

National Board Certified Teachers' Impact on Student Achievement

Since 1987, National Board for Professional Teaching Standards has set the profession's highest standards for accomplished teaching to advance student learning. To become a National Board Certified Teacher (NBCT), a candidate must prove that he or she has met those standards through a rigorous, peer-reviewed and performance-based process, similar to professional certification in fields such as medicine. To date, more than 100,000 teachers nationwide have achieved National Board Certification.

Compelling research continues to accrue about the positive impact of National Board Certification on student achievement:

- Numerous studies have shown that students of 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).
- In one study, these learning gains were equivalent to an extra month in school (Vandevoort, Beardsley & Berliner, 2004).
- 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" than their non-Board-certified peers in teaching Algebra II, Biology, Civics and Economics, Chemistry and Geometry, as measured by student performance on end-of-course tests (Salvador & Baxter, 2010).

The impact of National Board Certification is confirmed by leading measures of teaching effectiveness:

- In Hillsborough County (Tampa), Florida, students of NBCTs scored higher than students of non-NBCTs on subject-specific district exams when a value-added measure was applied. Half of all NBCTs scored in the top 20 percent of all teachers on the district's multiple-measure evaluation system, which was launched as part of the Bill & Melinda Gates Foundation's Measures of Effective Project (National Board, 2012; Bill & Melinda Gates Foundation, 2013).
- Harvard University's Strategic Data Project recently 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, compared with students taught by non-Board-certified teachers. Among math teachers, this positive impact can be compared with a lack of a significant impact by teachers who held advanced degrees but were not Board certified (Strategic Data Project, 2012). In a similar study in Gwinnett County, Georgia, NBCTs outperformed their non-Board certified peers with the same levels of experience (Strategic Data Project, 2012a).

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