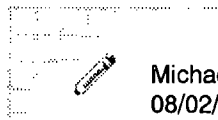


Tracking



Michael Cohen
08/02/97 10:10:19 PM

Record Type: Record

To: Elena Kagan/OPD/EOP
cc: Christa Robinson/OPD/EOP
Subject: National Board for Professional Teaching Standards event

You sent me a copy of the note Jim Hunt sent gave to the President at the NGA meeting in which he asked the President to hold a WH reception for the Board, including the 600 Board teachers who will be invited to this. The Board will meet Oct 23-25 in DC.

I think we should do this. This will give the national board a big boost, and will be an honor for the board certified teachers. It's recognition they deserve.

The President indicated he is inclined to do it--that's always an important clue. This will be Hunt's final meeting as chair of the Board; it will mean a lot to Hunt to get this to happen. (Both Hunt's staff and the National Board staff have been lobbying me on this for a while.)

The President is a big fan of the board, and a big fan of Jim Hunt. Riley will also support this request--he is also a fan of Hunt and the Board, and the three of them have a mutual admiration society based on their early leadership of education reform in the early 80's. Hunt is also working Erskine on this.

I have a copy of an letter the board sent to POTUS for this meeting--just got it the other day. I'll put it together with what you sent me and send to Christa for a scheduling request.

Two other important things: (1) I don't think we have an obvious policy announcement to go with this event, so I don't think we should sell this as a message event. We can try to work on something from the pool of ideas we have been working on, but I don't have anything specific in mind. (2) Part of Hunt's motivation is to use the event in some fashion to encourage the business community to contribute to the Board. I don't know if he is going to ask the President to make a pitch to the business leaders who would be invited, but I think we need to find out exactly what Hunt and the Board have in mind, and exactly what is and is not permissible, before we get too far down the road.

Please ask Riley for any other info.
he has in this. I will do a
basic sched. proposal now.

REWARDING EXCELLENCE IN TEACHING TO STRENGTHEN OUR SCHOOLS

October 24, 1997

To have the best schools, we must have the best teachers . . . We should reward and recognize our best teachers.

-- President Bill Clinton

State of the Union Address, 1997

This week President Clinton continued to focus public attention on his comprehensive agenda for strengthening public schools, including high standards, accountability, and charter schools and public school choice. Today the President focused on a critical aspect of this agenda: making sure every student has a talented and dedicated teacher. The President contrasted the Administration's strong focus on the basics of school improvement with the Congressional agenda of vouchers and similar measures that would weaken public education.

THE PRESIDENT HONORS OUTSTANDING TEACHERS. Marking the tenth anniversary of the National Board for Professional Teaching Standards, President Clinton honored close to 200 Board-certified Master Teachers from all over the country. These teachers met rigorous standards and passed rigorous tests developed by the independent Board, comprised of teachers and other educators, business leaders, governors, and state legislators. Chaired since 1987 by Gov. Jim Hunt of North Carolina, the Board so far has established assessments in seven fields of specialization covering half the teaching population, including pre-kindergarten, elementary, middle school/junior high English, and high school mathematics and science. The Board awarded the first national certification to 5 teachers in 1995; today there are nearly 600 Board-certified teachers.

A MASTER TEACHER IN EVERY SCHOOL. In his State of the Union Address, President Clinton proposed a plan to help 100,000 teachers seek Board certification as Master Teachers -- one for every school in the country. In his balanced budget plan, the President requested \$105 million over 5 years to help the Board complete assessments in 25 academic areas covering the fields of 90% of the nation's teachers and to help defray the cost to teachers of taking part in the Board certification process. Today, President Clinton called on Congress to include funding for this initiative in the FY 1998 appropriations bill.

THE PRESIDENT'S CHALLENGE: REWARDING EXCELLENT TEACHERS. Today, President Clinton called on every state and school district to help teachers prepare for National Board certification and to reward those who succeed. He held up the example of states like North Carolina and Kentucky, and school districts like Los Angeles and New York City, that are providing significant salary increases to reward National Board Certified Master Teachers.

RECRUITING AND PREPARING TEACHERS FOR HIGH POVERTY COMMUNITIES. The President also urged Congress to support his \$350 million initiative, announced this summer, to attract talented people of all backgrounds into teaching at low-income schools across the nation, and to dramatically improve the quality of training and preparation given to our future teachers. The initiative will help bring nearly 35,000 outstanding new teachers into high-poverty schools in urban and rural areas over the next five years, and will upgrade teacher preparation at institutions of higher education that work in partnership with local schools in inner city and poor rural areas.

October 23, 1997

**SPEECH TO THE NATIONAL BOARD FOR PROFESSIONAL
TEACHING STANDARDS**

DATE: October 24, 1997
LOCATION: South Lawn
BRIEFING TIME: 9:30 am - 9:55 am
EVENT TIME: 10:00 am - 11:00 am
FROM: Bruce Reed

I. PURPOSE

To highlight your commitment to certified teachers and the National Board for Professional Teaching Standards. This is an opportunity to reiterate your comprehensive agenda for improving education -- including your national standards and testing proposal, charter schools, educational technology -- and emphasize your support for teachers.

II. BACKGROUND

You will be addressing an audience of 350 certified teachers and members of the Board of Directors of the National Board for Professional Teaching Standards (NBPTS) who are in town for their annual conference. Gov. Jim Hunt, who founded the NBPTS in 1987 and has served as the Chair of the organization for the last ten years, will be stepping down as Chair at this year's meeting. Gov. Hunt will remain the Founding Member of the Board and will continue to be very involved.

There are currently 600 Board certified "master teachers" in the United States. These teachers met rigorous standards and passed the tests developed by teachers, education leaders, businesspeople, governors, state legislators, and others on the NBTS Board. In your last State of the Union you called on Congress to support your plan to help 100,000 teachers gain national certification, and you requested \$105 million over 5 years to help achieve this goal. The funding would help the Board complete assessments in 25 academic areas covering the fields of 90% of the nation's teachers and help defray the cost to teachers of taking part in the Board certification process.

III. PARTICIPANTS

Briefing Participants:

Secretary Riley
Bruce Reed
Mickey Ibarra
Michael Cohen

Event Participants:

Secretary Riley
Gov. Jim Hunt, Outgoing Chair of the NBPTS
Rebecca Palacios, National Board Certified Teacher, Pre-K Teacher and a Lead Teacher
of the Early Childhood Development Center at Texas A&M

Also seated on stage:

Barbara Kelley, Incoming Chair and former Vice Chair of the NBPTS.

IV. PRESS PLAN

Open Press.

V. SEQUENCE OF EVENTS

- Secretary Riley will make welcoming remarks and introduce Gov. Hunt.
- Gov. Hunt will make remarks and introduce Rebecca Palacios.
- Rebecca Palacios will make remarks and introduce you.
- You will make remarks and then depart.

VI. REMARKS

To be provided by Speech Writing.

National Board



FAX TRANSMISSION COVER SHEET

202-463-3008

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Chair
BARBARA B. KELLEY
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TO: Name Mike Cohen and Bill Kincaid

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lot of information that you can use.

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Press Release

National Board

 FOR PROFESSIONAL
TEACHING STANDARDS

Hold For Release:
October 24, 1997

Contact: Ryan McDay
202-667-0901

**National Board for Professional Teaching Standards Marks 10th Year:
President Clinton Heralds Record of Success at White House Ceremony**

***Unique Private/Public Non-Profit Partnership Defines and Assesses
What Accomplished Teachers Should Know and Be Able To Do***

**Report Released Highlighting NBPTS Impact on Teacher Quality & Classroom Practice:
Board Announces Vision for Next Decade; Elects Barbara Kelley as First Teacher Chair**

Washington, D.C.---Ten years ago, there was no consensus about what accomplished teachers should know and be able to do. Today, the unique private/public non-profit partnership known as the National Board for Professional Teaching Standards has reshaped the American education landscape—rising above politics and uniting the often contentious advocates of differing school reform initiatives—to create high standards and innovative performance assessments and National Board certify the nation's accomplished teachers.

Recognizing that the single most important action the nation can take to improve student performance is to strengthen teaching, the National Board set out in 1987 to identify the knowledge and skills that characterize accomplished teaching; create the nation's first advanced professional standards for K-12 teachers in specific subject areas; and implement a voluntary national system of National Board Certification for teachers based on high and rigorous standards.

"In 1994, NBPTS unveiled its first board assessments—accomplishing in just a few years a professional development and certification process for teachers much like the medical board certification process that took over 50 years to create," said Governor James B. Hunt Jr. (D-NC), outgoing NBPTS Chair.

In the past four years, over 2,000 public, private and religious school teachers across the nation have gone through this voluntary assessment process. By early 1997, 594 teachers had successfully earned National Board Certification, the toughest standard for teaching ever developed. During that time, states and school districts have adopted National Board incentive legislation and policies. In addition, the National Board has won significant financial support from corporations, foundations and the federal government to develop its standards and assessments and make National Board Certification widely known to America's teachers.

Results Speak for Themselves

President Clinton heralded the Board's 10-year record of success at a White House ceremony that kicked-off a special anniversary conference attended by over 200 National Board Certified Teachers and top education, business and political leaders. During the conference, NBPTS elected its first teacher Chair and released a report, *Leading the Way*, which chronicles the National Board's impact and vision.

Among the accomplishments cited in the report, the National Board has:

- Created teaching standards in 21 fields, covering nearly 85 percent of the teacher workforce;
- Designed and offered assessments for teachers in seven fields of teaching specialization, that cover half the teaching population:
 - ⇒ Early Childhood (ages 3-8) Generalist
 - ⇒ Middle Childhood (7-12) Generalist
 - ⇒ Early Adolescence (11-15) Generalist
 - ⇒ Early Adolescence (11-15) English Language Arts
 - ⇒ Early Adolescence through Young Adulthood (11-18+) Art
 - ⇒ Adolescence and Young Adulthood (14-18+) Mathematics
 - ⇒ Adolescence and Young Adulthood (14-18+) Science (available December 1997)

Furthermore, in recognition of National Board Certification:

- Eight states (Delaware, Georgia, Kentucky, Mississippi, North Carolina, Ohio, Oklahoma and South Carolina) and many local school districts (including Los Angeles and New York City) provide salary supplements to National Board Certified Teachers;
- 11 states (Arizona, Colorado, Georgia, Maryland, Massachusetts, Michigan, Minnesota, North Carolina, Ohio, Virginia, and Washington, D.C.) have established National Board Certification as a criterion for meeting continuing education requirements; and
- 13 states (Alabama, Arkansas, Delaware, Georgia, Illinois, Michigan, Minnesota, Mississippi, North Carolina, Ohio, Oklahoma, South Carolina, and Virginia) and many school districts (including Charleston, Denver, Knoxville, and San Antonio) pay or reimburse the \$2,000 fee for National Board Certification.

Why is National Board Certification Important?

While state licensure sets the minimum requirements for entry into teaching, National Board Certification is a voluntary credential for experienced teachers who seek to match their knowledge and skills against rigorous standards and assessments for accomplished teaching. Any teacher with an existing state license (or proof that their school is recognized by their state) and at least three years experience is eligible to seek National Board Certification.

To be awarded National Board Certification, which is offered in fields defined by subject and student developmental level, teachers assemble a portfolio that includes student work samples, videotapes of lessons, and reflective analysis about their classroom experiences. The assessment also includes written responses to questions about content knowledge and how that content is taught to students. This work is then evaluated by teachers specially trained as assessors.

“National Board Certification strengthens teaching by establishing high standards for what accomplished teachers should know and be able to do, by encouraging teachers to meet these standards, and by recognizing teachers who have proven their abilities against these standards,” said

NBPTS President Jim Kelly. "This will encourage talented teachers to stay in the classroom and expand their role to help other teachers improve their teaching. It also provides an incentive for high caliber new teachers to enter the profession."

"The National Board Certification process, which takes a full school year to complete and requires intense self-reflection and analysis of one's practice, has proven to be a terrific professional development experience," Kelly noted. "Teachers are strengthened in their practice and emerge from the experience with a lasting commitment to professional growth."

Support for NBPTS Nationwide

In the frequently contentious world of education, the NBPTS enjoys an unusual level of bipartisan and educational support. Both major teacher unions support the work of the National Board, which also has received support from virtually all the major constituencies important to education reform. Although the National Board is independent of any government organization, it has received strong bipartisan support from governors, state legislatures and local school boards. President Clinton praised the National Board's effectiveness in his 1997 State of the Union Address.

In addition, the National Board has won significant financial support from corporations, foundations and the federal government to develop its standards and assessments and make National Board Certification widely known to America's teachers.

"All parents recognize that quality teaching is the key to improved student achievement," said Governor James B. Hunt Jr. (D-NC). "Every student benefits from the time and energy directed to make sure that teachers reach high standards of performance."

"Ultimately, all learning comes down to what goes on between teachers and students. By raising standards and encouraging teachers to improve, the National Board is channeling education improvement into the classroom to benefit students," said Hunt.

Since 1993 when National Board Certification was first offered, many states and districts have recognized the importance of National Board Certification. North Carolina, for example, provides a 12 percent annual salary supplement to National Board Certified Teachers for the 10 year life of a National Board Certificate. Ohio has agreed to pay the certification fee for up to 400 teachers and pay National Board Certified Teachers an annual bonus of \$2,500. Oklahoma pays the certification fee and will pay their National Board Certified Teachers a bonus of \$5,000 per year.

"States and districts are supporting National Board Certification because they recognize how these standards help teachers become even more effective at helping students," said NBPTS President Jim Kelly.

NBPTS Announces New Leader, Vision for the Coming Decade

The National Board also announced the election of Barbara Kelley, a teacher from the Vine Street School in Bangor, Maine, as the first teacher to serve as NBPTS Chair. Barbara Kelley assumes this leadership post from Governor Hunt, who becomes the National Board's Founding Chair. Barbara Kelley's election strengthens the National Board's distinction as a teacher-led movement to improve the teaching profession. A majority of the 63-member governing board are classroom teachers.

"I am pleased to work with so many outstanding educators and friends of education as Chair of the National Board for Professional Teaching Standards," said Barbara Kelley. "Just as doctors have professional boards that award practicing doctors special certificates for advanced mastery, teachers now have a National Board that is defining and recognizing accomplished teaching. Never before have teachers had the opportunity to establish a true profession that judges the quality of its members. I look forward to using my new role as Chair of the NBPTS board of directors to help my colleagues become even better teachers."

During the 10th anniversary celebration, the National Board announced its vision that within the next decade, National Board standards and assessments will be accessible in a meaningful way to all teachers in America.

Building on the support of its many friends throughout the nation—from teachers to President Clinton—the NBPTS announced its vision for the next decade:

- Over 100,000 teachers will achieve National Board Certification so that every school in America can have at least one National Board Certified Teacher.
- Hundreds of thousands of other teachers will work to improve their teaching in response to National Board Certification.
- Every teacher in America with the necessary three years experience will be offered financial support to seek National Board Certification and renewal of their certificate.
- Special compensation for National Board Certified Teachers will be offered by many states and localities.
- Parents and the public will be knowledgeable of what is required for first-rate teaching and supportive of teachers seeking National Board Certification.

Teachers and others interested in learning more about National Board Certification can call the National Board for Professional Teaching Standards at 1-800-22-TEACH.

The National Board for Professional Teaching Standards, launched in 1987, is a nonprofit, nonpartisan, and non-governmental agency governed by a 63-member board of directors, the majority of whom are classroom teachers. National Board's mission is to develop high and rigorous standards and operate a national, voluntary system to assess and certify teachers who meet these high standards.

-- end --

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National Board for Professional
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QUICK FACTS *about* **National Board Certification**

What is National Board Certification?

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 requirements to teach in each state, National Board Certification establishes high and rigorous advanced standards for experienced teachers to demonstrate accomplished practice.

Who is eligible to seek National Board Certification?

NBPTS' prerequisite policy determines eligibility in the following way. At the time you apply, you must hold a baccalaureate degree, have taught for a minimum of three years and have held a valid state teaching license for those three years or, where a license is not required, taught in schools recognized and approved to operate by the state.

What are candidates for National Board Certification asked to do?

Candidates participate in a two-part assessment based on the National Board's standards for accomplished teaching.

The portfolio is completed in the classroom and is composed of student work, videotapes and other teaching artifacts. The videos and student work are supported by commentaries on the goals and purposes of instruction, the effectiveness of the practice, reflections on what occurred, and the rationale for professional judgment.

The assessment center exercises are designed to complement the portfolio and are organized around challenging teaching issues. This aspect of the certification process is designed to provide an opportunity to demonstrate knowledge, skills and abilities in situations across the age range and topics of the certificate field.

The process of National Board Certification will take the better part of a school year. Teachers have reported spending about 120 hours on the assessment process.

QUICK FACTS *about* National Board Certification

Where are the assessment centers located?

The assessment center is the second component of the National Board Certification process and unlike the portfolio, the assessment exercises are completed away from your school. This year, there are more than 200 locations around the country, with at least one center in each state. Exercises for each certificate will be available within a three- to four-week window of time during the summer of 1997.

With these 200+ locations, teachers will get wide access in terms of location and flexibility to schedule their exercises, and importantly, the option to use word processors to complete the assessment exercises. This assessment center administration will be managed for the National Board for Professional Teaching Standards by Educational Testing Service at Sylvan Technology Centers.

How are National Board Certification exercises scored?

Teachers are recruited from across the country and only practicing teachers may serve as assessors. All assessors attend training sessions and must meet rigorous screening criteria in order to score the exercises. They learn about the National Board's vision of accomplished teaching and gain an understanding of the standards. This ensures that assessors understand the exercises. It also ensures that scorers follow a uniform procedure and established criteria for assessing candidates' work.

How many teachers have earned National Board Certification?

To date, the National Board has awarded National Board Certification to 595 teachers in the following fields: Early Adolescence (students ages 11-15)/Generalist, Early Adolescence/English Language Arts, Early Childhood (ages 3-8)/Generalist, Middle Childhood (ages 7-12)/Generalist, and early Adolescence through Young Adulthood/Art teachers. In the 1996-97 school year the National Board will offer six certificates: Early Childhood/Generalist, Middle Childhood/Generalist, Early Adolescence/Generalist, Early Adolescence/English Language Arts, Adolescence and Young Adulthood (ages 14-18+)/Mathematics and Early Adolescence through Young Adulthood (ages 11-18+)/Art.

How long is a National Board Certificate valid?

A National Board certificate is valid for 10 years. The National Board for Professional Teaching Standards is currently studying renewal options and will provide information about the recertification process as it is available.

Background

The history, mission and a brief description of the
National Board for Professional Teaching Standards

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*. The report called for the National Board to "establish high standards for what teachers need to know and be able to do, and to certify teachers who meet that standard." 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. □ 3

The Carnegie task force 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.

Those suggestions helped bring the nation's educational community together to create the National Board for Professional Teaching Standards. □ 2 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. □ 8, 9

The National Board's mission is 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. □ 8

Financial support for the National Board's work comes from grants by the nation's major private foundations and corporations and from federal funds. Once the entire certification system is in place and operating, fees paid by or on behalf of National Board Certification® candidates will support the majority of the National Board's work.

The standards grow out of a central policy statement, *What Teachers Should Know and Be Able to Do*. This statement and the vision of teaching it describes are organized around five core propositions: 1) Teachers are committed to students and their learning; 2) Teachers know the subjects they teach, and how to teach those subjects to students; 3) Teachers are responsible for managing and monitoring student learning; 4) Teachers think systematically about their practice and learn from experience; 5) Teachers are members of learning communities. □ 1

Based on these propositions, the National Board is setting advanced standards in more than 30 certificate fields. The certificates are structured around student developmental level(s) and the subject(s) taught. Standards are created by committees of classroom teachers, teacher educators and subject experts and are then reviewed nationally and extensively before final approval by the National Board for Professional Teaching Standards board of directors. □ 13

Based upon the standards, multi-part assessments are used to identify National Board Certified Teachers®. Teachers applying for National Board Certification are expected to demonstrate principled, professional judgment in a variety of situations. Evaluating such complex behavior requires innovative assessment methods. National Board Certification

continued

□ # These numbers relate to a key (on back) which offers suggestions for further reading on the topic.

Backgrounder continued ...

assessments are performance-based exercises and give teachers an opportunity to grow professionally by requiring them to reflect on and describe their practice.

□ 4

The first part of the two-part assessment asks teachers to develop a school-site portfolio reflecting various facets of teaching. Candidates show evidence of teaching practice through student work, videotapes of classroom interaction and written commentaries that provide a window into what they do and how they think about it. During the second portion of the assessment, teachers attend an assessment center where exercises focus on content knowledge as well as age-appropriate and content-appropriate strategies teachers use. Teachers demonstrate their knowledge and strategies with written responses to prompts or stimulus materials, like journal articles and student work samples.

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. □ 14

Many state governments and schools districts are encouraging teachers to apply for National Board Certification by paying the fee and by rewarding National Board Certified Teachers with financial benefits, recognition and new roles in the classroom. □ 10

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. □ 5, 6, 7

The National Board has awarded National Board Certification to 595 teachers nationwide. During the 1996-1997 school year, the National Board is offering six certificates: Early Childhood (student ages 3-8)/Generalist, Middle Childhood (ages 7-12)/Generalist, Early Adolescence (ages 11-15)/Generalist, Early Adolescence/English Language Arts, Adolescence and Young Adulthood (ages 14-18+)/Mathematics and Early Adolescence through Young Adulthood (ages 11-18+)/Art. □ 4, 12

Several National Board for Professional Teaching Standards publications are available and address topics discussed here in greater detail. Please see *Resources Summary* for prices and descriptions of each publication.

- 1 What Teachers Should Know and Be Able To Do
- 2 How We Plan to Achieve Our Vision
- 3 Why America Needs the NBPTS
- 4 An Invitation to National Board Certification
- 5 National Board Certification: Five Principles of Successful Implementation
- 6 Incentives, Supports and Professional Acknowledgements for National Board Certification
- 7 State and Local Action Report
- 8 What School Boards Should Know About the National Board for Professional Teaching Standards
- 9 What State Legislators Need to Know About the National Board

- 10 National Board Certification: Investing in the Future
- 11 Research, policy and position papers (cumulative listing available)
- 12 Standards documents (several areas available)
- 13 National Board Certification: Something that Furthers your Love of Teaching and Learning (videotape)

National Board
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QUICK FACTS *about*

National Board Certification Assessments in 1997-98

In the 1997-98 school year, the National Board will offer six certificates reaching about half of the nation's elementary, middle and high school teachers. A seventh certificate is currently under development and present plans call for it also to be approved in the 1997-98 school year.* Three of the certificates are for generalists. As generalists, teachers develop student skills and knowledge across all areas of the curriculum. Generalists may teach all subjects in a self-contained classroom, one or more subjects on an interdisciplinary team, or a single subject infused with ideas from other subjects. The other certificates are for teachers of specific subjects. Listed below is the name of each available certificate and the corresponding age range of students a candidate must teach to apply for that certificate.

<u>CERTIFICATE</u>	<u>AGE OF STUDENTS</u>
Early Childhood/Generalist	3-8
Middle Childhood/Generalist	7-12
Early Adolescence/Generalist	11-15
Early Adolescence/English Language Arts	11-15
Early Adolescence through Young Adulthood/Art	11-18
Adolescence and Young Adulthood/Mathematics	14-18
*Adolescence and Young Adulthood/Science	14-18

Applications available June 1997

Applications for the 1997-98 administration of National Board Certification may be requested by calling **1-800-532-1813**. There is no charge to receive the application. The **assessment fee** for the 1997-98 school year is \$2,000. (Candidates who participated in the 1993-94 field test and did not achieve National Board Certification were given a voucher to retake the same assessment. This group is the only group that received the vouchers.)

This project is funded in part with grants from the U.S. Department of Education and the National Science Foundation. Through September 1996, the National Board for Professional Teaching Standards has received Federal funds of \$30 million, representing approximately 42% of the National Board Certification project. More than \$42 million (58%) of the project's cost was financed by non-governmental sources.

QUICK FACTS *about*

How to Reach the National Board

WHO TO CALL AT THE NATIONAL BOARD

For applications:	800-532-1813.
For application questions:	248-351-4444 — Valarie French, Janice Lee, Helen Williams
For publications:	800-22TEACH — Simone Scott
For public relations:	248-351-4444 — Pat Sinelli
For inquiries regarding the NBPTS Speakers Bureau:	248-351-4444 — Jennifer Troell
For state and local relations:	248-351-4444 — Mary Dean Barringer, Mary Ryan Taras, Larry Rosso, LaDonna Leyva.
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QUICK FACTS *about*

The Development of National Board Certification — A Timeline

- 1987** The National Board for Professional Teaching Standards was created and began researching and developing a system to recognize and advance accomplished teaching.
- 1993-94** The first assessments, for Early Adolescence/Generalist and Early Adolescence/English Language Arts teachers, are field tested by teachers to volunteer to participate in this pioneering effort.
- 1994-95** Two more certificates, Early Childhood/Generalist and Middle Childhood/Generalist, are field tested and the first two certificates are offered for a fee of \$975.
- Jan. 5, 1995** The first National Board Certified Teachers are named.
- 1995-96** The National Board begins to redesign its assessments based on feedback and results of the field tests. Only the Early Childhood/Generalist and Middle Childhood/Generalist certificates are offered for a fee of \$975. Two additional certificates are field tested: Early Adolescence through Young Adulthood/Art and Adolescence through Young Adulthood/Math.
- 1996-97** Six certificates are offered: Early Childhood/Generalist, Middle Childhood/Generalist, Early Adolescence/Generalist, Early Adolescence/English Language Arts, Early Adolescence through Young Adulthood/Art, and Adolescence and Young Adulthood/Mathematics. The fee is \$2,000.
Seven sets of standards have been approved for use with the above certificates. In addition, 10 sets of standards are in some stage of development. They include: Vocational Education, Exceptional Needs, English as a New Language, Social Studies-History, Adolescence and Young Adulthood/English Language Arts, Adolescence and Young Adulthood/Science, Middle Childhood/Science, Middle Childhood/English Language Arts, Middle Childhood/Early Adolescence/Mathematics and Early Adolescence/Science.
- 1997-98** A seventh certificate, Adolescence and Young Adulthood/Science is under development and is planned for release in this school year

For Up-To-Minute Information About the National Board for Professional Teaching Standards

Visit the National Board's Website
at
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International Reading Association
National Alliance of Black School Educators
National Association of Elementary School Principals
National Association of Independent Colleges and Schools
National Association of State Boards of Education
National Conference of State Legislators
National Education Association
National Governors' Association
National Middle School Association
National School Boards Association

BIOGRAPHIES

James Baxter Hunt Jr., Chair of the National Board, was elected to his fourth term as Governor of North Carolina in November 1996, having previously served as the first two-term Governor of North Carolina from 1975 to 1985. He is currently Chair of the National Commission on Teaching and America's Future and Chair of the National Education Goals Panel. Governor Hunt chaired the 33-member planning group which laid the groundwork for the creation of the National Board and was elected NBPTS Chair in 1987. He also chairs the Emerging Issues Forum at North Carolina State University. Governor Hunt is a Former Chairman of the Education Commission of the States and received their prestigious James B. Conant Award. His primary efforts as Governor in his fourth term are early childhood development and raising standards and pay for teachers.

Barbara B. Kelley, Vice Chair of the National Board, teaches elementary physical education at Vine Street School in Bangor, Maine. Currently, she serves on the board of directors of the Maine Education Association and the National Education Association. Ms. Kelley was one of two teachers appointed to serve on the Governor's Task Force on School Funding in Maine in 1992. An outstanding educator, Ms. Kelley was named Physical Education Teacher of the Year in 1990 by the Maine Association of Health, Physical Education, Recreation and Dance.

James A. Kelly, President and Chief Executive Officer of the National Board, was elected in October 1987. Mr. Kelly serves on the board of directors of numerous organizations, including the National Commission on Teaching and America's Future, National Association for the Accreditation of Teacher Education and the Institute for Educational Leadership. He previously was President of the Center for Creative Studies in Detroit, Mich. And prior to that was President of the Spring Hill Conference Center in Wayzata, Minn. As a Ford Foundation program officer from 1970 to 1981, he directed programs in education finance issues. He has served on the faculty of Teachers College at Columbia University, taught at the Harvard University Graduate School of Education and was an executive associate with the National Urban Coalition. Mr. Kelly began his career in education as a teacher and school administrator.

Robert Wehling is a Senior Vice President of Advertising, Market Research and Public Affairs of The Proctor & Gamble Company in Cincinnati, Ohio. He was President of the board of trustees of Joy Resident Education Center and President of the Wyoming, Ohio board of education. Nationally, Mr. Wehling serves on The Business Roundtable's education task force working group and is President of the Education Excellence Partnership. Statewide, he is a member of the Mayor's Commission on Children and the Ohio Learner Outcomes Advisory Panel.

Press Release

National Board



Hold For Release:
October 24, 1997

Contact: Ryan McDay
202-667-0901

National Board for Professional Teaching Standards Marks 10th Year: President Clinton Heralds Record of Success at White House Ceremony

Unique Private/Public Non-Profit Partnership Defines and Assesses What Accomplished Teachers Should Know and Be Able To Do

Report Released Highlighting NBPTS Impact on Teacher Quality & Classroom Practice: Board Announces Vision for Next Decade; Elects Barbara Kelley as First Teacher Chair

Washington, D.C.—Ten years ago, there was no consensus about what accomplished teachers should know and be able to do. Today, the unique private/public non-profit partnership known as the National Board for Professional Teaching Standards has reshaped the American education landscape—rising above politics and uniting the often contentious advocates of differing school reform initiatives—to create high standards and innovative performance assessments and National Board certify the nation's accomplished teachers.

Recognizing that the single most important action the nation can take to improve student performance is to strengthen teaching, the National Board set out in 1987 to identify the knowledge and skills that characterize accomplished teaching; create the nation's first advanced professional standards for K-12 teachers in specific subject areas; and implement a voluntary national system of National Board Certification for teachers based on high and rigorous standards.

"In 1994, NBPTS unveiled its first board assessments—accomplishing in just a few years a professional development and certification process for teachers much like the medical board certification process that took over 50 years to create," said Governor James B. Hunt Jr. (D-NC), outgoing NBPTS Chair.

In the past four years, over 2,000 public, private and religious school teachers across the nation have gone through this voluntary assessment process. By early 1997, 594 teachers had successfully earned National Board Certification, the toughest standard for teaching ever developed. During that time, states and school districts have adopted National Board incentive legislation and policies. In addition, the National Board has won significant financial support from corporations, foundations and the federal government to develop its standards and assessments and make National Board Certification widely known to America's teachers.

Results Speak for Themselves

President Clinton heralded the Board's 10-year record of success at a White House ceremony that kicked-off a special anniversary conference attended by over 200 National Board Certified Teachers and top education, business and political leaders. During the conference, NBPTS elected its first teacher Chair and released a report, *Leading the Way*, which chronicles the National Board's impact and vision.

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Among the accomplishments cited in the report, the National Board has:

- Created teaching standards in 21 fields, covering nearly 85 percent of the teacher workforce;
- Designed and offered assessments for teachers in seven fields of teaching specialization, that cover half the teaching population:
 - ⇒ Early Childhood (ages 3-8) Generalist
 - ⇒ Middle Childhood (7-12) Generalist
 - ⇒ Early Adolescence (11-15) Generalist
 - ⇒ Early Adolescence (11-15) English Language Arts
 - ⇒ Early Adolescence through Young Adulthood (11-18+) Art
 - ⇒ Adolescence and Young Adulthood (14-18+) Mathematics
 - ⇒ Adolescence and Young Adulthood (14-18+) Science (available December 1997)

Furthermore, in recognition of National Board Certification:

- Eight states (Delaware, Georgia, Kentucky, Mississippi, North Carolina, Ohio, Oklahoma and South Carolina) and many local school districts (including Los Angeles and New York City) provide salary supplements to National Board Certified Teachers;
- 11 states (Arizona, Colorado, Georgia, Maryland, Massachusetts, Michigan, Minnesota, North Carolina, Ohio, Virginia, and Washington, D.C.) have established National Board Certification as a criterion for meeting continuing education requirements; and
- 13 states (Alabama, Arkansas, Delaware, Georgia, Illinois, Michigan, Minnesota, Mississippi, North Carolina, Ohio, Oklahoma, South Carolina, and Virginia) and many school districts (including Charleston, Denver, Knoxville, and San Antonio) pay or reimburse the \$2,000 fee for National Board Certification.

Why is National Board Certification Important?

While state licensure sets the minimum requirements for entry into teaching, National Board Certification is a voluntary credential for experienced teachers who seek to match their knowledge and skills against rigorous standards and assessments for accomplished teaching. Any teacher with an existing state license (or proof that their school is recognized by their state) and at least three years experience is eligible to seek National Board Certification.

To be awarded National Board Certification, which is offered in fields defined by subject and student developmental level, teachers assemble a portfolio that includes student work samples, videotapes of lessons, and reflective analysis about their classroom experiences. The assessment also includes written responses to questions about content knowledge and how that content is taught to students. This work is then evaluated by teachers specially trained as assessors.

“National Board Certification strengthens teaching by establishing high standards for what accomplished teachers should know and be able to do, by encouraging teachers to meet these standards, and by recognizing teachers who have proven their abilities against these standards,” said

NBPTS President Jim Kelly. "This will encourage talented teachers to stay in the classroom and expand their role to help other teachers improve their teaching. It also provides an incentive for high caliber new teachers to enter the profession."

"The National Board Certification process, which takes a full school year to complete and requires intense self-reflection and analysis of one's practice, has proven to be a terrific professional development experience," Kelly noted. "Teachers are strengthened in their practice and emerge from the experience with a lasting commitment to professional growth."

Support for NBPTS Nationwide

In the frequently contentious world of education, the NBPTS enjoys an unusual level of bipartisan and educational support. Both major teacher unions support the work of the National Board, which also has received support from virtually all the major constituencies important to education reform. Although the National Board is independent of any government organization, it has received strong bipartisan support from governors, state legislatures and local school boards. President Clinton praised the National Board's effectiveness in his 1997 State of the Union Address.

In addition, the National Board has won significant financial support from corporations, foundations and the federal government to develop its standards and assessments and make National Board Certification widely known to America's teachers.

"All parents recognize that quality teaching is the key to improved student achievement," said Governor James B. Hunt Jr. (D-NC). "Every student benefits from the time and energy directed to make sure that teachers reach high standards of performance."

"Ultimately, all learning comes down to what goes on between teachers and students. By raising standards and encouraging teachers to improve, the National Board is channeling education improvement into the classroom to benefit students," said Hunt.

Since 1993 when National Board Certification was first offered, many states and districts have recognized the importance of National Board Certification. North Carolina, for example, provides a 12 percent annual salary supplement to National Board Certified Teachers for the 10 year life of a National Board Certificate. Ohio has agreed to pay the certification fee for up to 400 teachers and pay National Board Certified Teachers an annual bonus of \$2,500. Oklahoma pays the certification fee and will pay their National Board Certified Teachers a bonus of \$5,000 per year.

"States and districts are supporting National Board Certification because they recognize how these standards help teachers become even more effective at helping students," said NBPTS President Jim Kelly.

NBPTS Announces New Leader, Vision for the Coming Decade

The National Board also announced the election of Barbara Kelley, a teacher from the Vine Street School in Bangor, Maine, as the first teacher to serve as NBPTS Chair. Barbara Kelley assumes this leadership post from Governor Hunt, who becomes the National Board's Founding Chair. Barbara Kelley's election strengthens the National Board's distinction as a teacher-led movement to improve the teaching profession. A majority of the 63-member governing board are classroom teachers.

“I am pleased to work with so many outstanding educators and friends of education as Chair of the National Board for Professional Teaching Standards,” said Barbara Kelley. “Just as doctors have professional boards that award practicing doctors special certificates for advanced mastery, teachers now have a National Board that is defining and recognizing accomplished teaching. Never before have teachers had the opportunity to establish a true profession that judges the quality of its members. I look forward to using my new role as Chair of the NBPTS board of directors to help my colleagues become even better teachers.”

During the 10th anniversary celebration, the National Board announced its vision that within the next decade, National Board standards and assessments will be accessible in a meaningful way to all teachers in America.

Building on the support of its many friends throughout the nation—from teachers to President Clinton—the NBPTS announced its vision for the next decade:

- Over 100,000 teachers will achieve National Board Certification so that every school in America can have at least one National Board Certified Teacher.
- Hundreds of thousands of other teachers will work to improve their teaching in response to National Board Certification.
- Every teacher in America with the necessary three years experience will be offered financial support to seek National Board Certification and renewal of their certificate.
- Special compensation for National Board Certified Teachers will be offered by many states and localities.
- Parents and the public will be knowledgeable of what is required for first-rate teaching and supportive of teachers seeking National Board Certification.

Teachers and others interested in learning more about National Board Certification can call the National Board for Professional Teaching Standards at 1-800-22-TEACH.

The National Board for Professional Teaching Standards, launched in 1987, is a nonprofit, nonpartisan, and non-governmental agency governed by a 63-member board of directors, the majority of whom are classroom teachers. National Board's mission is to develop high and rigorous standards and operate a national, voluntary system to assess and certify teachers who meet these high standards.

-- end --

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Investing in the Future:
What Policymakers Can Do

[pamphlet]

“Improving student learning depends on one thing to start with — a quality teacher.”

— James B. Hunt, Jr.
Governor, State of North Carolina

“National Board Certification puts the highest standards of teaching practice into the classroom.”

— George V. Voinovich
Governor, State of Ohio



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NATIONAL BOARD
CERTIFICATION

Investing in the Future

WHAT POLICYMAKERS CAN DO



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10 YEARS OF PROGRESS

1987-1997

National Board

 FOR PROFESSIONAL
TEACHING STANDARDS

National Board



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State & Local Action Supporting National Board Certification



October 1997

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Additions, changes, modifications are reflected in italics.

The effectiveness of National Board Certification rests on the collaborative efforts of the National Board for Professional Teaching Standards (NBPTS) and the nation's states and localities.

This report includes actions in support of teachers who seek National Board Certification (NBC). These actions will help to encourage, acknowledge and sustain high quality teaching practice in America's classrooms.

State Action Supporting National Board Certification

ALABAMA

Legislation has appropriated \$50,000 to pay the fees for 25 Alabama teachers in 1997-98; Alabama shall use certification by the NBPTS as national reciprocity when National Board Certification has been fully implemented.

ARIZONA

Arizona new certification regulations require ongoing Professional Growth and Renewal. An individual with a current or new certificate must participate in 180 hours of professional development activities in order to renew their standard certificates during each valid six year period. National Board Certification is recognized as having met the requirements for a standard certificate in the corresponding educational area in Arizona, and as a means of meeting the professional growth requirement for renewal.

The state of Arizona has signed the NASDTEC Interstate Contract and will award their highest level certificate to any person who has obtained National Board Certification in an area corresponding to that for which certification is sought, provided the applicant also holds a comparable and valid certificate issued by any member state and has complied with any requirements of the receiving state regarding degrees held, citizenship, and moral, ethical, physical, and mental fitness.

ARKANSAS

Legislation has appropriated \$10,000 in 1997-98 to provide payment of one-half the certification fee and allow three days of release time for teachers seeking National Board Certification.

The state of Arkansas has signed the NASDTEC Interstate Contract and will award their highest level certificate to any person who has obtained National Board Certification in an area corresponding to that for which certification is sought, provided the applicant also holds a comparable and valid certificate issued by any member state and has complied with any requirements of the receiving state regarding degrees held, citizenship, and moral, ethical, physical, and mental fitness.

CALIFORNIA

The Department of Education has formed the California Task Force on National Board Certification which met over an 18-month period to consider the implications of NBC for California's education system. The Task Force report contains an action plan for implementation, and is available from Policy Analysis for California Education (PACE), Graduate School of Education, 3653 Tolman, University of California, Berkeley, California 94720-1670.

COLORADO

The State Board of Education has determined that professionally licensed teachers who achieve National Board Certification (NBC) are eligible for Colorado "master teacher" certification; professional development activities associated with NBC may be submitted for license renewal.

DELAWARE

Legislation has appropriated \$30,000 in 1997-98 for 15 teachers seeking National Board Certification. Recognizing the effort involved in pursuing certification, as well as the value it will bring to Delaware teachers, commencing July 1, 1997, a certificate obtained by Delaware teachers under the National Board for Professional Teaching Standards will result in an additional \$1,500 in pay for each year such certification is maintained.

Dupont will match the state's funds that will allow up to 15 additional Delaware teachers to pursue National Board Certification in 1997-98

GEORGIA

Legislation has established that National Board Certified Teachers will receive a one-time 5 percent rate increase in state salary which will be awarded on the commencement of the school year following certification. The state will reimburse the National Board Certification fee for any Georgia teacher achieving National Board Certification.

The Professional Standards Commission for the State of Georgia has established certification rules that allow "Georgia teachers achieving NBPTS certification during their five-year renewal cycle to renew clear renewable certificate fields for either the next cycle or the subsequent five-year cycle." Teachers entering Georgia will be able to use NBPTS certification to meet Georgia's test, teaching of reading, and recency-of-study/experience requirements; however, special education course work will continue to be required, if not previously met.

The state of Georgia has signed the NASDTEC Interstate Contract and will award their highest level certificate to any person who has obtained National Board Certification in an area corresponding to that for which certification is sought, provided the applicant also holds a comparable and valid certificate issued by any member state and has complied with any requirements of the receiving state regarding degrees held, citizenship, and moral, ethical, physical, and mental fitness.

ILLINOIS

The State Board of Education, will financially support 25 teachers seeking National Board Certification during the 1997-98 school year and provide them with a mentoring/support network.

IOWA

Legislation has established that an individual who has received National Board Certification will receive an Iowa endorsement on his/her license when the State Board of Examiners determines that National Board standards meet or exceed the Iowa requirements. Department of Education professional development funds allocated to each district may be used for participation in National Board Certification.

KENTUCKY

Legislation has established the creation of a new professional development and advanced certification system. Under this new system, to be created by the Kentucky Education Professional Standards Board, teachers pursuing the most advanced state certification (which is voluntary) can obtain this certificate automatically by achieving National Board Certification. This certification rank carries with it a salary increase that averages approximately \$2,000.

The state of Kentucky has signed the NASDTEC Interstate Contract and will award their highest level certificate to any person who has obtained National Board Certification in an area corresponding to that for which certification is sought, provided the applicant also holds a comparable and valid certificate issued by any member state and has complied with any requirements of the receiving state regarding degrees held, citizenship, and moral, ethical, physical, and mental fitness.

MARYLAND

Senate Bill 460 was passed which will create a "State and Local Aid Pilot Program" to encourage up to 45 teachers each year to seek National Board Certification commencing in 1997.

The State Department of Education has adopted a policy that will permit the Maryland State Department of Education to grant a license to National Board Certified Teachers who come from out-of-state without requiring them to meet any other education or testing requirements. CEU equivalents will be granted to teachers who complete the National Board Certification process.

MASSACHUSETTS

The Department of Education has recognized National Board Certification as an option for fulfilling the new requirements for teachers to become recertified. Teachers are asked to develop an "Individual Professional Development Plan" describing the activities that they will undertake within a five-year cycle to acquire the minimum of 120 professional development points for licensure renewal.

MICHIGAN

Legislation has established that half of the certification fee will be provided for up to 20 teachers per year beginning in 1997-98.

The State Board of Education has determined that teachers who enter the National Board Certification process and complete the portfolio component of the assessment will receive one-half of the credits (SB-CEUs) required for renewal of the Professional Education Certificate; National Board Certified Teachers will receive full credits for one renewal of the Professional Certificate; National Board Certified Teachers will receive SB-CEUs for participating in assessor training and for serving as assessors.

The state of Michigan has signed the NASDTEC Interstate Contract and will award their highest level certificate to any person who has obtained National Board Certification in an area corresponding to that for which certification is sought, provided the applicant also holds a comparable and valid certificate issued by any member state and has complied with any requirements of the receiving state regarding degrees held, citizenship, and moral, ethical, physical, and mental fitness.

MINNESOTA

The Education Excellence Omnibus Education Act (SF1925), through a \$400,000 two-year appropriation, will pay half the certification fee for up to 100 NBC candidates, award \$1,000 grants to all Minnesota NBCTs and provide funding for teacher coordinators to help support candidates through the process.

MISSISSIPPI

Legislation was amended so that teachers completing the National Board Certification process and employed in a local district will receive reimbursement of the certification fee. Teachers achieving National Board Certification and employed in a local district will receive a salary supplement of \$3000 every year for the life of the certificate.

MONTANA

The state of Montana has signed the NASDTEC Interstate Contract and will award their highest level certificate to any person who has obtained National Board Certification in an area corresponding to that for which certification is sought, provided the applicant also holds a comparable and valid certificate issued by any member state and has complied with any requirements of the receiving state regarding degrees held, citizenship, and moral, ethical, physical, and mental fitness.

NEW MEXICO

The State Board of Education (SBE) has adopted policy to: grant a New Mexico level 1 teaching license to any person certified by the National Board for Professional Standards (applicants must take the Core Battery of the NTE) and grant a New Mexico level 3A, Instructional Leader, license to any person possessing a master's degree and certified by NBPTS.

The State Department of Education and New Mexico institutions of higher education (IHE) have developed the New Mexico World Class Teachers' project in which funds, either state appropriated or provided through grant application, are provided to IHEs to identify and support candidates for National Board Certification. Graduate credit is granted to candidates who complete the National Board Certification process.

NORTH CAROLINA

The Excellent Schools Act will provide funds to pay the fee for teachers who complete the National Board Certification process and provide up to three days of release time for candidates to work on their portfolios and prepare for the assessment center exercises. The legislation also provides a 12 percent salary increase to teachers' state-paid salary for those who achieve National Board Certification.

The State Board of Education has adopted policy recommendations to:

- Adopt the core propositions of NBPTS;
- Grant a North Carolina teaching license to relocating teachers who possess National Board Certification;
- Waive recertification requirements for up to five years following completion of NBPTS portfolio work;
- Create staff development plans that incorporate the work of NBPTS in the training programs, and
- Develop plans to incorporate the National Board's standards into institutions of higher education programs.

OHIO

Legislation has established that appropriation monies will be used by the Department of Education to pay the certification fees for up to 400 teachers from public and chartered non-public schools in the 1997-98 school year. An appropriations of \$300,000 will also be used by the DOE to support the connection of teacher applicants to university programs that enhance applicant learning and professional development during the National Board Certification process. Individuals achieving National Board Certification will receive an annual award of \$2,500 for the life of the certificate.

The Office of Teacher Education and Certification has determined that any Ohio teacher who completes the NBC process will receive enough equivalent continuing education credits (CEUs) to have his/her license renewed.

OKLAHOMA

Through the Education Leadership Oklahoma Act, the state will pay the certification fee for 100 teachers, provide \$500 for candidate expenses, and award an annual \$5,000 to National Board Certified Teachers for the life of the certificate.

Previous legislation has established that: The Oklahoma Commission for Teacher Preparation address issues associated with NBPTS as well as the design, development and implementation of a competency-based teacher preparation system; out-of-state teachers who have achieved National Board Certification and are relocating to Oklahoma can receive Oklahoma certification without having to fulfill additional requirements normally required for teachers relocating to Oklahoma; the SBE modify teacher licensing categories to be compatible with National Board Certification categories; and, the SBE develop an incentive system to encourage teachers to achieve National Board Certification.

RHODE ISLAND

The state of Rhode Island has signed the NASDTEC Interstate Contract and will award their highest level certificate to any person who has obtained National Board Certification in an area corresponding to that for which certification is sought, provided the applicant also holds a comparable and valid certificate issued by any member state and has complied with any requirements of the receiving state regarding degrees held, citizenship, and moral, ethical, physical, and mental fitness.

SOUTH CAROLINA

Legislation has appropriated \$120,000 to be used to reimburse the certification fee and provide a one-time bonus to those teachers who achieve National Board Certification.

VIRGINIA

The Virginia General Assembly has set aside \$75,000 in 1997-98 as incentive grants of \$1,000 toward the \$2,000 assessment for Virginia teachers.

The State Board of Education has determined that participation in National Board Certification is an option for an "educational project" that will allow teachers to earn 90 professional points of the required 180 for license renewal.

Local Action Supporting National Board Certification

ALASKA

ANCHORAGE

The Anchorage School District (NEA affiliate) will provide an annual \$1,000 stipend for any teacher certified by NBPTS.

KLAWOCK

Teachers in the Klawock City School District who complete the National Board Certification process will receive a one-time \$1,500 bonus and, beginning the next school year, will advance two horizontal steps on the salary schedule.

ARIZONA

LAKE HAVASU CITY

The Lake Havasu City Education Association (NEA) granted a special concession to allow two days of release time to teachers seeking National Board Certification. Those who achieve National Board Certification will move horizontally on the pay schedule.

PARADISE VALLEY

In an agreement between the Paradise Valley Unified School District #69 and the Paradise Valley Education Association, teachers who complete the National Board Certification process will receive a one time non-renewable addendum of 4.5 percent of the base salary and teachers who achieve certification will receive an addendum of 4.5 percent of the base salary for the life of the certificate.

CALIFORNIA

NEWPORT-MESA

As part of the long range staff development plan accepted by the board of education, "The District will provide the support required to assist teachers in preparing for and passing the National Board Exams (sic)."

PIEDMONT

The Piedmont Unified School District provides a \$500 annual stipend to National Board Certified Teachers.

SAN DIEGO

Classroom teachers holding National Board Certification, who apply for a mentor teacher position and who meet the prior provisions, shall automatically be nominated for mentor teacher status and shall not be subject to the ranking process. Mentor teachers will receive a \$4,312 stipend each year of their appointment based on state funding.

VENTURA

In a contract amendment between the Santa Paula Elementary School District and the Santa Paula Federation of Teachers, the district will pay one half of the certification fee to be matched by the teacher. Teachers who achieve National Board Certification will be reimbursed by the district their cost of the fee as well as receive an annual \$2,500 stipend. Teachers are eligible for two certification application fee payments within any five-year period beginning from the date of the first request.

WALNUT

The Walnut Valley Unified School District will reimburse the certification fee upon completion and/or achievement of National Board Certification.

COLORADO

DENVER

A two-year Goals 2000 grant has been awarded to the University of Colorado at Denver that will provide financial and professional support for up to 50 candidates per year from nine participating districts commencing in 1997-98.

DOUGLAS COUNTY

The Douglas County School District will support two candidates seeking National Board Certification during the 1997-98 school year. The District will provide a \$1,000 annual bonus for teachers who achieve "outstanding status" designation ("outstanding status" may include achievement of National Board Certification). Teachers who achieve National Board Certification may be eligible for "state master teacher" designation and further monetary compensation. In addition, the Cherokee Trail Elementary PTA in Douglas County has allotted \$1,000 to support one candidate through National Board Certification while the administration of Cherokee Trail Elementary will provide coverage for three release days

GILCREST

The Weld School District RE-1 will provide a \$500 financial bonus for those teachers achieving National Board Certification.

CONNECTICUT

NEWTOWN

The Newtown Public Schools is paying the fee for four teachers seeking National Board Certification during the 1997-98 school year.

WATERFORD

Teachers will be reimbursed the certification fee by the Waterford Public School District upon completion of National Board Certification.

DISTRICT OF COLUMBIA

District of Columbia Public Schools will award three of the required six in-service/recertification credits to teachers who complete the National Board Certification process.

FLORIDA

BROWARD COUNTY

Broward teachers achieving National Board Certification will receive a supplement of \$2,000 each year for the term of the certificate. Teachers who complete the National Board Certification process will receive in-service points that can be applied toward state license renewal.

Nova University presented a National Board Certified Teacher with a \$25,000 scholarship to pursue graduate studies. Candidates who were not certified (in 1993-94) were awarded a \$1,000 scholarship in recognition of their lifelong commitment to learning demonstrated through their involvement in National Board Certification.

DADE COUNTY

In a contract negotiated between the United Teacher of Dade and the Dade County Public Schools, teachers achieving National Board Certification shall receive a one-time \$5,000 stipend; teachers achieving National Board Certification and new to Dade County Public Schools will be credited with teaching experience equal to one step on the salary schedule for each year of out-of-state salary experience; teachers pursuing NBC will be eligible to receive up to 120 Master Points through the Teacher Education Center. In addition, a joint task force has been established to continue to promote and support National Board Certification.

The Dade-Monroe Teacher Education Center in collaboration with the University of Miami, was awarded a Goals 2000 Preservice/Inservice Grant which includes professional development, support and assistance for potential candidates for National Board Certification in 1995-96.

GEORGIA

The Georgia Association of Educators is financially sponsoring and supporting 10 candidates pursuing National Board Certification during the 1997-98 school year.

The Professional Association of Georgia Educators is financially sponsoring and supporting 10 candidates pursuing National Board Certification during the 1997-98 school year.

IDAHO

POCATELLO

A grant from the J.A. and Kathryn Albertson Foundation has been awarded to Idaho State University's College of Education. The \$200,000 grant, titled the Idaho Initiative for Systemic Reform, will fund the cost of certification for 35 teachers from the Arco, Idaho Falls, Marsh Valley and Meridian school districts. The grant will also fund reference materials, support technology referencing among the candidates, pay half the fees for an ISU course which will help teachers compile their portfolios and provide an opportunity for administrators to learn about the NBC process in order to play supportive roles.

ILLINOIS

NORMAL

The Illinois State University Laboratory School (Normal, IL) will pay the fee for at least 4 teachers seeking National Board Certification.

INDIANA

HAMMOND

In a contract between the Hammond Teachers Federation and the School City of Hammond teachers obtaining National Board Certification "will be eligible for placement on the doctoral lane of the salary schedule or, in the alternative, for additional compensation in an amount \$2,000 greater than that to which they would be entitled were they not certified." The Hammond Leadership Academy will support candidates by facilitating study groups and providing technical support. The Hammond School City will provide up to five professional leave days and access to supportive materials and equipment.

KANSAS

CARBONDALE

The Santa Fe Trail USD 424 will pay the fee for 3 teachers in 1997-98 and will provide release time for portfolio completion.

KENTUCKY

LEXINGTON

The Fayette County Education Association (FCEA), in partnership with the Prichard Committee for Academic Excellence, are providing fee support for 4 Fayette County teachers seeking National Board Certification. The FCEA, the Kentucky Education Association (KEA), the University of Kentucky and the Fayette County School District are supporting these candidates

LUDLOW

In a business, university, school district joint venture, the Ludlow Board of Education and Huntington Bank have provided fees for two candidates with Northern Kentucky University staff coordinating this effort.

LOUISIANA

NEW ORLEANS

The New Orleans School Parish and The United Teachers of New Orleans agreed that teachers who hold valid certification from the National Board shall receive in addition to their regular salary an annual 5 percent supplement, provided the teacher is serving in the area for which NBPTS certification has been granted.

ST CHARLES PARISH

The Union Carbide Foundation is providing funds to St. Charles Parish Schools to support teachers through the National Board Certification process.

MAINE

BANGOR

In an agreement between the Bangor School District and the Bangor Teachers Association, the district will pay the full certification fee for up to three teachers per year, effective in the 1996-97 school year. In addition, each teacher shall be provided a maximum of three days paid leave to prepare his/her portfolio for submission.

MARYLAND

BOWIE CITY

In its 1997-98 budget, the City Council of Bowie has set aside \$20,000 for initiatives to enhance the teaching skills and instructional environment in Bowie City schools. National Board Certification is included in these initiatives and ways to effectively support candidates are currently being evaluated.

MASSACHUSETTS

CHELMSFORD

The Merrimack Education Center received a \$50,000 grant from the state for a project with Framingham State University that will support nine NBC candidates.

BOSTON

In a contract negotiated between the Boston Public Schools and the Boston Teachers Union/ AFT, the Boston Public Schools will fully reimburse the certification fees for up to 15 teachers in 1997-98 for completion of the National Board Certification process whether or not certification is achieved. Although not a requirement, successful completion of National Board Certification may be considered as a special qualification for "lead teacher" status, which includes a 10 percent to 20 percent salary increase.

MICHIGAN

DEXTER

The Dexter School District will provide financial support for teachers seeking National Board Certification in 1996-97.

FARMINGTON

The Farmington Education Association and Farmington School District ratified a three-year contract which includes a salary line providing \$1,250 per year to any National Board Certified Teacher. The school district paid one-half of the certification fee for teachers completing National Board Certification in 1995-1996 and will continue support in 1997-98.

ANN ARBOR

The Ann Arbor Education Association and Ann Arbor School District have agreed to a revised teacher evaluation system based on the standards from the NBPTS publication "What Teachers Should Know and Be Able To Do."

WAYNE COUNTY

Wayne County Regional Educational Service Agency (RESA) will provide a \$1,000 scholarship to one teacher in each of the 34 Wayne County School districts for the 1997-98 school year.

MINNESOTA

BLOOMINGTON

Bloomington Public Schools will pay the fee for up to 20 teachers in the Bloomington School District.

MINNEAPOLIS

The 1997-99 contract for Minneapolis teachers states that any Minneapolis Public Schools professionally licensed teacher who achieves National Board Certification will qualify for the next lane on the teachers' salary schedule. Those already in Lane X will receive an additional \$1,500 per year once they are certified by the National Board.

The School District has arranged for low interest loans at certain designated financial institutions for teachers who wish to borrow the money for National Board Certification. During the period of time when a teacher is pursuing NBC, this effort serves as the teachers Professional Development Process.

MINNETONKA

The Minnetonka Teachers Association and the Minnetonka School District have agreed to identify and support five candidates for National Board Certification for the 1997-98 school year, and an additional 10 teachers for the 1998-99 school year.

ROBBINSDALE

Robbinsdale Area Schools will pay the fee for up to 10 teachers and provide computer technology and video equipment to assist with portfolio completion. Recognizing the importance of National Board Certification to the school district, a coordinator position was established to help build support including developing teacher collaboratives, creating conducive learning/training environments and coordinating teacher retreats.

ST. PAUL

The St. Paul School District has created a professional development program based on the National Board standards and assessments. This three-year mentoring program, for all new/probationary teachers, will allow teachers to explore NBPTS five core propositions and standards as well as practice the intellectual tasks of the assessments such as reflective writing and analysis of student work. As a result of this initiative, the St. Paul School District will have a more professional teaching force grounded in NBPTS standards of accomplished teaching and increased student achievement.

Through Project 20/40, the St. Paul School District, St. Paul Federation of Teachers and the University of Minnesota will collaborate to implement professional support programs to assist 20 teachers through the NBC process. The St. Paul School District will pay the certification fee for these teachers during the 1997-98 school year.

MISSISSIPPI

HATTIESBURG

The Hattiesburg Area National Board Mentoring Certification Project received a 1997 Award for Excellence from the Public Education Forum of Mississippi. The National Board Project, administered by the Hattiesburg schools in cooperation with the Hattiesburg Education Foundation and with funds from a Mississippi Power Foundation grant, provides financial and technical assistance for National Board Certification candidates

NEW MEXICO

GALLUP

The Gallup-McKinley County School District will pay the certification fee for up to 5 teachers, provide professional leave days as well as technical and collaborative support, and provide a \$1,000 bonus to those candidates achieving National Board Certification.

NEW YORK

The New York State United Teachers (NYSUT) is offering to its 140 Effective Teaching Program instructors \$1,500 to be awarded in three steps for participation in National Board Certification: \$500 upon completion of the assessment process; \$500 upon achievement of National Board Certification and \$500 to remain in the Effective Teaching Program for one year following certification.

ALLEGANY COUNTY

An agreement between Belfast Central School and the Belfast Teachers Association provides an annual salary increment of \$500 for certification by the National Board for Professional Teaching Standards.

JERICHO

The Jericho School District will reimburse the certification fee for all teachers completing the National Board Certification process; pay a \$2,000 stipend to teachers who complete but do not achieve National Board Certification; and give National Board Certified Teachers a \$4,000 stipend.

NEW YORK CITY

The New York City United Federation of Teachers' contract states that in lieu of thirty semester hours of approved credits in college or university study, National Board Certified Teachers will qualify for a salary differential of approximately \$3,700.

ROCHESTER

The Rochester Teachers Association (NYSUT/AFT) and the Rochester City School District ratified a four-year contract in December 1993, that included the following provisions:

"Teachers who complete the certification process of the National Board for Professional Teaching Standards (NBPTS) shall be reimbursed by the District for the costs of certification application fees. Successful completion of NBPTS certification requirements shall be considered as a special qualification for Lead Teacher eligibility."

NORTH CAROLINA

KINGS MOUNTAIN

Kings Mountain District School Board will reward a \$500 stipend to all teachers who achieve National Board Certification.

MOORE COUNTY

The Moore County Board of Education approved a one-time 1 percent salary bonus for any Moore County Schools teacher achieving National Board Certification.

POLK COUNTY

The Polk County School District provides National Board Certified Teachers a one-time \$500 pay supplement in addition to what the state offers.

OHIO

CINCINNATI

The Cincinnati Federation of Teachers provides an annual base salary supplement of \$1,000 to any teacher achieving National Board Certification for the life of the certificate, in addition to any supplement provided by the state.

RHODE ISLAND

COVENTRY

Coventry Public Schools (CPS) and Coventry Teachers Alliance (CTA) have a contractual agreement where:

- The district will pay the certification fee for up to seven teachers;
- The district will assist and support the efforts of National Board Certification candidates using restricted professional development sources by providing up to five professional development days, and supportive, loaned materials and equipment such as video cameras, editing equipment and computers, that the district owns;
- Completing the National Board Certification assessment process, but not acquiring certification, qualifies a teacher to receive six district-approved credits toward the advanced increment schedule;
- Acquiring National Board Certification qualifies a teacher to be placed on the next higher advanced increment level above his/her current level;
- The District and the Alliance will explore other possible roles that National Board Certified Teachers may play in the improvement of education provided for Coventry's students. Such other roles and activities may include, but not be limited to, mentoring, planning and delivering professional development, facilitating school change, and/or developing curriculum.

SOUTH CAROLINA

CHARLESTON

The Diocese of Charleston will financially support seven Catholic school teachers during the 1996-97 school year.

GREENWOOD COUNTY

The Education Enrichment Foundation of Greenwood County will award two \$2,000 scholarships for public school teachers in Greenwood County who wish to seek National Board Certification.

HAMPTON

The Hampton School District reimburses half the cost of the certification fee and provides a \$500 salary increase for those teachers achieving National Board Certification.

SPARTANBURG

Spartanburg School District #7 provides a one-time bonus of \$2,000 for teachers achieving National Board Certification in 1996-97.

TENNESSEE

The Tennessee Association of Colleges of Teacher Education adopted a policy to financially support one National Board Certification candidate during the 1997-98 school year.

JOHNSON CITY

East Tennessee State University will pay partial fees supporting two candidates through National Board Certification.

KNOXVILLE

The University of Tennessee College of Education will award a financial scholarship to an alumni to seek National Board Certification.

TEXAS

CORPUS CHRISTI

The Corpus Christi Independent School District will pay a \$1,500 salary increase to National Board Certified Teachers each year for the term of the certificate.

SAN ANTONIO

The San Antonio Independent School District's Teachers and Teaching Initiative will support candidates for National Board Certification beginning in 1997-98. The NBC process will take a candidate a minimum of two years to complete. In the first year, the district will sponsor pre-candidacy in-service training in preparation for the certification process. The district will then pay the \$2,000 certification fee for any candidate for NBC. During the second year, the district will also provide a professional support network for all candidates. The district will pay an annual salary supplement of \$1,000 for four years or \$500 for ten years (teacher's choice) for those teachers who achieve certification.

VIRGINIA

FAIRFAX COUNTY

During the 1997-98, the Fairfax County Public Schools will pay half the certification fee and provide two substitute leave days for teachers seeking National Board Certification. A teacher support network has been created and is held in collaboration with The George Washington University on a regular basis.

Fairfax County Public Schools will award half of the required "recertification" points to teachers who go through the process of National Board Certification. Recertification is required of all Virginia teachers every two to five years.

WASHINGTON

VANCOUVER

The Vancouver School District will provide \$1,500 support for payment of the certification fee for a limit of ten teachers per year. The district will also provide three days substitute release time for NBC candidates to assist with portfolio preparation and will offer the use of materials owned by the district such as computers, video cameras and editing equipment.

Developing Action/Other Involvement Supporting National Board Certification

THE FOLLOWING ITEMS DESCRIBE ACTIVITY OCCURRING IN STATES CONTRIBUTING TO BUILDING AWARENESS AND SUPPORT FOR NATIONAL BOARD CERTIFICATION.

ALABAMA

- Early Adolescence/English Language Arts (EA/ELA), Early Adolescence/Generalist (EA/Gen) and Early Childhood/Generalist (EC/Gen) assessment packages were field tested at Auburn University between 1993-1995.
- Alabama is home to eight National Board Certified Teachers as of March 1997.

ALASKA

- A Stakeholders meeting was held on April 7, 1997 in Juneau.
- The Alaska Association of School Administrators (AASA) and the Association of Alaska School Boards (AASB) have unanimously recommended to the Alaska State Board of Education that NBPTS standards be adopted as Alaska's state standards.
- EA/ELA and EA/Gen assessment packages were field tested at Fairbanks North Star Borough School District in 1993-94.
- Alaska is home to five National Board Certified Teachers as of March 1997.

ARIZONA

- The Arizona Education Association sponsored their 4th Annual NBC Conference on April 11, 1997 for 100 Arizona educators.
- A stakeholders meeting was held on February 21, 1997 to help state and local education leaders determine action necessary to launch National Board Certification in Arizona
- Arizona is home to one National Board Certified Teacher as of March 1997.

ARKANSAS

The Teacher Licensure Task Force was commissioned to study advanced teacher standards and their relationship to National Board Certification.

CALIFORNIA

- *A contract negotiation (pending ratification) between the Los Angeles Unified School District and the United Teachers of Los Angeles calls for a 15% salary increase for teachers certified by the National Board.*
- Assembly Bill #858 has been authorized and appropriated and awaiting the governor's signature. If approved, the bill will allow a teacher from another state who is certified by the National Board to teach in California without satisfying any requirements and will be entitled to proper placement on a uniform salary schedule and all other benefits accruing. The bill also will establish a panel to award up to 100 grants to public school teachers to cover ½ the cost of the assessment fee
- The Southern California National Board Task Force, a network of National Board Certified Teachers, is meeting regularly to build awareness and support for candidates.

Developing Action/Other Involvement Supporting National Board Certification

- (EA/ELA), (EA/Gen), (EC/Gen) and (MC/Gen) assessment packages were field tested at San Diego Public Schools and California State University at Fresno between in 1993-95. Sacramento County Schools and Los Angeles County Schools recruited and supported teacher candidates for the field test. San Diego Public Schools field tested the EAYA/ Art assessment in 1995-96.
- Far West Laboratory, San Francisco, developed the Early Adolescence through Young Adult/ Art (EAYA/ Art) assessment package.
- California is home to 68 National Board Certified Teachers as of March 1997.

COLORADO

- The Colorado Network for National Board Certification, a network composed of National Board Certified Teachers, was organized in December of 1995. Regular meetings are being held.
- The Colorado Partnership and the University of Colorado at Denver participated in the 1993-94 field testing of EA/Gen and EA/ELA assessment packages.
- Colorado is home to 20 National Board Certified Teachers as of March 1997.

CONNECTICUT

- The Commissioner of Education requested the Advisory Council for Teacher Preparation Standards study the implications of National Board Certification. A report was issued in June of 1996 offering recommendations for support, incentives and rewards encouraging Connecticut teachers to pursue National Board Certification. Copies of the report are available from the NBPTS Southfield, Michigan office.
- The Connecticut Department of Education was a co-developer of the EA/ELA assessment package.
- EA/ELA and EA/Gen assessment packages were field tested at Central Connecticut State University and Waterford Public Schools in 1993-94 and Central Connecticut State University field tested EAYA/ Art in 1995-96.
- Connecticut is home to 20 National Board Certified Teachers as of March 1997.

DELAWARE

- The Delaware Professional Standards Council is recommending to the State Board of Education that National Board Certification be included as one of the activities that will qualify for relicensure of teachers.
- The Research and Development Center at the University of Delaware is considering ways to support National Board Certification candidates.

DISTRICT OF COLUMBIA

- EA/ELA and EA/Gen assessment packages were field tested at District of Columbia Public Schools in 1993-94.
- The District of Columbia Public School teachers participated in the Adolescence and Young Adulthood/Mathematics (AYA/Math) assessments in 1995-96.

FLORIDA

- The Governor's budget proposal called for incentives to teachers who become certified by the National Board for Professional Teaching Standards.
- A presentation was made to the Academy of Collier County teachers, the Collier County School Board and representatives of the local affiliate of the NEA on January 10, 1997. All agreed to engage in conversation about how to support teachers (e.g., workshops, incentives) who may pursue National Board Certification. The Collier County Foundation, composed of local businesses, will provide fees for a number of Collier County teachers seeking National Board Certification during 1997-98.
- A presentation was made at the Administrative Professional Development Council of the Hillsborough County Schools to inform them about the National Board and to seek out teacher candidates.
- EA/ELA & EA/Gen assessment packages were field tested at School Board of Broward County in 1993-94. Dade County Public Schools recruited and supported several teachers during that field test.
- EAYA/Art assessments were field tested by Broward County in 1995-96.
- Florida is home to 17 National Board Certified Teachers as of March 1997.

GEORGIA

- A stakeholders meeting was held on October 18, 1996 in Atlanta. As a follow-up, the deans of colleges and universities with teacher preparation programs met at GAE on February 17, 1997 to design ways to use the National Board's standards and assessments in their teacher preparation plans.
- EA/ELA, EA/Gen and EC/Gen assessment packages were field tested at DeKalb County School System between 1993-95.
- University of Georgia is the developer of the EA/Gen and MC/Gen assessment packages.
- Georgia is home to nine National Board Certified Teachers as of February 1997.

IDAHO

- The Idaho Education Association adopted a resolution which supports "voluntary professional certification."
- Idaho is home to one National Board Certified Teachers as of March 1997.

ILLINOIS

- The Chicago Quest Center, a part of the American Federation of Teachers, has been granted authority by the State Board of Education to establish the Jacqueline Vaughn Graduate School for Teachers. The masters of arts degree in Teacher Leadership "has been developed to respond to the standards that are emerging from the work of the National Board for Professional Teaching Standards".
- Illinois is home to eight National Board Certified Teachers as of March 1997.

INDIANA

- The Indiana Alliance for National Board Certification, funded by the Lilly Endowment, held its second steering committee meeting on May 25-26 in Terre Haute.

Developing Action/Other Involvement Supporting National Board Certification

- The Indiana Professional Standards Board is studying how best to incorporate National Board Certification into a comprehensive state strategy to strengthen teacher preparation, entry into the profession, and continuing professional development in Indiana.
- The Northwest Indiana Business Forum made available \$500 per candidate to teachers in 41 northwest Indiana school districts which helped to offset the certification fee for the 1995-96 National Board Certification process.
- Hammond Public Schools participated in the EA/Gen and EA/ELA field tests during 1993-94.
- Indiana is home to 12 National Board Certified Teachers as of March 1997.

IOWA

- The University of Northern Iowa is developing a Master of Arts in Education degree with a major in Professional Development. The program curriculum is based on the propositions of the NBPTS.
- The State Board of Educational Examiners is continuing to develop a process for appointing professional panels of Iowa educators to recommend to the Board of Educational Examiners whether the standards for National Board Certification meet or exceed the Iowa requirements for an endorsement on an Iowa license.
- EA/ELA and EA/Gen assessment packages were field tested at the University of Northern Iowa in 1993-94.
- EAYA/Art assessment was field tested in Iowa during 1995-96.
- Iowa is home to 14 National Board Certified Teachers as of March 1997.

KANSAS

- A proposal has been presented to the state board of education in May, 1997, that will request automatic license renewal for any Kansas teacher completing both components of the assessments for National Board Certification.
- The Kansas State Board of Education honored their National Board Certified Teachers in November 1996 and continue to pursue incentives for NBC.
- The president of Emporia State University announced the establishment of the Great Plains Center for National Teacher Certification (May 1996) to enhance the work of the National Board in Kansas as well as Missouri, Nebraska and Oklahoma. Plans include supporting teachers, both professionally and financially, who seek National Board Certification.
- The Kansas proposal for licensure redesign includes the option of using NBC for renewal of a teaching license.
- EA/ELA, EA/Gen and MC/Gen assessment packages were field tested at Emporia State University between 1993-95.
- Kansas is home to nine National Board Certified Teacher as of February 1997.

KENTUCKY

- The University of Kentucky and the Kentucky Standards Board sponsored a Stakeholders meeting June 25, 1997 to discuss how to help launch National Board Certification through local school district initiatives.
- Kentucky is home to one National Board Certified Teacher as of March 1997.

LOUISIANA

- EA/ELA and EA/Gen assessment packages were field tested at New Orleans Public Schools in 1993-94.
- Louisiana is home to five National Board Certified Teachers as of March 1997.

MAINE

Maine is home to two National Board Certified Teachers as of March 1997.

MASSACHUSETTS

- Education Development Center (EDC), Newton, MA is the developer of the EC/Gen assessment package.
- Massachusetts is home to six National Board Certified as of March 1997.

MICHIGAN

- Michigan Stakeholders and Michigan NBCT meetings were held on June 20, 1997 in Southfield.
- Presentations were made to the Michigan Department of Education staff and chief state school officer in November 1996.
- The Michigan Education Association Board of Directors approved a position paper supporting National Board Certification.
- The Michigan Federation of Teachers and School Related Personnel approved a resolution that supports the NBPTS mission and applauds its National Board Certified Teachers.
- EA/ELA, EA/Gen and EC/Gen assessment packages were field tested at Detroit Public Schools and Wayne County RESA between 1993-95. In 1995-96, Detroit field tested the EAYA/Art assessment package.
- Michigan is home to 55 National Board Certified Teachers as of March 1997.

MINNESOTA

- A stakeholders meeting was held in St Paul on October 18, 1996 to develop a plan for state financial incentives for NBC.
- The Minnesota High Success Consortium is a non-profit organization representing more than 125 schools and districts which serve more than half the students enrolled in Minnesota's pre-K - 12 public education. The Learning Community Masters system, developed by the consortium in conjunction with Hamline and Winona State Universities, is a graduate program based on the National Board's five core propositions. Participants develop several "widely held expectations" for each proposition and design their own program to demonstrate how they meet each expectation and proposition.
- The Minnesota Education Association Board of Directors passed a motion in support of NBPTS.
- EA/ELA and EA/Gen assessment packages were field tested at Minneapolis Public Schools in 1993-94. Minneapolis Public Schools field tested the AYA/Math assessments in 1995-96.
- Minnesota is home to 32 National Board Certified Teachers as of March 1997.

MISSISSIPPI

- Mississippi State University is home to the Mississippi World Class Teacher Project. The project recruited and supported over 45 candidates through NBC in 1996-97 and will continue to support candidates in 1997-98.
- A Mississippi Stakeholders meeting was held on May 20, 1996, in Jackson to develop action plans to support the recent legislation.
- The MC/Gen, EA/ELA and EA/Gen assessment packages were field tested at University of Southern Mississippi between 1993-95.
- Mississippi is home to seven National Board Certified Teachers as of March 1997.

MISSOURI

- A proposed amendment to Missouri's teacher licensing standards states that candidates for Missouri licensure who have obtained National Board Certification and who hold a comparable and valid certificate issued by a state-approved degree-granting teacher preparation institution, shall be granted a ten year Continuous Professional Certificate (CPC).
- Officials from the Missouri Department of Education met with NBPTS staff on June 3, 1996, to discuss the creation of a pilot project to launch National Board Certification in the state through recruitment and support of 50-75 teachers in the 1996-97 school year.
- Missouri is home to one National Board Certified Teacher as of March 1997.

MONTANA

The Montana Board of Public Education approved a \$5,500 grant and formed the Montana Steering Committee for National Board Certification. In 1995, this committee conducted individual and state-wide meetings with leaders of major education stakeholder groups to study the implications of National Board certification for Montana teachers and submitted its final report in July. Plans are under way for further activity.

NEBRASKA

- The Nebraska State Board of Education met in June 1996 to discuss possible legislative action to encourage teacher involvement with National Board Certification
- Nebraska is home to one National Board Certified Teacher as of March 1997.

NEW HAMPSHIRE

New Hampshire is home to one National Board Certified Teacher as of March 1997.

NEW JERSEY

- *Legislation was introduced (and is pending) that would allow those holding "certification from a national board" be granted a state teaching certificate.*
- EA/ELA, EA/Gen, and EC/Gen assessment packages were field tested at South Brunswick Public Schools between 1993-95. In 1994-95, South Brunswick Schools and Educational Testing Services (ETS) are developing professional development programs based on NBPTS work through a Dodge Foundation grant.

Developing Action/Other Involvement Supporting National Board Certification

- Educational Testing Service (Princeton) developed the AYA/Math assessment packages and redesigned the EA/ELA assessment package.
- New Jersey is home to 12 National Board Certified Teachers as of March 1997.

NEW MEXICO

- A teacher network meeting was held on November 16, 1996 in Albuquerque.
- Legislation passed both the House and Senate during the 1996 session to provide funding for the New Mexico World Class Teachers Project (S.B.1) and to provide an additional 4 percent salary bonus to National Board Certified Teachers (S.B. 54). Both bills were vetoed.
- New Mexico is home to 44 National Board Certified Teachers as of March 1997.

NEW YORK

- A draft report "Embracing the National Board Process in New York" was prepared and circulated at a May 1995 stakeholders meeting in Albany.
- EA/ELA, EA/Gen, MC/Gen and EC/Gen assessment packages were field tested at Jericho Public Schools, Buffalo State College (includes Buffalo Public Schools) and the New York City Public Schools.
- New York teachers participated in the field testing of EAYA/Art and AYA/Math in 1995-96.
- New York is home to 27 National Board Certified Teachers as of March 1997.

NORTH CAROLINA

- University of North Carolina-Charlotte, Johnson C. Smith College and Charlotte-Mecklenburg Public Schools created candidate support programs as part of a grant from Philip Morris Company and the North Carolina Department of Education.
- EA/ELA, EA/Gen and MC/Gen assessment packages were field tested at Charlotte-Mecklenburg Public Schools and Appalachian State University between 1993-95.
- North Carolina Association of Educators continues to provide candidate support workshops and services to more than 100 teachers seeking National Board Certification
- A reception honoring all National Board Certified Teachers was held at the Governor's mansion on April 11, 1996.
- North Carolina is home to 119 National Board Certified Teachers as of March 1997.

OHIO

- A May 1997 reception and forum, hosted by the governor, honored the Ohio National Board Certified Teachers and the 1996-97 NBC candidates.
- EA/ELA and EA/Gen assessment packages were field tested at Cincinnati Public Schools and Cleveland Public Schools in 1993-94.
- Ohio is home to 52 National Board Certified Teachers as of March 1997.

OKLAHOMA

A National Board Certification Workshop for the Oklahoma Education Leadership teacher candidates and the alternates was held on June 16-17, 1997 at Southeastern Oklahoma State University.

OREGON

The Oregon Teacher Standards and Practices Commission has proposed a redesign of teacher preparation and licensure. Included in the proposal is language for National Board Certification. It states: " Certification by the National Board for Professional Teaching Standards will be encouraged. TSPC's proposed licensure system, with its emphasis on self assessment and continuing professional development, should assist teachers to prepare for NBPTS evaluations. Teachers who achieve NBPTS certification will have met the professional development requirements for the next renewal of their Oregon Continuing Licenses."

PENNSYLVANIA

- The State Board of Education has proposed granting to candidates certified by the National Board for Professional Teaching Standards the state's highest level teaching certificate applicable.
- University of Pittsburgh was a co-developer of the EA/ELA assessment package in 1993-94.
- Pennsylvania is home to one National Board Certified Teachers as of March 1997.

RHODE ISLAND

Legislation has been proposed to provide fee support for a small number of teachers.

SOUTH CAROLINA

- Key educational and legislative stakeholders met on July 8-9, 1997 to discuss National Board Certification.
- EA/ELA and EA/Gen assessment packages were field tested at University of South Carolina in 1993-94.
- South Carolina teachers participated in the AYA/Math field test in 1995-96.
- South Carolina is home to eight National Board Certified Teachers as of March 1997.

SOUTH DAKOTA

The South Dakota State Board of Education is recommending the following for teacher certification/recertification: Professional development activities associated with National Board Certification may be submitted for license renewal; CEU equivalents will be granted to teachers who complete the NBC process; NBC will be recognized for fulfilling the new requirements for teachers to become certified; Participation in NBC will be an option for a professional development plan that will allow teachers license renewal; Any South Dakota teachers completing the NBC process will receive enough equivalent CEUs to have his/her license renewed.

TENNESSEE

- *A proposal to the State Commissioner of Education by the Tennessee Education Association asks that the state sponsor 20 candidates for National Board Certification during 1997-98 and that National Board Certification be accepted as one route to license renewal.*
- At its March, 1997 meeting the Advisory Council on Teacher Certification drafted a resolution for consideration by the Tennessee State Board of Education which includes fee payment, portability, visible roles and responsibilities for National Board Certified Teachers and compensation for those achieving NBC.
- EA/ELA and EA/Gen assessment packages were field tested at Austin Peay State University in 1993-94.

TEXAS

- The Texas Federation of Teachers passed resolutions which 1) support the work of the NBPTS; 2) support legislation which would provide funding from the State of Texas for teachers seeking NBC; 3) provide funding to assist at least one teacher each year by paying the application fee.
- A report titled "Educator Professional Development: A Key Element in States' Education Reform Efforts" was prepared for the Texas Legislature. The Executive Summary notes that: "As the National Board for Professional Teaching Standards' voluntary advanced certification process develops, Texas should look for ways to recognize and encourage teacher participation in National Board certification."
- EA/ELA and EA/Gen assessment packages were field tested at East Texas State University. Texas teachers are participated in the AYA/Math field testing in 1995-96.
- Texas is home to five National Board Certified Teachers as of March 1997.

UTAH

- In February 1995, the Utah Education Association board of directors took a position favoring National Board Certification.
- Utah is home to one National Board Certified Teacher as of March 1997.

VIRGINIA

- The Virginia Education Association along with the Virginia Dept. of Education and Virginia Association of School Superintendents sponsored a 2-day NBC Symposium on July 14-15, 1997 for 200 educators in Williamsburg.
- Norfolk State University participated in the EC/Gen and MC/Gen field testing in 1994-95.
- George Washington University and Norfolk State University have developed a project to recruit and support teachers throughout the state seeking National Board Certification.
- Virginia is home to nine National Board Certified Teachers as of March 1997.

VERMONT

Vermont is home to one National Board Certified Teacher as of March 1997.

WASHINGTON

- EA/ELA and EA/Gen assessment packages were field tested at Vancouver School District in 1993-94.
- Vancouver School District covered \$600 for candidate certification fees and paid for three days of substitute time for candidates in 1995-96.
- Washington is home to 10 National Board Certified Teachers as of March 1997.

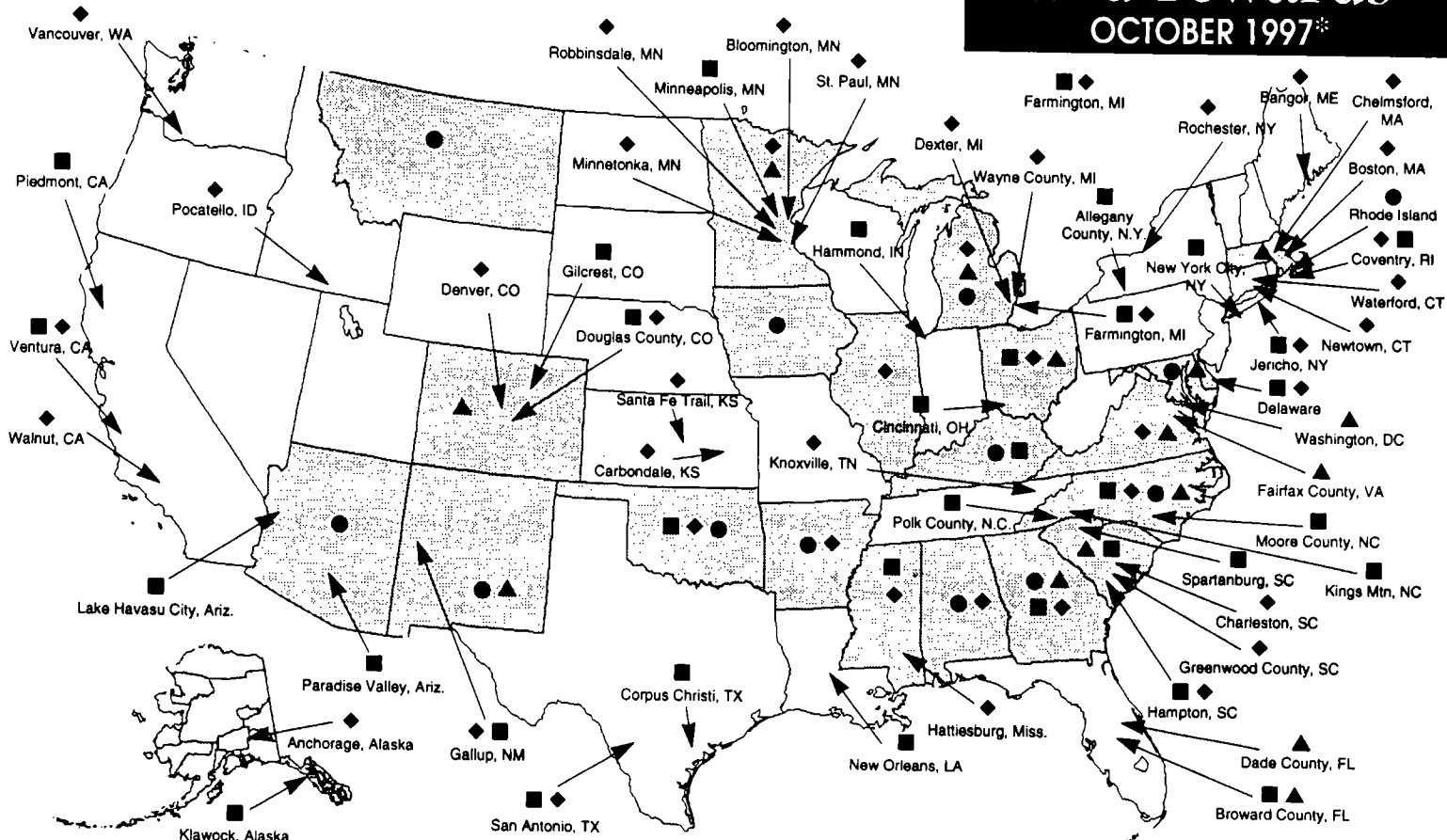
WISCONSIN

- The Wisconsin Joint Legislative Council's Special Commission on Teacher Preparation, Licensure & Regulation is exploring the possible need to integrate the National Board standards as well as National Board Certification into the Wisconsin licensure structure. A report of the commission is expected in March 1997.
- Wisconsin is home to one National Board Certified Teacher as of February 1997.

National Board Certification

incentives and rewards

OCTOBER 1997*



■ SALARY SUPPLEMENTS

- Allegany County, N.Y.
- Broward Co., Fla.
- Cincinnati, Ohio
- Corpus Christi, Texas
- Dade County, Fla.
- Delaware
- Douglas Co., Colo.
- Farmington, Mich.
- Gallup, N.M.
- Georgia
- Gilcrest, Colo.
- Hammond, Indiana
- Hampton, S.C.
- Jericho, N.Y.
- Kentucky
- Kings Mountain, N.C.
- Klawock, Alaska
- Lake Havasu City, Ariz.
- Minneapolis, Minn.
- Mississippi
- Moore County, N.C.
- New Orleans, La.
- New York City, N.Y.
- North Carolina
- Ohio
- Oklahoma
- Paradise Valley, Ariz.
- Piedmont, Calif.
- Polk County, N.C.
- San Antonio, Texas
- South Carolina
- Spartanburg, S.C.
- Ventura, Calif.

▲ LICENSURE RENEWAL AND CONTINUING EDUCATION UNITS

- Arizona
- Broward Co., Fla.
- Colorado
- Dade County, Fla.
- Fairfax County, Va.
- Georgia
- Maryland
- Massachusetts
- Michigan
- Minnesota
- North Carolina
- Ohio
- Virginia
- Washington, D.C.

◆ FEE SUPPORTS

- Alabama
- Anchorage, Alaska
- Arkansas
- Bangor, Maine
- Bloomington, Minn.
- Boston, Mass.
- Carbondale, Kan.
- Chelmsford, Mass.
- Charleston, S.C. Diocese
- Corpus Christi, Texas
- Coventry, R.I.
- Delaware
- Denver, Colo.
- Dexter, Mich.
- Douglas Co., Colo.
- Farmington, Mich.
- Gallup, N.M.
- Georgia
- Greenwood County, S.C.
- Hampton, S.C.
- Hattiesburg, Miss.
- Illinois
- Jericho, N.Y.
- Knoxville, Tenn.
- Michigan
- Minnesota
- Minnetonka, Minn.
- Mississippi
- Newtown, Conn.
- North Carolina
- Ohio
- Oklahoma
- Pocatello, Idaho
- Robbinsdale, Minn.
- Rochester, N.Y.
- San Antonio, Texas
- Santa Fe Trail, Kan.
- South Carolina
- St. Paul, Minn.
- Vancouver, Wash.
- Ventura, Calif.
- Virginia
- Walnut, Calif.
- Waterford, Conn.
- Wayne County, Mich.

● LICENSE PORTABILITY

- Alabama
- Arizona
- Arkansas
- Georgia
- Iowa
- Kentucky
- Maryland
- Michigan
- Montana
- New Mexico
- North Carolina
- Oklahoma
- Rhode Island

* Incentives vary by state and locality. Please refer to the latest State & Local Action Report.

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FUNDERS AND SUPPORTERS**

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Council of Chief State School Officers
Council of Great City Schools
International Reading Association
National Alliance of Black School Educators
National Association of Elementary School Principals
National Association of Independent Colleges and Schools
National Association of State Boards of Education
National Conference of State Legislators
National Education Association
National Governors' Association
National Middle School Association
National School Boards Association

BIOGRAPHIES

James Baxter Hunt Jr., Chair of the National Board, was elected to his fourth term as Governor of North Carolina in November 1996, having previously served as the first two-term Governor of North Carolina from 1975 to 1985. He is currently Chair of the National Commission on Teaching and America's Future and Chair of the National Education Goals Panel. Governor Hunt chaired the 33-member planning group which laid the groundwork for the creation of the National Board and was elected NBPTS Chair in 1987. He also chairs the Emerging Issues Forum at North Carolina State University. Governor Hunt is a Former Chairman of the Education Commission of the States and received their prestigious James B. Conant Award.. His primary efforts as Governor in his fourth term are early childhood development and raising standards and pay for teachers.

Barbara B. Kelley, Vice Chair of the National Board, teaches elementary physical education at Vine Street School in Bangor, Maine. Currently, she serves on the board of directors of the Maine Education Association and the National Education Association. Ms. Kelley was one of two teachers appointed to serve on the Governor's Task Force on School Funding in Maine in 1992. An outstanding educator, Ms. Kelley was named Physical Education Teacher of the Year in 1990 by the Maine Association of Health, Physical Education, Recreation and Dance.

James A. Kelly, President and Chief Executive Officer of the National Board, was elected in October 1987. Mr. Kelly serves on the board of directors of numerous organizations, including the National Commission on Teaching and America's Future, National Association for the Accreditation of Teacher Education and the Institute for Educational Leadership. He previously was President of the Center for Creative Studies in Detroit, Mich. And prior to that was President of the Spring Hill Conference Center in Wayzata, Minn. As a Ford Foundation program officer from 1970 to 1981, he directed programs in education finance issues. He has served on the faculty of Teachers College at Columbia University, taught at the Harvard University Graduate School of Education and was an executive associate with the National Urban Coalition. Mr. Kelly began his career in education as a teacher and school administrator.

Robert Wehling is a Senior Vice President of Advertising, Market Research and Public Affairs of The Procter & Gamble Company in Cincinnati, Ohio. He was President of the board of trustees of Joy Resident Education Center and President of the Wyoming, Ohio board of education. Nationally, Mr. Wehling serves on The Business Roundtable's education task force working group and is President of the Education Excellence Partnership. Statewide, he is a member of the Mayor's Commission on Children and the Ohio Learner Outcomes Advisory Panel.