



NBPTS[®]

National Board for
Professional Teaching Standards

Early Childhood through Young Adulthood

EXCEPTIONAL NEEDS SPECIALIST

Portfolio Instructions

(For retake candidates who began the Certification process in 2013-14 and earlier.)

- **Part 1** provides general instructions for preparing, developing, and submitting your portfolio entries.
- **Part 2** provides portfolio entry directions as well as cover sheets and forms you use to submit your portfolio entries.

*National Board Certification
Promotes Better Teaching,
Better Learning, Better Schools*

Contents

PART 1: GENERAL PORTFOLIO INSTRUCTIONS

How to Use the Portfolio Instructions

1-1

Navigating the Portfolio Instructions
Retake Candidates

Phase 1: Prepare

Locating and Using Important Resources
Understanding the Portfolio Entries
Following Policies and Guidelines
Learning Portfolio-Related Terms

Phase 2: Develop

Writing about Teaching
Recording Video Entries
Analyzing Student Work
Organizing Your Portfolio
Components Managing Your Time

Phase 3: Submit

Avoiding the 4 Most Common Submission Errors

PART 2: ENTRY DIRECTIONS

ECYA/Exceptional Needs Specialist Portfolio Entry Directions

2-1

Overview of Early Childhood through Young Adulthood/Exceptional Needs Specialist Portfolio Entries
Entry 1: Assessment Informs Instruction
Entry 1: Cover Sheets
Entry 2: Fostering Communication and Literacy Development
Entry 2: Cover Sheets
Entry 3: Enhancing Social/Emotional Development
Entry 3: Cover Sheets
Entry 4: Documented Accomplishments: Contributions to Student Learning
Entry 4: Cover Sheets
Electronic Submission at a Glance
Student Release Form
Adult Release Form



Part 1:

General Portfolio Instructions

This resource is available on our website at www.boardcertifiedteachers.org/certificate-areas.



NBPTS[®]

National Board for
Professional Teaching Standards

Part 2: Portfolio Entry Directions

Part 2 provides instructions for developing and submitting your portfolio entries for the Early Childhood through Young Adulthood/Exceptional Needs Specialist certificate area:

- **ECYA/Exceptional Needs Specialist Portfolio Entry Directions** contains detailed instructions for developing each of four portfolio entries.
- **ECYA/Exceptional Needs Specialist Electronic Submission at a Glance** provides detailed instructions for assembling your materials for submission.



ECYA/Exceptional Needs Specialist Portfolio Entry Directions

This section contains the directions for developing each ECYA/Exceptional Needs Specialist portfolio entry and assembling it for submission. Entry directions include

- a list of the Standards that are the foundation for each entry;
- suggestions for planning your portfolio entries and choosing evidence of your teaching practice;
- questions that must be answered as part of your Written Commentary;
- an explanation of how to assemble and submit your portfolio entries.

Overview of Early Childhood through Young Adulthood/Exceptional Needs Specialist Portfolio Entries

Following is a description of each entry. In addition to reading the entry directions, you may also wish to read “Part 1: General Portfolio Instructions.”

Entry 1

In the Early Childhood through Young Adulthood/Exceptional Needs Specialist portfolio, the entry based on student work samples is “**Entry 1: Assessment Informs Instruction.**” In this entry, you demonstrate your ability to investigate a student’s learning or behavior need, formulate a meaningful question directly related to that student’s need, design and/or select and then use an assessment tool or tools, use the information gathered to implement new or modified goals, and then instruct in order to address the student’s learning or behavior need. You provide a question document, an assessment tool(s) document, and a Written Commentary.

Entry 2

In the Early Childhood through Young Adulthood/Exceptional Needs Specialist portfolio, there are two entries based on video evidence, one of which is “**Entry 2: Fostering Communication and Literacy Development.**” In this entry, you demonstrate how you design and implement instruction that furthers student learning in communication or literacy. You provide evidence of your ability to plan and deliver instruction to a student of your choosing and analyze and reflect on your work with this particular student. You provide a Written Commentary in addition to your 15-minute video recording.

Entry 3

“Entry 3: Enhancing Social/Emotional Development” is the other Early Childhood through Young Adulthood/Exceptional Needs Specialist entry based on video evidence. In this entry, you demonstrate how you design and implement meaningful learning experiences to further an individual student’s social and/or emotional development and to facilitate that student’s participation in a group and/or environment. You provide evidence of your ability to plan and implement meaningful learning experiences for a student of your choosing and analyze and reflect on your work with this particular student. You provide Written Commentary in addition to your 15-minute video recording.

Entry 4

In the Early Childhood through Young Adulthood/Exceptional Needs Specialist portfolio, the entry based on documented accomplishments is **“Entry 4: Documented Accomplishments: Contributions to Student Learning.”** In this entry, you illustrate your partnerships with students’ families and community, and your development as a learner and collaborator with other professionals, by submitting descriptions and documentation of your activities and accomplishments in those areas. Your description must make the connection between each accomplishment and its impact on student learning.

Additional Considerations

Regarding general guidelines for requesting accommodations for disability: see “Language Accommodations Policies” in “Phase 1: Prepare” (in Part 1).

Regarding alternative communication modes: National Board recognizes that teachers and students in exceptional needs settings may routinely use

- manual languages (such as American Sign Language) in their interactions;
- Braille instead of or in addition to traditional print.

Specific instructions for submitting video recordings and student work in these circumstances are included in the appropriate entry instructions. In general, however, these are the guidelines that must be followed:

- If you submit a video recording in which there are brief phrases of manual language without voicing, you must provide a transcript of the conversations in which there was no voicing.
- If you submit a video recording in which a student’s language is unintelligible, either because of technical problems or because of a speech/language impairment, you must provide a transcript of the student’s comments.
- If you submit a video recording that is extensively or exclusively in manual language, with or without voicing, an interpreter will be provided at the scoring site to assist assessors in understanding the video recording. You must indicate on the entry envelope that your entry requires interpreter services or your entry will not be scored.
- If you submit instructional artifacts (assignments, handouts, etc.) or student work samples in Braille, you must provide print versions of the materials.

Entry 1: Assessment Informs Instruction

In this entry, you demonstrate your ability to investigate a student's learning or behavior need, formulate a meaningful question directly related to that student's need, design and/or select and then use an assessment tool or tools, use the information gathered to implement new or modified goals, and then instruct in order to foster the student's growth and development. You provide a question document, an assessment tool(s) document, and a Written Commentary.

Standards Measured by Entry 1

This entry focuses on the following Standards:

- I. Knowledge of Students
- II. Knowledge of Philosophy, History, and Law
- III. Diversity
- V. Assessment
- VI. Communication
- VIII. Curriculum and Instruction
- X. Instructional Resources
- XII. Reflective Practice

The following statements from the Standards provide some examples of accomplished teaching practice.

Accomplished Exceptional Needs teachers

- view assessment as a tool for measuring progress, defining realistic goals, determining appropriate placement options, and helping students understand their strengths and needs.
- draw conclusions about student needs as they interpret assessment results and align the student's individual goals and learning objectives with the data collected.
- recognize that assessment instruments and procedures serve different purposes and are careful to use the appropriate data when making decisions regarding students.
- acknowledge the limitations of certain evaluative instruments that may reflect linguistic, cultural, or economic bias and therefore make appropriate choices for accurate and realistic assessments.
- carefully match assessment techniques to students' developmental levels and to the particular attributes being assessed and then judge the appropriateness of the techniques in the context of students' educational goals.
- know that students differ from one another in the way they learn and think, the pattern and pace of their growth, and their language and social capacities.
- appreciate students' diverse cultural, linguistic, socioeconomic, and racial and ethnic backgrounds and understand and value the range of abilities they possess.

- ask questions, seek the assistance of other professionals, and take actions to ensure the appropriate assessment and identification of students and to improve instructional services for them.
- analyze the sources of individual student's learning strengths and needs and identify appropriate curricular adaptations and intervention strategies.
- understand that the lessons, materials, teaching strategies, assignments, and assessment procedures they use must vary from one situation to the next to meet the needs of all learners.
- are lifelong learners who regularly and systematically examine their practice and use that knowledge to improve results for students with exceptional needs.

For the scoring rubrics and an explanation of how the rubrics are used to assess your portfolio entries, refer to the *Early Childhood through Young Adulthood/Exceptional Needs Specialist Scoring Guide for Candidates*.

What Do I Need to Do?

In this entry, you demonstrate your ability to

- investigate a student's learning or behavior need;
- formulate a meaningful question directly related to that student's need;
- design and/or select and then use an assessment tool or tools;
- use the information gathered to implement new and/or modified goals;
- instruct in order to foster the featured student's growth and development.

For this entry, you must submit the following:

- **Question and assessment tool(s) documents (6 pages maximum combined).**
 - ◆ **A question document** that provides evidence of your efforts to formulate a meaningful question related to the featured student's need.
 - ◆ **An assessment tool(s) document** that provides evidence of your efforts to design and/or select and also use this tool or tools with the featured student.
- **Written Commentary (13 pages maximum)** that describes and analyzes the instruction and assessment featured in this entry.

Read all directions for this entry before beginning to work on individual components. It can also help to have a colleague review your work. **However**, all of the work you submit as part of your response to **any entry must be yours and yours alone**. The written analyses and other components you submit must feature teaching that **you** did and work that **you** oversaw. For more detailed information, see "Ethics and Collaboration" in "Phase 1: Prepare" (in Part 1) and the National Board's ethics policy.

Detailed directions for developing each component follow. See "Entry 1 Cover Sheets" for a list of the forms required to assemble and submit your materials.

You must submit question and assessment tool(s) documents and a Written Commentary. If any component is missing, your response will not be scored.

The student work entry (1) and video recording entries (2 and 3) must be from different lessons and different units of instruction.

You must have access to at least three students. Select a student with exceptional needs to feature in this entry. This student cannot be featured in any other entry (although the student may be included in a group video setting as long as he or she is only featured in one entry).

Students featured in Entries 1–3 must be students with exceptional needs who have an IEP and/or have been identified as gifted.

Selecting Question and Assessment Tool(s) Documents

Demonstrate your ability to investigate a featured student's learning or behavior need by formulating a meaningful question directly related to the student's need and using an assessment tool or tools to foster the student's growth and development.

Selecting a Student

Select a student with exceptional needs to feature in this entry. This student cannot be featured in any other entry. This student must be one for whom you are able to formulate a specific and targeted meaningful, challenging question; design and/or select and use an assessment tool to further inform your instruction; and then instruct the student using this additional assessment information.

Selecting a Question Document

Submit one meaningful and challenging question document that provides evidence of your ability to formulate your question about the student's development, behavior, or learning. A question document may include student work and your analysis, transcripts of conversations with family members or colleagues, records of observation data, or other sources of information about your student.

Designing or Selecting an Assessment Tool(s) Document

Submit an assessment tool(s) document that you designed and/or selected and used that furthers your knowledge about this featured student. This tool must assist you in answering the question you formulated above.

Question and Assessment Tool(s) Documents Format Specifications

Attach a single copy of each type of document to its corresponding Document Cover Sheet. Documents must be represented by appropriate materials, such as an assessment tool or tools you selected and/or designed, a student's work, or the results of an observation. These documents must be referred to in your Written Commentary.

The documents you submit must meet the following requirements:	
Format for documents	<p>Materials must be no larger than 8.5" x 11".</p> <p>If your documents are in Braille, you must also provide print versions of these artifacts. The print versions must accompany the Braille pages.</p> <p>Attach a description, drawing, photocopy, digitized image, or a photograph to the appropriate document cover sheet if the material is software or three-dimensional.</p> <p>Make sure materials are legible.</p>
Anonymity guidelines	<p>If materials include names or other identifying information, show the student's first name only; delete students' last names, teachers' names, or any identifying information about the students' families.</p>
Labeling	<p>Place your candidate ID number in the upper right corner of all pages. Do not include your name.</p>
Page count	<p>The question document and the assessment tool(s) document must not exceed a combined total of 6 pages but may be divided in any way you choose as long as the total does not exceed 6 pages. Additional pages will not be read. Cover sheets and translations do not count toward this total.</p> <p>Note: Page limit may be exceeded on artifacts in Braille due to the voluminous nature of Braille.</p> <p>Note: The page count for these two documents is <i>not</i> part of the 13-page Written Commentary.</p>

Composing Written Commentary

Organize your Written Commentary into sections under the following headings, which will direct assessors to the required information:

1. **Student Profile**
2. **Discussion of One Question**
3. **Discussion of Assessment Tool(s)**
4. **Reflection**

Your Written Commentary must address the italicized questions provided below for each section. Statements in plain text that immediately follow an italicized question help you interpret the question. It is not necessary to include the italicized questions within the body of your response.

Your Written Commentary must be **no longer than 13 typed pages**. Suggested page lengths are included to help you make decisions about how much to write for each of the four sections. (See "Written Commentary Format Specifications" for more detail.)

1. Student Profile

Provide the following information in addition to the context that you supply on the Contextual Information Sheet, which focuses on the school or district at large. In this section, address the following questions about your selected student:

- *What is the context in which you are providing instruction to the featured student?* Briefly describe the instructional setting or settings in which your instruction takes place. Include the type of class, the age range of all of the students, and the primary language of instruction. Also describe your role, the extent of your contact with the featured student, and any other contextual information that is relevant.
- *Who is the student with exceptional needs that you have chosen to feature?* Describe briefly some essential background information (e.g., student's age, gender, grade, exceptionality). Discuss why you chose this student to feature.
- *Who is the student as a learner?* Discuss the student's cognitive, social, emotional, behavioral, physical, and communicative development. Discuss the student's development and learning in these areas in the context of his or her academic and/or functional abilities.
- *What understanding did you gain from your collaborative partnerships with the student's family and others?* Describe the nature of the collaborative relationships you established. Discuss how these understandings deepened your knowledge of the student as a learner and influenced your advocacy efforts on the student's behalf.

Suggested total page length for **Student Profile: 3 pages**

2. Discussion of One Question

In this section, address the following questions:

- *How does the student's exceptionality affect his or her learning and/or behavior?* Include descriptions of strengths, interests, and talents as well as those areas that pose a challenge to the student.
- *What question have you formulated related to your work with this student? Why is this an important question? How may the featured student benefit when you are able to answer this meaningful, challenging question?*
- *What process did you undertake to formulate this question? Did a specific event or set of circumstances encourage the formation of this question? Have circumstances in the environment of this student been recently altered? Mention input from the student or family members.*

Suggested total page length for **Discussion of One Question: 2 pages**

3. Discussion of Assessment Tool(s)

In this section, address the following questions:

- *What assessment tool(s) did you choose to further your knowledge of this student's specific and targeted need?* Discuss why this tool or tools was chosen in your effort to investigate this student's need.
- *How did your individual research and collaboration with others contribute to the selection of this assessment tool or tools? What process was used for collaboration?* Describe information gained from specific sources.

- *What insights and information did you gain from using this assessment tool or tools?* Describe new knowledge you have as a result of this assessment. Describe how this knowledge will inform your instruction of this student. Refer to each assessment tool and discuss how it assisted you in goal planning and instruction for this featured student and others in your class.
- *What new and/or additional goals have you made for this student as a result of using the assessment tool or tools? How will these new goals enhance the student's growth and development? What effect could these goals and your further instruction have on his or her future learning?*
- *What area of instruction has been most informed by your use of this assessment tool or tools?* Describe new information you now have about that area of instruction related to the featured student. Discuss the student's response to instruction you provided.

Suggested total page length for **Discussion of Assessment Tool(s): 5 pages**

4. Reflection

In this section, address the following questions:

- *As you reflect on your teaching and work with this featured student, what have you learned about your practice?* Describe how investigating a student need, posing a specific and targeted question, selecting and/or designing and using an assessment tool or tools, developing and/or modifying goals, and planning and implementing instruction based on that assessment have informed your practice. Be specific and discuss your insights in terms of your future work with this student and others in your class.
- *How do you ensure fairness, equity, and access for this student and others in your class?* Describe a specific example from this instruction of your efforts to ensure fairness, equity, and access for the featured student and others in your class.
- *As you reflect on your work with this featured student, what have you learned about the links between assessment and instruction?* Discuss how this learning will influence the way you integrate assessment and instruction in the future. Discuss your plans for future instruction with this student.
- *What new insights did you gain about assessment in general? How useful is assessment of exceptional needs students? How may it impact the student, family, community, and educators?*

Suggested total page length for **Reflection: 3 pages**

Written Commentary Format Specifications

Your response will be scored based on the content of your analysis, but it is important to proofread your writing for spelling, mechanics, and usage.

Your response must be organized under these section headings (described in detail above):

- 1. Student Profile**
- 2. Discussion of One Question**
- 3. Discussion of Assessment Tool(s)**
- 4. Reflection**

Your Written Commentary must also meet the following requirements:	
Language	Write in English.
Format	Type and double-space text. Do not use 24-point line spacing. Use 12-point Times New Roman font. Do not use condensed or compressed fonts. Materials will be submitted electronically as a Microsoft Word, Open Office or PDF file. Page size must be 8.5" x 11" with 1" margins on all sides. Make sure materials are legible
Anonymity guidelines	If materials include names or other identifying information, show the student's first name only; delete students' last names, teachers' names, or any identifying information about the students' families.
Labeling	Place your candidate ID number in the upper right corner of all pages. Do not include your name. If you are using a word-processing program, you can save time by creating a "header" that prints your candidate ID number on each page.
Page count	Submit no more than 13 typed pages in total . If you submit a longer Written Commentary, only the first 13 pages will be read and scored.
For advice on developing your Written Commentary, see "Writing about Teaching" in "Phase 2: Develop" (in Part 1).	
For examples of appropriate line spacing and font formatting, see "Specifications: Written Materials" in "Phase 2: Develop" (in Part 1).	

Entry 1 Cover Sheets

All cover sheets and forms required for this entry are listed in this section. To read and print these documents, you must install Adobe® Reader® software on your computer. You may download Adobe Reader for free by following the instructions provided on the Adobe Systems website (www.adobe.com).

As you prepare your portfolio, keep in mind some cover sheets contain directions that are not repeated elsewhere; follow these directions carefully.

CONTEXTUAL INFORMATION SHEET

This form asks you to describe the broader context in which you teach:

- If you teach in different schools that have different characteristics, and this entry features students from more than one school, please complete a separate sheet for each school associated with this entry.
- If a completed Contextual Information Sheet also pertains to another entry, submit it with that entry as well.

NOTE

In each entry, you are asked to provide specific information about the students in the class you have featured in the entry. This is *in addition* to the information requested here. Please print clearly or type. (If you type, you may use the system default font, size, and spacing.) Limit your responses to the spaces provided below. For clarity, please avoid the use of acronyms.

1. Briefly identify

- the **type of school/program** in which you teach and the **grade/subject configuration** (single grade, departmentalized, interdisciplinary teams, etc.):

- the grade(s), age levels, number of students taught daily, average number in each class, and courses:
Grades _____ Age Levels _____ Number of Students _____ Average Number of Students in Each Class _____
Courses _____

2. What information about your teaching context do you believe would be important for assessors to know to understand your portfolio entries? Be brief and specific. **Note: You might include details of any state or district mandates, information regarding the type of community, and access to current technology.**

Question Document COVER SHEET

DO NOT WRITE ON THIS PAGE.

Attach the following to this cover sheet:

- The question document on which you will write the question you have formulated
- May include student work and your analysis, transcript of conversations with family members and colleagues, records of observation data, or other sources of information about your student that led you to formulate this question

You may submit a maximum of 6 pages for question and assessment tool(s) documents combined. Cover sheets do not count toward this total.

Assessment Tool(s) Document COVER SHEET

DO NOT WRITE ON THIS PAGE.

Attach the following to this cover sheet:

- The assessment tool(s)

You may submit a maximum of 6 pages for question and assessment tool(s) documents combined. Cover sheets do not count toward this total.

Entry 2: Fostering Communication and Literacy Development

In this entry, you demonstrate how you design and implement instruction that furthers student learning in communication or literacy. You provide evidence of your ability to plan and deliver instruction to a student of your choosing and analyze and reflect on your work with this particular student. You provide a Written Commentary in addition to your 15-minute video recording.

Standards Measured by Entry 2

This entry focuses on the following Standards:

- I. Knowledge of Students
- III. Diversity
- VI. Communication
- VIII. Curriculum and Instruction
- IX. Learning Environment
- X. Instructional Resources
- XII. Reflective Practice

The following statements from the Standards provide some examples of accomplished teaching practice.

Accomplished Exceptional Needs teachers

- skillfully observe their students' progress in developing language and literacy skills, determine what students need to learn next, and design special interventions as necessary.
- are aware that the field of literacy entails a synthesis of knowledge of literacy acquisition and language development, as well as current literature on listening and speaking and the conventions of oral communication; on the reading process and how students learn to read, as well as the texts students encounter; on the writing process and how students learn to write; and on viewing and the conventions of visual communication in various media. Accomplished teachers can articulate this knowledge and use it to develop sound instruction for their students.
- use their knowledge of language and literacy development to address students' needs along a continuum of increasing complexity, from fundamental skills to critical and creative thinking.
- know that the communication needs of students can vary widely, from relying on systems that employ visual cues and gesturing capabilities to benefiting from advice about how to phrase abstract ideas and concepts.
- understand the need to differentiate between communication needs based on language or dialectical differences and those that are exceptionality-based and are sensitive to cultural influences on communication related to student learning, both academically and socially.

- use learning strategies appropriate to the language development levels and communication needs of all their students.
- help all students feel welcome as active contributors, teachers design instruction, materials, and curricula that reflect the diversity of learners and illuminate their significance in teaching and learning experiences.
- understand that the lessons, materials, teaching strategies, assignments, and assessment procedures they use must vary from one situation to the next to meet the needs of all learners.
- are lifelong learners who regularly and systematically examine their practice and use that knowledge to improve results for students with exceptional needs.

For the scoring rubrics and an explanation of how the rubrics are used to assess your portfolio entries, refer to the *Early Childhood through Young Adulthood/Exceptional Needs Specialist Scoring Guide for Candidates*.

What Do I Need to Do?

This entry captures your ability to design and implement instruction that furthers student learning in communication or literacy.

In this entry, you

- demonstrate how you design and implement instruction that furthers student learning in communication or literacy;
- provide evidence of your ability to plan and deliver instruction to a student of your choosing and analyze and reflect on your work with this particular student.

For this entry, you must submit the following:

- **One video recording (15 minutes maximum)** that shows you guiding the learning in the instruction that you have designed for the student, in either an individual or a group context.
- **Written Commentary (13 pages maximum)** that provides a context for your instructional choices and describes, analyzes, and reflects on how you design and implement meaningful instruction in communication or literacy.

Read all directions for this entry before beginning to work on individual components. It can also help to have a colleague review your work. **However**, all of the work you submit as part of your response to **any entry must be yours and yours alone**. The written analyses and other components you submit must feature teaching that **you** did and work that **you** oversaw. For more detailed information, see "Ethics and Collaboration" in "Phase 1: Prepare" (in Part 1) and the National Board's ethics policy.

Detailed directions for developing each component follow. See "Entry 2 Cover Sheets" for a list of the forms required to assemble and submit your materials.

You must submit a video recording and a Written Commentary. If any component is missing, your response will not be scored.

The student work entry (1) and video recording entries (2 and 3) must be from different lessons and different units of instruction.

You must have access to at least three students. Select a student with exceptional needs to feature in this entry. This student cannot be featured in any other entry (although the student may be included in a group video setting as long as he or she is only featured in one entry.)

Students featured in Entries 1–3 must be students with exceptional needs who have an IEP and/or have been identified as gifted/talented.

Recording Your Video Entry

Video-record a lesson that captures your ability to design and implement instruction that furthers one student's learning in communication or literacy.

Selecting a Student

Select a student with exceptional needs to feature in this entry. This student cannot be featured in any other entry. This is an important decision because the student you select should allow you to reveal the depth of your knowledge about communication or literacy development and instruction. The student you select can reflect any level of communication or literacy development from presymbolic communication to advanced literacy learning. It is important that you provide evidence of your ability to build on the student's interests, strengths, talents, and needs to foster his or her communication or literacy learning. Your response, therefore, will be evaluated based on such evidence, rather than on how advanced the student is in this area.

Selecting a Lesson

Select the instruction on which to focus. As you choose from among the many learning activities you design and implement with this student, you must consider the scoring criteria carefully. Remember that the meaningful instruction you choose to feature must illustrate your sound knowledge of communication or literacy development. It must also provide an opportunity for you to select from the instruction a video segment that can provide evidence of the student's engagement (i.e., active involvement) in communication or literacy development.

Selecting a Video Segment

Select a 15-minute video recording to submit. Record a number of different lessons that could serve as potential evidence to submit. You need **one 15-minute continuous and unedited video recording** to complete this entry; having several to select from allows you to make a careful choice. Frequent video recording also helps you and your students adjust to the presence of the camera in the classroom. (Refer to "Recording Video Entries" in "Phase 2: Develop" [in Part 1] for more detail.)

Arrange for someone (another teacher or a student) to do the recording. If possible, arrange for that person to be available for several class sessions.

Before you record, review the directions for the Written Commentary. As you video-record instruction that may serve as the basis for your entry submission, take a few moments to jot down notes that will help you recall the details necessary to assist you in writing the analysis of the video recording you eventually select. Be sure to include in your notes some clear way of identifying which notes go with which video recording.

Once you select a video recording of an entire lesson, you must then decide which 15 minutes you want to submit. It may be that the first few minutes of the lesson focuses on transition or “housekeeping” and, therefore, do not best represent your abilities as assessed by this entry. Assessors will view only the **first 15 minutes** of any video recording. The 15-minute continuous segment that you select can come from any point in the instruction. Select a continuous and unedited segment that provides the best evidence of the Standards being assessed, remembering that the context for viewing the video recording is supplied by your Written Commentary. Also, be sure that all voices are audible and any manual languages used are visible.

- The video recording must represent your teaching practice in the area of communication or literacy.
- The video recording must serve as a support for your discussion and analysis in the Written Commentary.
- The video recording must show you implementing the instruction that you have designed for the student in either an individual or a group context.

You must have the parents/guardians of all students you plan to include in the video recording complete Student Release Forms before you make any video recordings. You must have any adults who will appear in the video recording (for example, teacher’s aides, parents/guardians, student teachers, or colleagues) sign an Adult Release Form prior to recording.

Video Recording Format Specifications

Your video recording must meet the following requirements:	
Formats	Your video recording must be submitted as an flv, asf, qt, mov, mpg, mpeg, avi, wmv, mp4, or m4v file.
Compression Settings	The ePortfolio system has a 500 MB file size limit for each file that is uploaded. You must compress larger video files before submission. Please follow the instructions in the “Video Compression Guide”.
Length	Submit a video recording that is no longer than 15 minutes . If you submit a longer video recording, only the first 15 minutes will be viewed and scored.
Editing	Make sure that your video recording is continuous and unedited. Caution: Stopping and restarting the camera or the sound is regarded as editing. <i>DO NOT stop and start the camera, except as specified in the entry directions.</i> <i>DO NOT turn off the microphone during recording.</i> <i>DO NOT add graphics, titles, or special effects (e.g., fade in/out).</i>
Recording	Use a camera angle that includes as many faces of the students in the class as possible. The video recording should show as much of the class as possible, but it is acceptable to focus on a particular student while he or she is talking, singing, or playing an instrument. You must be shown in the video as well. Make sure that sound quality is good enough that the assessor can understand all of what you say, sing, or play and most of what students say, sing, or play.

Language	<p>Show conversations that occur in English unless you registered for World Languages Other Than English (French or Spanish).</p> <p>If a small portion of your video occurs in a language other than English and it is important that an assessor understand it, provide a brief description in the Written Commentary of what was communicated.</p> <p>If your video recording includes brief occasions of manual language without voicing, you must submit a transcript of the conversation from those occasions. The transcript of these passages may be incorporated into your Written Commentary and does not count toward the page total. In the transcript, reference the manual language that is being used (e.g., American Sign Language).</p> <p>Similarly, if the student's speech is unintelligible because of technical difficulties or because of a speech impairment, you must submit a transcript of the student's remarks. The transcript of the student's speech may be incorporated into your Written Commentary and does not count toward the page total.</p> <p>If your video recording is extensively or exclusively in manual language, with or without voicing, you do not have to submit a transcript. During the scoring process, interpreters will be available to help assessors understand what is being said. <i>You must indicate on the entry envelope that your entry requires interpreter services or your entry will not be scored.</i></p>
<p>For advice on recording your lesson, see “Recording Video Entries” in “Phase 2: Develop” (in Part 1).</p> <p>For more information on the use of languages other than English, see “Language Accommodations Policies” in “Phase 1: Prepare” (in Part 1).</p>	

Composing Written Commentary

Organize your Written Commentary into sections under the following headings, which will direct assessors to the required information:

1. **Student Profile**
2. **Instructional Approach**
3. **Analysis of Video Recording**
4. **Reflection**

Your Written Commentary must address the italicized questions provided below for each section. Statements in plain text that immediately follow an italicized question help you interpret the question. It is not necessary to include the italicized questions within the body of your response.

Your Written Commentary must be **no longer than 13 typed pages**. Suggested page lengths are included to help you make decisions about how much to write for each of the four sections. (See “Written Commentary Format Specifications” for more detail.)

1. **Student Profile**

Provide the following information in addition to the context that you supply on the Contextual Information Sheet, which focuses on the school or district at large. In this section, address the following questions about your selected class:

- *What is the context in which you provide communication or literacy instruction to the featured student?* Briefly describe the instructional setting or settings in which your instruction takes place. Include the type of class, the age range of the student(s), and the primary language of instruction. Also describe your role, the extent of your contact with the featured student, and any other contextual information that is relevant.

- *What features of your teaching context influenced this instruction?* This might include the social and physical teaching context, such as available resources, shared classrooms, environmental conditions, scheduling of classes, materials available, and so on.
- *What are the relevant background characteristics of this student?* Briefly describe the featured student's age, level of English language proficiency, and any other relevant information that will help assessors understand your instructional approach for this student.
- *What are this student's interests, strengths, talents, and needs with respect to communication or literacy learning?* Provide detailed information about the featured student's skills, abilities, and needs in communication or literacy, as well as information about his or her motivation and self-confidence in this area of learning.
- *How did you come to these understandings?* Discuss your observations of the student. Describe the work you have done with this student to come to these understandings.

Suggested total page length for **Student Profile: 3 pages**

2. Instructional Approach

In this section, address the following questions:

- *What are the communication or literacy goals for this student?* Explain why these goals are meaningful for this particular student. Also discuss how these goals are linked to your understanding of this student's strengths, needs, and interests in this area, as described in the Student Profile.
- *What is the communication or literacy instructional program that you have designed to address these learning goals?* Provide an overview of the nature and flow of the instruction and methods planned. Briefly provide information that will help assessors understand your instructional approach for this student. Discuss aspects of communication or literacy learning that you address in your ongoing work with this student.
- *What resources do you draw upon to implement your instructional approach?* Describe the resources you use, including those from the student's family, the wider school community, technology, and other sources as appropriate.
- *How does your instructional approach build on the featured student's interests, strengths, talents, and needs?* Provide a rationale that links your instructional approach to your understanding of the featured student as well as to your knowledge of communication or literacy instruction.

Suggested total page length for **Instructional Approach: 3 pages**

3. Analysis of Video Recording

In your response to the questions in this section, refer explicitly to the video recording you submitted to provide concrete examples to illustrate your points. This information focuses on your description and analysis of the instruction shown on the video recording. When citing specific evidence, it may be helpful to assessors if you identify specific locations in the video recording by describing specific dialogue, events, and/or students (e.g., "the girl in the green sweater").

Note: Be sure to describe the student who is featured in the entry so that assessors can identify him or her on the video recording. Also, be sure to explain what other students in the classroom are doing during this instruction if they are not directly participating. Also identify other adults in the classroom and their roles in the classroom or school. In this section, address the following questions:

- *What relevant learning activities occurred before this video recording was made? Provide information that assessors need to understand the video recording.*
- *What was the instructional goal of the instruction shown in the video recording? Explain how this instruction relates to the communication or literacy instructional approach explained in Section 2 and how it contributes to the communication or literacy goals established for the featured student.*
- *What instructional approach and strategies did you use during the videotaped lesson, and why did you choose this approach and these strategies? Discuss any adjustments you made during the lesson to facilitate the student's engagement and learning. Refer to particular portions of the video recording in order to illustrate your points.*
- *How did you ensure fairness, equity, and access for this student and others in your class? Describe a specific example from the instruction as seen on the video recording that shows how you ensure fairness, equity, and access for this student and others in your class.*

Suggested total page length for **Analysis of Video Recording: 3 pages**

4. Reflection

In this section, address the following questions:

- *How would you evaluate the success of this instruction in terms of your goals and this student's engagement? Discuss any successes, problems, and missed opportunities. Specifically address the ways in which you interacted with the student and encouraged him or her to take risks, and the extent to which you were successful in doing so. Point out specific events and interactions on the video recording to support your evaluation.*
- *Based on your analysis of the video recording and the instruction as a whole, what changes would you make in the instruction? Describe any ways that you might conduct this instruction differently if you were to do it again.*
- *As you reflect on the instruction depicted in the video and your approach, how would you refine your subsequent instruction, and why?*

Suggested total page length for **Reflection: 4 pages**

Written Commentary Format Specifications

Your response will be scored based on the content of your analysis, but it is important to proofread your writing for spelling, mechanics, and usage.

Your response must be organized under these section headings (described in detail above):

- 1. Student Profile**
- 2. Instructional Approach**
- 3. Analysis of Video Recording**
- 4. Reflection**

Your Written Commentary must also meet the following requirements:	
Language	Write in English.
Format	Type and double-space text. Do not use 24-point line spacing. Use 12-point Times New Roman font. Do not use condensed or compressed fonts. Materials will be submitted as a Microsoft Word, Open Office or PDF file. Page size must be 8.5" x 11" with 1" margins on all sides. Make sure materials are legible
Anonymity guidelines	If materials include names or other identifying information, show the student's first name only; delete students' last names, teachers' names, or any identifying information about the students' families.
Labeling	Place your candidate ID number in the upper right corner of all pages. Do not include your name. If you are using a word-processing program, you can save time by creating a "header" that prints your candidate ID number on each page.
Page count	Submit no more than 13 typed pages in total . If you submit a longer Written Commentary, only the first 13 pages will be read and scored.
<p>For advice on developing your Written Commentary, see "Writing about Teaching" in "Phase 2: Develop" (in Part 1).</p> <p>For examples of appropriate line spacing and font formatting, see "Specifications: Written Materials" in "Phase 2: Develop" (in Part 1).</p>	

Entry 2 Cover Sheets

All cover sheets and forms required for this entry are listed in this section. To read and print these documents, you must install Adobe® Reader® software on your computer. You may download Adobe Reader for free by following the instructions provided on the Adobe Systems website (www.adobe.com).

As you prepare your portfolio, keep in mind some cover sheets contain directions that are not repeated elsewhere; follow these directions carefully.

CONTEXTUAL INFORMATION SHEET

This form asks you to describe the broader context in which you teach:

- If you teach in different schools that have different characteristics, and this entry features students from more than one school, please complete a separate sheet for each school associated with this entry.
- If a completed Contextual Information Sheet also pertains to another entry, submit it with that entry as well.

NOTE

In each entry, you are asked to provide specific information about the students in the class you have featured in the entry. This is *in addition* to the information requested here. Please print clearly or type. (If you type, you may use the system default font, size, and spacing.) Limit your responses to the spaces provided below. For clarity, please avoid the use of acronyms.

1. Briefly identify

- the **type of school/program** in which you teach and the **grade/subject configuration** (single grade, departmentalized, interdisciplinary teams, etc.):

- the grade(s), age levels, number of students taught daily, average number in each class, and courses:
Grades _____ Age Levels _____ Number of Students _____ Average Number of Students in Each Class _____
Courses _____

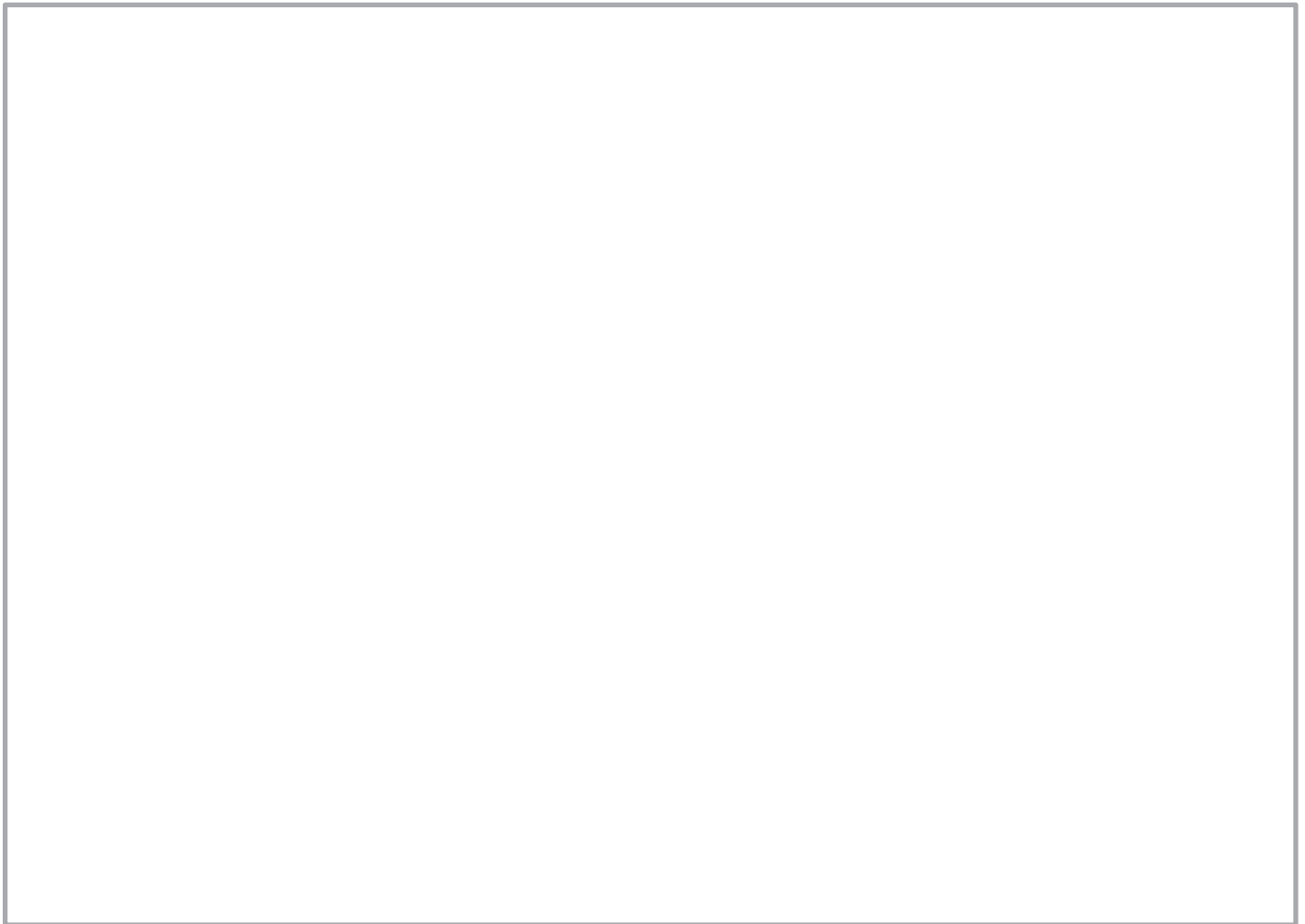
- _____
- ### 2. What information about your teaching context do you believe would be important for assessors to know to understand your portfolio entries? Be brief and specific. **Note: You might include details of any state or district mandates, information regarding the type of community, and access to current technology.**

CLASSROOM LAYOUT FORM

(For Informational Purposes Only)

Please show the physical layout of the “classroom” (i.e., “setting in which the instruction took place”) as it appears in the video recording. This visual will provide assessors with a context for the video since the camera cannot capture the whole instruction area at once.

It is helpful to assessors for you to identify where particular students are located in the room by using the same student identifiers that you refer to in your Written Commentary (e.g., “the girl in the green sweater”). The sketch will not be scored.



Entry 3: Enhancing Social/Emotional Development

In this entry, you demonstrate how you design and implement meaningful learning experiences to further an individual student's social/emotional development¹ and to facilitate that student's participation in a group and/or environment. You provide evidence of your ability to plan and implement meaningful learning experiences for a student of your choosing and analyze and reflect on your work with this particular student. You provide Written Commentary in addition to your 15-minute video recording.

Standards Measured by Entry 3

This entry focuses on the following Standards:

- I. Knowledge of Students
- II. Knowledge of Philosophy, History, and Law
- III. Diversity
- IV. Family Partnerships
- VII. Social Development and Behavior
- VIII. Curriculum and Instruction
- IX. Learning Environment
- X. Instructional Resources
- XII. Reflective Practice

The following statements from the Standards provide some examples of accomplished teaching practice.

Accomplished Exceptional Needs teachers

- infuse throughout the curriculum social and emotional elements that instruct students in resolving problems effectively; communicating effectively; learning to exercise self-control; understanding motivations and reactions; managing emotions in a variety of settings; and appreciating and respecting others' viewpoints.
- possess specific knowledge of the expanded curriculum—including social and emotional skills—and how to individualize curriculum to meet the needs of students with exceptionalities.
- take responsibility for helping students become independent, contributing members of society who maintain healthy and constructive relationships with others in their schools and homes, in the workplace, and in community and civic life.

¹ Throughout the Entry 3 directions, the term social/emotional development may be interpreted to mean social development, emotional development, or social and emotional development.

- establish or contribute to classroom climates in which both verbal and nonverbal communication enhance social interactions and the development of social skills.
- construct learning environments that foster a sense of community, independence, and caring.
- design instruction, materials, and curricula that reflect the diversity of learners and illuminate their significance in teaching and learning experiences.
- are aware of and responsive to family and cultural issues that affect beliefs, expectations, and norms for behaviors.
- view close collaboration with the student's family as vital to the student's success and work closely with families to learn about an individual student's strengths and needs, aspirations, and life outside school.
- are lifelong learners who regularly and systematically examine their practice and use that knowledge to improve results for students with exceptional needs.

For the scoring rubrics and an explanation of how the rubrics are used to assess your portfolio entries, refer to the *Early Childhood through Young Adulthood/Exceptional Needs Specialist Scoring Guide for Candidates*.

What Do I Need to Do?

This entry captures the instruction you provide a student to foster social/emotional development. Because social/emotional learning occurs in a context, you illustrate the way you collaborate with a student's family and engage others to support the student's participation in a group and/or environment.

In this entry, you

- demonstrate how you design and implement meaningful learning experiences to further an individual student's social/emotional development and facilitate that student's participation in a group and/or environment;
- provide evidence of your ability to plan and implement meaningful learning experiences for a student of your choosing;
- analyze and reflect on your work with this particular student.

For this entry, you must submit the following:

- **One video recording (15 minutes maximum)** that shows you guiding the student's learning in the experiences that you have designed for the student, in either an individual or a group context.
- **Written Commentary (13 pages maximum)** that provides a context for your instructional choices and describes, analyzes, and reflects on how you design and implement meaningful instruction to foster social/emotional development that facilitates the student's participation in the group and/or environment.

Read all directions for this entry before beginning to work on individual components. It can also help to have a colleague review your work. **However**, all of the work you submit as part of your response to **any entry must be yours and yours alone**. The written analyses and other components you submit must feature teaching that **you** did and work that **you** oversaw. For more detailed information, see "Ethics and Collaboration" in "Phase 1: Prepare" (in Part 1) and the National Board's ethics policy.

Detailed directions for developing each component follow. See “Entry 3 Cover Sheets” for a list of the forms required to assemble and submit your materials.

You must submit a video recording and a Written Commentary. If any component is missing, your response will not be scored.

The student work entry (1) and video recording entries (2 and 3) must be from different lessons and different units of instruction.

You must have access to at least three students. Select a student with exceptional needs to feature in this entry. This student cannot be featured in any other entry (although the student may be included in a group video setting as long as he or she is only featured in one entry).

Students featured in Entries 1–3 must be students with exceptional needs who have an IEP and/or have been identified as gifted/talented.

Recording Your Video Entry

Video-record a lesson in which you demonstrate how you design and implement meaningful learning experiences to further an individual student’s social/emotional development and facilitate that student’s participation in a group and/or environment.

Selecting the Student

Select a student with exceptional needs to feature in this entry. This student cannot be featured in any other entry. This is an important decision because the student you select should allow you to demonstrate your ability to design and implement instruction to foster social/emotional development that addresses his or her strengths and needs as well as the characteristics of the group and/or environment. The focus of the entry is on your practice, not on the level of student performance.

Selecting the Lesson

Select the lesson on which to focus. As you choose from among the many learning activities you design and implement with this student, you must consider the scoring criteria carefully. Remember that the lesson you choose to feature must illustrate your sound knowledge of social/emotional development and meaningful instruction. It must also provide an opportunity for you to select from the lesson a video segment that can provide evidence of the student’s engagement (i.e., active involvement) in learning.

Selecting the Video Segment

Select a 15-minute video recording to submit. Record a number of different lessons that could serve as potential evidence to submit. You need **one 15-minute continuous and unedited video recording** to complete this entry; having several from which to select allows you to make a careful choice. Frequent video recording also helps you and your students adjust to the presence of the camera in the classroom. (Refer to “Recording Video Entries” in “Phase 2: Develop” [in Part 1] for more detail.)

Arrange for someone (another teacher or a student) to do the recording. If possible, arrange for that person to be available for several class sessions.

Before you record, review the directions for the Written Commentary. As you video-record lessons that may serve as the basis for your entry submission, take a few moments to jot down notes that will help you recall the details necessary to assist you in writing the analysis of the video recording you eventually select. Be sure to include in your notes some clear way of identifying which notes go with which video recording.

Once you select a video recording of an entire lesson, you must then decide which 15 minutes you want to submit. It may be that the first few minutes of the lesson focuses on transition or “housekeeping” and, therefore, do not best represent your abilities as assessed by this entry. Assessors will view only the **first 15 minutes** of any video recording. The 15-minute continuous segment that you select can come from any point in the instruction. Select a continuous and unedited segment that provides the best evidence of the Standards being assessed, remembering that the context for viewing the video recording is supplied by your Written Commentary. Also, be sure that all voices are audible and any manual languages used are visible.

- The video recording must show you interacting with and engaging the student in social/emotional development instruction.
- The video recording must represent individual or group instruction designed to further meaningful social/emotional learning.
- The video recording must further a student’s social/emotional learning and his or her ability to participate fully in a particular group and/or environment.
- The video recording must serve as a support for your discussion and analysis in the Written Commentary.

You must have the parents/guardians of all students you plan to include in the video recording complete Student Release Forms before you make any video recordings. You must have any adults who will appear in the video recording (for example, teacher’s aides, parents/guardians, student teachers, or colleagues) sign an Adult Release Form prior to recording.

Video Recording Format Specifications

Your video recording must meet the following requirements:	
Formats	Your video recording must be submitted as an flv, asf, qt, mov, mpg, mpeg, avi, wmv, mp4, or m4v file.
Compression Settings	The ePortfolio system has a 500 MB file size limit for each file that is uploaded. You must compress larger video files before submission. Please follow the instructions in the “Video Compression Guide”.
Length	Submit a video recording that is no longer than 15 minutes . If you submit a longer video recording, only the first 15 minutes will be viewed and scored.
Editing	Make sure that your video recording is continuous and unedited. Caution: Stopping and restarting the camera or the sound is regarded as editing. <i>DO NOT stop and start the camera, except as specified in the entry directions.</i> <i>DO NOT turn off the microphone during recording.</i> <i>DO NOT add graphics, titles, or special effects (e.g., fade in/out).</i>
Recording	Use a camera angle that includes as many faces of the students in the class as possible. The video recording should show as much of the class as possible, but it is acceptable to focus on a particular student while he or she is talking, singing, or playing an instrument. You must be shown in the video as well. Make sure that sound quality is good enough that the assessor can understand all of what you say, sing, or play and most of what students say, sing, or play.

Language	<p>Show conversations that occur in English unless you registered for World Languages Other Than English (French or Spanish).</p> <p>If a small portion of your video occurs in a language other than English and it is important that an assessor understand it, provide a brief description in the Written Commentary of what was communicated.</p> <p>If your video recording includes brief occasions of manual language without voicing, you must submit a transcript of the conversation from those occasions. The transcript of these passages may be incorporated into your Written Commentary and does not count toward the page total. In the transcript, reference the manual language that is being used (e.g., American Sign Language).</p> <p>Similarly, if the student's speech is unintelligible because of technical difficulties or because of a speech impairment, you must submit a transcript of the student's remarks. The transcript of the student's speech may be incorporated into your Written Commentary and does not count toward the page total.</p> <p>If your video recording is extensively or exclusively in manual language, with or without voicing, you do not have to submit a transcript. During the scoring process, interpreters will be available to help assessors understand what is being said. You must indicate on the entry envelope that your entry requires interpreter services or your entry will not be scored.</p>
<p>For advice on recording your lesson, see "Recording Video Entries" in "Phase 2: Develop" (in Part 1).</p> <p>For more information on the use of languages other than English, see "Language Accommodations Policies" in "Phase 1: Prepare" (in Part 1).</p>	

Composing Written Commentary

Organize your Written Commentary into sections under the following headings, which will direct assessors to the required information:

1. **Student Profile**
2. **Instructional Approach**
3. **Analysis of Video Recording**
4. **Reflection**

Your Written Commentary must address the italicized questions provided below for each section. Statements in plain text that immediately follow an italicized question help you interpret the question. It is not necessary to include the italicized questions within the body of your response.

Your Written Commentary must be **no longer than 13 typed pages**. Suggested page lengths are included to help you make decisions about how much to write for each of the four sections. (See “Written Commentary Format Specifications” for more detail.)

1. Student Profile

Provide the following information in addition to the context that you supply on the Contextual Information Sheet, which focuses on the school or district at large. In this section, address the following questions about your selected class:

- *What is the context in which you guide the featured student’s learning in social/emotional development?* Briefly describe the instructional setting or settings in which your instruction takes place. Include the type of class, the age range of all of the students, and the primary language of instruction. Also, describe your role, the extent of your contact with the featured student, and any other contextual information that is relevant, so that assessors can better understand your approach. Give any other information that might help the assessor “see” this class and student.
- *What are the characteristics of the group and/or environment in which you want to help the student to participate fully?* Briefly describe the group and/or environment’s dynamics. Identify the social/emotional expectations, supports, and barriers for the student in the group and/or environment.
- *What are the relevant background characteristics of this student as a learner?* Briefly describe the featured student’s age, level of English proficiency, and any other relevant information that will help assessors understand your instructional approach for this student.
- *What are this student’s strengths and needs in social/emotional development?* Provide detailed information about the featured student’s abilities and needs in social/emotional development as well as his or her disposition toward social interaction. Describe how these strengths and needs affect his or her participation in the group and/or environment.
- *How did you come to understand this student’s strengths and needs in social/emotional development and how these affect the student’s participation in the group and/or environment?* Describe how you used your direct observations and work with this student; your partnership with his or her family; and your collaboration with colleagues, the community, and other important people in the student’s life to develop these understandings.

Suggested total page length for **Student Profile: 3 pages**

2. Instructional Approach

In this section, address the following questions:

- *What are the goals for social/emotional development for this student?* Explain why these goals are meaningful to the student’s social/emotional development. Also, discuss why these goals are important to the student’s family and how they will facilitate the student’s participation in the group and/or environment.
- *What program have you designed to address these learning goals for social/emotional development?* Provide an overview of the nature and flow of the learning experiences and

methods planned. Discuss aspects of social/emotional development that you address in your ongoing work with this student.

- *How does this program for social/emotional development facilitate the student's participation in the group and/or environment?* Describe the strategies you use to promote the student's participation in the group and/or environment and the student's application of social/emotional learning in the group and/or environment.
- *How do you engage others in the group and/or environment to support the student's participation?* Describe the individuals you engage, how you engage them, and your reasons for engaging them in this way. Describe how their engagement supports the student's participation in the group and/or environment. What strategies do you use to enlist supports and eliminate barriers in the group and/or environment?
- *What resources do you draw upon to implement your instructional approach?* Describe the resources you use, including those from the student's family, the wider school community, and other sources as appropriate. Explain how these resources facilitate the student's participation in the group and/or environment.
- *How does your instructional approach build on the featured student's interests, strengths, talents, and needs?* Provide a rationale that links your instructional approach to your understanding of the featured student as well as to your knowledge of social/emotional development.

Suggested total page length for **Instructional Approach: 5 pages**

3. Analysis of Video Recording

This information focuses on your description and analysis of the social/emotional development instruction shown in the video recording. When specific evidence is cited, it may be helpful to assessors if you identify specific locations in the video recording by describing specific dialogue, events, and/or students (e.g., "the girl in the green sweater"). Also, be sure to explain what other students in the classroom are doing during this instruction if they are not directly participating. Also, identify other adults in the classroom and their roles in the classroom or school. In this section, address the following questions:

- *What relevant learning activities occurred before this video recording was made?* Provide information that assessors need in order to understand the video recording.
- *What was the instructional goal of the learning experience shown in the video recording?* Explain how this learning experience relates to the social/emotional development goals explained above and how it contributes to the social/emotional development of the featured student.
- *What instructional approach and strategies did you use, and why did you choose this approach and these strategies?* Be sure to explain how this approach supports the student's social/emotional learning.
- *How do you ensure fairness, equity, and access for this student and others in your class?* Cite a specific example from the video recording.

Suggested total page length for **Analysis of Video Recording: 2 pages**

4. Reflection

In this section, address the following questions:

- *How does your instruction reflect information you gained from collaborating with others?* Describe the individuals with whom you collaborated and the reasons for your

- collaboration with these individuals. Discuss what you learned from this collaboration and how it influenced your instruction shown in the video recording.
- *Based on your analysis of the video recording and the learning experience as a whole, what changes would you make in the learning experience? Describe any ways that you might conduct this learning experience differently if you were to do it again.*
 - *As you reflect on the learning experience depicted in the video recording and on your instructional approach, how would you refine your subsequent instruction, and why?*

Suggested total page length for **Reflection: 3 pages**

Written Commentary Format Specifications

Your response will be scored based on the content of your analysis, but it is important to proofread your writing for spelling, mechanics, and usage.

Your response must be organized under these section headings (described in detail above):

- 1. Student Profile**
- 2. Instructional Approach**
- 3. Analysis of Video Recording**
- 4. Reflection**

Your Written Commentary must also meet the following requirements:	
Language	Write in English.
Format	Type and double-space text. Do not use 24-point line spacing. Use 12-point Times New Roman font. Do not use condensed or compressed fonts. Materials will be submitted as a Microsoft Word, Open Office or PDF file. Page size must be 8.5" x 11" with 1" margins on all sides. Make sure materials are legible.
Anonymity guidelines	If materials include names or other identifying information, show the student's first name only; delete students' last names, teachers' names, or any identifying information about the students' families.
Labeling	Place your candidate ID number in the upper right corner of all pages. Do not include your name. If you are using a word-processing program, you can save time by creating a "header" that prints your candidate ID number on each page.
Page count	Submit no more than 13 typed pages in total . If you submit a longer Written Commentary, only the first 13 pages will be read and scored.
<p>For advice on developing your Written Commentary, see "Writing about Teaching" in "Phase 2: Develop" (in Part 1).</p> <p>For examples of appropriate line spacing and font formatting, see "Specifications: Written Materials" in "Phase 2: Develop" (in Part 1).</p>	

Entry 3 Cover Sheets

All cover sheets and forms required for this entry are listed in this section. To read and print these documents, you must install Adobe® Reader® software on your computer. You may download Adobe Reader for free by following the instructions provided on the Adobe Systems website (www.adobe.com).

As you prepare your portfolio, keep in mind some cover sheets contain directions that are not repeated elsewhere; follow these directions carefully.

CONTEXTUAL INFORMATION SHEET

This form asks you to describe the broader context in which you teach:

- If you teach in different schools that have different characteristics, and this entry features students from more than one school, please complete a separate sheet for each school associated with this entry.
- If a completed Contextual Information Sheet also pertains to another entry, submit it with that entry as well.

NOTE

In each entry, you are asked to provide specific information about the students in the class you have featured in the entry. This is *in addition* to the information requested here. Please print clearly or type. (If you type, you may use the system default font, size, and spacing.) Limit your responses to the spaces provided below. For clarity, please avoid the use of acronyms.

1. Briefly identify

- the **type of school/program** in which you teach and the **grade/subject configuration** (single grade, departmentalized, interdisciplinary teams, etc.):

- the grade(s), age levels, number of students taught daily, average number in each class, and courses:
Grades _____ Age Levels _____ Number of Students _____ Average Number of Students in Each Class _____
Courses _____

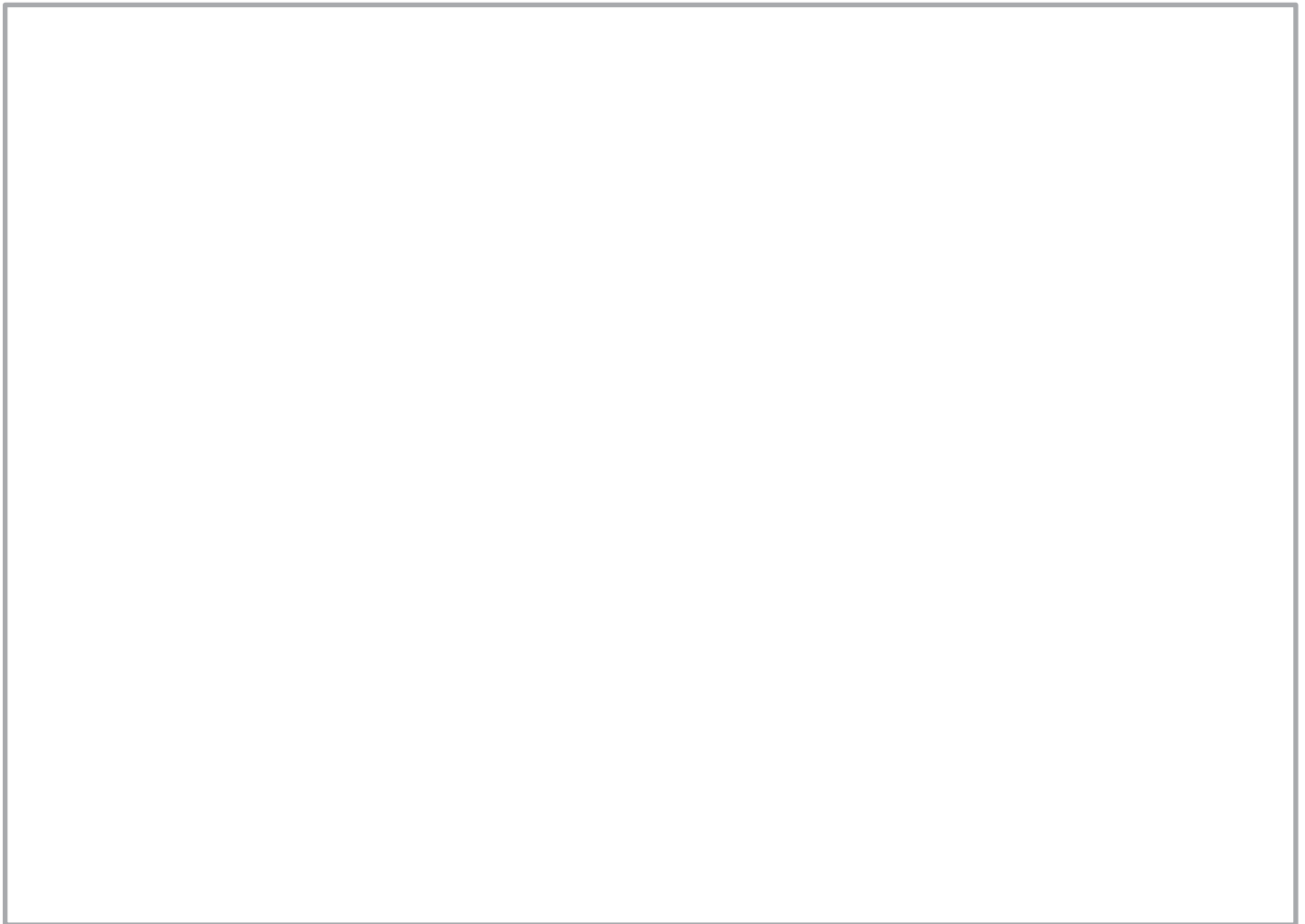
- ### 2. What information about your teaching context do you believe would be important for assessors to know to understand your portfolio entries? Be brief and specific. **Note: You might include details of any state or district mandates, information regarding the type of community, and access to current technology.**

CLASSROOM LAYOUT FORM

(For Informational Purposes Only)

Please show the physical layout of the “classroom” (i.e., “setting in which the instruction took place”) as it appears in the video recording. This visual will provide assessors with a context for the video since the camera cannot capture the whole instruction area at once.

It is helpful to assessors for you to identify where particular students are located in the room by using the same student identifiers that you refer to in your Written Commentary (e.g., “the girl in the green sweater”). The sketch will not be scored.



Entry 4: Documented Accomplishments: Contributions to Student Learning

In this entry, you illustrate your partnerships with students' families and community, and your development as a learner and collaborator with other professionals, by submitting descriptions and documentation of your activities and accomplishments in those areas. Your description must make the connection between each accomplishment and its impact on student learning.

Standards Measured by Entry 4

This entry focuses on the following Standards:

- IV. Family Partnerships
- X. Instructional Resources
- XI. Contributing to the Profession and to Education Through Collaboration
- XII. Reflective Practice

The following statements from the Standards provide some examples of accomplished teaching practice.

Accomplished Exceptional Needs teachers

- regard collaboration as a distinguishing characteristic of their profession.
- regard collaboration with families as essential in providing the support, motivation, and understanding students desire and need to advance their own learning and know how to engage families appropriately and effectively in their children's educational programs and collaborate with them to promote their children's growth.
- as lifelong learners, take advantage of opportunities to enhance their own knowledge and skills, attending community and professional events to gather research findings and other relevant information they can integrate into their instruction.
- are open to inquiries from colleagues and parents related to the selection, design, use, and evaluation of instructional resources, understanding that other viewpoints and suggestions may offer valuable insights about meeting the needs of students.
- actively recruit and welcome families and other community members, paraprofessionals, agencies, universities, and businesses as partners in the school program, making full use of an array of local resources to enrich the curriculum, to provide extension activities and broaden the depth of study, and to introduce students to the varied worlds of work.
- focus their collaborative relationships on ensuring student access to general education and to standards-based education and assessment.
- employ collaborative approaches to recognize and act on their professional responsibility to remain current with new knowledge in the broad arena of teaching and learning.
- are lifelong learners who regularly and systematically examine their practice and use that knowledge to improve results for students with exceptional needs. They routinely engage in reflective professional development activities that challenge their knowledge, skills, and dispositions and stimulate them to examine research, evaluate new theories and techniques, and improve teaching and learning interventions.
- reflect on their biases and the influences these biases have on the instruction they provide to students with exceptional needs and on their interactions with students, other professionals, families, and the community.

- vigorously pursue both independent and organized professional development opportunities and explore resources that keep them informed of the most current professional findings.

Your response will be judged on the extent to which it provides clear, consistent, and convincing evidence of your ability to impact student learning through your work with families and the community, with colleagues and other professionals, and as a learner.

For the scoring rubrics and an explanation of how the rubrics are used to assess your portfolio entries, refer to the *Early Childhood through Young Adulthood/Exceptional Needs Specialist Scoring Guide for Candidates*.

What Do I Need to Do?

This entry captures evidence of the way in which your role as a teacher is broader than your direct interaction with students in your classroom. In your role in your learning community, you work with students wherever learning takes place—be it classroom, resource room, library media center, studio, gymnasium, auditorium, workshop, outdoors, and so on. You also interact with members of the broader community to enhance and support student learning.

In this entry, you demonstrate

- your commitment to student learning, through your work with students' families and community and through your development as a learner and as a collaborator and/or leader;
- your commitment, through evidence of your efforts to establish and maintain partnerships with students' families and the community; through evidence of your growth as a learner; and through work that you do with other teachers at a local, state, or national level;
- how what you do outside of the classroom (or beyond explicit student instruction) impacts student learning.

For this entry, you must submit the following:

- **Description and Analysis (a combined total of 10 pages maximum for up to 8 activities or accomplishments)**. Each Description and Analysis must clearly and specifically describe why each accomplishment is significant in your teaching context and what impact each has had on student learning.
- **Documentation (a combined total of 16 pages maximum for all accomplishments)** that supports the activities or accomplishments that you have chosen to describe. Documentation can take the form of artifact(s), a Communication Log, and/or Verification Form(s).
- **Reflective Summary (2 pages maximum)** that reflects on the significance of your accomplishments taken together and your future plans to improve student learning.

Read all directions for this entry before beginning to work on the individual components of the entry.

You must demonstrate your work in each of three categories:

1. **as partner with students' families and community (current year)**
2. **as learner (within the last five years)**
3. **as collaborator and/or leader (within the last five years)**

You may choose to demonstrate discrete accomplishments in each category, or you may address broader accomplishments that cut across multiple categories. While an accomplished response must contain evidence for all **three** categories, you may submit **no more than 8 accomplishments**. **Your accomplishments must demonstrate an impact (direct or indirect) on student learning**. Impact on student learning is meant in a broad sense. Your descriptions of your accomplishments must demonstrate to assessors why or how improved student learning is a likely result. Specific examples of impact, where appropriate, are helpful.

All of the work you submit as part of your response to **any entry must be yours and yours alone**. For more detailed information, see "Ethics and Collaboration" in "Phase 1: Prepare" (in Part 1) and the National Board's ethics policy.

Detailed directions for developing each component follow. See "Entry 4 Cover Sheets" for a list of the forms required to package and submit your materials.

You must submit Description and Analysis, documentation, and a Reflective Summary. If any component is missing, your response will not be scored.

Writing Description and Analysis

The Description and Analysis of each accomplishment should clearly and specifically explain **what** the accomplishment is and **why** it is significant in your teaching context, including **how** it has had an impact on student learning.

You are allowed to submit **a maximum of 8 accomplishments** and must describe them within **a maximum of 10 pages of Description and Analysis**.

Describe the accomplishments that you have chosen so that someone who does not know you or your teaching context can appreciate the significance and impact of what you have described. Explain acronyms used in your school or district, as they may not be familiar to assessors who work in different contexts.

Make your Description and Analysis specific because accomplishments often sound alike, and their actual significance in a particular place and time may not be clear just from their names or brief descriptions. You must describe what is important about these accomplishments— that is, tell **what** the accomplishment is, explain **why** it is significant, and describe **how** you know it impacts student learning. All parts of the description—**what**, **why**, and **how**—are important. Assessors should see a clear connection between the Description and Analysis and documentation and a clear connection between the accomplishment and student learning.

Dedicate each Description and Analysis to a single accomplishment. An accomplishment may be a single activity or event, or a set of related activities and events that are logically related to a unified goal or outcome. You may use as few or as many pages as you like for each description—whatever it takes to describe the accomplishment and explain its significance and impact on student learning—as long as the combined total number of pages for all Description and Analysis does not exceed **10 typed pages for up to 8 accomplishments**.

You are not permitted to put several unrelated activities under a single accomplishment. If you do so, each activity will be counted as a separate accomplishment.

For each accomplishment you choose, you must write a Description and Analysis that answers EACH of the following questions. Provide this information in addition to the context that you supply on the Contextual Information Sheet, which focuses on the school or district at large.

- *What is the nature of this accomplishment?* Be very specific. Remember that the assessor will know nothing about you or your teaching context.
- *Why is this accomplishment significant?* To be significant, the accomplishment must be an important effort or achievement that demonstrates your work as a partner with students' families and their community; as a learner; and as a collaborator and/or leader with colleagues or other professionals.
- *How has what you have described had an impact on students' learning?* You need to connect your accomplishment to the learning of your students or the students of your colleagues. Where appropriate, cite specific examples.

You must provide supporting documentation for each Description and Analysis. Details on how to choose your accomplishments or activities and the types of documentation you may submit are provided later in these entry directions.

Description and Analysis Format Specifications

Your Description and Analysis must meet the following requirements:	
Language	Write in English.
Format	<p>Type your responses on a separate sheet of paper. Double-space your text; do not use 24-point line spacing.</p> <p>Use 12-point Times New Roman font. Do not use condensed or compressed fonts.</p> <p>Materials will be submitted electronically as a Microsoft Word, Open Office or PDF file. Page size must be 8.5" x 11" with 1" margins on all sides.</p> <p>Make sure materials are legible.</p>
Labeling	<p>Place your candidate ID number in the upper right corner of all pages. Do not include your name. If you are using a word-processing program, you can save time by creating a "header" that prints your candidate ID number on each page.</p> <p>Label to indicate the number of the accomplishment. Place a title at the top of the first page of each Description and Analysis, specifying the accomplishment number (e.g., "Accomplishment #1").</p>
Page count	<p>In a Description and Analysis, a "full page" is a page that is more than 50% text; a "half page" is a page that is 50% or less text. Given these definitions, your Description and Analysis may be more than 10 pages if you choose to begin the Description and Analysis of each accomplishment on a separate page; however, you are not required to do so. It is permissible to provide the Description and Analysis of more than one accomplishment on a single page as long as you precede the Description and Analysis for each accomplishment with an identifier such as "Accomplishment #1". Regardless, the total amount of text must not exceed 10 pages.</p> <p>Submit no more than 10 pages in total.</p>
<p>For more information about writing your Description and Analysis, see "Writing about Teaching" in "Phase 2: Develop" (in Part 1).</p> <p>For examples of appropriate line spacing and font formatting, see "Specifications: Formatting Written Materials" in "Phase 2: Develop" (in Part 1).</p>	

Collecting Documentation of Accomplishments

Choosing Your Accomplishments

Choose activities and accomplishments carefully, because the Standards on which this entry is based value those activities that have both significance in your teaching context and a positive impact on student learning.

The following procedures are designed to help you choose the most appropriate accomplishments:

- With you and your teaching context in mind, read "Standards Measured by Entry 4" (at the beginning of this entry) and the scoring criteria provided in the *Scoring Guide for Candidates*.

- Think of all your activities and accomplishments that might be relevant to the Standards for this entry.
- Carefully review the three categories of accomplishments for which you require documentation.
- Begin to list your activities and accomplishments that seem relevant to the three categories and to meeting the Standards for this entry.
- Consider all possible resources when writing your initial list: your files, professional colleagues, family, personnel folder, old calendars, previous years' planning books, and so on.
- Once your initial list is complete, think about what documentation you can provide to support your accomplishment.

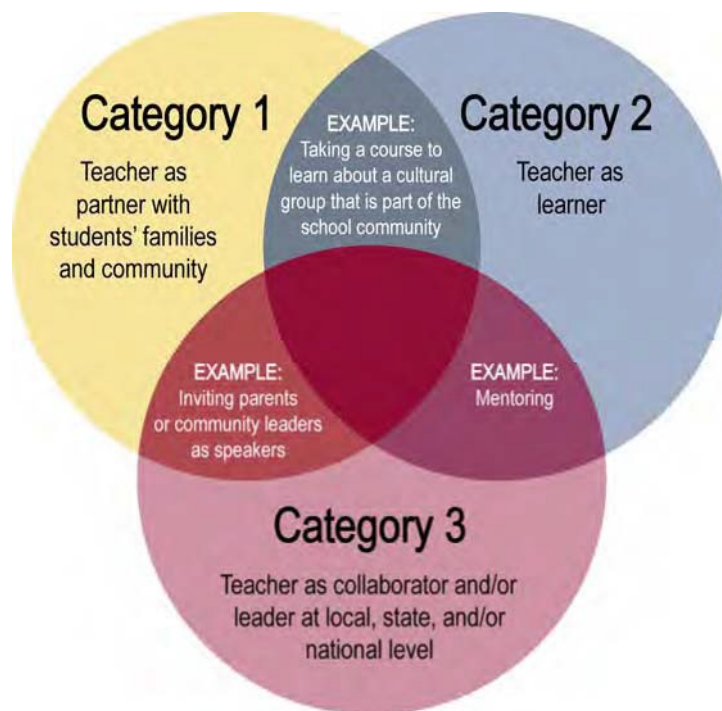
When selecting your accomplishments, consider the following three categories of involvement that must be addressed:

1. **Teacher as partner with students' families and community:** Provide evidence of how you value parents and other interested adults as partners in your students' development and education; how you facilitate ongoing, mutually beneficial interactions between the students and the wider community; and how you foster two-way dialogue with parents and other interested adults. You also need to show how your interactions impact student learning. *(In the current year)*
2. **Teacher as learner:** Provide evidence of how you have engaged in ongoing professional development strengthening your knowledge, skills, and abilities relevant to your teaching context (e.g., how you seek information on current theories and research—and their applications—through familiarity with professional literature; participate in and support professional organizations; or take advanced course work relevant to your teaching and learning context). You also need to show how these activities impact student learning. *(Within the last five years)*
3. **Teacher as collaborator and/or leader:** Provide evidence that you have worked collaboratively with colleagues and that you have shared your expertise in a leadership role with other educators to improve teaching and student learning within the school or in the wider professional community. *(Within the last five years)*

You do not have to have separate accomplishments for each of these categories; in fact, you may find that many of your accomplishments overlap the categories.

The Documented Accomplishments Categories Diagram below provides one way of thinking about how the three categories intersect and overlap. This diagram is not prescriptive, but it may help you think about your activities outside the classroom in as wide a manner as possible. For example, the category of teacher as learner might include documentation describing how you improved your understanding of teaching skills or your content knowledge in an area that you teach or how you sought to better understand your students. The diagram shows how the aspects of your work outside the classroom might overlap.

This diagram is meant to be an aid to identifying and categorizing the different kinds of activities in which you engage outside the classroom. It is also designed to show how you can submit one accomplishment that addresses more than one category.



Remember, accomplishments relating to your work with students' families and the community must come from the current year (i.e., for the 12 months preceding the opening of your ePortfolio submission window) **AND** accomplishments relating to your work as a learner and collaborator and/or leader must come from within the five years preceding the opening of your ePortfolio submission window. You are not required to cite accomplishments spanning all of the last five years, nor are you required to cite accomplishments for each individual year of the five-year period.

The Categories Chart

To help you make your final selections, we encourage you to use a Documented Accomplishments Categories Chart like the one that follows to track and organize your accomplishments and the related documentation. Write down the significance and impact of each accomplishment before you decide which activities and accomplishments to submit. Remember that the emphasis is on significance and impact, not on quantity. If you cannot complete the boxes on the chart for a particular accomplishment, it is probably not a good choice to submit for this entry.

This chart is organized into categories that help you think about the different areas in which you work outside the classroom to improve student learning. Your accomplishments might overlap more than one category.

Documented Accomplishments Categories Chart

Category— Accomplishments that demonstrate . . .	Activity	Significance	Impact on Student Learning	Documentation
Your work with the families and community of your students (in current year)				
Your development as a learner (within last five years)				
Your work as a collaborator and/or leader (within last five years)				

Some activities in which all teachers must engage may not make the best examples of accomplishments for this entry unless you perform them in a way or to a degree that makes them very effective in promoting students' learning. For example, almost all teachers are required to attend an open house for parents each new school year. This is, of course, a form of communication with parents and caregivers. In and of itself, this activity shows little or no significant accomplishment or impact, because according to the Standards, it is both routine and required. However, if your contribution to the open-house night went beyond the routine, making it an effective avenue to engage parents about their child's learning, you should make that very clear in your Description and Analysis.

Not everything you do outside the classroom is appropriate for this entry. For example, community volunteer work or personal interests are worthwhile endeavors, but for those activities to be valued in this entry, your involvement must have had an impact on student learning.

On the other hand, if you have been involved in an activity that has had great impact on student learning, you must discuss that impact and how it made a difference in student learning to provide the necessary evidence for an accomplished score. Assessors are trained not to make inferences in this area; you must clearly describe the impact on student learning.

Choosing Your Documentation

Carefully select and organize the documentation for each accomplishment that you feature. Documentation is defined as evidence that verifies that you have done what you say you have done in the Description and Analysis. Assessors do not evaluate the documentation; they are looking only for a clear connection between documentation and your accomplishment. You are allowed to submit **a maximum of 16 pages of documentation** for this entry. Therefore, be selective and make each choice count.

The accomplishments you feature may involve a set of activities or events all related to a unified goal or outcome. Such complex accomplishments may require lengthy descriptions in which you detail all or most of the steps taken or activities in which you were engaged. It is not necessary to provide a specific piece of documentation for every part of a complex accomplishment as long as the documentation you choose to submit supports the overall picture painted by your Description and Analysis. For example, you may have attended multiple workshops addressing a single topic, such as classroom management or a new area of curriculum. You do not need to provide documentation that you attended each and every workshop. Because of page-number limitations, perhaps a better choice would be documentation of your attendance at one workshop, followed by documentation that shows your growth in understanding and the new skills you acquired over the course of prolonged study. You must submit documentation for each accomplishment, but you may choose the type of documentation that is best suited to that accomplishment and that most clearly

communicates the nature of your accomplishment. There are three types of documentation that you can submit: artifact(s), Verification Form(s), and a communication log.

Artifacts	
What they are	<p>These are documents produced by engaging in such activities as writing an article, developing a newsletter, receiving a letter from a parent, or presenting a workshop.</p> <p>You may wish to provide documents that support descriptions of curricula, professional articles or other publications, workshops or presentations that you developed or conducted, grant proposal abstracts, or syllabi for professional classes you have taught.</p>
Guidelines for use	<p>For long artifacts, such as publications (e.g., an article or newsletter), you may submit the title page only.</p> <p>For multiple artifacts such as correspondence with parents, one or two letters may suffice.</p> <p>Confirm that your name and the date of the accomplishment appear on one of the pages of the artifact you are submitting to document an accomplishment. If they do not appear on the artifact, submit a Verification Form in addition to your artifact to strengthen your evidence.</p>
Verification Forms	
What they are	<p>These are forms completed by colleagues, parents, or others who comment on your description of an accomplishment and confirm its accuracy.</p>
When they are required	<p>You do not need to submit a Verification Form for every accomplishment. Generally, you would submit either an artifact or a Verification Form with each activity or accomplishment.</p> <p>However, if your artifact does not provide enough of the required information (as described in "Documentation Format Specifications" below), submit both your artifact <i>and</i> a Verification Form to validate your activity or accomplishment.</p> <p>Further, if you do not have an artifact at all—that is, if an activity or accomplishment does not leave a paper trail of supporting documents that you could photocopy and submit as documentation—you must submit a Verification Form to document your activity or accomplishment.</p>
Guidelines for use	<p>When you determine that you should submit a Verification Form, you must find someone who has firsthand knowledge of the accomplishment you are describing. Example: <i>If you have mentored a new teacher in your school, your verifier would have firsthand knowledge of your work with that new teacher.</i> The verifier need not be a supervisor or someone in authority in your school or district; for example, a parent or student could be a verifier.</p> <p>Note: If a parent or student is a verifier, his or her last name should appear on the Verification Form.</p> <p>A single verifier is sufficient for any one accomplishment. The same person may not verify more than one accomplishment per category.</p> <p>Fill out the top section of the Verification Form prior to requesting that the verifier sign the form. Use the space provided to describe the accomplishment you have chosen to submit. You may type or handwrite this information on the form. If you type, you may single-space the text using 12-point Times New Roman font.</p> <p>When you provide your verifier with the Verification Form, you must also provide the Verification Cover Letter.</p>
	<p>Please direct the verifier to</p> <ul style="list-style-type: none"> ▪ read the cover letter (which asks the verifier to attest to the accuracy of your description); ▪ read the top half of the form (which you have already completed); ▪ complete the bottom section of the form (including the date); ▪ return the form to you.
<p>The Verification Cover Letter and Verification Form are provided in the "Cover Sheets" section.</p>	

Communication Log	
What this is	<p>This is a running log for the current school year in which you can briefly record pertinent information shared with or about students' families at the time of the communication.</p> <p>It may be difficult to document some activities and accomplishments with an artifact or a Verification Form because of the nature of communications with families and others outside your classroom. A communication log provides one way to track your contacts with people outside the classroom concerning your students and their learning, and that shows you have gone above and beyond routine efforts to build communication.</p> <p>See an example of a page from a completed communication log as well as a blank communication log below. You can use these as guides if you decide to create your own log.</p> <p>A communication log includes each of the following pieces of information:</p> <ul style="list-style-type: none">▪ dates of communication▪ participants (delete last names to preserve confidentiality)▪ descriptions of the nature of each contact, its purpose(s), and/or its outcome(s) <p>Each entry in a communication log can be short but must be specific. Assessors look for information regarding the variety of communications you make and the frequency with which you communicate with other people about your students. Be sure to record not just outgoing communications but those you receive from others who are significant in students' lives.</p>
Guidelines for use	<p>A communication log is not mandatory, but we encourage you to submit a sampling of pages from one if you use one. Select pages that demonstrate the variety of communication you have with families and other parties.</p> <p>Whether you submit originals or photocopies of your communication log pages, what you submit must be legible. If you are unable to make legible photocopies, you may transcribe the information from your communication log pages onto either the blank communication log provided or sheets that you create using the sample communication log as a model.</p>

Cautions

You may not reduce full-size pages of text or images in order to fit more than 1 page of text/images onto a single page. For example, do not reduce 2 full pages of text in order to place both on a single page. Doing so would reduce the font to smaller than 12 point and make it difficult for assessors to read. If the print is so small that it cannot be read, that page will not be scored. If you submit pages in a reduced format, assessors will count that page as 2 pages.

You may, however, place more than one small piece of documentation related to the same accomplishment on the same page. For example, if you wrote a journal article, you could reduce the title page and part of the first page of the article slightly in order to fit them on a single page.

Regardless of whether or not a piece of documentation has been reduced in size, if the text is illegible, assessors will not read it, and it will not count in your score.

A curriculum vitae or résumé is not a good choice for documentation because it lacks descriptions to place the activities and accomplishments in context or to explain their significance. In addition, using a curriculum vitae or résumé would still require you to attach additional documentation in support of the particular accomplishments that you wished to highlight. Furthermore, the curriculum vitae or résumé itself would count as pages in your response.

Sample of Communication Log

Date mm/dd/yy	Contact	Type of Communication (telephone, written, e-mail, or in person)	Nature of Communication (reason for communication, outcome of communication)
3/6	Juan's father	Phone call	Juan has been showing dramatic progress. Spoke with father to encourage his continued support.
3/10	Tara's mother	Phone call	Tara's mother called me with some concerns about Tara's behavior at home. We discussed her incomplete class work. I suggested a reward system.
3/11	Felicia's parents	E-mail	Felicia's parents responded to my initial request to all parents for information about their children. Learned that Felicia loves science!
3/13	PTA president	E-mail	Sent draft agenda for Family Math Night; scheduled appointment to plan activities and determine materials that we need.
3/20	All parents	Newsletter	Sent newsletter home and invited parents to attend and assist with upcoming student performances—waiting for responses.
3/23	Justin's mother	In person	Justin will be moving into my class. Met with Justin and his mother for a smooth transition. Will call home after two weeks to keep mother informed.
3/27	Rotary Club	Phone call	Contacted president regarding the group members' Career Day visit to school.
4/1	Tara's mother	Phone call	Tara's mother called to inform me that Tara's behavior has improved. I mentioned that Tara had turned in her completed class work.

Communication Log

Date mm/dd/yy	Contact	Type of Communication (telephone, written, e-mail, or in person)	Nature of Communication (reason for communication, outcome of communication)

Documentation Format Specifications

Your documentation must meet the following requirements:	
Language	For evidence in a language other than English or the target language, submit a separate sheet that translates the documentation or verification. This separate sheet will not count toward the total page count for documentation.
Format	<p>Make sure documentation is no larger than 8.5" x 11". For larger materials or three-dimensional objects, submit photographs rather than the objects themselves.</p> <p>Make sure documentation is legible. Multiple pages of evidence should not be reduced to one sheet unless the resulting font size is no smaller than 12 point, nor should small pieces of evidence from different Description and Analysis sets of activities and accomplishments be put on the same page.</p> <p>Artifacts: Confirm that your name and the date of the accomplishment appear on one page of the artifact you are submitting as documentation for an accomplishment. Your artifact must show your name as evidence that you were responsible for or participated in the work and must show the date of the work. Artifacts not meeting these criteria may be submitted but must be accompanied by a Verification Form.</p> <p>Verification Forms: You may type or handwrite this information on the form. If you type, you may use the system default font, size, and spacing.</p> <p>Communications logs: This should be an accurate representation of your outreach with families and the community. Do not "cut and paste" random entries; instead, choose whole pages that best illustrate the interactive communication between you and your students, families, and others interested in students' learning. <i>Example:</i> You can describe a communication that spans several weeks while submitting only a sample of this communication.</p>
Anonymity guidelines	<p>Note: These guidelines are designed to protect the identities of students and to ensure that assessors do not draw conclusions about your response based on ideas about where you teach:</p> <ul style="list-style-type: none"> ▪ Remove information that identifies you geographically. ▪ Do not use the last names of students and their families. ▪ Remove information, such as a parent's last name, that identifies a third party. <p>Exceptions to anonymity guidelines</p> <p>You must not remove information that identifies you from the artifact you submit, because assessors must know whose evidence they are evaluating.</p> <p>Do not remove last names from Verification Forms of colleagues and others who have signed them. For example, if a parent signs a Verification Form, do not remove his or her last name.</p> <p>Leave last names in place when an artifact is printed matter that is not confidential in nature. For example, do not remove last names from a newspaper article, a journal article, school-board letterhead, and similar documents.</p> <p>It can be very difficult to remove all traces of school identity from an artifact, since the impact of many school-related documents is at least partly derived from the authority behind the institution. Therefore, it is acceptable to leave in school and institution identifiers if this information is significant.</p>
Labeling	<p>Place your candidate ID number in the upper right corner of all pages.</p> <p>Label to indicate the number of the accomplishment. It is critical that you label every page of documentation so that it is clearly identified as pertaining to a particular accomplishment. At the top of each page of documentation, write "Documentation for Accomplishment #_" and fill in the number of the accomplishment.</p>

Page count	Submit no more than 16 pages in total . For this documentation, this means no more than 16 sheets of paper , whether or not each piece of paper has text and/or images on the entire page.
-------------------	--

Preparing a Reflective Summary

When you finish writing your Description and Analysis and collecting your documentation, critically review the materials and write a **2-page** Reflective Summary. The summary should not restate your Description and Analysis; rather, it should analyze the effectiveness of your accomplishments. This is your opportunity to highlight the significance of your accomplishments as a whole and to reflect on them and their impact on student learning.

Respond to the following questions for your Reflective Summary. (It is not necessary to include the italicized questions within the body of your response.)

- *In your work outside of the classroom (beyond explicit student instruction), what was most effective in impacting student learning? Why?*
- *Considering the patterns evident in all of your accomplishments taken together, what is your plan to further impact student learning in the future?*

Reflective Summary Format Specifications

Your Reflective Summary must meet the following requirements:	
Language	Write in English.
Format	Type your responses on a separate sheet of paper. Double-space your text; do not use 24-point line spacing. Use 12-point Times New Roman font. Do not use condensed or compressed fonts. Materials will be submitted electronically as a Microsoft Word, Open Office or PDF file. Page size must be 8.5" x 11" with 1" margins on all sides. Make sure materials are legible.
Labeling	Place your candidate ID number in the upper right corner of all pages. Do not include your name. If you are using a word-processing program, you can save time by creating a "header" that prints your candidate ID number on each page.
Page count	Submit no more than 2 typed pages in total .
<p>For more information, see "Writing about Teaching" in "Phase 2: Develop" (in Part 1).</p> <p>For examples of appropriate line spacing and font formatting, see "Specifications: Formatting Written Materials" in "Phase 2: Develop" (in Part 1).</p>	

Assembling Your Accomplishments and Reflective Summary

When you have completed each Description and Analysis, gathered your documentation, and written the Reflective Summary, group the parts of your entry in three files:

- **Description and Analysis** – 10 pages maximum for up to 8 accomplishments
- **Documentation** – 16 pages maximum, not counting cover sheets
- **Reflective Summary** – 2 pages maximum

Organize these materials within the Documentation file as outlined below so that assessors can easily see how the Description and Analysis and documentation fit together. Assessors are trained to score your entry by first reading the Description and Analysis of an accomplishment and then reviewing the documentation for that accomplishment.

Follow these guidelines to label, number, and insert cover sheets:

- **Labeling your Description and Analysis.** You must label each Description and Analysis with a number that identifies which accomplishment you are describing. Place a title at the top of every page of each Description and Analysis, specifying the accomplishment number (e.g., "Accomplishment #1").
- **Labeling your documentation.** It is also critical that you label every page of documentation so that it is clearly identified as pertaining to a particular accomplishment. At the top of each page of documentation, write "Documentation for Accomplishment #_____" and fill in the number of the accomplishment.
- **Cover sheets.** After you have assembled all of your documentation and numbered the pages, find the Accomplishment Cover Sheet located in the "Cover Sheets and Forms" section that follows the Entry 4 directions. Make multiple copies so that you have a cover sheet for each accomplishment, and number each cover sheet in the space provided. Then insert Accomplishment Cover Sheet #1 in front of the first page of documentation for your first accomplishment. Place Accomplishment Cover Sheet #2 in front of the first page of documentation for your second accomplishment, followed by the page(s) of documentation for your second accomplishment, and so on for the rest of your accomplishments.

Entry 4 Cover Sheets

All cover sheets and forms required for this entry are listed in this section. To read and print these documents, you must install Adobe® Reader® software on your computer. You may download Adobe Reader for free by following the instructions provided on the Adobe Systems website (www.adobe.com).

As you prepare your portfolio, keep in mind some cover sheets contain directions that are not repeated elsewhere; follow these directions carefully.

CONTEXTUAL INFORMATION SHEET

This form asks you to describe the broader context in which you teach:

- If you teach in different schools that have different characteristics, and this entry features students from more than one school, please complete a separate sheet for each school associated with this entry.
- If a completed Contextual Information Sheet also pertains to another entry, submit it with that entry as well.

NOTE

In each entry, you are asked to provide specific information about the students in the class you have featured in the entry. This is *in addition* to the information requested here. Please print clearly or type. (If you type, you may use the system default font, size, and spacing.) Limit your responses to the spaces provided below. For clarity, please avoid the use of acronyms.

1. Briefly identify

- the **type of school/program** in which you teach and the **grade/subject configuration** (single grade, departmentalized, interdisciplinary teams, etc.):

- the grade(s), age levels, number of students taught daily, average number in each class, and courses:
Grades _____ Age Levels _____ Number of Students _____ Average Number of Students in Each Class _____
Courses _____

- _____
2. What information about your teaching context do you believe would be important for assessors to know to understand your portfolio entries? Be brief and specific. **Note: You might include details of any state or district mandates, information regarding the type of community, and access to current technology.**

Accomplishment COVER SHEET

Accomplishment # _____

Area of accomplishment

The checklist below is intended **only** to help you confirm for yourself that you have submitted accomplishments in all the categories. Assessors are trained to consider the substance of your accomplishments, not whether you have correctly labeled the category.

This accomplishment reflects (check all that apply):

- Your work with your students' families, showing ongoing, interactive, two-way communication (current year)
- Your work as a learner (*within the last five years*)
- Your work as a leader and collaborator at the local, state, and/or national level (*within the last five years*)

Use this cover sheet as many times as needed.

VERIFICATION COVER LETTER

Dear Colleague:

The teacher whose name appears on the attached verification form is a participant in the assessment for certification by the National Board for Professional Teaching Standards®. The teacher has been asked to describe his or her accomplishments regarding the Standards for Family and Community Partnerships, Professional Partnerships, and Reflective Practice and to provide documentation of these accomplishments.

The teacher has identified you as someone personally knowledgeable about his or her accomplishments. We would appreciate your help in verifying the accuracy of the candidate's description of the accomplishments being reported to the National Board. Please read the verification form, which the teacher has prepared. **Return the form directly to the candidate.** We may need to obtain additional information about these activities from you at a later time. Please call us at 1-800-22TEACH® if you have any questions.

Thank you for your assistance in this important effort.

National Board for Professional Teaching Standards

VERIFICATION FORM

Note: You may handwrite or type the information on this form. If you type, you may use the system default font, size and spacing. If you handwrite, the form must be digitized prior to entry submission.

To be completed by the candidate:

Candidate Name: _____

Below, briefly describe the accomplishment(s) being verified by the signer of the form. Explain **what** the accomplishment is, **why** it is significant, and **how** it has impacted student learning.

CANDIDATE

To be completed by the verifier after the candidate has completed the top section:

Is the candidate's description of his or her activities accurate?

Yes No don't know

How do you know of these activities?

VERIFIER

Signature: _____ Date: _____

Name (please print): _____

Title or Position: _____

Phone Number: () _____

Address: _____

Please return this completed form directly to the candidate.

Documented Accomplishments Categories Chart

Use this chart to help you think about the different areas in which you work outside the classroom to improve student learning. Your accomplishments might overlap more than one category.

Category– Accomplishments that demonstrate...	Activity	Significance	Impact on Student Learning	Documentation
Your work with the families and community of your students <i>(in current year)</i>				
Your development as a learner <i>(within last five years)</i>				
Your work as a collaborator and/or leader <i>(within last five years)</i>				

















Your Submission at a Glance for ECYA/Exceptional Needs Specialist


The following chart provides an overview of each ECYA/Exceptional Needs Specialist portfolio contents—cover sheets, forms, and the materials you collect and/or prepare—as well as a list of the forms you keep for your records.


Enclosing complete and appropriate materials in the correct order is essential for the proper submission of your portfolio.

Early Childhood through Young Adulthood/Exceptional Needs Specialist Electronic Submission at a Glance

Submit your evidence of accomplished teaching using the ePortfolio system (see the *Guide to Electronic Submission*). Use this chart to understand how to group your evidence and submit it electronically for the **Early Childhood through Young Adulthood/Exceptional Needs Specialist** portfolio assessment.

Entry 1: Submit 4 files <i>Assessment Informs Instruction</i>	Entry 2: Submit 4 files <i>Fostering Communication and Literacy Development</i>	Entry 3: Submit 4 files <i>Enhancing Social/Emotional Development</i>	Entry 4: Submit 4 files <i>Documented Accomplishments: Contributions to Student Learning</i>	Retain for Your Records
<ul style="list-style-type: none">  Contextual Information Sheet(s)  Written Commentary (13 pages max.) <p>Documents Submit 2 files (6 pages max. for question and assessment tool[s] combined)</p> <ul style="list-style-type: none">  Question Document <ul style="list-style-type: none"> • May include student work and your analysis, transcript of conversations with family members and colleagues, records of observation data, or other sources of information about the student that led you to formulate this question  Assessment Tool(s) Document 	<ul style="list-style-type: none">  Contextual Information Sheet(s)  Written Commentary (13 pages max.)  Entry 2 Classroom Layout Form  Video recording (15 minutes max.) 	<ul style="list-style-type: none">  Contextual Information Sheet(s)  Written Commentary (13 pages max.)  Entry 3 Classroom Layout Form  Video recording (15 minutes max.) 	<ul style="list-style-type: none">  Contextual Information Sheet(s)  Description and analysis (10 pages max.) for up to 8 accomplishments  Documentation (16 pages max., not counting cover sheets) <ul style="list-style-type: none"> • Accomplishment Cover Sheet for each documented accomplishment • Documents: Artifacts, Communication Log, and/or Verification Form(s)  Reflective Summary (2 pages max.) 	<ul style="list-style-type: none"> • Student Release Forms • Adult Release Forms • Verification Cover Letter

 Document. Submit as doc, docx, odt, or pdf file.

 Video recording. Submit as flv, asf, qt, mov, mpg, mpeg, avi, wmv, mp4, or m4v file.

STUDENT RELEASE FORM

(to be completed either by the parents/legal guardians of minor students who are involved in this project
or by students who are more than 18 years of age and are involved in this project)

Dear Parent/Guardian:

I am a participant this school year in an assessment to certify teachers as outstanding practitioners in teaching. My participation in this assessment, which is being conducted by the National Board for Professional Teaching Standards® (NBPTS®), is voluntary. The primary purposes of this assessment are to enhance student learning and encourage excellence in teaching.

This assessment requires that I submit short audiovisual recordings and/or photographs of lessons being taught in your child's class. Although the recordings/photographs will show or involve students, the primary focus is on my instruction, not on the students. In the course of this assessment, your child's image and voice may be recorded on the video, and your child may be photographed, with the recordings/photographs then submitted to NBPTS. Also, as part of the assessment, I may be asked to submit samples of student work (**Student Work**) as evidence of teaching practice; that Student Work may include some of your child's work. No student's last name will appear on any materials that I submit as part of my assessment.

NBPTS has broad rights to use my **Submissions** (which include my written commentary sheets, instructional materials, essays, classroom plans, assignments, and comments, but which definition excludes Student Work) and I assign to NBPTS all of my rights in and to the Submissions. NBPTS also obtains certain rights with respect to the Student Work. Specifically, NBPTS may use my Submissions and the Student Work **in any way it chooses** consistent with the mission of NBPTS, which includes any activity deemed by NBPTS to further education. For instance, without limitation, in addition to uses related to my assessment by NBPTS and its third-party assessors, NBPTS may use and distribute the Submissions and Student Work, such as by posting in a password-protected online database, and grant others the same rights, for educational, research, and professional development purposes, and may use the Submissions and Student Work in NBPTS works and publications. NBPTS may receive fees from those to whom it grants rights related to the Submissions and Student Work. These uses may make my Submissions and the Student Work available for viewing by a broad range of individuals, educators, and students. By providing permission below, you are granting NBPTS a perpetual, irrevocable, royalty-free, and unrestricted license to use any Student Work by your child that I submit as part of my assessment, and to have and to use any copyright, rights of publicity, and other rights associated with any Student Work, and you are releasing NBPTS from all claims (including invasion of privacy) in connection with such use.

If you agree to your child's participation in the activities as outlined above and NBPTS's right to use the Submissions and Student Work in the manner described above, please sign the Permission Slip. I will retain this form documenting your permission, but may provide it to NBPTS upon request. If you do not consent to your child's participation, your child will be out of view in making the recordings and photographs, and I will not include your child's work in the Student Work I submit. Thank you very much.

Sincerely, _____
(Candidate Signature)

Student Release Form Permission Slip

Student Name: _____

School/Teacher: _____

Your Address: _____

PARENT/GUARDIAN

I am the parent/legal guardian of the child named above. I have received and read your letter regarding a teacher assessment being conducted by the National Board for Professional Teaching Standards (NBPTS), and agree to the following:

D I DO give permission to you to record my child's image and voice on video and take photographs as my child participates in a class conducted

at (Name of School) _____

by (Teacher's Name) _____

and/or to provide NBPTS with copies of materials that my child may produce as part of classroom activities, all on the terms and conditions described above. No last names will appear on any materials submitted to NBPTS.

D I DO NOT give permission to you to record my child's image or voice or to reproduce materials that my child may produce as part of classroom activities.

Signature of Parent or Guardian: _____

Date: _____

PARENT/GUARDIAN

I am the student named above and am more than 18 years of age. I have read and understand the project description given above. I understand that my performance is not being evaluated by this project and that my last name will not appear on any materials that may be submitted.

D I DO give permission to you to record my image and voice on video and take photographs of me as I participate in a class conducted

at (Name of School) _____

by (Teacher's Name) _____

and/or to provide NBPTS with copies of materials that I may produce as part of classroom activities, all on the terms and conditions described above.

D I DO NOT give permission to you to record my image or voice or to reproduce materials that I may produce as part of classroom activities.

Signature of Student: _____

Date: _____ Date of Birth : _____

FORMULARIO DE AUTORIZACIÓN

(para ser completado por padres o tutores de estudiantes menores que participen en este proyecto o por estudiantes mayores de 18 años y que participen en este proyecto)

Estimados padres/tutores:

Este año escolar soy uno de los participantes en una evaluación para certificar a maestros como educadores profesionales destacados. Mi participación en esta evaluación, llevada a cabo por el “National Board for Professional Teaching Standards®” (NBPTS®)/ Comité Nacional de Normas Profesionales para la Enseñanza, es voluntaria. Los objetivos principales de esta evaluación son mejorar el aprendizaje estudiantil y fomentar la excelencia en la enseñanza.

Esta evaluación requiere que yo entregue grabaciones audiovisuales cortas y/o fotografías de las lecciones que se enseñan en la clase de su hijo(a). Aunque las grabaciones o las fotografías mostrarán o incluirán a estudiantes, el enfoque principal será en mi práctica educativa, no en los estudiantes que puedan estar representados. Durante este proyecto, la imagen y la voz de su hijo(a) podrían ser grabadas en el vídeo, y se le podrían sacar unas fotos a su hijo(a), las cuales se entregarán al NBPTS. Además, como parte de la evaluación se me puede pedir que presente muestras del trabajo de los estudiantes (**Trabajo Estudiantil**) como evidencia de la práctica docente y ese Trabajo Estudiantil podría incluir algún trabajo de su hijo(a). Los apellidos de los estudiantes no aparecerán en ningún material que presente como parte de mi evaluación.

El NBPTS tiene amplios derechos para utilizar mis **Entregas** (las cuales incluyen mis comentarios escritos, materiales didácticos, ensayos, planes de lecciones, asignaciones y otro material cuya definición no cae en la categoría de Trabajo Estudiantil) y le asigno al NBPTS todos mis derechos en cuanto a estas Entregas. El NBPTS también obtiene ciertos derechos en respecto al Trabajo Estudiantil. En concreto, el NBPTS puede usar mis Entregas y el Trabajo Estudiantil **en cualquier forma que elija** en consonancia con la misión del NBPTS, la cual incluye cualquier actividad que se considere por el NBPTS como beneficiosa para promover la educación. Por ejemplo, sin limitaciones, además de los usos relacionados con mi evaluación por NBPTS y sus asesores externos, el NBPTS puede utilizar y distribuir las Entregas y el Trabajo Estudiantil mediante su publicación en una base de datos por Internet protegida con una contraseña y conceder a otros los mismos derechos con fines educativos, de investigación y desarrollo profesional, y puede utilizar las Entregas y el Trabajo Estudiantil en obras y publicaciones del NBPTS. El NBPTS puede recibir cuotas o aranceles de aquellos a quienes otorga los derechos relacionados con las Entregas y el Trabajo Estudiantil. Estos usos pueden hacer que mis Entregas y el Trabajo Estudiantil estén disponibles para ser consultados por diferentes individuos, educadores y estudiantes. Al dar su permiso abajo, usted otorga al NBPTS una licencia perpetua, irrevocable, sin regalías y sin restricciones para usar cualquier Trabajo Estudiantil llevado a cabo por su hijo(a) que entrego como parte de mi evaluación, además usted otorga el derecho de tener y de usar cualquier derecho de autor, de publicidad, y otros derechos asociados con cualquier Trabajo Estudiantil, y además libera al NBPTS de todas las reclamaciones (incluyendo la invasión de privacidad) en relación con tal uso.

Si está de acuerdo con la participación de su hijo(a) en las actividades descritas arriba y el derecho del NBPTS al uso de las Entregas y el Trabajo Estudiantil de la manera en que se describe arriba, por favor firme la hoja de autorización. Yo retendré este formulario para documentar su permiso, pero se me puede pedir su entrega al NBPTS. Si usted no da su consentimiento para que su hijo(a) participe, su hijo(a) no será incluido(a) cuando se hagan las grabaciones o se tomen las fotografías, y no incluiré el trabajo de su hijo(a) en el Trabajo Estudiantil que yo entregue. Muchas gracias.

Atentamente, _____
(Firma del Candidato/ de la Candidata)

Hoja de Autorización

Nombre del/de la estudiante: _____

Escuela/Maestro(a): _____

Su dirección: _____

Soy el padre/la madre/ el tutor/la tutora del/de la estudiante mencionado(a) arriba. He recibido y leído su carta acerca de una evaluación para maestros que está siendo conducida por el National Board for Professional Teaching Standards (NBPTS), y estoy de acuerdo con lo siguiente:

D Sí, autorizo a que se graben la imagen y la voz de mi hijo(a) en videograbaciones y que saquen fotografías cuando mi hijo(a) participa en una clase guiada

en (nombre de la escuela) _____

por (nombre del maestro/de la maestra) _____

y/o que se le provea al NBPTS copias de materiales que mi hijo(a) pueda producir como parte de las actividades de clase, tal y como se expresa en los términos y condiciones descritos arriba. No aparecerán apellidos en ninguno de los materiales presentados a NBPTS.

D NO, no autorizo a que se graben ni la imagen ni la voz de mi hijo(a) o que se reproduzcan materiales que mi hijo(a) pueda producir como parte de sus actividades en la clase.

Firma del padre/de la madre, o del tutor/de la tutora: _____

Fecha: _____

EL PADRE/MADRE/GUARDIÁN

Soy el estudiante/la estudiante mencionada arriba y soy mayor de 18 años de edad. He leído y entiendo la descripción del proyecto mencionado arriba. Entiendo que mi desempeño no está siendo evaluado en este proyecto y que mi apellido no se mencionará en ninguno de los materiales que puedan ser entregados.

D Sí, autorizo a que se graben mi imagen y mi voz en videograbaciones y que me saquen fotos cuando participo en una clase guiada

en (nombre de la escuela) _____

por (nombre del maestro/de la maestra) _____

y/o que se le provea al NBPTS copias de materiales que yo pueda producir como parte de mis actividades en la clase, tal y como se expresa en los términos y condiciones descritos arriba.

D NO, no autorizo a que se me graben ni la imagen ni la voz en videograbaciones o que se reproduzcan materiales que yo pueda producir como parte de mis actividades en la clase.

Firma del/de la estudiante: _____

Fecha: _____

Fecha de Nacimiento: _____ / _____ / _____
MM DD AA

EL ESTUDIANTE

ADULT RELEASE FORM

(to be completed by non-students who are involved in this project)

Dear Sir or Madam:

I am a participant this school year in an assessment to certify teachers as outstanding practitioners in teaching. My participation in this assessment, which is being conducted by the National Board for Professional Teaching Standards® (NBPTS®), is voluntary. The primary purposes of this assessment are to enhance student learning and encourage excellence in teaching.

This assessment requires that I submit short audiovisual recordings and/or photographs of lessons being taught in class. Although the recordings/photographs will show or involve students and others, the primary focus is on my instruction. In the course of this assessment, your image and voice may be recorded on the video, and you may be photographed, with the recordings/photographed then submitted to NBPTS.

No last name (other than mine) will appear on any materials that I submit (my **Submissions**). NBPTS has broad rights to use my Submissions and I assign to NBPTS all of my rights in and to the Submissions. Specifically, NBPTS owns and may use my Submissions in any way it chooses consistent with the mission of NBPTS, which includes any activity deemed by NBPTS to further education. For instance, without limitation, in addition to uses related to my assessment by NBPTS and its third-party assessors, NBPTS may use and distribute the Submissions, such as by posting in a password-protected online database, and grant others the same rights, for educational, research, and professional development purposes, and may use the Submissions in NBPTS works and publications. NBPTS may receive fees from those to whom it grants rights related to the Submissions. These uses may make my Submissions available for viewing by a broad range of individuals, educators, and students.

If you agree to participate in the activities as outlined above and to NBPTS's right to use the Submissions on the terms and in the manner described above, please sign below. I will retain this form documenting your permission, but may provide it to NBPTS upon request.

Sincerely, _____
(Candidate Signature)

Permission Slip

Name: _____

Address: _____

School/Teacher: _____

I am the person named above. I have received and read your letter regarding a teacher assessment being conducted by the National Board for Professional Teaching Standards (NBPTS) and agree to the following:

I DO give permission to you to record my image and voice on video and take photographs of me as a participant in a class conducted

at (Name of School) _____

by (Teacher's Name) _____

as part of classroom activities, and for NBPTS to use any such recordings or photographs on the terms and conditions described above. No last names (other than the teacher's) will appear on any materials submitted to NBPTS, and I waive any claims or rights that I may have with respect to such recordings or photographs.

I DO NOT give permission to you to record my image and voice as part of classroom activities.

Signature: _____ Date: _____

PARTICIPANT

Activity Planner Worksheet

Use this worksheet to plan your time on each of the activities required to complete your portfolio entries.

ACTIVITY	Month 1	Month 2	Month 3	Month 4	Month 5
Read the <i>Standards</i> and all of the portfolio directions.		Use as a reference			
Plan your calendar and timeline.					
Get Student and Adult Release Forms signed, as needed.					
Work on the practice activities in “Phase 2: Develop” (in Part 1).					
Use your Communication Log for <i>Documented Accomplishments</i> .					
Describe your accomplishments and collect documentation for <i>Documented Accomplishments</i> .					
Video record classes, and collect student work samples.					
Review your video recordings and student work samples.					
Select your video recordings and draft your Written Commentaries for them.					
Select your student work samples and draft your Written Commentary for them.					
Do self-assessment of your entries.					
Begin final drafts of your Written Commentaries.					
Begin final draft of your Reflective Summary.					
Complete final drafts of your Written Commentaries.					
Complete final draft of your Reflective Summary.					
Gather all materials for the four entries.					
Prepare your portfolio and refer to the directions in “Phase 3: Submit” (in Part 1) for important information about organizing, uploading and submitting your portfolio electronically.					

Entry Tracking Form

This form may be used to keep a record of which students, lessons, and units of instruction you elect to feature in each classroom-based entry.

Your Entry Choices				
Entry	Unit (must be three different units)	Lesson	Dates	Students Featured
Entry 1: (enter title here)				
Entry 2: (enter title here)				
Entry 3: (enter title here)				

Produced for



NBPTS[®]

National Board for
Professional Teaching Standards

by

PEARSON

© 2015 National Board for Professional Teaching Standards. All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage or retrieval system, without permission in writing from the publisher.

The National Board for Professional Teaching Standards logo, National Board for Professional Teaching Standards, NBPTS, National Board Certified Teacher, NBCT, National Board Certification, *Take One!*, 1-800-22TEACH, *Accomplished Teacher*, and Profile of Professional Growth are registered trademarks or service marks of the National Board for Professional Teaching Standards. Other marks are trademarks or registered trademarks of their respective organizations.

The contents of this publication were developed in whole or in part under a grant from the U.S. Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the federal government.

Prepared by Pearson for submission under contract with the National Board for Professional Teaching Standards[®].

Pearson and its logo are trademarks, in the U.S. and/or other countries, of Pearson Education, Inc. or its affiliate(s).