

Early and Middle Childhood **PHYSICAL EDUCATION**

Portfolio Instructions

- **Part 1** provides general instructions for preparing, developing, and submitting your portfolio entries.
- **Part 2** provides portfolio entry directions as well as cover sheets and forms you use to submit your portfolio entries.

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Part 1:

General Portfolio Instructions

This resource is available as a PDF file. You may select the link below to view or print Part 1.

[Portfolio Instructions, Part 1: General Portfolio Instructions](#)



Part 2:

Portfolio Entry Directions

Part 2 provides instructions for developing and submitting your portfolio entries for the Early and Middle Childhood/Physical Education certificate area:

- **EMC/Physical Education Portfolio Entry Directions** contains detailed instructions for developing each of four portfolio entries.
- **EMC/Physical Education Electronic Submission at a Glance** provides detailed instructions for assembling your materials for submission.

EMC/Physical Education Portfolio Entry Directions

This section contains the directions for developing each EMC/Physical Education portfolio entry and assembling it for submission. Entry directions include

- a list of the Standards that are the foundation for each entry;
- suggestions for planning your portfolio entries and choosing evidence of your teaching practice;
- questions that must be answered as part of your Written Commentary;
- an explanation of how to assemble and submit your portfolio entries.

Take One![®] participants: “Entry 3: Creating a Productive Learning Environment” is your *Take One!* entry.

Overview of Early and Middle Childhood/Physical Education Portfolio Entries

Following is a description of each entry. In addition to reading the entry directions, you may also wish to read “Part 1: General Portfolio Instructions.”

Entry 1

In the Early and Middle Childhood/Physical Education portfolio, there are two entries based on video evidence, one of which is “**Entry 1: Instruction to Facilitate Student Learning.**” In this entry, you submit a Written Commentary, instructional materials, and a 20-minute video recording that demonstrates your ability to engage all students in sequenced motor-skill instruction while integrating related cognitive concepts. You also address how you promote the value of lifelong physical activity for your students.

Entry 2

In the Early and Middle Childhood/Physical Education portfolio, the entry based on student work samples is “**Entry 2: Assessment for Student Learning.**” In this entry, you select and submit two assessments with instructional materials and two students’ responses that demonstrate your ability to tie assessment to learning goals. You also show how results of assessments are used to inform instruction. You also submit a Written Commentary analyzing your teaching.

Entry 3

“**Entry 3: Creating a Productive Learning Environment**” is the other Early and Middle Childhood/Physical Education entry based on video evidence. In this entry, you submit a Written Commentary, instructional materials, and a 20-minute video recording that demonstrates how you manage the transition of learning activities; shows how you promote learning in a physically, socially, and emotionally safe environment; and highlights your ability to promote physical activity for a lifetime.

Note: Take One![®] participants: “Entry 3: Creating a Productive Learning Environment” is your *Take One!* entry.

Entry 4

In the Early and Middle Childhood/Physical Education portfolio, the entry based on documented accomplishments is "**Entry 4: Documented Accomplishments: Contributions to Student Learning.**" In this entry, you illustrate your partnerships with students' families and community, and your development as a learner and collaborator with other professionals, by submitting descriptions and documentation of your activities and accomplishments in those areas. Your description must make the connection between each accomplishment and its impact on student learning.

Entry 1: Instruction to Facilitate Student Learning

In this entry, you submit a Written Commentary, instructional materials, and a 20-minute video recording that demonstrates your ability to engage all students in sequenced motor-skill instruction while integrating related cognitive concepts. You also address how you promote the value of lifelong physical activity for your students.

Standards Measured by Entry 1

This entry focuses on the following Standards:

- I. Knowledge of Students
- II. Knowledge of Subject Matter
- III. Sound Teaching Practices
- IV. Student Engagement in Learning
- V. High Expectations for Learners
- VI. Learning Environment
- VII. Curricular Choices
- VIII. Assessment
- IX. Equity, Fairness, and Diversity
- X. Reflective Practice and Professional Growth
- XI. Promoting an Active Lifestyle

The following statements from the Standards provide some examples of accomplished teaching practice.

Accomplished physical education teachers

- incorporate their knowledge of the physical, cognitive, social, and emotional developmental levels of their students in their lessons.
- exhibit as the foundation of their practice a broad body of knowledge.
- can actively engage students in learning how to foster more mature (i.e., more effective and efficient) motor patterns.
- know how to proceed from the initial stages of motor learning into the application of refined, mature motor skills and capably guide students through the process of gradual motor-skill development.
- are not content with the development of motor skills and the promotion of physical activity and fitness but also involve students in the highest level of thinking and cognitive development.
- constantly rethink instructional choices, analyzing the relationship between their practice and student learning. Curricular choices recognize the complexities of physical education as a subject area and reflect the highest goals of physical education.
- employ effective means of assessment, depending on class needs and instructional requirements.
- confront issues of diversity proactively to promote equality and to ensure that all of their students receive equal opportunities to select, participate in, enjoy, and benefit from a variety of physical activities.
- recognize the multiple benefits of a physically active lifestyle and promote purposeful daily activities for all students that encourages them to become lifelong adherents of physical activity.

Because the acquisition of motor skills is a progressive process, accomplished physical education teachers sequence motor-skill development logically, teaching skills in the appropriate context in combination with the development of other skills. These teachers use demonstrations appropriately in instruction, helping learners to see the application of a particular skill in a dynamic situation and breaking down complex skills to simpler levels for purposes of explanation and presentation.

For the scoring rubrics and an explanation of how the rubrics are used to assess your portfolio entries, refer to the *Early and Middle Childhood/Physical Education Scoring Guide for Candidates*.

What Do I Need to Do?

This entry captures how you present, monitor, and bring closure to physical education instruction in the area of motor-skill development. This entry also captures how the featured instructional experience encourages the likelihood of students' participation in lifelong physical activity.

In this entry, you

- demonstrate your ability to facilitate students' learning of a motor skill (or skills) in concert with a related cognitive concept (or concepts);
- engage all students in sequenced motor-skill instruction that promotes conceptual understanding, builds on students' previous learning, and supports meaningful maximum participation.

For this entry, you must submit the following:

- **One video recording (20 minutes maximum)** that shows you engaging all students in sequenced motor-skill development that develops a specific cognitive concept (or concepts) during three discrete segments of instruction (i.e., presentation, monitoring of practice, and closure). Although the video recording can have up to three segments that may come from different lessons, all instruction shown must be focused on teaching the same motor skill(s) and related cognitive concept(s).
- **Instructional materials.**
Instructional Material Cover Sheet responses (1 page maximum of responses per cover sheet).
Instructional materials (one or more items, 3 pages maximum combined) to help assessors make sense of the interactions that are seen in the video recording.
- **Written Commentary (12 pages maximum)** that contextualizes, analyzes, and evaluates your teaching as it links a cognitive concept (or concepts) with the sequenced skill instruction. The Written Commentary should also explain your approach to the promotion of lifelong physical activity within this instruction.

The Written Commentary and video recording should work together to describe and illustrate your approach to engaging all students in sequenced motor-skill development while integrating related cognitive concepts. In this entry, it is important to show how you use skill acquisition to encourage lifelong physical activity.

Read all directions for this entry before beginning to work on individual components. It can also help to have a colleague review your work. **However**, all of the work you submit as part of your response to **any entry must be yours and yours alone**. The written analyses and other components you submit must feature teaching that **you** did and work that **you** oversaw. For more detailed information, see "Ethics and Collaboration" in "Phase 1: Prepare" (in Part 1) and the National Board's ethics policy.

Detailed directions for developing each component follow. See “Entry 1 Cover Sheets” for a list of the forms required to assemble and submit your materials.

You must submit a video recording, instructional materials, and a Written Commentary. If any component is missing, your response will not be scored.

The student work entry (2) and video recording entries (1 and 3) must be from different lessons and different units of instruction.

Recording Your Video Entry

Make a video recording that shows you engaging students in sequenced motor-skill development while integrating related cognitive concepts. Also demonstrate how you promote the value of lifelong physical activity.

Selecting Motor Skills and Related Cognitive Concepts

Select a developmentally appropriate motor skill (or skills) and a related cognitive concept (or concepts) that provide opportunities for your students to develop their skills based on their level of proficiency. Instruction should build on previous learning and should have students involved in rich learning experiences that pair the motor skill with a related cognitive concept, such as throwing a softball and opposition; headstands and base of support; balance beam and dynamic equilibrium; throwing and force production; catching and force absorption; and so on. There are many other skills and related concepts that you may feature. For this entry, any featured skill and related concept should be within the realm of motor learning.

The chosen skill and its related cognitive concept should provide opportunities for you to show your best instructional practice. It should require conscious and deliberate sequencing of instruction and provide opportunities for meaningful maximum participation. It should also allow you to help students make a connection between the learning experience and participation in lifelong physical activity.

For the purposes of this entry, it is strongly recommended that you avoid instructional sequences that are not conducive to purposeful skill acquisition, the development of skill-related cognitive concepts, and the promotion of an active lifestyle. Therefore, you should avoid the following types of instructional activities: full-class game play and similar large-group activities.

Selecting Video Segments

Select **three segments** of teaching that will make up the 20-minute video recording you submit. It is important to choose segments that together give you an opportunity to discuss your practice with respect to sequenced motor-skill instruction, related conceptual understanding, promotion of an active lifestyle, and engagement of all students. The segments can come from the same lesson or from three different lessons within the same unit of instruction. One segment should show you interacting with students to introduce the motor skill and cognitive concept you are teaching. Another segment should show you interacting with the students as you monitor their practice of that same selected skill and promote their conceptual understanding. In this segment, the focus is on those of your interactions that help students with motor-skill acquisition through meaningful maximum participation. Another segment should show how you engage students in analyzing, reflecting, and promoting independent thinking regarding the selected skill as you bring closure to the instruction. Your teaching of the cognitive concept(s) should appear wherever appropriate within the context of your instruction and thus may appear in any segment of the video.

Though it is possible, it is unlikely that the segments will occur contiguously. You need to isolate three discrete segments that can be combined into a **single 20-minute video recording**. No minimum amount of time is specified for any one segment. Candidates should consider how they organize their sequenced instruction to best provide evidence of their ability to engage students in skill development and motor learning. The three segments must be part of the same unit or instructional sequence with the same class of students, although each segment may be from different lessons within that unit.

The segments, taken together, should also provide evidence for how you engage all students in meaningful maximum participation. Avoid selecting video segments that only highlight a limited number of students in your class for the entire segment.

Record a number of different lessons in which you engage students in sequenced motor-skill development and the learning of the related cognitive concept(s). Having several lessons from which to select allows you to make a careful choice.

It may be helpful to arrange for someone (another teacher or a student) to do the videotaping. If possible, arrange for that person to be available for several class sessions. Review procedures with that person and encourage him or her to read "Recording Video Entries" in "Phase 2: Develop" (in Part 1).

Before you record, review the directions for the Written Commentary. As you record classes that may serve as the basis for your entry submission, take notes to help you recollect all of the details necessary to assist you in writing the analysis of the video segments you eventually select. Be sure to include in your notes some clear way of identifying which notes go with which video recording.

Review your video recordings to choose the three segments that will make up the 20 minutes of footage you submit for this entry. Choose your clips carefully—you want to show students engaged in sequenced motor-skill development at three critical points during a lesson: presentation, monitoring of practice, and when bringing closure to the instruction.

As a whole, the three segments should show you building students' conceptual understanding of a cognitive concept related to the motor-skill instruction.

Review the scoring rubrics in the *EMC/Physical Education Scoring Guide for Candidates* to help you make your selections carefully. Also, be sure the video has sound quality that enables assessors to understand all of what you say and most of what students say.

You must have the parents/guardians of all students you plan to include in the video recording complete Student Release Forms before you make any video recordings. You must have any adults who will appear in the video recording (for example, teacher's aides, parents, student teachers, or colleagues) sign an Adult Release Form prior to recording.

Video Recording Format Specifications

Your video recording should contain three discrete segments of instruction, focusing on presentation, monitoring of practice, and closure, respectively. Individual video segments should be continuous and unedited.

Your video recording must meet the following requirements:	
Formats	Your video recording must be submitted as an flv, asf, qt, mov, mpg, mpeg, avi, wmv, mp4, or m4v file.
Compression Settings	The ePortfolio system has a 500MB file size limit for each file that is uploaded. You must compress larger video files before submission. Please follow the instructions in the "Video Compression Guide".
Length	Submit a video recording that is no longer than 20 minutes . If you submit a longer video recording, only the first 20 minutes will be viewed and scored.
Editing	<p>Make sure that each segment of your video recording is continuous and unedited. Caution: Stopping and restarting the camera or the sound during any segment is regarded as editing.</p> <p><i>DO NOT stop and start the camera, except as specified in the entry directions.</i></p> <p><i>DO NOT turn off the microphone during recording.</i></p> <p><i>DO NOT add graphics, titles, or special effects (e.g., fade in/out).</i></p>
Recording	<p>Use a camera angle that includes as many faces of the students in the class as possible. The video recording should show as much of the class as possible, but it is acceptable to focus on a particular student while he or she is talking, singing, or playing an instrument. You must be shown in the video as well.</p> <p>Make sure that sound quality is good enough that the assessor can understand all of what you say, sing, or play and most of what students say, sing, or play.</p>
Language	<p>Show conversations that occur in English unless you registered for World Languages (French or Spanish).</p> <p>If a small portion of your video occurs in a language other than English and it is important that an assessor understand it, provide a brief description in the Written Commentary of what was communicated.</p>
<p>For advice on recording your lesson, see "Recording Video Entries" in "Phase 2: Develop" (in Part 1). For more information on the use of languages other than English, see "Language Accommodations Policies" in "Phase 1: Prepare" (in Part 1).</p>	

Choosing Instructional Materials

Materials can be any instructional resource that is essential for an assessor to view to make valid and proper judgments in assessing. **Include only those instructional materials that are needed to help an assessor understand the content of the video recording.**

Instructional Materials Format Specifications

Assemble your instructional materials together in the following order:

- Instructional Material Cover Sheet (use a new cover sheet for each item of instructional material)
- responses to the questions found on the cover sheet (typed on a separate page, not on the cover sheet)
- any relevant instructional materials that would help assessors understand the lesson (instructional plans, diagrams, copies of overhead transparencies, etc.)

The cover sheet responses you submit must meet the following requirements:	
Format for responses to cover sheet questions	Type your responses on a separate sheet of paper. Double-space your text; do not use 24-point line spacing. Use 12-point Times New Roman font. Do not use condensed or compressed fonts. Materials will be submitted electronically as a Microsoft Word, Open Office or PDF file. Page size must be 8.5" x 11" with 1" margins on all sides. Make sure materials are legible.
Labeling	Number each of your responses to match the corresponding question number on the cover sheet. Place your candidate ID number in the upper right corner of the page. Do not include your name.
Page count	Submit no more than 1 typed page per cover sheet. Additional pages will not be read.
For examples of appropriate line spacing and font formatting, see "Specifications: Written Materials" in "Phase 2: Develop" (in Part 1).	

The materials you submit must meet the following requirements:	
Format for instructional materials	<p>Materials must be no larger than 8.5" × 11". If submitting a smaller item (e.g., a photograph), you must photocopy it onto an 8.5" × 11" page or print a digitized image of that smaller item onto an 8.5" × 11" page. Whether photocopied or digitized, several smaller items can be grouped on a single page.</p> <p>Note: If an instructional material was created in a multimedia software program (such as PowerPoint presentation software or HyperStudio®), you may format up to six slides on one 8.5" × 11" sheet. Each sheet counts as 1 page toward your page total.</p> <p>Note: If an instructional material contains Web pages, each Web page printout (one 8.5" × 11" sheet) counts as 1 page toward your page total.</p> <p>Note: Do not photocopy full-sized pages of instructional materials in a reduced format in order to fit more than one instructional material onto a single sheet of paper.</p> <p>Note: If instructional materials that are important for assessors to see are impractical to submit or do not show up clearly in the video recording (e.g., overhead transparency or slide projections, writing on a chalkboard or whiteboard, software, three-dimensional objects), submit a drawing, photocopy, digitized image, photograph, or description/transcription of the material. (If you submit a description/transcription, it must be typed in double-spaced text with 1" margins on all sides using 12-point Times New Roman font. Print on only one side.)</p> <p>Make sure materials are legible.</p>
Anonymity guidelines	If materials include names or other identifying information, show the student's first name only; delete students' last names, teachers' names, or any identifying information about the students' families.
Labeling	Place your candidate ID number in the upper right corner of all pages. Do not include your name.
Page count	<p>Submit single-sided pages. (Pages with pictures or text on two sides count as 2 pages.)</p> <p>Submit no more than 3 pages in total of instructional materials. Additional pages will not be read. Cover sheets and sheets containing your responses to the questions on the cover sheets do not count toward this total. No materials will be returned.</p>

Composing Written Commentary

Organize your Written Commentary into sections under the following headings, which will direct assessors to the required information:

- 1. Instructional Context**
- 2. Planning of Sequenced Skill Instruction**
- 3. Analysis of Video Recording**
- 4. Reflection**

Your Written Commentary must address the italicized questions provided below for each section. Statements in plain text that immediately follow an italicized question help you interpret the question. It is not necessary to include the italicized questions within the body of your response.

Your Written Commentary must be **no longer than 12 typed pages**. Suggested page lengths are included to help you make decisions about how much to write for each of the four sections. (See "Written Commentary Format Specifications" for more detail.)

1. Instructional Context

Provide the following information in addition to the context that you supply on the Contextual Information Sheet, which focuses on the school or district at large. In this section, address the following questions about your selected class:

- What are the number, grade(s), and age(s) of the students featured in this entry and the name of the course? (Example: 21 students in grade 10, ages 15 and 16, cooperative activities)
- What are the relevant characteristics of this class that influenced the instructional strategies featured in this portfolio entry response? (Example: ethnic, cultural, and linguistic diversity; the range of abilities of the students; the “personality” of this class)
- What are the relevant characteristics of the students with exceptional needs and abilities that influenced your planning for this instruction (e.g., the range of abilities and the cognitive, social/behavioral, attentional, sensory, and/or physical challenges of your students)? Give any other information that might help the assessor “see” this class.
- What are the relevant features of your teaching context that influenced the selection of this instructional sequence? This might include other realities of the social and physical teaching context (e.g., available resources, scheduling of classes, structure of your teaching assignment—such as team teaching or self-contained classroom).

Suggested total page length for **Instructional Context: 1 page**

2. Planning of Sequenced Skill Instruction

In this section, address the following questions:

- Apart from the goal of students understanding the value of physical activity, what are your goals for this instructional sequence, including any concepts, skills, attitudes, and processes you want students to develop? Justify why these goals are important for these particular students.
- How do these goals support and facilitate these particular students’ development of the skill(s) and cognitive concept(s) under study?
- How is the pairing of the selected motor skill(s) with the selected cognitive concept(s) developmentally appropriate for addressing your goals for these students?
- What were the major activities you and your students engaged in during the entire unit or instructional sequence? How were the activities in the unit sequenced and organized to build on students’ interests and prior knowledge? Describe the instructional sequence or unit you implemented to facilitate the skill development. Briefly describe those activities included in the instructional sequence or unit that support the skill instruction and the development of the related cognitive concept(s).
- What are the central features of each of the segments selected for the video recording? Explain how the three segments support the sequenced skill development and the learning of the cognitive concept(s).

Suggested total page length for **Planning of Sequenced Skill Instruction: 4 pages**

3. Analysis of Video Recording

The purpose of this section is to provide concrete examples to illustrate your points. In citing specific evidence, it may be helpful to assessors if you point them to exact locations in the video recording by describing specific dialogue, events, and/or students (e.g., “when the girl in the green shirt explained her difficulty with striking skills . . .”). In this section, address the following questions:

- Citing specific evidence from a segment of the video recording, how did you present the selected skill, in context, so that it supported students’ sequenced skill development and their learning of the related cognitive concept? Point to specific interactions in the video recording that provide evidence of how your teaching supports sequenced skill development and the learning of cognitive concepts by building on previous learning and laying a foundation for future learning.
- Citing specific evidence from a segment of the video recording, how did you provide skill instruction and monitor student practice that supports meaningful maximum participation, sequenced skill development, and the learning of the connected cognitive concept(s)?
- Citing specific evidence from a segment of the video recording, how did you engage students in analyzing, reflecting, and promoting independent thinking regarding the selected skill as you brought closure to the instruction? Point to specific interactions in the video recording that provide evidence of how your teaching supports students’ skill development and their learning of the related cognitive concept(s).
- How did your specific teaching encourage students’ participation in physical activity? In your response, please be careful to address students’ awareness of how you make links between physical education activities and students’ pursuit of an active lifestyle.
- How well were the learning goals for the instructional sequence achieved? What is the specific evidence for your answer? Include, as appropriate, references to the video recording and to the instructional sequence as a whole, as well as references to subsequent lessons and student performance.
- How did your design and execution of this instructional sequence affect the achievement of your learning goals? Your explanation might include—but not be limited to—such things as your ongoing informal assessment of students’ skill development and cognitive understanding of the related concept, your anticipation and handling of common errors, the unexpected questions from students and unanticipated opportunities for learning that you captured, or your planned strategy and its outcomes in the lesson.
- What techniques did you use to engage specific groups or individuals and achieve meaningful maximum participation? How do interactions in the video recording illustrate your ability to help all students develop the selected skills as you take into account students’ developmental level, physical safety, emotional safety, backgrounds, language proficiencies, and needs?

Suggested total page length for **Analysis of Video Recording: 5 pages**

4. Reflection

The focus of this entry is to accurately describe your practice, analyze it fully and thoughtfully, and reflect on its implications and significance for future teaching. In this section, address the following questions:

- Identify the critical moments or choices you made during the instruction that impacted the direction of the lesson. Describe the events and state why they were important. Assess how they affected students’ skill development, cognitive understanding, meaningful maximum participation of students, and your promotion of an active lifestyle.
- As you review the video recording and recall the lesson from which it was taken, what do you regard as one of the significant successes of this lesson? Why?

- What would you do differently if you were given the opportunity to teach this particular sequence with these students again? Explain your rationale.

Suggested total page length for **Reflection: 2 pages**

Written Commentary Format Specifications

Your response will be scored based on the content of your analysis, but it is important to proofread your writing for spelling, mechanics, and usage.

Your response must be organized under these section headings (described in detail above):

- 1. Instructional Context**
- 2. Planning of Sequenced Skill Instruction**
- 3. Analysis of Video Recording**
- 4. Reflection**

Your Written Commentary must also meet the following requirements:

Language	Write in English.
Format	Type and double-space text. Do not use 24-point line spacing. Use 12-point Times New Roman font. Do not use condensed or compressed fonts. Materials will be submitted electronically as a Microsoft Word, Open Office or PDF file. Page size must be 8.5" x 11" with 1" margins on all sides. Make sure materials are legible.
Anonymity guidelines	If materials include names or other identifying information, show the student's first name only; delete students' last names, teachers' names, or any identifying information about the students' families.
Labeling	Place your candidate ID number in the upper right corner of all pages. Do not include your name. If you are using a word-processing program, you can save time by creating a "header" that prints your candidate ID number on each page.
Page count	Submit single-sided pages. (Pages with pictures or text on two sides count as 2 pages.) Submit no more than 12 typed pages in total . If you submit a longer Written Commentary, only the first 12 pages will be read and scored. The cover sheet does not count toward this total.

For advice on developing your Written Commentary, see "Writing about Teaching" in "Phase 2: Develop" (in Part 1).

For examples of appropriate line spacing and font formatting, see "Specifications: Written Materials" in "Phase 2: Develop" (in Part 1).

Entry 1 Cover Sheets

All cover sheets and forms required for this entry are listed in this section. To read and print these documents, you must install Adobe® Reader® software on your computer. You may download Adobe Reader for free by following the instructions provided on the Adobe Systems website (www.adobe.com).

As you prepare your portfolio, keep in mind some coversheets contain directions that are not repeated elsewhere; follow these directions carefully.

CONTEXTUAL INFORMATION SHEET

This form asks you to describe the broader context in which you teach:

- If you teach in different schools that have different characteristics, and this entry features students from more than one school, please complete a separate sheet for each school associated with this entry.
- If a completed Contextual Information Sheet also pertains to another entry, submit it with that entry as well.

NOTE

In each entry, you are asked to provide specific information about the students in the class you have featured in the entry. This is *in addition* to the information requested here. Please print clearly or type. (If you type, you may single-space the text using 12-point Times New Roman font.) Limit your responses to the spaces provided below. For clarity, please avoid the use of acronyms.

1. Briefly identify

- the **type of school/program** in which you teach and the **grade/subject configuration** (single grade, departmentalized, interdisciplinary teams, etc.):

- the grade(s), age levels, number of students taught daily, average number in each class, and courses:

Grades _____ Age Levels _____ Number of Students _____ Average Number of Students in Each Class _____

Courses _____

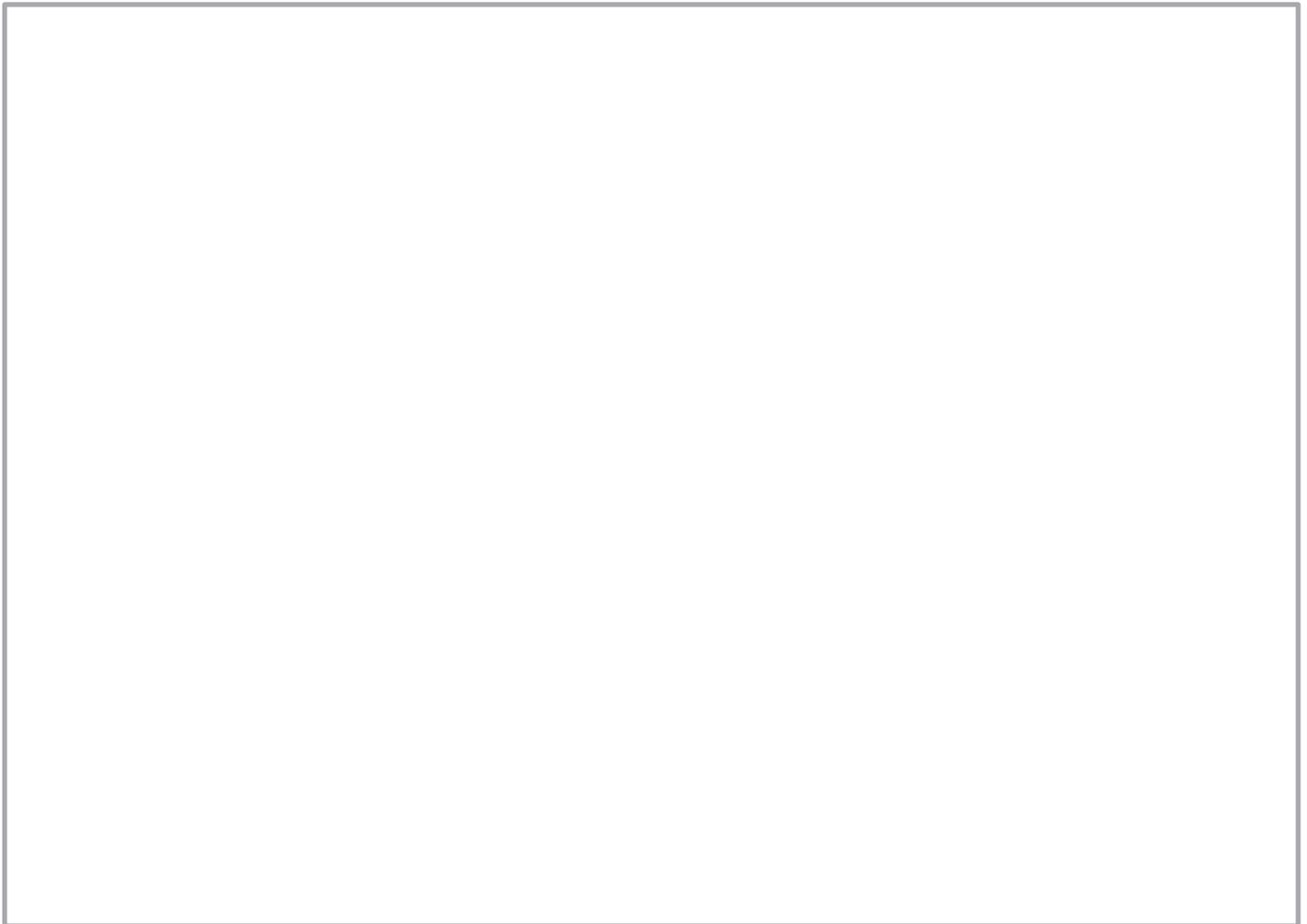
2. What information about your teaching context do you believe would be important for assessors to know to understand your portfolio entries? Be brief and specific. **Note: You might include details of any state or district mandates, information regarding the type of community, and access to current technology.**

CLASSROOM LAYOUT FORM

(For Informational Purposes Only)

Please show the physical layout of the “classroom” (i.e., “setting in which the instruction took place”) as it appears in the video recording. This visual will provide assessors with a context for the video since the camera cannot capture the whole instruction area at once.

It is helpful to assessors for you to identify where particular students are located in the room by using the same student identifiers that you refer to in your Written Commentary (e.g., “the girl in the green sweater”). The sketch will not be scored.



Instructional Material COVER SHEET

Instructional Material #: _____

Do not write or type on this cover sheet in response to the questions below.

Provide your responses to the questions contained in the box below in a separate document using double-spaced 12-point Times New Roman font. Your responses must fit on one page. Group your response sheet directly behind this cover sheet.

1. What is important to know about this one item of instructional material to understand what is shown on the video recording?
2. How was this one item of instructional material used?

Group the following with this cover sheet:

- Your response sheet
- One relevant item of instructional material

Use this cover sheet as many times as needed.

Entry 2: Assessment for Student Learning

In this entry, you select and submit two assessments with instructional materials and two students' responses that demonstrate your ability to tie assessment to learning goals. You also show how results of assessments are used to inform instruction. You also submit a Written Commentary analyzing your teaching.

Standards Measured by Entry 2

This entry focuses on the following Standards:

- I. Knowledge of Students
- II. Knowledge of Subject Matter
- III. Sound Teaching Practices
- V. High Expectations for Learners
- VII. Curricular Choices
- VIII. Assessment
- X. Reflective Practice and Professional Growth

The following statements from the Standards provide some examples of accomplished teaching practice.

Accomplished physical education teachers

- incorporate their knowledge of the physical, cognitive, social, and emotional development levels of their students in their lessons; effective lessons meet the needs of all the students in a class and demonstrate objectives that value each individual. With a solid grasp of a broad body of knowledge and of the effective methods by which to communicate it to students, teachers are well prepared to meet the needs of all students while working toward measured class outcomes.
- constantly redirect all students toward the next level of achievement and empower them to become involved in setting high and realistic goals. Curricular choices recognize the complexities of physical education as a subject area and go far beyond movement skills and playing games to creating physically educated, independent learners.
- are well versed in the characteristics of learners: they have a thorough comprehension of the means by which learners construct knowledge to develop physical skills, and they assess this process in order to design and implement appropriate instruction.
- view assessment as an integral part of their instruction benefiting both the teacher and the student, not just as a process by which to determine grades.
- command a wide range of assessment methods and strategies within their teaching repertoire, both formal and informal, both spontaneous and structured.

For the accomplished physical education teacher, every classroom experience provides an opportunity for reflection and improvement. Students reap benefits from teachers whose reflective practice leads them to evaluate curriculum decisions, teaching strategies, and assessment practices.

For the scoring rubrics and an explanation of how the rubrics are used to assess your portfolio entries, refer to the *Early and Middle Childhood/Physical Education Scoring Guide for Candidates*.

What Do I Need to Do?

This entry captures your ability to describe, analyze, and assess students' understanding of a specific learning goal in physical education and to move your students to higher levels of proficiency and a deeper understanding of the learning goal.

In this entry, you

- demonstrate your ability to integrate assessment into your instruction to promote learning by all students;
- show how you use the results of the assessment to inform your instructional decisions and improve your teaching.

For this entry, you must submit the following:

- **Assessment materials.**
 - **Assessment Cover Sheet responses (two cover sheets, 1 page maximum of responses per cover sheet).**
 - **Two assessments with instructional materials (6 pages maximum combined).**
 - **Two student responses for each assessment (10 pages maximum combined).**
- **Written Commentary (12 pages maximum)** that contextualizes, analyzes, and evaluates your teaching throughout the process of assessing to inform instruction.

Select an instructional sequence in which you are teaching an important and specific physical education learning goal. You then choose two distinct assessments from the instructional sequence that are significant in assessing, deepening, and developing students' understanding of the goal. You must show how you use the assessment results to inform instruction. The two assessments that you select to feature within the instructional sequence can be consecutive or separated by a span of time.

Read all directions for this entry before beginning to work on individual components. It can also help to have a colleague review your work. **However**, all of the work you submit as part of your response to **any entry must be yours and yours alone**. The written analyses and other components you submit must feature teaching that **you** did and work that **you** oversaw. For more detailed information, see "Ethics and Collaboration" in "Phase 1: Prepare" (in Part 1) and the National Board's ethics policy.

Detailed directions for developing each component follow. See "Entry 2 Cover Sheets" for a list of the forms required to assemble and submit your materials.

You must submit assessments with instructional materials, student responses, and a Written Commentary. If any component is missing, your response will not be scored.

The student work entry (2) and video recording entries (1 and 3) must be from different lessons and different units of instruction.

Selecting Assessments

Collect two assessments and two students' responses to each assessment.

Important Learning Goal and the Instructional Sequence

Select an important and specific learning goal within a unit or instructional sequence from which you will choose evidence of students' responses to two assessments. The instructional sequence is one in which the students are engaged in building understanding or competence. It should give you an opportunity to demonstrate your approach to integrating assessment into your instruction and using assessment results to support student understanding and

development. The instructional sequence you feature should also provide a foundation for your ongoing formative assessment and inform your teaching. The learning goal you feature should be a significant physical education skill or concept that is important for your students to learn.

Read “Composing Written Commentary” to determine the kinds of information you want to record, what came before and after the assessments, and evidence to support your analysis of the relative success of the instructional sequence. You must choose an instructional sequence different from those featured in the other entries of the portfolio.

Assessments

Select two assessments from any point in the instructional sequence. You should consider the assessment strategies you will use before you begin the instruction on which your response will be based. Identify the most important understandings or skills your students must acquire and a logical order for students to learn them. You should also consider how you might use the assessments to inform your instruction.

As your instruction unfolds, collect assessment materials, student work, and other evidence of student response such as diagrams, paper-pencil tests, checklists, performance activity cards, rubrics, student journal entries, transcriptions of events, sequences of pictures, your written analysis of performances, and your own descriptions. If you collect samples during all aspects of your assessment process, you have a better chance of identifying those assessments that best represent your approach to assessment.

The assessments you choose should be related to the same goal but be from different points in time during the featured instructional sequence. The assessments should give you an opportunity to demonstrate your ability to integrate assessment into your instruction. Choose assessments that allow students to demonstrate the extent of their progress in relation to the physical education learning goal so that you can adjust instruction and plan students’ next steps accordingly.

That is, the assessments should generate evidence of student response that allows you to assess a student’s growth within the unit and understand student progress and make informed decisions about further instruction (whether the student is improving or not). Only your instructional decisions and teaching practice are being assessed, not student achievement.

Evidence of Student Responses

While not all assessment activities in your daily teaching practice lead to a tangible piece of student work, the assessments that you select for this entry must lead to some paper-based evidence of student responses that can be examined by assessors. For example, you may have observed a student’s performance and asked the student related questions but the student did not produce any tangible product. Consequently, you may submit evidence of student response that consists of your own record or description of events or your analysis of a student’s performance that occurred during the assessment.

The two students whose responses you include as evidence of student responses must be from the same class. They should represent different instructional challenges to you and draw on the range of student needs, abilities, and interests in your classroom. By selecting different types of students, you may be better able to display your teaching ability and flexibility.

As you prepare, collect more than one set of student responses to the assessments and record the necessary details to complete your analysis. To facilitate your selection, you may want to collect evidence from more than two students over the course of the instructional

period. This may give you greater choice in your final selection and greater opportunity to show your best teaching.

Consider carefully before selecting the students for this entry. The focus of the entry is on your teaching practice, not on the level of student performance. While students who seem to excel in physical education do present an instructional challenge that is worthy of inclusion in this response, you may find other students also offer an opportunity to demonstrate your contribution to their development. Pick the students who give you the best opportunity to discuss your practice.

Assessments Format Specifications

Appropriate assessment artifacts accurately represent the assessments they are intended to illustrate. Assemble your assessment materials together in the following order:

- Assessment Cover Sheet (use a new cover sheet for each assessment)
- responses to the questions found on the cover sheet (typed on a separate page, not on the cover sheet)—including questions regarding the purpose, sequential order of the assessment, and any instructional resources used in the assessment—to describe the selected assessment
- the assessment
- any other relevant assessment artifacts that would help assessors understand the activity (handouts, excerpts from teacher guides, instructions to students, copies of overhead transparencies, etc.)

You will also be assembling evidence of student response with each set of assessment materials. For details, see “Evidence of Student Response Format Specifications” below.

The cover sheet responses you submit must meet the following requirements:	
Format for responses to cover sheet questions	Type your responses on a separate sheet of paper. Double-space your text; do not use 24-point line spacing. Use 12-point Times New Roman font. Do not use condensed or compressed fonts. Materials will be submitted as a Microsoft Word, Open Office or PDF file. Page size must be 8.5" × 11" with 1" margins on all sides. Make sure materials are legible.
Labeling	Number each of your responses to match the corresponding question number on the cover sheet. Place your candidate ID number in the upper right corner of the page. Do not include your name.
Page count	Submit no more than 1 typed page per cover sheet. Additional pages will not be read.
For examples of appropriate line spacing and font formatting, see “Specifications: Written Materials” in “Phase 2: Develop” (in Part 1).	

The materials you submit must meet the following requirements:	
Format for assessment materials	<p>Materials must be no larger than 8.5" × 11". If submitting a smaller item (e.g., a photograph), you must photocopy it onto an 8.5" × 11" page or print a digitized image of that smaller item onto an 8.5" × 11" page. Whether photocopied or digitized, several smaller items can be grouped on a single page.</p> <p>Note: If a supporting material was created in a multimedia software program (such as PowerPoint presentation software or HyperStudio®), you may format up to six slides on one 8.5" × 11" sheet. Each sheet counts as 1 page toward your page total.</p> <p>Note: If a supporting material contains Web pages, each Web page printout (one 8.5" × 11" sheet) counts as 1 page toward your page total.</p> <p>Note: Do not photocopy full-sized pages of supporting materials in a reduced format in order to fit more than one supporting material onto a single sheet of paper.</p> <p>Note: If supporting materials that are important for assessors to see are impractical to submit (e.g., overhead transparency or slide projections, writing on a chalkboard or whiteboard, software, three-dimensional objects), submit a drawing, photocopy, digitized image, photograph, or description/transcription of the material. (If you submit a description/transcription, it must be typed in double-spaced text with 1" margins on all sides using 12-point Times New Roman font. Print on only one side.)</p> <p>Make sure materials are legible.</p>
Anonymity guidelines	If materials include names or other identifying information, show the student's first name only; delete students' last names, teachers' names, or any identifying information about the students' families.
Labeling	Place your candidate ID number in the upper right corner of all pages. Do not include your name.
Page count	<p>Submit single-sided pages. (Pages with pictures or text on two sides count as 2 pages.)</p> <p>Submit no more than 3 pages of supporting materials for each of the two assessments, for a total of no more than 6 pages of assessment artifacts. Additional pages will not be read. Cover sheets and sheets containing your responses to the questions on the cover sheets do not count toward this total. No materials will be returned.</p>

Evidence of Student Response Format Specifications

Use a new Evidence of Student Response Cover Sheet for each piece of evidence, placing a set of these student response materials directly behind the set of assessment artifacts (described above) to which the evidence of student response is related.

The evidence of student response you submit must satisfy the following criteria and be prepared as follows:	
Criteria	<p>Evidence of student response must represent each student's original work or be accurate descriptions of the student's response. The original student work or clear photocopies of student work are acceptable.</p> <p>Evidence of student response must come from the same class that is the basis for your discussion in the Written Commentary.</p> <p>Evidence of student response must be from the same two students, responding to the same two assessments that you are featuring in this entry.</p>

Format	<p>Pages must be no larger than 8.5" × 11". If submitting a smaller item (e.g., a photograph), you must photocopy it onto an 8.5" × 11" page or print a digitized image of that smaller item onto an 8.5" × 11" page. Whether photocopied or digitized, several smaller items can be grouped on a single page.</p> <p>Note: If a piece of evidence of student response was created in a multimedia software program (such as PowerPoint presentation software or HyperStudio®), you may format up to six slides on one 8.5" × 11" sheet. Each sheet counts as 1 page toward your page total.</p> <p>Note: If a piece of evidence of student response contains Web pages, each Web page printout (one 8.5" × 11" sheet) counts as 1 page toward your page total.</p> <p>Note: Do not photocopy full-sized pages of evidence of student response in a reduced format in order to fit more than one piece of evidence of student response onto a single sheet of paper.</p> <p>Note: Do not send video recordings, audiotapes, models, and so on. Products must be two-dimensional. If a student response results in a multidimensional product, such as a model, a physical demonstration, or a video recording, have the student write a 1-page description of the assessment and what the student made. You may include photograph(s) or student-made drawings to accompany the description, if appropriate. The 1-page description counts toward your page total.</p> <p>Make sure materials are legible.</p>
Anonymity guidelines	<p>If materials include names or other identifying information, show the student's first name only; delete students' last names, teachers' names, or any identifying information about the students' families.</p>
Labeling	<p>Place your candidate ID number in the upper right corner of all pages. Do not include your name.</p> <p>Clearly label all pages as "Student A" or "Student B" and label with the student's first name.</p>
Page count	<p>Submit single-sided pages. (Pages with pictures or text on two sides count as 2 pages.)</p> <p>Submit no more than 10 pages in total of evidence of student response for both students and activities combined. Additional pages will not be read. Cover sheets do not count toward this total. No materials will be returned.</p>

Composing Written Commentary

Organize your Written Commentary into sections under the following headings, which will direct assessors to the required information:

- 1. Instructional Context**
- 2. Instructional Planning and Approach to Assessment**
- 3. Analysis of Evidence of Student Responses**
- 4. Reflection**

Your Written Commentary must address the italicized questions provided below for each section. Statements in plain text that immediately follow an italicized question help you interpret the question. It is not necessary to include the italicized questions within the body of your response.

Your Written Commentary must be **no longer than 12 typed pages**. Suggested page lengths are included to help you make decisions about how much to write for each of the four sections. (See "Written Commentary Format Specifications" for more detail.)

1. Instructional Context

Provide the following information in addition to the context that you supply on the Contextual Information Sheet, which focuses on the school or district at large. In this section, address the following questions about your selected class:

- *What are the number, grade(s), and age(s) of the students featured in this entry and the name of the course? (Example: 21 students in grade 10, ages 15 and 16, cooperative activities)*
- *What are the relevant characteristics of this class that influenced the instructional strategies featured in this portfolio entry response? (Example: ethnic, cultural, and linguistic diversity; the range of abilities of the students; the “personality” of this class)*
- *What are the relevant characteristics of the students with exceptional needs and abilities that influenced your planning for this instruction (e.g., the range of abilities and the cognitive, social/behavioral, attentional, sensory, and/or physical challenges of your students)? Give any other information that might help the assessor “see” this class.*
- *What are the relevant features of your teaching context that influenced the selection of this instructional sequence? This might include other realities of the social and physical teaching context (e.g., available resources, scheduling of classes, structure of your teaching assignment—such as team teaching or self-contained classroom).*

Suggested total page length for **Instructional Context: 1 page**

2. Instructional Planning and Approach to Assessment

In this section, the questions about your approach to assessment are designed to help you provide assessors with an overview of the way you integrate assessment into your instruction.

In this section, address the following questions:

- *What are your goals for this instructional sequence? Include concepts, attitudes, processes, and skills you want students to develop.*
- *Why are these specific learning goals important and appropriate for these students? Justify why these goals are important for these particular students.*
- *What do you look at when you assess students? How do you communicate this to the students? In other words, what sources of evidence do you look at in order to determine the level or depth of understanding or development of the important physical education goal? Although each assessment has its own specific criteria, each teacher has his or her own set of standards that govern their approach to assessment. What are yours?*
- *What was the relationship between your approach to assessment and the learning goals you set for your students? Why was this approach appropriate for your students? Why was this approach appropriate for addressing your goals for these students? How do the two assessments selected for this entry relate to the learning goals for the instructional sequence?*

Suggested total page length for **Instructional Planning and Approach to Assessment: 4 pages**

3. Analysis of Evidence of Student Responses

Respond to the following questions in separate sections for each of the two students you have selected. Label each section with an identifier (Student A or Student B) and the student’s first name. In your response to the questions, provide concrete examples to illustrate your points by referring explicitly to the two featured assessments and the evidence of student responses. Remember, answer each question for each student. Cite the assessments and work samples by their number (assessment 1 or 2, work sample 1 or 2).

- Why did you choose this student? What must you know about this student to understand and interpret the included work samples or other evidence of student response? What instructional challenges does this student represent?
- What are the significant characteristics of each of the two pieces of evidence? Taking the two pieces together, what does this tell you about the student’s growth in understanding or development of the selected learning goal featured in this instructional sequence? What does the work or other evidence of student response tell you about any challenges or misunderstandings this student experienced?
- How did you provide feedback or further instruction to the student based on your assessment?
- Did your post-assessment instruction or feedback contribute to the student’s growth in understanding or development of the learning goals that were the focus of your instruction? If so, how?

Suggested total page length for **Analysis of Evidence of Student Responses: 5 pages**

4. Reflection

The focus of this entry is to accurately describe your practice, analyze it fully and thoughtfully, and reflect on its implications and significance for future teaching. In this section, address the following questions:

- Considering your entire response, what does the student work or other evidence of student responses suggest about next steps for your instruction for the class or for the individual students? Cite specific evidence from the student responses to support your ideas for next steps.
- What would you do differently, and why, if you could teach this particular sequence with these students again? What would you do again? Explain your rationale. Cite examples from the student work or evidence submitted.
- Explain why you chose this particular assessment strategy. If this is the first time you’re using this strategy, why did you change from previous practice?

Suggested total page length for **Reflection: 2 pages**

Written Commentary Format Specifications

Your response will be scored based on the content of your analysis, but it is important to proofread your writing for spelling, mechanics, and usage.

Your response must be organized under these section headings (described in detail above):

- 1. Instructional Context**
- 2. Instructional Planning and Approach to Assessment**
- 3. Analysis of Evidence of Student Responses**
- 4. Reflection**

Your Written Commentary must also meet the following requirements:	
Language	Write in English.
Format	Type and double-space text. Do not use 24-point line spacing. Use 12-point Times New Roman font. Do not use condensed or compressed fonts. Materials will be submitted as a Microsoft Word, Open Office or PDF file. Page size must be 8.5" × 11" with 1" margins on all sides. Make sure materials are legible.

Anonymity guidelines	If materials include names or other identifying information, show the student's first name only; delete students' last names, teachers' names, or any identifying information about the students' families.
Labeling	Place your candidate ID number in the upper right corner of all pages. Do not include your name. If you are using a word-processing program, you can save time by creating a "header" that prints your candidate ID number on each page.
Page count	Submit single-sided pages. (Pages with pictures or text on two sides count as 2 pages.) Submit no more than 12 typed pages in total . If you submit a longer Written Commentary, only the first 12 pages will be read and scored. The cover sheet does not count toward this total.
For advice on developing your Written Commentary, see "Writing about Teaching" in "Phase 2: Develop" (in Part 1). For examples of appropriate line spacing and font formatting, see "Specifications: Written Materials" in "Phase 2: Develop" (in Part 1).	

Entry 2 Cover Sheets

All cover sheets and forms required for this entry are listed in this. To read and print these documents, you must install Adobe® Reader® software on your computer. You may download Adobe Reader for free by following the instructions provided on the Adobe Systems website (www.adobe.com).

As you prepare your portfolio, keep in mind some cover sheets contain directions that are not repeated elsewhere; follow these directions carefully.

CONTEXTUAL INFORMATION SHEET

This form asks you to describe the broader context in which you teach:

- If you teach in different schools that have different characteristics, and this entry features students from more than one school, please complete a separate sheet for each school associated with this entry.
- If a completed Contextual Information Sheet also pertains to another entry, submit it with that entry as well.

NOTE

In each entry, you are asked to provide specific information about the students in the class you have featured in the entry. This is *in addition* to the information requested here. Please print clearly or type. (If you type, you may single-space the text using 12-point Times New Roman font.) Limit your responses to the spaces provided below. For clarity, please avoid the use of acronyms.

1. Briefly identify

- the **type of school/program** in which you teach and the **grade/subject configuration** (single grade, departmentalized, interdisciplinary teams, etc.):

- the grade(s), age levels, number of students taught daily, average number in each class, and courses:

Grades _____ Age Levels _____ Number of Students _____ Average Number of Students in Each Class _____

Courses _____

2. What information about your teaching context do you believe would be important for assessors to know to understand your portfolio entries? Be brief and specific. **Note: You might include details of any state or district mandates, information regarding the type of community, and access to current technology.**

Assessment #1

COVER SHEET

Do not write or type on this cover sheet.

Type your responses to the questions contained in the box below on one separate sheet of 8.5" x 11" paper using double-spaced 12-point Times New Roman font. Your responses must fit on that one sheet. Place your typed response sheet directly behind this cover sheet.

1. Describe the assessment. What did you do? What did the students do?
2. Describe the purpose of this assessment? What do you want your students to do to show that they understand?
3. Describe the criteria you used to evaluate student responses. Why did you choose those criteria?
4. How did you communicate the criteria for this assessment to your students?

Attach the following to this cover sheet:

- Your response sheet
- Assessment materials
 - Assessment/prompt and your answer key or acceptable responses
 - Any other relevant assessment artifacts that would help assessors understand the activity (e.g., handouts, excerpts from teacher guides, instructions to students, overhead transparencies)

Assessment #2

COVER SHEET

Do not write or type on this cover sheet.

Type your responses to the questions contained in the box below on one separate sheet of 8.5" x 11" paper using double-spaced 12-point Times New Roman font. Your responses must fit on that one sheet. Place your typed response sheet directly behind this cover sheet.

1. Describe the assessment. What did you do? What did the students do?
2. Describe the purpose of this assessment? What do you want your students to do to show that they understand?
3. Describe the criteria you used to evaluate student responses. Why did you choose those criteria?
4. How did you communicate the criteria for this assessment to your students?

Attach the following to this cover sheet:

- Your response sheet
- Assessment materials
 - Assessment/prompt and your answer key or acceptable responses
 - Any other relevant assessment artifacts that would help assessors understand the activity (e.g., handouts, excerpts from teacher guides, instructions to students, overhead transparencies)

Assessment #1

Evidence of Student A Response

COVER SHEET

Attach to this cover sheet:

-  Evidence of a student response generated during the above-cited assessment. Label the piece of evidence with the student's first name, the Student Identifier (A or B), and the Assessment Number.

Assessment #1

Evidence of Student B Response

COVER SHEET

Attach to this cover sheet:

-  Evidence of a student response generated during the above-cited assessment. Label the piece of evidence with the student's first name, the Student Identifier (A or B), and the Assessment Number.

Assessment #2

Evidence of Student A Response

COVER SHEET

Attach to this cover sheet:

-  Evidence of a student response generated during the above-cited assessment. Label the piece of evidence with the student's first name, the Student Identifier (A or B), and the Assessment Number.

Assessment #2

Evidence of Student B Response

COVER SHEET

Attach to this cover sheet:

-  Evidence of a student response generated during the above-cited assessment. Label the piece of evidence with the student's first name, the Student Identifier (A or B), and the Assessment Number.

Entry 3: Creating a Productive Learning Environment

In this entry, you submit a Written Commentary, instructional materials, and a 20-minute video recording that demonstrates how you manage the transition of learning activities; shows how you promote learning in a physically, socially, and emotionally safe environment; and highlights your ability to promote physical activity for a lifetime.

Take One!® Participants: This is your Take One! entry.

Standards Measured by Entry 3

This entry focuses on the following Standards:

- I. Knowledge of Students
- III. Sound Teaching Practices
- IV. Student Engagement in Learning
- V. High Expectations for Learners
- VI. Learning Environment
- IX. Equity, Fairness, and Diversity
- X. Reflective Practice and Professional Growth
- XI. Promoting an Active Lifestyle

The following statements from the Standards provide some examples of accomplished teaching practice.

Accomplished physical education teachers

- know that each student, regardless of skill level, brings to class intuitive movement ability; from this starting point teachers reach out to each individual student, extending the opportunity to succeed. These teachers' understanding of what students know and can do, combined with their knowledge of student attitudes toward physical activity, enables them to design meaningful movement activities and instructional tasks.
- utilize the physical setting of their classroom as an effective tool of instruction. Depending on the specific instructional purpose at hand, they carefully select and use appropriate instructional resources employing a variety of grouping strategies, whole-class, or individualized instruction to optimize learner outcomes. Because teachers combine their enthusiasm and knowledge of their field with their knowledge of students, their students are constructively engaged in sustained activity and express their active, spirited involvement in and appreciation for physical education.
- challenge their students cognitively by asking questions that disclose problem-solving skills at both individual and group levels.
- tenaciously maintain high expectations and create and sustain a stimulating, productive setting that encourages participation, discovery, goal setting, and cooperation for all students while maintaining a physically, emotionally, and socially secure environment in which students engage in and enjoy physical activity.
- confront issues of diversity proactively to promote equality and ensure that their students receive equal opportunities to select, participate in, enjoy, and benefit from a variety of physical activities.
- incorporate their knowledge of the physical, cognitive, social, and emotional developmental aspects of their students in their lessons; effective lessons meet the needs of all the students in a class and demonstrate objectives that value each individual. While striving to meet goals that set high expectations for all their students, teachers modify and

extend instruction appropriately for individual learners, adapting lessons as necessary to address students' developmental and skill level differences.

- recognize the multiple benefits of a physically active lifestyle and promote purposeful daily activities for all students that encourages them to become lifelong adherents of physical activity.

As careful observers of students, teachers constantly rethink instructional choices, analyzing the relationship between their practice and student learning. Students reap benefits from those teachers whose reflective practices lead them to evaluate curriculum decisions and teaching strategies.

For the scoring rubrics and an explanation of how the rubrics are used to assess your portfolio entries, refer to the *Early and Middle Childhood/Physical Education Scoring Guide for Candidates*.

What Do I Need to Do?

This entry captures how you create a productive learning environment and manage the transition of learning activities within your instructional setting while providing meaningful maximum time on task for students. This entry also captures how you blend the promotion of lifelong physical activity into the learning experience.

In this entry, you

- demonstrate your ability to promote student learning in a physically, socially, and emotionally safe environment that supports equitable access to learning and promotes student interaction and reflection through the use of effective classroom management skills and routines;
- demonstrate purposeful grouping strategies, such as whole-class, small-group, or individual groupings of students, and justify your decisions regarding their use.

For this entry, you must submit the following:

- **One video recording (20 minutes maximum)** that shows you engaging all students in instruction in a physically safe and emotionally secure environment as you and your students move from one instructional activity to another.
- **Instructional materials.**
 - **Instructional Material Cover Sheet responses (1 page maximum of responses per cover sheet).**
 - **Instructional materials (one or more items, 3 pages maximum combined)** to help assessors understand the interactions that are seen on the video recording.
- **Written Commentary (12 pages maximum)** that contextualizes, analyzes, and evaluates your teaching throughout this process of promoting student learning in a productive learning environment and encouraging lifelong physical activity among all students.

It is important to show you and your students in transition from one instructional activity to another while capturing teacher-student and student-student interactions. The instruction you feature should show you setting goals at the appropriate level of challenge for each student. The learning environment that you create should be conducive to students being at least partly responsible for their own learning and that of their peers.

It is important to show how you raise students' awareness of the value of physical activity. For the purpose of this entry, the value of physical activity that you focus on could be self-confidence, self-esteem, enjoyment, or related affective outcomes. It also could be cardiovascular fitness, muscle strength, flexibility, endurance, or related physiological

outcomes. You may also choose to feature other values of physical activity besides the ones included among the physical and affective benefits listed here.

Read all directions for this entry before beginning to work on individual components. It can also help to have a colleague review your work. **However**, all of the work you submit as part of your response to **any entry must be yours and yours alone**. The written analyses and other components you submit must feature teaching that **you** did and work that **you** oversaw. For more detailed information, see "Ethics and Collaboration" in "Phase 1: Prepare" (in Part 1) and the National Board's ethics policy.

Detailed directions for developing each component follow. See "Entry 3 Cover Sheets" for a list of the forms required to assemble and submit your materials.

You must submit a video recording, instructional materials, and a Written Commentary. If any component is missing, your response will not be scored.

The student work entry (2) and video recording entries (1 and 3) must be from different lessons and different units of instruction.

Recording Your Video Entry

Make a video recording that shows how you manage the transition of learning activities. Also demonstrate how you promote the value of lifelong physical activity.

Choosing a Lesson

Select a developmentally appropriate lesson that promotes an active lifestyle for all students and provides opportunities for all students to be actively engaged in a purposeful physical education activity that promotes student learning, interaction, and reflection through effective classroom routines. Since your response will be considered on the basis of how you purposefully engage all students in a safe, secure, task-oriented learning environment maximizing time on task and student growth, your best-performing class may not provide the best opportunity to discuss your practice. The focus is on your practice, not on the level of student performance.

The instruction you feature in this lesson should focus on effective classroom management skills that support the above criteria and must show how you manage the transition from one activity to another. Remember, the focus of this entry is on your instructional practice, management skills, and the connections you help students make regarding the value of physical activity, not on the sophistication of the equipment being used.

For the purposes of this entry, it is strongly recommended that you use instructional sequences that are conducive to students being at least partly responsible for their own learning and that of their peers.

Selecting the Video Recording

The **20-minute continuous and unedited video recording** should focus on your management of a productive learning environment. It is important to choose footage that lets you discuss your practice with respect to actively engaging all students in purposeful instruction while maximizing their time on task. Candidates should consider how they conduct a classroom, manage transitions, and organize instruction to best provide evidence of their ability to engage students in learning while in a physically safe and emotionally secure environment. The activities used in this entry (before and after any transitions) must be part of the same lesson.

The video recording should show your interactions with students as you circulate through the class or to different groups (if any). The video recording should also show the interactions that occur between and among students and include signs of engagement such as nonverbal communication, facial expressions, and other body language in both teacher and students. Although the video may show periods when students are involved in whole-class instruction, small-group learning, or individual work, the grouping strategies you use should promote meaningful maximum time on task for all students. Avoid selecting video footage that only highlights a limited number of students in your class. (See "Video Recording Format Specifications" for more details.)

Record a number of different lessons in which you promote an active lifestyle and engage students in purposeful instruction that maximizes time on task, supports equitable access to learning, and promotes student interaction and reflection. With several lessons from which to select, you can make a considered and careful choice.

It may be helpful to arrange for someone (another teacher or a student) to do the recording. If possible, arrange for that person to be available for several class sessions. Review procedures with that person and encourage him or her to read "Recording Video Entries" in "Phase 2: Develop" (in Part 1).

Before you record, review the directions for the Written Commentary. As you record classes that may serve as the basis for your entry submission, take notes to help you recollect all of the details necessary to assist you in writing the analysis of the video recording you eventually select. Be sure to include in your notes some clear way of matching the notes to the appropriate lesson and video recording.

Review the *EMC/Physical Education Scoring Guide for Candidates*. Pay attention to the section pertaining to the video recording to help you make your selections carefully.

You must have the parents/guardians of all students you plan to include in the video recording complete Student Release Forms before you make any video recordings. You must have any adults who will appear in the video recording (for example, teacher's aides, parents, student teachers, or colleagues) sign an Adult Release Form prior to recording.

Video Recording Format Specifications

Your video recording must meet the following requirements:	
Formats	Your video recording must be submitted as an flv, asf, qt, mov, mpg, mpeg, avi, wmv, mp4, or m4v file.
Compression Settings	The ePortfolio system has a 500 MB file size limit for each file that is uploaded. You must compress larger video files before submission. Please follow the instructions in the "Video Compression Guide".
Length	Submit a video recording that is no longer than 20 minutes . If you submit a longer video recording, only the first 20 minutes will be viewed and scored.
Editing	Make sure that your video recording is continuous and unedited. Caution: Stopping and restarting the camera or the sound is regarded as editing. <i>DO NOT stop and start the camera, except as specified in the entry directions.</i> <i>DO NOT turn off the microphone during recording.</i> <i>DO NOT add graphics, titles, or special effects (e.g., fade in/out).</i>

Recording	Use a camera angle that includes as many faces of the students in the class as possible. The video recording should show as much of the class as possible, but it is acceptable to focus on a particular student while he or she is talking, singing, or playing an instrument. You must be shown in the video as well. Make sure that sound quality is good enough that the assessor can understand all of what you say, sing, or play and most of what students say, sing, or play.
Language	Show conversations that occur in English unless you registered for World Languages (French or Spanish). If a small portion of your video occurs in a language other than English and it is important that an assessor understand it, provide a brief description in the Written Commentary of what was communicated.

For advice on recording your lesson, see “Recording Video Entries” in “Phase 2: Develop” (in Part 1). For more information on the use of languages other than English, see “Language Accommodations Policies” in “Phase 1: Prepare” (in Part 1).

Choosing Instructional Materials

Materials can be any instructional resource that is essential for an assessor to view to make valid and proper judgments in assessing. **Include only those instructional materials that are needed to help an assessor understand the content of the video recording.**

Instructional Materials Format Specifications

Assemble your instructional materials together in the following order:

- Instructional Material Cover Sheet (use a new cover sheet for each item of instructional material)
- responses to the questions found on the cover sheet (typed on a separate page, not on the cover sheet)
- any relevant instructional materials that would help assessors understand the lesson (instructional plans, diagrams, copies of overhead transparencies, etc.)

The cover sheet responses you submit must meet the following requirements:	
Format for responses to cover sheet questions	Type your responses on a separate sheet of paper. Double-space your text; do not use 24-point line spacing. Use 12-point Times New Roman font. Do not use condensed or compressed fonts. Materials will be submitted as a Microsoft Word, Open Office or PDF file. Page size must be 8.5" × 11" with 1" margins on all sides. Make sure materials are legible.
Labeling	Number each of your responses to match the corresponding question number on the cover sheet. Place your candidate ID number in the upper right corner of the page. Do not include your name.
Page count	Submit no more than 1 typed page per cover sheet. Additional pages will not be read.
For examples of appropriate line spacing and font formatting, see "Specifications: Written Materials" in "Phase 2: Develop" (in Part 1).	

The materials you submit must meet the following requirements:	
Format for instructional materials	Materials must be no larger than 8.5" × 11". If submitting a smaller item (e.g., a photograph), you must photocopy it onto an 8.5" × 11" page or print a digitized image of that smaller item onto an 8.5" × 11" page. Whether photocopied or digitized, several smaller items can be grouped on a single page. Note: If an instructional material was created in a multimedia software program (such as PowerPoint presentation software or HyperStudio®), you may format up to six slides on one 8.5" × 11" sheet. Each sheet counts as 1 page toward your page total. Note: If an instructional material contains Web pages, each Web page printout (one 8.5" × 11" sheet) counts as 1 page toward your page total. Note: Do not photocopy full-sized pages of instructional materials in a reduced format in order to fit more than one instructional material onto a single sheet of paper. Note: If instructional materials that are important for assessors to see are impractical to submit or do not show up clearly in the video recording (e.g., overhead transparency or slide projections, writing on a chalkboard or whiteboard, software, three-dimensional objects), submit a drawing, photocopy, digitized image, photograph, or description/transcription of the material. (If you submit a description/transcription, it must be typed in double-spaced text with 1" margins on all sides using 12-point Times New Roman font. Print on only one side.) Make sure materials are legible.
Anonymity guidelines	If materials include names or other identifying information, show the student's first name only; delete students' last names, teachers' names, or any identifying information about the students' families.
Labeling	Place your candidate ID number in the upper right corner of all pages. Do not include your name.
Page count	Submit single-sided pages. (Pages with pictures or text on two sides count as 2 pages.) Submit no more than 3 pages in total of instructional materials. Additional pages will not be read. Cover sheets and sheets containing your responses to the questions on the cover sheets do not count toward this total. No materials will be returned.

Composing Written Commentary

Organize your Written Commentary into sections under the following headings, which will direct assessors to the required information:

- 1. Instructional Context**
- 2. Planning of Instruction**
- 3. Analysis of Video Recording**
- 4. Reflection**

Your Written Commentary must address the italicized questions provided below for each section. Statements in plain text that immediately follow an italicized question help you interpret the question. It is not necessary to include the italicized questions within the body of your response.

Your Written Commentary must be **no longer than 12 typed pages**. Suggested page lengths are included to help you make decisions about how much to write for each of the four sections. (See “Written Commentary Format Specifications” for more detail.)

1. Instructional Context

Provide the following information in addition to the context that you supply on the Contextual Information Sheet, which focuses on the school or district at large. In this section, address the following questions about your selected class:

- What are the number, grade(s), and age(s) of the students featured in this entry and the name of the course? (Example: 21 students in grade 10, ages 15 and 16, cooperative activities)
- What are the relevant characteristics of this class that influenced the instructional strategies featured in this portfolio entry response? (Example: ethnic, cultural, and linguistic diversity; the range of abilities of the students; the “personality” of this class)
- What are the relevant characteristics of the students with exceptional needs and abilities that influenced your planning for this instruction (e.g., the range of abilities and the cognitive, social/behavioral, attentional, sensory, and/or physical challenges of your students)? Give any other information that might help the assessor “see” this class.
- What are the relevant features of your teaching context that influenced the selection of this instructional sequence? This might include other realities of the social and physical teaching context (e.g., available resources, scheduling of classes, structure of your teaching assignment—such as team teaching or self-contained classroom).

Suggested total page length for **Instructional Context: 1 page**

2. Planning of Instruction

This information focuses on your teaching context (described above), and your goals, instructional resources and activities, classroom management skills and routines, and grouping strategies. In this section, address the following questions:

- What are your goals for this lesson? Include any concepts, attitudes, processes, or skills you want students to develop.
- Why are these learning goals important for these students? Justify why these goals are important for these particular students.
- How do these goals support and facilitate these particular students’ engagement in purposeful physical education instruction?

- How is your use of the instructional activities appropriate for addressing your goals for all of these students? Also include how the instructional activities are appropriate for promoting an active lifestyle.
- How do these goals relate to your goals for this unit or instructional sequence? To your overall goals for the year?
- How is your use of the instructional materials and equipment appropriate for addressing your goals for all of these students?
- How is your use of classroom management skills, routines, and other strategies appropriate for conducting smooth transition(s) between activities and maximizing meaningful time on task throughout the lesson?
- How does the grouping format(s) that you chose support your instructional goals? Give a rationale for using the selected grouping format(s) for this particular lesson, for example, whole-class, small-group, individual work, or a variety of these.
- How do you plan to meet the challenges of the high-, low-, and average-skilled learners?
- How did you make decisions about modifications or options involving equipment and facilities for specific groups?

Suggested total page length for **Planning of Instruction: 4 pages**

3. Analysis of Video Recording

In your response to the questions in this section, use concrete examples from the video recording to illustrate your points. When citing specific evidence, it may be helpful to the assessors if you identify specific locations in the video recording by describing specific dialogue, events, and/or students (e.g., “when the girl in the green shirt explained her difficulty with doing handstands . . .”). In this section, address the following questions:

- How does what we see in the video recording fit into the sequence of the lesson as a whole (i.e., what came before this part of the lesson, if anything, and what follows this part of the lesson, if anything)? Provide specific information about how the topic was introduced or how the topic was summarized or brought to closure if it is not part of the video recording.
- How did your concerns about a physically safe learning environment influence the planning and implementation of your lesson? Cite specific evidence from the video recording.
- How did you implement your instruction in order to allow for an emotionally and socially safe learning environment? Cite specific evidence from the video recording. Identify specific interactions in the video recording that provide evidence of how your teaching supports students’ emotional and social well-being.
- How did you instruct and interact with students while promoting meaningful maximum time on task and students’ own responsibility for learning (i.e., incidents of student interaction and reflection)? Cite specific evidence from the video recording. Identify specific interactions in the video recording that provide evidence of how your teaching supports meaningful maximum time on task and student responsibility for learning.
- To what degree did you achieve the learning goals for the lesson? Cite specific evidence in your answer. Include, as appropriate, references to the video recording, the instructional sequence as a whole, subsequent lessons, and student performance.
- How did your design and execution of this lesson affect the achievement of your learning goals? Your explanation might include, but not be limited to, such things as ongoing informal assessment of student achievement, anticipation and handling of the transition of activities, unexpected questions from students, unanticipated opportunities for learning that you captured, or your planned strategy and its impact on the lesson.
- What techniques did you use to engage specific groups or individuals and promote equitable access to learning? How do interactions in the video recording illustrate your ability to help all students achieve the learning goals?

- Does your analysis of this lesson suggest that your learning goals for these students were best achieved through the grouping strategies you used? If your grouping strategy did not achieve your learning goals, explain a strategy that would have more likely resulted in achieving your learning goals. If, in addition to the primary grouping format, you had students working in another format or formats, describe your rationale.
- What modifications did you make for the high- and low-skilled learners as well as for the average student? Cite specific evidence from the video recording.

Suggested total page length for **Analysis of Video Recording: 5 pages**

4. Reflection

This information focuses on your analysis of your practice and its implications for future teaching. In this section, address the following questions:

- After considering the significant characteristics of the student performances and your instruction, what do they tell you about the value the student associates with the physical education learning experience? In your response, please be careful to address what happened in the lesson that would enhance student appreciation and awareness of lifelong physical activity. Also address students' awareness of the links among the instructional experiences, the featured value, and how you make physical education activities relevant to students' lifestyles.
- Identify the critical moments or choices you made during the instruction that affected the direction of the lesson with respect to the learning goals. Describe the events and state why they were important. Assess how they affected student engagement and meaningful maximum time on task.
- As you review the video recording and recall the lesson from which it was taken, what do you regard as one of the significant successes of this lesson? Why?
- What would you do differently, and why, if you could teach this particular sequence with these students again? Explain your rationale.

Suggested total page length for **Reflection: 2 pages**

Written Commentary Format Specifications

Your response will be scored based on the content of your analysis, but it is important to proofread your writing for spelling, mechanics, and usage.

Your response must be organized under these section headings (described in detail above):

- 1. Instructional Context**
- 2. Planning of Instruction**
- 3. Analysis of Video Recording**
- 4. Reflection**

Your Written Commentary must also meet the following requirements:

Language	Write in English.
Format	Type and double-space text. Do not use 24-point line spacing. Use 12-point Times New Roman font. Do not use condensed or compressed fonts. Materials will be submitted as a Microsoft Word, Open Office or PDF file. Page size must be 8.5" × 11" with 1" margins on all sides. Make sure materials are legible.

Anonymity guidelines	If materials include names or other identifying information, show the student's first name only; delete students' last names, teachers' names, or any identifying information about the students' families.
Labeling	Place your candidate ID number in the upper right corner of all pages. Do not include your name. If you are using a word-processing program, you can save time by creating a "header" that prints your candidate ID number on each page.
Page count	Submit single-sided pages. (Pages with pictures or text on two sides count as 2 pages.) Submit no more than 12 typed pages in total . If you submit a longer Written Commentary, only the first 12 pages will be read and scored. The cover sheet does not count toward this total.
For advice on developing your Written Commentary, see "Writing about Teaching" in "Phase 2: Develop" (in Part 1). For examples of appropriate line spacing and font formatting, see "Specifications: Written Materials" in "Phase 2: Develop" (in Part 1).	

Entry 3 Cover Sheets

All cover sheets and forms required for this entry are listed in this section. To read and print these documents, you must install Adobe® Reader® software on your computer. You may download Adobe Reader for free by following the instructions provided on the Adobe Systems website (www.adobe.com).

As you prepare your portfolio, keep in mind some cover sheets contain directions that are not repeated elsewhere; follow these directions carefully.

CONTEXTUAL INFORMATION SHEET

This form asks you to describe the broader context in which you teach:

- If you teach in different schools that have different characteristics, and this entry features students from more than one school, please complete a separate sheet for each school associated with this entry.
- If a completed Contextual Information Sheet also pertains to another entry, submit it with that entry as well.

NOTE

In each entry, you are asked to provide specific information about the students in the class you have featured in the entry. This is *in addition* to the information requested here. Please print clearly or type. (If you type, you may single-space the text using 12-point Times New Roman font.) Limit your responses to the spaces provided below. For clarity, please avoid the use of acronyms.

1. Briefly identify

- the **type of school/program** in which you teach and the **grade/subject configuration** (single grade, departmentalized, interdisciplinary teams, etc.):

- the grade(s), age levels, number of students taught daily, average number in each class, and courses:

Grades _____ Age Levels _____ Number of Students _____ Average Number of Students in Each Class _____

Courses _____

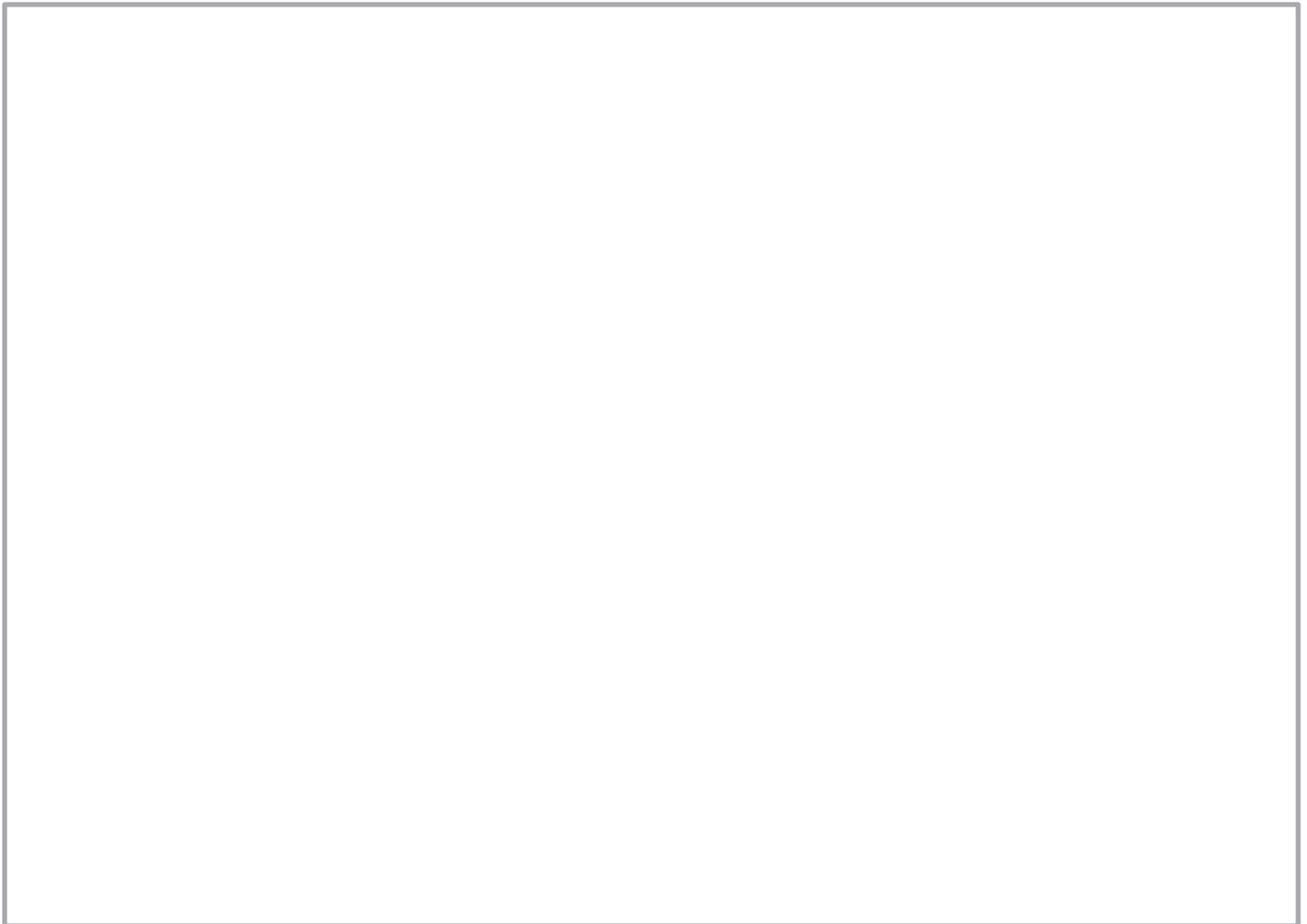
2. What information about your teaching context do you believe would be important for assessors to know to understand your portfolio entries? Be brief and specific. **Note: You might include details of any state or district mandates, information regarding the type of community, and access to current technology.**

CLASSROOM LAYOUT FORM

(For Informational Purposes Only)

Please show the physical layout of the “classroom” (i.e., “setting in which the instruction took place”) as it appears in the video recording. This visual will provide assessors with a context for the video since the camera cannot capture the whole instruction area at once.

It is helpful to assessors for you to identify where particular students are located in the room by using the same student identifiers that you refer to in your Written Commentary (e.g., “the girl in the green sweater”). The sketch will not be scored.



Instructional Material COVER SHEET

Instructional Material #: _____

Do not write or type on this cover sheet in response to the questions below.

Provide your responses to the questions contained in the box below in a separate document using double-spaced 12-point Times New Roman font. Your responses must fit on one page. Group your response sheet directly behind this cover sheet.

1. What is important to know about this one item of instructional material to understand what is shown on the video recording?
2. How was this one item of instructional material used?

Group the following with this cover sheet:

- Your response sheet
- One relevant item of instructional material

Use this cover sheet as many times as needed.

Entry 4: Documented Accomplishments: Contributions to Student Learning

In this entry, you illustrate your partnerships with students' families and community, and your development as a learner and collaborator with other professionals, by submitting descriptions and documentation of your activities and accomplishments in those areas. Your description must make the connection between each accomplishment and its impact on student learning.

Standards Measured by Entry 4

This entry focuses on the following Standards:

- X. Reflective Practice and Professional Growth
- XII. Collaboration with Colleagues
- XIII. Family and Community Partnerships

The following statements from the Standards provide some examples of accomplished teaching practice.

Accomplished physical education teachers

- participate in a wide range of reflective practices that foster their creativity, stimulate personal growth, contribute to content knowledge and classroom skill, and enhance professionalism.
- reflect on their teaching practice, constantly challenge themselves to become better teachers, take responsibility for their own professional growth and development, and reinvigorate themselves professionally.
- understand that active, involved, informed families create a network that supports vital, effective physical education programs. Teachers therefore actively enlist the aid of families as partners in the physical education of their children, using frequent and candid communications to encourage family input into the educational process.
- recognize that families can enrich the quality of education for students. They become advocates for their instructional programs beyond the confines of the school. They promote issues related to physical activity and healthy lifestyles.
- do not work in isolation but function as members of a large learning community.
- establish partnerships with colleagues throughout the school to integrate other disciplines into physical education instruction, and vice versa.
- act as resources for colleagues in other disciplines in promoting issues related to physical activity and healthy lifestyles.
- understand that benefits accrue to physical education instruction when the teacher becomes actively involved in the total school program.
- work with their colleagues to strengthen their teaching and actively involve themselves in professional growth opportunities. They invite observation by other teachers.
- observe and study other teachers' practices and serve as mentors to beginning teachers.
- engage colleagues in professional development activities and serve on education policy committees.
- become involved in local, state, and national conferences relevant to the profession and participate in professional development opportunities such as workshops and in-service programs to improve their practice and acquire knowledge they can share with colleagues.

- participate in a wide range of reflective practices that foster their creativity, stimulate personal growth, contribute to content knowledge and classroom skill, and enhance professionalism.
- reflect on their teaching practice, constantly challenge themselves to become better teachers, take responsibility for their own professional growth and development, and reinvigorate themselves professionally.

Your response will be judged on the extent to which it provides clear, consistent, and convincing evidence of your ability to impact student learning through your work with families and the community, with colleagues and other professionals, and as a learner.

For the scoring rubrics and an explanation of how the rubrics are used to assess your portfolio entries, refer to the *Early and Middle Childhood/Physical Education Scoring Guide for Candidates*.

What Do I Need to Do?

This entry captures evidence of the way in which your role as a teacher is broader than your direct interaction with students in your classroom. In your role in your learning community, you work with students wherever learning takes place—be it classroom, resource room, library media center, studio, gymnasium, auditorium, workshop, outdoors, and so on. You also interact with members of the broader community to enhance and support student learning.

In this entry, you demonstrate

- your commitment to student learning, through your work with students' families and community and through your development as a learner and as a collaborator and/or leader;
- your commitment, through evidence of your efforts to establish and maintain partnerships with students' families and the community; through evidence of your growth as a learner; and through work that you do with other teachers at a local, state, or national level;
- how what you do outside of the classroom (or beyond explicit student instruction) impacts student learning.

For this entry, you must submit the following:

- **Description and Analysis (a combined total of 10 pages maximum for up to 8 activities or accomplishments).** Each Description and Analysis must clearly and specifically describe why each accomplishment is significant in your teaching context and what impact each has had on student learning.
- **Documentation (a combined total of 16 pages maximum for all accomplishments)** that supports the activities or accomplishments that you have chosen to describe. Documentation can take the form of artifact(s), a Communication Log, and/or Verification Form(s).
- **Reflective Summary (2 pages maximum)** that reflects on the significance of your accomplishments taken together and your future plans to improve student learning.

Read all directions for this entry before beginning to work on the individual components of the entry.

You must demonstrate your work in each of three categories:

- 1. as partner with students' families and community (current year)**
- 2. as learner (within the last five years)**
- 3. as collaborator and/or leader (within the last five years)**

You may choose to demonstrate discrete accomplishments in each category, or you may address broader accomplishments that cut across multiple categories. While an accomplished response must contain evidence for all **three** categories, you may submit **no more than 8 accomplishments. Your accomplishments must demonstrate an impact (direct or indirect) on student learning.** Impact on student learning is meant in a broad sense. Your descriptions of your accomplishments must demonstrate to assessors why or how improved student learning is a likely result. Specific examples of impact, where appropriate, are helpful.

All of the work you submit as part of your response to **any entry must be yours and yours alone.** For more detailed information, see "Ethics and Collaboration" in "Phase 1: Prepare" (in Part 1) and the National Board's ethics policy.

Detailed directions for developing each component follow.

Writing Description and Analysis

The Description and Analysis of each accomplishment should clearly and specifically explain *what* the accomplishment is and *why* it is significant in your teaching context, including *how* it has had an impact on student learning.

You are allowed to submit **a maximum of 8 accomplishments** and must describe them within **a maximum of 10 pages of Description and Analysis**.

Describe the accomplishments that you have chosen so that someone who does not know you or your teaching context can appreciate the significance and impact of what you have described. Explain acronyms used in your school or district, as they may not be familiar to assessors who work in different contexts.

Make your Description and Analysis specific because accomplishments often sound alike, and their actual significance in a particular place and time may not be clear just from their names or brief descriptions. You must describe what is important about these accomplishments— that is, tell *what* the accomplishment is, explain *why* it is significant, and describe *how* you know it impacts student learning. All parts of the description—*what*, *why*, and *how*—are important. Assessors should see a clear connection between the Description and Analysis and documentation and a clear connection between the accomplishment and student learning.

Dedicate each Description and Analysis to a single accomplishment. An accomplishment may be a single activity or event, or a set of related activities and events that are logically related to a unified goal or outcome. You may use as few or as many pages as you like for each description—whatever it takes to describe the accomplishment and explain its significance and impact on student learning—as long as the combined total number of pages for all Description and Analysis does not exceed **10 typed pages for up to 8 accomplishments**.

You are not permitted to put several unrelated activities under a single accomplishment. If you do so, each activity will be counted as a separate accomplishment.

For each accomplishment you choose, you must write a Description and Analysis that answers EACH of the following questions. Provide this information in addition to the context that you supply on the Contextual Information Sheet, which focuses on the school or district at large.

- *What is the nature of this accomplishment?* Be very specific. Remember that the assessor will know nothing about you or your teaching context.
- *Why is this accomplishment significant?* To be significant, the accomplishment must be an important effort or achievement that demonstrates your work as a partner with students' families and their community; as a learner; and as a collaborator and/or leader with colleagues or other professionals.
- *How has what you have described had an impact on students' learning?* You need to connect your accomplishment to the learning of your students or the students of your colleagues. Where appropriate, cite specific examples.

You must provide supporting documentation for each Description and Analysis. Details on how to choose your accomplishments or activities and the types of documentation you may submit are provided later in these entry directions.

Description and Analysis Format Specifications

Your Description and Analysis must meet the following requirements:	
Language	Write in English.
Format	Type and double-space text. Do not use 24-point line spacing. Use 12-point Times New Roman font. Do not use condensed or compressed fonts. Materials will be submitted electronically as a Microsoft Word, Open Office or PDF file. Page size must be 8.5" x 11" with 1" margins on all sides. Make sure materials are legible.
Labeling	Place your candidate ID number in the upper right corner of all pages. Do not include your name. If you are using a word-processing program, you can save time by creating a "header" that prints your candidate ID number on each page. Label to indicate the number of the accomplishment. Place a title at the top of the first page of each Description and Analysis, specifying the accomplishment number (e.g., "Accomplishment # 1").
Page count	Submit single-sided pages. (Sheets with text on two sides count as 2 pages.) A "sheet" is a single piece of paper. In a Description and Analysis, a "full page" is a sheet that is more than 50% text; a "half page" is a sheet that is 50% or less text. Given these definitions, your Description and Analysis submission may be more than 10 sheets of paper, but the total amount of text must not exceed 10 pages . <i>Example: You might opt to include 6 accomplishments. If each Description and Analysis for those accomplishments consists of 1½ pages of text, each on 2 sheets of paper, you would be submitting a total of 12 sheets of paper, but the Description and Analysis text itself would total only 9 pages and would be within your total maximum page count.</i> Submit no more than 10 pages in total . Accomplishment Cover Sheets do not count toward this total.
<p>For more information about writing your Description and Analysis, see "Writing about Teaching" in "Phase 2: Develop" (in Part 1).</p> <p>For examples of appropriate line spacing and font formatting, see "Specifications: Formatting Written Materials" in "Phase 2: Develop" (in Part 1).</p>	

Collecting Documentation of Accomplishments

Choosing Your Accomplishments

Choose activities and accomplishments carefully, because the Standards on which this entry is based value those activities that have both significance in your teaching context and a positive impact on student learning.

The following procedures are designed to help you choose the most appropriate accomplishments:

- With you and your teaching context in mind, read "Standards Measured by Entry 4" (at the beginning of this entry) and the scoring criteria provided in the *Scoring Guide for Candidates*.

- Think of all your activities and accomplishments that might be relevant to the Standards for this entry.
- Carefully review the three categories of accomplishments for which you require documentation.
- Begin to list your activities and accomplishments that seem relevant to the three categories and to meeting the Standards for this entry.
- Consider all possible resources when writing your initial list: your files, professional colleagues, family, personnel folder, old calendars, previous years' planning books, and so on.
- Once your initial list is complete, think about what documentation you can provide to support your accomplishment.

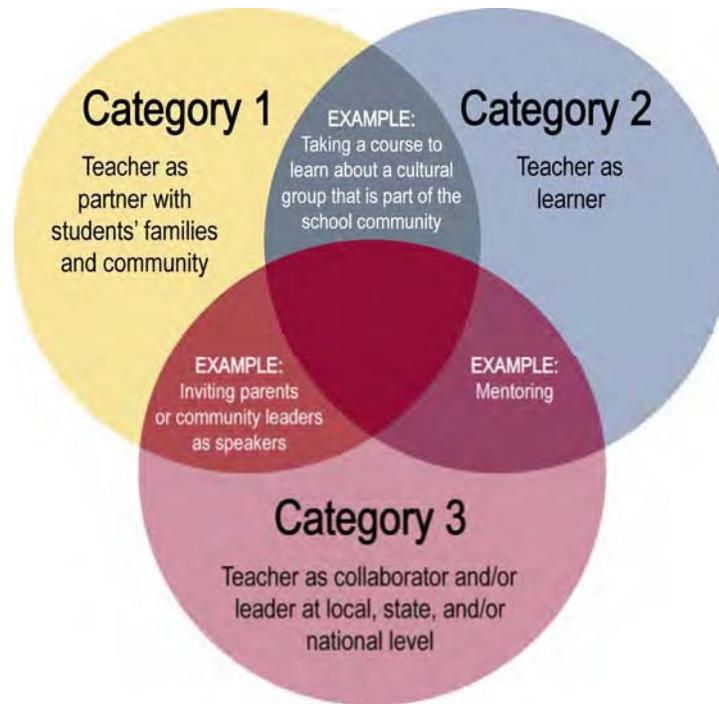
When selecting your accomplishments, consider the following three categories of involvement that must be addressed:

- 1. Teacher as partner with students' families and community:** Provide evidence of how you value parents and other interested adults as partners in your students' development and education; how you facilitate ongoing, mutually beneficial interactions between the students and the wider community; and how you foster two-way dialogue with parents and other interested adults. You also need to show how your interactions impact student learning. *(In the current year)*
- 2. Teacher as learner:** Provide evidence of how you have engaged in ongoing professional development strengthening your knowledge, skills, and abilities relevant to your teaching context (e.g., how you seek information on current theories and research—and their applications—through familiarity with professional literature; participate in and support professional organizations; or take advanced course work relevant to your teaching and learning context). You also need to show how these activities impact student learning. *(Within the last five years)*
- 3. Teacher as collaborator and/or leader:** Provide evidence that you have worked collaboratively with colleagues and that you have shared your expertise in a leadership role with other educators to improve teaching and student learning within the school or in the wider professional community. *(Within the last five years)*

You do not have to have separate accomplishments for each of these categories; in fact, you may find that many of your accomplishments overlap the categories.

The Documented Accomplishments Categories Diagram below provides one way of thinking about how the three categories intersect and overlap. This diagram is not prescriptive, but it may help you think about your activities outside the classroom in as wide a manner as possible. For example, the category of teacher as learner might include documentation describing how you improved your understanding of teaching skills or your content knowledge in an area that you teach or how you sought to better understand your students. The diagram shows how the aspects of your work outside the classroom might overlap.

This diagram is meant to be an aid to identifying and categorizing the different kinds of activities in which you engage outside the classroom. It is also designed to show how you can submit one accomplishment that addresses more than one category.



Remember, accomplishments relating to your work with students' families and the community must come from the current year (i.e., for the 12 months preceding the opening of your ePortfolio submission window) **AND** accomplishments relating to your work as a learner and collaborator and/or leader must come from within the five years preceding the opening of your ePortfolio submission window. You are not required to cite accomplishments spanning all of the last five years, nor are you required to cite accomplishments for each individual year of the five-year period.

The Categories Chart

To help you make your final selections, we encourage you to use a Documented Accomplishments Categories Chart like the one that follows to track and organize your accomplishments and the related documentation. Write down the significance and impact of each accomplishment before you decide which activities and accomplishments to submit. Remember that the emphasis is on significance and impact, not on quantity. If you cannot complete the boxes on the chart for a particular accomplishment, it is probably not a good choice to submit for this entry.

This chart is organized into categories that help you think about the different areas in which you work outside the classroom to improve student learning. Your accomplishments might overlap more than one category.

Documented Accomplishments Categories Chart

Category— Accomplishments that demonstrate . . .	Activity	Significance	Impact on Student Learning	Documentation
Your work with the families and community of your students <i>(in current year)</i>				
Your development as a learner <i>(within last five years)</i>				
Your work as a collaborator and/or leader <i>(within last five years)</i>				

Some activities in which all teachers must engage may not make the best examples of accomplishments for this entry unless you perform them in a way or to a degree that makes them very effective in promoting students’ learning. For example, almost all teachers are required to attend an open house for parents each new school year. This is, of course, a form of communication with parents and caregivers. In and of itself, this activity shows little or no significant accomplishment or impact, because according to the Standards, it is both routine and required. However, if your contribution to the open-house night went beyond the routine, making it an effective avenue to engage parents about their child’s learning, you should make that very clear in your Description and Analysis.

Not everything you do outside the classroom is appropriate for this entry. For example, community volunteer work or personal interests are worthwhile endeavors, but for those activities to be valued in this entry, your involvement must have had an impact on student learning.

On the other hand, if you have been involved in an activity that has had great impact on student learning, you must discuss that impact and how it made a difference in student learning to provide the necessary evidence for an accomplished score. Assessors are trained not to make inferences in this area; you must clearly describe the impact on student learning.

Choosing Your Documentation

Carefully select and organize the documentation for each accomplishment that you feature. Documentation is defined as evidence that verifies that you have done what you say you have done in the Description and Analysis. Assessors do not evaluate the documentation; they are looking only for a clear connection between documentation and your accomplishment. You are allowed to submit **a maximum of 16 pages of documentation** for this entry. Therefore, be selective and make each choice count.

The accomplishments you feature may involve a set of activities or events all related to a unified goal or outcome. Such complex accomplishments may require lengthy descriptions in which you detail all or most of the steps taken or activities in which you were engaged. It is not necessary to provide a specific piece of documentation for every part of a complex accomplishment as long as the documentation you choose to submit supports the overall picture painted by your Description and Analysis. For example, you may have attended multiple workshops addressing a single topic, such as classroom management or a new area of curriculum. You do not need to provide documentation that you attended each and every workshop. Because of page-number limitations, perhaps a better choice would be documentation of your attendance at one workshop, followed by documentation that shows your growth in understanding and the new skills you acquired over the course of prolonged study. You must submit documentation for each accomplishment, but you may choose the type of documentation that is best suited to that accomplishment and that most clearly

communicates the nature of your accomplishment. There are three types of documentation that you can submit: artifact(s), Verification Form(s), and a communication log.

Artifacts	
What they are	<p>These are documents produced by engaging in such activities as writing an article, developing a newsletter, receiving a letter from a parent, or presenting a workshop.</p> <p>You may wish to provide documents that support descriptions of curricula, professional articles or other publications, workshops or presentations that you developed or conducted, grant proposal abstracts, or syllabi for professional classes you have taught.</p>
Guidelines for use	<p>For long artifacts, such as publications (e.g., an article or newsletter), you may submit the title page only.</p> <p>For multiple artifacts such as correspondence with parents, one or two letters may suffice.</p> <p>Confirm that your name and the date of the accomplishment appear on one of the pages of the artifact you are submitting to document an accomplishment. If they do not appear on the artifact, submit a Verification Form in addition to your artifact to strengthen your evidence.</p>
Verification Forms	
What they are	<p>These are forms completed by colleagues, parents, or others who comment on your description of an accomplishment and confirm its accuracy.</p>
When they are required	<p>You do not need to submit a Verification Form for every accomplishment. Generally, you would submit either an artifact or a Verification Form with each activity or accomplishment.</p> <p>However, if your artifact does not provide enough of the required information (as described in “Documentation Format Specifications” below), submit both your artifact <i>and</i> a Verification Form to validate your activity or accomplishment.</p> <p>Further, if you do not have an artifact at all—that is, if an activity or accomplishment does not leave a paper trail of supporting documents that you could photocopy and submit as documentation—you must submit a Verification Form to document your activity or accomplishment.</p>
Guidelines for use	<p>When you determine that you should submit a Verification Form, you must find someone who has firsthand knowledge of the accomplishment you are describing. Example: <i>If you have mentored a new teacher in your school, your verifier would have firsthand knowledge of your work with that new teacher.</i> The verifier need not be a supervisor or someone in authority in your school or district; for example, a parent or student could be a verifier.</p> <p>Note: If a parent or student is a verifier, his or her last name should appear on the Verification Form.</p> <p>A single verifier is sufficient for any one accomplishment. The same person may not verify more than one accomplishment per category.</p> <p>Fill out the top section of the Verification Form prior to requesting that the verifier sign the form. Use the space provided to describe the accomplishment you have chosen to submit. You may type or handwrite this information on the form. If you type, you may single-space the text using 12-point Times New Roman font.</p> <p>When you provide your verifier with the Verification Form, you must also provide the Verification Cover Letter.</p>
	<p>Please direct the verifier to</p> <ul style="list-style-type: none"> ▪ read the cover letter (which asks the verifier to attest to the accuracy of your description); ▪ read the top half of the form (which you have already completed); ▪ complete the bottom section of the form (including the date); ▪ return the form to you.
<p>The Verification Cover Letter and Verification Form are provided in the “Cover Sheets” section.</p>	

Communication Log	
What this is	<p>This is a running log for the current school year in which you can briefly record pertinent information shared with or about students' families at the time of the communication. It may be difficult to document some activities and accomplishments with an artifact or a Verification Form because of the nature of communications with families and others outside your classroom. A communication log provides one way to track your contacts with people outside the classroom concerning your students and their learning, and that shows you have gone above and beyond routine efforts to build communication.</p> <p>See an example of a page from a completed communication log as well as a blank communication log below. You can use these as guides if you decide to create your own log.</p> <p>A communication log includes each of the following pieces of information:</p> <ul style="list-style-type: none"> ▪ dates of communication ▪ participants (delete last names to preserve confidentiality) ▪ descriptions of the nature of each contact, its purpose(s), and/or its outcome(s) <p>Each entry in a communication log can be short but must be specific. Assessors look for information regarding the variety of communications you make and the frequency with which you communicate with other people about your students. Be sure to record not just outgoing communications but those you receive from others who are significant in students' lives.</p>
Guidelines for use	<p>A communication log is not mandatory, but we encourage you to submit a sampling of pages from one if you use one. Select pages that demonstrate the variety of communication you have with families and other parties.</p> <p>Whether you submit originals or photocopies of your communication log pages, what you submit must be legible. If you are unable to make legible photocopies, you may transcribe the information from your communication log pages onto either the blank communication log provided or sheets that you create using the sample communication log as a model.</p>

Cautions

You may not photocopy full-size pages of text or images in a reduced format in order to fit more than 1 page of text/images onto a single piece of paper. For example, do not reduce 2 full pages of text in order to place both on a single page. Doing so would reduce the font to smaller than 12 point and make it difficult for assessors to read. If the print is so small that it cannot be read, that sheet of paper will not be scored. If you attempt to photocopy pages in a reduced format, assessors will count that sheet of paper as 2 pages.

You may, however, place more than one small piece of documentation related to the same accomplishment on the same sheet of paper. For example, if you wrote a journal article, you could photocopy the title page and part of the first page of the article, reducing the size slightly in order to fit them on one piece of paper.

Regardless of whether or not a piece of documentation has been photocopied, if the text is illegible, assessors will not read it, and it will not count in your score.

A curriculum vitae or résumé is not a good choice for documentation because it lacks descriptions to place the activities and accomplishments in context or to explain their significance. In addition, using a curriculum vitae or résumé would still require you to attach additional documentation in support of the particular accomplishments that you wished to highlight. Furthermore, the curriculum vitae or résumé itself would count as pages in your response.

Sample of Communication Log

Date	Contact	Type of Communication (telephone, written, e-mail, or in person)	Nature of Communication (reason for communication, outcome of communication)
3/6	Juan's father	Phone call	Juan has been showing dramatic progress. Spoke with father to encourage his continued support.
3/10	Tara's mother	Phone call	Tara's mother called me with some concerns about Tara's behavior at home. We discussed her incomplete class work. I suggested a reward system.
3/11	Felicia's parents	E-mail	Felicia's parents responded to my initial request to all parents for information about their children. Learned that Felicia loves science!
3/13	PTA president	E-mail	Sent draft agenda for Family Math Night; scheduled appointment to plan activities and determine materials that we need.
3/20	All parents	Newsletter	Sent newsletter home and invited parents to attend and assist with upcoming student performances—waiting for responses.
3/23	Justin's mother	In person	Justin will be moving into my class. Met with Justin and his mother for a smooth transition. Will call home after two weeks to keep mother informed.
3/27	Rotary Club	Phone call	Contacted president regarding the group members' Career Day visit to school.
4/1	Tara's mother	Phone call	Tara's mother called to inform me that Tara's behavior has improved. I mentioned that Tara had turned in her completed class work.

Documentation Format Specifications

Your documentation must meet the following requirements:	
Language	For evidence in a language other than English, submit a separate sheet that translates the documentation or verification. This separate sheet will not count toward the total page count for documentation.
Format	<p>Make sure documentation is no larger than 8.5" × 11". For larger materials or three-dimensional objects, submit photographs rather than the objects themselves.</p> <p>Make sure documentation is legible. Multiple pages of evidence should not be reduced to one sheet unless the resulting font size is no smaller than 12 point, nor should small pieces of evidence from different Description and Analysis sets of activities and accomplishments be put on the same page.</p> <p>Artifacts: Confirm that your name and the date of the accomplishment appear on one page of the artifact you are submitting as documentation for an accomplishment. Your artifact must show your name as evidence that you were responsible for or participated in the work and must show the date of the work. Artifacts not meeting these criteria may be submitted but must be accompanied by a Verification Form.</p> <p>Verification Forms: You may type or handwrite this information on the form. If you type, you may single-space the text using 12-point Times New Roman font.</p> <p>Communications logs: This should be an accurate representation of your outreach with families and the community. Do not "cut and paste" random entries; instead, choose whole pages that best illustrate the interactive communication between you and your students, families, and others interested in students' learning. <i>Example:</i> You can describe a communication that spans several weeks while submitting only a sample of this communication.</p>
Anonymity guidelines	<p>Note: These guidelines are designed to protect the identities of students and to ensure that assessors do not draw conclusions about your response based on ideas about where you teach:</p> <ul style="list-style-type: none"> ▪ Remove information that identifies you geographically. ▪ Do not use the last names of students and their families. ▪ Remove information, such as a parent's last name, that identifies a third party. <p>Exceptions to anonymity guidelines</p> <p>You must not remove information that identifies you from the artifact you submit, because assessors must know whose evidence they are evaluating.</p> <p>Do not remove last names from Verification Forms of colleagues and others who have signed them. For example, if a parent signs a Verification Form, do not remove his or her last name.</p> <p>Leave last names in place when an artifact is printed matter that is not confidential in nature. For example, do not remove last names from a newspaper article, a journal article, school-board letterhead, and similar documents.</p> <p>It can be very difficult to remove all traces of school identity from an artifact, since the impact of many school-related documents is at least partly derived from the authority behind the institution. Therefore, it is acceptable to leave in school and institution identifiers if this information is significant.</p>
Labeling	<p>Place your candidate ID number in the upper right corner of all pages.</p> <p>Label to indicate the number of the accomplishment. It is critical that you label every page of documentation so that it is clearly identified as pertaining to a particular accomplishment. At the top of each page of documentation, write "Documentation for Accomplishment # ____" and fill in the number of the accomplishment.</p>

Page count	Submit no more than 16 single-sided pages in total . (Double-sided pages count as 2 pages.) For this documentation, this means no more than 16 sheets of paper , whether or not each piece of paper has text and/or images on the entire page.
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Preparing a Reflective Summary

When you finish writing your Description and Analysis and collecting your documentation, critically review the materials and write a **2-page** Reflective Summary. The summary should not restate your Description and Analysis; rather, it should analyze the effectiveness of your accomplishments. This is your opportunity to highlight the significance of your accomplishments as a whole and to reflect on them and their impact on student learning.

Respond to the following questions for your Reflective Summary. (It is not necessary to include the italicized questions within the body of your response.)

- *In your work outside of the classroom (beyond explicit student instruction), what was most effective in impacting student learning? Why?*
- *Considering the patterns evident in all of your accomplishments taken together, what is your plan to further impact student learning in the future?*

Reflective Summary Format Specifications

Your Reflective Summary must meet the following requirements:	
Language	Write in English.
Format	Type and double-space text. Do not use 24-point line spacing. Use 12-point Times New Roman font. Do not use condensed or compressed fonts. Materials will be submitted electronically as a Microsoft Word, Open Office or PDF file. Page size must be 8.5" × 11" with 1" margins on all sides. Make sure materials are legible.
Labeling	Place your candidate ID number in the upper right corner of all pages. Do not include your name. If you are using a word-processing program, you can save time by creating a "header" that prints your candidate ID number on each page.
Page count	Submit single-sided pages. (Pages with text on two sides count as 2 pages.) Submit no more than 2 typed pages in total .
For more information, see "Writing about Teaching" in "Phase 2: Develop" (in Part 1). For examples of appropriate line spacing and font formatting, see "Specifications: Formatting Written Materials" in "Phase 2: Develop" (in Part 1).	

Assembling Your Reflective Summary and Accomplishments

When you have completed each Description and Analysis, gathered your documentation, and written the Reflective Summary, group the parts of your entry in two separate files:

- **Reflective Summary** - 2 pages maximum
- **Accomplishments** - Up to 8 accomplishments; 26 pages (10 pages maximum for description and analysis and 16 pages maximum for documentation – cover sheets do not count in page totals.)

Organize the materials within the Accomplishments file as outlined below so that assessors can easily see how the Description and Analysis and documentation fit together. Assessors are trained to score your entry by first reading the Description and Analysis of an accomplishment and then reviewing the documentation for that accomplishment.

No matter what type of documentation you chose for a given accomplishment, place the documentation pages for an accomplishment immediately behind the Description and Analysis pages for that same accomplishment, and then place each of these accomplishment sets in order from the first to the last accomplishment. Then follow these guidelines to label, number, and insert cover sheets:

- **Labeling your Description and Analysis.** You must label each Description and Analysis with a number that identifies which accomplishment you are describing. Place a title at the top of every page of each Description and Analysis, specifying the accomplishment number (e.g., "Accomplishment # 1").
- **Labeling your documentation.** It is also critical that you label every page of documentation so that it is clearly identified as pertaining to a particular accomplishment. At the top of each page of documentation, write "Documentation for Accomplishment # ____" and fill in the number of the accomplishment.
- **Cover sheets.** Find the Accomplishment Cover Sheet located in the "Cover Sheets" section that follows the Entry 4 directions. Make multiple photocopies so that you have a cover sheet for each accomplishment, and number each cover sheet in the space provided. Then insert Accomplishment Cover Sheet #1 in front of the first page of your first Description and Analysis, followed by the page(s) of documentation for your first accomplishment. Place Accomplishment Cover Sheet #2 in front of the first page of your second Description and Analysis, followed by the page(s) of documentation for your second accomplishment, and so on for the rest of your accomplishments.

Entry 4 Cover Sheets

All cover sheets and forms required for this entry are listed in this section. To read and print these documents, you must install Adobe® Reader® software on your computer. You may download Adobe Reader for free by following the instructions provided on the Adobe Systems website (www.adobe.com).

As you prepare your portfolio, keep in mind some cover sheets contain directions that are not repeated elsewhere; follow these directions carefully.

CONTEXTUAL INFORMATION SHEET

This form asks you to describe the broader context in which you teach:

- If you teach in different schools that have different characteristics, and this entry features students from more than one school, please complete a separate sheet for each school associated with this entry.
- If a completed Contextual Information Sheet also pertains to another entry, submit it with that entry as well.

NOTE

In each entry, you are asked to provide specific information about the students in the class you have featured in the entry. This is *in addition* to the information requested here. Please print clearly or type. (If you type, you may single-space the text using 12-point Times New Roman font.) Limit your responses to the spaces provided below. For clarity, please avoid the use of acronyms.

1. Briefly identify

- the **type of school/program** in which you teach and the **grade/subject configuration** (single grade, departmentalized, interdisciplinary teams, etc.):

- the grade(s), age levels, number of students taught daily, average number in each class, and courses:

Grades _____ Age Levels _____ Number of Students _____ Average Number of Students in Each Class _____

Courses _____

2. What information about your teaching context do you believe would be important for assessors to know to understand your portfolio entries? Be brief and specific. **Note: You might include details of any state or district mandates, information regarding the type of community, and access to current technology.**

Accomplishment COVER SHEET

Accomplishment # _____

Area of accomplishment

The checklist below is intended **only** to help you confirm for yourself that you have submitted accomplishments in all the categories. Assessors are trained to consider the substance of your accomplishments, not whether you have correctly labeled the category.

This accomplishment reflects (check all that apply):

- Your work with your students' families, showing ongoing, interactive, two-way communication (current year)
- Your work as a learner (*within the last five years*)
- Your work as a leader and collaborator at the local, state, and/or national level (*within the last five years*)

Description and Analysis

Provide Description and Analysis for this accomplishment.

Documentation

Once you have completed the Description and Analysis for the accomplishment, provide the documentation for this accomplishment to this cover sheet, behind the Description and Analysis.

Use this cover sheet as many times as needed.

VERIFICATION COVER LETTER

Dear Colleague:

The teacher whose name appears on the attached verification form is a participant in the assessment for certification by the National Board for Professional Teaching Standards®. The teacher has been asked to describe his or her accomplishments regarding the Standards for Family and Community Partnerships, Professional Partnerships, and Reflective Practice and to provide documentation of these accomplishments.

The teacher has identified you as someone personally knowledgeable about his or her accomplishments. We would appreciate your help in verifying the accuracy of the candidate's description of the accomplishments being reported to the National Board. Please read the verification form, which the teacher has prepared. **Return the form directly to the candidate.** We may need to obtain additional information about these activities from you at a later time. Please call us at 1-800-22TEACH® if you have any questions.

Thank you for your assistance in this important effort.

National Board for Professional Teaching Standards

VERIFICATION FORM

Note: You may handwrite or type the information on this form. If you type, you may single-space the text using 12-point Times New Roman font. If you handwrite, the form must be digitized prior to entry submission.

To be completed by the candidate:

CANDIDATE

Candidate Name: _____

Below, briefly describe the accomplishment(s) being verified by the signer of the form. Explain **what** the accomplishment is, **why** it is significant, and **how** it has impacted student learning.

To be completed by the verifier after the candidate has completed the top section:

VERIFIER

Is the candidate's description of his or her activities accurate? **Accurate?**

Yes No don't know

How do you know of these activities?

Signature: _____ Date: _____

Name (please print): _____

Title or Position: _____

Phone Number: () _____

Address: _____

Please return this completed form directly to the candidate.

Documented Accomplishments Categories Chart

Use this chart to help you think about the different areas in which you work outside the classroom to improve student learning. Your accomplishments might overlap more than one category.

Category– Accomplishments that demonstrate...	Activity	Significance	Impact on Student Learning	Documentation
Your work with the families and community of your students <i>(in current year)</i>				
Your development as a learner <i>(within last five years)</i>				
Your work as a collaborator and/or leader <i>(within last five years)</i>				

Your Electronic Submission at a Glance for EMC/Physical Education

The following chart provides an overview of each EMC/Physical Education portfolio contents—cover sheets, forms, and the materials you collect and/or prepare—as well as a list of the forms you keep for your records.

Enclosing complete and appropriate materials in the correct order is essential for the proper submission of your portfolio.

Early and Middle Childhood/Physical Education Electronic Submission at a Glance

Submit your evidence of accomplished teaching using the ePortfolio system (see the *Guide to Electronic Submission*). Use this chart to understand how to group your evidence and submit it electronically for the **Early and Middle Childhood/Physical Education** portfolio assessment.

Entry 1: Submit 5 files <i>Instruction to Facilitate Student Learning</i>	Entry 2: Submit 6 files <i>Assessment for Student Learning</i>	Entry 3: Submit 5 files <i>Creating a Productive Learning Environment</i>	Entry 4: Submit 3 files <i>Documented Accomplishments: Contributions to Student Learning</i>	Retain for Your Records
<ul style="list-style-type: none">  Contextual Information Sheet(s)  Written Commentary (12 pages max.)  Entry 1 Classroom Layout Form  Video recording (20 minutes max.): Segment #1, Segment #2, and Segment #3 <p>Instructional Material(s) Submit 1 or more materials in 1 file; 3 pages max. combined—cover sheets and cover sheet responses do not count in page total</p> <ul style="list-style-type: none">  Instructional Material Cover Sheet(s) each with associated: <ul style="list-style-type: none"> • cover sheet response (1 page max.) • instructional material(s) 	<ul style="list-style-type: none">  Contextual Information Sheet(s)  Written Commentary (12 pages max.) <p>Assessment Materials and Student Responses Submit 4 files; see “Entry 2: What Do I Need to Do?” in <i>Portfolio Instructions: Part 2</i> for page totals for each piece of evidence</p> <ul style="list-style-type: none">  Assessment #1 Packet <ul style="list-style-type: none"> • Assessment #1 Cover Sheet with associated cover sheet response • Assessment #1 and related materials  Assessment #1 Evidence of Student Responses <ul style="list-style-type: none"> • Assessment #1 Evidence of Student Response Cover Sheets with associated student responses  Assessment #2 Packet <ul style="list-style-type: none"> • Assessment #2 Cover Sheet with associated cover sheet response • Assessment #2 and related materials  Assessment #2 Evidence of Student Responses <ul style="list-style-type: none"> • Assessment #2 Evidence of Student Response Cover Sheets with associated student responses 	<ul style="list-style-type: none">  Contextual Information Sheet(s)  Written Commentary (12 pages max.)  Entry 3 Classroom Layout Form  Video recording (20 minutes max.) <p>Instructional Material(s) Submit 1 or more materials in 1 file; 3 pages max. combined—cover sheets and cover sheet responses do not count in page total</p> <ul style="list-style-type: none">  Instructional Material Cover Sheet(s) each with associated: <ul style="list-style-type: none"> • cover sheet response (1 page max.) • instructional material(s) 	<ul style="list-style-type: none">  Contextual Information Sheet(s)  Reflective Summary (2 pages max.) <p>Accomplishments Submit up to 8 accomplishments in 1 file; 26 pages (10 pages max. for description and analysis, and 16 pages max. for documentation—cover sheets do not count in page totals)</p> <ul style="list-style-type: none">  Accomplishment Cover Sheet(s) each with associated: <ul style="list-style-type: none"> • Description and analysis • Documentation (artifact[s], Communication Log, and/or Verification Form[s]) 	<ul style="list-style-type: none"> • Student Release Forms • Adult Release Forms • Verification Cover Letter

 Document. Submit as doc, docx, odt, or pdf file.

 Video recording. Submit as flv, asf, qt, mov, mpg, mpeg, avi, wmv, mp4, or m4v file.

STUDENT RELEASE FORM

(to be completed either by the parents/legal guardians of minor students who are involved in this project or by students who are more than 18 years of age and are involved in this project)

Dear Parent/Guardian:

I am a participant this school year in an assessment to certify teachers as outstanding practitioners in teaching. My participation in this assessment, which is being conducted by the National Board for Professional Teaching Standards® (NBPTS®), is voluntary. The primary purposes of this assessment are to enhance student learning and encourage excellence in teaching.

This assessment requires that I submit short audiovisual recordings and/or photographs of lessons being taught in your child's class. Although the recordings/photographs will show or involve students, the primary focus is on my instruction, not on the students. In the course of this assessment, your child's image and voice may be recorded on the video, and your child may be photographed, with the recordings/photographs then submitted to NBPTS. Also, as part of the assessment, I may be asked to submit samples of student work (**Student Work**) as evidence of teaching practice; that Student Work may include some of your child's work. No student's last name will appear on any materials that I submit as part of my assessment.

NBPTS has broad rights to use my **Submissions** (which include my written commentary sheets, instructional materials, essays, classroom plans, assignments, and comments, but which definition excludes Student Work) and I assign to NBPTS all of my rights in and to the Submissions. NBPTS also obtains certain rights with respect to the Student Work. Specifically, NBPTS may use my Submissions and the Student Work **in any way it chooses** consistent with the mission of NBPTS, which includes any activity deemed by NBPTS to further education. For instance, without limitation, in addition to uses related to my assessment by NBPTS and its third-party assessors, NBPTS may use and distribute the Submissions and Student Work, such as by posting in a password-protected online database, and grant others the same rights, for educational, research, and professional development purposes, and may use the Submissions and Student Work in NBPTS works and publications. NBPTS may receive fees from those to whom it grants rights related to the Submissions and Student Work. These uses may make my Submissions and the Student Work available for viewing by a broad range of individuals, educators, and students. By providing permission below, you are granting NBPTS a perpetual, irrevocable, royalty-free, and unrestricted license to use any Student Work by your child that I submit as part of my assessment, and to have and to use any copyright, rights of publicity, and other rights associated with any Student Work, and you are releasing NBPTS from all claims (including invasion of privacy) in connection with such use.

If you agree to your child's participation in the activities as outlined above and NBPTS's right to use the Submissions and Student Work in the manner described above, please sign the Permission Slip. I will retain this form documenting your permission, but may provide it to NBPTS upon request. If you do not consent to your child's participation, your child will be out of view in making the recordings and photographs, and I will not include your child's work in the Student Work I submit. Thank you very much.

Sincerely, _____
(Candidate Signature)

Student Release Form Permission Slip

Student Name: _____

School/Teacher: _____

Your Address: _____

PARENT/GUARDIAN

I am the parent/legal guardian of the child named above. I have received and read your letter regarding a teacher assessment being conducted by the National Board for Professional Teaching Standards (NBPTS), and agree to the following:

- I DO** give permission to you to record my child's image and voice on video and take photographs as my child participates in a class conducted

at (Name of School) _____

by (Teacher's Name) _____

and/or to provide NBPTS with copies of materials that my child may produce as part of classroom activities, all on the terms and conditions described above. No last names will appear on any materials submitted to NBPTS.

- I DO NOT** give permission to you to record my child's image or voice or to reproduce materials that my child may produce as part of classroom activities.

Signature of Parent or Guardian: _____

Date: _____

PARENT/GUARDIAN

I am the student named above and am more than 18 years of age. I have read and understand the project description given above. I understand that my performance is not being evaluated by this project and that my last name will not appear on any materials that may be submitted.

- I DO** give permission to you to record my image and voice on video and take photographs of me as I participate in a class conducted

at (Name of School) _____

by (Teacher's Name) _____

and/or to provide NBPTS with copies of materials that I may produce as part of classroom activities, all on the terms and conditions described above.

- I DO NOT** give permission to you to record my image or voice or to reproduce materials that I may produce as part of classroom activities.

Signature of Student: _____

Date: _____ Date of Birth : _____

FORMULARIO DE AUTORIZACIÓN

(para ser completado por padres o tutores de estudiantes menores que participen en este proyecto o por estudiantes mayores de 18 años y que participen en este proyecto)

Estimados padres/tutores:

Este año escolar soy uno de los participantes en una evaluación para certificar a maestros como educadores profesionales destacados. Mi participación en esta evaluación, llevada a cabo por el "National Board for Professional Teaching Standards®" (NBPTS®)/ Comité Nacional de Normas Profesionales para la Enseñanza, es voluntaria. Los objetivos principales de esta evaluación son mejorar el aprendizaje estudiantil y fomentar la excelencia en la enseñanza.

Esta evaluación requiere que yo entregue grabaciones audiovisuales cortas y/o fotografías de las lecciones que se enseñan en la clase de su hijo(a). Aunque las grabaciones o las fotografías mostrarán o incluirán a estudiantes, el enfoque principal será en mi práctica educativa, no en los estudiantes que puedan estar representados. Durante este proyecto, la imagen y la voz de su hijo(a) podrían ser grabadas en el vídeo, y se le podrían sacar unas fotos a su hijo(a), las cuales se entregarán al NBPTS. Además, como parte de la evaluación se me puede pedir que presente muestras del trabajo de los estudiantes (**Trabajo Estudiantil**) como evidencia de la práctica docente y ese Trabajo Estudiantil podría incluir algún trabajo de su hijo(a). Los apellidos de los estudiantes no aparecerán en ningún material que presente como parte de mi evaluación.

El NBPTS tiene amplios derechos para utilizar mis **Entregas** (las cuales incluyen mis comentarios escritos, materiales didácticos, ensayos, planes de lecciones, asignaciones y otro material cuya definición no cae en la categoría de Trabajo Estudiantil) y le asigno al NBPTS todos mis derechos en cuanto a estas Entregas. El NBPTS también obtiene ciertos derechos en respecto al Trabajo Estudiantil. En concreto, el NBPTS puede usar mis Entregas y el Trabajo Estudiantil **en cualquier forma que elija** en consonancia con la misión del NBPTS, la cual incluye cualquier actividad que se considere por el NBPTS como beneficiosa para promover la educación. Por ejemplo, sin limitaciones, además de los usos relacionados con mi evaluación por NBPTS y sus asesores externos, el NBPTS puede utilizar y distribuir las Entregas y el Trabajo Estudiantil mediante su publicación en una base de datos por Internet protegida con una contraseña y conceder a otros los mismos derechos con fines educativos, de investigación y desarrollo profesional, y puede utilizar las Entregas y el Trabajo Estudiantil en obras y publicaciones del NBPTS. El NBPTS puede recibir cuotas o aranceles de aquellos a quienes otorga los derechos relacionados con las Entregas y el Trabajo Estudiantil. Estos usos pueden hacer que mis Entregas y el Trabajo Estudiantil estén disponibles para ser consultados por diferentes individuos, educadores y estudiantes. Al dar su permiso abajo, usted otorga al NBPTS una licencia perpetua, irrevocable, sin regalías y sin restricciones para usar cualquier Trabajo Estudiantil llevado a cabo por su hijo(a) que entrego como parte de mi evaluación, además usted otorga el derecho de tener y de usar cualquier derecho de autor, de publicidad, y otros derechos asociados con cualquier Trabajo Estudiantil, y además libera al NBPTS de todas las reclamaciones (incluyendo la invasión de privacidad) en relación con tal uso.

Si está de acuerdo con la participación de su hijo(a) en las actividades descritas arriba y el derecho del NBPTS al uso de las Entregas y el Trabajo Estudiantil de la manera en que se describe arriba, por favor firme la hoja de autorización. Yo retendré este formulario para documentar su permiso, pero se me puede pedir su entrega al NBPTS. Si usted no da su consentimiento para que su hijo(a) participe, su hijo(a) no será incluido(a) cuando se hagan las grabaciones o se tomen las fotografías, y no incluiré el trabajo de su hijo(a) en el Trabajo Estudiantil que yo entregue. Muchas gracias.

Atentamente, _____
(Firma del Candidato/ de la Candidata)

Hoja de Autorización

Nombre del/de la estudiante: _____

Escuela/Maestro(a): _____

Su dirección: _____

EL PADRE/ MADRE/ GUARDIÁN

Soy el padre/la madre/ el tutor/la tutora del/de la estudiante mencionado(a) arriba. He recibido y leído su carta acerca de una evaluación para maestros que está siendo conducida por el National Board for Professional Teaching Standards (NBPTS), y estoy de acuerdo con lo siguiente:

- SÍ, autorizo a que se graben** la imagen y la voz de mi hijo(a) en videograbaciones y que saquen fotografías cuando mi hijo(a) participa en una clase guiada

en (nombre de la escuela) _____

por (nombre del maestro/de la maestra) _____

y/o que se le provea al NBPTS copias de materiales que mi hijo(a) pueda producir como parte de las actividades de clase, tal y como se expresa en los términos y condiciones descritos arriba. No aparecerán apellidos en ninguno de los materiales presentados a NBPTS.

- NO, no autorizo a que se graben** ni la imagen ni la voz de mi hijo(a) o que se reproduzcan materiales que mi hijo(a) pueda producir como parte de sus actividades en la clase.

Firma del padre/de la madre, o del tutor/de la tutora: _____

Fecha: _____

EL ESTUDIANTE

Soy el estudiante/la estudiante mencionada arriba y soy mayor de 18 años de edad. He leído y entiendo la descripción del proyecto mencionado arriba. Entiendo que mi desempeño no está siendo evaluado en este proyecto y que mi apellido no se mencionará en ninguno de los materiales que puedan ser entregados.

- SÍ, autorizo a que se graben** mi imagen y mi voz en videograbaciones y que me saquen fotos cuando participo en una clase guiada

en (nombre de la escuela) _____

por (nombre del maestro/de la maestra) _____

y/o que se le provea al NBPTS copias de materiales que yo pueda producir como parte de mis actividades en la clase, tal y como se expresa en los términos y condiciones descritos arriba.

- NO, no autorizo a que se me graben** ni la imagen ni la voz en videograbaciones o que se reproduzcan materiales que yo pueda producir como parte de mis actividades en la clase.

Firma del/de la estudiante: _____

Fecha: _____

Fecha de Nacimiento: _____ / _____ / _____
MM DD AA

ADULT RELEASE FORM

(to be completed by non-students who are involved in this project)

Dear Sir or Madam:

I am a participant this school year in an assessment to certify teachers as outstanding practitioners in teaching. My participation in this assessment, which is being conducted by the National Board for Professional Teaching Standards® (NBPTS®), is voluntary. The primary purposes of this assessment are to enhance student learning and encourage excellence in teaching.

This assessment requires that I submit short audiovisual recordings and/or photographs of lessons being taught in class. Although the recordings/photographs will show or involve students and others, the primary focus is on my instruction. In the course of this assessment, your image and voice may be recorded on the video, and you may be photographed, with the recordings/photographed then submitted to NBPTS.

No last name (other than mine) will appear on any materials that I submit (my **Submissions**). NBPTS has broad rights to use my Submissions and I assign to NBPTS all of my rights in and to the Submissions. Specifically, NBPTS owns and may use my Submissions in any way it chooses consistent with the mission of NBPTS, which includes any activity deemed by NBPTS to further education. For instance, without limitation, in addition to uses related to my assessment by NBPTS and its third-party assessors, NBPTS may use and distribute the Submissions, such as by posting in a password-protected online database, and grant others the same rights, for educational, research, and professional development purposes, and may use the Submissions in NBPTS works and publications. NBPTS may receive fees from those to whom it grants rights related to the Submissions. These uses may make my Submissions available for viewing by a broad range of individuals, educators, and students.

If you agree to participate in the activities as outlined above and to NBPTS's right to use the Submissions on the terms and in the manner described above, please sign below. I will retain this form documenting your permission, but may provide it to NBPTS upon request.

Sincerely, _____
(Candidate Signature)

Permission Slip

Name: _____

Address: _____

School/Teacher: _____

I am the person named above. I have received and read your letter regarding a teacher assessment being conducted by the National Board for Professional Teaching Standards (NBPTS) and agree to the following:

I DO give permission to you to record my image and voice on video and take photographs of me as a participant in a class conducted

at (Name of School) _____

by (Teacher's Name) _____

as part of classroom activities, and for NBPTS to use any such recordings or photographs on the terms and conditions described above. No last names (other than the teacher's) will appear on any materials submitted to NBPTS, and I waive any claims or rights that I may have with respect to such recordings or photographs.

I DO NOT give permission to you to record my image and voice as part of classroom activities.

Signature: _____ Date: _____

PARTICIPANT

Activity Planner Worksheet

Use this worksheet to plan your time on each of the activities required to complete your portfolio entries.

ACTIVITY	Month 1	Month 2	Month 3	Month 4	Month 5
Read the <i>Standards</i> and all of the portfolio directions.		Use as a reference			
Plan your calendar and timeline.					
Get Student and Adult Release Forms signed, as needed.					
Work on the practice activities in “Phase 2: Develop” (in Part 1).					
Use your Communication Log for <i>Documented Accomplishments</i> .					
Describe your accomplishments and collect documentation for <i>Documented Accomplishments</i> .					
Video record classes, and collect student work samples.					
Review your video recordings and student work samples.					
Select your video recordings and draft your Written Commentaries for them.					
Select your student work samples and draft your Written Commentary for them.					
Do self-assessment of your entries.					
Begin final drafts of your Written Commentaries.					
Begin final draft of your Reflective Summary.					
Complete final drafts of your Written Commentaries.					
Complete final draft of your Reflective Summary.					
Gather all materials for the four entries.					
Prepare your portfolio and refer to the directions in “Phase 3: Submit” (in Part 1) for important information about organizing, uploading and submitting your portfolio electronically.					

Entry Tracking Form

This form may be used to keep a record of which students, lessons, and units of instruction you elect to feature in each classroom-based entry.

Your Entry Choices				
Entry	Unit (must be three different units)	Lesson	Dates	Students Featured
Entry 1: (enter title here)				
Entry 2: (enter title here)				
Entry 3: (enter title here)				

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by

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