

ATLAS

Accomplished Teaching, Learning and Schools®

Discover ATLAS PowerPoint Narrative Talking Points

The talking points provided here are designed to accompany the sample PowerPoint presentation included in the *Discover ATLAS* toolkit. The two complementary resources can be used off-the-shelf in discussions with faculty, administrators, and other key decision-makers to help demonstrate the National Board's vision, the need to establish a clear image of accomplished teaching for educators in various stages of their careers, and the value of the ATLAS resource.

Slide 1: Title

Slide 2: Objectives

- Establish the National Board's vision for a strong teaching career continuum
- Define the need for tools to support accomplished teaching practice from early career through professional learning
- Introduce ATLAS as a resource for teachers at all professional levels
- Provide examples of ATLAS in action

Slide 3: The National Board's Mission

- The National Board mission is to advance the quality of teaching and learning by:
 - Maintaining high and rigorous standards for what accomplished teachers should know and be able to do;
 - Providing a national voluntary system of certifying teachers who meet these standards; and
 - Advocating for related education reforms to integrate National Board Certification in American education and to capitalize on the expertise of National Board Certified Teachers.
- National Board Certification is a voluntary advanced professional certification for PreK-12 educators that identifies teaching expertise through a performance-based, peer-reviewed assessment.

Slide 4: The National Board's Vision

- The founding vision for the National Board is for it to serve as a catalyst for transformation across the teaching career continuum.

Slide 5: Teaching vs. Other Professions

- In other respected professions, such as medicine, achieving Board certification is the norm, not the exception. It serves as a:
 - Mark of quality that is widely recognized and demanded by the public;
 - A recognized set of standards set by the profession itself; and
 - A clear path forward with a connection between each professional step, providing a gradual developmental release of responsibility for professional practice.
- In medicine, the experience of residency enables new doctors to learn from expert doctors in a hands-on setting over time.
- New doctors prepare throughout the process and sit for board certification early-on, and as a result, more than 80% of licensed doctors are board-certified.

- As in teaching, board certification is not a requirement to practice—it remains voluntary—but the profession itself has established an expectation that all doctors should be certified.
- Though only 3-4% of teachers are board-certified, the National Board seeks to help establish a similar career continuum.

Slide 6: The National Board in Practice

- National Board Certification means proven, accomplished teaching practice—as defined by the profession itself—through job-embedded professional learning and rigorous assessment.
 - Five Core Propositions establish what teachers should know and be able to do and their commitment to advancing student achievement, similar to the Hippocratic Oath:
 - Teachers are committed to students and their learning.
 - Teachers know the subjects they teach and how to teach those subjects to students.
 - Teachers are responsible for managing and monitoring student learning.
 - Teachers think systematically about their practice and learn from experience.
 - Teachers are members of learning communities.
 - 25 certificate areas cover specific subjects and developmental levels of students
 - Including art, English language arts, English as a new language, exceptional needs specialist, health education, library media, mathematics, music, science, and social studies.
 - Performance-based assessments comprise four components, each assessing a different part of a teacher's practice
 - Written assessment of content knowledge;
 - Analysis of student work samples to design and implement instruction;
 - Video and analysis of personal teaching practice; and
 - Documented impact as an effective and reflective practitioner.

Slide 7: Impact by the Numbers

- More than a decade of research establishes a positive link between Board certification and improved student learning.
 - Harvard University's Strategic Data Project, for example, reported that students of Board-certified teachers in the Los Angeles Unified School District gained roughly the equivalent of two months of additional instruction in math and one month in English language arts. Among math teachers, this contrasts with a lack of a significant impact by teachers who held only advanced degrees (Strategic Data Project, 2012).
 - Another multiyear study in Washington State found that "[Board-] certified teachers are more effective than non-certified teachers with similar experience." Their findings suggest Board-certified teachers produce gains of up to 1.5 months of additional learning. (Goldhaber and Cowen, 2015).

Slide 8: The Importance of Accomplished Teaching

- It's important for teachers at every stage of their career, but especially those beginning a career, to know what accomplished teaching looks like.
- One step further, teachers need a clear connection between that aspirational image and their current experiences—guidance in how to improve their practice while facing continuously shifting standards and requirements in the profession.

- Teachers need access to resources and professional learning opportunities for the Board's vision of a continuum of accomplished teaching practice to exist as it does in medicine.
 - New teachers cultivate accomplished teaching practice;
 - Board certification becomes expected and the norm;
 - Accomplished teachers provide far-reaching professional leadership; and
 - Practicing expert teachers remain engaged in developing new teachers.

Slide 9: Introducing ATLAS

- Accomplished Teaching, Learning, and Schools.
- The National Board created ATLAS to provide high-quality professional learning resources and help teachers along the continuum access, understand, analyze, and achieve accomplished practice.

Slide 10: ATLAS is...

- For teachers, by teachers.
- An online library of video case studies showcasing accomplished teaching in practice.
- A look inside the classrooms of Board-certified teachers.
- Access to over 1,000 cases in a comprehensive, searchable library.
 - All cases in the ATLAS library are fully vetted and represent the highest-scoring entries submitted by candidates during the Board-certification process.

Slide 11: What's in a Case?

- What's in a case?
 - All ATLAS cases feature an authentic, unedited, 15-minute-long video clip of a Board-certified teacher in action in the classroom.
 - In addition to the video, there is a written commentary by the Board-certified teacher, which addresses the context, planning, and analysis of the teaching, with reflection on what aspects of their practice worked well and what could have been improved.
 - Commentary is the key to making the decisions behind accomplished teaching visible to pre-service, early-career, and experienced teachers.
 - Instructional materials are also included, such as:
 - Essay prompts;
 - Student work;
 - Grading rubrics;
 - Presentations; and
 - Classroom layouts.

Slide 12: Searching Cases

- Teacher resources are only useful to the extent that teachers can easily find them and use them effectively.
- ATLAS cases are searchable by:
 - Grade level
 - Subject area
 - Educational setting
 - Small and large schools in urban, suburban, and rural settings
 - Public, charter, and independent schools
 - The 25 National Board Certification areas
 - 16 content areas across four developmental levels
 - STEM subjects, literacy and English language arts, English as a new language, social studies, world languages, art, music, physical education, school counseling, library media, and more.

Slide 13: Finding by Framework

- Select ATLAS cases are indexed to common frameworks, including:
 - National Board Standards
 - edTPA™ rubrics
 - InTASC Model Core Teaching Standards,
 - TeachingWorks High Leverage Teaching Practices
 - Deeper Learning
 - Common Core State Standards (English language arts, mathematics, and literacy)
 - C3 Framework for Social Studies State Standards
 - Next Generation Science Standards
- These indexed ATLAS cases create a “living crosswalk” that illuminates the relationships among critical aspects of teaching and learning and the intersections of teacher and student frameworks as they appear in the classrooms of Board-certified teachers.

Slide 14: ATLAS in Pre-Service

- The ATLAS resource can be used throughout pre-service programs, from the beginning stages of student-teacher recruitment—as early as Educators Rising programs in high school—through preparatory coursework, clinical practice, and residency.

Slide 15: Using ATLAS in Pre-Service

- ATLAS cases provide pre-service teachers with authentic examples of accomplished teaching that enable them to:
 - Unpack the lesson and the planning/thinking that goes on behind the scenes to make instruction come to life;
 - Understand how to adapt and align lessons to student needs;
 - Write about practice, reflect on experience, and analyze the effectiveness of instruction;
 - Think through all of the components of instructional contexts that impact teaching;
 - Develop instructional strategies;
 - Explore and identify areas of interest for residency placement; and
 - Broaden their exposure to various contexts and classroom environments.

Slide 16: ATLAS in Action

- ***edTPA Preparation and Support at Niagara University***
 - At Niagara University, education faculty are focused on using ATLAS to help their teacher candidates prepare for the edTPA.
 - To do this, faculty members have used framework tagging to identify ATLAS cases or clips of video and commentary that are aligned to the edTPA rubrics where their teacher candidates typically struggle the most. Faculty then structure teacher candidates’ interaction with these case materials.
 - A typical ATLAS interaction for teacher candidates involves:
 - Identifying an area of focus for the case study/analysis;
 - Connecting their understanding of that area of focus to what they see in the case;
 - Discussion around those connections with either the faculty member or other teacher candidates; and
 - Applying what they learned to their own practice.
 - Because the ATLAS cases are portfolio entries for National Board certification and the edTPA was modeled off of the National Board certification process, Niagara uses the written commentary as a model for how to write about practice and reflect on instruction—both critical components of edTPA.

- ***Pre-Clinical/Clinical Practice at Austin Peay University***
 - ATLAS is used at Austin Peay State University not only as a resource in preparing teacher candidates for the edTPA, but also in various courses as models of accomplished teaching and reflection.
 - By watching the videos, candidates can see examples of engagement, classroom organization, effective questioning, and a variety of instructional strategies.
 - The written commentaries provide rich examples of reflection and analysis and are very useful in guiding pre-service candidates to examine their own teaching.
- ***Enriching Teacher Residencies at Tennessee State University***
 - Tennessee State University is embedding ATLAS into both its pre-residency coursework and clinical experiences.
 - As part of the pre-residency work, pre-service teachers are exposed to ATLAS cases in their methods courses and in their pre-residency observations.
 - By using ATLAS, teacher candidates are exposed to varied classroom environments, see clear examples of what effective teaching looks like, and have a window into the decision-making processes that accomplished teachers go through when designing and implementing instruction.
 - This gives teacher candidates a better understanding of what to expect during residency placement.
 - During residency, teacher candidates continue to interact with ATLAS cases in a variety of ways, as the cases provide additional examples of the varying classroom environments and teaching contexts pre-service teachers encounter.
 - The residency supervisor from the university, or sometimes the cooperating teacher, will pre-select an ATLAS case for study and analysis based on their observation of needs of the teacher candidate. This gives the teacher candidate high quality examples of strategies or approaches for improving in their practice in those specific areas.
 - Teacher candidates have individual access to ATLAS and use it as a resource to support the planning and execution of their edTPA portfolios.

Slide 17: ATLAS for In-Service

- ATLAS can be used to support in-service teachers at all stages of their careers through professional learning and induction programs.

Slide 18: Using ATLAS in In-Service

- ATLAS cases can be used to:
 - Introduce new teachers to what accomplished teaching looks like in the specific context of their classroom settings;
 - Familiarize teachers with the frameworks in use at their specific school;
 - Discuss problems of practice within professional learning communities;
 - Study a variety of instructional approaches or lesson designs;
 - Observe accomplished teachers in various contexts and classroom settings;
 - Support mentors and coaches in demonstrating effective teaching methods to novice teachers;
 - Drive discussion in ongoing professional learning community meetings; and
 - Set goals and study cases related to areas of improvement for individual teachers at different professional levels.

Slide 19: ATLAS in Action

- ***Seattle Public Schools STAR Mentor Program***
 - Seattle Public Schools has implemented ATLAS in the second year of induction support that is part of their STAR mentor program.

- As part of the STAR mentor program, new teachers are assigned a mentor whom they meet with regularly throughout the year. Mentors coach, assist, and provide feedback on classroom instruction.
- Additionally, the STAR Program offers four new-teacher orientations over the course of the year.
- During their four group meetings per year, mentors and STAR program leaders guide second-year teachers through an ATLAS case on a particular topic relevant to the learning goals for that session.
- Afterwards, the mentors follow up with second-year teachers on their learning from the group session.
- Mentors use ATLAS one on one with second-year teachers to share examples based on needs and improvement areas for a particular teacher.
- **Professional Learning at Dyersburg City Schools**
 - For teachers in Dyersburg, just north of Memphis, ATLAS is used in after-school professional learning sessions for early career teachers.
 - A different topic is selected for each session and the teachers self-select which sessions to attend based on the topic and teacher need.
 - ATLAS cases are used as examples during the professional learning sessions, with emphasis placed on evaluating personal practice.
 - Teachers work to identify areas of improvement and use ATLAS to explore different instructional strategies and approaches to strengthen their practice.

Slide 20: Melody Collier on the ATLAS Experience

- “ATLAS provides unique insights into great teaching. It gives new teachers and early career teachers the opportunity to see not only the teaching of the lesson, but the planning of the lesson and the reflection upon that lesson later on. Even suggestions as to what that teacher would do differently next time.” – Melody Collier, Curriculum Coordinator, Dyersburg City Schools

Slide 21: Closing Video Option 1: *This 3-minute video features interviews with educators in school districts and in higher-ed teacher prep programs discussing their experiences with ATLAS. Click on the image to view it in a web browser.*

Slide 22: Closing Video Option 2: *This 5-minute video features a documentary-style case study of how Northwestern State University of Louisiana incorporates ATLAS into teacher preparation. Click on the image to view it in a web browser.*

Slide 23: Are you ready to discover ATLAS?

- For more information or to start a free trial go to: www.nbpts.org/ATLAS
- Or email: atlas@nbpts.org