

Part 1: Writing for the National Board Process

The National Board process requires candidates to engage in three types of writing:

Descriptive: Logically ordered retelling of what happened; includes enough detail to allow assessors to have a basic sense of your classroom situation. (Answers questions: "**What, When, Where**".)

Critical Components:

- Accurate and precise enumeration and/or explanation
- Clear and logical ordering of the elements or features of the event, person, concept or strategy described
- Including all information necessary for an outsider to **see as you see** whatever is being described.

Analytical: Deals with **reasons, motives, and interpretation** that is grounded in concrete evidence. Shows the assessors the thought processes you used to arrive at the conclusions you made about a teaching situation. It helps the assessor see the significance of the evidence you submit. (Answers questions: "**How, Why**".)

Critical Components:

- Subject of the analysis is available to the reader (**student work samples or videotape**)
- Reveals the thinking behind your teaching
- Focus of writing is not on **what** (which is descriptive) but rather on **why** (which is analytical)

Reflective: Deals with the **thought processes that occur after a teaching situation**. (Hindsight) This is the thinking that allows you to make decisions about how you would approach a similar situation in the future. This is where you must show the assessors how you use what you learn from teaching experiences to inform and improve your future practice. (Answers questions: **What went well here, how do I know? What would I do differently if this situation occurs again? Why?**)

Critical Components:

- Honesty
- Looks at and identifies **what went well and what did not go well** and explains why the writer feels that way. Uses concrete evidence to support statements.
- Looks to **future instruction**, includes ideas about how to improve upon what is already there and provides a **rationale** for those ideas.