

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 3 sections; be sure to complete all 3 sections.
- Follow all required margin, font, word count, and page length directions. Double space.
- Copy and paste each prompt at the beginning of each response. Single space prompt.
- In the Content-Area Specific Essays (Part 3), only do the essays for your certificate area and developmental level.

Common Errors:

- Not using 1" margins all around as required
- Not double-spacing your writing
- Not including the prompt with the word count at the beginning of each response
- Telling about things outside of your National Board Certificate area when specifically asked to address only your National Board 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 student learning with enjoyment and/or fun
- Equating student learning with a test score
- Not showing students' content learning when examples of learning are specifically asked for
- Not following the word count - writing too much or too little. You can go over or under the limit by 5%. One and two letter words (a, I, am, to) and the word 'the' do not count, so don't trust the computer program's word count. The National Board portfolio has strict space limits. The profile reflects this.
- 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 as the teacher.
- Telling us what you can't do because of the principal, the school, the parents. . . Tell us what you can and do in your practice.
- Not spelling out acronyms the first time they appear in your writing

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Tips for Writing a Better Profile

- Absolutely follow the margins. Set the bottom margin at .89" - this prints as 1".
- Use words in the prompts in your response. 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. Do not repeat the whole prompt in your response.
- Don't waste space by telling us what we know - we know what learning styles are, we know what an IEP is, we know what you teach. However, do explain & show your knowledge when you are asked to do so.
- Show impact on learning by telling what learning of content or skill happened. Do this by giving 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 to be able to do what you wanted them to do and give an example that shows the learning (Before I differentiated for Timmy, he_____. I knew Timmy had learned when he____.)
- 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 assessment *tasks* with assessment *tools*. An assessment task produces a result which can be assessed. An assessment tool measures whether a student has met learning objectives in that assessment task. For example, an essay is a task; the assessment tool might be a rubric.
- Don't write about feelings ...Don't begin responses with "I feel..." The prompts don't ask about feelings."
- Prompt 6b asks about your students as individuals; it is not about assessment of learning. That belongs in the response to prompt 6a.
- Prompt 7 asks you to describe the students you have before you this year. It asks for specifics. For example, do not just say you have Hispanic students. They or their families are from different countries - what are the countries? For example, do not just say students come from many cultures. What are those cultures? Identify students CPS names as 'diverse' - what are their special needs (including gifted)? As you were told in the recruitment meeting, the base of all you will write about for National Board is your knowledge of your students - show that you know who your current students are.
- Prompt 16 - 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 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.
- In Prompt 16's response, use **past tense** - it is a lesson that has already occurred.