

# NATIONAL BOARD

*for Professional Teaching Standards*

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## About Certification

*Elevating Teaching, Empowering Teachers*



National Board Certification is the most respected professional certification available in education and provides numerous benefits to teachers, students and schools. It was designed to develop, retain and recognize accomplished teachers and to generate ongoing improvement in schools nationwide.

While teacher licensure systems set the basic requirements to teach in each state, completion of National Board Certification signifies that teachers have voluntarily gone much further. NBCTs have developed and demonstrated the advanced knowledge, skills and practices required of an outstanding educator.

Standards for each content area and developmental level are created by teachers, for teachers. They represent a consensus among educators about what accomplished, effective teachers should know and be able to do to improve student learning and achievement. Board certification is available in [25 certificate areas](#), from Pre-K through 12th grade.

Certification consists of four components: written assessment of content knowledge, reflection on student work samples, video and analysis of teaching practice, and documented impact and accomplishments as a teaching professional. Throughout its more than 25-year history, the National Board has sought to review and revise its standards and certification process to reflect best practices in teaching. Throughout the process, you will be able to apply what you're learning to your classroom practice and connect with other teachers pursuing certification. Recognizing the many demands on teachers' time, the process is designed to be flexible, efficient and affordable.

**National Board Certified Teachers in Springfield Public Scho...**



[Read about the latest updates to the certification process.](#)

The National Board is dedicated to ensuring that more students across the country can learn from teachers who have proven themselves to be accomplished educators.

For each subject area, National Board Standards are developed by outstanding educators in that field who draw upon their expertise, research on best practices, and feedback from their professional peers and the education community. Once adopted by National Board's teacher-led Board of Directors, these standards form the foundation for National Board Certification.



## The Five Core Propositions

In 1989, the National Board published *What Teachers Should Know and Be Able to Do*, a document that articulated the National Board's Five Core Propositions for Teaching — comparable to medicine's Hippocratic Oath — setting forth the profession's vision for accomplished teaching. The Five Core Propositions form the foundation and frame the rich amalgam of knowledge, skills, dispositions and beliefs that characterize National Board Certified Teachers (NBCTs).

All National Board Certificates are based on the Five Core Propositions. All NBCTs in all grade levels and subject areas share their commitment and understanding to these Propositions. Therefore, the Five Core Propositions represent what all accomplished teachers share in their expertise and dedication to advance student achievement.

**Proposition 1: Teachers are committed to students and their learning.**

- NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn.
- They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.
- NBCTs understand how students develop and learn.
- They respect the cultural and family differences students bring to their classroom.
- They are concerned with their students' self-concept, their motivation and the effects of learning on peer relationships.
- NBCTs are also concerned with the development of character and civic responsibility.

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

- NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject.
- They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject.
- They are able to use diverse instructional strategies to teach for understanding.

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

- NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.
- They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.
- NBCTs know how to assess the progress of individual students as well as the class as a whole.
- They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.

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

- NBCTs model what it means to be an educated person — they read, they question, they create and they are willing to try new things.
- They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.
- They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.

**Proposition 5: Teachers are members of learning communities.**

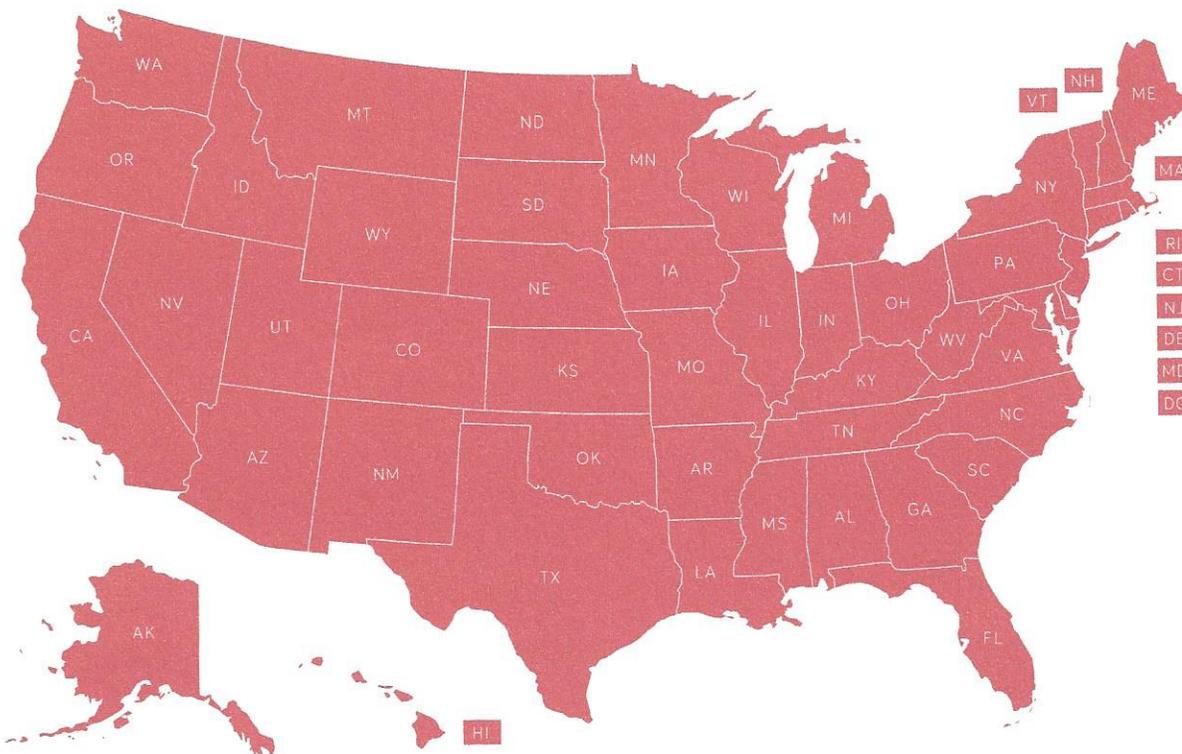
- NBCTs collaborate with others to improve student learning.

- They are leaders and actively know how to seek and build partnerships with community groups and businesses.
- They work with other professionals on instructional policy, curriculum development and staff development.
- They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.
- They know how to work collaboratively with parents to engage them productively in the work of the school.

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## ILLINOIS

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### Program Overview

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Illinois traditionally outpaces the nation with high numbers of National Board Certified Teachers (NBCTs), frequently ranking among the top 5 states with the most new NBCTs. The Chicago Public Schools often ranks at the top nationally with more new NBCTs than other school districts in the nation. To date, there are 6,034 NBCTs in Illinois.

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### Fee Support: Local

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Some school districts use Title monies to provide fee support to candidates seeking certification. Please inquire with your principal or central office personnel to see if this is a possibility for you.

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### Fee Support: State

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Candidate fee support is available through the Illinois Excellent Teaching Program – PA097-0607, as funds are appropriated by the Illinois legislature. These funds pay up to \$2,000 of the National Board application fee. Funds are administered through the National Board Resource Center

(NBRC), at Illinois State University, and are available to qualified candidates on a first-come, first-served basis through June 15, 2014. For additional information click [here](#).

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### Fee Support: Scholarships

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*National Board is not accepting scholarship applications at this time. Please check back periodically for updates.*

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### Candidate Support: Local

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A number of school districts provide local support for their teachers seeking certification. Please inquire with an NBCT you may know, your principal, or your state teachers association to see if there is a candidate support program near you. The National Board is aware of the following program:

Chicago Teachers Union – Nurturing Teacher Leadership

Lynn Cherkasky-Davis

Phone: 312-329-6274

Email: [LynnCherkasky-Davis@ctulocal1.com](mailto:LynnCherkasky-Davis@ctulocal1.com)

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### Candidate Support: State

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Illinois offers statewide support for teachers interested in pursuing National Board Certification through a partnership with the Illinois State Board of Education (ISBE) and the National Board Resource Center (NBRC), at Illinois State University. NBRC offers resources to candidates through all stages of completing the National Board Certification process.

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### Graduate Credit

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Universities frequently provide graduate credit to teachers pursuing National Board Certification. Please inquire with your local university to see if this is a possibility for you. Listed below are two programs that the National Board is aware of:

Candidates for National Board Certification can earn six credit hours through Illinois State University. Interested candidates should visit the National Board Resource Center.

Illinois State University offers the Master's in Curriculum & Instruction program for practicing teachers who want to become master teachers. The 30-semester hour program is structured around the National Board's Five Core Propositions, but does not lead to National Board Certification. Teachers interested in becoming National Board Certified should visit the National Board Resource Center.

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### NBCT Resources

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- [Illinois State University National Board Resource Center \(NBRC\)](#)
- [Chicago Teachers Union](#)