

NATIONAL BOARD

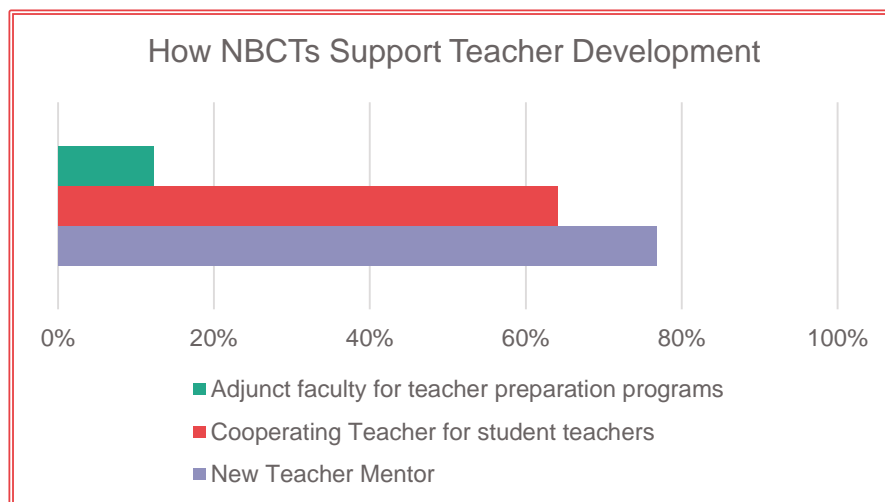
for Professional Teaching Standards®

**Policy Priority:
Spreading Expertise**

Spreading the Expertise of Board-Certified Teachers

Why is it important to capitalize on the expertise of accomplished teachers? National Board Certified Teachers exemplify what the profession should be — a cadre of accomplished practitioners who have voluntarily proven their practice against high and rigorous standards. We must draw on the expertise of these exemplary teachers and provide them with leadership opportunities at the school, district and state level. At the school level, teachers can spread their knowledge and skills to their colleagues and help develop the next cadre of accomplished practitioners. At the district and state level, Board-certified teachers can transform isolated pockets of excellence into system-wide improvement.

Why should states lead the way? States are in the midst of major transformations to their education systems. A high capacity teaching workforce, led by Board-certified teachers, will be critical to the success of these efforts. Unfortunately, in many places Board-certified teachers are an untapped resource. States should take advantage of this pool of expert teachers and charge them with leading improvement initiatives including mentoring new teachers, supporting current teachers, and implementing ambitious student standards. By doing this, states will extend the reach of expert teachers while offering them opportunities to grow professionally and assume leadership roles without necessarily leaving the classroom.



National Board Certification is a voluntary advanced professional certification for PreK-12 educators that identifies teaching expertise and excellence through a performance-based, peer-reviewed assessment.

Did you know?

81% of Americans across the political spectrum believe teachers should achieve Board certification, beyond licensure, as it is in other professions ([2014 PDK/Gallup poll](#)).

Learn more at
www.nbpts.org/policy

What can policymakers do?

Teacher Leadership

- Expand **career lattices** to include a variety of teacher leadership roles. Priority for these roles should go to Board-certified teachers, with options for them to serve inside and outside of the classroom.
- Encourage and fund **leadership development** activities for Board-certified teachers to build leadership knowledge and skills.
- Mobilize Board-certified teachers to address state or district **instructional priorities**.

Teacher Voice

- Create or augment the role of **professional standards boards** to give educators decision-making authority on policies governing professional teaching practice. Board-certified teachers should serve as a majority of the members of professional standards boards.
- Create formal roles for teachers to serve in **statewide leadership roles** and set a preference Board-certified teachers when appointing teachers to such roles.

What are other states doing?

Iowa's [Teacher Leadership and Compensation System](#) is designed to improve student achievement by strengthening instruction. This initiative will develop opportunities for teachers from across the state to collaborate and learn from one another and it will reward effective teaching by providing pathways to increased leadership responsibilities and compensation.

In **California**, a statewide collaborative, the [Instructional Leadership Corps \(ILC\)](#), was launched in the fall of 2014 to build a statewide network of accomplished classroom teachers and leaders. These teachers will be trained to help grow the local capacity necessary for improving instruction, especially in the implementation of college- and career-ready standards.

Thirteen states have [independent professional standards boards](#) responsible for licensing teachers and approving educator preparation programs. The majority of the voting members on these boards are educators.

Where can I learn more?

- **Aspen Institute & Leading Educators** [Leading from the Front of the Classroom](#)
- **Center for American Progress** [Teacher Leadership](#)
- **Center on Great Teachers & Leaders** [Leadership and Lattices: New Pathways Across the Teaching Profession](#)
- **Center for Strengthening the Teaching Profession** [Teacher Leadership Skills Framework](#)
- **Public Impact** [Opportunity Culture](#)
- **Teacher Leadership Initiative** [Teacher Leader Competencies](#)