


NBCT Certification Renewal

Profile of Professional Growth®

For NBCTs who certified prior to 2017



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

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Introduction

National Board Certified Teachers (NBCTs) prepare, develop, and submit the Profile of Professional Growth® to the National Board® for evaluation to pursue the renewal of National Board Certification®.

If you certified prior to 2017, your National Board Certification was awarded for a period of 10 years. As an NBCT, you must complete the renewal process prior to your certification end date and you can only renew certification in your original certificate area. During each renewal decade, NBCTs have two opportunities to renew their certification; first in the eighth/eighteenth year and for a second time during the ninth/nineteenth year.

Important: The National Board has revised its policy from renewal to Maintenance of Certification (MOC). Once introduced in 2021, the National Board will no longer extend certificates through the current 10-year renewal process. To learn more about MOC, visit our website at www.nbpts.org/national-board-certification/renewal.

Profile of Professional Growth Requirements Overview

The Profile of Professional Growth (PPG) consists of three interrelated components and a written reflection. The components draw upon a single group of Professional Growth Experiences (PGEs) that you select.

- **Component 1 requirements:** Submit responses to prompts related to four areas of your professional growth that you identify, which may have begun before certification but have evolved to become the focus of professional growth since certification. These PGEs must include current content and/or pedagogical knowledge as well as acquisition of effective and appropriate use of technology, and be ongoing, varied, and multifaceted. They must reflect your continuous commitment and contributions to the professional activities that ultimately have an impact on student learning.
- **Component 2 requirements:** Choose one of the PGEs featured in Component 1 and demonstrate its application. Prepare a date-stamped **10-minute** video recording in which you demonstrate pre-K–12 classroom teaching in the same content and developmental level as your original certification. The video and the accompanying Written Commentary must demonstrate student learning in an environment that ensures equity of access, promotes an appreciation of diversity, and demonstrates certificate-specific content knowledge. This video must be recorded no earlier than September 1 of your eighth/eighteenth year of National Board Certification and no later than the ePortfolio submission deadline of your tenth/twentieth and final year of National Board Certification.
- **Component 3 requirements:** Choose one of the remaining PGEs that you featured in Component 1 and demonstrate its application. Component 3 offers several options: you may choose to create a **6-minute** video recording of your teaching practice with pre-K–12 learners or with professional colleagues, or you may choose to feature learner work samples from one or more learners. The basis for this component must be a different PGE than was used in Component 2 and must demonstrate either a direct or indirect impact on student learning.
- **Reflection requirements:** In addition to the three components, you must submit a written reflection in which you analyze the connections and patterns among all three components of your PPG from the perspective of your role as an educator. You must focus on challenges encountered as well as discuss plans for continued professional growth and efforts that will have an impact on student learning.

For an overview of the renewal process, see *Renewal at a Glance* on the National Board website (www.nbpts.org/national-board-certification/renewal).

If you have previously renewed, your PGEs must include current content and/or pedagogical knowledge as well as acquisition of effective and appropriate use of technology, and be ongoing, varied, and multifaceted. These areas of your professional growth that you identify, which may have begun before certification but have evolved to become the focus of professional growth since certification, must reflect your continuous commitment and contributions to the professional activities that ultimately have an impact on student learning.

Note that the samples of products, learner work, and videos of accomplished teaching practice that you submit for Certification Renewal must be new and original work from your current decade of teaching and must demonstrate evolution and change in your area of professional growth. If you are no longer in the classroom or teaching in a different subject area, you may borrow a classroom in the area and development level in which you certified.

Using This Document to Prepare, Develop, and Submit Your PPG

This document helps you navigate through the renewal process when you prepare, develop, and submit the three components, the reflection, and the forms of a complete PPG. Accordingly, this document consists of three sections:

- 1. Prepare.** Begin your renewal process by reading this section for an overview of professional growth within the framework of National Board Certification, the Architecture of Accomplished Teaching, planning considerations, and a list of resources. This section also contains a glossary of terms used frequently in the PPG.
- 2. Develop.** Read this section to understand the specific requirements of the PPG and the format specifications for each part of your PPG. This section provides tips on selecting and developing the elements of your PPG and for improving the quality of your video recordings. It also supplies the forms that must be submitted with your PPG.
- 3. Submit.** This section describes the required PPG forms and provides detailed instructions for assembling, labeling, and uploading your complete PPG.



Review your materials carefully before submission. Omitting material from your submission **may** cause it not to be evaluated.

Prepare

As you prepare for the renewal process, review the connection between the current National Board Standards for your certificate, the Five Core Propositions (the basis of the current National Board Standards), and the Architecture of Accomplished Teaching. This section can help you align your renewal effort with National Board foundational philosophies. It covers the following topics:

- understanding the basis of the Profile of Professional Growth
- reviewing the Five Core Propositions, the National Board Standards, and the Architecture of Accomplished Teaching
- gathering evidence of accomplished teaching
- understanding the evaluation criteria
- following policies and guidelines
- planning ahead and finding the resources you need in order to prepare
- defining terms related to the PPG

Understanding the Basis of the PPG

The PPG process offers you, as an NBCT[®], the opportunity to document your continuing professional growth with a focus on increasing student learning. In this ongoing pursuit of professional growth, you must engage in complex activities that include development of certificate-specific content knowledge and pedagogical and technological skills obtained through workshops, courses, and reading of the latest professional literature. The PPG asks you to demonstrate that your classroom practices are consistent with the high standards that certification represents.

The PPG is rooted in two key elements of the National Board's vision of accomplished teaching:

- the Five Core Propositions and the Standards
- the Architecture of Accomplished Teaching

The National Board's vision of accomplished teaching practice is set forth in the 1989 policy statement "*What Teachers Should Know and Be Able to Do*," which has served as a basis for all of the Standards and assessment development work National Board has conducted. This policy statement presents the National Board's view of what it values and believes should be honored in teaching; that view is communicated through the Five Core Propositions that define the fundamental requirements for accomplished teaching practice and guide the development of its certificate-specific Standards. You can read the complete policy statement on the National Board [website](#).

These Five Core Propositions are just as integral to the renewal process as they are to initial certification. The experience gained during the process of certification has embedded these propositions in the teaching practice of NBCTs, serving as a catalyst for further growth. Just as teaching requires the monitoring of students' learning, it also requires the monitoring of one's own continued learning. NBCTs are aware of which areas of content and/or pedagogy are strengths and which areas represent needs, and they are eager to find resources within the professional community, no matter how challenging the effort and complex the task, in order to address those needs. NBCTs realize the need to be current in their field and to embrace and incorporate new ideas into their practice.

The Architecture of Accomplished Teaching is a metaphor for what accomplished teachers do in the classroom as well as for the self-reflection focused on the accomplished teacher's professional growth. There are three overarching expectations of NBCTs who choose to develop and submit the PPG:

1. An NBCT's PPG provides sufficient evidence of post certification professional growth that has focused on increased student learning and the maintenance of the high and rigorous Standards that are the mainstay of the National Board Certification process.
2. NBCTs use both the Five Core Propositions and the Architecture of Accomplished Teaching as the foundation for what they continue to do in the classroom and for themselves as lifelong learners who continue to grow and enhance student learning.
3. NBCTs choose to showcase activities that have been a focus of their professional development over an extended period of time and that reflect the resourcefulness of NBCTs who take advantage of multiple opportunities to achieve their goals.

Reviewing the Five Core Propositions and the Standards

The National Board Five Core Propositions and the Standards developed for each certificate area inform the preparation and development of your PPG by

- providing a framework to help you collect the most relevant evidence of your accomplished teaching practice;
- offering guidelines that can help you focus your analysis of and writing about that practice;
- enhancing your understanding of how the PPG will be evaluated.

The Five Core Propositions describe the core characteristics of an accomplished teacher and are at the heart of the evaluation embodied in the National Board Certification process. As noted above, they are enumerated in the first National Board policy statement ("What Teachers Should Know and Be Able to Do"), issued in 1989 and published on the National Board website. The characteristics described in the Five Core Propositions define the knowledge, skills, dispositions, and commitments of accomplished teachers—commitment to students and their learning, knowledge of both the subjects they teach and how to teach those subjects, responsibility for managing and monitoring student learning, systematic consideration of their practice and readiness to learn from experience, and membership within learning communities.

The National Board Standards are a reflection of the Five Core Propositions. The Standards detail specific knowledge, skills, and attitudes that support accomplished practice; illustrate the ways in which professional judgment is reflected in action; and describe how knowledge, skills, and attitudes could be expressed in a variety of settings.

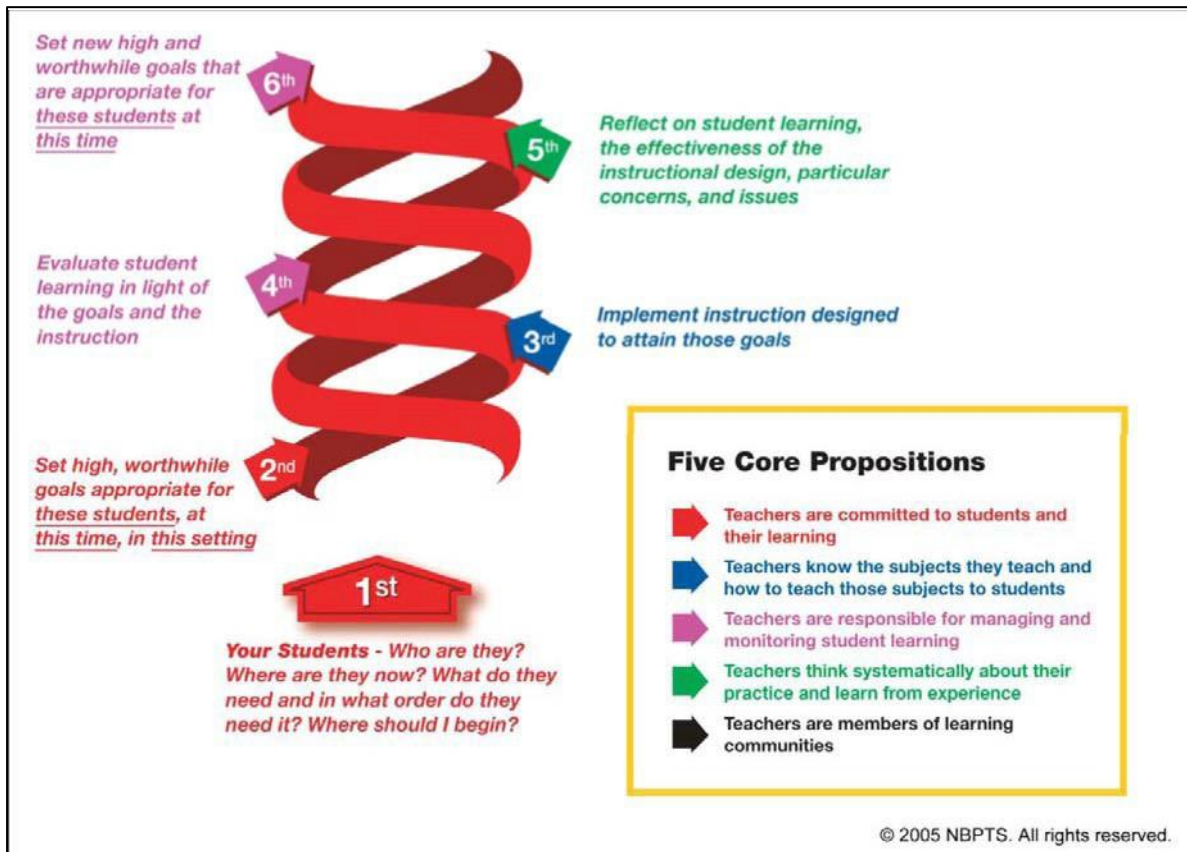
Note: The Standards for some certificate areas have been updated. Visit the National Board website (www.nbpts.org/standards-five-core-propositions) to obtain the latest version.

Gathering Evidence of Accomplished Teaching

Through your PPG, you can capture your teaching practice in real-time, real-life settings, thus allowing a trained evaluator to examine how you translate knowledge and theory into practice.

Architecture of Accomplished Teaching Helix

The Architecture of Accomplished Teaching Helix shown below uses a double spiral to illustrate the carefully woven, upward-spiraling nature of accomplished teaching, wherein knowledge of students, commitment to goals, and practice of instruction, analysis, and reflection—as defined by the Five Core Propositions—develop at six closely linked stages.



Use the following table to review the steps used to demonstrate accomplished teaching and to see how each step relates to the Five Core Propositions. The steps can guide you in collecting and analyzing the evidence that demonstrates your accomplished teaching.

Step	Description	Core Proposition Demonstrated	Collecting Evidence of Accomplished Teaching
1	Know Students and Subject Area	Teachers are committed to students and their learning.	Who are my students? Where are they now? What do they need? In what order do they need it? Where should I begin?
2	Set Learning Goals	Teachers are committed to students and their learning.	What high and worthwhile goals can be provided, at this time, in this setting, that are appropriate for these students?
3	Implement Instructions to Achieve Goals	Teachers know the subjects they teach and how to teach those subjects to students.	What instructional strategies would be most effective for meeting goals? What materials, people, or places can I use to enhance student learning?
4	Evaluate Student Learning	Teachers are responsible for managing and monitoring student learning.	Determine by evaluating student learning in relation to instruction—have goals been met?
5	Reflect on Teaching Practice	Teachers think systematically about their practice and learn from experience.	What would I do differently? What are my next steps?
6	Set New Learning Goals	Teachers are responsible for managing and monitoring student learning.	Based on evaluations of student learning of these students at this time, what goals would now be appropriate to set for students?

Applying the Architecture of Accomplished Teaching to Your Own Professional Growth

The motion within the double spiral shown in the Architecture of Accomplished Teaching Helix appropriately reflects your ongoing processing of student needs, instructional goals, instructional strategies, evaluation, and reflection. The movement of the double spiral may also be applied to an NBCT's professional growth. Not only do you recognize a need in the classroom, but you also recognize a need for professional growth within yourself. An NBCT who continues to practice at an accomplished level sets goals for professional learning, implements or takes advantage of activities that develop and/or enhance skills, and reflects on his or her effectiveness.

Understanding the Evaluation Criteria

For the renewal process, one or more NBCTs independently and holistically evaluate the three interrelated components and reflection, which constitute the PPG, as a single entity. Based on the entire body of evidence that you submit, an assessor then makes a single decision— to renew or not to renew. (A trainer reviews and confirms all non-renewed decisions.)

Your submission will be evaluated according to the criteria listed in the rubric below. Each one is considered when it is applied to your submission. Use these criteria for guidance when choosing materials to submit to provide a comprehensive picture of your professional growth since certification.

Your submission will be judged on the extent to which it provides sufficient evidence of your continued professional growth in ways that demonstrate that you

- identify and address significant needs of students, the professional community, parents, and/or self;
- have acquired and/or deepened current certificate-specific content knowledge and/or pedagogical practice and have demonstrated it in your classroom practice;
- have acquired knowledge of current technology and/or effectively utilized appropriate technology in a way that is directly connected to teaching and learning;
- involve the wider community of colleagues, parents, and/or community in your professional growth experiences;
- practice Standards-based, relevant, and meaningful instruction;
- ensure equity of access and promote appreciation of diversity in your classroom;
- have a meaningful impact on student learning.
- Demonstrate your experiences are ongoing, varied, and multifaceted; evolved in depth and breadth.

Evaluation Rubric for Renewal of Certification

- The renewal candidate provides sufficient evidence of the identification of important needs in his or her professional context and of professional growth in areas that address those needs in a variety of rich and powerful contexts, including areas of content and/or pedagogical knowledge, and provides sufficient evidence of the application of professional growth in ways that have a meaningful impact on student learning.
- The renewal candidate provides sufficient evidence of the acquisition of knowledge of current technology and/or effective and appropriate incorporation of technology into teaching and learning and draws on and/or contributes to the resources of the school, district, parents, and/or community.
- The renewal candidate provides evidence of teaching practice in his or her certificate-specific area in ways that recognize the needs of students, ensures equity of access and promotes appreciation of diversity, and provides relevant and meaningful instruction for students.
- The renewal candidate provides evidence of professional growth that has evolved since certification or since Certification Renewal and is varied and/or multifaceted. Although there may be unevenness in the level of evidence of professional growth presented, overall, there is sufficient evidence of professional growth since certification to support renewal of certification.

Following Policies and Guidelines

As a renewal candidate, you must read and understand the renewal candidate policies and deadlines as presented in the *Guide to National Board Certification* (available on the National Board website). National Board ensures that the National Board Certification process is fair for all applicants and is committed to examining and refining these policies on a regular basis to ensure that they benefit all candidates and enhance the ability of the National Board to provide efficient and high-quality services. The following sections address collaboration and ethics; naming persons, institutions, and places; and language accommodations policies.

Collaboration and Ethics

Collaboration with colleagues is a valued part of the renewal process: you should engage them in professional discussions about the Five Core Propositions, the National Board Standards, and the Architecture of Accomplished Teaching; have them help you video record, watch, and analyze the video recordings; and have them read and comment on your analyses and on the learner work you have chosen. **However, all the work you submit as part of your response to any PPG component must be yours and yours alone.** Your Written Commentaries, the learner work you submit, and your video recording(s) must all feature teaching that **you** did and work that **you** oversaw. If you work as a member of a team of teachers, you have an opportunity to collaborate with other members of the team who are going through the assessment. However, if you work in a team-teaching setting, review your responses carefully to ensure that all your responses feature teaching that you did and work that you supervised.

It is mandatory that you submit unique video segments and learner work samples as well as separate and different analyses and reflections regardless of your teaching situation.

If you submit materials identical to those of another candidate, **both of you will be disqualified from the renewal process**, and the organization or entity funding your renewal evaluation fee, if any, will be notified of this disqualification and the reason for it.

To read and print important information regarding adherence to ethical behavior that is expected of all National Board Certification Renewal candidates, refer to the National Board's *Guide for Ethical Candidate Support* on the National Board website.

The National Board does not permit cheating or confidentiality breaches of any type and has established policy that outlines the consequences of these actions. All candidates are strongly advised to follow this policy. As a candidate or participant, you are required to review the policy on Denial or Revocation of Certification (available on the National Board website and in the *Guide to National Board Certification*).

If you observe first-hand a breach of security, misconduct, and/or unethical practice, please report it immediately in writing, with any documentation, in one of the following ways:

- via the [National Board web form](#) on the [Contact Us](#) page on the National Board [website](#)
- by mailing to

National Board for Professional Teaching Standards
c/o Pearson
19500 Bulverde Road, Suite 201
San Antonio, TX 78259

Reports of unethical behavior must be received from persons who have first-hand knowledge of the occurrence. Thank you for helping to protect the integrity of National Board Certification for the teaching profession.

Naming Persons, Institutions, and Places

You are required to seek and receive permission to use images and some of the materials you include in your PPG. You collect permission in the form of the National Board releases for or from students whose images or work appears in your materials, students and adults whose images are included in your photos or seen and/or heard in the video(s), and all parents or guardians of such students.

You must attest to the National Board that you have obtained releases for individuals whose images or work appear in your materials, as well as individuals whose images are included in your photos or seen and/or heard in the video(s). You must keep the National Board Student Release Forms and the National Board Adult Release Forms with your records for at least three years, so *do not submit them to the National Board*.

All PPG materials that you submit *must refer to people in ways that preserve their anonymity*. This means that your written commentaries, samples, learner work samples, and video recording(s) may show only the first name of any person.

Exceptions are the National Board Student Release Forms and the National Board Adult Release Forms, which must contain full signatures but *which you do not submit*. The Video Recording Date Attestation Form must also show your full name and the full name of your administrator.

Your goal in referring to people or places is to convey to an evaluator sufficient evidence about your teaching practice. Use the following guidelines to refer to people, institutions, and places in your written materials, learner work samples, instructional materials, sample products, and videos:

- **Students or adult learners:** Use first names only. If you choose to feature two students/learners with the same first name, use first names and the first letter of each of their last names.
- **Parents or legal guardians:** Identify these adults by referencing their relationship to the students, for example, "Marie's mother." Parents should receive the same kind of anonymity as students.
- **Other teachers, principals, school employees, or administrators:** Use "a colleague" or "the principal" if possible. If necessary, refer to the person by first name only. For example, use a construction like "John, one of our math teachers. . . ."
- **Your school, school district, or facility name:** Use the institution's initials, followed by the words that identify the level of the school, *but do not identify its location*. For example, you would use "JM Middle School," or Sunny Cottage School would become "SC School."
- **Your city, county, or state:** Refer to these only as "my city," "my county," or "my state."
- **A college or university:** Write "a four-year college," "a graduate program," or "a two-year college." It is better to be clear and general when making such references than to use unnatural constructions such as "John Doe University."
- **Your name:** Be sure to remove your own last name from samples and learner work (use correction fluid, a black marker, or "black out" the information digitally) and *do not include your name in your Written Commentaries*. If you are quoting a student, use "Joey then said, 'Mrs. S., why do we need to . . .'" or something similar.

Note: If your material includes a company, organization, or university that does not reveal your exact location, such as The National Board for Professional Teaching Standards, you do not need to remove the organization name or location. Similarly, signatures from those organizations may be left since they are not colleagues. Names of authors or professional presenters do not need to be removed.

Language Accommodations Policies

We recognize that languages other than English are frequently used in the classroom; therefore for the following circumstances, the accommodations described are allowed.

Learner Work Samples and Video Evidence with Brief Expressions or Phrases in a Language other than English

Learner work samples and video evidence may include brief expressions or phrases in a language other than English. The inclusion of such expressions or phrases must be limited because evaluators do not have fluency in languages other than English. If expressions or phrases in a language other than English that are important for an evaluator to understand are included, you must include brief explanations of these expressions or phrases in the Written Commentary for each component.

Learner Work Samples and Video Evidence in a Language other than English

If you are submitting learner work samples or video evidence in a language other than English, you must provide a written English translation for the samples or evidence. The translation must include your candidate ID number, the component number, and any necessary student identifiers (but do *not* include students' names) and should be placed immediately behind your Written Commentary. Note that the pages of your translation do not count toward your page totals and will be submitted in the same file as your learner work samples.

EXCEPTIONS:

English Language Arts. Candidates seeking renewal in this area must submit learner work samples and video evidence in English.

World Languages. Evaluators for this certificate area are fluent in English and the target language; therefore translations are only required for documentation that is written in a language other than English or the target language.

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 learner work in these circumstances are included in the portfolio instructions for the Early Childhood through Young Adulthood/Exceptional Needs Specialist certificate area. 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 conversation 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 an evaluator in understanding the video recording. You must notify the National Board at the time of submission, that your submission requires interpreter services or your submission will not be evaluated. Notification should be submitted using the [National Board web form](#), located on the [Contact Us](#) page of the National Board [website](#).
- If you submit instructional artifacts (e.g., assignments, handouts) or learner work samples in Braille, you must provide translations* of the materials.

*Note: Transcripts and translations should be labeled as such and do not count toward the allotted page limit for each section of your submission. Transcripts of student work should be placed directly behind the evidence and translations should be placed directly behind your Written Commentary.

Finding Resources to Help You Prepare

To best reflect your accomplished teaching practice, it is essential that you understand both the foundational philosophies and the practical components of the renewal process. Consult the following resources for tips and guidance as you prepare your PPG:

- [Renewal Calendar](#), [Renewal at a Glance](#), and additional [resources](#)
- [What Teachers Should Know and Be Able to Do](#) (which describes the Five Core Propositions)
- [National Board Standards](#) (for each certificate area)
- [National Board Management System](#) (NBMS) – *Your secure, online National Board account.*
- [Renewal Guide to National Board Certification](#)

You may also wish to make use of the following customer support and technical resources:

- **Customer Support:** Call 1-800-22TEACH, Monday through Friday, 8:00 a.m. to 6:00 p.m. CT.
- Submit your question using the [National Board web form](#) located on the [Contact Us](#) page on the National Board [website](#).
- **Resource:** Adobe® Reader® software lets you view and print Adobe Portable Document Format (PDF) files on all major computer platforms. You cannot edit an open document with Adobe Reader software; however, you can copy text to the Clipboard to paste it into other applications. You may download Adobe Reader for free by following the instructions provided on the Adobe Systems website (www.adobe.com).

Learning PPG-Related Terms

Following are general definitions of some of the terms frequently used in the PPG.

assessment

The formal or informal process of collecting, analyzing, and evaluating evidence about what students know and can do. There are multiple forms of formal and informal assessments. Formal assessments may include, but are not limited to, classroom tests, performance assessments, and standardized tests. Informal assessments may include, but are not limited to, observations, checklists, and anecdotal records.

assignment

Any formal or informal prompt or other device used to cause students to produce responses.

bilingual

Able to function in two languages. In the portfolios, "bilingual" refers to any classroom in which the students are English-language learners and use their first language to learn content and to aid in their English-language development.

cite

To mention or bring forward as support, illustration, or proof. When component prompts ask you to "cite specific examples" of something, you should provide evidence that clearly supports whatever point you are trying to make in your response to the prompts.

class

A section or group of students that you teach during a specified time period (e.g., fourth period English). This is different from a subject area (e.g., English). This distinction is

important because although you may teach several classes in a subject area, component prompts ask you to consider a specific group of students in a class rather than all of the students in a particular subject area.

content

A subject area such as math, science, social studies/history, or technology education. In content-based English as a Second Language, English would be taught in conjunction with a subject area to a group of students of limited English proficiency (LEP), who may, but do not necessarily, share a similar first language.

edit

Postproduction processing of a video recording or cuts in an otherwise continuous segment of video. Examples of editing include the elimination of unwanted segments; the addition of footage, fade-ins and fade-outs, and audio-recorded material from a device other than the video recorder; and the "blurring" of an image to conceal a face or nametag.

elicit

To bring or draw out.

evaluator

A person trained to evaluate a National Board Profile of Professional Growth. To be an evaluator, a person must be a National Board Certified Teacher in the same certificate area as the renewal candidate whose work he or she is evaluating.

evidence

Evidence that has a solid foundation in fact and would be convincing to most people. The basis for this kind of evidence is that it be strong, clear, and convincing and that it not be easily disproved by a difference in interpretation. The presentation of sample products, learner work, and videos does not remove the need for you to write detailed and well-organized analyses; an evaluator still needs to know that you recognized this evidence and will want to see how you have used this evidence in your teaching.

evoke

To summon or call forth. In the context of the PPG, a prompt that evokes student responses causes students to produce that work.

holistic decision

A single, all-encompassing decision that is made regarding a renewal candidate's submission, based on a rubric and taking all aspects into account.

instructional materials

An item used or produced during a teaching sequence that will help an evaluator better understand the activity featured in your video recording or Written Commentary (e.g., transparency, Web page).

interpretation

The explanation of a conclusion you reached about the results of a teaching situation. An interpretation explains to an evaluator how you understand the results of an event and what these results mean to you. See "Writing about Teaching" (page 27) for more detailed explanations.

learner response

The work that results from an assignment by the teacher. This may be a formal writing assignment, a drawing, a journal entry, or any other work a student completes under a teacher's guidance.

learner work

Learner work samples as defined by the submission format specifications provided for each component (see descriptions of individual components in "Develop" and "Organizing Your PPG Components").

lesson

An assignment or exercise in which something is to be learned; an act or an instance of instructing; teaching; an experience, example, or observation that imparts new knowledge or wisdom; a period of instruction during which discrete points of content are conveyed (also see "unit").

manipulatives

Hand-held objects with moving or interchangeable parts that are used as models to demonstrate the structure of something or how it works (e.g., the set of sticks and balls that fit together to show the structure of molecules).

pedagogy

The art or profession of teaching; training or instruction.

Professional Growth Experience (PGE)

Experiences an NBCT selects to feature in his or her Profile of Professional Growth submission that reflect a continuous commitment and contributions to the professional activities that ultimately have an impact on student learning.

Profile of Professional Growth (PPG)

The instrument for renewal candidates to use to provide evidence of professional growth since certification.

prompt

A request for a response; a written, graphic, or auditory presentation that is provided to a student or examinee that directs, assigns, or causes that student or examinee to construct a response. A prompt may be formal or informal in its expression. A prompt may range from a formal specific assignment, to be completed, for example, after reading a selected prose excerpt, to an open-ended prompt requiring a response to a presented piece of art, a photograph, or a theory in a field of teaching.

recommendations for focus

Candidates who receive a not renewed decision receive a report that notes which of the seven aspects of the submission need strengthening.

renewal cohort

A group of National Board Certified Teachers who were certified on the same date.

resubmission

A renewal candidate's second attempt to renew certification by resubmitting the Profile of Professional Growth by the ePortfolio submission deadline of his or her tenth/twentieth and final year of National Board Certification.

samples of products

Documents that provide clarification and/or enhancement of the Professional Growth Experience presented in Component 1.

segment

A continuous and unedited section of video taken from a longer video recording.

small-group discussions

Typically a group of three to five learners. This term is usually used to describe the requirements of video-based components for the purposes of which a small group generally consists of three to five learners (although this may vary based on the number of learners a teacher has in a class and on specific directions for the component). The main objective of highlighting small-group discussions is to show the teacher facilitating discussion among learners within the small groups.

tangible products

Some physical result of a lesson that reveals something about the teaching, the learning process, or students' learning or understandings. This could be learner work, a model produced during the lesson, and/or a piece of artwork.

technology

The full range of sound, video, and data systems available as tools for learning. A wide array of media ranging from overhead projectors, calculators, videocassette recorders, and cameras to such technologies as multimedia computers, software, the Internet, and complex scientific tools. Consult your certificate's Standards and make sure that the technology you choose to feature is relevant and meaningful to your renewal, your students, and your instructional goals.

unit

A section of an academic course focusing on a selected theme or concept; a chapter in a curriculum text; several periods of instruction, each comprising two or more lessons, that are unified in design in respect to the identified subject area.

whole-class discussions

A discussion in which the entire class is involved as a group. This term is commonly used when describing the requirements of video-based components. Although the entire class is involved in the discussion, this does not mean that each and every student must be shown in the video recorded lesson. The main objective in a whole-class discussion is to show that the teacher is effectively engaging the entire class as a group. The video recording should show some interaction with specific students, but it is not necessary to zoom in on every student. However, it should be clear in the video recording you submit that the students are *actively engaged* in the discussion.

Some definitions include excerpts taken from *The American Heritage Dictionary of the English Language, Fourth Edition*. Copyright © 2006 by Houghton Mifflin Harcourt Publishing Company. Reproduced by permission.

Develop

The PPG requires that you complete three components and a written reflection. Each of the three components consists of

- **a rationale**, which articulates the premise behind the work required (e.g., fair and equitable response to diversity);
- **requirements**, which summarize the items to be submitted (e.g., a video recording of a lesson and Written Commentary in response to specific prompts);
- **prompts**, which are a series of questions you must answer about the evidence you submit for the requirements. The requirements are further explained after the prompts, and considerations are provided to help you make thoughtful choices in the work you highlight.

This section of the PPG will provide detailed information necessary to help you

- understand the rationale, requirements, and prompts;
- develop your written responses to the requirements;
- meet the formatting and specifications requirements;
- refresh your writing skills for the analysis of learner work;
- refresh or develop your skill with video- and audio-recording equipment;
- organize your submission using required formats and specifications, and forms.

See also a particularly helpful collection of questions in the sections “Writing about Teaching” (page 27) and “Recording Video Elements” (page 29), both of which can help you develop the kind of analysis you want to highlight in your Written Commentary.

Component 1

Submit responses to prompts related to four areas of your professional growth that you identify, which may have begun before certification but have evolved to become the focus of professional growth since certification. These PGEs must include current content and/or pedagogical knowledge as well as acquisition of effective and appropriate use of technology, and be ongoing, varied, and multifaceted. They must reflect your continuous commitment and contributions to the professional activities that ultimately have an impact on student learning.

Rationale

The work of teaching reaches beyond the boundaries of individual classrooms to wider communities of learning. To address learner, professional, and community needs and to continue to refine their own skills, NBCTs immerse themselves in a broad range of content and professional knowledge and expertise. They are involved in a wide spectrum of activities and tasks, often in a collegial approach that contributes significantly to the quality of education and to student learning. NBCTs are often in the vanguard, embracing rather than shying away from learning that requires change.

Requirements

For this component, you must	This component must	Tip
<ul style="list-style-type: none"> ■ choose four PGEs that have been a focus of your professional development since certification. These PGEs must be described in a written commentary in response to the specific prompts listed for this component; ■ provide samples of products that resulted from each PGE. 	<ul style="list-style-type: none"> ■ include 3 pages of commentary for each of four PGEs, but no more than 12 pages total of text for this component; ■ include 2 pages of samples of products for each PGE, but not more than 8 pages total for this component. ■ Will be uploaded as a single file (refer to the formatting requirements on page 37.) 	<ul style="list-style-type: none"> ■ <i>For this component only</i>, the commentary may make use of half pages. A “sheet” is a single piece of paper. A “full page” is a sheet that is more than 50% text; a “half page” is a sheet that is 50% or less text. Given these definitions, your commentary might use more than 12 sheets of paper, but the <i>total amount of text should be no more than 12 pages</i>. ■ Begin each PGE commentary on a new page so that the related samples can be placed immediately behind each PGE.
<p>See the specifications sections in “Organizing Your PPG Components” for detailed formatting requirements.</p>		

Specific Prompts

Respond to the following for each of your **PGEs**:

1. Provide a context of the professional situation that indicates what need you are addressing.
2. Describe the PGE. How does it demonstrate a response to identified needs of students, the professional community, parents, and/or self?

Respond to the following prompts somewhere within Component 1:

3. Explain how you have acquired and deepened your content knowledge to remain current, including use of research and/or use of other professional activities.
4. Explain how you have acquired and deepened your pedagogical skills to remain current, including use of current research and/or use of other professional activities.
5. Discuss your acquisition and/or effective and appropriate use of technology.
6. Discuss how your interaction with colleagues, other professional groups, parents, and/or community members has enhanced your professional growth.

Understanding the Requirements for This Component

- A PGE is an activity in which you learn something new that has influence within or beyond the classroom and has a direct or indirect impact on student learning. The PGE may be something that began before certification, but it must have continued to evolve significantly after certification. At least one of the PGEs must be certificate-specific in order to complete the requirements for Component 2.
- The PGE should reflect an ongoing commitment or contribution to the profession and demonstrate continued application of the NBPTS Standards in your work as an educator.
- The PGE should be multifaceted (including elements from areas such as certificate-specific content knowledge, professional development, current trends in the field, and/or issues of equity and diversity).
- Taken as a whole, the PGEs should reflect a variety of activities as well as interaction with colleagues, other professional groups, and/or parents.
- Prompts 3–6 do not need to be addressed in all four PGEs as long as these prompts are addressed somewhere in the Component 1 PGE responses.
- Samples of products may include the following: certificates; work produced by students, colleagues, or you; letters from a colleague, parent, or community member; or representative pages from a course evaluation. These samples of products should provide clarification and/or enhancement of activities within the PGE. Please submit these samples in their original size, not as excerpts combined into one sample (see page 9 for rules regarding anonymity).
- “Current knowledge within your field” refers specifically to the latest research, trends, information, and advances in your certificate area, or it refers to an area from your Standards that enhance your content knowledge or pedagogy.
- Current technology may include, but is not limited to, such items as computers, interactive white boards, digital cameras, distance learning, and various software applications.
- The technology part of the component should show what you have done with available resources and/or what you have done to increase your knowledge of technology.

Considerations for Thoughtful Selections

In addition to reading “Writing about Teaching” (page 27), consider the broad range of your professional growth activities since certification, then carefully choose the combination of PGEs that will most effectively present sufficient evidence to provide a comprehensive picture of your professional growth.

In choosing the PGEs to feature in Component 1, it is very important that you consider those experiences that have had the most significant impact on student learning and that demonstrate how you have continued to grow as a professional in a variety of areas. Carefully reflect on your professional growth over the years since becoming an NBCT or renewing; select those experiences that most effectively highlight your growth in certificate-specific areas that have directly or indirectly had an impact on student learning in your field of certification and that have been ongoing, varied, and complex. These may not necessarily be opportunities that have resulted from your changing role as an NBCT, such as service on a Governor’s Advisory Board or leadership within a professional organization.

For these same reasons, a one-time presentation or workshop may not be the best selection for this component either. In some instances, there may be opportunities for professional growth that are directly connected to national, state, or local mandates or initiatives. If you choose these experiences to feature in Component 1, it is incumbent upon you to specifically explain your role in the professional growth opportunity and how it has an impact on student learning.

Component 2

Choose one of the PGEs featured in Component 1 and demonstrate its application. Prepare a date-stamped **10-minute** video recording in which you demonstrate pre-K–12 classroom teaching in the same content and developmental level as your original certification. The video (created no earlier than September 1 of your eighth/eighteenth year of National Board Certification and no later than the ePortfolio submission deadline of your tenth/twentieth and final year of National Board Certification) and the accompanying Written Commentary must demonstrate student learning in an environment that ensures equity of access, promotes an appreciation of diversity, and demonstrates certificate-specific content knowledge.

Rationale

Teachers have a professional obligation to be lifelong learners of their craft, seeking to expand their repertoire, deepen their knowledge and skill, and become more skillful in rendering judgments to have further impact on student learning. NBCTs consistently respond to the diversity of students in a fair and equitable manner, using knowledge of their students to create a positive learning environment. NBCTs are inventive in their teaching and, recognizing the need to seek new findings and continue learning, stand ready to incorporate ideas and methods developed by others that fit their aims and benefit their students.

Requirements

<i>For this component, you must</i>	<i>This component must</i>	<i>Tips</i>
<ul style="list-style-type: none"> choose one PGE from Component 1 and showcase its application by developing a lesson appropriate for students in your certificate content area and developmental level; video record a lesson that you are teaching to a rostered class in your original certificate content area and developmental level; submit the video recording and a Written Commentary in which you respond to the specific prompts listed for this component; appear and be heard and identifiable in the video recording. 	<ul style="list-style-type: none"> include one 10-minute unedited date-stamped video recording that may be segmented into a maximum of three parts (within each segment, there can be no edits); be created in either your eighth/eighteenth, ninth/nineteenth, or tenth/twentieth year of National Board Certification (no earlier than September 1 of your eighth year when you are first eligible to apply); include no more than 4 pages of Written Commentary that addresses the specific prompts listed for this component (you must also indicate within your Written Commentary, which PGE you are addressing); be of a quality that enables an evaluator to see and recognize you. 	<ul style="list-style-type: none"> The lesson may reflect activities occurring on different days. If the video recording contains segments, you must appear in at least one segment, but you do not have to appear in every segment. If you are no longer in the classroom or teaching in a different subject area, you may borrow a classroom in the area and development level in which you were certified.
<p>See the specifications sections in "Organizing Your PPG Components" for detailed formatting requirements.</p>		

TIP: You may begin video recording for Component 2 as early as September 1 of your eighth/eighteenth year of National Board Certification regardless of whether you apply during your first or second renewal opportunity. Also, you do not need to have submitted a formal application to begin work on the process.

Specific Prompts

1. What is the age group of the students seen in the video?
2. How has your learning or professional growth, as described in the PGE, been applied in this component?
3. What is the broader context for the instruction that is the focus of this component?
 - For the featured lesson, what were your goals, and how did they fit into the broader context of the learning for these students?
 - Why is this instruction important for these students at this particular point in time?
 - How did you ensure equity of access and promote appreciation of diversity among the students?
4. Explain the impact of your teaching on student learning. Cite specific examples from the video recording.
5. How does the video recording reflect your certificate-specific content knowledge?

Understanding the Requirements for This Component

- The purpose of the lesson must be connected to and showcase the application of a PGE from Component 1.
- The lesson being taught and the class with which you are working must be in the same certificate area (subject area and developmental level) as your original certificate area; otherwise, you will not meet the criteria for renewal.
- The age group featured must reflect the age that applies to at least 51% of the class.
- The context for the activity might include socioeconomic factors that have an impact on student learning, technology availability, student developmental levels, and special-needs groups such as English-language learners.
- The class you are teaching may be that of a colleague.
- Instructional materials are not required for this component. If submitted, they will not be evaluated.
- The video recording **may not be more than 10 minutes**. (Submitting a shorter video is allowed.) It may be continuous (unedited) or it may be segmented into a maximum of three parts, *but within those segments there can be no editing*.

If the date stamp is not visible on screen when viewing each segment of the video recording, an **administrator must sign** a Video Recording Date Attestation Form that verifies the date(s) on which the recording(s) was made and that it was not recorded earlier than September 1 of your eighth/eighteenth year of certification.

Considerations for Thoughtful Selections

If you are an NBCT who is no longer in the classroom, begin thoughtful planning as early in the renewal process as possible to complete the requirements of this component at a level that demonstrates continued accomplished practice. The expectation for accomplished teaching practice, as defined in the Five Core Propositions and the Architecture of Accomplished Teaching, is that accomplished teachers must first know the students they are teaching, and know the needs of those students, before effective instruction can be designed and delivered. It is critical, therefore, that you establish a relationship with a colleague's students to appropriately design and deliver instruction that meets the needs of these students and is effectively incorporated into the overall goals of the instructional plan (which, in turn, is connected to the PGE selected from Component 1).

If you are an NBCT who is now teaching at a different developmental level than your original certificate, for Component 2, feature a class of students at the same developmental level as your original area of certification. This may mean that you need to consider the recommendations in the previous paragraph concerning the importance of establishing a relationship with a class of students who may not be students whom you are currently teaching. There are a number of ways in which this can be done, possibly team teaching or partnering on a special project that meets the needs of the student population, while also allowing you to showcase an area of your professional growth that you featured in one of your PGEs from Component 1.

If you are an NBCT who is now teaching in a different content area than your certificate area, feature a lesson teaching content from your original area of certification in Component 2. There are a number of ways in which you may successfully showcase your professional growth even if the content area of your original certification is different from that which you are currently teaching. This may mean that you need to consider the recommendations outlined in the previous paragraphs regarding establishing a rapport with a colleague's class, or you may choose to integrate content from your original area of certification in a meaningful and relevant way into a lesson that you are currently teaching, as long as your students are at the same developmental level as your certificate area.

Component 3

Choose one of the remaining PGEs that you featured in Component 1 and demonstrate its application. Component 3 offers two options: you may choose to create a **6-minute** video recording of your teaching practice with pre-K–12 learners or with professional colleagues, community members, or parents or you may choose to feature work samples from a learner(s). The basis for this component must be a different PGE than was used in Component 2 and must demonstrate either a direct or indirect impact on student learning.

Rationale

Teachers have a professional obligation to be lifelong learners of their craft—seeking to expand their repertoire, deepen their knowledge and skill, and become more skillful in rendering judgments—to have further impact on student learning. NBCTs consistently respond to the diversity of students in a fair and equitable manner, using knowledge of their students to create a positive learning environment. NBCTs are inventive in their teaching and, recognizing the need to seek new findings and continue learning, stand ready to incorporate ideas and methods developed by others that fit their aims and benefit their students.

Requirements

<i>For this component, you must</i>	<i>This component must</i>	<i>Tip</i>
<ul style="list-style-type: none"> ■ choose a PGE from Component 1 that is different from the one chosen for Component 2; ■ showcase the application through a video recording of your teaching OR through a learner work sample directly connected with your work in the PGE; ■ submit a Written Commentary in which you respond to the specific prompts listed for this component (you must also indicate within your Written Commentary, which PGE you are addressing). 	<ul style="list-style-type: none"> ■ include either <ul style="list-style-type: none"> ■ one 6-minute unedited video recording, which may be segmented into a maximum of three parts (this Component 3 video recording does not need a date stamp); OR ■ no more than 8 representative pages of learner work samples. ■ include no more than 4 pages of Written Commentary that addresses the specific prompts listed for this component. 	<ul style="list-style-type: none"> ■ The learner(s) featured in this component may be, but is (are) not limited to, pre-K–12 students, professional colleagues or community, parents, or self. ■ The video could have been recorded at any time since you achieved National Board Certification, but you must have National Board Student Release Forms or National Board Adult Release Forms for anyone seen or heard in the video. ■ Learner work could have been collected at any time since certification, but you must have National Board release forms.
<p>See the specifications sections in “Organizing Your PPG Components” for detailed formatting requirements.</p>		

Specific Prompts

1. What is the broader context for the instruction that is the focus of this component?
 - What were your goals for the featured lesson(s), and how did they fit into the broader context of the instruction for these learners?
 - Why is this instruction important for these learners at this particular point in time?
2. How has your learning or professional growth, as described in the PGE, been applied in this component?
3. Where in the evolution of the PGE do these activities fit?
4. Cite specific evidence of impact on learning from the video recording or learner work.

Understanding the Requirements for This Component

- The purpose of the lesson(s) must be connected to a PGE from Component 1. This must be a different PGE than was used for Component 2.
- Hard copy (printable - not audio files, hyperlinks, urls, etc.) of learner work samples may not be more than **8 pages**.
- The video recorded evidence **may not be more than 6 minutes**. (Submitting a shorter video is allowed.) It may be continuous and unedited or it may be segmented into a maximum of three parts, but within those segments, there can be no editing.
- The video recording or learner work sample(s) can be from more than one day and/or collected from more than one lesson and/or be from one or more learners.
- The date stamp is not required for this video recording
- If submitting a student-produced video or student performance as learner work, you are not required to be visible or identifiable in the video.

For this component, you have several options for the kind of evidence—video as well as documents—you provide, including the following:

- a video recording that may be
 - you teaching pre-K–12 students;
 - you teaching or interacting with your colleagues;
 - student-produced video or podcast (in lieu of 8 pages of learner work samples);
 - a student performance.

OR

- learner work that you submit as evidence, which must be hard copy (printable - not audio files, hyperlinks, urls, etc.) and not reduced in size, and may include, but is not limited to the following:
 - teacher plans, responses, and so on;
 - printouts of computer work of pre-K–12 students or professional colleagues;
 - documents;
 - scripting of classroom observations;
 - notes from a post-observation conference;
 - collage created by a learner for the lesson(s);
 - transcript of a student-produced video or podcast.

Considerations for Thoughtful Selections

Before choosing a PGE to feature in Component 3, consider the entirety of evidence you have chosen thus far for Components 1 and 2.

Read through the Evaluation Criteria, and consider how you could use the opportunity offered by Component 3 to best convey the comprehensive picture of your professional growth since certification by featuring an application of a PGE that strengthens the body of evidence that you submit.

Consider the remaining three PGEs from Component 1 that you did not choose to feature in Component 2. Your first decision is to choose which one would serve as the best vehicle to allow you to demonstrate the application of the learning you described in the PGE. Your second decision is to consider which choice of evidence best conveys this application of learning.

Reflection

In addition to the three components, you must submit a written reflection in which you analyze the connections and patterns among all three components of your PPG from the perspective of your role as an educator. You must focus on challenges encountered since initial certification or Certification Renewal as well as discuss plans for continued professional growth and efforts that will have an impact on student learning.

Rationale

Striving to strengthen their teaching, NBCTs critically examine their practice, seek to expand their repertoire, deepen their knowledge, sharpen their judgment, and adapt their teaching to new findings, ideas, and theories, analyzing the relationship between their practice and student learning.

Requirement

Provide no more than **3 pages** of Written Commentary that addresses the prompts below.

See the specifications sections in "Organizing Your PPG Components" for detailed formatting requirements.

Specific Prompts

1. In what ways have your PGEs and their related activities directly or indirectly had an impact on student learning?
2. Reflecting on each of the PGEs presented, discuss any changes, additions, and/or next steps that would enhance your professional growth.
3. Reflecting on the current National Board Standards for your certificate, which standards have presented the greatest challenge, and what have you done to address them?
4. In reflecting on your professional growth since certification, what pattern(s) or theme(s) have emerged that define you as an educator?

Writing about Teaching

The components of your PPG variously ask you to describe, analyze, and reflect on your teaching practice. This process involves these practices:

1. **describing** what happened in a classroom situation
2. **analyzing** the “how,” “why,” or “in what way” a particular lesson was or was not successful in teaching students
3. **reflecting** on how you would handle this same situation in the future

These skills inform your evaluation of your own work—an evaluation that provides insight for an NBPTS evaluator into not only what is happening in your classroom, but also the rationale for those events and processes. You make these evaluations in individual analyses—the Written Commentary—that you submit for each component and the reflection.

Thinking analytically about teaching is a complex process that benefits from both practice and teaching experience. Since evaluation of one’s own work is not a daily part of teaching, the information in this section can help you get beneath the surface of the daily details of your teaching to jumpstart the work of analysis.

Description, Analysis, and Reflection

This brief guide to writing about teaching is really a guide to the summary activity that brings together all the hard work—the thinking, talking, discussing, prewriting, and rethinking—that you are doing during this process and that development of the components is designed to elicit.

Keep the essential differences among descriptive, analytical, and reflective writing in mind as you prepare your Written Commentary for each component. The specific prompts call for each of these kinds of writing; providing an appropriate response is essential to a complete presentation of your work.

Descriptive Writing

In this context, a *description* is a retelling of the facts of what happened in a classroom situation. It is meant to “set the scene” for an evaluator. Your description should be logically ordered and detailed enough to give an evaluator a basic sense of your classroom situation so that he or she can understand the context for your later analysis and reflection.

Analytical and Reflective Writing

Analysis deals with reasons, motives, and interpretation and is grounded in the concrete evidence you provide in the materials you submit. Analytical writing shows an evaluator the thought processes that you used to arrive at your conclusions about a given teaching situation. It also demonstrates the significance of the evidence you submit.

Reflection is a thought process that you engage in after a teaching experience. This type of thinking allows you to make decisions about how you would approach similar situations in the future, whether to do something the way you have in the past, differently, or not at all. Although reflective thought may occur at any time, the reflection component of your PPG is where you must show an evaluator how you use what you have learned from your teaching experiences to inform and improve your practice in the future.

Analysis and reflection overlap, although they are not identical. For the purposes of your Written Commentary, analysis involves interpretation and examination of why the elements or events that are described are the way they are, while reflection always suggests self-analysis, or retrospective consideration, of your practice.

TIP: Analysis is called for when a question in the Written Commentary asks “how,” “why,” or “in what way[s].”

When you are asked what student performance suggests about your teaching, you are being asked to analyze and interpret. This means that you are to use the evidence of learner work to explain and illustrate your practice and also to use your practice to explain and provide a context for the learner work. Ask yourself these questions:

- What did my students know before this teaching experience?
- What did my students learn because of this teaching experience?
- What did I know about my students and their knowledge before this teaching experience?
- What did I learn about my students and my practice because of this teaching experience?

TIP: When you are asked what you would do differently, your response is both an analysis of and a reflection on your practice.

Reviewing Your Writing

A key step in the writing process, regardless of your skill or experience, is to review your own writing objectively. Even professional writers can become so involved in their writing that they forget to include information that readers do not know. For some writers, reviewing with objectivity requires “distance,” or time away from the project.

TIP: If you have time, set your writing aside for a day (or more) and do not think about it. The next time you read it, you should have an easier time recognizing where you left out important information, if a transition is missing, or if something is unclear.

If you do not have time to get some distance, have someone else read your work. Your goal in having someone else read your work is to discover the things that need improvement that you may not be able to see. Here are some guidelines for using a reader:

- Explain the basic component instructions to this person and let him or her review the National Board Standards. Ask your reader to keep in mind that this writing (along with the other items required in the component) is all the information you will be able to give an evaluator about your practice and that you need thorough, constructive feedback about this writing, not about you or your teaching practice.
- Have your reader mark places in the text where he or she would like to know more or has trouble understanding the content. This kind of feedback can help you pinpoint the passages that need additional detail or explanation.
- Consider using someone other than a colleague. A teacher will give a much different critique than someone who is not a teacher. Both kinds of feedback are valid and important. However, a non-teacher may be better able to see “skips” in logic or to notice areas that need further explanation than would a colleague from your school who may not perceive skips because he or she is already familiar with your teaching environment.
- Once you have received comments from your reader or readers, understand that these are simply opinions and that it is up to you to decide how to use the information you have collected. You may find that you receive seemingly contradictory feedback; try reading your own writing from both points of view.

- Sometimes a reader is unable to pinpoint the exact source of a problem in a piece of writing but knows that a problem exists. This feedback can be very helpful, pointing you to the areas that may need more attention. Follow the suggestions that make sense to you, or make changes to your writing that you feel would clear up whatever problem exists in the writing. It may take some thought and work on your part to determine which changes will be most beneficial to your writing.

Reviews and revisions take time, so you may want to give yourself an earlier deadline for finishing your Written Commentaries to allow sufficient time for you to review your own writing, get feedback from others, and still submit your PPG by the ePortfolio submission deadline. Your goal is to submit the best evidence and analysis possible for completion of your PPG.

Recording Video Elements

Before You Get Started

You must complete two key steps before you start video recording: obtain permission to video-record and make sure your equipment is adequate for the task.

Permission

The National Board Student Release Form and National Board Adult Release Form are included in “Forms” (page 45). These forms are used to document the signed permission you have collected for all individuals who appear in your submitted photographs or video recording(s). You must use National Board release forms; district or school release forms will not be accepted.

You must secure permission from the parents or legal guardians of **all** students seen or heard in your videos. Also secure permission for all other students in your class in case you need these releases. Do this even if you are making the video recordings only for practice, since you might make a video suitable for submission even if you are only intending to practice.

Ensure that parents understand that the video recording(s) are not about the students but are intended for professional discussions with other teachers about the best ways to teach, and that the students are never identified by their full names. If, for some reason, a student’s parents refuse to grant permission, you will have to ensure that the student is seated out of the camera’s range and not heard.

You must have a signed National Board Student Release Form for each student who appears or is heard on a submitted video recording or in a photograph or whose work samples you submit as well as a signed National Board Adult Release Form for any adult who is included in your submitted video recording(s) or in a photograph. It is your responsibility to keep these release forms on file in the event a question arises regarding these permissions. In addition, National Board may request a copy of these forms as documentation for your component(s).

Equipment

You may need some of the following equipment, to make video recordings of your class:

- video camera
- tripod
- extension cord
- masking tape or duct tape
- headphones to monitor the sound being recorded
- external omnidirectional boundary microphone

TIP: An external omnidirectional boundary microphone can be placed near students and connected to the camera at some distance from the group. If such a microphone is not available with your video recording equipment, consult a local audio retailer or search the Internet for more information. Helpful hints on how to use this relatively inexpensive microphone are provided in "Improving Audio Quality" (page 33).

Use the best video recording equipment available to you when making your recordings. If you own a video camera, you may use it in your classroom. However, your school may have better equipment that you are allowed to borrow to create higher-quality recordings.

Because it is often difficult to hear students speaking, make sure that the equipment you use has a sensitive microphone. Some handheld cameras have audio reception that is sensitive; others require a separate microphone. The only way you will know what works is to experiment. If you are filming small student groups, you will be circulating among groups and should carry a handheld microphone to record your voice and the voices of the students. See "Small-Group Video Recording" (page 35) for more on this topic.

See "Specifications: Video Recording" for details on appropriate submission formats for video evidence.

Bringing the Camera into Your Class

In addition to providing some tips on the mechanics of recording, the strategies presented in this section can give you important practice in observing your teaching. This practice helps you reflect on the work samples you have decided to pursue as well as those you have not chosen. Observing your teaching lets you practice analyzing teaching in a way that you would not be able to without a video recording. With a video recording, you are able to watch what you do and when you do it as the lesson unfolds.

Until both you and your students get used to the experience, video recording may present an inauthentic view of your teaching. The first time you bring a video camera into the classroom, many students may not behave as they usually would. Some become quiet and slide down in their seats, and others will play to the camera. And many teachers may find themselves inhibited, too (perhaps acting more formally, for example).

For these reasons, practice enables both you and your students to become familiar with the mechanics of video recording and with maintaining a natural demeanor in front of the camera.

To practice video recording, place the camera on a tripod or in a good vantage point (for example, on top of a file cabinet) where the camera view takes in the entire classroom. Record several classes and watch these recordings alone so that you can become accustomed to how you look and sound. You will also begin to notice what your students are doing and how their learning could be improved.

How to Practice Video Recording

The purpose of practice sessions is to make you comfortable with video recording as a medium of conveying your teaching skills. As you may decide to use a practice session for your final submission, note the specified time limits and remember that each segment (if more than one) must be continuous and unedited. The guidelines below apply to each of the video recordings you produce:

- Decide on the sessions you plan to video record. Your practice sessions will be most beneficial if you video record multiple sessions with as wide a variety of lessons, formats (e.g., full group, small group), and/or students as your teaching assignment permits. The classes you choose need not be the most advanced, but the topics of the lessons you record should be ones that are important for the students at their level of learning and on a topic that likely engages them.
- Arrange for another teacher or a student to operate the video equipment at practice sessions. Review video recording procedures with that individual, including the need to avoid stopping the camera or using the “fade in/out” function of the camera so that no content is lost and so that your recording does not give the appearance of having been edited.
- You may find other people who have the time and expertise to offer assistance in video recording in your classes. If a local college or university offers courses in video communication, there may be students there who would welcome the opportunity to help with camera work. Alternatively, such courses within a high school may supply students looking for experience. Consider seeking advice from your school or school district library media specialist or audio visual specialist.
- Jot down a few notes that can help you recall a particular session when you are working on the analysis of your video recording. At a minimum, note the following:
 - any particular instructional challenges offered by the students
 - the learning goals (lesson objectives) for the lesson
 - your opinion about the overall success of the lesson (i.e., were the learning goals achieved?) and the evidence you have as the basis for your opinion
- Label the recordings and your notes so that you can quickly and correctly match them up with each other.

Video Analysis Questions

Video recorded teaching sessions offer particularly strong evidence of a teacher’s knowledge and ability. The following questions are designed to focus attention on aspects of accomplished teaching. Use these questions to hone your skills as an observer and analyst of your own teaching:

- What is the extent of classroom involvement (e.g., are most students participating or are the same few students doing all the talking)?
- Are the students engaged in the lesson? How can you tell? What do students’ facial expressions and body language tell you about your instruction?
- What kinds of questions do you ask? Can all your questions be answered with a single word? How long do you wait for responses? Do you ask students to explain and/or defend a particular answer or approach? Do you ask students to compare or evaluate alternative interpretations or strategies?
- Are there any opportunities for students to ask questions? How would you categorize the students’ questions (e.g., do they indicate confusion and a need for clarification or understanding and extension)?
- What roles (e.g., expert, facilitator, co-learner) do you play in the video recording? Is each role appropriate for the situation?
- What kinds of tasks do you ask students to do? Do you capitalize on their previous knowledge and experiences?
- What instructional opportunities do you take advantage of and why?
- What instructional opportunities do you not take advantage of and why?
- What evidence do you see of the students taking intellectual risks? Does the climate of the classroom provide a safe environment for getting something wrong? Do students talk to each other as well as to you?
- Do you encourage students to take risks, to speculate, and/or to offer conjectures about possible approaches, strategies, and interpretations?
- Are the learning goals for the lesson achieved? Do you adjust the lesson so that your goals can be achieved by every student? What is the evidence for your answers, both in the

video recording and from other sources?

- Explain how your design and execution of this lesson affect the achievement of your instructional goals. (Your response might include—but is not limited to—such things as anticipation and handling of student misconceptions, unexpected questions from students, unanticipated opportunities for learning that you captured, or your planned strategy and its outcomes in the lesson.)

Video Recording Tips

After you and your students have become accustomed to the presence of video equipment, you will want to produce good-quality video recordings, reflective of your classroom work with students. While professional quality is not expected, the following technical tips are provided to help you improve the quality of your video recordings.

Improving Video Quality

Review these suggestions for improving the quality of your video recording:

- If possible, use a tripod. Having the camera in a fixed position eliminates the wobbly effect of an unsteady hand.
- If chalkboard writing is an important part of the lesson, be sure that it is captured on the video recording and is legible. This may require refocusing the lens on the board. In addition, sometimes writing is legible to the eye but not to the camera, so you might have to move the camera to reduce the amount of glare on the board or use dark markers on chart paper taped to the chalkboard.
- In general, the camera should be pointed at the speaker; that is, when the teacher is speaking, the camera should be aimed at the teacher, and when students are speaking, the camera should capture them. This general principle is difficult to achieve if the camera is positioned at the back of the room. Shooting from a side position makes this easier to achieve.
- If you have to move the camera while recording, set the zoom lens to its widest setting to cut down on the shakiness of the recorded image.
- Increase the amount of light in the classroom to improve the video recording. Be sure to turn on all the lights and, if possible, open your curtains or blinds.
- Avoid shooting into bright light. If there are windows on one side of the classroom, try to shoot with the light source behind the camera.
- If you are using an older camera, you may have to adjust it for the type of light source each time you shoot. Newer cameras may have a switch for recording in incandescent, fluorescent, or day light, or they may be completely automatic.

Improving Audio Quality

Audio quality is important and can be the most troublesome aspect of classroom video-recording. If you or your students cannot be heard, it is difficult for an evaluator to recognize and evaluate your performance. Even if you can be heard, clarity of conversation is extremely important because an evaluator needs to interpret the content of the dialogue.

There are environmental and technical challenges when trying to get the best audio quality. Flat, echoing walls and multiple students talking simultaneously make good sound retrieval a challenge; even with professional recording equipment, it can be difficult to hear everything students say. The built-in microphones that come with most recent-model cameras are usually not adequate because the camera frequently is not close enough to the person speaking.

For these reasons, always test the sound quality when recording and keep the following tips in mind:

- **Before each recording session, check the equipment to be sure that all cables are secured** and, if necessary, use masking tape or duct tape to hold them in place. Many audio problems are the result of faulty connections rather than poor equipment quality.
- **Eliminate noises that may interfere with recording.** If the microphone is picking up extraneous noise, consider turning off fans, air conditioners, fish tank filters, and so on while you are recording. Also, whenever possible, avoid recording when you must compete

- with outside noises, such as a lawn mower, recess, or band practice.
- **Have the person who is recording wear headphones** to monitor the sound and to address audio problems as they occur.
 - **Keep the microphone close to the action.** The location of the microphone is key to capturing quality audio. Remember that the closer the microphone is to the action, the better the sound recording will be. If you are circulating among student groups, for example, and you want to capture your interactions with a group, consider carrying an external microphone. For whole-class recording, the microphone can be suspended from the ceiling in the center of the room.
 - **Use an external omnidirectional boundary microphone,** since this is the most effective way to enhance the sound quality of your video recording. Most external microphones lie flat to pick up sound that reflects off large, flat surfaces, such as tabletops or walls. For almost all video cameras, the external microphone is plugged in to the “EXT MIC” jack on the camera. When plugged in, the built-in microphone on most new cameras automatically turns off and only the sounds from the external microphone are recorded. Be sure to check this feature of your camera before you begin video recording.

The following table provides some background for setting up an external microphone.

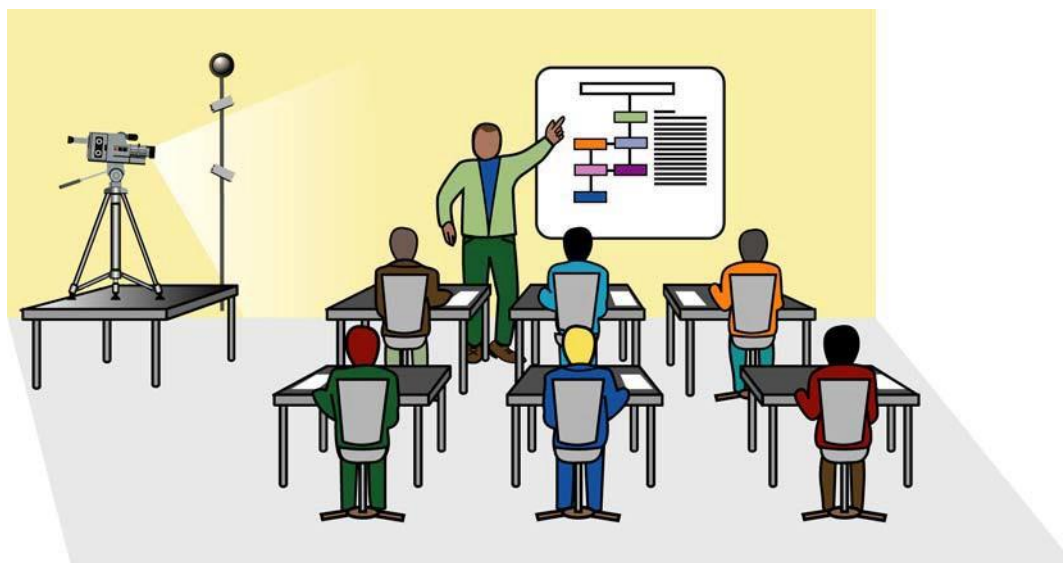
<i>Equipment Needed</i>	<i>Setup</i>
<ul style="list-style-type: none"> ■ One omnidirectional boundary microphone ■ One heavy-duty extension cable ■ One adapter 	<ul style="list-style-type: none"> ■ Plug one end of the adapter into the external-MIC opening on the video camera. ■ Plug the extension cable into the other end of the adapter. ■ Plug the external microphone cable into the extension cable. ■ Plug the external microphone into the external microphone cable. ■ You are now ready to begin video recording.

Whole-Class Video Recording

Whole-class video recording for National Board evaluations is intended to show that you are effectively engaging the entire class, as a group, and that the entire class is involved in a discussion, again as a group. The video recording should show some interaction with specific students, but it is not necessary to show every student in the group.

The following are recommendations for video recording whole-class teaching activities such as demonstrations, discussions, and so on:

- **Determine optimal camera placement.** It is optimal to place the camera on a tripod at the side of the room and, if possible, set it up high on a counter or table.
- **Set the lens to a wide angle.** It is important for an evaluator to be able to see you and your students together, your students' reactions to what you are doing, and their engagement in learning.
- **Avoid trying to follow a conversation back and forth between different people.** The camera always arrives late to the action.
- **Determine optimal microphone placement.** With masking tape or duct tape, firmly attach the external microphone high on the front wall or on any other flat surface that faces toward the majority of speakers.



View of a whole classroom, showing the best camera and microphone placement

Small-Group Video Recording

Small-group video recording for National Board evaluations is intended to focus attention on student interaction in collaborative learning situations and on your facilitation of such learning as you move around the classroom. It is meant to capture a particular kind of classroom structure: one in which you interact with many small groups as they pursue independent work.

The following are recommendations for video recording small-group activities such as discussions among several students, or groups of students, working on a project:

- **Determine optimal camera placement.** Plan ahead to determine the group of students you want to video record and then place the camera on a tripod, choosing a single vantage point from which you can record. Alternatively, the camera can be handheld and/or braced against a wall to steady the image.
- **The camera should be an appropriate distance from the group while showing as many participants as possible.** It is important for an evaluator to be able to see the facial expressions of students and to understand how you work with those students. Be sure that all of the people—you and your students—interacting in this small group can be seen and heard.
- **Adjust if the group is looking at or referring to an item.** Zoom in at the beginning of the conversation and maintain a close focus long enough for an evaluator to be able to understand the ensuing conversation. Then zoom out and keep the lens set wide.
- **Determine optimal microphone placement.** Carry the external microphone so that it is always closest to you and to the group with whom you are interacting. It is essential for an evaluator to clearly hear the participants' conversations.



View of a small group, showing the best camera and microphone placement

Video Editing and Audio Enhancement

In an effort to give every candidate an equal opportunity to achieve, the National Board has established guidelines for the submission of video recordings:

- You may submit one, two, or three segments. A segment is defined as a continuous and unedited section of video taken from a longer video recording. Within each segment, there can be no edits.
- Editing is defined as postproduction processing of the video itself, or cuts in an otherwise continuous segment. Examples of editing include the elimination of unwanted footage within a segment; the addition of footage within a segment, fade-ins and fade-outs, audio-recorded material from a device other than the video recorder, and the “blurring” of an image to conceal a face or nametag.
- You may not create video segments with two or more cameras, giving the video recording a “studio” effect.

However, amplifying the sound to enhance the audio on a video recording is acceptable as long as the amplification of the audio does not conflict with the postproduction editing guidelines just described.

Submitting Your Video Recording(s)

You must submit video recording(s) as an mp4 file. Be sure to do the following before you submit your components:

- Convert multiple segments into a single video file.
- Play back your video recording to ensure it can be viewed.
 - For Component 2 only, ensure you are visible, audible, and identifiable in at least one segment and that all segments have a date stamp visible on screen. If the date stamp is not visible on screen when viewing each segment of the video recording, an **administrator must sign** a Video Recording Date Attestation Form that verifies the date(s) on which the recording was made and that it was not recorded earlier than September 1 of your eighth/eighteenth year of certification.
- Check the audio quality of your video recording and make sure it is audible.
- Make sure your video recording(s) do not exceed the time limits stated in the instructions.
- While submitting a video recording that exceeds the time limit does not disqualify your submission, an evaluator views only the video footage that is within the stated time limit.

Organizing Your PPG Components

Once you have developed the content of your PPG, organize the components for submission. It is essential that all components you submit be organized as required by the National Board in the following areas:

- formatting specifications and guidelines
- labeling
- forms



If you incorrectly format, label, or upload an element of your PPG, that element may not be evaluated.

The following sections present detailed guidelines for preparing your component materials. Please follow these guidelines carefully. As a further aid to your preparation of these materials, refer to "Submit" (page 44).

Specifications: Written Materials




When preparing any written materials, be sure to consult the directions provided for each component and the Reflection. Your response will be evaluated based on the content of your analysis, but it is important to proofread your writing for spelling, mechanics, and usage. Your Written Commentaries and Reflection are subject to the requirements below.

<i>Your Written Material: Specifications and Guidelines</i>	
Language	<p>Write in English.</p> <p>Note: Learner work should be submitted in English unless you registered for World Languages (French or Spanish).</p> <ul style="list-style-type: none"> ■ If learner work samples include brief expressions or phrases in a language other than English and it is important that an evaluator understand them, include brief explanations of these expressions or phrases in the Written Commentary for each component. ■ If you are submitting learner work samples in a language other than English, you must provide a written English translation. World Languages candidates do not need to submit translations of learner work samples done in the target language. ELA candidates may not submit learner work in a foreign language. <p>See "Language Accommodations Policies" for more information.</p>
Format	<p>Type and double-space text. (Bulleted lists must also be double-spaced.) Do not use 24-point line spacing (see samples below); doing so will affect the amount of evidence that is evaluated.</p> <p>Use 12-point Times New Roman font. You may use bold or <i>italic</i> to emphasize headings, words, and phrases in the body of your text. Do not use condensed or compressed fonts (see samples below). <i>Exception:</i> You may use the default system font, size, and spacing on the Professional Context Sheet, Video Recording Date Attestation Form, and Classroom Layout Form.</p> <p>Materials will be submitted electronically as a PDF file. Page size must be 8.5" × 11" with 1" margins on all sides.</p> <p>Quoted material within the Written Commentary should be in quotation marks referenced in parentheses within the text. Footnotes are not required.</p>

Your Written Material: Specifications and Guidelines	
	Make sure materials are legible.
Labeling	Place your National Board 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 ID number on each page. You may include a reference to the Component and/or PGE number in the header on the left side of the page.)
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> <p>Include your last name on written materials only when required to do so by the directions for that component (such as the Video Recording Date Attestation Form). Double-check to be sure you have preserved the anonymity of students.</p>
Page numbering and count	<p>Organize written materials by the section headings "Component 1," "Component 2," "Component 3," and "Reflection" and sequentially number pages separately, within each of these sections. Do not exceed the maximum page count given for each component and the reflection.</p> <p>Note: Page numbers or other identifying information may appear within the one-inch margin at the top or bottom of each page.</p> <p>Note: Forms should not be numbered.</p> <p>Note: Forms and pages containing translations do not count toward your page total.</p> <p>The instructions for each component and the Reflection specify page-count maximums for the materials that you type. You are not required to submit the maximum number of pages for each component or the Reflection to be evaluated. However, do not submit more than the maximum page count for each component or the Reflection. Pages beyond the maximum will not be read or evaluated.</p> <p>However, in Component 1, suggested page lengths for each section within a Written Commentary are provided as guides, so if you complete a section within a given Written Commentary using fewer pages than suggested, you can use the remaining page count to complete another section within that same Written Commentary.</p>

Line- and Character-Spacing Samples

Use 12-point Times New Roman type. Double-space your text unless an exception is specified.

 <p>Use double spacing. Use normal character spacing.</p>	 <p>Do not use 24-point spacing.</p>	 <p>Do not use condensed character spacing.</p>
<p>sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text</p>	<p>sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text</p>	<p>sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text</p>

Specifications: Sample Materials

When preparing any sample materials, be sure to consult the directions provided for the component. Include samples of learner work (for Component 1 and, optionally, Component 3) that will help an evaluator understand the content of the Written Commentary. These samples are subject to the following requirements.

Your Sample Materials: Specifications and Guidelines	
Language	<p>Sample materials should be in English unless you registered for World Languages (French or Spanish).</p> <ul style="list-style-type: none"> ■ If learner work samples include brief expressions or phrases in a language other than English and it is important that an evaluator understand them, include brief explanations of these expressions or phrases in the Written Commentary for each component. ■ If you are submitting learner work samples in a language other than English, you must provide a written English translation for the samples. World Languages candidates do not need to submit translations of learner work samples done in the target language. ELA candidates may not submit work in a foreign language. See "Language Accommodations Policies" for more information.
Format	<p>Pages must be no larger than 8.5" × 11". Whether photocopied or digitized, several smaller items can be grouped on a single page. Items larger than 8.5" × 11" may be reduced to 8.5" × 11". Submit no more than 6 photos per page.</p> <p>Note: If materials were created using presentation software (e.g., Google Slides, Microsoft PowerPoint) to project for the class, you may format up to six slides on one 8.5" × 11" page. Each page counts as one page toward your page total.</p> <p>Note: If samples contain Web pages, each Web page printout (one 8.5" × 11" sheet) counts as 1 page toward your page total.</p> <p>Note: Although several smaller items can be grouped on a single page, do not reduce full-sized* pages, diplomas and/or certificates in order to fit more than one full-sized item onto a single page. *Full-sized is defined as 8.5" × 11" inches. Do not photograph documents in order to fit more than one full-sized item onto a single page.</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 National Board ID number in the upper right corner of all pages. Do not include your last name. Place the component and/or PGE number in the upper left corner of all pages.</p>
Page numbering and count	<p>Number pages sequentially within each component.</p> <p>Submit no more than the prescribed number of pages stated for each component. Additional pages will not be read. Forms do not count toward this total.</p>

The samples you submit for these components must meet all of the requirements above. Failure to meet the requirements may make it difficult for an evaluator to locate evidence, which could have an impact on the renewal decision.

Specifications: Video Recordings

When preparing your video recordings, be sure to consult the directions provided for the appropriate component(s). Your video recorded submission(s) are subject to the following requirements.

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

Your Video Recording: Specifications and Guidelines	
Length	<p>See the component instructions for detailed requirements for your video recording(s). The maximum number of minutes allowed for each video recording you submit is as follows:</p> <ul style="list-style-type: none"> ■ Component 2: 10-minute unedited recording (up to three segments) ■ Component 3: 6-minute unedited recording (up to three segments; submission optional; see the "Component 3" section for details) <p>Do not submit <i>more</i> than the maximum number of minutes; if you submit a longer video recording, only the given maximum number of minutes will be viewed and evaluated.</p>
Editing	<p>Make sure that each segment of your video recording is continuous and unedited. Caution: Stopping and restarting the camera or the sound within a segment is regarded as editing.</p> <p>DO NOT stop and start the camera, except as specified in the component instructions.</p> <p>DO NOT turn off the microphone during recording.</p> <p>DO NOT add graphics, titles, or special effects (e.g., fade in/out).</p>
Recording	<p>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. For Component 2 only, you must be seen, heard, and identifiable in the video.</p> <p>Make sure that sound quality is good enough that the evaluator can understand all of what you say, sing, or play and most of what students say, sing, or play.</p>
Language	<p>Show conversations that occur in English unless you registered for World Languages (French or Spanish).</p> <ul style="list-style-type: none"> ■ If video evidence includes brief expressions or phrases in a language other than English and it is important that an evaluator understand them, include brief explanations of these expressions or phrases in the Written Commentary for each component. ■ If you are submitting video evidence in a language other than English, you must provide a written English translation. ELA candidates must submit a video in English. <p>See "Language Accommodations Policies" for more information.</p>

Your Video Recording: Specifications and Guidelines	
Equipment and media	Use a single camera. Video recordings must be submitted as mp4 file.

The video recording you submit for the components must meet all of the requirements above. Failure to meet the requirements may make it difficult for an evaluator to locate evidence, which could have an impact on the renewal decision.

Developing Your Other PPG Materials

A significant part of developing your PPG is correctly identifying and assembling your PPG materials so that a National Board evaluator can find and assess your responses. Missing or misidentified materials, or those not assembled according to the National Board specifications, can affect your renewal decision.

This section helps you

- identify the forms for your PPG;
- assemble a complete PPG.

Using the Forms

The forms for your PPG are designed to help you do the following:

- gather important information
- obtain permission from students, parents, and colleagues

Forms provide information that will be used during scoring. You must complete the required information for each form *on the form itself*.

TIP: The forms provided in this document are in Adobe Acrobat PDF format. To read and print these documents, you must install Adobe® Reader® software on your computer. You can download Adobe Reader for free by following the instructions provided on the Adobe Systems website (www.adobe.com).

You can enter your responses electronically in Adobe Reader. However, Adobe Reader does not allow you to save the forms that contain your responses unless you own a full version of Adobe Acrobat software. For this reason, it is recommended that you use the forms located on the National Board [website](#). Note that fields provide a maximum number of characters, so you will not be able to exceed this limit.

Confirming Forms

You can confirm that you have all the appropriate forms and that you are distributing them properly using the following resource:

- *Electronic Submission at a Glance*. Start here for an overview of the contents of each file.

Forms

The following documents are the forms and releases that are a key part of the PPG process. Please be sure to include your National Board ID number on each form, in the top right of the header. Do not forget to sign the forms that require your signature. These forms are also available on the National Board [website](#).

Professional Context Sheet

To allow the evaluators to have a better understanding of the context for your Profile of Professional Growth, briefly respond to the following:

What is your current professional position? Include a brief description of your current work: teacher (grade level, subject, number of classes), facilitator, mentor, etc.

What is the background of the classroom that is the focus of Component #2? Briefly describe the class, mentioning anything appropriate about the students that would help the evaluators "see" the class.

What is the background of the learners in Component #3? (Mention anything about the learners that would help the evaluators "see" the class.)

Classroom Layout Form

(For information purposes only)

Please make a sketch of the physical layout of the “classroom” (i.e., setting in which the instruction took place) as it appears in the video recording. This sketch will provide evaluators with a context for the video recording because the camera cannot capture the whole instruction area at once. The sketch will not be evaluated. If video segments show different locations or positions of students or different classes, you may submit multiple Classroom Layout Forms to help evaluators understand the video.

It is helpful to evaluators 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”). Do not refer to any students by last name. Only include students/adults for whom you have received executed Student or Adult Release Forms.



ADULT RELEASE FORM

Dear Sir or Madam:

I am a participant this school year in an assessment to certify teachers as accomplished practitioners in teaching. My participation in this assessment, which is being conducted by the National Board for Professional Teaching Standards (**National Board**), is voluntary. The primary purposes of this assessment are to make decisions about whether a teacher demonstrates knowledge and practice expected of an accomplished teacher, improve 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 the National Board. My submissions (the **Submissions**) will also include my written commentary sheets, instructional materials, essays, classroom plans, assignments and commentary.

No last name (other than mine) will appear on any materials or in any recordings that I submit as part of my assessment.

The National Board has broad rights to use my Submissions, and I assign to the National Board all of my rights in and to those Submissions. The National Board may use my Submissions, in its discretion, to further its mission of promoting excellence in education and teaching. For instance, in addition to uses related to my assessment by the National Board and any third-parties who assist in the assessment process, the National Board may post the Submissions in a password-protected online database where they can be accessed by others for educational, research, and professional development purposes, and it may use the Submissions in National Board works and publications. The National Board may receive fees from those to whom it grants access to the Submissions. These uses may make my Submissions available for viewing by a broad range of individuals, educators, and students. Again, however, your last name would not be disclosed in the Submission.

I am writing to request your permission for me to disclose to the National Board recordings and photographs that may include your voice or image, to be used and disclosed by the National Board only in accordance with the terms of this letter and the enclosed Adult Release Form. By providing permission, you will also be granting the National Board a perpetual, irrevocable and royalty-free license to use any of my Submissions 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 Submissions, and you will be releasing the National Board from all claims (including invasion of privacy) in connection with its use of the Submissions.

If you agree to participate in the activities as outlined above and to the National Board's right to use the Submissions in the manner described in this letter, please sign the enclosed Adult Release Form. I will retain this form documenting your permission and may provide it to the National Board upon request. If you do not consent to your participation, you will be out of view in making the recordings and photographs. Thank you very much.

Sincerely, _____

(Candidate Signature)

Adult Release Form

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

Name:

School Name and Teacher Name: _____

Your Address: _____

I am the person named above. I have received and read the letter that accompanied this form (the Letter), regarding a teacher assessment being conducted by the National Board for Professional Teaching Standards (National Board), and I agree to the following:

- 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 to provide copies of such recordings and photographs to the National Board; I also give you and the school permission to provide the National Board with copies of materials that I have produced or may produce as part of class activities, all on the terms and conditions described below:
1. My last name will not appear on or in any recordings, photographs or school works that are submitted to the National Board.
 2. The National Board may use the materials that you submit to the National Board only for the purposes and on the terms described in the Letter.
 3. The National Board may disclose copies of the materials that you submit to the National Board: (a) to individuals who access a National Board password-protected database for educational, research or professional development purposes; and (b) in National Board works or publications in which such materials might be included.
- 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:

Date: _____

FORMULARIO DE AUTORIZACIÓN PARA ADULTOS

Estimado(a):

Soy un participante en este año escolar de una evaluación para certificar a los docentes como profesionales calificados para la docencia. Mi participación en esta evaluación, la cual está llevando a cabo la Junta Nacional de Estándares de Enseñanza Profesional (**Junta nacional**), es voluntaria. El propósito principal de esta evaluación es decidir si un docente demuestra el conocimiento y la práctica que se esperan de un profesional de la enseñanza, mejora el aprendizaje de los estudiantes y fomenta la excelencia en la enseñanza.

Esta evaluación requiere que entregue grabaciones audiovisuales breves y fotografías de las lecciones que se imparten en clase. Aunque las grabaciones y fotografías mostrarán o involucrarán a estudiantes y otras personas, el enfoque principal se centrará en mi enseñanza. Durante el transcurso de esta evaluación, su imagen y su voz podrían grabarse en el video, como también podría ser fotografiado. Después, estas grabaciones y fotografías se presentarán a la Junta nacional. Mis entregas (**Entregas**) también incluirán mis comentarios escritos, materiales de enseñanza, ensayos, planes para el aula, tareas y comentarios.

No aparecerá ningún apellido (además del mío) en ningún material ni grabación que yo entregue como parte de mi evaluación.

La Junta nacional dispone de amplios derechos para usar mis Entregas. Además, le cedo a la Junta nacional todos mis derechos respecto a dichas Entregas. La Junta nacional puede usar mis Entregas, a su entera disposición, para avanzar en su misión de fomentar la excelencia en la educación y la enseñanza. Por ejemplo, además de los usos relacionados con mi evaluación por parte de la Junta nacional y cualquier tercero que brinde asistencia en el proceso de evaluación, la Junta nacional puede publicar las Entregas en una base de datos en línea protegida por contraseña, donde otros podrán acceder a ellas con fines educativos, de investigación y desarrollo profesional, y puede usar las Entregas en trabajos y publicaciones de la Junta nacional. La Junta nacional puede recibir honorarios de aquellos a los que les permita el acceso a las Entregas. Estos usos pueden hacer que mis Entregas estén disponibles para ser vistas por una amplia gama de individuos, educadores y estudiantes. No obstante, una vez más, su apellido no se divulgaría en la Entrega.

Escribo este documento para solicitar su autorización para divulgar a la Junta nacional las grabaciones y las fotografías que puedan incluir su voz o imagen, para que la Junta nacional las utilice y divulgue solo en conformidad con los términos de esta carta y el Formulario de autorización para adultos adjunto. Al brindar su autorización, usted también le otorga a la Junta nacional una licencia perpetua, irrevocable y libre de regalías para usar cualquiera de las Entregas que enviaré como parte de mi evaluación y para tener y utilizar todo derecho de autor, derecho de publicidad y cualquier otro derecho asociado con las Entregas. Además, al brindar su autorización, eximirá a la Junta nacional de cualquier reclamo (incluyendo invasión de la privacidad) en relación con su uso de las Entregas.

Si usted acepta participar en las actividades como se describe anteriormente y está de acuerdo con el derecho de la Junta nacional de usar las Entregas de la manera descrita en esta carta, firme el Formulario de autorización para adultos adjunto. Yo conservaré este formulario como comprobante de la autorización y, de ser solicitado, se lo facilitaré a la Junta nacional. Si no está de acuerdo con su participación, no aparecerá en las grabaciones y fotografías. Muchas gracias.

Atentamente, _____

(Firma del candidato)

Formulario de autorización para adultos

(deberá rellenarlo la persona no estudiante que esté involucrada en esta evaluación)

Nombre:

Nombre de la escuela y del docente: _____

Su dirección: _____

Soy la persona cuyo nombre aparece anteriormente. He recibido y leído la carta adjunta a este formulario (Carta), relacionada con una evaluación de docentes que llevará a cabo la Junta Nacional de Estándares Profesionales de Enseñanza (Junta nacional). Estoy de acuerdo con lo siguiente:

- LO AUTORIZO** a grabar en video mi imagen y voz, como también a tomarme fotografías cuando participe en una clase llevada a cabo en _____ (nombre de escuela), impartida por _____ (nombre del profesor), y a proporcionar copias de dichas grabaciones y fotografías a la Junta nacional. Además, autorizo a usted y a la escuela a proporcionar a la Junta nacional copias de los materiales que yo haya producido o pueda producir como parte de las actividades de clase, todo ello de acuerdo con los términos y condiciones que se describen a continuación:
1. Mi apellido no aparecerá en ninguna grabación, fotografía o trabajo escolar que se entregue a la Junta nacional.
 2. La Junta nacional puede usar los materiales que usted le entregue solo con los propósitos y bajo los términos descritos en la Carta.
 3. La Junta nacional puede divulgar copias de los materiales que usted le entregue a la Junta nacional: (a) a los individuos que accedan a una base de datos protegida por contraseña de la Junta nacional con fines educativos, de investigación o desarrollo profesional; y (b) en los trabajos o publicaciones de la Junta nacional en los que dichos materiales puedan estar incluidos.
- NO LO AUTORIZO** a grabar mi imagen ni mi voz, ni tampoco a reproducir materiales que yo pueda producir como parte de las actividades en el aula de clases.

Firma:

Fecha: _____

STUDENT RELEASE

Dear Parent/Guardian:

I am a participant this school year in an assessment to certify teachers as accomplished practitioners in teaching. My participation in this assessment, which is being conducted by the National Board for Professional Teaching Standards (the **National Board**), is voluntary. The primary purposes of this assessment are to make decisions about whether a teacher demonstrates knowledge and practice expected of an accomplished teacher, improve 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 the National Board. My submissions (the **Submissions**) will also include my written commentary sheets, instructional materials, essays, classroom plans, assignments, and commentary.

In addition, as part of the assessment, I may be asked to submit samples of student work (the **Student Work**) to demonstrate my teaching practices, which could include some of your child's work. No students' last names will appear on any materials or in any recordings that I submit as part of my assessment.

The National Board has broad rights to use my Submissions, and I assign to the National Board all of my rights in and to those Submissions. The National Board also obtains certain rights with respect to the Student Work that I submit. The National Board may use my Submissions and the Student Work, in its discretion, to further its mission of promoting excellence in education and teaching. For instance, in addition to uses related to my assessment by the National Board and any third-parties who assist in the assessment process, the National Board may post the Submissions and Student Work in a password-protected online database where they can be accessed by others for educational, research, and professional development purposes, and it may use the Submissions and Student Work in National Board works and publications. The National Board may receive fees from those to whom it grants access 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. Again, however, your child's last name would not be disclosed in the Submissions or the Student Work.

I am writing to request your permission for me to disclose to the National Board recordings and photographs that may include your child's voice or image, to be used and disclosed by the National Board only in accordance with the terms of this letter and the enclosed Student Release Form. By providing permission, you will also be granting the National Board a perpetual, irrevocable and royalty-free 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 will be releasing the National Board from all claims (including invasion of privacy) in connection with its use of the Submissions or Student Work.

If you agree to your child's participation in the activities as outlined above and the National Board's right to use the Submissions and Student Work in the manner described in this letter, please sign the enclosed Student Release Form. I will retain this form documenting your permission and may provide it to the National Board 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

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

Student Name: _____

School Name and Teacher Name: _____

Your Address: _____

PARENT/LEGAL GUARDIAN

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

- I DO** give permission to you and the school referenced above 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 to provide copies of such recordings and photographs to the National Board; I also give you and the school permission to provide the National Board with copies of materials that my child has produced or may produce as part of class activities, all on the terms and conditions described below:
1. My child's last name will not appear on or in any recordings, photographs or school works that are submitted to the National Board.
 2. The National Board may use the materials that you submit to the National Board only for the purposes and on the terms described in the Letter.
 3. The National Board may disclose copies of the materials that you submit to the National Board: (a) to individuals who access a National Board password-protected database for educational, research or professional development purposes; and (b) in National Board works or publications in which such materials might be included.
- I DO NOT** give permission to you to record my child's image or voice or to reproduce or disclose to the National Board materials that my child may produce as part of class activities.

Parent/Guardian Signature: _____

Date: _____

ADULT STUDENT

I am the student named above and am more than 18 years of age. I have read the letter that accompanied this form (the Letter), regarding a teacher assessment being conducted by the National Board for Professional Teaching Standards (National Board), and I agree to the following:

- 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 to provide copies of such recordings and photographs to the National Board; I also give you and the school permission to provide the National Board with copies of materials that I have produced or may produce as part of class activities, all on the terms and conditions described below:
1. My last name will not appear on or in any recordings, photographs or school works that are submitted to the National Board.
 2. The National Board may use the materials that you submit to the National Board only for the purposes and on the terms described in the Letter.
 3. The National Board may disclose copies of the materials that you submit to the National Board: (a) to individuals who access a National Board password-protected database for educational, research or professional development purposes; and (b) in National Board works or publications in which such materials might be included.
- 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.

Student Signature: _____

Date: _____ Date of Birth: _____

AUTORIZACIÓN PARA ESTUDIANTES

Estimado padre o tutor:

Soy un participante en este año escolar de una evaluación para certificar a los docentes como profesionales calificados para la docencia. Mi participación en esta evaluación, la cual está llevando a cabo la Junta Nacional de Estándares de Enseñanza Profesional (**Junta nacional**), es voluntaria. El propósito principal de esta evaluación es decidir si un docente demuestra el conocimiento y la práctica que se esperan de un profesional de la enseñanza, mejora el aprendizaje de los estudiantes y fomenta la excelencia en la enseñanza.

Esta evaluación requiere que entregue grabaciones audiovisuales breves y fotografías de las lecciones que se imparten en la clase de su hijo. Aunque las grabaciones y fotografías mostrarán o involucrarán estudiantes, el enfoque principal se centrará en mi enseñanza, no en los estudiantes. Durante el transcurso de esta evaluación, la imagen y la voz de su hijo podrían grabarse en el video, como también podría ser fotografiado. Después, estas grabaciones y fotografías se presentarán a la Junta nacional. Mis entregas (**Entregas**) también incluirán hojas con comentarios escritos, materiales de enseñanza, ensayos, planes para el aula, tareas y comentarios.

Asimismo, como parte de la evaluación, puede que se me pida proporcionar muestras del trabajo de los estudiantes (**Trabajo estudiantil**) para demostrar mis prácticas de enseñanza, las cuales podrían incluir algunos de los trabajos de su hijo. No aparecerá el apellido de ningún estudiante en ningún material ni grabación que yo entregue como parte de mi evaluación.

La Junta nacional dispone de amplios derechos para usar mis Entregas. Además, le cedo a la Junta nacional todos mis derechos sobre dichas Entregas. La Junta nacional también obtiene ciertos derechos sobre el Trabajo estudiantil que yo entregue. La Junta nacional puede usar mis Entregas y el Trabajo estudiantil, a su entera disposición, para avanzar en su misión de fomentar la excelencia en la educación y la enseñanza. Por ejemplo, además de los usos relacionados con mi evaluación por parte de la Junta nacional y cualquier tercero que brinde asistencia en el proceso de evaluación, la Junta nacional puede publicar las Entregas y el Trabajo estudiantil en una base de datos en línea protegida por contraseña, donde otros podrán acceder a ellos con fines educativos, de investigación y desarrollo profesional, y puede usar las Entregas y el Trabajo estudiantil en trabajos y publicaciones de la Junta nacional. La Junta nacional puede recibir honorarios de aquellos a los que les permita el acceso a las Entregas y el Trabajo estudiantil. Estos usos pueden hacer que mis Entregas y el Trabajo estudiantil estén disponibles para ser vistos por una amplia gama de individuos, educadores y estudiantes. No obstante, una vez más, el apellido de su hijo no se divulgaría en las Entregas ni en el Trabajo estudiantil.

Escribo este documento para solicitar su autorización para divulgar a la Junta nacional las grabaciones y las fotografías que puedan incluir la voz o la imagen de su hijo, para que la Junta nacional las utilice y divulgue solo en conformidad con los términos de esta carta y el Formulario de autorización para estudiantes adjunto. Al brindar su autorización, usted también le otorga a la Junta nacional una licencia perpetua, irrevocable y libre de regalías para usar cualquier Trabajo estudiantil realizado por su hijo que enviaré como parte de mi evaluación y para que posea y use todo derecho de autor, derecho de publicidad y cualquier otro derecho asociado con todo Trabajo estudiantil. Además, al brindar su autorización, eximiré a la Junta nacional de cualquier reclamo (incluyendo invasión de la privacidad) en relación con su uso de las Entregas o el Trabajo estudiantil.

Si usted acepta que su hijo participe en las actividades como se describe anteriormente y está de acuerdo con el derecho de la Junta nacional para usar mis Entregas y el Trabajo estudiantil de la manera descrita en esta carta, firme el Formulario de autorización para estudiantes adjunto. Yo conservaré este formulario como comprobante de la autorización y, de ser solicitado, se lo facilitaré a la Junta nacional. Si no está de acuerdo con la participación de su hijo, no aparecerá en las grabaciones y fotografías, ni incluiré su trabajo en el Trabajo estudiantil que entregue. Muchas gracias.

Atentamente, _____
(Firma del candidato)

Formulario de autorización para estudiantes

(deberán rellenarlo los padres o tutores legales de los estudiantes menores de edad que estén involucrados en esta evaluación
o los estudiantes que tengan más de 18 años de edad y estén involucrados en esta evaluación)

Nombre del Estudiante:

Nombre de la escuela y del docente:

Su dirección:

Soy el padre/tutor legal del niño cuyo nombre aparece anteriormente. He recibido y leído la carta adjunta a este formulario (Carta), relacionada con una evaluación de docentes que llevará a cabo la Junta Nacional de Estándares Profesionales de Enseñanza (Junta nacional). Estoy de acuerdo con lo siguiente:

- AUTORIZO** a usted y a la escuela a la que se hace referencia anteriormente a grabar en video la imagen y voz de mi hijo, como también a tomarle fotografías cuando participe en una clase que se realizará en _____ (nombre de escuela), impartida por _____ (nombre del docente), y a proporcionar copias de dichas grabaciones y fotografías a la Junta nacional. Además, autorizo a usted y a la escuela a proporcionar a la Junta nacional copias de los materiales que mi hijo haya producido o que pueda producir como parte de las actividades de clase, todo ello de acuerdo con los términos y condiciones que se describen a continuación:
1. El apellido de mi hijo no aparecerá en ninguna grabación, fotografía o trabajo escolar que se entregue a la Junta nacional.
 2. La Junta nacional puede usar los materiales que usted le entregue solo con los propósitos y bajo los términos descritos en la Carta.
 3. La Junta nacional puede divulgar copias de los materiales que usted le entregue a la Junta nacional: (a) a los individuos que accedan a una base de datos protegida por contraseña de la Junta nacional con fines educativos, de investigación o desarrollo profesional; y (b) en los trabajos o publicaciones de la Junta nacional en los que dichos materiales puedan estar incluidos.
- NO LO AUTORIZO** a grabar la imagen ni la voz de mi hijo, ni tampoco a reproducir o divulgar materiales que pueda producir como parte de las actividades en el aula de clases.

Firma de padre/tutor:

Fecha: _____

Yo soy el estudiante cuyo nombre aparece anteriormente y soy mayor de 18 años. He recibido y leído la carta adjunta a este formulario (Carta), relacionada con una evaluación de docentes que conducirá la Junta Nacional de Estándares Profesionales de Enseñanza (Junta nacional). Estoy de acuerdo con lo siguiente:

- LO AUTORIZO** a grabar en video mi imagen y voz, como también a tomarme fotografías cuando participe en una clase llevada a cabo en _____ (nombre de escuela), impartida por _____ (nombre del docente), y a proporcionar copias de dichas grabaciones y fotografías a la Junta nacional. Además, autorizo a usted y a la escuela a proporcionar a la Junta nacional copias de los materiales que yo haya producido o pueda producir como parte de las actividades en el aula de clases, todo ello de acuerdo con los términos y condiciones que se describen a continuación:

4. Mi apellido no aparecerá en ninguna grabación, fotografía o trabajo escolar que se entregue a la Junta nacional.
5. La Junta nacional puede usar los materiales que usted le entregue solo con los propósitos y bajo los términos descritos en la Carta.
6. La Junta nacional puede divulgar copias de los materiales que usted le entregue a la Junta nacional: (a) a los individuos que accedan a una base de datos protegida por contraseña de la Junta nacional con fines educativos, de investigación o desarrollo profesional; y (b) en los trabajos o publicaciones de la Junta nacional en los que dichos materiales puedan estar incluidos.

NO LO AUTORIZO a grabar mi imagen ni mi voz, ni tampoco a reproducir materiales que yo pueda producir como parte de las actividades en el aula de clases.

Firma del Estudiante:

Fecha: _____ Fecha de Nacimiento:

Video Recording Date Attestation Form

(To be supplied **only for Component #2** if a date stamp is not available on the video recording)

Renewal Candidate Name: _____

National Board ID #: _____

Date(s) on which the teacher's classroom was recorded:

I verify that the above information is accurate.

Name: _____

Administrator's Position: _____

Signature: _____

Date: _____

Submit

Please review the *Guide to Electronic Submission* for detailed instruction on how to upload your material to your National Board account.

Formatting

You will continue to develop evidence using the instructions found in the Profile of Professional Growth; however, you will be required to convert everything to an electronic format in order to upload your entries to your National Board account. For instructional documents and helpful tips for formatting your materials, visit the [ePortfolio Submission](#) page on the National Board's website.

- **Forms.** You may submit your forms as PDF files. If you scan these pages as graphic files, you may insert them into word processing files for submission.
- **Written commentaries.** Written commentaries and written reflections are composed using word processing software. Submit your work as PDF files.
- **Video Recordings.** Your video recordings must be submitted as mp4 files. If your video consists of multiple segments, the individual segments must be converted into a single video file.
- **Other types of evidence.** There are other evidence types such as sample products and learner work that you will be required to submit that provide additional detail. You may have gathered this evidence in both hardcopy and as electronic files. The evidence must be organized and submitted as PDF files.

Organizing

Prior to uploading your submission, be sure that all your components are clearly labeled and organized into the appropriate files. Use the Renewal Electronic Submission at a Glance as your guide to assembling materials for each component.

Reviewing the following general questions can remind you of where to look for mistakes, so before submitting your portfolio for scoring, be sure to ask yourself these questions:














- Have all requested materials been included?
- Have the proper forms been filled out and included?
- Are all materials grouped and ordered correctly, properly placed?

Uploading and Submitting

After formatting and organizing materials, you will need to upload and submit your components to your National Board account. Refer to the *Guide to Electronic Submission* for step-by-step instruction on uploading and submitting your components for scoring.

Renewal Electronic Submission at a Glance

Use this chart to understand how to group your evidence and submit it electronically for the **Profile of Professional Growth** assessment.

Renewal: Submit up to 10 files	Retain for Your Records
<ul style="list-style-type: none">  Component 1: Professional Context Sheet  Component 1: PGEs 1–4 (12 pages max. combined) each with associated product samples (8 pages max. combined) 	<ul style="list-style-type: none"> • Student Release Forms • Adult Release Forms
<ul style="list-style-type: none">  Component 2: Written Commentary (4 pages max.)  Component 2: Classroom Layout Forms(s)  Component 2: Video Recording Date Attestation Form (for videos not date-stamped)  Component 2: Video recording (10 minutes max.) 	<div style="border: 1px solid gray; padding: 5px; background-color: #f0f0f0;"> <p>Organize the pages for Component 1 with your samples following each related PGE, then number sequentially. For example, if the commentary for PGE 1 is numbered 1-3, the related samples that are placed next would be numbered 4-5. The commentary for PGE 2 would be numbered 6-8, and the samples 9-10, etc.</p> </div>
<ul style="list-style-type: none">  Component 3: Written Commentary (4 pages max.) <p>Choose one of these options:</p> <p>Option 1</p> <ul style="list-style-type: none">  Component 3: Video recording (6 minutes max.)  Component 3: Classroom Layout Forms(s) for Video Recording <p>Option 2</p> <ul style="list-style-type: none">  Component 3: Learner Work Samples (8 pages max; translations do not count towards page totals.) 	
<ul style="list-style-type: none">  Component 4: Written Reflection (3 pages max.) 	
<ul style="list-style-type: none">  Document. Submit as a pdf file. 	<ul style="list-style-type: none">  Video recording. Submit as an mp4 file.

If you choose the Learner Work Sample option for Component 3, you are not required to submit the Classroom Layout Form.

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