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# **Improved Candidate Experience: 2009 Overview**

**Standards and Assessments Division  
National Board for Professional Teaching  
January 2009**



## **IMPROVED Candidate**

- **Assessment Center Experience**
- **Certification Process Interface**
- **Scoring and Score Interpretation**



- **Pearson Vue Professional Testing Centers**
  - Standardized, owned, and staffed by Pearson
    - 90.4% - 60 miles or less from candidate zipcode
    - 98.83% - 100 miles or less from candidate zipcode
  - Web and phone scheduling
  - Virtual on-line tour

# PearsonVue Professional Testing Centers



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## **New and IMPROVED**

- **Same Pearson Vue Centers for all candidates**
  - High quality art images replace postcards
  - WLOE speaking component integrated
  - Music component integrated
- **User-interface that guides the candidate**
  - custom navigation and prompt boxes
  - custom screen design
- **Interactive web tutorial and sample exercises**

### Preparation

Identify two errors or patterns of errors evident in the student's reading.

Read both the written passage and the transcription of a student's oral reading of that passage. Identify student's errors and/or patterns of errors in reading.

student's reading exercise, all errors in the student's reading

You are teaching reading ability. You have read. Below a student's reading

**Navigator** - Please click on a prompt to go to it. ✕ Redo

Prompt # ▲	Status
Web Tutorial and Sample Exercise	
Introduction 1	Complete
Prompts	
Prompt 1	Incomplete
Prompt 2	Incomplete
Prompt 3	Incomplete
Prompt 4	Incomplete

1 Complete, 4 Incomplete, 0 Unseen ✕ Close



Honey is a sweet liquid found inside their honey bags inside of their bodies. While the nectar is inside the honey bag, it changes into two kinds of sugars. Next, the honeybees deposit the nectar into their hives. While it is there, most of the water evaporates leaving sweet, thick honey inside the honeycomb. Honey collectors usually remove the combs and then sell the sweet, delicious honey.

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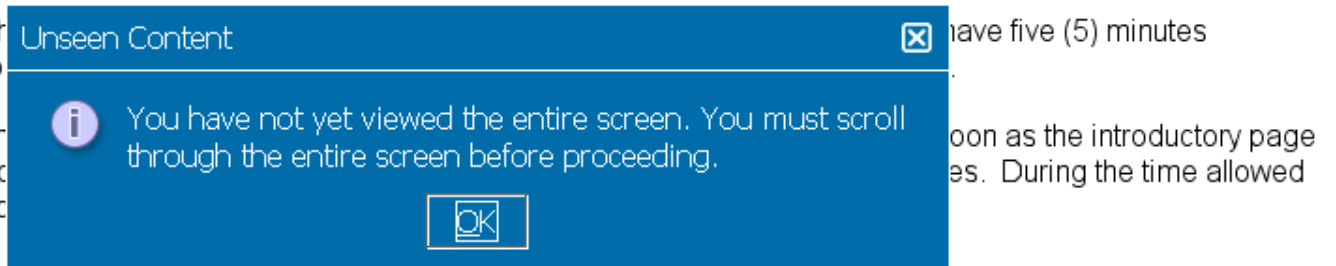
### Time and Progress

At any point in the assessment, you can see how much time you have remaining in the upper right corner of the screen. Just below the time remaining, you will see a progress indicator. In the assessment, you will see the following in the upper right corner:



You can minimize the time remaining and the progress indicator reminders by clicking on the icons. To restore them, click on the  and  icons.

If you have chosen to minimize the time remaining and you will not be able to see the time remaining and the progress indicator reminders.



**Note:** You will be allotted 30 minutes for each exercise, you will NOT be able to see the time remaining and the progress indicator reminders.

...have five (5) minutes to complete the exercise. You will be able to see the time remaining and the progress indicator reminders as soon as the introductory page appears. During the time allowed

### Breaks

If you are taking all six (6) exercises, the computer will give you the option of taking a 15-minute break after the 3rd exercise before you go on to complete the final three exercises. If you are retaking only some exercises, your break will be determined by the number of exercises being taken. The break will be delivered as follows:

- If you are taking three or fewer exercises, there will be no break.
- If you are taking four or more exercises, there will be a 15 minute break between the third and fourth exercises.

Your response to each exercise must be completed within the time provided. Plan your time so that you have a chance to respond to all the prompts in each exercise. The timing of each exercise begins as soon as the exercise appears on your screen. When the 30 minutes allotted for the exercise has expired, the next exercise will automatically begin.

**Note for Accommodations:** For information on timing accommodations and breaks, reference the Assessment Center Policy and

**Preparation**

Read both the written passage and the transcription of a student's oral reading of that passage. Identify student's errors and/or patterns of errors in reading and provide instructional strategies to develop the student's reading skills. (For the purpose of this exercise, all errors or patterns of errors are related only to the student's reading ability.)

For each instructional strategy, give a rationale for its use, relating it to the need of the student.

✂ Cut    📄 Copy    📄 Paste    ↶ Undo    ↷ Redo

Sci End Exercise



You have chosen to end the current exercise but have not responded to 4 prompts. If you click Yes, you will NOT be able to return to this exercise.

Are you sure you want to end this exercise?

Yes

No

You are teaching Reading to a grade 4 student with a reading ability of 3.5. You have provided a passage for the student to read. Below are both the passage and the student's reading of the passage.

Sti

**EXCERPT**

Honey is a sweet, thick liquid that is made by honeybees. Honeybees fly from flower to flower collecting nectar. Nectar is a watery liquid found inside the blossoms. The bees sip the nectar from the flowers and store it in their honey bags inside of their bodies. While the nectar is inside the honey bag, it changes into two kinds of sugars. Next, the honeybees deposit the nectar into their hives. While it is there, most of the water evaporates leaving sweet, thick honey inside the honeycomb. Honey collectors usually remove the combs and then sell the sweet, delicious honey.

**STUDENT'S READING**

Honey is a sweet, thick likid that is made from honeybees. Neetar is a water likid found in the blooms. These bees sip the neetar from the flowers and store it in their honey bags inside of sugars next the honeybees deposit the neetar into their hive. While it is there. Most of the water evaporates leaving sweet, thick honey in the honeycum. Honeybee coltors usually remove the honeycum and then sell the sweet, honey.



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## Major Changes in Design and Organization

- Global Approach
- Focus on, YOU, the Candidate
  - Second person, active
  - Candidate perspective
- Revamping to be Manageable
  - Avoided repetition in similar documents
  - One source for information
  - General to specific



## Three Major Examples of Change

- *Assessment at a Glance*
- *Scoring Guide for Candidates*
- *Portfolio Instructions*



## **Replaces Three Publications**

- Overview
- Assessment Center Exercises
- Retired Prompts



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## **Includes additional information**

- Standards
- Portfolio entries
- Assessment center exercises
- Scoring process
- Commitment timeline



## **Combines Two Publications**

- The Scoring Guide
- Handbook on National Board Certification

## **Reorganized to Two-Part Structure**

- Part 1: provides general information about the scoring process
  - How to understand and interpret scores
- Part 2 provides specific information regarding the scoring rubrics by certificate area
  - How to apply rubrics while developing portfolio entries



## **Developed for each certificate**

- Reorganized to better explain process
  - Logical sequence of information
  - Headings that parallel candidates' order of events
  
- Includes user-friendly and dynamic elements
  - Graphic images
  - Bulleted lists
  - Tables



## **Reduced Page Count by 25 Percent (273 to 210 pages)**

- 75 pages of general instructions
- 115 pages of entry directions and forms
- 20 pages of translated student release forms

## **Organized to better guide the candidate**

- Task-oriented headings
- Structured as easy to print PDF documents
- Consistent Single Source of Information on CD and Web



## Part 1: General Section, General Instructions

- Simple three-step process
  - Prepare
    - Foundation for portfolio entry development
    - Introduction to important resources and references
  - Develop
    - Approaches to developing strong demonstration of practice
    - Organizational tools
    - Practice activities
    - Formatting and specification information
  - Submit
    - Step-by-step instructions for assembling, packing, and submitting



## **Part 2: Certificate Section, Specific Instructions**

- Detailed Instructions for developing four portfolio entries
- Complete set of cover Sheets and forms
- Submission at a Glance tool



- **Permanent Brick and Mortar Pearson Scoring Sites**
  - Score both portfolio entries and assessment center exercises
  - Physical plant designed for receiving, managing and supporting paper and digital scoring
  - Permanent scoring site management staff
- **Scoring Completed on Site**
  - Materials remain at secure sites until all cases resolved
- **Scoring Staff Continuity**
  - NBPTS Scoring Directors and Trainers
  - NBPTS Experienced Assessors

# Permanent NBPTS Pearson Scoring Site Locations

