



Early Childhood through Young Adulthood

SCHOOL COUNSELING

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

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 Early Childhood through Young Adulthood/School Counseling certificate is appropriate for counselors who work with students in grades preK–12 (3–18+) in educational settings. These school counselors may work with individuals, small groups, a whole class, or the entire school to advance student learning academically, emotionally, and socially, and in the area of career development. Some may focus their counseling primarily in the area of student assistance, college planning, academic testing, or a more general guidance delivery model. However, all school counselors, without regard to their assignment, practice in a manner designed to advance student learning in the areas of academics, social/emotional and career development. 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.

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).

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 counseling practice meets the Early Childhood through Young Adulthood/School Counseling Standards?
- have access to a whole class, a small group, and an individual student, in which the student(s) are in grades preK–12 (ages 3–18+) during the 12 months prior to submission of your portfolio?
- submit student work samples and video recordings in English and/or Spanish showing your interactions with your students?
- present evidence of how the use of data guides your counseling with a group of students related to social/emotional issues?
- present evidence of how you plan and deliver a career development lesson for a specific class and purpose?
- present evidence of how you develop an academic intervention plan that will address the identified needs of the featured student?
- present evidence of how you impact student learning and improve your school counseling program through your work outside of explicit school counseling as you interact with students' families, your colleagues, and other professionals?

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

- human growth and development?
- school counseling program?
- diverse populations?
- theories?
- data and change?
- collaboration?

Reviewing the Standards

The requirements for National Board Certification in the field of Early Childhood through Young Adulthood/School Counseling (ECYA/SC) are organized into the following Standards. The ordering of the Standards is designed to facilitate understanding, not to assign priorities.

I. School Counseling Program

Accomplished school counselors develop and deliver a school counseling program that is comprehensive, demonstrates continuous improvement, and advances the mission of the school.

II. School Counseling and Student Competencies

Accomplished school counselors apply deep and broad understanding of academic, career, and personal/social student competencies.

III. Human Growth and Development

Accomplished school counselors apply comprehensive, in-depth knowledge of human growth and development to improve student learning and well-being.

IV. Counseling Theories and Techniques

Accomplished school counselors demonstrate a comprehensive understanding of established and emerging counseling theories. They possess a thorough knowledge of techniques and processes that form the foundation for effective school counseling with a diverse population.

V. Equity, Fairness, and Diversity

Accomplished school counselors model and promote behavior appropriate in a diverse and global society by showing respect for and valuing all members of the community. They demonstrate fairness, equity, and sensitivity to every student, and they advocate for equitable access to instructional programs and activities.

VI. School Climate

Accomplished school counselors work to establish and foster an emotionally, socially, and physically safe learning environment for students, staff, and families.

VII. Collaboration with Family and Community

Accomplished school counselors work collaboratively with families and community members to achieve common goals for the education of students, improvement of schools, and advancement of the larger community. They are knowledgeable of the community and community resources, and they utilize available resources to make appropriate referrals based on the needs of students.

VIII. Informational Resources and Technology

Accomplished school counselors are skilled in the selection and use of informational resources and technology and use them to facilitate the delivery of a comprehensive school counseling program that meets student needs.

IX. Student Assessment

Accomplished school counselors understand the principles and purposes of assessment, and the collection and use of data. They regularly monitor student progress and communicate the purpose, design, and results of assessments to various audiences.

X. Leadership, Advocacy, and Professional Identity

Accomplished school counselors work as leaders and advocates in the promotion of student learning and achievement. They adhere to ethical practices and engage in professional growth and development.

XI. Reflective Practice

Accomplished school counselors integrate their knowledge, skills, and life experiences to respond effectively to new or unexpected critical events and situations. They monitor and refine their work with continuous, in-depth reflection.

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

This section describes the portfolio entries and assessment center exercises for the ECYA/SC certificate area.

Portfolio Entries

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:
Addressing
Personal/Social
Needs | In this entry, you identify a critical student need, gather and analyze data related to that need, and use that analysis to design a small-group session that includes a structured activity and student work. You provide a description of the assignment, a set of instructions, and work samples from three students in your small group. You also submit a Written Commentary in which you focus on the processes and techniques you used to generate student involvement in the small-group session, describe the structured activity, analyze the student work samples, and reflect on your school counseling practice. |
| Entry 2:
Exploring Career
Development | In this entry, you submit a 15-minute video recording, a Written Commentary, and instructional materials that demonstrate your knowledge and ability to deliver a whole-class lesson that will increase student knowledge in the area of career development. |
| Entry 3:
Maximizing
Academic Learning | In this entry, you submit a 15-minute video recording, a Written Commentary, and an academic intervention plan taken from an academic counseling session. This entry captures evidence of your ability to develop an academic intervention plan to assist a student in maximizing academic learning. Entry 3 is the preselected <i>Take One!</i> portfolio entry. |
| 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 leader/collaborator with other professionals by submitting descriptions and documentation of your activities and accomplishments in those areas. |

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

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:
Human Growth and
Development | In this exercise, you demonstrate knowledge of a specific human growth and development theory, and then apply that knowledge to a given developmental stage. |
| Exercise 2:
School Counseling
Program | In this exercise, you demonstrate knowledge of the development, implementation, and management of a school counseling program. |
| Exercise 3:
Diverse Populations | In this exercise, you use knowledge of counseling diverse populations to apply counseling skills, techniques, and interventions to a student situation. |
| Exercise 4:
Theory | In this exercise, you demonstrate knowledge of a counseling theory and theorist by describing the theory and applying it to a school counseling issue. |
| Exercise 5:
Data and Planning | In this exercise, you demonstrate the ability to interpret and analyze the data provided, make appropriate recommendations for school improvement, then discuss the rationale and steps for implementation of the recommendations. |
| Exercise 6:
Collaboration | In this exercise, you assess a student concern, then discuss the legal and ethical procedures and medical concerns to consider while creating a plan of collaboration to help the student succeed. |

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/).

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 2: School Counseling Program

Exercise 2: School Counseling Program - Candidate Name

🕒 Time Remaining 29:31

Introduction

In this exercise, you will demonstrate your knowledge of the development, implementation, and management of a school counseling program. 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 identification of two specific issues related to the effective administration of the school counseling program described in the Scenario;
- an in-depth analysis of how these issues impact the school; and
- a thorough description of two significant strategies to address these issues and a thoughtful explanation of how they will improve the school counseling program.

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.

? [Help](#)

🕒 [Navigator](#)

[Next](#) →

Scenario

You are a school counselor newly assigned to Abbott Elementary School. The counseling program has been operating on a responsive-services-only schedule. The supervisor of school counseling has asked you to meet with her to discuss your vision for improving the school counseling program. According to the supervisor, there has been little teacher support for the school counseling program over the past few years.

Retired Prompt 1

Identify the two issues presented in the Scenario.

Retired Prompt 2

Analyze how the issues presented in the Scenario impact the school.

Retired Prompt 3

Describe two significant strategies that you would recommend to address the issues identified, and explain how each would improve the school counseling program.

Sample Exercise 3: Diverse Populations

Exercise 3: Diverse Populations - Candidate Name

🕒 Time Remaining 29:31

Introduction

In this exercise, you will use your knowledge about providing counseling to diverse populations. You will apply counseling skills, techniques, and interventions to a student situation described in the Scenario. 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 and accurate description of the situational and cultural challenges of a diverse population;
- an informed discussion of culturally appropriate counseling skills and techniques, including rationales; and
- an accurate and thorough discussion of three counseling interventions for a specific student.

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.

? Help

🕒 Navigator

Next →

Scenario

You are a school counselor at Allen Middle School. A 12-year-old student has recently moved with his family from Korea. He comes to your office in tears a week after starting school. He speaks limited English and appears nervous.

Retired Prompt 1

What situational and cultural challenges is the student in the Scenario facing?

Retired Prompt 2

Discuss three culturally appropriate counseling skills/techniques to use with this student. Provide a rationale for why each is appropriate given the context of his cultural background.

Retired Prompt 3

Describe three counseling interventions that will be part of the plan for this student. Explain why each is appropriate.

Understanding the National Board Scoring Process

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

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 ECYA/SC 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

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



© 2009 by the National Board for Professional Teaching Standards. All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage or retrieval system, without permission in writing from the publisher.

The National Board for Professional Teaching Standards logo, National Board for Professional Teaching Standards, NBPTS, National Board Certified Teacher, NBCT, National Board Certification, *Take One!*, 1-800-22TEACH, Accomplished Teacher, and Profile of Professional Growth are registered trademarks of the National Board for Professional Teaching Standards.

Other marks are trademarks or registered trademarks of their respective organizations.

The National Board for Professional Teaching Standards, Inc. has been funded, in part, with grants from the U.S. Department of Education and the National Science Foundation. Through September 2008, NBPTS has been appropriated federal funds of \$177.3 million, of which \$159.5 million was expended. Such amount represents approximately 31 percent of the National Board's total cumulative costs. Approximately \$360.8 million (69 percent) of the National Board's costs were financed by non-federal sources.

The contents of this publication were developed in whole or in part under a grant from the U.S. Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

Prepared by Pearson for submission under contract with the National Board for Professional Teaching Standards®.

Pearson and its logo are trademarks in the U.S. and/or other countries of Pearson Education, Inc. or its affiliate(s).