

Key Points from NBPTS “What Teachers Should Know and Be Able to Do”

Proposition #1 – Teachers are committed to students and their learning.

Standard 1.1 – Teachers recognizes individual differences in their students and adjusts practice accordingly.

- Interests and abilities
- Prior knowledge/readiness for the learning
- Anticipate common misconceptions as they plan
- Influence of home circumstances
- Knowledge gained thorough observations of interactions with peers
- Knowledge gained from examining student work
- Understanding different cultures

Standard 1.2 – Teacher has an understanding of how students develop and learn and knows the backgrounds, abilities and interests of students.

- Understanding of cognitive and social concepts
- Use knowledge from personal experience of age/content appropriate strategies
- Knowledge of intelligences (Gardner multiple intelligences)
- Procedural knowledge vs. conceptual knowledge
- Recognize and capitalize on students’ strengths
- Provide multiple contexts for students to demonstrate learning
- Incorporate the cultural backgrounds and knowledge that students bring to school

Standard 1.3 – Teacher treats students equitably and fosters a stimulating and collaborative environment where all students are encouraged to participate.

- All students receive their fair share of attention
- Not similar treatment but equitable according to needs
- Avoid favoritism – build rapport
- Structure the environment for students to work collaboratively, foster rapport among students and with the teacher that includes the use of various groupings
- Develop a safe environment for intellectual risk taking

Standard 1.4 – Teacher’s mission extends beyond the cognitive capacity of the students.

- Student’s self-concept
- Communicating high expectations and the belief that students can learn and succeed
- Understanding what motivates students
- Development of character, aspirations, personal, and civic responsibilities

Proposition #2 - Teachers know the subjects that they teach and how to teach those subjects to students.

Standard 2.1 – Teacher appreciates how knowledge in his/her subject(s) is created, organized linked to other disciplines

- Understands factual information and organizing concepts
- Appreciates how new knowledge is created – experiments. Hypothesis, justification of claims, etc.
- Higher level thinking – students think analytically about content
- Maintain the integrity of the methods and structure of disciplinary knowledge
- Encourage multiple perspectives and interpretations

Standard 2.2 – Teacher commands a specialized knowledge of how to convey a subject to students

- Knowledge of the most appropriate ways to present the subject matter to students through analogies, metaphors, experiments, demonstrations and illustrations, awareness of the most common misconceptions
- Repertoire of representations that combines instructional techniques with subject matter in ways that take into account the mix of students
- Knows which aspects of the subject matter to emphasize
- How to pace instruction.
- Knowledge of available curricular resources
- Keep current with the growing body of curricular materials

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Standard 2.3 – Teachers create multiple paths to knowledge

- Aware there is value in both structured and inductive learning
- Useful to teach students about the concepts and principles that scholars have generated in the various disciplines, it is also valuable to engage students in learning by discovery
- Help students learn to pose problems and work through alternative solutions
- Teaching for understanding requires students to integrate aspects of knowledge into their habits of thinking, rather than simply store fragmented knowledge bits
- Approaching issues from different angles, weighing multiple criteria and considering multiple solutions
- Understanding involves the ability to apply such knowledge to problems never before encountered

Proposition #3 - Teachers are responsible for managing and monitoring student learning.

Standard 3.1 – Teacher calls upon multiple methods to meet their goals

- Know and can employ a variety of generic instructional skills
- Teaching is purposeful toward a well-defined goal; students demonstrate their understanding of the learning goal(s)
- Know when and how to alter the social and physical organizational structure of the learning environment according to the content and student needs
- Mobilize students to tutor their peers and engage aides and volunteers as teaching assistants
- Enlist the knowledge and expertise of their fellow faculty members
- Teaching is an elegant web of alternative activities in which students are engaged with the content; sometimes with the teacher, sometimes with each other, sometimes alone
- Make efficient use of time
- Make adjustments to instruction

Standard 3.2 – Teacher orchestrates learning in group settings

- Know how to manage groups of students
- Responsible for setting forth the social norms by which students and teachers act and interact
- Help students learn to adopt appropriate roles and responsibilities for their own learning and that of their peers
- Teaching students to work independently without constant direct supervision by a teacher
- Use of effective management techniques
- Uses a variety of grouping structures appropriate for the learning and needs of the students

Standard 3.3 – Teacher places a premium on student engagement

- Strategies that motivate capture minds and hearts and engage actively in learning
- Building upon student interests
- Encourage students even in the face of temporary failure and/or doubt
- Build bridges between what students know and can do and what they are capable of doing
- Connections to real life situations – excitement for learning beyond the required coursework
- Learning is active with appropriate pacing

Standard 3.4 – Teacher regularly assesses student progress

- Use information about how the students in their classes are doing "on average" as a guide to making judgments about the relative success or failure of an instructional strategy
- Find ways to accommodate what they know about individual students
- Teachers track student progress with a variety of evaluation methods
- Use student assessment for planning next steps in instruction
- Provide constructive feedback to students and parents
- Help their students to engage in self-assessment
- Assessment is used for both formative and summative purposes

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Proposition #4 - Teachers think systematically about their practice and learn from experience.

Standard 4.1 - Teacher is continually making difficult choices that test his/her judgment

- Conflicting objectives regularly require teachers to fashion compromises that will satisfy multiple parties. (i.e. attempting to reconcile demands for coverage with demands for in-depth understanding)
- Decisions are grounded in established theory and reasoned judgment when balancing when to slow down and teach for deeper understanding and when to speed up and teach for needed coverage

Standard 4.2 - Teacher seeks the advice of others & draws upon education research & scholarship to improve practice

- Proficient teachers search out other opportunities that will serve to cultivate their own learning
- Proficient teachers value opportunities for others to observe and offer a critique of their teaching
- Proficient teachers stay abreast of current research and, when appropriate, incorporate new findings into their practice
- Proficient teachers have enthusiasm for, and commitment to, continued professional development (exemplifies a disposition they hope to nurture in students)
- Proficient teachers exemplify the virtues they seek to impart to students: curiosity and a love of learning; tolerance and open-mindedness; fairness and justice; appreciation for our cultural and intellectual heritages; respect for human diversity and dignity; and such intellectual capacities as careful reasoning, the ability to take multiple perspectives, to question received wisdom, to be creative, to take risks, and to adopt an experimental and problem-solving orientation

Proposition #5 - Teachers are members of learning communities.

Standard 5.1 - Teacher contributes to school effectiveness by collaborating with other professionals

- Proficient teachers engage in the analysis and construction of curriculum, in the coordination of instruction, in the professional development of staff and in many other school-site policy decisions fundamental to the creation of highly productive learning communities
- Proficient teachers exhibit a readiness to work collaboratively on critically analyzing the school curriculum, identifying new priorities and communicating necessary changes and not blindly accept curricular conventions
- Proficient teachers attend to issues of continuity and equity of learning experiences for students that require school-wide collaboration
- Proficient teachers collaborate in planning the instructional program of the school to assure continuity of learning experiences for students
- Proficient teachers are knowledgeable about their legal obligation to carry out public policy as represented by state statute and regulation, school board directives, court decisions and other policies
- Proficient teachers also participate in the coordination of services to students (Special needs, English Language Learners)
- Proficient teachers engage in discussions about teaching; and occasionally they collaborate in trying out new instructional strategies
- Proficient teachers work not only on professional development, but also on school-wide improvements
- Proficient teachers are team players willing to share their knowledge and skill with others such as mentoring novices, serving on school and district policy councils, demonstrating new methodologies, engaging in various forms of scholarly inquiry and artistic activity, or forming study groups

Standard 5.2 - Teacher works collaboratively with parents

- Teachers communicate regularly with parents and guardians, listening to their concerns and respecting their perspective, enlisting their support in fostering learning and good habits, informing them of their child's accomplishments and successes, and educating them about school programs
- Teachers are alert to the importance of home school relationships and tailor their practice accordingly to enhance student achievement. However, when faced with an unavoidable conflict, the teacher must hold the interest of the student and the purposes of schooling paramount
- Proficient teachers develop skills and understandings to work to foster collaborative relationships between school and family

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Standard 5.3 - Teacher takes advantage of community resources

- Professional teachers cultivate knowledge of their school's community as a powerful resource for learning
- Teachers develop an appreciation of ethnic and linguistic differences, of cultural influences on students' aspirations and expectations, and of the effects of poverty and affluence

Standard 5.4 - Teacher considers his/her professional ethics in interactions with students, colleagues, primary caregivers, and the public

- Proficient teachers display high standards of honesty, integrity, confidentiality and discretion in their words and actions
- Proficient teachers routinely considers the needs of students when interacting with colleagues, students, and the public
- Proficient teachers base judgments and decisions on hard information rather than on hearsay and tradition
- Proficient teachers consistently comply with school and district policies regarding professional behavior and confidentiality.