

*RESULTS OF A LEADERSHIP  
SURVEY OF NBCTs IN  
WASHINGTON*

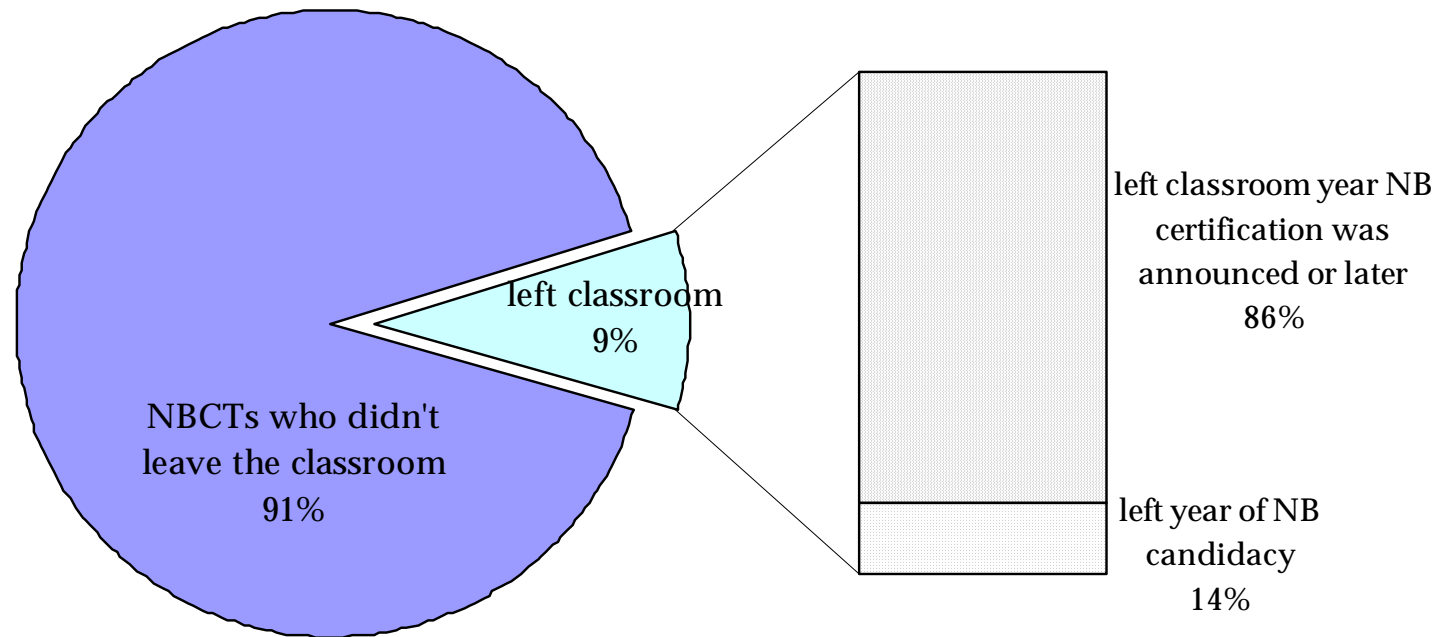
2003

Inverness Research Associates

# *QUESTION AREAS*

1. NBCTs' involvement with the WI
2. NBCTs' leadership roles and WI contribution to those roles
3. School and district contexts for NBCT leadership
4. Rewards and challenges of teacher leadership
5. Summary assessment of the WI's enhancement of NBCT leadership

# *Most NBCTs remain in the classroom*

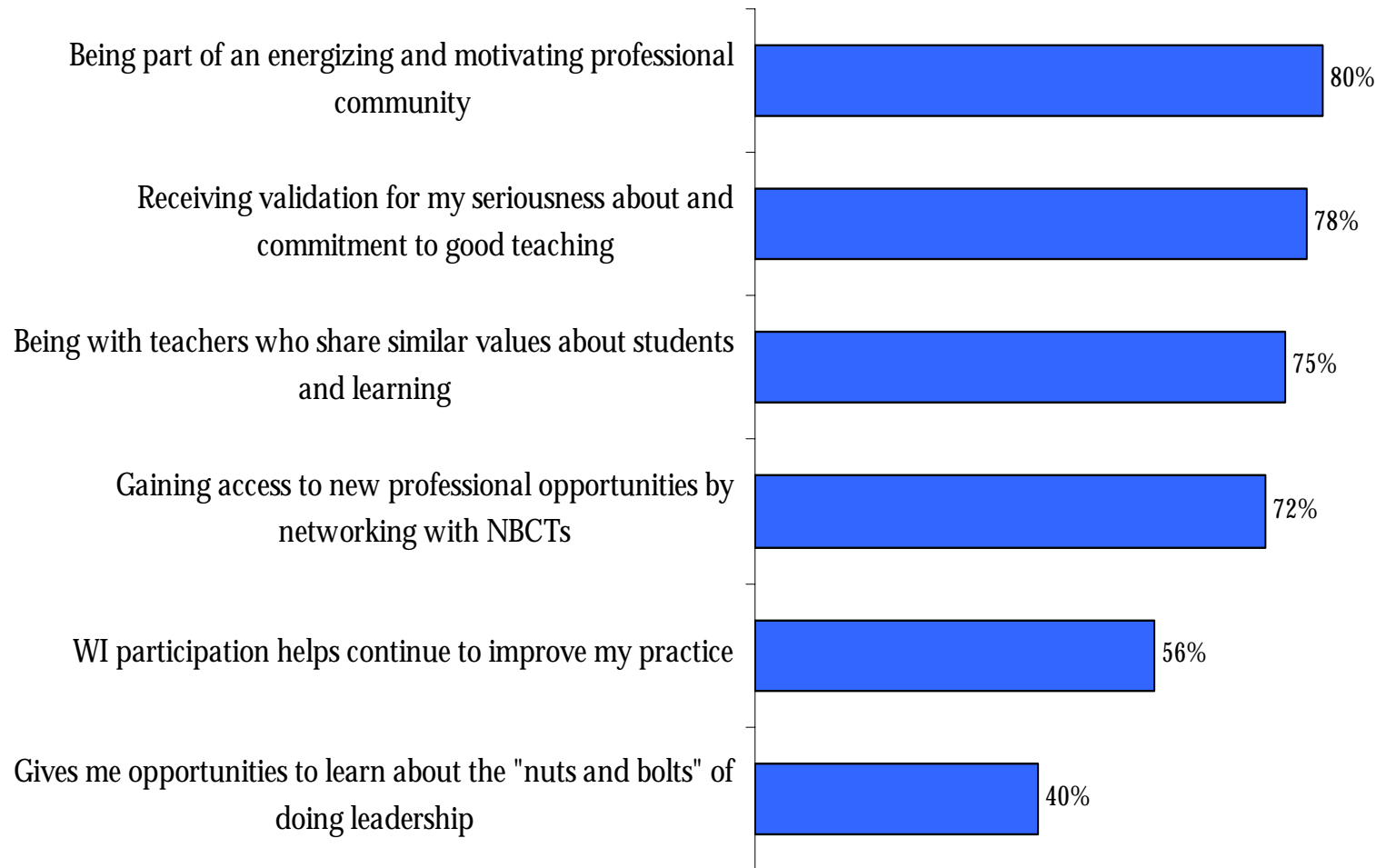


*1. NBCTs' INVOLVEMENT WITH  
THE WASHINGTON INITIATIVE*

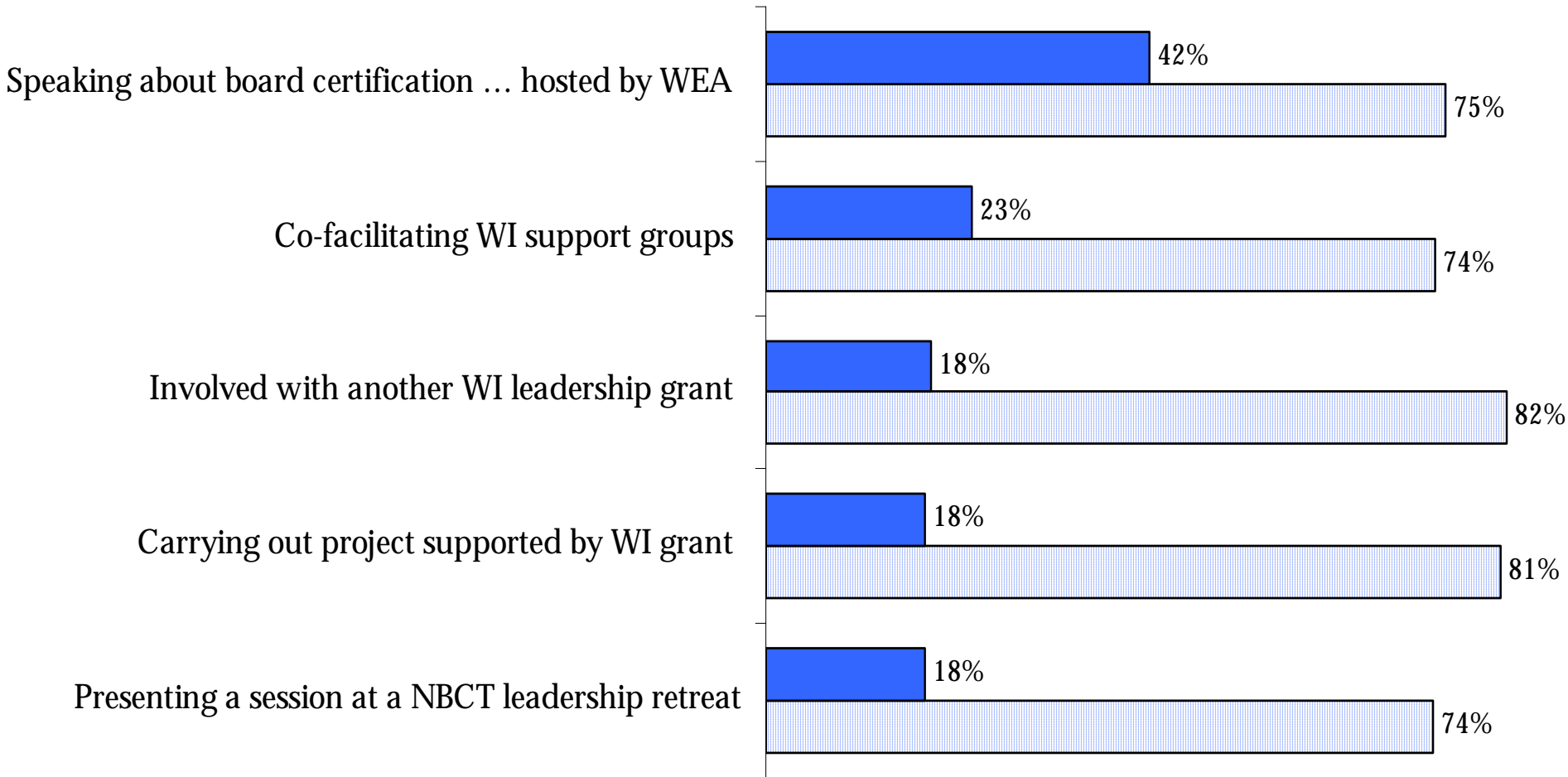
# *How involved are NBCTs in the WI?*

- Overall, 64% of NBCTs are involved
- Those certified in 2001 or earlier are more heavily involved
- 46% of those certified in 2002 or later are not involved

# *Reasons for involvement in the WI*



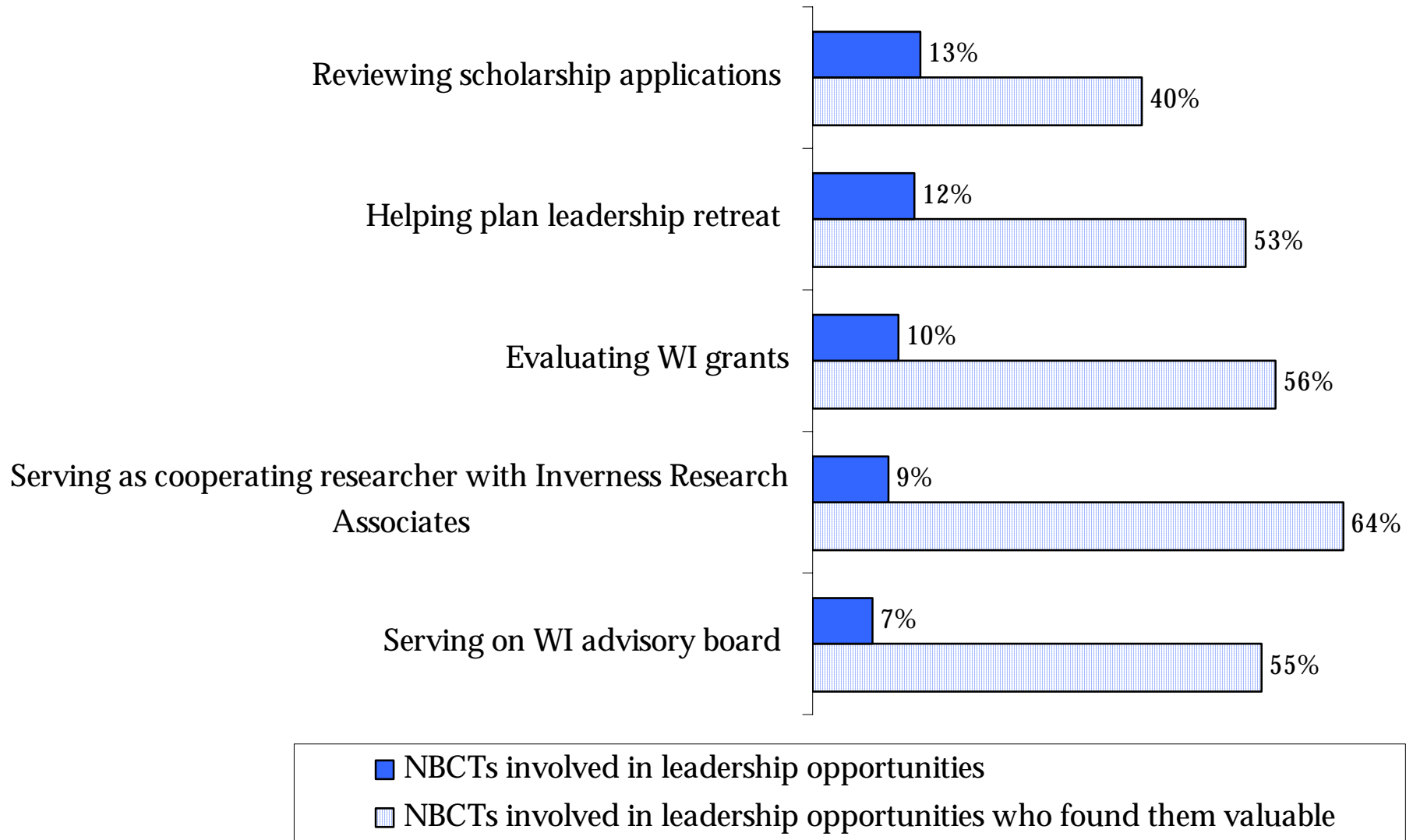
# *Leadership within the WI, and value of that leadership*



■ NBCTs involved in leadership opportunities

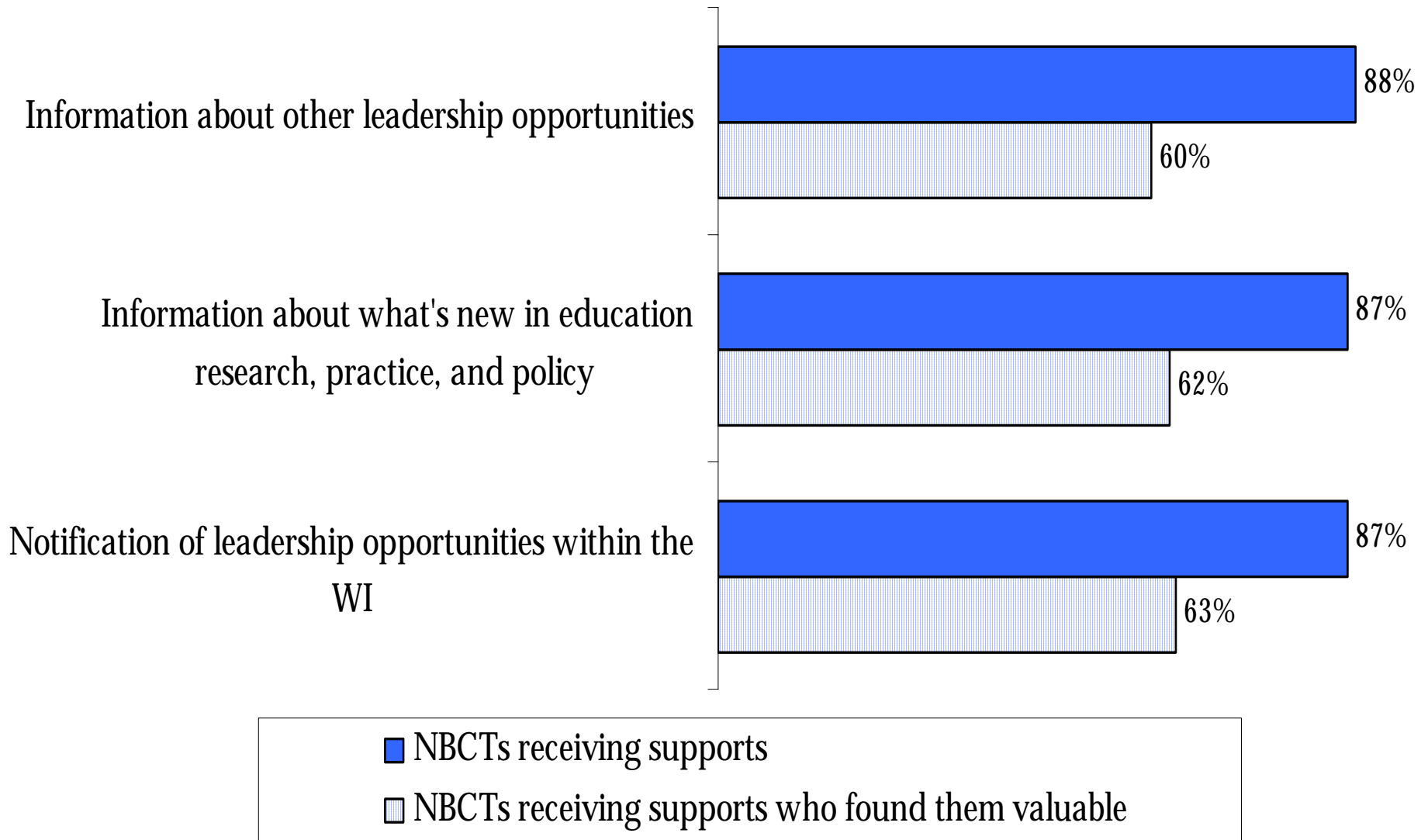
▨ NBCTs involved in leadership opportunities who found them valuable

# *Leadership within the WI, and value of that leadership (cont.)*

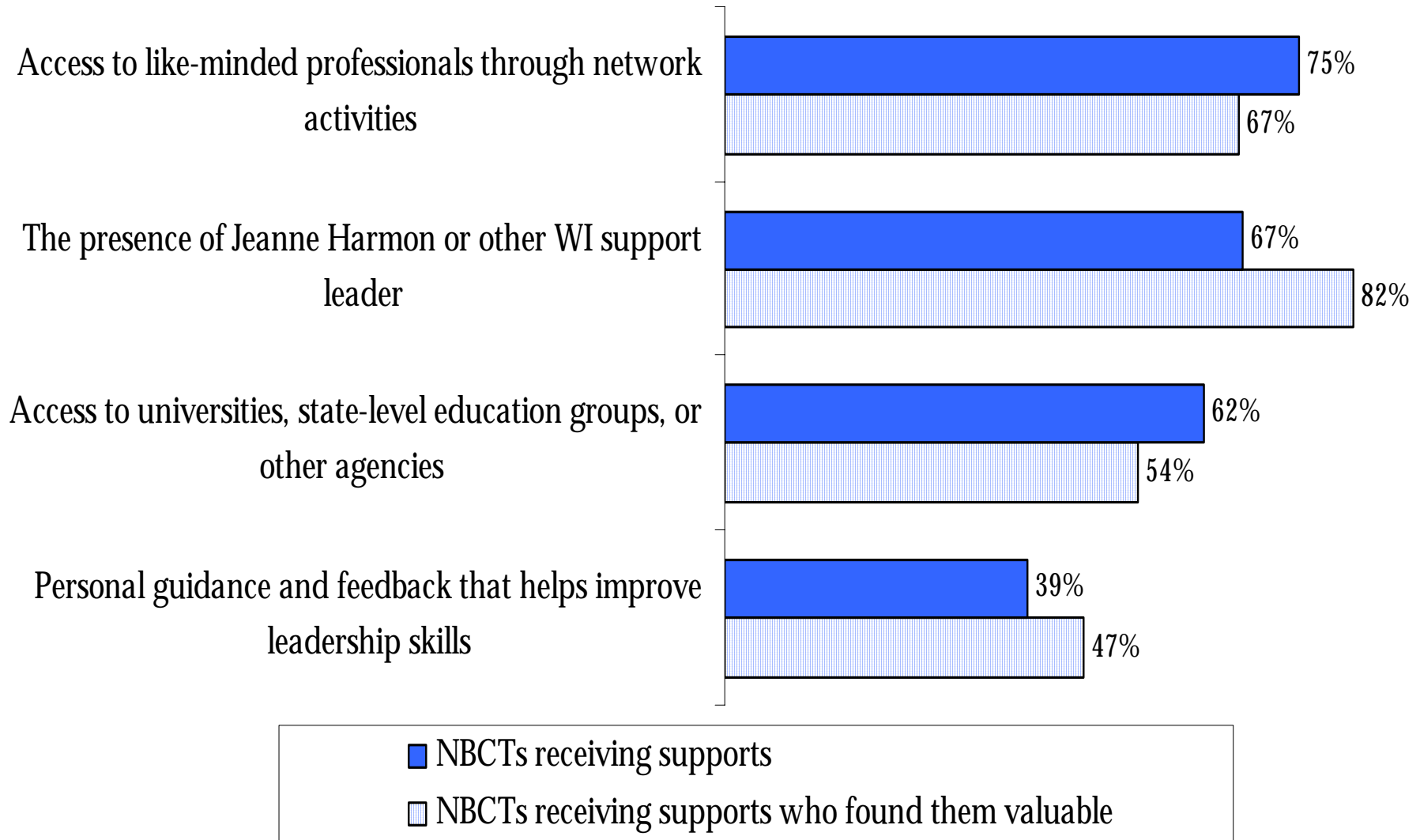




# *Access to information and opportunities is an important form of WI support*



# *Access to WI leader and others is a very valuable form of WI support*



## *Summary findings about NBCT involvement in the WI*

- The majority of NBCTs are somewhat involved, but fewer recently certified NBCTs are
- The WI is an important professional community for NBCTs
- The WI is a direct source of valuable information, opportunity, and support related to leadership

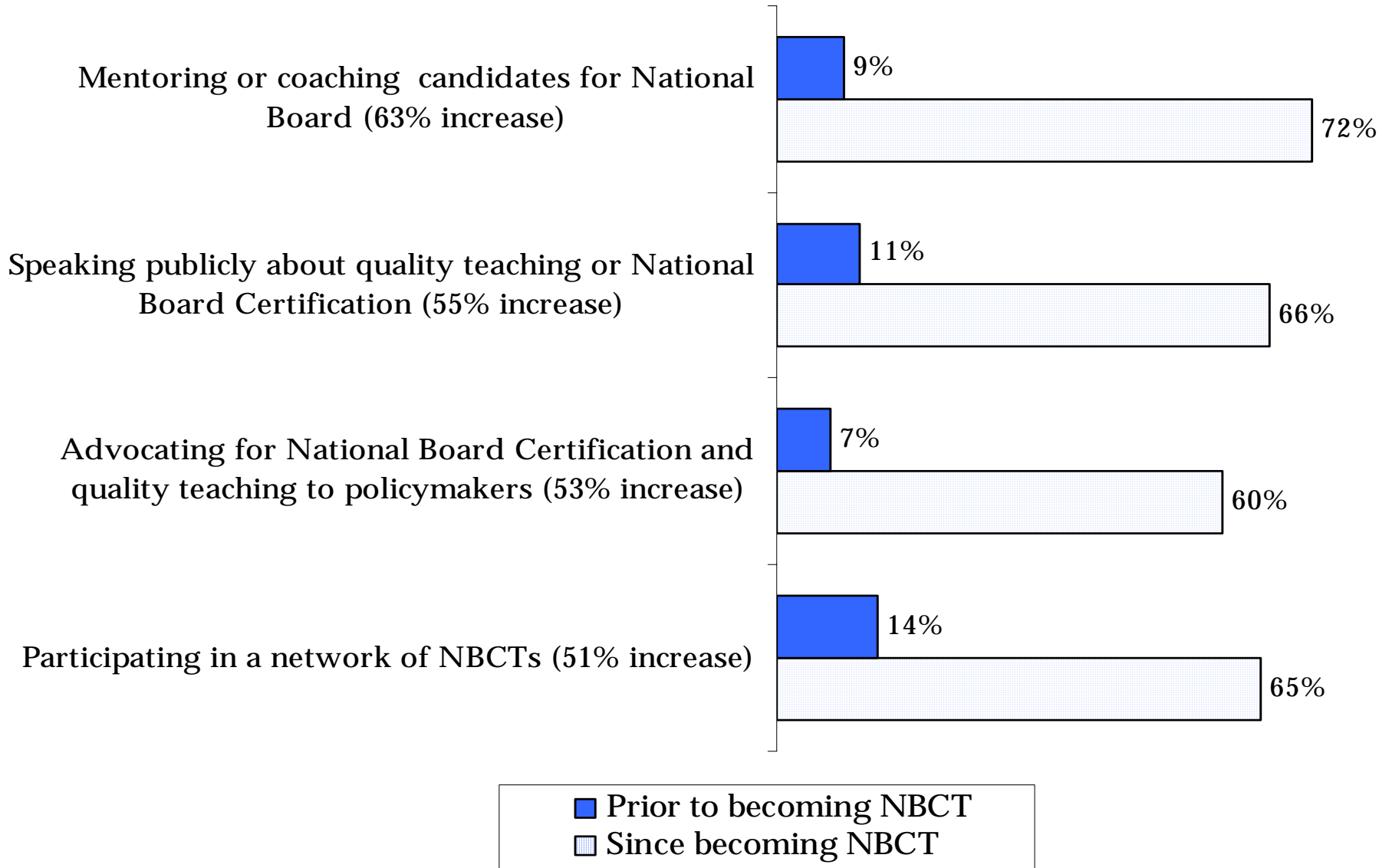
***2. NBCTs' LEADERSHIP ROLES  
AND WI CONTRIBUTION TO  
THOSE ROLES***

# *How much has teacher leadership increased since NBPTS certification?*

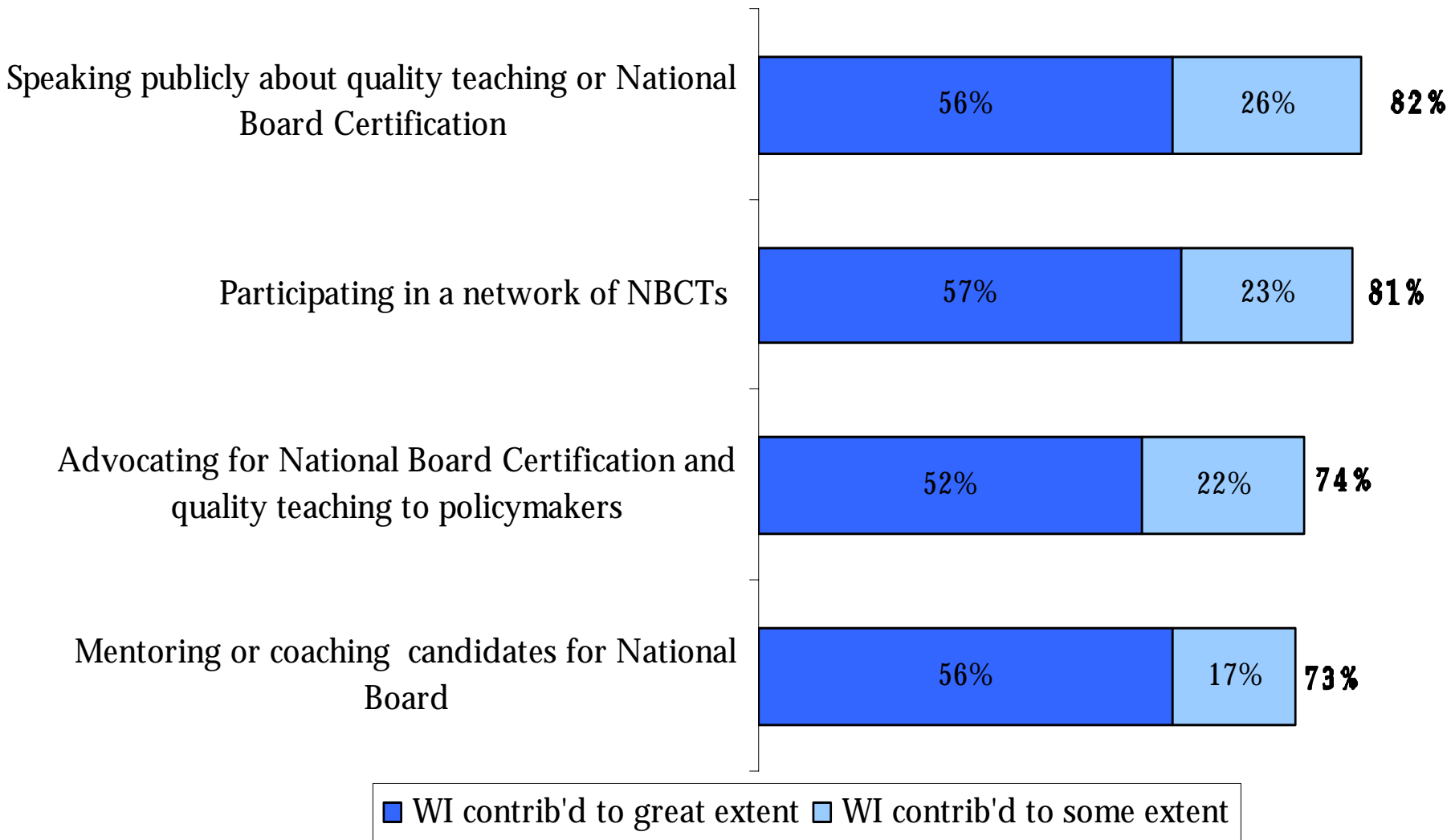
*Increased leadership in multiple arenas:*

- a. NBPTS-related leadership: +55% average
- b. Leadership at the state level: +18%
- c. Leadership in schools and districts: +10%

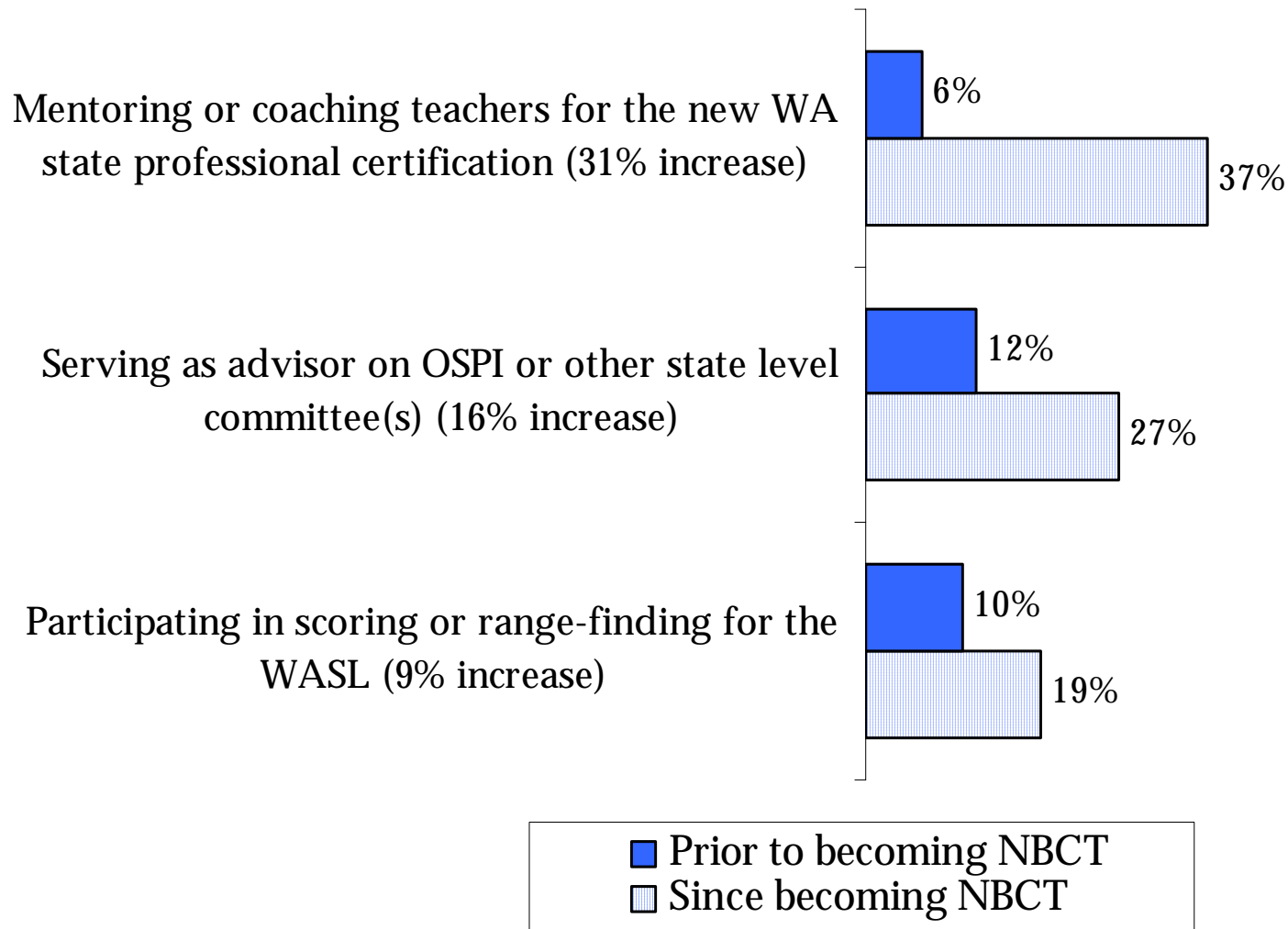
# *NBPTS-related leadership before and after NBCT status (+55%)*



# WI contributes to NBPTS-related leadership

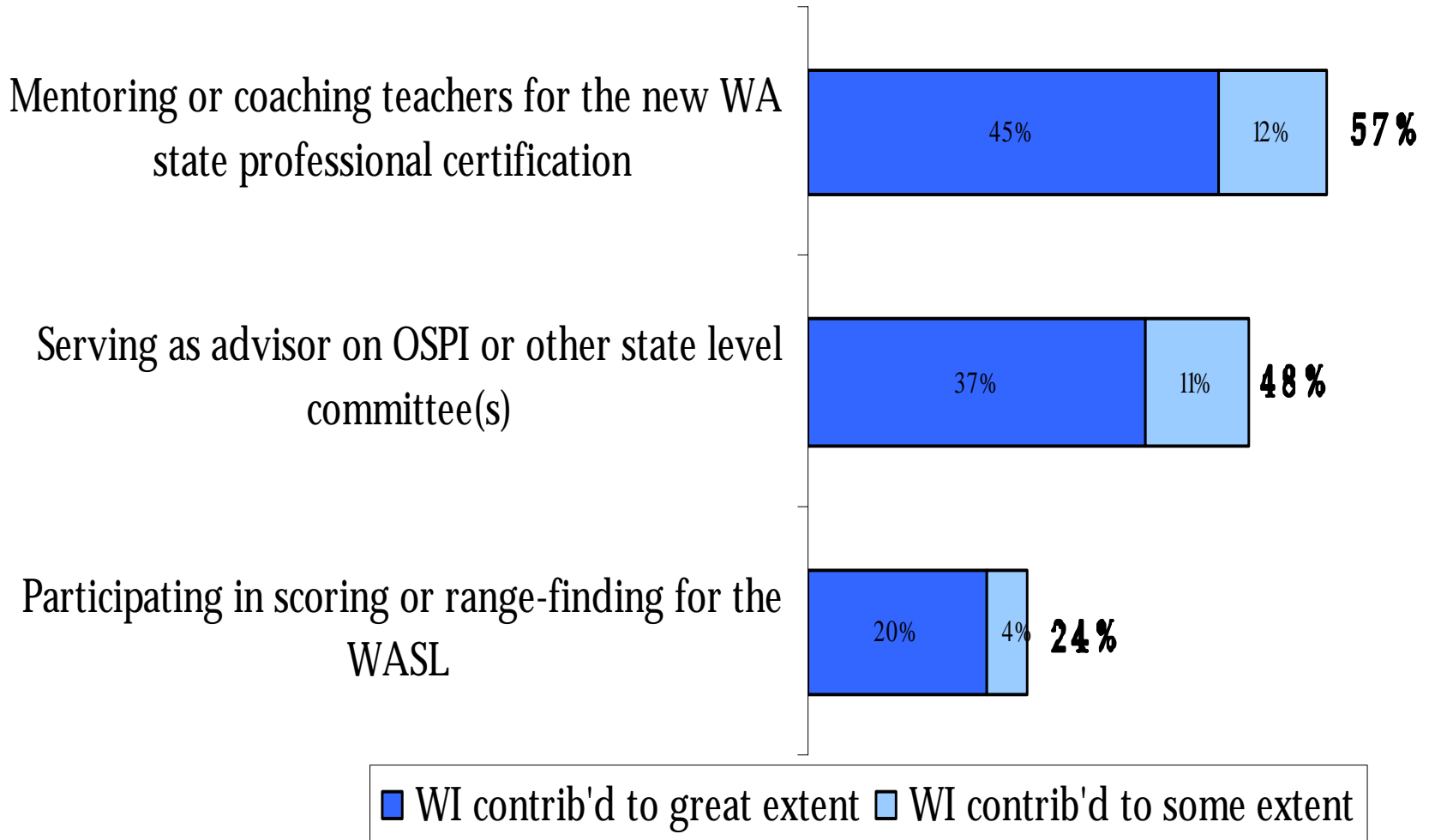


# State-related leadership before and after NBCT status (+18%)

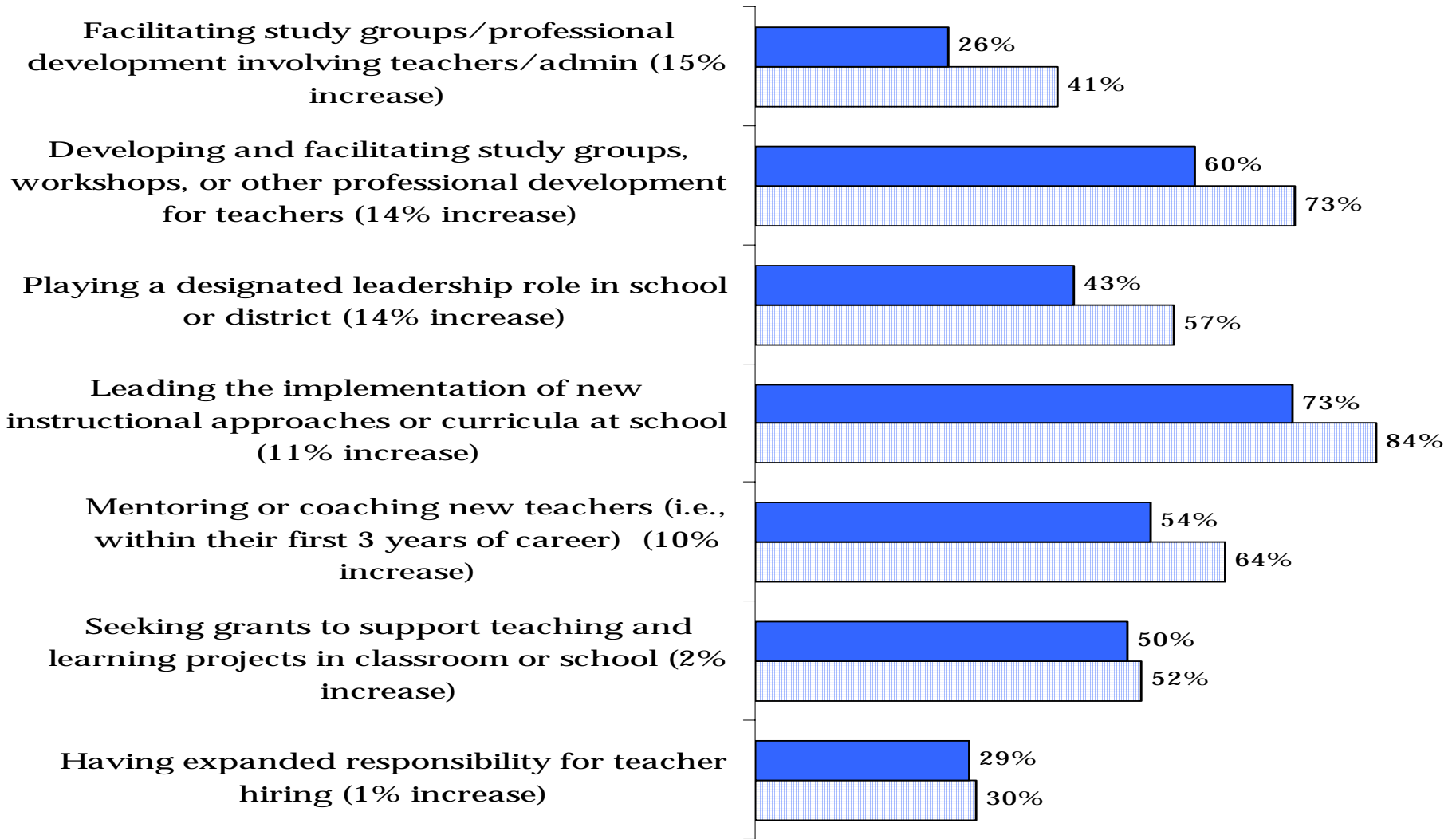




# *WI contributes to state-related leadership*

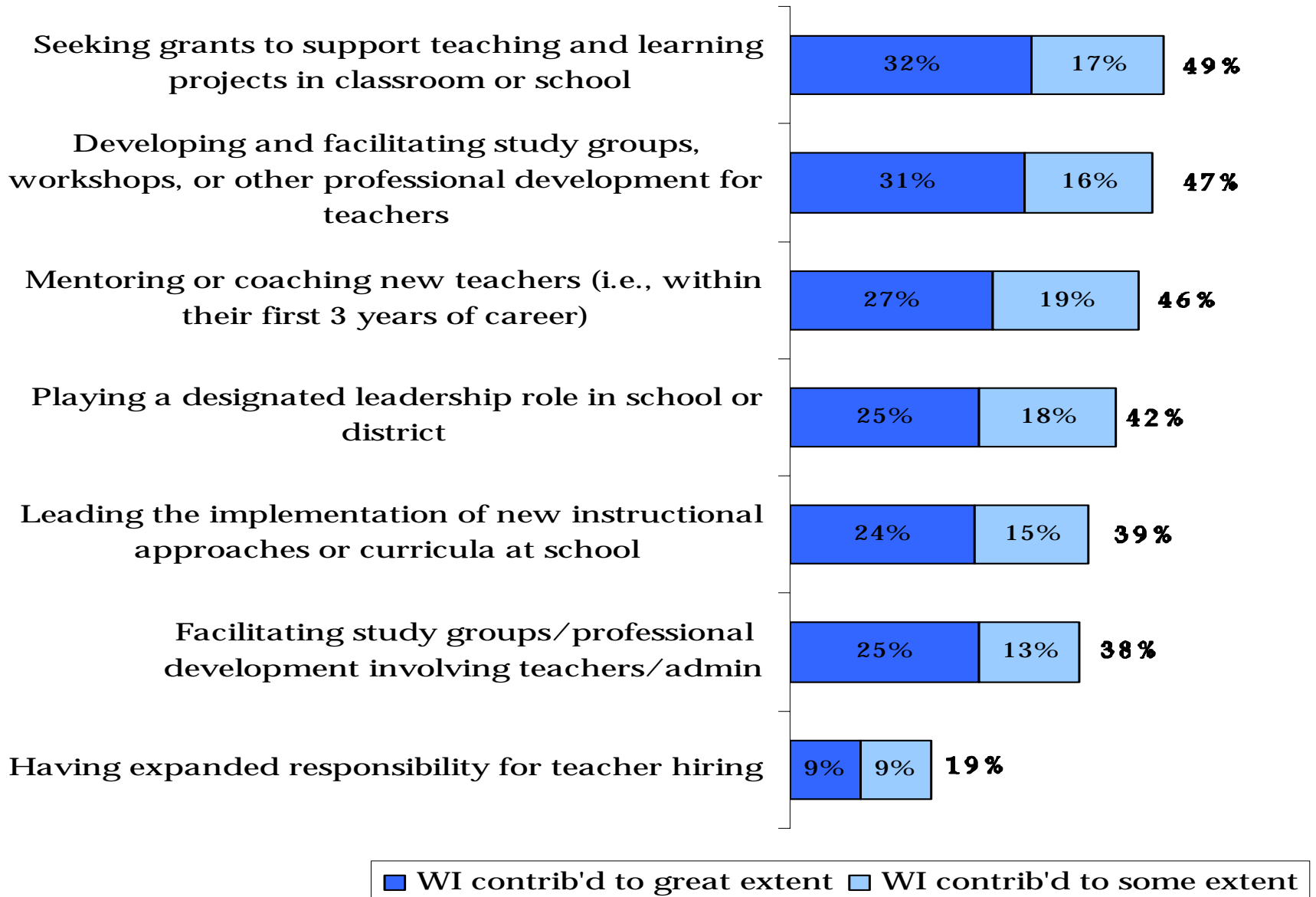


# *District- and school-related leadership before and after NBCT status (+10%)*



■ Prior to becoming NBCT  
▨ Since becoming NBCT

# *WI contributes to district and school-related leadership*



## *Summary findings about NBCT leadership*

- Teachers play more leadership roles as NBCTs than they did before
- NBCTs serve as leaders in multiple education arenas, from schoolhouse to statehouse
- The WI is enhancing NBCTs' leadership opportunities in all arenas

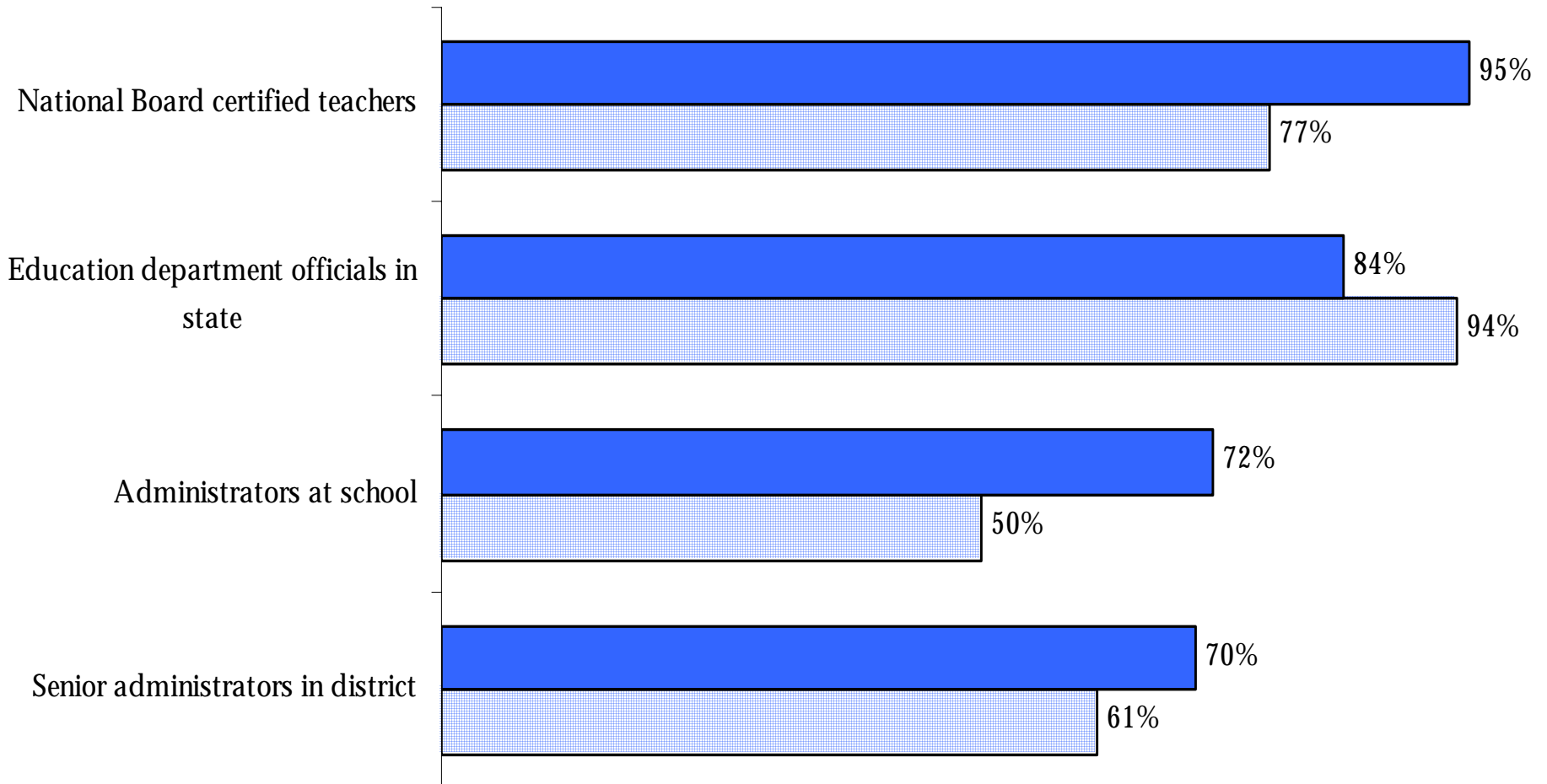
**3. *SCHOOL AND DISTRICT  
CONTEXTS FOR NBCT  
LEADERSHIP***

*What groups regard NB certification favorably?*

*Does the WI enhance this regard?*

- State-level educators?
- District and school administrators?
- Community members?
- Teachers?

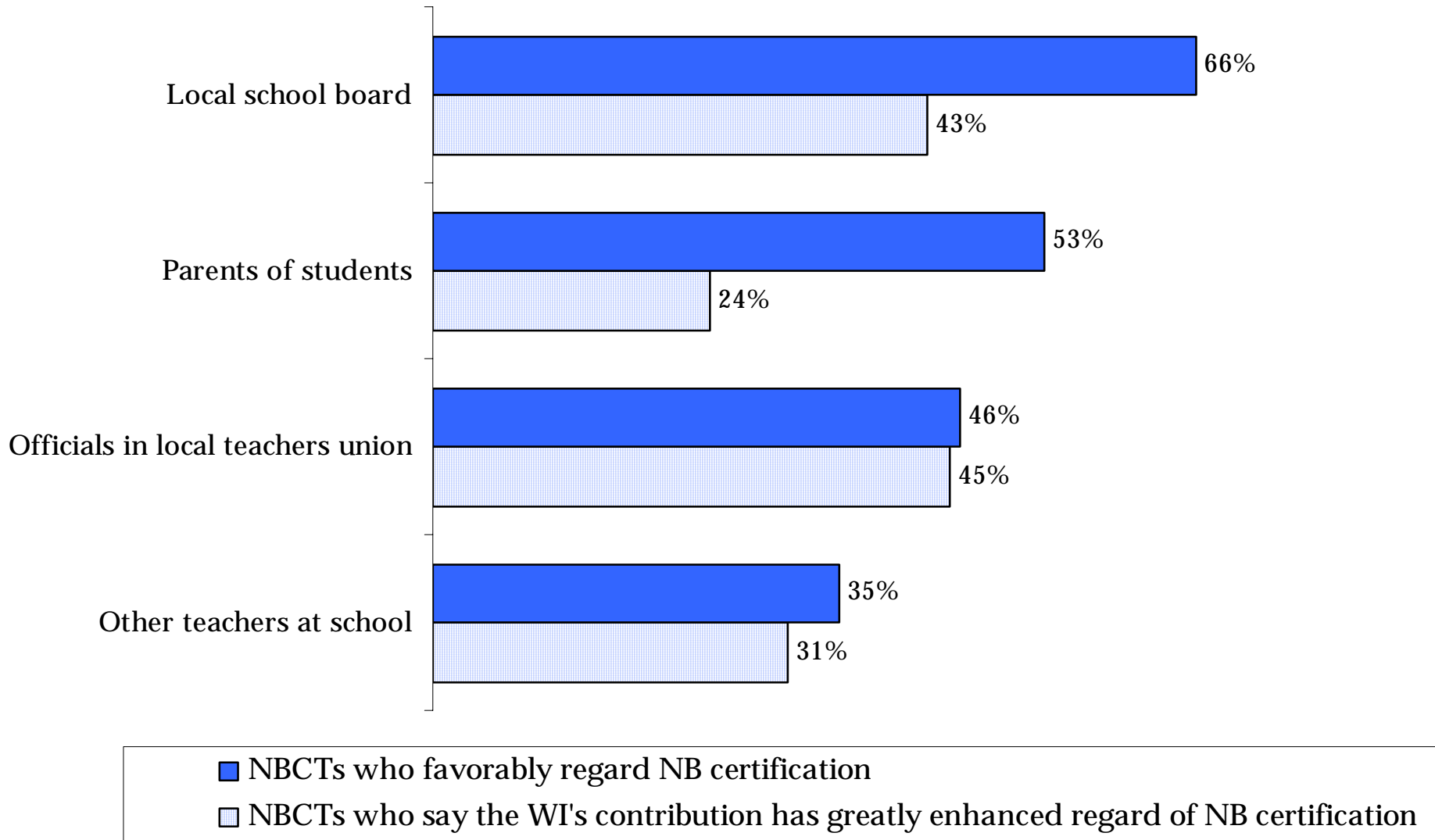
# *State-level educators and local administrators have high regard for NB certification*



■ NBCTs who favorably regard NB certification

▨ NBCTs who say the WI's contribution has greatly enhanced regard of NB certification

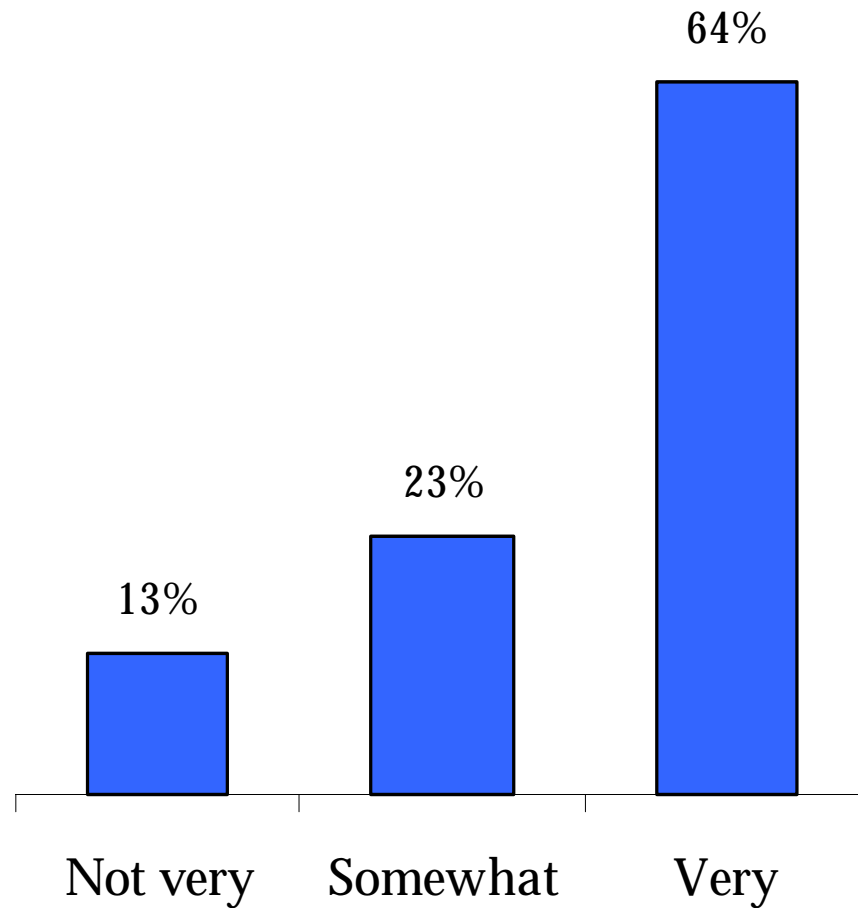
# Teachers have lower regard for NB certification than any other group



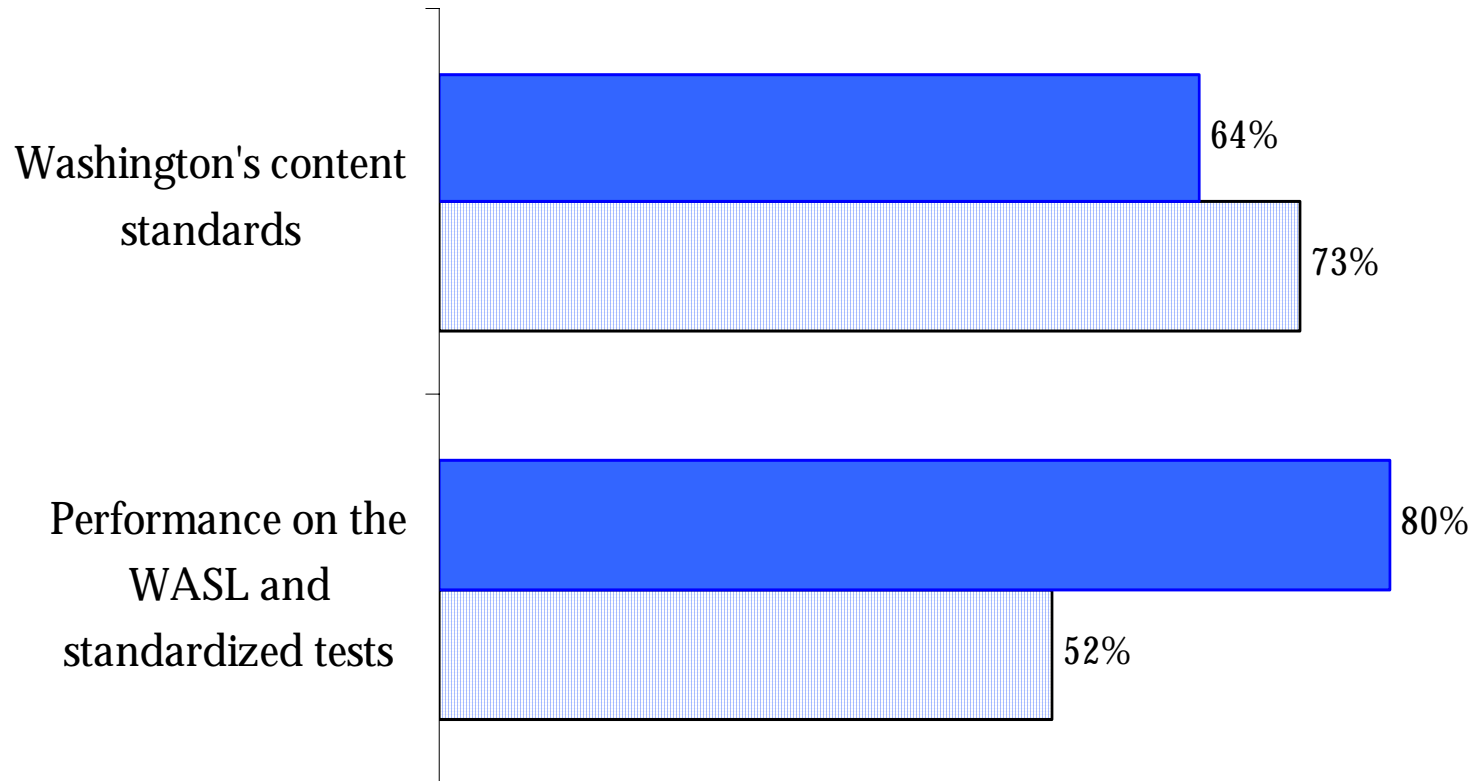


*To what extent does NBCT leadership support education policies and reform?*

*NBCTs believe their leadership is an asset to their schools' reform projects*



# *NBCTs believe their leadership is a greater asset to standards than to tests*



■ Influence on school decision making and improvement efforts

▨ Extent to which NBCT leadership is an asset to implementation and achievement

# *Summary findings about contexts for NBCT leadership*

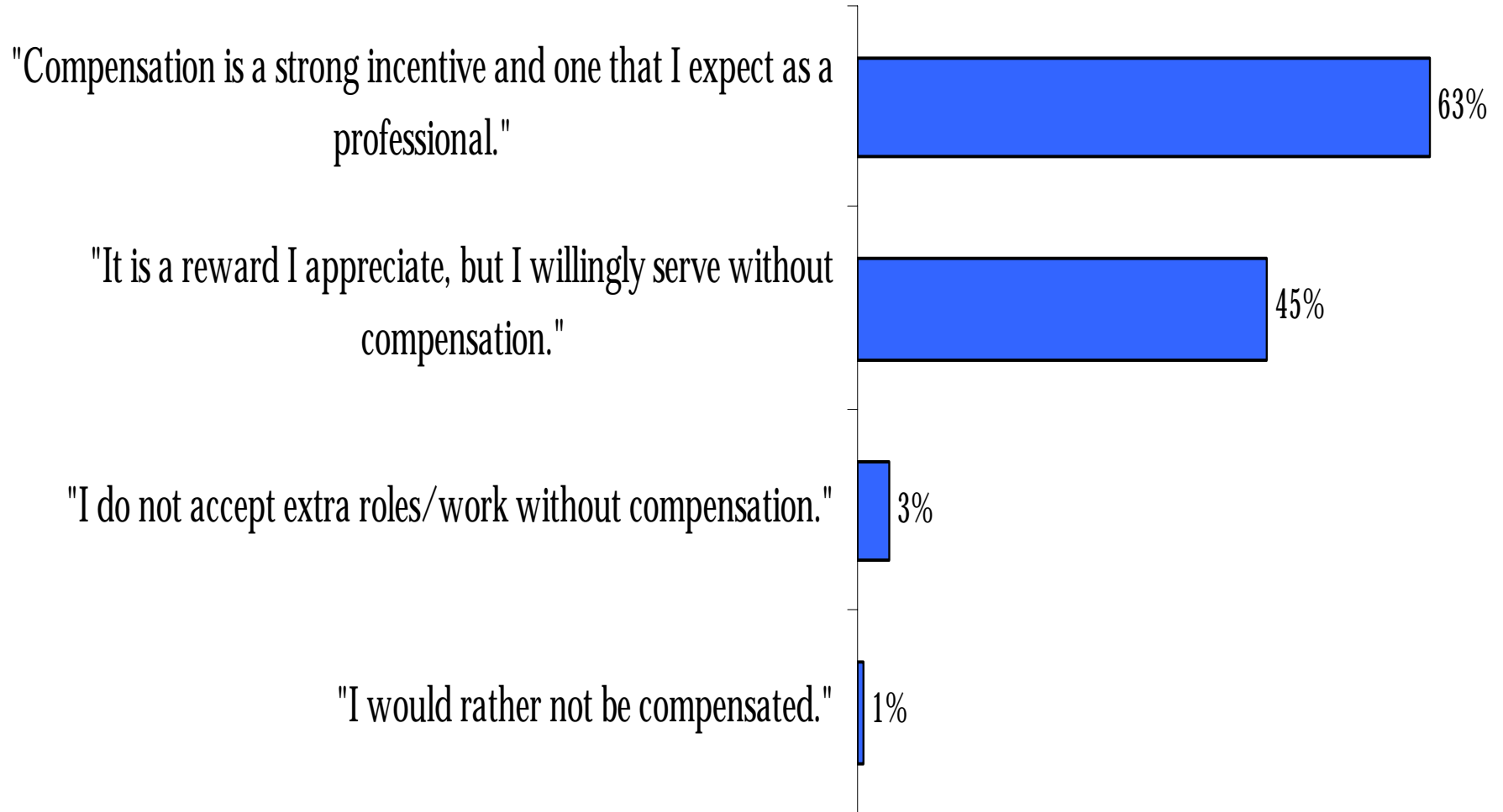
- Most NBCTs believe their leadership supports local reforms and state policies
- Most NBCTs believe their administrators are somewhat positive about NBCT status
- Most NBCTs perceive that their peers hold NBCT status in lower regard than other groups

## *4. REWARDS AND CHALLENGES OF LEADERSHIP AS AN NBCT*

## *How often are NBCTs financially compensated for their leadership?*

- NBCT receive leadership opportunities from multiple institutions—schools, districts, universities, professional organizations, the WI, OSPI
- They receive some compensation about 70% of the time.
- Universities, districts, and the WI are most likely to offer compensation

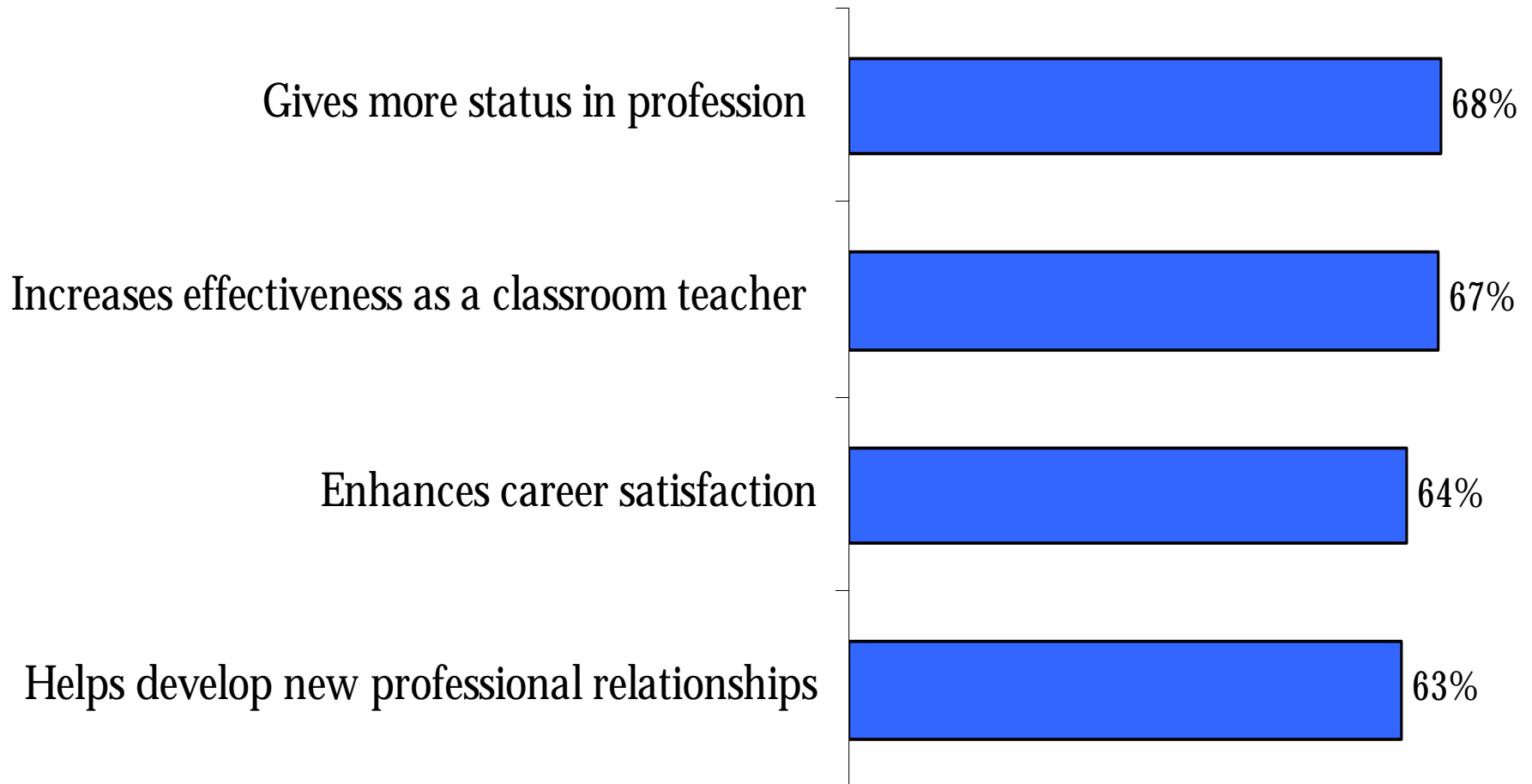
# *NBCTs expect financial compensation but will serve without it*



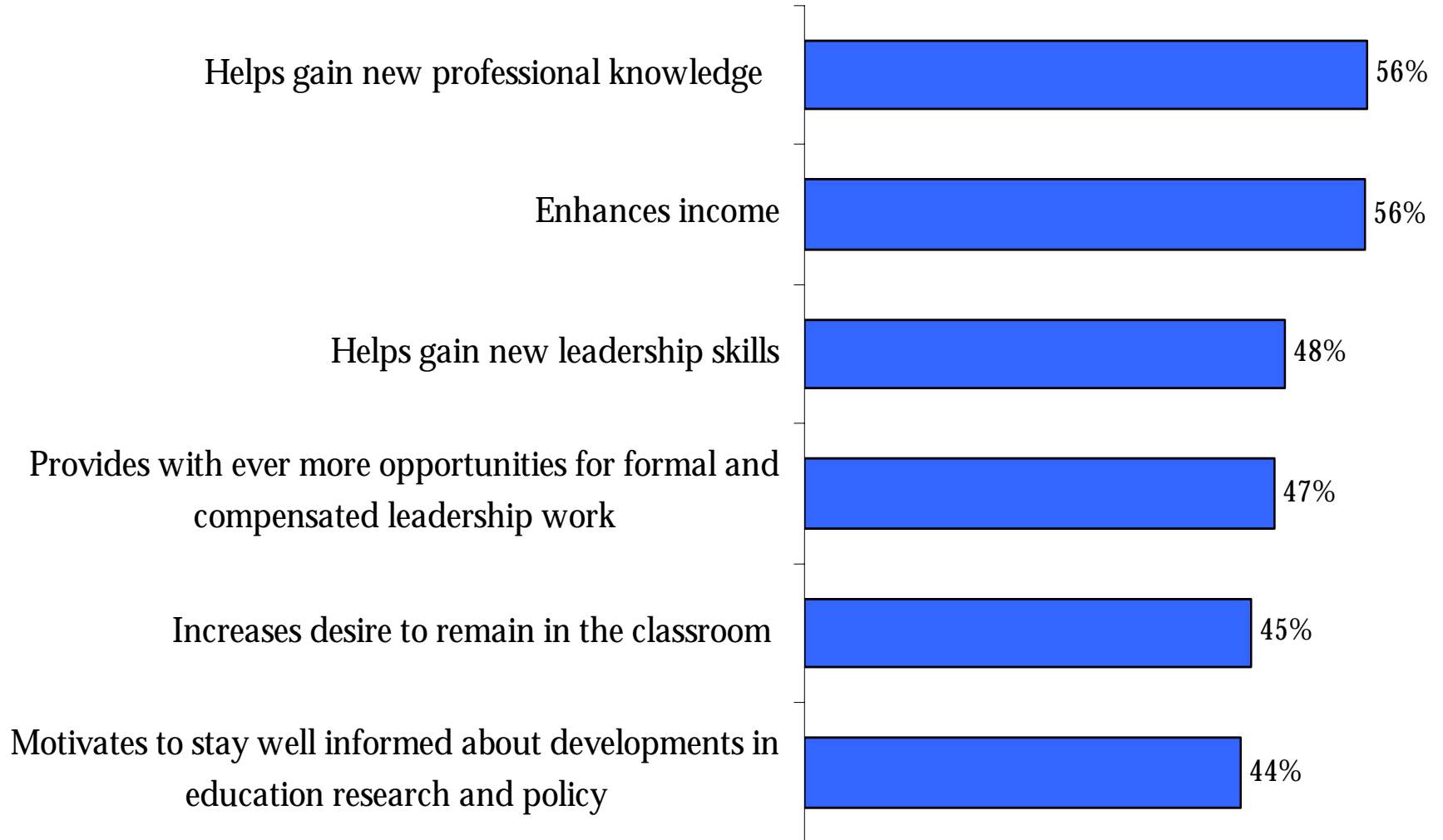
*What do NBCTs say are significant outcomes of their leadership?*



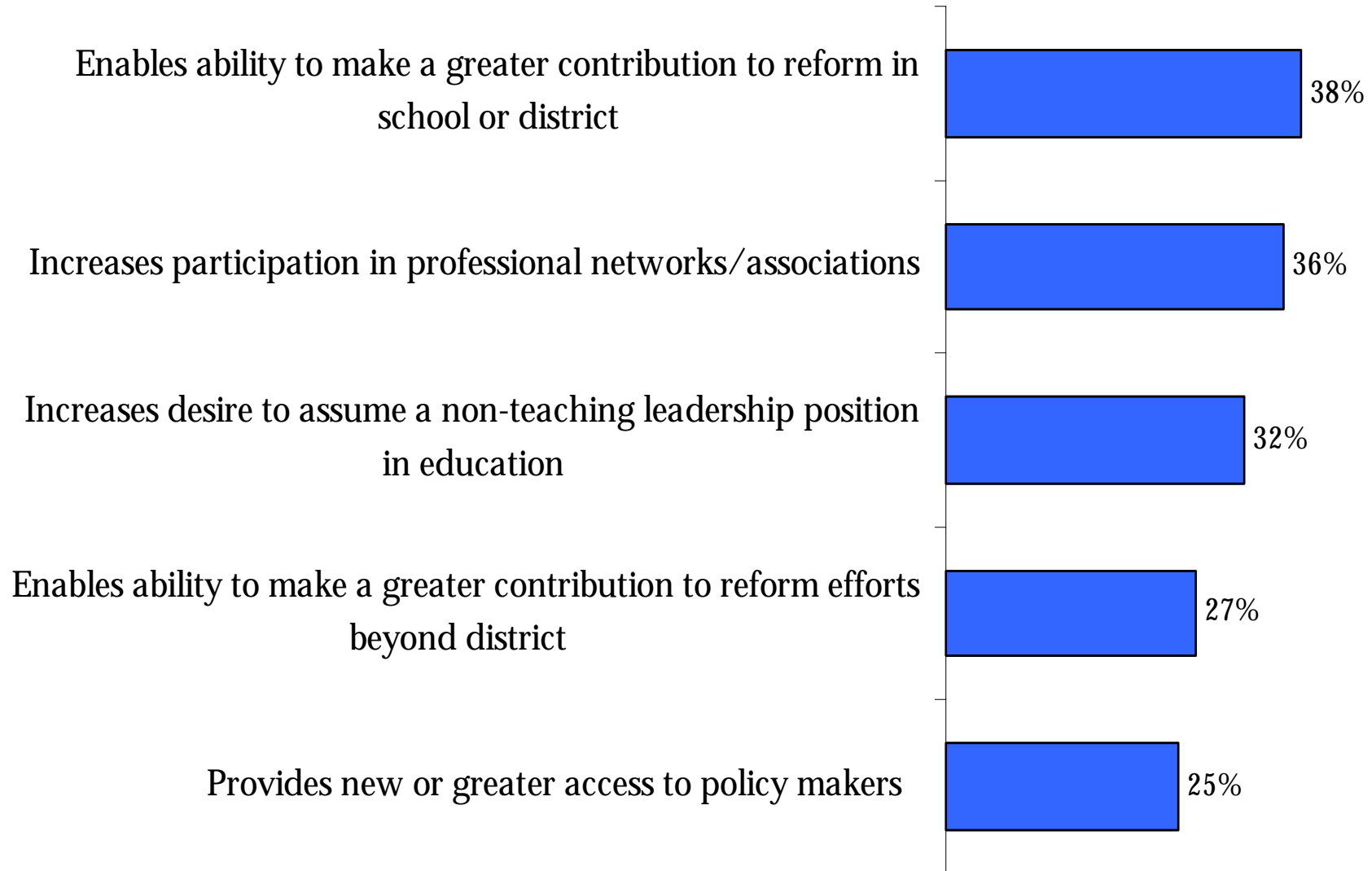
# *Most common outcome: Enhanced professional identity and efficacy*



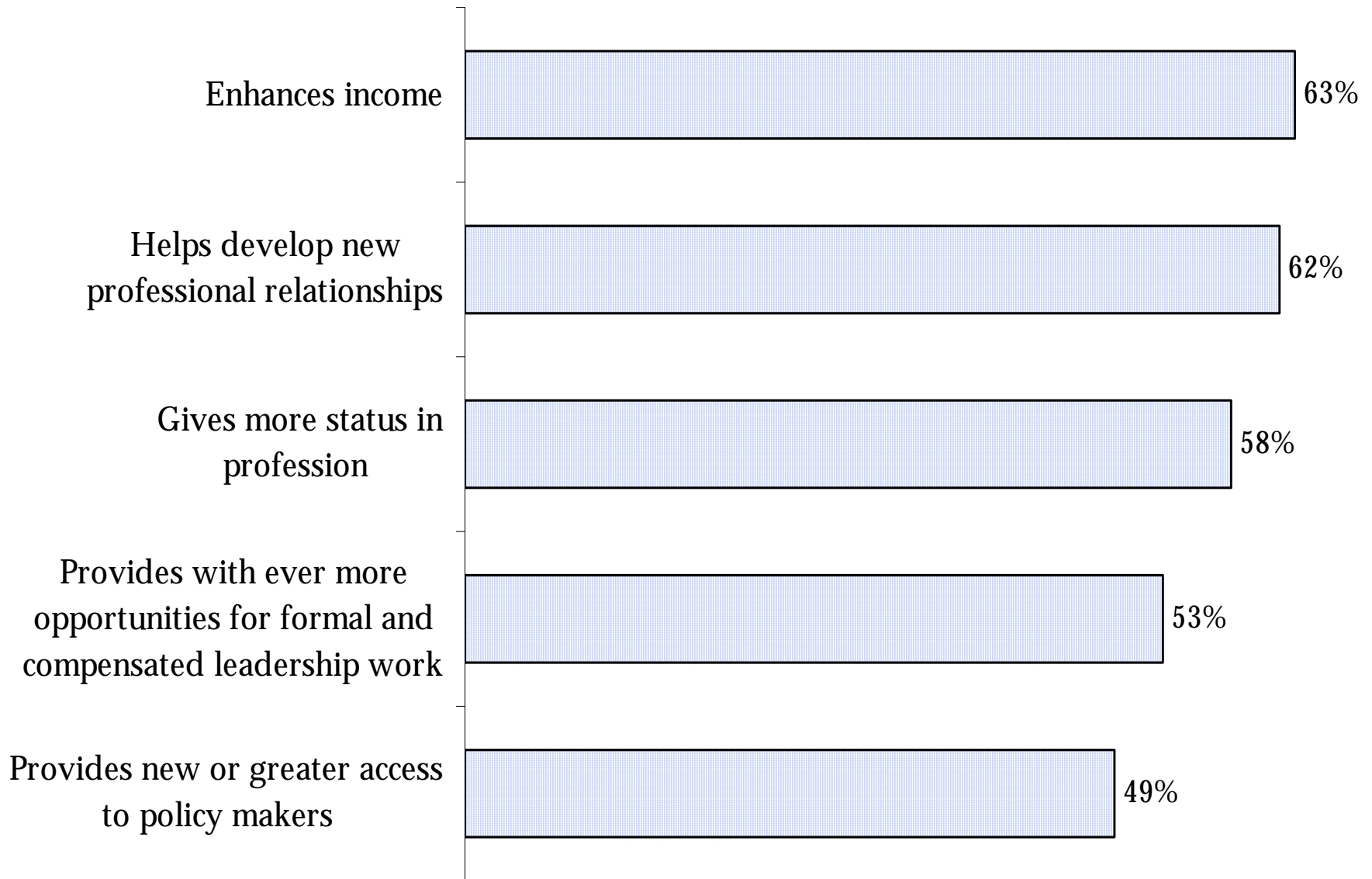
## *2nd most common: New knowledge, skills, and motivation*



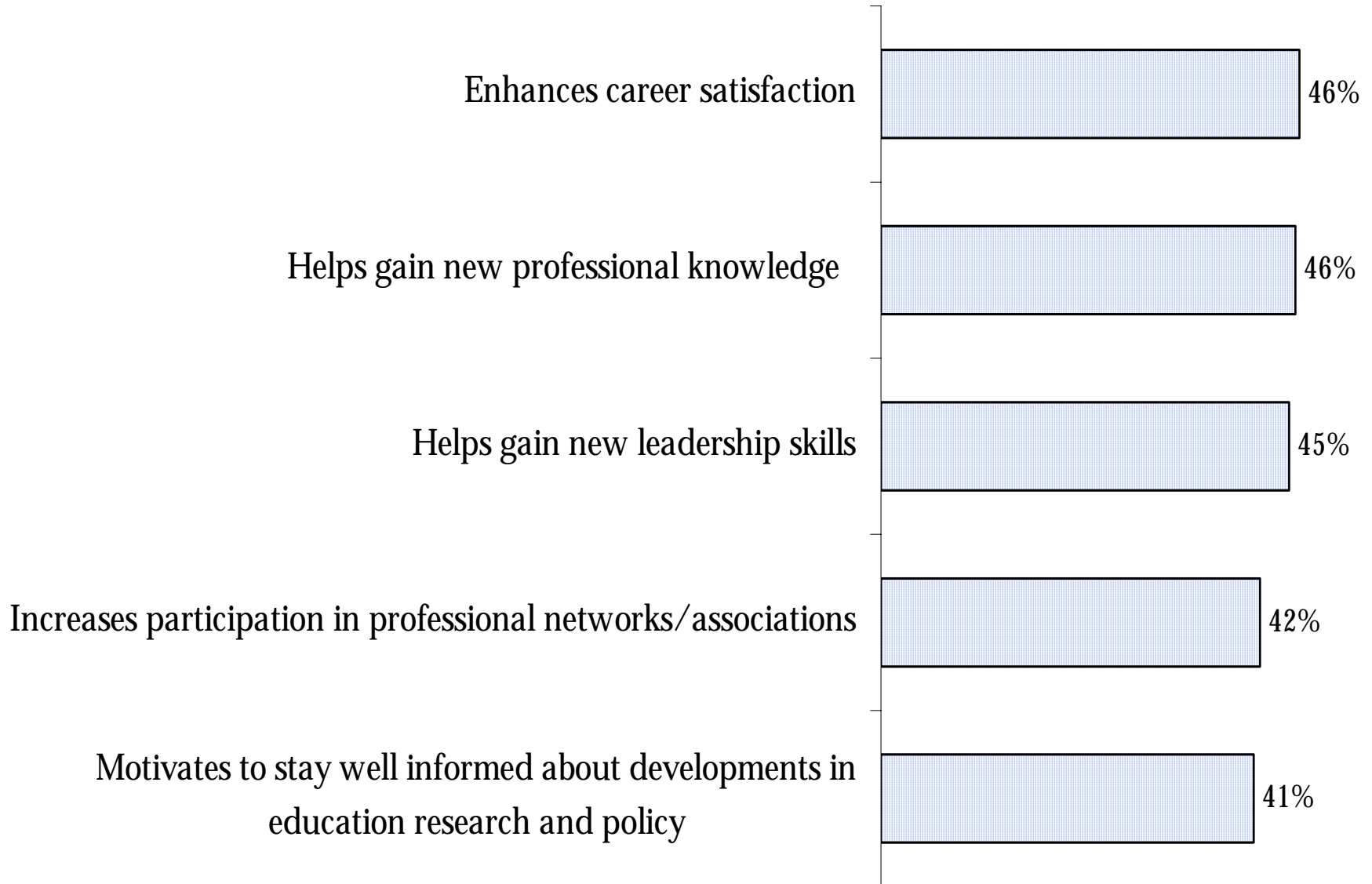
# *More outcomes: Greater participation in reform*



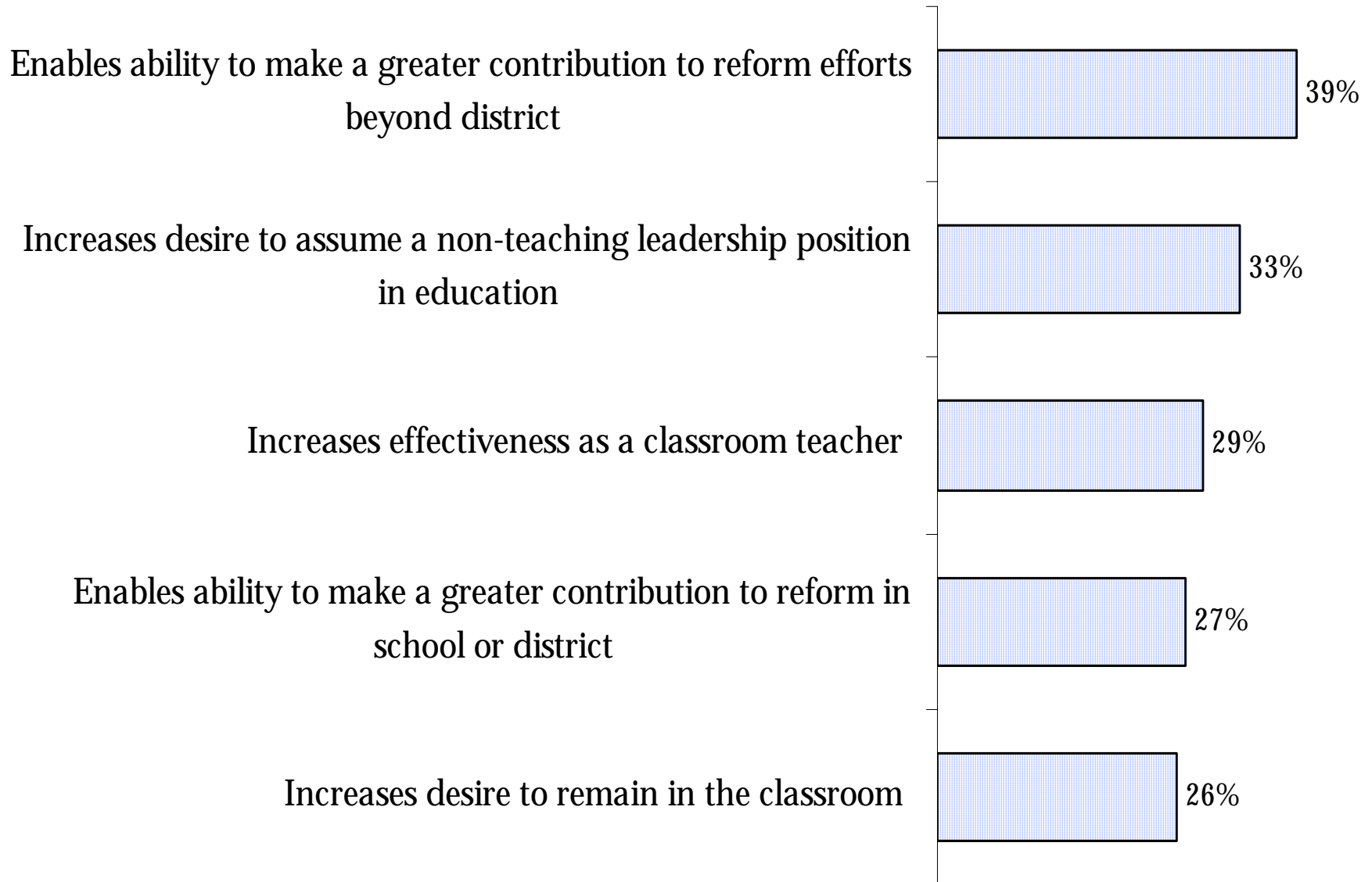
# *How the WI enhances the outcomes of NBCT leadership*



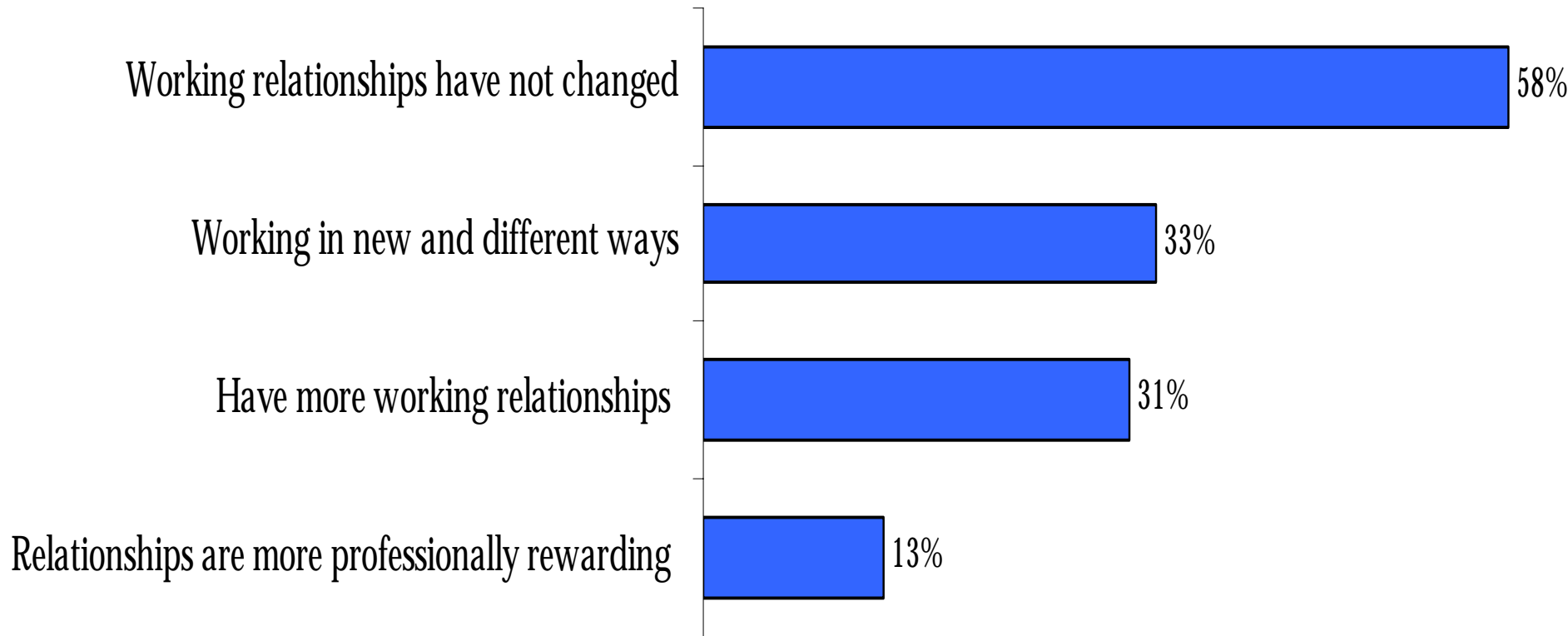
# *How the WI enhances the outcomes of NBCT leadership (cont.)*



# *How the WI enhances the outcomes of NBCT leadership (cont.)*



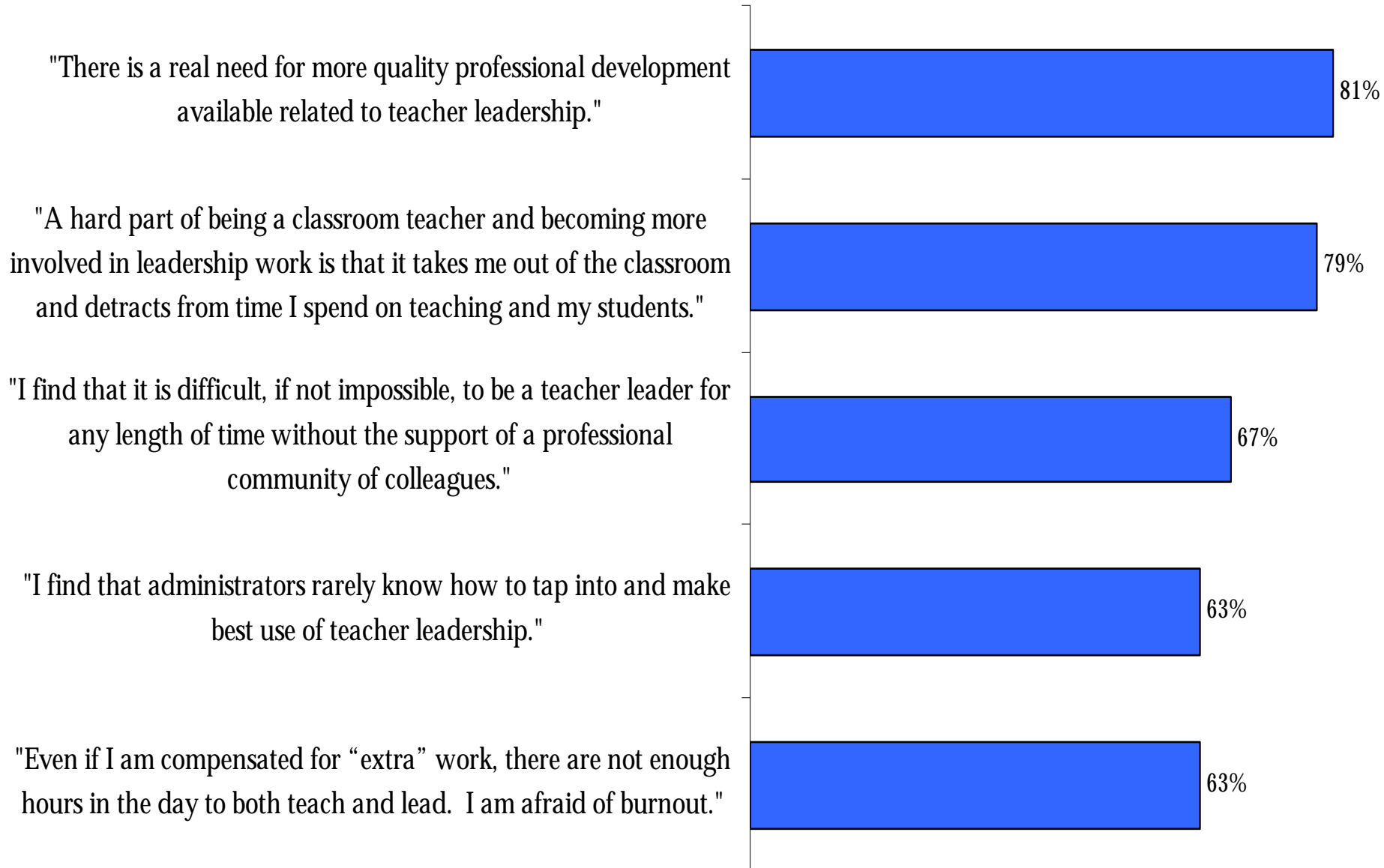
# *How the WI enhances NBCTs' relationships with university faculty*



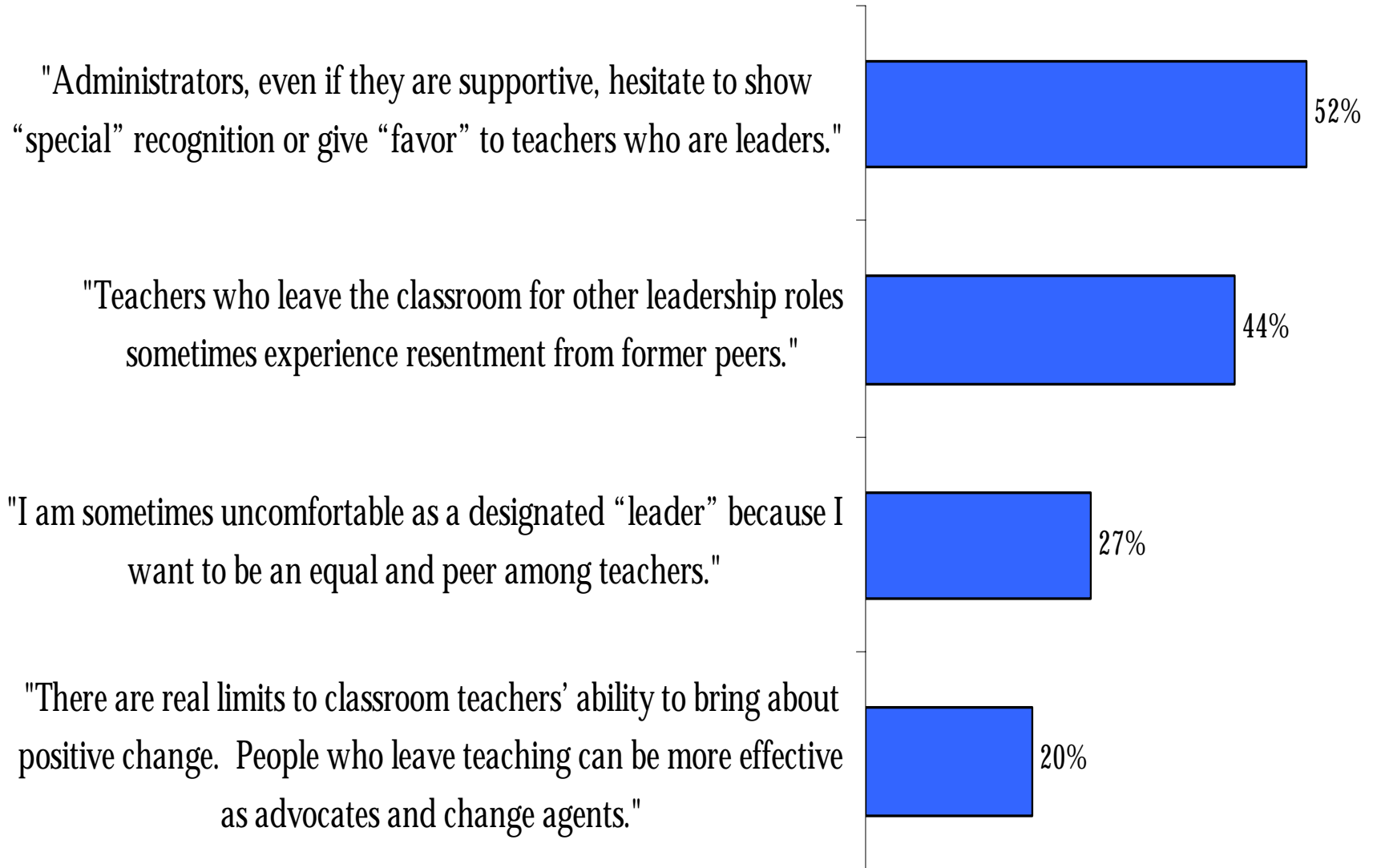
*What challenges and concerns do  
NBCTs face as leaders?*



# *Challenges and concerns related to teacher leadership*

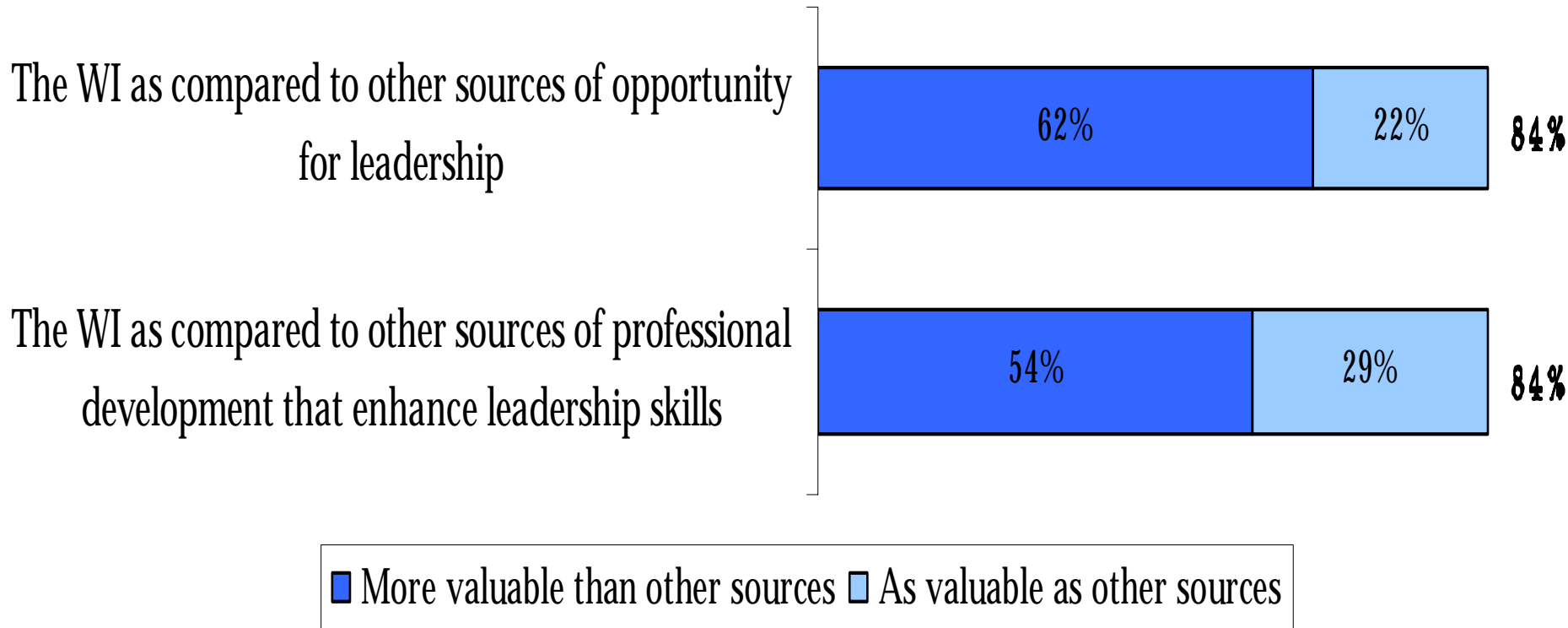


# Challenges and concerns related to teacher leadership (cont.)

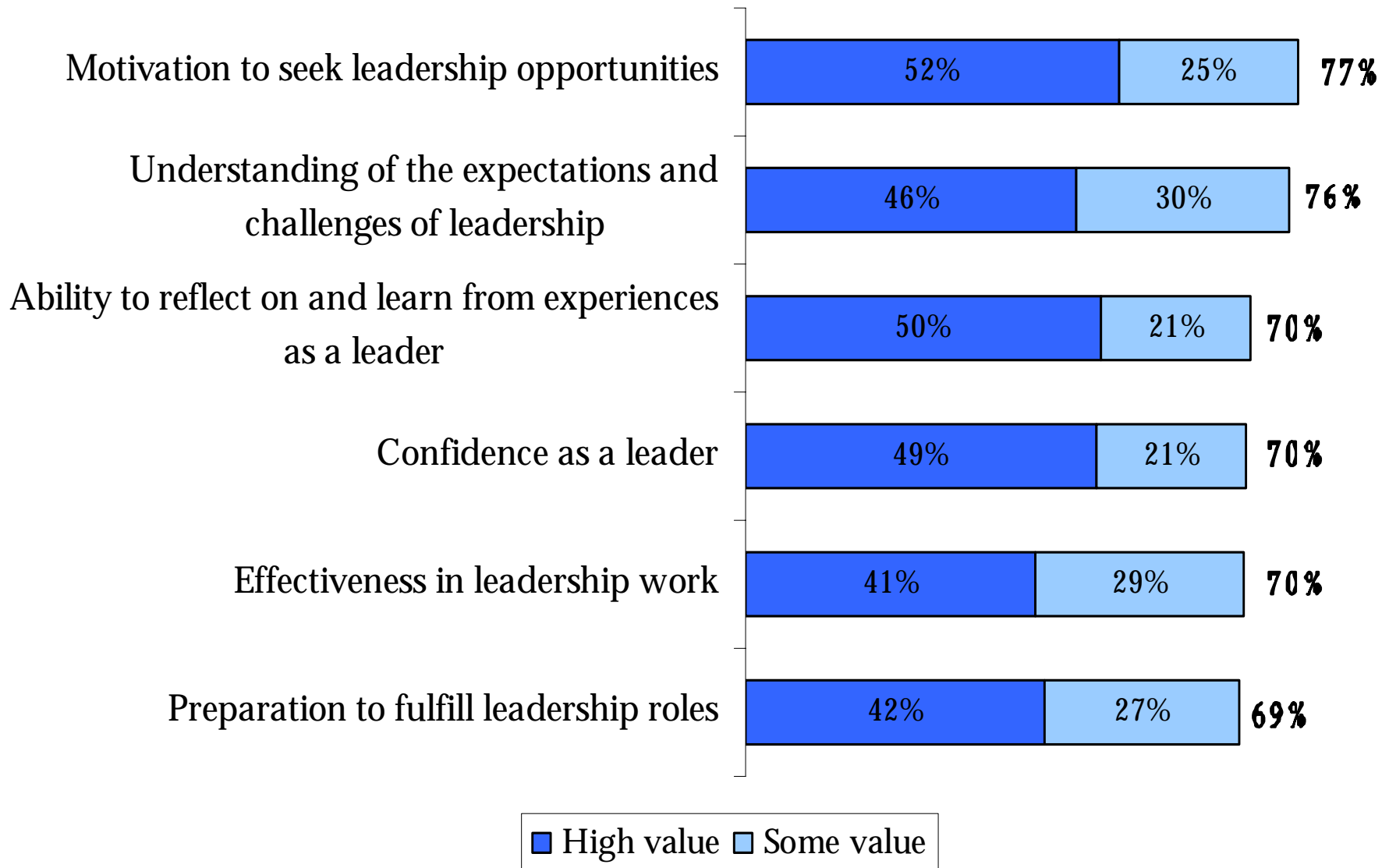


*What overall value does the WI add  
to the leadership of NBCTs?*

# *The WI compares well to other sources of professional development for leadership*



# *The WI strengthens NBCTs as leaders*



# *Summary findings about rewards and challenges of leadership*

- Leadership can be somewhat financially rewarding
- NBCTs enjoy many positive outcomes from leadership, including stronger professional identities and new skills
- There are costs associated with teacher leadership, including frustration and fear of burnout
- Many administrators and, especially, other teachers are ambivalent about or resentful of NBCT “status”
- The WI is an important source of support and professional development for NBCTs as leaders – and more is needed.