



Early Adolescence through Young Adulthood

CAREER AND TECHNICAL EDUCATION

Scoring Guide *for Candidates*

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

- **Part 1** provides you with the tools to understand and interpret your scores.
- **Part 2** provides the scoring rubrics for your certificate area, guiding you as you develop your portfolio entries and prepare for your assessment center exercises.

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

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About This Scoring Guide

The *Scoring Guide for Candidates* is a comprehensive overview of the National Board's scoring process. It is essential reading for anyone pursuing National Board Certification®. Together the two parts of the *Scoring Guide for Candidates* will help you on your path toward becoming a National Board Certified Teacher® (NBCT®).

Part 1: Understanding and Interpreting Your Scores

Part 1 guides you through the scoring process, providing you with the tools to understand and interpret your scores. Applicable to all certificate areas, **Part 1** includes crucial information about the role of the National Board Standards, which represent a professional consensus on the critical aspects of practice that distinguish accomplished teachers in the field and function as the foundation of each assessment.

Additionally, you will find information in **Part 1** about NBPTS® assessors—the qualified professionals who assign your scores. You will also find the score ranges, which will allow you to match your score to the appropriate level of performance. **Part 1** also discusses the National Board's retake policies, relevant to you if you do not meet the performance standard on your initial certification attempt. In **Part 1** you will learn how to interpret your individual scores and, if necessary, develop strategies to improve them.

Part 2: Understanding and Applying the Scoring Criteria

Part 2 provides the scoring rubrics for each portfolio entry and assessment center exercise in your certificate area, guiding you as you develop your portfolio entries and prepare for your assessment center exercises. The rubrics are presented here in a bulleted format to highlight the vital information contained in each. Reading the scoring rubrics will help you think about ways to strengthen your practice and best demonstrate your teaching expertise. The rubrics are the tool that assessors use to determine the appropriate scores for performance in your field.

The NBPTS Web site provides additional documents to assist you in the process of developing your portfolio entries and evaluating your performance. One such document is the [Evaluation of Evidence Guide](#). Each certificate-specific guide corresponds to an individual portfolio entry for your certificate area, and each includes questions that shape how assessors view the evidence you submit.

Other resources that will help you prepare for your assessment include the following certificate-specific documents, all of which are available online at www.boardcertifiedteachers.org:

- *Assessment at a Glance*
- Standards for Accomplished Teaching
- *Portfolio Instructions*



Part 1:

Understanding and Interpreting Your Scores

This resource is available as a PDF file. You may select the link below to view or print **Part 1**.

[Scoring Guide for Candidates, Part 1: Understanding and Interpreting Your Scores](#)



Part 2:

Understanding and Applying the Scoring Criteria

Part 2: Understanding and Applying the Scoring Criteria presents the scoring rubrics for your certificate area. You should read the rubrics while developing your portfolio entries and preparing for your assessment center exercises. These rubrics, which are derived from the Standards, define the levels of accomplished teaching that you must demonstrate. This reference information will help you understand how the rubrics guide assessors in evaluating your work.

Each rubric begins with an overarching statement that summarizes the quality of performance at each of the rubric levels. For example, the overarching statement for a Level 4 rubric might read: "The Level 4 performance provides *clear, consistent, and convincing* evidence of the teacher's knowledge and practice in his or her field." This precise language is used to distinguish between the four levels of the score scale. The body of the rubric consists of statements organized in a manner that reflects the order of tasks or questions within the entry or exercise. If you are asked to discuss your goals in the first response, for example, then the quality statement about goals will be stated at the beginning of the body of the rubric.

One way to understand the meaning of the entire rubric and how it relates to the quality of a performance is to read across the rubric. You can do this by reading the first sentence for Level 4, the first sentence for Level 3, and so on. This reveals the gradations of quality delineated for each feature of the response. A careful reading of the rubrics is an invaluable step in helping you successfully develop your portfolio entries and prepare for your assessment center exercises.

Your portfolio entries and assessment center exercises are scored holistically. To score holistically, an assessor must look at the entry and exercise for its overall quality and evaluate the work as a whole. The response may have characteristics of adjacent performance levels, but the assessor must assign the score that best describes the work as a whole. When scoring, an assessor reads completely, and views, when applicable, the entire entry and exercise before assigning a score. An assessor should read and review supportively, looking for and rewarding those things done well in the entry or exercise.

For more information about understanding and interpreting your scores, please refer to **Part 1**.

Contents:

- Scoring Rubrics for Portfolio Entries
- Scoring Rubrics for Assessment Center Exercises

Scoring Rubrics for Portfolio Entries

Entry 1: Assessment of Student Learning

In this entry: You select two assessments related to a unified area of career and technical study, drawn from different points in time, that differ from one another in structure or form, that you use in your career and technical education instruction to evaluate students' understanding. You select the responses of two students to each of these assessments, and submit a Written Commentary in which you describe, analyze, and evaluate the student work and reflect on your teaching practice.

THE LEVEL 4 performance provides *clear, consistent, and convincing* evidence that the teacher is able to use student assessment to further worthwhile and appropriate learning goals, to facilitate students' growth as career and technical education students, and to inform and shape his or her teaching practice.

The Level 4 performance provides *clear, consistent, and convincing* evidence:

- of the teacher's ability to use knowledge of students to design assessments that evaluate students' understanding of important career and technical education concepts and skills.
- that the teacher has a strong command of important career and technical education content and is able to link content and skills with workplace expectations, practices, and/or career exploration.
- that the teacher is able to design assessments that foster students' problem-solving and critical thinking skills and further challenging learning goals that support student learning.
- that the teacher's rationale for assessment is meaningful given the instructional context and stated learning goals.
- that the teacher uses different types of assessment, and he or she is able to describe, analyze, and evaluate each student's work based on criteria that are directly connected to learning goals.
- that the teacher provides constructive and insightful feedback that furthers student learning.
- that the teacher links career and technical content with appropriate instruction and reflects on his or her current practice to evaluate, modify, and shape future practice.

Overall, the Level 4 performance provides *clear, consistent, and convincing* evidence that the teacher is able to use student assessment to further worthwhile and appropriate learning goals, to facilitate students' growth as career and technical education students, and to inform, modify, and shape his or her teaching practice.

THE LEVEL 3 performance provides *clear* evidence that the teacher is able to use student assessment to further worthwhile and appropriate learning goals, to facilitate students' growth as career and technical education students, and to inform and shape his or her teaching practice.

The Level 3 performance provides *clear* evidence:

- of the teacher's ability to use knowledge of students to design assessments that evaluate students' understanding of important career and technical education concepts and skills.
- that the teacher has a good command of important career and technical education content and is able to link content and skills with workplace expectations, practices, and/or career exploration.
- that the teacher is able to design assessments that foster students' problem-solving and critical thinking skills and further learning goals that support students' learning.
- that the teacher's rationale for assessment is meaningful given the instructional context and stated learning goals.
- that the teacher uses different types of assessment and that he or she is able to describe, analyze, and evaluate student work based on criteria that are connected to learning goals; however, the performance may not reflect as deep a level of knowledge of students or understanding of students' needs as the Level 4 performance.
- that the teacher provides constructive feedback that furthers student learning.
- that the teacher links career and technical content with appropriate instruction, and reflects on his or her current practice to evaluate, modify, and shape future practice. However, the connection between the career and technical content and instruction may not be as strong as in the Level 4 performance, and/or the teacher may not exhibit the depth of reflection that is evident in the Level 4 performance.

The performance may show some unevenness or imbalance in the teacher's analysis or in the sources of evidence. One part of the response may be more indicative of accomplished teaching than another; however, taken as a whole, there is *clear* evidence that the teacher is able to use student assessment to facilitate students' acquisition of career and technical education.

THE LEVEL 2 performance provides *limited* evidence that the teacher is able to use student assessment to further worthwhile and appropriate learning goals, to facilitate students' growth as career and technical education students, and to inform and shape his or her teaching practice.

The Level 2 performance provides *limited* evidence:

- of the teacher's ability to use knowledge of students to design assessments that evaluate students' understanding of important career and technical education concepts and skills.
- that the teacher has a command of important career and technical education content and is able to link content and skills with workplace expectations, practices, and/or career exploration.
- that the teacher is able to design assessments that foster students' problem-solving and critical thinking skills and further learning goals that support students' learning.
- that the teacher's rationale for assessment is meaningful given the instructional context and stated learning goals. The learning goals may be general or only loosely connected to student learning. The rationale may be incomplete or vague.
- that the teacher uses different types of assessment. There is limited evidence of the teacher's ability to describe, analyze, and evaluate student work based on criteria that are connected to learning goals.
- that the teacher provides constructive feedback to students. The feedback may be incomplete or inaccurate in some ways and only minimally furthers student learning.
- that the teacher links important career and technical content with appropriate instruction. The connection between the career and technical content and instruction is weak and/or the career and technical content is of questionable importance.
- that the teacher reflects on his or her current practice to evaluate, modify, and shape future practice. The teacher's reflection on his or her practice is unfocused or vague.

The Level 2 performance may provide faint indications or hints of accomplished teaching practice, but not the necessary indications to warrant a Level 3 classification. Overall, there is *limited* evidence that the teacher is able to use student assessment to further worthwhile and appropriate learning goals, to facilitate students' growth as career and technical education students, and to inform and shape his or her teaching practice.

THE LEVEL 1 performance provides *little or no* evidence that the teacher is able to use student assessment to further worthwhile and appropriate learning goals, to facilitate students' growth as career and technical education students, and to inform and shape his or her teaching practice.

The Level 1 performance provides *little or no* evidence:

- of the teacher's ability to use knowledge of students to design assessments that evaluate students' understanding of important career and technical education concepts and skills.
- that the teacher has a command of career and technical education content and is able to link content and skills with workplace expectations, practices, and/or career exploration.
- that the teacher is able to design assessments that foster students' problem-solving and critical thinking skills and further learning goals that support students' learning.
- that the teacher's rationale for assessment is meaningful given the instructional context and stated learning goals. The rationale may be unrelated to learning goals or may not be apparent.
- that the teacher uses different types of assessment and little or no evidence of the teacher's ability to describe, analyze, and evaluate student work based on criteria that are connected to learning goals.
- that the teacher provides constructive feedback to students. Feedback that may be provided is incomplete or inaccurate and does not further student learning.
- that the teacher links career and technical content with appropriate instruction. The connection between the career and technical content and instruction is not apparent, and/or the importance of the career and technical content is not apparent.
- that the teacher reflects on his or her current practice to inform and shape future practice. The teacher may not reflect on his or her practice or the connection between practice and reflection is not apparent.

Overall, the Level 1 performance provides *little or no* evidence that the teacher is able to use student assessment to further worthwhile and appropriate learning goals, to facilitate students' growth as career and technical education students, and to inform and shape his or her teaching practice.

Entry 2: Demonstration Lesson

In this entry: You submit a 20-minute video recording that depicts how you engage your students in active career and technical learning. You also show how you use explanation, demonstration, discussion, and individual/group follow-up and feedback to support students in their exploration and acquisition of a specific career and technical skill or a set of related skills. You submit a Written Commentary in which you describe, analyze, and reflect on how you use a demonstration lesson to promote student learning and inquiry.

THE LEVEL 4 performance provides *clear, consistent, and convincing* evidence that the teacher is able to use explanation, demonstration, and discussion to facilitate students' direct involvement in the exploration and acquisition of important career and technical skills, as reflected in the following criteria.

The Level 4 performance provides *clear, consistent, and convincing* evidence:

- that the teacher demonstrates a thorough knowledge of students.
- that the teacher's demonstration lesson illustrates important career and technical learning that is directly linked to appropriate and challenging learning goals.
- that the teacher's instructional strategies meaningfully engage students in the process of skill exploration and acquisition and support students' critical thinking and problem-solving abilities.
- that the teacher is proficient with the demonstrated skill.
- that the teacher understands workplace standards, practices, and terminology; and that he or she understands workplace applications of the demonstrated skill.
- that the teacher monitors student performance and provides constructive feedback to students that furthers student learning.
- that the teacher establishes a physically and emotionally safe learning environment where all students are respected and valued and where appropriate workplace behavior and language are modeled and encouraged.
- that the teacher is able to foster an equitable, accessible, and fair learning environment in which all students are encouraged to participate.
- that the teacher is able to use appropriate technologies to enhance student learning.
- that the teacher is able to describe, analyze, and evaluate classroom interactions that show insights into student learning.
- that the teacher reflects on his or her current practice to inform and shape future practice.

Overall, the Level 4 performance provides *clear, consistent, and convincing* evidence that the teacher is able to use explanation, demonstration, and discussion to facilitate students' direct involvement in the exploration and acquisition of important career and technical skills.

THE LEVEL 3 performance provides *clear* evidence that the teacher is able to use explanation, demonstration, and discussion to facilitate students' direct involvement in the exploration and acquisition of important career and technical skills. One part of the response may be more indicative of accomplished teaching than another but, taken as a whole, there is *clear* evidence of accomplished teaching practice.

The Level 3 performance provides *clear* evidence:

- that the teacher demonstrates a thorough knowledge of students.
- that the teacher's demonstration lesson illustrates important career and technical learning that is directly linked to appropriate and challenging learning goals.
- that the teacher's instructional strategies meaningfully engage students in the process of skill exploration and acquisition and support students' critical thinking and problem-solving abilities.
- that the teacher is proficient with the demonstrated skill.
- that the teacher understands workplace standards, practices, and terminology; and clear evidence that he or she understands workplace applications of the demonstrated skill.
- that the teacher monitors student performance and provides constructive feedback to students that furthers student learning. However, the feedback offered may not be as insightful as a Level 4 performance.
- that the teacher establishes a physically and emotionally safe learning environment where all students are respected and valued and where appropriate workplace behavior and language are modeled and encouraged.
- that the teacher is able to foster an equitable, accessible, and fair learning environment in which all students are encouraged to participate.
- that the teacher is able to use appropriate technologies to enhance student learning.
- that the teacher is able to describe, analyze, and evaluate classroom interactions that show knowledge of students and insights into their learning.
- that the teacher reflects on his or her current practice to inform and shape future practice. However, the teacher may not exhibit the depth of reflection that is evident in the Level 4 performance.

Overall, the Level 3 performance provides *clear* evidence that the teacher is able to use explanation, demonstration, and discussion to facilitate students' direct involvement in the exploration and acquisition of important career and technical skills.

THE LEVEL 2 performance provides *limited* evidence that the teacher is able to use explanation, demonstration, and discussion to facilitate students' direct involvement in the exploration and acquisition of important career and technical skills.

The Level 2 performance provides *limited* evidence:

- that the teacher demonstrates knowledge of students.
- that the teacher's demonstration lesson illustrates important career and technical learning that is directly connected to appropriate and challenging learning goals.
- that the teacher's instructional strategies meaningfully engage students in the process of skill exploration and acquisition and support students' critical thinking and problem-solving abilities. Students may not be actively involved in the demonstration lesson or they may be engaged in activities that do not challenge their thinking and reasoning skills.
- that the teacher is proficient with the demonstrated skill.
- that the teacher understands workplace standards and practices, and terminology; and limited evidence that he or she understands workplace applications of the demonstrated skill. The connections made to workplace applications may be weak or vague.
- that the teacher monitors student performance and provides constructive feedback to students that furthers student learning. However, the feedback offered may be incomplete or inaccurate in some ways and only minimally furthers student learning.
- that the teacher establishes a physically and emotionally safe learning environment where all students are respected and valued and where appropriate workplace behavior and language are modeled and encouraged.
- that the teacher is able to foster an equitable, accessible, and fair learning environment in which all students are encouraged to participate.
- that the teacher is able to accurately describe, analyze, and evaluate classroom interactions and offers limited evidence that the teacher has knowledge of students and insights into their learning.
- that the teacher reflects on his or her current practice to inform and shape future practice. The teacher's reflection on his or her practice may be unfocused or vague.

The Level 2 performance may be characterized by evidence that hints at accomplished practice, but overall, there is *limited* evidence of the teacher's ability to use explanation, demonstration, and discussion to facilitate students' direct involvement in the exploration and acquisition of important career and technical skills.

THE LEVEL 1 performance provides *little or no* evidence that the teacher is able to use explanation, demonstration, and discussion to facilitate students' direct involvement in the exploration and acquisition of important career and technical skills.

The Level 1 performance provides *little or no* evidence:

- that the teacher demonstrates knowledge of students.
- that the teacher's demonstration lesson illustrates career and technical skills that are directly connected to appropriate and challenging learning goals.
- that the teacher's instructional strategies meaningfully engage students in the process of skill exploration and acquisition and support students' critical thinking and problem-solving abilities. Students are not actively involved in the demonstration lesson, or they are engaged in activities that do not involve their thinking and reasoning skills.
- that the teacher is proficient with the demonstrated skill.
- that the teacher understands workplace standards, practices, and terminology; and little or no evidence that he or she understands workplace applications of the demonstrated skill. The connections made to workplace applications are not appropriate or not evident.
- that the teacher monitors student performance and provides constructive feedback to students that furthers student learning. Feedback that may be provided is incomplete or inaccurate and does not further student learning.
- that the teacher establishes a physically and emotionally safe learning environment where all students are respected and valued and where appropriate workplace behavior and language are modeled and encouraged.
- that the teacher is able to foster an equitable, accessible, and fair learning environment in which all students are encouraged to participate.
- that the teacher is able to use appropriate technologies to enhance student learning.
- that the teacher is able to accurately describe, analyze, and evaluate classroom interactions and offers little or no evidence that demonstrates knowledge of students and insights into their learning.
- that the teacher reflects on his or her current practice to inform and shape future practice. The teacher may not reflect on his or her practice or the connection between practice and reflection is not apparent.

Overall, the Level 1 performance provides *little or no* evidence that the teacher is able to use explanation, demonstration, and discussion to facilitate the students' direct involvement in the exploration and acquisition of important career and technical skills.

Entry 3: Fostering Teamwork

In this entry: You submit a 20-minute video recording depicting how you engage two groups of 3–6 students in teamwork skills that parallel the expectations and requirements of a high-performance workplace. You demonstrate the strategies that you use to plan, implement, and guide learning experiences that promote and develop student teamwork. You also submit a Written Commentary in which you describe, analyze, and reflect on how you promote and nurture workplace-related teamwork.

THE LEVEL 4 performance provides *clear, consistent, and convincing* evidence that the teacher is able to plan, implement, and guide student learning experiences that promote and develop student teamwork.

The Level 4 performance provides *clear, consistent, and convincing* evidence:

- of the teacher's ability to use knowledge of students.
- that the featured team activity(ies) and related instructional goals are important, challenging, and appropriate for students.
- that the teacher's instructional strategies support the development of students' teamwork and communication skills.
- that the teacher facilitates students' recognition of and appreciation for diversity.
- that the teacher understands the workplace applications related to the team project(s).
- that the teacher monitors student performance and provides constructive feedback to students that furthers student learning.
- that the teacher guides students in the development of their problem-solving skills.
- that the teacher establishes a learning environment where all students are respected and valued and where appropriate workplace behavior and language are modeled and encouraged.
- that the teacher is able to thoroughly describe, analyze, and evaluate classroom interactions and insights into student learning.
- that the teacher reflects on his or her current practice to accurately describe, analyze, inform, and shape future practice.

Overall, the Level 4 performance provides *clear, consistent, and convincing* evidence that the teacher is able to plan, implement, and guide student learning experiences that promote and develop student teamwork.

THE LEVEL 3 performance provides *clear* evidence that the teacher is able to plan, implement, and guide student learning experiences that promote and develop student teamwork.

The Level 3 performance provides *clear* evidence:

- of the teacher's ability to use knowledge of students.
- that the featured team activity(ies) and related instructional goals are important, challenging, and appropriate for students.
- that the teacher's instructional strategies support the development of students' teamwork and communication skills.
- that the teacher facilitates students' recognition of and appreciation for diversity. However, the extent of recognition and appreciation may not be as apparent as in the Level 4 performance.
- that the teacher understands the workplace applications related to the team project(s).
- that the teacher monitors student performance and provides constructive feedback to students that furthers student learning. However, the feedback offered may not be as insightful as in the Level 4 performance.
- that the teacher guides students in the development of their problem-solving skills. However, the teacher may not take advantage of all available opportunities to fully develop students' problem-solving skills.
- that the teacher establishes a learning environment where all students are respected and valued and where appropriate workplace behavior and language are modeled and encouraged.
- that the teacher is able to describe, analyze, and evaluate accurately classroom interactions and insights into student learning.
- that the teacher reflects on his or her current practice to inform and shape future practice. However, the teacher may not exhibit the depth of reflection that is evident in the Level 4 performance.

The performance may show some unevenness or imbalance in the teacher's analysis or in the sources of evidence. One part of the response may be more indicative of accomplished teaching than another; however, taken as a whole, there is *clear* evidence that the teacher is able to plan, implement, and guide student learning experiences that promote and develop student teamwork.

THE LEVEL 2 performance provides *limited* evidence that the teacher is able to plan, implement, and guide student learning experiences that promote and develop student teamwork.

The Level 2 performance provides *limited* evidence:

- of the teacher's ability to use knowledge of students.
- that the featured team activity(ies) and related instructional goals are important, challenging, and appropriate for students.
- that the teacher's instructional strategies support the development of students' teamwork and communication skills.
- that the teacher facilitates students' recognition of and appreciation for diversity. The teacher may only intermittently facilitate students' recognition of and appreciation for diversity or the extent of recognition and appreciation may be minimal.
- that the teacher understands the workplace applications related to the team project(s).
- that the teacher makes connections between the team activity(ies) and workplace applications. The connections may be weak and/or vague.
- that the teacher monitors student performance and provides constructive feedback to students that furthers student learning. The feedback offered may be incomplete or inaccurate in some ways and only minimally furthers student learning.
- that the teacher guides students in the development of their problem-solving skills. The teacher may miss several available opportunities to develop students' problem-solving skills.
- that the teacher establishes a learning environment where all students are respected and valued and where appropriate workplace behavior and language are modeled and encouraged.
- that the teacher is able to describe, analyze, and evaluate accurately classroom interactions and offers limited evidence of the teacher's insights into student learning.
- that the teacher reflects on his or her current practice to accurately describe, analyze, inform, and shape future practice. The teacher's reflection on his or her practice is unfocused or vague.

The Level 2 performance may provide hints of accomplished teaching practice, but overall, there is *limited* evidence that the teacher is able to plan, implement, and guide student learning experiences that promote and develop student teamwork.

THE LEVEL 1 performance provides *little or no* evidence that the teacher is able to plan, implement, and guide student learning experiences that promote and develop student teamwork.

The Level 1 performance provides *little or no* evidence:

- of the teacher's ability to use knowledge of students.
- that the featured team activity(ies) and related instructional goals are important, challenging, and appropriate for students.
- that the teacher's instructional strategies support the development of students' teamwork and communication skills.
- that the teacher facilitates students' recognition of and appreciation for diversity. The teacher's facilitation of students' recognition of and appreciation for diversity may be inappropriate or missing.
- that the teacher understands the workplace applications related to the team project(s).
- that the teacher makes connections between the team activity(ies) and workplace applications. The connections are not appropriate or missing.
- that the teacher monitors student performance and provides constructive feedback to students that furthers student learning. Feedback that may be provided is incomplete or inaccurate and does not further student learning.
- that the teacher guides students in the development of their problem-solving skills. The teacher misses obvious opportunities to develop students' problem-solving skills.
- that the teacher establishes a learning environment where all students are respected and valued and where appropriate workplace behavior and language are modeled and encouraged.
- that the teacher is able to accurately describe, analyze, and evaluate classroom interactions and offers little or no evidence of the teacher's insights into student learning.
- that the teacher reflects on his or her current practice to inform and shape future practice. The teacher may not reflect on his or her practice or the connection between practice and reflection is missing.

Overall, the Level 1 response provides *little or no* evidence that the teacher is able to plan, implement, and guide student learning experiences that promote and develop student teamwork.

Entry 4: Documented Accomplishments: Contributions to Student Learning

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

THE LEVEL 4 performance provides *clear, consistent, and convincing* evidence of the teacher's ability to impact student learning through work with colleagues, professionals, families, and the community, and as a learner.

The Level 4 performance provides *clear, consistent, and convincing* evidence:

- that the teacher treats parents and other interested adults as valued partners in the child's education, and uses thoughtfully chosen, appropriate strategies for reaching out to the families of his or her students. The selected strategies may or may not be original to the teacher, but they are implemented with skill and enthusiasm and are effective in engaging parents and other interested adults in communication that is highly interactive, fostering extensive two-way dialogue focused primarily on substantive teaching and learning issues and individual student progress.
- that the teacher facilitates ongoing, mutually beneficial communications between students and the wider community in a way that enhances teaching and learning.
- that the teacher has strengthened his or her own teaching practice through conscious and deliberate professional development to strengthen knowledge, skills, and abilities in areas that are relevant to his or her teaching and learning context for the purpose of impacting student learning.
- that the teacher has worked collaboratively with colleagues to improve teaching and learning, either within the school or in the wider professional community.
- that the teacher has shared his or her expertise in a leadership role with other educators through facilitating the professional development of other teachers, improving instructional practices, or advocating for positive change in educational policy.
- that the teacher's work outside the classroom has been driven by a conscious and deliberate focus on improving teaching and learning, as opposed to merely fulfilling job requirements. The descriptions and documentation provide a rich, detailed, coherent view of a teacher who has made an impact on student learning through work with other colleagues, professionals, families, and the community, and as a learner.
- that the teacher accurately analyzes and thoughtfully reflects on the significance of all accomplishments taken together, and can appropriately plan for future opportunities to impact student learning.

Overall, there is *clear, consistent, and convincing* evidence of the teacher's ability to impact student learning through work with colleagues, professionals, families, and the community, and as a learner.

THE LEVEL 3 performance provides *clear* evidence of the teacher's ability to impact student learning through work with colleagues, professionals, families, and the community, and as a learner.

The Level 3 performance provides *clear* evidence:

- that the teacher treats parents and other interested adults as valued partners in the child's education, and uses appropriate strategies for reaching out to the families of his or her students. The selected strategies may or may not be original to the teacher, but they are effective in engaging parents and other interested adults in communication that is interactive, fostering two-way dialogue focused primarily on substantive teaching and learning issues and individual student progress.
- that the teacher facilitates ongoing, mutually beneficial communications between students and the wider community in a way that enhances teaching and learning, although the communications may not be as effective as those in a Level 4 performance.
- that the teacher has strengthened his or her own teaching practice through conscious and deliberate professional development to strengthen knowledge, skills, and abilities in areas that are relevant to his or her teaching and learning context.
- that the teacher has worked with colleagues as a partner or collaborator to improve teaching and learning, either within the school or in a larger professional context, such as within a professional organization.
- that the teacher has shared his or her expertise in a leadership role with other educators through facilitating the professional development of other teachers, improving instructional practices, or advocating for positive changes in educational policy.
- that the teacher's work outside the classroom has been driven by a conscious focus on improving teaching and learning, as opposed to merely fulfilling job requirements. The descriptions and evidence provide a coherent view of a teacher who has made an impact on student learning through work with other colleagues, professionals, families, and the community, and as a learner.
- that the teacher accurately analyzes and thoughtfully reflects on the significance of all accomplishments taken together, and can appropriately plan for future opportunities to impact student learning.

Overall, there is *clear* evidence of the teacher's ability to impact student learning through work with colleagues, professionals, families, and the community, and as a learner.

THE LEVEL 2 performance provides *limited* evidence of the teacher’s ability to impact student learning through work with colleagues, professionals, families, and the community, and as a learner.

The Level 2 performance provides *limited* evidence:

- that the teacher treats parents and other interested adults as valued partners in the child’s education, and uses appropriate strategies for reaching out to the families of his or her students. The rationale for the selected strategies may be a bit vague and/or there may be limited evidence that the strategies are effective in engaging parents and other interested adults. There may be evidence that though the strategies work with many families, some families are not being fully engaged.
- that the communications with families are focused on substantive teaching and learning issues. Instead, many of the communications may be dominated by procedural issues, behavior, or disciplinary matters, or the communications may not show much differentiation between individual students, with the same communication going to all families.
- that the communications with families are interactive. There may be frequent communications home, but these may rely primarily on one-way media, such as notes home or newsletters. The evidence may suggest that parents are well informed about what is going on in the classroom, but there is limited evidence of two-way dialogue with families.
- regarding meaningful communications between the students and the wider community for the purpose of enhancing teaching and learning.
- that the teacher has strengthened his or her own teaching practice through professional development; even if the teacher has engaged in extensive professional development activities, it may be unclear how these activities relate to the knowledge, skills, and abilities that are relevant to his or her teaching and learning context.
- that the teacher has shared what he or she has learned with colleagues by working with them in a role as a partner, collaborator, or leader.

The evidence in a Level 2 response may indicate that the teacher is an accomplished practitioner within his or her own classroom, but that he or she has not shared his or her expertise with others in a significant way through professional development of other teachers, improving instructional practices, or advocating for positive change in educational policy.

The evidence may suggest that the preponderance of the teacher’s activities outside of the classroom has been to fulfill job requirements, as opposed to being a conscious and deliberate effort to impact student learning and improve teaching and learning.

- that the teacher analyzes and reflects on the significance of all accomplishments taken together, and can appropriately plan for future opportunities to impact student learning.

The Level 2 performance may be characterized by evidence that occasionally hints at accomplished practice, but overall, there is *limited* evidence of the teacher’s ability to impact student learning through work with colleagues, professionals, families, and the community, and as a learner.

THE LEVEL 1 performance provides *little or no* evidence of the teacher's ability to impact student learning through work with colleagues, professionals, families, and the community, and as a learner.

The Level 1 performance provides *little or no* evidence:

- that the teacher treats parents and other interested adults as partners in the child's education, and uses appropriate strategies for reaching out to the families of his or her students. The rationale for the selected strategies may be very vague, unclear, or absent. There is little or no evidence that the strategies are effective in engaging parents and other interested adults. There may be evidence that some families are overlooked or ignored.
- that the communications with families are focused on substantive teaching and learning issues. Instead, the communications are taken up almost exclusively by procedural issues, behavior, or disciplinary matters.
- that the communications with families are interactive. Communications with families are entirely one-way and/or infrequent. Parents may not be kept informed about what is going on in the classroom. If evidence regarding outreach to the wider community is present, the connections may promote trivial interactions with little impact on student learning.

The Level 1 response may contain negative or disparaging comments about parents, community, or professionals with little or no evidence of the teacher's efforts to improve the situation.

- that the teacher has strengthened his or her own teaching practice through professional development. If professional development activities are cited, they may be very sketchy or weak or of little or no relevance to the teacher's context.
- that the teacher has worked with colleagues as a partner, collaborator, or leader. If school projects are cited, there may be little or no evidence of their impact on teaching and learning, or the teacher's role in the project may be very unclear or very passive.

There may be evidence that the teacher is an accomplished practitioner within his or her own classroom, but there is little or no evidence that he or she has shared his or her expertise with others.

The evidence may suggest that the teacher's work outside of the classroom has been carried out solely to fulfill job requirements, as opposed to being a conscious and deliberate effort to improve teaching and learning.

- that the teacher analyzes and reflects on the significance of all accomplishments taken together, and can appropriately plan for future opportunities to impact student learning.

Overall, there is *little or no* evidence of the teacher's ability to impact student learning through work with colleagues, professionals, families, and the community, and as a learner.

Scoring Rubrics for Assessment Center Exercises

Exercise 1: Integration of Academic Studies with Career and Technical Education

In this exercise: You are asked to describe and justify a contextualized learning experience that will integrate specified skills from the core curriculum with career and technical skills.

THE LEVEL 4 response shows *clear, consistent, and convincing* evidence that the candidate is able to demonstrate the ability to integrate career and technical skills with the core curriculum and justify a contextualized learning experience.

Characteristics:

- Knowledge of the specified concepts or skills from the core curriculum is thorough.
- Knowledge of career and technical education concepts and/or skills is thorough.
- Integration of the specified concepts or skills from the core curriculum with career and technical education concepts and/or skills is meaningful.
- Learning experience is developmentally appropriate and engaging.
- Description of goals and student participation is detailed.
- Explanation for the effectiveness of the learning experience, including a discussion of how the learning experience would advance students' understanding of the concepts or skills from the core curriculum and the career and technical education concepts and/or skills, is logical and thorough.

THE LEVEL 3 response shows *clear* evidence that the candidate is able to demonstrate the ability to integrate career and technical skills with the core curriculum and justify a contextualized learning experience.

Characteristics:

- Knowledge of the specified concepts or skills from the core curriculum is appropriate.
- Knowledge of career and technical education concepts and/or skills is adequate.
- Integration of the specified concepts or skills from the core curriculum with career and technical education concepts and/or skills is complete.
- Learning experience is developmentally appropriate.
- Description of goals and student participation is complete.
- Explanation for the effectiveness of the learning experience, including a discussion of how the learning experience would advance students' understanding of the concepts or skills from the core curriculum and the career and technical education concepts and/or skills, is logical.

THE LEVEL 2 response shows *limited* evidence that the candidate is able to demonstrate the ability to integrate career and technical skills with the core curriculum and justify a contextualized learning experience.

Characteristics:

- Knowledge of the specified concepts or skills from the core curriculum is weak.
- Knowledge of career and technical education concepts and/or skills is weak.
- Integration of the specified concepts or skills from the core curriculum with career and technical education concepts and/or skills is simplistic or confusing.
- Learning experience is developmentally inappropriate or weak.
- Description of goals and student participation is incomplete or vague.
- Explanation for the effectiveness of the learning experience, including a discussion of how the learning experience would advance students' understanding of the concepts or skills from the core curriculum and the career and technical education concepts and/or skills, is unfounded or vague.

THE LEVEL 1 response shows *little or no* evidence that the candidate is able to demonstrate the ability to integrate career and technical skills with the core curriculum and justify a contextualized learning experience.

Characteristics:

- Knowledge of the specified concepts or skills from the core curriculum is unclear or missing.
- Knowledge of career and technical education concepts and/or skills is unclear or missing.
- Integration of the specified concepts or skills from the core curriculum with career and technical education concepts and/or skills is minimal or missing.
- Learning experience is developmentally inappropriate or missing.
- Description of goals and student participation is minimal or missing.
- Explanation for the effectiveness of the learning experience, including a discussion of how the learning experience would advance students' understanding of the concepts or skills from the core curriculum and the career and technical education concepts and/or skills, is unfounded or missing.

Exercise 2: Advances in the Field (Path Specific)

In this exercise: You identify a recent advance, within a specified focus, that has had a significant impact on practice in occupations from your career and technical area. You are asked to describe the critical features of the advance and how these features have created significant impact on professional practice in the field (not on teaching), and the preparation necessary to take advantage of the advance.

THE LEVEL 4 response shows *clear, consistent, and convincing* evidence that the candidate is able to demonstrate thorough and complete knowledge of a recent advance that has had a significant impact on practice in occupations from his/her career and technical area.

Characteristics:

- Description of a recent advance (last five years) within the required area is thorough and complete.
- Explanation of how the advance has significantly impacted practice in occupations from the career and technical area (not teaching) is thorough and complete.
- Explanation of the preparation necessary to take advantage of the advance is comprehensive.

THE LEVEL 3 response shows *clear* evidence that the candidate is able to demonstrate thorough knowledge of a recent advance that has had a significant impact on practice in occupations from his/her career and technical area.

Characteristics:

- Description of a recent advance (last five years) within the required area is complete.
- Explanation of how the advance has significantly impacted practice in occupations from the career and technical area (not teaching) is complete.
- Explanation of the preparation necessary to take advantage of the advance is appropriate.

THE LEVEL 2 response shows *limited* evidence that the candidate is able to demonstrate knowledge of a recent advance that has had a significant impact on practice in occupations from his/her career and technical area.

Characteristics:

- Description of a recent advance (last five years) within the required area is weak or vague.
- Explanation of how the advance has significantly impacted practice in occupations from the career and technical area (not teaching) is vague or weak.
- Explanation of the preparation necessary to take advantage of the advance is weak.

THE LEVEL 1 response shows *little or no* evidence that the candidate is able to demonstrate knowledge of a recent advance that has had a significant impact on practice in occupations from his/her career and technical area.

Characteristics:

- Description of a recent advance (last five years) within the required area is inaccurate or missing.
- Explanation of how the advance has significantly impacted practice in occupations from the career and technical area (not teaching) is weak or missing.
- Explanation of the preparation necessary to take advantage of the advance is weak or missing.

Exercise 3: Exploring Careers

In this exercise: You demonstrate your knowledge of developmentally appropriate career exploration methods. You are asked to describe and justify a focused career exploration activity along with evaluative techniques appropriate for middle school students.

THE LEVEL 4 response shows *clear, consistent, and convincing* evidence that the candidate is able to demonstrate knowledge of a developmentally appropriate career exploration.

Characteristics:

- Knowledge of career exploration within the career and technical area is thorough.
- Description of developmentally appropriate career exploration for middle school students is sound.
- Description of the required career exploration activity, including goals, is thorough.
- Description of evaluative techniques to measure effectiveness is sound.
- Explanation of the benefit to middle school students is logical and convincing.

THE LEVEL 3 response shows *clear* evidence that the candidate is able to demonstrate knowledge of a developmentally appropriate career exploration.

Characteristics:

- Knowledge of career exploration within the career and technical area is appropriate.
- Description of developmentally appropriate career exploration for middle school students is adequate.
- Description of the required career exploration activity, including goals, is complete.
- Description of evaluative techniques to measure effectiveness is complete.
- Explanation of the benefit to middle school students is appropriate.

THE LEVEL 2 response shows *limited* evidence that the candidate is able to demonstrate knowledge of a developmentally appropriate career exploration.

Characteristics:

- Knowledge of career exploration within the career and technical area is weak.
- Description of developmentally appropriate career exploration for middle school students is weak or vague.
- Description of the required career exploration activity, including goals, is weak.
- Description of evaluative techniques to measure effectiveness is incomplete or weak.
- Explanation of the benefit to middle school students is inappropriate or weak.

THE LEVEL 1 response shows *little or no* evidence that the candidate is able to demonstrate knowledge of a developmentally appropriate career exploration.

Characteristics:

- Knowledge of career exploration within the career and technical area is minimal or missing.
- Knowledge of developmentally appropriate career exploration for middle school students is confusing or absent.
- Description of the required career exploration activity is simplistic or missing.
- Description of evaluative techniques to measure effectiveness is vague or missing.
- Explanation of the benefit to middle school students is insignificant or missing.

Exercise 4: High-Level Skills or Processes (Path Specific)

In this exercise: You are asked to demonstrate your knowledge of high-level skills within your career and technical area. Based on a given scenario, you are asked to describe a specific high-level skill crucial for expert practice in an occupation from your career and technical area and to explain the distinctions between expert and novice displays of the skill, and to explain the relationship of the skill to important workplace factors.

THE LEVEL 4 response shows *clear, consistent, and convincing* evidence that the candidate is able to demonstrate knowledge of a high-level skill within an occupation from the career and technical area.

Characteristics:

- Description of a high-level skill within the career and technical area is complete and accurate.
- Explanation of the distinctions between high-level and novice-level displays of the skill is thorough and insightful.
- Explanation of the connections that this skill has to a given factor or condition is substantive.

THE LEVEL 3 response shows *clear* evidence that the candidate is able to demonstrate knowledge of a high-level skill within an occupation from the career and technical area.

Characteristics:

- Description of a high-level skill within the career and technical area is complete.
- Explanation of the distinctions between high-level and novice-level displays of the skill is complete.
- Explanation of the connections that this skill has to a given factor or condition is appropriate.

THE LEVEL 2 response shows *limited* evidence that the candidate is able to demonstrate knowledge of a high-level skill within an occupation from the career and technical area.

Characteristics:

- Description of a high-level skill within the career and technical area is weak or vague.
- Distinctions between high-level and novice-level displays of the skill are incomplete or weak.
- Explanation of the connections that this skill has to a given factor or condition is inappropriate or vague.

THE LEVEL 1 response shows *little or no* evidence that the candidate is able to demonstrate knowledge of a high-level skill within an occupation from the career and technical area.

Characteristics:

- Description of a high-level skill within the career and technical area is minimal or missing.
- Distinctions between high-level and novice-level displays of the skill are vague or absent.
- Explanation of the connections that this skill has to a given factor or condition is unclear or missing.

Exercise 5: Employability Skills

In this exercise: You demonstrate your knowledge of workplace skills and expectations, and the use of authentic work simulations to advance student understanding of these skills and expectations. Based on a given scenario, you are asked to describe and justify a work simulation that would advance student understanding of the specified skills.

THE LEVEL 4 response shows *clear, consistent, and convincing* evidence that the candidate is able to describe a worksite simulation activity appropriate for developing a specified employability skill and to provide a rationale for why this activity would be effective.

Characteristics:

- Description of the specified employability skill is thorough.
- Description of an appropriate worksite simulation activity that would advance student understanding of a specific skill is accurate and thorough.
- Description of goals, what students are doing, and monitoring is detailed.
- Rationale for the effectiveness of the worksite simulation activity is thoughtful and detailed.

THE LEVEL 3 response shows *clear* evidence that the candidate is able to describe a worksite simulation activity appropriate for developing a specified employability skill and provides a rationale for why this activity would be effective.

Characteristics:

- Description of the specified employability skill is adequate.
- Description of an appropriate worksite simulation activity that would advance student understanding of a specific skill is accurate.
- Description of goals, what students are doing, and monitoring is complete.
- Rationale for the effectiveness of the worksite simulation activity is complete.

THE LEVEL 2 response shows *limited* evidence that the candidate is able to describe a worksite simulation activity appropriate for developing a specified employability skill and provides limited rationale for why this activity would be effective.

Characteristics:

- Description of the specified employability skill is weak or vague.
- Description of an appropriate worksite simulation activity that would advance student understanding of a specific skill is weak or inappropriate.
- Description of goals, what students are doing, and monitoring is weak or vague.
- Rationale for the effectiveness of the worksite simulation activity is incomplete or vague.

THE LEVEL 1 response shows *little or no* evidence that the candidate is able to describe a worksite simulation activity appropriate for developing a specified employability skill and provides little or no rationale for why this activity would be effective.

Characteristics:

- Description of the specified employability skill is incomplete or missing.
- Description of an appropriate worksite simulation activity that would advance student understanding of a specific skill is vague or missing.
- Description of goals, what students are doing, and monitoring is trivial or missing.
- Rationale for the effectiveness of the worksite simulation activity is missing.

Exercise 6: Worksite Learning

In this exercise: You demonstrate your knowledge of age-appropriate worksite learning strategies and programs. You are asked to describe and justify the appropriateness of a specified type of worksite learning experience, including the responsibilities of the specified participants.

THE LEVEL 4 response shows *clear, consistent, and convincing* evidence that the candidate is able to describe a learning experience appropriate for high school students in his/her career and technical education area.

Characteristics:

- Description of a specific age-appropriate worksite learning experience is thorough.
- Description of goals/objectives with connections to worksite learning is detailed.
- Description of the specific activities for student participation is thorough.
- Explanation of the responsibilities of the specified participant(s) with connections to the advancement of students' understanding of the workplace is thorough.

THE LEVEL 3 response shows *clear* evidence that the candidate is able to describe a learning experience appropriate for high school students in his/her career and technical education area.

Characteristics:

- Description of a specific age-appropriate worksite learning experience is complete.
- Description of goals/objectives with connections to worksite learning is appropriate.
- Description of the specific activities for student participation is complete.
- Explanation of the responsibilities of the specified participant(s) with connections to the advancement of students' understanding of the workplace is complete.

THE LEVEL 2 response shows *limited* evidence that the candidate is able to describe a learning experience appropriate for high school students in his/her career and technical education area.

Characteristics:

- Description of a specific age-appropriate worksite learning experience is incomplete or vague.
- Description of goals/objectives with connections to worksite learning is trivial or missing.
- Description of the specific activities for student participation is unclear or weak.
- Explanation of the responsibilities of the specified participant(s) with connections to the advancement of students' understanding of the workplace is incomplete or weak.

THE LEVEL 1 response shows *little or no* evidence that the candidate is able to describe a learning experience appropriate for high school students in his/her career and technical education area.

Characteristics:

- Description of a specific age-appropriate worksite learning experience is incomplete or missing.
- Description of goals/objectives with connections to worksite learning is trivial or missing.
- Description of the specific activities for student participation is unclear or missing.
- Explanation of the responsibilities of the specified participant(s) with connections to the advancement of students' understanding of the workplace is incomplete or missing.

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The National Board for Professional Teaching Standards, Inc. has been funded, in part, with grants from the U.S. Department of Education and the National Science Foundation. Through September 2008, NBPTS has been appropriated federal funds of \$177.3 million, of which \$159.5 million was expended. Such amount represents approximately 31 percent of the National Board's total cumulative costs. Approximately \$360.8 million (69 percent) of the National Board's costs were financed by non-federal sources.

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

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