

## Standards

This podcast explains how an NBCT Reader Coach may use the NBPTS standards as they respond to candidates.

The NBPTS Standards are the basis for the National Board Certification process. This is the “Go To” document. When candidates do not understand the other documents, the coach may send them or discuss with them the appropriate Standard for clarification, explanations, and examples.

It is assumed that before candidates videotape and draft written commentaries, they have read parts or all of the NBPTS Standards for the particular entry. Some may have read particular standards or parts and identified what they already do or want to do. Some may not have read them at all. Many candidates become overwhelmed when attempting to read the whole document without applying the specific standards to what they are working on in the portfolio. The NBCT Reader Coach has the opportunity to help the candidate connect the standards to the NBPTS criteria and questions in the portfolio instructions and to the key concepts in the rubric. When they are confused or misunderstand, the standards may help them by providing more in-depth information about the topic.

For example, you may read for a candidate who may respond to the planning questions in the portfolio instructions. Their student learning goals and content of the lesson do not have anything to do with the criteria explained in “What do I Need to Do” section. This candidate is having difficulty selecting the content for the video lesson that meets the criteria about the content of the lesson. The NBCT Reader Coach should guide the candidate to the portfolio instructions “What do I Need to Do” section to reread to identify the content required by NBPTS. If the candidate continues to misunderstand what is meant by the content in the directions, the coach may guide the candidate to locate the NBPTS standard on subject matter, curriculum, etc. or the standard that is related. The candidate can then read the standard for further clarification, explanation, and examples. A question for the candidate may be, “How does this goal and (*name the content in the goal that they wrote*) show evidence that you can set goals for students to be able to (*state the exact words from the NBPTS portfolio instructions that show the required content.*)

Let me be clearer with this example from the MC Gen portfolio instructions. The MC Gen directions state that during the lesson the students should “*consider perspectives other than their own through social studies/history theme, issue, or topic.*” If the candidate plans a lesson with goals and content for students to be able to name the capitols of all the states, the coach may ask,

“How does your goal *for students to name all the capitols of the states* show evidence that you can set goals for students to be able to *consider perspectives other than their own* as stated in the NBPT portfolio instructions in the “What do I Need to Do” section. Reread the standard on curriculum, subject matter, etc. in your NBPTS Standards to learn more about multiple perspectives.

This coaching response does not tell the candidate they must change it. This guides the candidate to reflect and decide about what they selected as the goals by using the NBPTS documents. The coach did not tell them to change the goal or what the candidate should write as the goal, but guided the candidate to the Standards for more in-depth information about the particular criteria in the portfolio instructions.

The NBCT Reader Coach asked the candidate how what they wrote met the criteria using direct quotes from the candidate’s writing and the portfolio instructions, and then directed the candidate to the Standards. This strategy may also be used if the candidate does not answer the questions or does not show evidence of key concepts in the rubric or align all sections of the written commentary. In subsequent podcasts, the Standards will continue to be the “Go To” document.