A Study of Traits and Habits of Both National Board and Non-National Board Certified Secondary School Teachers

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Abstract

Many factors encourage (or discourage) secondary school teachers to seek National Board Certification (NBC). This study examines and analyzes those factors. In addition, most states provide a pay raise to those teachers who achieve NBC status; this paper delves deeper into the non-monetary benefits received from NBC process. Findings from the study include that teachers would appreciate more support and guidance from the program, and nearly all participants thought pursuing NBC was a valuable use of their time.
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Introduction

The National Board Certification (NBC) process has been compared to the rigorous effort an accountant must undergo to get her CPA. From 1987 through 1997, the passing rate for NBPTS candidates was about 25 percent (Pershey, 2001). The undertaking, which can last anywhere from three months to a full year, requires teachers to film their work; continually self-assess; delve into new and exciting ways of transmitting information into the classroom; and make use of a network of other teachers for idea-sharing, team-building, and cross-curricular practices. At its most fundamental, the National Board for Professional Teaching Standards “maintains high and rigorous standards for what accomplished teachers should know and be able to do” (NBPTS, 2004).

This study sought to discover whether, at the end of the NBC process, teachers truly thought it was worth it; that is, did the process make them better teachers? In addition, the surveys sent to non-NBC teachers quizzed them on their attitudes and feelings regarding why they had not sought NBC status. Furthermore, differences between Career Technology (CT) and Academic teachers were examined, since the author is a CT teacher herself and is interested in this distinction. Finally, the NBC teachers were asked to provide areas of improvement, suggestions regarding the future of the program, and other general advice to both NBC personnel and future NBC seekers.

Methods

This study utilized a survey which was sent to 108 secondary school teachers across the state of Georgia. The surveys were either mailed to the recipients (outside of Fulton County, the researcher’s county of employment) with an enclosed self-addressed, stamped envelope, or sent via interoffice mail. 26 were mailed to Career Technology NBC Teachers (called CTC
hereafter); 27 were sent to Career Technology Non-NBC Teachers (CTN); 34 were delivered to Academic NBC Teachers (AC); and 21 landed on the desks of Academic Non-NBC instructors (AN). 56 surveys, or 52%, were returned, with a higher concentration of NBC teachers than non-NBC teachers answering the survey, perhaps because the survey content was of interest to them personally.

Table 1: Return Rate of Surveys

<table>
<thead>
<tr>
<th></th>
<th>Total Sent</th>
<th>Returned</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>NBC</td>
<td>67</td>
<td>38</td>
<td>57%</td>
</tr>
<tr>
<td>Non-NBC</td>
<td>41</td>
<td>18</td>
<td>44%</td>
</tr>
<tr>
<td></td>
<td>108</td>
<td>56</td>
<td>52%</td>
</tr>
<tr>
<td>CTC</td>
<td>26</td>
<td>15</td>
<td>58%</td>
</tr>
<tr>
<td>CTN</td>
<td>27</td>
<td>11</td>
<td>41%</td>
</tr>
<tr>
<td>AC</td>
<td>34</td>
<td>23</td>
<td>68%</td>
</tr>
<tr>
<td>AN</td>
<td>21</td>
<td>7</td>
<td>33%</td>
</tr>
<tr>
<td>Total</td>
<td>108</td>
<td>56</td>
<td>52%</td>
</tr>
</tbody>
</table>

The survey consisted of several types of questions. Nominal questions, such as yes/no and “Are you primarily Career or Academic?” were prevalent throughout the survey. Rank-order ordinal data, such as asking teachers to rank the challenges faced by them on a daily basis, was utilized. Open-ended questions, such as “How many years have you been teaching?” or “What do you feel was the best part about the NBC process” were also included.

Survey Results and Discussion

As stated above, 56 of the 108 surveys were returned. A few of the usable questionnaires contained missing values; therefore, some of the summary statistics shown in the various tables and graphs of this report are based on sample sizes that are less than 56. In addition, some questions asked the respondents to “check all that apply,” so occasionally, values totaled more than 100%. This study does not intend to generalize to the entire population of teachers in Georgia; rather, it seeks to examine the thoughts and opinions of a group of particular teachers.
The first section, entitled “General – For All Teachers” asked the following questions.

Table 2: Summary of General Questions for All Teachers

1. Are you primarily a Career Tech or Academic Teacher?

<table>
<thead>
<tr>
<th></th>
<th>Career Tech</th>
<th></th>
<th>Academic</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Tech</td>
<td>26</td>
<td>46%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic</td>
<td>30</td>
<td>54%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>56</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Is your school in an urban, suburban, or rural area?

<table>
<thead>
<tr>
<th></th>
<th>CTC</th>
<th>CTN</th>
<th>AC</th>
<th>AN</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>4%</td>
</tr>
<tr>
<td>Suburban</td>
<td>8</td>
<td>10</td>
<td>19</td>
<td>7</td>
<td>79%</td>
</tr>
<tr>
<td>Rural</td>
<td>7</td>
<td>0</td>
<td>3</td>
<td>10</td>
<td>18%</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>11</td>
<td>23</td>
<td>13</td>
<td>100%</td>
</tr>
</tbody>
</table>

3. Were you certified Traditionally or by an Alternative route?

<table>
<thead>
<tr>
<th></th>
<th>CTC</th>
<th>CTN</th>
<th>AC</th>
<th>AN</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional</td>
<td>8</td>
<td>5</td>
<td>23</td>
<td>5</td>
<td>73%</td>
</tr>
<tr>
<td>Alternative</td>
<td>7</td>
<td>6</td>
<td>0</td>
<td>2</td>
<td>27%</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>11</td>
<td>23</td>
<td>7</td>
<td>100%</td>
</tr>
</tbody>
</table>

4. How many jobs did you have prior to teaching?

<table>
<thead>
<tr>
<th></th>
<th>Career Tech</th>
<th></th>
<th>Academic</th>
<th></th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average</td>
<td>1.27</td>
<td></td>
<td>0.43</td>
<td></td>
<td>0.95</td>
</tr>
</tbody>
</table>

5. How many years of teaching experience do you have (including this year)?

<table>
<thead>
<tr>
<th></th>
<th>CTC</th>
<th>CTN</th>
<th>AC</th>
<th>AN</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>17.90</td>
<td>13.14</td>
<td>21.07</td>
<td>12.64</td>
<td>17.61</td>
</tr>
</tbody>
</table>

6. What is your highest degree earned?

<table>
<thead>
<tr>
<th></th>
<th>CTC</th>
<th>CTN</th>
<th>AC</th>
<th>AN</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelors</td>
<td>0%</td>
<td>27%</td>
<td>4%</td>
<td>0%</td>
<td>7%</td>
</tr>
<tr>
<td>Masters</td>
<td>33%</td>
<td>55%</td>
<td>30%</td>
<td>86%</td>
<td>43%</td>
</tr>
<tr>
<td>Specialist</td>
<td>53%</td>
<td>18%</td>
<td>61%</td>
<td>14%</td>
<td>45%</td>
</tr>
<tr>
<td>Doctorate</td>
<td>13%</td>
<td>0%</td>
<td>4%</td>
<td>0%</td>
<td>5%</td>
</tr>
</tbody>
</table>
8. What are the ranked challenges facing you as a teacher?

<table>
<thead>
<tr>
<th>Overall</th>
<th>Average</th>
<th>Mode</th>
<th>Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Management</td>
<td>2.89</td>
<td>4.00</td>
<td>3.00</td>
</tr>
<tr>
<td>Lack of Training/Subject Knowledge</td>
<td>3.92</td>
<td>5.00</td>
<td>5.00</td>
</tr>
<tr>
<td>Administrative Support</td>
<td>3.21</td>
<td>4.00</td>
<td>3.00</td>
</tr>
<tr>
<td>Parental Support</td>
<td>2.81</td>
<td>2.00</td>
<td>2.00</td>
</tr>
<tr>
<td>Lack of Funding/Supplies</td>
<td>2.75</td>
<td>1.00</td>
<td>3.00</td>
</tr>
</tbody>
</table>

9. Please write in any other challenges you face.

- Diversified Instruction: 3 (5%)
- Lack of respect: 2 (4%)
- Student Apathy: 5 (9%)
- Extra Hours/Paperwork: 4 (7%)
- Pay: 4 (7%)

10. Are you National Board Certified?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>38</td>
<td>18</td>
<td>56</td>
</tr>
<tr>
<td>68%</td>
<td>32%</td>
<td>100%</td>
</tr>
</tbody>
</table>

As evidence above, the returned surveys were from approximately one-half CT and one-half Academic teachers, most of whom work at suburban schools. This makes sense, as the NBC program has been criticized for its propensity to attract teachers from middle-class, suburban schools (Wooten, 2004). Survey respondents overall were a well-educated and highly experienced lot; in particular, a large number of the NBC respondents also had obtained their Specialist degrees. Overall, most teachers stated that lack of funding/supplies and a lack of parental support were their biggest challenges (1 was the highest rank; 5 was the lowest).

After gathering general data about all respondents, the survey split in half. Non-NBC teachers were asked to answer a different group of questions than their NBC cohorts.

Table 3: Questions for Non-National Board Certified Teachers
11. Why are you not currently NBC? (Check all that apply)

<table>
<thead>
<tr>
<th>Reason</th>
<th>AN</th>
<th>CTN</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taught less than 3 years</td>
<td>1</td>
<td>11%</td>
<td>5%</td>
</tr>
<tr>
<td>Started; did not finish</td>
<td>1</td>
<td>11%</td>
<td>0%</td>
</tr>
<tr>
<td>No time</td>
<td>3</td>
<td>33%</td>
<td>6%</td>
</tr>
<tr>
<td>No money</td>
<td>2</td>
<td>22%</td>
<td>3%</td>
</tr>
<tr>
<td>Not interested</td>
<td>1</td>
<td>11%</td>
<td>6%</td>
</tr>
<tr>
<td>Uncertain program future</td>
<td>1</td>
<td>11%</td>
<td>5%</td>
</tr>
</tbody>
</table>

Other reasons: (Not grouped)

<table>
<thead>
<tr>
<th>Reason</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retiring Soon</td>
<td>3</td>
</tr>
<tr>
<td>In process</td>
<td>1</td>
</tr>
<tr>
<td>No certification in their fields</td>
<td>1</td>
</tr>
</tbody>
</table>

12. Please rank the following reasons that would convince you to become certified

<table>
<thead>
<tr>
<th>Reason</th>
<th>Average</th>
<th>Median</th>
<th>Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>To better myself</td>
<td>3.00</td>
<td>3.00</td>
<td>2.00</td>
</tr>
<tr>
<td>Network with other teachers</td>
<td>3.75</td>
<td>4.00</td>
<td>4.00</td>
</tr>
<tr>
<td>Advance my career</td>
<td>3.63</td>
<td>4.50</td>
<td>5.00</td>
</tr>
<tr>
<td>Get a pay raise</td>
<td>1.50</td>
<td>1.00</td>
<td>1.00</td>
</tr>
<tr>
<td>Learn new practices</td>
<td>3.13</td>
<td>3.00</td>
<td>3.00</td>
</tr>
</tbody>
</table>

13. Would any other factors convince you to get certified? (not grouped)

<table>
<thead>
<tr>
<th>Reason</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guaranteed pay raise</td>
<td>2</td>
</tr>
<tr>
<td>Time off from work to complete the process</td>
<td>1</td>
</tr>
<tr>
<td>Group work allowed</td>
<td>1</td>
</tr>
<tr>
<td>Easier program completion</td>
<td>1</td>
</tr>
</tbody>
</table>

14. Is it your perception that student achievement would be affected by you getting NBC?

<table>
<thead>
<tr>
<th>Academic</th>
<th>Career Tech</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

It comes as no surprise that teachers listed “Not enough time” as their overall top reason for not seeking National Board Certification. Teachers have many hats to wear already, and obtaining NBC is no small feat. Lately, with talk of budget cuts and shrinking funds, over one-fifth of the respondents stated that if the future of the program was in question, then they did not
want to begin the process for no reason. The top two reasons that would encourage non-NBC teachers to begin the process were to get a pay raise and to learn the latest educational practices in their fields. Interestingly, a far larger percentage of CT teachers felt that their students would benefit if they became NBC as opposed to Academic respondents. Overall, only 40% of those surveyed felt that becoming NBC would make a difference in student achievement. Those who responded “no” gave reasons such as: they did not see the proof in other classrooms with NBC teachers, there is little research to back up the student achievement link, and that they already gave their teaching 100%. Those who checked “yes” stated that any time a teacher improves herself, the students benefit.

Table 3: National Board Certified Teacher Responses

15. Why did you seek National Board Certification?

<table>
<thead>
<tr>
<th>Overall</th>
<th>Average</th>
<th>Median</th>
<th>Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>To better myself</td>
<td>1.79</td>
<td>1.50</td>
<td>1.00</td>
</tr>
<tr>
<td>Network with other teachers</td>
<td>3.82</td>
<td>4.00</td>
<td>5.00</td>
</tr>
<tr>
<td>Advance my career</td>
<td>3.74</td>
<td>4.00</td>
<td>5.00</td>
</tr>
<tr>
<td>Get a pay raise</td>
<td>2.26</td>
<td>2.00</td>
<td>1.00</td>
</tr>
<tr>
<td>Learn new practices</td>
<td>3.38</td>
<td>3.50</td>
<td>4.00</td>
</tr>
</tbody>
</table>

16. Did any other factors encourage you to seek NBC? (Not grouped)

<table>
<thead>
<tr>
<th>Factor</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prestige</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>Proof of good teaching</td>
<td>4</td>
<td>11%</td>
</tr>
<tr>
<td>Challenge</td>
<td>7</td>
<td>18%</td>
</tr>
<tr>
<td>Multi-state certification</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>Persuasion by other NBC teachers</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>Departmental competition</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>Part of graduate program</td>
<td>1</td>
<td>3%</td>
</tr>
</tbody>
</table>

17. Is getting its teachers board certified a priority for your school?

<table>
<thead>
<tr>
<th></th>
<th>Career Tech</th>
<th>Academic</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>3</td>
<td>20%</td>
<td>10</td>
</tr>
<tr>
<td>No</td>
<td>12</td>
<td>80%</td>
<td>28</td>
</tr>
<tr>
<td>15</td>
<td>100%</td>
<td>100%</td>
<td>38</td>
</tr>
</tbody>
</table>
18. Who gave you support during your quest for NBC?

<table>
<thead>
<tr>
<th>Support Source</th>
<th>Career Tech</th>
<th>%</th>
<th>Academic</th>
<th>%</th>
<th>Overall</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>3</td>
<td>20%</td>
<td>5</td>
<td>22%</td>
<td>8</td>
<td>21%</td>
</tr>
<tr>
<td>Department Head</td>
<td>1</td>
<td>7%</td>
<td>3</td>
<td>13%</td>
<td>4</td>
<td>11%</td>
</tr>
<tr>
<td>Other Teachers</td>
<td>7</td>
<td>47%</td>
<td>17</td>
<td>74%</td>
<td>24</td>
<td>63%</td>
</tr>
<tr>
<td>NBC Staff</td>
<td>8</td>
<td>53%</td>
<td>8</td>
<td>35%</td>
<td>16</td>
<td>42%</td>
</tr>
<tr>
<td>NBC fellow seekers</td>
<td>10</td>
<td>67%</td>
<td>14</td>
<td>61%</td>
<td>24</td>
<td>63%</td>
</tr>
<tr>
<td>Spouse</td>
<td>6</td>
<td>40%</td>
<td>12</td>
<td>52%</td>
<td>18</td>
<td>47%</td>
</tr>
<tr>
<td>Other Family</td>
<td>5</td>
<td>33%</td>
<td>6</td>
<td>26%</td>
<td>11</td>
<td>29%</td>
</tr>
</tbody>
</table>

Others support sources (not grouped)

<table>
<thead>
<tr>
<th>Support Source</th>
<th>Career Tech</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Organizations</td>
<td>4</td>
<td>11%</td>
</tr>
<tr>
<td>Teacher Center</td>
<td>7</td>
<td>18%</td>
</tr>
<tr>
<td>Students</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>No one</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>Friend</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>Media Specialist</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>College/University</td>
<td>1</td>
<td>3%</td>
</tr>
</tbody>
</table>

19. Overall did you feel supported or alone during the NBC process?

<table>
<thead>
<tr>
<th>Support Status</th>
<th>Career Tech</th>
<th>%</th>
<th>Academic</th>
<th>%</th>
<th>Overall</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supported</td>
<td>7</td>
<td>58%</td>
<td>14</td>
<td>61%</td>
<td>21</td>
<td>60%</td>
</tr>
<tr>
<td>Alone</td>
<td>5</td>
<td>42%</td>
<td>9</td>
<td>39%</td>
<td>14</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>100%</td>
<td>23</td>
<td>100%</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

20. Did you get any class or professional development credit for undertaking NBC?

<table>
<thead>
<tr>
<th>Credit Status</th>
<th>Career Tech</th>
<th>%</th>
<th>Academic</th>
<th>%</th>
<th>Overall</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>4</td>
<td>27%</td>
<td>9</td>
<td>39%</td>
<td>13</td>
<td>34%</td>
</tr>
<tr>
<td>No</td>
<td>11</td>
<td>73%</td>
<td>14</td>
<td>61%</td>
<td>25</td>
<td>66%</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>100%</td>
<td>23</td>
<td>100%</td>
<td>38</td>
<td>100%</td>
</tr>
</tbody>
</table>

21. Overall, was the NBC process easy or difficult?

<table>
<thead>
<tr>
<th>Difficulty</th>
<th>Career Tech</th>
<th>%</th>
<th>Academic</th>
<th>%</th>
<th>Overall</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Easy</td>
<td>7</td>
<td>54%</td>
<td>8</td>
<td>35%</td>
<td>15</td>
<td>42%</td>
</tr>
<tr>
<td>Difficult</td>
<td>6</td>
<td>46%</td>
<td>15</td>
<td>65%</td>
<td>21</td>
<td>58%</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>100%</td>
<td>23</td>
<td>100%</td>
<td>36</td>
<td>100%</td>
</tr>
</tbody>
</table>

22. Approximately how many hours per week did you spend on the NBC process?
### 23. How many months did it take you to complete the NBC process?

<table>
<thead>
<tr>
<th></th>
<th>Average</th>
<th>Median</th>
<th>Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Tech</td>
<td>6.47</td>
<td>6.00</td>
<td>6.00</td>
</tr>
<tr>
<td>Academic</td>
<td>7.52</td>
<td>6.00</td>
<td>6.00</td>
</tr>
<tr>
<td>Overall</td>
<td>7.11</td>
<td>6.00</td>
<td>6.00</td>
</tr>
</tbody>
</table>

### 24. Would you have sought NBC if there was no pay raise?

<table>
<thead>
<tr>
<th></th>
<th>Career Tech</th>
<th>Academic</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>6</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>No</td>
<td>9</td>
<td>17</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>23</td>
<td>38</td>
</tr>
</tbody>
</table>

### 25. Do you feel the pay raise NBC provides is:

<table>
<thead>
<tr>
<th></th>
<th>Career Tech</th>
<th>Academic</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequate</td>
<td>14</td>
<td>17</td>
<td>31</td>
</tr>
<tr>
<td>Too much</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Too little</td>
<td>1</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>23</td>
<td>38</td>
</tr>
</tbody>
</table>

### 26. Do you feel your time would have been better spent obtaining NBC or the next highest degree?

<table>
<thead>
<tr>
<th></th>
<th>Career Tech</th>
<th>Academic</th>
<th>%</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>NBC</td>
<td>14</td>
<td>20</td>
<td>95%</td>
<td>34</td>
</tr>
<tr>
<td>Higher Degree</td>
<td>0</td>
<td>1</td>
<td>5%</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>21</td>
<td>100%</td>
<td>35</td>
</tr>
</tbody>
</table>

### 27. Does being board certified truly make you a better teacher?

<table>
<thead>
<tr>
<th></th>
<th>Career Tech</th>
<th>Academic</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>11</td>
<td>17</td>
<td>74%</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>6</td>
<td>26%</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>23</td>
<td>100%</td>
</tr>
</tbody>
</table>

### 28. Would you recommend the NBC process to a friend?
As seen above, just as many NBC teachers started the process to better their teaching practices as to get a pay raise. In fact, over 30% of NBC teachers would have completed the process even if no pay raise was offered. As one teacher put it, “I began the process because it was just ‘out there’ – challenging me! If I can better myself, I’ll do it.” Others noted that NBC completion was “proof” that they were good teachers and helped to make them more accountable in an ever-litigious world.

Most of the respondents (60%) said they felt supported during the process, with fellow teachers at work and other NBC seekers being their primary sources of aid. Disturbingly, two respondents said that no one supported them at all during the process, and 40% generally felt alone throughout. Most teachers spent about six months obtaining their certification, and spent an average of ten hours per week working on the requirements. More teachers felt the NBC process was “difficult” as opposed to “easy” to understand and complete, and only 34% of teachers got any sort of college or staff development credit for undertaking the process.

A great majority of NBC teachers stated that the pay raise they received seemed adequate; an overwhelming number of them felt that getting NBC was better than obtaining the next highest degree. Moreover, most teachers would recommend the process to a friend and felt that NBC was truly worth it. Three-quarters of those surveyed stated that getting board certified
made them better teachers.

The fourth and final part of the survey asked NBC teachers four open-ended questions. As such, their results will not be listed in table/graphical form. A sampling of the more profound answers is listed below.

1. What differences, if any, do you view in your teaching since becoming National Board Certified? Please list specific examples and attach additional sheets if necessary.

- Career Tech National Board Certified Responses
  - “I am more aware of the ‘best practices’ which exist, and I make sure they are utilized every day.”
  - “I never used reflective practice before, and now it is part of my pedagogy.”
  - “I give students more feedback when grading papers, and I relate study habits to the importance of good work habits for later in life.”
  - “I spend more time getting information about the academic achievement level of my students prior to the beginning of the course so that I can target weak areas.”
  - “I make sure that the activities I assign have a real-world connection.”

- Academic National Board Certified Responses
  - “Now when I am unsure of a way to reach a child, I have a network to ask for possible suggestions.”
  - “I am more self-aware of my strengths and weaknesses.”
  - “Since completing the program, I have cut out things that do not ultimately affect student learning and growth.”
  - “Now I am more child-focused than subject-focused.”
  - “I expect more quality work from myself to maintain the NBC reputation.”
2. Is it your perception that student achievement has been affected by your being Nationally Board Certified, and if so, in what way?

- Career Tech National Board Certified Responses
  o “Yes. I provide expectations and grading rubrics for activities so that students can evaluate themselves as well as see their progress as they complete activities.”
  o “I believe student achievement is higher because of the methods I use to teach; however, I was using those methods before I began National Board Certification. The NBC process served to reinforce my methodology.”
  o “I am more in tune with diversity and meeting the needs and interests of my students.”
  o “I spend more time helping students to overcome gaps in learning, especially in the areas of math and writing.”
  o “After teaching twenty-two years, I was in a thinking rut. NBC allowed me to examine what I was doing to help students learn and to not fear change.”

- Academic National Board Certified Responses
  o “As a result of using alternative assessment, I have noticed more engagement on the part of the students.”
  o “No, I did not notice better student achievement, mainly because I had already been doing most of the practices that NBC emphasizes.”
  o “Now I don’t let anyone fail; I find a way to reach him/her.”
  o “My students now look for connections to other disciplines and the real world.”
  o “I provide more differentiated instruction to meet the needs of the individual.”

3. What do you feel was the best part about the NBC process?
• Career Tech National Board Certified Responses
  o “The amount of reflection that we had to do was amazing. Veteran teachers often forget to assess whether or not a lesson plan is working.”
  o “The support I received from my family and coworkers was amazing and made the process that much more special.”
  o “The NBC process made me connect my current knowledge with the best teaching practices and become consciously aware of what I do every single day!”
  o “Getting that well-earned pay raise!”
  o “Passing and finishing!”

• Academic National Board Certified Responses
  o “I liked documenting my accomplishments; it made me feel worthy of the NBC title.”
  o “I enjoyed viewing the videotapes of other candidates.”
  o “It was super to get to meet other candidates and scorers.”
  o “I loved the reflective process, and since I’m a writer, the development of the portfolio was fun.”
  o “The collaborative support from my peers was great – but so was packing and sending off the completed box!”

4. What do you feel could be improved about the NBC process?

• Career Tech National Board Certified Responses
  o “More effort should be spent to educate the public that NBC is an extremely valid process, and it does identify highly qualified teachers!”
  o “A full year for completion would have been beneficial. Also, scores are not
posted in a timely manner – they should be posted before the end of the current school year.”

- “Emphasis should be placed on insuring the integrity of the process. I have heard evidence of work being done by outside parties.”
- “The twenty-minute teaching video requirement should be lengthened. Anyone can put on a dog-and-pony show for twenty minutes!”
- “Nothing – it should be kept challenging.”

- Academic National Board Certified Responses
  - “I needed more direction in preparing for the written test.”
  - “The process could have been more user-friendly. I felt like I was trying to interpret the tax code when reading NBC materials!”
  - “The standards need to be kept high – or made higher – so that the public will realize this is a genuine sign of quality teaching!”
  - “There needs to be a greater support system for candidates.”
  - “More feedback should be given to candidates who are not successful after the first attempt.”

5. Please list any other thoughts, concerns, or general feelings not addressed in this survey regarding the NBC process.

- Career Tech National Board Certified Responses
  - “I just began working as an administrator this year, and I believe I am a better supervisor because of the NBC process.”
  - “NBC has encouraged me to try more cross-curricular projects.”
  - “Until a person has gone through the process, he or she does not need to espouse
an opinion about its worth or ease of completion!”

- Academic National Board Certified Responses
  
  o “Teachers who do not certify during year one need to have someone give them special guidance and encouragement.”
  
  o “I found it wonderful that teachers, who rarely have the means to distance themselves from ‘the pack,’ now have an opportunity for recognition and higher pay.” (Author’s note: this is in line with prior research, which suggests that “it is memorable students rather than professional milestones that highlight the phases of a typical career in teaching” [Johnson, 2001].)
  
  o “I got so much more out of the process than I expected; I am a different professional as a result!”

Conclusions and Recommendations

This study provided me with quite a bit of insight into the thoughts and feelings of those who undertake (or choose not to) the NBC process. After considering the overall tone and results of this survey, I have prepared the following summary statements/recommendations. As a reminder, this study does not seek to generalize to all NBC seekers or non-seekers, but rather serve as a gathering-place of ideas and thoughts regarding NBC to broaden the overall knowledge-base about the subject.

1. Teachers who do not seek National Board Certification may be uninformed about the process. Many teachers who indicated they were not interested in NBC stated they felt student achievement would not be affected; a great majority of those who did get NBC expressed the opposite view. With this in mind, the NBC personnel need to do a better job of marketing their program and what it entails to all teachers, not just those teachers
who are already interested in the program. In addition, more research needs to be done about the statistical differences of student achievement pre- and post-NBC; a few contrasting and sporadic studies have been done, but the program has not been around long enough for any long-term trends to be identified (Barnes, 2004; Goldhaber, 2004; Wooten, 2004).

2. The support system during the NBC process seems lacking. 40% of my respondents stated they felt alone during program completion; almost 60% felt the program was difficult to understand and undertake. Perhaps the NBC staff should require mentoring from previous NBC teachers, or pair NBC participants into a buddy system. As one respondent suggested, part of the process could include group work; after all, teachers are expected to work well with others on a daily basis.

3. Getting teachers board certified does not seem to be a priority for school systems! 74% of National Board teachers stated that their schools did not promote the program in any way. A few mentioned informational meetings that were offered about the program; only a couple of teachers stated that their principals or school systems were actively involved in recruiting teachers to be certified. Most schools would do well to encourage their best teachers to get involved in the program.

4. The NBC process is very strenuous; as such, receiving staff development or university class credit is not a stretch. Only 34% of this survey’s respondents got any credit for completing the process, which can take up to a year. Surely, a regulated process such as NBC is worth staff development credit for teacher licensure renewal. The NBC personnel need to put more pressure on local professional development consortiums. In addition, a few colleges and universities have credit classes in which candidates receive
support and guidance while going through the NBC process; this should be more widely adopted. Some educational experts view a three-pronged approach as the means to a better educator – accreditation, state licensure, and board certification (Wise, 1996) – but if the work involved in getting NBC is not recognized as staff development, then this approach is flawed.

5. Finally, as stated previously, NBC is often criticized for certifying those teachers from majority, suburban, middle-class backgrounds, which are often the school systems that are not lacking in the first place. NBC personnel should focus on workshops, presentations, and other public relations strategies to attract those teachers from rural and urban settings. This way a wider variety of children could benefit from the improved practices of master teachers.
References


Appendix A

CONSENT DOCUMENT – EDUCATIONAL RESEARCH STUDY

I agree to take part in a research study titled “A Study of Traits and Habits of Both National Board and Non-National Board Certified Secondary School Teachers” which is being conducted by Kelly Paynter, Occupational Studies, The University of Georgia, (770) 497-3828 x 268. Ms. Paynter is under the direction of Dr. Wanda Stitt-Gohdes, Occupational Studies, 221 River's Crossing, 850 College Station Road, The University of Georgia, Athens, GA 30602.; (706) 542-1682. Activities relating to research may be subject to publication.

REASON/PURPOSE

As part of Ms. Paynter’s Educational Specialist research project, the reason for the study is to observe what after-effects, if any, are observed in teachers who have sought National Board Certification. Ms. Paynter also wishes to examine what motivates teacher to choose to seek (or not seek) National Board Certification.

BENEFITS

I will not benefit directly from this research. However, my participation in this research may lead to information that could help the National Board Certification personnel better understand the thoughts, attitudes, and motivational factors of its participants, both current and potential.

I do not have to take part in this study; I can stop taking part at any time without giving any reason, and without penalty. I can ask to have information related to me returned to me, removed from the research records, or destroyed.

PROCEDURES

The procedures are as follows:

- My part in this study will last approximately 30 minutes. During that time, I will be asked to fill out a confidential survey detailing my thoughts, feelings, and practices related to National Board Certification.
- After completing the survey, I will return it to Ms. Kelly Paynter, C/O Northview High School, 10625 Parsons Road, Duluth, Georgia 30097, using either an interoffice envelope (Fulton County only) or the enclosed self-addressed, stamped envelope. Alternatively, the survey may be faxed to (770) 497-3844.
- The survey return deadline is April 16, 2004.

CONFIDENTIALITY

All information concerning me will be kept confidential. If information about me is published, it will be written in a way that I cannot be recognized. No names will be associated with any particular survey or institution. However, research records may be obtained by court order.

FURTHER QUESTIONS

If you have any questions do not hesitate to ask now or at a later date. You may contact me, Kelly Paynter, at (770) 497-3828 x 268 or via email at paynter@fultonschools.org.

THANK YOU!
Kelly Paynter
Educational Specialist Student
Occupational Studies – The University of Georgia

Northview High School
10625 Parsons Road
Duluth, Georgia 30097
(770) 497-3828 x 268 (voice)
(770) 497-3844 (fax)
paynter@fultonschools.org
Appendix B

CONSENT FORM – EDUCATIONAL RESEARCH STUDY

I agree to take part in a research study titled “A Study of Traits and Habits of Both National Board and Non-National Board Certified Secondary School Teachers” which is being conducted by Kelly Paynter, Occupational Studies, The University of Georgia, (770) 497-3828 x 268. Ms. Paynter is under the direction of Dr. Wanda Stitt-Gohdes, Occupational Studies, (706) 542-1682.

I do not have to take part in this study; I can stop taking part at any time without giving any reason, and without penalty. I can ask to have information related to me returned to me, removed from the research records, or destroyed.

REASON/PURPOSE
As part of Ms. Paynter’s Educational Specialist research project, the reason for the study is to observe what effects, if any, are observed in teachers who have sought National Board Certification. Ms. Paynter also wishes to examine what motivates teacher to choose to seek (or not seek) National Board Certification.

BENEFITS
I will not benefit directly from this research. However, my participation in this research may lead to information that could help the National Board Certification personnel better understand the thoughts, attitudes, and motivational factors of its participants, both current and potential.

PROCEDURES
The procedures are as follows:

- My part in this study will last approximately 30 minutes. During that time, I will be asked to fill out a confidential survey detailing my thoughts, feelings, and practices related to National Board Certification.
- After completing the survey, I will return it to Ms. Kelly Paynter, C/O Northview High School, 10625 Parsons Road, Duluth, Georgia 30097, using either an interoffice envelope (Fulton County only) or the enclosed self-addressed, stamped envelope. Alternatively, the survey may be faxed to (770) 497-3844.
- The survey return deadline is April 15, 2004.

DISCOMFORTS OR STRESSES
No discomforts or stresses are expected.

RISKS
No risks are expected.

CONFIDENTIALITY
All information concerning me will be kept confidential. If information about me is published, it will be written in a way that I cannot be recognized. However, research records may be obtained by court order.

FURTHER QUESTIONS
The researcher will answer any further questions about the research, now or during the course of the project, and can be reached by telephone at: (770) 497-3828 x 268 or via email at paynter@fultonschools.org.
**FINAL AGREEMENT & CONSENT FORM COPY**
I understand the procedures described above. My questions have been answered to my satisfaction, and I agree to participate in this study. I have been given a copy of this form.

____________________________________  
Signature of Researcher & Date

____________________________________  
Signature of Participant & Date
Appendix C – IRB Application

**Check One**

New Application: ☒
Resubmission*: ☐ Revision ☐ *(All changes must be highlighted)*

**NOTE: A new application is required every five years.**

**HUMAN SUBJECTS RESEARCH APPLICATION**

MAIL 2 COPIES OF APPLICATION TO ABOVE ADDRESS

<table>
<thead>
<tr>
<th>(Check One) Dr. ☐ Mr. ☐ Ms. ☒</th>
<th>(Check One) Dr. ☐ Mr. ☐ Ms. ☐</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Check One) Faculty ☐ Undergraduate ☐ Graduate ☒</td>
<td>(Check One) Faculty ☐ Undergraduate ☐ Graduate ☐</td>
</tr>
</tbody>
</table>

Kelly C. Paynter  
Principal Investigator  
Soc. Sec. No.

Department of Occupational Studies; 221 River’s Crossing;  
850 College Station Road, UGA, Athens, GA 30602

UGA Department AND UGA Mailing Address  
(Include department even if living off campus or out of town)

Mailing Address (if you prefer not to receive mail in dept.)

8:00 a.m. - 5:00 p.m. Phone Number (s)

Phone Number (s)  
E-Mail (REQUIRED)

Phone Number (s)  
E-Mail

**Signature of Principal Investigator**  
Signature of Co-investigator *(use additional cover sheets if more than one)*

**Signature:** ___________________  
**Soc. Sec. No.:** ___________________  
**Date:** ___________________

**Your Signature indicates that you accept responsibility for the research described in this application.**

If funded: Not Applicable  
***Sponsored Programs Proposal#**

**Name of Funding Agency**

**By listing a proposal number, you agree that this application matches the grant application and that you have disclosed all financial conflicts of interest (see Q6a)**

**TITLE OF RESEARCH:** A Study of Traits and Habits of Both National Board and Non-National Board Certified Secondary School Teachers

**NOTE: SUBMIT 4-6 WEEKS PRIOR TO YOUR START DATE.**

**Start Date:** 3/30/04  
(Must be 4-6 weeks after date of submission to IRB)

**End Date:** 4/30/04  
(Approval is granted only for a year at a time)

Check all that apply: Investigational New Drug ☐  
Exceptions to/waivers of Federal regulations ☐

If yes, provide details: Not Applicable
Deception
Illegal Activities
X-RAY/DEXA
Minors
Pregnant Women/Prisoners

MRI/EEG/ECG/NIRS/Ultrasound/Blood Draw
Moderate Exercise
Data Sets
RP Pool

HUMAN SUBJECTS RESEARCH APPLICATION

INSTRUCTIONS:
1. Type responses to all 11 questions (all parts) listed below.
2. Do not answer any question with “see attachments” or “not applicable”.
3. Submit original plus one copy to the Human Subjects Office.
4. We will contact you via email if changes are required. Allow 4-6 weeks.

IMPORTANT: Before completing this application, please determine if the project is a research project. Check the federal definition of research at http://www.ovpr.uga.edu/faqs/hso.html or call the Human Subjects office at 542-3199. The IRB only reviews research projects.

1. PROBLEM ABSTRACT: State rationale and research question or hypothesis (why is this study important and what do you expect to learn?).
The rationale for this study is to see what effects, if any, are observed in those teachers who have gotten National Board Certification. I also want to assess the opinions of National Board Certified teachers as to whether or not they thought the process was worth it in hindsight. My hypothesis is that teachers who become Nationally Board Certified see a positive difference in their teaching and feel that the process was worthy.

2. RESEARCH DESIGN: Identify specific factors or variables, conditions or groups and any control conditions in your study. Indicate the number of research participants assigned to each condition or group, and describe plans for data analysis.
There is not a “control” group to speak of. I plan on sending out a survey to approximately 100 secondary teachers, approximately one-third to one-half of which are National Board Certified. I hope to get at least a 40% response rate. The survey will ask both quantitative and qualitative questions regarding their practices, thoughts and opinions of National Board Certification.

3. RESEARCH SUBJECTS:
a. List maximum number of subjects 100, targeted age group 22-65 (this must be specified in years) and targeted gender Male/Female; BOTH

b. Method of selection and recruitment - list inclusion and exclusion criteria. Describe the recruitment procedures (including all follow-ups).
I went on the National Board website (www.nbpts.org) and searched for National Board Certified teachers in my area (career technology). I will send their surveys to their schools. I will also send the surveys to approximately 20 National Board Certified teachers that either I or another teacher friend knows. The remainder of the surveys will be sent to random schools, both rural and urban; random teachers (they may be National Board Certified but I may not know it in advance; more likely, they will not be certified); and random fields (both career tech and academic).

c. The activity described in this application involves another institution (e.g. school, university, hospital etc.) and/or another country. Yes [ ] No [X]
If yes, provide the following details:
1) Name of institution:
2) County and state:
3) Country:
4) Written letter of authorization (on official letterhead only)/ IRB approval:
   Attached: ☐
   Pending: ☐

d. Is there any working relationship between the researcher and the subjects?
   Yes ☐ No ☑. If yes, explain.

e. Describe any incentives (payment, gifts, extra credit).
   Extra credit cannot be offered unless there are equal non-research options available.
   The only “incentive” I am considering offering would be a small piece of candy in the envelope with the survey!

4. **PROCEDURES**: State in chronological order what a subject is expected to do and what the researcher will do during the interaction. Indicate time commitment for each research activity. And detail any follow-up.

   The recipients of my survey will be expected to fill out the survey, which would take a maximum of 30 minutes, and mail, email, or fax it back to me. I will, of course, provide a self-addressed stamped envelope with all surveys for a better return rate. I will have no personal “interaction” with the subjects; my main role is distributing, collecting and analyzing the surveys.

   **Duration of participation in the study:** ___ Months
   **No. of testing/training sessions:** _0___  **Length of each session:** _n/a_

   **If your procedures include work with blood, bodily fluids or tissues, submit a MUA from Biosafety.**
   Attached ☐  Pending ☐  Not Applicable ☑  Explain why not?  My procedures do not involve the drawing of blood

   **Total amount of blood draw for study:** ___ ml  **Blood draw for each session:** ___ ml

5. **MATERIALS**: List all questionnaires/instruments/equipment.

   I will send out one survey with a consent letter as a cover page. The survey can be found at the end of this document, as can the consent letter.

   **Check all other materials that apply and are attached:**
   Interview protocol ☐  Debriefing Statement ☐  Recruitment flyers or advertisements ☐
   Consent/Assent forms ☑
   **If no consent documents are attached, justify omission under Q. 8**

6. **RISK**: Detail risks to a subject as a result of data collection and as a direct result of the research and your plans to minimize them and the availability and limits of treatment for sustained physical or emotional injuries.

   **NOTE**: REPORT INCIDENTS CAUSING DISCOMFORT, STRESS OR HARM TO THE IRB IMMEDIATELY!

   a. **CURRENT RISK**: Describe any psychological, social, legal, economic or physical discomfort, stress or harm that might occur as a result of participation in research. How will these be held to the absolute minimum?

   To my knowledge, this survey will not cause any risk to the participants. Participation is
entirely voluntary, and the survey will be confidential; that is, names will not be used and the completed surveys will only be seen by myself and my advisor, Dr. Stitt-Gohdes.

Is there a financial conflict of interest (see UGA COI policy)? Yes □ No X
If yes, does this pose any risk to the subjects?
   n/a

b. FUTURE RISK: How are research participants to be protected from potentially harmful future use of the data collected in this project? Describe your plans to maintain confidentiality, including removing identifiers, and state who will have access to the data and in what role. Justify retention of identifying information on any data or forms.
   
   DO NOT ANSWER THIS QUESTION WITH "NOT APPLICABLE"!

   Anonymous □  Confidential X  Check one only and explain below.
   
   The survey will be confidential in that I will see who is responding to me because they will be mailing it back. I guess if the respondent wanted it to be truly anonymous, he or she could not include a return address and could type it. However, the types of questions I am asking are not “damaging” or “harmful” in any generally accepted way. Also, the respondent does not have to even answer if he or she does not wish. I will keep the surveys at my home, locked up in a filing cabinet, for the required three year period of time and will not show the actual surveys to anyone else except my advisor.

   Audio-taping □  Video-taping □  n/a

   If taping, how will tapes be securely stored, who will have access to the tapes, will they be publicly disseminated and when will they be erased or destroyed? Justify retention.
   
   n/a

7. BENEFIT: State the benefits to individuals and humankind. Potential benefits of the research should outweigh risks associated with research participation.
   a. Identify benefits of the research for participants, e.g. course credit, educational benefits:
   There are educational benefits to this survey. It would help those considering National Board Certification to know what to expect. It would help the National Board organization to see teachers’ opinions of its program and give it ideas to improve the program. Participants might be helped by “planting the seed” in their minds to get National Board Certification, thus raising their salaries and expanding their teaching knowledge.

   b. Identify any potential benefits of this research for humankind in general, e.g. advance our knowledge of some phenomenon or help solve a practical problem.
   This would help to see what motivates teachers and to better define what comprises a “master” teacher – e.g. does National Board certification make a person a better teacher?

8. CONSENT PROCESS:
   a. Detail how legally effective informed consent will be obtained from all research participants and, when applicable, from parent(s) or guardian(s).
   There will be a consent form attached to the front of the survey itself. It will have all the requirements for which the Human Review board asks. Underage persons will not be used, so no parent/guardian forms will be necessary.

   Request for waiver of signed consent Yes □  No X
   If yes, a full explanation must be submitted for approval, including assurance that risk to the participant will be minimal. Also submit a consent script that will be used in lieu of a form.

   b. Deception Yes □  No X
   If yes, describe the deception, why it is necessary, and how you will debrief them. The consent form should include the following statement: "In order to make this study a valid one, some information about my participation will be withheld until completion of the study."
   
   n/a
9. **VULNERABLE PARTICIPANTS**: Yes [ ] No [x]  
   Minors [ ] Prisoners [ ] Pregnant women/fetuses [ ] Elderly [ ]  
   Immigrants/non-English speakers [ ] Mentally/Physically incapacitated [ ] Others [ ] List below.  
   Outline procedures to obtain their consent/assent to participate. Describe the procedures to be used to minimize risk to these vulnerable subjects.

10. **ILLEGAL ACTIVITIES**:  
   **NOTE**: Some ILLEGAL ACTIVITIES must be reported, e.g. child abuse.  
   Does the data collection relate to illegal activities? Yes [ ] No [x]  
   If yes, explain how subjects will be protected.  
   n/a

11. **STUDENTS** check all that apply to this application:

   This application is being submitted for:  
   Class assignment [ ] Pilot study [ ]  
   Applied Project, Thesis or Exit Exam Research [x] Dissertation Research [ ]
Appendix D

NATIONAL BOARD CERTIFICATION SURVEY

Part I: General (For ALL Teachers)

1. Are you primarily a □CAREER TECH or an □ACADEMIC teacher?

2. Is your school in an □URBAN, □SUBURBAN, or □RURAL area?

3. Did you become certified in your area of expertise through a □TRADITIONAL route (e.g. majored in Math Education in college) or an □ALTERNATIVE route (e.g. switched from the business world to teaching)?

4. If teaching was not your first occupation, how many job(s) did you have before becoming a teacher? __________

5. Including the current school year, how many years of teaching experience (both part-time and full-time) do you have? __________

6. What is your highest degree earned? □Bachelors □Masters □Specialist □Doctorate

7. Were/are any of your □PARENTS, □SIBLINGS, or □A SPOUSE a teacher?

8. Please RANK the following challenges (1 is the highest, 5 is the lowest) that you face in your teaching career.

   a. ___ Classroom Management

   b. ___ Lack of training/subject content knowledge

   c. ___ Lack of administrative/department chairperson support

   d. ___ Lack of parental support

   e. ___ Lack of materials/funds/classroom supplies

9. Please list any OTHER factors that challenge you in your teaching career. __________

10. Are you National Board Certified? □Yes □No

    If you answered YES to #10, please SKIP Section II and continue on with Sections III and IV. If you answered NO to #10, please continue answering the questions in Section II and SKIP Sections III and IV.

Part II: Non-National Board Certified Teachers

11. Why are you not currently National Board Certified? (Check all that apply).

   a. □Have not been teaching long enough (e.g. less than 3 years)

   b. □Started the process, but did not finish it.
c. ☐ Not enough time

d. ☐ Not enough money (shortage of either personal or county funds)

e. ☐ Not interested in National Board Certification

f. ☐ Uncertainty of program future

g. ☐ Other (please explain) _____________________________________________

12. Please RANK the following reasons (1 is the **highest**, 5 is the **lowest**) that might convince you to begin the National Board Certification process.

   a. ___ To better myself as a teacher
   
   b. ___ To network with other teachers
   
   c. ___ To help advance my future educational career (e.g. looks good when trying to become a principal or get a promotion)
   
   d. ___ To get a pay raise
   
   e. ___ To learn the latest educational practices in my field

13. Please list any OTHER factors that might convince you to seek National Board certification.

   ______________________________________________________________

14. Is it your perception that student achievement would be affected by your being Nationally Board Certified, and if so, in what way?

   __________________________________________________________________________
   
   __________________________________________________________________________
   
   __________________________________________________________________________

***Non-National Board Certified Teachers, thank you for your participation!! You are now finished with this survey.***

**Part III: National Board Certified Teachers**

15. Please RANK the following reasons (1 is the **highest**, 5 is the **lowest**) that influenced your decision to begin the National Board Certification process.

   a. ___ To better myself as a teacher
   
   b. ___ To network with other teachers
   
   c. ___ To help advance my future educational career (e.g. looks good when trying to become a principal)
   
   d. ___ To get a pay raise
   
   e. ___ To learn the latest educational practices in my field
16. Please list any OTHER factors that aided in your decision to seek National Board Certification.
__________________________________________________________________________________

17. Do you feel that it is a strong priority for your school to have its teachers board certified (e.g. does your school have meetings, help with the application process, encourage staff to seek certification)? ☐YES ☐NO

18. From which sources did you receive support during the National Board Certification process? (Check all that apply.) ☐Principal ☐Department Head ☐Fellow teachers ☐National Board Certification Personnel ☐Fellow National Board Certification seekers ☐Spouse ☐Other Family Member ☐Other _______________________

19. Overall, did you primarily feel ☐SUPPORTED through the NBC process or ☐ALONE during the NBC process?

20. Did you receive any CLASS CREDIT (e.g. college credit or staff development credit) from your efforts to become Nationally Board Certified? ☐YES ☐NO

21. Overall, would you say that the NBC process was ☐EASY TO UNDERSTAND AND UNDERTAKE, or ☐DIFFICULT TO UNDERSTAND AND COMPLETE.

22. Approximately how many hours per week working toward certification did you spend during the NBC process? _____

23. Approximately how many months did it take you to complete your NBC process? _____

24. Would you have sought National Board Certification if there was no pay raise involved? ☐YES ☐NO

25. Do you feel the pay raise that comes with National Board Certification is ☐ADEQUATE, ☐TOO MUCH, or ☐TOO LITTLE?

26. Looking back upon your NBC process, do you feel your time would have been better spent ☐EARNING NATIONAL BOARD CERTIFICATION or ☐PURSUING THE NEXT HIGHEST DEGREE?

27. Does being board certified truly make you more qualified as a teacher? ☐YES ☐NO

28. Would you recommend the NBC process to a friend or coworker? ☐YES ☐NO

29. Overall, would you say the NBC process was worth it? ☐YES ☐NO

**Part IV: Open-Ended Questions (National Board Certified Teachers ONLY)**

30. What differences, if any, do you view in your teaching since becoming National Board Certified? Please list specific examples and attach additional sheets if necessary.
31. Is it your perception that student achievement has been affected by your being Nationally Board Certified, and if so, in what way?

32. What do you feel was the best part about the NBC process?

33. What do you feel could be improved about the NBC process?

34. Please list any other thoughts, concerns, or general feelings not addressed in this survey regarding the NBC process.