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National Board Teacher Certification in Maine:
An Exploratory Study

EXECUTIVE SUMMARY

The National Board for Professional Teaching Standards (NBPTS) offers teachers a professional development experience that results in a certificate that is recognized in many states as comparable to the highest level of teacher certification available. Many school districts and an increasing number of states, including Maine, offer salary supplements to National Board Certified Teachers (NBCTs).

Ninety-two NBCTs work in Maine schools. This study, commissioned by the Maine State Board of Education used interview and survey methods to address specific questions. These questions and a summary of findings are included below.

1. **What school administrative units (SAUs) in Maine employ NBCTs and do these SAUs differ from those that do not employ NBCTs?**

   Thirty-four SAUs employ NBCTs and 50 (54%) of these are employed in three SAUs; MSAD 75 (Topsham), Falmouth, and MSAD 51 (Cumberland). All three SAUs have paid annual stipends of $4,000 to $5,000 to NBCTs. SAUs that employ 1 or 2 NBCTs in Maine typically have larger enrollments but in other respects are close to the state averages. SAUs with three or more NBCTs have larger enrollments, a lower percentage of free-reduced lunch students, higher per-pupil expenditure at the elementary level, and higher MEA scores.

2. **What subject areas and developmental areas are represented by Maine’s NBCTs?**

   NBPTS offers 24 certificates that cover 15 subject areas across 7 student age categories. Thirty-three of Maine’s 94 NBCTs are certified as generalists in early and middle childhood. Forty-two hold certificates in subject areas, mostly Social Studies-History, English Language Arts, and Science. The notably low numbers of certificates achieved in other content areas (i.e., career and technical education, school counseling, math, music, and art) may be useful information if MDOE and SAUs choose to devise additional incentives to encourage teachers to pursue NBPTS certification.

3. **What factors motivate teachers in Maine to pursue NBPTS certification and what factors inhibit applications?**

   Teachers are motivated to apply for NBPTS certification by a variety of factors including; the opportunity to improve their teaching, to evaluate their teaching skills against national standards, and to gain an increase in salary. Teachers who are eligible for NBPTS certification but have not applied indicated that lack of time due to personal and professional commitments and lack of information about the NBPTS process and state salary supplement are major inhibitors.
4. **What supports are available and used by teachers who pursue NBPTS certification?**

NBCTs report that the following supports are very important in the process of achieving certification: partial to full financial support, release time, organized study and support groups, mentors, and technical assistance with video recording. Less tangible supports included support from school administrators and colleagues.

5. **What impact does the NBPTS certification process have on teachers’ professional skills?**

The process of achieving NBPTS certification requires teachers to analyze their pedagogy, reflect deeply on how they perform as teachers, and clearly articulate these analyses and their rationales for instructional decisions. Most NBCTs agreed that being required to learn these skills and do this type of intense reflection has a lasting benefit.

6. **What impact does teachers’ achievement of NBPTS certification have on student learning?**

Maine NBCTs report their belief that students benefit from the teaching practices that were validated or learned in the process of achieving NBPTS certification. NBPTS certification is evidence that “best practices” are being used in their classrooms. Direct measurement of the extent to which Maine students benefit from NBCTs will require a data system that allows for extraction of longitudinal student-level achievement data linked to specific teachers.

7. **Does NBPTS certification increase the professional responsibilities or leadership opportunities of teachers?**

In SAUs where few NBCTs are employed leadership opportunities are frequent. In SAUs with many NBCTs there are fewer leadership opportunities to share, creating a sense of being under utilized by some NBCTs.

8. **How do administrators view National Board certification?**

Administrators voiced approval and support of the standards of the National Board and view NBCTs as informal leaders and mentors. In SAUs without NBCTs most administrators expect an increase in the number of teachers who wish to pursue NBPTS certification due to the state salary supplement. Administrators of SAUs with already high concentrations of NBCTs expect a high level of interest to continue, with eligible teachers being encouraged by their certified colleagues. These administrators also expressed a desire to make leadership positions and mentoring a contractual obligation of NBCTs.
A STUDY OF NATIONAL BOARD TEACHER CERTIFICATION IN MAINE:
AN EXPLORATORY STUDY

Introduction

The National Board for Teaching Standards (NBPTS) offers classroom teachers an opportunity to have their professional expertise measured against a set of national standards that represent what accomplished teachers should know and be able to do. Those who meet the standards earn a certificate that is recognized in many states as comparable to the highest level of teacher certification available. Many school districts and an increasing number of states offer salary supplements to National Board Certified Teachers (NBCTs).

Maine gained its first NBCT in 1994, and by December of 2006, 104 Maine teachers had received National Board certification. Some of these are no longer in-state and others are functioning in roles other than classroom teachers. In January 2007, there were 92 NBCTs teaching in Maine schools. This slow growth in the number of NBCTs in Maine may be due to one or more factors: the expense of the process, about $2,500; lack of incentives; or the fact that only 40% of candidates are successful on the first attempt.

In the past, some Maine school districts have paid teachers’ expenses related to National Board certification and a few districts have offered a salary supplement. This situation changed significantly in 2006 – 2007 when the Maine legislature authorized an annual salary supplement of $3,000 for all NBCTs. This action prompted increased interest in National Board certification among teachers who saw an alternative to the typical means of salary advancement based on degrees and years of experience. Concurrently, school administrators saw implications for local budgets resulting from more teachers requesting NBPTS assessment fees, and policy makers had questions about the use of education dollars for this purpose.

This report will provide an overview of the NBPTS, a sample of recent research on the impact of NBPTS certification, and a descriptive analysis of the experience and perceptions of Maine’s NBCTs, school administrators from districts with and without NBCTs, and teachers who are eligible but have not pursued NBPTS certification.

The National Board for Professional Teaching Standards: An Overview

The 1983 publication of “A Nation At Risk: The Imperative for Educational Reform” placed education reform on the priority list of concerns for the American public. One of many responses to this report was the formation by the Carnegie Foundation of a National Task Force on Teaching as a Profession. The Task Force, in an effort to raise the quality of teaching, promote teaching as a profession, and give teachers a large part of the responsibility for shaping the schools needed by the nation, recommended the establishment of a national board for professional teaching standards.
NBPTS was founded in 1987, as a private, non-profit organization with funding from the Carnegie Corporation. NBPTS includes these tenets in its mission:

- maintaining high and rigorous standards for what teachers should know and be able to do;
- providing a national voluntary system of certifying teachers who meet these standards; and
- advocating related education reforms to integrate National Board certification in American education and to capitalize on the expertise of National Board certified teachers.

In 1991 a federal grant provided funds to begin research and development of the certification system, and in 1994 the first class of NBCTs was certified. The number of NBCTs has grown rapidly, from 16,000 in 2001 to more than 55,000 in 2006. Currently, all 50 states and the District of Columbia provide some kind of incentive for teachers to become certified by the National Board (NBPTS, 2007).

*The Process of Achieving NBPTS Certification*

The process of achieving NBPTS certification requires that candidates provide specific evidence of their teaching practice that can be assessed against five core propositions.

- Teachers are committed to students and their learning.
- Teachers know the subjects they teach and how to teach those subjects to students.
- Teachers are responsible for managing and monitoring student learning.
- Teachers think systematically about their practice and learn from their experience.
- Teachers are members of learning communities.

Teachers who hold a bachelors degree from an accredited institution, are fully certified by the state in which they are teaching, and have three years of teaching experience are eligible to apply for candidacy. Candidates submit a portfolio that consists of four or five different entries that include student work samples, video recordings of classroom teaching, and the candidates’ written analyses. One of these entries documents the candidate’s work with families, the community, and other professional colleagues and organizations. Finally, candidates go to a commercial testing center and using computer terminals, respond to six 30-minute exercises designed to assess content knowledge in their subject area as well as their knowledge of how to teach that content at a specific developmental level. For elementary teachers this means assessment of their content knowledge in several subject areas.

Candidates have up to 24 months from the date of their initial application to submit all materials and take the content assessment test. Developing a timeline is imperative, because teachers need to follow students throughout the year and they may take the tests only at specific times. Only forty percent of all candidates pass all parts of the assessment the first time.

The NBPTS charges an application fee of $65 and an assessment fee of $2,500. If a candidate does not meet the standard in one or more of the components, he or she can resubmit
an entry within 24 months for a fee of $350 per entry. Financial support and salary incentives, or both, are offered in all 50 states and the District of Columbia.

Selected Research on National Board Certified Teachers

Multiple studies related to NBPTS certification have been conducted over the last ten years. The quantity and quality of these studies has increased, gradually building a useful knowledge base. Although this knowledge base is far from complete, some preliminary conclusions can be drawn from an examination of published works. Studies of how the NBPTS certification process affects teaching practices, career paths and mobility, and student achievement are three categories of research that are represented with selected studies below.

Teaching Practices

Bond, Smith, Baker, and Hattie (2000) examined the validity of NBPTS certification by comparing 31 NBCTs to 34 teachers who failed at initial attempts at certification. Using a list of classroom behaviors expected of NBCTs, certified teachers were found to differ from non-certified teachers on 11 of 13 categories of classroom behavior. This study confirmed that successful attainment of NBPTS certification signals teachers who demonstrate different classroom behaviors than teachers who do not apply for certification.

Lustick and Sykes (2006) examined the impact of the NBPTS certification process on the learning of 120 applicants for NBPTS certification in Adolescent and Young Adult Science. These authors concluded that the NBPTS certification process for this specialty area generated new learning in participants confirming the value of the NBPTS certification process as an effective form of professional development.

Career Paths and Mobility

A recent study of the career paths of NBCTs in North Carolina by Goldhaber and Hansen (2007) found that NBCTs were no more likely than other teachers to move into administrative positions. These researchers also found that NBCTs were more mobile than uncertified teachers and were more likely to leave one school for another in the same district or another district. However, they are less likely to leave the state, perhaps due to the 12% salary supplement that North Carolina provides to NBCTs. An additional finding was that NBCTs gravitate to schools with lower percentages of minority students.

Impact of NBCTs on Student Achievement

The impact of NBCTs on student achievement has been the focus of more recent research undoubtedly prompted in part by the demands of NCLB for measurable student achievement and the rising cost of salary incentives for NBCTs.

One of the first studies to raise concerns about the impact of NBCTs on student achievement was published by Stone (2002) who examined the classroom effectiveness of 16 NBCTs in Tennessee. Using a sophisticated statistical analysis to examine teacher-effect scores,
Stone concluded that, although there was a positive gain of about 2% none of these teachers produced achievement gains in their students of sufficient magnitude to qualify for bonus pay in the Chattanooga school district which required an achievement gain of 15% of the local district average.

In the first large scale study, Goldhaber and Anthony (2004) compared 303 NBCTs in North Carolina schools to their non-certified colleagues by examining the reading and math gain scores of their students in third, fourth, and fifth grades. Students of NBCTs gained slightly more than students taught by non-NBCTs or unsuccessful applicants. These researchers caution that their data is based on early cohorts of NBCTs (1996-1997, 1997-1998, and 1998-1999), and that data on later cohorts may produce different results.

In a large study of 9th and 10th grade mathematics in Miami-Dade County, Florida, Cavalluzzo (2004) examined the gain scores of over 100,000 ninth and tenth grade students. Comparing the scores of students taught by 61 NBCTs to those of their peers taught by non-certified teachers, Cavalluzzo found that NBCTs produced gains of 66.7 points per year while students taught by 1,947 non-certified teachers gained 65.45 points. Although statistically significant, the practical difference of 1.25 points is quite small.

Vandevoort, Amerin-Beardsley, and Berliner (2004) examined the reading, math, and language gain scores of students in grades 3 through 6 in 14 Arizona school districts. The academic performance of students in the classrooms of 35 NBCTs and their non-certified peers were compared using the Stanford-9 achievement test. The students of NBCTs produced significantly higher gain scores than students of non-NBCTs. Although small, these gains were equivalent to spending an additional month in school each year.

Finally, a study requested by NBPTS and conducted by Sanders, Ashton, and Wright (2005) compared the end-of-grade exam scores of students in fourth through eighth grades in two North Carolina school districts. Comparisons were drawn among three groups of teachers: NBCTs, teachers planning to apply for NBPTS certification, and teachers who failed to achieve NBPTS certification on their first attempt. The findings of this study indicated that students of NBCTs did not have better rates of academic progress than students of other teachers. The authors also suggested that if growth in student achievement is to be considered a measure of teacher effectiveness it should be included in the certification process.

In summary, an overview of the impact of the NBPTS certification process on teachers indicates that those who achieve NBPTS certification demonstrate different teaching strategies than teachers who are not NBPTS certified. Although more transient than non-NBCTs, they do not tend to leave a state that provides substantial salary incentives and they are no more likely to move into administrative positions than non-certified teachers. It also appears that NBCTs gravitate to schools that have lower percentages of minority students.

The current status of research on NBCTs impact on students’ achievement is less conclusive. An overview of studies suggests that the students of NBCTs do achieve at a higher level than students of non-NBCTs. However, the magnitude of this positive difference is small. Additional large scale studies are needed to confirm a positive difference, determine the
A Study of National Board Certification in Maine

This study was designed to explore multiple aspects of National Board teacher certification in Maine. Specifically, the study sought answers to the following questions:

1. What school administrative units (SAUs) in Maine employ NBCTs and do these SAUs differ from those that do not employ NBCTs?
2. What subject areas and developmental areas are represented by Maine’s NBCTs?
3. What factors motivate teachers in Maine to pursue NBPTS certification and what factors inhibit applications?
4. What supports are available and used by teachers who pursue NBPTS certification?
5. What impact does the NBPTS certification process have on teachers’ professional skills?
6. What impact does teachers’ achievement of NBPTS certification have on student learning?
7. Does NBPTS certification increase the professional responsibilities or leadership opportunities of teachers?
8. How do administrators view National Board certification?

Methodology

This study was developed in five phases. Each phase generated a separate data base from which data can be drawn to address the research questions above.

• Phase 1 involved collecting and analyzing existing data on National Board certification in Maine.

• Phase 2 consisted of interviewing NBCTs, principals, and superintendents in two SAUs that have high concentrations of NBCTs, Falmouth (21 NBCTs) and MSAD 75-Topsham (19 NBCTs). These SAUs are referred to as target SAUs below.

• Phase 3 included interviews of principals and superintendents in four SAUs comparable to Falmouth and four SAUs comparable to MSAD 75 that had no NBCTs. Comparable districts were identified on the basis of enrollment, percent of students enrolled for free and reduced lunch, per pupil expenditure, and MEA scores. These SAUs are referred to as non-NBCT SAUs in the analysis below.
Phase 4 included a survey mailed to all NBCTs who registered for the state salary supplement (n = 82) and those who attained certification in late 2006 (n = 10) who were not interviewed in Phase 1 and for whom accurate addresses were available. A total of 74 surveys were mailed to NBCTs in Maine SAUs. Forty-seven surveys were returned representing a return rate of 63%.

Phase 5 of the study included a survey of all teachers in two of the non-NBCT SAUs who are eligible for NBPTS certification but have not applied (n = 394). The return rate for this survey was 28%.

Data Collection Strategies

Data related to NBPTS certification was obtained from various sources. The Maine Department of Education (MDOE) provided a list of NBCTs who received a salary supplement in early 2007. Data describing the SAUs that employ NBCTs was available on the MDOE website. The Maine Education Leadership Consortium (MELC) provided a historical background of NBPTS in Maine, data representing the number of applicants by year and the current number of candidates. The websites of the National Board and the Maine Education Association (MEA) also provided useful data.

Multiple methods of data collection were used to gain the perspectives of groups that are most knowledgeable about National Board certification. These included NBCTs, their principals, and superintendents. Structured interviews were designed and used with samples of each of these groups. All NBCTs, excluding those who were interviewed, received a survey designed to verify knowledge gained from interviews. Finally, in order to determine what factors might inhibit teachers from applying for NBPTS certification a survey was designed for teachers who were eligible but had not applied. These data collection strategies are summarized below and represented in the Appendices.

Structured interviews (Appendix A) conducted with…

Sixteen NBCTs in the two target SAUs (A1).

Two superintendents (A2) and four principals (A3) in the two target SAUs.

Seven superintendents in non-NBCT SAUs (A4).

Six principals in non-NBCT SAUs (A5).

Surveys mailed to…

74 NBCTs who had not been interviewed and for whom valid addresses were available (Appendix B).

394 teachers in non-NBCT SAUs who were eligible for NBPTS certification but had not applied (Appendix C).
Findings

1. What schools in Maine employ NBCTs and do these schools differ from schools that do not employ NBCTs?

Thirty-four SAUs employ NBCTs and 50 (54%) of these are employed in three SAUs; MSAD 75 (Topsham), Falmouth, and MSAD 51 (Cumberland). Table 1 lists all 34 SAUs along with enrollment, fiscal, and achievement data. Figure 1 provides a visual representation of the distribution of NBCTs in all Maine schools.
Table 1. Descriptions of SAUs that employ NBCTs in Maine

<table>
<thead>
<tr>
<th>SAU</th>
<th>Elementary Enrollment</th>
<th>Secondary Enrollment</th>
<th>% Free-Reduced Lunch</th>
<th>Per-Pupil Expenditure Elementary (Attending)</th>
<th>Per-Pupil Expenditure Secondary (Attending)</th>
<th>NBCTs</th>
<th>Grade 8 Reading MEA</th>
<th>Grade 8 Math MEA</th>
<th>Grade 11 Reading SAT</th>
<th>Grade 11 Math SAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSAD 75 (Topsham)</td>
<td>1,966</td>
<td>1,011</td>
<td>21.8%</td>
<td>$7,015</td>
<td>$7,167</td>
<td>19</td>
<td>847</td>
<td>841</td>
<td>472</td>
<td>477</td>
</tr>
<tr>
<td>Falmouth School Dept</td>
<td>1,498</td>
<td>647</td>
<td>2.7%</td>
<td>$7,344</td>
<td>$8,740</td>
<td>21</td>
<td>858</td>
<td>858</td>
<td>525</td>
<td>542</td>
</tr>
<tr>
<td>MSAD 51 (Cumberland)</td>
<td>1,572</td>
<td>739</td>
<td>5.5%</td>
<td>$7,397</td>
<td>$8,393</td>
<td>10</td>
<td>856</td>
<td>850</td>
<td>518</td>
<td>523</td>
</tr>
<tr>
<td>MSAD 40 (Waldoboro)*</td>
<td>1,325</td>
<td>660</td>
<td>45.8%</td>
<td>$6,582</td>
<td>$6,360</td>
<td>5</td>
<td>844</td>
<td>841</td>
<td>443</td>
<td>444</td>
</tr>
<tr>
<td>Lisbon School Dept</td>
<td>965</td>
<td>453</td>
<td>43.7%</td>
<td>$6,096</td>
<td>$7,371</td>
<td>3</td>
<td>847</td>
<td>838</td>
<td>419</td>
<td>421</td>
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<td>Yarmouth Schools</td>
<td>903</td>
<td>492</td>
<td>5.4%</td>
<td>$7,900</td>
<td>$9,020</td>
<td>2</td>
<td>861</td>
<td>854</td>
<td>538</td>
<td>525</td>
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<tr>
<td>MSAD 54 (Skowhegan)</td>
<td>1,892</td>
<td>965</td>
<td>50.2%</td>
<td>$6,557</td>
<td>$7,035</td>
<td>2</td>
<td>840</td>
<td>836</td>
<td>421</td>
<td>420</td>
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<tr>
<td>MSAD 60 (North Berwick)</td>
<td>2,025</td>
<td>1,084</td>
<td>27.8%</td>
<td>$6,150</td>
<td>$6,502</td>
<td>2</td>
<td>843</td>
<td>842</td>
<td>430</td>
<td>438</td>
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<tr>
<td>Brewer School Dept</td>
<td>928</td>
<td>918</td>
<td>25.9%</td>
<td>$6,043</td>
<td>$6,533</td>
<td>2</td>
<td>849</td>
<td>844</td>
<td>436</td>
<td>437</td>
</tr>
<tr>
<td>Bangor School Dept*</td>
<td>2,542</td>
<td>1,473</td>
<td>34.7%</td>
<td>$6,782</td>
<td>$6,827</td>
<td>1</td>
<td>854</td>
<td>849</td>
<td>488</td>
<td>493</td>
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<td>MSAD 06 (Hollis)</td>
<td>2,853</td>
<td>1,279</td>
<td>31.0%</td>
<td>$6,320</td>
<td>$6,681</td>
<td>2</td>
<td>845</td>
<td>839</td>
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<td>432</td>
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<td>2,335</td>
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<td>47.1%</td>
<td>$5,711</td>
<td>$7,368</td>
<td>1</td>
<td>843</td>
<td>841</td>
<td>451</td>
<td>436</td>
</tr>
<tr>
<td>Biddeford School Dept</td>
<td>1,854</td>
<td>952</td>
<td>45.8%</td>
<td>$5,389</td>
<td>$5,649</td>
<td>1</td>
<td>838</td>
<td>833</td>
<td>429</td>
<td>438</td>
</tr>
<tr>
<td>Cape Elizabeth Sch Dept</td>
<td>1,213</td>
<td>588</td>
<td>6.4%</td>
<td>$6,137</td>
<td>$8,789</td>
<td>1</td>
<td>855</td>
<td>853</td>
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<td>560</td>
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<tr>
<td>Caribou School Dept</td>
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<td>604</td>
<td>44.1%</td>
<td>$5,003</td>
<td>$6,388</td>
<td>1</td>
<td>837</td>
<td>834</td>
<td>426</td>
<td>438</td>
</tr>
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<td>Ellsworth School Dept</td>
<td>718</td>
<td>596</td>
<td>28.6%</td>
<td>$5,600</td>
<td>$7,565</td>
<td>1</td>
<td>850</td>
<td>841</td>
<td>437</td>
<td>450</td>
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<td>Freeport School Dept</td>
<td>764</td>
<td>441</td>
<td>18.5%</td>
<td>$7,657</td>
<td>$7,618</td>
<td>1</td>
<td>848</td>
<td>841</td>
<td>492</td>
<td>485</td>
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<tr>
<td>Gorham School Dept</td>
<td>1,832</td>
<td>890</td>
<td>16.7%</td>
<td>$6,491</td>
<td>$6,614</td>
<td>1</td>
<td>845</td>
<td>838</td>
<td>463</td>
<td>456</td>
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<td>Surry School Department</td>
<td>106</td>
<td>604</td>
<td>42.9%</td>
<td>$7,785</td>
<td></td>
<td>1</td>
<td>836</td>
<td>843</td>
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<td>Waterville School Dept</td>
<td>1,326</td>
<td>660</td>
<td>54.4%</td>
<td>$5,489</td>
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<td>1</td>
<td>839</td>
<td>838</td>
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<td>415</td>
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<td>533</td>
<td>31.3%</td>
<td>$6,606</td>
<td>$7,120</td>
<td>1</td>
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<td>669</td>
<td>9.8%</td>
<td>$6,096</td>
<td>$8,916</td>
<td>1</td>
<td>850</td>
<td>852</td>
<td>480</td>
<td>485</td>
</tr>
<tr>
<td>Mt Vernon School Dept</td>
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<td></td>
<td>43.3%</td>
<td>$6,159</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School District</td>
<td># Schools</td>
<td># Grades</td>
<td>MEA Score</td>
<td>Average Score</td>
<td>Cases</td>
<td>846</td>
<td>841</td>
<td>442</td>
<td>434</td>
<td></td>
</tr>
<tr>
<td>---------------------------------</td>
<td>-----------</td>
<td>----------</td>
<td>-----------</td>
<td>---------------</td>
<td>-------</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td></td>
</tr>
<tr>
<td>Portland Public Schools*</td>
<td>4,603</td>
<td>2,465</td>
<td>42.8%</td>
<td>$7,684</td>
<td>1</td>
<td>846</td>
<td>841</td>
<td>442</td>
<td>434</td>
<td></td>
</tr>
<tr>
<td>Richmond School Dept</td>
<td>404</td>
<td>185</td>
<td>32.5%</td>
<td>$6,107</td>
<td>1</td>
<td>842</td>
<td>837</td>
<td>447</td>
<td>445</td>
<td></td>
</tr>
<tr>
<td>Sabattus School Dept</td>
<td>480</td>
<td></td>
<td>30.7%</td>
<td>$6,319</td>
<td>1</td>
<td>844</td>
<td>839</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MSAD 05 (Rockland)</td>
<td>902</td>
<td>455</td>
<td>43.9%</td>
<td>$6,936</td>
<td>1</td>
<td>842</td>
<td>836</td>
<td>435</td>
<td>438</td>
<td></td>
</tr>
<tr>
<td>MSAD 39 (Sumner)</td>
<td>420</td>
<td>208</td>
<td>52.2%</td>
<td>$4,081</td>
<td>1</td>
<td>848</td>
<td>838</td>
<td>410</td>
<td>401</td>
<td></td>
</tr>
<tr>
<td>MSAD 44 (Andover)</td>
<td>682</td>
<td>303</td>
<td>42.3%</td>
<td>$5,646</td>
<td>1</td>
<td>850</td>
<td>841</td>
<td>428</td>
<td>407</td>
<td></td>
</tr>
<tr>
<td>MSAD 50 (Thomaston)*</td>
<td>636</td>
<td>319</td>
<td>35.9%</td>
<td>$8,317</td>
<td>1</td>
<td>842</td>
<td>837</td>
<td>462</td>
<td>435</td>
<td></td>
</tr>
<tr>
<td>MSAD 61 (Bridgton)</td>
<td>1,386</td>
<td>673</td>
<td>39.6%</td>
<td>$7,398</td>
<td>1</td>
<td>845</td>
<td>833</td>
<td>418</td>
<td>438</td>
<td></td>
</tr>
<tr>
<td>Mt Desert CSD</td>
<td>646</td>
<td></td>
<td>16.6%</td>
<td>$8,740</td>
<td>1</td>
<td></td>
<td></td>
<td>485</td>
<td>480</td>
<td></td>
</tr>
<tr>
<td>Five Town CSD</td>
<td>709</td>
<td></td>
<td></td>
<td>$8,028</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maranacook CSD</td>
<td>337</td>
<td>499</td>
<td>25.9%</td>
<td>$7,384</td>
<td>1</td>
<td>844</td>
<td>836</td>
<td>458</td>
<td>449</td>
<td></td>
</tr>
<tr>
<td>State Average</td>
<td>595</td>
<td>516</td>
<td>36.4%</td>
<td>$6,451</td>
<td></td>
<td>845</td>
<td>840</td>
<td>443</td>
<td>444</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>92</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* The MEA scores are weighted averages for cases where there are multiple schools with that grade.
Figure 1.

Distribution of NBCTs in Maine Schools: 2007

Legend

Schools with:
- ⭕️ 8 or More NBCTs
- ⭕️ 3 to 8 NBCTs
- ▲ 2 NBCTs
- ★ 1 NBCT
- • All other schools

Area in green enlarged in map
Table 1 and Figure 1 confirm the concentration of NBCTs in three SAUs in the southern half of the state and along the Interstate corridor. Table 2 displays selected data that allow comparison of schools that have NBCTs to state averages. As indicated by the data in Table 2, SAUs that employ 1 or 2 NBCTs typically have larger enrollments but in other respects are close to the state averages. SAUs with three or more NBCTs have larger enrollments, a lower percentage of free-reduced lunch students, higher per-pupil expenditure at the elementary level, and higher MEA scores.

Table 2. Comparative data on SAUs employing NBCTs in Maine

<table>
<thead>
<tr>
<th>Number of Districts</th>
<th>Number of Districts</th>
<th>Elementary Enrollment*</th>
<th>Secondary Enrollment*</th>
<th>% Free-Reduced Lunch</th>
<th>Per-Pupil Expenditure Elementary</th>
<th>Per-Pupil Expenditure Secondary</th>
<th>Grade 8 Reading MEA</th>
<th>Grade 8 Math MEA</th>
<th>Grade 11 Reading SAT</th>
<th>Grade 11 Math SAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>More than 3</td>
<td>4</td>
<td>1,590</td>
<td>764</td>
<td>18.9%</td>
<td>$7,084</td>
<td>$7,665</td>
<td>851</td>
<td>848</td>
<td>490</td>
<td>497</td>
</tr>
<tr>
<td>1 or 2</td>
<td>30</td>
<td>1,264</td>
<td>749</td>
<td>33.4%</td>
<td>$6,423</td>
<td>$7,577</td>
<td>845</td>
<td>840</td>
<td>451</td>
<td>450</td>
</tr>
<tr>
<td>State Average</td>
<td>595</td>
<td>516</td>
<td>36.4%</td>
<td>$6,451</td>
<td>$7,255</td>
<td>845</td>
<td>840</td>
<td>443</td>
<td>444</td>
<td></td>
</tr>
</tbody>
</table>

*These averages are of those districts that have elementary or secondary enrollment.

Two SAUs, Falmouth and MSAD 75 (Topsham) include 43% of Maine’s NBCTs. Significant financial incentives were offered in these two districts in the late 1990s that may explain these concentrations. The histories of these incentives were gained from interviews with administrators in these two SAUs.

During contract negotiations in 1995, the MSAD 75 school board developed a merit pay plan which was not acceptable to the teachers’ union; however, extra pay for exemplary teaching as represented by National Board certification became an agreeable compromise because it focused on teaching practice and was based on external evaluation. MSAD 75 provides an annual salary stipend of $5,000 to all National Board certified teachers for the ten-year life of the certificate and subsequent renewals. For several years, MSAD 75 teachers could apply to the Diamond Grant Committee (a grant for professional development) to cover the application fees. MSAD 75 no longer has the Diamond Grant program so teachers must look to other sources for the application fee. The latest contract also asks NBCTs to give something back by becoming mentors of new teachers.

In 2001-2002 Falmouth schools established criteria for up to a certain number of teachers per year to receive funding for the application fee. Falmouth schools offer a $4,000 annual salary supplement limited to the ten-year life of the certificate. The latest contract that goes into effect on July 1, 2007 provides for a maximum amount of $4,000 from all sources including the $3,000 provided by the state. Unlike the MSAD 75 contract, the Falmouth contract does not offer support for subsequent renewals of a certificate.

A small number of other SAUs in Maine offer various forms of incentives as indicated in Appendix D.
2. What subject areas and developmental levels are represented by Maine’s NBCTs?

NBPTS offers 24 certificates that cover 15 subject areas across seven student age categories. The distribution of Maine NBCTs across these subject areas and age categories is represented in Table 3.

Table 3. Distribution of NBCTs across subject areas and student age categories

<table>
<thead>
<tr>
<th></th>
<th>Early Childhood (Ages 3-8)</th>
<th>Middle Childhood (Ages 7-12)</th>
<th>Early &amp; Middle Childhood (Ages 3-12)</th>
<th>Early Childhood through Young Adulthood (Ages 3-18+)</th>
<th>Early Adolescence (Ages 11-15)</th>
<th>Adolescence &amp; Young Adulthood (Ages 14-18+)</th>
<th>Early Adolescence through Young Adulthood (Ages 11-18+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>*</td>
<td>*</td>
<td>0</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>4</td>
</tr>
<tr>
<td>Career and Technical Education</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>0</td>
</tr>
<tr>
<td>English as a New Language</td>
<td>*</td>
<td>*</td>
<td>0</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>1</td>
</tr>
<tr>
<td>English Language Arts</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>3</td>
<td>9</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Exceptional Needs Specialist</td>
<td>*</td>
<td>*</td>
<td>2</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Generalist</td>
<td>19</td>
<td>14</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Library Media</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>3</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Literacy: Reading-Language Arts</td>
<td>*</td>
<td>*</td>
<td>6</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Mathematics</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>*</td>
</tr>
<tr>
<td>Music</td>
<td>*</td>
<td>*</td>
<td>0</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education</td>
<td>*</td>
<td>*</td>
<td>1</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>0</td>
</tr>
<tr>
<td>School Counseling</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>0</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Science</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>1</td>
<td>6</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Social Studies-History</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>0</td>
<td>10</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>World Languages Other than English</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>8</td>
</tr>
<tr>
<td>Totals</td>
<td>19</td>
<td>14</td>
<td>7</td>
<td>5</td>
<td>7</td>
<td>28</td>
<td>14</td>
</tr>
</tbody>
</table>

*NBPTS certificates not available.

As indicated in Table 3, Maine has NBCTs in all subject areas except Career and Technical Education and School Counseling. Thirty-three of Maine’s 94 NBCTs are certified as generalists in early and middle childhood. Forty-two hold certificates in subject areas, mostly Social Studies-History, English Language Arts, and Science. The notably low numbers of certificates achieved in other content areas (e.g., English as a new language, exceptional needs, music, and physical education) may be useful information if MDOE and SAUs choose to devise additional incentives to encourage teachers to pursue NBPTS certification.
3. What factors motivate Maine teachers to apply for NBPTS certification, and what factors inhibit applications?

Motivators

Both interviews and a survey of NBCTs were used to obtain data about teachers’ motivations to pursue NBPTS certification. The survey asked NBCTs to rate four items on a scale of 1 (Least important) to 5 (Most important). Their responses are summarized in Table 4.

Table 4. Percent of NBCTs responding to importance of motivators (n=47)

<table>
<thead>
<tr>
<th></th>
<th>Least Important</th>
<th></th>
<th></th>
<th>Most Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confirm my skills</td>
<td>8.3</td>
<td>12.5</td>
<td>12.5</td>
<td>41.7</td>
</tr>
<tr>
<td>Increase salary</td>
<td>31.8</td>
<td>18.2</td>
<td>13.6</td>
<td>13.6</td>
</tr>
<tr>
<td>Gain recognition</td>
<td>13.0</td>
<td>39.1</td>
<td>30.4</td>
<td>8.7</td>
</tr>
<tr>
<td>Improve my teaching</td>
<td>0.0</td>
<td>4.0</td>
<td>12.0</td>
<td>36.0</td>
</tr>
<tr>
<td>Gain access to</td>
<td>42.9</td>
<td>19.0</td>
<td>33.3</td>
<td>4.8</td>
</tr>
<tr>
<td>leadership positions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4 indicates that nearly half of the respondents were motivated to pursue NBPTS certification to improve their teaching and to confirm their teaching skills. This is congruent with the professional development mission of NBPTS. An increase in salary was also a motivator but of lesser importance. It is important to remember that many of these teachers achieved certification prior to the state salary supplement and may work in SAUs that do not provide a salary supplement.

In interviews, six of the sixteen NBCTs who responded to a question about incentives indicated that a salary increase was a primary, but not the only incentive to pursue NBPTS certification.

“The money would allow me to stay in teaching. I’m single and I don’t have a lot to spare. It was either go into industry or get some extra money and do what I love doing…teaching.” (High school teacher)

“I’m a single mother with two kids and need the extra money.” (Elementary teacher)

“Certainly money was a major incentive. It was also a challenge to find out where I stood. I thought I was a good teacher…better than that. I wanted to know how I compared to other teachers compared to national standards. It was also an opportunity to reflect and find out how good I was.” (High school teacher)

Interviews provided additional information about factors that motivated teachers to pursue NBPTS certification. These included the success rate and influence of other NBCTs in their school districts, the influence of administrators who identified NBPTS certification as a professional goal for teachers, and the personal challenge of testing oneself against national standards.
Several NBCTs discussed their decision to pursue NBPTS certification instead of enrolling in a graduate program.

“I would have gone to graduate school, but that involved traveling and being immersed in it. I didn’t want to do graduate school part time.” (High school teacher)

“This would take less time away from home than getting a Master’s.” (Elementary teacher)

“I’ve never been able to tear myself away from teaching and personal life and go to graduate school. I didn’t want to give up three summers to get the degree I want in my content area.” (High school teacher)

The analysis of survey and interview data suggests that the motivations for teachers to apply for NBPTS certification are dependent on the time period in which that decision was made, and the context of their employment. Teachers who were interviewed as part of this study worked in SAUs where salary supplements were available as an incentive. Many were motivated by this factor, though testing their skills and knowledge against national standards was also important. The survey sample excluded teachers who were interviewed and therefore consisted mostly of teachers who achieved certification prior to the state salary supplement and may have worked in SAUs with minimal or no salary incentives. This group viewed professional development, and confirmation of teaching skills as more important motivators than a salary increase. It is highly likely that the recently implemented state salary supplement for NBCTs will serve as an incentive for many more teachers to apply.

Inhibitors

Only 94 of Maine’s approximately 16,000 classroom teachers currently hold NBPTS certification. This study sought to identify factors that might inhibit teachers from pursuing national certification. Two SAUs, identified as comparable to Falmouth and MSAD 75 where high concentrations of NBCTs are employed, offered to survey teachers who were eligible to apply for NBPTS certification but had not applied. Three hundred and ninety-four surveys and a fact sheet (Appendix C) describing the NBPTS certification process and state salary supplement were distributed and 109 (28%) were returned. Tables 5a, 5b, and 5c describe gender, years of teaching experience, and grade level of the respondents.

Table 5a. Gender

<table>
<thead>
<tr>
<th></th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>28</td>
<td>25.9</td>
</tr>
<tr>
<td>Female</td>
<td>80</td>
<td>74.1</td>
</tr>
<tr>
<td>Missing</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>109</td>
<td></td>
</tr>
</tbody>
</table>
Table 5b. Years of experience

<table>
<thead>
<tr>
<th></th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 10 years</td>
<td>23</td>
<td>21.1</td>
</tr>
<tr>
<td>10 to 19 years</td>
<td>42</td>
<td>38.5</td>
</tr>
<tr>
<td>20 or more years</td>
<td>44</td>
<td>40.4</td>
</tr>
<tr>
<td>TOTAL</td>
<td>109</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 5c. Grade level taught

<table>
<thead>
<tr>
<th></th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>78</td>
<td>74.3</td>
</tr>
<tr>
<td>Secondary</td>
<td>24</td>
<td>22.9</td>
</tr>
<tr>
<td>Elem. And Secondary</td>
<td>3</td>
<td>2.9</td>
</tr>
<tr>
<td>Missing</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>109</td>
<td></td>
</tr>
</tbody>
</table>

These demographics reflect a predominantly female, mature teaching force, heavily weighted toward elementary grades.

Respondents were asked to place a check beside all of ten different reasons for not pursuing for NBPTS certification that applied to them. Table 6 summarizes their responses.

Table 6. Reasons why eligible teachers have not applied for NBPTS certification

<table>
<thead>
<tr>
<th></th>
<th>Not Checked</th>
<th></th>
<th>Checked</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>Lack of information about the application process</td>
<td>54</td>
<td>49.5%</td>
<td>55</td>
</tr>
<tr>
<td>Lack of information about the state salary supplement</td>
<td>74</td>
<td>67.9%</td>
<td>35</td>
</tr>
<tr>
<td>Lack of time due to personal commitments</td>
<td>30</td>
<td>27.5%</td>
<td>79</td>
</tr>
<tr>
<td>Lack of school district financial support</td>
<td>80</td>
<td>73.4%</td>
<td>29</td>
</tr>
<tr>
<td>Lack of colleagues with whom to partner</td>
<td>77</td>
<td>70.6%</td>
<td>32</td>
</tr>
<tr>
<td>Don't believe NBPTS standards reflect best practice</td>
<td>93</td>
<td>85.3%</td>
<td>16</td>
</tr>
<tr>
<td>Not interested</td>
<td>88</td>
<td>80.7%</td>
<td>21</td>
</tr>
<tr>
<td>Lack of time due to professional commitments</td>
<td>51</td>
<td>46.8%</td>
<td>58</td>
</tr>
<tr>
<td>Currently enrolled in a graduate program</td>
<td>92</td>
<td>84.4%</td>
<td>17</td>
</tr>
<tr>
<td>Other</td>
<td>78</td>
<td>71.6%</td>
<td>31</td>
</tr>
</tbody>
</table>

Lack of time due to personal and professional commitments were indicated most frequently as reasons for not applying for NBPTS certification. Lack of information about the NBPTS certification process and lack of information about the state funded salary supplement were also frequently mentioned.

When asked how likely they were to apply for NBPTS certification within the next three years given the information provided on the Fact Sheet, 46% indicated that they were possibly or highly likely to apply. The majority of these potential applicants had less than ten years of teaching experience (Table 7). Fifty-four percent indicated that it was highly unlikely that they would apply and the majority of this group had 20 or more years of experience.

Table 7. Likelihood of applying for NBPTS within the next three years

<table>
<thead>
<tr>
<th>Years of Teaching Experience</th>
<th>All Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Less than 10 years</td>
</tr>
<tr>
<td>Possible or Highly Likely</td>
<td>15 65.2%</td>
</tr>
<tr>
<td>Highly Unlikely</td>
<td>8 34.8%</td>
</tr>
<tr>
<td>Total</td>
<td>23 42 44</td>
</tr>
</tbody>
</table>

When asked if their school district would provide supports for them if they applied for NBPTS certification 85 (78%) of the 109 respondents indicated that there were no supports available or that they did not know if supports were available. Twenty-four respondents indicated that supports were available including payment of the application fee, release time, assistance with video taping, and special study sessions.

In summary, in this limited convenience sample of Maine teachers who have not applied for NBPTS certification, lack of time due to personal and professional commitments and lack of information about the NBPTS process and state salary supplement appear to be the major inhibitors. However, when provided with information about NBPTS certification and the state salary supplement, nearly half of this sample of non NBCTs indicated that they were very likely to apply within the next three years. It was notable that nearly 80% of the respondents believed that no supports were available in their school districts or they were not aware of supports if they were available.

4. **What supports are available and valued by teachers who pursue NBPTS certification?**

Interviews with NBCTs in the two target SAUs revealed that certain supports were generally considered to be critical to their success. Financial support for NBPTS fees was obtained from SAUs and from the Maine Education Leadership Consortium (MELC). MELC is the official National Board Subsidy Administrator and awards full and partial scholarships to NBPTS candidates based on specific criteria. Funds for these scholarships are provided by the National Board, the Maine Department of Education, the University of Maine, the University of
Southern Maine, and the Maine Education Association. This MELC function will be transferred to the Maine Department of Education beginning in 2008.

SAUs also provided three to five days of release time, equipment and technical assistance with video recording, and, in one district, laptop computers that could be taken home for NBPTS work.

Support was also available in the form of support groups of colleagues who were also pursuing NBPTS certification. In one of the target districts a curriculum coordinator conducted support group meetings, read and commented on candidates’ written drafts, and provided technical support for the video recording of classroom lessons.

The Maine Education Association (MEA) also provides support to NBPTS candidates. The former Director of Professional Development for the MEA is a NBCT and, along with two facilitators, provided a sequence of monthly workshops for NBPTS candidates. This sequence is designed to lead a cohort of candidates through the major components of the application process. Candidates who participate in this sequence are eligible for 15 CEUs from the University of Southern Maine. The MEA also provides a list of NBCTs who are MEA members and have been trained to provide support to NBPTS candidates.

Survey data, provided by NBCTs who were not interviewed, confirms the use and value of these supports. Table 8 summarizes NBCTs’ responses to a survey item that asked them to indicate which of the five listed supports they used in the process of pursuing certification.

Table 8. Supports provided and used by NBCTs

<table>
<thead>
<tr>
<th>Support</th>
<th>Did Not Use the Support</th>
<th>Did Use the Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Released time</td>
<td>5 11.9%</td>
<td>37 88.1%</td>
</tr>
<tr>
<td>Financial support of more than $1000</td>
<td>4 9.8%</td>
<td>37 90.2%</td>
</tr>
<tr>
<td>An organized study/preparation group</td>
<td>5 10.9%</td>
<td>41 89.1%</td>
</tr>
<tr>
<td>A NBPTS certified mentor</td>
<td>2 6.5%</td>
<td>29 93.5%</td>
</tr>
<tr>
<td>Technical assistance with video recording</td>
<td>3 12.5%</td>
<td>21 87.5%</td>
</tr>
</tbody>
</table>

Comments written by survey respondents included the following:

“I can’t imagine going through the process without these supports!”

“Although I did not use the release time available to me, the availability of it gave me courage to initiate the work involved. My mentor was fabulous!”

“I was one of the early candidates. The MEA provided candidate support. The quality of this support was good. The MEA has continued to improve and refine this support.”

“I found working with a group of teachers applying for the same certification more beneficial than Saturday workshops.”
In summary, most, but not all NBCTs in Maine received support during the NBPTS certification process which they viewed as essential to their success. Partial to full financial support, release time, organized study and support groups, mentors, and technical assistance with video recording were frequently used and highly valued supports. This full range of supports may not have been available to all early applicants (prior to 2000) but has become more common in districts that encourage teachers to apply for NBPTS certification.

5. What impact does the NBPTS certification process have on teachers’ professional skills?

NBPTS frequently quotes teachers who maintain that the process of becoming an NBCT is the best professional development experience they have ever had. Interviews with Maine NBCTs confirm that the experience of preparing their portfolios for assessment by NBPTS was an extremely valuable experience. They gained much from viewing videotapes of their teaching, analyzing and reflecting on their teaching practices, and getting feedback on their reflections and classroom teaching from other teachers both in their own schools and at statewide meetings. Typical of Maine NBCTs’ comments were…

“Putting all the materials together was most useful. That’s when you have to explain what you’re doing and why and what you might do differently in the future. The reflective component was the most useful part. In addition I think I was made more aware of what I was really hoping to accomplish.” (English teacher)

“It was very beneficial. I had to put everything under a microscope. I thought I was reflective before but this fine tuned what I was doing and how I was thinking about my teaching.” (Elementary teacher)

“It promoted my ability to reflect in depth…ask questions of myself…take a closer look at my methods.” (Middle school teacher)

The survey of NBCTs addressed the value of NBPTS certification by asking respondents to rate a series of statements on six point scales that ranged from strongly disagree to strongly agree. The number and percent of responses to each statement are included in Table 9 below.
Table 9. NBCTs perceptions of the value of NBPTS certification

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>2.00</th>
<th>3.00</th>
<th>4.00</th>
<th>5.00</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>The process of completing the requirements for National Board certification was the best professional development experience I have ever had.</td>
<td>1 2.1%</td>
<td>3 6.4%</td>
<td>8 17.0%</td>
<td>4 8.5%</td>
<td>20 42.6%</td>
</tr>
<tr>
<td>The process of completing the requirements for National Board certification taught me new instructional skills.</td>
<td>0 .0%</td>
<td>3 6.4%</td>
<td>9 19.1%</td>
<td>16 34.0%</td>
<td>10 21.3%</td>
</tr>
<tr>
<td>I continue to use instructional skills that I learned in the process of completing the NBPTS certification requirements.</td>
<td>1 2.1%</td>
<td>2 4.3%</td>
<td>2 4.3%</td>
<td>13 27.7%</td>
<td>11 23.4%</td>
</tr>
<tr>
<td>I continue the depth of reflection on my teaching that was required by the NBPTS certification process.</td>
<td>3 6.4%</td>
<td>2 4.3%</td>
<td>2 4.3%</td>
<td>8 17.0%</td>
<td>15 31.9%</td>
</tr>
<tr>
<td>The tasks required by the NBPTS certification process represent what effective teachers actually do.</td>
<td>0 .0%</td>
<td>3 6.5%</td>
<td>2 4.3%</td>
<td>10 21.7%</td>
<td>14 30.4%</td>
</tr>
</tbody>
</table>

The data summarized in Table 9 confirm the high value of pursuing NBPTS certification as a professional development experience. This finding was also apparent in interview data. The data indicate that NBCTs, in large part, continue the depth of reflection on their teaching that they learned in the certification process and believe that the certification process represents what effective teachers do. It is interesting to note that slightly weaker agreement is indicated with statements about the certification process teaching new skills and the continued use of skills learned in the certification process. This slightly weaker agreement is congruent with interview data that suggested that, for some NBCTs the experience was more of a validation of their teaching skills than an enhancement of those skills.

“The value to me was to document and validate what I was doing before, and confirm, if it is a valid process, that I am a master teacher.” (Science teacher)

“It wasn’t revelations, but it helped me fine tune what I was already doing.” (English teacher)

“Certification validated what I did. It gave me the sense that was I was doing has value. I don’t think I’ve ever had an evaluation by an administrator that has been as thorough or as consistent.”

Less experienced NBCTs indicated that the process offered an important developmental experience for them at a significant point in their careers. One high school social studies teacher said,

“Since I was at a point of ‘stability,’ this helped me to push myself to continue to grow. It reinvigorated me. I was on the point of being too comfortable.”

The instructional skills described most frequently as resulting from the certification process were reflection and analysis. NBCTs indicated that examining their teaching practices
and constantly questioning the rationale for their instructional decisions were the skills that they learned. As a result of the application of these skills, teaching practices changed.

“Inquiring science was unknown to me. It took a lot of research. Now it is part of all my science lessons. Not so much new, just improved by reflection.” (High school teacher)

“[The process] confirmed and caused me to reflect more deeply and to question the purpose of my decisions.” (High school teacher)

The NBPTS assessment process was described by most teachers as arduous, writing intensive, and time consuming, but beneficial. Two respondents commented that understanding what the National Board was asking for, and writing responses using the formal language of the Board was an important part of the process.

“If you know how to write with the jargon they want to hear, you can probably pass on the first try.” (High school teacher)

“It wasn’t an intellectual challenge except in understanding what they wanted and putting it all together.” (High school teacher)

Several NBCTs commented that they were disappointed when they did not receive feedback and comments from the National Board on their submissions. One NBCT expressed this frustration by contrasting the National Board’s lack of feedback with the written comments and suggestions he typically received from professors in graduate courses.

“A hard part was after you got your scores back there wasn’t any feedback or reflection telling you, ‘you did this well, but you could have done this better.’  In college you certainly get professors giving you feedback to improve yourself.” (High school teacher)

In summary, Maine NBCTs view the process of achieving NBPTS certification as a challenging but beneficial professional development experience. The preparation for assessment by unknown evaluators requires teachers to analyze their pedagogy, reflect deeply on how they perform as teachers, and clearly articulate these analyses and their rationales for instructional decisions. Most NBCTs agreed that being required to learn and do this type of intense reflection has a lasting benefit. A few NBCTs commented that the process of achieving certification was more of a validation of what they were already doing. However, this validation itself was a valuable professional development experience which seemed to boost their belief in the value of their teaching practices.

6. What impact does teachers’ achievement of NBPTS certification have on student learning?

NBCTs were asked in interviews to describe the impact that their National Board certification had on their students’ learning. All responses to this question indicated that, while these teachers believed their teaching had improved and that they were creating better conditions for student learning, they could not describe specific evidence that their improved teaching resulted in increased student learning.
“My students benefited from me learning more about my teaching, which changed after I analyzed the video tapes.” (High school teacher)

“I believe I’m doing more differentiated instruction.” (Elementary teacher)

“I feel that I am more competent as a teacher and more thoughtful about what I do. I hope that has carryover to my students’ experience in the classroom and the way I structure the classes that I teach.” (High school teacher)

As indicated in the review of research on NBPTS certification and student achievement above, the impact of NBCTs on student learning remains an unresolved issue. Data from several studies suggests that the students of NBCTs achieve at slightly higher rates than similar students of non-certified teachers. However, more research is needed to confirm these findings.

7. Does NBPTS certification increase teachers’ professional responsibilities, leadership, or mentoring opportunities?

NBPTS suggests that certification signals a greater influence of leadership roles for teachers while remaining in the classroom. The Maine NBCTs interviewed for this study indicated that formal leadership roles and mentoring are not common. However, informal, voluntary and self-initiated leadership, and mentoring roles were more frequent. Below are responses to an interview question about NBPTS certification making leadership roles more accessible.

“No…I’m waiting.”

“Formally, no, it’s the same as before. Informally, there are certain times when I’ve been on a committee and asked to be a leader. This may have nothing to do with my certification but more to do with the fact that I’ve been around so long.” (High School teacher)

“I don’t see us being used very well. I feel that I got a pat on the back, money in my check, and a thank you, go back to your classroom now.” (High School teacher)

“I have tried, and I do participate more in team meetings. I have more confidence. I am a catalyst for people to pay attention to student learning and how they can affect it.” (Elementary teacher)

“Every year I mentor people through the [NBPTS] process. This helps my teaching and I like working with colleagues.” (High School teacher)

The survey of NBCTs addressed the issues of leadership and mentoring by asking respondents to rate a series of statements on a six point scale ranging from 1 (strongly disagree) to 6 (strongly agree). In addition, three statements were presented for Yes or No responses. The number and percent of responses to each statement are included in Tables 10a and 10b.
Table 10a. NBCTs ratings of leadership and mentoring activities

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>2.00</th>
<th>3.00</th>
<th>4.00</th>
<th>5.00</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>I am frequently asked for advice on matters of curriculum and instruction by the administrators in my school.</td>
<td>4</td>
<td>8.5%</td>
<td>3</td>
<td>6.4%</td>
<td>5</td>
</tr>
<tr>
<td>I am frequently asked for advice on matters of curriculum and instruction by the teachers in my school.</td>
<td>1</td>
<td>2.2%</td>
<td>3</td>
<td>6.5%</td>
<td>6</td>
</tr>
<tr>
<td>I exert a positive influence on my colleagues on matters related to curriculum and instruction.</td>
<td>1</td>
<td>2.2%</td>
<td>1</td>
<td>2.2%</td>
<td>2</td>
</tr>
</tbody>
</table>

Table 10b. NBCTs ratings of leadership and mentoring activities

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>I have been asked to serve as a formal teacher leader (e.g. committee chair or team leader) at least once since achieving NBPTS certification.</td>
<td>25</td>
</tr>
</tbody>
</table>

Although interviews with NBCTs in the target SAUs indicated that leadership and mentoring activities were not common, these views were not confirmed in the survey data. As indicated in Table 10a over half the respondents agreed that they were frequently asked for advice on matters of curriculum and instruction by teachers and administrators in their schools and that they exert a positive influence on their colleagues. Table 10b indicates that a high percentage of NBCTs surveyed have been formally asked to mentor other teachers. Somewhat less than half have been asked to serve as a teacher leader in a formal capacity.

It may be that in SAUs that have high concentrations of NBCTs teacher leadership opportunities exist, but only for a few teachers. In the many SAUs in which very few NBCTs are employed, leadership opportunities are frequent. Interestingly, *Gaining greater access to teacher leadership positions* was the least important motivator for teachers to pursue NBPTS certification (Table 4).

8. How do administrators view National Board teacher certification?

Superintendents and principals were interviewed in the two target SAUs and in six of the comparable non-NBCT SAUs using structured interview protocols (Appendix A). Responses to
selected interview questions are summarized below and contrasts between these two groups are made when appropriate.

Familiarity with the NBPTS Certification Process

Most administrators in the comparable non-NBCT SAUs had little more than general knowledge of the process of NBPTS certification. Some were able to characterize the process as a very valuable professional development experience that is rigorous, time consuming, and complex. Several described their knowledge of the process as vague and superficial.

Administrators in the target SAUs were much more knowledgeable about the process of NBPTS certification and were able to describe it in detail. Several indicated that they had played a direct role in the process such as assisting a candidate with preparation of materials or selecting teachers who would be invited to apply.

Perceptions of the Standards of the National Board

Both groups of administrators were asked if they believed that the standards of the National Board represented excellence in teaching. Three administrators in the comparable SAUs indicated that they were not familiar enough with the standards to have an opinion. The remaining three indicated that they endorsed the NBPTS standards and viewed them as models for evaluation of teaching in their schools.

All administrators in the target SAUs viewed the National Board standards positively. One commented, “If I were in the classroom I would aspire to be a teacher who embodies the National Board standards.” Another expressed support for the standards and commented that they could be improved by including data driven instruction and raising the importance of connecting with parents. In one of the target SAUs, the National Board standards are the basis of the teacher evaluation system for all teachers.

Encouragement and Incentives for Teachers to Apply for NBPTS Certification

Administrators in the non-NBCT SAUs indicated that teachers are not directly encouraged or discouraged from pursuing NBPTS certification. Administrators in two non-NBCT SAUs have seen evidence that the state salary supplement has increased teachers’ interest in NBPTS. In contrast, administrators in another two non-NBCT SAUs indicated that few teachers had expressed an interest in NBPTS certification even though financial support was recently written into the union contract.

Another administrator in a non-NBCT SAU indicated that although a few teachers had expressed an interest in NBPTS certification, the low level of interest may be because NBPTS certification is only one of several professional development options available in this SAU. These options include a formal district wide professional development program that allows teachers to move up on the salary schedule and support for graduate study.

Administrators in the target SAUs describe a much higher level of interest. In one of the target SAUs, an administrator reported that it was necessary to ask a potential applicant to wait until the following year, due to an excess of applicants in that district and a need to balance
applicants between elementary and secondary schools. In the other target SAU, an administrator indicated that no encouragement was needed because teachers who had been through the process encouraged others. The administrators in the target SAUs expressed satisfaction that they were managing to develop a core of teachers in departments or teams that ensured ongoing collegial development of members of their staffs whether other teachers sought certification or not.

These interview data suggest that SAUs with a concentration of NBCTs have more teachers expressing interest in NBPTS certification than non-NBCT SAUs. This may indicate an implicit expectation in the target SAUs that teachers should apply or that observing peers achieving certification and hearing them speak positively about the value of the experience encourages applications.

Perceptions of NBCT Leadership in Target SAUs

Administrators in the target SAUs were asked to comment on the roles and functions of NBCTs and how these might differ from non-NBPTS certified teachers. It is clear from their comments that many NBCTs assume informal leadership roles. One administrator commented, “They seem to take leadership roles naturally…By nature, they tend to be leaders. Their voices are valued.” Another commented, “Most of them do [take leadership roles]…they feel they have a responsibility for the entire school.”

Administrators also described NBCTs as informal mentors for new teachers and NBPTS candidates. One administrator explained, “They can model this willingness to learn new things and are able to analyze teaching to help others. They can help others do what they did in the certification process.”

Administrators in the target SAUs expressed a desire to make leadership positions and mentoring a contractual obligation of NBCTs. One commented:

“My preference would be that this would be a contractual part of this work. That they be our go-to people for mentors for new teachers and for leadership positions, and so forth. The negotiating process hasn’t gotten us there yet….We use these people in many ways but they’re not required to do one thing more than the teacher next door who is not nationally certified….This could be our stable of mentors. It’s the craft knowledge piece. As we have new teachers coming in I want them to benefit from that craft knowledge….I’d like this to be an underlying assumption; mentoring is part of the recognition and obligation.”

In one of the target SAUs administrators gather National Board certified teachers together for an annual celebration to congratulate newly certified teachers. The superintendent said he saw this group and this gathering as indicative of the role National Board teachers can have as advisors on school leadership issues.

In summary, administrators voiced approval and support of the standards of the National Board. In SAUs without NBCTs most administrators expect an increase in the number of teachers who wish to pursue NBPTS certification due to the state salary supplement while others view NBPTS certification as one more professional development option that might be of interest to some teachers. Administrators of SAUs with already high concentrations of NBCTs expect a
high level of interest to continue, with eligible teachers being encouraged by their certified colleagues.

NBCTs are viewed as informal leaders and mentors by administrators. Making the roles more formal would raise contractual issues. Some administrators would like to be able to require that NBCTs assume leadership and mentoring responsibilities.

Summary and Analysis

National Board teacher certification is a means for teachers to closely examine their teaching practices and content knowledge and compare these to national standards. This process of introspective examination results in both validation of teaching practices and lasting changes in teaching behavior and beliefs.

Both national data and that collected in Maine from NBCTs and school administrators support that the process of achieving National Board certification is a valuable professional development experience. This assumes that the goal of professional development is to raise the level of teaching to the standards held by the National Board. However, if improving student achievement is considered to be the goal of professional development, the results are less clear that NBPTS certified teachers make a difference. Recent studies conducted in states where there are many NBCTs indicate that the students of NBCTs gain slightly more than students of teachers who are not certified.

Fifty (54%) of Maine’s 92 NBCTs are teaching in three SAUs, Falmouth, MSAD 51 Cumberland, and MSAD 75 Topsham. The concentration of NBCTs in these SAUs maintains and perpetuates interest in NBPTS certification within these districts. Teachers and administrators in these school systems are cautiously optimistic about the potential of a critical mass of NBCTs raising the level of instruction.

Thirty-three of Maine’s NBCTs are certified as Generalists in early and middle childhood. Forty-two hold certificates predominantly in English Language Arts, Science, and Social Studies-History in early adolescence (and adolescence) through young adulthood. It is notable that there are no NBCTs in Career and Technical Education and School Counseling, and less than three NBCTs in English as a New Language, Exceptional Needs, Music, and Physical Education. As future scholarships are awarded, the geographic distribution and high need certification areas should be considered.

NBCTs are excellent teachers and potential teacher leaders. The professional development experience of making their practice public and gaining the approval of the National Board has confirmed their expertise. They have much to share with colleagues about teaching and learning. In SAUs where few NBCTs are employed leadership opportunities are frequent. In SAUs with many NBCTs there are fewer leadership opportunities to share, creating a sense of being under utilized by some NBCTs. Consideration might be given to tapping the expertise of NBCTs for curriculum reform in SAUs other than those in which they are teaching.

Maine NBCTs report their belief that students benefit from the teaching practices that were validated or learned in the process of achieving NBPTS certification. NBPTS certification is evidence that “best practices” are being used in their classrooms. Direct measurement of the
extent to which students benefit from NBCTs must wait until Maine has a data system that allows for extraction of longitudinal student-level achievement data linked to specific teachers.

Even though some NBCTs are frustrated by lack of access to formal leadership roles, informal leadership does occur. They are occasionally asked for advice on matters of instruction, and often assume both formal and informal mentoring roles. There are certainly contractual issues to be resolved if NBCTs are to be assigned leadership responsibilities or treated differently than others, but the expertise and potential leadership of NBCTs are important educational resources. The concept described by administrators in one SAU, that these teachers should “give something back” for the stipend they receive for their National Board status, holds promise for other systems that are looking for more consistent ways to use these teachers’ expertise. Furthermore, the move to professional learning communities in many school systems suggests ways that all teachers could benefit from collegial work with NBCTs.

Maine has 94 NBCTs and this number can be expected to increase substantially given the recently implemented State salary supplement. Currently, 68 (72%) of these NBCTs teach in SAUs that provide a local salary incentive, some of which also provide additional support for NBPTS application fees. Twenty-five first time candidates are working toward certification at this writing. It seems clear that that the state salary supplement is serving as an incentive. However, the data collected from eligible teachers who have not applied for certification indicate that many lack important information including knowledge of the process of applying, the supports available in their school districts, and the financial incentive available from the State. Interview data indicate that less tangible supports are also necessary including emotional support and encouragement from peers and administrators. Most of these supports exist where National Board certification is more prevalent. They will need to be created in SAUs where no, or few NBCTs currently work if eligible teachers are to be successful in pursuing NBPTS certification.

Suggestions for Future Research

1. Do students of National Board certified teachers learn more than students of non-NBCTs?

2. To what degree are the NBPTS expectations for teacher performance evident in the curricula of teacher education programs in Maine?

3. What impact will the state salary incentives and potential SAU incentives have on the frequency of NBPTS certification applications?

4. Does the state salary incentive, limited to classroom teachers, discourage teachers from applying for or accepting administrative positions?

5. What teacher leadership roles do NBCTs play in SAUs where few NBCTs exist?
REFERENCES


Appendix A1

NBCT Interview - Target School District

**Background**
1. How many years have you been teaching?
2. How many years in your current position?
3. When did you achieve NBPTS certification?

**Applying for Certification**
4. What motivated you to apply for NBPTS certification? (personal, financial, professional incentives)
5. Did you apply alone, or with a colleague?
6. What supports were provided by your school district to assist in the application process?
7. How did your principal and colleagues support you?
8. Was an NBPTS mentor assigned to you? How was he/she helpful?
9. Did you attend MEA sponsored meetings for applicants? How were these helpful?
10. How were your students affected during your application process?
11. What was the most difficult part of the application process?

**Achieving NBPTS Certification**
12. Was the application process beneficial to you professionally? How?
13. Did your teaching change as a result of the application process? In what ways?
14. Have your responsibilities changed as a result of achieving NBPTS certification? How?
15. Considering the entire application process, what advice would you have for someone just beginning the process?
16. Do you feel that NBPTS standards represent our current understanding of excellence in teaching?

**Impact**
17. How has your achieving NBPTS certification status had an impact on your students’ learning? Describe.
18. How have you influenced student learning beyond your classroom?
19. What impact does your NBPTS certification have on teachers who are not NBPTS certified?

20. Do you see changes in how your principal perceives you and your role in the school since you have gained NBPTS certification?

21. Has attaining this certification enabled you to serve in either a formal or informal leadership role in your school that you did not serve is prior to certification? If yes...Please explain.

22. Has the NBPTS process provided you with tools and processes that you have used to help your colleagues grow professionally?

23. Since receiving NBPTS certification have you tried to influence colleagues toward ideas you value? Explain.

24. Have the NBPTS application process and certification experience changed your behavior as a “team player” i.e., collaborating with colleagues to improve the school and help individual students?

25. Since achieving NPBTS certification, have you mentored colleagues? Have NBPTS standards affected your mentoring?

26. Have you worked with colleagues on any school level issues of teaching and learning since achieving NBPTS certification? If yes...please describe.

27. To what extent and how does your school recognize and promote differentiated roles for teachers as leaders?

28. Does achievement of NBPTS certification serve to validate your expertise in a specific area? What area? Is this expertise acknowledged by colleagues?

29. Are there roles you could play in improving learning for children that you are not taking on now? What are the barriers to your doing so?

30. How has the number of NBPTS certified teachers in this school had an impact on the culture of this school?

31. Has having a critical mass of NBCT teachers in the school allowed you as a teacher to more effectively engage in collaborative work toward the kind of instruction advocated by the NBPTS?

32. Do you see NPBTS status attainable by all teachers? Is it an important goal for a school system to employ as many NBPTS certified teachers as possible?

Other
APPENDIX A2
Appendix A2

Superintendent Interview – Target School District

Familiarity with the Process
1. What is your understanding of the application process for teachers who pursue National Board certification?

Encouragement and Incentives to Apply
2. Does this school district encourage teachers to apply for NBPTS certification?

If Yes:
   a. How are teachers encouraged?
   b. Are all teachers encouraged or just selected teachers?
   c. Are there any common characteristics that are shared by teachers who apply for NBPTS certification?
   d. Is there a cap on the number of teachers who can apply from this district in any one year?
   e. Are any teachers ever discouraged from applying?
   f. Why is it important for this district to encourage NBPTS certification?
   g. What support is there for applicants during the application process?
   h. Are there incentives for teachers to apply?
   i. What rationale have you used with your school committee for allocating resources to teachers who are applying for, or to those who have achieved NBPTS certification?
   j. Has NBPTS certification been discussed by your school board? Have any policies or guidelines resulted from those discussions? (if Yes…describe/provide)

If No:
   k. What factors have led to the decision not to encourage application?
   l. Have any teachers applied for NBPTS certification without district encouragement?
Benefits to NBPTS Certified Teachers
3. Have you hired any teachers who came to their positions already having achieved NBPTS certification?

4. Does NBPTS certification provide an advantage to a teacher in applying for a position?

5. Are NBPTS certified teachers given any special roles or privileges due to their certification?

6. In addition to the state funded $3,000 stipend, does the school district provide a salary differential for teachers who have achieved NBPTS certification?

7. What other benefits are there for a teacher who has NBPTS certification?

8. How would you compare the achievement of a master’s degree to the achievement of NBPTS certification?

Impact on Schools
9. What impact does having one (or more) NBPTS certified teachers have on your district?

10. Are NBPTS certified teachers in your district assigned or do they assume responsibilities that are any different than teachers with similar experiences who are not NBPTS certified? If yes, what are some examples of these responsibilities?

11. What roles or functions have NBPTS teachers played in educational reforms in your district?

12. What impact, if any, does the NBPTS application process have on the typical functions of a teacher?

Impact on Students
13. Do you have any evidence that teachers who are NBPTS certified have students who perform at a higher level than students of teachers who are not NBPTS certified? Describe.

14. Are NBPTS teachers typically assigned to students who are more capable or less capable of high level academic work?

15. How do students react to the elements of the NBPTS application process that they experience in their classrooms?

Impact on Colleagues
16. What impact does having NBPTS certified teachers have on teachers who are not NBPTS certified?
Personal Beliefs
17. Do you believe that the NBPTS certification process represents standards against which good teaching should be judged?

18. Do you believe that having NBPTS certified teachers can change the culture of a school?

19. If all resources needed resources available, would you encourage all teachers to pursue NBPTS certification?

Personal Data:
20. How long have you held this position?

21. What was your previous position?

22. Were there NBPTS certified teachers in your previous district/school?
Appendix A3

Principal Interview – NBPTS Target School

Familiarity with the Process
1. What is your understanding of the application process for teachers who pursue National Board certification?

Encouragement and Incentives to Apply
2. Do you encourage teachers to apply for NBPTS certification?

If Yes:
   a. How are teachers encouraged?
   b. Are all teachers encouraged or just selected teachers?
   c. Are there any common characteristics that are shared by teachers who apply for NBPTS certification?
   d. Is there a cap on the number of teachers who can apply from this school in any one year?
   e. Are any teachers ever discouraged from applying?
   f. Why is it important for this school to encourage NBPTS certification?
   g. What support is there for applicants during the application process?
   h. Are there incentives for teachers to apply?

If No:
   i. What factors have led to the decision not to encourage application?
   j. Have any teachers applied for NBPTS certification without district encouragement?

Benefits to NBPTS Certified Teachers
3. Have you hired any teachers who came to their positions already having achieved NBPTS certification?
4. Does NBPTS certification provide an advantage to a teacher in applying for a position?
5. Are NBPTS certified teachers given any special roles or privileges due to their certification?
6. In addition to the state funded $3,000 stipend, does the school district provide a salary differential for teachers who have achieved NBPTS certification?

7. What other benefits are there for a teacher who has NBPTS certification?

8. How would you compare the achievement of a masters degree to the achievement of NBPTS certification?

**Impact on Schools**

9. Are NBPTS standards used as a measure of good teaching in this school?

10. What impact does having one (or more) NBPTS certified teachers have on your school?

11. Are NBPTS certified teachers in your school assigned or do they assume responsibilities that are any different than teachers with similar experiences who are not NBPTS certified? If yes, what are some examples of these responsibilities?

12. What roles or functions have NBPTS teachers played in educational reforms in your school?

13. What impact, if any, does the NBPTS application process have on the typical functions of a teacher?

**Impact on Students**

14. Do you have any evidence that teachers who are NBPTS certified have students who perform at a higher level than students of teachers who are not NBPTS certified? Describe.

15. Are NBPTS teachers typically assigned to students who are more capable or less capable of high level academic work?

16. How do students react to the elements of the NBPTS application process that they experience in their classrooms?

17. Does the level of commitment to the learning of all students shown by the NBPTS certified teachers differ from teachers who are not NBPTS certified?

**Impact on Colleagues**

18. Are NBPTS teachers seen as leaders by the faculty in this school? If yes…How is this evident?

19. What impact does having NBPTS certified teachers have on teachers who are not NBPTS certified?
Personal Beliefs
20. Do you believe that the NBPTS certification process represents standards against which good teaching should be judged?

21. Do you believe that NBPTS certified teachers demonstrate leadership? If yes... What evidence supports this belief?

22. Do you believe that having NBPTS certified teachers can change the culture of a school?

23. If all resources needed resources available, would you encourage all teachers to pursue NBPTS certification?

Personal Data:
24. How long have you held this position?

25. What was your previous position?

26. How many years in that position?

27. Were there NBPTS certified teachers in your previous school district?
Appendix A4

Superintendent Interview – Non-NBPTS District

Familiarity with the Process
1. What is your understanding of the application process for teachers who pursue National Board certification?

Encouragement and Incentives to Apply
2. Does this school district encourage teachers to apply for NBPTS certification?
   a. How are teachers encouraged?
   b. Are all teachers encouraged or just selected teachers?
   c. Are there any common characteristics that are shared by teachers who apply for NBPTS certification?
   d. Is there a cap on the number of teachers who can apply from this district in any one year?
   e. Are any teachers ever discouraged from applying?
   f. Why is it important for this district to encourage NBPTS certification?
   g. What support is there for applicants during the application process?
   h. Are there incentives for teachers to apply?
   i. What rationale have you used with your school committee for allocating resources to teachers who are applying for, or to those who have achieved NBPTS certification?
   j. Has NBPTS certification been discussed by your school board? Have any policies or guidelines resulted from those discussions? (if Yes…describe/provide)

Benefits to NBPTS Certified Teachers
3. Would NBPTS certification provide an advantage to a teacher in applying for a position in this district?
4. In addition to the state funded $3,000 stipend, would the school district provide a salary differential for teachers who have achieved NBPTS certification?
5. Would there be any other benefits are there for a teacher who has NBPTS certification?
6. How would you compare the achievement of a master’s degree to the achievement of NBPTS certification?

Personal Beliefs
7. Do you believe that the NBPTS certification process represents standards against which good teaching should be judged?

8. Do you believe that having NBPTS certified teachers can change the culture of a school?

9. If all resources needed resources available, would you encourage all teachers to pursue NBPTS certification?

Personal Data:
10. How long have you held this position?

11. What was your previous position?

12. How many years in that position?

13. Were there NBPTS certified teachers in your previous district/school?
Appendix A5

Principal Interview - Non-NBPTS District

Familiarity with the Process
1. What is your understanding of the application process for teachers who pursue National Board certification?

Encouragement and Incentives to Apply
2. Do you encourage teachers to apply for NBPTS certification?
   a. What factors have led to the decision not to encourage application?
   b. Have any teachers applied for NBPTS certification without district encouragement?
   c. Do you anticipate that, in the future, there will be teachers in this district who will apply for NBPTS certification?

Benefits to NBPTS Certified Teachers
3. Would NBPTS certification provide an advantage to a teacher in applying for a position?
4. In addition to the state funded $3,000 stipend, would this school district provide a salary differential for teachers who have achieved NBPTS certification?
5. Would there be any other benefits are there for a teacher who has NBPTS certification?
6. How would you compare the achievement of a master’s degree to the achievement of NBPTS certification?

Personal Beliefs
7. Do you believe that the NBPTS certification process represents standards against which good teaching should be judged?
8. Do you believe that having NBPTS certified teachers can change the culture of a school?
9. If all resources needed resources available, would you encourage all teachers to pursue NBPTS certification?

Personal Data:
10. How long have you held this position?
11. What was your previous position?
12. How many years in that position?
13. Were there NBPTS certified teachers in your previous school district?
APPENDIX B
1. What supports were available to you when you were completing the requirements for NBPTS certification (check in column #1)? Which supports did you use (check in column 2)?

<table>
<thead>
<tr>
<th>Supports</th>
<th>Column #1 Available to you</th>
<th>Column #2 Used by You</th>
</tr>
</thead>
<tbody>
<tr>
<td>Released time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial support of more than $1000</td>
<td>Name of funding source:</td>
<td></td>
</tr>
<tr>
<td>An organized study/preparation group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A NBPTS certified mentor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical assistance with video recording</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:

2. Please rank, in order of importance the reasons you applied for National Board Certification (1 = most important, 5 = least important):

_____ To confirm my skill as a teacher using external standards
_____ To increase my salary
_____ To gain recognition by my profession
_____ To improve my teaching
_____ To gain greater access to teacher-leadership positions

Comments:

3. Please rank order the following NBPTS certification portfolio components to indicate their value as professional development activities (1 = most valuable, 3 = less valuable).

_____ Written analysis and commentary on student work
_____ Analysis of video recordings on interactions between you and your students
Documentation and analysis of your work outside the classroom that impacts student learning

Comments:

Below, please indicate the degree to which you agree or disagree with the following statements. After each rating feel free to comment on any unique circumstances.

4. The process of completing the requirements for National Board certification was the best professional development experience I have ever had.
   
   Strongly Disagree  Strongly Agree
   1  2  3  4  5  6
   Comments:

5. The process of completing the requirements for National Board certification taught me new instructional skills.
   
   Strongly Disagree  Strongly Agree
   1  2  3  4  5  6
   Comments:

6. I continue to use instructional skills that I learned in the process of completing the NBPTS certification requirements.
   
   Strongly Disagree  Strongly Agree
   1  2  3  4  5  6
   Comments:

7. I continue the depth of reflection on my teaching that was required by the NBPTS certification process.
   
   Strongly Disagree  Strongly Agree
   1  2  3  4  5  6
   Comments:
8. The tasks required by the NBPTS certification process represent what effective teachers actually do.

   Strongly Disagree   Strongly Agree
   1   2   3   4   5   6
   Comments:

9. I am frequently asked for advice on matters of curriculum and instruction by the administrators in my school.

   Strongly Disagree   Strongly Agree
   1   2   3   4   5   6
   Comments:

10. I am frequently asked for advice on matters of curriculum and instruction by the teachers in my school.

    Strongly Disagree   Strongly Agree
    1   2   3   4   5   6
    Comments:

11. The administrators in my school value having a NBCT on its faculty.

    Strongly Disagree   Strongly Agree
    1   2   3   4   5   6
    Comments:

12. The teachers in my school value having an NBCT on the faculty.

    Strongly Disagree   Strongly Agree
    1   2   3   4   5   6
    Comments:
13. The community that is served by my school values having an NBCT on the school faculty.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Comments:

14. My status as a NBCT gives me confidence in expressing my opinions about educational matters.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Comments:

15. The ability to understand what the National Board is asking for, the ability to organize, and the ability to write well are more important to achieving NBPTS certification than is excellence in teaching.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Comments:

16. I exert a positive influence on my colleagues on matters related to curriculum and instruction.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Comments:

The following questions require a Yes or No answer. Again, feel free to comment on unique circumstances.

17. I will renew my certification when it expires.

   _____ Yes    _____ No

Comments:
18. Since receiving my NBPTS certification I have been formally asked by a school administrator to serve as a mentor for one or more teachers who are/were applying for NBPTS certification.

____ Yes  ____ No

Comments:

19. Since receiving my NBPTS certification I have been formally asked by a school administrator to serve as a mentor for one or more teachers excluding those who are/were applying for NBPTS certification.

____ Yes  ____ No

Comments:

20. I have been asked to serve as a formal teacher leader (e.g. committee chair or team leader) at least once since achieving NBPTS certification.

____ Yes  ____ No

Comments:

About You:

Gender:  ____ Male  ____ Female


Current teaching position:

Grade level(s): ___________________________

Content area/specialty: ________________________________

How long have you been teaching in this school (including this year): ____________________

If you were teaching in another school when you earned your NBPTS certification, please provide the name of the school, the town/city, and state in which it is located.

Name of School: _____________________________________________

___________

Location: Town/City __________________________ State: ______________________

Please return this survey in the enclosed self-addressed, stamped enveloped.
Appendix C1

NBPTS Survey

1. Before reading the attached Fact Sheet, how well informed were you about the process of applying for NBPTS certification? (circle one)
   - Not informed
   - Some what informed
   - Well informed

2. Before reading the attached Fact Sheet, how well informed were you about the $3,000 state salary supplement for teachers who achieve NBPTS certification? (circle one)
   - Not informed
   - Some what informed
   - Well informed

3. If time and monetary supports were adequate, and you decided to apply for NBPTS certification, which of the following would you consider to be the most important incentives? Please rank order the following: 1=most important; 4=least important.
   - The professional development provided by the application experience
   - Self-satisfaction of validating the high quality of your teaching
   - The $3,000 salary supplement
   - The potential for increased leadership responsibilities while still based in the classroom

4. School districts vary widely in the level of support they provide to teachers who choose to apply for NBPTS certification. Which of the following describes supports provided by your district? (Check all that apply.)
   - No supports
   - Release time (not personal days) for preparation and study
   - Payment of the $2,500 application fee
   - Special study sessions
   - Assistance with videotaping
   - Other (please describe briefly): ___________________________________________

5. How likely are you to apply for NBPTS certification in the next...(Circle only one choice below)
   - Year: Highly unlikely Possibly Highly likely
   - 2 years: Highly unlikely Possibly Highly likely
   - 3 or more years: Highly unlikely Possibly Highly likely
6. Which of the following reasons describe why you have not applied for NBPTS certification? (Check all that apply.)

____ Lack of information about the application process
____ Lack of information about the state salary supplement
____ Lack of time due to personal commitments
____ Lack of school district financial support
____ Lack of colleagues with whom to partner
____ Don’t believe NBPTS standards reflect best practice
____ Not interested
____ Lack of time due to professional commitments
____ Currently enrolled in a graduate program
____ Other (describe briefly): __________________________________________

7. How likely are you to seek additional information about NBPTS certification? (circle one)

Highly unlikely    Possibly    Highly likely

About You:

Gender:    ____M    ____F
Number of years of teaching experience: _____
Number of year(s) teaching in this district: _____
Grade level(s): __________________________
Content area(s) (if applicable): __________________________________________
Degree status: _____Bachelor’s    _____Master’s    _____CAS    _____Doctorate
Are you currently in a graduate program?    ____ Y    ____ N

Comments:

Please return this survey by **Friday, May 4** in the enclosed, self-addressed, postage paid envelope, or mail to:

NBPTS Research Project
Maine Education Policy Research Institute
314 Shibles Hall
University of Maine
Orono, ME 04469-5766
Appendix C2

FACT SHEET

NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS CERTIFICATION

The information below was compiled by the Maine Education Policy Research Institute and has been extracted from NBPTS publications and the Maine Department of Education. Its purpose is to provide basic information for teachers who participate in this project. It is not an endorsement of NBPTS certification.

Eligibility
Candidates must have a baccalaureate degree, three years of teaching experience prior to submitting an application, and a valid state teaching license.

Certificate Areas
There are 24 certificate areas including almost all content areas and specialties and most grade levels.

Cost
The 2006 assessment fee is $2,500 which includes a non-refundable fee of $500. In addition there is a $65 processing fee. Partial funding is available through the NBPTS Candidate Subsidy Program. Some school districts also provide financial support.

Application Requirements
Candidates spend 200-400 hours completing the application process over one to three years. Candidates prepare for assessment questions on their content knowledge, evaluate their teaching practices, and prepare their portfolio entries which include:

- Analysis and reflection of video recordings of their classroom teaching
- Analysis and reflection on student work with samples
- Evidence of work outside the classroom and the impact on student learning
- Online assessment exercises (constructed response questions scheduled at a local assessment center) that demonstrate subject matter expertise (six exercises, each allowing 30 minutes for response)

The State Salary Supplement
Maine Public Law, Chapter 519 Part AAA-1 provides an annual salary supplement of $3,000 to public school teachers who have achieved NBPTS. The Department of Education is required to provide the salary supplement to eligible teachers no later than February 15th of each year.

For Additional Information

## Important Notice

This page reflects the most recent information available to the National Board for Professional Teaching Standards at the time of posting. Incentives listed below are offered at the discretion of the individual local agencies or contracts and are subject to change. The National Board for Professional Teaching Standards is not responsible for the accuracy of the information found herein. Please contact the appropriate school district directly to confirm the incentives listed and contact us with any updates at outreach@nbpts.org.

<table>
<thead>
<tr>
<th>School District</th>
<th>Candidate Fee Support</th>
<th>Other Support</th>
<th>NBCT Incentives</th>
</tr>
</thead>
<tbody>
<tr>
<td>BANGOR</td>
<td>(Effective 1999-00) Pay the fee for up to three teachers per year</td>
<td>Take up to three days of professional leave</td>
<td>Receive an increase in salary similar to earning a higher degree</td>
</tr>
<tr>
<td>CAPE ELIZABETH</td>
<td></td>
<td></td>
<td>A $500 salary increase for the life of the certificate</td>
</tr>
<tr>
<td>CARIBOU</td>
<td></td>
<td></td>
<td>A one time stipend of $1,000</td>
</tr>
<tr>
<td>FALMOUTH</td>
<td>(Effective 2001-02) The application fee paid</td>
<td>Take five days of professional leave to prepare and an in-house facilitator supports candidates</td>
<td>A $4,000 salary increase for the 10-year life of the certificate</td>
</tr>
<tr>
<td>FIVE TOWN CSD</td>
<td></td>
<td></td>
<td>Receive $2,000/year for the life of the 10-year certificate</td>
</tr>
<tr>
<td>MADAWASKA</td>
<td>Pay the certification fee for one teacher</td>
<td>Take three days of professional leave for portfolio development</td>
<td>A $1,000 salary increase for the 10-year life of the certificate</td>
</tr>
<tr>
<td>MANCHESTER</td>
<td>(Effective 1998-99)</td>
<td></td>
<td>A $300 annual stipend for the 10-year life of the certificate</td>
</tr>
<tr>
<td>MARANACOOK CSD</td>
<td></td>
<td></td>
<td>A $300 annual stipend for the 10-year life of the certificate</td>
</tr>
<tr>
<td>MOUNT VERNON</td>
<td></td>
<td></td>
<td>A $300 annual stipend for the 10-year life of the certificate</td>
</tr>
<tr>
<td>MSAD 06 (Standish)</td>
<td></td>
<td></td>
<td>One-half of the difference between a bachelor degree holder and Master’s degree holder on the salary schedule</td>
</tr>
<tr>
<td>School District</td>
<td>Candidate Fee Support</td>
<td>Other Support</td>
<td>NBCT Incentives</td>
</tr>
<tr>
<td>--------------------</td>
<td>--------------------------------------------</td>
<td>---------------------------------------------------</td>
<td>------------------------------------------------------</td>
</tr>
<tr>
<td>MSAD 11 (Gardiner)</td>
<td></td>
<td></td>
<td>An annual stipend of $1,500 per year</td>
</tr>
<tr>
<td>MSAD 28 (Camden)</td>
<td></td>
<td></td>
<td>Qualify for the Master’s degree lane on the salary schedule</td>
</tr>
<tr>
<td>MSAD 39 (Buckfield)</td>
<td></td>
<td></td>
<td>An annual stipend of $1,000</td>
</tr>
<tr>
<td>MSAD 40 (Warren)</td>
<td></td>
<td>Take three days of professional leave to prepare</td>
<td>A $5,000 salary increase for the 10-year life of the certificate</td>
</tr>
<tr>
<td>MSAD 44 (Bethel)</td>
<td>Fee will be paid (effective 2001-02)</td>
<td></td>
<td>A $1,000 salary increase for the 10-year life of the certificate</td>
</tr>
<tr>
<td>MSAD 50 (Thomaston)</td>
<td></td>
<td></td>
<td>An annual stipend of $1,500</td>
</tr>
<tr>
<td>MSAD 51 (Cumberland)</td>
<td>Apply for monies to pay the application fee or apply for balance from other grants</td>
<td></td>
<td>A $4,000 annual salary increase for the 10-year life of the certificate</td>
</tr>
<tr>
<td>MSAD 57 (Waterboro)</td>
<td></td>
<td></td>
<td>A $5,000 annual salary increase for the 10-year life of the certificate</td>
</tr>
<tr>
<td>MSAD 72 (Fryeburg)</td>
<td></td>
<td></td>
<td>An annual stipend of $4,000</td>
</tr>
<tr>
<td>MSAD 75 (Topsham)</td>
<td>Apply for “Diamond Grant” monies to pay the fee (Effective 1999-00)</td>
<td></td>
<td>A $5,000 annual salary increase for the 10-year life of the certificate</td>
</tr>
<tr>
<td>SURRY</td>
<td></td>
<td></td>
<td>$500 added to salaries</td>
</tr>
<tr>
<td>WAYNE</td>
<td></td>
<td></td>
<td>A stipend of $3,000 per year</td>
</tr>
<tr>
<td>WINDHAM</td>
<td></td>
<td></td>
<td>One-lane advancement on the salary schedule</td>
</tr>
</tbody>
</table>