they learn to work in the roles of artists, they learn self-direction and management; the rigorous effort required to produce works of quality demands persistence. As members of learning communities inside and outside the art classroom, students acquire the ability to be flexible and to interact successfully as part of a team. Accomplished art teachers understand clearly that educational and lifelong learning goals are merely processes of inquiry—habits of mind that support meaningful learning, not end results.

Accomplished visual arts teachers make powerful contributions to the career and workforce preparedness of young students. In the classrooms of accomplished art teachers, students come to realize how art helps them think more clearly and fluidly, perceive more ably, be more aware of nature and the human condition, and express ideas more powerfully. Whether students look at a still life or consider the life cycle, a quality art education enriches their perception and comprehension. Therefore, accomplished teachers not only promote the intrinsically worthwhile pursuit of art education as an academic discipline with a rigorous body of content, they strive to make it an integral component of broad educational programs.

From the Section: Teachers Set Ambitious Goals for All Students

Teachers hold high expectations for achievement in relation to the goals and standards they set for all their students. (See Standard III—Equity and Diversity.) Designed to

meet the needs of their students, their goals are rigorous, fair, consistent, achievable, and developmentally appropriate. Teachers assist students in appreciating alternative interpretations and understanding works of art on multiple levels, recognizing and honoring the diverse backgrounds and experiences students bring to their understanding of art. (See Standard II—Knowledge of Students as Learners.) They organize their teaching to foster student development in the study, interpretation, evaluation, and making of art. They help students engage in the kinds of analysis, exploration, reflection, and communication essential to artistic creation and experience.

From the Section: Teachers’ Goals Include Modeling the Roles of Art Professionals

As art professionals, accomplished teachers demonstrate commitment to the advancement of art education. Teachers who are actively engaged in various aspects of the field can better understand what students experience in the processes of studying and creating works of art. For example, an accomplished teacher who is also a working sculptor understands the challenges students face as they develop the skills unique to that medium. Thus, teachers and students can relate to shared artistic experiences. In addition, teachers provide examples of their own art criticism, research in art history, or published materials. Accomplished art teachers are careful to convey the importance of art teaching—the critical role of the art educator within the art profession and the essential role of the arts in the school curriculum. They convey ways that students themselves can serve as teachers when communicating and sharing information about their works of art and what they have learned in their study of art. Shared understanding among teachers and students of art forges yet another link in the continuing chain of human experience, connecting contemporary learners—both accomplished teachers and novice students—to artists the world over who have created in unique contexts throughout history.

From the Section: Teachers Reflect on the Goals of Art Education in Order to Make Principled Decisions about Their Practice

The goals of teachers are shaped in part by students. Teachers understand child development and are especially aware of how art can challenge, expand, and enrich the lives of students. Accomplished teachers know that art is viewed as a primary means for developing and refining student understanding of human experience across cultures, times, and places. Art provides ways of exploring issues and ideas at the core of human existence—concepts as varied as beauty, nature, space, and war. (See Standard IV—Content of Art.)

Whereas the goals of accomplished teachers are grounded in a deep commitment to each of the various objectives of art education, teachers take into account the interrelationships of these objectives as well. For example, student interests and experiences are considered as the teacher sets goals for studying works of art and decides how to introduce the works effectively. To further ensure that their goals are crafted to meet the needs of students, accomplished teachers include students and parents in the process of setting goals, when appropriate. (See Standard VIII—

Collaboration with Families, Schools, and Communities.)

From Standard II: Knowledge of Students as Learners

From the Section: Teachers Observe Students Insightfully

Accomplished teachers are sensitive to the differences in cultural mores that emerge through art and know that different interpretations of concepts are sometimes the result of cultural influences. They recognize and capitalize on the variety of individual backgrounds students bring to school and help students see that inspiration for art can be found in people, cultures, and ideas. (See Standard III—Equity and Diversity.) However, recognizing that cultural identities are complex, teachers do not make assumptions; they acknowledge that culture is constantly evolving, not static. They encourage students to embrace, not merely tolerate, divergent thinking as expressed in works of art created by students and other artists. Teachers enhance their understanding through conversations with students; discussions with parents, guardians, or other caregivers; conversations with colleagues; observation of individual relationships within the school population at large; and ongoing interactions with students in the art class. (See Standard VIII—Collaboration with Families, Schools, and Communities.)

From Standard V: Curriculum and Instruction

From the Section: Teachers Build Curriculum on the Goals of Art Education

Through their curriculum design and instructional choices, teachers strive to help students understand the impact that art has had and continues to have on human society. They seek to convey the idea that art communicates social values even as it challenges and shapes them. Rituals and customs of societies are reflected in art; the work of one group of people can also influence and be evidenced in art or artifacts created in another culture. Works of art document history; they can also question cultural practices or challenge traditions. Works of art can symbolize social unity or illustrate divisions within a community. For example, a painting might be interpreted as a symbol of pride and determination by some viewers, whereas for others it might represent feelings of alienation from traditional ideals and values. Accomplished teachers help their students understand relationships between the roles and functions of art and the development and preservation of societal structures.

Teachers recognize that the creation and study of art represent significant opportunities to explore ethical and philosophical issues. They know that the arts have always reflected and challenged societal values. They help students express their developing perceptions and understandings through artistic creation, recognizing that childhood is a particularly defining time in one's life—a time when one first confronts the major philosophical and ethical questions of life. Teachers use the study of works of art to show students how others have confronted philosophical and ethical questions through art. In so doing, they provide the basis for open student expression, discussion, and debate about important human issues.

From the Section: Teachers Use a Range of Instructional Strategies for Teaching the Content of Art

The instruction of accomplished teachers is results-oriented; it comprises strategies carefully and intentionally chosen to maximize student learning. Teachers teach students to set goals. They sequence learning so that short-term accomplishments occur periodically along the way, gradually directing learners toward overarching, long-term expectations. They understand how opportunities to play, explore, and ask questions are vital to the development of students' ability to make, experience, and understand art.

From the Section: Teachers Recognize the Importance of Effective Planning

Accomplished art teachers plan as many opportunities as possible for students to construct their own knowledge, providing time for analyzing, synthesizing, and evaluating ideas. They understand that students engaged in sophisticated levels of creative thinking are more likely to apply knowledge meaningfully. By planning for and selecting the most appropriate strategies, resources, and learning experiences, accomplished teachers create learning environments in which students flourish, think critically, become self-confident, assume self-direction, and grow increasingly self-reliant. (See Standard VII—Learning Environments.)

From the Section: Teachers Deliver the Content of Art

Accomplished teachers facilitate students' understanding of the complex features of works of art and how those features interrelate. They are careful not to reduce the richness of art content to narrow topics, skills, or vocabulary taught in isolation. Teachers encourage students to analyze intrinsic characteristics of works of art, interpret the works orally or in written form, and compare and contrast works of art—their own and those of others. Teachers encourage discussion of and reflection on the meanings derived from analyses and interpretations of visual, spatial, and temporal characteristics, functions, and purposes of works of art. Teachers lead students to understand that they can respond to a work of art whether or not they like the work. They also help students understand that artwork can evoke deep and resonant feelings.

Teachers organize their curriculum around the study of art, taking into account methods of inquiry, processes, and the products of art making. They also teach students how to study and interpret works of art (e.g., drawing on the methodologies of the fields of art history, art criticism, and aesthetics) and how to evaluate their own artwork, the work of their peers, and works of other artists. Teachers help guide students to apply concepts learned in the study of one medium to other art forms or processes; they also show connections to other arts disciplines, such as music, theatre, and dance.

Additionally, teachers help children identify strong connections across the school curriculum and examine the role that art plays in their lives at home and in the

community. Teachers work with their students to help them understand their roles as audiences for art, consumers of art, teachers of art, and advocates for art education, art, and artists. Teachers themselves are models of ways to be a teacher, an artist, a risk taker, a leader, a researcher, a collaborator, a citizen, an advocate, and a member of various communities.

From Standard VII: Learning Environments

From the Section: Teachers Create Climates That Promote Equity for All Students

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

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

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

Teachers Create Climates That Promote Self-Discipline

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

implementation motivates students and enables them to fulfill responsible roles within learning communities.

From Standard IX: Assessment, Evaluation, and Reflection on Teaching and Learning

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.

From the Section: 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 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 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

<p>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.</p> <p>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.</p> <p>From the Section: Teachers Are Reflective and Examine Their Practice Systematically</p> <p>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.</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/EMC-ART.pdf>

<p>CAREER AND TECHNICAL EDUCATION (ECYA) <i>Early Childhood through Young Adulthood</i></p>	<p>NOTES</p>
<p>Sections from: STANDARD I: Knowledge of Students STANDARD II: Responding to Diversity STANDARD III: Content Knowledge STANDARD IV: Learning Environments and Instructional Practices STANDARD V: Assessment STANDARD VI: Postsecondary Readiness STANDARD VII: Program Design Management</p>	
<p>OVERVIEW: Accomplished CTE instructors ensure that their programs are structured to support students in the formation and achievement of their goals. (from Standard VI: Postsecondary Readiness, p. 65).</p>	
<p>From Standard I: Knowledge of Students Meeting Students’ Professional Needs</p> <p>Accomplished CTE teachers not only know their students, they help their students know themselves better as well. Instructors help students recognize their specific strengths so they can establish worthwhile personal and professional goals. CTE teachers work with students to build their skill sets, exposing them to a range of career possibilities and encouraging them to consider which options best match their talents. Based on students’ skills, interests, and inclinations, teachers advance students’ work in their chosen career fields, assessing their ability to meet learning objectives and guiding students through capstone experiences. For instance, a teacher may encourage students who have completed foundational courses in wildlife management to participate in an environmental and natural resources competition. Accomplished teachers align curricula with students’ needs and modify them consistently to meet the changing demands of the labor market. This type of ongoing evaluation and revision allows teachers to connect the emerging talents and abilities of their students with clearly articulated requirements of business and industry. The CTE learning environment is centered on student needs and academic preparation, all pointing toward the goal of acquiring workplace values, developing life skills, and realizing professional aspirations. The intentional focus on career preparation motivates students to create professional growth plans and monitor their progress as they build positive self-images. (See Standard VI—Postsecondary Readiness.)</p> <p>Accomplished CTE instructors use project-based learning activities, real world simulations, and other work-based opportunities, such as job shadowing and internships, to develop their students’ employability skills and help them gain practical and theoretical knowledge of their career fields. Teachers guide students carefully through activities and simulations; they promote their students’ professional development by providing students with instruction in critical concepts and principles</p>	

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and fostering their students' sense of individuality as adolescents, young adults, and nascent professionals. Having students select projects based on their interests and aspirations, or pursue an approach to a task or problem based on their experience and knowledge, encourages independent thinking, builds confidence, and inspires students to take pride in their work. Many times, the students of accomplished teachers take on projects they believe will have a direct impact on their communities, such as creating a web-based marketplace to sell jewelry or opening a restaurant to serve teenagers healthy yet appealing foods. Throughout learning activities, CTE teachers communicate high expectations and motivate their students to strive continuously for excellence in themselves and their teams while maintaining a healthy work and life balance. Instructors understand that work-based opportunities create a strong sense of ownership in their students and inspire meaningful engagement with their learning objectives and professional growth plans.

As students experience self-discovery and build self-confidence, accomplished CTE teachers continue to learn more about them and support their students even more closely. Instructors work through goals with their students based on a sense of mutual respect. Using the holistic knowledge they gain, teachers provide students with learning experiences that encourage them to develop their academic knowledge and technical skill base as they explore personal and professional issues likely to reappear in college or the workplace and throughout their lives. Accomplished educators support their students throughout this process of development, acting as teachers, mentors, role models, and work supervisors. CTE instructors form trusting, nurturing teacher-learner relationships with their students and establish a challenging, rigorous manager-employee dynamic as well. Accomplished teachers balance these demands to meet the primary goals of career and technical education: the transformation of adolescents into adults and students into professionals.

From Standard II: Responding to Diversity

Accomplished CTE teachers regularly expose their students to people, cultures, and situations that might be new to them and help students develop comfort and ease interacting with individuals in these settings. Teachers utilize a number of strategies to meet this objective, such as including role models from diverse groups when inviting guest speakers and instructors to their classrooms. So, for example, an automotive technology teacher might intentionally bring in a female auto technician to lead a unit on the maintenance of hybrid cars. CTE instructors provide their students with the opportunities they require as individuals to strengthen their interpersonal skills, develop communication techniques, and build confidence collaborating with various people in the workplace. Teachers deliberately change student groupings as well so students experience the full diversity of skills, beliefs, aptitudes, and attitudes inherent within classrooms and labs. Instructors pay close attention to how interactions change when students work with each other and may have groups confront workplace problems during role-playing exercises, or in the midst of project work, so students can learn conflict resolution skills. Accomplished teachers know that students who work collaboratively stand a far greater chance of succeeding in the global marketplace, and they have students practice the skills they

need to work on diverse teams. In all these ways, CTE teachers help their students distinguish between attitudes and behaviors likely to engender disruption or dissent in the workplace and those likely to bring success and satisfaction.

From Standard III: Content Knowledge

Whenever possible, accomplished CTE teachers emphasize the importance of developing employability, or transferable, skills to achieve performance-based results that align with industry needs. Teachers engage students at their current level of development and help students grow further as individuals. They encourage students to take risks and reflect on success as well as failure, so students can adjust their approach based on experience. CTE instructors show their students how to communicate with other people—to interact with them ethically and professionally, knowing how and when to lead and follow—so students can be productive whether they work alone or collaborate in teams. Teachers stress the importance of foundational skills, such as how to budget and manage money or how to plan and schedule time. For example, a sewing instructor may have students create marketing, production, and sales plans before using digitizing software to design and embroider sports towels with team logos for fans and supporters. Aware that the world today is much more interconnected than ever before, CTE instructors show their students they are global citizens, living, studying, and working in diverse communities, subject to the demands of a transnational economy. In various manners and contexts, CTE teachers provide the students in their courses with tools and strategies as well as facts and figures, with workplace readiness in addition to technical knowledge.

To design authentic challenges that enhance student learning, accomplished CTE teachers simulate real-world experience. Teachers integrate multidisciplinary demands into job tasks; within assignments, they incorporate appropriate workplace scenarios, such as tight deadlines, customer feedback, and emerging project requirements. For example, an engineering teacher preparing a team for a robotics competition may require students to manage the logistical details leading up to the event, such as budget and project planning, purchasing, communication protocols, implementation strategies, and transportation. Similarly, a family and consumer science instructor who teaches culinary arts may have his students design a banquet for the school board and organize the event by planning the menu based on a budget, purchasing supplies and setting up the facility, preparing and serving food, and cleaning the facility at the end of the night. CTE teachers ask students to coordinate the demands of invention and production so they can understand all aspects of professional activity. Instructors encourage their students to practice their employability, cross-disciplinary, and industry-specific skills in a “hands on” manner by participating in business opportunities organized within classrooms and labs and undertaken through internships and externships.

From Language Arts:

To advance their students’ speaking and listening proficiency in the workplace, accomplished CTE instructors develop their oral and auditory skills in one-on-one

conversations, group discussions, and formal presentations. For instance, a business, marketing, and financial services teacher may ask students to converse with professionals while preparing for job interviews so students can practice exchanging ideas through questions and answers, gain experience articulating current issues in their field, and work on expressing themselves concisely in a career setting. Similarly, in preparation for a stage performance, a theatre teacher may have students analyze a recorded monologue so they can critique the performer's enunciation and vocal characterization. CTE instructors demonstrate the important role that interpretive techniques, rhetorical strategies, grammatical conventions, and professional etiquette play in a range of situations. They show students how to utilize inferential reasoning, evaluate purpose and audience, and modulate voice and tone to construct meaning and communicate ideas effectively and appropriately in the workplace. CTE teachers address these issues in a variety of professional contexts, helping students consider how and when their approaches might change to satisfy the shifting cultural customs and expectations of an increasingly transnational business world.

Accomplished CTE teachers incorporate every communication skill in project tasks that require students to construct sound arguments using persuasive, industry-appropriate evidence. For example, a construction technology teacher may have students research sustainable design materials so they can prepare written reports about building processes, gather helpful visual aids, and deliver oral presentations pitching their projects to a prospective client. Likewise, a theatre instructor may have students study past productions of William Shakespeare's *Romeo and Juliet* as they adapt the literary work and stage a modern interpretation of the play; or a biotechnology teacher may have students organize a professional conference, prepare position papers, and participate in a series of debates focusing on ethical issues in industrial settings. In work-based activities like these, CTE instructors emphasize the importance of conducting thorough research, citing sources accurately, and utilizing critical thinking to demonstrate professional competence while achieving project goals. They teach students the difference between well-supported views and unsubstantiated assertions and show them the professional implications of advancing one versus the other. In their classrooms and labs, CTE teachers focus on the practical application of English language arts to advance professional goals and business initiatives.

From History and Social Studies:

Accomplished CTE teachers discuss themes and issues related to political science, sociology, and psychology as well to provide their students with a framework for understanding the interactions of individuals within communities, whether formed within a work organization or a geographical region. Informed by an understanding of civic process and public discourse, teachers establish learning environments that model democratic rights, responsibilities, and values; contribute to students' appreciation of, and respect for, diverse viewpoints; and encourage the growth of leadership skills and abilities. For instance, a CTE teacher may take his students to the state capitol to meet with legislators and advocate for their program so students can learn more about democratic participation and purposeful debate. CTE classrooms

encourage active social involvement and fair play, as well as justice and due process. Teachers furthermore show their students that people in a democratic society have the right to disagree, that multiple perspectives should be taken into account when reaching group decisions, and that judgment should be based on evidence rather than bias or emotion. Accomplished CTE teachers help their students become productive members of society, making sure they understand how professionals in their fields can and should interact effectively with government agencies so they can meet local, state, and federal laws and requirements.

From the Section: Industry-Specific Knowledge

From Information Systems, Technology, Communications, and the Arts

Accomplished CTE teachers in **communications and journalism** have a strong background in English language arts and a firm understanding of the creative process as it relates to their field. They show students how to identify messages relevant to the audience and occasion and how to communicate these messages in compelling, informative, and persuasive ways. Instructors develop their students' critical thinking skills while honing their speaking and writing ability, showing them how to create and present columns, features, and other pieces. For example, a journalism teacher might have his students select a current issue and gather information to develop a news story that raises audience awareness; after broadcasting the story to their peers, students could reflect on its impact at the school. Capable of working in audio, video, and print media, educators provide their students with the skills necessary to analyze and investigate topics, interact with people, and discuss current issues. They also teach students about copyright laws as well as the ethical and moral implications of working in **communications and journalism**. Accomplished teachers in this domain prepare students for careers in advertising, broadcasting, desktop publishing, web design, and public relations, in addition to technical and journalistic writing.

From Standard IV: Learning Environments and Instructional Practices

Accomplished career and technical education (CTE) teachers create environments that are conducive to lifelong learning, with work-based activities and professional opportunities that captivate their students' attention and engage their minds. Teachers recognize that academically rigorous, instructionally relevant activities stimulate curiosity and inspire a passion for learning that motivates students to explore and extend their knowledge. CTE instructors sustain this level of excitement by expressing enthusiasm throughout the learning process and nurturing their students' interests through real-world connections. Accomplished teachers foster their students' autonomy as well by providing them with opportunities to reflect on their intellectual and emotional development. Instructors establish objectives that have clearly defined criteria for success and invite students to evaluate their levels of mastery and identify areas they would like to strengthen. Accomplished CTE teachers know that when students help to assess their own progress, they gain accountability for their learning, feel empowered, and become proactive.

Accomplished CTE instructors encourage their students' ownership of the learning process and engage them further by involving them in the formulation of classroom rules, procedures, and expectations. Teachers manage their learning environments safely and efficiently while developing their students' leadership and teamwork skills. Students gain personal confidence while developing the knowledge, skills, and abilities they need through independent and collaborative work that supports strategic risk taking and cultivates democratic values. Accomplished teachers work with their students to recognize the attitudes and demeanors that will and will not serve them well in the classroom and lab, or in a professional establishment. CTE instructors help their students achieve these educational objectives by contextualizing their learning within a series of projects aimed at increasing their intellectual maturity and functional independence. As students progress from the middle to high school level, the learning environment supports their growth by extending from classrooms and labs to the inclusion of career and technical student organizations and other related student groups, as well as supervised occupational experiences. Classroom and lab work may dominate instruction at middle schools, with teachers leading the facilitation of student organizations, but by high school, students should assume greater responsibility and become increasingly self-reliant in preparation for their postsecondary careers. Accomplished teachers ensure that work in all aspects of the CTE learning environment shifts from teacher-led to student-led as much as possible during this progression.

Empowering Students as Autonomous Learners

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

Accomplished CTE instructors understand that thoughtful risk taking can help students gain invaluable experience as thinkers while building their confidence as

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

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

From Standard V: Assessment

From the Section: Utilizing Assessment Data

Accomplished CTE teachers empower their students to engage in the type of self-reflection that leads to self-efficacy. To this end, they discuss every aspect of the assessment process with their students, clarifying methods of evaluation and criteria for analyzing performance. Educators provide their students with clear, concise feedback and thoughtful, supportive guidance regarding how students can improve their skill sets. During these discussions, teachers listen carefully to students, taking their views into consideration to devise intervention strategies that complement their learning styles, assessment experiences, and career goals. Accomplished teachers show students how they can use classroom assessments to evaluate their progress

toward academic and professional goals such as meeting higher education admission requirements, pursuing postsecondary credits, satisfying job licensing requirements, earning industry certifications, and obtaining employment. By making students participants in the analysis and interpretation of assessment data, CTE teachers provide them with the tools they need to take charge of their growth across all subject areas.

From Standard VI: Postsecondary Readiness

Accomplished CTE teachers know that obtaining information about postsecondary opportunities and conveying that information to students and their families are integral aspects of their jobs as educational professionals. CTE instructors conduct ongoing research to maintain a current understanding of the many paths to postsecondary success. They reflect on their professional experiences, stay abreast of the latest career and educational trends, and forge collaborative partnerships with school and career development counselors as well as representatives from higher education. Teachers review programs of study within their areas of specialty and reacquaint themselves with higher education requirements and certification criteria on a regular basis so they can assist students with individualized course scheduling, help them earn college credits, and show them how to pursue professional credentials. Teachers also find out about scholarships and other financial support that will help students gain access to higher education. They share all this information with students and encourage them to research postsecondary programs further based on their individual academic and career preparation needs instead of a generic ranking of institutions. Teachers urge their students to investigate factors such as acceptance, retention, and job placement rates so students can make knowledgeable choices about educational institutions. CTE instructors understand that parents are vital stakeholders in this process as well, as they are in all aspects of their children's educations, so instructors work with parents to acquaint them with postsecondary alternatives that may benefit their children. CTE teachers facilitate their students' postsecondary planning in multiple ways.

By informing students about available resources and nurturing their sense of self-efficacy, accomplished CTE instructors help them make the best possible use of the tools available to them. Teachers provide their students with the chance to develop self-awareness and personal confidence based on their unique skills, abilities, and talents. For example, a CTE teacher may invite students to participate in career and technical student organizations or conduct service projects so students can explore their interests and build employability skills. Instructors ask students to reflect on their experience in order to articulate their ambitions, establish personal goals, and design their own plans for achieving future success. CTE teachers mentor their students to help them face the challenges and earn the rewards awaiting them in the postsecondary world. For instance, an educator may not only inform students about financial aid options, but also assist them with applications so students can learn how to obtain the resources they need to realize their dreams. Similarly, another instructor may review his students' professional portfolios so they can understand how to make themselves more attractive to potential employers. Accomplished teachers support

<p>their students by encouraging them to take ownership of their postsecondary planning and inspiring them to become autonomous decision makers.</p> <p>From Standard VII: Program Design and Management From the Section: Program Management</p> <p>The information that accomplished CTE teachers gather and examine during management activities supports their advocacy for students and programs. Instructors collect data to demonstrate how CTE programs help schools and districts fulfill their educational goals. For example, a teacher might use pre- and post-testing to identify how the applied mathematical and technical reading components of his program contribute to district objectives for improving numeracy and literacy. Similarly, a teacher might measure program outputs—the number of students who completed the sequence of courses in her program, the number who pursued postsecondary education, or the number who obtained employment in their field—to demonstrate the educational value of her program. Coupled with evidence collected through student and employer surveys or interviews, this information could be disseminated to administrators and school board members or as part of the program’s marketing materials for potential students and their parents. Accomplished teachers use data strategically to promote their programs and gain stakeholder support.</p>	
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<p>ENGLISH AS A NEW LANGUAGE (EMC) & (AYA) <i>Early Adolescence & Adolescence through Young Adulthood (Shared Standards)</i></p>	<p>NOTES</p>
<p>Sections from: STANDARD I: Knowledge of Students STANDARD II: Knowledge of Culture and Diversity STANDARD VI: Instructional Practice STANDARD VII: Assessment STANDARD IX: Professional Leadership and Advocacy</p>	
<p>OVERVIEW: Teaching English to English language learners involves more than teaching the English language. It also means teaching students about their new school, community, and country; it means preparing them to inquire into how they can become contributing members of their various communities; it means helping them to collaborate with others from a variety of backgrounds and perspectives; and it means encouraging them to advocate for themselves to overcome any barriers to their success. Accomplished teachers of English language learners recognize their true accomplishment is not only to provide for English language proficiency but includes supporting their students as they acquire the skills, strategies, and confidence needed to set high, achievable goals, and empowering their students as independent learners who are prepared to develop their true talents in other areas throughout their education as well as in their future careers. (Introduction Section, p. 13)</p>	
<p><i>From Standard I: Knowledge of Students</i> Viewing Students as Resources</p> <p>Accomplished teachers believe that the wide range of abilities, knowledge, cultural backgrounds, and interests that students bring to class serves as a basis for learning. Teachers draw on these resources to provide challenging opportunities for English language learners to engage in academic content and provide a bridge to new learning. To activate students’ knowledge regarding a geography lesson, for example, teachers might invite students to share their views about how personal experiences in rural, urban, or suburban communities have been influenced by geographical or environmental factors.</p> <p>Teachers know that students may be very competent academically without being proficient in English. Teachers support students’ classroom participation as well as affirm and expand students’ multilingual skills by encouraging the use of native languages as a learning tool. Similarly, teachers are aware that students with limited or interrupted formal education often have highly developed cognitive and practical skills constituting an informal knowledge base that can be tapped as a rich resource for academic learning. For instance, students who hold responsibility for household</p>	

shopping or for some aspect of the family business may have developed excellent organizational skills, the ability to add and subtract quickly and accurately, or the capacity to remember a series of items on a list—all real-world skills that teachers can build upon to foster classroom success.

From Standard II: Knowledge of Culture and Diversity
From the Section: Culturally Responsive Learning Environments

Accomplished teachers of English language learners understand the need for explicit instruction of cultural behaviors associated with academic settings in the United States. For example, teachers instruct students on how to express opinions verbally in group settings as well as in writing. Teachers might offer students opportunities to uphold their viewpoints with peers or have students practice expressing opinions in small groups by providing students with sentence stems that present the language structure of argumentative discourse. Teachers encourage students who are reluctant to share their ideas. Teachers also teach conversational skills by instructing students in culturally sensitive ways to take turns, to adjust their voice volume to particular contexts, and to speak directly to listeners. While instructing students in cultural behaviors required for students' academic success in school, teachers support the maintenance and development of communication skills that students may use in their communities and at home.

Accomplished teachers recognize that students' interactions can result in their integration or marginalization in school, and that some students may withdraw from participating in classroom activities such as literature circles or demonstrate signs of alienation. Accomplished teachers understand the effects of such marginalization on students' abilities to gain English language proficiency and to learn cultural behaviors and conventions for specific situations, so they use a range of strategies to engage all students. Teachers might model appropriate behaviors explicitly, provide detailed explanations about their use, and seek curricula for teaching them. Teachers might provide students opportunities for immediate success by helping them understand and communicate using a variety of discourse styles in the classroom, thus increasing their abilities to succeed in the larger society.

From Standard VI: Instructional Practice
Thinking Critically

While planning their lessons, accomplished teachers recognize that today's complex world requires multifaceted approaches to thinking and acting. Teachers challenge students cognitively at both individual and group levels by asking questions that elicit problem-solving abilities. Teachers employ a combination of activities and techniques, such as graphic organizers and word lists, which allow students to construct their own understandings of the material. Teachers analyze the linguistic and cultural demands of learning tasks that require students to think critically, and that provide them with sufficient support. Accomplished teachers initiate tasks that foster inquiry, building students' capacity to communicate complex ideas. Teachers encourage students to ask questions that extend or clarify concepts, promote

deeper thinking, or provide diverse perspectives. They motivate students to synthesize conceptual understandings verbally and in writing, constantly integrating students' English language development with academic content learning. By involving students in critical thinking activities, teachers develop language learners who challenge assumptions, engage in creative projects, persist in explorations of difficult material, think substantively, and demonstrate a commitment to acquiring a high level of English language proficiency.

Encouraging Students to Become Independent Learners

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

***From Standard VII: Assessment* Substantive Feedback to Students**

Because accomplished teachers know that well-stated and appropriate feedback can boost students' confidence and inspire their commitment to learning, they provide clear, timely, and constructive feedback to students, reinforcing students' growth, highlighting their improvements, and celebrating their accomplishments. Teachers affirm for students that feedback is both helpful and necessary to learning a new language. Teachers who identify misconceptions and gaps in students' knowledge of academic language, for example, might work with students to determine a course of action for improvement that incorporates a logical progression of manageable instructional steps. In the teaching of writing, rather than addressing a wide spectrum of tasks, a teacher might stress specific skills on which a student needs to focus, such as subject-verb or pronoun-referent agreement, the proper placement of adjectives and use of articles, or the construction of plurals and question forms. Teachers acknowledge the benefits of the judicious use of well-structured peer evaluations and instruct students on how to assist classmates with assessment and feedback. For example, a teacher might acquaint students with the purposes and practices of peer feedback by showing a video of students working in collaborative groups, asking students to analyze the language skills they observe, and introducing rubrics or checklists students then use constructively to critique their classmates' language learning. Teachers recognize that purposeful feedback, one component of a range of effective assessment strategies, provides students with important perspectives on their own language learning.

Student Self-Assessment

Accomplished teachers encourage students to set high goals for themselves and teach them how to evaluate their own progress toward English language acquisition. Teachers know that developing their students' capacity for self-assessment enhances students' decision-making skills; promotes their ability to discern connections between classroom activities and real-world experiences; and fosters their growth as independent, reflective learners of English. Knowing that student self-assessment elicits valuable information that teachers can use to make instructional decisions regarding students' English language development, accomplished teachers provide individual and group feedback that models language skills students need to self-assess and self-correct and guides them in adjusting their learning strategies. Teachers, for example, might instruct students in creating their own rubrics to evaluate specific aspects of English. Teachers clearly communicate their expectations for students' language learning so that students can judge how well their work meets those expectations. Teachers therefore help students define and understand their linguistic progress and motivate students to take responsibility for their own language learning.

From Standard IX: Professional Leadership and Advocacy
Advocating for English Language Learners

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

Accomplished teachers know that lack of knowledge about English language learners and lack of resources in schools can result in insufficient or inequitable access to educational opportunities and related services. Teachers promote the value of multilingualism and multiculturalism and advocate for the effective use of primary languages in instruction. They support programs in which students learn

<p>primary languages and English simultaneously, encouraging students to become multilingual and multicultural. Teachers recommend the inclusion of diverse language materials in media centers, clarifying for colleagues the positive impact such resources have on student learning. Teachers advocate for students’ access to technology and seek resources from the school and the community to make technological resources available to students. Teachers may train support personnel working with multilingual and multicultural students and their families and collaborate with staff and community members to identify and train interpreters. Teachers advocate for the civil rights of English language learners and know how and when to question convention, tradition, and innovation, thereby supporting practices that help all students succeed and enhancing respect for the distinctive needs and contributions of English language learners.</p> <p>Accomplished teachers advocate for students and their families to ensure that their voices are heard. Because linguistically and culturally diverse learners and their families are often newcomers to the United States and members of minority groups who lack proficiency in English and familiarity with U.S. schools, teachers engage families in practices that empower them to become advocates for their children. (See Standard III—Home, School, and Community Connections.)</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>Sections from: STANDARD II: Fairness, Equity, and Diversity STANDARD III: Learning Environment STANDARD IV: Instructional Design and Implementation STANDARD VI: Writing and Producing STANDARD VII: Speaking and Listening STANDARD VIII: Language in Context STANDARD IX: Inquiry STANDARD X: Assessment STANDARD XI: Collaboration STANDARD XII: Advocacy</p>	
<p>OVERVIEW: Through writing, speaking, and producing visual texts, students can develop their ideas and command attention. They can become agents of social change. They can open doors to new opportunities for themselves and others. When language is used clearly and precisely, it can help to discern what is false and clarify what is true.</p> <p>The English language arts promote an active stance in the world. Those who can use language to interrogate reality help to support the free exchange of ideas. They can articulate their ideals and advocate for the realization of those ideals. However, there is also a playful and aesthetic aspect to language. Through the study of English language arts, students learn to appreciate the nuances of language and to delight in the ways words can be used to enchant, to shock, to instruct, and even to mystify. (Introduction Section, pp. 12-13)</p>	
<p><i>From Standard II: Fairness, Equity, and Diversity</i> From the Section: Creating a Learning Environment that Promotes Fairness, Equity, and Diversity</p> <p>Accomplished English language arts teachers create a learning environment characterized by acceptance, inclusion, and appreciation for what each individual brings. Accomplished teachers have welcoming attitudes and are eager to work with each of their students. They model dispositions and actions that encourage fairness, equity, and respect for diversity, and they build their students’ capacities to support and value one another’s ideas, contributions, and accomplishments. Accomplished teachers encourage dialogue so that all voices are honored and heard. For example, teachers might use Socratic circles to illuminate and explore differing perspectives on texts, embracing both agreement and respectful disagreement as pathways for</p>	

generating new ideas. Accomplished teachers understand that by modeling how to express and navigate different viewpoints, they can help students develop tolerance and conflict-resolution skills that will help them now and in the future.

Accomplished English language arts teachers proactively address issues of diversity to promote equity and ensure that all students receive equal opportunities to learn and advance. Accomplished teachers foster in their students respect for and appreciation of others, regardless of personal and academic differences. Accomplished teachers provide students with opportunities to read and view texts that are representative of human diversity in order to explore the scope of humanity, the people they want to become, and the people they do not want to become. Teachers appreciate and respect differences in the personalities and temperaments of students and realize that the backgrounds of students in a single classroom invariably include a tremendous wealth and variety of human experience. (See Standard I—Knowledge of Students.)

Accomplished English language arts teachers advocate for voices that are silent or not present in the classroom. Teachers try to minimize the expression of bias and stereotypes in online environments as well as in school, and when they encounter bias in any forum, they rally against it. By challenging bias, teachers inspire students to do the same. Accomplished teachers firmly believe that students are entitled to be proud of their roots and personal identities. Teachers are committed to social justice, empowering early adolescents and young adults to start to take control of their own lives and decisions rather than relying on others.

From Standard III: Learning Environment

Accomplished English language arts teachers use their knowledge of students to create learning environments that celebrate diversity and allow all students to flourish academically and emotionally, whatever their backgrounds and exceptionalities. Accomplished teachers realize that in today's world, the learning environment extends beyond the walls of the classroom and the school and into the local and online communities. Teachers understand that a positive learning environment depends on the quality of the relationships within their classrooms. They are aware that their ability to relate to students is key, and they also understand that it is vitally important to promote mutual respect among students. Accomplished teachers realize that a successful learning environment must be negotiated and co-constructed with the members of a learning community, and therefore accomplished teachers elicit a concerted effort from their students in this endeavor.

From the Section: Educational Setting

Accomplished English language arts teachers prepare students for physical and virtual public life by helping them navigate the types of interactions, ways to collaborate, and types of individuals they will encounter. Teachers help students gain insight into and control over important issues in their lives through self-reflection and participation in the larger arena of public discourse. Accomplished English language arts teachers help students assume roles in the broader world by gaining entrance into the civic,

professional, and business arenas. Teachers help students use their language skills to contribute to the local and global community. By designing a learning environment that emphasizes the relational nature of learning, accomplished teachers give students the tools for effective real-world communication. Students of accomplished teachers learn to function successfully in public spaces because they understand that they can influence the environment in which they find themselves.

From the Section: Climate of the Learning Environment

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

From Standard IV: Instructional Design and Implementation

From the Section: Establishing Instructional Goals

Accomplished English language arts teachers use knowledge of their students to provide a clear sense of purpose in the learning environment and to set high expectations for all students. In some cases, teachers have a vision of success in English language arts that is beyond that conceived of by the students themselves. When designing learning goals and opportunities, teachers acknowledge that students learn at different rates but stress that despite this variation, all students are capable of meeting high and rigorous goals. Teachers recognize that young adolescents and young adults are more highly motivated when they perceive that their language explorations are serving their own ends. Furthermore, the ultimate goal of education—cultivating independent, self-reliant learners—requires students to develop a sense of self-direction. Therefore, in the learning environments of accomplished English language arts teachers, educational goal setting is an interactive process that takes place between the student and the teacher. For example, to help students become more aware of the challenges that exist in their writing, a teacher might guide students toward identifying specific traits that characterize high-quality writing and then provide students with tools for tracking their scores in these traits. This endeavor would enable students to set the goals that would best strengthen their writing. Teachers could ask students to return to the goals on the completion of each successive paper and identify evidence of personal growth. Teachers carefully negotiate with students a steadily increasing measure of control while maintaining a critical balance: they encourage self-directed learning, but they ensure that students

make choices within a framework of ambitious, long-term learning goals informed by their teachers' knowledge of English language arts. (See Standard I—Knowledge of Students.)

From the Section: Designing and Implementing Instructional Strategies

Accomplished English language arts teachers tailor aspects of language arts content to the appropriate instructional strategies to provide optimal learning for early adolescents and young adults. Teachers design lessons that challenge students to reach beyond their present abilities and situations while at the same time accommodating students' individual needs. Accomplished teachers possess a toolbox of instructional strategies that they can use to adjust their practice as appropriate. For example, when students need more explicit instruction to master a skill, accomplished teachers may employ strategies such as think-alouds and modeling. Teachers provide alternative avenues to the same learning destination, realizing that a variety of pedagogical styles can be successful in the learning environment. Accomplished teachers who possess knowledge of their students achieve a high level of engagement in their learning environments; students are involved and believe the work they are doing in the course is relevant to their present lives and futures. For example, an accomplished teacher might have students deeply examine multiple sides of a local issue to see the importance of using communication skills and making informed judgments as a participating citizen.

Accomplished English language arts teachers understand that providing students with meaningful choices is an important element of sound instruction. Choice can manifest itself in a number of ways. For example, a teacher might select a range of titles centered around a specific theme and allow students to select from the provided list. Alternatively, students might all study the same text but then opt for different ways to demonstrate their understanding of that text. Choice can be an especially powerful tool in the process of inquiry, where students brainstorm ideas and pursue a project, anchored in standards, and of significant interest to them. In addition to increasing students' sense of ownership over their learning, choice can foster metacognition. Students learn that choice should not be random or merely intuitive; choice is most successful when it follows a careful analysis of one's own learning style and instructional needs. (See Standard IX—Inquiry.)

Accomplished English language arts teachers perceive the content and instruction of English language arts as a springboard into global awareness and civic action. Accomplished teachers build civic awareness in the English language arts classrooms. They do this, for example, by including various texts representing diverse cultures and viewpoints. Teachers build civic responsibility by helping students learn to take action on behalf of local and global opportunities, challenges, and issues. Accomplished teachers show students how to build on their backgrounds and interests and access materials so they can participate as global citizens.

From Standard VI: Writing and Producing

Accomplished English language arts teachers know that writing and producing are ways to communicate understanding, demonstrate acquired knowledge, share experiences, defend claims, promote entertainment, connect with others, and experience enjoyment and beauty. Teachers respect their students' abilities as innate communicators and build on these abilities to empower students' voices, expand their thinking, and equip them with the tools to write across the curriculum. Accomplished teachers instill in students the dispositions recognized as central to success in writing and producing: engagement and open-mindedness, accuracy and imagination, determination coupled with adaptability, and the willingness to analyze one's own thought processes. Teachers provide an equitable space for both individual development and collaboration, and they use writing as a means of developing students' sense of civic responsibility and their global awareness.

From the Section: Instructing Students in Writing and Producing

Accomplished English language arts teachers help students understand that producing text is a complex, recursive thought process in which the writer makes choices as the result of careful reflection on what to express and how best to express it. Accomplished teachers help students understand that, as with anything of value, writing and producing a meaningful text requires planning and hard work. They help students set goals and determine relevant processes to achieve those goals.

Accomplished English language arts teachers explain that authentic writing and producing frame particular perspectives influenced by the students' personalities, prior experiences, cultures, ideas, and interactions with their audiences. Accomplished teachers give students many opportunities to work with their peers to help them develop, test, and refine ideas within a web of social interactions. Teachers help student writers achieve a careful balance between considering others' comments and retaining a strong individual voice that expresses their own knowledge and perspectives. Teachers remind students that expressing ideas is a social process; to communicate effectively, a writer must retain a keen awareness of the audience.

Accomplished English language arts teachers understand that writing and producing can help students explore the world beyond their immediate surroundings and become members of new communities. Accomplished teachers guide students toward the production of texts that address inequity, question power structures, and strive to promote a more just world. Accomplished English language arts teachers instill in their students the desire and the ability to use communication skills to participate in the democratic process through such activities as writing editorials, commenting on blogs, and creating letters to public officials. Teachers help students identify opportunities to explore, promote, or defend the causes with which they identify.

Accomplished English language arts teachers realize that their students need an awareness of the ethics governing the use of various media. Accomplished teachers help students understand the nature of intellectual property, as well as the value of research. Teachers guide students toward the responsible use of copyrighted information, including strategies for avoiding plagiarism and instruction in conventions

for quoting text and for in-text citations and lists of sources. When students produce works that use images, music, movies, or other media created by others, accomplished teachers help them understand and apply the doctrine of fair use. Accomplished teachers value students' writing as intellectual property and impress a sense of ownership and their rights as creators in their students. When teachers use student work for their professional purposes, they honor student ownership by obtaining permission from the student.

From the Section: Assessment of Writing and Producing

Accomplished English language arts teachers know that students should be evaluated by many readers and viewers, including peers, as part of a substantial and sustained process of assessment. Accomplished teachers recognize that peer involvement can be powerful at many stages of the writing process; peers can be valuable editors and critics, helping shape future drafts and suggesting new strategies and styles. Teachers understand that to realize their potential as critics and to avoid pitfalls such as hurting others' feelings or being overly directive, students need instruction in peer-assessment techniques. Therefore, teachers create structures for providing feedback on writing and have students practice using those structures with samples before engaging in peer review with one another. Accomplished teachers examine the feedback peers give one another, learning both from the comments students give and the comments they receive.

Accomplished English language arts teachers also encourage students to engage in self-assessment as they revise and edit their own work. Teachers provide students with many tools for self-assessment, such as rubrics or checklists, each tailored to the specific writing task and to the developmental level of the students. Accomplished teachers use the process of self-assessment to help students build metacognitive skills that support writing. A teacher might build a student's ability to self-assess by identifying an area of weakness but then having the student make decisions about how to ameliorate the problem. A student might then progress to the stage of independently evaluating a single piece of their writing in the light of clear criteria. Ultimately, students might build portfolios of work created over time and write final reflective pieces about what the portfolios reveal about their development as writers. In this way, accomplished teachers prepare students to engage in their own independent writing and producing.

From Standard VII: Speaking and Listening

From the Section: Purposes and Contexts for Speaking and Listening

Accomplished English language arts teachers also provide their students with many contexts for speaking. Activities may include, but are not limited to, small-group or whole-class discussions of texts, debates, mock trials, oratorical advocacy, extemporaneous speaking, storytelling, podcasts, documentaries, and student broadcasts of morning announcements. Accomplished teachers explain to students the different purposes for speaking: to inform, to entertain, to inspire, to describe, to persuade, and to inquire.

From the Section: Integration

Accomplished English language arts teachers focus on the interpersonal power of language and its use in conflict resolution. Accomplished teachers model and instruct students in speaking and listening skills that lead to solving problems, debating important issues, and persuading public entities to consider important issues. Such skills lead to acceptance of divergent viewpoints and enhance the quality of the learning environment, as well as foster the development of leadership skills for civic involvement. Activities that foster these skills might include discussions related to classroom-level issues such as materials usage or the responsible use of language; school-level issues such as the dress code or antibullying messages; and local, state, national, and global issues such as hunger or disaster relief efforts.

From the Section: Assessment of Speaking and Listening

Accomplished English language arts teachers recognize that there are multiple purposes for assessing speaking and listening, including to check their students' listening comprehension, reading comprehension, articulation, fluency, presentation skills, organizational skills, and ability to converse and co-construct meaning. To achieve these purposes, accomplished teachers use a variety of formal and informal assessment tools including, but not limited to, monitoring classroom conversations and using checklists, rubrics, and probing questions. A teacher might ask students to summarize what they have learned from a peer's oral presentation, apply what they have heard to a new setting, or adapt it for a different audience. Teachers focus on behaviors that signal attentiveness, such as eye contact, nodding, note taking and facial expressions, and use these behaviors to judge the overall quality of each student's listening. Accomplished teachers encourage students to self-assess their processes and performances in speaking and listening. For example, prior to a discussion, the student might set a performance goal and then reflect on the goal after the discussion. (See Standard X—Assessment.)

From the Section: Reflection

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.

From Standard VIII: Language Study**From the Section: Language in Context**

Accomplished English language arts teachers discuss the emotional impact of language. For example, teachers help students see how words can cause harm to others, sometimes unintentionally. Accomplished teachers urge students to use language carefully across all contexts, from formal papers to text messages. Teachers help students understand the results, including legal consequences, of the careless or immature use of language. Teachers model for students the use of unbiased language such as gender-neutral terminology and demonstrate how to harness the power of language to effect positive change in the world. Students of accomplished teachers see language as a tool, one that can help them not only communicate fairly, but also advocate for themselves, for others, and for their beliefs. (See Standard II— Fairness, Equity, and Diversity and Standard XII—Advocacy.)

From the Standard IX: Inquiry

From the Section: Knowledge of Students and Inquiry

Accomplished English language arts teachers use their knowledge of students to address fairness, diversity, and equity in inquiry. Teachers use inquiry as a tool to ensure that students consider diverse texts and experience a variety of reading, writing, producing, viewing, speaking, and listening tasks. Teachers also promote fairness and equity in inquiry by favoring students' multiple ways of knowing and expressing. Teachers understand that inquiry validates students, their diverse experiences, and the unique expertise that each individual provides. Whenever possible, accomplished teachers attempt to co-construct inquiry problem statements with students, parents, and other community members. Accomplished teachers support students in using inquiry to make thoughtful and well-informed decisions and become agents of change on issues important to them. For example, if a younger sibling lacks access to a playground, a student might explore ways to solve this problem.

Purposes of Inquiry

Accomplished English language arts teachers understand that inquiry builds the disposition to evaluate different viewpoints through critical eyes and ears and to see the big picture. Teachers help students use the results of their inquiry to empathize and to find value in what others might find odd, alien, or implausible. An accomplished teacher might lead students through questions that explore the tension between individuality and conformity. For younger students, this exploration might mean discussing the value of being oneself versus following the crowd, whereas for older students, it might involve developing a clearer sense of self and pondering how to contribute to the world. Ultimately, students of accomplished teachers use inquiry to develop self-knowledge, perceiving the personal styles, prejudices, projections, and dispositions that both shape and impede their understanding. Inquiry also helps students develop persistence in trying to clarify confusion and comfort with certain types of ambiguity.

Accomplished English language arts teachers know that teaching inquiry is critical to guiding students to manage multiple viewpoints and sources of information in

academic settings. Accomplished teachers show students how to ask questions that lead to various perspectives on a topic. Throughout the inquiry process, teachers engage students in various cognitive processes related to their research, beginning with basic explanations and extending to self-knowledge. Accomplished teachers also use inquiry to lead students to many avenues of expression; students select from multiple modes within language arts to represent their new understandings. However, the ultimate goal of inquiry is always to help students to learn how to ask and answer their own questions.

From the Section: Teaching Inquiry

From Guiding Students through Inquiry

Accomplished English language arts teachers use inquiry to develop their students' sense of civic responsibility. For example, a teacher might guide students in inquiry about a local or global issue and challenge them to generate solutions, an exercise that could lead to advocacy. Teachers create instructional opportunities to encourage other teachers, business leaders, and community members in an ongoing process of inquiry alongside students. For example, student in-school inquiry focused on perils to the environment might inspire others both within and outside the school to engage in related inquiry and advocacy. (See Standard XII—Advocacy.)

From Assessing Inquiry

Accomplished English language arts teachers assess and support students throughout the inquiry process and provide evaluations at its conclusion. Accomplished teachers expect and guide students to create meaningful descriptions of their thinking and robust products that represent their inquiry. For example, students investigating air quality in their community might draft a policy recommendation and submit it to a local city council; such a document would be written in Standard English and a formal style. Alternatively, a video created to inform students' peers would be produced in a way that would engage young people and might not adhere to formal conventions.

From Standard X: Assessment

Accomplished English language arts teachers empower students to use assessment as a tool that they can use to take responsibility for their own learning. Accomplished teachers also help students perceive how assessment functions in real life, in both physical and digital environments. They help students see that the number of hits or postings on a website can be interpreted as an evaluation of the success of that site, and that a job interview is a type of assessment.

From Standard XI: Collaboration

Collaboration with Different Groups

Accomplished English language arts teachers consistently engage in collaboration with three main groups: students, colleagues, and the community. Collaboration looks slightly different with each group, but the distinctions are porous, and a given effort

may cross the borders between groups. For example, collaboration with other teachers for interdisciplinary teaching about voter registration would yield collaborative opportunities between teachers and students and might, in turn, encourage student engagement with local business and community organizations. Accomplished teachers have a deep and abiding belief that when all stakeholders, including students, educators, and communities, work in concert, there is the greatest chance of propelling student achievement. Teachers also realize that in times of limited resources and increased demands, collaboration is a powerful tool for meeting instructional needs in fair and equitable ways. (See Standard II—Fairness, Equity, and Diversity.)

Accomplished English language arts teachers realize that collaborative efforts should be structured and publicized in a way that provides access for and encouragement of colleagues and interested stakeholders. Teachers also understand that collaboration by diverse stakeholders can improve fairness and equity in language arts education. Accomplished teachers acknowledge that students should be a part of the process of enriching and intervening in their education; therefore, teachers empower student representation, student voices, and student decision making.

Collaborating with Students

Accomplished English language arts teachers regularly engage in collaboration with students, model collaboration for students, and facilitate collaboration among students. Accomplished teachers recognize that collaboration is a key strategy for instilling a lifelong passion for English language arts and for helping students become more self-aware through interaction with others. Teachers guide students to become increasingly able to initiate and to participate in collaboration effectively. Teachers explain to students that collaboration refers to more than simply working in a group; it means partnering in their own education and other meaningful endeavors.

Accomplished English language arts teachers recognize the right of students to gain an increasing measure of control over their learning on the path to independence. Students are encouraged to work with the teacher to set goals, monitor their own learning, and reflect on results. Accomplished teachers may also collaborate with students as co-learners; for example, a teacher and a group of students might explore the use of an unfamiliar technology to advance learning.

Accomplished teachers provide opportunities for students to collaborate not only face-to-face, but also in online environments if possible. Through an online literature discussion or inquiry project or through electronic penpals, students might work with peers from other classes in their school or in distant schools across the nation or world. Accomplished teachers skillfully manage student collaborations to ensure fairness and equity. Teachers make sure that each student has a voice, including finding comfortable roles for less assertive students. (See Standard II—Fairness, Equity, and Diversity and Standard III—Learning Environment.)

From Standard XII: Advocacy

For accomplished English language arts teachers, advocacy is a deliberate, ongoing effort to elicit active, broad-based support for the effective teaching of language arts. Accomplished English language arts teachers engage in advocacy with students, families, the professional community, and the community at large, forming partnerships to foster student achievement. Accomplished teachers advocate for student growth and for literacy as well as for their profession. These teachers also serve as role models for their students, encouraging students to become advocates for themselves. Accomplished teachers are advocates for high-quality educational experiences for all students. Teachers direct their advocacy as appropriate to local, state, and national educational policy makers, skillfully adjusting the style and tone of their efforts with respect to their audience and purpose. Teachers are active and persistent in outreach activities, and they share information without waiting for moments of crisis.

From the Section: Advocating for Students

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

Student Self-Advocacy

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

Accomplished teachers show students how to effectively voice their positions to enact change. For example, a teacher might model how a student could speak with an authority figure with a concern or an appeal. Accomplished teachers support students in developing their ability to self-advocate for educational equity and for fair treatment by peers and adults. An accomplished teacher might encourage students to advocate for accurate depictions in the media of their culture, age group, gender, or other groups with which they identify. Accomplished teachers encourage and support students to take on new advocacy roles, including serving on a student council, attending school board and government meetings, and using digital mechanisms for

advocacy, such as social media and the Internet. Accomplished teachers help students understand issues of context, risk, and responsibility related to various forms of advocacy. Teachers also introduce students to alternative models of advocates, such as politicians, community activists, journalists, novelists, and musicians. Ideally, accomplished teachers’ efforts for advocacy should encourage lifelong advocacy in their students. (See Standard XI—Collaboration.)

From the Section: Reflection

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.

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

<p>EXCEPTIONAL NEEDS SPECIALIST (ECYA) <i>Early Childhood through Young Adulthood</i></p>	<p>NOTES</p>
<p>Sections from: STANDARD I: Knowledge of Students STANDARD VII: Social Development and Behavior STANDARD VIII: Curriculum and Instruction</p>	
<p>OVERVIEW: Accomplished teachers of students with exceptional needs cultivate a sense of efficacy in their students as they develop each student’s personal responsibility and independence, civic and social responsibility, respect for diverse individuals and groups, and ability to work constructively and collaboratively with others. (Standard VII)</p>	
<p><i>From Standard I: Knowledge of Students</i> From the Section: Teachers Recognize and Capitalize on Students’ Diversity, Commonalities, and Talents</p> <p>Teachers appreciate students’ diverse cultural, linguistic, socioeconomic, and racial and ethnic backgrounds and understand and value the range of abilities they possess. They capitalize on student diversity² to enrich the pursuit of academic, social, and civic goals. Teachers also recognize that students come to them already competent along several key cognitive, behavioral, and physical dimensions, and they take advantage of each student’s knowledge and experience to enrich instruction. Teachers might, for instance, make use of multicultural activities in which students share their own experiences and customs, or arrange for students to participate in a community-sponsored cultural festival. Incorporating literacy skills while celebrating cultural identity, for example, a teacher might help students organize, illustrate, and publish a cookbook of family recipes to reflect the diversity of the classroom, school, or community.</p> <p>Teachers know that students aspire to success and that students with exceptional needs, in particular, benefit from efforts to develop their self-confidence so that they can take their place in the larger school setting and in the community. Teachers create learning opportunities that highlight individual growth so that students recognize their potential and develop positive self-concepts. For example, a teacher might encourage a student who displays distinct social capabilities and ease in public speaking to seek election to a leadership position in student council, class, or club activities.</p>	

² *Diversity* in this document includes race, nationality, ethnicity, religion, language, culture, socioeconomic status, sexual orientation, body image, and gender.

From the Section: Teachers Advocate for Students

Accomplished teachers champion students' interests, helping them participate fully with their peers and helping them to learn self-advocacy. Teachers understand the special pressures and frustrations that some students with exceptional needs experience and the significant physical, emotional, and cognitive challenges unique to their exceptionalities. Teachers therefore enlist the expertise of colleagues, family members, and others in counseling and advising students on a wide range of issues, from academic progress to social relationships. Doing so enables teachers to identify students' strengths, interests, and talents and support students' learning and development. As advocates for students, accomplished teachers base decisions on students' needs, even when those decisions are difficult to implement or contrary to popular opinions. Teachers recognize that their professional responsibility includes defending students when students cannot defend themselves.

Standard VII: Social Development and Behavior

Accomplished teachers of students with exceptional needs take responsibility for helping students become independent, contributing members of society who maintain healthy and constructive relationships with others in their schools and homes, in the workplace, and in community and civic life. Their instructional decisions reflect the recognition that physical, intellectual, social, and ethical development are interdependent and that exceptionalities often affect each of these domains. Teachers view the development of positive behavior within a continuum of strategies that includes prevention, skill instruction, the creation of appropriate learning environments, and intervention. To promote positive behaviors, teachers actively collaborate with others who serve their students across varied settings, welcoming the contributions of and facilitating communication among colleagues and resources.

Teachers Teach and Foster Social Skills

Recognizing that social interaction is crucial to communicative, cognitive, and affective development and that social skills contribute to successful learning in groups, teachers establish or contribute to classroom climates in which both verbal and nonverbal communication enhance social interactions and the development of social skills. They provide instruction in coping skills that provide students opportunities to resolve problems effectively, learn to exercise self-control, understand their motivations and reactions, manage themselves and their emotions in a variety of settings, develop a sense of social responsibility by taking actions to support the common good, and appreciate and respect others' viewpoints.

Teachers foster students' awareness of how cultural differences affect behavior and communication. Encouraging sensitivity both to verbal and nonverbal communication, such as body language, they strengthen students' understanding that cultural differences sometimes dictate how one should approach or respond to others. For instance, in some cultures lack of eye contact suggests disrespect and

boredom, whereas in other cultures it is a sign of deference. In another instance, walking between two people in the midst of a verbal discussion is inappropriate, but walking between two people who are deaf conversing in American Sign Language is not considered rude. Recognizing the diversity within cultural identities helps students know how to behave appropriately in a variety of settings.

Teachers Develop Students' Self-Confidence and Self-Determination

Along with nurturing students' social and functional skills, accomplished teachers work actively to develop in students an intrinsic sense of their own significance, power, and competence. Respecting factors that contribute to a person's self-definition, teachers help students focus on positive self-concepts. They do so by providing opportunities for students to be challenged at their appropriate levels and to experience success, thereby advancing independence and a sense of personal accomplishment. Teachers create learning environments that enable students to participate directly in their own educational planning and to believe they can determine their own futures. They discover ways to motivate non-engaged students and lead them to understand the benefits of active learning and the relationship between academic involvement and the ability to achieve future goals. Teachers encourage students to seek and accept help in preparing for standardized tests and inspire them to persevere during times of such heightened academic accountability. They teach students their rights and responsibilities under the law and to advocate for themselves when faced with discrimination or other barriers to participation in education, work, or community life.

Teachers Encourage the Development of Social and Ethical Principles

Teachers nurture in students the understanding of democratic values, including concern for the rights of others locally and globally. They inspire students to become aware of how they relate to family members, peers, their community, their country, and the world. They help students understand and use principles of freedom, justice, and equity and to recognize and work against discrimination, prejudice, and stereotyping.

By their own example and through class activities and discussions, accomplished teachers encourage positive character traits, including honesty, tolerance, loyalty, responsibility, and perseverance. They nurture tolerance in students for the behavior of others, including behavior that may arise from a student's exceptionality. Teachers design activities that encourage students to think about ethical dilemmas and issues from a variety of perspectives, guiding students to an awareness of the needs, views, and rights of others. Teachers know that mutual respect is a vital component in fostering tolerance and positive behavior, so teachers maintain learning environments that uphold fair and consistent rules and clear guidelines for acceptable behavior. By involving students in classroom rule-making and decision-making, teachers enable students to understand the effects of their own actions and promote an awareness of civic and personal responsibility, thus preparing students to make wise decisions when they assume adult roles.

From Standard VIII: Curriculum and Instruction**Teachers Expand the Core Curriculum to Ensure the Success of Students with Exceptional Needs**

Accomplished teachers recognize that the general education curriculum may not meet all the needs of students with exceptional needs. Teachers therefore have a deep knowledge of the expanded curricula for students with exceptionalities, including curricula that address social and emotional development; life skills and functional academics; health, physical education, and leisure; and transition and career development. They know how to individualize the curriculum for each student and how to integrate skill development across disciplines, contexts, and settings.

Importance of Social Interaction

Accomplished teachers understand that effective social interactions are essential to academic success and to communicative, cognitive, and affective development, so teachers connect curriculum to the teaching of social skills. Teachers recognize that physical, intellectual, ethical, and social development are interdependent and that exceptionalities often affect each of these domains. Accomplished teachers infuse throughout the curriculum social and emotional elements that instruct students in resolving problems effectively; communicating effectively; learning to exercise self-control; understanding motivations and reactions; managing emotions in a variety of settings; and appreciating and respecting others' viewpoints. Teachers promote the development of positive character traits, including honesty, tolerance, loyalty, responsibility, and perseverance. (See Standard VII—Social Development and Behavior.)

Life Skills Important for Independent Functioning

Teachers are knowledgeable about the complex curriculum in the area of life skills, from personal care, time management, problem solving, and decision making to functional academics in the areas of reading and writing, mathematics, and communication. Teachers understand that the life skills curriculum is equal in value to the academic curriculum and that both curricula are mutually interdependent in helping prepare students to lead satisfying and successful lives.

Teachers ensure that appropriate portions of a student's education involve instruction and application of life skills and seamlessly blend the curriculum of daily living skills into real life contexts meaningful to each student's unique needs. Teachers confirm that the curriculum includes all environments where students function, such as school, home, work, and community, and use these contexts to teach life skills. A teacher, for instance, might provide instruction in time management in the context of its importance for success in the workplace. Based on the assessment of individual needs, the teacher might instruct a student in how to develop a schedule and daily routine and monitor the student's ability to do so. Skills such as getting to work on time, catching the bus, working the appropriate hours, and preparing for the next day would be applied to the work setting.

To help a student develop self-determination, an attribute crucial to success in all environments, an accomplished teacher begins with high expectations and a clear understanding of the student's long-term goals and level of independence. The teacher might fashion a lesson in which the student role-plays a scenario where choices must be made. An opportunity to act out the results of positive experiences resulting from appropriate choices may enhance the student's ability to visualize success in personal actions. Knowing that achievement motivates students to strive to do their best, teachers might extend opportunities for success by recommending that successful instructional strategies be implemented across contexts, such as the school, home, or workplace. For example, after a teacher of a student who uses augmentative communication tools and strategies instructs the student in how to use various tools and strategies, the teacher might allow the student to select a mode of communication even if that choice is not the most technologically advanced available. The teacher skillfully guides the student to apply the augmentative communication device and strategies in the community, ultimately teaching the importance of advocating for and monitoring oneself.

Teachers recognize the personal nature of providing services to meet individual needs of students during life skills instruction and are adept at respecting students while maintaining appropriate boundaries and upholding students' dignity. Teachers recognize, for example, that personal hygiene and self-monitoring of one's appearance are important to acceptance by one's peers. Teachers know how to instruct students in routine personal hygiene skills, such as washing their hands, brushing their teeth, dressing, and combing their hair. They teach students self-monitoring strategies while allowing students some latitude in performing these functions. Teachers respect students' choices even if the attire chosen or the order in which tasks are performed does not exactly fulfill the instructions given. Accomplished teachers focus on the importance of completing tasks independently and respecting students' personal dignity, not on prescriptions for performing tasks.

From: Health, Physical Education, and Leisure

In addition, teachers understand that appropriate and stimulating play activities and interests sharpen students' mental and physical skills, build self-confidence, and improve interactions with others. Realizing that participation at any level is important, teachers work with city and community recreation providers and private organizations to ensure greater access to recreational facilities and to develop and support leisure and recreational opportunities for students with exceptional needs. Teachers are familiar with a broad array of school and community recreation opportunities, and they know how to access these options and modify them in response to a student's specific cognitive and physical abilities. Drawing on this knowledge and their familiarity with students' interests and aspirations, teachers help students select appropriate activities and games that provide opportunities for success, improve self-image, and foster independence. For some students, this means active participation and competition in a variety of activities; for others, it means participation in an individualized recreation program. Whatever the

activity—whether group or individual, participatory or spectator, physical or mental—teachers assist students in mastering the skills and concepts necessary to enable them to participate fully and to achieve long-term independence and satisfaction.

Student Transitions and Career Development

Accomplished teachers are knowledgeable about the multiple, significant transition points in the life of a child—from home to school, across school levels, and from high school to employment and post-secondary education. They understand the needs of students during these transitions and the importance of preparing them for the challenges of adjustment to new settings, new relationships with peers and adults, and increased expectations for independence. Teachers are sensitive to the concerns of families and the changing relationships that occur at each level. They communicate with families and support their participation in transition planning at each stage, helping family members to understand that their own participation changes along the developmental path and that as students mature, their participation and decision making take on a more significant role.

Accomplished teachers understand the central importance of transition planning as a unifying framework to identify students' postsecondary goals and create programs of study and support services designed to achieve those goals. Such services include school-based and community-based services; career assessment; career-technical, job training, and placement services; vocational rehabilitation services; and transportation. Accomplished teachers are familiar with a broad range of resources available in the community and, with an awareness of students' individual needs, strengths, interests, and goals, they match students and families with appropriate services.

Transition in the Early Years

Accomplished teachers understand that transition is a progressive developmental process toward adult independence that begins during children's early years. They assess students' and families' needs, strengths, and preferences and collaborate with them in developing transition objectives. Teachers inform families about and link them with day care, early intervention programs, preschool and elementary programs, and services, such as therapy or transportation. Accomplished teachers recognize the significance of the critical passage from the family context to formal schooling and are sensitive to the concerns of families as their children enter the school setting.

As students move from elementary to middle school and then from middle to high school, accomplished teachers recognize students' changing transition needs. For example, students transitioning from elementary to middle school may encounter numerous teachers, varying schedules, and complex settings. A student moving into high school from middle school may confront the responsibilities of increased self-advocacy and independence. In collaboration with families and colleagues,

teachers ensure that all transitions are successful. Teachers organize learning activities to help students acquire and develop work habits and social skills and to provide opportunities for students to become familiar with various occupations and career options. For example, teachers teach students to work in groups; solve problems and resolve conflicts; follow routines; and understand the importance of task completion, dependability, and responsibility. They link instruction with real-life experiences so that students may explore their own career interests. They may set up learning centers where students can play store and perform a variety of jobs—from butcher, to stocker, to cashier, to manager—or they may have students organize a food drive for a homeless shelter. For a student who is fascinated by fish and turtles, the teacher may design lessons that teach about marine life through literature, art, and real-life experiences. The teacher may invite workers from the local aquarium to talk to the class about the feeding and caring of marine animals and skills needed to work as an aquarist.

Transition to Middle Years and Young Adulthood

Accomplished teachers know the central importance of transition planning for students whether their postsecondary plans include two- or four-year colleges, technical schools, apprenticeship programs, employment, or some combination of these. They design programs of study that provide choices and diverse opportunities. The general curriculum therefore includes options that integrate academic and career or technical elements to a variety of settings, from school to work or community. For example, teachers might design mathematics, reading, or writing tasks that include taking measurements for materials students purchase during a site visit to a building supply store.

Accomplished teachers have a broad knowledge and understanding of the social skills, attitudes, communication needs, and work habits required for success in career-technical and community-based work experience programs and know how to infuse these skills into the curriculum. They might coach students, for instance, on how to ask for assistance from the work-site supervisor. Teachers use role-play so students learn to advocate for support services they may need.

Teachers focus career-technical instruction on functional work skills, such as maintaining excellent attendance, managing time, dressing appropriately, working productively with coworkers, interacting appropriately with customers and supervisors, and getting to and from the job safely and on time. They develop students' travel skills and teach them about job performance and evaluations. They also conduct analyses to determine the skills and vocabulary students will need to perform jobs and tasks outside the school setting. To assist students in finding employment to match their strengths and interests, teachers work with business and community agencies to locate work sites that welcome all applicants.

To prepare students to participate in the transition process, accomplished teachers imbue the broader curriculum with self-advocacy and self-determination curricular elements in a variety of ways. A teacher might explore the theme of

self-determination through the exploration of a character in a novel or short story. A teacher might use a small group process to discuss self-advocacy with students who are in job apprenticeships in the community.

From the Section: Teachers Differentiate Instruction Based on Students' Strengths and Needs

Accomplished teachers differentiate instruction to engage all students with exceptionalities at appropriate developmental levels. They are flexible in setting expectations, designating goals, adjusting curriculum, seeking new resources, determining instructional strategies and teaching methods, structuring activities, and designing assessments. They try several approaches and observe and document results to identify which strategies work best, which approaches make students feel most comfortable, and which sustain students' growth as learners and inspire them to achieve success. Teachers analyze the sources of individual student's learning strengths and needs and identify appropriate curricular adaptations and intervention strategies. These findings do not lead to a single prescription for each student, but are important information as teachers decide on the right combination of learning opportunities for their students in both general education and in programs for students with exceptionalities.

Accomplished teachers prepare students for success in many endeavors by developing their capacity for critical thought. Teachers involve students in learning activities and tasks designed to strengthen their cognitive skills—thinking, learning, problem solving, organizational, and study skills—and their ability to think inductively and deductively. They plan for instruction that deepens and becomes more challenging as students develop, gain skills, and mature. As students explore important issues, accomplished teachers anticipate students' confusions and misconceptions, act to avoid them, clarify them when they do occur, or take advantage of their potential to illuminate important concepts.

By introducing multisensory activities teachers stimulate abstract, creative thinking and inspire students to combine ideas, themes, and knowledge from varied subject areas. A sidewalk art festival in which students draw chalk pictures of characters and events from a favorite book, for example, might permit students to confirm their understanding of curriculum content while exhibiting their own imaginative interpretations in personal artwork. To broaden students' awareness of civic responsibility and to reinforce expository writing skills, for instance, students might be asked to listen to newscasts or read the newspaper to identify topics of personal relevance and then write persuasive letters to appropriate authorities arguing a particular point of view.

Accomplished teachers engage students in inquiry-based activities that appeal to students' varied knowledge, interests, experiences, and skills and involve issues and questions often approached from cross-disciplinary viewpoints. They provide students with open-ended learning opportunities to motivate students to explore the breadth and depth of topics as they pose questions, examine alternatives, and draw

<p>new conclusions. Teachers may employ cooperative-group work or whole-class discussion to strengthen creative thinking and open-mindedness. They might prompt students to investigate an issue like global warming from the differing perspectives of a meteorologist and an economist. They devise opportunities for students to understand the universal relevance of certain themes. A responsible discussion of racism, for example, might follow after the class reads a book or watches a video that addresses this topic. Teachers understand the importance of developing students' abilities to consider concepts, ideas, and relationships from multiple perspectives and beyond traditional disciplinary boundaries.</p> <p>Accomplished teachers differentiate instruction and implement modifications and accommodations to meet the needs of individual students and create learning situations in which students feel safe to explore various approaches and response formats. Some students are comfortable just listening, whereas others thrive on learning activities that involve touch or motion. In studying a play, for example, some students might compare the play with other works of literature and enact selected scenes. Other students might demonstrate their understanding of the play by describing a character and role-playing an incident from the plot. Students might also approach the text in different ways. Some might read the play or alternative versions of it, while others watch a video or listen to a recording. Teachers provide a variety of ways for students to demonstrate their learning, recognizing that the threshold of success varies from student to student.</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 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
<p>Sections from: STANDARD I: Using Knowledge of Child Development to Understand the Whole Child STANDARD III: Fostering Equity, Fairness, and Appreciation of Diversity STANDARD IV: Knowing Subject Matter for Teaching Young Children STANDARD V: Assessing Children’s Development and Learning STANDARD VIII: Implementing Instruction for Development and Learning</p>	
<p>OVERVIEW: As professionals, accomplished early childhood teachers are skilled in orchestrating cohesive communities of young learners. They work to create a productive, safe, joyful, and enriching learning environment in which young children with often vastly differing backgrounds, abilities, and needs work together successfully. They work to help children gain the knowledge, skills, habits, and dispositions toward learning that are essential for later success in school and in life.</p>	
<p><i>From Standard I: Using Knowledge of Child Development to Understand the Whole Child</i> From the Section: Fostering Cognitive Development</p> <p>Accomplished early childhood teachers know that purposeful teaching builds on young children’s prior knowledge and experiences, natural curiosity, imagination, and creativity to help them understand concepts about a range of disciplines. Teachers provide adequate time, rich materials and resources, and rigorous and appropriate expectations to support children’s learning. Under teachers’ guidance, young children learn to recognize patterns, understand relationships, construct complex ideas, and establish connections among disciplines. Teachers know that metacognition is within the reach of young children and is crucial to processing and making sense of information. Teachers help children plan activities, carry them out, and then reflect on them. Accomplished teachers choose tasks that build on the principles of inquiry in order to help children make predictions, experiment, synthesize information, reach conclusions, and make generalizations. Inquiry-based activities encourage children’s autonomy and sense of responsibility for their own learning.</p> <p>Accomplished early childhood teachers understand that young children construct knowledge through playful exploration and then become ready to focus their attention on specific dimensions of materials. For example, three-year-olds will spontaneously explore a given object set before them, whereas eight-year-olds are more likely to approach the object with a conscious plan for exploration. Knowing that brain research suggests the use of patterning to help children learn, teachers give children ample practice time to comprehend challenging material. Young</p>	

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children learn to develop cognitive strategies such as organizing, reasoning, explaining, and reflecting when they can share their thinking with other children, teachers, and parents. Accomplished teachers use questions and feedback during social interactions with children so they can reflect and make sense of their learning.

Accomplished early childhood teachers value the social aspects of young children's construction of knowledge. Guided by their knowledge that initially young children can do more in collaboration with others than they can do alone, teachers intentionally plan opportunities for children to work together, as in center time and group work, and set realistic expectations for young children's independent performance. Teachers also know the value of teacher support, interaction with older children, and appropriate scaffolding in young children's knowledge construction.

Accomplished early childhood teachers solicit the wisdom of the classroom community and build upon it. They nurture children's respect for one another's ideas. Teachers create a psychologically safe climate for children's learning by helping children realize that making mistakes is part of learning. Accomplished teachers orchestrate an environment in which young children build the confidence and competence that will prepare them for a life of acquiring and applying knowledge.

From the Section: Fostering Language Development

Accomplished early childhood teachers know that communication is a tool that human beings use to meet their physical, social, and emotional needs. Effective communication skills are integral to children's self-expression, to their development of social relationships, and to their learning. Teachers help children understand that language allows them to organize and express their views and questions about the world, demonstrate their growing expertise, and communicate with other people.

Accomplished early childhood teachers recognize the interrelatedness of language to children's cognitive, social, and emotional development, which in turn may affect a child's self-esteem. Teachers recognize that young children may need support in such areas as building relationships, joining groups, and communicating wants and needs. Early childhood teachers are aware that problems with relationships can affect children's cognitive, social, and emotional development, and they actively work to help children with such concerns.

From the Section: Fostering Social Development

Accomplished early childhood teachers understand that social development is crucial to successful learning in groups and is a core component of success in work, family, personal, civic, and community contexts. Teachers know that social interaction is essential to children's linguistic and cognitive development, and they can express the importance of this aspect of development to families. Teachers also know that children from ages three to eight typically make significant gains in acquiring and applying skills in the social domain. Accomplished teachers make opportunities for

children to learn from one another and encourage them to help one another in thoughtful ways.

Accomplished early childhood teachers are keenly aware of their responsibility for establishing a social climate that fosters learning and develops life skills for young children. They are skilled at setting norms for social interaction and intervening to assist children in resolving disputes. They model, recognize, and encourage such dispositions as respect, integrity, honesty, fairness, and compassion. They help children develop social knowledge about learning in groups, the behavioral expectations of peers and adults, the need to adapt to classroom and school rules and routines, and the norms of society at large.

From the Section: Fostering Emotional Development

Accomplished early childhood teachers take responsibility for fostering young children's emotional well-being and development. Teachers know that for young children, the emotional domain develops in relationship to their increasing sense of self-awareness, identity, and autonomy. Children's ability to regulate their emotions in the academic setting is directly related to their sense of competence, their ability to express their feelings, and their evolving sense of belonging. Accomplished teachers help children learn to recognize their feelings and understand that their emotional states can alter their thinking. Teachers understand the importance of enhancing children's self-respect, resilience, and confidence and seek to promote autonomy, appropriate risk-taking, and constructive persistence.

Accomplished early childhood teachers are aware that many factors may affect a young child's emotional state, and they find creative ways to make the school environment a nurturing one. A teacher might ask parents to bring photographs of the family or a special toy for naptime to help a young child make the transition from home to preschool or kindergarten. Teachers are conscious of the fact that their words have an impact on young children and that the effect can be profound and lasting, either inspiring or impeding future progress. Teachers carefully monitor what they say to children, and they also attend to what children say to one another. By responding respectfully to children's interests and concerns instead of simply giving them directions, accomplished teachers make children feel valued and safe. Teachers know that children's emotions fluctuate and are alert to possible stressors. They competently analyze the reasons for children's behavior, even when those reasons are complex or covert. For example, one child may be misbehaving out of simple exuberance while another may be exhibiting similar behavior in order to be punished or to avoid a certain lesson. An accomplished teacher knows when a simple redirection or reminder is sufficient and when further observation or action is required.

From Standard III: Fostering Equity, Fairness, and Appreciation of Diversity

Accomplished early childhood generalists are committed to teaching young children in ways that are fair and equitable. They have the knowledge, skills, and dispositions

necessary to effectively promote the learning of all children and to address inequities. They model and teach behaviors and dispositions that are essential in a diverse society, and they actively monitor children's behavior to ensure that these skills and dispositions are practiced by all. Accomplished teachers empower children to treat others respectfully and to expect respectful treatment in return. Teachers are fair in their treatment of children and teach children to evaluate the fairness of their own actions. They realize that equitable learning opportunities often require the development of unique accommodations to allow for the full engagement of every learner, and they explain the rationale for such accommodations to children. Accomplished teachers appreciate and respect individual differences and understand the unique needs of each member of the learning community. Teachers view diversity in a community as a benefit that gives community members the opportunity to learn from and about each perspectives of others, and they sensitively guide children to a similar appreciation of diversity.

From the Section: Demonstrating Knowledge, Skills, and Dispositions

Accomplished early childhood generalists have the knowledge, skills, and courage to promote fairness and equity in their classrooms. They adapt learning experiences and approaches to instruction in ways that ensure equitable participation. When young learners are given the opportunity to select experiences, teachers ensure that the available choices reflect diversity. For example, teachers might provide a range of different skin-tone crayons in the art center, dolls representing various races in the housekeeping center, or clothing from different cultures in the dramatic play area so that all children can make selections with which they can identify. Teachers confront issues of diversity proactively and ensure that each learner—regardless of race, nationality, ethnic group, primary spoken language, socioeconomic class, age, ability, exceptionalities, sexual orientation, family structure, or gender—has access to equal learning opportunities. For example, a teacher may plan a physical education activity such as a relay race by creating teams that are balanced in terms of gender, skill level, and exceptionality so that all children can participate and feel successful. Teachers skillfully guide children through courageous conversations about socially challenging issues, and they actively challenge prejudice, derogatory comments, and stereotypical perspectives. Accomplished teachers employ their skills beyond the classroom in order to effectively support equitable learning opportunities for children. For example, an accomplished teacher who is aware that a child is not receiving proper nutrition at home might discreetly find ways to provide that child with breakfast or might fill a backpack with food for the weekend. Teachers are adept at working within and beyond their immediate institution to secure resources necessary to ensure the learning of every child.

Accomplished early childhood teachers demonstrate appreciation of diversity as well as concern for fairness and equity. Teachers know that their attitudes provide young children with powerful examples that may have long-term effects, and they deliberately demonstrate the behaviors they wish to instill in children. Teachers empathize with the special pressures and frustrations experienced by some families and children, including those learning English for the first time or those

demonstrating exceptionalities. Teachers nurture communities in which all children respect diversity and treat each other fairly

From Standard IV: Knowing Subject Matter for Teaching Young Children
From the Section: Integrating Subject Matter

Accomplished early childhood teachers know that subject-matter integration allows children to learn in the interactive, holistic ways that are most natural to them. Teachers draw on their understanding of the specific young children in their classroom as well as core subject matter when planning, implementing, and assessing integrative experiences. Teachers thoughtfully weave various aspects of the curriculum into meaningful associations in order to engage children's interests, embody appropriately high expectations, foster higher-level thinking, and encourage real-world applications.

Accomplished early childhood teachers employ a variety of ways to integrate content. They create opportunities for young children to investigate, research, write, create, express their knowledge artistically, and share their learning with an audience. They offer possibilities for thinking about content in new ways. They might engage children in projects, themes, invented games, community-service projects, concept maps or webs, or whole-group exploration of broad questions. Integrated approaches might include actual and virtual guests and trips, creative writing activities and dramatics, contests, construction of replicas, visual documentation of child and family events, or child interviews of family and community members.

From the Section: Listening and Speaking

Accomplished early childhood teachers know that listening is more than just the physical act of hearing; it is the process of receiving and attending to meaningful auditory stimuli, processing sounds, and comprehending auditory messages. Teachers know that attending to the speaker is fundamental to listening. Therefore, teachers model for young children how to stop what they are doing when someone begins to speak, look directly at the speaker, listen for main ideas, and ask questions for clarification. Teachers encourage children to pay attention to such non-verbal cues as body language and facial expressions in order to understand better and relate to others. Accomplished teachers explain that various cultures have differing conventions for nonverbal communication, and they help children interpret these differences when they arise.

Accomplished teachers provide children with opportunities to participate in rich and varied experiences with spoken language. They engage children in meaningful conversations. They retell what they have seen and restate what they have heard, and they encourage children to do the same. They provide activities and materials that promote children's conversations with peers and adults, both one-on-one and in groups. They encourage children to discuss stories, the things they are learning in school, and their own experiences. Teachers invite children to play with words and sounds through such vehicles as rhymes, chants, and songs, and they foster

<p>children’s awareness of the rhythmic patterns in language. Accomplished teachers are constantly working to expand and enrich children’s vocabulary. They support children’s presentation of information in clear and well structured ways, model for children how to adjust their speech and language depending on their audience and purpose, and provide an environment in which children feel safe communicating their thoughts.</p>	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Early Childhood Generalist Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/EC-GEN.pdf>

<p>GENERALIST (MC) <i>Middle Childhood</i></p>	<p>NOTES</p>
<p>Sections from: STANDARD I: Knowledge of Students STANDARD III: Establishing an Environment for Learning STANDARD V: Instructional Decision Making STANDARD VI: Partnership and Outreach STANDARD IX: Reflective Practice</p>	
<p>OVERVIEW: Teachers and their students belong to interrelated learning communities, informed by the relationships between classroom, home, local, and global cultures. Accomplished teachers thus collaborate with families, community members, and other educators and present multiple perspectives on issues to produce critical, independent thinkers who embrace individuality while exercising intellectual responsibility in a global society. These teachers want their students to think about the world beyond themselves, their families, and their communities. Accomplished middle childhood generalists know that students can reach potentials they cannot yet conceive; they realize that the boundless possibility of these children is powerful and inspiring. To achieve this goal, they consider the needs of the whole child—social, physical, emotional, and intellectual. (Introduction Section, p. 12)</p>	
<p>From Standard I: Knowledge of Students From the Section: Students as Learners</p> <p>Accomplished teachers hold high expectations for their students and believe that each student benefits when challenged. They are aware of the ways that students develop analytic and abstract thinking skills and provide appropriate opportunities for students to test their abilities. These teachers understand that all students have the capacity for reflection, self-evaluation, and analysis and are shortchanged if their schooling prioritizes the rote recollection of facts and skills. At the same time, teachers recognize that an understanding of, and proficiency with, basic tasks provides students with a foundation for success in problem solving and higher-level learning.</p> <p>From Standard III: Establishing an Environment for Learning From the Section: Building a Community</p> <p>Accomplished teachers are attuned to the diversity of their students. They consider distinctions in educational and cultural backgrounds as well as individual personalities and dispositions toward schoolwork. They use this understanding to design a variety of</p>	

approaches for maintaining the well-being of the class while acknowledging the uniqueness of its members and promoting fairness and equity for all. Teachers hold high expectations for students and consistently communicate the belief that all students can participate and learn in an inclusive environment. (See Standard II—Respect for Diversity.)

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

From the Section: Organizing and Managing the Classroom

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

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

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

effectiveness in supporting learning activities and the development of their students' concepts and skills.

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

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

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

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

From Standard V: Instructional Decision Making
From the Section: Using Assessment to Inform Instruction

Accomplished teachers assess as they teach. They observe students and ask different types of questions, noting when some children are more engaged than others. Teachers analyze multiple indicators of their students' behavior to track the success of lessons and modify instruction as needed. Teachers know students, content, and pedagogy well enough to appreciate when a lesson is not working or when students do not understand a concept; these teachers will modify or adjust instruction and approach concepts in a different manner to generate greater student success. Middle childhood generalists also show students how to use evidence generated from each learning experience to determine what they need or how they might adjust their own approaches to learning to experience greater success. In short, accomplished teachers know that formative assessment generates evidence that guides their instructional paths and their students' learning daily. The data and related information they gather on the progress of individuals, groups of students, and the class as a whole allows them to evaluate the relative success of their students and their instructional strategies and serves as a guide for improving their practice.

Accomplished teachers know, understand, and appreciate the benefits and limitations of using formative and summative assessment to assist in planning and instruction. This knowledge allows them to engage in informed discussions with students, colleagues, and families. Teachers know the importance of providing prompt constructive feedback and explicit evaluation criteria so that students can learn about their growth, development, and progress. For example, an accomplished teacher may involve students in developing the criteria for a scoring guide and review assessment data with them as well to help students establish learning goals. Teachers recognize that students who reflect on their own learning are better able to set manageable goals and develop habits that help them become more successful learners.

From Standard VI: Partnership and Outreach

From the Section: Partnerships with the Greater Community

Accomplished teachers understand that the knowledge, skills, and strategies that students learn in school help prepare them for their roles in the world at large. Teachers therefore emphasize the significance of building their students' capacity to identify and address the needs evident within their communities. They work with students to apply strategies such as collaboration, conflict resolution, and productive debate to community issues. They show students how to maintain sensitivity to multiple perspectives and viewpoints, as well as various cultures, while communicating in a variety of ways, such as by writing letters or meeting virtually via satellite links. Middle childhood generalists are adept at connecting students with the greater community, present or virtual.

Accomplished teachers know that when students have an opportunity to give back to their communities, they gain a new appreciation for the skills they learn and the knowledge they acquire. Students come to value partnership and outreach and may seek similar opportunities on their own or in the future. Through activities such as service learning and volunteering, teachers provide real-world experiences that allow

students to see and understand the roles they can play in sustaining and improving local and global communities. For example, a teacher might engage students in research on homeless populations before having them organize a food drive in partnership with a local soup kitchen. Outreach experiences like this not only offer students the opportunity to exercise their problem-solving skills, but also show them the significance of becoming involved within their communities.

Accomplished teachers know that students and their families are part of the larger communities in which they live. Teachers see these communities as extensions of schools and classrooms, and they recognize the importance of using community resources that students value. Teachers take advantage of cultural, economic, and physical assets by actively recruiting parents and community members, agencies, universities, or businesses to become involved in classroom or school programs. By partnering with these groups, teachers enhance curricula and extend students' learning and development. These opportunities enrich students' knowledge with the benefit of exposure to multiple perspectives and help teachers develop strong connections between schools, families, and communities.

From Standard IX: Reflective Practice

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.

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>Sections from: STANDARD II: Knowledge of Subject Matter STANDARD V: Instructional Approaches STANDARD VI: High Expectations for Students STANDARD VII: Assessments</p>	
<p>OVERVIEW: Accomplished teachers of health education recognize and accept their responsibility to play a crucial role in fostering lifetime healthy behaviors. They understand that health education is a means by which they empower young people to make appropriate choices in order to achieve and maintain healthy lifestyles and to function successfully in the world. The success of accomplished health educators is measured by their students’ having the skills, knowledge, and motivation to practice health-enhancing behaviors throughout their lives and to advocate for healthy decision making by others. Health education is therefore student centered and addresses the whole person. With the goal of fostering autonomous health literacy, health education teachers facilitate students’ becoming independent, lifelong learners and responsible citizens. (From the Introduction Section, p. 13)</p>	
<p>From Standard II: Knowledge of Subject Matter From the Section: Knowledge of Content Areas</p> <p>Accomplished teachers of health education know that consumer health relates to critical thinking, decision making, and the analysis of health-related information about products and services. Teachers understand the influence of media and commercialism in product selection, and they know how to access health care and strategies for exercising patient rights. Teachers are familiar with credible sources, such as the Web site of the Consumer Product Safety Commission, that can help make students informed consumers.</p> <p>Health educators understand the multifaceted relationship between the environment and health. Teachers know the impacts that environment has on health, such as the effects of noise, air, land, and water pollution on the quality of life, and they recognize the correlations between individual actions and global concerns. Teachers know that certain behaviors, such as carpooling, promote a healthy environment. They also recognize the value of involving students in environmental health issues. Health educators may involve students in conducting an environmental health survey within the school, in taking part in community activities such as Adopt-a-Stream programs, or in measuring noise pollution using a decibel meter.</p> <p>From Standard V: Instructional Approaches From the Section: Establishing a Productive Learning Environment</p>	

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Teachers recognize that experiences in health education class can have lasting effects that shape students' attitudes toward themselves and future health-related decisions and actions. Accomplished health educators affirm their interest in students' success by offering them opportunities to ponder issues and express ideas and opinions on subjects that may not be available in other academic areas but that are exceptionally relevant to them. Knowing that the quality of interactions within the classroom is a significant aspect of creating productive learning environments and acquiring health literacy skills, teachers welcome the open expression of ideas and encourage the search for greater understanding and knowledge. Teachers therefore establish an atmosphere in which students feel welcomed, valued, and respected.

Teachers communicate enthusiasm for their field in a positive, caring manner that recognizes, respects, and appreciates the abilities and knowledge of each student. Effective health education classrooms are lively places where students are actively engaged in learning. Teachers use strategies, materials, and opportunities to maintain this enthusiasm. Understanding their role as facilitators of learning, teachers look for ways to validate student learning and knowledge. Acknowledging the value of positive, personal responses to students' efforts, they know how and when to encourage students, when to challenge them, when to push them forward, or when to redirect them. Teachers also know that new learning experiences elicit excitement and interest, build students' self-confidence, and lead to both immediate and lifelong participation in healthy lifestyles. Health education teachers thus demonstrate their belief in the importance of the subject and make it possible for every student to succeed.

From Standard VI: High Expectations for Students
Establishing a Setting Conducive to Optimal Learning

Accomplished health educators establish stimulating and supportive learning environments that welcome students' efforts and encourage all students to meet the highest expectations. Aware that classroom experiences create a foundation from which later health attitudes arise, teachers provide numerous opportunities for genuine achievement that motivate students to strive to do their best and inspire them to extend participatory habits outside the health education classroom. Teachers design activities and pose questions that require students to discuss issues from a variety of perspectives. As they interpret and assess student responses, teachers offer students opportunities to shape independent studies in which they explore their own questions and interests. These efforts foster student engagement and self-confidence and communicate a vision for success that students might not have for themselves.

Building Students' Capacity to Apply Knowledge and Act Independently As Health-Literate Individuals

Health educators provide students with opportunities that encourage critical thinking and problem solving. Combining these skills with a variety of credible sources allows students to address health issues at many levels, from personal to global. Teachers pose real-world situations that allow students to synthesize knowledge and analyze

possible solutions. Referring to a local health concern, such as secondhand smoke, for instance, teachers might challenge students to research and propose options to lessen the associated health threats. They ask students to reflect on prior knowledge and experiences and to articulate their reactions to health-related concerns. Teachers hold students to high standards, assist in personal investigations, and promote intellectual mastery of the material. Teachers direct all students toward the next level of achievement and empower them to become involved in setting high and realistic goals relating to their own health.

Accomplished health education teachers provide frequent opportunities for students to engage actively in practices that initiate individual learning, to analyze what they learn, and to take responsibility for their own decisions. For example, teachers with students who are beginning to drive could require students to respond to decision-making scenarios depicting a variety of traffic situations.

To build student understanding, teachers guide learning in promising directions, employing feedback to help students use their prior knowledge to pose, explore, and solve new problems. Accomplished health educators promote health-related behaviors beyond classroom experiences. Students could be asked to evaluate the validity of the advertising claims of certain products or to investigate the effects of age-group targeting in advertisements. Through role-playing, teachers could review strategies for dealing with bullies and helping their victims. Involving students imaginatively in child-care scenarios might challenge them to confront realistic problems associated with the care and cost of an infant. Teachers could foster students' health awareness at home by monitoring activities that involve families in students' individual health regimens. Teachers encourage students to challenge assumptions, weigh risks, share insights, and persist in their explorations of new material.

From Standard VII: Assessment

In leading students to become self-reliant learners, teachers provide regular opportunities for students to define and reflect on what they have learned. Accomplished health educators identify student learning goals, share these expectations with students, and engage students in self-assessment activities. To make assessment meaningful, teachers often seek student involvement in designing methods of assessment; they might, for example, give students opportunities to select from among a number of assessments and to design personal assessment instruments and rubrics. Teachers understand that developing their students' ability to assess their own progress fosters their growth as independent, reflective learners; enhances their personal assessment of healthy behaviors; and contributes to healthy lifestyle choices.

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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LIBRARY MEDIA (ECYA) <i>Early Childhood through Young Adulthood</i>	NOTES
Sections from: STANDARD I: Knowledge of Students STANDARD III: Knowledge of Library and Information Studies STANDARD IV: Leadership STANDARD V: Administration STANDARD VII: Access, Equity, and Diversity STANDARD IX: Outreach and Advocacy STANDARD X: Reflective Practice	
OVERVIEW: Library media specialists want students to become effective citizens, to see the world beyond their own community, and to discover other worlds through reading and through engaging with a wide variety of media. In short, they teach students to think. (Introduction Section, p. 12)	
<p>From Standard I: Knowledge of Students From the Section: Knowledge of the Student as an Individual</p> <p>Accomplished library media specialists are compassionate individuals who are attuned to personal issues that affect students. Specialists take time to discover individual students' interests and passions to build relationships with them. For example, the accomplished specialist may encourage and support students interested in digital photography in creating a digital literary magazine. Specialists actively solicit students' opinions and insights about the school, the library, and the resources in it.</p> <p>From Standard III: Knowledge of Library and Information Studies Knowledge of Information Seeking</p> <p>Accomplished library media specialists are experts in methods of information seeking and retrieval. They are knowledgeable about a variety of models for information seeking and use, and they draw from these models to guide their own practice. They know how to integrate information seeking into the teaching of creative and critical thinking necessary for problem solving. Specialists are familiar with techniques to help learners articulate their information needs through reference interviews. Specialists instruct learners in effective strategies for identifying, retrieving, and evaluating information. For example, the specialist working with young children might teach students how to use the online catalog to find picture books that relate to their personal interests. The specialist working with upper elementary and middle school students may create a game in which students generate criteria for evaluating Web sites in their areas of interest. Specialists working with secondary students might guide them in using virtual reference services to retrieve targeted information related to their interests.</p>	

Accomplished library media specialists guide students in using information as a tool for learning, in assessing themselves on how well they have learned, and in taking responsibility for their learning. For example, library media specialists may direct students to appropriate resources by using pathfinders and support their self-reflection through the use of rubrics

From Standard IV: Leadership

Leadership requires inspiring others to work together toward a common goal, which is integral to developing successful library media programs. Leadership entails the willingness to serve as teachers and learners who listen to and act upon ideas from students, library media colleagues, subject-area teachers, and administrators. Visionary leadership requires sustained professional commitment, innovation, and thorough knowledge of opportunities and challenges facing the library media profession. Risk taking in its many forms is central to effective leadership. Accomplished library media specialists are leaders who move library media programs and the profession forward. Working from local to global communities, accomplished specialists build relationships with organizations and stakeholders to develop effective library media programs and advocate for learning. Accomplished library media specialists strengthen library media programs by assuming responsibilities of instructional, administrative, and professional leadership.

From Standard V: Administration

Evaluating the Library Media Program

Accomplished library media specialists systematically evaluate the library media program. Specialists recognize that evidence-based assessments are tools to support improvements in instruction and learning. By analyzing program data and assessing student achievement, specialists ensure that programs meet their missions to enable learners to use information and ideas effectively and to become lifelong learners. Knowing that assessments are ongoing and do not occur in isolation, library media specialists seek feedback from all members of their learning communities, analyze it, and incorporate it into program revision. Specialists may use technologies to generate evidence that demonstrates the impact and relevance of library media programs. For instance, the accomplished library media specialist might use an online survey tool to collect data from students and staff on their perceptions of the library media program and subsequently incorporate this information into program goals for the following year.

From Standard VII: Access, Equity, and Diversity

Reflection

Accomplished library media specialists engage in reflective practice to ensure equitable access to resources and services for all learners. Specialists gather evidence in various ways, such as conversations, surveys, and interviews with learners, to find ways to improve equity, as they seek feedback to gauge the accessibility of their programs and strengthen areas of weakness. Through continual reflection,

accomplished library media specialists recognize their personal perspectives related to access, equity, and diversity, and they do not allow personal biases to stand in the way of their professional judgments and responsibilities.

From Standard IX: Outreach and Advocacy

From the Section: Outreach

Accomplished library media specialists use outreach to set the stage for advocacy. Specialists seek opportunities to build collaborative partnerships with students, teachers, administrators, staff, families, volunteers, and members of the greater community. Through these partnerships, specialists assess library needs, establish priorities, and use available resources to support and extend the goals of library media programs. Specialists actively serve on committees, such as the school improvement committee, to ensure that library media programs contribute to the overall goals of schools. Specialists extend their visibility beyond their role as the library media specialist. For example, they might attend school concerts or coach teams.

Accomplished library media specialists solicit feedback and suggestions from students and staff, including those who rarely use the library facility and resources, in order to determine how the program might better meet their needs. Specialists also seek help from school advisory committees to ensure that thoughtful and appropriate decisions are made for library media programs. By forming library advisory committees, specialists can request advice and support for issues such as library remodeling or recommendations about library purchases. Because of this communication between library media specialists and school learning communities, library media programs benefit from the advocacy that these voices can provide. For example, accomplished library media specialists may convene their library advisory committees to elicit input about updating the mission of the library, to deal with book challenges or other controversies, or to recommend future programming.

From the Section: Advocacy

Accomplished library media specialists identify potential advocates, including students, teachers, administrators, staff, families, volunteers, and members of the greater community. Specialists are active and persistent in outreach activities and share information with advocates without waiting for moments of crisis. Specialists clearly communicate the needs of the library media program, as well as the instructional role they have in facilitating students' development of advanced information skills. Specialists successfully organize support for library media programs on a daily basis. They are open, eager, and assertive in providing information about the library media program and promote the program in formal and informal ways to internal and external audiences. Accomplished specialists understand that advocacy is a deliberate process designed to engage effective advocates for library media issues and programs. For example, the library media specialist may plan an author visit and, to seek support from the parent organization, provide a detailed proposal on how this event supports reading goals for the school. Based on the strong argument established in the proposal, the parent organization may further advocate for the

event by inviting school board members to attend a luncheon with the author. To document the event, the specialist might organize a team of students to take photographs or videos and create a digital story that might be used by other learners or presented to the school board.

From Standard X: Reflective Practice

From the Section: Reflection on the Library Media Program

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 an ongoing basis in order to meet immediate and long-range strategic goals.

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.

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>Sections from: STANDARD II: Equity, Fairness, and Diversity STANDARD III: Learning Environment STANDARD IV: Instruction STANDARD V: Assessment STANDARD VII: Writing STANDARD VIII: Listening and Speaking STANDARD XII: Collaboration with Families and Communities</p>	
<p>OVERVIEW: Accomplished early and middle childhood literacy: reading–language arts teachers practice equity and fairness; they value diversity and diverse perspectives. They teach all students to know and respect themselves and others and to use literacy practices to promote social justice. (Standard II)</p>	
<p>From Standard II: Equity, Fairness, and Diversity</p> <p>Accomplished teachers are committed to principles of fairness and equity and to providing all their students with the resources they need to develop as literacy learners and as inquisitive, informed, and responsible individuals. Teachers maintain high expectations for all students and ensure that all of them receive equitable opportunities to learn and advance. Teachers encourage the development of each student’s individual voice, in part through the emphasis on and the modeling of democratic values. Literacy teachers further understand that each student’s growth as an individual is best supported by full membership in a collaborative learning community in which teachers and students show sensitivity and respect for one another and by full participation in a challenging, meaning-centered curriculum. Teachers view a diverse learning community as a valued learning context for their students and themselves. Accomplished teachers help students become aware of their own biases and overcome them in a safe environment.</p> <p>From the Section: Promoting Diversity</p> <p>Accomplished teachers establish a climate of respect in their classrooms by daily modeling for students a respect and understanding of differences. They help students to understand and apply the democratic principles of freedom, justice, and equity; and they help them to recognize discrimination, prejudice, and stereotypes when they appear in the classroom, in literature, and elsewhere. Teachers design and implement lessons that help students develop awareness of, sensitivity to, and respect for others. For example, accomplished teachers are aware that children may begin to question their sexual identity at a young age. Teachers know that</p>	

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acceptance of their curiosity will make them feel safe and secure. In such instances, teachers may feature children's literature in which diverse gender roles are portrayed. Literacy teachers also constructively challenge discriminatory or disrespectful behavior whenever it occurs and whatever population is targeted. For example, if students engage in sexual harassment or bullying in any form or context, teachers do more than step in and offer practical support related to the specific situations; they also use literature and technological resources as a means to extinguish these kinds of behaviors by discussing with students the root causes of bullying as well as discussing acceptable solutions. Accomplished teachers are proactive in helping students understand the power of language to build respect and rapport.

Accomplished teachers ensure that when they make references to diversity as part of instruction, those references are authentic and relevant to their students. They choose literature and other learning resources that reflect a wide array of differences among people. They seek multiple perspectives and solutions when examining social issues with their students. Teachers highlight past and present events relating to issues of diversity as a way to promote students' understanding of how they function in a diverse world. Literacy teachers help their students take the step beyond awareness and acceptance of diversity to becoming advocates for social justice in a pluralistic, democratic society. For example, as teachers discuss problems relating to social justice with their older students, they might assign an essay in which their students respond to instances of racial profiling. Teachers of younger students might have their students read books about homelessness.

From Standard III: Learning Environment

From the Section: Establishing the Affective Environment

Accomplished teachers foster a sense of community, inclusion, and purposefulness about learning among their students in many ways, but primarily through the examples they set. They are personally friendly and welcoming in their interactions with all their students. They listen carefully and dignify each student's contribution with attentiveness and thoughtful responses. They are interested in their students' ideas, lives, and activities; enthusiastic in support of their students' initiatives; and generous in their recognition of a wide variety of students' accomplishments and positive behaviors. They use a sense of humor to enliven the instructional day, even as they communicate an underlying seriousness about the importance of learning. They firmly believe that all their students are capable of growing in their knowledge of the world and in terms of their competence in reading, writing, listening, speaking, and viewing. Accomplished teachers maintain high expectations for the success of each student.

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

all, the teacher creates an inclusive environment that promotes a sense of security for every individual in the classroom.

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

From the Section: Establishing the Physical Environment

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

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

From Standard IV: Instruction

From the Section: Selecting Resources

Accomplished teachers select media and technology tools that enhance and extend their students' opportunities to learn about and through language. Teachers recognize that they are responsible for selecting developmentally appropriate technology and media that match overarching curriculum goals and that are appealing and accessible to learners. For example, teachers might help students set up blogs in which they communicate with students from around the world as both groups read the same novel, or they might have English language learners employ email as an avenue for building language. Accomplished teachers are aware of assistive technologies that increase success for students with exceptionalities. They may obtain an adaptive mouse for a student to use with a computer, learn to program a voice simulator for a student who is without speech, or provide interactive software for a student with cognitive processing difficulties to help that student learn to read and write.

Accomplished teachers regard instructional time as an invaluable resource, and they maximize its use; their lessons are clear, purposeful, coherent, and well managed, with smooth transitions between one activity and the next. Teachers engage their students in predictable classroom routines; their students feel secure because they know what is expected of them. Accomplished teachers organize their instruction into large blocks that allow for in-depth literacy experiences. Teachers' daily routines invite personal initiative, helping students create connections between subject areas and build on their previous learning.

From the Section: Teaching

Accomplished teachers understand that instruction often involves an ongoing dialogue with students. Teachers know that dialogue builds a close relationship between the student and teacher, with both parties providing vital feedback on efficient and creative ways of using the instructional period. These creative collaborations foster increased independence in the learner. For example, teachers might think aloud to model their use of metacognition as they read and reread a difficult text. Afterward, they might ask students to talk with each other about how to apply the same rereading strategy. Finally, teachers would encourage students to reread whenever meaning breaks down during their own independent reading. This allows students to become aware of what they know, understand, can do, and can apply in new ways in the future.

As they implement instruction, accomplished teachers continuously engage in reflection, evaluating whether their instruction is achieving their goals. Accomplished teachers capitalize on teachable moments. During instruction, accomplished teachers understand that flexibility is crucial and that adjustments will become necessary as the teacher scaffolds student learning. Teachers make subtle and effective modifications in response to their observation of students' gestures, facial expressions, and comments as well as in response to what is happening in the classroom and in the world.

Reflecting on Learning

Reflection is an integral part of all aspects of teaching but is critical to planning and implementing instruction. Accomplished teachers know that reflection is a recursive process that, ideally, occurs before, during, and after instruction; therefore, teachers purposefully schedule time within each day to engage in reflective thinking or writing. Accomplished teachers reflect on ongoing assessments, observations, and curricular expectations as they make or adjust instructional plans. They reflect during daily lessons, considering the level of student engagement or performance, and adjust instruction accordingly. They reflect on how lessons affect student learning and strive to improve future lessons, even when lessons go well. They reflect on their use of time, resources, and instructional strategies, always looking for effective ways to refine and improve their own practice. They seek student input on the effectiveness of their teaching and reflect on ways they might enhance future learning engagements. Recognizing the power of reflection, they purposely plan for opportunities for students to self-reflect as well. Accomplished early and middle childhood literacy teachers exemplify the reflective practitioner as they plan for and implement instruction that will have the greatest impact on the growth of all literacy learners.

From Standard V: Assessment**From the Section: Selecting and Administering Assessments**

Accomplished teachers draw on the strengths and interests of their students in order to ensure that assessments accurately reveal what students know and can do. In some situations, teachers may offer students an array of assessment options. For example, when trying to determine students' comprehension of a given piece of literature, a teacher might allow students to write, create an oral presentation, or produce a work of art in response to the text. When constructing a writing portfolio, teachers may ask students to choose the piece of writing they wish to see included in the portfolio and then explain what it shows about the student as a writer.

Accomplished teachers guide students in assessing their own literacy progress and establishing their own learning goals; they provide models, criteria, benchmarks, and feedback so that students can make accurate and realistic decisions. Literacy teachers model strategies that students can use before, during, and after reading new or challenging texts. A teacher might provide students with a variety of self-assessment tools and invite students to make thoughtful selections and then use the tools appropriately. For example, a teacher might scaffold for students the process of evaluating portfolio selections. Accomplished teachers also facilitate peer discussions focused on assessment.

From the Section: Communicating the Results of Assessment

Accomplished teachers clearly communicate assessment results to students, parents, administrators, colleagues, school board members, and other stakeholders, and they do so in a timely manner. Literacy teachers prepare reports of their evaluations that

clearly communicate the nature and degree of the progress that students are making. These teachers use the public release of data about the school's performance on standardized tests as an opportunity to communicate with parents and stakeholders about ways in which teachers are striving to meet the needs of students. Teachers provide parents with meaningful feedback on how their children are progressing in the acquisition of language processes. Accomplished teachers use feedback as a way to cultivate family support and celebrate student achievement.

Accomplished teachers communicate both quantitative and qualitative data and explain the significance of both types. They also explain to students, parents, and community members that numerical scores may obscure subtle differences in achievement. For example, if a student receives a 3 on a standardized test, the teacher needs to clarify the total scale (3 out of what possible total score?); the range of performance within the score (in other words, there may be high 3's or low 3's); and the difference in proficiency between a 3 achieved at one grade and the same score achieved at a higher grade. Accomplished teachers assist parents in recognizing academic growth from year to year. (See Standard XII—Collaboration with Families and Communities.)

Accomplished teachers communicate regularly with students about assessments and their results, and they help students understand the data so that students can reflect on their own learning. Teachers explain the value of multiple assessments and the ways that a variety of feedback can improve learning. They may discuss how to interpret a variety of assessment results and how to understand rubrics, checklists, the meanings of scores on standardized tests, and other assessment tools. Accomplished teachers make certain that students understand the relative strengths and weaknesses of various assessment tools for understanding their own literacy achievement in general and specific aspects of reading, writing, speaking, listening, and viewing in particular.

From Standard VII: Writing
From the Section: Knowledge

Accomplished teachers recognize that students of all ages can develop voice, agency, and new ways of viewing the world and their place in it through written expression. Literacy teachers understand that these aspects of writing become especially important as older students become more adept at the writing process and engage in independent writing such as personal journals, poetry, and creative prose. Online venues such as social media and writing sites which provide communities of practice regarding popular culture encourage writing outside of school. Accomplished teachers recognize the importance of encouraging older students in these personal writing venues while maintaining a supportive, collaborative writing community in school where all learners are encouraged to write for personal pleasure and interests as well as for more formal academic and professional purposes.

From the Section: Learning Environment

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

From the Section: Instruction

Accomplished teachers teach students the process of writing. They show students a variety of strategies for planning and generating ideas. They help students draft writing and demonstrate how students can use their knowledge of the qualities of good writing to guide revision. Literacy teachers teach students to use knowledge of grammar and mechanics to edit their writing, and they create meaningful opportunities for students to share writing with multiple audiences. When giving feedback to students, accomplished teachers focus on responding to the ideas and organization of students’ writing, while helping them maintain the use of conventions.

Accomplished teachers clearly demonstrate that writing proficiency occurs along a continuum rather than consisting of a set of discrete skills. They use oral language as a foundation in developing the skill of writing. Literacy teachers integrate talk throughout writing instruction, including allowing students to converse about ideas before writing, to discuss writing during the revision stage, and to share and provide feedback on one another’s final drafts.

Accomplished teachers help students find audiences for what they have written. Teachers are aware of the need to foster a collaborative and supportive writing community where students feel safe sharing their work with multiple audiences. For example, they may have students take turns reading their favorite compositions to the class and answering questions about them. Literacy teachers may create opportunities for students to publish a class newsletter or class book, in hard copy or online. Teachers may also help students develop face-to-face and online audiences outside the classroom and school community.

Accomplished teachers are familiar with a variety of tools used to assess the writing process and written products, including both the content of texts and the mechanics. Teachers know and use appropriate, varied, meaningful, differentiated, and authentic formative and summative assessments. Teachers can analyze assessment results and

use the data to inform further instruction. Moreover, literacy teachers may use feedback strategies, such as writing conferences, written comments, and developmental descriptors, to help students hone their writing skills. Teachers also help students analyze and meet the expectations contained in published rubrics, including those that will be used to evaluate their writing on standardized tests. (See Standard V—Assessment.)

Accomplished teachers use the results of assessments to differentiate writing instruction for all students. Teachers use guided writing groups that are dynamic and fluid and based on student needs. Teachers know that when planning lessons, it is important to vary options related to the process and the products to meet the varied interests within the class. A literacy teacher might display visual images and artifacts to make a writing assignment more comprehensible or allow the final product to be a podcast, rap, song, video, or an electronic book. Accomplished teachers increase their students' writing skills by helping them set challenging yet attainable goals and by providing assistance in achieving those goals.

Accomplished teachers provide timely and constructive responses that help students develop as writers. In reading a student-authored text, the teacher is careful to respect each student's individual voice and respond to what the student has to say, honoring the student's ownership of the text and viewpoint. Teachers interact with students to engage them actively with what they have written and to help them make informed decisions about revising and editing.

Accomplished teachers understand that students who are able to assess their own work will become more independent writers, both in and out of school; therefore, they guide their students in the techniques of self-assessment. Teachers acknowledge that student self-assessment relies on reflection throughout the writing process. Accomplished literacy teachers model reflection and self-assessment strategies that help writers solve problems when they are writing. Teachers may ask students to create a rubric to use when critiquing their own texts. Accomplished teachers have students collect their writings over time in physical or digital portfolios and then guide students to review their portfolios periodically to reflect upon their progress and set future learning goals.

Accomplished teachers guide students to assess one another's work. Teachers show students that peer assessment should be a collaborative, formative process in which writers provide each other with constructive feedback so that they feel safe and nurtured. In the classrooms of accomplished teachers, the peer assessment process is collegial and collaborative, and the teacher ultimately remains responsible for providing summative assessments and scoring the writing.

Accomplished teachers delight in the natural curiosity of children and in the original ways in which early and middle childhood students express themselves in writing. Teachers know that students develop best as writers when they are allowed to compose texts on subjects that are student-centered and relevant. Accordingly, literacy teachers regularly involve students in choosing their own topics and purposes

for writing in addition to completing teacher-directed writing activities.

From Standard VIII: Listening and Speaking

From the Section: Learning Environment

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

From the Section: Instruction

Accomplished teachers are themselves articulate speakers and sensitive listeners who demonstrate excellent oral language skills in their day-to-day leadership in the classroom and throughout the school community. They help students understand the importance of listening and speaking. Literacy teachers purposefully model how to use language in a variety of settings related to learning activities and social interactions. They demonstrate how to make connections between previous and new oral language experiences, and they encourage students to do the same. For example, after participating with the teacher in a teacher-led conference, students may take the initiative in student-led conferences that include parents and teachers.

Accomplished teachers employ a variety of formal and informal evaluation processes and tools that capture the essence of students’ developing skills in the areas of speaking and listening. They construct their classroom environments, routines, and schedules in ways that allow them to seamlessly conduct ongoing assessments of individuals and groups. Teachers use a variety of tools to assess students’ oral language uses, such as anecdotal records, language samples, rubrics, developmental growth indicators, retelling, and digital recordings of students’ speech. Teachers design assignments such as book talks and project presentations that include embedded opportunities to assess speaking and listening skills. They understand the progression of oral language from playground conversations to more sophisticated academic language usage. Literacy teachers collaborate with students to create rubrics related to listening and speaking skills. For example, they might develop rubrics for oral presentations. Teachers use oral language in formal interviews and informal conversations with students to assess student learning, progress, and attitudes in order to guide instructional decisions. (See Standard V—Assessment.)

Accomplished teachers provide students with opportunities to assess their own progress in listening and speaking as well as the progress of their peers. Teachers deliberately teach students the assessment criteria ahead of time. Student self-assessment in listening and speaking may extend to work in other classrooms

<p>and to speaking and listening activities within their families and the greater community.</p> <p>From Standard XII: Collaboration with Families and Communities From the Section: Connecting Families, Schools, and Communities</p> <p>Accomplished teachers seek opportunities within the community to expand their students’ advocacy and decision-making skills while simultaneously advancing students’ literacy skills. For example, teachers might help students respond to local issues through letters to the editor, or they might organize students in service programs such as writing letters to community members who are serving in the armed services. Accomplished teachers may also use online tools to build local and global relationships. Accomplished early and middle childhood literacy teachers believe that connecting schools to the wider world can provide mutually enriching experiences for literacy learning.</p>	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Early 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>Sections from: STANDARD III: Knowledge of Students STANDARD IV: Knowledge of the Practice of Teaching STANDARD V: Learning Environment STANDARD VI: Ways of Thinking Mathematically STANDARD VIII: Reflection and Growth</p>	
<p>OVERVIEW: Accomplished mathematics teachers help students grapple with fundamental concepts such as quantity, space, change, and chance, critical to understanding both mathematics and the myriad of disciplines that rely on mathematical ideas. While many believe mathematics is the sum of a variety of procedures, accomplished teachers know these procedures are connected to fundamental underlying concepts. In the classrooms of accomplished teachers, students are engaged in identifying patterns; solving problems; reasoning; forming and testing conjectures, justification, and proof; and communicating results. Students search for connections and solve problems, while reflecting on both the mathematics and their own thought processes. (Introduction Section, p. 12)</p>	
<p><i>From Standard III: Knowledge of Students</i></p> <p>Accomplished teachers know their learners and use that knowledge to determine instruction. Accomplished teachers must know students well, both as early adolescent through young adult learners and as individuals learning mathematics. Mathematics teachers know that adolescents experience many intense emotional, physical, social, and intellectual changes over a relatively short period of time and that these changes may affect instruction and learning. At the same time, teachers know that the energy adolescents bring to the classroom might contribute to rich learning opportunities if channeled into appropriate activities. Teachers allow students to communicate their ideas while still guiding conversations toward the concepts being learned. Teachers also find ways to motivate students through connections to students’ worlds. For example, teachers might relate mathematic problems to currently available technology. Teachers realize that beyond interests in material items, students are dealing with finding a sense of belonging, which can directly affect what they are willing to do in front of their peers.</p> <p><i>From Standard IV: Knowledge of the Practice of Teaching</i></p> <p>Accomplished teachers modify classroom plans and activities in response to student needs, interests, and unexpected opportunities for learning. Teachers demonstrate</p>	

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flexibility, insight, and responsiveness in dealing with the flow of the classroom. They recognize and respond to the mathematical potential of student questions and comments and pursue ideas of interest that emerge during classroom discussion. Teachers also help students reflect on and extend their learning, and they expect and help them to take responsibility for their learning. For example, teachers might provide opportunities for students to write in journals about what they have learned and what they need to focus on as a unit progresses. Because teachers understand different types of representational models, appropriate instruction and computational tools, and the strengths and weaknesses of each, teachers can select those best suited for different students and for different teaching situations.

Accomplished teachers foster learning by choosing imaginative examples, problems, and situations designed to interest and motivate students, illuminate important ideas, and support continued growth of student understanding. Teachers also know the importance of well-structured, scaffolded sets of problems that can be used to increase student understanding. Teachers work with small groups of students, asking clarifying or leading questions when necessary. Teachers involve students in decisions about mathematical topics or ways to study those topics. Mathematics teachers provide students with opportunities to reflect on their learning, and teachers serve as catalysts in launching student investigations. For instance, a teacher might show the application of the quadratic formula to prepare students to write an explicit representation of Fibonacci numbers.

Accomplished teachers promote meaningful discourse through the well-conceived questions they pose and through the rich tasks they provide. They demonstrate their use of appropriate questioning strategies by knowing how, when, and why to question students about their understanding of mathematics and provide a safe arena in which students can counter the arguments of others. Teachers encourage students to pursue learning on their own. Teachers also know that a number of studies support the tremendous potential that discourse-intensive instruction has on student learning. Teachers use techniques that encourage discussion, such as restating students' observations, having students repeat and listen to one another, asking students to contribute to the discussion, and using wait time both before and after students respond. During discourse, teachers are aware of their own intonations and adjust their communication styles to the needs of the students and the context of the discussion. Teachers understand and are able to demonstrate strategic methods to communicate in a specific manner as they share information with students.

From Standard V: Learning Environment

Accomplished teachers use their knowledge of how students learn to create a stimulating and productive environment in which students are empowered to do mathematics. Teachers foster a respectful, engaging, and cooperative atmosphere for learning. They help students learn about learning mathematics. From the beginning of the school year, teachers engage their students in creating a community of learners in which students value taking intellectual risks.

Accomplished teachers consider the mathematical understandings, needs, interests, and working styles of their students and the mathematics they are studying. Teachers recognize the multiplicity of challenges and continually seek ways to help students thrive. Teachers create a culture in which each student learns to value mathematics and experiences success in doing mathematics. Teachers lead by example and convey to students the delight that comes with the command of a mathematical tool or principle. Teachers help students develop the ability to work both independently and collaboratively on mathematics, recognizing that the long-range goal of a teacher is to help students become self-directed and capable of learning on their own.

From Standard VI: Ways of Thinking Mathematically

Accomplished teachers deliberately structure opportunities for students to use and develop appropriate mathematical discourse as they reason and solve problems. These teachers give students opportunities to talk with one another, work together in solving problems, and use both written and oral discourse to describe and discuss their mathematical thinking and understanding. As students talk and write about mathematics—as they explain their thinking—they deepen their mathematical understanding in powerful ways that can enhance their ability to use the strategies and thought processes gained through the study of mathematics to deal with life issues. For example, when students in geometry are given six toothpicks and asked to construct with them four equilateral triangles, they usually conclude after multiple attempts that it is impossible. When probed to explain their thinking, they focus on the mathematics they know and usually conclude that this cannot be done on the plane, which is true. Then they realize that they were not asked to do it on the plane and immediately come up with the solution: the regular tetrahedron. From this exercise, they learn to think through the analysis of a problem or situation in any discipline. Mathematics teachers encourage students to confront and challenge ideas and to question peers as they discuss mathematical ideas, develop mathematical understanding, and solve mathematical problems. Teachers use probing and supportive questions to advance students' thinking. Teachers monitor what students do, using mathematical communication regularly to help students build understanding. For example, teachers might use the graphing of rational functions to help students understand the concept of an asymptote.

From Standard VIII: Reflection and Growth

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

<p>MUSIC (EMC) & (EAYA) <i>Early and Middle Childhood & Early Adolescence through Young Adulthood</i> <i>(Shared Standards)</i></p>	<p>NOTES</p>
<p>Sections from: STANDARD III: Planning and Implementing Assessment STANDARD IV: Facilitating Music Learning STANDARD V: Learning Environments</p>	
<p>OVERVIEW: Music is a rich, intriguing, and demanding discipline. The study of music offers unique intellectual challenges, rewards, and opportunities that enable students to develop perspectives and abilities that will continue to mature throughout their lives. Accomplished music educators have the power to engage students in educational experiences that might well be life changing, allowing them to discover new things about themselves and others that they might not otherwise have known; inspiring them to give music a prominent and permanent place in their lives; or, for some, supplying a constructive means of expression and a path to achievement that can prevent them from making unproductive choices. (Introduction Section, p. 12)</p>	
<p>From Standard III: Planning and Implementing Assessment From the Section: Planning Assessment</p> <p>Accomplished music teachers value and employ student self-assessment. They are adept at designing self-assessment instruments that are meaningful and insightful for both individuals and groups. They are careful to construct such instruments as exercises that encourage students to be introspective and to honestly reflect on their own work and progress.</p> <p>From the Section: Implementing Assessment: <i>Groups</i></p> <p>Accomplished teachers know that the assessment of performance groups involves several interrelated aspects, including consideration of the individual contribution to the overall results, as well as the quality of individual performances, participation, and interpersonal skills displayed. Teachers also strive to use their sectionals and rehearsals as opportunities for student self-assessment. When teachers work with larger non-performance-oriented classes, teachers pose questions that encourage group interaction and student self-assessment in addition to using individual assessment techniques.</p> <p>From the Section: Interpreting Data and Reporting Student Progress</p>	

Accomplished music teachers have an efficient system of data collection and maintain complete and accurate records concerning all aspects of student assessment. They can answer any subsequent questions from parents or school administrators concerning the bases for a student's placement or grade. Collected data are assembled into a single source, such as a grade book or an electronic file. Teachers also use technological means, when appropriate and available, to collect and interpret data; for example, teachers might work with students on how to critique a videotape or recording of a concert for the purpose of analyzing in more detail their performance. Teachers are aware of the effect of technology on the possible outcome of an assessment, and they help make students comfortable with technology so that this effect is minimized or eliminated.

Accomplished music teachers know the value of portfolio assessment, and they help students develop portfolios. They use portfolios to demonstrate and monitor individual growth over time and to serve as vehicles for formal academic and professional advancement. Portfolios may include written materials, tapes of student progress, and performances, and teachers might give students the responsibility for the organization and storage of this information. Portfolios are organized in ways that are appropriate to the student's age or ensemble. Teachers employ this information in ways that maximally benefit the student and the instructional program, and they ensure that both students and parents have sufficient information to make their own assessments of student learning.

From Standard IV: Facilitating Music Learning
Choosing Instructional Resources Wisely

Accomplished music teachers are adept at selecting high-quality materials that help meet their instructional goals. They use materials appropriately and creatively, judiciously evaluating these materials for quality and suitability. They choose materials that are most appropriate to their student population and to the particular needs of individual students. They vary their emphasis to give students broad exposure to different types of music that support alternative learning styles. They locate materials that are diverse in several respects, including form, style, thematic content, gender appeal and awareness, cultural background, and level of difficulty. They also help students learn to locate and select high-quality materials for their own learning.

From Standard V: Learning Environments

Accomplished music teachers are enthusiastic experts in their field. The environments in which they teach are vital and enriching places where teachers' musical skills, their knowledge of subject matter, their passion for music, and their knowledge of and genuine concern for students are very much in evidence. In these learning environments, all students feel challenged by the curriculum and supported by their teachers and classmates. Students are constructively engaged in sustained activity, expressing their active involvement in and appreciation for music. They develop confidence musically as well as socially, learning to accept challenging tasks and to collaborate with others as they undertake these tasks. Students cooperate with

classmates and share in the success of the group as they reflect on their own progress in learning.

From the Section: The Character of the Learning Environment

Accomplished music teachers create supportive, congenial, and purposeful learning environments where students are challenged and encouraged to learn and grow and where they feel welcomed, valued, and respected. Teachers create such environments by demonstrating an interest in their students' ideas, activities, lives, and work and by fostering productive interaction among students. The learning environment of an accomplished music teacher is emotionally and intellectually safe. Intellectual adventurousness is encouraged, and students participate in active learning and decision making, knowing that they belong and that their ideas matter.

From the Section: Facilitating Social and Intellectual Development

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

Accomplished music teachers use various activities and teaching strategies to encourage the virtues of tolerance and open-mindedness. They guide students in learning to appreciate the performances and compositions of others in ways that help students recognize their own prejudices and stereotypes. They model how to engage in thoughtful analysis rather than shallow criticism. A healthy, stimulating, and supportive learning environment encourages the open expression of ideas and the search for greater understanding and knowledge of music.

Accomplished music teachers foster the social development of their students by encouraging interactions that show respect for musical preferences and concern for others, by dealing constructively with inappropriate behavior, and by appreciating humor and using it appropriately. They create for all students—including those with special needs—a community that ensures their physical, social, and intellectual wellbeing.

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>

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<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>Sections from: STANDARD III: Curricular Choices STANDARD IV: Wellness within Physical Education STANDARD V: Learning Environment STANDARD VII: Teaching Practices STANDARD IX: Reflective Practice STANDARD XII: Advocacy</p>	
<p>OVERVIEW: Accomplished physical educators teach their students that seemingly insurmountable conditions can be mastered. Acting as mentors, they encourage their students to acknowledge the capabilities they possess and persevere in the goals they pursue. These teachers foster a love of physical movement that compels students to become independent learners. When students experience success, they gain confidence in themselves and the people with whom they interact. They also acquire respect for their bodies and begin to assume responsibility for their well-being. These dispositions motivate students to challenge themselves in all aspects of their lives. The affective benefits of a quality physical education program are exponential. (From Introduction Section, p. 12)</p>	
<p>From Standard III: Curricular Choices From the Section: Student Needs and Interests</p> <p>Accomplished teachers know that effective physical education curricula are relevant, structured, and intentionally designed to help learners enjoy lifelong physical activity and wellness. Teachers use various strategies to gain information about their students and analyze this data to determine which activities may best meet their learning needs and interests. For example, a teacher may review student fitness data in concert with current research and popular trends to refine the curriculum for a specific class. Physical education teachers take their students’ interests into consideration as much as possible when making curricular choices. For example, a teacher who has a student with an extracurricular interest in fencing may have the student bring fencing gear into class and provide a brief demonstration that might inspire students to seek out new experiences. Accomplished teachers empower students to experiment with their knowledge and skills in a wide range of physical activities to help students become independent learners who value lifelong activity.</p> <p>From Standard IV: Wellness within Physical Education From the Section: Instructional Strategies outside of the Classroom</p>	

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Accomplished teachers furnish their students with opportunities to extend their involvement in physical activities, make sound nutritional choices, and pursue personal well-being outside the classroom. For example, a teacher may give students a weekend assignment to perform a physical activity, take a picture of the setting, write a description of the activity, and reflect on the assignment. Accomplished physical education teachers offer their students options to explore lifetime fitness activities on their own. They help students identify local recreational activities based on their preferences and community resources. Teachers provide their students with positive reinforcement to sustain the practice of lifelong wellness.

Conclusion

Accomplished physical education teachers are dedicated to helping students build a foundation of physical fitness for their future. Maintaining an awareness of current trends and research, physical education teachers integrate all components of wellness within their curricula and promote them throughout their schools and communities. Accomplished teachers fulfill a crucial role to ensure that students can develop sound bodies and minds. They equip students with the knowledge and experience they need to make independent decisions about their personal health and lifelong wellness. Physical education teachers understand the impact they have on social infrastructures based on the important contributions they make to wellness within their school and local communities.

From Standard V: Learning Environment **Creating an Environment of Respect and Rapport**

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

Establishing High Expectations for Learners

Accomplished teachers consistently communicate high expectations for their students. They challenge learners physically and intellectually, helping students set

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

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

From the Section: Establishing a Culture for Learning

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

From Standard VII: Teaching Practices

From the Section: Promoting Student Success

Accomplished physical education teachers utilize assessment seamlessly to inform and guide instruction by monitoring student and class progress. For example, a teacher may assess students prior to an activity to establish their experience and individual skill levels; the teacher could then use the results of this preassessment to design lessons for the class that challenge each student based on what that student

needs to know and be able to do. Teachers encourage students to reflect on their skills and attitudes during and after physical education activities. They use student feedback gained through instruments such as skill demonstrations, entry and exit surveys, or reflection logs to enhance lessons by improving student comprehension and learning retention. Physical education teachers work in teams with their students, employing a combination of teacher- and student-led assessment to help students master skills and advance their learning. (See Standard VIII—Assessment.)

From Standard IV: Reflective Practice
Planning for Instruction

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.

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 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.

From Standard XII: Advocacy
From the Section: Promoting Professional Excellence

Accomplished teachers act as authorities on current trends and research in the field of physical education. They involve parents and students in outreach efforts to magnify the impact of their appeals. An accomplished teacher may ask parents to write constituent letters to elected officials or may encourage students to share the

importance of their educational experience with political leaders. Through these types of activities, accomplished teachers become role models for their students, helping them become their own advocates in all avenues of their lives.	
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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>Sections from: STANDARD I: School Counseling Program STANDARD II: School Counseling and Student Competencies STANDARD IV: Counseling Theories and Techniques STANDARD VI: School Climate STANDARD IX: Student Assessment</p>	
<p>OVERVIEW: School counseling programs utilize strategies to enhance academic achievement, provide career awareness, develop employment readiness, encourage self-awareness, foster interpersonal communication skills, and facilitate successful transitions for every student. (Introduction Section, p. 12)</p>	
<p>From Standard I: School Counseling Program Individual Planning</p> <p>Through effective assessment, advisement, placement, and follow-up, accomplished school counselors help students and their families develop and maintain a clearly identified but flexible direction while enrolled in that school. They systematically monitor students’ academic progress, present career development information, and provide counseling or references for personal/social development.</p> <p>School counselors encourage high aspirations and challenging coursework in conferencing with student and parents. They also may facilitate student-led conferences where students share academic portfolios with their parents as they explore goals together. When a student is not demonstrating satisfactory growth in an academic program, the school counselor collaborates with teachers, parents, and students to design an academic program that more closely matches the student’s goals and aspirations and allows the student to experience success. School counselors help the students and their parents decide on proper placement and reasons for the lack of growth. If the issue is related to motivation, the school counselor works with the student and teachers to develop a plan to improve academic progress. As systemic thinkers, school counselors are comfortable with district, school, class, and individual records of progress and the future importance of these records to students. School counselors are able to interpret these records to inform all stakeholders of the progress of every student.</p> <p>From Standard II: School Counseling and Student Competencies From the Section: Academic Competencies</p>	

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To enrich the entire curriculum and encourage independent lifelong learning, accomplished school counselors actively teach the awareness, development, and application of skills needed in all areas of academic study, and they are adept at integrating such skills into the schoolwide curriculum. For example, the school counselor might work with a mathematics teacher to combine a lesson on lapsed time with lessons on time management and organization. Or, they may show students how to form study groups to enhance the learning of all participants and then monitor students as they practice their skills.

Accomplished school counselors work with students, teachers, and parents to make academic plans. They facilitate communication among students, parents, and staff to set goals, monitor the success of the plan, and make appropriate changes. Furthermore, school counselors help students and their parents make academic transitions from elementary school to middle school to high school, and then to postsecondary education or to work.

From the Section: Career Competencies

School counselors enhance student awareness of careers by using such resources as age-appropriate career inventories, computerized career information systems, career fairs, and job shadowing. They use research-based strategies and activities that help students acquire relevant skills, self-knowledge, positive attitudes, and specific career knowledge. They describe traditional and nontraditional careers and show how these relate to career choice. Accomplished school counselors tailor career instruction, assessment, and dissemination of accurate, up-to-date career information to meet the needs of every student equitably, including those with special needs associated with disabilities or other unique characteristics, or qualities related to culture, gender, socioeconomic status, sexual orientation, or language.

Accomplished school counselors facilitate student development of career plans. These may take the form of career portfolios across grade levels—either print-based or electronic—that document self-awareness and exploration activities as well as planning and preparation for career choices, which may include post-secondary education and training plans and means for financing postsecondary options. School counselors understand the importance of updating these plans annually and of involving parents in the process.

Personal/Social Competencies

Accomplished school counselors believe that developing the social and emotional dimensions of students is as critical as career and academic development. They observe, cultivate, and assess the social development of students, noting their comfort level in the school environment, relationships with friends, respect accorded to peers and faculty, sense of belonging, character, integrity, and concern for themselves and others. School counselors offer encouragement and direction to improve interpersonal communication skills and to enhance students' self-respect and respect for others. They encourage students to develop an awareness and

appreciation of the needs, views, and rights of others. They employ specific strategies that encourage respect for individual differences related to skills, culture, gender, ethnicity, language diversity, sexual orientation, physical or learning exceptionalities, and other factors. They often, for example, design and direct activities that require students to work cooperatively within a diverse group toward a common goal.

Accomplished school counselors are dedicated to preparing students to be well-adjusted, productive members of society; therefore, they are dedicated to the personal/social development of every student. They model what it means to be caring and ethical by being open-minded and fair. They build appropriate relationships with students and are aware of individual talents, aspirations, and concerns. Through effective personal/social counseling, accomplished school counselors encourage all students to achieve at their highest level. School counselors are aware that a strong sense of self, awareness of one's personal strengths and limitations, knowledge of how to interact effectively and respectfully with others, and a sense of personal responsibility contribute directly to one's academic and career success.

Accomplished school counselors use varied strategies to develop each student's awareness of personal talents, skills, abilities, preferences, and perspectives. They understand that self-confidence comes from the development of skill and competence. They encourage students to take appropriate risks and to measure successes and setbacks appropriately. School counselors know that every student needs to feel successful regardless of personal, home, family, and community circumstances. They work collaboratively to recognize each student's diligence and high academic and career aspirations.

Accomplished school counselors create a variety of opportunities for students to take action, assume responsibility, exercise leadership, and develop initiative. To further students' personal/social development, accomplished school counselors encourage students to be actively involved in school activities, such as ambassador programs, mentor programs, and student organizations. They encourage activities that go beyond the school setting, such as canned food drives, service club projects, and community musical presentations. Through such participation, school counselors assist students in acquiring awareness of their roles as contributing members of society.

Basing decisions on data and identified competencies, accomplished school counselors develop ways of instilling in students the character traits that are important to their lives both in and out of school. In the school setting, school counselors are expert in dispute resolution, stress management, creating and maintaining healthy relationships, and resisting pressure to degrade one's body through unhealthy choices. They help students accept consequences for their actions. School counselors teach problem solving and provide students with opportunities to practice making sound judgments. Accomplished school counselors combine their knowledge of academic, career, and personal/social competencies to provide students with the traits needed for successful lives.

From Standard IV: Counseling Theories and Techniques

Accomplished school counselors maintain a strong knowledge of individual counseling processes that assist students in setting and reaching goals, solving problems, and maximizing abilities. They understand that their one-on-one counseling with students must be efficient as well as effective. They are outcome-oriented and understand that the counseling relationship must be developed and conducted in a limited period of time. Accomplished school counselors approach individual counseling from a strength-based orientation, seeking to reinforce what is going well in students' lives while helping students resolve their personal issues. They know the theories behind and the procedures for such processes as active listening, establishing rapport, and using reflective statements, and they integrate spoken and unspoken messages as they facilitate students' self-exploration and problem solving. Accomplished school counselors recognize that their role as student advocate is critical, and they strive to balance the needs of the student with the needs of the school.

From Standard VI: School Climate**Approaches to School Climate: Working with Students**

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

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

<p>groups would reflect on and write about their experiences. School counselors teach students to reach out to peers who are troubled and assist them in obtaining help.</p> <p>Approaches to School Climate: Working with the Entire School</p> <p>Accomplished school counselors, working with students and the entire school community, facilitate the establishment of a school climate that contributes to educational achievement for every student. They combine their knowledge of people, theories, data, and leadership to advocate for an emotionally, socially, and physically safe learning environment.</p> <p>From Standard IX: Student Assessment</p> <p>School counselors collaborate with staff, students, and parents to monitor student progress on a regular basis to encourage student initiative and responsibility. Accomplished school counselors further use assessment as a reflective, analytical tool for students to discover their own talents and abilities. School counselors help students to evaluate their own performance and to develop ways to best present their talents and abilities to others.</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>Sections from: STANDARD I: Understanding Students STANDARD III: Curriculum and Instruction STANDARD IV: Assessment STANDARD V: Learning Environment STANDARD VI: Family and Community Partnerships STANDARD VIII: Diversity, Fairness, Equity, and Ethics</p>	
<p>OVERVIEW: Science teachers capitalize on the fact that students are naturally inquisitive and build on that curiosity. To learn science, most students require both explicit instruction and hands-on investigation. All students are capable of learning science, but they do not all learn science in the same way. Students of accomplished teachers understand the culture of science, become active members of scientific communities, formulate and investigate meaningful scientific questions, and gradually develop more sophisticated scientific understandings. Students learn to appreciate both the open-ended nature of science and its rigor. They take ownership of their science education. (Introduction Section, p. 13)</p>	
<p>From Standard I: Understanding Students From the Section: Developmental Characteristics</p> <p>Accomplished science teachers are aware that a student’s degree of social and emotional confidence influences learning. Teachers understand the social and emotional needs typical of the age group that they teach, and they comprehend how these needs impact classroom dynamics. For example, teachers understand that the social inclinations of their students affect how productively they can work in groups. Teachers are sensitive to developmental issues related to self-image, societal expectations, family structure and dynamics, and changing peer influences. Accomplished teachers are intentionally aware of current adolescent trends and cultural changes, and they know how to appropriately incorporate aspects of preteen, teen, and young adult culture into science education.</p> <p>Accomplished science teachers understand that their adolescent students become increasingly capable of sophisticated thought, such as abstract and spatial reasoning, over time. Teachers make the effort to discern the intellectual capabilities of students, understanding that students’ cognitive abilities may vary dramatically. Because accomplished teachers know that their students are beginning to become aware of their own thought processes, they understand the benefits of providing students with</p>	

opportunities to assess the strengths and weaknesses of their own approaches to problem solving.

From Standard III: Curriculum and Instruction

From the Section: Instruction: Philosophy and Important Principles

Accomplished science teachers mirror the processes that scientists use in their efforts to understand the world; by doing so, teachers help students develop an understanding of how scientific knowledge is generated. Teachers guide students to develop the habits of mind of scientists, the capability to engage in scientific inquiry, and the skills to reason in a scientific context. Accomplished teachers understand that, ultimately, students should be able to hypothesize, model, develop explanations from evidence, and engage in scientific discourse. Students should also become critical consumers of scientific information. (See Standard II—Knowledge of Science.)

Accomplished science teachers instruct their students in scientific inquiry. Teachers realize that establishing an inquiry-based classroom helps students develop deep understandings of science and a sense of ownership over their own learning. Accomplished teachers foster their students' intellectual independence—at first, modeling and demonstrating thought processes for students, and gradually making way for increasingly student-generated questions. Teachers understand that self-directed learners become more effective lifelong learners. Accomplished teachers also understand that students' ability to apply knowledge to novel situations is directly related to the depth of their understanding of what they have learned.

From the Section: Methods and Strategies

Accomplished science teachers identify and use appropriate methods and strategies to improve student learning. They develop an instructional framework of short- and long-term goals based on each student's knowledge and abilities. Teachers involve their colleagues and the students themselves in this process. Teachers use assessment to select appropriate individual and classroom goals and strategies and to determine whether those goals have been met and those strategies have been effective. Planning is based on department or schoolwide data as well as data collected from whole-class and individual assessments. (See Standard IV— Assessment.)

Accomplished teachers understand student conceptual development and often anticipate and solicit student preconceptions—whether accurate, inaccurate, or underdeveloped—related to a given topic. When necessary, teachers take steps to help students reconstruct their thinking through appropriate activities that show the discrepancy between their original conceptions and more scientifically accurate explanations.

From the Section: Diversity, Fairness, Equity, and Ethics

Accomplished teachers know that some students can bring rich insights to the classroom based on where they have lived or traveled. Immigrants, refugees, students

of migrant families, and students with extensive travel opportunities can bring different perspectives to the classroom. For example, students who have lived in or visited the countryside may have a clearer visualization of the stars at night than students who have grown up in urban areas, whereas students who have seen the ocean may have a better understanding of ocean waves than students who have always lived inland. Accomplished teachers realize that diverse perspectives arise from far more than just geographical backgrounds, and they give all learners opportunities to share their experiences and observations for the enrichment of their peers.

Accomplished science teachers understand that inquiry is one instructional strategy that can be a powerful tool for addressing diversity, ensuring fairness, and promoting ethics. Through inquiry, teachers can link the crosscutting concepts of science with the social implications, ethical ramifications, and societal impacts of science. Teachers help students connect scientific knowledge to such concerns as personal and community health; population growth; natural resources; environmental quality; human-induced hazards; and science and technology in local, national, and global challenges. For example, if the local community were considering a new development project in a wetland, students might research the topic and engage in community discourse regarding the issue.

From the Section: Reflective Practices

Accomplished science teachers pay careful attention to whether the opportunities for student inquiry engage all students in learning science. They reflect on whether their instruction encourages students to take responsibility for their own learning. Teachers analyze their effectiveness in fostering student discourse about science. Accomplished teachers also reflect on whether students are able to think scientifically and apply their knowledge and skills meaningfully.

From Standard IV: Assessment

From the Section: Administering Assessments

Accomplished science teachers involve students in assessing their own progress because teachers realize that doing so fosters student reflection and the growth of independent learning. Accomplished teachers encourage students to set high goals for themselves and teach students how to evaluate their own progress toward these goals. Teachers provide students with a variety of tools, such as rubrics, scoring guides, rating scales, question sets, and think-alouds; they then give students multiple opportunities to use these tools in assessing their own progress. Teachers foster students' ability to think about what they know, how they know it, and the extent to which they demonstrate that knowledge. Furthermore, in circumstances when it is appropriate to do so, teachers involve students in designing assessments for the entire class. For example, teachers might encourage students to generate test questions or rubrics.

From the Section: Interpreting and Utilizing Assessment Results: *Communicating the Results of Assessment*

Accomplished science teachers communicate the results of assessment clearly and sensitively to students, colleagues, and parents. Teachers provide regular reports that provide evidence about student progress toward clearly defined learning goals. Accomplished teachers ensure that stakeholders have a clear understanding of the connections between assessment criteria and the purposes of the lessons, projects, and student work being assessed. Accomplished teachers prepare evaluations of student progress that clearly communicate the kind and quality of gains in science knowledge and skills that students have been making and, when appropriate, the need for improvement.

Accomplished science teachers provide students with feedback that is informative, timely, and comprehensive; teachers explain what each result means, where students are doing well, and where they need to improve. Accomplished science teachers use constructive feedback to increase student learning and to address conceptual development. In the hands of an accomplished teacher, constructive feedback is specific and is designed to improve student performance, promote growth, and increase a student's self-worth. For example, feedback on a laboratory report would highlight the innovative and effective components, while providing specific details on how to improve aspects of the report. Accomplished teachers give their students an opportunity to discuss their perspective on the assessment and its results.

From the Section: Diversity, Fairness, Equity, and Ethics

Accomplished science teachers vary the types of assessments they administer in order to ensure fairness. For example, a Pacific Islander might be allowed to "talk story" (a cultural verbalization explaining a natural phenomenon) to demonstrate his or her science knowledge, while another student might be given the opportunity convey the same knowledge through a poem, a physical model, or a song. Delivery methods can be adjusted to students' learning and cognitive styles as well as to their cultural backgrounds.

Accomplished science teachers are ethical with regard to selecting, developing, administering, interpreting, utilizing, and communicating assessment results. They are transparent with regard to how each assessment will be evaluated. Students are provided with guidelines prior to assessment. Accomplished teachers encourage peers to provide assessment feedback to each other, but they also ensure that the privacy of student performance is respected.

From Standard V: Learning Environment

From the Section: Safety

Accomplished science teachers realize that fostering a safe and inviting emotional climate is as important as ensuring students' physical safety. Teachers understand that establishing a safe emotional climate encourages students to take intellectual risks and allows them to become part of the culture of science. Accomplished teachers create and maintain a sense of community by encouraging students to show concern for

others, demonstrating high expectations for all, involving all students in the practice of science, and dealing swiftly and constructively with inappropriate behavior, such as bullying. The resultant sense of community encourages students to more actively collaborate in the processes of science and to respect all ideas, familiar or not.

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

From the Section: Engagement

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

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

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

From Standard VI: Family and Community Partnerships

From the Section: Reflective Practices

Accomplished science teachers reflect to ensure that they have established relationships with professionals in science that represent a wide diversity of cultures, genders, and backgrounds. They continually think about ways to inspire students to see themselves in scientific careers, and they reflect on additional opportunities that might better connect all students with the scientific community.

Accomplished science teachers reflect upon their students' interests when advocating for partnerships within the community. Teachers also reflect on whether these partnerships are the best fit for each student, considering ways to meet the students' interests or needs. They reflect upon community resources and are vigilant in using those resources to enhance student learning.

Accomplished science teachers find ways to involve their students in reflecting on how community interactions and partnerships can benefit students. Methods for obtaining this information include interest inventories, intentional classroom conversations, and journaling. Teachers seek input and insights from their students to better focus these partnerships on students' needs. Accomplished science teachers also find ways to involve community partners in reflecting on how community interactions and partnerships benefit student learning. Accomplished teachers continually reflect on ways to improve the process of identifying new partnerships and strengthening existing ones.

Accomplished teachers reflect on how they consistently address diversity, fairness, equity, and ethics when establishing interactions and partnerships. Teachers also reflect on how student engagement and learning may be enhanced when community partnerships incorporate a high degree of diversity. Accomplished teachers continually reflect on ways to better serve all student populations by better incorporating diversity, fairness, equity, and ethics throughout all school-family and school-community partnerships.

From Standard VIII: Diversity, Fairness, Equity, and Ethics
From the Section: Promoting Fairness and Equity in the Science Classroom

In order to promote fairness, accomplished science teachers involve students in the classroom decisions that most directly affect their learning. Teachers understand that allowing students to have a voice in their education is a powerful strategy for enhancing student engagement. Teachers create an equitable environment where all students make valuable contributions to the classroom, and where teachers and students co-navigate the learning process. (See Standard III—Curriculum and Instruction and Standard V—Learning Environment.)

By making explicit their respect for every student in the classroom, accomplished science teachers encourage their students to behave respectfully toward others. Accomplished teachers create a classroom environment that encourages and accepts the diverse perspectives that all students bring to the classroom, including students whose opinions dissent from those of their classmates. Teachers encourage students

to engage in productive discourse about the diverse claims that various individuals make from the same evidence. (See Standard II—Knowledge of Science and Standard V—Learning Environment.)

From the Section: Reflective Practices

Accomplished science teachers continually reflect on their classroom practice in order to ensure that they are educating all students fairly and equitably. To aid in this endeavor, teachers avail themselves of many sources of relevant information. They may watch videos of classroom interactions, analyze assessment data, invite colleagues to observe their classrooms, and interview students. Teachers look for patterns that may indicate inequity, such as disproportionate rates of success or failure among certain groups of students or a consistent lack of engagement on the part of some individuals. If inequities are identified, teachers look for ways to ameliorate these situations. Accomplished science teachers scrupulously seek to uncover their biases and any other factors that may somehow undermine students’ achievement in science. Accomplished teachers make every effort to prevent their personal biases from impacting their interactions with students.

Accomplished science teachers realize that ethical considerations are inherently complex; often there is no obvious best solution, and even careful decisions may have unforeseen consequences. Accomplished teachers reflect on their professional decisions, pondering whether they acted ethically and in the best interests of their students. Accomplished teachers solicit information from parents, students, and other school professionals, weighing all the available information in an attempt to provide a fair and equitable learning experience for all students. Accomplished teachers make sure their instructional practices conform to the highest ethical standards and acknowledge that judgments may need to be reconsidered over time as situations evolve and new information becomes available.

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>Sections from: STANDARD I: Knowing Students STANDARD II: Developing Social Understanding, Engagement, and Civic Identity STANDARD V: Diversity STANDARD VI: Learning Environments: Classroom and Communities STANDARD VIII: Reflection</p>	
<p>OVERVIEW: Social studies–history teachers prepare students for participation in the public life of a democratic society. Public schools in the United States arose in the forge of the young republic’s experiment with democracy. As a result, public education in this country has aspired to prepare students for their lives as democratic decision-makers. This charge imposes demands on teachers of all subjects, as well as on the very structure of schools, but nowhere are these responsibilities more evident than in the work of social studies–history teachers. All educators are expected to teach with democratic practices, but social studies–history teachers must also teach for and about democracy. This involves more than teaching the structure of government. It also means teaching students about the nature of social life, today and in the past; it means preparing them to inquire into social issues and to reach decisions on matters of public importance; it means helping them learn how to deliberate and collaborate with others from a variety of backgrounds and perspectives. (Introduction Section, p. 12)</p>	
<p>From Standard I: Knowing Students From the Section: Knowing the Individual Student</p> <p>Accomplished teachers know their students’ academic needs and strengths and provide a variety of resources, activities, and assessments that match students’ ways and levels of learning. Teachers differentiate lessons so that all students rise to their highest potential. They engage students in multiple modalities of learning, for example, by providing visual representations along with written texts on the Han, Gupta, Aztec, Greek, and Roman empires. Similarly, when possible, teachers may give students choices in demonstrating their knowledge or competency; for example, they may allow students to give oral presentations; write essays, letters, or poems; or create movies or posters. Teachers find ways to engage students who have lower reading levels or who require specialized plans. For example, teachers may find varied reading materials, audio books, or graphic novels about other cultures; use</p>	

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graphic organizers and other forms of scaffolding; or partner with other in-school support programs.

Accomplished teachers know that students are social beings. They acknowledge factors that have shaped students outside the classroom as well as the relational dynamics in the classroom and school at large. Teachers respond to these forces purposefully and strategically by being deliberate about the physical environment of the classroom and student seating arrangements; by carefully grouping students in cooperative tasks; and by creating opportunities for all students to develop respectful interactions with one another. Teachers are particularly attuned to ways that students develop their own social hierarchies, and they create a social and academic safety net for all students.

While working to develop personal responsibility and a habit of persistence in their students, accomplished teachers work with each student to define and create a plan to achieve goals. Teachers know students sometimes face frustrations and challenges. They instill in students the ideas that learning can be difficult; that experimentation is essential; that people learn from false starts and failures; that as much can be learned from making mistakes as from providing the right answer; and that fully grasping a subject requires recognizing its complexity. Teachers are aware of effective ways to offer encouragement and constructive criticism. They also recognize that progress and accomplishment are key components to students' feelings of self-worth and academic success. For example, teachers may confer with students to jointly decide pacing and assessment of a project or unit.

Accomplished teachers know students, their families, and the nature of their communities and are articulate and proactive in educating them about curriculum and instructional practices. This knowledge is especially important if potentially controversial topics are studied. For example, in a community that tends to be homogeneous in terms of religion, teachers may explain to students and families that the purpose of studying other religions is not to influence beliefs but to recognize factors that influence history, cultural practices, or politics in world regions. Teachers recognize the school and community in which they teach can sometimes determine which topics might be considered controversial. They respect that students may enter the classroom with particular views shaped in part by their families or communities. Without making students feel threatened in their beliefs, teachers examine with students the value of considering multiple perspectives on controversial topics. For example, teachers might encourage students to analyze a variety of perceptions and consequences of economic inequality, environmental regulation, alternative family structures, or other social issues.

From Standard II: Developing Social Understanding, Engagement, and Civic Identity Introduction

Accomplished social studies–history teachers teach their students and the content with purpose. Teachers recognize that students are not blank slates and that they enter the classroom with perspectives, attitudes, and beliefs. Teachers provide

students with opportunities to develop key traits associated with purposeful civic decision making, including using evidence, placing ideas and events in historical context, demonstrating open-mindedness, dealing with complexity, and committing to informed civil discourse and diversity. In order to develop and refine students' voices, teachers engage them in a process of defining, shaping, and refining democratic civic ideals by serving as active participants in their communities.

Developing Social Understanding

Accomplished teachers facilitate students' ability to analyze and value the role of the individual in complex social systems. Teachers guide students in recognizing that the overall nature of society is tied to the identities of individuals and social groups within it and that there are multiple perspectives on both the nature of social systems and the responsibilities of individuals within them. Teachers facilitate students' abilities to incorporate higher-order thinking processes to understand complex social systems. For example, teachers examine how the choices we make as consumers affect global employment patterns, international trade, and environmental sustainability. Teachers provide students with opportunities to examine the impact of their choices on themselves and on others locally, nationally, and globally.

Accomplished teachers facilitate students' understandings of how societies operate and how this applies to their lives and communities. Teachers structure activities and provide tools to deepen students' understandings of their social and civic identities. For example, during a unit of study on the historic rates of voter participation in the United States or other countries, a teacher might have students research the voting patterns in a recent local election for comparison and analysis of spatial and demographic characteristics of voter participation.

Accomplished teachers recognize that the ideas and skills students learn through individual study; in discussion; and in heterogeneous, cooperative work are an important part of how young people come to know their society and the ways it operates. Teachers know the ways in which values, ethics, and ideals can provide guidance for societies and for people in these societies. Classrooms are places where students see connections between the past and the communities they live in today. Teachers use their content knowledge to contextualize their students' strategic thinking about critical issues of the communities in which they are members.

Fostering Reasoned Decision Making and Engaging in Public Discourse

Accomplished teachers prepare students to be reflective thinkers and decision makers. Teachers employ a variety of activities to engage students with content, including reasoning, disciplined inquiry, and conceptual understanding. Teachers know students need to become reflective citizens who use evidence to scrutinize their own and others' actions, frames of reference, and ways of thinking. In order to advance civic discourse, teachers provide opportunities for students to develop disciplinary thinking skills, such as problem solving; critical questioning; comparing;

drawing inferences; and synthesizing ideas and opinions in a creative, cogent, and persuasive manner. For example, teachers might assign students to survey their communities and determine the needs of a particular group, such as senior citizens, teenagers, or pre-schoolers. Students then identify a problem, research possible solutions, and develop a cost-benefit analysis of long- and short-term effects. Next, students establish a campaign to ask critical questions; draw comparisons from other similar communities; create petitions; write supportive letters to a local newspaper; invite media coverage; and design, develop, and deliver a formal presentation to appropriate stakeholders.

Accomplished teachers model and practice with students the kinds of reasoned decision making that conscientious citizens are called upon to do, and they encourage students to reflect on how their own beliefs, insights, and knowledge guide their thinking. Teachers provide opportunities for students to see that the kinds of judgments they are called upon to make do not take place in isolation from other persistent public policy issues, nor do they exist in an ethical vacuum. Teachers place before students real cases in which two or more legitimate social goals are in conflict so that students can begin to appreciate that multiple parties in many debates may each be arguing from responsible, principled positions. Teachers encourage students to develop reasoned conclusions even when they differ from the teachers' own.

Accomplished teachers recognize the critical importance of public discourse in the civic life of the nation and invite students to practice and model the skills necessary to participate effectively in respectful public conversations. Teachers may engage students in deliberations about the medical, legal, economic, and ethical issues of bioengineering, for example. Teachers might invite local legislators into the classroom for a conversation about a controversial piece of legislation or about the process of debate and compromise required to reach consensus. Teachers create forums for authentic discussion and debate of controversial public issues in which students construct informed positions, express these positions orally and in writing, and justify them with reasoned arguments.

From the Section: Facilitating Civic Engagement

A democratic society depends on citizens' participation in public life and the exercise of their rights and duties as citizens. Accomplished teachers facilitate students' understandings of the rights established in the U.S. Constitution, the Bill of Rights, state and local laws, and international documents such as the Universal Declaration of Human Rights and the Geneva Convention. Teachers also guide students' understandings of how these rights provide a foundation for ongoing civic engagement in today's world, and how reality often fails to match the ideals expressed in these documents. Teachers develop students' abilities to engage in a variety of forms of civic action to preserve valued social institutions and practices, as well as to bring about desired social changes.

Accomplished teachers know it is important for students to feel a sense of personal

responsibility and agency in their communities and provide opportunities for students to recognize that individuals, acting both alone and with others, can make a difference in schools and the larger community. For example, a teacher may help the school's human rights club organize a benefit showing of a movie on child soldiers to raise students' awareness of the issue and to allow them to make personal connections to the world history and geography curricula. Teachers work with students to broaden their definition of civic engagement beyond politics per se to include social clubs, religious groups, community action organizations, and any of the many groups that are part of the nation's civic fabric.

Voting is a critical part of civic engagement, but so too are other forms of participation, such as political activity, social advocacy, and community organization. Students may have the opportunity to participate in a range of civic activities such as engaging in volunteer work, organizing petitions, writing letters to the editor, or serving on or testifying before advisory boards. For instance, after investigating a local environmental issue, a class could develop policy suggestions and mobilize community support through posters, public speaking, and community events. Teachers also encourage students to take responsibility and become involved in leadership and governance of the school community and other organizations.

Teachers facilitate students' understandings of the variety of ways in which established democratic institutions and procedures can be used to effect lawful social change. They create opportunities for students to understand how the legal system and an independent judiciary can be used to uphold the ideals expressed in the U.S. Constitution. Teachers may provide students with opportunities to support, oppose, or suggest legislation by contacting local, state, or national legislators. They might also encourage students to contact or become involved in governmental regulatory commissions and agencies. For example, a teacher may help students apply for a summer internship on a state public utilities commission.

From the Section: Providing a Framework for Civic Identity

Accomplished teachers provide opportunities for students to consider their shared humanity with others at home and around the world, as well as the nature of their responsibilities for those within and beyond national borders. Teachers assist students in developing a body of knowledge about the world, its people, and its history that will develop the habits of mind and abilities important for living and acting in this interconnected world. For example, teachers might have students analyze how the demand for oil in North America affects the environment, economy, and people of oil-producing countries, including their standards of living, human rights, political structures, social and cultural interactions, and environmental degradation. Teachers engage students in activities that lead them to an awareness of the complexity of global economic, environmental, and social issues and the ways in which they can address such issues, including making daily decisions as consumers, listening to other points of view, and planning solutions and actions.

From Standard V: Diversity**From the Section: Equity in Instruction**

Accomplished teachers accommodate students by differentiating instruction and assessment to facilitate students' abilities to reach learning goals in the social studies–history classroom. (See Standard IV—Instruction.) Teachers employ a range of strategies to recognize students' diversity, to create a learning environment in which all students feel valued and affirmed, and to provide opportunities for students to achieve equitable outcomes. Teachers are aware of the expectations they have, for example, for females and males or for English language learners and native English speakers. Teachers expect full participation from all students and model democratic principles. Classrooms are organized in ways that provide all students access to information and allow them to speak and to be heard. Teachers employ strategies, such as Socratic seminars and silent debates, so that all students can participate in discussions.

By establishing a safe environment, accomplished teachers respect and encourage dissenting viewpoints. In a diverse classroom, teachers are an authority, but are not an authoritarian, and students feel comfortable exploring multiple perspectives. Teachers guide students, providing tools and encouragement, in dissecting complicated issues in history and current society.

Accomplished teachers allow students to express themselves through a variety of dialects and in a variety of oral, written, and visual formats. However, teachers also model academic language, and they teach students when particular types of expression are more appropriate than others.

**From Standard VI: Learning Environments: Classroom and Communities
Introduction**

Accomplished social studies–history teachers create safe and dynamic learning environments in which students are intellectually challenged and fully engaged in learning. These environments are characterized by such qualities as respect, integrity, trust, equity, openness, and risk-taking. Teachers encourage both independent thinking and collaborative learning. Teachers create environments in which students respectfully discuss and weigh multiple perspectives. Teachers use the content of social studies–history to engage students in discussions of issues in a safe, respectful, and intellectual environment in which students with different points of view or backgrounds are treated respectfully. Teachers recognize students' emotional and intellectual development is not confined to physical boundaries of the classroom. Teachers establish relationships with families and connections to the community and recognize that both are essential to student development and growth.

From the Section: Creating a Safe and Dynamic Learning Environment in the Classroom

Accomplished teachers establish a productive, open, and enriching learning environment characterized by secure, active students who successfully interact with information and with one another. Teachers use knowledge of social groupings and relational dynamics within the classroom as a basis for students' collaboration and for democratic, equitable interactions. Teachers model for students a love of learning. Teachers strive to create a learning environment that develops students' confidence. In their classrooms, teachers emphasize academic honesty, integrity, acceptance, and open-mindedness. They seize teachable moments while connecting to curriculum and maintaining an environment that meets students' needs. For example, sensing students' anxiety or confusion about a current event such as a war, an environmental issue, or an economic crisis, teachers may modify planned lessons so that students can discuss and better understand the issue and its connection to the social studies– history curriculum.

Accomplished teachers create an environment in which students are willing to voice and consider multiple perspectives. Teachers facilitate students' exploration of the intellectual rewards that come from taking other viewpoints seriously, and they assist students in analyzing their own and others' perspectives for evidence, logic, and underlying values and beliefs. Teachers draw on the diversity of ideas within the classroom and expand the range of viewpoints to which students are exposed by using a variety of resources, including a range of media. For example, in studying a proposed economic stimulus plan, teachers give students the opportunity to express their ideas about the most appropriate policy options and also have students examine opinions expressed by a range of stakeholders and community leaders. Teachers do not avoid exposing students to perspectives that may directly challenge their own ideas or those that are dominant within the community, yet they remain sensitive to students' potentially strong opinions.

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

From the Section: Enhancing Learning through Family and community Connections

Accomplished teachers know learning can be extended outside the classroom. They recognize that students are more engaged when learning is based on authentic situations in which students have a vested interest. Teachers lead students in

purposeful research into social issues that affect them, the school, or the community in order to develop solutions that can be presented to appropriate audiences for possible action. Teachers may facilitate partnerships between students and community organizations, service groups, or government entities. These interactions can be as valuable as—or even more valuable than—lessons taught during the school day. Teachers know authentic learning helps to develop students academically and socially.

From Standard VIII: Reflection

From the Section: Improving Teaching

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

<p>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 with an assessment that more directly correlates with a student learning standard or measures competency in a specific skill.</p> <p>From the Section: Philosophy of Education</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>	
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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>Sections from: STANDARD I: Knowledge of Students STANDARD VI: Designing Curriculum and Planning Instruction STANDARD V: Fair and Equitable Learning Environment STANDARD VII: Assessment STANDARD VIII: Reflection</p>	
<p>OVERVIEW: Through language learning, students of all ages become aware of multiple perspectives, experiencing how other language systems operate, how languages influence one another, and how cultures express ideas and develop products. Education in world languages is a wide-ranging, complex field that positively influences students and involves learning in other academic areas, helping students to develop problem-solving and critical-thinking skills. The interdisciplinary nature of language education expands educational opportunities for all students, opening doors to information and perspectives that enrich students’ school and life experiences. (Introduction Section, p. 14)</p>	
<p><i>From Standard I: Knowledge of Students</i> Understanding the Diverse Ways that Students Grow and Develop</p> <p>Accomplished teachers³ believe solidly in the ability of students to learn world languages and dedicate themselves to providing language-learning opportunities to all students. Teachers employ various means of learning about students, their communities, and their social and cultural environments. They listen to and observe students actively and willingly in various settings in which students express themselves, whether in formal classroom discussions, individual conferences, or informal gatherings. Teachers enhance their understanding of students through discussions with family members, other teachers, school counselors, exceptional needs teachers, and other educational and administrative staff. Teachers also use such resources as personality and learning surveys and then shape instruction accordingly. They use the information they gather, including their identification of students with exceptional talents, needs, or challenges, to determine the direction, approach, and content of their teaching; to motivate students; and to meet both the unique and common needs of all students.</p> <p>Keenly aware that young people learn in various ways and at varying paces, accomplished teachers use their knowledge of child and adolescent development to design and provide appropriate instruction. Teachers recognize and make</p>	

³ All references to *teachers* in this document, whether stated explicitly or not, refer to accomplished teachers of world languages.

professional modifications to accommodate variations in students' age levels; cognitive, physical, emotional, social, and motor development; cultural and ethnic identity; gender; and learning profiles. To foster rich cognitive development at all levels, teachers plan learner-centered instruction that incorporates concrete and abstract levels of thought—recognizing, applying, analyzing, synthesizing, and evaluating. In learning about a legend, folk tale, or myth native to a target culture, for example, students might summarize the legend, role-play it in front of the class, and compare and contrast characters. Students might create a rubric to evaluate elements inherent in legends from the culture and create their own version of a legend based on what they have learned.

From the Section: Forming Constructive Relationships with Students and their Families

Accomplished teachers believe that students bring to class a wide variety of skills, talents, and abilities that serve as a basis for the educational process. Teachers use their students' curiosity, eagerness, and energy as assets to enhance language and cultural learning, and to provide a range of meaningful, interesting, and personally relevant instruction for students at all levels of development or ability. Teachers take advantage of interests that commonly bond young people, such as popular culture, music, and sports. Teachers are aware that personalizing the language experience helps students, because most students will talk readily about themselves and their experiences. Teachers recognize that providing learning experiences in the affective domain—which includes motivation, self-esteem, risk taking, attitudes, and willingness to cooperate with peers—strengthens students' cognitive abilities, cultural understanding, and linguistic proficiency.

Accomplished teachers know that understanding the social development of young people is often key to motivating them to learn. Teachers are concerned with their students' self-confidence, aspirations, goals, and development of character. Teachers are also alert to transformations in students' social development as they enter adolescence and to changes in relationships with peers and adults. Practically everything about the learner is relevant to language instruction; the relationships that teachers build with their students not only support student learning and development, but also provide teachers with opportunities to identify and understand important aspects of students' characters, interests, and talents.

Teachers enlist the aid of families as partners in the education of their children by establishing and maintaining a variety of direct communications, such as presentations at meetings with parent organizations, telephone calls, school newsletters, individual progress reports, Web sites, and e-mail. Teachers might initiate student-led conferences in which students select work from their portfolios to share with their parents and then discuss with their parents their personal goals, motivations, and achievements. Such efforts motivate students to take responsibility for their learning, help them define and understand their progress, and encourage parents' increased involvement in student learning. Accomplished teachers can use family resources to assist instruction or lead special activities by inviting, for instance,

a parent who is a restaurateur to demonstrate an authentic recipe to students, or by asking a parent who speaks the target language to assist in publishing the class newsletter. Teachers might enlist families as partners through student exchanges in hosting students from abroad. In such ways, accomplished educators encourage family input into the educational process and provide parents with opportunities to evaluate program effectiveness and help determine future directions for improved instruction. Such partnerships help teachers instill in students an interest in language learning that extends beyond school settings.

Understanding the Diverse Language and Cultural Experiences that Students Bring to the Classroom

Accomplished teachers are informed about students' previous language experiences. Teachers recognize that students bring to the classroom a wide variety of language backgrounds, including experiences of growing up in monolingual environments; living or traveling abroad; participating in language immersion programs; having a bilingual education; and interacting with family members who regularly speak a language other than English. For some students, the language being studied is their third or fourth language. Knowing the variety of experiences and abilities within a class, accomplished teachers reach out to all students to build on their individual, background knowledge and maximize their learning. Teachers demonstrate particular sensitivity toward heritage learners⁴ with backgrounds in the language studied. For instance, teachers might encourage students to share with the entire class their prior learning experiences in the target language. They work to ensure that students build language competence and literacy skills in their heritage language, because the heritage language can form the foundation for successful acquisition of additional languages, which may include English.

Accomplished teachers recognize that diverse language experiences can serve as a framework for academic success, as a source of enrichment for the entire learning community, and as a way to encourage students to become global citizens both linguistically and culturally. Teachers strengthen students' awareness of the usefulness of competence in more than one language and the advantages of having bilingual or multilingual people in civil service; diplomatic and national security positions; and local, national, and international business. Teachers, for instance, might ask students to research the role of multilingual professionals in organizations (such as Doctors without Borders) or in international efforts (such as to combat AIDS or to construct the International Space Station). Teachers might encourage students to assist community organizations in expanding their linguistic and cultural outreach by helping to develop Web sites or brochures in target languages. Teachers regard diversity of language experiences as an asset that facilitates the pursuit of academic goals as they design curricula, assignments, teaching strategies, and evaluation techniques for their classes. Accomplished teachers also explore and investigate potential school and district programs that may advance the learning of heritage

⁴ *Heritage language learners* are students who have been exposed to the target language in their homes or communities from a young age.

learners as well as other learners who demonstrate a background of diverse language experiences.

From Standard V: Fair and Equitable Learning Environment

From the Section: Valuing Diversity to ensure Equity and Fairness

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

From Standard VI: Designing Curriculum and Planning Instruction

From the Section: Standard for Language Learning

Communities

Accomplished teachers understand that, for language learners to develop and thrive, students must interact with individuals and groups that represent target languages and cultures. Teachers ensure that students have many opportunities to participate in meaningful language and cultural experiences with members of target-language communities. A teacher of advanced Spanish classes, for instance, might arrange for students to use the target language beyond the classroom by encouraging them to offer their services as teachers of Spanish to adults through a charitable or community service organization, such as a church. Teachers of Arabic, French, Farsi, or Hindi might have students help a Chamber of Commerce visitors' bureau provide local tourist information in the target language. A teacher of Japanese might arrange for students to assist a civic organization in the planning, designing, construction, and maintenance of a Japanese garden for public enjoyment. Such activities offer students challenging topics and ideas they can discuss, compare, or analyze using their competencies in target languages, and these activities enable teachers to affirm for students the pragmatic applications of language and cultural studies.

In addition, accomplished teachers provide students opportunities for firsthand immersion into target languages and cultures by incorporating community resources into their instructional activities. For example, they might invite a local businessperson to discuss working in another country or with an international firm, a Peace Corps volunteer to share personal experiences with language and culture, or have students interview local chefs to learn how their understanding of target languages assists them in their jobs. Teachers sponsor or avail themselves of a variety

of community resources and events, such as museum exhibits, performances, film festivals, lectures, or college and university programs and presentations. A teacher of Korean might attend a cultural fair where a Korean dance troupe performs, for instance, and record the performance for students to watch as a basis for discussion about community connections to language and culture. Through such purposeful and effective use of community and human resources, accomplished teachers enrich and enliven their practice and promote cultural understanding and respect.

From the Section: Using Instructional Strategies and Resources

Teachers provide students numerous and challenging ways to participate in learning experiences, actively engage learners in decision-making processes, and encourage learners to determine how they will demonstrate achievement. In such ways, accomplished teachers foster students' successes and involvement and help students make sense of their learning. To accommodate the needs and abilities of diverse learners, teachers provide opportunities to communicate in the target language in ways that capitalize on students' strengths. Computer-assisted instruction, for example, allows flexibility in the pacing of instruction, benefiting both proficient students who need acceleration and students who require additional practice. Teachers modify the pace of instruction or shift focus in response to students' performance, taking advantage of opportunities that arise when classroom discourse suggests related paths to follow; teachers recognize and seize such teachable moments to provide meaningful instruction. Accomplished teachers challenge their students cognitively at both individual and group levels by asking questions that disclose problem-solving abilities and allow students to synthesize knowledge in order to derive solutions. Teachers provide appropriate transitions from one activity to the next and encourage learners to make connections between tasks in the present lesson and the overall goals of the instructional program, thus linking the lesson at hand to the continuum of language learning.

From Standard VII: Assessment

Teachers assess students' abilities to gain perspectives, apply knowledge to real situations, and make connections among various forms of knowledge. Teachers also assess students' work to give them clear, meaningful, and timely feedback to use to improve their abilities and to facilitate adjustments to their learning strategies. Teachers provide individual and group feedback that models the skills students need to self-assess and self-correct. Teachers monitor students' readiness to grasp new ideas, theories, and concepts; observe their ability to synthesize and evaluate knowledge; and consider their awareness of the complexities of target languages and cultures. Accomplished teachers of world languages design, implement, and assess their instructional programs in a constant process of intervention, review, and evaluation.

By using real-world assessments meaningful to the academic, social, and motivational needs of their students and setting high yet realistic goals, teachers construct formative and summative evaluations as well as formal and informal assessments.

Formal instruments might include competency tests that incorporate both language and culture; informal assessments can be as simple as comprehension checks. Formative assessment strategies might include listening and reading comprehension tests, whereas projects or oral proficiency interviews are examples of summative assessments. A student portfolio might be used as a formative assessment to help both teacher and student determine how to strengthen the learning process, or as a summative assessment to evaluate the student's proficiency over time. Teachers analyze assessment results and make purposeful adjustments to curriculum and instruction consistent with their findings.

In making assessment meaningful, teachers often seek student involvement in planning methods of assessment. For example, teachers might give students opportunities to select from among a number of assessments and to design personal assessment instruments and rubrics. Teachers know that developing their students' capacity for self-assessment enhances their collaborative-learning and decision-making skills, promotes their ability to discern real-world connections, and fosters their growth as independent, reflective learners. Teachers use student-created evaluations as another source of information for constructing profiles of student progress and performance.

From Standard VIII: Reflection

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.

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>