

program Profile

NATIONAL BOARD
for Professional Teaching Standards®

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.

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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.

States	Districts
Kentucky	Albuquerque
Nevada	San Francisco
New York	
Washington	

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).