

National Board Certification



Advanced Candidate Workbook

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How to Use This Workbook

Read the entire booklet and complete the included activities. There is a checklist on page 3. Make sure you check all the items off as you prepare to complete your retake.

Documents Needed

(All documents can be found on the WCTP website in the Candidate's Toolbox)

The Guide to National Board Certification, The Scoring Guide, The General Portfolio Instruction, Your Standards, the components you plan to retake.

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Advanced Candidate Checklist

Check the step off once you have completed it

- Review “Understanding Your Score Report” p. 11 – 13, *NBPTS Scoring Guide* and score requirements, p. 15, *Scoring Guide*
- Decide what component(s) is feasible for you to retake. Use the scoring calculator to help you make this decision. (You can find the scoring calculator in the Candidate’s Toolbox on the WCTP homepage, wctp.olemiss.edu.)
- Analyze your feedback. This is not a fun step, but it is **absolutely essential** that you understand what evidence was lacking prior to redoing a component. (Complete the Analyzing Your Score Form for the component you are retaking.)
- Remember Evidence = Successful Integration of the Standards.
- Read “Preparing for Your Next Assessment Cycle”, p. 43-53, *Scoring Guide*.
- Read “Rules for Retaking Portfolio Components”, p.54 - 55
- Reread the component instructions with a highlighter.
- Reread *General Portfolio Instructions* with a highlighter.
- Develop a timeline.
- Participate in Candidate Support

Scoring

Scoring Procedure for Constructed Response Items and Portfolio Components

- For first attempt:
 - Constructed response items are scored by two independent assessors (i.e., they are double scored).
 - Portfolio components are randomly selected for double scoring. Certification candidates will have at least one of their three portfolio components double scored.
- For retake:
 - Each constructed response item and portfolio component from a second or third attempt are scored by two independent assessors (i.e., they are double scored).
- In the case of double scoring, if the two scores for a response differ by more than 1.25 points, the trainer or supervisor of the assessors provides the third score, and the third score is the final score. If the two scores do not differ by more than 1.25, the two scores are averaged and the averaged score is the final score.
- All unweighted and weighted scaled scores for each portfolio component as well as the selected response item part and each constructed response item in Component 1 are rounded to three decimal places.¶

Score Verification - \$75 per score

- Score verification does not involve rescoring a candidate's response
- Verifies that you successfully submitted everything
- Must be done within 30 of receiving your scores

Filing an Appeal - \$500

- The National Board requires three months to investigate and resolve the appeal. Your will not learn of the appeal's outcome before the retake application deadline. If you choose to file an appeal, you are encouraged to simultaneously submit a retake so as not to lose a year of retake eligibility.
- Candidate must establish a Good Cause

The following reasons do not establish Good Cause

- Candidate disagrees with the scores they received
- Candidate cannot challenge the Standards, portfolio instructions, or scoring process
- Candidate did not follow National Board policy and procedures and failed to submit required documents or materials

Notes

- When candidates register with the National Board, they check a box stating they have read *The Guide to National Board Certification*.
- During the electronic submission process, candidates verify numerous times that they have checked their materials and uploaded the correct materials in the correct place. The National Board provides tutorials and instructions about Electronic Submission in the document *The Guide to Electronic Submission*, referenced in *The Guide to National Board Certification* and *The General Portfolio Instructions*.

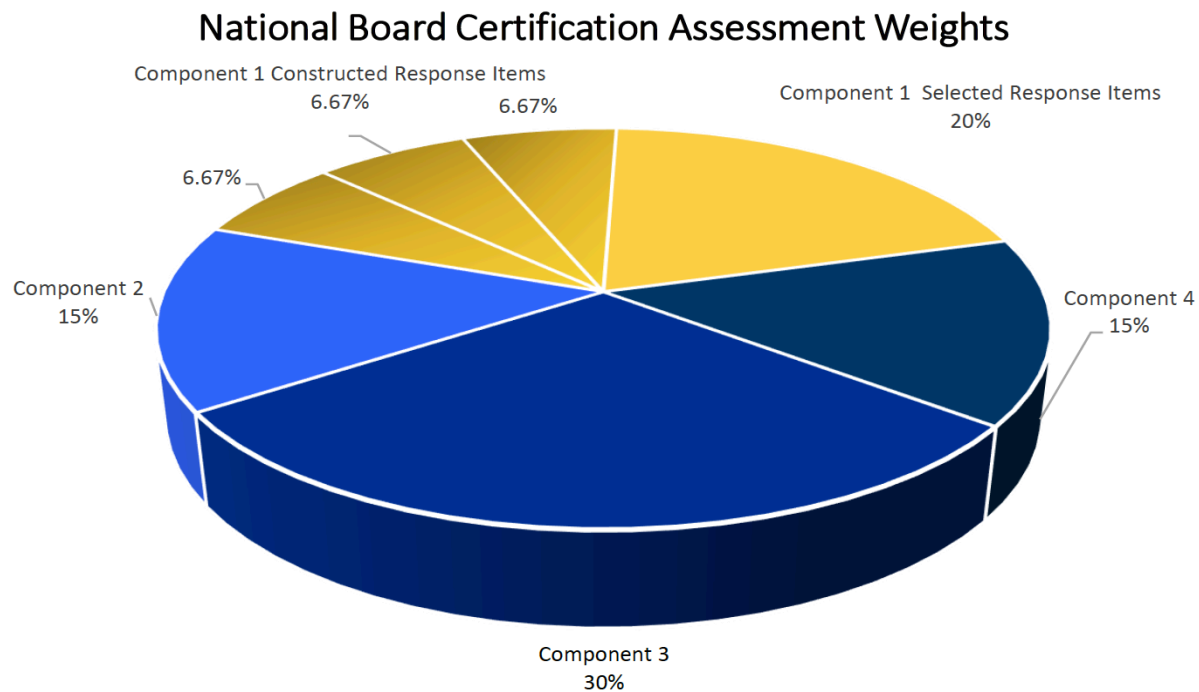
Interpreting Your Scores

Certification Score Requirements

- Score at least a 1.75, the floor score, on each component including Component 1
- Receive a total weighted score of 110

Other Things You Need to Know

- 1.75 is a minimum and not certification level. 1.75 does **not** mean you “passed” the component only that you met the minimum for the component. 2.75 is certification level. 1.75 does not demonstrate accomplished teaching
- Evidence – anytime you see this word it means successful integration of the standards
- ALL the standards identified in each component must be met in order to certify
- You need to meet each standard multiple times
- Follow the exact page lengths
- Your highest score is banked



Remember, the components are weighted.

- Component 1 – 40%
(this includes the essay questions and the multiple choice taken together)
- Component 2 – 15%
- Component 3 – 30%
- Component 4 – 15%

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for Professional Teaching Standards

Score Report for

Candidate ID:

Certification Area: **Generalist-Middle Childhood**

Assessment Cycle: **2016 - 2017**

A

**Your Status:
Achieved Certification**

B

Score Requirements

This section shows whether or not you met all three score requirements. If there is a Yes displayed for each score requirement, you achieved National Board Certification.

1

2

3

Score Requirements	Your Highest Score	Met Score Requirement?
Assessment Center Section Average Score of at least 1.75	2.716	Yes
Portfolio Section Average Score of at least 1.75	2.708	Yes
Total Weighted Scaled Score of at least 110	114	Yes

N/A = not available because a component(s) has not been attempted or a valid score is not available.

Score Information:

- For information on interpreting your scores and important retake considerations, please see the [Scoring Guide: Understanding Your Scores](#).
- If your score was less than 3.75 on a portfolio entry, your score report includes standardized feedback tailored to your individual performance. Feedback statements were developed based on the Five Core Propositions and intended to guide you in the general area in which you might want to reflect and improve on your performance.

For more information, visit www.nbpts.org.

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C Your Scores

This section displays your highest score with any associated feedback statements for each component you have taken. Your Score Transcript, which can be accessed from the Scores page of your National Board account, displays all of your component scores by assessment cycle.

Assessment Center Section					
4	Component 1: Content Knowledge	Assessment Cycle	Highest Unweighted Score (HUS)	Scaling Weight (SW)	Weighted Scaled Score (HUS x SW)
	Exercise 1	2016 - 2017	2.750	2.788	7.667
	Exercise 2	2016 - 2017	2.500	2.788	6.970
	Exercise 3	2016 - 2017	2.750	2.788	7.667
	Selected Response Items	2016 - 2017	2.863	8.365	23.949
10	Assessment Center Section Average Score:		2.716		

Portfolio Section					
4	Component Name	Assessment Cycle	Highest Unweighted Score (HUS)	Scaling Weight (SW)	Weighted Scaled Score (HUS x SW)
	Component 2: Differentiation in Instruction	2016 - 2017	3.125	6.274	19.606
	9 Component 2 Feedback Statements:				
	You may wish to provide more consistent and convincing evidence that demonstrates your ability to differentiate and apply the appropriate pedagogy to develop individual student's understanding of key concepts.				
	You may wish to provide more consistent and convincing evidence that you give appropriate individual feedback and next steps to each student.				
	Component 3: Teaching Practice and Learning Environment	2016 - 2017	2.750	12.548	34.507
	Component 3 Feedback Statements:				
	You may wish to provide more consistent and convincing evidence of insight on your future instructional practices.				
	Component 4: Effective and Reflective Practitioner	2016 - 2017	2.250	6.274	14.117
	Component 4 Feedback Statements:				
	You may wish to provide more consistent and convincing evidence of your ability to assess the progress of a class as a whole, as well as individual students, and to adjust instruction as needed to improve student learning.				
11	Portfolio Section Average Score:		2.708		
			12	Total Weighted Scaled Score	114

A. Your Status

Your Status displays whether you achieved National Board Certification or not, or whether your certification is still in progress. Below is a table with the four possible statuses, what each means, and what the next steps are.

Your Certification Status: Definitions and Next Steps

Your Status	Definition	Next Steps
Achieved Certification	You attempted all four components and met all three score requirements. Congratulations!	Please stay engaged with the National Board. Update your contact information as needed on your account on the National Board website (www.nbpts.org/log-in). Consider serving as a mentor to candidates or as an assessor.
Certification In Progress	You have not attempted one or more components and you are within the first three years of your candidacy. NOTE: You must attempt each of the four components within the first three years of your candidacy. Your certification status cannot be determined until you have attempted all four components.	Thoroughly review your score report and this <i>Scoring Guide</i> . Be sure to attempt all four components within the first three years of your candidacy. Once you complete all four components, your certification status can be determined.
Not Yet Achieved	You have attempted all four components, but have not met all three score requirements, and you have one or two retake attempts available. NOTE: You have up to two retake attempts for each component or parts. You can retake at any time during the five-year window, and retake years do not have to be consecutive.	Thoroughly review your score report and this <i>Scoring Guide</i> to: <ul style="list-style-type: none"> ■ Review "Important Completion and Retake Rules" ■ evaluate your performance and prepare to retake components or parts before the end of your five-year window
Did Not Achieve Certification	You have attempted all four components, but have not met all three score requirements, and you have used your two retakes for one or more components and/or you completed your fifth and last year of candidacy.	Thoroughly review your score report and this <i>Scoring Guide</i> . Consider continuing your pursuit of Board certification by starting the process anew.

B. Score Requirements

This section shows whether or not you met all three score requirements. If there is a "Yes" displayed for all three score requirements, you achieved National Board Certification! If you have not attempted or did not earn a valid score on one or more components, N/A will be displayed.

1. Score Requirements

This column displays the three score requirements you must meet in order to achieve National Board Certification (see "[Score Requirements for Achieving Board Certification](#)" earlier in this document):

- assessment center section average score of at least 1.75
- portfolio section average score of at least 1.75
- total weighted scaled score of at least 110

2. Your Highest Score

This column displays your highest scores for each of the three score requirements:

- The assessment center section average score is the average of your highest unweighted scores for Component 1. This score must be at least 1.75 to meet the assessment center section average score requirement. If you have not attempted Component 1 or if your highest score is NS for any of the four parts of Component 1, your average score for that section will display "N/A."
- The portfolio section average score is the average of your highest unweighted score for Components 2, 3, and 4. This score must be at least 1.75 to meet the portfolio section average score requirement. If you have not attempted one or more portfolio components or if your highest score is NS for any of the three portfolio components, your average score for that section will display "N/A."
- The total weighted scaled score is the sum of your weighted scaled scores for each of the components. This score must be at least 110 to meet the total weighted scaled score requirement. If you have not attempted one or more components or if you have received an NS for any component, your total weighted scaled score will display "N/A."

3. Met Score Requirement?

This column displays if you met the score requirement. A "Yes" must be displayed for each of the three score requirements to achieve Board Certification.

- If a "Yes" is displayed for a score requirement, you met that score requirement.
- If a "No" is displayed for a score requirement, you did not yet achieve certification. You will need to review your performance, determine whether you have retake attempts available, and choose which portfolio components and/or parts of Component 1 to retake.
- If "N/A" is displayed for the assessment center section and/or portfolio section, you have not attempted one or more of the components in that section(s).
- If "N/A" is displayed for the total weighted scaled score, you have not attempted all four components.

C. Your Scores

This section displays your highest scores (applicable for retake candidates) on each component you have taken along with any associated feedback statements for portfolio components. Your score transcript displays all of your component scores by assessment cycle and can be accessed from the Scores page of your National Board account.

1. Component Name/Component Part Name

This column displays the full name of the component and/or the name of the parts of *Component 1: Content Knowledge*. The components are split in two sections: the assessment center section and the portfolio section.

2. Assessment Cycle

This column displays the cycle in which you earned your highest score for that part of the assessment (applicable for retakes.)

3. Highest Unweighted Score (HUS)

This column displays your highest unweighted score, or rubric score, on each part of the assessment. The highest and lowest scores are 4.25 (4+) and 0.75 (1-), respectively; however, a score of zero is possible. If you have retaken a part, your highest score carries forward. This score is based on the scoring rubric and is sometimes called a raw score.

- If the space on your score report for a score assigned to a constructed response item or a portfolio component displays an "NS" or a "0" (zero), a reason will be displayed under feedback statements.

4. Scaling Weight (SW)

This is the number used to transform your highest unweighted score to a weighted scaled score.

5. Weighted Scaled Score (HUS x SW)

This score is your highest unweighted score multiplied by the corresponding scaling weight.

6. Feedback Statements

Feedback statements will be displayed for a portfolio component if your unweighted score is less than 3.75 on that portfolio component. These statements reflect the Five Core Propositions and can guide you in general areas in which you may want to reflect on your performance. Refer to the "[Understanding the Standardized Feedback Statements for Portfolio Components](#)" section in this document for a list of feedback statements.

7. Assessment Center Section Average Score

This score is the average of your highest unweighted scores for Component 1. This score is the total of your highest unweighted scores on the four parts of Component 1 divided by 4, i.e., the number of Component 1 parts. If you have not attempted Component 1 or if your highest score is NS for any of the four parts of Component 1, your average score for that section will display "N/A."

8. Portfolio Section Average Score

This score is the average of your highest unweighted score for Components 2, 3, and 4. This score is the total of your highest unweighted scores displayed below for Components 2, 3, and 4 divided by 3 (the number of portfolio components). If you have not attempted one or more of the portfolio components or if your highest score is NS for any of the three portfolio components, your average score for that section will display "N/A."

9. Total Weighted Scaled Score

Your total weighted scaled score is calculated by adding together all seven weighted scaled scores (four scores from the assessment center section and three scores from the portfolio section) and rounding to the nearest integer. Valid scores on this scale range from a minimum of about 30 to a maximum of 178. If you have not attempted one or more of the components or if you have received an NS for any component, your total weighted scaled score will display "N/A."

A Note about Scores and Weights

Your unweighted scores are multiplied by scaling weights and then added together and rounded to the nearest integer to create your total weighted scaled score. The following section describes the process to create the formula that is used to transform your unweighted rubric scores into the total weighted scaled score. This process involves three design elements that were determined by the National Board: the component weights, the performance standard, and a number that represents the performance standard on the weighted score scale.

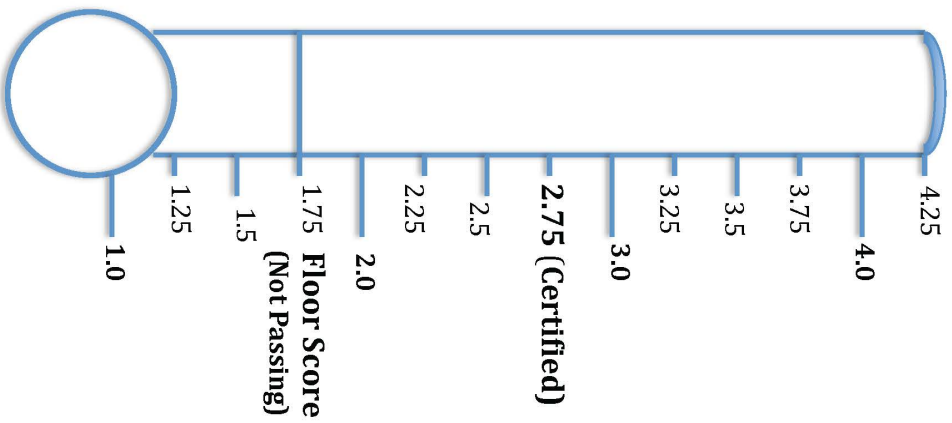
The **component weights** are:

- The assessment center section (*Component 1: Content Knowledge*) makes up 40% of your total weighted scaled score:
 - The three constructed response items weight is 50% of the assessment center section. Each constructed response item is weighted 6.67%¹ of the total weighted scaled score.
 - The selected response item part is 50% of the assessment center section. The section is weighted 20% of the total weighted scaled score.
- The portfolio section (Components 2, 3, and 4 combined) makes up 60% of your total weighted scaled score:
 - *Component 2: Differentiation in Instruction* weight is 25% of the portfolio section total. The component is weighted 15% of the total weighted scaled score.
 - *Component 3: Teaching Practice and Learning Environment* weight is 50% of the portfolio section total. The component is weighted 30% of the total weighted scaled score.
 - *Component 4: Effective and Reflective Practitioner* weight is 25% of the portfolio section total. The component is weighted 15% of the total weighted scaled score.

¹ More precisely, each CRI is weighted one-third of 20%, which rounds to 6.67%. The unrounded weight was used in creating the scaling formula listed in this section.

Fill in and Shade in Your Scores

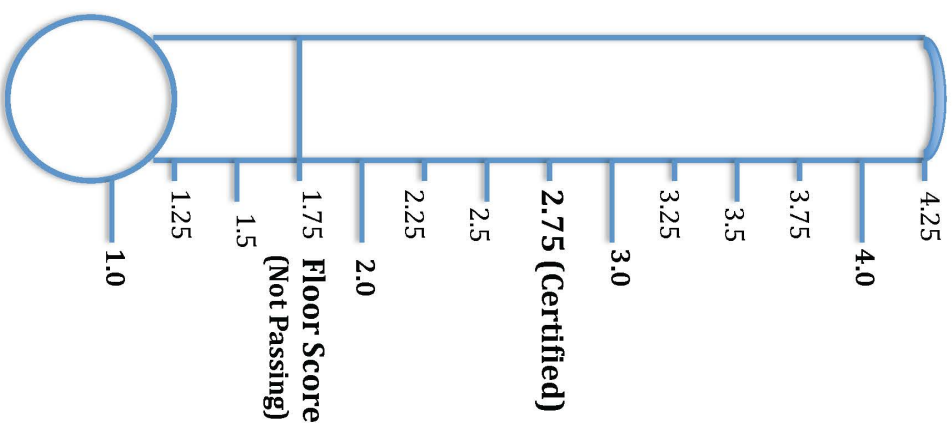
Component 1



Weighted: 40%

My Score: _____

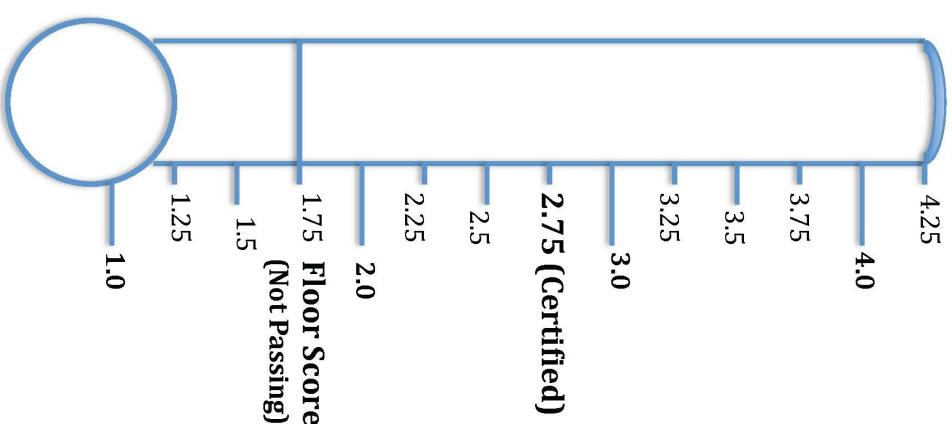
Component 2



Weighted: 15%

My Score: _____

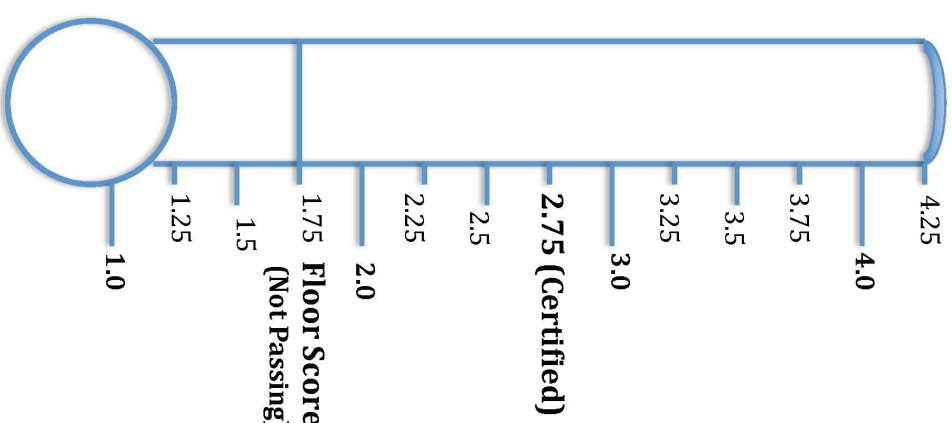
Component 3



Weighted: 30%

My Score: _____

Component 4



Weighted: 15%

My Score: _____

Evaluating Your Performance: Understanding Your Score Component 1, Constructed Response

Score Designations	Reason
“0” Zero	<ul style="list-style-type: none"> • Did not meet the requirements
“NS” Not Scorable	<ul style="list-style-type: none"> • You did not schedule or attend your assessment center appointment • You did not open a constructed response item and did not view any prompts in the item • Plagiarism or cheating
1	<ul style="list-style-type: none"> • Little or no evidence • Refer to your own component’s level 1 scoring rubric
2	<ul style="list-style-type: none"> • Limited evidence • Refer to your own component’s level 2 scoring rubric

NOTICE – You were expected to incorporate your STANDARDS

You may consider evaluating your performance on Component 1 using the following guiding questions:

- Did you study the Standards in your certificate area before attending the assessment center?
- Did you analyze your strengths and weaknesses in relation to the Standards?
- Did you review the information published in *Sample Items and Scoring Rubrics* for Component 1?
 - How did you prioritize your time while taking the exam?
 - Were you able to make solid connections in your responses to the Standards described in the rubric?
- If you were asked to review student work samples, how well were you able to comment on the characteristics of those work samples?
- If you were asked to design instruction, how well were you able to plan and articulate appropriate instruction or intervention for the stated teaching and learning or counseling goal(s)?
- If you were asked to review a scenario, how well were you able to comment on the issues, challenges, or student needs presented in those scenarios?
- Did you consult other resources relevant to the content area assessed?
- Did you use the web tutorial, available at the Pearson VUE website (www.pearsonvue.com/nbpts), to prepare for the assessment center experience?

Remember the Standards

You MUST integrate your standards into your constructed responses at the assessment center. It is not necessary that you integrate all of the standards but definitely several. Both methods below will help you to do this. Choose the method that you can remember.

Using the Accomplished Teacher Helix

You will show that you are accomplished by using that sequence and the standards will appear in your responses:

Student Knowledge- needs/ preferences, modalities, developmental levels, background knowledge, prior experiences, strengths

Assess and set goals

Teach using effective strategies aligned with what you know about the student and the content you are teaching

Assess and set new goals etc.

Use a general mnemonic that applies to all certificates

A CIA Heart

A=Assess background knowledge

C=Collaborate with colleagues

I=Involve students in their learning

A=Accommodations for student needs

H=Home-school connection

E=Equity, fairness, diversity

A=Appropriate assessments

R=Resources within the community

T=Technology

**Evaluating Your Performance:
Understanding Your Score - Portfolio**

Score Designations	Reason
"0" Zero	<ul style="list-style-type: none"> • A major piece of evidence such as written commentaries, student work samples, video...etc was missing. • Videos were not viewable • Submission was not in English and was not translated • Illegal video edits • Videos are from the same unit or lesson • Video did not correspond to written commentary
"NS" Not Scorable	<ul style="list-style-type: none"> • No component was submitted • No artifacts were submitted • Age range requirement was not met (51% must be defined age of your selected certificate area) • Your submission did not fall within the allowable time frame • Plagiarism or cheating • This counts as your first attempt. You are allowed two retakes
1	<ul style="list-style-type: none"> • Little or no evidence • Instructions were not followed for developing or submitting materials • Poor quality commentary • Recommended page length not followed • All the questions were not answered • Commentary was descriptive rather than analytical
2	<ul style="list-style-type: none"> • Limited evidence • All the questions were not answered • Commentary was descriptive rather than analytical

Choosing Which Component(s) Retake Scoring Calculator Activity

- Access the provided scoring calculator (<https://www.nbpts.org/scorecalculator/>)
- Enter the scores you received for every component. If you received a “NS”, the calculator will not work
- Subtract your total weighted score from 110. This number represents the amount of points you need to increase your score in order to certify.
- Remember, if you did not score a 1.75 or higher on a component, you must retake that component.
- You can retake “parts” of component 1: you may retake any of the three constructed response questions, and/or you may retake the selected response items. However, retaking a “part” will not result in many gained points.
- You will gain more points by retaking one of the components that is weighted more.
- **Plug in different values on the scoring calculator for different components until you see the total 110.**

Sometimes, it may benefit you to retake a component that you’d rather not retake due to components being weighted. If this is your case, dedicate more time to understanding the component before you begin again.

Scoring Calculator (Also available on the WCTP website in the Candidate’s Toolbox)

Assessment Center Section: Component 1	Highest Unweighted Score (HUS)	Scaling Weight (SW)	Weighted Scaled Score (HUS x SW)
Exercise 1	0	2.788	0.000
Exercise 2	0	2.788	0.000
Exercise 3	0	2.788	0.000
Selected Response Items	0	8.365	0.000
Assessment Center Section Average Score:	0.000		

Portfolio Section: Components 2, 3, & 4	Highest Unweighted Score (HUS)	Scaling Weight (SW)	Weighted Scaled Score (HUS x SW)
Component 2	0	6.274	0.000
Component 3	0	12.548	0.000
Component 4	0	6.274	0.000
Portfolio Section Average Score:	0.000		
Total Weighted Scaled Score:			0

Score Requirements	Highest Score	Met Score Requirement?
Assessment Center Section Average Score of at least 1.75	0.000	No
Portfolio Section Average of at least 1.75	0.000	No
Total Weighted Scaled Score of at least 110	0	No

My Retake Plan

What will my retakes cost?

Component 1

- \$125 per exercise and/or the Selected Response

Components 2, 3, 4

- \$475 per component

Notes:

- All candidates must also pay the \$75 annual National Board registration fee.
- The state does not reimburse for retakes
- There are no available scholarships for retakes
- All fees are due February 28 unless otherwise indicated

If this is your second and last year at retakes, I always advise candidates to retake extra just as a precaution.

What I am going to retake	What I Need to Score

Rules for Retakes

(See p. 43 -44 in *The Scoring Guide* for more information)

When redoing a portfolio component, some things can stay as they were, but some things cannot.

Please, be mindful that the previous component did not certify so something significant should change in your submission.

- **Contextual Information Sheet** – may remain the same if it accurately still describes your current teaching context in relation to the school and content you teach.
- **Descriptive aspects of your teaching** in the Written Commentary and some form associated with the component may remain the same. Your retake submission may have some similarities to your previously submitted component.
- **Descriptive aspects of your lesson or assignment** in the Written Commentary and some forms associated with the component may remain the same because you may use the same lesson or assignment previously submitted. However, if you do ALL work and activities must be completed and with this year's class. **You should also carefully consider whether last year's lesson was effective and provided the evidence needed to certify.**
- **Analysis and reflections** must be completely new and original.
- **The student work samples and video recordings** must be completely new and original.

Retake portfolio components are compared to your previously submitted, corresponding portfolio components. If a retake portfolio component does not adhere to these rules, you will receive a not scorable (NS) for the component on your score report.

Additional Information

- Highest scores are banked
- Use this year's class!
- You may reuse the same topic, but I suggest you completely redo your teaching and tweak your activities all based on your feedback.

How to Analyze Your Feedback Statements (Yes, they do provide important information)

- A. Use provided Feedback Statements
- B. Identify common language found in the component rubric with your feedback statement
- C. Use Standard Statements to match Feedback Statements to Standards

An example of what you will be asked to do.

The screenshot displays a digital workspace with three main panels:

- Panel A (Scoring Guide):** Titled "Component 3: Teaching Practice and Learning Environment—Score Level 2". It lists two criteria:
 - Teachers are committed to students and their learning.
 - Feedback A: "You may wish to provide clearer evidence that you understand child development and have insight into student differences and learning motivations."
 - Feedback B: "You may wish to provide clearer evidence that you foster an equitable setting that provides a safe, intellectually challenging environment for the students." (Underlined)
 - Teachers know the subjects they teach and how to teach those subjects to students.
 - Feedback C: "You may wish to provide clearer evidence of your knowledge of the subject as you appropriately design and deliver your classroom lessons."
 - Feedback D: "You may wish to provide clearer evidence that demonstrates your ability to apply the appropriate pedagogy to facilitate classroom and/or small-group engagement between students and with you."
 - Feedback E: "You may wish to provide clearer evidence that you develop and deliver relevant learning sequences and use diverse instructional strategies to engage all students."
- Panel B (Level 2 Performance):** Describes Level 2 performance as providing "limited evidence". It lists characteristics such as establishing a "safe, fair, equitable, and challenging environment" and creating a student-centered learning environment. It notes that the teacher monitors and evaluates student learning.
- Panel C (English Language Arts Standards Statements):** Lists three standards:
 - Standard I: Knowledge of Students
 - Standard II: Fairness, Equity, and Diversity (marked with a red asterisk)
 - Standard III: Learning Environment (marked with a red asterisk)A red box labeled "Standards Identified" is placed over Standard II and Standard III.

This synthesis activity should help you understand why you received the score that you did. Use this sheet to guide you as you redo your component. Complete this activity for each portfolio component that you choose to redo.

Take a moment...or a few days and read through your feedback statements, standards, and your commentary. Make sure you have a good, solid understanding of what your identified weakness was before preceding.

Analyzing Your Feedback Statements

Materials Needed: Your score report, which includes your feedback statements, your standards (Standard Statements for Quick Identification), and the component you wish to analyze. Most feedback statements are anchored to one of the 5 Core Propositions, which all are connected to the standards.

These feedback statements are related to not following directions in the General Portfolio Instructions.

- Did not follow directions
- Fewer students or instructional activities than required
- Irregularities (too many pages due to reduced size, decreased margin, reduced font, exceeding page limit, non-allowed edit in video.
- Missing evidence (instructional context, forms, assignments/prompts, minimal commentary, assessments, professional learning need, or student need)
- Wrong student work samples or lesson types
- Use of two formative assessments or two summative assessments instead of one each
- Videos from the same lesson or instructional unit
- Videos feature mirrored approaches or content, as opposed to showing breadth of content, different instructional formats, and teaching strategies.

Analyzing Your Feedback Activity

Objective: Identify reasons your component did not certify based on matching your feedback statements to a standard. (If you cannot locate your feedback topic in your component's rubric, it will be embedded in one of the identified standards.)

Note: Sometimes, just identifying the rubric comment that aligns with your score and feedback statement provides great insight to what the issue may have been with your commentary. (See provided example #2)

**Sometimes the answer is found in the standards.
Sometimes the answer is found in the rubric.**

Analyzing Your Feedback Activity – How it's Done

1. Copy your feedback statements onto the **Feedback Recording Form**.
2. **Open up your component to your rubrics you want to analyze.** They are towards the end of the component instructions. **Start with the rubric with the closest score to YOUR score.** For example, if you scored a 1.75-2.25 should use a Level 2 rubric. 2.5 should look at Level 2 and then look at the Level 3 and/or Level 4 rubric.
3. **Look for Common Language and Themes.** The rubric offers suggestions and is specific in what the assessor is looking for. Once you've found this, copy this into the Feedback form. I suggest highlighting what the assessor was looking for in red.

(Additional Activity: Compare the identified bullet in your rubric with the level 3 and level 4 rubric. Bullets address the same topic. What additional words or information do you notice?)

4. Next, open up your Standard Statements (around p.19 & 20 in your Standards.) Now, match what the rubric was telling you to do to a standard. The rubric can be aligned to your standards.

Additional Example #2

This example demonstrate how significant information can be found in the rubric that aligns with your given score.

Provided Feedback Statement: *You may wish to provide clearer evidence that you set appropriate **goals** for student learning and connect those goals to differentiated instruction and individual student needs.*

You are looking for common wording between your feedback statements and the rubrics.

Level 2 Rubric: *The teacher recognizes students' learning differences and past experiences to set appropriate **goals** for student learning and connects instruction to those goals. The goals may be vague, of limited significance, or only loosely related to the instruction.*

Level 3 Rubric: The teacher recognizes students' **individual** learning differences and past experiences to set **worthwhile** and appropriate **goals** for student learning and connects instruction to those goals.

Now I realize one of the reasons I scored a "2" is because my goals were vague, of limited significance, and/or not well connected to my students. Look at the Level 3, I should consider learning difference when setting goals and make sure the goals are worthwhile, not weak.

Then what?

Once you have identified the standard. Read through the entire standard. Remember, the Standard provide example of Accomplished Teaching and are anchored to the teaching know and using Knowledge of Student to guide their instruction.

Remember, it is NOT enough to just use the language of the standards (a common mistake candidates make!). You MUST show the standard in action in YOUR classroom; this is providing evidence.

Examples & Exemplars provided by the National Board

- **The General Portfolio Instructions** (p. 20 – 31)- Pay particular attention to how the teacher uses knowledge of students to make instructional decisions. Note how analytical the writing is.
- **ATLAS for Candidates** – The National Board provides four videos, student work samples, and written commentary for candidates to analyze. It does not matter if the examples are not your certificate area. The take away should be how analytical and personal the writing is. You may register for your free account here: [ATLAS for Candidates](#) . Scroll down to the **red box** at the bottom of the page. Watch a webinar from the National Board about how to analyze the ATLAS examples Here: [ATLAS Webinar on Facebook](#)

**Once you understand why you did not certify,
you are then ready to begin again with your planning.**

Planning Tips

- Make sure you are extremely familiar with your standards. Print out a hard copy. Read through them. Highlighting what you do not do.
- Create a standard notebook: Outline each standard as you read them.
- A standard a day keeps the retakes away!
- Compare the rubrics! Level 1 and 2 tell you what not to do. Level 3 and 4 tell you what to do.
- Align your standards to your rubrics, level 4. Prove to yourself the standards ARE included in the rubrics.
- Plan with your standards in front of you. You cannot integrate a standard after you have taught a lesson.

Analyzing Your Feedback Statements Goal: Identify the Standard

Component _____ Component Score _____

Feedback Statement	Common Language Found in Component Rubric	Identified Standard

Analyzing Your Feedback Statements Goal: Identify the Standard

Component _____ - Component Score _____

Feedback Statement	Common Language Found in Component Rubric	Identified Standard

Final Thoughts

When the National Board process overwhelms you, refer back to the Architecture of Accomplished Teaching. This should be your goal for each component. Consider this your anchor chart.

Mnemonic for the Architecture of Accomplished Teaching

Students **G**et **I**nspired **A**fter **R**eaching **G**oals

Goals

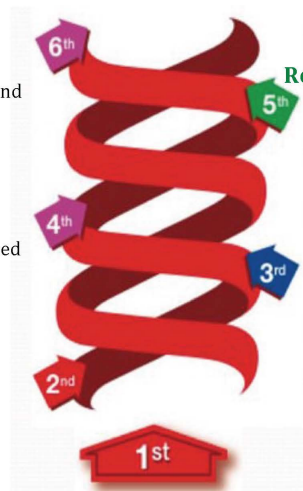
- **Adjust** goals or **set new** goals based on student assessment and your reflection.

After (Assess)

- Assess students' learning based on your goals
 - Collect data
- Think "Formative Assessment"

Get (Goals)

- Use KOS to help you set worthwhile goals



Reaching (Reflect)

- What worked? What did not work?
- Particular concerns and issues?

Inspired (Align Instruction)

- Align instruction with your goals
- Instruction should be engaging!

Students

- Who are your students
 - Where are they?
- Think Knowledge of Students (KOS)

Students-Goals- align Instruction-Access-Reflect-Goals

The Architecture of Accomplished Teaching models the Five Core Propositions. All Standards tie back to one of the Five Core Proposition. This image models what candidates should do to successfully complete the components.

Writing for National Boards

Describe	<i>A description</i> is a retelling of the facts of what happened in an instructional situation. It is meant to “set the scene” for assessors. Your description should be logically ordered and detailed enough to give assessors a basic sense of your instructional situation so that they can understand the context for your later analysis and reflection.
Analyze	<i>Analysis</i> deals with reasons, motives, and interpretation and is grounded in the concrete evidence you provide in the materials you submit. Analytical writing shows assessors 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.
Reflect	<i>Reflection</i> 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—deciding whether to do something the way you have in the past, differently, or not at all. Although reflective thought may occur at any time , the reflection component of your writing is where you must show assessors how you use what you have learned from your teaching experiences to inform and improve your practice in the future.

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



LOTS of commentaries that do NOT certify include the common mistake of teachers DESCRIBING more than analyzing and reflecting.

The ability to tell what you did or planned does NOT demonstrate accomplished teaching!

See pages 20---29 in the General Portfolio Instructions

Trigger Words

Describe: State, List, Describe, What, Which, Who

Analyze: Why? How? In what ways?

Reflect: Goals, Student Performance, What are your successes? What would you do differently? Why would you do it differently?

National Board Certification is a process not a pass or fail activity.

In addition to providing candidate support for Mississippi teachers, the World Class Teaching Program provides national self-paced high-quality candidate support, WCTP 602, a Blackboard Step-by-Step course.

Learn more here: <http://wctp.olemiss.edu/wctp-602-national/>



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