

# Teacher and Teaching Effectiveness

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*A Bold View  
from National Board Certified Teachers  
in North Carolina*

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**I**n this report, the Center for Teaching Quality (CTQ), in collaboration with National Board Certified Teachers (NBCTs) from North Carolina, offer a set of TeacherSolutions on how to improve practices and policies for teaching and learning in 21st century schools. This cadre of classroom experts offer their best thinking on some of today's most complex educational issues: how to define teacher effectiveness, what teachers need to teach effectively, how to utilize NBCTs and spread effective teaching, and what policymakers can do to help.

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## Introduction

It seems that almost every day one think tank or another publishes a report on teaching effectiveness and what policymakers need to do in order to improve our nation's public schools. And there is good reason. Over the last 20 years, increasing numbers of research studies have shown that classroom teachers are the key in-school determinant of whether students learn. But while most researchers and policy analysts agree about the primary role that teachers play in advancing student achievement,<sup>i</sup> they are often at odds over the best means to identify effective teachers and improve teaching effectiveness.

Most media accounts today have gone so far as to propose that effective teachers are born, not made — and that *the* key to school reform is attracting more of the “right” people into teaching and not worrying too much about training. For many policymakers — and for the analysts who often inform them — all that matters most for judging who is ready to teach is whether a prospective teacher knows his or her subject matter; whatever they need to know about *how* to teach, they can learn on the job. Then, the key is to determine their effectiveness, based primarily — if not solely — on how well their students score on standardized achievement tests.<sup>ii</sup> Often policymakers ignore the evidence revealing the importance of pedagogical preparation and the right working conditions that enable teachers to teach effectively. Rarely do they consider how complex teaching has become in the 21<sup>st</sup> century, including the learned skills needed to work with growing numbers of students whose first language is not English and the “Googled learner,” as well as the new teacher leadership roles they will need to play as assessment experts, virtual mentors, and advocates for the children and families they serve. Furthermore, they rarely consult accomplished teachers themselves on how to improve the profession that makes all others possible.

In a widely discussed 2001 article, ed-game designer Marc Prensky argued that 21<sup>st</sup> century students “do not just think about different things, they actually think differently.”\* Researchers are documenting how members of the emerging iGeneration — born in the last 10 to 15 years and raised on mobile technologies, virtual reality games and social networks — process information in ways unlike their parents and even their older siblings.\*\*

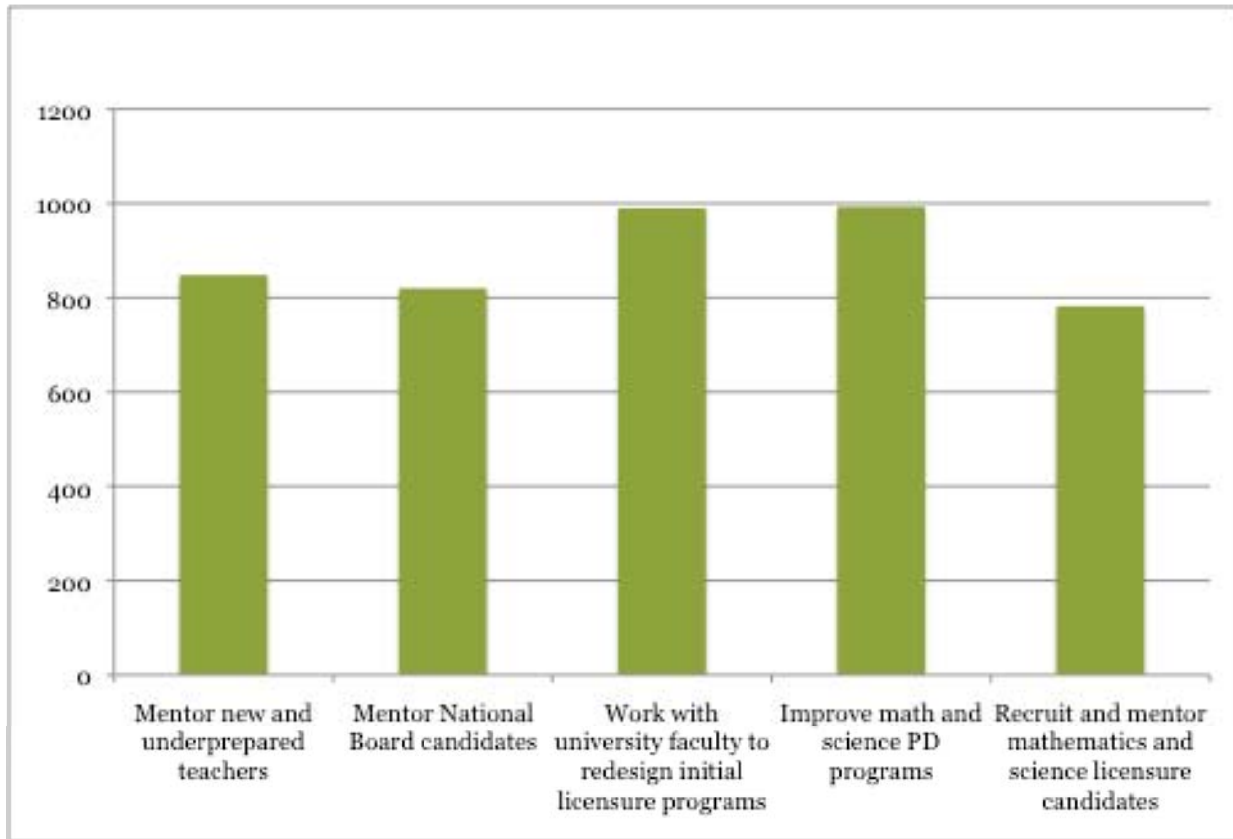
\* Prensky, M. (2001). *Digital natives, digital immigrants, part II: Do they really think differently?* Retrieved September 9, 2009 from <http://www.rutherfordschools.org/rhs/social/hermitagefiles/Prensky2.pdf>.

\*\* [http://www.dmlcompetition.net/reimagining\\_learning.php](http://www.dmlcompetition.net/reimagining_learning.php)

With this report, the Center for Teaching Quality (CTQ), in collaboration with National Board Certified Teachers (NBCTs) from North Carolina, offer a set of policy solutions on improving teaching and learning. Our work began in 2007 with a survey funded by the NC Department of Public Instruction. Survey results from nearly 1,400 mathematics and science (high-needs subjects) NBCTs indicated strong interest from the vast majority to have an impact beyond their own classrooms (see Chart 1). With support from the Arthur Vining Davis Foundations, GlaxoSmithKline and Z. Smith Reynolds Foundation, CTQ began working in spring 2007 with approximately 140 of these expert teachers who agreed to participate in a virtual learning community (VLC) to share best practices and learn from their colleagues. From the 140 participants, 12 were selected and trained to serve as virtual coaches (see Appendix A) and those

selected committed to improving teaching quality in three high-needs North Carolina school districts – Columbus, Halifax, and Lexington. Additionally, Durham Public Schools signed on during the 2009-10 school year as a participating district to enlist support for their mathematics teachers and National Board candidates.

Chart 1  
 Number of North Carolina NBCTs Interested in Leadership and Support Roles  
 (n=1,389)



During the last two years, the 12 NBCTs served as virtual coaches, while the larger cadre of NBCTs engaged in virtual dialogue and addressed the need to increase opportunities for teacher leaders. As our work concluded with the online mentoring project, it was clear that our cadre of NBCTs had much more to share. In May of 2010, CTQ hosted a North Carolina NBCT Summit in Durham to bring 65 members of the community face-to-face to discuss their work, the policies that drive it, and solutions to make it better. During the course of a Saturday's worth of intense deliberation and discussion, this assembly of classroom experts offered their best thinking on some of today's most complex educational issues: how to define teacher effectiveness, what teachers need to teach effectively, how to utilize NBCTs and spread effective teaching, and what policymakers can do to help. What follows is a summary of their work.

## The National Board Certification and Student Achievement

The National Board for Professional Teaching Standards (NBPTS) has created a reliable, rigorous performance assessment that judges teachers on how they teach and how they analyze their students' learning. More than 82,000 teachers across the nation have now met National Board Certification standards. Although debates over the value of National Board Certification have sometimes been intense, the evidence is quite compelling. The assessment process helps teachers become more reflective about their teaching. Above all, it benefits students. In a 2008 study synthesizing the wide swath of NBPTS research, the National Research Council concluded that compared with teachers in general, NBCTs are more likely to improve student achievement.\*

In a 2007 survey of nearly 8,200 NBCTs nationwide, more than 90 percent said that the NBC process improved their teaching. More than 82 percent responded that it had taught them to more effectively select, adapt, or create curriculum materials for their students. And more than 80 percent reported that going through the process promoted more innovative teaching approaches or ideas.\*\*

The National Board Certification process does indeed hold promise for strengthening teaching in high-needs schools. However, given the frenetic pace and time-consuming demands, certification is no simple matter. As Beth Bley, NBCT from Putnam City Schools in Oklahoma, noted: "I was the second NBCT at my high-needs school. I was really lucky to have the help of a colleague who had already earned a certificate. In most high-needs schools, with all its demands, there just are not enough resources of people and time available for teachers to try to meet the National Board standards."

In their 2008 report, *Measuring What Matters: The Effects of National Board Certification on Advancing 21st Century Teaching and Learning*, a cadre of ten NBCTs worked collaboratively with CTQ to present their own reflections about the process and how it impacts student and teacher learning. They spelled out how policymakers could "produce rapid improvements" in high-needs schools by improving working conditions that would foster NBCTs spreading their teaching expertise while simultaneously increasing the number of NBCTs.

The National Board process has already proven to be extremely powerful in boosting teacher effectiveness in some high-needs schools. One of the best examples is Mitchell Elementary School, located in a low-income, crime-riddled neighborhood of Phoenix, Arizona. Twenty of the school's 34 teachers are either National Board Certified or currently pursuing certification. Mitchell serves a community where less than 25 percent of adults have a high school education. More than 50 percent of students at the school are learning English as a second language; 96 percent qualify for free or reduced lunch; and 96 percent are Latino. Formerly in NCLB corrective action, the school now meets all of its AYP goals year after year. The school district did not recruit expert teachers to Mitchell Elementary School; it cultivated them from within. In fact, most of the school's NBCTs have roots in the local community. The majority are Latino, like the students they teach.

Mitchell teachers say the insights they gained through the National Board process have transformed their teaching and given them newfound opportunities to take more control over their professional development. With support from the Arizona K-12 Center, teachers are using the National Board process to better understand how their teaching collectively affects student achievement. Working together, the teachers are learning more about how to work with students who have special needs, and how to work more closely with parents. "We believe in the National Board Certification process as an alternative approach to improving student performance and closing the achievement gaps," says Associate Superintendent Suzanne Zentner.\*\*\* Teacher turnover is no longer a problem at Mitchell Elementary School in inner-city Phoenix.

One thing is certain: Given labor market trends, the growing complexity of teaching in the 21st century, and the sheer size of the teacher workforce, more focus needs to be placed on the development of teaching effectiveness, not just on measuring individual teacher expertise. Great teachers – now and in the future – are those who both help students learn and spread their expertise to others, like those at Mitchell Elementary.

\* Hakel, M.D., Koenig, J.A., & Elliot, S.W. (2008). *Assessing accomplished teaching: Advanced-level certification programs*. Washington DC: National Research Council.

\*\* Berry, B. (2008). *The National Board for Professional Teaching Standards® and the future of a profession*. Arlington, VA: NBPTS.

\*\*\* Zentner, S.M. & Wiebke, K. (2009, May 11). Using NBCT as a springboard to schoolwide teaching excellence. *Inside the School*. Retrieved May 29, 2009 from <http://www.insidetheschool.com/using-nbct-as-a-springboard-to-school-wide-teaching-excellence>.

## How to Define Teacher Effectiveness

In North Carolina's Race to the Top (R2T) proposal, teacher effectiveness has been defined rather traditionally. Granted, the proposal focuses on results for students – and this is a good thing. However, the evaluation instrument being used examines five broad standards – leadership, establishment of a respectful environment, content knowledge, facilitation of learning, reflection on practice – with a sixth standard on student growth measures [Education Value-Added Assessment System (EVAAS) created by Bill Sanders] to be added as R2T is implemented.

But according to those who teach, and do so effectively, much is missing.

The NBCTs of North Carolina were clear: Current standardized tests, such as those that will be used in EVAAS, do not pass muster on assessing teaching effectiveness. Only four percent of the NBCTs present at the Summit believe that the state's standardized tests are the best way to determine who is or is not a good teacher. Standardized tests are designed to measure students' ready retrieval of a rather narrow band of knowledge, and many of them do not capture the growth students demonstrate in other more accurate assessments. Standardized tests can yield necessary and useful data, but participants pointed out that the current ones in North Carolina do not measure the following: student motivation, intellectual readiness, persistence, creativity, or the ability to apply knowledge and work productively with others. Yet these are important qualities engendered and nurtured by effective teachers, and they have everything to do with student learning and success in the global marketplace. As one NBCT noted, "We need to place a premium on teachers who help students become globally competent and who can participate as informed citizens in our political process. If we keep putting more emphasis on the current standardized tests in measuring teacher effectiveness, we will never get there."

Table 1  
The Best Metric for Measuring Teacher Effectiveness

	Percent Agreed
Multiple measures of student growth	34%
Self-evaluation through portfolio and reflection	34%
Student engagement	21%
Teacher/peer observation and review	8%
Student grades on standardized tests	4%

Perhaps the data in the table above indicate why the NBCTs pointed to using multiple measures of student growth – including assessments they themselves have developed – to gauge teaching effectiveness. They also believed that portfolios should be used to capture how teachers reflect on evidence from the classroom and what the teachers do next to improve student learning. No wonder. The National Board process demands that candidates analyze their students' work products for strengths and weaknesses and evaluate results in the context of their curricular goals and the specific needs of those they are teaching. The NBCTs learned a great deal from the process, and they believe similar tools can improve teaching writ large.



The NBCTs also pointed to the need to look at student engagement data in identifying effective teachers. They talked about measuring the degree to which students worked on rigorous assignments and whether their teaching made lessons interesting and relevant and used multiple explanations in successfully explaining content. As one NBCT noted, “I believe that with student engagement the other items are also possible. If the student is highly engaged, then the achievement and gains will follow suit.” And there is a wealth of research, including studies conducted by Harvard professor Ron Ferguson, to validate their claims about the relationship between student engagement and achievement.<sup>iii</sup>

In their conversations, the NBCTs expressed concern that whatever measures are used must focus on more than the individual teacher. As one NBCT noted, “I know some teachers are much better than others, but many of us get results *because* of others.” Another said, “We need to measure teacher effectiveness in ways that capture how we help each other.” Once again research confirms the wisdom of the NBCTs. Education economist Kirabo Jackson, using 11 years of student achievement data (from North Carolina, in fact), found that most value-added gains are attributed to teacher teams, not individuals. Drawing on very sophisticated analyses, he concluded that peer learning among small groups of teachers seems to be the most powerful predictor of student achievement over time. In other words, there are “spillover effects” among teachers and in some schools, effective teachers are far more likely to help their colleagues increase their effectiveness.<sup>iv</sup>

As one NBCT, who is a special education teacher noted, “Not every child learns the same way and so not every child should be evaluated the same way. I look at each child individually for growth — and we can develop much more sophisticated systems to assess their learning and the effectiveness of those who teach them.” As a recent report from the Annenberg Institute for School Reform concluded:

Prevailing conceptions and measures of quality teaching are simply too narrow. What's more, without attention to school-level conditions and contexts, accountable and focused collegial relationships, and more supports for collective capacity building, victories in improving teaching and learning will be limited and short-lived.<sup>v</sup>

## **What Teachers Need to Teach Effectively**

The NBCTs want all teachers to be better prepared for teaching. In the course of their work with new teachers (including those in our virtual network), the NBCTs found that teachers today need far more training before they begin teaching as well as during their first few years in the classroom.

The accomplished North Carolina NBCTs recognize the complexities of teaching in today's schools. While curricular expectations are increasing, the needs of students are also becoming more and more complex. For example, higher numbers of English language learners and special education students require teachers to know their subjects, as well as diverse strategies for teaching the concepts and ideas. Additionally, the influx of children from impoverished homes with socio-emotional and health needs also cause concern – especially given the current lack of social services available in schools. Many teachers, particularly those in the early grades, do not

receive a firm foundation in all subject areas – particularly mathematics and science – during their preparation programs, which makes differentiation of instruction for these high-needs students difficult, as this NBCT observed:

There is little instruction in college that has to do with the breadth and depth of conceptual understanding that is necessary to truly teach all elementary subjects. Because elementary teachers often have other areas of concentration (I majored in French!), we may not be getting the foundations of math and science that we need. It is difficult to design and implement instructional opportunities for students that are enriching when we, ourselves, are limited by our own understandings beyond that which we find in our teachers' manuals.

New teachers often grow overwhelmed with the demands of classroom instruction, as they learn to balance meeting students' needs with planning lessons, grading papers, and communicating with parents. Accomplished educators, such as NBCTs, have years of experience in developing and testing a myriad of strategies for time management. Rather than having the newbies “re-invent the wheel,” one teacher leader suggests that NBCTs share what they've learned:

I [am] inspired by the simplicity of the idea of teachers helping teachers. Too often we hear of beginning teachers being overwhelmed with daily responsibilities and duties of teaching. I believe that teachers are stretched to their limits and we need to work *smarter*, together. NBCTs have a wealth of knowledge to share and we can be very effective as mentors to struggling teachers. We know how to do hands-on lessons, have lots and lots of teaching methods, and years of experience with classroom management, including dealing with mounds of paperwork. Too often, staff development is “one size fits all” and doesn't really meet the needs of anyone. NBCTs can be effective mentors through *individualized* communication with new teachers to provide them with practical ideas that really work.

Sharing and discussing effective teaching strategies is indeed helpful for novices, but they also can benefit from the opportunity to observe high-quality instruction. NBCTs can serve as excellent role models by opening up their doors and welcoming their less experienced peers into their rooms for lesson study, just as this NBCT recommended:

As a new teacher, I was like a sponge — taking in every idea and suggestion from master teachers. As a teacher support coordinator, I often cover classes for my new teachers to allow them time to observe their peers at work. Sharing and collaboration are both essential in improving and impacting student learning.

Another NBCT reflected on the importance of accomplished teachers being willing to take the initiative to demonstrate excellence in the classroom:

Content can't solely be learned from a book or workshop. We have to not only provide support but be good, on-site models and take the initiative when others won't. We need to “show, not tell” how exciting different subjects – particularly math and science – can be.



One strategy for in-school support is to develop professional learning communities (PLCs). Teachers in the same grade level or content area could meet regularly to discuss common concerns, with NBCTs serving as facilitators of these conversations. One NBCT shared her experience with this type of community:

We have excellent vertical teams [of teachers in the same subject area across grade levels] in our county so the teachers can discuss why the students are learning the concepts they are and where they will use it later in their academic career.

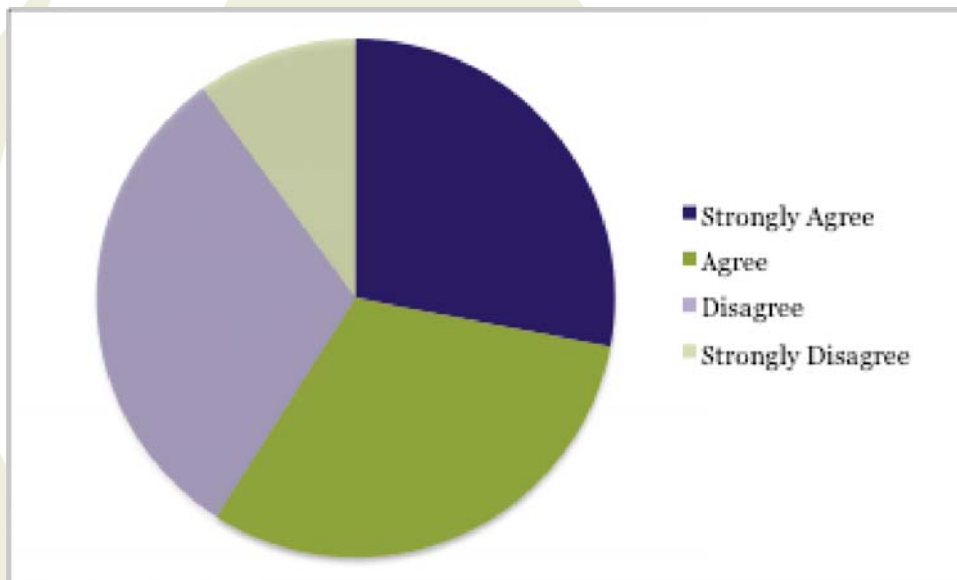
A colleague echoed similar sentiments about collaborative conversations:

When planning time is limited to tested subjects, it is hard to find the time to devote energy to non-tested subjects, like science. NBCTs can share ideas through PLCs. This collaboration is a change in the way teachers look at their work. Everyone gains when we ask ourselves, ‘Why are we doing what we are doing?’

### How to Utilize NBCTs and Spread Effective Teaching

Since 1995, North Carolina has offered incentives for teachers to earn National Board Certification. However, 15 years later only 28 percent of the NBCTs at the Summit strongly agreed that they are recognized by their administrators and asked to spread their teaching expertise. For some, although they may be recognized as a leader by their principals, it has nothing to do with being an NBCT. Too many administrators still do not know enough about what National Board Certification means and what these accomplished teachers can do to improve teaching and learning in their schools. Another NBCT noted, “I have a principal who still does not know much about the process – he just does not seem to understand what we had to do to become certified.”

Chart 2  
NBCTs Are Recognized By Administrators As Experts



Previous research has shown that the leadership potential of NBCTs has been undermined by “the reluctance of principals to expand (their) professional horizons.” In a six-state (including North Carolina) survey conducted recently, 60 percent of NBCTs reported that their principals view National Board Certification “very favorably,” but nearly half (49%) also pointed out that they are “not supportive of roles outside the classroom in which NBCTs might be interested.”<sup>vi</sup> The researchers concluded:

Even principals who are knowledgeable about and supportive of the National Board seem unable to make effective use of NBCTs’ expertise. They simply do not know how to strategically take advantage of NBCTs’ knowledge and skills to further school improvement. Some principals are reluctant to include NBCTs as part of the school’s decision-making loop out of concern that doing so will reduce their own power and authority. Still others told researchers that they believe that acknowledging NBCTs harms the cohesion of the professional community they are trying to sustain at their schools. The result in these schools can be an unwritten code of silence in which teachers who earn board certification are neither publicly acknowledged nor professionally recognized.<sup>vii</sup>

Many administrators in North Carolina (and elsewhere) appear to want to hold tight reins over their schools and reify the longstanding divide between those who teach and those who lead.

The good news is that NBCTs are still leading. Over 60 percent of the teachers at the Summit reported they are serving in leadership roles — albeit many of them are informal and most are not officially rewarded financially. When asked what role they could best serve, the majority reported coaching colleagues or mentoring novices as well as designing and offering professional development workshops.

Table 2  
NBCTs Report of Best Use of their Expertise

	Percent Agreed
Coaching colleagues	25%
Mentoring novices	23%
Designing professional development workshops	21%
Developing curriculum materials	10%
Serving as team leader	4%
Liaison to community	4%
Clinical supervisor for pre-service teachers	2%

With over 15,000 NBCTs in North Carolina, the most of any state, many are taking on leadership roles within their departments, schools, and districts. A handful of these teachers are working at the state level to support teacher preparation programs as cooperating teachers, but there is no systematic mechanism by which to measure the effects of their leadership so that it can be replicated. And very few have been given the opportunity to serve as teacher educators and community liaisons. More NBCTs like Carolann Wade, who serves a dual role as a faculty

member at Peace College and as National Board coordinator for Wake County, need the opportunity to have a larger impact.

As liaison for the Wake County Public School System (WCPSS)/Peace College Partnership for Teacher Education, Carolann teaches methods courses for pre-service teachers and connects theory to practice in the Wake County partner schools with extensive field experiences. She also coordinates the National Board Certification program for the district. Carolann has extensive experience supporting and mentoring pre-service and beginning teachers as a cooperating teacher, as a mentor, and as a coordinator for the Initially Licensed Teacher program for WCPSS. Very few, if any other NBCTs, have had any training to lead in these ways.

The NBCTs attending the Summit reported that they have not been specially prepared for most of the leadership roles discussed and if they are serving in them effectively, it is because of happenstance. One NBCT noted, “I am serving in many roles but most of it is done on my own time in the evening.” Another said, “Time and recognition is really needed as this is the only way effective teaching will spread.” But when the NBCTs were asked how much time they have during the day to assist colleagues and novices, the vast majority quickly replied, “None.”

## **Changing the System**

As NBCTs generated ways to organize a system so that their teaching expertise could be spread, they focused on changing three key areas: schools, assessments and communications.

### ***Organizing Schools Differently***

NBCTs strongly believe that there are key characteristics of administrators who can best support spreading the expertise of accomplished teaching practice. Four qualities topping the list include administrators who: (1) embrace shared – or distributed – leadership, (2) provide effective instructional leadership, (3) value the professional judgment of NBCTs, and (4) provide autonomy (i.e., hold NBCTs accountable but do not mandate how they should teach).

Another key feature of schools that make the spread of teaching expertise possible is the effective use of professional learning communities (PLCs), which offer teachers the opportunity to share ideas and reflect on their practice. The NBCTs made clear that PLCs don’t just happen; they require training, time, and talent to be successful. Other suggestions that would contribute to increasing the effectiveness of NBCTs and their colleagues include professional development focused on classroom instruction, followed by the time and structure in school necessary to apply the new learning. The increased time and different school schedule could be gained by protecting the common planning time of teachers, being more strategic about non-academic teacher duties and assigning a manageable number of students and class preparations to teachers.

### ***Assessing Differently***

Teachers discussed a number of ways to gain access to expertise beyond their own as they continue to focus on how to assess what their students are learning or not – and why or why not. Like the National Board Certification process itself, teachers want and need more opportunities to use technology, including video and online communities, to unpack how well they are

teaching and sharing solutions that can be used across schools, districts, and states. This practice is especially important for teachers who teach singleton courses and/or have no colleagues nearby with whom they can collaborate.

The NBCTs did not have a problem with being held accountable for their performance – as long as the measures being used are valid, reliable and useful to them. They wish to have meaningful and timely test data that will provide insights into how they may need to rethink what they are teaching to best meet the needs of their students – the ones they have now, not those they had last year. They also want to have specific and relevant feedback on their observations and evaluations, which must come from multiple reviewers. A system that uses such measures would then warrant revisiting the definition of tenure and basing it on results – as well as providing differentiated roles and more career pathways for NBCTs beyond tenure status.

### ***Communicating Differently***

For any changes in the current structure of schools and learning to be successful, effective communication is key. NBCTs desire to have consistent and clear paths of communicating with all key stakeholders: colleagues, administrators, students, and parents. Unlike other professions, school districts and schools spend minuscule dollars on communications and public relations. Consequently, the pervading culture is one that ignores the importance not only to keep parties connected on the common interests of helping students learn, but also keeping everyone informed on what is being done in the name of those interests. Open communication between teachers, administrators, students, and parents must be part of any system in which the full value of teacher leaders will be realized. To that end, the long-term vision of what defines the success of a school community must also be shared, understood and embraced. This information is not to be limited to a single school; rather, leaders of schools within the same feeder pattern need to ensure that student transition from one school to the next is seamless. NBCTs assert that open communications and shared vision are necessities for this to happen.

If schools can indeed be organized differently, more nuanced assessments that yield more meaningful, valid and reliable data implemented, and communications within and outside of schools strengthened, then the future holds much promise for elevating the role of NBCTs in leadership positions. However, there are other roadblocks that stand in the way of progress.

### **Hindrances and TeacherSolutions**

As the Summit discussion turned to hindrances that stand in the way of NBCTs being as effective as possible in helping students learn, a number of issues were brought into the conversation. Data produced from the NC Teacher Working Conditions surveys were discussed, but the teachers believe that more relevant items need to be included in the survey and then policies enforced to ensure that the results are used to drive school improvement plans. NBCTs also brought to the conversation the everyday realities that challenge their practice. Not content to be only problem identifiers, these teachers offered policy solutions – that is, their own *TeacherSolutions* – to create the required conditions so they can be part of a 21<sup>st</sup> century results-oriented profession.

## Policy Answers to Practice Roadblocks

Hindrances NBCTs Identified	TeacherSolutions NBCTs Suggested
<p><b>Too little collaboration</b></p> <ul style="list-style-type: none"> <li>• Classroom isolation between teachers and administrators</li> <li>• Lack of flexibility in the schedule, resulting in limited planning and collaboration</li> <li>• Not effectively using the in-house resources (e.g., NBCTs)</li> </ul>	<ul style="list-style-type: none"> <li>• Restructure the school day to allow ample time for observing colleagues and working in PLCs</li> <li>• Develop collaborative partnerships among <u>all</u> stakeholders</li> <li>• Revisit professional development options to utilize on-the-ground experts to develop and support colleagues</li> </ul>
<p><b>Insufficient accountability measures</b></p> <ul style="list-style-type: none"> <li>• High-stakes testing that does not align with state curriculum</li> <li>• Unrealistic, one-size-fits-all assessments and expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Align testing content with 21<sup>st</sup> century curriculum</li> <li>• Provide technology and support to achieve 21<sup>st</sup> century learning goals</li> <li>• Ensure professional development meets teacher and student needs for improving student learning and achievement</li> </ul>
<p><b>Inadequate leadership</b></p> <ul style="list-style-type: none"> <li>• Unwillingness to change approach</li> <li>• Lack of long-term, consistent and supportive leadership, especially in high-needs schools</li> <li>• Too few leaders to address all needs in the school building</li> <li>• Few opportunities for teachers to serve as leaders without leaving the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities for expert teachers to share leadership and participate in decision-making               <ul style="list-style-type: none"> <li>○ Administrator training on shared leadership</li> <li>○ Academic freedom</li> <li>○ Peer coaching</li> <li>○ Hybrid leadership roles</li> </ul> </li> </ul>
<p><b>Evaluation and tenure</b></p> <ul style="list-style-type: none"> <li>• Lack of meaningful consequences for teachers who do not improve</li> <li>• Tenure granted to some ineffective teachers who then hide behind it</li> </ul>	<ul style="list-style-type: none"> <li>• Revise the evaluation instrument so that it addresses specific teaching effectiveness metrics, includes consequences to address ineffective performance, and rewards exemplary teachers</li> </ul>
<p><b>Ill-planned reform implementation</b></p> <ul style="list-style-type: none"> <li>• “Band-aid” solutions that are abandoned before their effectiveness is evaluated</li> <li>• Mandates and ultimatums without resources and training (“all teachers <u>must</u> do this”)</li> </ul>	<ul style="list-style-type: none"> <li>• Share information with principals and teachers before decisions are made to fully explore the consequences and necessary supports needed for success</li> </ul>

As illustrated in this report, if policymakers wish to get smarter about what will make schools and teachers in them perform more effectively, we need to begin by asking teachers to construct solutions. This report is the result of doing just that. Teachers themselves are aware of the growing need for them to lead beyond the classroom and have an impact on the policies that will better facilitate successful teaching and learning. Perhaps this shift in policy was best summed up by an NBCT at the Summit:

Sometimes these meetings can be depressing, but I want to remind all of us that ten to fifteen years ago, we did not have National Board or mentors. The profession has changed and we have to start taking the initiative to begin working on these types of reform. In the midst of teaching our students, it is important for us to push ourselves and take the time to have our voices heard to enact the change we envision.



## Appendix A

The Center for Teaching Quality would like to thank the following NBCTs for serving as virtual coaches from 2008 to 2010. We are deeply indebted to these individuals for their expertise and commitment to supporting their colleagues across North Carolina and leading the work of the Return on Investment initiative.

- Billy Cline, Mathematics/Adolescence and Young Adulthood, McDowell County Schools
- Nina Daye, Science/Adolescence and Young Adulthood, Orange County Schools
- Lisa Edwards, Science/Adolescence and Young Adulthood, Hickory Public Schools
- Wayne Fisher, Science/Adolescence and Young Adulthood, Charlotte-Mecklenburg Schools
- Lynne Hobbs, Exceptional Needs Specialist/Early Childhood through Young Adulthood, Lexington City Schools
- Christine Miller, Generalist/Middle Childhood, Transylvania County Schools
- Doyle Nicholson, Mathematics/Adolescence and Young Adulthood, Winston-Salem/Forsyth County Schools
- David Norman, Social Studies-History/Adolescence and Young Adulthood, Durham Public Schools
- Donna White, Generalist/Early Childhood, Cumberland County Schools
- Lead Facilitator: Kathy Schwalbe, English-Language Arts/Early Adolescence, Charleston, South Carolina

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