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THE FIVE CORE PROPOSITIONS

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.



PREFACE TO THE

Pundits are fond of saying that “necessity is the mother of invention.” With the National Board as its primary exemplar, I prefer to think that dreams are the mothers of invention. Audacity and courage are its siblings.

Early one morning in the late summer of 1985, I received a phone call from Marc Tucker, then sta director of the Carnegie Corporation’s Task Force on Teaching as a Profession. He asked if I could prepare a report describing what a National Board for America’s teachers might look like in the unlikely event that it could be created and sustained. It became clear that such a feat would call for new conceptions of teaching, utterly new technologies of teacher testing and assessment and the creation of a new kind of non-governmental organization

that would be neither a union nor a government agency. Suspending our sense of disbelief, I asked Gary Sykes—then a doctoral candidate at Stanford—to join in this act of creative thinking and writing. We set out to imagine a new institution, owned and operated by America’s most accomplished teachers, designing standards and inventing forms of assessment that had never existed before.

When we began to dream that dream and discussed it with colleagues, our visions were initially dismissed as hallucinations, as fantasies without a needed grounding in reality. The very idea of treating teachers as true professionals with clear

law and architecture had developed such boards, teaching was a very different kind of work, perhaps not even a real profession.

And if that idea were not sufficiently absurd, the insane notion of disdaining the “tried-and-true” methods of testing and replacing them with alternatives that were closer to practice was deemed foolhardy. Indeed, when the vision of a portfolio-based assessment that could be both pedagogically authentic and psychometrically sound was put forward, even some of our earlier supporters grew pale.

As we worked collaboratively with the first generation of teacher leaders who would ultimately become the majority of the National Board’s board of directors, we also insisted that whatever assessment method was used, it needed to show promise as a positive influence on the continuing professional development of the teachers who elected to become candidates. Measurement precision was not enough. If we were going to ask the nation’s finest teachers to dedicate their limited time to the development of a portfolio of their practice, that process had to be educative for the teachers or it would be a disservice to the profession. And if support systems or coaching services were created to help candidates perform at a higher level for their portfolios, that would be fine because the only way to do better on the assessment would be to become

even more accomplished as a teacher. Indeed, we urged that the ideal preparation for the assessment be mentorship support from Board-certified teachers because of the promise this kind of coaching process held for improving the quality

Thirty years passed. And thus, one morning in 2016, I received an email from the new president and CEO of the National Board for Professional Teaching Standards suggesting we meet over breakfast in Palo Alto. Peggy Brookins, a National Board-certified teacher of high school mathematics, was now president and CEO of the National Board for Professional Teaching Standards, an organization that has certified more than 112,000 teachers across all 50 states and DC. Peggy asked if I would revisit that newborn infant that began its life three decades ago and prepare a personal preface to this volume.

BY TEACHERS, FOR TEACHERS

INTRO D CTION

INTRODUCTION

The National Board for Professional Teaching Standards was founded in 1987 to advance the quality of teaching and learning by:

- maintaining high and rigorous standards for what accomplished teachers should know and be able to do;
- providing a national voluntary system certifying teachers who meet these standards; and
- advocating related education reforms to integrate National Board Certification in American education and to capitalize on the expertise of National Board Certified Teachers.

This second edition of *What Teachers Should Know and Be Able to Do* articulates the National Board's Five Core Propositions for teaching. Similar to medicine's Hippocratic Oath, the Five Core Propositions

are held in common by teachers of all grade levels and disciplines and underscore the accomplished teacher's commitment to advancing student learning and achievement. Together, the propositions form the basis of all National Board Standards, which describe how teachers enact the Propositions in particular content areas and with students of particular developmental levels, and serve as the foundation for Board certification. National Board Certification—created by teachers, for teachers—is the profession's mark of accomplished teaching.

The explication of the Five Core Propositions in this edition of *What Teachers Should Know and Be Able to Do* was updated in 2015 to reflect advances in the field in research, professional language, and practice. Remarkably, the Propositions themselves

THE FIVE CORE PROPOSITIONS

Through National Board Certification, the National Board for Professional Teaching Standards seeks to identify and recognize teachers who effectively enhance student learning and demonstrate the high level of knowledge, skills, abilities and commitments reflected in the following Five Core Propositions.

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performed academically in the past, and who they want to become in the future. Children and young adults live in a wide variety of physical locations and household groups; to understand their hopes and aspirations, educators must remain attuned to students' unique living situations and family dynamics.

Accomplished teachers further understand that student learning is influenced by personality—whether a student is shy or outgoing, impulsive or reflective, stubborn or eager to please. For example, a shy student might not perform well on an oral presentation. Similarly, an impulsive student who fills in answers hastily may receive standardized test results that do not truly reflect his or her knowledge. Accomplished educators take personality traits such as those into consideration when interacting with students, planning for instruction, and interpreting assessments. That kind of specific understanding is critical, for teachers use it constantly to tailor instruction for the individuals within their classrooms.²

Teachers who are accomplished respond to student needs based on their pupils' interests, abilities, and

prior knowledge. When planning a unit on genetics, for instance, a biology instructor will anticipate which concepts and activities certain students may find problematic; while listening to a small group, the teacher will then look for signs of individual student engagement and address any misunderstandings as they arise. By keeping a finger on the pulse of the class, educators decide when to alter plans, work with individual students, or enrich instruction with additional examples, explanations, or activities.

Recognizing that students bring different language practices and proficiencies to the classroom, accomplished teachers also understand the complex role that language plays in learning. For example, they respect the knowledge, perspectives, and experiences that English language learners possess and value the ways in which those factors can enhance and strengthen the learning environment. Similarly, educators know that students use language differently based on social or academic context, and accomplished teachers empower their students by providing them with access points for participating in various situations and occasions. Educators

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explore opportunities to integrate diverse language practices meaningfully within the learning process.

Accomplished teachers gain knowledge about their students by studying them carefully and seeking additional information from various sources. They learn from experience by listening to students, watching them interact with peers, observing them work in different contexts, reading their thoughts and reflections, and otherwise examining their actions and behavior in the learning environment. Teachers also look closely at how students play so they can encourage those students to explore their imagination during instruction. By engaging students on a social, emotional, intellectual, and physical basis, accomplished teachers enhance learning at every age and developmental level. To inform their pedagogical decisions further, educators analyze assessment data as well, considering

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PROPOSITION #2

If one cardinal principle of teaching is a commitment to the welfare and education of young people, another is a commitment to subject matter. Accomplished teachers are dedicated to acquainting students with the social, cultural, ethical, and physical worlds in which we live, and they use the subjects they teach as an introduction to those realms. A comprehensive understanding of subject matter entails more than the recitation of dates, multiplication tables, or grammatical rules within a single content domain. Rather, it requires the pursuit of substantive knowledge by exploring domains and making connections to become fully engaged in the learning process.

Teachers Appreciate How Knowledge in Their Subjects is Created, Organized, and Linked to Other Disciplines

Teachers who possess a firm command of their subject areas understand factual information as well as major themes and concepts. They also comprehend the process of creative investigation and inquiry, whereby discoveries are made and new knowledge is formed, as demonstrated in the work of scholars and artists. For instance, physics teachers know the role of hypothesis generation and experimentation in scientific inquiry; geometry teachers know the modes of justification for substantiating mathematical claims; fine arts teachers understand how creative ideas are developed and meaning is conveyed through performance; social studies teachers know how historians use evidence

understanding. Knowing that multiple perspectives and interpretations of each content area exist, educators expose students to different modes of critical thinking and show them how to reason analytically about subject matter. While maintaining the integrity of disciplinary methods, content, and structures

skills and achieve maximum independence. Teachers must possess a thorough understanding of subject matter to help their students develop critical skills and pursue lifelong learning—the hallmark of accomplished teaching at every developmental level.

Teachers Command Specialized Knowledge of How to Convey a Subject to Students

Teachers require pedagogical insight to communicate their subject knowledge effectively and impact students significantly. Accomplished educators use a specialized set of technical skills and abilities to convey instructional content and facilitate learning so students can develop bodies of knowledge and advance their systems of thinking. Pedagogical expertise incorporates wisdom related to the teaching and learning processes, as well as the dynamic between student needs and content demands. Accomplished teachers use their knowledge of the most appropriate ways to present subject matter through strategies and techniques such as demonstrations, experiments, analogies and metaphors, interactive learning, and appropriate uses of technology.

Pedagogical experience yields a repertoire of instructional techniques that allow teachers to share their subject matter knowledge with students.

Teachers draw on pedagogical and subject matter understandings to respond to common misconceptions within content areas; address challenging aspects of learning acquisition; and accommodate prior knowledge, experience, and skills that students at different developmental levels typically bring to the classroom. For example, science teachers anticipate that some students may have misunderstandings about gravity that can influence their learning, whereas fine arts and physical education teachers are prepared for young children to enter school at various stages of maturity with respect to hand–eye coordination. Balancing the insights of pedagogical and subject matter expertise helps teachers evaluate and resolve daily issues—decisions that include which aspects of subject matter to emphasize and how to pace instruction. Accomplished educators use a comprehensive awareness of their students, their subjects, and their practice to structure teaching that promotes learning in their schools.

To remain as effective as possible in the classroom, accomplished educators also demonstrate a strong commitment to learning about new curricular resources, such as textbook series, primary texts, classroom manipulatives, or research materials available through professional organizations. Educators keep abreast of technological developments that have implications for their subject areas

classroom to meet learning goals and accommodate student dispositions as needed. Educators are thus aware of the value that lies in both structured and inductive learning. They understand that teaching students the concepts and principles that scholars within each discipline have generated is useful, but accomplished teachers also know that helping students develop a critical mindset is important. Through inquiry, students search for prob

in nonlinear ways, to approach issues from multiple vantage points, to weigh competing sets of criteria, and to evaluate the merits of multiple solutions. Thus, in the eyes of accomplished teachers, the acquisition of knowledge does not signify a lower form of understanding. Rather, it represents a distinctly intellectual undertaking—a rich, demanding, creative process calling on the strategic coordination of skills, abilities, and dispositions to develop a deeper, more discerning matrix of understanding. That mode of thinking encourages students to apply their knowledge to new and unfamiliar problems so they can continue exploring and advancing their understanding. As they share their knowledge in all its forms with students in the classroom, accomplished teachers appreciate that this way of thinking and understanding will develop over time to support meaningful, substantial learning for a lifetime.

different groups of students. They manage those interactions carefully, establishing social norms for constructive communication, helping students adopt productive roles vis-à-vis their teachers and their peers, and showing students how to assume responsibility for their learning and for that of their classmates. The environments that teachers create guide student behavior and support learning as it takes place in large or small groups, in pairs, independently, or one-on-one with the teacher or another adult.

Because different pedagogical techniques may also require different types of social interaction, each carrying its own set of expectations, accomplished teachers remain sensitive to shifting norms that cast students and teachers in new roles. To ensure that the learning dynamic remains posi-

on their knowledge of students, social contexts, and learning objectives, as well as their prior experience.

Teachers Value Student Engagement

Accomplished teachers know how to keep students motivated by capturing their attention and immersing them in the learning process. Teachers understand that they can build bridges between what students know and what they are capable of learning by expanding old interests and sparking new passions. Accomplished educators therefore focus significant attention on developing strategies to promote student interests and to monitor student engagement.

Motivating students does not always mean that accomplished teachers make learning fun; learning can be difficult work. For instance, developing an acute sense of one's body during dance requires intense intellectual and physical concentration. Similarly, writing a short story requires drafting and re-drafting, editing and re-editing, as well as responding to critiques from teachers and peers. Teachers must know how to encourage their students in the face of serious challenges and provide them with support as they push themselves to new physical, affective, and intellectual planes. Accomplished teachers model strategies for dealing with the doubts that students may experience,

helping them realize that frustrating moments often are when learning occurs. Those moments produce the true joy of education, the satisfaction of accomplishment.

Teachers Regularly Assess Student Progress

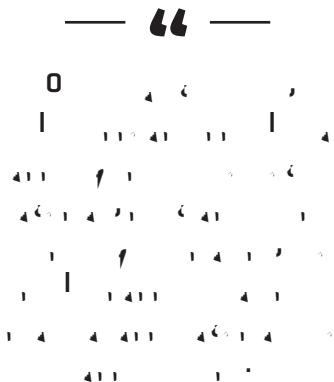
Accomplished teachers monitor student performance as well as student engagement. Bearing considerable responsibility for the children and young adults they work with, educators examine the success of all activities they design. They assess learning experiences that they create or coordinate with the help of other educators, tracking what students do and do not learn while evaluating the effectiveness of their instructional strategies.

Assessment is not always done for the purpose of recording grades; rather, it allows students and teachers to examine their current status. Accomplished teachers evaluate students to determine what they have learned from instruction, whether that instruction is a week of lessons on life cycles, a unit of photography, or a semester of athletic training. Educators use those outcomes to decide if they should review skills within a topic, challenge students with a related concept, or advance to the next subject. They also help students engage in self-assessment, instilling them with a

sense of responsibility for their own learning. By adding to their repertoire of assessment methods and by monitoring student progress regularly, accomplished teachers provide students, families, caregivers—and themselves—with constructive feedback.

Importantly, accomplished teachers understand that the purpose of evaluation affects the form and structure of any assessment—the method of observation, the length of duration, and the type of information gathered. Those factors, along with student demeanor and motivation, all affect the conclusions that teachers may reach when using a specific assessment. Educators therefore monitor student progress using a variety of evaluation methods, each with its own set of strengths and weaknesses. Accomplished teachers analyze data from standardized examinations, and they design their own assessment tools. For instance, they define the content requirements for student portfolios, create the scoring rubrics for demonstrations, and establish protocols for anecdotal record keeping. Above all, accomplished teachers are astute observers of their students—watching their movements and gestures, studying their facial expressions, listening to their

words—so teachers can discover what students are thinking and determine how best to advance their learning.



Accomplished teachers evaluate their students throughout the learning process, from start to finish. They monitor student behavior at various times, in various situations, and for various purposes. So, when asking questions during group discussions, teachers may determine how well students comprehend information; when speaking

with individuals working independently, they may consider ways to augment student learning; and when using an online assessment that provides immediate feedback from the class, they may gauge the relative value of an instructional technique. Thoughtful assessment requires diligence.

On a continual basis, accomplished teachers monitor the progress of individual students, evaluate classes as learning collectives, and examine their practice in relation to their students and their classes. Those judgments are interconnected, although each merits attention in its own right. The dynamic conveys some of teaching's essential

To engage students further, teachers manage classroom dynamics and monitor student progress toward the completion of their goals. Educators analyze learning outcomes in relation to educa

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PROPOSITION #4

As with most professions, teaching requires practitioners to remain open, eager for, and dedicated to the pursuit of continuous growth. Because they work in a field marked by evolving questions and an expanding body of research, teachers possess a professional obligation to become perpetual students of their craft. Accomplished educators seek to expand their repertoires, deepen their knowledge and skills, and become wiser in rendering judgments. They remain inventive in their teaching, recognizing the need to welcome new findings and extend their learning as professionals. Accomplished teachers are ready to incorporate ideas and methods developed by other educators to support their instructional goals—namely, the advancement of student learning and the improvement of their practice. What exemplifies excellence,

then, is a reverence for the craft, a recognition of its complexities, and a commitment to lifelong learning and reflection.

Teachers Make Difficult Choices That Test Their Professional Judgment

Often, the demands of teaching present formidable challenges that defy simple solutions. To meet conflicting objectives, accomplished teachers regularly fashion compromises that will satisfy diverse parties. For example, a world history teacher attempting to reconcile the need for broad coverage and in-depth knowledge will do what is necessary to proceed from ancient civilizations to modern nations, while developing student understanding of history as a gradual evolution rather than a discrete series of

chronological events. Likewise, a middle childhood generalist will find a way to teach students the fundamental principles of spelling and grammar, while introducing them to an appreciation of writing as a mode of communication and a thinking process. Accomplished teachers may approach circumstances such as those in different ways, but they all demonstrate the strength and flexibility to negotiate competing goals.

Teachers also may face situations that cause them to reprioritize their goals based on reflection, resulting in the modification of their instructional plans. For example, a teacher may delay part of a daily lesson to foster classroom relationships. Another instructor may address student misunderstandings by reteaching a critical concept instead of moving forward. Circumstances such as those call on teachers to employ their professional knowledge of what constitutes sound practice, giving students' interest the paramount consideration. Accomplished teachers may forge a variety of successful plans to balance rival objectives, but their decisions invariably will be grounded in established theories and reasoned judgment born of experience.

Teachers Use Feedback and Research to Improve Their Practice and Positively Impact Student Learning

Accomplished teachers seek opportunities to cultivate their learning. As savvy students of their own teaching, they know the value of asking colleagues, administrators, and other educators to observe them and offer critiques of their instructional practices. They write about their work as well, and they solicit reactions to their teaching from students and families. Accomplished teachers develop strategies for gaining feedback and insights from a range of stakeholders so they can reflect meaningfully on their pedagogical choices and improve their practice.

Accomplished teachers also stay abreast of current research and, when appropriate, incorporate new findings into their practice. They take advantage of professional development opportunities such as conferences, workshops, and digital learning experiences. Because testing new approaches and hypotheses is a commonplace habit among such teachers, they might conduct, publish, and present their own research, if so inclined. Accomplished educators understand the



legitimacy and the limitations of the diverse sources they employ to inform their teaching, and they use those sources judiciously to enrich their practice.

An enthusiasm for, and dedication to, continued professional development distinguishes accomplished teachers and exemplifies the critical disposition they nurture in their students. They

love of learning, tolerance and open-mindedness, fairness and justice, an appreciation for our cultural and intellectual heritages, and respect for human diversity and dignity. Moreover, they epitomize the intellectual capacities they foster: the ability to reason carefully, consider multiple perspectives, question received wisdom, adopt an inquiry-based

aspects of their action and demeanor, accomplished teachers convey the significance of reflection and learning, of pursuit and achievement.

Approach to Practice and Professional Development (TJTEMCS)

PROPOSITION #5

Accomplished teachers reach beyond the boundaries of their individual classrooms to engage wider communities of learning. They connect with local, state, national, and global groups in person or via technology to take advantage of a broad range of professional knowledge and expertise. Accomplished educators draw on those resources when instructing their students and participating in duties that contribute significantly to the quality of schools and student learning. Those duties address two areas of responsibility: collaboration with other professionals to improve the effectiveness of schools, and partnership with families and other stakeholders to promote the education of children and young adults.

Teachers Collaborate with Other Professionals to Improve School Effectiveness

The National Board advocates proactive and creative roles for teachers. Those functions involve analyzing and constructing curricula, coordinating instruction, contributing to the professional development of staff, and participating in other policy decisions fundamental to the development of highly productive learning communities.

Although state authorities and local leadership establish broad goals, objectives, and priorities for districts and schools, accomplished teachers share responsibility with their colleagues and administrators in determining what constitutes valuable learning for students. Educators understand their

legal obligation to carry out public policy as represented in state statutes and regulations, school board directives, court decisions, and other procedural documents—and they bear those mandates in mind while acting as professionals. Accom-

and curricular aspects of instruction cohesively. Accomplished teachers understand the technical requirements of a well-coordinated curriculum, possess the interpersonal skills needed to work in groups, and exhibit a readiness to join their efforts in the interest of school communities. Those qualities enable educators to participate effectively in planning and decision making in teams, departments, and other educational units outside the classroom, laboratory, or studio.

Accomplished teachers also are involved in the arrangement of student services, uniting educators with a wide variety of specializations to ensure that instructional experiences remain productive and coherent. They help teachers partner to support inclusive education and create appropriate learning environments for students with a range of exceptional needs—those who face physical disabilities, sensory impairment, or behavioral challenges, as well as those who are gifted and talented. Accomplished educators foster cooperation among teachers and counselors of English learners, and others who offer high-quality programs featuring English as a new language, bilingual education, and English immersion. Importantly, they uphold the requirements of compensatory

work as teacher leaders, strengthening professional development and advocating improvements. Educators in less successful schools strive to promote the same traits of excellence—to build systems, develop networks, and foster a culture of innovation that will help their schools prosper.

Accomplished teachers undertake a variety of projects to pursue all those goals, participating actively in their learning communities to promote progress and achievement.

For example, they may mentor novices, form study groups, demonstrate new methodologies, serve on school and district policy councils, or engage in scholarly inquiry and artistic expression. Teachers work with their colleagues as members of a team, sharing their knowledge and skills while contributing to the ongoing development of strong schools.

What Teachers Should Know and Be Able to Do

learning—a complex undertaking in and of itself; but accomplished teachers understand that the physical, emotional, and social well-being of students cannot be separated from their intellectual growth.

Teachers Work Collaboratively with the Community

Accomplished teachers cultivate their students' knowledge of the local community as a powerful resource for learning. Opportunities abound for enriching lessons, projects, and topics of study; for example, observing the city council in action, collecting oral histories from senior citizens, studying ecology at a public park, visiting a museum, drawing the local architecture, or exploring career options in small businesses. Any community—urban, suburban, or rural; wealthy or poor—can become a laboratory for learning under the guidance of an accomplished teacher. The Internet can extend those experiences, giving students the chance to investigate local towns further or to explore cities,

Teachers also explore the concept of culture within their communities and its influence on children and young adults. Accomplished educators encourage students to appreciate linguistic traditions and ethnic contributions, to study social influences on their expectations and aspirations, and to discuss the effects that economic conditions can have on political views and outlooks. Although careful attention to diversity may challenge teachers, learning about a wealth of cultures can help them work meaningfully with students. An understanding of multiculturalism promotes an acknowledgment of differences and similarities, which, in turn, inspires students to accept individuals and to adopt civic ideals. Accomplished teachers capitalize on those opportunities so they can respond productively to their students' diverse backgrounds.

Such work rests on a delicate balance. Teachers cannot alleviate all the social problems they encounter, but they can be sensitive to those issues and caring toward students as they fulfill their professional responsibilities as educators. Teachers confront the human condition daily in all its splendor and misery; what they choose to share, how they respond, and how they prepare students in the face of it all are the factors that distinguish teachers who are truly accomplished.

CONCLUSION

**IMPLICATIONS FOR
THE PROFESSION**

CONCLUSION

The National Board's standards and assessment were created by educators and [have been] tested and revised, and the [Board certification] process is performance-based and peer-reviewed. ... If educators mapped backward from board certification, embedding the standards and the process, even as they are now, into the steps every teacher takes from preservice on, teaching in general would be stronger, and the profession would have a sturdy base on which its future could be built.

What matters is the continuum and the agreement within the profession that there can be only one. That has been the key to the success of every other profession. It is the underpinning of a profession's authority, and there is no reason to think teaching will ever achieve the same status without it.³

Ronald Thorpe

President and CEO,

National Board for Professional Teaching Standards, 2011-2015

³ Thorpe, R. (2014). Sustaining the teaching profession. *New England Journal of Public Policy*, 26(1), 1–16.

To ensure all students receive an education that pre-

ever-changing needs and to stay current in their field. These experienced teachers can engage more deeply with the Five Core Propositions and National Board Standards to guide their growth as they delve into problems of practice and seek both individual and communal professional learning opportunities. Coaching and support from Board-certified teachers can further help them expand their knowledge and skills. When ready, professional teachers can begin their candidacy for Board certification.

Board-certified Teacher

At the heart of the continuum is National Board Certification, a process designed for teachers to demonstrate, through standards-based evidence, the positive impact they have on student learning as a result of their deep and abiding understanding of students, content knowledge, pedagogical practice, ongoing reflection, and participation in learning communities. Under the guidance and mentorship of Board-certified colleagues and with the support of fellow candidates, candidates for Board certification submit evidence that their practice meets the Five Core Propositions and National Board Standards, a body of knowledge that is maintained by teachers. Practicing teachers, through a peer-review process, then assess their submissions. Board certification, as in all other professions, is a hard-earned distinction practitioners bestow on each other.

Today when Board-certified teachers attest to the positive impact the certification process had on their practice, they often remark that the pursuit of Board certification was the most transformative professional learning experience they have ever had. In a profession where Board certification is the norm, however, it would be the natural next step in a career that has been coherently building towards the development and demonstration of accomplished practice since day one. Increasingly, school-based learning communities will support teachers to work together towards accomplished practice and becoming Board-certified. Ultimately, this phase of a teacher's career is marked by fulfilling a professional responsibility to their students, to themselves, to their colleagues, and to the profession.

Educational Leader

Board certification is a foundation through which teacher leadership, in all its many forms, can take hold. At its core, National Board Certification is about demonstrating a teacher's impact on student learning around a specialized body of content. Once achieved, Board certification serves as a platform for teachers to grow professionally and to become leaders in their schools, districts, states, and the profession. At the school level, teachers can model what the Five Core Propositions look

like in action, spreading their knowledge and skills to help develop the next generation of accomplished practitioners. At the district and state level, Board-certified teachers can transform isolated pockets of excellence into system-wide improvement. Board-certified teachers can work to support fellow educators along the continuum, for example by teaching or mentoring in preparation programs, leading induction programs, engaging colleagues in inquiry and study of National Board Standards, or by taking on formalized roles in schools, local or state agencies, or professional associations. They can contribute to the body of knowledge that underlies teaching through research, standards development, and other endeavors that impact the

knowledge of accomplished practice upon which the continuum is based becomes more and more visible and Board certification becomes a collectively held expectation.

The work to codify the Five Core Propositions and the National Board Standards and to develop the Board certification process was led by teachers, for teachers. The work to build a continuum in the teaching profession grounded in this body of knowledge will be no different. It will not be easy work and the path to success will not be straightforward. Yet, when it is successful, it will have an immeasurable impact on the learning experiences and outcomes for millions of students. All students—each and every student—will learn from accomplished teachers every day.

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