

Attracting and Retaining NBCTs to Title I Schools

Clark County Education Association | December 2019



Introduction

In Clark County, as in the rest of the state of Nevada, there is a desperate need to attract the best teachers to the highest needs schools and to retain them in their teaching positions at those schools. Teaching positions in high needs schools are often staffed by the newest teachers or those who have gone through abridged teacher preparation programs (some getting only three weeks' training). Attrition is rampant with teachers young in the profession who do not have strong professional support systems within their schools. Many positions at our highest needs schools go unfilled and are staffed with substitute teachers.

Research from across the US demonstrates that students of National Board Certified Teachers (NBCTs) show more growth than those of non-NBCTs, and that this effect is more pronounced with the highest needs students. In addition, research in Clark County shows increased teacher self-efficacy and cultural competency in NBCTs and National Board Certification candidates, key attributes for educating our diverse student population. Research from San Francisco and preliminary research in Clark County, NV also shows a significant effect for teacher retention for NBCTs and National Board Certification candidates. National Board Certified Teachers and candidates stay in education and stay in their schools. In Clark County, the creation of CCEA National Board Professional Development Schools allows administrators to support and grow site-based cadres of teacher leaders, committed to their schools, who improve school climate and the educational experience of students.

The state of Nevada has long recognized that National Board Certification is a reliable indicator of teacher quality and honors the value that quality brings to students. Nevada rewards NBCTs' effort, dedication and commitment to their students with a 5% salary incentive, good for the life of the teacher's certification. Twenty-four other US states have legislated similar salary incentives for NBCTs.

In order to attract and retain the highest quality teachers to our highest needs schools, we propose that an additional 5% salary incentive be paid to National Board Certified Teachers while they serve in Title 1 schools.* Eleven other US state legislatures have already enacted additional salary incentives for NBCTs in high needs schools in their states. National Board compilation of state Title 1 incentives> Recent research from other states shows that an additional salary incentive has the desired effect of increasing the proportion of National Board Certified Teachers in high needs schools. (Cowan & Goldhaber, Do Bonuses Affect Teacher Staffing and Student Achievement in High-Poverty Schools? Evidence from an Incentive for National Board Certified Teachers in Washington State. Center for Education Data and Research, University of Washington Bothell. March 2015). An additional incentive in Nevada will both attract NBCTs to high needs schools and encourage teachers already on staff to improve their practice through pursuing National Board Certification.

The multiple educational issues facing our state deserve creative solutions. It is critical that Nevada's state equity plan increase access to National Board Certified Teachers for high-need schools and students. We believe this additional salary incentive for NBCTs at Title 1 schools offer a low-cost, high-yield solution to some of the pervasive educational issues we face in Clark County and the state of Nevada.

The Proven Impact of Board Certified Teachers on Student Achievement

Through National Board Certification, teachers demonstrate that their teaching meets the profession's standards for accomplished practice through a rigorous, peer-reviewed and performance-based process, similar to professional certification in fields such as medicine. In achieving Board certification, teachers prove their ability to advance student learning and achievement.

Students taught by Board-certified teachers learn more than students taught by other teachers

Estimates of the increase in learning are on the order of an additional one to two months of instruction. The positive impact of having a Board-certified teacher (NBCT) is even greater for minority and lowincome students.¹ This improvement in student outcomes is mirrored by NBCTs achieving stronger results on leading measures of teacher effectiveness, including robust classroom observations and value-added scores. The compelling research on the effectiveness of Board-certified teachers is particularly noteworthy when compared to the lack of consistent research on the effectiveness of teachers with master's degrees.²

1 Goldhaber, D., & Anthony, E. (2007). Can teacher quality be effectively assessed? *The Review of Economics and Statistics* 89(1), 134-150; Cavalluzzo, L.C. (2004). Is National Board Certification an effective signal of teacher quality? The CNA Corporation.

2 Clotfelter, C., Ladd, H., & Vigdor, J. (2007). How and why do teacher credentials matter for student achievement? (NBER Working Paper 12828). Cambridge, MA: National Bureau of Economic Research; Betts, J.R., Zau, A.C., & Rice, L.A. (2003). *Determinants of Student Achievement: New evidence from San Diego*. San Francisco: Public Policy Institute of California.

Leading Research From States and Districts Across the Country

- **Washington State (2015):** “[Board-] certified teachers are more effective than non-certified teachers with similar experience.” Their findings suggest NBCTs produce gains of up to “nearly 1.5 months of additional learning.”³
- **Chicago, IL and Kentucky (2014):** “We found evidence that Board certification is an effective signal of teacher quality [based on student test scores] ... across locales, test types, and subject areas.”⁴
- **Los Angeles, CA (2012):** “National Board Certified teachers outperform other teachers with the same levels of experience by 0.07 and 0.03 standard deviations in elementary math and English/language arts (ELA) respectively ... roughly equivalent to two months of additional math instruction and one month of additional ELA instruction.”⁵
- **Gwinnett County, GA (2012):** “National Board Certified teachers outperform other teachers with the same levels of experience.”⁶
- **Hillsborough County, FL (2012):** “The district found that NBCTs rank higher than non-NBCTs on written evaluations and value-added measures. Fifty-eight percent of NBCTs received the Merit Award Program (MAP) bonus, indicating they were among the top 25 percent of teachers in their subject area.”⁷
- **Florida (2011):** “Certification by the National Board is correlated with achievement in math and reading in both elementary and middle school.”⁸

3 Cowan, J., & Goldhaber, D. (2015). National Board Certification and Teacher Effectiveness: Evidence from Washington. The Center for Data & Research, University of Washington Bothell.

4 Cavalluzzo, L., Barrow, L., Henderson, S. et al. (2014). From Large Urban to Small Rural Schools: An Empirical Study of National Board Certification and Teaching Effectiveness. CNA Analysis and Solutions.

5 Strategic Data Project (2012). SDP Human Capital Diagnostic: Los Angeles Unified School District. Center for Education Policy Research, Harvard University.

6 Strategic Data Project (2012a). Learning about Teacher Effectiveness: SOP Human Capital Diagnostic: Gwinnett County Public Schools, Ga. Center for Education Policy Research, Harvard University.

7 National Board for Professional Teaching Standards. (2012). Hillsborough County Public Schools: New data prove the value of National Board Certification. Retrieved from http://www.nbpts.org/about_us/success_stories/hillsborough_success_sto.

8 Chingos, M. M., & Peterson, P. E. (2011). It's Easier to Pick a Good Teacher than to Train One: Familiar and New Results on the Correlates of Teacher Effectiveness. *Economics Of Education Review*, 30(3), 449-465.

- **Charlotte, NC (2010):** “We found that NBCTs were significantly more effective ... than their non-NBCT counterparts in several EOC tested courses: Algebra II, Biology, Civics and Economics, Chemistry, and Geometry.”⁹
- **Los Angeles, CA (2008):** “The difference in impacts [on student achievement] between [Board-certified teachers] and unsuccessful applicants was statistically significant.”¹⁰
- **North Carolina, Ohio, and the Washington, D.C. area (2008):** “Seventy-four percent of student work samples in the classes of NBCTs were judged to reflect a level of deeper understanding ... [compared] with 29% of the work samples of [students] of non-NBCTs.”¹¹
- **North Carolina (2007):** “We find consistent evidence that [Board certification] is identifying the more effective teacher applicants and that National Board Certified Teachers are generally more effective than teachers who never applied to the program.”¹²
- **North Carolina (2007):** “The positive and statistically significant coefficients... indicate that the Board does indeed confer certification on the more effective teachers, as would be appropriate to the extent that the policy goal is to reward effective teachers.”¹³
- **Arizona (2004):** “Effect size ... informs us that the gains made by students of Board-certified teachers were over one month greater than the gains made by the students of non-Board certified peer teachers.”¹⁴
- **Miami-Dade, FL (2004):** “We find robust evidence that [National Board Certification] is an effective indicator of teacher quality.”¹⁵

-
- 9 Salvador, Samantha K., & Baxter, Andy (2010). National Board Certification. Impact on Teacher Effectiveness. Charlotte-Mecklenburg Schools, Center for Research and Evaluation, Office of Accountability.
 - 10 Cantrell, S., Fullerton, J., Kane, T., & Staiger, D. (2008). National Board Certification and Teacher Effectiveness: Evidence From a Random Research Assignment Experiment. Working Paper 14608. National Bureau of Economic Research.
 - 11 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*,
 - 12 Goldhaber, D., & Anthony, E. (2007). Can teacher quality be effectively assessed? *The Review of Economics and Statistics* 89(1), 134-150.
 - 13 Clotfelter, C., Ladd, H.F., and Vigdor, J.L. (2007). How and why do teacher credentials matter for student achievement? Working paper 2. National Center for Analysis of Longitudinal Data in Education Research.
 - 14 Vandervoort, L.G., Amrein-Beardsley, A., and Berliner, D.C. (2004). National Board Certified Teachers and their students' achievement. *Education Policy Analysis Archives*, 12 (46).
 - 15 avalluzzo, L.C. (2004). Is National Board Certification an effective signal of teacher quality? The CNA Corporation.

Information on incentives for National Board Certified Teachers to work in high-need schools, including rural schools:

Incentives for National Board Certified Teachers to Work in High-Need Schools			
State Name	Base stipend (all NBCTs)	High-need incentive	How is "high-need" defined
Arkansas	\$2500 annually	Annual \$5000 stipend for five years to NBCTs who are in high-poverty schools that are not in high-poverty districts; Annual \$10,000 stipend for ten years to NBCTs who are in high-poverty schools in high-poverty districts (replaces the base stipend)	School poverty; district poverty
Colorado	\$1600 annually	An additional stipend of up to \$3,200 may be awarded to NBPTS-certified educators employed in schools designated by the Colorado State Board of Education in December 2017 as Priority Improvement Plan or Turnaround Plan schools.	School performance
Hawaii	\$5000 annually	An additional \$5,000 bonus per year for each public school teacher who maintains current national board certification and who teaches at: (A) A school in a focus, priority, or superintendent's zone, or other similar designation, as determined by the department; (B) A school with a high turnover rate, as determined by the department; or (C) A hard-to- fill school, as determined by the department.	School performance; school staffing
Maryland	State matches district up to \$1000 annually	State matches up to \$2,000 annually for NBCTs who teach in a school identified as having comprehensive needs. (replaces the base stipend)	School performance
Mississippi	\$6,000 annually	An additional \$4000 salary supplement is available to NBCTs in: Claiborne, Adams, Jefferson, Wilkinson, Amite, Bolivar, Coahoma, Leflore, Quitman, Sharkey, Issaquena, Sunflower and Washington	School districts named in statute
Montana	State and district share cost of \$1500 annual stipend	State and district share the cost of the up to \$2500 annual stipend to each teacher who meets the criteria for the stipend and is in a school in a high poverty area or a school impacted by a critical quality educator shortage. (replaces the base stipend)	School poverty; school staffing

Utah	\$750 annually	\$1500 annually for NBCTs in Title I schools (replaces the base stipend)	School poverty (Title I designation)
Washington	\$5090 annually	NBCTs are eligible for an additional \$5,000 stipend if they teach in a school in which at least seventy percent of the students qualify for the free and reduced-price lunch program.	School poverty
Wisconsin	\$2500 for 9 years after achieving National Board Certification	There is an additional \$2,500 grant for NBCTs in high-need schools (60% free or reduced lunch) as funds are provided.	School poverty
West Virginia	\$3500 annually	An additional \$2,000 shall be paid annually to each classroom teacher who: (1) Holds a valid certificate issued by NBPTS (2) Is employed to teach at a school designated as a persistently low performing school by the West Virginia DOE; and (3) Is also assigned as part of their regular employment, to serve in a mentoring capacity for other teachers at the school.	School performance

Research finds that Washington’s policy is effective in increasing the number of Board-certified teachers in high-needs schools

- In Washington, the Challenging Schools Bonus seeks to increase the number of National Board Certified Teachers in high need schools. Washington is one of ten states that has such a policy in place. This policy works by awarding a \$5,000 annual stipend to National Board Certified Teachers in high-need schools (as measured by free and reduced lunch) on top of the \$5,000 annual stipend that all National Board Certified Teachers in Washington State receive, regardless of where they teach.
- Research has shown that Washington’s Challenging Schools Bonus has been effective in achieving its goal. After the policy was in place for three years, the total number of Board-certified teachers working as classroom teachers in challenging schools increased from 79 [before the high-needs bonus was in place] to 746 in Year Three of the incentive program (Plecki et al., Study of the Incentive Program for Washington’s National Board Certified Teachers Prepared for Washington State Board of Education. June 2010).
- In a 2015 research study, Cowan and Goldhaber find that the Challenging Schools Bonus increased the proportion of National Board Certified Teachers in high-needs schools (Cowan & Goldhaber). Do Bonuses Affect Teacher Staffing and Student Achievement in High-Poverty Schools? Evidence from an Incentive for National Board Certified Teachers in Washington State. Center for Education Data & Research, University of Washington Bothell. March, 2015).

Scholarships for rural teachers to pursue National Board Certification

C.R.S. 23-76-106

The department of higher education shall annually provide up to twenty financial stipends, not to exceed six thousand dollars each, to any teacher in a rural school or school district who is seeking certification as a national board certified teacher, seeking certification as a concurrent enrollment teacher, or is a teacher furthering his or her professional development plan through continuing education. The stipends may be used to offset application fees, evaluation costs, tuition costs, and any costs associated with continuing education that are in support of a teacher's professional development plan. The financial stipends awarded should, to the extent practicable, include persons with disabilities and take into consideration the geographic, racial, and ethnic diversity of the state. A teacher who receives a stipend pursuant to this section must commit to teach for a total of three years in his or her rural school or school district.

"Rural school or school district" means a school or school district that the department of education has determined to be rural. "Rural school or school district" includes a charter school or institute charter school that falls within the geographic range of a rural school district, as determined by the department of education. C.R.S. 23-76-102

Note—this law went into effect in 2016 and there has already been legislation introduced to expand the program.