

NATIONAL BOARD

for Professional Teaching Standards®



COMPONENT 4

NATIONAL BOARD



OKLAHOMA NETWORK

NATIONAL BOARD

OKLAHOMA NETWORK

5 Core Propositions

Teachers are Committed to Students and their Learning

Teachers Know the Subjects they Teach and how to Teach those Subjects

Teachers are Responsible for Managing and Monitoring Student Learning

Teachers Think Systematically about their Practice and Learn from Experience

Teachers are Members of Learning Communities

Component 4 Effective and Reflective Practitioner

Provides you with the opportunity to highlight your abilities as an effective and reflective practitioner in developing and applying your knowledge of your students. You will gather information from a variety of sources about a group of students; use assessments to effectively plan for and positively impact your students' learning; and provide evidence of your collaboration with families and caregivers, the community and colleagues and of your contributions to learning communities to advance students' learning and growth.

In this entry, you:

Period of instruction:

Must submit the following:

Overview of Component 4

Component Title: _____

Standards for this component: Write the number and title of each standard that must be addressed.

Standard Number	Standard Title

What is the total number of pages that you can submit in your written commentary? _____

What forms must you complete?

Form Title	Page Length	Additional Documentation- What must be included?	Documentation Page Limit

What must you demonstrate in this component? _____

What is the evidence of your teaching ability that you must show? _____

What must link together? _____

How many assessments? _____ What types of assessments? _____

How many students' self assessment must you feature?

What matters in this component?

What should you consider in making your selection of your featured lesson/unit?

What is a professional learning need? _____

What is a student need? _____

What kind of advocacy must you show? _____

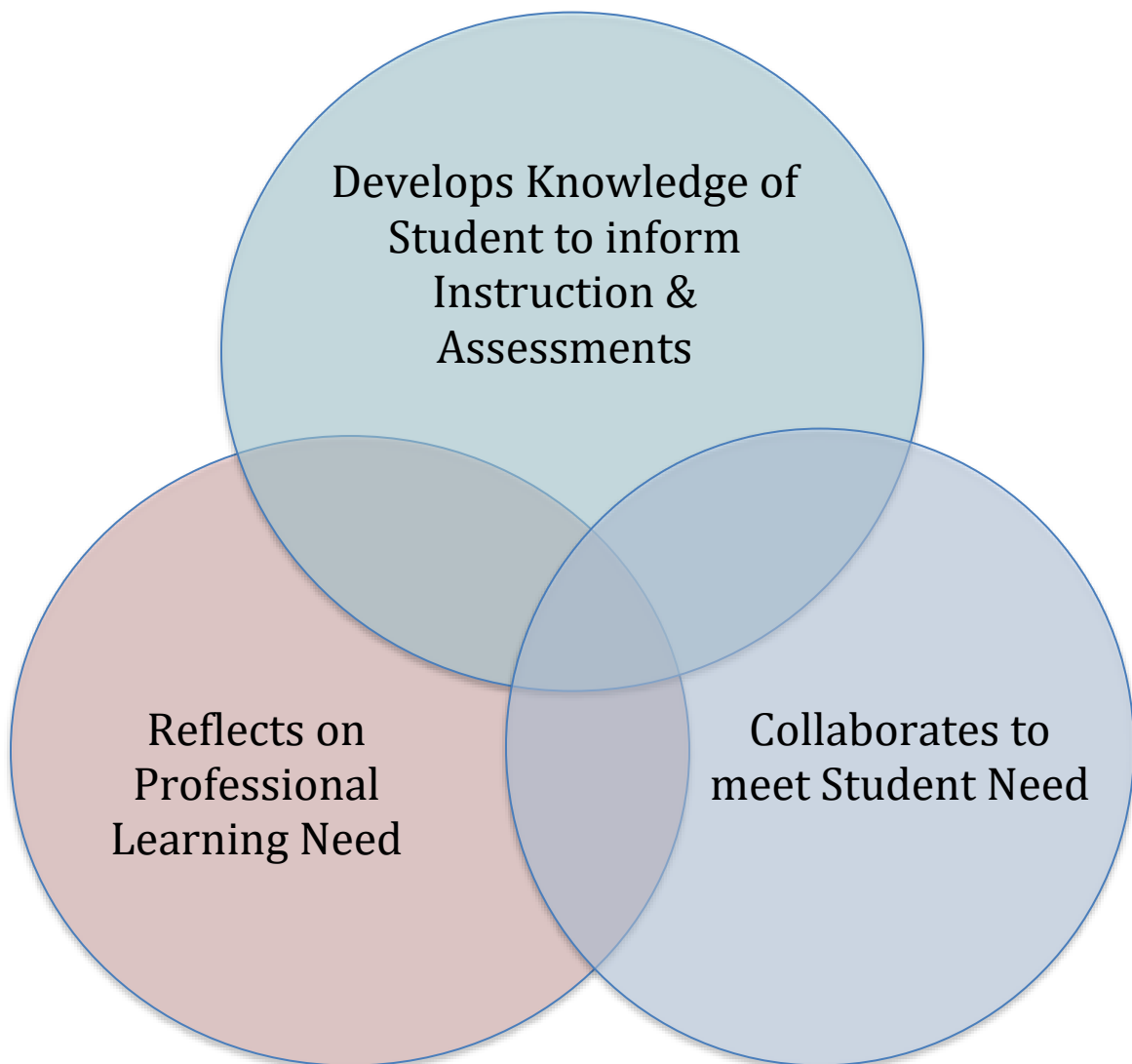
How does working with colleagues and parents relate to this component?

Given what you have read about this component, think about a unit that has challenged you and required you to do some professional learning, advocacy, and collaborating with parents in order to improve student learning. Or consider a lesson sequence and a class that you currently teach that would lend themselves as good choices for this component because of their needs. Make a few notes to justify this selection. Be sure to consider the Standards!

Component Four

It's all about connections!

The **LEVEL 4** performance provides clear, consistent, and convincing evidence the teacher develops and uses knowledge of children gathered from multiple sources to inform instruction and assessment; reflects on his or her own practice; and collaborates with families and caregivers, the community, colleagues, and others to create improvements that advance children's learning and growth.



Component 4: Effective and Reflective Practitioner

Integrates the Five Core Propositions. Focus is on your knowledge of the students, your collaboration with others as you gain and make decisions based on that knowledge, and assessment- not on the level of student achievement.

Contextual Information- school info this year. Creates a picture of your entire school.

Group Profile- for most certificates it is your entire class this year, collection of relevant info from families, teachers, data (At least two sources of info from parents, teachers, larger community).

Instructional Context- description of the unit you taught this year, which the assessments are from.

Formative Assessment – assessment from the unit of study reflecting the students described in the group profile, must have three student self assessments INCLUDING rubrics based on knowledge of students, grounded in sound assessment principles including assessment purpose, validity, and fairness. Use assessment to positively impact student learning. LINK assessment to classroom practice! No copyrighted material- must describe a copyrighted test and use your own discretion about what you say about the student work.

Summative Assessment- Effectively measures student learning, aligned with goals/objectives of the unit and the needs of students. No copyrighted material, describe it instead.

-----**Longer time frame**-----

Professional Learning Need- must be based on a student need from this year or up to two years before. Your learning must have been this year or last year. Demonstrate the impact on student learning. Provide evidence of how you met this need.

Student Need- based on students from this year or last year. You provided advocacy, collaboration, and/or leadership AND it impacted student learning. Doesn't have to be the student need described in Professional Learning Need.

Component 4 Checklist

Knowledge of Students

Did I clarify why I sought information about my students?

Did I clarify why I used the sources of information?

Did I explain trends or patterns observed in the data?

Did I clarify my Student needs?

Did I clarify how I met Student needs?

Did I identify who I collaborated with to meet the need?

Did I meet Student needs in a fair and equitable way?

Assessment Checklist

Did I clearly state how I combined the Knowledge of Students and goals to plan for instruction?

Did I clearly state how Knowledge of Students informed my choices in Formative and Summative Assessment?

Did I explain the steps I took to ensure the assessments were fair and equitable?

Did I analyze the results of the formative assessments to identify student progress?

Did I provide evidence of patterns and trends in the results?

Did I discuss any outlying results?

Did I explain any changes I made as a result of assessments?

Did I explain how I collaborated with outside sources?

Did I analyze the results of the summative assessment to identify student progress in achieving the goals of unit?

Did I explain any factors I considered when analyzing and reflecting on the data of the summative assessment?

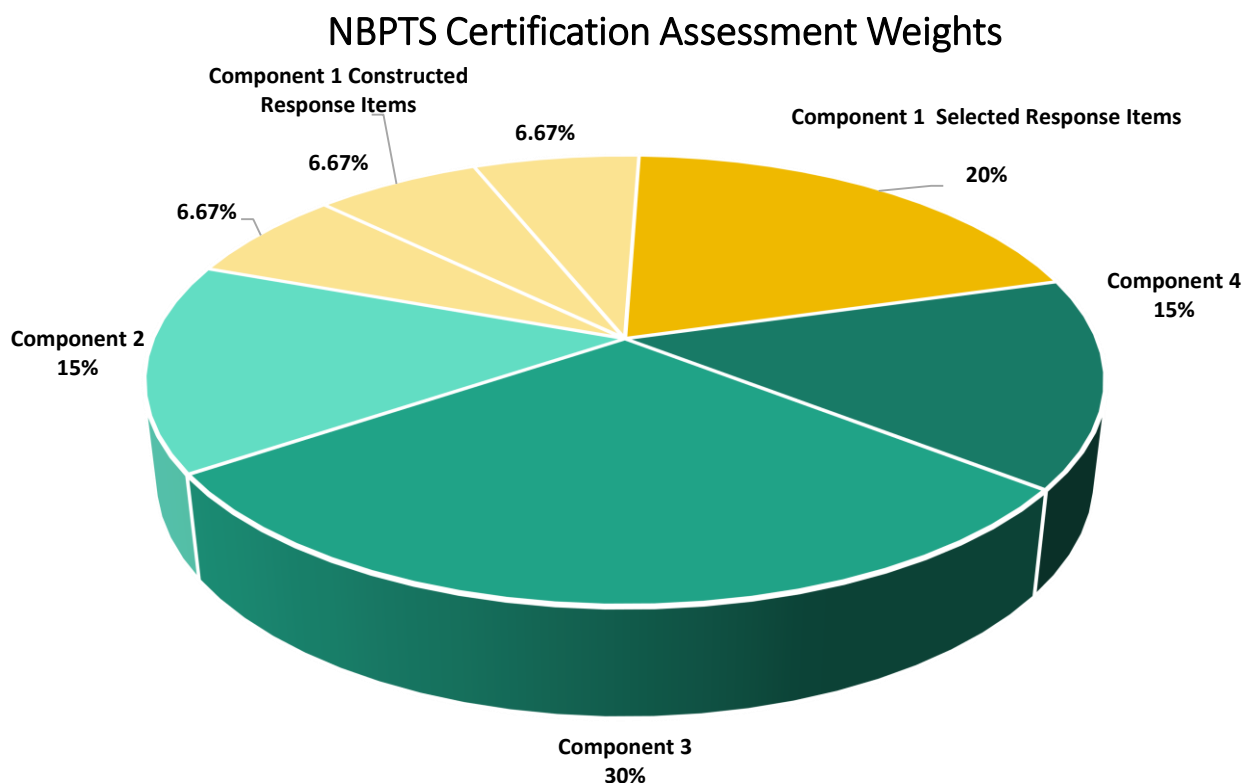
Did I explain how I used the data to plan future units?

Did I explain how I used my students' self-assessments to reach the goals of the unit?

Did I provide examples of how I blended my knowledge of students and the formative and summative assessments to develop future units?

	Learning Community Checklist	
	Did I explain the need I identified for PD?	
	Did I detail what influenced that decision?	
	Did I explain how the PD impacted my students' needs?	
	Did I detail how focusing on the students' need impacted their learning?	
	Reflection Checklist	
	Did I explain if my process in seeking knowledge of my students was effective?	
	Did I explain how I would collect information about students differently in the future?	
	Did I explain why I would make these changes?	
	Did I explain whether or not my participation in PD activities impacted my students' learning?	
	Did I explain what influenced the impact his mad on my student's learning?	
	Did I explain how I plan to incorporate gathering knowledge of students, identifying a need, assessing students, and seeking PD to impact my students' learning in the future?	

The pie chart below represents the assessment component weights.



The **performance standard** is the minimum total weighted scaled score that you must achieve in order to be eligible for certification. It is one of three requirements that you must meet in order to be certified (see the "[Score Requirements for Achieving Board Certification](#)" section of this document for all three score requirements). The National Board has defined the number that represents the overall performance standard as **110**. This is the total weighted scaled score that would be achieved if a hypothetical candidate earned an unweighted score of 2.63 on every part of the assessment.

The total weighted scaled score formula incorporates these design elements into a scaling system that has valid scores that range from a minimum of about 30 to a maximum of 178. This formula was created using the following steps:

1. Calculate the **scaling factor** by dividing the target total weighted scaled score for the performance standard by the hypothetical unweighted score for the minimally qualified candidate:

$$\text{Scaling Factor} = 110 / 2.63 = 41.8250951$$

2. Multiply the percentage weight for each part by the scaling factor to obtain the **scaling weights** for each part. Note that the percentage weight is first converted to a proportion; the product is then rounded to the nearest thousandth.

Borrowed from PPAT® Assessment

A wide range of services and resources are available within a school system to support instruction. This chart allows you to become familiar with what is available to you within your teaching context. Complete the chart by listing available instructional materials and resources.

Type of Resource	Examples and Location
Community	
Building/District Policies or Programs	
Support Staff	
Instructional Materials	

Type of Resource	Examples and Location
Curricular Programs	
Instructional Technology	
Access to Recorded Student Data	
Other	