

California Teachers' Perceptions of National Board Certification



Individual Benefits Substantial, System Benefits Yet To Be Realized

The Center for the Future of Teaching and Learning

Research Conducted by Belden Russonello & Stewart

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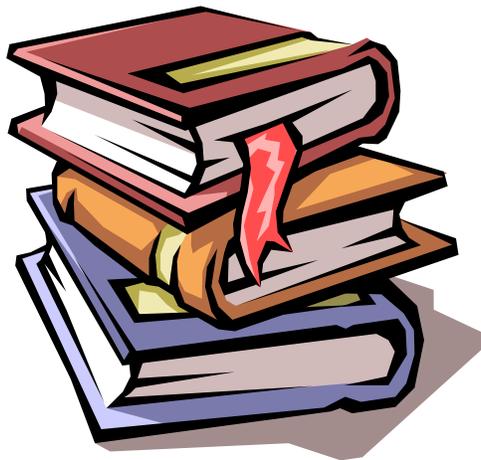
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RESEARCH AND
COMMUNICATIONS

California Teachers' Perceptions of National Board Certification

**Report of findings from a survey for
The Center for the Future of
Teaching and Learning**



March 2002

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I. Introduction

National Board Certification is a growing movement, and many advocates of school improvement are interested in the role that board certified teachers are taking in public education. Belden Russonello & Stewart (BRS) conducted a survey of National Board Certified Teachers (NBCTs) in California for The Center for the Future of Teaching and Learning (CFTL), with the collaboration of The National Board of Professional Teaching Standards (NBPTS). The following report summarizes our findings in the following areas:

- Teachers' motivations for becoming board certified;
- Their views of how certification has impacted their teaching;
- The role NBCTs play in their schools;
- The characteristics of NBCTs in California; and
- How NBCTs are distributed through California schools.

The survey was conducted via a self-administered questionnaire sent to all 786 NBCTs in California and returned by 519 (68%). It was conducted June through August 2001 by BRS.

II. Executive Summary

Overview

The 2001 survey of National Board Certified Teachers in California finds these teachers value NBPTS for the recognition it bestows on them and the personal professional development experience they acquired while pursuing certification. The program meets, even exceeds the hopes and expectations that the teachers bring with them for their own personal growth. However, certification does not appear to lead to more contributions by teacher-leaders to their communities outside their classrooms. It is more valued for its intangible benefits than in helping teachers acquire new skills they can use in their daily work.

Key Points

Motivations and satisfaction. The NBCTs report that the program met or exceeded their motivations for pursuing certification, including strengthening their teaching, career advancement, dealing with state standards, and collaboration with others.

- *Self-improvement:* The individuals who pursue certification are driven by the potential they see for their own personal and professional growth. Personal challenge tops the reasons to pursue certification, followed by the opportunity to strengthen their teaching.
- *Career building:* Although personal intellectual growth emerges as the biggest motivation overall, financial payoffs and career building are also important motivators – especially to less established, younger teachers.
- *Satisfaction:* The process delivers for the NBCTs: Most of the board certified teachers in California believe the process was challenging and strengthened their teaching.

Specific outcomes. The teachers report the most likely results are personal and pedagogical.

- The most frequently mentioned outcome is to boost teacher confidence.
- Also the teachers say it led to improvements in their pedagogical practice, including curriculum development, articulating learning goals, and using student assessments.
- They also report increases in compensation, opportunities for collaboration and recognition.
- However, few call their certification experience helpful in such areas as involving community and parents.

Limited reach. While most believe they and their own students are benefiting from what they gained by working for their certification, the teachers are considerably less likely to believe the rest of the school community benefits greatly.

Pre-existing leadership. The survey results indicate that NBPTS does not create leaders; rather it aids teacher-leaders. As we heard in a focus group of NBCTs, successful, spirited teachers look to the process to improve their ability to do what they already do.

- The possibility of gaining leadership opportunities is one of the *least* important motivations for pursuing certification.
- Most of the board certified women and men were filling leadership roles before they entered into the NBPTS process, acting as mentors, leading and participating in various other roles.
- Few have begun to contribute in additional ways, such as in the Professional Assistance and Review (PAR) program, the California Subject Matter Project, or other programs, since obtaining their NBC status.

Making contributions to low-performing schools: Although this survey cannot measure the full extent to which NBPTS is responsible for encouraging teachers to take jobs in low-performing schools (LPS), the findings do imply a positive relationship. Half of the board certified Californians are teaching in an LPS, and they are almost universally aware of financial incentives to teach in those schools. Three in ten say the incentives have caused them to consider a position in an LPS.

Generational divides: personal challenge v. tangible rewards. The largest share of NBCTs is made up of mature teachers. Four in ten are over age 50 and another three in ten are between 41 and 50 – for a total of seven in ten over age 40. It is the older teachers in particular who have already become leaders before embarking on the certification process. They have taken part as mentors, in committees and in other functions. These mature teachers are motivated chiefly by *personal challenge*, rather than what the title can bring them in rewards from outside.

Only three in ten NBCTs are age 40 or younger: just three percent are under age 30, and a quarter is 31 to 40 years old. These younger teachers are, like their older counterparts, driven by personal challenge, but they are also interested in *monetary rewards, career advancement* and *leadership* opportunities.

High school v. elementary and male v. female. The teachers also divide along two fault lines – gender and grade level taught -- on many different measures in the survey. Men and high school teachers, especially math and science teachers, register the least enthusiasm for the program and its results. Women and teachers of young children find the certification process and the outcomes much more aligned to their own needs, be they to improve pedagogy, evaluate students, or engage with other teachers or parents. In short, NBCTs appear to be dominated by and geared to the elementary teachers over subject-specific, upper-grade educators.

In conclusion

NBPTS receives strong marks from the teachers we surveyed. The program is valued for the confidence it builds, the readiness it creates, and – for young teachers especially – for the rewards of recognition and compensation it could bring.

For the most part, the program does not appear to create educational leaders for schools, but rather to nurture those who show inclination toward leadership. While the certification process helps these leaders serve students and schools whose needs are great, NBCTs generally see the benefits of the certification process stopping at the classroom door. Also the program speaks considerably better to the needs and desires of elementary and female teachers, over secondary and male teachers. Expanding the outward reach and leadership of NBCTs in their educational communities and addressing the needs of male and upper-grade, subject specific teachers are challenges for the future. Any efforts to continue the development of the NBPTS program can build on the established success and high regard that its participants express about its role in improving teaching.

III. Methods

This study was conducted as a mail-back survey among all National Board Certified teachers currently teaching in California.

Sample

The National Board of Professional Teaching Standards provided BRS with an up to date list of 786 names and addresses of NBCTs living and teaching in California. Initial questionnaires were mailed June 14, 18, and 19, 2001. On July 19 and 20, a second mailing was sent to those teachers that had not returned questionnaires.

Twenty-three questionnaires were returned by the post office as undeliverable, effectively reducing the sample to 763 teachers. A total of 519 questionnaires were received by August 16, and were included in the final analysis, for an overall response rate of 68%.

Questionnaire design and data collection

The survey used a mailed, self-administered questionnaire, written in consultation with Margaret Gaston and Harvey Hunt of the Center for the Future of Teaching and Learning. Several measures were taken to enhance the return rate and reduce the impact of missing data. First, the four-page questionnaire was printed in green ink on high quality cream paper. An accompanying cover letter, signed by Betty Castor, President of NBPTS, and Margaret Gaston explained the purpose of the survey and requested the participation of the teachers. The cover letter was also printed on high-quality cream paper. Return envelopes were enclosed with the mailing. They were printed in matching green ink and stamped with commemorative stamps.

Return envelopes were numbered in the lower right hand corner on the reverse to correspond to names on the mailing list, so that initial non-respondents could be re-

contacted to solicit their participation. An updated letter from Betty Castor and Margaret Gaston urging them to participate was sent to non-respondents four weeks after the initial mailings along with the second copy of the questionnaire.

Data Analysis

Completed questionnaires were returned to our office in Washington, D.C., where responses were edited and coded, and data were recorded. The questions were then cross-tabulated by demographic and other characteristics. Logistic regression was performed as an additional statistical analysis to distinguish which opinions and traits are the strongest predictors of the way an individual answers different questions in the survey. Items included in the analysis, in addition to those that are self-describing, are explained below.

Grade level taught. This variable divides the NBCTs into three different teaching levels: 1. elementary school; 2. middle school/junior high; and 3. high school.

Subject taught. This variable was taken from a question that asks respondents to indicate the academic subject they currently teach. The variable is broken down into three sub-categories: 1. elementary classroom; 2. humanities (which includes English, foreign languages, social studies, history, art and music); and 3. math/science (which includes math, science, computer science, and technology).

NBC certification area. Information from this variable came from a question which asks for the NBCTs' area of certification. The variable was divided into four groups:

1. English (which includes English as a New Language Standards, Early Adolescence English Language Arts Standards, and Adolescence and Young Adulthood English Language Arts Standards);
2. Early Childhood Generalist Standards;
3. Middle Childhood and Early Adolescence Generalist Standards; and
4. Math/science (which includes Middle Childhood through Early Adolescence Mathematics Standards, Adolescence and Young Adulthood Mathematics Standards, Early Adolescence Science Standards, and Adolescence and Young Adulthood Science Standards).

Other areas of certification were not statistically significant and were included in our overall analysis but not represented as a variable in the cross tabulation.

School population. This variable reflects the racial and ethnic composition of the student population of the teacher's school. It is broken down into the following three categories:

1. Schools where 50% or more of the student population is Hispanic or Latino, according to the teachers;
2. Schools where 50% or greater of the student population is indicated as being white, non-Hispanic; and
3. Mixed student populations (all remaining schools that did not fall into categories one or two).

School size. Information from this variable is derived from question 70. It is broken down into three subcategories:

1. Small: Schools with 700 or less students as estimated by the teachers;
2. Medium size: Schools of 701 and 1400 students; and
3. Large: Schools with a student population of 1401 or more as estimated by the teachers.

Free lunch. This variable was divided into the following three categories:

1. Richest: Schools with student populations where 30% or less of the student population receives free or subsidized lunch;
2. Schools where 31% to 70% of the student population receives free or subsidized lunch; and
3. Poorest: Schools where 71% to 100% of the student population receives free or subsidized lunch.

Low-performing. This variable is divided into those NBCTs who say they teach at a low-performing school as defined by the Academic Performance Index and those respondents who indicate they do not.

Region. This variable divides the teachers into two geographical regions, Northern California and Southern California.

1. Northern California includes teachers whose addresses pertain to each of the following postal distribution centers: Berkeley, Eureka, Fresno,

Marysville, North Bay, Oakland, Palo Alto, Richmond, Redding, Sacramento, Salinas, San Francisco, San Jose, San Mateo, and Stockton.

2. Southern California includes those in the following postal centers: Anaheim, Bakersfield, Burbank, Glendale, Industry, Long Beach, Los Angeles, M.L. Sellers, Marina, Midway, Mojave, North Hollywood, Oxnard, Palm Springs, Pasadena, San Bernardino, San Diego, Santa Ana, Santa Barbara, Santa Clarita, Santa Monica, and Torrance.

Area. This variable was broken down into two categories:

1. Teachers in schools that are located in urban areas, as indicated by the respondent; and
2. Those in schools in either suburban or rural areas, as indicated by the respondent.

Furthermore, analysis of questions five and six include comparisons between teachers who teach in the Los Angeles Unified School district and those who teach in all other counties in the state.

Weighting

The survey data were weighted statistically to bring types of college and university degrees for all NBCTs in California into line with data provided by NBPTS on the entire California NBPTS population. All other data tabulated from survey responses were representative of the NBPTS data, and thus no additional weights were required.

Composition of Survey Respondents

	Actual %of all NBCTs in California *	Unweighted % in survey (based on 519 respondents)	Weighted %
White	77%	81%	79%
Asian	7%	6%	6%
African American	6%	5%	5%
Hispanic	6%	5%	5%
American Indian	*	2%	2%
No race indicated	3%	3%	1%
Male	18%	14%	14%
Female	81%	84%	84%
No information	*	2%	2%
Bachelor's degree	41%	33%	41%
Master's degree	53%	62%	53%
Doctorate degree	3%	4%	3%
No information	3%	1%	3%
Elementary school teachers	49%	54%	54%
High school teachers	27%	26%	25%
Middle school teachers	17%	18%	18%
Preschool teachers and other configurations	2%	4%	4%
No information	4%	1%	3%

*Based on data obtained from the national NBPTS office (data was last updated in 2001)

Focus group

A group of NBCTs gathered for a focus group led by Nancy Belden, in Sacramento on June 16, 2001 during a National Board meeting. Some of the relevant discussion from this group is integrated into this survey analysis.

Reading this report

Tables included in the text of this report highlight selected relevant survey findings and are expressed in percentages. The base for each table is all respondents (519) unless otherwise noted. In reading these data, when the percent sign (%) appears at the top of a column, the numbers add vertically; when % appears at the left of a row, the numbers add horizontally. An asterisk (*) indicates less than one percent; a double hyphen (--) indicates zero.

Due to omission of "don't know," "refused," and other responses, or, in the case of multiple response questions, percentages may add to more than or less than 100%.

IV. Detailed Findings

Chapter One: Motivations for Becoming Board Certified

Most of the teachers who seek out National Board Certification are impelled more by their own personal self-improvement rather than by career advancement. Secondly they are motivated by a desire to improve their incomes. Aspirations to further their careers, collaborate more, or take on leadership roles are not very important stimuli.

Me and my classroom performance

NBCTs identify personal challenge and professional development opportunities as the primary motivations for becoming National Board Certified. Smaller numbers call a desire to improve their abilities to help students meet state academic standards a major reason for certification. Hereafter in Chapter One, "critically important" includes those who circled either a "1" or "2" on a five-point scale as illustrated below, from "1: critically important" to "5: not important."*

- Eighty-four percent of NBCTs indicate *personal challenge* was "critically important" to their involvement in the certification process.

* Q19-28: How important was each of these to you in deciding to pursue National Board Certification?

	Critically Important		Somewhat Important		Not
Important	1	2	3	4	5

- Eight in ten (79%) give the *professional development opportunity to strengthen their teaching* the top importance ratings.
- Nearly six in ten (59%) indicate *that strengthening their ability to help students meet the state K-12 Academic Content Standards for public schools* was “critically important.”

Participants in our focus group of NBCTs held in Sacramento articulated their motivations largely as self-challenge and professional development.

After the twenty different things, it seemed like the next thing for me to do in my professional development. And then I found out, long after I turned in my portfolio, that the state's giving us money, and I thought, oh, that's nice. But it wasn't my prime motivation, it was part of why I am a teacher. I wanted to be a lifelong learner. – *National Board Certified Teacher*

This will validate my teaching career. And so when I started out, it was basically to enhance my professional development, and there was no money incentive involved at the time. – *National Board Certified Teacher*

Money and career advancement

Fewer teachers say they were highly motivated by external rewards – be they monetary or recognition, climbing a career ladder, leadership or collaboration opportunities.

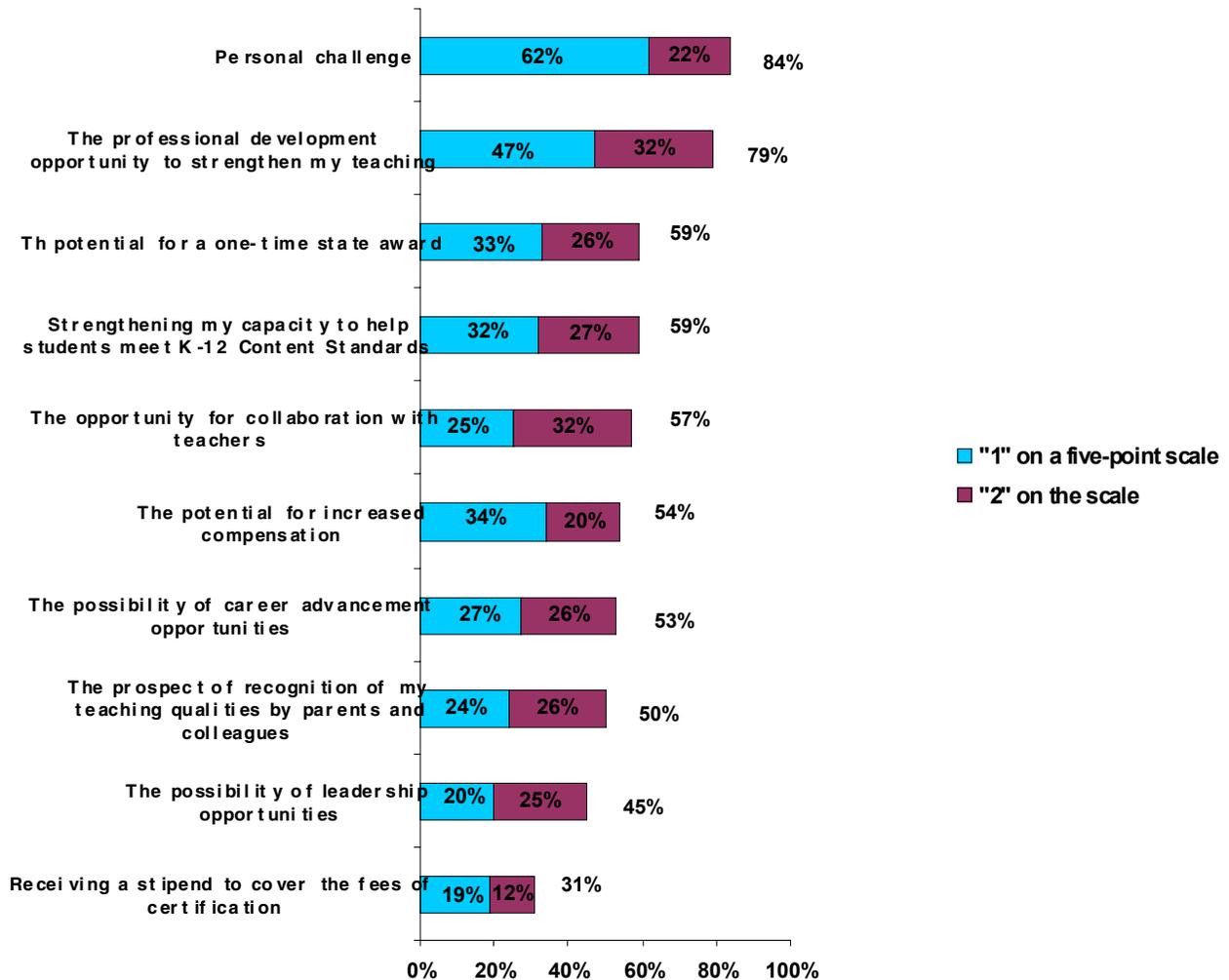
- Fifty-nine percent of NBCTs say the possibility for a *one-time award* from the state was “critically important” to them for seeking board certification while 54% mark the *potential for increased compensation* as “critically important.”
- Fifty-seven percent call the idea that certification might lead to *opportunities for more collaboration with other teachers* “critically important” to them.
- A little more than half of NBCTs (53%) say the *possibility of career advancement opportunities* was “critically important.”
- Fifty percent say the prospect of *recognition of their teaching qualities by colleagues and their students' parents* was “critically important.”
- Less than half the NBCTs (45%) find the *potential for leadership opportunities* “critically important.”

- The teachers were not highly motivated by the possibility of receiving a *stipend to cover certification fees*. Just three in ten (31%) mark this as a “critically important” reason to pursue certification.

It is clear that the NBCTs are more enthusiastic about the personal rewards of going through the process as opposed to enhancing their role in the larger school community. As discussed in more detail later in this report, many NBCTs are already firmly established in their careers and in leadership roles, and so it is perhaps natural that they do not primarily look to board certification as a stepping stone to leadership. In our focus groups, one of the NBCTs reiterated an interest in validating and enhancing her leadership rather than shaping it:

I had been very active in the district, trying to support the teachers and provide leadership, and so I saw National Board Certification as a way to validate that leadership and to extend that leadership. – *National Board Certified Teacher*

Motivations for Becoming Board Certified



Q19-28: How important was each of these to you in deciding to pursue National Board Certification?

	Critically Important	Somewhat Important	Not
Important	1	2	3
			4
			5

Who is motivated most by personal and professional gain

Those who are most likely to say they were motivated to seek certification by personal and professional challenges include women, elementary school teachers and Northern Californians. Men as well as math and science teachers are the least likely to indicate they pursued certification for personal and professional reasons.

Personal Motivations for Certification

	% saying "critically important" (1 and 2 on a 5 pt. scale)	Groups most likely to say "critically important"	Groups least likely to say "critically important"
Personal challenge	84%	Women (87%) No. Californians (89%)	Men (70%)
The professional development opportunity to strengthen my teaching	79%	Women (79%) No. Californians (83%)	Men (71%) Math and science (70%)
Strengthening my capacity to help students meet the K-12 Content Standards for California Public Schools	59%	Women (62%) Elementary schools (64%) Ear Child Gen Stand 66%)	Men (51%) High schools (48%) Math and science (48%) No. Californians (47%)

Q19-28. How important was each of these to you in deciding to pursue National Board Certification?

Younger teachers are far more likely than seasoned teachers to consider career advancement in particular and to some extent, leadership opportunities, as compelling reasons to become board certified. Thus, *the career and leadership factors are relatively important for attracting a younger set of applicants for certification, even if these characteristics matter less to the older set.*

Professional Motivations for Certification

	% saying "critically important" (1 and 2 on a 5 pt. scale)	Groups most likely to say "critically important"	Groups least likely to say "critically important"
The possibility of opening up career advancement opportunities	53%	<35 years old (69%) 35-44 years old (61%)	45-54 years old (45%) 55+ years old (42%)
The possibility of leadership opportunities	45%	<35 years old (57%)	Math and science (31%) 55+ years old (39%)

Q19-28. How important was each of these to you in deciding to pursue National Board Certification?

Who is motivated by monetary rewards and recognition

While many NBCTs are not chiefly driven by monetary rewards when choosing to pursue National Board Certification, *certainly money is important* to some. In particular it matters to *men and teachers in mainly Hispanic, poorer, low-performing schools and in urban settings and Southern California, and younger teachers*. The heightened desire for more compensation on the part of the people who find teaching jobs in the poorer schools suggests that the teachers themselves may be less well off financially.

Monetary Rewards and Colleagues' Praise As Motivations for NBCTs

	% saying "critically important " (1 and 2 on a 5 pt. scale)	Groups most likely to say "critically important"	Groups least likely to say "critically important"
The potential for a one-time state award	59%	Men (70%) High schools (65%) Math and science NBCs (66%) Biggest schools (65%) LPS (65%) <35 years old (69%)	Middle schools/junior highs (51%) Predominantly white schools (54%) Non LPS (52%) 55+ years old (51%)
The potential for increased compensation from my employer	54%	Men (64%) Predominantly Hispanic schools (69%) Poorest schools (67%) Low-performing schools (67%) Urban (69%)	Middle school/junior highs (40%) Pred. white (36%) Richest schools (38%) Non LPS (39%) No. Californians (26%) Suburban/rural (38%)
The prospect of recognition of my teaching quality by parents, other members of my school's community and/or my employer and colleague	50%	High schools (60%) Math and science (59%) Humanities teachers (58%)	
Receiving a stipend to cover the fees of the certification process	31%	Middle schools/junior highs (37%) Suburban and rural (39%) <35 years old (40%)	Men (18%) Urban schools (26%)

Q19-28. How important was each of these to you in deciding to pursue National Board Certification?

Who desires collaboration opportunities

Those more likely than others to indicate they were inspired by the potential for increased collaboration opportunities include elementary teachers, and those who have earned certification in Early Childhood Generalist Standards. Math and science teachers are among the least likely to say they sought certification for more collaboration opportunities.

More Collaboration as a Source of Motivation for NBCTs

	% saying "critically important" (1 or 2 on a 5 pt. scale)	Groups most likely to say "critically important"	Groups least likely to say "critically important"
The opportunity for collaboration with other teachers and educators	57%	Early Childhood Gen Stand (69%) Smallest schools (66%) 55+ years old (66%)	High schools (48%) Math and science teachers (47%)

Q19-28. How important was each of these to you in deciding to pursue National Board Certification?

Thus the findings in this series demonstrates that the program includes and can appeal to distinct sets of teachers who share many fundamental needs and desires, but also put the emphasis in different places depending on their maturity as professionals and their own economic need.

Chapter Two: Going Through the Process of National Board Certification

The large majority of NBCTs was assisted through the certification process with formal or informal advice and guidance, and most of these teachers believe that assistance was helpful to their success. The changes in the process they recommend include better communication with applicants, more publicity, and specific improvements in the assessment centers and instructions to the applicants. However, there is no one area of complaint that is widely felt.

Degree of help received

Seven in ten (68%) NBCTs say they received a "great deal" (32%) or "some" (36%) *advice and guidance* while participating in the National Board Certification process. One in ten (11%) indicate they received "occasional advice," 14% say "just a little," and only seven percent report they relied on no advice at all.

Among those who are more likely to say they received a "great deal" or "some" advice while going through the certification process are: men; elementary school teachers; specialists in Early Childhood, Middle Childhood, and Early Adolescence Generalist Standards; in schools with a predominantly Hispanic student population; in poorer schools; southern Californians; and in an urban setting.

**Degree of Advice and Guidance Received
 During the NBC Process**

Q4. As you went through the assessment process, how much advice and guidance from others did you receive?

	A great deal	Some	Occasional	Just a Little	None at All
Total	32%	36	11	14	7
Women	29%	38	10	14	7
Men	43%	25	11	14	6
Elementary school	38%	37	8	11	6
Middle/Junior high	19%	39	14	19	8
High school	26%	36	12	15	10
Elementary classroom	37%	37	8	11	6
Math/science	25%	36	11	20	7
Humanities	24%	38	13	14	11
English NBC	26%	39	12	12	11
Early Childhood	38%	37	9	11	4
Mid Child/Adolescence	36%	35	9	13	6
Math/science	25%	37	13	19	5
>50% Hisp stud pop	39%	35	9	12	5
>50% White	27%	39	12	14	6
Mixed student pop	31%	36	9	13	11
Richest: <30% free lunch	24%	42	10	16	6
31%- 70% free lunch	39%	30	8	11	12
Poorest: 71%- 100%	37%	35	10	12	6
No. California	21%	48	10	8	12
Southern California	34%	34	10	15	6
Urban	40%	35	9	11	5
Suburban/rural	25%	38	10	16	9

Formality of help

Of the NBCTs who indicated they received some form of advice while obtaining certification, seven in ten (67%) say they received help from an organized program while half (50%) indicate they participated in informal collaboration. Those most likely to say their advice was in the form of an *organized* program are: elementary school teachers; and LA County Unified teachers.

Among those more likely to indicate their advice mainly involved *informal* collaboration are: in schools where 30% or less of students receive free or subsidized lunch; and in a suburban or rural setting.

Formality of Advice and Guidance Received

Q5. Was this advice and guidance an organized program or informal collaboration?

Base: Those who said they received advice and guidance in Q4. Multiple answers accepted.

	Organized program	Informal collaboration
Total	67%	50%
Elementary school	70%	47%
Middle/Junior high	55%	55%
High school	64%	56%
Richest: <30% free lunch	61%	63%
31%-70% free lunch	71%	42%
Poorest: 71%-100%	71%	42%
Urban	71%	42%
Suburban/rural	62%	59%
LA County Unified	73%	43%
Other	61%	55%

NBCTs regard advice and guidance as important

Those teachers who indicate they received advice and guidance during the certification process feel that it was key to their successful application for certification. Six in ten (62%) believe this advice and guidance to be “critically” (32%) or “very important” (30%). Twenty-eight percent regard the advice and guidance they were given as “somewhat important” while only eight percent say they were not important. It was especially helpful to: those with bachelor’s degrees; elementary school teachers; those certified in Early Childhood Generalist Standards; and those working in urban areas.

Importance of Advice and Guidance

Q6. How important do you feel this advice and guidance were to you in achieving NBC?

Base: Those who said they received advice and guidance in Q4.

	Critically important	Very important	Somewhat important	Not very, not at all important
Total	32%	30	28	8
BA degree	39%	29	27	6
Graduate degree	27%	32	28	11
Elementary school	37%	33	22	8
Middle/Junior high	22%	32	30	13
High school	28%	27	36	7
English NBC	34%	26	30	5
Early Childhood	40%	30	22	9
Mid	31%	34	24	9
Child/Adolescence				
Math/science	22%	32	38	8
Urban	40%	30	21	7
Suburban/rural	26%	32	33	7
LA County Unified	36%	29%	26%	8%
Other	29%	31%	30%	8%

Improving on the process

When asked to reflect on how the National Board could improve, fifty one-percent of the NBCTs taking part in the survey penned a suggestion, offering widely varying ideas and reflecting no particular area of widespread discontent.

Communication and publicity: The most commonly mentioned area for improvement has to do with communication – both among the teachers in the process and outreach to others.

- Eight percent mention *communication* between certification applicants and the NBPTS headquarters. Specifically, they stress the following: more information about what applicants should expect during the certification process, more consistency with returning applicants' telephone messages, more advice and guidance, and improved consultation and follow up after applicants have successfully completed the process.
- Another eight percent recommend more *publicity* about National Board Certification, including increasing awareness of NBCTs' benefits and skills among school districts; and explaining the process to administrators, principals and prospective candidates. Teachers in low-performing schools raise this need most often.

The guts of the evaluation: The next most frequently cited needs for improvement include the assessment centers, certification instructions, and the portfolio portion of the process.

- The six percent who complain of inadequacies in the *testing centers* most often say the centers' computers were unfamiliar to them and object to the lack of a paper format of the test.
- Six percent mention the *lack of instructions* they received going through the process. When teachers mention the need for instructions to be improved, they are specifically referring to a lack of clarity, consistency, and specificity in the existing instruction. They also say the guidelines need to be more succinct.
- Five percent volunteer that the *portfolio* portion of the certification process needs improvement, generally indicating the portfolio process is redundant, asks "weak" and "vague" questions, and should offer more flexibility to applicants.

Other areas suggested that need improvement: There are other areas NBCTs suggest need improvement but were mentioned less frequently than the areas discussed above. They include these:

Generally

- NBC process needs to remain challenging (three percent);
- The certification process is too difficult for the applicants in the sense there is not enough time both to teach and to prepare for the assessment (three percent);
- Participation in the program is too expensive (two percent);
- More minorities should be recruited as candidates (one percent);
- Results and feedback of applicants' scores should be more detailed and explanatory and delivered more expeditiously (three percent);
- The choice of academic concentrations needs to be expanded (one percent);
- Collaboration among NBCTs needs to be encouraged more upon successful completion of certification (two percent);
- National Board Certification might be connected to requirements for a graduate degree (one percent);

About testing and evaluation

- There should be more time to take the test (two percent);
- The test questions are not specific enough (two percent);
- The assessors are not adequately rewarded financially (two percent);
- There needs to be more rigorous screening of a candidate's basic writing skills (one percent); and
- The final due date for portfolio submission needs to be more flexible (one percent).

Chapter Three: Meeting Expectations

The NBCTs are most inclined to laud the certification process as excellent professional development and to identify personal growth as the outcome – rather than growth as leaders and mentors or community building.

The big picture: Making better teachers

Almost all Board Certified teachers in California (93%) believes the certification process has *made them a "better teacher."* However, the NBCTs are divided on whether or not the process has made them a *much* better teacher (47%) or only *somewhat* better (46%).

Among those NBCTs who are more likely than others to say the certification process has greatly improved their teaching abilities are: middle and junior high school teachers; teachers certified in Middle Childhood and Early Adolescence Generalist Standards; and those in the poorest schools.

Perceived Impact of Certification Process on Teaching

Q2. Do you feel that the certification process made you:

	Much better teacher	Somewhat better	No impact
Total	47%	46	7
Elementary school	48%	47	6
Middle/Junior high	52%	44	3
High school	36%	53	9
English NBC	41%	51	5
Early Childhood	47%	45	8
Mid/Early Adolescence	53%	43	4
Math/science	39%	51	11
Richest: <30% free lunch	42%	53	5
31%-70%	47%	46	5
Poorest: 71%-100%	51%	40	9

In the Sacramento focus group, teachers explained their feelings:

[The NBC] really makes you constantly aware of what you're doing in the classroom, and constantly aware if you have accomplished teaching or not. - *National Board Certified Teacher*

It's really expanded my brainpower. And it's not all at once. I don't think it came to me that first year. And I used the thing I learned the first year, and they are used more the second year.
 - *National Board Certified Teacher*

Several spoke particularly about the element of reflection that is central to the process, and how useful that has been:

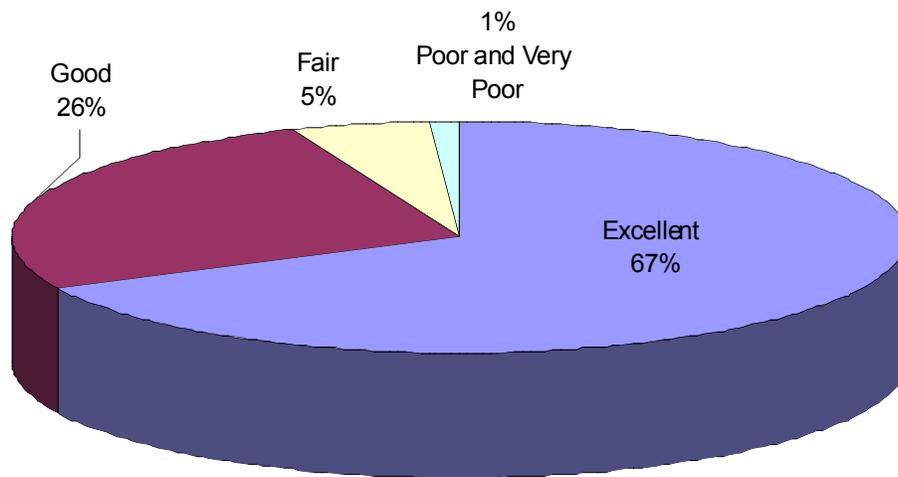
[The NBC process] has been quite rewarding, and I have incorporated more reflecting in terms of my teaching process. - *National Board Certified Teacher*

When people have come to me and asked me about [National Board Certification], all I told them is if you really, really want to improve your practice of teaching, this is the way to do it. This is how you do it. The self-reflection and your own self-evaluation, and self-analysis will make you a better teacher, even if you do not pass. - *National Board Certified Teacher*

Certification seen as an excellent professional development opportunity

A strong majority regards National Board Certification as a highly positive professional development opportunity. Seven in ten (67%) say it is "excellent" as a professional development opportunity while a quarter (26%) considers it "good." Only five percent indicate it is fair while one percent says poor. This positive view is relatively consistent across subgroups.

Professional Development Opportunity



Q3. As a professional development opportunity, would you say the National Board Certification process was: excellent, good, fair, poor, or very poor.

Specific perceived outcomes of National Board Certification

We also asked the NBCTs whether a series of possible conditions and outcomes of the NBC process became reality for them -- using a list of the same concepts we had posed as potential motivators. The teachers report the most likely results are, first, personal challenge and improving pedagogy, and second, alignment with academic standards, increasing compensation, opportunities for collaboration and community recognition of the NBCTs accomplishments. Among the least likely, they say, are opportunities for leadership and advancement, and involving parents and the community in their teaching. In Chapter 3's discussion of questions 29 to 38, "very true" refers to the respondents who circled a "1" or a "2" on a five-point scale from "1: very true" to "5: not the case". *

Most likely outcomes:

- The great majority (92%) of the teachers indicates it is "very true" that the certification program was challenging for them as individuals.
- The second most likely outcome is that the process strengthened the NCBT's teaching, with 78% marking a "1" or "2" for "very true."

Likely outcomes:

- Nearly seven in ten (69%) say it is "very true" that the National Board Standards are well aligned with the K-12 Academic Standards for California, and 63% say it is "very true" that the process strengthened their capacity to help students with those standards.
- Sixty-eight percent of NBCTs say it is "very true" that their certification led to receiving more compensation.
- Sixty-five percent say it is "very true" for them that the process led to recognition by parents and colleagues.

*The question read in Q29-38. Now that you have been through the process, how true is each of these for you personally?

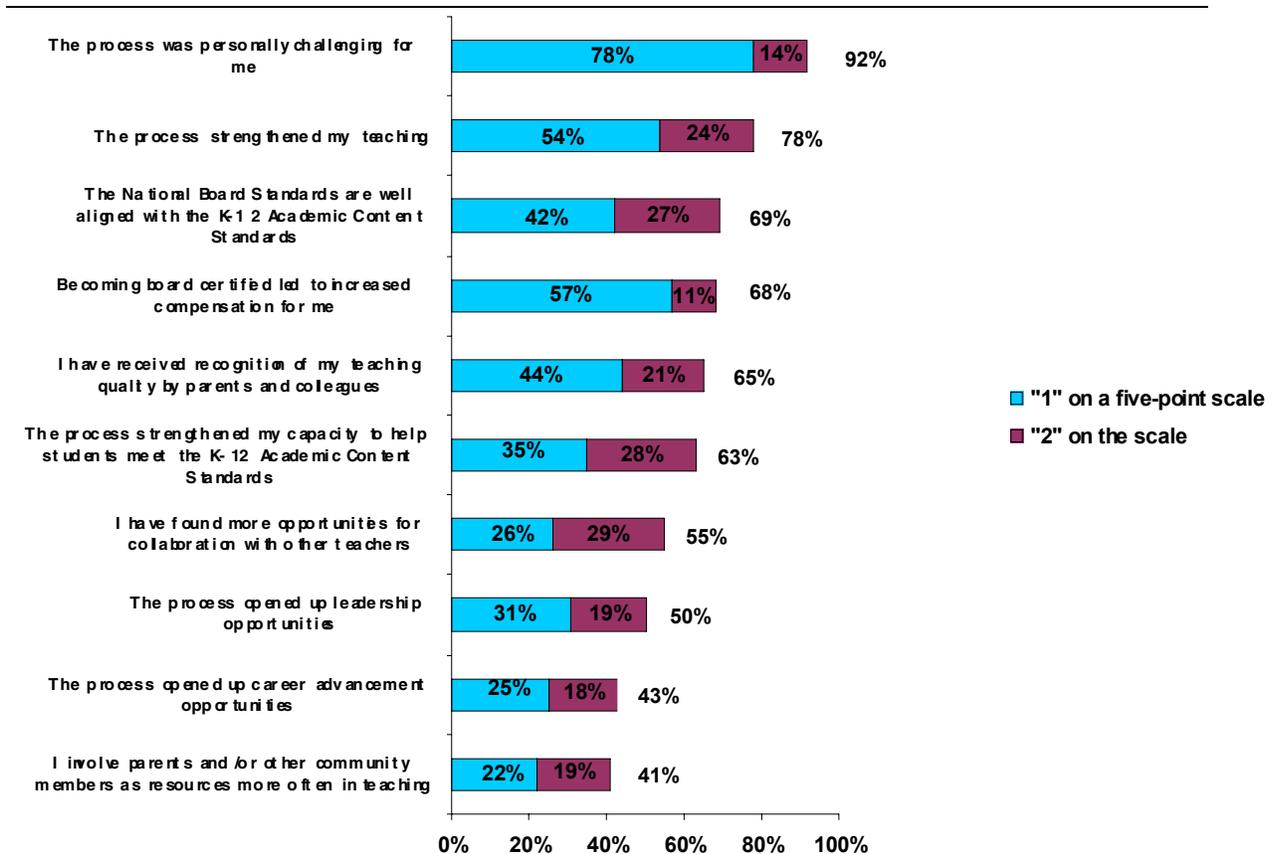
Very True		Somewhat True		Not the Case
1	2	3	4	5

- Fifty-five percent indicate it is “very true” that certification created more opportunities for collaboration with other teachers.

Least likely outcomes:

- Half (50%) indicates it is “very true” that leadership opportunities opened up after certification while forty-three percent believe the process created career advancement opportunities.
- Finally, just four in ten (41%) NBCTs involve parents or other community members as resources more often in teaching.

Perceived Outcomes of National Board Certification



Q29-38. Now that you have been through the process, how true is each of these for you personally?

Very True	Somewhat True	Not the Case
1	2 3	4 5

Who sees personal and professional gains as outcomes of certification: The process was most often challenging personally for the large majority of all types of teachers.

Those most likely to find it truly strengthened their ability to help students meet the state's Academic Content Standards tend to be 55 years or older and those who have certification in Middle Childhood and Early Adolescence Generalist Standards.

Personal and Professional Gains as an Outcome of Certification

	% saying "very true" (1 or 2 on 5 pt. scale)	Groups most likely to say "very true"	Groups least likely to say "very true"
The process was personally challenging for me	92%		
I found the National Board Certified standards to be well aligned with the K-12 Academic Content Standards for California Public Schools	69%	Elementary (75%) Mid./Early Adolescence Gen Stand (77%) Mid-size schools (75%) 55+ y ears old (75%)	Men (54%) Math and science (56%)
The process strengthened my capacity to help my students meet the K-12 Academic Content Standards for California Public Schools	63%	Mid./Early Adolescence Generalist Standards (69%) 55+ years old (68%)	Men (55%) High schools (54%) Math and science (54%) English NBCs (56%)

Q29-38. Now that you have been through the process, how true is each of these for you personally?

Who sees advanced leadership and career opportunities as a consequence of certification: Urban teachers are among those most likely to indicate their leadership and career opportunities opened up after certification. Teachers in Northern California and those who teach at the richest schools, and schools located in suburban or rural settings are the least likely to say it is "very true" that more leadership and career advancement opportunities have come their way post-certification.

Leadership and Career Opportunities as a Result of Certification

	% saying "very true" (1 or 2 on 5 pt. scale)	Groups most likely to say "very true"	Groups least likely to say "very true"
The process opened up leadership opportunities	50%	Urban schools (56%)	Men (44%) Math and science teachers (44%) Richest schools (41%) No. Californians (43%) Suburban/rural schools (43%)
The process opened up career advancement opportunities	43%	Biggest schools (49%) Urban (48%)	Richest schools (33%) No. Californians (31%) Suburban/rural (35%)

Q29-38. Now that you have been through the process, how true is each of these for you personally?

The members of the Sacramento focus group were particularly engaged NBCTs. During our conversation, several of them reflected on their expanded role since they had gained national certification.

I encourage other teachers to become National Board certified. And you are expected to become leaders in your school in terms of professional development or curriculum development, *etc.* I've presented workshops at my school as a result of it [and] there just seems to be a whole new attitude about me now that I am board certified. - *National Board Certified teacher*

They want [NBC teachers] on their board of examiners, their committees, and to play various roles because of the lens through which National Board certified teachers see things. - *National Board Certified teacher*

Who sees certification as a gateway to collaboration: Certification does not always lead to more opportunities to collaborate. (It may well be that large numbers of NBCTs were already collaborating with colleagues before they had obtained certification. See the question series 7-18.)

Those who are *more* likely to say they collaborate more since certification include teachers in smaller schools (700 students or less).

On the issue of engaging parents and community, Early Childhood Generalists are more likely to say they have begun to involve parents and community more. But these figures are still small.

Certification as a Gateway to Collaboration with Others

	% saying "very true" (1 or 2 on 5 pt. scale)	Groups most likely to say "very true"	Groups least likely to say "very true"
I have found more opportunities for collaboration with other teachers and educators	55%	Early Childhood Gen Stand (60%) Smallest schools (60%)	Men (41%) High schools (49%) Biggest schools (49%) Poorest schools (48%) No. Californians (40%)
I involve parents and/or other community members as resources more often in my teaching	41%	Early Childhood Gen Stand (49%)	Men (26%) Math and science (26%) Biggest schools (34%) Poorest schools (35%) 45-54 years old (35%)

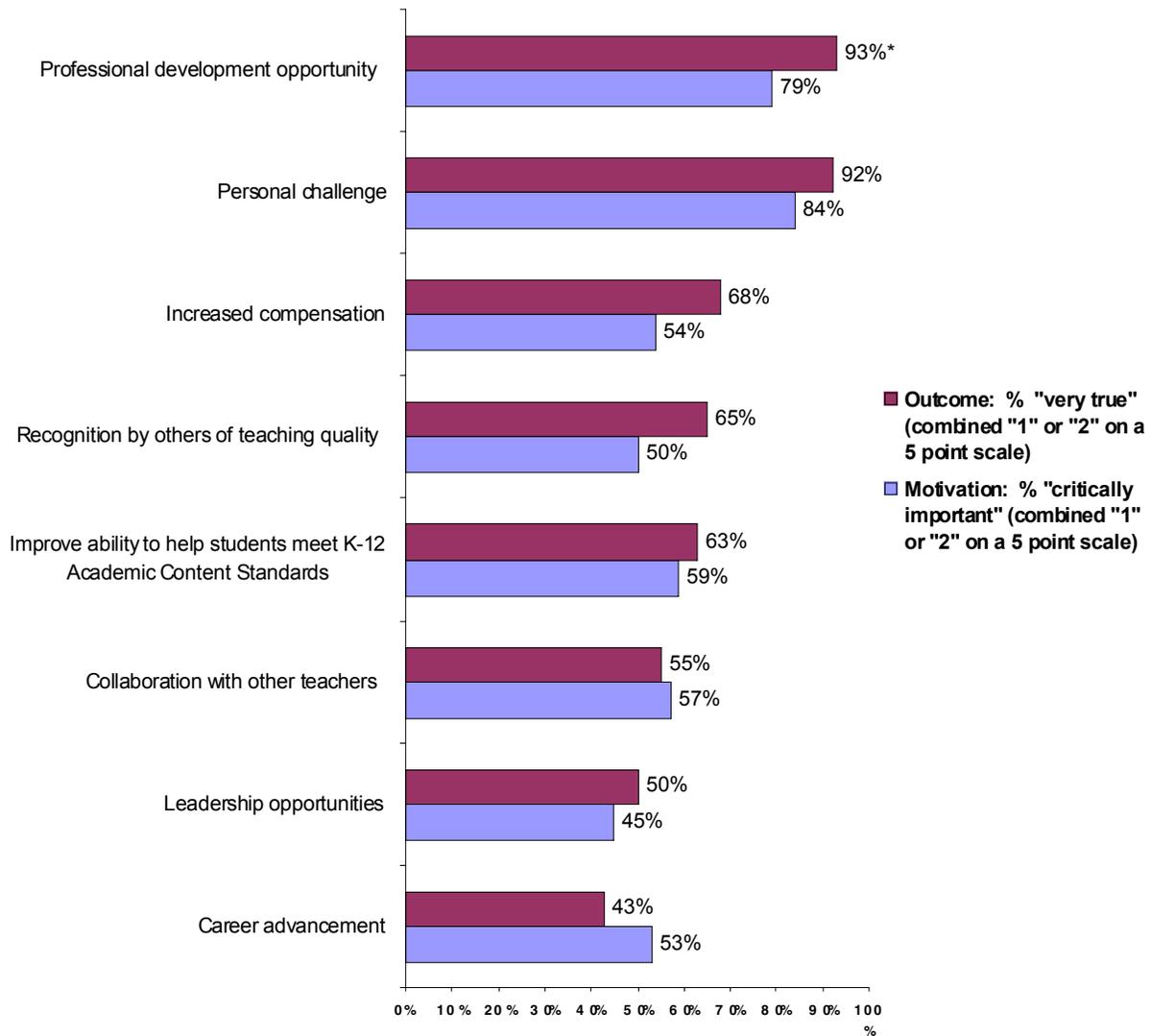
Q29-38. Now that you have been through the process, how true is each of these for you personally?

Comparing motivation to outcome

How do the motivations that teachers have for entering into the certification process compare with their perceptions of outcomes? The table on the following page compares two series we have discussed: the teachers' motivations to pursue certification and their perceived outcomes. In short, the process delivers in the areas most desired by the candidates and offers some frosting on the cake by leading to more income and recognition, but does not seem highly influential in helping with increasing understanding of standards, leadership, collaboration, or career advancement.

- The comparison shows that the two areas track each other: *areas of high motivation are also areas where the teachers have seen an impact*. For example, the NBCTs were mainly motivated by personal and professional challenges and they indicate that certification generally delivered in these areas. Thus they are largely happy with the program.
- At the other end of the spectrum, the teachers express little interest in certification as a vehicle for expanding leadership and career opportunities, and they also say changes in these areas were less true for them.

Comparison Between NBCTs' Motivations and Perceived Outcomes



Q29-38: Now that you have been through the process, how true is each of these for you personally?

Q19-28: How important was each of these to you in deciding to pursue National Board Certification?

*This bar is based on a question (Q3) not in the Q29-38 series, which reads: "As a professional development opportunity, would you say the National Board Certification process was excellent, good, fair, poor, or very poor?" Percent (93%) is those saying either "excellent" or "good."

Chapter Four: Utility

We have covered what motivates applicants to undertake the difficult task of achieving National Board Certification and their sense of how well met their motivations have been. Now we look at the bottom line: Has the process, in the view of the teachers, actually made an impact on their work inside and outside the classroom? A series of questions explored perceptions of the level of helpfulness of National Board Certification on 20 aspects of teaching.

The areas of most helpfulness include improving self-confidence, developing a stronger curriculum for students, and articulating learning goals for students clearly. Half or more also say certification has been very helpful in a number of other elements dealing with their interactions with other teachers and understanding how to reach students. The NBCTs indicate the areas of least helpfulness are helping treat students equitably, working with parents and taking advantage of community resources.

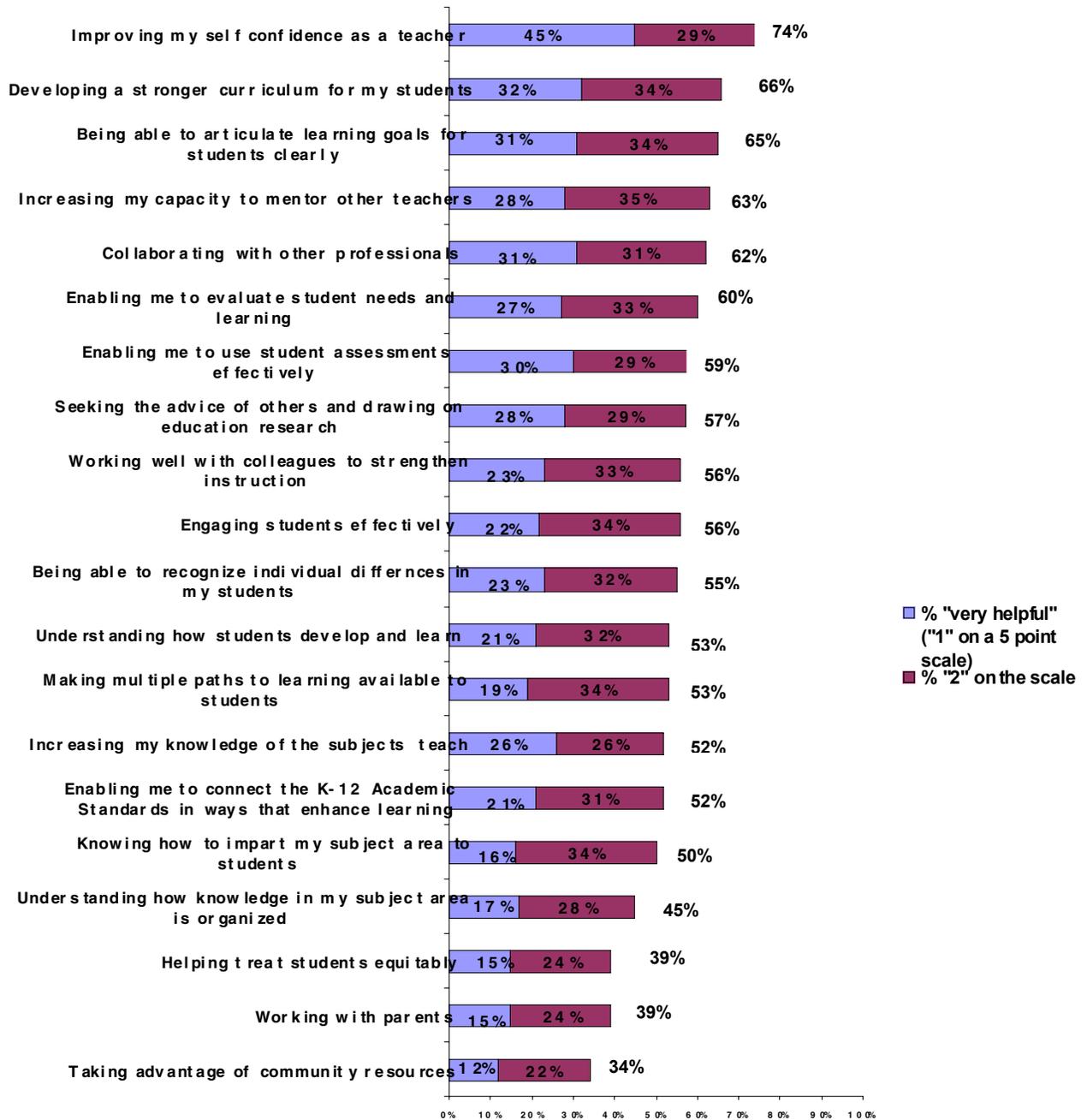
These ratings align closely with the goal of the certification process as being one of identifying already existing excellent teachers, although professional development to improve on existing skills is certainly an important benefit of seeking certification. Further, the responses may reflect NBCTs' maturity in the profession (seven in ten are over the age of 40).

In this chapter, "very helpful" refers to those circled either a "1" or a "2" on a five-point scale, from "1: very helpful" to "5: not important." *

* * The survey respondents marked a scale that appeared as follows:

Very		Somewhat		Not at all
Helpful		Helpful		Helpful
1	2	3	4	5

Certification as a Helpful Professional Tool



Q39-58: Thinking about the National Board Certification process in particular (as separate from other experiences you may have had), please rate the helpfulness to you personally of the NBC on each of the following areas:

Very Helpful Somewhat Helpful Not at all Helpful
 1 2 3 4 5

Impact of certification on pedagogical skills

Looking first at pedagogy, in general, and focusing on those NBCTs who gave items the top most "very helpful" rating ("1" or a "2"), we find 74% indicating certification has been powerful in *improving their self-confidence* – placing this highly personal aspect at the top of the helpful list.

Nearly two thirds (65%) give the top most "very helpful" rating to enhancing their ability to *articulate learning goals for students*; more than half (55%) call NBC "very helpful" in helping them *recognize individual differences in students*; and 53% say it has been "very helpful" in *improving their understanding of how students develop and learn*. However, less than four in ten (39%) say certification deserves a "1" or "2" in enhancing their *capacity to help treat students equitably*.

Middle school and junior high teachers are more likely than others to say certification improves one's confidence and ability to articulate learning goals for students. Those who feel they have been helped the most in being able to recognize students' individual differences and to understand how students learn and treat students equitably are more likely to be elementary school teachers and younger than 45 years old.

Impact of Certification Pedagogical Skills

	% saying "very helpful" (1 or 2 on 5 pt. scale)	Groups most likely to say "very helpful"	Groups least likely to say "very helpful"
Improving my self confidence as a teacher	74%	Middle school/junior high teachers (82%) Predominantly white schools (81%)	Men (66%) High school teachers (66%) Math and science teachers (67%)
Being able to articulate learning goals for students clearly	65%	Middle school/junior high teachers (72%) <35 years old (72%)	Men (56%) Math and science teachers (56%)
Being able to recognize individual differences in my students and adjust my practices accordingly	55%	BA degree (61%) Elementary classroom (60%) <35 years old (65%)	High school teachers (48%) Humanities teachers (49%) Math and science NBCs (49%)
Understanding how students develop and learn	53%	Elementary classroom (59%) Early Childhood Generalist Standards (59%) 35-44 years old (61%)	High school teachers (44%) No. Californians (48%) 45-54 years old (48%)
Helping me treat my students equitably	39%	Early Childhood Generalist Standards (46%) 35-44 years old (46%)	Men (26%) Math and science NBCs (32%) 45-54 years old (31%)

Q39-58. Thinking about the National Board Certification process in particular (as separate from other experiences you may have had), please rate the helpfulness to you personally of the NBC on each of the following areas.

Certification impact on NBCTs' curriculum and knowledge of their subject area

Four questions in this series relate to the California teachers' attitudes on how certification positively influences their specific academic subject area. Two thirds (66%) indicate that certification deserves the top most "very helpful" rating in the area of *developing a stronger curriculum* for their students. Fifty-two percent gives certification a "most helpful" rating in *increasing the knowledge of the academic subjects they teach*. Still less often marked as "very helpful" are *knowing how to impart one's subject area* to students (50% a "1" or a "2") and *understanding how knowledge in one's subject is organized* (45%).

Some types of teachers are considerably more enthusiastic than others about the helpfulness of certification on how well they handle their particular subject matter and curriculum. The teachers who are most likely to give certification "very helpful" marks in these areas are elementary school teachers. Math and science teachers, men, as well as high school teachers are the most *unenthusiastic* on this point.

Impact of Certification on One's Area

	% saying "very helpful" (1 or 2 on 5 pt. scale)	Groups most likely to say "very helpful"	Groups least likely to say "very helpful"
Developing a stronger curriculum for my students	66%	Elementary classroom (71%) Middle school/junior high teachers (71%)	Men (58%) High school teachers (56%) Math and science teachers (52%)
Increasing my knowledge of the subjects I teach	52%	Elementary teachers (62%) Early Childhood Gen Stand (61%) Middle Ch/Early Ad Gen Stand (63%)	Men (36%) Middle school/junior high teachers (44%) High school teachers (32%) Humanities teachers (45%) Math and science teachers (29%) Biggest schools (39%)
Knowing how to impart my subject area to students	50%	BA degree (55%)	Graduate degree (45%) Math and science teachers (42%) Richest schools (44%) No. Californians (45%)
Understanding how knowledge in my subject area is organized and linked to other disciplines	45%	Elementary classroom (57%) Early Childhood Generalist Standards (59%) Middle Child/Early Adol Gen Stand (54%)	Men (28%) Middle school/junior high teachers (36%) High school teachers (25%) Math and science teachers (25%) Humanities teachers (37%) Biggest schools (32%) <35 years old (40%)

Q39-58. Thinking about the National Board Certification process in particular (as separate from other experiences you may have had), please rate the helpfulness to you personally of the NBC on each of the following areas.

The questions about subject area are a good place to point out the consistently weak or more negative views of math and science and male teachers in this study. Those teachers seem to suggest the NBC process is much less applicable to their needs and desires.

Certification impact on teachers' ability to enhance student learning

Small majorities score the process as “very helpful” that certification enables them to *better engage students effectively* (56%), for *making multiple learning paths available to students* (53%) and for *providing the opportunity to connect the K-12 Academic Content Standards for California Public Schools teaching in ways that enhance student learning* (52%).

Elementary school teachers are the most likely to give high marks to NBC in the area of enhancing their ability to improve student learning while middle school/junior high teachers, high school teachers, Northern Californians as well as math and science teachers are the least likely.

Impact of Certification on Teachers' Ability to Enhance Student Learning

	% saying "very helpful" (1 or 2 on 5 pt. scale)	Groups most likely to say "very helpful"	Groups least likely to say "very helpful"
Engaging students effectively	56%	Elementary teachers (60%) Mid-size schools (60%)	Middle school/junior high teachers (50%) High school teachers (49%) Math and science teachers (46%) No. Californians (49%) 45-54 years old (51%)
Making multiple paths to learning available to my students	53%	Elementary school teachers (58%) Early Childhood Gen Stand (61%) Mid-size schools (58%) 31-70% free lunch (58%)	Middle school/junior high teachers (45%) High school teachers (40%) Math and science teachers (35%) Humanities teachers (47%) Biggest schools (44%) Richest schools (46%) No. Californians (48%) 45-54 years old (46%)
Enabling me to connect the K-12 Academic Content Standards for California Public Schools teaching in ways that enhance student learning	52%	Elementary school teachers (61%) Early Childhood Gen Stand (58%) Mid Child/Early Ad. Gen Stand (58%)	Men (33%) High school teachers (39%) Math and science teachers (35%) Biggest schools (42%) No. Californians (41%)

Q39-58. Thinking about the National Board Certification process in particular (as separate from other experiences you may have had), please rate the helpfulness to you personally of the NBC on each of the following areas.

Certification as a way to help teachers better assess student performance

About six in ten NBCTs in California indicate certification deserves the top rating for enabling them to better assess students' performance and determine their needs. Sixty percent believe it has been "very helpful" (a "1" or a "2") in enabling them to *evaluate their students' needs and learning* and 59% say that certification was "very helpful" to them in *using student assessments effectively*.

Among those NBCTs more likely to say certification has impacted their assessment capabilities positively are teachers who have earned National Board Certification in Early Childhood or Middle Childhood and Early Adolescence Generalist Standards, and those who teach in an urban setting.

Impact of Certification on Ability to Assess Students

	% saying "very helpful" (1 or 2 on 5 pt. scale)	Groups most likely to say "very helpful"	Groups least likely to say "very helpful"
Enabling me to evaluate student needs and learning	60%	Early Childhood Generalist Standards (66%) <35 years old (66%)	Men (47%) High school teachers (51%) Math and science teachers (48%) 45-54 years old (53%)
Enabling me to use student assessments effectively	59%	Middle/junior high teachers (63%) Mid Child/Early Ad Gen Standards (63%) Predominantly Hispanic schools (63%) Urban schools (63%)	English NBCs (54%)

Q39-58. Thinking about the National Board Certification process in particular (as separate from other experiences you may have had), please rate the helpfulness to you personally of the NBC on each of the following areas.

Certification as a way to encourage collaboration and mentoring

Sixty-three percent of NBCTs in California give certification a "1" or "2" for "very helpful" in increasing their *capacity to mentor other teachers*, 62% say so for improving their ability to *collaborate with other teachers*, and 56% call it "very helpful" in *working well with colleagues at their schools to strengthen instruction*.

Those more likely than others to indicate that certification has been "very helpful" in these areas include elementary school teachers and teachers with BA degrees. Math and science teachers are the least likely to say certification has been "very helpful" with mentoring and collaborating.

Impact of Certification on Collaboration and Mentoring

	% saying "very helpful" (1 or 2 on 5 pt. scale)	Groups most likely to say "very helpful"	Groups least likely to say "very helpful"
Increasing my capacity to mentor other teachers	63%	BA degree (68%) Middle Childhood (68%) Predominantly Hispanic schools (71%) Urban schools (68%)	Junior high/middle school teachers (58%) Math and science NBCs (47%) Predominantly mixed schools (58%) No. Californians (58%)
Collaborating with other professionals	62%	BA degree (67%) Elementary classroom (67%) Middle Childhood/Early Ad Gen Stand (68%) Smallest schools (70%) 31-70% free lunch (71%) Urban schools (67%)	Men (50%) High school teachers (51%) Math and science NBCs (50%) Humanities teachers (57%) Mid-size and the biggest schools (57%) No. Californians (54%) Suburban/rural schools (57%)
Working well with colleagues to strengthen instruction at my school	56%	31-70% free lunch (66%) 55+ years old (61%)	Math and science NBCs (49%)

Q39-58. Thinking about the National Board Certification process in particular (as separate from other experiences you may have had), please rate the helpfulness to you personally of the NBC on each of the following areas.

Certification, seeking advice, research and scholarship

A little less than six in ten NBCTs (57%) believe that certification gets top ratings in helping them *seek the advice of others* and *use education research and scholarship to improve their teaching practice*.

Those most likely to believe it has been “very helpful” in this regard include elementary school teachers, those with certification in Early Childhood Generalist Standards, teachers from the smallest schools, those who teach in low-performing schools, and teachers 55 years or older.

**Impact of Certification on
 Seeking out Advice, Research, and Scholarship**

	% saying “very helpful” (1 or 2 on 5 pt. scale)	Groups most likely to say “very helpful”	Groups least likely to say “very helpful”
Seeking the advice of others and drawing on education research and scholarship to improve my practice	57%	Elementary school teachers (63%) Early Childhood Gen Standards (66%) Smallest schools (63%) Low-performing schools (62%) 55+ years old (62%)	Men (47%) Graduate degree (52%) Math and science teachers (50%) Humanities teachers (52%) Predominantly mixed schools (50%) Biggest schools (52%) Non low-performing schools (52%) <35 years old (52%)

Q39-58. Thinking about the National Board Certification process in particular (as separate from other experiences you may have had), please rate the helpfulness to you personally of the NBC on each of the following areas.

Community outreach unaffected

Finally, at the bottom of the list of areas that certification may have helped facilitate are parental and community engagement. Very few NBCTs describe certification as being "very helpful" by circling a "1" or "2", in working with parents or utilization of community resources. Only 39% of NBCTs say they found certification "very helpful" towards *working with parents* while just 34% feel it has been "very helpful" to them in *taking advantage of community resources*.

Those more likely than others to say they found certification to be helpful in these areas are elementary school teachers, Early Childhood Generalists, and the youngest teachers (<35 years old).

Impact of Certification on Parental and Community Engagement

	% saying "very helpful" (1 or 2 on 5 pt. scale)	Groups most likely to say "very helpful"	Groups least likely to say "very helpful"
Working with parents	39%	Elementary classroom (47%) Early Childhood Generalist Standards (47%) <35 years old (48%)	Middle school/junior high teachers(29%) High schools (34%) Math and science NBCs (25%) Pred. mixed schools (34%) No. Californians (34%) 45-54 years old (33%)
Taking advantage of community resources	34%	Elementary classroom (41%) Early Child Gen Standards (42%) <35 years old (43%)	Men (26%) Middle/junior highs (27%) High school teachers (27%) English NBCs (28%) Math and science NBCs (23%) No. Californians (24%)

Q39-58. Thinking about the National Board Certification process in particular (as separate from other experiences you may have had), please rate the helpfulness to you personally of the NBC on each of the following areas.

Chapter Five: Who Benefits from Certification?

If an objective of NBPTS is to improve the quality of education via supporting excellent teaching, then a natural question is who benefits? Are the NBCTs alone the beneficiaries, or do certified teachers have an impact on the educational system beyond their own classrooms, in their schools or districts?

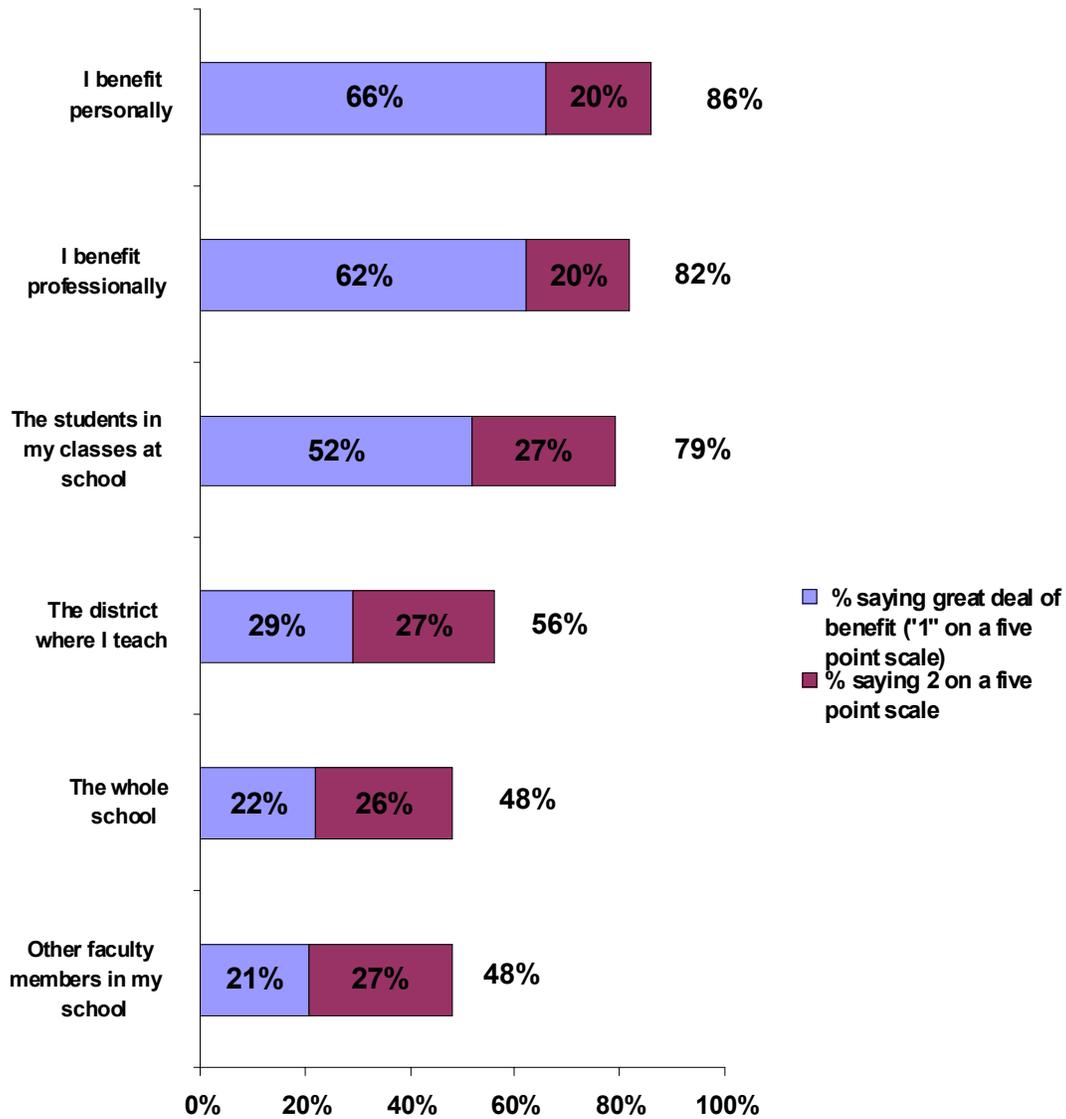
According to the California NBCTs in the survey, the benefits of certification are much more likely to be localized – rather than spilling out far beyond their own classrooms. In large measure the teachers believe they themselves and the students in their own classrooms profit a great deal from their certification. To a much smaller extent they say their certification impacts players outside their immediate sphere, such as their school as a whole and its faculty, or the school district.

- Eighty-six percent of the NBCTs indicate that they *personally* receive a great deal of benefit from certification (that is, they gave the top most rating of a “1” or “2” on a five point scale*).
- Similarly, eighty-two percent feel that *professionally* they benefit a great deal.
- Seventy-nine percent also say their own students benefit a great deal.
- However, only 56% of NBCTs in the state indicate that their particular school districts profit “a great deal” from their certification skills while 48% say their whole school benefits that much. Finally, forty-eight percent feel other faculty members gain “a great deal” from their certification experiences at such a high level.

* The survey respondents marked a scale that appeared as follows:

Great Deal of Benefit		Some Benefit		Do/Does Not Benefit	
1	2	3	4	5	

Who Benefits from NBC Certification?



Q59-64. Who benefits from the skills you gained by becoming board certified?

	Great Deal of Benefit		Some Benefit		Do/Does Not Benefit
	1	2	3	4	5

Specifically, those groups who tend to believe both they themselves and others in their school and district have benefited a great deal from NBC certification include those who have earned certification in Early Childhood Generalist Standards, Middle Childhood and Early Adolescence Generalist Standards as well as teachers 55 years or older.

Among those who are the least likely to indicate they have benefited from certification - up and down the scale from personal benefit to whole schools and district -- are men, high school teachers, math and science teachers, Northern Californians and those who teach in schools not identified by the respondents as low-performing schools.

Who Benefits from NBC Certification?

	% saying "great deal of benefit" (1 or 2 on 5 pt. scale)	Groups most likely to say "great deal of benefit"	Groups least likely to say "great deal of benefit"
I benefit personally	86%	Middle school/junior highs (91%) Pred white schools (91%) 31-70% free lunch (91%)	Men (74%) High schools (81%)
I benefit professionally	82%	Biggest schools (87%)	Men (78%)
The students in my classes at school	79%	Elementary schools (84%) Early Childhood Gen Stand (84%) Mid-size schools (86%)	Men (64%) High schools (73%) Math and Science teachers (70%)
The district where I teach	56%	Early Childhood Generalist Standards (61%) English NBC (33%) Early Childhood (28%), Middle Childhood and Early Adolescence Generalist Standards (32%)	Math and Science teachers (45%) Pred white schools (51%) Non LPS (51%) No. Californians (46%)
The whole school	48%	Middle Childhood and Early Adolescence Gen Stand (53%) Smallest schools (53%) 55+ years old (54%)	High schools (43%) Math and science teachers (39%) Richest schools (43%) Non LPS (43%) No. Californians (41%)
Other faculty members in my school	48%	Middle Childhood and Early Adolescence Generalist Standards (53%) Predominantly Hispanic schools (56%) 55+ years old (62%)	Men (39%) Math and science NBCs (36%) Pred white schools (42%) Pred mixed schools (42%) Richest schools (40%) Non LPS schools (40%)

Q59-64. Who benefits from the skills you gained by becoming board certified?

Chapter Six: Does Certification Impact the Roles of Teachers?

Strong majorities of NBCTs in California were already participating in leadership roles before they obtained their National Board Certification. This suggests that they may utilize the certification process as a way to improve their existing leadership abilities, but that the process does not have much influence in shaping new leaders. On the other hand, there may be some movement to low-performing schools created by the promise of a bonus and/or salary increases for such a move for teachers with National Board Certification; three in ten NBCTs in the survey have been inspired to at least weigh the idea of moving to a low-performing school, because of financial incentives.

Certification not greatly impacting the NBCT's roles as leaders

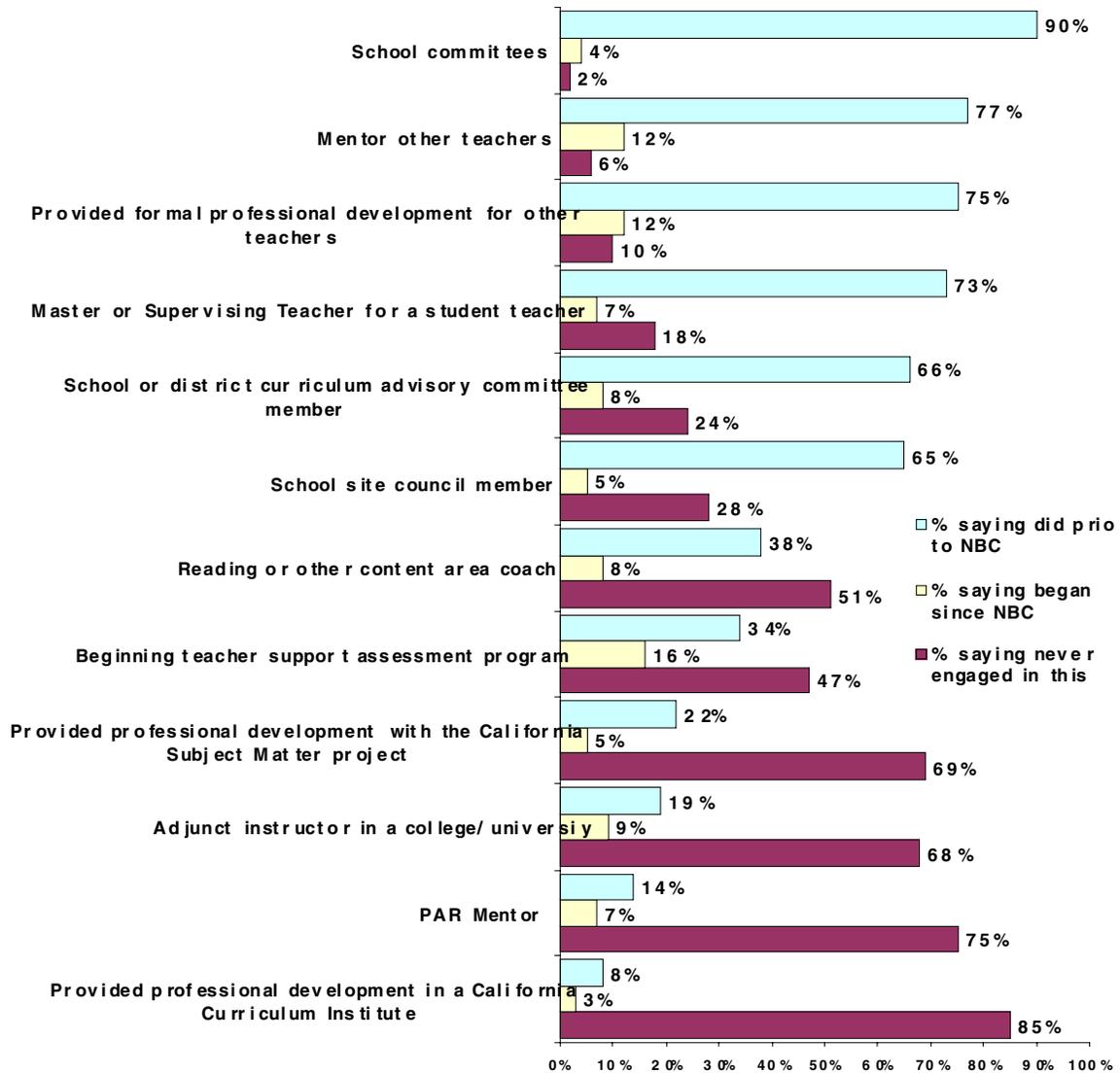
The NBCTs are very likely to say they were already involved in general school committees, mentoring programs (with the exception of the PAR Mentor program), and professional development activities before they earned their certification.

- Specifically, nine in ten (90%) indicate that before obtaining certification, they participated in various school committees; eight in ten (77%) say they had mentored other teachers; 75% provided general professional development for colleagues; and seven in ten (73%) say they served as a Master or Supervising Teacher for a student teacher.
- Majorities of teachers also say that they had roles in specific school or district committees. Two thirds (66%) of NBCTs indicate that they were involved in a school or district curriculum advisory committee and 65% had served as a school site council member.

On the other hand, prior to obtaining NBC, most NBCTs did *not* hold such positions as

- A reading content coach (38% say they had this responsibility);
- A participant as in the Beginning Teacher Support Assessment program (34%);
- A participant in the California Subject Matter project (22%);
- An adjunct instructor in a university (19%);
- A PAR Mentor (14%); or
- A participant in the California Curriculum Institute (eight percent).

Pre-existing and Post-Certification Involvement



Q7-18. Please circle the appropriate code for each role: never engaged in this, did prior to NBC, or began since NBC.

Furthermore, very few of the NBCTs developed roles in these less common activities after obtaining certification.

- More than half (51%) have *never* engaged as a reading content coach, served as an adjunct instructor at a university (68%), held a position with the California Subject Matter project (69%), participated in the PAR Mentor program (75%), or were involved in the California Curriculum Institute (85%).
- Only very small percentages - ranging from three percent to 12% -- have begun doing any of the eleven activities on our list since gaining national certification.

Among those most likely to say they have *never* engaged in professional development activities or tutorial and university positions include math and science teachers.

Never Engaged in Various Leadership Opportunities

	% saying "never engaged in this"	Groups most likely to say "never engaged in this"	Groups least likely to say "never engaged in this"
Provided professional development in or held a position of responsibility in a California Curriculum Institute	85%	Non LPS (90%) Suburban and rural (90%)	LPS (81%) Urban (81%)
Professional Assistance and Review (PAR) Mentor	75%	English NBC (83%) Biggest schools (77%)	Early Childhood Gen Stand (69%) Small schools (69%)
Provided professional development in or held a position of responsibility with the California Subject Matter project	69%	Early Child Gen Stand (78%) Suburban and rural (79%)	English NBC(59%) Urban schools (61%)
Adjunct instructor in a college/university teacher preparation program	68%	BA degree (76%) Middle and junior high (77%) Math and Science NBC (82%)	Graduate degree (62%) Elementary (66%) English NBC(68%) Early Child (66%) Middle Childhood and Early Adolescence Gen Stand (67%)
Reading or other content area coach in your school	51%	Men (65%) High schools (59%) Math and Science (60%) So. Californians (53%) Urban (60%)	Women (48%) Middle and junior high (44%) Elementary (49%) Humanities (51%) No. Californians (39%) Suburban and rural (43%)
Beginning teacher support assessment program (BTSA)	47%	Math and Science (53%) Pred white schools (60%) Non LPS (56%) No. Californians (56%) Suburban/rural (54%)	Elementary (45%) Pred Hispanic schools (38%) LPS (38%) So. Californians (44%) Urban (41%)

Q7-18. Please circle the appropriate code for each role: Never Engaged in This, Did Prior to NBC, or Began Since NBC.

Financial incentives lack of impact on NBCTs' decisions to teach at low-performing schools

Almost every NBC teacher (96%) in California is aware of the financial incentives for those who choose to work in the state's low-performing schools.

Awareness of Incentives for Teachers in Low-performing schools

Q68. Are you aware of financial incentives for teachers who work in low-performing schools in California?

	Yes
Total	96%
English NBC	98%
Early Childhood	99%
Middle Childhood/Early Adolescence	98%
Science/Math	92%
Richest: <30% free lunch	96%
31%-70%	99%
Poorest: 71%-100%	100%

When asked if incentives have caused them to consider a faculty position in a low-performing school, about three in ten (29%) of the NBCTS say it has. Half (51%) already teach in low-performing schools. So while many were probably already in LPS's, the incentives do appear to be providing an added push in that direction.

Among those NBCTs most likely to say the financial incentives have made them consider a position in a low-performing school are: those who teach young children and are in Hispanic, poorest, low-performing, urban schools.

Incentives as an Impetus to Teach in Low-Performing Schools

Q69. Have these incentives caused you to consider a position in a low-performing school?

	Yes	No	No response
Total	29%	56	15
Elementary school	35%	52	13
Middle/Junior high	14%	65	20
High School	26%	61	12
Elementary classroom	37%	51	12
Math/science	21%	64	15
Humanities	21%	59	19
English NBC	26%	59	15
Early Childhood	42%	42	17
Middle Childhood/Adolescence	28%	63	9
Math/science	20%	61	20
>50% Hisp student population	36%	44	19
>50% White	22%	69	9
Mixed student pop	26%	61	12
Richest: <30% free lunch	22%	70	8
31%-70%	26%	58	16
Poorest: 71%-100%	38%	44	18
Low-performing school	38%	42	20
Non low performing	20%	74	6
Urban	34%	52	14
Suburban/Rural	25%	61	14

Chapter Seven: Profile of the NBCTs in California

The typical NBCT is a generalist, was certified within the last two years, and holds a higher academic degree and is more likely to be a woman than other teachers in California.

Year of certification

As of the summer of 2001, the great majority of NBCTS in California had received their certification since 1998. Twenty-three percent of teachers report they received certification in 1999, 55% in 2000, and another five percent in the first quarter of 2001. Only 17% of the teachers indicate that they received National Board Certification between 1994 and 1998.

As the program matures, it is gaining more participation among men and teachers in the sciences.

- Those more likely than others to have been among the first to achieve NBC between 1994 and 1998 are women and middle and junior high school teachers.
- Math and science teachers as well as those teaching in low-performing schools picked up slightly in 1999.
- The year 2000 saw a surge in certification, especially among men and those teaching in suburban and rural schools.

Year of Certification

Q1a. What calendar year did you receive National Board Certification?

	1994-1998	1999	2000	2001
Total	17%	23	55	5
Women	18%	23	54	5
Men	8%	24	61	6
Elementary school	14%	22	56	7
Middle/Junior high	19%	28	51	2
High School	13%	24	56	6
Elementary classroom	13%	23	57	7
Math/science	15%	33	49	3
Humanities	16%	23	55	4
Low-performing	11%	27	57	5
Non-low-performing	20%	20	54	6
Urban	16%	25	53	6
Suburban/rural	14%	22	59	5

Area of National Board Certification

- Over half of the teachers have earned Board Certification in Generalist Standards. This includes those who say they have received certification in: Early Childhood (23%), Middle Childhood (29%), or Early Adolescence Generalist Standards (three percent).
- The next most popular areas of certification include various concentrations in English (18%) and math and science (16%).
- The least common certifications are in the areas of Art (three percent), Career and Technical Education (less than one percent), Social Studies/History (four percent), Exceptional Needs (two percent).

Area of National Board Certification

Q1B. In what area is your National Board Certification?

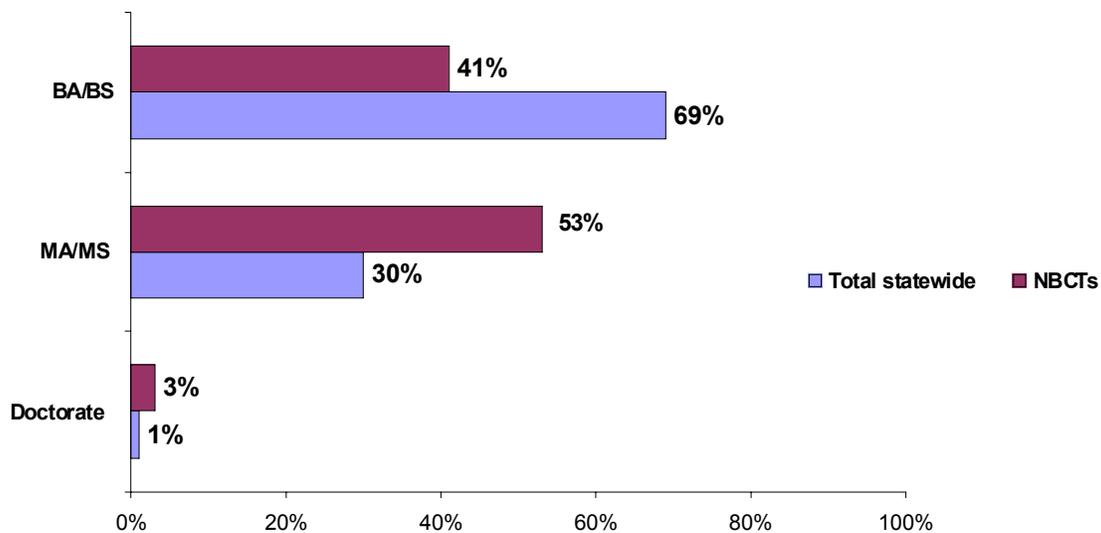
Early Childhood Generalist Standards	23%
Middle Childhood Early Adolescence Generalist Standards	32%
Middle Childhood Generalist Standards	29%
Early Adolescence Generalist Standards	3%
English	18%
English as a New Language	1%
Early Adolescence English Language Arts Standards	9%
Adolescence and Young Adulthood English Language Arts Standards	8%
Math and Science	16%
Middle Childhood through Early Adolescence Mathematics Standards	3%
Adolescence and Young Adulthood Mathematics Standards	6%
Early Adolescence Science Standards	2%
Adolescence and Young Adulthood Science Standards	6%
Social Studies/History	4%
Art	3%
Early and Middle Childhood Art Standards	*
Early Adolescence through Young Adulthood Art Standards	3%
Career and Technical Education	*
Exceptional Needs	2%

Type of university degree held

NBCTs are a well-educated crowd. A majority (53%) of teachers with National Board Certification reports that they have a master's degree and three percent say they hold a doctorate. Forty-one percent indicate that they have earned a bachelor's degree. The percentage of teachers with advanced graduate degrees is higher among NBCTs than among teachers generally in the state. Among all California teachers, 69% have bachelor's degrees, 30% have master's degrees, and one percent hold doctorate degrees (Source: California Department of Education, Educational Demographics Unit).

NBCTs who are more likely than others to hold a master's degree include women (although men are more likely than women to have doctorates), high school teachers, teachers who have earned certification in an English concentration or Early Childhood Generalist Standards, those who teach at schools where a majority of the student population is white, and those who work in Southern California.

Types of Degrees Held by NBCTs and All Teachers in California



QB. What degrees do you hold?

Type of University Degree Held

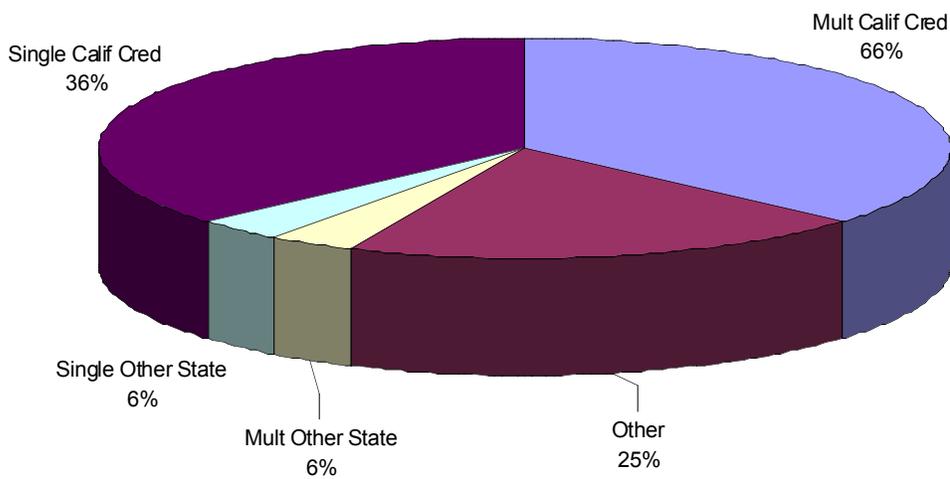
QB. What degrees do you hold?

	BA/BS	MA or MS	PhD	Other
Total	41%	53%	3%	2%
Women	41%	55%	2%	2%
Men	41%	46%	10%	5%
Elementary school	43%	55%	2%	2%
Middle/Junior high	48%	51%	3%	2%
High school	36%	59%	5%	4%
Elementary classroom	44%	53%	2%	2%
Math/science	49%	47%	3%	4%
Humanities	39%	56%	3%	3%
Other	23%	61%	4%	2%
English NBC	37%	57%	3%	2%
Early Childhood	37%	61%	2%	3%
Mid	47%	48%	2%	1%
Child/Adolescence				
Math/science	43%	44%	4%	5%
>50% Hisp stud pop	43%	52%	3%	3%
>50% White	39%	60%	1%	1%
Mixed student pop	45%	49%	4%	2%
Northern California	48%	47%	2%	--
Southern California	39%	55%	3%	3%

Type of teaching credential held

Two thirds (66%) of NBCTs hold a multiple California teaching credential while nearly four in ten (36%) say they have a single subject credential. Twelve percent of the teachers indicate they hold either a multiple (six percent) or single (six percent) subject teaching credential from another state. Twenty-five percent say they hold another type of credential, most frequently the Cross-cultural Language and Academic Development (CLAD) certificate.

Type of Teaching Credential Held



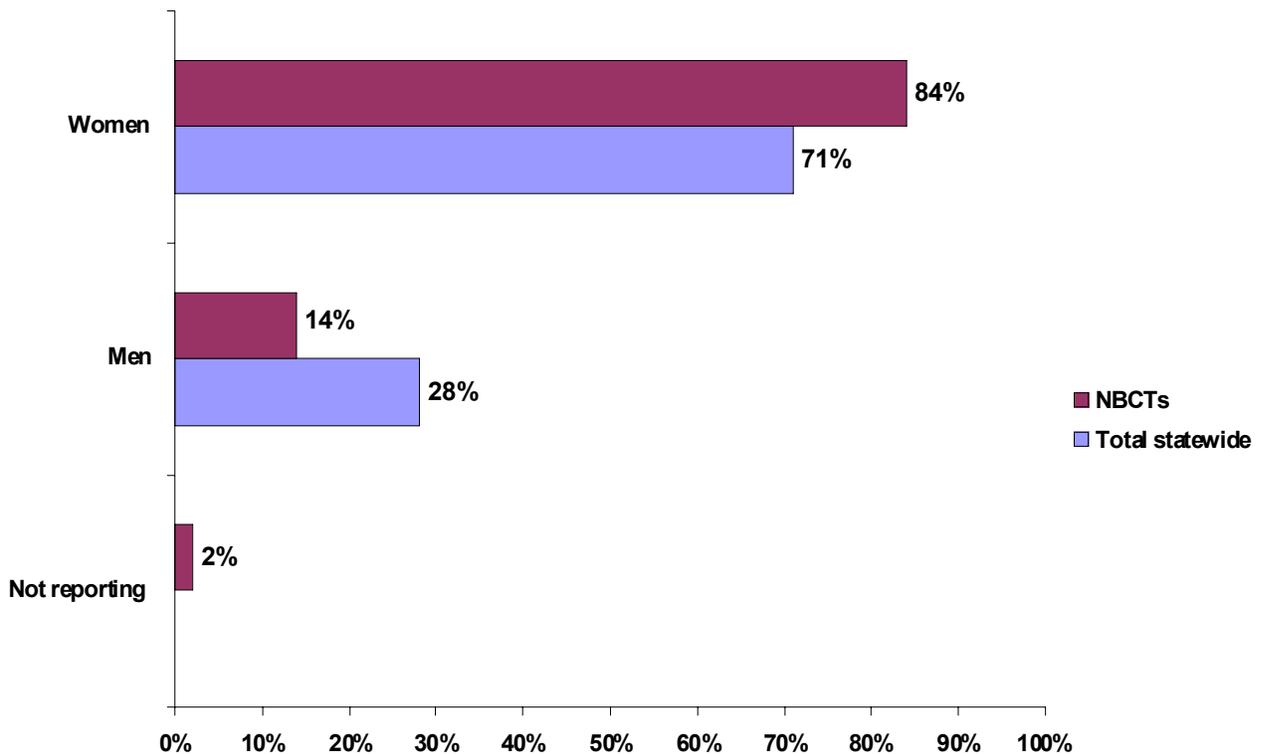
C. What credentials do you hold?

Gender breakdown of NBCTs

Not surprisingly, a large majority (84%) of the teachers in the survey are women while only 14% are men. However, the preponderance of women is even higher than it is among the total population of California teachers in which 71% are women and 28% are men (Source: California Department of Education, Educational Demographics Unit).

Women with National Board Certification in California represent large majorities in all demographic areas but men make their strongest incursions among high school teachers, the largest schools, and in Math and Science.

Gender of NBCTs and All Teachers in California



Q6. What is your gender?

Gender of NBCTs by Cross tabs

QG. What is your gender?

	Women	Men	Not reported
Total	84%	14	2
Elementary school	89%	8	2
Middle/Junior High	90%	8	2
High School	72%	28	1
Elementary classroom	89%	8	2
Math/science	74%	24	2
Humanities	81%	18	1
English NBC	83%	16	1
Early Childhood/Gen	95%	4	1
Mid/Early Adolescence	84%	13	3
Math/science	72%	26	3
>50% Hisp student population	82%	17	*
>50% White	90%	8	2
Mixed student pop	80%	18	2
<700 students	89%	9	2
701-1400	87%	10	4
1401+	74%	26	--
Richest: <30% free lunch	84%	14	2
31%-70%	82%	16	2
Poorest: 71%-100%	83%	16	1

Race and ethnicity of NBCTs

Eight in ten (78%) of the NBCTs indicate their race or ethnicity as white, seven percent Asian American, six percent Hispanic, five percent African American, and two percent American Indian. This distribution reflects the way all California teachers are distributed generally, except that Hispanics are under represented. Statewide, 75% are white, four percent are Asian American, 13% Hispanic, five percent African American and one percent American Indian (Source: California Department of Education, Educational Demographics Unit).

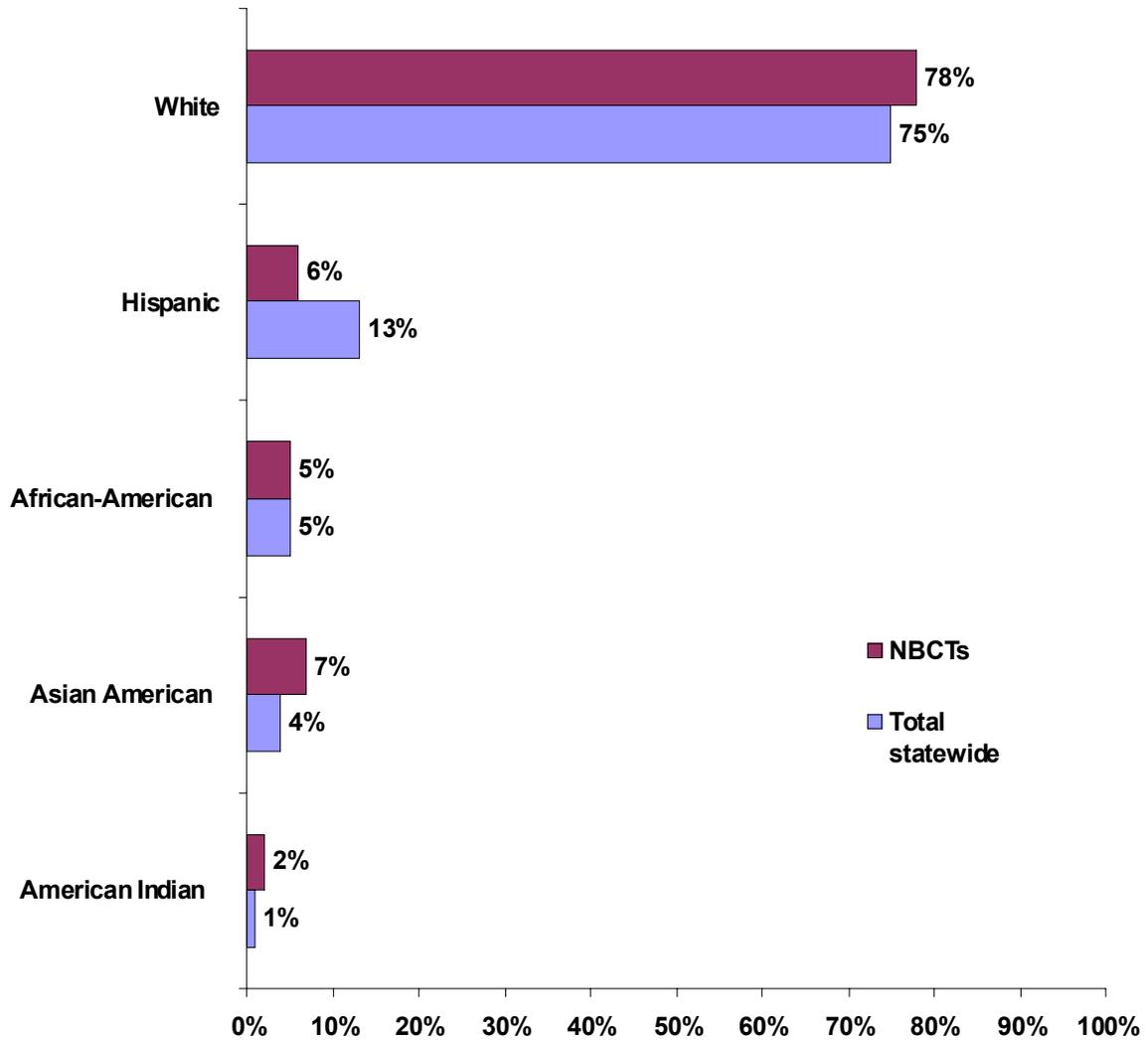
White teachers represent large majorities in every demographic area.

Asian-American NBCTs are more likely to teach math and science (13% of math and science teachers are Asian American) than other subject areas and have earned NBC in math or science more than in other concentrations. Also, Asian-American NBCTs more often work at low-performing schools (nine percent of board certified LPS teachers are Asian American) than non low-performing schools (four percent). Moreover, Asian Americans are more likely to teach in an urban setting (10% of urban teachers are Asian American) than in a suburban or rural setting (three percent).

African-American NBCTs are more likely to teach at schools with a mixed racial/ethnic student population (eight percent of the board certified teachers in mixed race schools are African American) than in schools predominantly white (two percent) or Hispanic (four percent) and teach in an urban setting (eight percent) rather than a suburban or rural location (two percent).

Finally, Hispanic NBCTs are more likely to teach at an elementary school (seven percent of NBC teachers in elementary schools are Hispanic) or high school (eight percent) than at a middle school or junior high (none).

Race and Ethnicity of NBCTs and All Teachers in California



F. Your race/ethnicity

Race and Ethnicity of NBCTs by Cross Tabs

F. Your race/ethnicity

	Amer Ind	Asian	African America n	Hisp	White
Total	2%	7%	5%	6%	78%
BA degree	2%	9%	5%	8%	76%
Graduate degree	1%	5%	5%	4%	84%
Elementary school	2%	6%	6%	7%	80%
Middle/Junior high	3%	7%	4%	--	86%
High school	2%	9%	4%	8%	76%
Elementary classroom	2%	6%	7%	7%	79%
Math/science	1%	13%	1%	3%	79%
Humanities	2%	3%	4%	5%	82%
English NBC	4%	5%	6%	6%	78%
Early Childhood	1%	5%	7%	7%	78%
Mid Child/ Adolescence	3%	6%	6%	6%	83%
Math/science	--	14%	1%	3%	72%
>50% Hisp stud pop	2%	9%	4%	8%	79%
>50% White	1%	2%	2%	6%	88%
Mixed student pop	2%	8%	8%	4%	75%
Richest: <30% free lunch	1%	5%	2%	4%	86%
31%-70%	3%	5%	5%	7%	80%
Poorest: 71%-100%	1%	9%	7%	6%	76%
Low-performing school	2%	9%	7%	7%	75%
Non low-performing	2%	4%	3%	5%	85%
No. California	3%	4%	1%	3%	87%
Southern California	1%	7%	6%	7%	77%
Urban	1%	10%	8%	6%	71%
Suburban/rural	2%	3%	2%	6%	88%

Chapter Eight: The Presence of NBCTs in Schools

Grade level of NBCTs

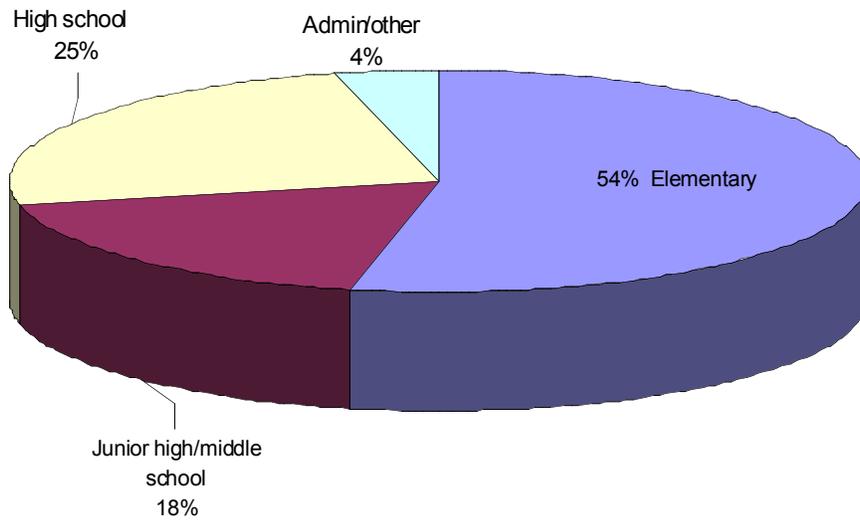
The NBCTs more often teach at the elementary school level (54%) than at the junior high/middle school (18%) or high school (25%) levels. Additionally, four percent indicate that they work in an administrative position.

Those who are likely to teach at the *elementary* level are women; certified in Early Childhood, Middle Childhood, and Early Adolescence Generalist Standards; in schools with white and Hispanic majorities; at schools with 1400 students or less; and with the largest numbers of students receiving free or subsidized lunch.

Those who are likely to teach at the *junior high and middle school* level include women; those certified in an English, math, or science concentration; and at mid-size schools (701-1400 students).

NBC *high school* teachers are more likely than lower school teachers to include men; Certification in an English, math, or science concentration; at schools with a mixed racial and ethnic student population; at the largest schools (1401+ students); and in schools where less than 71% of the student population receives free or subsidized lunch.

Grade Level Taught by NBCTs



D. What grade level do you teach?

Grade Level Taught by NBCTs By Cross Tabs

D. What grade level do you teach?

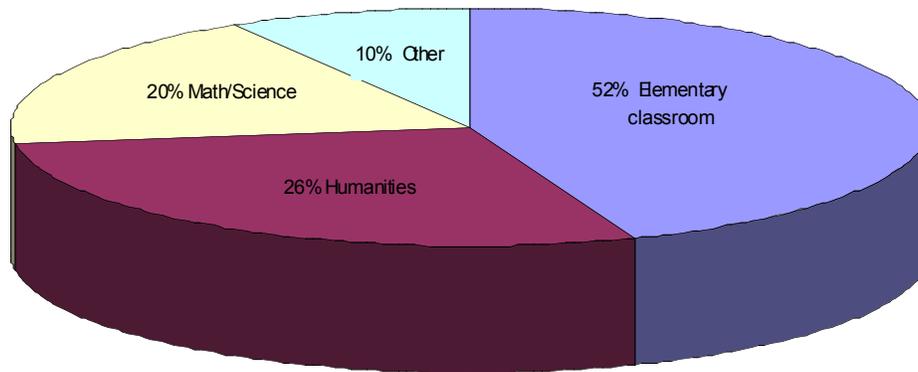
Multiple answers accepted

	Elementar y	Junior high/middle school	High school	Administrat or/ other
Total	54%	18	25	4
Women	57%	20	21	3
Men	32%	10	48	7
English NBC	10%	40	46	4
Early Childhood	98%	--	--	6
Mid Child/Adolescence	85%	11	1	5
Math/science	--	28	63	2
>50% Hisp stud pop	61%	13	24	3
>50% White	62%	19	20	1
Mixed student pop	44%	22	32	4
<700 students	88%	12	3	2
701-1400	71%	24	5	3
1401+	13%	19	64	1
Richest: <30% free lunch	51%	19	31	2
31%-70%	49%	18	31	3
Poorest: 71%-100%	65%	17	15	4
Low-performing school	56%	17	25	3
Non low- performing	53%	20	25	6
No. California	45%	26	26	4
Southern California	56%	16	25	4

Academic subjects taught by NBCTs

Half (52%) of NBCTs teaches elementary classroom, 26% indicate they teach a subject in the humanities (which includes English, foreign languages, social studies, history, art or music), two in ten (20%) teach math and science, and 10% indicate they do something else (most likely hold an administrative position.)

Academic Subjects Taught by NBCTs



E. What do you teach?

Naturally, the NBCTs more likely to teach elementary classroom include:

- Those who teach at schools with 1400 or less students; and
- Teachers with National Board Certification in Early Childhood, Middle Childhood, and Early Adolescence Generalist Standards.

They are also more likely to be: women; to have bachelor degrees only; to be in schools with student populations that have white and Hispanic majorities; and where more than 70% of students receiving free or subsidized lunch.

Academic Subjects Taught by Cross Tab

E. What do you teach?

Multiple codes accepted

	Elementary classroom	Humanities	Math/Scienc e	Other
Total	52%	20%	26%	10%
Women	55%	17%	25%	11%
Men	31%	34%	33%	7%
BA degree	56%	23%	25%	6%
Graduate degree	50%	18%	28%	12%
Elementary school	94%	3%	3%	8%
Middle/Junior high	6%	40%	60%	13%
High school	1%	44%	57%	4%
English NBC	12%	4%	86%	7%
Early Childhood	95%	--	1%	8%
Mid	82%	9%	8%	11%
Child/Adolescence				
Science/Math	--	92%	4%	9%
>50% Hisp stud pop	59%	20%	19%	11%
>50% White	59%	17%	29%	7%
Mixed student pop	44%	22%	34%	7%
<700 students	83%	5%	10%	9%
701-1400	71%	12%	19%	8%
1401+	14%	40%	48%	5%
Richest: <30% free lunch	50%	23%	32%	6%
31%-70%	47%	18%	32%	11%
Poorest: 71%-100%	64%	17%	17%	10%
Low-performing school	54%	21%	23%	9%
Non low-performing	52%	19%	30%	9%

A majority teaches at low-performing schools with three in ten at multi-track schools

More than half (51%) of National Board Certified teachers report that they work at low-performing schools and three in ten (28%) indicate they teach at multi-track schools. NBCTs who work at low-performing schools work at schools that are more likely to be predominantly Hispanic (97% of schools with student populations that have a majority of Hispanics are low performing), have the largest numbers of students receiving free or subsidized lunch (98%), and are located in an urban setting (76%).

NBCTs that work at low-performing schools are also most likely to include men; to have with bachelor degrees only; to be in elementary and high schools; and teaching math and science courses.

Those who are more likely than others to work at multi-track schools are: men; elementary and high school teachers; certified in Early Childhood, Middle Childhood, and Early Adolescence Generalist Standards; at schools predominantly Hispanic; at schools with more than 700 students; where more than 70% of students receive free or subsidized lunch; at low-performing schools; and urban schools.

**Percentage who Teach at a Low-Performing or Multitrack Schools
 by Cross Tab**

Q67. Do you teach in a low-performing school, as measured by the Academic Performance Index?

Q71. Is your school year-round, multi-track?

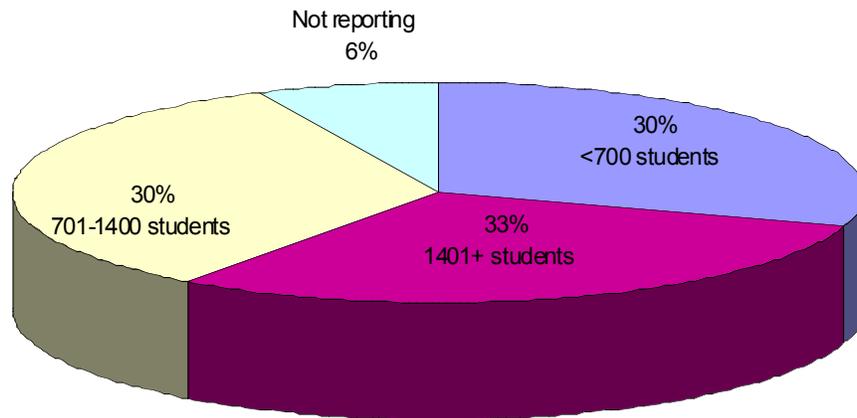
(% indicate those who say "yes")

	Low-performing	Multi-track
Total	51%	28%
Women	50%	27%
Men	61%	34%
BA degree	56%	27%
Graduate degree	49%	29%
Elementary school	54%	33%
Middle/Junior high	48%	16%
High school	53%	25%
Elementary classroom	54%	32%
Math/science	55%	22%
Humanities	46%	21%
English NBC	47%	20%
Early Childhood	65%	40%
Mid Child/ Adolescence	43%	27%
Math/science	51%	18%
>50% Hisp stud pop	97%	63%
>50% White	9%	1%
Mixed student pop	38%	9%
<700 students	36%	9%
701-1400	59%	38%
1401+	61%	37%
Richest: <30% free lunch	6%	2%
31%-70%	53%	12%
Poorest: 71%-100%	98%	62%
Low-performing school	100%	50%
Non low-performing	--	4%
Urban	76%	44%
Suburban/rural	31%	12%

Size of NBCTs' schools

More than a third teach in schools with 700 students or less (30%), another third in middle-size schools with a student population between 701 and 1400 (30%), and a third at the largest schools where there are more than 1400 students (33%). Six percent of respondents did not report the size of their school.

Size of NBCTs' Schools



Q70. Approximately how many students are enrolled in your school?

Size of NBCTs' Schools by Cross Tab

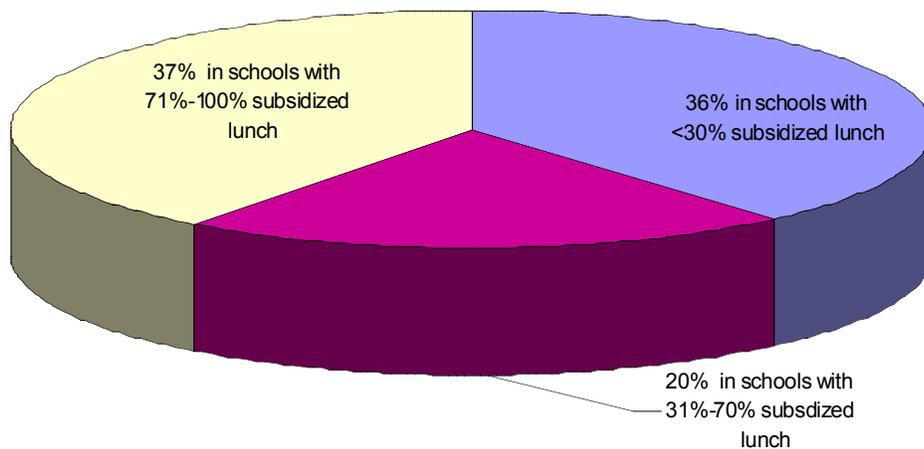
Q70. Approximately how many students are enrolled in your school?

	Smallest: 700 students or less	Mid-size: 701-1400 students	Largest: 1401+ students	Not reporting
Total	30%	30	33	6
Women	31%	31	29	7
Men	19%	21	60	1
Elementary school	48%	40	8	3
Middle/Junior high	19%	39	35	5
High school	4%	6	86	3
Elementary classroom	47%	41	9	2
Math/science	8%	18	67	6
Humanities	12%	22	61	3
English NBC	12%	28	56	4
Early Childhood	41%	45	10	4
Mid	49%	32	12	7
Child/Adolescence				
Math/science	4%	13	73	10
>50% Hisp stud pop	15%	40	41	3
>50% White	54%	24	21	1
Mixed student pop	31%	26	38	5
Richest: <30% free lunch	40%	26	31	2
31%-70%	37%	22	35	5
Poorest: 71%-100%	19%	42	37	2
Low-performing school	21%	35	39	3
Non low-performing	41%	27	27	5
No. California	46%	25	24	5
Southern California	26%	31	35	6
Urban	23%	31	40	5
Suburban/rural	38%	32	28	2

Level of poverty of NBCTs' schools

This study identified the level of poverty at the NBCTs' schools by asking respondents to indicate the percentage of the student population receiving free or subsidized lunch at their schools. Four in ten (37%) indicate that more than 70% of their school's student population receives free or subsidized lunch, two in ten (20%) say that between 31% to 70% of their schools' students are recipients of subsidized lunch, and 36% indicate that less than 30% or less are recipients. For all students in California, 47% receive free or reduced lunch (Source: California Department of Education, School Fiscal Services Division-CalWORKS Report; Educational Demographics Unit-Language Census).

NBCTs by Proportion of School Population Receiving Subsidized Lunch



Q72. What percentage of the students in your school receives free or subsidized lunch? (*An estimate is fine.*)

NBCTs by Proportion Receiving Subsidized Lunch By Cross Tab

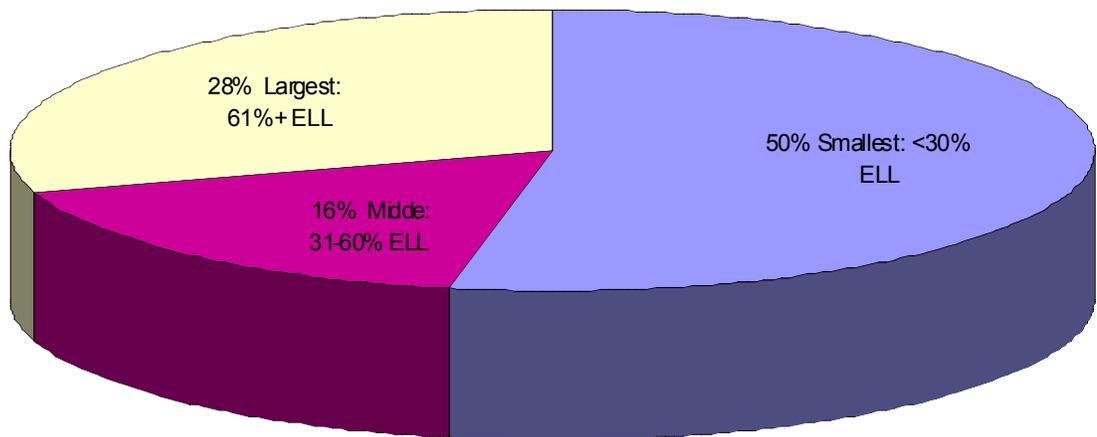
Q72. What percentage of the students in your school receives free or subsidized lunch? (*An estimate is fine.*)

	Richest: <30% subsidized lunch	31%-70% subsidized lunch	Poorest: 71%- 100% subsidized lunch
Total	36%	20	37
Elementary school	34%	19	44
Middle/Junior high	38%	20	35
High School	45%	26	22
Elementary classroom	34%	18	45
Math/science	42%	19	32
Humanities	44%	25	24
English NBC	39%	30	26
Early Childhood	30%	11	55
Mid	37%	22	36
Child/ Adolescence			
Math/science	38%	21	29
>50% Hisp stud pop	1%	14	82
>50% White	83%	12	3
Mixed student pop	44%	39	16
<700 students	49%	26	23
701-1400	31%	15	52
1401+	34%	22	41
Low-performing school	4%	21	70
Non low-performing	73%	20	2
No. California	65%	21	8
Southern California	30%	21	43
Urban	13%	22	61
Suburban/rural	60%	20	16

Percentage of school population which is ELL

Half (50%) of NBCTs teach at schools with less than 30% of their student populations considered English Language Learners (ELL). Three in ten (28%) teach at schools with more than 60% of their students considered ELL while 16% of NBCTs are at schools where 31% to 60% of their students are ELL. *

NBCTs by Proportion of School Population Which Is ELL



Q73. What percentage of the school population is made up of English Language Learners? (*An estimate is fine.*)

* Overall, 25% of students in the state of California are ELL (Source: California Department of Education, School Fiscal Services Division-CalWORKS Report; Educational Demographics Unit-Language Census).

**NCBTs by Proportion of School Population Which Is ELL
 by Cross Tab**

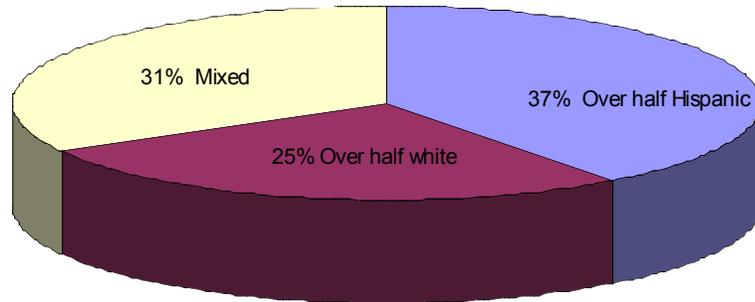
Q73. What percentage of the school population is made up of English Language Learners? *(An estimate is fine.)*

	<30% ELL	31-60% ELL	61+% ELL
Total	50%	16	28
Elementary school	43%	16	39
Middle/Junior high	59%	18	15
High school	63%	16	14
Elementary classroom	43%	16	39
Math/science	58%	14	20
Humanities	66%	15	14
English NBC	65%	15	16
Early Childhood	40%	14	45
Mid Child/ Adolescence	45%	19	30
Math/science	58%	15	13
>50% Hisp stud pop	14%	19	66
>50% White	92%	3	3
Mixed student pop	67%	26	7
<700 students	62%	17	18
701-1400	40%	16	42
1401+	53%	17	27
Richest: <30% free lunch	89%	6	4
31%-70%	58%	29	11
Poorest: 71%-100%	14%	22	63
Low-performing school	25%	22	49
Non low-performing	80%	10	5
No. California	71%	14	9
Southern California	46%	17	32
Urban	33%	22	43
Suburban/rural	70%	12	15

Racial and ethnic composition of school population

A plurality (37%) of NBCTs in California teaches at schools with more than half the student population is Hispanic. A quarter (25%) of all teachers work in schools that have more than 50% of a white student body while three in ten (31%) teach in schools with a mixed racial and ethnic student population.

Racial and Ethnic Composition of School Population



Q74a-f. What percentage of the school population is in each of these racial and ethnic groups: American Indian or Alaskan Native, Asian or Pacific Islander, Black (not of Hispanic origin), Hispanic (not of Hispanic origin), White (not of Hispanic origin) or other.

Racial and Ethnic Composition of School Population by Cross Tab

Q74a-f. What percentage of the school population is in each of these racial and ethnic groups?

Based on 483 respondents reporting.

	Over half Hispanic	Over half white	Mixed
Total	37%	25	31
Women	37%	27	30
Men	45%	13	40
Elementary school	42%	28	25
Middle/Junior high	28%	25	39
High school	36%	20	40
Elementary classroom	42%	28	26
Math/science	38%	22	35
Humanities	27%	27	41
English NBC	28%	26	43
Early Childhood	49%	23	25
Mid Child/Adolescence	35%	32	25
Math/science	35%	16	38
<700 students	19%	45	33
701-1400	49%	19	27
1401+	46%	16	36
Richest: <30% free lunch	1%	57	38
31%-70%	25%	15	60
Poorest: 71%-100%	84%	2	14
Low- performing school	70%	4	23
Non low-performing school	2%	49	41
No. California	6%	46	42
Southern California	44%	20	29
Urban	59%	7	32
Suburban/rural	18%	46	31

Setting of NBCTs' schools

A plurality (48%) of NBCTs' schools is located in urban areas while 42% of schools are situated in suburban settings and five percent can be found in rural areas of the state.

Area of School by Cross Tab

Q75. Is your school in a(n) urban or rural area?

	Urban area	Suburban area	Rural area
Total	48%	42	5
Women	46%	43	5
Men	57%	38	2
Elementary school	50%	42	5
Middle/Junior high	37%	51	7
High School	49%	45	3
Elementary classroom	51%	43	5
Math/science	45%	48	5
Humanities	44%	46	4
English NBC	37%	54	5
Early Childhood	53%	36	7
Middle Childhood/ Adolescence	49%	44	3
Math/science	42%	46	4
>50% Hispanic student population	76%	20	3
>50% White student population	13%	76	10
Mixed student population	49%	45	2
<700 students	37%	52	8
701-1400	49%	45	5
1401+	58%	38	1
Richest: <30% free lunch	17%	75	4
31%-70%	51%	41	6
Poorest: 71%-100%	79%	17	4
Low-performing school	70%	23	5
Non low-performing school	24%	66	4
No. California	20%	66	8
Southern California	54%	38	4

**Appendix:
Questionnaire with Response Totals
In Percents**

BELDEN RUSSONELLO & STEWART

1320 19TH STREET NW, SUITE 700 WASHINGTON, DC 20036/202-822-6090

Dear National Board Certified Teacher:

We would appreciate your help by filling out this questionnaire for the National Board for Professional Teaching Standards and The Center for the Future of Teaching and Learning, and returning it right away to my opinion research firm. All answers are confidential and will only be used to compile aggregate data.

-Nancy Belden

Results of 519 returned questionnaires (August 2001)

1a. What calendar year did you receive National Board Certification (NBC)?

See attachment _____

1b. In what area is your National Board Certification? **See attachment**

2. Do you feel that the certification process made you:

A much better teacher**47%**
 Somewhat better**46**
 Or did not impact your practice?.....**7**

3. As a professional development opportunity, would you say the National Board Certification process was:

Excellent.....**67%**
 Good.....**26**
 Fair**5**
 Poor.....**1**
 Very poor*

4. As you went through the assessment process, how much advice and guidance from others did you receive:

A great deal **32%**
 Some**36**
 Occasional.....**11**
 Just a little.....**14**
 None at all (SKIP TO Q7)**7**

5. Was this advice and guidance an organized program or informal collaboration?

Organized program**67%**
 Informal collaboration (such as a group of colleagues)**50**

6. How important do you feel this advice and guidance were to you in achieving NBC?

Critically important.....**32%**
 Very important.....**30**
 Somewhat important.....**28**
 Not very important.....**6**
 Not at all important.....**2**

Q. Please circle the appropriate code for each role.

	Never Engaged In This	Did Prior to NBC	Began Since NBC
7. Master or Supervising Teacher for a student teacher	18%	73	7
8. School site council member.....	28%	65	5
9. School or district curriculum advisory committee member.....	24%	66	8
10. Other school committees	2%	90	4
11. Beginning Teacher Support Assessment program (BTSA).....	47%	34	16
12. Professional Assistance and Review (PAR) Mentor	75%	14	7
13. Reading or other content area coach in your school.....	51%	38	8
14. Adjunct instructor in a college/university teacher preparation program.....	68%	19	9
15. Mentor other teachers under other programs or informally.....	6%	77	12
16. Provided professional development in or held a position of responsibility with the California Subject Matter Project.....	69%	22	5
17. Provided professional development in or held a position of responsibility in a California Curriculum Institute.....	85%	8	3
18. Provided other formal professional development for other teachers	10%	75	12

Q. How important was each of these to you in deciding to pursue National Board Certification?

	Critically Important	Somewhat Important	Not Important
19. Personal challenge	62%.....22	11.....2	3.....3
20. The prospect of recognition of my teaching quality by parents, other members of my school's community and/or my employer and colleagues	24%.....26	25.....13	11.....11
21. The potential for increased compensation from my employer	34%.....20	18.....9	17.....17
22. The potential of a one-time state merit award	33%.....26	19.....7	15.....15
23. The professional development opportunity to strengthen my teaching	47%.....32	15.....3	3.....3
24. The possibility of opening up career advancement opportunities	27%.....26	18.....10	19.....19
25. The possibility of leadership opportunities	20%.....25	23.....14	18.....18
26. Receiving a stipend to cover the fees of the certification process	19%.....12	18.....14	35.....35
27. Strengthening my capacity to help students meet the K-12 Content Standards for California Public Schools	32%.....27	19.....9	13.....13
28. The opportunity for collaboration with other teachers and educators	25%.....32	22.....9	11.....11

Q. Now that you have been through the process, how true is each of these for you personally?

	Very True	Somewhat True	Not the Case
29. The process was personally challenging for me.....	78%.....14	7.....1	*.....*
30. I have received recognition of my teaching quality by parents, other members of my school's community and/or my employer and colleagues since becoming board certified.....	44%.....21	23.....7	5.....5
31. Becoming board certified led to increased compensation for me.....	57%.....11	9.....3	19.....19
32. The process strengthened my teaching.....	54%.....24	15.....4	2.....2
33. The process opened up career advancement opportunities.....	25%.....18	26.....11	20.....20
34. The process opened up leadership opportunities	31%.....19	30.....9	11.....11
35. The process strengthened my capacity to help my students meet the K-12 Academic Content Standards for California Public Schools	35%.....28	20.....9	8.....8
36. I involve parents and/or other community members as resources more often in my teaching.....	22%.....19	29.....14	16.....16
37. I have found more opportunities for collaboration with other teachers and educators.....	26%.....29	26.....11	8.....8
38. I found the National Board standards to be well aligned with the K-12 Academic Content Standards for California Public Schools	42%.....27	19.....7	4.....4

Q. Thinking about the National Board Certification process in particular (as separate from other experiences you may have had), please rate the helpfulness to you personally of the NBC on each of the following areas.

	Very Helpful	Somewhat Helpful	Not at all Helpful
39. Increasing my knowledge of the subjects I teach.....	26%.....26	28.....11	9
40. Developing a stronger curriculum for my students.....	32%.....34	23.....8	3
41. Enabling me to use student assessments effectively	30%.....29	27.....9	3
42. Enabling me to connect the K-12 Academic Content Standards for California Public Schools teaching in ways that enhance student learning.....	21%.....31	31.....11	5
43. Understanding how knowledge in my subject area is organized and linked to other disciplines	17%.....28	30.....15	9
44. Being able to recognize individual differences in my students and adjust my practices accordingly	23%.....32	29.....10	5
45. Understanding how students develop and learn	21%.....32	28.....12	6
46. Helping me treat my students equitably.....	15%.....24	33.....17	11
47. Knowing how to impart my particular subject area to students	16%.....34	28.....14	7
48. Making multiple paths to learning available to my students	19%.....34	29.....12	5
49. Engaging students effectively	22%.....34	27.....12	5
50. Enabling me to evaluate student needs and learning.....	27%.....33	24.....10	4
51. Being able to articulate learning goals for students clearly	31%.....34	21.....8	4
52. Increasing my capacity to mentor other teachers	28%.....35	24.....7	6
53. Improving my self confidence as a teacher	45%.....29	14.....6	5
54. Working well with colleagues to strengthen instruction at my school	23%.....33	27.....9	6
55. Seeking the advice of others and drawing on education research and scholarship to improve my practice.....	28%.....29	25.....11	6
56. Collaborating with other professionals.....	31%.....31	26.....7	4
57. Working with parents	15%.....24	34.....16	10
58. Taking advantage of community resources.....	12%.....22	33.....20	11

Who benefits from the skills you gained by becoming board certified?

	Great deal of Benefit	Some Benefit	Do/Does Not Benefit
59. I benefit professionally.....	62%.....20	14.....1	1
60. I benefit personally.....	66%.....20	11.....2	1
61. The students in my classes at school.....	52%.....27	16.....2	1
62. Other faculty members in my school.....	21%.....27	36.....10	5
63. The whole school.....	22%.....26	36.....10	5
64. The district where I teach	29%.....27	29.....8	6

65. When you went through the NBC process had the K-12 Academic Content Standards for California Public Schools been established?

Yes..... 75%
 No..... 12
 Don't know.....9

66. Are there areas where the NBC needs to improve in your opinion? What are they?

About your school

67. Do you teach in a low performing school, as measured by the Academic Performance Index?

Yes**51%**
 No**46**
 Don't Know*

68. Are you aware of financial incentives for teachers who work in low-performing schools in California?

Yes**96%**
 No (SKIP TO Q70).....**2**

69. Have these incentives caused you to consider a position in a low-performing school? (Base=Yes in Q68)

Yes**30%**
 No**58**

70. Approximately how many students are enrolled in your school? **See Attachment**

71. Is your school year-round, multi-track?

Yes**28%**
 No.....**69**

72. What percentage of the students in your school receives free or subsidized lunch? (An estimate is fine.) **See Attachment**

73. What percentage of the school population is made up of English Language Learners? (An estimate is fine.) **See Attachment**

74. What percentage of the school population is in each of these racial and ethnic groups: (An estimate is fine.) **See Attachment**

African American/Black	_____	%
Hispanic/Latino	_____	%
White, non-Hispanic	_____	%
Asian American	_____	%
Native American	_____	%
Other	_____	%
Total =	_____	100%

75. Is your school in a(n) ...

Urban area	.....	48%
Suburban area	.....	42
Rural area	.....	5

About you

A. Year you were born: **See Attachment**

B. What degrees do you hold?

BA or BS**41%**
 MA or MS**53**
 Ph.D**3**
 Other (Please specify.) **2**

C. What credentials do you hold?

Calif. Credential, multiple subjects**66%**
 Calif. Credential, single subject**36**
 Other state cred., multiple subjects**6**
 Other state cred., single subject**6**
 Other**25**

D. What grade level do you teach?

Elementary school **54%**
 Middle..... **15**
 Junior High..... **3**
 High School..... **25**
 Other (Please specify.) **4**

E. What do you teach?

Elementary classroom	.....	52%
Mathematics	.....	11
English	.....	19
Foreign language	.....	1
Science	.....	10
Social studies or history	.....	9
Computer science & technology	.....	1
Art or music	.....	5
Or something else? (Please specify.)	.....	10

F. Your race/ethnicity (Circle all that apply.)

American Indian or Alaskan Native	.....	2%
Asian or Pacific Islander	.....	7
Black (not of Hispanic origin)	.....	5
Hispanic	.....	6
White (not of Hispanic origin)	.....	78
Other (Please specify.)	.....	1

G. Female**84%**
 Male**14**

**Thank you for your help. Please return to Belden Russonello & Stewart
 1320 19th St. NW, #700, Washington, DC 20036**

Attachment

Note: * denotes less than one percent. – denotes zero.

Region (derived from zip code)

North:	18%
South:	79%

Q1a. What calendar year did you receive National Board Certification (NBC)?

1994-1998:	17%
1999	23
2000	55
2001:	5

Q1b. In what area is your National Board Certification?

Art Early and Middle Childhood:	*
Art Early Adolescence:	3%
Career and Technical Standards:	*
English as a New Language:	1
English Early Adolescence:	9
English Adolescence and Young Adult:	8
Exceptional Standards:	2
Early Childhood Generalist:	23
Middle Childhood Generalist:	29
Early Adolescence Generalist:	3
Math Middle Childhood:	3
Math Adolescence/Young Adult:	6
Science Early Adolescence:	2
Science Adolescence/Young Adult:	6
Social Studies-History:	4

Q70. Approximately how many students are enrolled in your school?

<700:	30%
701-1400:	30
1401+	33

Q72. What percentage of the student in your school receives free or subsidized lunch?

<30%	36%
31-70	20
71-100	37
71-101	

Q73. What percentage of the school population is made up of English Language Learners?

<30 percent of school population	50%
31-60	16
61+	28
Missing (no answer)	6

Q74. What percentage of the school population is in each of these racial and ethnic groups

A. African American:	0-24% of school population:	81%
	25-50:	9
	51-75:	2
	76-100:	1
B. Hispanic/Latino:	0-24% :	36%
	25-50:	20
	51-75:	15
	76-100:	23
C. White, non-Hispanic:	0-24% :	49%
	25-50:	19
	51-75:	15
	76-100:	10
D. Asian American:	0-24% :	83%
	25-50:	9
	51-100:	1
E. Native American:	0-10:	93%
	90-100:	*
F. Other:	0-24:	92%
	25-100:	1

A. Year you were born (Age)	UNDER 30	3%
	31-35	11
	36-40	13
	41-50	33
	51-54	16
	55 AND OLDER	22



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