

Architecture of Accomplished Teaching

You are about to begin the National Board process. This is an opportunity for you to show evidence of what you know about your students and instruction, and how your decisions impact student learning. The National Board Assessment will support your professional learning about your teaching. You will be able to show evidence that you are an effective teacher and that you can articulate what and why you made decisions for your students/

Though teaching may be complicated with so many aspects to align, the graphic titled the “Architecture of Accomplished Teaching” is a framework that shows how to align the varied aspects of teaching. This graphic is the basis for the NBPTS documents that guide candidates as they prepare their portfolio entries. Let’s look at the graphic to begin to guide you to identify and explain about the evidence of all the effective teaching decisions and actions you can show as you complete the process. .

This graphic shows the Architecture of Accomplished Teaching. It is a framework of analytical and reflective thinking and doing of effective teachers. The double helix shows that teaching decisions are sequential and reflexive. So let’s begin at the base of the framework which shows the basis for all teaching decisions—knowledge of students.

First, effective teachers need to know their unique students’ levels of progress and how they learn. You will have the opportunity to describe what you know about what your diverse students know and can do as well as what they need to learn. You will be able to look at multiple aspects of your students’ development: their academic, academic language, and social and emotional development, and family, community and cultural assets. You will be able to identify instruction appropriate for different groupings of students and individuals based on what you know about them. You will have the opportunity to explain how what you know about your students influences your decisions.

The second level of the graphic shows that effective teachers know how to set high and worthwhile goals for their students at the current time for the content in their setting. You will have the opportunity to show evidence that you can set appropriate goals and that you know what students should learn, what level of progress they are at now, and what they need to learn to understand the content and skills. Effective teachers know the appropriate goals for the unique and varied development of their students.

At the third level, effective teachers select, plan, and implement instruction that will support all students to learn. You will have the opportunity to show evidence of how you know your content, and can analyze your students, and choose a variety of instructional strategies that connect to the ways your students learn. You will be able to show evidence that the strategies you select engage students in the content and skills, and that the strategies clearly address students with diverse academic and social/emotional development, and cultural and lived experiences.

The fourth level in the architecture shows that effective teachers assess their students’ understandings and gaps in learning. You will have the opportunity to show evidence of how you can differentiate for individuals and groups of students to see areas of strength and areas for improvement toward objectives. You will be able to show how you drew conclusions from assessing students’ progress toward the objectives to make adjustments in instruction and offer meaningful feedback to students. Once you have assessed students and you know what they know and do not know and what they can do and cannot do, you can begin to reflect on your effectiveness in teaching them.

The fifth level in the graphic shows that effective teachers reflect on what they learn from assessment and identify how their teaching decisions impacted student learning. You will have the opportunity to show evidence of how you can make adjustments to instruction based on your analysis and reflection of what instructional strategies worked and what did not work in supporting your students to improve their learning. You will also be able to describe the appropriate next steps for the whole class, groups, or individual students based on what you learned about their growth. You can show what effectively helped them to learn.

Finally, you can continue to the sixth step which is to identify new and high and worthwhile goals for your students at this time. This takes you through the framework again. You will have the opportunity to show how you constantly support students for continuous learning.

As you complete the NBPTS portfolio entries, you will see yourself thinking through this framework of the analytical and reflective thinking of a teacher. The process of gathering evidence and writing responses to the questions in NBPTS portfolio instructions will help you to show evidence of how you align your thinking and make connections through all the aspects of teaching.