

Building a Professional Continuum in Teaching: Ensuring that Every Student Learns from Accomplished Teachers

Nancy A Schwartz, National Board

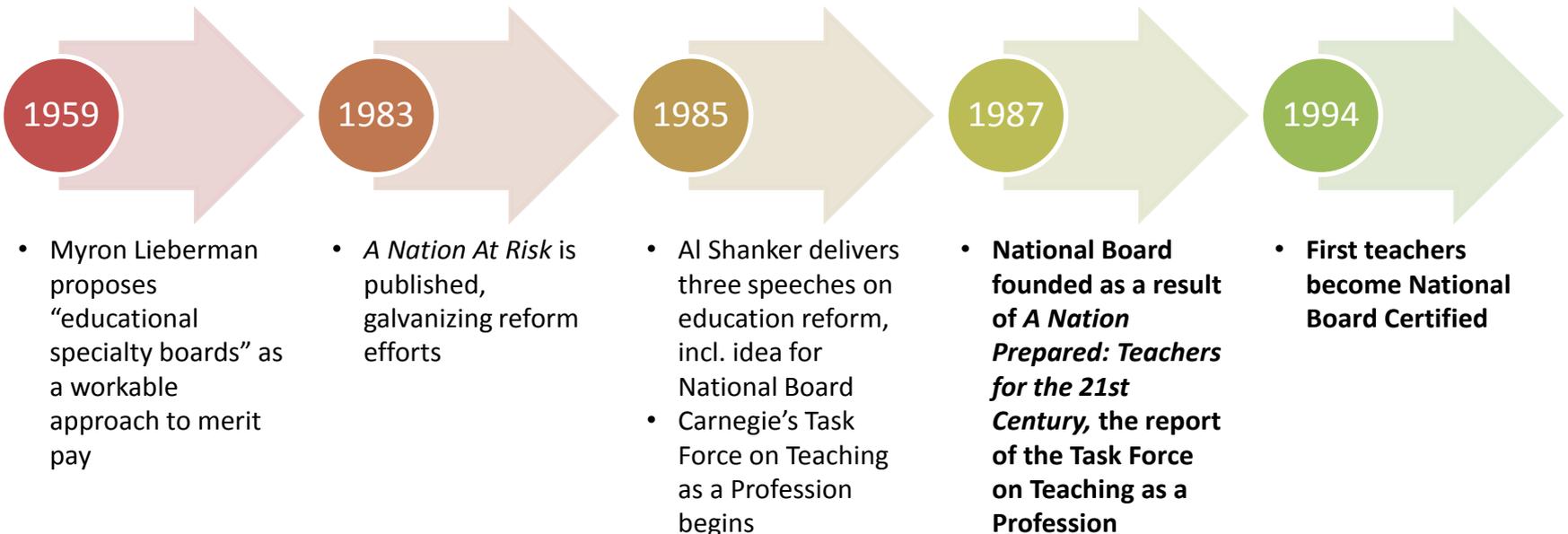
Denise Walker, MI NBCT

April 12, 2016

National Board for Professional Teaching Standards



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



National Board for Professional Teaching Standards

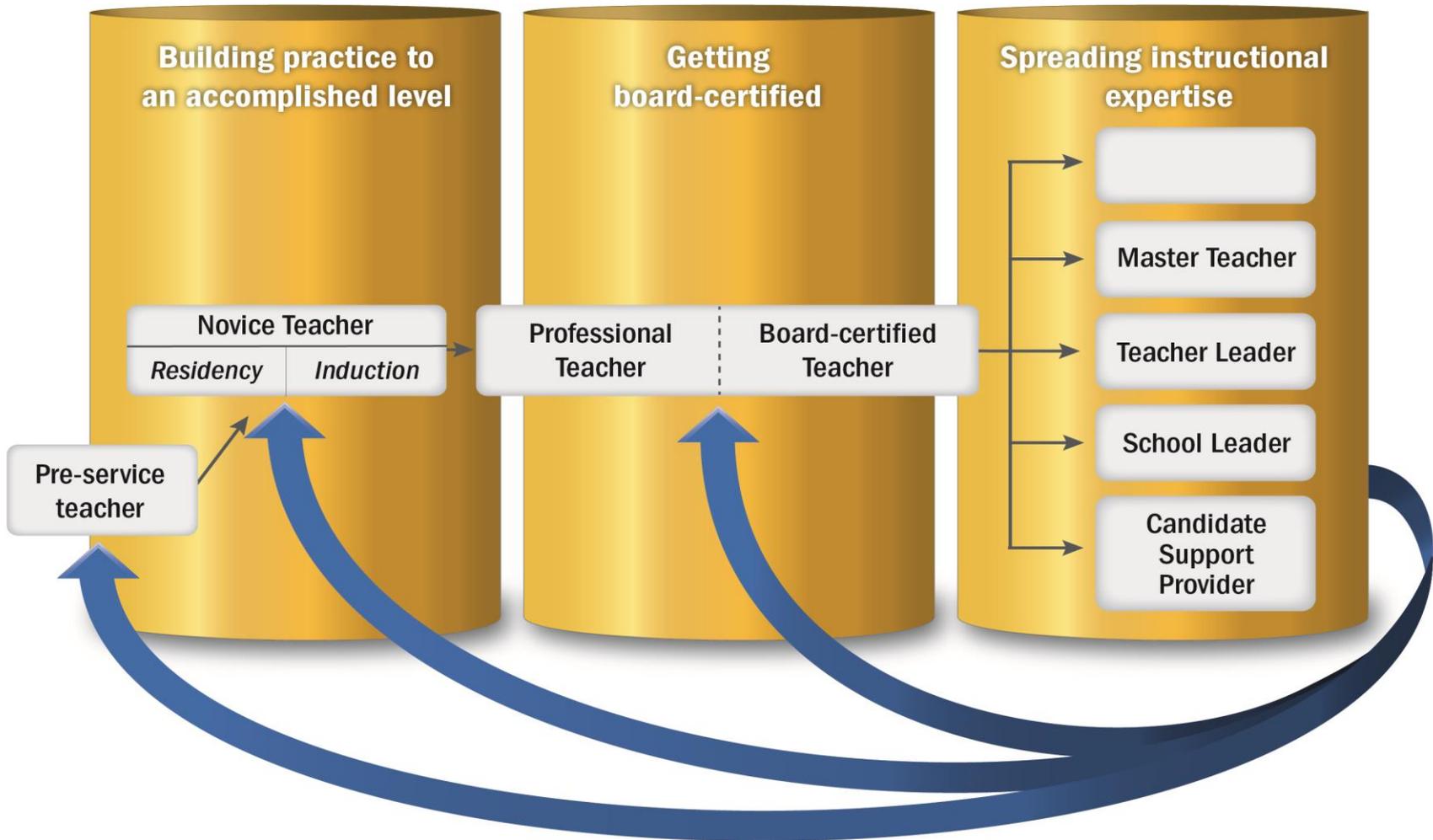
“The National Board cannot single-handedly transform the schools. But the National Board can be a **catalyst** for lasting change.

It can **redefine teaching as a career** by stimulating new incentive structures, staffing patterns and organizational arrangements.

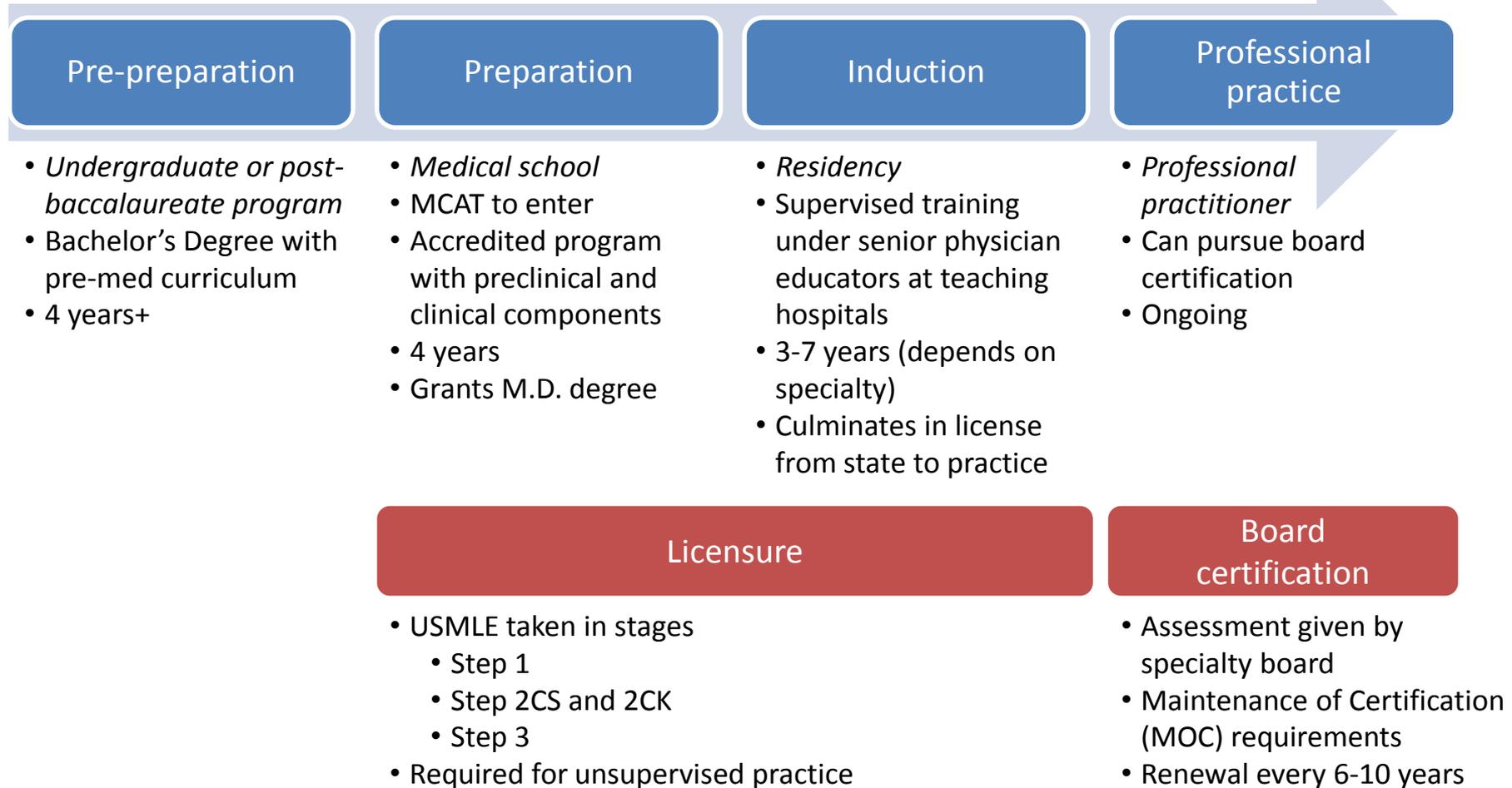
It can **bolster reform** in teacher education by casting the knowledge base in a richer light.”

- National Board “Why” book, 1994

Our Goal: A strengthened career continuum for all teachers

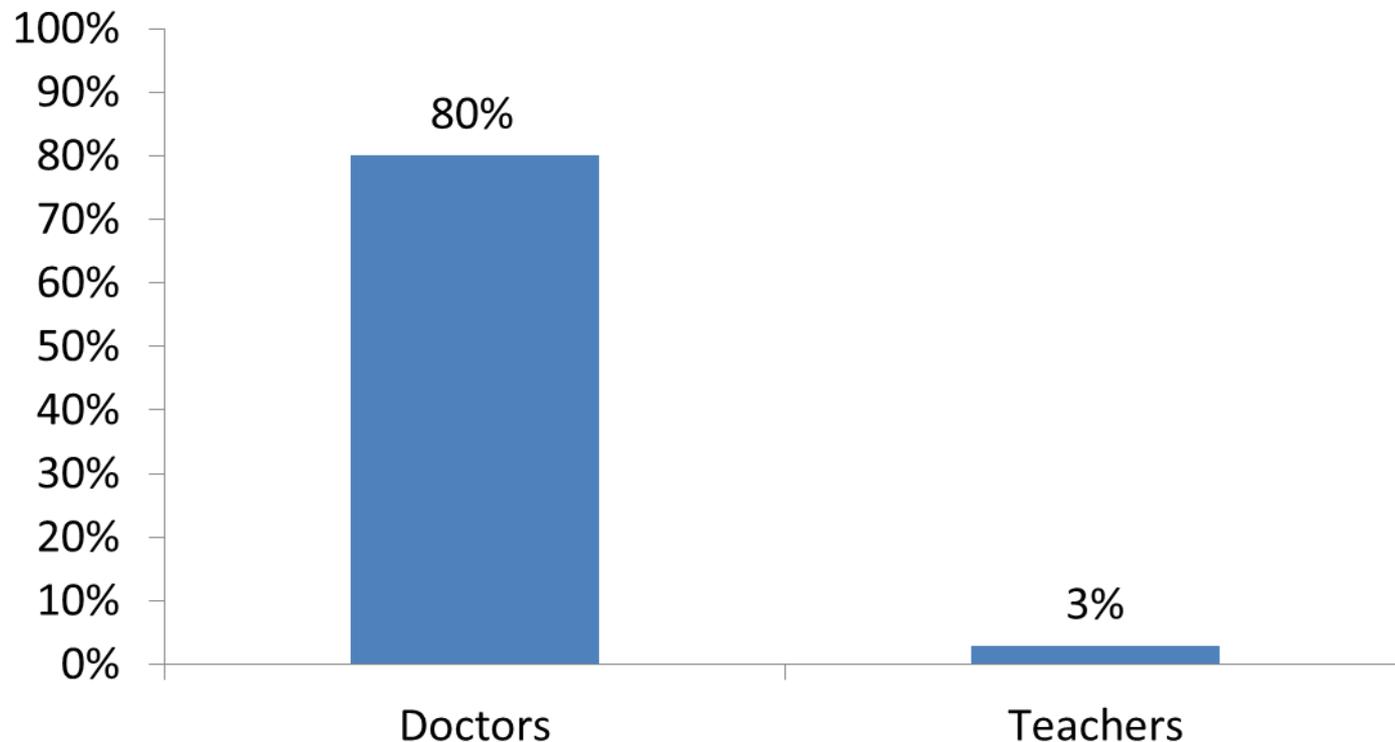


What entry to the profession looks like in medicine



As a result of a strong continuum, board certification is the norm in medicine

Percentage of licensed practitioners who are board-certified



What might be the result of “board certification becoming the norm” in teaching . . .

The “guarantee” from the **teaching** profession to the public and to **students** would be crystal clear:

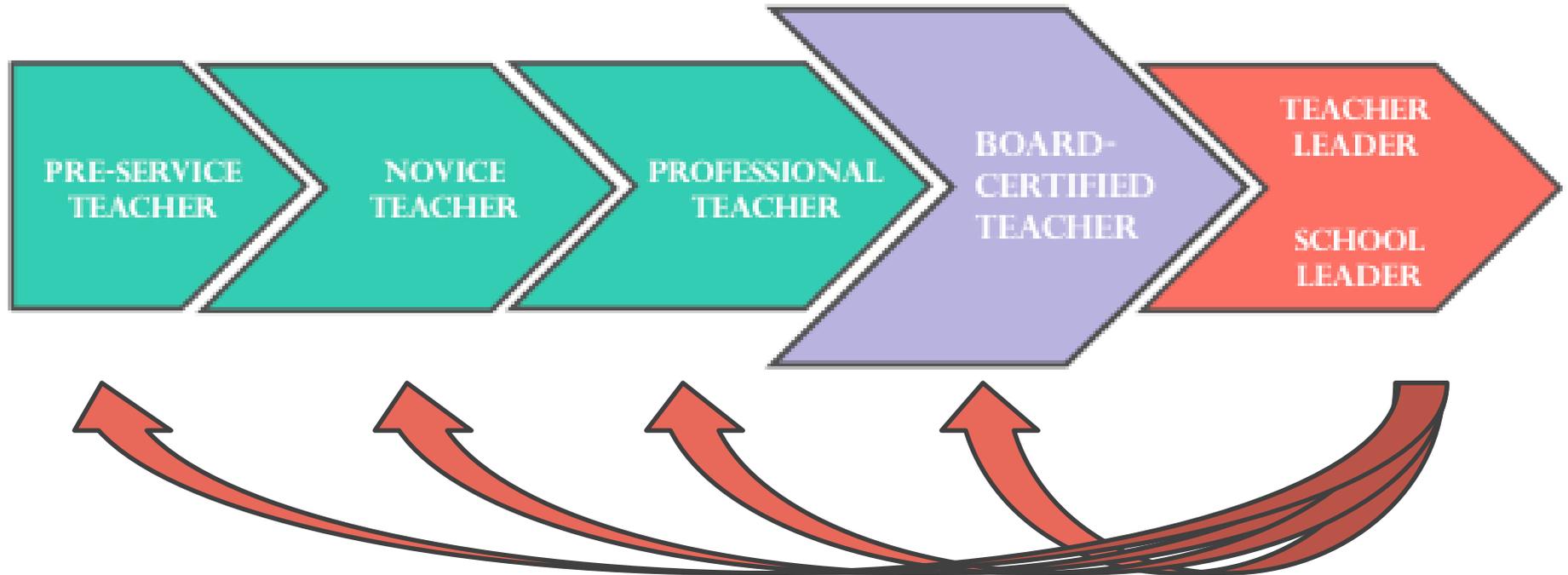
*You will be taught by an accomplished practitioner of **teaching**, one who has been trained by expert practitioners and whose practice meets the high standards of the profession*

Moreover, accomplished **teachers** would be seen as leaders and accorded high levels of respect and prestige, which would enable them to better serve **students** according to their needs

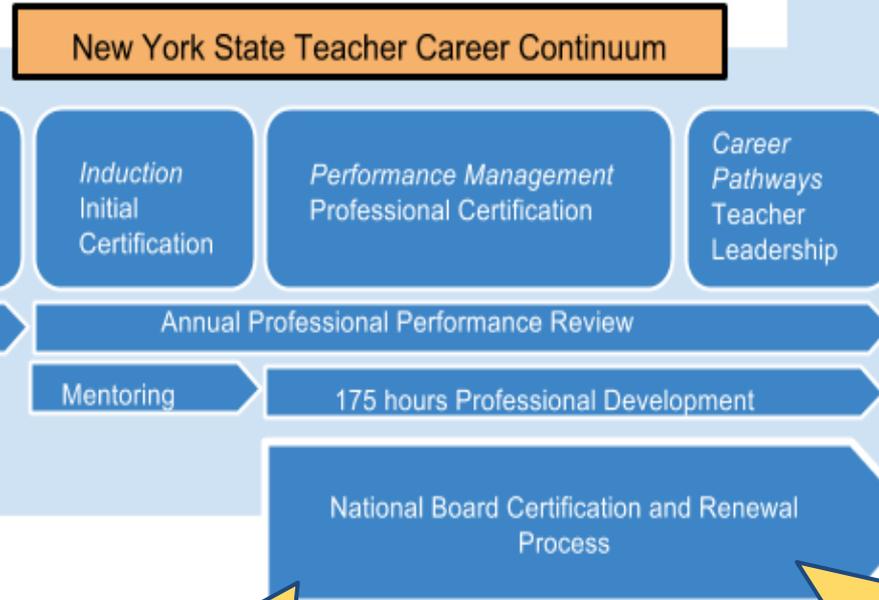
Going to scale by tapping the expertise of NBCTs

- More than **80% of Americans** believe teachers should achieve advanced certification, as in other professions (2014 PDK/Gallup Poll)
- Model for states and districts
 - **integrate** pursuit of board certification into teachers' work
 - **leverage** the instructional expertise of accomplished teachers to lead professional learning of in-service colleagues
 - **support** new teachers to develop into accomplished practitioners

The professional teaching career continuum to which we aspire



New York career continuum - tying it all together



from pre-service candidates participating in a protocol (edTPA) modeled after the NB process..

...through teachers engaging in the NB process to analyze and reflect on classroom practice...

...to teachers continuing to analyze their practice and contribution with colleagues, their school or larger community, through the renewal process, as each piece relates to their students' achievement.

What is board certification?

- Advanced credential designed teachers, for teachers
- Measures teaching practice at the accomplished level
 - **Five Core Propositions** that establish what teachers should know and be able to do
 - **High & rigorous standards** that describe the knowledge, skills, dispositions in depth
 - **25 certificate areas**, specific to subject area and developmental level of students, including school counseling, library media, Career & Technical

Four component assessment

Component 1: Content Knowledge

- Demonstrate content knowledge and content-specific pedagogical practices across the full range and ability level for a certificate area. Completed at a computer-based testing location.

Component 2: Differentiation in Instruction

- Demonstrate student growth over time through student work samples and an accompanying written commentary. (**portfolio**)

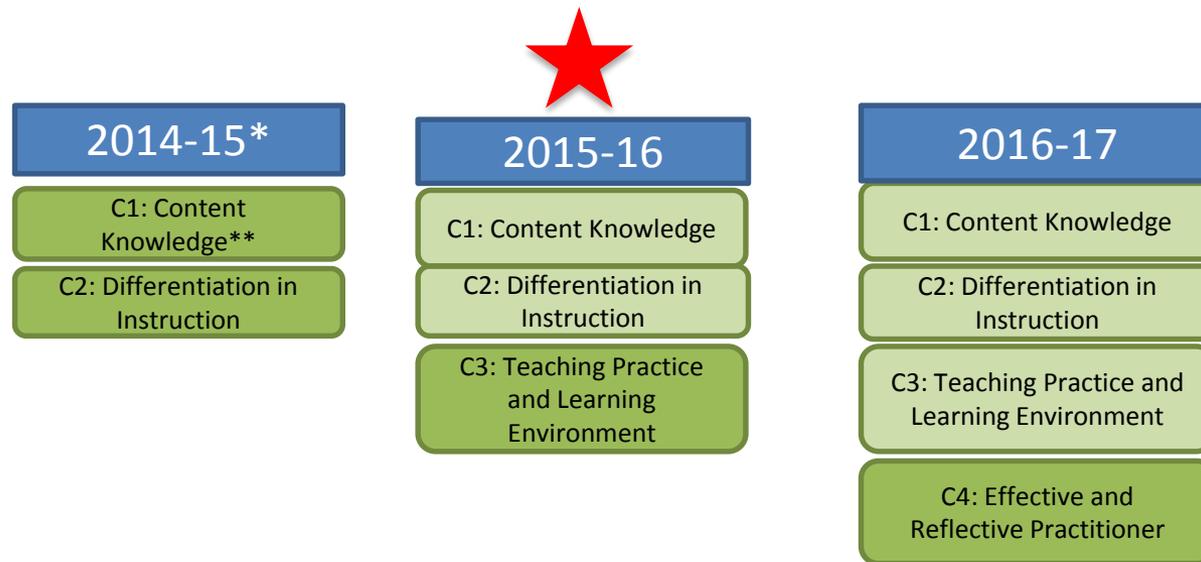
Component 3: Teaching Practice and Learning Environment

- Demonstrate engaging students to impact their learning through video recordings and an accompanying written commentary. (**portfolio**)

Component 4: Effective and Reflective Practitioner

- Demonstrate knowledge and skills related to gathering and using relevant information to advance student learning in and beyond the classroom. *Still under development.* (**portfolio**)

Roll-out over three cycles



*Due to the ongoing revision of the Career and Technical Education (CTE), candidates for the CTE certificate will begin the new process in 2015-16.

**The World Language (WL) and Music Content Knowledge component will be delayed until 2015-16, but Differentiation in Instruction will be available in 2014-15.

Leveraging expertise of NBCTs as a resource to support teacher development (ATLAS)

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Using Stock Market Simulations to Work with Fractions and Decimals

Case #120

This case shows a teacher using a stock market simulation to engage her students in fraction and decimal concepts and students using problem solving skills and higher order thinking to make connections between fractions and decimals, using discourse and academic conversation.

Mathematics | The Number System | Grade 6

Framework Tags
Filter by Framework

InTASC Model Core Teaching Standards - InTASC.3p Commitment to supporting learners as they actively engage ... *Tag definition*
The teacher collaborates with her students, fully engaged in the task herself.
[Watch 09:32 - 11:02](#)
[Read selected commentary](#)

InTASC Model Core Teaching Standards - InTASC.7n Respect and planning for learners' diverse strengths and needs ... *Tag definition*
The teacher recognizes the diversity of her students so she intentionally provides a brief intervention with two groups prior to the activity in order to prepare them for the whole class inquiry based lesson. She provides



[Add Note](#)

[Commentary](#) [Background Information](#) [Instructional Materials](#) [Notes](#)

How to add comments on Commentary

MATH EA #120

Instructional Context

Entitled "Stock Up," this math class focuses on fraction and decimal concepts through a stock market simulation. The class features 19 gifted 6th graders from 8 different schools-nine 11 year olds; ten 12

1000s of examples of accomplished practice tagged to ATLAS cases

- Common Core State Standards – Mathematics & ELA
- Deeper Learning Competencies
- edTPA
- High-Leverage Practices
- National Board Standards
- C3 Framework for Social Studies State Standards
- Next Generation Science Standards
- InTASC Model Core Teaching Standards
- Common Core Literacy

Mobilizing MI NBCTs . . .



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*“Sustained professional learning...it was **best professional learning I ever had**...we looked at each others practice through video and examined research to inform what we do...most rich meaningful professional learning anyone could have...**when teachers come together and they work on practice, it is the kind of experience every teacher should have**...NBCT status has enabled me...to look at evidence to promote practice...NBCT understand we are advocates...for teaching and learning in classrooms and in the political arena...I am a teacher leader and I relish the opportunity to stay in the classroom...to lead my students and my colleagues each and every day...National Board Certification has made this possible and continues to make this possible for me.”*

*Rick Joseph, NBCT
Michigan Teacher of the Year, 2016*

Questions?

National Board

www.nbpts.org

www.boardcertifiedteachers.org

ATLAS

<http://www.nbpts.org/atlas>

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