

**THE NETWORK TO TRANSFORM TEACHING:  
ADVANCING EQUITY AND ACCELERATING IMPROVEMENT WITH BOARD-  
CERTIFIED TEACHERS WHERE THEY ARE NEEDED MOST**

**ABSTRACT**

The National Board for Professional Teaching Standards (National Board), working with a diverse group of partners, seeks to expand the **Network to Transform Teaching (NT3)**. NT3 aims to improve student learning by strengthening structures, policies, and programs that advance teacher growth and National Board Certification. This proposed expansion addresses:

- Absolute Priority 4: Advanced Certification and Advanced Credentialing
- Absolute Priority 1: Moderate Evidence of Effectiveness
- Competitive Preference Priority 1: Strong Evidence of Effectiveness
- Competitive Preference Priority 2: Improving Efficiency (Cost-Effectiveness)
- Competitive Preference Priority 3: Promoting STEM Education
- Competitive Preference Priority 4: Supporting High-Need Students

Since 2014, the National Board has partnered with four states (Arizona, Kentucky, New York, and Washington) and two districts (Albuquerque and San Francisco). Through this proposal four new states with embedded district partners will be added (Alabama, Illinois, Maryland, and North Carolina). In addition, while Albuquerque has participated in NT3 since 2013, the state of New Mexico will join NT3 through this proposal. In each site, teams are comprised of the state or local education agency, the state or local union, and a network of National Board Certified Teachers (NBCTs). The National Board, with the assistance of the Carnegie Foundation for the Advancement of Teaching, serves as the network hub to support implementation of an innovative model called a Networked Improvement Community.

**Goals:** NT3 aims to: (1) increase the number of NBCTs, especially in STEM subjects and high-need schools; (2) increase the number of NBCTs serving as instructional leaders; and (3) increase the number of early career educators developing into accomplished teachers.

**Outcomes:**

1. More than 20,000 teachers will pursue Board certification, with at least 10,000 achieving.
2. At least 10 districts will strengthen teacher leadership systems, increasing the number of NBCTs in identifiable instructional leadership roles by 25%.
3. At least 10 districts will focus the expertise of NBCTs on supporting early career teachers, increasing the number of teachers ready to pursue Board certification in their fourth or fifth year by 25%.

**Contributions to Research, Policy, and Practice:** Based on the partnership structure, site diversity, and project design, NT3 will yield replicable systemic models and best practices in strengthening the teaching career continuum to improve teaching and learning. Additionally, the results of the rigorous evaluation conducted by American Institutes of Research will be documented and shared with researchers, policymakers, and practitioners.

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