



NBPTS
National Board for
Professional Teaching Standards

NBCT Certification Renewal

Profile of Professional Growth[®]



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

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Introduction

National Board Certified Teachers (NBCTs) prepare, develop, and submit the Profile of Professional Growth® to NBPTS® for evaluation, to pursue the renewal of National Board Certification®.

Profile of Professional Growth Requirements Overview

The Profile of Professional Growth (PPG) consists of three interrelated components and a written reflection. The components draw upon a single group of Professional Growth Experiences (PGEs) that you select.

- **Component 1 requirements:** Submit responses to prompts related to four areas of your professional growth that you identify, which may have begun before certification but have evolved to become the focus of professional growth since certification. These PGEs must include current content and/or pedagogical knowledge as well as acquisition of effective and appropriate use of technology, and be ongoing, varied, and multifaceted. They must reflect your continuous commitment and contributions to the professional activities that ultimately have an impact on student learning.
- **Component 2 requirements:** Choose one of the PGEs featured in Component 1 and demonstrate its application. Prepare a date-stamped **10-minute** video recording in which you demonstrate pre-K–12 classroom teaching in the same content and developmental level as your original certification. The video and the accompanying Written Commentary must demonstrate student learning in an environment that ensures equity of access, promotes an appreciation of diversity, and demonstrates certificate-specific content knowledge. This video must be recorded no earlier than September 1 of your eighth year of National Board Certification and no later than April 30 of your tenth and final year of National Board Certification.
- **Component 3 requirements:** Choose one of the remaining PGEs that you featured in Component 1 and demonstrate its application. Component 3 offers several options: you may choose to create a **6-minute** video recording of your teaching practice with pre-K–12 learners or with professional colleagues, or you may choose to feature learner work samples from one or more learners. The basis for this component must be a different PGE than was used in Component 2 and must demonstrate either a direct or indirect impact on student learning.
- **Reflection requirements:** In addition to the three components, you must submit a written reflection in which you analyze the connections and patterns among all three components of your PPG from the perspective of your role as an educator. You must focus on challenges encountered as well as discuss plans for continued professional growth and efforts that will have an impact on student learning.

For an overview of the renewal process, see *Renewal at a Glance* on the NBPTS Web site (www.nbpts.org/for_nbcts/certification_renewal).

Using This Document to Prepare, Develop, and Submit Your PPG

This document helps you navigate through the renewal process when you prepare, develop, and submit the three components, the reflection, and the cover sheets and forms of a complete PPG. Accordingly, this document consists of three sections:

- 1. Prepare.** Begin your renewal process by reading this section for an overview of professional growth within the framework of National Board Certification, the Architecture of Accomplished Teaching, planning considerations, and a list of resources. This section also contains a glossary of terms used frequently in the PPG.
- 2. Develop.** Read this section to understand the specific requirements of the PPG and the format specifications for each part of your PPG. This section provides tips on selecting and developing the elements of your PPG and for improving the quality of your video recordings. It also supplies a set of those cover sheets and forms that must be submitted with your PPG.
- 3. Submit.** This section describes the required PPG forms and provides detailed instructions for assembling, labeling, packing, and shipping your complete PPG.



Review your submission carefully before submitting it to NBPTS. Omitting material from your submission **may** cause it not to be evaluated.

Prepare

As you prepare for the renewal process, review the connection between the NBPTS Standards for your certificate, the Five Core Propositions (the basis of the NBPTS Standards), and the Architecture of Accomplished Teaching. This section can help you align your renewal effort with NBPTS foundational philosophies. It covers the following topics:

- understanding the basis of the Profile of Professional Growth
- reviewing the Five Core Propositions, the NBPTS Standards, and the Architecture of Accomplished Teaching
- gathering evidence of accomplished teaching
- understanding the evaluation criteria
- following policies and guidelines
- planning ahead and finding the resources you need in order to prepare
- defining terms related to the PPG

Understanding the Basis of the PPG

The PPG process offers you, as an NBCT[®], the opportunity to document your continuing professional growth with a focus on increasing student learning. In this ongoing pursuit of professional growth, you must engage in complex activities that include development of certificate-specific content knowledge and pedagogical and technological skills obtained through workshops, courses, and reading of the latest professional literature. The PPG asks you to demonstrate that your classroom practices are consistent with the high standards that certification represents.

The PPG is rooted in two key elements of the National Board's vision of accomplished teaching:

- the Five Core Propositions and the Standards
- the Architecture of Accomplished Teaching

The National Board's vision of accomplished teaching practice is set forth in the 1989 policy statement "What Teachers Should Know and Be Able to Do," which has served as a basis for all of the Standards and assessment development work NBPTS has conducted. This policy statement presents the National Board's view of what it values and believes should be honored in teaching; that view is communicated through the Five Core Propositions that define the fundamental requirements for accomplished teaching practice and guide the development of its certificate-specific Standards. You can read the complete policy statement on the NBPTS Web site (www.nbpts.org/resources/publications).

These Five Core Propositions are just as integral to the renewal process as they are to initial certification. The experience gained during the process of certification has embedded these propositions in the teaching practice of NBCTs, serving as a catalyst for further growth. Just as teaching requires the monitoring of students' learning, it also requires the monitoring of one's own continued learning. NBCTs are aware of which areas of content and/or pedagogy are strengths and which areas represent needs, and they are eager to find resources within the professional community, no matter how challenging the effort and complex the task, in order to address those needs. NBCTs realize the need to be current in their field and to embrace and incorporate new ideas into their practice.

The Architecture of Accomplished Teaching is a metaphor for what accomplished teachers do in the classroom as well as for the self-reflection focused on the accomplished teacher's

professional growth. There are three overarching expectations of NBCTs who choose to develop and submit the PPG:

1. An NBCT's PPG provides sufficient evidence of postcertification professional growth that has focused on increased student learning and the maintenance of the high and rigorous Standards that are the mainstay of the National Board Certification process.
2. NBCTs use both the Five Core Propositions and the Architecture of Accomplished Teaching as the foundation for what they continue to do in the classroom and for themselves as lifelong learners who continue to grow and enhance student learning.
3. NBCTs choose to showcase activities that have been a focus of their professional development over an extended period of time and that reflect the resourcefulness of NBCTs who take advantage of multiple opportunities to achieve their goals.

Reviewing the Five Core Propositions and the Standards

The NBPTS Five Core Propositions and the Standards developed for each certificate area inform the preparation and development of your PPG by

- providing a framework to help you collect the most relevant evidence of your accomplished teaching practice;
- offering guidelines that can help you focus your analysis of and writing about that practice;
- enhancing your understanding of how the PPG will be evaluated.

The Five Core Propositions describe the core characteristics of an accomplished teacher and are at the heart of the evaluation embodied in the NBPTS Certification process. As noted above, they are enumerated in the first NBPTS policy statement (“What Teachers Should Know and Be Able to Do”), issued in 1989 and published on the NBPTS Web site. The characteristics described in the Five Core Propositions define the knowledge, skills, dispositions, and commitments of accomplished teachers—commitment to students and their learning, knowledge of both the subjects they teach and how to teach those subjects, responsibility for managing and monitoring student learning, systematic consideration of their practice and readiness to learn from experience, and membership within learning communities.

The NBPTS Standards are a reflection of the Five Core Propositions. The Standards detail specific knowledge, skills, and attitudes that support accomplished practice; illustrate the ways in which professional judgment is reflected in action; and describe how knowledge, skills, and attitudes could be expressed in a variety of settings.

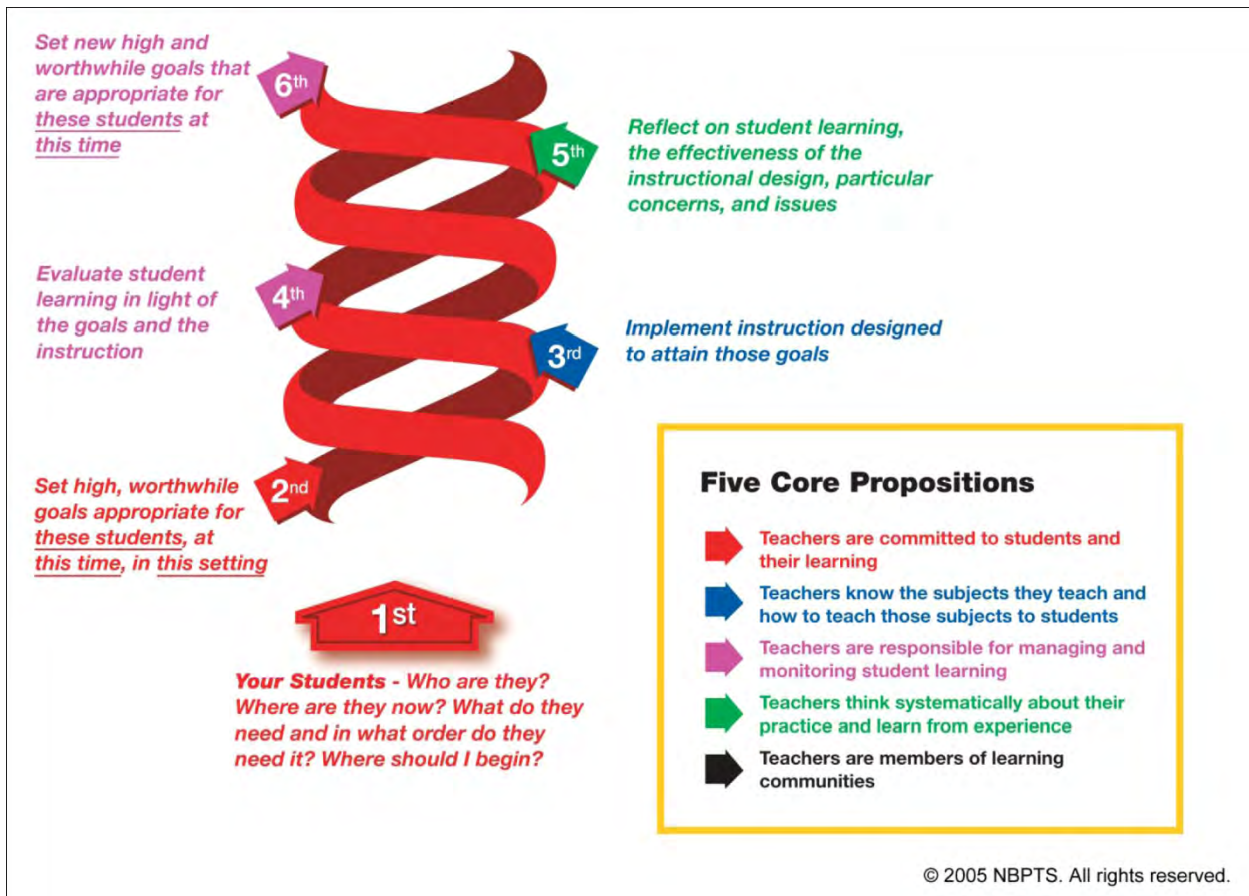
Note: The Standards for some certificate areas have been updated. Visit the NBPTS Web site (www.nbpts.org) to obtain the latest version.

Gathering Evidence of Accomplished Teaching

Through your PPG, you can capture your teaching practice in real-time, real-life settings, thus allowing a trained evaluator to examine how you translate knowledge and theory into practice.

Architecture of Accomplished Teaching Helix

The Architecture of Accomplished Teaching Helix shown below uses a double spiral to illustrate the carefully woven, upward-spiraling nature of accomplished teaching, wherein knowledge of students, commitment to goals, and practice of instruction, analysis, and reflection—as defined by the Five Core Propositions—develop at six closely linked stages.



Use the following table to review the steps used to demonstrate accomplished teaching and to see how each step relates to the Five Core Propositions. The steps can guide you in collecting and analyzing the evidence that demonstrates your accomplished teaching.

Step	Description	Core Proposition Demonstrated	Collecting Evidence of Accomplished Teaching
1	Know Students and Subject Area	Teachers are committed to students and their learning.	Who are my students? Where are they now? What do they need? In what order do they need it? Where should I begin?
2	Set Learning Goals	Teachers are committed to students and their learning.	What high and worthwhile goals can be provided, at this time, in this setting, that are appropriate for these students?
3	Implement Instructions to Achieve Goals	Teachers know the subjects they teach and how to teach those subjects to students.	What instructional strategies would be most effective for meeting goals? What materials, people, or places can I use to enhance student learning?
4	Evaluate Student Learning	Teachers are responsible for managing and monitoring student learning.	Determine by evaluating student learning in relation to instruction—have goals been met?
5	Reflect on Teaching Practice	Teachers think systematically about their practice and learn from experience.	What would I do differently? What are my next steps?
6	Set New Learning Goals	Teachers are responsible for managing and monitoring student learning.	Based on evaluations of student learning of these students at this time, what goals would now be appropriate to set for students?

Applying the Architecture of Accomplished Teaching to Your Own Professional Growth

The motion within the double spiral shown in the Architecture of Accomplished Teaching Helix appropriately reflects your ongoing processing of student needs, instructional goals, instructional strategies, evaluation, and reflection. The movement of the double spiral may also be applied to an NBCT’s professional growth. Not only do you recognize a need in the classroom, but you also recognize a need for professional growth within yourself. An NBCT who continues to practice at an accomplished level sets goals for professional learning, implements or takes advantage of activities that develop and/or enhance skills, and reflects on his or her effectiveness.

Understanding the Evaluation Criteria

For the renewal process, two NBCTs independently and holistically evaluate the three interrelated components and reflection, which constitute the PPG, as a single entity. Based on the entire body of evidence that you submit, an evaluator then makes a single decision—*to renew or not to renew*.

Your submission will be evaluated according to the criteria listed in the rubric below. Each one is considered when it is applied to your submission. Use these criteria for guidance when

choosing materials to submit to provide a comprehensive picture of your professional growth since certification.

Your submission will be judged on the extent to which it provides sufficient evidence of your continued professional growth in ways that demonstrate that you

- identify and address significant needs of students, the professional community, parents, and/or self;
- have acquired and/or deepened current certificate-specific content knowledge and/or pedagogical practice and have demonstrated it in your classroom practice;
- have acquired knowledge of current technology and/or effectively utilized appropriate technology in a way that is directly connected to teaching and learning;
- involve the wider community of colleagues, parents, and/or community in your professional growth experiences;
- practice Standards-based, relevant, and meaningful instruction;
- ensure equity of access and promote appreciation of diversity in your classroom;
- have a meaningful impact on student learning.

Evaluation Rubric for Renewal of Certification

- The renewal candidate provides sufficient evidence of the identification of important needs in his or her professional context and of professional growth in areas that address those needs in a variety of rich and powerful contexts, including areas of content and/or pedagogical knowledge, and provides sufficient evidence of the application of professional growth in ways that have a meaningful impact on student learning.
- The renewal candidate provides sufficient evidence of the acquisition of knowledge of current technology and/or effective and appropriate incorporation of technology into teaching and learning and draws on and/or contributes to the resources of the school, district, parents, and/or community.
- The renewal candidate provides evidence of teaching practice in his or her certificate-specific area in ways that recognize the needs of students, ensures equity of access and promotes appreciation of diversity, and provides relevant and meaningful instruction for students.
- The renewal candidate provides evidence of professional growth that has evolved since certification and is varied and/or multifaceted. Although there may be unevenness in the level of evidence of professional growth presented, overall, there is sufficient evidence of professional growth since certification to support renewal of certification.

Following Policies and Guidelines

As a renewal candidate, you must read and understand the renewal candidate policies and deadlines as presented in the *Guide to National Board Certification* (available on the NBPTS Web site). NBPTS ensures that the National Board Certification process is fair for all applicants and is committed to examining and refining these policies on a regular basis to ensure that they benefit all candidates and enhance the ability of NBPTS to provide efficient and high-quality services. The following sections address collaboration and ethics; naming persons, institutions, and places; and language accommodations policies.

Collaboration and Ethics

Collaboration with colleagues is a valued part of the renewal process: you should engage them in professional discussions about the Five Core Propositions, the NBPTS Standards, and the Architecture of Accomplished Teaching; have them help you video-record, watch, and analyze the video recordings; and have them read and comment on your analyses and on the

learner work you have chosen. **However, all the work you submit as part of your response to any PPG component must be yours and yours alone.** Your Written Commentaries, the learner work you submit, and your video recording(s) must all feature teaching that **you** did and work that **you** oversaw. If you work as a member of a team of teachers, you have an opportunity to collaborate with other members of the team who are going through the assessment. However, if you work in a team-teaching setting, review your responses carefully to ensure that all your responses feature teaching that you did and work that you supervised.

It is mandatory that you submit unique video segments and learner work samples as well as separate and different analyses and reflections regardless of your teaching situation.

If you submit materials identical to those of another candidate, both of you will be disqualified from the renewal process, and the organization or entity funding your renewal evaluation fee, if any, will be notified of this disqualification and the reason for it.

To read and print important information regarding adherence to ethical behavior that is expected of all National Board Certification renewal candidates, refer to the National Board's *Guide for Ethical Candidate Support* on the NBPTS Web site.

The National Board does not permit cheating or confidentiality breaches of any type and has established policy that outlines the consequences of these actions. All candidates are strongly advised to follow this policy. As a candidate or participant, you are required to review the policy on Denial or Revocation of Certification (available on the NBPTS Web site and in the *Guide to National Board Certification*).

If you observe first-hand a breach of security, misconduct, and/or unethical practice, please report it immediately in writing, with any documentation, in one of the following ways:

- via the "Ask NBPTS" function available in your *My Profile* Inbox on the NBPTS Web site (www.nbpts.org/myprofile)
- via fax to (888) 811-3514
- by mailing to
 - NBPTS Processing Center
 - 11827 Tech Com, Suite 200
 - San Antonio, TX 78233

Reports of unethical behavior must be received from persons who have first-hand knowledge of the occurrence. Thank you for helping to protect the integrity of National Board Certification for the teaching profession.

Naming Persons, Institutions, and Places

You are required to seek and receive permission to use images and some of the materials you include in your PPG. You collect permission in the form of NBPTS releases for or from students whose images or work appears in your materials, students and adults whose images are included in your photos or seen and/or heard in the video(s), and all parents or guardians of such students.

You must attest to NBPTS that you have obtained releases for individuals whose images or work appear in your materials, as well as individuals whose images are included in your photos or seen and/or heard in the video(s). You must keep NBPTS Student Release Forms and NBPTS Adult Release Forms with your records, *so do not submit them to NBPTS.* **However, the signed Candidate Attestation Form—which indicates that you have obtained signed releases—must be included in your submission or your PPG will not be evaluated.**

All PPG materials that you submit *must refer to people in ways that preserve their anonymity*. This means that your written commentaries, samples, learner work samples, and video recording(s) may show only the first name of any person.

Exceptions are NBPTS Student Release Forms and NBPTS Adult Release Forms, which must contain full signatures but *which you do not submit*. The Video Recording Date Attestation Form must also show your full name and the full name of your administrator.

Your goal in referring to people or places is to convey to an evaluator sufficient evidence about your teaching practice. Use the following guidelines to refer to people, institutions, and places in your written materials, learner work samples, instructional materials, and sample products:

- **Students or adult learners:** Use first names only. If you choose to feature two students/learners with the same first name, use first names and the first letter of each of their last names.
- **Parents or legal guardians:** Identify these adults by referencing their relationship to the students, for example, "Marie's mother." Parents should receive the same kind of anonymity as students.
- **Other teachers, principals, school employees, or administrators:** Use "a colleague" or "the principal" if possible. If necessary, refer to the person by first name only. For example, use a construction like "John, one of our math teachers. . . ."
- **Your school, school district, or facility name:** Use the institution's initials, followed by the words that identify the level of the school, *but do not identify its location*. For example, you would use "JM Middle School," or Sunny Cottage School would become "SC School."
- **Your city, county, or state:** Refer to these only as "my city," "my county," or "my state."
- **A college or university:** Write "a four-year college," "a graduate program," or "a two-year college." It is better to be clear and general when making such references than to use unnatural constructions such as "John Doe University."
- **Your name:** Be sure to remove your own last name from samples and learner work (use correction fluid) and *do not include your name in your Written Commentaries*. If you are quoting a student, use "Joey then said, 'Mrs. S., why do we need to . . .'" or something similar.

Language Accommodations Policies

We recognize that languages other than English are frequently used in the classroom. Therefore, student work samples and video recordings may include brief expressions or phrases in a language other than English. The inclusion of such expressions or phrases must be limited since assessors do not have fluency in languages other than English. If expressions or phrases in languages other than English are included, you must include brief explanations of these expressions or phrases in the Written Commentary that accompanies each portfolio response.

If you are submitting student work or video evidence in a language other than English, you must provide a written English translation for that evidence in your entry envelope. The translation must include your candidate ID number, the entry title, and any necessary student identifiers (but do *not* include students' names). Note that the pages of your translation do not count toward your page totals. Failure to provide a translation or to properly label your submission will mean that your response will not be evaluated.

Alternative Communication Modes

NBPTS recognizes that teachers and students in exceptional needs settings may routinely use

- manual languages (such as American Sign Language) in their interactions;
- Braille instead of or in addition to traditional print.

Specific instructions for submitting video recordings and student work in these circumstances are included in the portfolio instructions for the Early Childhood through Young Adulthood/Exceptional Needs Specialist certificate area. In general, however, these are the guidelines that must be followed:

- If you submit a video recording in which there are brief phrases of manual language, without voicing, you must provide a transcript of the conversation in which there was no voicing.
- If you submit a video recording in which a student's language is unintelligible, either because of technical problems or because of a speech/language impairment, you must provide a transcript of the student's comments.
- If you submit a video recording that is extensively or exclusively in manual language, with or without voicing, an interpreter will be provided at the scoring site to assist an evaluator in understanding the video recording. You must indicate on the PPG envelope that your submission requires interpreter services or your submission will not be evaluated.
- If you submit instructional artifacts (e.g., assignments, handouts) or learner work samples in Braille, you must provide print versions of the materials.

Finding Resources to Help You Prepare

To best reflect your accomplished teaching practice, it is essential that you understand both the foundational philosophies and the practical components of the renewal process. Consult the following resources for tips and guidance as you prepare your PPG.

These documents are available as PDFs that you can download at the NBPTS Web site (www.nbpts.org):

- Renewal at a Glance
- “What Teachers Should Know and Be Able to Do” (which describes the Five Core Propositions)
- NBPTS Standards (for each certificate area)

The following NBPTS links may also help you prepare:

- Certification Renewal Calendar and renewal information
www.nbpts.org/for_nbpts/certification_renewal
- National Board Registration and Information Center (NBRIC)
www.nbpts.org/for_candidates/my_profile
- National Board’s Candidate Support and National Board’s *Guide for Ethical Candidate Support*
www.nbpts.org/for_candidates/candidate_support
- NBPTS Renewal Help and Frequently Asked Questions (FAQs)
www.nbpts.org/help_and_faqs/renewal
- *Guide to National Board Certification*
www.nbpts.org/for_candidates

You may also wish to make use of the following customer support and technical resources:

- **Customer Support:** Call (888) 780-7805, Monday through Friday, 8:00 a.m. to 6:00 p.m. central time.
- Submit your question via the “Ask NBPTS” function available in your *My Profile* Inbox on the NBPTS Web site (www.nbpts.org/myprofile).
- **Resource:** Adobe® Reader® software lets you view and print Adobe Portable Document Format (PDF) files on all major computer platforms. You cannot edit an open document with Adobe Reader software; however, you can copy text to the Clipboard to paste it into other applications. You may download Adobe Reader for free by following the instructions provided on the Adobe Systems Web site (www.adobe.com).

Learning PPG-Related Terms

Following are general definitions of some of the terms frequently used in the PPG.

assessment

The formal or informal process of collecting, analyzing, and evaluating evidence about what students know and can do. There are multiple forms of formal and informal assessments. Formal assessments may include, but are not limited to, classroom tests, performance assessments, and standardized tests. Informal assessments may include, but are not limited to, observations, checklists, and anecdotal records.

assignment

Any formal or informal prompt or other device used to cause students to produce responses.

bilingual

Able to function in two languages. In the portfolios, “bilingual” refers to any classroom in which the students are English-language learners and use their first language to learn content and to aid in their English-language development.

cite

To mention or bring forward as support, illustration, or proof. When component prompts ask you to “cite specific examples” of something, you should provide evidence that clearly supports whatever point you are trying to make in your response to the prompts.

class

A section or group of students that you teach during a specified time period (e.g., fourth period English). This is different from a subject area (e.g., English). This distinction is important because although you may teach several classes in a subject area, component prompts ask you to consider a specific group of students in a class rather than all of the students in a particular subject area.

content

A subject area such as math, science, social studies/history, or technology education. In content-based English as a Second Language, English would be taught in conjunction with a subject area to a group of students of limited English proficiency (LEP), who may, but do not necessarily, share a similar first language.

elicit

To bring or draw out.

evaluator

A person trained to evaluate an NBPTS Profile of Professional Growth. To be an evaluator, a person must be a National Board Certified Teacher in the same certificate area as the renewal candidate whose work he or she is evaluating.

evidence

Evidence that has a solid foundation in fact and would be convincing to most people. The basis for this kind of evidence is that it be strong, clear, and convincing and that it not be easily disproved by a difference in interpretation. The presentation of evidence does not remove the need for you to write detailed and well-organized analyses; an evaluator still needs to know that you recognized this evidence and will want to see how you have used this evidence in your teaching.

evoke

To summon or call forth. In the context of the PPG, a prompt that evokes student responses causes students to produce that work.

holistic decision

A single, all-encompassing decision that is made regarding a renewal candidate's submission, based on a rubric and taking all aspects into account.

instructional materials

An item used or produced during a teaching sequence that will help an evaluator better understand the activity featured in your video recording or Written Commentary (e.g., transparency, Web page).

interpretation

The explanation of a conclusion you reached about the results of a teaching situation. An interpretation explains to an evaluator how you understand the results of an event and what these results mean to you. See "Writing about Teaching" (page [27](#)) for more detailed explanations.

learner response

The work that results from an assignment by the teacher. This may be a formal writing assignment, a drawing, a journal entry, or any other work a student completes under a teacher's guidance.

learner work

Learner work samples as defined by the submission format specifications provided for each component (see descriptions of individual components in "Develop" and "Organizing Your PPG Components").

lesson

An assignment or exercise in which something is to be learned; an act or an instance of instructing; teaching; an experience, example, or observation that imparts new knowledge or wisdom; a period of instruction during which discrete points of content are conveyed (also see "unit").

manipulatives

Hand-held objects with moving or interchangeable parts that are used as models to demonstrate the structure of something or how it works (e.g., the set of sticks and balls that fit together to show the structure of molecules).

pedagogy

The art or profession of teaching; training or instruction.

Professional Growth Experience (PGE)

Experiences an NBCT selects to feature in his or her Profile of Professional Growth submission that reflect a continuous commitment and contributions to the professional activities that ultimately have an impact on student learning.

Profile of Professional Growth (PPG)

The instrument for renewal candidates to use to provide evidence of professional growth since certification.

prompt

A request for a response; a written, graphic, or auditory presentation that is provided to a student or examinee that directs, assigns, or causes that student or examinee to construct a response. A prompt may be formal or informal in its expression. A prompt may range from a formal specific assignment, to be completed, for example, after reading a selected prose excerpt, to an open-ended prompt requiring a response to a presented piece of art, a photograph, or a theory in a field of teaching.

recommendations for focus

Candidates who receive a *not renewed* decision receive a report that notes which of the eight aspects of the submission need strengthening.

renewal cohort

A group of National Board Certified Teachers who were certified on the same date.

resubmission

A renewal candidate's second attempt to renew certification by resubmitting the Profile of Professional Growth by April 30 of his or her tenth and final year of National Board Certification.

samples of products

Pieces of evidence that provide clarification and/or enhancement of the Professional Growth Experience presented in Component 1.

small-group discussions

Typically a group of three to five learners. This term is usually used to describe the requirements of video-based components for the purposes of which a small group generally consists of three to five learners (although this may vary based on the number of learners a teacher has in a class and on specific directions for the component). The main objective of highlighting small-group discussions is to show the teacher facilitating discussion among learners within the small groups.

tangible products

Some physical result of a lesson that reveals something about the teaching, the learning process, or students' learning or understandings. This could be learner work, a model produced during the lesson, and/or a piece of artwork.

technology

The full range of sound, video, and data systems available as tools for learning. A wide array of media ranging from overhead projectors, calculators, videocassette recorders, and cameras to such technologies as multimedia computers, software, the Internet, and complex scientific tools. Consult your certificate's Standards and make sure that the technology you choose to feature is relevant and meaningful to your renewal, your students, and your instructional goals.

unit

A section of an academic course focusing on a selected theme or concept; a chapter in a curriculum text; several periods of instruction, each comprising two or more lessons, that are unified in design in respect to the identified subject area.

whole-class discussions

A discussion in which the entire class is involved as a group. This term is commonly used when describing the requirements of video-based components. Although the entire class is involved in the discussion, this does not mean that each and every student must be shown in the video-recorded lesson. The main objective in a whole-class discussion is to show that the teacher is effectively engaging the entire class as a group. The video recording should show some interaction with specific students, but it is not necessary to zoom in on every student. However, it should be clear in the video recording you submit that the students are *actively engaged* in the discussion.

Some definitions include excerpts taken from *The American Heritage Dictionary of the English Language, Fourth Edition*. Copyright © 2006 by Houghton Mifflin Harcourt Publishing Company. Reproduced by permission.

Develop

The PPG requires that you complete three components and a written reflection. Each of the three components consists of

- **a rationale**, which articulates the premise behind the work required (e.g., fair and equitable response to diversity);
- **requirements**, which summarize the items to be submitted (e.g., a video recording of a lesson and Written Commentary in response to specific prompts);
- **prompts**, which are a series of questions you must answer about the evidence you submit for the requirements. The requirements are further explained after the prompts, and considerations are provided to help you make thoughtful choices in the work you highlight.

This section of the PPG will provide detailed information necessary to help you

- understand the rationale, requirements, and prompts;
- develop your written responses to the requirements;
- meet the formatting and specifications requirements;
- refresh your writing skills for the analysis of learner work;
- refresh or develop your skill with video- and audio-recording equipment;
- organize your submission using required formats and specifications, cover sheets, and forms.

See also a particularly helpful collection of questions in the sections “Writing about Teaching” (page [27](#)) and “Recording Video Elements” (page [29](#)), both of which can help you develop the kind of analysis you want to highlight in your Written Commentary.

Component 1

Submit responses to prompts related to four areas of your professional growth that you identify, which may have begun before certification but have evolved to become the focus of professional growth since certification. These PGEs must include current content and/or pedagogical knowledge as well as acquisition of effective and appropriate use of technology, and be ongoing, varied, and multifaceted. They must reflect your continuous commitment and contributions to the professional activities that ultimately have an impact on student learning.

Rationale

The work of teaching reaches beyond the boundaries of individual classrooms to wider communities of learning. To address learner, professional, and community needs and to continue to refine their own skills, NBCTs immerse themselves in a broad range of content and professional knowledge and expertise. They are involved in a wide spectrum of activities and tasks, often in a collegial approach that contributes significantly to the quality of education and to student learning. NBCTs are often in the vanguard, embracing rather than shying away from learning that requires change.

Requirements

For this component, you must	This component must	Tip
<ul style="list-style-type: none"> ▪ choose four PGEs that have been a focus of your professional development since certification. These PGEs must be described in a written commentary in response to the specific prompts listed for this component; ▪ provide samples of products that resulted from each PGE. 	<ul style="list-style-type: none"> ▪ include 3 pages of commentary for each of four PGEs, but no more than 12 pages total of text for this component; ▪ include 2 pages of samples of products for each PGE, but not more than 8 pages total for this component. 	<ul style="list-style-type: none"> ▪ <i>For this component only</i>, the commentary may make use of half pages. A “sheet” is a single piece of paper. A “full page” is a sheet that is more than 50% text; a “half page” is a sheet that is 50% or less text. Given these definitions, your commentary might use more than 12 sheets of paper, but the <i>total amount of text should be no more than 12 pages</i>. ▪ Begin each PGE commentary on a new page so that the related samples can be placed immediately behind each PGE.
<p>See the specifications sections in “Organizing Your PPG Components” for detailed formatting requirements.</p>		

Specific Prompts

Respond to the following for each of your PGEs:

1. Provide a context of the professional situation that indicates what need you are addressing.
2. Describe the PGE. How does it demonstrate a response to identified needs of students, the professional community, parents, and/or self?

Respond to the following prompts somewhere within Component 1:

3. Explain how you have acquired and deepened your content knowledge to remain current, including use of research and/or use of other professional activities.
4. Explain how you have acquired and deepened your pedagogical skills to remain current, including use of current research and/or use of other professional activities.
5. Discuss your acquisition and/or effective and appropriate use of technology.
6. Discuss how your interaction with colleagues, other professional groups, parents, and/or community members has enhanced your professional growth.

Understanding the Requirements for This Component

- A PGE is an activity in which you learn something new that has influence within or beyond the classroom and has a direct or indirect impact on student learning. The PGE may be something that began before certification, but it must have continued to evolve significantly after certification. At least one of the PGEs must be certificate-specific in order to complete the requirements for Component 2.
- The PGE should reflect an ongoing commitment or contribution to the profession and demonstrate continued application of the NBPTS Standards in your work as an educator.
- The PGE should be multifaceted (including elements from areas such as certificate-specific content knowledge, professional development, current trends in the field, and/or issues of equity and diversity).
- Taken as a whole, the PGEs should reflect a variety of activities as well as interaction with colleagues, other professional groups, and/or parents.
- Prompts 3–6 do not need to be addressed in all four PGEs as long as these prompts are addressed somewhere in the Component 1 PGE responses.
- Samples of products may include the following: certificates; work produced by students, colleagues, or you; letters from a colleague, parent, or community member; or representative pages from a course evaluation. These samples of products should provide clarification and/or enhancement of activities within the PGE. Please submit these samples in their original size, not as excerpts combined into one sample.
- “Current knowledge within your field” refers specifically to the latest research, trends, information, and advances in your certificate area, or it refers to an area from your Standards that enhance your content knowledge or pedagogy.
- Current technology may include, but is not limited to, such items as computers, interactive white boards, digital cameras, distance learning, and various software applications.
- The technology part of the component should show what you have done with available resources and/or what you have done to increase your knowledge of technology.

Considerations for Thoughtful Selections

In addition to reading “Writing about Teaching” (page [27](#)), consider the broad range of your professional growth activities since certification, then carefully choose the combination of PGEs that will most effectively present sufficient evidence to provide a comprehensive picture of your professional growth.

In choosing the PGEs to feature in Component 1, it is very important that you consider those experiences that have had the most significant impact on student learning and that demonstrate how you have continued to grow as a professional in a variety of areas. Carefully reflect on your professional growth over the years since becoming an NBCT; select those experiences that most effectively highlight your growth in certificate-specific areas that have directly or indirectly had an impact on student learning in your field of certification and that have been ongoing, varied, and complex. These may not necessarily be opportunities that have resulted from your changing role as an NBCT, such as service on a Governor’s Advisory Board or leadership within a professional organization.

For these same reasons, a one-time presentation or workshop may not be the best selection for this component either. In some instances, there may be opportunities for professional growth that are directly connected to national, state, or local mandates or initiatives. If you choose these experiences to feature in Component 1, it is incumbent upon you to specifically explain your role in the professional growth opportunity and how it has an impact on student learning.

Component 2

Choose one of the PGEs featured in Component 1 and demonstrate its application. Prepare a date-stamped **10-minute** video recording in which you demonstrate pre-K–12 classroom teaching in the same content and developmental level as your original certification. The video (created no earlier than September 1 of your eighth year of National Board Certification and no later than April 30 of your tenth and final year of National Board Certification) and the accompanying Written Commentary must demonstrate student learning in an environment that ensures equity of access, promotes an appreciation of diversity, and demonstrates certificate-specific content knowledge.

Rationale

Teachers have a professional obligation to be lifelong learners of their craft, seeking to expand their repertoire, deepen their knowledge and skill, and become more skillful in rendering judgments to have further impact on student learning. NBCTs consistently respond to the diversity of students in a fair and equitable manner, using knowledge of their students to create a positive learning environment. NBCTs are inventive in their teaching and, recognizing the need to seek new findings and continue learning, stand ready to incorporate ideas and methods developed by others that fit their aims and benefit their students.

Requirements

For this component, you must	This component must	Tips
<ul style="list-style-type: none"> ▪ choose one PGE from Component 1 and showcase its application by developing a lesson appropriate for students in your certificate content area and developmental level; ▪ video-record a lesson that you are teaching to a rostered class in your original certificate content area and developmental level; ▪ submit the video recording and a Written Commentary in which you respond to the specific prompts listed for this component; ▪ appear and be identified in the video recording. 	<ul style="list-style-type: none"> ▪ include one 10-minute unedited date-stamped video recording that may be segmented into a maximum of three parts (within each segment, there can be no edits); ▪ be created in either your eighth, ninth, or tenth year of National Board Certification (no earlier than September 1 of your eighth year when you are first eligible to apply); ▪ include no more than 4 pages of Written Commentary that addresses the specific prompts listed for this component; ▪ be of a quality that enables an evaluator to identify you using a copy of the government-issued photo ID you must submit. 	<ul style="list-style-type: none"> ▪ The lesson may reflect activities occurring on different days. ▪ If the video recording contains segments, you must appear in at least one segment, but you do not have to appear in every segment.
<p>See the specifications sections in “Organizing Your PPG Components” for detailed formatting requirements.</p>		

TIP: You may begin video-recording for Component 2 as early as September 1 of your eighth year of National Board Certification regardless of whether you apply during your first or second renewal opportunity. Also, you do not need to have submitted a formal application to begin work on the process.

Specific Prompts

1. What is the age group of the students seen in the video?
2. How has your learning or professional growth, as described in the PGE, been applied in this component?
3. What is the broader context for the instruction that is the focus of this component?
 - For the featured lesson, what were your goals, and how did they fit into the broader context of the learning for these students?
 - Why is this instruction important for these students at this particular point in time?
 - How did you ensure equity of access and promote appreciation of diversity among the students?
4. Explain the impact of your teaching on student learning. Cite specific examples from the video recording.
5. How does the video recording reflect your certificate-specific content knowledge?

Understanding the Requirements for This Component

- The purpose of the lesson must be connected to and showcase the application of a PGE from Component 1.
- The lesson being taught and the class with which you are working must be in the same certificate area (subject area and developmental level) as your original certificate area; otherwise, you will not meet the criteria for renewal.
- The age group featured must reflect the age that applies to at least 51% of the class.
- The context for the activity might include socioeconomic factors that have an impact on student learning, technology availability, student developmental levels, and special-needs groups such as English-language learners.
- The class you are teaching may be that of a colleague.
- Instructional materials are not required for this component. If submitted, they will not be evaluated.
- The **10-minute** video recording may be continuous (unedited) or it may be segmented into a maximum of three parts, *but within those segments there can be no editing*.
- If the date stamp on the video recording is not available, an **administrator** may sign a Video Recording Date Attestation Form that verifies the date on which the recording was made and that it was not recorded earlier than September 1 of your eighth year of certification (For this form, see “Cover Sheets and Forms” on page [46](#).)

Considerations for Thoughtful Selections

If you are an NBCT who is no longer in the classroom, begin thoughtful planning as early in the renewal process as possible to complete the requirements of this component at a level that demonstrates continued accomplished practice. The expectation for accomplished teaching practice, as defined in the Five Core Propositions and the Architecture of Accomplished Teaching, is that accomplished teachers must first know the students they are teaching, and know the needs of those students, before effective instruction can be designed and delivered. It is critical, therefore, that you establish a relationship with a colleague's students to appropriately design and deliver instruction that meets the needs of these students and is effectively incorporated into the overall goals of the instructional plan (which, in turn, is connected to the PGE selected from Component 1).

If you are an NBCT who is now teaching at a different developmental level than your original certificate, for Component 2, feature a class of students at the same developmental level as your original area of certification. This may mean that you need to consider the recommendations in the previous paragraph concerning the importance of establishing a relationship with a class of students who may not be students whom you are currently teaching. There are a number of ways in which this can be done, possibly team teaching or partnering on a special project that meets the needs of the student population, while also allowing you to showcase an area of your professional growth that you featured in one of your PGEs from Component 1.

If you are an NBCT who is now teaching in a different content area than your certificate area, feature a lesson teaching content from your original area of certification in Component 2. There are a number of ways in which you may successfully showcase your professional growth even if the content area of your original certification is different from that which you are currently teaching. This may mean that you need to consider the recommendations outlined in the previous paragraphs regarding establishing a rapport with a colleague's class, or you may choose to integrate content from your original area of certification in a meaningful and relevant way into a lesson that you are currently teaching, as long as your students are at the same developmental level as your certificate area.

Component 3

Choose one of the remaining PGEs that you featured in Component 1 and demonstrate its application. Component 3 offers several options: you may choose to create a **6-minute** video recording of your teaching practice with pre-K–12 learners or with professional colleagues, or you may choose to feature work samples from a learner(s). The basis for this component must be a different PGE than was used in Component 2 and must demonstrate either a direct or indirect impact on student learning.

Rationale

Teachers have a professional obligation to be lifelong learners of their craft—seeking to expand their repertoire, deepen their knowledge and skill, and become more skillful in rendering judgments—to have further impact on student learning. NBCTs consistently respond to the diversity of students in a fair and equitable manner, using knowledge of their students to create a positive learning environment. NBCTs are inventive in their teaching and, recognizing the need to seek new findings and continue learning, stand ready to incorporate ideas and methods developed by others that fit their aims and benefit their students.

Requirements

For this component, you must	This component must	Tip
<ul style="list-style-type: none"> ▪ choose a PGE from Component 1 that is different from the one chosen for Component 2; ▪ showcase the application through a video recording of your teaching OR through a learner work sample directly connected with your work in the PGE; ▪ submit a Written Commentary in which you respond to the specific prompts listed for this component. 	<ul style="list-style-type: none"> ▪ include either <ul style="list-style-type: none"> ▪ one 6-minute unedited video recording, which may be segmented into a maximum of three parts (this Component 3 video recording does not need a date stamp); OR <ul style="list-style-type: none"> ▪ no more than 8 representative pages of learner work samples. ▪ include no more than 4 pages of Written Commentary that addresses the specific prompts listed for this component. 	<ul style="list-style-type: none"> ▪ The learner(s) featured in this component may be, but is (are) not limited to, pre-K–12 students, professional colleagues or community, parents, or self. ▪ The video could have been recorded at any time since you achieved National Board Certification, but you must have NBPTS Student Release Forms or NBPTS Adult Release Forms for anyone seen or heard in the video. ▪ Learner work could have been collected at any time since certification, but you must have NBPTS release forms.
<p>See the specifications sections in “Organizing Your PPG Components” for detailed formatting requirements.</p>		

Do not edit within the segments of the video recording.

Specific Prompts

1. What is the broader context for the instruction that is the focus of this component?
 - What were your goals for the featured lesson(s), and how did they fit into the broader context of the instruction for these learners?
 - Why is this instruction important for these learners at this particular point in time?
2. How has your learning or professional growth, as described in the PGE, been applied in this component?
3. Where in the evolution of the PGE do these activities fit?
4. Cite specific evidence of impact on learning from the video recording or learner work.

Understanding the Requirements for This Component

- The purpose of the lesson(s) must be connected to a PGE from Component 1. This must be a different PGE than was used for Component 2.
- Hard copy of learner work samples may not be more than **8 pages**.
- The video-recorded evidence **may not be more than 6 minutes**. It may be continuous and unedited or it may be segmented into a maximum of three parts, but within those segments, there can be no editing.
- The video recording(s) and/or learner work samples can be from more than one day and/or collected from more than one lesson and/or be from one or more learners.

For this component, you have several options for the kind of evidence—video as well as documents—you provide, including the following:

- a video recording that may be
 - you teaching pre-K–12 students;
 - you teaching or interacting with your colleagues;
 - student produced video or podcast;
 - a student performance.

OR

- learner work that you submit as evidence, which must be hard copy and not reduced in size, and may include, but is not limited to the following:
 - teacher plans, responses, and so on;
 - printouts of computer work of pre-K–12 students or professional colleagues;
 - documents;
 - scripting of classroom observations;
 - notes from a postobservation conference;
 - collage created by a learner for the lesson(s);
 - transcript of a student produced video or podcast.

Considerations for Thoughtful Selections

Before choosing a PGE to feature in Component 3, consider the entirety of evidence you have chosen thus far for Components 1 and 2.

Read through the Evaluation Criteria, and consider how you could use the opportunity offered by Component 3 to best convey the comprehensive picture of your professional growth since certification by featuring an application of a PGE that strengthens the body of evidence that you submit.

Consider the remaining three PGEs from Component 1 that you did not choose to feature in Component 2. Your first decision is to choose which one would serve as the best vehicle to allow you to demonstrate the application of the learning you described in the PGE. Your second decision is to consider which choice of evidence best conveys this application of learning.

Reflection

In addition to the three components, you must submit a written reflection in which you analyze the connections and patterns among all three components of your PPG from the perspective of your role as an educator. You must focus on challenges encountered as well as discuss plans for continued professional growth and efforts that will have an impact on student learning.

Rationale

Striving to strengthen their teaching, NBCTs critically examine their practice, seek to expand their repertoire, deepen their knowledge, sharpen their judgment, and adapt their teaching to new findings, ideas, and theories, analyzing the relationship between their practice and student learning.

Requirement

Provide no more than **3 pages** of Written Commentary that addresses the prompts below.

See the specifications sections in “Organizing Your PPG Components” for detailed formatting requirements.

Specific Prompts

1. In what ways have your PGEs and their related activities directly or indirectly had an impact on student learning?
2. Reflecting on each of the PGEs presented, discuss any changes, additions, and/or next steps that would enhance your professional growth.
3. Reflecting on the current NBPTS Standards for your certificate, which standards have presented the greatest challenge, and what have you done to address them?
4. In reflecting on your professional growth since certification, what pattern(s) or theme(s) have emerged that define you as an educator?

Writing about Teaching

The components of your PPG variously ask you to describe, analyze, and reflect on your teaching practice. This process involves these practices:

1. **describing** what happened in a classroom situation
2. **analyzing** the “how,” “why,” or “in what way” a particular lesson was or was not successful in teaching students
3. **reflecting** on how you would handle this same situation in the future

These skills inform your evaluation of your own work—an evaluation that provides insight for an NBPTS evaluator into not only what is happening in your classroom, but also the rationale for those events and processes. You make these evaluations in individual analyses—the Written Commentary—that you submit for each component and the reflection.

Thinking analytically about teaching is a complex process that benefits from both practice and teaching experience. Since evaluation of one’s own work is not a daily part of teaching, the information in this section can help you get beneath the surface of the daily details of your teaching to jumpstart the work of analysis.

Description, Analysis, and Reflection

This brief guide to writing about teaching is really a guide to the summary activity that brings together all the hard work—the thinking, talking, discussing, prewriting, and rethinking—that you are doing during this process and that development of the components is designed to elicit.

Keep the essential differences among descriptive, analytical, and reflective writing in mind as you prepare your Written Commentary for each component. The specific prompts call for each of these kinds of writing; providing an appropriate response is essential to a complete presentation of your work.

Descriptive Writing

In this context, a *description* is a retelling of the facts of what happened in a classroom situation. It is meant to “set the scene” for an evaluator. Your description should be logically ordered and detailed enough to give an evaluator a basic sense of your classroom situation so that he or she can understand the context for your later analysis and reflection.

Analytical and Reflective Writing

Analysis deals with reasons, motives, and interpretation and is grounded in the concrete evidence you provide in the materials you submit. Analytical writing shows an evaluator the thought processes that you used to arrive at your conclusions about a given teaching situation. It also demonstrates the significance of the evidence you submit.

Reflection is a thought process that you engage in after a teaching experience. This type of thinking allows you to make decisions about how you would approach similar situations in the future, whether to do something the way you have in the past, differently, or not at all. Although reflective thought may occur at any time, the reflection component of your PPG is where you must show an evaluator how you use what you have learned from your teaching experiences to inform and improve your practice in the future.

Analysis and reflection overlap, although they are not identical. For the purposes of your Written Commentary, analysis involves interpretation and examination of why the elements or events that are described are the way they are, while reflection always suggests self-analysis, or retrospective consideration, of your practice.

TIP: Analysis is called for when a question in the Written Commentary asks “how,” “why,” or “in what way[s].”

When you are asked what student performance suggests about your teaching, you are being asked to analyze and interpret. This means that you are to use the evidence of learner work to explain and illustrate your practice and also to use your practice to explain and provide a context for the learner work. Ask yourself these questions:

- What did my students know before this teaching experience?
- What did my students learn because of this teaching experience?
- What did I know about my students and their knowledge before this teaching experience?
- What did I learn about my students and my practice because of this teaching experience?

TIP: When you are asked what you would do differently, your response is both an analysis of and a reflection on your practice.

Reviewing Your Writing

A key step in the writing process, regardless of your skill or experience, is to review your own writing objectively. Even professional writers can become so involved in their writing that they forget to include information that readers do not know. For some writers, reviewing with objectivity requires “distance,” or time away from the project.

TIP: If you have time, set your writing aside for a day (or more) and do not think about it. The next time you read it, you should have an easier time recognizing where you left out important information, if a transition is missing, or if something is unclear.

If you do not have time to get some distance, have someone else read your work. Your goal in having someone else read your work is to discover the things that need improvement that you may not be able to see. Here are some guidelines for using a reader:

- Explain the basic component instructions to this person and let him or her review the National Board Standards. Ask your reader to keep in mind that this writing (along with the other items required in the component) is all the information you will be able to give an evaluator about your practice and that you need thorough, constructive feedback about this writing, not about you or your teaching practice.
- Have your reader mark places in the text where he or she would like to know more or has trouble understanding the content. This kind of feedback can help you pinpoint the passages that need additional detail or explanation.
- Consider using someone other than a colleague. A teacher will give a much different critique than someone who is not a teacher. Both kinds of feedback are valid and important. However, a nonteacher may be better able to see “skips” in logic or to notice areas that need further explanation than would a colleague from your school who may not perceive skips because he or she is already familiar with your teaching environment.
- Once you have received comments from your reader or readers, understand that these are simply opinions and that it is up to you to decide how to use the information you have collected. You may find that you receive seemingly contradictory feedback; try reading your own writing from both points of view.

- Sometimes a reader is unable to pinpoint the exact source of a problem in a piece of writing but knows that a problem exists. This feedback can be very helpful, pointing you to the areas that may need more attention. Follow the suggestions that make sense to you, or make changes to your writing that you feel would clear up whatever problem exists in the writing. It may take some thought and work on your part to determine which changes will be most beneficial to your writing.

Reviews and revisions take time, so you may want to give yourself an earlier deadline for finishing your Written Commentaries to allow sufficient time for you to review your own writing, get feedback from others, and still mail your PPG to the NBPTS Processing Center by the April 30 submission deadline. Your goal is to submit the best evidence and analysis possible for completion of your PPG.

Recording Video Elements

Before You Get Started

You must complete two key steps before you start video-recording: obtain permission to video-record and make sure your equipment is adequate for the task.

Permission

The NBPTS Student Release Form and NBPTS Adult Release Form are included in “Cover Sheets and Forms” (page 46). These forms are used to document the signed permission you have collected for all individuals who appear in your submitted photographs or video recording(s). You must use NBPTS release forms; district or school release forms will not be accepted.

You must secure permission from the parents or legal guardians of **all** students seen or heard in your videos. Also secure permission for all other students in your class in case you need these releases. Do this even if you are making the video recordings only for practice, since you might make a video suitable for submission even if you are only intending to practice.

Ensure that parents understand that the video recording(s) are not about the students but are intended for professional discussions with other teachers about the best ways to teach, and that the students are never identified by their full names. If, for some reason, a student’s parents refuse to grant permission, you will have to ensure that the student is seated out of the camera’s range and not heard.

You must have a signed NBPTS Student Release Form for each student who appears on a submitted video recording or in a photograph or whose work samples you submit as well as a signed NBPTS Adult Release Form for any adult who is included in your submitted video recording(s) or in a photograph. It is your responsibility to keep these release forms on file in the event a question arises regarding these permissions. In addition, NBPTS may request a copy of these forms as documentation for your component(s).

Equipment

You need the following equipment, at minimum, to make video recordings of your class:

- videocamera
- new, blank DVD or standard VHS videotape(s) (if submitting more than one video recording, use a separate videotape for each video component's recording; however, if you are submitting video recordings on DVD, all video recordings can be submitted on a single DVD)
- tripod
- extension cord
- masking tape or duct tape
- headphones to monitor the sound being recorded
- external omnidirectional boundary microphone

TIP: An external omnidirectional boundary microphone can be placed near students and connected to the camera at some distance from the group. If such a microphone is not available with your video-recording equipment, consult a local audio retailer or search the Internet for more information. Helpful hints on how to use this relatively inexpensive microphone are provided in "Improving Audio Quality" (page 33).

Use the best video recording equipment available to you when making your recordings. If you own a videocamera, you may use it in your classroom. However, your school may have better equipment that you are allowed to borrow to create higher-quality recordings.

Purchase new DVDs or standard VHS videotapes to use for recording, even for practice sessions as one of these recorded sessions may prove suitable for submission. Previously used tapes or DVDs may be worn out or may contain other material. Although the appearance of unrelated material (before or after your video segment) on previously used media will not have an impact on your renewal decision, using a new DVD or videotape enables you to make a higher-quality recording and eliminates distracting material.

Because it is often difficult to hear students speaking, make sure that the equipment you use has a sensitive microphone. Some handheld cameras have audio reception that is sensitive; others require a separate microphone. The only way you will know what works is to experiment. If you are filming small student groups, you will be circulating among groups and should carry a handheld microphone to record your voice and the voices of the students. See "Small-Group Video Recording" (page 35) for more on this topic.

See "Specifications: Video Recording" for details on appropriate submission formats for video evidence. If you are submitting video evidence on DVD, also refer to "DVD Option" (page 36) and "DVD Specifications" (page 43) and/or to the DVD specifications included with your PPG submission box.

Bringing the Camera into Your Class

In addition to providing some tips on the mechanics of recording, the strategies presented in this section can give you important practice in observing your teaching. This practice helps you reflect on the work samples you have decided to pursue as well as those you have not chosen. Observing your teaching lets you practice analyzing teaching in a way that you would not be able to without a video recording. With a video recording, you are able to watch what you do and when you do it as the lesson unfolds.

Until both you and your students get used to the experience, video recording may present an inauthentic view of your teaching. The first time you bring a videocamera into the classroom, many students may not behave as they usually would. Some become quiet and slide down in

their seats, and others will play to the camera. And many teachers may find themselves inhibited, too (perhaps acting more formally, for example).

For these reasons, practice enables both you and your students to become familiar with the mechanics of video recording and with maintaining a natural demeanor in front of the camera.

To practice video recording, place the camera on a tripod or in a good vantage point (for example, on top of a file cabinet) where the camera view takes in the entire classroom. Record several classes and watch these recordings alone so that you can become accustomed to how you look and sound. You will also begin to notice what your students are doing and how their learning could be improved.

How to Practice Video-Recording

The purpose of practice sessions is to make you comfortable with video recording as a medium of conveying your teaching skills. As you may decide to use a practice session for your final submission, note the specified time limits and remember that each segment (if more than one) must be continuous and unedited. The guidelines below apply to each of the video recordings you produce:

- Decide on the sessions you plan to video-record. Your practice sessions will be most beneficial if you video-record multiple sessions with as wide a variety of lessons, formats (e.g., full group, small group), and/or students as your teaching assignment permits. The classes you choose need not be the most advanced, but the topics of the lessons you record should be ones that are important for the students at their level of learning and on a topic that likely engages them.
- Arrange for another teacher or a student to operate the video equipment at practice sessions. Review video-recording procedures with that individual, including the need to avoid stopping the camera or using the “fade in/out” function of the camera so that no content is lost and so that your recording does not give the appearance of having been edited.
- You may find other people who have the time and expertise to offer you assistance in video-recording in your classes. If a local college or university offers courses in video communication, there may be students there who would welcome the opportunity to help with camera work. Alternatively, such courses within a high school may supply students looking for experience. Consider seeking advice from your school or school district library media specialist or audio visual specialist.
- Jot down a few notes that can help you recall a particular session when you are working on the analysis of your video recording. At a minimum, note the following:
 - any particular instructional challenges offered by the students
 - the learning goals (lesson objectives) for the lesson
 - your opinion about the overall success of the lesson (i.e., were the learning goals achieved?) and the evidence you have as the basis for your opinion
- Label the recordings and your notes so that you can quickly and correctly match them up with each other.

Video Analysis Questions

Video-recorded teaching sessions offer particularly strong evidence of a teacher’s knowledge and ability. The following questions are designed to focus attention on aspects of accomplished teaching. Use these questions to hone your skills as an observer and analyst of your own teaching:

- What is the extent of classroom involvement (e.g., are most students participating or are the same few students doing all the talking)?

- Are the students engaged in the lesson? How can you tell? What do students' facial expressions and body language tell you about your instruction?
- What kinds of questions do you ask? Can all your questions be answered with a single word? How long do you wait for responses? Do you ask students to explain and/or defend a particular answer or approach? Do you ask students to compare or evaluate alternative interpretations or strategies?
- Are there any opportunities for students to ask questions? How would you categorize the students' questions (e.g., do they indicate confusion and a need for clarification or understanding and extension)?
- What roles (e.g., expert, facilitator, co-learner) do you play in the video recording? Is each role appropriate for the situation?
- What kinds of tasks do you ask students to do? Do you capitalize on their previous knowledge and experiences?
- What instructional opportunities do you take advantage of and why?
- What instructional opportunities do you not take advantage of and why?
- What evidence do you see of the students taking intellectual risks? Does the climate of the classroom provide a safe environment for getting something wrong? Do students talk to each other as well as to you?
- Do you encourage students to take risks, to speculate, and/or to offer conjectures about possible approaches, strategies, and interpretations?
- Are the learning goals for the lesson achieved? Do you adjust the lesson so that your goals can be achieved by every student? What is the evidence for your answers, both in the video recording and from other sources?
- Explain how your design and execution of this lesson affect the achievement of your instructional goals. (Your response might include—but is not limited to—such things as anticipation and handling of student misconceptions, unexpected questions from students, unanticipated opportunities for learning that you captured, or your planned strategy and its outcomes in the lesson.)

Video-Recording Tips

After you and your students have become accustomed to the presence of video equipment, you will want to produce good-quality video recordings, reflective of your classroom work with students. While professional quality is not expected, the following technical tips are provided to help you improve the quality of your video recordings.

Improving Video Quality

Review these suggestions for improving the quality of your video recording:

- If possible, use a tripod. Having the camera in a fixed position eliminates the wobbly effect of an unsteady hand.
- If chalkboard writing is an important part of the lesson, be sure that it is captured on the video recording and is legible. This may require refocusing the lens on the board. In addition, sometimes writing is legible to the eye but not to the camera, so you might have to move the camera to reduce the amount of glare on the board or use dark markers on chart paper taped to the chalkboard.
- In general, the camera should be pointed at the speaker; that is, when the teacher is speaking, the camera should be aimed at the teacher, and when students are speaking, the camera should capture them. This general principle is difficult to achieve if the camera is positioned at the back of the room. Shooting from a side position makes this easier to achieve.

- If you have to move the camera while recording, set the zoom lens to its widest setting to cut down on the shakiness of the recorded image.
- Increase the amount of light in the classroom to improve the video recording. Be sure to turn on all the lights and, if possible, open your curtains or blinds.
- Avoid shooting into bright light. If there are windows on one side of the classroom, try to shoot with the light source behind the camera.
- If you are using an older camera, you may have to adjust it for the type of light source each time you shoot. Newer cameras may have a switch for recording in incandescent, fluorescent, or day light, or they may be completely automatic.

Improving Audio Quality

Audio quality is important and can be the most troublesome aspect of classroom video-recording. If you or your students cannot be heard, it is difficult for an evaluator to recognize and evaluate your performance. Even if you can be heard, clarity of conversation is extremely important because an evaluator needs to interpret the content of the dialogue.

There are environmental and technical challenges when trying to get the best audio quality. Flat, echoing walls and multiple students talking simultaneously make good sound retrieval a challenge; even with professional recording equipment, it can be difficult to hear everything students say. The built-in microphones that come with most recent-model cameras are usually not adequate because the camera frequently is not close enough to the person speaking.

For these reasons, always test the sound quality when recording and keep the following tips in mind:

- **Before each recording session, check the equipment to be sure that all cables are secured** and, if necessary, use masking tape or duct tape to hold them in place. Many audio problems are the result of faulty connections rather than poor equipment quality.
- **Eliminate noises that may interfere with recording.** If the microphone is picking up extraneous noise, consider turning off fans, air conditioners, fish tank filters, and so on while you are recording. Also, whenever possible, avoid recording when you must compete with outside noises, such as a lawn mower, recess, or band practice.
- **Have the person who is recording wear headphones** to monitor the sound and to address audio problems as they occur.
- **Keep the microphone close to the action.** The location of the microphone is key to capturing quality audio. Remember that the closer the microphone is to the action, the better the sound recording will be. If you are circulating among student groups, for example, and you want to capture your interactions with a group, consider carrying an external microphone. For whole-class recording, the microphone can be suspended from the ceiling in the center of the room.
- **Use an external omnidirectional boundary microphone,** since this is the most effective way to enhance the sound quality of your video recording. Most external microphones lie flat to pick up sound that reflects off large, flat surfaces, such as tabletops or walls. For almost all videocameras, the external microphone is plugged in to the “EXT MIC” jack on the camera. When plugged in, the built-in microphone on most newer cameras automatically turns off and only the sounds from the external microphone are recorded. Be sure to check this feature of your camera before you begin video-recording.

The following table provides some background for setting up an external microphone.

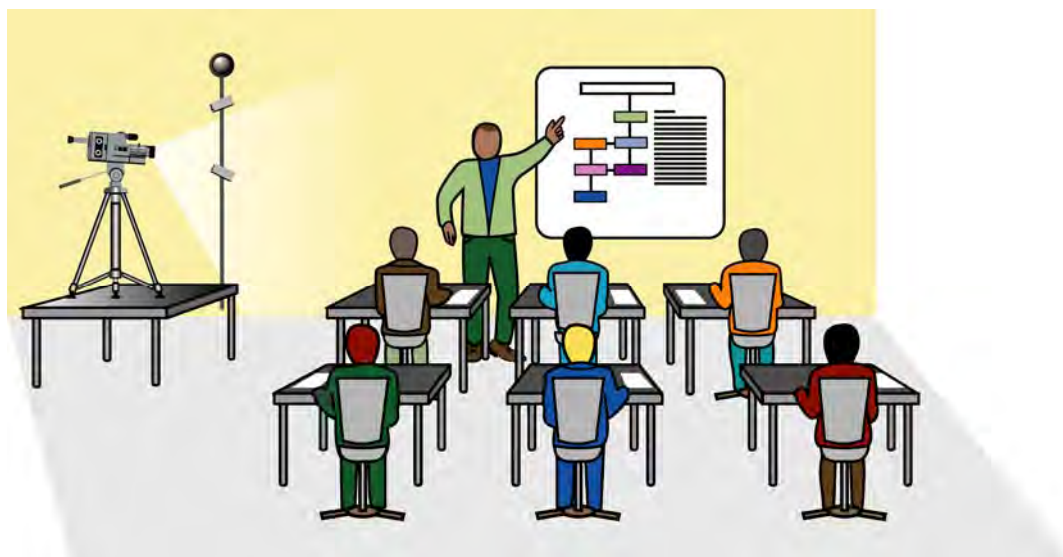
Equipment Needed	Setup
<ul style="list-style-type: none"> ■ One omnidirectional boundary microphone ■ One heavy-duty extension cable ■ One adapter 	<ul style="list-style-type: none"> ■ Plug one end of the adapter into the external-MIC opening on the videocamera. ■ Plug the extension cable into the other end of the adapter. ■ Plug the external microphone cable into the extension cable. ■ Plug the external microphone into the external microphone cable. ■ You are now ready to begin video-recording.

Whole-Class Video Recording

Whole-class video recording for NBPTS evaluations is intended to show that you are effectively engaging the entire class, as a group, and that the entire class is involved in a discussion, again as a group. The video recording should show some interaction with specific students, but it is not necessary to show every student in the group.

The following are recommendations for video-recording whole-class teaching activities such as demonstrations, discussions, and so on:

- **Determine optimal camera placement.** It is optimal to place the camera on a tripod at the side of the room and, if possible, set it up high on a counter or table.
- **Set the lens to a wide angle.** It is important for an evaluator to be able to see you and your students together, your students’ reactions to what you are doing, and their engagement in learning.
- **Avoid trying to follow a conversation back and forth between different people.** The camera always arrives late to the action.
- **Determine optimal microphone placement.** With masking tape or duct tape, firmly attach the external microphone high on the front wall or on any other flat surface that faces toward the majority of speakers.



Small-Group Video Recording

Small-group video recording for NBPTS evaluations is intended to focus attention on student interaction in collaborative learning situations and on your facilitation of such learning as you move around the classroom. It is meant to capture a particular kind of classroom structure: one in which you interact with many small groups as they pursue independent work.

The following are recommendations for video-recording small-group activities such as discussions among several students, or groups of students, working on a project:

- **Determine optimal camera placement.** Plan ahead to determine the group of students you want to video-record and then place the camera on a tripod, choosing a single vantage point from which you can record. Alternatively, the camera can be handheld and/or braced against a wall to steady the image.
- **The camera should be an appropriate distance from the group while showing as many participants as possible.** It is important for an evaluator to be able to see the facial expressions of students and to understand how you work with those students. Be sure that all of the people—you and your students—interacting in this small group can be seen and heard.
- **Adjust if the group is looking at or referring to an item.** Zoom in at the beginning of the conversation and maintain a close focus long enough for an evaluator to be able to understand the ensuing conversation. Then zoom out and keep the lens set wide.
- **Determine optimal microphone placement.** Carry the external microphone so that it is always closest to you and to the group with whom you are interacting. It is essential for an evaluator to clearly hear the participants' conversations.



View of a small group, showing the best camera and microphone placement

Video Editing and Audio Enhancement

In an effort to give every candidate an equal opportunity to achieve, NBPTS has established guidelines for the submission of video recordings:

- You may not submit edited videos. Editing is defined as postproduction processing of the video itself, or cuts in an otherwise continuous segment. Examples of editing include the elimination of unwanted segments; the addition of footage, fade-ins and fade-outs, and audio-recorded material from a device other than the video recorder; and the “blurring” of an image to conceal a face or nametag. You may submit one, two, or three segments. Within each segment, there can be no edits.
- You may not create video segments with two or more cameras, giving the video recording a “studio” effect.

However, amplifying the sound to enhance the audio on a video recording is acceptable as long as the amplification of the audio does not conflict with the postproduction editing guidelines just described.

Submitting Your Video Recording(s)

You have the option of submitting video recording(s) on DVD or in VHS format. Be sure to do the following before you submit your entries:

- Play back your video recording to ensure it can be viewed by an evaluator on a DVD player, not a computer. If you are submitting on DVD, play your recording on a machine other than the one you used to record it. If you do not properly finalize your DVD, it will not be viewable by an evaluator.
- Check the audio quality of your video recording and make sure it is audible.
- Make sure your video recording(s) do not exceed the time limits stated in the instructions. While submitting a video recording that exceeds the time limit does not disqualify your submission, an evaluator views only the video footage that is within the stated time limit.
- Copy your video recording(s) before submitting the original. Rarely are videos lost or damaged; however, if that should happen, your copy would provide an essential backup that could then be submitted.

DVD Option

If you opt to transfer video segments onto a DVD, see “Specifications: Video Recordings” and “DVD Specifications” and adhere to the guidelines there for properly handling, marking, packing, and shipping your DVD submissions. If you submit your video evidence on DVD, you do **not** need to submit your evidence on VHS as well for that component; either is sufficient to meet the component requirement. Also note, if you are submitting video recordings for more than one component, **you must submit video evidence for each of your components on a separate and properly labeled videotape; however, you may submit all of your video evidence on a single DVD.**

VHS Option

To transfer video segments onto a VHS videotape and to make a backup copy of your tape, you need the following:

- **two VCRs** (one for playback and one for recording) or a **camera** (for playback) that allows you to record onto a VCR:
 - When using two VCRs for dubbing, set both to the same channel (usually channel 3).
 - Set the recording VCR to LINE IN (consult your VCR instruction manual for specific directions) so that it accepts the video and audio signals from the playback camera or VCR.
- **cables** to connect either two VCRs or a camera and a VCR
- **TV monitor**
- **new blank standard VHS videotapes**


The table below takes you through the steps for copying your VHS recording(s) using two VCRs or a camera and a VCR. (It may also be helpful to consult the instructions that come with the VCR and camera or to get technical assistance transferring and duplicating videotapes.)

Step	What to Connect
1	Connect the AUDIO OUT cable from the playback VCR or camera to the AUDIO IN plug on the VCR being used for recording.
2	Connect the VIDEO OUT cable from the playback VCR or camera to the VIDEO IN plug on the VCR being used for recording.
3	To be able to monitor that your video segment is being recorded successfully, attach the playback VCR to a monitor by connecting the cable from the VCR's CABLE OUT plug to the monitor's ANTENNA or CABLE IN plug. Or plug the audio and video LINE OUTs from the recording VCR to the audio and video LINE INs of the monitor.
4	Turn on the playback VCR or camera, the VCR used for recording, and the monitor. Insert the videotape to be copied into the playback VCR or camera. Insert the blank videotape into the recording VCR.
5	Press RECORD on the recording VCR and then PLAY on the playback VCR or camera. Watch the monitor to check playback and to see when the video has ended so you can shut off the recording VCR.

Organizing Your PPG Components

Once you have developed the content of your PPG, organize the components for submission to NBPTS where they will be inventoried and evaluated. To ensure proper routing and scoring, it is essential that all components you submit be organized and packaged as required by NBPTS in the following areas:

- formatting specifications and guidelines
- envelopes and labels
- cover sheets and forms



If you incorrectly format, label, or pack an element of your PPG, that element may not be evaluated.

The following sections present detailed guidelines for preparing your component materials. Please follow these guidelines carefully. As a further aid to your preparation of these materials, refer to “Submit” (page 48).

Specifications: Written Materials




When preparing any written materials, be sure to consult the directions provided for each component and the Reflection. Your response will be evaluated based on the content of your analysis, but it is important to proofread your writing for spelling, mechanics, and usage. Your Written Commentaries and Reflection are subject to the requirements below.

Your Written Material: Specifications and Guidelines	
Language	<p>Write in English.</p> <p>Note: Provide English translations for learner work submitted in a language other than English. English-language translations must meet all format specifications for written component materials and must include your ID number, the component title, and any necessary student identifiers in English. Pages containing translations do <i>not</i> count toward the page totals specified in the component directions. (World Language candidates do not need to send an English translation since they are evaluated by NBCT peers in the target language.)</p>
Format	<p>Type and double-space text. (Bulleted lists must also be double-spaced.) Do not use 24-point line spacing (see samples below); doing so will affect the amount of evidence that is evaluated.</p> <p><i>Exception:</i> You may use <i>single-spaced</i> 12-point Times New Roman font on the Professional Context Sheet or in a response written directly on a Cover Sheet.</p> <p>Use 12-point Times New Roman font. You may use bold or italic to emphasize headings, words, and phrases in the body of your text. Do not use condensed or compressed fonts (see samples below).</p> <p>Print on 8.5" x 11" paper with 1" margins on all sides.</p> <p>Quoted material within the Written Commentary should be referenced in parentheses within the text. Footnotes are not required.</p> <p>Make sure materials are legible. (Confirm that your printer’s ink or toner cartridge is in good condition.)</p> <p>Do not staple or bind materials together. Group and paper-clip as outlined in the Assembly Checklists.</p>

Your Written Material: Specifications and Guidelines	
Labeling	Place your NBPTS ID number in the upper right corner of all pages. Do not include your name. (If you are using a word-processing program, you can save time by creating a “header” that prints your NBPTS ID number on each page. You may include a reference to the Component number in the header on the left side of the page.)
Anonymity guidelines	<p>If materials include names or other identifying information, show the student’s first name only; delete students’ last names, teachers’ names, or any identifying information about the students’ families.</p> <p>Include your name on written materials only when required to do so by the directions for that component (such as the Attestation of Completed Release Forms and the Video Recording Date Attestation Form.).</p> <p>Double-check to be sure you have preserved the anonymity of students.</p>
Page numbering and count	<p>Organize written materials by the section headings “Component 1,” “Component 2,” “Component 3,” and “Reflection” and sequentially number pages separately, within each of these sections. Do not exceed the maximum page count given for each component and the reflection.</p> <p>Note: Page numbers or other identifying information may appear within the one-inch margin at the top or bottom of each page.</p> <p>Note: Cover sheets and forms should not be numbered.</p> <p>Note: Cover sheets, forms, pages containing translations, and your photo ID page do not count toward your page total.</p> <p>Submit single-sided pages. (Pages with pictures or text on two sides count as two pages for written materials and for learner work.)</p> <p>The instructions for each component and the Reflection specify page-count maximums for the materials that you type. You are not required to submit the maximum number of pages for each component or the Reflection to be evaluated. However, do not submit more than the maximum page count for each component or the Reflection. Pages beyond the maximum will not be read or evaluated.</p> <p>However, in Component 1, suggested page lengths for each section within a Written Commentary are provided as guides, so if you complete a section within a given Written Commentary using fewer pages than suggested, you can use the remaining page count to complete another section within that same Written Commentary.</p>

Line- and Character-Spacing Samples

Use 12-point Times New Roman type. Double-space your text unless an exception is specified.

 Use double spacing. Use normal character spacing.	 Do not use 24-point spacing.	 Do not use condensed character spacing.
sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text	sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text	sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text

Specifications: Sample Materials

When preparing any sample materials, be sure to consult the directions provided for the component. Include samples of learner work (for Component 1 and, optionally, Component 3) that will help an evaluator understand the content of the Written Commentary. These samples are subject to the following requirements.

Your Sample Materials: Specifications and Guidelines	
Language	Provide English translations for learner work submitted in a language other than English (unless you are a World Languages candidate). English-language translations must meet all format specifications for written component materials and must include your ID number, the component title, and any necessary student identifiers in English . Pages containing translations do <i>not</i> count toward the page totals specified in the component directions.
Format	Pages must be no larger than 8.5" x 11". If submitting a smaller item (e.g., a photograph), photocopy it onto an 8.5" x 11" page or print a digitized image of that smaller item onto an 8.5" x 11" page. Whether photocopied or digitized, several smaller items can be grouped on a single page. Submit no more than 6 photos per page. Materials must be submitted as hard copy, not electronic media.
	<p>Note: If samples were created in a multimedia software program (such as PowerPoint presentation software or HyperStudio[®]), you may format up to six slides on one 8.5" x 11" sheet. Each sheet counts as 1 page toward your page total.</p> <p>Note: If samples contain Web pages, each Web page printout (one 8.5" x 11" sheet) counts as 1 page toward your page total.</p> <p>Note: Although, several smaller items can be grouped on a single page, do not photocopy full-sized pages of instructional materials or learner work in a reduced format in order to fit more than one full-sized item onto a single sheet of paper.</p> <p>Do not staple or bind materials together. Group and paper-clip as outlined in the Assembly Checklists.</p>
	Make sure materials are legible.
Anonymity guidelines	If materials include names or other identifying information, show the student's first name only; delete students' last names, teachers' names, or any identifying information about the students' families.
Labeling	Place your NBPTS ID number in the upper right corner of all pages. Do not include your last name.
Page numbering and count	<p>Number pages sequentially within each component.</p> <p>Submit single-sided pages. (Pages with pictures or text on two sides count as 2 pages for learner work and for written materials.)</p> <p>Submit no more than the prescribed number of pages stated for each component. Additional pages will not be read. Cover sheets and forms do not count toward this total. No materials will be returned.</p>

The samples you submit for these components must meet all of the requirements above. Failure to meet the requirements may make it difficult for an evaluator to locate evidence, which could have an impact on the renewal decision.

Specifications: Video Recordings

When preparing your video recordings, be sure to consult the directions provided for the appropriate component(s). Your video-recorded submission(s)—whether on DVD or VHS videotape—are subject to the following requirements. For additional information on preparing and submitting a DVD, see also “DVD Specifications,” below.

You must have the parents/guardians of all students you plan to include in the video recording complete NBPTS Student Release Forms before you make any video recordings. You must have any adults who will appear or be heard in the video recording (for example, teacher’s aides, parents, student teachers, or colleagues) sign an NBPTS Adult Release Form prior to recording.


Your Video Recording: Specifications and Guidelines	
Length	<p>See the component instructions for detailed requirements for your video recording(s). The maximum number of minutes allowed for each video recording you submit is as follows:</p> <ul style="list-style-type: none"> ▪ Component 2: 10-minute unedited recording (up to three segments) ▪ Component 3: 6-minute unedited recording (up to three segments; submission optional; see the “Component 3” section for details) <p>Do not submit <i>more</i> than the maximum number of minutes; if you submit a longer video recording, only the given maximum number of minutes will be viewed and evaluated.</p>
Editing	<p>Make sure that each segment of your video recording is continuous and unedited. Caution: Stopping and restarting the camera or the sound during any segment is regarded as editing.</p> <p><i>DO NOT stop and start the camera, except as specified in the component instructions.</i></p> <p><i>DO NOT turn off the microphone during recording.</i></p> <p><i>DO NOT add graphics, titles, or special effects (e.g., fade in/out). (Some DVD software adds a title menu. This is acceptable as long as your name, school, or location is not on this menu.)</i></p>
Recording	<p>Use a camera angle that includes as many faces of the students in the class as possible. The video recording should show as much of the class as possible, but it is acceptable to focus on a particular student while he or she is talking, singing, or playing an instrument. For Component 2, you must be able to be identified in the video as well.</p> <p>Make sure that sound quality is good enough that the evaluator can understand all of what you say, sing, or play and most of what students say, sing, or play.</p> <p>Record in Standard Play (SP) mode only.</p> <p><i>DO NOT record in Extended Play (EP, LP, or SLP) modes.</i></p>
Language	<p>Show conversations in English unless you are a World Languages candidate. Video recordings submitted in languages other than English must be accompanied by an English-language translation. (English-language translations must meet all format specifications for written component materials and must include your NBPTS ID number, the component title, and any necessary student identifiers in English. Pages containing translations do <i>not</i> count toward the page totals specified in the component directions.) World Language candidates do not submit translations of the video.</p> <p>If a small portion of your video occurs in a language other than English and it is important that an evaluator understand it, provide a brief description in the Written Commentary of what was communicated (unless your certification is in World Languages).</p>

<p>Equipment and media</p>	<p>Use a single camera.</p> <p>If you are submitting video recordings for both Components 2 and 3, use a separate videotape for each recording; however, if you are submitting video recordings on DVD, you may submit all video components on a single DVD.</p> <p>Refer to the instructions below for DVD specifications and submittal requirements.</p> <p>If you originally recorded using a camera other than a standard VHS camera (e.g., HI-8 format), copy your video submissions to a DVD (or a standard VHS tape).</p> <p>DO NOT submit miniature or adapted formats such as mini-DV or VHS-C, HI-8, or Super VHS videotape cartridges.</p> <p>DO NOT submit USB flash drives or flash memory cards such as CF, MMC, SD, SDHC, xD, and the like.</p> <p>For VHS submissions: Use only a new, blank, standard VHS videotape. Rewind your VHS tape to the beginning prior to submission of the tape.</p>
<p>Photo ID</p>	<p>You must submit a photocopy of a government-issued photo ID with your Component 2 video recording. Enlarge the photo ID to double its actual size so that both your photo and your name are clearly visible. An evaluator must be able to verify your identity in the video recording.</p>
<p>Packaging</p>	<p>Place your final DVD or VHS videotape in a hard plastic protective case to reduce the likelihood of damage during shipping.</p>

The video recording you submit for the components must meet all of the requirements above. Failure to meet the requirements may make it difficult for an evaluator to locate evidence, which could have an impact on the renewal decision.

DVD Specifications

If you are submitting video recordings for both Components 2 and 3 and are opting to transfer video segments onto a DVD, all video recordings may be submitted on a single and properly labeled DVD. When preparing a DVD, adhere to the following guidelines.

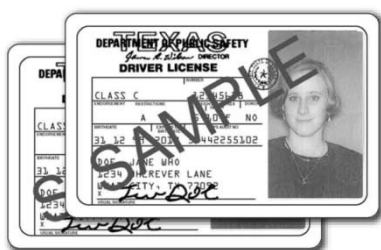
<p>Your DVD: Specifications and Guidelines</p>	
<p>Formats</p>	<p>Use a standard single-sided DVD-R (“R” for “recordable”) format disc. Do not use double-sided discs or ones in other formats (i.e., DVD, DVD+R, DVD-RW, DVD+RW, DVD-RW-DL, DVD-RAM). The DVD-R is the most commonly used and is compatible with the largest number of DVD players. A silver- or metallic-colored disc is strongly recommended.</p>
<p>Compression settings</p>	<p>Do not be concerned with DVD compression settings. Most DVD players have a standard setting and can read the data from the disc without special compression settings.</p>
<p>Care and handling</p> 	<p>Take care in handling your DVD. Surface contaminants and scratches can cause data errors, so it is important that you do not touch the data side (underside) of the DVD. The underside of a generic, single-sided disc is smooth and reflective; it does not have any manufacturer’s notices on its surface.</p> <p>The matte side (top) of a DVD typically contains manufacturer’s notices. This is the side that is face up in a DVD case or player. It is safe to write on the matte side with a black, permanent, felt-tipped marker. Do not use ballpoint pens, pencils, or other sharp objects to write on the DVD. Some types of ink as well as sharp objects can cause damage to the DVD.</p> <p>Handle the DVD by the center hub (hole) or outer rim to protect the surface that contains your video evidence.</p>

Identifying	Your NBPTS ID number must be included on your DVD in order for the evidence to be used in scoring. Write legibly , using a black, permanent, felt-tipped marker, on the nondata side (that is, the matte/nonshiny surface) of the DVD. Do not write your name on the DVD.
Labeling	Do not place any type of label directly onto the DVD. A label might cause a DVD to become jammed in a DVD player during scoring. (This is true for NBPTS ID bar code labels, provided in your PPG submission box.)
Duplicates	Make sure you keep at least one duplicate of your DVD submission in case of loss or damage. If it is discovered during the scoring process that your DVD is damaged, you will be contacted and asked to send another copy.
Editing	Editing your DVD submission is strictly prohibited, unless specified in the component directions. Please keep in mind: if your DVD submission has been edited, it will not be evaluated.
Quality control	You must finalize your DVD while saving content to it. Although the process may vary with different software “burning” applications, “finalizing” means that you are closing the DVD to any further recording; finalizing allows viewing of the DVD on a different machine (which is required for scoring). Confirm that your DVD is finalized by replaying your video recording on a player other than the one on which it was created. For example, if it was created on your laptop or PC, play it in your home or school DVD player to ensure that it will play properly for an NBPTS evaluator. Verify that the audio is audible and the video is viewable, that is, that the quality of your DVD is good enough for an evaluator to comprehend and that the recording is the one you intended to submit, with no missing or additional footage.
Packaging	Do not place your DVD in the PPG envelope without a protective case. Place your DVD submission in one of the following types of hard-material cases: OCTIPAC, plastic, or jewel. For best results, use only those storage cases that are specifically designed to house DVDs.

Specifications: Photo Identification

You must include a photocopy of a current government-issued form of photo identification (e.g., driver’s license, passport) with the video recording you submit for Component 2.

Sample of Government-Issued Photo ID



To submit your photo ID, do the following:

- Photocopy your photo ID so that it is double its actual size. The enlargement can be done on most photocopiers by using 200% enlargement (this results in an image approximately 6.75" × 4.25" for a driver’s license, for example).
- Include your NBPTS ID number in the upper right corner of the photocopy you submit.
- Be sure that the photocopy of your photo ID is clear and legible; do not cover your name or location.

Developing Your Other PPG Materials

A significant part of developing your PPG is correctly identifying and assembling your PPG materials so that an NBPTS evaluator can find and assess your responses. Missing or misidentified materials, or those not assembled according to National Board specifications, can affect your score.

This section helps you

- identify the forms and packing materials for your PPG;
- assemble a complete PPG.

The forms for your PPG are provided in “Cover Sheets and Forms.”

Be sure to include one photocopy of your government-issued photo ID in the PPG envelope with your Component 2 video recording. (See “Specifications: Photo Identification” above for details.)

Using the PPG Submission Box and Labels

Your PPG submission box contains two kinds of labels: those that identify the type of content you are submitting (e.g., DVD) and those that identify you (the candidate submitting each component). These labels make it easier for you to properly organize your materials and for others to inventory that material and evaluate it properly. A detailed description of how to properly affix labels is provided in “Assembling, Packing, and Shipping Your PPG in Four Steps” (page 53). (Note: You must ship your PPG back to NBPTS in the same box it came in.)

Using Envelopes, Cover Sheets, and Forms

The cover sheets and forms for your PPG are designed to help you do the following:

- ensure consistent organization of your PPG
- gather important information
- obtain permission from students, parents, and classroom assistants

Cover sheets are used to separate the main parts of a PPG. **Forms** provide information that will be used during scoring. You must complete the required information for each form *on the form itself*.

TIP: Cover sheets and forms are provided in Adobe Acrobat PDF format. To read and print these documents, you must install Adobe® Reader® software on your computer. You can download Adobe Reader for free by following the instructions provided on the Adobe Systems Web site (www.adobe.com).

You can enter your responses electronically in Adobe Reader. However, Adobe Reader does not allow you to save the forms that contain your responses unless you own a full version of Adobe Acrobat software. For this reason, it is recommended that (1) you compose your responses before you enter them into the form fields and (2) you confirm that your responses are complete before you print each form. Note that fields provide a maximum number of characters, so you will not be able to exceed this limit.

Confirming Cover Sheets and Forms

You can confirm that you have all the appropriate cover sheets and forms—and that you are distributing them properly—using the following resources:

- **Submission at a Glance.** Start here for an overview of the contents of each envelope and the distribution of materials between the two (see page [49](#)).
- **Assembly Checklists.** Use these checklists as you pack each envelope, confirming the appropriate distribution of cover sheets and forms, and the correct groupings and order of components within each envelope (see page [51](#)).

Cover Sheets and Forms

The following 13 documents are the cover sheets, forms, and releases that are a key part of the PPG process. Start by inventorying these cover sheets and forms against the Assembly Checklists to make sure none are missing. Each cover sheet for the components and the Reflection specifies what materials should be attached to each cover sheet and in what order. Use these cover sheets as a quick checklist as you assemble each component.

Please be sure to write your NBPTS ID number on each form where indicated and attach your NBPTS ID bar code label in the spaces provided. Do not forget to sign the forms that require your signature. Use only paper clips to hold pages together. (Note: Because the PPG is evaluated holistically, individual components do not have to be clipped separately. The entire PPG can be held together with one large clip.)

Component #1

Professional Growth Experiences

COVER SHEET

Place the following materials behind this Cover Sheet:

- Professional Context Sheet
- 4 Professional Growth Experiences that include
 - not more than a total of 12 pages of written description for all 4 PGEs.
(Less than a half page counts as one half. More than a half page counts as a full page.)
 - not more than a total 8 pages of samples of products for all 4 PGEs.
These should be placed immediately following each featured PGE.

Any material you submit beyond the stipulated requirements will not be considered for evaluation purposes.

Place NBPTS ID
Bar Code Label Here

**National Board for Professional Teaching Standards
Certification Renewal**

NBPTS ID# _____

Professional Context Sheet

To allow the evaluators to have a better understanding of the context for your Profile of Professional Growth, briefly respond to the following:

What is your current professional position? Include a brief description of your current work: teacher (grade level, subject, number of classes), facilitator, mentor, etc.

What is the background of the classroom that is the focus of Component #2? Briefly describe the class, mentioning anything appropriate about the students that would help the evaluators “see” the class.

What is the background of the learners in Component #3? (Mention anything about the learners that would help the evaluators “see” the class.)

Make sure this sheet follows the Component #1 Cover Sheet.

National Board for Professional Teaching Standards
Certification Renewal

NBPTS ID # _____

Component #2
Application of a PGE to Classroom Teaching

COVER SHEET

Which PGE does Component #2 address? _____

Make sure this sheet precedes the following:

- Not more than 4 pages of Written Commentary
- Classroom Layout Form(s)
- Photocopy of Government-Issued Photo ID

Make sure you include the Video Recording Date Attestation Form if the video is not date stamped.

Also make sure you attach an identifying label to the videocassette or the DVD-R case.

Any material you submit beyond the stipulated requirements will not be considered for evaluation purposes.

Place NBPTS ID
Bar Code Label Here

National Board for Professional Teaching Standards
Certification Renewal

NBPTS ID# _____

Component #3
Second Application of a PGE

COVER SHEET

Which PGE does Component #3 address? _____

Make sure this Cover Sheet precedes the following:

- not more than 4 pages of Written Commentary
- Check the appropriate box:
 - I have submitted a video for this component (Attach the Classroom Layout Form, and attach an identifying label to the videocassette. Use a soft-tipped permanent marker to label your DVD-R on the non-data side.)
 - I have submitted hard copy learner work for this component.

If learner work is being submitted, make sure it follows the written commentary and this Cover Sheet.

Any material you submit beyond the stipulated requirements will not be considered for evaluation purposes.

Place NBPTS ID
Bar Code Label Here

National Board for Professional Teaching Standards
Certification Renewal

NBPTS ID# _____

Reflection

COVER SHEET

Make sure you attach this sheet to the following:

- not more than 3 pages of a Written Reflection

Any material you submit beyond the stipulated requirements will not be considered for evaluation purposes.

Place NBPTS ID
Bar Code Label Here

Classroom Layout Form

(For information purposes only)

Please make a sketch of the physical layout of the “classroom” (i.e., setting in which the instruction took place) as it appears in the video recording. This sketch will provide evaluators with a context for the video recording because the camera cannot capture the whole instruction area at once. If video segments show different locations or positions of students or different classes, you may submit multiple Classroom Layout Forms to help evaluators understand the video.

It is helpful to evaluators for you to identify where particular students are located in the room by using the same student identifiers that you refer to in your Written Commentary (e.g., “the girl in the green sweater”). The sketch will not be evaluated.



National Board for Professional Teaching Standards
Certification Renewal

NBPTS ID# _____

Candidate Forms

COVER SHEET

Make sure this cover sheet precedes the following items:

- Candidate Attestation Form
- Candidate Release Form
- Candidate Final Inventory

Place NBPTS ID
Bar Code Label Here

National Board for Professional Teaching Standards
Certification Renewal

Candidate Attestation Form

**Attestation of Completed
Release Forms**

You must obtain signed NBPTS permission forms from the parents/legal guardians of all children and from any adults who appear and are heard in your video recordings, who are shown in any photographs with your response, or whose work is submitted as part of your Profile of Professional Growth. You also must obtain signed permission forms from the parents/guardians of students whose work is included as materials in any of your Profile of Professional Growth. Keep these permission forms on file. Your signature below verifies that you have followed all of the necessary procedures.

I hereby affirm that I have followed the privacy conventions and permission requirements of my program and/or school district. I certify that I have secured and am holding on file signed copies of all necessary permission forms from all responsible individuals.

Renewal Candidate's Full Name
(Please type or print)

Date

Renewal Candidate's Signature

NBPTS ID#

Attach this form with an original signature to the Candidate Forms Cover Sheet provided. If you fail to do so, your PPG will not be evaluated.

Place NBPTS ID
Bar Code Label Here

National Board for Professional Teaching Standards
Certification Renewal

NBPTS ID# _____

Candidate Release Form

(To be completed by NBPTS renewal candidates.)

Re: Permission to Use Teacher Materials and Image in Video Recordings

As a participant in the certification renewal process being conducted by the National Board for Professional Teaching Standards (NBPTS), I grant permission to NBPTS or any of its employees or authorized agents to evaluate video recordings of me and of my students and/or colleagues as I teach a class. I understand and agree that NBPTS or its agents will use the video recordings that contain my performance or image in evaluating my practice for the purposes of the certification renewal process.

As part of this project, I may submit classroom plans, assignments and comments. I hereby grant permission to NBPTS to use these teacher materials and understand that no student last names will appear on any materials that I submit. I understand that NBPTS, at its sole discretion, may use and distribute my video recording, my comments and my classroom materials for evaluation, professional development and research purposes, and any other purpose NBPTS deems appropriate to further the mission of the organization, and that the video recordings and materials, and all copies thereof, shall constitute the sole property of NBPTS. I understand that NBPTS will request additional permission for any other purposes.

(Candidate Signature)

Candidate Name: _____

Home Address: _____

School/Institution: _____

Date: _____

National Board for Professional Teaching Standards
Certification Renewal

Candidate Final Inventory

You must complete, sign, and submit this form in the Forms envelope. Please verify that each component below is included in your Forms envelope by checking the box next to the component. Be sure to sign at the bottom.

- A Candidate Attestation Form
- A Candidate Release Form
- Candidate Final Inventory Form

These forms must be completed, signed, and submitted. If you fail to do so, your submission cannot be evaluated.

By my signature below, I affirm that all of the above checked materials are included in the materials I am submitting to NBPTS.

Signature: _____

NBPTS ID #: _____

Date: _____

National Board for Professional Teaching Standards
Certification Renewal

NBPTS ID # _____

Adult Release Form

(to be completed by nonstudents involved in the project)

Dear Sir or Madam:

I am a participant this school year in an assessment to renew certification of experienced teachers as outstanding practitioners in teaching. My participation in this assessment, which is being conducted by the National Board for Professional Teaching Standards, is voluntary. The primary purposes of this evaluation are to enhance student learning and encourage excellence in teaching.

This project may include submission of short audiovisual recordings and/or photographs of lessons taught in the class. Although the video recordings involve both the teacher and various students, the primary focus is on the teacher's instruction, not on the students in the class. In the course of taping, your image may appear or you may be heard on the video recordings. Also, I may submit samples of adult learner work as evidence of teacher practice, and that work may include some of your work.

No last names will appear on any materials that are submitted. The form below will be used to document your permission for these activities.

Sincerely, _____
(Renewal Candidate Signature)

PERMISSION SLIP

Name: _____

Your Address: _____

I am the person named above. I have received and read your letter regarding a teacher assessment being conducted by the National Board for Professional Teaching Standards (NBPTS), and agree to the following:

(Please check the appropriate box below.)

I DO give permission to you to include my image on video recordings as a participant in a class conducted at _____ by _____
(Name of School) **(Teacher's Name)**

and/or as part of classroom activities and to reproduce materials that I may produce as part of learning activities.

I DO NOT give permission to you to include my image on video recordings as a participant in a class conducted at _____ by _____
(Name of School) **(Teacher's Name)**

and/or as part of classroom activities and to reproduce materials that I may produce as part of learning activities.

Signature: _____ **Date:** _____

National Board for Professional Teaching Standards
Certification Renewal

NBPTS ID # _____

Student Release Form

(to be completed either by the parents/legal guardians of minor students involved in this project,
or by students who are 18 or more years of age that are involved in this project)

Dear Parent/Guardian:

I am a participant this school year in an assessment to renew certification of experienced teachers as outstanding practitioners in teaching. My participation in this assessment, which is being conducted by the National Board for Professional Teaching Standards, is voluntary. The primary purposes of this assessment are to enhance student learning and encourage excellence in teaching.

This project may include submissions of short audiovisual recordings and/or photographs of lessons taught in your child's class. Although the video recordings involve both the teacher and various students, the primary focus is on the teacher's instruction, not on the students in the class. In the course of taping, your child may appear or be heard on the video recordings or be seen in photographs. Also, I may submit samples of student work as evidence of teaching practice, and that work may include some of your child's work.

No student's last name will appear on any materials that are submitted. NBPTS, at its sole discretion, may use and distribute my video recordings, my comments, and my classroom materials for assessment, professional development and research purposes, and any other purpose NBPTS deems appropriate to further the mission of the organization. The form below will be used to document your permission for these activities.

Sincerely, _____
(Renewal Candidate Signature)

PERMISSION SLIP

Student Name: _____

Your Address: _____

I am the parent/legal guardian of the child named above. I have received and read your letter regarding a teacher assessment being conducted by the National Board for Professional Teaching Standards (NBPTS), and agree to the following:

(Please check the appropriate box below.)

I DO give permission to you to include my child's image on video recordings as he or she participates in a class conducted at _____ by _____
(Name of School) (Teacher's Name)

and/or to reproduce materials that my child may produce as part of classroom activities. No last names will appear on any materials submitted by the teacher.

I DO NOT give permission to video record my child or to reproduce materials that my child may produce as part of classroom activities.

Signature of Parent or Guardian: _____ **Date:** _____

I am the student named above and am more than 18 years of age. I have read and understand the project description given above. I understand that my performance is not being evaluated by this project and that my last name will not appear on any materials that may be submitted.

I DO give permission to you to include my image on video recordings as I participate in this class and/or to reproduce materials that I may produce as part of classroom activities conducted at:
_____ by _____
(Name of School) (Teacher's Name)

I DO NOT give permission to video-record me or to reproduce materials that I may produce as part of classroom activities.

Signature of Student: _____ **Date:** _____

Date of Birth: ____/____/____

National Board for Professional Teaching Standards
Certification Renewal

Video Recording Date Attestation Form

(To be supplied only for Component #2 if a date stamp
is not available on the videocamera)

Renewal Candidate Name: _____

NBPTS ID #: _____

Date(s) on which the teacher's classroom was recorded:

I verify that the above information is accurate.

Name: _____

Administrator's Position: _____

Signature: _____

Date: _____

Submit

This section provides step-by-step instructions for assembling and packaging your PPG to ensure that your materials are easily and accurately inventoried. The information in this section helps you

- organize all the materials of your PPG;
- use the Assembly Checklists to ensure that your PPG is complete;
- label your materials correctly for shipping and for processing by NBPTS.

Understanding the Submission Process

The NBPTS submission process is designed to help you clearly identify and properly organize the components of your PPG. It is essential that you carefully follow the instructions in this section to ensure the correct processing of your PPG at the NBPTS Processing Center and scoring sites.

Before the Submission

Once you have finished developing the materials for your PPG, organize, assemble, and pack them for shipping to the NBPTS Processing Center. It is important that you follow the submission procedure as specified, and that you review all your contents thoroughly before shipping them, to make sure your renewal submission is complete and correctly assembled. Proper organization of your materials is as critical to the scoring of your PPG as the quality and completeness of the work you submit.

The following resources can be key for preparing your submission:

- For a one-page snapshot of everything that needs to be in your PPG submission box, see “Submission at a Glance” (page [49](#)). You may wish to print this page and check off items as you work.
- The “Assembly Checklists” section (page [51](#)) is your guide to assembling and packing your materials in the appropriate order and envelopes.
- “Assembling, Packing, and Shipping Your PPG in Four Steps” (page [53](#)) helps you avoid errors in the submission process.

If you incorrectly format, label, or pack an element of your PPG, that element may not be evaluated. Candidates with missing elements or with an inappropriate class for Component 2 will not achieve renewal of National Board Certification.

It is your responsibility to review your PPG materials prior to submitting them. This is also your final opportunity to ensure that the work you are submitting best demonstrates your evolving and ongoing accomplished teaching. Confirm that all requested materials are of a quality that allows an evaluator to comprehend the evidence you are presenting, for example, that written works are legible and that audio and video are of sufficient quality to support your analysis.

After the Submission

Your PPG goes through several steps after submission:





























- You will be notified when your PPG has been received by the NBPTS Processing Center.
- Upon receipt by NBPTS, an inventory is taken against a very specific and ordered list. The materials you have submitted are recorded, and staff identifies whether the correct forms and envelopes have been included.
- Your PPG is then prepared for evaluation and is shipped to a evaluation site.
- You may check the status of your materials online through *My Profile* on the NBPTS Web site (www.nbpts.org/myprofile).


NBPTS cannot accept any components of, or additions or substitutions to, any part of your PPG submission after initial receipt, and materials received after the PPG deadline will not be evaluated.


Submission at a Glance


The following chart provides an overview of the two PPG envelopes' contents—cover sheets, forms, and the materials you collect and/or prepare—as well as a list of the forms you keep for your records. While the Submission at a Glance chart approximates the grouping and order of components in each envelope, please use the Assembly Checklists as the definitive guides to the correct grouping and placement of materials within each envelope.


Enclosing complete and appropriate materials in the correct order is essential for the proper submission of your PPG. Incomplete or improperly packed components may affect your renewal decision.

Submission at a Glance: Profile of Professional Growth		
Send to NBPTS in Profile of Professional Growth Envelope	Send to NBPTS in Candidate Forms Envelope	Retain for Your Records
		
<ul style="list-style-type: none">  Component 1 Cover Sheet  Professional Context Sheet  Professional Growth Experiences (four PGEs, 12 pages maximum) interleaved with  Samples of Products (four sets—one set for each PGE—8 pages maximum) 	<ul style="list-style-type: none">  Candidate Forms Cover Sheet  <i>Signed</i> Candidate Attestation Form  <i>Signed</i> Candidate Release Form  <i>Signed</i> Candidate Final Inventory 	<ul style="list-style-type: none">  <i>Signed</i> NBPTS Student Release Form(s)  <i>Signed</i> NBPTS Adult Release Form(s)  Copies of your written work  Copies of your recorded work
<ul style="list-style-type: none">  Component 2 Cover Sheet  Written Commentary (4 pages maximum)  Video Recording (10 minutes maximum)  Classroom Layout Form(s)  Video Recording Date Attestation Form (to be used only if your video is not date-stamped)  Enlarged photocopy of your government-issued photo ID 		
<ul style="list-style-type: none">  Component 3 Cover Sheet  Written Commentary (4 pages maximum) Choose one of these options: Option 1  Video Recording (6 minutes maximum) <i>with</i>  Classroom Layout Form(s) Option 2  Learner Work Samples (8 pages maximum) 		
<ul style="list-style-type: none">  Reflection Cover Sheet  Written Reflection (3 pages maximum) 		

 Cover sheet or form NBPTS provides

 Hard-copy material you provide

 Video recording you provide

 Photo identification you provide

Assembly Checklists

Materials will be placed in two envelopes and organized as follows.

Profile of Professional Growth Envelope

Place Components 1–3, Reflection, and video recording(s)—with the appropriate cover sheets and forms—inside the PPG envelope in the order described in the checklist below. Do not staple or bind materials together. Attach cover sheets to components with paper clips. (Note: Because the PPG is evaluated holistically, individual components do not have to be clipped separately. All of the hard copy in the PPG envelope can be held together with one large clip.)

Assemble your PPG forms and submissions in the following sequence (from top to bottom, except for your video recording(s), which should be placed at the top of the envelope contents):	
Component 1	
	Component 1 Cover Sheet
	Professional Context Sheet
	<p>Four Professional Growth Experiences (no more than 12 pages total for all combined) and Four related sets of samples of products (no more than 8 pages total for all combined)</p> <p>Distribute and arrange these pages as follows:</p> <ul style="list-style-type: none"> ▪ <i>Professional Growth Experience 1</i>: up to 3 pages of commentary describing PGE 1 followed by up to 2 pages of related samples of products ▪ <i>Professional Growth Experience 2</i>: up to 3 pages of commentary describing PGE 2 followed by up to 2 pages of related samples of products ▪ <i>Professional Growth Experience 3</i>: up to 3 pages of commentary describing PGE 3 followed by up to 2 pages of related samples of products ▪ <i>Professional Growth Experience 4</i>: up to 3 pages of commentary describing PGE 4 followed by up to 2 pages of related samples of products
	Note: Be sure to place each set of samples immediately after each related PGE, <i>not</i> after the entire 12 pages of PGE commentary.
Component 2	
	Component 2 Cover Sheet
	Written Commentary (no more than 4 pages)
	Video recording (no more than 10 minutes ; place at the top of the PPG envelope contents)
	Classroom Layout Form(s)
	Video Recording Date Attestation Form (use only if video is not date-stamped) signed by Administrator
	Photocopy of your government-issued photo ID

Component 3	
	Component 3 Cover Sheet
	Written Commentary (no more than 4 pages)
	Video Recording (no more than 6 minutes ; place at the top of the PPG envelope contents) and Classroom Layout Form(s) OR Learner Work Samples (no more than 8 pages)
	<p>Note: If submitting video recordings for both Components 2 and 3, use a separate videotape for each Component; however, if you are submitting video recordings on DVD, all video components may be submitted on a single DVD. With a Sharpie, indicate Comp. 2 & 3 on matte side if both are on the same DVD.</p> <p>Note: Place the videotape(s) or DVD inside the PPG envelope and on top of all other contents.</p> <p>Note: The PPG envelope is the only item shipped to the evaluation site:</p> <ul style="list-style-type: none"> ▪ Do not leave any written materials or video recordings loose in the shipping box. ▪ Do not place the video recording(s) inside the Candidate Forms envelope. <p>Note: A Classroom Layout Form is required for each video component. Place each Classroom Layout Form (if more than one) immediately after its related Written Commentary.</p>
Reflection	
	Reflection Cover Sheet
	Written Reflection (no more than 3 pages)

Candidate Forms Envelope

Place the following forms in the Candidate Forms Envelope. Do not staple or bind them together.

Assemble your Candidate Forms in the following sequence (from top to bottom):	
	Candidate Forms Cover Sheet
	Candidate Attestation Form
	Candidate Release Form
	Candidate Final Inventory
	<p>Note:</p> <ul style="list-style-type: none"> ▪ Be sure to include the critical, signed Candidate Attestation Form. ▪ Do not place video recording(s) in the Candidate Forms envelope. They should be placed inside the PPG envelope <i>on top of all other contents.</i> ▪ Retain the NBPTS Student Release Forms and NBPTS Adult Release Forms for your records; do not enclose them in this envelope.

Assembling, Packing, and Shipping Your PPG in Four Steps

Now that you have developed the evidence that demonstrates your continuing accomplished teaching, you are ready to assemble and organize your PPG. Following is the four-step process for assembling, packing, and shipping your PPG to complete your submission:

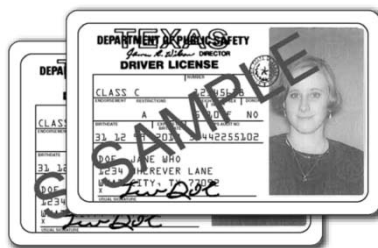
1. **Collect** all elements—material supplied by NBPTS as well as media and documentation you have prepared.
2. **Label** the elements, as specified below, to indicate the type of content enclosed and to identify the elements as yours.
3. **Assemble** the packing materials you need in order to ship your PPG. **Organize** your elements in exactly the order specified by the Assembly Checklists. Have someone help you by cross-checking your assembled elements against the Assembly Checklists.
4. **Pack and ship** your completed submission in the labeled PPG submission box to the NBPTS Processing Center **by or before** the established deadline for PPG submission. We suggest that you use a method of shipment that allows you to trace your submission in the event that it does not arrive when expected. Get a receipt on the day you deliver the box for shipping.

It is strongly recommended that you use the Assembly Checklists provided. **The materials for each component should be placed in the order shown in the Assembly Checklists.**

Step One: Collecting

To assemble your PPG, gather the following elements:

- your completed components, including cover sheets and forms (consult the Assembly Checklists to see which sheets and forms go with each component), with all of the evidence you are submitting
- photocopy of a government-issued photo ID, enlarged 200% (Do not cover your last name or location).



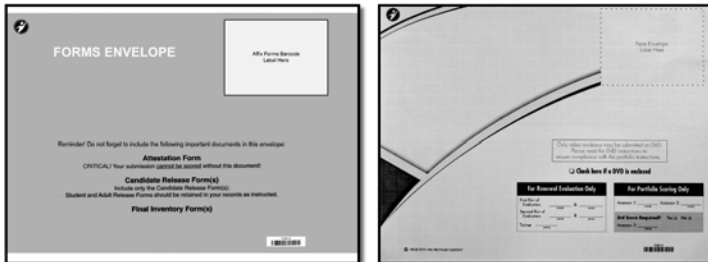
- NBPTS ID bar code labels



- label sheet (envelope, box, and video labels)



- Candidate Forms envelope and PPG envelope



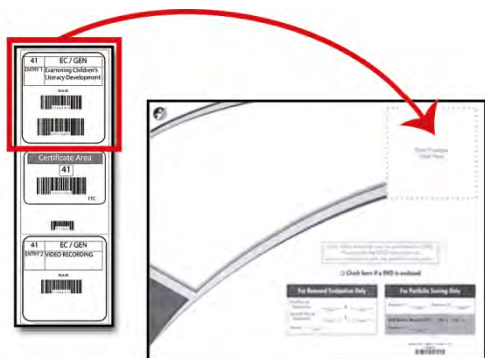
- PPG submission box



Step Two: Labeling

The labels supplied in the PPG submission box are used to identify each element of your submission. Using the label sheet provided, place the labels as shown below:

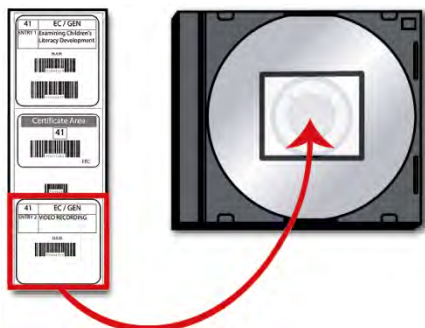
1. Place a label on each of the large white envelopes.



2. Place a label on the back of the PPG submission box.



3. Place a label on the face of the DVD case (not the DVD) or on each videocassette.



Apply Your NBPTS Bar Code Labels

NBPTS bar code labels (preprinted with your identification number) are also provided in the PPG submission box. Once you have completed your PPG submission and assembled all the components, you can attach the NBPTS bar code labels as follows:

- Place on the entry cover sheet(s).



- Place on the PPG submission box.



Step Three: Assembling and Reviewing

When you have collected all the materials for each component, applied the identifying labels, and grouped them in the order described in the Assembly Checklists, you are ready to place your assembled components into the packaging materials provided to ship your PPG to the NBPTS Processing Center. Here is what you should have in front of you, ready to pack as directed:

- the shipping box
- the envelopes
- all written materials, including learner work samples
- video recording(s)
- completed cover sheets and forms, with signatures where required

This is also the time to review your materials before inserting them into the envelopes. Make sure that you do the following:

- Reread your written materials. Make sure you have addressed all questions posed in the instructions for written materials. Also verify that you have organized your written materials correctly.
- Do not staple or bind materials together. Attach cover sheets to components with paper clips. (Note: Because the PPG is evaluated holistically, individual components do not have to be clipped separately. The entire PPG can be held together with one large clip.)
- Take a moment to review your video recording(s) before you attach the labels to them. If submitting videotape(s), please be sure to rewind them prior to submission. Make sure the content of the video matches your commentary.
- Attach the appropriate video recording component label to each of your videos (if you are submitting more than one).

- If submitting a DVD, please be sure to finalize it. Make sure it can be viewed from a DVD player, not a computer.

Once you have reviewed your submission materials, insert them into the envelopes. To finish step three, do the following:

- Verify that you inserted only the components for your PPG into the PPG envelope, making sure that the components and their materials are in the correct order. See the Assembly Checklists again if necessary. *Make sure that all materials are included.* Verify that you have put your DVD or videotape(s) into the PPG envelope. After the initial receipt of your PPG, NBPTS cannot accommodate requests to add or substitute materials.

REMEMBER: You will not be notified of any missing critical evidence until your renewal decision letter is posted in *My Profile*. It is your responsibility to make sure your PPG materials are complete when they are submitted.

- Verify that you have not included pages of the PPG instructions or other materials that are not required as part of the PPG. Required components are listed on the Assembly Checklists. Extraneous materials submitted with your PPG may impede an evaluator's ability to identify your actual submission.
- Place only the Candidate Forms Cover Sheet, signed Candidate Attestation Form, signed Candidate Release Form, and Candidate Final Inventory into the Candidate Forms envelope.

REMEMBER: The signed Candidate Attestation Form must be included, or your PPG will not be evaluated.

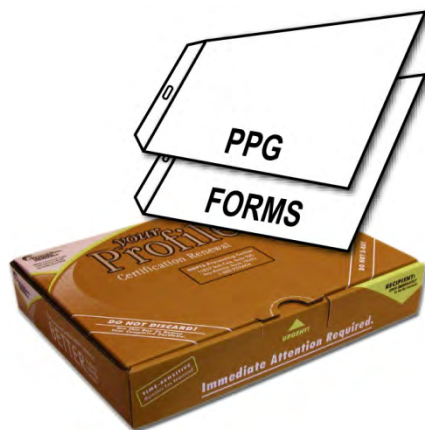
To help you make sure that you submit all critical evidence, we strongly suggest you have another person use the Assembly Checklists to inventory your PPG after you have completed all the steps above. This person should not be very familiar with the materials that you are submitting. If you have included and organized all materials correctly, the person will be able to identify each piece and check it off to verify that it is included.

Be sure to make copies of all the materials in your submission prior to shipping. Photocopy your Written Commentaries, Reflection, and learner work samples, and make a copy of your video recording(s). Keep all materials in a safe, easily accessible place. This is an invaluable step in the event your submission is lost en route to the NBPTS Processing Center or arrives in damaged condition. The copies you retain will also be useful for reviewing in conjunction with your renewal decision letter. Your original materials will not be returned to you.

Step Four: Packing and Shipping

When you have assembled your completed components, affixed labels, reviewed content, and organized all components with someone to help you cross-check your PPG against the Assembly Checklists, your PPG is ready to pack and ship to the NBPTS Processing Center:

1. Seal both envelopes.
2. Place the envelopes into the PPG submission box in the order shown below and close the box securely.



It is recommended that you use the PPG submission box you received from NBPTS to return your materials to NBPTS. If the box is damaged, a box similar in size may be used or the damaged box may be shipped inside an outer box. The shipping box should be sealed with tape.

3. Confirm that you have affixed one of your NBPTS ID bar code labels to the box in the space that says "Place Your Candidate Bar Code Label Here." Failure to affix this label to the box will slow the check-in of your PPG.
4. Confirm that you have affixed the certificate area label to the box in the space that says "Place Your Certificate Area Label Here." Failure to affix this label to the box will slow the check-in of your PPG.
5. Ship your PPG submission box **on or before** the established deadline for PPG submission. We suggest that you use a method of shipment that allows you to track your submission in the event that it does not arrive when expected. Get and keep a receipt with your copies on the date you deliver the box for shipping.

Ship your PPG materials to
NBPTS Processing Center
11827 Tech Com, Suite 200
San Antonio, TX 78233

Produced for



NBPTS[®]

National Board for
Professional Teaching Standards

by

PEARSON

A yellow swoosh graphic that starts under the 'P' and ends under the 'N', curving upwards at both ends.

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