

ABSTRACT

The National Board for Professional Teaching Standards (National Board), working with a diverse group of partners, seeks to create and expand strategies and practices based on advanced certification (National Board Certification) that will increase the numbers of highly-effective teachers who work in high-need schools. Its proposed initiative, entitled **Transforming Teaching and Learning through National Board Certification** addresses:

- Absolute Priority 3: Advanced Certification and Advanced Credentialing
- Competitive Preference Priority 1: Supporting Practices and Strategies for which there is Strong Evidence of Effectiveness
- Competitive Preference Priority 2: Improving Efficiency (Cost-Effectiveness)
- Competitive Preference Priority 3: Promoting Science, Technology, Engineering, and Mathematics (STEM) Education

To advance this initiative, the National Board has partnered with four states (Kentucky, Nevada, New York, and Washington) and two districts (Albuquerque and San Francisco). 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 (NBCTs). Site teams will be supported by the Carnegie Foundation for the Advancement of Teaching in the implementation of a Networked Improvement Community.

Goals: The goals of this initiative are to:

1. Increase the number of highly-effective teachers with National Board Certification in high-need schools
2. Increase the number of highly-effective NBCTs serving in instructional leadership roles in high-need schools

Outcomes: The work of this initiative will impact over 3,500 teachers and over 500,000 students by resulting in more highly-effective National Board Certified Teachers teaching in and serving in instructional leadership roles at high-need schools in the proposed sites. It will also yield measurable improvements in teaching effectiveness and student achievement in those sites.

Contributions to Research, Policy, and Practice: Based on the partner structure, site diversity, and project design, the initiative will yield replicable systemic models and best practices in teaching and learning. This will allow initiative outcomes to be scaled nationally and disseminated widely. Additionally, the rigorous evaluation, conducted by the project research partner, American Institutes of Research, will be documented and shared with researchers, policymakers, and practitioners.

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