

NATIONAL BOARD  
**NBRC**  
RESOURCE CENTER  
*at*  
ILLINOIS STATE UNIVERSITY

# National Board Certification for Teachers in Illinois

**NATIONAL BOARD**  
—◆—  
*for Professional Teaching Standards®*



**Illinois**  
**State Board of**  
**Education**



# What is National Board Certification?

*“National Board Certified Teachers have demonstrated that they have met the profession’s highest standards for accomplished practice through a rigorous, performance-based, peer-review process.”*

-NBPTS



# Why National Board Certification?

*Established in 1987, the National Board for Professional Teaching Standards is an independent, nonprofit organization working to advance accomplished teaching for all students.*

- More than a decade of research from across the country confirms that students taught by National Board Certified Teachers (NBCTs) learn more than students taught by non-NBCT teachers.
- 97% of teachers change their teaching after going through the National Board process.
- To learn more, go to: <https://www.nbpts.org/research/>



# NBC is More Than Just Recognition

Teachers demonstrate that they meet high and rigorous teaching standards.

Our profession benefits from every achievement:

- Developing a common language of accomplished teaching
- Identifying accomplished teachers
- Raising the public's perception of educators

The five core propositions of National Board are embedded in:

- Teacher preparation programs
- Continuing professional development for teachers
- Teacher daily reflective thinking



# Benefits of Just Completing the NBPTS Process...

- The process enhances reflective/analytical thinking about instructional practice and its impact on student learning.
- NBCTs and candidates say it is the best professional development experience they ever had.



# Benefits of Becoming an NBCT...

## Illinois Licensing offers:

- Illinois *Master Teacher* Designation followed by the area of National Board Certification.
- Reduction of professional development requirements for 5 years.
- Only avenue to become a *Master Teacher* in Illinois.

## Illinois Offers NBCTs:

- \$1,500 for providing 30 hours of mentoring or professional development.

## Specific to School District:

- Contact your school district for information for district benefits (lane change, stipend, leadership roles, etc.)



## Differentiated Professional Development for Teachers

Certifications in:

- 25 areas
- 16 disciplines
- 6 levels

DISCIPLINE	DEVELOPMENTAL LEVEL	STUDENT AGE RANGE			
		3-8	7-12	11-15	14-18+
Art	Early and Middle Childhood	●	●		
	Early Adolescence through Young Adulthood			●	●
Career and Technical Education	Early Adolescence through Young Adulthood			●	●
English as a New Language	Early and Middle Childhood	●	●		
	Early Adolescence through Young Adulthood			●	●
English Language Arts	Early Adolescence			●	
	Adolescence and Young Adulthood				●
Exceptional Needs Specialist	Early Childhood through Young Adulthood	●	●	●	●
Generalist	Early Childhood	●			
	Middle Childhood		●		
Health Education	Early Adolescence through Young Adulthood			●	●
Library Media	Early Childhood through Young Adulthood	●	●	●	●
Literacy: Reading-Language Arts	Early and Middle Childhood	●	●		
Mathematics	Early Adolescence			●	
	Adolescence and Young Adulthood				●
Music	Early and Middle Childhood	●	●		
	Early Adolescence through Young Adulthood			●	●
Physical Education	Early and Middle Childhood	●	●		
	Early Adolescence through Young Adulthood			●	●
School Counseling	Early Childhood through Young Adulthood	●	●	●	●
Science	Early Adolescence			●	
	Adolescence and Young Adulthood				●
Social Studies-History	Early Adolescence			●	
	Adolescence and Young Adulthood				●
World Languages	Early Adolescence through Young Adulthood			●	●



## 5 Core Propositions of National Board

- 1 Teachers Are **Committed to Students** and Their Learning
- 2 Teachers **Know the Subjects** They Teach and How to Teach Those Subjects to Students
- 3 Teachers Are Responsible for Managing and Monitoring **Student Learning**
- 4 Teachers **Think Systematically** About Their Practice and Learn from Experience
- 5 Teachers Are **Members of Learning Communities**





## The NBPTS process asks teachers to provide evidence towards their certificate's standards:

### Example: Science Standards:

Standard I: Understanding Students

Standard II: Knowledge of Science

Standard III: Curriculum and Instruction

Standard IV: Assessment

Standard V: Learning Environment

Standard VI: Family and Community Partnerships

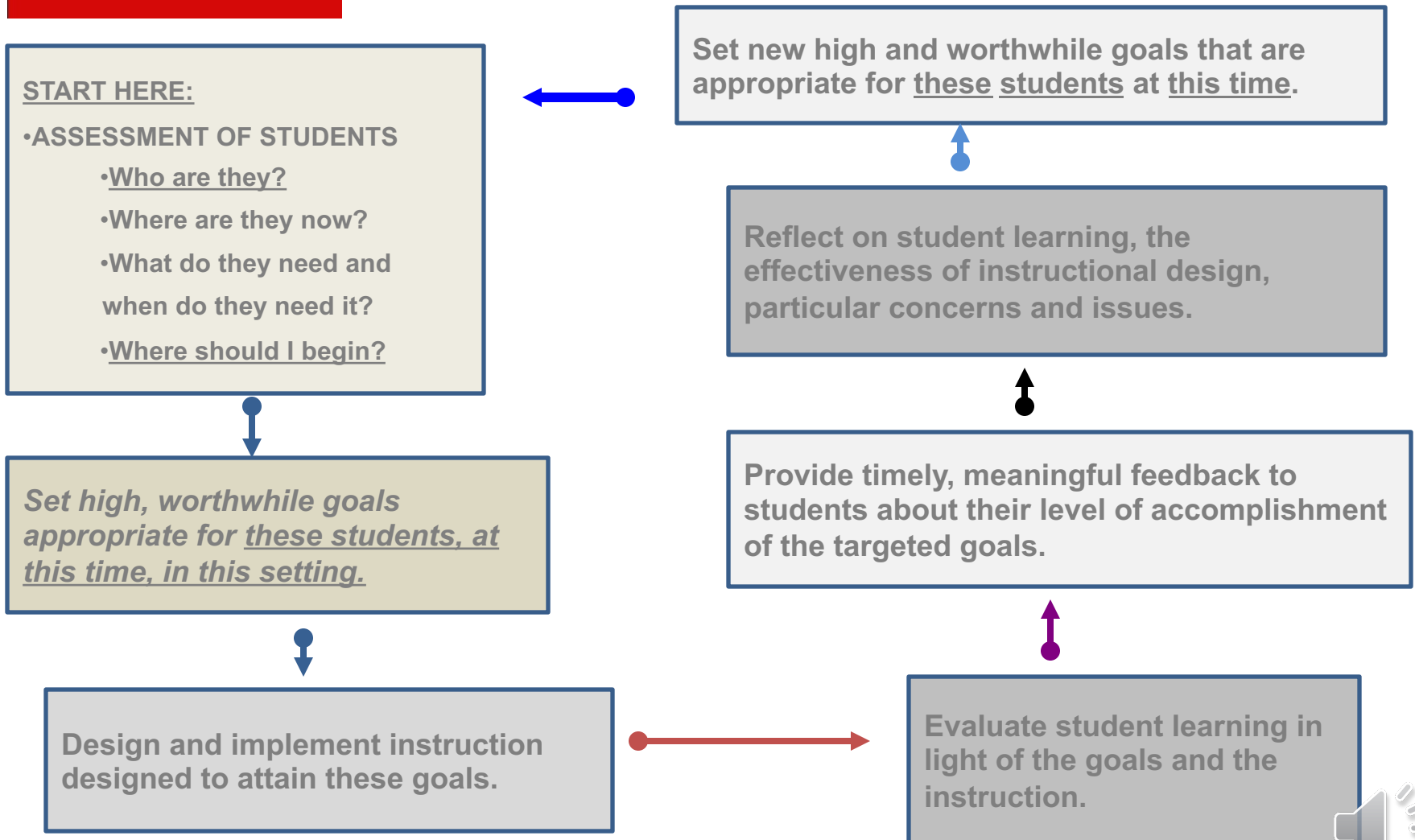
Standard VII: Advancing Professionalism

Standard VIII: Diversity, Fairness, Equity, and Ethics

Standard IX: Reflection

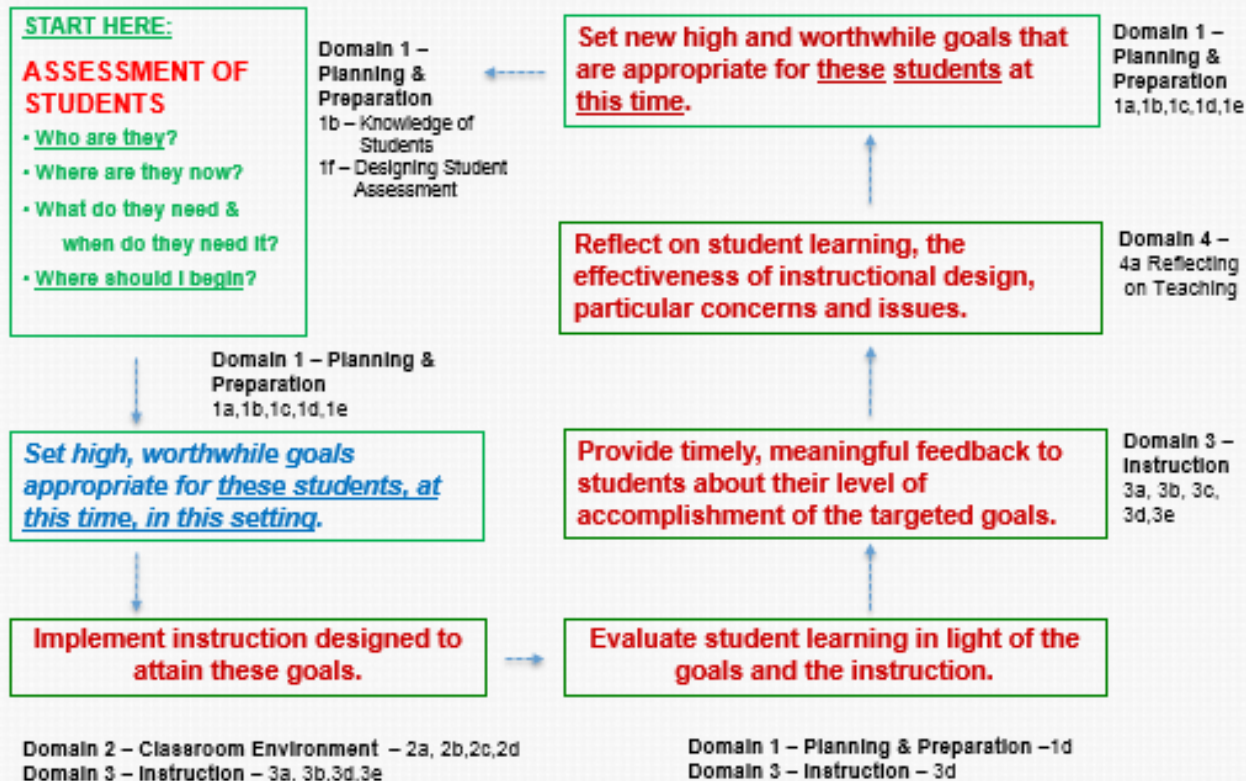


# The NB process guides teachers through the Architecture of Accomplished Teaching



Using the AAT when a member of a cohort or PLC: 4a,4d,4e,4f

## Enhanced Architecture of Accomplished Teaching



# National Board's Core Propositions Aligned to Illinois Standards and Professional Learning

See detailed alignment:

<https://nbrc.illinoisstate.edu/crosswalk/>

## Professional Career Continuum for Teaching



## Teachers eligible to attempt if:

- A valid Illinois teaching license
- A bachelor's degree
- Three years teaching experience
- Currently teaching



# What is the NB Process?

## Four Components to the Process

Component 1. Content Knowledge

Component 2. Differentiation in Instruction

Component 3. Teaching Practice and  
Classroom Environment

Component 4. Effective and Reflective  
Practitioner

# The National Board Process: 4 Components:

## Component 1: Content Knowledge

A computer-based assessment asks you to demonstrate your understanding of content knowledge and pedagogical practices for teaching your content area. You must demonstrate knowledge of developmentally appropriate content, which is necessary for teaching across the full age range and ability level of your chosen certificate area.

## Component 2: Differentiation in Instruction

This portfolio entry requires that candidates gather and analyze information about individual students' strengths and needs and use that information to design and implement instruction to advance student learning and achievement. You will submit selected work samples that demonstrate the students' growth over time and a written commentary that analyzes your instructional choices.





## Component 3: Teaching Practice and Learning Environment

This portfolio entry requires video recordings of interactions between you and your students. You will also submit a written commentary in which you describe, analyze and reflect on your teaching and interactions with students.

## Component 4: Effective and Reflective Practitioner

This portfolio entry requires you to demonstrate evidence of your abilities as an effective and reflective practitioner in developing and applying knowledge of your students; your use of assessments to effectively plan for and positively impact your students' learning; and your collaboration to advance students' learning and growth.

## How does a teacher become a NBCT?

The four components are scored after submission and collectively must reach an established level.

- C1 accounts for 40% of total score
- C2, C3 & C4 account for 60% of total score

## How long does the NB process take?

A teacher is allowed 5 years to complete:

- Process can be completed in 1 year, but **usually completed in 2 years**
- Process can be deferred a year if needed
- If do not achieve upon first attempt, can retake components for 2 years



2019-20

C1: Content  
Knowledge

C3: Teaching  
Practice and  
Learning  
Environment

2020-21

C2: Differentiation  
in Instruction

C4: Effective and  
Reflective  
Practitioner

## What is the National Board Resource Center?

### The National Board Resource Center

- Oversees the state grants that enable the National Board Certified Teacher program in Illinois.
- Pays teacher fees for participation through the ISBE grant
- Provides support through the NB process.
- Oversees the grant that enables pay for NBCTs who mentor or provide professional development in schools.



# Illinois Financial Support

- The total costs of NB certification will be \$1,900 which includes the four components.
- ISBE will make payments for these components directly to NBPTS which will cover the costs of all four of the components to be completed.

# Eligible for State Funding

- Be a teacher or counselor.
- Teach in an Illinois public school.
- Hold a valid Illinois Professional Educator License (PEL).
- Hold a valid Illinois Educator Identification License Number (IEIN).
- Be a first time applicant who has not used the Illinois NB fee subsidy in past years.

## How do teachers apply to become a NB candidate for 2019-2020?

- Applications for the Illinois Candidate Subsidy Fee will be available from February 12, 2019 through May 13, 2019.
- Candidates applying in this cycle, 2019-2020, will be supported through the process in two years.
- Candidates in Illinois will only focus on Components One and Three during the 2019-2020 cycle.



## Teachers/counselors are supported through the process in collaborative ways:

- Face-to-Face Cohorts
- Virtual Cohorts
- Professional Development School Cohorts
- Regional Office of Education Cohorts
- Certificate-Alike Webinars
- Individual Mentors/Coaches

## 1st Time Candidate Support

### Face-to-Face Cohorts:

Candidates are grouped by locality and provided the professional development necessary for the completion of the components is presented by a trained NBCT Facilitator.

### Virtual Cohorts:

Candidates are provided the professional development necessary for the completion of the components online, presented by a trained NBCT Facilitator.

### ROE Cohorts:

Select ROEs operate cohorts in rural areas of the state.



## Certificate-Alike Webinars

- Two virtual opportunities throughout the year to talk to others in their own certificate area
- Collaborate, share ideas, express concerns
- Led by trained NBCT Facilitator

## Mentor/Coach (Reader)

- Assists candidate 1:1
- Trained to ethically mentor/coach
- Communication via phone/email



## **\*National Board Professional Development School Model\***

- Shared Leadership of the Cohort
- Collaboration between Administrator, NBCT, and Teacher-Candidates
- Held in a school/district
- Focus on a common school improvement goal
- Training provided by NBRC

\*If you want your school to become a NB PD School, contact Kris Mason at 309-438-1833 or [kamason5@ilstu.edu](mailto:kamason5@ilstu.edu)



# Questions? Contact:

Kristin Mason, NBCT  
Director, National Board Resource Center  
Illinois State University  
kamason5@ilstu.edu  
(309) 438-1835

<https://nbrc.illinoisstate.edu/>

Twitter [@NBRCIllinois](https://twitter.com/NBRCIllinois)

Facebook: [National Board Resource Center at Illinois State University](https://www.facebook.com/NBRCIllinois)



# How to Apply for State Funding

**The Spring 2019 Window for the Illinois NBPTS  
Candidate Fee Subsidy**

**opens on February 12, 2019 at 10:00 AM – closes  
May 13, 2019 at midnight.**

**Go here to apply:**

**<https://nbrc.illinoisstate.edu/firsttime/index.php>**

# NBPTS Resources

- NBPTS Website [www.nbpts.org](http://www.nbpts.org)

# Illinois Resources

- NBRC at ISU website

<http://www.nbrc.illinoisstate.edu>

- ISBE website

<https://www.isbe.net/Pages/National-Board-Certified-Teachers.aspx>



# Teacher Effectiveness Impacts Student Learning

## National Board's Core Propositions Aligned to Illinois Standards and Professional Learning

National Board's <b>Five Core Propositions of Accomplished Teaching</b>	#1 Teachers are committed to students and their learning.	#2 Teachers know the subjects they teach and how to teach those subjects to students.	#3 Teachers are responsible for managing and monitoring students learning.	#4 Teachers think systematically about their practice and learn from experience.	#5 Teachers are members of learning communities.
<b><u>Charlotte Danielson-Framework for Teaching</u></b>  Detailed Alignment <a href="#"><i>Danielson</i></a>	▲	▲	▲	▲	▲
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<b><u>Standards for Professional Learning</u></b> (Learning Forward)  Detailed Alignment <a href="#"><i>Standards for Professional Learning</i></a>	▲	▲	▲	▲	▲
<b><u>Standards for All Illinois Teachers</u></b>  Detailed Alignment <a href="#"><i>Standards for All Illinois Teachers</i></a>	▲	▲	▲	▲	▲
<b><u>Common Core Standards Illinois</u></b> <b><u>Common Core Standards</u></b>  Detailed Alignment <a href="#"><i>Common Core</i></a>	▲	▲	▲	▲	▲
<b><u>Teacher Preparation Assessment (edTPA)</u></b>  Detailed Alignment <a href="#"><i>Teacher Preparation Assessment</i></a>	▲	▲	▲	▲	▲
<b><u>Educational Leadership Policy Standards</u></b>  Detailed Alignment <a href="#"><i>Educational Leadership Policy Standards</i></a>	▲	▲	▲	▲	▲

# Charlotte Danielson – Framework for Teaching Aligned to the National Board’s Five Core Propositions

*“Charlotte Danielson is an internationally-recognized expert in the area of teacher effectiveness, specializing in the design of teacher evaluation systems that, while ensuring teacher quality, also promote professional learning.”*

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<b>Charlotte Danielson Framework for Teaching</b>  <u>Domain 1</u> Planning and Instruction	<ul style="list-style-type: none"> <li>• Demonstrating knowledge of students</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrating knowledge of content and pedagogy</li> <li>• Setting instructional outcomes</li> <li>• Demonstrating knowledge of resources</li> <li>• Designing coherent instruction</li> <li>• Designing student assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Designing coherent instruction</li> <li>• Designing student assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrating knowledge of content and pedagogy</li> <li>• Demonstrating knowledge of students</li> <li>• Setting instructional outcomes</li> <li>• Demonstrating knowledge of resources</li> <li>• Designing coherent instruction</li> <li>• Designing student assessments</li> </ul>	
<b>Charlotte Danielson</b>  <u>Domain 2</u> Classroom Environment	<ul style="list-style-type: none"> <li>• Creating an environment of respect and rapport</li> <li>• Establishing a culture of learning</li> <li>• Managing classroom procedures</li> <li>• Managing student behaviors</li> <li>• Organizing physical space</li> </ul>	<ul style="list-style-type: none"> <li>• Establishing a culture for learning</li> </ul>	<ul style="list-style-type: none"> <li>• Creating an environment of respect and rapport</li> <li>• Establishing a culture of learning</li> <li>• Managing classroom procedures</li> <li>• Managing student behavior</li> <li>• Organizing physical space</li> </ul>	<ul style="list-style-type: none"> <li>• Creating an environment of respect and rapport</li> <li>• Establishing a culture of learning</li> <li>• Managing classroom procedures</li> <li>• Managing student behavior</li> <li>• Organizing physical Space</li> </ul>	<ul style="list-style-type: none"> <li>• Managing classroom procedures</li> </ul>

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<b>Charlotte Danielson Framework for Teaching</b>  <u>Domain 3</u> Instruction	<ul style="list-style-type: none"> <li>• Communicating with students</li> <li>• Using questioning and discussion techniques</li> <li>• Engaging students in learning</li> <li>• Using assessment in instruction</li> <li>• Demonstrating flexibility and responsiveness</li> </ul>	<ul style="list-style-type: none"> <li>• Communicating with students</li> <li>• Using questioning and discussion techniques</li> <li>• Engaging students in learning</li> <li>• Using assessment in instruction</li> <li>• Demonstrating flexibility and responsiveness</li> </ul>	<ul style="list-style-type: none"> <li>• Communicating with students</li> <li>• Using questioning and discussion techniques</li> <li>• Engaging students in learning</li> <li>• Using assessment in instruction</li> <li>• Demonstrating flexibility and responsiveness</li> </ul>	<ul style="list-style-type: none"> <li>• Communicating with students</li> <li>• Using questioning and discussion techniques</li> <li>• Engaging students in learning</li> <li>• Using assessment in instruction</li> <li>• Demonstrating flexibility and responsiveness</li> </ul>	
<b>Charlotte Danielson</b>  <u>Domain 4</u> Professional Responsibilities	<ul style="list-style-type: none"> <li>• Maintaining accurate records</li> <li>• Communicating with families</li> <li>• Showing professionalism</li> </ul>	<ul style="list-style-type: none"> <li>• Growing and developing professionally</li> </ul>	<ul style="list-style-type: none"> <li>• Maintaining accurate records</li> <li>• Communicating with families</li> </ul>	<ul style="list-style-type: none"> <li>• Reflecting on teaching</li> <li>• Maintaining accurate records</li> <li>• Participating in a professional community</li> <li>• Growing and developing professionally</li> <li>• Showing professionalism</li> </ul>	<ul style="list-style-type: none"> <li>• Reflecting on teaching</li> <li>• Communicating with families</li> <li>• Participating in a professional community</li> <li>• Growing and developing professionally</li> <li>• Showing professionalism</li> </ul>

# National Board Professional Teaching Standards

## Aligned to the National Board's Five Core Propositions

*“Reflect the Five Core Propositions of accomplished teaching. Identify specific knowledge, skills, and attitudes that support accomplished practice while emphasizing the holistic nature of teaching. Illustrate how a teacher’s professional judgment is reflected in action.”*

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<a href="#">National Board Professional Teaching Standards</a> <ul style="list-style-type: none"> <li>• <a href="#">National Board Certification</a> (Master Teacher)</li> <li>• <a href="#">National Board Certification-Illinois Master Teacher</a></li> <li>• <a href="#">Renewal</a> of NBPTS</li> </ul>	<ul style="list-style-type: none"> <li>• Listening, Speaking and Viewing</li> <li>• Managing and Balancing Multiple Life Roles</li> <li>• Managing the Environment for Development and Learning</li> <li>• Partnering with Families and Communities</li> <li>• Planning for Development and Learning</li> <li>• Professional Community</li> <li>• Promoting an Active Lifestyle</li> <li>• Promoting Diversity, Equity, and Fairness</li> <li>• Reading</li> <li>• Reflection and Growth</li> <li>• Respect for Diversity</li> <li>• Responsiveness to Change</li> <li>• School Climate</li> <li>• School Counseling Program</li> <li>• Social Development</li> <li>• Social Development and Behavior</li> <li>• Sound Teaching Practices</li> <li>• Speaking and Listening</li> <li>• Student Engagement in Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Listening, Speaking and Viewing</li> <li>• Managing and Balancing Multiple Life Roles</li> <li>• Managing the Environment for Development and Learning</li> <li>• Planning for Development and Learning</li> <li>• Promoting an Active Lifestyle</li> <li>• Reading</li> <li>• Responsiveness to Change</li> <li>• School Climate</li> <li>• School Counseling Program</li> <li>• Social Development and Behavior</li> <li>• Sound Teaching Practices</li> <li>• Speaking and Listening</li> <li>• Student Engagement in Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Listening, Speaking and Viewing</li> <li>• Managing the Environment for Development and Learning</li> <li>• Planning for Development and Learning</li> <li>• Reading</li> <li>• Responsiveness to Change</li> <li>• School Climate</li> <li>• School Counseling Program</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Community</li> <li>• Promoting an Active Lifestyle</li> <li>• Reflection and Growth</li> <li>• Responsiveness to Change</li> <li>• School Counseling Program</li> </ul>	<ul style="list-style-type: none"> <li>• Partnering with Families and Communities</li> <li>• Professional Community</li> <li>• Reading</li> <li>• Reflection and Growth</li> <li>• Responsiveness to Change</li> <li>• School Climate</li> <li>• School Counseling Program</li> </ul>



## National Board Professional Teaching Standards Aligned to the National Board's Five Core Propositions

<b>National Board's <u>Five Core Propositions</u> of Accomplished Teaching</b>	<b>#1 Teachers are committed to students and their learning.</b>	<b>#2 Teachers know the subjects they teach and how to teach those subjects to students.</b>	<b>#3 Teachers are responsible for managing and monitoring students' learning.</b>	<b>#4 Teachers think systematically about their practice and learn from experience.</b>	<b>#5 Teachers are members of learning communities.</b>
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## National Board Professional Teaching Standards Aligned to the National Board's Five Core Propositions

National Board's <b>Five Core Propositions</b> of Accomplished Teaching	#1 Teachers are committed to students and their learning.	#2 Teachers know the subjects they teach and how to teach those subjects to students.	#3 Teachers are responsible for managing and monitoring students' learning.	#4 Teachers think systematically about their practice and learn from experience.	#5 Teachers are members of learning communities.
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## National Board Professional Teaching Standards Aligned to the National Board's Five Core Propositions

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## National Board Professional Teaching Standards Aligned to the National Board's Five Core Propositions

National Board's <b>Five Core Propositions</b> of Accomplished Teaching	#1 Teachers are committed to students and their learning.	#2 Teachers know the subjects they teach and how to teach those subjects to students.	#3 Teachers are responsible for managing and monitoring students' learning.	#4 Teachers think systematically about their practice and learn from experience.	#5 Teachers are members of learning communities.
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## National Board Professional Teaching Standards Aligned to the National Board's Five Core Propositions

<p>National Board's <b>Five Core Propositions</b> of Accomplished Teaching</p>	<p><b>#1</b> Teachers are committed to students and their learning.</p>	<p><b>#2</b> Teachers know the subjects they teach and how to teach those subjects to students.</p>	<p><b>#3</b> Teachers are responsible for managing and monitoring students' learning.</p>	<p><b>#4</b> Teachers think systematically about their practice and learn from experience.</p>	<p><b>#5</b> Teachers are members of learning communities.</p>
<p><a href="#">National Board Professional Teaching Standards</a></p> <ul style="list-style-type: none"> <li>• <a href="#">National Board Certification</a> (Master Teacher)</li> <li>• <a href="#">National Board Certification-Illinois Master Teacher</a></li> <li>• <a href="#">Renewal</a> of NBPTS</li> </ul>		<ul style="list-style-type: none"> <li>• Knowledge of Subject Matter</li> <li>• Knowledge of Science</li> <li>• Understanding Science Pedagogy</li> <li>• Science Inquiry</li> <li>• Contexts of Science</li> <li>• Understanding Science</li> <li>• Fostering Science Inquiry</li> <li>• Making Connections in Science</li> <li>• Content</li> <li>• Knowledge of Language</li> <li>• Knowledge of Culture</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding Science Pedagogy</li> <li>• Fostering Science Inquiry</li> </ul>		

## **Standards for Professional Learning Aligned to National Board's Five Core Propositions**

*“Essential elements of professional learning that function in synergy to enable educators to increase their effectiveness and student learning.”*

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<a href="#">Standards for Professional Learning</a> (Learning Forward)	<ul style="list-style-type: none"> <li>• Learning Communities</li> <li>• Leadership</li> <li>• Data</li> <li>• Learning Design</li> <li>• Implementation</li> <li>• Outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Resources</li> <li>• Learning Design</li> <li>• Outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Resources</li> <li>• Data</li> <li>• Learning Design</li> <li>• Implementation</li> <li>• Outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Communities</li> <li>• Leadership</li> <li>• Data</li> <li>• Learning Design</li> <li>• Implementation</li> <li>• Outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Communities</li> <li>• Leadership</li> <li>• Implementation</li> <li>• Outcomes</li> </ul>

# **Standards for All Illinois Teachers Aligned to the National Board's Five Core Propositions**

*"Provide a framework for the improvement of teaching and learning.  
Form a foundation for the design of educator preparation programs at colleges and universities.  
Establish criteria for the approval of preparation programs at colleges and universities.  
Create a basis for state certification tests. Supply guidelines for the induction of novice teachers.  
Give a foundation for ongoing professional development."*

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<a href="#">Standards for All Illinois Teachers</a>	<b>Standard 3</b> Planning for Differentiated Instruction <b>Standard 4</b> Learning Environment <b>Standard 5</b> Instructional Delivery <b>Standard 6</b> Reading, Writing, and Oral Communication	<b>Standard 2</b> Content Area and Pedagogical Knowledge <b>Standard 3</b> Planning for Differentiated Instruction <b>Standard 4</b> Learning Environment <b>Standard 5</b> Instructional Delivery <b>Standard 6</b> Reading, Writing, and Oral Communication	<b>Standard 3</b> Planning for Differentiated Instruction <b>Standard 4</b> Learning Environment <b>Standard 5</b> Instructional Delivery <b>Standard 6</b> Reading, Writing, and Oral Communication	<b>Standard 3</b> Planning for Differentiated Instruction <b>Standard 4</b> Learning Environment <b>Standard 5</b> Instructional Delivery <b>Standard 6</b> Reading, Writing, and Oral Communication <b>Standard 7</b> Assessment	<b>Standard 8</b> Collaborative Relationships <b>Standard 9</b> Professionalism, Leadership, and Advocacy

# The Common Core Standards Aligned to the National Board's Five Core Propositions

*"The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy."*

NBCTs show how they make their teaching decisions based upon in-depth knowledge of their students and clear, consistent academic benchmarks as described in the Common Core Standards. NBCTs systematically develop specific learning targets for students based upon what they know about their students at any given point in time. While the Common Core Standards focus primarily on Core proposition 2, the key intent is to create self directed learners who communicate (through reading, writing, speaking, listening) deep academic content understanding across subject areas. NBCTs refine these practices through collaboration with colleagues, families and the community.

National Board's <a href="#">Five Core Propositions</a> of Accomplished Teaching	#1 Teachers are committed to students and their learning.	#2 Teachers know the subjects they teach and how to teach those subjects to students.	#3 Teachers are responsible for managing and monitoring students learning.	#4 Teachers think systematically about their practice and learn from experience.	#5 Teachers are members of learning communities.
<a href="#">Common Core Standards Illinois</a>  <a href="#">Common Core Standards</a>	<p>Teachers make knowledge accessible to all students and believe that all students can learn. They use the Common Core Standards as a tool to ensure that all students are receiving the highest quality, consistent educational experience to prepare them to be successful in postsecondary experiences and in the workforce. Teachers develop students' cognitive capacity and their respect for learning. (NBPTS)</p> <p><b><u>Students who are college and career ready in English Language Arts &amp; Literacy:</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrate independence.</li> <li>• Build strong content knowledge.</li> <li>• Respond to the varying demands of audience, task, purpose, &amp; discipline.</li> <li>• Comprehend as well as critique.</li> </ul>	<p>The Common Core Standards provide rigorous content and application of knowledge through higher-order skills.</p> <p><b><u>Students who are college and career ready demonstrate anchor standards for English Language Arts and Literacy.</u></b></p> <ul style="list-style-type: none"> <li>• The Reading Standards place equal emphasis on the sophistication of what students read and the skill with which they read.</li> <li>• Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts. (NBPTS)</li> </ul>	<p>Teachers create, enrich, maintain and alter instructional settings to capture and sustain the interest of their students and to make the most effective use of time when implementing the Common Core Standards.</p> <p>Teachers know how to engage groups of students to ensure a disciplined learning environment to teach using the Common Core Standards. Teachers use the Common Core Standards to help them set clear and realistic goals for success.</p> <p>Teachers use the Common Core Standards to develop and implement comprehensive assessment systems to measure student performance</p>	<p>Teachers model curiosity, fairness, respect for diverse viewpoints, and appreciation of cultural differences to allow for intellectual growth.</p> <p>Teachers critically examine their practice as they implement the Common Core Standards to expand their repertoire, deepen their knowledge, sharpen their judgments and adapt their teaching to implement the standards with fidelity.</p> <p>Teachers model the ability to reason and take multiple perspectives, to be creative and take risks, and to adopt an experimental and problem solving orientation while teaching with the Common Core Standards. (NBPTS)</p>	<p>Teachers systematically study and learn from one another to use the Common Core Standards to teach rigorous academic content and provide opportunities for students to apply higher order skills.</p> <p>Teachers collaborate with colleagues to provide instruction in reading, writing speaking, listening &amp; language.</p> <p>Teachers ensure that students are college &amp; career ready through becoming proficient independent readers of complex informational texts in a variety of content areas. Teachers collaborate across disciplines &amp; content areas to facilitate instruction. (NBPTS)</p>



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<a href="#">Common Core Standards Illinois</a>  <a href="#">Common Core Standards</a>	<ul style="list-style-type: none"> <li>• Value evidence. Use technology and digital media strategically &amp; capably.</li> <li>• Come to understand other perspectives &amp; cultures.</li> <li>• Readily undertake the close, attentive reading that is at the heart of understanding and enjoy complex works of literature.</li> <li>• Habitually perform the critical reading necessary to pick carefully through the staggering amount of information available today in print and digitally.</li> <li>• Actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews.</li> <li>• Reflexively demonstrate the cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic.</li> </ul> <p>In short, students who meet the Standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.</p>	<p><u>Students who are college and career ready write for a variety of purposes and audiences.</u></p> <p><b>Writing: text types, responding to reading, and research.</b></p> <ul style="list-style-type: none"> <li>• The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing; other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives.</li> </ul> <p><u>Students who are college and career ready become effective listeners and speakers by demonstrating flexible communication and collaboration.</u></p> <p>Including but not limited to skills necessary for formal presentations, the Speaking and Listening Standards require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together; express and listen carefully to ideas; integrate information from oral, visual,</p>			



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<a href="#">Common Core Standards Illinois</a>  <a href="#">Common Core Standards</a>	<p><b><u>Students who are college and career ready in Mathematics demonstrate a variety of processes and proficiencies.</u></b></p> <ul style="list-style-type: none"> <li>• The ability to justify, in a way appropriate to the student's mathematical maturity, <i>why</i> a particular mathematical statement is true or <i>where</i> a mathematical rule comes from.</li> <li>• Problem solving.</li> <li>• Reasoning &amp; proof.</li> <li>• Communication.</li> <li>• Representation.</li> <li>• Connections.</li> <li>• Adaptive reasoning.</li> <li>• Strategic competence.</li> <li>• Comprehension of mathematical concepts, operations, &amp; relations.</li> <li>• Procedural fluency.</li> <li>• Habitual inclination to see mathematics as sensible, useful and worthwhile.</li> <li>• Belief in diligence &amp; one's own efficacy.</li> </ul>	<p>quantitative, and media sources; evaluate what they hear; use media and visual displays strategically to help achieve communicative purposes; and adapt speech to context and task.</p> <p><b>Language: Conventions, effective use, and vocabulary.</b></p> <ul style="list-style-type: none"> <li>• The Language Standards include the essential "rules" of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives.</li> <li>• The Vocabulary Standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.</li> </ul> <p><b><u>The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.</u></b></p>			

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<a href="#">Common Core Standards Illinois</a>  <a href="#">Common Core Standards</a>		<ul style="list-style-type: none"> <li>• Make sense of problems and persevere in solving them.</li> <li>• Reason abstractly and quantitatively.</li> <li>• Construct viable arguments and critique the reasoning of others.</li> <li>• Model with mathematics.</li> <li>• Use appropriate tools strategically.</li> <li>• Attend to precision.</li> <li>• Look for and make use of structure.</li> <li>• Look for and express regularity in repeated reasoning.</li> </ul>			

## Teacher Preparation Assessment (edTPA)

*“Intends to assess candidates’ ability to demonstrate proficiency with respect to the core of effective beginning teaching.”*

<p><b>National Board’s</b> <b><u>Five Core Propositions</u> of</b> <b>Accomplished Teaching</b></p>	<p style="text-align: center;"><b>#1</b> <b>Teachers are committed to students and their learning.</b></p>	<p style="text-align: center;"><b>#2</b> <b>Teachers know the subjects they teach and how to teach those subjects to students.</b></p>	<p style="text-align: center;"><b>#3</b> <b>Teachers are responsible for managing and monitoring students learning.</b></p>	<p style="text-align: center;"><b>#4</b> <b>Teachers think systematically about their practice and learn from experience.</b></p>	<p style="text-align: center;"><b>#5</b> <b>Teachers are members of learning communities.</b></p>
<p><b><u>Teacher Preparation Assessment (edTPA)</u></b></p>	<p><b>Planning:</b> Building content understandings</p> <p>Supporting varied student learning needs</p> <p>Using knowledge of students to inform teaching and learning</p> <p>Assessments to monitor and support student learning</p> <p>Identifying and supporting academic language demands</p>	<p><b>Instruction:</b> Creating a positive learning environment</p> <p>Engaging students in learning</p> <p>Deepening student learning</p> <p>Using subject-specific pedagogy</p>	<p><b>Assessment:</b> Analyzing student work</p> <p>Providing feedback to guide further learning</p> <p>Providing opportunities for students to use feedback to guide further learning</p> <p>Analyzing students’ language use and learning</p>	<p><b>Analysis of teaching:</b> Analyzing teaching effectiveness</p> <p>Using assessment to inform instruction</p>	<p>When completed in a group.</p>

# Educational Leadership Policy Standards

## Aligned to the National Board's Five Core Propositions

*“Provide high-level guidance and insight about the traits, functions of work, and responsibilities that states will ask of their school and district leaders. These standards organize the functions that help define strong school leadership and represent the broad, high-priority themes that education leaders must address in order to promote the success of every student.”*

National Board's <a href="#">Five Core Propositions</a> of Accomplished Teaching	#1 Teachers are committed to students and their learning.	#2 Teachers know the subjects they teach and how to teach those subjects to students.	#3 Teachers are responsible for managing and monitoring students learning.	#4 Teachers think systematically about their practice and learn from experience.	#5 Teachers are members of learning communities.
<a href="#">Education Leadership Policy Standards</a>	<p><b>Standard 1</b></p> <ul style="list-style-type: none"> <li>An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.</li> </ul> <p><b>Standard 2</b></p> <ul style="list-style-type: none"> <li>An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</li> </ul> <p><b>Standard 6</b></p> <ul style="list-style-type: none"> <li>An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.</li> </ul>	<p><b>Standard 2</b></p> <ul style="list-style-type: none"> <li>An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</li> </ul> <p><b>Standard 5</b></p> <ul style="list-style-type: none"> <li>An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner</li> </ul>	<p><b>Standard 2</b></p> <ul style="list-style-type: none"> <li>An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</li> </ul> <p><b>Standard 3</b></p> <ul style="list-style-type: none"> <li>An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.</li> </ul> <p><b>Standard 5</b></p> <ul style="list-style-type: none"> <li>An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.</li> </ul>	<p><b>Standard 2</b></p> <ul style="list-style-type: none"> <li>An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</li> </ul> <p><b>Standard 5</b></p> <ul style="list-style-type: none"> <li>An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.</li> </ul> <p><b>Standard 6</b></p> <ul style="list-style-type: none"> <li>An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.</li> </ul>	<p><b>Standard 2</b></p> <ul style="list-style-type: none"> <li>An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</li> </ul> <p><b>Standard 4</b></p> <ul style="list-style-type: none"> <li>An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.</li> </ul> <p><b>Standard 6</b></p> <ul style="list-style-type: none"> <li>An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.</li> </ul>