Commitment to Excellence for Students, Parents, Community and Your Practice

National Board For Professional Teaching Standards

Foundational Information
Session 2: Architecture of Accomplished Teaching & Evidence - Based Teaching

Expected work completed Prior to Session #2

1. Reread and highlight the NBPTS 5 Core Propositions.
2. Prepare information describing students. Candidates could also use F2 Resource 2.1 Note Taking guide for Core Proposition #1 given as homework in Session 1.
3. Outline the Knowledge of Students standard for your certificate area.
4. Review the Portfolio Instructions for components being addressed this year. Bring questions about the components.

Expected outcomes from Session 2: by the end of Session #2, candidates should be able to...

- Begin analyzing the 5 Core Propositions and the “Knowledge of Students” Standard in relation to their current & future teaching practices.
- Give specific details from the “Knowledge of Students” Standard from their certificate area & relate it to their students.
- Become familiar with the Architecture of Accomplished Teaching & how the Written Commentary portion of an entry is based upon this structure.
- Begin analyzing their teaching patterns & practices against each aspect of the Architecture for Accomplished Teaching.
- Identify how they currently demonstrate evidence - based teaching in their teaching practices.
- Become familiar with the sections of the Portfolio Entry Instructions & locate the Written Commentary questions.
- Become familiar with the scoring guide and locate specific information on how their entry will be scored.
### Foundational Information

**Session 2: Architecture of Accomplished Teaching & Evidence - Based Teaching**

#### Topics | Time | Resources | Overview of Session 2
---|---|---|---
**Welcome / Overview** | 10 - 15 |  | • Remind candidates that they will be asked to bring specific evidence from their practice, including knowledge of students & teaching approaches/strategies for every session beginning in Session 2. The intent is to emphasize the idea that this professional development is more comprehensive than just finishing this component, it should help them describe, analyze and reflect on their practice well beyond their experience in the cohort.

**Topic 1: Core Proposition 1 Knowledge of Students** | 15 - 20 | 2.1 | • Ask returning candidates to lead as appropriate. This was homework.

**“Knowledge of Students” Standard** | 15 - 20 | 2.2 2.3 | • Ask a returning candidate prior to this session if they would be willing to share how they unpack their Knowledge of Students Standard to consider all the information the standard contains about their certificate area. This is designed to demonstrate how Core Proposition 1 aligns with the Knowledge of Students Standard in each certificate area.

**Examing Core Propositions 2 -5 – Classroom Examples** | 15 - 30 | 2.4 2.5 | • NBCT Facilitator explains the purpose of the Carousel Activity.

**Topic 2: Architecture of Accomplished Teaching (AAT)** | 20 - 30 | 2.6 2.7 2.8 2.9 2.10 | • Ask if returning candidates might be willing to model how they would describe a lesson or lesson series with the Architecture of Accomplished Teaching. This might be a stretch for your candidates, but you may have someone who will welcome the challenge.

**Topic 3: Evidence Based Teaching** | 15 - 20 | 2.11 2.12 | • NBCT Facilitator gives an overview of evidence – based teaching.

**Topic 4: Organization of The Entry** | 15 - 20 | 2.13 2.14 2.15 2.16 | • Candidates review how Portfolio Instructions are organized for Component 2, 3 or 4.

**Topic 5: Using the Scoring Guide** | 10 - 20 | 2.17 2.18 | • NBCT Facilitator gives an overview of the purpose and organization of the scoring guide.

**Closure** | 5-10 |  | • NBCT Facilitator reminds the group about the outcomes for the session.

**Preparing for Session 3** | 10-15 | 2.3 | • NBCT Facilitator models and explains. Ideally, the NBCT Facilitator has demonstrated using this organizer (F2 Resource 2.3) earlier in the session.

**Evaluation** | 10 - 15 | 2.19 2.20 | • NBCT Facilitator will consider the evaluations & the needs of the group when preparing for session 2.

### Resources

- National Board For Professional Teaching Standards  
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Facilitator Preparation

- **F2 Resource 2.2 Knowledge of Students Standard** is designed to be used with Certificate Specific Knowledge of Students standards. Ideally, a returning candidate might share how they found key information in the standard to help them determine what they already do to demonstrate that standard and consider things they might try with their current group of students. If you don’t have a returning candidate ready to share this information, prepare an example from your practice. Emphasizing how you approach this lesson with a new group of students may reinforce the idea that the differences in how we talk about teaching this year are defined by the knowledge of students, so this year’s process will be different in multiple ways for returning candidates.

- **F2 Resource 2.3 – Exploring the Knowledge of Students Standard** is a resource candidates will be using as homework. If you model from your practice, it helps the candidates to become more explicit in their own descriptions of ways they get to know their students. You can bullet some of the ways in which you get to know your students and include any new approaches you plan to explore with your new group of students.

- You will need chart paper for a parking lot and for the carousel activity for the 5 Core Propositions. You can enlarge the 5 core propositions found in the resources and paste onto large chart paper, one proposition per chart page. These can be placed around the room for the Carousel activity. Or, you may have the charts from Session 1 when candidates had to summarize the Core Propositions. For this session, the candidates just add post-it notes with examples from their teaching for each proposition to the 5 Core Proposition charts from Session 1.

- You may want to ask returning candidates in advance to help facilitate the discussion about the 5 Core Propositions. This will help them get back into the habit of thinking about evidence based teaching, giving concrete evidence from their teaching.

- Another opportunity for returning candidates to share their practice will be explaining a lesson using the Architecture of Accomplished Teaching. Again, you may elect to illustrate the AAT using a lesson from your practice if your candidates aren’t ready to do this yet. It’s important for candidates to have multiple exposures to using the AAT to ensure it becomes a way of thinking about articulating teaching practice.

- Downloading the Certificate Specific Instructions for a Portfolio Entry so you can “walk through” entry instructions on computer may be helpful. Another option is to use the PowerPoint slides 29 - 46. There are slides showing examples of parts of entries, but these do not include all parts of an entry, just the overview, standards and Written Commentary sections. The intent of this section of the session is to help candidates become familiar with locating their questions in an entry.

- Be sure to download the most recent version of the Scoring Guide.

Facilitator Notes

- **It’s important for facilitators to consider sharing examples from their own practice to establish trust, understanding that everyone in the cohort shares practice, including the facilitator.** Share examples from your practice that show everyday life rather than an exemplary lesson. When candidates see that it’s not about a perfect classroom, but about student – student, teacher – student interaction centered on content and risk taking, the discussion shifts away from being personalized to that individual teacher to examining and analyzing practice. Remind candidates that the purpose is to analyze teaching, not to evaluate. A discussion related to the difference between analysis and evaluation may be helpful for your candidates. The Foundational Session 2 PowerPoint contains slides with key points on the difference between analysis and evaluation.

- You may want to explicitly emphasize the necessity of bringing student information to every session. Candidates will benefit so much more when they do this from the very beginning sessions because it will become part of the routine and nature of the discussion every time the cohort meets. They will also need reassurance that examining lessons using the AAT is an essential part of the NB process.
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Foundational Information
Session 2: Architecture of Accomplished Teaching & Evidence - Based Teaching

• Candidates need to be using their standards regularly throughout the sessions since these describe what accomplished teaching looks like for specific certificate areas. The earlier the candidates understand the necessity of knowing the standards, the more likely they will understand the rubrics and expectations for the process and be able to specifically examine their practice.
• Often returning candidates feel they have already done some of the foundational activities and resist revisiting them. You may want to remind the returning candidates that now they know so much more about the NB process and the will be working with a new group of students, so they will be building upon what they learned last year to study their teaching with a new lens or perspective.
• As facilitator, you can determine which resources best suit the needs of your candidates. You do not have to use all the resources. Similarly, you may find it appropriate to adjust the PowerPoint to fit the needs of your group. The group should evolve during the course of a year to become less driven by the facilitator and include more participation from all cohort members. This professional development may be quite different than what your candidates have experienced in the past. It will evolve as the year progresses.
• Foundational Session 2 contains 5 topics which can become quite lengthy. All topics are part of the background knowledge candidates will need to help them understand the National Board process. The depth you elect to use in addressing these topics will be dependent upon the nature of your cohort. We recognize you may not know all the candidates yet, but the goal is to eventually adjust the topic depth based upon candidate background and needs. The topic Using the Scoring Guide might be used as homework to allay some of the concerns about scoring. The intent is to encourage candidates to become more knowledgeable about the available resources to seek out information on their own. They should begin to see one another as resources as well.
• It is essential that candidates understand that every session pertains to their students and teaching practices. At the beginning of each session they will be asked to talk about how their teaching demonstrates accomplished teaching or how they incorporate the 5 Core Propositions into their teaching each day.
• Clarification: The Carousel activity in Session 1 asks the candidates to summarize each Core Proposition. In session 2, candidates are asked to give examples from their practice that show evidence of each Core Proposition. You may want to use the charts from session one with the 5 Core Propositions and have candidates put up post-it notes with the examples for each proposition. Returning candidates may be asked to take the lead for session 2 since they have done the carousel in the past and may have more specific examples ready to share.
• Remind candidates that the 5 Core Propositions Carousel activity is designed to have them begin to give specific evidence from their teaching. They should be prepared to discuss their current students and teaching strategies at each session. When candidates give general statements, for example, “I differentiate in my teaching every day.” Be prepared to model prompting for more information – “How do you differentiate for the students you’re teaching now?”
Virtual Facilitator Suggestions
- Use of a message board and/or video blogging may allow candidates to share what has gone well since the last session.
- Consider using a shared Google document when application or extended practice calls for use of chart paper.

Procedures & Activities

<table>
<thead>
<tr>
<th>Topic: Welcome</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Explain to candidates that when they arrive for each session, they will be asked to log into their National Board profile to check for accuracy of information. This ensures that they are checking their profile regularly.</td>
<td>10-15</td>
</tr>
<tr>
<td>- Share goals for this session.</td>
<td></td>
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<tr>
<td>- Revisit norms as needed.</td>
<td></td>
</tr>
<tr>
<td>- Review outline of agenda topics for this session.</td>
<td></td>
</tr>
<tr>
<td>- Assure candidates that during each session they will have opportunities to ask questions, problem solve &amp; share resources that address participants’ questions.</td>
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</tr>
</tbody>
</table>

Key Information:
- The cohort is a professional learning community where all members have opportunities to share their practice, including the facilitator.
- Candidates begin talking about their current students during this session and will continue discussion specific information or evidence from their practice during every session.
- This sharing will evolve as the year progresses, but everyone is considered an “expert” on their students, thus will have important information to share with the group.
- Returning candidates may be more comfortable with sharing their practice early in the cohort year, but this is very dependent upon the cohort.

Procedures/Practice:
1. Begin the session with a brief statement connecting to their work in Foundational Session 1. It could be a statement along these lines to set the stage for an ongoing routine for sessions where sharing of
student impact begins and end each session:
“We began talking about the 5 Core Propositions during the last session. What did you notice about your students when you returned to your classroom the next day or in the following weeks? If you found yourself paying extra attention to a particular practice or approach, was it a springboard to consider other things you already do that demonstrate accomplished teaching? If so, you may want to get in the habit of jotting down some notes on evidence you see of student impact each day. I’ll bet you’ll be surprised at all the things you’re already doing that impact students. Each session we’ll take time at the beginning and end of the session to share this kind of evidence from our practice. Today we’ll begin with your homework on the Core Proposition 1 – Teachers are Committed to their Students, in a few minutes after we go over the topics for this session.”

2. Remind cohort that National Board is job embedded Professional Development— NOT an add on. Throughout the sessions, you will be connecting National Board principles and structures with Danielson & CCSS. District initiatives are also supported through National Board participation.

3. State today’s topics:
   o Core Propositions
   o Architecture Of Accomplished Teaching
   o Evidence Based Teaching
   o Organization of the Entry
   o Using the Scoring Guide

4. Reinforce the idea that returning candidates are now looking at these topics from a new perspective as a result of their experiences in the cohort last year. Most teachers also have new students and new dynamics to their teaching situation with a new school year.

### Procedures & Activities

**Topic 1: Core Propositions**

**Core Proposition 1 - Showing the Core Propositions in My Teaching: Teachers Are Committed To Students & Their Learning. (homework)**

**Purpose:** To connect / share information from What Teachers Should Know and Be Able to Do to examples from candidate practice.
Key Information:
- All certificates are based on the 5 Core Propositions.
- Core Propositions are the foundation for all certificates. Each certificate area has a “Knowledge of Students” Standard that will give more information about what accomplished teachers do to demonstrate their knowledge of students.
- Regardless of what they teach, all teachers will be asked to show evidence of their practice, knowledge of students and resulting teaching decisions. Teachers are asked to demonstrate how knowledge of their students directly translates into why they use particular teaching strategies.

Procedures:
Part 1 – Examining Knowledge of Students (Homework)
1. Show slides 4 & 5. Candidates will have a chance to share what they learned about their students when they responded to the prompts related to Core Proposition #1. Have candidates work in partners or small groups to share their responses on the homework resource – 2.1 – Note Taking Guide – Core Proposition #1 – Teachers are Committed to Students & Their Learning. Encourage the group to pay particular attention to -
   - Range of abilities in the class
   - Social / Emotional development of their students
   - Ability to communicate with one another – what is the nature of their ability to initiate and maintain conversations, discuss a topic.....
   - What they know about their students’ cultural, ethnic and/or linguistic backgrounds.

   While the other prompts elicit important information as well, often candidates have more difficulty gathering enough specific information related to these topics. At the beginning of today’s session, candidates will explore how they demonstrate Core Proposition #1 in their teaching and prompt one another to consider strategies they might want to revisit or try in their teaching.

2. Show slide 6. Remind candidates that they will have a Knowledge of Students Standard in their certificate area that gives even more specific information about how accomplished teachers demonstrate their knowledge of students. Invite a returning candidate to unpack their “Knowledge of Students” Standard using their certificate specific standard about Knowledge of...
Students and Resource 2.2 – Knowledge of Students Standards. This means the returning candidate will demonstrate for the group how they highlighted key ideas in their standards to determine what they already do to demonstrate this standard when it is specific to their certificate area. If you don’t have returning candidates who might do this, model yourself using a certificate not represented in your cohort.

3. Use Resource 2.3 – Exploring the Knowledge of Students Standard, shown on Slides 7 & 8 to model listing all the ways you collect information about your students. The items listed can be bulleted. Teachers often intuitively do many things to collect information about their students. The purpose of this resource is to allow them to consider how and when they collect information about their students and to share this information with the other cohort members. Candidates may find suggestions from their colleagues helpful as strategies to try themselves. Take a few minutes to allow candidates to discuss and record some of the responses to the prompts on the 2-page resource. Tell candidates they will complete this as homework for the next session. They will discuss this form further in Session 3.

Application
Segue into Part 2: Show slide 10. Now that you’ve had a chance to examine Core Proposition #1 and the related standard in your specific certificate area, we’ll revisit the rest of the Core Propositions and consider what you already do to demonstrate Core Proposition 2, 3, 4, and 5.

Part 2 – Examining Core Propositions 2 -5 to find examples from their practice.

4. Ask participants to share how they demonstrate the rest of the core propositions in their teaching through doing a Carousel around the room with the 5 charts with Core Propositions. Divide the group up, if possible, and have at least 2 people go to each chart at a time. Give them approximately 5 minutes to discuss and record what they already do that demonstrates this Core Proposition on the chart paper, then each pair or group rotates to the next chart until everyone has discussed each Core Proposition. They may also add questions or insights about the 5 Core Propositions.

5. Debrief with the whole group.
• Were there commonalities between the participants? Begin to emphasize the idea that giving evidence that shows how you demonstrate each core proposition will be an ongoing thread throughout the cohort sessions.
Did the candidates find affirmation that many things they already do show evidence of the Core Propositions?

What ideas or reminders did candidates get from others about practices they may wish to continue or start to use again that may have overlooked?

### Procedures & Activities

**Topic 2: Architecture of Accomplished Teaching**

**Purpose:** Introduce AAT as the structure of Accomplished Teaching as the Framework for articulating teaching practice.

**Key Information:**
- NBPTS asks teachers to show accomplished teaching as outlined in their Certificate Specific Standards.
- The parts of the written commentary correspond to the Architecture of Accomplished Teaching Framework.
- The key concepts in the rubrics, standards, and directions support the scorers to find evidence of the AAT in the written commentary.
- NBPTS asks questions to support teachers to write how they think through this framework. The key concepts in the rubrics, standards, and directions support the scorers to find evidence of the AAT in the written commentary.

**Procedures:**

1. Review **slide 10**, then go to **slide 11**. Explain to the candidates that all of the standards, questions, rubrics, and instructions in the NBPTS entry are based on helping teachers show evidence of the Architecture of Accomplished Teaching. NBPTS designed this framework to guide teachers in making teaching decisions.
Foundational Information
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1. Explain that as teachers complete the entry, they will be describing, analyzing & reflecting on how all aspects of their teaching are organized around the Architecture of Accomplished Teaching. (AAT)

2. You may want to refer to some of the information provided by National Board to explain the AAT. “The Architecture of Accomplished Teaching” was developed by NBPTS and is a metaphor for what accomplished teachers do in the classroom. Just as two buildings can have very different architectures, they still share common features. Likewise, no to teachers approach their craft in exactly the same manner. However, while individual practices may differ on the surface, all accomplished teachers share fundamental aspects of teaching.”

3. Show candidates the handout of the diagram of the Architecture of Accomplished Teaching. Note the different versions. One with the 5 Core Propositions is included with the resources. (Resources 2.7 & 2.8) Slides 11 & 12 show the two versions.

4. Explain that the AAT is not a linear process but that teachers move in and out of each state as needed to make decisions that impact student learning. For example, when you’re teaching a lesson, you may learn more information about your students and adjust the lesson on the spot rather than going through all the steps of the Architecture of Accomplished Teaching before completing the full process.

5. Explain to the candidates that all of the standards, questions, rubrics, and instructions in the NBPTS entry are based on helping teachers show evidence of the Architecture of Accomplished Teaching. NBPTS designed this framework to guide teachers in making teaching decisions.

   a. Explain that as teachers complete the entry, they will be describing, analyzing & reflecting on how all aspects of their teaching are organized around the Architecture of Accomplished Teaching. (AAT)
   
   b. Show candidates the handout of the diagram of the Architecture of Accomplished Teaching. Note the different versions. One with the 5 Core Propositions is included with the resources. (Resources 2.7 & 2.8)
   
   c. If you are using the helix version of the Architecture of Accomplished Teaching, you may want to describe it: The movement from bottom to top within the double helix of the Architecture of Accomplished Teaching reflects the accomplished teachers’ ongoing processing of student needs, instructional goals, instructional strategies, evaluation, and reflection. Knowledge of students is the basis for any instructional planning; therefore, it is the base of the helix. Starting with that knowledge, follow the helix upwards. (NBPTS)

An example using the AAT from your practice (you can use resource 2.10 to type information about your practice)
**Procedures & Activities**

**Topic 3: What is Evidence-Based Teaching?**

**Purpose:** Define and elaborate on how to use evidence to inform teaching practice. Determine the difference between analyzing and evaluating.

**Key Ideas:**
- Evidence Based teaching is a way of structuring classroom planning and instruction where teachers continually collect, interpret and use evidence of student learning to make decisions that guide further instruction.
- The purpose behind collecting evidence is to identify student learning patterns, draw conclusions about a student’s knowledge, skills or other attributes, provide feedback to individuals & groups of students and guide future teaching decisions.
- The types of evidence collected can come from: conversation, observation, work samples, assessment data, homework, student surveys, & lesson videos.
- When teachers discuss their practice using specific evidence from their students and corresponding teaching decisions, it may enhance their ability to articulate their practice during teacher evaluation discussions.
Procedures:
1. Show slides 14 - 18 to explain and define Evidence Based Teaching, a key idea behind the National Board Certification Process.
2. You may also elect to use the PowerPoint as follows -
   a. Slides 19 – 23 give examples of evidence and artifacts from a Danielson Framework for Teaching Perspective. These are included to show candidates that their National Board work aligns with other evidence they are collecting about their teaching practice. This is purely informational. We would encourage you to be brief and selective in your use of these slides.
   b. Slides 24 – 26 provide important clarification for your candidates. It is essential that they understand that analysis, not evaluation is the intent for all the discussions on teaching practice. As candidates become more comfortable with citing evidence from teaching, this will become more apparent, but at this point in the process, it will be essential that the mindset for discussing teaching is to encourage everyone, including the facilitator, to identify specific behaviors and link them to student performance. Clarify that this is non-judgmental and the cohort members will begin asking questions of one another like those found on the “Placemat.”
3. You may elect to use the following application activities depending upon the time allowed and the dynamics of your particular cohort. You might also elect to omit the application activities listed below and move directly into the Organization of the Entry portion of this session.

Application:
4. Explain to candidates that throughout this process they will continuously be asked to explain their teaching decisions and give their rationale behind them. A key question will be “how do you know?” in response to statements about teaching or students. You may decide to
5. Have participants give examples of the kinds of evidence they use regularly as evidence of their practice and/or determine what kinds of evidence they might consider using more often to show their instruction has impacted student learning.
6. Ask candidates - Which kinds of evidence might be more powerful? When? Prompt candidates to give their rationale for their responses.
7. Have candidates reference Danielson’s description of evidence (Resource 2.11) & list all the types of evidence they collect regularly as a part of their practice. You may elect to have candidates share &
discuss the quality of each type of evidence they collect regularly.

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<tr>
<th>Procedures &amp; Activities</th>
<th>Materials</th>
<th>Minutes</th>
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</thead>
<tbody>
<tr>
<td><strong>Topic 4: Organization of a Portfolio Entry</strong></td>
<td>✓ PowerPoint Slides 27 – 46</td>
<td>15 - 20</td>
</tr>
<tr>
<td><strong>Purpose:</strong> To unpack the parts of the entry to locate the Written Commentary questions.</td>
<td>✓ F2 Resource 2.13 Component 1 Organizer</td>
<td></td>
</tr>
<tr>
<td><strong>Key Information:</strong></td>
<td>✓ F2 Resource 2.14 Component 2 Organizer</td>
<td></td>
</tr>
<tr>
<td>• All certificate portfolio instructions are grounded in the Architecture of Accomplished Teaching Framework and require candidates to describe, analyze, and reflect on their practice.</td>
<td>✓ F2 Resource 2.15 Component 3 Organizer</td>
<td></td>
</tr>
<tr>
<td>• Your analysis of your featured teaching lesson(s) is a crucial element conveyed solely by your written commentary. In other words, you may have strong evidence, but your analysis of that evidence is what “unpacks” your thinking and makes it convincing for the assessors.</td>
<td>✓ F2 Resource 2.16 Component 4 Organizer</td>
<td></td>
</tr>
<tr>
<td>• Consistent evidence is provided when the description, analysis, and reflection of your practice is aligned and linked to one another.</td>
<td>✓ Candidates will need their Certificate Specific Instructions for one Component, either C2, C3 or C4</td>
<td></td>
</tr>
<tr>
<td>• Component 2: Differentiation in Instruction, Component 3: Teaching Practice &amp; Learning Environment and Component 4: Effective &amp; Reflective Practitioner, all have written commentaries in the portfolio entries.</td>
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**Procedures:**
1. Have candidates locate one of the Portfolio Entry Instructions for a component they will work on this year. Give them time to look through the component instructions for their certificate area, becoming familiar with the various sections and contents. It is suggested that if you will be working with components 2 and 4, you use one of these organizers and direct all candidates to review the same organizer. Foundational Session 2 contains the organizers for Components 1, 2, 3 & 4. The organizers will help candidates see the parts of Components 1, 2, 3 and 4. Select the appropriate slides, 28 -31. You will not need all of them.
2. Since Component 1 is the Assessment Center Entry, it is organized differently and may or may not be...
relevant to your candidates this year. If your candidates aren’t doing C1 this year, very briefly review this slide by clarifying that C1 is the Computer based Assessment Component and includes selected response items (multiple choice) and constructed response items designed to have candidates demonstrate their content and pedagogical practice knowledge.

3. Since Candidates will be reading about types of writing for homework for the next session, it is helpful for them to have an overview to help them understand what each component is asking them to do. The organizers are designed as an overview of an entry, but serve to highlight the written commentary portion of an entry. Candidates may decide to use them as a single page note-taking summary of a component. Stress that the standards align with the entry Instructions.

4. Walk through the Portfolio Instructions with candidates, briefly highlighting the parts of the Instructions as listed in the Table of Contents. Each candidate should be using their certificate specific Instructions. If you use Component 4, you will find that there are many more similarities across certificate areas in the parts of an entry, the titles and even the Level 4 scoring rubrics.

5. Next, have candidates take time to see how the organizers match with their certificate specific instructions and encourage them to take notes. If you use the Portfolio Instructions and Organizer for Component 2, (F2 Resource 2.14) you will note that Component 2 Organizer has blank spaces next to the words Written Commentary. This is to allow candidates to write in the titles of the entry parts on their organizer (most certificate areas have Instructional Context and Reflection, but have variations on Planning & Instruction and Analysis). Other differences across certificates include forms for assessments or assessment materials, instructional materials, and other requirements for documentation.

6. Candidates can write in the specific standards addressed in the Component for the organizers for components 2 & 4. Component 3 has a note taking section where candidates can list their standards. You may want to point out the slide containing this information, emphasizing that every certificate will have a section listing standards addressed in that component.

7. The following slides (32-46) are not designed to review every part of an entry, but to highlight the overview, standards and emphasize where candidates can locate the specific questions for each part of the Written Commentary, since often new candidates aren’t sure where to find the questions in the instructions. Slide 32 shows the table of contents for Component 2.

8. Use slides 32 – 38 to help you point out that the Written Commentary contains questions that help
Candidates articulate evidence of accomplished teaching as described by their standards.

9. You may want to have them take out their placemat resource to show how the questions correspond to the Architecture of Accomplished Teaching, as time allows.

10. Since they will be talking about types of writing during Foundational Session 3, it will be helpful for candidates to know where to locate the questions in an entry and consider the type of information being requested. **Slides 36 – 38** show an example of the **Written Commentary** questions for Component 2. **Slides 39 – 45** highlight the **Overview, Written Commentary** for Component 4.

11. Candidates may have specific questions related to the Component they will be working on this year. While you may want to address any questions that may be relevant for all candidates in your cohort, you may also want to encourage candidates to study their component information and bring questions back to the next session. Often, once candidates begin reading their instructions more thoroughly they discover the answers to their questions on their own.

12. Show **slide 46** with ways to contact National Board with questions. Encouraging candidates to seek out information on their own is an important approach to begin early in the cohort process. This is also an opportunity to remind them that they are the experts on their certificate area instructions. To clarify these instructions, they should get in the habit of contacting National Board via email **NBPTSCandidateSupport@Pearson.com** or phone 1-800 22 TEACH. The slideshow contains a screenshot of this information from the boardcertifiedteachers.org website.

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### Procedures & Activities

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<th>Topic 5: Using the Scoring Guide</th>
<th>Materials</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose: To preview the contents of the Scoring Guide as a reference for information on how the entry will be scored.</td>
<td>✓ PowerPoint Slides 47 - 49</td>
<td>10 - 20</td>
</tr>
<tr>
<td>Key Information:</td>
<td>✓ Candidates download <strong>Scoring Guide: Understanding Your Scores</strong> from <a href="http://boardcertifiedteachers.org">here</a></td>
<td></td>
</tr>
<tr>
<td>• <strong>Scoring Guide: Understanding Your Scores</strong> describes the National Board’s Standards- based assessment scoring process.</td>
<td>✓ F2 Resource 2.17</td>
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</tr>
<tr>
<td>• The scoring guide gives candidates information about how National Board assessors are trained and</td>
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how they determine scores.
• The scoring guide emphasizes how the Five Core Propositions and Standards Inform the Assessment and Scoring Process
• Candidates will learn how to interpret their score report, how to make informed decisions about whether to retake any of your portfolio components or any part of the assessment center component, and what the grounds are for filing an appeal of your scores.

Procedures:
1. Show slide 47, outlining the purpose for the scoring guide. The scoring guide was included in Foundational Sessions to address questions candidates may have about how the components are scored, the assessors are trained and how to interpret scores once they are available. Since it is early in the process, candidates can be shown where to locate the scoring guide and can come back to it on their own at a later date.
3. Show slide 49. Caution candidates to use the most updated version of Scoring Guide: Understanding Your Scores. Show slide 50 to show the table of contents for the guide for an overview of the contents.
4. If you have time to do more in-depth examination of this document now, you may want to do the Scoring Guide Scavenger Hunt (resource 2.17) to help candidates become more familiar with the contents.
5. There are several options for addressing the Scavenger Hunt Scoring Guide. You may decide to have candidates complete the Scoring Guide Scavenger Hunt as homework. You may want to have candidates work in pairs or small groups to locate the information in F2 Resource 2.17. The answer key is for your reference.
6. If candidates do the Scavenger Hunt during the session, take time to debrief and address questions. Often, discussions related to scoring create anxiety for candidates, but the intent for discussing this resource is to show candidates that when they know their standards and understand the rubrics, they are more likely to understand how to show evidence of their own accomplished teaching. There is nothing secretive about the scoring process. Candidates should be encouraged to contact National Board if they have further questions about the scoring process.
7. Possible debriefing questions/prompts:
   - What did you learn about how assessors are trained?
   - Now that you’ve read through the Scoring Guide, how might your approach to your entry change? What kind of information did you learn that impacted your thinking about your entry?
   - What was most helpful about reviewing the scoring guide?

<table>
<thead>
<tr>
<th>Procedures &amp; Activities</th>
<th>Materials</th>
<th>Minutes</th>
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<tbody>
<tr>
<td><strong>Closure</strong></td>
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<tr>
<td>1. As you bring this session to a close, refer back to the outcomes for this session on slide 50. Come back to the idea that the topics presented today and the resources utilized were designed to help you analyze your practice and consider ways you already demonstrate accomplished teaching practice.</td>
<td></td>
<td>5-10</td>
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<td>2. All certificates are based upon the 5 Core Propositions. The candidates discussed ways in which they already show the core propositions and were reminded of things they may want to try or begin doing again.</td>
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<td>3. A key goal for this session is to begin analyzing and evaluating teaching patterns and practices against the Architecture of Accomplished Teaching. This begins with showing knowledge of students as described in the certificate specific standards.</td>
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<td>4. They had an opportunity to review the Portfolio Entry Instructions for one of the components they will complete this year. They located the Written Commentary section of the Entry Instructions to give them an idea on the types of questions they will respond to this year.</td>
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<td>5. They reviewed the Scoring Guide, locating specific information they will need to reference throughout the process.</td>
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<td>6. <strong>If you are a Professional Development school, be sure to refer to your goal. The Teacher Liaison will need time to have a conversation with the group about goals, but this may fit more appropriately during the evaluation portion of the session. Discuss how today's work supports progress toward the goal(s).</strong></td>
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**Preventing for The Next Session**

1. **Show slide 51, 52.** Continue highlighting the “Knowledge of Students” Standard and adding to the chart begun during this session. Use the Resource 2.3 - Exploring Knowledge of Students to elaborate on what they know about their students. This is another point where it may be helpful for you to refer back to your version of the Exploring Knowledge of Students shared earlier in this session.
2. Bring Assessment data that provides evidence for the Knowledge of Students standard.
3. Remind Candidates to bring copies, electronic/hard, of their individual certificate standard related to Knowledge of Content, including the standard statement to the next meeting.
4. Read and highlight the information on Writing About Teaching in the General Portfolio Instructions (pages 15 – 28). **Slide 52** shows a picture of the General Portfolio Instructions to help clarify that these instructions are different than their certificate Portfolio Entry Instructions.
5. Be sure to go back to list of questions generated in beginning of session and any questions on parking lot. Recap or respond to questions. If unable to respond to a question, make a plan for locating the information. Involve candidates in seeking answers as appropriate.
6. Preview the next agenda OR discuss timeline for communication with candidate, i.e. when to expect next agenda.

| PowerPoint Slides 51, 52 | ✓ |
| Calendars or schedule for upcoming cohort dates | ✓ |
| Candidates will need their General Portfolio Instructions for Components 2,3,4 | ✓ |
Foundational Information
Session 2: Architecture of Accomplished Teaching & Evidence - Based Teaching

Evaluation of the Session

1. *If* you are using the Communication Update, complete session evaluation on the *Communication Update 2016 Form*. Remind candidates that their reflections will help guide future sessions. In the Professional Development Cohorts, **either the Teacher Liaison (PD cohorts) or a designated candidate can take notes from the group on the Communication Update form.** The upper 2 questions on the form are the most important. Be sure to tell candidates at the beginning of the session that they will have a chance to “group evaluate” the session at the end. The intent is that one person is the note taker and the **group responds to the top two questions**. You want the candidates to reflect on what they learned about their students as a result of the work in the session and what they learned about their instructional strategies, approaches ... as a result of this cohort session. **The facilitator is not in charge of completing this form.** In PD schools, this form is used by the Teacher Liaison to communicate with the administrator.

2. You may also elect to have candidates complete an individual evaluation form. Even if it is very brief, be sure to include some kind of feedback opportunity at the conclusion of each session to allow for more efficient future planning and to ensure this is a safe environment for all candidates.


4. Take a moment yourself to reflect on today’s cohort work. You may find it helpful to use the “Facilitator’s Reflection” area on the session description to record what went well, changes you’d like to make and next steps. Your feedback to the design team on the contents of this session is greatly appreciated. **Please submit a copy of the Facilitator’s Reflection with your monthly logs.**
### Facilitator’s Reflection on Foundational Session 2

<table>
<thead>
<tr>
<th>What went well in this session?</th>
<th>Changes I would make to this session</th>
<th>My Next Steps</th>
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**NOTE:** NBRC needs your feedback on Foundational Session #2. Please Xerox a copy of this page & attach it to your monthly log with any suggestions or comments on what worked or didn’t work. This is designed as a reflection and feedback form. You can also attach the session agenda with highlighted areas or notes.