



NBPTS[®]

National Board for
Professional Teaching Standards

National Board Certification: What the Research Says

National Board Certification for teachers is part of a growing education reform movement. It is the nation's way of developing, recognizing and retaining great teachers.

In a congressionally mandated report, the National Research Council confirmed that National Board Certification has a positive impact on student achievement, teacher retention and professional development. Studies also show that students of National Board Certified Teachers improve in terms of "deep" learning — the higher-order thinking that is needed for a successful U.S. workforce.

Improves Student Achievement and Learning

- Students of NBCTs outperform students of non-NBCTs on achievement tests — and the positive effect is even greater among minority students. (*National Research Council, 2008; Clotfelter, Ladd and Vigdor, 2007; Goldhaber and Anthony, 2004; Cavalluzzo, 2004*)
- Students of NBCTs make learning gains equivalent to an extra month in school. (*Vandevoot, Beardsley and Berliner, 2004*)
- Students of NBCTs exhibit stronger writing abilities, better comprehension and integration of complex classroom material, better understanding of concepts, and more abstract thinking than students of non-NBCTs. (*Smith, Gordon, Colby and Wang, 2005; Bond, Smith, Baker and Hattie, 2000*)
- The few studies that show mixed findings also show positive effects of National Board Certification in subject- and grade-specific areas. (*Sanders, Ashton and Wright, 2005; Harris and Sass, 2007*)

Develops Effective Teachers

- National Board Certification helps change teachers' formative assessment practices (e.g., setting learning goals) and their instruction in general. Even teachers who start at a lower skill level end up with better teaching practices than those who did not go through the certification process. (*Sato, Wei and Darling-Hammond, 2008*)
- The National Board Certification process improves teachers' professional development by: (a) enhancing reflection on teaching practice, (b) establishing a professional discourse among teachers, (c) raising the standards for teaching performance and (d) facilitating collaboration. (*Park, Oliver, Johnson, Graham and Oppong, 2007*)
- National Board Certification is a "transformative experience" for many teachers, and they often apply in the classroom what they learn from the certification process—whether they achieve certification or not. The certification process itself improves teachers' ability to improve student learning. (*Lustick and Sykes, 2006; Rotberg, Futrell and Lieberman, 1998*)

- A survey of NBCT candidates found that 92 percent reported the process made them better teachers, and 89 percent said it equipped them to create stronger curricula and better evaluate student learning. *(Yankelovich, 2001)*.

Makes a Difference in High-Need Schools

- Currently 42 percent of NBCTs are teaching in schools eligible for Title I funding. Nearly 46 percent teach in schools where the free-and-reduced-lunch percentage is more than 40 percent. In recent years, one-half of new NBCTs teach in these schools. *(NBPTS, 2008)*
- The National Board's Targeted High Need Initiative and *Take One!* programs are increasing NBCT diversity and impact in high-need schools. A large majority of teachers in high-need schools report that *Take One!* improved the quality of their instructional planning and implementation by enhancing their approach to analyzing and reflecting on their teaching practices. *(Learning Point Associates, 2008)*

Retains Teachers

- National Board Certification helps keep the most highly accomplished teachers in the classroom. In Florida, for example, nearly 90 percent of NBCTs remain in teaching — which far exceeds the average 60 percent retention rate for all teachers statewide (Florida Department of Education, 2008). In Ohio, 52 percent of NBCTs surveyed said they plan to stay in teaching as long as they can, compared to 38 percent of non-board-certified teachers in the state. South Carolina had similar results. *(Sykes, et al., 2006)*
- Many NBCTs provide mentoring and guidance to the new or struggling teachers who are most likely to leave within the first five years of teaching. *(Yankelovich, 2001; Sykes, et al., 2006)*

Recognizes Skilled Teachers and Teacher Leaders

- NBCTs create more challenging curricula, demonstrate in-depth knowledge of teaching skills and subject matter, provide better feedback to students and routinely seek educational strategies that better meet students' needs. *(Ralph, 2003; Bond, et al., 2000)*
- NBCTs give input on curricular decisions, organize professional development opportunities, chair departments, engage with the community, reach out to parents and serve as faculty voices to policymakers and other stakeholders. *(Sykes, Anagnostopoulos, Cannata, Chard, Frank, McCrory and Wolfe, 2006)*
- NBCTs take on leadership roles that include mentoring and coaching others and developing programs aimed at improving student learning. *(Freund, Russell and Kavulic, 2005; Yankelovich, 2001)*

For more information about the National Board for Professional Teaching Standards and National Board Certification, visit www.nbpts.org.