

National Board Professional Development Schools Program
Great Teaching and Leading Fund Final Report
Fiscal Year 2016-2017

Prepared by Katherine A. Dockweiler, Ed.D.
External Program Evaluator

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Summary

This section of the National Board Professional Development Schools (NBPDS) program final report serves to inform on the overall goals and objectives of the program as well as to provide an abstract of the program, an overview of the results, and recommendations for next steps.

Program Name and Overall Goals/Objectives

The title of the program funded through the Great Teaching and Leading Fund Fiscal Year 2016-2017 is the National Board Professional Development Schools (NBPDS). The NBPDS program was awarded a total of \$458, 986.75 and anticipated to directly serve 660 teachers, 50 administrators, 50 other licensed personnel, and 40 pre- service teacher candidates. The primary priority of the program addressed Professional Development for Teacher/Leader Retention in Area of Leadership Development (Goals 1& 2). The secondary priority of the program addressed Teacher Preparation & Recruitment (Goal 3).

- Goal 1: Through engagement in the National Board Certification process NBPDS Schools Program will increase the number of teachers pursuing certification from 122 National Board Certification candidates in 2015-2016 to 600 National Board Certification candidates in 2016-17, with at least 75% teaching in high-need school communities.
- Goal 2: By June 30, 2017, the NBPDS Schools Program will support the retention of highly accomplished teachers and teacher leaders in CCSD high needs schools, as measured by 90% of NBPDS Schools Program cohort candidates completing the year-long professional development training and remaining at high-needs schools.
- Goal 3: By June 30, 2017, the NBPDS Schools Pre-Candidacy Program will support teacher preparation of novice teachers, building and strengthening teacher capacity in high needs school communities.

Abstract and Results Overview

Abstract

The following abstract was taken from the National Board Professional Development Schools Program grant application. Throughout Nevada, and especially within Clark County, school communities are grappling with the challenge of staffing high-need schools with high-quality teachers. A review of the Nevada Plan to Ensure Equitable Access to Excellent Educators (Nevada Department of Education, 2015) equity gap data and focus group findings identified the predominant root causes of Nevada's equity gaps as high teacher turnover, inadequate professional development, a weakened professional culture, and persistently low student achievement. There are many variables involved in student success; however, research indicates that teachers are the single most important school-based factor. More than a decade of rigorous research shows that students taught by National Board Certified Teachers (NBCTs) are more effective at improving student achievement than their non-Board Certified counterparts, and that the impact is even greater for minority and low-income students. Given this evidence, it is critical to ensure NBCTs reach the students that need them the most; students in high-needs schools.

It is the aim of the Clark County Education Association's (CCEA) National Board Professional Learning Program (NBPLP), in partnership with Clark County School District (CCSD), National Board for Professional Teaching Standards (NBPTS), Teach for America (TFA), and University of Nevada, Las Vegas (UNLV) to increase access to National Board Certification in Clark County, especially in our

highest-need schools, by growing the existing state support system and expanding the National Board Professional Development Schools Program.

This research-proven, high quality National Board certification professional development program will address the following grant priorities: (Primary) Professional Development for Teacher/Leader Retention in Area of Leadership Development (specifically designed to increase retention of effective educators and/or expand effective models of school improvement) with the intended result of improving instructional and professional practice and academic student outcomes; and (Secondary) Teacher Preparation and Recruitment. With the knowledge that administrators are key to promoting school improvement and developing accomplished teachers through collaborative learning communities, the NBPDS Schools Program work plan employs site based leadership teams and distributive leadership (DL).

The leadership team consists of administration, teacher leader liaisons, and NBCT facilitators to support site-based cohorts of 10+ teachers and their students. The leadership team's role is to assist in the completion of two (2) NBPTS Components. Additionally, for novice, Alternative Route to Licensure (ARL), TFA, and professional teachers, professional development trainings are offered for the teaching staff using the NBPTS Architecture of Accomplished Teaching, NBPTS Five Core Propositions (aligned to the NEPF), and the Accomplished Teaching, Learning and Schools (ATLAS) video library. The ATLAS library provides exemplars of instructional standards taught by NBCTs, with accompanying case studies, which highlight analysis and reflection of the effectiveness of instructional lessons.

The NBPDS Schools Program will impact: 40 cohorts of teachers (10 traditional 30 NBPDS Schools); approximately 660 teachers, 50+ administrators, 40+OLPs, 40+ Pre- service teacher candidates and an estimated 50,000+ students (from School Accountability Reports, 2014-15) of which 75%+ are identified as high-need school communities. An external evaluator (Dr. Katherine Dockweiler) will be employed to measure and assess programming effectiveness.

Results Overview

The National Board Professional Development Schools (NBPDS) program in 2016-2017 made progress toward attaining its three goals.

Goal 1: Through engagement in the National Board Certification process NBPDS Schools Program will increase the number of teachers pursuing certification from 122 National Board Certification candidates in 2015-2016 to 600 National Board Certification candidates in 2016-2017, with at least 75% teaching in high-need school communities.

Results: Per program enrollment data, the National Board Professional Development Schools (NBPDS) program engaged a total of 500 candidates (NBPDS cohort candidates n =365, traditional cohort candidates n=135) in pursuing National Board Certification with 80% teaching in high-needs communities (as defined by Title I status). While the NBPDS program missed the Goal 1 target of 600 candidates pursuing National Board Certification, they did increase engagement by 310% from the previous year. With 80% of participants teaching in high-needs schools, the target aim of 75% was met.

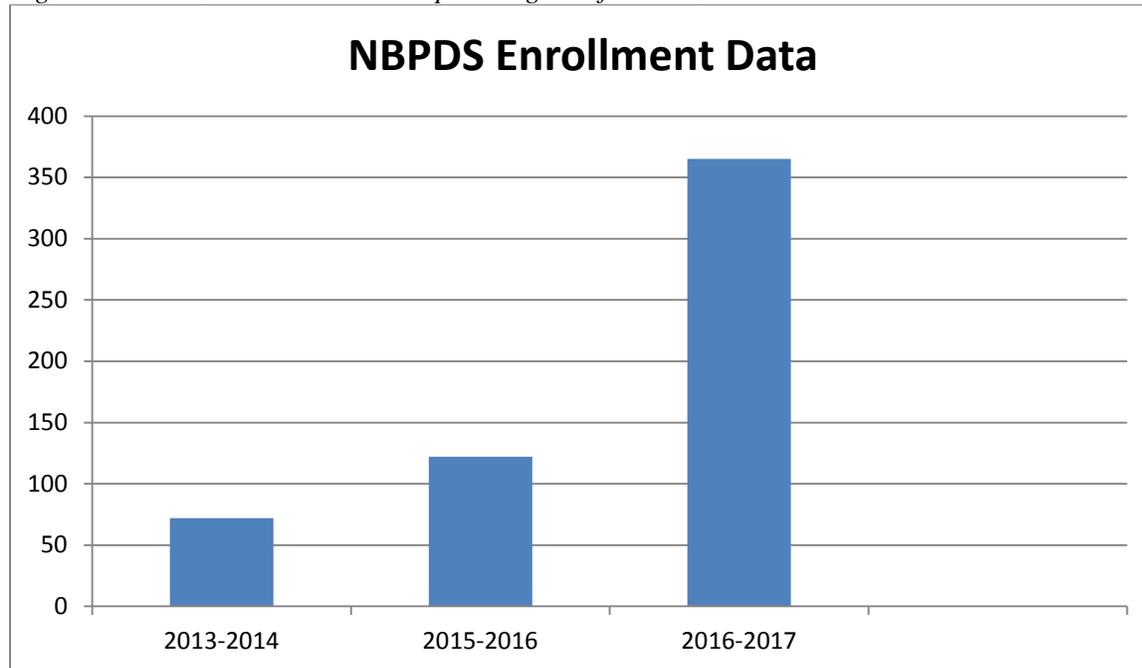
National Board Professional Development Schools Program Enrollment 2016-2017

	End of Program
NBPDS Cohorts	365
Title I	296
Non-Title I	69
Traditional Cohorts	135
Title I	105
Non-Title I	30
Program Total	500

Analysis and Discussion

Cumulative review of NBPDS program engagement indicates significant growth in the number of candidates engaged since data was first collected in 2013-2014. From 2013-2014 to 2015-2016 engagement increased from 72 to 122, or 69% (Lui, 2016). These first two periods of data collection included NBPDS cohorts only, not traditional cohorts. In looking at NBPDS cohort only engagement from 2015-2016 to 2016-2017 the participation increased from 122 to 365, or 200% (see Figure 1).

Figure 1: NBPDS cohort candidates pursuing certification since 2013.



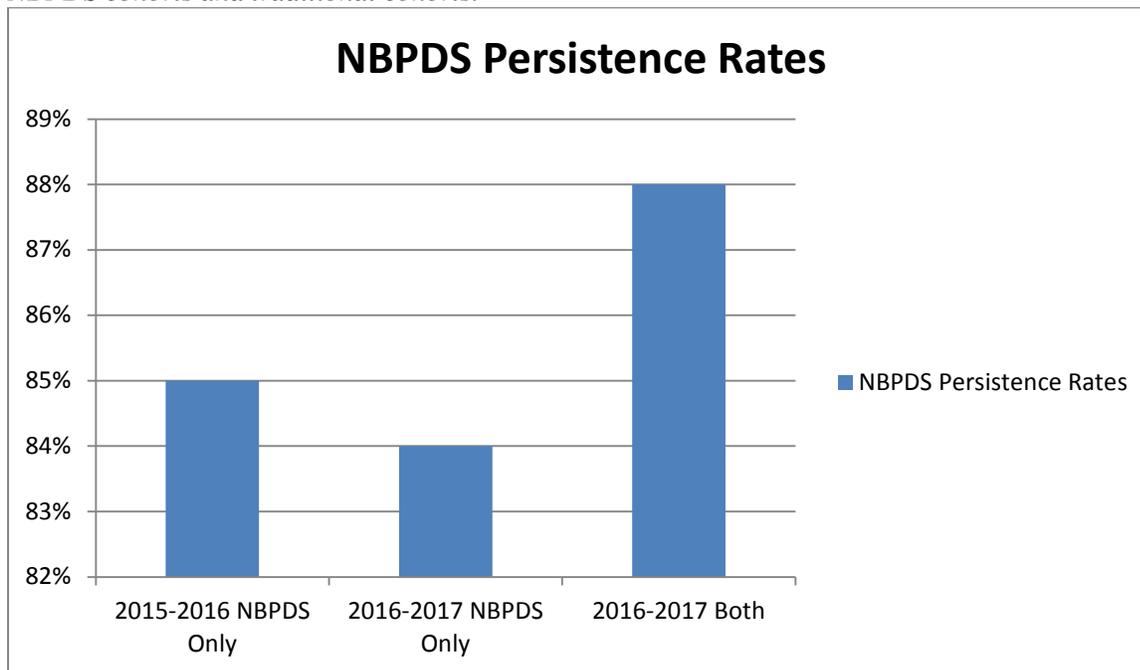
Goal 2: By June 30, 2017, the NBPDS Schools Program will support the retention of highly accomplished teachers and teacher leaders in CCSD high needs schools, as measured by 90% of NBPDS Schools Program cohort candidates completing the year-long professional development training and remaining at high-needs schools.

Results: Per program enrollment data, there were a total of 567 NBPDS program candidates at the beginning of the 2016-2017 school year. With 500 NBPDS candidates persisting until the end of the school year, the retention rate for the program was 88%. This figure nearly reaches the target retention goal of 90%.

Analysis and Discussion.

At the beginning of the 2016-2017 school year, the NBPDS program engaged 567 candidates. Over the course of the year 500, or 88%, persisted and remained in the program (see Figure 2). This is slightly greater than the retention rate the previous year, which was 85% (Lui, 2016). However, the 2016-2017 school year was the first year the program tracked traditional cohorts as well as NBPDS cohorts. Therefore, when comparing the retention rate from 2015-2016 with a similar population of candidates (NBPDS cohort candidates only), there is a 1-percentage point change; from 85% in 2015-2016 to 84% in 2016-2017.

Figure 2. Persistence rates of NBPDS program candidates pursuing National Board certification. Data was tracked in 2015-2016 for NBPDS cohort candidates only. Data for 2016-2017 is represented with a similar comparison group of NBPDS cohort candidates only, along with a second column to represent cumulative persistence of 2016-2017 NBPDS program candidates from both the NBPDS cohorts and traditional cohorts.



Regarding the specific retention of candidates from high-needs schools, 80% of all candidates were from Title I schools (n=401). Of that number, 296 candidates were from NBPDS Title I cohorts and 105 candidates were from traditional Title I cohorts. Of the NBPDS program candidates from Title I schools who persisted through the program and completed the final survey, 98.69% (n=229) report planning to return to a Clark County School District high needs Title I school.

Goal 3: By June 30, 2017, the NBPDS Schools Pre-Candidacy Program will support teacher preparation of novice teachers, building and strengthening teacher capacity in high-needs school communities.

Results: The NBPDS program is working toward Goal 3 attainment. Pre-Candidates are novice teachers with one to three years of teaching experience according to The National Board for Professional Teaching Standards (2016). Per the grant application, identified activities/strategies identified to achieve this goal include biweekly/monthly cohort meetings at four schools. Four pilot schools (Clark High School, Manch Elementary, Sewell Elementary, and Lowman Elementary) were to be developed and to have had the pre-candidacy program implemented and embedded within their school communities impacting approximately 40 teachers. The NBPDS program reports development of pre-candidacy programs in four

schools (Clark, Manch, Sewell, and Lowman), impacting a total of 33 novice teachers.

Analysis and Discussion

Information about the number of candidates and frequency of engagement is represented in Table 2.

Table 2: Pre-Candidacy Engagement

	Clark High School	Manch Elementary	Sewell Elementary	Lowman Elementary
Pre-Candidates	7	7	9	10
Meeting Frequency	Monthly	Unknown	Twice a Month	Monthly

Information from the Program Director Reflection Survey indicates that the NBPDS program also engaged in the support of pre-service teachers, or student teachers completing their university coursework (National Board for Professional Teaching Standards, 2017). The NBPDS program utilized NBCTs from Frias Elementary, Stanford Elementary, Ferron Elementary, Mannion Middle School, and Mojave High School to mentor pre-service teachers through their practicum and student teaching. Collaboration also transpired between the NBPDS program and the Mojave Teacher Pipeline, facilitating professional mentor/mentee relationships between candidates and students.

Next Steps

The following opportunities are offered for the NBPDS program to consider moving forward. High-level recommendations are offered at the program level, as well as more localized recommendations at the site-based level. Recommendations are expanded upon under line item ‘e’ for each Grant Funded Activity in the following section of this report. Throughout all activities and engagement levels, collaboration was a highly regarded and recurring theme.

Program Level Recommendations:

- Continue to support engagement across all activities and levels (administrator facilitator, candidate, and liaison).
- The NBPDS program may want to consider tracking the number of candidates who engage in their program and successfully attain National Board Certification. This would provide data to the team about the overall impact and quality (not quantity) of their program on increasing the number of NBCTs in Nevada to positively impact student achievement.
- Continue outreach to target more high-needs schools, or to engage more teachers at existing high-needs NBPDS program schools if Title I status of the teachers remains a program priority.
- Continue to cultivate relationships and educate potential candidates and administrators about the benefits of National Board Certification.

Cohort Level Recommendations:

- Continue to support and endorse a high level of cohort collaboration within and across certification domains.
- Enhance relationships with NBPDS program principals to reinforce their buy-in and active engagement throughout the year.
- Increase engagement of the administrator in each of the six minimum cohort sessions, encouraging their feedback and participation in the problem-solving process.
- Increase accountability of the site-based leadership teams to submit documentation of the component support sessions.
- Support principals in expanding their understanding of National Board Certification process.

- Offer more targeted support to facilitators to increase rates of candidate persistence:
 - Comprehensive trainings early in the school year before the site-base component sessions begin.
 - Assist with opportunities for facilitators to collaborate amongst themselves periodically throughout the year.
 - Continue to provide ongoing trainings in the targeted domains throughout the year.
- Offer more targeted support to liaisons to increase rates of candidate persistence:
 - Provide early and ongoing training and preparation in the targeted domains.
 - Ensure that liaisons are clear on their specific role and function, and how to engage efficiently.
 - Continue to support collaboration and peer support among liaisons to promote collegial relationships and professional competence.
- Offer more targeted support to **candidates** to increase rates of candidate persistence:
 - Continue to offer resources or opportunities for candidates to hone their writing skills, as a written commentary is required for submission of Components 2, 3, and 4.
 - Offer resources or opportunities for candidates to access technology support, as it is required for submission of Component 3.
 - Continue to offer opportunities for candidates to collaborate.
 - Consider revising the structure of the component sessions to be less didactic and more driven by the needs of the candidates.

Grant Funded Activities

This section of the National Board Professional Development Schools (NBPDS) program final report serves to inform on the grant funded activities of the program. For each activity, an overview is provided along with participant information, area(s) of effectiveness measured (improving student achievement, improving recruitment/selection/retention of effective teachers/principals, or assisting teachers/administrators/other licensed personnel), effectiveness measure for each area including rationale for the chosen measure, and implications for future research. The effectiveness measures chosen were part of the overall evaluation plan established to capture the diverse aspects of the NBPDS program (McDavid & Hawthorn, 2006). The three key activities reviewed are facilitator leadership, administrative leadership, and site-based component sessions.

Activity 1: Facilitator Leadership

Activity Overview

Concentrated leadership training was provided to NBPDS program facilitators in a variety of content areas. According to the grant application, the areas of training included candidate support, scoring, ethics, ATLAS, teaching adult learners, and bias training. Additional supports were provided for understanding the Architecture of Accomplished Teaching and the alignment of the Nevada Educator Performance Framework (NEPF) to the Nevada Academic Content Standards (NVACS). Holistically these activities align with recommendations for facilitator activities and support. Facilitators' specific roles, responsibilities, and processes were discussed prior to leading Site-Based Component Sessions.

Participant Information

The NBPDS program hosted a total of 40 cohorts (NBPDS n=30, traditional n=10) with one facilitator responsible for leading each cohort. Therefore, there were a total of 40 facilitators invited to

participate in the data collection process. Primary duties of the facilitators included: initiate support, send an introduction letter, set cohort meeting schedules, set agendas, facilitate 12 two-hour sessions, and facilitate one six-hour Homestretch coaching session with the other NBPDS facilitators and leadership teams.

Area(s) of Effectiveness Measured

Assisting Teachers/Administrators/Other Licensed Personnel: Through providing leadership training to National Board Certified Teacher facilitators, the facilitators were able to serve as leaders to their cohort groups and assist candidates in acquiring the skills and knowledge required to successfully submit their Component(s) to National Board. This practice has been supported by the National Board for Professional Teaching Standards (2017) as an effective method for positively supporting and assisting teachers. The following data serves to inform on the effectiveness of the training provided to facilitators and the impact of that training on facilitators’ ability to assist teachers.

Effectiveness Measure for Each Area

Effectiveness data was collected using a mixed methods approach (Creswell, 2008). Data was collected through quantitative procedures (NBPDS program enrollment data; facilitator pre-, mid-, and post surveys) and was collected to inform on whether or not the program achieved its goals, whereas data collected through qualitative procedures (open-ended questions) was used to inform on the most meaningful and impactful components of the program with regard to facilitator leadership and impact. Critical discourse analysis was used to explore thematic content of participants’ reflections within the NBPDS hierarchy (Bernard & Ryan, 2010).

The pre-surveys were administered digitally using a variety of prescribed response options and were used to collect baseline data and to better define attitudes, define a course of action, and prioritize areas of greatest need (Creswell, 2008). Mid- and post-surveys were also administered digitally and were used to determine change in participants’ perceptions throughout the course of the program.

The open-ended questions were administered at the end of the final survey to establish a more personal research environment in which the facilitators were given the freedom to share information not included in the scripted surveys.

Implications for Future Implementation

Facilitators were surveyed across the broad domains of training and competencies during all three phases of data collection (see Table 3). Data from each of the six domains surveyed were contrasted against each other at each phase of data collection to determine whether the level of training provided aligned with the facilitators’ perceived level of competency in each domain (Bernard & Ryan, 2010). Qualitative data was collected in the post-survey phase to gather insight into their reflections of the National Board certification process and NBPDS program. Given the low number of participants from traditional cohorts, findings for training, competency, and reflection may be more representative of the NBPDS cohort facilitators’ perspectives than of the traditional cohort facilitators’ views.

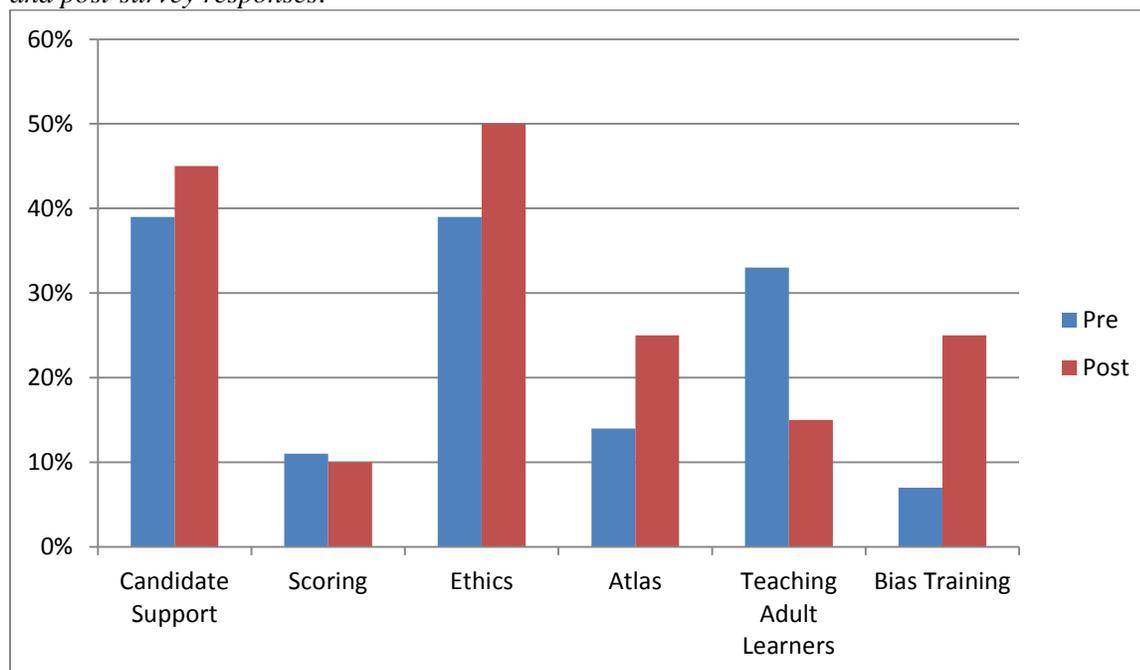
Table 2: National Board Professional Development Schools Program Facilitator Responses

	Pre-Survey	Mid-Survey	Post-Survey
NBPDS	28	11	16
Traditional	0	0	4
<i>Total</i>	28	11	20

Training

Facilitators were surveyed in the following six domains: candidate support scoring, ethics, ATLAS, teaching adult learners, and bias training. At the beginning of the program, facilitators were asked their level of training in each of the areas with the prescribed response options of: Brief Training, Moderate Training, and Comprehensive Training. The domains that received the highest reports of comprehensive training include ethics (39%), candidate support (39%), and teaching adult learners (33%) (see Figure 3). Facilitators reported having received only brief or moderate preparation for scoring, ATLAS, and bias training. When surveyed regarding their competencies in each of the six domains, there was a positive alignment of comprehensive facilitator training to perceived facilitator competency levels with ethics, candidate support, and teaching adult learners, which were the domains rated the highest.

Figure 3. Facilitator report of comprehensive training per domain: pre-survey responses and post-survey responses.



Data review of the pre-survey facilitator reports resulted in the recommendation to work toward increasing facilitator training and preparation in three of the six domains: scoring, ATLAS, and bias training. The Program Director took steps to address this recommendation throughout the year and reported the following three actions in the end of program Program Director Reflections Survey:

- 1) *Additional ATLAS trainings were provided in 4 webinars. The director also supported cohorts who requested specialized ATLAS instruction by offering training at cohort meetings (13 specialized training were conducted).*
- 2) *Additional webinar trainings and materials related to scoring were provided after the revised 2017 NBPTS Scoring Guide was released.*
- 3) *Additional trainings were providing in cognitive coaching. 9 Hour Coaching for National Board Certification Workshop-this training focused on developing professional coaching relations, cognitive coaching skills, and providing ethical verbal and written feedback.*

Post-survey data demonstrates a pattern of increased training support in four of the six domains. The following four domains were reported to have had in increase in comprehensive preparation reported from

the beginning of the year to the end of the year: candidate support (39% to 45%), ethics (39% to 50%), ATLAS (14% to 25%), and bias training (7% to 25%). Scoring had an initial comprehensive training report of 11% and remained relatively constant with a final comprehensive training report of 10%. Teaching adult learners decreased from an initial comprehensive training rate of 33% to 15%.

Review of these data suggests that facilitators were given ongoing, targeted support for candidate support, ethics, ATLAS, and bias training. Data suggests that limited support was offered throughout the year in the areas of scoring and teaching adult learners.

Competencies

Post-survey data demonstrates the greatest competence in the training domains of candidate support (55%), ethics (70%), and teaching adult learners (58%). Data reported are from the two upper bands of response: Highly Competent and Completely Competent the lower two bands of response include Moderately Competent and Minimally Competent). **End of program facilitator competency reports reflect a direct alignment between the three domains (candidate support, ethics, and teaching adult learners) in which facilitators reported receiving the most comprehensive training at the beginning of the program.** This suggests that the facilitators may have retained the information learned at the beginning of the year and were able to apply that knowledge confidently within their cohorts throughout the year. High levels of competency for candidate support, ethics, and teaching adult learners may also suggest these to be the domains of highest effectiveness when assisting teachers.

Reflections

Reflections were gathered during the final stage of data collection after facilitators had participated in the NBPDS program for the duration of the school year. Critical discourse analysis revealed three prominent themes. The prominent areas that emerged include **early training and preparation** prior to the beginning of the cohort sessions **ongoing training** throughout the year, and opportunities for **facilitators to collaborate**.

Facilitators report that they would have benefited at the onset from more comprehensive training on Component 4, ethical coaching of adult learners, and the revised National Board certification process. (Note: The revised process for Component 4 was released October 31, after the 2016-2017 NBPDS program had already begun implementation.) A summer training session was recommended by a facilitator, as was ongoing training and support throughout the year. As one facilitator wrote:

I think that a personal training should be had at the beginning of the year, and then ongoing training with a variety of dates/times/blended options for us to ask questions as we go, and that are focused around ethically coaching adult learners. There seems to be a need also just for facilitators to be trained on what the components of National Board are because many facilitators certified under the old process and were not familiar enough with the new process and its' requirements/guidelines.

Creating and encouraging opportunities for facilitators to collaborate was another theme that emerged from the reflection responses. Suggestions from the facilitators include facilitating opportunities on a bi-monthly basis for face-to-face collaboration and conducting regular feedback calibration amongst the facilitators. The facilitators offered insights into what events or activities contributed to their competencies in leading a cohort. Feedback was varied and unique to the individual's own experience and engagement level within the hierarchy. The following activities were listed as the most beneficial to the facilitators' skills: monthly webinars, Homestretch, resources such as the PowerPoints, repetition, external resources such as the National Board Customer Service line, sharing video feedback, cognitive coaching professional development, and doing reads of candidate written submissions. As one facilitator responded:

Doing reads was very instructive. You have to have a deep knowledge of the component and

certificate area in order to be an effective reader.

Another facilitator stated,

Learning from my candidates about what their needs were and reaching out to 800-22-TEACH.

Also,

The webinars were helpful as we were able to talk about anything we needed. Hearing other facilitators' questions, concerns and ideas and sharing mine in a collaborative effort toward common goal was beneficial.

In summary, several recommendations are made to enhance professional development of NBPDS program facilitators to increase their effectiveness in future iterations of the program. First, facilitators demonstrated competency throughout the year in the domains in which they received the greatest training and preparation early in the year. When moving forward with program planning, it is recommended that the facilitators be provided with early comprehensive training in the domains most essential to candidate support so that they may feel confident and effective in providing that support throughout the year. Second, is recommended that additional resources be allocated to support facilitator training and competency across all six domains. Finally, extend additional opportunities for the facilitators to collaborate and share their experiences and learn from each other. Collaborating with and beyond their immediate network is an effective tool for learning and disseminating information to their cohorts (Rhoades & Woods, 2015).

Activity 2: Administrative Leadership

Activity Overview

Administrators received their formal introduction and training to the NBPDS program at the all-day Leadership Teams Kick-Off event took place Saturday, October 15, 2016. Invited participants included NBPDS cohorts only with teams grouped according to school to encourage team building, future planning, and collaboration. This is an effective practice for building intra and extra network cohesion (Rhoades & Woods 2015). An overview of the NBPDS program was provided to the whole group including goals of the program, benefits of National Board Certification, and the role and function of each Leadership Team Member.

Participant Information

All 30 NBPDS cohort leadership teams were invited to participate in the kick-off event. Of the 30 invited, 24 (80%) teams were present per event registration data. Each leadership team included an administrator, facilitator, and liaison. Administrators were the unit of analysis as teachers are more likely to remain in the teaching field if they feel supported by their administrators, and education reforms are more likely to be successful if administrators know how to strategically and effectively utilize their NBCTs (Loeb Elfers, & Plecki, 2010; Pucella, 2011). The NBPDS program recognizes this and tries to incorporate administrative leadership into the cohort teams.

Area(s) of Effectiveness Measured

Improving Recruitment/Selection/Retention of Effective Teachers/Principals

Through facilitated collaborative engagement, the administrators and their leadership teams (a facilitator and a liaison) participated in the daylong event. This event was designed around existing research-based practices to positively impact the recruitment and retention of effective professionals. Leadership collaboration is one way to create a space to nurture others' abilities to lead and have them

feel vested in the results (Cody, 2013).

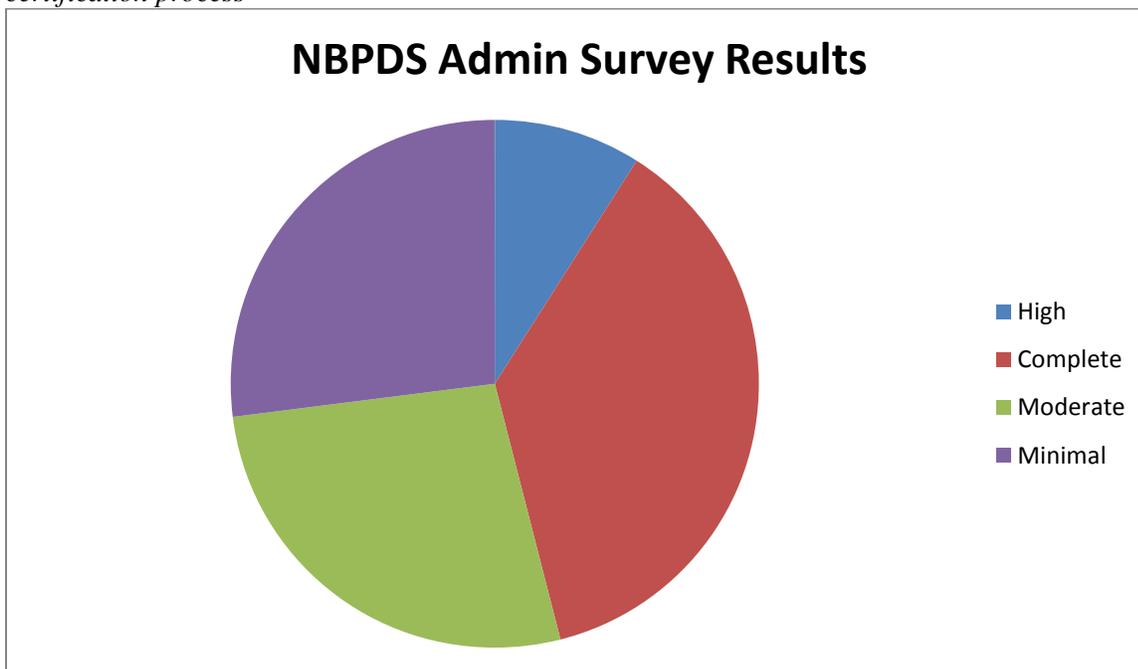
Effectiveness Measure for Each Area

Mixed methods of data collection were used, specifically to address effectiveness of retention due to administrators' understanding and engagement in the NBPDS program (Creswell, 2008). Effectiveness data was collected with quantitative data collection procedures using a survey with a variety of prescribed response options that were used to define attitudes, define a course of action, and prioritize areas of greatest need. Each administrator was invited to engage in the Leadership Teams Kick-Off survey. Administrators were later given a post-survey near the end of the 2016-2017 school year to determine a change in perceptions. This post-survey was a combination of prescribed response options as well as open ended questions to delve deeper into their reflections as to the strengths and opportunities of the program moving forward. Critical discourse analysis was used to examine the open-ended responses (McDavid & Hawthorn, 2006). The following data serves to inform on the effectiveness of retention due to administrators' understanding and engagement surrounding the NBPDS program.

Implications for Future Implementation

Of the 30 NBPDS cohort administrators, 24 (80%) attended the Leadership Team Kick-Off event, and 11 (36.7%) participated in the initial survey. Approximately 82% (n=9) of NBPDS cohort administrators who participated in the initial survey indicated they were in their first year of the NBPDS program and 64% (n=7) reported a minimal to moderate understanding of the National Board certification process (see Figure 4).

Figure 4. NBPDS cohort principals' self-reported level of understanding about the National Board certification process



Of the NBPDS cohort administrators who completed the initial survey, 55% (n=6) were providing leadership at Title I schools and 100% indicated that the National Board candidates who are engaging in the NBPDS program volunteered to participate. This supports the national model stipulating that the process be voluntary (National Board for Professional Teaching Standards, 2016).

Under a distributed leadership model, 72.7% (n=8) of administrators envision school-based leadership as teachers' main level of participation after becoming nationally certified with 27.3% (n=3) envisioning participation at a level beyond the school. This supports existing literature that reports National Board teachers are most likely to hold leadership positions closest to the classroom (Cannata, McCrory, Sykes, Anagnostopoulos, & Frank 2010; Vandevort, Amrein-Beardsley, & Berliner, 2004).

Of the 11 administrators who participated in the initial survey, 36.3% (n=4) completed the final survey (note: data are reported to inform on the program, not to generalize across populations). When asked to briefly describe the greatest strengths they've observed within their cohort of teachers since the beginning of the school year, all responses emphasized enhanced collaboration of their team. For example,

My teachers' ability and willingness to collaborate has increased, as well as their willingness to observe, provide, and accept critical feedback on their instructional practices.

Another administrator reported,

Teachers are working together and having discussion, both within and across their departments. They are supporting each other through the process, which is building relationships.

When asked what opportunities the NBPDS program can offer the administrators or their cohort of teachers, **writing** and **technology support** were cited. While Component 1, , Content Knowledge, is evidenced by a computerized assessment of a candidate's specific knowledge within their content area; the remaining three components require video and/or written submission. Component 1 accounts for a weighted 40% of a candidate's total portfolio score, with components 2, 3, and 4 accounting for a weighted 60% (National Board for Professional Teaching Standards, 2017).

Component 2 requires analysis of instructional choices and accounts for 15% of a candidate's overall score (National Board for Professional Teaching Standards, 2017). The focus of Component 2 is Differentiation of Instruction and is evidenced by teacher analysis of student work and a written commentary.

Component 3 requires a video submission as well as two written commentaries for submission and counts for 30% of a candidate's overall score. This component emphasizes Teaching Practice and Classroom Environment and demonstrates engagement of students and teacher impact on student learning. Providing candidates with supports and additional information surrounding how to film and what standards are required for submission, are areas the NBPDS program may want to consider in future iterations of their program.

Component 4 requires a portfolio submission with written commentary and counts for 15% of a candidate's overall score. This component emphasizes teachers as Effective and Reflective Practitioners and is evidenced by knowledge of assessment and analysis of data. Components 2, 3, and 4 all require written submissions, which was an area candidates report feeling underprepared to complete.

The NBPDS program offered writing seminars through Southern Nevada Regional Professional Development Program (RPDP) to assist candidates in their written commentary submissions. The writing seminars were offered on a voluntary basis to candidates through a facilitated partnership through RPDP and were delivered in 2 series of 4 sessions each. Throughout the sessions, 73 candidates took advantage of the writing seminars in 2016-2017. The NBPDS program may want to consider continuing to offer writing assistance through the writing workshops. Through enhanced and repeated writing, candidates become more reflective and reflexive and as a result, better prepared to submit (Okpala, James, & Hopson, 2009).

In summary, several recommendations are made to address improving the retention of effective teachers as a result of principals' understanding and engagement in future iterations of the program. First, it is recommended that NBPDS program leadership increase engagement with administrators to enhance their understanding of the National Board Certification process. Second, principals cited collaboration as an area of strength for their cohort teams, and continuing to endorse a high-level of collaboration is recommended. Finally, it is recommended that continued opportunities for writing and technology support be offered to the candidates.

Activity 3: Site-Based Component Sessions

Activity Overview

Year-long support was offered for teacher candidates in the NBPDS program cohorts in-person and online. Comprehensive support and training was offered through cohort component sessions and was supplemented by Jump Start, 24 face-to-face hours, PDE, online coaching, Home Stretch, and one-on-one coaching.

Participant Information

Over the course of the 2016-2017 school year, 500 NBPDS program candidates received yearlong cohort support through site-based leadership teams. There was a total of 40 NBPDS program cohorts throughout Clark County (NBPDS cohorts n=30, traditional cohorts n=10). The NBPDS cohorts were required to meet a minimum of 12 times throughout the 2016-2017 school year; traditional cohorts were required to meet for six curriculum sessions and six coaching sessions.

Candidates were defined as teachers or school counselors who met the requirements set forth by the National Board for Professional Teaching Standards (2017) as eligible to pursue National Board Certification. Candidates could be participating in either a NBPDS cohort or a traditional cohort. Liaisons were defined as NBPDS program candidates who were pursuing certification and who also served as the communication link between their cohort, administrator, and facilitator. These site-based component sessions consisted of an NBCT serving as the facilitator, a liaison, and the candidates. Administrators were also a part of the team but were not required to be present at the cohort component sessions.

Area(s) of Effectiveness Measured

Improving Recruitment/Selection/Retention of Effective Teachers/Principals

Candidate component support sessions were constructed according to existing residency models as supported by the National Board for Professional Teaching Standards (2016). Support networks are important and contribute to candidate persistence (Rhoades & Woods, 2015). Persistence and certification are essential as research consistently supports that National Board Certified teachers have a profound impact on positive student achievement (Manzeske, Park, Liu, Borman, Gnedko-Berry, West, & Deng, 2017; Cowan & Goldhaber, 2015; Clotfelter, Ladd, & Vigdor, 2007; Cavalluzzo, 2004). Effectiveness data was collected relative to this model of implementation to address recruitment and retention of effective teachers in Clark County schools.

Effectiveness Measure for Each Area

Data was collected using a mixed methods approach (Creswell, 2008). Quantitative procedures (pre-, mid, and post- surveying) were used to represent prevalence of candidates' responses to key program initiatives, whereas qualitative procedures (open-ended questioning) were used to inform on the most meaningful and impactful components of the program.

Liaisons and candidates were administered three digital surveys (pre-, mid-, and post-) using a variety of prescribed response options based on domains outlined as key activities in the grant application. Pre-surveys were used to collect baseline data and to better define attitudes, define a course of action, and prioritize areas of greatest need. Mid- and post-surveys were also administered digitally and were used to determine change in participants’ perceptions and perceived competencies throughout the course of the program. Open-ended questions were included in both groups’ post-survey to create a more personalized research environment and to allow the participants to share information that would not otherwise be included. Critical discourse analysis was used to delve deeper in to the participant’s latent and manifest meanings (Bernard & Ryan, 2008).

Communication Updates (session evaluation rubrics), aligned to the Nevada Educator Performance Framework, were required once a month for six months, and were used as a formative measure to drive and scaffold the planning and instruction of subsequent Site-Based Component Sessions.

Four Program Director interviews were conducted throughout the year (8/12/2016, 1/19/2017, 4/3/2017, and 5/30/2017) and a Program Director Reflections Survey was administered. These measures were used to provide contextual data to the structure and purpose of the NBPDS program, specifically with regard to the function and execution of the Site-Based Component Sessions.

Implications for Future Implementation

Candidates

Candidate participants were surveyed across the broad domains of competencies and *perceptions* during all three phases of data collection (see Table 4). Qualitative data was collected in the post-survey phase to gather insight into their *reflections* of the National Board certification process and NBPDS program.

Table 4. National Board Professional Development Schools Program Candidate Responses

	Pre-Survey	Mid-Survey	Post-Survey
NBPDS	134	50	232
Traditional	22	9	70
No Response	4	0	4
<i>Total</i>	<i>160</i>	<i>59</i>	<i>306</i>

Competencies

Candidates were asked questions regarding their perceived level of competence across eight domains central to the NBPDS program and National Board Certification. Data was analyzed to determine which domains the candidates felt their skills were the strongest, and then contrasted with the domains that the candidates reported the greatest growth from program start to program finish.

Candidates experienced the greatest growth for “I can identify the steps of the Architecture of Accomplished Teaching” (170%) followed by “I can use video case studies (i.e. Teaching Channel, ATLAS) to inform the planning, preparation, and instruction within my classroom” (145.2%). For details regarding the change in response and the growth in competence from each of the three survey periods, see Table 5.

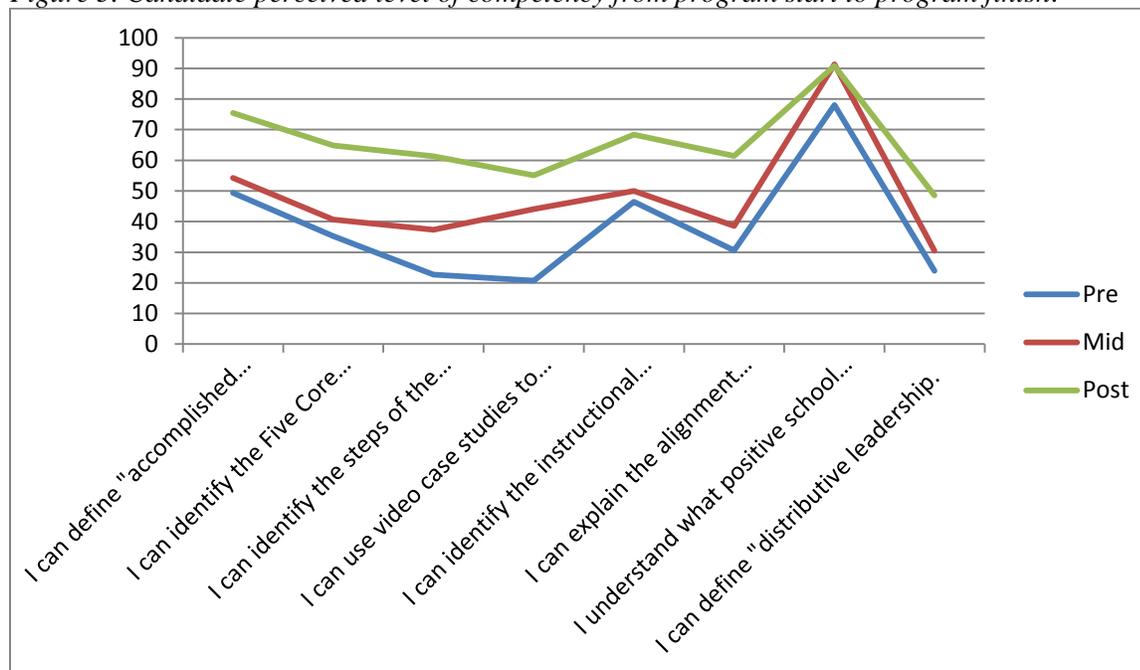
Table 5. Combined Candidate Growth and Change in Competencies

Competencies	Pre	Mid	Post	Pre to Mid Growth	Mid to Post Growth	Annual Growth
I can define "accomplished teaching".	49.4	54.3	75.4	9.9%	38.9%	52.6%
I can identify the Five Core Propositions of teaching.	35.2	40.7	64.8	15.6%	59.2%	84.1%
I can identify the steps of the Architecture of Accomplished Teaching.	22.7	37.3	61.3	64.3%	64.3%	170%
I can use video case studies (i.e. Teaching Channel, ATLAS) to inform the planning, preparation, and instruction within my classroom.	20.7	44.1	55.1	113%	24.9%	166.2%
I can identify the instructional standards of the Nevada Educator Performance Framework.	46.5	50	68.4	7.5%	36.8%	47.1%
I can explain the alignment between the Five Core Propositions and the Nevada Educator Performance Framework.	30.6	38.6	61.4	26.1%	59.1%	100.6%
I understand what positive school culture is and how to promote it in my classroom.	78	91.3	90.8	4.2%	11.7%	16.4%
I can define "distributive leadership".	23.9	30.5	48.5	27.6%	59%	102.9%
Opportunities exist at my school for participation in distributive leadership.	78.4	75.9	80.7	-3.2%	6.3%	2.9%

Note: There were four bands of response: Completely Competent, Highly Competent, Moderately Competent, and Minimally Competent. Data reported are from the two upper bands of response (Highly Competent and Completely Competent) from both cohort groups: Traditional and NBPDS. Pre-Survey N=160. Mid-Survey N=59 Post-Survey N=306. Pre-, mid-, and post- column data are represented as a percent.

At the end of the year, the highest ranked competency domain was related to positive school culture. Of all candidates, 90.8% report feeling competent in response to the statement, "I understand what positive school culture is and how to promote it in my classroom". The second highest ranked competency domain was, "I can define accomplished teaching" (75.4%) (see Figure 5).

Figure 5. Candidate perceived level of competency from program start to program finish.



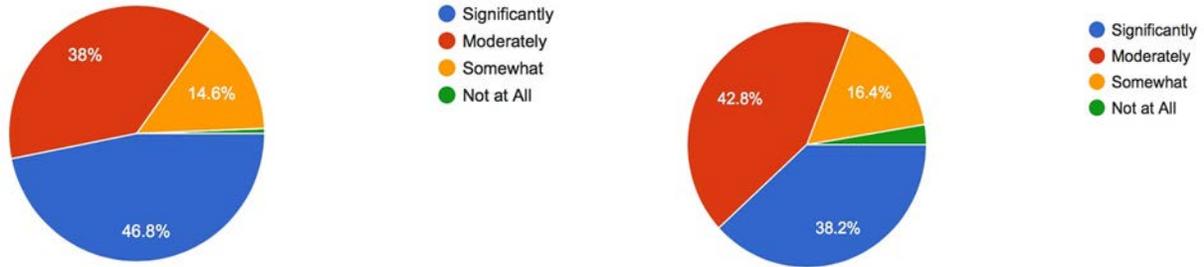
Just over half of candidates felt competent using video case studies and identifying or applying standards of the Five Core Propositions, the Nevada Educator Performance Framework, and the Architecture of Accomplished Teaching. These are essential components of National Board Certification and are used to align standards to Nevada’s Content Standards. **In future iterations of the program, it is recommended that these eight critical elements be reinforced throughout the program to enhance learning and levels of competency.** Mid-survey data suggests that the greatest increases and growth occurred during the second half of the program.

Perceptions

Five perception domains were presented to the candidates to determine their views at the beginning of the program and then again at the end of the program. Anticipated and actual perceptions were analyzed separately and then contrasted to determine areas of program strength and opportunity.

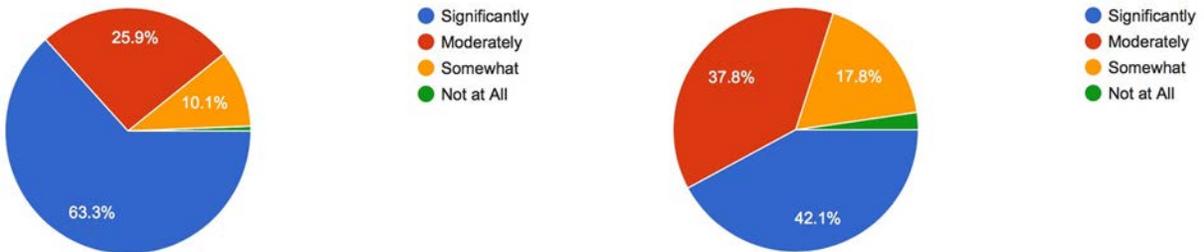
The first perception question addressed overall **change in teaching competency**. In response to the question, “I anticipate (pre-survey)/feel (post-survey) that my overall competency level will/has changed over the course of this year” there was an approximate four-percentage point change in the upper two categories, with a decrease (84.8% to 81%) in candidates responding “significantly or moderately” and an increase (15.2% to 19%) in candidates reporting “somewhat or not at all” (see Figure 6).

Figure 6. Candidate’ Anticipated and Actual perceived change in teaching competency from program start to program finish.



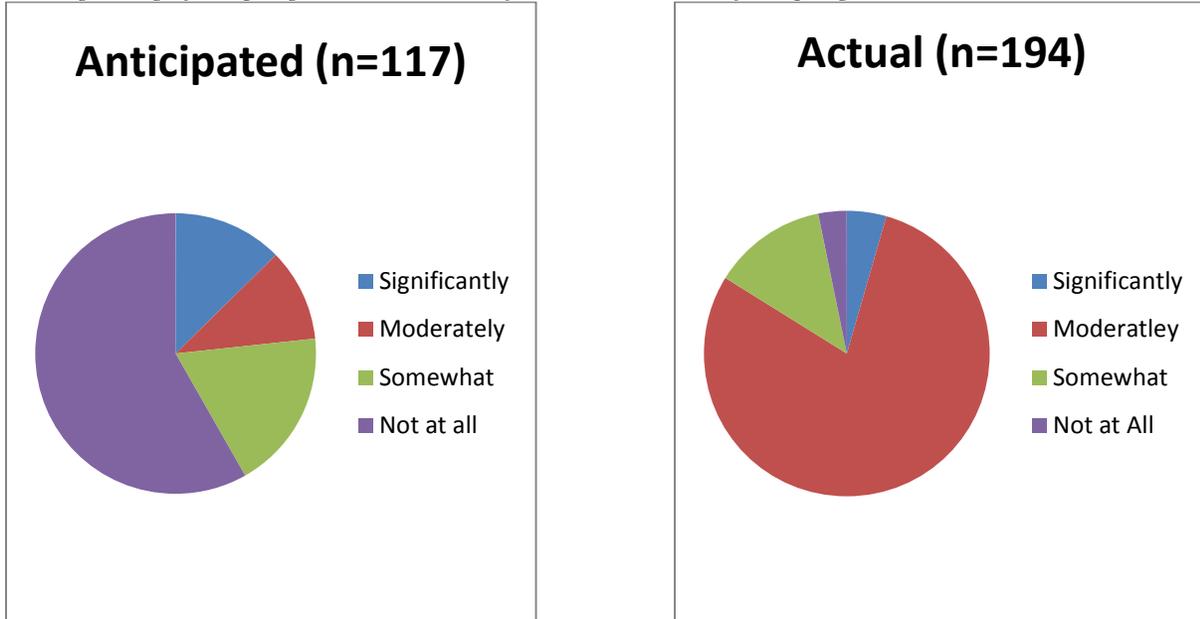
The second perception question addressed **impact of the cohort model** of engagement. In response to the question, “The cohort method of engagement will (pre- survey)/has (post-survey) impacted my level of competence” there was an approximate nine-percentage point change in the top two bands of response, with a decrease (89.2% to 79.9%) in candidates responding “significantly or moderately” and an increase (10.8% to 20.1%) in candidates reporting “somewhat or not at all”. It can be inferred that the cohort model of engagement may not have had as great of an impact as was anticipated (see Figure 7). That said, nearly 80% of the candidates did report that the cohort model had a high level of impact on their teaching competence levels at the end of the program.

Figure 7. Anticipated and Actual Impact of cohort engagement on perceived competence from program start to program finish.



The third perception question was specific to candidates at Title I schools and addressed impact of the NBPDS program and their **decision to return to a Title I school**. In response to the question, “My participation in the National Board Professional Development Program will (pre-survey)/has (post-survey) influence(d) my decision to percentage return to a Title I school” there was a 13- point change in the top two bands of response, with a decrease (48% to 35%) in candidates responding “significantly or moderately” and an increase (52% to 65%) in candidates reporting “somewhat or not at all”. Based on the responses, candidates anticipated the NBPDS program to have a greater impact on their decision to return to a Title I school than it actually did (see Figure 8). Cumulative review of the data suggests that while the NBPDS program may be a factor in a candidate’s decision to return to a Title I school, other factors may be more influential.

Figure 8. NBPDS program and influence on decision to return to a Title I school. Anticipated influence at the beginning of the program and actual influence at the end of the program.



The fourth perception question addresses key grant activities that impacted candidates’ level of teaching competence. In response to the question, “The following activity will (pre-survey)/has (post-survey) most significantly impact(ed) my level of competence” ranked responses across the domains remained constant with practical application in the classroom being the most impactful followed by one-on-one coaching, 24 hours of face to face coaching, and then online coaching (see Figure 9). Based on the data, it is recommended that the NBPDS program continue to encourage practical application in the candidates’ classrooms, as well as one-on-one coaching, 24 hours of face to face coaching, and online coaching. These data are important in light of the national dilemma to equitably distribute accomplished teachers across hard-to-staff schools in urban and rural high-needs schools (Elfers & Plecki, 2014).

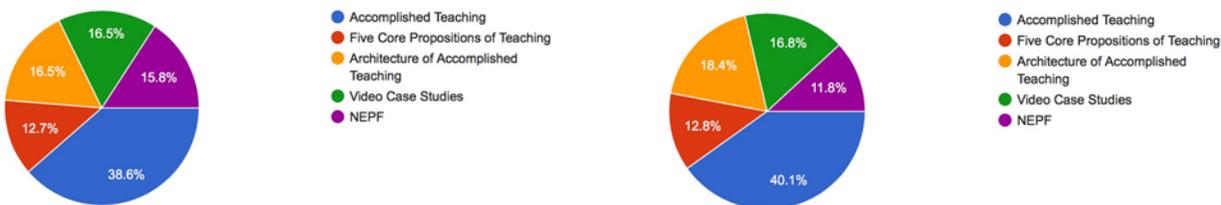
Figure 9. Activities that significantly impacted competence level. Anticipated impact at the beginning of the program and actual impact at the end of the program.



The fifth perception question addresses areas that impact candidates’ **understanding and growth** in identified grant domains. In response to the question, “In which area do you feel that you have (pre-survey)/will (post-survey) experience(d) the greatest understanding and growth?” ranked responses across the domains remained constant with constant with application of accomplished teaching being the domain of greatest understanding and growth, followed by conceptualization of the Architecture of Accomplished Teaching, video case studies, the Five Core Propositions, and Nevada Educator Performance Framework (see Figure 10). Based on the data, it is recommended that the NBPDS program continue to offer supports in each of these five domains. The first three domains are consistent with the domains in which the greatest growth and understanding were anticipated and realized by the candidates. The Nevada Educator

Performance Framework and the Five Core Propositions were the last two domains of anticipated and actual growth (though in reverse order).

Figure 10. Areas of understanding and growth in key candidate training domains. Anticipated domains of greatest learning at the beginning of the program and actual learning at the end of the program.



Reflections

Input was gathered from the candidates during the final phase of data collection to obtain their perceptions of the National Board Certification process and the NBPDS program. Critical discourse analysis was used to identify explicit and underlying themes throughout the responses. When asked how cohort involvement changed their instruction, the following trends emerged: a high regard for the level of collaboration offered and the positive impact it had on their own learning, an increase in their abilities to be *reflective* and analyze their practice, and a deeper appreciation for *instructional* lesson planning.

With regard to collaboration, one candidate reported:

Having the time and opportunity to bounce ideas off each other and reflect together on successful and not so successful lessons was so powerful! It enhanced my reflection, which helped me fine-tune my instruction. It was also refreshing to have people value MY input and feel like I was contributing to their success.

Another offered,

Collaborating with my colleagues inspired me to take the time to know more about my students beyond their musical abilities. Learning about their interests, their academic strengths and needs and reflecting on how to connect this information to my teaching strategies has taken my planning in new directions to meet the students' specific needs at a deeper level. This collaboration has introduced me to the many ways classroom teachers and specialists work in a similar manner with students.

With regard to being a reflective and reflexive practitioner:

I looked at my data more often in order to modify my instruction to improved student learning. It made me question why and how I was providing instruction for my students. I also came to realize the importance of knowing my students in order to provide a more motivating and positive lesson.

And another stated,

I believe that through this process I have become more reflective about my practices and I have also thought more critically about how to use data to inform my decisions. For example, now in my classes I do a data analysis after each assessment, which I use to determine next steps and determine the ways in which I can improve in the following lesson or address gaps.

With regard to instructional lesson planning, one candidate reported,

I felt that having the cohort to turn to for advice and to talk through planning was excellent. It ensured that my planning wasn't just for the one lesson, but a continual practice within my classroom teaching methods.

When asked for opportunities to improve the learning within their cohorts, three trends emerged among the candidates’ responses. First, candidates recommend offering less didactic component sessions. Suggestions for doing so included fewer (or shorter) power point lessons, fewer agenda items and being “talked to”, more time to work together and collaborate, and less busy work.

Second, a theme emerged for increased leadership training of the facilitators (primary) and administrators (secondary). Specifically, leadership training included greater overall preparation of facilitators as the individual abilities of the facilitators is reported to have varied greatly among cohort. Increased leadership training for administrators included enhanced support and knowledge as the principals were reported as not always being aware of all the things candidates must complete in order to submit the components. This limited knowledge was perceived by candidates to impact the level of support administrators offered.

Finally, candidates report that an increase in the organizational structure of the component sessions would help to improve the learning within their cohorts. Examples for increased organization suggested by the candidates include more focused and meaningful instruction, greater planning and advance notice of the cohort meetings, and conducting the meetings in a more structured and linear fashion.

Liaisons

Liaisons were surveyed across the broad domains of training and competencies during all three phases of data collection (see Table 6). Qualitative data was collected in the post-survey phase to gather insight into their reflections of the National Board certification process and NBPDS program. Given the low number of participants from traditional cohorts, findings for training, competency, and reflection may be more representative of the NBPDS cohort liaisons’ views than of the traditional cohort liaisons’ perspectives.

Table 6. National Board Professional Development Schools Program Liaison Responses

Participants	Pre-Survey	Mid-Survey	Post-Survey
NBPDS	27	7	9
Traditional	6	0	0
Total	33	7	9

Training and Competencies

Liaisons were surveyed regarding their training in the six targeted domains of candidate support, scoring, ethics, ATLAS, teaching adult learners, and bias training as well as their competencies in each. At the beginning of the year, the majority of liaisons reported only brief preparation in each of the six domains. End of program data reflect an increase in training throughout the year and corresponding increases in perceived levels of competency.

When asked about change in perception of their own overall competency as a liaison, 66.7% (n=6) of the final respondents reported no change, while 33.3% (n=3) responded with a positive change in their perceived level of competence. One liaison cited taking on new challenges as contributing to the increase:

I am more willing to take leadership roles even though talking in front of people makes me nervous. I love to collaborate and help my peers more. I am committed to this profession and taking on more responsibility. This year gave me more energy and hope.

Another liaison shared:

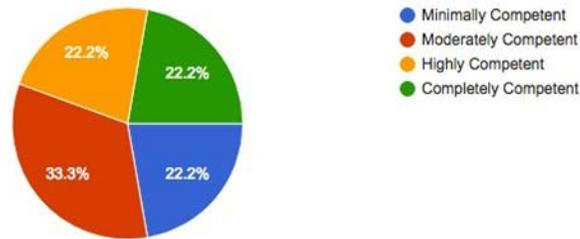
I have become more confident as the year has gone on.

And another reported surprise at the level of support he/she was able to offer his/her cohort:

I have never been a liaison before, but I surprised myself at how I was able to help my fellow teachers so efficiently.

When asked about their overall competency for providing candidate support at the end of the year, 44.4% reported Highly to Completely Competent abilities (see Figure 11). Data reported are from the two upper bands of response: Highly Competent and Completely Competent (the lower two bands of response include Moderately Competent and Minimally Competent). Given that liaisons are National Board candidates themselves, and not Nationally Board Certified Teachers, they are not yet expected have highly developed levels of candidate support. The responses suggest variability in how liaisons view their own ability to provide support to their cohorts.

Figure 11. End of program liaison level of competence for providing candidate support



Reflections.

Post-survey reflections were gathered to inform on the liaisons' experiences throughout the year and to provide feedback to the NBPDS program. Review of the responses provided indicates a positive sense of collaboration, peer support, collegial relationships, and professional competence. It is recommended that the NBPDS program continue to encourage and support these types of engagement. Opportunities are noted for training and support, explicit delineation of the liaison role and function, and less didactic cohort sessions.

In summary, several recommendations are made to increase effectiveness of teacher recruitment and retention efforts in relation to the NBPDS site-based component sessions in Clark County. Specific to candidates, consider offering novel opportunities for candidates to collaborate, reinforcing key learning concepts throughout the program, adjusting the organizational structure of the component sessions, and revising the content delivery method during the component sessions. Specific to liaisons, consider providing early and ongoing training in targeted domains relative to the liaison role and function within the NBPDS program model, ensuring clarity of the scope of liaison's duties, and offering opportunities for peer collaboration.

III. Budget Summary

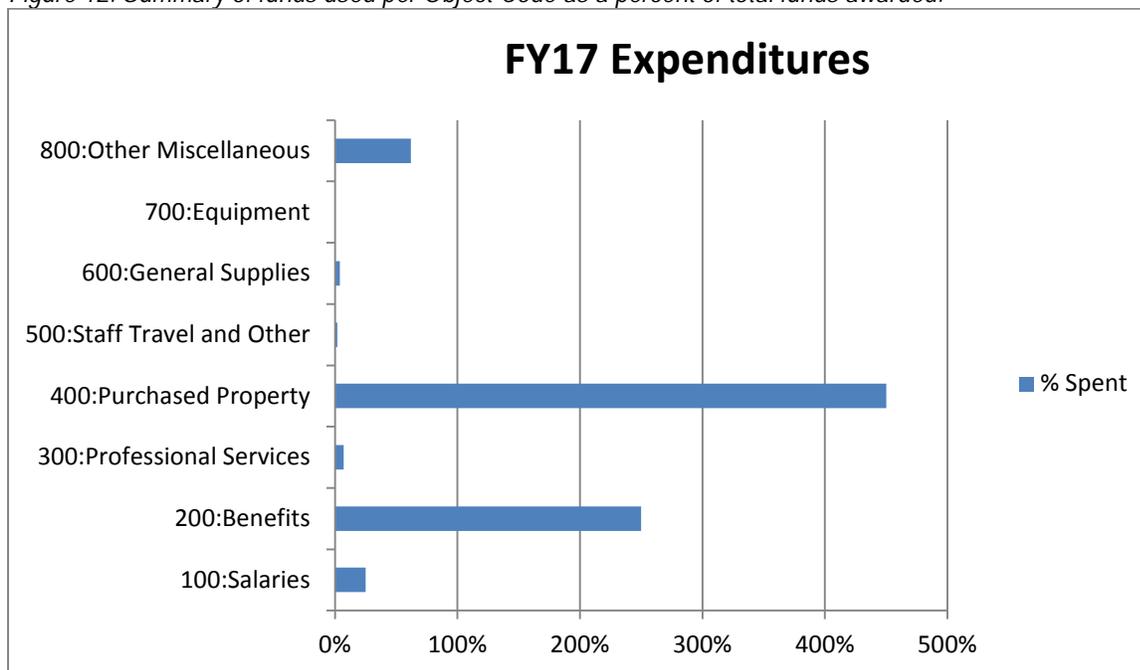
Narrative Overview and Use of GTL Funds

The National Board Professional Development Schools program was awarded a total of \$458,986.75 Great Teaching and Leading Funds fiscal year 2016-2017. The program was anticipated to directly serve 660 teachers, 50 administrators, 50 other licensed personnel, and 40 pre-service teachers.

Brief Description of Expenditure Categories

Of the budgeted expenses, 62% was allocated for Object Code 800: Other Miscellaneous, 25% was allocated for Object Code 100: Salaries, 7% for Object Code 300: Professional Education Services, 4% for Object Code 600: General Supplies, and 2% for Object Code 500: Staff Travel and Other (see Figure 12). Of the Total Budget, approximately 90% was assigned to Instruction and 10% was assigned to Support. Approximately 90% was assigned to Instruction and 10% was assigned to Support.

Figure 12. Summary of funds used per Object Code as a percent of total funds awarded.



Awarded Funds vs. Unexpended Funds

The NBPDS program actual expenditures equaled their budgeted expenditures for all Object Codes with the exception of 800: Other Miscellaneous. The unexpended funds of \$17,575 are attributed to unused candidate scholarships.