

Questions about Questions

The NBPTS questions in the portfolio instructions were designed to enable the candidate to respond with evidence that they align their thinking about teaching to all the aspects of the Architecture of Accomplished Teaching. The candidate will have the opportunity to show evidence of the key concepts in the rubric through their responses to the questions. This podcast offers a strategy for NBCT reader coaches to develop questions to support unique candidates to respond to all the questions.

It is assumed that candidates have organized their responses in the sections designated by NBPTS in the portfolio instructions and that candidates are answering the questions in order. Some candidates may have difficulty understanding the questions or responding to all of the questions. The NBPTS questions may have multiple logical connections and the candidate only responds to one part of it. The candidate may describe one detail but not make the required logical connections asked in the question.

For example, most certificates ask this or a similar question in the Instructional Context section in the videotape entry.

What are the relevant characteristics of this class that influenced your instructional strategies for this theme or topic of concern: ethnic, cultural, and linguistic diversity; the range of abilities of the students; the personality of the class?

NBPTS includes a list of suggestions for categories of the characteristics. Many candidates focus on the characteristics and the suggestions and omit responses that show how these characteristics influenced what they selected for instructional strategies. They do not write about the logical connection between the students' characteristics and the instructional strategies.

Review the handout titled, "Example of NBCT Reader Coach Questions for Questions" to see a hypothetical candidate response. The examples of questions from the NBCT reader coach included directions back to the questions. The coach used words from the candidate's response and from the NBPTS question to enable the candidate to think about their response to the question. The coach also asked how the strategies were connected to the percentages the candidate wrote. This will help the candidate to focus on both parts of the question to decide if the characteristics were the relevant ones to the selected instructional strategies.

If the candidate needs more clarification about the characteristics, the NBCT reader coach may guide them to the NBPTS standard on knowledge of students. If the candidate needs more clarification about the instructional strategies, the coach may refer the candidate to the NBPTS standard on instruction or pathways to learning. If the candidate needs more clarification about the topic or theme, the coach may refer the candidate to the appropriate curriculum or subject matter standard. The standards are the "Go To" document for support for more in-depth understanding.

The next podcast shares strategies for using the rubrics. You may combine multiple strategies as you read candidate draft entries.

