

Common Errors and Important Tips for Completing the Profile



Reminders

- Be sure to put your name and the page number in the header.
- The Nurturing Teacher Leadership Profile is in 4 sections; be sure to complete all 4 sections.
- Follow all required margin, font, word count, and page length directions.
- Copy and paste each prompt at the beginning of each response.
- In the last section, the Content-Area Specific Essays, only do the essays for your certificate area and developmental level.

Common Errors:

- Not using 2.5" margins as required in the Narrative and 1" margins as required in the Essay and Content Area sections
- Not including the prompt at the beginning of each response
- Telling about things outside of your National Board Certificate content area
- Answering 'how' questions as if they were 'why' questions, for example using *because* in the answer to a 'how' question
- Telling beliefs and feelings when the prompt does not ask for them
- Equating learning with enjoyment and/or fun
- Equating learning with a test score
- Not showing content learning when it is specifically asked for
- Not following the word count - writing too much or too little. You can go over or under the limit by 5% only. One and two letter words (a, I, am, to) do not count, so don't trust the computer program's word count.
- Identifying with students by using 'we' as in 'we learned to add'. You are not learning this.
- Not using 'I' to tell us what YOU do to get students to learn; using passive voice (writing 'the students were given' instead of 'I gave the students...'). National Board Certification is about the difference you make - show yourself and what you do.
- Telling us what you can't do because of the principal, the school, the parents. . . Tell us what you do in your practice.
- Not addressing all of the necessary National Board standards and/or not writing 15-18 lines for EACH of the standards you need to address.

Common Errors and Important Tips for Completing the Profile

Tips for Writing a Better Profile

- Absolutely follow the margins. Set the bottom margin at .89" - this prints as 1".
- Turn off "widows and orphans." Click on Format, then on Paragraph, then on Line and Page Breaks and you will see the words.
- Use words in the prompts as sentence starters, for example, if the prompt is about reflection, use the word *reflect* or *reflection* in your response; if the prompt asks about differentiation, use *differentiation* in your response.
- Show impact on learning by telling what learning of content or skill happened - give a specific example of a student's learning. Do not just tell a test score. Do not just tell what students did. Do not tell how students enjoyed themselves. Tell what they actually learned.
- Don't tell more than is asked for in each prompt. For example, if the prompt does not ask about your beliefs, don't write about your beliefs.
- Use all the words allotted, but don't waste space with introductions or by writing about what is not asked
- If you aren't sure of a term, look it up, for example, *quantitative assessment*, *qualitative assessment*
- Don't confuse tasks with assessments. Assessments are tools one uses to measure whether a student has met learning objectives. A task produces a result which can be assessed.
- Narrative 5 asks about your students as individuals; it is not about assessment of learning. That belongs in Narrative 7.
- Don't write about feelings ... Don't begin responses with "I feel ..."
- Essay 6 - When we ask you how you know a lesson is successful, realize that the lesson is successful only if students meet your identified learning objectives, not objectives of "doing", not completing a task, and not if they "enjoyed" the lesson. Then show how you know that students met those learning objectives - identify and show your assessment.
- Also Essay 6 - This lesson should not be the same as the lesson in Narrative 17.
- In Narrative 17 and Essay 6, refer to current in-person classes.