

# Becoming a National Board Certified School Counselor

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# Session Goals

- What is **National Board for Professional Teaching?**
- The **Process** details
- The **Benefits** - Why Should I pursue this?
- The Connection to **Leadership, Advocacy and Equity/Access**
- The Available **Supports**
- **Helpful Hints:** Making the Decision
- **Q&A**

# Connecting

Say “Hello” and introduce yourself to someone you don’t know...

Share your reason for attending this session and 1-2 nuggets you know about National Board Certification...

# National Board Certification

What is it?

# Our Mission

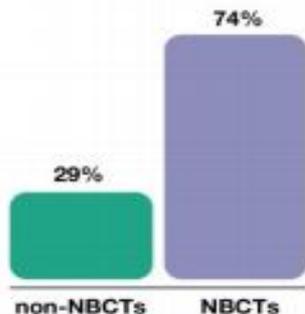
- Maintaining high and rigorous standards for what accomplished teachers should know and be able to do;
- Providing a national voluntary system certifying teachers who meet these standards; and
- Advocating related education reforms to integrate National Board Certification in American education and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

# National Board Certification is...

- Recognition for Accomplished Teaching, including content knowledge and pedagogy
- Advanced Certification
- Voluntary Assessment
- Based on national standards of accomplished teaching, as developed by teachers, School Counselors and other educators

# Proven Impact on Student Achievement

Students of NBCTs demonstrate evidence of deeper learning nearly three times more frequently than their peers



*Student work samples that reflect deeper learning, in the classrooms of NBCTs compared to the classrooms of non-NBCTs*

Students of NBCTs gain one to two months of additional learning compared to their peers in other classrooms



**NBCT IMPACT**

# Categories for Certification

25 Certification Areas

16 Disciplines

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			●	●

# The Five Core Propositions

[accomplishedteacher.org](http://accomplishedteacher.org)

## Teachers...

1. Are committed to students and their learning.
2. Know the subjects they teach and how to teach those subjects to students.
3. Are responsible for managing and monitoring student learning.
4. Think systematically about their practice and learn from experience.
5. Are members of learning communities.

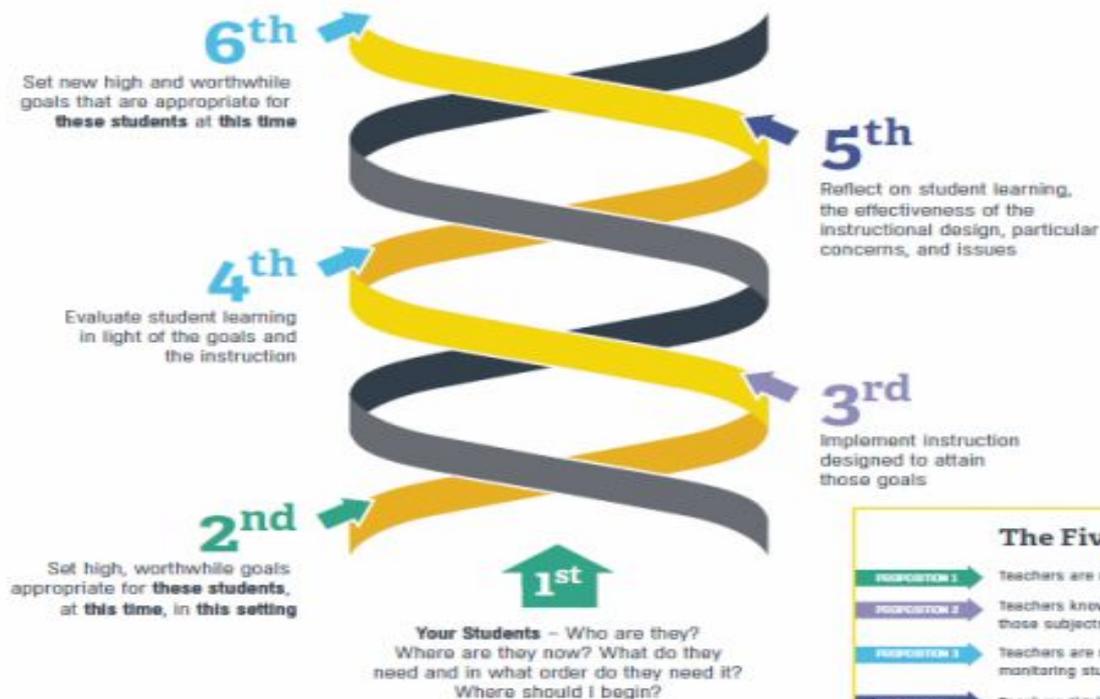
Check out [What Teachers Should Know and Be Able to Do](#)

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for Professional Teaching Standards®

# The Architecture of Accomplished Teaching

What is underneath the surface?



## The Five Core Propositions

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

# The Standards

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## School Counseling Standards

First Edition

for school counselors of students ages 3–18+

For additional information go to [www.boardcertifiedteachers.org](http://www.boardcertifiedteachers.org)

National Board Certification  
*Promotes Better Teaching,  
Better Learning, Better Schools*

The Standards are the same with a few exceptions!

CTE – revised March 2015

2014-15 Revisions

- English Language Arts
- Science
- Physical Education

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# NB School Counseling Standards

## **I. School Counseling Program**

Accomplished school counselors develop and deliver a school counseling program that is comprehensive, demonstrates continuous improvement, and advances the mission of the school.

## **II. School Counseling and Student Competencies**

Accomplished school counselors apply deep and broad understanding of academic, career, and personal/social student competencies.

## **III. Human Growth and Development**

Accomplished school counselors apply comprehensive, in-depth knowledge of human growth and development to improve student learning and well-being.

## **IV. Counseling Theories and Techniques**

Accomplished school counselors demonstrate a comprehensive understanding of established and emerging counseling theories. They possess a thorough knowledge of techniques and processes that form the foundation for effective school counseling with a diverse population.

## **V. Equity, Fairness, and Diversity**

Accomplished school counselors model and promote behavior appropriate in a diverse and global society by showing respect for and valuing all members of the community. They demonstrate fairness, equity, and sensitivity to every student, and they advocate for equitable access to instructional programs and activities.

# Standards cont.

## **VI. School Climate**

Accomplished school counselors work to establish and foster an emotionally, socially, and physically safe learning environment for students, staff, and families.

## **VII. Collaboration with Family and Community**

Accomplished school counselors work collaboratively with families and community members to achieve common goals for the education of students, improvement of schools, and advancement of the larger community.

## **VIII. Informational Resources and Technology**

Accomplished school counselors are skilled in the selection and use of informational resources and technology and use them to facilitate the delivery of a comprehensive school counseling program that meets student needs.

## **IX. Student Assessment**

Accomplished school counselors understand the principles and purposes of assessment, and the collection and use of data. They regularly monitor student progress and communicate the purpose, design, and results of assessments to various audiences.

## **X. Leadership, Advocacy, and Professional Identity**

Accomplished school counselors work as leaders and advocates in the promotion of student learning and achievement. They adhere to ethical practices and engage in professional growth and development.

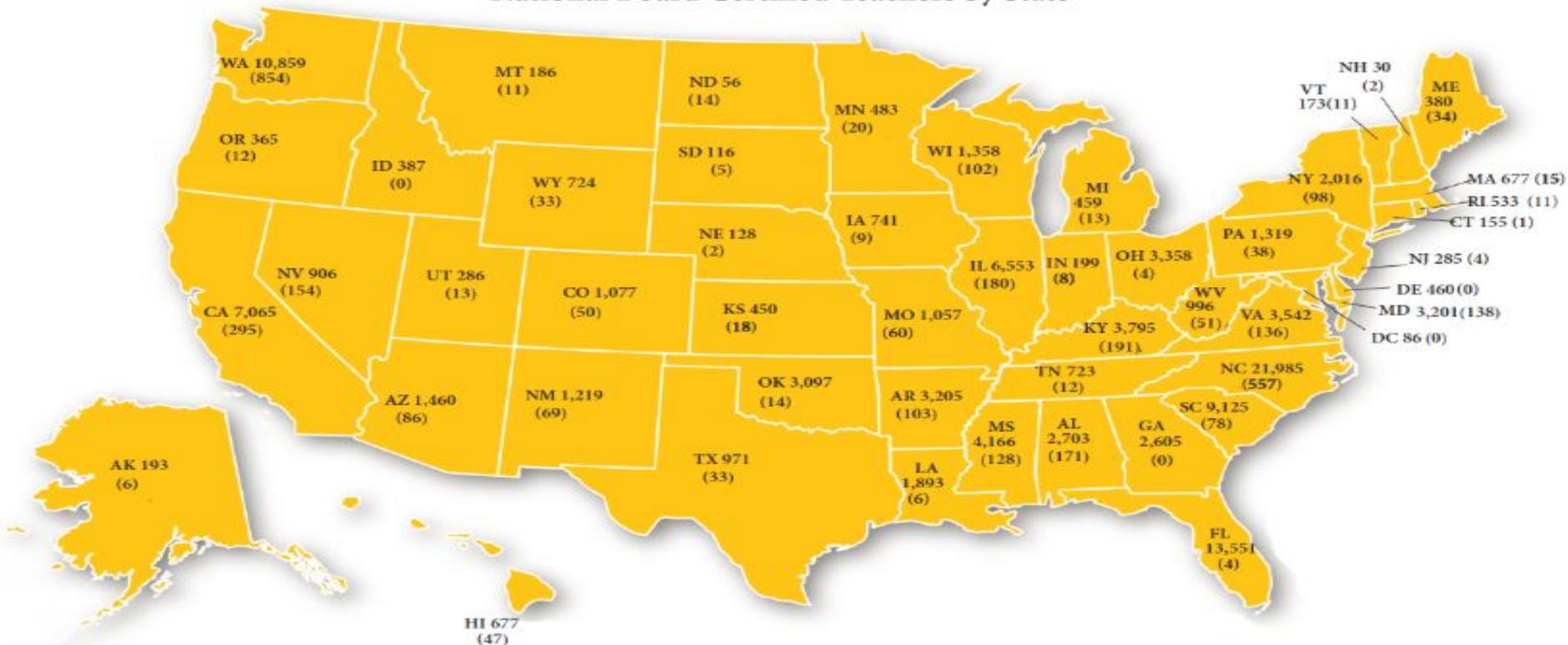
## **XI. Reflective Practice**

Accomplished school counselors integrate their knowledge, skills, and life experiences to respond effectively to new or unexpected critical events and situations. They monitor and refine their work with continuous in depth reflection.

# NATIONAL BOARD

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## National Board Certified Teachers by State



Updated December 10, 2018  
Numbers in brackets are newly certified NBCTs

# Total Number: National Board Certified Teachers

## NATIONAL BOARD

*for Professional Teaching Standards®*

### 2018 State Rankings by Total Number of National Board Certified Teachers

Rank	State	Total NBCTs
1	NC	21,985
2	FL	13,551
3	WA	10,859
4	SC	9,125
5	CA	7,065
6	IL	6,553
7	MS	4,166
8	KY	3,795
9	VA	3,542
10	OH	3,358
11	AR	3,205
12	MD	3,201
13	OK	3,097
14	AL	2,703
15	GA	2,605
16	NY	2,016
17	LA	1,893
18	AZ	1,460
19	WI	1,358
20	PA	1,319
21	NM	1,219
22	CO	1,077
23	MO	1,057
24	WV	996
25	TX	971
26	NV	906

Rank	State	Total NBCTs
27	IA	741
28	WY	724
29	TN	723
30 (tied)	MA	677
30(tied)	HI	677
32	RI	533
33	MN	483
34	DE	460
35	MI	459
36	KS	450
37	ID	387
38	ME	380
39	OR	365
40	UT	286
41	NJ	285
42	IN	199
43	AK	193
44	MT	186
45	VT	173
46	CT	155
47	NE	128
48	SD	116
49	DC	86
50	ND	56
51	NH	30
<b>U.S. Total</b>		<b>122,034</b>
<b>Total NBCTs</b>		<b>122,155</b>

*Based on NBCT self-reported data.*

## 2018 Statistics for Wisconsin

Teachers Achieving and Pursuing National Board Certification*				
	Total New NBCTs in 2017-18	Total Renewed NBCTs in 2017-18	Total Number Certified	Number Currently Pursuing National Board Certification**
WI	102	43	1,358	379
Total	3,907	4,446	122,155	22,284

Top Five School Districts	
By total number certified	By current candidates**
Milwaukee Public (92)	Racine Unified (31)
Madison Metropolitan (55)	Milwaukee Public (28)
Eau Claire Area (52)	Verona Area (28)
Manitowoc Public (32)	Madison Metropolitan (12)
Sheboygan Area (32)	Kaukauna Area (11)

\*Source: Data reflects teachers' place of employment as self-reported in the National Board database as of December 7, 2018.

\*\*Candidate total reflects all National Board candidates in progress and all first-time applicants who have paid the registration fee in the current assessment cycle as of December 7, 2018.

# The Process

All the Details

# Eligibility for Pursuing NBCT

- **Education:** Baccalaureate degree from an accredited institution
- **Experience:** Three years of successful teaching at one or more early childhood, elementary or secondary schools
- **Licensure:** Proof of valid state teaching license for each of those three years

# How it's changed...



**1994**

- 6 Portfolio Entries
- 4 Assessment Center Exercises



**2001**

- 4 Portfolio Entries
- 6 Assessment Center Exercises



**2014**

- 4 Components (Including Assessment Center Exercises)



# The Four Components

Component	Name	Evidence
1	Content Knowledge	Assessment Center
2	Differentiation in Instruction	Student Work
3	Teaching Practice and Learning Environment	Video
4	Effective and Reflective Practitioner	Assessment & Collaboration

# Component 1: Content Knowledge (C1)

A computer-based assessment to demonstrate knowledge and pedagogical practices unique to each certificate area.

- Three constructed response exercises (CRI)
- 45 selected response items (SRI)
  - Five of which are embedded field test items that don't count toward the candidate's score



# Component 1: ECYA/School Counseling Selected Response Items

Standards Content	Approximate Percentage of Selected Response Item Section*
<p><b>School Counseling Program, Leadership, Advocacy, and Professional Identity (Standards I, X)</b></p> <ul style="list-style-type: none"> <li>• Foundations of the program</li> <li>• Accountability of the program</li> <li>• Ethics</li> </ul>	40%
<p><b>Human Growth and Development (Standard III)</b></p> <ul style="list-style-type: none"> <li>• Theories of human growth and development and their application in working with individual students</li> <li>• Developmental stages</li> <li>• Developmental assets and strategies for helping students build developmental assets</li> <li>• Developmental needs of students with exceptionalities</li> <li>• Consulting with stakeholders regarding developmental considerations for education for all students</li> </ul>	30%
<p><b>Counseling Theories, Equity, and Fairness (Standards IV, V)</b></p> <ul style="list-style-type: none"> <li>• History and philosophy of major counseling theories and techniques</li> <li>• Building and maintaining strong relationships with highly developed communication skills</li> <li>• Theories and policies related to multicultural counseling and differences among diverse populations</li> <li>• Relationship between motivation and behavior</li> <li>• Promoting fairness and equity</li> </ul>	30%

A middle school student reports to the school counselor that one parent gets drunk and hits the other, and the student is often in the room when this occurs. The student is afraid and does not want the counselor to tell anyone. Which of the following most clearly describes the counselor's responsibility in this situation?

- keeping what the student reported confidential
- reporting the information to Child Protective Services
- calling the police and asking them to visit the home
- having a meeting with the administrator

# Component 1: School Counseling Constructed Response Exercises

## Exercise 1: School Counseling Program

Demonstrate your knowledge of the development, implementation, and management of a school counseling program.

## Exercise 2: Counseling Theories and Techniques

Demonstrate your knowledge of counseling theories and techniques

## Exercise 3: School Climate

Demonstrate your understanding of factors related to school climate and approaches for establishing and maintaining a positive and productive learning environment.

### Exercise 2: Counseling Theories and Techniques - Scenario

A **ninth-grade** high school counselor receives a referral for a 15-year-old student of color who skips a lot of classes and is at risk of failing most of his courses. This is his first year in high school. His teacher stated that sometimes when the student is present in class, his behavior is disruptive to learning. When the counselor meets with the student, he seems very withdrawn, and he says the teacher doesn't care and shows preference to the other students because they are of the same race as the teacher. At times, the student seems hostile when talking about his school experience and shuts down.

You must address each of the following in your response:

Provide an **in-depth** description of an appropriate counseling technique for addressing the situation described in the scenario, including the counselor's role and responsibilities.

Provide a **thorough** rationale for your choice of counseling technique, including discussion of the underlying theory.

## Component 1: Content Knowledge Computer Based Assessment

Task	Time	Total Time of Testing Session
Selected Response Items	60 minutes*	1 hour
BREAK	10 minutes	1 hour, 10 minutes
First constructed response exercise	30 minutes	1 hours, 40 minutes
Second constructed response exercise	30 minutes	2 hours, 10 minutes
Third constructed response exercise	30 minutes	2 hours, 40 minutes



## **Component 2: Differentiation in Instruction (C2)**

- Classroom based portfolio
- 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
- Submit selected work samples that demonstrate the students' growth over time
- Written commentary that analyzes your instructional choices

# Component 2: Differentiation in Instruction

## SMALL GROUP SESSION:

- identify a **critical student need** common to your school and community within the personal/social domain;
- collect and analyze **data** related to that need;
- use that analysis to **form a small group** that will meet at least four times;
- design and implement a **structured activity** within small-group sessions that provides responsive services related directly to that need;
- Submit a **Written Commentary** focusing on:
  - The process and techniques used to generate student involvement through differentiated instruction
  - The structured activity,
  - Analysis of the student work samples
  - Reflection on your school counseling practice

## **Component 3: Teaching Practice and Learning Environment (C3)**

- Classroom-based portfolio entry
- Video recordings of interactions between you and your students
- Written commentary in which you describe, analyze and reflect on your teaching and interactions with students
- Demonstrates how you engage students and impact their learning

# Component 3: Teaching Practice and Learning Environment

## FOCUS: INSTRUCTION, STUDENT ENGAGEMENT, LEARNING ENVIRONMENT

- Two 10–15 minute videos of your school counseling practice, showcasing your delivery of school counseling content in each (academic, personal/social, career).
- Describe your **instructional planning** for the lesson featured in each video and **rationale** for your choice of **goals strategies and materials**.
- Commentary for each video that includes analysis and reflection on your counseling practice; that communicates your pedagogical decision making before, during, and after the lesson shown in the video; and that focuses on your impact on student learning.

# Component 4: Effective and Reflective Practitioner (C4)

- Demonstrate evidence of your abilities as an effective and reflective practitioner
  - Developing and applying knowledge of your students
  - Use of assessments to effectively plan for
  - Positively impact your students' learning
  - Collaboration to advance students' learning and growth

# Component 4: Effective and Reflective Practitioner

## KNOWLEDGE OF STUDENTS

- Provide a profile, or description, on one group of students
- Group may be a whole class or a group of student you work with who share similar characteristics
- Must select an entire class if you work with one or more classes
- Provide evidence that you collect relevant information about your group of students from data sources and communication with others

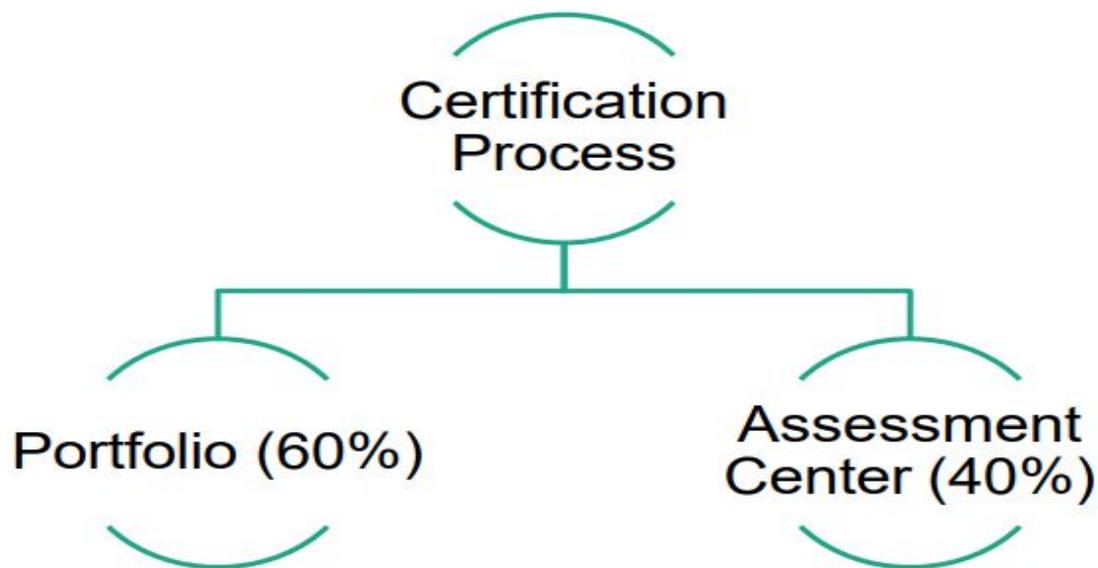
## GENERATION AND USE OF ASSESSMENT DATA

- Select two assessments —**one formative** and **one summative**
  - Prove that assessments, info gathered from assessments, other data sources positively impact students' learning
  - Self-assessments by students

## PARTICIPATION IN LEARNING COMMUNITIES

- a need for professional learning by yourself and/or by yourself and your colleagues that you identified as a result of your knowledge of students (either a particular group or accumulated over time) and assessment practices
- evidence of how you met the professional learning need
- evidence of the impact of your actions on student learning (e.g., students' performance before and after the actions were taken)

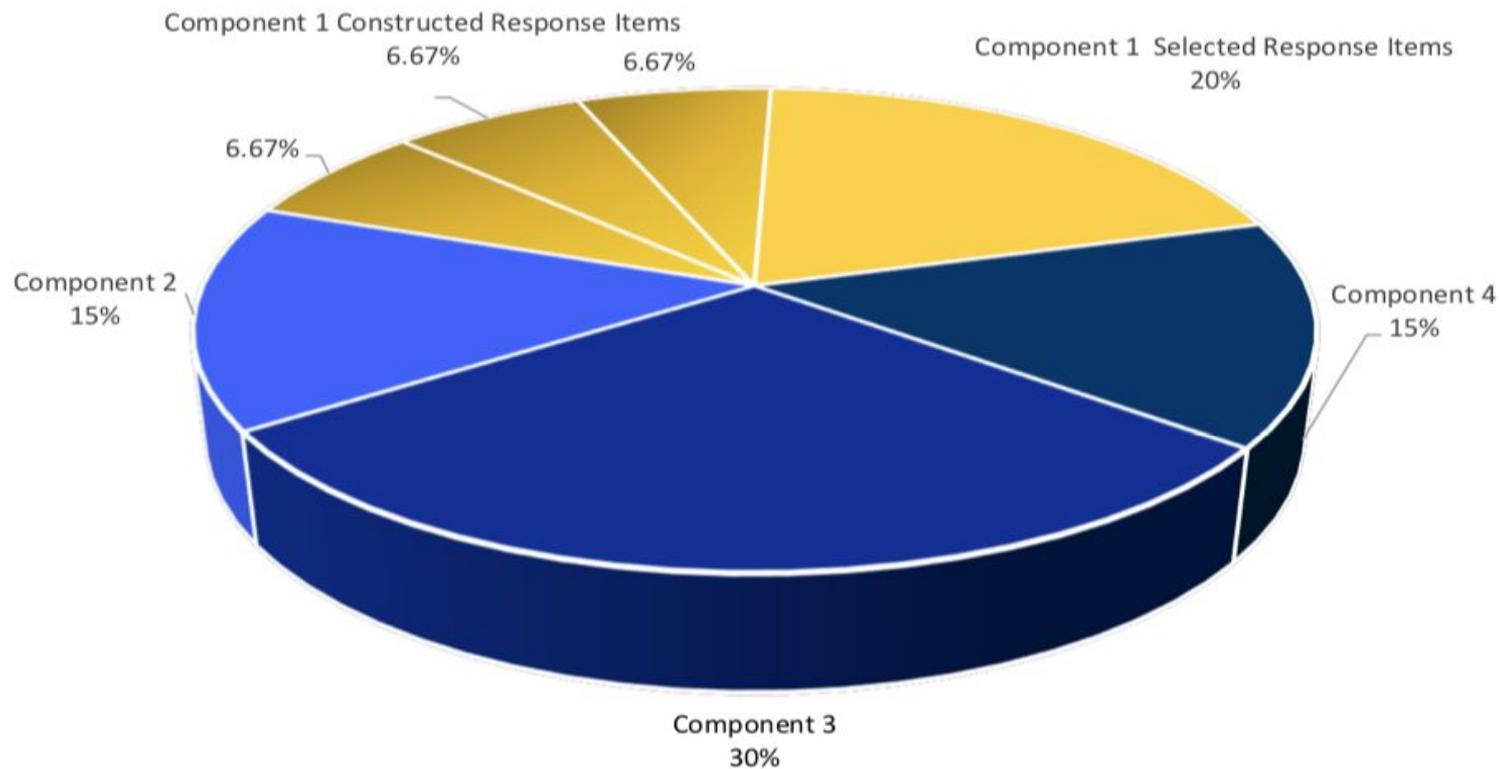
# Performance Based and Peer-Reviewed



Rubric Levels	Score Range	Quality of Evidence
Level 4	3.75–4.25	Clear, consistent, and convincing
Level 3	2.75–3.25	Clear
Level 2	1.75–2.25	Limited
Level 1	0.75–1.25	Little or no

- The highest and lowest assigned scores for a constructed response item or a portfolio component are 4.25 (4+) and 0.75 (1–), respectively; however, a score of zero is possible (see “Score Designations of ‘0’ (Zero)” in this document).
- Level 4 and Level 3 performances represent accomplished teaching practice.
- Level 2 and Level 1 performances represent less-than-accomplished teaching practice.

## National Board Certification Assessment Weights



# The Three Score Requirements

To achieve National Board Certification candidates must meet **each** of the following three distinct score requirements:

1. assessment center section average score of at least 1.75
2. portfolio section average score of at least 1.75
3. total weighted scaled score of at least 110

**IMPORTANT:** Candidates must meet each of the above three score requirements to achieve National Board Certification. Meeting the section requirements of 1.75 is necessary but does not ensure a candidate will have the scores required to meet the total weighted scaled score requirement of 110.

# The General Cadence

## Deadlines for 2018-19

- Registration deadline: February 28, 2019
- Full payment due: February 28, 2019
- Withdrawal and refund deadline: February 28, 2019
- ePortfolio window: April – May 2019
- Assessment center window: March 1 – June 15, 2019
- Scores released: On or before December 31, 2019

# Timeline considerations for completing certification

- The 4 components can be taken in any order
- Up to 3 years to submit all four components
- Can submit 1-4 components a year
- Components must be completed during the cycle in which they are purchased.
- 5 years to complete certification process (if retakes are necessary)

# Flexibility

Completing the certification process may take anywhere from one to five years, depending on the approach.

- Candidates must attempt each of the four components within the first three years of candidacy.
- Candidates have up to two retake attempts for each component during the five-year window; retake years do not have to be concurrent or consecutive.
  - *Note potential point of confusion for five-year eligibility window:* If a candidate does not complete their first attempt of all four components within the first three years of candidacy, they will not be eligible to continue their candidacy in years four and five.

# The Benefits

Why Should I pursue this?

# Why Certify?

- **Demonstrates commitment to Excellence**
  - Improve your practice
  - Open doors to leadership, advocacy and equity/access
- **Reciprocity for Educator Licensure**
  - Connection to [State Licensure](#)
- **SPO/Educator Effectiveness Requirements**
- **Financial Benefits**

# Benefits to Certifying

- NB certification used to obtain a lifetime Master Educator license in the corresponding area and level
- Obtain reimbursement for costs of up to \$2,000 personally incurred to achieve certification
- Receive annual grants for 9 years of \$2,500 or \$5,000
- School districts may offer stipends or lane movements for NBCT status

# The Value of National Board Certification

# Earning Graduate Credit

- UWGB's [Master of Science Degree in Applied Leadership for Teaching and Learning](#)
  - Standards-based advanced degree program for practicing teachers.
  - 30-credit program with core curriculum based upon NBPTS
- George Mason University - Graduate Credits available for NB work
- [National University](#) Graduate Certificate in National Board Certified Teacher leadership

# Supports

What's available?

# National Board Supports



- Wisconsin National Board Network (WNBN, NEA Ed Communities)
- [WEAC](#)
  - “Dare to Think” Retreats
  - Online Support Classes
- [NB Website](#)
  - [Candidate Center](#)
  - “The Boardroom” newsletter
- Seek out a mentor
  - [National Board Directory](#)
  - Colleagues, Administrators, School Counselors
  - Family, Friends
- Online Supports
  - Facebook
  - Twitter
  - ASCA Scene
  - Edmodo
  - [NB Edge Alliance](#) - [Professional Development Series](#)

# Follow...



Linked in



## National Board for Professional Teaching Standards

2w

Powerful story about the National Board Candidate Journey: Growth, Change, and Perseverance -- from BIE a school in Lummi Nation School, a tribal compact school on the Lummi Reservation in Northwest Washington. !  
<https://lnkd.in/e36hw56>



The National Board Candidate Journey: Growth, Change, and Perseverance  
[medium.com](https://medium.com)

Starting February 5th, your Tuesday nights just got a whole lot better! Join #NBCTs, candidates, and others, as we share insights and challenges in the #NBcafe. February's topic- building trust. #NBCTstrong #NT3



# Affordability

The total cost of certification is \$1,900, with each of the four components costing \$475.

## Important price points

\$75 annual registration fee

\$475 per component

\$125 per retake for each part of Component 1

*(constructed response exercises and selected response items)*

\$475 per retake for Component 2, Component 3 and Component 4

# Financial Supports

## State Incentives

- Initial Reimbursement
  - Up to \$2000 following successful completion of certification
- Annual Stipend
  - \$2500
  - \$2500 additional in high needs schools (60% F & R lunch)

# Maintenance of Certification

- The National Board recently revised its policy for maintenance of certification and will require Board-certified teachers to demonstrate their knowledge and skills **every five years**. (*Adopted February 2015*)
- This policy reflects efforts, like those taken in the recent redesign of the certification assessment, to make certification more affordable and efficient for all teachers, so that that it can become the norm in the profession. Also, it is aligned with the movement of 40 state licensure systems to a five-year renewal period.
- For additional information, including the rollout schedule, visit [nbpts.org/national-board-certification/renewal/](http://nbpts.org/national-board-certification/renewal/).

# Helpful Hints

Making the Decision



What's your WHY...



# Assess the following...

- Time Commitment: Analyze and reflect upon the time you have to give to this process
- Resources Needed:
  - \$\$
  - Classroom Planning
- Study Buddy:
  - Determine what kind of support may be available to you in your school, district or region
  - Consult with NBCT's in your certificate area

# What is Most Challenging about the NBCT Certification?

- Time commitment
- Amount of details involved in the process
- Type of writing
- Evidence required
- Videotaping yourself

# Next Steps...

- How do I start?
  - Visit nbpts.org often ([Candidate FAQ's](#))
  - Download “[Guide to National Board Certification](#)”
  - Plan your Timeline of certification
  - Contact area supports
  
- How does this compare with NCC?
  - National Certified School Counselors ([NCSC](#))
  - NCC Examination (timed)
    - 200 Multiple Choice
      - Based upon eight CACREP domains
    - 100 clock hours every 5 years

Q&A

# Contact Information

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