

# National Board Certification...

- Is a year long performance-based assessment of actual teaching practice and is the only process of its kind. Teachers spend 200-400 hours during the school years completing the process. There are two components to the certification process:
  - 1) Candidates, in all certificate areas, are required to take a content knowledge exam consisting of *written* exercises designed to probe the depth of their subject-matter knowledge.
  - 2) The submission of a teaching portfolio, very similar to a dissertation, that includes extensive, detailed written analyses of the candidate's classroom teaching and of student learning. Student work samples and videotapes of classroom teaching are submitted with the portfolio as supporting evidence of candidate's accomplished teaching practice.
- Measurably improves student performance.
- Is a symbol of professional teaching excellence. A National Board certificate will attest that a teacher was judged by his or her peers as one who is accomplished, makes sound professional judgments about students' learning, and acts effectively on those judgments. Historically, only about 50% of first-time candidates actually achieve National Board Certification due to the rigor the certification process.
- Represents an opportunity for professional growth unlike any other now available to teachers. Teachers across the nation are able to gauge their skills and knowledge against objective, peer-developed standards of advanced practice. As teachers hone their professional skills, their students reap the greatest rewards.
- Is an important component of the *No Child Left Behind* Act.
- Places a premium on parents as partners in the classroom.
- Is grounded in research. There have been more than 140 studies, reports and papers commissioned on the value of the National Board Certification process, as well as its standards and assessments. **The National Board has subjected itself to a higher standard of research and validation than any other professional board in the United States.**
- Is undergoing close scrutiny through value-added research conducted by Dr. William Sanders.
- Develops teachers who can serve as mentors to other teachers.
- Energizes good teachers and keeps them in the classroom.
- Is used by states and local school districts to identify and reward their best and most accomplished teachers.
- Is a process through which states and local school districts have instituted performance bonuses, fee assistance, and stipends for teachers who meet the certification requirements.
- Has broad bi-partisan support across the country as well as support from the business community, including the National Alliance of Business, the Business Roundtable, the Chamber of Commerce, and the National Association of Manufacturers, reflects the view that investing in National Board Certification is an investment in what works.

# Key Points

## **Topic: National Board For Professional Teaching Standards (NBPTS): A Partner In *No Child Left Behind***

The *No Child Left Behind* Act requires that by the end of the 2005-2006 school year, there be a “highly qualified” teacher in every classroom. National Board Certified Teachers *are* those high quality teachers.

The National Board supports the accountability and standards provisions in *No Child Left Behind*. Teacher quality and teacher training have never been more important and the National Board is the only organization of its kind helping states identify highly accomplished teachers.

*No Child Left Behind* emphasizes the need for schools to identify student-learning deficiencies and develop specific interventions. Candidates seeking National Board Certification do just that.

Consistent with *No Child Left Behind*, the National Board places a premium on parent involvement. Candidates for certification must demonstrate how they are making parents partners in their classroom.

*No Child Left Behind* emphasizes and supports teacher-mentoring initiatives. States and local school districts are already using NBCTs as mentors. NBCTs are also valuable leaders in high-quality, standards-based professional development programs and serve as school and district-wide curriculum leaders.

A key component of *No Child Left Behind* is to support programs that promote the retention of highly qualified teachers. National Board Certification does just this. States and localities are using National Board Certification as a tool to attract, reward, and retain highly accomplished teachers.

President Bush has repeatedly called for providing teachers with the best tools and the best training available to ensure that no child is left behind. Investing in National Board Certification is one way of ensuring that all teachers have access to rigorous, high-quality professional development.

## **Topic: NBPTS Grounded in Research**

From the beginning, the National Board has been based in and guided by the most highly regarded research in the field of education.

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

The National Board has subjected itself to a higher standard of research and validation than any other professional board in the United States.

Every set of National Board Standards is based on the professionally accepted research base of each content field addressed.

Every National Board assessment has been developed and extensively field tested in accordance with the *Standards for Educational and Psychological Testing*, published jointly by the American Educational Research Association (AERA), the American Psychological Association (APA) and the National Council on Measurement in Education (NCME). Every administration of every National Board assessment is evaluated against these standards to ensure that it is valid, reliable and free from bias.

An independently contracted review committee made up of the nation's leading measurement experts and statisticians monitors the measurement quality of the National Board's assessments.

The review committee's members have included past Presidents of the National Council on Measurement in Education; past Presidents of the American Psychological Association's Statistics and Research Methodology Division; members of the National Center for Education Statistics' Advisory Committee on Education Statistics; and members of the National Assessment Governing Board.

Several of the review committee's members have received the E. F. Lindquist Award, the highest award for professional achievement in the field of educational measurement.

### **Topic: Past NBPTS Research**

There have been more than 140 studies, reports and papers commissioned on the National Board Certification process.

*Validity Study:* In the fall of 2000, 5 ½ years after the first group of teachers were certified by the NBPTS, the National Board released the findings of a new study conducted by Lloyd Bond of the University of North Carolina at Greensboro, which concluded there are measurable differences between teachers certified by the NBPTS and teachers who sought certification but did not meet the standards.

Key findings of the study include:

1. Students of National Board Certified Teachers (NBCTs) demonstrate a much deeper understanding of the concepts they were taught. The study found that 74% of the NBCTs produced students who demonstrated "deep understanding" of the content being taught, compared to just 29% of the non-NBCTs.
2. The National Board Certified Teachers outperformed their non-certified counterparts on every one of 13 generally recognized measures of good teaching.
3. National Board Certified Teachers are better at understanding why students succeed and fail on given academic tasks; better at improvising when faced with the unexpected; and better at anticipating difficulties students might have with new concepts.

*Value Added Study:* The National Board has commissioned Dr. William Sanders, creator of the Tennessee Value Added Assessments, to design and carry out a study of the impact of NBCTs on student achievement as measured by statewide standardized test scores and using his value-added statistical model. The NBCTs are being compared to two groups of non-NBCTs: one group that has sought, but did not achieve National Board Certification and one that has never sought National Board Certification. The results of this study are expected late 2003.

## **Topic: Next Steps in NBPTS Research**

In addition to the extensive research conducted in building the National Board Certification process, there is now a critical mass of NBCTs sufficient for researchers to study the effects of National Board Certification on student achievement as it relates to standardized testing. Without a critical mass of NBCTs, studies involving high stakes testing would not be statistically reliable.

In January 2002, the National Board took the unprecedented step of inviting examination by researchers and critics across the nation. At a national invitational research conference, hosted by the NBPTS, more than 220 researchers came together to identify and discuss a broad range of research issues and studies about the National Board. The strongest critics of the National Board were invited to attend the conference and submit proposals, but none accepted the opportunity.

In March, more than 110 proposals were submitted in response to the request for proposals issued at the conference. The research firm RAND designed and managed the proposal review process to maintain the independence and integrity of the research. As a result, twenty studies are now underway in the areas of:

- NBCT Impact on Student Achievement and Performance
- NBCT Impact on Low-Performing Schools
- Adverse Impact of National Board Certification
- Impact of National Board Certification on Standards-Based Professional Development
- NBCT Leadership and Impact on Education Issues
- Psychometric & Technical Studies of the National Board's Assessment System

## **Topic: Broad Support for National Board Certification**

Broad support from the business community, including the National Alliance of Business, the Business Roundtable, the Chamber of Commerce, and the National Association of Manufacturers, reflects the view that investing in National Board Certification is an investment in what works. Each of these organizations has called for every school to have a cadre of National Board Certified Teachers and that states and districts should do everything possible to support and encourage National Board Certification.

Today, fully one-third of all schools of education are engaged in National Board-related initiatives. These include using National Board standards as an important resource to redesign the structure of pre-service and graduate programs based on standards rather than on seat time. Additionally, a growing number of colleges and universities are hiring National Board Certified Teachers to co-teach with faculty, work with student-interns, and help focus the work of higher education on instructional strategies that result in better student learning.

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