Measuring What Matters

The Effects of National Board Certification on Advancing 21st Century Teaching and Learning

Executive Summary

A *TeacherSolutions* report by 10 National Board Certified Teachers
Center for Teaching Quality

THE FIVE CORE PROPOSITIONS

Teachers are committed to students and their learning.

Teachers know the subjects they teach and how to teach those subjects to students.

Teachers are responsible for managing and monitoring student learning.

Teachers think systematically about their practice and learn from experience.

Teachers are members of learning communities.

Photo Credit: National Board for Professional Teaching Standards; Terry Ashe, photographer

Foreword

Listening to National Board Certified Teachers (NBCTs)

More so than ever before, policymakers and the public believe the fate of American public education rests with teachers. Over the last 15 years, study after study points to the powerful effects of qualified teachers and quality teaching on student achievement. However, poor children and those of color are still far less likely to be taught by good teachers — no matter how "good" is defined.[i]

Unfortunately, little consensus exists among researchers and policymakers on how to define a qualified teacher and how to most effectively identify and reward effective teachers.

The state of teaching in America has inspired no shortage of passionate response. Bookshelves are filled with research reports and think tank policy tomes brimming with often conflicting prescriptions for what ails one of the nation's most important professions. Some reformers call for teachers to be professionalized — with tougher standards, rigorous credentialing, and incentives to teach for a career. For them, knowledge of teaching and experience matter most for student learning.

Others call for teaching to be deregulated so a more academically oriented breed of teachers can be attracted to teaching and enter classrooms quickly — without too much concern for the "pedagogy" they know or how long they stay. For them, enthusiasm and a willingness to challenge tradition matter most for student learning. Each side has its empirical evidence, which they champion as they wage battle in the teaching quality wars. The National Board for Professional Teaching Standards (NBPTS) has found its way into the middle of this debate, which often takes on a red state/blue state-like quality.

Fueled by the recommendations of the 1986 Carnegie Forum on Education and the Economy report, *A Nation Prepared: Teachers for the 21st Century*, NBPTS has been built on the belief that the teaching profession was America's "best hope" for restoring the nation's competitive edge and called for the creation of an advanced certification system that identified and rewarded teachers who met "high standards." NBPTS was created with the goal of determining whether practitioners know their subjects and how to teach them effectively to diverse learners — teaching's double helix.

Proponents point out the National Board's rigorous assessments are akin to the kind of performance tests that doctors, architects, and engineers take in order to meet high standards in their respective professions. Lee Shulman, the primary intellectual force behind the National Board's development, initially saw NBPTS as a way to "make excellent teaching more salient and visible" and to "identify real excellence in teaching." James Kelly, founding president of the National Board, viewed the certification process as a device to transform the culture of teaching by promoting a professional environment "in which teachers would communicate about practice and work collectively and collaboratively" and eventually be granted "enhanced professional roles" necessary for 21st century learning.[ii] Teachers who go through the assessments (even if they do not achieve certification) are virtually uniform in agreeing that the National Board process is the most significant professional growth experience in their careers (Cohen & Rice).

Opponents argue, in turn, that education has yet to develop the high levels of codified knowledge that serve as the bedrock for advanced credentialing systems in professions like medicine, architecture, and engineering. For skeptics of the professionalism movement, the National Board Certification process represents more "burgeoning rules and tests" that "have little to do with true classroom performance."[iii] They also argue that student achievement tests — the current coin of the realm in educational accountability — are not prominent enough in the National Board's assessments and that too few NBCTs are teaching in the nation's high needs schools.[iv] Analysts have argued that the vast majority of incentives promoting National Board Certification for teachers, while important in encouraging and recognizing accomplished teachers, "are generally divorced from efforts to make the distribution of top-flight teachers more equitable."[v]

Many policymakers — from both sides of the political aisle — have welcomed the assessments of the National Board as a tool to professionalize teaching. Teaching has long been described as a "semi-profession" due to its truncated training, its unenforced standards, and its ill-defined body of knowledge. While the National Board generated strong bipartisan support in its early years of development, several researchers and education think tank analysts have begun to question the cost-benefits of the assessments. The arguments for and against the return on investment often seem more political than substantive.

Hundreds of studies have been conducted about the effects of National Board Certification on teacher and student learning — with growing numbers focused on how students of NBCTs perform on standardized achievement tests. Some researchers have concluded that students of NBCTs outperform their

counterparts taught by non-NBCTs on state-administered multiple-choice tests. A few others — some using the same data sets — have reached different conclusions, suggesting that "there was basically no difference in the achievement levels of students whose teachers earned the prestigious NBPTS credential, those who tried but failed to earn it, those who never tried to get the certification, or those who earned it after the student test-score data was collected."[vi] Other researchers have surfaced very different conclusions as to whether the National Board assessment process does indeed promote teacher learning that means something for student achievement.

Some of these studies are substantial and draw on the canons of sound educational research. Others appear less interested in scholarly principles than in confirming a supposition. Nevertheless, the methodologies and databases used by the researchers have varied immensely. None are immune to methodological problems or shortcomings. Decisions made by researchers about how to select their samples, what variables to include in their statistical equations, or what outcome measurements to use all influence the findings that ultimately surface.

While the vast majority of the research on the effects of the National Board assessment process on teacher and student learning is quite favorable, media reports range in tone from dismissive to cautiously hopeful to overly enthusiastic. The bulk of writing around the National Board and the future of the teaching profession tends to share one unfortunate characteristic — distance from the everyday realities of today's schools. As a result, the public understanding of NBCTs is muddled and incomplete. It is time to hear from NBCTs themselves.

The National Board Certification process, designed for 25 different subject areas and student developmental age levels, is very similar to ways that other professions judge their accomplished practitioners. The assessment process, which costs $2,500, demands that candidates with at least three years of experience complete a portfolio that mirrors the rigors of an Architect Registration Examination, as well as an online battery measuring a teacher's content knowledge. During the process, candidates are required to analyze video recordings of their classroom teaching, assess why their students meet (or do not meet) standards, document their educational accomplishments outside of the regular classroom, and offer evidence of how their efforts improve student learning.

The National Board reports that roughly 40 percent of teachers who complete the assessment achieve advanced certification in the first attempt — a figure that rises to 65 percent by the third try. Since the launch of its field tests in the early 1990's, the process has identified 64,000 teachers who have earned the distinction of being National Board Certified. Many NBCTs can be found in states like North Carolina and Florida where policymakers have enacted comprehensive incentives for teachers to participate in the process and meet its standards. Although at present National Board Certified Teachers only represent about 2 percent of our nation's teachers, a legitimate marker has been set for what it means to be an accomplished teacher.

Listening to the Real Experts — Teachers

This *TeacherSolutions* report, written by a team of 10 highly successful NBCTs, brings unique ideas to the debate over identifying effective teachers. It is aimed at helping policymakers learn from — and with — some of our nation's best classroom educators. This report unpacks the research on the National Board Certification process in ways that traditional education researchers and labor economists just do not know how to do.

This outstanding team of NBCTs (see p. 51 for a list of participants) reviewed a wide range of National Board research studies and participated in webinars with a number of scholars who conducted or analyzed the research findings. They examined the pros and cons of different research methods, and they applied their own experiences to what they heard and learned — always reflecting on the intersection of large-scale empirical data, their own development as expert teachers, and the nature of the students they teach and serve. They deliberated and debated among themselves. They also reached out to colleagues — including members of the Teacher Leaders Network — to generate additional perspectives and insights. This is their product — developed largely within the boundaries of our virtual community support system. During the day, these ten NBCTs taught students and coached their colleagues. In the evening, they worked on this report.

Their insights take us far beyond the usual rhetoric, the blanket acceptance of current certification regimes, or the unquestioning willingness to fall back on student test scores as the major measurement of teaching performance. They speak boldly to how and why student test scores matter and where they fall short in defining quality teaching and learning for 21st century schools.

They also help explain the conflicting results reported by researchers about the merits of the National Board process. They elucidate why and how NBCTs may not produce higher student achievement gains during the year they certify. They offer razor-sharp recommendations to researchers who don't possess a direct understanding of school context and its relationship to "teacher effects." And they challenge policymakers to support programs that not only develop more NBCTs but also reward them for spreading their expertise.

We are deeply grateful for the support provided by the National Board for Professional Teaching Standards in this effort. At the same time, it is important to say that NBPTS in no way constrained our efforts in identifying the NBCTs who worked on this report or attempted to influence their findings. NBPTS wanted an independent review from NBCTs and this is it. I am particularly thankful for the leadership of Joseph A. Aguerrebere, President and CEO

of NBPTS, who quickly embraced the idea of an independent review of the research on the effects of the National Board Certification process by NBCTs themselves. In many circles, this is still a novel idea.

We are also appreciative of Dorothea Anagnostopoulos, Jill Harrison Berg, Linda Darling-Hammond, Dan Goldhaber, Ann Harman, Doug Harris, and Jana Hunzicker — researchers and scholars who gave us their time and expertise. Each was smart, gracious, and open — and proved that they too could learn online as they worked with the NBCT team in CTQ's virtual learning community environment.

As you read this *TeacherSolutions* report you will quickly see and feel that these 10 highly accomplished teachers — like many thousands of other teachers in our nation — are willing and able to advance their profession in the best interests of the students, schools, and communities they serve. This report is theirs — replete with their knowledge, experiences, and insights. Read carefully. They are the real experts.

Barnett Berry
Founder and CEO
Center for Teaching Quality
June 2008

We believe National Board Certified Teachers (NBCTs) are uniquely positioned to challenge this outdated perception of teachers as mere instruments of policy and not co-creators. It is time for NBCTs to use what we know, as exemplary teachers, to lead our schools, colleagues, and policymakers toward more effective decisions and practices focused on genuine student learning.

— Open letter to National Board Certified Teachers from the TeacherSolutions NBCT team

A Call to Leadership

An Open Letter to America's National Board Certified Teachers

Dear Colleagues,

We are a diverse group of ten National Board Certified Teachers (NBCTs) from across the nation, commissioned by the Center for Teaching Quality (CTQ) and the National Board for Professional Teaching Standards to consider the impact of National Board Certification on our students, our practice, and our profession.

Working together as a CTQ-supported *TeacherSolutions* team, we have spent more than six months studying the existing research and published opinion about the National Board Certification process. Our mandate has been to thoughtfully and candidly assess the influence of national standards and certification for teachers, both as a policy initiative and a professional growth experience. In doing so, we have reflected not only upon researchers' findings and recommendations but on our personal experiences in many different teaching contexts.

In that respect, this report is unique. It is the first to offer the perspective of real teachers who work in real classrooms — teachers who, like you, have sought and earned National Board Certification and have been profoundly changed by the experience. We began this work convinced by the evidence of our own practice that the standards under girding the National Board Certification process not only define accomplished teaching but have the potential to transform our schools. That is still our conviction today.

As a result of our collaborative journey, we have also gained a deeper understanding of the factors that diminish the impact of quality teaching standards on school performance. Chief among them is this:

Teachers are not yet considered full partners in the important work of educational reform.

We believe National Board Certified Teachers are uniquely positioned to challenge this outdated perception of teachers as mere instruments of policy and not co-creators. It is time for NBCTs to use what we know, as exemplary teachers, to lead our schools, colleagues, and policymakers toward more effective decisions and practices focused on genuine student learning.

This open letter to you, our fellow NBCTs, is our call to action.

It is time for us to begin leading *from the classroom*, to be our own best advocates for positive change — for policies and practices we know from experience will work.

We cannot wait to be invited to the policy table. Nor can we wait for any organization or initiative to guide us, endorse us, or train us. We invite their support, but we must begin at once to find our own voices, to hone our core messages, and develop our own leadership ideas and muscle, both personally and collectively.

Let us act, not react

If we continue to sit by and let others define *effective teaching*, we will always be reactors, not actors, on the school reform stage where the policies that control our daily work are played out.

Studying a decade's worth of research on the value of National Board Certification, our *TeacherSolutions* NBCT team found *a great disconnect between what matters most to teaching effectiveness and what was actually being measured* by researchers, both in terms of teacher efficacy and student learning. Research conclusions and policy implications in the research we studied were often based *on limited or misguided thinking about what effective teaching looks like*, and the evaluation of student learning was nearly always confined to test scores, not authentic work products.

We were also struck by the *inadequate vision of quality professional development* embedded in many studies of the National Board Certification process. We found little acknowledgement that *the crucial catalyst for meaningful and sustainable professional growth is a rich description of accomplished practice*. Higher standards and expectations for student learning *must* be accompanied by a vibrant, detailed picture of what successful teachers know and can do to reach those goals. The existing research does not embrace, much less illuminate, this concept of exceptional, skilled teaching.

We believe National Board Certified Teachers can inspire and guide the work of re-imagining the teaching profession in their districts and states. We recognize that many exemplary teacher leaders are not National Board Certified, and we welcome them as partners. We also know that the highest use of the NBCT designation is making a lasting difference in the work we love, and so we make this direct appeal to you.

We challenge our National Board Certified colleagues to join us in building the profession as we:

- Establish and grow local and state networks dedicated to educational problem-solving and innovation.

- Add to the knowledge base about effective teaching through classroom-based research that documents and spreads ideas about practice.
- Become informed and active participants in the discourse about educational policy matters, from the building level to the national arena.
- Serve in mentoring, peer coaching, and other instructional leadership roles that support colleagues who are striving to improve their practice.
- Speak out on key questions and issues, from a teaching perspective.
- Design our own collaborative experiences for professional learning and leadership development, creating a robust vision of what it means to be an effective teacher leader and pursuing that vision together.

We encourage NBCTs to look around, to scrutinize the policy terrain and the everyday practices of your schools and districts. *Do you believe, as we do, that the teaching profession is at a critical juncture? Which road lies ahead?*

Will teaching become a technical occupation, staffed by a revolving-door cadre of entry-level knowledge workers who follow instructional templates and are judged by narrow data sets?

Or will we finally develop and realize a conception of teaching as complex, nuanced professional work, supported by a strong base of knowledge and constant inquiry, and marked by commonly accepted and rigorous standards of practice?

If NBCTs fail to seize the opportunity for leadership that grows out of our shared achievement, we believe America's teachers are much more likely to travel the first path than the second.

There is ample evidence that top-down mandates have not improved student learning or "teacher-proofed" our schools. The public is coming to see that you cannot teach children from the halls of Congress or the cubicles of education publishing houses. As NBCTs, we have demonstrated our mastery of effective teaching practice. We understand how to teach students at the highest levels of learning.

We know what to do. But if we ever hope to move from "know" to "do," *we must also learn to lead at the highest levels.*

Our best to you — our colleagues,

The *TeacherSolutions* NBCT Team

Executive Summary

In the fall of 2007, the Center for Teaching Quality (CTQ) and the National Board for Professional Teaching Standards (NBPTS) commissioned our team — a diverse group of 10 National Board Certified Teachers (NBCTs) from across the nation — to consider the impact of National Board Certification on our students, our practice, and our profession.

Employing CTQ's *TeacherSolutions* teacher leadership model, we spent more than six months studying existing research and published opinion, interviewing researchers and other scholars, and candidly deliberating among ourselves about the National Board process. All of our conversation revolved around a central question: *What have been the effects of a national standards and certification process for teachers — both as a policy initiative and as a professional growth experience?*

Our report is the first to offer a policy perspective from the point of view of classroom teachers who have sought and earned National Board Certification. In preparing our findings and recommendations, our *TeacherSolutions* team drew not only upon the large body of National Board research and the many artifacts emerging from the national policy debate, but upon our own professional experiences as NBCTs working in many different teaching contexts.

Overview

Through our collective study and dialogue, we have affirmed our belief that the National Board process provides an excellent opportunity for teacher growth and development. We have also concluded that the current methodologies used to measure the effects of this advanced certification process on student achievement and teaching quality have yet to yield accurate results — a dilemma that speaks to larger issues of student learning and assessment in a transforming educational environment.

In the ongoing discourse around "21st century learning" for today's students, there are few points of absolute agreement. Does 21st century learning mean an intense focus on math, science, and technology use, with clear, quantifiable learning goals? Does it mean a demonstrable new appreciation for global citizenship, tolerance, cultures, and languages? Should we be re-framing our educational ideas and programs toward innovation, creative thinking, design, and collaboration?

The debate continues, but most everyone seems to agree on two points. The nation must restructure its educational goals and practices to meet the future needs of our citizenry and its most important resource — our children. And teachers will remain critical and central to achieving these goals.

As National Board Certified Teachers who practice our profession daily in America's diverse public schools, we see a large gap between the emerging vision of good teaching for 21st century needs and the outdated tools and language currently used to appraise and quantify teacher effectiveness. This dichotomy

was apparent in much of the National Board research we perused. The researchers' conclusions and policy implications were often based *on limited or misguided thinking about what effective teaching looks like*, and their evaluation of student attainment was nearly always confined to test scores, not authentic work products that offer multi-dimensional evidence of learning.

It is a complicated challenge to measure teaching and its impact on students, but difficult and important work deserves equally complex and thoughtful assessment. Before we can assess (and replicate) effective and engaging teaching, we need a rich and well-developed portrait of what it looks like — from everyday classroom practice to its end product, student learning. We cannot be satisfied with the limited, inadequate information about teaching quality yielded by standardized test results.

In our review of the research, we were also struck by the *inadequate vision of quality professional development* in many of the studies that delve into the relationship between the National Board process and professional growth. We found little acknowledgement that *the crucial catalyst for meaningful and sustainable professional growth is a rich description of accomplished practice*. We believe higher standards and expectations for student learning *must* be accompanied by a vibrant, detailed picture of what successful teachers know and can do to reach those goals. The existing research does not embrace, much less illuminate, this concept of exceptional, skilled teaching.

Our nation urgently needs robust descriptors and evaluations of teaching and learning that match the knowledge and skills needed by citizens in this new millennium. We believe the principles and propositions that under gird National Board Certification represent a rigorous but flexible foundation and template that can help America put together the teaching force we need to adapt to a changing world.

We sense a sea change in America's thinking about what it means to hold students and teachers "accountable" for learning — about the true meaning of "high stakes" education in a global economy where we can no longer take our preeminence for granted. It would be ironic — and tragic — if, in the midst of an emerging new consensus about effective schooling in the 21st century, the inadequacies of current research caused our nation's policymakers to lose faith in our best exemplar of accomplished teaching.

Findings and Recommendations

Our careful examination of the research and the policy landscape surrounding National Board Certification leads us to offer recommendations for three audiences: researchers, policymakers, and the National Board for Professional Teaching Standards.

For Researchers

Much of the research measuring the impact of National Board Certification focuses solely on student test scores. These standardized data offer a convenient and

readily available research base but cannot fully capture the value that accomplished teachers add to student learning. Researchers need to ask different questions and use multiple, diverse indicators of teaching effectiveness in ascertaining the impact of NBCTs on student learning, and the impact of National Board Certification on teacher practice.

- Relevant studies will measure the effects of National Board Certification on student learning using multiple measures (e.g., authentic assessments, project-based learning products, student engagement, reduced discipline, drop-out rates) as well as the "snapshot" data resulting from standardized tests.

- Careful researchers will engage NBCTs themselves in the process of research study design and development in order to create more robust research models that include multiple measures of student growth.

- Researchers should conduct more studies on the dimensions of effective teaching, how teachers advance student learning, and how they spread their expertise. A potentially rich resource to inform this research is the massive and consistently updated library of videos, commentaries, and student work submitted to NBPTS from certification candidates annually. Studies should examine the top tier of NBCT submissions to find commonalities and begin expanding and deepening the definition of what "effective teaching" looks like.

- Researchers should further examine how NBCTs serve as an organizational resource for the entire public education system. For example, scholars might identify and document school-based models where NBCTs have been effective and examine how to bring these models to scale, reproducing them in diverse contexts.

- Before proposing policy interventions, researchers should demonstrate a clear understanding of the purposes and processes of National Board Certification. In the current research climate, we see too many examples of researchers redefining these purposes and processes (which have been clearly stated by NBPTS) to fit their own policy agendas.

For Policymakers

Much of the policy debate around National Board Certification has taken place out of the hearing of NBCTs. As a result, policymakers have often acted without considering the insights of expert practitioners who have successfully completed the process and applied the understandings they gained to their own professional work.

Here is what NBCTs know from their experience as candidates and mentors of other candidates: The National Board Certification process can serve as an excellent tool to identify quality teaching and improve professional practice. It should be viewed through the lens of increasing human capital, not strictly from the perspective of short-term costs and benefits. Smart state and local policies will support candidates as they go through the process and then capitalize on the leadership and skills of

those who successfully complete it. Once this dynamic environment is created and sustained, we are confident that teaching quality will improve.

- Policymakers should craft policy around specific goals, such as offering incentives and time for NBCTs to spread their instructional expertise to a wide range of colleagues, rather than focusing on simply producing more National Board Certified Teachers.

- Policymakers, who have already made significant investments in National Board Certification in many jurisdictions, should advocate for the expansion of leadership opportunities for all NBCTs and emphasize programs that increase the population of NBCTs who are teachers of color.

- To increase the population of NBCTs working in high-needs schools, policymakers will need to support policies and practices that improve working conditions for teachers in these schools, so they will be confident of support from school and system leaders during the National Board process.

- Policies that promote high quality professional development directly aligned with National Board Standards can produce rapid improvements in the teaching quality of a school. These policies would create incentives for teachers and administrators to jointly restructure the school day to provide time for collaboration, roles for leadership, and opportunities for teachers to pursue National Board Certification.

- Policymakers should support "hybrid" teaching roles for NBCTs so they may teach students part of the day and also assist with professional development, curriculum revision, mentoring, and teacher education. Such policy approaches will maximize the value of teachers who have been identified as effective by allowing them to serve as agents for quality teaching for all students.

- We support the use of multiple sources of data to evaluate individual teachers and assess the effects of individual educators on student progress. We also call on policymakers to exercise caution in relying on value-added methodology to make these individual judgments. Few standardized tests are designed and scaled so individual teachers can be assessed fairly on how much they help students learn content in the same subject area over time.

For the National Board for Professional Teaching Standards

The National Board has made great strides in the past two decades to professionalize teaching. This organization has established standards, created robust assessments, and expanded certification to reach many areas of teaching expertise. To meet the demands of 21st century teaching and learning, however, more must be done to harness the desire of thousands of NBCTs to lead efforts to transform the teaching profession.

- We recommend strategic partnering and communications that would make the mission, vision, and work of NBPTS transparent to researchers, policymakers, and the general public.

- We urge NBPTS to consider how education leaders can be made more cognizant of the potential power of the certification process to spread teaching expertise.

- We call for NBPTS to focus primarily on designing and implementing the best teacher assessments in the world. New technologies make it possible for teachers to document how they promote student learning in unprecedented ways.

- We believe, with the aid of more highly refined assessment tools, candidates for National Board Certification can show how they impact key aspects of student and school success (like reducing the dropout rate); how they prepare future workers for the 21st century global economy, and how they cultivate engaged citizens for our nation's 21st century democracy.

- NBPTS should more actively promote the voices and talents of NBCTs and more fully involve NBCTs in organizing and leading the NBPTS national conference.

- NBPTS should not only fully utilize the knowledge and skills of NBCTs in its own work but also promote and support other organizations that do so.

- NBPTS should advocate for NBCT leadership roles in many venues. More NBCTs should become principals, teacher educators, action researchers, and school-community ambassadors in the future.

- Finally, we urge NBPTS to accelerate its efforts to partner with higher education and incorporate the NBPTS Five Core Propositions into both teacher and administrator preparation programs. At the same time, we believe NBPTS must reach out to the growing number of non-profits that are recruiting a new generation of teachers, principals, and superintendents through alternative pathways.

We are grateful for the opportunity to step back and study the research about National Board Certification that many policymakers, think-tank analysts, union leaders, and administrators are also discussing. To our knowledge, this is the first formal opportunity for NBCTs to review and assess the empirical evidence of the impact of the National Board Certification process on both student and teacher learning. We have increased our own understanding of the complexities of quality teaching during these months of reflection, much as we did during our individual journeys through the rigorous National Board assessment process itself.

We believe our analysis will be helpful to everyone with a sincere desire to advance the teaching profession and ensure that every student is taught, supported and inspired by highly accomplished teachers. That vision energizes our own daily work in America's public schools. It gives us hope that our profession will continue its upward spiral and ultimately earn the respect and recognition it deserves.

The Center for Teaching Quality (CTQ) launched its TeacherSolutions initiative in 2006 when a select team of 18 highly accomplished teachers from throughout the nation was assembled in a unique effort to study and unpack the research literature around a critical issue in educational policy – professional compensation for teachers. Through ongoing virtual conversations and a series of virtual webinars, these expert practitioners assessed and debated the issues with researchers well versed in value-added methods. They also engaged in structured dialogue with policy analysts, community activists, teacher union leaders and practitioners who have been involved in a variety of performance-pay plans across the nation. From their work was born the TeacherSolutions model, an innovative process for calling on the true experts in education to address policy issues. This report represents the insightful thinking of ten highly accomplished teachers regarding another topic of utmost importance for America's schools – the role that National Board Certification can play in ensuring a quality teacher for every student. Their study included literature reviews as well as dialogue and debate with the leading thinkers and researchers who have investigated the value of the certification process. The teachers who have authored this report explored this topic through their dual experiences as National Board Certified Teachers as well as practitioners keenly aware of the needs of today's students. They are the experts who experience the impact of policy where it matters most: in America's classrooms.

CTQ CENTER FOR TEACHING QUALITY

Teacher Leadership • Research • Policy

CTQ seeks to improve student learning and advance the teaching profession through cultivating teacher leadership, conducting timely research and crafting smart policy around what must be done to ensure that every student in America has a qualified, well-supported and effective teacher. Over the past ten years, the Center's work, rooted in the National Commission on Teaching and America's Future (1996) landmark report, has sought to promote a coherent system of teacher recruitment, preparation, induction, professional development, compensation and school-design policies that could dramatically close the student achievement gap. As a small nonprofit with big ideas and ambitions to promote a true teaching profession, the Center has worked on a large range of research studies and policy development initiatives designed with the goals of cultivating leadership, spreading expertise and elevating the voices of accomplished teachers so that their knowledge of students and schools can inform the next generation of teaching policies and practices.

A full copy of this report is available at http://www.teachingquality.org

Center for Teaching Quality
500 Millstone Drive, Suite 102
Hillsborough, NC 27278
p: 919.241.1575
f: 919.241.1576
www.teachingquality.org
www.teacherleaders.org