



SEPTEMBER 2017

NT3 Pilot School Teacher and Administrator Implementation Survey Results: May–July 2017

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Executive Summary

As part of the implementation evaluation of the Network to Transform Teaching (NT3), American Institutes for Research (AIR) conducted two online surveys from May–July 2017 in NT3 pilot schools: one with teachers, and one with school administrators. The surveys were the first in a series of three to gauge perceptions and experiences following school participation in NT3 activities intended to establish the National Board’s Accomplished Teaching Body of Knowledge (BoK) as the guide for professional dialogue and professional practice in the school and pursuit of National Board Certification and leadership by NBCTs as an expected step along the professional continuum. The survey results in this report are intended to serve as a benchmark for comparison to fall 2017 and late spring 2018 survey results regarding the level of BoK engagement found throughout the schools, the status of the collaborative and supportive school culture and environmental elements that NT3 leaders believe are important in fostering meaningful BoK adoption, the desire to pursue certification and supports and encouragement received to do so, and NBCT leadership, including mentoring and coaching teaching colleagues. Fifty four percent of teachers across the entire population of 47 pilot schools completed the survey (N=1,003), with 48% of administrators (N=38) from 26 of those schools responding. Key findings include:

Plans to Pursue National Board Certification. The survey results may offer support for a focus on recruiting early career teachers to pursue certification as soon as they are eligible. A higher percentage of early career teachers are considering pursuing certification in the future compared to teachers who are currently eligible but not certified and not active in the process. About 60% of the early career teachers (i.e., with three or less years in the profession) responding to the survey said they were considering pursuing Board certification during or after the 2017-18 school year, with about a fourth saying they did not intend to pursue certification in the future. Of the non-certified teachers eligible to pursue certification as of 2016-17 but not actively pursuing, close to half said they did not intend to pursue certification. Over 30% of this eligible but non-certified group of teachers said they may consider pursuing certification during or after the 2017-18 school year. Compared to the eligible but non-certified teachers and early career teachers, a higher percentage of active candidates reported various encouragement and resources offered to them to pursue certification from administrators and colleagues.

Engagement with the Accomplished Teaching Body of Knowledge (BoK) and Results of Engagement. Recent engagement with the BoK was most widespread among active candidates and high among current NBCTs, but relatively less so with other teachers as a whole, indicating that BoK adoption outside of certification pursuit had not yet reached a majority of teachers as of the end of the 2016-17 school year. A large majority of current NBCTs and teachers who are active candidates for certification are familiar and have engaged with the BoK elements in the 2016-17 school year, including the National Board Standards (86%-98%, respectively), Five Core Propositions (84% and 97%, respectively), and Architecture of Accomplished Teaching

(68%-91%, respectively). Between 27 and 45% of other teachers are familiar and have engaged, depending on the BoK element. About a third of NBCTs and active candidates have used the ATLAS (Accomplished Teaching, Learning, and Schools) online case platform with the specific purpose of observing and analyzing accomplished teaching practice, while less than 15% of other teachers report doing so. About a third of current NBCTs, a fourth of active candidates and about 60% of other teachers are not familiar with ATLAS. Across a range of instructional changes, a higher percentage of current NBCTs and active candidates engaged with the BoK reported making instructional changes (roughly 50%-85%) relative to other teachers who reported instructional change due to BoK engagement (roughly 35%-55%).

Supportive School Culture and Environment Conducive to BoK Adoption. While a majority of responding teachers – roughly 65%-75% – report indicators of positive school culture and environment conducive to BoK adoption across survey items, roughly a fourth to a third report neutral or negative ratings related to sharing teaching practice and student work. Current NBCTs and teachers eligible but not certified and not actively pursuing certification tend to report slightly more positive school culture and environment relative to active candidates and early career teachers. However differences in perceptions by teacher certification or experience level are not large (generally within 10 percentage points across teacher categories).

Mentoring and Coaching. More active candidates have access to an NBCT mentor than early career or non-certified teachers. Of all teachers responding to the survey, 16% said they were receiving mentoring or coaching from an NBCT, among the 28% that said they were receiving any kind of school-or-district-based mentoring or coaching. For example, of the 66% of active candidates receiving mentoring or coaching, 93% receive it from an NBCT. About 50% of early career teachers report receiving mentoring or coaching, but only about 20% report receiving it from an NBCT.

The full report contains a comprehensive description of survey response and survey findings.

Introduction

As part of the implementation evaluation of the National Board for Professional Teaching Standard's (the National Board's) Network to Transform Teaching (NT3), American Institutes for Research (AIR) conducted two online surveys from May–July 2017: one with teachers in NT3 pilot schools, and one with school administrators. The surveys were the first in a series of three to gauge teacher and administrator perceptions and experiences following the school's participation in NT3. Participation is ultimately intended to establish the National Board's Accomplished Teaching Body of Knowledge (BoK) as the guide for professional dialogue and professional practice within the school, and pursuit of National Board Certification and leadership by National Board Certified Teachers (NBCTs) as an expected step along the professional continuum. Although a relatively small number of teachers in each school may have participated in the NT3 activities within the 2016–17 school year, all classroom teachers in the school were surveyed to examine schoolwide teacher perceptions and experiences, recognizing that NT3 school participation is intended to transform whole-school culture and practices by embedding the BoK within the school. Subsequent surveys will be conducted in fall 2017 and spring 2018 with the same audiences to gauge change over time within the schools. Therefore, the current results are intended to serve as a benchmark for the level of BoK engagement found throughout the school and the status of the collaborative and supportive school environment elements that NT3 believes are important in fostering meaningful BoK adoption. In June and July 2017, de-identified survey results were shared with the NT3 leaders within schools, as well as the National Board NT3 team.

Survey Content

On the survey, teachers responded to questions about the following topics:

- Engagement with the Accomplished Teaching BoK, and about their knowledge and use of BoK elements, such as the Five Core Propositions, Architecture of Accomplished Teaching, National Board Standards, and ATLAS platform
- Instructional changes made as part of BoK engagement
- Collaborative learning around the BoK, including participating in professional learning communities (PLCs) and using tools for student work inquiry within PLCs
- Observing and analyzing accomplished teaching practice in person or via the ATLAS platform
- Perceptions of their school environment in terms of support for sharing teaching practice and examining student work
- Plans and school support for pursuing National Board certification
- Experience with mentoring or coaching

Administrators from NT3 pilot schools responded to a similar survey with the following topics:

- Administrator engagement with the BoK
- Perceptions of teachers' engagement with the BoK
- Perceptions of the school environment
- Administrator support for teachers pursuing National Board certification

Teacher and Administrator Survey Responses and Respondent Roles

Teacher Survey Response

A total of 1,003 teachers completed the survey, for a response rate of 54% of the 1,845 teachers invited to complete the survey in the 47 NT3 pilot schools. See Appendix A for the response rates for each school.

When providing teacher rosters for the survey, AIR and the National Board asked NT3 district and school leaders to classify their teachers into one of the following four categories: **(1)** current National Board-certified teacher (**Current NBCT**); **(2)** teacher currently pursuing Board certification (**Active Candidate**); **(3)** teachers who are eligible to begin the Board certification process but are not Board-certified and are not actively pursuing certification (**Non-Active/Non-Certified**); or **(4)** teachers not yet eligible to pursue certification (**Early Career Teacher**). Teachers were identified in this way to disaggregate survey responses based on these categories, because differences in the experiences of these groups may be important for considering how to adapt school NT3 activities in the future. Table 1 displays the number of survey responses in each category.

Table 1. Teachers: Response rates by respondent type

	Number of teachers responding	Percent of total respondents	Percent responding from category
Current NBCT	77 (out of 118)	8%	65%
Active Candidate	131 (out of 174)	13%	75%
Non Active Candidate/Non NBCT	622 (out of 1,231)	62%	51%
Early Career Teacher	173 (out of 319)	17%	54%
Total	1003 (out of 1,842)	100%	54%
Instructional Leader <i>(also represented in the four categories above)</i>	244 (out of 428)	24%	58%

Note: Throughout this report, the denominator for each percentage in the tables and charts is the number of respondents to the survey overall (or the numbers in Table 1), rather than the number of respondents to the question (unless otherwise noted). For this reason, the percentages do not always sum to 100%.

Instructional Leaders

AIR and the National Board also asked NT3 pilot school leaders to identify teachers who were instructional leaders. The network aims to increase NBCT instructional leadership. The four

teacher categories described above are mutually exclusive, meaning teachers could only be in one of the four categories, and all surveyed teachers are within one of the four categories. However, teachers also could be identified as an Instructional Leader in addition to being in one of the four categories. As is displayed in Table 2, Non-Active/Non-Certified Teachers had fewer leadership positions than Current NBCTs and Active Candidates. In terms of leadership positions, current NBCTs most frequently indicated serving as mentor teachers (18%) and candidate support facilitators (16%), while active candidates most frequently reported being a mentor teacher (15%) and department chair (13%).

Table 2. Teachers: Please identify your role(s)

(Please select all that apply)

	Classroom teacher	Principal	Assistant principal	Instructional coach	Department chair	Grade-level chair	Mentor teacher	Candidate support facilitator	Other
Current NBCT	87%	0%	0%	9%	4%	9%	18%	16%	5%
Active Candidate	90%	0%	0%	5%	13%	5%	15%	1%	5%
Non Active Candidate/ Non NBCT	81%	0%	0%	2%	5%	5%	6%	0%	9%
Early Career Teacher	89%	1%	1%	1%	1%	3%	2%	0%	5%
Instructional Leader	79%	0%	0%	9%	16%	9%	16%	0%	7%

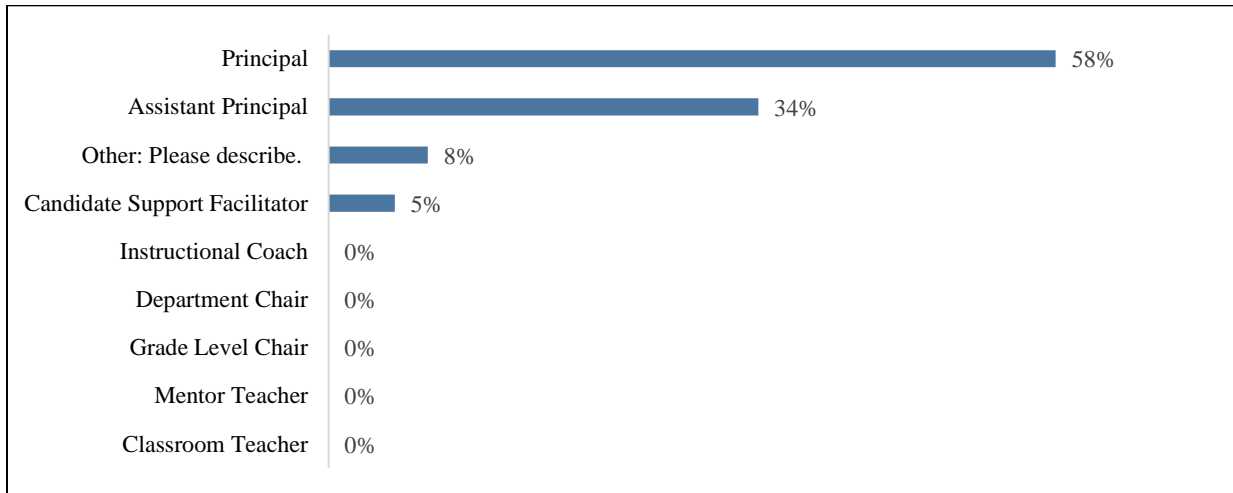
* NBCT, N = 77; Active Candidate, N = 131; Non Active, N = 622; Early Career, N = 173; Total N = 1003; Instructional Leader = 244

Administrator Survey Response

Thirty-eight administrators in 26 pilot schools completed the survey, for a response rate of 48% of the 79 administrators invited to complete it within the 47 schools. The majority of these respondents were principals (58%) or assistant principals (34%; See Exhibit 1). Thirty-two percent of them are or were NBCTs. (See Exhibit 30 later in the report.)

Exhibit 1. Administrators: Please identify your role(s)

(Please select all that apply)



* Total N = 38

Note: Throughout this report, the denominator for each percentage in the tables and charts displaying administrator survey results is the number of respondents to the survey overall (N=38), rather than the number of respondents to the question (unless otherwise noted). For this reason, the percentages do not always sum to 100%.

Summary of Findings

The following is a summary of findings from the teacher and administrator survey responses during the May through July 2017 administration. Following this summary is a section on each of the survey content themes. Each section contains detailed results by survey item displayed in tables and charts.

Engagement with the Accomplished Teaching Body of Knowledge

- More Current NBCTs and Active Candidates report engagement with the BoK in some way (88-98%) than Non-Active/Non-Certified teachers and Early Career Teachers not yet eligible to pursue certification (57-58%; See Exhibit 2).
- Most administrators report personal knowledge of and engagement with the BoK in some way within the last year. A majority estimate that less than half of their teachers are engaging with some part of the BoK, and about 30% think that a majority of their teachers are engaging with BoK elements in some way. (See Exhibit 3-5.)
- About a third of current NBCTs and half of Active Candidates have engaged with ATLAS in some way, and a large majority of Non-Active/Non-Certified Teachers and Early Career Teachers are not familiar with the platform and have not engaged with it. (See Exhibit 7.)
- When asked about engagement with specific BoK elements, the difference between Current NBCTs and Active Candidates and other teachers was more pronounced. A large majority of Current NBCTs and Active Candidates have engaged with the Five Core Propositions (84% and 97%, respectively), National Board Standards (86%-98%, respectively) and Architecture of Accomplished Teaching (68%-91%, respectively), while less than half (between 27-45% across elements) of Non-Active/Non-Certified teachers and Early Career Teachers have engaged with these elements of the BoK. While a majority of Non-Active/Non-Certified teachers and Early Career Teachers were familiar with the Five Core Propositions and Standards although they had not engaged with them, close to half were not familiar with the Architecture of Accomplished Teaching. (See Exhibit 8-10.)

Instructional Changes Due to BoK Engagement

- Of the Current NBCTs and Active Candidates engaged with the BoK in the last year, approximately between 50%-80% reported undertaking instructional changes as a result, depending on the instructional change, such as adjusting lesson plans to meet the needs of individual students, redesigning assessments, using data in new ways to assess student progress and set learning goals, or gaining or deepening knowledge in content areas.
- Of the Non-Active/Non-Certified Teachers and Early Career Teachers who reported BoK engagement in some way, about 35%-55% reported these instructional changes due to BoK engagement in the last year, depending on the instructional change. (See Table 3.)

PLC Participation and Tool Use

- A large majority of all survey respondents reported participating in PLCs. Of those who did, most (about 70% across respondent types) reported using an inquiry process to examine student work. (See Exhibit 14 and 15.)
- More Current NBCTs and Active Candidates reported using tools aligned to the BoK than Non-Active/Non-Certified Teachers and Early Career Teachers (approximately 85% versus 65%, respectively). (See Exhibit 16.)

Observing and Analyzing Accomplished Teaching Practice

- Across categories defining certification status or experience, about one half of teachers reported the opportunity to observe accomplished teaching in another classroom in the past year, with current NBCTs more frequently reporting that opportunity. (See Exhibit 17.)
- About 30% of Current NBCTs and 40% of Active Candidates reported analyzing accomplished teaching practice via ATLAS, while fewer Non Active/Non Certified and Early Career Teachers had done so. (See Exhibit 18.)

School Environment

- While a majority of responding teachers across categories report positive culture and environment conducive to BoK adoption across survey items, roughly a fourth to a third do not. While Current NBCTs and Non-Active/Non-Certified teachers tend to report slightly more positive school culture and environment relative to Active Candidates and Early Career Teachers, differences in ratings by teacher certification or experience level are not large (usually within 10 percentage points across teacher categories).
 - Across survey items on school culture and environment regarding sharing teaching practices, roughly 70%-75% of teachers across categories responded in the positive range (rating of 5, 6, or 7), while roughly 25%-30% responded in the neutral (rating of 4) or negative range (rating of 1, 2, 3). (See Exhibits 19-23.) Administrators generally rated the school culture and environment related to teaching practices more positively than teachers, with the exception of teachers feeling safe taking risks to improve, to which teachers gave a higher overall rating. (See Exhibit 24.)
 - On items regarding school culture and environment related to sharing student work, an average of about 65%-70% of teachers across categories responded positively, and about 30-35% responded in the neutral or negative range. (See Exhibit 25-28.) Administrators rated school environment related to sharing of student work more positively than teachers, but they rated whether teachers freely share student work approximately the same as teachers, and whether teachers feel safe sharing student work and receiving feedback from colleagues less positively than teachers. (See Exhibit 29.)

Pursuing National Board Certification

- The survey results offer support for a focus on recruiting Early Career Teachers to pursue certification as soon as they are eligible, as a higher percentage of Early Career Teachers are considering pursuing certification in the future compared to Non-Active/Non-Certified Teachers. About 60% of Early Career Teachers (i.e., with three or less years in the profession) responding to the survey said they were considering pursuing Board certification either beginning in the 2017-18 school year or afterward, with about a fourth saying they did not intend to pursue certification in the future. Close to half of Non-Active/Non-Certified Teachers said they did not intend to pursue certification, while 34% said they were considering pursuing Board certification either beginning in the 2017-18 school year or afterward. (See Table 5.)
- A higher percentage of Active Candidates reported various encouragement and resources offered to them to pursue certification from administrators and colleagues, compared to Non-Active/Non-Certified Teachers and Early Career Teachers. (See Exhibits 31-36.)

Mentoring and Coaching

- A higher percentage of Active Candidates receive mentoring or coaching relative to Non Active/Non Certified Teachers (Exhibit 38), and a higher percentage of Active Candidates have an NBCT as a mentor or coach (Exhibit 39).
- About one half of responding Early Career Teachers reported receiving mentoring or coaching, but only about 20% said they received mentoring or coaching from an NBCT. (See Exhibit 38 and 39).

Engagement with the Accomplished Teaching Body of Knowledge

The survey asked teachers and administrators about the extent to which they engaged with the BoK in any way (e.g., through the National Board Standards, Five Core Propositions, Architecture of Accomplished Teaching, ATLAS platform, etc.). Teacher and administrator survey responses indicated the following findings. These findings can be referenced as a high-level baseline or benchmark for understanding how perceptions and experiences in engaging with the BOK in pilot schools evolves during future survey administrations in the 2017-18 academic year.

Key Findings

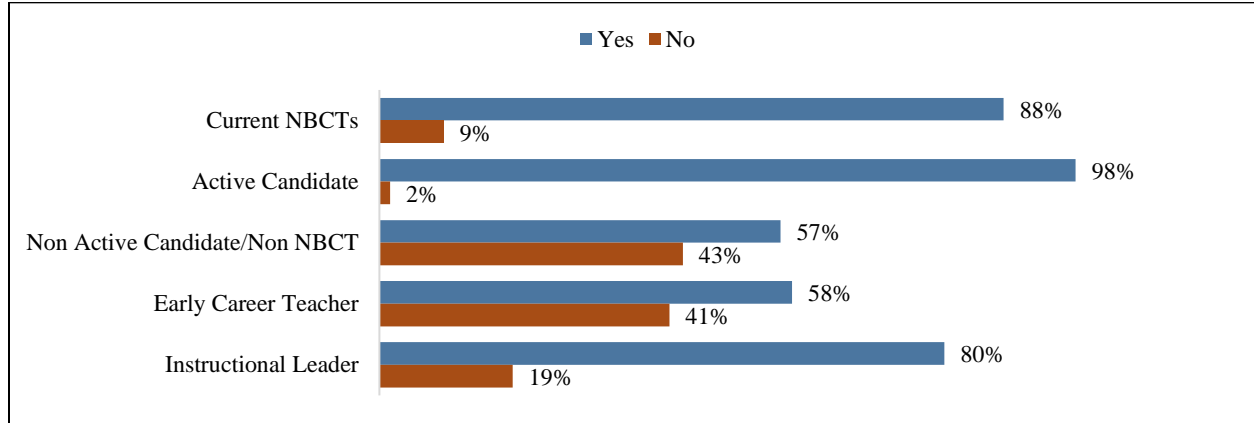
- More Current NBCTs and Active Candidates report engagement with the BoK in some way (88-98%) than Non-Active/Non-Certified teachers and Early Career Teachers not yet eligible to pursue certification (57-58%; See Exhibit 2).
- Most administrators report personal knowledge of and engagement with the BoK in some way within the last year. A majority estimate that less than half of their teachers are engaging with some part of the BoK, and about 30% think that a majority of their teachers are engaging with BoK elements in some way. (See Exhibit 3-5.)
- About a third of current NBCTs and half of Active Candidates have engaged with ATLAS in some way, and a large majority of Non-Active/Non-Certified Teachers and Early Career Teachers are not familiar with the platform and have not engaged with it. (See Exhibit 7.)
- When asked about engagement with specific BoK elements, the difference between Current NBCTs and Active Candidates and other teachers was more pronounced. A large majority of Current NBCTs and Active Candidates have engaged with the Five Core Propositions (84% and 97%, respectively), National Board Standards (86%-98%, respectively) and Architecture of Accomplished Teaching (68%-91%, respectively), while less than half (between 27-45% across elements) of Non-Active/Non-Certified teachers and Early Career Teachers have engaged with these elements of the BoK. While a majority of Non-Active/Non-Certified teachers and Early Career Teachers were familiar with the Five Core Propositions and Standards although they had not engaged with them, close to half were not familiar with the Architecture of Accomplished Teaching. (See Exhibit 8-10.)

Detailed Survey Results

A large majority of Current NBCTs (88%) and most Active Candidates (98%) indicated that they had engaged with the BoK in some way, while close to 60% of Non-Active/Non-Certified teachers (57%) and Early Career Teachers (58%) report doing so. (See Exhibit 2.)

Exhibit 2. Teachers: Since the beginning of the 2016–17 school year, have you engaged with the Accomplished Teaching Body of Knowledge in any way?

(e.g., through the National Board Standards, Five Core Propositions, Architecture of Accomplished Teaching, engagement via ATLAS, etc.)? For example, engagement might have involved reading or reviewing the body of knowledge, or discussing it with another teacher.

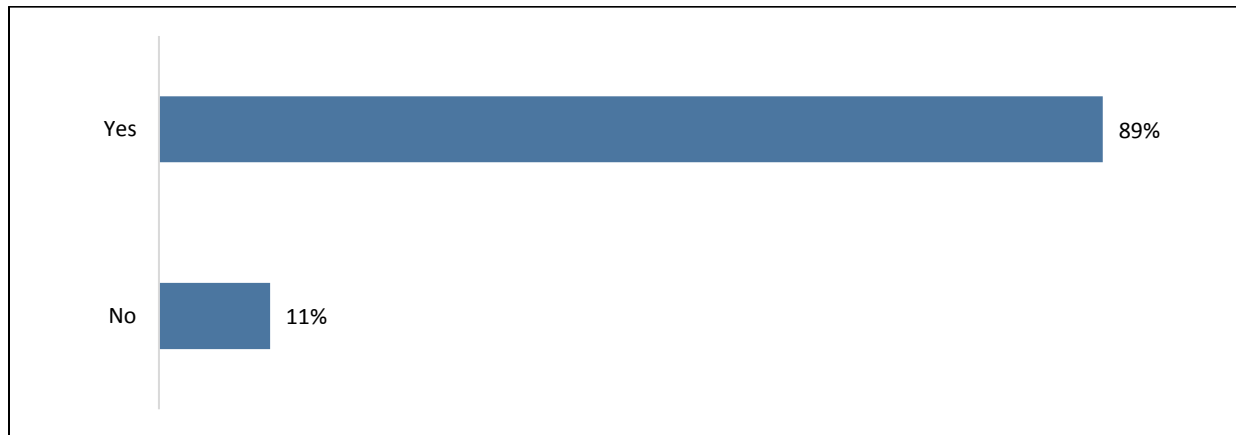


* NBCT, N = 77; Active Candidate, N = 131; Non Active, N = 622; Early Career, N = 173; Total N = 1003; Instructional Leader = 244

Most administrators (89%) reported directly engaging with the BoK themselves. (See Exhibit 3.)

Exhibit 3. Administrators: Since the beginning of the 2016–17 school year, have you directly engaged with the Accomplished Teaching Body of Knowledge in any way?

(e.g., through the National Board Standards, Five Core Propositions, Architecture of Accomplished Teaching, engagement via ATLAS, etc.)? For example, engagement might have involved reading or reviewing the BoK, or discussing it with teachers in your building.



* Total N = 38

Most administrators (95%) reported that teachers in their building engaged with the BoK. (See Exhibit 4.)

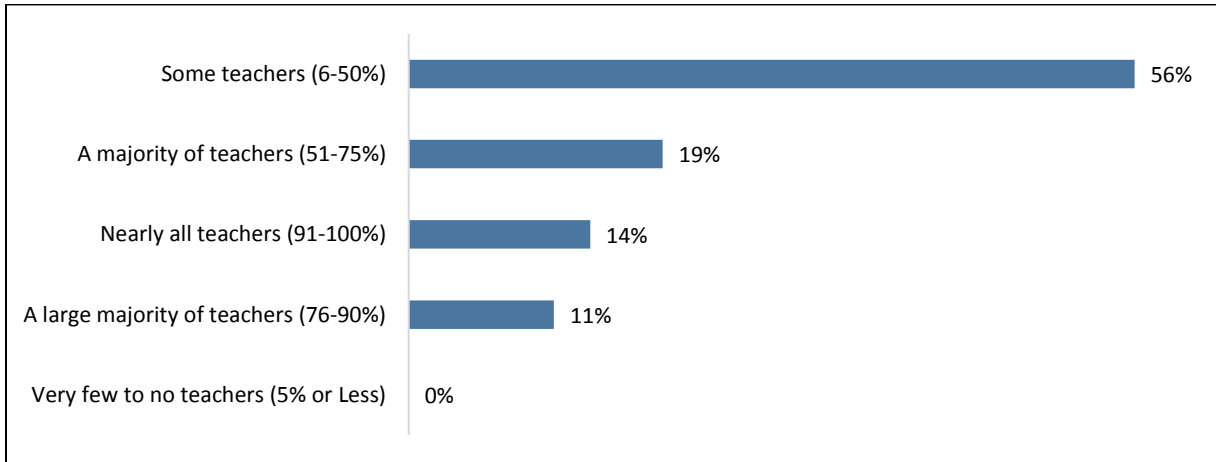
Exhibit 4. Administrators: Since the beginning of the 2016–17 school year, have teachers in your building engaged with the Accomplished Teaching Body of Knowledge in any way? (e.g., through the National Board Standards, Five Core Propositions, Architecture of Accomplished Teaching, engagement via ATLAS, etc.)? For example, engagement might have involved reading or reviewing the BoK, or discussing it with other teachers.



* Total N = 38

The majority of administrators (56%) estimated that “some teachers” (6%–50%) in their school were currently engaged with the BoK. About 30% of administrators estimated that a majority (19%) or large majority (11%) of their teachers were engaged with the BoK in the last year. (See Exhibit 5.)

Exhibit 5. Administrators: What is your best estimation of the proportion of teachers in your school currently engaged with the Accomplished Teaching Body of Knowledge in some way?

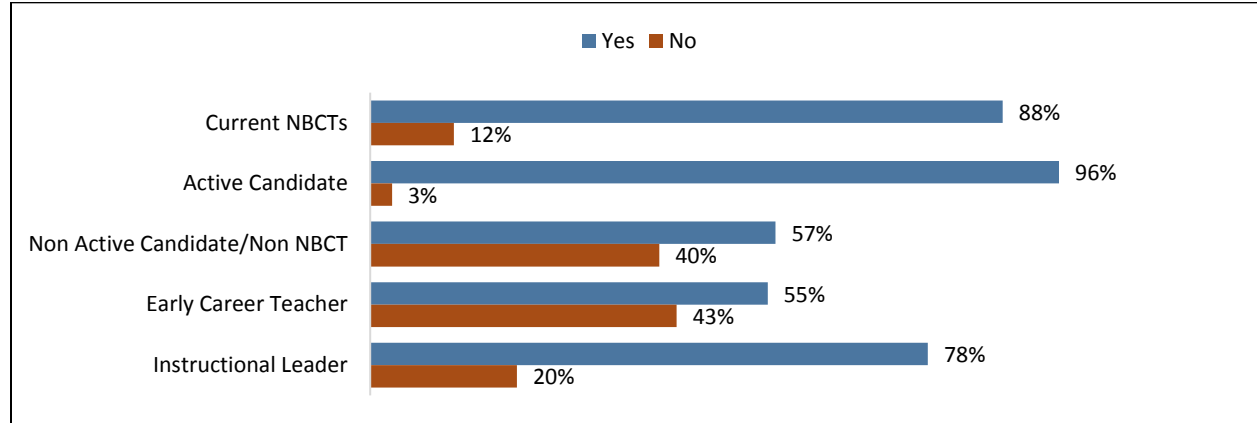


* Total N = 36

A large majority of Current NBCTs (88%) and most Active Candidates (96%) indicated that they had engaged in collaborative learning with colleagues grounded in the BoK, while close to 60% of Non-Active/Non-Certified teachers (57%) and Early Career Teachers (55%) had done so. (See Exhibit 6.)

Exhibit 6. Teachers: Since the beginning of the 2016–17 school year, have you engaged in collaborative learning with colleagues grounded in the Accomplished Teaching Body of Knowledge?

(e.g., through the National Board Standards, Five Core Propositions, Architecture of Accomplished Teaching, engagement with ATLAS, etc.)?



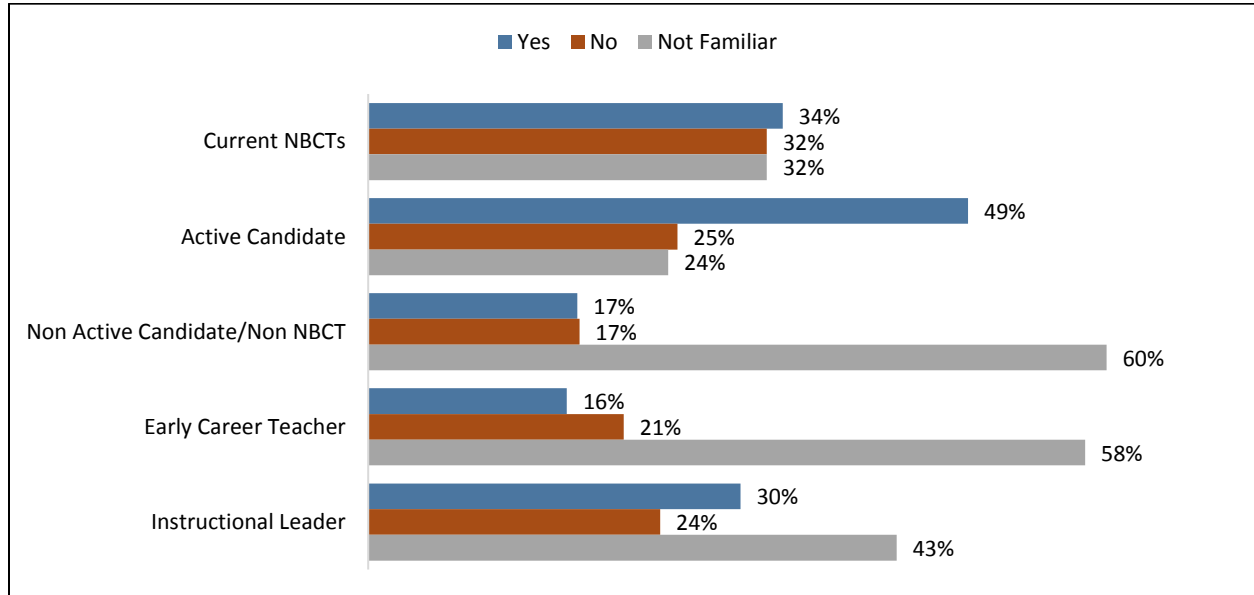
* NBCT, N = 77; Active Candidate, N = 131; Non Active, N = 622; Early Career, N = 173; Total N = 1003; Instructional Leader = 244

When asked about their engagement with specific elements of the BoK, there was a pronounced difference between Current NBCTs and Active Candidates on the one hand, and Non-Active/Non-Certified teachers and Early Career Teachers on the other. While a large majority of Current NBCTs and Active Candidates (at least 84% across respondent types) had engaged with the Five Core Propositions and the National Board Standards, roughly 40% of Non-Active/Non-Certified teachers and Early Career Teachers had engaged with these elements.

Active Candidates were the most likely to have engaged with the ATLAS platform (49%) and the Architecture of Accomplished Teaching diagram (98%). Most Non-Active/Non-Certified teachers and Early Career Teachers were not familiar with the ATLAS platform (roughly 60% each) or the Accomplished Teaching diagram (nearly 50% each). (See Exhibits 7-10.)

Exhibit 7. Teachers: Since the beginning of the 2016–17 school year, have you engaged directly with ATLAS?

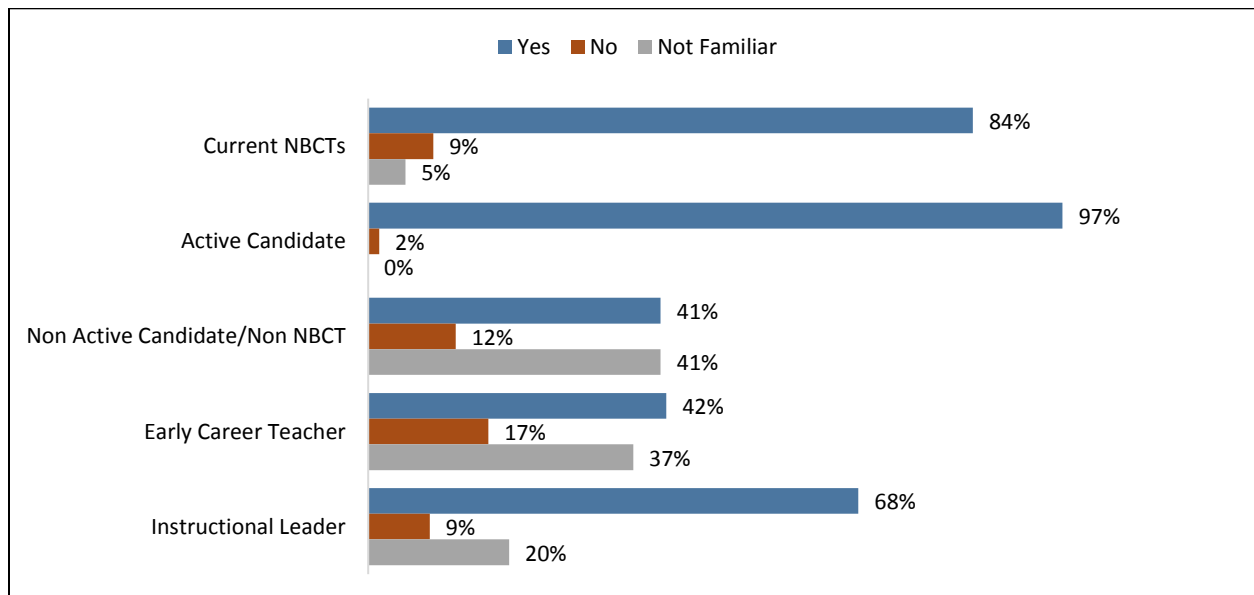
For example, engagement might have involved viewing cases or discussing them with another teacher, etc.



* NBCT, N = 77; Active Candidate, N = 131; Non Active, N = 622; Early Career, N = 173; Total N = 1003; Instructional Leader = 244

Exhibit 8. Teachers: Since the beginning of the 2016–17 school year, have you engaged with the Five Core Propositions?

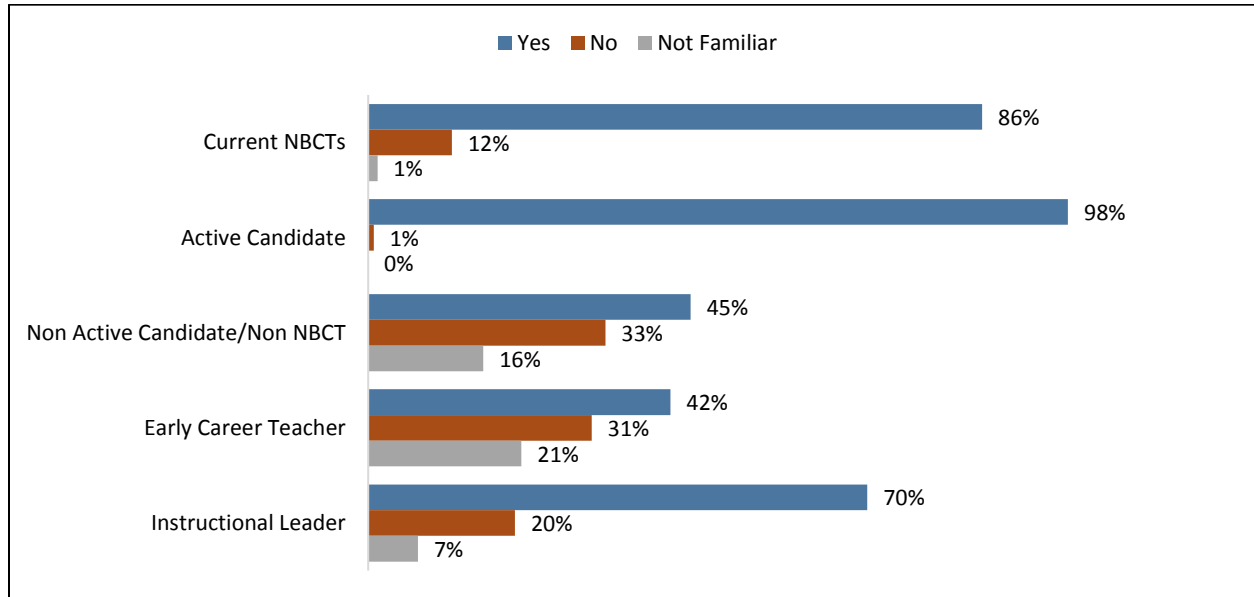
For example, engagement might have involved reviewing them in detail or discussing with another teacher, etc.



* NBCT, N = 77; Active Candidate, N = 131; Non Active, N = 622; Early Career, N = 173; Total N = 1003; Instructional Leader = 244

Exhibit 9. Teachers: Since the beginning of the 2016–17 school year, have you engaged with the National Board Standards?

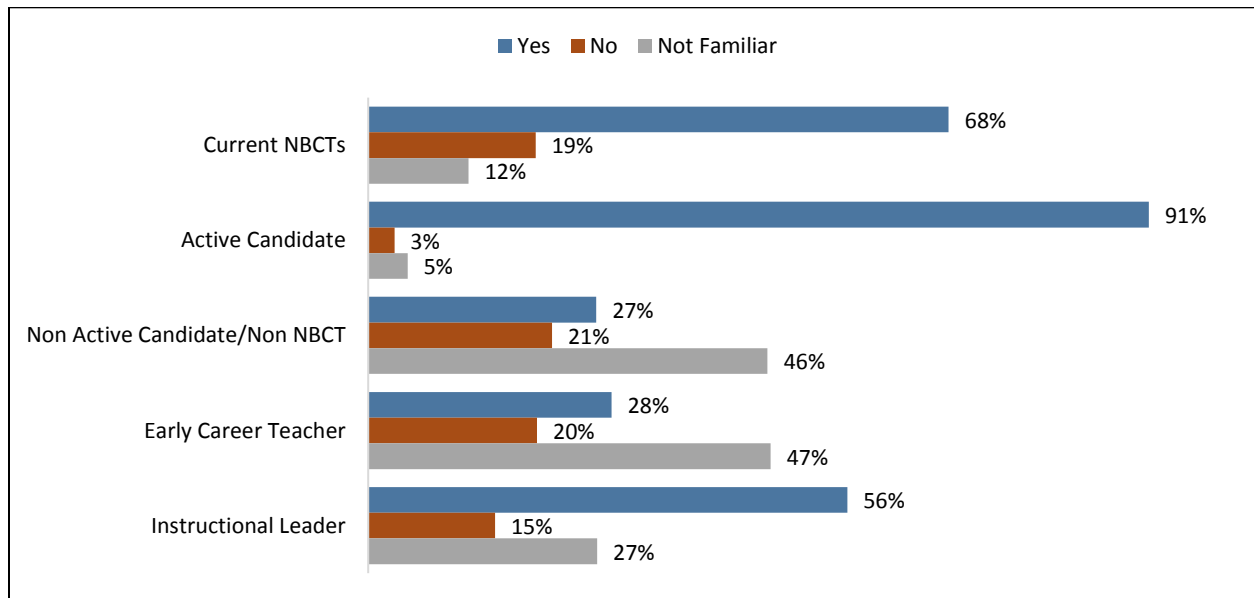
For example, engagement might have involved studying the standards or discussing them with a colleague, etc.



* NBCT, N = 77; Active Candidate, N = 131; Non Active, N = 622; Early Career, N = 173; Total N = 1003; Instructional Leader = 244

Exhibit 10. Teachers: Since the beginning of the 2016–17 school year, have you engaged with the Architecture of Accomplished Teaching diagram?

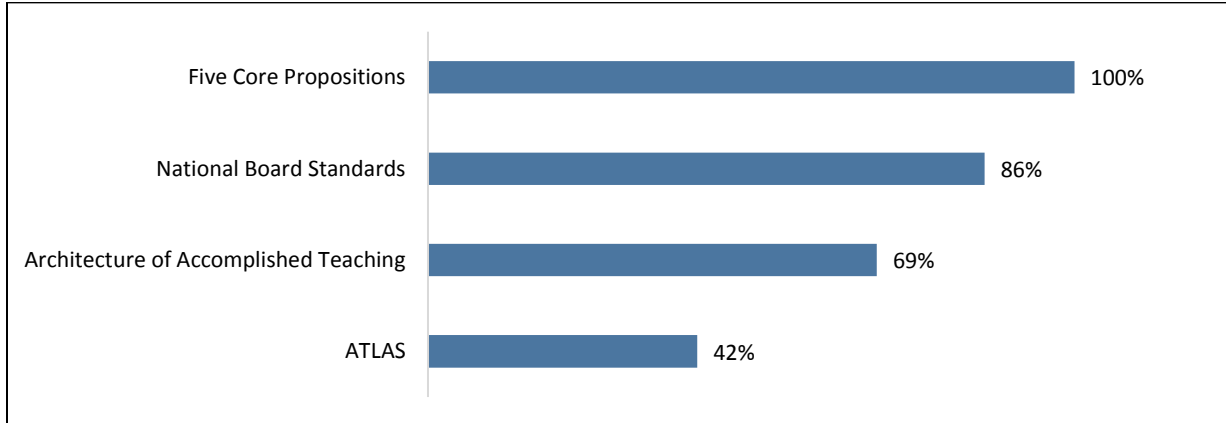
For example, engagement might have involved reviewing the diagram or discussing it with a colleague, etc.



* NBCT, N = 77; Active Candidate, N = 131; Non Active, N = 622; Early Career, N = 173; Total N = 1003; Instructional Leader = 244

Administrators most frequently indicated that the teachers in their school interacted with the Five Core Propositions (100%), followed by the National Board Standards (86%), Accomplished Teaching diagram (69%), and ATLAS platform (42%). (See Exhibit 11.)

Exhibit 11. Administrators: Please select the following National Board materials or tools with which you know teachers in your school have interacted in the 2016–2017 school year
(Please select all that apply)



* Total N = 36

Instructional Changes due to BoK Engagement

We asked survey respondents to indicate the instructional changes they have implemented as a result of their engagement with the BoK.

Key Findings

- Of the Current NBCTs and Active Candidates engaged with the BoK in the last year, approximately between 50%-80% reported undertaking instructional changes as a result, depending on the instructional change, such as adjusting lesson plans to meet the needs of individual students, redesigning assessments, using data in new ways to assess student progress and set learning goals, or gaining or deepening knowledge in content areas.
- Of the Non-Active/Non-Certified Teachers and Early Career Teachers who reported BoK engagement in some way, about 35%-55% reported these instructional changes due to BoK engagement in the last year, depending on the instructional change. (See Table 3.)

Detailed Survey Results

Across teacher respondent types, the most common instructional action teachers reported taking as a result of engagement with the BoK was “adjust[ing] lesson plans to meet the needs of individual students,” which was reported by 84% of Current NBCTs, 78% of Active Candidates, 56% of Early Career Teachers, and 54% of Non-Active/Non-Certified Teachers. Among those indicating engagement with the BoK, a higher percentage of Current NBCTs and Active Candidates engaged in all related instructional changes than Non-Active/Non-Certified Teachers and Early Career Teacher teachers who reported BoK engagement. (See Table 3.)

Table 3. Teachers: Please select the actions below that you have taken as a result of your engagement with the Accomplished Teaching Body of Knowledge since the beginning of the 2016–17 school year

(Please select all that apply)

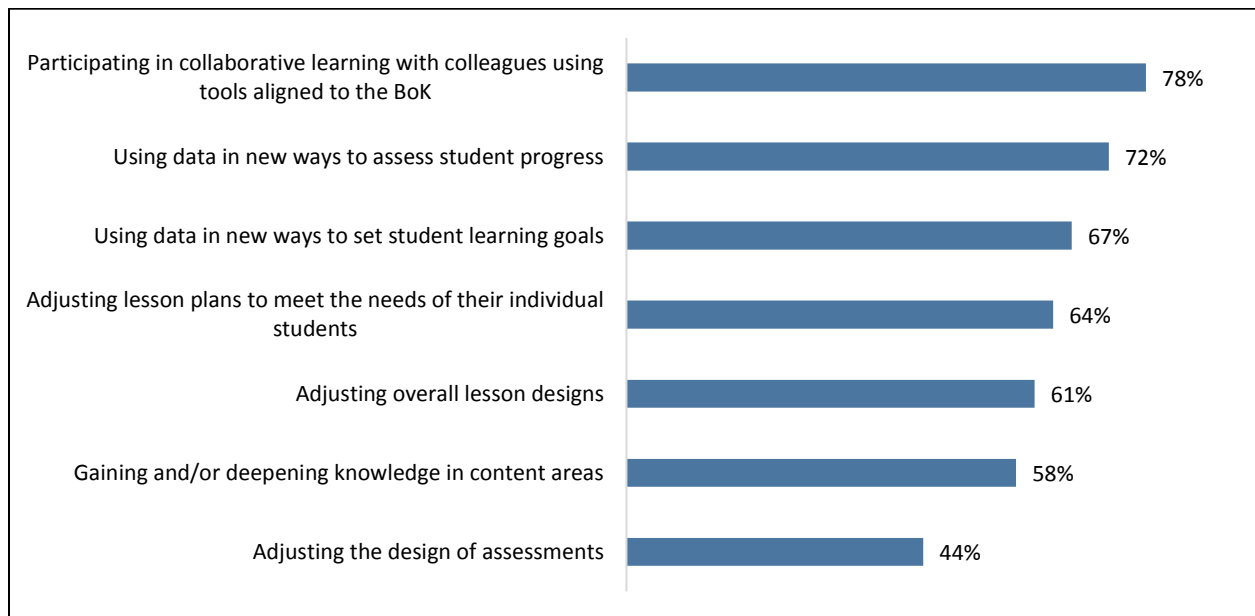
	Adjusted overall lesson design	Adjusted lesson plans to meet the needs of my individual students	Adjusted the design of assessments	Used data in new ways to assess student progress	Used data in new ways to set student learning goals	Gained and/or deepened my knowledge in content areas	Other
Current NBCT	49%	84%	47%	59%	59%	65%	10%
Active Candidate	64%	78%	70%	58%	58%	59%	8%
Non Active Candidate/Non NBCT	36%	54%	35%	45%	45%	51%	5%
Early Career Teacher	41%	58%	42%	50%	50%	51%	3%
Instructional Leader	45%	65%	44%	51%	51%	62%	8%

* NBCT, N = 68; Active Candidate, N = 129; Non Active, N = 353; Early Career, N = 101; Total N = 651; Instructional Leader = 195

The majority of administrators report that engagement with the Accomplished Teaching Body of Knowledge, NT3 participation, or participating in the certification process affected many aspects of teaching practice in their schools. Most administrators reported changes to participating in collaborative learning and using data in new ways to assess student progress (78%). Around 60-70% of administrators reported that teachers have gained and/or deepened knowledge in content areas, adjusted overall lesson designs, adjusted lessons plans to meet individual needs of students, used data in new ways to set student learning goals, and used data in new ways to assess student progress as a result of engagement with the BoK. (See Exhibit 12.)

Exhibit 12. Administrators: Has engagement with the Accomplished Teaching Body of Knowledge, NT3 participation, or participating in the National Board certification process affected the following aspects of teaching practice in your school since the beginning of the 2016–2017 school year?

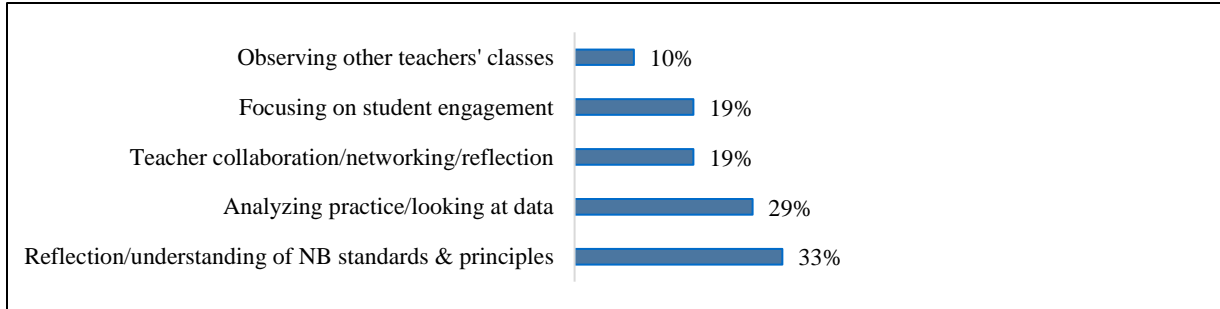
Please select the changes to teaching practice below that you know to have occurred as a result of teacher engagement with National Board materials or processes. Select all that apply.



* Total N = 36

Exhibit 13 quantifies administrators’ open-ended responses to a question that asks them to describe any other areas of teachers’ practice that they know have been evolving in the 2016–2017 school year based on their engagement with the BoK, NT3 participation, or National Board certification process. The most common response was that teachers’ reflection and understanding of National Board standards and principles has evolved (33%). (See Exhibit 13.)

Exhibit 13. Administrators’ perceptions of areas of teachers’ practice that have been evolving in the 2016–17 school year based on engagement with the BoK, NT3 participation, or the NB certification process



* Total N = 38

Appendix C provides a more detailed qualitative summary of the open-ended responses to the question above, regarding administrator’s perceptions of teachers’ evolving practice.

Instructional Changes as a Result of Collaborative Learning

“Adjusting existing lesson plans” was the most common instructional action taken amongst Current NBCTs (71%), Active Candidates (79%), Non-Active/Non-Certified Teachers (56%), and Instructional Leaders (63%) as result of collaborative learning grounded in the BoK. The most common instructional action taken amongst Early Career Teachers (59%) was “more actively using data to set student learning goals.” (See Table 4.)

Table 4: Teachers: Please select any actions from the list below that were directly influenced by your collaborative learning grounded in the Accomplished Teaching Body of Knowledge
(Please select all that apply)

	Designing new lesson plans	Adjusting existing lesson plans	Designing assessments	More actively using data to assess student progress	More actively using data to set student learning goals	Gaining new knowledge and/or deepening knowledge in content area(s)	Engaging in inquiry cycles to improve my practices	Other
Current NBCT	49%	71%	50%	56%	50%	56%	47%	7%
Active Candidate	52%	79%	56%	59%	60%	54%	52%	1%
Non Active Candidate/Non NBCT	47%	56%	41%	50%	41%	49%	34%	4%
Early Career Teacher	45%	56%	42%	59%	50%	49%	39%	0%
Instructional Leader	46%	63%	47%	54%	44%	57%	46%	5%

* NBCT, N = 68; Active Candidate, N = 126; Non Active, N = 352; Early Career, N = 96; Total N = 642; Instructional Leader = 190

PLC Participation and Tool Use

We asked teachers about their experience with PLCs, as well as their use of tools aligned to the BoK as result of their experience in the PLC.

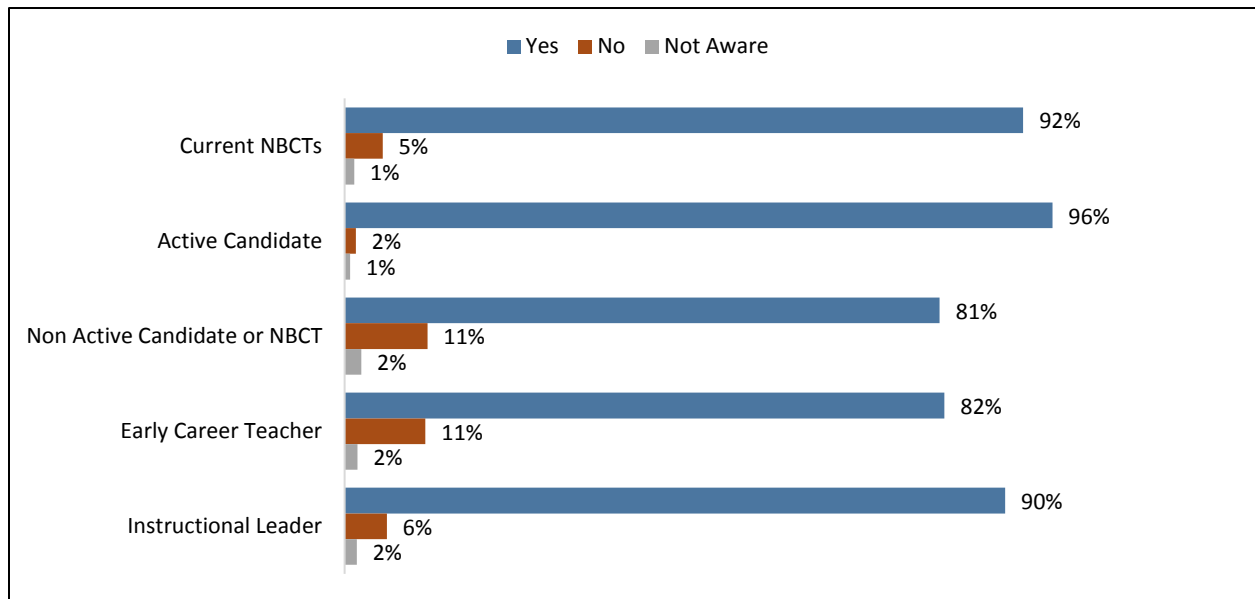
Key Findings

- A large majority of all survey respondents reported participating in PLCs. Of those who did, most (about 70% across respondent types) reported using an inquiry process to examine student work. (See Exhibit 14 and 15.)
- More Current NBCTs and Active Candidates reported using tools aligned to the BoK than Non-Active/Non-Certified Teachers and Early Career Teachers (approximately 85% versus 65% respectively). (See Exhibit 16.)

Detailed Survey Results

Among all respondent types, the majority reported that they were participating in at least one PLC, with Current NBCTs and Active Candidates showing the highest rates of participation (92% and 96%, respectively), as well as many Instructional Leaders (90%) (See Exhibit 14.)

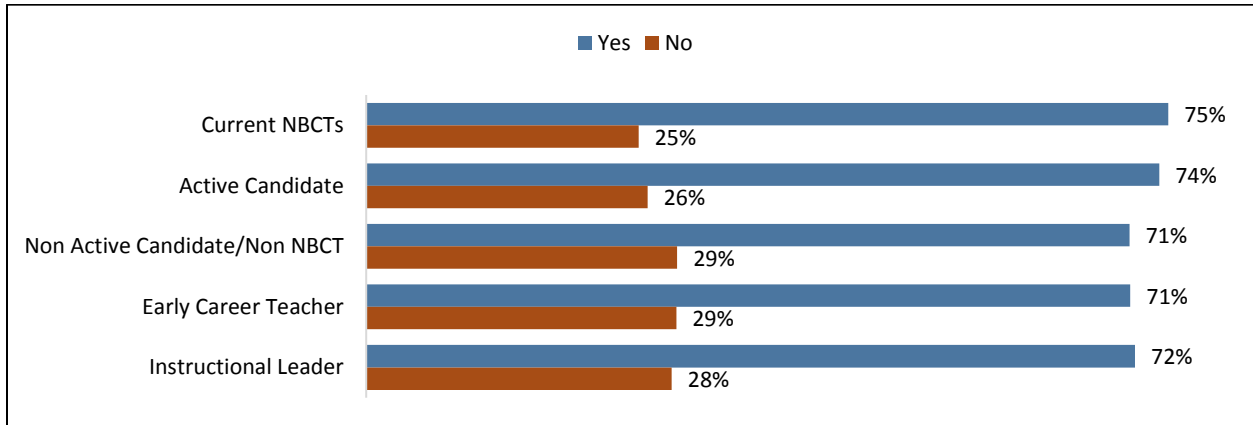
Exhibit 14. Teachers: Are you currently participating in at least one professional learning community (PLC) within your school?



* NBCT, N = 77; Active Candidate, N = 131; Non Active, N = 622; Early Career, N = 173; Total N = 1003; Instructional Leader = 244

Between 70% and 75% of respondents (across all respondent types) indicated that they had used an inquiry process to examine student work in their PLC. (See Exhibit 15.)

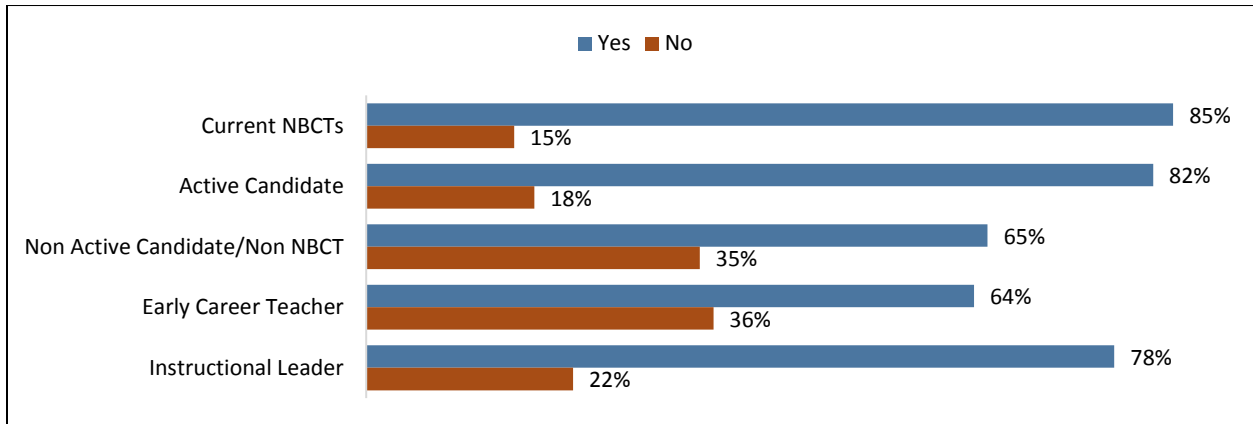
Exhibit 15. Teachers: Have you used an inquiry process to examine student work in this PLC?



* NBCT, N = 71; Active Candidate, N = 126; Non Active, N = 494; Early Career, N = 142; Total N = 833; Instructional Leader = 218

As a result of their participation in the PLC, over 80% of both Current NBCTs and Active Candidates reported that they used tools aligned with the BoK, and roughly 65% of both Non-Active/Non-Certified Teachers and Early Career Teachers indicated the use of such tools. (See Exhibit 16.)

Exhibit 16. Teachers: Because of your membership in the PLC, do you currently use tools (protocols, feedback tools, etc.) that are aligned with the Accomplished Teaching Body of Knowledge in your everyday practice?



* NBCT, N = 71; Active Candidate, N = 125; Non Active, N = 501; Early Career, N = 143; Total N = 840; Instructional Leader = 217

Observing and Analyzing Accomplished Teaching Practice

We asked teachers to report on their experience observing accomplished teaching practice, either within a classroom or through ATLAS cases.

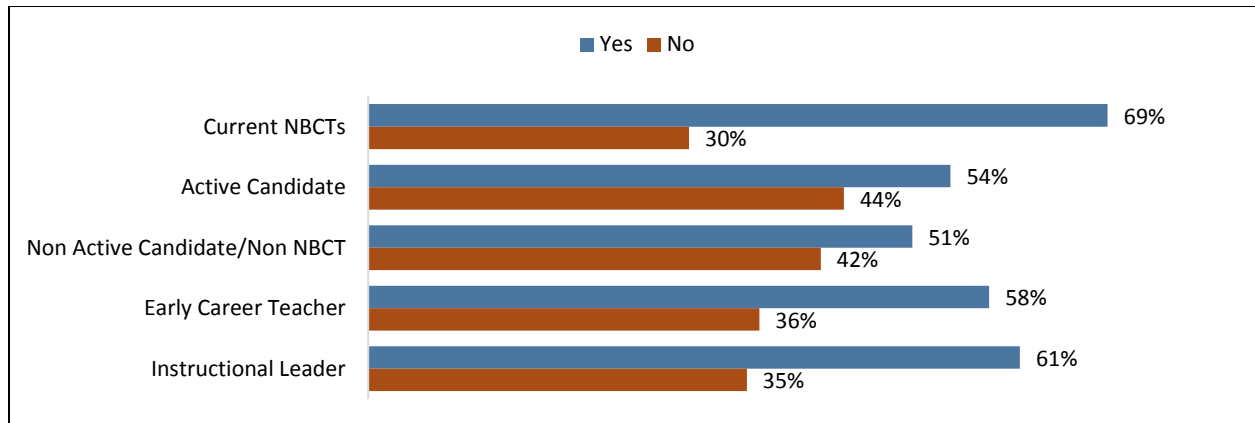
Key Findings

- Across categories defining certification status or experience, about one half of teachers reported the opportunity to observe accomplished teaching in another classroom in the past year, with current NBCTs more frequently reporting that opportunity. (See Exhibit 17.)
- About 30% of Current NBCTs and 40% of Active Candidates reported analyzing accomplished teaching practice via ATLAS, while fewer Non Active/Non Certified and Early Career Teachers had done so. (See Exhibit 18.)

Detailed Survey Results

Current NBCTs were the most likely to have observed accomplished teaching within another classroom (69%), although more than half of all respondent types reported observing this (51%–61%) (See Exhibit 17.)

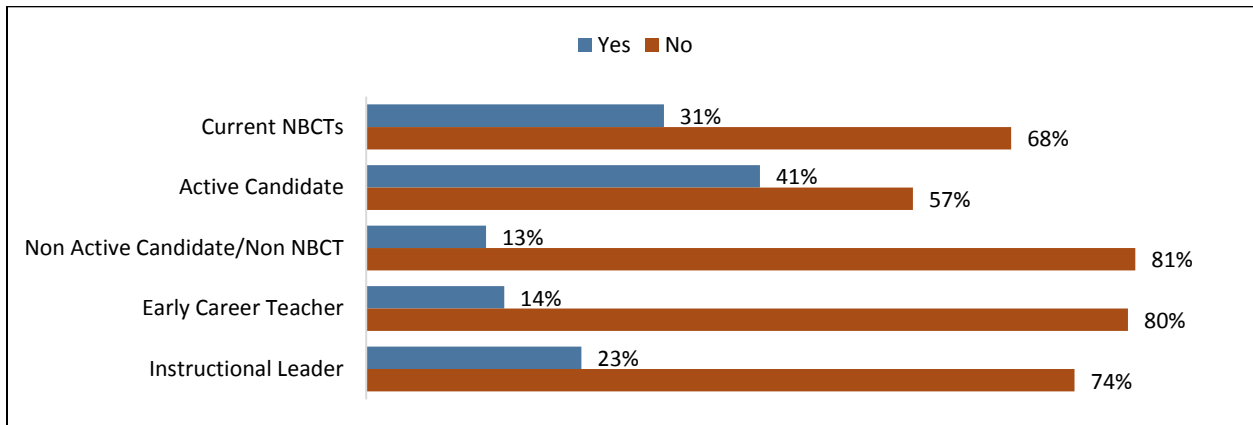
Exhibit 17. Teachers: Since the beginning of the 2016–17 school year, have you observed accomplished teaching practice within another classroom in your school?



* NBCT, N = 77; Active Candidate, N = 131; Non Active, N = 622; Early Career, N = 173; Total N = 1003; Instructional Leader = 244

Across respondent types, a majority of teachers had not observed accomplished teaching practice via ATLAS cases. Current NBCTs and Active Candidates had the highest percentages of respondents who had observed teaching practice via the ATLAS platform, at 31% and 41% respectively. (See Exhibit 18.) In the sample as a whole, 18% of the 1003 teachers responded yes to the question.

Exhibit 18. Teachers: Since the beginning of the 2016–17 school year, have you analyzed accomplished teaching practice via ATLAS cases?



* NBCT, N = 77; Active Candidate, N = 131; Non Active, N = 622; Early Career, N = 173; Total N = 1003; Instructional Leader = 244

School Culture and Environment

Teachers were asked to rate a series of statements about the extent to which their school environment promoted the sharing of teaching practices and student work amongst colleagues and whether teachers did in turn share their practices and student work and feel safe in asking for assistance to improve. The rating scale was 1 to 7, with 1 representing lowest agreement and 7 representing highest agreement. For the purposes of synthesizing responses for interpretation, we considered a response of 1, 2, or 3 relatively negative in terms of culture and environment, a response of 4 neutral, and a response of 5, 6, or 7 relatively positive in terms of culture and environment.

Key Findings

- While a majority of responding teachers across categories report positive culture and environment conducive to BoK adoption across survey items, roughly a fourth to a third do not. While Current NBCTs and Non-Active/Non-Certified teachers tend to report slightly more positive school culture and environment relative to Active Candidates and Early Career Teachers, differences in ratings by teacher certification or experience level are not large (usually within 10 percentage points across teacher categories).
 - Across survey items on school culture and environment regarding sharing teaching practices, roughly 70%-75% of teachers across categories responded in the positive range (rating of 5, 6, or 7), while roughly 25%-30% responded in the neutral (rating of 4) or negative range (rating of 1, 2, 3). (See Exhibits 19-23.) Administrators generally rated the school culture and environment related to teaching practices more positively than teachers, with the exception of teachers feeling safe taking risks to improve, to which teachers gave a higher overall rating. (See Exhibit 24.)
 - On items regarding school culture and environment related to sharing student work, an average of about 65%-70% of teachers across categories responded positively, and about 30-35% responded in the neutral or negative range. (See Exhibit 25-28.) Administrators rated school environment related to sharing of student work more positively than teachers, but they rated whether teachers freely share student work approximately the same as teachers, and whether teachers feel safe sharing student work and receiving feedback from colleagues less positively than teachers.

Detailed Survey Results

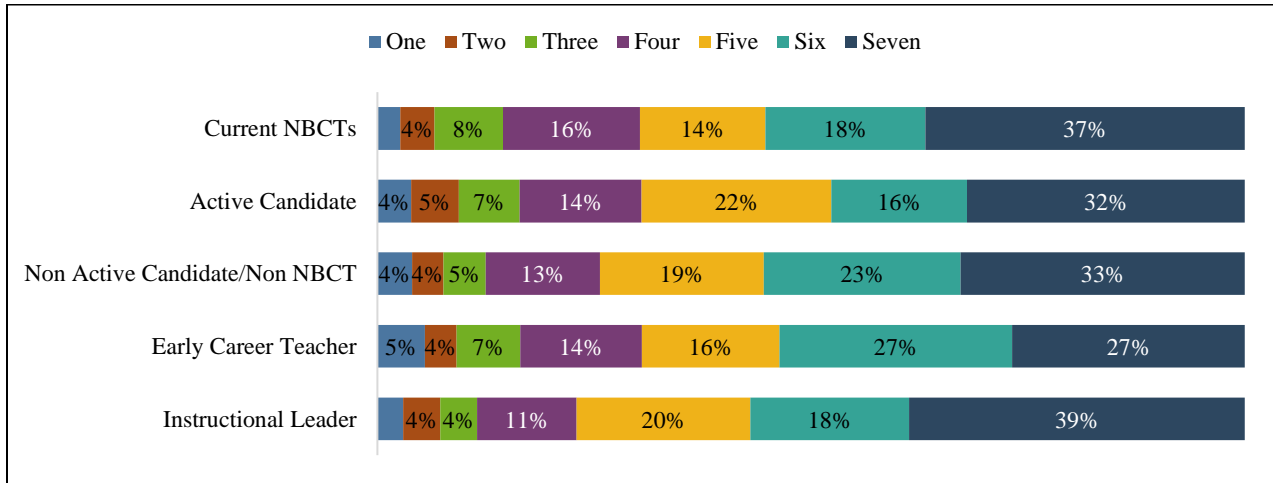
Sharing teaching practice, asking for assistance, and taking risks

When asked about the extent to which their school environment encouraged them to *share teaching practices* with colleagues, 74% of Non-Active/Non-Certified teachers and 70% of Current NBCTs, Active Candidates and Early Career Teachers responded in the positive rating

range of 5, 6, or 7. (See Exhibit 19.) Most administrators (95%) reported in the positive range for this item. (See Exhibit 24.)

For Exhibits 19–23: On a scale from 1 to 7, with 7 being the highest level of agreement, please rate the extent to which you agree with each of the following statements:

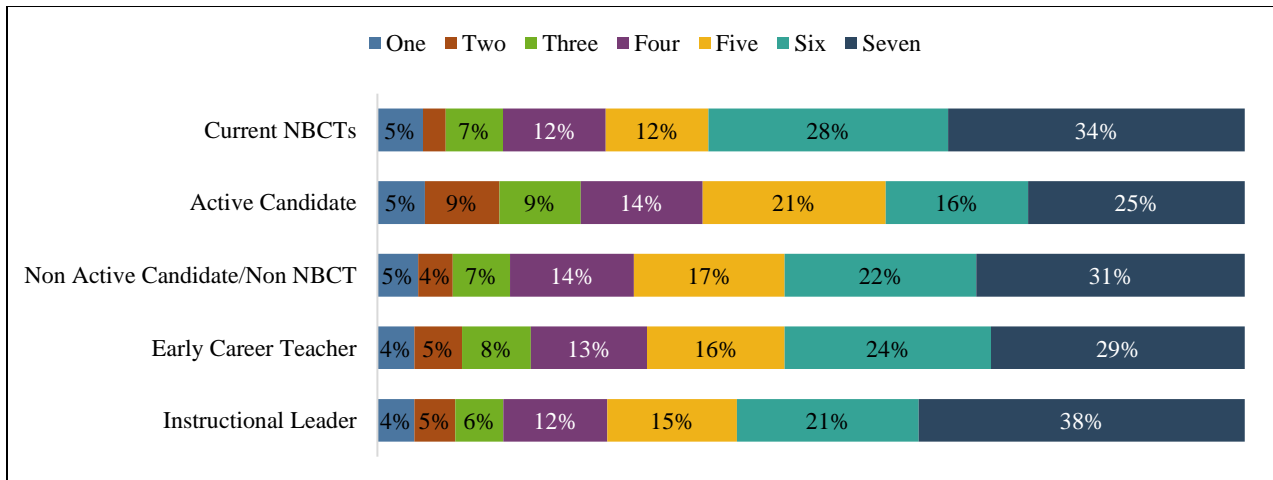
Exhibit 19. Teachers: My school environment is such that I am encouraged to share my teaching practice with colleagues



* NBCT, N = 76; Active Candidate, N = 128; Non Active, N = 577; Early Career, N = 164; Total N = 945; Instructional Leader = 235. A rating of 7 is the highest level of agreement.

When asked about the extent to which their school environment positively reinforces teachers who *share teaching practices*, 75% of Current NBCTs, 70% of Non-Active/Non-Certified teachers and Early Career Teachers, and 63% of Active Candidates responded in the positive rating range of 5, 6, or 7. (See Exhibit 20.) Ninety-one percent of Administrators responded in the positive range for this item. (See Exhibit 24.)

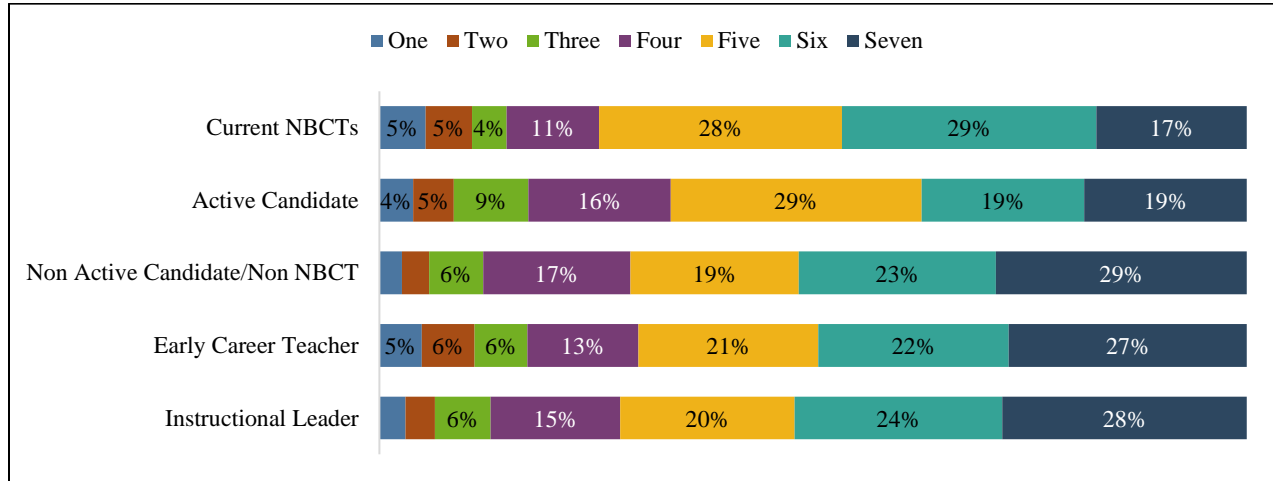
Exhibit 20. Teachers: My school environment positively reinforces teachers who share their teaching practices



* NBCT, N = 76; Active Candidate, N = 128; Non Active, N = 575; Early Career, N = 164; Total N = 943; Instructional Leader = 234. A rating of 7 is the highest level of agreement.

When asked whether teachers at the school actually do *share teaching practices* with one another, 75% of Current NBCTs and Non-Active/Non-Certified teachers, 70% of Early Career Teachers, and 66% of Active Candidates responded in the positive rating range of 5, 6, or 7. (See Exhibit 21.) Eighty-one percent of Administrators responded in the positive range for this item, although a larger percentage (37%) rated a 5 relative to teachers. (See Exhibit 24.)

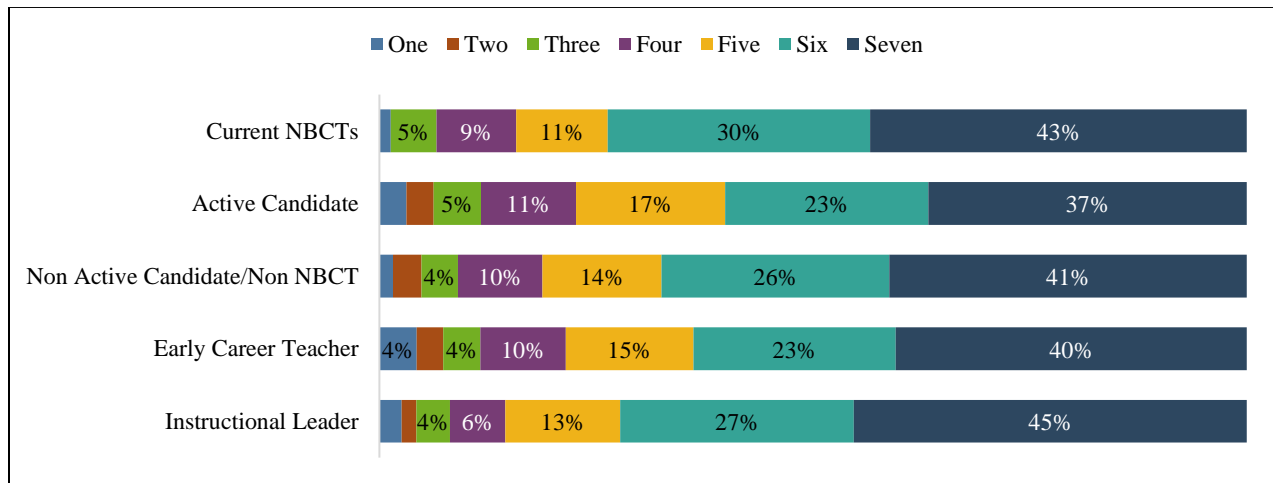
Exhibit 21. Teachers: Teachers at my school freely share their teaching practices with one another



* NBCT, N = 75; Active Candidate, N = 128; Non Active, N = 577; Early Career, N = 164; Total N = 944; Instructional Leader = 234. A rating of 7 is the highest level of agreement.

When asked about the extent to which they *feel safe asking colleagues for assistance* in areas of their teacher practice that they are trying to improve or refine, about 85% of Current NBCTs, 83% of Non-Active/Non-Certified teachers and 80% of Active Candidates and Early Career Teachers provided responses in the positive range of 5, 6, or 7. (See Exhibit 22.) Eighty-three percent of Administrators responded in the positive range for this item, with a larger percentage (47%) rating a 5 relative to teachers. (See Exhibit 24.)

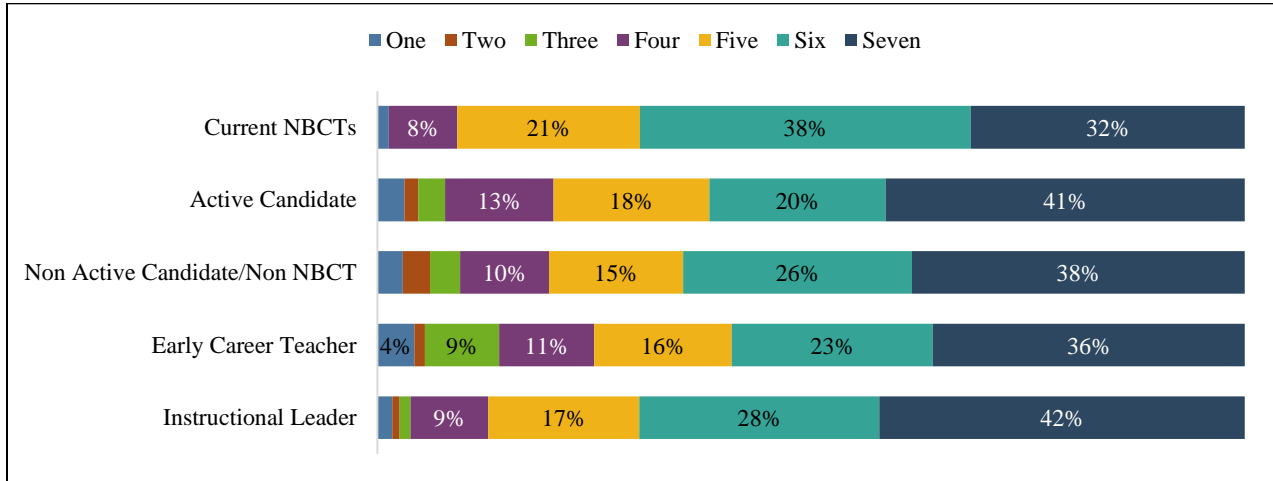
Exhibit 22. Teachers: I feel safe asking colleagues for assistance in areas of my teaching practice that I am trying to improve or refine



* NBCT, N = 76; Active Candidate, N = 128; Non Active, N = 575; Early Career, N = 163; Total N = 942; Instructional Leader = 234. A rating of 7 is the highest level of agreement.

When asked about the extent to which they *feel safe taking risks in their teaching practice*, 91% of Current NBCTs, about 84% of Non-Active/Non-Certified Teachers, about 82% of Active Candidates, and 75% of Early Career Teachers provided positive responses in the 5, 6, or 7 range. (See Exhibit 23.) Seventy percent of Administrators responded in the positive range for this item, with a larger percentage (37%) rating a 5 relative to teachers. (See Exhibit 24.)

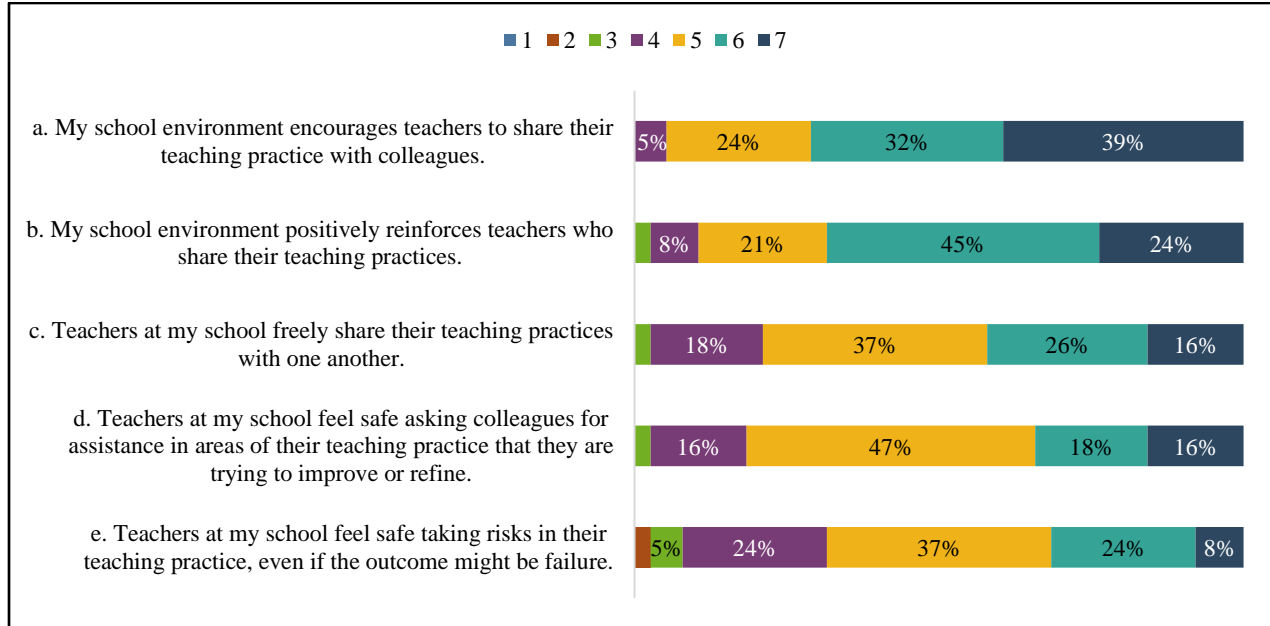
Exhibit 23. Teachers: I feel safe taking risks in my teaching practice, even if the outcome might be failure



* NBCT, N = 76; Active Candidate, N = 128; Non Active, N = 576; Early Career, N = 164; Total N = 944; Instructional Leader = 235. A rating of 7 is the highest level of agreement.

In general, administrators rate the items on school culture and environment related to sharing teaching practice more positively than teachers, with the exception of teachers feeling safe taking risks (item e, Exhibit 24), to which teachers gave a higher overall rating. Administrator responses are summarized in relation to teacher responses above.

Exhibit 24. Administrators: Sharing of Teacher Practice: On a scale from 1 to 7, with 7 being the highest level of agreement, please rate the extent to which you agree with each of the following statements:



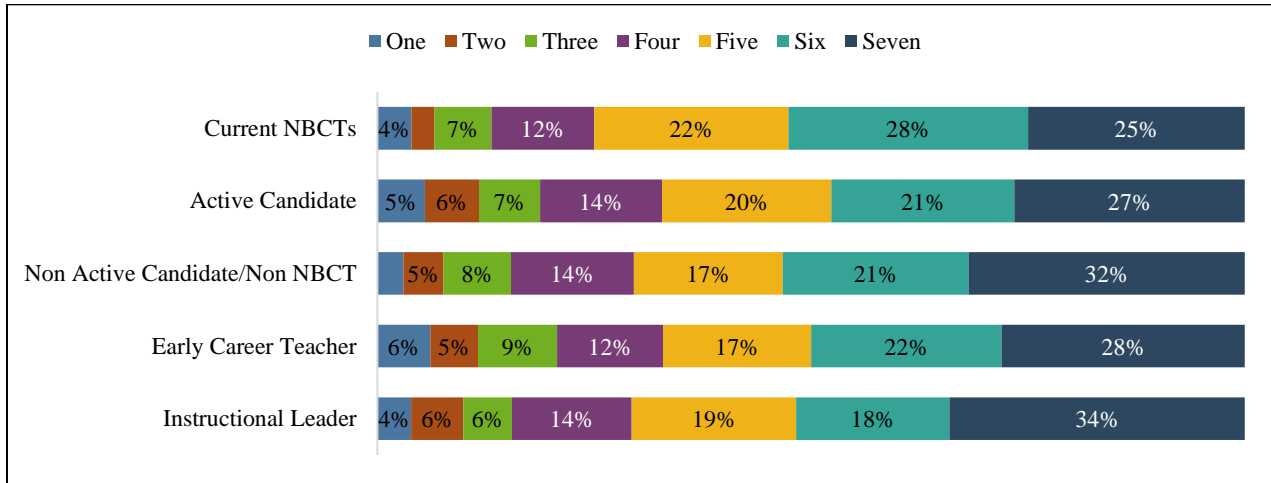
* Total N = 38. A rating of 7 is the highest level of agreement.

Sharing student work and receiving feedback from colleagues

When asked about the extent to which their school encouraged *sharing examples of student work*, (See Exhibit 25.) about 76% of Current NBCTs, 71% of Non-Active/Non-Certified teachers and 68% of Active Candidates and Early Career Teachers provided responses in the positive range of 5, 6, or 7. Eighty-two percent of Administrators responded in the positive range for this item, but with a larger percentage (29%) rating a 5 relative to teachers. (See Exhibit 29.)

Survey Instructions for Exhibits 25–28: On a scale from 1 to 7, with 7 being the highest level of agreement, please rate the extent to which you agree with each of the following statements:

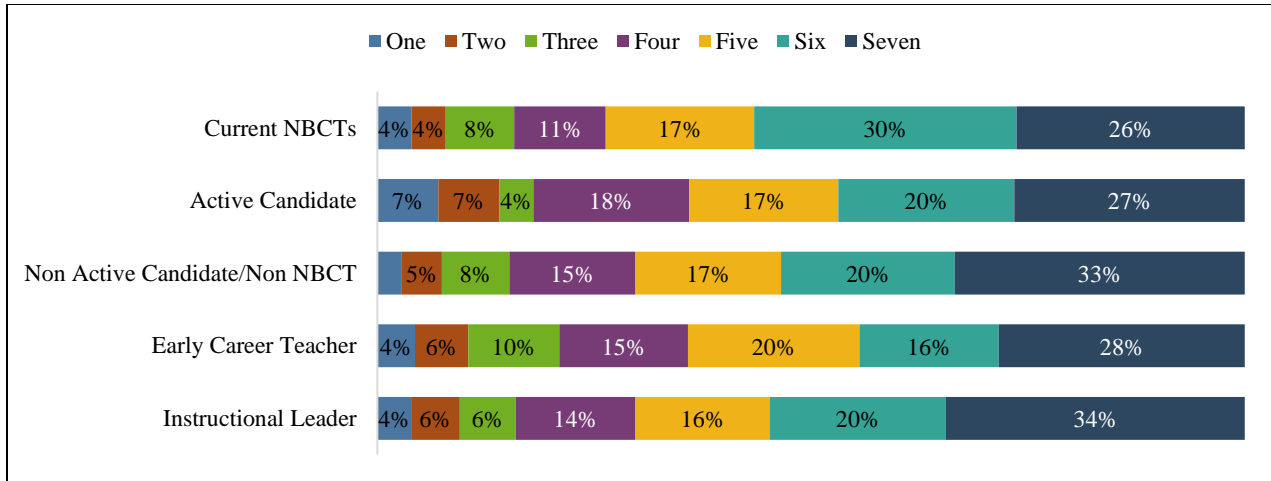
Exhibit 25: Teachers: My school environment is such that I am encouraged to share examples of student work with my colleagues to improve my own practice



* NBCT, N = 76; Active Candidate, N = 128; Non Active, N = 565; Early Career, N = 164; Total N = 933; Instructional Leader = 232. A rating of 7 is the highest level of agreement.

When asked about the extent to which their school environment *positively reinforced the sharing of student work* (See Exhibit 26.), about 73% of Current NBCTs, 70% of Non-Active/Non-Certified teachers, 65% of Early Career Teachers, and 64% of Active Candidates provided responses in the positive range of 5, 6, or 7. Eighty-eight percent of Administrators responded in the positive range for this item, but with a larger percentage (37%) rating a 5 relative to teachers (See Exhibit 29.)

Exhibit 26. Teachers: My school environment positively reinforces the sharing of student work

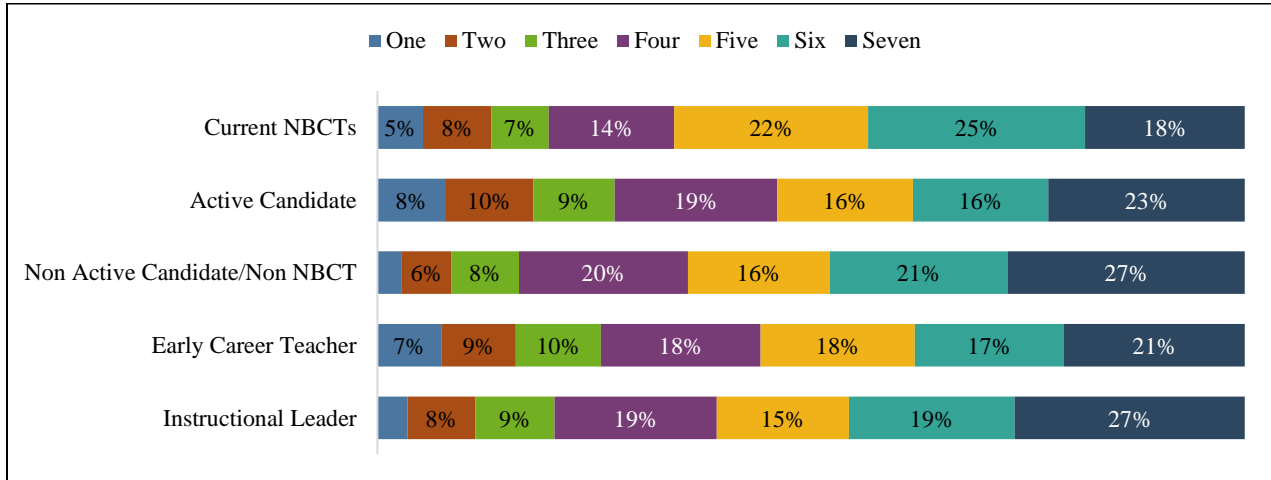


* NBCT, N = 76; Active Candidate, N = 128; Non Active, N = 565; Early Career, N = 162; Total N = 931; Instructional Leader = 232. A rating of 7 is the highest level of agreement.

In general, teachers were less positive regarding colleagues freely sharing examples of student work than other items related to school culture and environment conducive to meaningful BoK adoption. When asked about the extent to which teachers at their school freely share examples of student work to help improve practice (See Exhibit 27), about 66% of Current NBCTs, 64% of

Non-Active/Non-Certified teachers, 56% of Early Career Teachers, and 54% of Active Candidates provided responses in the positive range of 5, 6, or 7. Sixty-six percent of Administrators responded in the positive range for this item, but with a larger percentage (32%) rating a 5 relative to teachers. (See Exhibit 29.)

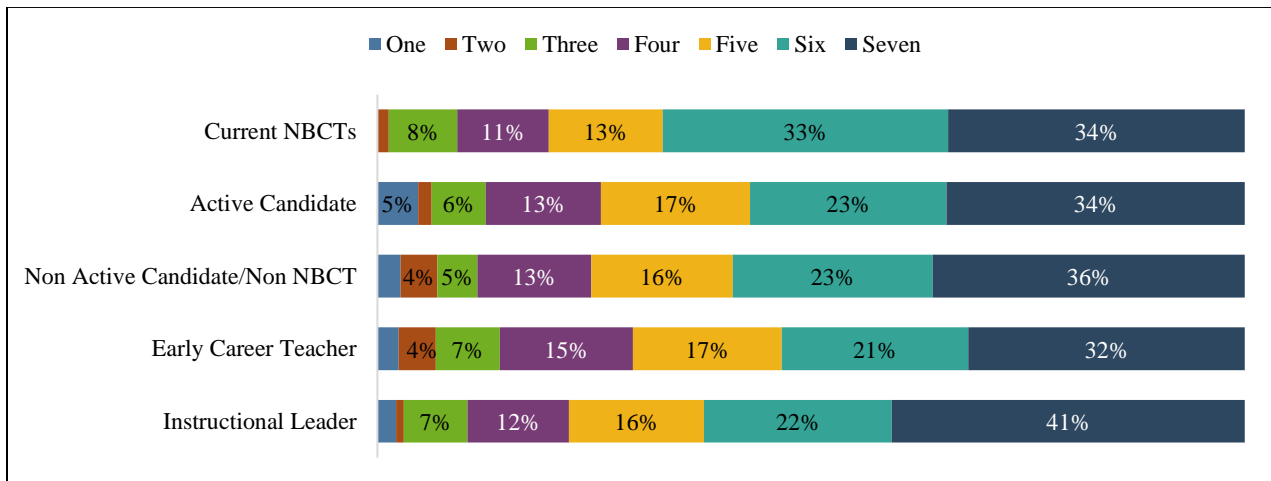
Exhibit 27. Teachers: Teachers at my school freely share examples of student work with one another to help us improve our practice



* NBCT, N = 76; Active Candidate, N = 128; Non Active, N = 564; Early Career, N = 163; Total N = 931; Instructional Leader = 230. A rating of 7 is the highest level of agreement.

When asked about the extent to which they personally felt *safe sharing student work and receiving feedback from colleagues* (See Exhibit 28), about 80% of Current NBCTs, 76% of Non-Active/Non-Certified teachers, 75% of Active Candidates and 72% of Early Career Teachers provided responses in the positive range of 5, 6, or 7. Administrators agree with this item to a lesser extent than teachers: 66% of Administrators responded in the positive range for this item, with a larger percentage rating a 4 (32%) or rating a 5 (26%) relative to teachers. (See Exhibit 29.)

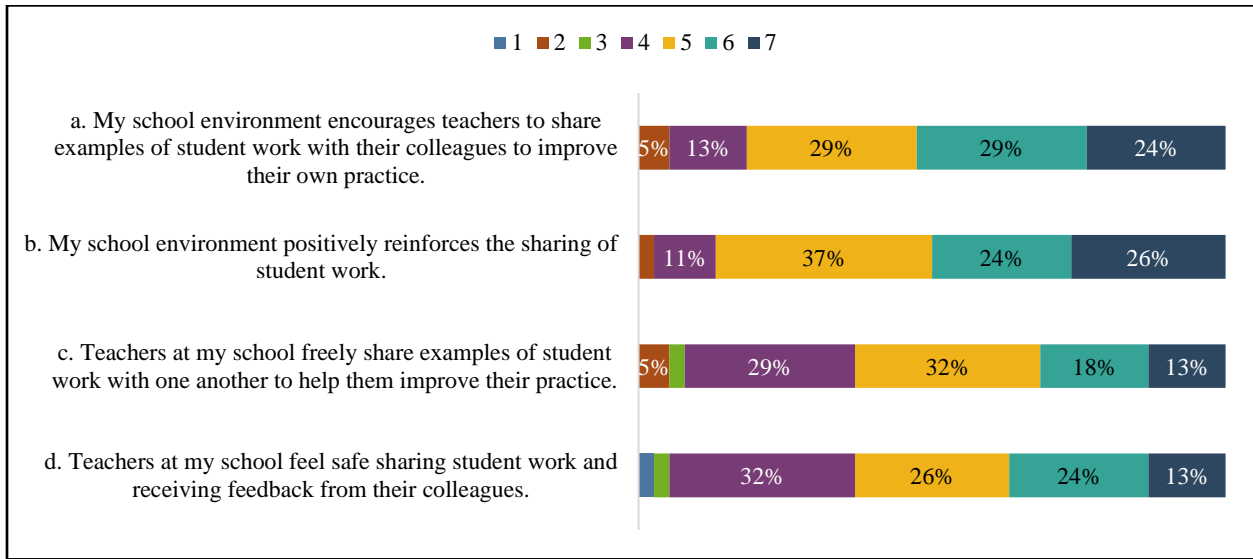
Exhibit 28. Teachers: I feel safe sharing student work and receiving feedback from my colleagues



* NBCT, N = 76; Active Candidate, N = 128; Non Active, N = 564; Early Career, N = 163; Total N = 931; Instructional Leader = 231. A rating of 7 is the highest level of agreement.

Administrators rate the first two items on school environment (related to sharing of student work) more positively than teachers rate them (items a and b, Exhibit 29). They rate whether teachers freely share student work (item c, Exhibit 29) approximately the same as teachers, and whether teachers feel safe sharing student work and receiving feedback from colleagues less positively than teachers (item d, Exhibit 29). Administrator responses are summarized in relation to teacher responses above.

Exhibit 29. Administrators: Sharing of Student Work: On a scale from 1 to 7, with 7 being the highest level of agreement, please rate the extent to which you agree with each of the following statements:



* Total N = 38. A rating of 7 is the highest level of agreement.

Pursuing National Board Certification

We asked teachers to indicate if they intend to pursue National Board certification, if certification was incorporated into their professional learning plans, and the extent to which administrators and colleagues encouraged and supported them in pursuing certification. We also asked administrators if they intend to pursue National Board certification and the extent to which they encourage teachers to pursue certification.

Key Findings

- The survey results may offer support for a focus on recruiting Early Career Teachers to pursue certification as soon as they are eligible, as a higher percentage of Early Career Teachers are considering pursuing certification in the future compared to Non-Active/Non-Certified Teachers. About 60% of Early Career Teachers (i.e., with three or less years in the profession) responding to the survey said they were considering pursuing Board certification either beginning in the 2017-18 school year or afterward, with about a fourth saying they did not intend to pursue certification in the future. Close to half of Non-Active/Non-Certified Teachers said they did not intend to pursue certification, while 34% said they were considering pursuing Board certification either beginning in the 2017-18 school year or afterward. (See Table 5.)
- A higher percentage of Active Candidates report various encouragement and resources offered to them to pursue certification from administrators and colleagues, compared to Non-Active/Non-Certified Teachers and Early Career Teachers. (See Exhibits 31-36.)

Detailed Survey Results

The survey asked teachers who were not already Board-certified if they intended to pursue National Board certification. Among Non-Active/Non-Certified Teachers, the most common response was that they were not currently intending to pursue certification (48%). The second most common response was that they may consider certification sometime after the 2017–18 school year (28%). The most common response among Early Career Teachers was that they may consider certification sometime after the 2017–18 school year (54%). The second most common response was that they did not intend to pursue certification (26%). Instructional Leaders (which are included in all other categories) offered a range of responses: 30% did not intend to pursue certification, 18% were already certified, 18% were in the process of certification, and 18% may consider certification after the 2017–18 school year.

Table 5. Teachers: Do you intend to pursue National Board certification?
(Please select one response)

	I am already a National Board certified teacher	I am currently in the process of pursuing Board certification	I intend to begin pursuing Board certification in the 2017–18 school year	I may consider pursuing Board certification sometime after the 2017–18 school year	No, I do not intend to pursue certification	Other
Current NBCT	90%	3%	0%	3%	1%	3%

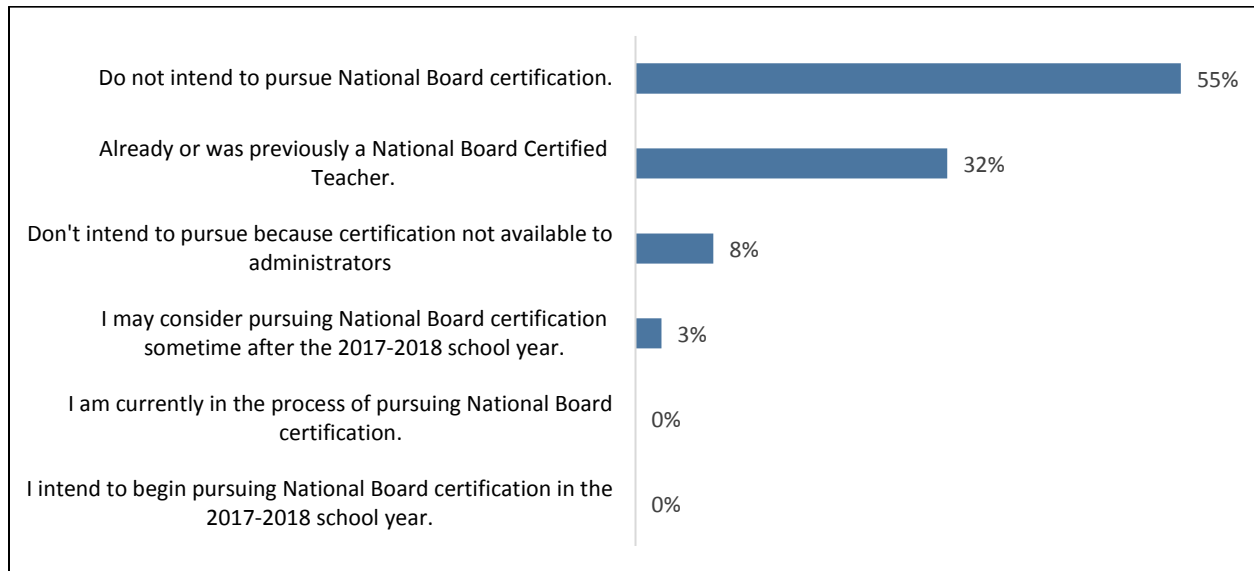
Active Candidate	1%	91%	5%	0%	2%	0%
Non Active Candidate/Non NBCT	1%	1%	6%	28%	48%	7%
Early Career Teacher	1%	0%	7%	54%	26%	8%
Instructional Leader	18%	18%	6%	18%	30%	6%

* NBCT, N = 77; Active Candidate, N = 131; Non Active, N = 622; Early Career, N = 173; Total N = 1003; Instructional Leader = 244

Over half of administrators indicated that they do not intend to pursue National Board certification (55%), and roughly one-third indicated that they were already or previously an NBCT (32%). Three percent of administrators may consider pursuing certification sometime after the 2017-18 school year.” (See Exhibit 30.)

Exhibit 30. Administrators: Are you a National Board certified teacher or do you intend to pursue National Board certification?

(Please select one response)



* Total N = 38

Over 60% of both Non-Active/Non-Certified and Early Career Teachers indicated that the pursuit of National Board certification was not incorporated into their professional learning or growth plans in either a formal or informal way.

Table 6: Teachers: Was the pursuit of National Board certification either formally or informally incorporated into your professional learning/growth plan?

(Please select one response)

	Yes, formally incorporated – pursuit of Board certification is explicitly written into my professional growth plan	Yes, informally incorporated – I have discussed pursuing Board certification as a part of my plan for growing professionally, but it is not explicitly written into my plan	No
Current NBCT	21%	21%	56%

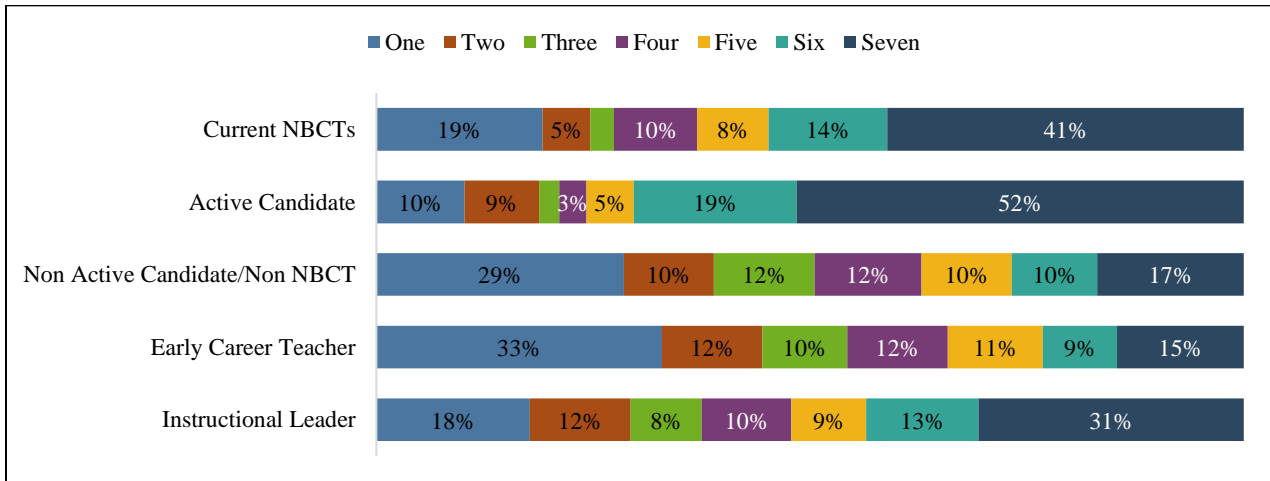
Active Candidate	42%	43%	13%
Non Active Candidate/Non NBCT	2%	22%	67%
Early Career Teacher	2%	31%	62%
Instructional Leader	13%	28%	54%

* NBCT, N = 77; Active Candidate, N = 131; Non Active, N = 622; Early Career, N = 173; Total N = 1003; Instructional Leader = 244

When asked if their administrators had actively encouraged them to pursue certification (on a scale of 1 to 7), the majority of Current NBCTs (62%) and Active Candidates (76%) gave positive responses in the 5, 6, or 7 range, compared with over a third of Non-Active/Non-Certified Teachers (37%) and Early Career Teachers (35%). Just over half of those who were Instructional Leaders (53%, included in other categories) rated this item positively. (See Exhibit 31.) The vast majority of administrators (94%) indicated that they encouraged teachers to pursue National Board certification (giving ratings of 5, 6, or 7). (See Exhibit 37.)

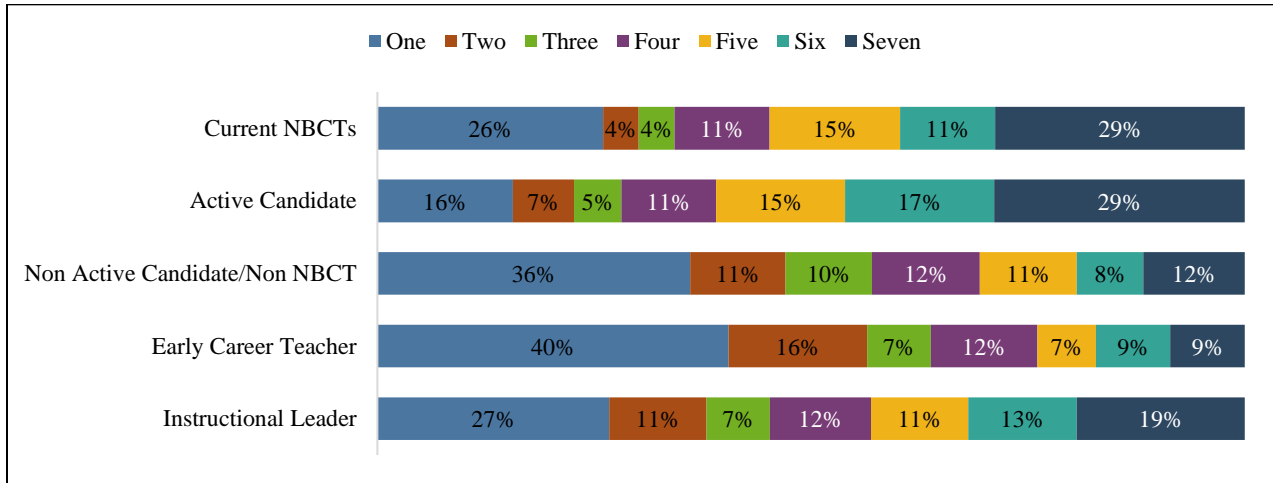
Survey Instructions: For Exhibits 31–36: On a scale from 1 to 7, with 7 being the highest level of agreement, please rate the extent to which you agree with each of the following statements:

Exhibit 31. Teachers: My administrators have actively encouraged me to pursue Board certification



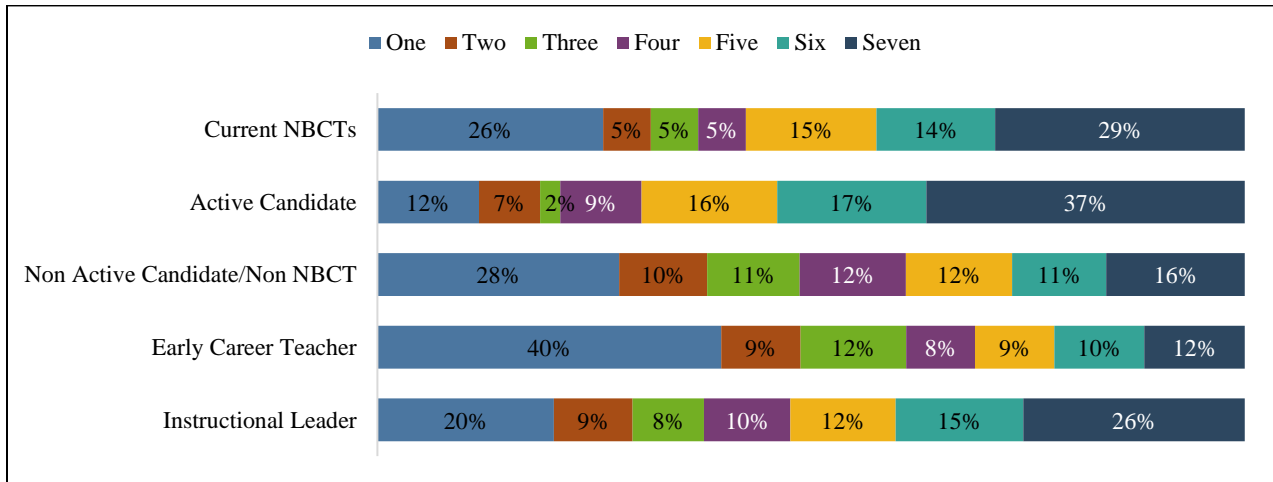
* NBCT, N = 73; Active Candidate, N = 128; Non Active, N = 568; Early Career, N = 164; Total N = 933; Instructional Leader = 232. A rating of 7 is the highest level of agreement.

Exhibit 32. Teachers: My administrators have offered their time to help me prepare for Board certification



* NBCT, N = 73; Active Candidate, N = 128; Non Active, N = 563; Early Career, N = 163; Total N = 927; Instructional Leader = 232. A rating of 7 is the highest level of agreement.

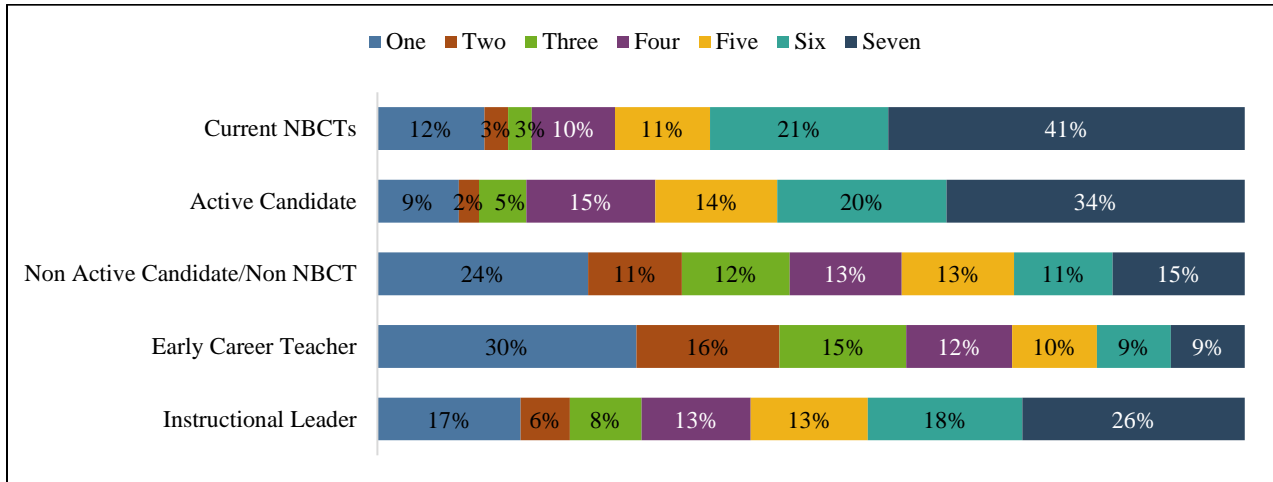
Exhibit 33. Teachers: My administrators have connected me to resources to help me pursue Board certification



* NBCT, N = 73; Active Candidate, N = 128; Non Active, N = 563; Early Career, N = 164; Total N = 928; Instructional Leader = 231. A rating of 7 is the highest level of agreement.

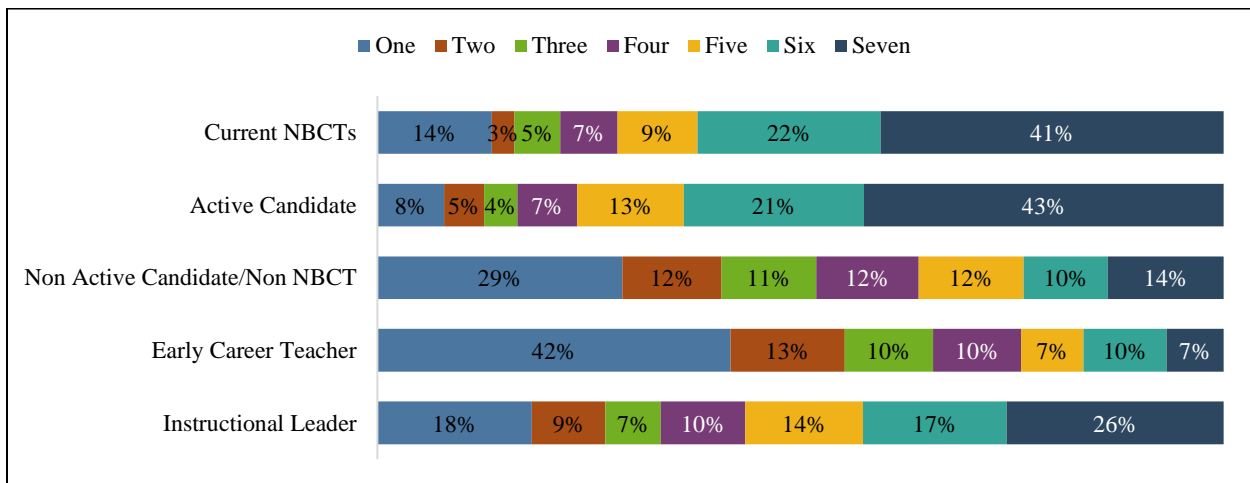
When asked if their colleagues have actively encouraged them to pursue Board certification (on a scale of 1 to 7), the majority of Current NBCTs (73%) and Active Candidates (68%) gave positive responses in the 5, 6, or 7 range, compared to 37% of Non-Active/Non-Certified Teachers and 35% of Early Career Teachers. (See Exhibit 34.) Seventy-four percent of administrators gave a positive rating when asked about the extent to which teachers encouraged each other to pursue certification. (See Exhibit 37.)

Exhibit 34. Teachers: My colleagues have actively encouraged me to pursue Board certification



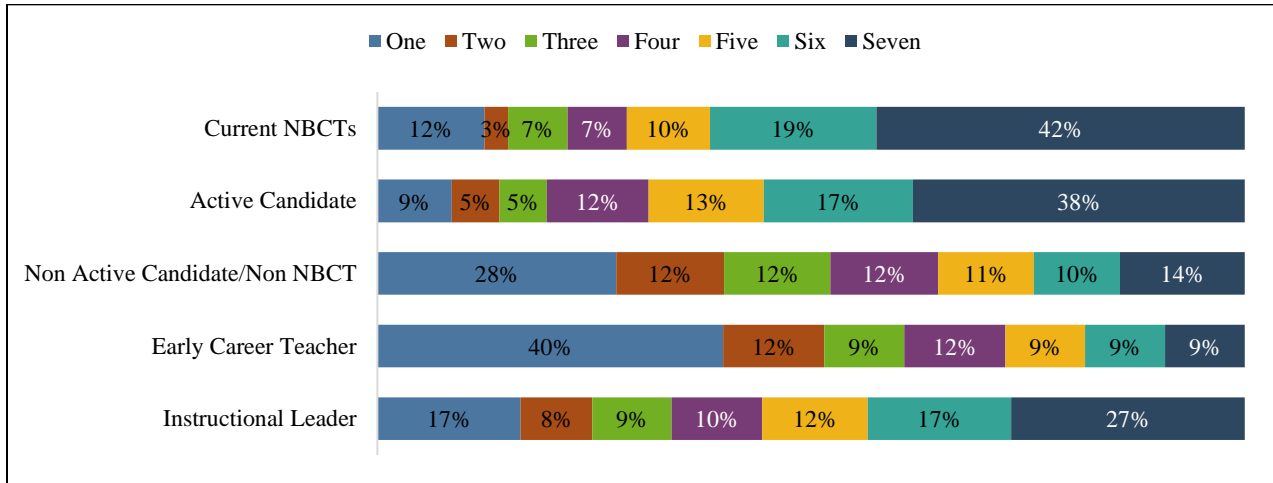
* NBCT, N = 73; Active Candidate, N = 128; Non Active, N = 564; Early Career, N = 164; Total N = 929; Instructional Leader = 230. A rating of 7 is the highest level of agreement.

Exhibit 35. Teachers: My colleagues have offered their time to help me prepare for Board certification



* NBCT, N = 74; Active Candidate, N = 127; Non Active, N = 563; Early Career, N = 163; Total N = 927; Instructional Leader = 230. A rating of 7 is the highest level of agreement.

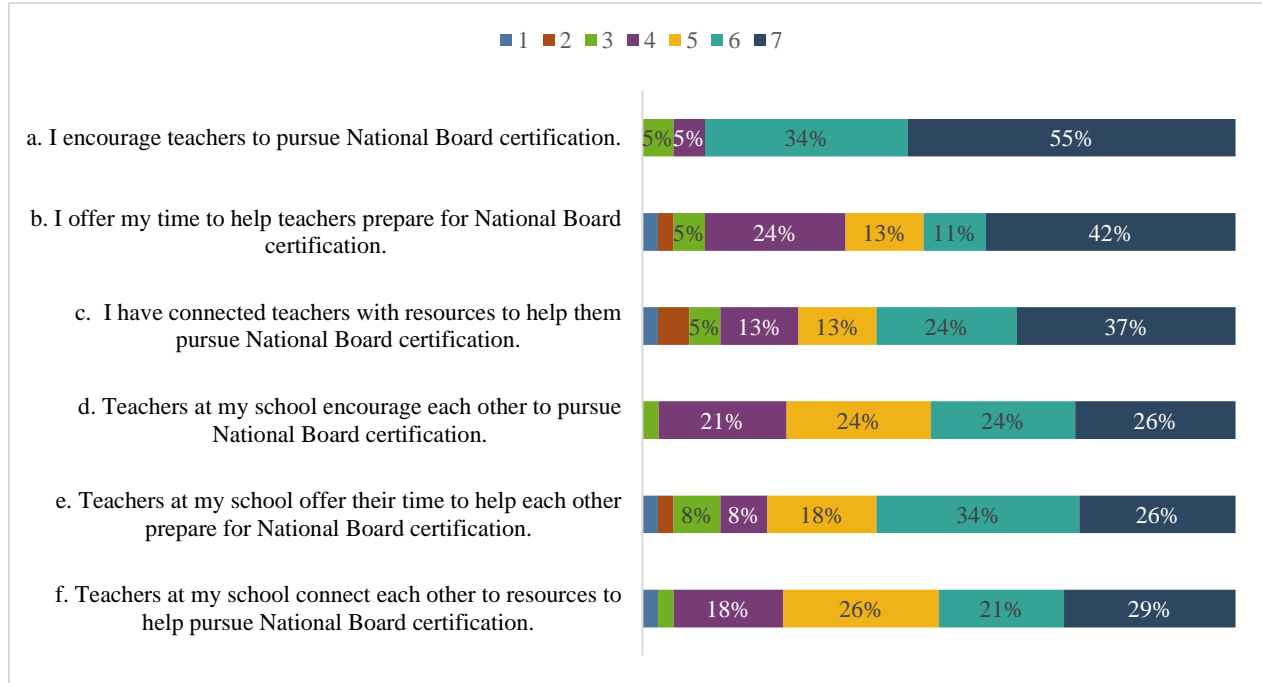
Exhibit 36. Teachers: My colleagues have connected me to resources to help me pursue Board certification



* NBCT, N = 73; Active Candidate, N = 128; Non Active, N = 563; Early Career, N = 163; Total N = 927; Instructional Leader = 230. A rating of 7 is the highest level of agreement.

As mentioned above, a range of teachers, 35% (Early Career Teachers) to 73% (Active Candidates), reported that their administrators had actively encouraged them to pursue certification. (See Exhibit 31.) Meanwhile, the vast majority of administrators (94%) indicated that they encouraged teachers to pursue National Board certification (giving ratings of 5, 6, or 7). (See Exhibit 37.) Seventy-four percent of administrators gave a positive rating when asked about the extent to which teachers encouraged each other to pursue certification. (See Exhibit 37.)

Exhibit 37. Administrators: Teacher Encouragement and Resources to Pursue Certification. On a scale from 1 to 7, with 7 being the highest level of agreement, please rate the extent to which you agree with each of the following statements:



* Total N = 38. A rating of 7 is the highest level of agreement.

Seventy-two percent of Active Candidates indicated that they are allotted compensated time to work on their National Board certification components, including 42% who are allotted compensated time in their work day, and 30% allotted compensated time outside of school hours (30%). (See Table 7).

Table 7. Teachers: Are you currently allotted compensated time to work on your National Board certification components alone or with your colleagues?
(Please select all that apply)

	Not applicable, I am not actively pursuing certification	Yes, I am allotted compensated time in my work day	Yes, I am allotted compensated time outside of school hours (before or after school)	No, I am not allotted compensated time
Active Candidate	1%	42%	30%	28%

Active Candidate, N = 131;

Mentoring and Coaching

We asked teachers about receiving and providing mentoring or coaching as part of a school- or district-based program.

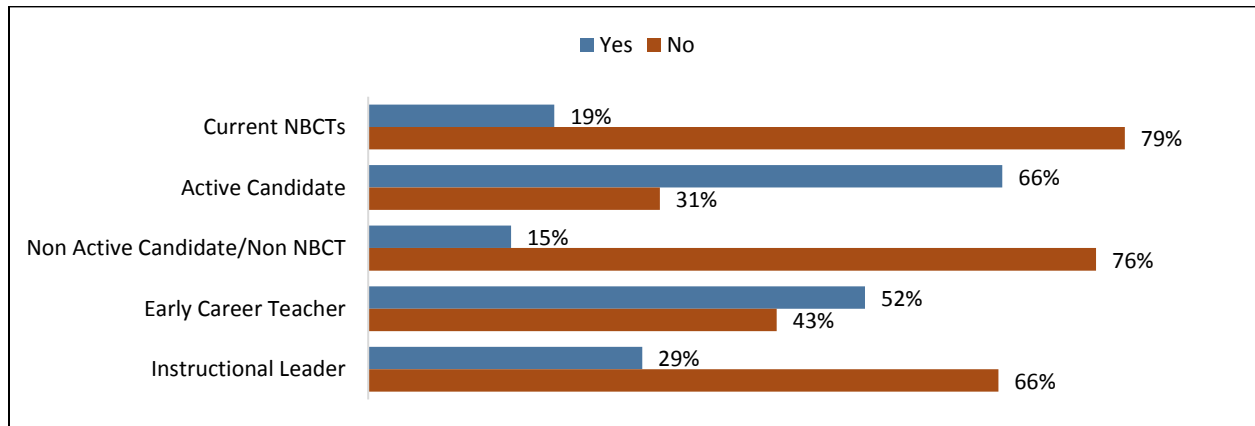
Key Findings

- A higher percentage of Active Candidates receive mentoring or coaching relative to Non Active/Non Certified Teachers, (see Exhibit 38), and a higher percentage of Active Candidates have an NBCT as a mentor or coach. (See Exhibit 39.)
- About one half of responding Early Career Teachers reported receiving mentoring or coaching, but only about 20% said they received mentoring or coaching from an NBCT. (See Exhibit 38 and 39).

Detailed Survey Results

Overall, 28% of the 1,003 teachers responding to the survey said they were receiving mentoring or coaching as part of a school- or district-based program. A majority of Active Candidates reported receiving mentoring or coaching, (see Exhibit 38), and over 90 percent of those who received it said their mentor or coach was an NBCT. (See Exhibit 39.) Only 15% of Non-Active/Non-Certified Teachers reported receiving mentoring or coaching, with half of those who received it saying their mentor or coach was an NBCT.

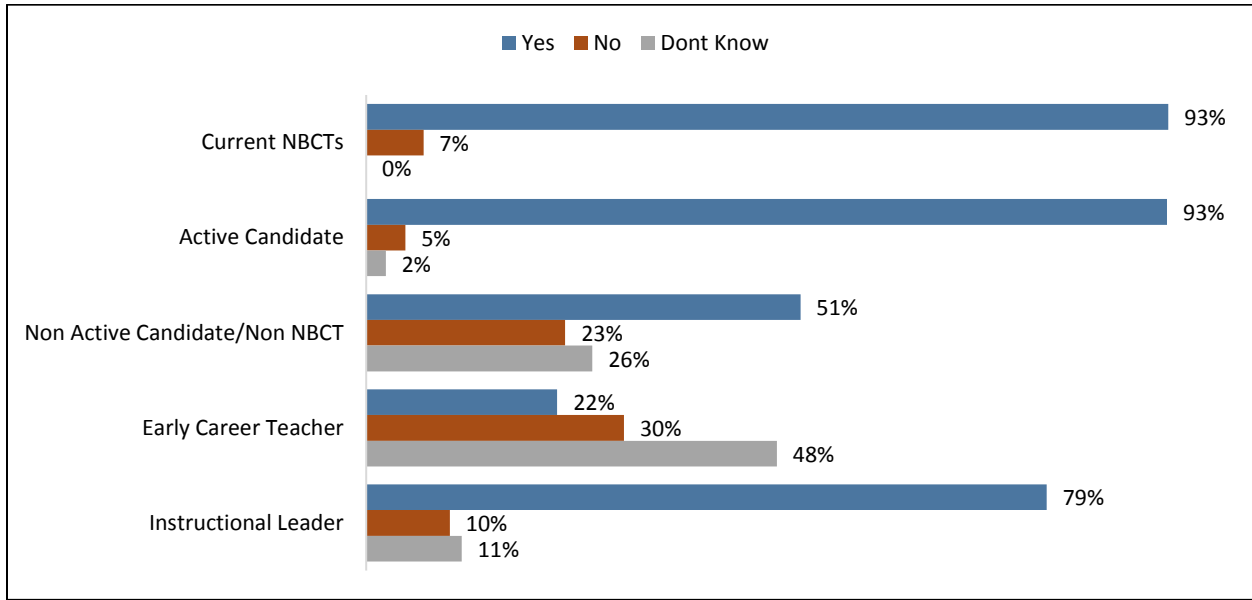
Exhibit 38. Teachers: Are you currently receiving mentoring or coaching as a part of a school- or district-based mentoring or coaching program?



* NBCT, N = 77; Active Candidate, N = 131; Non Active, N = 622; Early Career, N = 173; Total N = 1003; Instructional Leader = 244

Of those receiving coaching or mentoring, 93% of Current NBCTs and Active Candidates indicated that their mentor was an NBCT, compared to 51% of Non-Active/Non Certified Teachers and 22% of Early Career Teachers. (See Exhibit 39.)

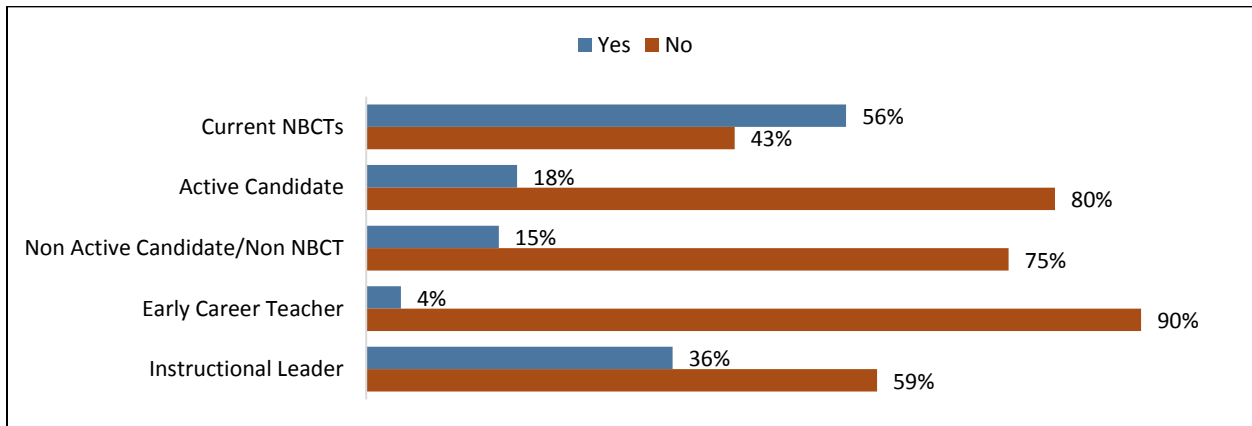
Exhibit 39. Teachers: Is your mentor or coach a National Board certified teacher?



* NBCT, N = 15; Active Candidate, N = 88; Non Active, N = 95; Early Career, N = 90; Total N = 288; Instructional Leader = 72

Overall, 17% of the teachers responding to the survey said they were providing mentoring or coaching as part of a school-or-district-based program. More Current NBCTs (56%) were providing mentoring or coaching than Non-Active/Non-Certified teachers (15%) (See Exhibit 40).

Exhibit 40. Teachers: Are you currently providing mentoring or coaching as part of a school- or district-based mentoring or coaching program?



* NBCT, N = 77; Active Candidate, N = 131; Non Active, N = 622; Early Career, N = 173; Total N = 1003; Instructional Leader = 244

Appendices

Appendix A: Teacher Response Rates by School

State	District	School	# Completed	Total sent	% Complete
Alabama	Mobile	WP Davidson	22	92	24%
		WC Griggs	9	46	20%
		Pearly Haskew	4	31	13%
Arizona	Phoenix Union	Alhambra	3	11	27%
	Maricopa	Butterfield Elementary	28	38	74%
		Maricopa Elementary	24	40	60%
		Maricopa High School	31	75	41%
California	San Francisco	James Denman	16	17	94%
		Tenderloin	21	24	88%
		Apostos	26	49	53%
		Buena Vista – Horace Mann	2	4	50%
Illinois	Kankakee	Mark Twain	8	12	67%
		Edison	5	17	29%
		Taft	3	22	14%
Kentucky	Floyd	Allen Elementary	19	31	61%
		WD Osborne	2	19	11%
	Oldham	Centerfield Elementary	22	38	58%
		Oldham Country MS	27	47	57%
		Harmony Elementary	15	45	33%
Nevada	Clark County	Stanford Elementary	35	49	71%
		West Career Academy	37	67	55%
		Canarelli	41	80	51%
New Mexico	Albuquerque	21st Century	13	18	72%
		Sign Language	5	8	63%
		Aztec Complex	6	19	32%
	Four Corners – Aztec	Lydia Rippey	17	34	50%
	Four Corners – Central Consolidated School District	Kirtland	17	29	59%
	Four Corners – Farmington	Farmington High School	51	76	67%
		McCormick Elementary	10	34	29%
	Santa Fe	Sweeney	18	35	51%
		Capital HS	42	87	48%

State	District	School	# Completed	Total sent	% Complete
	Taos	Ranchos	19	28	68%
		Taos Academy	10	16	63%
New York	NYC	PSMS 96	17	26	65%
	Oceanside	Oceanside High School	46	50	92%
	Schenectady	Schenectady High School	84	166	51%
North Carolina	Newton – Conover	South Newton	22	22	100%
		Shuford	25	28	89%
		North Newton	21	24	88%
	Wilkes County	North Wilkes	34	39	87%
		West Wilkes	43	51	84%
		Mulberry Elementary	25	34	74%
Washington	Camas	Helen Baller	26	33	79%
	Moses Lake	Lakeview Terrace	17	26	65%
		North Elementary	12	19	63%
	Spokane	Cooper Elementary	11	40	28%
		Sacajawea	12	49	24%

Appendix B: Administrator Response Rates by School

State	District	School	# Completed	Total sent	% Complete
Alabama	Mobile	Pearly Haskew	2	2	100%
		WP Davidson	1	4	25%
		WC Griggs	0	2	0%
Arizona	Phoenix Union	Alhambra	2	2	100%
	Maricopa	Butterfield Elementary	1	1	100%
		Maricopa Elementary	1	1	100%
		Maricopa High School	0	6	0%
California	San Francisco	Apostos	NA	Not provided	NA
		Buena Vista – Horace Mann	NA	Not provided	NA
		James Denman	NA	Not provided	NA
		Tenderloin	NA	Not provided	NA
Illinois	Kankakee	Edison	NA	Not provided	NA
		Mark Twain	NA	Not provided	NA
		Taft	NA	Not provided	NA
Kentucky	Floyd	Allen Elementary	3	3	100%
		WD Osborne	NA	Not provided	NA
	Oldham	Centerfield Elementary	1	2	50%
		Harmony Elementary	1	2	50%
		Oldham Country Middle School	1	3	33%
Nevada	Clark County	Canarelli	3	3	100%
		West Career Academy	2	4	50%
		Stanford Elementary	NA	Not provided	NA
New Mexico	Albuquerque	21st Century	1	1	100%
		Sign Language	2	2	100%
		Aztec Complex	2	3	67%
	Four Corners – Aztec	Lydia Rippey	0	2	0%
	Four Corners – Central Consolidated School District	Kirtland	0	2	0%
	Four Corners – Farmington	Farmington High School	1	4	25%
		McCormick Elementary	0	1	0%
	Santa Fe	Capital High School	0	5	0%
		Sweeney	0	2	0%

State	District	School	# Completed	Total sent	% Complete
	Taos	Ranchos	NA	Not provided	NA
		Taos Academy	NA	Not provided	NA
New York	NYC	PSMS 96	0	2	0%
	Oceanside	Oceanside High School	1	1	100%
	Schenectady	Schenectady High School	1	2	50%
North Carolina	Newton – Conover	North Newton	1	1	100%
		South Newton	0	1	0%
		Shuford	NA	Not provided	NA
	Wilkes County	Mulberry Elementary	2	2	100%
		North Wilkes	2	2	100%
		West Wilkes	2	2	100%
Washington	Camas	Helen Baller	1	2	50%
	Moses Lake	Lakeview Terrace	1	1	100%
		North Elementary	1	1	100%
	Spokane	Cooper Elementary	1	2	50%
		Sacajawea	1	3	33%

Appendix C: Summary of Administrator Open-Ended Survey Responses

Survey Question: *Please describe any other areas of teachers’ practice that you know have been evolving in the 2016–17 school year based on their engagement with the Body of Knowledge, NT3 participation, or National Board certification process.*

Administrators responding to this question reported that the following areas of teacher practice had been evolving in the 2016–17 school year, based on teachers’ engagement with the Body of Knowledge, NT3 participation, or National Board certification process:

- **Reflection/understanding of National Board standards and principles:** Seven administrators (33%) reported that teachers were reflecting on the National Board standards and engaging in deeper conversations that increased their understanding of the Five Core Propositions. For example, one administrator wrote that there was “*increased reflection and reference to National Board standards,*” while another reported that “*teachers are more aware and also reminded of the strategies within the Body of Knowledge and the [Five] Core Propositions.*”
- **Analyzing practice/looking at data:** Six administrators (29%) reported that one of the areas of teacher practice that had evolved was analyzing their practice and looking at data to inform instruction. One administrator reported: “*We have been focusing on using teacher input and student outcomes on common assessments to change the agenda and protocols for our weekly professional learning community collaboration time.*” Another reported that an area of evolution was “*curriculum mapping based on the state standards and data gathered on students’ ability to show proficiency through NWEA and Smarter Balance[d].*” Most administrators’ responses falling in this category were shorter—for example, simply reporting that “*use of data to improve instruction*” was an evolving area.
- **Teacher collaboration/networking:** Four participants (19%) gave responses falling into the general category of increased collaboration and networking among teachers. One administrator wrote: “*We are . . . adding a focus on teacher networking which is a direct connection to Core Prop [ositions] 4 & 5.*” Another reported that “*the collaborative process has improved across the building.*”
- **Focusing on student engagement:** Four respondents (19%) reported an increased focus on student engagement. Two respondents simply reported “*student engagement,*” but one administrator gave a more elaborate response: “*We have . . . adjusted the Advisory period curriculum and schedule for all students to have time to engage in team and class building with teachers in an effort to build positive rapport with each student.*”
- **Observing other teachers’ classes:** Two administrators (10%) reported that observation of one another’s classrooms was an evolving area. For example, one reported that “*observing each other’s classes using Instructional Rounds and videotaping has enhanced professional practice and PLC interactions.*”

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