



MULTISTATE REVIEW OF PROFESSIONAL TEACHING STANDARDS

Supplemental materials for:

A multistate review of professional teaching standards

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PROFILES OF KEY NATIONAL TEACHING STANDARDS

National Board for Professional Teaching Standards Propositions and Interstate New Teacher Assessment and Support Consortium Standards

Two sets of national teaching standards have been particularly influential in the development of teaching standards at the state level: the *National Board for Professional Teaching Standards (NBPTS) Propositions* and the *Model Standards for Beginning Teacher Licensing, Assessment and Development: A Resource for State Dialogue*, developed by the Interstate New Teacher Assessment and Support Consortium (INTASC). These profiles of national teaching standards are part of the report, *A multistate review of professional teaching standards*, published by Regional Educational Laboratory West (REL West) in June 2009. That report reviews teaching standards in six states—California, Florida, Illinois, North Carolina, Ohio, and Texas—with a focus on the structure, target audience, and selected content of the standards.

A note about terminology and citation of the teaching standards in the profiles:

Terminology. REL West researchers found that some states delineate a clear set of terms to refer to all the various aspects of their teaching standards, while other states have no specific nomenclature for the various sub-elements of a standard. In each of the following state profiles, researchers describe the structure of the set of teaching standards reviewed and, to the extent possible, use the state's own terminology, as found in the document(s) reviewed. When using descriptive terms specific to a state's document(s), researchers capitalize and italicize each term (such as *Propositions*). When a state has not used specific terminology to name some or all of the sub-elements of a teaching standard, REL West's own terminology is applied, as follows: element (for a description) and indicator (for a behavior or performance).

Citation. When a teaching standard, or any of its sub-elements, is discussed, the in-text citation includes the number of the teaching standard and, if relevant, the number the related sub-element, as well as the page number where the standard can be found in the referenced teaching standards document. The full reference for the primary teaching standards document discussed in each profile is in the reference list at the end of the profile.

NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS

Title of teaching standards:

National Board for Professional Teaching Standards (NBPTS) Propositions

Page length: 22

Available at www.nbpts.org/UserFiles/File/what_teachers.pdf

Five Core Propositions

1. Teachers are committed to students and their learning
 - Teachers recognize individual differences in their students and adjust their practice accordingly
 - Teachers have an understanding of how students develop and learn
 - Teachers treat students equitably
 - Teachers' mission extends beyond developing the cognitive capacity of their students
2. Teachers know the subjects they teach and how to teach those subjects to students
 - Teachers appreciate how knowledge in their subjects is created, organized, and linked to other disciplines
 - Teachers command specialized knowledge of how to convey a subject to students
 - Teachers generate multiple paths to knowledge
3. Teachers are responsible for managing and monitoring student learning
 - Teachers call on multiple methods to meet their goals
 - Teachers orchestrate learning in group settings
 - Teachers place a premium on student engagement
 - Teachers regularly assess student progress
 - Teachers are mindful of their principal objectives
4. Teachers think systematically about their practice and learn from experience
 - Teachers are continually making difficult choices that test their judgment
 - Teachers seek the advice of others and draw on education research and scholarship to improve their practice
5. Teachers are members of learning communities
 - Teachers contribute to school effectiveness by collaborating with other professionals
 - Teachers work collaboratively with parents
 - Teachers take advantage of community resources

Structure of the teaching standards

The *Five Core Propositions* are contained in an NBPTS policy statement entitled *What Teachers Should Know And Be Able To Do*. This document opens with an introduction describing NBPTS's history and mission, followed by a brief overview of the *Five Core Propositions*.

According to NBPTS, "This enumeration [i.e., the five *Propositions*] suggests the broad base for expertise in teaching but conceals the complexities, uncertainties and dilemmas of the work. The formal knowledge teachers rely on accumulates steadily, yet provides insufficient guidance in many situations. Teaching ultimately requires judgment, improvisation, and conversation about

means and ends. Human qualities, expert knowledge and skill, and professional commitment together compose excellence in this craft” (p. 2). The NBPTS *Propositions* tend to be general statements about professional teaching, and they do not identify specific teacher actions or behaviors.

Following the introductory overview, the remaining 15 pages of the NBPTS further elaborate on each core *Proposition*, identifying three to five boldfaced elements within each one (see list above), which are themselves further explained in a series of supporting statements.

Development and dissemination of the teaching standards

NBPTS set out to clearly describe its vision of accomplished teacher practice almost immediately after the organization’s founding in 1987. In 1989 it issued its first policy statement, *What Teachers Should Know And Be Able To Do*. The document, which was updated most recently in 2002, has essentially served as the foundation for all standards development work the NBPTS has conducted over the past 20 years.¹

Teaching standards’ target audience

According to the NBPTS policy position document entitled *What Teachers Should Know and Be Able to Do*, the target audience for National Board certification is “accomplished teachers.” In fact, all Five Core Propositions are followed by descriptive statements beginning with the words “Accomplished teachers...”

Teaching standards’ approach to addressing the needs of special populations

English learner (EL) students

English learners and second language acquisition and development are addressed under the first element of *NBPTS Proposition 5*:

The various forms of English as a second language, bilingual and English-immersion programs often require cooperation among teachers of non- and limited-English-speaking youth. National Board Certified teachers are adept at identifying students who might benefit from such special attention and at working in tandem with specialists (*Proposition 5*, [element 1], *Teachers contribute to school effectiveness by collaborating with other professionals*, pp. 18–19).

Students with disabilities

The teaching of students with disabilities or other special needs is addressed in several areas of the NBPTS *Propositions*:

As stewards for the interests of students, accomplished teachers are vigilant in ensuring that all pupils receive their fair share of attention, and that biases based on real or perceived ability differences, handicaps or disabilities, social or cultural background, language, race, religion, or gender do not distort relationships between themselves and their students ... accomplished teachers employ what is known about ineffectual and effective practice with diverse groups of students, while striving to learn more about how best to accommodate those differences (*Proposition 1*, [element 3], *Teachers treat students equitably*, p. 9).

¹ Since the development of *What Teachers Should Know And Be Able To Do* in 1989, NBPTS has developed standards for 25 certificate areas that are differentiated by *subject area* and development area (i.e., early childhood, middle childhood, early adolescence, young adulthood).

Many special education teachers have a slightly different orientation — focusing on skill development as they work to help moderately and profoundly handicapped students achieve maximum independence in managing their lives. Understanding the ways of knowing within a subject is crucial to the National Board Certified teacher’s ability to teach students to think analytically (*Proposition 2*, [element 1], *Teachers appreciate how knowledge in their subjects is created, organized and linked to other disciplines*, p. 10).

The increased practice of “mainstreaming” special-needs students to assure that they are being educated in the least restrictive environment has meant that general and special education teachers need to work with one another (*Proposition 5*, [element 1], *Teachers contribute to school effectiveness by collaborating with other professionals*, pp. 18–19).

Teaching standards’ approach to teachers’ use of education technology

The use of technology is addressed under *Proposition 2*:

Professional teachers’ commitment to learning about new materials includes keeping abreast of technological developments that have implications for teaching; for example, how to engage students in the rapidly expanding field of computer technology, as well as how to use the computer to enhance their own teaching (*Proposition 2*, [element 2], *Teachers command specialized knowledge of how to convey a subject to students*, p. 11).

Teaching standards’ approach to accountability and student learning standards

Connections to learning standards and accountability are made only implicitly in one of the supporting statements for NBPTS *Proposition 5*. This statement refers to the importance of teachers contributing to school effectiveness by being knowledgeable about learning goals and objectives established by state and local authorities (see p. 18).

Reference

National Board for Professional Teaching Standards (NBPTS). (1989, revised 2002). *What teachers should know and be able to do*. Retrieved August 2008, from http://www.nbpts.org/UserFiles/File/what_teachers.pdf

INTERSTATE NEW TEACHER ASSESSMENT AND SUPPORT CONSORTIUM (INTASC)

Title of teaching standards:

Model Standards for Beginning Teacher Licensing, Assessment and Development: A Resource for State Dialogue

Page length: 36

Available at <http://www.ccsso.org/content/pdfs/corestrd.pdf>

Principles

The teacher...

1. Understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
2. Understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
3. Understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
4. Understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
5. Uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. Uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. Plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
8. Understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
9. Is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
10. Fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Structure of the teaching standards

According to the Interstate New Teacher Assessment and Support Consortium (INTASC), its teaching standards “embody the kinds of knowledge, skills, and dispositions that teachers need to practice responsibly when they enter teaching and that prepare them for eventual success as (National) Board-certified teachers later in their careers” (p. 5). Each of the INTASC teaching standards is organized into four sections:

- Core Principle
- Knowledge
- Dispositions
- Performances

Development and dissemination of the teaching standards

INTASC released its model standards for licensing new teachers in 1992. A large task force of representatives from professional teaching organizations collaborated with personnel from 17 state education agencies over 18 months to develop the standards and define shared views about what constitutes competent beginning teaching. The INTASC task force relied upon the NBPTS propositions (detailed in previous profile) as a reference point, and also drew upon previous work in states like California, Minnesota, New York, and Texas.

The teaching standards were disseminated to SEAs, policymakers, and professional development institutions “as a resource to revisit state standards for training and licensing new teachers, and to consider ways these models might enhance their system” (p. 3). They have subsequently informed the development of teaching standards in several states in the years since their publication.

Teaching standards’ target audience

These teaching standards are intended for beginning teachers. As evident in their title, they are also intended to serve as a model for states to use in developing their own teaching standards, as was the case for Florida and Illinois (as described in their profiles).

Teaching standards’ approach to addressing the needs of special populations

English learner (EL) students

English learner students and language development are addressed in the Knowledge sections under *Principle 3*.

The teacher knows about the process of second language acquisition and about strategies to support the learning of students whose first language is not English (*Principle 3, Knowledge [3]*, p. 18).

Students with disabilities

The teaching of students with special needs or disabilities is addressed in the Knowledge and Performances sections under *Principle 3*.

The teacher knows about areas of exceptionality in learning — including learning disabilities, visual and perceptual difficulties, and special physical or mental challenges (*Principle 3, Knowledge [2]*, p. 18).

Teaching standards’ approach to teachers’ use of education technology

The use of technology is addressed under *Principles 4* and *6*.

The teacher knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources (such as, computers, audio-visual technologies, videotapes and discs, local experts, primary documents and artifacts, texts, reference books, literature, and other print resources) (*Principle 4, Knowledge [3]*, p. 20).

The teacher knows how to use a variety of media communication tools, including audio-visual aids and computers, to enrich learning opportunities (*Principle 6, Performances [5]*, p. 26).

Teaching standards' approach to accountability and student learning standards

The INTASC teaching standards were developed in a cross-state effort and were not intended to align with the accountability system or student learning standards of any particular state.

Reference

Interstate New Teacher Assessment and Support Consortium (INTASC). (1992). *Model standards for beginning teacher licensing, assessment and development: A resource for state dialogue*. Retrieved August 2008, from <http://www.ccsso.org/content/pdfs/corestrd.pdf>

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