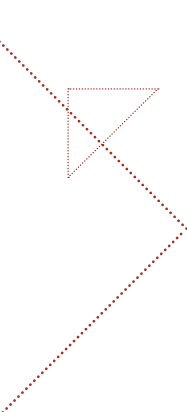


Developing Effective Communities of Practice Using the National Board Certification Process

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Executive Summary

Improving learning in the lowest performing schools in our nation is an endeavor that is at once extremely challenging, complicated, and essential. Understanding the conditions under which instructional practice improves in our nation's lowest performing schools is critical. The opportunity to examine whole school professional development programs that were inspired by and connected to the National Board for Professional Teaching Standards certification process offers an opportunity to examine whether or not the National Board (NB) certification process can lead to improved instructional practice school-wide. This principal interview study—conducted in 10 predominately low-performing schools with high proportions of high-need students—indicates that the use of the NB certification process, as implemented by these principals, appears to have had a significant impact on the teaching community and the manner in which teaching occurs in these schools.

This report documents the findings from 10 schools located in eight different states that pursued NB certification with their teaching staff during 2010–2012. The study offers insights into the conditions under which the NB certification process can become a mechanism for building a professional community where together teachers learn how to improve instruction to better serve the strengths, interests, and needs of their students.

The National Board for Professional Teaching Standards

The National Board for Professional Teaching Standards (NBPTS) is a nonprofit organization formed in 1987 to advance the quality of teaching and learning in our nation by developing professional standards for accomplished teaching and by creating a voluntary system to certify teachers who meet those standards (<http://www.nbpts.org/who-we-are>). The organization's vision for accomplished teaching is set forth in five core propositions, which are:

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities.

This study documents what happened in schools—particularly schools that were low-performing and served high-need populations of students—when the principal involved the teaching staff in pursuing National Board certification as an instructional improvement strategy.

Pursuing National Board Certification as a Mechanism for School Improvement

In 2005, the NBPTS launched a program called *Take One!* This program was designed as a way to acquaint teachers with the NB certification process and help teachers understand how to apply and recognize the professional teaching standards in their own practice. The introduction of *Take One!* provided a way for teachers to experience the NB portfolio certification process by preparing and submitting one video portfolio entry to the NBPTS for scoring (National Board for Professional Teaching Standards, 2013). For schools interested in using the NB certification process as a school-wide strategy for instructional improvement, *Take One!* provided a way for teaching staff to engage in the NB certification process without incurring the total expense of \$2,400 per teacher for full candidacy or the significant time commitment involved in preparing a full NB portfolio, which requires four portfolio entries and six assessment exercises. In 2012, NBPTS was aware of 19 schools located across the country that were using NB certification, and in many cases the *Take One!* program, as a strategy for instructional improvement in the school. At the time, it was unknown what pursuing NB certification as whole school process meant for a school, particularly schools with chronically low student achievement.

While the NBPTS touted the individual benefits of participating in *Take One!*, less was known about the school-wide effects of pursuing NB certification. The individual benefits of participation included:

- learning the National Board’s five core propositions of what teachers should know and be able to do;
- reflecting on classroom instructional practices within the context of national teaching standards;
- learning how the certification process works;
- submitting an entry to NB to have it scored;
- receiving feedback on the quality of one’s own teaching; and
- gaining a head start toward full candidacy.

Little, however, was known about the institutional effect of having a large group of teachers from the same school participate in the Take One! program. The impetus for this study grew out of the combination of, on the one hand, realizing that some schools were choosing to use the Take One! program as a school-wide approach to professional development and, on the other hand, a strong desire to understand what happens to the institutional learning conditions for teachers in these schools as a result of participating in the Take One! program with their colleagues.¹

¹NBPTS has revised its certification process to remove barriers to participating in the process effective in 2014–15. As part of this revision process Take One! will no longer be available for potential candidates. See <http://www.nbpts.org/future-revision-national-board-certification>.

Study Overview

We have organized this study into three sections. The first section, *The Purpose of the Research*, provides an explanation of the study's purpose, the sample, data collection, and methods. The second section, *Learning From Schools That Used Take One!*, provides a discussion of the themes that emerged from our data analysis. Finally, the third section, *Synopses of Building School Cultures for Instructional Improvement*, provides miniature case studies of five different schools that used the National Board Certification process as a year-long, school-wide approach to teacher professional development, instructional improvement, and what happened as a result of their collective National Board work.

The Purpose of the Research

This research project started with several premises: 1) Improving the climate for teachers' collective learning and reflection is an essential foundation on which to build instructional improvement within a school; 2) Schools engaged in pursuing National Board Certification for large numbers of teachers are seriously committed to improving teaching and student learning, and are likely to strengthen the adult learning environment in the process; and 3) Pursuing National Board Certification improves instruction (e.g., Cavalluzzo, 2004; Clotfelter, Ladd, & Vigdor, 2007; Vandervoort, Amrein-Beardsley, Berliner, 2004). From our own work with the National Board's Take One! option through the National Board Resource Center at Stanford University, our hypothesis was that clustering teachers within a school site to pursue NB certification (or just Take One!) would increase teacher learning and improve instructional practice. Consequently, our study asked:

1. In what ways do schools use Take One! to develop a common conception of good teaching among a group of teachers?
2. How are teachers supported to create a National Board portfolio entry?
3. What changes occurred among the participating teachers as a result of participating in Take One!?
4. How, if at all, does a community of practice get established in these schools?
5. What, if any, other changes occurred within the school?

Data Collection and Methods

Our study sample was drawn from a group of 19 schools identified by the National Board for Professional Teaching Standards (NBPTS) that had used the Take One! program to improve instruction within an entire school or, in the case of a large high school, an entire department. From this list of 19 schools, we ultimately selected 10 schools, located in eight different states, to conduct an interview study. The 10 schools were selected based on the following criteria: 1) diverse population of students and/or high minority student populations, 2) improved student test score data following the school's use of the Take One! program, and 3) willingness of school administrators to participate in the interview study. Each school used the Take One! program with its entire teaching staff.

Using a structured interview protocol, we interviewed principals from each of the 10 schools. In some cases, district administrators, instructional coaches, or teachers

participated in the interview as well. The interview protocol asked questions about the school type, its student population, the level of experience of its teacher workforce (including the number of NB certified teachers on staff), and the nature of teacher collaboration at the school prior to participating in Take One!. In addition, interviewees were asked about the impetus for introducing Take One! into the school, how many teachers participated in the National Board certification work, who supported the teachers' work, and the manner in which teachers collaborated during the Take One! professional development sessions. The original data we collected for this study were limited to principal interviews; all other data used are publicly available on school district websites.

As part of our data analysis, descriptions of how the Take One! program was used in each school were created. Section three, *Synopses of Building School Cultures for Instructional Improvement*, describes the manner in which Take One! was used within five of these schools and to what effect. Each school synopsis identifies the roles of the individuals who participated in the interview and documents their perceptions of how the adult learning environment within the school was affected as a result of engaging the teaching staff in the National Board Certification process. After documenting the school experiences with National Board certification, we conducted a cross-school case analysis, which revealed several themes described in the next section.

Learning From Schools That Used Take One!

The five schools that we feature in this report had the most impressive results at the end of their Take One! experience in terms of positive changes they observed in the professional culture of the school, in the depth and breadth of teacher collaboration, and in gains on state student achievement measures. An overview of the school demographics is described in Table 1.

As the chart shows, four of the five schools are elementary schools. All but one school had a relatively experienced teaching staff and all but one school had relatively high proportions of students who were low income, non-White, and/or were not native English speakers. Table 2 shows these schools share two other significant features: all but one school had at least one NBCT on staff prior to initiating the Take One! work, and the principal in each school participated in the Take One! program and submitted a certification entry along with the teachers.

Table 1: School Contexts in 2011–12

School	Student population	Teacher's average years of teaching	Principal's tenure at school	Student demographics
Monitor Elementary	740	10	5 years	70% FRL* 60% ELL** 60% Non-White
Stonewall Tell Elementary	900	12	~13 years	58% FRL* 98% Black 0% ELL
Julius Corsini Elementary	1,000	5	2 years	98% FRL* 90% Hispanic
Joshua Tree Elementary	354	8	2 years	96% FRL* 75% White 23% Hispanic
University HS Academy	312	10	4 years	93% Black

* FRL = percentage of students that qualify for the free and reduced lunch program

** ELL = English Language Learners

Table 2: Experience With NBPTS

School	# of NBCT's on staff at outset	Was principal an NBCT?	Principal submits a portfolio entry?
Monitor Elementary	4	No	Yes
Stonewall Tell Elementary	2	No	Yes
Julius Corsini Elementary	1 (Principal)	Yes	Yes
Joshua Tree Elementary	2	Yes	Yes
University HS Academy	0	No	Yes

Starting Points for Using Take One!

In addition to the context features already described, these schools shared several other important characteristics. Each school principal expressed dissatisfaction with the quality and extent of teacher collaboration at the school site. Each principal saw Take One! as a potential antidote to teacher isolation or to the limited collegiality that existed among some staff, whereby teachers were nice to one another and shared instructional materials but did not actually challenge each other to examine their assumptions about students or the efficacy of their teaching practices. In addition, several of the schools had histories of high teacher turnover and/or principals with very short tenures.

All principals reported learning about the National Board's Take One! program from someone whom the principal knew, often quite well. Two of these principals were themselves NBCTs. In several instances, NBCTs on staff urged the school to participate in Take One! or to learn more about the NB certification process. In other cases, a representative from NBPTS contacted the principal to personally encourage the school to participate in the Take One! program. The strength of the principals' personal relationships with someone who was knowledgeable about the National Board process may have been a critical factor in deciding to explore NB certification with school staff.

The Principal's Role in Modeling and Promoting Learning

Principals played a significant role in bringing the Take One! program into the school, engaging the entire teaching staff in the program and communicating the value of the program's potential to improve outcomes for students. Each principal reported seeing the Take One! program as a way to build strong, collaborative work environments for teachers. Principals named two common reasons for participating in the Take One! program: 1) their desire to build strong professional learning communities in their schools where teachers would reflect on their own practice and push one another to examine their teaching practices more deeply and 2) their value for professional development that is well integrated into teachers' actual work in the classroom. These principals valued the high standards of teaching practice that the NBPTS stands for, and they saw the Take One! program as a way to introduce those high standards of practice into their own school communities. Each one of these principals reported believing that teacher collaboration is essential for creating the kind of school where student learning can continually improve, where effective teachers will want to come and teach, and where they will stay.

These principals practiced a participatory style of leadership. They believed in the importance of seeking out teachers' perspectives and winning teacher endorsement for professional development initiatives before embarking upon them. This style of leadership may well have contributed to the ultimate success that these schools

experienced through the Take One! program. Because Take One! requires significant work on the part of teachers, a high level of teacher engagement, commitment to the work, and interest in its aims is critical for the success of this program. As participatory leaders, these principals recognized the value of participating in the process themselves. All five principals submitted a National Board entry with their teachers. Through their participation in the process, principals subjected their own work to the same level of public scrutiny as the teachers did. Presumably, principals' serious participation in this process helped to build trust between teachers and administrators at the school, contributed to developing conditions at the site in which risk-taking was expected and supported, and developed firsthand understanding of what was involved for teachers as they participated in the National Board certification process as well as what could be gained through participating in this learning experience.

Establishing a Shared Understanding of Purpose

In each school, the principal made sure that teachers understood the Take One! process and were committed to making it successful. One school went so far as to have the staff spend a full year studying the NB Professional Teaching Standards before they began Take One! In another school, teachers started on the process just before the school year began. Because of the deliberate way in which school leaders went about building an understanding of the reason why the school was going to participate in Take One!, nearly every teacher participated in every school. Exceptions were made in some schools for very new teachers. But, in one school, coaches who worked with new teachers figured out a way to integrate Take One! into the prescribed program of induction—with much success. In another school, the staff collectively identified a student learning challenge—learning English—which they saw as critical for improving overall student learning outcomes. Therefore, this staff decided to work on the same certificate area, English as a New Language.

Assembling and Managing the Needed Resources to Support Learning

Another important role that these principals assumed was to assemble and manage the resources that were necessary to make Take One! a success. These principals were resourceful; they planned ahead and sustained the school's focus on examining instruction and its effects on student learning in order to learn how to better serve the strengths, interests, and needs of their students. In our data analysis, four resources emerged that seemed to contribute to the school's successful experiences. These were: funds to pay for the certification fees, time in which to do the work, a sustained institutional focus on this particular work, and access to knowledgeable support providers who were available to work with the staff.

Finding funding

Each principal sought out funds to support teachers through this process. In three schools, the principal contacted NBPTS and arranged funding through the Targeted High Needs Initiative. This initiative covers the full fee of \$395 per teacher less \$100, which is paid to a support provider. In two schools, the principal and/or district personnel used Title I money or other grants to pay candidate costs.

Making time

Each principal set aside large blocks of already scheduled professional development time for teachers to engage in this work. In most cases, this was regularly scheduled time each week over several months. Two schools provided paid professional development time on Saturdays and/or during the summer before the start of school. In three schools, teachers also reported using a significant amount of personal time to complete their portfolio entry.

Making the work a priority

In every school, principals made Take One! the priority work for the year. Principals made sure that teachers were not asked to take on other projects or professional development work. And, because principals participated in the work of preparing an entry alongside the teachers, they were well aware of the necessary time commitment.

Identifying and assigning knowledgeable support providers

Each principal understood the importance of having knowledgeable support providers available to coach and guide teachers through this process. In two of these schools, the principals had become NBCTs when they were in the classroom, and in these two schools, the principals provided most of the support. In another pair of schools, much of the support came from NBCTs already on the staff. In one of the five schools, a district administrator planned a year in advance to develop local support: this administrator arranged for herself and several teacher leaders to go through Take One! the year before the school site did. This same administrator also recruited other NBCTs from surrounding districts to help support teachers in this school when they began Take One!

Organizing Teachers' Work and Using NBPTS Resources

At each school, the principals also paid attention to how the resources they had assembled were used. The *Take One Participant Handbook* helped frame the structure of the work in some of the schools. In others, the guiding questions for the NB entries along with the five core propositions framed the teacher inquiry. Thus, the work at each school was similarly organized. There was time early in the year for teachers to learn about the standards and the requirements for their entry with their colleagues. In addition, teachers were organized into teams to plan entries, prepare and analyze videos, as well as to read and critique commentaries of their teaching.

The Effects of Participating

At the end of the Take One! experience, each of the principals interviewed cited positive changes that had occurred in their school. The positive changes they identified were: creating a safe and satisfying environment for teacher learning, increasing teachers' ability to see the relationship between their instruction and students' learning, strengthening teachers' assessment skills, and refining their own teacher evaluation practices. All five case study principals also pointed to improved student learning—in the form of more engaged students and, in three of the five schools including the two lowest performing schools, improved student test scores. For instance, principals reported fewer students were retained to repeat the same grade level. They also described ways that teachers provided better outreach to parents and were more successful in getting parents to participate in the school. Although none of these schools began this work as a quick fix for low student achievement, each principal credited their work with Take One! as a factor in strengthening or sustaining the level of student achievement in their schools.

Creating a safe and satisfying environment for teacher learning

At these schools, teachers stressed that it was important to build a safe and open environment for learning to happen. This was especially true where the type and level of collaboration had formerly been superficial or non-existent. In schools, a visible turning point in the work occurred when teachers began to take charge of the instructional conversations. Over time, support providers (in two of the schools, the support providers were the principals) observed that teachers assumed more and more of the responsibility for leading the instructional conversations and giving one another feedback. One principal talked about how teachers wanted to look more closely at their colleagues' teaching and so colleagues began visiting each other's classrooms. Another described teachers as more focused when they talked together about students' needs and said teachers were now able to present a strong rationale for instructional changes they planned. Overall, teachers in these schools were described as feeling more inclined to push each other to try new instructional approaches when old ones didn't work, more empowered to take charge of instructional decisions, and less tolerant of colleagues who did not connect student learning outcomes to teaching decisions. In the words of one administrator, "Collective accountability became something that had to be taken seriously."

Perhaps as a byproduct of teachers' increased professional authority and confidence, they expressed enormous satisfaction with the opportunities to learn and collaborate that Take One! provided. Teachers also found that they were afforded more status in the broader educational community. For instance, in one school that had been very low achieving and had high teacher turnover, teachers from that site became highly sought after to lead professional development in other district schools. Also, when

budget constraints forced some teachers from this school to lose their jobs, they were quickly re-hired by other schools.

Increasing the quality and frequency of teacher reflection

The most commonly mentioned teacher change was adopting “a reflective stance” toward teaching. What principals meant by the phrase *teacher reflection* was the teacher’s practice of examining the relationship between instruction and student learning. One principal said that she now routinely saw teachers push one another to justify reasons for their instructional choices. Another said that she observed more discussion about the efficacy of particular instructional strategies—such as the success of grouping strategies to achieve particular instructional goals. A district administrator said, “I have never heard teachers engage in this kind of deep reflection before.” This observation applied to individuals’ reflections as well as to teachers’ collective reflection on the relationship between teaching and learning.

Strengthening teachers’ assessment skills

Another significant change occurred in the ways teachers made sense of student performance data, both formative and summative. Conversations among teachers shifted to focus on the ways teachers were using formative assessments to gather evidence of learning. One of the principals said that the school had always been “data driven,” but now the teachers were more likely to dig deeply into the data and pose explanations for why they got the results they did. Teachers saw connections between their teaching and student learning. Levels of complacency about student work, once deemed “good enough,” have changed according to one principal of a school where previously a low level of student achievement had been acceptable. Perhaps, because of these changes in how teachers understood the relationship between their own teaching and student learning, many principals remarked on the instructional changes that occurred through the Take One! work and commented that teachers’ former tendency to blame students or circumstances for minimal learning had “largely disappeared.”

Refining principals’ teacher evaluation practices

When we asked principals what they had learned about their own instructional leadership as a result of participating in Take One!, they all pointed to ways their approach to teacher evaluation had changed. Principals and teachers alike, we were told, now approached the evaluation process with a learning orientation. In one school, teachers even created their own observation guide for looking at teaching practices based on the National Board Standards. Another principal talked about the change in her own attitude when she evaluated teachers. She said that she approached the evaluation with a responsibility to provide useful feedback to teachers and to spend more time talking with teachers before and after her observations. She said that she demands teachers provide a solid rationale for their instructional decisions. Another principal said that, because of the increased levels of trust and

openness, there is a greater “willingness to learn together as a staff.” This principal noted that all of the teachers on her staff were in agreement that observing each other teach was a learning experience for both the observer and the observed. According to this principal, the same sensibility carried over to formal evaluations. In yet another school, the principal got permission from the district and the union to pilot an alternative approach to teacher evaluation that relied upon creating records of teaching and having instructional conversations in a manner analogous to the NB certification process. Across all of the principals’ reflections, a value for identifying effective teaching seemed to be present. One principal articulated the sentiment this way: “Observing a classroom is different when you are looking for evidence of good teaching than when you are just looking at a teacher working.” Through the Take One! experience, all participants seemed to have sharpened their observation skills and deepened their understanding of what good teaching looks like and can do for children.

Conclusion

The schools that we have studied provide compelling evidence that using Take One! as these principals did can transform the professional culture of a school. The evidence also suggests that the schools we studied improved on standardized measures of student achievement without making “raising test scores” the focus of their work. Learning about the National Board Professional Teaching Standards, through a structured process such as Take One!, can provide an approach for examining teaching practices within a school and the effects of instruction on student learning. In the schools we studied, we saw that changes occurred over time, through concerted effort, and with steady and mutual commitment from teachers and school administrators at both the district and site level.

Our recommendations for other schools that intend to use the National Board certification process to strengthen their school culture of adult learning in order to improve instruction for all students are as follows:

1. Understand that learning to recognize and enact the core propositions of accomplished teaching that the National Board Professional Teaching Standards articulates and measures through its certification process is the essence of the work.
2. Realize this learning work requires steadfast, persistent effort over time by all members of the community.
3. Ensure that teachers understand the purpose of the work and its demands. Expect and support teachers to commit to this work.
4. Provide the necessary resources (e.g., money, dedicated time, knowledgeable support providers) for doing the work and establish structures that enable learning.
5. Maintain a sustained focus on this work by embedding it in teachers’ daily instruction. Do not distract teachers with a myriad of other responsibilities.
6. Learn from others but tailor the work to meet the particular needs in your school.

The results of our interview study indicate that Take One! can be a powerful tool for creating better teachers and stronger learning communities. This initial, exploratory study of how whole schools used the National Board certification process to develop a school-wide conception of good teaching and to establish a community of instructional practice raised additional questions for further study. For example, how do

teachers in these under-performing schools learn how to improve their instructional practice? What, specifically, do they do that shifts their teaching? How, if at all, do principals in these schools learn how to support teachers' continuous instructional improvement? And what is the role of the National Board Support Provider in stimulating or supporting the changes teachers make to their instruction and principals make in their approach to leadership?

Synopses of Building School Cultures for Instructional Improvement:

Mini-Case Studies

Monitor Elementary School

Springdale, Arkansas

Interview with Maribel Childress, Principal

Monitor Elementary School is a suburban school located in the northwestern part of the state of Arkansas in the town of Springdale. It serves 740 students from pre-K to Grade 5. The school opened in 2007 in a rapidly growing area of the state. The majority (70%) of students qualify for free and reduced price lunches. Most students are either Hispanic (45%) or White (40%), and 60% of the students are English language learners. Of those, two thirds speak Spanish as their first language. The rest speak Marshallese. Achievement on standardized tests has steadily improved since the school's opening.

The school's principal, Maribel Childress, and an assistant principal direct the daily operations at the site. At the time the school created their Take One! entries, there were 47 certificated staff at the school, of whom 31 were classroom teachers. There was a wide span of experience levels among the teachers although none of them was a new teacher. The least experienced teacher at the school had been practicing for 2 years and the most senior teacher for 28 years. The average experience level on the staff was about 10 years. Teacher turnover is low; most teachers who leave do so for family reasons or relocation of a spouse. Seventy-five percent of the teachers who were at the school when it opened are still there. This is a school where teachers want to teach and want to stay.

The school's principal has been a participant in the Arkansas Master Principal Institute that works to advance and support educational leadership and to develop high performing learning communities throughout Arkansas. The National Board for Professional Teaching Standards has been a collaborating partner in the work of the institute. Working with NBPTS staff, Ms. Childress learned about Take One! as a strategy for engaging teachers in work that would help them understand common features of good teaching practice and build upon these features to create a professional community of practice. She decided that this was a way to change professional relationships among her teachers; she promoted the idea with her staff and eventually built consensus that this should be their professional development work for the 2010–2011 school year. Ms. Childress did not expect that Take One! would

be a vehicle for improving test scores since those were not problematic. First and foremost, Take One! was seen as a way to create a new kind of professional community that would focus conversations among teachers on children's learning needs and the teaching practices that could help students advance both academically and socially.

Before Take One!, the teachers at Monitor were a very collegial group who got along well with one another and were committed to improving learning outcomes for their students. However, deep collaboration of the kind that involved looking at one another's teaching practices, examining student work, and making sense of the kinds of assessment data they had was not a feature of teachers' collaborative work. Inspired by a highly committed leader, the teachers agreed that building a more collaborative community and becoming more reflective teachers were important goals to cultivate at this young school.

Knowledge about the National Board was already fairly high among staff members even before Ms. Childress brought up the idea of using Take One! as their professional development work. There were eight NBCTs on staff at the time the school chose Take One! as a way to strengthen their collaborative work. These NBCTs agreed to support the work of their colleagues to create one National Board entry, although none of them had specific training or had provided candidate support in the past. Indeed, none had led professional development before.

The entire staff began their work by creating a backwards map to help them plan a schedule for the learning and work they needed to do. Then, they worked in smaller groups, both during allotted professional development time and on their own time as needed. Each teacher chose a certificate area based on the primary focus of her teaching, and three groups worked on Early Childhood, Middle Childhood, or Literacy certificates. The teachers all used the portfolio instructions and NBPTS documents to learn about preparing a National Board entry. They also used the National Board's Participant Handbook to help them with each step of creating their entry. The small group work helped them learn to offer constructive criticism of each other's practice and to become more analytical about the artifacts of teaching they presented. Watching videotapes of their own teaching with each other helped them to understand what the National Board standards look like in action and to adjust their teaching to align to these standards.

Teachers, 28 in total, along with the principal and vice principal worked on preparing an entry and, of those, 18 submitted a finished entry. Those who deferred submission continued to work on submitting entries. Of the 18 teachers who submitted NB entries in 2011, 14 achieved scores of 2.75 or higher. As of 2014, Monitor Elementary had 17 NBCTs on staff. The significant number of teachers who pursued full certification may not be attributed entirely to Take One!. NBCTs in Arkansas receive an annual stipend of \$5,000 for 5 years after certifying and 6% of the teacher population in the state are NBCTs.

Unlike in some schools where we interviewed, teachers at Monitor were able to integrate their Take One! work into their regular classroom work and did not experience Take One! as a distraction from their normal teaching routines. Teachers used the portfolio development process to look more carefully at what students were actually doing in response to their teaching.

One complaint that some teachers had was about the level of difficulty of the generalist portfolio entry. This entry requires teachers to present and analyze an integrated lesson where math is used as a tool for making sense of a topic in science. This entry presents challenges to elementary teachers who are full candidates, as well. The difficulty is commonly thought to stem from the lack of emphasis placed on teaching science in elementary school. Those teachers have since elected to change certificate areas as they work toward full certification.

In general, teachers praised the quality of professional development they received in Take One!. They universally agreed that this was the best professional development work they had done. They liked working on improving teaching as a whole staff. One teacher noted that, “It felt very safe to work on this together because we were all sharing the same level of risk.” The goal of increasing teachers’ ability to connect their instruction to evidence of student learning was certainly met at Monitor, and there were marked changes in how teachers collaborated. The principal observed these changes and recommended Take One! as rigorous professional development. She said, “This was the deepest level of reflection I have ever seen teachers do.”

Even though the goal of Take One! at Monitor had not been to improve test scores, the principal commented that the school continued to increase the number of students who were classified as advanced or proficient on exams. However, no one has deconstructed these scores to see if previously low-achieving students have improved.

In addition to having an impact on teaching practice, the principal noted that Take One! work has had an impact on the way that she conducts evaluations of teachers at the school. She said that she spends much more time talking to teachers both before and after her observations and demands that they present a solid rationale for their choices about instructional decisions. “I don’t let things slide anymore,” she said. “I make sure we all have good reasons for everything we do!”

Stonewall Tell Elementary School

Fulton County, Georgia

Interview with Shannon Flounnory, Principal

Stonewall Tell Elementary School is a suburban school in Fulton County, Georgia just outside of Atlanta serving 900 students from kindergarten through Grade 5. At the time the school used Take One! for professional development there were 1150 students, including 250 students who were bussed in from surrounding areas to relieve overcrowding in nearby schools. New schools have been built since 2008 so the school is now at its intended capacity. Ninety-eight percent of the students are African American; 58% receive free/reduced price lunch. All students speak English as their first language.

Shannon Flounnory, a principal with 13 years of experience leading schools, was faced with a daunting challenge at the end of the 2007 school year. He was told that he would need to accommodate 250 additional students along with 16 new teachers at the school in the fall. He needed to not only ensure that the new students could be accommodated in the school but also find a way to build a cohesive staff that could work together even if it would only be for a short time. He also wanted to give both his existing staff and those who would be joining the school the kind of professional development opportunities that would help them grow as teachers.

A pre-existing challenge at the school was the nature of professional collaboration among teachers. The Professional Learning Communities that they had been working to establish had not been very successful. Mr. Flounnory talked about conversations among teachers that involved looking at student achievement and student work and then just “blaming the kids.” There was also a level of fear about being open about the connections between teaching and learning. Often, when teachers looked at student work as a group, there was a tendency to take student failures personally and become defensive rather than to explore ways to improve practice. The principal spent a lot of time trying to push for deeper conversations that might uncover causes of student failures, as well as successes, but sometimes he just walked away frustrated from the conversation. In addition, a lot of professional development time was previously spent trying to make sense of “district mandated stuff.”

A teacher leader and NBCT on the staff, Elletta Denson, encouraged Mr. Flounnory to explore using Take One! as the professional development for the entire staff. Even though the additional teachers would only be there a few years, this was a way to improve teaching for all of them and would enable the temporary teachers at Stonewall Tell to leave as better teachers than when they arrived. Mr. Flounnory liked the idea, but he had a strong belief that teachers needed to select professional develop-

ment that they perceived as appropriate for their own learning needs and for the needs of the school. His task was to convince the teachers that pursuing NB certification was a good idea. He wanted them to “own” the idea.

The approach Mr. Flounnory took built on work that the staff was already doing—using data to drive change. He asked them to examine data in a different way and try to discover places where they could do better. He helped them to see that while the school data looked good in many ways, there were places where teachers could improve when they looked more closely at student work. Students in Georgia are assigned to one of three levels based on their scores on the state’s standardized tests. Many students at Stonewall Tell fell into the “meets expectations” category, but there were few students in the “exceeds expectations” category. Since it is easy to be content with meeting expectations, it seemed that there was a feeling of complacency among this staff. The staff agreed they probably could do better but that would involve looking carefully at the reasons for student successes and at what aspects of their teaching they could improve. In other words, they needed to reflect more deeply on their role in the outcomes students got. When teachers understood how Take One! could help them examine their teaching and its impact on student learning, they were eager to begin.

In the 2007–2008 school year when the school worked on Take One! entries, there were 71 teachers at the school, plus three full-time administrators. All the teachers (except those working to facilitate their colleagues’ work) and administrators either worked on Take One! entries or pursued full National Board certification. Of the 60 teachers working on Take One!, 40 people submitted entries in 2009.

Dr. Denson, who was the teacher leader behind promoting Take One!, was a Board certified teacher and had supported other candidates for certification before coming to Stonewall Tell. She also had extensive experience in professional development in other areas. Two other teachers at Stonewall Tell agreed to help lead the work with the large staff to support the Take One! process. One was a National Board Certified Teacher (NBCT) in physical education and the other was the data support specialist at Stonewall Tell and an advanced candidate for certification at the time. She is now an NBCT in Early Childhood. These educators worked with their teacher colleagues to design a new way of working on their teaching during the Take One! year.

Their approach to Take One! was job-embedded professional development and highly collaborative. The teachers worked in small groups with the two NBCTs doing most of the facilitating. They used every resource the NBPTS provided. They did a lot of reviewing of videos. This practice led to teachers visiting one another’s classrooms and observing colleagues’ lessons, a practice that has persisted as a result of the work. Teachers reported that one of the best features of the experience was that both the person observing and the person being observed learned

and could talk about how they might each change their teaching as a result of the experience.

The kind of collaborative work teachers engaged in at the school has changed in other ways since Take One!. The professional learning communities (PLCs) they had struggled to create before Take One! took shape and became part of the school culture. Take One! helped frame the norms for PLC work. Now teachers look at student work and achievement and talk a lot about *why* students understand what they do. There is openness and trust about sharing their work. They push one another and are not afraid to be honest about their work. They see more of the big picture than before. Now, when Mr. Flounnory catches people “sleeping” (not engaged in the PLC work), he falls back on what he learned during the Take One! year: He asks very focused questions of teachers about the evidence they have for their assertions regarding a student’s success or failure.

The student achievement levels at the school dipped slightly after Take One!. This happened all across the state as the result of a new testing system. They have since rebounded. More importantly, teachers started looking at success indicators more broadly than they did when they were willing to accept large numbers of students in the “meets expectations” category. It is no longer acceptable to the teachers to have students reach a plateau and stay there.

The school recently adopted a new teacher evaluation system. Many district teachers and administrators had struggled with the existing system. The Stonewall Tell teachers and principal found the new system was consistent with the National Board Standards and were able to embrace the evaluation system as a useful way to improve their teaching.

All teachers agreed they had become better teachers for having participated in the Take One! process, even those who did not receive a passing score on their certification entries. The school now has nine NBCTs, and several more teachers are first time or advanced candidates this year. The teachers receive no financial incentives for becoming Board certified, a fact that Mr. Flounnory finds deeply disturbing. His comment was, “If teachers are so important, why aren’t we paying them for this certification. It is rigorous and asks teachers to show they are really good. We should pay for that!”

Julius Corsini Elementary School

Palm Springs, California

Interview with Kiela Bonelli, Principal in 2007–08

Julius Corsini Elementary School located in Palm Springs, California was a large suburban school serving 1000 students in Grades K-5 at the time the staff began using National Board certification to improve the quality of their teaching. A new school built nearby in 2009 has since reduced the enrollment at Corsini by nearly half.

The principal, Kiela Bonelli, an NBCT in 2000, was a second-year principal at the time Take One! began at Corsini in 2007. When she arrived at the school at the beginning of 2006, Corsini was a school characterized by poor student achievement and high levels of teacher turnover. Each year 75% of the teachers left Corsini and this had been a long-standing pattern. Principals who were assigned to Corsini tended to lead with a top-down approach. There had been little collaborative work among the teachers other than looking at standardized test score data and participating in occasional grade-level meetings. The school had been in Program Improvement for four years. Ms. Bonelli saw an urgent need to improve the professional culture at the school and, at the same time, find a way to improve student achievement.

Corsini is a high poverty school with 98% of students receiving free or reduced price lunch. Most of the students (90%) are Hispanic and 85% are English language learners. Most of the ELLs are second-generation immigrants whose language proficiencies in both English and Spanish were minimal. The level of parent education in the school community was also low; only about 19% of students' parents had high school degrees.

The staff at Corsini at the time they began Take One! were all relatively young compared to staff at other district schools. They had an average of 5.1 years of experience compared to a district average of 12.4 years. Several teachers were probationary and still completing their work for a clear credential through California's Beginning Teacher Support and Assistance (BTSA) program.

In the year prior to beginning work on Take One!, the principal had worked to build a culture of learning focused on what students need rather than looking solely at test score data and trying to raise scores. National Board certification was a logical fit for this group of teachers who were determined to improve their effectiveness with all students. When the work at Corsini began, Take One! was a relatively new strategy for school-wide professional development. The NBPTS Regional Outreach Coordinator suggested this program to Ms. Bonelli, who in turn encouraged her staff to think about participating in either the Take One! program to get started

on National Board certification or to begin candidacy for full NB certification. Each teacher chose the NB path for which he/she felt ready. Of the 43 teachers at the school, 23 elected to do Take One! and 20 began work on submitting a portfolio for full certification. The principal and assistant principal also completed a Take One! entry.

Having already looked at the student needs in the school and hypothesizing what students' needs meant for their own learning needs, the Take One! cohort all decided to do the entry for the English as a New Language certificate.

Because the only NBCT on the staff when they began National Board work was the principal, she supported the entire staff in their candidacies, allocating all of their weekly professional development time from late November until the end of March to work on their entries. In addition, Ms. Bonelli found ways to make smart use of categorical funds (candidate fees and support were paid for using Title I and Economic Impact Aid funds), which allowed her to provide three Saturdays for teachers to work on completing their portfolios and to receive stipends for those days.

Ms. Bonelli pointed out that Take One! as well as full National Board candidacy are job-embedded forms of professional development. As such, she did not feel any need for other kinds of professional development of the sort commonly prescribed for Program Improvement schools. However, what the teachers uncovered about their own teaching had implications for learning that led teachers to select other areas upon which to focus. They integrated these focal areas into their Take One! work. For example, teachers identified two areas in common they wanted to improve. One was teaching writing to their ELLs more effectively and the other was using common teaching strategies to help students learn more efficiently. To that end, once they completed Take One!, they began to learn how to use thinking maps and they used a program called "Write from the Start" to develop better strategies for teaching writing to children who are not fluent in English.

The eight teachers who were still probationary during the Take One! year and working toward completing BTSA requirements also completed a Take One! entry. The coaches who worked with them devised ways to use Take One! to complete the BTSA requirements. Looking at the entry videos was particularly useful for this purpose, according to the teachers who chose this path.

At the end of the Take One! process, all 43 of the teachers submitted Take One! entries and, of those, only three scored less than 2.75 (passing score) on their entry. Five teachers achieved National Board certification that year and the remaining full candidates moved to advanced candidacy. In the years that have followed, the entire staff has committed to becoming National Board certified, a feat that would make them the first such staff in the state. One of their requests to the district when Kiela Bonelli transferred to the feeder middle school nearby was that the new principal would support their goal of full certification by all teachers. The district honored their request.

At the end of the Take One! year the school's API improved by 55 points. The school was one of five in the state to exit Program Improvement that year. The following year it again improved by nearly the same margin. In the ensuing two years, the students' scores have been fairly level, partly the result of the significant change in the school population as a result of nearly half the students and teachers moving to the newly opened school. Nonetheless, when student performance was analyzed, teachers noted that most of their students had moved ahead one or even two performance bands.

The school developed a strong and attractive professional culture. The number of teachers who voluntarily left the school had dropped to nearly zero and good teachers vie for positions there when they open up. The poor economy has adversely affected teachers at Corsini, where mandatory reductions of the teaching force occur frequently. The principal pointed out, however, that now when Corsini teachers lose their jobs for economic reasons, they are quickly hired by other districts because the level of teaching at Corsini is so highly regarded. As individuals, teachers from Corsini became highly sought after to lead work in the district, share their knowledge of programs that have transformed their teaching, serve as mentors, and lead curriculum reforms.

Other indicators of success come from the number of parents who have become involved in the school as partners with teachers, a result that may stem from the National Board's emphasis on building parent–community partnerships. The level of collaboration among teachers at the school has become very high. The teachers, both veterans and novices, universally promoted the idea that “no negativity [is] allowed” at Corsini. Problems that arise have become occasions for seeking solutions. Today, teachers continue to examine the relationship between their teaching and evidence of student learning and to push each other to find evidence of student learning.

The second year after completing Take One! entries, the staff that did not elect to become full candidates decided to do another Take One! round, this time in the generalist certificate areas. Their NB certification work enabled all of Corsini's teachers to engage in ongoing and continuous analysis of and reflection on their teaching practices.

The approach the principal and vice principal used to conduct teacher evaluations changed as a result of the National Board work as well. With permission from the district and the union, they piloted an alternative evaluation method that relies on writing anecdotal records of teaching events and using them in conversation with teachers to identify strengths and needs, in a manner analogous to the analysis and reflection demanded when teachers create entries for the National Board. Ms. Bonelli has continued this practice in her new middle school position. Teachers welcome this approach to evaluation and say that it is helping them to continue changing their practice in a manner similar to what occurred during their National Board work.

Joshua Tree Elementary School

Joshua Tree, California

Interview with Daniele Hunter, Principal

Joshua Tree Elementary School in the Morongo School District serves 354 students in Grades K–6 and a class of 13 severely handicapped students in a pre-kindergarten class. The school population (75% White, 23% Hispanic, and 13% African American) is highly transient. Almost all students (96%) receive free or reduced price lunch. The parent community has low levels of education and many are incarcerated or unable to function as full-time parents.

Daniele Hunter took over as principal in 2007. She was brought into the school at the last minute at the beginning of the school year with two days' notice. The school had been experiencing problems that had not been addressed for a long time. One description of the school was that it was a place where things were hidden that no one wanted to address. The staff was highly discouraged. There was no collaboration at the school and little opportunity for professional learning. The school was in Program Improvement without a plan for professional development.

Ms. Hunter began working with the staff to develop a set of goals for the school and for themselves. The staff worked to create a set of essential questions to use in making decisions about their work. The questions they chose to ask about every decision were: “Will this positively impact learning and character development?” “Will this promote the development of social skills?” and “Will this help students develop a positive attitude about school?”

In her second year, the principal established a structure for building a professional learning community. The question the staff began to explore that year was, “What makes good teaching?” That led Ms. Hunter, an NBCT, to interest her staff in studying the core propositions and the National Board Standards the following year.

Armed with knowledge of the National Board standards, at the end of 2009, the staff voted to use Take One! as their professional development for the following year. The staff's goal was to realize the levels of good teaching as defined by the NBPTS in their own teaching. Despite the fact that the district gave the plan only lukewarm support, the commitment of the staff and the principal was strong. The school secured Targeted High Needs Improvement funds and set aside Title I funds for teachers who wished to pursue full certification.

Six teachers elected to leave the school during the initial reform work. During the Take One! year in 2010–2011, there were 13 regular classroom teachers at the school along with four special needs teachers, a speech and language teacher, and a Title I intervention specialist. The average level of teaching experience was about

eight years. Teacher turnover at the school was relatively stable. Besides the principal, there was one other NBCT at the school who helped facilitate the Take One! work.

The school staff devoted all of their professional development time for the entire year to Take One!. They used the National Board's Participant Handbooks to support them. The work they did the previous year was useful preparation for the small group work they did in their certificate area groups.

Of the 19 teachers who submitted an entry, 13 received scores of 2.75 or higher. Four of those teachers pursued full certification in 2011–2012. The teachers looked at the feedback they received on their NB score reports and used the feedback to think about improving instruction with the whole teaching staff.

Conversations among teachers changed as a result of Take One! Their professional learning communities functioned much better. The work needed less direction from the principal; teachers began to lead the questioning and decided how to find answers. Ms. Hunter noticed that teachers asked each other more questions about student learning, the instruction that promoted the learning, or the reasons that some students did not learn. Discussion about how to teach children with different challenges increased.

Student achievement improved and teachers reported more engaged and enthusiastic students in their classrooms. The school has exited Program Improvement. It has made consistent gains in API scores, reaching their goal of 800 this year. They attribute the achievement gains to the concerted focus on better teaching over the last few years and their use of Take One!.

Ms. Hunter's evaluation strategies with teachers encourage teachers to examine their teaching: The focal question was, "What might I do differently to get better outcomes?" Teachers have become far more concerned with making sure all students learn, and they want feedback from evaluations to help them see how to become more effective teachers.

The focus on better teaching has improved the context for teaching at Joshua Tree in spite of the fact that the challenges at the school have increased, as a result of increased class sizes and fewer teachers. Kindergarten classes, for example, have 32 to 35 students. Nevertheless, the staff have talked about doing a second Take One! entry in the next few years.

University High School

Southfield, Michigan

Interviews with Marcia Williams, Principal, and Lynda Wood, Associate Superintendent for Instruction, Southfield School District

University High School is a small high school established in 2008 in the suburban district of Southfield, Michigan located just outside of Detroit. There are about 312 students in the school, 93% are African American and the rest are a mix of ethnicities. Students represent a range of socio-economic groups but generally are not poor. The district in which the school is located has about 9,000 students in Grades K through 12. Students are admitted to University High School on the basis of an entrance examination, but the purpose of the exam is to ensure that the school has a mix of students with varying abilities.

There are currently 18 teachers at the school and a principal whose title designation is “Dean.” In 2010–2011 when the staff worked on Take One!, there were 16 teachers, 14 of whom worked on a Take One! entry. The principal also completed the work for Take One! and submitted an entry. This is a fairly veteran staff with an average of 10 years’ teaching experience. About half of the teachers were founding members of the school, and the rest were recruited from an eager pool of applicants. Staff attrition at the school is low. In recent years budget problems have resulted in a reduction of three teachers. There has never been a National Board certified teacher on this staff.

The Assistant Superintendent for Instruction of Southfield Schools, Lynda Wood, became interested in promoting National Board certification for teachers in the district in 2009. She read the National Board’s core propositions and the portfolio descriptions and found they resonated with the district’s vision of quality teaching. Ms. Wood said that although she could see the potential that National Board certification held for advancing quality teaching in the district, she knew it would not be enough for “a superintendent to want NB certification to occur. Teachers and principals needed to want to do this and to see value in it.”

Ms. Wood strongly believes that the key to improving student performance lies in better teaching. She thought the most important practices to promote and develop were more collaboration among teachers, scrutiny of teaching practices and their effects. She began linking several promising approaches for building stronger peer collaboration and examination of practice at about the same time that federal stimulus funds came into the district for new professional development work. She decided to make Take One! a part of a coherent professional development plan along with building in supportive structures for job-embedded professional development. She realized early on that leadership and support were required. To that end, she arranged full-time release for veteran teachers to work as professional

development support facilitators. She also encouraged “open door” policies in schools where teachers were strongly urged to be in their colleagues’ classrooms and to ask probing questions about instructional practices they saw and the resulting student outcomes. The goal of such visits was to promote teachers’ capacity to have constructive teaching conversations. Getting teachers to look for evidence of good teaching practice was essential in her mind. This made Take One! a perfect fit for accomplishing her goals.

Marcia Williams, the dean of instruction, shared these perspectives. She realized that the routine of teacher-to-teacher conversations about student performance was missing from the school culture, as was the practice of teachers observing their colleagues’ teaching. Time for making sense of these observations and asking deeper questions about teaching and learning did not exist, nor was it valued. Classrooms were only open to the principal, who had always done routine classroom walk-throughs. Teachers were comfortable talking to the principal about their teaching, but not to their peers.

When Take One! was adopted as the professional development focus at University High School, the staff had already made looking at student data a routine practice. Since all students took an entrance test for admission to the school, there was information available about students’ needs and strengths when they started school. Much was in place to help the staff create a truly collaborative professional community.

Student achievement at the school was fairly high and the teachers were experienced and generally regarded as very effective at helping students learn and achieve at high levels. The school had regularly met their AYP targets and had consistently received an “A” rating on the Michigan school evaluations. These strong performance measures continued after Take One!. However, such a school did not select Take One! because of concerns about test scores. Rather, the interest was to develop teachers’ skills to deeply analyze each student’s strengths, interests, and needs and to teach in response to them.

The district began to build its knowledge about National Boards before Take One! began at any of Southfield’s school sites. A small group of teacher leaders and the assistant superintendent were pioneers in this process. They worked as a cohort to learn about the challenges of completing an NB entry and what was needed to develop supportive relationships within a group of teachers. Their experiences provided a solid preparation for bringing Take One! into the school sites even though the sites did not have any NBCTs on staff to lead the work. Ms. Wood calls these teachers the torchbearers for the new professional development strategy in the district.

At the beginning, the Take One! work in the district provided time for teachers to learn about the standards and core propositions of the National Board for

Professional Teaching Standards. Even reluctant teachers were convinced at the end of these introductory sessions that Take One! would be useful for improving their practice. Even though the district had no NBCTs to lead the work, the professional development facilitators had received the Candidate Support Provider Training offered by NBPTS, and an outreach coordinator from the NBPTS also worked with the district to design a professional development approach that would ensure productive work at each participating school site.

Part of the district's philosophy about its professional development work was that teachers should not be asked to do what their administrators could not do as well. For this reason, the principals in participating schools all completed a Take One! entry along with the teachers. The assistant superintendent had already completed an entry and was convinced this was useful professional development for principals as well as teachers. As Ms. Wood put it, "This is a way to establish a trust between teachers and administrators. Teachers cannot say that anyone is asking them to do what they themselves are unable to do."

University High School already had time scheduled for professional development and used some of this structured learning time to prepare Take One! entries. The whole faculty met to work on some aspect of the work two times per month. Teachers also worked on their own time in small groups, mostly by certificate areas. Across this small staff, teacher groups worked in six different certificate areas.

The other work the teachers pursued during their regular professional collaboration time was closely aligned to Take One!. As grade-level teams, they continued looking at student work and monitoring progress of each student so that they could immediately recommend interventions for students who needed help. They had structures to support these interventions: a ninth-grade study hall with recommendations for the kind of support each student needed and an individualized mentoring program for 10th graders. Ms. Williams observed that as they worked on their Take One! entries, the quality of conversations about student performance became richer, as did teachers' insights about how they could change instruction to better meet students' needs.

Ms. Williams cited the support from the professional development facilitators as essential. The materials developed by NBPTS, such as the Participant Handbook and the entry instructions, were helpful to teachers as they prepared their entries. The questions teachers were asked to address in their portfolios helped them focus their inquiry on their practice. She believes these kinds of questions continue to be useful to get teachers to analyze the "whys" of the instructional decisions they make. Over time, teachers appropriated the questions that were posed and used these questions in their collaborative conversations with one another.

The shifts in teacher practice that the dean saw, even during the candidate year, came during what she called "ah-hah moments" as they watched one another's

teaching videos. They particularly noticed the way that grouping strategies impacted participation in their classes. They became more conscious of the effects of selecting instructional strategies to use in small groups and when to use large group instruction. The planning they do now to select groups and determine instructional approaches is much more thoughtful and targeted to students' learning needs. Teachers not only ask themselves about the reasons for selecting an approach to teaching, but they ask one another questions that are deep and elicit more deliberate instructional designs than before.

Ms. Wood, the assistant superintendent, said that in the year after Take One!, she saw observable changes in the school cultures where Take One! was used. For instance, the conversations among teachers became more focused on developing student understanding and identifying evidence of learning. Like the dean, she heard more talk about selecting different instructional approaches to meet the strengths, interests, and needs of all students.

When asked about the impact Take One! had on teacher evaluation, each of the administrators shared her own perspective on the evaluation process—what works and what doesn't. They both said they more clearly saw the need for changes. Ms. Wood is well aware that the mandated evaluation process is out of date, and she has encouraged school leaders to think about improvements. She is keen on having teachers continue to use approaches from Take One! that ask for the collection and evaluation of "visible data." She is helping to implement an evidence-based approach.

The dean echoed some of these sentiments and added anecdotes about how her approach to evaluation has changed. She stated that while she always had conversations before and after she conducted observations, she was now more explicit about using the National Board's core propositions to frame those conversations. The art of teaching and learning has become more central in her approach to teacher evaluation. She said, "Observing a classroom is different when you look for evidence of good practice compared to when you just look at a teacher working."

The Southfield School District has about 500 teachers and nearly half of them have done a Take One! entry. The district is hoping to continue to encourage this work as long as they find funding for it. Neither teachers nor administrators see Take One! as a stand-alone strategy for changing school success. They do, however, see it as a way to lay the foundation for building a culture of inquiry and reflection in their schools.

Many of the teachers who have done Take One! are already interested in achieving full National Board certification, but the district has not been able to find financial support to help them do so. They have just been able to negotiate as part of teachers' contracts an agreement to repay \$1000 of the candidate's fees. The goal they are pursuing right now is to have every teacher undertake and submit a Take One! entry.

Ms. Wood, who has subsequently become Superintendent of the Southfield School District, summed up the district's overarching goal: "We want everyone in the district to subscribe to the proposition that *collective accountability needs to be taken very seriously*." This is what University High School has already done, and the school has become a model for how teaching and learning could look in other schools.

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