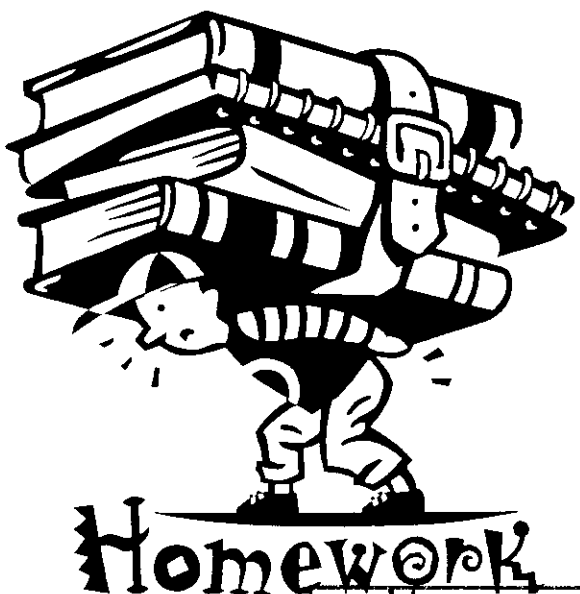
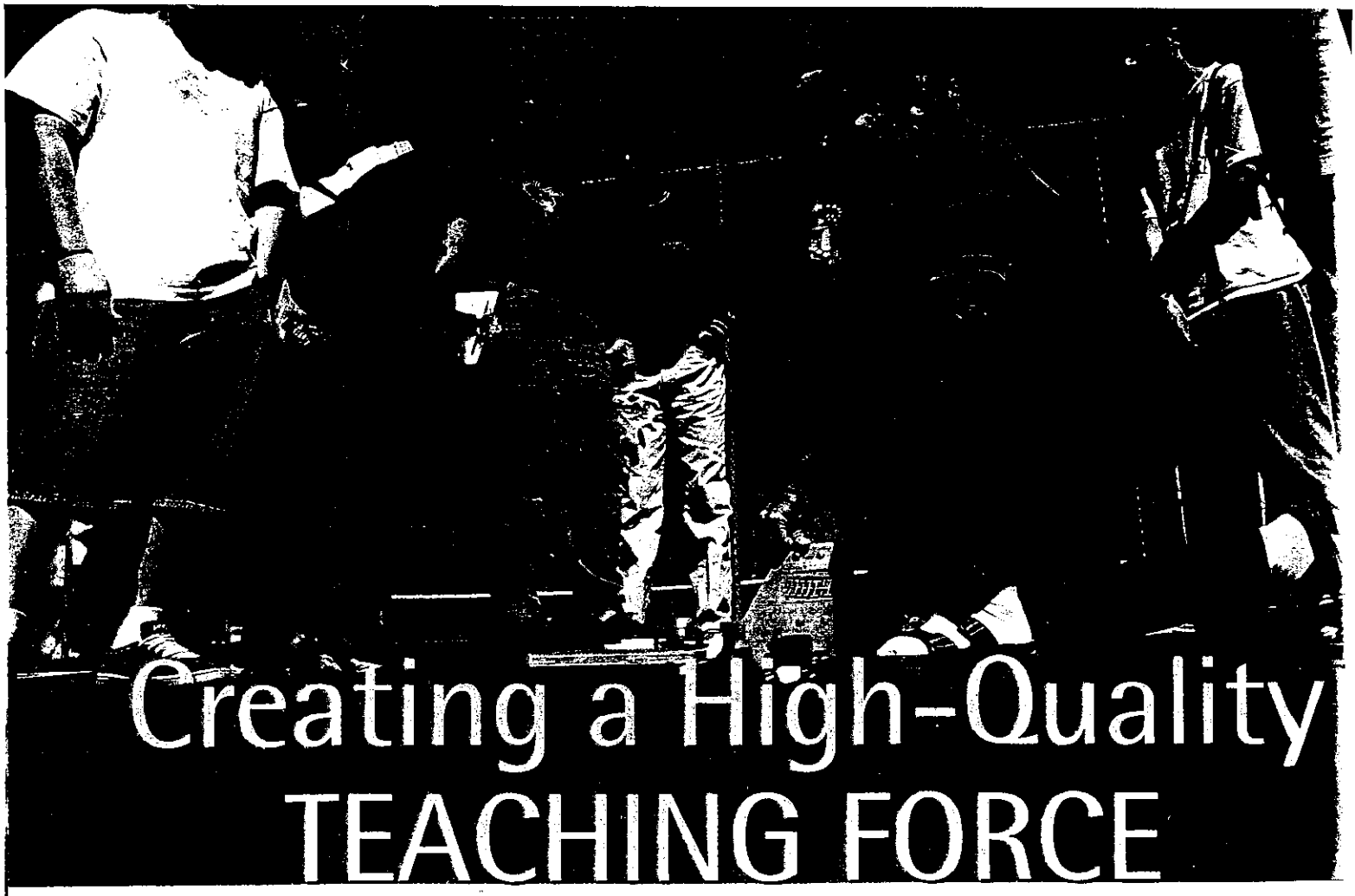
National Board Orientation Meeting

NSEA Leadership Conference July 25th - 27th





Creating a High-Quality TEACHING FORCE

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From creating new licensing standards to offering advanced certification, the teaching profession has developed a system to ensure quality—even in the face of teacher shortages.

Arthur E. Wise

Teacher quality is on the national agenda as never before. We finally recognize that the teacher is the single most important school-based determinant of student learning. That fact accords not only with every parent's common sense, but also with research. How do we ensure that every classroom has a qualified teacher?

Building a System

For the past decade, the teaching profession has been hard at work building a system of quality assurance that will increase the likelihood that every child is taught by a caring, competent, and qualified teacher. We are now noticing the results.

The seven elements of this system did not exist until the mid- to late 1980s. The medical profession took 30 years—from 1890 to 1920—to develop and implement an analogous quality-assurance system. The education profession also will need time to fully integrate the following seven features.

■ *Advanced certification.* The first element is the National Board for Professional Teaching Standards (NBPTS). The Board was created in 1987 by the teaching profession, with help from the Carnegie Corporation, businesses, and the federal government, to provide advanced certification to accomplished teachers—a type of recognition never before available to teaching professionals. Previously, once teachers began their careers, they had no widely accepted mechanism for achieving professional and public recognition. The Board certification creates new career options for teachers and encourages excellent teachers to remain in the classroom. The Board also generated a consensus definition of accomplished teaching and an accepted means for measuring it, giving the lie to those who maintained that accomplished teaching is too idiosyncratic to be measured. Many institutions are revising their master's programs to be consistent with the Board's standards and assessments.

■ *Licensing standards.* Building on the experience of the NBPTS, California and Connecticut launched an initiative to develop model state-licensing standards that states could use to reform the teacher-licensing process. Known as the Interstate New Teacher Assessment and Support Consortium (INTASC) and now operated by the Council of Chief State School Officers, these standards help states develop systems that assess the knowledge and skills of graduates as a condition for attaining a license. Not long ago, teachers were given a license merely on the basis of seat time and graduation,

without having to demonstrate knowledge, skill, or the ability to teach.

■ *Curriculum standards.* Beginning in the mid-1980s, a number of national professional associations began to develop standards for preK–12 students. The National Council of Teachers of Mathematics, working with committees of school and university faculty, created a national professional consensus about what students should know and be able to do at various ages and grade levels. Other associations followed suit. For the first time in history, professional associations have a comprehensive set of expectations across the full range of the curriculum. So profound is this development that it has come to be called the standards movement.

■ *Alignment.* There is a growing consensus to align the standards for accreditation, initial licensing, and advanced certification. Before 1990, accreditation and licensing authorities did not coordinate their activities, and, of course, the NBPTS did not exist. The result was a cacophony of standards and expectations—effectively meaning that there were no standards. In 1995, the National Council for Accreditation of Teacher Education (NCATE) began to incorporate INTASC's model state-licensing principles into its standards and continues to do so in the 2000 standards. Thus, NCATE and the states hold colleges of education accountable for producing candidates who have the same knowledge and skills that the states require for licensing individual candidates. This symmetrical relationship will strengthen accreditation and licensing. Additionally, NCATE has aligned teacher preparation standards with national standards for preK–12 students and with National Board standards for advanced certification. This alignment will revolutionize the quality-assurance system.

■ *Accreditation.* Until the late 1980s, NCATE and the states did not collaborate in the review of teacher preparation programs. As of 2000, 45 states and the District of Columbia have integrated NCATE's professional review of colleges of education with their own reviews, thereby strengthening the evaluations of teacher preparation in a growing number of institutions. Although NCATE accreditation remains voluntary in most states, a substantial number of new institutions are seeking NCATE accreditation. Seventeen states now require NCATE accreditation for their public institutions, and many states now use NCATE standards, whether or not they require institutions to gain NCATE accreditation. New York, Maryland, and Alaska have recently passed legislation requiring accreditation.

■ *Professional development schools.* One of the most promising ideas for strengthening teacher preparation—professional development schools (PDSs)—did not even take shape until the late 1980s. Like the teaching hospital in the field of medicine, the PDS is designed to more fully integrate academic and clinical preparation for beginning teachers. Policymakers and educators recognize that beginning teachers and teacher candidates require more support than the truncated clinical experience of a four-year undergraduate program affords. As many as 1,000 PDSs now operate. To help support this new structure, NCATE is working with 20 pilot institutions to set new expectations for clinical practice. States and institutions are using NCATE's draft standards for professional development schools.

■ *State standards boards.* Until 1990, only three states had experimented with professional standards boards—boards made up mainly of members of the profession charged with establishing and implementing standards for teacher licensing. As of 2000, 12 more state legislatures created independent professional state standards boards. Unlike state boards of education, which have myriad other responsibilities, professional state standards boards have as their overriding concern the implementation of standards and assessments that will result in high-quality teachers in their states.

Making A Difference

The teaching profession has been hard at work developing the elements of the new systems of teacher development and quality assurance, all of which include NCATE involvement or leadership. Is there evidence of progress?

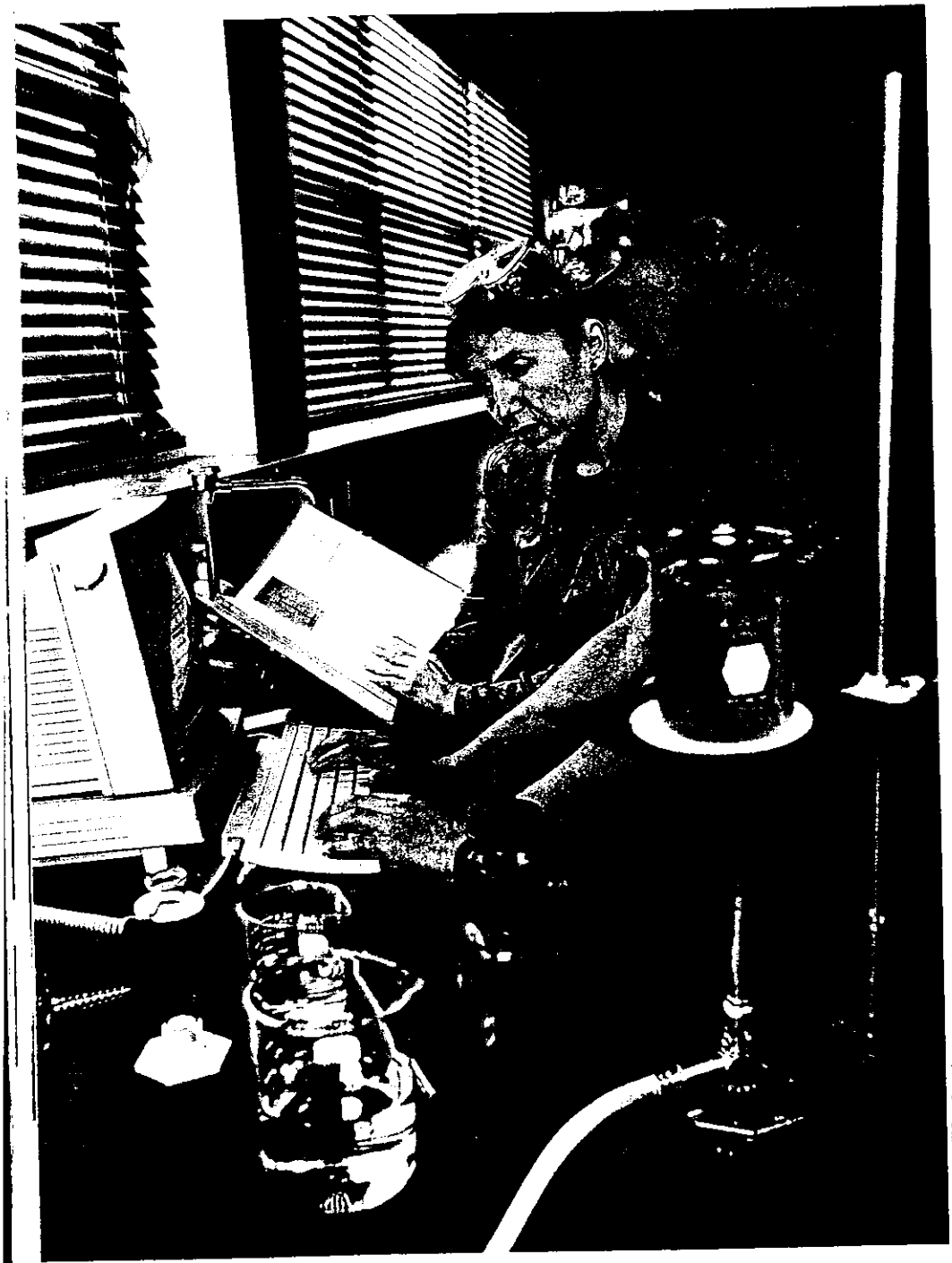
A recent study by Educational Testing Service (ETS) shows that NCATE-accredited institutions produce proportionally more-qualified teachers than nonaccredited institutions. ETS examined 270,000 candidates who took the PRAXIS II licensing exam between 1995 and 1997 in the content area that they planned to teach and who had also taken the Scholastic Aptitude Test (SAT). ETS divided the candidates into three groups: graduates of NCATE-accredited institutions, graduates of non-NCATE institutions, and candidates who had never entered a teacher-preparation program.

Of all the candidates who took the PRAXIS II licensing exam, designed by ETS and administered in 37 states and the District of Columbia, graduates of NCATE-accredited institutions significantly outperformed those from unaccredited institutions, and both groups significantly outperformed those who had never prepared as a teacher but who took the exam.

The ETS study provides some quantitative evidence that this reform is making a difference. As we continue to implement the reform, we can anticipate that the quality of the teaching force will rise.

The Choice We Have

The seven elements of the teaching profession's new quality-assurance system were developed because the existing traditional systems clearly do not provide the level of quality assurance that the public and policymakers now demand. But the system needs support; its development can move quickly or slowly depending on the degree to which university leaders,



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policymakers, and education professionals develop the kind of trust that now exists between the state and the quality-assurance mechanisms of other established professions.

The movement to professionalize teaching is growing at the same time that other powerful forces are making an impact on education. Among these are the impending shortage of teachers, the integration of technology into schools, and the movement to deregulate schooling through charter schools and vouchers. What are the likely effects of these trends on the movement to professionalize teaching?

A shortage of teachers in some specializations and geographic areas could jeopardize the movement to increase teacher quality. The most popular policymaker response is to deregulate entry into teaching to produce an adequate supply of "teachers" in the classroom. This response has two effects. First, it yields a supply of unqualified teachers, almost all of whom are assigned to poor and minority schoolchildren. The result, all too often, is low-quality instruction for those children who most need high-quality, well-prepared teachers. Second, deregulation sets in motion a chain of events that lowers the overall quality of the teaching force because it reduces the incentive for quality preparation. Why work hard to prepare when easy routes are available and compensation and treatment are the same?

We can reconcile professionalization with the growing demand for teachers in one of two ways. First, assuming little structural change in schooling, we can increase salaries and incentives to the level necessary to attract and retain sufficient numbers of candidates. This is a classic market solution to labor shortages in every field and discipline.

Second, we can differentiate the teaching force. In a differentiated staffing structure, with corresponding levels of compensation, qualified

teachers supervise those without proper qualifications. This is already occurring in a rudimentary way—such as when teachers certified by the National Board receive mentoring assignments. A teacher team might include Board-certified teachers, fully licensed teachers, beginning interns, teacher candidates, and those with little or no preparation. Individuals would have distinct titles and different pay scales. This structure provides a career ladder for highly qualified teachers who stay in teaching, and it gives districts a way to fulfill staffing needs with integrity. The structure rewards those teachers who invest time, money, and effort in their own professional development. Many school districts currently pay the same salary to qualified and unqualified personnel, creating a disincentive for individuals to prepare.

A differentiated staffing structure allows for different and appropriate levels of compensation, thus keeping the overall expenditure on salaries in check. Most important, it provides for accountability by ensuring that the responsibility for every child's instruction is in the hands of qualified personnel. It also provides training for less-qualified personnel.

In addition, a truth-in-labeling law would recognize qualified, competent, well-prepared individuals. Only those who have met a state's requirements for a teaching license would be known by the title *teacher*. Others whom school districts must hire to fill classrooms would get another designation. Already in Texas, parents must be notified if their children are taught by an unlicensed or out-of-field teacher for more than 30 consecutive days. In Florida, parents must also be notified when teachers are assigned out-of-field. Other states could follow suit.

Just as patients know the difference between health-care professionals and health-care workers—for example, the differences among a doctor, a nurse practitioner, a nurse, and a nurse's aide—the U.S. public has a right to know who has prepared to teach and who has not. This information, when made public, will give us a clearer picture of who is teaching in our nation's schools and help us decide how much we want to invest to attain teacher quality for our children.

Next, the integration of technology is clearly impending. Although technology has altered some classrooms, it has had minimal, if any, impact on the structure of the teaching force. How might technology influence the professionalization of teaching? At one level, technology can enhance the effectiveness of qualified teachers. At another level, technology raises questions about the most effective use of teachers' time, the proper substitution of technology-mediated instruction, the management of noninstructional activities, and the proper mix of teachers and technology experts. In other words, technology could lead to a restructuring of the teaching force; teachers would be responsible for student learning but would draw on other personnel as appropriate for tasks requiring other kinds of expertise. Technology can enhance teacher quality through a growing differentiation of the teaching force.

Finally, how might the deregulation of schooling through vouchers and charter schools intersect with the movement to professionalize teaching? Generally, the proponents of the deregulation of schooling favor the deregulation of teaching. In some cases, proponents have legislated to allow unprepared personnel into charter schools. Most states do not require licensure for private school teaching, although most private school teachers are licensed. Thus, the deregulation of schooling at first seems incompatible with professionalization.

Paradoxically, the deregulation of schooling could and should demand a stronger state role in ensuring that teachers are qualified for their work. Most professionals other than teachers work in private settings, yet the state maintains a strong interest in the quality of those professionals. Accreditation and licensing are the norms in medicine, law, and other professions because the state wishes to ensure that these professionals are qualified. If schooling is deregulated, there should be an even stronger state interest in ensuring the quality of personnel. Thus, deregulation could potentially strengthen the movement to professionalize teaching.

Ensuring Quality

The current mixed strategy of simultaneously regulating and deregulating teaching will not raise the overall quality of the teaching force. This dysfunctional system will increase inequality between the educational haves and have-nots. As teacher shortages grow, more unqualified people will fill classrooms. However, if we choose to support the movement to strengthen the teaching force, we can build a system that is suited to today's needs for high student achievement. ■

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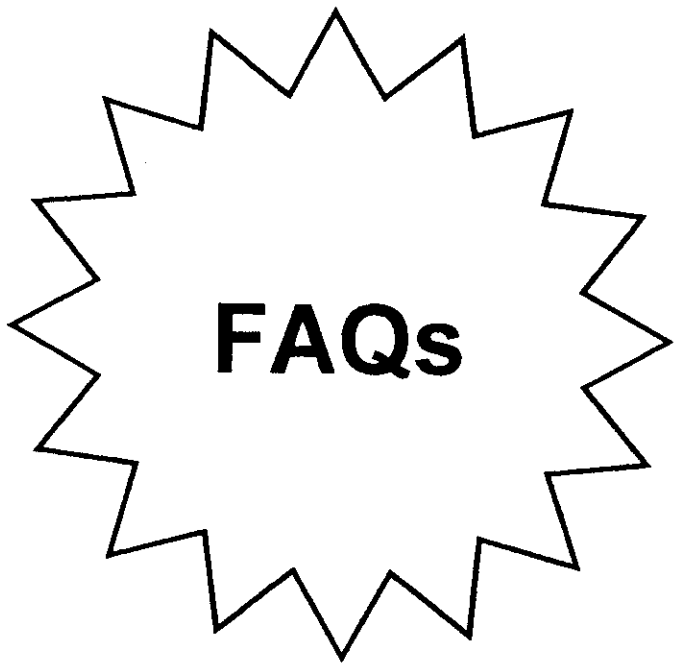
NATIONAL BOARD CERTIFICATION



FREQUENTLY ASKED QUESTIONS & ANSWERS

for NEA MEMBERS

1. WHAT *IS* NATIONAL BOARD CERTIFICATION?

It's professional development — perhaps the most powerful professional development experience available to teachers who are interested in improving their teaching practice. National Board Certification also is an advanced credentialing process, with its certificate signifying that the holder has met the highest standards established for the teaching profession.

2. WHY DO TEACHERS SEEK NATIONAL BOARD CERTIFICATION?

It varies, but many candidates for National Board Certification report that they were intrigued by the challenges presented by the certification process and wanted to hold themselves up against high professional standards developed by their peers. The commitment required to complete National Board Certification is significant, but many teachers report that it was worth the work to achieve personal and professional rewards. They often say that after years in the profession, their teaching finally has been validated and they have a much greater voice in their schools and communities. Teachers also remark about the benefits of increased collaboration with their colleagues, the interest and respect they get from the parents of their students, and the enthusiasm their students show for their effort during the process.

Also, because National Board Certification offers an excellent opportunity for professional growth, many states and school districts see it as a wise investment and are offering salary supplements, credits toward license renewal, license reciprocity, new roles in schools, and increased influence in educational policy decisions to teachers who have completed or achieved National Board Certification.

3. WHAT ARE THE ASSESSMENTS LIKE?

The assessment process has two parts: the first part asks teachers to develop a portfolio reflecting various aspects of their teaching. Candidates compile evidence of how their teaching practice meets National Board standards by submitting student work, videotapes of classroom interaction, and written commentaries. The second part takes place at an assessment center where computer-based exercises focus on content knowledge as well as age-appropriate and content-appropriate teaching strategies. Teachers demonstrate their knowledge with written responses to prompts or stimulus materials, like journal articles and student work samples.

Candidates report that the National Board's assessments focus more on teaching and learning than any other "test" they have been exposed to. Many say it was the most rigorous but helpful professional growth experience they have ever had.

4. WHO ARE THE "EXPERTS" BEHIND THE NATIONAL BOARD THAT DETERMINE HOW TO IDENTIFY NATIONAL BOARD CERTIFIED TEACHERS?

They are TEACHERS! Classroom teachers are highly represented in every aspect of decision making at the National Board. From the board of directors where 42 of the 63 members are classroom teachers, to the National Board staff where classroom teachers serve as "teachers in residence," to the standards committees where the majority of committee members are teachers, to the assessments that teachers help to develop and pilot-test, to the scorers who are *all* classroom teachers—teachers hold the majority voice.

5. WHAT IS NEA'S ROLE IN THE NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS?

NEA is one of approximately 25 organizations with representatives serving on the National Board for Professional Teaching Standards (NBPTS) board of directors. There are 26 NEA members on the NBPTS board, including NEA President Bob Chase. In 1997, NEA member Barbara Kelley, a physical education teacher from Maine, was elected as the National Board's first teacher chair. Ms. Kelley was reelected in 1999.

NEA formally supports NBPTS through its resolutions and other policy documents, and considers National Board Certification to be a valuable professional development option for experienced teachers. NEA also sees advanced, voluntary certification as an important part of NEA's efforts to enhance standards for—as well as the public's perception of—the teaching profession. The following NEA members currently serve on the NBPTS board of directors:

Artie Almeida (FL), Julie Ashworth (SD), Caroline Means Bitterwolf (ID), Mary Buss (CO), NEA President Bob Chase, Patricia Colbert-Cormier (LA), Kyle Dahlem (OK), Eddie Davis III (NC), Tim Dedman (KY), Chuck Fletcher (NV), Joel Franken (IA), Marian Galbraith (CT), Joseph Gotchy (WA), Christine Guinther (MO), Sinikka Hayasaka (HI), Julie Hutcheson (MN), Barbara Kelley, (ME), Michael Marks (MS), Cheryl Miller (OR), Diane Mondry (ND), Evelyn Sanchez (NM), Lea Schelke (MI), Steve Sidie (WI), Patricia Soto (FL), Patricia Martinez Tobin (NM), Harold Weymouth (RI).

6. NATIONAL BOARD ASSESSMENTS SEEM VERY CHALLENGING AND SOME TEACHERS DO NOT SUCCEED ON THEIR FIRST TRY. ARE THE STANDARDS TOO HIGH?

Rates for achieving National Board Certification have increased every year, with the current average now at about 60 percent, when re-take candidates are included. This does not mean that the standards are too high, but indicates that the National Board process is structured to reflect the fact that teaching, like other professions, is a complex endeavor, which involves a comprehensive body of skills and knowledge. To that end, the National Board has designed an assessment process that mirrors the rigor, demands, and complexity of an accomplished teacher's practice. Additionally, some teachers tried National Board Certification without adequate preparation or understanding of the time required and the challenges involved; many selected a certificate area in which they were not sufficiently knowledgeable.

Importantly, the National Board offers candidates the chance to "bank" their scores on exercises they completed, and re-take exercises they did not score well on, all over a three-year assessment cycle. This procedure helps to increase the number of teachers who successfully complete all the exercises, leading to much higher achievement rates.

7. HOW CAN TEACHERS AFFORD TO PAY THE CERTIFICATION FEE?

Very few teachers have paid the fee themselves. For the past two years, the federal government has provided states with funds to subsidize the certification fee ($2,300 in 2000-2001). And, many state governments and school districts encourage teachers to seek National Board Certification by supplementing the federal fee subsidy or by paying the fee entirely. Information on the federal subsidy program can be found on the National Board's web site (address below); additionally, the National Board publishes a monthly report—*State and Local Action Supporting National Board Certification*—to provide teachers with up-to-the-minute news on incentives, supports and recognition for National Board Certification.

The educational community increasingly is forming partnerships to help teachers seeking National Board Certification. Financial support may be available from your local association, businesses, school district, state department of education, local civic organizations, foundations, college of education, and disciplinary and professional associations.

8. SHOULD NATIONAL BOARD CERTIFIED TEACHERS BE PAID MORE?

NEA believes this is a matter for local determination and negotiation. In 1997, the NEA Standing Committee on Professional Standards and Practice recommended that local and state Associations consider modifying district and state salary schedules to recognize National Board Certification.

Indeed, there are many strategies in place across the country to acknowledge the value of National Board Certification, including adding a lane to existing salary schedules to recognize teachers who have completed or achieved it. Local Associations are best qualified to explore this issue and to collectively determine how recognition should be negotiated.

9. WILL NATIONAL BOARD CERTIFICATION BECOME MANDATORY?

No! The National Board for Professional Teaching Standards insists that this process must remain voluntary. The National Board and the NEA will oppose state or local actions that would make National Board Certification mandatory for any purpose because the voluntary nature of National Board Certification is integral to its design and impact.

10. DOES NATIONAL BOARD CERTIFICATION REALLY MAKE A DIFFERENCE?

Yes! NEA members report that the process leads to more reflective teaching that is based on high professional standards. National Board Certification also provides an opportunity to prove, through a process devoid of local politics, that teachers have reached the highest level of professional accomplishment.

In October of 2000, researchers at the University of North Carolina-Greensboro reported that National Board Certified Teachers ranked higher on indices of teacher effectiveness than teachers who did not achieve NBC, and that students of National Board Certified Teachers demonstrated deeper comprehension of subjects taught. A summary of this report can be found on the NBPTS web site, http://www.nbpts.org.

11. WHAT CERTIFICATES ARE AVAILABLE?

In 2000-2001, the following certificates are available:

1. Early Childhood/Generalist (students ages 3-8)
2. Middle Childhood/Generalist (ages 7-12)
3. Early and Middle Childhood/Art (ages 3-12)
4. Early and Middle Childhood/Physical Education
5. Early and Middle Childhood/English as a New Language (ages 3-12)
6. Early Adolescence/Generalist (ages 11-15)
7. Early Adolescence/English Language Arts
8. Early Adolescence/Science
9. Early Adolescence/Mathematics
10. Early Adolescence/Social Studies-History
11. Adolescence and Young Adulthood/Mathematics (ages 14-18+)
12. Adolescence and Young Adulthood/English Language Arts
13. Adolescence and Young Adulthood/Social Studies-History
14. Adolescence and Young Adulthood/Science
15. Early Childhood through Young Adulthood/Exceptional Needs (ages birth-21)
16. Early Adolescence through Young Adulthood/Art (ages 11-18+)
17. Early Adolescence through Young Adulthood/English as a New Language
18. Early Adolescence through Young Adulthood/Vocational Education
19. Early Adolescence through Young Adulthood/Physical Education

12. HOW CAN NEA MEMBERS GET MORE INFORMATION ABOUT NATIONAL BOARD CERTIFICATION?

Information about the National Board process and how to apply, as well as information about state-local incentives can be found on the National Board's Web site: http://www.nbpts.org. Additionally, information and materials about National Board Certification can be obtained by calling the National Board at 1-800-22TEACH.

13. HOW MANY TEACHERS HAVE BEEN NATIONAL BOARD-CERTIFIED?

As of November 2000, 9,524 teachers have achieved National Board Certificationand approximately 15,000 teachers will participate in the process during 2000-2001. A listing of National Board Certified Teachers can be found on the National Board's web site (http://www.nbpts.org), and can be accessed by state or certificate area.

National Board for PROFESSIONAL TEACHING STANDARDS™

2001-2002 ROLL-OUT SCHEDULE FOR NEXT GENERATION CERTIFICATES

The portfolio and assessment center processes have been refined and improved, creating the next generation of National Board Certification. The changes made are evolutionary, not revolutionary, and will be effective for *all* 2001-2002 candidates. The next generation of National Board Certification, while different, is still challenging and rigorous. The basic changes for portfolio entries and assessment center exercises are described below. Detailed information about the next generation certificates can be found on the NBPTS Web site, www.nbpts.org.

Portfolio Entries: Candidates will now submit four portfolio entries, instead of the six previously required. Three of the entries will be classroom based and will include two videos that document the candidate's teaching practice through student work. The fourth entry will combine the candidate's work with students' families and community, and collaboration with the professional community.

Assessment Center Exercises: There will be six 30-minute assessment center prompts. Candidates will be required to demonstrate their knowledge of subject matter content. Previously, the assessment center consisted of four 90-minute scenarios and measured pedagogical as well as subject matter knowledge.

Portfolio Roll-out Schedule for 2001-2002

With every certificate being modified to align with the next generation model, all portfolios must undergo printing and production revisions that impact their availability to candidates. The following chart shows the 2001-2002 portfolio release dates and the respective submission due dates for each certificate. Please access the NBPTS Web site for information about applying for certification.

	GROUP 1	GROUP 2	GROUP 3	GROUP 4
Certificates	EMC/PE EAYA/PE EMC/Art	EA/ELA AYA/ELA EA/GEN MC/GEN AYA/SCI EA/SSH AYA/SSH	EA/Math AYA/Math EC/GEN EA/Science ECYA/ENS	EMC/Music EAYA/Music ECYA/Library-Media EMC/WLOE EAYA/WLOE EAYA/Art EMC/ENL EAYA/ENL EAYA/CTE
Portfolio release date, no later than:	June 4, 2001	August 6, 2001	September 17, 2001	December 3, 2001
Submission due date (from candidates)	March 15, 2002	March 15, 2002	April 18, 2002	June 7, 2002