

**ARKANSAS DEPARTMENT OF EDUCATION**  
**Office of Educator Effectiveness**  
**National Board for Professional Teaching Standards (NBPTS)**  
**APPLICATION PACKET CHECK SHEET**

**ATTENTION: IF YOU DID NOT ATTEND ONE OF THE 2016 STATE SPONSORED NATIONAL BOARD ORIENTATIONS, YOU ARE NOT ELIGIBLE FOR THE 2016 FUNDING. YOUR APPLICATION WILL NOT BE ACCEPTED.**

Include the last (5) digits of your Social Security Number in the space provided at the top right corner of this page.

**DIRECTIONS: You can download this application to your computer, using ACROBAT READER. Fill out the application and email to the address below as an attachment.**

[ade.nbct@arkansas.gov](mailto:ade.nbct@arkansas.gov)

A complete ADE funding application must be emailed to the Office of Educator Effectiveness (OEE) no later than Thursday, June 30, 2016. Late applications will not be scored.

**A complete ADE funding application includes the following:**

- Candidate Routing Form p. 2
- Declaration of Personal Commitment Form p. 3
- Reference Data Form p. 4
- Reflective Writing Piece I: Professional Development and Your Students p. 5
- Reflective Writing Piece II (A and B): Analysis of Student Achievement p. 8
- Scanned copy of current Arkansas Educator License or unofficial copy from AELS attached to application email

For questions or comments, please contact:

Vanessa Holt - [vanessa.holt@arkansas.gov](mailto:vanessa.holt@arkansas.gov) 501-371-1580

Barbara Culpepper - [barbara.culpepper@arkansas.gov](mailto:barbara.culpepper@arkansas.gov) 501-682-4311

**ARKANSAS DEPARTMENT OF EDUCATION  
Office of Educator Effectiveness  
National Board for Professional Teaching Standards (NBPTS)  
CANDIDATE ROUTING FORM**

Fill out the top portion of this routing form. This form and all components of the ADE funding application are due to the Office of Educator Effectiveness no later than **Thursday, June 30, 2016**.

<b>First Name:</b>		<b>Middle Name:</b>		<b>Last Name:</b>	
<b>Work Email:</b>					
<b>District:</b>					
<b>School:</b>					

**FOR OFFICE OF EDUCATOR EFFECTIVENESS USE ONLY**

**DATE APPLICATION RECEIVED BY THE OEE:** \_\_\_\_\_

**4 Online Rater Submissions** **Number Missing** \_\_\_\_\_

**Candidate Routing Form**

**Declaration of Personal Commitment Form**

**Current Principal or Supervisor Statement (This form is attached to the rater form on survey monkey)**

**District Level Leader Statement (This form is attached to the rater form on survey monkey)**

**Reference Data Sheet**

**Reflective Writing Piece: Professional Development and Your Students**

**Reflective Writing Piece: Analysis of Student Achievement**

**Photo Copy of Current Arkansas Educator License or Unofficial Copy from AELS**

**ARKANSAS DEPARTMENT OF EDUCATION  
Office of Educator Effectiveness  
National Board for Professional Teaching Standards (NBPTS)  
DECLARATION OF PERSONAL COMMITMENT**

<b>Applicant Name:</b>			
<b>Work Email:</b>			
<b>District:</b>			
<b>School:</b>		<b>Total Years Taught:</b>	

Please read the statements below and type your **INITIALS** in the spaces provided.

STATEMENT	INITIALS
I have reviewed information relative to my chosen NBPTS candidacy area and believe that I can successfully provide evidence of student achievement in this area.	
I understand my ADE funding application will not be scored if all application components, including the four (4) online rater forms, are not postmarked <b>by Thursday, June 30, 2016</b> .	
I understand that I must achieve NBPTS certification within the NBPTS candidacy cycle. If I do not achieve NBPTS certification, I understand that I am required to repay in full all funds remitted by the ADE for my candidacy (including substitute teacher pay) unless the State Board of Education waives repayment as a result of extenuating circumstances such as permanent disability or death.	
I understand that if I withdraw from the process prior to the NBPTS due date, I must repay whatever amount NBPTS does not refund to the ADE. I understand that if I do not properly withdraw, or if I wait until AFTER the NBPTS due date, I must repay ALL ADE funds spent on my behalf. Payment in full is required.	
I understand that I am responsible for all retake fees if necessary. ADE funding does <b>not</b> pay for retakes.	
I understand that if I do not teach in an Arkansas public school for three (3) continuous years after receiving NBPTS certification, I am required to repay in full all funds remitted by the ADE for my candidacy (including substitute teacher pay) and any bonuses received from the ADE. Payment in full is required. I understand that ADE funds only support candidates who are eligible, full time public school educators during the entire period of candidacy.	
I have been licensed as an Arkansas educator for at least three years with a Provisional, Initial, or Standard educator license and have three or more years of teaching in an Arkansas public school.	
I am currently employed full time in an Arkansas public school district.	
I have not previously received ADE funding for NBPTS candidacy.	
I understand that the State Board of Education can suspend my Arkansas educator license if I default on repayment of ADE funds.	
I certify that the statements contained in this Declaration are truthful and that I am committed to successful NBPTS certification.	

By typing your name and date below, you are agreeing to all the above statements:

<b>Full Name:</b>		<b>Date:</b>	
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**ARKANSAS DEPARTMENT OF EDUCATION**  
**Office of Educator Effectiveness**  
**National Board for Professional Teaching Standards (NBPTS)**  
**REFERENCE DATA FORM**

Email the following web link to each of your four (4) raters listed below:  
[https://www.surveymonkey.com/r/2016\\_NBPTS\\_Rater](https://www.surveymonkey.com/r/2016_NBPTS_Rater)

It is recommended that you email the above link immediately to each of your raters to ensure all four online submissions arrive well before the June 30, 2016, deadline.

The four online rater submissions received by the Office of Educator Effectiveness **MUST BE FROM THE SAME FOUR RATERS LISTED ON THIS FORM**. To ensure the Office of Educator Effectiveness has received all four online rater submissions, email [vanessa.holt@arkansas.gov](mailto:vanessa.holt@arkansas.gov) to check your status.

**Current Professional Colleague**

<b>Name:</b>	
<b>Email:</b>	

**Parent or Guardian of a Current Student**

<b>Name:</b>	
<b>Email:</b>	

**Current Principal or Supervisor**

<b>Name:</b>	
<b>Email:</b>	

**District Level Leader**

<b>Name:</b>	
<b>Email:</b>	

**ARKANSAS DEPARTMENT OF EDUCATION**  
**Office of Educator Effectiveness**  
**National Board for Professional Teaching Standards (NBPTS)**  
**2016 ADE FUNDING APPLICATION INSTRUCTIONS**

**IMPORTANT:** Parts I and II below require anonymity. Do not use any personal information that could identify you, your students, or your school.

**I. PROFESSIONAL DEVELOPMENT AND YOUR STUDENTS (160 Points)**

The space provided is preset for 11-point Ariel. Respond to the following three (3) questions and number each response separately. Response is restricted to the space provided below. **REVIEW THE TWO SCORING RUBRICS, PROVIDED AT THE END OF THIS DOCUMENT, WHEN DEVELOPING RESPONSES.**

1. Within the past five (5) years, describe **each** professional development activity in which you participated, that significantly influenced your professional knowledge.
2. How have you applied this knowledge to affect classroom instruction **for each professional development activity you listed?**
3. How did this knowledge or classroom practice, **for each of the professional development activities you listed**, have a positive impact on student learning? **Cite specific examples.**

**continued ... I. PROFESSIONAL DEVELOPMENT AND YOUR STUDENTS**

**continued ... I. PROFESSIONAL DEVELOPMENT AND YOUR STUDENTS**

## II. ANALYSIS OF STUDENT ACHIEVEMENT (160 Points)

**A. Written Commentary** is preset for 11-point Ariel. Respond to the following four (4) questions and number each response separately. Response is restricted to the space provided below. **REVIEW THE TWO SCORING RUBRICS, PROVIDED AT THE END OF THIS DOCUMENT, WHEN DEVELOPING RESPONSES.**

Submit a written commentary of a lesson taught within a typical class period. In the discussion, provide examples of how the NBPTS 5 Core Propositions are applied in the lesson that demonstrates the following.

1. Establish an instructional context for the lesson:
  - Why is the lesson being taught?
  - How does the lesson fit into the bigger picture?
  - What are the goals of the lesson featured?
2. Make specific references to how student learning is assessed in this lesson and indicate the lesson's impact on student achievement.
3. How do you ensure a safe, fair, equitable, and challenging environment for all students? (site specific examples)
4. Reflection:
  - How successful was this planned learning experience?
  - What is your evidence?
  - If you were given the opportunity to teach this particular sequence again with these students, what might you do differently and why?

**continued ... II. ANALYSIS OF STUDENT ACHIEVEMENT**

**continued... II. ANALYSIS OF STUDENT ACHIEVEMENT**

**B. Contextual Information** is preset for 11-point Ariel. Respond to the following three (3) questions and number each response separately. Response is restricted to the space provided below. **REVIEW THE TWO SCORING RUBRICS, PROVIDED AT THE END OF THIS DOCUMENT, WHEN DEVELOPING RESPONSES.**

**Question 1:** What type of school and grade configuration was used in the lesson (single grade, departmentalized, interdisciplinary team, *etc.*)?

**Question 2:** What are the relevant features of your instructional setting (ages of students, range of abilities, special needs children, personality of group) that influence the strategies you use?

**Question 3:** What information about your context do you believe would be important for scorers to know and understand your written commentary? Be brief and specific.

**Note: You might include details of any state or district mandates, information regarding the type of community, and access to current technology.**

### III. FOUR (4) RATER SUBMISSIONS (65 Points)

Email the link below to each of the following:

- One (1) current professional colleague
- One (1) parent or guardian of a current student
- Principal or supervisor
- District level administrator

**BE SURE THIS LINK HAS BEEN SENT TO EACH RATER**

[https://www.surveymonkey.com/r/2016\\_NBPTS\\_RATER](https://www.surveymonkey.com/r/2016_NBPTS_RATER)

The Office of Educator Effectiveness must receive all four (4) rater submissions by midnight on **Thursday, June 30, 2016**, or your ADE funding application will not be scored. Email [vanessa.holt@arkansas.gov](mailto:vanessa.holt@arkansas.gov) to inquire if all four rater submission have been received.

**IV. PHOTO COPY OF YOUR CURRENT ARKANSAS EDUCATOR LICENSE OR COPY OF YOUR UNOFFICIAL LICENSE PRINTED FROM THE AELS WEBSITE** <https://adeaels.arkansas.gov/AelsWeb/Account/TeacherLogin.aspx> To be attached to the ADE funding application email.

**Arkansas Department of Education  
National Board for Professional Teaching Standards  
WRITING RUBRIC**

<b>WRITING CRITERIA</b>	<b>LEVEL 4</b>	<b>LEVEL 3</b>	<b>LEVEL 2</b>	<b>LEVEL 1</b>
<b>Content</b>	Teacher exhibits exceptional control in identifying central idea from the prompt including specific examples showing organized thought.	Teacher exhibits adequate control in identifying central idea from the prompt including specific examples showing organized thought.	Teacher exhibits minimal control in identifying central idea from the prompt including specific examples showing organized thought.	Teacher exhibits no control in identifying central idea from the prompt including specific examples showing organized thought.
<b>Style</b>	Teacher exhibits exceptional control in essential control in establishing voice and clarity.	Teacher exhibits adequate control in establishing voice and clarity.	Teacher exhibits minimal control in establishing voice and clarity.	Teacher exhibits no control in establishing voice and clarity.
<b>Sentence Formation</b>	Teacher exhibits exceptional control in using complex sentences with embedding and coordination.	Teacher exhibits adequate control in using complex sentences with embedding and coordination.	Teacher exhibits minimal control in using complex sentences with embedding and coordination.	Teacher exhibits no control in using complex sentences with embedding and coordination.
<b>Usage</b>	Teacher exhibits exceptional control in using correct subject/verb agreement and standard convention.	Teacher exhibits adequate control in using correct subject/verb agreement and standard convention.	Teacher exhibits minimal control in using correct subject/verb agreement and standard convention.	Teacher exhibits no control in using correct subject/verb agreement and standard convention.
<b>Mechanics</b>	Teacher exhibits exceptional control in using proper capitalization and punctuation.	Teacher exhibits adequate control in using proper capitalization and punctuation.	Teacher exhibits minimal control in using proper capitalization and punctuation.	Teacher exhibits no control in using proper capitalization and punctuation.

Arkansas Department of Education  
National Board for Professional Teaching Standards  
CONTENT RUBRIC

CONTENT CRITERIA	Level 4	Level 3	Level 2	Level 1
	Clear, consistent, and convincing evidence teacher is able to:	Overall, clear evidence the teacher is able to:	Limited evidence the teacher is able to:	Little or no evidence the teacher is able to:
<b>PROPOSITION 1: TEACHERS ARE COMMITTED TO STUDENTS AND THEIR LEARNING</b>	<b>demonstrate</b> knowledge of individual students and their needs, how students develop and learn; equitable treatment of all students; and/or importance of students' motivation and self-concept.	<b>demonstrate</b> knowledge of individual students and their needs, how students develop and learn; equitable treatment of all students; and/or importance of students' motivation and self-concept.	<b>demonstrate</b> knowledge of individual students and their needs, how students develop and learn; equitable treatment of all students; and/or importance of students' motivation and self-concept.	<b>demonstrate</b> knowledge of individual students and their needs, how students develop and learn; equitable treatment of all students; and/or importance of students' motivation and self-concept.
<b>PROPOSITION 2: TEACHERS KNOW THE SUBJECT HE/SHE TEACHES AND HOW TO TEACH THE SUBJECT</b>	<b>demonstrate</b> an understanding of how knowledge in the field is created, organized, and linked to other disciplines; an ability to convey the subject to students; and/or means of generating multiple paths to knowledge.	<b>demonstrate</b> an understanding of how knowledge in the field is created, organized, and linked to other disciplines; an ability to convey the subject to students; and/or means of generating multiple paths to knowledge.	<b>demonstrate</b> an understanding of how knowledge in the field is created, organized, and linked to other disciplines; an ability to convey the subject to students; and/or means of generating multiple paths to knowledge.	<b>demonstrate</b> an understanding of how knowledge in the field is created, organized, and linked to other disciplines; an ability to convey the subject to students; and/or means of generating multiple paths to knowledge.
<b>PROPOSITION 3: TEACHERS ARE RESPONSIBLE FOR MANAGING AND MONITORING STUDENT LEARNING</b>	<b>demonstrate</b> a variety of generic instructional skills; a management system which promotes a learning environment; techniques for student engagement; appropriate purposes, timing, and focus of assessments, and/or clearly articulated instructional goals.	<b>demonstrate</b> a variety of generic instructional skills; a management system which promotes a learning environment; techniques for student engagement; appropriate purposes, timing, and focus of assessments, and/or clearly articulated instructional goals.	<b>demonstrate</b> a variety of generic instructional skills; a management system which promotes a learning environment; techniques for student engagement; appropriate purposes, timing, and focus of assessments, and/or clearly articulated instructional goals.	<b>demonstrate</b> a variety of generic instructional skills; a management system which promotes a learning environment; techniques for student engagement; appropriate purposes, timing, and focus of assessments, and/or clearly articulated instructional goals.
<b>PROPOSITION 4: TEACHERS THINK SYSTEMICALLY ABOUT HIS/HER PRACTICE AND LEARNS FROM EXPERIENCE</b>	<b>demonstrate</b> instructional choices based on established theory and reasoned judgement as well as practice modified through advice, research, and reflection, placing students' interest at the center of instructional decisions.	<b>demonstrate</b> instructional choices based on established theory and reasoned judgement as well as practice modified through advice, research, and reflection, placing students' interest at the center of instructional decisions.	<b>demonstrates</b> instructional choices based on established theory and reasoned judgement as well as practice modified through advice, research, and reflection, placing students' interest at the center of instructional decisions.	<b>demonstrate</b> instructional choices based on established theory and reasoned judgement as well as practice modified through advice, research, and reflection, placing students' interest at the center of instructional decisions.
<b>PROPOSITION 5: TEACHERS ARE MEMBERS OF LEARNING COMMUNITIES</b>	<b>demonstrate</b> involvement in collaborative efforts to improve the effectiveness of the school; partnerships with parents in the education of their children; and/or engagement of the community as a resource for student learning.	<b>demonstrate</b> involvement in collaborative efforts to improve the effectiveness of the school; partnerships with parents in the education of their children; and/or engagement of the community as a resource for student learning.	<b>demonstrate</b> involvement in collaborative efforts to improve the effectiveness of the school; partnerships with parents in the education of their children; and/or engagement of the community as a resource for student learning.	<b>demonstrate</b> involvement in collaborative efforts to improve the effectiveness of the school; partnerships with parents in the education of their children; and/or engagement of the community as a resource for student learning.

**Clear** - adequate and fully defined  
**Consistent** - established pattern of agreement  
**Convincing** - persuasive by evidence  
**Limited** - lacking or narrow in scope  
**Little** - inadequate