

# National Board Certification



Fact Sheet No. 24-4 (replaces 23-4)

February 2024

The National Board for Professional Teaching Standards (NBPTS) was proposed in 1985 by Albert 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) possess a valid state teaching or school counselor license; and
- 3) have completed three full years of teaching or school counseling (to be met by June 30 of third year of candidacy).

## National Board Certification in New York State (NYS)

Since 1995, 2,331 teachers in NYS have achieved National Board Certification. Nationally, more than 137,000 teachers have achieved National Board Certification representing four percent of the national teaching population.

### Pursuing National Board Certification

National Board Certification is a highly respected, voluntary credential that 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 learning, 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 continues to meet the applicable required CTLE requirements in language acquisition.)

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. Board certification can enable teachers to take on leadership roles such as mentoring, leading professional learning efforts and advocating for policy changes that allow them to advance their careers while staying in the classroom.

Many districts and teacher unions in NYS have collectively bargained financial incentives, including salary steps, for educators who achieve board certification (See page 6 for list). School and district administrators and union leaders often look for NBCTs to serve in teacher leadership roles. Members can also earn up to 12 graduate credits from SUNY Empire State College through NYSUT's Education & Learning Trust. Members receive a 40% discount off tuition rates through ELT.

### National Board Certification Process

Candidates for National Board Certification are required to complete four components in all certificate areas: three portfolio entries (submitted online) and one computer-based assessment (administered at a local testing center). Components can be completed in a single year or stretched across 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 candidates, along with information to help unsuccessful candidates decide which components to retake. After submission of all four components, candidates have two additional years 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.* Score reliability is maintained by standardized scoring protocols observed by trained and experienced content experts and NBCTs.

**Table 1: NBCT Components**

Component	Practice Assessed	Format	Dates	Cost
<b>1. Content Knowledge</b>	Knowledge of developmentally appropriate content	<b>Computer Based Assessment:</b> 3 constructed response (CR) exercises @ 30 min each and 45 selected response (SR) @ 60 min	Administered March - June	\$475 (first attempt) \$125 for retake per section (CR)
<b>2. Differentiation in Instruction</b>	Instructional choices to support student growth over time	<b>Classroom Based Portfolio:</b> Lesson plans and student work samples showing growth over time with written analysis of instructional choices	Submitted online April - May	\$475
<b>3. Teaching Practice and Learning Environment</b>	Student engagement and teacher impact on learning	<b>Classroom Based Portfolio:</b> Video(s) of teacher/student interactions demonstrating engagement and impact on learning with written description, analysis and reflection	Submitted online April - May	\$475
<b>4. Effective and Reflective Practitioner</b>	Use of assessment and impact of professional learning communities	<b>Portfolio:</b> Evidence of data use 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 up to \$2,500.00 per grant award. Funding for the Shanker Grant is limited and will be awarded on a first-come, first-served basis for candidates seeking their first National Board Certification.

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 entirety of the initial NBPTS candidacy effort;
- commit to teaching full-time in a New York public school for at least one (1) full school year following completion of the initial grant period;
- 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.

### ◆ Candidate Reimbursement

After a candidate completes the National Board process, the candidate is eligible to be reimbursed for the cost of their first component provided that the candidate did not receive any form of reimbursement for their first component from any other source. Candidates will be eligible to submit for reimbursement after NYSED has received official notification from NBPTS at the end of a cycle.

#### ◆ **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 may find information and the required documentation to submit on the [NYS Albert Shanker grant webpage](#).

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

[The Education & Learning Trust \(ELT\)](#) offers courses to support candidates in the National Board process from SUNY Empire State College. Candidates earn three graduate credits per course for up to 12 credits. NYSUT members receive a 40% discount on ELT's current tuition rate. ELT also offers numerous seminars and courses to augment content knowledge and best practices.

#### ◆ **NYS Teacher Centers**

[NYS Teacher Centers](#) are annually funded regional or district-based professional learning providers. Many Teacher Centers provide National Board Support Groups, Candidate Support Providers Training and Summer Institutes. Research indicates higher rates of certification for teachers pursuing National Board Certification in cohorts with supportive colleagues. 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 10 years and was renewable through the National Board *Profile of Professional Growth* process. Beginning in 2021, all NBCTs will transfer to the MOC process as their certificates expire. The MOC fee is \$495.00 for each attempt.

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 criteria, identical for all candidates regardless of certificate area, can be found online [here](#). According to NBPTS, "We expect that over 90% of NBCTs will successfully demonstrate they are maintaining certification based on success rates from Renewal, the basis of MOC."

### **NY 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:** NBCTs may obtain a New York State teaching certificate in a comparable title through the [National Board Certification Pathway](#). Most National Board certificate titles

correspond to New York State certificate titles. To determine which certificate titles are accepted, refer to [NBPTS Certificate Titles and Comparable NYS Certificate Titles](#).

- ◆ **Continuing Certification:** Teachers holding a NYS Professional Certificate are required to successfully complete 100 clock hours of professional learning every five (5) years in order to maintain continued certification. A teacher in NYS holding a valid National Board Certificate is deemed to have satisfied the [CTLE requirement](#) to complete 100 hours to maintain a teaching certificate during the five-year registration period within which NBC was attained (provided that the CTLE certificate holder continues to meet the applicable required CTLE requirements in language acquisition).

## 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](#).
- ◆ **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](#).
- ◆ **Certificate of Graduate Study:** Some NYS higher education institutions offer support of National Board Certification through a NYSED approved Certificate of Graduate Study in Teacher Leadership or Certificate of Advanced Study in Teacher Leadership, such as the [University at Albany](#). Candidates can earn Certificates of Graduate Study, which may provide additional compensation according to the negotiating collective bargaining agreement.
- ◆ **College Credit:** Candidates may also earn up to 12 graduate credits from SUNY Empire State College through [NYSUT ELT](#). NYSUT members receive a 40% discount on current tuition rates. Some districts provide additional compensation for graduate credits, depending on the locally-negotiated contract.



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

Adirondack  
Afton  
Albany  
Allegheny-Limestone  
Ardsley  
Arkport  
Arlington  
Baldwin  
Ballston Spa  
Beaver River  
Belfast  
Bellmore-Merrick UST  
**Berlin**  
Berne-Knox-Westerlo  
Bethlehem  
Bloomfield  
Brewster  
Brighton  
Brittonkill  
Broadalbin-Perth  
Brockport  
Bronxville  
Broome Tioga BOCES  
Burnt Hills-Ballston Lake  
Cairo Durham  
Caledonia-Mumford  
Cambridge  
Canandaigua  
Canastota  
Canton  
Capital Region- BOCES  
Carthage  
Cato Meridan  
Catskill  
Cattaraugus-Little Valley  
Charlotte Valley  
Cheektowaga  
Cherry Valley Springfield  
Chittenango  
Clifton Fine  
Clinton  
Clymer  
Cobleskill-Richmondville  
Colton-Pierrepont  
Commack  
Corinth  
Corning Painted Post  
Cornwall  
Cortland  
Croton Harmon  
Dansville  
Deposit  
Dobbs Ferry  
Dover Plains  
Dryden  
Dunkirk  
East Greenbush  
East Hampton  
East Irondequoit  
East Meadow  
East Ramapo  
**East Rockaway**  
East Syracuse Minoa  
East Williston  
Eden  
Edmeston  
Eldred  
Elmira  
Elmsford  
Endicott  
Fabius Pompey  
Fairport  
Fayetteville-Manlius  
Fishers Island  
Florida

Fonda-Fultonville  
Fort Ann  
**Frankfort-Schuyler**  
Franklin Square  
Fredonia  
Frewsburg  
Friendship  
Frontier  
Garrison  
**Geneva**  
Germantown  
Gilboa  
Glens Falls  
Goshen  
Granville  
Great Neck  
**Green Island**  
Greenburgh #7  
Greenburgh-North Castle  
Greenville  
Greenwich  
Guilderland  
Hadley-Luzerne  
Haldane  
Half Hollow Hills  
Hamburg  
Hamilton  
Harrison  
Hartford  
Hastings  
Haverling  
Hendrick Hudson  
**Herkimer BOCES**  
**Hicksville**  
**Highland**  
Holland  
Holland Patent  
Homer  
Honeoye  
Honeoye Falls Lima  
Hoosic Valley  
Horseheads  
Hudson Falls  
Hunter Tannersville  
Hyde Park  
Ichabod Crane  
Indian Lake  
Indian River  
Ithaca  
Jamesville-Dewitt  
Johnstown  
Jordan-Elbridge  
Kenmore  
Kingston  
Lackawanna  
Lafayette  
Lake George  
Lake Shore  
Lakeland  
Lansing  
Lansingburgh  
Laurens  
Lewiston Porter  
Liverpool  
Livingston Manor  
Livonia  
Locust Valley  
Long Lake  
Lowville  
Madison  
Madison Oneida BOCES  
Madrid-Waddington  
Mahopac  
Mamaroneck  
Manhasset  
Marathon

Marcellus  
Marcus Whitman  
Margaretville  
Marion  
Marlboro  
Mechanicville  
Menands  
Mexico  
Middleburgh  
Middletown  
**Milford**  
Millbrook  
Mineola  
Minerva  
Mohonasen  
Monroe Woodbury  
Moravia  
Moriah  
**Mt. Markham**  
Nanuet  
New Hartford  
New Lebanon  
New Paltz  
New York City (UFT)  
Newark  
Newark Valley  
Newburgh  
Newcomb  
Newfield  
Niagara Falls  
Niskayuna  
**North Babylon**  
North Colonie  
North Syracuse  
North Warren  
Northport East Northport  
Northville  
Nyack  
Oceanside  
Oneida  
Oriskany  
Ossining  
Owego Apalachin  
Palmyra Macedon  
**Panama**  
Pearl River  
Penn Yan  
Phelps-Clifton Spring  
Pine Bush  
Pine Valley  
Pioneer  
Pittsford  
Plainedge  
Poland CSD  
Port Byron  
Pulaski  
Putnam-Northern Westchester BOCES  
Putnam Valley  
Queensbury  
Randolph  
Ravena Coeymans Selkirk  
RCG BOCES  
Red Hook  
Rhinebeck  
Rochester  
Rome  
**Roosevelt**  
Roxbury  
Salamanca  
Saranac  
Saratoga Adirondack BOCES  
Saratoga Springs  
Sayville  
Scarsdale  
Schalmont  
Schenectady Albany Schoharie BOCES

Schenectady City  
Schodack  
Schroon Lake  
Schuylerville  
Scotia-Glenville  
Seneca Falls  
Shenendehowa  
Sherburne Earlville  
Silver Creek  
Skaneateles  
Solway  
Somers  
South Colonie  
South Glens Falls  
South Huntington  
South Kortright  
South Seneca  
Southampton  
Southern Cayuga  
Spackenkill  
Spencerport  
Stamford  
Stillwater  
Sullivan County BOCES  
Sullivan West  
Syosset  
Syracuse  
The Springs  
The Tarrytowns  
Tonawanda  
TST (Tompkins Seneca Tioga) BOCES  
Tully  
Union Endicott  
Union Springs  
Uniondale  
Valhalla  
Valley Central  
Valley Stream  
Vernon Verona Sherrill  
Victor  
Voorheesville  
Walton  
Wappingers Falls  
Warwick Valley  
Watervliet  
Watkins Glen  
Wayne Finger Lakes BOCES  
Webster  
Webutuck  
West Canada  
West Genesee  
West Irondequoit  
West Islip  
West Seneca  
West Sullivan  
West Valley  
Westbury  
Westmoreland  
Wheatland Chili  
White Plains  
Whitehall  
Whitney Point  
Williamson  
Williamsville  
Willisboro  
Windham Ashland Jewett  
Windsor  
Yonkers

**Bold = New**

Updated 2/24

## Twenty-five National Board Certification Areas

National Board Certification is available in 25 certificate areas representing 16 different disciplines and six developmental levels.



DISCIPLINE	DEVELOPMENTAL LEVEL	CERTIFICATE			
		STUDENT AGE RANGE			
		3-8	7-12	11-15	14-18+
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 Specialist	Early Childhood through Young Adulthood	●	●	●	●
Generalist	Early Childhood	●			
	Middle Childhood		●		
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	Early Adolescence through Young Adulthood			●	●

## National Board Five 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 learning 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 NYSUT's Education & 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. 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. Simply stated, it seems that analysis and reflection on teaching practice result in changes in instruction that lead to measurable changes in student 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 learning. 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
- flash drive or memory card
- video camera or iPad
- 3 release days: 1 for support group, 1 for writing retreat, 1 for uploading the portfolio or attending the assessment center exercises
- access to a 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 340 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 learning 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 Susan Lafond [Susan.Lafond@nysut.org](mailto:Susan.Lafond@nysut.org) in NYSUT's Research and Educational Services, 800-528-6208.

## Resources for Teachers and Local Leaders

### **New York State United Teachers (NYSUT)**

Research and Educational Services

Susan Lafond

800-528-6208

[Susan.Lafond@nysut.org](mailto:Susan.Lafond@nysut.org)

### **NYSUT Education & Learning Trust**

John Strom

800-528-6208

[John.Strom@nysut.org](mailto:John.Strom@nysut.org)

### **NYS Education Department Office of Higher Education**

Albert Shaker Grant Program Coordinator

518-486-2978

[Shankergrant@nysed.gov](mailto:Shankergrant@nysed.gov)

### **Albert Shanker Grant and Candidate Support Program**

<http://www.nysed.gov/postsecondary-services/albert-shanker-grant-program>

### **NYSUT National Board Web Page**

<https://bit.ly/NYSUTNationalBoard>

### **National Board for Professional Teaching Standards**

[www.nbpts.org](http://www.nbpts.org)

### **NBPTS Candidate Center**

<https://www.nbpts.org/certification/candidate-center/>

### **National Board Council of NY Network**

An affiliate network of NBPTS

[NBCNY.org](http://NBCNY.org)

### **New York State Teacher Centers**

<https://www.nysteachercenters.org/>

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NBCTforSL

SL/mc