The National Board Certification Process is a research-based, rigorous teacher quality initiative that meets CTLE requirements. Please remember to include it in your district or BOCES PDP plan.

National Board Certification is a rigorous process that ensures that Board-certified teachers have proven skills to advance student achievement in 25 certificate areas.

Through this structured and iterative process, teachers expand and refine their content knowledge and pedagogy. The outcome is more powerful teaching that improves student achievement and reflects college and career readiness.

- The Albert Shanker grant program is available for tenured NYS Public School teachers, on a first-come, first-serve basis to support funding the cost of this professional development at [http://www.highered.nysed.gov/kiap/ashanker/albertshanker.html](http://www.highered.nysed.gov/kiap/ashanker/albertshanker.html)

- Districts are eligible for a one-time reimbursement of up to $500 ONLY for candidates awarded the Shanker grant in the 2016-2017 school year.

Questions can be directed to Office of Higher Education Albert Shanker grant coordinator at shankergrant@nysed.gov

**National Board: A Transformative Process**

**STANDARDS**
Clear written descriptions of accomplished practice

**PROFESSIONAL LEARNING**
4 Components
- Structured activities to show evidence

**SKILLS**
Opportunities to describe, analyze and reflect in the context of the teacher’s own classroom

Research shows:
Numerous studies have shown that students of National Board Certified Teachers (NBCTs) outperform students of non-NBCTs on achievement tests (Cavalluzzo, 2004; Clotfelter, Ladd & Vigdor, 2007; Goldhaber & Anthony, 2007; National Research Council, 2008; Chingos & Peterson, 2011).

The positive impact of having a National Board Certified Teacher is even greater for minority and low-income students (Cavalluzzo, 2004; Goldhaber & Anthony, 2007).

In a study by Charlotte-Mecklenburg Schools, NBCTs were found to be “significantly more effective” in teaching Algebra II, Biology, Civics and Economics, Chemistry and Geometry, as measured by student performance on end-of-course tests (Salvador & Baxter, 2010).

Harvard University’s Strategic Data Project reported that students of NBCTs in the Los Angeles Unified School District gained roughly the equivalent of two months of additional instruction in Math and one month in English Language Arts. (Strategic Data Project, 2012).

NBCTs outperformed non-Board certified peers with the same levels of experience (2012a).

For additional information on National Board candidate support and regional offerings in NYS visit [www.nbcsny.org](http://www.nbcsny.org).