

Board Certification: A Proven Tool for Identifying Quality Teaching

Summary of Research

In February 2015, two separate groups of independent researchers released studies finding Board-certified teachers are more effective at advancing student learning than non-Board-certified teachers. These reports build on more than a decade of research finding similar results. Estimates of the impact of a student being taught by a Board-certified teacher range up to two months of additional learning gains.

Evidence from Washington State: Researchers Goldhaber and Cowan use seven years of statewide data to study the effectiveness of Board-certified teachers in Washington, a state that has not been the focus of prior research. The authors find that Board-certified teachers produce nearly six weeks of **additional learning gains** in middle school math classrooms and one to two weeks of additional learning gains in elementary classrooms and middle school reading classrooms. They also find that teachers who achieve Board certification on their first attempt produce four and a half weeks of additional learning gains compared to those teachers who pursue but never achieve Board certification. Finally, they find that the scale score a teacher receives on the assessment—in addition to whether or not a teacher achieves—is predictive of gains in student achievement. Read more at http://cedr.us/papers/working/CEDR%20WP%202015-3_NBPTS%20Cert.pdf.

Evidence from Kentucky and Chicago, IL: Lead researcher Cavalluzzo and her co-researchers extend the research base by studying the effects of Board-certified teachers in two locations – Chicago and Kentucky; by focusing on high schools as opposed to elementary and middle schools through the use of ACT and PLAN student tests; and incorporating science in addition to English and math. The researchers find that National Board Certification is an **effective “signal” of teacher quality** across locales, test types, and subject areas, while effect sizes varied. They also find that National Board Certification effectively “screens” applicants; in other words, that teachers who achieve Board certification produce larger student gains when compared to teachers who pursue but do not achieve board certification. Read more in their study at <http://www.cna.org/research/2014/national-board-certification>.

NATIONAL BOARD

*for Professional
Teaching Standards®*

**Research and
Policy Implications**

National Board Certification is a voluntary advanced professional certification for PreK-12 educators that identifies teaching expertise and excellence through a performance-based, peer-reviewed assessment.

Did you know?

81% of Americans across the political spectrum believe teachers should achieve Board certification, beyond licensure, as it is in other professions (2014 PDK/Gallup poll).

**Learn more by visiting
nbpts.org/policy**

NATIONAL BOARD FUNDING FACT SHEET

SPENDING FOR 2019-2021 BIENNIUM

2019-2021 Allocation	\$108,000	
Carryover from 17-19	<u>+ \$32,325</u>	
	\$140,325	Total Available for 2019-2021
19-20 Assessments Pd	\$23,275	
June 2020 Stipends	<u>+ \$49,500</u>	
	\$72,775	Spending for 2019-2020
Available for 2019-2021	\$140,325	
Funds Distributed 19-20	<u>- \$72,775</u>	
	\$67,550	
	<u>+ \$1,900</u>	Anticipated refund for withdrawn candidate
	\$69,450	Remaining amount for 2020-2021

In June 2021, we anticipate paying 41 stipends, for a total of \$61,500.

2020-2021 Funds Available	\$69,450	
Anticipated June '21 Stipends	<u>\$61,500</u>	
	\$7,950	Available for 20-21 Assessments

Each Component = \$475. (2 components = \$950. Full certification 4 components = \$1900)

Based on the anticipated amount remaining (\$7,950), we **could fund 4 candidates for all 4 components** (full NBPTS certification process). This number would decrease depending on the number of applicants who register to complete 1, 2 or 3 components.

Candidates from previous years have completed single components and may be applying this year for other single components. **(As a total overall, we can fund 16 individual components.)**

National Board for Professional Teaching Standards (NBPTS) Data for Legislative Council

- Number of applicants each biennium
 - 2017-2019 – 37 applicants
 - 2015-2017 – 6 applicants
 - 2013-2015 – 9 applicants
 - 2011-2013 – 11 applicants
 - 2009-2011 – 9 applicants
 - 2007-2009 – 9 applicants
- Applicants approved and funded each biennium
 - 2017-2019 – 37 applicants
 - 2015-2017 – 6 applicants
 - 2013-2015 – 9 applicants
 - 2011-2013 – 11 applicants
 - 2009-2011 – 9 applicants
 - 2007-2009 – 9 applicants
- Funding provided per applicant
 - 2017-2019 – \$475.00 State funding per component. Applicant can register for up to 4 components
 - 2015-2017 – \$475.00 State funding per component. Applicant can register for up to 4 components
 - 2013-2015 –
 - 2013 – \$2500 State funding per applicant (Federal match no longer available)
 - 2014 – \$475.00 per component. Applicant can register for up to 4 components
 - 2011-2013 – \$1250 State funding per applicant (with \$1250 Federal match)
 - 2009-2011 – \$1250 State funding per applicant (with \$1250 Federal match)
 - 2007-2009 – \$1150 State funding per applicant (with \$1150 Federal match)
- Number of current participants in program that would need to be funded in the next biennium
 - Approximately 40 stipends of \$1500 each at the conclusion of the 2019-2020 and 2020-2021 school years = \$120,000
 - Average of 30 applicants for the biennium at \$475 per component (4 components) = \$57,000
- Percentage and number of successful candidates that remain in the state.
 - Currently, 69.6% (39) of North Dakota's total of 56 National Board Certified Teachers (NBCTs) continue to be contracted to teach in the state of North Dakota.
 - Of the 17 NBCTs not currently contracted to teach in North Dakota, many have retired from the profession.