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What is National Board Certification?

*Recognized as the **gold standard** in teacher certification, the National Board believes higher standards for teachers means better learning for students.*

The founding 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;
- Advocating related education reforms to integrate National Board Certification in American education and to capitalize on the expertise of National Board Certified Teachers.

The Beginnings of National Board

- 1983 – A Nation at Risk
- 1987 – National Board for Professional Teaching Standards
 - Led by Governor James B. Hunt. Jr. of North Carolina



Built from Teacher Expertise

- The National Board was established as the profession's vehicle for defining and recognizing accomplished teaching.
- National Board Standards are created
 - by teachers,
 - for teachers, as is [National Board Certification](#),
 - a voluntary process to certify teachers against those standards.



Building a Pipeline to Accomplished Teaching and Board Certification

The Professional Career Continuum for Teachers



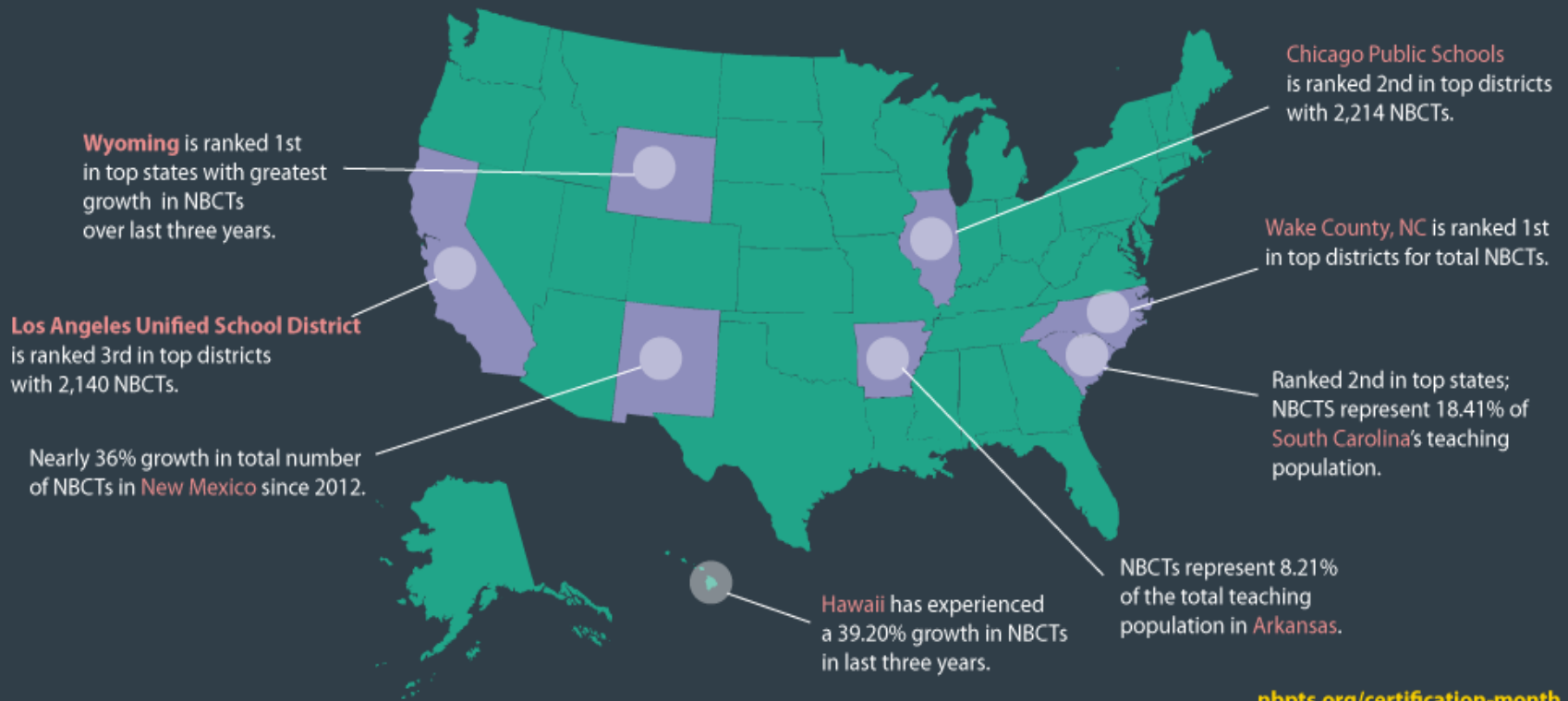
Why is it important?

- Today's students need to learn at high levels to be ready to succeed in college, career and life. Highly accomplished, Board-certified teachers have a **tremendous impact on student learning and achievement**.
- National Board Certified Teachers exemplify what the profession should be — a cadre of accomplished practitioners who have **voluntarily proven their practice against high and rigorous standards**. We must draw on the expertise of these exemplary teachers and provide them with leadership opportunities at the school, district and state level.

National Board Certified Teachers advance student learning and achievement.

- Board-certified teachers are more effective than non-certified teachers with similar experiences (Cowan & Goldhaber, 2015). Their findings suggest **NBCTs produce gains of up to “nearly 1.5 months of additional learning.”**
- Board Certification is an effective **signal of teach quality, based on student test scores**, across locales (urban and rural), test types and subject areas (CNA Corporation, 2015).
- **NBCTs are significantly more effective** than their non-NBCT counterparts in several EOC exams: Algebra II, Biology, Civics and Economics, Chemistry, and Geometry (Salvador & Baxter).
- Robust evidence that National Board Certification is an **effective indicator of teacher quality** (Cavalluzzo, 2004, National Research Council, 2008, Chingos & Peterson, 2011).

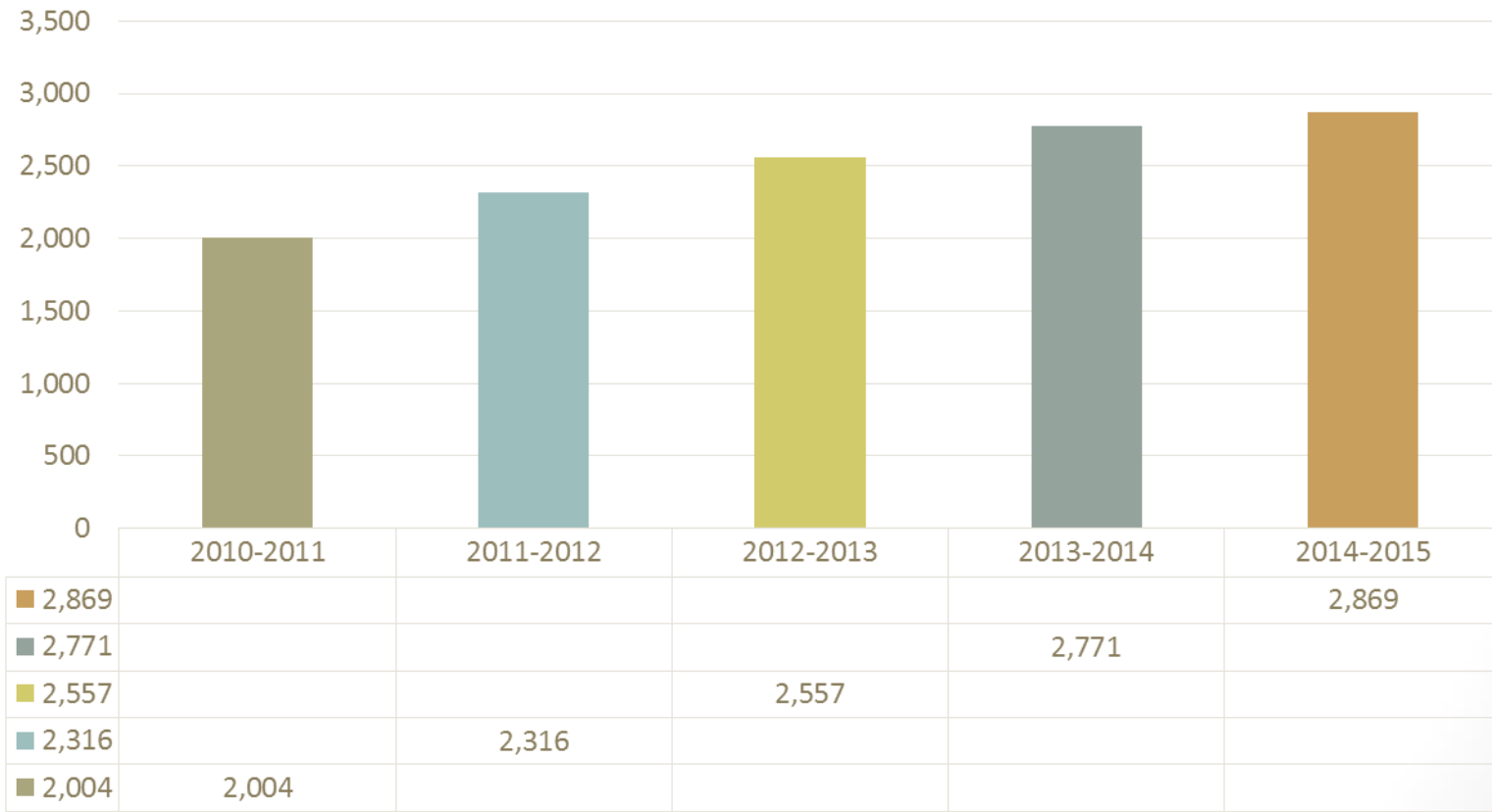
Where are we #NBCTstrong?



nbpts.org/certification-month

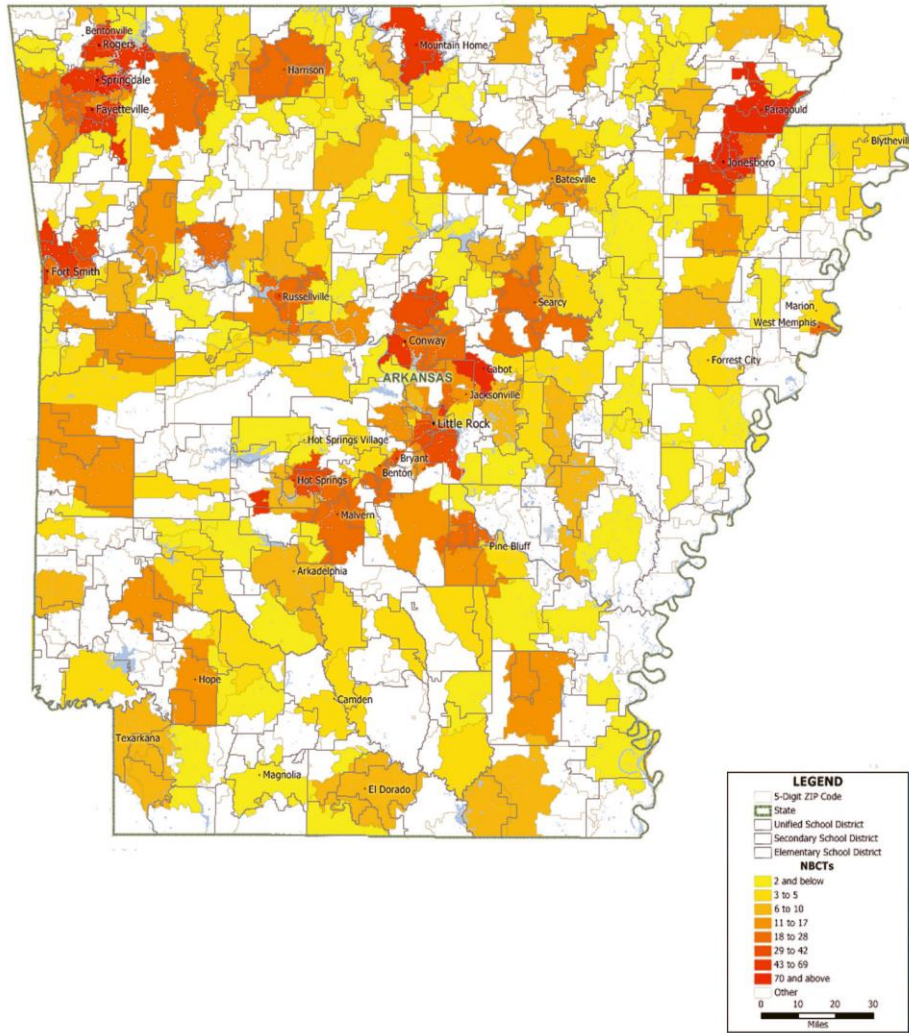
Total NBCTs in Arkansas

Chart Title



■ 2,004 ■ 2,316 ■ 2,557 ■ 2,771 ■ 2,869

ARKANSAS NBCT Distribution 2015



Why should Arkansas lead the way?

- Students taught by Board-certified teachers learn more than other students, as evidenced by more than a decade of robust research in states and cities across the country.



- Because Board certification is voluntary, teachers need compelling reasons to pursue this rigorous process. State leaders must create the conditions for Board certification to become the norm, not the exception, by supporting teachers to pursue Board certification and rewarding those teachers who achieve it.

Why should Arkansas lead the way?

- Like other states, Arkansas is in the midst of major transformations to our educational system.
- A high capacity teaching workforce, led by Board-certified teachers, will be critical to the success of our efforts.
- Unfortunately, in many places Board-certified teachers are an untapped resource.
- Arkansas should lead the way and take advantage of this pool of expert teachers and charge them with leading improvement initiatives including mentoring new teachers, supporting current teachers, and implementing ambitious student standards.
- By doing this, Arkansas will extend the reach of expert teachers while offering them opportunities to grow professionally and assume leadership roles without necessarily leaving the classroom

What can policymakers do?

- Use Board certification as a qualification or preference for clinical faculty at teacher preparation programs, cooperating teachers who work with student teachers, and mentors who work with novice teachers.
- Utilize the high-quality educator assessment tool - Teacher Excellence and Support System (TESS) to require new teachers to demonstrate beginning proficiency of teaching skills and put teachers on the path to Board certification.
- Continue to support the National Board Certified Teacher annual retention stipend provided by Arkansas Department of Education funding.
- Continue to support the National Board candidate support system funded by the Arkansas Department of Education.

What can policymakers do?

- Expand career opportunities to include a variety of teacher leadership roles. Priority for these roles should go to Board-certified teachers, with options for them to serve inside and outside of the classroom.
- Encourage and fund leadership development activities for Board-certified teachers to build leadership knowledge and skills.
- Mobilize Board-certified teachers to address state or district instructional priorities.

What does the research say?

- Numerous studies exist regarding the impact of National Board Certification on teaching and learning.
- Studies include NBCTs in various states and geographic locations.
- Studies utilize various students and take into consideration many variables (content area, grade level, socio-economic status, ethnicity, gender, giftedness, and special education).
- What about Arkansas?

Study with Arkansas NBCTs

- Effects of Experience and Certification Level on Professional Development, Teacher Quality, and Increased Leadership Opportunities of Arkansas NBCTs.
- Two additional research questions were posed:
 - Specifically, how has the Certification process influenced student achievement within your classroom?
 - **school**

Research Sample

- 550 Arkansas National Board Certified Teachers

Geographical location	Total number of NBCTs by region	Percent of all NBCTs by region	Number of surveys issued by region	Number of surveys returned by region	Percent of all surveys received
Northwest	975	38.5	200	113	38.8
Northeast	371	14.7	70	36	12.4
Central	767	30.3	160	89	30.6
Southwest	204	8.0	60	37	12.7
Southeast	213	8.5	60	16	5.5
Total	2,530	100.0	550	291	100.0

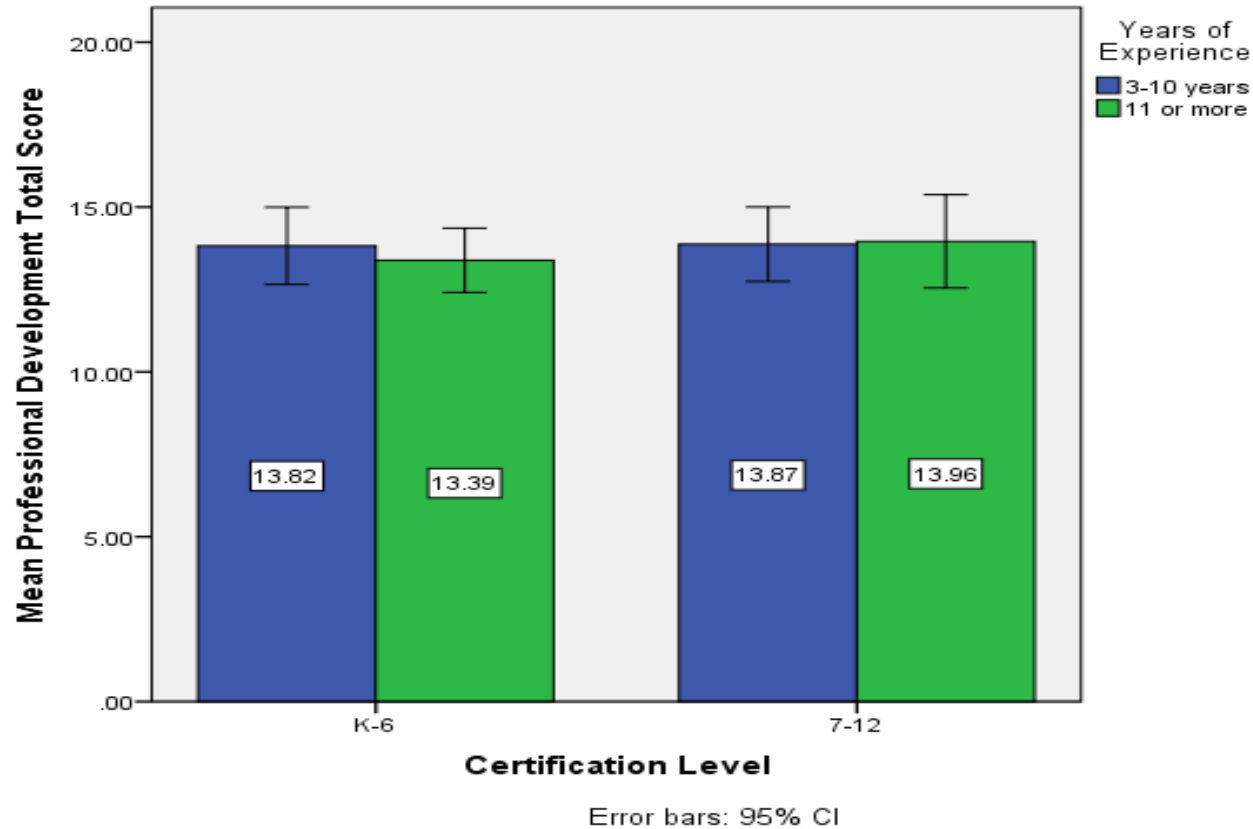
Instrumentation

- Three sections of items
 - Professional development (9 items)
 - Teacher quality (10 items)
 - Increased leadership opportunities (8 items).
- Arranged on a Likert scale (1=strongly agree to 5=strongly disagree)

How does Certification Level and/or Years of Experience influence the perceived impact of the Certification process?

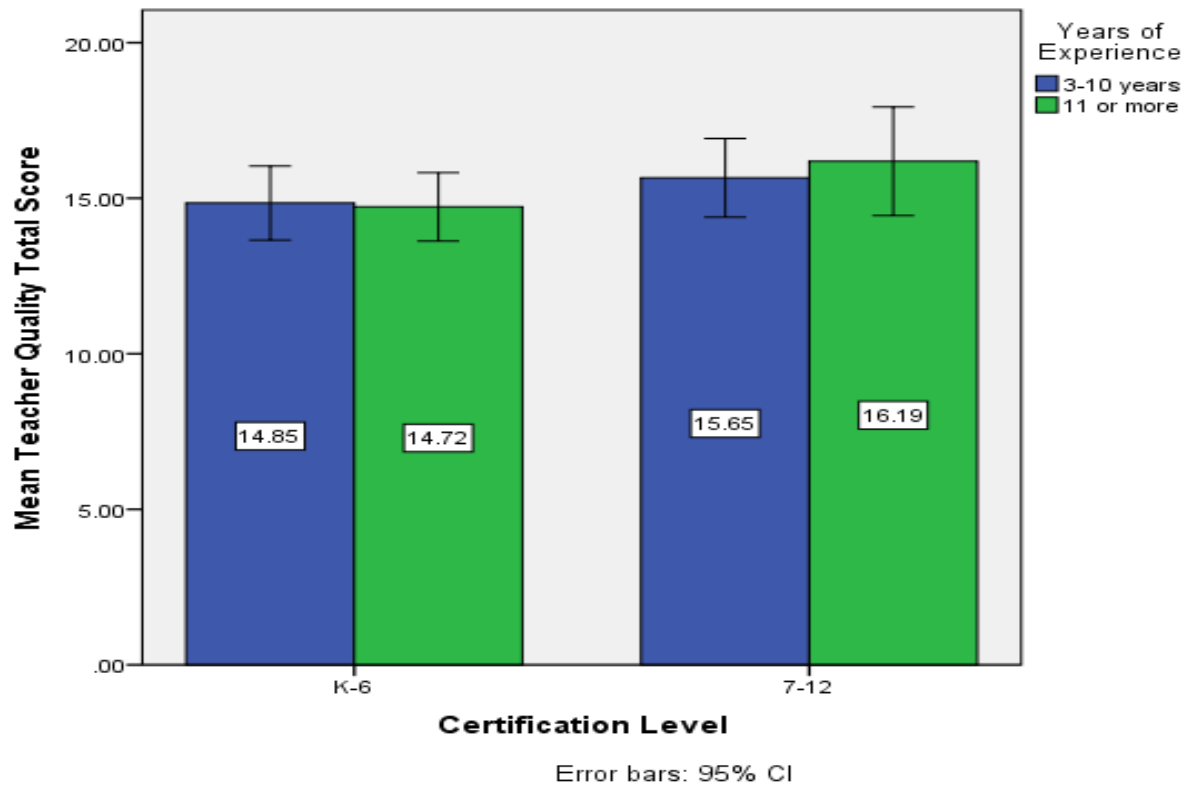
Professional Development				Teacher Quality			Increased Leadership Opportunities		
<i>Source</i>	<i>F</i>	<i>p</i>	<i>ES</i>	<i>F</i>	<i>p</i>	<i>ES</i>	<i>F</i>	<i>p</i>	<i>ES</i>
Certification	0.27	.606	0.00	2.81	.095	0.01	0.10	.756	0.00
Experience	0.09	.770	0.00	0.09	.762	0.00	1.41	.235	0.01
Certification * Experience	0.19	.666	0.00	0.23	.629	0.00	0.15	.703	0.00

Results Hypothesis 1



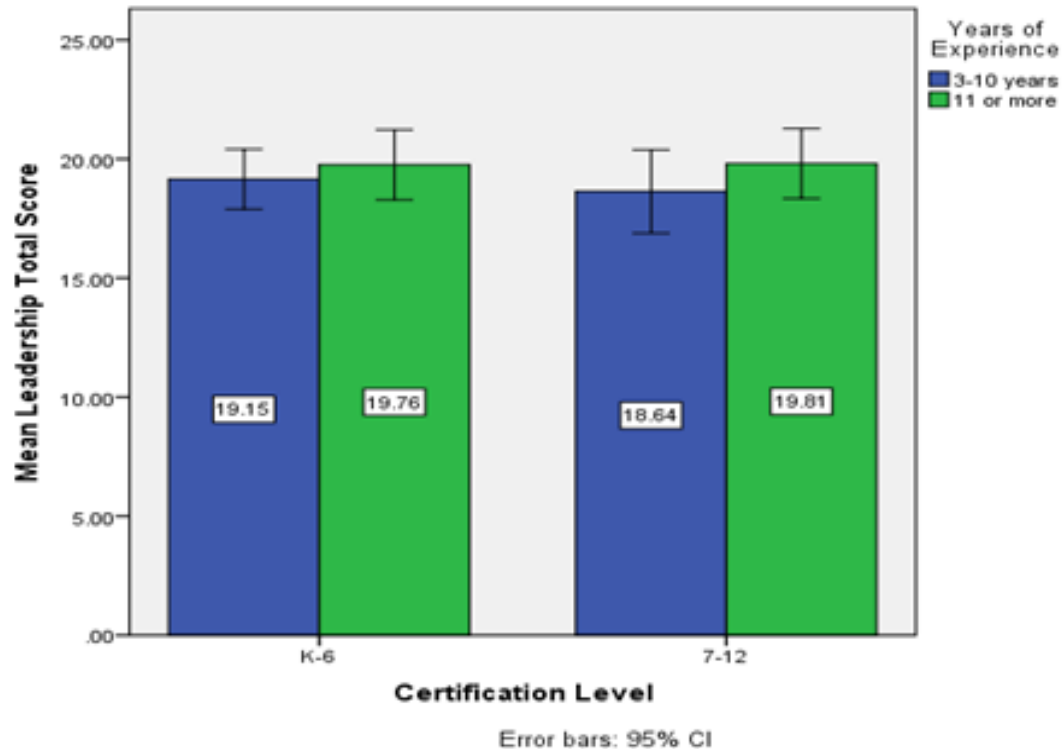
Years of experience and certification level on the perception of increased **professional development** as a result of National Board Certification

Results Hypothesis 2



Years of experience and certification level on the perception of increased **teacher quality** as a result of National Board Certification

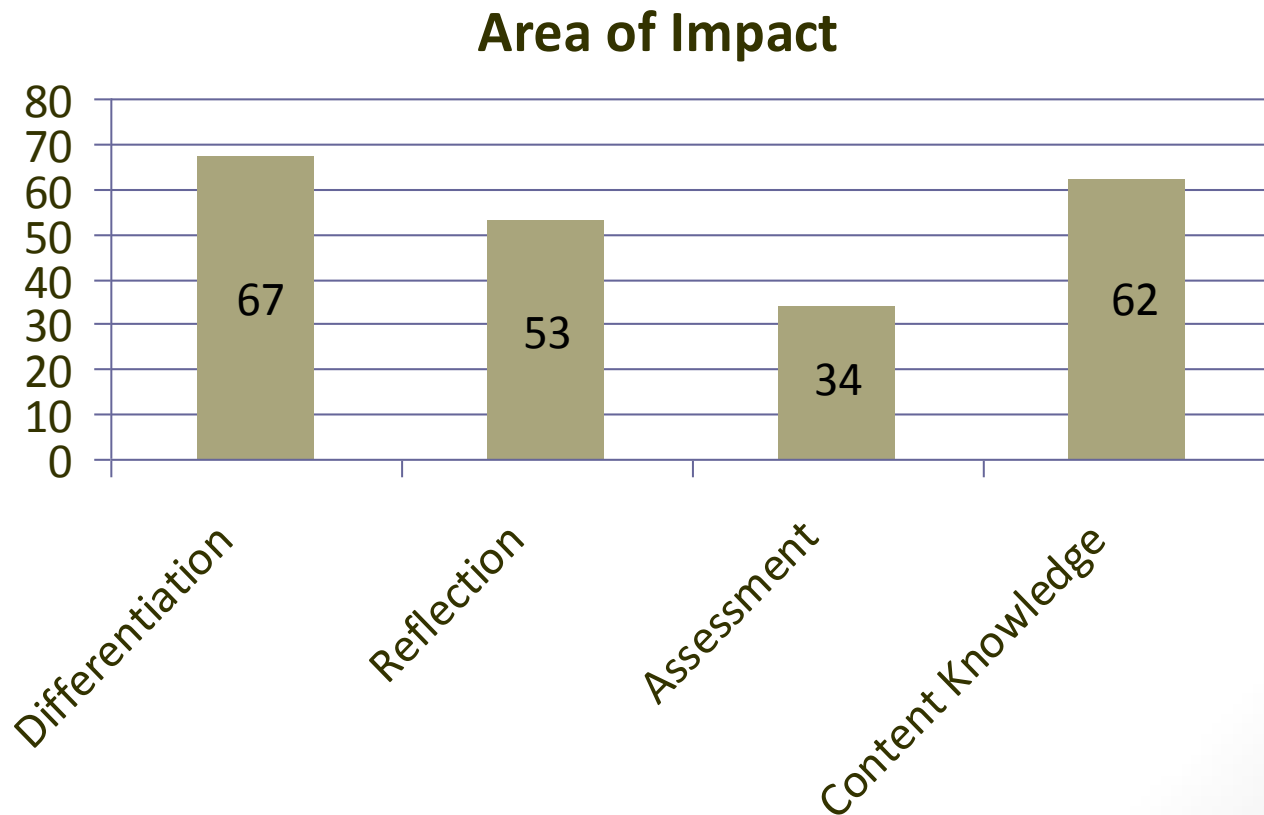
Results Hypothesis 3



Years of experience and certification level on the perception of increased **leadership opportunities** as a result of National Board Certification

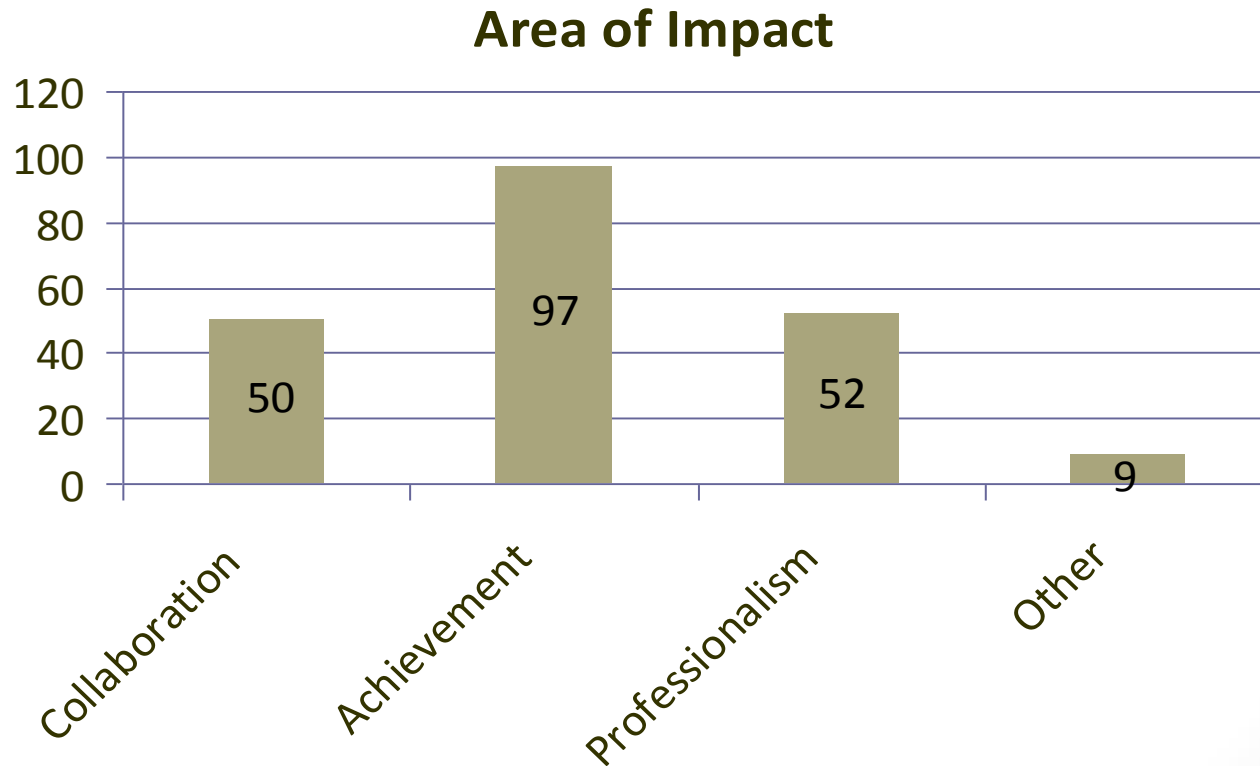
Results Research Question 1

- Specifically, how has the National Board Certification process affected student achievement within your classroom?



Results Research Question 2

- Specifically, how has the National Board Certification process affected student achievement within your school?



Conclusions:

Research Question 1

- “I am more aware of individual learning styles for each student so my instruction is aimed at meeting each different learning style.”
- “I am teaching with a deeper knowledge and I have the ability to meet the instructional needs of the students.”
- “Student achievement has improved because I am constantly reflecting on my teaching practices.”
- “I plan assessments and activities with more purpose.”

Conclusions:

Research Question 1

- “Since achieving certification, I am better able to diagnose issues hindering student achievement within my classroom and design specific learning goals to help students move toward attainment of overall learning objectives for my classes. I am now more aware of how to reach every learner in a manner that allows me to motivate individuals and address their unique learning needs for all of my lessons.”
- “I now have much more Student-driven activities in my classroom that allow students to use different intelligences and learning styles to reach their highest achievement. Students are more accountable for their learning. They are setting goals and attaining them.”

Conclusions:

Research Question 2

- “I am a better teacher. My students achieve on a very high level.”
- “I have had the opportunity to mentor several teachers working toward their National Board Certification, which has increased the learning in those classrooms, which improves the whole school.”
- “Other teachers seek me out to ask my advice with students, lessons, books, etc.”

Conclusions:

Research Question 2

- “Student achievement within my school has benefited from my becoming a National Board Certified teacher as I encourage other teachers to do the same and I offer suggestions to teachers that enhance their student achievement.”
- “I am more confident and know what ‘good teaching’ is really about. Students have said, ‘this is my favorite class and I look forward to coming to your class.’ My students know I care and I often have students that try to rearrange their schedules so they can take my classes. I also spend time mentoring students that are on the verge of failing or quitting school. Because I am a NBCT, I recognize the signs and work with the counselors and other teachers to intervene and help these students before it is too late.”

What does this mean?

- If National Board makes the difference, we must:
 - continue to support it at the state level.
 - continue to make the certification desirable to teachers through state incentives.
 - continue to realize the importance of candidate support sites to future candidates.
 - work to increase the number of NBCTs in all Arkansas schools and classrooms.