

WHAT DOES THE RESEARCH SAY ABOUT NATIONAL BOARD CERTIFICATION'S IMPACT ON YOUR SCHOOL AND DISTRICT?

In a congressionally mandated report, the National Research Council (NRC) of the National Academies has affirmed, after an extensive research review, the National Board Certification process has a positive impact on student achievement, teacher retention and professional development. Research findings have found:

- Students of NBCTs outperform students of non-NBCTs on achievement tests, with a greater effect among minority students. (NRC, 2008; Clotfelter, Ladd and Vigor, 2007; Goldwater and Anthony, 2004; Cavalluzzo, 2004)
- National Board Certification helps to change teachers' formative assessment practices and their instruction in general. Even teachers who start at a lower skill level end up with better teaching practices than those who did not go through the certification process. (Sato, Wei and Darling-Hammond, 2008)
- National Board Certified Teachers provide mentoring and guidance to the new or struggling teachers who are most likely to leave within the first five years of teaching. (Yankelovich, 2001, Sykes, et al., 2006)

Most recently, a 2012 study by Harvard University's Strategic Data Project found that students of NBCTs in the Los Angeles Unified School District made learning gains equivalent to an additional two months of instruction in math and one month in English Language Arts.

HOW DOES NATIONAL BOARD SUPPORT CCSS AND NCEES?

As teacher leaders, mentors, and peer coaches, NBCTs model instruction that aligns with the Common Core State Standards (CCSS) and the NC Educator Evaluation System (NCEES). The National Board holds student learning at the center of its mission, with higher order thinking as the hallmark of successful student learning that leads to productive citizenship. The National Board Certification process requires teachers to guide students to become critical thinkers and problem solvers. With this shared vision for students to become productive citizens through college and career readiness, National Board supports the goals of the Common Core State Standards. Both are aligned in a common set of knowledge and skills that prepare students for their future, yet National Board standards go further in ensuring that teachers have the expertise and competencies to create and sustain the conditions to advance student learning (<http://www.nbpts.org/common-core-state-standards>).

The core teaching standards of the NC Educator Effectiveness System are directly aligned to the National Board's 5 Core Propositions, established in 1989. Both National Board Certification and the NCEES:

- emphasize teacher leadership & collaboration
- require formative assessment & differentiated instruction of students
- expect constant teacher reflection and professional growth

The National Board process transformed my beliefs not only about my own capacity to grow but also the capacities of my students. When I say "transformed," I am not saying that it made me complete, rather it ignited a fire in me to keep learning and challenging myself to grow. Truthfully, I am in the National Board "process" each and every day now.

Kenneth McKee, Early Adolescence English Language Arts, 2006
Buncombe County Schools



HOW DO NATIONAL BOARD CERTIFIED TEACHERS MAINTAIN THEIR PROFESSIONAL GROWTH AND IMPACT STUDENT LEARNING?

In order to maintain the designation as a National Board Certified Teacher (NBCT), NBCTs in their eighth or ninth year should begin the NBCT renewal process. The renewal process allows certified teachers to demonstrate how their professional practice remains consistent with the high and rigorous standards for their subject area. National Board Renewal is:

- an excellent tool for teacher retention and morale
- a research-based form of professional development for experienced teachers
- a differentiated growth plan for accomplished educators

For more information about the renewal process, visit www.boardcertifiedteachers.org (The state of North Carolina does not fund the renewal process.)

WHERE TO GO TO LEARN MORE ABOUT NBPTS IN NC

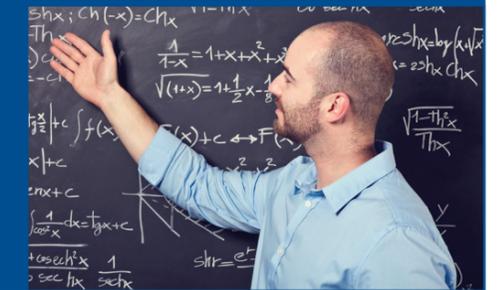
For more information on state assistance, completing the application, or candidate support contact:

Dr. Sonja Brown
NCDPI National Board Certification Program Coordinator
919-807-3358 or sonja.brown@dpi.nc.gov

or the National Board for Professional Teaching Standards at www.boardcertifiedteachers.org

What Difference Can National Board Certified Teachers Make in Your School District?

What District Leaders Need to Know



NATIONAL BOARD CERTIFICATION

National Board Certification, offered by the National Board for Professional Teaching Standards (NBPTS), is a way to recognize the accomplished teaching being delivered in North Carolina's classrooms. The certification process, based on high and rigorous standards, evaluates teaching practice through performance-based assessments. The result is improved performance and achievement for North Carolina's students.

The mission of the National Board for Professional Teaching Standards is to advance the quality of teaching and learning by:

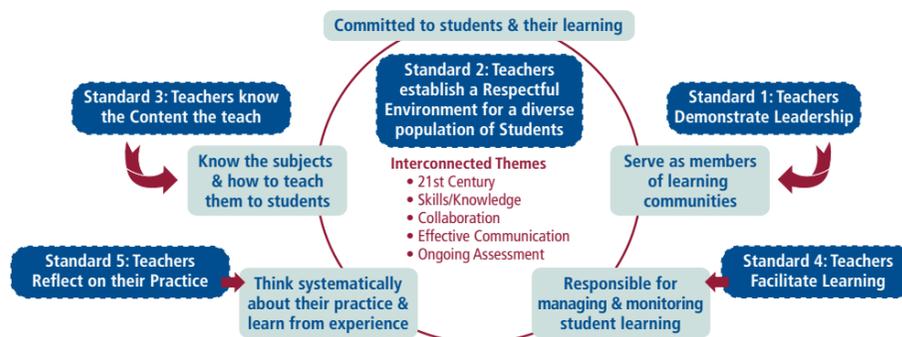
- maintaining high and rigorous standards for what accomplished teachers should know and be able to do;
- providing a national voluntary system certifying teachers who meet these standards; and
- advocating related education reforms to integrate National Board Certification in American education and capitalizing on the expertise of National Board Certified Teachers.

At the core of the National Board Certification process are standards which describe the highest level of teaching in different disciplines and with students at different developmental levels. These standards represent a consensus among accomplished teachers and other education experts about what accomplished teachers should know and be able to do. They are aligned with the North Carolina Teacher Evaluation Process Standards. NBPTS Standards are available for downloading free-of-charge at www.nbpts.org.

Teachers who have participated in National Board Certification have overwhelmingly stated it is the most powerful professional development experience of their careers. They say the experience changes them as teachers. Through the process, they deepen their content knowledge and develop, master, and reflect on new approaches to work with their students.

The National Board is revising its certification program starting in 2014-15.

NBPTS Five Core Propositions and NCTEP Five Teaching Standards



PUBLIC SCHOOLS OF NORTH CAROLINA
Educator Effectiveness
Department of Public Instruction
6330 Mail Service Center, Raleigh, NC 27699-6330

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THE NEWLY REVISED CERTIFICATION PROGRAM

The certification process for National Board Certification is designed to collect standards-based evidence of accomplished practice. In all certificate areas, candidates for National Board Certification are required to complete four components: three portfolio entries, which you submit online, and a computer-based assessment, which is administered to you at a testing center. National Board Certification will rollout over the course of three cycles.

2014-15*	2015-16	2016-17
C1: Content Knowledge**	C1: Content Knowledge	C1: Content Knowledge
C2: Differentiation in Instruction	C2: Differentiation in Instruction	C2: Differentiation in Instruction
	C3: Teaching Practices & Learning Environment	C3: Teaching Practices & Learning Environment
		C4: Effective and Reflective Practitioner

* Due to the ongoing revision of Career and Technical Education (CTE), candidates for the CTE certificate will begin the new process in 2015-16.

** The World Language (WL) and Music Content Knowledge component will be delayed until 2015-16, but Differentiation in Instruction will be available in 2014-15.

Once all components are available, completing National Board Certification may take anywhere from one year to five years, depending on the approach you take, under the following guidelines:

- You may take one or more components per year.
- You must attempt each of the four components within a three-year period.
- After each initial attempt of a component, you will have two opportunities to retake.

The Components

A general description of each component follows. The specific instructions will vary by certificate area, as will the standards assessed by each component.

Content Knowledge: In this computer-based assessment, you demonstrate knowledge of and pedagogical practices for teaching your content area. You must demonstrate knowledge of developmentally appropriate content, which is necessary for teaching across the full age range and ability level of your chosen certificate area. This is assessed through the completion of three constructed response exercises and approximately 45 selected response items (SRIs). You will have up to 30 minutes to complete each of the three constructed response exercises and up to 60 minutes to complete the selected response section.

Differentiation in Instruction: This classroom-based portfolio entry is primarily comprised of samples of student work and an accompanying written commentary. You will submit selected work samples that demonstrate the students' growth over time and a written commentary that analyzes your instructional choices.

Teaching Practice and Learning Environment: This component is currently under development. It is a classroom-based portfolio entry that requires video recording(s) of interactions between you and your students. A written commentary in which you describe, analyze and reflect on your teaching and interactions will also be submitted. Both the video and the written commentary should demonstrate how you engage students and impact their learning.

Effective and Reflective Practitioner: This component is currently under development. It is a portfolio entry that requires evidence of your impact across your professional responsibilities as an educator including your students, peers, and community.

HOW DO TEACHERS ACHIEVE NATIONAL BOARD CERTIFICATION?

To be eligible for National Board Certification, you must:

- Hold a bachelor's degree (Exception: Career and Tech Ed teachers must have met the licensure requirements for the state);
- Have completed three full years of teaching or school counseling; and
- Possess a valid state teaching or school counseling license (Exception: If you are teaching where a license is not required, you have taught in schools recognized and approved to operate by the state).

Meet those three qualifications? Then your next step is to read the 2014 Guide to National Board Certification, at <http://www.boardcertifiedteachers.org> which provides more in-depth information.

SUPPORT FROM THE STATE OF NORTH CAROLINA

State legislation provides support to teachers seeking advanced certification through the National Board for Professional Teaching Standards. For state-paid teachers with a clear Standard Professional 2 license and a minimum of three years teaching experience in North Carolina, the state will:

- lend the assessment fee;
- provide up to three days of paid release time for new candidates (North Carolina provides every ELIGIBLE* initial candidate 3 days of professional leave. *Eligible is defined as those candidates who meet requirements for the state loan, whether or not they take the loan.);
- grant renewal credit for those teachers completing all components of the assessment within the funded assessment cycle (Initial candidates who complete the process are granted 8.0 renewal credits which satisfy all requirements for one teaching license renewal cycle.); and
- pay National Board Certified Teachers a salary differential (Bachelor's pay salary schedule) of 12% of their state salary for the life of the certificate (10 years initially and renewable each ten years). Charter school payment differentials may vary.

Before I began the National Board Certification process, many of my colleagues told me that it would be one of the best professional development experiences in my career. I had no idea how true that would be. The certification process was challenging, but I grew because of the challenges. As I took the time to brush up on my content knowledge, seek innovative ways to meet the needs of my students, and reflected on my practices, I improved as a teacher. I have since applied the five core propositions to my teaching career, and I have learned the importance of researching, reflecting, collaborating with my colleagues, and constantly seeking improvement in order to help my students grow and be successful.

Karyn Collie Dickerson, English Language Arts/ Adolescence and Young Adulthood, 2010 Guilford County Schools, Burroughs Wellcome Fund NC Teacher of the Year, 2013-2014



The challenging process of preparing for National Board Certification transformed my teaching practice. Through effective questioning and reflection, I am more prepared to meet the ever changing and demanding rigors of learning today. The day I sent off my portfolio, the true reward of National Boards had already occurred: I was a much better teacher.

Victoria Bardsley, Exceptional Needs Specialist/ Early Childhood through Young Adult, 2012 Wake County Schools

ELIGIBILITY CRITERIA FOR STATE FUNDING

The total cost of certification will decrease from \$2500 to \$1900 with each of the four components costing \$475. Candidates will have the option to pay for and submit components separately. However, the North Carolina State Education Assistance Authority (NC-SEAA) will lend the assessment fee of \$1900 upfront to any eligible teacher. Teachers must pay the NBPTS annual registration fee of \$75.00 (starting with the revised process) when they submit their application to NBPTS, apply for the NC-SEAA loan through the Department of Public Instruction (see eligibility requirements at <http://www.ncpublicschools.org/educatoreffectiveness/nationalboardcertification/application/>), and repay the assessment fee within three years to the state of NC. Candidates will have the opportunity to wait 12 months, interest free, before beginning payments.

Teachers are eligible for state loan if they:

- are paid entirely from state funds;
- have completed three full years in North Carolina Public Schools (This includes DOC, DHHS, Office of Juvenile Justice, and licensed public charter schools);
- hold a valid, clear, continuing SP2 North Carolina teaching license;
- have not previously received State Funds for participating in the NBPTS assessment; (If a candidate received funding, withdrew from the process and fulfilled the repayment obligation, s/he can be funded again.)
- engage in direct classroom instruction or library/media or guidance counseling work 70% of the time over the course of the academic year.

IMPORTANT: If you do not meet the criteria listed above, please contact your local school system to determine additional steps needed to qualify for State funding.

HOW CAN YOUR DISTRICT SUPPORT NATIONAL BOARD TEACHERS AND CANDIDATES?

- Designate a district contact/candidate support provider (CSP), as well as a representative in every school building.
- Schedule National Board workshops and coaching sessions throughout the year.
- Ask NBCTs to serve as teacher leaders in their buildings and districts (professional development, coaching, mentoring, School Improvement Teams, advisory committees).
- Pay/provide incentives to NBCTs to serve as coaches/readers.
- Recognize new and renewed NBCTs at a district banquet, with special name-tags or plaques, at the district level as well as in their school buildings.
- Provide specialized support for Renewal Candidates.