



**National Board for
PROFESSIONAL
TEACHING
STANDARDS**
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- Created in 1987 in response to "A Nation At Risk" and "A Nation Prepared"
- An independent, non-profit, non-partisan and non-governmental organization
- Receives funding support from foundations, corporations and the U.S. Department of Education



To advance the quality of teaching and learning by:

- Maintaining high and rigorous standards for what teachers should know and be able to do
- Providing a national voluntary system certifying teachers who meet these standards, and
- Advocating related education reforms to integrate National Board Certification in American education and to capitalize on the expertise of National Board Certified Teachers



Practicing classroom teachers are involved in every aspect of our mission, including:

- Serving on the NBPTS Board of Directors and staff
- Developing standards and assessments
- Scoring candidate performances
- Advocating for education reform policy



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



What is it?



- Standards are based on the NBPTS policy statement, *What Teachers Should Know and Be Able to Do*, and the Five Core Propositions
- Standards are written by practicing classroom teachers, developmental experts and educational leaders in each respective disciplinary field, from across the country
- Standards are widely disseminated for public review, approved by the NBPTS Board of Directors and made available online at no charge



- National Board Certification is offered in 24 different certificate areas across 7 developmental age groups, covering more than 95% of preK-12 education.
- | | | |
|--------------------------------------|--|---------------------------------------|
| Art | Generalists
Early Childhood
Middle Childhood | Social Studies-
History |
| Career and
Technical
Education | Library Media | Physical Education |
| English as a New
Language | Literacy: Reading-
Language Arts | School Counseling |
| English Language
Arts | Mathematics | World Languages
Other than English |
| Exceptional Needs
Specialist | Music | French
Spanish |
| | Science | |



- Applicants must have:
- At least 3 years' experience as a preK-12 classroom teacher or school counselor in a public or private school
 - A bachelor's degree from an accredited institution
 - A valid, unencumbered teaching license, or a license to practice as a school counselor, if applying for the School Counseling certificate



Over the course of a school year, candidates typically invest between 200 to 400 hours in the preparation and submission of a portfolio, which requires the candidate to:

- Describe, analyze and reflect on:
 - student work
 - professional practice
 - classroom interactions
- Videotape classroom activities
- Present student work demonstrating growth over time
- Document accomplishments with students' families and local/professional communities



Candidates must also complete a half-day appointment at a computer testing center, requiring that a candidate:

- Demonstrate breadth and depth of content knowledge associated with the certificate field
- Respond to 6 computer-delivered prompts, each allowing up to 30 minutes for free keyboard entry response



Why do it?
Why support it?



National Board Certification:

- Recognizes and rewards accomplished teaching
- Elevates teaching as a profession
- Promotes teaching as a lifelong career
- Offers an opportunity for professional growth
- Empowers teachers to participate in education reform efforts



National Board Certification:

- Measurably improves student learning
- Supports principals in enhancing and building a community of learners within schools
- Satisfies (in many states) the "highly qualified teacher" requirement of *No Child Left Behind*
- Elevates teaching in a way that can inspire and excite the school community
- Positively impacts recruitment and retention



National Board Certification:

- Places emphasis on student learning
- Values collaboration with families as an important way to enhance student learning
- Requires teachers to demonstrate their practice in the classroom
- Recognizes accomplished teaching in schools



National Board Certification:

- Is a rigorous assessment of pedagogy and content knowledge
- Advances student learning, as shown by independent research studies
- Is a sound investment of public funds
- In many states, helps to satisfy the "highly qualified teacher" requirement of *No Child Left Behind*



National Board Certification:

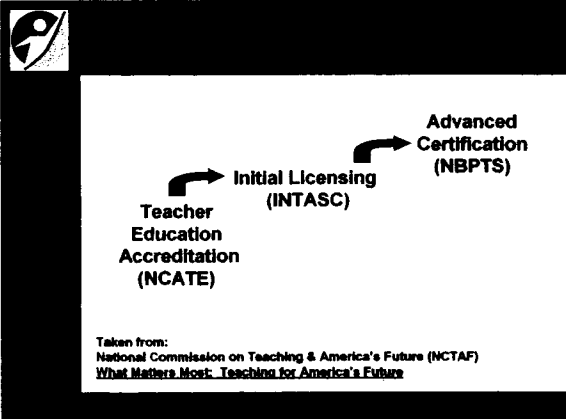
- Is a successful school reform strategy grounded in research
- Contributes to the advancement of workforce development
- Is an investment in the community

Worth Magazine identified NBPTS as among America's top 100 nonprofit organizations.



1/3 of all schools of education in the United States have aligned their standards with those of NBPTS. In addition, many of these institutions:

- Incorporate NBPTS standards in their pre-service and graduate program curricula
- Offer NBPTS candidate support programs and/or courses
- Conduct research
- Invite NBCTs as adjunct professors



The American Council on Education (ACE) is the major coordinating body for higher education in the United States. Based on an independent review of the certification process, ACE approved the following:

- Teachers who achieve National Board Certification are eligible to receive a transcript for 6 graduate credit hours in education
- Teachers who receive a total weighted scaled score, but who do not achieve certification, are eligible to receive a transcript for 3 graduate credit hours in education

Does it make a difference?



NBPTS has long supported an independent research agenda that:

- **Assures the technical measurement quality of the assessments**
- **Demonstrates the Impact of National Board Certification**
- **Collects and disseminates data and information to stakeholders and the public**



The study of more than 100,000 student Florida Comprehensive Assessment Test (FCAT) records found that:

- **All else being equal—student characteristics, school environment and teacher preparation—Miami-Dade math teachers who had achieved National Board Certification helped their students achieve larger testing gains than did colleagues who had not earned certification.**
- **NBCTs are particularly effective with students who have special needs; there is evidence that Black and Hispanic students also receive extra benefits.**



Based on 4 years of data from the Stanford-9 achievement test, this study found that:

- **On average, students of NBCTs scored as if they had received more than a month's worth of additional instruction, equivalent to nearly \$1,000 per student**
- **85% of principals surveyed said NBCTs in their schools were among the best teachers they had ever supervised**
- **75% of principals surveyed reported observing positive changes in the practices of teachers who sought National Board Certification**
- **91% of principals surveyed said they believe NBPTS contributes to the improvement of teacher quality**



■ An independent, multi-year study of more than 600,000 student records from students in North Carolina schools found that children learn more from NBCTs.

■ The researchers studied the annual test scores of North Carolina students in grades three, four and five from 3 academic years: 1996-97, 1997-98 and 1998-99. Data for the project came from the North Carolina Department of Public Instruction.



Key Findings:

■ Teachers who achieve National Board Certification do a measurably better job in the classroom

■ Students of NBCTs improved an average of 7% more on their year-end math and reading tests than students whose teachers attempted but failed to gain certification

■ This performance differential was most pronounced for younger and lower-income students whose gains were as high as 15%



Key Findings:

■ 92% of candidates reported the National Board Certification process has made them a better teacher

■ 96% of candidates rated the National Board Certification process as an "excellent," "very good," or "good" professional development experience



A survey of close to 2,500 NBCTs found that nearly all of these teachers share an overwhelming desire to be active outside of the classroom and to improve teaching and learning.

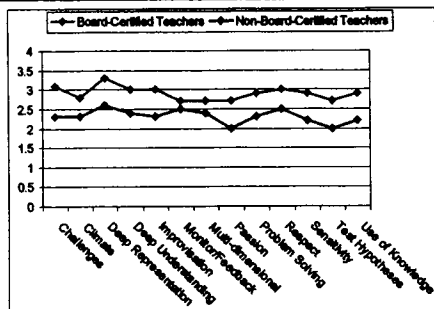
- On average, NBCTs are involved in 10 leadership activities
- 94% report increased career satisfaction
- 85% describe an increased desire to remain in the profession
- 89% of respondents agree that increased involvement in leadership activities makes them more effective as educators



Key Finding:

- Teachers who are certified by NBPTS significantly outperform their peers on 11 of 13 key dimensions of teaching expertise

Depicted on chart on following slide





National Board Certification is the most thoroughly grounded, in research terms, of any assessment program in the teaching profession.

- In January 2002, NBPTS hosted 220 of the nation's top researchers to identify a broad range of research issues and studies about National Board Certification
- 18 research studies were funded as a result of this process, representing nearly \$6 million in research

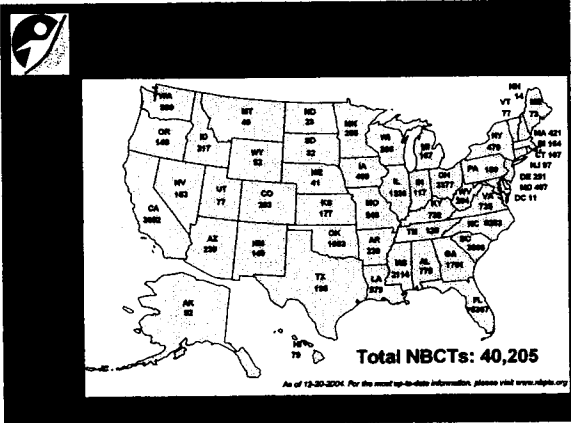


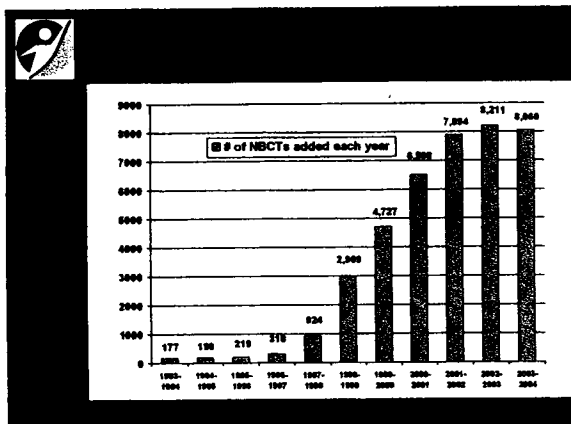
Results are expected within the next 24 months from independent groups studying the following topics as they relate to NBPTS:

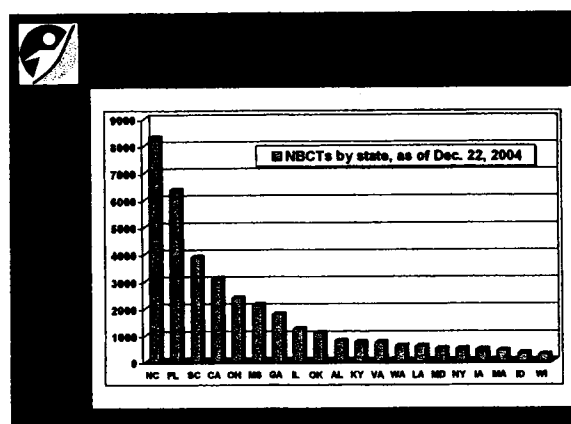
- Student achievement
- Standards-based professional development
- NBCT impact on low performing schools
- Adverse impact
- NBCT leadership
- Teaching styles of NBCTs
- Psychometrics



Who has it?









What can you do?



1. Access the standards online and determine which best matches your teaching practice
2. Select your certificate and review the online portfolio entry instructions
3. Review the online "Guide to National Board Certification" for information about deadlines and other requirements
4. Know and abide by your state funding opportunities and deadlines – state information is available online
5. Apply online and get started!



It's easy to invite a teacher to be a candidate! Parents, principals, community leaders – and teachers – can send a personal online invitation.

1. Click on the "Recruit a Candidate" button on the NBPTS Web home page
2. Complete the online form – it only takes about 2 minutes!
3. The teacher will receive a letter from NBPTS, inviting them to apply for candidacy and acknowledging your encouragement



About 2,000 teachers are hired each summer to score candidate performances in 21 locations.

1. Access the assessor information section of the NBPTS Web site
2. Read the eligibility prerequisites
3. Complete the online application form
4. Provide required verification forms
5. If you are selected and qualify to score, you'll work for about 3 weeks during the summer, earning \$125 per day



NBPTS manages and administers a scholarship program that provides financial support for teachers wishing to pursue certification. 100% of every donation is distributed to teachers – and it's tax deductible!

1. Access the scholarship section of the NBPTS Web site for information about the scholarship program
2. Send your tax-deductible contribution payable to:
 National Board Scholarship Program
 1525 Wilson Blvd., Suite 500
 Arlington, VA 22209



NBCTs make a difference – you'll want to make sure NBPTS becomes a part of your community. National Board Certification:

- Transforms what it means to have a career in teaching by recognizing and rewarding accomplished teachers
- Provides a meaningful professional development opportunity for teachers that directly impacts their day-to-day teaching practice
- Changes the culture of your schools
- Results in improved student learning!



Toll-free phone number:
800-22TEACH

NBPTS Web site:
www.nbpts.org

Access the following online at no charge:

- Standards for each certificate
- Portfolio entry instructions
- Scoring Guides and retired prompts
- Online assessment center tutorial
- Assessment center information





*On behalf of teachers
and the children
they teach...*

*Thank you for joining
this important initiative.*

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