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# How School Leaders Can Support National Board Certification: A Pathway to Accomplished Teaching



Every child deserves an accomplished teacher every day.

Every student deserves accomplished, Board-certified teachers. School leaders can use the Pathway to Accomplished Teaching to . . .

- Make National Board Certification the standard of practice
- Provide an accomplished teacher for every student, in every class, every day
- Create a school culture centered around accomplished teaching
- Raise their language and expectations around teaching and learning to align with accomplished teaching
- Support teachers to develop strategies that capitalize on their students' varied backgrounds, using diversity to enrich the learning environment for every student

"Diversity in the teacher workforce is critical to advancing students' academic and personal development. Encouraging educator diversity while improving the quality of professional development deepens our commitment to the recruitment and retention of teachers and leaders.

National Board Certification is just one way to leverage teacher leadership—the ultimate reward is providing students with high-quality teachers who ensure that students thrive and are able to fulfill their promise."

Peggy Brookins, NBCT, President and CEO National Board for Professional Teaching Standards

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### **Overview**

National Board Certification is the nation's voluntary, advanced certification system for teachers. The certification process is transformative for individual teachers as they work to continually advance their practice. When embraced with a cohort of teachers or embedded in a school's professional learning program, the process can transform a school and its culture. School leaders can elevate their staff, their school and the profession as a whole by supporting Board certification and professional learning infused with the National Board for Professional Teaching Standard's (National Board) Five Core Propositions and the Standards for what accomplished teachers should know and do.

This guide is a primer for principals and other school administrators to provide a clear pathway and ready-to-use tools to deliver on this vision of ensuring an accomplished teacher is in front of every student, in every classroom, every day.

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### Part 1: What You Need to Know

Research consistently shows that teacher effectiveness is the single most important school-level factor impacting student achievement. Developing accomplished teaching through National Board Certification in your school solves a number of the most pressing human capital challenges that principals face. The process of Board Certification grows teachers' practice in their classrooms and with their students. The professional learning begins immediately and is transformative.

**Accomplished Teaching** is about continuous improvement of instruction and stronger teaching resulting in better outcomes for all students.

### Why National Board?

National Board Certification can support principals in meeting teacher talent challenges and in strengthening educational equity.



National Board Certification holds promise to address teacher shortages, by increasing teacher recruitment and teacher retention through higher pay, opportunities for advancement, highquality professional learning, and collaboration. According to the South Carolina Center for Educator Recruitment, Retention and Advancement, the turnover rate of National Board Certified Teachers is 4x lower than the state average.



### **National Board Certification: The Process**



Grounded in the National Board's Five Core Propositions that describe what teachers should know and be able to do, the certification process is designed to collect standards-based evidence of accomplished practice. Throughout the process, which occurs in the teacher's school environment, professional growth takes place through reflection and analysis of practice. Candidates are required to complete an assessment comprised of four components. Candidates can take up to three years to complete their initial attempt at the four components and complete the components in any sequence. The certification process requires teachers to independently show evidence of accomplishment in the following four areas.

#### **Component 1: Content Knowledge**

A computer-based assessment asks candidates to demonstrate their understanding of content knowledge and pedagogical practices for teaching their content area. Candidates must demonstrate knowledge of developmentally appropriate content, which is necessary for teaching across the full age range and ability level of the chosen certificate area.

#### **Component 2: Differentiation in Instruction**

This classroom-based portfolio entry requires that candidates gather and analyze information about individual students' strengths and needs and use that information to design and implement instruction to advance student learning and achievement. Candidates will submit selected work samples that demonstrate the students' growth over time and a written commentary that analyzes their instructional choices.

#### **Component 3: Teaching Practice and Learning Environment**

This is a classroom-based portfolio entry that requires video recordings of interactions between the candidate and their students. Candidates will also submit a written commentary in which they describe, analyze and reflect on their teaching and interactions with students.

#### **Component 4: Effective and Reflective Practitioner**

This portfolio entry requires candidates to demonstrate evidence of their abilities as an effective and reflective practitioner in developing and applying knowledge of their students, their use of assessments to effectively plan for and positively impact their students' learning; and their collaboration to advance students' learning and growth.

The Five Core Propositions are described in the book, *What Teachers Should Know and Be Able to Do,* which is available in English and Spanish at www.accomplishedteacher.org.

### Ace in the Hand: Principal Support for National Board Candidates

Adapted from Blog by Jess Ledbetter, Arizona NBCT

Originally published October 9, 2018

When principals recommend Board Certification to teachers and support teachers through their National Board candidacy, it reinforces the importance of professional growth within the school setting and provides a strong message of support. Principals can ask their NBCTs to host an awareness session for all staff, support school-based cohorts, and publicly recognize their NBCTs. The blog post below outlines steps all principals can take, drawing from teachers that participated in an Arizona candidate support program.

#### Principals Can Provide ... Release Time

Overwhelmingly, teachers report that National Board candidates need release time. According to one NBCT, "Any time that can be spared for work time is great." A full day of release time gives candidates a chance to dig deep and have big breakthroughs. Release time can also be small chunks of time during the professional day. A principal might take candidates off extra duties, allow them to leave early or miss staff meetings, find staff to cover a class period, or excuse them from other professional development. Time is one of the greatest obstacles that National Board candidates face. Consider providing one professional day for each component.

#### Principals Can Provide ... Genuine Interest and Understanding

**Principals** connecting regularly with candidates about their progress shows genuine interest and understanding. One NBCT suggested, "Talk with [candidates] about what they are doing and how it is supporting their classroom. Another NBCT shared, "My administrator didn't require me to strictly adhere to district pacing guidelines, giving me freedom to take risks and try new things." At the core, teacher feel a principal's words and actions should communicate the messages, "I believe in you and *I support you."* This holds true even if the principal does not fully understand National Certification. Board One NBCT shared, "My [administrator] didn't know what National Board Certification was or fully understand the significance, but they expressed interest and provided support." For principals seeking supportive questions to ask National Board candidates, teachers offered some suggestions:

- How are things going?
- How can I support you?
- What are you learning?



- How is this helping your practice?
- What can I take off your plate today?
- How can this help your peers?

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#### Principals Can... Connect Candidates with Local Support

In a follow-up of candidate support, teachers expressed the importance of gathering with other National Board candidates. One responded, "I was glad to have a support cohort managed through my district." Some teachers wrote about cohorts meeting after school hours; others suggested principals allow candidates to work together during professional development time. Local support seems to be an inspiration for starting the NBC process rather than just a support for those already interested. One NBCT wrote, "I chose to pursue because I knew others on my campus were [pursuing] and I felt they were people I would want to share the process with." A principal can encourage teachers on their campus to begin the process together, forming a school-based cohort, and can provide them time and resources to do their work. Principals can find candidate support programs in their state at www.nbpts.org/in-your-state.

#### Principals Can Provide ... Professional Space

There is something about cramming into tiny desks or finding a student's wad of gum that makes teachers feel a little less professional. When National Board candidates gather to work on portfolio components, it can be helpful if principals provide a location with adult-sized tables and chairs. Teachers also need enough space to spread out and work. Candidates might need office supplies, snacks, an extension cord, privacy, and permission to print anything they need using the school's paper and printer. These may seem like small gestures, but they take pressure off candidates so they can focus on more challenging aspects of National Board Certification.

#### Principals Can Provide ... Tech Support

Since videotaping is part of the National Boards portfolio, candidates need help locating equipment and assistance with videotaping. According to one NBCT, "My admin checked in frequently and provided support with videotaping." Another shared, "Our district tech person lent us cameras and trained us to use them. He also helped us prepare the video files for upload." Principals can connect candidates with these resources, consider purchasing equipment, and facilitate staffing solutions to help candidates with filming and other technical aspects.

#### Principals Can Provide ... Recognition

Though it was not a common topic, teachers occasionally mentioned how their principals provided recognition and treated them as leaders when they accomplished National Board Certification. This gave teachers a sense of pride and also seemed to inspire others to start their National Board Certification process. For another form of recognition, an NBCT shared, "One thing my principal did was acknowledge my hard work in the National Board process in my evaluation. Giving me props in that official capacity was cool."

There are times when National Board Certification feels like building a house of cards during a hurricane. A supportive principal can be the ace in the hand that steadies a candidate and keeps the winning streak going.

Ninety-seven percent of the teachers who engaged with the National Board Standards through the Network to Transform Teaching report that this learning helped them improve their practice and better understand their students. Among those teachers, 63% adjusted lesson plans to meet the needs of individual students, 54% gained or deepened knowledge in their content areas, and 50% used data in new ways to assess student progress.



### Part 2: Tools for Growing Accomplished Teaching in Your School

With all of the competing demands of a school, growing accomplished teaching can align with the school's daily work and support the staff's professional learning plan.

#### **Understanding Accomplished Teaching**

**Book Study on** *What Teachers Should Know and Be Able to do*: In professional learning communities or with interested teachers, hold a book study to focus on the essential Five Core Propositions of accomplished teaching. Digital links provide book access, facilitation questions and PowerPoint slides. This can be done in five 45 minute sessions.

**Certificate Area and Topic Focused Standards Study:** Certificate area staff or cross-curricular staff can hold focused Standards studies on areas such as content knowledge, equity, assessment, student agency and more. Digital link provide Standards Studies on 12 topics. There are also 25 certificate area Standards that can be used for the study. With prior pre-reading, each study requires 90 minutes in one or two sessions.

#### **Creating a Culture of Accomplished Teaching**

**Peer to Peer Learning Walks:** In building a collaborative, growth mindset culture, teachers can observe each other with a focus on or more of the Five Core Propositions. This is a powerful strategy for improvement and involves observation, discussion and reflection. Digital Link provides a downloadable copy of the observation form. Observations require time for pre-meeting, observation and debrief collaboration for teacher participants.

**Video Case Lesson Study:** Utilizing a videotaped lesson for learning can occur individually, in small group or in a larger staff setting. The focus and approach has many variations to meet different needs. Digital Link provides access to the ATLAS video case library, which includes unedited videos, teacher's written reflections and related instructional materials. Once a video lesson is selected, the lesson study can range from 30 minutes to two hours.

#### **Establishing Structures for Accomplished Teaching**

**School-based Cohorts**: Bringing teachers together to go through the National Board Certification process provides support for the teachers and builds a collaborative growth model that strengthens school culture. Cohorts have many different designs. A digital link is provided to a toolkit of materials for building cohorts. The time commitment varies depending on the design, but typically starts in the fall and extends through submission in mid-May.

**School Leaders Strengthen Districts**: There are many ways districts can build a National Board program in their district. These range from providing candidate support to financial incentives to leadership opportunities.

Principals may want to begin with the Accomplished Teaching Readiness Tool, which provides a way to reflect on the current school culture and guidance for determining the best approach for supporting staff in pursuing National Board Certification. If you have National Board Certified Teachers on your staff, they can serve as a great resource for thinking through readiness and implementation.

The graphic below presents the various tools included in this guidebook. Use the tools and strategies as stand-alone activities or as part of a full program. There is not a particular order that will work best for all contexts. One school may choose to do a study of *What Teachers Should Know and Be Able to Do* for their entire staff throughout the year, while another may start with a cohort of teachers who dive straight into the Board Certification process and learn as they go.

#### **Tools for Supporting Accomplished Teaching**



### **Accomplished Teaching Readiness Tool**

Administrators and teachers can use this tool to determine their school's readiness for embedding National Board Certification and related tools and strategies in their professional learning program.

1 – Beginning understanding – just getting started, few teachers with basic or deep understanding

2 - Fair understanding - less than half of the staff have a basic understanding

3 – Good understanding- true for the majority of teachers, but needs more depth of understanding

4 – High understanding- true for the majority of teachers, occurs systemically at a deep level

Understanding Accomplished Teaching					
Evidence of Criteria	Self-rating				
Teachers in our school spend time thinking together about what is expected of them as members of the teaching profession.1234					
Teachers have a sense of what lies beyond basic, entry level standards for their profession.1234					
Teachers have ways to see models of the accomplished teaching Standards in action.				4	Average
Teachers have calibrated conceptions of the accomplished teaching Standards with each other.				4	
Teachers know how they can measure their own practice to the accomplished teaching1234Standards.					
Teachers can communicate why they value the accomplished teaching Standards.	1	2	3	4	

Creating a Culture of Accomplished Teaching					
Evidence of Criteria Self-rating					
Teachers use the language of accomplished teaching in conversations during professional learning and coaching with each other.		2	3	4	
Teachers use the language of accomplished teaching in daily conversations with each other.	1	2	3	4	
Teachers are able and willing to encourage, challenge, and support each other to practice at the level of the accomplished teaching Standards.			3	4	Average
Teachers are using accomplished teaching Standards to communicate what is valued about teaching and learning.				4	
Accomplished teaching Standards are embedded in school-based professional learning experiences.				4	
Cultural conditions required for teachers to meet the accomplished teaching Standards (e.g. trust, safety, collaborative climate, etc.) are provided.	1	2	3	4	

Establishing Structures for Accomplished Teaching					
Evidence of Criteria	2	Self	-rat	ing	
Teachers are willing to pursue/assume teacher leader roles that support the accomplished teaching Standards.	1	2	3	4	Average
Teachers challenge each other to pursue Board certification.					
Resources are allocated (time, space, funding, materials, etc.) for school-based candidate support.				4	
Board Certification status is important information in processes such as hiring and assignment to teacher leader roles.	1	2	3	4	

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### **Understanding Accomplished Teaching**

There are a variety of approaches for embedding National Board Standards and pursuing National Board Certification into a school or system. The goal is to make accomplished teaching the norm so that every student learns from highly effective teachers every day.

These activities are constructed to be used in a collaborative professional learning community (PLC), enhanced by accomplished teachers who support their colleagues, and give teachers ownership of their professional development and growth. They emphasize teacher reflection, analysis and improvement.

What Teachers Should Know and Be Able to Do Book Study

#### Book Study on *What Teachers Should Know and Be Able to Do*: Five Core Propositions

The Five Core Propositions, which are detailed in the book, *What Teachers Should Know and Be Able to Do* (What Book) set forth the profession's vision for accomplished teaching and are held in common by teachers of all grade levels and disciplines and underscore the accomplished teacher's commitment to advancing student learning and achievement.

The study of the What Book is professional learning for the purpose of improving educators' abilities to increase student learning. It can be used either to facilitate book study sessions or as a learning experience for a PLC.

#### **Book access**

- Physical books are \$4.99 + shipping from http://bit.ly/buyWhatBook.
- Download at no charge from http://accomplishedteacher.org or use as online ebook.

#### **Get started**

- Set up What Book Study during PLC sessions or during other professional learning opportunities.
- Pre-work for first session, set expectations to read the first chapter (pages. 12-16) and highlight words/concepts that stand out to educators.

#### Sample Agenda for Professional Learning Session 1

Presentations and facilitator notes for each of the Five Core Propositions can be downloaded from: http://bit.ly/NBWhatBookStudy

- 1. Introduce the What Book.
  - a. Read pages 8-9. Identify a work, phrase, and sentence that resonates with you. Explain why.
  - b. Share with a partner or within the larger group.
- 2. Have everyone read Core Proposition 1 prior to the learning session.
  - a. In a reflection and discussion format, respond to the following:
    - How do you acquire knowledge of your students?
    - In what ways will you use this knowledge to inform and adjust your instruction?

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Teaching

- What challenges do you face while trying to meet individual student needs? How can you overcome these?
- How have you fostered positive student relationships (student/student, student/teachers)?
- How might we ensure equity within the classroom walls, our school and beyond?
- What strategies do you use to educate the whole child beyond academic expectations?
- b. Ask participants to commit to one action to increase Core Proposition 1 in their classroom.

For additional National Board Five Core Proposition activities, go to http://bit.ly/5CorePropsActivities.

#### Certificate Area and Theme Focused Standards Study

#### Certificate Area and Theme Focused Standards Study

The National Board Standards define what accomplished teachers should know and be able to do in 25 certificate areas. They were created by teachers, for teachers.

Schools and teachers can utilize the National Board Standards individually or in a collaborative setting.

- Teachers can examine Standards for their certificate area to self-assess and create a professional growth plan around a specific area of need.
- Teachers and school leaders can use the Standards to inform feedback for colleagues.
- Teacher leaders who mentor rising educators in the pipeline or early career teachers can use certificate area Standards to guide conversations around practice.
- Mentoring or induction programs can embed the Standards in the first three years of teacher support, creating a natural transition to candidacy.

#### **Theme Focused Standards Studies**

Common themes, based on the Five Core Propositions, are embedded in every set of National Board certificate area Standards. Conversations and professional learning based on common themes in the Standards can be a rich activity and entry point into the full standards.

Theme focused Standards Studies define what teachers should know and be able to do within a particular topic and were built by reorganizing content from the certificate area Standards into common themes. These were constructed with the leadership of the Kentucky National Board Professional Learning Program.

Standards Studies, by certificate area or theme, have value for all teachers across the educator career continuum.

- Introduce teachers to National Board Standards via facilitated discussions of Standards Studies.
- Teachers and school leaders generate evidence-based discussions across content and development areas using the Standards to find trends of similarities, differences, strengths, and needs.

#### **Standards Studies Themes**

- Advocacy
- Assessment
- Content knowledge
- Collaboration
- Equity
- Instructional practice
- Knowledge of students
- Teacher leadership
- Learning environment
- Reflection
- Student Agency
- Decision making teams reference Standards to anchor improvement and policies in best practice.

Certificate area Standards can be downloaded from http://bit.ly/NBPTSCertificationStandards. Theme focused Standards Studies can be downloaded from http://bit.ly/NBStandardStudies.

### **Creating a Culture of Accomplished Teaching**

### **Peer-to-Peer Learning Walks**

Peer-to-peer learning walks offer a powerful way for teachers to improve their practice. Using this protocol, colleagues will observe, collaborate and reflect on the Five Core Propositions, focusing on what the propositions look like and sound like in classrooms. This opens doors to new thinking on teaching and learning.



Supportive

Engagement

Assessment

Collaborate

•

#### **Protocol:**

- Teachers meet to determine the best date, time, and focus
- Walker records observations during lesson, and gives notes to host teacher
- Teachers schedule a debrief meeting to discuss learnings

Host: W [] Host Initiated [] Walker Initiated	Valker(s):	Date:	
Learning Walk Focus:			
Address at least one propos	ition on this form:	Highlight both tea	acher and student behaviors.
Proposition #1: Teachers are committed to students and their learning. <u>Key words:</u> • Relationships	Proposition #2: subjects they te teach those subj <u>Key words:</u> • Standard	jects.	Proposition #3: Teachers are responsible for managing and monitoring student learning. <u>Key words:</u> • Multiple Methods

- **Relationships**
- Development
- Equitable
- Commitment
- Responsibility

٠	Standards	
•	Interdisciplinary	
•	Pedagogy	
•	Research Based Practices	

Multiple paths to knowledge •

I liked	My takeaways are	I want to know more about

Proposition #4: Teachers think systematically about their practice and learn from experience.	Proposition #5: Teachers are members of learning communities.
Key words:	Key words:
Choices	Collaborate with stakeholders
Feedback	Families
Reflection	Peers
Research	Community

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### Video Case Lesson Study using ATLAS: Accomplished Teaching, Learning and Schools®

Examining Practice with Video Case Lesson Study Principals can help teachers get better together using video case lesson studies. ATLAS is National Board's video case library which provides access to authentic video showing evidence-based practice in



action. Cases are indexed to common frameworks, including National Board, TeachingWorks High Leverage Teaching Practices, Common Core State Standards, C3 Framework for Social Studies State Standards, and Next Generation Science Standards.

Video cases are comprised of an unedited video, the teacher's written reflection about the lesson, and related instructional materials. The reflection providing insight into what's happening inside the teacher's mind during the decision-making process and the interaction with a single student or an entire class. This powerful combination of video, instructional resources, and reflection allows for peer collaboration, self-reflection, and classroom-based inquiry.

Principals can utilize video case lessons with individual teachers or full staff. They can encourage teachers leaders to use them for collaborative learning in professional teams or when mentoring teachers.

#### Video case lesson study can be used to:

- Support teachers in developing a common understanding of accomplished teaching
- Introduce new teachers to what accomplished teaching looks like in the context of a classroom
- Discuss problems of practice within professional learning communities
- Study a variety of instructional approaches or lesson designs
- Observe accomplished teachers in various contexts and classroom settings
- Drive discussion in ongoing professional learning community meetings
- Support mentors and coaches in demonstrating effective teaching methods to novice teachers

For more information on ATLAS or to start a free trial go to www.nbpts.org/ATLAS or email: atlas@nbpts.org.



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### **Establishing Structures for Accomplished Teaching**

#### **School-based Cohorts**

School-based cohorts are teams of teachers who pursue National Board Certification collaboratively as their anchor for professional learning and growth for the year. They examine and strengthen their teaching practice with the facilitation and support of a peer teacher who is already Board- certified and has demonstrated instructional expertise. Establishing Structures for Accomplished Teaching

Principals can utilize a National Board Certified Teacher to present an awareness session for the staff and can encourage teachers to form a school-based cohort. Principals can tap specific teachers to embark on their National Board journey.

School-based Cohort Model of National Board Candidacy

The benefit of a school-based approach is that the professional learning is aligned to school goals, which ensures a coherent approach towards accomplished teaching while directly impacting student performance.

The collaborative and connected nature of these cohorts not only helps teachers develop towards accomplished practice and National Board Certification, but also improves the school environment, creating a culture where teachers feel that their development is valued, guided, and purposeful.

#### **Impact of School-based Cohorts**

- Discussions center on professional practice and student learning.
- Teachers share vocabulary around standards and what good teaching looks like.
- Teachers work together to plan instruction and reflect on their effectiveness.
- Mentors work with teachers to help them reflect, practice, and improve.
- Work is immediately relevant and applicable to their jobs.

#### Impact of School-based Cohorts in Clark County, NV

- 95% of candidates reported increased job satisfaction.
- 82% of candidates reported increased cultural competency.
- 80% of candidates reported that National Board candidacy was a significant factor in their choice to stay in a Title I school.

#### School Based Cohorts How-to tools: Go to www.nbpts.org/cohort-toolkit.

"It has truly been a breath of fresh air to see my teachers collaborating at such a high level. Our teacher leaders have been able to see instruction from a bird's eye view, and engage in dialogue from a unique and memorable perspective. Having the opportunity to host a National Board cohort at our site has offered high level discussions about quality instruction that has actually permeated throughout our entire building. I cannot wait to see what year two brings to our school."

- John Anzalone, Principal at Sierra Vista High School, Las Vegas, NV

### **School Leaders Strengthen Districts**

School leaders are in a powerful position to strengthen district policy and practice in ways that support both National Board Certification *candidates* and *NBCTs* once they have been recognized for their mastery of accomplished practice.

#### To support National Board candidates, principals can ...

**Encourage all teachers to pursue Board Certification** and ensure that teachers have equitable access to support.

**Offer training** for mentors and/or candidates. Consider training mentors on working with adult learners, ethics, and providing feedback.

**Provide supplies and resources** to support candidacy. This may include copies of the *What Teachers Should Know and Be Able to Do* book, or the free PDF version, ATLAS subscription for the mentor to use to discuss accomplished practice with candidates, and videotaping equipment (remote camera, microphone) for shared use.

**Ensure equitable access** to accomplished teaching through financial support. Consider using Title I, Title IIA, and IDEA funds to support National Board Certification.

**Support language to allow continuing education credit** for candidates for each component to be used toward license renewal. Support job-embedded, team-based professional learning in which teachers assess their practice against National Board Standards and pursue components of National Board Certification aligned to their professional learning needs.

**Work with district to provide financial assistance** through reimbursement of candidates for submission of part or all of their Board certification fees, or reimburse some or all of the cost after certifying. Districts can set up third-party payment to pay directly to the National Board.

#### To support National Board Certified Teachers, principals can ...

**Celebrate NBCTs,** especially those newly certified. Recognize their accomplishment and the value it brings to students.

**Mobilize Board-certified teachers as instructional leaders** to facilitate in-service professional learning, including supporting teachers pursuing National Board Certification in school-based cohorts.

**Support district policies for a salary advancement** for NBCTs, including additional salary incentive for NBCTs serving in high needs schools.

**Elevate teacher voice** by providing opportunities for NBCTs to help shape school and district policy.

School leaders can access resources to advocate for their teachers to become National Board Certified, including an Impact Brief, State Incentives Chart, Advocacy Toolkit, guidance for using federal funds for National Board Certification, and more. Advocacy resources can be found here: https://www.nbpts.org/practice-policy/advocacy-resources



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### Part 3: Appendix

### **National Board Certification: Candidacy Details**

The certification process includes four components:

- Computer-based assessment
  - o Component 1: Content Knowledge
- Portfolio entries
  - o Component 2: Differentiation in Instruction
  - o Component 3: Teaching Practice and Learning Environment
  - o Component 4: Effective and Reflective Practitioner

The process is flexible to allow candidates to set their own pace and sequence. Candidates may:

- Take one to three years to complete the initial attempt of all four components
- Retake a component twice, if needed, with a total of 5 years to achieve
- Pay separately for each component (at a cost of \$475 per component or \$1900 in total)

	Candidat attempt		olete initial onent	Windo	W		
1	V		•				
		Year 2	Year 3				
	Year 1	Year 2	Year 3	Year 4	Year 5		
*Once candidate has used all retakes, the eligibility window closes.							
Completing National Board Certification may take anywhere from 1 to 5 years.							

#### To be eligible for certification, teachers must

- Possess a bachelor's degree
- Have completed three years of teaching in one or more early childhood, elementary, middle, or secondary school
- Hold a valid state teaching license for each of the three years of employment
- Provide official American Council on the Teaching of Foreign Languages (ACTFL) certified ratings of Advanced Low or higher from ACTFL speaking and writing proficiency assessments if registering as a World Languages candidate

Candidate Timeframe- Candidates can develop components throughout the year until the submission date.

Registration and Component Selection and Payment Window Component 1: Content Knowledge Testing Window Components 2, 3, 4: ePortfolio Submission Window Score Release Mid-April to late February March to mid-June April to mid-May On or before December 31



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### The National Board's 25 Areas of Certification

These span 16 disciplines from Pre-K through 12th grade, including career and technical education, music and world languages.



	CERTIFICATE					
DISCIPLINE	DEVELOPMENTAL LEVEL	STUDENT AGE RANGE				
		3-8 7-12 11-15 14-18+				
Art	Early and Middle Childhood					
	Early Adolescence through Young Adulthood	• •				
Career and Technical Education	Early Adolescence through Young Adulthood					
English as a New Language	Early and Middle Childhood					
	Early Adolescence through Young Adulthood	• •				
English Language Arts	Early Adolescence	•				
	Adolescence and Young Adulthood	•				
Exceptional Needs Specialist	Early Childhood through Young Adulthood					
Generalist	Early Childhood					
	Middle Childhood					
Health Education	Early Adolescence through Young Adulthood	• •				
Library Media	Early Childhood through Young Adulthood					
Literacy: Reading-Language Arts	Early and Middle Childhood					
Mathematics	Early Adolescence					
	Adolescence and Young Adulthood	•				
Music	Early and Middle Childhood					
	Early Adolescence through Young Adulthood	•				
Physical Education	Early and Middle Childhood					
	Early Adolescence through Young Adulthood	• •				
School Counseling	Early Childhood through Young Adulthood					
Science	Early Adolescence	•				
	Adolescence and Young Adulthood					
Social Studies-History	Early Adolescence	•				
	Adolescence and Young Adulthood	•				
World Languages	Early Adolescence through Young Adulthood					

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#### For more information:

Go to: www.NBPTS.org.

Contact your local National Board Network or coordinator: www.nbpts.org/in-your-state.

Reach out to opportunities@nbpts.org.

Some of the tools in this resource were developed through the Network to Transform Teaching at National Board which was funded through the U.S. Department of Education, Supporting Effective Educator Development Grant.

Chris Chank, cohort principal in Schenectady, NY

<sup>&</sup>quot;The National Board work in our school's PLCs has already had a remarkable impact on our building's culture. These groups of teachers have begun utilizing the Body of Knowledge (National Board Standards and Five Core Propositions) in their own classrooms and, even more importantly, have engaged in conversations with their colleagues, elevating the dialogue about pedagogy and the impact on students. They support each other and have created an environment that welcomes risk-taking and embraces 'failure as feedback.' They are willing to take ownership of initiatives that they feel are important and will impact student success."

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