

At a Glance

National Board for Professional Teaching Standards (NBPTS)

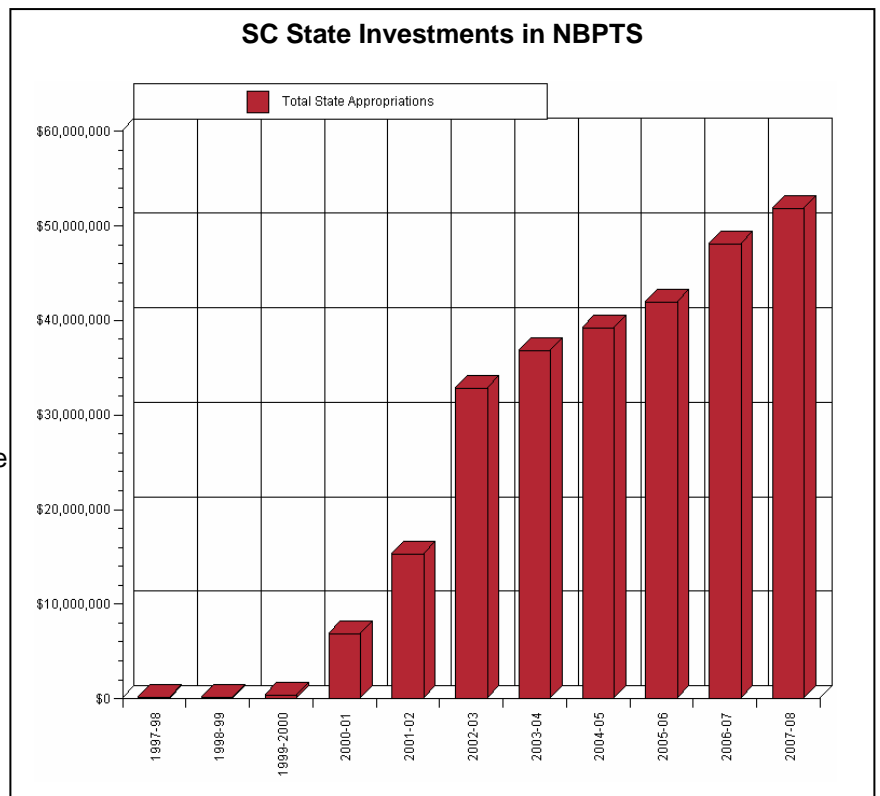
September 2007

Background of National Board for Professional Teaching Standards (NBPTS)

- The National Board for Professional Teaching Standards (NBPTS) was formed in 1987 to “advance[e] quality teaching and learning.”
- NBPTS mission statement defines functions as maintaining high and rigorous standards for what accomplished teachers should be able to do; providing a national voluntary system certifying teachers who meet those standards; and advocating related education reforms to integrate National Board Certification in American education and to capitalize on the expertise of National Board Certified Teachers.
- The process for certification evaluates teacher competence relative to five core propositions of the NBPTS:
 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 learning from experience.
 5. Teachers are members of learning communities.
- The costs to apply include a \$65 non-refundable application processing charge and a \$2,500 assessment fee, of which \$500 is non-refundable. Applicants must complete the process within a three-year period.
- A NBPTS certificate is valid for ten years and may be renewed.

NBPTS in South Carolina

- South Carolina’s General Assembly began with an appropriation of \$120,000 for the program in Fiscal Year 1998. At that time, the state reimbursed teachers for the application fees and provided a one-time bonus for teachers achieving the certification.
- In FY05, Governor Jim Hodges defined NBPTS a priority state investment, establishing that SC would employ 5,000 certified teachers by the end of 2005. To this end, the General Assembly provided a cancelable loan for the application fees and an annual bonus of \$7,500 for each of the ten years in which the certification is valid.
- Currently, 59 SC school districts offer additional support and compensation to teachers, *in addition to* the state supplement.
- Investments in the program have increased significantly over the last ten years. The graph at the right shows the state’s investments in NBPTS certification through FY 2007-08.
- As of December 2006, South Carolina had **5,076** National Board certified teachers, the third highest number in the nation (8.7 percent, the second highest percentage in the nation.)
- South Carolina has the second largest number of African American teachers who are NBPTS-certified.
- Not all NBPTS-certified teachers are employed as teachers in the public schools. Some have entered administration and others are retired or no longer employed.
- The Center for Education Recruitment

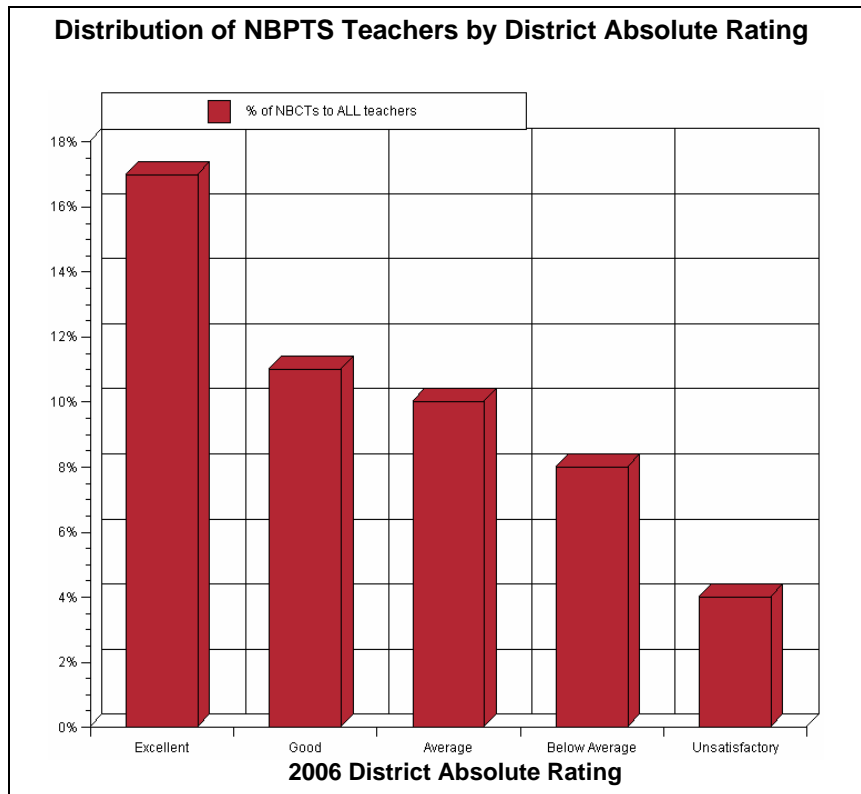


Retention and Advancement (CERRA) is the lead agency for the program in SC. The State Department of Education (SDE) manages all fiscal matters.

- NBPTS-certified teachers tend to cluster in urban and suburban schools and in higher-performing schools. The percentage of teachers with NBPTS certification in a district ranges from none to just over 21 percent. Suburban districts are more likely to have larger percentages of teachers with NBPTS certification.

Purpose and Impact of NBPTS

- Questions have been raised about the purpose and impact of national certification, the costs and benefits to the state, and the equitable availability of NBPTS-certified teachers among schools so that all students benefit. These concerns can be clustered into four questions:
 1. What is South Carolina's goal in providing an incentive for NBPTS certification? Is that purpose being accomplished? If so, for whom, and if not, what are the barriers?
 2. Does NBPTS certification make a difference within the profession, to schools and districts and to students?
 3. How do South Carolina and the school district encourage teachers to achieve NBPTS certification? What is the impact on the statewide teaching force?
 4. How do we address the uneven availability of NBPTS-certified teachers among the schools of the state?



Conclusions

- NBPTS certification is recognized as a mean of acknowledging superior teacher knowledge, skill and accomplishment. Within South Carolina, increasing numbers of teachers are pursuing the certification and the proportion of NBPTS-certified teachers in a district or the state is an informal indicator of the state's move to educational excellence.
- While the research on impact on student achievement is mixed or researchers are unable to separate the impact of the certification process from a constellation of other factors, the impact of a robust professional community on school and student progress is recognized.
- South Carolina's needs for student achievement and a strong teaching profession are served by increasing the number of NBPTS-certified teachers in every district. Redistribution of the current cadre of teachers penalizes some school communities, rather than enriches all school communities.
- At its August 2007 Retreat, EOC members expressed a need for additional information on the assignments of those individuals receiving the state NBPTS supplement and their retention in the profession. Information is being developed during the 2007-08 year.

For additional information, contact the EOC at (803) 734-6148.

A complete copy of "National Board for Professional Teaching Standards: A Proposal to Strengthen the Presence of National Board Certified Teachers in Rural or Historically Underperforming Schools" can currently be found online at www.eoc.sc.gov, under Publications. Click on "Teachers."