



National Board Certified Teachers in Washington State:

Impact on Professional Practice and Leadership Opportunities

**A Report Prepared for the
Center for Strengthening the Teaching Profession**

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Executive Summary

National Board Certified Teachers (NBCTs) are frequently at the forefront of policy discussions about high quality teaching. Because of the highly visible and rigorous process of professional assessments which NBCTs have completed and the substantial investment by state and local leaders, there is considerable interest in how NBCTs could provide a model for accomplished teaching, professional development and teacher leadership. However, little is known about how NBCTs are participating in teacher leadership roles.

In order to more deeply understand teacher leadership dimensions and other issues pertinent to accomplished teachers, a survey was designed specifically for NBCTs in Washington state. The web-based survey was administered in the spring of 2006. Participants responded to a series of questions about their professional background, roles and responsibilities prior to and following Board certification and the influence their National Board (NB) certification has had on their work, both inside and outside of the classroom. The sample included 48 percent of NBCTs statewide and closely approximates the characteristics of all NBCTs in Washington state.

In this study we investigate NBCTs' involvement in instructional leadership and the factors which may impact it. We inquired about the leadership roles and responsibilities NBCTs have assumed at school and district levels and in other contexts. We also examined the impact of NB certification on their classroom practice and participation in leadership activities. Another portion of the survey focused on the extent to which NBCTs remained in their same schools and assignments after completing certification and their willingness to consider moving to higher-poverty or struggling schools.

Leadership Roles Assumed by NBCTs

Our findings indicate that most NBCTs are classroom teachers (77 percent) who also serve in various leadership roles at school and district levels. While many NBCTs participated in leadership activities prior to certification, a majority of respondents (56 percent) indicate that they are somewhat or a great deal more involved in leadership at the district level as a result of NBCT status, and more than half indicated increased involvement in leadership opportunities at their school. At the school level, NBCTs most frequently mentioned being engaged in leading the implementation of instructional approaches or curricula, and developing or facilitating study groups, workshops or other professional development for teachers. A smaller proportion of NBCTs report that their involvement in mentoring and coaching teachers has increased due to their certification status.

Supports and Hindrances Related to Leadership Activity

Nearly all NBCTs (88 percent) report that their immediate colleagues and supervisor support their role as a leader. However, only 60 percent indicate that their building does

a good job of tapping their leadership skills and slightly over half (54 percent) note that their district does so. Time is the biggest resource hindrance for teachers in assuming leadership roles. Sixty-two percent indicate that they do not have enough time to honor their professional responsibilities, and nearly the same percentage (61 percent) indicate they do not want to take time away from the classroom to assume other leadership roles.

While time is reported as a barrier, teachers are more willing to reduce their classroom teaching responsibilities in order to pursue other leadership opportunities if those opportunities are located in their own school or at the district level rather than at another school. Eighty-four percent indicated they would be somewhat or very willing to reduce their classroom teaching responsibilities in order to pursue leadership opportunities at their school, and 79 percent indicated they would be willing to do so at the district level. However, the survey results also indicate that not all National Board teachers choose to be involved in leadership opportunities. Additionally, the desire for leadership activities may vary by the stage of a teacher's career and may change over time.

Retention and Mobility Patterns

NBCTs represent an experienced and stable population of accomplished teachers. Less than one quarter of respondents (22 percent) moved to a different work location following certification. The most common reason given for changing locations was the offer of a teaching position that represented a new professional challenge.

A number of policy discussions about Board certified teachers have focused on the possibility of locating NBCTs in challenging schools where they may be most needed, and whether incentives should be offered to attract NBCTs to these positions. In this survey we obtained an initial impression about the willingness of NBCTs in Washington to consider changing their work location to a higher-poverty or struggling school. More than half of NBCTs (54 percent) indicated that they were either somewhat or very willing to move to a higher-poverty or struggling school. The proportion of those indicating that they were "very willing" to move increased substantially when presented with the possibility of incentives. A \$10,000 bonus, the promise of a significant reduction in class size, and more compensated time for planning and preparation each prompted more than three times the number of teachers to state they were "very willing" to make a move to a higher-poverty or struggling school as compared to the number of respondents who stated they were "very willing" without any specific incentives.

Impact on Professional Practice

A majority of NBCTs reported that their certification experience had a very positive impact on their work with students and a sizable portion also report very positive impacts in school and district contexts. Approximately two-thirds of respondents reported a very positive impact on how they use student assessment to inform instruction (66 percent) and how they evaluate student needs (64 percent). More than half reported a very positive impact on using multiple strategies with students (54 percent). At the same time, respondents indicated that becoming an NBCT had a relatively smaller influence on practices associated with serving students with special learning needs, including meeting

the needs of students in poverty, English language learners and those receiving special education services. However, teachers in higher-poverty schools were more likely to note the impact of the certification process on these aspects of their work.

Survey participants also reported that becoming an NBCT had a positive impact on how they work in their schools and districts, particularly how they contribute to the quality of professional community, coaching and mentoring. For a smaller proportion of NBCTs (approximately one-fifth), participation in the certification process strongly affected their leadership contributions beyond their schools districts, especially in areas such as developing tools and resources for other teachers, and in advocating for the needs of students and teachers.

Policy Considerations

Given that NBCTs represent a valued, and perhaps, underutilized resource for teacher leadership, there are a number of issues in policy and practice which are worthy of consideration. Four areas for consideration include:

- Increasing the supply and diversity of NBCTs
- Ensuring equal access to NBCTs across schools and classrooms
- Fully utilizing the resource represented in NBCTs
- Adequately supporting the leadership roles that NBCTs assume

Results from this study suggest that NBCTs represent a valuable resource for improving instruction, instructional leadership, and professional learning beyond their individual classrooms. Finding ways to fully realize the potential represented within these accomplished teachers presents a challenge as well as an opportunity for school, district, and state leaders and policymakers.

Introduction

Often National Board Certified Teachers (NBCTs) are painted with a uniform brush stroke and treated in research and practitioner literature as a homogenous group. In truth, these teachers serve in as many different kinds of roles and face similarly complex challenges as other educators. Like other teachers in the state, Washington's NBCTs work in a diversity of school settings, from crowded urban classrooms where English is not the primary language spoken at home, to islands in the Puget Sound and two-room schoolhouses on the prairie. What they share, like competent and committed teachers everywhere, is a desire to improve student learning and to invest in their profession. They are dedicated to developing their craft and to increasing capacity within the education system. Often this commitment motivates them to be involved in a variety of professional leadership and service opportunities.

NBCTs often have been utilized as local teacher leaders, but little is known about their roles and responsibilities. In order to more deeply understand teacher leadership dimensions and other issues pertinent to accomplished teachers, a survey was designed specifically for NBCTs in Washington state. This group responded to a series of questions about their professional background, roles and responsibilities prior to and following National Board (NB) certification and the influence their NB certification has had on their work, both inside and outside of the classroom. This paper summarizes the results of the survey within the context of Washington state.

In this report we highlight findings that reveal the types of leadership roles NBCTs are currently engaged in as well as the supports and obstacles they may encounter. We explore their mobility and willingness to change assignments and schools, and the circumstances under which they would consider moving to work in a higher-poverty or struggling school. Finally, we investigate the impact of NB certification on teachers' professional practice within a variety of contexts.

NBCTs represent a group in which there has been substantial state and local investment as a means to improving the quality of the workforce. This study shows that schools and districts may not be fully utilizing the expertise of NBCTs to the extent that they could, particularly since the majority of these teachers remain in the classroom. Expert teachers involved in school-based decision making have the potential to increase the effectiveness and sustainability of local efforts to improve curriculum, instruction and assessment. As this work illustrates, when NBCTs do consider other roles, they are often professional opportunities that could potentially benefit local schools and districts.

Background and Focus

The National Board for Professional Teaching Standards (NBPTS) has been at the forefront of efforts to raise the professional status of teachers and to encourage high quality teaching. Since 1993, NBPTS has been setting standards for accomplished teaching and certifying teachers who meet the criteria. Through a rigorous process of

portfolio development and assessments, teachers attempt to achieve national credentials in one of the twenty-seven fields (for more information, see NBPTS, 2006a). Along with standards and assessments, a central component of the certification process is the opportunity teachers have to strengthen their practice through self-examination throughout the one- to three-year endeavor. Currently, NBPTS reports that 47,513 individuals have attained Board certification since 1993-94 (NBPTS, 2006b).

NB certification has become one of the most visible nationwide efforts to recognize and reward teaching quality. States have invested considerable resources in supporting teachers through the certification process and beyond, as a means of improving the quality of the workforce. To date, incentives and recognition for NB certification have been enacted by legislative and policy action in all 50 states and in 544 school districts (NBPTS, 2006c). Since its inception, it has been estimated that by 2003 the NBPTS had received over \$74 million in application fees from successful candidates alone, and slightly under \$130 million in federal funds from the US Department of Education (Teaching Quality Bulletin, 2003).

The NB certification process provides what many believe to be an exemplar of high quality professional development (Lustick & Sykes, 2006; Place & Coskie, 2006). Lustick and Sykes (2006) elaborate that the process fulfills the criteria of Hawley and Valli's (1999) consensus model.¹ Additionally, evidence suggests that as a result of the certification process some NBCTs have a greater ability to engage with their colleagues in ways which promote professional learning in school and district contexts.

The considerable state and local investment in NBPTS prompts questions of outcomes and impact on student learning of those completing certification. Some policy makers have recommended that NBCTs be recruited to work in high-needs schools where finding high quality teachers continues to be a concern. One could argue that identification as "accomplished" in a particular teaching field however, does not necessarily translate into a teacher who is any better prepared to meet the needs of a diverse student population nor whether he/she would want that kind of an assignment. Nevertheless, some states have implemented or are considering policies that provide incentives for NBCTs if they teach in hard-to-staff, high-poverty, or low-performing schools.

History of the National Board in Washington State

Like other states, Washington launched a deliberate effort to introduce NB certification. The Washington Education Association organized support for Washington's first

¹ Elements of this model include: "1. Driven by goals and student performance
2. Involve teachers in the planning and implementation process
3. School-based and integral to school operations
4. Organized around collaborative problem solving
5. Continuous and ongoing involving follow-up and support
6. Information rich with multiple sources of teacher knowledge and experience
7. Provide opportunities for developing theoretical understanding of the knowledge and skills learned" (Hawley & Valli, 1999, p. 137).

candidates. From 1994 to 1999, Washington had 27 teachers certified by NBPTS. However from 2000 onward, the number of teachers applying for and achieving NB certification grew considerably. By 2003, the total number of NBCTs in the state had grown to 346. In 2004, 235 more had joined the ranks, and in 2005, an additional 319 were certified. As of November 2005, the total number of Washington teachers with NB certification was approximately 900.

In the fall of 1998, the Office of the Superintendent of Public Instruction (OSPI) (through a grant from the NBPTS) offered to fund 50 percent of the application fees for approximately 35-40 candidates per year. The 1999 legislative session allocated \$327,000 for 15 percent salary increases for NBCTs for the next two years. However, the limited funding allotment made it necessary for OSPI to develop a competitive process to determine eligibility for the 45 teachers who would receive this 15 percent increase. Currently, teachers achieving certification receive a salary enhancement of \$3,500 per year. NB certification also fulfills the initial certification requirements for a Washington State Professional Level Certificate.

The Washington Initiative for National Board Teacher Certification began in 2001 as an effort to recruit and support teachers through the process of certification, and to build the infrastructure to support a network of accomplished teachers throughout the state. The Washington Initiative found support from former Governor Gary Locke and Superintendent of Public Instruction, Terry Bergeson, and was jointly funded by the Bill and Melinda Gates Foundation, the Stuart Foundation and Washington Mutual. Over four years (2001-2004) the initiative supported assessment fees, development of a network, increased awareness of NBPTS and candidate support programs at universities around the state (for more information on the Washington Initiative see Stokes, St John, Helms, & Maxon, 2004). Promoted as a means of improving teacher quality, the goal was ultimately to help Washington students achieve higher standards.

A Brief Review of Literature and Research Questions

Empirical research to date has focused on key areas such as the distribution and assignment of NBCTs. In the six states where the largest number of NBCTs are located, Humphrey, Koppich and Hough (2005), found that with the exception of California,² these teachers are not equitably distributed across schools serving different student populations. Other studies have probed the relationship between National Board certification and student achievement (Goldhaber, Perry & Anthony, 2003; Vandervoot, Amrein-Beardsley & Berliner, 2004; and Cavaluzzo, 2004). These studies suggest that NBCTs contribute to student learning in some circumstances. A recent study by Sanders, Ashton and Wright (2005), however, examined reading and mathematics test scores in grades 4 through 8 and concluded that students of NBCTs did not have better rates of academic performance than students of other teachers.

² The authors cite a few possible explanations why California represents an exception including the presence of significant salary bonuses and the fact that a large proportion of NBCTs (about 40 percent) were located in Los Angeles where additional incentives were provided.

Other scholars have examined the impact of the NB certification process on candidates' knowledge in particular areas and suggest learning outcomes in relation to classroom practice. For example, Lustick and Sykes (2006) report significant impact on NBCTs understanding of knowledge associated with some aspects of science teaching. The authors elaborate that implementation and impact on classroom practice may be immediate, deferred or not transferred at all. Place and Coskie (2006) observed that participation in the NB certification process led to changes in their literacy instruction.

Other studies have examined aspects of leadership activities and responsibilities that NBCTs engaged in both before and after certification. For example, Sato, Hyler & Monte-Sano (2002) found changes in leadership activities, decision making about leadership, and approaches to roles and leadership responsibilities as a result of NB certification. Of particular interest to this work is recent research by Humphrey, Koppich and Hough (2006) in which they discovered that once certified, few NBCTs voluntarily transfer to low-performing schools. Although financial incentives play a role in whether or not teachers pursue Board certification, financial compensation alone does not appear to impact NBCTs choice of schools. They concluded that financial incentives by themselves are unlikely to succeed unless other factors are also considered. These include good working conditions, a strong and effective principal, and supportive collegial relationships.

Previous survey work conducted in Washington state utilized NBCTs as a comparison group to a representative sample of teachers in Washington (Elfers & Plecki, 2006). While findings from this study indicate that NBCTs experience greater efficacy with regard to some aspects of teaching, the study also demonstrated that even highly accomplished teachers may need additional support to meet the challenges of particular teaching situations. More specifically, 69 percent of NBCTs indicate that they are very prepared to meet the challenges their students present, and 79 percent are very prepared to teach the official or intended curriculum. However, only half of NBCTs feel very prepared to manage diverse learning needs in the classroom.

In this study we further investigate the contexts and conditions of NBCTs' instructional leadership by addressing the following research questions:

- How do NBCTs view their roles and how well supported do they feel to pursue leadership opportunities?
- How has NB certification changed the nature of activities and professional leadership opportunities they are engaged in?
- To what extent are NBCTs willing to move to high-needs schools and what role do incentives play in influencing their consideration of such a move?
- What is the impact of NB certification on their professional practice and influence in the schools and school systems in which they work?

We begin by describing the study methods and provide background information on the characteristics and distribution of NBCTs in Washington state.

Methods and Survey Administration

The findings presented in this report are based primarily on a survey of NBCTs in Washington state during the 2005-06 school year. Washington teachers who had earned certification from the NBPTS by the time of administration and who were working in the Washington education system were invited to participate. The web-based survey was developed, piloted and administered in spring 2006.

Of the 900 NBCTs registered in Washington state, the survey was successfully deployed to 831 potential participants, with a return rate of 48 percent (398 survey responses).³ The fact that the characteristics of the survey participants closely approximate statewide statistics for all NBCTs, offers evidence that the sample is a reasonably accurate representation of the state's NBCTs. These characteristics include region of the state, poverty level of their school locations, years of experience and level of education (see Table 1).

Table 1: Selected Teacher Characteristics for Washington NBCTs and Survey Respondents (2005-06)*		
	All WA NBCTs (n=838)	Survey Participants (n=376)
<i>Degrees</i>		
Bachelors	14%	15%
Masters and Doctorate	84%	84%
Other	2%	1%
<i>Years Experience</i>		
Mean	11.7	11.1
Median	10	10
<i>School Poverty Measure: FRPL</i>		
0-20%	32%	28%
21-40%	38%	43%
41% or above	31%	29%
<i>School Demographic Measure: Proportion Students of Color</i>		
0-20%	44%	41%
21-40%	32%	34%
41% or above	24%	25%
<i>Region of State</i>		
Central Puget Sound	43%	41%
Western Washington	33%	32%
Eastern Washington	25%	26%

* Data sources: State of Washington S-275 personnel data and school demographic data from School Report Card from 2004-05 and 2005-06. Sample size varies slightly depending on applicability and availability of data.

³ Of the 398 respondents, 7 were either retired or living out of state and their responses were not included in the analysis.

Supplementary data for this study comes from the Washington state personnel database and school level information about the demographic makeup of students. To investigate statewide distribution patterns, available records for all NBCTs and classroom teachers statewide were examined. NBCTs' responses were examined by sub-categories which included the percent of students of color in teachers' schools, the poverty level of the school, the region in which they work, the year in which they received NB certification, years of experience, mobility since certification, and reported willingness to move to a struggling school.

Part I: Background of the Survey Participants

As is the case for NBCTs statewide, the vast majority of survey respondents are classroom teachers. Most NBCTs cite personal challenge and the opportunity to strengthen their teaching as strong reasons why they pursued certification and most report these as outcomes.

In this section, we discuss descriptive statistics about survey respondents, making comparisons with both the larger population of NBCTs and all of the teachers in Washington. We also share the reasons this group pursued certification from the NBPTS, reflecting on the ways in which their personal characteristics and school contexts may have shaped their motivation.

The majority of survey respondents are classroom teachers (77 percent). The remaining NBCTs reported positions as teachers on special assignment (14 percent), school counselors (4 percent), and building administrators (1 percent). Four percent reported other positions. When asked about the type of position in education held prior to and following NB certification, 77 percent of respondents said they worked as a classroom teacher both prior to and following certification. Other positions that were held both before and following certification included mentor (24 percent), department head (19 percent), school-based coach/lead teacher (12 percent), or curriculum/subject matter specialist or coach (10 percent).⁴ From this data we can see that *most NBCTs hold positions in education that are directly or very closely tied to the classroom*. As shown in Table 1, close to 30 percent are working in schools in which at least 41 percent of the students receive Free or Reduced Price Lunch (FRPL). Approximately one-fourth works in schools serving at least 41 percent students of color.

As previously mentioned, our survey respondents are largely representative of all NBCTs in Washington state. We also compared the ways in which NBCTs differ from classroom teachers in Washington (see Appendix A). Generally speaking, a higher proportion of NBCTs is female and holds advanced degrees. Proportionately fewer NBCTs are working in schools serving larger numbers of students living in low income households

⁴ The percentages reported in this discussion add to more than 100 percent because respondents were reporting all positions held. It is common for classroom teachers to have other responsibilities such as department head or mentor while also working as a classroom teacher.

(31 percent of NBCTs as compared to 38 percent of all teachers). However, it should be noted that a higher proportion of NBCTs are working at the secondary level and this could account for some of this difference. When examining the distribution of teachers by the percent of students of color, there are small differences. We also note NBCTs are located in every Educational Service District (ESD) in the state and in proportions similar to the population of all classroom teachers (see Appendix B).

Motivation for Pursuing Board Certification and Personal Outcomes

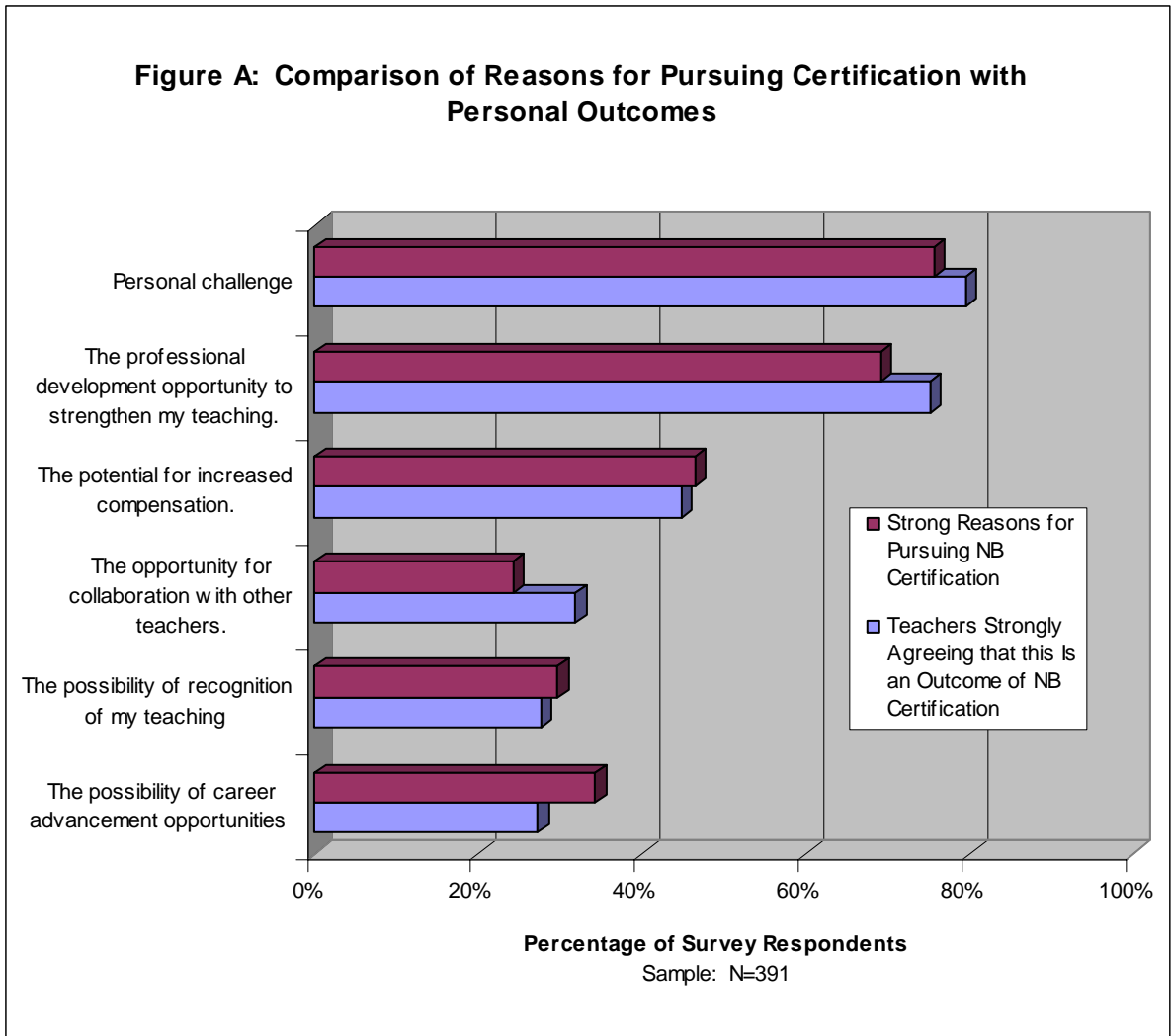
NBCTs in the sample reported pursuing certification for a range of reasons. They most frequently cited personal challenge (76 percent) and the professional development opportunity to strengthen teaching (69 percent) as strong reasons to do so. Close to half (47 percent) rated the chance to improve capacity to meet state academic content standards and increased compensation as strong reasons, and about one-third (34 percent) reported that the possibility of career advancement opportunities strongly motivated them. Thirty percent reported that the possibility of leadership opportunities was a strong reason to pursue certification. A small proportion noted that the encouragement of colleagues (21 percent) or administrators (5 percent) were strong reasons to participate in the assessment.

Both the time of certification and the poverty measure of the schools in which NBCTs work appear to be factors in their decision to go through the process. Not surprisingly, teachers who certified in 2004 or 2005 were more likely to cite the availability of support to cover the certification fees than colleagues who certified in years leading up to 2002 as a major reason (41 and 31 percent, respectively). Those serving low income students (at least 41 percent students receiving FRPL) were more likely to cite the chance to strengthen their capacity to help students meet K-12 academic content standards, with 59 percent responding this was a strong reason in comparison with 44 percent of their colleagues in schools serving up to 20 percent students receiving FRPL.

We compared NBCTs' reasons for pursuing certification with the outcomes they report. Survey responses indicate that participants' perceptions of the outcomes of earning Board certification strongly reflect the reasons they participated in the assessment and are detailed in Figure A. *The majority of NBCTs cite outcomes of becoming a Board certified teacher that are related to strengthened teaching, training and facilitation skills.* They also name both personal challenge and increased confidence, results related to their individual capacity as teachers. *They were less likely to strongly agree that becoming an NBCT led to recognition of their teaching qualities or career advancement opportunities.* This is especially the case for teachers who work with high-poverty schools, those who certified earlier and those with more years of classroom experience. As shown in Figure A, a greater proportion of NBCTs cited career advancement opportunities as a reason to pursue certification than those reporting this as an outcome.

Teachers in higher-poverty schools were more likely to strongly agree that becoming an NBCT gave them the opportunity to improve training and facilitation skills than those in low-poverty buildings (55 versus 43 percent, high- versus low-poverty schools).

Experienced teachers were more likely to report that becoming an NBCT gave them the opportunity to improve their training and facilitation skills than those with fewer years in the classroom (60 versus 44 percent strongly agree).



Other outcomes of NB certification were articulated in narrative responses to the survey. Some of these responses describe how NB certification broadened opportunities for leadership and other comments referred to the increased confidence that came with certification. Some respondents also indicated that they believe their skills are underutilized. Comments included the following:

Being an NBCT opens doors - it has allowed me instant participation in activities at school, district, and state levels.

There is no question the contacts and subsequent resources for my teaching and professional development have increased significantly. It is wonderful to have

access to such a wealth of dedicated people in my profession. Without my NBCT experience, teaching would not be as fulfilling inside and outside the classroom.

NBCT has solidified my philosophy of teaching and built up my confidence in my skills. It has made me question everything that I am doing to ensure that it is impacting students' learning.

In addition to gathering information about NBCTs' reasons to pursue certification and their perceived personal outcomes, we also inquired about their assignment and their willingness to consider changing their work location. These findings are described in the following section.

Part II: Mobility Rates and Patterns for Board Certified Teachers

The vast majority of NBCTs in this survey continue to work as classroom teachers at the same school locations in which they were working prior to NB candidacy. Less than one-quarter of respondents (22 percent) moved to a different work location after certification. The most common reason given for changing locations was the offer of a teaching position that represented a new professional challenge.

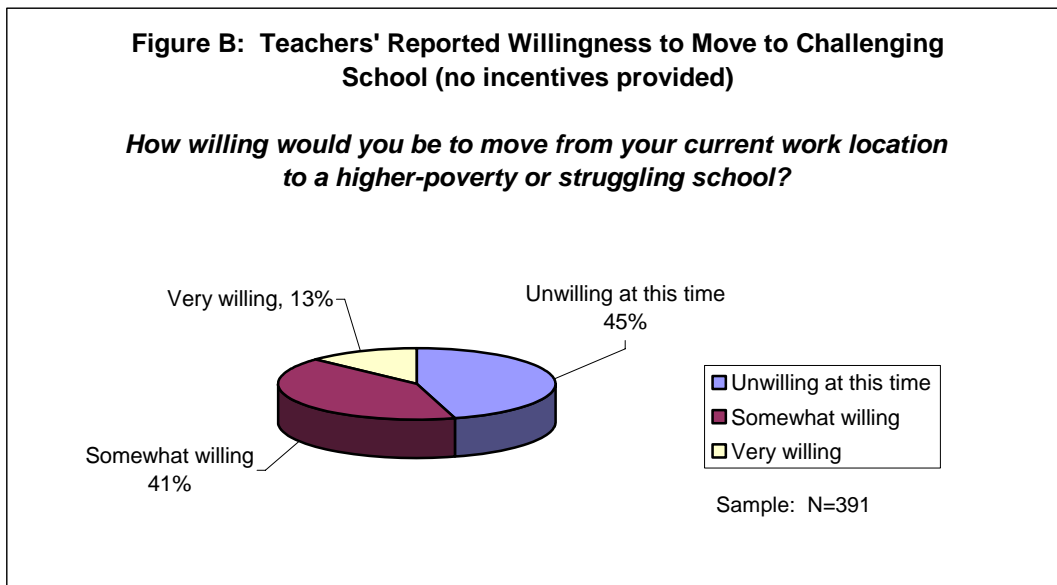
More than half of NBCTs (54 percent) indicated that they were either somewhat or very willing to move to a higher-poverty or struggling school. The proportion of those indicating that they were "very willing" to move increased substantially when presented with the possibility of incentives.

Given the general interest in teacher retention and mobility and the policy issues surrounding the assignment of NBCTs in particular, the survey inquired about the mobility patterns of NBCTs following certification. More than three-quarters of respondents (78 percent) report that they are working in the same school(s) as they did prior to NB candidacy. A slightly higher proportion of teachers in Eastern Washington (87 percent) stated that they remained in the same building than teachers in the Central Puget Sound or in other parts of Western Washington. Additionally, a slightly higher proportion of teachers in the middle range of experience (81 percent) reported that they remained in their same school location as compared to those with less than 9 years experience (75 percent) and those with 20 or more years of experience (72 percent).

For the 22 percent who reported moving to another school (86 respondents), about half (51 percent) said that being offered a teaching position that represented a new professional challenge contributed significantly to why they left the school where they were working prior to NB certification. Other reasons cited as factors that significantly contributed to why they left their schools included personal reasons not related to the workplace (21 percent), and that opportunities for leadership were not available at their school (19 percent). About one-third (36 percent) of those who changed schools (31 of 86 respondents) agreed with the statement "being a NBCT made my application to this school or district stand out."

Motivation to Move to High-Needs Schools

A number of policy discussions about Board certified teachers have focused on the need to locate NBCTs in schools where they might be most be needed, and whether or not incentives should be offered to attract more NBCTs to work in struggling schools. In this survey, we obtained an initial impression about the willingness of NBCTs in Washington state to consider changing their work location to a struggling school or a higher-poverty school.⁵ Only 13 percent of respondents indicated they were “very willing” to move to a higher-poverty or struggling school, with an additional 41 percent stating they were “somewhat willing” (see Figure B). Forty-five percent were unwilling to move at this time. When combining responses for both “very willing” and somewhat willing” we see that more than half (54 percent) of respondents would consider such a move. No notable differences were found in willingness to move by experience level of the teacher, year of NB certification, or region of the state.



We also inquired about whether or not teachers’ willingness to move increased in response to specific incentives. Table 2 provides a summary of responses to six different incentives for moving to a higher-poverty or struggling school. The percentage of respondents describing themselves as “very willing” to consider a move increased substantially from the 13 percent who described themselves as “very willing” in the item displayed in Figure B.

⁵ Before discussing the results from these survey items, it is important to remember that 29% of respondents in this survey are already working in higher-poverty schools (poverty rates in excess of 41%).

When comparing responses across the incentives that were provided in the survey question, the \$10,000 bonus was associated with the greatest increase in respondents' willingness to make a move to a higher-poverty or struggling school (see Table 2). Close to one-half (46 percent) of NBCTs indicated they were "very willing" to move with this financial incentive and only 16 percent indicated they were "unwilling at this time," given the bonus. NBCTs in the Central Puget Sound region were most enthusiastic about the \$10,000 bonus, with 55 percent indicating they were "very willing" compared to 36 percent in the remainder of Western Washington and 42 percent in Eastern Washington.

Table 2: Teachers' Willingness to Move to a High Needs School if Provided with Various Incentives			
<i>How willing would you be to move from your current work location to a higher-poverty or struggling school, if you were provided with the following:</i>	Unwilling at this time	Somewhat Willing	Very Willing
A \$10,000 annual bonus	16%	37%	46%
A full-time instructional aide	28%	40%	30%
A significant reduction in class size	22%	35%	42%
More compensated time for planning and preparation	21%	37%	40%
More compensated time to work with other teachers	23%	39%	37%
An opportunity to move with at least one other NBCT	31%	36%	32%

Sample: N=391

In addition to the \$10,000 bonus, the promise of a significant reduction in class size and more compensated time for planning and preparation each prompted more than three times the number of teachers to state they were "very willing" to make a move to a higher-poverty or struggling school as compared to the number of respondents who stated they were "very willing" without any specific incentives.⁶ Additionally, the clear majority of respondents (a range of 68 percent to 83 percent) stated that they were either very or somewhat willing to consider a move for each of the six incentives that were part of the survey.

While additional inquiry and analysis is needed, the responses of NBCTs regarding incentives to move to higher-poverty or struggling schools provide some initial indication that incentives might play a role in helping to locate Board certified teachers in schools

⁶ It should be noted that responses to the six incentives provided in this survey item were highly correlated with one another, meaning that there is considerable overlap between those who responded positively to one incentive as compared to another. For example, the majority of teachers who responded positively to the bonus incentive also responded positively to the class size reduction incentive.

where they may be needed most. It is important to note that teachers responded to this set of questions in relation to the school and district in which they were situated. In other words, an individual teacher may have been in a higher-poverty or struggling school in the district as they responded to these questions. A higher-poverty or struggling school may look quite different from one district to the next depending on the specific context.

Part III: NBCTs' Involvement in Leadership Activities

While most NBCTs have participated in leadership activities prior to certification, a majority indicates that their involvement has increased as a result of their NBCT status. Developing and facilitating professional development opportunities in their school or district or mentoring new teachers are the kinds of leadership roles these teachers often assume.

Almost all NBCTs report they are engaged in leadership roles at the school or district level, and approximately two-thirds are involved in either state leadership or other leadership in their professional associations. Many survey respondents reported growth in participation in leadership roles as a result of their NBCT status (see Table 3). The greatest increases were in leadership at the district and school level. *Fifty-six percent of respondents indicated that they were somewhat or a great deal more involved in playing a leadership role at the district level as a result of their NBCT status. With respect to school level leadership roles, 54 percent indicated they had increased their involvement in leading the implementation of instructional approaches or curricula for their school.* An almost even percentage of NBCTs reported either increased leadership roles at the school level (48 percent) or no change in involvement (45 percent). However, most NBCTs report being involved in leadership roles at their school prior to certification. Those reporting no change in their engagement in leadership roles range from one-third to almost one-half of respondents.

Table 3. Changes in Involvement in Leadership Roles as a Result of NBCT Status			
	No change	Somewhat more involved	A great deal more involved
Playing a leadership role at the school level (e.g., grade-level or department chair)	45%	33%	15%
Playing a leadership role at the district level	35%	37%	19%
Playing a leadership role at the state level (e.g., Subject-area leadership teams)	34%	20%	12%
Playing a leadership role for the WEA or local education association	38%	20%	4%
Playing a leadership role for a professional association (e.g. NCTM, IRA, etc.)	46%	8%	4%
Leading the implementation of instructional approaches or curricula for your school	36%	35%	20%

Sample: N=391. Other possible responses include "never been involved" and "somewhat less involved."

Similarly, the majority of NBCTs report that at some point in their careers they have been involved in mentoring, teaching and training activities at both the school and district levels. As a result of NB certification, approximately half of NBCTs report that they are somewhat or a great deal more involved in developing or facilitating study groups, workshops or other professional development for teachers in their district or elsewhere (48 percent) or their school (51 percent). In Table 4, we report the changes in mentoring and other professional development activities as a result of NBCT status.

Table 4. Changes in Involvement in Mentoring, Teaching and Training Activities as a Result of NBCT Status			
	No change	Somewhat more involved	A great deal more involved
Developing and facilitating study groups, workshops, or other professional development for teachers <u>in your district or elsewhere</u>	39%	29%	19%
Developing and facilitating study groups, workshops, or other professional development for teachers <u>in your school</u>	41%	34%	17%
Mentoring or coaching student teachers	47%	24%	13%
Mentoring or coaching new teachers (i.e., within their first 3 years of career)	44%	25%	15%
Mentoring or coaching teachers for the state professional certification	33%	18%	18%

Sample: N=391. Other possible responses include "never been involved" and "somewhat less involved."

A smaller proportion of NBCTs indicate that involvement in mentoring and coaching teachers has increased due to their certification status. Nevertheless, more than a third report that they are either somewhat or a great deal more involved in these activities.

While many respondents reported increasing their participation in leadership roles following certification, others reported “no change in involvement.” The narrative responses provide some insight into why NBCTs may report no change in their leadership involvement. For example, one respondent indicated, “I feel I already had leadership qualities in place, so I'm not sure being a NBCT has really contributed.” Another commented, “Nothing has contributed to my development as a leader. I was a leader pre-NBCT and nothing has really changed. My district does not seek out NBCT teachers for leadership roles.”

A difference in reported levels of leadership involvement was found among teachers who work in higher-poverty schools. A greater proportion of teachers in higher-poverty schools (57 percent) increased their involvement in developing and facilitating study groups or other professional development workshops in their schools than those in the lowest-poverty schools (40 percent). It also appears that after certification, NBCTs may increase their participation in leadership roles and activities—the longer they have been certified the more involved they are.

We asked NBCTs to estimate the time they spend on leadership activities above and beyond their primary professional assignment (see Table 5). Respondents reported spending an average of 21.2 hours (median response was 12.5 hours) in March 2006, and the majority (83 percent) spent at least six hours that month on leadership activities above and beyond their professional responsibilities.

Table 5: Reported Hours Spent on Leadership Responsibilities Above and Beyond Professional Assignment during March 2006

Hours	Number of Respondents
0	8
1 to 5	46
6 to 10	89
11 to 15	41
16 to 20	49
21 to 25	20
26 or more	68

Sample: N=321, 70 missing

In addition to understanding how leadership involvement has changed, we also asked respondents to describe how they view their leadership opportunities and how well

supported they feel in pursuing and participating in leadership roles. We explore these issues in the following section.

Part IV: Supports and Barriers to Participation in Leadership Activities

The vast majority of NBCTs indicate that leadership opportunities are available to them and that their building administrators and colleagues support them in their roles as leaders. However, not all NBCTs believe that their school or district does a good job of tapping their leadership skills.

Overall, NBCTs indicate a considerable degree of support at the building level from their colleagues and building administrators. Over 87 percent of teachers report that their immediate colleagues and supervisor support their role as a leader. However, only 60 percent indicate that their building does a good job of tapping their leadership skills and slightly over half (54 percent) note that their district does so. A considerably smaller percentage of teachers indicate that their state or local teaching association takes advantage of their leadership skills (40 percent). Teachers are nearly equally split regarding whether or not they frequently turn down leadership opportunities (48 percent indicate they frequently turn down opportunities, 52 percent indicate the opposite). Only 10 percent strongly agree that they frequently have to turn down opportunities (see Table 6 for details).

Table 6: Support for Participation in Leadership Activities				
	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
Leadership opportunities are available to me	39%	45%	13%	4%
My immediate colleagues support my role as a leader	47%	41%	9%	3%
My immediate supervisor supports my role as a leader	60%	28%	8%	4%
My building does a good job of tapping my leadership skills	26%	34%	25%	16%
My district does a good job of tapping my leadership skills	22%	32%	22%	24%
I frequently have to turn down leadership opportunities	10%	37%	26%	26%
The WEA or my association does a good job of tapping my leadership skills	14%	26%	36%	25%

Sample: N=391

Hindrances to Participation in Leadership

While NBCTs indicate general support for assuming leadership roles by colleagues and administrators, other factors can be a major obstacle to participation. These include time, proximity, availability and alignment of opportunities with skills and interests, and lack of resources for release time or financial support from the school or district. A reoccurring theme among these teachers is the concern that leadership opportunities would pull them away from their first priority – their work with students. NBCTs appear to be more amenable to those activities located at their school or at the district level.

Time is the biggest resource hindrance for teachers in assuming leadership roles. Sixty-two percent indicate that they do not have enough time to honor their professional responsibilities, and nearly the same percentage (61 percent) indicate they do not want to take time away from the classroom to assume other leadership roles. Narrative responses from teachers regarding their involvement in leadership activities overwhelmingly confirm this finding. One teacher summarized, “Only 24 hours in a day. I pursue some because they energize me and strengthen my teaching. I decline others because the students in my class are my top priority.” Another explained:

The lack of time. With all of the changes in the way we teach and work with students and assessments, I usually feel overwhelmed and don't feel I have time to do many other things. I am involved in leadership activities within my building and district. Other opportunities sound good, but I also value my family's time and some time for myself. The lack of time is the greatest reason [for not pursuing additional leadership roles].

Personal issues also come into play when leadership work is uncompensated and cuts into family and personal time and responsibilities.

While time is reported as a barrier, teachers are more willing to reduce their classroom teaching responsibilities in order to pursue other leadership opportunities if the opportunities are located in their own school or at the district level rather than at another school. Eighty-four percent indicated they would be willing or somewhat willing to reduce their classroom teaching responsibilities in order to pursue leadership opportunities at their school, and 79 percent indicated they would be willing to do so at the district level (see Table 7). However, only 65 percent indicated they would be willing or somewhat willing reduce their teaching responsibilities to pursue leadership opportunities at another school.

Table 7: Differences by Willingness to Reduce Classroom Teaching Responsibilities to Pursue Leadership Opportunities

	Unwilling at this time	Somewhat Willing	Very Willing
At current school	15%	46%	38%
At another school	35%	39%	26%
At the district level	20%	46%	33%

Sample: N=391

Teachers’ narrative responses regarding the reasons they choose to pursue (or not pursue) leadership opportunities, provide important context for these findings. For example, it appears that teachers may give priority to those opportunities in closest proximity, and those aligned with current professional responsibilities, skills and interests. As one teacher explained, “Much depends on my teaching responsibilities, but if I can tie leadership tasks into teaching tasks, then I will pursue the leadership roles.” Another indicated, “I tend to pursue leadership opportunities that I see will have the greatest effect ‘close to home’ within my school and district.” Still another teacher described participation in leadership this way:

I would like to pursue leadership roles at my own school and with staff I support. I am not interested in becoming a leader statewide. I want to quietly help my own low income school by being a reading coach and helping other staff members. Then I hope to encourage them to pursue a NB certificate as a group which I could facilitate ... My intent is to build a team of excellence which will want to stay and help the kids who needs us most. I feel I can have more impact where it is really needed that way.

In some cases, NBCTs believe their professionalism and commitment are undervalued and underutilized by school and district administrators. One teacher indicated, “I feel that the administrators in my new building have not taken the time or opportunity to become aware of the skills and capacities that I have worked hard to acquire.” Another teacher expressed frustration in this way:

Neither my district nor my building support the NB candidacy process and they have not recognized it as a valid qualification for further leadership opportunities. They seem to rely on teacher cert versus administrator cert to distinguish who gets leadership roles. They don’t seem to know what to do with National Board certs.

Another teacher indicated, “My own district doesn’t seem to recognize the talents that we have already right here in our own backyard...” Both survey items and teachers’ narrative responses suggest that limited support, lack of encouragement and few opportunities from the school or district may prove a hindrance.

But not all National Board teachers choose to be involved in leadership opportunities. One teacher noted:

I became an NBCT for the main purpose of being a better classroom teacher. I took on NB certification for myself and self-improvement, not to make myself a “player” in the district. NB certification is about being a good teacher, which I am, and I prefer to keep my energies in my classroom. I collaborate with my fellow teachers, but I do not wish to take on additional responsibilities.

A reoccurring theme among these teachers is the concern that leadership opportunities would pull them away from their first priority – their work with students.

When considering supports for participation in leadership activities, nearly two-thirds (65 percent) express they have sufficient access to substitute teachers for time spent away from the classroom. However, a majority (59 percent) indicate that they do not have sufficient funding to travel to meetings and conferences, nor do they feel adequately compensated for their participation in leadership efforts (55 percent) (see Table 8). The potential for increased compensation was a moderate or strong reason for three-quarters of teachers to pursue certification, but it appears that some teachers do not feel well compensated for their efforts.

Table 8: Resources to Support Participation in Leadership Activities				
	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
I have sufficient access to substitute teachers for time spent away from the classroom.	17%	18%	38%	27%
I have sufficient funding to travel to meetings and conferences.	36%	23%	29%	12%
I am adequately compensated for my participation in leadership efforts.	28%	27%	36%	9%

Sample: N=391

In their narrative responses, teachers voiced strong opinions with regard to the availability of particular kinds of resources in support of leadership opportunities. Topping the list is time, compensation and support from the school and district. Some illustrative responses of teachers’ concerns are provided below:

Because there is no realistic plan in place to provide adequate substitutes for release time to do leadership work, I find that often leadership roles are “in addition” to rather than “instead of” standard teaching duties and this becomes a problem as it takes away from personal and family time.

The need to prioritize time equitably. Compensation for all the extra time given is lacking – at some point I pull the reins in because my time given is not supported financially in my district. The volunteer work I do is prioritized as the most substantially rewarding for my students. At a certain point, I draw the line.

In the rural and isolated district that I work, leadership roles within the district are available but not adequately compensated. Therefore, leadership roles are taken on in addition to a full-time teaching position. This is time consuming and a challenge as one cannot do an adequate job in either position. In addition, statewide leadership or even county-wide leadership roles are difficult because of the time and cost of travel as well as planning for a sub.

Finally, in order to determine whether or not the specific context of the teachers’ assignment, personal preferences or professional experiences impacted their engagement in leadership opportunities, we examined differences by school characteristics, regional location and teacher characteristics.

Resources and Serving Students of Color

Teachers in less racially and ethnically diverse schools indicate greater access to certain resources. Access to substitute teachers is a greater issue for teachers serving a higher percentage of non-white students. Forty-one percent of teachers serving greater percentages of students of color (41-100 percent) either somewhat or strongly indicated they do not have sufficient access to substitutes, compared with only 29 percent of teachers serving mostly white students (20 percent or fewer students of color). Additionally a greater percentage of teachers serving students of color either somewhat or strongly indicate they have insufficient funds for travel to meetings and conferences compared with teachers serving a higher percentage of white students (68 versus 54 percent). See Table 9 below.

Table 9: Teachers and Student Diversity: Support for Participation in Leadership Activities		
	Teachers Serving 0-20% Students of Color	Teachers Serving 41-100% Students of Color
Insufficient access to substitute teachers	29%	41%
Insufficient funding for travel to meetings and conferences	54%	68%

Sample: N=184

Regional Differences in Support of Leadership

Teachers in Western Washington, particularly in the Central Puget Sound report more difficulty in securing resources for leadership activities such as substitute teachers and

travel funds. Forty-one percent of teachers in the Central Puget Sound either somewhat or strongly indicated insufficient access to substitutes compared with only 22 percent of teachers in Eastern Washington. Sixty-nine percent in the Central Puget Sound either somewhat or strongly reported insufficient travel funds for meetings and conferences compared with 52 percent in Eastern Washington (see Table 10).

	Central Puget Sound	Western WA outside 121	Eastern WA
Insufficient access to substitute teachers	41%	37%	22%
Insufficient funding for travel to meetings and conferences	69%	57%	52%

Sample: N=391

Differences by Year of Certification

The length of time respondents have held their NB certificate appears to impact leadership opportunities from their perspective, as well as their willingness to reduce their teaching load in order to pursue them. Sixty-two percent of the NBCTs who received their certification in the last three years indicated they had insufficient funding to travel to meetings and conferences compared to 48 percent of NBCTs who had received their certification in 2002 or earlier. Nearly 70 percent of those who have held certification for at least four years, reported that they frequently have to turn down opportunities, compared with only 32 percent of those who certified most recently in 2005. This suggests that it may take time for NBCTs' experience and expertise to be recognized and utilized in new ways.

Those who have held NB certification longer are less willing to reduce their teaching responsibilities to pursue leadership opportunities than those who received their certification more recently (see Table 11). All NBCTs are not equally willing to change the nature of their responsibilities. The willingness of NBCTs to serve in leadership roles may be a function of how long some have already served in those roles. Those who have held NBCT certification for some time may have been tapped earlier for leadership responsibilities and are less willing to move or change assignment later. This illustrates that NBCTs should not be viewed as a uniform leadership resource. While it appears that those who have received certification more recently may be more willing to consider new opportunities, it also points to the continual need to add to the pool of accomplished teachers. Even without the intervention of state policy, these teachers have assumed leadership responsibilities as a result of NB certification, but their needs and interests may change over time, reinforcing the notion that a uniform state policy regarding all NBCTs may not achieve the desired results.

Table 11: Differences by NBCT Certification Year: Willingness to Reduce Teaching Responsibilities to Pursue Leadership

	Certified 1993-2002	Certified 2003-2004	Certified 2005
<i>at their current school</i> Unwilling at this time	24%	17%	9%
<i>at another school</i> Unwilling at this time	46%	36%	27%
<i>at the district level</i> Unwilling at this time	25%	20%	17%

Sample: Certified 1993-2002, N=136, Certified 2003-2004, N=105, Certified 2005, N=74.

That said, regardless of certification year the teachers were generally less inclined to reduce current responsibilities to consider leadership opportunities at another school compared with opportunities at their current school or at the district level.

Part V: Impact of Board Certification in Varying Contexts

A majority of NBCTs report that their certification experience had a very positive impact on their work with students, and a sizable portion also report very positive impacts in school and district contexts.

This section describes the ways in which becoming an NBCT impacted how respondents worked with students, in schools, in districts, and outside their districts.

Classroom- and School-Based Impact

Survey participants reported that becoming an NBCT had the greatest impact on issues of assessment, evaluation, and teaching strategies (see Table 12). Approximately two-thirds of respondents reported a very positive impact on how they use student assessment to inform instruction (66 percent) and how they evaluate student needs (64 percent). More than half reported a very positive impact on using multiple strategies with students (57 percent) and on helping students meet K-12 academic content standards (54 percent).

Table 12: Impact of Becoming an NBCT on Classroom-Based Practices			
<i>In what ways has becoming an NBCT impacted how you...</i>	No Impact	Somewhat Positive Impact	Very Positive Impact
... use student assessments to inform instruction.	6%	28%	66%
... evaluate individual student needs.	3%	33%	64%
... use multiple strategies with students.	9%	34%	57%
... help students meet K-12 academic content standards.	10%	36%	54%
...understand how cultural factors affect student learning.	30%	45%	25%
...understand how linguistic factors affect student learning.	36%	41%	23%
...understand how poverty affects student learning.	38%	35%	26%
...serve students who have Individualized Education Plans.	34%	37%	28%

Sample: N=391

At the same time, respondents indicated that becoming an NBCT had a relatively smaller influence on the practices associated with serving students with special learning needs, including aspects of their work that are related to meeting the needs of students in poverty, English language learners and those receiving special education services. However, teachers in higher-poverty schools were more likely to note the impact of the certification process on these aspects of their work. For example, for those serving a larger percentage of students in poverty, a higher percentage of these teachers reported that becoming an NBCT had a positive impact on their understanding of how poverty, cultural and linguistic factors affect student learning, and serving students with IEPs (see Table 13).

Table 13: Impact of Becoming an NBCT on Classroom-Based Practices: Proportion of NBCTs Reporting "Very Positive Impact" Based on School Poverty			
<i>In what ways has becoming an NBCT impacted how you...</i>	0-20% FRPL	21-40% FRPL	41-100% FRPL
...understand how cultural factors affect student learning.	14%	23%	38%
...understand how linguistic factors affect student learning.	14%	20%	35%
...understand how poverty affects student learning.	18%	20%	39%
...serve students who have IEPs.	20%	27%	35%

Sample: 0-20% FRPL, N=95, 21-40% FRPL, N=147, 41-100% FRPL, N=99.

Approximately 30 to 40 percent of survey participants note that becoming an NBCT has had a very positive impact on how they work in their schools. The greatest percentage (43 percent) report a very positive impact on how they contribute to the quality of the professional community in their school and approximately one-third report a very positive impact on other school-based leadership practices such as mentoring and working with colleagues and building administrators (see Table 14).

Table 14: Impact of Becoming an NBCT on School-Based Leadership Practices		
<i>In what ways has becoming an NBCT impacted how you...</i>	Somewhat Positive Impact	Very Positive Impact
... contribute to the quality of the professional community.	40%	43%
... assume coaching and mentoring responsibilities.	37%	33%
... develop professional relationships with my colleagues.	46%	31%
... prioritize how I take on additional duties.	41%	31%
... work with my building administrator(s).	41%	30%

Sample: N=391

NBCTs working in higher-poverty schools and those with more teaching experience were more likely to note that becoming an NBCT had a very positive impact on their ability develop professional relationships with colleagues (37 versus 26 percent, high versus low-poverty schools) and (44 versus 31 percent, more versus less experienced respondents).

Impact at the District Level and in Other Contexts

Survey participants note that becoming an NBCT has similarly influenced a range of aspects of how they work in their school districts, albeit to a slightly lesser degree. As in the case of schools, participation in the Board certification process had the largest impact on their roles as colleagues and coaches. For example, 31 percent of survey participants report that becoming an NBCT had a very positive impact on the ways they cultivated relationships with colleagues outside of their buildings.

Table 15: Impact of Becoming an NBCT on District-Based Leadership Practices

	Somewhat Positive Impact	Very Positive Impact
... cultivate professional relationships with colleagues outside of my school.	46%	31%
... contribute to curriculum development.	35%	29%
... assume coaching and mentoring responsibilities.	34%	25%
... work with district committees.	36%	23%
... work with district administrator(s).	37%	23%

Sample: N=391

A smaller proportion of NBCTs note that their participation in the certification process strongly affected the leadership contributions that they made in contexts beyond their school districts. For example, 22 percent and 21 percent of participants respectively report that becoming an NBCT had a very positive impact on how they advocate for the needs of students and teachers and how they assist in the development of tools and resources (see Table 16). In other areas, NBCTs report that certification has had little impact on activities outside the district, such as contributing to reform efforts beyond the district or serving on an advisory or policymaking board.

Table 16: Impact of Becoming an NBCT on Leadership Activities in Other Contexts (Work outside the District)

	No Impact	Somewhat Positive Impact	Very Positive Impact
... assist in the development of tools and resources for other teachers.	47%	31%	21%
...advocate for the needs of students and teachers.	44%	33%	22%
...make a greater contribution to reform efforts beyond my district.	52%	30%	17%
...serve on an advisory or policymaking board.	74%	13%	11%

Sample: N=391

Overall respondents' leadership roles appear to be influenced by a range of factors, including the demographic makeup of the schools in which respondents work and years of experience. NBCTs in schools serving lower proportions of students of color were more likely to note that certification had a positive impact on curriculum development (39 versus 20 percent). Teachers in higher-poverty schools were more likely to note that becoming an NBCT impacted how they assumed coaching responsibilities (30 versus 19 percent). Teachers with more than 20 years of experience were more likely to report the impact of becoming an NBCT their contribution to reform efforts beyond their districts (25 versus 11 percent of teachers with less than 10 years of experience).

Summary and Policy Implications

The aim of this study was to gather information from NBCTs to better understand issues pertinent to their professional practice and leadership activities. Washington's NBCTs serve in a variety of teaching and leadership roles in schools and districts across the state. As a result of Board certification, these teachers report a positive impact on their own classroom practices, as well as increased engagement in leadership opportunities at school, district and state levels. While many were teacher leaders prior to Board certification, the majority reports that the process strengthened their teaching, training and facilitation skills. More broadly, NBCTs indicate that becoming certified has had a positive impact on the ways they cultivate relationships and work with colleagues outside of their buildings, and in leadership contributions beyond their district.

Like most teachers in Washington state, NBCTs tend to remain working as classroom teachers in their same school and district. Few move to a different work location or change positions. As such, these accomplished teachers may be an important resource within their local contexts. Developing and facilitating professional development opportunities in their school or district or mentoring new teachers are the kinds of leadership roles these teachers often assume. However, not all NBCTs indicate that their school or district does a good job of tapping their leadership skills or supporting them in these positions. Time is the biggest resource hindrance for teachers assuming leadership roles, but availability and alignment of opportunities with skills and interests, as well as lack of resources for release time or financial support, are also issues of concern.

Given that NBCTs represent a valued, and perhaps, underutilized resource for teacher leadership, there are a number of issues in policy and practice worthy of consideration. Some of these policy concerns can be addressed at the state level, while others may be more appropriately considered at district and school levels. Key policy issues to be addressed include: increasing the supply and improving the equity of access to NBCTs across districts and schools; fully utilizing NBCTs' potential as accomplished teachers; and adequately supporting NBCTs in a variety of instructional leadership roles.

Increasing the supply and diversity of NBCTs

Currently, NBCTs represent less than two percent of the total teacher workforce in Washington state. A potential way to improve teaching and learning at both district and school levels is to encourage additional teachers to consider applying for NB certification. Encouragement can take many forms such as providing full or partial subsidies for certification costs, supporting networks for candidates and hosting informational meetings. Strategies aimed at increasing the overall supply of NBCTs should also be combined with diversifying the racial and ethnic composition of the state's NBCTs. Thus a focused effort on recruiting teachers of color to apply for NB certification is also worth considering.

Ensuring equal access to NBCTs across schools and classrooms

As accomplished teachers, NBCTs represent a resource that should be equally accessible to students located in hard-to-staff, high-poverty, or low-performing schools. Given the fact that most NBCTs work in the same school both prior to and after certification, one approach would be to focus attention on encouraging teachers already working in high-needs schools to consider applying for NB certification and providing focused supports during the certification process. Alternatively, NBCTs could be encouraged to consider moving to a higher-poverty or struggling school, particularly if incentives or other supports were provided. Survey results indicate that NBCTs in Washington would be willing to consider alternative assignments, particularly when presented with the possibility of incentives. Examples of incentives that may increase teachers' willingness to move include salary bonuses, class-size reduction, and compensated time for planning and preparation.

*Fully **utilizing** the resource represented in NBCTs*

Districts and schools should consider providing multiple and varied leadership opportunities that might better utilize NBCTs' leadership capacity. Specific areas in which NBCTs might be well suited to engage in instructional leadership roles include student assessment, evaluation of the needs of individual students, and the use multiple teaching strategies, as these are the areas where NBCTs report their certification has had the greatest impact in relation to their work with students. Other leadership activities that might be made more available to NBCTs include opportunities to mentor others and build professional community.

*Adequately **supporting** the leadership roles that NBCTs assume*

Districts and schools wishing to maximize the leadership potential of NBCTs should consider providing additional resources and supports such as release time, improving access to high-quality substitutes, and aligning opportunities with teachers' interests and skills. While obstacles to leadership participation exist, NBCTs are more willing to reduce their classroom teaching responsibilities to pursue other leadership opportunities if they are located in their own school or at the district level rather than at another school. It is also important to note that differences do exist among NBCTs in their level of interest in changing the nature of their professional responsibilities, and their interest may change over the course of their careers.

Results from this survey suggest that NBCTs represent a valuable resource for improving instruction, instructional leadership, and professional learning both inside and beyond their individual classrooms. Finding ways to fully realize the potential represented within these accomplished teachers presents a challenge and an opportunity for school, district, and state leaders and policymakers.

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APPENDIX A

Appendix A: Selected Teacher Characteristics for the State and Survey Respondents (2005-06)*		
	WA State Teachers (n=55,576)	All NBCTs (n=838)
<i>Gender</i>		
Female	71%	82%
Male	29%	18%
<i>Degrees</i>		
Bachelors	35%	14%
Masters and Doctorate	61%	84%
Other	4%	2%
<i>Experience</i>		
0-9 years	43%	43%
10-19 years	29%	39%
20+ years	28%	18%
<i>Free or Reduced Price Lunch</i>		
0-20 %	26%	32%
21-40 %	36%	38%
41% or above	38%	31%
<i>Students of Color</i>		
0-20 %	40%	44%
21-40 %	34%	32%
41% or above	26%	24%

* Data sources: State of Washington S-275 personnel data and school demographic data from School Report Card from 2004-05 and 2005-06. Sample size varies slightly depending on applicability and availability of data.

APPENDIX B

Appendix B: Comparison of NBCTs and Washington State Teachers: Distribution of Teachers in Region of State (2005-06)				
	All Teachers		NBCTs	
	Number	Percent	Number	Percent
Educational Service District 101	4,981	9%	78	11%
Educational Service District 105	3,053	5%	22	3%
Educational Service District 112	5,126	9%	49	7%
Educational Service District 113	3,884	7%	53	7%
Educational Service District 123	3,291	6%	53	7%
North Central Educational Service District 171	2,260	4%	30	4%
Northwest Educational Service District 189	8,750	16%	92	12%
Olympic Educational Service District 114	2,786	5%	36	5%
Puget Sound Educational Service District 121	20,073	36%	302	41%
Missing	2,115	4%	27	4%

Sample: NBCTs N=742, All Teachers: N=56,319