



National Board Certification for New York State Teachers



About National Board Certification

The National Board for Professional Teaching Standards (NBPTS) was proposed in 1985 by Al Shanker, legendary union leader, as a voluntary certification body for teachers, by teachers, akin to board certification for physicians. National Board Certification is a rigorous process that ensures that Board-certified teachers have proven skills to advance student achievement in 25 certificate areas.

Nationally, 100,000 NBCTs are the single largest identifiable group of accomplished teachers. Nearly half of all NBCTs work in high-need schools. More than a third of the Presidential Award for Excellence recipients have been NBCTs as well as many NYS Teachers of the Year. In states and districts, NBCTs are serving as mentors, instructional coaches to their colleagues, as well as other teacher leadership roles. And NBCTs are working together to actively shape educational policies and practices at the local, state and national levels. In New York State over 1,700 educators have earned National Board Certification.

With the adoption and amendment of NYS Education Law §3012-d teacher evaluation requires assessment of teaching using multiple measures of professional practice, including classroom observation by multiple observers and demonstrations of student growth and achievement. Since the majority of the APPR (annual professional performance review) is bargained locally, locals may negotiate an APPR/National Board process into agreements, allowing teachers to complete the National Board Certification while completing the APPR process.

To earn this advanced teaching credential, teachers engage in the four National Board components to:

- demonstrate their certificate area content knowledge, (Component 1 Content Knowledge)
- analyze their teaching context and students' needs, demonstrate the ability to design appropriate learning experiences that advance student learning; student work samples that demonstrate growth and achievement (Component 2 Differentiation in Instruction)
- provide observations of teaching (videos), and demonstrate use of assessments to inform instructional decision making; (Component 3 Teaching Practice and Learning Environment)
- demonstrate partnerships with colleagues, parents, and community (Component 4 Reflective Practitioner)

Through this structured and iterative process, teachers refine their content knowledge and pedagogy. The outcome is more powerful teaching that improves student achievement and reflects college and career readiness.

The four components of the National Board (NB) can be used as multiple measures for both NB and the locally negotiated APPR. In both processes, (using any approved teacher practice rubric), the same evidence of measures of teaching and learning (content knowledge, lesson plans, classroom observations, student work, reflection, and professional growth) can be applied during the observation cycle.

Impact on Teaching & Learning

Numerous studies have shown that students of National Board Certified Teachers (NBCTs) **outperform students on achievement tests** with non-certified teachers.

(Cavalluzzo, 2004; Clotfelter, Ladd & Vigdor, 2007; Goldhaber & Anthony, 2007; National Research Council, 2008; Chingos & Peterson, 2011)

The positive impact of having a National Board Certified Teacher is **even greater for minority and low-income students.**

(Cavalluzzo, 2004; Goldhaber & Anthony, 2007)

In a study by Charlotte-Mecklenburg Schools, NBCTs were found to be **“significantly more effective”** in teaching Algebra II, Biology, Civics and Economics, Chemistry and Geometry, as measured by student performance on end-of-course tests. (Salvador & Baxter, 2010)

Harvard University's Strategic Data Project reported that students of NBCTs in the Los Angeles Unified School District gained roughly the equivalent of **two months of additional instruction** in Math and one month in English Language Arts.

(Strategic Data Project, 2012)

NBCTs **outperformed** non-Board certified peers with the same levels of experience. (Strategic Data Project 2012a)



National Board Certification & NYS Teachers

Engaging in the National Board Certification offers distinct advantages to NYS teachers:

- Fulfill annual APPR professional practice requirements (CR 30-2) while completing the National Board process (if locally negotiated) and,
- Fulfill the current 175 hour professional development requirements for (CR 80-3.4) and also will fulfill (TBD) the 100 hours of Continuing Teacher and Leader Education requirement (TBD) (beginning 2016-17) while *engaging* in National Board activities
- Waive the 175 hour or 100 hour Continuing Teacher and Leader Education requirement (TBD) for the 5 year cycle in which NB certification is *achieved*, and
- Earn salary step or stipend (if locally negotiated) and/or:
 - three to twelve graduate credits and/or
 - a Certificate of Graduate Studies and/or
- Obtain additional New York State teaching certificates in a comparable title through the NYSED National Board Pathway.

National Board Certification and APPR

The Board Certification process aligns with NYS APPR observation cycle to document teaching practices:

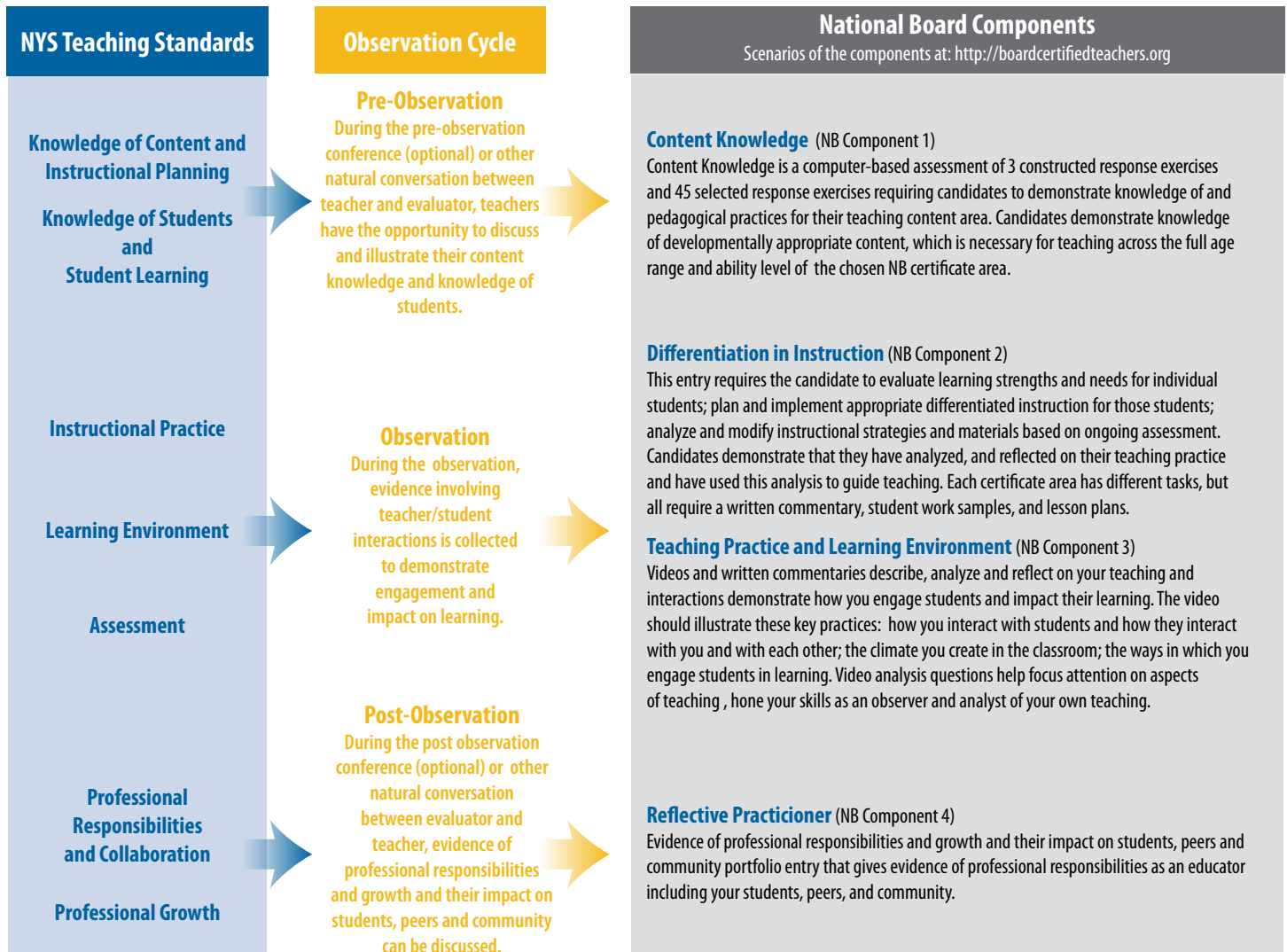
1. Evidence presented during the observation cycle (pre-and post-conference) to support assessment of teaching practice is included in National Board Components (teaching artifacts such as lesson plans, examination and evidence of student growth which can be utilized if discussed during the observation cycle or other natural conversations between the teacher and the evaluator).
2. Components embedded within the NBC process such as video observations (as also allowed in the locally negotiated APPR) can be applied for observation evidence.

The National Board Certification process can be negotiated into the annual APPR process as an annual or multi-year approach. NB Components are positioned to form the focus of the APPR process so that teachers are engaging in one or more NB components each year. The component structure of the National Board process enables labor/management teams to customize a component sequence that best aligns with their APPR process utilizing a written Memorandum of Understanding (MOU) to detail the specific ways the evaluation process is adjusted (i.e. use of video and or in-person observation, submission to NB of the completed component, etc).

Candidates can register for each component separately: Component 1: Content Knowledge, Component 2: Differentiation in Instruction, and Component 3: Teaching Practice and Learning Environment and Component 4: Effective and Reflective Practitioner. Candidates can pursue the 4 components of the National Board process in any sequence, take up to three years to complete the process, or complete in one year.

Alignment of NYS APPR and National Board Certification

Education Law Section 3012-d NYCCR 30-2 requires annually that each teacher's evaluation be based on multiple classroom observations in person or via video (if locally negotiated); by a principal (or other trained administrator) and impartial independent trained evaluator. If locally negotiated, observations by trained peer observers also allowed in professional practice measures.



National Board Scoring Process

Assessors complete an intensive two week training program in the National Board's Standards and scoring guidelines, meet calibration proficiency levels and are practitioners in the certificate area they are scoring. Scoring occurs under the direction of experienced trainers and content specialists who maintain scoring protocols and assessors are calibrated daily prior to scoring. U.S. Measurement experts rate National Board assessor reliability among the highest reported for such a complex performance assessment. One or more assessors score each of the National Board Certification responses for certificate areas. Feedback statements appear on score reports below the score for each portfolio entry. Scores are banked if candidates do not achieve NB Certification. Candidates then examine their scores and determine which components they will work on and re-submit.

Assessors participate in **bias-prevention training** that highlights issues such as potential personal biases, professional preferences about teaching practices, and stylistic biases, such as characteristics of teacher candidates (gender, socioeconomic status, region/location, and language), context or features of instruction, portfolio response characteristics, instructional context characteristics (classroom setting or context, curriculum constraints, grade level or teaching assignment), and halo/pitchfork effects (undue influence of performance on initial rubrics on later scoring). Research *confirms* the efficacy of the NB bias awareness exercises.

Professional Development Requirement: 175 hours or 100 hour CE

Holders of a NYS Professional teaching certificate are currently required to complete 175 hours of professional development hours every five years to maintain the validity of their certificates (Sec 80-3.6). As of 2016 holders of professional teaching certificates will be required to register and complete 100 hours for the Continuing Teacher and Leader Education requirements. (TBD) The National Board process can provide two long-term advantages:

- 1. Process:** Districts approve the hours candidates engage in to complete the National Board Process for 175/100 hours over a 5 year period (candidates typically spend 350-400 hours to complete the NB process)
- 2. Achievement:** When teachers achieve National Board Certification, that achievement satisfies the entire PD-CTLE requirement for the cycle in which they achieved. <http://www.highered.nysed.gov/tcert/faqpd.html#nineteen>

Financial Incentives

Salary Steps/Stipends: More than 265 districts and teacher unions in NYS have collectively bargained financial incentives, including stipends or salary steps, for educators who achieve Board Certification. School district administrators and union leaders often look for NBCTs when interviewing teacher candidates and setting criteria for educators to serve as teacher leaders in their schools

Graduate Credit: The American Council on Education's College Credit Recommendation Service (ACE CREDIT, <http://www.acenet.edu>) provides a recommendation for 3 -12 grad credits for completing, achieving, or renewing National Board Certification and (if locally negotiated) increased salary for graduate credits

Certificates of Graduate Study: Some NYS Institutions of Higher Education offer support for National Board Certification through a NYSED approved Certificate of Graduate Study (9 to 15 grad credits) allowing candidates to complete National Board Certification, and also be awarded a Certificate of Graduate Study, and (if locally negotiated) increased salary for graduate credits.

College Faculty of Teacher Preparation Programs: Teaching in a graduate program requires a doctorate or demonstration of special competence in the field (as defined by CRR 52.2). NBCTs are widely recognized as having demonstrated special competence in their field and are qualified to teach at the graduate level. NYSED considers NBCT's to have demonstrated special competence for directing graduate students in graduate teacher preparation programs.

Certification Opportunities

Additional Subject Area or Grade Level Teaching Certificates: In NYS, teachers may obtain additional subject area or grade level teaching certificates through the National Board process. NYSED recognizes the rigor of National Board Certification and allows a teacher who holds National Board Certification to obtain a New York State certificate in a comparable title through the NYSED National Board Pathway. Check the web page, www.nysed.gov, and search for NBPTS Certificate Titles and Comparable NYS Certificate Titles.

See next page for NBPTS Certificate Titles and Comparable NYS Certificate Titles.

National Board Opportunities

Fee Support

- With NYSUT's strong support, the Legislature and Governor enacted Part 86 Section 3004-2 of Education Law, establishing the NYS Albert Shanker Grant Program to support candidate fees and supportive activities. <http://www.highered.nysed.gov/tcert/resteachers/albertshanker.html>
- The National Board Candidacy fee of \$1900 is underwritten by the Albert Shanker Grant Program. Funding for the Shanker Grant is limited and is awarded on a first-come, first-served basis to eligible candidates.

Support Groups

- The National Board Council of New York (NBCNY) organizes activities, regional support groups, training, guidance on establishing in-district support groups and events for NBCT's and candidates. www.nbcy.org.
- NYS Teacher Centers www.teachercenters.org and Institutions of Higher Education support the National Board Process.
- NYSUT Research and Education Services Fact Sheet offers detailed information. www.nysut.org. Search "national board".

NYSED National Board Pathway to Comparable NYS Certificate Titles

For example, a NYS certified Math Teacher 7-12 who achieves National Board Certification in Early Adolescence – Mathematics OR Adolescence & Young Adult-Mathematics, can apply for and obtain the NYS Math Grades 5-9 teaching certificate. In addition, teachers involved in teaching multi-lingual students could obtain NYS ESOL Certification for all grades after achieving National Board Certification in English as a New Language for either Early/Middle Childhood or Early Adolescence/Young Adulthood.

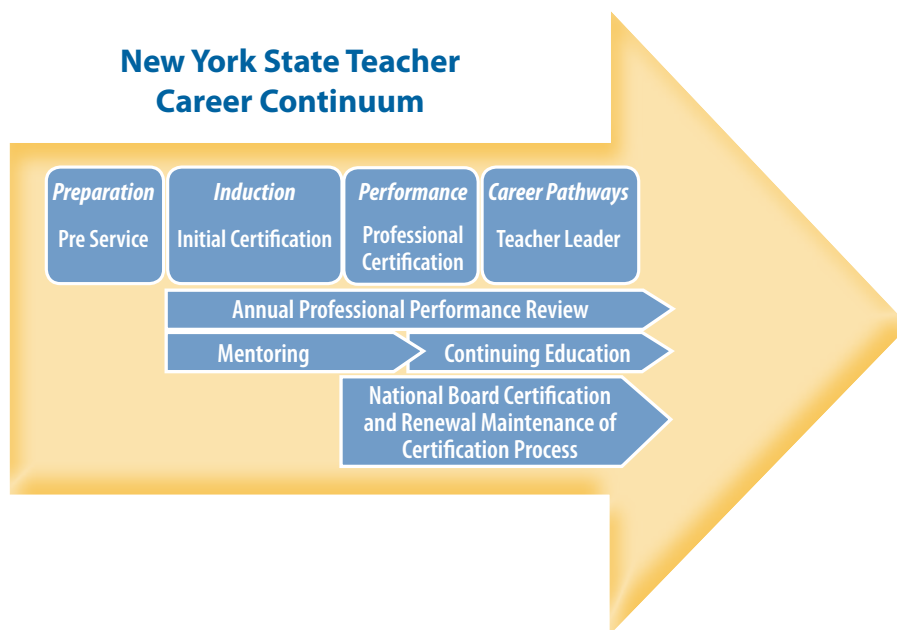
National Board Certification Area	National Board Developmental Level	NYS Teaching Certificate
Art	Early and Middle Childhood (ages 3-12); Early Adolescence through Young Adulthood (ages 11-18+)	Visual Arts (all grades)
Career and Technical Education	Early Adolescence through Young Adulthood (ages 11-18+)	Career and Technical Education . Various titles, specific to area of vocational experience (all grades)
English as a New Language	Early and Middle Childhood (ages 3-12); or Early Adolescence through Young Adulthood (ages 11-18+)	English to Speakers of Other Languages (all grades)
English Language Arts	Early Adolescence (ages 11-15)	English Language Arts (Grades 5-9)
English Language Arts	Adolescence and Young Adulthood (ages 14-18+)	English Language Arts (Grades 7-12)
Exceptional Needs Specialist	Early Childhood through Young Adulthood (ages 3-18+)	No comparable title
Generalist	Early Childhood (ages 3-8)	Early Childhood (Birth-Grade 2)
Generalist	Middle Childhood (ages 7-12) or Early Adolescence (ages 11-15)	Childhood (Grades 1-6); Middle Childhood Generalist (Grades 5-9)
Health Education	Early Adolescence through Young Adulthood (ages 11-18+)	Health Education (all grades)
Library Media	Early Childhood through Young Adulthood (ages 3-18+)	Library Media Specialist (all grades)
Literacy: Reading-Language Arts	Early and Middle Childhood (ages 3-12)	Literacy (Birth-Grade 6)
Mathematics	Early Adolescence (ages 11-15);	Mathematics (Grades 5-9)
Mathematics	Adolescence and Young Adulthood (ages 14-18+)	Mathematics (Grades 7-12)
Music (Available 2015-2016)	Early and Middle Childhood (ages 3-12); Early Adolescence through Young Adulthood (ages 11-18+)	Music (all grades)
Physical Education	Early and Middle Childhood (ages 3-12); Early Adolescence through Young Adulthood (ages 11-18+)	Physical Education (all grades)
School Counseling	Early Childhood through Young Adulthood (ages 3-18+)	School Counselor (all grades)
Science	Early Adolescence (ages 11-15); Adolescence and Young Adulthood (ages 14-18+)	Comparable certificate based on content/concentration and age level
Social Studies-History	Early Adolescence (ages 11-15)	Social Studies (Grades 5-9)
Social Studies-History	Adolescence and Young Adulthood (ages 14-18+)	Social Studies (Grades 7-12)
World Languages (Available 2016-2017)	Early and Middle Childhood (ages 3-12); Early Adolescence though Young Adulthood(ages 11-18+)	Comparable certificate based on content/concentration and age level

Check the web page, www.nysed.gov, and search for NBPTS Certificate Titles and Comparable NYS Certificate Titles.

Developing The Career Continuum

NYSUT in partnership with NYSED and the National Board Council of New York is working to cultivate teacher leadership by engaging labor management and practitioners to strengthen policies and structures for teachers to attain Board certification and serve in instructional leadership roles. All teachers should have multiple, differentiated opportunities to grow professionally and have the option to take on additional responsibilities throughout their careers as classroom teachers.

The career continuum illustrates that teachers grow professionally at different rates and that educators learn best from their professional peers. Although most teachers pursue Board certification after year five, movement along the continuum is evolutionary and is based more on performance and professional growth than specifically on time in the profession. While a teacher may be at an expert stage when it comes to one dimension of growth they may concurrently be at developing stage in another. The National Board Certification process can identify areas of strength and address areas for professional growth.



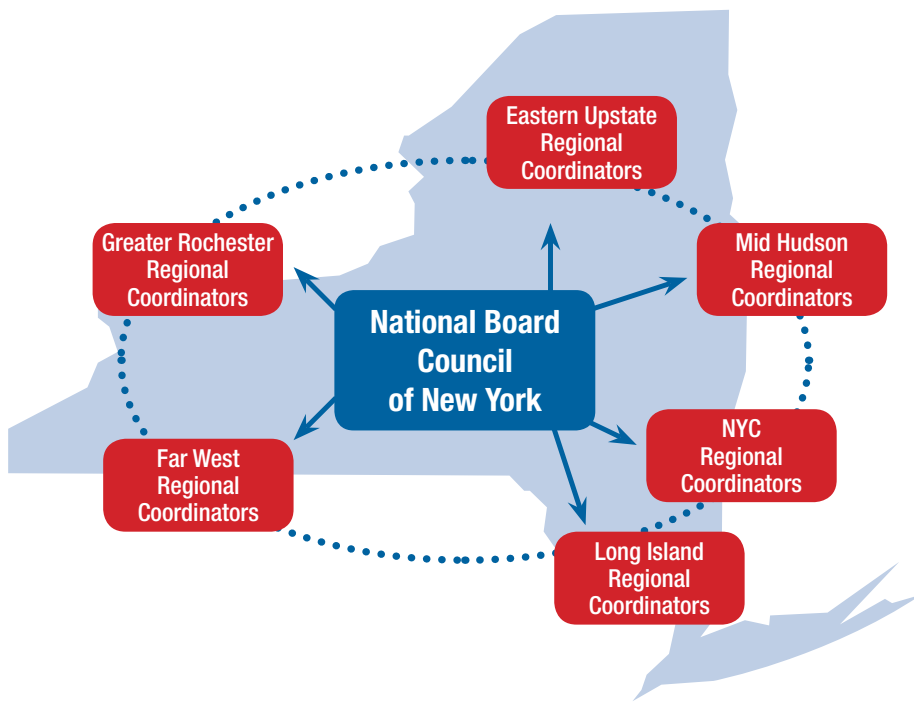
Through its Teacher Leadership Initiative with the National Education Association and the Center for Teaching Quality, the National Board has helped develop a set of teacher leadership competencies, which articulate teacher leadership along three pathways: instructional leadership, policy leadership and association leadership. Go to <http://www.teachingquality.org/content/teacher-leadership-competencies>.

National Board Certificate Renewal

NBCTs who certify before 2016 hold the certification for ten years. An NBCT must complete the National Board Profile of Professional Growth prior to the expiration date of the certificate. Work on the Profile of Professional Growth may begin as early as year 8 of the current certification period.

The Profile of Professional Growth is evaluated by two independent NBCTs who holistically evaluate the three interrelated components and reflection as a single entity. Based on the entire body of evidence submitted, the evaluating NBCTs render a single decision – to renew or not renew – using criteria specified in the rubric for renewal certification. The rubric (identical for all candidates) regardless of certificate area can be found online at: www.boardcertifiedteachers.org/renew

NBCTs certifying after 2016 will complete a Maintenance of Certification (MOC) every five years. For information see: <http://boardcertifiedteachers.org/maintenance-of-certification>. Beginning in 2021, as existing 10-year certificates expire, NBCTs will extend their certificate at five-year intervals through the new MOC process.



NYSUT is an active partner of the The National Board Council of New York (NBCNY) which is an affiliate network of the National Board for Professional Teaching Standards (NBPTS) and provides awareness and support structures for teachers to pursue the National Board Certification process. NBCNY works to increase the number of NBC candidates by developing effective NBC support programs across the state.

In NYS more than 1700 NBCTs work to improve student learning. Our aim is to increase the number of NBCTs in teacher leader roles and to provide a positive voice for P-20 education

NBCNY Co-Directors: NBCNY Directors coordinate the work of the Council. They work closely with union leaders, district administrators, institutions of higher education, and corporate and foundation funders to support projects and efforts regarding National Board candidacy and teacher leadership.

Colleen McDonald <i>cmcdteach@gmail.com</i> 518-573-6368	Annette Romano <i>aromano12@gmail.com</i> 518-339-2285
--	--

Regional Coordinators: Regional Coordinators provide site specific support for candidates and their district partners to support the National Board process. NB Regional Coordinators can provide awareness sessions and workshops, help establish NB cohort configurations, provide examples of incentives and district supports, identify NB Candidate Support Providers who receive extensive training to lead cohort groups, and help guide the process to fit local context. Ambassadors promote awareness and are available to present an overview of the National Board Certification process to teachers and other stakeholders.

Eastern Upstate

Annette Romano
aromano12@gmail.com
Maria Fenton
mfenton@solvayschools.org
Available Candidate Support Providers - 55
Higher Education Partners: SUNY Albany, SUNY Plattsburgh, Union Graduate College

Mid-Hudson Region

Colleen Napora
cnapora@acsdny.org
Stefanie Rice
srice@acsdny.org
Available Candidate Support Providers - 14

Greater Rochester Region

John Gorman
jogorman@rochester.rr.com
Trudy Bantle
tbantle@fairport.org
Available Candidate Support Providers - 22
Higher Education Partners: Nazareth

Far West Region

Teri DiPasquale
theresa811@aol.com
Lori Mancuso
lmancuso@wscschools.org
Available Candidate Support Providers - 24
Higher Education Partners: Niagara University

Long Island

Jennifer Wolfe
jwolfe@oceansideschools.org
Erin Gilrein
egilrein@oceansideschools.org
Available Candidate Support Providers - 9
Higher Education Partners: Adelphi

New York City

Lorraine Scorsone
lscorsone@ufttc.org
Jessica Kruse
jeskruse10@gmail.com
Available Candidate Support Providers - 27
Higher Education Partners: Fordham