

NURTURING TEACHER LEADERSHIP
CTU/CPS Candidate Support Program

NATIONAL BOARD CERTIFICATION



NATIONAL BOARD
for Professional Teaching Standards®

Agenda

Part 1 - National Board

Certification (NBC) – What is it?

- The Certificates – Which one is for me?
- National Board for Professional Teaching Standards (NBPTS) – Mission
- Five Core Propositions – The Heart of National Board Certification
- The Architecture of Accomplished Teaching
- The Four NBC Components and Component Timeline

Part 2 - The CTU/CPS Nurturing Teacher Leadership (NTL) Program

- NTL – Mission
- Requirements for Candidacy
- The NTL Process, Candidate Support, and Professional Learning
- Incentives
 - National Board Certified Teacher Stipend
 - Salary/Lane Advancement
- Costs
- Candidate Obligations and Responsibilities
- Joining Nurturing Teacher Leadership
- Questions





The background of the slide is a microscopic image of cells, showing various shapes and colors like blue, green, and yellow, with some cells containing organelles.

What is National Board Certification?

It was created in 1987, after publication of
A Nation at Risk

It is the highest, most advanced, teaching
credential a K-12 educator can earn.



National Board for Professional Teaching Standards (NBPTS)

- The National Board Certificate process addresses high and rigorous professional teaching Standards in 25 subject areas and 15 student age groups.
- National Board candidates implement those rigorous teaching standards through intensive study, self-assessment, and peer review, as they make the standards evident in writing and video for expert peer evaluation.
- National Board Certification is portable across all 50 states.





National Board Certificate Areas and Developmental Levels

		CERTIFICATE			
DISCIPLINE	DEVELOPMENTAL LEVEL	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			●	●



Examples of NBPTS Standards

The Science Standards

- Standard I:** Understanding Students
- Standard II:** Knowledge of Science
- Standard III:** Curriculum and Instruction
- Standard IV:** Assessment
- Standard V:** Learning Environment
- Standard VI:** Family and Community Partnerships
- Standard VII:** Advancing Professionalism
- Standard VIII:** Diversity, Fairness, Equity, and Ethics
- Standard IX:** Reflection

Early Childhood Generalist Standards

- Standard I:** Using Knowledge of Child Development to Understand the Whole Child
- Standard II:** Partnering with Families and Communities
- Standard III:** Fostering Equity, Fairness, and Appreciation of Diversity
- Standard IV:** Knowing Subject Matter for Teaching Young Children
- Standard V:** Assessing Children's Development and Learning
- Standard VI:** Managing the Environment for Development and Learning
- Standard VII:** Planning for Development and Learning
- Standard VIII:** Implementing Instruction for Development and Learning
- Standard IX:** Reflecting on Teaching Young Children
- Standard X:** Exemplifying Professionalism and Contributing to the Profession

The Mission of NBPTS

To advance the quality of teaching and learning by:

- Maintaining high and rigorous standards for what accomplished teachers should know and 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 into American education and to capitalize on the expertise of National Board Certified Teachers.



NATIONAL BOARD

for Professional Teaching Standards®

The National Board is an anti-racist and inclusive organization. We believe that educators must help their students consider their role in a diverse world, value individual differences, and – especially in times such as these – we believe in the power of the teaching profession to defend what is good and right for all people.







The 5 Core Propositions



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The 5 Core Propositions

National Board Certification identifies and recognizes teachers who effectively enhance student learning and demonstrate a high level of knowledge, skills, abilities, and commitment reflected in the 5 Core Propositions.

The 5 Core Propositions

- 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 practices and learn from experience.**
- 5. Teachers are members of learning communities.**

Core Proposition 1

1. Teachers are committed to students and their learning.

Teachers know their students. They recognize factors that motivate and affect student learning acknowledging learning differences and understanding stages of development.

Teachers identify and address student needs to fairly and equitably ensure all students learn.

Core Proposition 2

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

Teacher know their subject(s), how the content areas they teach are organized, and how they connect to other disciplines.

Teachers know appropriate pedagogy for their subject(s) and how to teach their subject(s) to their students.

Core Proposition 3

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

Teachers use a variety of techniques and strategies to design and efficiently manage opportunities for student learning.

Teachers set learning goals and structure curriculum to meet those goals while addressing student needs.

Teachers know and use appropriate assessments to continually measure performance and learning in individuals and the class. They know what to do when a student has met goals and is ready to move on.

Core Proposition 4

4. Teachers think systematically about their practices and learn from experience.

Teachers reflect on their practice to recognize success, problems, and need for change.

They remain open, eager for, and dedicated to the pursuit of continuous growth, staying abreast of current research and, when appropriate, incorporating new findings into their practice.

Core Proposition 5

5. Teachers are members of learning communities.

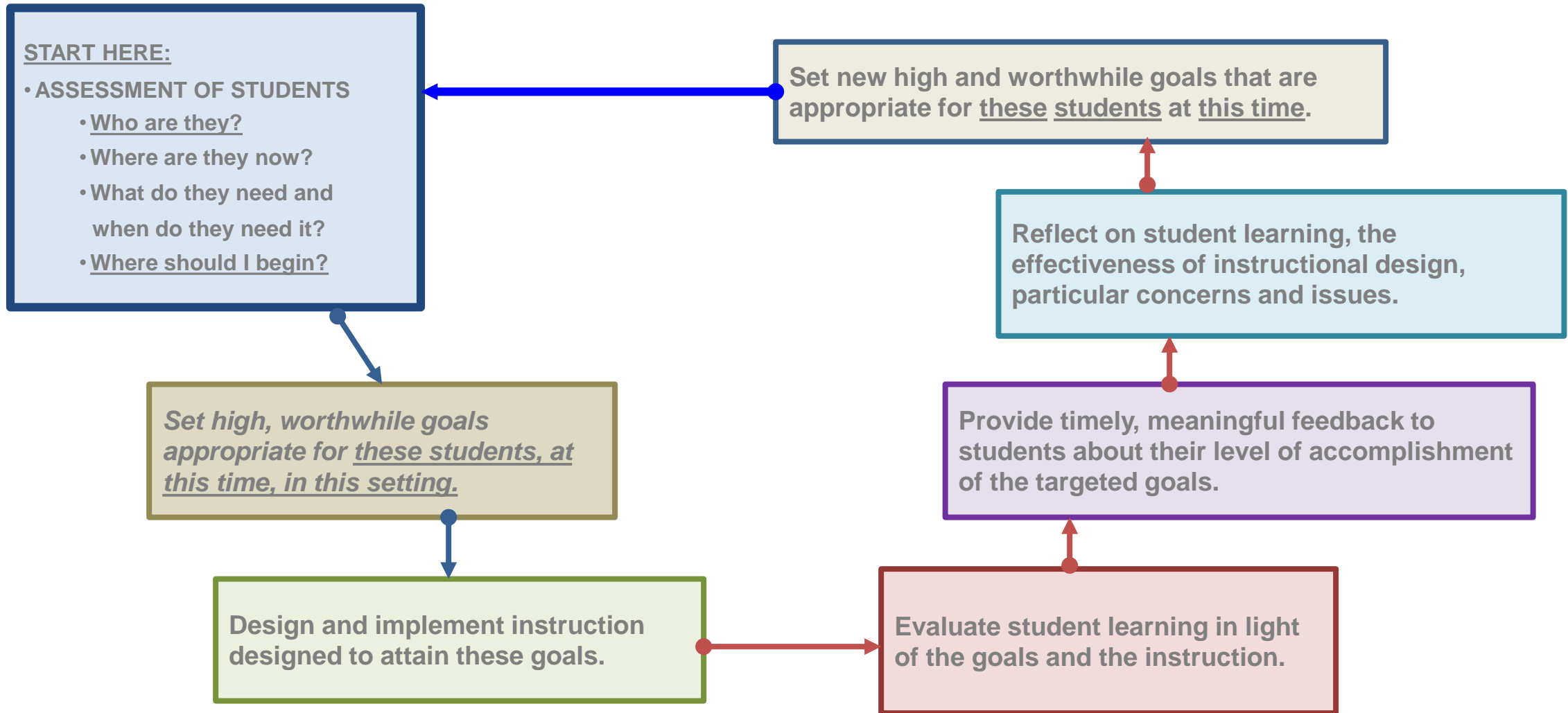
Teachers collaborate with other educators, professional groups, parents, and the community to impact both their own and student learning.



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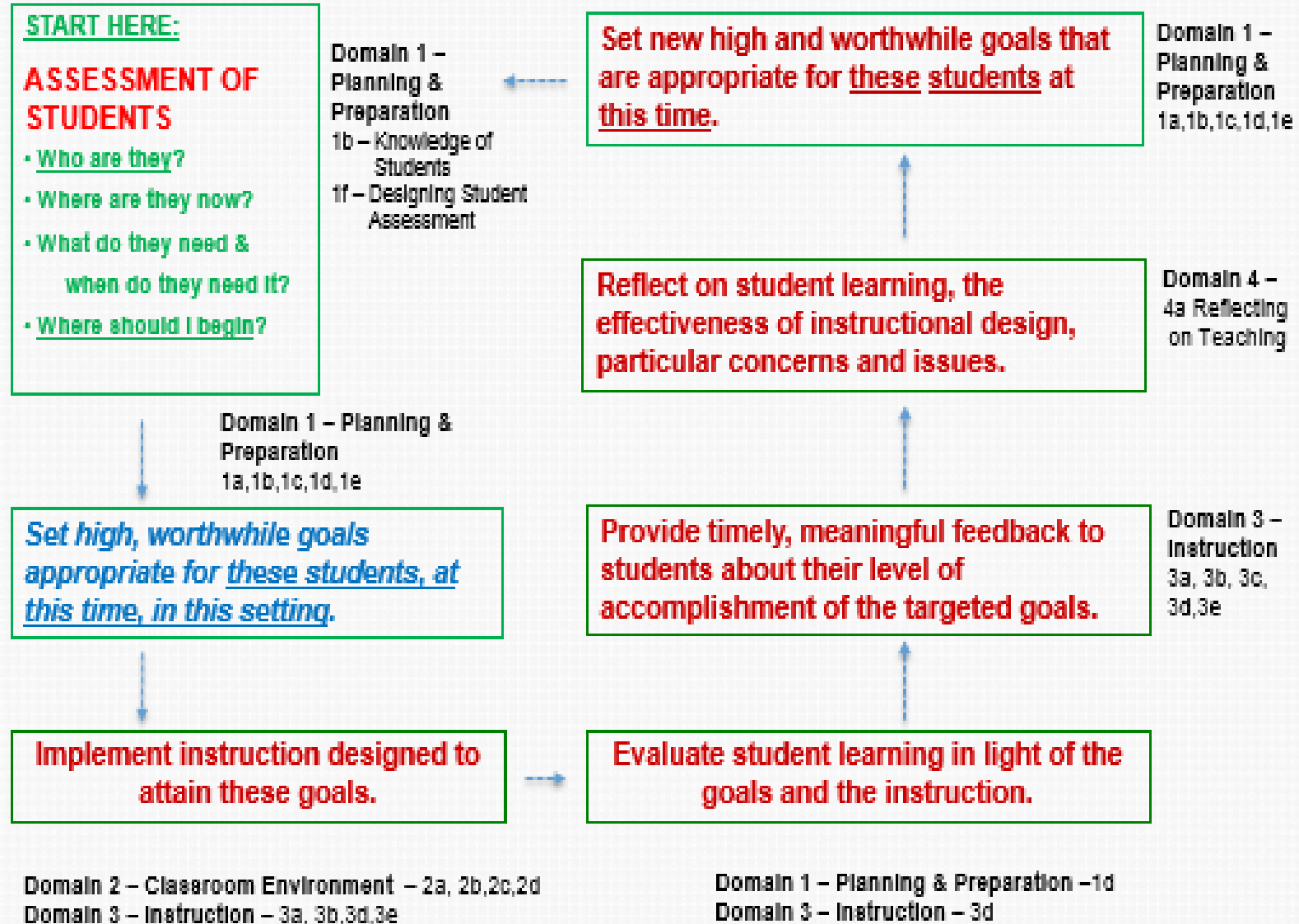
Architecture of Accomplished Teaching



Enhanced Architecture of Accomplished Teaching



Connections to REACH





The 4 Components and the Timeline

The 4 Components are split into Year 1 and Year 2



The 4 Components of the National Board Process

Component 1: Content Knowledge

A computer-based assessment asks you to demonstrate your understanding of content knowledge and pedagogical practices for teaching your content area. You must demonstrate knowledge of developmentally appropriate content, which is necessary for teaching across the full age range and ability level of your chosen certificate area.

Component 2: Differentiation in Instruction

This portfolio entry requires that candidates gather and analyze information about individual students' strengths and needs and use that information to design and implement instruction to advance student learning and achievement. You will submit selected work samples that demonstrate the students' growth over time and a written commentary that analyzes your instructional choices.



The 4 Components of the National Board Process

Component 3: Teaching Practice and Learning Environment

This portfolio entry requires video recordings of interactions between you and your students. You will also submit a written commentary in which you describe, analyze and reflect on your teaching and interactions with students.

Component 4: Effective and Reflective Practitioner

This portfolio entry requires you to demonstrate evidence of your abilities as an effective and reflective practitioner in developing and applying knowledge of your students; your use of assessments to effectively plan for and positively impact your students' learning; and your collaboration to advance students' learning and growth.



Year 1 National Board Portfolio

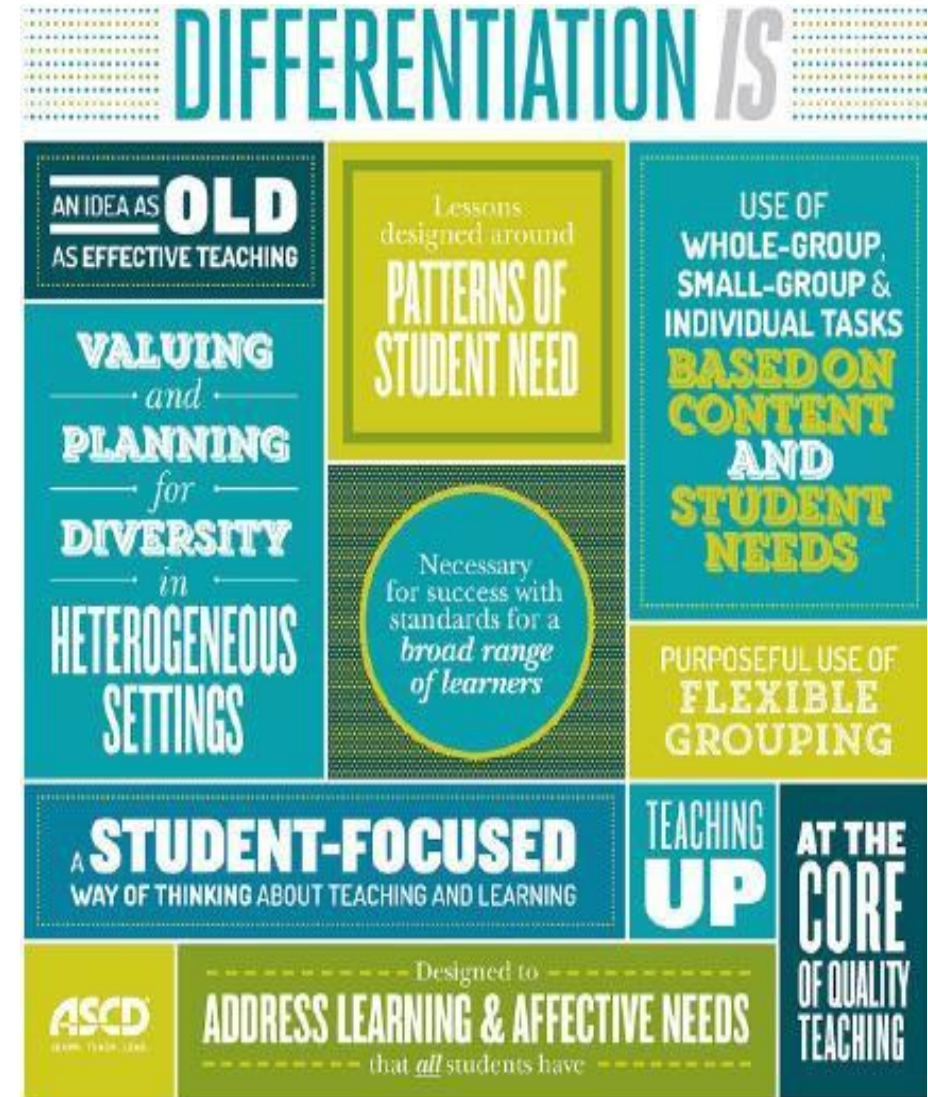
In Year 1, 2022-2023, candidates will address:

Component 2 – Differentiation in Instruction
and

Component 4 – The Effective and Reflective Practitioner

Both of these components target gathering and analyzing data to identify student needs, then meeting those needs and identifying the impact on student learning made by your teaching.

Component 4 goes further, asking about more sources of data and asking you to identify and address your own professional needs and how you meet them.



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Year 2 National Board Portfolio Components

In Year 2, 2023-2024, candidates will address:

Component 3 – 2 videos (10-15 minutes each) showing

- **Learning Environment**
- **Teaching Practice**

There is detailed **written commentary for each video describing and analyzing teaching and its impact on student learning seen in videos.**

This is submitted mid-May

Component 1 – Content Knowledge

- Content knowledge in the selected National Board certificate area is assessed through an on-line exam; there are 45 selected response questions and three 30-minute constructed response essays.

This exam takes place mid-June

Nurturing Teacher Leadership



What is Nurturing Teacher Leadership?

NTL is the National Board Certification candidate support and professional development program offered by the Chicago Teachers Union in partnership with the Chicago Public Schools. This support is open to all CTU members who qualify for National Board Certification.



The Mission of



1. To improve student learning by enhancing teacher quality
2. To nurture teacher leaders within the classroom so they do not have to leave the classroom (where they can directly impact student learning) in order to lead in meaningful ways
3. To prepare candidates for the certification offered by the National Board for Professional Teaching Standards
4. To work toward advancing school reform initiatives at the district, state, and national levels





Requirements for Candidacy



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NTL Candidate Requirements

- Hold a baccalaureate degree
- Hold a valid ISBE teaching license
- World Languages candidates are required to submit ACTFL ratings of Advanced Low or higher from a test within last 2 years
- Be a PAT or tenured (no TATs or CADREs)
- Have 3 years of teaching with a valid license for all 3 years in the National Board certificate area in which the candidate is seeking certification; this must be in schools recognized and approved by NBPTS

NTL Candidate Requirements

- Complete the NTL Profile of Professional Practice
- Submit the NTL Profile to nationalboard@ctuf.org by 11:59 PM on **Tuesday, June 28, 2022**
- Revise the NTL Profile and submit the revision
- Attend both NTL Summer Institutes

NTL candidates earn 30 ISBE PD hours for completing the Profile and its revision, contingent upon joining the NTL National Board Certification process.

Sarah Gayman, Andrew Jackson Language Academy – NBC Candidate for Middle Childhood Generalist Certificate – reflects on the process

“In doing the readings to prepare for the virtual *Nurturing Teacher Leadership* (NTL) Summer Institute, the beginning of my NBC journey, I felt motivated and excited but also very overwhelmed and nervous. I came into the first session with concerns about not being 'good enough' to become Board Certified or having the 'right' knowledge or language to discuss the National Board Standards which I knew were the basis for mastering this advanced credential. The first day of NTL's professional development and candidate support completely put my mind at ease. I truly enjoyed and learned from the day! During the break I told my husband, “This is like being at a professional conference where all of the presentations are really good.” I felt refreshed and excited in pursuing professional learning to improve my craft. I had opportunities to reflect on practices, felt inspired by new ideas, and saw areas for personal growth and it was only Day One. I really appreciate the level of confidence and support the NTL mentors, professional development providers, and leadership staff display. Despite the nervousness with which I began the program, I am now feeling really excited to continue my journey. I know the Board Certification process will still be hard work and overwhelming at times, but I feel confident the supports are there with the mentors, the cohort facilitators, and the *Nurturing Teacher Leadership* professional development I will need to hone my practice and meet the standards of the program and the National Board for Professional Teaching Standards.”





The Process – Candidate Support



NTL Program Support – Summer Institute

Facilitation and mentoring in certificate-alike cohorts by experienced CPS NBCTs throughout the process, beginning with Summer Institute and continuing through completion and submission of all components.

Summer Institute 2022 – 2 Days

August 1 – 2, 2022

**2023 [first weeks of
August – exact dates TBA]**

2022 - Summer Institute focuses on Components 2 & 4

2023 - Summer Institute focuses on Components 1 & 3



NTL Program Support



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NTL Program Support

Large and small cohort design

- Weekly professional development/NB classes
 - Thursdays 5:00 - 8:30 pm
 - 1 or 2 Saturdays a month (9:30 am - 4:30 pm)
- External mentoring as needed
- Virtual reading of the 3 Portfolio components
- Assessment Center simulations (Component 1)
- Certificate area book study groups, as needed





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Incentives



Incentives

\$2,295+ yearly pensionable stipend

Illinois NBPTS endorsement

210 ISBE Professional Development Hours

CPS Lane Placement: 27 credit hours

Up to 18 graduate hours



More Incentives

Master's Degree (optional)

Collegial support and work with cohort of highly talented and committed CPS teachers

Pinning ceremony and celebration

Opportunities to mentor new candidates upon achievement





Costs



Costs

- NBPTS charges @ \$1,900 to candidates.
- However, there is no cost to NTL candidates for the 2-year process – ISBE provides state scholarships for first-time candidates teaching or counseling in Illinois public schools.
- Candidates pay an application fee of \$75 to NBPTS at the beginning of each cycle (yearly) and any optional graduate or Lane Placement credit costs.
- \$11,000 per candidate - NTL Candidate Support and Professional Development is funded through the CPS/CTU Contract, Article 44-27.



Candidate Obligations and Responsibilities



Candidate Obligations and Responsibilities

- Participation in @ 600 hours of professional development over two years
- Participation in Summer Institutes in both 2022 and 2023
- Two-year participation commitment to CPS (to complete the NBC process)
- One year of teaching in CPS on National Board certificate area after achieving NBC
- Submission of all four Components

Candidate Obligations and Responsibilities

- Childcare and any other personal or family care-taking responsibilities that continue, emerge during, or result from NTL activities (classes, study sessions, book groups, etc.)
- Adherence to NTL process and deadlines
- On-time and full attendance at all classes
- Attendance during Spring Break, if deemed necessary
- A PB day saved for Assessment Center in June of 2024

Candidate Obligations and Responsibilities

- No external graduate level courses or on-going classes to be taken during the two years of the National Board process
- Unlimited evening/weekend home internet access
- Having a gmail account; having 24/7 access to email and responding within 24 hours to all NTL communication
- 20 hours of “give back” after certification, if requested
- Should a candidate choose to withdraw or not complete the process, the candidate is responsible for reimbursing the Quest Center for any costs incurred, including but not limited to external (out-of-class) mentor time, to offset the investment made in their candidacy



Joining Nurturing Teacher Leadership



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Supportive Profile Submission Documents

- [Five Core Propositions](#) – This document is needed for the Profile
- [The National Board Certificate Areas and Developmental Levels](#)
- [General Description of the 4 National Board Components](#)
- [FAQ about the NTL Program and the National Board Process](#)
- [A National Board Research Brief: The Impact of NBCTs on Student Learning](#)

Options for Graduate and CPS Lane Placement Credit

Advancing Lanes Through NTL

How to determine your lane: You can find it at the top of your paycheck.

	Payroll Services Chicago Public Schools 42 W Madison Chicago, IL 60602	Pay Group: 01T-Teacher 39.60 week position R Pay Begin Date: 02/18/2018 Pay End Date: 03/03/2018
	Employee ID: [REDACTED]	Department: [REDACTED] Location: [REDACTED] Job Title: Regular Teacher Pay Rate: [REDACTED] Lane: L03 Step: 6

Requirements for each lane:

Lane II	Lane III	Lane IV	Lane V	Lane VI
Master's	Master's + 15 semester hours	Master's + 30 semester hours	Master's + 45 semester hours	PhD or EdD

Credit available to you through NTL

Type	Description	Current Costs*
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NTL Profile Confidentiality Policy

The Profile document in the link you will receive on Friday is a confidential document. It may not be shared with others or posted for public view on social media. It is meant only for attendees of this meeting who wish to move forward with National Board Certification in the NTL program.

Sharing the Profile with others not in attendance at this meeting or posting it in any social media violates this confidentiality. Such sharing also gives others who might be interested in the NTL program the advantage of extra time to respond. Once submitted, the Profile becomes the property of NTL.



NTL Candidate Profile

The Profile is in four sections:

- **Basic Information and Educational Background**
- **Narrative Short Response** – brief responses with word limits
- **Essay Section** – longer essays with page limits
- **Content Knowledge Section** – two longer essays with word limits

In Basic Information, make sure to identify your National Board certificate area in the dropdown box at the top of page 2 (Teacher/Librarian Profile only).

Be careful of directions – Narrative, Essay, and Content Knowledge sections each have their own different directions; for example, the Narratives have a 2.5-inch margin on the right side, but the Essays and Content Knowledge sections have a one-inch margin all around.

Be sure to copy each full prompt and paste it before the response.

In the Content Knowledge section, find your National Board certificate area and developmental level; respond only to those two prompts.

In the header, be sure to include your name, your CPS employee ID number, and the page number.



NTL Candidate Profile

30 ISBE hours awarded upon 1st day of NTL Summer Institute attendance

- **[The NTL Teacher/Librarian Profile](#)**
- **[The NTL Counselor Profile](#)**
- **[Hints for Writing a Better Profile](#)**

When the Profile is returned for revision, readers' feedback through comments is your first support. It is cognitive coaching that moves you forward.

Example of a reader's electronic response to Profile via MS Word review comments – Essay 2

theory, I have the students use a graphic organizer to keep track of each concept. If I am instructing the students on vocal technique, I model how I want them to sing. If I am teaching a new piece of music, before we start sight reading it, I lead the students through an inquiry to get them applying the knowledge they will need to learn this piece. Each day, I communicate the objective to the students and how their learning and performance will be assessed.

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

I was given the unique opportunity to build a choir program at Solorio Academy High School however I saw best for the school. I reflect on my choices and discuss my plan with my colleagues multiple times each school year. When I

gloria jones 4/11/2020 10:53 PM

Comment [1]: Core Prop3 is about managing and monitoring. You are clear about the managing, but this is the reference to monitoring - this is missing.

What do you do when assessment shows a student has learned and is ready to move on?

gloria jones 4/11/2020 10:53 PM

Comment [2]: CP 4 is about YOUR reflection on YOUR practice and what you learn from YOUR own reflection. That does not appear here.

The Profile feedback comments might be handwritten . . .

This prop is about how you learn about your content and pedagogy - your professional development

Important for my students to believe they can learn and to carry that knowing, throughout their education.

Core Prop 2 - How do you know about the subjects you teach? How do you know appropriate pedagogy?

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

to students. I think it's so important to know the range of students learning within your grade. I

think this helps guide so many decisions that are made in your classroom. I have parents ask

me frequently ask me if the work their kids do is "on level" with other students. Students learn

using so many different modalities that unless you know your practice you could make the

wrong choices for students. I know that I am constantly trying to find ways for my students

to demonstrate their understanding. I am yet to encounter a student who didn't benefit from

differentiating my instruction. Its important to know how to do it to meet the needs of my

students.

CP 3 How do you assess your students? You say it's important, but you don't say how you assess.

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

The last thing I want is for my students to fall between the cracks. I think it is so important to

Unclear what this sentence has to do with the Core Prop or with your practice

Belongs in Core Prop 1

you should be I, my

NTL Profile Confidentiality Policy

Remember –

Sharing the Profile with others not in attendance or posting it in any social media violates the confidentiality policy. It also gives others who might be interested the advantage of extra time to respond. Once submitted, the Profile becomes the property of NTL.



If you choose to complete the Profile, you have begun your journey toward National Board Certification. By completing the Profile and revision, you are officially a pre-candidate.



1. Seeing and Responding to Profile Comments

2. Microsoft Office for Educators for Free

The Profile must be submitted as Microsoft Word documents attached to an email. Do not submit in Google docs. The Profile will be sent back in Word for your revision.

All pre-candidates receive reader comments on their profiles. **Do not** open the response in Google docs or on your phone; you will not see the comments. **If you do not see the comments and therefore do not respond to them, your profile revision will be rejected.**

Getting MS Office for Educators for free

Google *Free Microsoft Office 365 for Schools & Students* or go to <https://www.microsoft.com/en-us/education/educators> - scroll down almost to the bottom for the link to get Word for educators for free.

You will need MS Word to submit your Portfolio to National Board.



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Is this for me?

Points to consider:

- What is my *teaching assignment* next year?
- Am I willing to examine and reflect deeply on my teaching?
- Do I have the content knowledge I need?
- Can I 'trust the process' and be open and responsive to feedback and critiques?
- What *personal responsibilities* have I already committed to?
- Can I commit to the time and work that I will need to give and do?



Your Chance of Success? **Excellent!**

NTL's achievement rate is

92%





Nurturing Teacher Leadership

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If you think you are going on the National Board Certification journey,
that journey will cost you almost nothing!

- The state of Illinois supports National Board candidates by paying the **\$1900 fees** charged by National Board for the process.
- The ISBE subsidy is disbursed by the National Board Resource Center (NBRC). Registration for the subsidy is now closed. It will reopen in September for those who attend this entire meeting. We will notify you when the registration window opens again.

The National Board for Professional Teaching Standards Website

- For more information about the National Board for Professional Teaching Standards, its activities and the certification process, go to: www.nbpts.org
- **Do not register for candidacy** at www.nbpts.org until we at NTL tell you to do so.

Questions?

Gloria Henllan-Jones, NBCT – questions about the Profile
nationalboard@ctuf.org

Lynn Cherkasky-Davis – questions about NTL, lane placement, etc.
LynnCherkasky-Davis@ctuf.org

Michelle Greenfield-Sliwa, NBCT – general questions *after* joining NTL
nationalboardcertification@ctuf.org

All Supportive Profile Submission Documents, Profile Directions, and Presentation will be sent to you via email with a link to a webpage from www.ctuf.org.



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