



NBPTS®

National Board Certification and School Reform: Proven Solutions and New Possibilities for Today's Policy Makers

**Craig G. Thibaudeau
Executive Director**

**National Board for Professional Teaching Standards
cthibaudeau@nbpts.org**



NBPTS[®]

Session Goals

How National Board Certification (NBC) can:

- Execute a vision that *assists teachers and school systems in their efforts to help students succeed*
- *Foster school improvement efforts*
- *Integrate and align with improvement efforts* initiated by state, district, and local school systems
- Provide lawmakers with choices that will provide a return on their *investment in school reform*.



NBPTS[®]

The Mission of NBPTS

- *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
- *Advocating related educational reforms* to integrate National Board Certification in American education and to capitalize on the expertise of National Board Certified Teachers (NBCTs)



NBPTS[®]

National Board Certification fosters quality teaching and student learning

“The evidence is clear that National Board Certification distinguishes more effective teachers...with respect to student achievement.”

**Congressionally-mandated report
National Research Council of the National Academies
June 2008**



NBPTS®

Key findings overall include that National Board Certification:

- **Increased student achievement.** Studies show that NBCTs are more effective than non-NBCTs in improving student achievement.
- **Identified high quality teachers.** National Board Certification process is rigorous, and only the most accomplished candidates achieve certification.
- **Improved teacher professional development.** Evidence shows that going through the assessment process provides professional development that positively impacts teacher knowledge and practice.



NBPTS[®]

Student Learning, Student
Achievement:

**HOW DO TEACHERS
MEASURE UP?**

A REPORT BY THE
Student Learning, Student Achievement Task
Force



NBPTS[®]

Student Learning, Student Achievement t a s k f o r c e

- **Chair Robert Linn, *NBPTS Certification Council Member***
- **Lloyd Bond, *Professor Emeritus, University of North Carolina at Greensboro and Senior Scholar Emeritus, the Carnegie Foundation***
- **Peggy Carr, *Associate Commissioner, Assessment Division, National Center for Education Statistics***
- **Linda Darling-Hammond, *Charles E. Ducommun, Professor of Education, Stanford University***
- **Douglas Harris, *Associate Professor of Educational Policy Studies, University of Wisconsin at Madison***
- **Frederick Hess, *Resident Scholar and Director of Education, Policy Studies, American Enterprise Institute for Public Policy Research***
- **Lee Shulman, *President Emeritus, Carnegie Foundation, Charles E. Ducommun Professor Emeritus, Stanford University***



NBPTS[®]

Conclusion of the Student Learning, Student Achievement Taskforce

“By now, our unwavering support for using student learning as a cornerstone of teacher evaluation should be clear. It should be equally clear that much work needs to be done to research and refine the best ways of incorporating measures of student learning into teacher evaluation systems.”



NBPTS[®]

And further...

“As new approaches emerge, this report underscores the need for educators and policymakers to combine multiple measures of student learning with a comprehensive approach to measuring accomplished teaching practice and student learning.”



NBPTS®

And finally....

“The task force believes that the National Board can play a critical role in the broader policy conversations on measuring teacher performance by communicating the broad principles that guide its systems and measures, as well as the approaches needed to better gauge teachers’ roles in student learning.”



NBPTS®

What National Board Certified Teachers do for our students

- **Foster a deeper understanding of content**
- **Measurably improve our students learning and achievement**
- **Provide individualized instruction based on students needs and strengths**
- **Help our students demonstrate knowledge through a variety of assessment methods**



NBPTS®

National Board Certification® is...

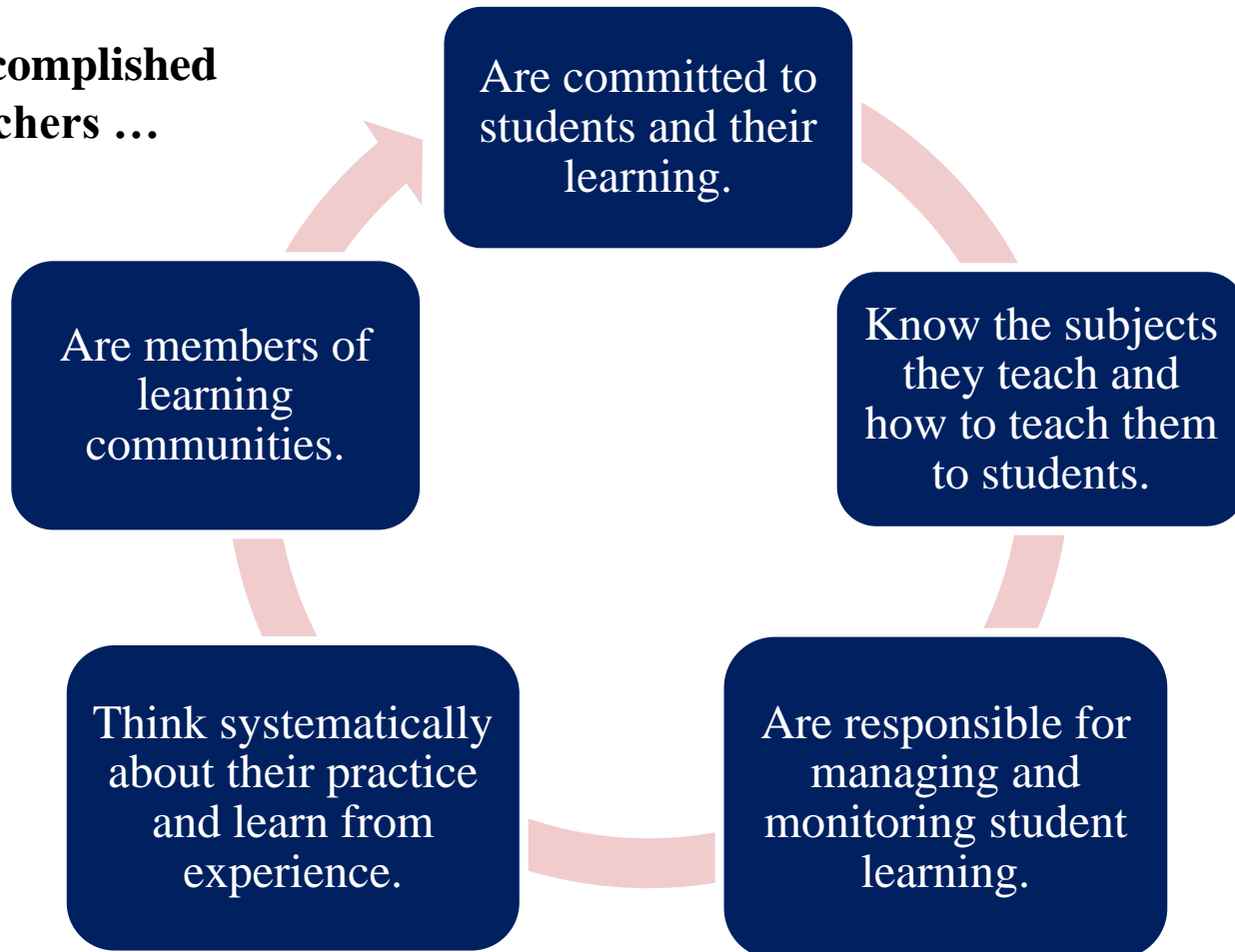
- **Recognition for accomplished teaching—content knowledge and teaching pedagogy**
- **Advanced certification**
- **Voluntary**
- **Assessment based on national standards of accomplished teaching developed by teachers and other educators**



NBPTS[®]

It's about the Five Core Propositions

**Accomplished
teachers ...**





NBPTS®

The certification process...

- **Is a two-part assessment**
- **Can be completed in one year, with up to 3 years to certify**
- **Is based on standards in each certificate area**

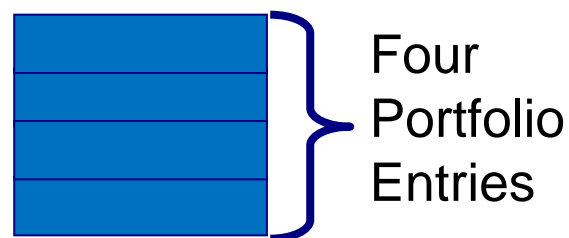


NBPTS[®]

The assessment

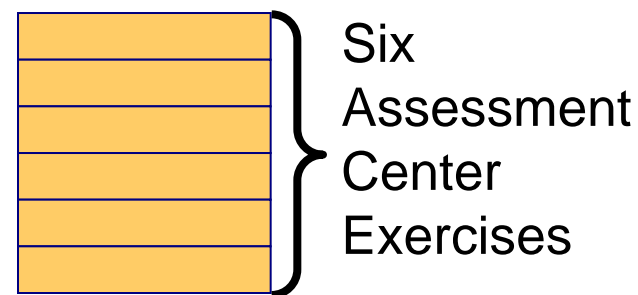
Four Portfolio Entries

- Demonstrate accomplished teaching
- Include videos of large- and small-group classroom practice
- Require student work samples
- Document continuous learning, leadership, and collaboration



Six Assessment Center Exercises

- Demonstrate accomplished proficiency with subject matter
- Are delivered at a computer-based testing center
- Are timed, with open-response prompts





NBPTS[®]

National Board Standards and Certification for Principals

**A Framework for Evaluating
and
Developing Effective Leadership**



NBPTS®

National Board Certification for Principals

- **National Board Certification for Principals is the first phase of an expanded umbrella program, National Board Certification for Educational Leaders, which assesses and identifies effective principals.**
- **The process builds on the National Board for Professional Teaching Standards (NBPTS) highly successful program, National Board Certification for teachers and school counselors.**



NBPTS[®]

National Board Certification for Principals

The process developed for National Board Certification for Principals reflects a rigorous and fair principal assessment process that could form the basis for an evaluation system that assesses effectiveness based on multiple measures of both student performance *and* instructional leadership skills.



NBPTS®

The NBCP Assessment Process

Principal-candidates will prepare and submit a range of products and performances including data collection and analysis, audio and video artifacts, written plans and reflections, and interviews



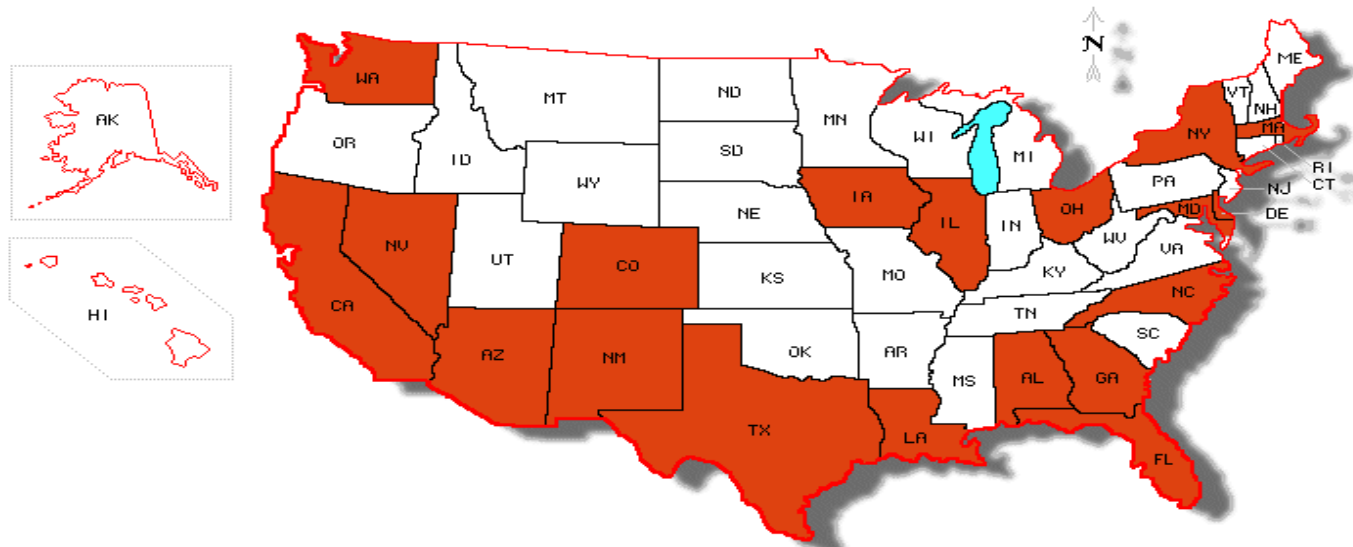
NBPTS®

The NBCP Assessment Process

- **The six entries are:**
 - 1.Contextual Profile and Strategic School Plan**
 - 2.Student Efficacy and Growth**
 - 3.Teacher Efficacy and Effectiveness**
 - 4.Parent and Community Engagement**
 - 5.Principal's Leadership, Growth, and Reflection**
 - 6.Continuous Improvement and Accountability**



NBPTS[®]



Alabama
Arkansas
California
Colorado

Delaware
Florida
Georgia
Illinois

Iowa
Louisiana
Maryland
Maine

Nevada
New Mexico
New York
North

Carolina
Ohio
Texas
Washington



NBPTS®

Take One!

Job-Embedded Professional Development...

***Take One!* provides a proven framework for teacher effectiveness and school improvement**



NBPTS[®]

Take One!

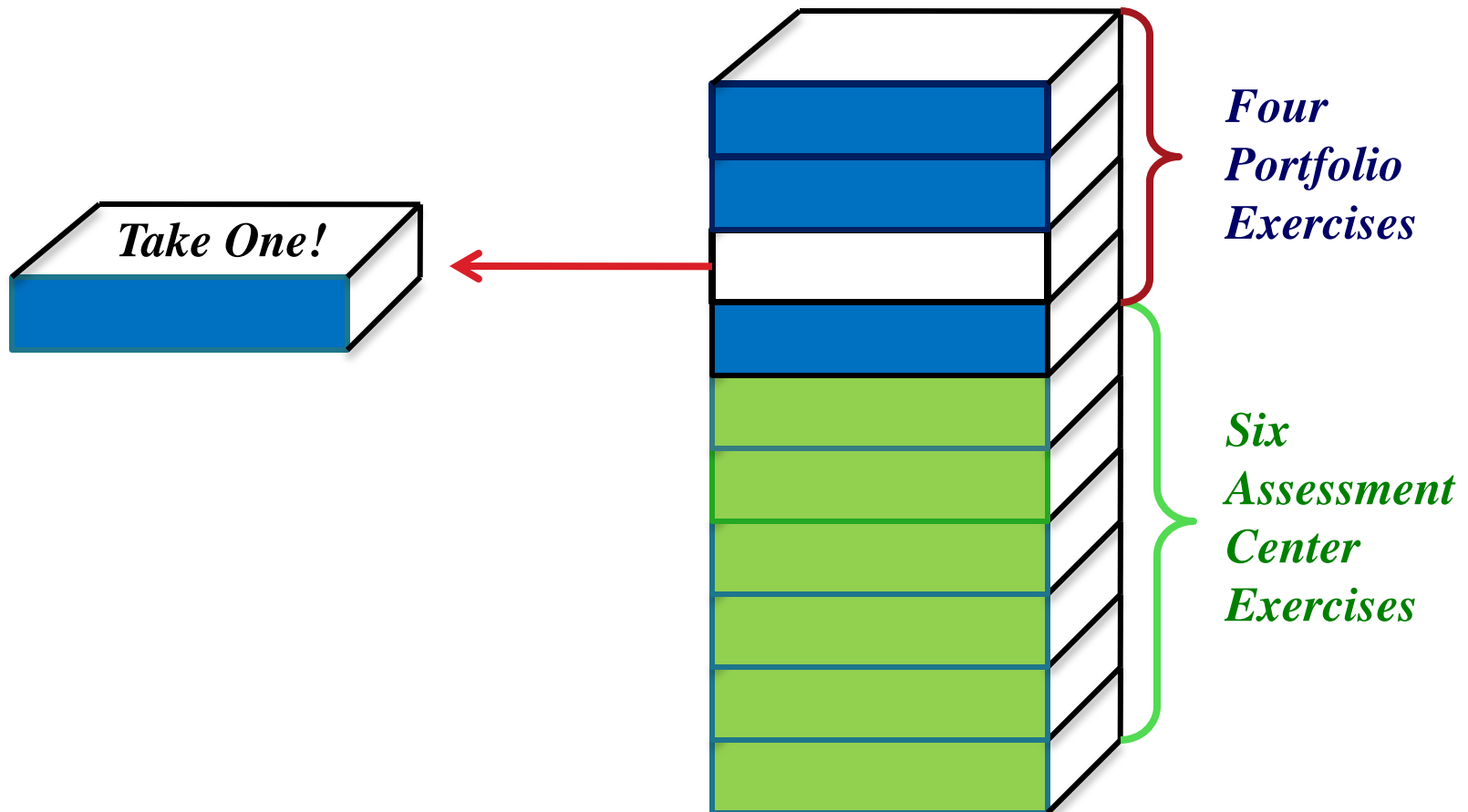
Take One! as a systematic approach to improve teaching and learning ...

- Provides an effective framework for professional learning
- Focuses on increasing the quality of instructional practices
- Creates a coherent, effective school culture
- Provides professional development in a whole-school context
- Moves *Take One!* finishers into full certification



NBPTS[®]

*Take One! is **more than Ten Percent** of the
National Board Assessment Framework*





NBPTS[®]

An investment for today and the future...

- **The nation must strengthen funding spent on high quality professional development--and the components of *Take One!* provide policymakers with a template for doing so.**



NBPTS[®]

Turning Around Low-Performing Schools

- **As a recognized leader in defining educator effectiveness, the National Board is uniquely positioned to act as a catalyst for helping to turn around the nation's struggling schools. NBCTs nationwide are transforming the teaching profession, raising student achievement in classrooms and helping to turn around struggling schools.**



NBPTS[®]

Schools For Excellence

- **Now is the time to accelerate the infusion of the best practices of National Board into successful school wide reform through the National Board's new comprehensive *Schools for Excellence* turnaround model. *Schools for Excellence* includes the following components:**



NBPTS[®]

The Matrix: The National Board for Professional Teaching Standards

**Expanding the
core of
effective
teachers**

National Board Certification

92,000 National Board
Certified Teachers.

Standards- and evidence-
based assessment program to
develop, recognize and retain
the nation's most
accomplished teachers and
improve teacher
effectiveness.

**Meeting
student needs
in underserved
schools**

Targeted High Need Initiative

Supports teachers pursuing
National Board Certification
in underserved schools.

Take One!

Offers a component of
National Board Certification
to individual educators or an
entire faculty to build learning
communities.

**Developing
effective
teachers and
leaders**

National Board Certification for Educational Leaders

(NBCEL)

Builds on the successful
concept of National Board
Certification for teachers to
create whole school reform by
developing new certification
programs for principals,
assistant principals, and
teacher leaders.



NBPTS®

Current Policy Supporting National Board Certification

- **Currently, more than 30 states and at least 1,000 school districts provide some type of financial support for NBPTS programs.**



NBPTS[®]

Current Policy Initiatives

- **New national, state and local policies are promoting *partnerships* and greater *alignment* with NBPTS principles ...**
 - **National standards for teachers**
 - **Effective professional development**
 - **Turn-around strategies for high-need schools**
 - **The recognition of accomplished teachers**
 - **Teacher leadership**



NBPTS[®]

Policy Recommendations

- **Encourage licensure systems to recognize NBCTs.**
- **Shift funding priorities in teacher salary schedules to support the National Board Certification process.**
- **Involve NBCTs in education policy discussions and debates.**



NBPTS[®]

Making School Improvement Work

- Align proven *research-based* NBPTS programs
- Provide an *integrated approach* to building teacher effectiveness and leadership capacity
- Foster a *standards-based* professional learning community
- Incorporate a *rigorous evaluation* process
- *Use NBCTs* effectively



NBPTS®

For more information...

Toll-free phone number:

1-800-22TEACH

www.nbpts.org