# National Board Certification

Demonstrating
Accomplished Teaching



### Welcome!

- My name is....
- I work in .....
- My position is.....
- I need to learn today.....



#### The National Board's founding vision



- 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 to capitalize on the expertise of National Board Certified Teachers.

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- First teachers become National Board Certified



#### Mission of the NBPTS

#### Advance student learning and achievement by

- establishing the definitive standards and systems for certifying accomplished educators,
- providing programs and advocating policies that support excellence in teaching and leading, and
- engaging National Board certified teachers and leaders in that process.



## National Board Certification... Teacher-driven

Practicing classroom teachers:

Serve on the NBPTS Board of Directors

Serve on standards committees

Score the assessments

**Promote National Board Certification** 

Provide candidate support



## National Board Certification... Teacher-driven

- Profession-accepted standards for accomplished teaching
- Valid and reliable process for certifying teachers who meet those standards
- 107,000+ board-certified teachers nationwide
- For teachers, by teachers



## Subject-Specific Teaching Standards

- Based on the five core propositions.
- Created by committees of teachers, teacher educators, developmental experts, and leaders in disciplinary fields.
- Reviewed publicly by a field of education and teaching experts.
- Revision cycle in place.



#### FIVE CORE PROPOSITIONS

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



#### The Architecture of Accomplished Teaching:

#### What is underneath the surface?

3rd

Set new high and worthwhile goals that are appropriate for these students at this time

Reflect on student learning, the effectiveness of the instructional design, particular concerns, and issues

Evaluate student learning in light of the goals and the instruction

Implement instruction designed to attain those goals

Set high, worthwhile goals appropriate for these students, at this time, in this setting



Your Students - Who are they? Where are they now? What do they need and in what order do they need it? Where should I begin?

#### **Five Core Propositions**

- Teachers are committed to students and their learning
- - Teachers know the subjects they teach and how to teach those subjects to students
- - Teachers are responsible for managing and monitoring student learning
- Teachers think systematically about their practice and learn from experience

Teachers are members of learning communities

## **Enhanced Architecture of Accomplished Teaching**



- **•ASSESSMENT OF STUDENTS** 
  - •Who are they?
  - •Where are they now?
  - What do they need and
  - when do they need it?
  - •Where should I begin?

Set high, worthwhile goals appropriate for <u>these students</u>, at <u>this time</u>, in this setting.

Set new high and worthwhile goals that are appropriate for <u>these students</u> at <u>this time</u>.

Reflect on student learning, the effectiveness of instructional design, particular concerns and issues.

1

Provide timely, meaningful feedback to students about their level of accomplishment of the targeted goals.

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Design and implement instruction designed to attain these goals.

Evaluate student learning in light of the goals and the instruction.

## What Does National Certification Hold for the Classroom Teacher?

It is an opportunity to grow and be challenged as a professional.

It is also recognizes a teacher as an accomplished professional.

It can lead to increased salary and leadership opportunities.



"Undergoing the rigorous certification process has been the most powerful professional development activity of my education career, affecting how I teach and how I view teaching more than any graduate courses I have taken, workshops and conventions I have attended, or curriculums I have developed."

Karla Jenkins, NBCT

http://www.ascd.org/publications/educational-leadership/may00/vol57/num08/Earning-Board-Certification@-Making-Time-to-Grow.aspx

rofessional Teaching Standards ...

## Student Age Ranges

Early Childhood	3 – 8 yrs
Middle Childhood	7 - 12
Early & Middle Childhood	3 - 12
Early Childhood through Young Adulthood	3 – 18+
Early Adolescence	11 - 15
Adolescence & Young Adulthood	14 – 18+
Early Adolescence through Young Adulthood	11 – 18+



## 297 Oregon NBCTs

Art	4
Career/Tech Ed	4
English	37
English as New Lang	7
Exceptional Needs	18
Generalists	132
Health	0
History	12

Library/Media	4
Literacy	11
Mathematics	16
Music	9
Physical Education	3
School Counseling	1
Science	37
World Languages	1



# What Do I Need To Do To Earn National Board Certification?



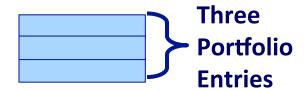
### Four Components

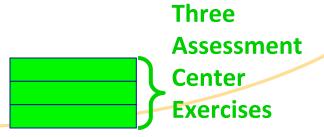
- ➤ 1: Content Knowledge Assessment
- > 2: Differentiation in Instruction
- ➤ 3: Teaching Practice and Learning Environment
- ➤ 4: Effective and Reflective Practitioner



## National Board Certification Process – Two Major Components

- Three Portfolio Entries
  - 1 video of classroom practice
  - Student work samples
  - Reflective analysis of teaching
  - Documented collaboration
- Three Assessment Center Exercises & 45 selected response
  - Timed, open-response prompts







2014-15\*

2015-16

2016-17

C1: Content Knowledge\*\*

C1: Content Knowledge

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C2: Differentiation in Instruction C2: Differentiation in Instruction

C2: Differentiation in Instruction

C3: Teaching Practice and Learning Environment

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- \* Due to the ongoing revision of the Career and Technical Education (CTE), candidates for the CTE certificate will begin the new process in 2015-16.
- C4: Effective and Reflective Practitioner

\*\* 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.

# Let's look at the pieces already present in your classroom.



Each portfolio entry includes a written commentary developed by responding to guiding questions that require the candidate to describe, analyze, and reflect on the lesson.



### Quick Write – 2 minutes

## Briefly describe a lesson you taught.



# What are the relevant characteristics of a particular class that influenced your planning for this lesson?

- Ethnic, cultural, and linguistic diversity
- The range of abilities of the students
- The personality of the class

- from a generalist portfolio



How was the lesson sequenced and organized to build on students' interest and prior knowledge, and to develop understanding as the lesson unfolded?

- from a mathematics portfolio



Cite two different interactions on the video recording that show students learning to engage in active problem-solving or critical thinking while practicing the skill. Please explain as specifically as possible, including how your teaching strategies and actions supported student learning.

- from a career & technical education portfolio



What was a successful moment/ aspect of this lesson on the video recording? Explain why it was successful.

from English Language Arts portfolio



**Video Questions -**

Are the students engaged in the lesson? How can you tell?

What evidence do you see of the students taking intellectual risks?

Were the learning goals for the lesson achieved?



Let's see how the Guiding Questions relate to the Five Core Propositions



## Teachers are committed to students and their learning

To what extent were the lesson's goals and objectives appropriate for your students?



# Teachers know the subjects they teach and how to teach those subjects to students

To what extent was your feedback to students accurate, substantive, constructive, specific, and timely? How might you have responded differently?



# Teachers are responsible for managing and monitoring student learning

To what extent were your assessment strategies effective? Would you make any changes in your assessment approach? If so, what changes would you make, and why?



# Teachers think systematically about their practice and learn from experience

How will you use what you learned to plan future instruction?



## Teachers are members of learning communities

Provide evidence of how you have engaged in ongoing professional development strengthening your knowledge, skills, and abilities relevant to your teaching context.



## Am I eligible to pursue National Board Certification?



#### **Qualified candidates must have:**

A bachelor's degree from a regionally accredited institution

At least 3 years of teaching experience with a valid state teaching credential in a public school or three years experience in a private school approved to operate by the state.

Hold a valid teaching license or teach in a school approved to operate by the state.



## Timelines, Scoring, and Cost

**Application Window:** 

March – December each year



### Due Dates for 2014 Candidacy

ePortfolio Submission Window April 1-May 15, 2015

Assessment Window March 2-June 15, 2015



### Candidate fees are \$1,900

(plus \$75 registration fee)

Each of the 4 components cost \$475



#### Is this a National Credential?

- State licensing or teacher credentialing systems set entry-level standards for novice teachers.
- National Board Certification establishes
   advanced standards for experienced teachers.
- Portability in most states.



### What the Research Says

#### **National Board Certification**

- Improves Student Achievement and Learning
- Develops Effective Teachers
- Makes a Difference in High-Need Schools
- Retains Teachers
- Recognizes Skilled Teachers and Teacher Leaders



### What the Research says

Well over 100 studies of National Board Certification

Vast majority found a significant, measurable, positive impact on student learning and teacher performance

View the studies at <a href="http://www.nbpts.org/resources/research">http://www.nbpts.org/resources/research</a>



### NBCTs consistently and deeply reflect on their work using these four themes

A focus on making learning objectives much clearer and more specific

A commitment to the learning of all kids

A deeper understanding and more frequent use of formative assessments

A practice of modifying instruction anytime, driven by the performance and understanding of students.

Mike Riley Former Superintendent Bellevue, WA



# Why should I pursue National Board Certification?

...for the same reason you get up every morning and go into your classroom.



# National Board Certification will benefit me because:



#### More Information

Oregon Department of Education <a href="http://www.ode.state.or.us/search/page/?id=226">http://www.ode.state.or.us/search/page/?id=226</a>

National Board for Professional Teaching Standards www.nbpts.org 1-800-22TEACH



# **Enhanced Architecture of Accomplished Teaching**



**•ASSESSMENT OF STUDENTS** 

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# Oregon Coalition for Quality Teaching and Learning Transforming the Teaching Profession: The Role of Board Certification and Board-Certified Teachers

June 3, 2014



### The education system we have doesn't support the teaching we need

The American mass education system, designed in the early part of the century for a mass production economy, will not succeed unless it not only raises but redefines the essential standards of excellence and strives to make quality and equality of opportunity compatible with each other

A Nation Prepared, 1986



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### 2012: A strategic crossroads and a time for deep reflection

#### **Strengths**

- Profession-accepted standards for accomplished teaching
- Valid and reliable process for certifying teachers who meet those standards
- 97,000+ board-certified teachers
- For teachers, by teachers

#### **Challenges**

- Declining federal and state support
- "Away from the table" where discussions about teaching quality were happening
- CW: Board-certified teachers all dressed up, nowhere to go



#### Teaching: A profession in transition

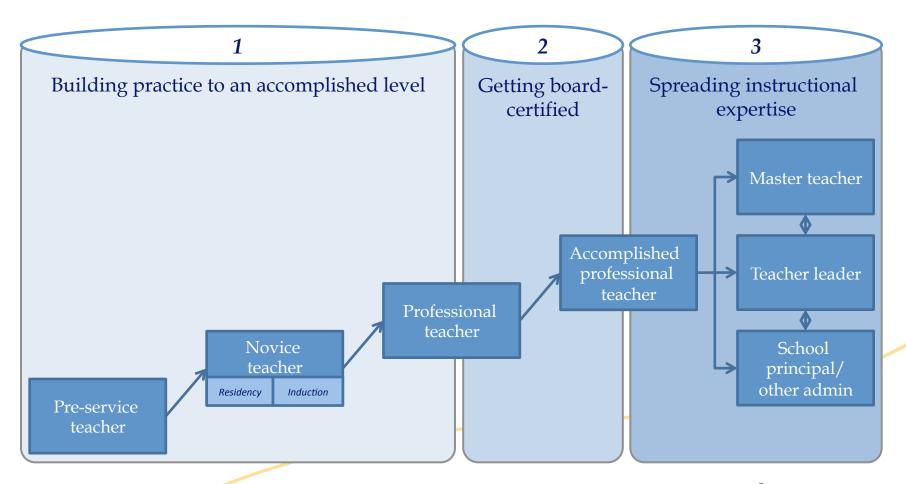
### Characteristics of a profession

- Specialized body of knowledge and skill that defines good practice
- 2. Entry defined and controlled in partnership between state and profession
- 3. Practitioners operate according to collectively defined standards of practice

How does teaching stack up today?



#### A strong career continuum for all teachers





### Opportunities for a Professional Continuum

3 Building practice to an accomplished level Transitioning into Getting boardcertified leadership role(s) Implement performance Master teacher assessments aligned to National Provide **Board Certification** pathway to ed Pilot residency models staffed Teacher leader board with board-certified teachers certification **Encourage board-certified** in tiered School teachers to serve in clinical licensure / principal/ faculty and mentor teacher other admin licensure roles renewal Engage board-certified teachers systems as partners to inform

recommendations and

approach



### Why professionalize teaching?

#### A growing consensus

- All students need to learn to high levels of achievement if they are to be ready for the economy and world they will enter
- Teaching quality is the critical school-based variable in student success

#### A system that is obsolete

U.S. education system designed in the industrial era to produce 20<sup>th</sup>
 Century results – in direct conflict with the knowledge era in which we now live

#### A strategy up to the task

 Transformation of the teaching profession could lead efforts to build the education system needed today – and to reach excellence and equity for all students



# Revisions to the National Board Certification Process



### Why revise the process?

Remove barriers. We worked with National Board Certified Teachers (NBCTs) and other experts in the profession to remove barriers in the process that have nothing to do with whether a teacher is accomplished.



### What is changing?

Flexibility - While teachers can complete the entire certification process in one year once it is fully implemented, some may choose to do so over several years if that fits better with other demands on a teacher's time.

Affordability - The total cost of certification will decrease from \$2500 to \$1,900, with each of the four components costing \$475. Candidates will have the option to pay for and submit components separately.

Two important price points

Professional Teaching Standards ...

### What is changing?

**Efficiency** - While maintaining the same level of rigor, the process will be grouped into four components.

#### Component 1

Content Knowledge

#### Component 2

• Differentiation in Instruction

#### Component 3

 Teaching Practice and Classroom Environment

### Component 4 (C4)

 Effective and Reflective Practitioner



#### How will the revised assessment roll-out?

National Board Certification will

rollout over the course of three cycles.

2014-15\*

2015-16

2016-17

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### Oregon's Teacher Continuum

- What is next for teacher professional growth in Oregon?
- How can National Board Certified Teachers play a role in shaping the education discourse?
- What leadership roles are available to NBCTs now and in the future?
- How can National Board support the vision the Coalition is fostering around teacher pots growth and development?