



55,000 REASONS TO BELIEVE:

THE IMPACT OF NATIONAL BOARD CERTIFICATION® ON TEACHER QUALITY IN AMERICA





NBPTS MISSION

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 to capitalize on the expertise of National Board Certified Teachers.

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TABLE OF CONTENTS

FROM THE NBPTS PRESIDENT	1
EXECUTIVE SUMMARY	3
55,000 REASONS TO BELIEVE	5
Origins of a Movement	8
POSITIVE IMPACT ON THE FIELD	9
Tapping the Potential of a National Board Certified Teacher	11
EXPANDING THE INFLUENCE OF NATIONAL BOARD CERTIFICATION	13
How Various Fields Identify Highly Accomplished Practitioners	13
Mayor Daley Wants 10 Percent of Chicago Teachers to be National Board Certified	14
School Districts with the Most National Board Certified Teachers	15
U.S. Map of the Number of National Board Certified Teachers by State	17
Honor Roll of National Board Certified Teachers	17
Addressing Myths about National Board Certification	18
VISION FOR THE FUTURE	19



FROM THE NBPTS PRESIDENT

JANUARY 2007

Since its inception in 1987, the National Board for Professional Teaching Standards® (NBPTS) has met its goals of creating standards for what teachers should know and be able to do and establishing a national voluntary certification system for accomplished teachers. In this report, we take stock of our accomplishments and lay out our vision for moving forward.

The intent is to bring our many supporters up to date on the growing impact that National Board Certified Teachers® (NBCTs) are having in classrooms in every state and on the powerful role that National Board Standards now play in the education field. Our efforts are helping to boost the quality of teaching in this country and are raising the bar for what constitutes accomplished teaching.

Many new policymakers and officials from the business and nonprofit sectors may not know about our projects and our deep commitment to improving how children are taught. This report will serve as an introduction. We hope it will lead to greater awareness of and support for National Board Certification and to the use of National Board Standards and practices for teacher training, staff development, and school reform.

The title, *55,000 Reasons to Believe*, spotlights the current number of National Board Certified Teachers in our schools. It underscores our belief that each of these teachers, having completed a rigorous certification process, represents the best of what teaching can be. These dedicated men and women have demonstrated subject-area expertise as well as the ability to develop lesson plans and deliver instruction that meets the needs of students at different levels and with different abilities. These teachers justify our belief that National Board Certification is creating a culture of professionalism in teaching comparable to what certification represents in medicine, law, and other disciplines.

National Board initiatives reach beyond certification. We have developed standards in 24 fields and developmental levels of instruction. Some 500 of the estimated 1,200 institutions that provide teacher education use National Board Standards in some form, ranging from the use of our Five Core Propositions in curriculum design to the promotion of National Board Certification as a career milestone.

NBPTS will continue to be its own sternest critic in its quest to be ever more innovative and effective. As we look ahead, we see more NBCTs in our nation's schools, particularly those, often in low-income communities, struggling to lift student achievement. We see our standards being used in new ways to enhance instruction and the training of future teachers.

Please join us in this important effort.

JOSEPH A. AGUERREBERE, ED.D.
President and CEO
National Board for Professional Teaching Standards





Photo courtesy of Photodisc

55,000 REASONS TO BELIEVE...

EXECUTIVE SUMMARY

While states set minimal licensing standards for entry into teaching, the National Board for Professional Teaching Standards (NBPTS) continues to raise the bar for improving teacher effectiveness. Now in its 20th year, the National Board has set rigorous standards for teachers and developed a voluntary national certification system that recognizes, rewards, and helps retain highly accomplished teachers. National Board Certification allows teachers to demonstrate that they meet the highest standards in a total of 24 fields and developmental levels.

The demanding process — which only four of 10 teachers pass on the first try and which takes up to three years to complete — requires candidates to pass subject-matter assessments and submit a portfolio that includes videotapes of classroom instruction and assessments of student work.

The National Board Certification Standards and core principles also provide a framework that all teachers can follow to ensure they continue to improve as teachers, better transfer their subject matter knowledge to students, address individual learning needs, and monitor student learning.

INCENTIVES IN EVERY STATE

Accepted in all 50 states and the District of Columbia, the National Board Certification movement has grown dramatically over the past five years. The number of teachers who have earned the distinction has grown from 16,000 in 2001 to more than 55,000 in 2006. In North Carolina and South Carolina, National Board Certified Teachers represent more than 10 percent of the teaching force.

National Board Certification has become the most defensible and accepted form of performance-based pay in education. National Board Standards also are used by roughly 500 of the estimated 1,200 institutions that provide teacher education. Teacher education programs draw on key aspects of the National Board Certification process, such as videotaping classroom work and analyzing student teaching.

POSITIVE RESEARCH RESULTS

Research shows that National Board Certified Teachers consistently outperform their peers in knowledge of subject matter and ability to create challenging and engaging lessons.

The vast majority of the more than 150 reports, papers, and studies on National Board Certification have found that NBCTs make a significant and measurable impact in their schools. They enhance teacher performance, the quality of professional development, teacher retention, and student learning and engagement. Results are mixed on NBCTs' overall effectiveness in raising

student test scores. While some studies show significant achievement gains in classes of NBCTs compared to those of their peers, others show limited or no benefit.

Equally important is the growing evidence that National Board Certified Teachers frequently take on leadership roles and mentor other teachers. Numerous examples demonstrate how principals are raising student achievement by strategically using NBCTs. For example, the once-struggling Brighton (Ala.) Elementary School went from meeting 38 percent of its Annual Yearly Progress goals under No Child Left Behind to meeting 100 percent of those goals three years after hiring an NBCT as a school-improvement specialist.

EXPANDING THE INFLUENCE

Today, fewer than two percent of all U.S. teachers are National Board Certified. About 90 percent of physicians and about one-third of architects have successfully attained certification in their respective professions.

To encourage more teachers to participate, the National Board is exploring ways to lower the cost of certification, to address the under-representation of minorities in the process and to increase the number of NBCTs in low-performing schools. The National Board is also cooperating with states to make National Board Certification more attractive to encourage more teachers from high-needs schools to become NBCTs. California rewards NBCTs with a one-time \$20,000 bonus for working in high-needs schools, while Illinois teachers receive a \$3,000 bonus if they earn National Board Certification, plus up to \$3,000 more to mentor National Board candidates in at-risk schools.

Other states support expansion differently. Alabama has included \$8.7 million — a 13 percent increase — in its fiscal 2007 budget for teachers who earn National Board Certification. As part of its

\$87 million legislative package to foster National Board Certification, Florida covers 90 percent of the certification fee and offers a 10 percent salary increase for the life of the certificate.

BREAKING DOWN BARRIERS AND STRENGTHENING IMPACT

The National Board envisions a new era in school reform with teachers leading the way. For example, the National Board will encourage higher education institutions to embed its standards, portfolios, and video-taping in their teacher education programs. The National Board also will expand networks of National Board Certified Teachers to help reinforce and promote the strategies and philosophies of highly accomplished teaching in all U.S. schools.

National Board Certification is the best way to support accomplished teaching. However, to make the most of that investment, states must seek, at minimum, the goal of 10 percent of their teachers becoming NBCTs — as North Carolina and South Carolina have done. States also must eliminate the barriers that prevent NBCTs from having more of an impact on school performance by encouraging school leaders to make National Board Standards and NBCTs part of their school-improvement strategy. There are 55,000 reasons to support National Board Certification: 55,000 National Board Certified Teachers can play an even more powerful role if they are deployed as mentors, instructional leaders, and staff-training experts, and are asked to take on other leadership roles.

Research shows that the single most important school-related factor in raising student achievement is the quality of the teacher in the classroom. Today, in the era of high standards and increased accountability, boosting teacher quality is more crucial than ever before.

55,000 REASONS TO BELIEVE...

To ensure that all schools meet their goals for student achievement and that all young people move rapidly toward proficiency, the bar must be raised for what teachers know and can do. To provide students with the higher-order thinking skills required to compete for jobs in the global economy, all educators must have higher-order teaching skills.

While state licensing systems set minimum requirements for teaching, the National Board for Professional Teaching Standards (NBPTS) offers experienced teachers the professional development opportunity to demonstrate their knowledge, skills, and practices against high and rigorous standards in one or more of 24 fields and developmental levels.

Developed with the bipartisan support of state leaders, as well as backing from the U.S. Department of Education and the private sector, National Board Certification has been the primary vehicle through which the profession identifies, rewards, and helps retain highly accomplished teachers. Many schools give these educators new leadership opportunities, and most states recognize this “gold standard” of the profession with higher pay or other financial incentives. National Board Certification has become the most defensible and widely accepted basis for performance-based pay that exists in education. All 50 states and the District of Columbia provide some type of incentive for teachers to successfully complete the process. More than 55,000 teachers across the country have done so.

Attaining NBCT status is not easy. Teachers achieve National Board Certification after

devoting between 200 and 400 hours and up to three years preparing. The rigorous process involves an assessment of subject matter knowledge and the development of a portfolio that includes videotapes of classroom teaching judged by a team of expert peers. Only about 40 percent of teachers achieve certification in the first year.

A STANDARDS-BASED APPROACH TO BUILDING A PROFESSION

The philosophical and organizational underpinnings of National Board Certification took shape in the late 1980s. NBPTS, working with researchers and educators nationwide, identified its Five Core Propositions regarding the knowledge, skills, and dispositions that characterize accomplished teaching. The National Board created (where none had existed before) professional standards for the nation’s K-12 teachers and built them into a powerful, valid, and fair assessment system and voluntary certification process in virtually every major area of teaching.

The standards provide an enduring framework to guide teachers dedicated to continuing to improve and better transfer their subject matter knowledge to students, address individual learning needs, and monitor student learning.

As more teachers achieve National Board Certification, we raise the quality of education across this country. As a business leader, I see evidence every day that education is a critical ingredient in growing a strong economy that is full of opportunity. State Farm’s partnership with NBPTS demonstrates our commitment to the strongest teaching force possible, which will help lead us to a quality education for every child in America.

— Edward B. Rust, Jr.,
Chairman and CEO,
State Farm Insurance
Companies; Chair, NBPTS
President’s Roundtable

The 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.

National Board Certification is really important in terms of tipping the culture of a school and district. While it's great to have a National Board Certified Teacher in every school, I think that sets a very low benchmark. Instead, we want teams of National Board Certified Teachers in every school.

— John E. Deasy, Ph.D.
Superintendent, Prince George's County Public Schools, Maryland

National Board Certification in teaching — like such processes in medicine, architecture, and accounting — signifies professional excellence and demonstrates that a practitioner has met these standards through intensive study, self-assessment, and evaluation by others. Certification assures the public that a specialist has the requisite knowledge, experience, and skills for high-quality practice.

A FOCUS ON IMPROVING STUDENT LEARNING

Implicit in the National Board Standards and National Board Certification process is a focus on what matters most — improving student performance. To earn National Board Certification, candidates must demonstrate their impact on student learning by providing examples and analyses of student work. They must show that they can develop effective lessons, address individual student learning needs, and manage and monitor student learning via informal evaluations as well as through testing. They must exhibit a broad knowledge of instructional strategies and the flexibility to use new methods to yield better results.

On balance, research shows that NBCTs produce gains in their students' academic

achievement (particularly for minority and underserved student populations), assume more leadership roles in their schools, and intend to stay in teaching longer than teachers who are not National Board Certified. Data indicate that National Board Certification renews teachers' enthusiasm and enhances their professional development by encouraging them to reflect more deeply on classroom practice and become effective mentors.

A GROWING MOVEMENT

National Board Certification has experienced rapid growth. The number of NBCTs has more than tripled in recent years, rising from 16,000 in 2001 to more than 55,000 in 2006. NBCTs will have an even greater impact on the field as their numbers continue to grow, as they teach in more high-needs schools, and as they assume more prominent leadership roles.

Consider the overall growth of NBCTs in particular states. In Washington, for example, the number of NBCTs quadrupled from 2003 to 2006 — and now stands at more than 1,300. Meanwhile, states such as North Carolina and South Carolina can boast that more than 10 percent of their teachers are National Board Certified.

**NATIONAL BOARD
FOR PROFESSIONAL
TEACHING STANDARDS:**
A 20-Year Time Line

1983: President's National Commission on Excellence in Education publishes *A Nation at Risk: The Imperative for Educational Reform*, which warns of a "rising tide of mediocrity" in American schools and calls for higher standards.

1985: Albert Shanker, president of the American Federation of Teachers, calls for the establishment of a teacher standards and evaluation board.



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All other photos courtesy of Photodisc

The movement comprises a vast network of education and policy organizations, scholars, business leaders, education school faculty members and deans, union officials, and teachers in 24 fields and developmental levels. They have crafted the National Board Certification standards and assessments, and participated in outreach meetings, forums, and systematic efforts within states and districts to recruit and support candidates for National Board Certification. The network has included not only governors from all states, but also U.S. presidents. The National Board continues to receive the good will of state legislatures and the U.S. Congress on a bipartisan basis.

In recent years, the movement has sought to better represent urban and rural teachers. The National Board — for example, through its Targeted High Need Initiative — has committed to raising the number of minority NBCTs, certifying more teachers from high-

needs schools, and placing more NBCTs in such schools, especially in urban areas.

The National Board is also developing new efforts to ensure that more math and science teachers become National Board Certified. Most recently, the National Board received a \$1 million contribution from GlaxoSmithKline to create an endowment to fund scholarships for science teachers who seek certification.

From the beginning, the movement has had a core message and creed: *Better Teaching, Better Learning*. In recent years, it has added *Better Schools*. The movement's positive impact on teaching, learning, and schools will increase as highly trained, National Board Certified Teachers grow more numerous, renew their commitment to the profession, continue to increase student achievement, and inspire their colleagues.

“THERE ARE 55,000 REASONS TO SUPPORT NATIONAL BOARD CERTIFICATION: 55,000 NATIONAL BOARD CERTIFIED TEACHERS CAN PLAY AN EVEN MORE POWERFUL ROLE IF THEY ARE DEPLOYED AS MENTORS, INSTRUCTIONAL LEADERS, AND STAFF-TRAINING EXPERTS, AND ARE ASKED TO TAKE ON OTHER LEADERSHIP ROLES.”

1986: The Carnegie Task Force on Teaching as a Profession releases its final report, *A Nation Prepared: Teachers for the 21st Century*, which calls for the creation of a national board to set standards for teaching.

1987: The National Board for Professional Teaching Standards is founded. Gov. James B. Hunt, Jr., of North Carolina is elected the first chairman of the board of directors and James A. Kelly is elected the first president.

1987: The Carnegie Corporation of New York contributes \$1 million to NBPTS, the first of several annual \$1 million grants.

1988: Claire L. Pelton is elected vice chair of NBPTS.



Hon. James B. Hunt, Jr., Former Governor, North Carolina; Founding Chairman, NBPTS

ORIGINS OF A MOVEMENT

The National Board for Professional Teaching Standards (NBPTS) was launched in 1987 as a response to growing concerns about the quality of the nation's schools and the need to professionalize the teaching field to bolster student and school performance. NBPTS began as a teacher-led vehicle to set standards and measures against which teachers could voluntarily assess their own performance and as a tool to raise teacher pay and spur improvements in teacher practice. In 1985, Albert Shanker, president of the American Federation of Teachers, had already issued the first major call for a national teacher standards and evaluation board. This vision moved closer to reality when the Carnegie Forum on Education and the Economy's Task Force on Teaching as a Profession released its 1986 final report — *A Nation Prepared: Teachers for the 21st Century*, which called for the establishment of NBPTS.

From the beginning, teacher decision-making and leadership has been the hallmark of the National Board. The initial board of directors comprised 63 members, the majority of whom were classroom teachers. "This was more than a symbolic gesture," says former North Carolina Gov. James B. Hunt, Jr., who chaired the board for the first 10 years and remains an active supporter. "This effort, to have any chance of success, needed to have credibility and the confidence of the teachers."

By 1989, the National Board identified Five Core Propositions that described

the knowledge, skills, and dispositions that characterize accomplished teaching and in 1993, created the first nationwide professional standards for K-12 teachers. Some of the world's experts in the field devised the first assessments (Early Adolescence/English Language Arts and Early Adolescence/Generalist), which were field tested in 1993.

From the beginning, the National Board worked in partnership with school districts and states to introduce incentives for teachers to become certified. The efforts by the National Board's staff, board of directors, and volunteers led to a steady drumbeat of small but significant victories. In the early 1990s, NBPTS began signing up school districts and states to help candidates pay the certification fee and provide additional support. In 1994, North Carolina announced it would boost NBCTs' salaries. Other states followed suit.

The first class of National Board Certified Teachers was certified in 1994. The number of NBCTs has grown steadily, as has the number of states and districts that offer incentives. Today, more than 55,000 NBCTs work in hundreds of districts across all 50 states and the District of Columbia. Casting the most personal vote possible in support of National Board initiatives, several hundred members of the early graduating classes have renewed their certification.

1989: The National Board publishes its first "Policies and Perspectives."

1991: Congress awards the first of what would become annual federal appropriations to the National Board.

1991: Under President George H. W. Bush, U.S. Secretary of Education Lamar Alexander endorses the National Board and provides its first federal grant, thus beginning the research and development of the certification system.

1992: The Rochester City School District becomes the first jurisdiction to offer fee support for National Board Certification.

POSITIVE IMPACT ON THE FIELD

Over the past 20 years, the National Board for Professional Teaching Standards has helped make significant changes to policy and practice. Full understanding of the impact of these changes on student learning is only now emerging. Increasingly, teachers entering the field encounter National Board Standards and processes in teacher-preparation programs. Meanwhile, veteran teachers who earn National Board Certification bring new skills to their classrooms, share what they have learned with other teachers, and often move into leadership positions in their schools and districts.

Improving practice through high standards. The National Board has helped change the conversation about what makes teachers effective and expanded the concept of teaching excellence: Teachers must possess subject-matter expertise, know how students grow and develop, and command a broad range of strategies to meet diverse learning needs. The National Board's standards detail what constitutes accomplished teaching in nearly every subject and for students at all stages of development. For educators, these standards provide a career-long curriculum in excellence. For the nation, the standards represent the keystone in efforts to improve teaching and thereby student learning. The standards reflect the best thinking of teachers and organizations in 24 fields and developmental levels.

When the National Board was created, use of portfolios and videotapes for informing teacher practice was rare. The National Board's founding president, James A. Kelly, remembers that

"some ... thought we were crazy when we talked about developing portfolios. I remember spending \$25,000 to conduct a survey to determine that teachers would not object to having themselves videotaped." Today, more and more teachers videotape their work to help them analyze their practice.

The certification process has revealed how high-quality teaching relates to student learning, as evidenced not only in student achievement growth, but also in expert analyses of the richness and complexity of student work. The impact of National Board Certification on teaching has been one of the field's most rigorously studied areas. Research shows that National Board Certified Teachers consistently outperform their peers in knowledge of subject matter, receptivity to instruction, and ability to create challenging and engaging lessons. In addition, teachers who pursue National Board Certification report significant improvements in their teaching practice, regardless of whether they achieve certification.

It is no coincidence that Oklahoma, whose teachers are known for being among the best in the nation, is consistently ranked among the top U.S. states for teachers who achieve National Board Certification. Teachers who pursue this certification have made a commitment to excellence in the classroom. That is good news for all Oklahomans — but especially so for our children.

– Gov. Brad Henry,
Oklahoma

1993-1994: NBPTS conducts a national field test of the first two certificates, Early Adolescence/English Language Arts and Early Adolescence/Generalist.

1994: The first 177 candidates achieve National Board Certification, making them the first class of National Board Certified Teachers.

1994: New Mexico becomes the first state to help candidates pay the application fee for National Board Certification. By the end of the year, North Carolina and Mississippi commit to similar fee support for candidates as well as salary increases for those who achieve certification.

Washington has developed a system that helps support teachers with the energy and dedication to take on this National Board Certification challenge, and it is paying dividends for our students.

– Terry Bergeson, State Superintendent of Public Instruction, Washington

Strengthening teacher education and licensure. Some 500 of the estimated 1,200 institutions that provide teacher education use National Board Standards in some form, ranging from inclusion of the Five Core Propositions in program design and mission to promoting National Board Certification as a career milestone. Teacher education programs use key aspects of the National Board Certification process in their curriculum, such as portfolio development, videotaping classroom work, and helping aspiring teachers to analyze their technique and reflect on their practice. Several universities also use the National Board’s Digital Edge Learning Interchange — a library of online exhibits of excellent teaching — in their teacher preparation programs. The National Council for Accreditation of Teacher Education (NCATE) has aligned requirements for master’s degrees with the National Board’s performance standards.

Moreover, states such as Pennsylvania have worked with major universities to establish regional centers that introduce all teacher candidates to National Board Certification and embed National Board Standards within their programs. Emporia State University has assumed a lead role in advancing National Board Certification throughout Kansas, reaching out to teachers and providing support for 90 percent of the state’s NBCTs.

Bolstering professional development. In a national survey of National Board Certification candidates by Yankelovich Partners, the vast majority of respondents (89 percent) reported that the process equipped them to create stronger curricula and improved their ability to evaluate student

learning. Research also indicates that the National Board Certification process is transformative for teachers. A significant portion of teachers who participate (40 percent) say that their experience permanently changed their teaching beliefs and practices. Studies by David Lustick and Gary Sykes find that National Board Certification revitalizes teachers’ interest and enthusiasm for teaching. Increasingly, states and school districts are using National Board Certification as a central piece of their professional development strategy. This year, Pennsylvania has allocated \$1.2 million to cover part of the \$2,500 certification assessment fee for up to 500 teachers who wish to pursue the certificate. Overall, National Board Certification stands out as a relatively cost-effective model for professional development. A study by the Finance Project indicates that National Board Certification is at least as cost-effective as other professional development methods.

The National Board is helping to improve professional development by making discrete parts of the National Board Certification process available to a broader audience through Take One!. Under this initiative, teachers can experience what their colleagues say is the most powerful aspect of National Board Certification — the opportunity to videotape their classes over time, analyze and reflect on their performance against National Board Certification Standards, and have it scored and judged by expert teachers. The program also enables teachers to complete one section of the National Board Certification process.

Transforming school performance. The impact of National Board Certification on individual schools can be seen in some remarkable

1995: Barbara B. Kelley is elected vice chair of NBPTS

1997: NBCT Sharon Draper (Ohio) becomes the first NBCT to be selected National Teacher of the Year.

1997: In his State of the Union address, President Bill Clinton supports the goal of raising the number of NBCTs nationwide.

1997: Barbara B. Kelley becomes the first teacher to chair the National Board for Professional Teaching Standards, succeeding the founding chairman, Gov. Hunt.

1997: Robert Wehling, advertising executive with Procter & Gamble, is elected vice chairman of NBPTS.

transformations that have occurred when school leaders weave National Board Standards and practices into a school's improvement strategy. In rural North Carolina, D. F. Walker Elementary School progressed from being a low-performing to a high-performing school, in part by increasing the number of NBCTs in teaching and leadership positions, as well as by strategically using NBCTs and the National Board Standards to guide and promote school change. In the 1999-2000 school year, slightly over half of its students performed at grade level. By 2003-04, 85 percent of students were

meeting grade-level standards, and the school was recognized as a North Carolina School of Distinction.

To enhance student achievement at Patrick Henry High School, in a high-poverty area of Minneapolis, the superintendent reorganized the school with National Board Certified Teachers in the vanguard. Patrick Henry is now on the list of *Newsweek's* top high schools nationwide. Research shows that NBCTs frequently fill leadership roles as mentors, team-builders, and staff development and curriculum improvement experts.

TAPPING THE POTENTIAL OF A NATIONAL BOARD CERTIFIED TEACHER

Betsy Rogers and Margie Curry had high hopes when they joined Brighton Middle School near Birmingham, Ala., in the fall of 2004.

But neither one of the accomplished educators and good friends could have imagined that they would help the school progress from meeting 38 percent of its Adequate Yearly Progress goals in 2003-04 to reaching 100 percent of them in 2006-07.

Rogers, the 2003 National Teacher of the Year and a National Board Certified Teacher, was hired as a school improvement specialist. Curry, a seasoned school administrator, took over as the principal.

When they started, the K-8 school's two buildings were in poor shape. Snakes had recently been exterminated in a kindergarten classroom; intercoms had only just been installed; and telephones stopped working properly when it rained.

Even worse, Brighton's teachers were worn down after years of being told their school was a failure, and the students, 96 percent of whom qualified for free or reduced-price lunches, were stifled in facilities that were "not child-friendly," Rogers recalls. When she and Curry enthusiastically shared their ideas for improvement with the school's teachers, the general response was: "This is Brighton and that does not work here."

Undaunted they went ahead with an ambitious package of changes, starting with a series of reading intervention programs for elementary students and ability grouping in some classes. To reinvigorate professional development and encourage a "sense of professionalism," they demonstrated to the teachers what it meant to model behavior for students while living up to professional standards.

Rogers said that for her Brighton colleagues "even talking about classroom practices and reading standards — that alone had to change them. It made them think about all they were doing already, and what else they could do."

She added that introducing the teachers to the National Board's Five Core Propositions for teaching excellence helped alter teaching practices by showing what it meant to embody the field's "gold standard."

The school has made huge strides toward the goal of accord-ing excellent teaching the highest priority, Principal Curry says, but there is still more to do: "What we need now are incentives to get NBCTs into hard-to-staff schools."

As for Rogers, she helped encourage two Brighton teachers who are pursuing Board Certification. And in a recent conversation with Alabama Gov. Bob Riley, she said that support for teachers pursuing National Board Certification is "the best money you spend."

1999: Betty Castor, former Florida education commissioner, is elected president of NBPTS.

1999: Congress approves funding for the Candidate Subsidy Program to supplement state and local incentives for teachers to become NBCTs.

2000: Mayor Richard M. Daley announces the creation of the Chicago Public Education Fund. Increasing the number of NBCTs in Chicago Public Schools is one of its top priorities.

2000: A survey finds that NBCTs outperform non-NBCTs on 11 of 13 key dimensions of teaching expertise.

2001: NBCT Michele Forman (Vt.) is named National Teacher of the Year, becoming the second NBCT so recognized.

2001: NBPTS releases the Music, Library Media, and World Language Other Than English Standards.

Teachers in Mississippi tell me that the process of becoming board certified renews their enthusiasm for teaching, improves their performance in the classroom, and helps raise the achievement levels of their students.

– Sen. Thad Cochran,
Mississippi

Raising Student Achievement. Studies of the impact of National Board Certified Teachers on student performance have demonstrated how the National Board’s focus on teaching has led to achievement gains for students from all backgrounds. A vast majority of the more than 150 reports and papers on National Board Certification have found that NBCTs make a significant and measurable impact on teacher performance as well as student learning, engagement, and achievement. For instance, according to a study by Dan Goldhaber at the University of Washington, students of NBCTs score seven to 15 percentage points higher on year-end tests than students of non-NBCTs. NBCTs were particularly effective with minority students. Other researchers have found that across four grades, four years of data, and three measures of academic performance, students of NBCTs surpassed students of non-NBCTs in almost three-quarters of the comparisons. Additional studies have shown that learning gains in NBCTs’ classrooms are especially strong in mathematics and equate (on average) to spending about an extra month in school each year.

Possibly the best evidence of the impact of National Board Certification is the progress made in North Carolina — the state that

employs the largest number of National Board Certified Teachers in the nation and has posted the largest gains on National Assessment of Educational Progress (NAEP) in the past decade. More than 12 percent of all North Carolina teachers are National Board Certified.

Even studies that have not shown a positive influence on student performance have revealed beneficial effects. For example, William Sanders reported large variations in the impact of NBCTs and said that no significant difference exists between NBCTs and other teachers. Yet his data also revealed that NBCTs *did* account for significant achievement gains by students in some grades and subject areas.

Wendy McColskey and James Stronge found that NBCTs reported strong teacher performance in practice-related areas such as graduate coursework, student assignments, and quality of planning practices. Douglas Harris and Tim Sass note that while students of NBCTs did not show significantly better rates of academic progress than students of non-NBCTs, some student scores in math and reading rose when NBCTs mentored other teachers.

“A VAST MAJORITY OF THE MORE THAN 150 REPORTS AND PAPERS ON NATIONAL BOARD CERTIFICATION HAVE FOUND THAT NBCTs MAKE A SIGNIFICANT AND MEASURABLE IMPACT ON TEACHER PERFORMANCE AS WELL AS STUDENT LEARNING, ENGAGEMENT, AND ACHIEVEMENT.”

2001: The 10,000th teacher is awarded National Board Certification.

2001: The first-ever nationwide survey of NBCTs finds that over 80 percent of them mentor other teachers and two-thirds take on leadership roles in their schools or districts.

2001: The National Board awards President Clinton the first James A. Kelly Award for Advancing Accomplished Teaching.

EXPANDING THE INFLUENCE OF NATIONAL BOARD CERTIFICATION

From its inception, the National Board was designed not to create a niche or elitist group of teachers, but to strengthen the entire teaching profession in order to improve student learning, schools, and school districts.

To maximize the potential benefit, more teachers need to be National Board Certified. Today, fewer than 2 percent of all U.S. teachers have achieved that distinction. By contrast, about 90 percent of all physicians are certified as specialists in their field and about one-third of architects.

To encourage more teachers to achieve National Board Certification, the National Board is looking into ways to lower the cost of certification and to address the underrepresentation of minorities in the certification process and of NBCTs in high-needs schools. Many states have policies to promote the same goal. California gives a \$20,000 one-time bonus to NBCTs who teach in

high-needs schools. Illinois teachers get a \$3,000 bonus if they earn National Board Certification, plus up to \$3,000 more to mentor National Board Certification candidates in at-risk schools.

As part of a seven-year grant from the U.S. Department of Education, the National Board can combine federal and state funding to help subsidize the \$2,500 application cost for National Board candidates. The grant also helps the National Board improve its recruiting efforts and convert to a more efficient online application system. This partnership contributed to raising the number of National Board Certified Teachers nationally from 4,804 in 1999 to 55,300 in 2006.

I am committed to increasing the number of highly qualified teachers who are prepared and willing to make a difference, especially in our most underperforming schools. I am steadfastly committed to making sure every child in our school system receives a quality education. Promoting National Board Certification is the initiative we have chosen to achieve this goal.

– Clifford B. Janey, Ed.D.,
Superintendent and Chief
State School Officer,
District of Columbia

HOW VARIOUS FIELDS IDENTIFY HIGHLY ACCOMPLISHED PRACTITIONERS

- ▶ **IN MEDICINE**, doctors who complete medical school, internships, and a period of residency, and who pass all three stages of the United States Medical Licensure Exams, receive board certification in one of 37 specialties. About 90 percent of all physicians are certified.
- ▶ **IN ARCHITECTURE**, practitioners who complete a five-year bachelor's degree or earn a master's degree in architecture, pass the nine divisions of the Architect Registration Exam within five years, and are licensed can seek professional certification. About one-third of architects are certified and that percentage is growing.
- ▶ **IN THE LEGAL PROFESSION**, law school graduates or students who pursue alternative routes to the field must pass the bar exam in order to practice. Nationwide, about 64 percent of candidates passed the bar in 2004.
- ▶ **IN ACCOUNTING**, practitioners can earn the designation of Certified Public Accountant typically by earning a U.S. bachelor's degree in accounting with an additional fifth year of study. CPAs also meet state-mandated work experience requirements and must pass the Uniform Certified Public Accountant Examination, a two-day test.

2002: NBPTS hosts the National Invitation Research Conference in Chicago. More than 200 members of the nation's research community attend to discuss the impact of National Board Certification.

2002: Washington Mutual supports the creation of the National Board Scholarship Program.

2002: NBPTS completes its 22nd set of teaching standards, this one for School Counseling.

2002: NBPTS launches the Targeted High Need Initiative to cultivate the talent of teachers in high-need schools and encourage more teachers in these schools to seek National Board Certification.

MAYOR DALEY WANTS 10 PERCENT OF CHICAGO TEACHERS TO BE NATIONAL BOARD CERTIFIED

With more than 500 National Board Certified Teachers working in Chicago's public schools, the city was on target to meet Mayor Richard M. Daley's goal of having 1,200 NBCTs in classrooms by 2008.

But the NBCTs have been so successful that Mayor Daley recently set a new challenge to the school and business communities: increase the number of NBCTs to 2,400 (10 percent of all Chicago public school teachers) by 2011.

The mayor, district officials, and private-sector partners agree: National Board Certified teachers are masters in their field and are the best bet to bring about major learning gains with at-risk students. In announcing his ambitious new goal, Mayor Daley noted a 15-point jump in test scores by elementary schools.

"This is a real opportunity for teachers to significantly improve student achievement, particularly in low-performing schools," says Janet Knupp, the president and founder of the Chicago Public Education Fund, which provides venture capital for public education programs.

Systemwide, more than 200 Chicago public schools have at least one National Board Certified Teacher, and more than half of those schools serve at least 85 percent

low-income students, according to a Chicago Public Education Fund analysis. What's more, Chicago is also successfully growing its own National Board Certified Teachers: Chicago's National Board Certification program has prepared almost two-thirds of the district's NBCTs.

To cultivate interest, Chicago offers preparation for certification as a professional development option for teachers. The program provides candidates with three-hour sessions after school each week throughout the academic year. The teachers work with mentors and other teachers for feedback and support.

The school system urges teachers to apply for aid available to help pay for certification. Illinois will meet more than three-fourths of those costs for first-time candidates. Upon achieving National Board Certification, teachers receive the Illinois Master Teaching Certificate, the state's highest teaching credential.

The Chicago Public Education Fund contributes millions of dollars to help the district create incentives for National Board Certification — not only to produce better teachers, but also to promote the ripple effect that a good teacher can have.

"The Chicago Public Education Fund believes, and research proves, great leaders make great schools," says Ms. Knupp.

“NATIONAL BOARD CERTIFIED TEACHERS ARE MASTERS IN THEIR FIELD AND ARE THE BEST BET TO BRING ABOUT MAJOR LEARNING GAINS WITH AT-RISK STUDENTS.”

2002: NBPTS celebrates its 15th Anniversary. State Farm CEO Edward B. Rust, Jr. is awarded the James A. Kelly Award for Advancing Accomplished Teaching.

2002: NBPTS announces that 22 new research studies will examine the impact of National Board Certification. The selection of the studies was based on an independent review by the RAND Corporation.

2002: The 20,000th teacher is awarded National Board Certification.

2003: Joseph Aguerrebere is named the new NBPTS president.

With federal, state, business, and philanthropic support, the National Board is bringing National Board Certification to urban and rural communities, the Mississippi Delta, and Native American reservations. In partnership with several major urban districts, it is mobilizing NBCTs to recruit and support candidates for certification, serve as mentors, and help design professional development programs.

The private sector has been particularly effective in these efforts. For example, State Farm Insurance Companies has contributed nearly \$3 million nationally to recruit and support teachers pursuing National Board Certification. "Business leaders need to support higher standards for teachers if they expect higher standards for students," says Bill Shore, the director of U.S. Community Partnerships for GlaxoSmithKline.

The National Board also is working closely with states to encourage them to expand their incentives to accelerate the number of

teachers who become National Board Certified. For example:

- Alabama included \$8.8 million — an increase of 13 percent — in its fiscal 2007 education budget for teachers who receive National Board Certification.
- As part of its \$87 million legislative package to strengthen National Board Certification, Florida covers 90 percent of the National Board Certification fee, offers a 10 percent salary increase for the life of the certificate and an additional 10 percent to mentor.
- Illinois recently increased its funding for National Board training programs more than twofold from \$4.5 million to \$9.6 million. In turn, the additional funding will advance the Chicago public school system toward a goal set by Mayor Richard Daley: 10 percent of the city's public school teachers National Board Certified by 2011.

Meeting the demanding requirements for achieving National Board Certification is a testament to the high standards and professionalism that represents the very best ideals of the profession of teaching.

– Reg Weaver, President, National Education Association

School Districts with the Most National Board Certified Teachers*	
Wake County, N.C.	1,073
Los Angeles Unified, Calif.	978
Broward County, Fla.	971
Dade County, Fla.	942
Charlotte-Mecklenburg, N.C.	887
City of Chicago, Ill.	586
Orange County, Fla.	521
Palm Beach County, Fla.	493
Hillsborough County, Fla.	492
Brevard County, Fla.	453

*NBPTS data as of January 4, 2007, as derived from information reported to the National Board by National Board Certified candidates.

2003: NBPTS holds a "teacher quality forum" at the National Press Club. The forum focuses on effective strategies for recruiting and retaining highly qualified teachers and explores how NCLB will affect the next generation of the nation's teaching force.

2003: NBCT Betsy Rogers (Ala.) becomes National Teacher of the Year, the third NBCT to achieve this honor.

2003: NBPTS announces that up to six semester hours of graduate credit in education could be awarded to teachers who have completed all requirements of the National Board Certification process and to those who complete the process in the future.

Teacher quality is one of the most important in-school factors in raising student achievement. National Board Certification is a critical element in raising student performance in America's schools.

– Edward J. McElroy,
President, American
Federation of Teachers

- Wyoming's most recent budget included \$600,000 to fund \$4,000 stipends for teachers who achieve National Board Certification.
- South Carolina offers a \$7,500 salary increase to National Board Certified teachers for the life of the certificate. The state has more than 5,000 National Board Certified Teachers, which is 11 percent of its teaching force and the third highest number of NBCTs of any state.

A total of 41 states and the District of Columbia offer either fee support, salary incentives, or a combination of both, confirming that National Board Certification is one of the best investments in the quest to raise teacher quality and school and student performance. But increasing the number of NBCTs will not, by itself, leverage all the possible improvements in teaching and learning. Even schools with many NBCTs often underutilize them as mentors and leaders. Much of the problem is due to a lack of understanding among school leaders about National Board Certification and its potential for improving instruction.

Further, school culture perpetuates the notion that all teachers are equal. Many experts observe that the teaching field itself still resists differential pay and differential roles. In too many instances, poor teaching performance results in no penalties and high-quality teaching warrants no rewards. "National

Board Certified teachers are all dressed up with nowhere to go," says NBPTS founding president Kelly. "They need leadership opportunities and more opportunities to influence education reform and become more engaged in conversations about school improvement."

"Educators and policymakers need to rethink how to deploy the best teacher talent," says education policy expert David Haselkorn, dean of National Education Programs and Policies at Lesley University and an NBPTS Board member. "This requires moving away from the current organization of schooling designed for the Industrial Age and toward one which encourages teachers to collaborate, work in teams as leaders, and serve as mentors, coaches, and experts in literacy and math."

The National Board is working to better inform school leaders of ways that they can mobilize NBCTs to improve instruction and raise student achievement. States are recognizing the need to better equip highly accomplished teachers to take on roles as leaders and mentors. Florida's funding for National Board Certification includes an additional 10 percent salary boost to NBCTs who mentor other teachers on top of its 10 percent bonus for National Board Certification. Florida has more than 9,000 National Board Certified Teachers — the second highest of any state.

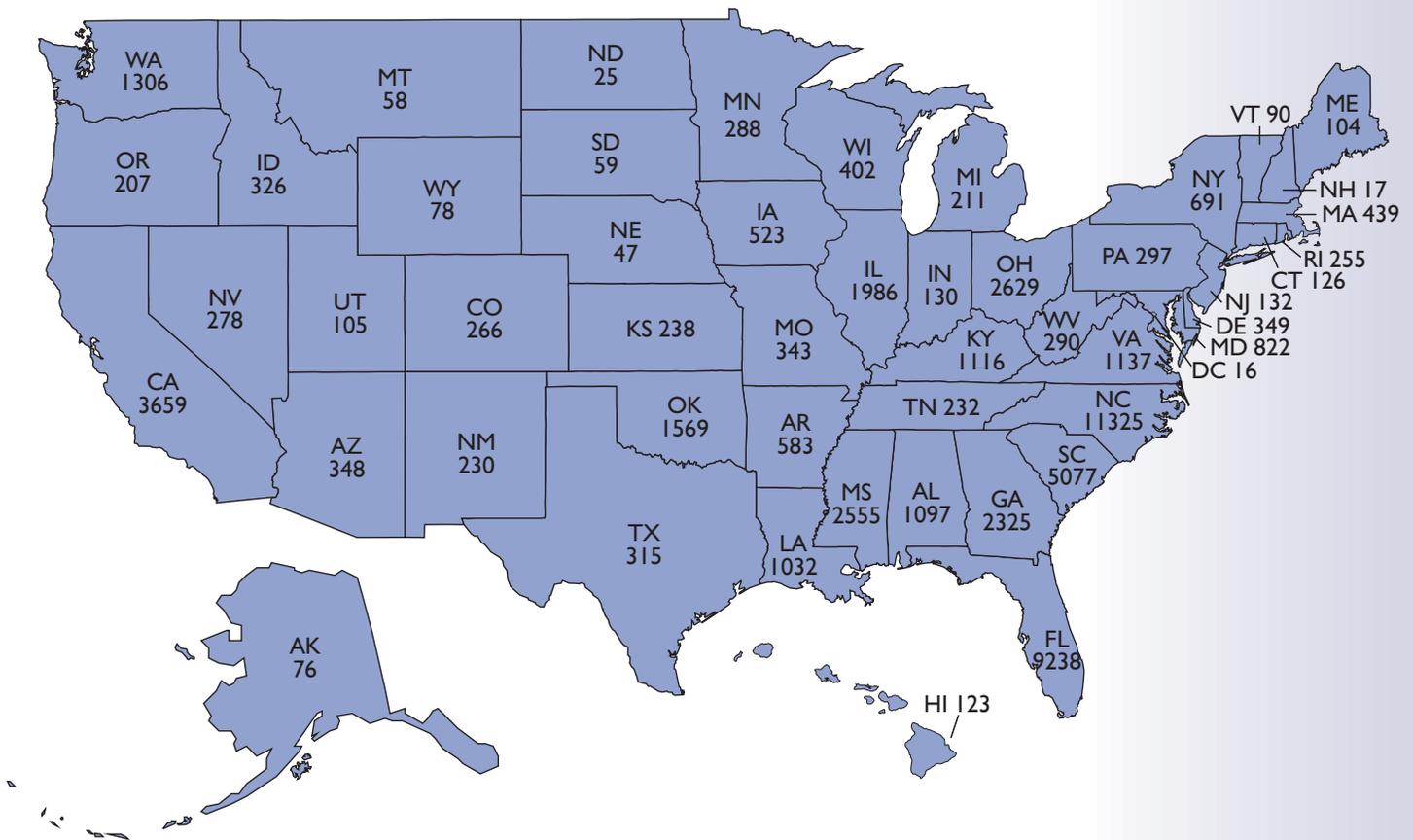
2003: Gov. Roy E. Barnes of Georgia is elected chairman of the NBPTS Board of Directors.

2003: The 30,000th teacher is awarded National Board Certification.

2003: NBCT (and founding board member) Rebecca A. Palacios is elected vice chair of NBPTS.

2004: Students of NBCTs score seven to 15 percentage points higher on year-end tests than students of non-NBCTs, according to a University of Washington/Urban Institute study.

U.S. MAP OF THE NUMBER OF NATIONAL BOARD CERTIFIED TEACHERS BY STATE*



*NBPTS data as of January 4, 2007.

HONOR ROLL OF NATIONAL BOARD CERTIFIED TEACHERS

National Board Certified Teachers are among the nation's most highly acclaimed educators. Many of the recent State Teachers of the Year (including Kimberly Oliver, the 2006 National Teacher of the Year) are NBCTs, as are 37 of the 100 winners of the 2005 Presidential Award for Excellence in Science and Mathematics Teaching. Two of the five inductees to the National Teachers Hall of Fame in 2006 were National Board Certified, as were eight out of 44 Disney Teacher Award winners that year.

2004: NBPTS announces that the Department of Veterans Affairs will provide eligible veterans up to \$2,000 for National Board Certification fees.

2004: Test scores of students of NBCTs show learning gains the equivalent of spending an extra month in the classroom, according to an Arizona State University study.

2004: More math NBCTs helped their students achieve larger testing gains in 9th and 10th grades than their non-certified colleagues, demonstrating particular benefits to special needs students and African-American and Hispanic students, according to a CNA Corp. study.

ADDRESSING MYTHS ABOUT BOARD CERTIFICATION

While National Board Certification continues to extend its reach and influence, several misunderstandings must be addressed to maximize its impact.

School leaders do not need National Board Certified Teachers to tell them what works best in schools. Leaders face too many pressures to ignore the knowledge, skills, and leadership capacity of NBCTs and other superb teachers who are anxious to serve as mentors or innovators in the transformation of school culture.

National Board Certification is all about what teachers do and has little to do with student performance. From the beginning, the National Board has built its activities around a commitment to helping students achieve and placing student learning at the center of judgments of teacher quality. To earn National Board Certification, candidates must demonstrate their impact on student learning, prove their abilities to address student learning needs, and demonstrate a broad knowledge of instructional strategies and the flexibility to use new methods.

All teachers are created equal. Just as professionals in other fields exhibit a range of abilities and competencies, teacher quality varies by individual. Many teachers leave the field because they are placed in lock step with others, regardless of their performance. Good teaching results from education, ongoing learning opportunities, experience, and a supportive work environment. Simply stated, ordinary teachers can develop into extraordinary ones.

The process of National Board Certification requires teachers to jump through a lot of hoops but adds no value to what they can do. Most teachers who have been through the process, including those candidates who did not achieve certification, say that National Board Certification is the most valuable form of professional development they have ever experienced. They add that the process has enabled them to document the teaching skills and problem-solving abilities they need to help students.

National Board Certification is prohibitively expensive. National Board Certification costs \$2,500. However, every state and many districts pay all or part of the expense. A grant from the U.S. Department of Education provides financial support in every state through the Candidate Subsidy Program. The National Board also offers scholarships as well as extended payment plans. More information is available online at www.nbpts.org.

National Board Certification is a luxury for wealthy districts, not a necessity for poor districts. In fact, poor districts benefit from certification even more than wealthy ones do. The National Board encourages greater participation by teachers in high-needs schools. It focuses on strategies to increase the success rates for minority teachers by partnering with urban districts to support certification candidates and developing opportunities for NBCTs to mentor others through the process. Many cities have joined in helping teachers master new strategies, put research into practice, discover how to use data to differentiate instruction, and learn from other, more experienced professionals.

Research shows that National Board Certification has little impact on student achievement. To date more than 150 studies have examined National Board Certification. The vast majority have found that NBCTs make a significantly measurable impact on teacher performance and on student learning, engagement, and achievement. Even in studies where student achievement gains have not been as positive, the data reveal that NBCTs account for significant differences in achievement for some students by certain grades and subject areas.

Good teaching should be measured by teachers' mastery of content knowledge, not their pedagogical skills. Research shows that a strong foundation in the subject a teacher teaches and skills development linked to specific content are essential to effective teaching and student learning.

Licensing takes care of everything. Many licensed teachers are not adequately grounded in the subject matter they teach, have little experience teaching, or face challenges for which they are unprepared. Support for high-quality professional development, mentoring, and National Board Certification ensures that teachers will have the necessary guidance from highly experienced teachers.

National Board Certified Teachers can make a difference on their own. Teachers do not teach in a vacuum. Data indicate that NBCTs are particularly effective in leading school-improvement efforts when they work together in high-needs schools and particularly when they have leaders who are either National Board Certified or who foster teacher leadership and a culture of inquiry that encourages educators to continually rethink what is and is not working.

2004: All 50 states, the District of Columbia, and more than 500 school districts offer support for National Board Certification.

2004: The 40,000th teacher is awarded National Board Certification.

2004: With support from HP, NBPTS announces the DREAM Team, or the Direct Recruiting Efforts to Attract Minorities initiative.

2005: NBPTS announces Take One!, a professional development program for teachers who want to experience the portfolio component of National Board Certification.

VISION FOR THE FUTURE

The National Board for Professional Teaching Standards envisions a new era in school reform with teachers as influential agents of instructional innovation and school reform — not the targets of reform.

In individual schools, NBCTs — 55,000 strong and growing — will work side-by-side with principals and other teacher-leaders, playing an integral role in making key decisions on instruction, curriculum, professional development, assessment, and school organization. They will create a school culture conducive to effective strategies to raise student achievement. Inspiration will come from role models such as Betsy Rogers, an NBCT and former National Teacher of the Year. Rogers left her classroom to become a school improvement specialist at Brighton (Ala.) Elementary School, where she had a dramatic impact (see sidebar, page 11).

Across schools, NBCTs will convene with one another, coalesce into a community, and harvest and share lessons learned about the practice of their profession. In partnership with other outstanding teachers, they will form a powerful collective voice on behalf of accomplished teaching. States and districts will recognize and promote the value of National Board Certification as a symbol of excellence. Parents will demand that more teachers in their children's schools become National Board Certified to ensure that all young people have access to the highest level of instruction.

Districts will harness the power of National Board Certification as a featured strategy to ramp up professional development, improve instruction, and expand leadership opportunities. For their part, states will strive each year to increase the percentage of teachers (in particular, minority teachers) who are National Board Certified and to encourage more highly accomplished teachers to serve as mentors to others.

The National Board will continue to revise and refine its standards and assessments and introduce new fields of certification. It will also continue to lead the way in codifying the wisdom of practice, and in defining which knowledge and teaching skills constitute "wise" practice.

The National Board will work with teacher education institutions to ensure that all students who go through teacher education will be immersed in National Board Standards, portfolios, and videotaping, and that teachers who earn master's degrees will become National Board Certified as part of their degree requirement. The teachers who emerge from these programs will serve as mentors to new teachers, who in turn will be ready and able to meet the demands of today's classrooms and address the student achievement challenges in their local schools.

Great teachers are the first and most important component in any successful educational setting, and we know that students of National Board Certified Teachers achieve at higher levels. Thanks to Governor Rendell's investment, we will help more teachers pursue National Board Certification and boost student achievement through this nationally recognized, high-quality, professional development program for master teachers.

— **Gerald L. Zahorchak,**
Secretary of Education,
Pennsylvania

2005: NBPTS creates the President's Roundtable. State Farm CEO Edward B. Rust, Jr., becomes chair.

2005: NBPTS honors U.S. Sen. Arlen Specter (R-Pa.) with the James A. Kelly Award.

2005: U.S. Sens. Thad Cochran (R-Miss.) and Tom Harkin (D-Iowa), and U.S. Reps. Steny Hoyer (D-Md.) and Ralph Regula (R-Ohio), are each given the "Friend of NBPTS" award.

2005: Approximately 600 North Carolina NBCTs meet in Greensboro for the first NBCT Education Policy Summit dedicated to creating ways to put more accomplished teachers in high-needs schools. In 2006, similar summits are held in Ohio, Oklahoma, South Carolina, Washington, and Wisconsin.

MAKING THIS VISION A REALITY WILL REQUIRE:

- Significantly more teachers from every type of school and community who want to put themselves to the test, become National Board Certified, and apply their expertise by taking on new roles as leaders in schools.
- National, state, and district leaders who recognize that minimal standards for teachers cannot lead to high-quality education or graduates who can compete in the global economy.
- Business leaders who strengthen their commitment to teacher quality as a catalyst for improved achievement, and who recognize that National Board Certification is the best vehicle to promote excellence across the profession and differentiate pay and roles for teachers.
- Principals and other school leaders who learn more about National Board Certification and the leadership roles that NBCTs can take in school reform; use National Board Standards and the certification process as a tool for professional development and for changing the culture of teaching and learning in their schools; and possibly seek National Board Certification for themselves.
- Teacher educators who go beyond the rhetoric of aligning standards to ensuring that their programs embrace and advance National Board Standards and methodologies.
- Parents and community leaders who demand that at least 10 percent of all teachers in local schools, school districts, or states are National Board Certified.

Ultimately, the success of National Board Certification will depend on the willingness of the federal government, states, and districts to intensify the debate about high-quality teaching and encourage all highly accomplished teachers to take a central role in school improvement. For all its accomplishments thus far, National Board Certification needs to be more accessible to teachers and have a higher profile in U.S. school systems. Countless anecdotes and dozens of studies demonstrate that National Board Certification is one of the nation's best hopes for improving teaching and learning. With renewed commitment and support, National Board Certification will enable teachers, the nation's strongest assets in promoting student learning and school improvement, to deliver the high-quality instruction that all students need and deserve.

“WITH RENEWED COMMITMENT AND SUPPORT, NATIONAL BOARD CERTIFICATION WILL ENABLE TEACHERS, THE NATION'S STRONGEST ASSETS IN PROMOTING STUDENT LEARNING AND SCHOOL IMPROVEMENT, TO DELIVER THE HIGH-QUALITY INSTRUCTION THAT ALL STUDENTS NEED AND DESERVE.”

2006: NBCT Kimberly Oliver (Md.) becomes the fourth NBCT to be selected National Teacher of the Year.

2006: Mayor Daley challenges his city's school and business officials to raise the percentage of Chicago Public School teachers who are National Board Certified to 10 percent.

2006: NBPTS launches the Pennsylvania "Centers for Teaching Excellence" to help teachers pursue National Board Certification. This initiative is part of Gov. Edward G. Rendell's "Pennsylvania Competes" initiative.

2006: The 50,000th teacher is awarded National Board Certification.

2007: NBPTS celebrates its 20th anniversary.



Created by educators and policymakers in 1987, the National Board for Professional Teaching Standards (NBPTS) is an independent, nonprofit, nonpartisan and nongovernmental organization. NBPTS advances the quality of teaching and learning by developing professional standards for accomplished teaching, creating and administering National Board Certification, a voluntary system to certify teachers who meet those standards, and integrating certified teachers into educational reform efforts. Today, more than 55,000 National Board Certified Teachers (NBCTs) are making a positive difference in the lives of students across the nation.

FOR MORE INFORMATION ABOUT NBPTS AND NATIONAL BOARD CERTIFICATION, VISIT THE NBPTS WEB SITE AT WWW.NBPTS.ORG.



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