



National Board for
**PROFESSIONAL
TEACHING
STANDARDS®**

Handbook on National Board Certification®

Effective 2007

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Your National Board Certification Scores

The National Board for Professional Teaching Standards[®] (NBPTS) acknowledges the hard work you have done and the commitment to the teaching profession you have shown in completing the National Board Certification[®] process. The certification process is intended to be a demanding assessment of teaching and learning. Now that you have received your score report, take the time to reflect on the achievements of your candidacy. Your decision to pursue National Board Certification required courage. As a voluntary participant in this assessment, you demonstrated that you were willing to submit evidence of your teaching practice for evaluation by your peers.

Virtually all teachers* have experience with the sort of norm-referenced testing that is required for admission to colleges or required as part of the initial licensure awarded by a state. Teachers also have experience with performance appraisals conducted by their principals or department heads. Some teachers have experience working with student portfolios. But very few teachers have experience creating a portfolio that displays their teaching practice or attending an assessment center that requires written responses about the content knowledge in their teaching area. Going through this process has required you to think about what you teach, why you teach the way that you do, and how you could enhance your teaching. Whether or not you achieved National Board Certified Teacher[®] (NBCT) status, you have participated in a process that has strengthened your teaching practice. This is a significant accomplishment, and one that has tremendous potential for you, your students, and your colleagues.

The information contained in this *Handbook on National Board Certification* is intended to help you understand your score report and use the *Scoring Guide* to reflect on the level of achievement that you attained in each part of the assessment. NBPTS cannot provide a more individualized report regarding your performance. The score report itself is the individualized record of the score that you received on each of the portfolio entries that you submitted and each of the assessment center exercises that you completed.

National Board Certification is a standards-based assessment. A candidate's score reflects the degree to which assessors were able to locate clear, consistent, and convincing evidence that the candidate has met the standards specific to his/her certificate field. Assessors are instructed to identify, record, and evaluate only the evidence that candidates provide—"missing" evidence is not identified. Assessors make no suggestions for improvement. They instead focus on the evaluation of evidence, not on feedback to candidates.

Use this *Handbook* to guide your ongoing analysis of your teaching practice and your deeper understanding of the NBPTS standards of accomplished teaching.

* The word "teacher" as used in the context of this Guide should be considered a very broad category pertaining to all school educators, including school counselors, library media specialists, classroom teachers, etc.

Reviewing Your Score Report

Official score reports are available to candidates only through the password-protected online service accessed by candidates from “My Profile” in the National Board Registration & Information Center (NBRIC). Your complete score report is presented in two parts: a notification letter that informs you of your certification status; and your score profile that identifies the raw score and weighted scaled score you received for each entry/exercise you took, and the Total Weighted Scaled Score you received. You can print any part of your score report, or the complete score report as many times as you wish.

Please verify that all of the personal information and the certificate area shown on the notification letter of your score report is correct. If your personal information has changed, be sure to update it in “My Profile.” If the certificate area shown on your score report is incorrect, please call 1-800-22TEACHSM immediately.

Above your score profile is a link to “View a more detailed scoring explanation” that provides information about the Total Weighted Scaled Score that is necessary to achieve National Board Certification and an overview of how the raw scores for each of your ten entries and exercises are converted to weighted scaled scores. Please read this information so that you understand the process. Note that the score for each entry or exercise has a weight assigned to it.

You should also note any entries or exercises on your score report that either do not have a score or that have the “NS” (Not Scorable) designation. If the space for a score on an entry or exercise is blank, this means that you did not submit the entry envelope or did not attempt the assessment center exercise, or did not submit the attestation form and your entry was not scored. If the space for a score on an entry or exercise contains the “NS” designation, this means:

- (1) the entry envelope contained none of the critical components required by the exercise;
- (2) a major piece of evidence, such as the Written Commentary, the student work samples, or the video recording, was not submitted in the envelope;
- (3) video recording was not viewable or audible;
- (4) for certificates other than EMC/WLOE and EAYA/WLOE, the submission contained student work and/or video-recorded footage that required assessors to have fluency in a language other than English (or Spanish, in certificates that allow Spanish submissions), or it contained significant explanations or translations;
- (5) a video recording had been deliberately and egregiously edited;

- (6) the Written Commentary and/or student work/video recording was identical to another candidate's performance or was so similar that the degree of overlap was unacceptable;
- (7) a retake submission contained the same response previously submitted;
- (8) the submission demonstrated teaching of students who did not fit the age parameters or content that did not fall under the scope of your selected certificate;
- (9) an English language translation was not provided for Spanish language option submissions;
- (10) you were not visible in the submitted video recording; or
- (11) you did not submit a current government-issued form of photo identification that could be used to verify your identity in the submitted video recording.

Your score profile includes the titles of the four portfolio entries and six assessment center exercises that make up the certificate area you selected. The second column of your profile lists the raw exercise score you obtained on each of these individual components. An asterisk (*) next to a raw exercise score indicates that a retake of that entry or exercise is possible. The third column contains the weight assigned to each assessment component. The weight is multiplied by your raw exercise score to obtain the weighted scaled score listed in the fourth column. The titles of entries or exercises that you have taken more than once appear in bold, blue text on your score profile. At the bottom of the list is the sum of your weighted scaled scores. A uniform constant of 12 points is added to the sum of your weighted scaled scores to produce your Total Weighted Scaled Score. You must earn a Total Weighted Scaled Score that equals or exceeds 275 points to achieve National Board Certification. **National Board Certification cannot be achieved when there are fewer than 10 scores, regardless of the Total Weighted Scaled Score.**

Now you should look at each of the individual scores. In order to gain the best understanding of what each individual score represents, you should have the *Scoring Guide* and *Standards* for your certificate area easily accessible. A link to the *Scoring Guide* for your certificate area appears on the web page with your notification letter. The *Standards* for your certificate area can be accessed from www.nbpts.org. If you have not already done so, read the first section of the *Scoring Guide*, which explains in detail how the scoring process works. Doing so will provide you with the background information you need to understand how your performance was scored.

On the following pages are four sets of instructions that will help you connect each of your scores to the appropriate rubric in the *Scoring Guide*. Each set of instructions pertains to one of the types of entries or exercises administered in the National Board assessment: the student work-based portfolio entry, the video-based portfolio

entries, the documented accomplishments portfolio entry, and the assessment center exercises. Within the appropriate set of instructions, find the page that lists the score range containing a score you made on an entry or exercise. Follow the directions on that page, and periodically review the *Standards* for that particular entry or exercise to help gain insight into your performance. This information is also available by clicking on any raw exercise score on your score profile that is underlined to indicate a link.

The assessors who scored each part of your performance received intensive training. Because of the nature of the training, it would be virtually impossible for candidates or other teachers who have not been trained as assessors to “score” their own or others’ performances effectively. We do not encourage you to second-guess your scores by attempting to score them yourself using the scoring materials in the *Scoring Guide*. These materials are intended only to help you gain insight into your performance.

The reliability of the scores assigned to candidate performances is contingent upon maintaining the standardized scoring protocols that the National Board has developed and refined since the certification program was offered. For this reason, all scoring events occur under the direction of experienced trainers and scoring directors who are tasked with ensuring that the integrity of the process is maintained. Assessors who have served at a scoring site for NBPTS, especially National Board Certified Teachers, may be willing to provide supportive, constructive feedback to candidates regarding their performances prior to their being submitted for scoring. It would be inappropriate, however, for any person who has served as a member of NBPTS scoring staff to make a judgment about the score that a performance should be given if reviewed outside of a formal scoring session. Candidates are cautioned against relying too heavily on the opinions of support providers, professional associates, or others who may have served as a member of the scoring staff for NBPTS. Assessors who are employed by NBPTS sign a statement agreeing that they will not give their opinions about the potential score that might be assigned to a performance when reviewing candidate performances outside of scoring sessions.

Student Work-based Portfolio Entry

If your score on the student work-based portfolio entry ranges from 0.75–1.25

Read the **Level 1** rubric that describes the characteristics of this level of performance. Remember that what characterizes a Level 1 performance is that **little or no** evidence has been presented to meet the standards assessed by the entry. Especially if your score is at the lower end of this range, ask yourself if you submitted all the materials that were required by the entry. For example, did you submit a Written Commentary that was only two or three pages long instead of the allowed page limit? Did you submit all of the student work samples that were required and explained in the entry directions? You would not have been penalized automatically for not submitting all the student work or submitting a short Written Commentary, but submitting very little material makes it much less likely that you will include evidence of meeting the standards assessed by the entry. If you are certain that you submitted all of the materials that you were allowed to submit, then you should concentrate on the nature of the materials.

Look at the entry instructions and the rubric to see the specific aspects of the standards being assessed. Read through your copy of what you submitted for this entry, and review the evidence that you submitted. Remember that while you may have engaged in teaching and learning activities that would have met the standards for the entry, you submitted little or no evidence of having done so. Read the rubric for the **Level 3** performance of this entry. For each of the descriptive statements contained in the rubric, ask yourself what evidence you could have submitted that would have met that particular aspect of the rubric.

After looking at the more specific descriptions of the performance in the Level 3 rubric, ask yourself the following general questions that may help you focus on improving your performance.

- Did you submit evidence that the teaching and learning featured in this entry were related to a worthwhile instructional goal?
- Did the student work samples, taken with your Written Commentary, provide evidence that you modified your instructional strategies in order to meet the needs of these students?
- Did you provide evidence that you gave meaningful feedback to the students?
- Did you provide evidence that you were able to analyze the work of these students as individual learners?
- Did you provide evidence that you were able to reflect on your teaching and determine how you could modify your teaching of the instructional sequence in the future?

If your score on the student work-based portfolio entry ranges from 1.26–1.74

Read both the **Level 1** and **Level 2** rubrics for the entry. Your performance falls between a 1+ (1.25) and a 2– (1.75), signifying that your performance has characteristics of both levels of performance. The defining difference between the Level 1 and Level 2 performance is that while the Level 1 performance provides **little or no** evidence of meeting the standards, the Level 2 performance provides **limited** evidence of doing so. Look at the entry instructions and the rubric to see the specific aspects of the standards being assessed. Read through your copy of what you submitted for this entry, and review the evidence that you submitted. Remember that while you may have engaged in teaching and learning activities that would have met the standards for the entry, you submitted little evidence overall of having done so. That is, while the entry may have contained some limited evidence, the preponderance of the entry contained little or no evidence. Read the rubric for the **Level 3** performance of this entry. For each of the descriptive statements contained in the rubric, ask yourself what evidence you could have submitted that would have met that particular aspect of the rubric.

After looking at the more specific descriptions of the performance in the Level 3 rubric, ask yourself the following general questions that may help you focus on improving your performance.

- How much evidence did you submit that the teaching and learning featured in this entry was related to a worthwhile instructional goal?
- How much evidence did the student work samples, taken with your Written Commentary, provide that you modified your instructional strategies in order to meet the needs of these students?
- How much evidence did you provide that you gave meaningful feedback to the students?
- How much evidence did you provide that you were able to analyze the work of these students as individual learners?
- How much evidence did you provide that you were able to reflect on your teaching and determine how you could modify your teaching of the instructional sequence in the future?

If your score on the student work-based portfolio entry ranges from 1.75–2.25

Read the **Level 2** rubric that describes the characteristics of this level of performance. Remember that what characterizes a Level 2 performance is that **limited** evidence has been presented to meet the standards assessed by the entry. Look at the entry instructions and the rubric to see the specific aspects of the standards being assessed. Read through your copy of what you submitted for this entry, and review the evidence that you submitted. Remember that while you may have engaged in teaching and learning activities that would have met the standards for the entry, you submitted limited evidence of having done so. Read the rubric for the **Level 3** performance of this entry. For each of the descriptive statements contained in the rubric, ask yourself what evidence you could have submitted that would have met that particular aspect of the rubric. In particular, think about the difference between “limited” evidence and “clear” evidence, which is the most essential difference between the Level 2 and the Level 3 rubrics.

After looking at the more specific descriptions of the performance in the Level 3 rubric, ask yourself the following general questions that may help you focus on improving your performance.

- What additional evidence could you have submitted that the teaching and learning featured in this entry were related to a worthwhile instructional goal?
- What additional evidence could other student work samples and/or your Written Commentary provide that you modified your instructional strategies in order to meet the needs of these students?
- What additional evidence could you provide that you gave meaningful feedback to the students?
- What additional evidence could you provide that you were able to analyze the work of these students as individual learners?
- What additional evidence could you provide that you were able to reflect on your teaching and determine how you could modify your teaching of the instructional sequence in the future?

If your score on the student work-based portfolio entry ranges from 2.26–2.74

Read both the **Level 2** and **Level 3** rubrics for the entry. Your performance falls between a 2+ (2.25) and a 3– (2.75), signifying that your performance has characteristics of both levels of performance. The defining difference between the Level 2 and Level 3 performance is that while the Level 2 performance provides **limited** evidence of meeting the standards, the Level 3 performance provides **clear** evidence of doing so. Look at the entry instructions and the rubric to see the specific aspects of the standards being assessed. Read through your copy of what you submitted for this entry, and review the evidence that you submitted. Remember that while you may have engaged in teaching and learning activities that would have met the standards for the entry, you submitted limited evidence overall of having done so. That is, while some of the evidence may have been clear, the preponderance of the evidence was limited. Read the rubric for the **Level 3** performance of this entry. For each of the descriptive statements contained in the rubric, ask yourself what evidence you could have submitted that would have met that particular aspect of the rubric.

After looking at the more specific descriptions of the performance in the Level 3 rubric, ask yourself the following general questions that may help you focus on improving your performance.

- Did you submit limited or clear evidence that the teaching and learning featured in this entry was related to a worthwhile instructional goal?
- Did the student work samples and/or your Written Commentary provide limited or clear evidence that you modified your instructional strategies in order to meet the needs of these students?
- Did you provide limited or clear evidence that you gave meaningful feedback to the students?
- Did you provide limited or clear evidence that you were able to analyze the work of these students as individual learners?
- Did you provide limited or clear evidence that you were able to reflect on your teaching and determine how you could modify your teaching of the instructional sequence in the future?

If your score on the student work-based portfolio entry ranges from 2.75–3.25

Read the **Level 3** rubric that describes the characteristics of this level of performance. Remember that what characterizes a Level 3 performance is that **clear** evidence has been presented to meet the standards assessed by the entry. Look at the entry instructions and the rubric to see the specific aspects of the standards being assessed. Read through your copy of what you submitted for this entry, and review the evidence that you submitted. You engaged in teaching and learning activities that met the standards for the entry. For each of the descriptive statements contained in the rubric, identify the evidence you submitted that met that particular aspect of the rubric. Read the rubric for the **Level 4** performance of this entry, and ask yourself what evidence you could have submitted that would have been not only clear, but **consistent and convincing** as well.

After looking at the more specific descriptions of the performance in the Level 3 rubric, ask yourself the following general questions that may help you focus on identifying the strengths of your performance.

- What was the clear evidence that the teaching and learning featured in this entry were related to a worthwhile instructional goal?
- What was the clear evidence in your student work samples and/or your Written Commentary that you modified your instructional strategies in order to meet the needs of these students?
- What was the clear evidence that you gave meaningful feedback to the students?
- What was the clear evidence that you were able to analyze the work of these students as individual learners?
- What was the clear evidence that you were able to reflect on your teaching and determine how you could modify your teaching of the instructional sequence in the future?

If your score on the student work-based portfolio entry ranges from 3.26–3.74

Read both the **Level 3** and **Level 4** rubrics for the entry. Your performance falls between a 3+ (3.25) and a 4– (3.75), signifying that your performance has characteristics of both levels of performance. The defining difference between the Level 3 and Level 4 performance is that while the Level 3 performance provides **clear** evidence of meeting the standards, the Level 4 performance provides **clear, consistent, and convincing** evidence of doing so. Look at the entry instructions and the rubric to see the specific aspects of the standards being assessed. Read through your copy of what you submitted for this entry, and review the evidence that you submitted. Remember that while you may have engaged in teaching and learning activities that exceeded the standards for the entry, you submitted clear evidence overall of having met the standards for the entry. That is, while some of the evidence may have been clear, consistent, and convincing, the preponderance of the evidence was clear. Read the rubric for the **Level 4** performance of this entry, and ask yourself what evidence you could have submitted that would have been not only clear, but **consistent and convincing** as well.

After looking at the more specific descriptions of the performance in the Level 3 and Level 4 rubrics, ask yourself the following general questions that may help you identify the strengths of your performance.

- What additional clear, consistent, and convincing evidence could you have submitted that the teaching and learning featured in this entry was related to a worthwhile instructional goal?
- How could the student work samples and/or your Written Commentary have provided additional clear, consistent, and convincing evidence that you modified your instructional strategies in order to meet the needs of these students?
- What additional clear, consistent, and convincing evidence could you have provided that you gave meaningful feedback to the students?
- What additional clear, consistent, and convincing evidence could you have submitted that you were able to analyze the work of these students as individual learners?
- What additional clear, consistent, and convincing evidence could you have provided that you were able to reflect on your teaching and determine how you could modify your teaching of the instructional sequence in the future?

If your score on the student work-based portfolio entry ranges from 3.75–4.25

Read the **Level 4** rubric that describes the characteristics of this level of performance. Remember that what characterizes a Level 4 performance is that **clear, consistent, and convincing** evidence has been presented to meet the standards assessed by the entry. Look at the entry instructions and the rubric to see the specific aspects of the standards being assessed. Read through your copy of what you submitted for this entry, and review the evidence that you submitted. You engaged in teaching and learning activities that exceeded the standards for the entry. Read the **Level 3** rubric and reflect on how the evidence you submitted exceeded what was required for the entry.

After looking at the more specific descriptions of the performance in the Level 3 and Level 4 rubrics, ask yourself the following general questions that may help you identify the strengths of your performance.

- What was the clear, consistent, and convincing evidence that the teaching and learning featured in this entry were related to a worthwhile instructional goal?
- What was the clear, consistent, and convincing evidence in your student work samples and/or your Written Commentary that you modified your instructional strategies in order to meet the needs of these students?
- What was the clear, consistent, and convincing evidence that you gave meaningful feedback to the students?
- What was the clear, consistent, and convincing evidence that you were able to analyze the work of these students as individual learners?
- What was the clear, consistent, and convincing evidence that you were able to reflect on your teaching and determine how you could modify your teaching of the instructional sequence in the future?

Video-based Portfolio Entries

If your score on a video-based portfolio entry ranges from 0.75–1.25

Read the **Level 1** rubric that describes the characteristics of this level of performance. Remember that what characterizes a Level 1 performance is that **little or no** evidence has been presented to meet the standards assessed by the entry. Especially if your score is at the lower end of this range, ask yourself if you submitted all the materials that were required by the entry. For example, did you submit a Written Commentary that was only two or three pages long instead of the allowed page limit? Did you submit a video recording that was significantly shorter than the time limit allowed by the entry? You would not have been penalized automatically for submitting a short video recording or submitting a short Written Commentary, but submitting very little material makes it much less likely that you will include evidence of meeting the standards assessed by the entry. If you are certain that you submitted all of the materials that you were allowed to submit, then you should concentrate on the nature of the materials.

Look at the entry instructions and the rubric to see the specific aspects of the standards being assessed. Read through your copy of what you submitted for this entry, and review the evidence that you submitted. Remember that while you may have engaged in teaching and learning activities that would have met the standards for the entry, you submitted little or no evidence of having done so. Read the rubric for the **Level 3** performance of this entry. For each of the descriptive statements contained in the rubric, ask yourself what evidence you could have submitted that would have met that particular aspect of the rubric.

After looking at the more specific descriptions of the performance in the Level 3 rubric, ask yourself the following general questions that may help you focus on improving your performance.

- Did you submit evidence that the teaching and learning featured in this entry were related to a worthwhile instructional goal?
- Did the video recording, taken with your Written Commentary, provide evidence that you have created a classroom environment that promotes active learning by all your students?
- Did you provide evidence that you were able to engage students in an effective classroom discussion or inquiry appropriate to the goals of your teaching?
- Did you provide evidence that you were able to facilitate a discussion that involved both teacher-to-student and student-to-student meaningful interaction?
- Did you provide evidence that you were able to reflect on your teaching and determine how you could modify your teaching of the lesson in the future?

If your score on a video-based portfolio entry ranges from 1.26–1.74

Read both the **Level 1** and **Level 2** rubrics for the entry. Your performance falls between a 1+ (1.25) and a 2– (1.75), signifying that your performance has characteristics of both levels of performance. The defining difference between the Level 1 and Level 2 performance is that while the Level 1 performance provides **little or no** evidence of meeting the standards, the Level 2 performance provides **limited** evidence of doing so. Look at the entry instructions and the rubric to see the specific aspects of the standards being assessed. Read through your copy of what you submitted for this entry, and review the evidence that you submitted. Remember that while you may have engaged in teaching and learning activities that would have met the standards for the entry, you submitted little evidence overall of having done so. That is, while the entry may have contained some limited evidence, the preponderance of the entry contained little or no evidence. Read the rubric for the **Level 3** performance of this entry. For each of the descriptive statements contained in the rubric, ask yourself what evidence you could have submitted that would have met that particular aspect of the rubric.

After looking at the more specific descriptions of the performance in the Level 3 rubric, ask yourself the following general questions that may help you focus on improving your performance.

- How much evidence did you submit that the teaching and learning featured in this entry was related to a worthwhile instructional goal?
- How much evidence did the video recording, taken with your Written Commentary, provide that you have created a classroom environment that promotes active learning by all your students?
- How much evidence did you provide that you were able to engage students in an effective classroom discussion or inquiry appropriate to your instructional goals?
- How much evidence did you provide that you were able to facilitate a discussion that involved both teacher-to-student and student-to-student meaningful interaction?
- How much evidence did you provide that you were able to reflect on your teaching and determine how you could modify your teaching of the lesson in the future?

If your score on a video-based portfolio entry ranges from 1.75–2.25

Read the **Level 2** rubric that describes the characteristics of this level of performance. Remember that what characterizes a Level 2 performance is that **limited** evidence has been presented to meet the standards assessed by the entry. Look at the entry instructions and the rubric to see the specific aspects of the standards being assessed. Read through your copy of what you submitted for this entry, and review the evidence that you submitted. Remember that while you may have engaged in teaching and learning activities that would have met the standards for the entry, you submitted limited evidence overall of having done so. Read the rubric for the **Level 3** performance of this entry. For each of the descriptive statements contained in the rubric, ask yourself what evidence you could have submitted that would have met that particular aspect of the rubric. In particular, think about the difference between “limited” evidence and “clear” evidence, which is the most essential difference between the Level 2 and the Level 3 rubrics.

After looking at the more specific descriptions of the performance in the Level 3 rubric, ask yourself the following general questions that may help you focus on improving your performance.

- What additional evidence could you have submitted that the teaching and learning featured in this entry were related to a worthwhile instructional goal?
- What additional evidence could the video recording and/or your Written Commentary provide that you have created a classroom environment that promotes active learning by all your students?
- What additional evidence could you provide that you were able to engage students in an effective classroom discussion or inquiry appropriate to your instructional goals?
- What additional evidence could you provide that you were able to facilitate a discussion that involved both teacher-to-student and student-to-student meaningful interaction?
- What additional evidence could you provide that you were able to reflect on your teaching and determine how you could modify your teaching of the lesson in the future?

If your score on a video-based portfolio entry ranges from 2.26–2.74

Read both the **Level 2** and **Level 3** rubrics for the entry. Your performance falls between a 2+ (2.25) and a 3– (2.75), signifying that your performance has characteristics of both levels of performance. The defining difference between the Level 2 and Level 3 performance is that while the Level 2 performance provides **limited** evidence of meeting the standards, the Level 3 performance provides **clear** evidence of doing so. Look at the entry instructions and the rubric to see the specific aspects of the standards being assessed. Read through your copy of what you submitted for this entry, and review the evidence that you submitted. Remember that while you may have engaged in teaching and learning activities that would have met the standards for the entry, you submitted limited evidence overall of having done so. That is, while some of the evidence may have been clear, the preponderance of the evidence was limited. Read the rubric for the **Level 3** performance of this entry. For each of the descriptive statements contained in the rubric, ask yourself what evidence you could have submitted that would have met that particular aspect of the rubric.

After looking at the more specific descriptions of the performance in the Level 3 rubric, ask yourself the following general questions that may help you focus on improving your performance.

- Did you submit limited or clear evidence that the teaching and learning featured in this entry was related to a worthwhile instructional goal?
- Did the video recording and/or your Written Commentary provide limited or clear evidence that you have created a classroom environment that promotes active learning by all your students?
- Did you provide limited or clear evidence that you were able to engage students in an effective classroom discussion or inquiry appropriate to your instructional goals?
- Did you provide limited or clear evidence that you were able to facilitate a discussion that involved both teacher-to-student and student-to-student meaningful interaction?
- Did you provide limited or clear evidence that you were able to reflect on your teaching and determine how you could modify your teaching of the lesson in the future?

If your score on a video-based portfolio entry ranges from 2.75–3.25

Read the **Level 3** rubric that describes the characteristics of this level of performance. Remember that what characterizes a Level 3 performance is that **clear** evidence has been presented to meet the standards assessed by the entry. Look at the entry instructions and the rubric to see the specific aspects of the standards being assessed. Read through your copy of what you submitted for this entry, and review the evidence that you submitted. You engaged in teaching and learning activities that met the standards for the entry. Read the rubric for the **Level 4** performance of this entry, and ask yourself what evidence you could have submitted that would have been not only clear, but **consistent and convincing** as well.

After looking at the more specific descriptions of the performance in the Level 3 rubric, ask yourself the following general questions that may help you identify the strengths of your performance.

- What was the clear evidence that the teaching and learning featured in this entry were related to a worthwhile instructional goal?
- What was the clear evidence in your video recording and/or your Written Commentary that you have created a classroom environment that promotes active learning by all your students?
- What was the clear evidence that you were able to engage students in an effective classroom discussion or inquiry appropriate to your instructional goals?
- What was the clear evidence that you were able to facilitate a discussion that involved both teacher-to-student and student-to-student meaningful interaction?
- What was the clear evidence that you were able to reflect on your teaching and determine how you could modify your teaching of the lesson in the future?

If your score on a video-based portfolio entry ranges from 3.26–3.74

Read both the **Level 3** and **Level 4** rubrics for the entry. Your performance falls between a 3+ (3.25) and a 4– (3.75), signifying that your performance has characteristics of both levels of performance. The defining difference between the Level 3 and Level 4 performance is that while the Level 3 performance provides **clear** evidence of meeting the standards, the Level 4 performance provides **clear, consistent, and convincing** evidence of doing so. Read through your copy of what you submitted for this entry, and review the evidence that you submitted. Remember that while you engaged in teaching and learning activities that may have exceeded the standards for the entry, you submitted clear evidence overall of having met the standards for the entry. That is, while some of the evidence may have been clear, consistent, and convincing, the preponderance of the evidence was clear. Read the rubric for the **Level 4** performance of this entry, and ask yourself what evidence you could have submitted that would have been not only clear, but **consistent and convincing** as well.

After looking at the more specific descriptions of the performance in the Level 3 and Level 4 rubrics, ask yourself the following general questions that may help you identify the strengths of your performance.

- What additional clear, consistent, and convincing evidence could you have submitted that the teaching and learning featured in this entry was related to a worthwhile instructional goal?
- How could the video recording and/or your Written Commentary have provided additional clear, consistent, and convincing evidence that you have created a classroom environment that promotes active learning by all your students?
- What additional clear, consistent, and convincing evidence could you have provided that you were able to engage students in an effective classroom discussion or inquiry appropriate to your instructional goals?
- What additional clear, consistent, and convincing evidence could you have submitted that you were able to facilitate a discussion that involved both teacher-to-student and student-to-student meaningful interaction?
- What additional clear, consistent, and convincing evidence could you have provided that you were able to reflect on your teaching and determine how you could modify your teaching of the lesson in the future?

If your score on a video-based portfolio entry ranges from 3.75–4.25

Read the **Level 4** rubric that describes the characteristics of this level of performance. Remember that what characterizes a Level 4 performance is that **clear, consistent, and convincing** evidence has been presented to meet the standards assessed by the entry. Read through your copy of what you submitted for this entry, and review the evidence that you submitted. You engaged in teaching and learning activities that exceeded the standards for the entry. Read the **Level 3** rubric and reflect on how the evidence you submitted exceeded what was required for the entry.

After looking at the more specific descriptions of the performance in the Level 3 and Level 4 rubrics, ask yourself the following general questions that may help you identify the strengths of your performance.

- What was the clear, consistent, and convincing evidence that the teaching and learning featured in this entry were related to a worthwhile instructional goal?
- What was the clear, consistent, and convincing evidence in your video recording and/or your Written Commentary that you have created a classroom environment that promotes active learning by all your students?
- What was the clear, consistent, and convincing evidence that you were able to engage students in an effective classroom discussion or inquiry appropriate to your instructional goals?
- What was the clear, consistent, and convincing evidence that you were able to facilitate a discussion that involved both teacher-student and student-student meaningful interaction?
- What was the clear, consistent, and convincing evidence that you were able to reflect on your teaching and determine how you could modify your teaching of the lesson in the future?

Documented Accomplishments Portfolio Entry

If your score on the documented accomplishments portfolio entry ranges from 0.75–1.25

Read the **Level 1** rubric that describes the characteristics of this level of performance. Remember that what characterizes a Level 1 performance is that **little or no** evidence has been presented to meet the standards assessed by the entry. Especially if your score is at the lower end of this range, ask yourself if you submitted all the materials that were required by the entry. For example, did you submit a set of descriptions and documentation that was only a few pages long instead of the allowed page limit? Did you fail to submit a Reflective Summary or one that was significantly shorter than two pages? You would not have been penalized automatically for submitting less material than allowed by the entry, but submitting very little material makes it much less likely that you will include evidence of meeting the standard assessed by the entry. If you are certain that you submitted all of the materials that you were allowed to submit, then you should concentrate on the nature of the materials.

Look at the entry instructions and the rubric to see the specific aspects of the standards being assessed. Read through your copy of what you submitted for this entry, and review the evidence that you submitted. Remember that while you may have engaged in activities that would have met the standards for the entry, you submitted little or no evidence of having done so. Read the rubric for the **Level 3** performance of this entry. For each of the descriptive statements contained in the rubric, ask yourself what evidence you could have submitted that would have met that particular aspect of the rubric.

After looking at the more specific descriptions of the performance in the Level 3 rubric, ask yourself the following general questions that may help you focus on improving your performance.

- For each activity or accomplishment that you described, did you submit evidence to describe the nature of the activity accurately?
- For each activity or accomplishment that you described, did you submit evidence to explain the significance of the activity or accomplishment?

- For each activity or accomplishment that you described, did you submit evidence to show its impact on student learning?
- Have you engaged in other activities/accomplishments that might have better met the requirements of the entry?
- How well does your Reflective Summary explain the significance of the evidence you have submitted, and give the assessor a sense of the patterns and importance of your work in this area?

If your score on the documented accomplishments portfolio entry ranges from 1.26–1.74

Read both the **Level 1** and **Level 2** rubrics for the entry. Your performance falls between a 1+ (1.25) and a 2– (1.75), signifying that your performance has characteristics of both levels of performance. The defining difference between the Level 1 and Level 2 performance is that while the Level 1 performance provides **little or no** evidence of meeting the standards, the Level 2 performance provides **limited** evidence of doing so. Look at the entry instructions and the rubric to see the specific aspects of the standards being assessed. Read through your copy of what you submitted for this entry, and review the evidence that you submitted. Remember that while you may have engaged in activities that would have met the standards for the entry, you submitted little evidence overall of having done so. That is, while the entry may have contained some limited evidence, the preponderance of the entry contained little or no evidence. Read the rubric for the **Level 3** performance of this entry. For each of the descriptive statements contained in the rubric, ask yourself what evidence you could have submitted that would have met that particular aspect of the rubric.

After looking at the more specific descriptions of the performance in the Level 3 rubric, ask yourself the following general questions that may help you focus on improving your performance.

- For each activity or accomplishment that you described, how much evidence did you submit to describe the nature of the activity accurately?
- For each activity or accomplishment that you described, how much evidence did you submit to explain the significance of the activity or accomplishment?
- For each activity or accomplishment that you described, how much evidence did you submit to show its impact on student learning?
- Have you engaged in other activities/accomplishments that might have better met the requirements of the entry?
- How well does your Reflective Summary explain the significance of the evidence you have submitted, and give the assessor a sense of the patterns and importance of your work in this area?

If your score on the documented accomplishments portfolio entry ranges from 1.75–2.25

Read the **Level 2** rubric that describes the characteristics of this level of performance. Remember that what characterizes a Level 2 performance is that **limited** evidence has been presented to meet the standards assessed by the entry. Look at the entry instructions and the rubric to see the specific aspects of the standards being assessed. Read through your copy of what you submitted for this entry, and review the evidence that you submitted. Remember that while you may have engaged in activities that would have met the standards for the entry, you submitted limited evidence of having done so. Read the rubric for the **Level 3** performance of this entry. For each of the descriptive statements contained in the rubric, ask yourself what evidence you could have submitted that would have met that particular aspect of the rubric. In particular, think about the difference between “limited” evidence and “clear” evidence, which is the most essential difference between the Level 2 and the Level 3 rubrics.

After looking at the more specific descriptions of the performance in the Level 3 rubric, ask yourself the following general questions that may help you focus on improving your performance.

- For each activity or accomplishment that you described, what additional evidence could you have submitted to describe the nature of the activity accurately?
- For each activity or accomplishment that you described, what additional evidence could you have submitted to explain the significance of the activity or accomplishment?
- For each activity or accomplishment that you described, what additional evidence could you have submitted to show its impact on student learning?
- Have you engaged in other activities/accomplishments that might have better met the requirements of the entry?
- How well does your Reflective Summary explain the significance of the evidence you have submitted, and give the assessor a sense of the patterns and importance of your work in this area?

If your score on the documented accomplishments portfolio entry ranges from 2.26–2.74

Read both the **Level 2** and **Level 3** rubrics for the entry. Your performance falls between a 2+ (2.25) and a 3– (2.75), signifying that your performance has characteristics of both levels of performance. The defining difference between the Level 2 and Level 3 performance is that while the Level 2 performance provides **limited** evidence of meeting the standards, the Level 3 performance provides **clear** evidence of doing so. Look at the entry instructions and the rubric to see the specific aspects of the standards being assessed. Read through your copy of what you submitted for this entry, and review the evidence that you submitted. Remember that while you may have engaged in activities that would have met the standards for the entry, you submitted limited evidence overall of having done so. That is, while some of the evidence may have been clear, the preponderance of the evidence was limited. Read the rubric for the **Level 3** performance of this entry. For each of the descriptive statements contained in the rubric, ask yourself what evidence you could have submitted that would have met that particular aspect of the rubric.

After looking at the more specific descriptions of the performance in the Level 3 rubric, ask yourself the following general questions that may help you focus on improving your performance.

- For each activity or accomplishment that you described, did you submit limited or clear evidence to describe the nature of the activity accurately?
- For each activity or accomplishment that you described, did you submit limited or clear evidence to explain the significance of the activity or accomplishment?
- For each activity or accomplishment that you described, did you submit limited or clear evidence to show its impact on student learning?
- Have you engaged in other activities/accomplishments that might have better met the requirements of the entry?
- How well does your Reflective Summary explain the significance of the evidence you have submitted, and give the assessor a sense of the patterns and importance of your work in this area?

If your score on the documented accomplishments portfolio entry ranges from 2.75–3.25

Read the **Level 3** rubric that describes the characteristics of this level of performance. Remember that what characterizes a Level 3 performance is that **clear** evidence has been presented to meet the standards assessed by the entry. Look at the entry instructions and the rubric to see the specific aspects of the standards being assessed. Read through your copy of what you submitted for this entry, and review the evidence that you submitted. You engaged in activities that met the standards for the entry. For each of the descriptive statements contained in the rubric, identify the evidence you submitted that met that particular aspect of the rubric. Read the rubric for the **Level 4** performance of this entry, and ask yourself what evidence you could have submitted that would have been not only clear, but **consistent and convincing** as well.

After looking at the more specific descriptions of the performance in the Level 3 rubric, ask yourself the following general questions that may help you focus on identifying the strengths of your performance.

- For each activity or accomplishment that you described, what clear evidence did you submit to describe the nature of the activity accurately?
- For each activity or accomplishment that you described, what clear evidence did you submit to explain the significance of the activity or accomplishment?
- For each activity or accomplishment that you described, what clear evidence did you submit to show its impact on student learning?
- Have you engaged in other activities/accomplishments that might also have met the requirements of the entry?
- How well does your Reflective Summary explain the significance of the evidence you have submitted, and give the assessor a sense of the patterns and importance of your work in this area?

If your score on the documented accomplishments portfolio entry ranges from 3.26–3.74

Read both the **Level 3** and **Level 4** rubrics for the entry. Your performance falls between a 3+ (3.25) and a 4– (3.75), signifying that your performance has characteristics of both levels of performance. The defining difference between the Level 3 and Level 4 performance is that while the Level 3 performance provides **clear** evidence of meeting the standards, the Level 4 performance provides **clear, consistent, and convincing** evidence of doing so. Look at the entry instructions and the rubric to see the specific aspects of the standards being assessed. Read through your copy of what you submitted for this entry, and review the evidence that you submitted. Remember that while you may have engaged in activities that exceeded the standards for the entry, you submitted clear evidence overall of having met the standards for the entry. That is, while some of the evidence may have been clear, consistent, and convincing, the preponderance of the evidence was clear. Read the rubric for the **Level 4** performance of this entry, and ask yourself what evidence you could have submitted that would have been not only clear, but **consistent and convincing** as well.

After looking at the more specific descriptions of the performance in the Level 3 and Level 4 rubrics, ask yourself the following general questions that may help you identify the strengths of your performance.

- For each activity or accomplishment that you described, what additional clear, consistent, and convincing evidence could you submit to describe the nature of the activity accurately?
- For each activity or accomplishment that you described, what additional clear, consistent, and convincing evidence could you submit to explain the significance of the activity or accomplishment?
- For each activity or accomplishment that you described, what additional clear, consistent, and convincing evidence could you submit to show its impact on student learning?
- Have you engaged in other activities/accomplishments that might also have provided clear, consistent, and convincing evidence of having met the requirements of the entry?
- How well does your Reflective Summary explain the significance of the evidence you have submitted, and give the assessor a sense of the patterns and importance of your work in this area?

If your score on the documented accomplishments portfolio entry ranges from 3.75–4.25

Read the **Level 4** rubric that describes the characteristics of this level of performance. Remember that what characterizes a Level 4 performance is that **clear, consistent, and convincing** evidence has been presented to meet the standards assessed by the entry. Look at the entry instructions and the rubric to see the specific aspects of the standards being assessed. Read through your copy of what you submitted for this entry, and review the evidence that you submitted. You engaged in activities that exceeded the standards for the entry. Read the **Level 3** rubric and reflect on how the evidence you submitted exceeded what was required for the entry.

After looking at the more specific descriptions of the performance in the Level 3 and Level 4 rubrics, ask yourself the following general questions that may help you identify the strengths of your performance.

- For each activity or accomplishment that you described, what was the clear, consistent, and convincing evidence that you submitted to describe the nature of the activity accurately?
- For each activity or accomplishment that you described, what was the clear, consistent, and convincing evidence that you submitted to explain the significance of the activity or accomplishment?
- For each activity or accomplishment that you described, what was the clear, consistent, and convincing evidence that you submitted to show its impact on student learning?
- Have you engaged in other activities/accomplishments that might also have met or exceeded the requirements of the entry?
- How does your Reflective Summary explain the significance of the evidence you have submitted, and give the assessor a sense of the patterns and importance of your work in this area?

Assessment Center Exercises

First, read the rubric in the *Scoring Guide* that corresponds to the score you attained on each assessment center exercise and review the description of each exercise. Try to recall what you wrote at the assessment center. (Because you do not have copies of what you wrote at the assessment center, you must rely on your memory of the responses you constructed.) Then read the rubric for the Level 3 performance of each exercise (if the exercise was scored on the 4-3-2-1 scale), or the Level 2 performance (if the exercise was scored on the 2-1-0 scale). For each of the descriptive statements contained in the rubric, ask yourself what evidence would have shown that you have met the standards for the exercise.

After looking at the more specific descriptions of the performance in the Level 3 rubric, ask yourself the following general questions that may help you identify the strengths and weaknesses of your performance.

- Did you familiarize yourself with this part of the assessment and refer to the Assessment Center Orientation Service located on the NBPTS Web site?
- Did you consult other resources relevant to the content area assessed by the exercise?
- How much analysis of the content standard in your certificate area did you do before the assessment center, including an analysis of your own strengths and weaknesses, given that standard?
- How did you prioritize your time during the assessment period?
- Were you able to make solid connections in your response to the standards described by the rubric?
- If you were asked to review student work samples as part of the exercise, how well were you able to comment on the characteristics of those work samples?
- If you were asked to design instruction as part of the exercise, how well were you able to plan and articulate appropriate instruction or intervention for the stated teaching and learning or counseling goal?
- If you were asked to review a scenario as part of the exercise, how well were you able to comment on the issues, challenges, or student needs presented in those scenarios?

What Comes Next?

Now that you have reviewed your scores, there are steps you should take to continue improving and enhancing your teaching. Initially, identify those portfolio entries and assessment center exercises on which you attained your highest scores. Do these scores reflect a level of achievement with which you are comfortable, or do you feel a need to improve your performance? If you are comfortable with this level, identify those parts of your performance on which you think you did especially well. Consider taking positive steps to share your expertise with your colleagues or perhaps mentoring new or less experienced teachers. Spend time planning what you can do to make your teaching performance continue to evolve.

- What can you do to make sure that your teaching and learning activities continue to impact student learning?
- How can you get students' families and the community more involved in these teaching and learning activities?
- How can you share your expertise in this area with your colleagues?

You should also identify those portfolio entries and assessment center exercises on which you attained your lowest scores. Again, ask yourself if these scores reflect a level of achievement with which you are comfortable, or if you feel a need to improve your level of performance. If you want to improve your performance level, you should consider working with other teachers and accepting feedback from them on your performance. If you had problems with certain content areas, you may want to take additional coursework or workshops. You should also think about retaking entries and exercises in order to improve your score.

It is very important to place your experience with the National Board Certification assessment in the context of your own professional development. By your voluntary participation in this process, you have identified yourself as a teaching professional who cares about the profession and about your own achievements in that profession. Consider, as you reflect on this past year of engagement with National Board Certification, all you have learned, the ways in which you and your teaching have changed, and the growth that this learning and these changes suggest.

As you move forward in your career, we encourage you to stay engaged with National Board Certification. If you have achieved National Board Certification, please consider serving as a mentor or facilitator to candidates and serving as an assessor if you have the opportunity to do so. If you have not yet achieved National Board Certification, we urge you to think carefully about continuing to pursue this goal and what the growth and achievement of doing so will bring to your teaching.

Section 2 of this *Handbook* contains information about score banking and retaking entries and exercises, along with some suggestions that may help you determine if it would benefit you to retake some of the entries and exercises on which you did not achieve the performance standard. Section 3 contains information about the appeals policy and procedures of NBPTS and the Score Verification Service.

Banking of Scores and Retake Procedures

NBPTS provides automatic banking of portfolio entry and assessment center exercise scores for all candidates who did not achieve National Board Certification during their initial attempt. These scores are banked for 24 consecutive months subsequent to the date of initial score notification. During this retake eligibility period, a candidate may elect to retake any combination of portfolio entries and/or assessment center exercises on which a score of less than 2.75 was received.

A candidate will be charged a fee of \$350 for each portfolio entry and \$350 for each assessment center exercise that he or she chooses to retake. A \$15 application processing charge will be required. Candidates may choose to retake any entries or exercises on which they receive a score of less than 2.75 two times during the two-year retake eligibility period.

Responses to entry and exercise retakes submitted in accordance with the National Board's submission guidelines and by the deadline for submission in the year of the retake application will be scored during the next regularly scheduled scoring cycle. Scoring cycles typically run from June 1st to August 31st of each year. Candidates whose recalculated Total Weighted Scaled Scores meet or exceed the National Board's performance standard will be awarded National Board Certification.

National Board Certificates are valid for a period of ten years. For candidates who receive National Board Certification after retaking one or more entries or exercises, the ten-year period begins from the date of certification. NBCTs whose certification is nearing expiration can apply for renewal. Updated information about renewal can be found on the NBPTS Web site at www.nbpts.org.

In the following section you will find an explanation of those factors that may influence your choice of which exercises to retake. On your score report you will find your raw exercise scores, the weights for each exercise, the uniform constant that is added to each candidate's weighted exercise totals, and your Total Weighted Scaled Score. Links to additional information are also provided with your online score report.

Please note that when you retake a portfolio entry or assessment center exercise, the score on the retake version always replaces your original score. Therefore, even if your original score was higher than the retake score, the new score will be substituted for the old score.

Thinking About Retaking Exercises

There are two major considerations in deciding which exercises to retake.

First, you must consider how likely it is that your score on a given exercise will improve. *Second*, you must consider how much any improvement will affect your Total Weighted Scaled Score.

How likely is it that my score on an exercise will improve?

The following are factors that you should consider:

- *Which exercises am I eligible to retake?* You are eligible to retake only exercises for which you received a raw exercise score that is less than 2.75 (identified by an asterisk on your score report).
- *What was the score I received on an exercise?* The lower your score, the more room there is for improvement, but if you scored very low on an exercise, you must decide how likely it is that you will improve your performance significantly.
- *How likely is it that my score on a given exercise will improve? What do I believe is a reasonable estimate of a score I could attain?*
- *Are there other factors, such as personal strengths and weaknesses in knowledge or skills, that would suggest a higher or lower likelihood of an increased score for certain exercises over others?*

How much will an improved exercise score affect my Total Weighted Scaled Score?

The following are factors that you should consider:

- *What is the difference between your Total Weighted Scaled Score on the assessment and the performance standard of 275?* The greater the difference, the more you will have to improve one or more exercise scores.
- *What is the weight associated with each of the individual exercises you are eligible to retake?* The greater the weight, the more influence an increased score will have on your Total Weighted Scaled Score.

Examples and Worksheet

Although the decision about which exercises to retake is one that must be made by each candidate based on his or her own judgment about these and other factors, the National Board has developed a worksheet to help guide your thinking about these and other issues that you may want to take into account when you are making your decision. Presented on the following pages are three examples of hypothetical candidate score profiles on the NBPTS assessment, followed by the worksheet. The examples are intended to help you make your decision about retaking an entry or exercise.

As you review these examples, you should refer to your score profile, where your scores are listed by entry/exercise title. Please note that the first four titles on your score profile correspond to Portfolio Entries 1–4 in the examples that follow, and the bottom six titles on your score profile correspond to Assessment Center Exercises 1–6 in the examples that follow.

EXAMPLE ONE

Entry or Exercise Name	Raw Exercise Score (RES)	Weight (W)	Weighted Scaled Score (RES × W)
Portfolio Entry 1	3.000	16.00	48.00
Portfolio Entry 2	* 2.375	16.00	38.00
Portfolio Entry 3	* 2.625	16.00	42.00
Portfolio Entry 4	* 2.500	12.00	30.00
Assessment Center Exercise 1	2.750	6.67	18.34
Assessment Center Exercise 2	3.000	6.67	20.01
Assessment Center Exercise 3	* 2.375	6.67	15.84
Assessment Center Exercise 4	* 1.375	6.67	9.17
Assessment Center Exercise 5	* 1.750	6.67	11.67
Assessment Center Exercise 6	3.375	6.67	22.51
Sum of Scaled Scores:			256
Uniform Constant:			12
TOTAL WEIGHTED SCALED SCORE:			268

Your Total Weighted Scaled Score is: 268

You can see that this candidate's Total Weighted Scaled Score falls only slightly below the performance standard used by the National Board in awarding National Board Certification. Clearly, this candidate will benefit from banking most of the scores and retaking just one exercise. You can see that this candidate's score report shows eligibility to retake six (6) of the ten (10) entries and exercises in the assessment package. To illustrate how this candidate might weigh each of the factors listed above in making his or her decision about which exercises to retake, we will use the following steps.

STEP 1: Determine how many points your Total Weighted Scaled Score is from the performance standard of 275.

$$275 - 268 = 7$$

This candidate would need to increase the Total Weighted Scaled Score by 7 points or more in order to receive National Board Certification.

STEP 2: Determine which individual exercises you are eligible to retake.

This candidate is eligible to retake the six exercises which received a score below 2.75:

- *Portfolio Entry 2*
- *Portfolio Entry 3*
- *Portfolio Entry 4*
- *Assessment Center Exercise 3*
- *Assessment Center Exercise 4*
- *Assessment Center Exercise 5*

STEP 3: Determine the individual raw exercise scores you received on each of the entries and/or exercises that you are eligible to retake.

This candidate would note the raw exercise scores for the six exercises listed in Step 2, above. Those six scores are contained in the Raw Exercise Score (RES) column of Example One. On your score report, there is also a Raw Exercise Score (RES) column. You should note the raw exercise scores of all exercises that you are eligible to retake.

STEP 4: Estimate a reasonable score increase that might be possible for you to attain on each of the individual entries and/or exercises you are eligible to retake.

First, you need to think about both your score on the exercise and the influence the exercise has on your Total Weighted Scaled Score. This influence comes from the size of the weight for the exercise score. The greater the weight, the more an increase in the score will influence your Total Weighted Scaled Score. It is important to remember, however, that no matter what the weight, a very low score must be increased dramatically in order to bring up the Total Weighted Scaled Score to the level needed for certification.

The maximum raw exercise score for any exercise is 4.25. Theoretically, you could calculate the maximum possible score increase on any exercise you are eligible to retake by subtracting your raw exercise score from 4.25. The number that results, multiplied by the exercise weight, is the maximum number of points that could be added to your Total Weighted Scaled Score by retaking that exercise. However, in most cases the maximum score increase that a candidate could attain is not really a reasonable score increase to expect. A reasonable score increase can only be determined by the candidate after careful consideration of the original performance and the information presented in this *Handbook on National Board Certification*, an honest self-assessment of one's strengths and weaknesses with respect to the Standards measured by the entries or exercises, and other personal factors. For this example, let's assume that after carefully considering these factors, the candidate decides that the following estimates are reasonable score increases to expect on each of the exercises eligible for retake:

Entry or Exercise Name	Weight	Your Expected New Raw Score	Your Earned Raw Score	Reasonable Raw Score Increase	Weight × Reasonable Raw Score Increase =
Portfolio Entry 2	16.00	3.000	2.375	0.625	10.00
Portfolio Entry 3	16.00	3.250	2.625	0.625	10.00
Portfolio Entry 4	12.00	3.000	2.500	0.500	6.00
Assessment Center Exercise 3	6.67	3.000	2.375	0.625	4.17
Assessment Center Exercise 4	6.67	2.750	1.375	1.375	9.17
Assessment Center Exercise 5	6.67	3.000	1.750	1.250	8.34

You will recall that in Step 1 we calculated that this candidate needs to increase the Total Weighted Scaled Score by 7 points or more in order to earn National Board Certification. You can see from the table above, based on this candidate's own estimates of the individual score increases that are reasonable to expect, that retaking *Portfolio Entry 2*, *Portfolio Entry 3*, *Assessment Center Exercise 4*, or *Assessment Center Exercise 5* and meeting or exceeding the estimates would result in score increases necessary to earn National Board Certification. In fact, because the original score on *Assessment Center Exercise 4* was fairly low and the Total Weighted Scaled Score falls just below the National Board's performance standard, the candidate would need to increase that score by only 1.000 point in order to earn National Board Certification. A raw score increase of 1.000 on *Assessment Center Exercise 4*, when multiplied by its weight of 6.67, equals 6.67 points, which would be rounded up to seven (7) points, thus bringing the candidate's Total Weighted Scaled Score to 275.

The candidate wouldn't want to retake ONLY *Portfolio Entry 4* because the increase needed in the Total Weighted Scaled Score exceeds the candidate's estimate of what is reasonable to expect on that exercise. The same is true for *Assessment Center Exercise 3*. Remember that a reasonable score increase can only be determined by the candidate after careful consideration of the original performance, an honest self-assessment of one's strengths and weaknesses with respect to the Standards measured by the entries or exercises, and other personal factors.

STEP 5: Assess your personal strengths and weaknesses relative to each of the exercises you are eligible to retake.

Following are some questions that might assist you in assessing your personal strengths and weaknesses:

- *Are you more comfortable with responding to portfolio entries (where the prompts are known in advance) or responding to assessment center exercises (where the prompts are not known in advance)?*

If you perform significantly better when you have ample time to analyze, plan, develop, and edit your written responses, then the likelihood of you increasing your score on portfolio entries is probably greater than the likelihood of increasing your score on assessment center exercises.

- *Do you get highly anxious during timed assessments?*

If you have high test anxiety and your anxiety increases when an assessment is timed, then you probably should consider retaking portfolio entries rather than assessment center exercises.

- *Do you enjoy the challenge presented by the traditional essay test? Do you feel confident about your content knowledge?*

If you feel current and up-to-date regarding your content knowledge, traditionally have performed well on essay tests, and have low test anxiety, then you may want to focus on retaking assessment center exercises.

- *When comparing your portfolio responses to the rubric for the entry, are you clear about why your score is not higher?*

If you readily recognize what was missing from a particular response compared to the rubric, this entry may be a good choice for retaking. However, if your score was very low and you have no clear idea of why it was low, this entry is probably not a good choice for retaking.

- *Do you have good ideas about how to improve your performance on portfolio entries?*

If you can readily think of ways you could have improved your performance on portfolio entries, then retaking one or more portfolio entries may be a good choice for you.

You may want to have a mentor, fellow candidate, or National Board Certified Teacher review your personal copy of the portfolio entries submitted and assist you in determining which entry(ies) to retake. Have this person review your response along with the Note-Taking Guide for the entry, and ask for constructive criticism of your original response.

Remember that the retake performance for classroom-based entries must be a completely new and different submission. That is, you are not allowed to simply redo a part of your original submission. If you do not adhere to the guidelines for a retake performance, you will not receive a score.

For the Documented Accomplishments entry, you may include documentation that you have previously submitted (e.g., letters of verification) for those areas of accomplishment that allow you to submit evidence from the last five years. Please note, however, that documentation of your work with students' families and their community for the Documented Accomplishments entry requires evidence from the **current year**, and the descriptions and Reflective Summary **must** be new. Candidates are strongly urged to re-evaluate their accomplishments and to focus on the substance and significance of these accomplishments rather than simply trying to increase the number of accomplishments.

STEP 6: Consider other personal factors when deciding which individual exercise(s) to retake.

Other personal factors you should consider when deciding which exercise(s) to retake include the following:

- *Are you still teaching in the same certificate area?*
If your teaching assignment has changed, you will need to “borrow” a class that falls within the age range for the certificate. It may be more feasible for you to retake an assessment center exercise if you will have to “borrow” a class to retake a portfolio entry.
- *What are your personal obligations during the retake year?*
If this is your first retake opportunity and your personal obligations are going to be especially heavy during the current school year, it might be better to wait until next year to apply to retake one or more exercises.
- *How difficult will it be for you to complete the assessment process again if you delay applying to retake by a year?*
Remember that you have two years from the date on your first score report in which to retake exercises, but there are only two retake opportunities available to you. If you delay retaking during your first retake year, you will have only one remaining retake opportunity available to you.

- *Are your school-related or professional obligations likely to increase, decrease, or remain the same across the retake eligibility period? Are your other outside activities likely to increase, decrease, or remain the same?*

You will not be able to determine all activities that will require your time in the next two years. However, you should be able to identify obligations that will not change and determine how much flexibility exists in your current schedule. One way to do this is to use a weekly or monthly calendar that divides the days into hours, and “block off” time periods that have scheduled obligations. Use different patterns or colors to block off required and optional activities. Remember to schedule sufficient time for personal activities, household tasks, sleep, exercise, and relaxation. Be sure to block off time for activities such as preparing report cards, parent-teacher-student organizations, and special school programs. Complete weekly calendars for several weeks (or months), or until you have a good grasp of your time obligations, to determine if you will have enough time to work on retake exercises.

The more realistically you can account for the impact of the preceding kinds of factors, the more realistic your estimates of retake scores are likely to be. Should you retake more than one exercise in a single year? Obviously the more exercises you apply to retake, the less time you will have to devote to improving your score on a single exercise. Another factor to be considered is the cost. If you apply and pay the fee for several retakes, but only have time to complete one retake during the cycle in which you apply, you will forfeit the fee for the non-completed retakes. Another factor to keep in mind is that when you complete a retake, your original raw score on the exercise is **replaced** by the new raw score, **even if** it is lower than your original score. You should not retake an exercise if factors such as personal obligations, teaching assignment, or outside activities are likely to prevent you from improving your score. How many exercises should you retake in a single year? You are the only one who can answer this question.

Information regarding retake submissions

Portfolio entries

If you wish to retake a portfolio entry, you will receive new retake entry instructions for preparing and returning the entry to NBPTS. *Retake portfolio entries must be submitted with a postmark date no later than April 15 of the current assessment year.*

Please note: The work that you submit to retake a classroom-based entry must be completely new: you may **not** submit identical or amended versions of your original Written Commentary, student work samples, video recordings, and so forth. (You **may** use the same lesson or assignment that was submitted originally; however, if you do so, you should carefully consider not only if this is the best lesson or assignment to provide ample opportunity to show evidence of the Standards in your teaching practices, but also whether using the same lesson or assignment will afford you the opportunity to easily craft new and original analyses and reflections of your teaching practice, as required.) As explained in Step 5, the work that you submit to retake the Documented Accomplishments entry may include some previously submitted material.

Assessment center exercises

If you wish to retake an assessment center exercise, you will register to retake it in the cycle in which you apply to retake. Although the nature of the exercise that you retake will be the same, you will receive a different prompt than the prompt that you were originally given.

Candidates with incomplete scores

In some cases your score report may not show a numerical score for each of the ten entries/exercises. If the space for your score contains the notation “NS” (Not Scorable), you submitted an entry that was disqualified during scoring for any of the reasons identified in this *Handbook* under “Reviewing Your Score Report.” If the space for the individual score is blank on your personal score profile, you failed to submit that entry or to take that assessment center exercise.

Retake submissions not completed by deadline

If you apply to retake an entry/exercise and submit your payment, but find you are unable to complete the retake process, you will forfeit the original \$350 retake fee and must pay another retake fee.

Full payment required to receive materials

Full payment by personal check, cashier’s check, electronic check (e-check), money order, or third-party payment must be received before any materials will be released. You can also pay your retake fee by credit card online when you apply to retake, or later in the process before the fee deadline.

Now that you have an understanding of the factors that should be considered in making a decision about retaking entries and exercises, look at the next example.

EXAMPLE TWO

Entry or Exercise Name	Raw Exercise Score (RES)	Weight (W)	Weighted Scaled Score (RES × W)
Portfolio Entry 1	* 2.500	16.00	40.00
Portfolio Entry 2	* 2.500	16.00	40.00
Portfolio Entry 3	3.000	16.00	48.00
Portfolio Entry 4	2.750	12.00	33.00
Assessment Center Exercise 1	2.750	6.67	18.34
Assessment Center Exercise 2	* 1.500	6.67	10.01
Assessment Center Exercise 3	* 1.750	6.67	11.67
Assessment Center Exercise 4	* 2.250	6.67	15.01
Assessment Center Exercise 5	* 1.750	6.67	11.67
Assessment Center Exercise 6	* 2.250	6.67	15.01
Sum of Scaled Scores:			243
Uniform Constant:			12
TOTAL WEIGHTED SCALED SCORE:			255

This candidate would have a Total Weighted Scaled Score of 255, which is 20 points from the performance standard. The candidate is eligible to retake seven (7) of the ten (10) entries and exercises. The candidate needs to increase the Total Weighted Scaled Score by 20 or more points in order to achieve National Board Certification. By going through the same procedure as outlined in Example One, the candidate can determine what reasonable score increases are likely and then select appropriate entries and exercises to retake. It is clearly reasonable for the candidate to expect to raise the Total Weighted Scaled Score to at least 275. The candidate might be tempted initially to retake only the assessment center exercises because there is room on those scores for dramatic improvement. However, the low scores on five of the six assessment center exercises may indicate that the candidate has difficulty with a timed content knowledge examination. This candidate might be wiser to retake a combination of portfolio entries and assessment center exercises. Remember that a reasonable score increase can only be determined by the candidate after careful consideration of the original performance, an honest self-assessment of one's strengths and weaknesses with respect to the Standards measured by the entries or exercises, and other personal factors.

EXAMPLE THREE

Entry or Exercise Name	Raw Exercise Score (RES)	Weight (W)	Weighted Scaled Score (RES × W)
Portfolio Entry 1	3.000	16.00	48.00
Portfolio Entry 2	* 2.000	16.00	32.00
Portfolio Entry 3	3.125	16.00	50.00
Portfolio Entry 4	* 2.000	12.00	24.00
Assessment Center Exercise 1	* 1.500	6.67	10.01
Assessment Center Exercise 2	* 1.625	6.67	10.84
Assessment Center Exercise 3	* 2.000	6.67	13.34
Assessment Center Exercise 4	* 1.500	6.67	10.01
Assessment Center Exercise 5	* 2.125	6.67	14.17
Assessment Center Exercise 6	* 1.750	6.67	11.67
Sum of Scaled Scores:			224
Uniform Constant:			12
TOTAL WEIGHTED SCALED SCORE:			236

This candidate would have a Total Weighted Scaled Score of 236, about 40 points from the performance standard. Again, using the same basic guidelines, it is somewhat reasonable for this candidate to expect to improve enough scores to achieve National Board Certification. This candidate did not make a high score on any of the six assessment center exercises, and so should probably avoid retaking only assessment center exercises. In addition, given the amount of score increase this candidate needs, the candidate would be better advised to retake one portfolio entry and one assessment center exercise during the first year of retake eligibility. After those two new performances have been submitted and scored, the candidate could then determine whether to retake an additional one or two entries/exercises. Remember that a reasonable score increase can only be determined by the candidate after careful consideration of the original performance, an honest self-assessment of one's strengths and weaknesses with respect to the Standards measured by the entries or exercises, and other personal factors.

A Worksheet for You to Practice On

Below you will find a blank worksheet for you to copy. (You may want to make several copies.) Work through your own strategy for retaking portfolio entries and assessment center exercises. You may also find the retake score calculator a useful tool in computing the entry scores you will need to achieve National Board Certification. The calculator is located online in the retake application and with the score report.

Entry or Exercise Name	Weight	Your Expected New Raw Score	Your Earned Raw Score	Reasonable Raw Score Increase	Weight × Reasonable Raw Score Increase =
Portfolio Entry 1	16.00				
Portfolio Entry 2	16.00				
Portfolio Entry 3	16.00				
Portfolio Entry 4	12.00				
Assessment Center Exercise 1	6.67				
Assessment Center Exercise 2	6.67				
Assessment Center Exercise 3	6.67				
Assessment Center Exercise 4	6.67				
Assessment Center Exercise 5	6.67				
Assessment Center Exercise 6	6.67				
Uniform Constant					12

TOTAL:

RETAKE CALENDAR

MILESTONES	
APPLICATION WINDOW PORTFOLIO AND ASSESSMENT CENTER	<p style="text-align: center;">September 15–January 31 (of current assessment cycle)</p> <p><i>If your application is received by NBPTS after January 31, you will not receive your retake materials until the following assessment year, which begins approximately September 15 each year. As a result you will lose one retake opportunity. (This applies only to candidates with one or more years of retake eligibility remaining.)</i></p>
PORTFOLIO MATERIALS AVAILABLE	September 15
PORTFOLIO ENTRIES DUE TO NBPTS	April 15 (must be postmarked by this date)
ASSESSMENT CENTER TESTING WINDOW FOR RETAKING EXERCISES	July 1 through mid-June

Filing an Appeal

If you are thinking of filing an appeal, please seriously consider the following information first.

The Score Verification Service offers candidates the option to have one or more scores verified by selecting from specific, pre-established verification options. A nominal fee of \$75 (per score verified) is charged to the candidate for this service, which can be paid by credit card online. No explanation of your request is required and a response is guaranteed within 30 days of your request. In the past, many candidates who have filed an appeal without making use of the Score Verification Service option could have verified the accuracy of their results at a lower cost through score verification. NBPTS strongly encourages you to consider making use of the Score Verification Service prior to deciding if an appeal is in your best interest.

The option to appeal a score or certification decision is much more complex than a score verification request. Under NBPTS policy, an appeal cannot be successful unless a candidate establishes good cause for reconsideration under the specific standards established by the board discussed below. Filing an appeal requires payment of a \$500 fee (by check only), written documentation and evidence from the candidate that shows good cause to warrant the appeal, and a minimum of three months from the deadline for the filing of appeals is required for NBPTS to render a decision.

Before filing an appeal, please know that NBPTS carefully reviews the assessment materials, the scoring process, and the appropriate performance standard used during the scoring process before score reports are released to candidates. Although this comprehensive, detailed process assures that all scoring decisions are valid, reliable, and accurate, NBPTS policy does provide for an appeal process. If a candidate feels that there is “good cause” to believe that a score is inaccurate, a candidate may appeal a scoring and/or a certification decision. The fee to file a Certification Appeal is \$500, payable to NBPTS for the processing of such a request. Recognizing the cost to file an appeal is significant, we feel it is important to disclose that history has shown that most candidates who file an appeal do not establish good cause as defined by the *Appeal Policy – Reconsideration of Certification or Scoring Decisions*, expending time and personal funds unnecessarily.

To establish “good cause” for reconsideration of a scoring or certification decision, the candidate must identify some particular circumstance or condition that makes the certification decision fundamentally unfair. Please note some of the reasons that will not establish “good cause” for reconsideration:

- Good cause will **not** be established if the sole or primary basis of the appeal is that the candidate or others disagree with either the certification decision and/or one or more exercise score(s). For example, it is not considered good cause if the candidate does not believe the score is accurate and/or that assessors overlooked or did not properly weigh evidence provided in a response.
- Good cause will **not** be established if the sole or primary basis of the appeal is that the candidate or others disagree with or seek an exception from the performance standard of 275, or do not agree with some component of the procedures by which weighted scaled scores are derived, such as the weights ascribed to exercises, the computation of the Total Weighted Scaled Score, or the scale. For example, a candidate cannot establish good cause by challenging the standards, the portfolio instructions, or scoring processes.
- Good cause will **not** be established if the sole or primary basis of the appeal is that the candidate for any reason failed to understand or follow NBPTS policy and procedures (as outlined in the *Guide to National Board Certification* and the online *Assessment Center Orientation Web site*), failed to understand or follow instructions published in the assessment materials, failed to submit required materials or documents, or failed to perform in a manner that best presented the candidate’s qualifications for certification. Please note that this includes, but is not limited to, the failure to report test center problems within seven days after a testing appointment. Good cause will not be established by citing test center problems that were not reported according to procedure outlined in the *Assessment Center Orientation Web site* (http://www.nbpts.org/for_candidates/assessment_center).

This holds true regardless of how close a candidate comes to achieving certification. This also holds true regardless of personal circumstance endured while seeking certification. Furthermore, there are no circumstances under which a mere disagreement with the score of a portfolio entry or assessment center exercise will result in the immediate award of additional “points.”

Carefully consider: Concurrent timeline for retake and appeal

Investigation and resolution of an appeal by NBPTS takes a minimum of three months. There are no circumstances under which a mere disagreement with the score of a portfolio entry or assessment center exercise will result in the immediate award of additional “points.” Only qualified assessors assign scores. In addition, keep in mind that candidates would not know the outcome of an appeal before the January 31 retake application deadline. Therefore, candidates who are eligible to retake are strongly encouraged to carefully consider whether it is to their advantage to pursue an appeal rather than applying to retake the portfolio entry(ies) or assessment center exercise(s) in question. Candidates who choose to file an appeal are encouraged to simultaneously submit a retake application so as not to lose a year of retake eligibility.

Procedure and timeline for filing an appeal

Candidates who still wish to submit a letter of appeal must follow the instructions below:

- Send a letter with the filing fee of \$500 (personal check, institutional check, or money order payable to NBPTS) to:
National Board for Professional Teaching Standards
Attention: Certification Appeals
1525 Wilson Blvd., Suite 500
Arlington, VA 22209
- Include in the letter all pertinent details supporting the appeal. Be specific. Enclose only materials that are directly relevant to a show of “good cause.” Keep in mind that NBPTS can neither return any materials nor release the name of any assessor.
- Appeals are only received once a year for a period not to exceed 60 days after the date that scores are released. During that period, a candidate can only appeal a score or certification decision that was rendered during that specific score release. Appeals filed for scores or certification decisions rendered in former score releases will not be considered. Once the appeal deadline has passed and a candidate has not submitted an appeal, scores will be final and not subject to appeal.
- Your letter of appeal must be postmarked within 60 calendar days of the date that is printed on your score report.

Policy on Reconsideration of Certification or Scoring Decisions

(Revised October 2004)

I. Background

In the past, many candidates who have filed an appeal without first making use of the Score Verification Service could have verified the accuracy of their results at a lower cost through score verification. NBPTS strongly encourages candidates to consider making use of the Score Verification Service prior to deciding if filing an appeal is in their best interest. Also, recognizing that the cost to file an appeal is significant, NBPTS feels it is important to disclose that history has shown that most candidates who file an appeal do not establish good cause as defined by policy, expending time and personal funds unnecessarily.

II. Grounds For Reconsideration

- A. Once a candidate has received a certification decision and/or a report of exercise scores relating to his or her performance on an assessment, it is the policy of the National Board for Professional Teaching Standards (“NBPTS”) to reconsider those certification or scoring decisions only where the candidate has submitted to NBPTS a written request for reconsideration that demonstrates good cause as to why such reconsideration is necessary. To establish good cause to support a request of reconsideration of a certification or scoring decision, a candidate must identify some particular circumstance or condition that makes it fundamentally unfair for NBPTS to maintain the certification and/or scoring decisions previously released to the candidate.

- B. Before NBPTS makes final and releases any certification or scoring decision, it carefully reviews the assessment materials, the scoring process, and the performance standard to be used in connection with those decisions and assures itself that they are valid and reasonably reliable means of arriving at those decisions. Accordingly, for purposes of this policy, a candidate will **not** establish good cause to support a request for reconsideration of a certification or scoring decision by stating, for example, that:
1. The candidate or others believe that the certification decision or one or more of the exercise scores received by the candidate do not accurately reflect the quality of the candidate’s performance or teaching abilities; or
 2. The candidate or others disagree with or seek an exception from or challenge the performance standard or some component of the performance standard that has been adopted by the board, the standards, the portfolio instructions, or scoring processes; or
 3. The candidate failed to understand or follow NBPTS policy and procedures (as outlined in the *Guide to National Board Certification* and the online *Assessment Center Orientation Booklet*), failed to understand or follow an instruction in the assessment materials, failed to submit documents, or failed to perform in a manner that best presented the candidate’s qualifications for certification. Please note this includes, but is not limited to, the failure to report test center problems within seven days after a testing appointment.

This holds true regardless of how close a candidate comes to achieving certification. This also holds true regardless of personal circumstance endured while seeking certification. Furthermore, there are no circumstances under which a mere disagreement with the score of a portfolio entry or assessment center exercise will result in the immediate award of additional “points.”

III. Procedure and Timeline for Filing an Appeal

Candidates who wish to submit a letter of appeal must follow these instructions:

- Send a letter with the filing fee to NBPTS, Attention: Certification Appeals.
- Include in the letter all pertinent details supporting the appeal. Be specific. Enclose only materials that are directly relevant to a show of “good cause.”

- The letter of appeal must be postmarked within 60 calendar days of the date that is printed on the score report.
- Appeals are only received for a period of 60 days after the date that scores are released. During that period, a candidate can only appeal a certification or scoring decision that was rendered during that specific score release. Appeals filed for certification or scoring decisions rendered in former score releases will not be considered. Once the appeal deadline has passed and a candidate has not submitted an appeal, scores will be final and not subject to appeal.

IV. Fair Procedure

NBPTS shall establish a fair procedure for determining whether to reconsider certification and scoring decisions and what actions, if any, should be taken in light of such reconsideration, which will be based on:

- A. A finding by the President of NBPTS whether the request for reconsideration is or is not supported by good cause and, if the request is so supported, a recommendation by the President whether the candidate making the request should receive:
 1. A rescoring by NBPTS of the candidate's performance on one or more exercises;
 2. An opportunity to submit additional materials or to retake one or more exercises, subject to such reasonable conditions and time limits as may be recommended by the President; and/or
 3. Such other relief as may be necessary to avoid fundamental unfairness to the candidate.

If the candidate does not request further review of his or her request for reconsideration, pursuant to paragraph (B) immediately below, the findings and recommendations of the President will constitute the final judgment of NBPTS.

- B. Upon the submission by the candidate of a request for further review of his or her request for reconsideration, a review of the President's findings and recommendations, in light of all of the evidence, and the issuance of a final decision, in its sole judgment, by the Certification Review Panel ("CRP").

1. The CRP shall consist of five persons, who shall be appointed by the Chair of NBPTS with the approval of the Board of Directors, to serve three-year terms. The Panel members shall be appointed from former members of the Board of Directors of NBPTS, and all members of the Panel shall be persons who at the time they serve on the Panel are defined as regularly engaged in teaching elementary and secondary school students as defined by NBPTS. Any vacancies on the Panel may be filled by appointments by the Chair of NBPTS Board of Directors to serve the remaining term. No Panel member may serve more than two consecutive three-year terms. The Chair may appoint one or more persons who serve on the NBPTS Disqualification Review Panel to serve simultaneously on the CRP.
 - a. Voluntary Resignation. Any member of the Certification Review Panel may resign at any time by notifying the Chair or the Secretary in writing. Such resignation shall take effect at the time specified by the resigning member, or, if no time is specified, on receipt by the Chair or the Secretary of the notice of resignation.
 - b. Mandatory Tender of Notice and Resignation. In order to assure that all members of the Certification Review Panel shall be persons who are regularly engaged in teaching elementary and secondary school children, any person elected to the panel in this class who ceases such teaching for any reason shall so notify the Chair or the Secretary in writing. Unless the change from the teaching status is limited by its terms to one year or less, the member shall also tender her or his resignation, effective immediately, to the Chair or the Secretary. The Chair and/or Secretary shall report to the Board of Directors all such mandatorily tendered notices and resignations.
 - c. Of those five members of the Certification Review Panel approved by the board at the June 1995 meeting, one shall be assigned by lot to a one-year term, two shall be assigned by lot to two-year terms, and the other two shall be assigned to three-year terms.
2. Action by the CRP requires the participation of five members and shall be by majority vote. A member of the CRP may elect not to participate in one or more decisions of the panel for any reason, and shall elect not to participate in any decision where the member determines, in his or her sole discretion, whether he or she for any reason is not able to act fairly and impartially. If one or more members of the CRP cannot participate, the Chair shall appoint a

person qualified to serve on the CRP. The CRP may meet in person or by telephone. A decision of the CRP shall constitute the final judgment of NBPTS.

V. Filing Fee

NBPTS shall establish a filing fee or charge that will be assessed to and must be paid by candidates who seek reconsideration of certification or scoring decision under this policy. The amount of that filing fee or charge will be announced by the President of NBPTS, who may alter or revise the amount of that fee or charge from time to time, subject to the approval of the Board.

If, pursuant to a final judgment issued under Section II, a candidate substantially prevails in obtaining the reconsideration that he or she has requested, the filing fee paid under this section will be reimbursed to the candidate.

VI. Annual Report

On June 1, 1995, and annually thereafter, the President shall submit a report to the Board of Directors on the implementation of this policy.

Standards and Procedures for the Board's Policy on Reconsideration of Certification or Scoring Decisions

I. General

- A. A request for reconsideration of a certification or scoring decision will not be granted unless the candidate demonstrates, pursuant to the Board's Policy on Reconsideration of Certification or Scoring Decisions and the procedures set forth below, that there is good cause to believe that it would be fundamentally unfair to maintain the certification or scoring decision in question. Where a candidate makes such a showing, the certification or scoring decision in question will be set aside and the National Board for Professional Teaching Standards ("NBPTS") will undertake to make a new certification or scoring decision, as appropriate.
- B. If the President or the Certification Review Panel ("CRP") makes a finding that good cause exists to reconsider a certification or scoring decision, the President or CRP also will specify whether that reconsideration should be based on:
 - (1) the documents and performances originally provided by the candidate during the assessment process;
 - (2) the candidate's original documents and performances along with supplemental documents or performances;
 - or (3) new or revised documents or performances to be provided by the candidate.The President or CRP also shall specify such reasonable conditions or time limits as may be necessary to facilitate an efficient and reasonable reconsideration of the certification or scoring decision in question.
- C. In determining whether good cause for reconsideration exists as well as the manner and method for undertaking any reconsideration, the President and CRP will consider all factors and information that they believe to be relevant, including:
 - (1) the nature of the candidate's interest in seeking reconsideration of a particular decision, including the likelihood that a requested reconsideration might result in the candidate receiving National Board Certification;
 - (2) the nature of the circumstances or conditions that the candidate asserts require reconsideration and the likelihood that those circumstances or conditions might have resulted in an erroneous certification or scoring decision; and
 - (3) the administrative burden and expense that would result from granting reconsideration under the circumstances or on the terms requested.

II. Procedures

A. Findings And Recommendations By The President

1. A candidate who wishes to request reconsideration of a certification or scoring decision should submit a written statement to the President of NBPTS setting forth why the candidate believes that good cause exists to support the request and what relief the candidate would like granted. The written statement required by this provision must be received by NBPTS within 60 days of the date on which the candidate receives notification from NBPTS of the certification or scoring decision that is the subject of the request for reconsideration and must be accompanied by a check made out to NBPTS in the amount of \$500. Pursuant to the Board's Policy on Reconsideration of Certification or Scoring Decisions, the check required by this provision is a filing fee that must be received before a requested change in a certification or scoring decision will be considered. Upon receipt of a written request and check from a candidate seeking reconsideration of a certification or scoring decision, the President or staff acting at his direction will gather any additional necessary factual information that the President, in his sole discretion, believes is relevant to the request.
2. After reviewing a candidate's request for reconsideration and any other information relevant to the request, the President shall provide the candidate with written notice of whether the President finds that the request is supported by good cause and, if the request is found to be so supported, what action the President recommends be taken in response to the request. The notice shall include a description of the information considered by the President and a brief statement of the reasons for any findings or recommendations made.
3. The written notice of the President's findings and recommendations shall advise the candidate that, if he or she is dissatisfied with the President's findings or recommendations, he or she may seek further review of the request for reconsideration by filing a written statement with the CRP within 30 days of receiving the President's notice. If the candidate does not within that time period seek further review by the CRP, then the findings and recommendations of the President will be the final judgment of NBPTS.

B. Proceedings Before The Certification Review Panel

1. A candidate's statement to the CRP shall include any information or reasons that the candidate believes support his or her request for reconsideration and/or respond to the information and reasons described in the notice setting forth the President's findings and recommendations. A candidate's statement seeking further review by the CRP may incorporate or attach the written statement that the candidate initially submitted to the President of NBPTS. The CRP may, if necessary, ask the President to respond to the candidate's submission. Any such response should be in writing, with a copy forwarded to the candidate. The CRP also may ask the candidate to submit additional information and may, if necessary, ask the candidate to reply to part or all of the President's response.
2. In almost all instances, the CRP will act on and resolve the candidate's request for reconsideration on the basis of the written statements. If in its sole discretion the CRP deems it necessary, the CRP may schedule an oral hearing. The hearing will be at a time and place determined by the CRP. The candidate may be represented by counsel.
3. The CRP decision shall be supported by substantial evidence and issued not later than 180 days after it receives the candidate's statement seeking further review referred to in Section II(B)(1). The CRP's final decision, together with an explanation of that decision, shall be communicated to the candidate in writing.

C. Reimbursement of Filing Fee

1. In issuing his findings and recommendations under Section II (A), the President shall state whether the candidate, in light of those findings and recommendations, has substantially prevailed in obtaining the reconsideration requested. Where further review by the CRP is requested, in issuing its final decision under Section II (B), the CRP shall state whether the candidate, in light of that final decision, has substantially prevailed in obtaining the reconsideration requested. Once a final judgment has been reached pursuant to Section II, if the findings and recommendations or the decision that constitute that final judgment include a statement that the candidate has substantially prevailed, then the amount of the filing fee paid by the candidate shall be reimbursed to the candidate.

