

NATIONAL BOARD

for Professional Teaching Standards[®]

From the Margins to the Center: Candidate Support Network Charter

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Introduction to the National Board

In 1983, a landmark report titled [A Nation at Risk](#) detailed a “rising tide of mediocrity” in education that threatened America’s future. In response, the Carnegie Forum on Education and the Economy convened a task force of policy makers, educators, teachers associations and business leaders. In [A Nation Prepared: Teachers for the 21st Century](#), this task force called for strengthening standards in teaching and professionalizing the teaching workforce by establishing a national board of standards and assessment of teaching practice.

Taking up this charge, the National Board for Professional Teaching Standards was founded to serve as the profession’s vehicle for defining and recognizing accomplished teaching. The success of this enterprise rested on articulating a distinctive and rigorous body of knowledge for teaching. Published in 1989, [What Teachers Should Know and Be Able to Do](#) articulated the National Board’s Five Core Propositions for Teaching. Similar to medicine’s Hippocratic Oath, the Five Core Propositions underscored the accomplished teacher’s commitment to advancing student achievement. These propositions form the basis of all [National Board Standards](#) and the foundation for National Board Certification. Like all true professions, this body of knowledge was created by the profession. These knowledge, skills, and dispositions that are defined by teachers for teachers can guide the “...quality of teaching performance in the classroom, contribute to the adequacy with which teachers perform their professional functions outside the classroom, make possible teacher participation in the needed reforms of education in and out of schools, and lay the groundwork for continued professional growth by individuals...” (Schulman and Sykes, 1986).

Today, there are more than 133,332 board-certified teachers working in all 50 states. Nearly half work in high-need schools. While currently a small percentage of the nation’s teachers, board-certified teachers are the largest identifiable group of teachers proven to have a reliable and measurable impact on student achievement as a result of their teaching expertise. More than a decade of rigorous research studies confirm this impact, with estimates of the increase in learning roughly equal to an additional one to two months of instruction. The positive impact of having a board-certified teacher is even greater for minority and low-income students; having significant proportions of board-certified teachers concentrated in high-need schools magnify this impact further (Cavalluzzo, 2004; Goldhaber & Anthony, 2007, National Board, 2012).

This improvement in student outcomes is mirrored by board-certified teachers achieving stronger results on leading measures of teacher effectiveness, including robust classroom observations and value-added scores. The compelling research on the effectiveness of board-certified teachers is particularly noteworthy when compared

to the lack of consistent research on the effectiveness of teachers with master's degrees (Clotfelter, Ladd, & Vigdor, 2007; Betts, Zau & Rice, 2003).

Currently, the National Board is working to ensure that every teacher in America is on a path to accomplished teaching—by design and not by exception. The road we're building is a professional continuum, pictured below.



It starts in pre-service teacher preparation, with every step supporting teachers to develop into accomplished practitioners, ready to pursue and achieve Board certification, and culminates in meaningful leadership roles for those who seek them. A workforce where Board certification is the norm is the hallmark of a fully developed, high-quality, sustainable profession. The education system must be transformed—in its structures, policies, and programs that support teachers and define the profession—to improve learning outcomes for all students.

The Problem: Instructional Quality, Attrition, and Professional Development

Three central challenges face most schools, especially high-need schools: (1) teaching quality (influencing student learning that prepares students for college and career success); (2) retention of prepared and experienced teachers; and (3) a diverse teacher workforce that reflects the student population. M2C directly and uniquely addresses each of these challenges as opportunities. The M2C program is designed to support the development, retention, and advancement of teachers, particularly ToC, to contribute to workforce diversity and improve student access to high-quality teachers. The approach builds on and extends existing National Board resources and frameworks to incorporate effective measures that can address the high attrition rate of teachers of color, such as culturally responsive and sustaining (CRS) PD and leadership opportunities (Carver-Thomas, 2018; Bristol et al., 2020).

Program Overview

From the Margins to the Center: Supporting Teacher Diversity, Quality, and Retention (M2C) will provide evidence-based professional development (PD) that leads to

National Board Certification, an advanced credential for teachers (Absolute Priority 1). The program will directly advance the learning and effectiveness of more than 1,500 teachers, of whom at least 50% will be teachers of color (ToC) and 70% will be teachers serving high-need students. This will support improved learning outcomes for 90,000 students (45,000 each in years 2 and 3) through improved teaching. The program evaluation will provide replicable and scalable learning on solutions to longstanding workforce challenges of quality, retention, and diversity.

M2C will involve as many Partner Sites as necessary to achieve the program goals and outcomes. These Partner Sites will develop, adapt, and build evidence on practical and effective approaches to recruit and support teachers with PD grounded in National Board Standards and Certification. Resources and programs will be modified with particular focus on culturally responsive and sustaining (CRS) experiences that equitably engage and support ToC. Impact measures will include student social-emotional learning (SEL) and academic outcomes, changes to teacher instructional practice, teachers earning National Board Certification, and retention of teachers in high-need schools.

Theory of Action/Program Design

Program Design Element		M2C Team Action	Partner Site Action
Affinity Spaces		<ul style="list-style-type: none"> - Fund facilitators who lead the spaces - Inform facilitator methods and topics 	<ul style="list-style-type: none"> - Encourage candidate participation
ATLAS Implementation		<ul style="list-style-type: none"> - Cover the cost of licenses and supports for PLFs - Design/refine PLC protocol and pilot 	<ul style="list-style-type: none"> - Use PLC protocol to engage candidates and use ATLAS - Provide feedback to the M2C team on PLC effectiveness
Mentorship	Existing Local Program	<ul style="list-style-type: none"> - Support with program evaluation and potential scaling strategy - Collect data from candidates on the extent of impact 	<ul style="list-style-type: none"> - Run local programming - Engage in program evaluation - Collect feedback from candidates on the type(s) of mentorship they value most
	Learning CORE Implementation	<ul style="list-style-type: none"> - Fund/support NB-sponsored mentor program needs related to M2C 	<ul style="list-style-type: none"> - Engage with the NB-sponsored mentorship program - Collect feedback from

			candidates on the type(s) of mentorship they value most
	New Program Design	<ul style="list-style-type: none"> - Facilitate program design strategy work - Connect sites with new designs to established programs for best practice exchanges 	<ul style="list-style-type: none"> - Complete a local context needs assessment to inform the design process - Design a mentorship program for future implementation
PLF Trainings		<ul style="list-style-type: none"> - Inform topics and focus areas for the PD experience 	<ul style="list-style-type: none"> - Recruits professional learning facilitators - Train PLFs
PLF PLC Opportunities		<ul style="list-style-type: none"> - Host networking spaces for PLFs to debrief/ unpack training experiences - Collect data on PLFs' experiences 	<ul style="list-style-type: none"> - Encourage regular participation from all PLFs

Definitions and Acronyms

- **AIR:** American Institutes for Research
- **ATLAS:** (Accomplished Teaching, Learning and Schools®) ATLAS is a library of authentic video cases showing National Board Certified Teachers at work in the classroom
- **Critical Professional Development (CPD):** A framework, opposite of traditional, top-down professional development, that centers educators as politically-aware individuals who have a stake in teaching and transforming society ([source](#))
- **M2C:** Margins to Center
- **Mentorship:** Guidance provided by someone experienced in the area or context of the support (NBCTs for candidate component support; NBCTs of color for diversity, equity, inclusion, and belonging support)
- **NBCT:** National Board Certified Teacher
- **Network:** Collection of educational institutions supporting teacher candidates *and* participating in M2C, a SEED funded project
- **Partner Site:** Educational institution supporting teacher candidates (i.e.: school district, education service center, university preparation program, etc.)
- **Professional Development:** Sustained and intensive, collaborative, job-embedded, classroom-focused, data-driven, and personalized based on observation or feedback
- **Professional Learning Community (PLC):** A group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students ([source](#))

- **Professional Learning Facilitator (PLF):** The person at each Partner Site responsible for the planning, design, implementation, and evaluation of professional development
- **SEL:** Social-emotional learning
- **ToC:** Teacher of Color

Program Goals and Outcomes

Goal	Outcomes
Improve students' social, emotional, and academic development.	<ul style="list-style-type: none"> ● 80% increase social-emotional learning; ● 80% report their learning environment is safe and inclusive; ● 80% increase academic achievement
Improve teachers' instructional practice.	<ul style="list-style-type: none"> ● Improvement in teaching practice as measured by a valid and reliable tool; ● 90% of teachers report PD leads to changes to practice
Increase the number of highly effective teachers, with a preponderance of teachers of color, pursuing and achieving Board certification as an advanced credential.	<ul style="list-style-type: none"> ● 1,500 teachers pursue National Board Certification; ● 750 ToC pursue certification; ● 90% of ToC submit all four components; ● 70% of ToC achieve certification
Improve retention of teachers of color serving high concentrations of high-needs students.	<ul style="list-style-type: none"> ● 100% of facilitators and mentors are trained in critical mentorship/PD; ● 100% of participating ToC report feeling supported; ● Increase retention of ToC staying in the profession to 90%

Program Participation Criteria

M2C prioritizes targeted support for Partner Sites with established candidate support programming who wish to expand their scale and impact.

Participation Criterion	Requirement
Program Maturity	Partner Site can demonstrate year-to-year growth in candidate recruitment and has an established support plan in place for candidates pursuing certification.
Commitment to Anti-racism	Partner Site can demonstrate a strong commitment to diversity, equity, and inclusion through organization strategy analysis (i.e.: Before and After policy/procedure revision and lessons learned),

	external DEI audit report and action plans, etc.
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Partner Site Needs/Self Assessment

Participating Partner Sites will engage in an onboarding process that includes a workbook completion activity during the planning year. This process allows both the participating site and M2C team to explore the local context and specific program needs.

Program Recruitment Expectations

- Partner Sites must make every effort to ensure that they approach and recruit potential candidates that identify as teachers of color.
- Partner Sites may recruit new candidates throughout the program, but they must ensure that candidates being counted in the 750 ToC cohort fully submit all four components *prior to* the close of SEED Program Year 2.
 - For example, candidates who begin their process at the beginning of Year 2 should submit all four components within the same year **if** the Partner Site includes the candidates in their minimum recruitment number.

M2C Network Strategy and Funding Guidelines

To support the work of M2C, the National Board has been awarded funding through the U.S. Department of Education’s 2022 Supporting Effective Educator Development (SEED) grant program. M2C partners are eligible to receive grant funds to support work aligned to the program strategies.

Strategies Funded by the 2022 SEED Grant

Program Design Element	Funding Plan
National Board Budget	
Affinity Spaces	The National Board will fund the facilitation of affinity spaces.
ATLAS Implementation	The National Board will fund ATLAS licenses for all M2C Partner Sites.
Learning Sessions	The National Board will fund travel, meals, and accommodations for in-person learning sessions.
Partner Site Budgets	

Candidate Recruitment	Partner Site budgets can be used to pay for information sessions and recruitment materials.
Professional Learning Facilitators and Mentors	Partner Site budgets can be used to pay for training and stipends for PLF and Mentors.
Staffing	Partner Site budgets can be used to pay for staffing required for the project

Estimated Budget Allocations for Partner Sites

To ensure equitable distribution of the SEED grant funds, Partner Sites will declare a minimum number of candidates to be supported over the two-year program period. Funding will be awarded based on a tiered system so that all sites have a sufficient amount to engage in their program expansion plans.

Estimated Budget Allocations Table

Funding Tier	Year 1	Year 2	Year 3	Total
1 < 100 candidates	\$50,000	\$125,000	\$125,000	\$300,000
2 100 - 200 candidates	\$50,000	\$175,000	\$175,000	\$400,000
3 201 - 300 candidates	\$50,000	\$225,000	\$225,000	\$500,000
4 > 300 candidates	\$50,000	\$275,000	\$275,000	\$600,000

Partner Match Funds

Throughout the life of the grant, each program Partner Site that is selected to participate will provide their own matching funding to meet some of their needs related to this project, as required by the US Department of Education. These costs include staffing for effective project implementation. Depending on the location and existing conditions, some locations may also cover costs associated with candidate fees for the certification process, support costs related to professional learning programming, and/or salary supplements for NBCTs. This funding match is designed to support program investment during the project and to promote sustainability beyond the project grant period. The National Board team will work with the Partner Site

organizations to determine how to leverage existing budgeting to determine match funds. Match funds are 25% calculated based on the total operating budget (TOB) [federal award + match funds = TOB]. Partner Sites may request a reduction in awarded funds to accommodate local match ability.

Funding Tier	Federal Award	Match Funds	Total Operating Budget
1 < 100 candidates	\$300,000	\$100,000	\$400,000
2 100 - 200 candidates	\$400,000	\$135,000	\$535,000
3 201 - 300 candidates	\$500,000	\$168,000	\$668,000
4 > 300 candidates	\$600,000	\$200,000	\$800,000

Use of Funds (Allowable and Unallowable)

The National Board will serve as a subcontractor for this grant. To ensure we are good stewards of federal funds and that our spending is aligned to the project goals, the National Board team will work with Partner Sites to approve and amend site budgets. You can expect more details on budgeting and invoicing during the onboarding and project launch process. A non-exhaustive list of allowable and unallowable costs may be found [here](#).

Network Testing and Implementation

Upon completion of the planning in September 2023, there will be two types of learning sessions, Network Convenings and Mentor Webinars, that happen during the program years. Network Convenings, face-to-face 2.5 day meetings that bring together Partner Sites, mentors, and expert faculty to exchange ideas and share learnings, will happen four times over the two-year program. Mentors will attend Network Convenings and Mentor Webinars. Mentor Webinars are 60-minute webinars that happen during the Action Period to prepare mentors to engage with ToCs as they complete four components over the course of the program.

Action Periods

Between Network Convenings, sites will engage in Action Periods, the time of maximal testing, learning, and improvement in each site. The National Board's goals during the Action Periods are to support teams in their teacher development work, build collaboration and shared learning, and assess progress. During the Action Period, Partner Sites can expect the following supports:

Monthly Reflection and Reporting Process: The National Board has developed a monthly reflection and reporting process to collect and review progress on tasks from each participating site. The Site Project Manager will be responsible for the completion of these reports via a web-based data and reporting platform. The National Board team will review each report monthly to provide feedback to teams. These reports serve as a checkpoint for teams to reflect on their progress, interpret data, and make informed decisions about next steps.

Measurement and Analytic Support: Intricately tied to the monthly reflection and reporting process, the National Board is finalizing a network-wide system of measures to help sites track and assess progress within their sites and across the network. To support sites' ability to assess progress and make informed decisions, the National Board team will provide sites assistance to develop customized goals and measures that are aligned with the network aim but take into account site-specific variation; share methods and tools for the collection of data; and offer training and support in interpreting and utilizing data to inform day-to-day practices, planning, and strategy.

Partner Site Check-In: Every other month for 30-60 minutes, Partner Sites will have individual meetings with the Director to address progress, roadblocks, and strategic support. Sites will meet monthly with the Grants team for budget updates.

Network Check-In: SEED team members will participate in quarterly, ninety-minute Network Check-Ins in the form of a webinar. The webinars will cover different topics within the various areas of work. These calls are led by National Board staff and M2C Design Team faculty and feature many opportunities to highlight the successes and learning of the teams in the network.

Mentor and PLF Webinars: Mentors and PLFs will participate in monthly webinars that will be one-hour. The webinars will be opportunities for reflection, feedback, and cover different topics within the various areas of work. These calls are led by National Board staff and Design Team faculty and feature many opportunities to highlight the successes and learning of the ToCs.

Slack Workspace: Between meetings and calls, teams will share their work on a shared electronic workspace. The Slack workspace will be housed within National Board’s domain as a private area where teams can access project resources, report measures, and share their work.

Network Schedule

Dates for Kickoff Meetings, Network Convenings, and Action Periods are included below. Locations for meetings will be chosen by the National Board. Kickoff meetings will be virtual.

Planning Period		Program Year 1		Program Year 2	
June 2023 Virtual	Design Team Kickoff	October 2023 Virtual	Network Convening	November 2024 Virtual	Network Check-In
		Action Period		Action Period	
July 2023 Virtual	Network Kickoff	December 2023 Virtual	Network Check-In	February 2025 In Person	Network Convening
		Action Period		Action Period	
		February 2024 In Person	Network Convening	April 2025 Virtual	Network Check-In
		Action Period		Action Period	
		April 2024 Virtual	Network Check-In	June 2025 Virtual	Network Check-In
		Action Period		Action Period	
		June 2024 Virtual	Network Check-In	July 2025 In Person	Network CELEBRATION
		Action Period		Action Period	
		September 2024 In Person	Network Convening	September 2025 Virtual	Final Network Check-In

Meeting Structures

Participating Partner Sites agree to engage in regular connection opportunities as follows:

Meeting Type	Dates / Frequency
Network Convenings (in person)	Twice per program year (2.5 days)
Partner Site Check-in (virtual)	Monthly (30-60 minutes)
All Network Check-in (virtual)	About once per quarter (90 minutes)
Mentor Webinar (virtual)	Monthly (60 minutes)
Partner Site Visit (in person)	As needed

Evaluation Overview

In partnership with the American Institutes for Research (AIR), National Board will use a variety of data sources to evaluate key research questions related to the identified goals and outcomes. We will also engage in regular progress monitoring with Partner Sites. Partner Sites agree to support the program evaluation process, which assists National Board in determining emerging best practices for dissemination to the K-12 education community.

IRB Process

As part of the federal grant and quality research standards, AIR will receive IRB approval for research and evaluation. Partner Sites agree to inform the Margins to Center team of any locally-required IRB processes needed for participation in the SEED project.

Data Collection

To meet the needs of the program evaluation, AIR will need access to data directly related to the identified research questions. This data will include:

Student Data

- District demographic and achievement data for students in grades 3-8 in 2023–24 and 2024–25
- Student responses to social emotional survey instruments administered by AIR

Classroom Observations

- Video recordings for intervention and comparison teachers

Administrative Data

- Teacher demographic data
- Employment records for intervention and comparison teachers in grades K-12 to determine retention
- Names and contact information for intervention and comparison teachers for teacher surveys, interviews and focus groups in 2023-24 and 2024-25

Program Reporting

Budget & Finance

As good stewards of public funds, National Board and Partner Sites will keep detailed records of all financial transactions and follow [cost principles](#) established by the US Government and Department of Education. Partner Sites will report monthly expenditures to the M2C team and commit to following the [established process](#) for receipt submission. National Board will submit two reports per year to the Department of Education (annual progress report and interim progress report) as required. Additionally, National Board will engage an external auditor to review expenses, processes, and other financial aspects of the grant.

Program Impact

In partnership with AIR, National Board will report formative and summative data collected and analyzed through various tools (i.e.: surveys, focus groups, public data, etc.).

Roles, Responsibilities, & Expectations

National Board Margins to Center Team

Team Role	Key Responsibilities
Project Director	Lead the development of the professional development program; develop training for Partner Sites; refine program based on feedback from Partner Sites and Design Team; ensure partners receive coaching and improvement support relevant to their needs; and liaise with Partner Site teams and Design Team.
Senior Manager, Grant & Project Management	Work closely with leadership to lead decision making and overall project management; lead analysis of grant spending to ensure on-target spending of funds; responsible for project outcomes and designing and producing learning events.

Senior Associate, Grant & Project Management	Project manage grant, financial recordkeeping, facilitate cross-Partner Site collaboration, and support execution of events.
Senior Manager, Network Learning & Engagement	Primary responsibility for building community among network members, supporting and sharing their ongoing learning, and facilitating the process for curating emerging best practices; implement the engagement and learning strategy for network meetings, partner engagement, and learning events;
Senior Associate, Network Learning & Engagement	Provide administrative support of logistics, operations, and partner collaboration for the network; collaborate with the Senior Manager to implement the strategy for meetings, partner engagements, and events.

National Board Partners

Role	Key Responsibilities
Design Team	Provide overall project guidance on design informed by their expertise in culturally responsible and sustaining professional learning; give feedback for improvement; support dissemination of findings and research.
Partner Sites	Oversight of program implementation; recruit and support PLFs and mentors; capture and share successful or unsuccessful strategy implementations; support data collection and monitoring of progress and outcomes; lead site-based decision making and overall management; connect to key initiatives to develop a sustainability plan.
PLFs and Mentors	Design and facilitate PLCs; make adjustments to facilitation and program implementation based on feedback from teachers and in consultation with district team; mentor teachers to reflect, practice, and improve their practice (may be split depending on number of teachers in the program).
NBCTs of Color	Provide insight on the experience of candidates and NBCTs of color throughout the Board certification process to inform program design; provide advice on program implementation to inform continuous improvement.
Evaluation Partner	Design and conduct impact and formative evaluation studies of the project; report on interim findings for mid-project continuous improvement; write final evaluation report for dissemination.

Partner Site Engagement Expectations

Program Component	Program Expectations
<p>ATLAS Implementation</p>	<p>Objective: ATLAS allows teachers to see and know what effective teaching looks like in order to reach expert levels of practice themselves.</p> <ul style="list-style-type: none"> ● Required for all Partner Sites to implement in a way that best works for its local context ● M2C team will provide PLC protocol options for possible adoption and implementation ● Sites and facilitators will receive ATLAS training from the NBPTS ATLAS team, as well as individual coaching from M2C director as needed for successful implementation ● Minimum PLCs: 10 protocol applications over the course of the program ● Timing: Both program years (2023-2024 and 2024-2025)
<p>Affinity Spaces</p>	<p>Objective: Affinity groups are designed around identity and/or career stage, and high-quality resources that support and strengthen professional learning.</p> <ul style="list-style-type: none"> ● Required for all Partner Sites to make affinity spaces available to candidates of color at minimum through local means or M2C's external partner (NAME) ● Optional for teacher of color candidates to participate ● Minimum sessions: None specified due to optional attendance ● Timing: Both program years (2023-2024 and 2024-2025)
<p>Mentorship</p>	<p>Objective: Mentorship will leverage the experience and expertise of National Board certified educators to provide moral support and individualized guidance for candidates of color.</p> <ul style="list-style-type: none"> ● Required for all Partner Sites to implement in a way that best works for its local context <ul style="list-style-type: none"> ○ Option 1: Engage in local programming and track candidate feedback on the experience ○ Option 2: Engage in M2C's mentorship programming ○ Option 3: Design a local program for program year two implementation ● Optional for teacher of color candidates to participate ● Minimum engagement: <i>TBD</i> ● Timing: Program Year 2 (2024-2025)
<p>Professional Learning Facilitation</p>	<p>Objective: Professional learning facilitators (PLFs) will leverage their expertise to serve in an advisory role to tailor professional development to coach and support teachers of color through</p>

	<p>culturally responsive and sustaining activities.</p> <ul style="list-style-type: none"> • Required for all Partner Sites to engage in local candidate support programming that centers critical professional development experiences and adult learning best practices • Minimum sessions: None specified due to local program design variation • Timing: Both program years (2023-2024 and 2024-2025)
<p>PLF Professional Learning Community</p>	<p>Objective: The professional learning community for PLFs will allow opportunities to debrief and unpack their training experiences with others doing the same work across the network.</p> <ul style="list-style-type: none"> • Required for all Partner Sites to make PLC opportunities available to its mentors and facilitators • Minimum sessions: 80% or 14 webinars - (18 webinars offered total) • Timing: Both program years (2023-2024 and 2024-2025)
<p>In-person Network Convenings</p>	<p>Objective: The network convening experience brings together all Partner Site team members, connected NB staff, and network partners to explore relevant topics and support candidates and candidate programs will use in the months following the event.</p> <ul style="list-style-type: none"> • Required for all Partner Sites to send their project manager at minimum; four spots available • Attendance: all 4 • Timing: Both program years (2023-2024 and 2024-2025)
<p>Virtual Network Check-ins</p>	<p>Objective: These engagement experiences, led by M2C staff & Design Team, cover different topics within the various areas of work and feature many opportunities to highlight the successes and learning of the teams in the network.</p> <ul style="list-style-type: none"> • Required for all Partner Sites to participate (project manager at minimum) • Minimum sessions: 80% or 6 check-ins - (8 virtual check-ins total) • Timing: Both program years (2023-2024 and 2024-2025)
<p>Virtual Partner Site Check-ins (1:1)</p>	<p>Objective: These site-based, individual meetings with the Director and Grants Team are designed to address progress, roadblocks, strategic, and budgetary support.</p> <ul style="list-style-type: none"> • Required for all Partner Sites; project manager at minimum • Frequency: Monthly (or bimonthly for sites that do not need monthly touchpoints) • Attendance: all 12 • Timing: Both program years (2023-2024 and 2024-2025)

Project Team Makeup

The following roles are required as part of the SEED project participation. Any additional roles may be added at the Partner Site's discretion.

Project Role	Core Responsibilities
Senior Project Sponsor	<ul style="list-style-type: none"> ● Sets the vision and strategy for SEED initiatives ● Commits to ensuring that the SEED project is sufficiently resourced ● Leads the project team toward project outcomes and commits to eliminating barriers to progress ● Makes executive-level decisions related to the program
Site Project Manager	<ul style="list-style-type: none"> ● Serves as primary point of contact with the M2C SEED team ● Leads and project manages SEED within the organization ● Coordinates across organization and various teams to implement the project and achieve outcomes ● Leads and plans internal meetings related to SEED
Professional Learning Lead	<ul style="list-style-type: none"> ● Provides critical input and feedback in the planning, execution, and program evaluation stages ● Reports on specific PD needs, accounting for local context
Data Lead	<ul style="list-style-type: none"> ● Supports the Project Manager in data collection and reporting ● Provides guidance related to data actions and perspective

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