



The Leading, Empowering, and Advocating for the Profession (LEAP) Project: Evaluation Report

**NATIONAL
BOARD**

—◆—
*for Professional
Teaching Standards®*

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the LEAP project's

THEORY OF ACTION

The 2019 national Gallup poll of school superintendents found that 61% strongly agree that recruiting and retaining talented teachers will be a challenge for their district, making teacher shortages the top-cited challenge. At the same time, over half of the student population is non-white compared to less than 20% of the teaching population, presenting a detrimental teacher diversity gap. The National Board believes Board Certification provides an opportunity to address the common barriers to recruiting and retaining accomplished, diverse teachers for all students, and that Board-certified teachers are best equipped to lead these advancements in the profession.

The Leading, Empowering, and Advocating for the Profession (LEAP) Project equipped 171 NBCTs with an Early Childhood background with the skills and tools to address these pressing educator workforce challenges.

Overcoming Barriers to Accomplished and Diverse Teachers for Every Student: A ROADMAP to Address Teacher Shortages

- Board-certified teachers earn higher pay in 25 states and hundreds of districts^a
- Over half of Board-certified teachers hold leadership roles or recognition^b



Teacher Pay & Advancement Opportunities

- National Board Certification can serve as a "fastpass" to teacher licensure renewal and evaluation system requirements



Workload & Paperwork

4X the difference in turnover for Board-certified teachers (1.9%) and the average teacher turnover (7.7%)
 — South Carolina Center for Educator Recruitment and Retention



61%
 the % of district superintendents facing teacher shortage challenges
 — Gallup survey of school superintendents

Teacher Voice & Respect



- National Board Certification shows the public that teachers have mastered a complex craft, similar to professionals in the esteemed fields of medicine, law, and engineering

Lack of Mentorship & Principal Support



- Board-certified teacher mentors produce 6.5 additional months of learning compared to mentors that are not Board-certified^c
- The National Board's new Principals' Guide helps principals support teachers in becoming accomplished Board-certified teachers^d

For more information and resources email TakeAction@NBPTS.org or visit www.NBPTS.org

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overview of the plan

EVALUATION PURPOSE

Evaluation Goals

The LEAP Project Evaluation was designed to assess the impact of the project with the goals of:

- Informing mid-course adjustments through formative evaluation data
- Providing a summary assessment of whether project activities achieved their intended objectives of building the leadership and advocacy capacity of local Board-certified teachers to collaboratively plan and implement changes that improve their local teacher workforce

Evaluation Questions

To achieve these goals, evaluation questions were designed to assess three key areas: implementation of activities, achievement of key outcomes, and extent of the effort's reach.

Implementation

- Did LEAP participants carry out key project planning activities as intended?
- Did LEAP participants carry out stakeholder engagement activities as intended?
- Did LEAP participants carry out key project implementation activities as intended?
- Did LEAP participants meet the desired goals set forth in their plans?

Outcomes

- Did LEAP Leadership Team participants increase their leadership and advocacy skills and knowledge?
- Did additional LEAP NBCT participants increase their leadership and advocacy skills and knowledge?

Reach

- Did LEAP project activities reach national audiences as planned through dissemination activities?

executing the plan

METHODS

To evaluate the LEAP project, the National Board utilized a multi-methods approach.

- Pre-and-Post LEAP surveys of teacher participants and members of the LEAP Leadership Teams were administered electronically to assess participants' experience, comfort, and skill level as it pertains to teacher leadership and advocacy for the profession both prior to and after participation in LEAP. Participation in the survey was voluntary, hence results represent a sample of those participants who chose to take part.
- Semi-structured interviews with members of the LEAP Leadership Teams were conducted to further understand their baseline and post project experiences as a teacher, advocate, and key player in the education system of their respective districts and states. Follow up interviews were designed to assess the Leadership Team's perceptions of implementation and impact of the program. [Six LEAP Leadership Team Members participated in a one-half hour pre-intervention interview and four participated in the end-of-project interview.](#)
- A document review was conducted to assess project implementation and reach. This included quarterly deliverable reports collected from each LEAP Leadership Team. These summary documents illustrate the work that took place, obstacles, and solutions. It also included project artifacts (e.g., press releases and other communications materials, planning documents, data summaries, meeting agendas, etc.) from the LEAP Leadership Teams. The National Board team also reviewed the postings via the LEAP virtual community, webinar Q&A notes, and meeting minutes.

Survey and document data were summarized using descriptive statistics and interview data analyzed for common themes and key trends.

SURVEY SAMPLE



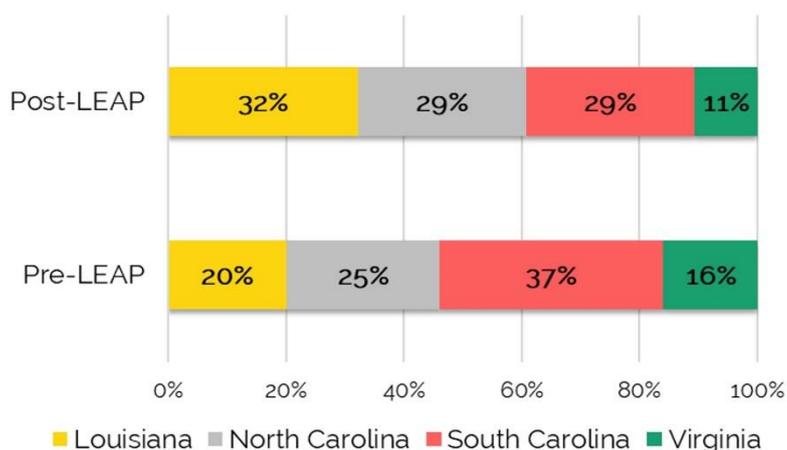
Description of the Teacher Participant Survey Sample

Fifty-one (n=51) of the LEAP project's teacher participants across 4 states participated in the baseline survey. Twenty-eight (n=28) teachers participated in the post-survey

The number of participants varied by state, as shown in Figure 1.

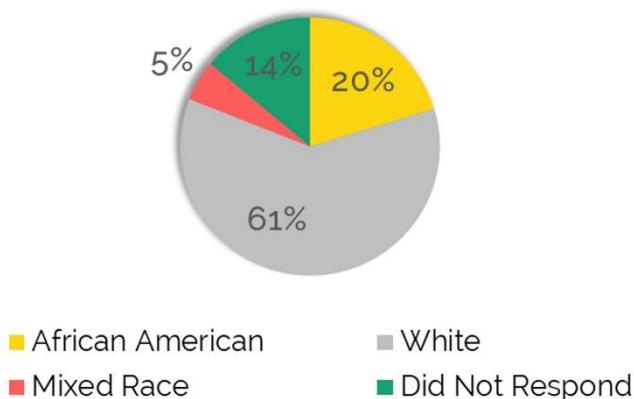
The majority of survey participants were from elementary schools (76% Pre-LEAP; 68% Post-LEAP) and nearly all worked in traditional public schools. Participants were particularly experienced teaching younger grades with nearly 75% having taught in preK-5.

Figure 1. Percentage of Survey Participants by Site



Participants were similar across the pre-and post-LEAP surveys in terms of racial identity and characteristics of their schools.

Figure 2. Racial Identity of Survey Participants: Pre and Post LEAP Sample



89%

From low income schools

14%

From schools with high concentration of English Language Learners

32%

From schools with high rates of teacher turnover

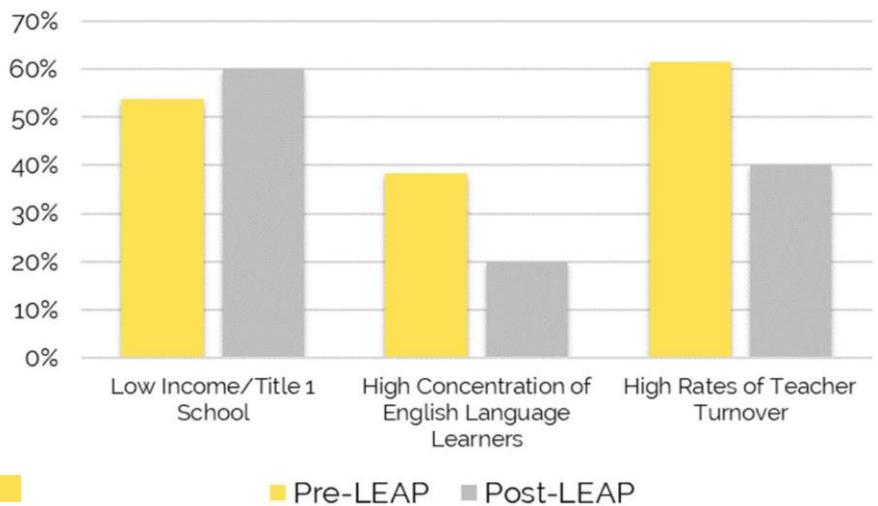
Description of the Leadership Team Survey Sample

Out of 17 LEAP Leadership Team members, 13 total respondents completed the pre-survey and 10 completed the post-survey.

LEAP Leadership Team Members represent a range of professional experiences. Approximately 46% of the pre-LEAP survey participants have taught in an elementary school setting, while nearly 70% have taught in a high school setting, with most (69%) currently working in a high school. Similarly, 60% of post-LEAP survey participants have taught in elementary schools and 70% in high schools. The majority (80%) of post-LEAP survey participants currently work in a high school setting. This represents a difference from the teacher participants, who are more likely to work in elementary schools.

Leadership Team survey participants also represent a range of school environments. Over 50% work in low income or Title 1 schools. Compared to Pre-LEAP survey participants, a lower percentage of Post-LEAP survey participants work in schools with a high concentration of English Language Learners and a high rate of teacher turnover.

Figure 3. Characteristics of Survey Participant School



The racial identity of Leadership Team survey participants varied slightly across pre- and post-survey periods, with the post-survey participants having a higher percentage of African American participants.

Figure 4. Racial Identity of Survey Participants

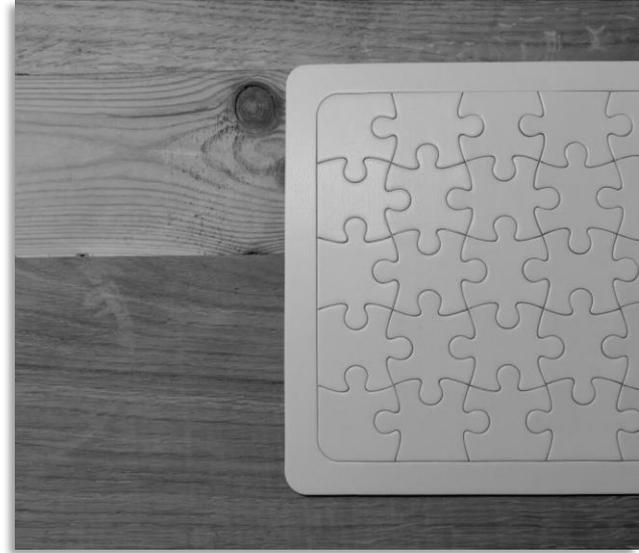


section 1:

IMPLEMENTATION

For the LEAP project to see success in achieving key outcomes, all the planned pieces need to come together with quality implementation. In this section, we first provide an overview of common project activities across the sites. Though specific strategies differed, each site created an action plan that detailed key components, along with specific stakeholder engagement activities and activities designed to broaden awareness.

We follow with details on **each site's** identified workforce challenge and associated goal, a summary of strategies utilized, accomplishments with implementation of key action plan components, stakeholder engagement, and broadening awareness activities, and challenges and learnings.



Action Plan Components

Key parts to the action plan may include the who, what, where, and when of the project, such as identifying:

- target team leads and teacher participants
- in which schools, districts, or regions to focus
- meeting schedules
- core content to share
- dissemination targets

Stakeholder Engagement Activities

Sites targeted different stakeholders, but often included outreach to and meetings with individuals or organizations, such as:

- District superintendents
- School administrators
- State legislators
- State education departments
- Local universities

Broadening Awareness Activities

Various methods were used by sites to broaden awareness, such as:

- Presenting at conferences
- Hosting training sessions
- Use of social media
- Flyers and newsletters
- Attendance at state committee meetings
- Forming partnerships

State Summary Report

LOUISIANA

27 Early Childhood NBCTs in 5 districts (Caddo, East Baton Rouge, New Orleans/Orleans, Ouachita, St. Landry) launched an advocacy strategy to engage and mobilize NBCTs within their local communities.

Objectives included:

- Promote teacher retention
- Advocate for National Board Certification
- Increase awareness among educators and other stakeholders to tap into the pipeline of early career teachers to National Board Certification and beyond

WORKFORCE CHALLENGE:

Lack of effective, highly qualified teachers in high needs schools

STRATEGIC GOAL:

Increase the number and percentage of effective teachers in high needs schools

Activities and Accomplishments

Key Action Plan Components

- Engaged NBCTs in 5 districts to form an Advocacy Team
- Hosted numerous meetings around the 5 Core Propositions in these districts
- Promoted accomplished teaching with legislators, teachers, superintendents, and school boards

Broadening Awareness

- Established a Facebook page, with 90 followers
- Launched Instagram and Twitter accounts and established a network email
- Served as critical friends at a "Teach to Lead" summit
- Presented a Jumpstart Training
- Held "Teacher Leadership Consultant" training
- Formed a partnership with Associated Professional Educators of Louisiana

Stakeholder Engagement

- Increased LA NBCT Network from 5 to 103 members (including 46 NBCTs of color)
- Met with state legislators on the education committee
- Presented to the LA State Board of Elementary & Secondary Education
- Utilized monthly advocacy committee meetings to engage legislators in dialogue on accomplished teacher salaries
- Engaged with the Board of Regents to connect with area Universities in effort to impact teacher preparation programs

Highlight

In an effort to share learnings beyond the LEAP states, the Louisiana team held a 1-day Summit with the Mississippi and Alabama NBCT Networks which resulted in several policy and fundraising wins for high-need schools in Alabama, and an ongoing collaboration across the Networks in the southeast.

Challenges and Learnings

The Louisiana team's greatest struggle was getting on the calendar of high-level state policy leaders to engage them in the conversation on improving teaching and learning. The team discovered that communicating a clear and concise message could go a long way toward capturing the attention of busy policy leaders. To this end, they developed a one-pager handout outlining their vision for working with stakeholders to ensure accomplished teaching for every student.

State Summary Report

NORTH CAROLINA

Most districts only provide support to beginning teachers for years 1-3. However, teacher attrition continues to be a problem beyond this point. The NC team implemented supports for six cohorts of 5 teachers in each of two schools per county across three counties (Guilford, Durham, Winston Salem), with a focus on **20 K-5 teachers** in years 2-7.

Objectives include:

- Using a supportive NBCT leader, share accomplished teaching practices with the school cohorts
- Increase teacher understanding of the 5 Core Propositions

WORKFORCE CHALLENGE:

High attrition rate among lateral entry and early career educators in high needs schools

STRATEGIC GOAL:

Increase satisfaction and retention of these educators in high needs schools

Activities and Accomplishments

Key Action Plan Components

- Selected 30 teacher participants
- Held regular meetings on 5 Core Propositions with small group teams of participating teachers
- Conducted peer observations, debriefings, and teacher participant surveys to identify areas of growth

Stakeholder Engagement

- Helped lead the state candidate support bootcamp with North Carolina Association of Educators
- Engaged the NC Department of Instruction

Broadening Awareness

- Shared the LEAP model and components of professional learning facilitation training at the NC Department of Instruction's spring 2019 statewide NBCT district coordinator meeting
- Presented at the North Carolina Association of Educators' "New Educator Weekend" conference
- LEAP teachers attended annual Jump Start program
- Information about grant appeared in network e-newsletter (125 members) and on network Facebook page (over 200 members)

Challenges and Learnings

North Carolina faced challenges in engaging administrators and finding time within district schedules to coordinate sessions. However, the team found that the small group format was effective in strengthening teachers' commitment to improving practice. Using an NBCT from the school has also been a positive influence on the cohorts, compared to using an external consultant brought in from central office to deliver professional development. A key takeaway is the need to focus on making sure the teachers see the individualized value in this work, with each district using the plan as a base model but adjusted to do what is best for their schools

State Summary Report

SOUTH CAROLINA

The SC team aimed to use the National Board's Body of Knowledge as a professional growth model while also supporting the meaningful engagement of NBCTs as change agents in three districts (Fairfield, Hampton 1, and Sumter). The work included **59 NBCTs with certification in Early Childhood**.

Objectives include:

- Positively impact teachers' decisions to remain in the classroom
- Increase teacher leadership opportunities as defined by the SC Dept. of Education's Office of Teacher Leadership criteria
- Enhance perceptions of teachers' professional practice and accomplished teaching
- Build capacity among NBCTs to advocate at both the state and local levels

WORKFORCE CHALLENGE:

Increasing turnover rate among public school teachers, particularly in high needs districts

STRATEGIC GOAL:

Reduce turnover among preK-3rd grade teachers of color in high needs schools

Activities and Accomplishments

Key Action Plan Components

- Provided NBCTs opportunities to serve as mentors, support beginning teachers, recruit educators to their districts, and train and serve as professional learning facilitators for candidates
- Offered NBCTs the chance to present at professional conferences and speak with stakeholders
- Hired NBCTs to create workshops for early career teachers on the National Board's Body of Knowledge, differentiation and formative assessment

- Held "Invite Your Legislator to Your Classroom" campaign
- Provided National Board Certification information to 180 teaching fellows
- Engaged Clemson University to work on a National Board focused Master's degree program

Stakeholder Engagement

- Town Hall meeting with state Superintendent Molly Spearman
- Included classroom based NBCTs in the development of advanced mentor training opportunities
- Educated members of the state House & Senate on issues affecting the teaching profession

Broadening Awareness

- Two NBCTs shared their work at the state's Induction and Mentoring Coordinators meeting
- Included classroom based NBCTs in the development of advanced mentor training opportunities
- Participated in statewide teaching EXPO Hosted statewide mentor training Presented to teaching fellows at Sophomore Conference
- Shared news via monthly SCNBN newsletter, Twitter, and Facebook

Challenges and Learnings

South Carolina's work was disrupted by legislation that removed the statewide National Board supplement, created a sense of both frustration and apprehension with the LEAP Leadership team regarding, prompting a shift in focus to educating stakeholders about the impact of financial incentives on teacher retention. Issues related to the ongoing engagement of NBCTs, misconceptions about the National Board process and importance of the supplement as a retention tool, and the time required to embed the National Board's Body of Knowledge into district systems were also challenges. Still, the project resulted in increased awareness of the SC NBCT Network's work, provided opportunities for engagement with NBCTs across the state and leadership opportunities for Network members, and increased the number of SC NBCT Network members.

State Summary Report

VIRGINIA

Virginia selected 8 Agents Changing Education (ACEs) to help raise awareness of the National Board Certification process in school around the Commonwealth. The chosen ACEs represented 4 out of the 8 regions of Virginia (Hanover County, Henrico County, Richmond City, Chesterfield, Virginia Beach City, Prince William, and Nottoway). The team included **55 NBCTs with a background in Early Childhood education.**

Objectives include:

- Establish ACEs in high needs schools and districts with a focus on early childhood
- Create a statewide program based on the National Board 5 Core Propositions
- Partner with higher education to establish a curriculum based on the National Board's 5 Core Propositions for use in teacher preparation programs and in provisional teacher programs

WORKFORCE CHALLENGE:

Significant gaps in teacher experience, with few highly effective teachers and no exposure to NBCT programs or leaders in high needs schools

STRATEGIC GOAL:

Increase the number of highly effective teachers in high needs schools

Activities and Accomplishments

Key Action Plan Components

- Selected 8 ACEs via application process
- Created five modules for a state-wide curriculum and tested the modules in a university program

Stakeholder Engagement

- Met with VA Department of Education's Chief Academic Officer and Superintendent of Instruction
- Met with the University of Richmond to plan a pre- and in-service curriculum, based on the 5 Core Propositions, for use with historically black colleges and universities (HBCUs)
- Held multiple conversations with superintendents from all over the state to help in their understanding of the impact of the NBCT process
- Had a "heat map" created to overlap school district poverty with student access to Board-certified teachers

Broadening Awareness

- Launched awareness campaign, including 8 awareness events advertised via Twitter, flyers, and newsletters
- Reach included state superintendents, all 386 VA NBCT Network member and regional representatives, Learning Forward members, and all members of the VA Association of Supervision and Curriculum Development's (VASCD) 82 district consortium
- Presented at the VASCD annual conference to an audience of 40 individuals; 18 signed their name and information for follow up
- Participated in the State Superintendent's Leadership Council meeting
- Developed series of professional learning lessons

Challenges and Learnings

The Virginia team understood the importance of this work, but also the challenges associated with a classroom-based team. Time was an issue, with balancing demands of participants' full-time jobs proving to be difficult. Having resources for a part- or full-time team member dedicated to NBCT awareness and support would be helpful, particularly to conduct more concerted outreach to teachers of color. Despite this challenge, the greatest learning is that stakeholders across Virginia are craving this type of teacher-led advocacy and believe in the power of the National Board Certification process.

section 2:

ACHIEVEMENT OF KEY OUTCOMES

The LEAP program aims to improve the opportunities available to and knowledge & skills among LEAP Leadership Team members and the project's teacher participants, across dimensions of teacher leadership, advancing the teaching profession, project management, advocacy, analyzing teacher workforce data, and stakeholder engagement, with a focus on Pre-K teachers and teachers of color. In this section, we provide an overview of findings, followed by detailed results of pre-and post-surveys, first for teacher participants, followed by results for members of the Leadership Team.



Teachers and members of the Leadership Team were asked to describe the opportunities they've had across several dimensions and their knowledge and skills across those dimensions prior to engaging in the LEAP work. They were then asked about opportunities available to them and their knowledge and skills following the LEAP project. Questions were asked on a scale of 1-10, with 10 reflecting higher levels of opportunities available and knowledge & skills. Scores were averaged across the survey respondents for each group (teacher participants and Leadership Team members).

Key Findings

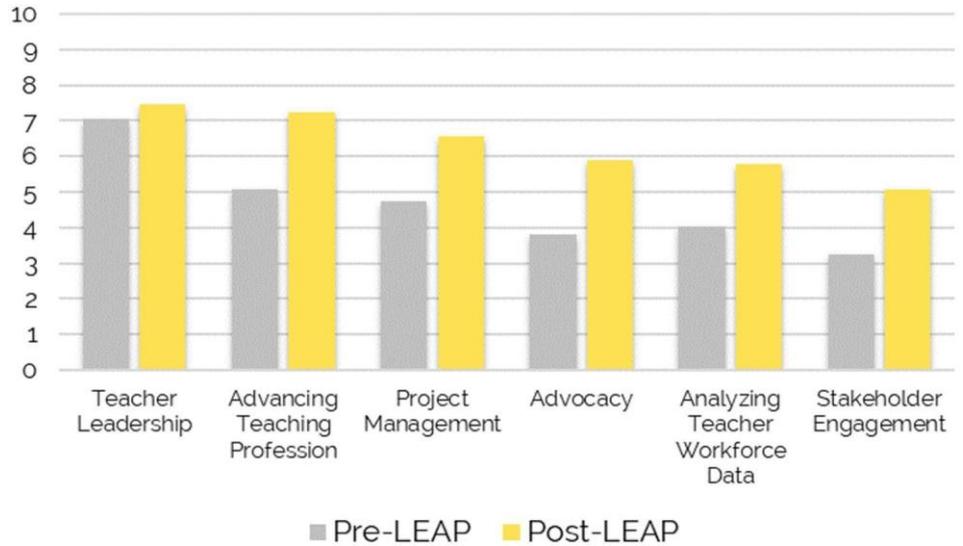
- In both groups, respondents were, on average, least experienced in areas of advocacy, analyzing teacher workforce data, and stakeholder engagement before the start of the LEAP project. These were also the three areas where respondents reported the lowest levels of knowledge and skills.
- Both teacher participants and Leadership Team members reported increases in perceptions of the opportunities available to them across each dimension. They also reported an increase in their knowledge and skills across each dimension. **Thus, it appears that the LEAP project resulted in greater opportunities available to participants and a greater sense of knowledge and skills in key outcome areas targeted by the grant.**
- Compared to members of the Leadership Team, there was greater variation across teacher participants in their responses. In other words, we see a wider range of scores on the 10- point scale.
- Teacher participants reported lower average levels of opportunities for and knowledge & skills of all dimensions than did Leadership Team members. This is true for both baseline and post-LEAP scores. This is not surprising given that LEAP Leadership Team members are selected for their experience and knowledge.

Teacher Participant Outcomes

On average, teachers reported an increase in the opportunities available to them across all dimensions (see Figure 5). For example, the average score for opportunities for advocacy increased from 3.8 to 5.9 - over 2 full points on the 10- point scale.

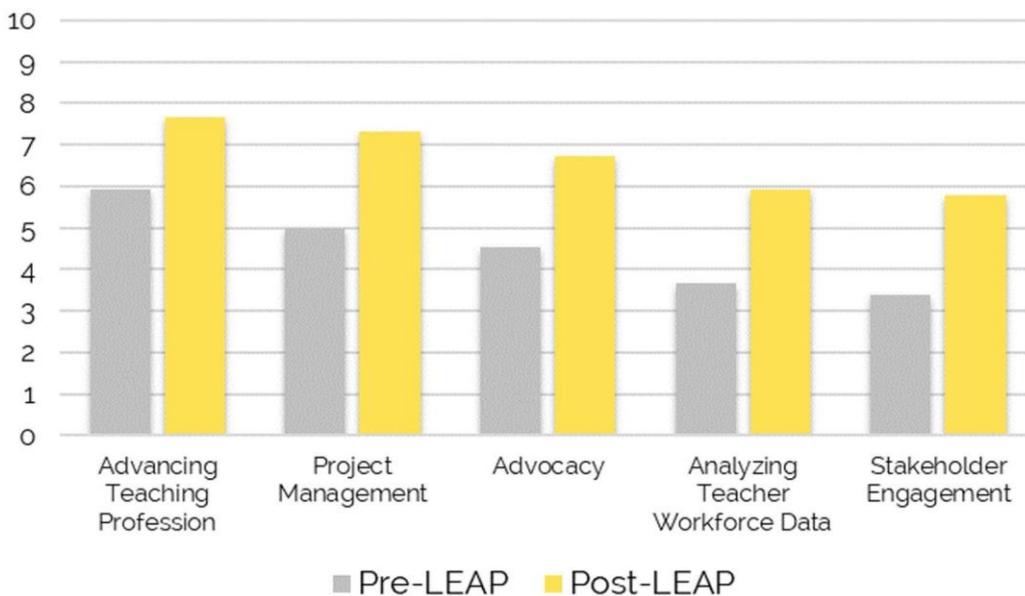
The increase in opportunities available for advocacy and stakeholder engagement is particularly large, with over a 50 percent increase in the average reported levels.

Figure 5. Opportunities Available to LEAP Teacher Participants: Average (Mean) Scores



Though teachers generally reported slightly higher scores on knowledge & skills than on opportunities at baseline, we see even larger increases in teacher reports of their knowledge and skills (see Figure 6). For example, the respondents reported a mean score of 3.7 at baseline, but nearly 6.0 post-LEAP.

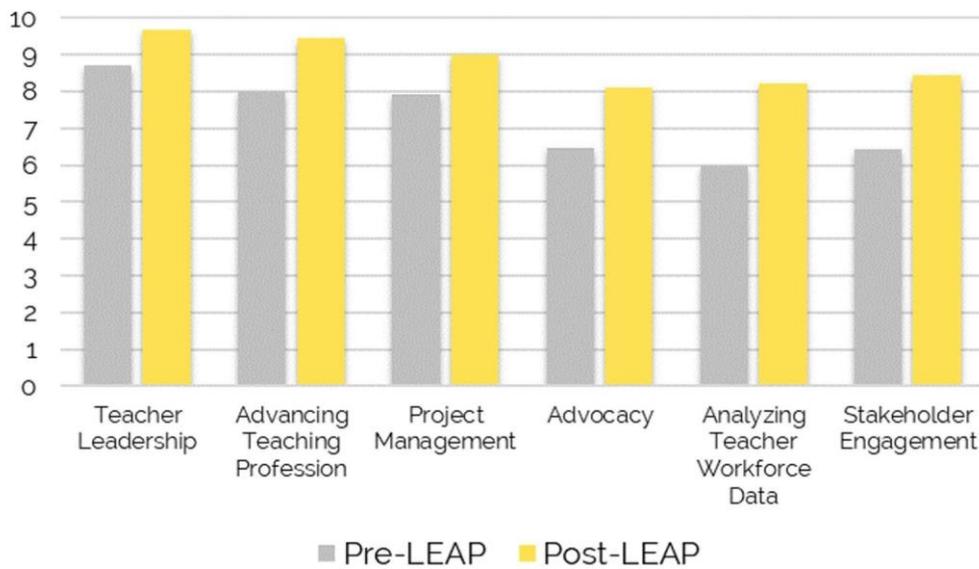
Figure 6. Knowledge and Skills among LEAP Teacher Participants: Average (Mean) Scores



Leadership Team Outcomes

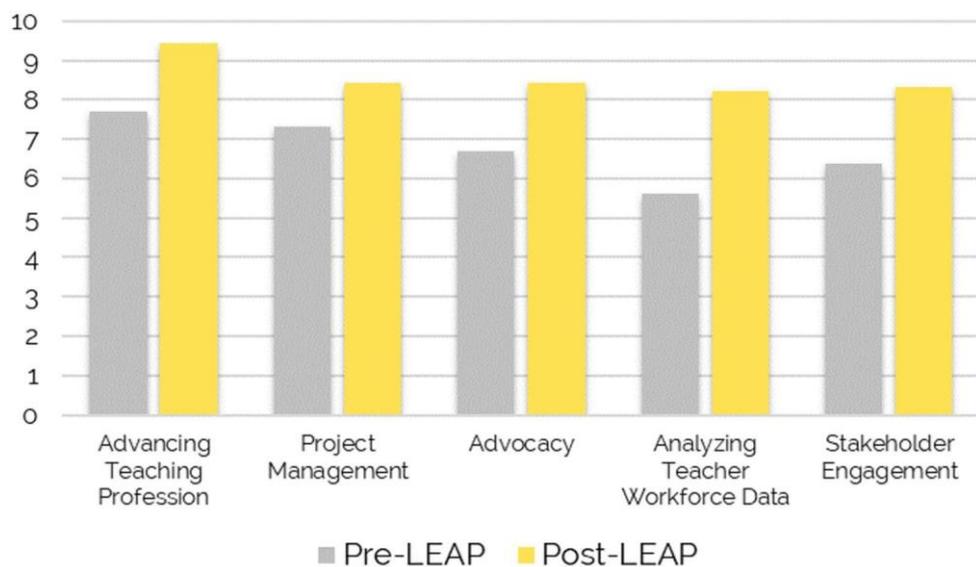
On average, members of the Leadership Team also reported increases in their perception of the opportunities available to them. Because Leadership Team members generally started with higher scores across the dimensions when compared to the teacher participants, the increases are not as great. However, increases are consistent and particularly notable in areas of advocacy, analyzing teacher workforce data, and stakeholder engagement.

Figure 7. Opportunities Available to LEAP Team Leadership Members: Average (Mean) Scores



Again, though starting higher than teacher participants, LEAP Leadership Team members also reported increased perceptions of their knowledge and skills across all dimensions (see Figure 8). The largest increase is around knowledge and skills of analyzing teacher workforce data, increasing from 5.6 at baseline to 8.2 post-LEAP.

Figure 8. Knowledge and Skills among LEAP Team Leadership Members: Average (Mean) Scores

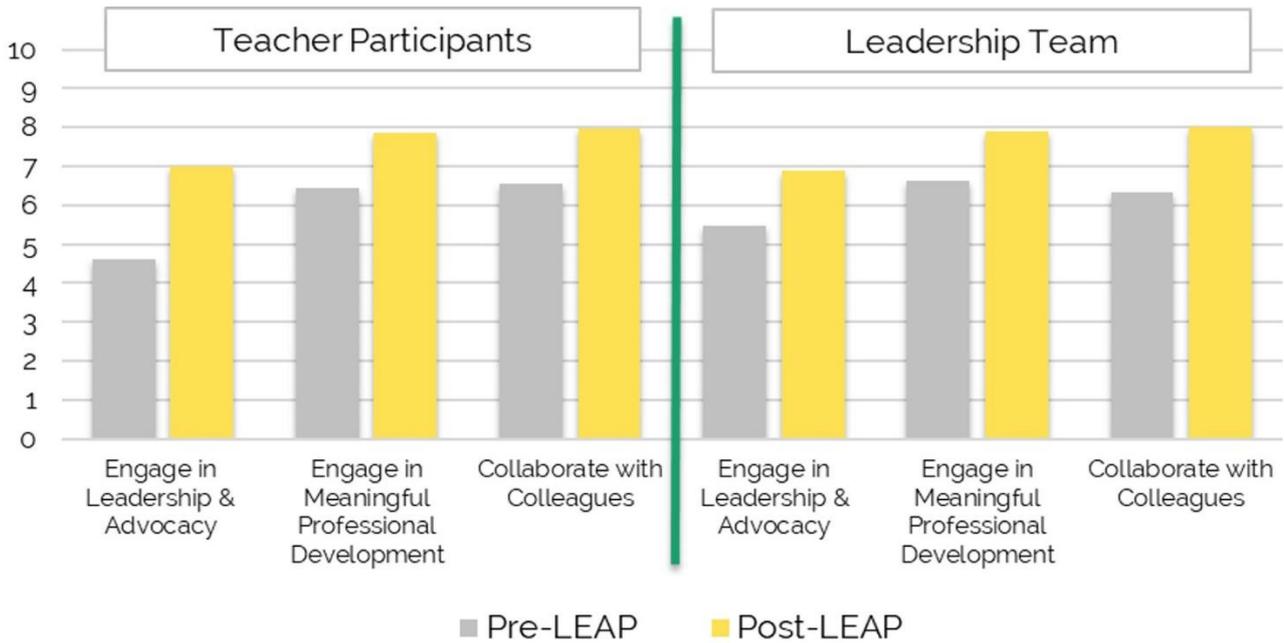


District Level Outcomes

The surveys also asked teacher participants and Leadership Team Members about the opportunities for other teachers in their district to engage in leadership and advocacy, engage in meaningful professional development, and collaborate with colleagues. These questions were specifically important in highlighting participant perspectives on the needs of the schools and districts they worked with as part of the LEAP project and the opportunity to help these schools and districts increase the teacher leadership opportunities available.

As with outcomes for themselves, teacher participants and Leadership Team members reported an increase in the opportunities available within their district for other teachers, as shown in Figure 9, There was a particularly large increase among teachers participating in LEAP in the perception of available opportunities to engage in leadership and advocacy within their districts.

Figure 9. Opportunities Available to Teachers in Districts Where Participants Work



Leadership Team Interview Results

Interviews with the Leadership Team provided an opportunity for a more in-depth understanding of Leadership Team Members' sense of their skills & knowledge and opportunities across multiple domains before and after the project.

In addition, The LEAP Leadership Team End-of-Project interview was designed to enhance knowledge about the project's ability to build the capacity of the NBCT Network. Specifically, the interviews were designed to assess LEAP's ability to support NBCTs' engagement with policy, action-planning, and related efforts as agents of change.

Pre-LEAP Interviews

As with the pre-surveys, in which all Members reported very high levels of opportunities as a leader, the pre-interviews confirmed that LEAP Leadership Team members saw themselves as Teacher Leaders in their schools and districts. Providing similar evidence as seen in the surveys, LEAP Leadership Team members had contributed toward advancing the teaching profession by mentoring, working collaboratively with different teachers and stakeholders in their districts, and advocating for National Board Certification. As the LEAP Leadership Team Members discussed their motivations for partaking in the LEAP Project, it was clear many members saw the LEAP grant as providing much needed resources and an opportunity for cross collaborative work with other NBCTs within and outside of their states. LEAP Leadership Team Members hoped to develop a vision that would create a stronger network to strengthen accomplished teaching across their respective states. Ultimately, LEAP Leadership Team Members hoped to advance the teaching profession across their State, and they believe advocating for more accomplished Board-certified teachers in an important part of this process.

LEAP Leadership Team members also aspired to continue learning about effective teaching methods and best practices through collaborative work with other teachers, including NBCTs. Many LEAP Leadership Team members wanted to improve their repertoire of advocacy skills. Finally, LEAP Leadership Team members hope to work with future NBCTs through the candidacy process, and to inspire teachers across their districts and States.

LEAP Leadership Team members were incredibly optimistic, but at the outset of the project held concerns such as:

- Engaging with the right stakeholders
- Finding adequate time outside of their nine-to-five jobs to complete the work

Leadership Team Interview Results (continued)

Post-LEAP Interviews

The feedback provided by the LEAP Leadership Team Members in their end-of-project interviews reinforced the notion that teacher-led NBCT Networks are a high-leverage channel to support current NBCTs in addressing local teacher workforce issues. LEAP Leadership Team members reported that, through their work, students were positively impacted by the LEAP Leadership Team's intentional focus on low socioeconomic districts with high teacher turnover and with teachers serving high-need students and students of color. **The LEAP Leadership Team members strived to bring the accomplished teaching to high-need areas by building understanding and awareness about the National Board Certification process and by emphasizing the importance of highly qualified teachers in early childhood education.** For example, Virginia effectively increased awareness about Board Certification by creating modules based on the 5 Core Propositions for use in pre- and in-service teacher training, including at HBCUs, while Louisiana formulated plans to reach out to teachers statewide, especially beginner teachers and teachers of color who aspire to become board certified. Leadership Team members generally engaged with other NBCTs, teachers in their district, principals, school administration members, local legislators, education associations, and State Departments through their participation in this project.

LEAP Leadership Team Members reported a wide array of growth experiences through this project. For example, several reported that they improved their advocacy skills, planning for events like sit-ins and Hill Days. Others engaged NBCTs within their states in their advocacy efforts through informational monthly newsletters, leadership opportunities, workshops, and regular meetings. **Leadership Team Members reported learning that sometimes having one or two highly engaged NBCTs was more than enough to advance the advocacy efforts and promote accomplished teaching in areas where it is needed the most.**

The LEAP Leadership Team members recognized that the National Board staff was particularly organized, welcoming, and helpful - specifically when it came to learning about legislation and the structure of the organization. Ultimately, LEAP Leadership Members expressed their gratitude for the LEAP Program and the overall vision of the National Board in championing this effort to engage NBCTs as agents of change in this way. They shared that collaborating with other teams gave them ideas about additional initiatives they could implement and that they particularly appreciated learning about different resources that other sites were using that could inform their own work.

Despite their strong leadership, LEAP Leadership Team Members faced some challenges along the road that mirrored the areas of concern expressed at the outset of the project, namely:

- Engaging with key stakeholders and NBCTs
- Delegating work to other NBCTs in their network
- Time-management and lack of deliverable early action deadlines

section 3:

REACH OF PROJECT

In addition to impacting Leadership Team, other teacher participants, and the districts in which they work, the LEAP project aimed to reach a national audience via various dissemination activities, which are summarized in this section.

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Dissemination

The LEAP Project generated dozens of new resources for the field, including resources designed to spark advocacy action (e.g., a short video, a booklet for advocating with principals, and a recorded webinar and supporting resources for advocating for funding for the types of projects LEAP Teams led, and 1-pagers of NBCT advocacy-in-action) and practical resources developed by the LEAP Teams (e.g. PPTs and fliers for raising awareness and protocols and modules for supporting teachers' instructional practice). These are available at www.NBPTS.org. To ensure their widespread use, the National Board engaged in the following activities:

- ❖ A revised website housing LEAP-generated resources
- ❖ In-person and virtual sharing of resources with 70 LEAP participants
- ❖ Eblast to 73 NBCT Networks (including 130 individuals from 43 states)
- ❖ Eblast and newsletter dissemination to 74,000 NBCTs and other education leaders
- ❖ In-person sharing with 49 NBCT Advocacy Bootcamp participants and 149 additional NBCT bootcamp participants from 26 states
- ❖ Eblast to 400 teacher, principal, district, and state participants in the National Board's Network to Transform Teaching
- ❖ A communication to K-3 NBCT Census respondents that indicated an interest in advocacy
- ❖ Targeted partner emails, including organizations focused on supporting Early Childhood teachers
- ❖ Social media outreach

In addition, these resources will be further disseminated via planned advocacy webinars, and virtual policy forums in Autumn 2019.

Across the sites, the LEAP work did not just impact the Leadership Team or teacher participants, but it was able to impact the wider education community. This grant was able to elevate NBCTs to formal and informal leadership positions that allowed them to have a reach beyond just those participating in the grant program. For example, in South Carolina, through LEAP, NBCTs were elevated to teacher leadership roles as mentors in the induction program where they were able to have an impact on beginning teachers. In Virginia, LEAP participants were able to present at a session at their local ASCD affiliate, spreading the word to a wide breadth of teachers about Board Certification. In North Carolina, the work of the small group teams at participating schools began to influence the school culture (no idea if this is true). And in Louisiana, the work of the LEAP Team was able to grow their local NBCT Network so that more NBCTs can join the movement.

Advocacy Bootcamps

One of the main ways in which the LEAP project was able to extend its reach was through hosting Advocacy Bootcamps. The goal of the bootcamps was to build the capacity of NBCT Networks to advocate on a local and state level for accomplished teaching for every student.

Objectives included helping participants to:

- Become advocates for scaling National Board Certification
- Understand legislation and the legislative process
- Gain confidence and feel comfortable with telling their story; describing the value of accomplished teaching and Board Certification; targeting and communicating with stakeholders in print, social media and in small groups; and discussing re-directing federal grants for National Board Certification and related activities that improve teaching and learning.

The National Board hosted two such advocacy bootcamps during the grant period. Forty-nine individuals, representing educators, counselors, advocates, national board leaders, state departments of education from 14 states participated in the bootcamps. These included 23 NBCTs certified in Early Childhood. Following the bootcamp's conclusion, 27 participants responded to a series of questions about their experience.

100%

“Very Satisfied” with the bootcamp

97%

Would recommend the bootcamp to another NBCT

With only one exception, all participants “agreed” or “strongly agreed” that the bootcamp resulted in his or her being:

- Better prepared to describe the value of National Board Certification
- Able to effectively tell his/her story as it relates to National Board Certification
- Able to understand how federal grants can be used for National Board Certification
- A more effective and more confident advocate for teaching and learning

As director of the Clark County Nevada National Board Network, the National Board Advocacy Bootcamp not only helped me create a cohesive framework for our network's advocacy efforts going into 2019-20 but made me a more effective advocate as a classroom teacher. I discovered my authentic story of self as a National Board Certified Teacher and can now communicate that effectively.

This was one of the best pieces of professional development I have had in quite a while... I learned so much valuable information to take back and share with others.

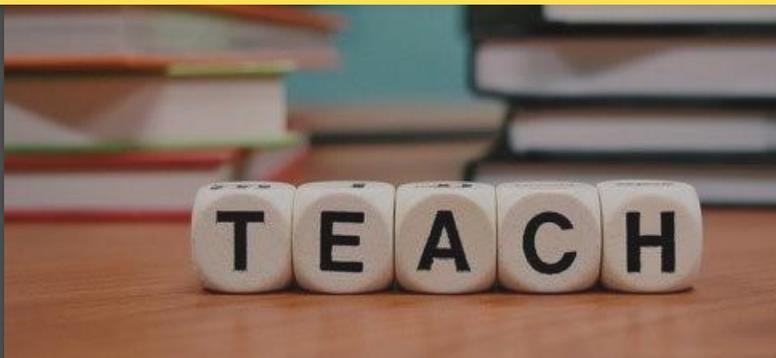
This was an experience of empowerment.

Thanks to the new learning and skill development in the Advocacy Bootcamp, our NBCTs were practiced, poised and professional during their hill meeting with Senator Murray's staff. Advocacy is a critical skill for impactful teacher leaders. Thank you for the opportunity to learn with our team.

This bootcamp taught me how to best approach necessary action, and it gave me confidence to advocate as a leader in my district.

This was the best advocacy training I have ever attended. I feel empowered and confident to share the benefits of National Board Certification on teachers, schools, districts, and states.

EVALUATION SUMMARY



The LEAP project, albeit challenging at times, was a success for the National Board, the participants, and their districts, as illustrated by successful implementation, achievement of key outcomes, and national reach.

Implementation

- Successful planning activities resulted in large-scale projects to be carried out by Early Childhood educators across four states. Key planning activities included:
 - Identifying a critical workforce challenge
 - Setting a strategic goal for addressing this challenge and the action plan to achieve the goal
 - Selecting appropriate districts and schools for inclusion
 - Identifying key stakeholders and a plan for engagement
 - Setting a dissemination strategy to broaden awareness
- Though not without challenges, projects were generally implemented as designed (or in the case of South Carolina, re-designed due to legislative changes beyond the project's control). Each site:
 - Identified a Leadership Team and selected teacher participants
 - Fielded any planned surveys
 - Conducted training sessions
 - Held meetings with key stakeholders
 - Implemented strategies within the dissemination strategy, for example by attending conferences and meetings, hosting trainings, making presentations, and using social media.
- Common challenges to implementation and achievement of goals included:
 - Difficulties engaging stakeholders as easily as had been planned
 - Balancing employment demands of participants and leaders
- Each site implemented a range of activities to engage stakeholders such as policy leaders, colleges and universities, state education departments, and NBCT Network members. Engaging stakeholders led to greater awareness and informing the field on issues impacting the profession and, in some cases, led to the beginnings of new programs and partnerships.

Outcomes

- Across all four sites, teachers participating in the LEAP project and members of the Leadership Teams showed improvements from baseline to end-of-project on key outcomes. Opportunities to engage in leadership and advocacy as well as knowledge and skills in these areas increased among participants.
- Though engaging stakeholders was a challenge during the project, this was an area of large growth for participants, with both teachers and members of the Leadership Team reporting greater comfort with and knowledge of how to engage stakeholders.

Reach

- The project resulted in resources promoting NBCT advocacy for addressing pressing educator workforce challenges as well as practical resources for the field - both within their districts and by serving on state-wide and national panels.
- National audiences were reached via e-blasts, newsletter, and social media.
- Advocacy bootcamps also extended the National Board's reach by engaging participants from multiple states, nearly all of whom reported high satisfaction with the sessions.
- A robust plan is underway for building on the LEAP project - including skills-building webinars, virtual policy forums, and "ask an expert" virtual office hours with staff and members of the Board of Directors - in order to achieve greater reach with Early Child Board-certified teachers in more states across the country.

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