

Center for Maximizing Teacher Impact

Director

Mark Ellis, Ph.D., NBCT
Professor, Secondary Education

Contact Information

CSU Fullerton, College of Education
2600 Nutwood Ave.
Suite 600
P.O. Box 6868
Fullerton, CA 92831
(657) 278-7769
<http://ed.fullerton.edu/impact>

Established August 2011
Reviewed 2013
Self-study submitted April 30, 2017

Mission and Goals: *What are the mission and goals of the center/institute? Which university mission and goals does the center/institute best align with? What are the departmental or college-level missions or goals that the center/institute strives to attain?*

The Center for Maximizing Teacher Impact (CMTI) works to put research into practice by uniting teacher education scholars across the College of Education to respond to the professional development and teacher assessment needs of local high-need schools and school districts. The center seeks to achieve this objective by utilizing the National Board for Professional Teaching Standards model as a framework for designing and implementing professional development programs, building professional coaching and mentoring capacity among local educators to support the continued growth of collegial examination of practice, and designing tools to evaluate effective practice.

The center's mission aligns with the University's mission "to be a center of activity essential to the intellectual, cultural and economic development of our region" and the College of Education's strategic plan goals to "Strengthen local, regional, national and international partnerships that exemplify excellence in teaching and learning" (1.4) and "Increase communications and stakeholder engagement" (4.1).

Activities: *What activities took place in the most recent three-year period? How were specific activities conducted during the most recent three-year period directed toward meeting the aforementioned mission and goals?*

The activities conducted during the most recent three-year period focused on a) promoting and supporting National Board candidates; b) providing opportunities for teachers to grow as educational leaders; and c) supporting professional development led by teachers for teacher colleagues.

2014-15

- National Board Candidate Support Sessions (one Saturday monthly)
- High Impact Teaching with Technology Symposium brought 60 local teachers to CSU Fullerton in May 2014 to learn from peers about using technology to support student engagement and learning.
- Director attended the National Board Academy in Phoenix, AZ in July 2014 to learn about changes to the certification process.
- Director attended National Board for Professional Teaching Standards Teaching and Learning Conference (March 12-14, 2015 in Washington, DC)
- Director worked with Dr. Chris Street, advisor for Secondary Education Master's program, to update program alignment with National Board standards.
- Director shared remarks about National Board certification and presented certificates to local National Board Certified Teachers who recently certified or renewed certification at the College of Education's Honor an Educator event.
- Director worked with local National Board Certified Teachers to host meeting of OC NBCT Network in April 2015.

- Director collaborated with 8 local teachers who are part of CTA's Instructional Leadership Corps to plan the Teachers Teaching Teachers conference that attracted 100 teachers to CSUF on May 2, 2015.

2015-16

- National Board Candidate Support Sessions (one Saturday monthly)
- Director worked with Dr. Chris Street, advisor for Secondary Education Master's program, to update program alignment with National Board standards.
- Director worked with local National Board Certified Teachers to host meeting of OC NBCT Network in Fall 2015.
- Director shared remarks about National Board certification and presented certificates to local National Board Certified Teachers who recently certified or renewed certification at the College of Education's Honor an Educator event.
- Director organized CSU system pilot of NBPTS ATLAS video library among faculty in colleges of education.

2016-17

- National Board Candidate Support Sessions (one Saturday monthly)
- Director authored a blog post about use of ATLAS video library for teacher professional development: <http://www.boardcertifiedteachers.org/blog/making-instructional-shifts-video-cases>
- Director shared remarks about National Board certification and presented certificates to local National Board Certified Teachers who recently certified or renewed certification at the College of Education's Honor an Educator event.
- Director, with colleagues Martin Bonsangue (MATH) and Ruth Yopp-Edwards (ELED), submitted an NSF Noyce Master Teaching Fellow proposal in August 2016. As of April 2017, we learned the project, *Advancing Teachers of Mathematics to Advance Learning for All* (ATMALA), was funded for \$2.83 million over five years (see <http://news.fullerton.edu/2017sp/math-fellows.aspx>). The Anaheim Union High School District (AUHSD) and National Board for Professional Teaching Standards (NBPTS) are partners in this project that will support experienced teachers of mathematics in earning National Board certification and becoming teacher-leaders.
- Director coordinated extension of CSU system pilot of NBPTS ATLAS video library among faculty in colleges of education.
- Director met with administrators from El Rancho Unified School District to discuss plans for candidate support after school board passed \$10,000 salary increase for Board certified teachers.
- Director is working with Ruth Yopp-Edwards (ELED) and Leslee Milch (lead candidate support provider for CMTI) to offer a National Board Candidate Support Provider training seminar on May 13, 2017 at CSU Fullerton. This is in response to a) the National Board having completed its revision of the certification process as of fall 2016; and b) increased attention to the value of National Board Certification among local school districts due to greater awareness of the research showing the impact of NBCTs on student outcomes.

Organizational Structure and Governance: *What is the center's/institute's organizational and governance structure? Does the center/institute operate with a formal Advisory Committee or Governing Board? If so, what is the*

composition of that group and the frequency of meetings? What roles and oversight duties are the committee or board generally engaged in, and in what ways was the committee or board particularly impactful during the review period? If there is no advisory or governing group, then what is the rationale for not having such participation in the decision-making process?

The center director (and until 2015, CMTI co-director, Tara Barnhart) works with the OC NBCT Network to hold annual, and when possible, twice annual, meetings to discuss center activities and opportunities. The composition of this group varies but generally includes the following people:

- Leslee Milch, NCBT, Buena Park School District
- Jackie Counts, NBCT, Anaheim Union High School District
- Rhonda Cameron, Orange County Department of Education
- Jenny Kim, NBCT, Norwalk-La Mirada Unified School District
- Aimee Nelson, Director of CSU Fullerton Center for Careers in Teaching (to be added 2017)

Looking forward, we would like to establish an advisory board consisting of both school district leaders and local NBCTs from districts with a strong commitment to Board certification as an avenue for teacher professional growth.

Resources and Sustainability: *List the revenue received by the center/institute during its latest three years of operation. What additional resources/sources of support does the center receive (e.g., assigned time for leadership, baseline budget amount, hours from community volunteers, unpaid student internships, etc.)? Provide a summary of the number of faculty and staff affiliated with the center and approximate time base of each. What assigned space does the center occupy and what administrative unit assigns that space? Are there costs related to the space? Comment on the “degree of sustainability” of the center/institute in relation to the resources that the center/institute has to draw upon and in relation to plans to maintain, reduce, or grow the work of the center/institute.*

The center received \$5,000 in 2014-15 from a Centers and Institutes Planning and Expansion grant from CSU Fullerton. The center generated revenue of \$3,100 from fees paid by teachers to join our National Board candidate support program (\$100 annually per person; waived for CSUF graduate students).

Costs

Role	Person	Costs
Director	Mark Ellis	\$0
National Board Candidate Support	Leslee Milch	\$3,500
OC NBCT Network lead	Jackie Counts	\$0

There is no formal space for the center though CSUF classroom space is utilized on Saturday mornings for our candidate support sessions. When needed, staff support is provided by Leticia Collins (Secondary Education) and Sammy Al-Qaisi (COE). While the work of the director is likely to continue, the National Board candidate support sessions are not sustainable without additional fund raising. A concept paper was written in 2015 at the request of the COE director of development for the purpose of soliciting local donors for the program. In 2017 the director had

conversations with a local school district about their funding candidate support through the center. Neither of these has led to funding yet. The recent NSF award for project ATMALA will allow candidate support for teachers of mathematics to continue for the next three years.

Highlights and Accomplishments: *Discuss any special reports, products, or activities that reflect accomplishments of the center/institute in its most recent three-year period. In what ways have these accomplishments contributed to the impact of the center/institute? In what ways have they contributed to the mission of the college or university and/or to the goal of promoting faculty and student research and engagement?*

Over the past seven years, CSUF has supported over 160 National Board candidates in Los Angeles, Orange, and Riverside Counties. Over 80% of our candidates work in high-need schools receiving Title I funds. We have also hosted two candidate support provider trainings for teachers who wish to support candidates in their own districts and trained over 30 new candidate support providers (and have another planned in May 2017). In addition, the Master's programs in the College of Education accept the submission of National Board certification components as an exit option. CSUF is an officially recognized National Board Network Affiliate registered with the National Board for Professional Teaching Standards. Our sponsorship of teacher-led professional development has resulted in hundreds of teachers coming to CSU Fullerton to spend time learning from peers about best practices to implement recently adopted state standards through programs like Teachers Teaching Teachers. Collectively these activities have contributed to CSU Fullerton's image as a community-oriented IHE that promotes high-quality teaching and values teachers as professionals.

Planning and Strategic Outlook: *What is the nature and formality of the center's/institute's strategic planning process? What are the goals of the center/institute for the coming three-year period and to what extent are the center's/institute's resources aligned with those goals? If the leadership of the center/institute believes that some or all of the activities and operations of the center/institute need to be substantially modified, refocused, or discontinued, please explain the rationale and potential timeframe for the viewpoint.*

Now that funding has been secured for working with up to 20 teachers of mathematics on Board certification (through project ATMALA) and several local school districts have increased incentives for Board certification, we plan to increase outreach efforts among local teacher networks and help develop candidate support capacity within local districts and teacher communities.