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## About NBPTS<sup>SM</sup> | History & Facts

The National Board for Professional Teaching Standards® was created in 1987 after the Carnegie Forum on Education and the Economy's Task Force on Teaching as a Profession released **A Nation Prepared: Teachers for the 21st Century** (May 16, 1986).

The report followed the landmark report, **A Nation at Risk: The Imperative for Educational Reform**, 1983, developed by the President's Commission on Excellence in Education. **A**

**Nation at Risk** set off alarms across the country with

statements like, "If an unfriendly foreign power had attempted to impose on America the mediocre educational performance that exists today, we might well have viewed it as an act of war." Educators, parents, business executives and legislators awakened to the economic and social consequences of an education system failing to keep pace with a changing American and global society.

The **Carnegie task force** report, **A Nation Prepared**, offered solutions: "The key to success lies in creating a profession equal to the task - a profession of well-educated teachers prepared to assume new powers and responsibilities to redesign schools for the future." The task force urged the teaching profession to set the standards and certify teachers who meet those standards and called for the formation of the National Board for Professional Teaching Standards.

The members of the task force outlined a plan designed to retain, reward and advance accomplished teachers through a system of advanced certification. The National Board for Professional Teaching Standards was created from the framework of these ideas. Many of the task force members remain involved in the continuing evolution of the National Board today.

The National Board is an independent, nonprofit, nonpartisan and non-governmental organization governed by a 63-member **board of directors**, a majority of whom are classroom teachers. The other directors include school administrators, school board leaders, governors and state legislators, higher education officials, and business and community leaders. Click **here** to see a list of the first NBPTS Board of Directors.

The National Board's mission 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, and
- advocating related education reforms to integrate National Board Certification in American education and to capitalize on the expertise of National Board Certified Teachers.

The National Board concentrates education reform efforts on the heart of education -

NBPTS at a Glance...

NBPTS Quick facts

NBPTS Backgrounder

NBPTS Certificates

NBCTS by Year

NBCTS by State

EXHIBIT ☒ Education Document consists of 6 pages

☒ Entire document provided.

☐ Due to size limitations, pages        through        provided.

A copy of the complete document is available through the Research Library (775-684-6827 or e-mail library@cb.state.nv.us)

Meeting Date 2-24-06

the teacher. We believe the single most important action the nation can take to improve schools and student learning is to strengthen teaching. As our founding chair Governor James B. Hunt, Jr. of North Carolina succinctly states, "Improved student learning depends on one thing to start with - a quality teacher."

National Board Certification® is a symbol of professional teaching excellence. A National Board certificate will attest that a teacher was judged by his or her peers as one who is accomplished, makes sound professional judgments about students' best interests, and acts effectively on those judgments. Offered on a voluntary basis, National Board Certification complements, but does not replace, state licensing. While state licensing systems set entry-level standards for novice teachers, National Board Certification establishes advanced standards for experienced teachers.

National Board Certification also represents an opportunity for professional growth unlike any other now available to teachers. Teachers across the nation are able to gauge their skills and knowledge against objective, peer-developed standards of advanced practice. And as teachers hone their professional skills, their students reap the greatest rewards.

Broad support for National Board Certification comes from Democratic and Republican governors and legislators, state and local school boards, the nation's two largest teachers unions, teacher educators, education organizations, and classroom teachers.

The National Board has received the endorsement of the former President of the United States, Bill Clinton, a wide range of associations including the National Governors' Association, the National Council for Accreditation of Teacher Education, the American Federation of Teachers, the Council for American Private Education, the Council of Great City Schools, the National Alliance of Black School Educators, the National Conference of State Legislatures, the National Education Association, the National School Boards Association, among others.

The private sector has also provided board support for National Board Certification. Foundations, corporations and other private entities have determined that efforts to advance professional development for teachers is key to achieving a better educational system. These include, among others, the Carnegie Corporation of New York, The Pew Charitable Trusts, DeWitt Wallace-Reader's Digest Fund, Lilly Endowment, Inc., AT&T, IBM, Proctor and Gamble, RJR Nabisco, State Farm Insurance Companies and Xerox.

For the first time in history, the National Board created a system of advanced certification for teachers based on high and rigorous standards and built the nation's finest system to assess accomplished teaching. The National Board achieved what many thought impossible:

We identified **Five Core Propositions** that describe the knowledge, skills, and dispositions that characterize accomplished teaching and created, where none existed before, professional standards for the nation's K-12 teachers.

We then built a system of **National Board Certification** so that teachers, like professionals in other fields, may achieve distinction by demonstrating, through a demanding performance assessment that they meet high and rigorous standards for what accomplished teacher should know and be able to do.

We have a growing number of accomplished teachers and the impact of these **National Board Certified Teachers®** is already evident in the classroom and in the larger education arena.

We achieved an unprecedented political and professional consensus for National Board standards and certification. This teacher-policymaker collaboration around the work of the National Board is revitalizing the largest profession in America—teaching.

When the National Board was founded in 1987, our work was just a vision, a series of ideas and dreams. From 1987 through 1992, we focused on the critical policy, research and development work that would lay the foundation for National Board Certification, which was offered, for the first time, in two certificate areas during the 1993-94 school year.

## Looking Back at Our Roots: Early Days, Critical Players

Long before the National Board for Professional Teaching Standards (NBPTS)® had granted certification to over 16,000 teachers (as of November 2001), NBPTS was only an idea—an idea that could easily have died had it not been for the people and organizations that shared and shaped a common dream. Click [here](#) to read the entire article.

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The Carnegie task force was comprised of:

Chairman Lewis Branscomb, chief scientist and vice-president at IBM.  
Alan Campbell, executive vice-president of ARA Services.  
Mary Hatwood Futrell, National Education Association.  
John W. Gardner, consultant.  
Fred Hechinger, president of the New York Times Company Foundation.  
Bill Honig, superintendent of public instruction for the State of California.  
James B. Hunt, attorney, Poyner & Sprull.  
Vera Katz, speaker of the Oregon House of Representatives.  
Thomas Kean, governor of New Jersey.  
Judith Lanier, dean of the College of Education, Michigan State University.  
Arturo Madrid, president of the Thomas Rivera Center.  
Shirley Malcom, program head, American Association for the Advancement of Science.  
Ruth Randall, commissioner of education for the State of Minnesota.  
Albert Shanker, president of the American Federation of Teachers.

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# QUICK FACTS

- Mission:** To establish high and rigorous standards for what accomplished teachers should know and be able to do, to develop and operate a national voluntary system to assess and certify teachers who meet these standards, and to advance related education reforms for the purpose of improving student learning in American schools.
- Governance:** NBPTS is an independent, nonprofit, nonpartisan and non-governmental organization governed by a board of directors, with the majority of its 63 members being classroom teachers. Other directors include school administrators, school board leaders, governors and state legislators, higher education officials, representatives from teachers' unions and disciplinary organizations, and business and community leaders.
- History:** Created in 1987 in response to the 1983 President's Commission on Excellence in Education report, *A Nation At Risk: The Imperative for Educational Reform*, and the Carnegie Forum on Education and the Economy's Task Force on Teaching as a Profession report, *A Nation Prepared: Teachers for the 21<sup>st</sup> Century*.

## National Board Certification ®

- National Board Certification is a symbol of professional teaching excellence. It was created so that teachers, like professionals in other fields, can achieve distinction by demonstrating through a demanding performance assessment that they meet high and rigorous standards for what accomplished teachers should know and be able to do.
- Based on core propositions and standards describing what teachers should know and be able to do, the process of National Board Certification is a forceful professional development experience. Teachers are strengthened in their practice and the beneficiaries of their improvement are the students in their classrooms.
- Teachers must demonstrate their knowledge and skills through a series of performance-based assessments that include student work samples, videotapes, and rigorous analyses of their classroom teaching and student learning.
- Written exercises probe the depth of their subject-matter knowledge and their understanding of how to teach those subjects to their students.
- It is offered to teachers on a voluntary basis. While state licensing systems set requirements to teach in each state, National Board Certification establishes high and rigorous advanced standards for experienced teachers to demonstrate accomplished practice. A National Board Certificate is valid for 10 years.
- It is available to all teachers who hold a baccalaureate degree, have taught for a minimum of three years, whether in a public or private school, and have held a valid state teaching license for those three years.

## National Board Certified Teachers®

The first 86 National Board Certified Teachers were named in January 1995. In November 2002, the National Board awarded National Board Certification to 7,886 teachers, bringing the total number of National Board Certified Teachers to 23,937.

## Certificates Available for the 2002/2003 school year:

*Health, Counseling, Not for Elem.*

- Early and Middle Childhood/Art
- Early Adolescence through Young Adulthood/Art
- Early Adolescence through Young Adulthood/Career and Technical Education
- Early Adolescence/English Language Arts
- Adolescence and Young Adulthood/English Language Arts
- Early and Middle Childhood/English as a New Language
- Early Adolescence through Young Adulthood/English as a New Language
- Early Childhood through Young Adulthood/Exceptional Needs
- Early Childhood/Generalist
- Middle Childhood/Generalist
- Early Adolescence/Generalist
- Early Childhood through Young Adulthood/Library Media
- Early Adolescence/Mathematics
- Adolescence and Young Adulthood/Mathematics
- Early and Middle Childhood/Music
- Early Adolescence through Young Adulthood/Music
- Early Adolescence/Science
- Adolescence and Young Adulthood/Science
- Early Adolescence/Social Studies—History
- Adolescence and Young Adulthood/Social Studies—History
- Early and Middle Childhood/Physical Education
- Early Adolescence through Young Adulthood/Physical Education
- Early and Middle Childhood/World Languages Other than English
- Early Adolescence through Young Adulthood/World Languages Other than English

## Progress Report

- The number of candidates seeking National Board Certification has grown dramatically each year since this system of advanced certification became available in 1993/94. As of December 2002, more than 15,000 candidates are seeking certification in 2002/2003.
- The 24 certificates available in 2002/2003 are applicable to nearly 95% of the eligible teaching population. Teachers who deliver instruction in both English and Spanish may seek National Board Certification in the majority of certificate areas.

## Local, State and National Support and Action

Strong support for this system of National Board Certification comes from Democratic and Republican governors and legislators, state and local school boards, the nation's two largest teachers' unions, teacher educators, education organizations, and classroom teachers.

- Incentives for National Board Certification are provided at the local level in more than 400 school districts or through statewide programs funded by other sources.
- Currently, 48 states offer regulatory or legislative support for National Board Certification and 35 of those states, following the leadership of former Governor Jim Hunt (NC) and former Governor Voinovich (OH), offer multiple incentives that provide financial support and use National Board Certification to permit greater inter-state mobility for accomplished teachers.
- The work of the National Board has received the endorsement of the former Presidents of the United States, George Bush and Bill Clinton. Former U.S. Secretaries of Education Lamar Alexander and Richard Riley strongly supported the work of the Board.
- NBPTS receives support from a wide range of associations, including the American Federation of Teachers, Council for American Private Education, Council of Great City Schools, National Alliance of Black School Educators, National Conference of State Legislatures, National Education Association, and the National School Boards Association.
- This project is funded in part with grants from the U.S. Department of Education and the National Science Foundation. Through September 2002, NBPTS has been appropriated federal funds of \$119.3 million, representing approximately 45 percent of the National Board Certification project. More than \$143.0 million (55 percent) of the project's cost will be financed by non-governmental sources, including:

### Current

Apple  
The Atlantic Philanthropies  
AT&T Foundation  
The Ford Family Foundation  
Georgia-Pacific  
Procter & Gamble Fund  
State Farm Companies Foundation  
Washington Mutual Foundation

Charlson Research Foundation  
The Chase Manhattan Foundation  
Chevron Corporation  
DaimlerChrysler  
Dewitt-Wallace Reader's Digest Fund  
Geraldine R. Dodge Foundation  
E.I. du Pont de Nemours  
Ford Foundation  
Ford Motor Company  
General Electric  
Getty Center for Education in the Arts  
IBM  
Johnson & Johnson  
Kodak Company  
John S. and James L. Knight  
Lilly Endowment, Inc.  
John D. and Catherine T. MacArthur Foundation  
McGregor Fund

Mobil Foundation  
Charles Stewart Mott Foundation  
New York Times Company  
The Pew Charitable Trusts  
Philip Morris Companies  
RJR Nabisco  
The Rockefeller Foundation  
The Rose Community Foundation  
Sear Roebuck Company  
Spencer Foundation  
W. Clement and Jessie V. Stone Foundation  
The Stuart Foundation  
Union Carbide  
The UPS Foundation  
Walt Disney Co.  
Xerox

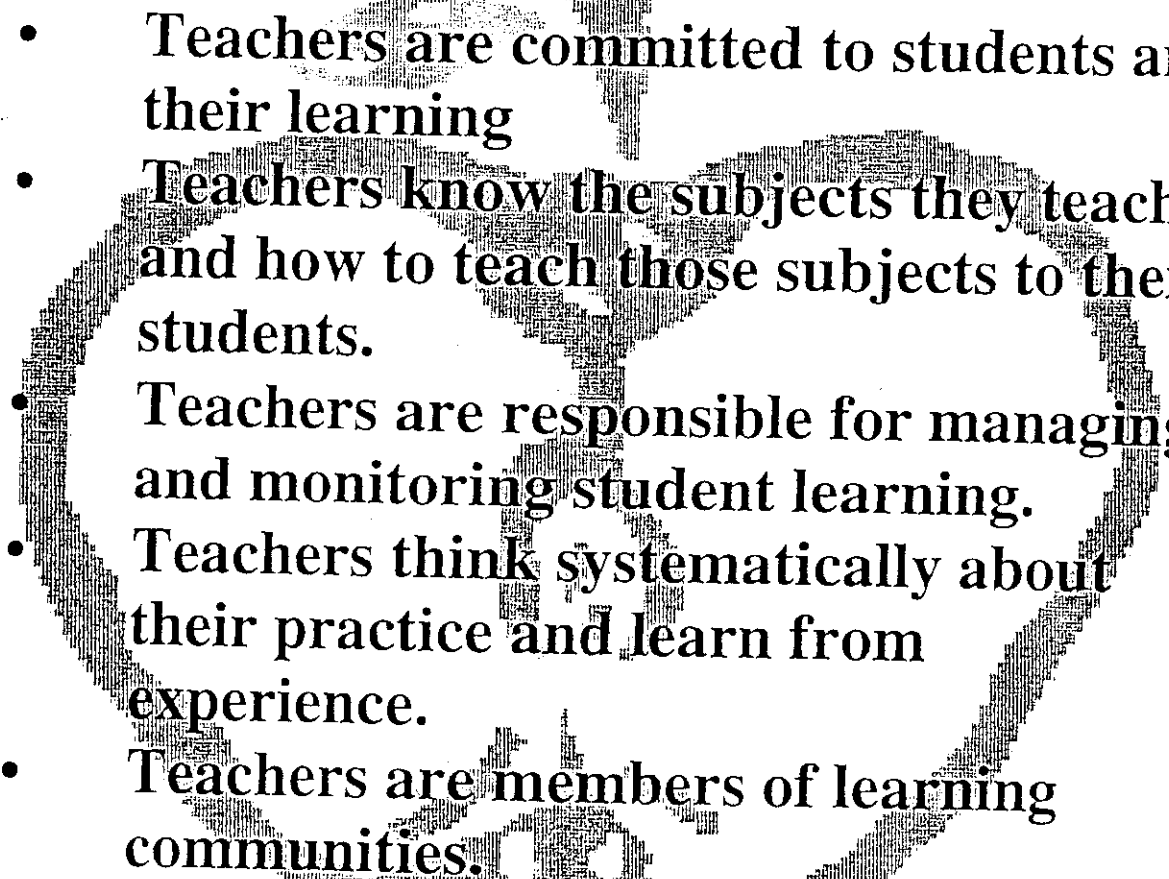
### Past

A & E Television  
Donnell Kay Foundation  
The Paul G. Allen Virtual Education Foundation  
American Express  
ARA Services  
BellSouth  
The Boeing Company  
Carnegie Corporation of New York

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# 5 CORE PROPOSITIONS

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- Teachers are committed to students and their learning
  - Teachers know the subjects they teach and how to teach those subjects to their students.
  - Teachers are responsible for managing and monitoring student learning.
  - Teachers think systematically about their practice and learn from experience.
  - Teachers are members of learning communities.