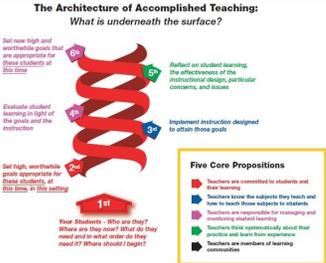
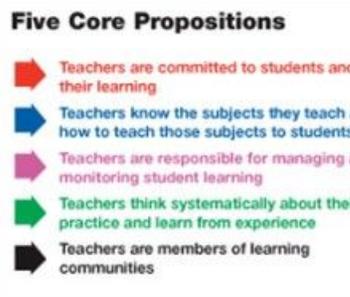
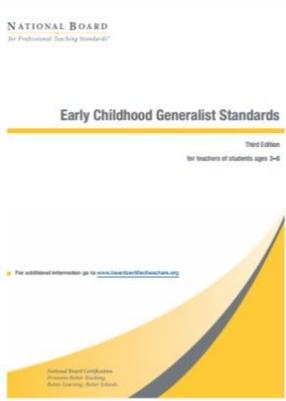
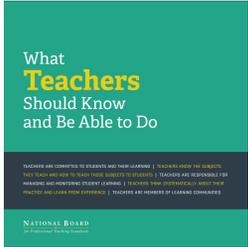


BOK Glossary and Hyperlinks*

Tool/Resource	Description	Location	Ideas for Connections
<p>Architecture of Accomplished Teaching (AAT)</p>  <p>The Architecture of Accomplished Teaching: What is underneath the surface?</p> <p>Set new high and worthwhile goals that are appropriate for these students at this time</p> <p>Reflect on student learning, the effectiveness of the instructional design, particular concerns, and future</p> <p>Evaluate student learning in light of the goals and the instruction</p> <p>Implement instruction designed to attain those goals</p> <p>Set high, worthwhile goals appropriate for these students at this time in this setting</p> <p>Five Core Propositions</p> <ul style="list-style-type: none"> Teachers are committed to students and their learning Teachers know the subjects they teach and how to teach those subjects to students Teachers are responsible for creating and maintaining student learning Teachers think systematically about their practice and learn from experience Teachers are members of learning communities <p>What Students - Who are they? What are they over? What do they need and in what order do they need it? (Where should I begin?)</p>	<p>The AAT provides a view of how the use of the Five Core Propositions and the standards that are developed from them result in student learning. In the AAT double helix, one strand represents teaching practice as grounded in the Five Core Propositions, while the other strand represents the teacher's impact on students and their learning.</p>	<ul style="list-style-type: none"> At the beginning of each set of Standards In the renewal document (metaphor for professional growth of teacher) <i>note: renewal is for NB 2.0 and not the new version. NB 3.0 will have a maintenance of certificate</i> 	<ul style="list-style-type: none"> To structure professional development plan reflection To organize school improvement To organize professional learning To reflect and share instructional decisions and conversations
<p>ATLAS (Accomplished Teaching Learning and Schools)</p> 	<p>ATLAS is a searchable online library of authentic videos showing National Board Certified Teachers at work in the classroom. Each video is accompanied by the teacher's written reflection about the instruction or the activity shown. Aligned to professional teaching standards and indexed by teachers, ATLAS serves as a window into what accomplished teaching looks like. ATLAS cases demonstrate Board-certified teachers' approaches to teaching and make accomplished practice accessible.</p>	<ul style="list-style-type: none"> Login or sign up for a 30 day free trial More information on ATLAS 	<ul style="list-style-type: none"> To facilitate professional learning

<p><i>Educators Rising Standards**</i></p> 	<p>The seven Educators Rising standards define what high school students exploring teaching need to know and be able to do to take their first steps on the path to accomplished teaching. The standards represent a new, shared vision from the field; the teaching profession is mapping the front end of a coherent continuum, from the initial exploratory phase to entry into the profession to becoming an accomplished practitioner.</p>	<ul style="list-style-type: none"> • Located here 	<ul style="list-style-type: none"> • To support reflection and professional growth of early career educators or rising educators • To recruit potential educators
<p>Five Core Propositions</p> 	<p>Comparable to medicine’s Hippocratic Oath, the 5 Core Propositions set forth the profession's vision for accomplished teaching. The Five Core Propositions form the foundation and frame the rich amalgam of knowledge, skills, dispositions and beliefs that characterize National Board Certified Teachers (NBCTs). All National Board Certificates are based on the Five Core Propositions. All NBCTs in all grade levels and subject areas share their commitment and understanding to these Propositions. Therefore, the Five Core Propositions represent what all accomplished teachers share in their expertise and dedication to advance student achievement.</p>	<ul style="list-style-type: none"> • Listed on the National Board website • Also listed at the front of each set of standards 	<ul style="list-style-type: none"> • To organize professional learning • To support professional growth/reflection

<p>Portfolio components</p> 	<p>When pursuing certification, candidates must demonstrate teaching expertise backed with student evidence. These components include differentiation (student work samples), teaching practice and learning environment (videotaped instruction), and effective and reflective practitioner (assessment literacy).</p>	<ul style="list-style-type: none"> • Each certificate area has portfolio instructions downloadable here 	<ul style="list-style-type: none"> • Use questions to guide improvement and professional conversations • To design professional learning (skills and rigor)
<p>Standards</p> 	<p>For each subject area, National Board Standards are developed by outstanding educators in that field who draw upon their expertise, research on best practices, and feedback from their professional peers and the education community. Once adopted by National Board's teacher-led Board of Directors, these standards form the foundation for National Board Certification.</p>	<ul style="list-style-type: none"> • There are 25 Certificate Area Standards that encompass diverse developmental and content areas • Downloadable on National Board's website 	<ul style="list-style-type: none"> • Professional learning • Reflection • Common language and expectation as professionals • To help create professional growth plans

<p>What Teachers Should Know and Be Able to Do</p> 	<p>An explication of the Five Core Propositions originally written in 1989 and updated in 2015.</p>	<ul style="list-style-type: none"> • Located here 	<ul style="list-style-type: none"> • To guide professional learning conversations around the 5 Core Propositions • To organize professional learning
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** The Body of Knowledge is still a work in progress - we are still determining what is included or not included on this list of resources and tools.*

*** While the Educators Rising Standards are not a document created for board certification, they were created with board certified teachers and in alignment with the National Board standards. The Educators Rising standards can offer a starting place as we support educators early in the continuum, working toward the National Board standards. The processes and protocols used for empowering the committee to define the Educators Rising Standards were borrowed from the National Board for Professional Teaching Standards (NBPTS), who served as a partner and advisor at every stage of the project.*