



# Leveraging Accomplished Teaching for Systemic Improvement

New Mexico Network of National Board  
Certified Teachers

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# Welcome

## Objectives for this session

Participants will:

- Develop their understanding of the Five Core Propositions of Accomplished teaching, the career continuum and the Teacher Leader Competencies
- Determine ways to increase NBCTs and to leverage those teachers' expertise as mentors, collaborators and leaders.
- Develop plans using successful strategies that align with the new education law, ESSA.

**Jovita Mowrer,**  
**NBCT**  
**@NbctJovita**



- New Mexico Candidate Support Provider
- Mathematics Department Chair @ Los Alamos HS
- Teach Strong Ambassador
- Title VII Advisory Member & LAPS Native American Liaison
- Advanced Ed Champion

Maureen Torrez  
NBCT  
@maureenmtorrez



- New Mexico Candidate Support Provider
- VP Partnerships and Advocacy NM NBCT Network
- Instructional Coach
- TeachStrong Ambassador
- Teacher Ambassador, NM Teacher Leader Network

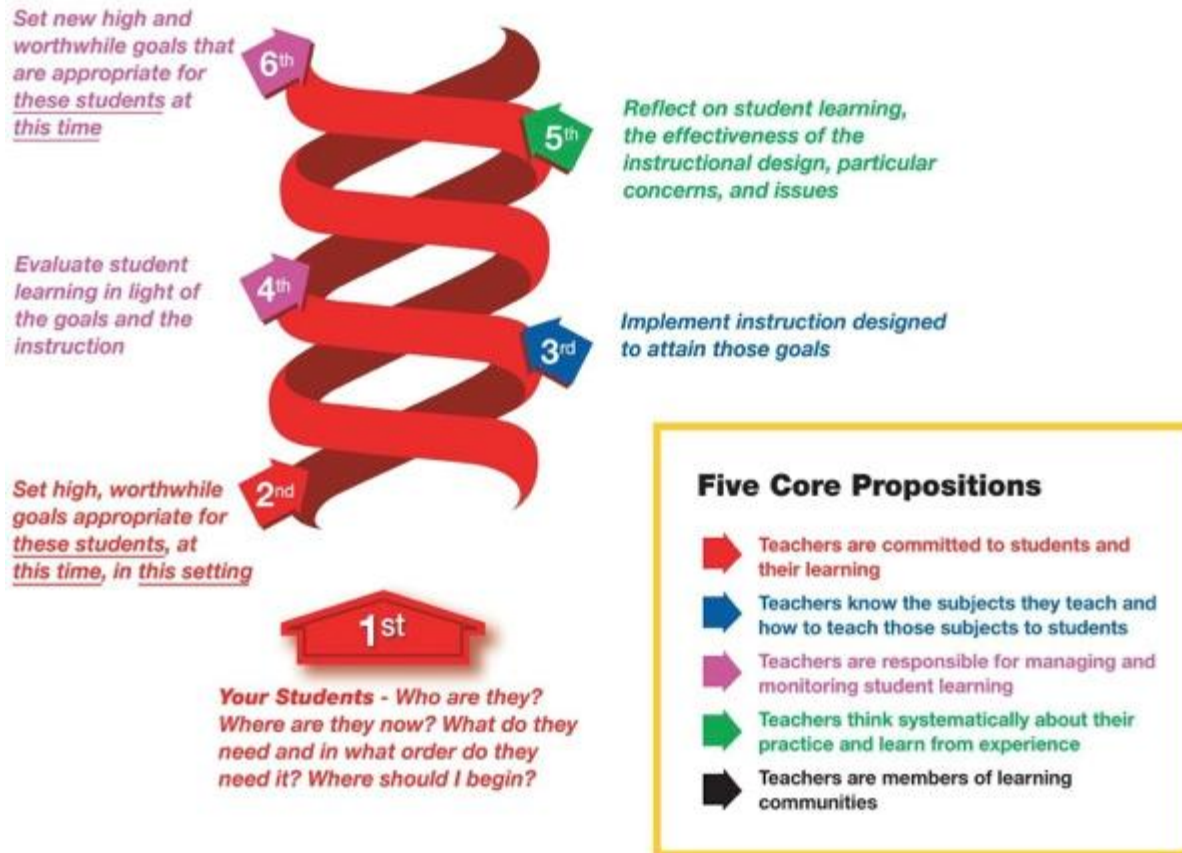
# Our Stories

Bianca Belmonte-Sapien,  
NBCT @nbctguru



- New Mexico  
Candidate Support  
Provider
- VP Career Continuum  
for NM NBCT  
Network
- Mentor and PAR  
Program Coordinator  
(APS)

# The Architecture of Accomplished Teaching:



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# Licensure vs. Certification



National Board Certification recognizes a higher knowledge and skill level. Every step leads aspiring teachers to pursue and achieve Board certification, culminating in meaningful teacher leadership roles for those who wish to seek them.





***Teacher  
Leadership  
Institute***



## The Teacher Leadership Competencies



Teacher Leadership | Research | Policy

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## OVERARCHING COMPETENCIES

- Reflective Practice
- Personal Effectiveness
- Interpersonal Effectiveness
- Communication
- Continuing Learning
- Group Processes
- Adult Learning
- Technological Facility

## INSTRUCTIONAL LEADERSHIP

- Coaching/Mentoring
- Collaborative Relationships
- Community

PERFORMING



ENVISIONING  
TEACHER  
LEADERSHIP



TRANSFORMING

## ASSOCIATION LEADERSHIP

- Leading with Vision
- Leading with Skill
- Organizing/Advocacy
- Building Capacity
- Community/Culture

EMERGING

## POLICY LEADERSHIP

- Implementation
- Advocacy
- Policy Making
- Engagement

DEVELOPING

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Teacher Leadership | Research | Policy

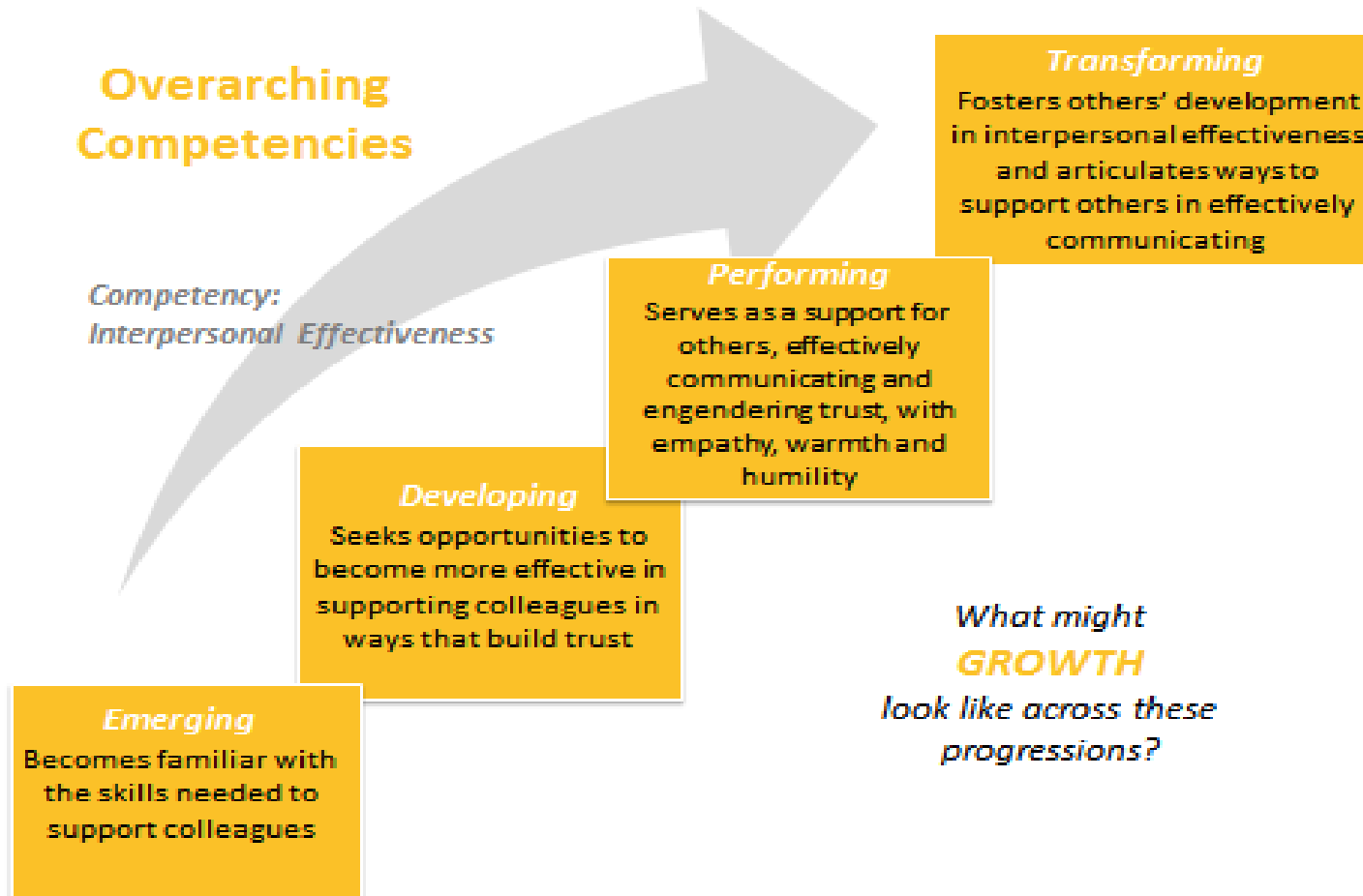
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## Unpacking the Teacher Leadership Competencies

### Overarching Competencies

*Competency:  
Interpersonal Effectiveness*



*What might  
**GROWTH**  
look like across these  
progressions?*

## OVERARCHING COMPETENCIES

COMPETENCY	Emerging	Developing	Performing	Transforming
<b>Reflective Practice</b>	<p>Mindful and deeply aware of who he or she is as a teacher leader, and aware of areas of possible growth into further leadership</p> <p>Models strong, reflective instructional and leadership practice, and engages in a mindful search for opportunities to grow in and out of the classroom</p> <p>Understands the role of data and reflective analysis in practice</p>	<p>Helps to create conditions that encourage reflection among peers, administrators, and other staff members</p> <p>Makes strategic plans that are informed by data and reflective analysis</p>	<p>Encourages a broad and diverse range of stakeholders to reflect deeply on their roles and responsibilities within instruction, policy, the association, or other elements of teaching and leading</p> <p>Engages in the development and implementation of strategies and policies that encourage reflection, leading to refinement and growth</p> <p>Aids others in understanding and using data and reflective analysis to drive practice, policy, and organizational decisions</p>	<p>Helps systems to function with a culture of mindful and meaningful reflection</p> <p>Leads the development and implementation of large-scale instructional, policy, and organizational ideas that incorporate reflection and refinement</p> <p>Leads the collection and analysis of data, and supports cultural shifts that incorporate the cycle of reflection and refinement as a regular, consistent, and intentional practice</p>
<b>Personal Effectiveness</b>	<p>Understands his or her own personal strengths, leadership style, and passions; and sees the role these play in developing trust and credibility with peers</p> <p>Explores opportunities for teacher leadership, accepting the possibility of adversity</p>	<p>Capitalizes on his or her own strengths, leadership style, and passions; and engages in ethical practice, developing trust and credibility with others</p> <p>Takes on teacher leadership roles and responds to adversity with resiliency and humility</p>	<p>Adapts in ways that build trust and credibility to support lifelong learning in self and others</p> <p>Balances the roles and duties of teacher leadership with other professional responsibilities, including, when applicable, meaningful work with students</p> <p>Models resiliency and humility in adverse situations</p>	<p>Defines new learning based on individual strengths, styles, and leadership passions; nurturing credible and trusting communities of lifelong learners</p> <p>Designs new models of teacher leadership, and supports others in responding to adversity with resiliency and humility</p> <p>Engages in strategic, vision-aligned risk-taking to achieve wide, lofty, and meaningful goals</p>
<b>Interpersonal Effectiveness</b>	<p>Becomes familiar with the skills needed to support colleagues</p> <p>Demonstrates a personal vision for the profession, association, and/or education policy</p>	<p>Seeks opportunities to become more effective in supporting colleagues in ways that build trust</p> <p>Builds critical relationships intended to promote action based on shared vision, deeply rooted in the needs of students</p>	<p>Serves as a support for others, effectively communicating and engendering trust, with empathy, warmth, and humility</p> <p>Encourages and inspires others to take action grounded in shared vision for the benefit of students</p>	<p>Fosters others' development in interpersonal effectiveness and articulates ways to support others in effectively communicating</p> <p>Facilitates others in building and embracing vision that spans boundaries while remaining student-centered</p>

2- What would growth look like?

# Jigsaw

- Move to collaborate with people who have the same number
- In partners pick one competency theme to analyze
- Circle the verbs for each level from Emerging to Transforming
- As a Group, create a poster that summarizes the competency and shows how teachers with those skills could help your district
- Share your posters with the group
- Count off 1..2..3..4

# The First NBCT Census: 26,500 NBCTs

1. **NBCT Career Pathways**= The roles do NBCTs have in the education profession.
1. **Teacher Leadership**= NBCTs have demonstrated their expertise and leadership in:
  - a) Instructional Leadership
  - b) Policy Leadership
  - c) Association Leadership
2. **Teacher Preparation and Development**= The roles NBCTs have in preparing new teachers and facilitating the development of practicing teachers.
1. **Recognitions and Achievements**= NBCTs set the bar to define accomplished practice in the profession.

# NBCT Lead in NM and US

According to the latest census of  
National Board Certified Teachers:

- 54% work as team leaders
- 36% are Department Chairs
- 15% are Staff Developers and Coaches
- NBCTs also serve as principals,  
superintendents, state government officials,  
state departments of education staff and  
college faculty



# Instructional Leadership

Which of the following efforts have you led at the school, district, or state level?  
(Please select all that apply.)

Common Core State Standards (CCSS) Implementation	8,026
STEM	2,528
Teacher Evaluation/ Peer Review or Observation	7,825
Data Literacy	2,560
Personalized Learning	3,348
Education Technology	6,050
Professional Development	14,233
District, State, or Federal Grant Implementation (ex. Race to the Top, SIG)	2,146
Other Grant Implementation	3,475

# Policy Leadership

Please tell us about any experiences with education policy.

Experience	Number
Communicated with an elected official through email or a telephone call.	8,222
Visited a policy maker at the state level to discuss education issues.	2,642
Testified before a committee or school board about education issues.	2,414
Worked on a state standards of licensure board/committee	1,980
Visited a policy maker at the federal level to discuss education issues.	2642
Participated in a National Board Hill Day event.	513
Member of a state board of education.	137

***"I lobbied in Washington DC on behalf of National Writing Project. I am part of an administrative team who meets with out state representatives twice a year to discuss legislation as it relates to education. I attend school law conference session when possible and sometimes policy makers are a part of those sessions."***

**-Andrea Rains, NBCT  
Principal, Oklahoma**

# Fellowships

<b>Fellowships</b>	<b>Number</b>
Albert Einstein Distinguished Fellowship	33
Educators for Excellence	117
Hope Street Group Fellow	35
Knowles Science Teaching Fellow	24
Math for America	36
Teach Plus Fellow	36
Department of Education Teacher Ambassador Fellow	55
VIVA	24
Other Fellowships (We have these names!)	1,272

# Higher Education: Teacher Preparation and Development

Role	Number
Full Time College Faculty	269
Adjunct Faculty	2,095
Cooperating Teacher	10,934
New Teacher Mentor	13,100
Other	1,696

# Discussion and Brainstorming

- Take 5 minutes to review two National Board Policy Briefs included in your packet. Reflecting on National Board policy overview recommendations and its ESSA/Title II recommendations for districts and on the testimonies you have heard here today to jot down some ideas you have for your district.
- Discuss your ideas with your colleagues, form networks, share common themes.

# Questions?

National Board for Professional Teaching Standards  
[boardcertifiedteachers.org](http://boardcertifiedteachers.org)

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