National Board Certified Johnston County Teachers' Perceptions of National Board Certification in Contrast to Their Non-National Board Certified Counterparts

A Dissertation

Presented to

The Faculty of the School of Education

Liberty University

In Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

by

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December, 2007

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Abstract

Laurene Lawless Madern. NATIONAL BOARD-CERTIFIED JOHNSTON COUNTY TEACHERS' PERCEPTIONS OF NATIONAL BOARD CERTIFICATION IN CONTRAST TO THEIR NON-NATIONAL BOARD-CERTIFIED COUNTERPARTS (Under the direction of Dr. Scott Watson) School of Education, December, 2007.

This study examined the relationship of perceptions of national board-certified teachers and eligible but non-certified national board teachers in the process of national board certification. The primary participant population for this study consisted of 47 national board-certified teachers and 282 eligible but non-certified national board teachers from Johnston County, North Carolina. Data was collected in a study which was electronically conducted in June 2005. The data sources included the application of this research and research from a previously administered study conducted on eligible but non-certified national board teachers in Tennessee. Factors that were analyzed included gender, years of experience and level of degree attained. The findings indicate that there was a significant difference between each group's responses to the statements within the subgroups indicating that there is a difference in the perceptions of the two groups studied from Johnston County. In comparing the responses of the non-certified national board-certified teachers of Johnston County to their counterparts from Tennessee, the findings signified that there was a difference in the overall perceptions of the national board certification process. In NC there were no significant differences found when looking between subjects but there were significant differences found within subjects. In Tennessee, significant differences were found in gender and years of experience but not in degrees attained. In conclusion, significant differences were found in both hypotheses

so there was no agreement to either hypothesis.

The study also indicated that the North Carolina study group had a favorable opinion of the national board certification process while the Tennessee study group expressed a negative opinion of the process.

Acknowledgements

This dissertation is dedicated to the many persons who provided guidance, concern, and enthusiasm in my reaching this personal goal.

To Colleen Sarasin who gave me the gift of her time when moments were so precious. Your continued support has always been a part of the inspiration that challenges me in reaching for higher pinnacles.

To Dr. Rebecca Carwile whose courage and compassion is still reflected on by those of us who had the pleasure of knowing her.

To Dr. Scott Watson, Dr. Azalia Moore and Dr. Amelia McLeod whose support and guidance assisted me in the completion of this dissertation.

To my loving husband Lenny and my two beloved children Jim and Ashley: thank you for your continuous love, support, encouragement and sacrifice in dealing with all the challenges that were faced during this process. Know that nothing in a simple paragraph can express the love I have for the three of you.

Twenty years from now you will be more disappointed by the things you didn't do than by the ones you did do. So throw off the bowlines. Sail away from the safe harbor. Catch the trade winds in your sails. Explore. Dream. Discover.

MARK TWAIN

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INTRODUCTION TO THE STUDY

Do sample populations of nationally certified and non-certified teachers perceive the process of National Board for Professional Teaching Standard (NBPTS) Certification differently? This dissertation reports a comparative study of the perceptions of Johnston County, North Carolina national board-certified teachers and a sampling of their non-certified counterparts in Johnston County in relation to national board certification. Additionally reported are the perceptions of the eligible but non-national board-certified teachers of Johnston County and of study participants from "*Perceived Barriers to the National Board for Professional Teaching Standards Certification"* (Moore, 2002). The instrument, *"Perceived Barriers to the National Board for Professional Teaching Standards Certification,"* (Moore, 2002) served as the tool for obtaining the data used from the Tennessee participants.

Jannese Moore conducted the 2002 study, *"Perceived Barriers to the National Board for Professional Teaching Standards Certification"* in Cocke County and in Sevier County in Tennessee. Segments from Dr. Moore's 2002 study were used to compare perceptions of national board and non-national board-certified teachers from Johnston County, North Carolina. Additionally, portions of the findings of the Tennessee study were examined and those findings were compared to data taken from the non-national board-certified teachers from Johnston County. Chapter 1 includes background of the study, the statement of the problem, the significance of the study, the delimitations of the

study, and the special terms used in the study. Chapter 2 contains the literature review. Chapter 3 is the methodology and the populations of the study. Chapter 4 includes the research design, methodology and procedures portion utilized to determine findings. Chapter 5 contains the presentation and analysis of data employed in this study.

Background for the Study

The NBPTS is a non-profit, nonpartisan organization founded in 1987. The National Commission on Excellence in education issued the 1983 report *A Nation at Risk* which served as a stimulus for the establishment of the NBPTS. The authors of *A Nation at Risk* recommended that preparatory work must become an immediate focus for educational organizations to prepare teachers for the 21st century. A recommendation found within *A Nation at Risk* stated "Master teachers should be involved in designing teacher preparation programs and in the supervision of teachers during the new teachers' probationary years" (NCEE, 1983). This recommendation served as the primary catalyst behind the establishment of the NBPTS organization.

According to the NBPTS, the national board credential itself was an endorsement of professional teaching excellence (2001). The educational community recognized the certification process as a forceful professional development experience (NBPTS, 2001). Jenkins (2000) wrote "Teachers can improve their practice by becoming certified through the National Board for Professional Teaching Standards" (p. 46). This statement is supported by Goldhaber (2004) and Anthony (2004) who concluded that children learn more from nationally certified teachers.

This study was conducted to gain information from teachers in Johnston County, North Carolina and to focus on the teachers' perceptions of the NBPTS. Utilizing a pool

of the teachers who are currently certified and teachers who are eligible, but decided not to participate in national board certification (NBC), the groups were queried for their opinions and personal views of the NBC process. It was anticipated that the views expressed by the teachers in this study would provide documentation that could be used to validate significance of the NBPTS.

National Board for Professional Teaching Standards

In the United States more than 32,000 teachers are national board-certified (NBPTS, 2004). By 2003 only ninety-one national board-certified teachers lived in Tennessee as compared to six thousand six hundred and forty-six national board-certified teachers in North Carolina (NBPTS, 2004). North Carolina and Tennessee are among the thirty state alliance that accepts NBC in lieu of state licensure renewal requirements for one cycle of the licensure period.

During the national board validation evaluation, trained facilitators conduct a peer-review of a portfolio of a candidate's work. These evaluators focus on the five core propositions: a teacher is committed to students and their learning; a teacher knows the subjects one teaches and how to teach those subjects; a teacher is responsible for managing and monitoring student learning; a teacher thinks systematically about this practice and learns from experience, and a teacher is a member of learning communities. According to the commission, these statements describe the knowledge, skill and temperament which a teacher needs in order to demonstrate the accomplished teaching model for all kindergarten through grade 12 (K-12) teachers (NBPTS, 2001).

Twenty-one states currently offer a salary supplement and a fee support towards national certification creating financial motives for a teacher to pursue certified status

(NBPTS, 2004). Financial rewards vary in the twenty-one states, from a one-time incentive to a yearly salary increase for the life of the teaching certificate. The respective state's policy dictates the level and type of offered incentives and/or appropriations (NBPTS, 2004).

North Carolina has repeatedly led the nation in having the highest number of national board-certified teachers. North Carolina has been actively responsive to prospective candidates pursuing NBC by allowing multiple incentives for candidates. This study looks at the views of the Johnston County teachers, who are offered state support while undertaking the process, and the ensuing financial rewards and professional tributes upon successfully completing this process. Views of the Johnston County teachers who are eligible for this certification are compared to Johnston County teachers who were eligible for the National Board Certification (NBC) process but have chosen not to participate in this opportunity. Additionally, the responses of teachers from North Carolina who are not national board-certified are compared to the responses from a group of non-national board-certified teachers from Tennessee that participated in a study on NBC that was performed in 2002. Tennessee as a whole has not been as munificent with the caliber of benefits it offers to NBC recipients and candidates as North Carolina has been. A part of this study's objective is to detect if these benefits make a significant difference to eligible participants.

Statement of the Problem

North Carolina has financially endorsed and utilized statewide efforts in support of the NBPTS since its inception in 1987. While these efforts have produced for North Carolina the highest number of national board-certified teachers nationwide as of 2005,

there is no current record of values assigned to the perceptions of the national board-certification process of certified teachers as compared with their colleagues who are eligible but are non-participants in the national board-certification process in Johnston County, North Carolina. Without research-based documentation, there is no evidence about the perceptions that teachers hold in regard to the NBPTS. With no documentation previously available, this study expresses and assigns a specific value to the perceptions of the teachers, who either are or could be involved in the NBC process. This study would prove beneficial to educational communities which want to consider perceptions teachers may have towards the NBC process.

Purpose of the Study

This research compares perceptions of Johnston County, North Carolina national board-certified teachers with those of their non-national board-certified counterparts. Additional data provides perceptions of the non-national board-certified teachers in Johnston County compared with a similar population in Sevier and Cocke County. The researcher identifies possible demographic characteristics of teachers in Johnston County, North Carolina that impact on the perceptions of the nationally certified teachers to those of their non-certified counterparts.

This study addresses these research questions:

1. Do Johnston County (NC) educators with NBC perceive the NBC process differently than their non-certified counterparts from Johnston County?

2. Do Johnston County (NC) educators without NBC perceive the NBC process differently than their counterparts in Sevier and Cocke County, Tennessee?

Hypothesis Statement

This study considered two null hypotheses.

1. There is no significant difference in teacher perceptions using the values assigned to statements in the survey instrument *National Board-Certified Johnston County Teachers' Perceptions of National Board Certification in Contrast to Their Non-National Board-Certified Counterparts* completed by national board-certified teachers in Johnston County, North Carolina and by those of their non-certified counterparts from Johnston County.

2. There is no significant difference in teacher perceptions using the values assigned to statements in the survey instrument *National Board-Certified Johnston County Teachers' Perceptions of National Board Certification in Contrast to Their Non-National Board-Certified Counterparts* completed by the non-national board-certified teachers in Johnston County, North Carolina and their counterparts in the Cocke and Sevier Counties of Tennessee.

The Professional Significance of the Study

Findings of the study would serve to assist the leaders in the Johnston County School district in assessing barriers which teachers experience when beginning the NBC process. An examination of this data presents a resource which serves to provide an appraisal based on teachers' perceptions of the NBC process by teachers who have either proceeded through the process or teachers who are eligible but have chosen not to participate in the NBC process. Selected demographic factors demonstrate a correlation between the perceptions of Johnston County board and non-board-certified teachers. By specifying a measurable gauge of the teachers' perceptions of the NBC process, this

measurement provides a distinct value which indicates teachers' perceptions of the NBC process, and these perceptions may influence their willingness whether or not to participate in the NBC process.

Definitions of Key Terms

Certain terms used in this study deal directly with the NBC process, and other terms refer to specifics of the Johnston County, North Carolina school system.

- *Assessment Center:* Privately-owned educational evaluation center where candidates take final portion of NBC process.
- *Assessor:* Trained professional who evaluates materials submitted by NBC candidates.
- *Assessment Fee:* Initial fee charged to potential candidates to initiate the NBC process. The current fee is set at $2300.
- *Five Core Propositions:* Standards by which the NBPTS base their recognition of teachers who effectively enhance student learning by demonstrating a high level of knowledge, skill, ability and commitment.
- *NB:* acronym for National Board
- *NBCT:* acronym for a National Board-Certified Teacher.
- *NBC:* acronym for National Board Certification.
- *NBPTS:* acronym for National Board for Professional Teaching Standards.
- *"The Box":* term for the box that carries all materials initially to candidate and is used as the container by which candidate returns all materials to the NBC evaluation center.

Terms from the Tennessee study are also included in this list.

Synopsis

The rationale for this study relates to the lack of documentation on perceptions of the national board-certification process by national board-certified teachers and their non-national board-certified counterparts in Johnston County, North Carolina. There were no identified studies which reflect the perceptions held by this group of educators. This study compares teachers' perceptions of the NBC process by a group of educators, some of whom completed NBC and some of whom did not. In addition, the study provides a measure of the prevailing perceptions of a non-national board-certified grouping from one state to that of a parallel grouping from another state.

CHAPTER TWO

REVIEW OF THE LITERATURE

Myron Lieberman, formally an American Federation of Teachers official, first envisioned a method to secure quality educators with the creation of a national board for teachers which was outlined in the 1960 book, *The Future of Public Education* (Lieberman, 1960). The basic concern of how to secure and maintain quality in the classroom is not a new issue. In 1963, the President of the Council for Basic Education described teacher education as a weak faculty operating a weak program attracting weak students (Koerner, 1963). This stinging description, along with ongoing educational concerns, garnered validation in the early 1980s when the quality of the teaching workforce appeared to actually be deteriorating. In 1983 the National Commission on Excellence in Education reported findings on the report *A Nation at Risk* representing the educational state of this nation's education system. The Carnegie Task Force presented similar documentation in their 1986 report *"A Nation Prepared"*. Individual education specialists such as Darling-Hammond and Sanders and Rivers used these works as a catalyst for their writings in the 1990s to spotlight the current state of education. These authors drew attention to educational deficiencies specifically highlighting teacher quality as a focus of concern.

Since 1996, the NBPTS has actively pursued a viable opportunity whereby an educator could document one's quality teaching techniques and strategies. The NBPTS organization established a credentialing method through which any teacher meeting the basic requirements for application and willing to document classroom activity using the NBPTS, could be offered a national certification. This credentialing presents a

challenging but obtainable goal for recognized educators who meet certain criteria for application. In the process of seeking certification from the NBPTS, teachers present lessons that are identified as quality educational activities and then document how those demonstrated techniques exhibit a quality student response. Since not all teachers within school systems across America are nationally board-certified, there are questions as to why some teachers have been willing to pursue NBC while others have not.

Background of the Study

A Nation at Risk (1983) published by the National Commission on Excellence in Education, views the primary importance of education as the foundation for a progressive and societal culture, a strong financial system and a protected nation. Secretary of Education T. H. Bell created the National Commission on Excellence in Education on August 26, 1981, directing it to examine the quality of education in the United States. The participating author and chairman of the National Commission on Excellence in Education, David P. Gardner and committee members did caution the educational bureaucrats of the impending looming of teacher shortages. Three years after *A Nation at Risk* (1983), the Carnegie Task Force issued *"A Nation Prepared: Teachers for the 21st Century"* (1986) which specifically called for the establishment of the NBPTS. Haberman (1986), a supporter of this proposed action, states "While not everyone would agree that teaching is equated to practicing medicine, many seem to agree with the Forum's major report, *"A Nation Prepared: Teachers for the 21st Century*"(1986), that teaching needed to be improved" (p. 719-722). Haberman further considers that, parallel to the medical profession, teaching needs to be improved through a process of professional development and standard requirements. Rosenholtz (1991) along with

Fullan and Hargreaves (1996) indicates that the professional culture of an educational system is the single best predictor of success in the classroom. Wise (1996) concurs with Haberman, stating "To insure quality in teaching, it is time for the teaching profession to develop and embrace a system of quality assurance that is already used by other professions" (p. 190).

Jenkins (2000) affirms in the article *"Earning Board Certification: Making Time to Grow"* that

> Undergoing the rigorous certification process has been the most powerful professional development activity of my education career, affecting how I teach and how I view teaching more than any graduate courses I have taken, workshops and conventions I have attended, or curriculum I have developed. (p. 46-48)

A survey inquiring views from a group of national board-certified teachers contacted by the Education Resources Group of Princeton found that eighty percent reported that the NBC process exceeded other professional development experiences (NBPTS, 2001). The basic need to feel competent is the prime motivation for the professional involved in education (Cattani, 2002). Richard Sagor states that a teacher's need to feel confident is satisfied based upon credible affirmation of skill. This skill appears more satisfying if it is openly valued by others (Sagor, 2003).

The Center on Reinventing Public Education (2004) is conducting studies on the value behind NBC in order to provide scientifically based research identifying factors of total quality education. In the Center's publication, *National Board Certification Successfully Identifies Effective Teachers* (2004), Goldhaber concludes that NBC unequivocally identifies effective instructors.

Teacher Quality

A Nation at Risk (National Commission on Excellence in Education, 1983) clearly depicts its findings in the report's title. The report outlines how the average graduate from any school today would not be as well-educated as an average graduate of 25-30 years ago. This is entirely daunting when one realizes that a much smaller proportion of the population completed high school and college in the earlier time. The decline in the average SAT scores of high school seniors proposing to major in education outpaced the descending scores among college-bound students (Murnane, Singer, Willett, Kemple, & Randall, 1991). It was evident in the 1980s that problems in education were continuing in a downward spiral fueled at this time by another trend as well. Intelligent, competent women, who had supplied schools with a low-cost pool of talented teachers for many years prior, were now seeking positions that were available outside of the classroom (Darling-Hammond, 1984).

A number of reports issued in the 1980s addressed recommendations dealing with the quality of teaching. *A Nation at Risk* (National Commission on Excellence in Education, 1983), *Action for Excellence* (Education Commission of the States, 1983) and *A Place Called School* (Goodlad, 1984) each highlights the importance of exemplary teachers and their roles in creating effective learning environments. These reports suggest that preparatory work had to become an immediate focus for educational organizations that intended to meet high educational standards in preparing teachers for the 21st century. *A Nation at Risk* (1983) notes that the public believed education was the major cornerstone for the future potency of this country. Education is held up as the summit, with the nation's future successes depending on it. *A Nation at Risk* (1983) and

"A Nation Prepared" (1986) highlight the need for exemplary teachers in effective learning environments. A key recommendation in both documents is the need to create better working conditions for teachers, and both detail how teachers promote school improvements, not merely by implementing tasks but by instructing their students to become skilled at gaining knowledge. *A Nation at Risk* (1983) and "*A Nation Prepared"* (1986) clearly stress the need to create better working conditions that would attract and retain teachers in this profession (National Commission on Excellence in Education, 1983; Carnegie Task Force, 1986).

According to Rice (2003) and Wise (1996), teacher quality is the most important school-related factor influencing student achievement. Izumi and Evers point out in *Teacher Quality* (2002) that nothing is as significant to learning as the quality of a student's teacher. This concept has been reiterated repeatedly by educational researchers Sanders & Rivers, Darling-Hammond, and Rice in their findings that teacher quality matters (Sanders & Rivers, 1996; Wright, Horn, & Sanders, 1997; Darling-Hammond, 1996; Rice, 2003). Under the 1998 reauthorization of Title II of the Higher Education Act (1998), the United States Secretary of Education is required to issue an annual report to Congress on the state of teacher quality in the United States. In a press release on March 15, 2004 from the United States Department of Education, U.S. Secretary of Education Rod Paige stated "We know that effective teachers are one of the most crucial factors in student achievement and are needed in every school in America" (2004).

Numerous prominent reports in the last 20 years have addressed recommendations dealing with the quality of teaching. *A Nation At Risk* (National Commission on Excellence in Education, 1983), *A Place Called School* (1984), *A Nation Deceived: How*

Schools Hold Back America's Brightest Students (2004) and *Leadership for Differentiating Schools & Classrooms* (2000) point out the importance which exemplary teachers have on generating effectual learning environments. Although the time of these writings spans 20 years, the message presents the common theme: the quality of the educator in the classroom has a direct effect on the impact which that educator has on the student. Darling-Hammond (1999), Izumi (2002) and Evers (2002) report efforts to redistribute America's schools to meet the burden of a knowledge-based economy that redefines the function of schooling and the profession of teaching. Throughout the research conducted at this time, educational professionals repeatedly note that "a highly qualified teacher" remains one of the most crucial factors in a student's academic success (U.S. Department of Education, 2002).

J.E. Stone's report, *"Value-Added Achievement Gains of NBPTS-Certified Teachers in Tennessee: A Brief Report"(*2002), examines the annual test-score gains of Tennessee students over a three year period and then compares student achievement in classes taught by sixteen nationally board-certified teachers to that of students taught by teachers holding only state licensure. In the findings, Stone reviews 16 out of the 40 national board-certified teachers through the use of teacher reports in the Tennessee Value-Added Assessment System (TVAAS) database. Stone's report (2002) reviews the teachers' data regarding achievement levels of the students in the classes. According to Stone (2002), the achievement gain of the student groups is in direct alignment with the achievement gains by other students not being taught by national board-certified teachers. Stone's report (2002) voices a major concern pertaining to the financial benefits that NBC brings to the teacher. Stone compares the value-added to student achievement with

the monies awarded to the national board-certified teachers. Using performance records from the group studied, Stone concludes that none of the 16 national board-certified teachers could be considered exceptional in terms of the students' achievement while under these teachers' tutelage (Stone, 2002).

Teacher effectiveness is a factor in assessing teacher quality. The Tennessee Value-Added Assessment System highlights an evaluative system which spotlights academic success using student performance measures. The Tennessee Value-Added Assessment System (TVAAS), designed to assess students' scholastic achievement over time, compares and evaluates an individual student's performance on tests from the Tennessee Comprehensive Assessment Program (TCAP) to that student's performance from a previous year. The value-added system uses test results from the assessments of the Tennessee students each spring in grades three through eight. The scale for each test in the TCAP set of tests increases with each grade level so that any calculated difference would illustrate how much a student learned each year. This system presumes that any student could improve academically each year at the same rate as other students within the same setting (Tennessee Department of Education, 2003). Students assigned to various ineffective teachers for several years in a row demonstrated significantly lower achievement and decreased scores in achievement than those assigned to several highly effective teachers in sequence (Sanders & Rivers, 1996; Izumi & Evers, 2002). Evidence gained from studies performed by Sanders and Rivers (1996) determined that the TVAAS indicates that differential teacher effectiveness is a strong determinant of differences in student learning, far outweighing the effects of differences in class size and heterogeneity (Sanders & Rivers, 1996; Wright, Horn, & Sanders, 1997).

For the past decade, teacher quality continues to be a focus of professional development opportunities in educational institutions nationwide (Izumi & Evers, 2002). Professional educational organizations such as the Association for Supervision of Curriculum and Development (ASCD) and the National Education Association (NEA) develop and implement standards and assessments that engage and offer encouragement to teachers in their paths of preparation and continuing professional development (Wise, 1996; Darling-Hammond, 1999; DuFour, 2004). The standards and assessments, developed by the Association for Supervision of Curriculum and Development and the National Education Association which are used by educators in both North Carolina and Tennessee, are active in providing professional development opportunities for educators in all 50 states. In addition to the capability to generate and adjust instructional strategies, research supports connecting student learning to variables such as teacher intelligibility, interest, task-oriented behavior, variability of lesson approaches, and student opportunity to learn standard material (Darling-Hammond, 1996; Sagor, 2003; Rice, 2003; Ciaccio, 2004). A teacher's abilities to organize material, ask higher order questions, use student ideas, and explore student commentary are vital variables in everything a student learns in addition to what abilities that student will take once one leaves the classroom environment (Darling-Hammond, Wise, & Pease, 1983; Brophy & Good, 1986). The teacher abilities listed demonstrate a relationship to teacher effectiveness which was researched in Stone's report on the Tennessee Value-Added Assessment System of 2002.

In addition to their physical work environment, teachers' professional preparation is identified as an essential factor in refining elementary and secondary education

(National Commission on Teaching and America's Future, 1996). Performance goals are one part of an initiative that is implemented as a component of *America 2000* (Oliva, 1997). Measurements have been developed for the specific purpose of demonstrating effective curricula and instructional techniques at certain benchmarks on grade levels. Continuing this educational effort, President Clinton signed the *Goals 2000 Educate America Act* with the focus on school reform (Oliva, 1997). President Clinton singled out the importance of assessable quality instructional practices in the 1999 State of the Union message stating that all states and school districts must be held responsible for the quality of their teachers. More and more teachers were finding themselves obliged to administer state-mandated or district-mandated tests that they were required to intersperse throughout their own classroom testing practices (Sagor, 2003). Popham (2003) and Sagor (2003) state that one of the major reasons there seemed to be a sudden increase in educational testing is that U.S. policy makers had been demanding hard evidence regarding how well the public schools performed. Rice (2003) adds to Popham's voice by stating that the logic behind the accountability pressures appears to be found in the sentiment that high test scores signify good schooling and low test scores signify bad schooling (Popham, 2003; Rice 2003).

According to Weiss, Pasley, Smith, Banilower and Heck in *Looking Inside the Classroom* (2003), teachers face rigorous issues in developing lesson plans. A multitude of factors influence teachers, determine what content they teach, how they teach it, and what materials they would use to engage students within a particular content (2003). In the *Looking Inside the Classroom* (2003) study led by K-12 mathematics and science teachers, Weiss, Pasley, Smith, Banilower and Heck examine the instructions pertaining

to classroom lessons. Weiss and fellow researchers determined that only one in five lessons actually challenged students intellectually according to the standards set by the National Council of Teachers of Mathematics. This team suggests the teachers in the study population needed to understand that instructional influences are a direct precursor to improving curriculum and instruction. They propose that the teacher's content knowledge does not guarantee high-quality instruction (Weiss, Pasley, Smith, Banilower & Heck, 2003). The sentiment expressed in the study led by Weiss was reinforced through other research documents by Stoll, Fink, & Earl (2002) as well as Goode (1999).

Weiss and this research team (2003) documented, analyzed, and supported classroom lessons in multiple curriculum areas with the primary focus on math and science cognition. Weiss and this research group found that low quality lessons were lacking in ability to enhance a student's understanding of content and in the ability to engage a student successfully in an educational experience. High quality lessons, however, were structured so that students engaged in diverse concepts and enhanced their understanding in regard to the presented material. According to the findings in this accounting, many of the lessons judged to be highly effective did include a variety of experiences that enabled the students to tap into multiple pathways for developing or reinforcing a concept (Weiss et al, 2003). This particular pattern mirrors the sentiment found in Proposition 4 of the NBPTS which endorses thinking systematically and learning from experience (NBPTS, 2004). The mission of the NBPTS is firmly rooted in the belief that the single most important action this country could take to improve schools and student learning would be to strengthen teaching (NBPTS, 2004). The national board process developed standards that underscore the five core propositions of the NBPTS.

These include:

I. Teachers are committed to students and their learning.

II. Teachers know the subjects they teach and how to teach those subjects to students.

III. Teachers are responsible for managing and monitoring student learning.

IV. Teachers think systematically about their practice and learn from experience.

V. Teachers are members of learning communities.

These propositions are derived from the NBPTS central policy statement, *What Teachers Should Know and Be Able To Do* (NBPTS, 1999). The Weiss study suggests factors that are consistent in producing conductive classrooms, factors including being open in dialogue and allowing freedom to share ideas. Respect and rigor are common traits of high quality classrooms as reiterated in the Weiss study (Weiss et al, 2003; Byham, 1992; Kozminsky & Kozminsky, 2003).

Education is the assemblage and result of many and diverse resources. Among these assets are teachers who serve as prominent keys in the understanding and appreciation of high standards that are ever more emphasized in schools and school systems across the country (Rice, 2003, Izumi & Evers, 2002). There are certain fundamentals of elements with which Hanushek (1992) and Izumi (2002) and Evers (2002) agree. These elements, exemplifying teacher quality, are included in two areas (1) teacher preparations and qualification and (2) teaching practices. Hanushek (1992) approximates that the distinction between having a good teacher and having a bad teacher could exceed one grade-level equivalent in the student's yearly achievement growth. Izumi (2002) and Evers (2002) state that improving teacher

excellence ensures that more learners could have the opportunity to achieve a higher potential because the student would benefit from effectual teachers *every* year.

Dr. William Sanders, director of the SAS Institute in the schools assessment division, and Dr. J. Rivers provide compelling research of importance to teacher quality in the classroom. Drs. Sanders and Rivers (1996) state in the valued-added assessments model that, while educational systems could be successful in introducing measures to improve student performance, those measurements alone cannot bring about the changes leading to greater equality in our schools. Sanders and Rivers state that, although data is a valuable tool, in order to build the educational future, the system must look at teaching the teachers. Sanders & Rivers maintain in their value-added approach that individual teachers make an enormous difference in student achievement. The National Commission on Teaching and America's Future report, *"What Matters Most: Teaching for America's Future"* (1996), offers a strong strategy for achieving America's educational goals. This plan's focus stresses the ability to recruit, prepare and support excellent teachers. According to *"What Matters Most: Teaching for America's Future"* (1996), what a teacher knows and can do has a crucial correlation with what students learn. The researchers call for placing a qualified teacher in every classroom and set 2006 as a target year for implementation. This report was followed by the *No Child Left Behind* (NCLB) legislation which focused on many of the same viewpoints and also required that each classroom have a teacher who meets the "Highly Qualified" definition by 2006. Equal access for educational resources for all students is another of the goals of the *No Child Left Behind* legislation. A crucial aspect of the teacher's role is to ensure that no student 'slips between the cracks' (Weiss et al, 2003). *No Child Left*

Behind, signed into federal law in 2002, has had a tremendous impact on America's public schools (Public Schools of North Carolina Report, 2003). The *No Child Left Behind* Act was designed to address the fact that not all students were making the academic progress needed in order to become prosperous adults. The *No Child Left Behind* Act reauthorizes the Elementary and Secondary Education Act; which, in turn, funded the NBC program which allocates funds to be used for the NBPTS federal candidate subsidy program. These funds generously support national board outreach and recruitment initiatives (NBPTS, 2004).

The NBPTS (1999) stresses elevating academic standards for teachers by requiring documented evidence provided by those teachers seeking certification through the national board process of certification. Any teacher who chooses to go through the NBPTS option amasses clear evidence that one is a quality educator. According to Blair (2000), Keller, (2002); and Archer, (2002), NBC may have identified more effective teachers, but they also speculate that the NBC process does not actually make teachers more effective. The U.S. Department of Education's State of Education 2003 report focus is on two principles: raising academic standards for teachers and lowering barriers that keep talented individuals out of the teaching profession. The report further indicates that the government authorities are willing and anxious to put the best quality educators into classrooms (U.S. Department of Education, 2003). Through their elected positions and legislative options available to them, government officials have sought opportunities which would place highly-qualified personnel in classrooms and maintain the presence of those quality educators in the classroom. To follow this concept of placing highly-qualified personnel, the state legislative body of North Carolina has

amended its regulation regarding the financial bonus available to teachers with NBC. Since August, 2000, national board-certified teachers in North Carolina have been required to be actively involved with direct student contact 70% of their professional day in order to receive the 12% state sponsored national board stipend (Public Schools of North Carolina, 2002). Qualified teachers in North Carolina, in pursuit of NBC, use the academic standards format set by the NBPTS as a model to assemble comprehensible indications of their impact in the classroom just as teachers from other states are doing in their pursuit of the NBPTS certification. For this successful confirmation in North Carolina, the national board-certified teachers are rewarded with monetary in addition to professional accolades.

Teachers as Leaders

Waters, Marzano and McNulty have affirmed through investigative research that successful school leadership significantly furthers student accomplishment (2004). Education leaders seek objectives that demonstrate substance and encourage others to work towards a common goal, thus producing a lasting legacy in which leaders guide direction (Waters, Marzano and McNulty, 2004; Hargreaves and Fink, 2004). Beaudoin and Taylor (2004) suggest that school climates support original thinking and candidness among members of the institute providing a constructive context for increased member participation. Effective leaders know that the ability to lead and manage chance is critical to survival (Calabrese, 2002; Patterson & Patterson, 2004; Senge, 1999). Professionals thrive when they find effective and innovative ways to fulfill their needs, and these elements come together when leaders feel positive and empowered (Senge, 1999). Flourishing organizations overcome the complications associated with

complexity by becoming learning societies (Calabrese, 2002; Senge, 1999). Darling-Hammond (1999), Wise (1999), Klein (1999) and Little (1982) propose that teachers employ higher-quality inventive efforts and change their classroom practices when they encourage and anticipate discerning types of differentiated classroom experimentation. Hargraves and Fink (2004) state "The prime responsibility of all education leaders is to put in place learning that engages students intellectually, socially, and emotionally" (p.9). Ashton and Webb (1986) posit that a teacher's self-esteem grows when one feels that one is doing something worthwhile, is doing it in a competent manner, and is recognized. Sustainable leadership conveys much more than the temporary gains sometimes produced in an achievement score. Valued leadership is best exemplified in the creation of lasting, meaningful improvements made to education (Glickman, 2002: Stoll, Fink, and Earl, 2002). In order for educators to cultivate the objectives that nurture student accomplishment, effective teacher-leaders encourage and employ teaching methods that produce the opportunity of prolonged achievements for their students.

In *Good To Great* (2001) Jim Collins talks about the importance of getting the right people on the right bus and also making sure that they are in the right seats on that bus. This same sentiment can be found in the works of Calabrese (2002) and Ciaccio (2004) and is also the focus of Fullan (2004), Bertani (2004) and Quinn (2004). However, these professionals stressed that it is equally important to ensure that the organization has the right bus in the first place. One needs to have the right tools to get the job done right. Common characteristics are the focus of Calabrese (2002) and Ciaccio (2004) when they review qualities of teachers as leaders. According to Calabrese (2002) and Ciaccio (2004), the common characteristic used in this

identification includes listening skills that foster communication; communication is highly significant when it is efficient and effective. Clear communication appears to be one of the most effectual ways to both generate and maintain a healthy institution (Fullan, Bertani and Quinn, 2004). Another attribute highlighted in the 'teachers as leaders' grouping is rewarding and recognizing effective performance. 'Teachers as leaders' are expected to model performances that provide guidance for others who may not be as proficient (Calabrese, 2002). Emulation of these teacher-leaders' characteristics reinforces leadership goals as the recognition of superior performance; these superior performance behaviors prevail over recognized prevalent non-effective standards (Calabrese, 2002).

Patterson and Patterson (2004) state that "Teacher leaders exert a major influence on how the dynamics of the school culture evolve" (p. 75). In a recent survey sponsored by the National Board for Professional Teaching Standards (2001), a majority of national board-certified teachers report direct involvement as teacher leaders, participating in activities such as coaching other candidates for NBC, mentoring new or struggling teachers, and developing or selecting programs and materials to support student learning. Patterson's report (2004) states that "Teacher leaders influence the school's culture through expertise when their peers recognize their superior teaching skills." (p. 75). According to Patterson and Patterson (2004), many teachers who are also leaders in their educational world are gaining certification through the NBPTS, thus providing a conspicuous example of how teachers function as educational leaders as well. The current system of NBC enables teachers to achieve distinction by demonstrating that they meet the rigorous standards stipulating what accomplished educators should know and be

able to do (Patterson & Patterson, 2004; Darling-Hammond, Wise, Klein, 1999; Jenkins, 2000).

Standards

From where did the focus on standards arise? Marzano and Kendall (1998) point to the 1983 report *A Nation at Risk* as the starting point for today's emphasis on educational standards. *A Nation at Risk* (1983) exposes major issues of concern in the area of standards. This documentation forces the leaders of education to reevaluate the quality in education, which denotes the perception of mediocrity in schools found by the National Commission on Excellence in Education. In 1999, *The National Education Goals Report: Building a Nation of Learners* established goal statements which became the mandates with which American educators identified relevant and rigorous standards. The statements contained in *The National Education Goals Report: Building a Nation of Learners* (1999) serve as a guide for the standards of what students should know and should be able to accomplish in core academic areas (National Education Goals Panel, 1999). In 1996, the National Commission on Teaching and America's Future, argued:

> Standards for teaching are the lynchpin for transforming current systems of preparation, licensing, certification, and on-going development so that they better support student learning. [Such standards] can bring clarity and focus to a set of activities that are currently poorly connected and often badly organized…Clearly, if students are to achieve high standards, we can expect no less from their teachers and from other educators. Of greatest priority is reaching agreement on what teachers should know and

be able to teach to high standards. (p.67)

The goal statements established here do make a difference and, to date, virtually every national subject-matter organization has published standards documents (Marzano and Kendall, 1998). Marzano and Kendall spotlight the world of educational standards in their article *'Awash in a Sea of Standards'* (1998). Marzano and Kendall (1998) contend that only those who have no knowledge of education reform over the past decade could possibly utter the words "American education has no standards" (Marzano and Kendall, 1998).

Linda Darling-Hammond (1996) reiterates in her research that the ability of the teacher in the classroom to set standards addressing the ongoing diversity in the classroom is a primary catalyst behind the need for a complex, knowledge-based system. Ms. Darling-Hammond, as well as other educational researchers such as Rice (2003) and Calabrese (2002), writes that teacher-leaders aspire to format productive learning, situations in which teachers are prepared and able. In *"What Matters Most; A Competent Teacher for Every Child"* (1996), Darling-Hammond cites the National Commission on Teaching and America's Future 1996 report informing readers of specific numbers regarding the qualifications of teachers in today's classroom. Darling-Hammond (1996) states "roughly one-quarter of newly-hired American teachers lack the qualifications for their jobs. More than 12% of new hires enter the classroom without any formal training at all, and another 14% arrive fully meeting state standards" (p.194). Darling-Hammond remains vigilant in her stance that there is no set of standards currently in place that recruits, prepares or develops America's teachers, and that this void needs to be corrected. During extensive study on standards within the field of education, Darling-

Hammond's focus is on the noticeable difference in licensing standards nationwide. In states such as Wisconsin and Minnesota, wherein teachers are required to bring extensive preparation to the classroom to be employed as a teacher, the results generated by state-wide testing scores reflect the possibility of the benefits of that teacher preparation (Darling–Hammond, 1996). In Louisiana, teachers are allowed to be licensed in areas in which they have no formal training in a particular subject. For example, a teacher could have been licensed in history despite not having either a major or minor in that discipline (Darling –Hammond, 1996). Comparing the differences on national assessments, one would find that the students in Minnesota and Wisconsin consistently outperformed the students in Louisiana (Darling-Hammond, 1996).

With the national focus drawing attention on how to recruit and maintain qualified teachers in the classroom, legislators raise the question of how teacher salary affects teacher standards (Ballou & Podgursky, 1997). Darling-Hammond offers the occurrences of what happened in the Connecticut school systems when teacher salaries are linked to standards. In 1986, Connecticut's Education Enhancement Act created a minimum salary level for beginning teachers and simultaneously offered additional state funds to low-wealth areas to equalize them against the wealthier areas. In this process, the standards for licensing in Connecticut were strengthened. Intertwining salary differentials and standards strengthened Connecticut's educational quality, and Connecticut progressed from having teacher shortages to having a surplus. In addition, the quality of teacher preparation appears to have risen along with student levels of achievement (Darling-Hammond, 1996).

Standards for the teaching profession encompass a multitude of areas, but the

basic tenet of the standard is quality. Teaching is more than content; it is looking for the meaning that must be made and the understanding that must be earned (McTighe, Seif, & Wiggins, 2004). In *You Can Teach for Meaning* (2004), McTighe, Seif and Wiggins indicate that the concept that one can teach for meaning is no problem in the abstract. In the real world of content standards and high-stakes testing, however, the bottom line asks where the standard is and has it been met. The *No Child Left Behind* Act (2002) and newly implemented accountability practices have strengthened the view that teachers must use traditional teaching approaches, and there is an expectation that these methods produce a higher level of achievement (McTighe et al, 2004).

Establishing standards by which all educators can benefit is not a new concept, but enforcing common standards as a part of that goal has been underutilized. High quality assessments, developed by the Interstate New Teacher Assessment and Support Consortium (INTASC), create a pool of quality professionals which allows for new teachers in states with a teacher surplus to be acknowledged professionally by a state with a teacher shortage. This interaction allows newly-prepared teachers the opportunity to teach in a state that has a shortage (Darling-Hammond, 1999).

National Board for Professional Teaching Standards

The NBPTS was envisioned when in 1985 Albert Shanker, President of the American Federation of Teachers, proposed to a group of educators the possibility of an organization which would study what a teacher should know before becoming certified. This vision was further developed when the Carnegie Corporation of New York funded the establishment of the NBPTS following the recommendation of the Carnegie Forum on Education and the Economy's Task Force on Teaching as a

Profession (NBPTS, 2003). This task force's report, *A Nation Prepared: Teachers for the 21st Century* (1986) served to define the basis behind what teachers should know and be able to do to meet educational standards needed in classroom activity. The planning group later evolved into the NBPTS Board of Directors, chaired by the former North Carolina Governor, James B. Hunt, Jr. (NBPTS, 2003). From its inception, the NBPTS has been focused on the decision-making and leadership roles which teachers employ in everyday educational practices. For this reason, the NBPTS stipulates that the majority of its board members be teachers who are currently active in the pre-K-12 classroom (NBPTS, 2003).

The NBPTS began their first field test in 1993 with two assessments, Early Adolescence/English Language Arts and Early Adolescence/Generalist. Teachers from 19 states took part in this initial offering (NBPTS, 2003). According to Jim Kelly, founding President of NBPTS, some of the initial standards and assessments were mechanical and "particularistic". The initial standards and assessments did not seem to integrate well with the task of teaching (NBPTS, 2003).

As the NBPTS developed, the Board set three main goals for itself: (1) to promulgate high standards for what accomplished teachers should know and do, (2) to develop and operate a national, voluntary certification system to assess and certify teachers who meet these standards, and (3) to advance education-related reforms for the purpose of improving student learning (NBPTS, 1999). The NBPTS premise is based on a statement of five standards and assessments, including: (1) teachers are committed to students and their learning; (2) teachers know the subjects they teach and how to teach those subjects to students; (3) teachers are responsible for managing and monitoring

student learning; (4) teachers think systematically about their practice and learn from experience, and (5) teachers are members of learning communities (NBPTS, 1999). Literature published between 1993 and 2003 demonstrates a myriad of perspectives of the NBC process. Conflicting views document the value of the NBPTS wherein documentation is not necessarily favorable to the NBPTS process (Stone, 2002, Podgursky, 2001).

Rotberg (1998), Futrell (1998) and Liberman (1998) suggest that the national board process is an option from which good things may come, although Stone (2002) and Wilcox (2001) define the process as a financial exploit which may not necessarily place quality teachers in the classroom. For the non-supporters of the NBC process, money appears as a common denominator surrounding the value of the NBC process. *Education Week* (January 2002) reports the NBPTS agency received in excess of over $109 million of Federal funds in the quest to identify the attributes of highly-skilled teachers in the 15 years between 1987 and 2002. Archer, in *National Board Is Pressed to Prove Certified Teachers Make a Difference* (2002), states that just under two-thirds of the nation's states have contributed to the financial benefits which a national board-certified teacher receives. Stone (2002) and Archer (2002) report that the monetary gains for attaining this certification is not questioned as being unreasonable or too costly, but there is an obvious expectation on the part of the financial backers to see improving scores at the schools in which the rewarded teachers serve. Neither Archer (2002) nor Stone (2002) challenges the national board process; both suggest, however, that it is due time for the NBPTS agency to document the worth of the national board certificate. In response to Stone (2002) and Archer (2002), the NBPTS has become actively supportive of studies

which examine effects of the NBPTS on teachers and school systems nationwide (NBPTS, 2003). As the NBPTS lacks the legal powers to require teachers to apply for national certification, it depends upon the actions of state and local governments to endorse its existence (Spring, 2000).

The NBPTS (2001) is certainly visible in regard to the leadership roles it encourages its national board-certified teachers to assume. More than 90% of national board-certified teachers responding to a survey say that their certification training gave them additional credibility with their professional colleagues, and 81% state that their training opened up new leadership opportunities for them (NBPTS, 2001). The NBPTS (2001) endorses its certified teachers in leadership roles, especially in leading others into and through the NBC process. The NBPTS recognizes the importance of the practice of certified mentors working with others who are going through this process (NBPTS, 2001). According to a 2001 study funded by the NBPTS, national board-certified teachers perceive major effects from certification on a teacher's professional development; these effects carry over into teaching practices and interactions with other teachers, administrators and communities. A study conducted by the NBPTS in 2001 found that 74% of their respondents agreed that achieving NBC had positively affected their roles and activities within their school, district, or community (NBPTS Research Report, 2001). According to a study conducted by the Teaching Quality in the Southeast Center (2002) and published in *Best Practices & Policies* (April 2002*),* teacher leadership by national board-certified teachers suggests that national board-certified teachers were an 'untapped resource' when evaluating student performance as well as teacher performance (Teaching Quality in the Southeast, 2002). This finding is based on

information that there is no hard evidence proving that a student with a national board-certified teacher shows any greater achievement than a student with a non-national board-certified teacher. As the pool of national board-certified teachers enlarges, documentation which could substantiate the value in the process of NBC will most likely emerge. As of 2005 there are 14 studies being conducted at universities nationwide evaluating the effects of NBC. Twelve of these studies are to be completed in 2005 and two in 2006 (NBPTS, 2005). Just as teachers are endorsed to meet the needs of students, the NBPTS encourages teachers to demonstrate their knowledge and skills through a series of performance-based assessments**.**

National Board Certification Process

The application process begins when an educator meets or exceeds the minimum eligibility requirements of application for NBC. These include: possessing a baccalaureate degree from an accredited institution, completing three years of successful teaching in one or more early childhood, elementary, middle or secondary school(s), and holding a valid, permanent state teaching license or meeting the licensure requirements established by their state (NBPTS, 2004). If a candidate meets these requirements, one may then apply by submitting an application along with the application fee. Once the application is received, the candidate receives an eligibility verification packet which, when completed, provides eligibility verification to the NBPTS organization. Many of these forms must be filled out by the administration unit at the local school system. After the NBPTS receives the completed eligibility verification packet, portfolio materials are sent to the candidate. The teacher-candidate assembles a professional portfolio reflecting a self-examination of documented evidence. The portfolio is comprised of videotapes of

classroom interactions and samples of student work plus the teacher's reflective commentary on professional and personal evidence exemplifying rigorous analysis of classroom teaching and student learning responses (NBPTS, 2004). Individual candidates document education-related work in and outside of the classroom; documentation is then maintained in a professional portfolio. This personalized portfolio demonstrates specific work samples that the candidate-teacher has elected to highlight as evidence. The documentation is used as part of the evaluation in which the candidate exhibits how quality work affects what students could accomplish. After submission of the completed portfolio, a candidate demonstrates knowledge of teaching techniques and strategies of subject area specializations at a one-day testing center called the assessment center. The NBPTS certification process requires that each candidate takes a written examination in the preferred area of certification. Trained NBPTS evaluators, who teach in the corresponding field for which the candidate is seeking credentialing, judge all components of the assessments (NBPTS, 2000). Successful candidates are awarded certification for NBC that is recognized for a ten year period (NBPTS, 2004).

Overview of National Board for Professional Teaching Standards in Tennessee and North Carolina

Tennessee legislators did not place their support behind the national board process with the same zealousness as North Carolina. Currently, the Tennessee Department of Education, through its Office of Training and Professional Development, offers information sessions upon request. In 2004, the Tennessee Department of Education agreed to utilize national board subsidy funds to support one hundred and six candidates by paying 50% of the certification fee (National Board for Professional Teaching

Standards, 2004). Candidates, responsible for the unsubsidized portion of the fee, receive the subsidy on a first-come, first-served basis. As of March, 2002, only forty Tennessee educators had successfully completed the national board process (Tennessee State Department of Education, 2003). The Tennessee State Board of Education then adopted a resolution encouraging teachers to seek NBC, and this action may have been partially responsible for the rise in successful candidates. In December 2003, the total of national board-certified teachers for Tennessee had reached ninety-one (Tennessee State Department of Education, 2003).

Seven school districts in Tennessee offer some financial benefit to candidates. These benefits range from a partial supplement to be applied to the application fee to annual salary supplements for the life of the certificate. Four Tennessee school systems offer a set amount as a supplement to a teacher's salary as opposed to the sliding percentage available in North Carolina. Four Tennessee systems offer paid release time to candidates for use in their individualized efforts towards the NBC process. One of these seven school districts offers both. Tennessee accepts participation in the NBC process as fulfillment of a teacher's license renewal requirements. Neither of the Tennessee counties surveyed in *"Perceived Barriers to the National Board for Professional Teaching Standards Certification"* (Moore, 2002) offers any incentives for the candidates in pursuit of NBC other than the one-time renewal of state licensure for successful candidates.

In North Carolina, Jim Hunt, governor from 1977 to 1985 and from 1992 to 2000, was one of the founding chair members of this pioneer credentialing agency, the NBPTS. Under Governor Hunt's guidance, the state of North Carolina pledged professional and

financial support to candidates of the NBC program. North Carolina offers both renewal credit as well as monetary benefits for educators involved in this process. Since the NBPTS inception, the Legislature of North Carolina has continually allocated funds to pay the certification fee for candidates and provides three days of release time. The legislation provides a 12% salary increase to the state-paid teacher's salary of successful candidates. North Carolina awards its newly-certified national board recipients three technology credits (grades K-12) as well as three reading credits required for license renewal (grades K-8). North Carolina has consistently led the nation as the state with the most national board-certified teachers (Public Schools of North Carolina Report, 2003).

It is clear by the evidence of support offered to its teachers that the state of North Carolina offers a higher degree of assistance to teachers in pursuit of NBC than the state of Tennessee. This statewide support or non-support impacts areas such as Teacher Morale and Financial Consideration, both of which are addressed in this study.

An Analysis of "Perceived Barriers to the National Board for Professional Teaching Standards Certification"

"National Board-Certified Johnston County Teachers' Perceptions of National Board Certification in Contrast to Non-National Board-Certified Counterparts" developed utilizing a format similar to the study *"Perceived Barriers to the National Board for Professional Teaching Standards Certification"* completed by Dr. Jannese Moore in 2002 at the University of East Tennessee. The survey instrument Dr. Moore used to determine barriers for the participants in the study conducted on the NBC process, poses questions which are in direct alignment to this study's focus and parallels the basis for the study in Johnston County. Dr. Moore's survey is based on a literature

search of barriers that focus on areas such as teacher quality, standards, accountability, and the National Board for Professional Teaching Standards (Moore, 2002). For her developmental sample for the survey instrument, Dr. Moore selected an item pool of statements to be distributed to a select group of respondents of 10 teachers, all of whom were enrolled in graduate education programs. The members of this select group were all eligible for NBC but none currently possessed NBC. Within this group of study, there were some teachers who had no intention of pursuing NBC, some teachers who planned to pursue NBC in the future, and some teachers who were uncertain of their plans in regard to NBC. This survey instrument is a compilation of 44 items which developed from an item pool of statements developed from "literature and experts in the field (state education department officials, professors of higher education, and NBPTS certified teachers)" (Moore, 2002). Dr. Moore sub-grouped the items according to theme into five barrier subscales: Personal Obstacles, Teacher Morale, Evaluation Process, Financial Considerations, and Teaching Professionalism. After distribution and compilation, this initial instrument was then revised into the final format of 38 questions; this final format was used as Dr. Moore's study survey and submitted for approval by academic officials at East Tennessee State University.

Dr. Moore randomly selected two counties in East Tennessee in which to distribute her survey. This grouping represents teachers in grades K-12 in the public schools of Cocke and Sevier Counties. The population of the Tennessee grouping is intended to generalize the approximately 1200 educators in the East Tennessee counties of Cocke and Sevier who are eligible for national board certifications but do not hold NBC (Moore, 2002). The target population consists of 300 educators in Cocke County

and 900 educators from Sevier County (Moore, 2002). The educators eligible are described as those who hold at least a bachelor's degree, have taught for a minimum of three years and have 'proper professional licensure' (NBPTS, 1999). All the teachers surveyed in the Tennessee study are certified on the state level and eligible for the national board process. Dr. Moore hand-delivered a copy of the survey and introductory letter to the participants at the schools and placed the survey packet in teachers' mailboxes (Moore, 2002). The surveys of the Cocke and Sevier County teachers were collected after a 10 day time period. There are 700 actually eligible to participate in this study, and 448 responded for a return of 68.67% useable returns (Moore, 2002). The population includes males and females of various ages, levels of education, years of teaching experience, and teaching assignments. Data was entered into SPSS/SV 10.0 (Norusis, 1998) by hand. The SPSS/SV 10.0 was used for the statistical calculation, and Dr. Moore's hypotheses were then tested and her findings analyzed.

The sample size for the Cocke County and Sevier County study is determined by using the formula provided by Scheaffer, Mendenhall, and Ott (Moore, 2002) to establish a 95% level of confidence with a variable estimate of +/- 5% (Moore, 2002). In the Tennessee study, Dr. Moore utilizes the cluster sampling method to select groups of individuals. A random sample of six schools in Cocke County and eight schools in Sevier County were chosen as the channel for her study *"Perceived Barriers to National Board for Professional Teaching Standards"* (Moore, 2002). The survey instrument consists of 38 positive and negative statements with a five point Likert scale as the response organizer. The Likert scale instrument allows the participants a range from which they could choose their feelings regarding the strength of the agreement with the

statements on the study. The range of the Likert scale is strongly agree, agree, unsure, disagree, and strongly disagree. In the Tennessee study, Moore (2002) establishes the validity for the instrument via a review of various educational personnel representing university level personnel and a representative from the Tennessee Department of Education.

> "Reliability was established by using the pilot test data set. The overall Cronbach's alpha was calculated as .9420…For the pilot test, the survey was divided into subscales by the researcher according to the identification of similar factors. Five subscales were identified for the purpose of the pilot study: 1. Teacher Morale Barrier….2. Evaluation Process Barrier… 3. Financial Consideration Barrier…4. Personal Obstacle Barrier…and 5. Teaching Professionalism Barrier" (p.44). Based on findings of the test pilot data, amendments were considered and used which determined the final survey form. "The five barrier subscales were comprised as follows: 1. Teacher Morale Barrier…2. Evaluation Process Barrier… 3. Financial Consideration Barrier… 4. Personal Obstacle Barrier … and 5. Teaching Professionalism Barrier" (p.46).

The Cronbach's alpha at .9420 is considered sufficient by both this researcher and her committee as a solid indicator of a reliable instrument.

Summary

The literature review establishes a noted concern on the part of educational researchers as to the quality levels that are existent in America's classrooms. Multiple reports highlight trends regarding concerns for excellence in education. Issues of quality

appear to be a common denominator in serving the school populations and a possible means to rectify deficits. Because the role of teacher is multifaceted, the function of a teacher-leader becomes a component within the organization that is engendered to improve instructive environments. Suggestions to establish a universal, credentialing, monitoring organization that could provide a standard led directly to the founding of the NBPTS organization which subsequently led to the establishment of the process of NBC including its core propositions and standards, recognized as basic tenets of this validation process. The focus of this study centers on the perceptions held by teachers who are either in possession of NBC or eligible for NBC. The justification for this study is that the opinion of the educators questioned on their perceptions of NBC could radiate additional information on personalized observations that only educators who had completed this process could provide. The response of how NBC is perceived and how the responses of this group aligns to those who are eligible but not in possession of NBC provides a solid foundation of how the NBC process is perceived by educators who possess the background in order to reflect on its significance.

CHAPTER 3

RESEARCH DESIGN, METHODOLOGY AND PROCEDURES

In a model of good research one will find convincing evidence that answers a question. A model of good research requires that there will be a level of justification which is measured by means of a utilization of parameters. In conducting the study this researcher utilized a previously established study instrument to collect data which was then used to compare the perceptions of public school teachers eligible for NBC on the NBC process. The Moore study had been conducted prior to 2004 and focused on many of the same elements the Johnston County study spotlighted. This chapter highlights the methodology of the study *National Board-Certified Johnston County Teachers' Perceptions of National Board Certification in Contrast to Their Non-National Board-Certified Counterparts*. It includes the research design which is a qualitative study where data was collected from participants via an online survey. The data was analyzed and the use of design terminology included: hypothesis, procedures, population, sample, sampling method and measurement of variables. The modeling of this design was rooted on Moore's study *"Perceived Barriers to the National Board for Professional Teaching Standards"*.

The completion of *National Board-Certified Johnston County Teachers' Perceptions of National Board Certification in Contrast to Their Non-National Board-Certified Counterparts* came about through using information generated from the research instrument distributed to the eligible teachers in Johnston County (NC) which was gathered through the ZARCA survey system. The design of this study was included in the collection of data through the use of the school system's electronic data survey

channel and the utilization of survey questions gathered from the previously mentioned *"Perceived Barriers to the National Board for Professional Teaching Standards"*. The instrument used to gather information for *National Board-Certified Johnston County Teachers' Perceptions of National Board Certification in Contrast to Their Non-National Board-Certified Counterparts* was analogous to the initial instrument used in Moore's *"Perceived Barriers to the National Board for Professional Teaching Standards"* study. Using only the questions reflected in the measured results from *"Perceived Barriers to the National Board for Professional Teaching Standards"*, however, was the original intent of the *National Board-Certified Johnston County Teachers' Perceptions of National Board Certification in Contrast to Their Non-National Board-Certified Counterparts* study. *National Board-Certified Johnston County Teachers' Perceptions of National Board Certification in Contrast to Their Non-National Board-Certified Counterparts* focused on the questions that dealt with the perceptions of the teachers who are national board-certified as well as those teachers who are eligible but do not hold NBC. The distributed surveys in both *National Board-Certified Johnston County Teachers' Perceptions of National Board Certification in Contrast to Their Non-National Board-Certified Counterparts* and *"Perceived Barriers to the National Board for Professional Teaching Standards"* requested specific answers to research questions relative to their perceptions of the NBPTS.

Hypotheses

The following null hypotheses were tested at the .05 level of significance.

1. There is no significant difference in the perceptions of Johnston County (NC) educators with NBC to the perceptions of their non-certified counterparts from

Johnston County (NC) in regard to the NBC process.

2. There is no significant difference in the overall perceptions of the Johnston County (NC) educators without NBC to the perceptions of their counterparts in Sevier and Cocke Counties, Tennessee in regard to the NBC process.

Population

Johnston County schools serve over 26,000 students in 35 educational facilities (JCS, 2003). In 2003 there were a total of 3,644 employees in the Johnston County School system of which 2,137 were employed as classroom teachers (JCS, 2003). The participant pool for *National Board-Certified Johnston County Teachers' Perceptions of National Board Certification in Contrast to Their Non-National Board-Certified Counterparts* did vary from the participant pool for *"Perceived Barriers to the National Board for Professional Teaching Standards"* (Moore, 2002) study in that Johnston County participants were all from the same system whereas the Moore study selected teachers from two education systems independent of each other. Also, participants in *National Board-Certified Johnston County Teachers' Perceptions of National Board Certification in Contrast to Their Non-National Board-Certified Counterparts* study were all employees of one educational system and were either National Board-Certified teachers or teachers who were eligible for the NBC process but had chosen not to participate. None of the participants in Moore's study held NBC. From Johnston County there were a total of 2205 teachers and administrators who were sent the survey electronically. The survey presented in this document was distributed to the population of teachers in Johnston County through their e-mail accounts. All teachers in Johnston County receive a GroupWise account which allows teachers to send and receive mail

electronically. This benefit is a part of a teacher's employment in Johnston County. In 2003 there were 2,137 teachers in Johnston County. A few administrators also held NBC so they were included in the survey pool. So, the total amount of teachers/administrators who were sent an invitation to participate in this study was 2205. The total number of teachers eligible for NBC was 728. The total number of those possessing NBC and those eligible but not NB certified teachers who responded to the survey was 329. This study focused on the population of the 329 teachers in Johnston County who either currently possessed NBC or those who were eligible but did not possess NBC. The respondents encompassed all national board-certified teachers as well as teachers eligible for NBC employed in the grade K-12 public school system of Johnston County, North Carolina.

This population included various age ranges of male and female respondents with differing job assignments, multiple years of teaching experience, and varied levels of education. The tables below give data reflecting the responses to the instrument inquiring data for this study.

Table 1

2. My age range is		
Responses	**Total**	**%**
21-30	59	17.93%
31-40	111	33.74%
41-50	81	24.62%
51-60	73	22.19%
61-70	5	1.52%
(Did not answer)	0	0%
Total Responses	**329**	

3. Gender		
Responses	**Total**	**%**
Male	50	15.20%
Female	279	84.80%

(Did not answer)	0	0%
Total Responses	**329**	

4. My job assignment is at		
Responses	**Total**	**%**
a high school	91	27.66%
a middle school	78	23.71%
an elementary school	150	45.59%
Other	10	3.04%
(Did not answer)	0	0%
Total Responses	**329**	

Once data was available reflecting the demographics of the Johnston County eligible participants, the subgroups were delineated as two groups: those who held NBC and those who were eligible but did not hold NBC. The tables below reflect the demographics of these two subgroups.

Table 2

I am a national board-certified teacher	NBCT	47	100%
I am not a national board-certified teacher but I am eligible	Non-NBCT	282	100%
(did not answer)	NBCT and Non-NBCT	0	0%
total responses	NBCT	47	
	Non-NBCT	282	

age range			
21-30	NBCT	7	14.89%
	Non-NBCT	52	18.44%
31-40	NBCT	18	38.30%
	Non-NBCT	93	32.98%
41-50	NBCT	11	23.40%
	Non-NBCT	70	24.82%
51-60	NBCT	10	21.28%
	Non-NBCT	63	22.34%
61-70	NBCT	1	2.13%
	Non-NBCT	4	1.42%
did not answer	NBCT and Non-NBCT	0	0%
total responses	NBCT	47	
	Non-NBCT	282	

Gender			
Male	NBCT	3	6.38%
	Non-NBCT	47	16.67%
Female	NBCT	44	93.62%
	Non-NBCT	235	83.33%
did not answer	NBCT and Non-NBCT	0	
total responses	NBCT	47	
	Non-NBCT	282	

my job assignment is at:			
a high school	NBCT	13	27.66%
	Non-NBCT	78	27.66%
a middle school	NBCT	11	23.40%
	Non-NBCT	67	23.76%
an elementary school	NBCT	20	42.55%
	Non-NBCT	130	46.10%
Other	NBCT	3	6.38%
	Non-NBCT	7	2.48%
did not answer	NBCT and Non-NBCT	0	0%
total responses	NBCT	47	
	Non-NBCT	282	

My total years of teaching experience are:			
3-5 years	NBCT	3	6.38%
	Non-NBCT	60	21.28%
6-10 years	NBCT	12	25.53%
	Non-NBCT	83	29.43%
11-15 years	NBCT	13	27.66%
	Non-NBCT	48	17.02%
16-20 years	NBCT	8	17.02%
	Non-NBCT	30	10.64%
over 20 years	NBCT	11	23.40%
	Non-NBCT	61	21.63%
did not answer	NBCT and Non-NBCT	0	0%
total responses	NBCT	47	
	Non-NBCT	282	

My highest degree attained is:			
Bachelor's Degree	NBCT	18	38.30%
	Non-NBCT	192	68.09%
Master's Degree	NBCT	28	59.57%
	Non-NBCT	84	29.79%
Specialist's Degree	NBCT	1	2.13%

	Non-NBCT	4	1.42%
Doctoral degree	NBCT	0	0%
	Non-NBCT	2	0.71%
did not answer	NBCT and Non-NBCT	0	0%
total responses	NBCT	47	
	Non-NBCT	282	

The information presented here is further analyzed in chapter four as it pertains to the perceptions of the teachers surveyed in this study.

Procedures

The survey items used in the *National Board-Certified Johnston County Teachers' Perceptions of National Board Certification in Contrast to Their Non-National Board-Certified Counterparts* study are the same survey items used in the original questionnaire developed for Moore's study *"Perceived Barriers to the National Board for Professional Teaching Standards"*. During a search on the internet looking for resources in the initial process of this study, this researcher located this survey that asked the same questions that focused on questions this researcher had regarding a teacher's perceptions of the NBC process. The respondents in Moore's study are from a public school system. This same study group correlated to one grouping of the Johnston County study by using similar criteria. That criterion was that they are public school teachers, have a minimum amount of years in teaching experience and did not hold NBC although eligible for the process. Both studies had participants that are male and female and are of multiple age ranges. Both studies had participants from multiple school settings, have a variety of years of experience and possess varying degrees of education.

This survey *National Board-Certified Johnston County Teachers' Perceptions of National Board Certification in Contrast to Their Non-National Board-Certified Counterparts* consisted of a questionnaire available through the school system e-mail

(GroupWise) account that could be completed by the respondents during a time period convenient to them during the 2 week duration of the study. The survey instrument used to measure responses to the participants' perceptions for *National Board-Certified Johnston County Teachers' Perceptions of National Board Certification in Contrast to Their Non-National Board-Certified Counterparts* was distributed within the Johnston County school system internet e-mail network. Within both survey instruments there were subgroups that aligned themselves to areas which focus on: Teacher Morale, Personal Obstacles, Financial Considerations, teacher professionalism and the Evaluation Process.

Table 3

total teachers eligible for national board certification	**728**	100%
teachers that hold national board certification	**105**	
teachers eligible but do not hold national board certification	**623**	
eligible teachers that responded to survey	**329**	45.19%

A copy of the invitation to participate in the survey is included in Appendix A. Of these surveyed, 105 were National Board-certified teachers and 623 were eligible but non-National Board-certified teachers. The return rate for the Johnston County survey was 329 responses producing a rate of 45.19% usable returns. The Johnston County survey was distributed to teachers via their individual GroupWise e-mail account which is a system sponsored by Johnston County Public Schools. The survey closed after a two school-week period, May 9-May 20, 2005. There was one reminder notice during this time sent to all participants on May 13, 2005. After the suspension of the survey and a brief analysis on the total number of respondents, the dissertation advisor suggested that

the survey be reopened for an additional week with a request for additional responses from the possible participants who had elected not to respond as of May 20, 2005. The survey was re-circulated via GroupWise, the electronic e-mail accounts Johnston County schools use for county-wide communication, to the original set of participants who had not responded to the initial request for participation. This communication was distributed on June 13, 2005. The survey re-opened for responses through June 17, 2005. This second appeal netted an additional 4 responses which were all from the eligible but non-certified sub-grouping. With this negligible response in consideration and the school calendar, it was determined by this researcher to use the data which was generated from the initial response with 329 respondents.

The response gathering method for this study was ZARCA. ZARCA is a privately-owned survey system available for use via the Internet. The computer generated system, ZARCA, has been used within the Johnston County Public School system for the express purpose of evaluating data from surveys directed to school personnel. The findings for this study generated through ZARCA were then separated to reflect the perceptions of both sub-groups surveyed in Johnston County (National Board-Certified teachers and those eligible but non-National Board-Certified). The perceptions of the eligible but non-national board-certified from Johnston County were compared to the responses to the respondents from Moore's *"Perceived Barriers to the National Board for Professional Teaching Standards"* study. After receipt of the electronic submissions to the ZARCA system, the Johnston County data was then tested and the findings analyzed. Permission for this study was granted in February, 2004 by the Superintendent of Schools for Johnston County, Dr. Anthony Parker. See Appendix B.

Permission to utilize the data from Dr. Moore's study was granted by her committee chair Dr. L. MacKay. A copy of the letter seeking permission is included in Appendix C.

Sample

The sample size for Johnston County was determined by a cluster sampling whereby all the participants were selected as one group from one school system. This format was particularly applicable for use in the Johnston County study as all of the participants were scattered throughout the county's one public school system.

According to the Department of Human Resources with the Johnston County School system, there were 728 certified and eligible teachers currently on staff as of June, 2005. According to Debra Parish, payroll specialist with the Johnston County Schools, 105 teachers from that total were National Board-Certified as of June, 2005. To qualify for participation in the study *National Board-Certified Johnston County Teachers' Perceptions of National Board Certification in Contrast to Their Non-National Board-Certified Counterparts,* participants either currently possessed NBC or declared themselves eligible by acknowledging that they possessed the qualification to be eligible for the NBC process. These determinations were: holding at least a bachelor's degree, having taught for a minimum of three years and holding professional licensure.

Table 4

6. My highest degree attained is	
Responses	**Total**
Bachelor's Degree	210
Master's Degree	112
Specialist's Degree	5
Doctoral Degree	2
(Did not answer)	0
Total Responses	**329**

5. My total years of teaching experience are	
Responses	**Total**
3-5 years	63
6-10 years	95
11-15 years	61
16-20 years	38
over 20 years	72
(Did not answer)	0
Total Responses	**329**

There were 728 surveys distributed electronically via Johnston County's electronic system of communication called GroupWise to all teachers who were eligible for participation. The e-mail address compilation was secured from Sarah Thompson, Coordinator of Educational Survey Systems for Johnston County. The target group for this study encompassed professionals from the school system's 35 schools featuring grades K-12, and the focus in the sample size was based on equal opportunity for all eligible participants. Factors that were examined in the choice setting the parameters of the sampling size included: looking at the criteria of what would allow a teacher to become national board-certified and setting my standard so that it correlated to the same caliber of professional criteria set by Moore's study. This researcher met this criterion by selecting a number of participants for this study in such a way that they represented the larger group from which they were selected. This format follows along with the philosophies of Gay & Airasian (2003) in establishing a population for a study. The population that this researcher focused on was an accumulation of a population that could realistically become a target population. Gay (2003) and Airasian (2003) reported that research determines that, in most studies, the chosen population is generally a realistic choice, one that is accessible and not necessarily an idealistic one.

Using the internet site http://www.custominsight.com., a survey random sampling revealed that if a 4% error could be tolerated and 728 participants were in the study population, then 329 respondents would be needed for a 95% confidence rate. The final tally using the participant responses was contained within the 95% confidence range. My research sample aimed at having a return rate of 50% or 364 usable returns.

Sampling Method

Cluster sampling randomly selects groups to be studied, not the individuals. Gay (2003) and Airasian (2003) suggest researchers should look for members of a selected group which possess similar characteristics when utilizing the cluster sampling format. Cluster sampling is most useful when the population of the study is spread out over a large geographic area (Gay & Airasian, 2003). In the Johnston County study a cluster sampling was used to generate a sampling of responses from teachers who were eligible for or currently held NBC. Any teacher in Johnston County who had an account in the school system-wide e-mail network GroupWise received an invitation to participate. The actual invitation to participate was distributed to over 2200 teachers throughout the Johnston County School GroupWise system. This was done so that every eligible teacher in the county would receive an invitation to participate. There were over 700 that actually qualified for participation and each individual teacher was able to select on what level they qualified to participate; whether they were already certified or eligible for certification. For a full copy of the questions used in this survey see Appendix D.

Measurement of Variables

The survey consisted of an electronic survey to be completed by the respondents. The survey contained an offering of 52 questions. The first 9 questions

dealt with demographic information and the following 43 questions posed positive and negative statements with a modified version of a Likert 5 point response scale. The scale allowed for each respondent to make a personal choice regarding the respondent's strength of agreement in regard to the statement on the survey. The choice range on the scale was: strongly agree; agree; unsure; disagree; and strongly disagree (DeVillis, 1991). In addition, the survey contained a section to designate demographic information as it pertained to each participant.

The study *"Perceived Barriers to the National Board for Professional Teaching Standards"* (Moore, 2002) established the reliability by using pilot test data. The overall Cronbach's Alpha was calculated at .9420 which was then used to conduct an analysis to validate factors identified by the researcher and educational experts as barrier subgroups (Moore, 2002). The same survey instrument was used to question participants for the *National Board-Certified Johnston County Teachers' Perceptions of National Board Certification in Contrast to Their Non-National Board-Certified Counterparts* study. Not all items from the original survey instrument, however, were intended to be used in this study. All questions from the original study were kept on the survey instrument to preserve the integrity of the instrument, but questions # 16, 22, 30, 35, 43, 45 and 46 were never to be considered a part of the Johnston County study on perceptions of NBC. Question #19 from the study *"Perceived Barriers to the National Board for Professional Teaching Standards Certification"* (Moore, 2002), dealing with the role of teachers and the administration, was also omitted for consideration from this study as it was inadvertently omitted from this survey instrument. Any data relating to question #19 from the original study has been removed so as to not affect the results of this study on

perceptions of those possessing or eligible for NBC in Johnston County.

The subgroups that were used for the *National Board-Certified Johnston County Teachers' Perceptions of National Board Certification in Contrast to Their Non-National Board-Certified Counterparts* study were condensed into five categories. These included: Teacher Morale, Financial Obligations, Evaluation Process, Teacher Performance and Personal Obstacles. Each of these categories had a focus in regard to their purpose in this study. Questions 12, 13, 27, 29, 34, 37, 39 and 44 comprised the Teacher Morale category. These statements regarded the teacher's perceptions on the NBC process and what was required to participate in the NBC process. These statements emphasized issues concerning perceptions and made statements regarding concerns that were or were not detrimental to Teacher Morale.

Questions 11, 14, 21, 22, 23, 26 and 41 addressed the teachers' perceptions on the Evaluation Process of NBC. These statements addressed the processes used for the evaluation in NBC and any prohibition in their participation in pursuit of national boards.

Questions 18, 24, 25, 28, 31, 32, 42, 47, 48 and 51 comprised the subgroup of Teacher Professionalism. These questions addressed statements that indicated a perception among the surveyed group that suggested that NBC was detrimental to the professionalism of teaching. These particular questions also addressed perceptions that these detriments caused a lack of participation in the national board process.

Questions 15, 17, 20, 40, 50 and 52 comprised the subgroup on Personal Obstacles. These statements were indicative of factors such as time, energy, or attitude that contributed to a teacher not choosing to participate in NBC.

Questions 10, 19, 33, 36 and 49 comprised the subgroup on Financial

Considerations. This subgroup encompassed statements that indicated perceptions among educators regarding the financial rewards or lack thereof in regard to NBC. See Appendix E for a comparison chart pertaining to the numbering of the questions used in this instrument. Appendix E contains item numbers by category and designates which statements were used in reverse coding.

Cronbach's Alpha coefficients for the total instrument utilized in the Johnston County study are demonstrated in the grid below. Included were the five subscales after the non-considered questions were eliminated.

Table 5

Scale	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items
Teacher Morale Perceptions	0.761	0.771
Evaluation Process Perceptions	0.799	0.800
Financial Considerations Perceptions	0.513	0.519
Personal Obstacle Perceptions	0.785	0.776
Teaching Professionalism Perceptions	0.752	0.750
Total Score:	0.934	0.934

Teacher Morale Perceptions questions:

12) The Evaluation Process for NBPTS certification is valid.

13) The Principal is apathetic to staff participation in NBPTS.

27) NBPTS causes the destruction of esprit de corps.

29) NBPTS does not improve teacher performance.

34) NBPTS helps keep better teachers in the classroom.

37) A salary based only on the amount of college preparation and teaching experience preserves mediocrity.

39) Teaching styles differ so NBPTS evaluation is not equally fair to everyone.

44) NBPTS increases enthusiasm for teaching.

Case Processing Summary

		N	%
Cases	Valid	329	100.0
	Excluded(a)	0	.0
	Total	329	100.0

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.761	.771	8

Item Statistics

	Mean	Std. Deviation	N
item_12	2.87	.912	329
item_13	2.56	1.133	329
item_27	2.54	.796	329
item_29	3.01	1.156	329
item_34	3.18	1.135	329
item_37	3.01	1.076	329
item_39	3.23	1.050	329
item_44	2.98	.992	329

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	2.922	2.541	3.228	.687	1.270	.065	8
Item Variances	1.077	.633	1.335	.702	2.109	.061	8

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
23.38	25.785	5.078	8

Evaluation Process Perceptions questions:

11) NBPTS causes discord among faculty.

14) The steps to reach NBPTS certification are too complicated and hard to understand.

21) The Evaluation Process for NBPTS certification is fair.

22) NBPTS does not necessarily identify better teachers.

23) NBPTS deals with the reality of teaching.

26) There is no definition of what constitutes effective teaching which can be applied to

NBPTS.

41) NBPTS promotes unhealthy competition and hostility.

Case Processing Summary

		N	%
Cases	Valid	329	100.0
	Excluded(a)	0	.0
	Total	329	100.0

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.799	.800	7

Item Statistics

	Mean	Std. Deviation	N
item_11	2.36	.985	329
item_14	3.00	1.014	329
item_21	2.92	.828	329
item_22	4.01	1.021	329
item_23	3.07	.931	329
item_26	2.88	.937	329
item_41	2.25	.901	329

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	2.928	2.252	4.006	1.754	1.779	.328	7
Item Variances	.897	.686	1.043	.356	1.519	.016	7

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Scale Statistics

Mean	Variance	Std. Deviation	N of Items
20.50	19.940	4.465	7

Financial Considerations Perceptions questions:

10) NBPTS offers a professional certification without a professional salary.

19) There is encouragement by the principal for staff participation in NBPTS.

33) NBPTS is an incentive to get better qualified people to enter the teaching profession.

36) NBPTS is cost effective.

49) NBPTS motivates teachers to higher productivity.

Case Processing Summary

		N	%
Cases	Valid	329	100.0
	Excluded(a)	0	.0
	Total	329	100.0

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.513	.519	5

Item Statistics

	Mean	Std. Deviation	N
item_10	2.97	1.057	329
item_19	2.34	.993	329
item_33	3.43	1.069	329
item_36	2.92	.864	329
item_49	2.91	.993	329

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	2.916	2.337	3.435	1.097	1.469	.152	5
Item Variances	.996	.747	1.143	.396	1.529	.025	5

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
14.58	8.452	2.907	5

Personal Obstacle Perceptions questions:

15) Updated information on NBPTS is readily available.

17) The process of NBPTS certification is too time consuming.

20) The evaluation for NBPTS certification is too difficult.

40) NBPTS encourages study and professional improvement.

50) NBPTS gives the best teachers recognition.

52) NBPTS takes too much personal time.

Case Processing Summary

		N	%
Cases	Valid	329	100.0
	Excluded(a)	0	.0
	Total	329	100.0

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.785	.776	6

Item Statistics

	Mean	Std. Deviation	N
item_15	2.37	.790	329
item_17	3.59	1.145	329
item_20	3.13	.984	329
item_40	2.23	.868	329
item_50	3.65	1.094	329
item_52	3.78	1.077	329

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.126	2.234	3.778	1.544	1.691	.456	6
Item Variances	1.002	.624	1.310	.686	2.099	.073	6

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
18.75	17.375	4.168	6

Teaching Professionalism Perceptions questions:

18) NBPTS represents more work without more pay.

24) The NBPTS concept that teaching should be closely aligned with other professions is proper.

25) Instruction will improve via evaluations as found in NBPTS.

28) There is ostracism of teachers who participate in NBPTS.

31) NBPTS isolates administrators from teachers.

32) NBPTS amplifies differences among teachers.

42) NBPTS leads to principals displaying favoritism towards some teachers.

47) NBPTS does not result in a burden of excessive paperwork.

48) NBPTS increases worry, nervous tension, and insecurity.

51) NBPTS improves the quality of teaching.

Case Processing Summary

		N	%
Cases	Valid	329	100.0
	Excluded(a)	0	.0
	Total	329	100.0

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Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.752	.750	10

Item Statistics

	Mean	Std. Deviation	N
item_18	2.52	1.048	329
item_24	2.38	.825	329
item_25	2.98	.945	329
item_28	2.16	.837	329
item_31	2.13	.658	329
item_32	2.61	.960	329
item_42	2.65	1.077	329
item_47	3.74	.949	329
item_48	3.71	1.015	329
item_51	3.04	1.112	329

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	2.792	2.134	3.739	1.605	1.752	.329	10
Item Variances	.905	.433	1.236	.803	2.854	.060	10

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
27.92	28.028	5.294	10

Reliability

Case Processing Summary

		N	%
Cases	Valid	329	100.0
	Excluded(a)	0	.0
	Total	329	100.0

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.934	.934	36

Item Statistics

	Mean	Std. Deviation	N
item_12	2.87	.912	329
item_13	2.56	1.133	329
item_27	2.54	.796	329
item_29	3.01	1.156	329
item_34	3.18	1.135	329
item_37	3.01	1.076	329
item_39	3.23	1.050	329
item_44	2.98	.992	329
item_11	2.36	.985	329
item_14	3.00	1.014	329
item_21	2.92	.828	329
item_22	4.01	1.021	329
item_23	3.07	.931	329
item_26	2.88	.937	329
item_41	2.25	.901	329
item_10	2.97	1.057	329
item_19	2.34	.993	329
item_33	3.43	1.069	329
item_36	2.92	.864	329
item_49	2.91	.993	329
item_15	2.37	.790	329
item_17	3.59	1.145	329
item_20	3.13	.984	329
item_40	2.23	.868	329

item_50	3.65	1.094	329
item_52	3.78	1.077	329
item_18	2.52	1.048	329
item_24	2.38	.825	329
item_25	2.98	.945	329
item_28	2.16	.837	329
item_31	2.13	.658	329
item_32	2.61	.960	329
item_42	2.65	1.077	329
item_47	3.74	.949	329
item_48	3.71	1.015	329
item_51	3.04	1.112	329

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	2.920	2.134	4.006	1.872	1.877	.248	36
Item Variances	.971	.433	1.335	.902	3.082	.049	36

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
105.13	380.805	19.514	36

1. Teacher Morale Perceptions =0.761
2. Evaluation Process Perceptions=0.799
3. Financial Considerations Perceptions=0.513
4. Personal Obstacle Perceptions=0.785
5. Teaching Professionalism Perceptions=0.752
6. Total Score: alpha=0.934

Reliability was used to establish a state of consistency. The more consistent the results from a measured instrument, it was accepted that the more reliable those results were. On the instrument used in *"Perceived Barriers to the National Board for Professional Teaching Standards Certification"* (Moore, 2002), the alpha was established at 0.9420. In *National Board-Certified Johnston County Teachers' Perceptions of*

*National Board Certification in Contrast to Their Non-National Board-Certified Counterpart*s the alpha was established at 0.934. This consistency established a reliability as it yielded consistent results over time, resulting in a high, positive coefficient of stability.

Data Analysis

Frequencies percentages and means of the barrier subscales were calculated using the statistical program –SPSS/SV 13.0 (Norusis, 2004). The level of measurement was treated as interval and the means from each perception subscale was compared between the certified and the eligible but non-certified subgroups by tests of multiple group design. Each group had 5 levels called subgroups. In the two groups there was data that reflected between and within collections. This was done to determine differences in whether a given group's mean perception score differed significantly from the others.

An independent statistics contractor recognized as a specialist in the field of statistical applications was employed to verify and authenticate the results attained during this study. A mixed group design test was used to test for significant differences in the mean subscale scores of the certified and eligible but non-certified groups identified in Hypothesis 1. For each hypothesis, testing was done to determine if significant differences existed in the mean scores of the five subscales used in the study. A mixed group design test was also used to test for significant differences in the mean subscale scores of demographic groups identified in Hypothesis 2. For each hypothesis, the alpha level was set at .05.

CHAPTER 4

PRESENTATION AND ANALYSIS OF DATA

The purpose of this research was two-fold. The first purpose was to determine the perception of NBC on the Johnston County certified teachers to that of their eligible but non-certified counterparts from the Johnston County Public school system as well as determining the perception of the Johnston County non-certified but eligible for NBC teachers to that of their eligible but non-certified counterparts from two public school systems in Tennessee. The second purpose was to increase the knowledge about teachers' perceptions of NBC.

The Johnston County sample consisted of 329 educators employed with the Johnston County Public School system in North Carolina. The research questions that were tested to determine the perceptions of the Johnston County teachers were distributed throughout the Johnston e-mail system and distributed to each teacher within Johnston County that was eligible to take the study. Data collected for this study was generated from the 329 returned surveys of the 728 certified and/or eligible teachers in the Johnston County public school system as of June, 2005. Of the surveys returned, all were usable. The Tennessee teacher data used for comparison within this study was taken from a previously published study completed in 2002. The 2005 survey was developed to serve as a data collection instrument for a study on perceptions of NBC. It consisted of the original 2002 instrument which included a total of 52 statements of which 9 were used for demographic information. The demographic section gathered information on the respondents' age, gender, teaching assignment, total number of years experience, highest educational level attained, and informational sources. An independent statistics

consultant was employed to verify the statistical applications and data used in this study.

Survey Results

Of the 728 teachers in Johnston County that could have responded to this request for information in regard to NBC, 329 actually completed and forwarded their responses via the Johnston County e-mail system. From these returns, the total of 329 was divided into two groups. These two groups were as follows: there are a total of 105 national board-certified teachers in Johnston County and 47 of these responded. Of the remaining 623 that were eligible but did not hold NBC, 282 responded. This resulted in an overall 45.19% return rate. None of the surveys returned were unusable. Table 6 displays the two groups surveyed from Johnston County public schools' totaled returns.

Table 6

Total Response Rate by Certification

Johnston County Schools	responded	did not respond	total of teachers	percent returned
National Board-Certified Teachers	47	58	105	44.76%
Eligible but non-NBC certified	282	341	623	45.26%
Total	329	399	728	45.19%

Note: Totals in this section may be slightly above or below 100% due to rounding.

$X = 0.01$, $p>.05$

Using this chi-square analysis, there is no significant differences in proportions by certifications of those returned compared to those sent out.

Table 7

	Column 1	**Column 2**	**Total**
Row 1	047	058	105

Row 2	0282	00341	623
Total	329	399	728

Degrees of freedom: 1

Chi-square = 0.00917649930068639

For significance at the .05 level, chi-square should be greater than or equal to 3.84. The distribution is not significant.

p is less than or equal to 1.

Table 8 displays the total of usable returns from each group and the percentage of usable returns from each group. There was no evidence of bias as there were no significant differences in the observed rate of returns by groups compared to the expected rate when tested with chi-square. A copy of the survey is included in Appendix D. Of those surveyed, 105 were National Board-certified teachers and 623 were eligible but non-National Board-certified teachers. The return rate for the Johnston County survey was 329 responses producing a rate of 45.19% usable returns.

Table 8

Usable Response Rates by Certified Designation

Number of Surveys

	Sent	Usable Return	Usable Return Percent
NBCT	105	47	44.76%
Eligible but non-NB certified	623	282	45.26%
Total	728	329	45.19%

Note: Totals in this section may be slightly above or below 100% due to rounding.

The answer the respondent replied to in the first question directed the survey to

the subsequent question. Depending on the response, the options included: if one answered they were national board-certified, the survey continued to the following question; if one answered they were eligible for NBC, the survey continued; if one answered they were neither national board-certified nor eligible for the certification, the electronic survey immediately directed the survey to a page which thanked the participant for the help but did not record any response from this respondent. Demographic data as well as questions on personal evaluation on NBC was placed at the beginning of the electronic survey and comprised questions 1-9. The following questions on the instrument used a Likert-type scale. The scale range was SA for strongly agree; A for agree; U for unsure; D for disagree; and SD for strongly disagree.

Analysis of the demographic data revealed that the largest group of respondents were female (279 or 84.80%). Females represented the highest number of respondents in both those that held NBC and those that were eligible. See Table 9.

Table 9

Gender

	National Board-Certified	Eligible but not NB certified	Total
Male	3 (6.38%)	47 (16.67%)	50 (15.20%)
Female	44(93.62%)	235 (83.33%)	279 (84.80%)
Total	47 (100%)	282 (100%)	329 (100%)

Note: Totals in this section may be slightly above or below 100% due to rounding.

Age categories were divided into approximately even groups of 9 year spans beginning at age 21. The largest group responding was the 31-40 age grouping at 33.74%. The smallest group responding was the 61-70 span presenting only 5 responses

at 1.52%. Table 10 demonstrates the specific data from this inquiry.

Table 10

Age groups	largest group (ages 31-40)	smallest group (ages 61-70)
NBC	18 (38.30%)	1 (2.13%)
Eligible but non-NB certified	93 (32.98%)	4 (1.42%)
Total	111 (33.74%)	5 (1.52%)

Note: Totals in this section may be slightly above or below 100% due to rounding.

Job classification revealed that the largest group of respondents taught at the elementary level with a total of 150 responses or 45.59% responding from that area. This number represents 20 or 42.55% from the National Board teacher group and 130 or 46.10% from the eligible but non-certified grouping. Those with job assignments outside of high, middle or elementary school settings responded as the smallest group with 10 at 3.04%.

Table 11

Job Assignment	NBCT	Eligible but non-NB certified	total
Elementary school	20 (42.55%)	130 (46.10%)	150 (45.59%)
Middle school	11 (23.40%)	67 (23.76%)	78 (23.70%)
High school	13 (27.66%)	78 (27.66%)	91 (27.65%)
Other	3 (6.38%)	7 (2.48%)	10 (3.04%)

Note: Totals in this section may be slightly above or below 100% due to rounding.

Table 12 shows that over two thirds of the respondents (219 or 66.57%) had less

than 16 years of experience with the largest percentage coming from the 6-10 year experience grouping (95 or 28.88%). Table 6 also demonstrates percentage differences within the category itself. In the years of experience category, the highest percentage area (29.43%) was found in the 6-10 year range for eligible but non-NB certified teachers, but for the national board-certified group, the highest percentage was found in the 11-15 year category (27.66%). Contrasting that, there was a significant difference in the respondents as to their years of experience and whether they were national board-certified or eligible but non-NB certified. The lowest percentage group in terms of years of experience for the national board-certified group was found in the 3-5 year span (6.38%) while the lowest percentage for eligible but non-certified NB was found in the 16-20 year span (10.64%).

Table 12

Years of Experience

Years	National Board-Certified	Eligible but non-NB certified	Total
3-5 years	3 (6.38%)	60 (21.28%)	63 (19.15%)
6-10 years	12 (25.53%)	83 (29.43%)	95 (28.88%)
11-15 years	13 (27.66%)	48 (17.02%)	61(18.54%)
16-20 years	8 (17.02%)	30 (10.64%)	38 (11.55%)
Over 20 years	11 (23.40%)	61 (21.63%)	72(21.88%)
Total	47 (100%)	282 (100%)	329 (100%)

Note: Totals in this section may be slightly above or below 100% due to rounding.

Overall, respondents with bachelor's degrees as their highest education level achieved comprised (210 or 63.83%) the largest grouping using education levels as a

criterion. The smallest group was made up of those respondents with a doctorate (2 or 0.61%). Further analysis revealed that for those with NBC, the participants with a master's degree comprised the highest percentage group with 59.57% as compared to those that were eligible but non-national board certified and that held a bachelor's degree (68.09%). See Table 13.

Table 13

Highest Degree Attained

Degree	National Board-Certified	Eligible but non-NB certified	Total
Bachelors	18 (38.30%)	192 (68.09%)	210 (63.83%)
Masters	28 (59.57%)	84 (29.79%)	112 (34.04%)
Specialist	1 (2.13%)	4 (1.42%)	5 (1.52%)
Doctorate	0 ((0%)	2 (0.71%)	2 (0.61%)
Total	47 (100%)	282 (100%)	329 (100%)

Note: Totals in this section may be slightly above or below 100% due to rounding.

The participants in this study did indicate that their information about the National Board for Professional Teaching Standards came from other educators (183 or 55.62%). When separated by subgroups the responses varied with the national board-certified teachers reflecting their main information source coming from published materials (21 or 44.68%) versus the eligible but non-NB certified group which listed other teachers as their main source (179 or 63.48%). See Table 14.

Table 14

	NBC Teachers	Eligible but non-NB certified	Total

Published materials	21 (44.68%)	35 (12.41%)	56 (17.02%)
Websites	11 (23.40%)	43 (15.25%)	54 (16.41%)
Other teachers	4 (8.51%)	179 (63.48)	183 (55.62%)
Educational organizations aka NCAE	11 (23.40%)	25 (8.87%)	36 (10.94%)
Total	47 (100%)	282 (100%)	329 (100%)

Note: Totals in this section may be slightly above or below 100% due to rounding.

Referencing the level of awareness of the respondents the question 9 analysis reveals that there was a significant difference between those that possess NBC and those that are eligible for the certification. Of those certified with NBC that responded to this survey, 37 or 78.72% considered themselves well informed. Those that were eligible but non-NB certified, considered themselves moderately informed with 161 or 57.09% registering the highest return. None of the national board-certified participants felt poorly informed in this category while 19.86% of the eligible but non-certified group rated themselves as poorly informed. See Table 15.

Table 15

	Well informed	moderately informed	poorly informed
National Board-Certified	37 (78.72%)	10 (21.28%)	0 (0%)
Eligible but non-NB certified	65 (23.05%)	161(57.09%)	56 (19.86%)

Note: Totals in this section may be slightly above or below 100% due to rounding.

Question 10 on this survey asked the respondents as to their overall opinion of the

National Board for Professional Teaching Standards. Overall, 75.38% (248) stated that their overall opinion was positive. The segregated data shows that this was clearly the acknowledged attitude. The overall opinion separated by group is demonstrated by response shown in Table 16.

Table 16

	NB Certified	Eligible but non-NB certified	Total
Positive	44 (93.62%)	204 (72.34%)	248 (75.38%)
Negative	3 (6.38%)	78 (27.66%)	81 (24.62%)
Total	47 (100%)	282 (100%)	329 (100%)

Note: Totals in this section may be slightly above or below 100% due to rounding.

Coding

For the purposes of data analysis all statements that contained a positive connotation regarding the NBPTS were reverse coded. This resulted in a five-point scale for each statement with a higher score indicating strong agreement and a lower score indicating less agreement. A list of reverse statements that were reverse coded is included in Appendix E. This grid summarizes the mean scores of statements 1-37 after reverse coding occurred. The higher the mean score, the more challenging would be the concept in looking at the perceptions faced by this group of respondents in encouraging NBC.

Cronbach's Alpha Coefficients

Reliability was used to establish a state of consistency. The more consistent the results from a measured instrument, it was accepted that the more reliable those results were. On the instrument used in *"Perceived Barriers to the National Board for Professional Teaching Standards Certification"* (Moore, 2002), the alpha was established

at 0.9420. In *National Board-Certified Johnston County Teachers' Perceptions of National Board Certification in Contrast to Their Non-National Board-Certified Counterparts* the alpha was established at 0.934. This consistency established a reliability as it yielded consistent results over time, resulting in a high, positive coefficient of stability. Cronbach's Alpha coefficients for the total instrument utilized in the Johnston County study are demonstrated in the grid below. Included were the five subscales after the non-considered questions were eliminated. See Table 5.

Hypothesis Testing

This study looked at two hypotheses in its pursuit of uncovering perceptions of the Johnston County National Board-Certified teachers in comparison to counterparts that were eligible for the process but had not attained NBC. A mixed group test for independent samples was used to test for significant differences in the mean barrier subscale scores of demographic groups identified in both hypothesis 1 and 2. For each hypothesis the alpha was set at .05. For hypothesis 1, testing was done to determine if significant differences existed in the mean scores on these five barrier subscales: Personal Obstacles, Evaluation Process, Financial Considerations, Teaching Professionalism, and Teacher Morale. The null hypothesis was rejected if a significant difference was found on any of the subscales.

Survey Results

Hypothesis 1: There will be no significant difference in the values assigned to items in the instrument by national board-certified teachers in Johnston County, North Carolina and those of their non-certified counterparts from Johnston County.

The respondents were divided into two groups: group 1 was 47 educators from the

Johnston County public school system in Smithfield, North Carolina who currently hold NBC. Group 2 was comprised of 282 educators from the Johnston County public school system who are eligible to hold NBC but are currently not certified with that distinction. A mixed group test was used to determine if significant differences existed between these groups. The areas of study concentrated on perceptions of those queried with a focus on Personal Obstacles, Evaluation Process, Financial Considerations, Teaching Professionalism and Teacher Morale.

HYPOTHESIS 1

The data generated for study in the Evaluation Process subgroup was significantly different from the responses to the statements found in the Teaching Professionalism subgroup. Respondents' scores were significantly different in three of the five barrier subscales. In reviewing the data in the descriptive statistics, the number represents the distance between the agreement the respondent had with the statement one was responding to. The higher the integer, the further away the agreement was to the statement. Data from the Personal Obstacles grouping was significantly different from the Teaching Professionalism subgroup. Teaching Professionalism was significantly different from both the Evaluation Process and the Personal Obstacles subgroups. See Tables 17 and 18. These statistics reveal that from the results of the subgroup analysis, there is no agreement. Thus it cannot be said that there is consensus therefore rejecting null hypothesis 1.

Table 17

Hypothesis 1

Results for Research Question One: Summary of Mean Barrier Subscale Scores

Barrier Ranking	Mean Score	Significantly Different From*

Teacher Morale	3.373	
Evaluation Process	3.232	s/g 2 is significantly different from s/g 5
Financial Consideration	3.329	
Personal Obstacles	3.222	s/g 4 is significantly different from s/g 5
Teaching Professionalism	3.449	s/g 5 is significantly different from s/g's 2 & 4

Table 18

3. factor1

Measure: MEASURE_1

factor1	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
1 TM	3.373	.045	3.286	3.461
2 EP	3.232	.044	3.145	3.319
3 FC	3.329	.046	3.238	3.420
4 PO	3.222	.048	3.128	3.316
5 TP	3.449	.037	3.376	3.523

When reviewed individually, the results for hypothesis 1 reflect the range for responses measuring from 3.438 to 3.787 for the National Board-Certified teachers and 2.735 to 3.111 for the eligible but non-NB certified group. See Table 19.

Table 19

Hypothesis 1

Range for Responses of NBCTs and Non NBCTs for 5 subgroups

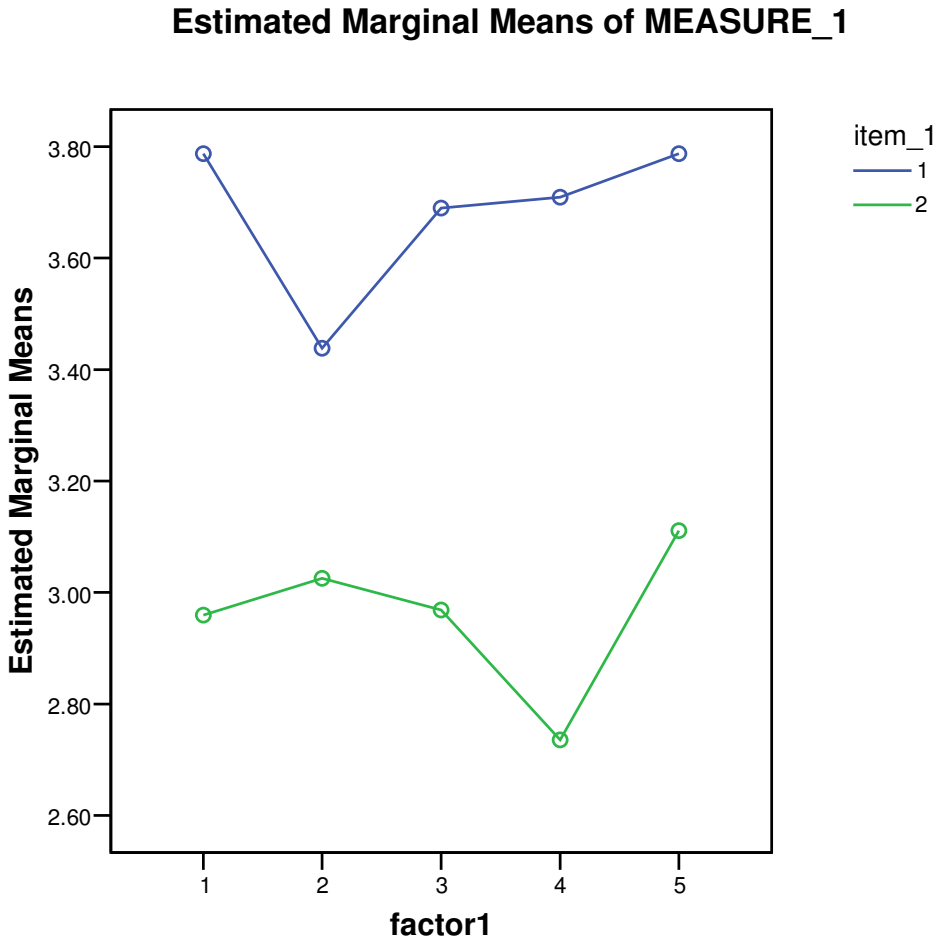
4. item_1 * factor1

Measure: MEASURE_1

item_1	factor1	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
1	1 TM	3.787	.082	3.625	3.949
	2 FC	3.438	.082	3.276	3.600
	3 EP	3.690	.086	3.522	3.858
	4 PO	3.709	.088	3.535	3.883
	5 TP	3.787	.069	3.651	3.923
2	1 TM	2.959	.034	2.893	3.025
	2 FC	3.026	.034	2.959	3.092

3 EP	2.969	.035	2.900	3.037
4 PO	2.735	.036	2.664	2.806
5 TP	3.111	.028	3.055	3.167

Figure 1



For the NBCT group participants (item 1) Teacher Morale tied with Teaching Professionalism for a highest mean score of 3.787 and Financial Consideration had the lowest mean with a score of 3.438. For group 2, the eligible but non NBCT group, Teaching Professionalism had the highest mean score at 3.111 and Personal Obstacles had the lowest mean score at 2.735. As a whole, the subscale which had the total highest mean score was Teaching Professionalism (3.2076) and Personal Obstacles had the

lowest (2.8744) in the Johnston County study of both groups of teachers. See Table 20.

Table 20

Descriptive Statistics

	item_1	Mean	Std. Deviation	N
Teacher Morale	1	3.7872	.51993	47
	2	2.9592	.57248	282
	Total	3.0775	.63474	329
Financial Considerations	1	3.4383	.56204	47
	2	3.0255	.56435	282
	Total	3.0845	.58145	329
Evaluation Process	1	3.6900	.54465	47
	2	2.9686	.59315	282
	Total	3.0716	.63791	329
Personal Obstacles	1	3.7092	.62212	47
	2	2.7352	.60333	282
	Total	2.8744	.69473	329
Teaching Professionalism	1	3.7872	.45378	47
	2	3.1110	.47737	282
	Total	3.2076	.52941	329

Hypothesis 2: There is no significant difference in the values assigned to the subgroups of items in the instrument between the non-national board-certified teachers in Johnston County, North Carolina and their counterparts in the Cocke and Sevier Counties of Tennessee.

The respondents were divided into two groups: group 1 was 282 educators from the Johnston County Public School System in North Carolina who were eligible for NBC but did not hold that certification and group 2 which was 448 teachers from Cocke and Sevier Counties in Tennessee also who were eligible for NBC but did not hold that certification at present. The data used to evaluate the grouping from Cocke and Sevier Counties, Tennessee was derived directly from the study issued in 2002 by Dr. Jannese Moore in her study "Perceived Barriers to National Board for Professional Teaching

Standards". Mixed group tests were used to determine if significant differences existed between these two groups. The areas of study concentrated on perceptions of those queried with a focus on Personal Obstacles, Evaluation Process, Financial Considerations, Teaching Professionalism and Teacher Morale.

HYPOTHESIS 2

Looking at the groups responses as a whole in this section of the study, the subgroups data revealed that there were significant differences in some areas. The area in review of this data included gender, years of experience and levels of education in relation to the five subscales. The responses from this grouping were then compared to the analysis of responses from the respondents of the East Tennessee study. The focus was on whether there were any differences in responses in areas of gender, years of education or level of education when appraising perceptions of the NBPTS.

The respondents whose replies were analyzed for hypothesis 2 were as follows: Group 0 represented the 235 female teachers from Johnston County who are eligible for NBC but do not possess NBC. Group 1 represented the 47 male teachers from Johnston County who, like the females represented here, are eligible but do not possess NBC.

Table 21

		N
Item_3	0	235
	1	47

Table 22

Item 3 of this study used gender as a determining component.

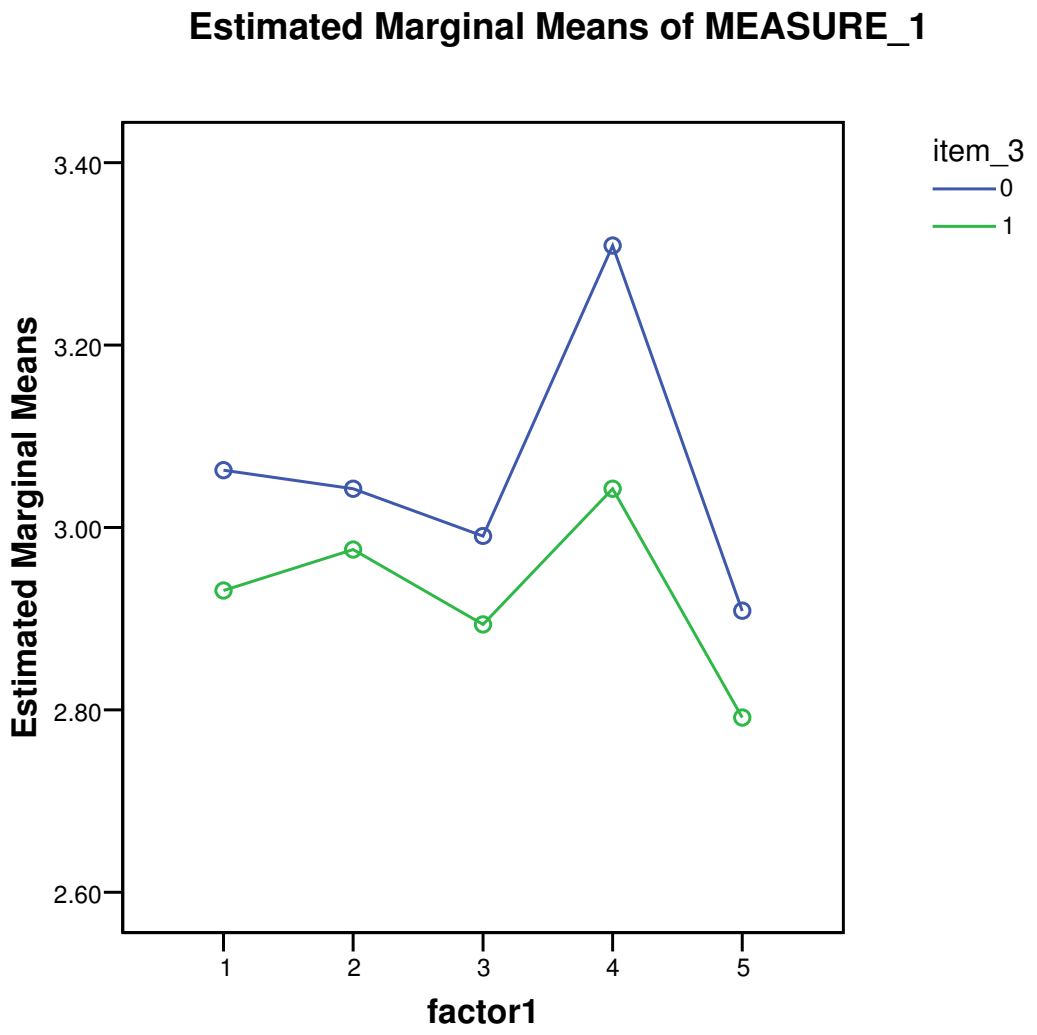
Factor1	Dependent Variable
1	Morale

2	Process
3	Finance
4	Obstacle
5	Profess

Item 3		Mean	Std. Deviation	N
Teacher Morale	0	3.0628	.57298	235
	1	2.9309	.56314	47
	Total	3.0408	.57248	282
Evaluation Process	0	3.0426	.60890	235
	1	2.9757	.50929	47
	Total	3.0314	.59315	282
Financial Considerations	0	2.9906	.56546	235
	1	2.8936	.55771	47
	Total	2.9745	.56435	282
Personal Obstacles	0	3.3092	.59587	235
	1	3.0426	.59737	47
	Total	3.2648	.60333	282
Teaching Professionalism	0	2.9085	.48527	235
	1	2.7915	.42724	47
	Total	2.8890	.47737	282

The results from the study using gender as a fundamental divider in addition to the 5 subscales for the study in Johnston County produced the following outcome.

Figure 2



No main effect for gender was found:

Significant main effects of 5 subscales: F (4, 1120) = 21.089, p=.00

No interaction: F (4, 1120) = 2.207, p=.066

For the female grouping of Johnson County eligible but non-certified group, the highest mean score was found in the subscale of Personal Obstacles at 3.3092. For the males the highest mean score was also Personal Obstacles at 3.042. The lowest mean

score in both groups was found in the category of Teaching Professionalism. This subgroup found the lowest mean score at 2.908 for the females and 2.791 for the males. As a whole in the five subscales from the Johnston County study Personal Obstacles had a significantly higher mean score for both males and females (3.264) and Teaching Professionalism had the lowest mean score for both Johnston County eligible but non-certified males and females (2.889)

In the East Tennessee study the data from 117 males and 331 females of approximating qualifications as the participants of this study group were evaluated to determine if any significant difference existed in the mean barrier score between males and females.

Item 5 data reflects responses to the years of experience from the Johnston County participants in reviewing the five variants of study. The respondents whose replies were analyzed for hypothesis 2 were categorized by differences in their years of teaching experience.

Table 23

		N
Item_5	1	60
	2	83
	3	48
	4	30
	5	61

From the 281 responses to this item, category 1 represents 60 teachers with 3-5 years of teaching experience from Johnston County who are eligible for NBC but do not possess NBC. Category 2 represents the 83 teachers with 6-10 years of teaching experience from Johnston County who are eligible but do not possess NBC. Category 3

represents the 48 teachers with 11-15 years of teaching experience from Johnston County who are eligible but do not possess NBC. Category 4 represents the 30 teachers with 16-20 years of teaching experience from Johnston County who are eligible but do not possess NBC. And category 5 represents the 61 teachers with over 20 years of teaching experience from Johnston County who are eligible but do not possess NBC.

Table 24

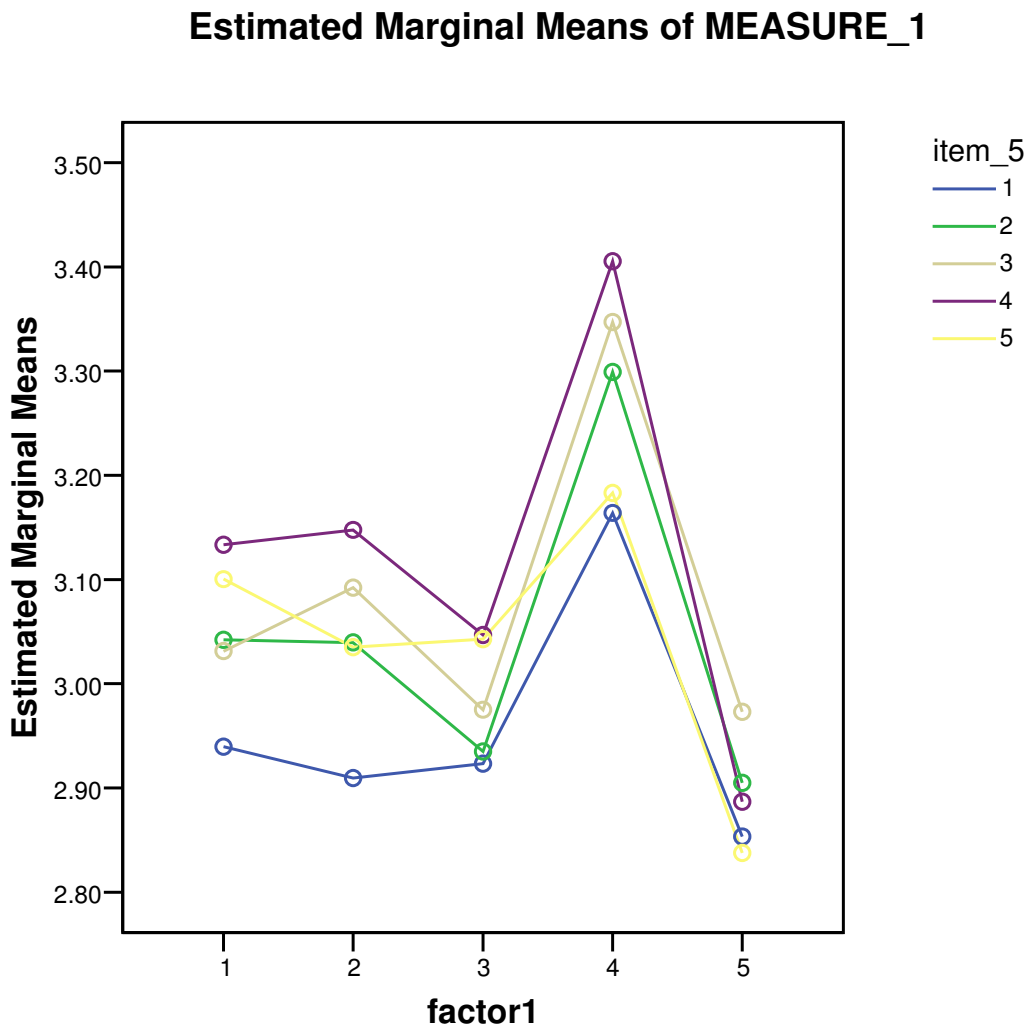
factor1	Dependent Variable
1	Morale
2	Process
3	Finance
4	Obstacle
5	Profess

item_5		Mean	Std. Deviation	N
Teacher Morale	1	2.9396	.51126	60
	2	3.0422	.51141	83
	3	3.0313	.58318	48
	4	3.1333	.59536	30
	5	3.1004	.68153	61
	Total	3.0408	.57248	282
Evaluation Process	1	2.9095	.49624	60
	2	3.0396	.50003	83
	3	3.0923	.60357	48
	4	3.1476	.62831	30
	5	3.0351	.75035	61
	Total	3.0314	.59315	282
Financial Considerations	1	2.9233	.63683	60
	2	2.9349	.53109	83
	3	2.9750	.54675	48
	4	3.0467	.42890	30
	5	3.0426	.61004	61
	Total	2.9745	.56435	282
Personal Obstacles	1	3.1639	.61562	60
	2	3.2992	.53265	83
	3	3.3472	.60419	48

	4	3.4056	.66188	30
	5	3.1831	.64241	61
	Total	3.2648	.60333	282
Teaching Professionalism	1	2.8533	.47745	60
	2	2.9048	.37899	83
	3	2.9729	.43941	48
	4	2.8867	.58882	30
	5	2.8377	.56396	61
	Total	2.8890	.47737	282

According to the data for item 5, the participants (eligible but non certified teachers) demonstrated that in the category of Teacher Morale, the participants with 3 to 5 years experience had the lowest mean score and those with 16 to 20 years of experience had the highest. In the subgroup of Evaluation Process, the 3-5 year group again had the lowest mean score and the 15-20 year group again had the highest mean score in this subgroup. There was a significant rise in the 5 groupings for the subgroup of Personal Obstacles and a significant drop in the 5 groupings for the subgroup Teaching Professionalism.

Figure 3



Significant main effect of 5 subscales: F (4, 1112) = 3.631, p=.006

No interaction: F (12, 1112) =1.344, p=.187.

In the five subscales from the Johnston County study Personal Obstacles had a significantly higher mean score for all levels of participants and their years of teaching experience.

In the East Tennessee study the data represented the 199 teachers with 3-11 years of experience, 131 with 12-20 years of experience, and 118 with 21 years or more. The

participants of this study group were evaluated to determine if any significant difference existed in the mean barrier score between the different groups using the years of experience as a qualifier.

The item 6 data reflects responses to the level of degree attained from the participants in reviewing the five variants of study. Item 6 represents the data from the 282 teachers from Johnston County who are eligible but do not possess NBC. This includes 192 with a Bachelor's Degree, 84 with a Master's Degree, 4 with a Specialist's Degree and 2 with a Doctorate Degree.

Table 25

		N
item_6	1	192
	2	84
	3	4
	4	2

The participants of this study group were evaluated to determine if any significant difference existed in the mean barrier score between the different groups using levels of education as a qualifier.

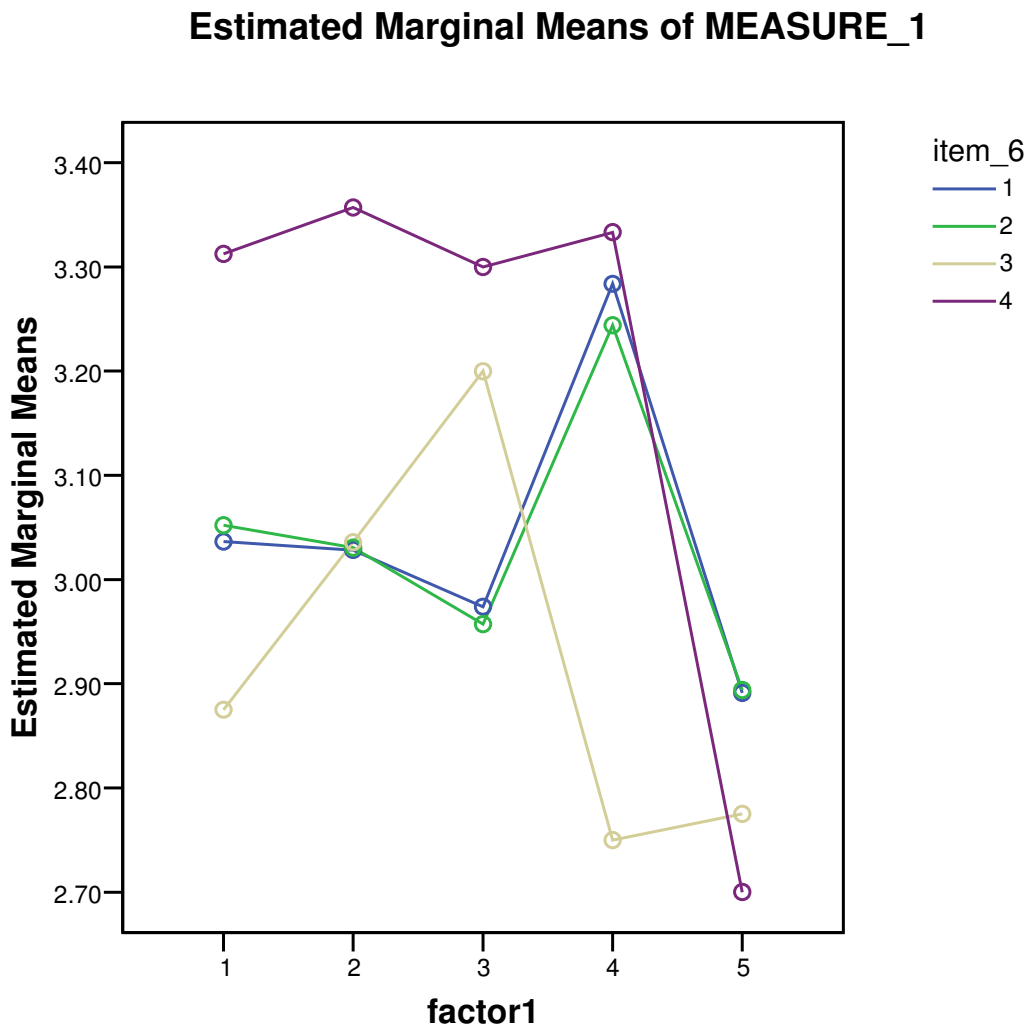
Table 26

factor1	Dependent Variable
1	Morale
2	Process
3	Finance
4	Obstacle
5	Profess

	item_6	Mean	Std. Deviation	N
Teacher Morale	1	3.0365	.57487	192
	2	3.0521	.56077	84

	3	2.8750	.91856	4
	4	3.3125	.26517	2
	Total	3.0408	.57248	282
Evaluation Process	1	3.0283	.58733	192
	2	3.0306	.61538	84
	3	3.0357	.66368	4
	4	3.3571	.10102	2
	Total	3.0314	.59315	282
Financial Considerations	1	2.9740	.56490	192
	2	2.9571	.55369	84
	3	3.2000	.90921	4
	4	3.3000	.42426	2
	Total	2.9745	.56435	282
Personal Obstacles	1	3.2839	.57962	192
	2	3.2440	.64183	84
	3	2.7500	.91793	4
	4	3.3333	.47140	2
	Total	3.2648	.60333	282
Teaching Professionalism	1	2.8911	.45634	192
	2	2.8940	.51586	84
	3	2.7750	.80984	4
	4	2.7000	.28284	2
	Total	2.8890	.47737	282

Figure 4



In the four groups from the Johnston County study, there were no significant differences between to indicate that education levels were a deciding factor. The five subscales do differ overall, so degree attained does appear to make a difference in this study.

In the East Tennessee study the data from those with varying degrees were separated according to different educational levels. Four groups were used in this

grouping. There were 163 respondents holding bachelor degrees, 176 with master degrees, 107 with specialist degrees and 2 with doctorate degrees. When analyzed using different education levels as a criterion, there were no significant differences in the data from the participants from the non-certified subgroups when compared to the data from the participants of the East Tennessee study.

The null hypothesis in this portion of the study is not supported however as there is no agreement as to hypothesis: There will be no significant difference in the values assigned to the subgroups of items in the instrument between the non-national board-certified teachers in Johnston County, North Carolina and their counterparts in the Cocke and Sevier Counties of Tennessee. There was no agreement in the area of the barrier subscales thus there is no agreement to this statement.

Summary

Chapter 4 presented the descriptive data from the respondents from Johnston County, North Carolina who participated in this study and the results from data from the respondents of Sevier and Cocke Counties, Tennessee who participated in Dr. Moore's study. Results of hypothesis testing provided answers to research questions 1 and 2. A series of mixed group design tests for independent means were used to test hypothesis 1 and 2. A chi-square test of independence was used to evaluate total response by certification. The null hypotheses were rejected in each case. In hypothesis 1, significant differences were found based on whether or not the respondent already had NBC as compared to those that were eligible but did not possess the certification. Significant differences were also found in the subgroups for hypothesis 2 comparing like educators from different systems when using testing for gender, years of experience and degree

attained.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

General Summary

The NBPTS was first introduced to teachers in 1995. It was suggested by educational professionals that this professionally credible recognition was an opportunity for teachers to receive acknowledgment for accomplished teaching methods quality teachers should be known for. The establishment of the NBPTS set forth to create a rigorous set of standards which ascertained what accomplished teachers should know and be able to do. North Carolina had repeatedly led the nation in producing the highest number of successful NBCT candidates. By 2004 North Carolina was home to over 8000 national board-certified teachers. The state support for this education initiative had been continually in place since its inception. James Hunt, former governor of North Carolina, was a founding member of the Board of Directors for the NBPTS. Some of the supportive efforts from the state of North Carolina included the granting of a North Carolina licensure to relocating teachers who possessed NBC, complete licensure recertification to teachers completing the process, and the incorporation of National Board's standards in education programs of study at state-sponsored institutions of higher learning. In addition, North Carolina paid the full application fee for all eligible candidates and provided 3 days of professional leave. In contrast, Tennessee provided no services on the state level to teachers who sought NBC. It was therefore the purpose of this study to identify perceptions of the NBC process from national board-certified teachers and eligible but non-national board-certified teachers from within the Johnston County, North Carolina school system to eligible but non-national board-certified

teachers in a neighboring state. The study was designed to address perceptions in the NBC process utilizing a series of subgroups to gather information.

A review of pertinent literature revealed a broad range of viewpoints regarding the NBPTS. Sources for both positive and negative writings were presented in this study. There have been no studies in Johnston County, North Carolina regarding the perceptions of the teachers who either had been successful with NBC or with teachers who were eligible but did not hold NBC. There had not been a comprehensive attempt to determine how the NBPTS was perceived. A comparison focus was utilized to compare how some teachers in Johnston County balanced views of teachers from another state in certain areas of this area of study. The electronic survey utilized a five scale response (strongly agree to strongly disagree). The survey statements were organized into five subgroups. These subgroups included: Teacher Morale, Personal Obstacle, Financial Considerations, Evaluation Process and Teaching Professionalism.

Discussion of Findings

The survey sample was determined by cluster sampling within Johnston County Schools. The survey was sent to all national board-certified teachers and eligible but non-national board-certified teachers with the Johnston County school system via their school e-mail account in GroupWise. Of the 728 that were eligible to respond, 329 actually did. This provided a return rate of 45.19%. The respondents were predominantly from eligible but non-national board-certified teachers, females, those who held a bachelor's degree, and were positive about their overall opinion of the NBPTS.

Frequencies, percentages, and means for the data used in this study were found in

Chapter 4 and within the Appendices. The level of measurement for this survey was treated as interval and the mean score on the subgroups was compared between certified and non-certified groups by using a mixed grouping analysis. These tests were used to determine to what variance one subgroup's mean score might differ from another subgroup in the same considered area. Alpha was set at .05 for decisions regarding hypothesis testing in this study.

Null hypothesis one "There is no significant difference in the perceptions of Johnston County NC educators with NBC to the perception of their non-certified counterparts from Johnston County in regards to the national board certification process" was rejected. Those who held NBC had significantly higher scores than their non-certified counterparts in the categories of Teacher Morale (3.787 v. 2.959,) Financial Considerations (3.438 v. 3.026), Evaluation Process (3.690 v. 2.969), Personal Obstacles (3.709 v. 2.735) and Teaching Professionalism (3.787 v. 3.111). This indicated that the national board-certified teachers considered that Teacher Morale and Teaching Professionalism were the most problematic and the eligible but non-certified group designated Teaching Professionalism as the most problematic as well. Designated as least problematic for the national board-certified teachers were Financial Considerations, and Personal Obstacles were designated as the least problematic by the eligible but non-certified group. When reviewed and marked independently, the findings show the following: in the group 1 data, the subgroup Teacher Morale overlaps groups Evaluation Process, Personal Obstacles, and Teaching Professionalism. In subgroup 2, Financial Consideration overlaps subgroups Evaluation Process and Personal Obstacles. In subgroup 3, Evaluation Process overlaps Teacher Morale, Financial Considerations,

Personal Obstacles and Teaching Professionalism. In subgroup 4, Personal Obstacles overlap Teacher Morale, Evaluation Process, Financial Considerations and Teaching Professionalism. In subgroup 5, Teaching Professionalism overlaps subgroups Teacher Morale, Evaluation Process and Personal Obstacles. This demonstrates a strong correlation between subgroups 3 and 4 as their presence is visible in all five of the subgroups. Subgroups 1 and 5 have a strong incidence of visibility as they are present in 4 out of 5 of the subgroups. Subgroup 2, the Evaluation Process however, does not have a presence in either of the subgroups 1 or 5 results. In addition, the multiple group analysis gives the probability that the difference between the two means is caused by chance. It is customary to say that if this probability is less than 0.05, that the difference is 'significant', the difference is not caused by chance. Using this guide, the difference is significant in these subgroups.

In the Teacher Morale grouping, group 1 (teachers with NBC) averaged a 3.7872 indicating that they did not have a strong agreement with the statements found in that grouping as compared to group 2 (eligible but non-certified in NBC). The average score for this grouping was 2.9592. The results of this indicate strong disagreement in this category between the groups surveyed. The same can be said in the additional 4 subgroups. Under the Financial Considerations subgroup, group 1 averaged 3.4383 and group 2 averaged 3.0255. This sub grouping drew the closest in agreement but with a difference between them of 0.4128 their results still presented a significant difference. Subgroup 3, the Evaluation Process offered results from group 1 at 3.6900 and group 2 at 2.9686. This resulted in a significant difference of more than 0.7214. Subgroups 4 (Personal Obstacles) and 5 (Teaching Professionalism) also presented significant

differences in the data analysis. Subgroup 4 presented a 0.974 difference and subgroup 5 presented a 0.6762 difference. In all of the subgroup analysis, the group two respondents were closer to agreement to the statements than the group 1 respondents.

In this study, the statistical analysis presents data which indicates that there is a significant difference between the perceptions of the group 1 respondents in correlation to the responses of the group 2 respondents. Looking at the 5 subgroups, there were significant differences found within the categories of the five subgroups as a whole, so, the null hypothesis was rejected. It should also be noted that there was also significant interaction between some of the subgroups. With this, it can be stated that the null hypothesis for research question 1 can be rejected as there is a significant difference between each group's responses to the statements within the subgroups.

Null hypothesis two "There is no significant difference in the overall perception of the Johnston County NC educators without NBC to the perceptions of their counterparts in Sevier and Cocke Counties, Tennessee in regards to the national board certification process" is also rejected. The 2002 East Tennessee study states significant differences were found in the Teacher Morale category and the Financial Considerations category in relation to gender. In the Tennessee study, males scored significantly higher on the Teacher Morale subgroup. Males had a significantly higher mean score on the Teacher Morale subgroup while females had a significantly higher mean score on the Financial Considerations subgroup (Moore, 2002). Eligible but non-certified male and female teachers in Johnston County showed no significant difference between genders (.078) but within the five barrier subgroups of this study there was a significant barrier noted (.000). The female to male statistics from the Johnston County study were as

follows: Teacher Morale (3.06 v. 2.93), Evaluation Process (3.04 v. 2.97), Financial Considerations (2.99 v. 2.89), Personal Obstacles (3.30 v. 3.04) and Teaching Professionalism (2.90 v. 2.79). In the 2002 East Tennessee study using mean scores by years of teaching experience the category Teaching Professionalism had a higher mean score for all levels of participants and their years of teaching experience. Tennessee found a significant difference in the barrier subgroups using years of education as a qualifier.

No significant differences were found between the respondent groups from NC with different educational levels (.554) but significant differences were found within the 5 barriers (.000). In Johnston County no significant differences were found between the findings for those who held a bachelor's degree, master's degree, specialist's degree or doctorate degree (.930). There was however, a significant difference found within the barrier subgroups in item 6 (.001) from the NC group differing from the findings from the Tennessee group. Thus, there is a significant difference found in the mean score of barrier items based on gender, years of experience and degree attained so the hypotheses is not supported.

The majority of respondents presented significantly different data in terms of their overall opinion of the NBPTS. The Johnston County grouping indicated a positive response to the NBC process while the Tennessee study presented data indicating a negative response. The greatest perceived barrier to participation from the Johnston County group that was eligible but non-NB certified was Teaching Professionalism and the least was Personal Obstacles. In the Tennessee study the greatest perceived barrier was Personal Obstacles and the least problematic was Financial Consideration. The

majority of respondents from Johnston County who already possess NBC indicated that their overall opinion for the NBPTS as positive (93.62%). This is in percentage agreement with other teachers from Johnston County who are eligible but do not possess NBC. Their percentages differ from the overall opinion from the teachers who responded to this instrument from the Tennessee study. The Tennessee teachers' perceptions reflect a 61.70% negative opinion of this process. As a whole, the Johnston County teachers produced a 75.38% positive response compared to the 61.70% negative opinion expressed by the teachers in Tennessee. Respondents from Johnston County also indicated that they consider themselves moderately informed concerning the NBC process as opposed to the Tennessee respondents who indicated that they felt poorly informed concerning the NBC process

A recent study entitled "Teacher Effectiveness, Student Achievement, & National Board-Certified Teachers" (2005), McColskey and Stronge compared National Board-Certified Teachers and non-National Board-Certified Teachers from the Greensboro, North Carolina school district. Some of the findings in that study agreed with the findings from the Johnston County study in that both groups of NB certified teachers felt that the NBC process was demanding and rigorous but produced an overall positive professional development experience for teachers. Another similarity in the two studies was the number of participants in the study pool. In the Greensboro, North Carolina study there were 25 NBCT's and 282 non-board-certified teachers. The Johnston County study had 47 NBCT's and 282 non-board-certified teachers. One might surmise from this that although North Carolina continues to lead the nation in the number of national board-certified teachers, the non-board-certified teachers are still the majority.

Conclusions

Based on the results of this study, the following conclusions are posited:

1. Significant differences were found regarding the subgroups between the different groups. There was a significant difference noted between the national board-certified teachers and those who are eligible but not certified from Johnston County. Significant differences were present in all 5 subgroups when comparing the responses of the certified teachers to the eligible but non-national board-certified teachers.
2. Significant differences were noted in the findings as a whole between the groups from Johnston County. The Financial Considerations subgroup displayed significant difference from the Teaching Professionalism subgroup, and Personal Obstacles displayed significant difference from the Teaching Professionalism subgroup
3. Of the five subgroups in the Johnston County study, the range of responses as indicated by the participants from both groups to the statements in the survey suggests that there is no agreement in perceptions of NBC as a whole.
4. Differences did not appear based on education levels when comparing like sub-groupings from Johnston County as well as those from Tennessee.
5. Significant differences were found in perceptions according to gender when comparing like groups from Johnston County and Tennessee.
6. The overall opinion of National Board for Professional Teaching Standards varies significantly between the Johnston County respondents and the Tennessee

respondents. Johnston County participants indicated a 75.38% positive evaluation towards the National Board for Professional Teaching Standards while 61.70% of the participants from Tennessee designated a negative response.

Implications

Focusing on the data that was gathered from the aforementioned sources and the data generated in this study, the following implications are to be considered. It is important to communicate that investing in teacher development opportunities which increase the quality of the classroom teacher have a direct relationship with the excellence that occurs within a classroom. Initiatives that target the quality of the teacher have a recognized link to services that address the learning needs of the students in the classroom. According to "What Matters Most: A Competent Teacher for Every Child" (1996) what a teacher knows and can do has a critical correlation with what the student learns. The quality of the teacher in the classroom is a primary catalyst behind the need for a complex, knowledge based system (Darling Hammond, 1996). The NBPTS procedures appear to be recognized by many of those who have experienced the NBC process as a demanding professional development opportunity which may offer rewards. The NBC process evaluates the multi-faceted functions of classroom teachers and provides a professional opportunity for classroom teachers which may demonstrate personalized practiced abilities in educational accountability.

Limitations of the Study

This study had several limitations. Because the scope of the study was limited to a specific group of teachers in Johnston County, North Carolina, the perceptions expressed in this study may not generally transfer to other teachers within school systems

either within North Carolina or to school systems in other states. In addition, the conclusions of the study were limited by the amount of information and data discovered in the documentation used to conduct this study. According to Babbie (2003) similar limitations may inhibit the validation of findings in any study or research product.

The Likert scale is a limitation. "In Becoming Qualitative Researchers: An Introduction" (1992), Peshkin and Glesne acknowledge that a participant chooses the response and that response may or may not be an accurate accounting of one's attitude and belief. The participant's response may also differ on any given day depending on the attitude of the participant at that given time. This process may also be affected by the participant wanting to answer according to what one feels the correct response should be and not what the response would be in accordance with the actual perception of the participant. Thus, the data is legitimate to the extent that the participants in the study are completely straightforward in the response. Peshkin (1988) commented that subjectivity is a component of research and inevitable in any study, whether qualitative or quantitative, and researchers should be conscious of this during the entire study.

Limitations of this study include the following:

1. The population of teachers for this study was limited to those who possessed the qualifications to apply for NBC from one county in North Carolina and two counties in Tennessee. This limitation reflected perceptions of teachers from one county in North Carolina, which statewide has national board-certified teachers from 100 counties.

2. Geographic location of the participants restricted perceptions due to regional differences. The perceptions reported were forthcoming from educators who

represented a limited portion of the national education configuration.

3. Demographic factors affected the participant qualifications to contribute to the survey. This study involved only teachers who had at least three years of teaching experience, held a bachelor's degree and a continuing teaching license from the state accreditation bureau through which they were currently employed.

Another limitation concern was in the use of the survey questionnaire. The respondents independently responded to the question and this researcher had no control over their interpretation of the questions asked in the questionnaire. It is assumed by the researcher that the answers provided by the respondents were their honest and accurate reflections or perceptions of the NBC process.

Recommendations for Further Research

Based on the results of this study, the following recommendations were proposed:

1. A continued effort to improve the information disbursement regarding the NBC process so that those who only feel 'moderately informed' may improve their general knowledge of this opportunity.
2. The majority of national board-certified respondents in the Johnston County portion of this study (92.62%) felt positive towards the NBPTS whereas only 72.34% of the eligible but non-certified participants in Johnston County had the same response. Continued efforts to encourage possible candidates as well as support of candidates who are involved with this process may assist with increasing positive perceptions of the NBPTS.
3. The perception that the Evaluation Process for NBC was valid was recognized by a majority of the national board-certified recipients from Johnston County

(78.72%), but of the eligible but non-certified group only 25.89% agreed. System wide distribution of additional research validating this process and providing specific staff development that draws on the proven talents of those who possess NBC may enhance the benefits of the NBPTS program.

4. The participants of this study from Johnston County who have attained NBC did not feel that the process was too time consuming (70.22%) and 68.44 % of the possible eligible candidates felt that it was. Also, 10.64% of the national board-certified teachers felt that the evaluation for NB certification was too difficult whereas 44.68% of the non-certified but eligible group was unsure of this and 18.80% disagreed with this statement. Additional staff development opportunities highlighting the actual process stages provided either at the home school or district level regarding the NBPTS could assist possible candidates in time management applications and the establishment of realistic timelines for achieving this process.
5. In Johnston County, 68.09% of the national board-certified teachers felt that NBC was a prime motivator for teachers. Of the non-certified but eligible group 56.02% disagreed with this statement. A study focusing on what does motivate teachers might be a possible topic for the school system. This could be done to determine what teachers are looking for in terms of professional motivation.
6. The teachers from Johnston County who participated in this study designated their agreement with a 55.32% response that NBC gave the best teachers recognition. Those that were non-certified but eligible disagreed with this statement with a 71.98% rating. Additionally, national board-certified teachers from Johnston

County designated by 76.59% that NBC helped keep better teachers in the classroom. The non-certified but eligible group disagreed with this statement with a 54.61% rating. Using these two statements and the results from the two groups regarding these statements, one might deduce that there was the possibility of issues suggesting that those who possessed NBC consider national board-certified recipients to be higher qualified within a classroom setting as opposed to those who are not national board-certified. Additional research to assess the impact of the certification process on the quality of teaching and the system wide distribution of that material could diminish added intensification of one group within a school setting feeling superior to another group of educational professionals.

7. A unified state effort in Tennessee as is currently in place in North Carolina towards support of NBPTS might provide for a more positive emergence of the NBC process statewide and provide a heightened interest among the Tennessee teachers who are eligible candidates.
8. A future study focusing on the teachers who are not successful when pursuing NBC might be of value in looking at what barriers are factors in a non achievement of NBC.

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Appendix A

Dear fellow educator,

You have been invited by Laurene Madern, Doctorate student and Professional Development Trainer at Johnston County Schools

to offer your valuable opinion in an important survey.

This survey is for two groups of teachers - those who currently hold National Board Certification and those who are eligible

for National Board Certification but currently do not have National Board Certification. To be eligible one must hold a

Bachelor's Degree and have 3 years of teaching experience. If you fit into either of these categories, I would be most

appreciative of you taking the time to respond to the survey on National Board Certification.
The initial study was done in Tennessee in 2002 and my plans are to compare the responses of the Johnston County

teachers to the responses of those from Tennessee.

In order to participate, you may either:

	1.	Click on this link
		Or
	2.	Copy-paste the entire following link between quote marks (NOT including the quote marks) in a web browser " http://research.zarca.com/clients/JohnK12/survey.aspx?sid=23&email=laurenemadern @johnston.k12.nc.us&from=Y9KXD4K8&ver=new "
		Or
	3.	Click on the following URL and enter the login information provided below: http://research.zarca.com/static/zarca_surveyprlogin.html?ver=new Login :laurenemadern@johnston.k12.nc.us Password :Y9KXD4K8

Thank you for your participation.

Regards,

The Survey Team at Zarca Interactive

Appendix B

Print View

From: Laurene Madern
To: Anthony Parker
Date: Monday - February 2, 2004 2:28 PM
Subject: permission for dissertation survey

February 2, 2004

Dear Dr. Parker:

Last year I contacted Dr. Causby to request permission to conduct a survey as a part of my doctorate study involving National Board-Certified Teachers. He graciously granted this request and I began writing parts of my dissertation. As you have now accepted the position of Superintendent of the Johnston County Schools, I am requesting a similar permission from you. My study is still in committee and as soon as I complete this phase, I will conduct my focus survey. My study is on the advantages and outcomes that National Board Certification brings to the teacher in the classroom. Teachers' participation is fully voluntary and I will respect the wishes of all of my participants in regards to their schedules and privacy. Since Johnston County offers such a wealth of diversity it is my first choice of communities in which to do this study. Thank you for any consideration you can give me on this. If you have any questions, please feel free to contact me by phone, mail or by e-mail at laurenemadern@johnston.k12.nc.us.

Respectfully submitted,

Laurene Madern
6-12 Curriculum Instruction Specialist
Johnston County Schools
(annex) 919 934-4361 x374

(home)
9243 Fawn Lake Drive,
Raleigh, North Carolina 27617

Laurene Madern
6-12 Curriculum Instruction Specialist
Johnston County Schools
(919) 934-4361 x 374
cell 919 625-1602
fax (919) 934-1857

laurenemadern@johnston.k12.nc.us.

Appendix C

Subject: **RE: trying to reach former student**

Date: 9/14/2005 3:34:04 P.M. Eastern Standard Time

From: MACKAY@mail.etsu.edu

To: LPL139@aol.com

Dear Laurene,
I have been unable to locate Jan also. As her chair, I believe that I can give you a letter of permission to use her instrument.
LM

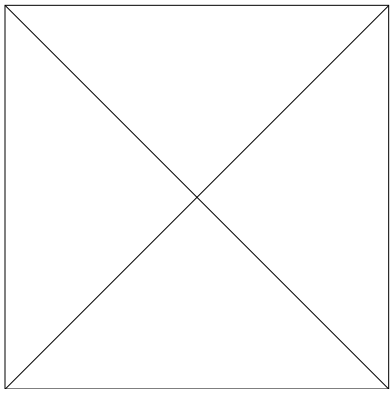
From: LPL139@aol.com [mailto:LPL139@aol.com]
Sent: Monday, August 22, 2005 5:14 PM
To: Mackay, Louise L.
Subject: trying to reach former student

Dear Dr. MacKay. My name is Laurene Madern and I am doing my dissertation on a study involving National Boards. A former student of yours Dr. Jannese Woodard Moore did her study back in 2002 also on National Boards. I have been trying to reach her to request permission to use parts of the instrument she developed for her study. I will be doing my own Cronbach alpha but since she developed this survey instrument I would like to proceed with her permission. I have tried to reach her through a former school system of hers but they had no forwarding address so I have not been able to get in direct contact with her. Do you have some forwarding address where I could contact her? If you would prefer to let her contact me, my info is as follows: name- Laurene Madern, address- 9243 Fawn Lake Drive, Raleigh, NC 27617, e mail- LPL139@aol.com . If either you or she needs additional info please feel free to call and reverse the charges. If you do not know her whereabouts and cannot guide me in her direction for her approval, does your university have any policy on another student using a survey instrument that was developed for a study at East Tennessee? I am trying to cover all my bases so that my committee is satisfied with what I have done. I have also left a message on your phone mail system in the hopes of reaching you or Dr. Moore.
Respectfully,

Laurene Madern
Raleigh, NC 27617

Appendix D Electronic copy of full report using total returns

Generating Report



Please wait while system processes the survey data.

Client ID : **john_laurene** | Logo

Survey Manager **Distribution Manager** **Export Manager**

Bar Graph Report >> Perceptions of National Board Certification ...

Survey Title : Perceptions of National Board Certification [329 responses]

Report Type : Bar Graph Report

1. I am

Responses	Total	Percentage of total respondents	%
a National Board Certified Teacher	47		14.29 %
not a National Board Certified Teacher but I am eligible	282		85.71 %
(Did not answer)	0		0 %
Total Responses	**329**	**20% | 40% | 60% | 80% | 100%**	

2. My age range is

Responses	Total	Percentage of total respondents	%
21-30	59		17.93 %
31-40	111		33.74 %
41-50	81		24.62 %
51-60	73		22.19 %
61-70	5		1.52 %
(Did not answer)	0		0 %
Total Responses	**329**	**20% 40% 60% 80% 100%**	

3. Gender

Responses	Total	Percentage of total respondents	%
male	50		15.20 %
female	279		84.80 %
(Did not answer)	0		0 %
Total Responses	**329**	**20% | 40% 60% 80% 100%**	

4. My job assignment is at

Responses	Total	Percentage of total respondents	%
a high school	91		27.66 %

a middle school	78		23.71 %
an elementary school	150		45.59 %
other	10		3.04 %
(Did not answer)	0		0 %
Total Responses	**329**	**20% | 40% | 60% | 80% | 100%**	

5. My total years of teaching experience are

Responses	**Total**	**Percentage of total respondents**	**%**
3-5 years	63		19.15 %
6-10 years	95		28.88 %
11-15 years	61		18.54 %
16-20 years	38		11.55 %
over 20 years	72		21.88 %
(Did not answer)	0		0 %
Total Responses	**329**	**20% | 40% | 60% | 80% | 100%**	

6. My highest degree attained is

Responses	**Total**	**Percentage of total respondents**	**%**
Bachelor's Degree	210		63.83 %
Master's Degree	112		34.04 %
Specialist's Degree	5		1.52 %
Doctoral Degree	2		0.61 %
(Did not answer)	0		0 %
Total Responses	**329**	**20% | 40% | 60% | 80% | 100%**	

7. I have obtained most of my information about the National Board for Professional Teaching Standards (NBPTS) from

Responses	**Total**	**Percentage of total respondents**	**%**

published materials	56		17.02 %
websites	54		16.41 %
other teachers	183		55.62 %
educational organizations aka NCAE	36		10.94 %
(Did not answer)	0		0 %
Total Responses	**329**	20% 40% 60% 80% 100%	

8. In regards to the National Board for Professional Teaching Standards (NBPTS) certification process, I cons

Responses	**Total**	**Percentage of total respondents**	**%**
well informed	102		31.00 %
moderately informed	171		51.98 %
poorly informed	56		17.02 %
(Did not answer)	0		0 %
Total Responses	**329**	20% 40% 60% 80% 100%	

9. My overall opinion of the National Board for Professional Teaching Standards (NBPTS) is

Responses	**Total**	**Percentage of total respondents**	**%**
positive	248		75.38 %
negative	81		24.62 %
(Did not answer)	0		0 %
Total Responses	**329**	20% 40% 60% 80% 100%	

10. NBPTS offers a professional certification without a professional salary.

Responses	**Total**	**Percentage of total respondents**	**%**
strongly agree	25		7.60 %
agree	77		23.40 %
unsure	115		34.95 %

disagree	86		26.14 %
strongly disagree	26		7.90 %
(Did not answer)	0		0 %
Total Responses	**329**	**20% 40% 60% 80% 100%**	

11. NBPTS causes discord among faculty.

Responses	**Total**	**Percentage of total respondents**	**%**
strongly agree	9		2.74 %
agree	42		12.77 %
unsure	61		18.54 %
disagree	165		50.15 %
strongly disagree	52		15.81 %
(Did not answer)	0		0 %
Total Responses	**329**	**20% 40% 60% 80% 100%**	

12. The evaluation process for NBPTS certification is valid.

Responses	**Total**	**Percentage of total respondents**	**%**
strongly agree	17		5.17 %
agree	93		28.27 %
unsure	150		45.59 %
disagree	53		16.11 %
strongly disagree	16		4.86 %
(Did not answer)	0		0 %
Total Responses	**329**	**20% 40% 60% 80% 100%**	

13. The Principal is apathetic to staff participation in NBPTS

Responses	**Total**	**Percentage of total respondents**	**%**

strongly agree	17		5.17 %
agree	61		18.54 %
unsure	70		21.28 %
disagree	123		37.39 %
strongly disagree	58		17.63 %
(Did not answer)	0		0 %
Total Responses	**329**	**20%40%60%80%100%**	

14. The steps to reach NBPTS certification are too complicated and hard to understand.

Responses	**Total**	**Percentage of total respondents**	**%**
strongly agree	23		6.99 %
agree	88		26.75 %
unsure	97		29.48 %
disagree	109		33.13 %
strongly disagree	12		3.65 %
(Did not answer)	0		0 %
Total Responses	**329**	**20%40%60%80%100%**	

15. Updated information on NBPTS is readily available.

Responses	**Total**	**Percentage of total respondents**	**%**
strongly agree	32		9.73 %
agree	174		52.89 %
unsure	93		28.27 %
disagree	29		8.81 %
strongly disagree	1		0.30 %
(Did not answer)	0		0 %
Total Responses	**329**	**20% 40% 60% 80%100%**	

16. There is no long range professional growth associated with NBPTS.

Responses	Total	Percentage of total respondents	%
strongly agree	9		2.74 %
agree	71		21.58 %
unsure	123		37.39 %
disagree	107		32.52 %
strongly disagree	19		5.78 %
(Did not answer)	0		0 %
Total Responses	**329**	**20% 40% 60% 80% 100%**	

17. The process of NBPTS certification is too time consuming.

Responses	Total	Percentage of total respondents	%
strongly agree	77		23.40 %
agree	127		38.60 %
unsure	47		14.29 %
disagree	68		20.67 %
strongly disagree	10		3.04 %
(Did not answer)	0		0 %
Total Responses	**329**	**20% 40% 60% 80% 100%**	

18. NBPTS represents more work without more pay.

Responses	Total	%
strongly agree	17	5.17 %
agree	53	16.11 %
unsure	49	14.89 %
disagree	175	53.19 %
strongly disagree	35	10.64 %

(Did not answer)	0		0 %
Total Responses	**329**		

19. There is encouragement by the principal for staff participation in NBPTS.

Responses	Total	Percentage of total respondents	%
strongly agree	55		16.72 %
agree	173		52.58 %
unsure	41		12.46 %
disagree	55		16.72 %
strongly disagree	5		1.52 %
(Did not answer)	0		0 %
Total Responses	**329**	20%40%60%80%100%	

20. The evaluation for NBPTS certification is too difficult.

Responses	Total	Percentage of total respondents	%
strongly agree	33		10.03 %
agree	75		22.80 %
unsure	132		40.12 %
disagree	80		24.32 %
strongly disagree	9		2.74 %
(Did not answer)	0		0 %
Total Responses	**329**	20%40%60%80%100%	

21. The evaluation process for NBPTS certification is fair.

Responses	Total	Percentage of total respondents	%
strongly agree	6		1.82 %
agree	95		28.88 %

unsure	159		48.33 %
disagree	56		17.02 %
strongly disagree	13		3.95 %
(Did not answer)	0		0 %
Total Responses	**329**	20%40%60%80%100%	

22. NBPTS does not necessarily identify better teachers.

Responses	**Total**	**Percentage of total respondents**	**%**
strongly agree	123		37.39 %
agree	130		39.51 %
unsure	35		10.64 %
disagree	37		11.25 %
strongly disagree	4		1.22 %
(Did not answer)	0		0 %
Total Responses	**329**	20%40%60%80%100%	

23. NBPTS deals with the reality of teaching.

Responses	**Total**	**Percentage of total respondents**	**%**
strongly agree	7		2.13 %
agree	94		28.57 %
unsure	112		34.04 %
disagree	100		30.40 %
strongly disagree	16		4.86 %
(Did not answer)	0		0 %
Total Responses	**329**	20%40%60%80%100%	

24. The NBPTS concept that teaching should be closely aligned with other professions is proper.

Responses	Total	Percentage of total respondents	%
strongly agree	39		11.85 %
agree	160		48.63 %
unsure	98		29.79 %
disagree	31		9.42 %
strongly disagree	1		0.30 %
(Did not answer)	0		0 %
Total Responses	**329**	**20%40%60%80%100%**	

25. Instruction will improve via evaluations as found in NBPTS.

Responses	Total	Percentage of total respondents	%
strongly agree	12		3.65 %
agree	97		29.48 %
unsure	120		36.47 %
disagree	84		25.53 %
strongly disagree	16		4.86 %
(Did not answer)	0		0 %
Total Responses	**329**	**20%40%60%80%100%**	

26. There is no definition of what constitutes effective teaching which can be applied to NBPTS.

Responses	Total	Percentage of total respondents	%
strongly agree	13		3.95 %
agree	74		22.49 %
unsure	114		34.65 %
disagree	115		34.95 %
strongly disagree	13		3.95 %
(Did not answer)	0		0 %

Total Responses	**329**	**20%40%60%80%100%**

27. NBPTS causes the destruction of esprit de corps.

Responses	Total	Percentage of total respondents	%
strongly agree	3		0.91 %
agree	31		9.42 %
unsure	130		39.51 %
disagree	142		43.16 %
strongly disagree	23		6.99 %
(Did not answer)	0		0 %
Total Responses	**329**	**20%40%60%80%100%**	

28. There is ostracism of teachers who participate in NBPTS.

Responses	Total	Percentage of total respondents	%
strongly agree	3		0.91 %
agree	28		8.51 %
unsure	43		13.07 %
disagree	199		60.49 %
strongly disagree	56		17.02 %
(Did not answer)	0		0 %
Total Responses	**329**	**20%40%60%80%100%**	

29. NBPTS does not improve teacher performance.

Responses	Total	Percentage of total respondents	%
strongly agree	34		10.33 %
agree	93		28.27 %
unsure	71		21.58 %

disagree	105		31.91 %
strongly disagree	26		7.90 %
(Did not answer)	0		0 %
Total Responses	**329**	**20%40%60%80%100%**	

30. NBPTS is a prime motivator for teachers.

Responses	**Total**	**Percentage of total respondents**	**%**
strongly agree	7		2.13 %
agree	91		27.66 %
unsure	66		20.06 %
disagree	148		44.98 %
strongly disagree	17		5.17 %
(Did not answer)	0		0 %
Total Responses	**329**	**20%40%60%80%100%**	

31. NBPTS isolates administrators from teachers.

Responses	**Total**	**Percentage of total respondents**	**%**
strongly agree	1		0.30 %
agree	8		2.43 %
unsure	66		20.06 %
disagree	213		64.74 %
strongly disagree	41		12.46 %
(Did not answer)	0		0 %
Total Responses	**329**	**20%40%60%80%100%**	

32. NBPTS amplifies differences among teachers.

Responses	**Total**	**Percentage of total respondents**	**%**

strongly agree	7		2.13 %
agree	69		20.97 %
unsure	65		19.76 %
disagree	166		50.46 %
strongly disagree	22		6.69 %
(Did not answer)	0		0 %
Total Responses	**329**	**20%40%60%80%100%**	

33. NBPTS is an incentive to get better qualified people to enter the teaching profession.

Responses	**Total**	**Percentage of total respondents**	**%**
strongly agree	10		3.04 %
agree	75		22.80 %
unsure	48		14.59 %
disagree	154		46.81 %
strongly disagree	42		12.77 %
(Did not answer)	0		0 %
Total Responses	**329**	**20%40%60%80%100%**	

34. NBPTS helps keep better teachers in the classroom.

Responses	**Total**	**Percentage of total respondents**	**%**
strongly agree	15		4.56 %
agree	106		32.22 %
unsure	49		14.89 %
disagree	123		37.39 %
strongly disagree	36		10.94 %
(Did not answer)	0		0 %
Total Responses	**329**	**20%40%60%80%100%**	

35. NBPTS does not promote teacher competency.

Responses	Total	Percentage of total respondents	%
strongly agree	12		3.65 %
agree	83		25.23 %
unsure	72		21.88 %
disagree	133		40.43 %
strongly disagree	29		8.81 %
(Did not answer)	0		0 %
Total Responses	**329**	20% 40% 60% 80% 100%	

36. NBPTS is cost effective.

Responses	Total	Percentage of total respondents	%
strongly agree	12		3.65 %
agree	85		25.84 %
unsure	163		49.54 %
disagree	54		16.41 %
strongly disagree	15		4.56 %
(Did not answer)	0		0 %
Total Responses	**329**	20% 40% 60% 80% 100%	

37. A salary based only on the amount of college preparation and teaching experience preserves mediocrity.

Responses	Total	Percentage of total respondents	%
strongly agree	17		5.17 %
agree	115		34.95 %
unsure	69		20.97 %
disagree	105		31.91 %
strongly disagree	23		6.99 %

(Did not answer)	0		0 %
Total Responses	**329**	**20%40%60%80%100%**	

38. NBPTS lowers teacher morale.

Responses	**Total**	**Percentage of total respondents**	**%**
strongly agree	3		0.91 %
agree	29		8.81 %
unsure	63		19.15 %
disagree	192		58.36 %
strongly disagree	42		12.77 %
(Did not answer)	0		0 %
Total Responses	**329**	**20%40%60%80%100%**	

39. Teaching styles differ so NBPTS evaluation is not equally fair to everyone.

Responses	**Total**	**Percentage of total respondents**	**%**
strongly agree	32		9.73 %
agree	115		34.95 %
unsure	94		28.57 %
disagree	72		21.88 %
strongly disagree	16		4.86 %
(Did not answer)	0		0 %
Total Responses	**329**	**20%40%60%80%100%**	

40. NBPTS encourages study and professional improvement.

Responses	**Total**	**Percentage of total respondents**	**%**
strongly agree	49		14.89 %
agree	195		59.27 %

unsure	48		14.59 %
disagree	33		10.03 %
strongly disagree	4		1.22 %
(Did not answer)	0		0 %
Total Responses	**329**	**20%40%60%80%100%**	

41. NBPTS promotes unhealthy competition and hostility.

Responses	**Total**	**Percentage of total respondents**	**%**
strongly agree	8		2.43 %
agree	29		8.81 %
unsure	50		15.20 %
disagree	193		58.66 %
strongly disagree	49		14.89 %
(Did not answer)	0		0 %
Total Responses	**329**	**20%40%60%80%100%**	

42. NBPTS leads to principals displaying favoritism towards some teachers.

Responses	**Total**	**Percentage of total respondents**	**%**
strongly agree	17		5.17 %
agree	68		20.67 %
unsure	62		18.84 %
disagree	148		44.98 %
strongly disagree	34		10.33 %
(Did not answer)	0		0 %
Total Responses	**329**	**20% 40% 60% 80%100%**	

43. NBPTS stifles innovation.

Responses	Total	Percentage of total respondents	%
strongly agree	5		1.52 %
agree	33		10.03 %
unsure	95		28.88 %
disagree	157		47.72 %
strongly disagree	39		11.85 %
(Did not answer)	0		0 %
Total Responses	**329**	**20% 40% 60% 80% 100%**	

44. NBPTS increases enthusiasm for teaching.

Responses	Total	Percentage of total respondents	%
strongly agree	17		5.17 %
agree	101		30.70 %
unsure	96		29.18 %
disagree	102		31.00 %
strongly disagree	13		3.95 %
(Did not answer)	0		0 %
Total Responses	**329**	**20% 40% 60% 80% 100%**	

45. NBPTS utilizes the full potential of the teacher.

Responses	Total	Percentage of total respondents	%
strongly agree	15		4.56 %
agree	89		27.05 %
unsure	100		30.40 %
disagree	114		34.65 %
strongly disagree	11		3.34 %
(Did not answer)	0		0 %

Total Responses	**329**	**20% 40% 60% 80% 100%**

46. NBPTS distracts from instructional efforts.

Responses	Total	Percentage of total respondents	%
strongly agree	22		6.69 %
agree	106		32.22 %
unsure	80		24.32 %
disagree	109		33.13 %
strongly disagree	12		3.65 %
(Did not answer)	0		0 %
Total Responses	**329**	**20% 40% 60% 80% 100%**	

47. NBPTS does not result in a burden of excessive paperwork.

Responses	Total	Percentage of total respondents	%
strongly agree	4		1.22 %
agree	34		10.33 %
unsure	76		23.10 %
disagree	145		44.07 %
strongly disagree	70		21.28 %
(Did not answer)	0		0 %
Total Responses	**329**	**20% 40% 60% 80% 100%**	

48. NBPTS increases worry, nervous tension, and insecurity.

Responses	Total	Percentage of total respondents	%
strongly agree	72		21.88 %
agree	145		44.07 %
unsure	63		19.15 %

disagree	42		12.77 %
strongly disagree	7		2.13 %
(Did not answer)	0		0 %
Total Responses	**329**	**20% 40% 60% 80% 100%**	

49. NBPTS motivates teachers to higher productivity.

Responses	**Total**	**Percentage of total respondents**	**%**
strongly agree	18		5.47 %
agree	112		34.04 %
unsure	90		27.36 %
disagree	98		29.79 %
strongly disagree	11		3.34 %
(Did not answer)	0		0 %
Total Responses	**329**	**20% 40% 60% 80% 100%**	

50. NBPTS gives the best teachers recognition.

Responses	**Total**	**Percentage of total respondents**	**%**
strongly agree	12		3.65 %
agree	49		14.89 %
unsure	54		16.41 %
disagree	140		42.55 %
strongly disagree	74		22.49 %
(Did not answer)	0		0 %
Total Responses	**329**	**20% 40% 60% 80% 100%**	

51. NBPTS improves the quality of teaching.

Responses	**Total**	**Percentage of total respondents**	**%**

strongly agree	25		7.60 %
agree	95		28.88 %
unsure	79		24.01 %
disagree	103		31.31 %
strongly disagree	27		8.21 %
(Did not answer)	0		0 %
Total Responses	**329**	**20% 40% 60% 80% 100%**	

52. NBPTS takes too much personal time.

Responses	**Total**	**Percentage of total respondents**	**%**
strongly agree	96		29.18 %
agree	123		37.39 %
unsure	58		17.63 %
disagree	45		13.68 %
strongly disagree	7		2.13 %
(Did not answer)	0		0 %
Total Responses	**329**	**20% 40% 60% 80% 100%**	

Appendix E

Reverse Coding

COMPARISON OF THE NUMBERED QUESTIONS FROM STUDIES CONDUCTED IN THE 2002 DR. MOORE STUDY AND THE 2005 JCS STUDY INCLUDING CATEGORIES USED AND REVERSE SCORED ITEMS

Question sequence format from first study in 2002	Question sequence format for revised study 2002	Question sequence format for Johnston County study 2005	categories	reversed scoring
1	1	10	FC	
2	2	11	EP	
3	3	12	TM	R
4	4	13	TM	
5	5	14	EP	
6	6	15	PO	R
7	omit	16		
8	7	17	PO	
9	8	18	TP	
10	9	19	FC	R
11	10	20	PO	
12	11	21	EP	R
13	12	22	EP	
14	13	23	EP	R
15	14	24	TP	R
16	15	25	TP	R
17	16	26	EP	
18	17	27	TM	

19	18	28	TP	
	19	Missed placing question #19 in this study		
20	20	29	TM	
21	omit	30		
22	21	31	TP	
23	22	32	PO/TP	
24	23	33	FC	R
25	24	34	TM	R
26	omit	35		
27	25	36	FC	R
28	26	37	TM	R
29	27	38	TM	
30	28	39	TM	
31	29	40	PO	R
32	30	41	EP	
33	31	42	TP	
34	omit	43		
35	32	44	TM	R
36	omit	45		
37	omit	46		
38	33	47	TP	R
39	34	48	TP	
40	35	49	FC	R
41	36	50	PO	R
42	37	51	TP	R
43	38	52	PO	
			Codes:	
			TM=Teacher Morale	
			PO=Personal Obstacle	
			TP=Teaching Professionalism	
			EP=Evaluation Process	
			FC=Financial Consideration	

Note: The following statements concerning The National Board for Professional Teaching Standards were stated in a positive nature on the survey and then reverse coded for data analysis. Thus, the higher the mean score, the more problematic is the concept presented in the statement and the greater a perceived barrier to NBC participation.

Appendix F

Tabulated Copy of Survey Instrument

Responses from NBC and eligible but non- NBC Johnston County Teachers

1. I am		nbct	Eligible but non-nbc	
Responses				**Total**
a National Board-Certified Teacher	100 %	47		47
not a National Board-Certified Teacher but I am eligible	%		282	282
(Did not answer)				0
Total Responses	**100 %**	**47**	**282**	**329**

2. My age range is			
Responses			**Total**
21-30	7	52	59
31-40	18	93	111
41-50	11	70	81
51-60	10	63	73
61-70	1	4	5
(Did not answer)	0	0	0
Total Responses	**47**	**282**	**329**

3. Gender			
Responses			**Total**
male	3	47	50
female	44	235	279
(Did not answer)	0	0	0
Total Responses	**47**	**282**	**329**

4. My job assignment is at			
Responses			**Total**
a high school	13	78	91
a middle school	11	67	78
an elementary school	20	130	150
other	3	7	10
(Did not answer)	0	0	0
Total Responses	**47**	**282**	**329**

5. My total years of teaching experience are			
Responses			**Total**
3-5 years	3	60	63
6-10 years	12	83	95
11-15 years	13	48	61
16-20 years	8	30	38
over 20 years	11	61	72
(Did not answer)	0	0	0
Total Responses	**47**	**282**	**329**

6. My highest degree attained is			
Responses			**Total**
Bachelor's Degree	18	192	210
Master's Degree	28	84	112
Specialist's Degree	1	4	5
Doctoral Degree	0	2	2
(Did not answer)	0	0	0
Total Responses	**47**	**282**	**329**

7. I have obtained most of my information about the National Board for Professional Teaching Standards (NBPTS) from			
Responses			**Total**
published materials	21	35	56
websites	11	43	54
other teachers	4	179	183
educational organizations aka NCAE	11	25	36
(Did not answer)	0	0	0
Total Responses	**47**	**282**	**329**

8. In regards to the National Board for Professional Teaching Standards (NBPTS) certification process, I consider myself to be			
Responses			**Total**
well informed	37	65	102
moderately informed	10	161	171
poorly informed	0	56	56
(Did not answer)	0	0	0
Total Responses	**47**	**282**	**329**

9. My overall opinion of the National Board for Professional Teaching Standards (NBPTS) is			
Responses			**Total**
positive	44	204	248
negative	3	78	81
(Did not answer)	0	0	0
Total Responses	**47**	**282**	**329**

10. NBPTS offers a professional certification without a professional salary.			
Responses			**Total**
strongly agree	4	21	25
agree	18	59	77
unsure	4	111	115
disagree	16	70	86
strongly disagree	5	21	26
(Did not answer)	0	0	0
Total Responses	**47**	**282**	**329**

11. NBPTS causes discord among faculty.			
Responses			**Total**
strongly agree	1	8	9
agree	3	39	42
unsure	4	57	61
disagree	24	141	165
strongly disagree	15	37	52
(Did not answer)	0	0	0
Total Responses	**47**	**282**	**329**

12. The evaluation process for NBPTS certification is valid.			
Responses			**Total**
strongly agree	9	8	17
agree	28	65	93
unsure	5	145	150
disagree	4	49	53
strongly disagree	1	15	16
(Did not answer)	0	0	0
Total Responses	**47**	**282**	**329**

13. The Principal is apathetic to staff participation in NBPTS			
Responses			**Total**
strongly agree	1	16	17
agree	10	51	61
unsure	3	67	70
disagree	19	104	123
strongly disagree	14	44	58
(Did not answer)	0	0	0
Total Responses	**47**	**282**	**329**

14. The steps to reach NBPTS certification are too complicated and hard to understand.			
Responses			**Total**
strongly agree	0	23	23
agree	6	82	88
unsure	3	94	97
disagree	31	78	109
strongly disagree	7	5	12
(Did not answer)	0	0	0
Total Responses	**47**	**282**	**329**

15. Updated information on NBPTS is readily available.			
Responses			**Total**
strongly agree	11	21	32
agree	32	142	174
unsure	3	90	93
disagree	1	28	29
strongly disagree	0	1	1
(Did not answer)	0	0	0
Total Responses	**47**	**282**	**329**

16. There is no long range professional growth associated with NBPTS.			
Responses			**Total**
strongly agree	1	8	9
agree	8	63	71
unsure	11	112	123
disagree	17	90	107
strongly disagree	10	9	19
(Did not answer)	0	0	0
Total Responses	**47**	**282**	**329**

17. The process of NBPTS certification is too time consuming.			
Responses			**Total**
strongly agree	1	76	77

agree	10	117	127
unsure	3	44	47
disagree	27	41	68
strongly disagree	6	4	10
(Did not answer)	0	0	0
Total Responses	**47**	**282**	**329**

18. NBPTS represents more work without more pay.			
Responses			**Total**
strongly agree	0	17	17
agree	2	51	53
unsure	3	46	49
disagree	27	148	175
strongly disagree	15	20	35
(Did not answer)	0	0	0
Total Responses	**47**	**282**	**329**

19. There is encouragement by the principal for staff participation in NBPTS.			
Responses			**Total**
strongly agree	10	45	55
agree	27	146	173
unsure	3	38	41
disagree	7	48	55
strongly disagree	0	5	5
(Did not answer)	0	0	0
Total Responses	**47**	**282**	**329**

20. The evaluation for NBPTS certification is too difficult.			
Responses			**Total**
strongly agree	0	33	33
agree	5	70	75
unsure	6	126	132
disagree	31	49	80
strongly disagree	5	4	9
(Did not answer)	0	0	0
Total Responses	**47**	**282**	**329**

21. The evaluation process for NBPTS certification is fair.			
Responses			**Total**
strongly agree	1	5	6
agree	31	64	95
unsure	6	153	159
disagree	7	49	56
strongly disagree	2	11	13
(Did not answer)	0	0	0

Total Responses	**47**	**282**	**329**

22. NBPTS does not necessarily identify better teachers.			
Responses			**Total**
strongly agree	6	117	123
agree	19	111	130
unsure	3	32	35
disagree	17	20	37
strongly disagree	2	2	4
(Did not answer)	0	0	0
Total Responses	**47**	**282**	**329**

23. NBPTS deals with the reality of teaching.			
Responses			**Total**
strongly agree	3	4	7
agree	31	63	94
unsure	5	107	112
disagree	8	92	100
strongly disagree	0	16	16
(Did not answer)	0	0	0
Total Responses	**47**	**282**	**329**

24. The NBPTS concept that teaching should be closely aligned with other professions is proper.			
Responses			**Total**
strongly agree	11	28	39
agree	29	131	160
unsure	6	92	98
disagree	1	30	31
strongly disagree	0	1	1
(Did not answer)	0	0	0
Total Responses	**47**	**282**	**329**

25. Instruction will improve via evaluations as found in NBPTS.			
Responses			**Total**
strongly agree	6	6	12
agree	25	72	97
unsure	8	112	120
disagree	8	76	84
strongly disagree	0	16	16
(Did not answer)	0	0	0
Total Responses	**47**	**282**	**329**

26. There is no definition of what constitutes effective teaching which can be applied to NBPTS.			
Responses			**Total**
strongly agree	1	12	13

agree	4	70	74
unsure	6	108	114
disagree	30	85	115
strongly disagree	6	7	13
(Did not answer)	0	0	0
Total Responses	**47**	**282**	**329**

27. NBPTS causes the destruction of esprit de corps.			
Responses			**Total**
strongly agree	0	3	3
agree	2	29	31
unsure	7	123	130
disagree	29	113	142
strongly disagree	9	14	23
(Did not answer)	0	0	0
Total Responses	**47**	**282**	**329**

28. There is ostracism of teachers who participate in NBPTS.			
Responses			**Total**
strongly agree	0	3	3
Agree	2	26	28
Unsure	1	42	43
disagree	27	172	199
strongly disagree	17	39	56
(Did not answer)	0	0	0
Total Responses	**47**	**282**	**329**

29. NBPTS does not improve teacher performance.			
Responses			**Total**
strongly agree	1	33	34
Agree	4	89	93
Unsure	3	68	71
disagree	25	80	105
strongly disagree	14	12	26
(Did not answer)	0	0	0
Total Responses	**47**	**282**	**329**

30. NBPTS is a prime motivator for teachers.			
Responses			**Total**
strongly agree	2	5	7
Agree	30	61	91
Unsure	8	58	66
disagree	6	142	148
strongly disagree	1	16	17
(Did not answer)	0	0	0
Total Responses	**47**	**282**	**329**

31. NBPTS isolates administrators from teachers.			
Responses			**Total**
strongly agree	0	1	1
Agree	1	7	8
Unsure	3	63	66
disagree	29	184	213
strongly disagree	14	27	41
(Did not answer)	0	0	0
Total Responses	**47**	**282**	**329**

32. NBPTS amplifies differences among teachers.			
Responses			**Total**
strongly agree	0	7	7
Agree	7	62	69
Unsure	4	61	65
disagree	30	136	166
strongly disagree	6	16	22
(Did not answer)	0	0	0
Total Responses	**47**	**282**	**329**

33. NBPTS is an incentive to get better qualified people to enter the teaching profession.			
Responses			**Total**
strongly agree	3	7	10
Agree	15	60	75
Unsure	8	40	48
disagree	18	136	154
strongly disagree	3	39	42
(Did not answer)	0	0	0
Total Responses	**47**	**282**	**329**

34. NBPTS helps keep better teachers in the classroom.			
Responses			**Total**
strongly agree	7	8	15
Agree	29	77	106
Unsure	6	43	49
disagree	4	119	123
strongly disagree	1	35	36
(Did not answer)	0	0	0
Total Responses	**47**	**282**	**329**

35. NBPTS does not promote teacher competency.			
Responses			**Total**
strongly agree	0	12	12
Agree	6	77	83
Unsure	4	68	72
disagree	24	109	133
strongly disagree	13	16	29

(Did not answer)	0	0	0
Total Responses	**47**	**282**	**329**

36. NBPTS is cost effective.			
Responses			**Total**
strongly agree	7	5	12
Agree	17	68	85
Unsure	15	148	163
disagree	6	48	54
strongly disagree	2	13	15
(Did not answer)	0	0	0
Total Responses	**47**	**282**	**329**

37. A salary based only on the amount of college preparation and teaching experience preserves mediocrity.			
Responses			**Total**
strongly agree	4	13	17
Agree	25	90	115
Unsure	6	63	69
disagree	10	95	105
strongly disagree	2	21	23
(Did not answer)	0	0	0
Total Responses	**47**	**282**	**329**

38. NBPTS lowers teacher morale.			
Responses			**Total**
strongly agree	0	3	3
Agree	2	27	29
Unsure	2	61	63
disagree	24	168	192
strongly disagree	19	23	42
(Did not answer)	0	0	0
Total Responses	**47**	**282**	**329**

39. Teaching styles differ so NBPTS evaluation is not equally fair to everyone.			
Responses			**Total**
strongly agree	1	31	32
Agree	8	107	115
Unsure	6	88	94
disagree	23	49	72
strongly disagree	9	7	16
(Did not answer)	0	0	0
Total Responses	**47**	**282**	**329**

40. NBPTS encourages study and professional improvement.			
Responses			**Total**

strongly agree	20	29	49
Agree	23	172	195
Unsure	1	47	48
disagree	3	30	33
strongly disagree	0	4	4
(Did not answer)	0	0	0
Total Responses	**47**	**282**	**329**

41. NBPTS promotes unhealthy competition and hostility.			
Responses			**Total**
strongly agree	0	8	8
Agree	0	29	29
Unsure	2	48	50
disagree	28	165	193
strongly disagree	17	32	49
(Did not answer)	0	0	0
Total Responses	**47**	**282**	**329**

42. NBPTS leads to principals displaying favoritism towards some teachers.			
Responses			**Total**
strongly agree	0	17	17
Agree	2	66	68
Unsure	3	59	62
disagree	29	119	148
strongly disagree	13	21	34
(Did not answer)	0	0	0
Total Responses	**47**	**282**	**329**

43. NBPTS stifles innovation.			
Responses			**Total**
strongly agree	9	5	5
Agree	4	29	33
Unsure	1	94	95
disagree	23	134	157
strongly disagree	19	20	39
(Did not answer)	0	0	0
Total Responses	**47**	**282**	**329**

44. NBPTS increases enthusiasm for teaching.			
Responses			**Total**
strongly agree	7	10	17
Agree	32	69	101
Unsure	5	91	96
disagree	2	100	102
strongly disagree	1	12	13
(Did not answer)	0	0	0
Total Responses	**47**	**282**	**329**

45. NBPTS utilizes the full potential of the teacher.			
Responses			**Total**
strongly agree	7	8	15
Agree	24	65	89
Unsure	7	93	100
disagree	8	106	114
strongly disagree	1	10	11
(Did not answer)	0	0	0
Total Responses	**47**	**282**	**329**

46. NBPTS distracts from instructional efforts.			
Responses			**Total**
strongly agree	0	22	22
Agree	4	102	106
Unsure	4	76	80
disagree	33	76	109
strongly disagree	6	6	12
(Did not answer)	0	0	0
Total Responses	**47**	**282**	**329**

47. NBPTS does not result in a burden of excessive paperwork.			
Responses			**Total**
strongly agree	2	2	4
Agree	18	16	34
Unsure	6	70	76
disagree	16	129	145
strongly disagree	5	65	70
(Did not answer)	0	0	0
Total Responses	**47**	**282**	**329**

48. NBPTS increases worry, nervous tension, and insecurity.			
Responses			**Total**
strongly agree	7	65	72
agree	18	127	145
unsure	2	61	63
disagree	17	25	42
strongly disagree	3	4	7
(Did not answer)	0	0	0
Total Responses	**47**	**282**	**329**

49. NBPTS motivates teachers to higher productivity.			
Responses			**Total**
strongly agree	9	9	18
agree	29	83	112
unsure	7	83	90

disagree	2	96	98
strongly disagree	0	11	11
(Did not answer)	0	0	0
Total Responses	**47**	**282**	**329**

50. NBPTS gives the best teachers recognition.			
Responses			**Total**
strongly agree	6	6	12
agree	20	29	49
unsure	10	44	54
disagree	11	129	140
strongly disagree	0	74	74
(Did not answer)	0	0	0
Total Responses	**47**	**282**	**329**

51. NBPTS improves the quality of teaching.			
Responses			**Total**
strongly agree	11	14	25
agree	30	65	95
unsure	1	78	79
disagree	4	99	103
strongly disagree	1	26	27
(Did not answer)	0	0	0
Total Responses	**47**	**282**	**329**

52. NBPTS takes too much personal time.			
Responses			**Total**
strongly agree	4	92	96
agree	16	107	123
unsure	3	55	58
disagree	21	24	45
strongly disagree	3	4	7
(Did not answer)	0	0	0
Total Responses	**47**	**282**	**329**