



Centers for Teaching Excellence Support Pennsylvania's National Board for Professional Teaching Standards Certification Initiative

The National Board for Professional Teaching Standards (NBPTS), created in 1987, developed standards for what effective teachers should know and be able to do, along with a process to evaluate whether individual teachers meet these criteria. The National Board is a nationally-recognized, high-quality professional development program for teachers and school counselors. As part of Pennsylvania's statewide system of supports to improve student achievement, Pennsylvania created four Centers for Teaching Excellence whose mission is to support Pennsylvania's teachers as they pursue National Board Certification. Teachers are an integral part of the National Board Certification process; teachers' roles include:

- ➔ developing the National Board Standards;
- ➔ developing the rubrics;
- ➔ developing the activities;
- ➔ scoring the assessments and
- ➔ supporting other teachers through the process.

Why Become a National Board Certified Teacher (NBCT)?

The National Research Council of the National Academies studied advanced teacher certification offered by the National Board. In its study entitled *Assessing Accomplished Teaching: Advanced-Level Certification Programs* (available at www.nap.edu/catalog/12224.html), the report concludes that the "evidence is clear that National Board Certification distinguishes more effective teachers from less effective teachers with respect to student achievement." Students taught by NBPTS-certified teachers make greater gains on achievement tests than students taught by teachers who are not National Board Certified, according to the report. The report also affirms previous research findings that National Board Certification improves teacher retention and is considered a positive professional development experience.

Becoming a National Board Certified Teacher:

- ✓ Has the strong potential of improving student achievement;
- ✓ Enables Pennsylvania teachers to become highly qualified in their core academic subject;
- ✓ Is a valuable professional learning experience;
- ✓ Teaches reflective learning and its application to classroom practice;
- ✓ Helps to focus teaching on student learning and differentiated instruction to meet the needs of diverse learners;
- ✓ Allows educators to earn up to 180 continuing professional education hours to fulfill the requirements of Act 48 – 90 hours are earned for submitting 4 scorable portfolio entries and completing six assessment exercises and 90 hours are earned for achieving National Board Certification;
- ✓ Increases opportunities for teacher leadership roles;
- ✓ Allows educators to receive their Level II certification in a comparable area and
- ✓ Has the potential for salary advancements.

National Board Certification has evolved as the gold standard in accomplished teaching and excellence because of its Five Core Propositions:

1. Teachers are committed to students and their learning;
2. Teachers know the subjects they teach and how to teach those subjects to students;
3. Teachers are responsible for managing and monitoring student learning;
4. Teachers think systematically about their practice and learn from experience and
5. Teachers are members of learning communities.

This architecture of accomplished teaching is depicted in the following illustration:

The Architecture of Accomplished Teaching: What is underneath the surface?

Set new high and worthwhile goals that are appropriate for these students at this time

Evaluate student learning in light of the goals and the instruction

Set high, worthwhile goals appropriate for these students, at this time, in this setting








Your Students - Who are they? Where are they now? What do they need and in what order do they need it? Where should I begin?

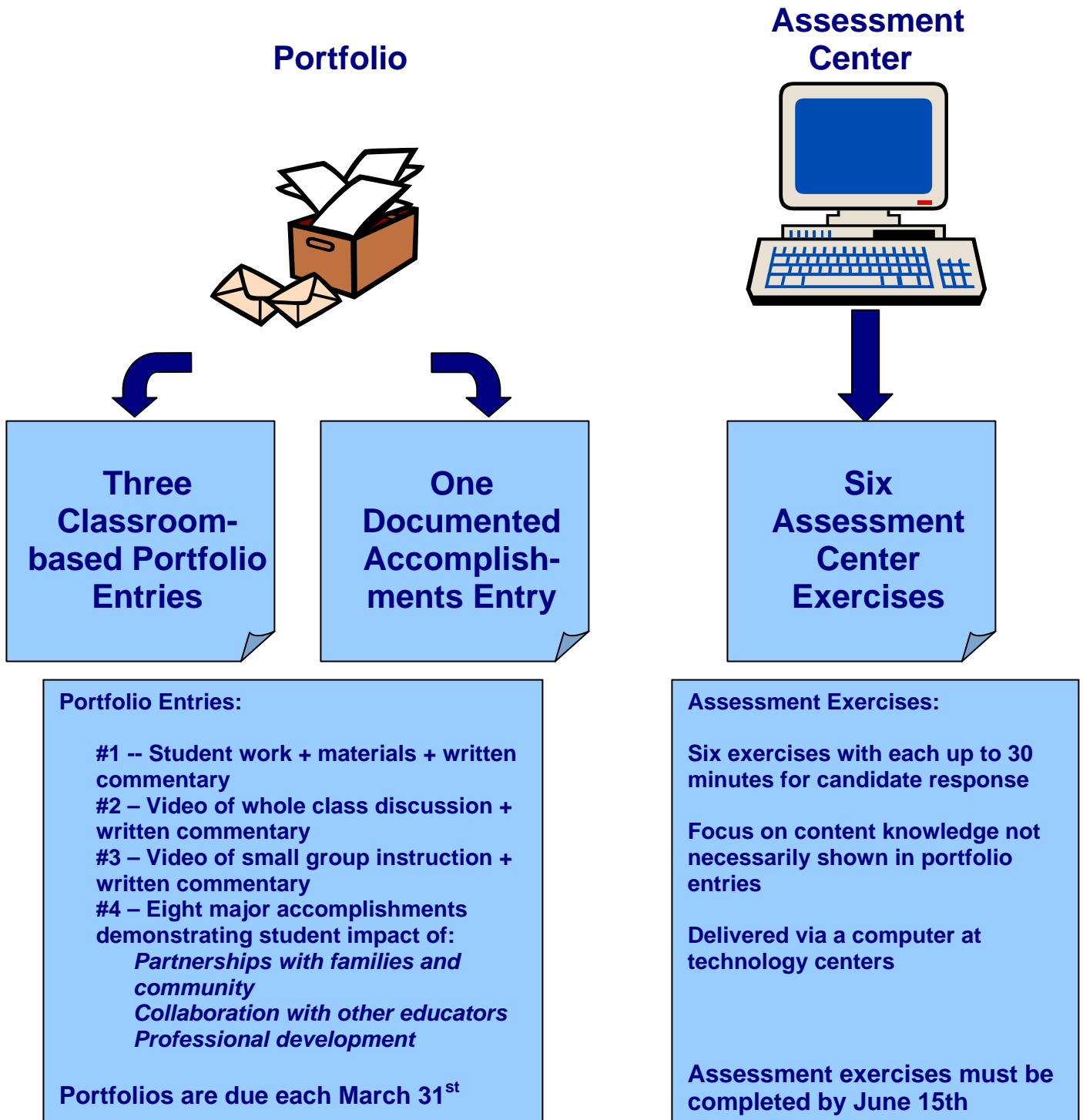
Reflect on student learning, the effectiveness of the instructional design, particular concerns, and issues

Implement instruction designed to attain those goals

Five Core Propositions

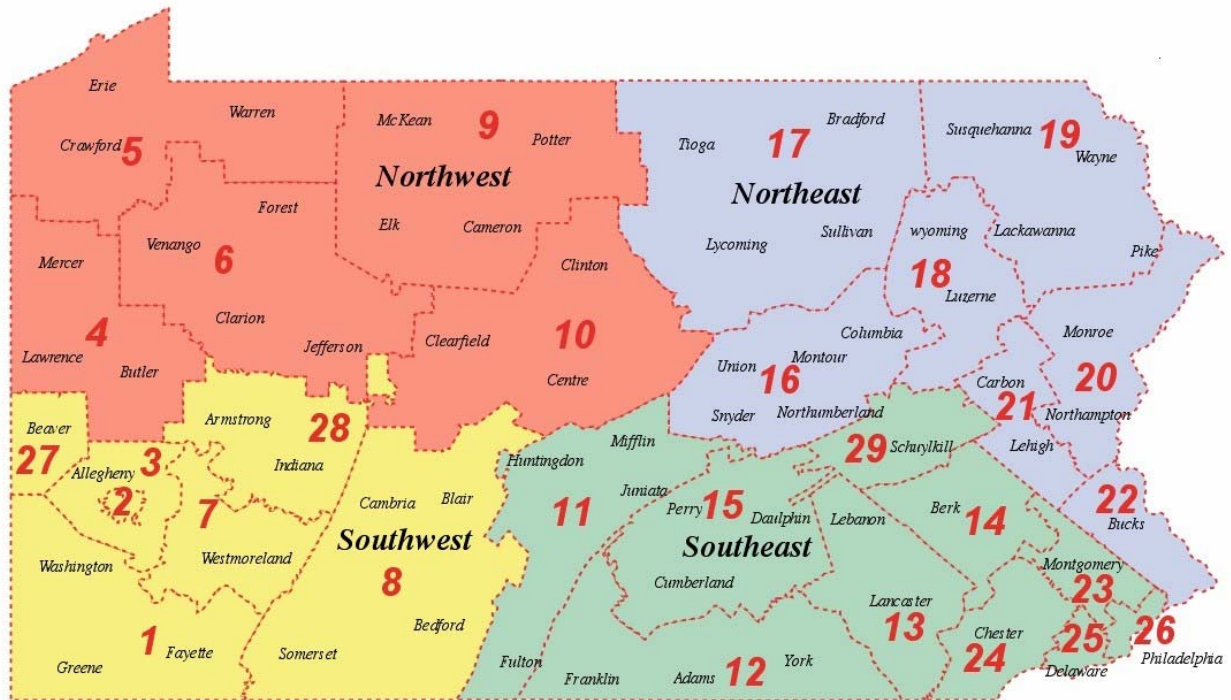
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THE CERTIFICATION PROCESS DESIGN



On average it takes about 200 to 400 hours to complete the required 10 entries/exercises. Because of the intensity of and the complexity of preparing appropriate portfolios, the

Pennsylvania Department of Education established four regional Centers for Teaching Excellence to provide a variety of supports to teachers as they prepare their portfolios.



<p>Northwest IU's 4, 5, 6, 9 and 10 Center for Teaching Excellence at Gannon University Linda Cook cook027@gannon.edu http://www.gannon.edu/nbpts</p>	<p>Northeast IU's 16, 17, 18, 19, 20, 21 and 22 Center for Teaching Excellence at East Stroudsburg University of PA Doug Lare dlare@po-box.esu.edu http://www4.esu.edu/academics</p>
<p>Southwest IU's 1, 2, 3, 7, 8, 27 and 28 Center for Teaching Excellence at Duquesne University Rosalie Dibert dibetr@duq.edu http://www.centerforteachingexcellence.net</p>	<p>Southeast IU's 11, 12, 13, 14, 15, 23, 24, 25, 26 and 29 Center for Teaching Excellence at Temple University Chris Sadjian-Peacock csadjpea@temple.edu http://www.temple.edu/education/cte</p>

Supports provided by regional centers include:

- ✓ Graduate courses, workshop sessions, work sessions, and individual consultation by National Board Certified Teachers in order to prepare candidates to successfully achieve certification by:
 - Understanding, analyzing, and improving teaching practice relative to the National Board Standards
 - Providing clear, consistent, and convincing evidence of the National Board Standards as assessed by National Board scoring rubrics
 - Writing descriptively, analytically, and reflectively for the National Board portfolios
 - Analyzing student work and video tapes of teaching
 - Adjusting practice to maximize individual student learning
- ✓ Preparing for the six assessment exercises in the certificate area
- ✓ Equipment needed to prepare portfolios (i.e., video cameras, computers, copiers, etc.)
- ✓ Transmittal of paper work to the Pennsylvania Department of Education for payment of 50% of the fee for applying for National Board Certification
- ✓ Payment for a maximum of two retakes (one annually) for any educator who does not achieve National Board Certification

Time Line and Funding Available

Funding Source	Purpose	Amount of Stipend	Annual Deadline for Applying
Federal	First Time Candidates	\$1,250.00	April 1
State	First Time Candidates	\$1,250.00	April 1
State	Advanced Candidates to retake one entry/exercise	\$350.00	January 15

Eligibility for State and Federal Funding Support

Teachers in low-achieving school districts, especially Title I schools, high school mathematics and science teachers and early childhood education teachers receive first priority. All recipients of the state subsidy are required to teach in Pennsylvania’s public schools for at least two years after receiving National Board Certification.

To qualify for **federal funding**, Pennsylvania teachers and school counselors must:

- have a Bachelor’s degree;
- have completed three full years of successful teaching/guidance counseling experience and
- possess a valid state teaching/guidance counseling certificate.

To qualify for **state funding**, teachers must:

- be a current Pennsylvania resident;
- currently be teaching in a Pennsylvania school;
- have completed three-full years of successful teaching/guidance counseling experience;
- hold a valid Pennsylvania teaching/guidance counselor certificate and
- participate in candidate support provided by the Center for Teaching Excellence responsible for serving your region of the Commonwealth.