

**Applications must be received on or before
March 10, 2008. Please return applications to:**

**NBPTS Selection Panel
P. O. Box 302101, Montgomery, AL 36130-2101
or
50 North Ripley Street, Montgomery, AL 36104**

Application Form

Alabama Panel for the Selection of National Board for Professional Teaching Standards (NBPTS) Candidates

Part A

Name _____ SSN _____ Race/Gender _____
 First Middle Last
Home Address _____
School _____ Grade Level and Subject _____
School Address _____
School System _____
Home Phone Number _____ School Phone Number _____
Fax Number _____ E-Mail Address _____

National Board Certification Areas (Check one)

- _____ Early Childhood/Generalist (student ages 3-8)
- _____ Middle Childhood/Generalist (student ages 7-12)
- _____ Early Adolescence/Generalist (student ages 11-15)
- _____ Early Adolescence/English Language Arts (student ages 11-15)
- _____ Early Adolescence/Mathematics (student ages 11-15)
- _____ Early Adolescence/Science (student ages 11-15)
- _____ Early Adolescence/Social Studies-History (student ages 11-15)
- _____ Early Childhood and Middle Childhood/Art (student ages 3-12)
- _____ Early Childhood and Middle Childhood/Literacy: Reading-Language Arts (student ages 3-12)
- _____ Early Childhood and Middle Childhood/English as a New Language (student ages 3-12)
- _____ Early Childhood and Middle Childhood/Music (student ages 3-12)
- _____ Early Childhood and Middle Childhood/Physical Education (student ages 3-12)
- _____ Early Childhood and Middle Childhood/World Languages Other than English (student ages 3-18)
- _____ Early Childhood through Young Adulthood/Exceptional Needs (student ages birth-21)
- _____ Early Childhood through Young Adulthood/Library Media (student ages 3-18)
- _____ Early Childhood through Young Adulthood/School Counseling (3-18)
- _____ Early Adolescence through Young Adulthood/Art (student ages 11-18)
- _____ Early Adolescence through Young Adulthood/English as a New Language (student ages 11-18)
- _____ Early Adolescence through Young Adulthood/Health Education (student ages 11-18)
- _____ Early Adolescence through Young Adulthood/Music (student ages 11-18)
- _____ Early Adolescence through Young Adulthood/Physical Education (student ages 11-18)
- _____ Early Adolescence through Young Adulthood/World Languages Other than English (student ages 11-18)
- _____ Early Adolescence through Young Adulthood/Career and Technical Education (student ages 11-18)
- _____ Adolescence and Young Adulthood/English Language Arts (student ages 14-18)
- _____ Adolescence and Young Adulthood/Mathematics (student ages 14-18)
- _____ Adolescence and Young Adulthood/Science (student ages 14-18)
- _____ Adolescence and Young Adulthood/Social Studies/History (student ages 14-18)

Declaration of Intent: I understand that if I receive funds through this application process and do not complete the assessment process of the National Board for Professional Teaching Standards or do not teach for at least five additional years in an Alabama public K-12 school(s), I must repay to the state of Alabama the assessment fee of \$2,500.00.

Signature _____ Date _____

The following criteria must be met in order for your application to be considered by the selection panel. The applicant verifies and commits to the following by placing a check (✓) in the blank space provided in front of the criterion.

- _____1. Have three years of teaching experience and a baccalaureate or higher degree.
- _____2. Teach at least half time in a public school during the 2007-2008 school year.
- _____3. Commit to teach for five (5) years in an Alabama public K-12 school(s).
- _____4. Commit to completing the NBPTS assessment process.

Part B

1. List recognitions, honors and awards received that are related to educational achievements.
2. Attach a letter of support from your building administrator and your local school superintendent. Letters must be attached to application.
3. Attach two letters of recommendation from colleagues or persons who are familiar with your teaching. Letters must be attached to application.
4. Submit three copies of a two-page or less, single-spaced, typed profile of your approach to teaching. Use the five NBPTS core propositions as points of discussion. Give **specific examples** from your classroom practice that illustrate each point of discussion. The five core propositions are as follows:
 - Teachers are committed to students and their learning.
 - Teachers know the subjects they teach, and how to teach those subjects to students.
 - Teachers are responsible for managing and monitoring student learning.
 - Teachers think systematically about their practice and learn from experience.
 - Teachers are members of learning communities.
5. Send to the Alabama Selection Panel a 15-minute, uncut and unedited, taped (regular-sized VHS tape or DVD) teaching demonstration. A tape or DVD which exceeds 15 minutes will not be considered.
6. Candidates also must submit three copies of a two-page or less, single-spaced, typed, commentary, which reflects and analyzes the teaching and learning that was videotaped.

Alabama Panel for the Selection of National Board for Professional Teaching Standards (NBPTS) Candidates

Guidelines

Alabama Panel's Schedule of Activities

Phase I Candidates Submit Application

Include all items requested under Part B of the application

All applications must be received on or before March 10, 2008
Notification to candidates May 1, 2008

Phase II Application for National Board Certification

The state of Alabama will pay the \$2,500.00 assessment fee for each candidate who successfully passes the Alabama screening process. **THIS PAYMENT WILL BE MADE ONLY ONE TIME FOR EACH CANDIDATE.**

Each candidate will be expected to complete the National Board assessment process.

Support will be offered to the candidates throughout the assessment process by providing mentoring sessions (including orientation to the National Board Standards), expertise as needed, and other support.

The Five Core Propositions are as follows:

- **Teachers are committed to students and their learning.**
- **Teachers know the subjects they teach, and how to teach those subjects to students.**
- **Teachers are responsible for managing and monitoring student learning.**
- **Teachers think systematically about their practice and learn from experience.**
- **Teachers are members of learning communities.**

Alabama Selection Panel

National Board for Professional Teaching Standards

Evaluation Criteria for the Writing Sample

The candidate is expected to:

1. Submit a written profile of his/her approach to teaching. The profile must be typed, single-spaced using a Times New Roman font no smaller than twelve point, and cannot exceed two pages.
2. Demonstrate knowledge and use of the five core propositions listed below.

The writing sample will be evaluated on content and form (organization and grammar/clarity). The score range is Level III (highest) to Level I (lowest). Content will be evaluated using a holistic scoring method for each of the five core propositions and will comprise 80 percent of the candidate's overall score. Form will be evaluated using a three-point rubric for organization and for grammar/clarity and will comprise 20 percent of the overall score. Each writing sample is evaluated by two trained readers who score independently of each other. Writing samples receiving a significant score difference will be scored by another set of readers.

PROPOSITION 1: TEACHERS ARE COMMITTED TO STUDENTS AND THEIR LEARNING.

Level III: The writer provides compelling evidence of a commitment to students and their learning.

Level II: The writer provides less-than-compelling evidence of a commitment to students and their learning.

Level I: The writer provides insufficient or no evidence of a commitment to students and their learning.

PROPOSITION 2: TEACHERS KNOW THE SUBJECTS THEY TEACH AND HOW TO TEACH THOSE SUBJECTS TO STUDENTS.

Level III: The writer provides compelling evidence of a knowledge of the subjects he/she teaches and how to teach those subjects to students.

Level II: The writer provides less-than-compelling evidence of a knowledge of the subjects he/she teaches and how to teach those subjects to students.

Level I: The writer provides insufficient or no evidence of a knowledge of the subjects he/she teaches and how to teach those subjects to students.

PROPOSITION 3: TEACHERS ARE RESPONSIBLE FOR MANAGING AND MONITORING STUDENT LEARNING.

Level III: The writer provides compelling evidence of being responsible for managing and monitoring student learning.

Level II: The writer provides less-than-compelling evidence of being responsible for managing and monitoring student learning.

Level I: The writer provides insufficient or no evidence of being responsible for managing and monitoring student learning.

PROPOSITION 4: TEACHERS THINK SYSTEMATICALLY ABOUT THEIR PRACTICE AND LEARN FROM EXPERIENCE.

Level III: The writer provides compelling evidence of thinking systematically about their practice and learning from experience.

Level II: The writer provides less-than-compelling evidence of thinking systematically about their practice and learning from experience.

Level I: The writer provides insufficient or no evidence of thinking systematically about their practice and learning from experience.

PROPOSITION 5: TEACHERS ARE MEMBERS OF LEARNING COMMUNITIES.

Level III: The writer provides compelling evidence of being a member of a learning community.

Level II: The writer provides less-than-compelling evidence of being a member of a learning community.

Level I: The writer provides insufficient or no evidence of being a member of a learning community.

SCORING THE WRITING SAMPLE

Instructions to the Readers

Score the writing sample on **content** (five core propositions) and **form** (organization and grammar/clarity). Content comprises 80 percent of the writer's overall score and form comprises 20 percent of that score.

Evaluate **Content** holistically for each of the five core propositions using the following rubric:

Level III (48 points) –	The writer provides compelling evidence to demonstrate knowledge and use of the proposition.
Level II (32 points) –	The writer provides less-than-compelling evidence to demonstrate knowledge and use of the proposition.
Level I (16 points) –	The writer provides insufficient or no evidence to demonstrate knowledge and use of the proposition.

Evaluate **Form** holistically for organization and grammar/clarity using a three-point rubric ranging from Level III (thirty points) to Level I (ten points).

Each writing sample is evaluated by two trained readers who score independently of each other. The overall grade is the sum of the two reader's ratings. Writing samples receiving a significant score difference will be scored by another set of readers.

Explanation of Values

The level points are derived on the three-point scale (Level III – Level I). For ease of rating, the decimal points have been dropped. Thus, Level 3 equates to 300 points, Level 2 equates to 200 points, and Level 1 equates to 100 points. The maximum score is 300 if the writer received Level III for each proposition and for Organization and Grammar/Clarity. The minimum score is 100 (i.e., writer received Level I for each proposition and for Organization and Grammar/Clarity).

Using the 80 percent criterion, a maximum of 240 points may be awarded for content. The minimum points for content is 80. Using the 20 percent criterion, a maximum of 60 points may be awarded for form. The minimum points for form is 20.

By way of example, if the writer received Level III for propositions 1, 2, and 3, Level II for Propositions 4 and 5, Level III for Organization, and Level II for Grammar/Clarity, the score would be (48 + 48 + 48 + 32 + 32 + 30 + 20) or 258.

WRITING SAMPLE

INDEPENDENT REVIEW

CANDIDATE: _____

DIRECTIONS: Circle the number under the appropriate column (i.e., Level III – Compelling Evidence, Level II – Less-Than-Compelling Evidence, or Level I – Insufficient or No Evidence) to indicate the extent to which you think the candidate demonstrated knowledge and use of each of the propositions for the content evaluation and the extent to which the candidate met the criteria for form.

	CRITERIA	SCORE LEVELS		
		LEVEL III	LEVEL II	LEVEL I
PART I CONTENT EVALUATION	Proposition One: Teachers are committed to students and their learning.	48	32	16
	Proposition Two: Teachers know the subjects they teach and how to teach those subjects to students.	48	32	16
	Proposition Three: Teachers are responsible for managing and monitoring student learning.	48	32	16
	Proposition Four: Teachers think systematically about their practice and learn from experience.	48	32	16
	Proposition Five: Teachers are members of learning communities.	48	32	16
PART II FORM	Organization	30	20	10
	Grammar/Clarity	30	20	10
TOTALS	TOTAL OF EACH COLUMN	<input type="text"/>	<input type="text"/>	<input type="text"/>
	OVERALL RATING: ADD TOGETHER THE TOTALS FOR EACH COLUMN			<input type="text"/>

RATER _____

DATE _____

Alabama Selection Panel

National Board for Professional Teaching Standards Evaluation Criteria for the taped Teaching Demonstration

The candidate is expected to:

1. Develop a 15-minute, continuous and uninterrupted, taped teaching demonstration.
2. Use a regular-sized VHS tape or regular-sized DVD **UNEDITED AND UNINTERRUPTED**.
3. Demonstrate knowledge and use of the following propositions:
 - Teachers recognize individual differences in their students and adjust their practice accordingly.
 - Teachers treat students equitably.
 - Teachers' mission extends beyond developing the cognitive capacity of their students.
 - Teachers command specialized knowledge of how to convey a subject to students.
 - Teachers generate multiple paths to knowledge.
 - Teachers call on multiple methods to meet their goals.
 - Teachers orchestrate learning in group settings.
 - Teachers place a premium on student engagement.

VIDEOTAPE or DVD

INDEPENDENT REVIEW

CANDIDATE: _____

DIRECTIONS: Circle the number under the appropriate column (i.e., strongly presented, presented, weakly presented, or not presented) to indicate the level of performance at which you think the candidate demonstrated knowledge and use of each of the propositions listed in column 1.

PROPOSITIONS	INDICATORS OF PERFORMANCE			
	STRONGLY PRESENTED	PRESENTED	WEAKLY PRESENTED	NOT PRESENTED
Teachers recognize individual differences in their students and adjust their practices accordingly.	3	2	1	0
Teachers treat students equitably.	3	2	1	0
Teachers' mission extends beyond developing the cognitive capacity of their students.	3	2	1	0
Teachers command specialized knowledge of how to convey a subject to students.	3	2	1	0
Teachers generate multiple paths to knowledge.	3	2	1	0
Teachers call on multiple methods to meet their goals.	3	2	1	0
Teachers orchestrate learning in group settings.	3	2	1	0
Teachers place a premium on student engagement.	3	2	1	0
TOTAL OF EACH COLUMN	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

<p>OVERALL RATING</p> <p>To obtain the overall rating, add together the totals for each column.</p>	
--	--

RATER _____ DATE _____

What Teachers Should Know And Be Able To Do

Five Core Propositions

National Board for Professional Teaching Standards

Teachers Are Committed To Students And Their Learning

Fundamental to the teacher's credo is the belief that all students can learn. Furthermore, they act on that belief. Accomplished teachers like young people and are dedicated to and skilled at making knowledge accessible to all students, even as they acknowledge their distinctive traits and talents. Success depends on teachers' beliefs in the dignity and worth of all human beings and in the potential that exists within each child. Teachers typically do not work one-on-one with students for extended periods of time because they are responsible for groups. But within this constraint, they are attentive to human variability and its influence on learning.

Teachers Recognize Individual Differences In their Students and Adjust Their Practice Accordingly

To respond effectively to individual differences, teachers must know many things about the particular students they teach: Alex has a stutter, Maria loves science fiction, Toby is anxious about mathematics, Marcus is captivated by jazz. But accomplished teachers know much more--whom their students go home to at night, how they have previously performed on standardized tests, what sparks their interest. This kind of specific understanding is not trivial, for teachers use it constantly to decide how best to tailor instruction.

As diagnosticians of students' interests, abilities and prior knowledge, skillful teachers learn to "read" their students. When planning a unit on aging, for example, they will anticipate what concepts and activities certain students may find problematic. Watching a student work on a computer, they will look for signs of progress. By keeping a finger on the pulse of the class, teachers decide when to alter plans, work with individual students, or enrich instruction with additional examples, explanations or activities.

Proficient teachers learn from their experiences. They learn from listening to their students, from watching them interact with peers, and from reading what they write. The information they acquire about students in the course of instruction subsequently becomes part of their general knowledge of education. Such monitoring and learning is not easy feat. What teachers are able to see, hear and learn is colored by their own prior knowledge and experience. Thus teachers must, in their efforts to work with children different than themselves, monitor both what they see and hear, and what is not so close to the surface. They must strive to acquire a deep understanding of their students and the communities from which they come that shape students' outlooks, values and orientations toward schooling.

Teachers Have an Understanding of How Students Develop and Learn

In addition to particular knowledge of their students, teachers use their understanding of individual and social learning theory, and of child and adolescent development theory, to form their decisions about how to teach. They are familiar with the concepts generated by social and cognitive scientists that apply to teaching and learning. Moreover, they integrate such knowledge with their personal theories of learning and development generated from their own practice. For example, accomplished teachers know that old theories of a monolithic intelligence have given way to more complex theories of multiple intelligences. Current thinking no longer casts "intelligence" as a context-free, one-dimensional trait. Instead, it recognizes different kinds of intelligence--linguistic, musical, mathematical, spatial, kinesthetic, personal. The perspective also holds that there are variations in the sources of intelligence(e.g., practical experience versus formal study) and the forms of intelligence (e.g., procedural skills versus propositional knowledge). Both their knowledge of these theories

and their experiences in classrooms have taught teachers that each student has different strengths, perhaps even gifts. Teachers think about how to capitalize on these assets as they consider how best to nurture additional abilities and aptitudes.

Moreover, teachers recognize that behavior always takes place within a particular setting that, to some extent, defines the behavior. They know, for instance, that students who cannot flawlessly recite multiplication tables may still be able to multiply in other contexts (e.g., in calculating whether they have enough money for items at the grocery store). Accomplished teachers are aware that school settings sometimes obscure a clear vision of students' aptitudes and intelligences. Therefore, they strive to provide multiple contexts in which to promote and evaluate those abilities.

They also recognize the ways in which intelligence is culturally defined. That is, what is considered intelligent behavior is largely determined by the values and beliefs of the culture in which that behavior is being judged. Accomplished teachers recognize that in a multicultural nation students bring to the schools a plethora of abilities and aptitudes that are valued differently by the community, the school and the family. The knowledge, skills, abilities and dispositions that are nurtured in a Native American community in the state of Washington will differ from those valued in an Hispanic community in Florida. Likewise, those cultivated by a suburban community in Utah will differ from those developed in urban New York. Thus, teachers are attuned to the diversity that is found among students and develop an array of strategies for working with it. This includes providing educational experiences which capitalize on and enlarge the repertoires of learning and thinking that students bring to school.

Teachers Treat Students Equitably

As stewards for the interests of students, accomplished teachers are vigilant in ensuring that all pupils receive their fair share of attention, and that biases based on real or perceived ability differences, handicaps or disabilities, social or cultural background, language, race, religion, or gender do not distort relationships between themselves and their students. This, however, is not a simple proposition. Accomplished teachers do not treat all students alike, for similar treatment is not necessarily equivalent to equitable education. In responding to differences among students, teachers are careful to counter potential inequities and avoid favoritism. This requires a well-tuned alertness to such matters and is difficult, as we have only modest knowledge of human differences and how best to respond to them. Hence, accomplished teachers employ what is known about ineffectual and effective practice with diverse groups of students, while striving to learn more about how best to accommodate those differences.

Teachers' Mission Extends Beyond Developing the Cognitive Capacity of Their Students

Teachers are concerned with their students' self-concept, with their motivation, with the effects of learning on peer relationships, and with the development of character, aspiration and civic virtues. These aspects of the student--important as they are in their own right--are also essential intellectual development. Proficient teachers consider students' potential in this broader sense when making decisions about what and how to teach.

Teachers Know The Subjects They Teach And How To Teach Those Subjects To Students

If one cardinal precept of teaching is a commitment to the welfare and education of young people, the other is a commitment to subject matter. Accomplished teachers are dedicated to exposing students to the social, cultural, ethical and physical worlds in which they live, and they use the subjects they teach as entrees into those worlds. Thus, elementary teachers know about geography and its relationship to commerce and history. Foreign language teachers know how language and culture interact and fuse. But, it is not sufficient that teachers know the facts that fall into these different content domains. Understanding subject matter entails more than being able to recite lists of dates, multiplication tables, or rules of grammar.

Teachers Appreciate How Knowledge in Their Subjects is Created, Organized and Linked to Other Disciplines

Teachers in command of their subject understand its substance--factual information as well as its central organizing concepts--and the ways in which new knowledge is created, including the forms of creative investigation that characterize the work of scholars and artists.

Physics teachers know about the roles played by hypothesis generation and experimentation in physics; mathematics teachers know the modes of justification for substantiating mathematical claims; art teachers understand how visual ideas are generated and communicated; history teachers know how historians use evidence to interpret past events; and English teachers understand the relationships among reading, writing and oral language. Many special education teachers have a slightly different orientation--focusing on skill development as they work to help moderately and profoundly handicapped students achieve maximum independence in managing their lives.

Understanding the ways of knowing within a subject is crucial to the Board-certified teacher's ability to teach students to think analytically. Critical thinking does not occur in the abstract, for the thinker is always reasoning about something. Proficient teachers appreciate the fundamental role played by disciplinary thinking in developing rich, conceptual subject-matter understandings. They are dedicated to exposing their students to different modes of critical thinking and to teaching students to think analytically about content.

Teachers represent the collective wisdom of our culture and insist on maintaining the integrity of the methods, substance and structures of disciplinary knowledge. In the face of pressures to portray knowledge in weak and diluted forms, they remain firm. Their role, however, is not just to reinforce the status quo. Rather, appreciative of the fact that there are multiple perspectives and interpretations in each discipline, accomplished teachers encourage students to question prevailing canons and assumptions to help them think for themselves.

It is sometimes assumed that elementary school teachers need not be equipped to approach their subjects critically. But all accomplished teachers, regardless of the ages of their students, are charged with teaching students about something, and in order to do so, they must appreciate its complexity and richness. Teachers must possess such knowledge if they are to help their students develop higher-order thinking skills--the hallmark of accomplished teaching at any level. Being able to engage elementary school children in the broad array of subjects they can profitably come to appreciate makes elementary school practice especially challenging. This does not imply that fourth-grade teachers should have the same command of biology as high school biology teachers. However, it does mean that they have an understanding of science that allows them to present basic precepts to their students and introduce them to the joy of discovering--and thinking about--the natural world of which they are a part.

Teachers Command Specialized Knowledge of How to Convey a Subject to Students

Knowledge of subject matter is not synonymous with knowledge of how to reveal content to students so they might build it into their systems of thinking. Accomplished teachers possess what is sometimes called "pedagogical content knowledge." Such understanding is the joint product of wisdom about teaching, learning, students and content. It includes knowledge of the most appropriate ways to present the subject matter to students through analogies, metaphors, experiments, demonstrations and illustrations. Subject-specific knowledge also includes an awareness of the most common misconceptions held by students, the aspects that they will find most difficult, and the kinds of prior knowledge, experience and skills that students of different ages typically bring to the learning of particular topics. Proficient science teachers, for example, know that some students have misconceptions about gravity that can influence their learning, while proficient art and music teachers know that young children arrive at school at various stages of maturity with respect to eye-hand coordination. Teachers use this knowledge of their students to structure instruction that facilitates further development.

Thus, subject-specific pedagogical knowledge is not a bag of tricks, but a repertoire of representations that combines instructional techniques with subject matter in ways that take into account the mix of students and school contexts that confront the teacher. Such subject-specific teaching knowledge embodies a way of reasoning through and solving the problems that arise in the daily work of teachers--decisions ranging from what aspects of the subject matter to emphasize to decisions about how to pace instruction. In making these choices, teachers bring to bear their knowledge of students and learning and teaching and subject matter.

Professional teachers' instructional repertoires also include knowledge of available curricular resources such as primary sources, models, reproductions, textbook series, teachers' guides, videotapes, computer software and musical recordings. Their commitment to learning about new materials includes keeping abreast of technological developments that have implications for teaching; for example, how to engage students in the rapidly expanding field of computer technology, as well as how to use the computer to enhance their own teaching. Thus, able teachers keep current with the growing body of curricular materials--including literature available through their professional organizations--and constantly evaluate the usefulness of those materials based on their understanding of curriculum theory, of students, of subject matter, and of the school's and their own educational aims.

Teachers Generate Multiple Paths to Knowledge

Knowledgeable teachers are aware that there is value in both structured and inductive learning. That is, while it is useful to teach students about the concepts and principles that scholars have generated in the various disciplines, it is also valuable to engage students in learning by discovery, where they themselves search for problems, patterns and solutions. Proficient teachers help students learn to pose problems and work through alternative solutions, in addition to teaching them about the answers that others have found to similar problems.

The posing and solving of problems on their own is central to the development of true understanding by students--moving far beyond the rote memorization of facts, the easy manipulation of formulas or the facile playing of a musical scale. Teaching for understanding requires students to integrate aspects of knowledge into their habits of thinking, rather than simply store fragmented knowledge bits. It also means learning to think in a nonlinear way, approaching issues from different angles, weighing multiple criteria and considering multiple solutions. Thus, in the eyes of the proficient teacher, "knowledge" is not conceived narrowly as a lower-level form of understanding. Rather, knowledge is cast in the richest light--as a combination of skills, dispositions,

propositions and beliefs--integrated and flexible, elaborate and deep. Furthermore, understanding involves the ability to apply such knowledge to problems never before encountered by teacher or student. Accomplished teachers appreciate that this is the kind of knowledge and understanding that counts, and that this type of learning cannot be rushed.

Teachers Are Responsible for Managing and Monitoring Student Learning

Professional teachers hold high expectations for all students and see themselves as facilitators of student learning. To fulfill these responsibilities, teachers must create, enrich and alter the organizational structures in which they work with young people. They also find ways to capture and sustain the interest of their students. Because time is a precious commodity in schools, teachers attempt to make the most efficient use of it. To accomplish these tasks, teachers seek to master the body of generic pedagogical knowledge.

Teachers Call on Multiple Methods to Meet Their Goals

Accomplished teachers know and can employ a variety of generic instructional skills--how to conduct Socratic dialogues, how to lecture, how to oversee small cooperative learning groups. Although much of instruction is determined by the content to be taught, there are some commonalities about teaching methods that guide their practice. They are aware of what can reasonably be covered in a 45-minute roundtable discussions, when to hold back and let students figure out their own solutions, and what types of questions provoke the most thoughtful conversation. But it is not sufficient that teachers know about different modes of instruction; they must also know how to implement those strategies. Traditional distinctions between knowing and doing have obscured the fact that thought and action interpenetrate in teaching--knowing about something and knowing how to do something are both forms of understanding central to teaching.

Because students vary in learning styles and because different settings afford differing learning opportunities, accomplished teachers know when and how to alter the social and physical organizational structure of the learning environment. It is not enough to be a master lecturer, for there are many times when lecturing is not an effective way to teach. An outdoor experiment, a mock trial or an economic simulation, for example, may be more appropriate. Alternatively, a playlet or a debate might be a more effective way to engage students in thinking and learning. Teachers know about the breadth of options available to them, such as innovative instructional formats that involve discovery learning, conceptual mapping, brainstorming, working with computers, as well as more traditional tried-and-true methods.

Teachers not only have the opportunity to vary instructional settings and to employ a range of instructional materials, they also have the opportunity to call on various human resources to custom-tailor the working environment for students. Accomplished teachers know how to mobilize students to tutor their peers and how to engage aides and volunteers as teaching assistants. In schools where staffing arrangements are not fixed and inflexible, teachers also have a good appreciation of their colleagues' skills and the circumstances in which their colleagues' talents can best complement their own. Professional teachers wisely enlist the knowledge and expertise of their fellow faculty members in a variety of ways as they seek to provide their students with as rewarding a learning experience as possible.

Accomplished teachers also know the strengths and weaknesses of these options, and their suitability or incompatibility for certain students and groups. The settings a teacher chooses are not just matters of personal preference, but are grounded in the literature of teaching. Teaching, to the accomplished teacher, is an

elegant web of alternative activities in which students are engaged with the content; sometimes with the teacher, sometimes with each other, sometimes alone.

Teachers Orchestrate Learning In Group Settings

Teachers know how to manage groups of students. They are responsible for setting forth the social norms by which students and teachers act and interact, helping students learn to adopt appropriate roles and responsibilities for their own learning and that of their peers. This includes teaching students to work independently without constant direct supervision by a teacher.

Accomplished teachers have developed systems for overseeing their classrooms so that students and teacher alike can focus on learning, not on controlling disruptive behavior. Discipline and management techniques vary, and no one system has been proven most effective. Hence, proficient teachers consider the desired learning results, their knowledge of their students and the social context, and their own prior experience in selecting management strategies.

Teachers also know that different instructional formats often require different norms of social interaction. Accomplished teachers can alternate among organizational arrangements and understand how different structures cast students and teachers in different roles. Applying their knowledge of the relative strengths and weaknesses of different structures, they weigh these considerations when deciding which instructional strategy and organizational structure will best enhance student learning. They also continually search for new forms of organization that may expand their repertoire and prove effective.

Teachers Place a Premium on Student Engagement

Facilitating student learning is not simply a matter of placing young people in educative environments, for teachers must also motivate them, capturing their minds and hearts and engaging them actively in learning. Thus, the Board-certified teacher understands the ways in which students can be motivated and has strategies to monitor student engagement. The teacher's role in building upon student interests and in sparking new passions is central to building bridges between what students know and can do and what they are capable of learning.

Proficient teachers also know that motivating students is not always equivalent to making learning fun, for learning can be difficult work. Developing an acute sense of one's body in dance, for example, requires intense intellectual and physical concentration. Writing a short story requires drafting and re-drafting, editing and re-editing, occasionally submitting oneself to the critiques of peers and teachers. To practice effectively, teachers need to know how to encourage students even in the face of temporary failure and the inevitable doubts that students meet as they push themselves to new affective, intellectual and physical planes. With such learning comes the real joy in education, the satisfaction of accomplishment.

Teachers Regularly Assess Student Progress

While teachers are not always the central actors in their students' educational experiences, they are ultimately responsible for the creation and maintenance of those experiences and bear a considerable responsibility for what students learn at school. Proficient teachers, therefore, can judge the relative success of the activities they design. They can track what students are learning (or not learning), as well as what they, as teachers, are learning.

Assessment in teaching is not a simple task; teachers must monitor the successes and failures of individual students and evaluate their classes as collectives of learners. Additionally, they make judgments

about themselves as teachers in relation to those students and classes. Although these judgments are interdependent of one another, they are not necessarily synonymous. One of the essential tensions of teaching is that teachers teach individual students, while managing groups. Accomplished teachers do not treat a class as a monolith. They know that a class does not learn; individual students do. But individuals neither learn the same things, nor learn at the same pace.

Accomplished teachers use information about how the students in their classes are doing "on average" as a guide to making judgments about the relative success or failure of an instructional strategy. But they do not forget that there are few average students. They know that some students have moved far beyond that "average" evaluation, while others trail. And while they have to make decisions about what to do with the class as a whole, proficient teachers find ways to accommodate what they know about individual students and what they are learning in their plans for the whole group.

Accomplished teachers understand that the purposes, timing and focus of an evaluation affect its form. They are astute observers of students--their movements, their words and their minds. Teachers track student progress with a variety of evaluation methods, each with its own set of purposes, strengths and weaknesses. Their knowledge extends to creating their own, sometimes innovative, tools for evaluation, including portfolios, videotapes, demonstrations and exhibitions. In addition, they may use more traditional measures such as quizzes or exams. Sometimes teachers ask questions in the middle of a group discussion in order to assess how well students are following the presentation of information; or they may talk individually with students while they are engaged in independent work. At other times they watch their students' behavior as they read to each other or work in the laboratory.

Teachers frequently do not assign grades, for evaluation is not always for the purpose of recording grades; rather, it allows students and teachers to assess where they stand. Teachers also assess students to determine how much they have learned from a unit of instruction, be it a week on seeds, a semester of photography, or a year of athletic training. Student responses then contribute to teachers' decisions about whether to reteach, review or move on. By continually adding to their repertoire of methods for assessing what students have learned, as well as constantly monitoring student progress, accomplished teachers are able to provide constructive feedback to students, parents and themselves. Finally, such teachers help their students to engage in self-assessment, instilling in them a sense of responsibility for monitoring their own learning.

Teachers are Mindful of Their Principal Objectives

Teachers also know about planning instruction--identifying and elaborating educational objectives, developing activities to help them meet their goals and drawing upon resources that will serve their purposes. Experienced teachers do not all plan alike. Some do not write elaborate plans prior to teaching, having automated their planning through years of experience in classrooms. Other teachers plan in detail (e.g., creating individual educational plans for special education students). No matter what form their final plans take--scribbles on a scrap of paper or lengthy and detailed outlines--accomplished teachers can clearly articulate their goals for students.

Teachers Think Systematically About Their Practice And Learn From Experience

As with most professions, teaching requires an open-ended capacity that is not acquired once and for all. Because they work in a field marked by many unsolved puzzles and an expanding research base, teachers

have a professional obligation to be lifelong students of their craft, seeking to expand their repertoire, deepen their knowledge and skill, and become wiser in rendering judgments. Accomplished teachers are inventive in their teaching and, recognizing the need to admit new findings and continue learning, stand ready to incorporate ideas and methods developed by others that fit their aims and their students. What exemplifies excellence, then, is a reverence for the craft, a recognition of its complexities, and a commitment to lifelong professional development.

Teachers are Continually Making Difficult Choices That Test Their Judgment

The demands of teaching often present stiff challenges that do not lend themselves to simple solutions. Conflicting objectives regularly require teachers to fashion compromises that will satisfy multiple parties. A Western Civilization teacher, for example, attempting to reconcile demands for coverage with demands for in-depth understanding, will do what is necessary to race from Plato to NATO, yet set aside time to develop in students the understanding that history is evolutionary rather than a series of events strung together chronologically. Likewise, a third-grade teacher will find a way to introduce students to the idea that writing is a thinking process, while ensuring that students are learning the basics of spelling and grammar.

Teachers also face choices that force them to sacrifice one goal for another. For instance, teachers who are committed to teaching mathematics for conceptual understanding want to teach students to see number relationships in the real world, to represent them with appropriate symbols, and to use their knowledge of mathematical formulas and computational skills to manipulate those numbers. Such teaching requires giving students time to frame their own problems, find their own solutions, and compare those solutions with alternatives posed by their classmates. Students who have learned through experience that math class involves filling out worksheets and doing problem sets may dislike the uncertainty inherent in problems with multiple or no solutions; they may be troubled that their teacher now wants them to discuss the reasons why a particular solution makes sense. Abandoning speed and accuracy as the criterion of success may temporarily jeopardize students' mathematical competence. In deciding to teach in this way, a teacher risks alienating students, parents and administrators who have their own strong ideas of what math class is supposed to look like and the kind of competence it is supposed to yield.

Such circumstances call on teachers to employ their professional knowledge of what makes for sound practice, with the interest of their students given paramount consideration. While more than one satisfactory path may be derived to balance non-complementary objectives, the teacher's decision will be grounded in established theory and reasoned judgment.

Teachers Seek the Advice of Others and Draw on Education Research and Scholarship to Improve Their Practice

Aware that experience is not always a good teacher, proficient teachers search out other opportunities that will serve to cultivate their own learning. As savvy students of their own teaching, they know the value of asking others to observe and offer a critique of their teaching. They also know the value of writing about their work and of soliciting reactions from parents and students. Thus, masterful teachers develop specialized ways to listen to their students, colleagues and administrators, and reflect on their teaching in order that they might improve their practice.

Able teachers are also students of education scholarship and are cognizant of the settled and unsettled territory in their field. They stay abreast of current research and, when appropriate, incorporate new findings

into their practice. They take advantage of teacher centers and special conferences and workshops. They might conduct and publish their own research, if so inclined, for testing of new approaches and hypotheses is a commonplace habit among adept teachers, even if a normally overlooked and undocumented one.

Wise teachers understand the legitimacy and limitation of the diverse sources that inform teaching and they continuously draw upon them to enrich their teaching. Their enthusiasm for and commitment to, continued professional development exemplifies a disposition they hope to nurture in students. Hence, the thinking, reasoning and learning that characterize first-rate teaching are doubly valuable: not only are thoughtful teachers able to teach more efficiently and effectively, they are also models for the critical, analytic thinking that they strive to develop in our youth. Teachers who are themselves exemplars of careful reasoning--considering purposes, marshaling evidence and balancing outcomes--are more likely to communicate to students the value and manner of such reasoning. Moreover, they model other dispositions and traits as well, such as a commitment to creativity in their work and the disposition to take risks in exploring new intellectual, emotional, physical or artistic territories.

Proficient teachers, then, are models of educated persons. Character and competence contribute equally to their educative manner. They exemplify the virtues they seek to impart to students: curiosity and a love of learning; tolerance and open-mindedness; fairness and justice; appreciation for our cultural and intellectual heritages; respect for human diversity and dignity; and such intellectual capacities as careful reasoning, the ability to take multiple perspectives, to question received wisdom, to be creative, to take risks, and to adopt an experimental and problem-solving orientation.

Teachers Are Members Of Learning Communities

Teaching most commonly is regarded as the daily conduct of lessons and the provision of learning experiences. But the work of teaching reaches beyond the boundaries of individual classrooms to wider communities of learning. In order to take advantage of the broad range of professional knowledge and expertise that resides within the school, accomplished teachers have a range of duties and tasks outside the direct instruction of students that contribute importantly to the quality of the school and to student learning.

There are two broad areas of responsibility. One involves participation in collaborative efforts to improve the effectiveness of the school. The second entails engaging parents and others in the community in the education of young people.

Teachers Contribute to School Effectiveness by Collaborating with Other Professionals

Teaching is often portrayed as the implementation of policy and curriculum developed by others--as following orders. The National Board advocates a more proactive and creative role for teachers: engaging them in the analysis and construction of curriculum, in the coordination of instruction, in the professional development of staff and in many other school-site policy decisions fundamental to the creation of highly productive learning communities.

While state authorities and local school district leadership establish broad goals, objectives and priorities for the schools, professional teachers share responsibility with colleagues and administrators for decisions about what constitutes valuable learning for students. This includes their participation in critically analyzing the school curriculum, identifying new priorities and communicating necessary changes to the school community. Teachers' knowledge of curriculum and their students are essential to discharging these

responsibilities effectively. But a readiness to work collaboratively on such matters and not blindly accept curricular conventions is also necessary.

Accomplished teachers attend to issues of continuity and equity of learning experiences for students that require school-wide collaboration across the boundaries of academic tracks, grade levels, special and regular instruction and disciplines. Such boundaries, constructed as much out of traditional patterns of school organization as out of instructional rationales, are often dysfunctional and damaging to student learning. Board-certified teachers cultivate a critical spirit in appraising such schooling commonplaces, together with a willingness to work with administrators toward school-wide improvements that can include revision of organizational as well as instructional features of schooling.

The development of curriculum and the coordination of instruction are particularly important functions shared among teachers and administrators. Proficient teachers collaborate in planning the instructional program of the school to assure continuity of learning experiences for students. They possess the interpersonal skills needed to work on teams and a willingness to work together in the interest of the school community. Their understanding of the technical requirements of a well-coordinated curriculum enables them to participate in planning and decision-making within teams, departments or other educational units outside the classroom, laboratory or studio.

Consonant with their role in curriculum planning and coordination, teachers are aware of the learning goals and objectives established by state and local authorities. Professional practice requires that teachers be knowledgeable about their legal obligation to carry out public policy as represented by state statute and regulation, school board directives, court decisions and other policies.

Accomplished teachers also participate in the coordination of services to students. Today's schools include a wide variety of educational specialists, and with increasing specialization has come the need for coordination, lest pupils' educational experiences become fragmented. The increased practice of "mainstreaming" special-needs students to assure they are being educated in the least restrictive environment has meant that general and special education teachers need to work with one another. Compensatory education programs typically involve teaching pupils outside regular school settings. The various forms of English as a second language, bilingual and English-immersion programs often require cooperation among teachers of non- and limited-English-speaking youth. Board-certified teachers are adept at identifying students who might benefit from such special attention and at working in tandem with specialists.

In addition to working on the improvement of school-wide curricula and the coordination of instruction, teachers work together to strengthen their teaching. Sometimes they observe each other teacher; at other times they engage in discussions about teaching; and occasionally they collaborate in trying out new instructional strategies. While the particulars of how teachers choose to improve their instruction will vary according to the structure of opportunity and a teacher's dispositions and interests, the principle underlying such engagement is the continuous pursuit of teaching excellence in the company of peers.

Strong schools emphasize a process of continuous improvement. They are organized to find and solve problems and to locate, invent and experiment with different methods of instruction and school organization. Teachers within such schools work not only on professional development, but also on school-wide improvements. This expectation is part of what constitutes a professional orientation to teaching and part of what distinguishes the professional teacher.

The conventional image of the accomplished teacher as solo performer working independently with students is narrow and outdated. Committed career teachers assume responsibility in cooperation with their

administrators for the character of the school's instructional program. They are team players willing to share their knowledge and skill with others and participate in the ongoing development of strong school programs. This participation may take many forms, such as mentoring novices, serving on school and district policy councils, demonstrating new methodologies, engaging in various forms of scholarly inquiry and artistic activity, or forming study groups for teachers.

Teachers Work Collaboratively with Parents

Teachers share with parents the education of the young. They communicate regularly with parents and guardians, listening to their concerns and respecting their perspective, enlisting their support in fostering learning and good habits, informing them of their child's accomplishments and successes, and educating them about school programs. Kindergarten teachers, for example, can help parents understand that reading stories to their children is more important to literacy development than completing worksheets on letters.

In the best of all worlds, teachers and parents are mutually reinforcing partners in the education of young people. But three circumstances complicate this partnership. First, the interest of parents and schools sometimes diverge, requiring teachers to make difficult judgments about how best to fulfill their joint obligations to their students and to parents. Second, students vary in the degree and kind of support they receive at home for their school work. The effects of culture, language, and parental education, income and aspirations influence each learner. Teachers are alert to these effects and tailor their practice accordingly to enhance student achievement. However, when faced with an unavoidable conflict, the teacher must hold the interest of the student and the purposes of schooling paramount. Third, the behavior and mind-set of schools and families can be adversarial. Some parents are distrustful of the school's values, and the schools sometimes underestimate the family's potential to contribute to their children's intellectual growth. Students get caught in the middle, their allegiance to and affections for each party challenged by the other. Accomplished teachers develop skills and understandings to avoid these traditional pitfalls and work to foster collaborative relationships between school and family.

The changing family structure in our society creates new challenges as well, for there are now more youth with single parents, working parents and parents with inadequate income. Thus, creating home-school partnerships has become more difficult for teachers and parents in many communities. In attempting to work creatively and energetically with families in the interest of students' development, able teachers acquire knowledge and understanding of individual students' lives outside school. A teacher's foremost responsibility is to the intellectual development of our youth, but there are mindful of the broad range of children's needs, including the need for guidance and the strong presence of caring and nurturing adults. This is a difficult set of obligations to fulfill. On the one hand, teachers are prepared neither by training nor by role to serve as parent surrogates or social workers. The distinctive mission of teaching is to promote learning, a complex undertaking in itself. On the other hand, education's broad and humane purposes do not admit any narrow specialization. Students' physical, emotional, and social well-being cannot be separated from their intellectual growth.

Teachers Take Advantage of Community Resources

Professional teachers cultivate knowledge of their school's community as a powerful resource for learning. The opportunities are many for enriching projects, lessons, and study: observing the city council in action; collecting oral histories from senior citizens; studying the ecology of the local environment; visiting a nearby planetarium; drawing the local architecture; or exploring career options on-site. Any community--urban

or rural, wealthy or poor--can be a laboratory for learning under the guidance of an effective teacher. Moreover, within all communities there are valuable resources such as other teachers and students, senior citizens, parents, business people, and local organizations that teachers can engage to assist, enhance and supplement their work with students. Teachers need not teach alone.

Teachers also cultivate knowledge about the character of the community and its effects on the school and students. They develop an appreciation of ethnic and linguistic differences, of cultural influences on students' aspirations and expectations, and of the effects of poverty and affluence. Cultural and other discontinuities between home and school frequently can confound teachers' efforts to promote learning. Conversely, the cultural diversity represented in many communities can serve as a powerful resource in teaching about other cultures, in encouraging tolerance and understanding of human differences, and in promoting civic ideals. Accomplished teachers seek to capitalize on their opportunities and to respond productively to students' diverse backgrounds.

There is a balance here. Schools and teachers cannot alleviate all the social problems that they encounter. Yet teachers confront the human condition daily in all its variety, splendor and misery. They must be humane, caring and responsive to students and their problems, while they maintain a focus on their distinctive professional responsibilities.

**INSTRUCTIONS FOR SUBMITTING DOCUMENTS
TO THE ALABAMA SELECTION PANEL FOR
NATIONAL BOARD CERTIFICATION**

Application Form (complete and attach the two-page application form)

Part B

4. Submit three copies of a written profile of your approach to teaching. Use the five NBPTS core propositions as points of discussion. Give **specific examples** from your classroom practice that illustrate each point of discussion. Write in first person. (Keep in mind that this piece of writing should capture the life and “heart” of your classroom. A real place with real people should emerge. Avoid writing a philosophical treatise on education.)

Profile of Teaching (Type this heading on your paper.)

Format specifications for writing sample:

Length - May not exceed **two** single-spaced, typed pages.

(Profiles that exceed two pages will not be considered.)

Margins - Use one-inch margins (top, bottom, left, and right).

Type size - Use a Times New Roman font no smaller than a twelve point.

Name - **Do not put your name** on the page(s) of the profile. **Do not attach a cover sheet.**

Printing - If you use a dot-matrix printer, set it at the highest quality print option. Be sure printer ribbon is in good condition. **Staple** all three copies of the profile paper separately.

This writing sample is assessed using a holistic scoring method in which **content** comprises **80 percent** of the overall score and **form** comprises **20 percent** of the overall score.

Content -- The writer provides **compelling, less-than-compelling, or insufficient or no** written evidence of the following:

- Teachers are committed to students and their learning.
- Teachers know the subjects they teach, and how to teach those subjects to students.
- Teachers are responsible for managing and monitoring student learning.
- Teachers think systematically about their practice and learn from experience.
- Teachers are members of learning communities.

Form

Organization – For the maximum points, the paper should display

- A definite plan or strategy.
- A strong sense of logical progression and overall completeness.

Grammar/Clarity - For the maximum points, the paper should display

- A proficient command of grammar, usage, and mechanics.
- An appropriate variety of sentence formations and structures.
- Precise, varied language use.
- Strong, clear controlling ideas with no wandering.
- Smooth flow of ideas with effective transitions.

Scoring of Submissions

A review panel composed of Alabama National Board Certified Teachers and other educators from across the state meet in Montgomery to score submissions. The written Profile of Teaching (Part B, Item #4) has a weight of 50%; the videotaped teaching segment (Part B, Item #5) and the accompanying Written Commentary (Part B, Item #6) has a weight of 50%.

Videotape or DVD

5. Submit a 15-minute continuous, unedited, regular-sized VHS videotape or regular-sized DVD of you working with a large group of students. **Do not put your name anywhere on the videotape or DVD or the container.**

Format Specifications:

The videotape or DVD must

- Be no longer than 15 minutes.
- Be continuous and unedited. (Stopping and restarting the camera during the segment will be regarded as editing)
- Contain no graphics (e.g. title) or special effects (e.g. fade-in/fade-out).
- Be a **regular-sized VHS tape or regular-sized DVD.**

Content Specifications:

The videotape or DVD need not show the beginning and/or end of a lesson. You may choose to film an entire class and then select the 15-minute segment, which best meets the scoring criteria.

The videotape or DVD must

- Be related to the goals for the lesson, which you discuss in the Written Commentary.
- Show you, the teacher, interacting with a group of at least eight students.
- Be taken from an angle that includes as many of the children's faces as possible.
- Have sound quality that enables scorers to hear what you say and most of what your students say.

Written Commentary (Type this heading on your paper.)

6. Submit three copies of a Written Commentary, which analyzes and reflects upon the videotaped teaching and learning segment.

Format Specifications:

Length - May not exceed **two** single-spaced, typed pages.

(Commentaries that exceed two pages will not be considered.)

Margins - Use one-inch margins (top, bottom, left, and right).

Type size - Use a Times New Roman font no smaller than twelve point.

Name - **Do not put your name** on the page(s) of the commentary. **Do not attach a cover sheet.**

Printing - If you use a dot-matrix printer, set it at the highest quality print option. Be sure printer ribbon is in good condition. **Staple** all three copies of your commentary separately.

Content Specifications:

The Written Commentary must

- Include a discussion of the goal(s) of the lesson.
- Supply a pedagogical context for the lesson.
 - What are the relevant features of your teaching setting (ages of students, range of abilities, special needs children, personality of the group) that influence the strategies you use?
- Supply an instructional context for the lesson.
 - What activities preceded and followed the taped segment?
 - Why are you teaching the lesson?
 - How does the taped segment fit into a “bigger picture?”
- Make specific reference to events shown on the videotape or DVD.
- Include reflection on the effectiveness of the lesson.

Videotape or DVD/Written Commentary

Panel members view videotapes or DVDs and read the accompanying commentaries. The taped segment is rated according to how effectively the applicant demonstrates knowledge and use of the following propositions (3 - strongly presented 2 - presented 1 - weakly presented 0 - not presented)

- Teachers command specialized knowledge of how to convey a subject to students.
- Teachers place a premium on student engagement.
- Teachers orchestrate learning in group settings.
- Teachers’ mission extends beyond developing only the cognitive capacity of their students.
- Teachers treat students equitably.
- Teachers recognize individual differences in their students and adjust their practices accordingly.
- Teachers generate multiple paths to knowledge.
- Teachers call on multiple methods to meet their goals.

Copies of the score sheets used by assessors are included in this packet.

Tips and Strategies for Videotape or DVD and Commentary

- It is recommended that you tape your class several times before you do “the real thing.” This allows both the kids and you to get used to being taped and to work out any bugs with equipment.
- Use new, regular-sized high-quality tapes or regular-sized DVDs.
- Select the continuous 15-minute segment that best presents those things on which your tape or DVD will be scored. (The beginning and/or end of the lesson are not required.)
- Be sure that your commentary refers to specific moments and students shown in the videotape or DVD.

Following is a list of performance indicators that scorers utilize when determining how effectively an applicant demonstrates knowledge and use of the eight propositions on which the taped teaching and learning segment is scored.

Teachers command specialized knowledge of how to convey a subject to students.

- The teacher monitors and observes his/her students.
- The teacher adjusts the lesson as the need arises.
- The teacher teaches at a pace that seems appropriate for the students.
- The teacher encourages questions from students.
- The students participate and seem interested in the activities.
- The students seem comfortable with the material being presented.

Teachers place a premium on student engagement.

- The teacher interacts with the students.
- The teacher encourages students.
- The teacher encourages questions from students.
- The students interact freely with one another.
- the students interact freely with the teacher.
- The students participate and seem interested in the activities.

Teachers orchestrate learning in group settings.

- The teacher spends minimal time in dealing with disruptive students.
- The teacher allows students to work independently.
- The students are able to work independently without creating disturbances.
- The students are able to work with one another without creating disturbances.
- The students seem to feel “at home” in the classroom.

Teachers’ mission extends beyond developing only the cognitive capacity of their students.

- The teacher speaks respectfully to the students.
- The teacher shows concern for the students.
- The students speak respectfully to the teacher and to one another.
- The students seem at ease in talking to the teacher and asking questions.
- The classroom displays and arrangement are indicative of attention to individual differences.
- The classroom displays address character development.

Teachers treat students equitably.

- The teacher is attentive to all of the students.

- The teacher does not appear to have any “favorite” pupils.
- The students interact freely with the teacher.
- The students interact freely with one another.
- The students are eager to respond to the teacher’s questions.

Teachers recognize individual differences in their students and adjust their practices accordingly.

- The teacher shows a knowledge of individual students.
- The teacher listens attentively to individual students.
- The teacher adjusts the lesson as the need arises.
- The teacher monitors and observes his/her students.
- The students seem eager to learn.
- The students seem at ease in talking to the teacher and asking questions.
- The students participate and seem interested in the activities.
- The classroom displays and arrangement encourage students to engage in learning by discovery.

Teachers generate multiple paths to knowledge.

- The teacher encourages students to think.
- The teacher teaches beyond the knowledge level.
- The teacher encourages students’ ideas.
- The students ask questions or make statements beyond “rote” learning.

Teachers call on multiple methods to meet their goals.

- The teacher adjusts the lesson as the need arises.
- The teacher uses a variety of techniques and resources.
- The students seem comfortable with the material being presented.
- The students are working in a variety of ways.

And remember -- don’t be afraid to ask for help! Teaching is a collaborative profession.