

# NAEA Advisory

The National Art Education Association, 1916 Association Drive, Reston, VA 20191-1590  
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## Candidates for National Board Certification: Advantages of Assessing and Scoring Early Adolescence Through Young Adulthood Art (11-18+) EAYA/ART

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[Text was edited from materials provided by ETS, NBPTS and The Psychological Corporation]

*“The key to success lies in creating a professional equal to the task—a profession of well educated teachers prepared to assume new powers and responsibilities to redesign schools for the future.”*

Each summer the Educational Testing Service (ETS) prepares for and scores the candidates for National Board for Professional Teaching Standards (NBPTS) certification.

The National Board was formed to establish high and rigorous standards for what accomplished teachers should know and be able to do, and to develop and operate a national voluntary system to assess and certify teachers who meet those standards. The National Board is an independent, non-profit, nonpartisan, and non-governmental organization that is governed by a 63-member board of directors, a majority of whom are classroom teachers. The other directors include school administrators, school board leaders, governors and state legislators, higher education officials, and business and community leaders. Financial support has come from grants given by private foundations and corporations.

The National Board was created in 1987 after the Carnegie Forum on Education and the Economy's Task Force on Teaching as a Profession released *A Nation Prepared: Teachers for the 21st Century*. The National Board advances related educational reforms for the purpose of improving student learning in American schools. Candidates spend more than 100 hours compiling evidence of their practice such as: videotapes of their classroom, an analysis of a three week unit of study in their classroom, evidence of their work with families and the larger school community, and examples of feedback on their students' work.

Annual preparation for scoring the current candidate group begins in February of each year. In 2000, the scoring will be conducted jointly by ETS and The Psychological Corporation (TPC).

The Psychological Corporation is responsible for recruitment of the assessors. To be eligible an assessor must:

- Be currently teaching in the certificate area where they are applying to score.
- Have three years teaching experience.
- Hold a valid teaching license/certificate or a baccalaureate degree from an accredited institution.

The National Board believes that its certified teachers' competence, vision, and commitment will make the biggest difference in bringing about meaningful and lasting educational reform.

The professional and personal development afforded by participation in the scoring of this assessment is without parallel. Large numbers of assessors have told us that National Board for Professional Standards **is the single most powerful professional development experience they have ever had and the most intellectually challenging work they will do as teaching professionals.** Teachers find this experience to be wonderful for professional development.

The assessment task calls for certain attitudes and competency that may not be an integral aspect of your role as a teacher. Since most teachers have no opportunity to observe their peers at work, the training

workshop alone exposes prospective assessors to more examples of teaching than they have seen throughout their careers. The chance to see what your colleagues are doing inside their classrooms and observe their professional thinking and reasoning gives you a unique opportunity for individual growth.

[Only a group of experienced scorers can insure the continued success of the National Board for Professional Teaching Standards Program. So it is important that once you are trained in assessing, you continue to be a part of that group of experienced scorers.]

All NBPTS scoring sessions have two different parts, training and scoring. As in all areas related to the art of teaching, assessors must be trained to score all candidates accurately and fairly. Scoring performance assessment is more complex than scoring most classroom based assessment.

Assessors are trained to score responses to only one exercise at a time. NBPTS certification is comprised of ten entries, six for the portfolio portion and four for the assessment centers. The Early Adolescence through Young Adulthood/Art portfolio portion includes the following exercises:

- A Portrait of Teaching Over Time.
- Learning About Making Art.
- Learning to Study, Interpret, and Evaluate Art.
- Assessing Student Work.
- Documented Accomplishment: Collaboration in the Professional Community.

- Accomplishments: Outreach to Families and Community.

The portfolio portion is completed by the candidate during the preceding school year. The exercises describe the candidate's own personal teaching experience. Many types of evidence of student work is submitted depending on the exercise requirements. All exercises include a written commentary and other supporting materials such as student work, video segments, or documentation of teaching activities. In 1999, the portfolio scoring took place in Greensboro, NC.

The four Assessment Center components include the following:

- Studying and Interpreting Art.
- Developing Instruction.
- Art Making Processes.
- The Nature of Art.

The assessment center is a one day on-demand examination of a candidate's content knowledge. These are extended essays on important topics in teaching and learning in the certificate area. The training to score the assessment center entries lasts two days and is less complicated than training for the portfolio exercises. Qualification is based on the trainer's review of the assessor's scores on the practice samples. In 1999 scoring was held in South Brunswick, New Jersey and in Langhorne, Pennsylvania. The Pennsylvania scoring took place on-line so assessors must have the ability to type on a computer keyboard and have a basic level of comfort with computers.

During training, the assessors learn an exercise specific-scoring rubric and practice applying that scoring system to exercises that have been previously scored by the trainers. A rubric is a detailed description of performance characteristics at each of the score scale levels. During the training session, assessors are required to keep accurate records of evidence linked to the scoring rubric.

During live scoring, assessors will examine the candidates' performances, form an over-

all evaluation of the evidence, and write a detailed record of that evidence based on the scoring rubric.

To insure the quality of the training and the scoring system, an assessor's evaluation on various cases will be compared with predetermined scores. A person who qualifies can proceed to live scoring. In each of my personal scoring experiences, all assessors were able to learn and accurately apply the scoring system based on their training. During my first assessment assignment, I remember being apprehensive about qualifying. It usually takes me a while for information to sink in! The scoring information provided does discuss the qualification process, but the qualifying round has not produced any failures in the art scoring rooms.

The scoring day starts at 8:30 a.m. and ends at 5:00 p.m. with sessions running from Monday through Friday. The number of days for each session depends on the number of candidates. Assessors are paid an honorarium of \$100.00 per day for the days they actually work. Assessors spend most of their time during the actual scoring reading and scoring candidate responses. It is essential that the assessors attend every day of the training and scoring sessions so training is complete, consistent, and finished on time. You must proceed with a commitment to complete what you have begun. It is understood that a person's circumstances may change but if you agree to score you must be available for that entire timeframe. The complimentary lunch and snacks, along with networking opportunities add highlights to the day.

On the down side, NBPTS allows no money for transportation or room and board. These are some areas where one might look for funding.

• **School District's Professional Funds.** There are a few teachers who have received school based funding for attending the NBPTS scoring sessions. With emphasis on assessment and staff devel-

opment, a district might welcome an opportunity for a teacher to assess as a part of staff development. Since there are no substitutes needed, a district might agree to give substitute or additional money for transportation, room and board. This might be even more attractive for the district if more than one art teacher participated in the scoring sessions. See your school district's Professional Development Coordinator if you are fortunate enough to have one.

• **Individual School Funds** may also support participation in a professional development experience. The participant might agree to lead a workshop or make a presentation on NBPTS scoring for staff members.

• **Grants** are given by many schools and state art organizations; check with your principal or district office.

• **State or local funding/supporters of NBPTS.** State departments of education, private companies, teacher associations and universities may have funds to support assessors. Check with third party grants in your state or district, or your teacher association.

Teachers have found it helpful to state how their experience might benefit their district:  
**What I will do at the session:**

- Learn how teachers are trained to score the NBPTS assessments.
- Learn about standard based assessments.
- Learn to evaluate complex performance assessments.
- See evidence from a variety of teachers in different settings.
- Network with accomplished teachers.
- Exchange ideas about what constitutes excellent teaching practice.

**What I can do when I return:**

- Improve my own teaching.
- Mentor beginning and other teachers.
- Give workshops about performance assessment and scoring.
- Facilitate discussion groups about accomplished teaching practice.