



## Adolescence and Young Adulthood

## SCIENCE

### Assessment at a Glance

- **Choosing the Right Certificate**
- **Reviewing the Standards**
- **Demonstrating Your Teaching Practice and Content Knowledge**
- **Understanding the National Board Scoring Process**
- **Beginning Your Journey toward National Board Certification**

*National Board Certification  
Promotes Better Teaching,  
Better Learning, Better Schools*

## Choosing the Right Certificate

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The National Board Certification® process offers experienced teachers the professional development opportunity to demonstrate their knowledge, skills, and practices against high and rigorous standards. Candidates pursue certification by completing two major assessment components: a portfolio of classroom teaching practice and an assessment of content knowledge administered at a computer-based testing center.

The Adolescence and Young Adulthood/Science certificate is appropriate for teachers who teach students ages 14–18+ and who know the full range of the school science curriculum: physical sciences, life sciences, and earth and space sciences. Read this document to learn the content and pedagogical knowledge you will be required to demonstrate for this certificate area and to measure your readiness to pursue National Board Certification. Prior to attending the assessment center, candidates in this certificate area must select one of four science specialty areas: biology, chemistry, earth and space science, or physics.

Below is a set of questions to ask yourself about your teaching practice. If you answer “yes” to these questions, you are ready to apply. For eligibility requirements and application instructions, read the *Guide to National Board Certification* on the NBPTS Web site ([www.nbpts.org](http://www.nbpts.org)).

If you answer “no” to one or more of these questions, you may need to discuss your teaching situation with professional colleagues, your school faculty, a National Board Certified Teacher®, your faculty support group, or a local-level administrator who is directing a National Board program.

### **For the portfolio, will you be able to:**

- demonstrate that your teaching practice meets the Adolescence and Young Adulthood/Science Standards?
- have access to a class of at least 6 students, in which 51% of the students are ages 14–18+ during the 12 months prior to the submission of your portfolio entries?
- submit student work samples and video recordings in English and/or Spanish showing your interactions with your students?
- demonstrate how you help students make important conceptual connections in science during a sequence of instruction?
- demonstrate how you use assessment to target important science understanding and to analyze and make sense of student performance?
- show how you use inquiry strategies during different stages of scientific exploration to help students understand important ideas in science?
- show the discussion strategies that you use to facilitate student reasoning and understanding of an important concept in science?
- present evidence of how you impact student learning through your work with students' families and community and through your development as a learner and as a leader/collaborator?

### **For the assessment center, will you be able to demonstrate content knowledge in:**

- data analysis?
- interrelationships within a science?
- fundamental concepts in your selected discipline of science (biology, chemistry, earth and space science, or physics)?
- changes over time (biology, earth and space science, and physics) or changes in systems (chemistry)?
- connections in science?
- breadth of knowledge across the four major disciplines of science?

## Reviewing the Standards

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The requirements for National Board Certification in the field of Adolescence and Young Adulthood/Science (AYA/Science) are organized into the following Standards. The ordering of the Standards is designed to facilitate understanding, not to assign priorities.

### Preparing the Way for Productive Student Learning

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#### I. Understanding Students

Accomplished Adolescence and Young Adulthood/Science teachers know how students learn, know their students as individuals, and determine students' understandings of science as well as their individual learning backgrounds.

#### II. Understanding Science

Accomplished Adolescence and Young Adulthood/Science teachers have a broad and current knowledge of science and science education, along with in-depth knowledge of one of the subfields of science, which they use to set important and appropriate learning goals.

#### III. Understanding Science Teaching

Accomplished Adolescence and Young Adulthood/Science teachers employ a deliberately sequenced variety of research-driven instructional strategies and select, adapt, and create instructional resources to support active student exploration and understanding of science.

### Establishing a Favorable Context for Student Learning

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#### IV. Engaging the Science Learner

Accomplished Adolescence and Young Adulthood/Science teachers spark student interest in science and promote active and sustained learning, so all students achieve meaningful and demonstrable growth toward learning goals.

#### V. Sustaining a Learning Environment

Accomplished Adolescence and Young Adulthood/Science teachers create safe, supportive, and stimulating learning environments that foster high expectations for each student's successful science learning and in which students experience and incorporate the values inherent in the practice of science.

#### VI. Promoting Diversity, Equity, and Fairness

Accomplished Adolescence and Young Adulthood/Science teachers ensure that all students, including those from groups that have historically not been encouraged to enter the world of science and that experience ongoing barriers, succeed in the study of science and understand the importance and relevance of science.

### Advancing Student Learning

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#### VII. Fostering Science Inquiry

Accomplished Adolescence and Young Adulthood/Science teachers engage students in active exploration to develop the mental operations and habits of mind that are essential to advancing strong content knowledge and scientific literacy.

#### VIII. Making Connections in Science

Accomplished Adolescence and Young Adulthood/Science teachers create opportunities for students to examine the human contexts of science, including its history, reciprocal relationship with technology, ties to mathematics, and impacts on society, so that students make connections across the disciplines of science, among other subject areas, and in their lives.

## **IX. Assessing for Results**

Accomplished Adolescence and Young Adulthood/Science teachers employ multiple, ongoing methods that are fair and accurate to analyze the progress of individual students in light of well-defined learning goals, and their students achieve meaningful and demonstrable gains in the learning of science. Teachers clearly communicate these gains to appropriate audiences.

## **Promoting Professional Development and Outreach**

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### **X. Reflecting on Teaching and Learning**

Accomplished Adolescence and Young Adulthood/Science teachers continually analyze, evaluate, and strengthen their practice to improve the quality of their students' learning experiences.

### **XI. Developing Collegiality and Leadership**

Accomplished Adolescence and Young Adulthood/Science teachers contribute to the quality of the practice of their colleagues, to the instructional program of the school, and to the work of the larger professional community.

### **XII. Connecting with Families and the Community**

Accomplished Adolescence and Young Adulthood/Science teachers proactively work with families and communities to serve the best interests of each student.

Read the Standards on the NBPTS Web site to ensure that you will be able to demonstrate your accomplishments and confidently satisfy the defined expectations for National Board Certification.

## Demonstrating Your Teaching Practice and Content Knowledge

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This section describes the portfolio entries and assessment center exercises for the AYA/Science certificate area.

### Portfolio Entries

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You will be required to submit four portfolio entries. One entry is based on student work samples, and two entries feature video recordings of student–teacher interactions in the classroom. The fourth entry relates to your accomplishments outside of the classroom—with families, the community, or colleagues—and how they impact student learning.

Following is a description of each portfolio entry.

**Entry 1:  
Teaching a Major  
Idea over Time**

In this entry, you choose three instructional activities, related instructional materials, two student responses to each activity, a culminating assessment, and submit a Written Commentary. Your submission should demonstrate your strategies for linking instructional activities together to engage students in building conceptual understanding of one major idea in science.

**Entry 2:  
Active Scientific  
Inquiry**

In this entry, you submit a 20-minute video recording of your interactions with students engaged in different stages of the inquiry process during a scientific investigation. You also provide a Written Commentary that analyzes your teaching throughout this process of scientific inquiry.  
**Entry 2 is the preselected *Take One!* portfolio entry.**

**Entry 3:  
Whole-Class  
Discussions about  
Science**

In this entry, you submit a 20-minute video recording of your interactions with students as they actively gain an ability to understand and use scientific concepts and problem-solving skills. You also provide a Written Commentary that analyzes your teaching through whole-class discussion.

**Entry 4:  
Documented  
Accomplishments:  
Contributions to  
Student Learning**

In this entry, you illustrate your partnerships with students' families and community, and your development as a learner and collaborator with other professionals by submitting descriptions and documentation of your activities and accomplishments in those areas. Your description must make the connection between each accomplishment and its impact on student learning.

Read the *Portfolio Instructions* on the NBPTS Web site to learn more about the requirements for preparing, developing, and submitting the portfolio component of your assessment.

## Assessment Center Exercises

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This assessment is composed of six exercises that examine content knowledge specified in the NBPTS Standards. You are given up to 30 minutes to respond to each exercise.

Following is a description of each assessment center exercise.

- Exercise 1:  
Data Analysis** In this exercise, you demonstrate an ability to use sound principles of data analysis. You are asked to analyze, interpret, predict (extrapolate, interpolate), or infer using graphs or other data.
- Exercise 2:  
Interrelationships** In this exercise, you show your knowledge of the interrelationships that exist within your discipline. You describe and analyze interrelationships.
- Exercise 3:  
Fundamental  
Concepts** In this exercise, you demonstrate a depth of content knowledge in your specialized field. You are given a visual, mathematical, or graphical representation of a concept, and you give a description of the concept, analyze relationships, and discuss consequences of changes.
- Exercise 4:  
Change over Time**  
(Biological, physical,  
and earth sciences  
specialty areas) In this exercise, you exhibit your knowledge of changes that occur over time in science. You explain changes that occur over time through a discussion of the underlying concepts or principles, a description of the mechanisms of change, and a discussion of the variables involved.
- OR**
- Exercise 4:  
Changes in Systems**  
(Chemistry specialty  
area only) In this exercise, you exhibit your knowledge of changes in chemical systems. You explain changes in chemical systems through a discussion of the underlying concepts or principles, a solution of a problem, and a discussion of the variables involved.
- Exercise 5:  
Connections in  
Science** In this exercise, you show your ability to relate science content in your area of specialization to another context of science. You describe a fundamental concept from your own specialty and relate the concept to other areas of science or to historical context, technology, or society.
- Exercise 6:  
Breadth of  
Knowledge** In this exercise, you demonstrate knowledge across the science disciplines. You describe a major idea in science. You then explain a concept in each of the three major sciences not in your specialty and relate the concepts to the major idea.

Read *Assessment Center Policy and Guidelines* on the NBPTS Web site for more information about the assessment center component of the certification process. To locate an assessment center, visit the NBPTS computer-based testing Web site ([www.pearsonvue.com/nbpts/](http://www.pearsonvue.com/nbpts/)).

### Selected Assessment Center Exercises

The following sections contain selected exercises administered in a previous assessment cycle. These exercises present information that candidates saw on screen at the assessment center and include instructions for using the computer, stimulus materials (if applicable), and prompts requiring responses. These exercises have been included to help you become familiar with the structure of assessment center exercises and to help you understand the scoring rubrics. The exercise prompts in this section **do not** represent actual prompts candidates will see at assessment centers in the future.

Please note that assessment center exercises cover the **entire** age range of the certificate. Be aware that you are expected to demonstrate knowledge of developmentally appropriate content across the full range of your certificate.

## Sample Exercise 5: Connections in Science (Biology)

Exercise 5 - Connections in Science (Biology) - Candidate  
Name

🕒 Time Remaining 29:31

### Introduction

In this exercise, you will use your knowledge of biology to connect a topic studied in biology to another science and to discuss possible student misconceptions. You will be asked to respond to three prompts.

### Criteria for Scoring

To satisfy the highest level of the scoring rubric, your responses must provide clear, consistent, and convincing evidence of the following:

- a detailed explanation of a topic studied in biology;
- an accurate explanation of concepts from another science that are needed in order to understand that topic;
- a thorough discussion of a common student misconception associated with the topic; and
- an appropriate explanation of what you would do next in an instructional context to address the student's misconception.

### Directions

You may preview all of the prompts by clicking the "Next" button. The "Previous" button will enable you to return to any of the prompts in order to compose or revise your response in the space provided.

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### Retired Prompt 1

*Explain, in detail, the fundamental concepts important to the understanding of ozone depletion as it applies to biology.*

### Retired Prompt 2

*Explain the concepts from chemistry that are needed by students to understand the topic "ozone depletion."*

### Retired Prompt 3

*Describe a common student misconception associated with ozone depletion and briefly explain what you would do next in an instructional context to address the student's misconception.*

## Sample Exercise 5: Connections in Science (Chemistry)

Exercise 5 - Connections in Science (Chemistry) -  
Candidate Name

🕒 Time Remaining 29:31

### Introduction

In this exercise, you will use your knowledge of chemistry to explain a concept, connect the concept to another science, and trace the historical development of the concept. You will be asked to respond to three prompts.

### Criteria for Scoring

To satisfy the highest level of the scoring rubric, your responses must provide clear, consistent, and convincing evidence of the following:

- an accurate explanation of a concept studied in chemistry;
- a correct connection of the concept to another science; and
- a thorough discussion of the historical development of scientific thought concerning the concept.

### Directions

You may preview all of the prompts by clicking the "Next" button. The "Previous" button will enable you to return to any of the prompts in order to compose or revise your response in the space provided.

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### Retired Prompt 1

*Explain, in detail, the fundamental concept of acid/base theory.*

### Retired Prompt 2

*Relate the concept of acid/base theory to the understanding of acid rain in Earth and space science.*

### Retired Prompt 3

*Discuss the historical development of scientific thought concerning the concept of acid/base theory.*

## Sample Exercise 5: Connections in Science (Earth/Space Science)

Exercise 5 - Connections in Science (Earth/Space Science)  
- Candidate Name

🕒 Time Remaining 29:31

### Introduction

In this exercise, you will use your knowledge of Earth and space science to connect a topic studied in Earth and space science to another science and to discuss the topic in another context of science. You will be asked to respond to three prompts.

### Criteria for Scoring

To satisfy the highest level of the scoring rubric, your responses must provide clear, consistent, and convincing evidence of the following:

- a detailed explanation of a topic studied in Earth and space science;
- an accurate and appropriate explanation of concepts from another science that are needed in order to understand that topic; and
- a thorough discussion of that topic in another context of science.

### Directions

You may preview all of the prompts by clicking the "Next" button. The "Previous" button will enable you to return to any of the prompts in order to compose or revise your response in the space provided.

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### Retired Prompt 1

*Explain how the burning of fossil fuels is an important topic for Earth and space science.*

### Retired Prompt 2

*Explain the concepts in chemistry that are necessary to understand the topic "burning of fossil fuels."*

### Retired Prompt 3

*Discuss another context of science (historical development or a science, technology, and society issue) that would be important for students to be familiar with to fully understand the topic "burning of fossil fuels."*

## Sample Exercise 5: Connections in Science (Physics)

Exercise 5 - Connections in Science (Physics) - Candidate  
Name

🕒 Time Remaining 29:31

### Introduction

In this exercise, you will use your knowledge of physics to connect a topic studied in physics to another science and to discuss the topic in another context of science. You will be asked to respond to three prompts.

### Criteria for Scoring

To satisfy the highest level of the scoring rubric, your responses must provide clear, consistent, and convincing evidence of the following:

- a detailed explanation of a topic studied in physics;
- an accurate and appropriate explanation of concepts from another science that are needed in order to understand this topic; and
- a thorough discussion of this topic in another context of science.

### Directions

You may preview all of the prompts by clicking the "Next" button. The "Previous" button will enable you to return to any of the prompts in order to compose or revise your response in the space provided.

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### Retired Prompt 1

*Explain, in detail, the fundamental concepts of heat energy.*

### Retired Prompt 2

*Analyze the chemistry concepts that students need to know in order to understand the topic "heat energy."*

### Retired Prompt 3

*Discuss the historical development of scientific thought in regard to the fundamental concept of heat energy.*

## Sample Exercise 6: Breadth of Knowledge (Biology)

Exercise 6 - Breadth of Knowledge (Biology) - Candidate Name

🕒 Time Remaining 29:31

### Introduction

In this exercise, you will use your knowledge of science to describe a major idea, explain concepts from other fields of science, and relate the concepts to the major idea. You will be asked to respond to two prompts.

### Criteria for Scoring

To satisfy the highest level of the scoring rubric, your responses must provide clear, consistent, and convincing evidence of the following:

- an accurate and thorough description of a major idea in science;
- a correct explanation, using examples, of one concept from each of the following subjects: chemistry, Earth and space science, and physics; and
- an appropriate relation of each concept to the major idea.

### Directions

You may preview all of the prompts by clicking the "Next" button. The "Previous" button will enable you to return to any of the prompts in order to compose or revise your response in the space provided.

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### Stimulus

One of the major ideas that cuts across all the sciences is **transformation of energy**.

### Retired Prompt 1

Give an in-depth description of **transformation of energy**.

### Retired Prompt 2

The table below shows concepts associated with the main sciences not in your chosen discipline. Using examples, explain **each** of the concepts while relating it to the **transformation of energy**.

Chemistry	Earth Science	Physics
Exothermic reaction	Hydroelectric power	Pendulum system

## Sample Exercise 6: Breadth of Knowledge (Chemistry)

Exercise 6 - Breadth of Knowledge (Chemistry) - Candidate Name

🕒 Time Remaining 29:31

### Introduction

In this exercise, you will use your knowledge of science to describe a major idea, explain concepts from other fields of science, and relate the concepts to the major idea. You will be asked to respond to two prompts.

### Criteria for Scoring

To satisfy the highest level of the scoring rubric, your responses must provide clear, consistent, and convincing evidence of the following:

- an accurate and thorough description of a major idea in science;
- a correct explanation, using examples, of one concept from each of the following subjects: biology, Earth and space science, and physics; and
- an appropriate relation of each concept to the major idea.

### Directions

You may preview all of the prompts by clicking the "Next" button. The "Previous" button will enable you to return to any of the prompts in order to compose or revise your response in the space provided.

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The table below shows concepts associated with the main sciences not in your chosen discipline. Using examples, explain **each** of the concepts while relating it to the **transformation of energy**.

Biology	Earth Science	Physics
Photosynthesis	Hydroelectric power	Pendulum system

## Sample Exercise 6: Breadth of Knowledge (Earth/Space Science)

Exercise 6 - Breadth of Knowledge (Earth/Space Science) -  
Candidate Name

🕒 Time Remaining 29:31

### Introduction

In this exercise, you will use your knowledge of science to describe a major idea, explain concepts from other fields of science, and relate the concepts to the major idea. You will be asked to respond to two prompts.

### Criteria for Scoring

To satisfy the highest level of the scoring rubric, your responses must provide clear, consistent, and convincing evidence of the following:

- an accurate and thorough description of a major idea in science;
- a correct explanation, using examples, of one concept from each of the following subjects: biology, chemistry, and physics; and
- an appropriate relation of each concept to the major idea.

### Directions

You may preview all of the prompts by clicking the "Next" button. The "Previous" button will enable you to return to any of the prompts in order to compose or revise your response in the space provided.

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The table below shows concepts associated with the main sciences not in your chosen discipline. Using examples, explain **each** of the concepts while relating it to the **transformation of energy**.

Biology	Chemistry	Physics
Photosynthesis	Exothermic reaction	Pendulum system

## Sample Exercise 6: Breadth of Knowledge (Physics)

Exercise 6 - Breadth of Knowledge (Physics) - Candidate  
Name

🕒 Time Remaining 29:31

### Introduction

In this exercise, you will use your knowledge of science to describe a major idea, explain concepts from other fields of science, and relate the concepts to the major idea. You will be asked to respond to two prompts.

### Criteria for Scoring

To satisfy the highest level of the scoring rubric, your responses must provide clear, consistent, and convincing evidence of the following:

- an accurate and thorough description of a major idea in science;
- a correct explanation, using examples, of one concept from each of the following subjects: biology, chemistry, and Earth and space science; and
- an appropriate relation of each concept to the major idea.

### Directions

You may preview all of the prompts by clicking the "Next" button. The "Previous" button will enable you to return to any of the prompts in order to compose or revise your response in the space provided.

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The table below shows concepts associated with the main sciences not in your chosen discipline. Using examples, explain **each** of the concepts while relating it to the **transformation of energy**.

Biology	Chemistry	Earth Science
Photosynthesis	Exothermic reactions	Hydroelectric power

## Understanding the National Board Scoring Process

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All portfolio entries and assessment center exercises are scored by teachers practicing in the same content area as the assessment they are scoring. The National Board's carefully trained assessors use scoring rubrics to evaluate candidate responses. The rubrics clearly articulate the criteria that are to be applied in the evaluation of your responses. These criteria reflect the Standards that the entry is designed to measure.

Assessors use a four-level rubric to score each candidate's response as shown below.

Rubric Level	Score Range	Quality of Evidence
Level 4	3.75–4.25	Clear, consistent, and convincing
Level 3	2.75–3.74	Clear
Level 2	1.75–2.74	Limited
Level 1	0.75–1.74	Little or no

The Level 4 and Level 3 score ranges represent accomplished teaching practice. You do not have to receive Level 4 or Level 3 scores for every entry and exercise. A high score on one may compensate for a lower score elsewhere. Read the *Scoring Guide for Candidates* on the NBPTS Web site for your assessment.

### Your Total Weighted Scaled Score

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When your portfolio entries and assessment center exercises are completed and scored, your Total Weighted Scaled Score is computed. This is done by applying a set of weights to each of your entry and exercise scores.

For the AYA/Science certificate, these are the weights:

- 16% for each of the three classroom-based portfolio entries
- 12% for the Documented Accomplishments portfolio entry
- 6.67% for each of the six assessment center exercises

Your weighted scaled score for each entry or exercise is calculated by multiplying the raw score by the appropriate weight, shown above. Your Total Weighted Scaled Score is the sum of the weighted scaled scores for all entries and exercises plus a 12-point uniform constant. For example, if your weighted scaled score is 263, you would receive a 12-point uniform constant score, and your Total Weighted Scaled Score would be 275. This number is then compared to 275, the performance standard established by the NBPTS Board of Directors.

A candidate whose Total Weighted Scaled Score is 275 or greater is recognized as an accomplished teacher and is awarded National Board Certification. A candidate whose Total Weighted Scaled Score does not meet 275 is not yet certified and for the following two years has the opportunity to retake certain portfolio entries or assessment center exercises in order to meet the performance standard of 275.

## Things to Keep in Mind

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The National Board Standards for the AYA/Science certificate area are addressed within the portfolio and assessment center process. Therefore, you should keep the following in mind:

- Although the portfolio entries address many of the Standards, they may not address all of them. Standards the portfolio does not address may be included in the assessment center portion of the certification process.
- Each entry is scored independently of the others. When an entry asks for background or contextual information, be complete, since an assessor for one entry will not see your other entries.
- At each of the four levels of the scoring rubric, the same Standards-related criteria are applied. However, each level of the scoring rubric represents a difference in the quality of evidence demonstrated by the entry or exercise. For example, if “Knowledge of Students” is a Standard measured by an entry, the Level 4 rubric will refer to “clear, consistent, and convincing” evidence of that Standard while the Level 2 rubric will refer to “limited” evidence of the same Standard.
- One of the fundamental principles underlying the evaluation is that responses are scored only on what candidates are specifically asked to do. For example, if the directions specifically ask you to demonstrate how to use assessment in the featured instructional sequence, evidence supporting your use of assessment will be evaluated based on the scoring rubric. Conversely, if an entry does not require you to demonstrate how to use assessment, it will not be evaluated.

## Beginning Your Journey toward National Board Certification

The first step on this journey is to make a commitment, but what does this commitment involve? First-time candidates apply and complete their assessments in an initial candidacy period as shown in the timeline below. For candidates who are not successful in their first try, there is a 24-month window, following the receipt of scores, in which to retake assessments and/or resubmit portfolio entries in order to achieve certification.

You may wish to start with the *Take One!* program that requires submission of a single portfolio entry for scoring. The preselected portfolio entry required for *Take One!* is identified as part of the portfolio entry descriptions on page 4. You can choose to transfer your *Take One!* score to National Board Certification within three years of completing the *Take One!* process. Read *Becoming a Take One! Participant* on the NBPTS Web site to learn more about the requirements.

If you choose to pursue National Board Certification, there is also a financial commitment for which support is available. Visit the NBPTS Web site to learn about federal, state, and/or local funds available to support National Board Certification and *Take One!* fees. Be sure to check with your local, district, or state educational officials for incentives (such as salary increases and bonuses) that may be offered for achieving National Board Certification.

The following timeline provides a snapshot of your schedule of commitments. Read the *Guide to National Board Certification* on the NBPTS Web site for complete information.

### Certification Planner

Step	To Do	Year 1	Year 2	Year 3	Year 4
1	<b>Send forms and fees to NBPTS:</b>				
	<ul style="list-style-type: none"> <li>application</li> <li>nonrefundable initial fee (\$500)</li> <li>all eligibility forms</li> <li>balance of full fee (totaling \$2,500)</li> </ul>	Jan. 1 — Dec. 31			
2	<b>Develop portfolio entries and submit them to NBPTS:</b>				
	<ul style="list-style-type: none"> <li>Receive portfolio box <b>after</b> submitting initial fees.</li> <li>Submit all four portfolio entries at once <b>after</b> submitting all fees and eligibility forms.</li> </ul>	Jan. 1 — Mar. 31			
3	<b>Schedule your assessment center exercises:</b>				
	<ul style="list-style-type: none"> <li><b>after</b> submitting all fees and eligibility forms</li> <li>at least 30 days <b>before</b> the test date</li> </ul>		Jan. 1 — Jun. 15		
4	<b>Obtain your scores online:</b>				
	<ul style="list-style-type: none"> <li>Access <i>My Profile</i> to learn about your scores and certification status.</li> </ul>		Dec. 31	Dec. 31	Dec. 31
5	<b>Continue the journey:</b>				
	<ul style="list-style-type: none"> <li>If you did not achieve certification, decide whether to retake assessment center exercises and/or portfolio entries.</li> <li>Submit retake application and fees.</li> </ul>			Jan. 31	Jan. 31
	<ul style="list-style-type: none"> <li>Retake selected assessment center exercises.</li> <li>Submit selected portfolio entries.</li> </ul>			Jan. 1 — Jun. 15	Jan. 1 — Jun. 15
				Jan. 1 — Apr. 15	Jan. 1 — Apr. 15

Having made the commitment, many teachers who pursue National Board Certification become role models and leaders in their schools and districts, earning a greater voice in what happens and having a very positive effect on their students' experiences. On your journey, you will benefit directly from your candidacy, taking part in what many have described as the best professional development experience of their lives.

Produced for the



by

PEARSON



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