

Transforming Teaching and Learning through National Board Certification An Initiative Funded by the U.S. Department of Education's Supporting Effective Educator Development (SEED) Grant Program

The Challenge

Today there is widespread agreement that the United States must do more to improve student achievement and that effective teachers are the most critical in-school factor for doing so. In 2012, a group of organizations representing labor and management created the "Transforming the Teaching Profession" vision statement, which called for the nation to "create a profession that attracts great people into our schools and classrooms—and keeps them in the profession."

States and districts face a challenge: how to increase the number of highly effective teachers in high-need schools through sustainable changes to practice and policy and how to use highly effective teachers as instructional leaders to improve the practice of their colleagues while allowing them to stay in the classroom. Given the National Board's stewardship of the profession's standards for accomplished teaching and its proven advanced certification process for assessing teacher practice against those standards, it is uniquely positioned to be a catalyst for this transformation.

About the Three-Year Project

In September 2013, the National Board was awarded \$15M from the U.S. Department of Education's Supporting Effective Educator Development (SEED) grant program to advance strategies that will expand the pool of highly effective National Board Certified Teachers (NBCTs) serving in high-need schools. The National Board's diverse group of partners, representing labor, management, and practitioners across six sites, will strengthen the policies and structures that support teachers in the pursuit of National Board Certification and encourage NBCTs to serve as instructional leaders.

Vision

Through this initiative, the National Board and its partners will promote educator effectiveness across the career continuum; foster new career ladder roles for National Board Certified Teachers; and promote labor-management collaboration in staffing and strengthening high-need schools. The diversity of site partners and contexts represented in this initiative will ensure that

results and innovative practices can be replicated and scaled at a national level.

Impact

The work of this initiative will impact over 3,500 teachers and over 500,000 students. As a result, more highly effective National Board Certified Teachers will teach in and serve in instructional leadership roles in high-need schools. It will also yield measurable improvements in teaching effectiveness and student achievement.

The impact of this initiative will not be limited to the site partners, but is designed from the start to have a broader impact, with successes replicated through national networks to other states and districts.

Partners

The National Board has partnered with four states and two districts. In each of the six sites, teams will be comprised of the state or local education agency, the state or local union, and a network of National Board Certified Teachers. The National Board will implement a Networked Improvement Community across the project sites, supported by the Carnegie Foundation for the Advancement of Teaching. The American Institutes for Research will serve as the external project evaluator.

The advisory board for this initiative is composed of the leaders of the signatory organizations to the "Transforming the Teaching Profession" vision statement, the American Federation of Teachers (AFT), the National Education Association (NEA), the Council of Chief State School Officers (CCSSO), the Council of the Great City Schools (CGCS), the National School Boards Association (NSBA), and the American Association of School Administrators (AASA).

States	Districts
Kentucky	Albuquerque
Nevada	San Francisco
New York	
Washington	

**TRANSFORMING TEACHING AND LEARNING
THROUGH NATIONAL BOARD CERTIFICATION
SEED SITE PARTNER OVERVIEW**

ALBUQUERQUE

Number of new NBCTs supported by SEED initiative		Number of new NBCT instructional leaders supported by SEED initiative		Total number of teachers supported by SEED initiative	Number of teachers supported by NBCT instructional leaders	Number of students taught by new NBCTs (over the 3-year period)
Overall	STEM	Overall	STEM			
120	40	12	4	132	100	22,000

Through the SEED initiative, Albuquerque Public Schools (APS) and Albuquerque Teachers Federation (ATF) will build from their demonstrated ability to co-create programs that grow instructional leaders who are effective NBCT Candidate Support Providers (CSPs). The ultimate goal is to increase the number of CSPs in high-need schools and grow cadres of NBCT candidates in those high-need schools. These efforts dovetail with their Common Core implementation needs, as well as the district’s increased focus on providing quality professional development to STEM teachers by delivering an advanced certification program with a laser focus on the Next Generation Science Standards.

Increasing the Number of NBCTs in High-Need Schools

Candidate Support Programs in APS have been in existence for over ten years. APS will continue to expand its NBCT pool by using SEED funds initially to subsidize National Board candidate fees and local candidate support program fees; to continue Jump Start and Homestretch programs (that began in 2003 and 2006, respectively); and to pilot *Take One!*, a National Board pre-certification program, in four high-need schools.

These efforts will be sustainable. Legislative advocacy will target renewed fee reimbursement incentives for candidates. In addition, support from Sandia National Labs will continue; they pay 50% of NBCT fee for STEM teachers. On average, over 25% of each annual cohort are STEM teachers. In addition, National Board Certification is used as a means of achieving Level III Licensure in New Mexico.

Developing Pathways to Enable NBCTs to Take on Instructional Leadership Roles in High-Need Schools

APS already offers two leadership pathways that give preference to NBCTs (Beginning Teacher Support and Peer-Assistance and Review). APS, through SEED, will create another leadership pathway for NBCTs, increasing the NBCT Candidate Support Provider pool and strategically placing and funding NBCT CSPs in high-need schools where they can provide targeted Common Core and STEM instructional support. The program will offer three leadership options to NBCTs: 1) an NBCT in a high-needs school can become a CSP for a school-based cohort; 2) NBCTs can transfer in teams to a turnaround school that has fewer than two NBCTs; and 3) NBCTs can participate in the Leadership Committee that will design and develop instructional leadership pathways, recruit NBCTs to become site-based CSPs, coordinate CSPs, facilitate the professional development of the CSP cohorts, and provide focus on Common Core and STEM practices. CSPs can specialize in a general Common Core cohort, a STEM cohort, an English Language Learner Cohort, or an Exceptional Needs Cohort. CSP selection will be rigorous and competitive, providing training and a year-long AFT-led apprenticeship.