

NBPTS Certification

The Facts



As America's partner in growing great schools, NBPTS is the source for the highest standards and best practices that lead to improved teaching, leading and learning. By providing rigorous, evidence-based programs, NBPTS is transforming education, school by school. We're setting the standards. We're engaging in the national debate on policies and practices. And we're helping teachers and leaders develop and demonstrate the knowledge and skills to be recognized as the professionals they are.

Improving Student Achievement and Learning

In a Congressionally mandated report, the National Research Council confirmed that National Board Certification has a positive impact on student achievement, teacher retention and professional development. (National Research Council, 2008)

Students of National Board Certified Teachers (NBCTs) make learning gains equivalent to an extra month in school. (Vandevort, Beardsley and Berliner, 2004)

Students of NBCTs exhibit stronger writing abilities, comprehension and integration of complex classroom material, understanding of concepts, and abstract thinking than students of non-NBCTs. (Smith, Gordon Colby and Wang, 2005; Bond, Smith, Baker and Hattie, 2000)

Developing Effective Teachers

National Board Certification is a "transformative experience" for many teachers, and they often apply in the classroom what they learn from the certification process—whether they achieve certification or not. The certification process itself improves teachers' ability to improve student learning. (Sato, Wei and Darling-Hammond, 2008; Lustick and Sykes, 2006; Rotberg, Futrell and Lieberman, 1998)

A survey of NBCT candidates found that 92 percent reported the process made them better teachers, and 89 percent said it equipped them to create stronger curricula and better evaluate student learning. (Yankelovich, 2001)

The National Board Certification process improves teachers' professional development by: (a) enhancing reflection on teaching practice, (b) establishing a professional discourse among teachers, (c) raising the standards for teaching performance, and (d) facilitating collaboration. (Park, Oliver, Johnson, Graham and Oppong, 2007)

NBCTs create more challenging curricula, demonstrate in-depth knowledge of teaching skills and subject matter, provide better feedback to students and routinely seek educational strategies that better meet students' needs. (Ralph, 2003; Bond, Smith, Baker and Hattie, 2000)

Making a Difference in High-Need Schools

Students of NBCTs outperform students of non-NBCTs on achievement tests, and the positive effect is even greater among minority students. (National Research Council, 2008; Clotfelter, Ladd and Vigdor, 2007; Goldhaber and Anthony, 2004; Cavalluzzo, 2004)

Currently 42 percent of NBCTs are teaching in schools eligible for Title I funding. Nearly 46 percent teach in schools where the free-and-reduced-lunch percentage is more than 40 percent. In recent years, one-half of new NBCTs teach in these schools. (NBPTS, 2008)

Teachers in high-need schools report that the National Board's Targeted High Need Initiative and *Take One!* programs improved the quality of their instructional planning and implementation. (Learning Point Associates, 2008)

Retaining Accomplished Teachers

National Board Certification keeps the most highly accomplished teachers in the classroom. US Secretary of Education Arne Duncan noted that in Chicago, nearly 90 percent of NBCTs remain in teaching. In Ohio, 52 percent of NBCTs surveyed said they plan to stay in teaching as long as they can, compared to 38 percent of non-NBCTs in the state. (Sykes, et al., 2006)

In South Carolina, nearly two-thirds of NBCTs surveyed said their desire to stay in the classroom increased since obtaining National Board Certification, with one-third indicating their desire increased greatly. (Center for Educator Recruitment, Retention, and Advancement, 2010)

Many NBCTs provide mentoring and guidance to the new or struggling teachers who are most likely to leave within the first five years of teaching. (Yankelovich, 2001; Sykes, et al., 2006)

Growing Great Teachers and Teacher Leaders

A survey of NBCTs found that 90 percent believed they had a responsibility to be a leader and "give something back" to their schools and the profession. 95 percent reported that they had a responsibility to informally or formally mentor other teachers. (Oklahoma Technical Assistance Center, 2011).

Since achieving National Board Certification, 70 percent of NBCTs surveyed reported that they were more involved in school initiatives including committee work, curriculum development, and school improvement reforms. (Center for Educator Recruitment, Retention, and Advancement, 2010)

NBCTs give input on curricular decisions, organize professional development opportunities, chair departments, engage with the community, reach out to parents and serve as faculty voices to policymakers and other stakeholders. (Sykes, Anagnostopoulos, Cannata, Chard, Frank, McCrory and Wolfe, 2006)

NBCTs take on leadership roles that include mentoring and coaching others and developing programs aimed at improving student learning. (Freund, Russell and Kavulich, 2005; Yankelovich partners, 2001)



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