

Maintenance of Certification

**Components
1 & 2:
All Certificate Areas**



NATIONAL BOARD

for Professional Teaching Standards®

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MOC-03

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What Is Maintenance of Certification?

Welcome to [Maintenance of Certification](#) (MOC) for the National Board for Professional Teaching Standards. MOC is your pathway for keeping your current National Board Certification® active. Wherever you are in your career—whether you are a teacher, a mentor, a counselor, a consultant, an administrator, etc.—MOC allows you to provide evidence of how you continue to meet the high standards of accomplished practice that Board certification represents.

Designed to support ongoing professional learning and signal demonstration of performance over time, MOC requires you, as a National Board Certified Teacher® (NBCT®), to document your professional accomplishments every five years in order to keep your Board certification current and valid. This five-year timeline is aligned with the five-year renewal period found in a majority of state licensure systems. MOC is intended to make ongoing certification engaging and professionally meaningful for NBCTs. In addition, MOC communicates to both the public and policymakers that the profession is continuing to ensure the knowledge and skills of its own members.

Maintaining certification is different from recertifying, or going through the certification process again. MOC measures how you, as an NBCT, have continued to grow in your professional experiences, with a focus on positively impacting student learning. As with the evidence you submitted for your initial certification, evaluation of your MOC evidence will be based on the Five Core Propositions, the Architecture of Accomplished Teaching, and the National Board Standards for your certificate area; however, MOC has fewer components and will take less preparation time than certification.

MOC consists of a portfolio submission of two components in which you describe, analyze, and reflect on how you have positively impacted student learning through expanding your knowledge, skills, and practice in keeping with developments in your field. This document provides requirements and guidelines for preparing, developing, and submitting your portfolio.

Whether you are teaching in your original certificate area, or the content area, specialty, path, or developmental level you teach has changed, or you have moved into a different role (e.g., administrator, education faculty member, instructional coach) since you certified, you can maintain your National Board Certification in your original certificate area by meeting the requirements laid out in this document. There are no limitations on the number of times you can extend your certificate.

Maintenance of Certification Eligibility Requirements:

- Your National Board certificate is still valid.
- Your state's teaching license is current and unencumbered (e.g., not suspended or revoked).
- You are about to enter the final two years of your current certification when you will have two windows of opportunity to apply for MOC:
 - First opportunity: between September two years before your certificate expires and February one year before your certificate expires.
 - Second and last opportunity: between September one year before your certificate expires and February of the year in which your certificate expires.

Refer to the Maintenance of Certification Calendar in the [Guide to Maintenance of Certification](#) on the National Board website for more information.

Prepare

Maintenance of Certification Requirements

MOC requires that you complete and submit for evaluation a portfolio consisting of two components. These components draw upon two relevant Professional Growth Experiences (PGEs) that you choose. Your PGEs are activities that are related to your original certificate area in which you engaged and that resulted in direct and/or indirect positive impact on student learning. Each component includes a Written Commentary in which you describe, analyze, and reflect on how your PGEs and your practice continue to align with the Five Core Propositions, the Architecture of Accomplished Teaching, and the **current** National Board Standards for your certificate area.

Your PGEs may have begun before certification or at a later point and have evolved to become an important focus of your professional growth during this current MOC period (since certification, since Renewal, or since last completing MOC—whichever is most recent and relevant to your situation). They illustrate your accomplished practice through a series of important steps that you took, milestones that you reached, and/or goals that you achieved as part of your professional growth. Together, your two PGEs must demonstrate that you

- identify and address relevant needs of students, communities supporting students (e.g., the professional community, families), and/or yourself;
- acquire and/or deepen certificate-specific content knowledge and/or pedagogical practice and/or knowledge;
- effectively integrate appropriate technology to directly and/or indirectly impact student learning;
- involve others in PGEs;
- practice National Board Standards–based, relevant, and meaningful instruction;
- ensure fairness and equity of access and promote appreciation of diversity in your instructional practice;
- have a meaningful, positive, direct and/or indirect impact on student learning;
- have ongoing and varied professional experiences; and
- use reflection to analyze the connections and patterns in your continuing professional growth.

Component 1 Requirements

- Identify two Professional Growth Experiences (PGEs).
- Develop a Written Commentary (no more than 8 pages) in response to prompts.
- Collect evidence (no more than 4 pages) that supports your PGEs and Written Commentary and that demonstrates positive impact on student learning.

Component 2 Requirements

- Choose one of your PGEs identified in Component 1 to showcase its application with a group of rostered students who are within the developmental level and content area of your original certificate area.
- Design a lesson related to your chosen PGE in the same content area and developmental level as your original certificate area.
- Prepare a video recording (no more than 10 minutes) of you teaching the lesson to a group of students in a Pre-K–12 setting (in your or a colleague’s classroom, in the school library or gymnasium, in a virtual class, etc.).
- Develop a Written Commentary (no more than 5 pages) in response to prompts.

Planning for Maintenance of Certification

Refer to the 5-Year Maintenance of Certification Planner below, which provides guidance on how you might approach thinking about and preparing for MOC. The steps and timeline are not intended to be prescriptive; you may customize your own plan. However you choose to proceed, it is important to be aware of and meet important deadlines to prevent your National Board Certification from expiring (see the [Guide to Maintenance of Certification](#) for more information).

Maintenance of Certification 5-Year Planner

Year 1

Start thinking about at least two Professional Growth Experiences (PGEs). These are your ongoing and varied professional activities in which you engage and that contribute to your positive impact on student learning. Together, these activities demonstrate the required elements of the two MOC Components as outlined in the MOC Instructions. See "[Requirements and Considerations for Selecting PGEs for Component 1](#)" section in these instructions.

Year 2

Track and collect evidence that supports your PGEs. Make adjustments or identify new PGEs if necessary. Keep in mind that one PGE must lend itself to creating a video-recorded lesson. See "[Requirements and Considerations for Selecting a Lesson and Group of Students for Component 2](#)" section in these instructions.

Year 3

Continue collecting evidence and documenting your PGEs. Continue thinking about which of your two PGEs you could demonstrate through a video-recorded lesson with students in your original content area and developmental level.

- The video must be recorded in a Pre-K–12 setting.
- You must get permission for students and from adults who will be in the video.
- You may record the video as early as September 1st of the third year since your most recent certification or MOC or 8th year since most recent Renewal.

Year 4

If you feel ready or want to make sure you have another chance to complete MOC in Year 5, Year 4 is your first chance to apply for MOC and pay the required fees (no later than February).

- Develop your two MOC portfolio components and finalize your video.
- Submit your portfolio for evaluation by the deadline.
- Receive your MOC decision in fall.

Year 5

If you submitted your MOC portfolio in Year 4 but received a "not maintaining certification" decision:

- Redevelop your two portfolio components based on recommendations for focus from the assessors.
- Apply for MOC and pay the required fees (no later than February).
- Submit your portfolio for evaluation by the May deadline.
- Receive your MOC decision in fall.

Or if you did not apply in the prior year, this is your last chance to:

- Apply for MOC and pay the required fees (no later than February).
- Develop your two MOC portfolio components and finalize your video.
- Submit your portfolio for evaluation by the deadline.
- Receive your MOC decision in fall.

Requirements and Considerations for Selecting PGEs for Component 1

A PGE is an activity in which you learn something new that has influence within or beyond the classroom and has a direct and/or indirect positive impact on student learning. There are any number of PGEs that will allow you to demonstrate your accomplished practice.

Some PGEs may involve you having a direct impact on student learning. For example, you apply knowledge or practices based on a PGE or use resources you have developed as you interact directly with students during instruction, counseling, etc. Other PGEs may involve indirect impact on students. These include situations in which your impact on students is through the actions of others you have worked with, such as colleagues or students' family members. You may have provided training, mentoring, or resources related to a PGE. Whether direct or indirect, or both, you need to provide evidence of your positive impact on student learning.

Think of the ongoing and varied professional activities that you have undertaken since certification, Renewal, or last completing MOC, that have evolved to become an important focus of your professional growth during this current MOC period, and that have had a direct and/or indirect positive impact on student learning. For example, did you:

- obtain a grant for and implement a special project in your school?
- organize family or community activities related to supporting students or providing equitable access to education?
- provide mentoring, coaching, or other training to new teachers on an ongoing basis?
- play a significant role in special projects at the school, district, or higher level that had a positive impact on students?
- perform a needs analysis for instructional resources and develop a plan based on the results?
- conduct research that led to changes in your or others' instructional practice?
- collaborate with colleagues, community members, and/or families to meet the needs of students?
- create a website that is actively used by students and families to facilitate regular communication between school and home?

These are just a few examples of PGEs among a broad and varied range of NBCTs' ongoing activities and accomplishments.

In choosing the PGEs to feature in Component 1, it is very important that you consider those experiences that have had a meaningful and positive impact on student learning and that demonstrate how you have continued to grow as a professional in a variety of domains. Select those PGEs that allow you to showcase not only your accomplishments, but also what you *did*—what steps you took, what milestones you reached, what goals you achieved—to attain that level of accomplishment.

- Carefully reflect on the range of your professional growth experiences since certification, Renewal, or last completing MOC.
- Consider the experiences that have evolved to become a focus of professional growth for you during this current MOC period.
- Carefully review and reflect on what you have done to expand your knowledge, skills, and practice that has had a direct or indirect positive impact on student learning.
- Select the two PGEs that together will most effectively present sufficient evidence of your ongoing and varied professional growth and positive impact on student learning.
- Your PGEs may be related to one another, but there is no requirement that they be interconnected.
- Keep in mind that one of your PGEs should lend itself to the design of a lesson in your original certificate area and a video recording of no more than 10 minutes of you

teaching this lesson to a group of students at the developmental level of your original certificate area.

Use the table below to help you **select two PGEs that together will allow you to demonstrate your accomplished practice**. This table is for your own use and you should not submit it with your portfolio. **Note:** Each question should be answered positively for one or both PGEs.

Does the PGE demonstrate that you...	PGE 1	PGE 2
have reached relevant milestones in your practice and/or taken action or key steps toward achieving professional goals during this current MOC period?		
identified relevant needs of students, communities, self, etc.?		
acquired/deepened certificate-specific content/pedagogical knowledge?		
integrated technology in a way that positively impacted student learning?		
involved the wider community of colleagues, parents, or community at large?		
practiced Standards-based, relevant, and meaningful instruction?		
ensured fairness and equity of access and promoted diversity in your practice?		
have a direct and/or indirect positive impact on student learning?		
have ongoing and varied professional experiences?		
are able to design and video record yourself teaching a lesson in your original certificate area?		

Requirements and Considerations for Selecting a Lesson and Group of Students for Component 2

One of the requirements for maintaining certification is that you submit evidence that you have a direct, positive impact on students in your certificate area. One of the most effective ways to assess this impact is through video evidence of you interacting directly with students. Therefore, as part of Component 2, you must submit a video recording of no more than 10 minutes of you teaching a lesson to students in your original certificate area.

Begin planning early to complete the requirements for Component 2 at a level that demonstrates continued accomplished practice. You can start video recording a lesson for submission as early as September 1st of

- the **third year** since your initial certification or since your most recent MOC *if you initially certified in 2017 or later.*

OR

- the **third year** since your most recent MOC.

OR

- the **eighth year** since your initial certification or since your most recent Renewal *if you initially certified in 2016 or before.*

The content area of the lesson you design and the developmental level of the students with whom you work in the video recording must match those of your original certificate area, but the specialty or path, if applicable for your certificate area, does not have to be the same as your original specialty or path.

Certificate areas with specialties or paths are Career and Technical Education, English as a New Language, Exceptional Needs Specialist, Music, AYA Science, and World Languages.

At least 51% of the students in the class or group of students you use in Component 2 must be within the stated age range for your certificate area. The lesson must feature content within the scope of your original certificate area and take place in a Pre-K–12 setting. The students must be from a rostered class (in-person or virtual), although you do not need to be the teacher of record. The class must take place during the regular school day and year, **not** after-school classes or classes offered outside the regular school year such as extracurricular classes or activities, clubs, tutoring, or summer school unless summer school is part of the regular school year in your school or district. (However, note the following exceptions: Music candidates are allowed to use after-school classes; School Counseling and Library Media candidates may use after-school and non-rostered classes, or a group of students drawn from the same class or multiple classes.) **Note:** Be sure that you meet the Component 2 requirements for video time frame, lesson content, age range, and rostered class; otherwise your submission **will not** be evaluated, and you will receive an “NS” (not scorable) designation.

Regarding class size, keep in mind that your ultimate goal is to provide strong evidence of how you positively impacted student learning and continue to meet the high standards of accomplished practice that Board certification represents. You are allowed choice in determining the number of rostered students needed to accomplish this objective. Class size may vary depending on the area of certification. For some certificate areas, a full class size will make sense and likely be more readily available. For other certificate areas, however, the number of rostered students available might be limited. For example, school counselors may pull a small number of students from different classes for the specific lesson that they prepared, and this number can be even smaller for certain exceptional needs areas.

Whether you currently teach in your original certificate area, you now teach at a different developmental level and/or in a different content area than that of your original certification, or

you currently practice in a position outside of the classroom (e.g., administrator, mentor, consultant, itinerant teacher), you should select the class or group of students that will best allow you to demonstrate your positive impact on student learning. The focus is on your practice and your ability to facilitate student learning, not on the level of student achievement. Whichever position you currently occupy, for Component 2, you must feature a class or group of students at the same developmental level and a lesson in the same content area as that of your original certification, although the lesson may be from a different specialty or path within your original certificate area. There are a number of ways in which this can be done other than teaching your own class. For example, you could team teach or partner on a special project that meets the needs of the student population, while allowing you to showcase an area of your professional growth. You could also integrate content from your original certificate area in a meaningful and relevant way into a lesson that you are currently teaching, as long as the students are at the same developmental level as your certificate area. Another way would be to guest teach in a colleague's classroom that meets the developmental level and content area requirements.

Finally, remember that 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, including the needs of those students, before effective instruction can be designed and delivered. It is critical, therefore, that you establish a relationship with the students who will be featured in your video recording. If you do not know the students (for example if you are guest teaching in a colleague's classroom), you should plan to meet with the students and your colleague a number of times to ensure that you understand and can define these students' specific needs. This approach will allow you 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. You should plan your video recording well ahead of time because you will also need to obtain permission for students and from adults who will be shown in your video.

Planning for Reflecting on Your Practice and Collecting Evidence Related to Your Two Selected PGEs

Reflecting on your practice is a necessary part of your mission as an NBCT. Accordingly, reflection is an important undertaking in completing your MOC portfolio. Your reflection will be part of the Written Commentary that you compose for each of the two MOC components. In Component 1, the prompts are focused on the two PGEs that you selected and will help you organize your reflection on your practice. In Component 2, the prompts and reflection are more specifically related to the lesson and video recording that you must prepare for this component. The prompts for each component are listed in the "[Develop](#)" section of these instructions. There are also templates provided for each Written Commentary that have the prompts listed for your convenience.

For Component 1, you must also present samples of products as evidence to support your two PGEs and your Written Commentary. Evidence presented in support of each PGE must be clearly and strongly tied to the PGE and to your Written Commentary analysis and reflection. You can submit evidence gathered during this current MOC period (since initial certification, since Renewal, or since MOC—whichever is most recent and applies to your situation). In collecting evidence for Component 1, you should consider carefully what samples will, together with your Written Commentary, best help you document your PGEs.

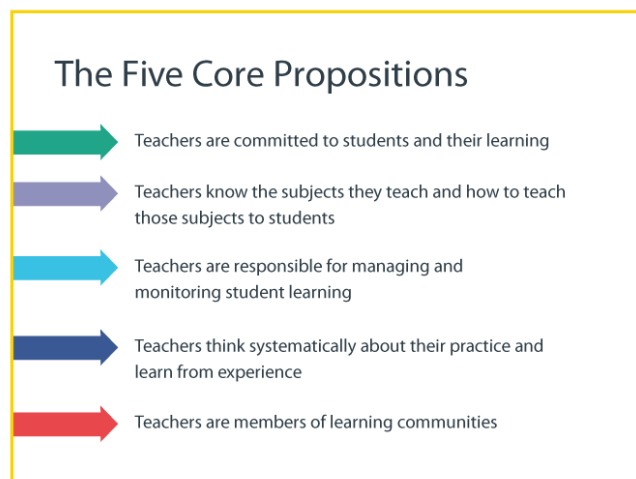
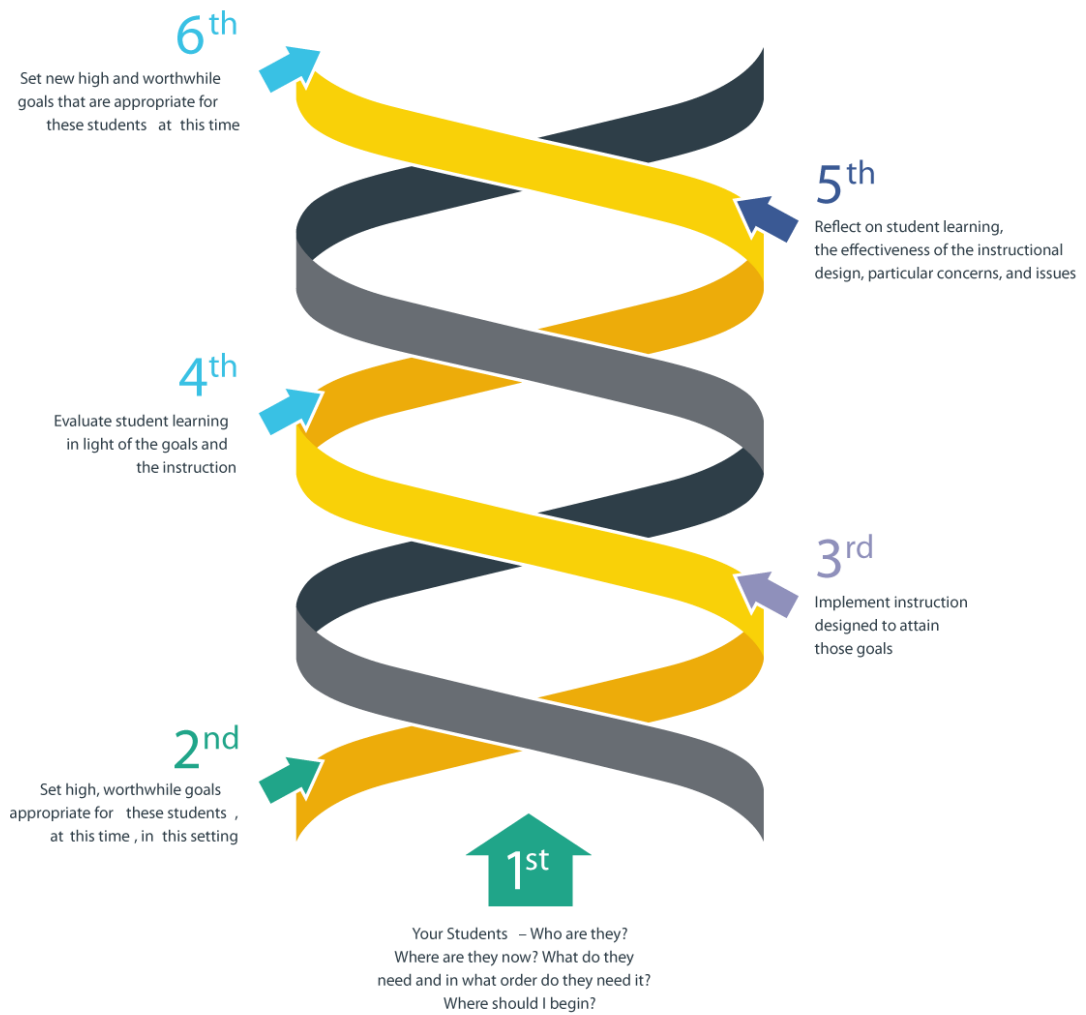
Your samples of products should exemplify the direct and/or indirect positive impact you made on student learning. You may select direct evidence such as student work or indirect evidence stemming from collaborative work with school staff, families, or the community. However, you must always ensure that you explain how this evidence is connected to one of your PGEs and demonstrates positive impact on student learning. Consequently, evidence such as certificates or transcripts showing your participation in professional development or coursework, while connected to a PGE, will not make clear your positive impact on students. Appropriate types of evidence may include, but are not limited to the following:

- student work products (e.g., examples of students' writing, artwork, self-reflections on their learning, three-dimensional work products)
- photographs of non-text student work (e.g., artwork, engineering design product) or of students engaged in learning activities
- student test scores or other measures of students' performance
- testimonials from teachers or other staff regarding outcomes related to implementation of training/mentoring you have provided
- emails from students' families
- quantitative or qualitative data related to student engagement or attitudes toward learning
- attendance and/or graduation rates
- outcomes for particular student populations
- data related to use of resources (e.g., library, technology) in support of student learning
- an excerpt of a website, a blog, or an article or paper that you wrote or created
- a summary of the outcomes of a project you worked on or implemented

As you prepare for MOC, review the connection among the current National Board Standards for your certificate area, the Five Core Propositions (the basis of the Standards), and the Architecture of Accomplished Teaching. These fundamental elements of the National Board foundational philosophy provide a framework that informs your analysis and reflection about your practice and helps you collect the most relevant and compelling evidence of your accomplished educator practice.

Note: The National Board Standards for some certificate areas may have been updated since your initial certification. Visit the [National Board website](#) to obtain the latest version.

The Architecture of Accomplished Teaching: What is underneath the surface?



Following Policies and Guidelines

As an MOC candidate, you must read and understand the National Board policies and deadlines as presented in the [Guide to Maintenance of Certification](#) (available on the National Board website). The National Board 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 the National Board to provide efficient and high-quality services. The following sections address ethics and collaboration; naming persons, institutions, and places; permission; and language accommodations policies.

Ethics and Collaboration

Collaboration with colleagues is a valued part of MOC: engage them in professional discussions about the National Board Standards; have them help you video record, watch, and analyze the video recording; and have them read and comment on your analysis and reflection. However, all the work you submit as part of your response to each component must be yours and yours alone. The written analyses and other evidence you submit must 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 MOC. However, if you work in a team teaching setting, you should review your responses carefully to ensure that they are unique to your teaching context and all feature teaching that you did and student work that you oversaw. You and your colleagues may consider submitting work from different units of instruction to avoid presenting identical materials.

It is mandatory that you submit a unique video recording, evidence, and written commentaries regardless of your teaching situation.

If you submit any materials and/or evidence that are in whole or in part substantially identical to those of another candidate, both of you could be disqualified from MOC, and the organization or entity funding your evaluation fee, if any, will be notified of this disqualification and the reason for it.

For additional important information regarding adherence to ethical behavior that is expected of NBCTs and candidates, refer to the National Board's [Policy Guidelines for Ethical Candidate Support](#) on the National Board website.

The National Board does not tolerate cheating or confidentiality breaches of any type. Help protect the integrity of National Board Certification and MOC. Immediately report breaches of security, misconduct, and/or unethical practice by calling the National Board at 1-800-22TEACH (83224).

Naming Persons, Institutions, and Places

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

Exceptions are the National Board Student Release Forms and the National Board Adult Release Forms, which must contain full signatures but *which you do not submit*. The Video Recording Date Attestation Form must show your National Board Candidate ID number (do not use your name) and the full name of your administrator or other witness, such as a teacher of record, other than yourself. A handwritten signature or an email or electronic signature on the Video Recording Date Attestation Form will be accepted.

Your goal in referring to people or places is to convey to an assessor sufficient evidence about your teaching practice. Use the following guidelines to refer to people, institutions, and places in your materials and video:

- **Students:** Use first names only. If you choose to feature two students 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, volunteers, 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 "Maya, one of our math teachers, . . ." or "Steven, one of our volunteers, . . ."
- **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 all materials, 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. On evidence such as score reports, cover your last name and state. Do not include your name in the filenames you provide for evidence you submit. When preparing to record your video, caution the students to avoid addressing you by your full last name.

Permission

You are required to seek and receive permission to use images and some of the materials you include in your MOC components. You collect permission in the form of National Board releases for students and adults whose images, work, and/or communications, such as notes and emails, appear in your materials; students and adults whose images are included in any photos or are seen and/or heard in the video; and all parents or guardians of such students.

Ensure that parents/guardians understand that the video recording is not about the students but is intended for professional discussions about the best ways to teach, and that the students are never identified by their full names. If, for some reason, a student's parent(s)/guardian(s) refuse to grant permission, you will have to ensure that the student is seated out of the camera's range and not heard. Editing the video by blurring or blocking faces of those for whom you do not have a release form is not allowed.

You must attest to the National Board that you have obtained releases for individuals whose images, work, or communications appear in your materials. It is your responsibility to keep these release forms on file in the event a question arises regarding these permissions. In addition, National Board may request a copy of these forms as documentation for your components. Do not submit the forms to National Board unless requested.

You may accept release forms via email and/or with electronic signature in the event hand-signed physical copies cannot be collected. If needed, you may create your own forms, but you must use the same language used on the National Board's release forms, located on the [National Board website](#).

Language Accommodations Policies

We recognize that languages other than English are frequently used in the classroom; therefore, the accommodations described are allowed for the following circumstances.

Materials and Video Evidence with Brief Expressions or Phrases in a Language other than English

Materials and video evidence may include brief expressions or phrases in a language other than English. The inclusion of such expressions or phrases must be limited because assessors do not have fluency in languages other than English. If expressions or phrases in a language other than English that are important for an assessor to understand are included, you must include brief explanations of these expressions or phrases in the Written Commentary for each component.

Materials and Video Evidence in a Language other than English

If you are submitting samples of products or video evidence in a language other than English, you must provide a written English translation for the materials or video evidence. The translation must include any necessary student identifiers (but **do not** include students' last names).

If you do not include a translation or explanation, language other than English will not be considered in the scoring of your submission (except brief non-English terms or phrases commonly used by English speakers). The result will be more limited evidence for assessors to evaluate and could have a negative impact on your MOC decision. Your submission will be scored based on the portions in English and the translations/explanations you provide.

Note: Your Written Commentaries must be written entirely in English; otherwise your submission **will not** be evaluated, and you will receive an "NS" (not scorable) designation.

EXCEPTIONS:

English Language Arts. Candidates seeking MOC in this area must submit student work samples and video evidence in English.

World Languages. For submissions in World Languages, translations are only required for documentation that is written in a language other than English or the target language. Your Written Commentary must be in English.

Alternative Communication Modes

The National Board 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.

In general, 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 typed transcription 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 transcription 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 assessor in understanding the video recording. You must notify the National Board at the time of submission that your submission requires interpreter services or your submission will not be evaluated. Notification should be submitted using the [National Board web form](#), located on the [Contact Us](#) page of the National Board website.

- If you submit instructional artifacts (e.g., assignments, handouts) or student work samples in Braille, you must provide translations of the materials.

If you do not include a transcription or translation or you fail to notify the National Board that your submission requires interpreter services, the material in alternative communication modes will not be considered in the scoring of your submission. Your submission will be scored based on the portions in English and the translations/transcriptions you do provide.

Note: Your Written Commentaries must be written entirely in English; otherwise your submission **will not** be evaluated, and you will receive an “NS” (not scorable) designation.

For Component 1, translations/transcriptions should be submitted at the end of the file with your evidence. For Component 2, translations/transcriptions should be submitted at the end of the file with your Written Commentary (in the template provided for the Written Commentary). Note that the pages of your translations/transcriptions do **not** count toward your page totals.

Resources

- [MOC resources](#)
- **Customer Support:** Call 1-800-22TEACH, Monday through Friday, 8:00 a.m. to 6:00 p.m. CT.
- Submit your question using the [National Board web form](#) located on the [Contact Us](#) page on the National Board website.

Rubric: How Your MOC Submission Is Evaluated

For Maintenance of Certification, rigorously trained NBCT assessors holistically read and evaluate the two components submitted within your MOC portfolio. Initial evaluation of MOC portfolios may be conducted by either one or two assessors working independently; a second assessor does not know the decision provided by a first assessor. Based on the entire body of evidence that you submit, an assessor makes a single decision—either that you demonstrated you are maintaining certification or that you did not demonstrate that you are maintaining certification. In the fall you will receive your decision—rather than a score—that you are either maintaining or *not* maintaining certification .

All decisions of *not* maintaining certification are reviewed by a scoring leader to ensure fairness and accuracy. Scoring leaders have the authority to overturn decisions of *not* maintaining certification if appropriate and necessary. If you receive a decision that you are *not* maintaining certification, you will also receive feedback indicating one or more aspects of your submission that need strengthening (e.g., “In identification of relevant needs, you need to strengthen the level of evidence you have provided.”)

Assessors evaluate your MOC submission according to the criteria listed in the following rubric. Overall, your MOC submission must demonstrate that your professional growth continues to align with the Five Core Propositions, the **current** National Board Standards for your area of certification, and the Architecture of Accomplished Teaching.

Evaluation Rubric for MOC Submission

The MOC submission provides sufficient evidence that the candidate

- identifies and addresses relevant needs of students, communities supporting students, and/or the candidate;
- acquires and/or deepens certificate-specific content knowledge and/or pedagogical practice and/or knowledge;
- effectively integrates appropriate technology to directly and/or indirectly impact student learning;
- involves others in Professional Growth Experiences;
- practices National Board Standards–based, relevant, and meaningful instruction in the candidate’s certificate area;
- ensures fairness and equity of access and promotes appreciation of diversity in the candidate’s instructional practice;
- has a meaningful, positive, direct and/or indirect impact on student learning;
- has ongoing and varied professional experiences; and
- uses reflection to analyze the connections and patterns in his or her continuing professional growth.

Together, the two components present sufficient evidence of professional growth and positive impact on student learning since certification, Renewal, or last successful MOC completion. Although there may be unevenness in the level of evidence presented, overall, there is sufficient evidence of professional growth and its positive impact on student learning that continues to align with the Five Core Propositions, the **current** National Board Standards for the candidate’s area of certification, and the Architecture of Accomplished Teaching.

Each criterion of the rubric is considered when it is applied to the entire body of evidence you submit. Use these criteria for guidance when developing and choosing materials to submit to provide a comprehensive picture of your professional growth during this current MOC period. Be sure to follow all formatting specifications provided in the “[Develop](#)” section of these instructions. Materials that do not meet specifications will not be considered by the assessors, and the result will be more limited evidence for assessors to evaluate and could have a negative impact on your MOC decision.

Situations That May Result in an “NS” (Not Scorable)

In order for your MOC portfolio submission to be evaluated and for you to receive an MOC decision, your submission must meet the requirements. If requirements are **not met**, your report may display an “**NS**” (not scorable) designation. Following are some of the situations that may result in an NS designation.

- You did not submit your MOC portfolio for scoring.
- You did not submit a major piece of evidence such as one of the components, the video recording, a written commentary, and/or the samples of product, or you have uploaded the wrong materials for either component.
- Your samples of products were not collected within the allowable time frame specified.
- Your video recording did not follow the “Requirements and Considerations for Selecting a Lesson and Group of Students for Component 2”. One or more of the following may apply:
 - your video recording did not fall within the allowable time frame specified.
 - your portfolio Component 2 submission featured content that did not fall within the scope of your original certificate area.
 - your portfolio Component 2 submission revealed that the age range requirement was not met; that is, the class or groups featured did not include at least 51% of students within the defined age parameters of your original certificate area.

- your portfolio Component 2 submission did not meet the rostered class requirement that applies to your original certificate area.
- Your video recording was not viewable.
- You were not seen and heard interacting with your students in at least one segment of the video for Component 2.
- Your students were not seen and heard in the video for Component 2.
- Your written commentary is not written in English.
- You were suspected of plagiarism or cheating.

Reliability, Accuracy, and Fairness

The National Board has conducted analyses each year to determine the level of assessor reliability (i.e., the level of agreement between independent assessors). The results of these reliability analyses have consistently indicated that National Board assessors are making reliable, accurate, and fair evaluations of candidates' responses. The National Board remains dedicated to consistently evaluating its assessments and the assessment process, with a goal of continuous improvement; is committed to making sure that its assessments have validity evidence, are meaningful, and that the scoring of candidates' responses is reliable, accurate, and fair; and is confident that its scoring practices will continue to yield scores that are reliable, accurate, and fair for their intended use.

Develop

All templates, cover sheets, and forms referred to in this section are available for you to download from the [National Board website](#).

Component 1

For Component 1, you develop a Written Commentary in response to the prompts below in which you describe, analyze, and reflect on how your two PGEs and your practice continue to align with the Five Core Propositions, the **current** National Board Standards for your area of certification, and the Architecture of Accomplished Teaching. Taken together, your PGEs should allow you to compose a Written Commentary that covers all the prompts below, while highlighting how you positively impacted student learning through important steps that you took, milestones that you reached, and/or goals that you accomplished as part of your professional growth.

Tip: For help with composing your Written Commentary, see [Appendix A: Writing about Your Practice](#).

You must also provide evidence in the form of samples of products that you gathered since your initial certification or most recent MOC or Renewal, and that are strongly tied to one or both of your PGEs and to your Written Commentary analysis and reflection. You must refer to each sample of product in your Written Commentary and explain how it relates to one or both of your PGEs and how it demonstrates the direct and/or indirect positive impact you had on student learning. If you include samples of products without referring to them and explaining their relevance in your Written Commentary, or you include samples of products that you collected prior to the current MOC period, this evidence will not be considered by assessors in the evaluation of your MOC.

Component 1 Written Commentary (no more than 8 pages)

Use the preformatted template provided to complete your Written Commentary. This will ensure that you meet the formatting requirements, such as font (11-point Arial), line spacing (double-spaced), and margins (1 inch). Do not modify the settings in the template. You must stay within the page count allowed for your Written Commentary. Your Written Commentary about both your PGEs may not go over 8 pages total; pages beyond the maximum will not be read or evaluated. If you compose your Written Commentary in another file and copy it into the provided template, be sure to check that it still meets the formatting requirements. See the "[Component 1 Specifications: Written Materials and Evidence](#)" section for detailed guidelines for formatting your Written Commentary.

You do not need to complete your Written Commentary in one session. Save the template document in a secure place where you can retrieve it when you are ready to continue your work or submit the completed Written Commentary as part of your portfolio.

If you use an acronym or an abbreviation in your Written Commentary, spell out the first occurrence. However, note that the use of acronyms and abbreviations is limited to those that are broadly known and commonly used, or are field-specific and generally known within the field. Excessive use of acronyms and abbreviations may impede assessors' understanding of your Written Commentary and could have a negative impact on your MOC decision.

Your Written Commentary will be scored based on its content; however, you should proofread your writing for spelling, mechanics, and usage.

Prompts

In your Written Commentary, address the following prompts about your selected PGEs. These prompts are designed to guide you in providing relevant information about your PGEs and the evidence you submit to meet the requirements of this component. Organize your Written Commentary so that each PGE is clearly identified. For example, give each PGE a short distinct title that you refer to in your commentary. Address the prompts for your first PGE and then address them for your second PGE. Do not bounce back and forth from one PGE to the other as this may impede assessors' understanding of your Written Commentary and could have a negative impact on your MOC decision. Be sure to address prompts 1 through 5 for each of your PGEs. Prompts 6 through 9 must be addressed somewhere in your Written Commentary for one or both of your PGEs. You do not need to repeat the text of the prompts within your Written Commentary.

Respond to the following prompts for **each** of your PGEs.

1. Provide a context of the professional situation that indicates what relevant need(s) of students, the professional community, parents/guardians, and/or yourself you are addressing with your PGE.
2. Identify your PGE (e.g., provide a title), describe your PGE, and explain how your PGE demonstrates a response to the identified need(s).
3. In the context of your PGE, explain how you have acquired and deepened your certificate area-specific content knowledge and/or your pedagogical knowledge and skills to remain current, including use of research and/or use of other professional activities.
4. Analyze ways in which your PGE and related activities positively impacted student learning whether directly or indirectly.
5. Reflect on the PGE presented, including the steps, milestones, or goals you accomplished through this PGE, and changes, additions, and/or next steps that would enhance your professional growth in the future.

Respond to the following prompts for **one or both** of your PGEs.

6. Describe how you have effectively integrated technology in your practice.
7. Explain how you have ensured fairness and equity of access, and promoted appreciation of diversity among the students and the learning community.
8. Explain how your interaction with colleagues, other professional groups, parents, and/or community members has enhanced your professional growth.
9. In the broader context of your PGEs and your practice, analyze patterns or themes that have emerged that define you as an educator, as you reflect on your professional growth since certification.

Component 1 Evidence—Samples of Products (no more than 4 pages)

Create a separate file to submit your evidence in the form of samples of products. You may submit no more than 2 pages of evidence per PGE, and no more than 4 pages total; pages beyond the maximum **will not** be read or evaluated. Sequentially number or add short names to the samples of products in the file. Use these numbers and/or names to clarify your references to particular samples in your Written Commentary and to refer to any translations or transcriptions that may be required. Be sure to provide only evidence that you gathered during your current MOC period; otherwise your submission **will not** be evaluated, and you will receive an "NS" (not scorable) designation.

Allowable Time Frame for Component 1 Evidence Collection

Samples of products to submit as evidence for your PGEs must be collected within the **current MOC period**. The current MOC period is defined as follows.

- If this is your first time completing MOC since your initial certification, then the period since you certified is your current MOC period.
- If you have previously completed MOC, then the period since your last MOC completion is your current MOC period.
- If you have previously completed Renewal, then the period since your last Renewal completion is your current MOC period.

You will need to complete and attach the Component 1 Evidence—Samples of Products Cover Sheet to the beginning of the file. If any of the samples of products require a translation or transcription, attach those pages to the end of the file. The cover sheet and pages of translations/transcriptions do not count toward your page limit. See the "[Component 1 Specifications: Written Materials and Evidence](#)" section for detailed guidelines for formatting your samples of products. Failure to follow these specifications could lead to assessors being unable to evaluate some of your evidence. The result will be more limited evidence for assessors to evaluate and could have a negative impact on your MOC decision.

Component 1 Specifications: Written Materials and Evidence

All written materials and evidence are subject to the specifications stated in the table below.

Component 1: Specifications for Written Materials and Evidence
<p>Formatting</p> <p>General</p> <ul style="list-style-type: none"> ■ One side of an 8.5" × 11" page with 1" margins on all sides counts as 1 page toward your page count totals for both Written Commentary and evidence. ■ Materials will be submitted electronically as a PDF file. ■ Place your Candidate ID number on the provided cover sheet for each file. Do not include your name. You do not need to include your ID number on every page. <p>Written Commentary</p> <ul style="list-style-type: none"> ■ Use the preformatted template provided; do not alter formatting in the template. If you copy text from another file into the template, be sure that it still meets the specified formatting requirements. ■ Use 11-point Arial font. You may use bold or <i>italic</i> to emphasize headings, words, and phrases in the body of your text. Do not use condensed or compressed fonts. ■ Use double-spaced text in the Written Commentary. ■ The Written Commentary is limited to no more than 8 pages. If content does not follow formatting requirements, assessors will not read anything beyond the equivalent to the specified maximum length. ■ When referencing samples of products, identify them by number or name as they appear in the evidence file. ■ Any quoted material from a source document within the Written Commentary should be placed in quotation marks, with source information in parentheses within the text. Footnotes, while permitted, are not required. ■ If you use an acronym or an abbreviation in your Written Commentary, spell out the first occurrence. Limit use of acronyms and abbreviations to those that are broadly known and commonly used, or are field-specific and generally known within the field.

(Continued)

Component 1: Specifications for Written Materials and Evidence (continued)

Formatting (continued)

Evidence (Samples of Products)

- Submit only evidence gathered during the allowable time frame. Evidence collected outside the allowable time frame will **not** be evaluated, and you may receive an “NS” (not scorable) designation.
- You may submit **no more than 2 pages of evidence per PGE**, and **no more than 4 pages total**. If content does not follow formatting requirements, assessors will not read anything beyond the equivalent to the specified maximum length.
- Sequentially number the samples of products in the file and reference these numbers in your Written Commentary.
- Make sure all evidence is legible.
- Reduced-size photos or reduced-size digital images of larger items such as emails, tables, pages of student writing or drawings, or pages of text are not acceptable.
- If submitting small-sized items (including photos and images, but not of text or data), you may format up to six items on one 8.5" × 11" page, which counts as 1 page toward your page total. In determining the number of small-sized items to include on a single page, each of the items must be reproduced at its original size and be large and clear enough for assessors to be able to view relevant details. Do not submit photos/images of reduced-size text or data documents.
- Certificates may be reduced just enough to fit within the 1" margins of an 8.5" × 11" page. Short pages of text or short emails must not be reduced in size but several can be combined as appropriate onto one page (8.5" × 11" with 1" margins on all sides). Do not use a smaller font or narrower margins in an attempt to fit in more information.
- If materials contain web pages, each 8.5" × 11" web page print out or PDF counts as 1 page toward your page total.
- If materials were created using presentation software (e.g., Google Slides, Microsoft PowerPoint) for projection, you may format up to six slides on one 8.5" × 11" page, which counts as 1 page toward your page total. Be sure any text on the slides is large enough to be fully legible without magnification of the 8.5" × 11" page (original font size no smaller than 36 points) and that there is adequate spacing between text to allow assessors to be able to easily read the slides.
- Format the materials in your evidence file so they appear right side up.

Anonymity Guidelines and Permission

- Double-check to be sure you have preserved the anonymity of all students, students' families, yourself, and other people.
- Be sure you have secured permission for any students and adults whose image appears and/or work is included in the evidence you submit.
- See "[Naming Persons, Institutions, and Places](#)" and "[Permission](#)" for more details.

Language

- Write your Written Commentary in English. Your Written Commentary will be scored based on its content; however, you should proofread your writing for spelling, mechanics, and usage.
- See "[Language Accommodations Policies](#)" for information about including materials containing languages other than English or alternative communication modes.
- Translations or transcriptions must be typed using 11-point Arial font, double-spacing, and an 8.5" × 11" page with 1" margins on all sides. Translations or transcriptions should be included with your evidence file. Translations/transcriptions do not count against the page limit.

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Component 1: Specifications for Written Materials and Evidence (continued)**Do Not**

- You are not required to submit the maximum number of pages for your component to be evaluated. However, **do not** submit more than the maximum page count for the Written Commentary or evidence. Pages beyond the maximum will not be read or evaluated. Cover sheets, directions page, prompt page, translations, and transcriptions do not count toward the total page count.
- **Do not** include text boxes, photos, charts, etc., embedded in the Written Commentary. These materials must be submitted separately as evidence and must be counted toward the number of pages allowed for supporting evidence.
- Although several smaller items can be grouped on a single page, **do not** reduce full-sized pages of materials such as instructional materials, data, or student work in order to fit more than one full-sized item onto a single page. Full-sized is defined as 8.5" × 11" with 1" margins on all sides.

Component 2

For Component 2, in addition to composing a Written Commentary, you must provide evidence that you have a direct, positive impact on student learning. This evidence must be a video recording that demonstrates the application of one of your PGEs from Component 1. The video recording (no more than **10 minutes**) must show you teaching a lesson to students in your original certificate area. Note: Be sure that you meet the Component 2 requirements for video time frame, lesson content, age range, and rostered class; otherwise your submission **will not** be evaluated, and you will receive an "NS" (not scorable) designation. Your Component 2 Written Commentary will provide background information, analysis, and reflection specifically on the PGE you chose to feature for this component and the lesson that you designed and taught.

Note: Do not submit instructional materials for this component.

Component 2 Video Recording (no more than 10 minutes)

Submit one **10-minute (maximum)** date-stamped video recording. The only allowable edit is combining up to three segments into one video file before submitting. Within each segment, there can be no other edits. The segments may show activities on different days if the lesson takes place over more than one day.

You and your students must be seen and heard in the video. If your video is divided into more than one segment, then you must be identifiable, seen, and heard interacting with your students in at least one segment of the video. Your submission **will not** be evaluated and you will receive an NS if you are not identifiable, seen, and heard in at least one video segment, and none of your students are seen and heard. For example, if the video shows only icons of students or an asynchronous lesson, your submission **will not** be evaluated.

Note: It is important to show interaction between you and the students as well as among the students. If interactions are not clearly seen in the video, the result will be more limited evidence for assessors to evaluate and could have a negative impact on your MOC decision.

See the "[Video Recording: Editing and Audio Enhancement](#)" and "[Component 2 Specifications: Video Recording](#)" sections for detailed rules and specifications. Failure to follow these rules and specifications could lead to assessors being unable to evaluate some of your evidence and could have a negative impact on your MOC decision.

Allowable Recording Time Frame

The video for Component 2 can be recorded as early as September 1st of

- the **third year** since your initial certification if you initially certified in 2017 or later.

OR

- the **third year** since your most recent MOC.

OR

- the **eighth year** since your initial certification or since your most recent Renewal if you initially certified in 2016 or before.

Refer to the Maintenance of Certification Calendar on the National Board website. If video recording date-stamping is not possible, provide a Video Recording Date Attestation Form (available on the [National Board website](#)) signed by an administrator or other witness.

Video Recording: Equipment

You do not necessarily need expensive or elaborate equipment to produce videos of suitable quality for this component. Inexpensive digital video cameras and the cameras available on many computers, tablets, or phones are able to produce picture quality that may meet your needs. Sound quality may pose your greatest challenge. There are situations in which it may be difficult to hear individuals speaking, such as when they are facing away from the camera microphone or there is a lot of ambient noise. This may necessitate use of an external microphone. 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. The only way you will know what works is to experiment in advance. For information on and tips on producing your video recording, see [Appendix B: Recording Video Elements](#). For technical information about digital video file formats, size, etc., see the resources on the [ePortfolio Submission](#) page on the National Board website.

Video Recording: Editing and Audio Enhancement

In an effort to give every candidate an equal opportunity to demonstrate they are maintaining certification, the National Board has established rules for the editing and enhancement of a video recording.

- You may submit a video recording comprising one, two, or three segments. A segment is defined as a continuous and unedited section of video taken from a longer video recording. For MOC, segments may show activities on different days if a lesson takes place over more than one day. Within each segment, there can be no other edits, as described below. Editing is defined as postproduction processing of the video itself. Examples of editing include breaks in recording or the addition of footage within a segment; the addition of graphics, titles, or special effects; the use of fade-ins and fade-outs; the muting of audio; the addition of audio-recorded material from a device or audio track other than the video recorder; and the “blurring” or “blocking” of an image to conceal a face or nametag.
- Videos of virtual classrooms can be a split screen recording, a platform-provided recording (Google Meet, MS Teams, etc.), or a video made with a camera/phone/tablet that captures the teacher at the computer with students on the screen.

Your submission **will not** be evaluated and you will receive an NS if you are not identifiable, seen, and heard in at least one video segment, and none of your students are seen and heard. For example, if the video shows only icons of students or an asynchronous lesson, your submission **will not** be evaluated.

Note: It is important to show interaction between you and the students as well as among the students. If interactions are not clearly seen in the video, the result will be more limited evidence for assessors to evaluate and could have a negative impact on your MOC decision.

- You may not create video segments with two or more cameras, giving the video recording a “studio” effect.
- 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 rules described above.

Component 2 Specifications: Video Recording

Your video recording is subject to the specifications stated in the table below.

Specifications for Your Video Recording
<p>Format</p> <ul style="list-style-type: none"> ■ The total length of your video may be no more than 10 minutes. Video footage beyond the maximum time will not be viewed or evaluated. ■ The video may contain up to three segments. Consolidate the three segments into a single video file before submitting. ■ Make sure that each segment of your video recording is continuous and unedited. Caution: Stopping and restarting the camera or the sound within a segment is regarded as editing. ■ Play back your video recording to ensure it can be viewed and that the audio quality is good. ■ Ensure that all segments have a date stamp visible on screen. If the date stamp is not visible, an administrator or other witness must sign a Video Recording Date Attestation Form (available on the National Board website) that verifies the date(s) on which the recording was made and that it was not recorded earlier than the allowable recording time frame. ■ Submit your video recording as an mp4 file. ■ There is a 500 MB file size limit for each file that is uploaded. You must compress larger video files before submission. Please follow the instructions for video compression found on the ePortfolio Submission page of the National Board website. ■ For more information, see the ePortfolio Submission page on the National Board website.
<p>Recording</p> <ul style="list-style-type: none"> ■ Use a single camera. ■ Use a camera angle that includes as many faces of the students as possible. The video recording should show as many of the students as possible, but it is acceptable to spotlight a particular student while they are, for instance, talking, demonstrating a sports skill, or playing an instrument. ■ You must be identifiable, seen and heard interacting with your students in at least one video segment otherwise your submission will not be evaluated, and you will receive an “NS” (not scorable) designation. ■ Your students must be seen and heard in the video otherwise your submission will not be evaluated, and you will receive an “NS” (not scorable) designation. ■ Make sure that sound quality is good enough that the assessor can understand all of what you say, sing, or play and most of what students say, sing, or play. ■ If you are recording a virtual lesson, you must address the specifications listed above.

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Specifications for Your Video Recording (continued)

Anonymity Guidelines and Permission

- Scan the environment in which you plan to record your video to avoid visual cues that reveal names, your school or facility name, city, or state.
- Double-check to be sure you have preserved the anonymity of all students, students' families, yourself, and other people who appear in the video.
- Be sure you have secured permission for any students and adults whose image appears, voice is heard, and/or work is included in the evidence you submit.
- See "[Naming Persons, Institutions, and Places](#)" and "[Permission](#)" for more details.

Language

- Show conversations that occur in English unless your certificate area is World Languages (French or Spanish).
- See "[Language Accommodations Policies](#)" for information about including video containing languages other than English or alternative communication modes.
- Add translations or transcriptions of material from the video recording to the end of your Written Commentary. Translations or transcriptions do not count against the page limit.

Do Not

- You are not required to submit a video of the maximum length of 10 minutes for it to be evaluated. However, **do not** submit a video longer than 10 minutes. Video footage beyond the maximum time will not be viewed or evaluated.
- **Do not** submit video in which students or adults for whom you do not have release forms can be seen or heard.
- **Do not** edit the video to blur or block faces of people for whom you do not have release forms.

Component 2 Written Commentary (no more than 5 pages)

Use the preformatted template provided to complete your Written Commentary. This will ensure that you meet the formatting requirements such as font (11-point Arial), line spacing (double-spaced), and margins (1 inch). Do not modify the settings in the template. You must stay within the page count allowed for your Written Commentary (do not go over 5 pages). If you compose your Written Commentary in another file and copy it into the provided template, be sure to check that it still meets the formatting requirements. See the "[Component 2 Specifications: Written Materials](#)" section for detailed guidelines for formatting your Written Commentary.

You do not need to complete your Written Commentary in one session. Save the template document in a secure place where you can retrieve it when you are ready to continue your work or submit the completed Written Commentary as part of your portfolio.

If you use an acronym or an abbreviation in your Written Commentary, spell out the first occurrence. However, note that the use of acronyms and abbreviations is limited to those that are broadly known and commonly used, or are field-specific and generally known within the field. Excessive use of acronyms and abbreviations may impede assessors' understanding of your Written Commentary and could have a negative impact on your MOC decision.

Your Written Commentary will be scored based on its content; however, you should proofread your writing for spelling, mechanics, and usage.

Prompts

In your Written Commentary, address the following prompts. These prompts are designed to guide you in providing relevant information about the application of your selected PGE and your analysis and reflection of the lesson you planned and recorded to meet the requirements of this component. You do not need to address the prompts in the order that they are presented. You also do not need to repeat the text of the prompts within your Written Commentary.

- 1.** How has your learning or professional growth, as described in the PGE, been applied in this lesson?
- 2.** For the featured lesson, what were your goals, and how did they fit into the broader context of learning for these students?
- 3.** Why is this instruction important for these students at this particular point in time?
- 4.** How did you ensure fairness and equity of access, and promote appreciation of diversity among the students?
- 5.** How does the video recording reflect your certificate-specific content knowledge?
- 6.** Explain the impact of your teaching on student learning. Cite specific examples from the video recording and identify what they illustrate.
- 7.** Reflecting on the activity presented in the video, discuss any changes and/or additions that would have enhanced student learning.
- 8.** Reflecting on the activity presented in the video, discuss any changes, additions, and/or next steps that would enhance your professional growth in the future.

Component 2 Specifications: Written Materials

All written materials are subject to the specifications stated in the table below.

Component 2: Specifications for Written Materials
<p>Formatting</p> <ul style="list-style-type: none"> ■ One side of an 8.5" × 11" page with 1" margins on all sides counts as 1 page toward your page count totals for your Written Commentary. ■ Materials will be submitted electronically as a PDF file. ■ Place your Candidate ID number on the provided template cover sheet. Do not include your name. You do not need to include your ID number on every page. ■ Use the preformatted template provided; do not alter formatting in the template. If you copy text from another file into the template, be sure that it still meets the specified formatting requirements. ■ Use 11-point Arial font. You may use bold or <i>italic</i> to emphasize headings, words, and phrases in the body of your text. Do not use condensed or compressed fonts. ■ Use double-spaced text in the Written Commentary. ■ The Written Commentary for Component 2 is limited to no more than 5 pages. If content does not follow formatting requirements, assessors will not read anything beyond the equivalent to the specified maximum length. ■ If you use an acronym or an abbreviation in your Written Commentary, spell out the first occurrence. Limit use of acronyms and abbreviations to those that are broadly known and commonly used, or are field-specific and generally known within the field.
<p>Anonymity Guidelines and Permission</p> <ul style="list-style-type: none"> ■ Double-check to be sure you have preserved the anonymity of all students, yourself, and other people. ■ Be sure you have secured permission for any students and adults whose image appears and/or work is included in the evidence you submit. ■ See "Naming Persons, Institutions, and Places" and "Permission" for more details.
<p>Language</p> <ul style="list-style-type: none"> ■ Write your Written Commentary in English. Your Written Commentary will be scored based on its content; however, you should proofread your writing for spelling, mechanics, and usage. ■ See "Language Accommodations Policies" for information about video evidence containing languages other than English or alternative communication modes. ■ Translations or transcriptions of video evidence containing languages other than English or alternative communication modes must be typed using 11-point Arial font, double-spacing, and an 8.5" × 11" page with 1" margins on all sides. Translations or transcriptions should be included at the end of your Written Commentary. They may be typed directly in the template, starting on a new page after your Written Commentary. Translations/transcriptions do not count against the page limit.

Checklists

The following checklists are provided to aid you in reviewing your materials for each component and identifying areas that may need work. Do not submit them with your portfolio.

Component 1 Checklist

Component 1: Written Commentary	Yes	Needs Work
Your PGEs may have begun before certification or at a later point and have evolved to become an important focus of your professional growth during this current MOC period.		
Identifies needs of students, community, and/or yourself, for each PGE.		
Demonstrates how you acquired and/or deepened your original certificate area-specific content and/or pedagogical knowledge and skills.		
Explains how you effectively integrated appropriate technology to positively impact student learning.		
Demonstrates how you involved others in Professional Growth Experiences.		
Analyzes how you practice National Board Standards-based, relevant, and meaningful instruction.		
Demonstrates how you ensure fairness and equity of access, and promote appreciation of diversity in your instructional practice.		
Demonstrates how you have a meaningful, positive, direct and/or indirect impact on student learning.		
Demonstrates that your professional experiences are ongoing and varied.		
Details important steps you took or milestones you reached in accomplishing professional goals.		
Includes reflection analyzing the connections and patterns in your continuing professional growth.		
Addresses all of the provided prompts.		
Is formatted according to the provided specifications.		
You have entered your Candidate ID number and other requested information on the Component 1 Written Commentary Template cover page.		
Does not exceed 8 pages.		

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Component 1 Checklist (continued)

Component 1: Evidence—Samples of Products	Yes	Needs Work
The samples of products (no more than 2 pages per PGE, no more than 4 pages total) are formatted according to the provided specifications.		
The samples of products are from the allowable time frame.		
Each of the samples of products provided in Component 1 as evidence is properly identified, introduced, and discussed in your Written Commentary.		
Translations/transcriptions, if needed, are included at the end of the file. These pages do not count against the page limit.		
You have entered your Candidate ID number and indicated whether you have included translations/transcriptions in the file on the Evidence—Samples of Products Cover Sheet. This cover sheet has been placed at the beginning of the file.		

Component 2 Checklist

Component 2: Video Recording	Yes	Needs Work
Your video recording is based on a lesson that demonstrates the application of one of your PGEs from Component 1.		
Your video recording falls within the allowable time frame.		
Your video contains no more than three segments and is no more than 10 minutes long.		
The video was created and formatted according to the provided specifications.		
Your lesson features content within the scope of your original certificate area (content and developmental area).		
The lesson is conducted in a Pre-K–12 setting.		
At least 51% of the students in the rostered class or group of students are within the stated age range for your certificate area (content and developmental area).		
You are identifiable, seen, and heard interacting with your students in the video (in at least one segment if a multi-segment video).		
The students are seen and heard interacting with you and each other in the video.		
You have included a Video Recording Date Attestation Form if needed.		

Component 2: Written Commentary	Yes	Needs Work
Addresses all of the prompts, focusing on the lesson featured in the video recording and its relationship to the PGE on which it is based.		
Is formatted according to the provided specifications.		

<p>Translations/transcriptions, if needed, are included after the Written Commentary. These pages do not count against the page limit.</p>		
<p>You have entered your Candidate ID number and other requested information on the Component 2 Written Commentary Template cover page.</p>		
<p>Does not exceed 5 pages.</p>		

Submit

Please review the *Guide to Electronic Submission* on the [ePortfolio Submission](#) page for detailed instruction on how to upload and submit your material for evaluation.

You will be required to convert the evidence that you collected to an electronic format in order to upload your material. For instructional documents and additional tips for formatting your materials, visit the [ePortfolio Submission](#) page on the National Board's website.

- **Written Commentaries.** Written commentaries are composed using the template provided and word processing software. Submit your completed written commentaries as PDF files.
- **Samples of Products.** You may have gathered your evidence in both hardcopy and as electronic files. The evidence must be organized and submitted with the evidence cover sheet attached as PDF files.
- **Video Recording.** Your video recording must be submitted as mp4 files. If your video consists of multiple segments (up to three), the individual segments must be converted into a single video file. There is a 500 MB file size limit for each file that is uploaded; however, there is no limit on the number of megabytes (MB) uploaded for an entire portfolio. You must compress large video files before submission. Please follow the instructions for video compression found on the [ePortfolio Submission](#) page on the National Board's website.
- **Video Recording Date Attestation Form.** This form is required only if you submit a video without date stamps on one or more segments. Submit the completed form as a PDF file.

Prior to uploading your submission, be sure that your two components are organized into the appropriate files. Use the [Maintenance of Certification Electronic Submission at a Glance](#) on the next page as your guide to assembling materials for each component.

Uploading and Submitting

After formatting and organizing materials, you will need to upload and submit your components to your National Board account. Refer to the *Guide to Electronic Submission* for step-by-step instruction on uploading and submitting your components for evaluation.

Maintenance of Certification Electronic Submission at a Glance

Use the following chart to determine how to group your materials and submit electronically. Templates, cover sheets, and forms are available as word-processing files for you to download from the [National Board website](#).

What to Submit	Supported File Types	Min # of Files to Submit	Max # of Files to Submit	Response Length	Additional Information
Component 1 Written Commentary (template provided)	pdf	1	1	Submit 1 file, no more than 8 pages total	<ul style="list-style-type: none"> • Template will provide appropriate formatting (11-point Arial font, double spaced, with 1" margins on all sides). Template directions page and prompts page do not count toward the page count limit. • Refer to the "Component 1 Specifications: Written Materials and Evidence" for guidelines related to commentary.
Component 1 Evidence– Samples of Products (cover sheet provided)	pdf	1	1	Submit 1 file, no more than 2 pages per PGE, no more than 4 pages total	<ul style="list-style-type: none"> • Refer to the "Component 1 Specifications: Written Materials and Evidence" for guidelines related to evidence. • If a translation or transcription is necessary, attach to the end of the file. The cover sheet and pages of translation/transcription do not count toward the page count limit. • A signed release form is required for each student or adult who appears in any images or whose products are included as evidence. Retain for your records—do not submit.
Component 2 Video Recording	mp4	1	1	Running time no more than 10 minutes	<ul style="list-style-type: none"> • Refer to the "Component 2 Specifications: Video Recording" for video content and requirements. • A signed release form is required for each student or adult who appears and/or speaks in the video recordings. Retain for your records—do not submit.
Video Recording Date Attestation Form (not required)	pdf	0	1	No more than 1 page	<ul style="list-style-type: none"> • Submit only if a date stamp is not visible on every segment of your video recording. • If needed, download the Video Recording Date Attestation Form from the National Board website.
Component 2 Written Commentary (template provided)	pdf	1	1	Submit 1 file, no more than 5 pages total	<ul style="list-style-type: none"> • Template will provide appropriate formatting (11-point Arial font, double spaced, with 1" margins on all sides). Template directions page and prompts page do not count toward the page count limit. • Refer to the "Component 2 Specifications: Written Materials" for guidelines related to commentary. • If a translation or transcription is necessary, attach to the end of the file. Pages of translation/transcription do not count toward the page count limit.

Release forms are available as PDF downloads from the [National Board website](#). **Retain completed release forms for your records; do not submit them with your evidence.**

Appendices

This section contains three appendices.

- [Appendix A: Writing about Your Practice](#)
- [Appendix B: Recording Video Elements](#)
- [Appendix C: Maintenance of Certification–Related Terms](#)

These appendices are included to provide additional guidance and tips to support the development of your MOC components. They are not considered part of the actual MOC instructions.

Appendix A: Writing about Your Practice

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

1. **describing** what happened in an educational 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 and what you would do the same and/or differently

These skills inform your evaluation of your own work—an evaluation that provides insight for an NBPTS assessor 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.

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 necessarily a daily function 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 the 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 an educational situation. It is meant to “set the scene” for an assessor. Your description should be logically ordered and detailed enough to give an assessor a basic sense of your educational situation so that the assessor 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 assessor 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 section of your MOC is where you must show an assessor how you use what you have learned from your teaching experiences to positively impact student learning and 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 and how the evidence submitted supports your conclusions, 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 student work to explain and illustrate your practice and also to use your practice to explain and provide a context for the student 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.

Another option is to 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 the reader and let the person 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 assessor about your practice and how you are positively impacting student learning, 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 content is unclear, less effective, and/or difficult to understand. 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 non-teacher 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 likely because the colleague is already familiar with your teaching environment.
- Once you have received comments from your reader, 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 component to determine which revisions 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 submit your MOC by the submission deadline. Your goal is to submit the best evidence and analysis possible for completion of your MOC portfolio.

Appendix B: Recording Video Elements

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 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 class 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.)

Improving Video Quality

While professional quality is not expected, the following technical tips are provided to help you improve the quality of your video recordings. 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 board writing or projected materials are an important element of the lesson, be sure that it is captured on the video recording and is legible. This may require refocusing the camera on the board or screen. In addition, sometimes writing is legible to the eye but not to the camera, so you might have to move the camera to get a better view.
- 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 room 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 room, try to shoot with the light source behind the camera.
- If recording a virtual lesson, be sure to angle the equipment and camera to avoid glare on the computer screen/monitor and to ensure the screen image appears as bright and clear as possible on your recording.

Improving Audio Quality

Audio quality is important and can be the most troublesome aspect of video recording a class. If you or your students cannot be heard, it is difficult for an assessor to recognize and evaluate your performance. Even if you can be heard, clarity of conversation is extremely important because an assessor 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. For these reasons, always test the sound quality when recording, and consider using an external microphone if the camera's built-in microphone is unable to pick up clear sound.

For good sound quality, keep the following tips in mind:

- **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.
- **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.

Appendix C: Maintenance of Certification–Related Terms

Following are general definitions of some of the terms used in MOC.

assessor

A person trained to evaluate a National Board Maintenance of Certification portfolio. To be an assessor, a person must be a National Board Certified Teacher in the same area as the MOC candidate whose work the assessor is evaluating.

assignment

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

Asynchronous vs. Synchronous

Asynchronous, as used in the context of a digitally accessed lesson, describes a lesson in which teachers and students are not interacting at the same time such as when students access on their own a video lesson prerecorded by the teacher. By contrast, in a synchronous setting, the lesson is simultaneous.

cite

To mention or refer to as support, example, 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 content area (e.g., English). This distinction is important because although you may teach several classes in a content area, component prompts ask you to consider a specific group of students in a class rather than all of the students in a particular content area.

component

A constituent part of a whole. In MOC, each of the two components has unique requirements, supporting evidence, and Written Commentary. Together, the components provide a comprehensive picture of an NBCT’s continuing professional growth and positive impact on student learning.

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.

data

Facts or information, quantitative or qualitative, used to analyze or plan instruction. Educational data includes all kinds of information that rises out of teachers’ work with their students and helps teachers know their students. This information includes, but is not limited to, observations, formative and summative assessment results, demographics, behavior, home circumstances, and student affect.

edit

Postproduction processing of a video recording or cuts in an otherwise continuous segment of video. 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.

elicit

To bring or draw out.

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 samples of products and a video recording does not remove the need for you to write detailed and well-organized analysis; an assessor still needs to know that you recognized this evidence and will want to see how you have used this evidence in your practice.

formative assessment

Formative assessments take place during an instructional sequence. An assessment is considered to be formative, regardless of design, if it produces information that can be used to fine tune instruction and modify subsequent learning activities. Feedback, for both the teacher and the student, to improve student learning is the most important objective of formative assessment. This is in contrast to the use of summative assessment, which comes at the end of an instructional sequence.

holistic decision

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

interpretation

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

lesson

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

Maintenance of Certification

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

original certificate area

The content area *and* developmental level of an NBCT's National Board Certification.

pedagogy

The art or profession of teaching, training, or instruction.

Professional Growth Experience (PGE)

An experience an NBCT selects to feature in his or her Maintenance of Certification submission that reflects a continuous commitment and contributions to the professional activities that ultimately have a positive impact on student learning.

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 decision "not maintaining certification" are provided a report that notes which aspects of the submission need strengthening.

resubmission

An MOC candidate's second attempt to maintain certification by resubmitting the MOC components by the ePortfolio submission deadline of the candidate's fifth and final year of National Board Certification.

rostered students

Students who are enrolled (in-person or virtual) in a class during the regular school day and year, **not** after-school classes or classes offered outside the regular school year such as extracurricular classes or activities, tutoring, or summer school unless summer school is part of the regular school year in your school or district. However, the following exceptions apply: Music candidates are allowed to use after-school classes; School Counseling and Library Media candidates may use after-school and non-rostered classes, or a group of students drawn from the same class or multiple classes.

samples of products (SOP)

Documents used as evidence to provide clarification and/or enhancement of the Professional Growth Experiences.

segment

A continuous and unedited section of video taken from a longer video recording.

small-group discussions

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 students (although this may vary based on the number of students 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 students within the small groups.

student work

Examples of students' writing, artwork, self-reflections on their learning, photos of three-dimensional work products, etc., that can be presented according to the format specifications for evidence provided for Component 1.

summative assessment

Summative assessments evaluate educational outcomes (e.g., student learning, skill acquisition, academic achievement) at the end of an instructional sequence. An assessment is considered to be summative, regardless of design, if it is used to evaluate mastery and/or advance a student to the next level of the instructional sequence. This is in contrast to the use of formative assessment.

technology

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

transcription

A typed verbatim copy of words that have been spoken (e.g., from a conversation or a discussion).

translation

A typed rendition of the meaning of words or text signed, spoken, or written in one language into another (e.g., from Chinese to English).

unit

A section of an academic course focusing on a selected theme or concept; a period of instruction comprising two or more lessons that are unified in design in respect to the identified content 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.

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