

# NATIONAL BOARD WORK GROUP REPORT



NATIONAL BOARD  
*Network*<sup>™</sup>

National Board Council  
of New York State

The following document was developed through a process of collaboration following many rich and deep conversations with a wide variety of stakeholders. Therefore, the subsequent recommendations do not reflect the position of any single group.

**Education Stakeholder:**

The National Board Work Group, convened by the National Board Council of New York (NBCNY), the state affiliate of National Board for Professional Teaching Standards (NBPTS), in partnership with the New York State Education Department, is pleased to formally release this Final Report.

At the outset of its work, the National Board Work Group examined the current state of the National Board certification process, and articulated its complex relationships with a diverse variety of stakeholders. Stakeholders' efforts were directed at the identification of opportunities that might foster increased engagement of NYS teachers in the National Board certification process.

This report provides recommendations to build awareness around the benefits of the National Board process to all stakeholder groups, incentivize the certification process, leverage the instructional expertise of the New York's National Board Certified Teachers (NBCTs), and capitalize on P-20 partnerships and collaborations.

Four systematic needs were identified by the National Board Work Group:

- 1) Increase awareness statewide of the National Board certification process and its impact on teaching and learning.
- 2) Increase funding for the Albert Shanker grant, which assists qualified teachers in defraying the costs of NB certification (it does not currently fund advanced candidacy, renewal, or certification maintenance).
- 3) Enhance understanding of the National Board process as a voluntary, comprehensive, integrated teacher development system - driven by practitioner knowledge, experience, and context.
- 4) Promote relationships among the National Board network of teachers, P-12 school districts, Institutions of Higher Education, and other education stakeholders to strengthen the NBCNY Network and promote collaboration for the professionalization of teaching.

This report also identifies strategies necessary to address these areas of need with implementable, practical, and achievable actions.

While over 1,750 New York State teachers have achieved certification, more can be done to engage professional educators and supportive stakeholders in context-driven professional development. Over a decade's worth of research shows the positive impact of Board-certified teachers on student learning, school culture, collaboration, and teacher retention (Plecki, 2010). To achieve dramatic improvement in education for all New York students, NBCNY is working with state, district and higher education partners to ensure many more teachers have this professional growth opportunity.

On behalf of the National Board Work Group members, we would like to thank the NYSED Office of Higher Education and staff for facilitating this deep examination and leading together the work essential to elevate the profession of teaching for the improvement of student learning.



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*“The need for good teaching in all classrooms — in small towns, rural areas, large cities, and everything in between, in wealthy, moderate, and poor communities — and for all children regardless of their age and mental capacity is equal to, if not more compelling than, what is required for other professions ... no society can prosper if it fails to develop its most important asset. Just as nations cannot become great or even good without healthy populations and dependable infrastructure, they cannot do so without an educated citizenry.”*

— Ron Thorpe, “Sustaining the Teaching Profession,” 2014

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## Executive Summary

The National Board Council of New York (NBCNY), in collaboration with the New York State Education Department (NYSED), formed a work group of diverse stakeholders to explore the potential of National Board certification as a strong teacher quality initiative and to examine the current status of National Board Certification in New York State. Recognizing the value that engaging in National Board certification has to improve teaching and learning, the National Board Work Group resolved to provide recommendations supporting awareness, capacity building, and teacher engagement with this valuable professional learning opportunity. These recommendations point to potential practice and policy shifts to improve professional practice that supports student learning.

Established in 1987, in response to a call from legendary New York educator, Al Shanker, the National Board for Professional Teaching Standards (NBPTS), a certification body, has developed standards for accomplished practice as part of a teacher's voluntary path to a rigorous, peer-reviewed, performance-based certification. Through this rigorous process (available in 25 certification areas), (see Appendix A), numerous research studies show, National Board-certified teachers demonstrate proven skills to advance student learning (Appendix C).

Nationally, nearly half of all 110,000 National Board Certified Teachers (NBCTs) work in high-needs schools. More than a third of Presidential Award for Excellence recipients have been NBCTs as well as almost a quarter of the National Teachers of the Year. In a number of NYS districts, NBCTs are serving in teacher leadership roles such as mentors, peer reviewers, and instructional coaches to their colleagues. And NBCTs are working together to actively shape educational policies and practices at the local, state and national levels. In New York State, over 1,750 of the approximate 241,000 educators have earned National Board Certification (USDOE 2011-12).

Highly regarded, National Board certification provides numerous benefits to teachers, students, and schools. The certification process develops candidates, recognizes accomplished teaching and fosters ongoing improvement. The National Board Standards can serve as a significant component of professional development, supporting improvements in teaching and learning and enhancing teacher effectiveness. The certification process allows teachers to hone their practice, showcase their talent in the classroom, and demonstrate dedication to their students and profession.

The National Board Work Group, representing over twenty New York State stakeholder groups, thoroughly reviewed and discussed the National Board process, research, and how the National Board process is situated within New York State Education Department offices, policies, and regulations. The work group has identified the following four systematic needs in NYS and wishes to advocate for:

1. Increase awareness statewide for the value of the National Board Standards and certification process and its impact on teaching and learning.
2. Increase funding for the Albert Shanker grant, which assists qualified teachers in defraying the costs of NB certification (it does not currently fund advanced candidacy, renewal, or certification maintenance, candidate support).
3. Enhance understanding of the National Board process as a voluntary, comprehensive, integrated teacher development system - driven by practitioner knowledge, experience, and context.
4. Strengthen the NBCNY network by promoting collaborative relationships among the National Board network of teachers, P-12 school districts, Institutions of Higher Education, and various education stakeholders to promote collaboration for the professionalization of teaching in NYS.

In view of these identified areas of need, the National Board Work Group makes the following recommendations to revise existing practices, policies, and regulations to align with the priorities and needs of advancing education in New York State.

## RECOMMENDATIONS

### Proposal 1: Increase awareness statewide for the value of the National Board Standards and certification process and its impact on teaching and learning.

#### Create targeted materials and engagement opportunities for all stakeholder groups

**Discussion/Analysis.** The National Board Work Group found a significant lack of awareness and understanding of the National Board for Professional Teaching Standards (NBPTS) and certification process, including its positive impact on instructional practice and student learning, academic rigor, rich contextual professional development, and indicators of effective teaching. This highlights an urgent need to develop an awareness campaign and engagement opportunities designed to create a common language around accomplished teaching, illustrate the significant return-on-investment for individuals, districts, and communities, and draw attention to the body of research supporting the positive impact of the National Board process on student learning.

The NB Work Group heard from various stakeholder representatives regarding their lack of awareness and understanding of the NBPTS standards and certification process. It was determined the National Board Council of New York (NBCNY) should collaborate with other stakeholders to prepare audience-specific targeted materials to inform groups of current research regarding positive impact on instructional practice and student learning, context driven professional development, return-on-investment model including the opportunity to leverage NBCTs instructional expertise in teacher leadership roles, and find common interests and partnership with parents and community organizations (Appendix C). For example, NBCNY working with NYSED or the Governor's office could include information regarding relevant research, capacity building, and return-on-investment information with high profile email blasts such as the Commissioner's News and Notes or Governor's outreach.

■ **Recommendation 1:** Design targeted materials and engagement opportunities highlighting impact on teaching practice and student learning, return-on-investment of time and resources, funding support, and capacity building to communicate with critical stakeholders such as NYS Legislature and Governor, New York State United Teachers, and locals, New York State Board of Regents, New York State School Boards Association, School Administrators Association of New York State, New York State Council of School Superintendents; Board of Cooperative Educational Services, Parent Teacher Associations, institutions of higher education, business councils, foundations, local school boards and school districts, and others.



#### Raise the profile of National Board-certified teachers

**Discussion/Analysis.** Building awareness of NBCT as a signifier of accomplished practice needs to take place on several levels. This should include NBCTs self identifying in professional settings and on professional communication. NBCNY will encourage, through the network, this shift to self-identification. Also, in current New York State Education Department accountability and demographic reports and forms there is no profile of NBCTs. Embedding "National Board Certified Teacher" into forms and reports heightens awareness as one of the markers of accomplished practice. Terms and markers should be used to identify accomplished teachers who have earned markers of distinguished practice, such as National Board Certified Teachers (NBCT), NYS Teacher of the Year (TOTY), NYS STEM Master Teacher, President's Award for Excellence in Math and Science Teaching (PAEMST). NYS teachers are some of the most highly educated and accomplished teachers in the nation, with many receiving not just education awards but business and industry awards in recognition of excellence. This data could then, through consistent reporting, allow for longitudinal studies of pursuit, achievement, distribution, retention, and impact. It also builds awareness in district and building level leadership of the professional capital available through their faculty.

- **Recommendation 2:** NYS NBCTs will be encouraged, by NBCNY, to self-identify as such in professional settings and through professional communications. In addition, NYSED could include “National Board Certified Teacher” and other signifiers of accomplished teaching when gathering or reporting data in reports and forms such as BEDS, TEACH Registration, and the NY State Report Card.



### Share replicable models of NB support and resources

**Discussion/Analysis.** Research shows that educators who pursue National Board certification through a supportive cohort structure are more likely to achieve certification. Cohort structures take many forms — in both regional or single district cohorts. As an aspect of their professional development program some districts have incorporated National Board cohorts in their district plan while a number have also chosen to negotiate aspects of support and/or recognition with their locals.

This flexibility, and ability to customize services, can allow recognition of the context of each district

as well as allow teachers to work with colleagues, and benefit from supportive services such as facilitators, release time, substitutes, and technology materials. NYS Teacher Centers and Institutions of Higher Education (IHE) are also important partners in NB cohort structures. And some IHEs offer graduate credit or Certificates of Graduate Study (9-12 credits) for teachers pursuing NBC.

- **Recommendation 3:** Continue building systems of support for teachers who voluntarily pursue certification by sharing models of support that can be adapted by school district teams, NYS Teacher Centers, BOCES, and Institutions of Higher Education according to their own contextual circumstances.

### Promote partnerships and collaborations

**Discussion/Analysis.** The NB Work Group recognized the importance of supporting collaborations to familiarize educators with the National Board’s resources such as the Five Core Propositions, Architecture of Accomplished Teaching, and ATLAS (the National Board video collection of accomplished practice and supporting documentation) to guide professional practice. The NB Work Group further identified communication and partnerships among those involved in teacher preparation, certification, and professional development as a critical link in creating a career continuum (see Current Framework). Institutions of Higher Education are in a unique position to raise awareness of the National Board Certification process through their teacher preparation and leadership programs.

- **Recommendation 4:** Create early career awareness and professional development opportunities targeting National Board for Professional Teaching Standards’ Five Core Propositions and Architecture of Accomplished Teaching.

### 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
- 5 Teachers are members of learning communities

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**Proposal 2: Advocate for increased funding for the Albert Shanker National Board for Professional Teaching Standards Certification grant program and adjust CRR Part 86 regulation language to support candidate retakes and NBCT renewal (or maintenance of certification).**

## **Make the adjustments to the Albert Shanker National Board Certification Grant Program**

**Discussion/Analysis.** The Albert Shanker National Board for Professional Teaching Standards Certification Grant Program was established in 1999 by the New York State Legislature to encourage teachers to pursue certification. The New York State Education Department through the Albert Shanker Grant makes funding available to support eligible New York State public school teachers seeking their initial National Board Certification. The Shanker Grant supports eligible NYS public school teachers with the fee for National Board certification and reimburses for some supportive services (for details regarding Shanker grant funding please refer to <http://www.highered.nysed.gov/kiap/ashanker/albertshanker.html>). Currently there are 1,750 National Board Certified Teachers in NYS, and this year’s legislative appropriations limit support to approximately 150 of the possible 241,000 teachers. The concern that current funding is inadequate deters many educators from participating in the National Board process.

The National Board Certification process has been revised (2014) to provide more flexibility for teachers, reduce costs, and acknowledge current research on supporting changes in professional practice. Instead of a one-year process, there are now four components that can be completed over a three-year period—allowing teachers to customize their learning experience. Awareness of the revised National Board Certification process is generating interest from potential candidates. Funding should be increased to allow for a 50% growth annually of teachers who can voluntarily engage in the process. To its credit, in NYS, the Shanker grant supports any tenured public school teacher to complete the NB process. Research has clearly established the benefits of participating in the process, regardless of achievement status (Cowan, 2015).

As a growth model, the National Board allows for candidates to retake components if they do not achieve in a particular component. The workgroup recommends that Shanker funding should follow the National Board process and allow for two retake components. Also, Shanker funding should allow for NB Renewal or Maintenance of Certification so that teachers can continue to engage in improving their practice and maintain their NB certification status. Since Education Law Section 3004A, which established the Shanker Grant program, does not speak to retake or renewal, CRR Part 86 regulatory language should be adjusted to enable teachers to continue their engagement in reaching these accomplished teaching standards.

■ **Recommendation 5:** Advocate for additional funding to support up to a 50% annual growth of New York State teachers who voluntarily pursue the National Board Process and adjust Albert Shanker Grant regulation language to allow for retakes and renewals.

## **Supporting National Board certification candidates through district reimbursements**

**Discussion/Analysis.** Based on research establishing the correlation between increased achievement rates and candidate support, all NYS National Board candidates should have equitable access to high quality support. This can be achieved through supporting the district reimbursement of supportive services in the New York State Albert Shanker Grant, managed by NYSED. The existing NYS legislation and NYSED regulation already provide for up to \$500 for district reimbursement of supportive services for candidates.

■ **Recommendation 6:** Support the district reimbursement of up to \$500 per candidate for supportive services as outlined in CRR PART 86.4 [b] Albert Shanker National Board for Professional Teaching Standards Certification grant program.

**Proposal 3: Enhance understanding of the National Board process as a voluntary, comprehensive, integrated teacher development system - driven by practitioner knowledge, experience, and context.**

**National Board certification and professional learning**

**Discussion/Analysis.** Teachers, like other professionals, benefit from growing professionally based on their individual strengths and needs. The quality of professional learning matters; teachers have expressed their preference for teacher-led, classroom-embedded professional learning supported by school leaders who foster a school culture supporting collaboration and personalized learning (Darling-Hammon 2009, Boston, 2014). National Board is an exemplary professional learning process which guides self-directed continuous professional growth and reflective practice to build capacity for excellence.

Numerous surveys show that NBCTs attest to the National Board experience as some of the best professional development of their careers (Hunzicker, 2010). It is one of the few professional learning experiences that is job-embedded, where teachers work within the context of their own classrooms, with their own students in their content areas. When candidates work together as a cohort achievement rates are higher, and improvements in practice are disseminated beyond an individual teacher’s classroom.

- **Recommendation 7: Advocate for professional learning for teachers, such as the National Board Certification process, to demonstrate how such a process can fulfill the requirements of evidence of growth in classroom-based contexts in order to contribute to teacher retention, support teacher growth, and foster improvements in student learning.**

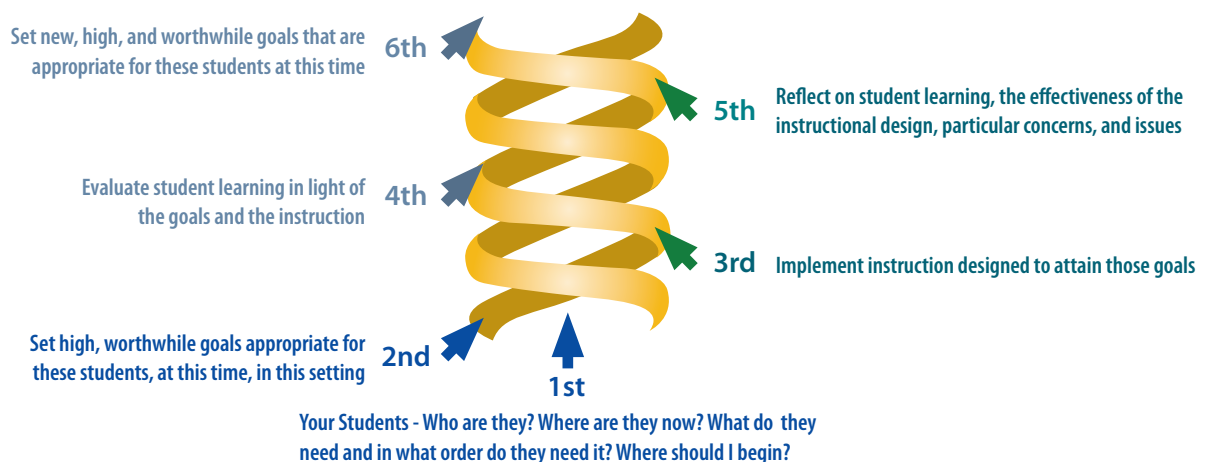
**National Board certification and continuing education requirements**

**Discussion/Analysis.** The National Board Certification process consists of four components: assessment of content knowledge, analysis and reflection of evidence of student learning, video and analysis of teaching practice and classroom environment, and documented impact and accomplishments as a teaching professional on student learning.

Teachers voluntarily pursuing the National Board Certification spend an average of 350-400 hours to complete the process, which exceeds the 100 hours NYS continuing education requirement (CTLE CRR 80-6) to maintain professional certification. The National Board Work Group found that although recent NYSED regulations allow for CTLE requirements in a five-year cycle be fulfilled by engaging in activities such as the NB process as well as another five-year cycle to be fulfilled when achieving NB Certification, there is a significant lack of awareness of these benefits. In addition, the NB certification must now be maintained every five years aligning with the five-year CTLE cycle (provided required CTLE in language acquisition is met).

- **Recommendation 8: Promote both pursuing and achieving National Board Certification to fulfill professional learning, or Continuing Teacher and Leader Education Requirements (provided required CTLE in language acquisition is met).**

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





**Proposal 4: Strengthen the NBCNY network by promoting collaborative relationships among NBCTs, candidates, pre-candidate teachers, P-12 school districts, Institutions of Higher Education and other education stakeholders for the professionalization of teaching in NYS.**

**Discussion/Analysis.** Establishing a strong network of accomplished educators captures the tremendous expertise in the field, provides a framework for collaborations across groups, and articulates a common language for accomplished practice which will serve to professionalize teaching across the state. This network can then serve to bridge the P-20 pathways and integrate an education system that extends from pre-school through higher education. NYSED spans the P-20 education continuum and should continue to utilize existing groups to align goals and work. To facilitate P-20 collaborations across the professional continuum, NBCNY should support P-20 professionals to build relationships, develop engaged professional learning communities, which span the traditional focus of the individual entities and produce resources of value to all.

As an entry point, the partnership might conduct a policy scan to identify the lexicon level of “National Board Certification” and “Teacher Leader” in state policy documents to determine the extent to which existing regulations/policies/legislation contains this language. Other collaborations could include increased opportunities for P-12 with IHE faculty, teacher candidacy placement with accomplished practitioners, and models of research-to-practice including students’ preparation for college, family engagement, and teacher professional development.

■ **Recommendation 9:** Utilize NBCNY to develop a statewide P-20 partnership, to establish more explicit connections between teacher preparation and professional learning with National Board standards of accomplished practice, by outreach from the National Board Council of New York network.



**Utilize National Board standards to promote teacher-leadership**

**Discussion/Analysis.** A key attribute of any profession is that accomplished practitioners take responsibility for defining and governing its standards and practices. Through National Board Certification, a process created for teachers, by teachers, accomplished teachers remain in the classroom, grow in their practice and can opt to become leaders in the profession. Just as the National Board is a voluntary experience, teacher leadership is ultimately about teachers stepping forward, not waiting to be chosen. NYSED should engage a broad range of stakeholders, such as the Professional Standards and Practices Board, to engage in discussions regarding teacher leadership. National Board Standards, rather than examined in isolation, can help inform the discussion regarding teacher leadership when they are crosswalked with Teaching Standards, ISLLC Standards, Professional Development Standards, and Mentoring Standards. Although the NBC process signifies accomplished practice, it does not supplant the need for targeted professional growth opportunities in leadership knowledge and skills. All teachers in teacher leadership positions should be provided with such professional learning opportunities.

■ **Recommendation 10:** Propose NYSED engage a broad range of practitioners and other key stakeholders throughout the state in support and development of teacher leadership.

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[ Conclusion ]

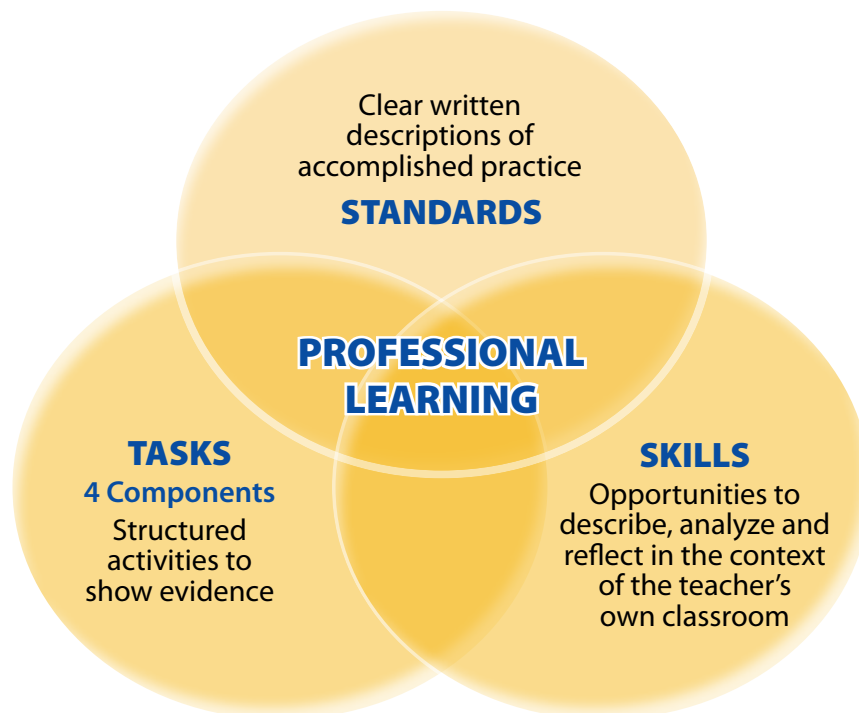
By the conclusion of its work, the National Board Work Group reviewed over a decade’s worth of research, , examined the current state of the National Board’s certification process, and articulated its complex relationships with a diverse variety of stakeholders. What emerged were numerous opportunities to foster the engagement of more NYS teachers in the NB certification process, to leverage instructional expertise of National Board Certified Teachers (NBCT), to establish strong relationships among the stakeholders as well as capitalize on P-20 partnerships and collaborations.

The discussions were rich and the conversations productive, and disparate points of view were brought together respectfully. The influence of the National Board Work Group, and the constituents they serve, provides a deep foundation for successfully implementing this work.

This report represents the inaugural gathering of this group to examine the National Board Certification situation in New York State. The recommendations of this report provide the prologue. We recognize that this is an evolving story and further work will be done. The next chapters, which will come as subsequent documents from the work group, will examine a systems approach to professional support, teacher quality, and instructional improvement across the professional continuum as well as to identify NBPTS certification effects on the educational system, beyond individual classrooms.

On behalf of the National Board Work Group members please join in this essential work to elevate the profession of teaching for the improvement of student learning.

### Why is National Board such a transformative experience?



## Current Framework of National Board across the New York State Education System

New York State Education Department (NYSED)	
Office of Higher Education	<p><b>Professional Development (CTLE) Requirements:</b> Holders of a NYS Professional teaching certificate in the classroom teaching service or educational leadership service are required to register and complete 100 hours during each five-year registration period from approved sponsors to maintain the validity of their certificates (Sec 80-3.6). <i>(Districts as approved sponsors can approve the hours candidates engage in to complete the National Board Process—candidates typically spend 350-400 hours to complete the NB process—and once achieved National Board Certification, the achievement satisfies the -CTLE requirement for the cycle in which they achieved provided that the required CTLE in language acquisition is met).</i></p> <p><b>Certification Opportunities:</b> 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. In NYS, teachers may obtain additional subject area or grade level teaching certificates through the NYSED National Board Pathway (as listed in page 9).</p> <p><b>Albert Shanker Grant Program:</b> New York State Education Department manages the NYS Albert Shanker Grant Program to support candidate fees as well as reimbursement to districts for supportive activities. Eligible candidates may apply for the NYSED Albert Shanker Grant. <a href="http://www.highered.nysed.gov/kiap/ashanker/albertshanker.html">http://www.highered.nysed.gov/kiap/ashanker/albertshanker.html</a>.</p>
Individual Districts	<p>More than 265 labor-management teams in NYS have collectively bargained contract language including financial support such as salary steps or stipends, for educators who achieve Board Certification, and supportive services such as release time, quality technology, and other supports. NBCTs and candidates may seek graduate or in-service credits for increased salary (if locally negotiated). Many school districts look to NBCTs when hiring, providing instructional leadership, appointing mentors and coaches, etc.</p>
Institutions of Higher Education	<p>The American Council on Education’s College Credit Recommendation Service (ACE CREDIT) provides a recommendation for 3 -12 graduate credits for completing, achieving, or renewing National Board Certification for those who have achieved on or before 2015. National Board is currently considering ACE review of the revised process.</p> <p>Some New York State Institutions of Higher Education offer support for National Board Certification through a NYSED approved Certificate of Graduate Study (9 to 12 graduate 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.</p> <p>College Faculty of Teacher Preparation Programs: Teaching in a graduate program requires a doctorate or demonstration of special competence in the field (as defined by CRR 52.2). NYSED considers NBCTs to have demonstrated special competence in the field for instructing students in teacher preparation programs at both the graduate and undergraduate level.</p>
Legislature/ Governor	<p>Enacted Part 86 Section 3004-2 of Education Law, establishing the Albert Shanker grant for candidate fee support. Funding is allocated through the legislative process annually.</p>
New York State United Teachers (NYSUT)	<p>NYSUT Legislative annually advocates for increased Shanker funding NYSUT Research and Education Services:</p> <ul style="list-style-type: none"> <li>• supports awareness and candidate support activities (writing institutes), NBCT celebrations, professional development, Teacher Leader Summits, and</li> <li>• provides information regarding National Board process such as Fact Sheets, sample contract language, NYS NBCT directory, and opportunities to pilot and participate in component development and standard setting.</li> </ul> <p>Identifies and recruits NBCTs to serve as Education and Learning Trust instructors or to serve on educational issues committees and taskforces or other policy and practice venues</p>
New York State Teacher Centers	<p>Many Teacher Centers, funded by the NYS Legislature, support the National Board process with awareness, informational sessions, as well as candidate support groups, and renewal groups. Teacher Centers collaborate w/ NBCNY Regional Coordinators to apply for NYSUT-supported Writing Institutes.</p>
National Board Council of New York (NBCNY)	<p>The National Board Council of New York (NBCNY), an official network affiliate of the NBPTS, provides a system of connections for state NBCTs, collaborates with educational organizations to coordinate regional activities such as facilitator trainings, provides guidance on establishing support groups, and creates professional learning opportunities for candidates, NBCTs and teacher leaders.</p>

## Appendix A: NBPTS Certificate Titles and Comparable NYS Certificate Titles

National Board Certification offers a pathway to New York State Certification in comparable titles.

NBPTS TITLE	NEW YORK STATE TITLE
Generalist Early Childhood (ages 3-8)	Early Childhood Education (Birth-Grade 2)
Generalist Middle Childhood (ages 7-12)	Childhood Education (Grades 1-6) Middle Childhood Education Generalist (Grades 5-9)
Generalist Early Adolescence (ages 11-15)	Childhood Education (Grades 1-6) Middle Childhood Education Generalist (Grades 5-9)
Art Early & Middle Childhood (ages 3-12)	Visual Arts (All Grades)
Art Early Adolescence --Young Adulthood (ages 11-18+)	Visual Arts (All Grades)
Career and Technical Education Early Adolescence --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)	English to Speakers of Other Languages (All Grades)
English as a New Language	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 (Grades 7-12)
English Language Arts Adolescence and Young Adulthood (ages 14-18+) *Exceptional Need Specialist-Birth to age 21-currently has no NYS comparable certificate	English Language Arts (Grades 5-9) English Language Arts (Grades 7-12)
Health Education Early Adolescence -Young Adulthood (ages 11-18+)	Health Education (All Grades)
Library Media Early Childhood - 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 (Grades 7-12)
Mathematics Adolescence and Young Adulthood (ages 14-18+)	Mathematics (Grades 5-9) Mathematics (Grades 7-12)
Music Early and Middle Childhood (ages 3-12)	Music (All Grades)
Physical Education Early and Middle Childhood (ages 3-12)	Physical Education (All Grades)
Physical Education Early Adolescence - Young Adulthood (ages 11-18+)	Physical Education (All Grades)
School Counseling Early Childhood - Young Adulthood (ages 3-18+)	School Counselor (All Grades)
Science Early Adolescence (ages 11-15)	*Candidates must identify the specific certification title with NYS.
Science Adolescence and Young Adulthood (ages 14-18+)	*Candidates must identify the specific certification title with NYS.
Social Studies-History Early Adolescence (ages 11-15)	Social Studies (Grades 5-9) Social Studies (Grades 7-12)
Social Studies - History Adolescence and Young Adulthood (ages 14-18+)	Social Studies (Grades 5-9) Social Studies (Grades 7-12)
World Languages Other than English Early and Middle Childhood (ages 3-12)	*Candidates must identify the specific certification title with NYS.
World Languages Other than English Early Adolescence - Young Adulthood (ages 11-18+)	*Candidates must identify the specific certification title with NYS.

\*Exceptional Need Specialist-Birth to age 21-currently has no NYS comparable certificate pathway.

## Appendix B: The Certification Process

The certification process for National Board Certification is designed to collect standards- based evidence of accomplished practice. In all certificate areas, candidates for National Board Certification are required to complete four components: three portfolio entries, which the teacher submits online, and a computer-based assessment, which is administered at a testing center.

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

### The Components

A general description of each component follows. The specific instructions will vary by certificate area, as will the standards assessed by each component.

#### Content Knowledge

In this computer-based assessment, his/her demonstrate knowledge of and pedagogical practices for teaching a specific content area. The teacher 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. This is assessed through the completion of three constructed response exercises and 45 selected response items (SRIs).

#### Differentiation in Instruction

This classroom-based portfolio entry is primarily comprised of samples of student work and an accompanying written commentary. Teachers will submit selected work samples that demonstrate the students' growth over time and a written commentary that analyzes the teacher's instructional choices.

#### Teaching Practice and Learning Environment

This is a classroom-based portfolio entry that requires video recordings of interactions between the teacher and his/her students. Two written commentaries, in which the teacher describes, analyzes and reflects on their teaching and interactions will also be submitted. Both the videos and the written commentaries should demonstrate how he/she engages students and impact their learning.

**Effective and Reflective Practitioner** — This portfolio entry provides the opportunity to highlight a teacher's abilities as an effective and reflective practitioner in developing and applying his/her knowledge of his/her students. He/she will gather information from a variety of sources about a group of students; use assessments to effectively plan for and positively impact students' learning; and provide evidence of collaboration with families and caregivers, the community, and colleagues and of his/her contributions to learning communities to advance students' learning and growth.

COMPONENT 1	COMPONENT 2	COMPONENT 3	COMPONENT 4
Content Knowledge	Differentiation in Instruction	Teaching Practice & Learning Environment	Reflective Practitioner
<p><b>Computer based assessment 3/45</b></p> <ul style="list-style-type: none"> <li>■ demonstrate certificate area content knowledge</li> </ul>	<p><b>Lessons, student work samples, written commentary</b></p> <ul style="list-style-type: none"> <li>■ analyze teaching context and students' needs,</li> <li>■ demonstrate the ability to design appropriate learning experiences that advance student learning;</li> <li>■ student work samples that demonstrate growth and achievement</li> <li>■ demonstrate use of assessments to inform instructional decision making;</li> </ul>	<p><b>Video, written analysis</b></p> <ul style="list-style-type: none"> <li>■ engagement with students</li> <li>■ classroom climate,</li> <li>■ student interactions,</li> <li>■ impact on learning</li> </ul>	<p><b>Written analysis, work samples</b></p> <ul style="list-style-type: none"> <li>■ demonstrate partnerships with colleagues, parents, and community</li> <li>■ how these impact student learning</li> </ul>

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## Appendix C: Summary of Research

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*“Reports can rally like-minded  
people and provide a road map for action.  
In the end, it take the concerted effort of  
many individuals for change to occur.”*

— Ron Thorpe,  
*Sustaining the Teaching Profession, 2014*