



## MAKING A DIFFERENCE IN QUALITY TEACHING AND STUDENT ACHIEVEMENT

### A MARK OF DISTINCTION FOR TEACHERS

- **NBPTS helps improve education nationwide by certifying accomplished teachers.** More than 55,000 teachers are currently certified as highly accomplished in 24 fields and developmental levels.
- **To become certified, teachers spend 1-3 years demonstrating what they know** and can do through rigorous assessment.
- **All 50 states, the District of Columbia and hundreds of school districts recognize National Board Certification** as a mark of distinction, similar to the way the medical, engineering and accounting professions recognize expertise.

### PUTTING NATIONAL BOARD CERTIFICATION TO THE TEST

- **NBPTS has put itself and its certification process to the test.** From its inception, NBPTS has sought to understand the impact of its certification process on teachers and the impact of NBCTs on students and schools.
- **More than 150 studies have examined National Board Certification. The vast majority found NBCTs make a *significantly measurable impact*** on teacher performance, student learning, engagement and achievement. While some of the results are mixed, most are positive about National Board Certification accomplishments and its potential for improving education nationwide.

### IMPACT ON TEACHER PRACTICE AND SCHOOLS

- **Research is consistently positive** about the impact of National Board Certification on improvements to teacher practice, professional development and areas of school improvement that are critical to raising student achievement. For example:
  - NBCTs consistently outperform their peers in knowledge of subject matter, ability to adapt instruction and ability to create challenging and engaging lessons. (L. Bond, University of North Carolina, Greensboro)
  - National Board Certification is more effective and cost-effective than other professional development methods. (C. Cohen, The Finance Project)
  - Teachers who pursue National Board Certification show significant improvements in their teaching practices, regardless of whether they achieved certification. (D. Lustick, Michigan State University)
  - NBPTS demonstrates greater influence on teacher mentoring, leadership, team-building, professional development and evaluation, curriculum development, efficacy and overall school leadership. (G. Sykes, Michigan State University; M. Freund, George Washington University; T. Petty, University of North Carolina, Chapel Hill)

## THE BOTTOM LINE: IMPACT ON STUDENT ACHIEVEMENT

### ■ **Independent studies show students of NBCTs do better on standardized tests than students of non-NBCTs.**

For example:

- Students of NBCTs score 7 to 15 percentage points higher on year-end tests than students of non-NBCTs. NBCTs were particularly effective with minority students. (D. Goldhaber, University of Washington)
- In 48 comparisons (4 grades, 4 years of data, 3 measures of academic performance), students of NBCTs surpassed students of non-NBCTs in almost three-quarters of the comparisons. The learning gains were equivalent (on average) to spending about an extra month in school. (L. Vandevort, Arizona State University)
- More math NBCTs helped their students achieve larger testing gains in 9<sup>th</sup> and 10<sup>th</sup> grades than their non-certified colleagues—demonstrating particular benefits among special needs students and African-American and Hispanic students. (L. Cavalluzzo, The CNA Corporation)
- Students of NBCTs exhibit deeper learning outcomes more frequently than students of non-NBCTs. (T. Smith, Appalachian State University)

### ■ **Other studies reveal mixed effects regarding National Board Certification.**

Mixed results may be due, in part, to the Methodology implemented, possible small effect size, and the type of achievement test used. For example, several research studies indicated that students of NBCTs did not demonstrate significantly better rates of academic progress as compared to students of non-NBCTs (W. Sanders, SAS Institute; W. McColskey and J. Stronge, University of North Carolina, Greensboro, and The College of William and Mary). Another study notes that NBCTs appeared to lose ground during and immediately after the certification process (D. Harris and T. Sass, Florida State University). Yet the data from these studies also reveal:

- NBCTs accounted for significant differences for students by certain grades and subject areas. (Sanders)
- NBCTs showed strong performance in practice-related areas such as graduate coursework, student assignments and quality of planning practices. (McColskey and Stronge)
- NBCT certification provides a positive signal of teacher productivity in some cases. (Harris and Sass)

### ■ **All of the research contributes to understanding and improving the National Board Certification process.**

Yet, it is misleading to draw major conclusions about the overall value and impact of National Board Certification based solely on individual studies. No single study or small group of studies can effectively describe the range of impact of the National Board Certification process.

### ■ **NBPTS has released “A Research Guide on National Board Certification of Teachers,” a summary of the major research about National Board Certification**

and its impact on educators, the students they teach and education reform nationwide. To obtain a copy, please call 1-800-22TEACH.

**The NBPTS Web site ([www.nbpts.org](http://www.nbpts.org)) provides information about NBPTS-sponsored research and a bibliography of related studies.**

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