

NBCT POLICY SUMMIT

1 NOVEMBER 19, 2016



STAND UP. SPEAK UP. REACH OUT!



RECOMMENDATIONS

from the Washington 2016 National Board Policy Summit

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FROM THE WASHINGTON 2016 NATIONAL BOARD POLICY SUMMIT

————— We encourage policymakers and decision makers —————
to see this report as an opportunity to hear the voices
of some of the most accomplished teachers in our state.

2016 NBCT Policy Summit Report

FOREWORD



The Washington State Network Partners support National Board Certified Teachers because of the positive impact they have on student learning and their potential to lead and strengthen the teaching profession. To that end, the Partners, along with supports from the state and districts, have worked and continue to work to increase the numbers of these accomplished teachers.

In 1998, Washington State had just 29 National Board Certified Teachers (NBCTs), representing less than .001 of the teaching workforce. In 2017, as the state nears its 20th anniversary in support of Board certification, Washington is a national model for creating, supporting and sustaining National Board Teachers. The number of NBCTs has grown to 8,701, which makes the state 4th in the nation in total NBCTs. Fifteen percent of the state's teachers are NBCTs.

Washington has certified the most NBCTs in the nation every year for the past five years. The National Board movement has taken root in Washington as evidenced by these impressive numbers and in the leadership efforts of the state's NBCTs.

Washington's National Board movement is guided by three Washington State Network Partners -- the Center for Strengthening the Teaching Profession (CSTP), the Office of Superintendent of Public Instruction (OSPI) and the Washington Education Association (WEA). In October 2006, as part of a National Education Association (NEA) initiative, the partners hosted a policy summit that brought together 225 NBCTs to make recommendations that would support accomplished teaching in high-needs schools. The premise of the event was that NBCTs, as

accomplished educators, had the experience and expertise to make thoughtful and impactful policy recommendations that could help shape legislative action.

The Summit was a great success and is largely credited for shaping policy conversations in Olympia that resulted, among other things, in the establishment of annual incentives for NBCTs. The Summit formalized the importance of expert voices of NBCTs in some of the state's most pressing issues affecting public education.

As a result, the Washington State Network Partners have supported other education policy summits: engaging NBCTs in 2009 on education funding and in 2011 on teacher and principal evaluation. The most recent summit was held November 19, 2016.

Issues Impacting the Future of the National Board Movement in Washington

At the time of the policy summit in November 2016, there were several pressing education issues impacting the future of the National Board movement, specifically, and public education, more generally. The Washington State Network Partners felt it was time to engage NBCTs in some of the challenging topics that would be discussed and addressed during the 2017 legislative session. There was also opportunity to commemorate the 10th anniversary of the state's first NBCT Summit.

Two pressing policy issues affecting the National Board movement and public education in the 2017 legislative session were:

1. The future of second-tier licensure for teachers in the state, and
2. The stability of National Board incentives

These two issues were positioned in and among other factors and political terrain for education in the state. First of all, the state legislature was on a swift timeline to address the Washington State Supreme Court's ruling to amply and adequately fund public education by 2018. Secondly, the educator workforce in Washington state has changed significantly over ten years and the state is facing dire educator shortages. While there are thousands more NBCTs, the state faces a mounting teacher shortage and questions about the pipeline of future educators. School and district leaders have been vocal about the need for the state to act and assist. Lastly, the National Board assessment has also changed. Modifications to the assessment calendar provided educators with increased flexibility to pursue





certification at a lesser cost and created greater access. The revised National Board assessment has poised Washington to increase its NBCT numbers by 10% in the next couple years.

At the Summit, in small-group roundtable conversations facilitated by NBCTs, about half of the teachers drew on their own experiences and a set of reading materials to address the first issue. They examined the similarities and differences between the two options for Second Tier Licensure—the ProTeach® Portfolio and National Board Certification through the National Board for Professional Teaching Standards (NBPTS), as well as the benefits and challenges of the current ProTeach® requirement. The remaining half of teachers tackled the issue of ensuring a stable source of funding for National Board Certification incentives. At the end of the Summit, the participants heard recommendations from all groups.

How These Recommendations Can Shape Discussions and Policy

In this document the recommendations teachers generated express their viewpoints and voices. The Washington State Network Partners have culled through the recommendations and organized them in three sections: Professional Educator Standards Board (PESB) and Partners; Washington State Legislature; School Districts—in other words, those who can shape policy discussions and decisions at the state and local levels now and in the years ahead. The report does not necessarily reflect the views of the Washington State Network Partners or the priorities of their organizations.

The Washington State Network Partners do want to emphasize the wealth of experience, expertise and thoughtfulness of NBCTs who participated in the Summit. Their recommendations and thinking come from their work in high-need schools, with challenging student populations, with colleagues and administrators, and despite limited resources.

We encourage policymakers and decision makers to see this report as an opportunity to hear the voices of some of the most accomplished teachers in our state.

The Washington State Network Partners

Center for Strengthening
the Teaching Profession



Office of Superintendent
of Public Instruction



Washington Education
Association



SECOND TIER LICENSURE THROUGH PROTEACH®

Opportunities and Challenges

The NBCTs at the Policy Summit view Second Tier Licensure (ProTeach®) as a comprehensive, purposeful process focused on improving student learning. It provides an opportunity for teachers to reflect on their teaching and demonstrate their practice through a portfolio; improve their teaching by learning what works; and collaborate with supportive professionals.

The teachers identified a number of challenges, including the lack of clear information about requirements; the cost and timelines, which add stress for new teachers; redundancy between what teachers have to demonstrate for their evaluations (TPEP) and for certification; inequity among districts in support for teachers—encouragement, mentors, loans, recognition, and incentives;

and adverse impact on teachers of color and those for whom English is a second language.

Recommendations by Roles

Professional Educator Standards Board (PESB) and Partners

- Extend the timeline for teachers to meet the requirements for certification. Teachers must start the process for either ProTeach® or National Board Certification by, roughly, their fifth year of teaching, and many are choosing to seek National Board Certification as soon as they have three years of experience. Moving the timeline to certify after five-to-ten years of experience might be ideal, given other pressures early on in their careers.
- Create more pathways to earn Professional Certification, beyond ProTeach® and National Board Certification, e.g., an advanced degree.
- Ensure greater integration and alignment of certification and evaluation requirements, with firewall assurances to keep processes separate and distinct. Some teachers explain that the experience of preparing for evaluations is sufficient to initiate the kind of reflection and focus on student results that second tier certification requires.
- Consider using all or part of the NBPTS assessment for the Professional Licensure requirement, e.g., for teachers who
 - Do not achieve National Board Certification, but meet a certain holistic cut score set by PESB for all four components
 - Complete a defined number of individual components at a defined

cut score. The determinations would not be holistic, but set by PESB, and could be at or lower than the recommended cut score for National Board Certification.

- Create an abbreviated process for experienced out-of-state teachers to achieve Professional Certification.

Washington State Legislature

- Provide a financial incentive for attainment of ProTeach®.
- Create more expansive, high-quality ProTeach® support systems, including targeted supports for those who do not pass.
- Invest in robust mentoring for the first five years of a career educator.
- Remove cost barriers for licensure by providing conditional loans.
- Change the existing structure to make a Professional Growth Plan (PGP) the second tier of certification, and Professional Certification (either ProTeach® or National Board Certification) the third tier. Provide greater structures and support around the first PGP.



NATIONAL BOARD INCENTIVES

Opportunities and Challenges

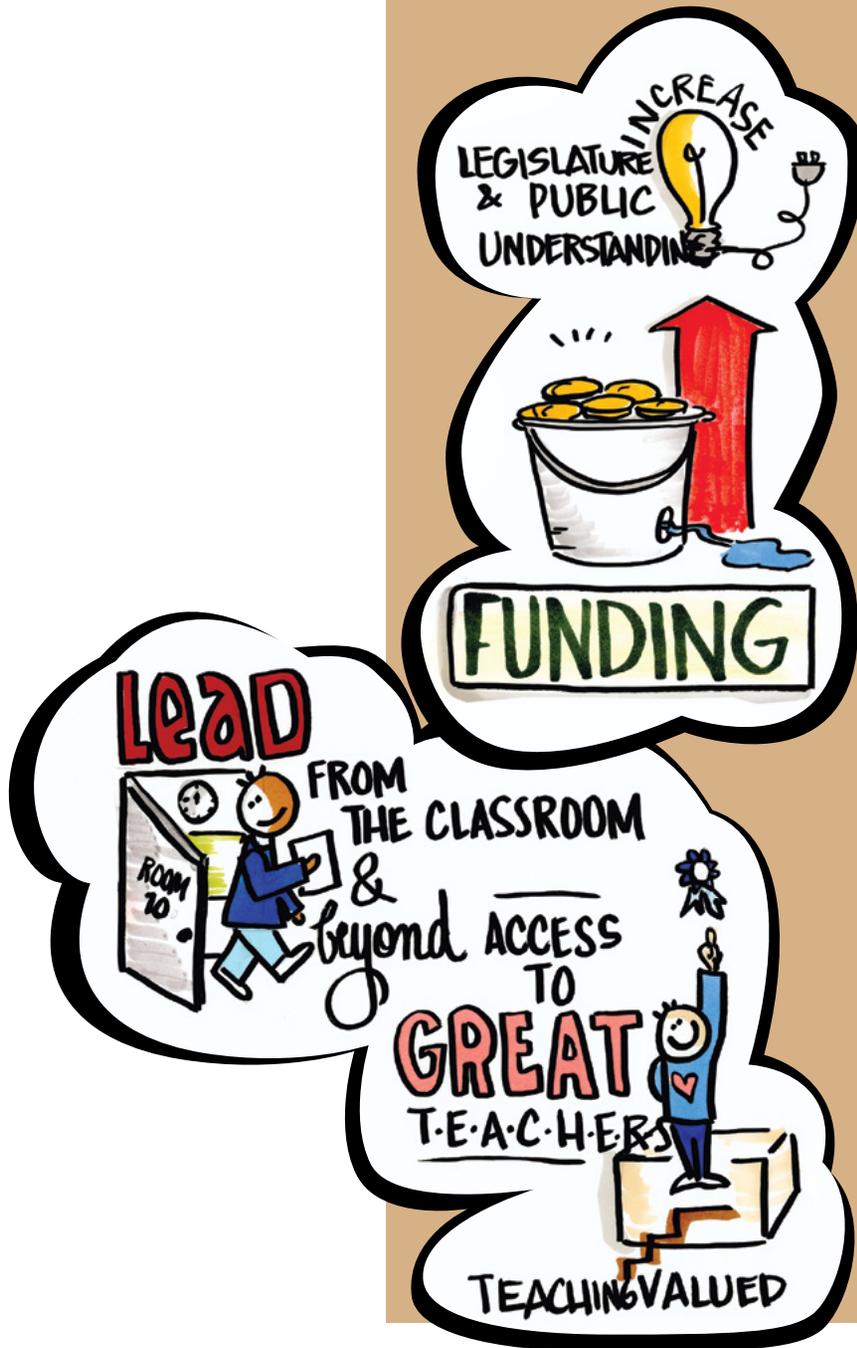
The participants who focused on recommendations for stable funding for National Board Certification incentives are champions for the process, which they say serves to improve teacher practice and thus achieves the ultimate goal: improved student learning.

Certification through this route is both validation and motivation: Validation for excellence, “seen as top of the field, like a board-certified doctor,” and motivation for teachers to get better, or to add to their compensation package, especially veteran teachers who have hit the top of the salary schedule and have years left to teach.

A barrier for teachers evaluating whether to undertake National Board Certification—and for Washington’s ability to encourage professional growth for them—is the uncertainty of funding for the incentives. Right now, the incentives are in statute, and funded through a biennial appropriation of the legislature, rather than as a dedicated step on the state salary allocation model.

The incentives and support structures serve to keep some teachers from leaving the classroom for administrative positions or leaving the profession for better-paying jobs.

Without these supports, they say the state would lose what is now an enormous incentive for teachers to gain from the experience the process provides, and for high-needs schools to gain from the NBCTs in their classrooms. In 2006, just 9% of NBCTs were in high-needs schools. Now, with the high-needs incentive, 36% of NBCTs are teaching in those schools.



Recommendations by Roles

PESB and Partners

- Promote Washington’s National Board Certification successful movement through an information/ engagement campaign to share with community members, school districts, education leaders, and legislators. Update publications for legislators about the program and its success. School boards and their community members have limited understanding of National Board Certification, and both new and returning legislators need current information.
- Organize celebratory recognition events in Olympia.
- Frame National Board Certification in light of the mounting teacher shortage. Identify how Washington’s support for certification contributes to recruiting, supporting, and retaining accomplished educators.
- Remove the TPEP requirement for NBCTs.

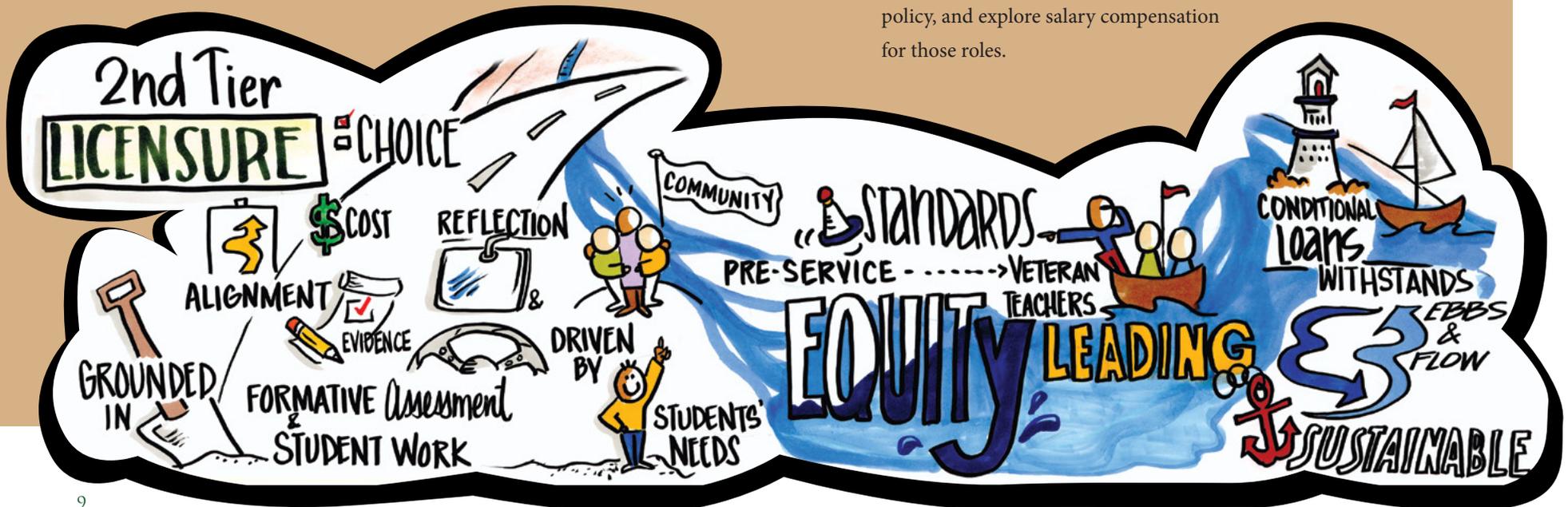
- Invest in career continuum conversations, specifically about alignment between edTPA (pre-service teacher assessment) and ProTeach®, and between ProTeach® and National Board Certification.

School Districts

- Create opportunities, both locally and in legislative districts, to promote and celebrate NBCTs. Engage principals to see the value of having NBCTs on staff. Districts can generate reports that include the number of NBCTs by district and by building.
- Ensure all district mentors are NBCTs, and provide additional training as needed when NBCTs assume mentoring roles.
- Increase the number of opportunities for NBCTs with teacher leadership.

Washington State Legislature

- Ensure dedicated funding for incentives by placing National Board Certification on a revised Salary Allocation Model (SAM).
- Formalize teacher leadership roles in state policy, and explore salary compensation for those roles.



ACKNOWLEDGEMENTS

The Washington State Network Partners could not have hosted the 2016 National Board Policy Summit without the support of organizations and NBCTs who were key to developing, planning and executing the day.

We gratefully acknowledge the National Board and the Network for Transforming Teaching Grant for funding the Policy Summit.

We extend a big thank you to the “brains” of the operation – the planning team – NBCTs Holly Koon, Mandy Manning and Tom White.

Thank you to the expert NBCT facilitators and notetakers who were able to glean from their colleagues’ input, feedback and recommendations for this report.

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Lastly, a big and artful hand to the talented NBCT Taryl Hansen and her company Frame the Message Ink who live-drew the mural, on the cover of this report, during the Policy Summit.



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for Professional Teaching Standards®