

**NATIONAL BOARD**

for Professional Teaching Standards®



## **Crosswalking National Board Certification with the New York State Annual Professional Performance Review**



# About National Board Certification

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

Nationally, 100,000 NBCTs are the single largest identifiable group of accomplished teachers. Nationwide nearly half of all NBCTs work in high-need schools. More than a third of the Presidential Award for Excellence recipients have been NBCTs as well as many NYS Teachers of the Year. In states and districts, NBCTs are serving as mentors, instructional coaches to their colleagues, as well as other teacher leadership roles. And NBCTs are working together to actively shape educational policies and practices at the local, state and national levels. In New York State over 1700 educators have earned National Board Certification.

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

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

To earn this advanced teaching credential, through the assessment center and portfolio, teachers must engage in written analysis to reflect and:

- demonstrate their certificate area content knowledge,
- analyze their teaching context and students' needs,
- provide observations of their teaching (video), and
- demonstrate the ability to design appropriate learning experiences that advance student learning;
- demonstrate use of assessments to inform instructional decision making;
- provide student work samples that demonstrate growth and achievement
- demonstrate partnerships with colleagues, parents, and community

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

## Impact on Teaching & Learning

Numerous studies have shown that students of National Board Certified Teachers (NBCTs) **outperform students on achievement tests** with non-certified teachers. (Cavalluzzo, 2004; Clotfelter, Ladd & Vigdor, 2007; Goldhaber & Anthony, 2007; National Research Council, 2008; Chingos & Peterson, 2011)

The positive impact of having a National Board Certified Teacher is **even greater for minority and low-income students** (Cavalluzzo, 2004; Goldhaber & Anthony, 2007)

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

Harvard University's Strategic Data Project reported that students of NBCTs in the Los Angeles Unified School District gained roughly the equivalent of **two months of additional instruction** in Math and one month in English Language Arts. (Strategic Data Project, 2012);

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

# National Board Certification & NYS APPR

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Incorporating the National Board Certification into the negotiated APPR agreement offers distinct advantages to NYS teachers and principals. Based on a negotiated APPR agreement teachers can:

- Fulfill annual APPR professional practice requirements (CR 30-2) while completing the National Board process and,
- Fulfill the 175 hr professional development requirements for (CR 80-3.4) continuing certification through the National Board process and,
- Upon NB certification, waive the 175 hour requirement for the 5 year cycle in which certification is achieved, and
- (if locally negotiated) earn a stipend or salary step and/or
  - ◆ three to twelve graduate credits and/or
  - ◆ a Certificate of Graduate Studies and/or
  - ◆ obtain additional New York State teaching certificates in a comparable title through the NYSED National Board Pathway.

## NYS APPR requirement:

The National Board Certification process is aligned with NYS APPR evaluation evidence to document teaching practices. Multiple measures embedded within the NBC process including video observations, portfolios that include reflection, analysis of teaching artifacts, examination and evidence of student growth can be applied to the state's APP requirement (if locally negotiated).

The National Board Certification process can be negotiated into the annual APPR process as an annual or multi-year approach. NB Components are positioned to form the focus of the APPR process so that teachers are engaging in NB components each year. NYSED APPR Guidance document H14 suggests the National Board as one type of model for portfolio submission districts or BOCES may wish to consider. [Guidance on New York's Annual Professional Performance Review Law and Regulations \(2.38 MB\)](#).

The component structure of the National Board process enables labor/management teams to customize a component sequence that best aligns with their APPR process utilizing a written Memorandum of Understanding (MOU) to detail the specific ways the evaluation process is adjusted (i.e. use of video and or in-person observation, scoring the NB portfolio, etc).

Candidates can currently register for Component 1: Content Knowledge and Component 2: Differentiation in Instruction in most certificate areas. Component 3 will be available in 2016 and Component 4 in 2017. At that time, candidates will be able to pursue the 4 components of the National Board process in any sequence, take up to three years to complete the process, or complete in one year.

# ALIGNMENT OF NYS APPR AND NATIONAL BOARD CERTIFICATION

Practice Assessed for NBC and APPR	NYS APPR Component	Evidence Collected for APPR	NBC Component	Evidence Collected for NBC
Knowledge of developmentally appropriate content	<b>Standard 2 Knowledge of Content and Instructional Planning</b>	Teacher artifacts such as lesson plans, worksheets, content choices	<b>1. Content Knowledge</b>	<b>Computer Assessment</b> Constructed response exercises and selected response exercises particular to the certificate area
Instructional choices to support student growth over time	<b>Standard 1 Knowledge of Students and Student Learning</b>  <b>Standard 5 Assessment</b>	Teacher artifacts such as lesson plans, assessments, student work samples	<b>2. Differentiation in Instruction</b>	<b>Classroom Portfolio Analysis</b> Gather and analyze information about student strengths and needs: use that information to design and implement instruction to advance student learning. Lesson plans, material and student work samples showing growth over time with written analysis of instructional choices
Student engagement and teacher impact on learning	<b>Standard 3 Instructional Practice</b>  <b>Standard 4 Learning Environment</b>	Multiple observations in-person or videos of teacher/student interactions demonstrating engagement and impact on learning	<b>3. Teaching Practice and Learning Environment</b>	<b>Classroom Video Analysis</b> Teacher/student interactions demonstrating engagement and impact on learning; lesson plans with written description, analysis and reflection
Impact of professional responsibilities	<b>Standard 6 Professional Responsibilities and Collaboration</b>  <b>Standard 7 Professional Growth</b>	Evidence of the impact of professional responsibilities and growth on students, peers and community	<b>4. Effective and Reflective Practitioner</b>	<b>Portfolio</b> Evidence of professional responsibilities and growth and their impact on students, peers and community

*\*Entries are scored by highly trained and calibrated teachers and content experts.*

Education Law Section 3012-c NYCCR 30-2 requires annually for each teacher's evaluation must be based on multiple classroom observations (2 or more at least one unannounced) by a principal or other trained administrator in person or via video; professional practice measures must comprise 60% of composite score with a majority (31) of 60 points based on classroom observation. Evaluation must encompass all 7 teaching standards but beyond the requirements in the regulations the specific assignment of points based on the rubric is a locally determined decision.

[H14 Guidance on New York's Annual Professional Performance Review Law and Regulations \(2.38 MB\)](#)

# Incentives & Opportunities

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## Professional Development 175 hours requirement

Holders of a Professional teaching certificate are required to complete 175 hours of professional development hours **every** five years to maintain the validity of their certificates (Sec 80-3.6) NB can provide two long-term advantages:

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

## Certification Opportunities

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

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

## Financial Incentives

**Stipends/Salary Steps:** More than 200 districts and teacher unions in NYS have collectively bargained financial *incentives*, including stipends or salary steps, for educators who achieve Board Certification. School and district administrators and union leaders often look for NBCTs when interviewing teacher candidates and setting criteria for educators to serve as teacher leaders in their schools

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

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

## National Board Opportunities

### Fee Support

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

### Support Groups

- National Board support groups are available across New York State through NYS Teacher Centers [www.teachercenters.org](http://www.teachercenters.org) and Institutions of Higher Education. District support groups are also available.
- [The National Board Council of New York](#) organizes NB activities and events for NBCT's and candidates.
- NYSUT Research and Education Services Fact Sheet offers detailed information. [http://www.nysut.org/~media/files/nysut/resources/2014/april/factsheet\\_1405\\_nationalboardcertification.pdf?la=en](http://www.nysut.org/~media/files/nysut/resources/2014/april/factsheet_1405_nationalboardcertification.pdf?la=en)

# Certification Areas

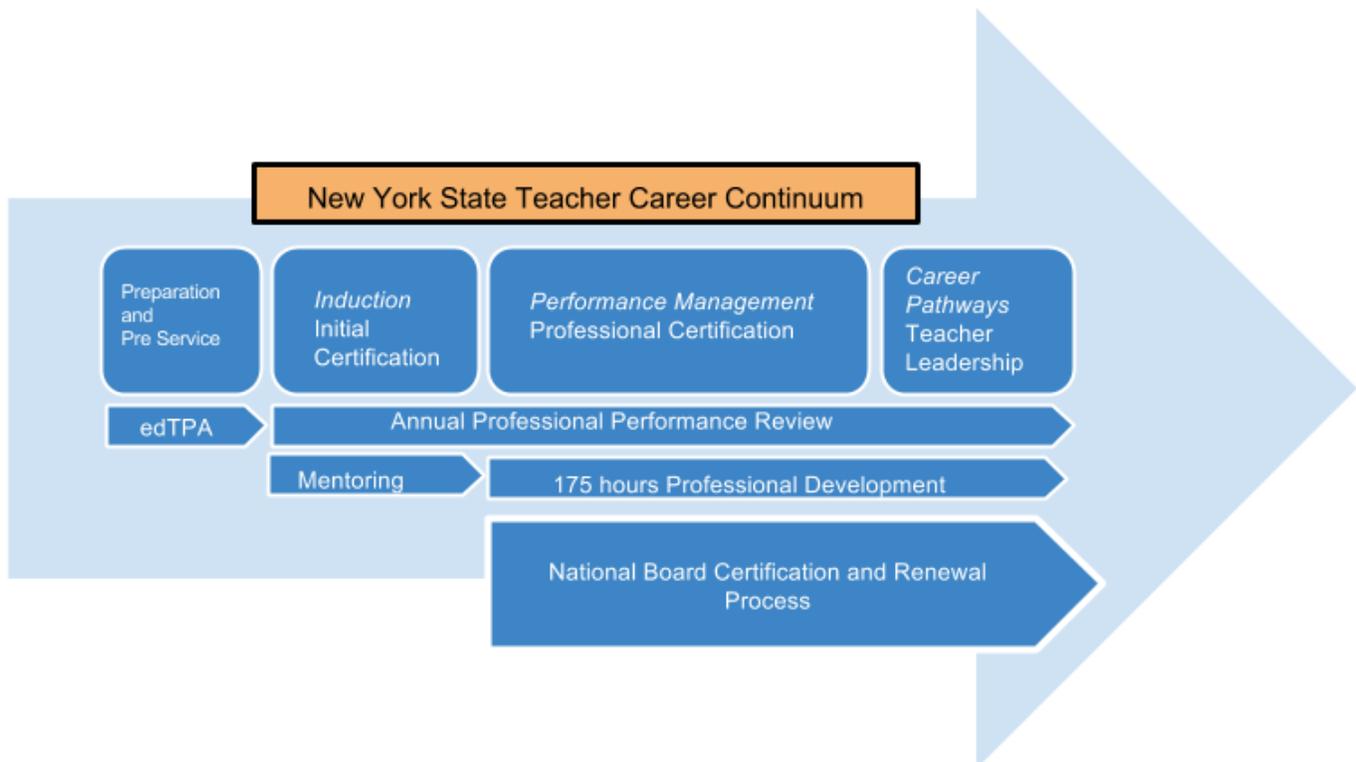
National Board Subject Area	Developmental Level	NYS Teaching Certificate
Art	Early and Middle Childhood (ages 3-12); Early Adolescence through Young Adulthood (ages 11-18+)	Visual Arts (all grades)
Career and Technical Education (Available 2015-2016)	Early Adolescence through Young Adulthood (ages 11-18+)	Career and Technical Education .Various titles, specific to area of vocational experience (all grades)
English as a New Language	Early and Middle Childhood (ages 3-12); or Early Adolescence through Young Adulthood (ages 11-18+)	English to Speakers of Other Languages (all grades)
English Language Arts	Early Adolescence (ages 11-15)	English Language Arts (Grades 5-9)
English Language Arts	Adolescence and Young Adulthood (ages 14-18+)	English Language Arts (Grades 7-12)
Exceptional Needs Specialist	Early Childhood through Young Adulthood (ages 3-18+)	Currently under review
Generalist	Early Childhood (ages 3-8)	Early Childhood Education (Birth-Grade 2)
Generalist	Middle Childhood (ages 7-12) or Early Adolescence (ages 11-15)	Childhood Education (Grades 1-6); Middle Childhood Education Generalist (Grades 5-9)
Health Education	Early Adolescence through Young Adulthood (ages 11-18+)	Health Education (all grades)
Library Media	Early Childhood through Young Adulthood (ages 3-18+)	Library Media Specialist (all grades)
Literacy: Reading-Language Arts	Early and Middle Childhood (ages 3-12)	Literacy (Birth-Grade 6)
Mathematics	Early Adolescence (ages 11-15);	Mathematics (Grades 5-9)
Mathematics	Adolescence and Young Adulthood (ages 14-18+)	Mathematics (Grades 7-12)
Music (Available 2015-2016)	Early and Middle Childhood (ages 3-12); Early Adolescence through Young Adulthood (ages 11-18+)	Music (all grades)
Physical Education	Early and Middle Childhood (ages 3-12); Early Adolescence through Young Adulthood (ages 11-18+)	Physical Education (all grades)
School Counseling	Early Childhood through Young Adulthood (ages 3-18+)	School Counselor (all grades)
Science	Early Adolescence (ages 11-15); Adolescence and Young Adulthood (ages 14-18+)	Comparable Titles in development
Social Studies-History	Early Adolescence (ages 11-15)	Social Studies (Grades 5-9)
Social Studies-History	Adolescence and Young Adulthood (ages 14-18+)	Social Studies (Grades 7-12)
World Languages (Available 2016-2017)	Early and Middle Childhood (ages 3-12); Early Adolescence though Young Adulthood(ages 11-18+)	Comparable Titles in development

# Developing The Career Continuum

**N**YSUT in partnership with NYSED and the National Board Council of New York is also working to cultivate teacher leadership by engaging labor, management and practitioners to strengthen policies and structures for teachers to attain Board certification and serve in instructional leadership roles in all schools as research has shown educators learn best from their professional peers. All teachers should have multiple, differentiated opportunities to grow professionally and have the option to take on additional responsibilities throughout their careers as classroom teachers.

The career continuum illustrates that teachers grow professionally at different rates and research has further demonstrated the highly effective nature of self directed professional development. Although most teachers pursue Board certification after year five, movement along the continuum is evolutionary and is based more on performance and professional growth than specifically on time in the profession. A teacher may be at an expert stage when it comes to one dimension of growth but at developing stage in another. The National Board Certification process can identify areas of strength and address areas for professional growth.

In New York State, National Board Certification is available to all teachers as they move toward mastery of the skills necessary for highly effective classroom practice, meaningful assessment of student progress, a clear vision of what promotes and what inhibits student learning, immersion in professional development activities, and the cultivation of leadership qualities.



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

# Supporting Organizations

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NATIONAL BOARD  
*for Professional Teaching Standards*

**nysut**  
*A Union of Professionals*

NATIONAL BOARD  
*Network™*

National Board Council  
of New York State

**casda**

**For more information on these organizations, visit:**

[www.nbpts.org](http://www.nbpts.org)

[www.nysut.org](http://www.nysut.org)

[www.nbcny.org](http://www.nbcny.org)

[www.casdany.org](http://www.casdany.org)