

THE WASHINGTON INITIATIVE

**RESULTS OF A LEADERSHIP SURVEY OF
NATIONAL BOARD CERTIFIED TEACHERS IN WASHINGTON
SPRING 2003**

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Results of a Leadership Survey of National Board Certified Teachers in Washington Spring 2003

Overview

We at Inverness Research Associates conducted a survey of National Board Certified Teachers (NBCT) in Washington as part of our evaluation study of the Washington Initiative. The aim of the survey is to document NBCTs' perspectives and experiences related to the following:

- The nature of their leadership roles, opportunities and experiences as NBCTs,
- the relationships between NB certification and their leadership as teachers,
- the value-added and role of the WI in their opportunities, experiences, and support as leaders,
- the conditions and outcomes of their leadership (and the role of the WI in those outcomes),
- the contexts surrounding their work as leaders, including their view of others' perceptions about the role and value of leadership by NBCTs.

We distributed a paper survey to all 214 NBCTs included in the WI database. Those who returned surveys received a \$25 stipend. A total of 153 NBCTs completed the surveys, for a response rate of 71%.

In this report module, we first highlight the major findings and themes from the survey results. We then present the full portfolio of statistical results for all survey items.

Major Themes in Survey Results

NBCTs report having plentiful leadership opportunities, and they occur in multiple and varying spheres of influence. The Washington Initiative has played a major role in helping NBCTs gain leadership opportunities and in enhancing the quality of their leadership experiences. The availability of ongoing professional development related to leadership is important to the NBCTs.

From NBCTs' perspectives, there are many benefits that accrue from their leadership work, and these benefits extend to individuals, the WI network, their schools, institutions of higher education (IHE), and the larger education system, including the State as a whole. The NBCTs also believe they gain many professional benefits from their leadership work and from their involvement with the WI. The WI is a very important professional community and resource for NBCTs.

NBCTs perceive that school and district administrators are still growing in their understanding and appreciation of the value of NB certification and the leadership

potential of NBCTs. As a group, administrators vary in their regard for NBCT “status.” NBCTs report that, of all groups in the education system, classroom teachers—the peers of the NBCTs—seem to have the lowest overall level of regard for NB certification.

Overall, the great majority of NBCTs believe the WI is a valuable source of professional growth and opportunity, and believe the WI adds value to their work and leadership as NBCTs.

On the following pages, we present item-by-item results of the survey. Results are organized into the following sections:

I. CHARACTERISTICS OF NBCTS

II. NBCT INVOLVEMENT WITH THE WASHINGTON INITIATIVE

III. NBCTS LEADERSHIP ROLES AND THE CONTRIBUTORS TO THOSE ROLES

IV. SCHOOL AND DISTRICT CONTEXTS FOR NBCT LEADERSHIP

V. THE REWARDS AND CHALLENGES OF TEACHER LEADERSHIP

VI. SUMMARY ASSESSMENT OF THE EXTENT TO WHICH THE WI ENHANCES NBCT LEADERSHIP

I. CHARACTERISTICS OF NBCTS

Question How many years of experience in education do Washington NBCTs have?

Result NBCTs have about 16 years' experience in the classroom, on average, and about 17 years of experience as educators in any capacity.

Table 1.

	Mean	Median
Years as a classroom teacher	16.2	14
Years as an educator in any capacity	17.6	16

Question What grade levels did NBCTs teach in 2002-03?

Result NBCTs are evenly distributed across K-12 school levels.¹

Table 2.

	N responding	%
<i>NA, I did not teach this year</i>	8	5%
K - 5th	48	31%
6th - 8th	46	30%
High School	47	31%
Other (5th - 10 th)	2	1%

¹ Data are not available about the distribution of all teachers in Washington by school level so we cannot compare the spread of NBCTs to the general population of teachers. We do know that in Washington 56% of teachers are in schools that span grades 1-8, and 41% teach in schools that include any grades between 7-12.

I. CHARACTERISTICS OF NBCTS, cont.

Question What leadership roles have NBCTs played in education?

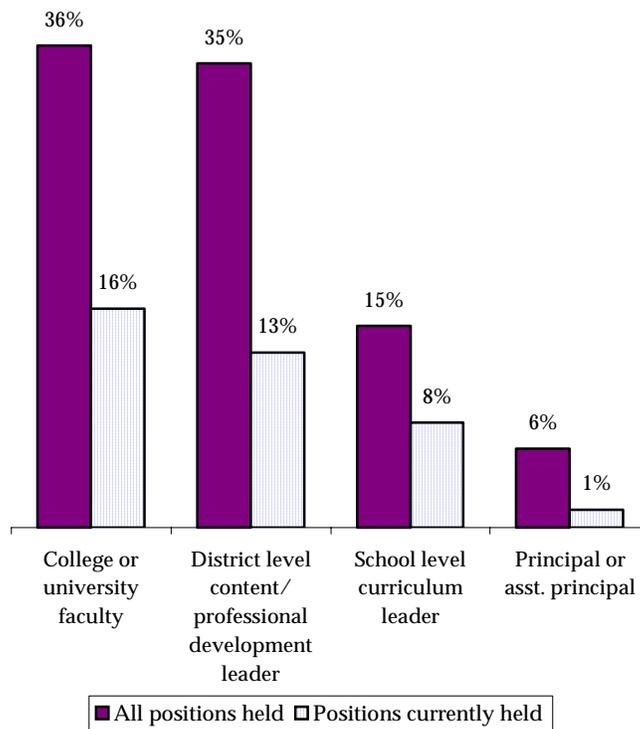
What roles do they currently play?

Result More than a third of NBCTs have taught at the college/university level at one time, and 16% currently do so.

Additionally, more than a third of NBCTs have held leadership positions in their districts, and 13% currently do so. Smaller percentages have served as departments heads or administrators in their schools.

Figure 1.

POSITIONS HELD OTHER THAN CLASSROOM TEACHER
(PERCENTAGE OF NBCTS REPORTING)



I. CHARACTERISTICS OF NBCTS, cont.

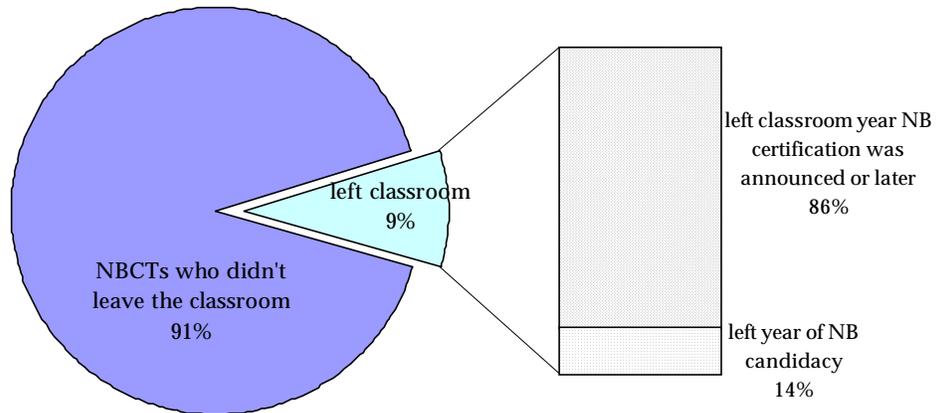
Question How many NBCTs have left the classroom? When in their careers did they leave the classroom?

Result Of the NBCTs who responded to the survey, 91% remain in the classroom.

Of the 9% who have left the classroom, the great majority (86%) left the year they became certified or later.

Figure 2.

PERCENTAGE OF NBCTS WHO HAVE LEFT THE CLASSROOM



II. NBCT INVOLVEMENT WITH THE WASHINGTON INITIATIVE

Question How involved are NBCTs in the Washington Initiative?

Result Overall, 64% of NBCTs say they are somewhat involved or heavily involved in the WI.

Those who became certified *before* the WI began are more heavily involved than those who became certified later with WI support.

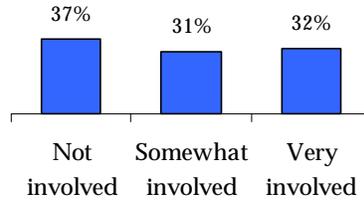
Of the survey respondents, 47% report that they became certified in 2002 or later with WI support; the remaining 53% were certified 2001 or earlier, before the WI.

The first graph on the following page shows that, overall, 64% of NBCTs say they are involved to some degree in the WI. The second graph shows that the more recent, WI-supported NBCTs say they are less involved than NBCTs certified earlier.

Overall, 64% of NBCTs are somewhat involved or very involved in the WI:

Figure 3.

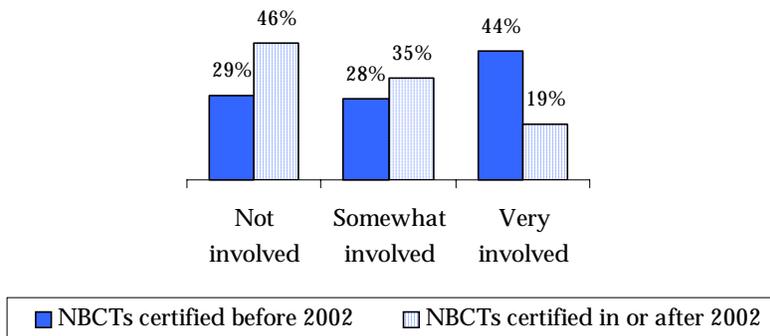
OVERALL INVOLVMENT WITH THE WASHINGTON INITIATIVE
(PERCENTAGE OF NBCTS REPORTING)



NBCTs certified prior to 2002 are more involved that those certified in 2002 or later:

Figure 4.

OVERALL INVOLVMENT WITH THE WASHINGTON INITIATIVE
(PERCENTAGE OF NBCTS REPORTING)



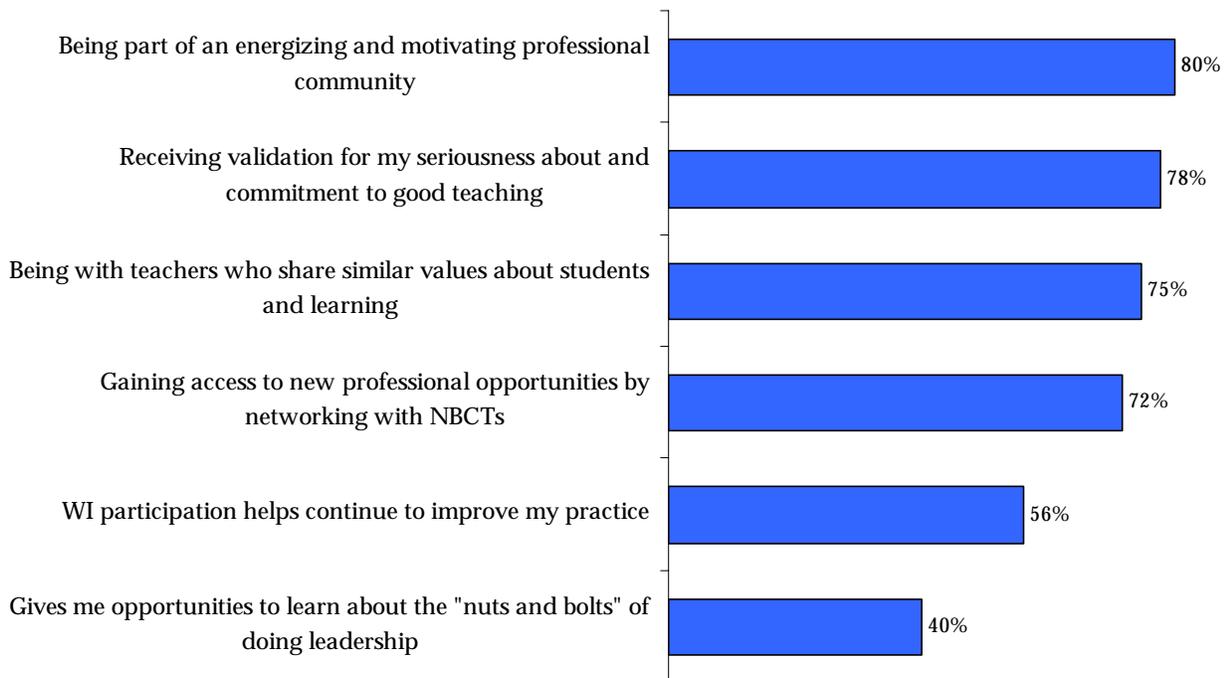
II. NBCTs' INVOLVEMENT WITH THE WASHINGTON INITIATIVE, cont.

Question Why do NBCTs participate in the WI and stay in contact with other NBCTs?

Result For the great majority of NBCTs (72%-80%), the WI serves as a revitalizing, affirming professional community. To a somewhat lesser extent, the WI serves a more instrumental purpose of helping them continue to improve their teaching and their leadership skills.

Figure 5.

MAJOR REASONS FOR STAYING IN CONTACT WITH THE WASHINGTON INITIATIVE AND OTHER NBCTs
(PERCENTAGE OF NBCTs REPORTING)



II. NBCTs INVOLVEMENT WITH THE WASHINGTON INITIATIVE, cont.

Question What proportion of NBCTs have been involved in leadership activities that are part of the Washington Initiative?

How valuable are WI-related leadership opportunities to NBCTs?

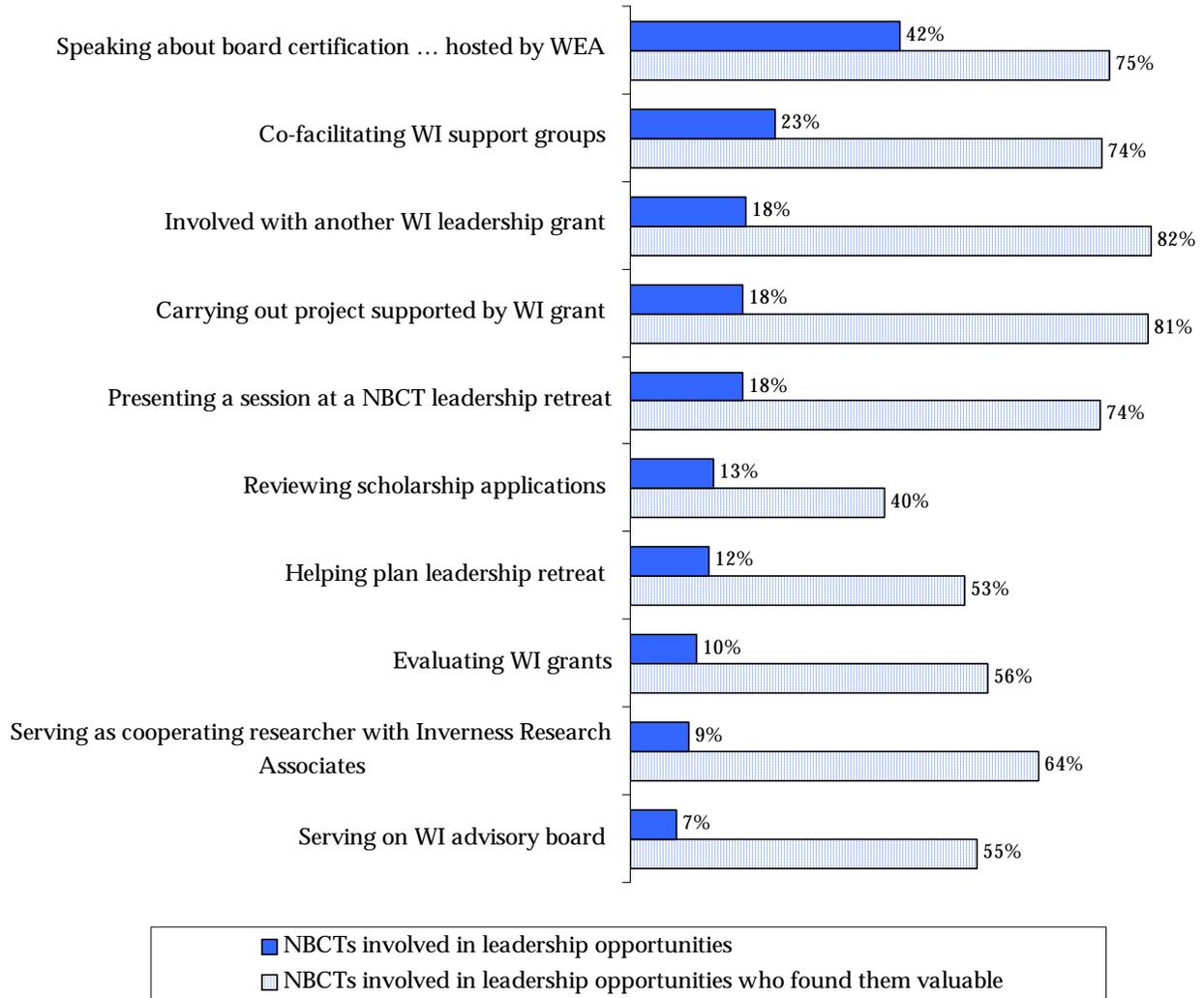
Result The greatest proportion of NBCTs, 42%, have been involved with the speaker's bureau hosted by Washington Education Association (WEA). Also, roughly 20% of NBCTs have been involved in facilitating support groups, working on a WI-supported leadership project, or presenting a session at a WI meeting or retreat. The great majority of NBCTs carrying these out (74%-80%) say these experiences have been valuable.

Roughly 1 in 10 NBCTs have served in a variety of consulting or advisory roles within the WI, and about half report that they were valuable.

On the graph on the following page, the top (darker) bars indicate the percentage of NBCTs who participated in each type of activity. The bottom (lighter) bars indicate the percentage of those involved in that activity who found it valuable.

Figure 6.

PERCENTAGE OF NBCTs INVOLVED IN LEADERSHIP OPPORTUNITIES ASSOCIATED WITH THE WASHINGTON INITIATIVE AND OF THOSE, THE PERCENTAGE WHO HAVE FOUND THESE OPPORTUNITIES VALUABLE



Percentages of NBCTs who found leadership opportunities valuable represent NBCTs who marked "4" or "5" on a 5-point scale where "1" = "not valuable at all" and "5" = "of great value."

II. NBCTs INVOLVEMENT WITH THE WASHINGTON INITIATIVE, cont.

Question What kinds of support associated with teacher leadership have NBCTs received through their involvement with the WI?

How valuable are those supports?

Result NBCTs have a very high level of access (87-88%) to **information** about leadership opportunities and about the latest news in education. About three fifths of NBCTs find this stream of information relevant and valuable.

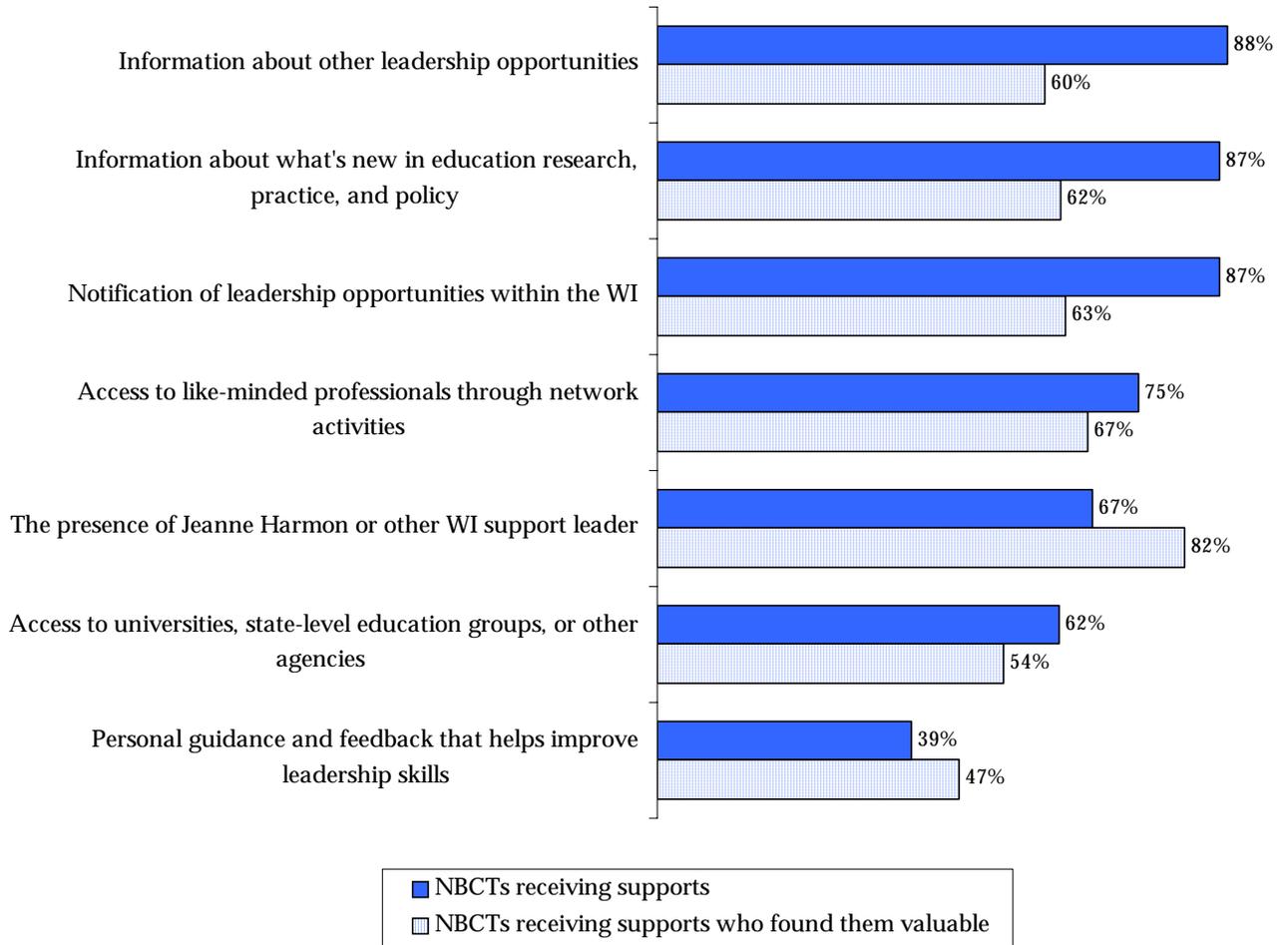
Roughly two-thirds of NBCTs say the WI also gives them direct access to **people** who are important, including other NBCTs and the WI director; as well as to arenas of leadership that are important, such as universities and other agencies and groups. They are of varying but generally substantial value; personal participation and support from the WI director stands out as being greatly valuable.

A smaller proportion of NBCTs, 37%, report receiving **personal feedback** that helps improve their leadership skills, and nearly half find it helpful.

On the graph on the following page, the top (darker) bar indicates the type of support provided by the WI. The bottom (lighter) bar indicates the value of that support for the people who have received it.

Figure 7.

PERCENTAGE OF NBCTs RECEIVING SUPPORT FOR LEADERSHIP THROUGH THE WI AND OF THOSE, THE PERCENTAGE THAT HAVE FOUND THESE SUPPORTS VALUABLE



Percentages of NBCTs who found supports valuable represent NBCTs who marked "4" or "5" on a 5-point scale where "1" = "not valuable at all" and "5" = "of great value."

III. NBCTS LEADERSHIP ROLES AND THE CONTRIBUTORS TO THOSE ROLES

Question What types of leadership roles do NBCTs play, and in what arenas?

To what extent has their leadership activity within each arena increased since achieving NBCT status?

Result Since achieving NBCT status, NBCTs have increased their leadership in *each* of the following arenas: NBPTS-related arenas, their schools and districts, the state of Washington—as well as in a number of others, such as professional associations, teacher education, and local communities.

The overall level of increase in leadership was greatest, at 55%, for NBPTS-related leadership.

At the state level, relatively few NBCTs (about 10%) were involved in leadership before achieving NBCT status, and they experienced an overall increase in that arena of 18%.

Within their own schools and districts, where NBCTs had been more heavily involved in leadership before becoming NBCTs, there was an overall increase of 10% in leadership activity.

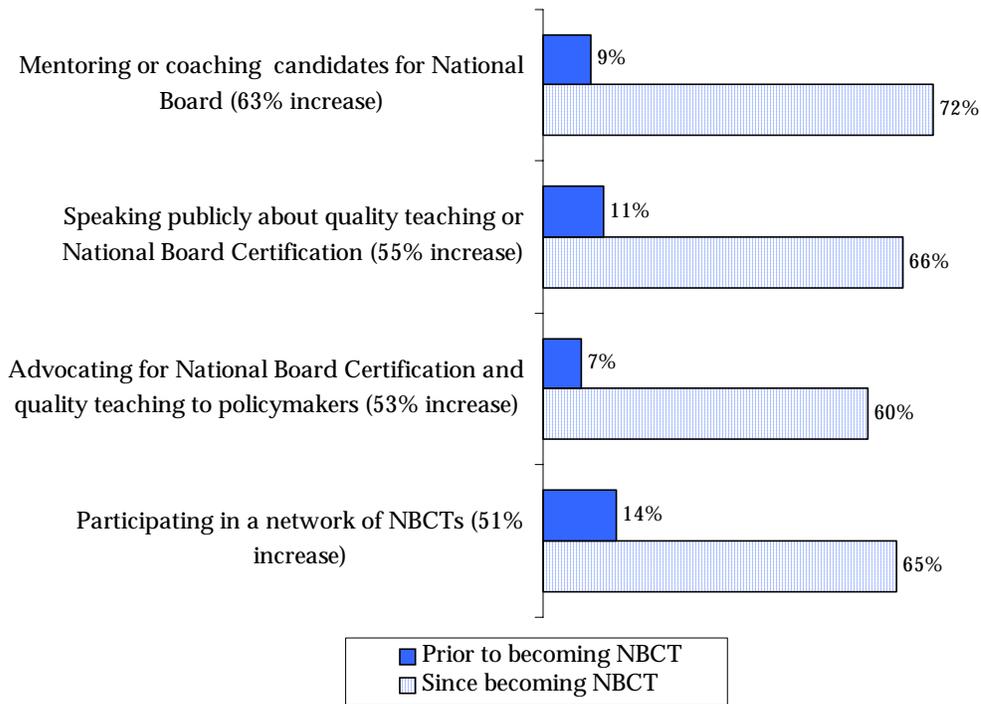
To varying extents, NBCTs also experienced some increases in leadership associated with community and civic recognition, professional associations and networks, and mentoring student teachers.

The graphs on the following four pages display these results. The first shows results for NBPTS-related arenas, the second for state-level work, the third for schools and districts, and the fourth for a number of other arenas.

Figure 8a.

PERCENTAGE OF NBCTs INVOLVED IN LEADERSHIP ACTIVITIES PRIOR TO THEIR NBCT STATUS COMPARED WITH THE PERCENTAGE OF NBCTs INVOLVED IN THOSE SAME ACTIVITIES SINCE ACHIEVING NBCT STATUS

- ◆ ARENA OF LEADERSHIP: NBPTS-RELATED
- ◆ AVERAGE % INCREASE FOR THIS ARENA: 55%

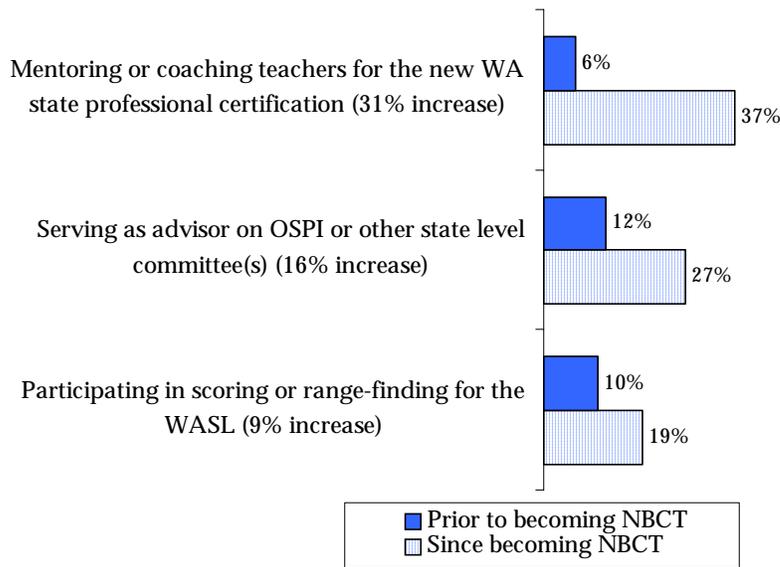


Percentages represent NBCTs who marked “3”, “4” or “5” on a 5-point scale where “1” = “not at all”, “3” = “some”, and “5” = “to a great extent.”

Figure 8b.

PERCENTAGE OF NBCTs INVOLVED IN LEADERSHIP ACTIVITIES PRIOR TO THEIR NBCT STATUS COMPARED WITH THE PERCENTAGE OF NBCTs INVOLVED IN THOSE SAME ACTIVITIES SINCE ACHIEVING NBCT STATUS

- ◆ ARENA OF LEADERSHIP: STATE
- ◆ AVERAGE INCREASE IN THIS ARENA: 18%

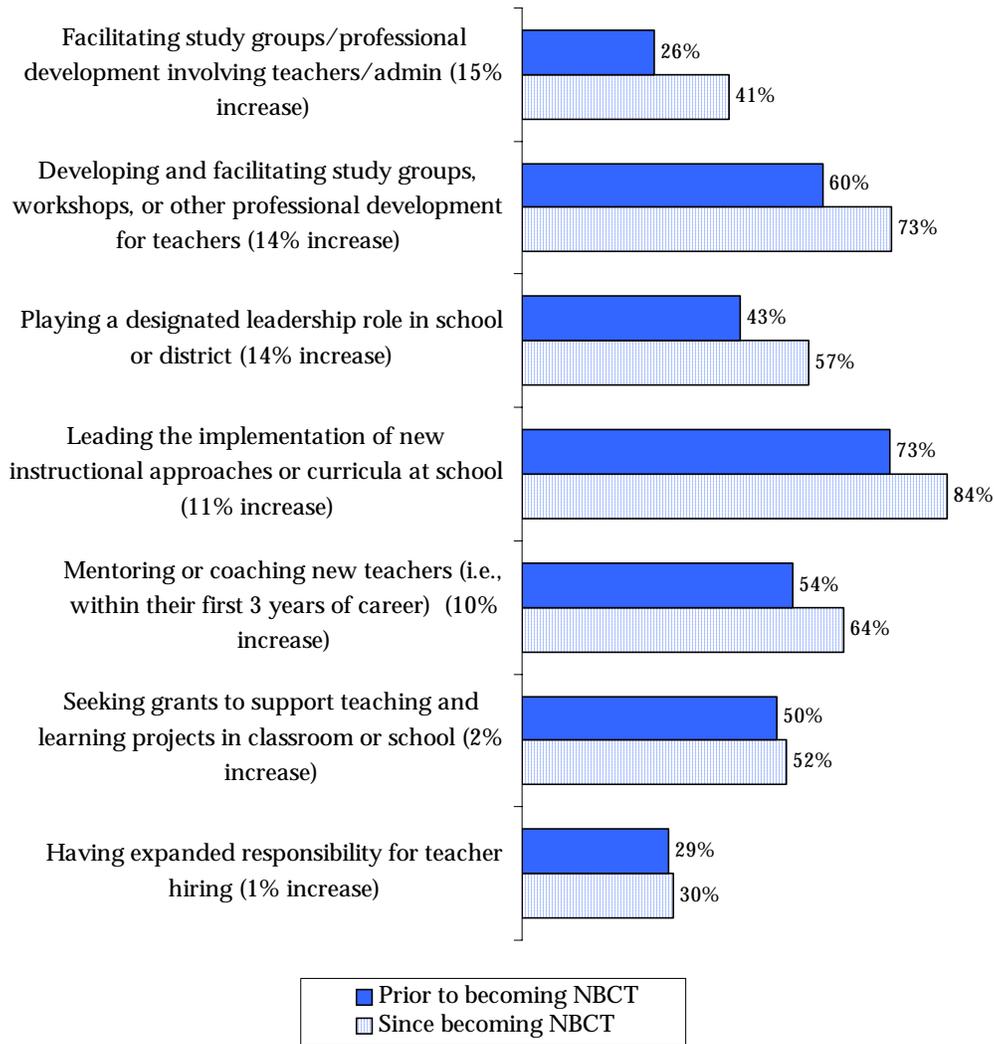


Percentages represent NBCTs who marked “3”, “4” or “5” on a 5-point scale where “1” = “not at all”, “3” = “some”, and “5” = “to a great extent.”

Figure 8c.

PERCENTAGE OF NBCTs INVOLVED IN LEADERSHIP ACTIVITIES PRIOR TO THEIR NBCT STATUS COMPARED WITH THE PERCENTAGE OF NBCTs INVOLVED IN THOSE SAME ACTIVITIES SINCE ACHIEVING NBCT STATUS

- ◆ ARENA OF LEADERSHIP: SCHOOL AND DISTRICT
- ◆ AVERAGE INCREASE IN THIS ARENA: 10%

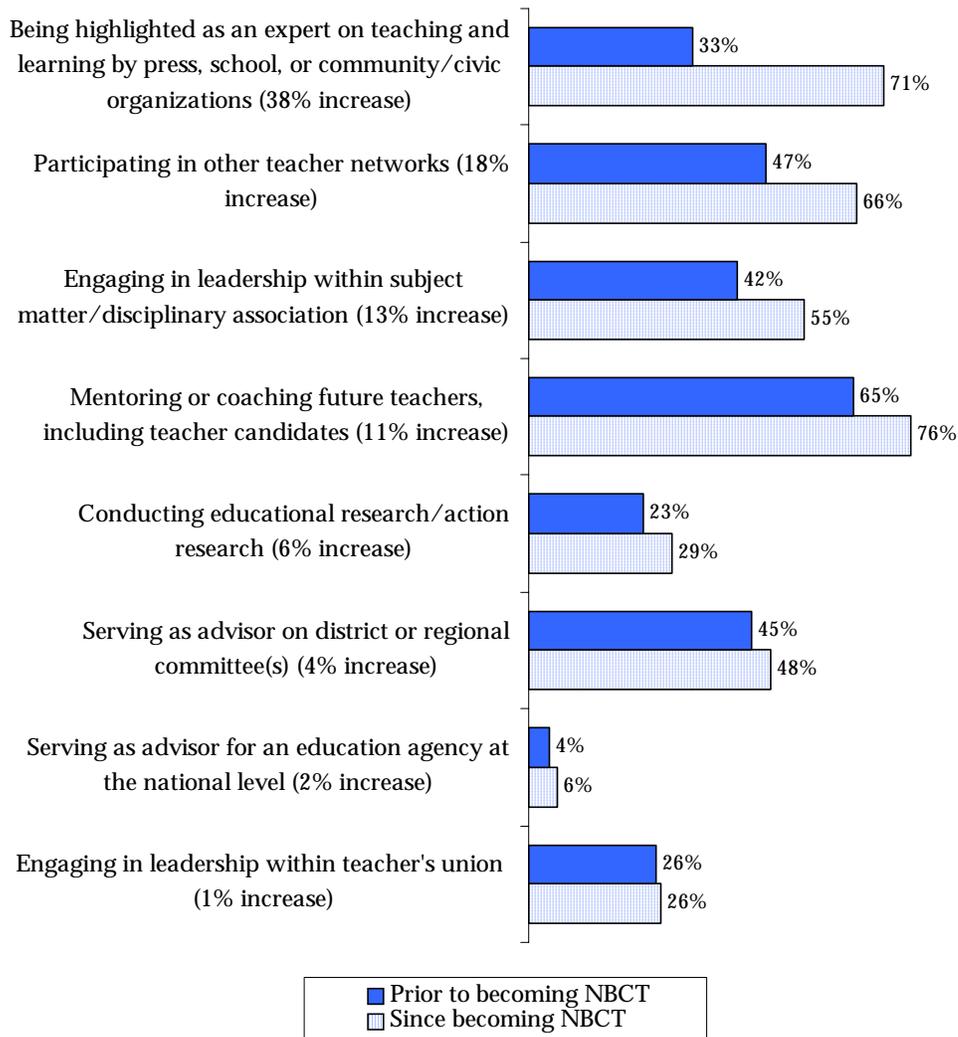


Percentages represent NBCTs who marked “3”, “4” or “5” on a 5-point scale where “1” = “not at all”, “3” = “some”, and “5” = “to a great extent.”

Figure 8d.

PERCENTAGE OF NBCTs INVOLVED IN LEADERSHIP ACTIVITIES PRIOR TO THEIR NBCT STATUS COMPARED WITH THE PERCENTAGE OF NBCTs INVOLVED IN THOSE SAME ACTIVITIES SINCE ACHIEVING NBCT STATUS

- ◆ ARENA OF LEADERSHIP: OTHER
- ◆ AVERAGE INCREASE IN THIS ARENA: 12%



Percentages represent NBCTs who marked "3", "4" or "5" on a 5-point scale where "1" = "not at all", "3" = "some", and "5" = "to a great extent."

III. NBCTS LEADERSHIP ROLES AND THE CONTRIBUTORS TO THOSE ROLES, cont.

Question To what extent has the Washington Initiative contributed to NBCTs' obtaining and keeping leadership roles of various kinds?

Result A substantial proportion of NBCTs report that the Washington Initiative has made a contribution to their obtaining a wide range of leadership roles.

A high percentage—roughly 75%—say the WI has helped them gain leadership roles related to advocacy for NBPTS.

Nearly half the NBCTs report that the WI has contributed to their gaining leadership roles within their school or district.

The WI has also made a substantial contribution to NBCT leadership in support of state initiatives, especially involving coaching of teachers for the professional certification and serving as advisors on state education committees.

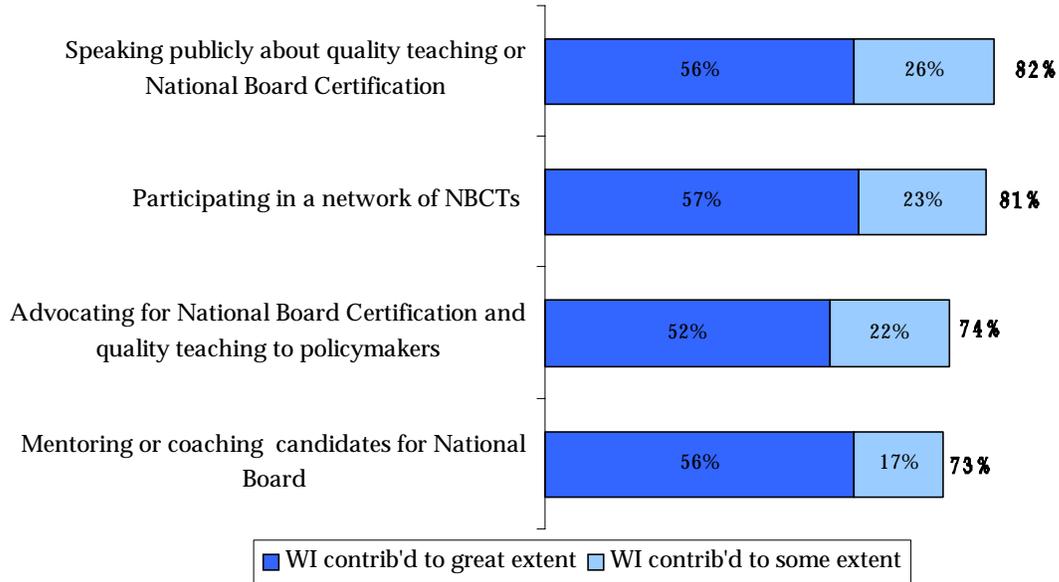
Within other leadership arenas, the WI has contributed especially to NBCTs' increased visibility as leaders in their local communities and increased activity as mentors of student teachers.

The graphs on the following four pages display the extent to which the Washington Initiative has contributed to NBCTs' gaining leadership roles in several key arenas: NBPTS-related arenas, schools and districts, the state, and others.

Figure 9a.

PERCENTAGE OF NBCTs REPORTING THAT THE WASHINGTON INITIATIVE CONTRIBUTED TO THEIR OBTAINING OR KEEPING LEADERSHIP ROLES

◆ ARENA OF LEADERSHIP: NBPTS-RELATED

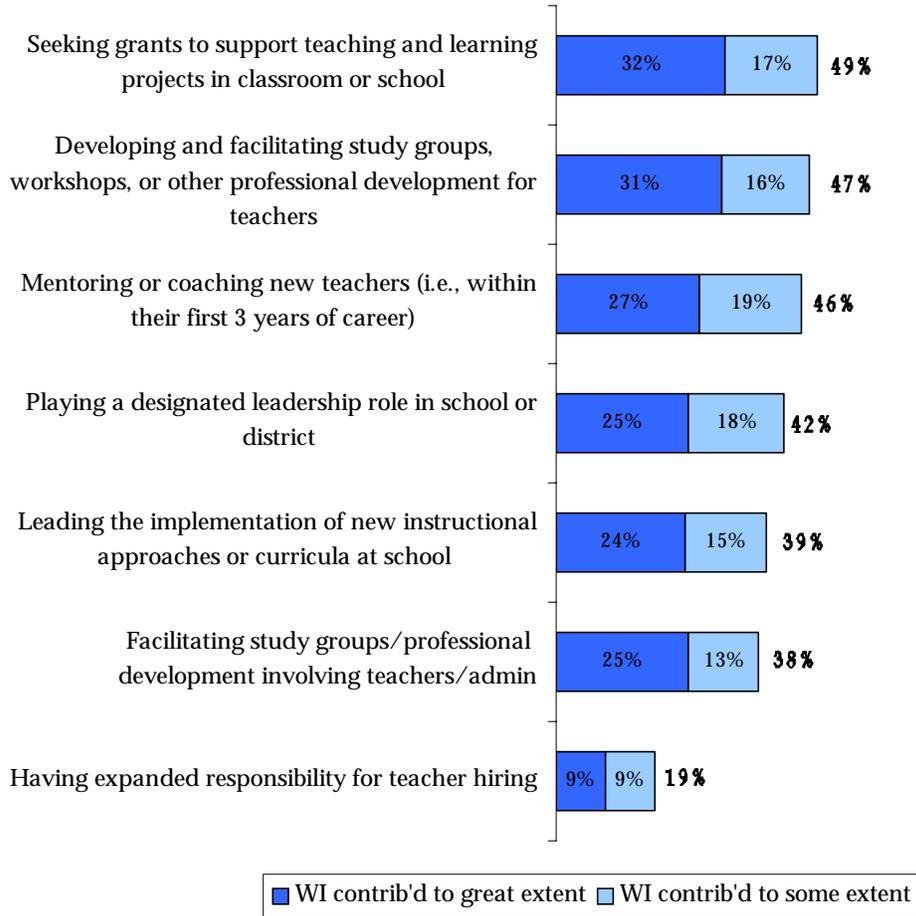


Percentages represent NBCTs who marked "3", "4" or "5" on a 5-point scale where "1" = "not at all", "3" = "to some extent", and "5" = "to a great extent."

Figure 9b.

PERCENTAGE OF NBCTs REPORTING THAT THE WASHINGTON INITIATIVE CONTRIBUTED TO THEIR OBTAINING OR KEEPING LEADERSHIP ROLES

◆ **ARENA OF LEADERSHIP: SCHOOL AND DISTRICT**

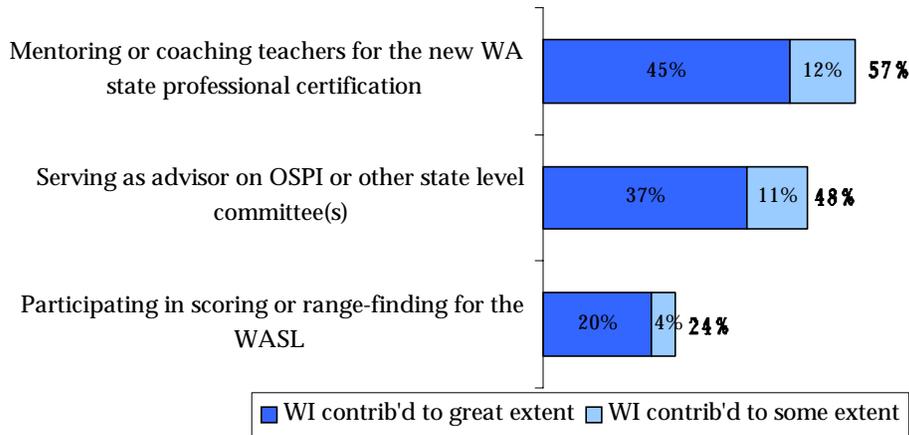


Percentages represent NBCTs who marked "3", "4" or "5" on a 5-point scale where "1" = "not at all", "3" = "to some extent", and "5" = "to a great extent."

Figure 9c.

PERCENTAGE OF NBCTs REPORTING THAT THE WASHINGTON INITIATIVE CONTRIBUTED TO THEIR OBTAINING OR KEEPING LEADERSHIP ROLES

◆ ARENA OF LEADERSHIP: STATE

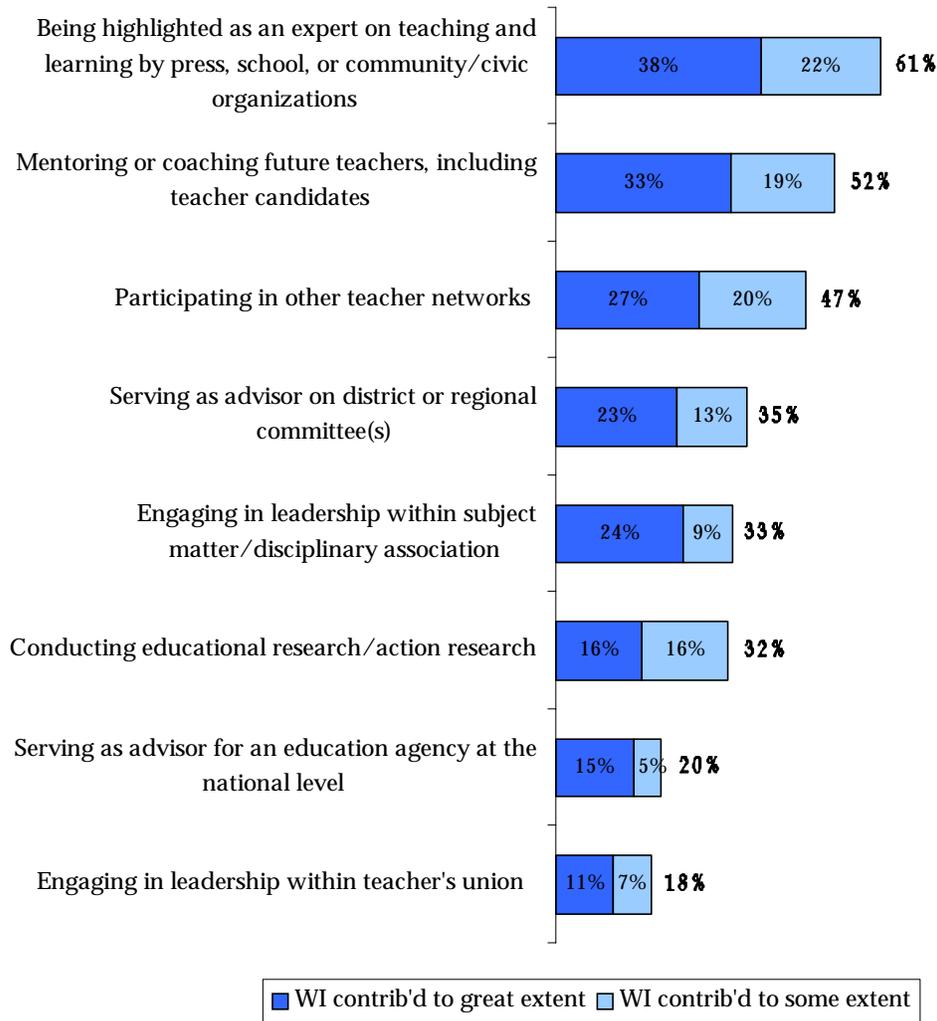


Percentages represent NBCTs who marked "3", "4" or "5" on a 5-point scale where "1" = "not at all", "3" = "to some extent", and "5" = "to a great extent."

Figure 9d.

PERCENTAGE OF NBCTs REPORTING THAT THE WASHINGTON INITIATIVE CONTRIBUTED TO THEIR OBTAINING OR KEEPING LEADERSHIP ROLES

◆ ARENA OF LEADERSHIP: OTHER



Percentages represent NBCTs who marked “3”, “4” or “5” on a 5-point scale where “1” = “not at all”, “3” = “to some extent”, and “5” = “to a great extent.”

IV. SCHOOL AND DISTRICT CONTEXTS FOR NBCT LEADERSHIP

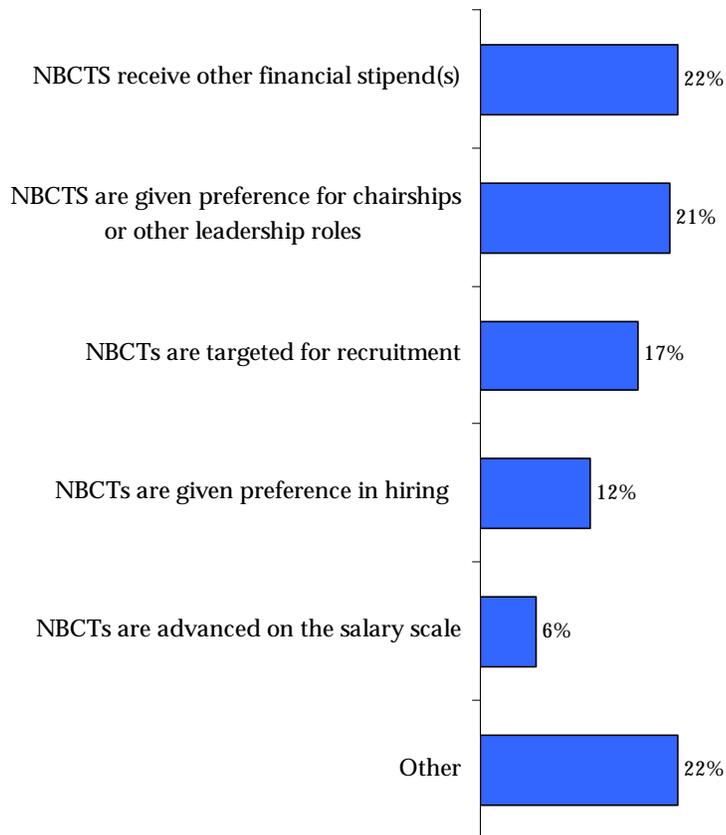
Question To what extent have schools and districts established formal policies that reward and recognize NBCT status?

Result About 1 in 5 NBCTs report that their school or district recognizes or rewards NBCTs in formal ways, for example by offering a stipend or giving them preference for leadership roles. A smaller proportion report policies that link NB status to hiring.

On the following page, we list a sample of comments entered in the “other” category.

Figure 10.

NEW POLICIES THAT FAVOR OR REWARD NBPTS CERTIFICATION
(PERCENTAGE OF NBCTS REPORTING)



Respondents to the survey listed the following to describe “other” policies linked to NBCT status (quoted verbatim from teachers’ written comments):

- ◆ Tuition reimbursement to help cover expenses
- ◆ Candidates get 6 release days
- ◆ I wish...
- ◆ Pep talks
- ◆ Celebration/sense of pride
- ◆ State stipend—nothing from district
- ◆ There is a negative feeling in my district at high levels
- ◆ Absolutely nothing!
- ◆ Asked to work on curriculum and instructional development
- ◆ They get the state stipend and that’s it (plus congratulatory letter)
- ◆ Given NBCT support roles—compensated. Presentations, etc
- ◆ We have no voice, if we speak the truth it could be curtains for us!
- ◆ Our administration has been very supportive, but there are no incentives yet.
- ◆ Sub days (3) for portfolio prep and video taping support are available
- ◆ My school district appears to be indifferent. We only have 4 NBCTs
- ◆ Our certified and candidates have been invited to meet with our curriculum director to talk about teacher leadership. I went and found several proposals made. The most favorable was for our district to have its board certified people mentor new candidates. I've volunteered to do this.
- ◆ None- no rewards.
- ◆ Beginning to have influence—3 of us in 600 teacher dist.
- ◆ Are given a plant. *[smiley face]*☺
- ◆ Don't understand the extent of national board
- ◆ None of these apply to my district
- ◆ Pulled into supporting district leaders
- ◆ My district does nothing with NBCTs
- ◆ No incentive that I know of

IV. SCHOOL AND DISTRICT CONTEXTS FOR NBCT LEADERSHIP, cont.

Question To what extent do NBCTs believe their leadership is supportive of, and an asset to, Washington state’s content standards and assessment policies?

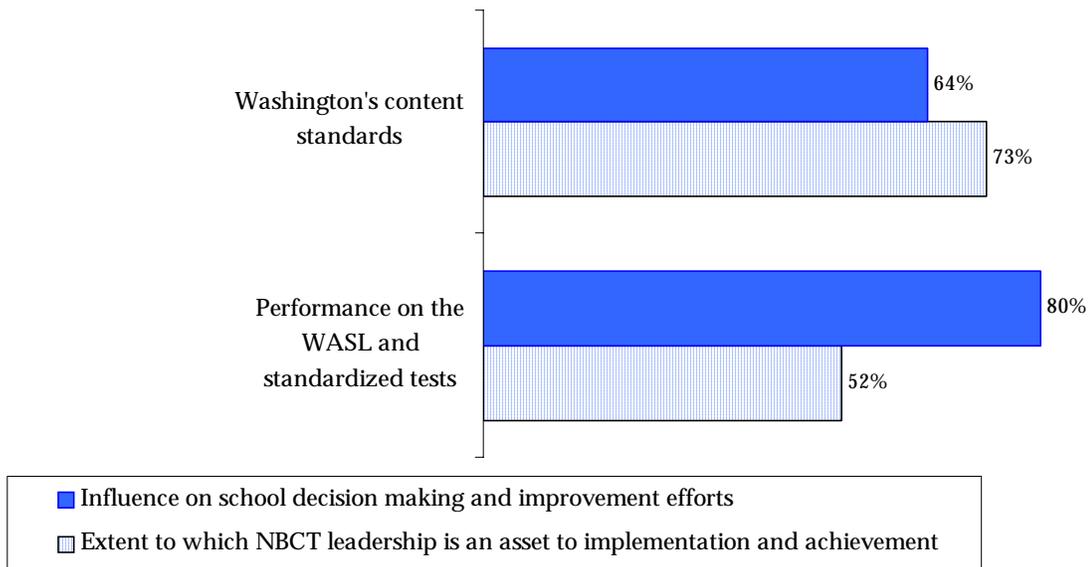
Result NBCTs believe their leadership is more consistent with content standards than with standardized tests.

On the graph below, the top (dark) bars indicate NBCTs’ perceptions of the importance of standards and assessment policies on decision-making and priorities in their schools. The bottom (lighter) bars indicate the extent to which NBCTs feel their leadership is consistent with standards and assessment policies.

While 64% of NBCTs say that the content standards have a strong influence in their schools, 73% of NBCTs say their leadership is consistent with those standards. While 80% of NBCTs say that standardized tests exert a strong influence on schools, 52% say their leadership is consistent with those assessments.

Figure11.

NBCTs’ PERCEPTIONS OF THE IMPORTANCE OF STATE STANDARDS AND ASSESSMENTS POLICIES COMPARED TO HOW SUPPORTIVE THEIR LEADERSHIP IS WITH THOSE POLICIES (PERCENTAGE OF NBCTs REPORTING)



Percentages represent NBCTs who marked “4” or “5” on a 5-point scale where “1” = “not an important influence or consideration ” or “is not seen as consistent with”, and “5” = “the most important influence or consideration” or “is seen as very consistent with.”

IV. SCHOOL AND DISTRICT CONTEXTS FOR NBCT LEADERSHIP, cont.

Question What major reform initiatives are NBCTs' schools and districts involved in?

To what extent do NBCTs perceive that their leadership is consistent with those reforms and an asset to implementation?

Result Nearly half of all NBCTs' schools or districts are participating in a Gates Teacher Leadership Grant. Between 15% and 20% are involved in a specific school-wide reform initiative.

Nearly two-thirds of NBCTs report that their leadership is very consistent with and an asset to the reform projects in their schools and districts, and another 23% believe their leadership is somewhat supportive.

These results are shown on the following page.

Figure 12.

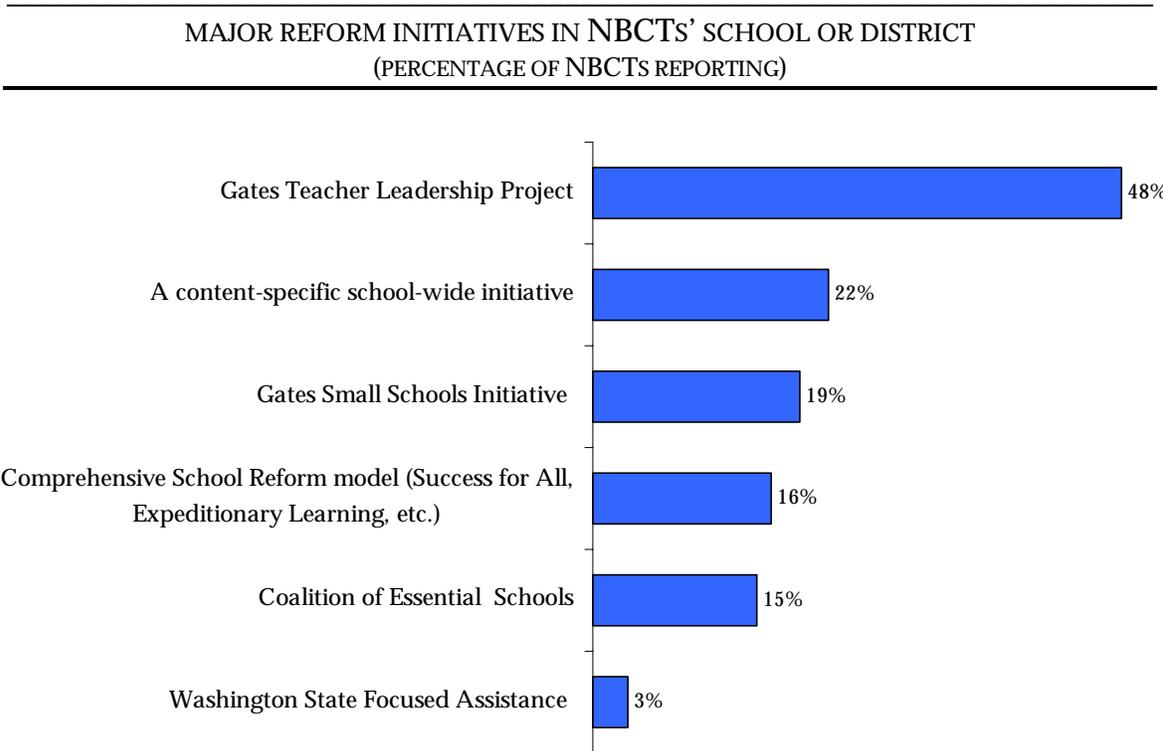
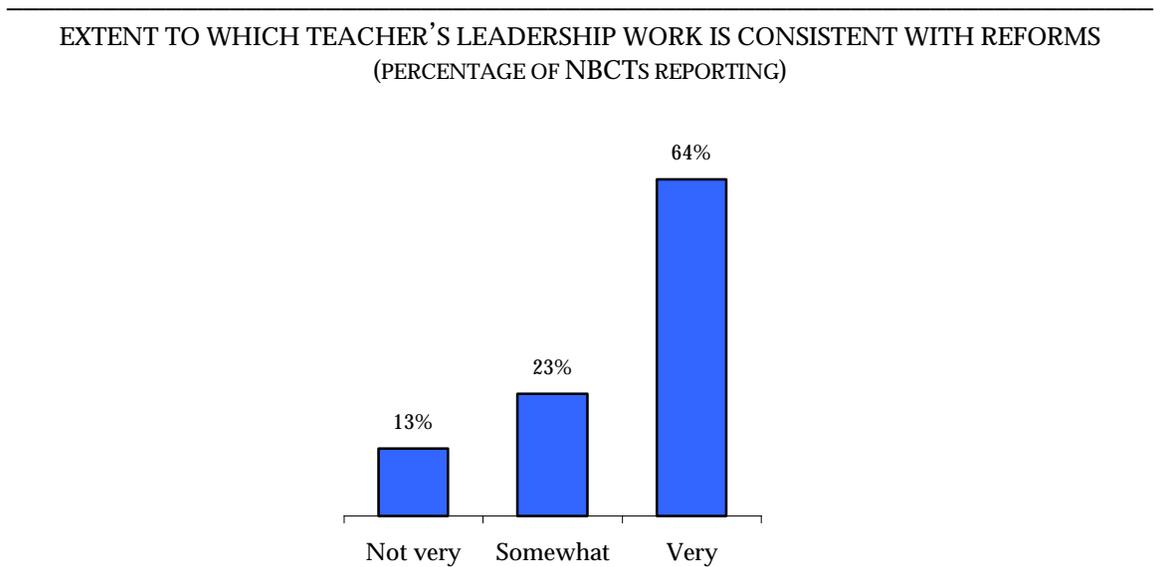


Figure 13.



IV. SCHOOL AND DISTRICT CONTEXTS FOR NBCT LEADERSHIP, cont.

Question To what extent is National Board certification favorably regarded among important groups in education?

What role has the WI played in enhancing the level of regard that these groups have toward National Board certification?

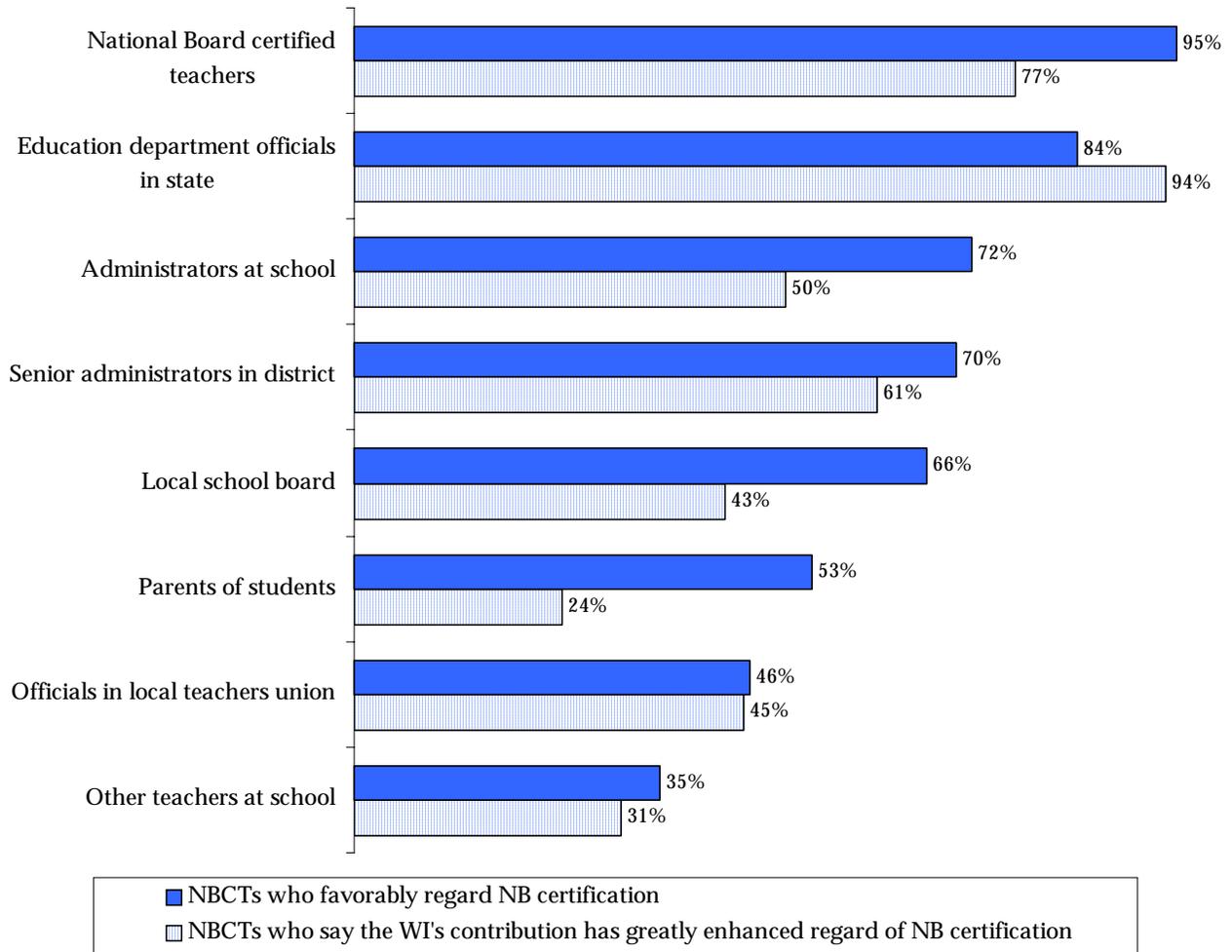
Result From NBCTs' perspectives, state-level education officials stand out as having favorable regard for National Board certification, and the WI has played a strong role in enhancing that regard. Roughly 70% of NBCTs report that school and district administrators have high regard for NB certification; the WI has had a somewhat stronger influence at the district level than at the school level.

NBCTs report that their school colleagues have lower regard for NB status than any other significant educational group, with 35% being favorable. About the same proportion, 31%, report that the WI has influenced teachers' level of regard.

These results are shown on the following page.

Figure 14.

PERCENTAGE OF NBCTs WHO SAY THAT THE FOLLOWING GROUPS **FAVORABLY** REGARD NATIONAL BOARD CERTIFICATION COMPARED TO THE PERCENTAGE OF NBCTs REPORTING THAT THE WI'S CONTRIBUTION GREATLY ENHANCED THE LEVEL OF REGARD



Percentages represent NBCTs who marked "4" or "5" on a 5-point scale where "1" = "regard NB certification very unfavorably" or "no contribution", and "5" = "regard NB certification very favorably" or "a great contribution."

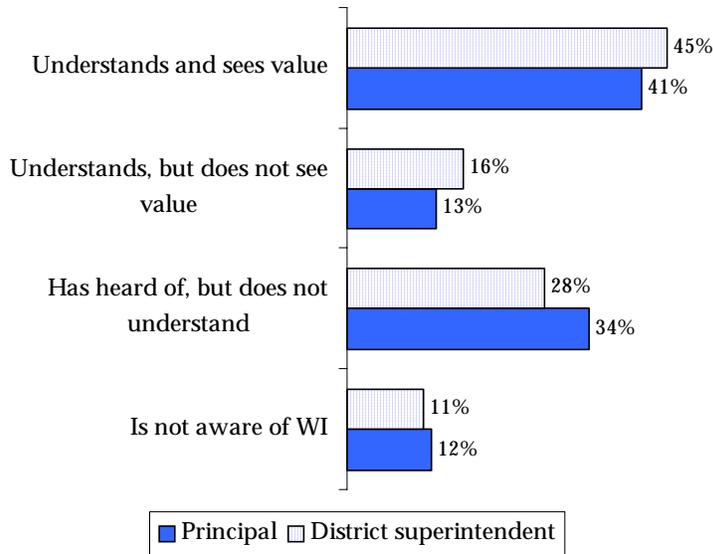
IV. SCHOOL AND DISTRICT CONTEXTS FOR NBCT LEADERSHIP, cont.

Question To what extent are principals and superintendents aware of the Washington Initiative? To what extent do they value the WI?

Result Just over 40% of senior administrators at both levels understand the WI and see its value. Among others, about a third have heard of the WI but do not understand what it is. About a quarter have never heard of it or have heard of it but do not see its value.

Figure 15.

EXTENT TO WHICH PRINCIPAL AND DISTRICT SUPERINTENDENT ARE AWARE OF AND VALUE THE WASHINGTON INITIATIVE
(PERCENTAGE OF NBCTS REPORTING)



IV. SCHOOL AND DISTRICT CONTEXTS FOR NBCT LEADERSHIP, cont.

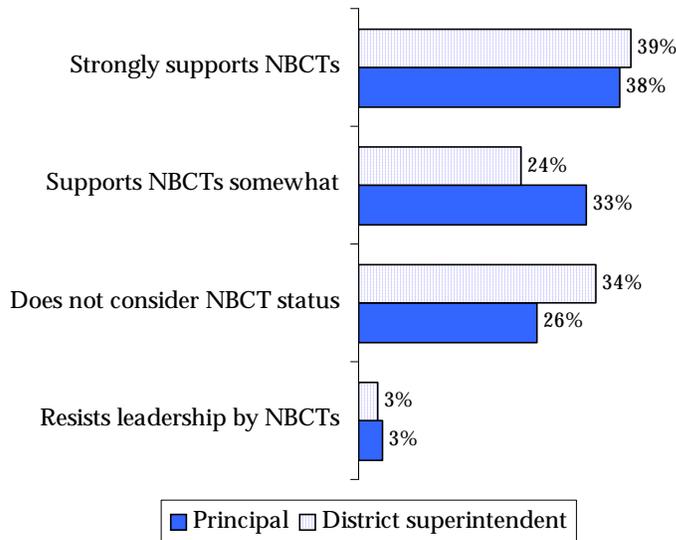
Question To what extent do school principals and district superintendents welcome, encourage and promote the leadership of NBCTs?

Result At both school and district levels, NBCTs report that senior administrators are more supportive of NBCTs than not. About 39% of NBCTs report that principals and superintendents *strongly* support the leadership of NBCTs; additionally, a quarter of superintendents and a third of principals offer some support.

A third of NBCTs say that superintendents do not consider NBCTs status at all with respect to teacher leadership.

Figure 16.

EXTENT TO WHICH PRINCIPALS AND DISTRICT SUPERINTENDENTS ARE GENERALLY SEEN AS WELCOMING, ENCOURAGING, AND PROMOTING LEADERSHIP BY NBCTs
(PERCENTAGE OF NBCTs REPORTING)



V. THE REWARDS AND CHALLENGES OF TEACHER LEADERSHIP

Question What agencies provide leadership opportunities to NBCTs?

Of those agencies, which offer financial compensation for the leadership work?

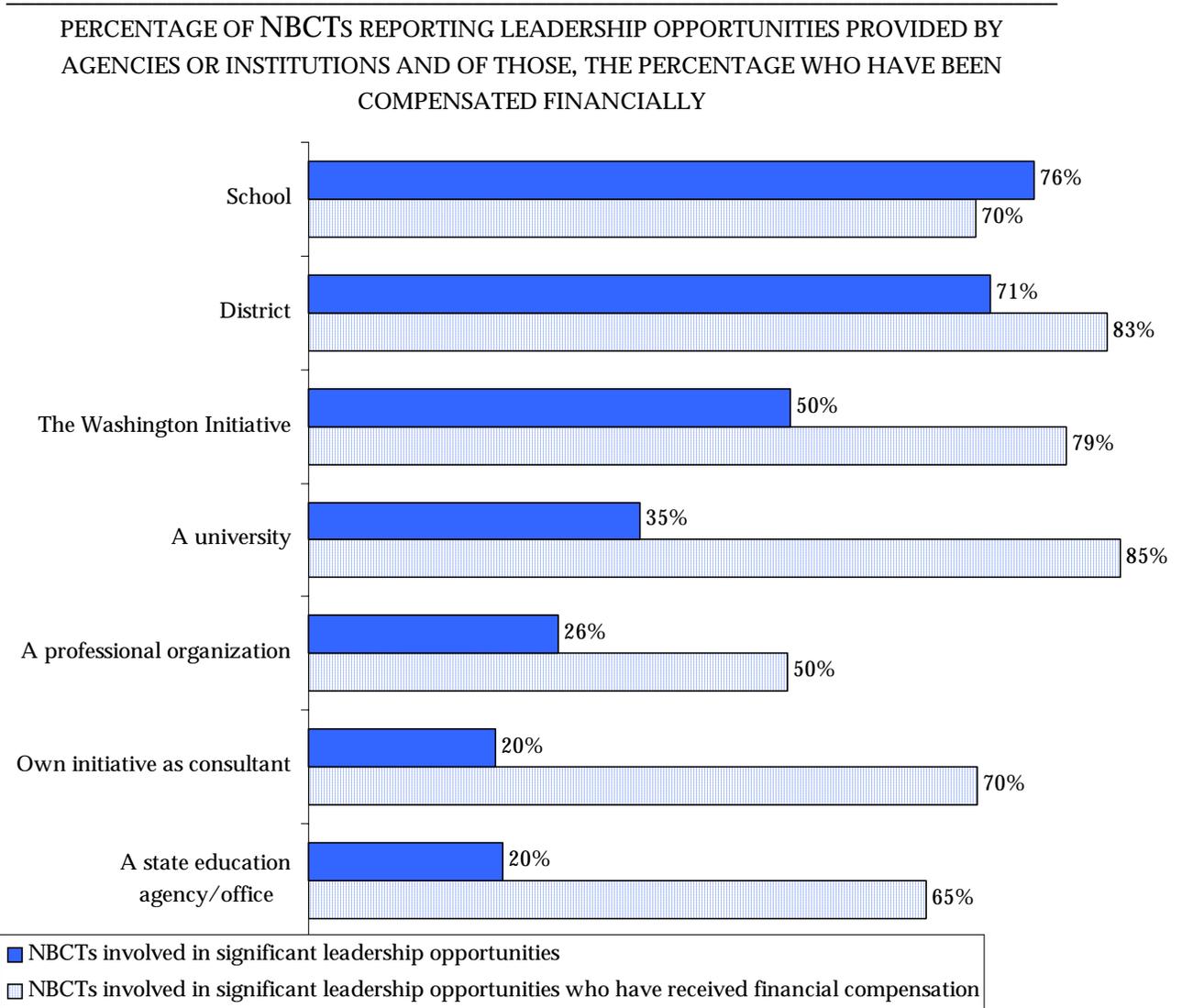
Result Schools and districts provide leadership opportunities to 76% of NBCTs. The Washington Initiative itself offers opportunities to 50% of NBCTs. Universities offer opportunities to 35% of NBCTs. Smaller proportions of NBCTs (20-25%) find leadership opportunities in professional organizations and state agencies, and some work as independent consultants.

On average, NBCTs report that they receive financial compensation “sometimes” or “always” from 72% of these opportunities. Universities, the Washington Initiative, and school districts offer financial compensation at a greater than average rate. Schools and the state department of education are less likely than average to offer compensation. NBCTs report financial compensation 70% of the time when they act as independent consultants.

The graph on the following page displays these results.

On the graph below, the top (darker) bars display the frequency of leadership opportunity provided by each agency. The bottom (lighter) bar indicates the percentage of NBCTs who have been rewarded financially for leadership by those agencies. On average, NBCTs report being compensated from these institutions 72% of the time.

Figure 17.



Percentages for "Leadership opportunity" represent NBCTs who indicated that they have leadership opportunities through each type of agency or institution. Percentages for "financial compensation" represent NBCTs who said they were involved in leadership opportunities and were "sometimes" or "always" compensated by that institution.

V. THE REWARDS AND CHALLENGES OF TEACHER LEADERSHIP, cont.

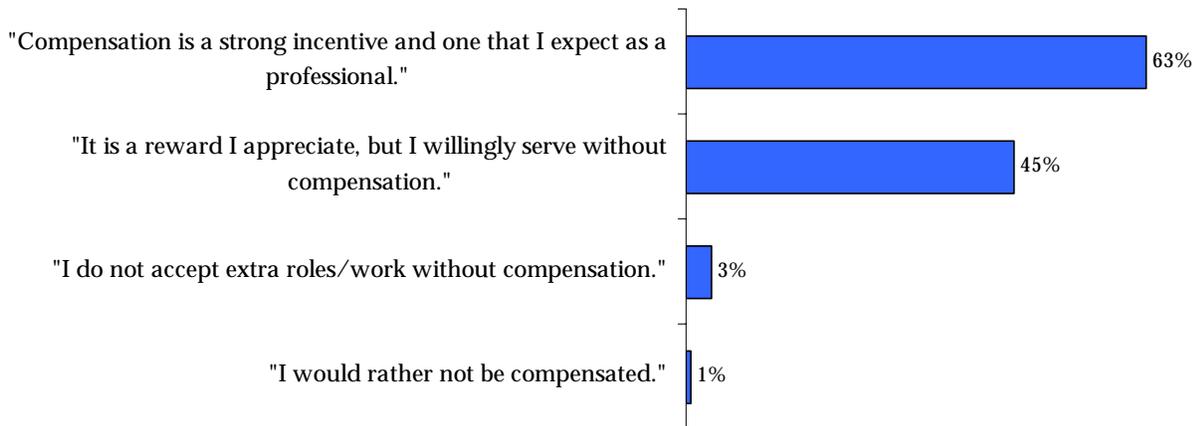
Question What are NBCTs’ views about financial compensation for their leadership?

Result A majority of NBCTs prefer compensation: 63% say it is a strong incentive that they expect. However, 45% of NBCTs are willing serve without it, even though they appreciate it.

Overall, NBCTs are compensated slightly more than they expect from the institutions that offer them opportunities.

Figure 18.

NBCTs’ GENERAL VIEWS ABOUT BEING COMPENSATED FOR LEADERSHIP WORK
(PERCENTAGE OF NBCTs REPORTING)



The results add up to more than 100% because 11% of respondents checked more than one. 1 checked “rather not be compensated” and “willingly serve without”; 1 checked “strong incentive” and “do not accept extra roles”; 9 checked “willingly serve without” and “strong incentive.”

V. THE REWARDS AND CHALLENGES OF TEACHER LEADERSHIP, cont.

Question What do NBCTs see as the significant outcomes of their leadership?

Result The highest proportion of NBCTs identified outcomes associated with their professional identity, efficacy, and community. More than 60% reported that leadership gives them greater professional status, increases their effectiveness as a teacher, enhances their career satisfaction, and helps them develop new professional relationships.

To a slightly lesser but still substantial extent, 47%-46% of NBCTs say they gain specific assets, including new knowledge, additional income, new skills, and new opportunities.

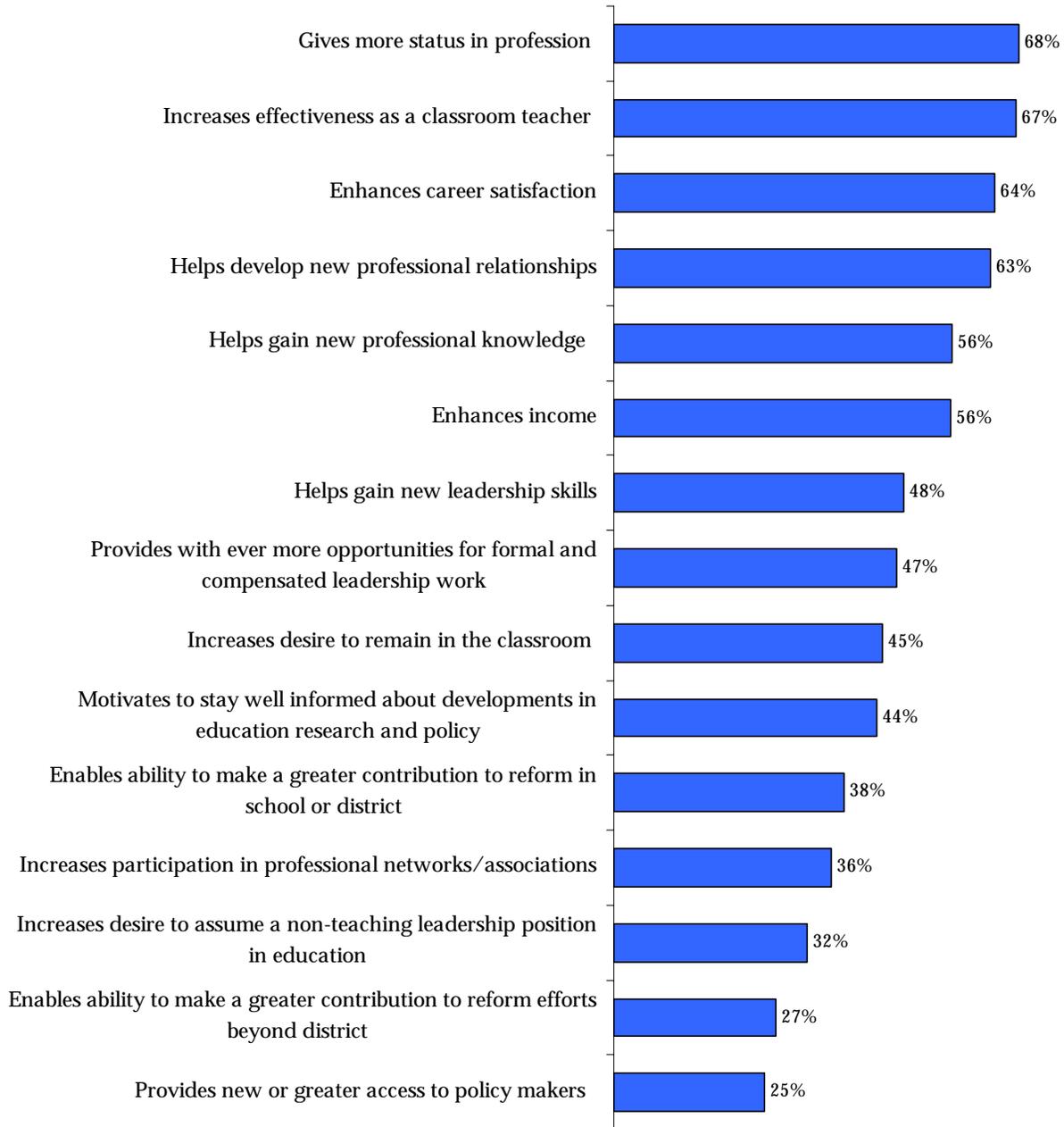
Close to half (44%-45%) report that they are more motivated to teach and to be informed as professionals.

A smaller percentage, but still quarter to a third of NBCTs, believe they are better able to contribute to education reform and to policy at local levels and beyond.

The graph on the following page displays these results.

Figure 19.

NBCTs' PERCEPTIONS OF THE SIGNIFICANT OUTCOMES OF THEIR LEADERSHIP
 (PERCENTAGE OF NBCTs REPORTING)



Percentages represent NBCTs who marked "4" or "5" on a 5-point scale where "1" = "not at outcome", and "5" = "a significant outcome."

V. THE REWARDS AND CHALLENGES OF TEACHER LEADERSHIP, cont.

Question To what extent does the Washington Initiative contribute to the outcomes that NBCTs experience from their leadership?

Result The types of outcomes in which the WI played a greater role for half or more of NBCTs are enhancement of income (63%) and professional status (58%), access to new professional relationships (62%) and formal leadership opportunities (53%), and access to policy-makers (49%).

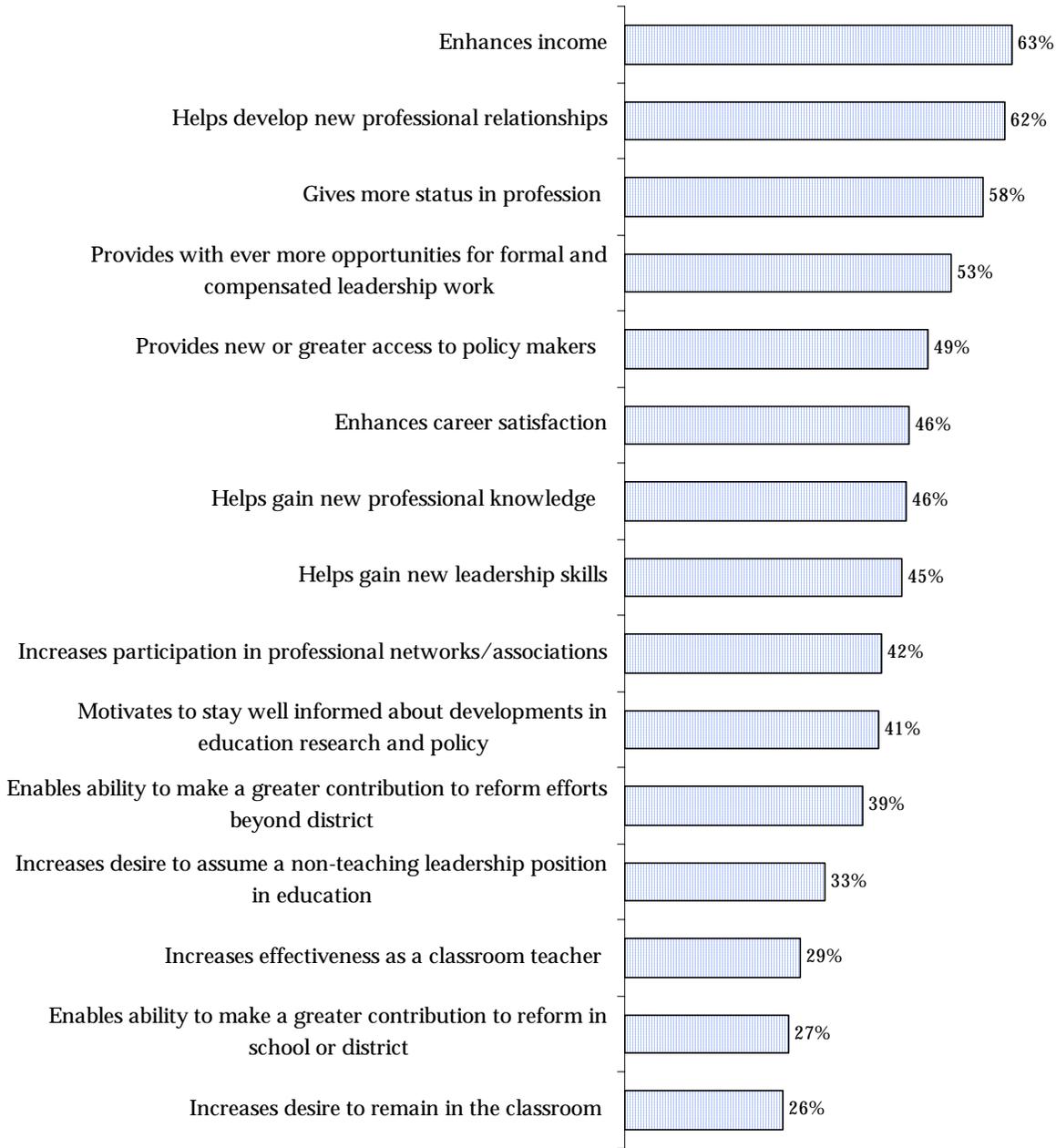
Between 40% and 45% say the WI has enhanced career satisfaction (46%), helped them gain new professional knowledge (46%) and leadership skills (45%), and motivated them to stay active (42%) well-informed (41%) professionally.

The WI has had the smallest impact on outcomes associated with classroom teaching and local school reform, but still, slightly more than 25% identify these contributions of the WI.

The graph on the following page displays these results.

Figure 20.

PERCENTAGE OF NBCTs WHO SAID THEIR OUTCOMES WERE ENHANCED BY THE WI



Percentages represent NBCTs who marked "4" or "5" on a 5-point scale where "1" = "WI has not made a contribution", and "5" = "WI made the most substantial and important contribution."

V. THE REWARDS AND CHALLENGES OF TEACHER LEADERSHIP, cont.

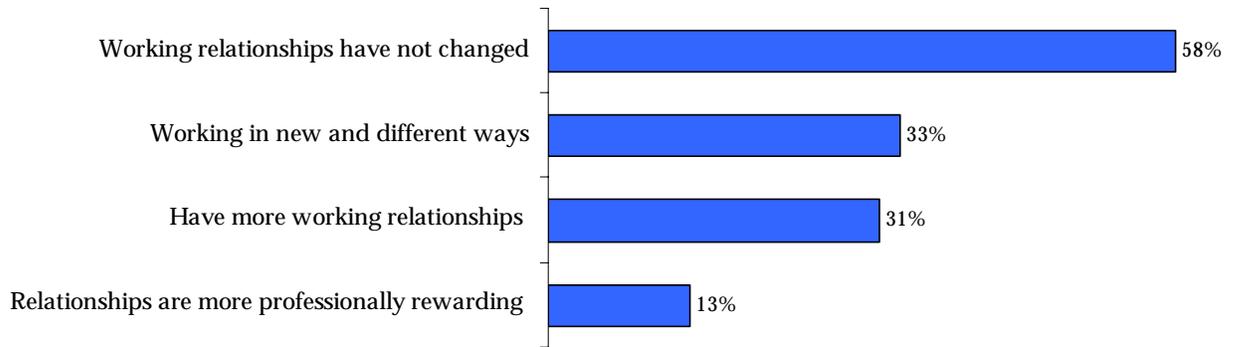
Question To what extent and in what ways have NBCTs relationships with university faculty changed as a result of the Washington Initiative?

Result For most NBCTs (58%) there have been no appreciable changes in working relationships with university faculty. About a third of NBCTs, however, report that they have more working relationships with university faculty and that they are working in new and different ways with them. Thirteen percent also say the relationships are more professionally rewarding.

The graph is below. On the following page are a sample of comments NBCTs wrote on the survey.

Figure 21.

WAYS IN WHICH WORKING RELATIONSHIPS WITH UNIVERSITY FACULTY HAVE CHANGED
AS A RESULT OF THE WASHINGTON INITIATIVE
(PERCENTAGE OF NBCTS REPORTING)



Percentages are greater than 100% because some participants responded to more than one.

Several NBCTs wrote comments on the survey to elaborate on the extent to which and ways in which relationships with university faculty have changed. This sample of comments (reproduced verbatim) suggests some of the variety of ways that NB certification and the WI, combined, have contributed to new and different relationships:

- ◆ I was on WWU PEAB. Now am invited to help facilitate the new prof. cert at WWU and be a group leader. Just getting going.
- ◆ Because of WI?? None-? But, I am working with university faculty through the school district to mentor and guide new teachers through their professional certification process. This opportunity would not have arisen without my National Board Certification—and WI support helped me obtain that.
- ◆ I did not have many opportunities to have working relationships with university faculty before the WI
- ◆ Being on the WI advisory board has put me in contact with univ. faculty I normally would not meet or share ideas with. This has been good for me, as it opens doors to new opportunities and allows me to meet other like-minded professionals.
- ◆ My NB certification has opened up opportunities for adjunct faculty (higher) positions. The attitude was "you're nationally certified, what do you want to teach?"
- ◆ Earning my NBC inspired me to go to Grad School.
- ◆ Great opportunity to connect universities with teachers "in the trenches." Pacific Lutheran Ed. Dept. willing/open to ideas suggestions for NBCT development.
- ◆ I have developed more confidence in working with university faculty, and have been a guest lecturer at two adult education classes.

V. THE REWARDS AND CHALLENGES OF TEACHER LEADERSHIP, cont.

Question What challenges and concerns to NBCTs have related to teacher leadership?

Result A great majority of NBCTs—81%—say they need more professional development related to leadership; 67% also say they need the support of a professional community to be able to serve as leaders.

A majority also feel the pressure of juggling leadership with teaching: 79% say leadership detracts from teaching, and 63% say that, even with compensation, they are afraid of burnout.

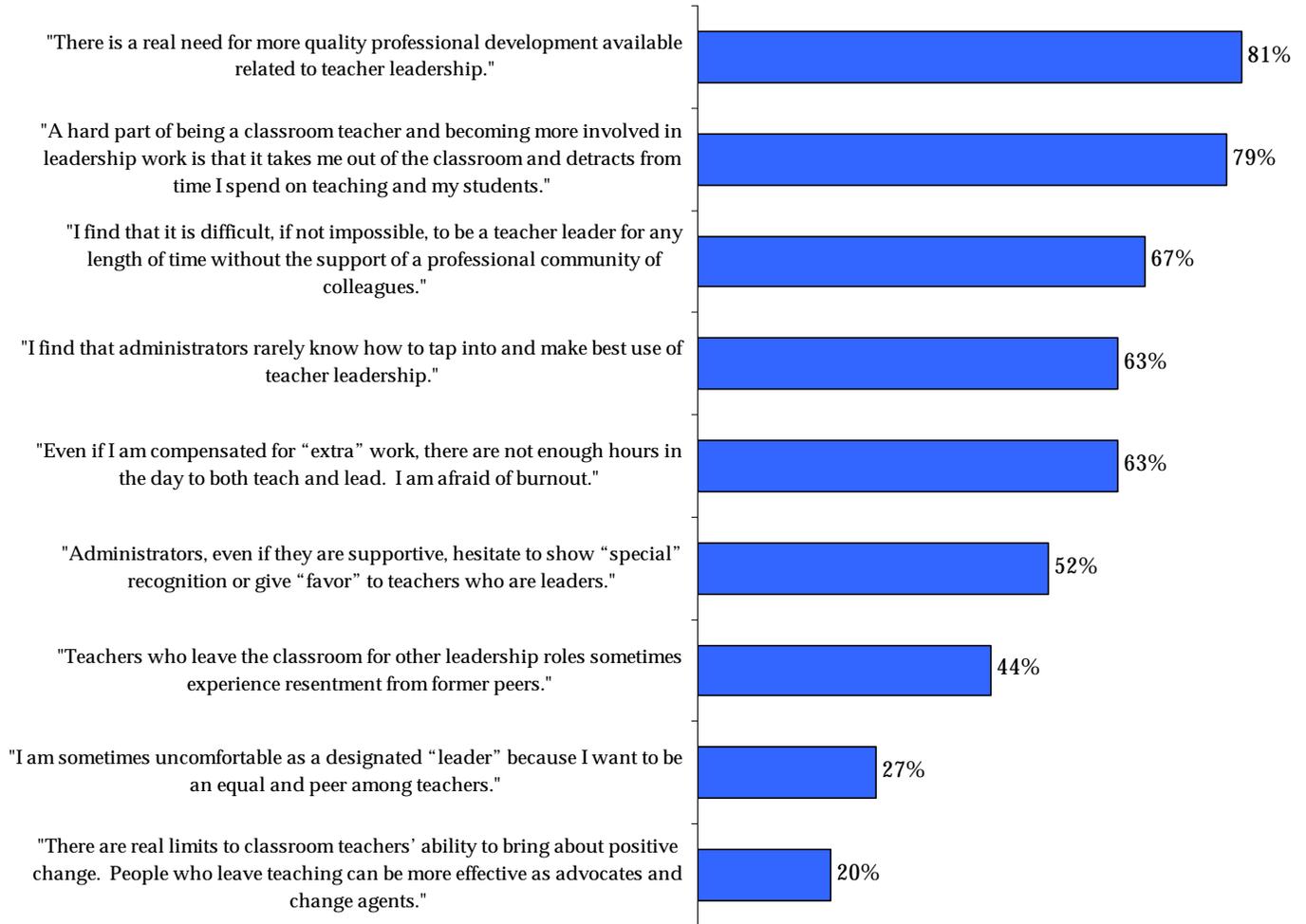
Sixty-three percent (63%) say school administrators' rarely know how to tap their leadership effectively.

A number of NBCTs identified challenges associated with their "special" status: 52% say administrators hesitate to give "favor" to teachers who are leaders; 44% say they experience "resentment" from their peers; 27% say they themselves feel uncomfortable about the designation "leader" rather than peer.

The graph on the following page displays these results.

Figure 22.

PERCENTAGE OF NBCTs AGREEING WITH STATEMENTS ABOUT CHALLENGES AND CONCERNS RELATED TO TEACHER LEADERSHIP



VI. SUMMARY ASSESSMENT OF THE EXTENT TO WHICH THE WI ENHANCES NBCT LEADERSHIP

Question How well does the Washington Initiative compare to other sources of *opportunity* for teacher leadership?

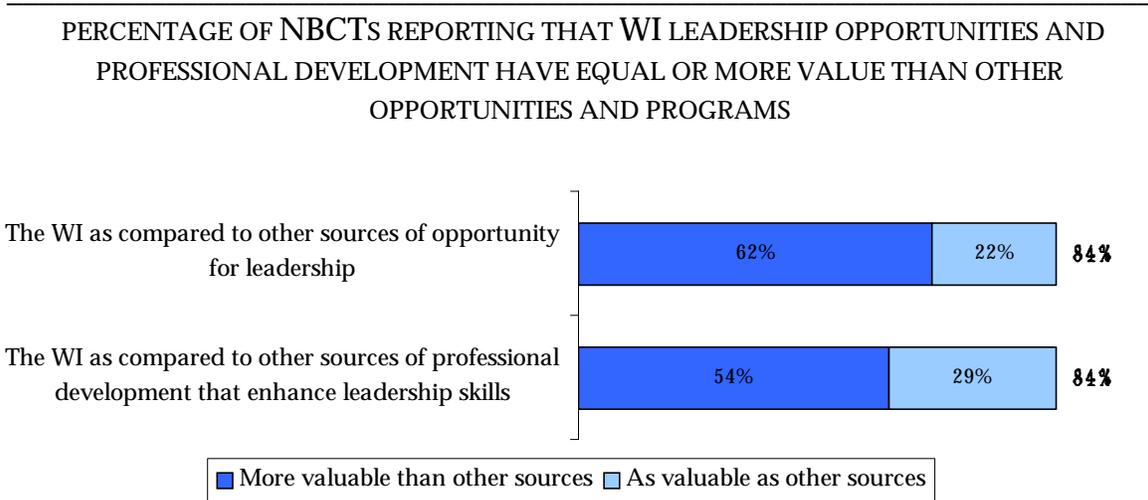
How well does the WI compare to other sources of *professional development* that supports teachers’ leadership?

Result A very substantial majority—84% overall—say that the WI offers both opportunities and professional support for leadership that are as good as, or better than, those of other sources.

About three fifths of NBCTs say the WI provides better opportunities for leadership than other sources, and another fifth say the WI’s opportunities are the same as those of other sources.

Slightly more than half of NBCTs say that the WI provides better professional development for leadership, and another 30% say WI professional development is the same as what they receive elsewhere.

Figure 23.



Percentages represent NBCTs who marked “3”, “4” or “5” on a 5-point scale where “1” = “less valuable”, “3” = “as valuable”, and “5” = “more valuable.”

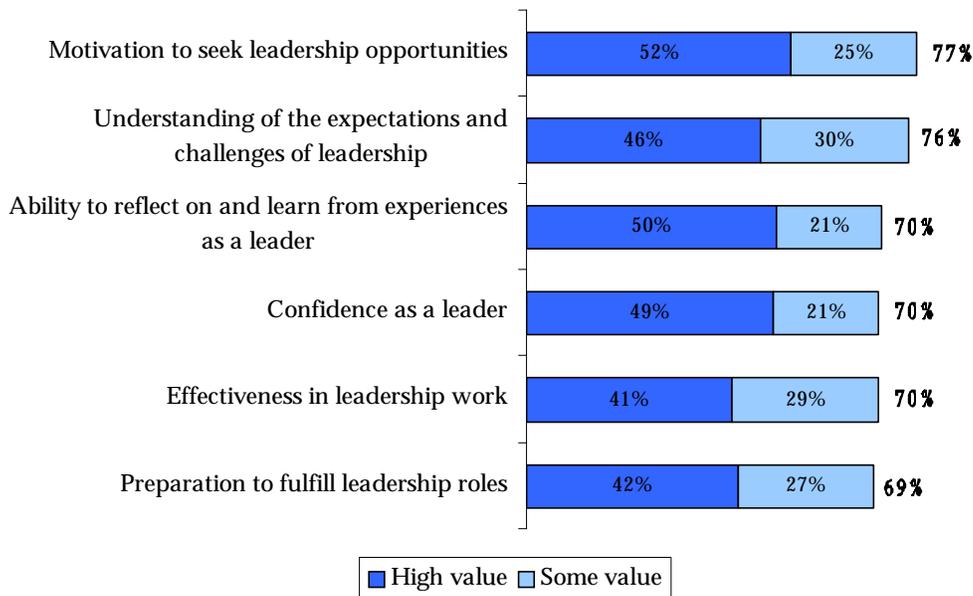
VI. SUMMARY ASSESSMENT OF THE EXTENT TO WHICH THE WI ENHANCES NBCT LEADERSHIP, cont.

Question To what extent, overall, has the Washington Initiative enhanced and added value to the leadership of NBCTs?

Result Roughly three quarters of all NBCTs say that the WI has added great value or some value to several aspects of their leadership, including their motivation to seek opportunities, their confidence, their effectiveness, and their ability to learn from their leadership experiences.

Figure 24.

PERCENTAGE OF NBCTS REPORTING THAT THE WI HAS ADDED VALUE TO OR ENHANCED FACTORS RELATED TO THEIR LEADERSHIP AS NBCTS



Percentages represent NBCTs who marked “3”, “4” or “5” on a 5-point scale where “1” = “has not added value”, “3” = “has added some value”, and “5” = “has added a great deal of value.”

Of the 151 NBCTs who responded to the leadership survey, 102 wrote comments for this section, many quite lengthy and most passionate. The following, we believe, captures the general sentiment of many:

NBCTs would be disconnected and isolated—something teachers struggle with continually. WI creates a cohesive center, unifies us as a powerful reform force.