

NATIONAL BOARD

for Professional Teaching Standards®

Strengthening Systems to Make Accomplished Teaching the Norm

The Network to Transform Teaching

The Network to Transform Teaching (NT3) is a consortium of **10 states, 50 districts, and 130+ schools** that seeks to strengthen teacher development systems so all students have access to accomplished teachers every day. NT3 is anchored in the National Board's longstanding promise to the field to be by teachers, for teachers. NT3 relies on the wisdom of practitioners at the school, district and state levels to develop resources and strategies that will bring accomplished, Board-certified teaching to scale. As a Networked Improvement Community, NT3 uses a structured approach to find systematic solutions to complex problems using an evidence-based process, balancing local context with nationwide applicability.

NT3 partners also share a vision for transforming the teaching profession by shifting from:

Idiosyncratic knowledge and variation in teaching skills



A coherent body of knowledge defined by standards for accomplished teaching

Isolated, static teaching practice



Collaborative, public, ever-improving practice

External, individual accountability for students' learning

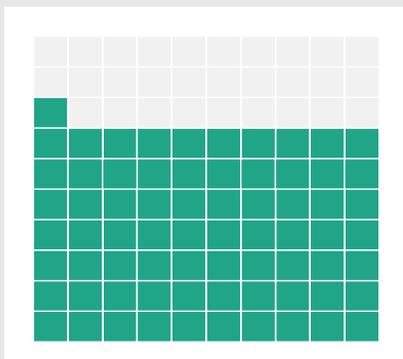


Internal, shared responsibility for students' learning

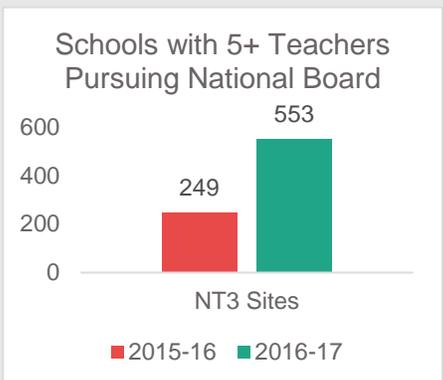
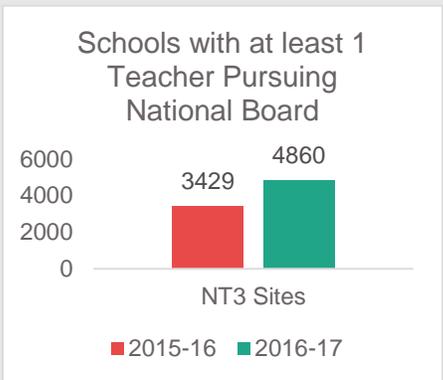
NT3 aims to increase the number of accomplished, Board-certified teachers by 20,000.

NT3 is seeing great progress towards that goal. In 2016-17, teachers in NT3 sites made up **71% of the total** of all teachers across the country who are pursuing National Board Certification (more than **11,000 teachers**).

71% of All Teachers Pursuing Certification Across the Country



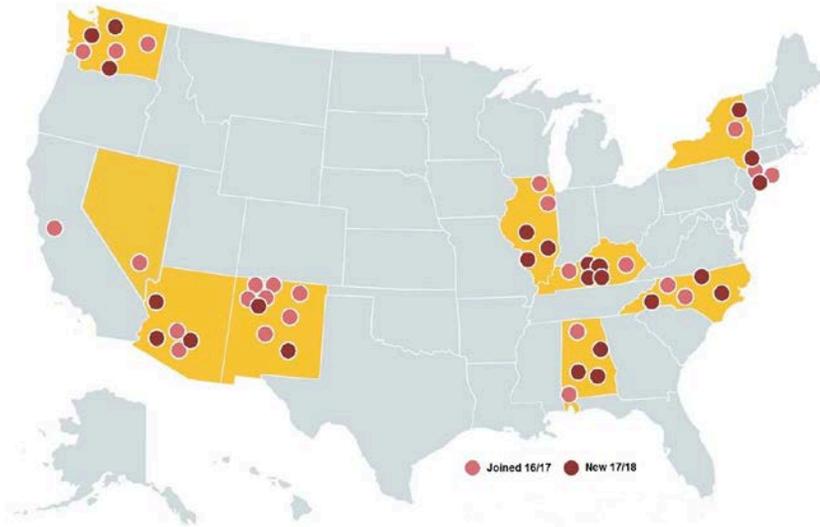
Indicators of Scale



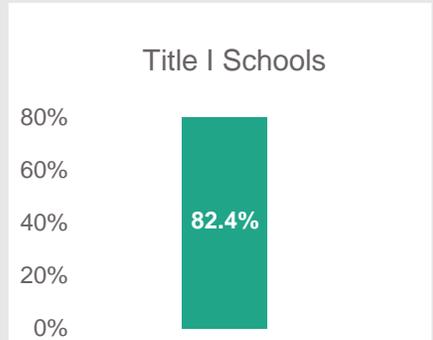
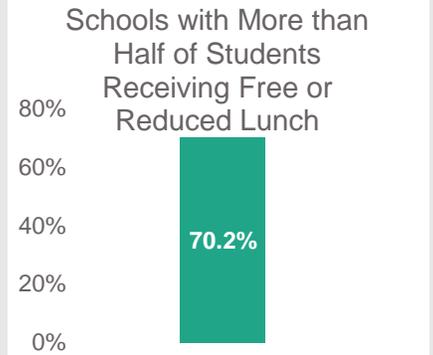
NT3: Schools and Districts

Since 2016, NT3 pilot schools and districts have tested and implemented changes to strengthen teaching quality and increase the numbers of Board-certified teachers, particularly in the neediest schools. The tested changes are linked to the network's theory that improvements aligned to these focus areas can transform schools, districts, and the profession:

- High professional teaching standards
- Public teaching practice
- Distributed and shared ownership
- Job-embedded collaborative learning



Populations Served in the Network



Results

NT3 pilot school and district's work to build awareness of Board certification, shape policy related to certification, and use the Body of Knowledge to improve teaching practice has started to yield promising results.

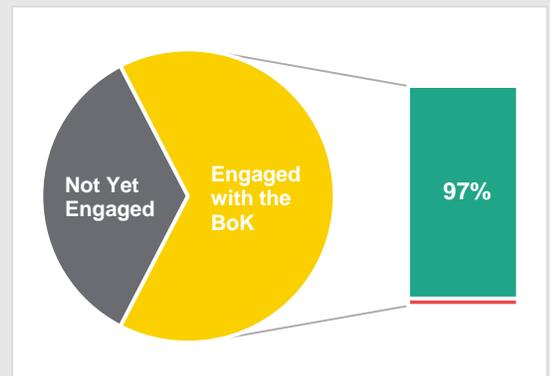
Growth in National Board Certification Candidates

- The number of new candidates for Board certification increased **nearly 50%** since 2014, from **3,160 teachers** to **4,629 teachers**

Changes to Instructional Practice

- **65% of teachers** across NT3 pilot schools actively engaged with the Accomplished Teaching Body of Knowledge in 2016-2017.
 - Of those, **97%** reported making at least 1 change to their instructional teaching practice, including **more than 60%** who reported adjusting lesson plans to meet the needs of individual students.

97% of Teachers Made at Least 1 Change to Their Teaching Practice



NT3: Impact of Engagement with the Accomplished Teaching Body of Knowledge

Across NT3, pilot schools and districts are actively testing and implementing strategies to engage teachers and administrators with the Accomplished Teaching Body of Knowledge (BoK).

Accomplished Teaching Body of Knowledge

A majority of teachers in NT3 pilot schools are actively reviewing, studying, and discussing components of the Accomplished Teaching Body of Knowledge with other teachers. Of the **65% of teachers** actively engaged, **more than half** are directly interacting with the Five Core Propositions and the National Board Standards.

Interest and Impact

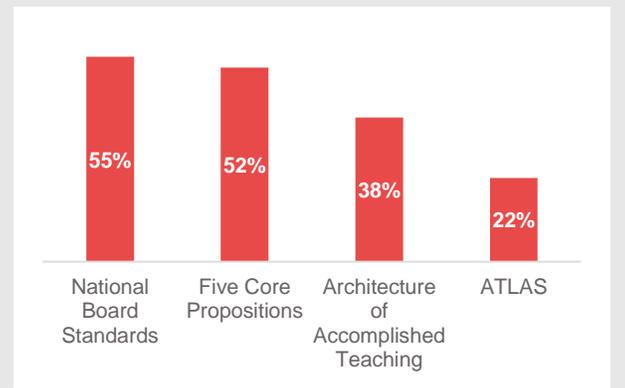
Board-certified teachers are coaching and mentoring their colleagues to make connections between the Accomplished Teaching Body of Knowledge and their own teaching practice, create a pathway to the pursuit of National Board Certification, and strengthen teaching practice through collaborative learning.

- **61% of early career teachers** in NT3 pilot schools indicated interest in pursuing National Board Certification.
- Most teachers who engaged with the Body of Knowledge reported making specific changes to their instructional practice as a result, including:
 - **63% of teachers** who adjusted lesson plans to meet the needs of individual students and
 - **50% of teachers** who used data in new ways to assess student progress

Site Spotlight: Clark County, Nevada

The Clark County School District in Nevada is one of the largest school districts in the country. The district joined NT3 having fewer than 40 candidates pursuing National Board Certification; this increased to more than 400 in 2016-2017 (**more than 1200% increase**). In one particular pilot school, West Career and Technical Academy, **one-third of the teachers** are now pursuing certification. A majority of teachers in that school are actively engaging with the Accomplished Teaching Body of Knowledge and changing their instructional practice, leading to clear results in student outcomes. The school saw an almost **10 percentage point increase** in students passing their respective end of program exams.

Teacher Engagement with Aspects of the BoK



Impact to Instructional Practice as a Result of Engaging with the BoK

