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## Information

### *Educator Preparation Committee*

### **National Board for Professional Teaching Standards Certification Incentive Program**

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**Executive Summary:** This agenda item presents an update on the California Department of Education's Incentive Program for teachers to earn National Board for Professional Teaching Standards Certification. The Commission is a partner on this program.

**Recommended Action:** For information only

**Presenters:** David DeGuire, Director, Professional Services Division, and Susan Olsen, Education Programs Consultant, Teacher and Leader Policy Office, California Department of Education, Educator Excellence and Equity Division

### **Strategic Plan Goal**

#### ***II. Program Quality and Accountability***

- a) Develop and maintain rigorous, meaningful, and relevant standards that drive program quality and effectiveness for the preparation of the education workforce and are responsive to the needs of California's diverse student population.

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# National Board for Professional Teaching Standards Certification Incentive Program

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## **Introduction**

This agenda item presents an update on the California Department of Education's Incentive Program for teachers to earn National Board for Professional Teaching Standards Certification. The Commission is a partner on this program.

## **Background**

The California National Board for Professional Standards Certification Incentive Program provided the 2021-22 California state budget with an appropriation of \$250 million to incentivize teachers who are National Board certified or those interested in becoming National Board certified to work in high priority schools. The Teacher and Leader Policy Office at the California Department of Education (CDE) administers these awards in consultation with the Commission on Teacher Credentialing. This program has two types of awards to directly benefit California teachers.

### *California National Board Certified Teacher Certification Incentive Program*

The California National Board Certified Teacher (NBCT) Certification Incentive Program awards grants to school districts for the purpose of providing monetary incentives in the amount of \$25,000 to teachers who have already attained certification from the National Board for Professional Teaching Standards (NBPTS) and agree to teach at a high priority school for at least five years. Teachers receive the awards in \$5,000 payments at the end of each school year they complete in a high priority school.

### *California National Board for Professional Teaching Standards Candidate Subsidy Award*

The California NBPTS Candidate Subsidy Award provides already credentialed teachers who teach at a high priority school a subsidy of \$2,500 to cover the costs of seeking NBPTS certification. Funds for the award are sent directly to NBPTS to pay for the costs of the four assessments teachers must complete to be considered for certification.

### *Eligible High Priority Schools*

For the purpose of this program, a high priority school is defined as a school with 55 percent or more of its unduplicated count of pupils who are classified as an English learner, a foster youth, or eligible for free or reduced-price meals. The [Eligible High Priority Schools List](#) is based on the prior year's California Longitudinal Pupil Achievement Data System (CALPADS) [Unduplicated Pupil Counts Source File \(K-12\)](#), which is updated each year in April.

### *Year One Data*

In the first year of the program (2021-22), the Candidate Subsidy was awarded to 1,712 teachers working in high priority schools to pursue National Board certification. The

Certification Incentive was awarded to 1,945 teachers in high priority schools. Los Angeles County has by far the largest numbers of recipients for both programs, with eighty-nine percent of subsidy recipients and seventy-nine percent of incentive recipients teaching in Los Angeles County.

The National Board for Professional Teaching Standards reported that in the first cohort of subsidy recipients, the number of California teachers pursuing National Board certification in high priority schools quadrupled from the 2020-21 school year when there was not a subsidy from the state. In addition, the number of Black, Indigenous, and People of Color (BIPOC) teachers pursuing National Board certification in California also quadrupled from 356 to 1,432. Sixty-three percent of all teachers pursuing National Board certification in California identify as BIPOC.

### *Program Impact*

Encouraging and supporting California teachers to pursue National Board certification has the potential to help retain highly effective teachers in the schools with students that need them the most. This program incentivizes teachers working in high priority schools to pursue certification.

According to NBPTS, teachers who engage with the National Board standards report making specific changes to their instructional practice, including adjusting lesson plans to meet the needs of individual students, gaining a deeper knowledge of their content areas, and using data in new ways to assess student progress. Many teachers say that it is a powerful experience whether they achieve National Board Certification or not.

Once a teacher becomes National Board certified they continue to positively impact their students. Research shows that students of National Board Certified Teachers, referred to as NBCTs, demonstrate additional learning ([Goldhaber and Anthony, 2007](#)) and evidence of deeper learning ([Smith, Baker, Hattie and Bond, 2008](#)). Research also shows that NBCTs are more likely to become career-long teachers who remain in the profession longer than their colleagues ([Center for Educator Recruitment, Retention and Advancement, 2020](#)). Additionally, many National Board Certified teachers choose to become mentors and teacher coaches, having a positive impact beyond their own classroom, as evidenced by studies showing that new teachers who are mentored by NBCTs exhibit improvement in their practice and generate increased student learning ([Zhu, Gnedko-Berry, Borman and Manzeske, 2019](#)).

### **Next Steps**

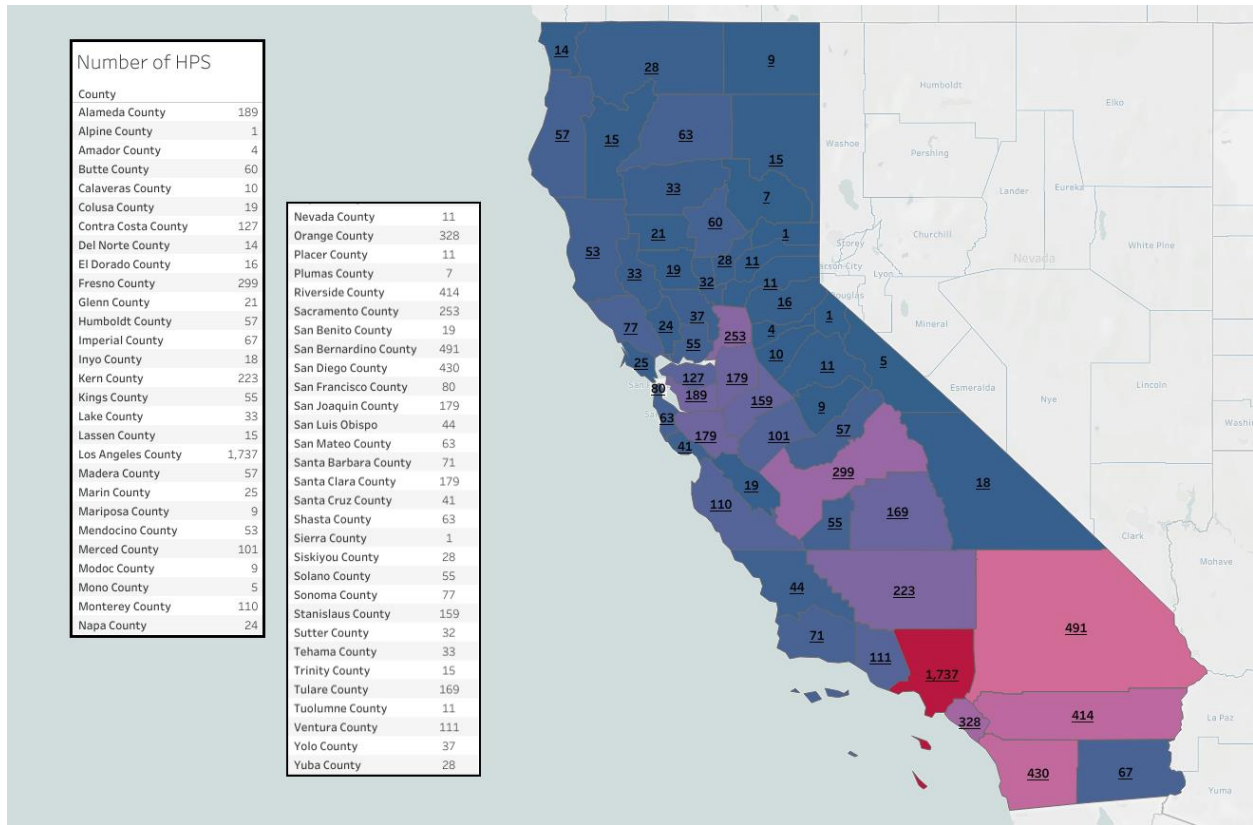
CDE's Teacher and Leader Policy Office (TLPO) is currently working with school districts and county offices of education to present webinars, disseminate flyers, and communicate about these incentives for their most accomplished teachers who are ready to pursue this next level of teacher certification. TLPO has identified counties and school districts throughout California that have low numbers of NBCTs and high numbers of high priority schools to encourage district and school leaders to include National Board certification incentives as a potential teacher retention strategy for schools with historically underserved populations.

In addition, TLPO will hold its first Community of Practice meeting in January 2023 for leaders of NBPTS certification support programs throughout the state. This is an opportunity to connect program leaders with their peers, share best practices, and get feedback about the implementation of the NBPTS grant programs. This will also provide our TLPO with a better understanding of the various support programs and what is offered throughout the state.

Finally, Commission staff will work with TLPO and the National Board on ways to help preparation programs identify NBCTs in their region, as these experienced teachers would potentially be excellent mentors for candidates in both preliminary and induction programs.

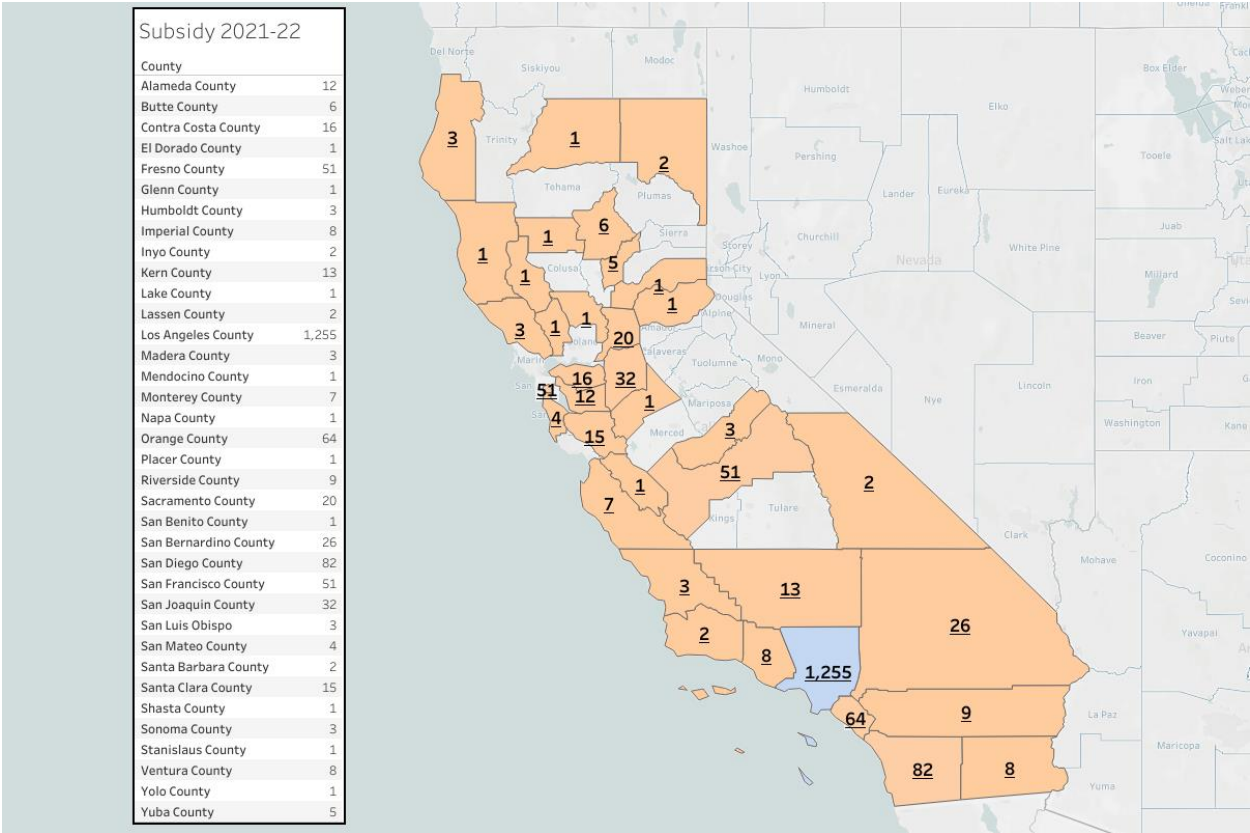
# Appendix A

## 2022-23 Eligible High Priority Schools by County



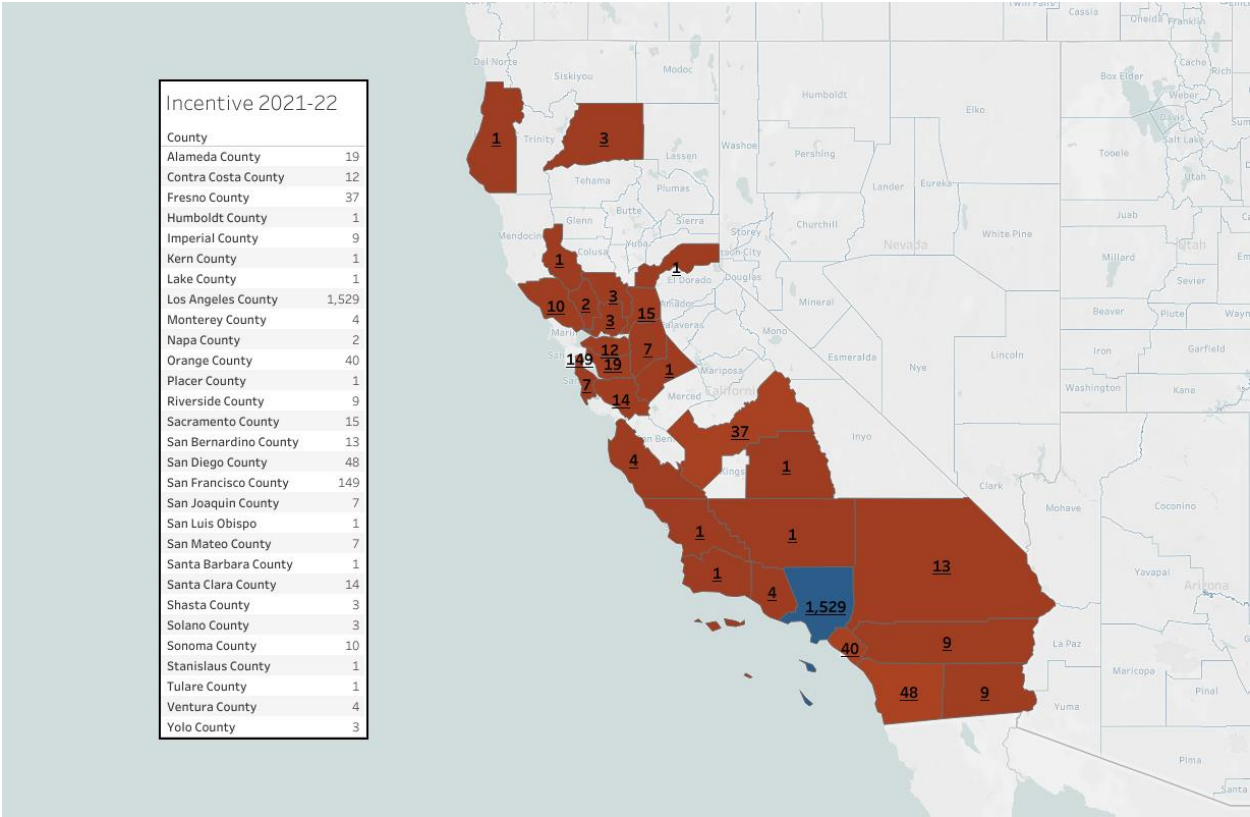
# Appendix B

## 2021-22 California NBPTS Candidate Subsidy Awards by County



# Appendix C

## 2021-22 California NBCT Certification Incentive Awards by County



## Appendix D

### References

1. Goldhaber, D., & Anthony, E. (2007). Can teacher quality be effectively assessed? *The Review of Economics and Statistics* 89(1), 134-150.
2. Smith, T., Baker, W., Hattie, J., & Bond, L. (2008). "A Validity Study of the Certification System of the National Board for Professional Teaching Standards" in *Assessing Teachers for Professional Certification: The First Decade of the National Board for Professional Teaching Standards*. *Advances in Program Evaluation*, Volume 11, 345-378.
3. *Retaining SC Teachers Through National Board Certification (2020)*. Center for Educator Recruitment, Retention & Advancement.
4. Zhu, B., Gnedko-Berry, N., Borman, T., & Manzeske, D. (2019). *Effects of National Board Certified instructional leaders on classroom practice and student achievement of novice teachers: A study report developed for the National Board for Professional Teaching Standards*. American Institutes for Research.