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A PRACTITIONERS BULLETIN

## Improving Schools with Access to Illinois NBCTs

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### Overview

This bulletin will show the positive impact of National Board Certified Teachers (NBCTs) on school-wide improvement and student achievement, resources for school leaders to build a pipeline of NBCTs in their school, and the growth of Illinois NBCTs in all regions.

### Positive Impact of NBCTs

A growing body of independent research shows that NBCTs are more effective at improving student achievement than their non-board certified counterparts. Several national studies, using different methods and samples, provide evidence that students of NBCTs at both the elementary and secondary levels outperform their peers on standardized tests and other measures of learning. The National Research Council (NRC) published in 2008 that the teachers completing the NBPTS process had a positive impact on student learning and teacher retention, "Evidence is clear that National Board Certification (NBC) distinguishes more effective teachers from less effective

teachers with respect to student achievement...NBCTs raise student achievement and are committed to improving their schools." The NRC recommended that since NBC is an effective professional development experience that positively affects teaching practice and costs less than and compares favorably with Master's Degree programs, then school leaders should coordinate support. Building a continuum toward NBC within a school is an effective strategy for school improvement.

National Board Certified Teachers (NBCTs) support principals to reach their goals and NBCTs show evidence that their teaching decisions and actions impact student learning. NBCTs –

- Contribute to school-wide improvement.
- Measurably improve student learning.
- Work effectively with parents.
- Promote standards-based education.
- Model best practices.
- Satisfy the "highly qualified teacher" requirement of No Child Left Behind.
- Elevate and inspire teachers.
- Boost teacher recruitment and retention.
- Build collaborative learning communities.

### Independent Research: NBCTs Impact Student Achievement

Over 150 studies have been conducted on the NBPTS process and over-

whelmingly found that NBCTs have a positive impact on student learning. Below is a short description of results of key findings. More information about these studies may be found at the NBPTS website [www.nbpts.org](http://www.nbpts.org).

### Elementary Students Gain 25 Days of Instruction with NBCTs

In a study of the 1999-2003 Stanford Achievement Test, ninth edition scores of Arizona third to sixth grade students in 14 school districts, researchers found that students in National Board Certified Teachers' (NBCTs) classrooms outperformed students whose teachers were not NBCTs. Further, researchers found that those gains went beyond higher test scores, adding up to learning improvements equivalent to more than a month's worth of additional time in the classroom. (Vandevoort, Amrein-Beardsley, & Berliner, 2004).

### High School Students of NBCTs Achieve in Math

In a National Science Foundation-funded study of more than 100,000 Miami-Dade, Florida, ninth and tenth grade math students, Cavalluzzo found that students of National Board Certified Teachers (NBCTs) scored higher on the Florida Comprehensive Assessment Test (FCAT). Records show that NBCTs were particularly effective with black and Hispanic students. The research also showed that National Board Certification had a greater effect than state certification to

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teach math or relatively more teaching experience (Cavalluzzo, 2004).

### Students in NBCT Classrooms Score Higher On Achievement Tests

In a U.S. Department of Education-funded study of more than 600,000 North Carolina third to fifth grade students' annual test scores from 1996-1999, researchers found that students of National Board Certified Teachers (NBCTs) outperformed the students of other teachers. The gain was higher (15 percent) for younger and lower-income students of NBCTs (Goldhaber & Anthony, 2004).

### Students of NBCTs Learn More

In a national study of National Board Certified Teachers (NBCTs) and teachers who did not achieve National Board Certification, researchers found that NBCTs outperformed non-NBCTs on 13 dimensions of effective teaching. Students of NBCTs demonstrated a deeper understanding of the content taught than the students of non-NBCTs (Bond, 2002).

### Mixed Results

Sanders, MColskey & J. Stronge, Harris & Sass found mixed results. Students of NBCTs performed at the same level of students of non-NBCTs and candidates lost ground during the year of certification. However, students of NBCTs showed gains by race and gender in primary grades and subjects. NBCTs outperformed other teachers in demonstrating best practices in planning and assignments.

### Chicago Principals Rate NBCTs as Extraordinary

In a University of Chicago study, researchers found that most Chicago NBCTs work in high-needs schools and are rated by their principals as demonstrating extraordinary skill in teaching, diagnosing student needs, setting high standards, and helping colleagues (Chicago Public Education Fund, 2004).

School Improvement Planning Process	NBPTS Architecture of Teaching
Trends in student achievement data	Knowledge of student learning and ways to learn
Learning targets/goals	Learning goals
Strategies and actions	Instructional strategies
Measures of learning	Evaluate student learning
Reflection on effectiveness of SIP strategies and actions on student learning	Reflection on effectiveness of instructional design on student learning

### NBCTs Assume Leadership Roles

Illinois NBCTs have assumed leadership roles in Illinois schools as shown in results of three surveys. NBPTS (1999) reported over 95% of NBCTs nationally served in leadership roles in their schools. The NBRC at ISU (2005) reported that 80% of Illinois NBCTs served as mentors or professional development providers. NBPTS (2007) surveyed Illinois NBCTs to find that over 70% served in leadership roles in their schools or districts.

### NBC Process as Effective Professional Development

Collaborative groups of NBC candidates go beyond the "workshop approach" and spend 300 to 400 hours to analyze videos of their teaching, student work, lesson planning, assessments, other artifacts, parent partnerships, and professional development experiences to identify how their teaching decisions impact student learning. NBCTs in Illinois say that the National Board Certification process was the best professional development they ever had.

"We're way behind other countries that are high-achieving in terms of the time and intensive opportunity for deep learning they provide," said co-author Linda Darling-Hammond, a Stanford University professor. "We still see teachers engage in really short one- and two-day workshops rather than ongoing, sustained support that we now have evidence changes practices and increases student achievement." (ASCD Smartbrief 2009).

The NBC process is a lever for teach-

ers to focus on how their practice impacts student learning. When groups of teachers in one school work together through the NBC process, they engage in high quality professional development over time to focus on their students' achievement. Teachers show evidence of their thinking and actions through a framework that aligns to the Illinois School Improvement planning process.

## Conditions for Effective Leadership

### NBCT Leadership in Urban Schools

In conjunction with The Chicago Public Education Fund and NBPTS, Berry and King (March 2005) profiled NBCT initiatives in four urban centers—Chicago, IL; Charlotte-Mecklenburg, NC; Los Angeles, CA; Miami-Dade County, FL—to outline several strategies for bringing NBCTs and other accomplished teachers into the schools that need them most. According to the participating NBCTs, the following conditions must be in place for them to effectively lead school improvement initiatives in low-performing schools:

- Principal leadership must be good—NBCTs do not want to work for ineffective principals.
- Administrators must understand the NBC process and the potential benefits of working with NBCT leaders to improve student achievement.
- NBCTs need access to leadership training.

- NBCTs and other accomplished teachers want to work with “kindred spirits” and have time to collaborate.
- NBCTs need access to instructional resources that support their use of best practices.
- Accomplished teachers and all building staff need ongoing training to build a collaborative learning community.

### NBCTs’ Leadership in Rural Schools

Berry, Johnson, and Montgomery (February 2005) conducted a case study of how a rural school in North Carolina, with 60% of students living in poverty, tapped the talent of its nine NBCTs out of 25 teachers to transform teaching and learning. Within five years, the school moved from 56% of students at or above grade level to 83% of students at or above grade level. “As a result of their own certification experience, NBCTs can speak convincingly about the value of conducting regular classroom assessments and engaging in personal reflection; inviting ‘critical friends’ to observe in classrooms and offer constructive criticism; and using self-improvement strategies such as analyzing videotaped lessons, sampling student work, and reading and critiquing professional literature. In addition, NBCTs try out and model new instructional strategies.” These rural teachers and administrators understand how to use the NBPTS process and NBCTs to improve student achievement throughout the school.

Epp (2007) surveyed Illinois NBCTs about the conditions in their current schools and factors influencing the likelihood they would consider teaching in one of the state’s hard-to-staff schools. Epp found “Overall, they desire to work in settings where the conditions enable them to be successful. Epp also found that “Illinois NBCTs are committed to their profession with 90% planning to remain in their field and nearly 60% in their current school. Nearly one-third

of participants would consider teaching in another school if it was a better opportunity.”

## Building a Pipeline of NBCTs in a School Continuum Toward NBC

Increasing demands for school accountability, combined with research-based evidence that NBCTs positively impact student learning, want to lead and mentor, and want to be successful have resulted in heightened attention to ways that schools can effectively utilize the expertise of NBCTs on a broader scale. How can the NBC process drive the professional development of teachers to focus on how teaching decisions impact students’ learning? School leaders can move beyond recognizing individual teachers who achieve NBC to establish a continuum to build a pipeline of NBCTs within their schools. Illinois school leaders may partner with NBCTs to begin to redesign the professional development at their schools to enable teachers to participate in professional experiences aligned to the NBC process that focuses on goals for student learning from the first year of teaching throughout their careers.

**1. Induction.** Currently Illinois school districts have as an option to implement two-year induction programs so new teachers may move from the initial to the standard license. Some Illinois districts network new teachers with NBCT mentors with opportunities to analyze videotapes and student work to improve their teaching to impact student learning. NBCTs serve as lead mentors, mentor trainers and serve on design teams to develop professional experiences for new teachers.

**2. NBCT-led Professional Development.** Effective schools implement professional development experiences aligned to school improvement plans to meet goals of increased student achievement. Research shows that improving teaching improves student learning. The NBC process components can

guide the development of ongoing quality and effective experiences. In some schools and districts, NBCTs lead studies on the NBPTS Five Core Propositions, the framework of teaching—the Architecture of Teaching, and the NBPTS and Illinois teaching standards through analysis of videotapes and student work. These experiences give teachers a common language focused on how their decisions impact student learning.

**TAKE ONE Entry.** NBPTS offers the TAKE ONE process—“a standards-based approach for improving teaching practice and links student learning to effective instruction.” Teachers prepare and submit one NBPTS designated video entry from their own NBPTS certificate area. The entry is scored and the teacher may bank the score for two years and transfer the score once they apply as a first-time candidate for the NBC process. The entire faculty or groups of teachers participating in TAKE ONE with an NBCT mentor/facilitator engage in high quality professional development focused on knowledge of students, goal setting, making appropriate instructional decisions, assessing student achievement, and reflecting on how their decisions impacted student learning. Visit the NBPTS website for information and examples of how school leaders implemented school-wide TAKE ONE experiences.

The NBRC at Illinois State University is partnering with NBPTS to identify Illinois high-needs schools with 100% of the teachers and principal committed to participating in TAKE ONE as a school-wide professional development experience. NBPTS will waive \$295 of the \$395 application fee and the school will only pay the reduced rate of \$100 for the application fee of each teacher. NBPTS will pay \$100 per participant for the NBCT mentor to facilitate the support. The NBRC at Illinois State University will offer NBCT training to use working agendas and handouts for the TAKE ONE participants. For more information about the Illinois program, visit the NBRC at ISU

website. Visit the Stonewall Tell Elementary School website for more information about a school in which one principal, two assistant principals, and all 71 teachers participated in the TAKE ONE process as school-wide professional development. (<http://www2.fultonschools.org/school/stonewalltell/principal.htm>)

**3. Candidate Support.** NBCT-led cohorts may be formed within schools to support candidates as they complete the process. NBCTs may mentor individual candidates, grade-level or department teams, or school-wide candidate cohorts. NBCTs may network candidates with certificate-alike mentors. School leaders may allocate resources, technical support, and time as well as public support to candidates.

**4. Retake Entries.** The process for National Board Certification is a three-year process. Candidates complete all ten parts of the process in the first year. In the second and third year, candidates may bank the entries that meet the cut score and retake those entries for which they need to continue to show evidence of meeting the standards. NBCTs mentor retake candidates to complete the process.

**5. NBCT Mentor Training.** There are multiple opportunities for NBCTs to be trained as mentors through the ISBE National Board Program. These trainings are held in all regions of Illinois at ROEs, ISCs, and school districts.

- The NBRC at ISU arranges training for NBCTs to mentor NBC candidates or to mentor participants in the NBPTS TAKE ONE process.
- I-KAN ROE arranges training for NBCTs in Standards Aligned Classrooms (SAC), Instructional Practices Inventory (IPI), and Induction for the 21st Century Educator (ICE21).

**6. NBCT Leadership Opportunities.** Though 80% of Illinois NBCTs continue to teach students, NBCTs serve as leaders in a variety of roles leading from and outside of the classroom. Illinois NBCTs serve as assistant super-

intendents, principals, assistant principals, curriculum directors, professional development coordinators, department chairs, university faculty, new teacher mentors, experienced teacher mentors, professional development providers, content area coaches, professional organization leaders, and in other leadership roles.

## Statewide Support System

### Illinois National Board Program

Illinois has a networked system to support administrators and teachers to build a pipeline of NBCTs in schools and districts. Over the past 15 years, the legislatures, governors, and leaders in business, educational organizations, universities, foundations, districts, schools, and NBCTs contributed to the statewide support system. Since 1995, the Illinois State Board of Education (ISBE) supported the Illinois National Board Program and the Illinois Candidate Fee Subsidy. ISBE implemented the Illinois Teaching Excellence Program (ITEP) since 2001 which paid to eligible NBCTs a \$3,000 incentive annually and additional funding for mentoring and providing professional development to new and experienced teachers. ISBE awarded two contracts for the National Board for Professional Teaching Standards (NBPTS) Program for 2007-2009 to direct this work. The two contractors are the National Board Resource Cen-

ter at Illinois State University (NBRC) directed by Dr. Lynn Gaddis, NBCT and the Iroquois/Kankakee Regional Office of Education (I-KAN) directed by Vicki Hensley, Assistant Regional Superintendent and Michelle ZumMallen, Coordinator. The work of both partners is aligned to deliver services to support National Board Certified Teachers and candidates in targeted schools.

### NBCT Benefits

In October 2008, the legislature passed and the governor signed Public Act 095-0996. Illinois teachers and school counselors who achieve National Board Certification are awarded the Illinois Master Certificate. The Illinois State Board of Education sends payments to districts for eligible NBCTs for a \$3,000 stipend annually and for additional funds for at least 30 and up to 60 hours of compensation for documented mentoring and professional development to new and experienced teachers. There is a wide range of compensation to NBCTs among school districts from no compensation to contractual agreements on salary schedules. Also the American Council on Education's College Credit Recommendation Service (ACE Credit) offers transcripts with three hours of credit for completion and nine hours for achievement of NBC. School districts may or may not accept these credits for salary advancement.

NBRC at ISU	I-KAN ROE
<p><b>Goal 1:</b> To recruit 1,000 candidates from targeted schools and process applications.</p> <p><b>Goal 2:</b> To provide high quality professional development experiences and opportunities for NBCTs to recruit and support candidates.</p>	<p><b>Goal 1:</b> To increase the Mentoring/PD provided to classroom teachers in targeted schools and process the forms for payment to NBCTs.</p> <p><b>Goal 2:</b> To provide statewide high quality professional development experiences for all NBCTs.</p>

## Website Resources

For more information, visit the following websites:

**NBPTS** at [www.nbpts.org](http://www.nbpts.org)

**ISBE NBC** at [www.isbe.net/profprep/nbpts.htm](http://www.isbe.net/profprep/nbpts.htm)

**NBRC at ISU website** at [www.coe.ilstu.edu/ilnbpts](http://www.coe.ilstu.edu/ilnbpts) or e-mail at [nbrc@illinoisstate.edu](mailto:nbrc@illinoisstate.edu)

**I-KAN ROE** at [www.ilnbpts.org](http://www.ilnbpts.org) or e-mail at [mzummallen@i-kan.org](mailto:mzummallen@i-kan.org)

The NBRC at ISU website includes an administrator page that offers specific resources and strategies developed by administrators for administrators. A calendar shows what school leaders may do each month to recruit and support candidates and partner with NBCT leaders. Strategy sheets list suggested actions for school leaders to offer preparation and professional development, recruitment to the NBC process, support to candidates, celebrations of stages in building the continuum and leadership opportunities to NBCTs. The page has links to a power point awareness presentation, research, NBPTS documents, and a 2009 video about the effectiveness of the NBC process as school and district professional development to improve student learning. Secretary of Education Arne Duncan and Illinois business leaders and educators are highlighted in the video.

The NBRC at ISU website also lists contact information for NBCT Regional and Local Coordinators and NBCTs by region. These NBCT leaders work with principals, NBCTs, and teachers to arrange a variety of services along the continuum toward NBC. The NBRC at ISU also offers schedules of the following services: awareness presentations, jumpstart sessions for new candidates, candidate cohort groups, assessment center cohort groups, TAKE ONE candidate cohorts, retake candidate sessions, NBCT candidate mentor training, NBCT TAKE ONE candidate mentor training, and Summits for NBCTs. The NBRC at ISU website enables ac-

cess to information about the candidate application criteria and procedures and the application.

The I-KAN ROE website lists contact information for the ROE/ISC Regional Support Site Coordinators throughout Illinois and the list of NBCT mentors. The ROE/ISC Regional Support Site Coordinators arrange the schedules of the following trainings for NBCTs shown on the I-KAN ROE website: NBCT Induction for the 21st Century Educator (ICE21), Instructional Practices Inventory (IPI), Standard Aligned Classroom (SAC) and Summits for NBCTs. The I-KAN ROE website also enables access to the forms and information for the Illinois Teaching Excellence Program payments (Intent to Mentor, Application for the Master Certificate, Verification of Eligibility for the Stipend, and the Documentation for Mentoring and Providing Professional Development.)

## Growth of NBCTs throughout Illinois

Due to the comprehensive support throughout Illinois, the number of Illinois National Board Certified Teachers (NBCTs) has grown in all regions of the state from the first class of 5 NBCTs in 1994/1995 to the 2009 current 3,191 Illinois NBCTs, ranking Illinois as fifth in the nation for the number of NBCTs. Illinois NBCTs are located in all but 15 of the 102 counties in Illinois. Nine of these counties have only one or two school districts. The chart shows that NBCTs are located in all regions of the state with 73% teaching in Chicago and the suburbs. The number of candidates has risen steadily with the number of 2008-2009 candidates at its highest with 1,421 Illinois first-time candidates in all regions in the NBPTS 2008-2009 cycle.

The school and district charts on the next page show the districts and individual schools with the highest number of NBCTs. Currently the NBRC at ISU is surveying principals and NBCTs from the top 30 schools with the highest number of NBCTs to identify fac-

tors that supported the growth of NBCTs in their schools. Results will be posted on the NBRC at ISU website in late spring 2009.

### Regional Chart of Number of NBCTs

<u>Region</u>	<u>Number of NBCTs</u>
Chicago	1,192
Region 1	1,151
Region 2	165
Region 3	190
Region 4	228
Region 5	198
Region 6	67
<b>TOTAL</b>	<b>3,192</b>

### Regional Chart of Number of Candidates

<u>Region</u>	<u>Number of Candidates</u>
Chicago	466
Region 1	581
Region 2	73
Region 3	88
Region 4	91
Region 5	96
Region 6	26
<b>TOTAL</b>	<b>1,421</b>

The National Board Certification experience is a rigorous process that is both an assessment system of teaching and high quality professional development experience for teachers. When candidates participate in school cohorts, they collaboratively take a new look at their teaching. Being designated an NBCT means the NBCT showed evidence of meeting rigorous standards and the capacity to analyze and articulate how teaching decisions impacted student learning. Research shows that NBCTs have a positive impact on student achievement and serve as leaders and mentors to new and experienced teachers. NBC should be viewed beyond just recognition of individual teachers and used as a lever to improve

teaching and learning within a school. Illinois has shown growth of NBCTs in all regions of the state through a state-wide system of support. School leaders may access website resources and contact NBCTs, for support in building a continuum of professional experiences for teachers in their schools.

**What can school leaders do to begin to build the pipeline of NBCTs?**

- Meet with NBCTs in your school and district to plan for building a continuum of opportunities for teachers.
- Visit the websites to access resources, strategies, and more de-

tailed information.

- Contact your NBCT Regional and Local Coordinators and ROE/ISC Support Site Coordinators in your area for additional support and resources.
- Work with other school leaders who have established conditions for the number of candidates and NBCTs to increase within their school.
- Arrange for NBCTs to share with other teachers their experiences and belief in the impact of NBC on their practice and student learning.
- Identify resources and strategies to recruit and support candidates and engage NBCTs as leaders and mentors.

**Leading Schools and Total Number of NBCTs**

<u>School District</u>	<u>School Name</u>	<u>Total NBCTs</u>
Indian Prairie C U Sch Dist 204	Neuqua Valley High School	32
Township H S Dist 211	Schaumburg High School	27
City Of Chicago School Dist 299	Young Magnet High School	24
City Of Chicago School Dist 299	Northside College Prep H S	24
Indian Prairie C U Sch Dist 204	Waubonsie Valley High School	22
Township H S Dist 211	Palatine High School	22
City Of Chicago School Dist 299	Curie Metropolitan High School	19
City Of Chicago School Dist 299	Lane Technical High School	18
Mclean County Unit Dist No 5	Normal Community West High School	18
Glenbard Twp H S Dist 87	Glenbard East High School	17
Bloomington Sch Dist 87	Bloomington Jr High School	16
City Of Chicago School Dist 299	Gray Elem School	16
O Fallon Twp Hsd 203	O Fallon High School	16
Il Mathematics & Science Academy	Il Mathematics & Science Academy	16
Lake Forest School Dist 67	Deer Path Middle School	13
Township H S Dist 211	J B Conant High School	13
City Of Chicago School Dist 299	Payton College Preparatory Hs	12
City Of Chicago School Dist 299	Peirce Elem Intl Studies School	12
City Of Chicago School Dist 299	Peterson Elem School	12
Lincolnshire-Prairieview S D 103	Daniel Wright Jr High School	12
City Of Chicago School Dist 299	Clemente Community Academy Hs	11
City Of Chicago School Dist 299	Saucedo Elem Scholastic Academy	11
City Of Chicago School Dist 299	Young Womens Leadership Chrtr Sch	11
Glenbard Twp H S Dist 87	Glenbard South High School	11
City Of Chicago School Dist 299	Carson Elem School	10
City Of Chicago School Dist 299	Solomon Elem School	10
Highland Comm Unit Sch Dist 5	Highland High School	10
Hinsdale Twp H S Dist 86	Hinsdale Central High School	10
Peoria School District 150	Richwoods High School	10
Wilmette Sd 39	Mckenzie Elem School	10

**Leading School Districts and Total Number of NBCTs**

<u>School District</u>	<u>Total NBCTs</u>
City of Chicago Sch Dist 299	1,192
Indian Prairie C U Sch Dist 204	127
Palatine C C School Dist 15	87
Township H S Dist 211	85
Naperville C U Dist 203	67
Comm Unit Sch Dist 300	52
Mclean County Unit Dist No 5	45
Rockford School Dist 205	35
Springfield School District 186	35
Glenbard Twp H S Dist 87	33
School District U-46	32
Peoria School District 150	31
Bloomington Sch Dist 87	29
Lake Forest School Dist 67	28
Champaign Comm Unit Sch Dist 4	25
Highland Comm Unit Sch Dist 5	23
Lincolnshire-Prairieview S D 103	22
Aurora West Unit Sch Dist 129	21
Barrington C U School Dist 220	21
Urbana School Dist 116	21
Arlington Heights Sch Dist 25	20
Edwardsville C U School Dist 7	19
St Charles C U School Dist 303	19
Evanston C C School Dist 65	18
Wilmette Sd 39	18
Il Mathematics & Science Academy	17
Northbrook Elem School Dist 27	17
Bond Co C U School Dist 2	16
O Fallon Twp Hsd 203	16
Quincy School District 172	16
Wheeling C C School Dist 21	16
Aptakisic-Tripp C C S Dist 102	15



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