

## Amend by addition

### G-2. National Certification

The National Education Association supports voluntary national certification by which the profession grants recognition to an individual who has met qualifications specified by the profession. The Association recognizes that this function is filled by the National Board for Professional Teaching Standards (NBPTS), which is composed of a majority of practicing public school teachers.

The NBPTS establishes appropriate assessment procedures by which individuals demonstrate exemplary practice in pedagogy and in subject matter areas, issues certificates to all individuals who meet NBPTS-established standards, maintains a roster of those who have been certificated, and encourages reciprocity with state professional standards boards.

*[The Association also supports voluntary national certification for educational employees from professional organizations that establish appropriate assessment and qualifications standards comparable to NBPTS that are applicable to the specific profession and also maintain a roster of those who have been certified.](#)*

The Association also supports the periodic evaluation of such certification procedures to ascertain whether cultural, economic, gender, racial, or age bias is perpetuated by the requirements for certification.

(1987, 1998)

**Rationale:** The addition of this language will recognize and value the contributions and accomplishments of professional educational employees other than those covered by NBPTS. The wording is inclusive and open enough to accommodate additional certifications which may be appropriate. Examples of such certifications are:

- National Certificate of Clinical Competency (CCC for speech and language therapists)
- National Certification issued by the National Association of School Psychologists (NCSP) for school psychologists
- Occupational Therapists Registered (OTR) Certificate for OT's
- National School Nurses Certification for school nurses
- Certified Family Life Educator from the National Board of Family Educators
- National Certified Counselor (NCC) for school counselors

Amend by Addition

### **G-3. Licensure**

The National Education Association advocates rigorous quality teaching standards such as those found in the NEA Principles of Professional Practice for entry into the teaching profession. As established by professional standards boards, these quality teaching standards must include p each of the following:

- high academic performance
- extensive clinical practice and field experience
- demonstrated knowledge of subject matter
- demonstrated knowledge of pedagogy, child development, and learning acquisition.

For every candidate, including those entering via alternative routes, teacher licensure programs must be equal in rigor and focus and be based upon these quality teaching standards in order to prepare candidates for the initial teaching license.

Assessments used to measure teacher skill, knowledge, and instructional competency must be valid and unbiased and should be included as one element of comprehensive assessment for completion of a teacher preparation program as well as for licensure into the profession.

*The Association believes licensure should be controlled by state statute / regulation and state boards of teaching to ensure consistency of teacher licensing standards. The association also believes all state boards of teaching should include representation of all groups that are licensed by the respective boards.*

The Association opposes licensure processes that lower or eliminate any of the standards outlined above, including "testing-only" approaches to teacher licensure.

The Association asserts that a teaching license should signify that an individual entering the teaching profession is competent to teach. A teaching license must be recognized as the primary requirement for employment in every primary, secondary, and adult education public and private school. The Association believes that all states should offer appropriate pre-K licensure. No license should be issued unless an individual possesses the entry-level knowledge and skills required for teaching. No emergency licenses should be issued. No assignments should be permitted outside the teacher's area of licensure without appropriate concurrent retraining supported by the local district.

The Association urges the elimination of state statutes/regulations that require teachers to renew their licenses. Where such renewal continues to be required, it

should be based on continued growth and professional development. Standardized literacy and basic skills tests to determine competency should not be used.

The Association supports regulations that would put professional educators, the majority of whom are licensed and practicing public school teachers, in state licensing agencies.

The Association also supports the periodic evaluation of licensure procedures to ensure that cultural, economic, gender, racial, and age biases are not perpetuated by the requirements for licensure. (1985, 2008)

**Rationale:** In light of many differing alternative pathways to licensure currently in place and being proposed, this language supports a consistent standard be applied through state agency and/or statute to ensure the standards already supported in this resolution. This language also advocates for appropriate representation in licensing for all groups under the authority of the applicable licensing boards. It is the intent of the maker that the language be sufficiently flexible to work for all state affiliates.

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For every candidate, including those entering via alternative routes, teacher licensure programs must be equal in rigor and focus and be based upon these quality teaching standards in order to prepare candidates for the initial teaching license.

Assessments used to measure teacher skill, knowledge, and instructional competency must be valid and unbiased and should be included as one element of comprehensive assessment for completion of a teacher preparation program as well as for licensure into the profession.

The Association opposes licensure processes that lower or eliminate any of the standards outlined above, including "testing-only" approaches to teacher licensure.

The Association asserts that a teaching license should signify that an individual entering the teaching profession is competent to teach [\[.\] and that licensure should be independent of employment status.](#) A teaching license must be recognized as the primary requirement for employment in every primary, secondary, and adult education public and private school. The Association believes that all states should offer appropriate pre-K licensure. No license should be issued unless an individual possesses the entry-level knowledge and skills required for teaching. No emergency

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**rationale:** In light of the many unique and differing evaluation models currently employed many of which move licensing control to the local / district level, it is important that all teachers be provided support from a contract non-renewal that could result in a lose in licensure. In light of RTTT and the reauthorization of ESEA, and possible linkage of inductions programs and licensure, many circumstances (such as the lack of a mentoring, induction, or peer assistance program) may play a role in a non-renewal and it is the makers assertion that once licensed, a teacher should be provided the appropriate time and opportunity to prove or improve their professional practice.