

How School Boards Can Provide Equity by Advocating for Accomplished Teaching and National Board Certification

NATIONAL BOARD

N e t w o r k™

**New Mexico
NBCT Network**

Welcome

Robyn Hoffman, Farmington Municipal School Board

Evelyn Sanchez, President, NMNBCT Network

Maureen Torrez, VP for Partnerships and Advocacy, NMNBCT Network

Patricia Gardner, Secretary/Treasurer, NMNBCT Network

What Is the NM NBCT Network?

The New Mexico National Board Certified Teacher Network began in 2001. A group of National Board Certified Teachers and other educational leaders met and envisioned a statewide network of National Board Certified Teachers (NBCTs) working together to advance the work of National Boards in New Mexico.

The mission of the NM NBCT Network is to be the state leader for increasing the number of National Board Certified Teachers in New Mexico. We do this by promoting and educating teachers about National Boards, supporting them through the process by training and pairing up candidate support providers, offering opportunities to work on entries and review for the final assessment, and celebrating when achievement is attained. By offering opportunities to all members, we aim to be the leading voice in advocacy for support and recognition in all school districts in the state and at the state legislature.

NATIONAL BOARD
Network™

New Mexico
NBCT Network

Who is NBPTS?

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

Established in 1987, the National Board for Professional Teaching Standards is an independent, nonprofit organization working to advance accomplished teaching for all students.

The founding mission of the National Board 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.

Understanding Accomplished Teaching: the Body of Knowledge



What Is Accomplished Teaching?

3 Levels and Responsible Parties

- Understanding Accomplished Teaching (Teachers, School & District Leaders)
- Creating a Culture of Accomplished Teaching (School & District Leaders)
- Establishing Structures for Accomplished Teaching (District Leaders)



The Certification Process

- The process for National Board Certification is comprised of 4 components:

Component 1	Component 2	Component 3	Component 4
<ul style="list-style-type: none">• Content Knowledge• This is the “Test”	<ul style="list-style-type: none">• Differentiation in Instruction• Individual students	<ul style="list-style-type: none">• Teaching Practice and Classroom Environment• Video	<ul style="list-style-type: none">• Effective and Reflective Practitioner• Your use of assessment and PD

\$475 per component, \$1950 total, plus the cost of support

Teacher Retention/Quality

Why Certify?

Improves student learning and achievement

Students of National Board Certified Teachers (NBCTs) outperform students of non-NBCTs on achievement tests and the positive effect is even greater for minority students. Students of NBCTs make learning gains equivalent to an extra month in school. Students of NBCTs exhibit stronger writing abilities, better comprehension and integration of complex classroom material, better understanding of concepts, and more abstract thinking than students of non-NBCTs.

Improves Teaching

National Board Certification is a “transformative experience” for many teachers, and they often apply in the classroom what they learn from the certification process—whether they achieve certification or not. The certification process itself improves teachers’ ability to improve student learning.

Level 3 Licensure

National Board Certification advances teachers to a Level 3 certification in New Mexico without having to do the dossier.

NM National Board Stipend

The annual stipend approved by the New Mexico legislature has been around \$6,000. This stipend is over and above the teacher’s salary and counts towards retirement.

[Equity](#)

Research--Teacher Quality/Retention

- Research shows that National Board certified teachers have a greater impact on student learning.
 - **Students of NM NBCTs show 15-18 months growth in 1 school year**
(NM PED 2017)
 - **“There is no other credential in our country that says more about what you as a teacher can do for students than National Board Certification.”** Matt Montano, Deputy Superintendent of Education
- Research also shows that National Board Certified Teachers have a longer career than teachers who are not National Board certified.
 - **69.2% of National Board Certified Teachers are still teaching after 20 years.**
 - **Only 43.8% of non National Board Certified Teachers are still teaching after 11 years** (Goldharber and Hansen, 2009)

Integrating National Board Certification into State Equity Plans

Across the nation, states and districts are grappling with the challenge of staffing high-need schools with high-quality teachers. In these schools, teacher turnover can be high, professional culture weak, and student achievement persistently low.¹ While there are many variables involved in student success, research has proven that teachers are the single most important school-based factor.

Unfortunately, poor and minority students are less likely than their peers to have access to high-quality teachers.⁴ *More than a decade of rigorous research* in states and cities across the country show that students taught by Board-certified teachers learn more than their peers.² Furthermore, research suggests that Board-certified teachers produce larger learning gains for students receiving free or reduced-price lunch.³ Given this evidence, it is critical that state equity plans increase access to Board-certified teachers for high-need schools and students.

Analyze the number and distribution of Board-certified teachers

- As one indicator of teacher quality, collect data on the distribution of Board-certified teachers across the state and within schools.

Engage the expertise of Board-certified teachers

- Include Board-certified teachers as a stakeholder group when developing equity strategies.
- Engage Board-certified teachers in raising awareness of equity gaps and setting priorities for taking action to address these gaps.

Ensure Board-certified teachers reach the students that need them the most

- A number of states, including Washington, Colorado, Maryland, Wisconsin, and Hawaii, offer an additional stipend to Board-certified teachers in high-need schools on top of the base stipend that all Board-certified teachers in the state receive.
- Three years after Washington began offering a \$5,000 stipend to Board-certified teachers in schools with high levels of poverty, the total number of Board-certified teachers in high-poverty schools increased from 79 to 746; the proportion of Board-certified teachers in these schools increased from about 12% to almost 20%; and almost 60% of high-poverty schools had at least one Board-certified teacher, compared to only 20% three years earlier.⁵

NATIONAL BOARD

for Professional Teaching Standards®

Policy Priorities: State Equity Plans

National Board Certification is a voluntary advanced professional certification for PreK-12 educators that identifies teaching expertise through a performance-based, peer-reviewed assessment.

81% of Americans across the political spectrum believe teachers should achieve Board certification, beyond licensure, as it is in other professions (2014 PDK/Gallup poll).⁶

Learn more at
nbpts.org/policy

Equity

- # and distribution of NBCTs
- Engage expertise of NBCTs
- NBCTs reach students that need them the most
- Build culture of professional learning and growth through NB certification
- Strengthen teaching continuum statewide, focus on high needs students

Build a culture of professional learning and growth through Board certification

- The *increased flexibility* of permitting candidates three years to complete Board certification presents schools with the opportunity to build professional development around the National Board process. For example, Illinois is launching National Board *developing schools*, a school-based candidate support model that guides groups of 10 or more interested teachers in a school or district through the National Board Certification process. Over a three-year period these school-based cohorts will complete all four National Board Certification components. Principals across the state have responded enthusiastically to this opportunity.
- Montgomery County, MD leveraged National Board Certification to improve teacher capacity* as a strategy to address achievement gaps and promote college- and career-ready standards. In addition to financial incentives, the district embeds the National Board's Five Core Propositions—the framework for what teachers should know and be able to do—into professional development, hiring, and evaluation. As a result, some 40 percent of the Board-certified teachers teach in the district's 30 Title I schools. These efforts helped narrow the achievement gap in the district.

Strengthen the continuum for teaching quality statewide, with a focus on high-need students

- In addition to targeted interventions to address the equitable distribution of teaching quality, states can accelerate and focus their work on *strengthening the teaching continuum*, with an emphasis on those teaching high-need students. For example, in strengthening induction supports for new teachers, states can target resources and attention to high-need schools.



NATIONAL BOARD
for Professional Teaching Standards®

¹ Borman, G. D., & Kimball, S. M. (2005). Teacher quality and educational quality: Do teachers with higher standards-based evaluation ratings close student achievement gaps? *The Elementary School Journal*, 106(1), 3-20. Ferguson, R. F. (1998). Can schools narrow the black-white test score gap? In C. Jencks & M. Phillips (Eds.), *The Black-White test score gap* (pp. 218-234). Washington, DC: Brookings Institution. Jacob, A., Vukobrat, E., & Carroll, K. (2012). *The implementation: Understanding the real retention crisis in America's urban schools*. TNTP. http://tntp.org/assets/documents/TNTP_implementation_2012.pdf. Kain, J. F., & Singleton, K. (1996). Equality of education opportunity revisited. *New England Economic Review*, (May/June), 87-114.

² See, e.g., Strategic Data Project (2012). *SDP Human Capital Diagnostic: Los Angeles Unified School District*. Center for Education Policy Research, Harvard University; Strategic Data Project (2012a). *Learning about Teacher Effectiveness: SDP Human Capital Diagnostic: Gwinnett County Public Schools*. Ga. Center for Education Policy Research, Harvard University; Goldhaber, D., & Anthony, E. (2007). Can teacher quality be effectively assessed? *The Review of Economics and Statistics* 89(1), 134-150.

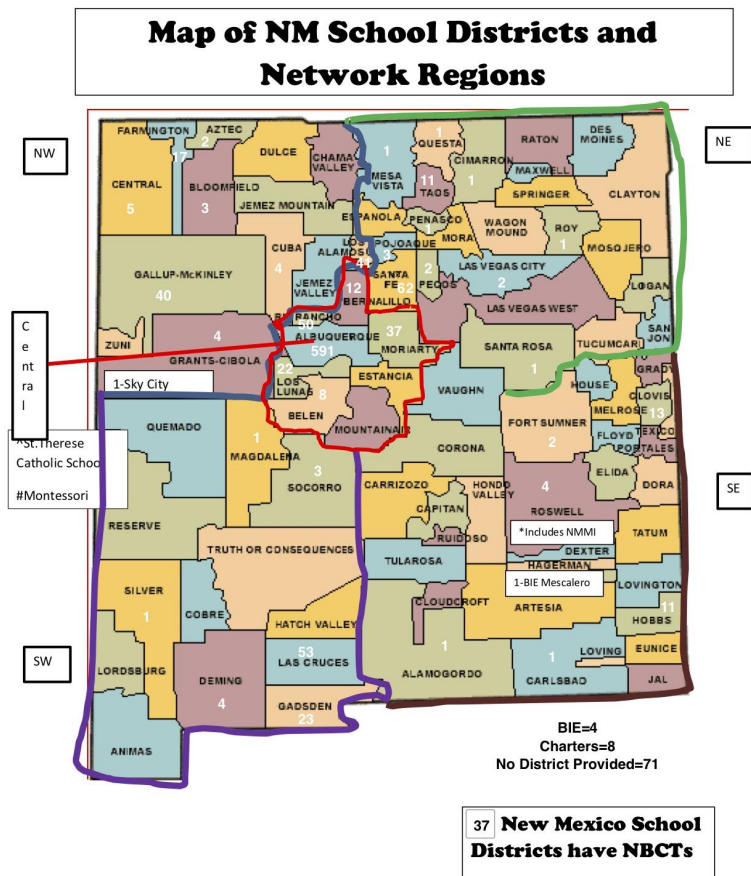
³ Goldhaber, D., & Anthony, E. (2007). Can teacher quality be effectively assessed? *The Review of Economics and Statistics* 89(1), 134-150.

⁴ Humphrey, D., Koppick, J., & Hough, H. (2005). *Sharing the Wealth: National Board Certified Teachers and the Students Who Need Them Most*. Educational Policy Analysis Archives 13(18).

⁵ Plick, M. et al. (2010). *Study of the Incentive Program for Washington's National Board Certified Teachers*. Prepared for Washington State Board of Education. The Center for the Study of Teaching and Policy at the University of Washington & The Center for Strengthening the Teaching Profession.

NATIONAL BOARD
for Professional Teaching Standards®

Where are NM NBCTs ?



NBCTs in only 41% of NM Public School Districts

NM Stats

New Mexico's National Board-Certified Teachers

- **Impact students positively**
- **Lead fellow educators**
- **Engage Family and Community**

Your Support is Vital to Ensure Continuous Improvement in New Mexico

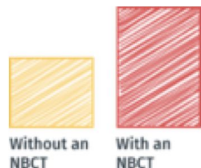
Where we are:

- 102 state teachers achieved National Board Certification in 2017. This number represents a 10% INCREASE. We now have 1152 National Board-Certified Teachers in New Mexico, teaching in 45 districts.
- New Mexico ranks 12th nationally in the percentage of NBCTs teaching in the state (5.30%) and 21st in the nation overall in 2017. We have more NBCTs in NM than does Texas, Colorado, Utah, Kansas, Nevada, or Wyoming.
- 1,152 NM teachers have achieved Board Certification 60% of NM NBCT's teach in Title I schools. Continued support will ensure equitable access for all of New Mexico's students, urban and rural.
- More than 100 Bureau of Indian Education teachers are currently engaged in the Board Certification process as part of a national effort to increase achievement for Native American students

In Mississippi...

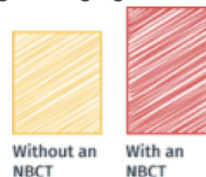
NBCTs are Improving Student Achievement Across Mississippi.

- ▶ Kindergarten Students taught by an NBCT are 31% more likely to achieve a proficient score on the Kindergarten Readiness Assessment than other students.



- ▶ Source: The Impact of National Board Certified Teachers on the Literacy Outcomes of Mississippi Kindergarteners and Third-Graders, NSPARC Mississippi State University, 2017.

- ▶ Third Grade Students taught by an NBCT are 11% more likely to achieve a proficient score on the MAP Test in English Language Arts than other students.



- ▶ Source: The Impact of National Board Certified Teachers on the Literacy Outcomes of Mississippi Kindergarteners and Third-Graders, NSPARC Mississippi State University, 2017.

Around the Country...

- A 2017 study on NC found: “students taught by National Board certified teachers have higher math and reading scores by 0.04 and 0.01 of a standard deviation. We find that an NBPTS math teacher increases the present value of students’ lifetime income by \$48,000.” And also concluded ““The value of NBPTS teachers is substantial, and importantly offsets the certification wage premium. Policies that make use of NBPTS certification whether to identify or retain good teachers, are an economical way of raising the quality of instruction that may potentially provide large long-run economic and social benefits.” NEW EVIDENCE ON NATIONAL BOARD CERTIFICATION AS A SIGNAL OF TEACHER QUALITY - Horoi , Bhai
- In Washington state, a multi-year study found that “[Board-] certified teachers are more effective than non-certified teachers with similar experience.” Their findings suggest Board-certified teachers produce gains of up to 1.5 months of additional learning. (Goldhaber and Cowen, 2015).
- Another study in Chicago and Kentucky found that “Board certification is an effective signal of teacher quality [based on student test scores]. This finding held across locales, test types and subject areas. (CNA Corporation, 2015.)

The Architecture of Accomplished Teaching with Danielson's Framework for Teaching Evaluation Domains:

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

Domain 1- Planning and Preparation

Evaluate student learning in light of the goals and the instruction

Domain 1- Planning and Preparation
Domain 3- Instruction

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

Domain 1- Planning and Preparation



*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?*

Domain 1-Planning and Preparation






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

Domain 4- Professional Responsibilities

Implement instruction designed to attain those goals

Domain 2- Classroom Environment
Domain 3- Instruction

Five Core Propositions

-  Teachers are committed to students and their learning- 1b
-  Teachers know the subjects they teach and how to teach those subjects to students- 1a,1b,1c,1d,2a,3a,3b,3c
-  Teachers are responsible for managing and monitoring student learning 1b,1d,1f,2a,2b,2c,2d,3a,3b,3c,3d,3e,4b
-  Teachers think systematically about their practice and learn from experience 3e,4a,4b,4d,4e,4f
-  Teachers are members of learning communities 4a,4c,4d,4e,4f

Where NM Needs to Be in 2020

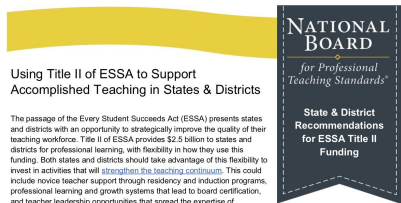
- Minimum of 10% of New Mexico teachers (~2200) NBCTs
- New teachers should be mentored by NBCTs and/or required Professional development on NBPTS standards and Core Propositions
- Geographic distribution of NBCTs to ensure equitable access to ALL NM's children
- Support of the NBCT differential for teachers and administrators
- Indian Education funds for fee support and stipends for Board Certified teachers serving Native American students

How can you help us get there?

How You Can Help

- Advocate for continued support for the NBCT differential and for additional resources to attract, develop and retain NBCTs in critical needs areas [Title Funds](#)
- Encourage the engagement of NBCTs in education policy and decision making
- Support funds to provide NM teacher preparation with the NBPTS ATLAS video library
- Sponsor teachers seeking Board Certification by providing funds for fee support and professional development to help them meet the NBPTS standards
- Host an information session for teachers in your community
- Celebrate local teachers who achieve Board Certification in your publications and social media
- Continue partnership with NM NBCT Network

Title Funds



Leveraging the research base on Board Certification to support evidence-based activities
Part of ESSA's power is that it steers states and districts toward using Title II, Part A funds for evidence-based activities, strategies, and interventions. The definition of evidence-based requires that the activity demonstrate a statistically significant effect on improving student outcomes or other relevant outcomes based on strong, moderate, or promising evidence from at least one study, or there must be a rationale based on high-quality research that the activity is likely to improve outcomes. Studies on the National Board's effectiveness meet this standard, including Cowan & Goldhaber's 2015 study, *National Board Certification and Teacher Effectiveness: Evidence from Washington State*. For more information, see *The Proven Impact of Board-Certified Teachers on Student Achievement*.

Engaging the expertise of Board-certified teachers when developing Title II plans
Under ESSA, states and districts are required to meaningfully consult with stakeholders including teachers, pursuant to §2101(c)(3) and §2102(b)(3). Throughout the ESSA planning and implementation process, states and districts should involve Board-certified teachers. Board-certified teachers are *instructional assets* who have proven their teaching meets the highest standards in the profession and they can provide insight on teacher quality initiatives that will build a continuum of teaching excellence.

Using Title II to support accomplished teaching at the state and district levels
States may reserve up to 4% of Title II, Part A funds for state activities. Section 2101(c)(4) offers 21 options for how states can allocate these dollars. It is critical that states use these funds to invest in high-impact activities that will increase the capacity of their teaching workforce.

Approximately 95% of Title II, Part A funds go to districts. Section 2103(b)(3) offers districts 16 options for allocating their Title II funds. Districts should invest in high-impact activities that will increase the capacity of their teaching workforce. States should use their influence to encourage districts to use Title II funds for high-impact activities. District and state leaders should consider the strategies for investing in high-impact activities that grow accomplished teaching on the following page.

To view this document and other ESSA resources online, visit www.nbtas.org/ESSA

NMNBCT
Network
offers:
Early Career
Workshops
ENMU
adjuncts
Book Study
Candidate
Recruitment
& Support:
Info sessions
Retreats
PLFs
Conference
Foundations
NM Salary
differential
3-tier, Level 3
Advocacy
PLF training
Committees
Conference

Activities	State Models	District Models
Support beginning teachers <ul style="list-style-type: none"> Provide pre-service and/or first-year teachers the opportunity to spend a residency year under the guidance of an accomplished teacher of record, with a preference for Board-certified teachers. (Refer to Section 2101(c)(4)(B)(xi) of the Every Student Succeeds Act) Train mentor teachers to use National Board Standards to guide feedback, and encourage mentor teachers to pursue Board-certification. §2101(c)(4)(B)(vii), §2103(b)(3)(B) Select and compensate accomplished teachers, including Board-certified teachers, as clinical faculty in teacher preparation programs and as mentors in residency and induction programs. §2101(c)(4)(B)(vii), §2101(c)(4)(B)(xi), §2103(b)(3)(B) Embed the observation and analysis of accomplished teaching into induction and mentoring programs for beginning teachers, including through the use of the National Board's ATLAS video library. §2101(c)(4)(B)(vii), §2103(b)(3)(B) 	<p>Seattle Teacher Residency</p> <p>California Teacher Residencies</p> <p>Wake County's Beginner to Board Certified Program</p>	
Create professional growth opportunities <ul style="list-style-type: none"> Encourage teachers to pursue Board certification by defraying their fees and providing them with time and support, including trained and compensated mentors. §2101(c)(4)(B)(vii), §2103(b)(3)(B) Provide additional compensation for Board-certified teachers, including those teaching in high-need schools. §2101(c)(4)(B)(iii), §2103(b)(3)(B) Support job-embedded, team-based professional learning where teachers assess their practice against National Board Standards and pursue components of Board certification aligned to their professional learning needs. §2101(c)(4)(B)(v), §2103(b)(3)(E), §2103(b)(3)(O), §8002(42) Support content-specific professional learning led by accomplished teachers, including Board-certified teachers. §2101(c)(4)(B)(v), §2103(b)(3)(M) Strengthen state licensure by creating pathways for teachers who achieve and maintain Board certification to earn and renew licenses. §2101(c)(4)(B)(i) 	<p>Mississippi World Class Teaching Program</p> <p>National Board Professional Development Schools in Illinois</p> <p>Incentives for accomplished teachers in high-need schools</p>	<p>National Board Professional Development Schools in Clark County</p>
Promote teacher leadership <ul style="list-style-type: none"> Create opportunities for accomplished teachers, including Board-certified teachers, to lead professional learning for their colleagues and address state instructional priorities, e.g., hybrid teacher leadership roles. §2101(c)(4)(B)(v), §2103(b)(3)(B) Provide additional training, support, and compensation for teachers who assume leadership roles and responsibilities. §2101(c)(4)(B)(v), §2103(b)(3)(B) Develop career lattices to include a variety of teacher leadership roles, with a preference for Board-certified teachers. §2101(c)(4)(B)(vii), §2103(b)(3)(B) 	<p>California Leadership Corps</p> <p>Iowa Teacher Leadership and Compensation System</p>	<p>Kentucky's Activating Teacher Leadership Institute</p>

Title II funds can
help put an
accomplished
teacher in every
classroom in every
district in NM.

Next Steps?



National Board Certification recognizes a higher knowledge and skill level. Every step leads aspiring teachers to pursue and achieve Board certification, culminating in meaningful teacher leadership roles for those who wish to seek them.



Resources

<http://teachnm.org/administrators/principal-and-assistant-principal-evaluation-process.html>: Principal Standards

http://npbea.org/wp-content/uploads/2017/06/Professional-Standards-for-Educational-Leaders_2015.pdf: Teacher Leadership Standards

www.nbpts.org: National Board website

www.accomplishedteacher.org: What Teachers Should Know and Be Able To Do

www.nmnbctnetwork.com: State Network website