

National Board Certification



Fact Sheet No. 18-04 (replaces 17-06)

March 2018

The National Board for Professional Teaching Standards (NBPTS) was proposed in 1985 by Al Shanker, legendary union leader, as a voluntary national certification body for teachers, by teachers, akin to board certification for physicians. The Carnegie Foundation established and funded NBPTS in 1987 to begin research and development on just how to certify teachers; it started the actual certification process in 1994.

The Board was created as an independent, non-profit, non-partisan, non-governmental body with a majority of teacher members. The mission of the National Board is to advance student learning and achievement by establishing the definitive standards and systems for certifying accomplished educators, providing programs and advocating policies that support excellence in teaching and leading, and engaging National Board certified teachers and leaders in that process.

National Board Certification (NBC) was developed for teachers, by teachers, as a voluntary advanced teaching credential representing professional acknowledgement of accomplished teaching practice in 25 certificate areas. For each subject area, National Board Standards and performance-based assessments are developed by outstanding educators in that field who draw upon their expertise, research on best practices, and feedback from their professional peers and the education community.

Candidates can choose from twenty-five areas defined by subject and students' developmental level (pre-K thru Grade 12 - see page 7). Each certificate is organized around the National Board's Teaching Standards and the Five Core Propositions. These form the foundation and frame the rich amalgam of knowledge, skills, dispositions and beliefs that characterize National Board Certified Teachers across all certification areas.

Proposition 1: Teachers are committed to students and their learning.

Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students.

Proposition 3: Teachers are responsible for managing and monitoring student learning.

Proposition 4: Teachers think systematically about their practice and learn from experience.

Proposition 5: Teachers are members of learning communities.

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NBPTS eligibility requires candidates to:

- 1) possess a bachelor's degree and
- 2) have completed three full years of teaching or school counseling, and
- 3) possess a valid state teaching or school counselor license.

National Board Certification in New York State

Since 1995, 1,912 teachers in NYS state have achieved National Board Certification. Nationally, more than 118,000 teachers have achieved National Board Certification representing three percent of the national teaching population.

Pursuing National Board Certification

National Board Certification is a highly respected professional voluntary credential and provides numerous benefits to teachers, students and schools. It was designed to develop, retain and recognize accomplished teachers and to generate ongoing improvement in schools. The National Board standards can serve as a significant component of professional development, supporting improvements in teaching and learning and enhancing teacher effectiveness.

It allows teachers to hone their practice, showcase their talent in the classroom, and demonstrate dedication to their students and their profession. The National Board Certification process is aligned with NYS Teaching Standards and fulfills the 100 hours of required Continuing Teacher and Leader Education (CTLE) for professionally certified teachers (provided that the CTLE certificate holder must continue to meet the applicable required CTLE requirements in language acquisition

<http://www.highered.nysed.gov/tcert/resteachers/ctle.html>.)

Pursuing Board certification affords teachers the opportunity to become part of a larger network of accomplished teachers shaping the profession. During the process, candidates reflect on best practices in their content area, with their students and find immediate classroom applications of their learning.

Many districts and teachers unions in NYS have collectively bargained financial incentives, including salary steps, for educators who achieve Board certification. Members can also earn SUNY Empire graduate credits (3 graduate credits per component @ \$300; earn up to 12 grad credits for all 4 components) through NYSUT's ELT program. (see list of districts that self-report National Board contract language on p. 6). School and district administrators and union leaders often look for NBCTs when interviewing teacher candidates and setting criteria for educators to serve as teacher leaders in their schools.

National Board Certification Process

In all certificate areas, candidates for National Board Certification are required to complete four components: three portfolio entries (submitted online) and one computer-based assessment (administered at a local testing center). Components can be completed in a year or within three years.

An **annual** registration fee of \$75 must be paid online. There are scoring rubrics for each component and each certificate area. Score results are reported annually by December 31. Score reports are sent privately to the candidate for each component as well as information to assist candidates in making decisions on whether or not to retake. After complete submission of all components candidates have two additional years in which to retake portions of component 1 or other components in their entirety. Retake fees range from \$125 to \$475. **Candidates have up to two (2) retake attempts for each component, and retake years do not have to be concurrent or consecutive.* The reliability of the score is maintained by standardized scoring protocols with trained and experienced content experts and NBCTs.

Table 1: NBCT Components

Component	Practice Assessed	Format	Dates	Cost
1. Content Knowledge	Knowledge of developmentally appropriate content	Computer Based Assessment: 3 constructed response (CR) exercises @ 30 min each and 45 selected response (SR) @ 60 min	Administered March - June	\$125-SR \$125 of each CR
2. Differentiation in Instruction	Instructional choices to support student growth over time	Classroom Based Portfolio: Lesson plans and student work samples showing growth over time with written analysis of instructional choices	Submitted online April - May	\$475
3. Teaching Practice and Learning Environment	Student engagement and teacher impact on learning	Classroom Based Portfolio: Video(s) of teacher/ student interactions demonstrating engagement and impact on learning with written description, analysis and reflection	Submitted online April - May	\$475
4. Effective and Reflective Practitioner	Use of assessment and impact of professional learning communities.	Portfolio: Evidence of use of data in professional learning and responsibilities to impact student learning.	Submitted online April - May	\$475

NYS Funding Sources and Resources to Assist Candidates

◆ Albert Shanker Grant

With NYSUT's strong support, the Legislature and Governor enacted Part 86 Section 3004-2 of Education Law, establishing the NYS Albert Shanker Grant Program to support candidate fees and supportive activities at \$2,500.00 per grant award. Funding for the Shanker Grant is limited and will be awarded on a first-come, first-served basis. More information and applications for the Shanker Grant <http://www.highered.nysed.gov/kiap/ashanker/albertshanker.html>

To be eligible for the NYSED Albert Shanker Grant, **candidates MUST:**

- be employed as a full-time teacher in a NYS public school;
- hold a valid New York State teaching certificate;
- hold tenure in his/her current position;
- commit to and actually complete the NBPTS components;
- commit to teaching in a New York public school for at least one (1) full school year following completion of Shanker Grant;
- apply for NBPTS certification, pay for the first component and annual registration fee;
- apply for the Albert Shanker Grant.
 - Public school teachers not holding tenure and teachers in non-public schools (including charter schools that do not have an LEA public school district) are not eligible for the Shanker Grant.
 - Shanker Grant recipients must agree to remain employed in a NYS public school district for at least one year after receiving National Board Certification.

◆ **School District Reimbursement for Support Services**

Each eligible teacher's sponsoring school district shall be eligible to receive a direct reimbursement from the department in an amount up to \$500 to cover the cost of supportive services, which may include the cost of hiring a substitute teacher for up to three days or the duration of such eligible teacher's approval leave, whichever is less. To qualify for such a reimbursement, a sponsoring school district must submit a form. The form and link will be posted on March 1, 2018 on a secure portal. The reimbursement submission period will be from April 1 - June 30, 2018.

◆ **National Board Council of New York**

The National Board Council of New York is an affiliated network of NBPTS. Its mission is to provide awareness and establish support structures for teachers and school districts to pursue the National Board Certification process. <http://www.nbcny.org/>

◆ **NYSUT's Education and Learning Trust**

The Education and Learning Trust (ELT) offers SUNY Empire State College graduate credit for each component (3 graduate credits @ \$300 per component; earn up to 12 graduate credits to complete the NB process), as well as numerous workshops and courses to support candidates in the National Board process. <http://www.nysut.org/resources/special-resources-sites/education-learning-trust>

◆ **NYS Teacher Centers**

NYS Teacher Centers are annually funded regional or district based professional development providers. Many Teacher Centers provide National Board Support Groups, Candidate Support Providers Training and Summer Institute. Research indicates higher rates of certification for teachers pursuing National Board Certification in cohorts with supportive colleagues. <http://www.nysteachercenters.org/> Candidates should contact their local regional NYS Teacher Center for resources to support NBCTs.

Certificate Renewal/Maintenance of Certification

As of 2017, NBCTs who wish to renew must complete a Maintenance of Certification (MOC) prior to the expiration date of the certificate at five (5) year intervals and can only renew certification in the original certificate area. Work on the MOC may begin as early as year 2 of the current certification period. Prior to 2016 National Board Certification was issued for a period of ten years and is renewable through the National Board *Profile of Professional Growth* process. That fee is \$1,250.00 and the Profile of Professional Growth process is open only to ten (10) year certificate holders. As of 2017 NBCTs who wish to renew must complete a *Maintenance of Certification* (MOC) prior to the expiration date of the certificate at five (5) year intervals and can only renew certification in the original certificate area. Work on the *Maintenance of Certification* may begin as early as year 2 of the current certification period. Beginning in 2021, all NBCTs will also transfer to the MOC process as their certificates expire. The MOC fee is \$475.00. See www.boardcertifiedteachers.org/maintenanceof-certification.

The *Maintenance of Certification* is evaluated by two independent NBCTs who holistically evaluate the component and reflection as a single entity. Based on the entire body of evidence submitted, the evaluating NBCTs render a single decision – to renew or not renew – using criteria specified in the rubric for renewal certification. The rubric (identical for all candidates) regardless of certificate area can be found online at:

http://www.nbpts.org/sites/default/files/documents/certificates/Renewal/PPG_2013_Final.pdf.

NYS State Licensing/Certification and National Board Certification

State teacher credentialing programs set the basic requirements to teach in each state; NYS Commissioner's Regulations establish entry level and certificate maintenance requirements for the

teaching profession in New York State. National Board Certification represents the attainment of an additional professional voluntary credential. Through the National Board Certification process teachers demonstrate advanced teaching knowledge, skills and practices. Achievement of National Board Certification signifies that teachers have developed and demonstrated the skills required of an accomplished education professional.

- ◆ **Nationally Board Certified Teachers:** NBCT's may obtain a New York State teaching certificate in a comparable title through the National Board Pathway <http://www.highered.nysed.gov/tcert/certificate/rightpathway.html#5>. Most National Board certificate titles correspond to New York State certificate titles. To determine what certificate titles are accepted, refer to NBPTS Certificate Titles and Comparable NYS Certificate Titles at: <http://www.highered.nysed.gov/tcert/certificate/nbc.html>
- ◆ **Continuing Certification:** Teachers holding a NYS Professional Certificate are required to complete 100 hours every five (5) years in order to maintain continuing certification. A teacher in NYS holding a valid National Board Certificate is deemed to have satisfied the requirement to complete 100 hours of professional development in order to maintain a teaching certificate during the five-year professional development period within which NBC was attained (provided that the CTLE certificate holder must continue to meet the applicable required CTLE requirements in language acquisition <http://www.highered.nysed.gov/tcert/news/newsitem05122015.html>).

Related Programs and Supports

- ◆ **NYS Teachers of Tomorrow (TOT)** legislation includes the NYS Master Teacher Program. Districts receiving TOT funds may choose to utilize some of these funds to provide a stipend for a NBCT hired to teach in a high-needs school. Additional information is available from SED at: <http://www.highered.nysed.gov/kiap/tot/tot.html>
- ◆ **Salary Differentials/Stipends/Steps:** Thanks to the efforts of local leaders in negotiating collective bargaining agreements, school districts in NYS provide support and other financial incentives to teachers participating in the NBC process and/or achieving the certification (See page 6) These range from one-time stipends to annual stipends or differentials over and above the regular salary for the ten-year life of the certificate. Some locally negotiated provisions require professional services from the NBCT in teacher leadership positions such as coaching or mentoring or other mutually agreed upon service. Incentives can increase a NBCT's salary by steps on a negotiated salary scale or provide a salary differential <http://www.uft.org/our-rights/salary-differentials>.
- ◆ **Certificate of Graduate Study:** Some NYS Institutions of Higher Education offer support of National Board Certification through a NYSED approved Certificate of Graduate Study in Teacher Leadership or Certificates of Advanced Study in Teacher Leadership. These Certificates offer between 9 to 15 graduate credits allowing candidates to achieve National Board Certification, and also be awarded a Certificate of Graduate Study, and (if locally negotiated) increased salary for graduate credits. For examples go to: www.albany.edu/graduatebulletin/certificate_teacher_leadership_ETAPdept.htm or <https://www.uniongraduatecollege.edu/education/certificates.aspx>
- ◆ **College Credit:** In partnership with NYSUT's ELT, NBCNY and Empire State College, candidates may register for 3 graduate credits for each component for National Board Certification. Candidates need to be enrolled with a NBC Cohort with an ELT faculty member who has completed the required training for these offerings. See NBCNY.org for cohorts offering this graduate credit option. Each of the 4 courses is \$300 for 3 SUNY graduate credits and candidates complete their registration with ELT by January 31st. Candidates should also check with their school district to determine if this graduate credit provides additional compensation.

NYSUT locals that have reported negotiated incentives for NBPTS candidates and NBCTs

Afton	Frewsburg	Millbrook	Schuylerville
Albany	Friendship	Mineola	Scotia-Glenville
Ardley	Frontier	Minerva	Shenendehowa
Arkport	Garrison	Mohawk	Sherburne Earlville
Arlington	Germantown	Mohonasen	Skaneateles
Baldwin	Gilboa	Monroe Woodbury	Solvay
Ballston Spa	Glens Falls	Moravia	Somers
Beaver River	Goshen	Moriah	South Colonie
Belfast	Granville	Mount Markham	South Glens Falls
Berkshire	Great Neck	Nanuet	South Huntington
Berne-Knox-Westerlo	Greenburgh #7	Naples	South Kortright
Bethlehem	Greenburgh-North Castle	New Hartford	South Seneca
Bloomfield	Greenville	New Lebanon	Southern Cayuga
Brewster	Greenwich	New Paltz	Spackenkill
Brighton	Guilderland	New York City (UFT)	Spencerport
Brittonkill	Haldane	Newark	Stamford
Broadalbin-Perth	Hamburg	Newark Valley	Stillwater
Bronxville	Hamilton	Newburgh	Sullivan County BOCES
Burnt Hills-Ballston Lake	Harrison	Newcomb	Sullivan West
Cairo Durham	Harrisville	Newfield	Syosset
Cambridge	Hartford	Niagara Falls	Syracuse
Canandaigua	Hastings	Niskayuna	The Springs
Canastota	Haverling	North Babylon	The Tarrytowns
Canton	Hendrick Hudson	North Colonie	Tonawanda
Capital Region- BOCES	Holland	North Syracuse	TST (Tompkins Seneca Tioga) BOCES
Carthage	Holland Patent	Northport East Northport	Tully
Cato Meridan	Homer	North Warren	Uniondale
Catskill	Honeoye Falls Lima	Nyack	Union Endicott
Charlotte Valley	Hoosic Valley	Oceanside	Union Springs
Cherry Valley Springfield	Horseheads	Oneida	Valhalla
Chittenango	Hudson Falls	Oppenheim Ephratah	Valley Central
Clifton Fine	Hunter Tannersville	Oriskany	Valley Stream
Clinton	Hyde Park	Ossining	Van Hornesville-Owen D. Young
Clymer	Ichabod Crane	Oswego	Vernon Verona Sherrill
Cobleskill-Richmondville	Indian Lake	Otselvic Valley	Victor
Colton-Pierrepont	Ithaca	Owego Apalachin	Voorheesville
Commack	Jamesville-Dewitt	Palmyra Macedon	Walton
Corinth	Johnstown	Pearl River	Wappingers Falls
Corning Painted Post	Jordan-Elbridge	Pelham	Warwick Valley
Cornwall	Kenmore	Penn Yan	Watervliet
Cortland	Kingston	Phelps-Clifton Spring	Watkins Glen
Croton Harmon	Lackawanna	Pine Bush	Wayne Finger Lakes BOCES
Dansville	Lafayette	Pine Valley	Webster
Deer Park	Lake George	Pioneer	Webutuck
Deposit	Lake Shore	Pittsford	Westbury
Dobbs Ferry	Lakeland	Plainedge	West Canada
Dover Plains	Lansing	Poland CSD	Westchester BOCES (Putnam/Westchester)
Dryden	Lansingburgh	Port Byron	West Genesee
Dunkirk	Laurens	Pulaski	West Irondequoit
East Greenbush	Lewiston Porter	Putnam-Northern Westchester BOCES	West Islip
East Hampton	Liverpool	Putnam Valley	West Seneca
East Irondequoit	Livonia	Queensbury	West Sullivan
East Meadow	Long Lake	Randolph	West Valley
East Ramapo	Lowville	Ravena Coeymans Selkirk	Westmoreland
East Syracuse Minoa	Madison	RCG BOCES	Wheatland Chili
East Williston	Madison Oneida BOCES	Red Hook	Whitehall
Eden	Madrid-Waddington	Rhinebeck	White Plains
Edmeston	Mahopac	Rochester	Whitney Point
Elmira	Mamaroneck	Rome	Williamson
Elmont Elementary	Manhasset	Rush-Henrietta	Williamsville
Elmsford	Marathon	Salamanca	Willisboro
Endicott	Marcellus	Saranac	Windham Ashland Jewett
Fabius Pompey	Marcus Whitman	Saratoga Adirondack BOCES	Windsor
Fairport	Margaretville	Saratoga Springs	WSWHE BOCES
Fayetteville-Manlius	Marion	Sayville	
Fishers Island	Marlboro	Scarsdale	
Florida	Mechanicville	Schalmont	
Fonda-Fultonville	Menands	Schenectady Albany Schoharie BOCES	
Fort Ann	Mexico	Schenectady	
Franklin Square	Middleburgh	Schodack	
Fredonia	Middletown	Schroon Lake	

Bold = new in 2018

3/2018

Twenty-Five National Board Certification Areas

Subject Area	Developmental Level
Generalist	Early Childhood
	Middle Childhood
Art	Early and Middle Childhood
	Early Adolescence through Young Adulthood
Career and Technical Education	Early Adolescence through Young Adulthood
English as a New Language	Early and Middle Childhood
	Early Adolescence through Young Adulthood
English Language Arts	Early Adolescence
	Adolescence and Young Adulthood
Exceptional Needs	Early Childhood through Young Adulthood
Health Education	Early Adolescence through Young Adulthood
Library Media	Early Childhood through Young Adulthood
Literacy: Reading-Language Arts	Early and Middle Childhood
Mathematics	Early Adolescence
	Adolescence and Young Adulthood
Music	Early and Middle Childhood
	Early Adolescence through Young Adulthood
Physical Education	Early and Middle Childhood
	Early Adolescence through Young Adulthood
School Counseling	Early Childhood through Young Adulthood
Science	Early Adolescence
	Adolescence and Young Adulthood
Social Studies-History	Early Adolescence
	Adolescence and Young Adulthood
World Languages Other than English	Early Adolescence through Young Adulthood (French and Spanish)

Developmental Age Categories: Early Childhood (Ages 3–8), Early Childhood through Young Adulthood (Ages 3–18+*), Middle Childhood (Ages 7–12), Early & Middle Childhood (Ages 3–12), Early Adolescence (Ages 11–15), Adolescence & Young Adulthood (Ages 14–18+), and Early Adolescence through Young Adulthood (Ages 11–18+).
 *Exceptional Needs (Ages 0–21+)

National Board of Professional Teaching Standards (NBPTS) Core Propositions

- 1. Teachers are committed to students and their learning.**
 - Teachers are dedicated to making knowledge accessible to all students. They believe all students can learn.
 - Teachers treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.
 - Teachers understand how students develop and learn.
 - Teachers respect the cultural and family differences students bring to their classroom.
 - Teachers are concerned with their students' self-concept, their motivation and the effects of learning on peer relationships.
 - Teachers are also concerned with the development of character and civic responsibility.
- 2. Teachers know the subjects they teach and how to teach those subjects to students.**
 - Teachers have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject.
 - Teachers have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject.
 - Teachers are able to use diverse instructional strategies to teach for understanding.
- 3. Teachers are responsible for managing and monitoring student learning.**
 - Teachers deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.
 - Teachers know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.
 - Teachers know how to assess the progress of individual students as well as the class as a whole.
 - Teachers use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.
- 4. Teachers think systematically about their practice and learn from experience.**
 - Teachers model what it means to be an educated person – they read, they question, they create and they are willing to try new things.
 - Teachers are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.
 - Teachers critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.
- 5. Teachers are members of learning communities.**
 - Teachers collaborate with others to improve student learning.
 - Teachers are leaders and actively know how to seek and build partnerships with community groups and businesses.
 - Teachers work with other professionals on instructional policy, curriculum development and staff development.
 - Teachers can evaluate school progress and the allocation of resources in order to meet state and local education objectives.
 - Teachers know how to work collaboratively with parents to engage them productively in the work of the school.

Questions and Answers for NYSUT Local Leaders

- Q. Why should locals encourage the participation of members in the National Board Certification (NBC) process?**
- A.** National Board Certification is performance based standards-based, voluntary professional development emphasizing teaching practices involving reflecting, analyzing, and documenting. It recognizes the important relationships between specific teaching practices and student work. NBCTs can make important contributions in the continuum of a district's Professional Development Plan as PDP committee members, mentors, coaches, and/or resource persons. NBCTs serve on NYSUT statewide task forces, subject area committees, as instructors for the NYSUT Education and Learning Trust program, and on other advisory groups and panels. Several NBCTs are NYSUT local presidents.
- Q. Why should teachers who already have NYS certification and advanced degrees be interested in NBC?**
- A.** National Board Certification is an acknowledgement of accomplished teaching practice through a rigorous peer-reviewed certification process. It is sought voluntarily, and the extensive documentation required is assessed anonymously according to national standards by specially trained teachers with no knowledge of the candidate and where she/he teaches. NBC is a way of validating strong teaching and raising the level of conversation about teaching practice in schools and districts because it focuses on standards addressing various subjects and content along with the multiple developmental levels of school children. The NB process can be linked to a district's Annual Professional Performance Review (APPR) through collective bargaining, but it is free of the opinions of school and district administrators.
- Q. Isn't the National Board process expensive?**
- A.** Under NYS Education Law 3004-a and Part 86 of the Regulations of the Commissioner of Education the Albert Shanker Grant provides fee support for National Board Certification. See the information at www.highered.nysed.gov/kiap/ashanker/albertshanker.htm In addition, approximately a third of NYSUT locals have negotiated additional candidate support mechanisms.
- Q. Do NBCTs teach differently, and does that impact student learning?**
- A.** Recent research documents the positive impact of NBCTs on students in a variety of school settings. It seems that analysis and reflection on teaching practice result in changes in instruction that lead to measurable changes in student achievement. For an extensive review of the research about NBCTs and their students, go to <http://www.nbpts.org/promoting-student-learning-growth-achievement>
- Q. Are there any consequences for the candidate and a school district if the candidate doesn't achieve NBC?**
- A.** No. Candidates who did not attain NBC report that the experience was extremely beneficial for them in the day-to-day conduct of their teaching practice. It is meaningful and rewarding professional development. As is the case in certain other professions, the NB process permits the banking of successful scores and component retakes so there are additional opportunities to achieve Certification after the initial effort. A significant number of NBCTs become certified as a result of "advanced candidacy." The candidate's achievement rate increases every year.

Q. What are some ways or resources locals can provide support for National Board candidates?

A. The following is a list of supports, including equipment to assist candidates in obtaining this credential:

- access to a support group
- PZM microphone
- laptop computer
- a jump drive (flash drive) or memory card
- video-camera or iPad
- 3 release days: 1 for support group, 1 for writing retreat, 1 for packing the portfolio or attending the assessment center exercises
- access to copier or scanner
- in-service credit for hours documented in the support group
- recognition for completing components
- encouragement to become an advanced candidate
- recognition for achieving

Q. How can collective bargaining be used as a tool to recognize NB candidacy and provide supports to candidates pursuing National Board Certification?

A. More than 265 NYSUT locals report successful negotiations for support and/or incentives for participation in and achievement of National Board Certification. While NYSUT continues to aggressively pursue recognition by NYS for the accomplishments of its NBCTs, local bargaining is a way in which newly emerging professional development needs of members can be addressed. For information on bargaining NB provisions, contact your local's NYSUT Labor Relations Specialist at your NYSUT Regional Office or Ellen Sullivan esulliva@nysutmail.org in NYSUT Research and Educational Services, 1- 800-342-9810.

Resources for Teachers and Local Leaders

National Board for Professional Teaching Standards

1-800-22-TEACH (1-800-228-3224)

Guide to National Board Certification

www.boardcertifiedteachers.org

NYS Education Department Office of Higher Education

Albert Shaker Grant Program Administrator
Phone: 518-474-3719 Fax: 518-474-7468 Email:
Shankergrant@nysed.gov

Albert Shanker Grant and Candidate Support Program

<http://www.highered.nysed.gov/kiap/ashanker/albertshanker.html>

National Board Council of New York Network

Annette Romano, NBCT
518-339-2285
aromano12@gmail.com
<http://nbcny.org>

New York State Teacher Center Directory

<http://www.nyiteez.org/NYteachercenters/homepage.htm>

New York State United Teachers (NYSUT)

Research and Educational Services
Ellen Sullivan
esulliva@nysutmail.org
1-800-342-9810 or 518-213-6000 ext. 6607
www.nysut.org

NYSUT National Board Web Page

<http://www.nysut.org/nationalboard>

American Federation of Teachers (AFT)

www.aft.org

National Education Association (NEA)

www.nea.org

NYSUT's Education & Learning Trust

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