

## DRAFT MINUTES

### JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE

February 16, 2010

The Joint Legislative Education Oversight Committee met on Tuesday, February 16, 2010, at 1:00 p.m. in room 643 of the Legislative Office Building. Senator Tony Foriest, Senate Co-Chairman, presided and the following senators were in attendance: Senators Atwater, Dannelly, Davis, Dorsett, Hartsell, Queen, Nesbitt, Stevens, Swindell, and Tillman. The following House members were also present: Representative Douglas Yongue, House Co-Chairman; Representatives Bell, Blackwood, Fisher, Glazier, Jeffus, Johnson, Lucas, McLawhorn, Parmon, Rapp, Tolson, and Warren. The following members of the Legislative Research staff were in attendance: Shirley, Iorio, Drupti Chauhan, Kara McCraw, Sara Kamprath and Dee Atkinson. Members of the Fiscal Research Division were present. Committee Clerks Jackie Ray and Katie Stanley were present as well. Members of the sergeant-at-arms were present.

Chairman Foriest convened the meeting and welcomed members, staff and guests. The minutes from the November 9, 2009, meeting had been previously distributed to Committee members. Rep. Rapp made a motion to approve the minutes. Rep. Blackwood seconded the motion. The minutes were approved.

Dee Atkinson gave an overview of the Education Oversight website to Committee members. She noted that the Committee's website is easily accessible through the NC General Assembly's website, [www.ncleg.net](http://www.ncleg.net), and that information relative to the Committee is organized into four folders: Committee Meetings, Committee Membership, Report to the General Assembly Session, and Reports Received. Information is kept on the website for at least three years.

#### The Bain Report

Chairman Foriest introduced Dr. Holden Thorp, Chancellor, University of North Carolina at Chapel Hill, and Dr. Linda Brady, Chancellor, University of North Carolina at Greensboro.

Dr. Thorp addressed the Committee regarding efficiency measures throughout the University of North Carolina (UNC). He noted that upon taking office, UNC President Erskine Bowles has undertaken initiatives to improve the UNC system. Bain and Company (Bain), a business consulting firm that studies all kinds of large non-profit and for-profit organizations, did a detailed study (107-page report) of the UNC operations, which has 12,000 employees, and how it can become more collaborative and well-managed. It noted that the problems at UNC were not specific to universities or the public sector, but specific to large organizations in general. It was a good step to have Bain come in and look at things differently than previously viewed before. Dr. Thorp noted that Bain did an excellent job of getting the entire campus involved in the study. Ten major areas were identified by Bain for improvements. A program office, known as Carolina Counts, has been set up to examine and implement the

## DRAFT MINUTES – 2/16/2010

recommendations. Joe Templeton, a highly respected faculty member, has been chosen to lead the Carolina Counts office. The website for Carolina Counts is <http://carolinacounts.unc.edu> and lists 140 potential projects that have been identified including seven which are already implemented, ten additional ones scheduled for implementation, and six under review.

Dr. Thorp answered questions posed from Committee members related to cost savings initiatives and information technology. He briefly spoke on highly productive research centers, including the Carolina Population Center and the Lineberger Comprehensive Cancer Center, which generate a lot of federal grant dollars.

Chairman Foriest welcomed Dr. Brady, who addressed the Committee regarding initiatives at the University of North Carolina at Greensboro (UNC-G). She noted that as of 2010, there are more than 18,000 students enrolled at UNC-G, which includes enrollees in high school programs who are able to take classes taught by UNC-G faculty and complete up to one year's college credit. Dr. Brady indicated that enrollment at UNC-G is up by six and one-half percent and they have grown by 52% since 2000. Of all the majority serving institutions in the UNC System, UNC-G is the largest minority student enrolled institution. One-third of UNC-G's entering freshman class for the fall 2009 were ethnic minority populations. UNC-G is a research oriented university. It continues to grow sponsored research activities, is actively engaged in the community, and helps to contribute economic development in the quality of life for North Carolina Citizens.

Dr. Brady noted that they have identified several critical areas of focus for UNC-G in the coming years. They relate to access and student success, health and wellness, economic development and community engagement, and internationalization. They are committed to reviewing the Bain final report to identify options that are applicable to UNC-G, reduce administrative expenses, and improve the efficiency and effectiveness of their organization. A committee is in place to identify areas in the Bain Report and make recommendations to Dr. Brady. Five areas UNC-G found to be most helpful to focus on improvement include:

- administrative staffing and organizational structure
- procurement
- finance and information technology
- research and technology transfer
- energy

Dr. Brady indicated that UNC-G will continue to refine specific options, leverage partnership opportunities with other universities and community colleges, assign divisional responsibilities for implementation, track changes, document services improvements, and by this time next year should be able to report significant cost savings and enhanced efficiencies. UNC-G is committed to providing a high quality education at an affordable price.

Dr. Brady received and answered questions from Committee members related to university academics, services and funding.

**National Board Certification**

Chairman Foriest introduced Karen Garr, Regional Outreach Director, National Board of Professional Teaching Standards (NBPTS); Dr. Alvera Lesane, Senior Director, Professional Growth and Development for Durham Public Schools; Sheila Evans, Principal and National Board Certified Teacher, DF Walker School, Edenton/Chowan Schools; and Joan Celestino, National Board Certified Teacher, Mineral Springs Middle School, Winston-Salem/Forsyth Schools, who addressed the Committee regarding National Board Professional Teaching Standards Certification.

Karen Garr gave an overview of the NBPTS program, discussed research, and shared implications of the legislation changes that were made in the last legislative session (Attachments 1-5). She noted that North Carolina has the highest percentage of board certified teachers. These board certified teachers are staying in teaching positions in higher numbers as compared to other teachers. This results in cost savings in recruiting, replacing, and inducting new teachers.

The NCGA implemented the NBPTS program in 1994. The initial NBPTS legislation included such elements as having the State pay participation fees, provide three (3) days approved leave to participants, and provide additional salaries. Over the course of the last 16 years, 15,695 teachers in North Carolina have been certified. Today, 12,175 are still teaching in North Carolina. Ms. Garr indicated that the National Board program, standards, and certified teachers have been the impetus for improvement in our education system.

Dr. Lesane addressed the Committee regarding NBPTS and its effect with Durham Public Schools. She noted that the greater the percentage of national board certified teachers, the greater the likelihood of academic success with students. She asked on behalf of students and teachers still working towards becoming accomplished teachers that the proposed loan program be changed so that North Carolina and, in particular, Durham will not lose all of the progress made thus far.

Sheila Evans addressed the Committee with a principal's perspective of NBPTS. She indicated that D.F. Walker School has 40% of eligible staff who are national board certified. Ms. Evans noted that NBPTS makes a difference in their classrooms and across the school with technology integration, instruction-driven data, high student engagement, student learning evidence, and student achievement. Support at the state level has made this progress available.

Joan Celestino, an eighth grade language arts teacher, addressed the Committee from a teacher's perspective. She noted that as a leader in her school and classroom for improving student learning, the continued funding of the NBPTS is worth its weight in goal for the students they serve. Ms. Celestino believes the NBPTS is the most effective professional development opportunity for retaining accomplished teachers.

There was a brief question and answer session regarding the NBPTS program.

## **DRAFT MINUTES – 2/16/2010**

### **EVAAS**

Chairman Foriest recognized Dr. June Rivers, Manager of the Education Value Added Assessment System (EVAAS), SAS Institute, who addressed the Committee regarding the data analysis system used in North Carolina (Attachment 6). This system combines student achievement scores from End-of-Grade, End-of-Course, and SAT into an analysis and reporting system to provide information appropriate for use in improving North Carolina's schools. The EVAAS provides a lot of information to determine what is happening in North Carolina as well as an opportunity to provide a more effective delivery system.

Two kinds of basic information available on the EVAAS website, [www.ncdpi.sas.com/evaas/login.jsp\(?\)](http://www.ncdpi.sas.com/evaas/login.jsp(?)), include:

- individual student trajectories to future academic milestones
- measures of the impact that adults make on academic progress in North Carolina

Dr. Rivers noted that in using this type data, information can be monitored over time in order to set realistic goals and plan to succeed vs. hoping to get to where we need to be. The information is available to all North Carolina school districts and all charter schools.

Dr. Rivers received and answered questions from Committee members regarding EVAAS.

### **NC 1:1 Learning Collaborative**

Chairman Foriest introduced Dr. Jenni Corn, Senior Research Associate, and Phil Emer, Director of Technology, both from the Friday Institute for Educational Innovation, North Carolina State University (NCSU).

Dr. Corn addressed the Committee to update the NC 1:1 Learning Collaborative (Attachments 7 and 8). She noted that the North Carolina Learning Technology Initiative (NCLTI) is a strategic approach to creating future ready schools. In order to prepare future ready students, they want to provide future ready environments, tools, learning processes, and content. Elements of NCLTI include effective leadership and community support, teacher technology preparedness, curriculum assessments, local coaches, technology accessibility and sustainable funding.

The NCLTI builds upon and extends other NC initiatives including IMPACT Schools, Accountability and Curriculum Reform Effort (ACRE), and NC Virtual Public Schools/Learn and Earn Online.

NCLTI has performed evaluations, surveys, school site visits, and continues to answer relevant questions regarding infrastructure, teaching and learning changes.

## **DRAFT MINUTES – 2/16/2010**

Dr. Corn discussed NCLTI evaluation findings related to:

- Instructional Practice – teachers increased use of technology and collaborative/project-based lessons
- Student Performance – attendance/dropout rates, 21<sup>st</sup> century learning skills, and standardized test scores

Some of the major NCLTI lessons learned which were discussed by Dr. Corn include objectives such as having at least six months planning and preparation time and having more effective approaches to technology infrastructure and support.

Mr. Emer addressed the Committee regarding other 1:1 initiatives taking place across the state. There are currently at least 43 districts in the state doing planning, design or implementation. Mr. Emer noted that as we move in to the 21<sup>st</sup> century skills world, technology barriers need to be eliminated in order that all 115 districts in the state will be actively engaged. He emphasized that local education agencies and school boards, along with other public-private partnerships, are huge keys to the sustainability of the NCLTI.

The website for the Friday Institute for Educational Innovation is <http://www.fi.ncsu.edu/>. The NCLTI Evaluation Reports can be found at <http://www.fi.ncsu.edu/project/evaluation-of-nc-11-learning-initiative/publications>.

Dr. Corn and Mr. Emer answered questions from Committee members regarding the NCLTI.

### **Draft Social Studies Curriculum**

Chairman Foriest recognized Dr. Rebecca Garland, Chief Academic Officer, North Carolina Department of Public Instruction, who addressed the Committee regarding the social studies curriculum standards (Attachment 9). The Blue Ribbon Commission Report found that the North Carolina curriculum in all disciplines was too broad and not deep enough, that students do not have the opportunity to study in-depth concepts. As a result of the Commission Report, the State Board of Education directed the Department of Public Instruction (DPI) to rewrite all the standard course of study disciplines. The math and science standards have been rewritten and adopted, and the DPI is currently working on the English/language arts standards and the social studies standards.

A writing team has been assembled, which includes over 60 teachers, eight of which are university system professors. The team looks at 21<sup>st</sup> century skills, national and international standards, and has discussions with people in business and higher education in determining standards. Currently DPI is at the Draft 1.0 process for standards revision. The Draft, which is available on DPI's website, was the first draft written and this public proposal was shared with the media. The first draft proposal was sent out to the media as the final proposal to the State Board of Education. Thus, it appeared to the public, who didn't understand the process, that DPI was at the end of the process and a lot of the documents, including founding fathers and events that people are accustomed to seeing, were being left out. Dr. Garland noted that

## **DRAFT MINUTES – 2/16/2010**

DPI has spent a significant amount of time answering the thousands of phone calls and emails they received in order to clear the erroneous information which was passed on to the media.

Dr. Garland indicated that the committee is trying to create time spans of history that are manageable. Feedback options regarding the current standard course of study vs. the first draft have been shared with teachers across the state. These options include:

- Option 1 – Leave sequence as drafted
- Option 2 – Draft two required courses (requires fiscal note)
- Option 3 – Draft two courses

Dr. Garland noted that they have asked all 115 school systems to have feedback provided back to DPI by March 2<sup>nd</sup>. After reviewing all of the feedback, Draft 1.0 will be removed from DPI's website and Draft 2.0 will be posted. DPI will work through the various drafts of 2.0 until they have a polished product that can be shared with the public. Draft 2.0 will be sent out to the 115 school systems and made available to the public. It is anticipated that this will happen sometime in April.

Dr. Garland addressed Committee questions regarding the draft social studies curriculum.

Chairman Foriest noted that the Committee would reconvene tomorrow, February 17, 2010, at 9:00 a.m. The meeting adjourned at 4:25 p.m.

**DRAFT MINUTES**  
**Joint Legislative Education Oversight Committee**  
**February 17, 2010**

The Joint Legislative Education Oversight Committee met on Wednesday, February 17, 2010 at 9:00 am in Room 643 of the Legislative Office Building. House Co-Chairman, Representative Doug Yongue presided. This meeting was attended by Representatives Bell, Blackwood, Cotham, Fisher, Jeffus, Johnson, Lucas, McLawhorn, Parmon, Rapp, Tolson, and Warren, in addition to Senators Atwater, Dannelly, Davis, Dorsett, Hartsell, Nesbitt, Queen, Stevens, Swindell, and Tillman. Chairman Yongue welcomed members, committee staff, presenters, and the public, as well as, the Sergeant-at-Arms staff. The agenda, attendance record, and list of visitors are attached (Attachments 1-3).

**The Collaborative Project: The First Two Years**

As the first order of business, Chairman Yongue invited Dr. Charles Thompson, L.W. King Professor in Education, East Carolina University, to discuss the implementation of the Pilot Project starting its third year, which focuses on Elementary and Middle Education. The Pilot school districts were Caswell, Greene, Mitchell, Warren, and Washington. The goals of the Collaborative Project are (1) Find ways to recruit and retain teachers in rural school districts and (2) Improve student performance in rural school districts. The three main components of the Pilot Project are systems of professional development, performance incentives and after school programs. All three are thoroughly designed, well implemented and fully functional. The professional development component has several parts including quarterly leadership institutes for superintendents, central office contacts and principals. Professional development targets 4 main groups: New teachers, Math and Science teachers, National Board Certified Teacher Candidates and other candidates. Most of the professional development will take place on site, with some on weekends and a weeklong residential event. Additionally the participants receive stipends. The second component is performance incentives which include: compensation for Superintendents, principals, teachers and project central office contacts that are dependent on student performance. The final component is after school programs which include emphasis on enrichment, engagement and attention to skill building, with the premise being that underachieving students would profit from types of activity often reserved for Gifted and Talented students. Dr. Thompson went on to report of the progress of the past two years (2007-2008, 2008-2009). The report included a summary of professional development, pay incentives, and after school programs that were well-developed, functional, and beyond what local districts could readily have done for themselves. There have been some challenges and Dr. Thompson expects refinement during the 3<sup>rd</sup> Year. Project and district leaders have shown a will and capacity to address these challenges through "adaptive management," and ongoing adjustment. Dr. Thompson then reviewed the professional development system for teachers and administrators. Lastly, the performance incentives were reviewed as were the after school programs. At the conclusion of the presentation Representative Blackwood asked what the cost was per student and Dr. Thompson stated that he would provide that information later. Additionally, Representative Blackwood also asked how do you segregate effects of economy on retention and Dr. Thompson also agreed to provide that information later.

Please see the attached handouts (Attachment 8).

## **Teacher Preparation in Other Countries**

Co-Chair, Representative Yongue then recognized John Pornan from the Public School Forum for a presentation on Attracting, Training, and Retaining Educators: Lessons Learned from Countries around the World. Mr. Pornan began with lesson one which is in most countries, teaching is a year-round job. There were three immediate advantages: (1) Salaries are more competitive (2) Countries can easily expand the number of instructional days. (3) There is time for staff development/training/planning. There are two less tangible advantages: (1) Teaching is not viewed as "part time employment" (2) Moonlighting during summer months is not necessary. Lesson two is New teachers rarely assigned full teaching load in beginning years of teaching. The position is more like an internship for first and/or second year of teaching, time for teachers to observe experienced teachers, time for teachers to continue coursework/study, and additional time for teachers to prepare for courses. The third lesson was typically, fewer contact hours teaching during school day. We looked at Scandinavian Countries who mandate one hour of prep time for one hour of student contact time. Korean elementary teachers have 20 minutes of preparation for each class unit; middle and high school teachers have one planning hour per day for each class taught. Lesson Four is that in other countries teachers have their own office space. It is not uncommon for schools in Asian countries to have shared office space where teachers have their own desk, file space, computers, etc. In contrast to most U.S. schools which have teacher lounges. This might seem insignificant, but teachers in other countries are given the trappings of professional work. Lesson Five is that in other countries have devised ways for teachers to have varied career pathways. For example in China, there are six distinct levels of teaching, each with differing status and pay. Lesson Six is that in many countries invest heavily in continuous development of teachers. For instance in Japan, there is time at the end of a school day for teachers to come together with their departmental or grade level colleagues and debrief the day's teaching. Lesson Seven is that many high performing countries have well defined approaches to teaching that are commonly used by all teachers. For example, in Singapore math is an example of the value of having a distinct philosophy of teaching mathematics that is taught to all those preparing to teach and reinforced once on the job. Lesson Eight is countries that have succeeded in making teaching a respected profession are attracting the best and brightest college students. Two sound examples are both Ireland and Singapore's teaching candidates are typically among the top 25% of college students. Lesson Nine is that in some countries rotating teacher (and administrator) job assignments is common. Following this presentation, Representative Blackwood asked whether the teachers were given vacation time. Mr. Dornan didn't know that information at the time and said that he would provide it later.

Please see the attached handouts (Attachment 9)

## **Center for International Understanding-Teacher Exchanges with China and Other Recent Initiatives**

Chairman Yongue invited the next presenter, Ms. Millie Ravenel, Executive Director, North Carolina Center for International Understanding, to discuss teacher exchanges with China and Other Recent Initiatives. The vision of the center is that North Carolina is one of the most globally engaged states in the nation. In order to meet this vision, the Center works with Current Leaders to enhance their ability to make informed decisions on issues that have an international



dimension. Additionally, the center works with future leaders to help teachers instill global awareness and global competence in their students. The Global engagement initiative evolution has included the international business and trade caucus in Fall 2008, International benchmarks were compiled in Spring 2009, Global Engagement Summit was held March of 2009 and the first Legislative Joint Select Committee on Global Engagement was February of 2010. The presenter moved on to ask "Why should North Carolina's students learn about China?" and then answered with several reasons. First, North Carolina's second largest export market is China, \$1.9 Billion exported to China in 2008, China buys nearly 10% of all N.C. agricultural exports and one third of the world's people speak Mandarin. This moves us to the Confucius Classroom Initiative. This Initiative created new programs in 45 N.C. Schools in 3 years, with an in-depth study of Chinese language and culture, experience working in multi-national teams, and has partnered with the State Board of Education, Center for International Understanding, Hanban, College Board, and Jiangsu Provincial Education Department. The Funding source of this program is a 51/49 split, 51% from Grants, Donations, and Fees and 49% State Appropriations. Lastly, the presenter stated that the Center had experienced a 37% reduction in their State Appropriation.

See Attachment 10.

### **Visiting International Faculty Program**

Chairman Yongue recognized Mr. David B. Young, CEO of the Visiting International Faculty Program. Mr. Young stated that in a historical perspective the program has had VIF teachers in 90 of the 100 counties in North Carolina. VIF brings international faculty to exposed students to the global community. VIF has created four programs Pass global literacy, Splash Language immersion, International Educators, and Professional Development. North Carolina is the number one in international education according to the State Department. An Example of this work is in Cumberland County with Gray's Creek Elementary. The presenter next went on to explain the Immersion Program. In this program students are bi-lingual by first grade. Next the presenter talked about how to build a World Class School District which includes Exchange, Curriculum, Language Programs, Professional Development, and Commitment and Support. Mr. Young stated that North Carolina is the leader in International Education. The presenter then showed a video.

Please see the attached handouts (Attachment 11)

Respectfully submitted,

---

Katie Stanley, Committee Clerk

---

Rep. Douglas Y. Yongue, Chair





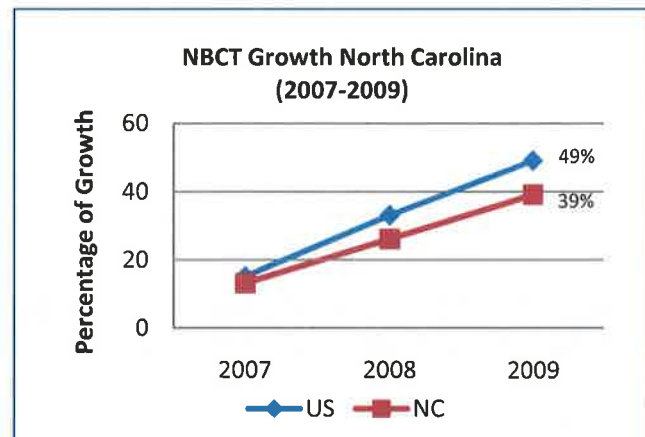
## NBPTS® North Carolina

### National Board Certified Teachers (NBCTs) by the numbers 2009

Number of NBCTs	15695
Number of new NBCTs	1509
Percentage increase in number of NBCTs	11%

### Governor Bev Perdue

“National Board Certified Teachers are essential to helping transform North Carolina's schools. Fifteen years ago our state saw its first group of teachers achieve National Board Certification. We continue to be the nation's leader as nearly 16,000 have earned this hallmark distinction. Throughout the years, I have seen first-hand how these outstanding educators have changed the culture of teaching and learning in their classrooms and their schools. Most importantly, research shows that National Board Certified Teachers can be a valuable learning resource to all students, especially students who need them the most.”



*NBCTs comprise approximately 3 percent of the national teaching force and have won over a quarter of the 2008 and 2009 State Teacher of the Year Awards and a third of the 2008 Presidential Awards for Excellence in Mathematics and Science Teaching.*

### North Carolina National Board Certified Teacher Highlights

- Jessica Garner, Indian Trail, 2010 North Carolina Teacher of the Year
- Cynthia Cole Rigsbee - Efland, 2009 North Carolina Teacher of the Year
- Kathleen Conroy - Charlotte, 2008 Presidential Award for Excellence in Mathematics and Science Teaching
- Carol Swink Wooten - Raleigh, 2008 Presidential Award for Excellence in Mathematics and Science Teaching
- Melissa Bartlett - Statesville, appointed by Governor Easley to eight-year terms on the State Board of Education
- Shirley Harris - Mount Gilead, appointed by Governor Easley to eight-year terms on the State Board of Education
- Michael Bowman - Marshall, 2007 Presidential Award for Excellence in Mathematics and Science Teaching
- Rachel Willingham - Hendersonville, 2007 Presidential Award for Excellence in Mathematics and Science Teaching
- Jim Brooks - Millers Creek, 2007 NEA Foundation Award for Teaching Excellence.
- Asheville NBCTs, Vincent J. Floriani, Jr. and Linda M. Jarzyniecki, 2007 All-USA Teacher Team Honorees.
- Melinda Fitzgerald - Chapel Hill, 2006 Disney Teacher Award Honoree in MS Science
- Kristen M. Stone - Lumberton, 2006 Milken Educator Award



- There are nearly 8,900 new National Board Certified Teachers nationwide—more than 82,000 teachers have been certified since the program’s inception.
- More than half of NBCTs are in Title I eligible schools as reported by the National Center for Education Statistics.
- States with the highest number of teachers achieving National Board Certification in 2009 were: North Carolina, Washington, South Carolina, Illinois and Florida. Fifteen states had at least a 20 percent increase in the number of 2009 NBCTs over the number of teachers who achieved certification in 2008.
- In a congressionally mandated report, the National Research Council (NRC) confirmed that National Board Certified Teachers advance student achievement and learning, stay in the classroom longer, support new and struggling teachers and assume other school leadership roles. The NRC acknowledged that students taught by National Board Certified Teachers make higher gains on achievement tests than students taught by non-board-certified teachers.

#### Top Five School Districts Statewide (by total number of NBCTs)

School District	Number of New NBCTs	Total Number of NBCTs
Wake County	197	1702
Charlotte-Mecklenburg	221	1439
Guilford County	69	592
Forsyth County	30	413
Buncombe County	42	371

#### Current State Incentives for NBCTs\*\*

<b>Fee Support*</b>	\$2,500 for eligible teachers
<b>Salary Increase*</b>	NBCT placed on salary schedule 12% higher than base pay for life of certificate
<b>Other Incentive*</b>	3 days of release time for candidates

\*These data reflect the number of NBCTs ever certified in the state as self-reported by the NBCTs

\*\*Financial incentives may be subject to state imposed eligibility requirements, caps, or other restrictions. Additional incentives may also be offered by local districts on a case by case basis. The information above reflects the data available to the National Board for Professional Teaching Standards as of December 1, 2009. NBPTS is not responsible for the accuracy of the incentive and support information found herein. Please contact the appropriate state agency directly to ensure that the information listed is current and report any updates to [outreach@nbpts.org](mailto:outreach@nbpts.org).

**REGIONAL OUTREACH DIRECTOR:** Karen Garr, email: [kgarr@nbpts.org](mailto:kgarr@nbpts.org)

**CANDIDATE SUBSIDY ADMINISTRATORS:** Beth Edwards, email: [eedwards@dpi.state.nc.us](mailto:eedwards@dpi.state.nc.us)

**National Board for Professional Teaching Standards®**

1525 Wilson Boulevard, Suite 500 | Arlington, VA 22209 | [www.nbpts.org](http://www.nbpts.org) | 1-800-22TEACH®



**For Immediate Release**  
**December 16, 2009**

**Contact:**  
**James R. Minichello**  
**703-465-2171**  
[jminichello@nbpts.org](mailto:jminichello@nbpts.org)

**2009 Class of National Board Certified Teachers Advances  
North Carolina's School Reform Movement**  
*State Ranks First Nationally in 2009 Results*

**ARLINGTON, VA – December 16, 2009** – North Carolina continues its progress in advancing the National Board Certification education reform movement with the announcement of 1,509 new National Board Certified Teachers (NBCTs) in 2009. The state ranked first nationwide in the number of teachers achieving board certification this year and continues to rank first in the total number of NBCTs over time (15,695).

An “extraordinary group,” is how U.S. Secretary of Education Arne Duncan referred to this year’s class of National Board Certified Teachers in a September interview with NBPTS. He said teachers who achieved National Board Certification have “demonstrated a commitment to taking their teaching practice and the teaching profession to a different level.”

“The leadership and example they’re setting for the system is phenomenal,” said Duncan. “What if every child had a chance to be taught by a National Board Certified Teacher? I think the difference it would make in students’ lives would be extraordinary.”

“National Board Certified Teachers are essential to helping transform North Carolina’s schools,” said North Carolina Gov. Bev Perdue. “Fifteen years ago our state saw its first group of teachers achieve National Board Certification. We continue to be the nation’s leader as nearly 16,000 have earned this hallmark distinction. Throughout the years, I have seen first-hand how these outstanding educators have changed the culture of teaching and learning in their classrooms and their schools. Most importantly, research shows that National Board Certified Teachers can be a valuable learning resource to all students, especially students who need them the most.”

“As we move forward on this turnaround agenda nationally, I would love for National Board Certified Teachers to be at the forefront of that movement,” said Duncan.

North Carolina shows a 4 percent increase in the number of teachers who achieved National Board Certification in 2009 over last year.

Top Five School Districts Statewide (by total number of NBCTs)		
School District	Number of New NBCTs Year	Total Number of NBCTs
Wake County	197	1702
Charlotte-Mecklenburg	221	1439
Guildford County	69	592
Forsyth County	30	413
Buncombe County	42	371

- Three North Carolina school districts are among the nation's top 20 in terms of the number of teachers who achieved National Board Certification in 2009. They include: Charlotte-Mecklenburg-2<sup>nd</sup> (221), Wake County-3<sup>rd</sup> (197) and Guilford-9<sup>th</sup> (69).
- Five North Carolina school districts are among the nation's top 20 in terms of the number of teachers who achieved National Board Certification over time. They include: Wake County-2<sup>nd</sup> (1,702), Charlotte-Mecklenburg-5<sup>th</sup> (1,439), Guilford-11<sup>th</sup> (592), Forsyth-18<sup>th</sup> (413) and Buncombe-20<sup>th</sup> (371).

NOTE: All NBPTS data are derived from information reported to NBPTS by National Board Certified Teachers and candidates as part of the certification process.

North Carolina NBCTs joined the ranks of nearly 8,900 accomplished teachers nationwide who achieved certification in 2009. This achievement brings the total number of teachers certified by the National Board for Professional Teaching Standards (NBPTS) to more than 82,000.

In many schools, districts and states across the nation, National Board Certified Teachers are assuming leadership roles—serving as mentors, facilitating professional development and leading education reform efforts in their districts and states. Several states are capitalizing on the expertise of these outstanding teacher leaders in their “Race to the Top” proposals. They are using accomplished teachers to increase effectiveness and improve school conditions to better meet the academic learning needs of students in targeted high-need schools.

“Our focus is expanding from individuals achieving National Board Certification to a systemic movement that changes the culture of classrooms, schools and districts by leveraging National Board Certified Teachers to build human capital, especially in high-need schools,” said Joseph A. Aguerberere, president and chief executive officer, NBPTS. “This announcement symbolizes what we’re all about—improving the capacity of professionals in working with all students.”

The latest numbers providing further evidence that the teaching quality movement is growing include:

- The number of NBCTs has more than doubled in the past five years (from more than 40,000 in 2004 to more than 82,000 in 2009).
- States with the highest number of teachers achieving National Board Certification in 2009 were: North Carolina (1,509), Washington (1,248), South Carolina (798), Illinois (732) and Florida (651).
- School districts with the highest number of teachers achieving National Board Certification in 2009 were: Chicago Public Schools, Charlotte-Mecklenburg Schools, Wake County Schools, the Los Angeles Unified School District and Miami-Dade County Public Schools.
- Fifteen states had at least a 20 percent increase in the number of 2009 NBCTs over the number of teachers who achieved certification in 2008.
- Nearly 1,700 NBCTs successfully met the standards for the “Profile of Professional Growth” to renew National Board Certification.



More than half of all NBCTs teach in Title I eligible schools as reported by National Center for Education Statistics.

“Growing groups of National Board Certified Teachers and leveraging them to build school-based learning communities are critical components many states and districts are already using to turn around low-performing schools,” said Gov. Bob Wise, chair of the NBPTS Board of Directors and former governor of West Virginia. “This whole school reform movement is creating a culture of learning we’re all looking for—one that advances student engagement and achievement, retains the best teachers and improves teacher and school performance.”

In a congressionally mandated report, the National Research Council (NRC) confirmed that National Board Certified Teachers advance student achievement and learning, stay in the classroom longer, support new and struggling teachers, and assume other school-based leadership roles. The NRC acknowledged that students taught by National Board Certified Teachers make higher gains on achievement tests than students taught by non-board-certified teachers.

National Board Certification is recognized as a model of pay-for-performance and is supported by teachers and administrators nationwide. Many states and local school districts provide salary incentives and cover the cost for teachers who pursue and achieve this advanced teaching credential.

A voluntary assessment program designed to develop, recognize and retain accomplished teachers, National Board Certification is achieved through a performance-based assessment that typically takes one to three years to complete. While state licensing systems set basic requirements to teach in each state, NBCTs have successfully demonstrated advanced teaching knowledge, skills and practices.

### **National Board Certification for Educational Leaders/Principals**

Last week, NBPTS launched the development of National Board Certification for Principals, the first phase of an expanded program, National Board Certification for Educational Leaders, which will also lay the groundwork for a new teacher leader certification. Investments from the nation’s major public, private and philanthropic sectors have contributed to the development of National Board Certification for Educational Leaders. For more information about this initiative, including the Core Propositions, visit [www.nbpts.org/principals](http://www.nbpts.org/principals).

For more information about NBPTS and National Board Certification, visit [www.nbpts.org](http://www.nbpts.org).

###

### **About the National Board for Professional Teaching Standards**

NBPTS is an independent, nonprofit, nonpartisan and nongovernmental organization. NBPTS advances the quality of teaching and learning by developing professional standards for accomplished teaching; creating and administering National Board Certification, a voluntary system to certify teachers who meet those standards; and integrating certified teachers into educational reform efforts. Today, more than 82,000 National Board Certified Teachers are making a positive difference in the lives of students across the nation.







**NBPTS**<sup>®</sup>

National Board for  
Professional Teaching Standards

## What the Research Says.....

National Board Certification for teachers is part of a growing national movement that advances education reform. It is the nation's way of developing, recognizing and retaining great teachers.

In a Congressionally-mandated report, the National Research Council of the National Academies confirmed that National Board Certification has a positive impact on student achievement, teacher retention and professional development. Studies show that students with NBCTs improve in terms of "deep" learning —the kind of higher-order thinking that policymakers and business/industry leaders say is needed for a successful U.S. workforce.

### **Improves Student Achievement & Learning**

- Students of NBCTs outperform students of non-NBCTs on achievement tests in studies using rigorous experimental methodologies. (National Research Council, 2008; Clotfelter, Ladd and Vigdor, 2007; Goldhaber and Anthony, 2004).
- The positive impact of NBCTs is even greater for minority students. (Goldhaber and Anthony, 2004; Cavalluzzo, 2004)
- Students of NBCTs make learning gains equivalent to an extra month in school. (Vandevoort, Beardsley and Berliner, 2004)
- Students of NBCTs exhibit stronger writing abilities as well as better comprehension and integration of complex classroom material than students of non-NBCTs. (Smith, Gordon Colby and Wang, 2005; Bond, Smith, Baker and Hattie, 2000)
- The few studies that show mixed findings also show positive effects of National Board Certification in subject- and grade-specific areas. (Sanders, Ashton and Wright, 2005; Harris and Sass, 2007)
- Students of NBCTs exhibit better understanding of concepts and more abstract thinking than students of non-NBCTs (Bond, Smith, Baker and Hattie, 2000).

### **Develops Effective Teachers**

- National Board Certification helps to change teachers' formative assessment practices (e.g., setting learning goals) and their instruction in general. Even teachers who start at a lower skill level end up with better teaching practices than those who did not go through the assessment. (Sato, Wei and Darling-Hammond, 2008)
- The National Board Certification process helps teachers' professional development by: (a) enhancing reflection on teaching practice, (b) establishing a professional discourse community, (c) raising the standards for teaching performances, and (d) facilitating collaboration. (Park, Oliver, Johnson, Graham and Oppong, 2007)

- National Board Certification is a “transformative experience” for many teachers, and they often apply in the classroom what they learn from the certification process—whether they achieve certification or not. The certification process itself improves teacher knowledge and skills in the areas of improving and evaluating student learning. (Lustick and Sykes, 2006; Rotberg, Futrell and Lieberman, 1998)
- A survey of NBCT candidates found that 92 percent reported the certification process made them better teachers; 89 percent said the process equipped them to create stronger curricula and more effectively evaluate student learning. (Yankelovich, 2001)

### **Recognizes Skilled Teachers and Teacher Leaders**

- NBCTs create more challenging curricular, demonstrate in-depth knowledge of teaching skills and subject content, provide better feedback to students and routinely seek educational strategies that better meet students’ needs. (Ralph, 2003; Bond, Smith, Baker and Hattie, 2000)
- NBCTs give input on curricular decisions, organize professional development opportunities, chair departments, engage with the community, reach out to parents and serve as faculty voices to policymakers and other stakeholders. (Sykes, Anagnostopoulos, Cannata, Chard, Frank, McCrory and Wolfe, 2006)
- NBCTs take on roles that include mentoring and coaching others and developing programs aimed at improving student learning. (Freund, Russell and Kavulic, 2005; Yankelovich Partners, 2001)

### **Makes a Difference in High-Need Schools**

- Currently 42 percent of NBCTs are teaching in schools eligible for Title I funding. In addition, nearly 46 percent of NBCTs teach in schools where the free-and-reduced-lunch percentage is more than 40 percent. In recent years, one-half of new NBCTs teach in these schools. (NBPTS, 2008)
- The National Board’s Targeted High Need Initiative and *Take One!* programs are increasing NBCT diversity and impact in high-need schools. A large majority of teachers in high-need schools report that *Take One!* improved the quality of their instructional planning and implementation by enhancing their approach to analyzing and reflecting on their teaching practices (Learning Point Associates, 2008)

### **Retains Teachers**

- National Board Certification is a proven way of ensuring that the most highly accomplished teachers remain in the classroom. In Florida, for example, nearly 90 percent of NBCTs remain in teaching—which far exceeds the average 60 percent retention rate for all teachers statewide (Florida Department of Education, 2008). In Ohio, 52 percent of NBCTs surveyed said they plan to stay in teaching as long as they can as compared to 38 percent of non-board certified teachers in the state. South Carolina had similar results. (Sykes, et al., 2006)
- Many NBCTs mentor new or struggling teachers—those most likely to leave within the first five years of teaching. (Yankelovich, 2001; Sykes, et al., 2006)



## Research on National Board Certification

In response to legislation passed by the U. S. Congress, the Committee on Evaluation of Teacher Certification by the National Board for Professional Teaching Standards spent 30 months evaluating the impact of the National Board for Professional Teaching Standards (NBPTS). The Committee operated under the auspices of the **National Research Council of the National Academies** and was overseen by the U.S. Department of Education.

The panel's findings were clear and emphatic: *Students taught by NBCTs make higher gains on achievement tests than those taught by teachers who have not applied and those who applied but did not achieve certification.* The report also stated:

- The National Board Certification process signals teachers who raise student test scores.
- National Board Certified Teachers (NBCTs) have greater retention rates than others.
- The National Board's assessment process contributes to teachers' professional development.

In the report, the Committee cited studies that contributed to the NRC findings—many of which are listed below.

### Recent Research Conducted in North Carolina

#### Achievement of Students Taught by NBCTs

##### *Elementary: Reading and Mathematics*

- **Elementary students of NBCTs in North Carolina have greater student achievement** (4 to 6 percent of a standard deviation) in both reading and mathematics than students of non-NBCTs. (Ladd, Sass, & Harris, 2007)
- **NBCTs have a positive impact on reading achievement in 3<sup>rd</sup> through 5<sup>th</sup> grades** in North Carolina, using a comprehensive administrative dataset. (Clotfelter, Ladd, & Vigdor, 2006; Goldhaber & Anthony, 2007)
- **Positive effects of NBCTs on student achievement were found in subject- and grade- specific areas** in the Charlotte-Mecklenburg and Wake County school districts. Mixed results were found when researchers compared student achievement in mathematics and science of NBCTs and non-NBCTs. (Sanders, Ashton, Wright, 2005)
- In a study of the influence of National Board Certification on student outcomes and teacher practices, Phase I found no difference in student achievement between NBCTs and non-NBCTs. Phase II found that **NBCTs create more cognitively challenging assignments than their peers.** (McColskey & Stronge, 2005).
- A study of North Carolina teachers of 3<sup>rd</sup> through 5<sup>th</sup> grade students found that **minority students benefit from instruction by NBCTs.** The National Board Certification process is effective at identifying strong teachers. Researchers also found that NBCTs were more effective prior to their application. (Goldhaber & Anthony, 2004)

### ***Middle School Reading and Mathematics and High School Completion Tests***

- Compared to other teachers in North Carolina, NBCTs had a **significant, positive impact on high school students' end-of-course exams and the mathematics and reading end-of-grade tests** for middle school students. (Henry & Thompson, in progress)

### **NBCT Teacher Retention Rates and Professional Development**

- Researchers found that NBCTs were **less likely to move between schools and districts or to leave the North Carolina public school system compared with teachers who never sought certification**. These findings are based on an examination of the career paths of NBCTs in North Carolina over an eight-year period. (Goldhaber & Hansen, 2007)
- In North Carolina, **both NBCTs and non-NBCTs believe that the National Board Certification process identifies teacher leaders in the classroom**. (Dagenhart, O'Connor, Petty, & Day, 2005)

### **Recent Research Conducted in Other Jurisdictions**

#### **Achievement of Students Taught by NBCTs**

- In California, the only study to use both random and non-random assignment of teachers to classrooms found a **significant difference in student mathematics and language arts scores between NBCTs and teachers who applied for but did not achieve certification**. NBCTs outperformed teachers who applied for but did not achieve, as well as non-applicants but not by a statistically significant difference regarding the latter. (Cantrell, Fullerton, Kane, & Staiger, 2008)
- Researchers found that when they analyzed the criterion-referenced standardized assessment used for state and federal accountability using a statewide Florida dataset, **students of NBCTs achieved significantly higher gains compared to their peers**. In contrast, this difference was not seen when researchers analyzed student scores on a norm-referenced assessment not aligned with state standards. (Harris & Sass, 2007)
- In a study of 100,000 students in the county of Miami-Dade, Florida, NBCTs were found to have a positive impact on students' mathematics outcomes compared to teachers who had not applied for as well as those who attempted but did not earn certification. **The impact on academic achievement was even greater among Black and Hispanic students**. (Cavalluzzo, 2004)
- In 48 comparisons using various grade levels, years of data, and measures of academic performance, researchers found that **students of NBCTs outperformed students of non-NBCTs in almost 75 percent of the comparisons**. These learning gains were equivalent to spending about an extra month in school. (Vandevoort, Beardsley, and Berliner, 2004)
- Research on high school physical education in South Carolina found that **NBCTs were stronger on the overall measure of student competency and on performance indicators** (motor skill performance, cognitive fitness test knowledge, outside of class participation, and health-related fitness levels) compared with non-NBCTs. (Phillips, 2008)

#### **NBCT Teacher Retention Rates and Professional Development**

Regarding retention, researchers found that compared with non-board certified teachers, **NBCTs in Ohio and South Carolina are more likely to indicate that they plan to remain in the teaching profession**. (Sykes, Anagnostopoulos, Cannata, Chard, Frank, McCrory, & Wolfe, 2006)

## The Effects of National Board Certified Teachers on Student Learning in NC Public Schools

Statement Prepared for Submission to the  
Joint Legislative Oversight Committee, NC General Assembly  
February 16, 2010

Gary T. Henry, University of North Carolina at Chapel Hill  
Charles L. Thompson, East Carolina University

In the course of conducting research for the UNC General Administration concerning the impacts of teacher education programs and routes into teaching upon student achievement in North Carolina public schools, we included certification by the National Board for Professional Teaching Standards in some of our statistical models.

As Dr. Henry mentioned the NBCT-related findings during his December presentation to the Joint Legislative Education Oversight Committee about teacher education programs and routes were not the primary focus of that presentation. Since that presentation, we have been invited to share our results concerning the impacts of Board certification on student achievement with the Committee in greater detail.

Because our findings are a by-product of our research on teacher education programs and routes rather than the result of a study designed specifically to assess the impact of Board certification upon student achievement, they cannot be regarded as conclusive and must be interpreted with caution.

On the basis of our research to date, however, **we find that students taught by teachers who hold National Board certification score higher on their End-of-Course and End-of-Grade tests.**

In our research for the UNC-GA on the effects of teacher education, we restricted our sample of teachers to those with fewer than 10 years of prior experience. We imposed this limit on performance because the effects of a teacher's preparation program on her students' learning would be expected to diminish over time, as other sources of professional learning accumulate and begin to outweigh her pre-service education. We found that among teachers with less than 10 years' experience, net of a wide range of control variables, **students taught by NBCTs outperformed students taught by other teachers by a significant margin on high school tests as well as on examinations in elementary school reading and mathematics.** At the middle school level, NBCTs with less than 10 years of experience produced student test score gains that were neither greater nor smaller than those produced by other teachers.

For purposes of our UNC-GA-sponsored research on the effects of teacher education programs, it was appropriate to limit our sample to teachers who had been in NC classrooms for ten years or less. The limitation on the teachers included in the research to those who have more recently entered teaching excludes many teachers who hold National Board of Professional Standards Certification. To obtain an accurate estimate of the scores of students taught by National Board certified teachers, we would include all of these teachers who taught tested subjects in the analysis, in addition to making other changes.

Because many NC education policy makers expressed interest in our findings concerning the effects of National Board certification, we applied the same models used in our UNC-GA research to the appropriate sample for estimating the effects of NBCTs -- a sample including teachers with the full range of experience. **When we included teachers with the full range of experience, we found that students taught by NBCTs outgained students taught by other teachers on elementary school End of Grade reading and mathematics examinations, middle school End of Grade reading and mathematics examinations, and on high school End of Course examinations.**

Based on this analysis with the full sample of teachers that **we conclude that students taught by National Board Certified Teachers score higher on NC tests than the students of other teachers.**

To this point, we cannot conclude whether the NBC teachers were more effective teachers to begin with or whether the certification process improved their teaching or lengthened their commitment to remaining in the classroom. To be fully confident about our findings, we would need to carry out some additional analyses designed specifically to estimate the effects of Board certification. We have both the data and analytic capacity to carry out such a study and would welcome the opportunity to do so, but additional time and resources would be required.

For a fuller account of how the research reported here was conducted and for a full listing of all of the variables which we controlled or “netted out” in order to isolate the effects of teacher education variables, please refer to our February, 2010 report, “Impacts of Teacher Preparation on Student Learning in North Carolina Public Schools.” This report has been submitted to staff to the Joint Legislative Education Oversight Committee as a follow-up to Dr. Gary Henry’s December, 2009 presentation to the Committee.

# NEWS

THE NATIONAL ACADEMIES  
*Advisors to the Nation on Science, Engineering, and Medicine*

NATIONAL ACADEMY OF SCIENCES • NATIONAL ACADEMY OF ENGINEERING • INSTITUTE OF MEDICINE • NATIONAL RESEARCH COUNCIL

## Read Full Report

Date: June 11, 2008

Contacts: Sara Frueh, Media Relations Officer

Alison Burnette, Media Relations Assistant

Office of News and Public Information

202-334-2138; e-mail [news@nas.edu](mailto:news@nas.edu)

## FOR IMMEDIATE RELEASE

### NATIONAL BOARD CERTIFICATION IDENTIFIES STRONG TEACHERS, BUT MANY SCHOOL SYSTEMS ARE NOT USING BOARD-CERTIFIED TEACHERS' EXPERTISE

WASHINGTON -- Advanced certification through the National Board for Professional Teaching Standards (NBPTS) is an effective way to identify highly skilled teachers, says a new congressionally mandated report from the National Research Council. Students taught by NBPTS-certified teachers make greater gains on achievement tests than students taught by teachers who are not board-certified, says the report. However, it is unclear whether the certification process itself leads to higher quality teaching.

"Earning NBPTS certification is a useful 'signal' that a teacher is effective in the classroom," said Milton Hakel, Ohio Board of Regents' Eminent Scholar in Industrial and Organizational Psychology at Bowling Green State University, and chair of the committee that wrote the report. "But we don't know whether the certification process itself makes teachers more effective -- as they become familiar with the standards and complete the assessment -- or if high-quality teachers are attracted to the certification process."

The report recommends further research to investigate that question, as well as to determine whether NBPTS certification is having broader effects on the educational system, beyond individual classrooms. Studies so far suggest that many school systems are not supporting or making the best use of their board-certified teachers.

Created in 1987, the nonprofit National Board for Professional Teaching Standards developed standards for what effective teachers should know and be able to do, along with a process to evaluate whether individual teachers meet these criteria. To earn certification, a teacher must complete six computer-based exercises and assemble a portfolio that shows how his or her teaching meets the standards.

From 1993 through 2007, 99,300 teachers applied for NBPTS certification, and 63,800 earned the credential. Overall, that means that there are three board-certified teachers for every five schools in the U.S., though participation rates vary widely by district and state. Not surprisingly, states that provide incentives to board-certified teachers have





higher numbers of teachers who pursue certification.

#### POSITIVE EFFECT ON STUDENT ACHIEVEMENT

Students taught by teachers who are board certified make larger gains on achievement test scores than those taught by teachers who are not, though the differences vary by state and subject, the report says. Students taught by teachers who had attempted to earn certification but failed made smaller gains than students taught either by board-certified teachers or by teachers who had not made the attempt.

Further studies should examine the effects of NBPTS certification on students' test scores in more states and subjects, the report says. Most research to date has taken place in Florida and North Carolina – states with high NBPTS participation rates – and has looked at effects on reading and math scores. Studies also should explore how board-certified teachers affect outcomes other than test scores, such as student motivation and attendance rates.

#### EFFECTS ON TEACHERS' CAREERS

One of NBPTS' goals is to encourage high-performing teachers to stay in the profession. Although there is some limited evidence that board-certified teachers remain in teaching at higher rates than nonboard-certified ones, it is unknown whether earning board certification affected their decisions to stay in the field. Moreover, there is no information on the career paths of teachers who earn certification compared with those who do not, the report says. NBPTS should create and maintain a database of information on applicants' future careers.

Evidence from a study of teachers in North Carolina suggests that board-certified teachers tend to change teaching jobs at a higher rate than nonboard-certified teachers, and they tend to move to more advantaged schools -- such as schools with fewer students in poverty, the report says. Still, it is not clear that this tendency is any stronger for board-certified teachers than for other teachers with excellent qualifications or that this finding would extend beyond North Carolina.

There are clear disparities in application rates, the committee noted, with teachers from advantaged schools more likely to apply for certification than others. In addition, though black teachers are as likely to apply as white teachers, they are underrepresented among those who pass the assessment. NBPTS should continue its current efforts to understand these disparities.

#### BOARD-CERTIFIED TEACHERS OFTEN NOT SUPPORTED

The task force that created NBPTS envisioned that the standards would have a broad impact and that board-certified teachers would influence how their colleagues teach. There is little evidence that the standards are having such spillover effects, the report says, though much of the needed research has not been conducted.

Except in isolated instances, there is no evidence that districts or schools are encouraging board-certified teachers to work in difficult schools or mentor other teachers, said the committee. In some cases, administrators have discouraged board-certified teachers from assuming responsibilities outside the classroom and have downplayed the significance of the credential. Likewise, some teachers have concealed their certification

so as not to seem to be superior to their colleagues.

#### NBPTS NEEDS ONGOING EVALUATION AND IMPROVEMENT

The portfolios that NBPTS requires candidates to assemble provide an authentic representation of a teacher's skills, the report says. The reliability of the way NBPTS scores its assessments is consistent with expectations for a largely portfolio-based process, but lower than desired for high-stakes assessments. NBPTS should explore ways to improve the reliability of its scoring, possibly by increasing the number of exercises on the computer-based component.

In general, NBPTS should devote more effort to continuously evaluating and improving its assessments, the report says. The board also should publish technical documentation that demonstrates that its assessments are developed, administered, and scored in accordance with high standards; such documentation was not readily available when the committee began its assessment.

The study was sponsored by the U.S. Department of Education. The National Academy of Sciences, National Academy of Engineering, Institute of Medicine, and National Research Council make up the National Academies. They are private, nonprofit institutions that provide science, technology, and health policy advice under a congressional charter. The Research Council is the principal operating agency of the National Academy of Sciences and the National Academy of Engineering. A committee roster follows.

Copies of ASSESSING ACCOMPLISHED TEACHING: ADVANCED-LEVEL CERTIFICATION PROGRAMS are available from the National Academies Press; tel. 202-334-3313 or 1-800-624-6242 or on the Internet at [HTTP://WWW.NAP.EDU](http://www.nap.edu). Reporters may obtain a copy from the Office of News and Public Information (contacts listed above).

NATIONAL RESEARCH COUNCIL  
Division of Behavioral and Social Sciences and Education  
Center for Education  
Board on Testing and Assessment

COMMITTEE ON EVALUATION OF THE IMPACT OF TEACHER CERTIFICATION BY  
THE  
NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS

MILTON D. HAKEL (CHAIR)  
Ohio Board of Regents' Eminent Scholar and Professor of Industrial and Organizational  
Psychology  
Department of Psychology  
Bowling Green State University  
Bowling Green, Ohio

JULIAN BETTS  
Senior Fellow  
Public Policy Institute of California; and  
Professor

Department of Economics  
University of California, San Diego  
La Jolla

MARK DYNARSKI  
Senior Fellow, and  
Director of the Education Area  
Mathematica Policy Research Inc.  
Princeton, N.J.

ADAM GAMORAN  
Professor of Sociology and Educational Policy Studies, and  
Director  
Wisconsin Center for Education Research  
Department of Sociology  
University of Wisconsin  
Madison

JANE HANNAWAY  
Director  
Education Policy Center  
The Urban Institute  
Washington, D.C.

RICHARD INGERSOLL  
Professor of Education and Sociology  
University of Pennsylvania  
Philadelphia

MICHAEL T. KANE  
Director of Research  
National Conference of Bar Examiners  
Madison, Wis.

DEIRDRE J. KNAPP  
Manager  
Assessment Research and Analysis Program  
Human Resources Research Organization  
Alexandria, Va.

SUSANNA LOEB  
Associate Professor of Education and Business  
Graduate School of Business  
Stanford University  
Stanford, Calif.

JAMES (TORCH) H. LYTLE  
Practice Professor of Education  
Graduate School of Education  
University of Pennsylvania  
Philadelphia

C. FORD MORISHITA  
Science Instructor  
Clackamas High School  
Clackamas, Ore.

LYNN W. PAINE  
Associate Professor of Teacher Education  
College of Education  
Michigan State University  
East Lansing

NEIL J. SMELSER\*  
Professor of Sociology Emeritus  
University of California  
Berkeley

BRIAN STECHER  
Senior Social Scientist  
RAND Education  
RAND Corp.  
Santa Monica, Calif.

ANA MARIA VILLEGAS  
Professor  
Department of Curriculum and Teaching  
College of Education and Human Services  
Montclair State University  
Montclair, N.J.

DOROTHY Y. WHITE  
Associate Professor  
Department of Mathematics Education  
University of Georgia  
Athens

KAREN K. WIXSON  
Professor of Education  
School of Education  
University of Michigan  
Ann Arbor

RESEARCH COUNCIL STAFF

JUDY KOENIG  
Study Director

\* Member, National Academy of Sciences