

BALTIMORE COUNTY PUBLIC SCHOOLS

Joe A. Hairston, Superintendent

6901 Charles St. Towson, MD 21204-3177

Date: March 18, 2009
To: National Board Certification Applicant
From: Kenneth M. Kuyawa, Personnel Officer
Office of Certification

We are pleased that you are interested in the National Board Certification program. We have enclosed some information for your review:

- ❖ *Questions concerning National Board Certification;*
- ❖ *Application for Baltimore County Public Schools scholarship funds;*
- ❖ *Two confidential reference forms with Core Principles.*

Please return your one (1) page Baltimore County Public Schools application and brief but concise essay directly to me, Office of Certification, no later than **April 20, 2009**. Confidential references should be sent directly to me, Office of Certification, no later than **April 20, 2009**.

As you consider the Fee Incentive application process, you are reminded that there have been a few changes to the actual National Board Certification process:

- ❖ *You must have three (3) years of satisfactory teaching experience on a professional certificate.*
- ❖ *You are responsible for the \$65 application fee.*
- ❖ *You must complete the National Board Certification process within the 2009-2010 school year.*
- ❖ *Neither MSDE nor BCPS will pay for retakes (portfolio and/or assessment).*

Please feel free to contact me with questions about the local scholarship process.

Additionally, you will find valuable information on the National Board for Professional Teaching Standards website www.nbpts.org. I would suggest that you peruse this website before making a decision concerning applying for scholarship funds.

You have my best wishes as you pursue National Board Certification!

KMK/alw

National Board Certification Information and Application Packet

What is the National Board for Professional Teaching Standards?

The National Board for Professional Teaching Standards (NBPTS) is an independent, nonprofit, nonpartisan organization governed by a Board of Directors, comprised primarily of classroom teachers. Its purpose is to improve student learning in America's schools by developing a system of advanced, voluntary certification for elementary, middle, and high school teachers. The National Board is establishing rigorous standards and assessments for what accomplished teachers should know and be able to do.

What is National Board Certification?

National Board Certification is acknowledgment that a teacher is highly accomplished, having met challenging professional teaching standards as evidenced by performance-based assessments. At the present time, there are 74,000 teachers nationwide who have achieved National Board Certification. Completion of the process is recognized as a valuable professional development experience.

There are 1,364 National Board Certified Teachers in Maryland, 70 in Baltimore County Public Schools. National Board Certification is valid for 10 years. These certificates may be renewed.

What are the Five National Board Standards? (What Teachers Should Know and Be Able to Do)

Teachers are committed to students and their learning.

- Teachers recognize individual differences in their students.
- Teachers have an understanding of how students develop and learn.
- Teachers treat students equitably.
- Teachers' missions extend beyond developing the cognitive capacity of their students.

Teachers know the subjects they teach and how to teach those subjects to students.

- Teachers appreciate how knowledge in their subjects is created, organized, and linked to other disciplines.
- Teachers command specialized knowledge of how to convey a subject to students.
- Teachers generate multiple paths to knowledge.

Teachers are responsible for managing and monitoring student learning.

- Teachers call on multiple methods to meet their goals.
- Teachers orchestrate learning in group settings.
- Teachers place a premium on student engagement.
- Teachers regularly assess student progress.
- Teachers are mindful of their principle objectives.

Teachers think systematically about their practice and learn from experience.

- Teachers are continually making difficult choices that test their judgment.
- Teachers seek the advice of others and draw on educational research and scholarship to improve their practice.

Teachers are members of learning communities.

- Teachers contribute to school effectiveness by collaborating with other professionals.
- Teachers work collaboratively with parents.
- Teachers take advantage of community resources.

What is the assessment process for National Board Certification?

The assessment process is two-tiered and consists of compiling a student-centered portfolio and completing assessment center exercises. Candidates submit four portfolio entries. Three of the entries are classroom based and include two videos that document the candidate's teaching practice through student work. The fourth entry documents the candidate's work with students' families and communities and collaboration with the professional community. Analytical and reflective commentaries accompany all documentation.

The Assessment Center consists of six 30-minute prompts that require candidates to demonstrate their knowledge of subject matter content. These written assessments focus on teaching and content knowledge. Maryland Assessment Centers are located in Baltimore, Bethesda, College Park, Columbia, Lanham, Pikesville, Salisbury, and Towson.

Is there financial support statewide as well as locally?

In addition to paying a share of the assessment fee, the Maryland State Department of Education (MSDE) in collaboration with colleges, universities, businesses, and teachers' associations, sponsors the Maryland National Board Candidate Support Network. Candidates voluntarily attend monthly meetings on designated Saturdays at specified locations throughout the state. Maryland's National Board Certified Teachers facilitate the monthly meetings which provide candidates structured opportunities to engage in professional conversations about standards and practices. Through the Maryland Candidate Support Network, candidates receive technical, intellectual, logistical, and emotional support as they progress through the assessment process.

In 1999, the General Assembly enacted the Teacher Quality Act. One of the provisions of this act is that the State provide yearly funds for the life of a National Board Certified Teacher certificate. Funding for the 2009-2010 National Board Certificate will be determined by Maryland Legislature.

Who is eligible?

A candidate must hold a baccalaureate degree, have taught successfully for a minimum of three years on a valid professional state teaching certificate at the time of application.

How do I apply for local funds?

Baltimore County Public Schools and the state of Maryland will provide funds for qualified teachers to complete an application for National Board Certification.

To apply for the scholarship funds, a teacher must:

- have at least 3 years satisfactory teaching experience on a valid professional teaching certificate;
- hold a valid professional Maryland certificate;
- complete an application;
- submit a brief but concise essay based on the topic:
 - ❖ “*How My Teaching Aligns With The Five National Board Standards;*”
- provide two confidential, professional references.

APPLICATION FOR NBC LOCAL FINANCIAL ASSISTANCE

DIRECTIONS FOR APPLICANT: Please complete the information on this form. Give one of the two (2) accompanying reference forms to your current principal and the other reference form to an individual in a leadership position (assistant principal) who has observed you teaching and is thoroughly familiar with your teaching skills. Please submit this form with your essay response.

Name of Applicant	Position	Email Address
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School/Address/Zip Code

Home Address/Zip Code

Work Telephone Number

Home Telephone Number

Name of Reference	Position	Location	Work Telephone
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Name of Reference	Position	Location	Work Telephone
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***PLEASE PRINT THE NATIONAL BOARD CERTIFICATE FOR WHICH YOU ARE APPLYING.
(THE LIST OF ELIGIBLE CERTIFICATES IS ON THE FOLLOWING PAGE.)***

Once the Office of Certification confirms that you are eligible for the application stipend, you may apply on-line to www.nbpts.org after July 1, 2009. Upon receipt of your NBPTS "candidate code," please forward that information to awade@bcps.org

This confidential reference must be returned by **April 20, 2009**, directly to:
Kenneth M. Kuyawa, Personnel Officer
Office of Certification, Department of Human Resources
6901 Charles Street, Towson, Maryland 21204
Phone (410-887-4147)

NBPTS offers the following 25 certificate areas that cover 15 subject areas and are classified into seven student age categories. As a candidate you can opt for a generalist certificate or one that is subject-specific.

Art

[Early and Middle Childhood](#)

[Early Adolescence through Young Adulthood](#)

Career and Technical Education

[Early Adolescence through Young Adulthood](#)

English as a New Language

[Early and Middle Childhood](#)

[Early Adolescence through Young Adulthood](#)

English Language Arts

[Early Adolescence](#)

[Adolescence and Young Adulthood](#)

Exceptional Needs Specialist

[Early Childhood through Young Adulthood](#)

Generalist

[Early Childhood](#)

[Middle Childhood](#)

Health

[Early Adolescence through Young Adulthood](#)

Library Media

[Early Childhood through Young Adulthood](#)

Literacy: Reading – Language Arts

[Early and Middle Childhood](#)

Mathematics

[Early Adolescence](#)

[Adolescence and Young Adulthood](#)

Music

[Early and Middle Childhood](#)

[Early Adolescence through Young Adulthood](#)

Physical Education

[Early and Middle Childhood](#)

[Early Adolescence through Young Adulthood](#)

School Counseling

[Early Childhood through Young Adulthood](#)

Science

[Early Adolescence](#)

[Adolescence and Young Adulthood](#)

Social Studies – History

[Early Adolescence](#)

[Adolescence and Young Adulthood](#)

World Languages Other than English

[Early Adolescence through Young Adulthood](#)

Age Categories

Early Childhood (Ages 3-8)

Middle Childhood (Ages 7-12)

Early & Middle Childhood (Ages 3-12)

Early Childhood through Young Adulthood (Ages 3-18+)

Early Adolescence (Ages 11-15)

Adolescence and Young Adulthood (Ages 14-18+)

Early Adolescence through Young Adulthood (Ages 11-18+)

Certificates Currently Available

NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS

CANDIDATE'S NAME: _____

DIRECTIONS: This candidate is requesting grant funding in order to participate in a rigorous process of reflection and assessment conducted by the National Board for Professional Teaching Standards (NBPTS), which may result in National Board Certification. Please provide your assessment of this candidate's teaching based on the five core propositions of the NBPTS (listed on the back of this page) by circling the appropriate rating number below (5 = highest). In the "COMMENTS" section below, please cite specific examples that support your ratings. Your response will be kept confidential. Thank you for providing vital input in this process.

1. The teacher is committed to students and their learning. 1 2 3 4 5

2. The teacher knows the subjects he/she teaches and how to teach those subjects to students. 1 2 3 4 5

3. The teacher is responsible for managing and monitoring student learning. 1 2 3 4 5

4. The teacher thinks systematically about his/her practice and learns from experience. 1 2 3 4 5

5. The teacher is a member of learning communities. 1 2 3 4 5

TOTAL NUMERICAL SCORE: _____

COMMENTS

Print Reference Name

Signature of Reference

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Office of Certification, Department of Human Resources
6901 Charles Street, Towson, Maryland 21204
Phone (410-887-4147)

FIVE CORE PROPOSITIONS

National Board for Professional Teaching Standards

What Teachers Should Know and Be Able to Do

The National Board for Professional Teaching Standards seeks to identify and recognize teachers who effectively enhance student learning and demonstrate the high level of knowledge, skills, dispositions, and commitments reflected in the following five core propositions, including indicators.

1. Teachers are committed to students and their learning.

- Teachers recognize individual differences in their students.
- Teachers have an understanding of how students develop and learn.
- Teachers treat students equitably.
- Teachers' missions extend beyond developing the cognitive capacity of their students.

2. Teachers know the subjects they teach and how to teach those subjects to students.

- Teachers appreciate how knowledge in their subjects is created, organized, and linked to other disciplines.
- Teachers command specialized knowledge of how to convey a subject to students.
- Teachers generate multiple paths to knowledge.

3. Teachers are responsible for managing and monitoring student learning.

- Teachers call on multiple methods to meet their goals.
- Teachers orchestrate learning in group settings.
- Teachers place a premium on student engagement.
- Teachers regularly assess student progress.
- Teachers are mindful of their principal objectives.

4. Teachers think systematically about their practice and learn from experience.

- Teachers are continually making difficult choices that test their judgment.
- Teachers seek the advice of others and draw on educational research and scholarship to improve their practice.

5. Teachers are members of learning communities.

- Teachers contribute to school effectiveness by collaborating with other professionals.
- Teachers work collaboratively with parents.
- Teachers take advantage of community resources.

(This document should accompany your two (2) confidential reference forms.)