



National Board-Certified Teacher Recognition

The National Board for Professional Teaching Standards (NBPTS) is a nonpartisan, nonprofit organization. Founded in 1987, NBPTS develops and maintains advanced standards for educators and offers 25 certifications based on specific Standards and five core propositions. These standards define what teachers should know and be able to do and include rigorous and valid assessments. 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 generate ongoing nationwide improvement in schools.

To become a Board-certified teacher, eligible candidates must demonstrate advanced knowledge, skills, and best practices in their certificate area by completing four components: three portfolio entries and a computer-based assessment. Going through the process strengthens both the teaching profession and one's practice. The process requires commitment, time, writing, reflection, analysis, recording, instructing, communicating, goal-setting, use of data, planning based on student artifacts and assessments, professional learning, and more.

To maintain National Board Certification, one must document one's professional accomplishments every five years. Consisting of two components, the process of maintaining certification asks one to find two Professional Growth Experiences. The NBCT has undertaken professional activities that have evolved to become a significant focus of their professional growth that have influenced within or beyond the classroom and impacted student learning.

New National Board-Certified Teachers:

- **Jessica Angelo**--Douglas MacArthur ES, Literacy: Reading-Language Arts-Early and Middle Childhood
- **Meagan O'Heran**—James K. Polk ES, Early Childhood Generalist

National Board-Certified Teacher Renewals:

- **Lisa Coughlin**—Alexandria City HS, International Academy, Science: Adolescence – Young Adult/Earth Science
- **Kristin Donley**—Central Office—Teaching, Learning and Leadership, Physical Education: Early – Middle Childhood
- **Katrina Ford**—Francis C. Hammond MS, Mathematics/Adolescence – Young Adult

- **Molly Freitag**—Alexandria City HS, Social Studies/History: Adolescence – Young Adult
- **Patricia Gordon**—Alexandria City HS, International Academy, English as a New Language Arts: Early Adolescence – Young Adulthood
- **Angela Green**—Central Office, Department of Accountability & Research, Early Childhood Generalist
- **Andrea Hill**—Cora Kelly School for Math, Science, and Technology, Early Childhood Generalist
- **Adrienne Hook**—Francis C. Hammond MS, Mathematics: Early Adolescence
- **Michelle Lehmann**—Alexandria City HS, Social Studies/History: Adolescence – Young Adult
- **Vantross Medina-White**—James K. Polk ES, Exceptional Needs Specialist: Early Childhood through Young Adulthood
- **Kathryn Pattarini**—Central Office, Tech Services, Early Childhood Generalist
- **Sally Preston**—Alexandria City HS, International Academy, English as a New Language Arts: Early Adolescence – Young Adulthood
- **Amanda Priestly**—James K. Polk ES, Early Childhood Generalist
- **Laura Simons**—Alexandria City HS, Science: Adolescence - Young Adult/Physics
- **Markell Thorne**—George Mason ES, Early Childhood Generalist
- **Tracy Tiernan**—Naomi L. Brooks ES, Physical Education: Early – Middle Childhood
- **Bobbi Wade**—Douglas MacArthur ES, Early Childhood Generalist
- **Alison Walter**—Francis C. Hammond MS, International Academy, Social Studies/History: Early Adolescence