

National Board Resource Center: Illinois State University

Crosswalk of Illinois Education Initiatives and National Board Certification

National Board Resource Center
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Crosswalk of Illinois Education Initiatives and National Board Certification

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Introduction

National Board Certification is the highest standard for teaching excellence. More than a decade of research from across the country confirms that students taught by National Board Certified Teachers outperform their peers that are taught by non-National Board Certified Teachers. Additionally, 97% of teachers report that they change their classroom practices after going through the process towards certification.

National Board Certification is a rigorous process that requires educators to thoughtfully reflect upon their practice. The certification process also correlates to several sets of Illinois standards. This crosswalk explores the connections between the Five Core Propositions of National Board Certification and Illinois state and national education standards.

This crosswalk document explains the connections between the Five Core Propositions of the National Board for Professional Teaching Standards and the following standards for learning, teaching, and leading:

- Charlotte Danielson Framework for Teaching
- EdTPA
- Illinois Culturally Responsive Teaching and Leading Standards
- Professional Standards for Educational Leadership
- Standards for Professional Learning
- Teacher Leader Model Standards

Standards and Core Propositions Alignment Chart

| | Proposition 1: Teachers are committed to students & their learning | Proposition 2: Teachers know the subjects they teach & how to teach those subjects to students | Proposition 3: Teachers are responsible for managing & monitoring student learning | Proposition 4: Teachers think systematically about their practice & learn from experiences | Proposition 5: Teachers are members of learning communities |
|---|--|--|--|--|---|
| Charlotte Danielson Framework for Teaching | | | | | |
| EdTPA | | | | | |
| Illinois Culturally Responsive Teaching and Leading Standards | | | | | |
| Professional Standards for Educational Leadership | | | | | |
| Standards for Professional Learning | | | | | |
| Teacher Leader Model Standards | | | | | |
| A notes where Standards align to Core Propositions. | | | | | |

[Charlotte Danielson – Framework for Teaching](#)
Standards and Core Propositions Alignment

Core Propositions

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|--|
| Proposition 1: Teachers are committed to students and their learning |
| Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students |
| Proposition 3: Teachers are responsible for managing and monitoring student learning |
| Proposition 4: Teachers think systematically about their practice and learn from experiences |
| Proposition 5: Teachers are members of learning communities |

The colors note where Standards align to Core Propositions.

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| Domain 1 | Planning and Preparation | 1 | 2 | 3 | 4 |
| Domain Components: 1a-Demonstrating knowledge of students 1b-Demonstrating knowledge of content/pedagogy 1c-Setting instructional outcomes 1d-Demonstrating knowledge of resources 1e-Designing coherent instruction 1f-Designing student assessments | | | | | |

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| Domain 2 | Classroom Environment | 1 | 2 | 3 | 4 | 5 |
| Domain Components 2a-Creating an environment of respect and rapport 2b-Establishing a culture of learning 2c-Managing classroom procedures 2d-Managing student behaviors 2e-Organizing physical space | | | | | | |

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| Domain 3 | Instruction | 1 | 2 | 3 | 4 | 5 |
| Domain Components 3a-Communicating with students 3b-Using questioning and discussion techniques 3c-Engaging students in learning 3d-Using assessment in instruction 3e-Demonstrating flexibility and responsiveness | | | | | | |

| Domain 4 | Professional Responsibilities | 1 | 2 | 3 | 4 | 5 |
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| 4a-Reflecting on teaching 4b-Maintaining accurate records 4c-Communicating with families 4d-Participating in a professional community 4e-Growing and developing professionally 4f-Showing professionalism | | | | | | |

*This crosswalk is one view of how the standards fit into each Core Proposition.

Rubrics and Core Propositions Alignment

Core Propositions

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| Proposition 1: Teachers are committed to students and their learning |
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The colors note where Rubrics align to Core Propositions.

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| Rubric 1 | Planning for Content Understandings | 1 | 2 |
| How does the candidate select the central focus, student content standards, and student learning? How does the candidate develop a learning segment with a central focus? | | | |

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| Rubric 2 | Planning to Support Varied Student Learning Needs | 1 | 3 | 4 |
| How does the candidate use knowledge of students to target and support students' varied learning needs? | | | | |

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| Rubric 3 | Using Knowledge of Students to Inform Teaching and Learning | 1 | 2 | 3 |
| How does the candidate use knowledge of students to justify instructional plans? | | | | |

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| Rubric 4 | Identifying and Supporting Academic Language Development | 1 | 2 |
| How does the candidate identify and support language demands associated with key learning tasks? | | | |

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| Rubric 5 | Planning Assessments to Monitor and Support Student Learning | 1 | 2 | 3 |
| How are the informal and formal assessments selected or designed to monitor students' progress towards the standards/objectives? | | | | |

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| Rubric 6 | Learning Environment | 1 | 2 | 3 |
| How does the candidate demonstrate a positive learning environment that supports students' engagement in learning? | | | | |

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| Rubric 7 | Engaging Students in Learning | 1 | 2 | 3 | |
| How does the candidate actively engage students in the development of the students' learning? | | | | | |
| Rubric 8 | Deepening Student Learning | 1 | 2 | | |
| How does the candidate demonstrate a deepening of students' understanding? | | | | | |
| Rubric 9 | Subject - Specific Pedagogy | 1 | 2 | | |
| How does the candidate use subject specific pedagogy to develop students' understanding of content concepts? | | | | | |
| Rubric 10 | Analyzing Teacher Effectiveness | 1 | 2 | 3 | 4 |
| How does the candidate use evidence to evaluate and change teaching practice to meet students' varied needs? | | | | | |
| Rubric 11 | Analysis of Student Learning | | 1 | 3 | |
| How does the candidate analyze evidence of students' learning? | | | | | |
| Rubric 12 | Providing Feedback to Guide Learning | 1 | 3 | 4 | |
| What type of feedback does the candidate provide to focus students? | | | | | |
| Rubric 13 | Student Understanding and Use of Feedback | 1 | 3 | 4 | |
| How does the candidate support focus students to understand and use the feedback to guide their further learning? | | | | | |
| Rubric 14 | Analyzing Students' Academic Language Understanding and Use | 1 | 2 | 3 | 4 |
| How does the candidate analyze students' use of language to develop content understanding? | | | | | |
| Rubric 15 | Using Assessment to Inform Instruction | 1 | 2 | 3 | 4 |
| How does the candidate use the analysis of what students know and are able to do to plan next steps in instruction? | | | | | |

*This crosswalk is one view of how the standards fit into each Core Proposition.

Illinois Culturally Responsive Teaching and Leading Standards

Standards and Core Propositions Alignment

Core Propositions

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|--|
| Proposition 1: Teachers are committed to students and their learning |
| Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students |
| Proposition 3: Teachers are responsible for managing and monitoring student learning |
| Proposition 4: Teachers think systematically about their practice and learn from experiences |
| Proposition 5: Teachers are members of learning communities |

The colors note where Standards align to Core Propositions.

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| Standard 1 | Self-Awareness and Relationships to Others | 1 | 2 | 4 |
| Culturally responsive teachers and leaders are reflective and gain a deeper understanding of themselves and how they impact others, leading to more cohesive and productive student development as it relates to academic and social-emotional development for all students. | | | | |

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| Standard 2 | Systems of Oppression | 1 | 2 | 4 |
| Culturally responsive teachers and leaders understand that there are systems in our society, especially, but not limited to, our school system, that creates and reinforce inequities, thereby creating oppressive conditions. Educators work actively against these systems in their everyday roles in educational institutions. | | | | |

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| Standard 3 | Students as Individuals | 1 | 2 | 4 | 5 |
| Culturally responsive teachers and leaders view and value their students as individuals within the context of their families and communities. | | | | | |

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| Standard 4 | Students as Co-Creators | 1 | 2 | 4 |
| Culturally responsive teachers and leaders (who fundamentally believe all students are capable) center learning around students' experiences and position them as co-creators, with emphasis on prioritizing historically marginalized students. | | | | |

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| Standard 5 | Leveraging Student Advocacy | 1 | 2 | 4 |
| Culturally responsive teachers and leaders will support and create opportunities for student advocacy and representation in the content and classroom. | | | | |

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| Standard 6 | Family and Community Collaboration | 1 | 2 | 4 | 5 |
| Culturally responsive teachers and leaders will partner with families and communities to build rapport, form collaborative and mutual relationships, and engage in effective cross-cultural communication. | | | | | |

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| Standard 7 | Content Selections in All Curricula | 1 | 2 | 4 |
| Culturally responsive teachers and leaders intentionally embrace student identities and prioritize representation in the curriculum. In turn, students are not only given a chance to identify with the curriculum, they become exposed to other cultures within their schools and both their local and global communities. | | | | |

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| Standard 8 | Student Representation in the Learning Environment | 1 | 2 | 4 |
| Culturally responsive teachers and leaders ensure the diversity of their student population is equally represented within the learning environment. In turn, all student population members feel seen, heard, and affirmed. Exceptionally well-versed culturally responsive teachers and leaders provide exposure to underrepresented or misrepresented minority groups, even when they are not present within the population of their school and community at large. | | | | |

*This crosswalk is one view of how the standards fit into each Core Proposition.

Professional Standards for Educational Leaders

Standards and Core Propositions Alignment

Core Propositions

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| Proposition 1: Teachers are committed to students and their learning |
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The colors note where Standards align to Core Propositions.

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| Standard 1 | Mission, Vision, and Core Values | | | | | | | | 1 |
| Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student. | | | | | | | | | |
| Standard 2 | Ethics and Professional Norms | | 1 | 2 | 3 | 4 | 5 | | |
| Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being. | | | | | | | | | |
| Standard 3 | Equity and Cultural Responsiveness | | | | | | | | 3 |
| Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being. | | | | | | | | | |
| Standard 4 | Curriculum, Instruction, and Assessment | | | 2 | 3 | 4 | | | |
| Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being. | | | | | | | | | |
| Standard 5 | Community of Care and Support for Students | | | | | | | 1 | 5 |
| Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student. | | | | | | | | | |
| Standard 6 | Professional Capacity of School Personnel | | | 2 | 3 | 4 | 5 | | |
| Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being. | | | | | | | | | |

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| Standard 7 | Professional Community for Teachers and Staff | 1 | 2 | 3 | 4 | 5 | |
| Effective educational leaders foster a professional community of teachers and other professional staff to promote each student’s academic success and well-being. | | | | | | | |
| Standard 8 | Meaningful Engagement of Families and Community | | | | | | 5 |
| Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student’s academic success and well-being. | | | | | | | |
| Standard 9 | Operations and Management | | | | | | 5 |
| Effective educational leaders manage school operations and resources to promote each student’s academic success and well-being. | | | | | | | |
| Standard 10 | School Improvement | 1 | 2 | 3 | 4 | 5 | |
| Effective educational leaders act as agents of continuous improvement to promote each student’s academic success and well-being. | | | | | | | |

*This crosswalk is one view of how the standards fit into each Core Proposition.

Standards for Professional Learning

Standards and Core Propositions Alignment

These standards are in the process of revision and will be launched in April of 2022. The information below is based on draft copies of the new standards.

Core Propositions

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The colors note where Standards align to Core Propositions.

| Equity Practices | 1 | 2 | 3 | 4 | 5 |
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| Professional learning results in equitable and ambitious outcomes for all students when educators understand their students' historical and societal contexts, embrace the assets students bring, and foster relationships with students, families and communities. | | | | | |
| Curriculum, Assessment, and Instruction | | 2 | 3 | 4 | |
| Professional learning results in equitable and ambitious outcomes for all students when educators provide high-quality curriculum for students, assess student learning, and leverage instruction to implement curriculum. | | | | | |
| Professional Expertise | | 2 | | 4 | |
| Professional learning results in equitable and ambitious outcomes for all students when educators develop the expertise essential to their roles, apply standards and research to their work, and prioritize coherence and alignment in their learning. | | | | | |
| Equity Drivers | | 1 | | 4 | 5 |
| Professional learning results in equitable and ambitious outcomes for all students when educators identify and address their own biases, collaborate with diverse colleagues, and cultivate beliefs, knowledge, and behaviors that support each learner. | | | | | |
| Evidence | | 1 | 3 | 4 | 5 |
| Professional learning results in equitable and ambitious outcomes for all students when educators consider evidence and data from multiple sources, use data to plan and monitor learning, and assess impact of professional learning on educators and students. | | | | | |

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| Learning Design | 3 | 4 | 5 |
| Professional learning results in equitable and ambitious outcomes for all students when educators set relevant and contextualized learning goals, ground their work in research and theories about learning, and implement evidence-based learning designs. | | | |

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| Implementation | 1 | 4 | 5 |
| Professional learning results in equitable and ambitious outcomes for all students when educators understand and apply research on change management theory, engage in feedback processes, and implement and sustain professional learning. | | | |

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| Equity Foundations | 1 | 3 | 4 |
| Educators establish a vision for equitable access to high-quality professional learning, create structures to ensure such access, and sustain a culture that supports the development of all staff members. | | | |

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| Culture of Collaborative Inquiry | 1 | 4 | 5 |
| Professional learning results in equitable and ambitious outcomes for all students when educators commit to continuous improvement, build collaboration skills and capacity, and share responsibility for improving learning for all students. | | | |

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| Leadership | 1 | 4 | 5 |
| Professional learning results in equitable and ambitious outcomes for all students when educators establish a compelling and inclusive vision for professional learning, ensure a coherent system of support to build individual and collective capacity, and advocate for professional learning by sharing the importance and evidence of impact of professional learning with others. | | | |

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| Resources | 1 | 3 | 4 |
| Professional learning results in equitable and ambitious outcomes for all students when educators allocate resources for professional learning, prioritize equity in their resource decisions, and monitor the use and impact of resource investments. | | | |

*This crosswalk is one view of how the standards fit into each Core Proposition.

Teacher Leader Model Standards

Standards and Core Propositions Alignment

Core Propositions

| |
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The colors note where Standards align to Core Propositions.

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| Domain I | Fostering a Collaborative Culture to Support Educator Development and Student Learning | 1 | 3 | 4 | 5 |
| <p>The teacher leader understands the principles of adult learning and knows how to develop a collaborative culture of collective responsibility in the school. The teacher leader uses this knowledge to promote an environment of collegiality, trust, and respect that focuses on continuous improvement in instruction and student learning.</p> | | | | | |

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| Domain II | Accessing and Using Research to Improve Practice and Student Learning | 1 | 2 | 3 | 4 | 5 |
| <p>The teacher leader understands how research creates new knowledge, informs policies and practices and improves teaching and learning. The teacher leader models and facilitates the use of systematic inquiry as a critical component of teachers' ongoing learning and development.</p> | | | | | | |

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| Domain III | Promoting Professional Learning for Continuous Improvement | 1 | 3 | 4 | 5 |
| <p>The teacher leader understands the evolving nature of teaching and learning, established and emerging technologies, and the school community. The teacher leader uses this knowledge to promote, design, and facilitate job-embedded professional learning aligned with school improvement goals.</p> | | | | | |

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| Domain IV | Facilitating Improvement in Instruction and Student Learning | 1 | 2 | 3 | 4 | 5 |
| <p>The teacher leader demonstrates a deep understanding of the teaching and learning processes and uses this knowledge to advance the professional skills of colleagues by being a continuous learner and modeling reflective practice based on student results. The teacher leader works collaboratively with colleagues to ensure instructional practices are aligned to a shared vision, mission, and goals.</p> | | | | | | |

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| Domain V | Promoting the Use of the Assessments and Data for School and District Improvement | 1 | 3 | 4 | 5 |
| <p>The teacher leader is knowledgeable about current research on classroom- and school-based data and the design and selection of appropriate formative and summative assessment methods. The teacher leader shares this knowledge and collaborates with colleagues to use assessment and other data to make informed decisions that improve learning for all students and to inform school and district improvement strategies.</p> | | | | | |

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| Domain VI | Improving Outreach and Collaboration with Families and Community | 1 | 4 | 5 |
| <p>The teacher leader understands that families, cultures, and communities have a significant impact on educational processes and student learning. The teacher leader works with colleagues to promote ongoing systematic collaboration with families, community members, business and community leaders, and other stakeholders to improve the educational system and expand opportunities for student learning.</p> | | | | |

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| Domain VII | Advocating for Student Learning and the Profession | 1 | 4 | 5 |
| <p>The teacher leader understands how educational policy is made at the local, state, and national level as well as the roles of school leaders, boards of education, legislators, and other stakeholders in formulating those policies. The teacher leader uses this knowledge to advocate for student needs and for practices that support effective teaching and increase student learning, and serves as an individual of influence and respect within the school, community, and profession.</p> | | | | |

*This crosswalk is one view of how the standards fit into each Core Proposition.