



Nurturing Teacher Leadership

National Board Certification Candidate Support Program

Sponsored by the Chicago Public Schools and the Chicago Teachers Union



Candidate Profile

National Board Certification has two elements: (1) the Body of Knowledge, which includes the Five Core Propositions, the Architecture of Accomplished Teaching, and certificate-specific professional teaching standards; and (2) an Assessment of Content Knowledge and Pedagogical Practice. These are assessed through three student-based portfolio components and an exam.

All NBPTS Standards are based on the Five Core Propositions that define the skills, knowledge, dispositions and commitments that distinguish accomplished teaching:

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities.

Your first step in pursuing National Board Certification is to know and follow the Core Propositions and the standards for your chosen certificate area so that you will understand and know how to demonstrate them in your practice. Please visit the National Board for Professional Teaching Standards website at <https://www.nbpts.org/standards-five-core-propositions/> and **look at the drop-down menu on the right, where you can locate the Standards in your certificate area**; you will need to read them to complete the Profile.

If you are prepared to experience what it means to be recognized as an accomplished teacher and can commit to all that is required, please complete the application pages and the accompanying Profile of Professional Practice with all information requested.

Nurturing Teacher Leadership Certificate Support

The following certificates will be supported in our Nurturing Teacher Leadership (NTL) program from 8/2022 to 6/2024:

- Art - Early and Middle Childhood (ages 3 - 12)
- Art - Early Adolescence through Young Adulthood (ages 11 – 18+)
- Career and Technical Education - Early Adolescence through Young Adulthood (ages 11 – 18+)
- English as a New Language - Early and Middle Childhood (ages 3 – 12)
- English as a New Language - Early Adolescence through Young Adulthood (ages 11 – 18+)
- English Language Arts - Early Adolescence (ages 11 – 15)
- English Language Arts - Adolescence and Young Adulthood (ages 14 – 18+)
- Exceptional Needs Specialist - Early Childhood through Young Adulthood (ages birth – 21+)
- Generalist - Early Childhood (ages 3 – 8)
- Generalist - Middle Childhood (ages 7 – 12)

Due: 6/28/2022

- Health Education - Early Adolescence through Young Adulthood (ages 11 – 18+)
- Library Media - Early Adolescence through Young Adulthood (ages 3 – 18+)
- Literacy: Reading–Language Arts - Early and Middle Childhood (ages 3 - 12)
- Mathematics - Early Adolescence (11 – 15)
- Mathematics - Adolescence and Young Adulthood (ages 14 – 18+)
- Music - Early and Middle Childhood (ages 3 - 12)
- Music - Early Adolescence through Young Adulthood (ages 11 – 18+)
- Physical Education - Early and Middle Childhood (ages 3 - 12)
- Physical Education - Early Adolescence through Young Adulthood (ages 11 – 18+)
- School Counseling - Early Childhood through Young Adulthood (ages 3 – 18+)
- Science - Early Adolescence (ages 11 – 15)
- Science - Adolescence and Young Adulthood (ages 14 – 18+)
- Social Studies–History - Early Adolescence (ages 11 – 15)
- Social Studies–History - Adolescence and Young Adulthood (ages 14 – 18+)
- World Languages - Early Adolescence through Young Adulthood (ages 11 – 18+)

Nurturing Teacher Leadership Program Incentives, Support, and Candidate Obligations

I. INCENTIVES

- A celebration of accomplishment for all teachers completing the certification process
- Public recognition of expertise
- Yearly pensionable stipend (\$2,295+)
- ISBE NBPTS endorsement
- National, state and local recognition
- Two-year individualized weekly professional development
- CPS lane placement credit – 27 hours (optional)
- 18 graduate credits (optional)
- Optional Master of Arts degree in Teaching and Learning
- Collegial support and work with a cohort of highly talented and committed CPS teachers
- Opportunities to mentor other candidates upon achievement
- Coaching incentives
- ISBE license renewal requirement cut in half - only 60 PD Hours required every 5 year re-licensure cycle

II. SUPPORT

- Assistance with ISBE scholarship for NBPTS Certification entry fee while funds last
- Technical and collaborative support
- Individual mentoring
- Group facilitation throughout the process
- Two years of professional development
- Resource materials
- Two intensive Summer Institutes (both Summers)
- Virtual mentoring
- Spring Break support before portfolio submission (as needed)
- Future support with Maintenance of Certification (NBC renewal)

III. CANDIDATE OBLIGATIONS

- Required participation in @ 400+ hours of professional development (Thursdays – 5:00 PM - 8:30 PM) and one Saturday most months (9:30 AM - 4:30 PM) from September 2022 through June 2024 in the Nurturing Teacher Leadership (NTL) program and ongoing work between classes. Because CPS sometimes takes Thursday evenings (i.e., for parent conferences), a 2nd Saturday may be scheduled.

- Attendance at Summer Institutes – In 2022, the required Summer Institute will take place over 7 full days from 9:30 AM - 4:30 PM at the beginning of August (dates TBD). The dates will be aligned with the CPS summer school calendar. There will be a required second Summer Institute in 2023, dates TBD.
- Completion of the components required by the National Board within the time period required by NTL.
- Remaining in a CPS classroom in your National Board certification area during the two-year certification process and for one year following completion of process
- Required attendance during Spring Break if needed to be current with candidate requirements.
- Unlimited evening and weekend home access to the Internet
- All work done in Microsoft Word unless otherwise agreed by full certificate-area cohort.
- 24/7 access to email (personal Gmail account in addition to your CPS account)
- Responses to all NTL communication within 24 hours
- Donation of 20 hours of service (e.g., mentoring, professional development, writing legislators, committee membership) to CTU/CPS upon successful completion of NBC, if requested.

Nurturing Teacher Leadership Profile Process

NTL Profile Sections:

1. Basic Information and General Educational Background
2. Narrative Short Response Prompts
3. Essay Section
4. Certificate Area Content Knowledge Questions

Submission of Profile

Once you have submitted your Profile to the Quest Center, you have enrolled in NTL, and your personalized pre-candidacy professional development process begins, leading to the formal Summer Institute. Feel free to write Gloria Henllan-Jones at nationalboard@ctuf.org for support while completing your Profile. We will also be contacting you in about two weeks to check on your progress and to see if you need clarification or support.

What you will be submitting:

Please submit your Profile/application as an email attachment to nationalboard@ctuf.org. The email must include the following 5 attachments:

- **PDF document which includes the completed Basic Information, General Educational Background, and dated signature**
- **These 3 separate documents in Microsoft Word (please do not send material as Google docs)**
 - **Narrative Short Responses**
 - **Essay Section**
 - **Certificate Area Content Knowledge Questions**
- **a copy of your entire ISBE PEL (professional educator license)**

Profile due date: Your Profile must be received by 11:59 PM on **Tuesday, June 28, 2022.**

No extensions will be given.

You may submit your Profile earlier than **Tuesday, June 28, 2022.**

You **must** attach a copy of your **entire ISBE PEL** (professional educator/counselor license) to the **profile/application**.

Your license must show your: **1.** name (which needs to be the same as the name you use with NBPTS, CPS, CTU, and the state scholarship application), **2.** license type, **3.** expiration date, and **4.** all endorsements and approvals.

If you are teaching on a provisional license, we need a statement of deficiencies and your plan of how you will have completed them before June 30th of this school year (2021-22). You can find your licensure information on the ISBE ELIS system.

Email your Profile to: Nurturing Teacher Leadership at nationalboard@ctuf.org

Essential Questions for NTL Candidacy

Are you ready to meet the requirements of the certification and/or NTL's candidate preparation process as explained at our informational meeting? Answering the following questions will help you decide.

- Have I been teaching for a minimum of three years in the curricular area and certificate level for which I seek certification? (We want you to be able to contribute to the professional development for your cohort).
- Is at least 51% of my time spent teaching in the field of certification for which I am applying?
- Have I completed my baccalaureate degree and hold a valid state teaching license in the field in which I teach?
- Will I be teaching the same subjects and ages in the next two school years as I am now?
- Can I demonstrate proficiency in what I know and what I am able to do in my teaching – according to the NBPTS standards? Can I do this through video and in writing?
- Am I willing to participate in the intensive NTL professional development experience (and do I have the time) knowing that, nationally, only 70% of candidates achieve National Board Certification but going through the process with NTL improves that rate to 90+%?
- Are the Five Core Propositions incorporated into my philosophy of education?
- Are the NBPTS Standards in my certificate area embedded in my teaching practices? If not, am I willing to learn what is necessary to meet these Standards?
- Am I knowledgeable enough in all areas of my field even if I teach in only one? (e.g.: The science assessment covers the areas of physical, life, earth, and space science; a World History teacher needs to be knowledgeable about and will be assessed in the areas of U.S. history, economics, political science, and geography; English Language Arts teachers will be assessed in areas of reading, writing, language, literature studies, speaking, listening, producing and viewing.)
- Am I currently a classroom or ancillary teacher or certified librarian who intends to stay in a CPS classroom for at least two years during, and one year after, the National Board Certification process providing direct service to students?
- **Do I understand that if I do not complete the NBPTS certification process, attend NTL classes and complete all requirements, I will reimburse Nurturing Teacher Leadership for all expenses incurred, including, but not limited to: professional development materials and costs, individual mentoring, course credit, and component certification costs accrued by NTL at a rate of \$523.17 for each month or part of a month I have been enrolled in the program?**

NTL National Board Certified Teachers (NBCTs) will be reading your Profile and returning it to you with coaching questions and commentary so you can revisit, revise and return the revision in the time period required. Please plan your next three weeks+ to allow yourself plenty of time to thoughtfully prepare the Profile, as per our discussion at the informational meeting. Remember that your Profile helps NTL staff determine the professional development you will need, the mentor team that will best meet your needs, and the cohort that is most appropriate for you.

Note to Applicants

Thank you for your participation in this rigorous Profile process, which is meant to give you a taste of the NTL program and the NBC process. The Profile of Professional Practice is a sample of the prompts candidates respond to, as well as the writing format and content that accomplished NBPTS certified teachers produce during their assessment process. This Profile is meant to create a portrait of you as an educator. **Please adhere to all directions!! Answer every part of every question. The whole Profile needs to be in Arial 11 point font and double-spaced (with the exception of the prompts, which are copied single-spaced). Be specific in your responses.**

National Board Certification portfolio preparation is extremely rigorous and time consuming (videoing, writing, analyzing student work and one's own practice, reflecting, reading and researching, working with colleagues, gathering documentation, collecting and analyzing student data, and communicating and meeting with parents and community, beyond NTL class time). All candidates (teachers/counselors/librarians) are urged to consider all personal and professional commitments next summer and during the next two school years before making the decision to seek National Board Certification and participate in the Quest Center's Nurturing Teacher Leadership program. You may need to forego after-school activities (coaching, after-school classes, school committee work, etc.) that conflict with our PD sessions in order to participate in NTL. Your principal will be informed of your time constraints.

You will sign a Memorandum of Understanding committing to the NTL National Board Certification process when you formally enroll in NTL by attending Summer Institute.

Through Nurturing Teacher Leadership, you will measure your teaching practice against high and rigorous standards, improve student learning, be a catalyst for your own professional growth, recognize and be rewarded for your impact on improving student learning, raise the level of professionalism in your field, help to reshape the public's perception of teaching, create more professional and educationally rewarding relationships among teachers, and advance the knowledge base of teaching. **Are you up to the challenge?**

Our funding enables us to sponsor this 25th cohort of NBC candidates. A panel of NBCTs will review all complete profiles and plan professional development and cohort structures for the 2022/24 (NTL 25) cohort. All Chicago Public School teachers/librarians/counselors who show promising evidence of their ability to meet the high and rigorous standards of the National Board for Professional Teaching Standards are welcomed into NTL. Like the Quest Center, the National Board for Professional Teaching Standards originated in teachers' desire to improve their practice and the profession. Through National Board Certification, it is possible to identify teachers who meet the highest standards of the profession as established by OUR peers. While NTL's process is one of self-selection, we expect candidates who choose to go through the process to possess the following:

- the ability to express ideas clearly;
- commitment to professional development;
- commitment to the growth of the profession;
- experience in their field;
- willingness to align their practice with NBPTS requirements, Standards, and Core Propositions;
- content knowledge;
- the skills needed to clearly describe, analyze, and reflect on their classroom practice and student assessment data;

all to be demonstrated through the Profile and subsequent revisions of the Profile.

ALL QUESTIONS MUST BE ANSWERED

Name: _____ DOB: _____

Complete home address (zip code + 4 digits): _____ CPS Employee ID Number: _____

Preferred Phone #: _____

Secondary Phone #: _____

Personal non-CPS Gmail address (NTL requires a Gmail account): _____

CPS Email address: _____ (All candidates must have 24-hour access to their email and the internet.)

Current School Name: _____ Network: _____

School Address: _____

School Phone #: _____ Principal's Name: _____

(All candidates must have 24-hour access to their non-CPS email and the internet.)

Grades and Subjects you taught during the 2019-2020 school year:

Grades and Subjects you taught during the 2020-2021 school year:

Grades and Subjects you teach during the 2021-2022 school year:

Grades and Subjects you will teach during the 2022-2023 school year:

Where did you teach in:

2019-2020? _____

2020-2021? _____

2021-2022? _____

Where will you teach in 2022-2023? _____

Gender/Ethnic background (optional): _____

Teaching status: Tenured PAT (No Cadre, TAT, or Type 29 licensed teachers may apply)

Charter (school) _____ (CPS does not pay the cost of teachers in charter schools. All charter school applicants must either pay for their own support or receive funding from their chartering agencies.)

Postsecondary Education:

Institution	Location	Major	Degree	Date of Degree
1. _____	_____	_____	_____	_____
2. _____	_____	_____	_____	_____
3. _____	_____	_____	_____	_____

From what institution did you receive your teaching credential? _____

In what field? _____ Date: _____

My ISBE Professional Educator License (PEL) # is: _____ My ISBE IEIN # is: _____

My Illinois state teaching license expires on June 30, 2022 2023 2024 2025 2026 2027

In what areas are you certified, endorsed and/or have approval?

Are you interested in our Master's degree program option? Yes No

NBPTS Certificate for which you are applying – select from the drop-down list:

In the last five years, I have participated in Professional Development in the following areas:
(check all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Differentiated Instruction | <input type="checkbox"/> Cooperative Learning |
| <input type="checkbox"/> Portfolio Assessment | <input type="checkbox"/> Interdisciplinary Teaching |
| <input type="checkbox"/> Reflective Practice | <input type="checkbox"/> Constructivist Practices |
| <input type="checkbox"/> Writing Process | <input type="checkbox"/> Bilingual Education |
| <input type="checkbox"/> Brain Compatible Teaching | <input type="checkbox"/> English as a Second Language |
| <input type="checkbox"/> Inclusion | <input type="checkbox"/> Arts Integration |
| <input type="checkbox"/> Reading/Literacy | <input type="checkbox"/> Classroom Management |
| <input type="checkbox"/> Modifications and Accommodations | <input type="checkbox"/> Response to Intervention / MTSS |
| <input type="checkbox"/> Culturally Responsive Teaching | <input type="checkbox"/> Restorative Practice |
| <input type="checkbox"/> Trauma Informed Practice | <input type="checkbox"/> Inquiry Based Learning |
| <input type="checkbox"/> Family Involvement | <input type="checkbox"/> Formative Assessment |
| <input type="checkbox"/> Project Based Learning | <input type="checkbox"/> Close Reading |
| <input type="checkbox"/> Critical Thinking | <input type="checkbox"/> Math Reasoning |
| <input type="checkbox"/> Play-Based Learning/Gamification | <input type="checkbox"/> Objective Setting |
| <input type="checkbox"/> Competency-Based Learning | <input type="checkbox"/> Problem Based Learning |
| <input type="checkbox"/> Rubric Design | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> My field of expertise _____ | |

I work with my colleagues in the following ways. Please list:

I have worked on local, district, state or national task forces, review panels, committees, etc. Please list organization and role you played:

Provide the **names, positions, email addresses**, and **personal and work phone numbers** of TWO professional references. They should have personal knowledge of your current performance as a classroom teacher. ONE must be a teaching colleague. They may be contacted.

1. _____
2. _____

How did you hear about Nurturing Teacher Leadership? _____

How long have you been a member of the Chicago Teachers Union? _____

In what CTU-sponsored activities have you participated, if any?

- | | |
|---|--|
| <input type="checkbox"/> strike | <input type="checkbox"/> Quest Center classes |
| <input type="checkbox"/> school delegate | <input type="checkbox"/> Union committee member. If so, which committee(s) _____ |
| <input type="checkbox"/> school based PPC member | <input type="checkbox"/> Attendance at special events. If so, which events _____ |
| <input type="checkbox"/> school based PPLC member | |
| <input type="checkbox"/> other _____ | |

Have you ever applied for National Board Certification? If so, when? Who was your support provider?

Have you ever been a National Board assessor? If so, when, and for what certificate and component or exercise?

To which professional organizations (related to your certificate content area) do you belong?

What is the last professional publication (related to your certificate area) you read?

What **3** things do you most want to know about your students (Their..., How they..., Why they..., What they...)?

1. _____
2. _____
3. _____

List two (2) open-ended questions you have asked your students (related to your certificate area) this last month.

1. _____
2. _____

List four (4) core teaching strategies you use in your practice.

1. _____
2. _____
3. _____
4. _____

What are your professional goals for the next 3 years?

Knowing that we meet cohort-style, what are the strengths in your *teaching pedagogy* and *content knowledge* specific National Board certificate area that you will share with your peers?

The hours of my school are: _____ to _____ .

Everything I have stated in any part of this application and profile is true and correct. I have read and comply with all directions, obligations, and time commitments in the NTL application/profile.

Application Signature and Date

DIRECTIONS: NARRATIVE SECTION – SHORT RESPONSE

Please adhere to these instructions. These tasks mirror NBPTS portfolio expectations and formatting requirements.

- a) **This Profile is about you**; write it in 1st person, active voice. Show your active teaching practice. Use “I”.
- b) Each response must address only what the prompt asks for, but be sure to address everything asked for. Do not provide any extraneous information not requested in the prompt.
- c) Your responses must relate only to your teaching in your National Board certificate area (this applies to those who teach more than one area).
- d) Copy and paste the COMPLETE PROMPT, single spaced, into your document. The complete prompt must appear at the beginning of your response. **The word count is to be followed within 5% above or below the count**. If the count is not followed, that response will not be read. Please do not add your word count to your response. **Note: the word count does not include 1 or 2 letter words (a, an) or the, although they are counted by MS Word**.
- e) Each response immediately and continuously follows the previous one. Do not leave extra space between paragraphs or responses.
- f) Although the prompt is to be single-spaced, all responses are to be typed, double-spaced, using only Arial 11 pt. font.
- g) Your profile MUST have 1 inch margins on the top, left, and bottom. The **right** side of this Narrative Short Response section must have a 2.5” margin to allow for the reader to respond with questions and comments.
- h) Place your name in the **upper right-hand corner INSIDE the header** so it appears on every page of the document. Place the page number after your name, also inside the header. All pages must be numbered.
- i) You must adhere to space and word allotments and **all directions** so your profile can be reviewed.
- j) Spell out all acronyms the first time they appear, then put the acronym in parentheses. You can use the acronym after that.
Example: Nurturing Teacher Leadership (NTL)
- k) **Proofread** your narratives for spelling, punctuation, syntax, mechanics, and usage. This is a professional document.
- l) You must adhere to space and word allotments and all directions so your Profile can be reviewed.

THESE NARRATIVE SECTION DIRECTIONS AND THE FOLLOWING PROMPT SHEETS SHOULD REMAIN AS THE COVER SHEETS OF THIS SECTION OF YOUR RESPONSES

NARRATIVE SECTION PROMPTS



1. **AFTER** you have completed the entire Profile, scroll back to address prompt **Number 1: In @ 75 words, tell what you would most like to learn in NTL and why.**
2. In @ 100 words, tell us why you want to **be** National Board Certified.
3. In @ 100 words, tell why you want to participate in Nurturing Teacher Leadership's professional development process.
4. Differentiation and Impact
 - a. In @ 250 words, tell why you differentiate your instruction and describe how you differentiate your instruction to address your students' (1) varied learning needs, (2) interests and talents, (3) challenges, AND (4) prior knowledge. Connect the differentiation in each of these categories to your National Board certificate area. Be specific
 - b. In @150 words, describe specific impact the differentiated instruction you described in 4a has had on your students' learning of content or skills. Be specific – provide examples of actual learning that has resulted from differentiation.
5. Culturally Responsive Practice
In @ 250 words, tell how you ensure your practice is culturally responsive and how you meet student needs by representing students' backgrounds, history, race, and cultures. What do you need to do better?
6. In @ 150 words, tell how you use whole class, small group, and individual instruction in your practice.
7. Assessment of learning
 - a. In @ 200 words, explain how you know your students have actually learned the content you taught. Name and describe the specific qualitative and quantitative AND formative and summative assessment tools you use to know students learned what you taught. Use the words *qualitative, quantitative, formative, and summative* in your response.
 - b. In @ 200 words, tell how you use results from your own and other varied assessment results from the tools you named in 7a to inform your instruction. Refer to the specific assessment tools you described and named in 7a.
 - c. In @ 75 - 100 words, tell how and when you provide individual feedback to your students.
8. In @ 250 words, describe both qualitative and quantitative data you collect about your students that increases your knowledge of them as individuals, not just learners. This does not refer to "assessment of learning" data and **does not** include quizzes, tests, or exit tickets – that was addressed in #7. Tell your sources of data, or how you gather that data, e.g., from parents, from student interviews, from surveys, etc. Then, show how you use this information to inform your practice, both planning and instruction, in your National Board certificate area.
9. In @ 100 words, tell how you challenge students in your certificate area.
10. In @ 100 words, tell how you motivate students in your certificate area.

- 11. a. In @ 375 words,** show your knowledge of your students. Describe what diversity looks like in your classroom. Then tell how you address diversity in your practice. Be aware that diversity does not mean only “diverse learners” and race; rather, diversity includes prior experiences, gender, culture, ethnicity, language and language proficiency, family structures, socio-economic status, personalities, needs, abilities, talents, challenges, communication modalities, learning styles, interests, goals, work habits, social-emotional competencies and more. Address all of these characteristics in your description.
- b. In @ 100 words,** explain how you provide equity for the learners you have described in 10a above.
- 12. In @ 200 words,** tell how you structure your instruction to specifically (1) engage students in their learning, (2) enable them to take responsibility for their learning, and (3) provide opportunities to construct their own knowledge.
- 13. In @ 200 words,** tell how you handle discipline and conflict resolution in your classroom.
- 14. In @ 125 words,** tell what approaches you have used to deal with student trauma.
- 15. In @ 150 words,** tell how and why you collaborate with professional colleagues. What do your students learn as a result of this collaboration?
- 16. In @150 words,** tell how and why you collaborate with students’ parent(s)/families/caregivers to improve student learning in your National Board certificate area. What do your students learn as a result of this collaboration?
- 17. In @ 250-300 words,** describe your professional learning in your National Board certificate area over the last **3 years**. In your description, tell when and in what form this learning occurred (workshop/ class; webinars; course(s); reading professional text). Tell what you learned in the professional development experience. Describe how you used what you learned from the professional development in your teaching practice. What did your students learn as a result of what you did with what you learned?
- 18. In @ 300 words,** describe an instance when reflection on your teaching practice and its impact led you to alter your curriculum, delivery of instruction, assessment practices, OR classroom structure. When writing this, think of a practice you changed because it didn’t lead to student learning. Tell how the change you made as a result of your reflection has improved student learning in your certificate area. Tell what your students learned because your reflection led you to change your practice.
- 19. In @ 300 words,** “paint a picture” of a recent, specific day in your classroom. Describe the teaching you did and the tasks/activities which students took part in. Then identify the learning that took place among your students. We need to ‘see’ what you and your students did throughout the day. Begin by telling us the date you are writing about.
- If you have a self-contained class, describe the teaching and learning that occurred over the entire day. We are not asking for a time distribution – show us the ‘picture!’
 - If you teach in a departmentalized setting, describe the teaching and learning that occurred during each of the different classes (preparations) you teach.

Continue to Essay Section

DIRECTIONS: ESSAY SECTION

- a) Unlike the short narratives, **each Essay MUST start on a new page.**
- b) Copy and paste the COMPLETE PROMPT, single spaced, into your document. The complete prompt must appear at the beginning of each of your responses.
- c) All Essay responses are to be typed, double-spaced, using only Arial 11 pt. font.
- d) Do not insert extra blank lines between paragraphs in your Essays.
- e) Unlike the narratives, your **Essay Section MUST have 1-inch margins on all 4 sides.**
- f) Place the page number inside the header. The page number must appear on every page.
- g) The Essays are about you; write in 1st person, active voice.
- h) Double check that all required information is provided.
- i) Proofread your Essays for spelling, mechanics, punctuation, and usage.
- j) Adhere to all directions!

THESE ESSAY SECTION DIRECTIONS AND THE FOLLOWING PROMPT SHEETS SHOULD REMAIN AS THE COVER SHEETS OF THIS SECTION OF YOUR RESPONSES.

ESSAY SECTION PROMPTS

1. Read the [National Board's Five Core Propositions](#). In two full pages, analyze your practice in light of each of the Five Propositions. Give each Proposition its own paragraph (five paragraphs in all). Be specific.

*Before responding to the next prompt (Essay Prompt 2), please take time to read the full version of your NBPTS standards document (To download and read your certificate's full Standards, visit the National Board's website at <https://www.nbpts.org/standards/> and **look at the drop-down menu on the right**, where you can locate your certificate-area Standards.*

2. After you have read your certificate-area standards in full, examine your teaching practice and your content knowledge in your NBPTS certificate area and describe how your practice aligns to each of the NBPTS Standards in your field. **DO NOT** address the following standards: Knowledge of Student, Learning Environment, Diversity, Equity, Collaboration, Assessment or Reflection; you have done so already in the Profile.
 - a. **First**, state the certificate you are seeking.
 - b. **Next**, list the number and title of each remaining Standard.
 - c. Then in separate, individual paragraphs, devote **15 to 18 LINES** to each individual Standard, describing how your practice aligns to each of the Standards. Be specific.
3. Choose **5** of the following strategies and, in TWO FULL pages, describe when and how you use them in your practice. Choose the strategies you use most often. Give a rationale for the use of each strategy you choose.

- | | |
|----------------------------------|-------------------------------|
| a) Experiential Learning | g) Graphic Organizers |
| b) Socratic Seminar | h) Gamification |
| c) Turn and Talk | i) Learning Centers |
| d) Cooperative Grouping | j) Reciprocal Teaching |
| e) Project Based Learning | k) Fishbowl |
| f) Problem Based Learning | l) Other Strategy |

4. In 2 FULL pages discuss a controversial issue **in your National Board certificate area** that has 2 distinctive points of view. Choose a current "hot educational topic" **in your certificate area** that affects you.
 - a. In the **1st** paragraph briefly state the issue and what the two sides believe.
 - b. In the **2nd** paragraph write about both sides of the issue in an **unbiased** fashion. Use current research and expert opinions to support both sides of the issue but remember this is not a research paper. Provide the researcher's name or the book or journal article title from which you got the expert opinion, but do not use APA or MLA citation or include a bibliography. Give equal support to both sides of the issue.
 - c. In the **3rd** paragraph explain which side of the issue you support. Provide reasons and evidence for your choice. Do not agree in part with both sides – take a clear stance.

5. **In 1 1/2 to 2 pages, in 3 paragraphs**, discuss your teaching and learning environment. (Environment is **NOT** just the physical set-up).
 - a. In the 1st paragraph tell how the environment you create reflects **your beliefs** about how children learn **in your certificate area**; then, tell how your environment supports active learning
 - b. In a 2nd paragraph tell how you create "classroom community" that supports learning.
 - c. In a 3rd paragraph cite specific examples of how your teaching environment is (1) learner-centered, (2) developmentally appropriate, (3) respectful, and (4) supportive of risk taking. Address each of these 4 categories separately.

6. Think about a successful teaching experience from this school year. **'Successful' means students learned what you wanted them to learn.** In 2 to 2½ pages, describe and analyze your teaching of this lesson, how you assessed student learning, and how your practice impacted student learning for this successful lesson. Provide rationales for your instructional choices and decisions. Do not describe the same lesson you described elsewhere in this Profile.
 - a. State your student **LEARNING OBJECTIVES** (what CONTENT or SKILL you wanted them to **LEARN** as a result of your teaching). Do not tell standards. Do not tell what you want students to be able to do. Only tell what you want them to LEARN as a result of the lesson.
 - b. In the 2nd paragraph, describe the lesson, including all the teaching strategies you implemented. Show what you did and what the students did in the lesson.
 - c. In the 3rd paragraph tell why the experience was successful and how you know this (what evidence do you have that indicates that students learned what you planned for them to learn.)
NOTE: A lesson is only successful if the students learned what you planned for them to LEARN at the end of the lesson! Describe the assessment tool you used to evaluate students' learning and the evidence the assessment produced that demonstrated students actually learned, showing the impact of your teaching on student learning.
 - d. In the 4th paragraph of your essay, analyze fully all aspects of your teaching that contributed to this lesson's success, including all instructional decisions – strategies, in-lesson changes, choice of assessment tools, modifications, etc. Provide a rationale for each instructional decision you made that you described in this essay.

You should use 2 to 2 1/2 pages to describe and analyze your teaching, assessment, and student learning in this successful lesson and to give your rationales for your instructional choices and decisions.

Continue to Certificate Area Content Knowledge Section

DIRECTIONS: CERTIFICATE AREA CONTENT KNOWLEDGE SECTION

In this section, you will address only the 2 questions/prompts for your certificate area.

The following prompts are based on the content knowledge that you will need to demonstrate while working toward your designated NBPTS certificate. Each area has 2 prompts you must address, (*prompt a and prompt b*). You are to address *prompt a* and *prompt b* separately in **about 350 words EACH**. Some prompts have multiple parts; make sure to address ALL parts within the word limit.

Locate your specific certificate area and development level in the following pages. **Choose ONLY the certificate area for which you are applying.**

BE SURE TO FOLLOW THE WORD COUNT OF ABOUT 350 WORDS FOR EACH PROMPT. The response is to be double spaced. Margins are 1" on all four sides

- If you will be pursuing one of the **National Board Mathematics** certificates, please use the appropriate format for completing and expressing a complete solution to the provided problem at the end of this section. **Mathematics** candidates only will not follow the word count.
- **NOTE: While most certificate areas are in alphabetical order, Mathematics and Literacy: Reading-Language Arts are not. They are at the end.**

THESE CERTIFICATE AREA CONTENT KNOWLEDGE SECTION DIRECTIONS AND THE PROMPT FOR YOUR CERTIFICATE AREA SHOULD REMAIN AS COVER SHEETS FOR THIS SECTION OF YOUR RESPONSES.

AFTER YOU COMPLETE THE CERTIFICATE AREA CONTENT KNOWLEDGE SECTION, REMEMBER TO GO BACK AND RESPOND TO NARRATIVE PROMPT 1.

CONTENT AREAS

ART

EARLY AND MIDDLE CHILDHOOD

- a) Describe how the technique of chiaroscuro, developed during the Renaissance, has influenced the development of photography and photographers i.e., Annie Liebovitz, Alfred Stieglitz and Ansel Adams.
- b) Kehinde Wiley is a portrait painter whose style has been compared to traditional portraitists such as Gainsborough, Titian, and Ingres. Describe how Wiley portrays his subjects and how he addresses socio-economic themes through juxtaposition.

EARLY ADOLESCENCE THROUGH YOUNG ADULTHOOD

- a) Describe how the technique of chiaroscuro, developed during the Renaissance, has influenced the development of photography and photographers i.e. Annie Liebovitz, Alfred Stieglitz and Ansel Adams.
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CAREER AND TECHNICAL EDUCATION

EARLY ADOLESCENCE THROUGH YOUNG ADULTHOOD

- a) In the field for which you are preparing students, identify and describe two recent advances that have had significant impact on practice in your specialty area AND then describe the critical features of the advances and explain how these features have created significant impact on your professional practice.

The 8 pathways of CTE areas of specialty are: Business, Marketing, and Financial Services; Community Services; Decorative Arts and Design; Engineering, Design, and Fabrication; Information Systems and Technology, Communications, and the Arts; Leisure and Recreation Services; Natural Resources; Transportation Systems and Services. Please visit nbpts.org for more specific information if you are unsure about which specialty of certification you will pursue.

- b) Describe a learning experience you implement in your practice that integrates specific academic skills from a discipline in the general education core curriculum with the career and technical skills your students are learning in your field of CTE.
1. Give a context for the experience; be specific about the skills from the core curriculum the students need to use and how they are to use those skills.
 2. Describe how you support and assess students in their use of the academic skills you have identified.
 3. Provide a rationale for including these specific academic skills in the career and technical education curriculum for your field of CTE.

ENGLISH AS A NEW LANGUAGE

EARLY AND MIDDLE CHILDHOOD

- a) In a **first** paragraph, explain the linguistic structure of the English language. Refer specifically to English phonology, morphology, semantics, syntax and pragmatics. In a **second** paragraph, discuss the impact of English linguistic structure on young children's acquisition of English as a second or other language.
- b) Identify and describe scaffolding techniques you would use to enable beginning ENL students to comprehend the following text. Address content, vocabulary, and English language structure. Provide a rationale for each scaffolding technique you describe.

Water exists in three states – solid, liquid, and gas.

Liquid water is found in many places. You see liquid water coming out of the faucet, when it rains, and running in a river. Pure liquid water is free of salt, rocks, soil, and garbage.

Ice, snow, and frost are examples of water in the solid state. Liquid water freezes at 0 degrees Celsius. Celsius is scale that measures temperature. What instrument do you use to measure temperature? Winter is a season that you see a lot of solid water. Other examples of solid water are ice cubes, icicles, ice on a skating rink. Water in the liquid state may change to water in the gaseous state. Water evaporates to turn into a gas. Gases are colorless and odorless. You don't see anything because gas is invisible.

Water can evaporate or disappear with the help of heat. Changes in temperature can increase the rate or how long it takes water to evaporate. Evaporate means to disappear. Water can evaporate from soil. It evaporates off wet clothes hanging on a clothesline. Plants release water vapor into the air. We breathe out water vapor.

The changes from a solid to a liquid to a gas or from a gas to a liquid to a solid are called a phase changes. When substances such as water change phase, its physical properties change, but not its chemical properties. Melting, freezing, condensation, and evaporation are examples of phase changes. The phase of a substance depends on temperature and pressure.

EARLY ADOLESCENCE THROUGH YOUNG ADULTHOOD

- a) In a **first** paragraph, explain the linguistic structure of the English language. Refer specifically to English phonology, morphology, semantics, syntax and pragmatics. In a **second** paragraph, discuss the impact of English linguistic structure on adolescents' acquisition of English as a second or other language.
- b) Identify and describe scaffolding techniques you would use to enable beginning ENL students to comprehend the following text. Address content, vocabulary, and English language structure. Provide a rationale for each scaffolding technique you describe.

Forms of Water: Think about the water you use every day. When you drink a glass of water, you use it in liquid form. When you put ice in a drink, you're using it in solid form. Even when you breathe, you are using water. Along with the oxygen, nitrogen, and other gases from Earth's atmosphere, you inhale gaseous water with every breath you take.

The fact that water exists on Earth as a liquid, a gas, and a solid is one of its unique properties. Water is a simple molecule composed of two hydrogen atoms bonded to one oxygen atom. Yet water has several unusual properties that make it important here on Earth. Indeed, without water, this planet would be a different place.

Changing Forms of Water: You have seen water change states. Ice melts on the sidewalk, and the puddle evaporates. Ice generally melts at 0° C. However, liquid water can become gas at many temperatures. Water evaporates from ocean, lakes and rivers to enter Earth's atmosphere. Water also changes to gas when it boils at 100° C.

ENGLISH LANGUAGE ARTS

EARLY ADOLESCENCE

- a) **Reading:** Use your knowledge of English language arts to analyze a student's response to a text. Identify the student reader's misconception in the reading process, and support your identification with details from the student's response. Describe two substantive strategies the student could use to correct the misconception. Provide rationales for your choices that connect the strategies to the misconception.

Reading Passage:

Excerpt from "Only Daughter" by Sandra Cisneros

Once, several years ago, when I was just starting out my writing career, I was asked to write my own contributor's note for an anthology I was a part of. I wrote: "I am the only daughter in a family of six sons. That explains everything."

Well, I've thought about that ever since, and yes, it explains a lot to me, but for the reader's sake I should have written: "I am the only daughter in a Mexican family of six sons." Or even: "I am the only daughter of a Mexican father and Mexican-American mother." Or: "I am the only daughter of a working-class family of nine" All of these had everything to do with who I am today.

I was/am the only daughter and only a daughter. Being an only daughter in a family of six sons forced me by circumstance to spend a lot of time by myself because my brothers felt it beneath them to play with a girl in public. But that aloneness, that loneliness, was good for a would-be writer - it allowed me time to think and think, to imagine, to read and prepare myself.

Student Prompt: *Explain the different meanings the title may be suggesting and use the text to support your answer.*

Student Response: *I think the title means that Sandra was her parents only daughter cause they had lots of boys the text say they have 6 boys. It could also mean they might have another daughter like if they had like a stepchild or something maybe that's why she feels special to. She was lonely so she probably didn't like being the only daughter and her brothers didn't like her either so it's a sad story or maybe its real. Maybe cause she was Mexican she didn't get excepted either and got treated bad so maybe she also is sad cause maybe they poor and plus shes a girl and her mom or dad wanted all boys to. So I think the title means shes only a girl and wants to be a boy.*

- b) **Writing:** In your response, use your knowledge of English language arts to analyze student writing, identifying at least one strength and one weakness. Identify and thoroughly explain at least two strategies to improve writing skills, and identify at which stage in the writing process you would use the strategies. Link the strategies to the writing sample. Provide rationales for the strategies you choose.

A 14 year-old student completed the following writing assignment:

Original student prompt: *Take a position for or against the wearing of school uniforms. Support your position with at least three arguments and address at least one argument an opposing view may offer.*

Student written response: *Well, I think, that we should be able to, wear uniforms or not even to wear it if we didn't decide cause we should be able to wear whatever. I think we should where our own clothes cause we like those and were more comfortable. I think its more relaxing too and its fun too. I got a friend that can't be washing them uniforms till its too late too. People that want*

uniforms dont take us seriously to, you know, not dress crazy like or wear stuff that other peoples doesnt like. They should be allowed to wear uniforms too - you know, when they want to. So, thats why I think we shouldnt have to but if people want they can. And also if people argue with my point they should listen to what my friends and me say. My mom also dont like uniforms cause they white and hard to wash clean. And also Carson doesnt have to and they just little kids so were older and should be able to cause were almost in highschool.

ENGLISH LANGUAGE ARTS

ADOLESCENCE AND YOUNG ADULTHOOD

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EXCEPTIONAL NEEDS SPECIALIST

EARLY CHILDHOOD THROUGH YOUNG ADULTHOOD

- a) Social-Emotional Learning - A student with exceptional needs in your class has an individualized goal related to interacting cooperatively with peers. You are planning instruction to address this student's goal.
1. Briefly describe the student (e.g., age/grade level/developmental level, exceptionality, strengths/needs) and explain how this student's exceptionality influences the student's ability to interact cooperatively with peers.
 2. Discuss thoroughly two instructional strategies you would use to help this student learn how to interact cooperatively with peers.
 3. Explain why each of these two strategies would be effective.
 4. Explain how you would evaluate the success of each of these two strategies.
- b) Numeracy – You will be teaching a mathematics lesson on Measurement to a student with exceptional needs. Using your knowledge of students with exceptional needs, prepare a response in which you:
1. Briefly describe the student you will be teaching (e.g., age/grade level/developmental level, exceptionality, strengths/needs).
 2. Describe **one** important concept or skill related to Measurement you would include in this lesson.
 3. Describe **two** instructional activities and **two** instructional resources, including any applicable technological resources, you would use to teach this concept or skill.
 4. Explain how these activities and resources would be particularly effective for the student you describe and how you would measure the student's success.

GENERALIST**EARLY CHILDHOOD**

- a) Describe how your philosophy of play-based learning impacts cognitive, language, and social-emotional development in children ages 3 through 8. Provide specific examples from your practice to support this in each of the following curriculum areas: literacy, science, math, social studies, and the arts.
- b) Look at the following table, then address the prompts on the next page:

Stimulus:

This bar graph shows the snacks Ms. Duhamel's 3rd grade class bought for the party.

			*
*			*
*		*	*
*	*	*	*
Chips	Cookies	Fruit	Popcorn

Key: * = 3

Ana was asked, "How many students brought each item?"

The graph below was completed by Ana to interpret the class data.

Ana's response:

Item	People who brought it
Chips	3
Cookies	1
Fruit	2
Popcorn	4

1. What misconception is evident in Ana's work?
2. What fundamental concepts are prerequisite skills necessary for students to complete this task?
3. Identify a goal related to one of the concepts identified in question 2. Describe a plan for an instructional strategy, linked to "real-world" applications, to help Ana achieve the goal. Include what instructional materials you would use in your strategy and provide rationale for your use of the materials.

MIDDLE CHILDHOOD

- a) **Language Arts:** Describe the skills needed to write a personal narrative at each of the 3rd, 4th, and 5th grade levels. Explain how these skills build upon each other from 3rd grade to 4th grade to 5th grade. Provide specific examples from 3rd, 4th, and 5th grade appropriate writing to support your claim.
- b) **Science topic: Simple Machines**
Identify a major scientific principle that is associated with this topic. Describe an inquiry-based experience you would teach that would be appropriate for learning about this identified principle. Explain your rationale for choosing this learning experience for this scientific principle. Explain how the learning experience you describe is appropriate for a specific grade level.

LIBRARY MEDIA

EARLY CHILDHOOD THROUGH YOUNG ADULTHOOD

- a)** A school librarian in any school library/media center must be prepared to deal with challenges to intellectual freedom and have a process in place to address them. Such challenges are no longer restricted to books. Provide examples of materials in a school library/media center (not necessarily yours) which could be controversial and cite a case of which you are aware. Outline *your* procedure for handling challenges to intellectual freedom.
- b)** Your school has just received a \$10,000 grant from the state to boost one-to-one mobile technology for your school population and at the same time to enhance the digital program in your library media center. Your administration requests that you analyze the current network connectivity at the school and your library media center and decide on a plan to use the budget to address issues with regard to the hardware, software, and online resources. You are to conduct a need analysis of your technology program and list what possible weaknesses/challenges your school and your library media center's infrastructure has. Design a plan to acquire the devices and the digital/online program as part of what devices you will purchase with these grant funds.
1. Point out three possible weaknesses with the current network connectivity and hardware and with the future implementation of the digital program.
 2. Explain how you would address the identified three weaknesses and explain three criteria you would use to select one-to-one devices and digital programs for your students.
 3. List three steps you would take to promote the implementation of the devices and the digital programs in your learning community, to include teachers, students, and parents.

MUSIC

EARLY AND MIDDLE CHILDHOOD

- a) Select and identify an instrument you teach (voice is considered an instrument), and describe 3 ***different*** types of performance problems a student may have (but not 3 instances of one problem, e.g.: flawed intonation, for example). Describe the possible **cause** for **each** of the problems you have identified, your teaching strategy to fix the problem, and your rationale for choosing that strategy.

- b) Select and identify a grade level and type of music class or ensemble for which you will design instruction. Then describe **five distinct** learning activities for teaching the concept of syncopation. This group of activities must include examples of auditory, kinesthetic, and visual learning. Provide rationale for **each** activity, describe what you will have the students do and tell how the activity will support their learning of the concept of syncopation.

EARLY ADOLESCENCE THROUGH YOUNG ADULTHOOD

- a) Select and identify an instrument you teach (voice is considered an instrument), and describe 3 ***different*** types of performance problems a student may have (but not 3 instances of flawed intonation, for example). Describe the possible **cause** for **each** of the problems you have identified, your teaching strategy to fix the problem, and your rationale for choosing that strategy. Provide a rationale for the solutions you describe.

- b) Select and identify a grade level and type of music class or ensemble for which you will design instruction for one class or ensemble. Then describe **five distinct** learning activities for teaching the concept of syncopation. This group of activities must include examples of auditory, kinesthetic, and visual learning. Provide rationale for **each** activity, describe what you will have the students do and tell how the activity will support their learning of the concept.

PHYSICAL EDUCATION

EARLY AND MIDDLE CHILDHOOD

- a)** Describe the important biomechanical principles required for acquiring the skills necessary for the overhand throw.
- b)** Thoroughly describe a developmentally appropriate learning experience for 4th graders that effectively integrates the health-related fitness component of Cardiovascular Endurance (CE) and the fitness principle of overload.
 - 1. Describe strategies that students can use to help monitor themselves during the activity and to monitor their progress over time with respect to CE. Explain the rationale for teaching students to use these strategies.
 - 2. Explain why this learning experience is developmentally appropriate for 4th graders.

EARLY ADOLESCENCE THROUGH YOUNG ADULTHOOD

- a)** Describe the difference between muscular strength and muscular endurance and how they relate to students who are participating in simple hand weight exercises.
- b)** During a unit on basketball, one of the students refuses to pass the ball to his teammate and always runs the length of the court taking the shot himself.
 - 1. Describe the goal(s) of the unit.
 - 2. Analyze this scenario in light of the student's physical, social and emotional well-being in a physical education setting; design a learning activity that will contribute to his meeting of your unit's goal(s) and will also address issues of safety, equity and fairness for the student and for the rest of the class.

SCIENCE

EARLY ADOLESCENCE

- a) Explain how the concept of ***Energy and Matter*** fits under all 5 Big Ideas/Unifying Concepts: Systems, order, and organization; Evidence, models, and explanation; Change, constancy, and measurement; Evolution and equilibrium; and, Form and function.
- b) **Contexts of Science**: Plate tectonics is a theory that has changed substantially over the past 50 years. 50 years ago, the plate tectonics theory was not as developed as it is today. What we now know about the plates and certain related phenomena (i.e., earthquakes and volcanoes) has changed considerably.

In your response:

1. Discuss the identified scientific event or discovery and the science knowledge needed to understand the event or discovery.
2. Explain how a science discipline other than the one you are currently teaching is related to the event or discovery.
3. Describe **two** effects the event or discovery has had on society.

ADOLESCENCE AND YOUNG ADULTHOOD

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SOCIAL STUDIES – HISTORY

EARLY ADOLESCENCE

- a) Describe three natural resources that have had a most significant effect on the course of world history. Provide specific examples of the long-term impact each of these resources has had as justification for your choices.
- b) Select a theme in history from the list below and explain its manifestation in at least three separate and distinct historical time periods. Your response must place the theme in its correct context and demonstrate your ability to recognize connections over time. Your response must demonstrate your knowledge of historical content and your ability to develop perspective and understanding in history.
- Communication in history
 - Taking a Stand in history
 - Conflict and Compromise in history
 - Innovation in history
 - Debate and Diplomacy in history
 - Revolution, Reaction, and Reform in history
 - Rights and Responsibilities in history
 - Exploration, Encounter and Exchange in history

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WORLD LANGUAGES OTHER THAN ENGLISH

EARLY ADOLESCENCE THROUGH YOUNG ADULTHOOD

- a) Describe how the target language you teach compares and contrasts with English in terms semantics, syntax phonology, morphology, and pragmatics and any other important linguistic characteristics. Then choose one of these characteristics and explain in detail how you address it in your instruction.
- b) Use your knowledge of language acquisition to explain the following three terms from current literature relating to language acquisition of your students, and the methodology, approaches, and instructional techniques you use to teach your students. Give examples illustrating the terms appropriate to the target language context, instructional level and classes you teach. Explain how your examples illustrate the term and how they relate to and impact your students' language acquisition.
1. Output
 2. Affective filter hypothesis
 3. Integrated Performance Assessments

LITERACY: READING – LANGUAGE ARTS

EARLY AND MIDDLE CHILDHOOD

- a) Define and explain why each of the main components of literacy development (fluency, vocabulary knowledge, comprehension, phonics, and phonemic awareness) are necessary skills for creating meaning from print in reading and writing.
- b) Analysis of Student Reading
 1. Given the reading and student transcription on the next page, conduct a miscue analysis of the student's reading. (Download and print the sheet, mark the miscues and return with your profile)
 2. Write about two patterns of strength in the reading. Then tell what strategies you would use to support and promote continued growth in reading. Provide a rationale for why these strategies would promote reading growth with this student.
 3. Write about two patterns of weakness in the reading. Then tell what strategies you would use to support the student in these areas of weakness. Provide a rationale for why these strategies would promote reading growth with the student.

Actual Text

Jack seized the golden harp that had belonged to his father and ran away with it. But as he raced toward the castle doorway, the harp called out, "Master, Master!" The giant woke up. With a deafening roar he sprang from his seat and in two strides had reached the door. But Jack was very nimble and he fled with lightning with the harp. The furious giant tore after him so fast that he nearly touched poor Jack. He stretched out his enormous hand to catch him. But luckily, just at that moment, the giant stepped upon a loose stone, stumbled, and fell flat on the ground. The accident gave Jack enough time to grasp the beanstalk and scramble down it. But when he reached his garden, he saw the giant descending after him "Mother, Mother!" demanded Jack. "Make haste and give me the hatchet!" His mother ran to him with the hatchet in her hand, and with one tremendous blow, Jack cut through all the beanstalks except one. "Now, Mother, stand out of the way," said he. Just as the giant took hold of the last branch of the beanstalk, Jack cut through the stem. Down came the giant with a terrible crash.

Student's reading

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EARLY ADOLESCENCE

For all responses, explain your reasoning to justify your response

a) Algebra

1. Prompt Part 1

i. Solve the following system of equations algebraically:

$$\begin{aligned}x + yy &= 4 \\ y &= -XX^2 + 2XX + 4\end{aligned}$$

ii. Check your work by graphing the system on a coordinate grid.

2. Prompt Part 2

A school is building a rectangular soccer field that has an area of 6000 square yards. The soccer field must be 40 yards longer than its width. Determine algebraically the dimensions of the soccer field, in yards.

3. Prompt Part 3

Edith babysits for x hours a week after school at a job that pays \$4 an hour. She has accepted a job that pays \$8 an hour as a library assistant working y hours a week. She will work both jobs. She is able to work no more than 15 hours a week, due to school commitments. Edith wants to earn at least \$80 a week, working a combination of both jobs.

i. Write a system of inequalities that can be used to represent the situation.

ii. Graph these inequalities on a coordinate grid.

iii. Determine and state one combination of hours that will allow Edith to earn at least \$80 per week while working no more than 15 hours.

b) Geometry

1. Prompt Part 1

i. Triangle TAP has coordinates T(1,4), A(2,4), and P(2,0). On a coordinate grid, graph and label $\Delta T'A'P'$, the image of ΔTAP after the translation $(x,y) \rightarrow (x-5,y+1)$.

2. Prompt Part 2

Consider Cylinder A where the radius is 2 and the height is 5.
Consider Cylinder B where the radius is 2 and the height is 10.

i. Find the volume of each cylinder.

ii. What is the relationship between the volume of cylinder A and the volume of cylinder B?

ADOLESCENCE AND YOUNG ADULTHOOD

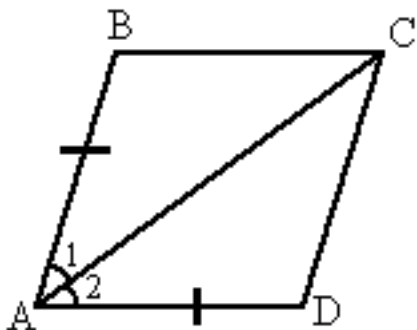
For all responses, explain your reasoning to justify your response

a) Algebra

1. Suppose you wished to make a rectangular enclosure using a wall as one side and 100 meters of fencing for the other 3 sides. Express the area in terms of x , and find the value of x which gives the greatest area. Create an algebraic model for the problem and find its solution.
2. A manufacturer produces 100 radios each day and makes an \$18 profit on each radio. By having her staff work overtime, she can produce up to 150 radios per day, but the extra overtime pay makes the profit per radio go down. Suppose that when she produces $100 + x$ radios per day her profit on each radio is $\$(18 - 0.10x)$. Let $f(x)$ be her total profit $100 + x$ radios. Draw a graph of $f(x)$ and specify the domain, range, and maximum value of $f(x)$.
3. Given the parabola $y = 2(x^2) - 8x + 5$ answer the following questions
 - i. Does the parabola open upward or downward?
 - ii. Does the parabola intersect the x -axis in 1 point, 2 points, or no point?
 - iii. What are the x -intercept and y -intercept of the parabola?
 - iv. What are the axis of symmetry and the vertex of the parabola?
 - v. Sketch the parabola.

b) Geometry

1. On a coordinate grid, sketch the region bounded by lines $y = 3$, $y = 1$, $x = 1$, $x = 6$. Then, answer the following:
 - i. Determine the perimeter of the region.
 - ii. Determine the area of the region.
 - iii. On a coordinate grid, draw a picture of the region being revolved about the x -axis.
 - iv. Describe the geometric solid formed by revolving the region about the x -axis.
 - v. Determine the volume of the geometric solid.
2. Provide the following proof.



Given: Quadrilateral $ABCD$

$$\overline{AD} \cong \overline{AB}$$

$$\angle 1 \cong \angle 2$$

Prove: $\overline{CD} \cong \overline{CB}$