

**NURTURING TEACHER LEADERSHIP**  
CTU/CPS Candidate Support Program

# NATIONAL BOARD CERTIFICATION



NATIONAL BOARD  
*for Professional Teaching Standards®*

# Webinar Protocol

- In the Chat window, please state your **name, school, and job role.**
- Click on Speaker View for the webinar.
- To pose questions during the presentation, please use the Q and A feature. We will address them during or at the end of the presentation.



# Agenda

## Part 1 - National Board Certification (NBC) – What is it?

- The Certificates – Which one is for me?
- National Board for Professional Teaching Standards (NBPTS) – Mission
- Five Core Propositions – The Heart of National Board Certification
- The Four NBC Components and Component Timeline

## Part 2 - The CTU/CPS Nurturing Teacher Leadership (NTL) Program

- NTL – Mission
- Requirements for Candidacy
- The NTL Process, Candidate Support, and Professional Learning
- Incentives
  - National Board Certified Teacher Stipend
  - Salary/Lane Advancement
- Costs
- Candidate Obligations and Responsibilities
- Joining Nurturing Teacher Leadership
- Questions





## Nurturing Teacher Leadership

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# What is National Board Certification?

It was created in 1987, after publication of  
**A Nation at Risk**

It is the highest, most advanced, teaching  
credential a K-12 educator can earn.



# National Board for Professional Teaching Standards (NBPTS)

- The National Board Certificate process addresses high and rigorous professional teaching Standards in 25 subject areas and 15 student age groups.
- National Board candidates implement those rigorous teaching standards through intensive study, self-assessment, and peer review, as they make the standards evident in writing and video for expert peer evaluation.
- National Board Certification is portable across all 50 states.





# National Board Certificate Areas and Developmental Levels

		CERTIFICATE			
DISCIPLINE	DEVELOPMENTAL LEVEL	STUDENT AGE RANGE			
		3-8	7-12	11-15	14-18+
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 Education	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	Early Adolescence through Young Adulthood			●	●



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# Examples of NBPTS Standards

## The Science Standards

**Standard I:** Understanding Students

**Standard II:** Knowledge of Science

**Standard III:** Curriculum and Instruction

**Standard IV:** Assessment

**Standard V:** Learning Environment

**Standard VI:** Family and Community Partnerships

**Standard VII:** Advancing Professionalism

**Standard VIII:** Diversity, Fairness, Equity, and Ethics

**Standard IX:** Reflection

## The Music Standards

**Standard I:** Knowledge of Students

**Standard II:** Knowledge of Skills in Music

**Standard III:** Planning and Implementing Assessment

**Standard IV:** Facilitating Music Learning

**Standard V:** Learning Environments

**Standard VI:** Valuing Diversity

**Standard VII:** Collaboration

**Standard VIII:** Reflection, Professional Growth, and Professional Contribution





# The Mission of NBPTS

**To advance the quality of teaching and learning by:**

- Maintaining high and rigorous standards for what accomplished teachers should know and be able to do.
- Providing a national voluntary system certifying teachers who meet those standards.
- Advocating related education reforms to integrate National Board Certification into American education and to capitalize on the expertise of National Board Certified Teachers.



# NATIONAL BOARD

*for Professional Teaching Standards*®

The National Board is an anti-racist and inclusive organization. We believe that educators must help their students consider their role in a diverse world, value individual differences, and – especially in times such as these – we believe in the power of the teaching profession to defend what is good and right for all people.



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## Nurturing Teacher Leadership

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# The 5 Core Propositions



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# The 5 Core Propositions

**National Board Certification identifies and recognizes teachers who effectively enhance student learning and demonstrate a high level of knowledge, skills, abilities, and commitment reflected in the 5 Core Propositions.**



# The 5 Core Propositions

- 1. Teachers are committed to students and their learning.**
- 2. Teachers know the subjects they teach and how to teach those subjects to students.**
- 3. Teachers are responsible for managing and monitoring student learning.**
- 4. Teachers think systematically about their practices and learn from experience.**
- 5. Teachers are members of learning communities.**



# Core Proposition 1

## **1. Teachers are committed to students and their learning.**

Teachers know their students. They recognize factors that motivate and affect student learning acknowledging learning differences and understanding stages of development.

Teachers identify and address student needs to fairly and equitably ensure all students learn.



# Core Proposition 2

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

Teacher know their subject(s), how the content areas they teach are organized, and how they connect to other disciplines.

Teachers know appropriate pedagogy for their subject(s) and how to teach their subject(s) to their students.





# Core Proposition 3

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

Teachers use a variety of techniques and strategies to design and efficiently manage opportunities for student learning.

Teachers set learning goals and structure curriculum to meet those goals while addressing student needs.

Teachers know and use appropriate assessments to continually measure performance and learning in individuals and the class. They know what to do when a student has met goals and is ready to move on.



# Core Proposition 4

## **4. Teachers think systematically about their practices and learn from experience.**

Teachers reflect on their practice to recognize success, problems, and need for change.

They remain open, eager for, and dedicated to the pursuit of continuous growth, staying abreast of current research and, when appropriate, incorporating new findings into their practice.



# Core Proposition 5

## **5. Teachers are members of learning communities.**

Teachers collaborate with other educators, professional groups, parents, and the community to impact both their own and student learning.





# Connections to REACH

Core Prop 1

Core Prop 2

Core Prop 3

**START HERE:**  
**ASSESSMENT OF STUDENTS**

- Who are they?
- Where are they now?
- What do they need & when do they need it?
- Where should I begin?

Domain 1 – Planning & Preparation  
 1b – Knowledge of Students  
 1f – Designing Student Assessment

**Set new high and worthwhile goals that are appropriate for these students at this time.**

Domain 1 – Planning & Preparation  
 1a,1b,1c,1d,1e

Core Prop 2

**Reflect on student learning, the effectiveness of instructional design, particular concerns and issues.**

Domain 4 – 4a Reflecting on Teaching

Core Prop 4

**Set high, worthwhile goals appropriate for these students, at this time, in this setting.**

Domain 1 – Planning & Preparation  
 1a,1b,1c,1d,1e

**Provide timely, meaningful feedback to students about their level of accomplishment of the targeted goals.**

Domain 3 – Instruction  
 3a, 3b, 3c, 3d,3e

Core Prop 3

**Implement instruction designed to attain these goals.**

Domain 2 – Classroom Environment – 2a, 2b,2c,2d  
 Domain 3 – Instruction – 3a, 3b,3d,3e

**Evaluate student learning in light of the goals and the instruction.**

Domain 1 – Planning & Preparation –1d  
 Domain 3 – Instruction – 3d

Core Prop 3

**Core Prop 5 – Reflection**  
**Domain 4 – a, d, e, f**





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# The 4 Components and the Timeline



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# The 4 Components of the National Board Process

## Component 1: Content Knowledge

A computer-based assessment asks you to demonstrate your understanding of content knowledge and pedagogical practices for teaching your content area. You must demonstrate knowledge of developmentally appropriate content, which is necessary for teaching across the full age range and ability level of your chosen certificate area.

## Component 2: Differentiation in Instruction

This portfolio entry requires that candidates gather and analyze information about individual students' strengths and needs and use that information to design and implement instruction to advance student learning and achievement. You will submit selected work samples that demonstrate the students' growth over time and a written commentary that analyzes your instructional choices.



# The 4 Components of the National Board Process

## Component 3: Teaching Practice and Learning Environment

This portfolio entry requires video recordings of interactions between you and your students. You will also submit a written commentary in which you describe, analyze and reflect on your teaching and interactions with students.

## Component 4: Effective and Reflective Practitioner

This portfolio entry requires you to demonstrate evidence of your abilities as an effective and reflective practitioner in developing and applying knowledge of your students; your use of assessments to effectively plan for and positively impact your students' learning; and your collaboration to advance students' learning and growth.



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# Year 1 National Board Portfolio Components

**In Year 1, 2025-2026, candidates will address:**

**Component 3** – 2 videos (10-15 minutes each) showing

- **Learning Environment**
- **Teaching Practice**

There is detailed **written commentary for each video describing and analyzing teaching and its impact on student learning seen in videos.**

*This is submitted mid-May*

**Component 1 – Content Knowledge**

- Content knowledge in the selected National Board certificate area is assessed through an on-line exam; there are 45 selected response questions and three 30-minute constructed response essays.

*This exam takes place mid-June*



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# Year 2 National Board Portfolio Components

**In Year 2, 2026-2027**

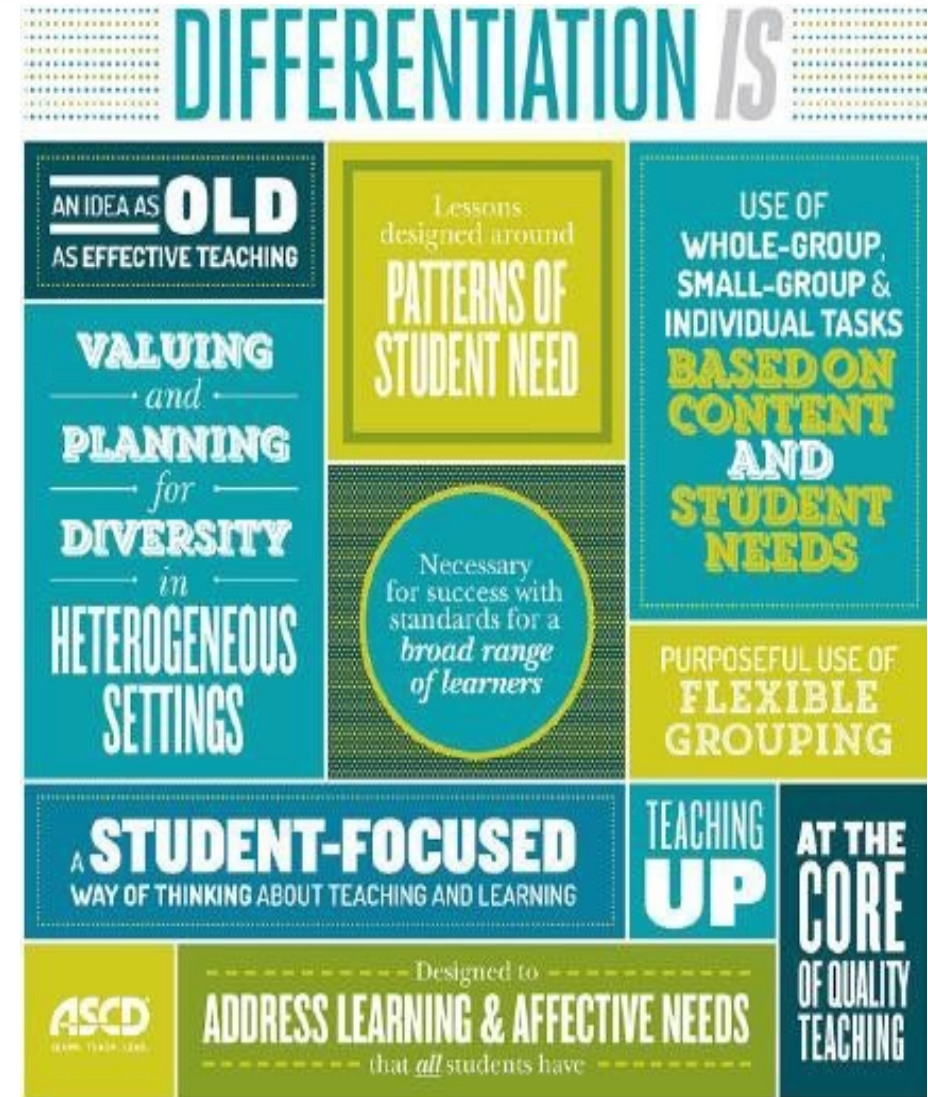
**Component 2 – Differentiation in Instruction**

**Component 4 – The Effective and Reflective Practitioner**

Both components target gathering and analyzing data to identify student needs, then showing how you meet those needs and identifying the impact on student learning made by your teaching.

**Component 2** focuses tightly on a class and 1-3 specific students.

**Component 4** adds analysis of your sources of data and asks you to identify and address your own professional needs and how you meet them to, in turn, impact student learning.



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# Nurturing Teacher Leadership



# What is Nurturing Teacher Leadership?

NTL is the National Board Certification candidate support and professional development program offered by the Chicago Teachers Union in partnership with the Chicago Public Schools. This support is open to all CTU members who qualify for National Board Certification.



# The Mission of



1. To improve student learning by enhancing teacher quality
2. To nurture teacher leaders within the classroom so they do not have to leave the classroom (where they can directly impact student learning) in order to lead in meaningful ways
3. To prepare candidates for the certification offered by the National Board for Professional Teaching Standards
4. To work toward advancing school reform initiatives at the district, state, and national levels





# Requirements for Candidacy



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# NTL Candidate Requirements

- Hold a baccalaureate degree
- Hold a valid ISBE teaching license
- World Languages candidates are required to submit ACTFL ratings of Advanced Low or higher from a test within last 2 years
- Be a PAT or tenured (no TATs or CADREs)
- Have 3 full years of full-time teaching/counseling with a valid license/endorsement for all 3 years in the National Board certificate area in which the candidate is seeking certification; this must be in schools recognized and approved by NBPTS
- Be a CTU member in good standing



# NTL Candidate Requirements

- Complete the NTL Profile of Professional Practice
- Submit the NTL Profile to [nationalboard@ctuf.org](mailto:nationalboard@ctuf.org) by 11:59 PM on or before **Monday, November 11, 2024**
- Revise the NTL Profile in response to comments and submit the revision
- Attend both NTL Summer Institutes

NTL candidates earn 30 ISBE PD hours for completing the Profile and its revision, contingent upon joining the NTL National Board Certification process at Summer Institute.







# The Process – Candidate Support



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# NTL Program Support – Summer Institute

Facilitation and mentoring in certificate-alike cohorts by experienced CPS NBCTs throughout the process, beginning with Summer Institute and continuing through completion and submission of all components.

**Summer Institute 2025**

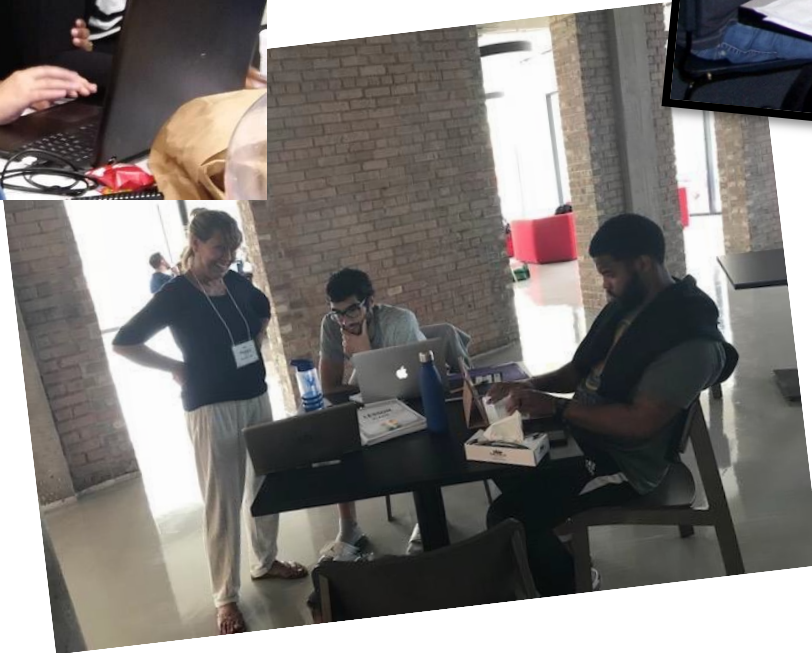
**2025 [first week(s) of August – exact dates TBA]**

2025 - Summer Institute focuses on Components 1 & 3

2026 - Summer Institute focuses on Components 2 & 4



# NTL Program Support



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# NTL Program Support

Large and small cohort design

- Weekly professional development/NB classes
  - Thursdays 5:00 - 8:30 pm
  - 1 or 2 Saturdays a month (9:30 am - 4:30 pm)
- External mentoring as needed
- Virtual reading of the 3 Portfolio components
- Assessment Center simulations (Component 1)
- Certificate area book study groups, as needed





# Incentives



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# Incentives

## Annual CPS contractual, pensionable stipend

Illinois NBCTs who teach in 'hard to staff' schools for at least two years are eligible to receive a retention award from ISBE of \$4000 per year for a total of **\$8000!**

Illinois NBPTS endorsement

All required ISBE Professional Development Hours met

Reduced hours of Professional Development needed for ISBE Professional Educator License (PEL) relicensure



# More Incentives

## Opportunities for:

- CPS Lane Placement - up to **30 credit hours** (optional)
- Up to 18 graduate hours (optional)
- Master's Degree in Teaching and Learning (optional)

Collegial support and work with a cohort of highly talented and committed CPS teachers

Pinning ceremony and celebration

Upon achievement, opportunities to mentor new candidates





# Costs



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# Costs

- NBPTS charges @ \$1,900 to candidates.
- However, there is minimal cost to NTL candidates for the 2-year process – ISBE provides the \$1900 state scholarship for first-time candidates teaching or counseling in Illinois public schools.
- Candidates pay a registration fee of \$75 to NBPTS at the beginning of each cycle (yearly). Candidates also pay optional graduate or Lane Placement credit costs they choose to incur.
- \$11,000 per candidate - NTL Candidate Support and Professional Development is funded through the CPS/CTU Contract, Article 44-27.





# Candidate Obligations and Responsibilities



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# Candidate Obligations and Responsibilities

- Participation in 400+ hours of professional development over two years
- Participation in Summer Institutes in both 2025 and 2026
- Two-year participation commitment to CPS (to complete the NBC process)
- One year of teaching in CPS on National Board Certificate area after achieving NBC
- Completion and submission of all four Components



# Candidate Obligations and Responsibilities

- Childcare and any other personal or family care-taking responsibilities that continue, emerge during, or result from NTL activities (classes, study sessions, book groups, etc.)
- Adherence to NTL process and deadlines
- On-time and full attendance at all classes
- Attendance during Spring Break, if deemed necessary
- A PB day saved for Assessment Center in June of 2026



# Candidate Obligations and Responsibilities

- No external graduate level courses or on-going classes to be taken during the two years of the National Board process
- Unlimited evening/weekend home internet access
- Having a gmail account; having 24/7 access to email and responding within 24 hours to all NTL communication
- 20 hours of “give back” after certification, if requested – e.g., mentoring in NTL, providing professional development, writing legislators, CTU committee membership, etc.
- Should a candidate choose to withdraw or not complete the process, the candidate is responsible for reimbursing any costs incurred, at the rate of \$523.17 a month or partial month of candidacy.





# Becoming a Candidate with NTL



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# Supportive Profile Submission Documents


- [Five Core Propositions](#)
- [The National Board Certificate Areas and Developmental Levels](#)
- [General Description of the 4 National Board Components](#)
- [FAQ about the NTL Program and the National Board Process](#)
- [A National Board Research Brief: The Impact of NBCTs on Student Learning](#)



# Options for Graduate and CPS Lane Placement Credit

## Advancing Lanes Through NTL

How to determine your lane: You can find it at the top of your paycheck.

	Payroll Services Chicago Public Schools 42 W Madison Chicago, IL 60602	Pay Group: 01T-Teacher 39.60 week position R Pay Begin Date: 02/18/2018 Pay End Date: 03/03/2018
	Employee ID: [REDACTED]	Department: [REDACTED] Location: [REDACTED] Job Title: Regular Teacher Pay Rate: [REDACTED] Lane: L03 Step: 6

Requirements for each lane:

Lane II	Lane III	Lane IV	Lane V	Lane VI
Master's	Master's + 15 semester hours	Master's + 30 semester hours	Master's + 45 semester hours	PhD or EdD

Credit available to you through NTL

Type	Description	Current Costs*
		5
		1



# NTL Profile Confidentiality Policy

The Profile document in the link you will receive is a confidential document. It may not be shared with others or posted for public view on social media. It is meant only for attendees of this meeting who wish to move forward with National Board Certification in the NTL program.

Sharing the Profile with others not in attendance at this meeting or posting it in any social media violates this confidentiality. Such sharing also gives others who might be interested in the NTL program the advantage of extra time to respond. Once submitted, the Profile becomes the property of NTL.



# NTL Candidate Profile

**The Profile is in three sections:**

- **Basic Information and Educational Background**
- **Narrative Response** – short and longer responses with word limits
- **Content Knowledge Section** – two longer essays with word limits

Be sure to follow directions carefully and completely.



# **NTL Artificial Intelligence Policy**

## **We align with NBPTS' Artificial Intelligence (AI) Policy**

**You may not use AI to draft or write ANY part of your NBPTS Portfolio or your NTL Profile!**



# NTL Candidate Profile

**30 ISBE hours awarded upon 1<sup>st</sup> day of NTL Summer Institute attendance**

- **The NTL Teacher/Librarian Profile**
- **The NTL Counselor Profile**
- **Hints for Writing a Better Profile**



**When the Profile is returned for revision, readers' feedback through comments is your first support. It is cognitive coaching that moves you forward.**

*Example of a reader's electronic response to Profile via MS Word review comments – Essay 2*

theory, I have the students use a graphic organizer to keep track of each concept. If I am instructing the students on vocal technique, I model how I want them to sing. If I am teaching a new piece of music, before we start sight reading it, I lead the students through an inquiry to get them applying the knowledge they will need to learn this piece. Each day, I communicate the objective to the students and how their learning and performance will be assessed.

Proposition 4: Teachers think systematically about their practice and learn from experience

I was given the unique opportunity to build a choir program at Solorio Academy High School however I saw best for the school. I reflect on my choices and discuss my plan with my colleagues multiple times each school year. When I

gloria jones 4/11/2020 10:53 PM

*Comment [1]: Core Prop3 is about managing and monitoring. You are clear about the managing, but this is the reference to monitoring - this is missing.*

*What do you do when assessment shows a student has learned and is ready to move on?*

gloria jones 4/11/2020 10:53 PM

*Comment [2]: CP 4 is about YOUR reflection on YOUR practice and what you learn from YOUR own reflection. That does not appear here.*

# The Profile feedback comments might be handwritten . . .

*How do you know about the subject(s) you teach? How do you know appropriate pedagogy?*

**Core Proposition 2: Teachers know the subjects they teach and how**

**to teach those subjects.** I think it is so important to know the range of students' learning within your grade. I think this helps guide so many decisions that are made in my classroom. I have parents as me frequently ask me if the work their kids do is "on level" with other students. Students learn using so many different modalities that unless you know your practice you could make the wrong choices for your students. I know that I am constantly trying to find ways for my students to demonstrate their understanding. I am yet to encounter a student who didn't benefit from differentiating my instruction. Its important to know how to do it to meet the needs of my students.

*Belongs in Core Prop*

*it is not clear how this is connected to the Core Prop or your practice*

*This proposition is about your knowledge of the content you teach and your pedagogical knowledge. Revise and show that knowledge and how you gained it*

*In revision, be sure to use first person - I, my*

*Show you have this knowledge*

# NTL Profile Confidentiality Policy

Remember –

Sharing the Profile with others not in attendance or posting it in any social media violates the confidentiality policy. It also gives others who might be interested the advantage of extra time to respond. Once submitted, the Profile becomes the property of NTL.



If you choose to complete and revise the Profile, you have begun your journey toward National Board Certification. By completing the Profile and revision, you are officially a pre-candidate.



# 1. Seeing and Responding to Profile Comments

## 2. Microsoft Office for Educators for Free

The Profile must be submitted as Microsoft Word documents attached to an email. Do not submit in Google docs. The Profile will be sent back in Word for your revision.

All pre-candidates receive reader comments on their profiles. **Do not** open the response in Google docs or on your phone; you will not see the comments. If you do not see the comments and therefore do not respond to them, your profile revision will be rejected.

### Getting MS Office for Educators for free

Google *Free Microsoft Office 365 for Schools & Students* or go to <https://www.microsoft.com/en-us/education/educators> - scroll down almost to the bottom for the link to get Word for educators for free.

You will need MS Word to submit your Portfolio to National Board.







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# Is this for me?

## Points to consider:

- What is my *teaching assignment* next year?
- Am I willing to examine and reflect deeply on my teaching?
- Do I have the content knowledge I need?
- Can I 'trust the process' and be open and responsive to feedback and critiques?
- What *personal responsibilities* have I already committed to?
- Can I commit to the time and work that I will need to give and do?



# Your Chance of Success? **Excellent!**

NTL's achievement rate is

# Over 90%



## 3 Different, Separate Groups You Will be Encountering

★ 1) We are Nurturing Teacher Leadership. We are your CTU/CPS support program. We are your mentors, your readers, your facilitators. Candidates achieve success in 2-3 years.

2) The **National Board Resource Center at Illinois State University** disburses the \$1900 state subsidy. They manage all other state support programs. The success rate is not known.

3) The National Board for Professional Teaching Standards (NBPTS.org) is the entity that awards National Board Certification. They are not a support program.



If you think you are going on the National Board Certification journey,  
*that journey will cost you almost nothing!*

- The state of Illinois through their National Board Resource Center (NBRC) at Illinois State University supports candidates by paying the **\$1900 certification fee** charged by The National Board for Professional Teaching Standards for the process.
- Candidates pay \$75.00 to the National Board for Professional Teaching Standards for each year of candidacy .

**DO NOT register for anything on the NBRC or NBPTS websites at this time.**

**We will tell you when to register.**



# The National Board for Professional Teaching Standards Website

- For more information about the National Board for Professional Teaching Standards, its activities and the certification process, go to: [www.nbpts.org](http://www.nbpts.org)
- **DO NOT create an account or register for or pay for anything at [www.nbpts.org](http://www.nbpts.org) until we (NTL) tell you to do so.**



# Questions?

**Gloria Henllan-Jones, NBCT – write to Gloria with questions about the Profile [nationalboard@ctuf.org](mailto:nationalboard@ctuf.org)**

**Lynn Cherkasky-Davis – write to Lynn with questions about NTL, lane placement, etc. [LynnCherkasky-Davis@ctuf.org](mailto:LynnCherkasky-Davis@ctuf.org)**

**Michelle Greenfield-Sliwa, NBCT – write to Michelle with general questions [nationalboardcertification@ctuf.org](mailto:nationalboardcertification@ctuf.org)**



# NTL Candidate Profile Information

All Profile directions, Profile submission documents, support and information documents, the slide deck and the video of tonight's presentation will be sent to you via an email with a link to a webpage where these materials are posted.

The email will come from [nationalboardcertification@ctuf.org](mailto:nationalboardcertification@ctuf.org) within 2-3 days.





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# NATIONAL BOARD CERTIFICATION

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C M I C A O O

Because great teachers make



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