Measuring and Improving Program Performance across the Career Continuum
The professional teaching career continuum to which we aspire

1. Building practice to an accomplished level
   - Pre-service teacher
     - Residency
     - Induction
   - Novice teacher
   - Professional teacher

2. Getting board-certified
   - Professional teacher
   - Accomplished professional teacher

3. Spreading instructional expertise
   - Accomplished professional teacher
     - Master teacher
     - Teacher leader
     - School principal/other admin
Getting board certified

- Board certification measures practice at the accomplished level
  - The Five Core Propositions establish what teachers know and do
  - Standards describe the knowledge, skills, dispositions in each area in depth
  - For teachers, by teachers
- 25 certificate areas, specific to subject area and developmental level of students
- Rigorous performance-based assessment
- Board certification and classroom effectiveness
Getting board certified

- Board certification measures practice at the accomplished level
- **25 certificate areas, specific to subject area and developmental level of students**
  - Standards and assessments are differentiated
  - Includes school counseling, library media
- Rigorous performance-based assessment
- Board certification and classroom effectiveness
Getting board certified

• Board certification measures practice at the accomplished level
• 25 certificate areas, specific to subject area and developmental level of students

• **Rigorous performance-based assessment**
  – Content Knowledge
  – Differentiation in Instruction (student work, over time)
  – Teaching Practice and Learning Environment (video)
  – Effective and Reflective Practitioner (TBD)

• Board certification and classroom effectiveness
Getting board certified

- Board certification measures practice at the accomplished level
- 25 certificate areas, specific to subject area and developmental level of students
- Rigorous performance-based assessment

**Board certification and classroom effectiveness**

- WA: Findings suggest NBCTs produce gains of up to “nearly 1.5 months of additional learning” (Cowan & Goldhaber, 2015).
- IL, KY: “We found evidence that Board certification is an effective signal of teacher quality [based on student test scores]...across locales, test types, and subject areas” (Cavalluzzo et al., 2015).

http://www.nbpts.org/Policy-resources
Where do the ATLAS cases come from and why are they unique?

- ATLAS cases show National Board Certified Teachers at work in their classrooms and are submitted as part of certification.

- All materials submitted by the teacher undergo a peer review process.

- These cases, authentic and unedited, form the basis of ATLAS.
What is included in an ATLAS Case?

Each case includes:
1. A video of NBCTs engaging their students in active learning
2. A commentary written by the NBCT including the instructional context and background of the students; planning and instruction decisions; analysis of the video; and reflection on teaching effectiveness and student learning
3. Classroom materials relating to the case
Frameworks and Standards Collections

• Collections currently available:
  – Common Core State Standards – Mathematics & ELA
  – Deeper Learning
  – edTPA
  – High-Leverage Practices
  – National Board Standards

• More coming soon!
  – Next Generation Science Standards
  – C3 Framework for Social Studies State Standards
  – InTASC Model Core Teaching Standards
  – . . .
How can ATLAS help build practice to an accomplished level across the career continuum?
Want to learn more about ATLAS?

Go to:
www.nbpts.org/ATLAS

Kristin Hamilton
KHamilton@nbpts.org
Data Supports and Informs the Continuum
Data Supports and Informs the Continuum

1. Building practice to an accomplished level
   1. What progress are we making in building demand and establishing the career continuum?

2. Getting board-certified
   2. How are NBCTs demonstrating their expertise and authority in each part of the continuum?

3. Spreading instructional expertise
   3. How can this data inform our building demand and NBCT mobilization activities?
Salesforce: Contact Relationship Management (CRM)

http://www.salesforce.com/
The First NBCT Census

1. NBCT Career Pathways
   a) What roles do NBCTs have in the education profession?

2. Teacher Leadership
   a) How have NBCTs demonstrated their expertise and leadership in:
      a) Instructional Leadership
      b) Policy Leadership
      c) Association Leadership

3. Teacher Preparation and Development
   a) What roles do NBCTs have in preparing new teachers and facilitating the development of practicing teachers?
      • Higher education, staff development, and mentoring
The First NBCT Census

4. Recognitions and Achievements
   a) How have NBCTs set the bar to define accomplished practice in the profession?

5. Engagement and Mobilization
   a) How do we increase participation in NBCT Networks and amplify NBCT voices in social media?
## NBCT Career Pathways

Which of the following employment roles describe your current and previous experiences? Please select all that apply.

<table>
<thead>
<tr>
<th>Employment Roles</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>15,584</td>
<td>95%</td>
</tr>
<tr>
<td>Hybrid Role</td>
<td>1,126</td>
<td>7%</td>
</tr>
<tr>
<td>Department Chair</td>
<td>5,884</td>
<td>36%</td>
</tr>
<tr>
<td>Team Leader</td>
<td>8,740</td>
<td>54%</td>
</tr>
<tr>
<td>Other School Staff</td>
<td>1,126</td>
<td>7%</td>
</tr>
<tr>
<td>Staff Developer / Instructional Coach (Full Time)</td>
<td>2,403</td>
<td>15%</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>551</td>
<td>4%</td>
</tr>
<tr>
<td>Principal</td>
<td>284</td>
<td>2%</td>
</tr>
<tr>
<td>Central Office Leadership</td>
<td>674</td>
<td>4%</td>
</tr>
<tr>
<td>Assistant Superintendent</td>
<td>20</td>
<td>1%</td>
</tr>
<tr>
<td>Superintendent</td>
<td>12</td>
<td>1%</td>
</tr>
<tr>
<td>Union Leader</td>
<td>1,250</td>
<td>8%</td>
</tr>
<tr>
<td>Part Time College Faculty</td>
<td>2,251</td>
<td>15%</td>
</tr>
<tr>
<td>Full Time College Faculty</td>
<td>232</td>
<td>2%</td>
</tr>
</tbody>
</table>
Examples of NBCTs in School Administration and Central Office

- Superintendent (Arkansas)
- Assistant Superintendents (Alabama, Mississippi, New York, North Carolina, Oklahoma)
- Chief Academic Officer (Alabama)
- Director of Teacher Incentive Fund Grants (Florida)
- Director of Middle Schools (Florida)
- Director of Elementary Education (Kentucky)
- Director of Professional Learning and Assessment (Kentucky)
- Supervisor for Curriculum and Instruction for Mathematics and Science (New Jersey)
- Director of the Office of District and School Turnaround (Massachusetts)
Examples of NBCTs in Other Organizations

- Special Assistant to the State Superintendent, Maryland Department of Education
- Senior Executive Director, Ohio Department of Education
- Education Specialist, NASA
- Curriculum Specialist, Yale Peabody Museum of Natural History
- Test Development Specialist, American Institutes for Research
- Education Specialist, Alabama State Department of Education
- Over 120 more!
Instructional Leadership

Which of the following efforts have you led at the school, district, or state level? (Please select all that apply.)

<table>
<thead>
<tr>
<th>Effort</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common Core State Standards (CCSS) Implementation</td>
<td>6,331</td>
</tr>
<tr>
<td>STEM</td>
<td>1,969</td>
</tr>
<tr>
<td>Teacher Evaluation/ Peer Review or Observation</td>
<td>6,338</td>
</tr>
<tr>
<td>Data Literacy</td>
<td>2,031</td>
</tr>
<tr>
<td>Personalized Learning</td>
<td>2,629</td>
</tr>
<tr>
<td>Education Technology</td>
<td>4,783</td>
</tr>
<tr>
<td>Professional Development</td>
<td>11,226</td>
</tr>
<tr>
<td>District, State, or Federal Grant Implementation (ex. Race to the Top, SIG)</td>
<td>1,738</td>
</tr>
<tr>
<td>Other Grant Implementation</td>
<td>2,805</td>
</tr>
<tr>
<td>Fellowships</td>
<td>Number</td>
</tr>
<tr>
<td>-------------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Albert Einstein Distinguished Fellowship</td>
<td>23</td>
</tr>
<tr>
<td>Educators for Excellence</td>
<td>90</td>
</tr>
<tr>
<td>Hope Street Group Fellow</td>
<td>27</td>
</tr>
<tr>
<td>Knowles Science Teaching Fellow</td>
<td>17</td>
</tr>
<tr>
<td>Math for America</td>
<td>28</td>
</tr>
<tr>
<td>Teach Plus Fellow</td>
<td>27</td>
</tr>
<tr>
<td>US Department of Education Teacher Ambassador Fellow</td>
<td>43</td>
</tr>
<tr>
<td>VIVA</td>
<td>21</td>
</tr>
<tr>
<td>Other Fellowships (We have these names!)</td>
<td>1,021</td>
</tr>
</tbody>
</table>
# Awards

<table>
<thead>
<tr>
<th>Award</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disney Teaching Award</td>
<td>106</td>
</tr>
<tr>
<td>Education Champions</td>
<td>8</td>
</tr>
<tr>
<td>Gates Millennium Scholar</td>
<td>8</td>
</tr>
<tr>
<td>ING Unsung Heroes</td>
<td>53</td>
</tr>
<tr>
<td>Milken Educators Award</td>
<td>54</td>
</tr>
<tr>
<td>Presidential Award for Excellence in Teaching and Learning</td>
<td>223</td>
</tr>
<tr>
<td>Principal of the Year</td>
<td>19</td>
</tr>
<tr>
<td>Teacher of the Year Finalist</td>
<td>2,198</td>
</tr>
<tr>
<td>Teacher of the Year District</td>
<td>1,457</td>
</tr>
<tr>
<td>Teacher of the Year (NSTOY)</td>
<td>193</td>
</tr>
<tr>
<td>Teacher of the Year (NTOY)</td>
<td>26</td>
</tr>
</tbody>
</table>
## Higher Education: Teacher Preparation and Development

<table>
<thead>
<tr>
<th>Role</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time College Faculty</td>
<td>162</td>
</tr>
<tr>
<td>Adjunct Faculty</td>
<td>1,756</td>
</tr>
<tr>
<td>Cooperating Teacher</td>
<td>8,869</td>
</tr>
<tr>
<td>New Teacher Mentor</td>
<td>10,635</td>
</tr>
<tr>
<td>Other</td>
<td>1,391</td>
</tr>
</tbody>
</table>
I work in teacher preparation and constantly encourage my graduates to become NBCT's. I've recently had my first graduates gain enough experience and expertise to be successful!

- Christian Goering, Associate Professor, University of Arkansas
An Example of State Level Reporting

Full Time Faculty
College of William and Mary (2)
George Mason University (2)
James Madison University (1)
University of Virginia (2)
Virginia Tech (1)
Virginia Wesleyan (1)

Adjunct / Cooperating Teacher Affiliation
College of William and Mary (4)
George Mason University (12)
James Madison University (4)
Longwood College (4)
Mary Baldwin (1)
Mary Washington University (4)
Marymount University (2)
Old Dominion University (11)
Radford University (3)
Shenandoah University (4)
University of Richmond (2)
Virginia Commonwealth University (12)
Virginia Tech (3)