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GRADUATE COLLEGE

EDUCATION LEADERSHIP OKLAHOMA STATE SUPPORT FOR NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS CERTIFICATION

A Dissertation

SUBMITTED TO THE GRADUATE FACULTY

In partial fulfillment of the requirements for

Degree of

Doctor of Education

GAYLA BAYLIS-HUDSON
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EDUCATION LEADERSHIP OKLAHOMA
STATE SUPPORT FOR
NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS
CERTIFICATION

A Dissertation APPROVED FOR THE
DEPARTMENT OF EDUCATIONAL
ADMINISTRATION, CURRICULUM AND SUPERVISION

BY

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DEDICATION

To my daughters, Melanne, Jessica, and Sasha, and my son Jon, who provided love, support, and encouragement; to my husband, Jim, who took care of life around us while I worked; to my father, LaVoy Baylis, who believed in me from the beginning; to my mother Doris Denson, who has always provided me with unconditional love; to my colleagues, Dr. Barbara Ware and Dr. Roy Blanton, who continuously assured me I would accomplish this project.

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ABSTRACT

EDUCATION LEADERSHIP OKLAHOMA:

STATE SUPPORT FOR

NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS

CERTIFICATION

BY: GAYLA BAYLIS-HUDSON

CHAIR: JEFFREY MAIDEN

CO-CHAIR: FRED H. WOOD

The primary purpose of this study was to identify the specific practices, activities, and procedures included in the components of the Education Leadership Oklahoma (ELO) program and support from local education agencies, community, and family that differentiate between the successful and nonsuccessful Oklahoma teachers pursuing National Board Certification. The important activities of the support and training provided by ELO were identified. The important activities identified by each group were then compared to determine if there were differences between to the groups' data.

The research participants for this study were the Education Leadership Oklahoma candidates that completed the National Board Certification process during 1997-1998. The Education Leadership Oklahoma Participant Survey (ELOPS) was developed specifically for this study to collect information from Education Leadership Oklahoma participants.

Quantitative and qualitative data were collected and analyzed to answer the research questions. The Education Leadership Oklahoma Participant Survey had a return

rate of 85%. Frequencies and percentages were used to analyze the demographic data. Means, standard deviations, frequencies and percentages were used to determine the importance of the ELO activities during the Orientation, Training, Other Training, and Mentoring components. Independent sampled t-tests were used to determine if there were significant differences in the perceptions of the importance of the ELO activities to complete the NBC application between the successful and unsuccessful 1997-1998 ELO candidates. The level of significance was set at .05.

The qualitative component included open-ended questions that were analyzed for common themes that indicated important support strategies. Follow-up interviews were examined for common themes of why certain activities were important for successfully achieving National Board Certification. Multiple qualitative methodologies were employed to provide background information concerning the ELO program including: personal interviews, document analysis, and observations of the sequence of events during the 1998-1999 ELO program activities that were organized similarly to the 1997-1998 ELO activities (Patton, 1990).

The data revealed that there were no significant differences between the sub-groups in the ELO components. There were some differences, however, in the perceptions of the activities that were important in each of the components. Both the successful and unsuccessful respondents indicated that support provided through the ELO program, district personnel, and family and friends were very important in assisting them in their efforts to pursue National Board Certification.

CHAPTER I

Introduction

Background

This study identifies and discusses the types of support activities provided by the Education Leadership Oklahoma program that differentiate between the successful and unsuccessful National Board for Professional Teaching Standards (NBPTS) certification candidates from Oklahoma. The components included support and training.

There have been two documents in recent years that have been the impetus for many reform efforts. First, in 1983 A Nation At Risk was published. The report considered various solutions to what the report asserted was America's "mediocre" educational system. Second, in 1986 the Carnegie Corporation's Task Force released the report, A Nation Prepared: Teachers for the 21st Century. The report included many recommendations including one for the establishment of a Professional Standards Board for Teaching. This recommendation indicated that educators must establish a profession whose standards could accomplish the enormous task of improving education for the leaders of the future. Based on these two reports, the National Board for Professional Teaching Standards (NBPTS) was created in 1987.

The mission of the National Board for Professional Teaching Standards (NBPTS) was to establish high and rigorous standards for what accomplished teachers should know and be able to do (About National Board Certification, 1999). NBPTS was developed and operated a national, voluntary system to assess and certify teachers who met the board's standards. Governed by a 63-member board of directors, the majority of whom

were classroom teachers, the National Board was dedicated to bringing teaching the respect and recognition afforded a profession. One hallmark of a profession is that those in the profession set the criteria of professional accomplishment. Hence, the National Board Certification was developed by teachers, with teachers serving as those who determined the standards and assessment for teachers to become nationally recognized and respected.

The staff at NBPTS organized teacher committees which served as the framework for the organization. The board of directors established the five core propositions that summarized what teachers should know and be able to do. The following is the list of those propositions and the definition for each which are noted by the behavior under each proposition:

1. Teachers are committed to students and their learning. They:

   - Recognize individual differences in their students and adjust their practices accordingly;
   - Have an understanding of how students develop and learn;
   - Treat students equitably;
   - Have a mission that extends beyond developing the cognitive capacity of their students;

2. Teachers know the subjects they teach and how to teach those subjects to students. They:

   - Appreciate how knowledge in their subjects is created, organized and linked to other disciplines;
   - Command specialized knowledge of how to convey a subject to students;
   - Generate multiple paths to knowledge

4. Teachers are responsible for managing and monitoring student learning. They:

   - Call on multiple methods to meet their goals;
   - Orchestrate learning in group settings;

- Place a premium on student engagement;
- Regularly assess student progress; are mindful of their principal objective in planning instruction;

4. Teachers think systematically about their practice and learn from experience. They:

   - Are continually making difficult choices that-test their judgment;
   - Seek the advice of others and draw on education research and scholarship;

5. Teachers are members of learning communities. They:

   - Contribute to school effectiveness by collaborating with other professionals;
   - Work collaboratively with parents;
   - Take advantage of community resources (Leading the Way, 1997 p. 5-7).

With the establishment of what the NBPTS believed were the core principles of what accomplished teachers know and do, the board then began developing specific standards in certification areas. In 1991, standards committees began to develop teaching standards (Shapiro, 1995). The first standards created were Early Adolescence Generalist and Early Adolescence English Language Arts (Shapiro, 1995). Committees of teachers who were practitioners from these teaching areas created each set of standards. They struggled with the intangible idea of what behaviors identify accomplished classroom teaching. In September 1994, the National Board adopted and published the teaching standards (Shapiro, 1995).

As of April 2000, 30 certified fields have been identified, and standards have been developed in 21 fields. The certificates and the corresponding standards are structured around four student developmental levels:

1. early childhood

2. middle childhood
3. early adolescence
4. adolescence and young adulthood

For each certificate, multi-part assessments requiring teachers to demonstrate their professional skills, knowledge, and accomplishments were developed (Backgrounder, 1998).

The assessment process of the NBPTS consisted of two parts. First, the candidate had to complete a rigorous, in-depth portfolio that included various performance assessments. As part of their portfolios all candidates developed learning units for students and documented these instructional endeavors with student work, videotapes, teaching strategies, and reflective writings. The specific requirements of the portfolio process are discussed in Chapter II. The time period for completing the portfolio ranged from five to eighteen months. Teachers often declared this as one of the most intensive, rigorous processes of their career and yet the phrase "most rewarding" usually accompanied these testimonials (Teacher to Teacher, 1996; NBPTS: Materials and Reference Book, 1998).

The second component of the National Board process was a performance assessment, delivered to teachers after the completion of the portfolio. This component had a maximum time allowance of eight hours and was performed at an assessment center. The assessment consisted of four entries, each one with a two hour time limit. The participant could have chosen to perform this component using a computer or could have opted to hand-write the entries. Teachers were asked to perform such tasks as

analyzing teaching scenarios, developing specific curriculum, and identifying student needs.

Implementation of the first assessments for the National Board for Professional Teaching Standards began in 1993-1994 school year. The first year assessments resulted in 177 National Board Certified Teachers (NBCTs) with a pass rate of about 30% of the applicants (Counts of NBCTs by State, 1998). The numbers of NBCTs gradually increased between the years of 1993 and 1997 to include 913 successful NBCTs.

While teachers from all states were eligible to apply for National Board Certification, the 913 National Certified teacher's were distributed across 41 states. There were seven states in which 30 or more teachers were National Board Certified. The following are the seven states and the number of National Board Certified Teachers certified in those states between the years of 1993-1997 (Counts of NBCTs by State, 1998).

Table 1

Number of National Board Certified Teachers By State

State	Number of National Board Certified Teachers Certified Between 1993-1997
California	70
Michigan	58
Minnesota	59
New Mexico	52
New York	33
North Carolina	207
Ohio	150

The number of National Board Certified Teachers (NBCTs) in the 1997-1998 school year more than doubled. Indeed, prior to the 1997-1998 school year there were

913 NBCTs. In the 1997-1998 school year 924 teachers became NBCTs (Counts of NBCTs by State, 1998). The number of 924 NBCTs that were successful in 1997-1998 combined with the previous 913 NBCTs certified in 1993-1996 brought the total number of NBCTs to 1837 teachers.

Of the seven states that have 30 or more National Board Certified teachers living within their borders, two of these states, New Mexico and North Carolina, provided state funds for incentives and/or support for candidates that were seeking National Board Certification. The remaining five states, California, Michigan, Minnesota, New York, and Ohio each had various organizations that provided incentives and/or support for candidates that were seeking National Board Certification (State and Local Action Supporting National Board Certification, 1999).

The number of states offering support grew rapidly. In July 1998, 16 states offered fee support for some or all of the $2000 application fee and by February 1999 the number of such states had increased to 25 states (Incentives by States and Localities, NBPTS, 1998, 1999).

In addition, some states and school districts provided other types of incentives including licensure renewal, continuing education credits, and license portability. License renewal for teachers was required in all but three states (NASDTE Manual, 1998). The provision to allow National Board Certification to satisfy this requirement had been legislated in 14 states. All states required continuing education units for teachers to continue their license validity (NASDTE Manual, 1998). There were also 14 states that allowed the National Board Certification to suffice for continuing education units. License portability permitted National Board Certified teachers to have their

certification recognized by 14 states and required no further testing or certification (Rotberg, Furtrell, and Lieberman, 1998).

Salary bonuses or raises were also used by states to motivate teachers to strive for National Board Certification. Some states provided this kind of support to a limited number of candidates, while others provided funds for any successful candidate. For example, Delaware offered a $1500 salary supplement each year for the life of the certificate for a maximum of 30 teachers. Those with no limit on the number of teachers for which they provided a salary incentive for, included: Kentucky $2000, Mississippi, $6000 (raised in 1999 from $3000), North Carolina 12% of the state-paid salary, Ohio, $2,500, and Oklahoma $5,000 (Status of the States, 1998).

Oklahoma had one of the most encompassing programs to support National Board candidates. Oklahoma's program included a full coverage of the application fee; a $500 stipend to support the applicant for materials, travel and any other application related expenses; training opportunities; and a mentorship program. In addition the legislation provided funds for support of a substantial number of teachers (SB 202, 1997).

Education Leadership Oklahoma

Oklahoma has had a strong effort underway to support the National Board Certification (NBC) since 1997 as a result of the work of the Oklahoma State Superintendent of Public Instruction, a Commissioner for the Oklahoma Commission for Teacher Preparation, and an Oklahoma State Senator. Both the Oklahoma State Superintendent of Public Instruction and the Commissioner for the Oklahoma Commission for Teacher Preparation had served on the Board of Directors for the National Board for Professional Teaching Standards (NBPTS). The Superintendent

served as the State Superintendent of Public Instruction for 12 years. The Commissioner had served on the NBPTS Board of Directors as a member of the Oklahoma Education Association. She represented Oklahoma as a classroom teacher and association member. The efforts of these people to promote National Board Certification resulted in Oklahoma becoming one of the leading states in legislated support and incentives for NBPTS candidates (Kyle Dahlem, personal communication, September 28, 1998).

In the school year of 1996-1997, Senator Roberts authored Senate Bill 202, authorizing support for 100 candidates in Oklahoma for the certification fee of $2000. Additionally the bill provided a $500 stipend for costs associated with completing the portfolio, training and educational opportunities to prepare the materials for the portfolio, and finally a university mentor to provide support for each candidate. When the candidates successfully obtained National Board Certification, a $5000 salary bonus was to be paid.

The first step in becoming a candidate in the ELO program was to complete the required application. The applications were read by classroom teachers who assessed the applications for knowledge, recommendations that signaled a quality candidate, and writing that indicated the applicant was someone who had the capabilities to undertake the rigorous NBC process (Kyle Dahlem, personal communication, September 28, 1998).

Once the candidate was selected he/she received an invitation to the ELO Orientation meeting at the State Capitol. Initial information of the process was presented and candidates were encouraged to visit with their local legislators to express their appreciation for legislative support of the Education Leadership Oklahoma (ELO) program.

The second meeting of the ELO candidates consisted of an intensive two-day training. This training was conducted during the third week of June 1997. National Board Certified Teachers led the candidates through the portfolio process and gave examples and guidance in how to get started with the NBC process. Many of the candidates began to understand the depth and breath of the process during this training. The details of the training are discussed in detail in Chapter III (see p. 54).

Every higher education institution in Oklahoma was encouraged to provide a faculty member to act as a mentor for small groups of ELO candidates. During the summer training candidates were asked to identify a university site that would be convenient for them to attend meetings while developing the application material. Each higher education institution identified an interested faculty member who would provide support to candidates in small groups called cohort groups. The cohort groups were encouraged to attend meetings where they shared strategies and activities that supported the NBPTS process, defined problems and suggested methods of creating resources and assistance, and received individual guidance and/or resources from their university mentor. These mentors were provided training developed by the Oklahoma Commission for Teacher Preparation. Further description of this training is provided in Chapter III (see p. 59).

During the 18 month-long ELO program, candidates were given support in the form of money, time, materials, training, and mentoring. The intent was to use these resources and the candidates' dedication, to establish a group of National Board Certified teachers who could provide teacher leadership in Oklahoma schools, school districts and the state.

Need for the Study

The purpose of establishing the National Board for Professional Teaching Standards (NBPTS) and National Board Certification (NBC) was to align the critical needs to improve teaching and learning in an ever-changing world. First, the educational community needed to develop and further the foundation of education as a profession (Darling-Hammond, 1996; Wise, 1996). Second, educators needed to set rigorous standards and create assessments based on these standards, a critical aspect in creating a self-governing profession. Finally, educators acting as mentors in the profession needed to provide the necessary support and training to candidates making application for NBC so that teachers could verify that they met the standards.

The NBPTS developed a set of standards for teachers to guide instructional practice. These standards were then used as the guidelines to create assessments of teaching performance and national certification of teachers (National Board for Professional Teaching Standards, 1998).

Based on the literature review presented in Chapter II, there were many questions that could provide important information concerning the NBPTS and NBC process. Some questions worthy of study included: What were the strengths of National Board Certified Teachers (NBCTs)? What impact did NBC have on the quality of effectiveness of teaching in public schools? Did NBCTs' instructional practices improve during and/or after certification? How did NBCTs use their experience with the certification process in their professional work? Did learning and/or teaching styles of teachers have any bearing on the success of applicants for the NBC? How did state-based programs differ in preparing teachers to apply for NBC? Have the NBPTS standards been disseminated and

integrated into school programs? How were states preparing teachers to prepare their application for NBPTS certification? How have states and other organizations assist applicants in successfully seeking NBC?

NBPTS and the certification process received strong recommendations from leading educational scholars (Wise, 1996; Darling-Hammond, 1996; Wise and Leibbrand, 1996; Buday and Kelly, 1996). A number of research questions have been raised related to NBC although there have been a limited number of studies dealing with the NBPTS certification process. A literature search revealed that since 1993, the year of implementation for NBPTS, only five studies had been conducted related to some aspect of the National Board for Professional Teaching Standards. Early (1996) used a policy case study approach to examine federal support for the use of alternative teacher certification and the National Board for Professional Teaching Standards. Catoe (1995) explored the attitudes of state and district educational leaders and policy makers towards teacher professionalism and towards the National Board for Professional Teaching Standards. Roach (1993) examined the reasons why teachers applied for certification under the National Board for Professional Teaching Standards. In 1998, the NBPTS supported a study by Technical Analysis Group (1998) to examine the level and quality of technical support provided by to African American and white candidates. Finally, Rotberg, Futrell, and Lieberman (1998) conducted a qualitative study to determine applicant views about the incentives for participating in the certification process, the contribution of the process to their teaching skills, and the consistency between National Board standards and current teaching practices.

While the research questions noted earlier and in the five studies reported above were worthy of inquiry, one important question facing educators, how to best prepare teachers to complete application to the National Board for Professional Teaching Standards, had not been examined. At the time of the study, five states were providing support to prepare teachers for NBPTS certification and yet there were no studies that had examined what effectively prepared teachers for the process. However, according to Rotberg, Futrell and Lieberman (1998) there was a need for studies determining the types of support necessary during the application process to increase the chances of achieving NBC.

One of the five states providing support and training to candidates for National Board Certification was Oklahoma. The ELO scholarship program had been funded by the state since 1997 to provide training, encourage local school district support, and provide mentoring to support the process of seeking NBC. To adequately meet the needs of ELO participants and other applicants for NBC, it was imperative to understand the specific components of the ELO program that contributed to success or nonsuccess during NBC process.

The importance being attributed to NBPTS and NBC clearly lends support for the study of ELO. The following is the rationale used for creating this study: (1) states generally needed to understand what best prepares teachers for NBC; (2) the state of Oklahoma has made a substantial financial commitment for a large number of teachers to pursue NBC, and the state policy-makers needed to know if the support was worth the financial investment; and (3) national studies were calling for data on how to best support applicants for NBC. Therefore, the lack of and need for research data related to the

National Board Certification process, especially concerning how states might support candidates, and the need for data concerning what was influencing the success or lack of success of ELO candidates for NBC were the reasons this study was conducted.

Purpose of the Study

The primary purpose of this study was to identify the specific practices, activities, and procedures included in the components of the Education Leadership Oklahoma (ELO) program and support from local education agencies, community, and family that differentiate between the successful and nonsuccessful Oklahoma teachers pursing National Board Certification. The following questions guided this research:

Question One: Were there statistically significant differences in the perceptions of the importance of the orientation activities between successful and unsuccessful 1997-1998 candidates for National Board Certification?

Question Two: Were there statistically significant differences in the perceptions of the importance of the training activities between successful and unsuccessful 1997-1998 candidates for National Board Certification?

Question Three: Were there statistically significant differences in the perceptions of the importance of the mentoring activities between successful and unsuccessful 1997-1998 candidates for National Board Certification?

Question Four: Were there differences in the perceptions of the importance in support from the teacher's colleagues, local school and school district between successful and unsuccessful 1997-1998 candidates for National Board Certification?

Question Five: Were there differences in the perceptions of the importance for support from sources such as family and friends between successful and unsuccessful candidates 1997-1998 for National Board Certification?

Definition of Terms

Education Leadership Oklahoma (ELO) – A prescribed sequence of tasks, events, and activities designed specifically to prepare and support teachers to pursue National Board Certification (SB770, 1998).

National Board Certification Process – The overall process for teachers to follow to demonstrate their teaching and practice in a format that can be used to measure their teaching and practice against high and rigorous standards (NBPTS, 1996).

Portfolio – An exhaustive amalgamation of student work samples, lesson plans, videotapes of classroom interactions and written commentaries filled with self-reflective analysis that speak to the teacher's practice (Teacher to Teacher, 1996). The specific guidelines for what to include and how to present this information has been defined by the NBPTS.

Oklahoma Commission for Teacher Preparation – An Oklahoma state agency that acts as an independent standards board for state funded teacher preparation programs.

Entry—The NBPTS assessment is based on 10 separate exercises, each one focuses on a specific aspect of instructional practice in each of the certification areas. The portfolio requires the completion of six entries and the assessment center requires the completion of four entries (Teacher to Teacher, 1996).

Reflective writing—Writing upon the examination of one's teaching practice against standards (Teacher to Teacher, 1996).

Limitations and Delimitations of the Study

The following are the limitations and delimitations of this study:

(1) The types of support and training of ELO candidates for National Board Certification may not include all types of support and training used in other states that have a support program for their teachers, therefore, the results of this study may be limited to the Education Leadership Oklahoma program.

(2) The data collected were based on the participant's perceptions and should be treated as such.

(3) Only one group of ELO participants had completed the process and the data were from a single year.

Assumptions

There were certain underlying assumptions in this study:

(1) The ELO components were appropriately represented in the questionnaire used to obtain data for the study.

(2) All responses to the questionnaire reflected the honest perception of the participants.

(3) These are a set of support procedures could be provided to increase the chances of National Board candidates being successful in seeking National Board certification.

Summary

This chapter provides an overview of the current status of NBPTS and Oklahoma's support program for National Board Certification. Following this overview, the need for the study, purpose of the study and research questions, definition of terms,

limitations of the study, and research assumptions are presented. Chapter II presents a review of the literature and research related to NBPTS certification and the ELO program. Chapter III describes the procedures used to address the research questions posed by this study while, Chapter IV presents the findings and analysis of data. Finally, Chapter V summarizes the findings, conclusions, implications, and recommendations of the study.

CHAPTER II

Review of Related Literature

This chapter presents a review of the current research and professional literature related to the National Board for Professional Teaching Standards (NBPTS) for the past 10 years. In conducting this review the following sources were used: Dissertations based on some aspect of NBPTS identified through ProQuest dissertation abstract database; ERIC; Internet searches; information from NBPTS; and information from National Commission on Teaching and America's Future.

The first section of this chapter presents the history of the creation of the NBPTS. It examines the premise of a change in education and traces the development of NBPTS from its initial proposal to its current status. The section is supplemented by the description of the NBPTS and National Board Certification (NBC) procedure described in Chapters I and III.

The second section presents reactions to NBPTS and NBC. The positive reaction of the educational community is discussed in the beginning of this section followed by the negative reactions to the standards and procedures.

The third section deals with professional development. The professional development section was used to provide insight in forming the research questions regarding the Education Leadership Oklahoma (ELO) training and support program.

The fourth section of the chapter examines mentoring. Mentoring of candidates was integrated in the ideal of the NBPTS and was a structured part of the ELO program.

The fifth and final section of this chapter presents a review of studies conducted on some aspect of the NBPTS. The section begins with an introduction and then summarizes the five research studies. The studies are arranged to show a progression of the National Board from the beginning of its inception, the implementation of the standards and assessments, to the development of support for candidates

National Board for Professional Teaching Standards History

The National Board for Professional Teaching Standards (NBPTS) was a private corporation developed to assess public and private school teachers. Upon successful completion of the NBPTS assessment process, award these teachers National Board Certification. The primary source of support for the NBPTS was federal appropriation and grants from private foundations and corporations (Backgrounder, 1998). The Federal funding of NBPTS reflected a milestone in the continuously defined role of the federal government in schooling in society, and the relationship of schooling in the United States to federal expectations and political needs. By 1989, the Federal government's role in teacher education was one of supporting "special" programs (Earley, 1994). The authority to support special teacher preparation programs was vested in the General Welfare Clause of the Constitution, which allows support for categorical programs. Before 1989, federal interest in teacher education did not extend to certification/licensure or standards. Federal funding for the NBPTS represents a landmark departure in federal policy (Early, 1994).

What happened to bring about this change? It began in March 1985, when the Carnegie Corporation established an advisory committee convened to "... assemble a group of leading Americans to examine teaching as a profession" (Carnegie Forum, 1986,

p. iii). This assembly was named the Task Force on Teaching as a Profession, and in May 1986, the group published A Nation Prepared: Teachers for the 21st Century. This report included eight recommendations. The first recommendation was to create a National Board for Professional Teaching Standards both to establish standards for teaching and certify individuals who meet those standards (Earley, 1994, p. 91). The Carnegie Forum put considerable emphasis on establishing the National Board. The implied rationale was that a knowledge-economy requires professional teachers. Creation of the NBPTS was viewed to be central to recognizing and increasing the number of professional teachers in this nation's school.

Support for the NBPTS process spread. On August 26, 1986, during the annual meeting of the National Governors Association (NGA), the Governor's Task Force recommended the creation of a National Board of Professional Teacher Standards (National Governors Association, 1986). About this time, the report, A Nation Prepared, appeared in numerous newspapers across the United States and in Time magazine. With each printing national certification was supported.

On September 5, 1986, the Carnegie Forum announced "the formation of a Planning Group to establish the national body which will be responsible for setting high standards for teachers and certifying those who meet the standards" (Carnegie Forum, 1987, p. 113). This planning group met and developed the general structure of the proposed board and prepared articles of incorporation and bylaws. On May 15, 1987 at the second annual meeting of the Carnegie Forum on Education and the Economy, the Carnegie Foundation announced the establishment of the National Board for Professional

Teaching Standards and the national certification of teachers moved onto the federal policy agenda (Hevesi, 1987).

In July 1992, the Higher Education Amendments became law. The legislation authorized funding for the NBPTS (PL 102-325). Between 1987 and 1992, the political debate waxed and waned regarding the merits of NBC and the federal government's role in national certification. The debate continues and is described briefly in the section following this brief history of the establishment of the NBPTS.

There was a prevailing belief in the educational establishment that standards and assessment for teachers and teaching were essential in the pursuit of school reform. The National Board's mode of operation was to measure the performance of teachers using specific criteria in delivering instruction to students. The National Board began by first articulating what a teacher in all certification areas should know and be able to do (Pence, 1996, p. 1). In the late 1980's National Board personnel wrote Towards High and Rigorous Standards for the Teaching Profession: Initial Policies and Perspectives of the National Board for Professional Teaching Standards (NBPTS, 1991). This publication presented five propositions that described what was essential for accomplished teaching:

Proposition 1:	Teachers are committed to students and their learning.
Proposition 2:	Teachers know their subjects and how to teach those subjects to students.
Proposition 3:	Teachers are responsible for managing and monitoring student learning.
Proposition 4:	Teachers think systematically about their practice and learn from experience.

Proposition 5: Teachers are members of learning communities.

Prepositions two, three, and four were derived from the science of pedagogy. The propositions served as a valid and useful framework for development of standards for each certification area. To measure teacher performance in the classroom was therefore based on the pedagogy of best practice characterized as "accomplished" teaching.

To illustrate how the NBPTS translation of "best" practice into measurement criteria can be seen by examining the development of the Early Adolescents/English Language Arts (EA/ELA) Standards. To write the EA/ELA Standards, the National Board convened an EA/ELA Standards Committee of thirteen nationally known English teachers, English teacher educators, and other professionals with expertise in early adolescence and issues related to minority education. According to Dr. Jacqueline M. Olkin, Manager of the Certification Standards and Teacher Development for NBPTS, the process used to create standards for each certificate area were consistent with the following steps:

1. A nationwide search for committee members was conducted, soliciting nominations of classroom teachers, teacher educators, and specialists in the given discipline.

2. The committee was established with approximately 15 members, most of whom, were classroom teachers.

3. The committee convened an average of four times to draft standards that represented and described accomplished teaching in their field and that reflected the five core propositions of the NBPTS.

4. The standards were reviewed to ensure they were applicable and provided examples of multiple teaching contexts. They were also reviewed for addressing a range of students' needs, backgrounds, ethnicity, language skills, etc.

5. Once the committee approved the draft of standards, it was disseminated widely for feedback from the public. The standards were presented at national and regional meetings and circulated to teachers in the given field. This process lasted approximately three months.

6. The standards committee reconvened to discuss the feedback and to make the necessary revisions to the document

7. A final iteration of the standards was submitted to the NBPTS Board of Directors, who reviewed the document.

8. The NBPTS Board of Directors adopted the standards and the document was prepared for publication by NBPTS (Jacqueline M. Olkin, personal communication, July 16,1999).

In 1992, the EA/ELA Standards Committee presented to the National Board a draft of their statement of what accomplished teachers in this certification area needed to know and be able to do. The document presented standards that were descriptive statement of the pedagogy used by accomplished EA/ELA teachers. The standards were written as "observable teacher actions that have impact on student outcomes"; these actions were to serve as the basis for the measurement criteria (Early Adolescence/English Language Arts Standards, 1993, p. 9). Each of the certification areas that has been developed by the NBPTS has followed similar procedures for establishing assessment(s) that reflect standards.

Once the standards were approved, the next step in the NBPTS preparation was creating the assessment. In developing the assessments, the primary question was what evidence compiled would represent accomplished teaching? The National Board concluded that assessment exercises in three different modes would be required: (1) written content knowledge, (2) school site portfolio, and (3) simulation of teaching situations (What Teachers Should Know and Be Able to Do, 1997).

The NBPTS submitted requests for bids to assessment companies to create defensible performance based assessments that reflected the adopted standards. The Educational Testing Service Corporation received the contract to develop the NBPTS assessments (NBPTS, 1997). The elements of the scoring system were designed to create consistent alignment from the standards throughout the portfolio and the assessment process.

Through this systematic development process, the National Board for Professional Teaching standards has designed and implemented a system through which teachers may achieve distinction by demonstrating that they meet high and rigorous standards. Specific information about the process used to apply for NBC, to prepare the application portfolio, to complete required assessment center activities, and other related NBPTS procedures for National Board Certification are found in Chapter I and Chapter III.

Responses to National Board for Professional Teaching Standards

The following statement summarized the National Commission on Teaching and America's Future (NCTAF) challenge to the American public.

> "We propose an audacious goal...by the year 2006, America will provide all students with what should be their educational birthright, access to competent, caring, and qualified teachers, (National Commission on Teaching for America's Future, 1986).

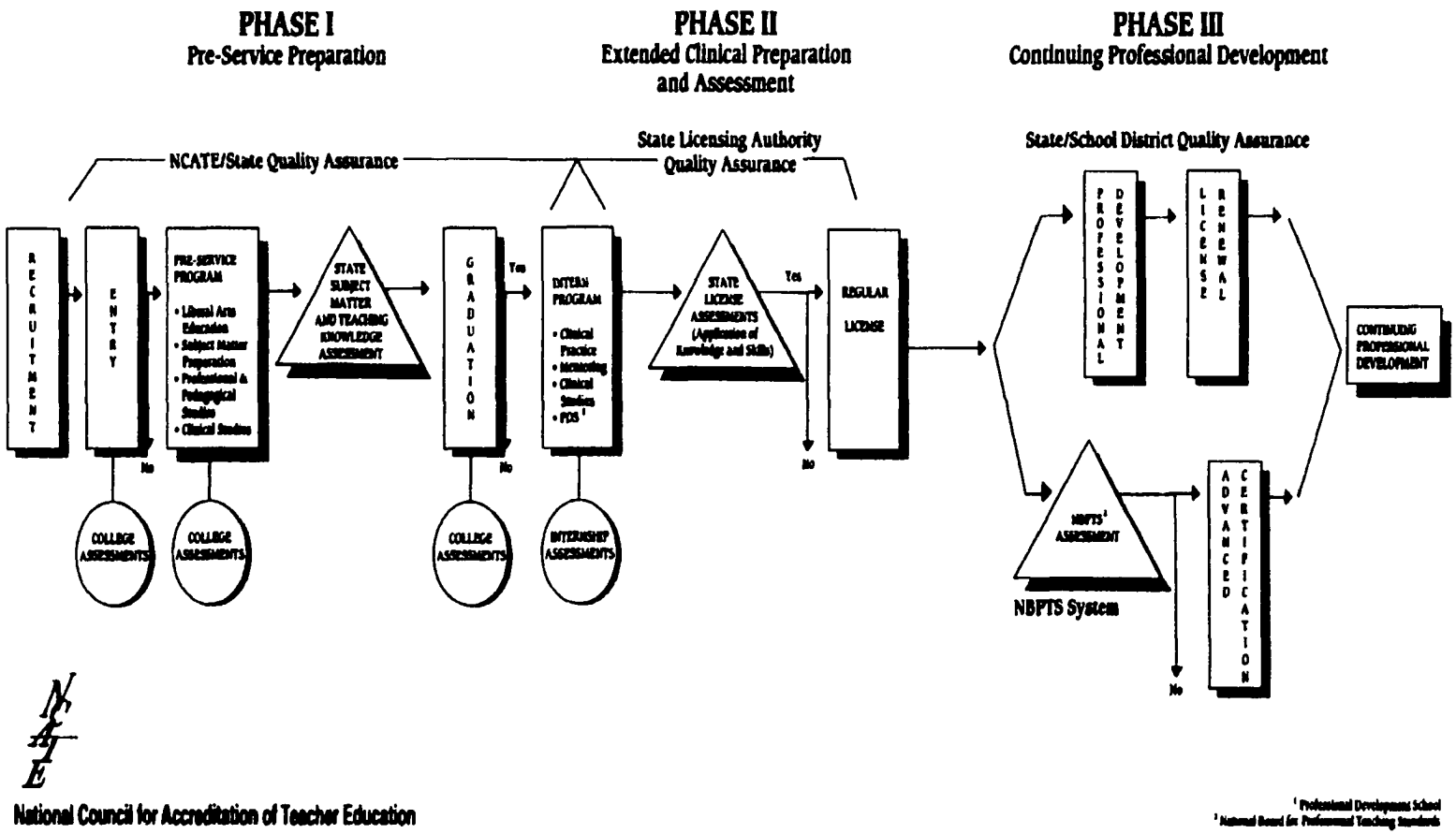
After two years of intense study and discussion, the NCTAF Commission, a 26 member bipartisan blue ribbon panel supported by the Rockefeller Foundation and the Carnegie Corporation of New York concluded that the reform of education depended first and foremost on restructuring its foundation, the teaching profession (Darling-Hammond, 1996).

The NCTAF Commission found a profession that had suffered from decades of neglect. Teacher education had been poorly or unevenly financed, used ad hoc teacher recruitment that had neglected to ensure teacher quality, and provided teacher salaries that lagged significantly behind other professions (Darling-Hammond, 1996). In addition, researchers suggested that in the current culture where children living in poverty were at an all time high, a total redesign of schools and teacher preparation was required (Darling-Hammond, 1996; Wise, 1996; Wise and Libbrand, 1996).

The NBPTS was created as one of the multiple approaches to redesign teacher education. With authority for teacher education so decentralized, large scale, system wide reform could be accomplished only by means of a unifying vision, with varied routes to realize the vision (Ambach, 1996). The highly recognized National Council for Accreditation of Teacher Education (NCATE) included NBPTS as a critical part of their model for ongoing professional development. The President of NCATE, Arthur Wise (1996) suggested that NBPTS provided the rigorous standards necessary to guide teacher preparation colleges in developing their curriculum and that it also served to provide advanced certification for accomplished teachers. The following chart provides the multiple approaches in the effort to redesign teacher preparation (National Council for Accreditation of Teacher Education, 1997).

The premise of NBPTS to provide a meaningful, coherent approach to advanced teacher preparation focused on one area of this larger reform effort, (Wise, 1996). A major step was the development of standards that indicated what teachers should know and be able to do. The standards gave direction and enabled teachers and teacher educators to move away from the status quo of the entrenched system and the many

Teacher Preparation: A Continuum



National Council for Accreditation of Teacher Education

[1] Professional Development School
[2] National Board for Professional Teaching Standards

ad hoc visions of teaching excellence to a consistent, coherent vision of accomplishment with a mechanism for achieving certification (Wise, 1996).

The standards developed by the National Board were viewed by some educational leaders as an answer to specific behaviors on how accomplished teaching is evidenced (Sale 1996; Catoe 1996; Ambach, 1996). As Ambach (1996) stated, "a widely recognized set of standards for the performance of teaching profession can ensure the need of consistency and compatibility" (p 207).

The National Board standards and the assessment exercises were met with enthusiasm and challenge by many educators (Buday and Kelly, 1996). The preliminary data about NBC were in the form of anecdotes and testimonials from candidates, virtually all of who report that the process offered tremendous potential for improving student learning (Buday and Kelly, 1996). Rotberg, Futrell, & Lieberman (1998) provided evidence that the teachers that participated in the National Board Certification believed that the process improved their teaching practice, increased their professionalism, and defined and aligned their teaching standards to ensure quality and coherence of content.

Although the push to create NBPTS was supported by many powerful organizations such as the Carnegie Corporation, the American Federation of Teachers, and National Education Association (Catoe, 1997) all of the responses to the organization were not positive. At least two ideas supported by the NBPTS were criticized. The first of these dealt with the premises upon which the organization was established and second was concern about the method used for the certification of teachers.

One of the major premises of the NBPTS was that teacher preparation standards and processes were inadequate for the 21st Century and education as a profession needed to be successfully established to encourage a brighter group of individuals to pursue education as a career. The perception that teacher preparation has been inadequate was presented to the American public with the publishing of the 1983 A Nation At Risk. There were many educators that disagree with the findings of this report. For example, Berliner and Biddle (1995) indicated that A Nation at Risk report was not based on facts supported by evidence. These authors contend that the problems noted in the report were inherent in American society as a result of government inadequacies. Throughout this book the authors reported data showing that educators had been remarkably successful given the problems within the society.

Ballou and Podgursky (1998) followed the same line of debate as Berliner and Biddle (1995) in their discussion of NBPTS. The authors suggested that there were no major inadequacies in the existing teacher preparation methods and that the establishment of NBPTS served as an opportunity for the American Federation of Teachers and the National Education Association to gain certification power. In addition, they believed the use of "moonlighting" teachers as National Board assessors suggested that the National Board process did not use a systematic, reliable assessment procedure.

Establishing teaching as a profession had been a central focus for the National Board for Professional Teaching Standards since it's inception. The approach to achieving professional status for teachers employed by NBPTS also received criticism (Pratte and Rury, 1991; Josefsberg, 1993). Most of the criticism centers on the idea that NBPTS had actually developed a set of practices that defined teacher professionalism.

The writers claimed that teacher professionalism, as defined by NBPTS, represents a technocratic perspective. Josefsberg (1993) amplified this perspective reaching the following conclusion:

> Dominant technocratic perspectives misdefine the core issues in American education. Reforms emanating from such perspectives too often worsen rather than improve the conditions for teaching and learning. (p. 63)

The central issue was that a technology of teaching, associated with professionalism, subordinated teachers as instruments rather than sustaining them as authoritative agents. Such perspectives presumed that the problem afflicting American education were essentially the results of using technology (Josefsberg, 1993).

For many teachers, professionalism included status, autonomy and control (Josefsberg, 1993). While the National Board for Professional Teaching Standards sought technical proficiency, ethical commitments to client welfare, and the regular production of desired results. This NBPTS view of professionalism was expressed in Toward High and Rigorous Standards for the Teaching Profession (1991):

> An essential foundation ... is to make teaching a profession dedicated to student learning and to upholding high standards for professional service and conduct. (p. 5)

The differences between the two perspectives are both obvious and subtle. Teacher professionalism functions as a vehicle for competing interests and aspirations. The extensive literature on teacher professionalism subsumes many perspectives, biases, and interests that contend with and against each other across various levels of policy and practice.

Newmann (1988), another critic of NBPTS, asserted that a school climate was more important than an externally imposed standard of teaching and was not provided for

in the NBPTS assessment. Newman described the desired climate as a "caring community." Newman leaves no doubt as to which is the most significant:

> ... programs oriented exclusively toward improvement of individual teachers ... tend to neglect the more fundamental problem of building a school culture that supports students and staff in the difficult quest for more powerful educational content. The challenge here is to focus not simply on the qualities of individuals, but also on the qualities for the school as an organization.

Pratte and Rury (1991) echoed emphasis on the school climate when they wrote:

> We contend that improving the work of teachers and the working relationship of teaching, especially the way teachers are treated in the workplace, is less dependent on achieving teacher professionalism than it is on viewing teaching as a craft and the establishment of an employee-management partnership: a relation of mutual respect, open communication, shared success, and mutual aid. (pp. 59-60)

What Pratte and Rury focused on was the "moral dimensions of teaching," which they, among others, contend was missing from the NBPTS approach to professional status. Lightfoot's (1989) search for institutional "goodness" rather than "excellence" underscored her concern with the emphasis upon professionalism that assumes one size fits all. School cultures that reinforced social norms that were antiethical to those norms that empower teachers as professionals were the barriers to teacher professionalism, not teacher competence. The dominant theme among most critics of the NBPTS was that there could be no meaningful educational reform unless the cultural barriers are diminished or removed. It was essential that reformers recognize the salience of the local culture in determining what would be learned and how it would be taught. "School cultures are ample and complex territories" (Josefsberg, 1993).

Finally, questions of the NBPTS process have been focused on the development of standards and how those standards were assessed. Ballou and Podgursky (1998)

suggested concerns regarding NBPTS standards in remarking that there has been little public discussion of the merits of the standards. Pence (1996) questioned the method of standard setting employed by NBPTS. She suggested that the NBPTS standards were set by reaching a consensus by practitioners and, instead, should be set by committees that entertain "hard debate" about what theories or traditions they believe are best for students. The committees should then back up their arguments with theory and research.

The opposition to NBPTS seemed to be geared toward the ideology on which it was founded and the process of certification. Regardless of the views presented, it seems imperative that further studies be conducted on the process of National Board Certification, the results in student learning in National Board Certified Teacher classrooms, and the support and training that assist teachers in becoming National Board Certified.

Professional Development

The National Board for Professional Teaching Standards suggested that the process of seeking National Board Certification provided an in-depth, ongoing, opportunity for professional development (Buday and Kelly, 1996). The value of professional development that has been offered in the past several decades as inservice to teachers has been disputed (Wood, 1993). Professional development (the terms professional development, staff development, and inservice training are used interchangeably) based on faulty premises, was often described as a process where teachers sat passively while an "expert" exposed them to new ideas or and instructional approaches (Wood, 1993). Success of such training has been judged by a "happiness quotient" by measuring teacher satisfaction with the training, and their off-the-cuff

assessment regarding its usefulness. Staff developers, for example, typically have reported "the number of hours of workshops or courses attended by teachers and their teachers satisfaction with those activities rather than noting any changes in on-the-job behavior or effects on students or the school," (Sparks and Hirsh, 1997, p. 5).

An important goal of the ELO effort was to provide teachers pursuing National Board Certification with training based upon "best" practice. It would be of little value to use professional development practices that did not work. If present ways of delivering professional development did not impact performance, a different approach to professional development needed to be employed to design the training and support provided ELO candidates.

The ideas promoted by Loucks-Horsley and Associates parallel those of other researchers who study professional development. For example, Darling-Hammond and McLaughlin (1995) write, "Professional development today means providing occasions for teachers to reflect critically on their practice and to fashion new knowledge and beliefs about content, pedagogy, and learners" (1995, p. 597). Ann Lieberman (1995, p. 592) believed that "Teachers must have opportunities to discuss, think about, try out, and hone new practices," during their inservice learning program.

Professional development has been guided by a growing common vision and by how effective change occurs in education settings (Fullan, 1991, 1993). The combination of a common vision and empirical knowledge base has led to the delineation of the following seven principles essential to the design and implementation of effective professional development:

1. Effective professional development experiences are driven by a well-defined image of effective classroom learning and teaching.

2. Effective professional development experiences provide opportunities for teachers to build their knowledge and skills.

3. Effective professional development experiences use or model with teachers the strategies teachers will use with their students.

4. Effective professional development experiences build a learning community.

5. Effective professional development experiences support teachers to serve in leadership roles.

6. Effective professional development experiences provide links to other parts of the education system (Fullan, 1993).

Hinson, Caldwell, and Landrum's (1989) offered two categories of training components, active orientation and support mechanisms. Active orientation included such ideas as interactive participation and hands-on experiences for the participants. Wood and Thompson (1993) pointed out that adults need direct-experience and practice during inservice learning.

Several researchers advocated using demonstration, practice, and feedback (Joyce and Showers, 1987: Wood, Thompson, and Russell, 1981). This model allowed participants to envision the concept, try it out in a safe environment, and then evaluate and learn from their performance.

Another training component presented by Hinson, Caldwell, and Landrum (1989) was peer observation. This strategy allowed participants to observe one another in a safe environment and encouraged collaboration and reciprocal learning, during and after learning (Wood and Thompson, 1980).

Joyce and Showers (1987) suggested that the strategy of coaching is an essential component of the change process. This provided both practice and feedback of specific behaviors so teachers understand both the theoretical concept and the transfer to changed practice.

Improvement can be achieved when the sense of shared professional involvement occurs in four types of interaction: (a) peer problem solving and discussion, (b) peer observation and feedback (c) joint planning, (d) role exchange, (Hinson, Caldwell, and Landrum, 1989). These support mechanisms permitted participants to observe one another in a safe environment and encouraged collaboration and reciprocal learning, (Wood and Thomson, 1980). Furthermore, these interactions allowed peer coaching and were another essential component of the change process (Joyce and Showers, 1987). Mayfield and Krajewski (1978) recommended the use of a support team to assist teachers seeking to learn and improve. Such teams might include a veteran colleague, a school principal, a state department specialist, and a clinician from a local university (Wood, Killian, McQuarrie &Thompson, 1993).

Wood and Klein (1988) also reported that guided practice and experiential learning were necessary for effective training. They suggested that the experience should provide a method where participants would try their own new behaviors and techniques, exchange ideas, and obtain helpful feedback. These researchers emphasized the use of peer instructors and the opportunity of follow-up assistance.

Increasingly, professional developers are attempting to assist school organizations design the systems and structures they need to support continuous learning (Sparks, 1994). Although we know much about what constitutes "best practice," there is less

guidance about how to design professional development so that it promotes continuous learning. This reinforces the critical need to assess what works in the Oklahoma and other state support programs to help teachers pursue National Board Certification.

The following list of suggestions from the literature reported above about effective staff development employed to develop the ELO support program for NBC candidates included:

1. Involve teachers in the planning of staff development activities.
2. Ensuring staff development is job-related.
3. Provide incentives for those who participate in staff development.
4. Provide sustained support for reform promoted by staff development. (Mentors are an example of sustained support.)
5. Rather than receiving "knowledge" from "experts" in direct teaching, provide for activity-oriented hands-on lessons where teachers may construct their own understanding(s).
6. Shift to result-driven staff development. This requires a vision of the simple principle that decisions about staff development are driven by outcomes teachers may display at the end of staff development.
7. Staff development should be approached from a system perspective.
8. Staff development should be considered a continuum of practices that encourage teachers to improve practice over time.
9. Staff development should enable school personnel to improve professional practice in ways that increase student learning
10. Staff development must include development of a school climate and culture supportive of reform.
11. Staff development should include content verified by research (Hinson, Caldwell & Landrum, 1989; Wood, Thompson, & Russell, 1981; Joyce & Showers, 1981; Mayfield & Krajewski, 1978).

The ELO staff development program was an important part of the support provided to the candidates. While teachers made application for National Board Certification and participated in the training and support activities, it was hoped that the support that was offered in this program would increase success in seeking NBC.

Mentoring

The National Board for Professional Teaching Standards encouraged mentoring of National Board Certification candidates for National Certified Teachers during the application process (Wise, 1996). This idea was to have professionals act as role models for teachers aspiring to become accomplished in their practice. It was an idea that was integrated into the Educational Leadership Oklahoma program in the support networked developed after training for participants. To accomplish the integration of mentoring into the Educational Leadership Oklahoma (ELO) required an examination of the literature related to mentoring, the characteristics of mentoring, and the outcomes that might benefit candidates for National Board Certification. The following literature provided the basis for the mentoring component of ELO.

Donna Hofsess (1990) described a mentor as a trusted colleague who has been intensively trained in the teaching and learning processes and in conferencing skills. Most mentor programs include a process where an experienced senior educator provides a beginning teacher with support. The kind and extent of support provided by the mentor varies.

Reim, McNair, McGee and Hines (1988) described mentor programs that were intensive and continuous to less structured informal "buddy" systems. Cartwright and Zander (1953) promoted both group support and individual support from mentors. Theis-

Sprinthall and Gerlen (1990) advocated that small group counseling be part of the process of teacher mentoring.

One approach for identifying the characteristics of mentoring was to examine the stated purposes of mentoring. The most important purpose was to improve teacher effectiveness. A second purpose of mentoring programs was teacher retention. Several mentoring programs have reported increased retention (Bey and Holmes, 1990). The third purpose of mentoring was to promote the professional and personal wellbeing of teachers (Brooks, 1987). Teacher satisfaction appeared to increase with mentoring programs (Huling-Austin, L., 1987). A fourth purpose concerned orientation to the mode of operations required in a particular situation. The fifth purpose was to assure the teacher could satisfy the conditions of professional practice.

Hinson, Caldwell, and Landrum (1989) mentioned mentoring and a support team as being part of an effective staff development. Mayfield and Krajewski (1978) recommended a support team to offer help to teachers. Thies-Sprinthall and Gerlen (1990) advocated counselor-led support groups to provide teachers with peer support to meet the challenges of their work. Small-group support avoids some problems associated with mentoring. For example, the limitations of being exposed to one mentor's perspective were addressed with group support. Other problems in a mentoring relationship, which can be overcome by group support, included excessive time commitments. These time commitments can be lessened when responsibilities are spread across group members. Over-dependence on one person can also diminished through group support. A bad mentor may keep a mentee from reaching his or her potential and group support can diminish this possibility (Levinson, 1978).

According to Portner (1998) there were certain characteristics of the mentoring that distinguish the role of mentors from other roles, such as supervisors. They included:

- Mentoring was collegial
- Mentoring was on-going
- Mentoring developed self-reliance
- Mentoring kept data confidential
- Mentoring used data to promote reflection
- Mentoring promoted teachers making value judgements. (Portner, pp. 7-9)

In addition, she pointed out that four functions are associated with the process of mentoring. They included:

- Relating: Mentors build and maintain relationships with their mentees based on mutual trust, respect, and professionalism.
- Assessing: Mentors gather and diagnose data about their mentees' teaching.
- Coaching: Mentors help their mentees fine-tune their professional skills, enhance their grasp of subject matter, locate and acquire resources, and expand their repertoire of teaching modalities.
- Guiding: Mentors guide their mentees through the process of reflecting on decisions and actions for themselves and encouraging them to construct their own informed teaching and learning approaches (Portner, 1998, pp. 7-9).

Krupp (1987) indicated that a mentor is not only a coach who focuses primarily on the tasks and results; they also focused on teachers as individuals and their professional development. Mentors acted as confidants willing to play the part of adversary, if needed, to listen and to question so their mentees could broaden their views.

The concept of mentoring, as a learning tool for professional development, was important, but equally important was to recognize that mentoring was an effective way to facilitate career-long learning (Krupp, 1987).

These mentees benefits, such as developing greater insight into self, learning the ways of effective teaching, expanding their resources, and improving their technique, seem obvious. Summarized from their book Crow & Matthews (1998) identified more subtle gains:

- Mentees gain exposure to new ideas and creativity.
- Mentees gain visibility with key personnel.
- Mentees gain protection from damaging situations.
- Mentees gain opportunities for challenging and risk taking activities.
- Mentees gain increased confidence and competence
- Mentees gain improved reflection

In developing an ELO mentor program to support teachers to achieve National Board Certification, five components were considered. First, certain practical and managerial aspects of the mentor program had to be answered. For example:

- Who will direct / coordinate / supervise the mentoring process
- Cost and who and how they will be paid.
- Information dissemination about program mentor selection.

The second component was mentor selection. Selecting mentors was a key element for the program of support to be successful. Mentors should exemplify excellent teaching, be highly regarded and be recognized by peers as master teachers. Third, the

selected mentors required training. Research has suggested mentor training does help in the mentoring process. In two separate studies, mentors who had been trained in mentoring had a higher level of mentoring activity and mentees rated their relationship with trained mentors significantly higher (Cohn and Sweeny, 1992). Walker and Scott (1993) proposed that the ability to carry out the mentor role productively does not come naturally and that mentors need some form of training. They suggested that mentor training was more important than selecting mentors with certain qualifications.

The fourth component of ELO mentoring involved matching a mentor with a mentee. Mentor relationships form best when mentor and mentee share a similar style of thinking (Parkay, 1988). The most effective mentor relationships are those in which the mentor and mentee are allowed to choose each other (Bey, 1985). "People tend to increase their interactions with those similar to themselves and limit their actions with those with whom they feel dissimilar" (Hart, 1993, p. 35). Therefore, the candidates should have an opportunity to choose mentors and they should also have the option to change mentors during the process.

The fifth and final component was evaluation. The evaluation used in the Oklahoma support for teachers pursuing National Board Certification was divided into two parts. First, implementation evaluation documented that the prescribed support was provided. Second mentees were asked to evaluate the process. Mentor evaluation of mentees was excluded from the process as recommended by Cohn and Sweeney (1992).

Summary of Related Studies

This section presents five studies conducted through August 1999 on some aspect of the National Board for Professional Teaching Standards (NBPTS) and National Board

Certification (NBC). The section begins with a review of the study that examined the establishment of the National Board for Professional Teaching Standards at the federal level. Next, state and local policy maker's perceptions of the NBPTS and the impact on improving teaching and student learning will be examined. This is followed by research concerning the reasons that teachers applied for National Board Certification and what enabled teachers to become nationally certified. Then a study is reviewed that examined the NBPTS standards. The final study provides the perceptions of teachers who had completed the National Board Certification process concerning the impact of the process on their teaching.

Earley (1994)

In an unpublished dissertation, Earley (1994) used a case study approach to examine two congressional proposals. The purpose of the research was to: track the evolution of alternate certification and NBPTS as they moved through the federal policy process; explore decision makers' assumptions about government policy in regard to teacher preparation; and generate new theories in regard to factors that motivate decisions in regard to the federal government's role in setting credentialling policies for teachers.

This study employed a case study approach. Legislation, committee meeting notes, testimony and other documents describing programs created by the legislation were examined from the Eisenhower administration to present day. In addition, written documentation was supplemented by interviews with persons who served as congressional staff or program administrators at one time or another during 1950-1997.

The part of this study that focuses on NBPTS included the historical sequence of the creation of the National Board and the rationale for its creation. The history traced

the beginning of the board's inception through the congressional appropriations in 1993. Earley points to three assumptions given consistently by the witnesses supporting establishing the board. These witnesses included Linda Darling-Hammond and North Carolina Governor, Jim Hunt among others. First, standards for reform were needed for the nation to stay economically competitive. Second, teachers must possess different skills in a knowledge-based economy. Finally, if better skilled, bright people would be attracted into teaching, professionalization of education would occur.

The conclusions for this study included the following. First, there were no empirical data to support a correlation between classroom teaching and economic growth. Second, paying educators a better salary may or may not increase teacher quality. Finally, college students going into education possessed the average grade point average of other career-related areas and were not less able. Furthermore, the researcher suggested that decision-makers did not base their decisions on an evidential foundation, but rather personal or party perceptions and the extent to which those perceptions meshed with prevalent social norms and values.

Catoe (1996)

In another dissertation, Catoe (1996) explored the perceptions of state and district educational leaders and policy makers in South Carolina towards teacher professionalism and towards the National Board for Professional Teaching Standards. It examined the relationships between policy makers' perceptions of the National Board and the benefits or limitations of NBPTS certification on five aspects of teacher professionalism (recruitment, preparation, selection, evaluation, and rewards) and needed changes in policy if NBPTS certification was to be beneficial.

Data for this study were collected from direct interviews with state and district policymakers and from literature on the teaching profession and on educational policy. Analysis of the data indicated that there was an overall lack of knowledge about NBPTS standards and certification on the part of most of the policy makers, and they view teaching standards in general as irrelevant. In addition, they perceived teacher educators as inadequate and thus failed to see a connection between accomplished teacher selection and student success.

The data also indicated that South Carolina policy makers viewed teaching as labor rather than profession. Because of this view, policy makers felt a need to maintain control over teaching and teachers, and saw the expenditure of dollars to reward teaching excellence as a waste.

The study's conclusion suggested that if teaching was to progress as a profession and if NBPTS certification was to make a positive difference in that state, state and district policy makers must be educated to an acceptance of teaching as a profession and teachers as professionals.

Roach (1993)

The purpose of this qualitative study was to determine under what circumstances and conditions public school teachers would be willing to take part in a national certification process of the kind proposed by the National Board. Three major issues were studied: (1) teacher's attitudes toward professionalism and the NBPTS, (2) teacher's attitudes toward various incentive that could be provided for national certification, and (3) teachers' attitudes toward various types of evaluation that could be employed in the certification process.

To determine under what circumstances and conditions teachers would be willing to take part in national certification, a teacher questionnaire was developed to gather data. The instrument was sent to a stratified random sample of public school teachers across the United States to ensure representation from all regions of the country, all types of communities, and all levels of instruction.

The study found that teachers did not believe that professionalism could be attained and that NBPTS would not be successful in that endeavor. Teachers were interested in National Board Certification provided the incentives were significant and teacher's negative attitudes toward various types of evaluation, included mistrust of evaluation associated with merit pay could be overcome.

The researcher concluded that the NBPTS certification process could have an impact upon the teaching profession, but there was a danger there would not be enough teachers that would participate in National Certification to make a collective difference in education.

Technical Analysis Group (1998)

NBPTS awarded a contract for the study of disparate impact upon National Board Certification candidates. The purpose of the study was to identify and correct any flaws that might threaten the validity, reliability, and fairness of the National Board Certification system. The motivating factor included the disparate percentage of African American candidates achieving National Board Certification as compared to Caucasian candidates. The Technical Analysis Group under the direction of Professors Richard M. Jaeger and Lloyd Bond of the University of North Carolina examined four specific areas: support available to candidates; writing demand; teaching context; and demographics.

Following is a summary of the procedures, findings, and conclusions in each of research areas.

The support available to candidates was examined with the hypothesis that candidates who avail themselves of support from their colleagues, school officials, and other sources would increase their chances of achieving National Board Certification. The study employed an extended telephone interview of all African American candidates who took the middle childhood/Generalist assessment, and a matched sample of Caucasian candidates, to determine the level and quality of support they received in preparing portfolios. The findings of the survey indicated that the level and quality of support available to candidates did not vary significantly between African American and white candidates. The conclusions provided was that the level and quality of support was not an important factor in explaining disparate impact.

Writing demands of the National Board Certification process were examined for sources of disparate impact. Differential performance by race in the National Board's assessment was fairly constant across all exercises within any given certificate.

The procedure employed was an analysis comparison of sample writing from African American and white candidates. The findings revealed that there was a slight difference between the performance of African American and Caucasian candidates on assessment center exercises. The study concluded this effect was small and could not account for the disparate impact by race.

The study also examined teaching contexts to determine whether challenging teaching situations impact National board Certification. The procedure employed included comparing certification rates of teachers in urban, rural, and suburban schools.

The findings were that 40% of suburban candidates had been certified, compared to 30% of rural and urban teachers. The study concluded that the comparisons were informative, but did not indicate flaws in the assessment.

Finally, demographic factors were examined as possible causes of disparate impact. The findings included that age, teaching experience, or graduation from a historically African-American university did not impact successful certification.

In addition, the study employed a panel to analyze whether assessors favored culturally specific teaching. The findings showed that in the few cases where panel members were able to identify cultural markers, the teaching style did not appear to have adversely affected the assessors. The study concluded that the candidates who had attempted National Board Certification were not a representative sample of America's teachers. It is therefore important not to generalize the performance of candidates to the larger population of teachers. The certification rates observed up to the point of this study may or may not pertain to all teachers.

Rothberg, Futrell, and Lieberman (1997)

This final study was based on telephone interviews conducted with 28 of the 38 people who had received support by the Pew Charitable Trusts to seek National Board Certification. The teachers were interviewed to determine their views about the incentives to go through the certification process, the contribution of the process to their teaching skills, and the consistency between National Board standards and current teaching practices.

The results of the study suggested that although the National Board Certification (NBC) provided a potentially powerful learning experience for participants, there were

limited incentives to encourage teachers to participate in NBC. There were no financial incentives for candidates in this study except for the payment of the application fee ($2000). The researcher indicated that this alone was not sufficient to attract a large number of teachers. Furthermore, until a critical mass of teachers were certified in an individual school district, the ability to assess the impact on school instructional quality and/or student achievement was impossible.

These researchers suggested that developing materials and support that prepare teachers for the NBC was essential to provide a critical mass of National Board Certified Teachers (NBCTs) that would then have a positive impact on education. This implication was a major factor that led to this selection for this study.

Summary

This review of literature confirmed the need for continued study leading to greater understanding and knowledge of the impact that providing support to National Board candidates has on successful completion of National Board Certification. The history of the National Board for Professional Teaching Standards was provided to examine the evolution of the board's history and to attest to the importance of the ELO program and study. Following the history, the opposing views about the strength and weaknesses of National Board Certification were presented. Then two areas of research were presented that served as a foundation for the design of the ELO program and the type of support offered to ELO candidates. Finally, a review of related studies conducted on National Board for Professional Teaching Standards and/or the National Board Certification were presented.

CHAPTER III

Research Design and Methodology

This chapter describes the design of the study and is divided into four sections. The first section describes the identification of participants of Oklahoma's 1997-1998 Education Leadership Oklahoma (ELO) program that were surveyed in this study. The second section includes information about the questionnaire that was developed to collect the data needed to answer the research questions. The purpose and design of the questionnaire and how reliability and validity of this instrument were established are also presented. The third section identifies the procedures used to collect the data; including the steps followed to contact Oklahoma's 1997-1998 ELO candidates for National Board Certification (NBC) and to obtain a high return of the questionnaires. The fourth section describes the procedures used to analyze the data. This section is followed by a chapter summary.

The following questions guided this research:

Question One: Were there statistically significant differences in the perceptions of the importance of the orientation activities between successful and unsuccessful 1997-1998 candidates for National Board Certification?

Question Two: Were there statistically significant differences in the perceptions of the importance of the training activities between successful and unsuccessful 1997-1998 candidates for National Board Certification?

Question Three: Were there statistically significant differences in the perceptions of the importance of the mentoring activities between successful and unsuccessful 1997-1998 candidates for National Board Certification?

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Question Three: Were there statistically significant differences in the perceptions of the importance of the mentoring activities between successful and unsuccessful 1997-1998 candidates for National Board Certification?

Question Four: Were there differences in the perceptions of the importance in support from the teacher's colleagues, local school and school district between successful and unsuccessful 1997-1998 candidates for National Board Certification?

Question Five: Were there differences in the perceptions of the importance for support from sources such as family and friends between successful and unsuccessful candidates 1997-1998 for National Board Certification?

Introduction

This section begins with the description of the ELO program support provided teachers in Oklahoma who applied for NBC in 1997-98. This is followed by a discussion of the procedures used to identify the 1997-1998 ELO teachers who made up the population of successful and unsuccessful candidates for NBC.

Education Leadership Oklahoma

National Board Certification has become a symbol of professional teaching excellence. To achieve certification, teachers had to demonstrate their knowledge and skills through a series of performance-based assessments, which included teaching portfolios, student work samples, videotapes, and rigorous analysis of their classroom teaching and student learning. The opportunity to obtain NBC was voluntary and available to all teachers who held a baccalaureate degree, had taught for a minimum of three years in an accredited school, and had held a valid state teaching license for those three years.

Teachers who opted to pursue NBC participated in a two-part assessment based on prescribed standards and reflection on various aspects of teaching. To complete the assessment required the better part of a school year. Part one of the assessment involved

completing a portfolio that included student work, videotapes and other teaching efforts. Part two of the NBC involved completion of an assessment center exercise, which was designed to complement the portfolio and was organized around challenging teaching issues. Teachers traveled to one of 200 assessment centers located across the nation and completed the assessment at the end of the year in which the portfolio was developed.

Due to the rigor and cost of the NBC process, ELO was designed to encourage and support candidates for NBC and to reward teachers upon achieving this certification. The program provided guidelines for selecting applicants, financial support and incentives, training and mentoring. The Oklahoma Commission for Teacher Preparation administered this program.

Financial Support and Incentives

Senate Bill 202 that provided for the cost of the application fee, a stipend, and a salary bonus provided the financial support for the ELO program. Because National Board for Professional Teaching Standards (NBPTS) required a $2000 application fee, ELO provided Oklahoma teachers with the funding to pay for the application process. Additionally, a $500 stipend was provided to pay for expenses such as travel to the NBC orientation at the Oklahoma State Capitol, workshops, materials and equipment, substitute pay and any other cost the candidate encountered during the application process. A salary incentive of $5000 was also provided to these teachers who were granted NBC. This bonus was to be paid each year for the ten-year duration of the certificate.

The state legislation, which also supported the ELO program, required each home district to provide candidates with two days of professional development leave to work

on the completion of the application for NBC. The days the ELO candidate used for working toward national certification could include two of the five professional development days each district included in the calendar or two other days during the school year.

Application to the 1997-1998 ELO Program

During the Spring of 1997, preparations were begun to implement the anticipated Senate Bill 202 although the legislation had not been passed. The Oklahoma Commission for Teacher Preparation (OCTP) distributed applications to each Oklahoma public school superintendent, principal, and district professional development chairperson. The application required interested individuals to submit information to be considered for the ELO scholarship for NBC. All candidates were required to have proof of three years of teaching experience in an accredited school. In addition, the applicant was to include: demographic information; five letters of recommendation; a list of their educational honors and awards; and a two page essay in which the applicant was to explain his/her understanding of the five core principles of NBPTS. A copy of the application form that includes the guidelines for the applicants is found in Appendix A.

The personal information was used to fulfill several administrative needs. First, the candidate had to indicate contact information, which provided the necessary knowledge to create a database of the candidates' information. The names of the applicant's superintendent, principal, and legislator(s) were requested so that these names could be entered in the database if the applicant was chosen as an ELO candidate. The names and addresses of these key support people were necessary so they could be sent

information related to her/his role in continuing support of the ELO candidate. This database was used to contact the group as a whole or individually as the need arose.

The applicant also provided her/his teaching assignment and then indicated which area of NBC the person believed was closest to her/his teaching assignment. At the time of the application, NBPTS offered six areas of certification. The certification areas were broad and teachers in certain teaching assignments could qualify to seek certification in more than one area. For instance, a second grade teacher could apply for either an Early Childhood Generalist Certification or a Middle-Childhood Generalist. The list of National Board Certification offered during April of 1997 included the following:

Early Childhood Generalist (Student ages 3-8)

Middle Childhood Generalist (Student ages 7-12)

Early Adolescence Generalist (Student ages 11-15)

Early Adolescence English Language Arts (Student ages 11-15)

Early Adolescence through Young Adulthood Art (Student ages 11-18)

Adolescence and Young Adulthood Math (Student ages 14-18)

Five letters of recommendation were requested on the application. A letter was required from each of the following: a building administrator, a district superintendent, a state senator or state representative, and two colleagues who were familiar with the applicant's teaching practice. The requirement for recommendation letters served three purposes. First, to ensure that administrators and colleagues believed the applicant was an accomplished teacher for whom they were willing to write a positive recommendation. Second, the request for this recommendation informed administrators and peers about the program and increased the chances of their support for the applicant. Third, the

requirement to have a local legislator write a recommendation was to inform the legislator of his/her constituents who were participating in the program.

A list of recognition, honors, and awards was requested from the applicant to provide information to the selection committee. From this list, the selection committee would ascertain whether the applicant's past endeavors indicated whether he/she had gone beyond the minimum requirements of the teaching practice.

Finally, the two-page essay clarified the applicant's approach to teaching while incorporating the five core propositions of the NBPTS which were defined and discussed in Chapter I, pages 2-3. From this essay the selection committee searched for evidence of the applicant's use of these propositions within his/her practice.

The selection committee was composed of several individuals representing the Oklahoma Commission for Teacher Preparation (OCTP). One representative was a member of the Board of Directors of the National Board for Professional Teaching Standards and a Commissioner for the OCTP. Another member of the committee was an OCTP Commissioner; the Executive Director of the OCTP also served on the committee. In addition there were three classroom teachers who were nominated to serve on the committee by State School Superintendent of Public Instruction. These teachers had been previously nominated for Oklahoma Teacher of the Year.

Led by the committee chair, the committee participated in a learning activity to prepare them to read the applications. The five Core Propositions of the NBPTS were clarified to establish the committee's understanding of the application premise. Then the selection committee examined the scoring rubric and practiced scoring an application. The selection committee then read and scored the applications. Each application was

read by two members of the committee and the two scores were averaged to obtain the total score.

Using the process described above, 100 candidates and 55 alternates were identified. Twenty-eight of the original applicants were not accepted because their individual teaching assignments did not match one of the National Board for Professional Teaching Standards certification areas or the quality of the application did not meet the standard set by the Oklahoma Commission for Teacher Preparation.

Letters were sent to each of the applicants informing them of their status in the program. The letter also requested that candidates and alternate candidates attend the orientation at the capitol on May 20, 1996 and two days of training at Durant during June 16-17, 1996.

Orientation

The orientation for the ELO process took place on May 20, 1996; one hundred candidates and 20 alternate candidates attended the event. The group met in the Blue Room at the Oklahoma State Capitol. The State Superintendent of Public Instruction chaired the meeting and welcomed the Education Leadership Oklahoma candidates. Several speakers followed that welcomed the candidates for the Education Leadership Oklahoma.

An hour was scheduled on the agenda for these teachers to hear their first in-depth overview of the rigorous nature of the National Board Certification process and the standards upon which the process was based. An Oklahoma State Senator, author of Senate Bill 202, opened the ceremony by speaking to the candidates about how the legislation originated and his commitment to providing opportunities for teachers to be

recognized and improve teaching and learning. Next, Oklahoma's State Secretary of Education challenged this group of teachers to give effort in pursuing National Board Certification and bring honor to Oklahoma teachers. He was followed by the Local Relations Coordinator for the National Board who spoke to the candidates and explained how the NBPTS was working to expand the number of NBPTS certificates available and how the process would establish education as a true profession. Finally, the Chair of the Education Leadership Oklahoma Committee for the Oklahoma Commission for Teacher Preparation presented a video from National Board on an overview of the National Board Certification process and then she encouraged candidates to successfully complete the rigorous process.

Following the formal presentations, the speakers fielded questions. According to Kyle Dahlem "two hours later a halt was called to the questioning even though the teacher continued to be attentive, and eager to hear further details (K. Dahlem, personal communication, April 6, 1999).

Before leaving this orientation meeting, each candidate received a copy of the standards for his/her selected area of National Board for Professional Teaching Standards certification. Following the orientation meeting, introductions of the candidates were also made in the Senate and the House galleries. Finally, a reception was held in their honor. The next time the candidates would convene would be at the ELO training, provided on June 16 and 17 at Southeastern Oklahoma State University (SOSU) in Durant, Oklahoma.

Training

Candidates, alternates and interested mentors were invited to the training held for

Education Leadership Oklahoma on June 16-17, 1997. The University Dean of Education for Southeastern Oklahoma State University and the Director of the Center for Education for the Education Leadership Oklahoma, with assistance from several groups, planned activities to assist the ELO candidates prepare their application for National Board Certification. This training was to provide the candidates with the knowledge to begin to prepare their portfolio for NBPTS. A copy of the training agenda is presented in Appendix B.

On Monday, June 16, 1997, the President of Southeastern Oklahoma State University welcomed the candidates to the campus and extended the hospitality of the University. The Oklahoma Senator who had authored the legislation supporting ELO spoke to the candidates and explained his desire to prove to the rest of the United States through the ELO program that Oklahoma teachers were excellent. The Executive Director of the Oklahoma Commission for Teacher Preparation also welcomed the group and expressed her honor in providing them with support and assistance throughout the process.

An Arizona teacher who had achieved National Board Certification in 1996 was the keynote speaker. She gave an overview of the application process for National Board Certification and described her personal experience in preparing for and achieving National Board Certification. Next, the State Relations Teacher in Residence for the National Board for Professional Teaching Standards, provided an in-depth explanation of the creation of the National Board Core propositions and standards.

After lunch, a second National Board Certified teacher from North Carolina, provided an overview of the NBPTS Standards. Each participant was provided with a set

of his/her certificate standards. The participants were divided into like-certificate groups. Each person in each group analyzed one standard using the standard study sheet. The facilitators photocopied the completed study sheets so that the participants could use this resource to understand the standards. After the discussion of the standards, this National Board Certified Teacher presented examples from her portfolio entries that had met the various standards.

The candidates then brainstormed and discussed instructional units that would meet the expectations of the National Board. The idea that there was no one-way to meet the standards was stressed throughout the activities (Mary Hitchcock, personal communication, June 13, 1999).

The next item on the agenda was to examine "What's in the Box?" From 1:15 p.m. until 2:15 p.m. the candidates participated in an activity to explore the materials in the box of materials that they would receive from National Board. The NBCT from North Carolina led the activity as some of the other facilitators including the NBCT from Arizona, helped candidates examine and understand the materials.

The box contained the portfolio instructions for the individual's specific certification area. First the box contains the portfolio instructions developed by the National Board that provided directions for each of the six entries required for completion of the National Board Certification. Although each certification area required different tasks that are related to the specific curricular areas there were some similarities among the different portfolio requirements.

The last activity of the day was entitled on the agenda as, "Studying the Entries" and it lasted from 2:30 p.m. until 4:00 p.m. The portfolio section of the assessment had

six "entries" or portions. Each one of the entries focused on a specific area of content with different requirements and instructions. The presenters began with the last two entries, entries five and six, because these two entries were essentially the same for all certification areas. Because these entries were similar, the presenters were able to develop whole group instruction for this activity. The purpose of the activity was for participants in each certificate group to become familiar with how the directions were designed and how to analyze the requirements.

Entry five was entitled, Documented Accomplishments 1: Collaboration in the Professional Community. In this entry the candidate had to demonstrate how he/she worked with colleagues as a member of the learning community (NBPTS 1996). He/she had to describe his/her professional activities at the school, district, community, state and/or national level. Furthermore, the candidate was to explain why these activities were significant given the specific teaching context and submit evidence to support each description. The evidence had to be based on professional development that strengthened the candidate's knowledge, skills, and abilities as a teacher with evidence that he/she worked with colleagues to improve teaching and learning (NBPTS 1996).

Entry six was entitled, "Documented Accomplishment II: Outreach to Families and Community". In this entry, the candidate had to demonstrate how he/she worked with and through parents, families, and community to support student learning and development. The candidate had to submit evidence of interactive communication with families and caregivers. Furthermore, the candidate were required to explain connections that were made to families and the business community that facilitated ongoing, mutually beneficial interactions between school and students and/or the wider community as a

result of the teacher's efforts (NBPTS 1996).

Then, each group began studying the other four entries of the portfolio directions in the certification area portfolios. Each person in the certification group analyzed a different part of the directions and recorded the analysis on a study sheet found in the Appendix.

To further understanding of the requirements for the application process, the following summary of the portfolio requirements is presented. One of the consistent requirements of all certificates was the development of two videotapes of classroom instruction. One of the tapes was to focus on the teacher as she/he instructed the class as a whole. The second tape was to show how the teacher encouraged small group interaction. Entries one through four required teacher and/or student work examples. Finally, the candidate had to analyze and reflect upon the effectiveness of each instructional unit within each of the entries.

Later that evening, during dinner, the State Relations Teacher in Residence for NBPTS again spoke to the candidates. The discussion focused on the national perspective of the National Board and how the process was envisioned to improve teaching and learning in a broad sense.

Day two began with the candidates examining the requirements for writing about their teaching. The candidates were provided with an example of portfolio writing. The National Board process required that the candidates describe instructional practice and then analyze and reflect in writing on the description. Although each portfolio entry was different, as are the requirements for each certification area, there were common elements such as the requirement to reflect upon teaching practice. Candidates then practiced

describing an instructional unit and reflected upon the description. The facilitators assisted the candidates in practicing this writing style.

From 11:00 a.m. to 11:45 a.m. the group viewed videotapes of sample classroom teaching previously submitted by National Board Certified Teachers (NBCT). The candidates then analyzed the videotapes to determine if the National Board Standards were met. The two National Board Certified Teachers guided the candidates during this activity to enable them to identify the standards present within the teaching practice viewed on the videotape.

At the end of these two days the first ELO group was ready to begin the process of National Board Certification. The National Board for Professional Teaching Standards applications were compiled and sent to the national clearinghouse along with a purchase order from the Oklahoma Commission for Teacher Preparation on July 24, 1997 to cover the costs of the 100 portfolios. The candidates received their portfolio boxes from the National Board by mail sometime in the second week of August.

Mentor Training

Prior to the two days of training the Dean for each of the 21 state funded Teacher Education programs was invited to send faculty members to the ELO training in Durant. These faculty members were to serve as mentors to the ELO candidates throughout the process of developing materials for National Board Certification. From these invitations several universities expressed interest in providing a mentor/facilitator for National Board candidates and six universities sent faculty members to the training. The six higher-education mentors attended the same sessions as the candidates for the first day and one-half so that they could gain understanding of the candidate process. On the second day,

after lunch, a mentor training session was held. The Director for the Center for ELO Education, at Southeastern Oklahoma State University, the Project Administrator for the Oklahoma Education Association, conducted the session.

The mentors were provided portfolio directions in each certificate area, and NBPTS materials on suggested timelines for the National Board Certification process. Assisting candidates to stay on a schedule was thought to increase their success in completing the program. The potential mentors also discussed establishing a support group for the candidates. The support groups or cohort groups were established in six regions of the state. The mentors were encouraged to meet with the candidates at least twice each month. The mentors were to act as a resource for materials and knowledge of exemplary educational practice.

During the school year, support groups met based on the needs of the participants. Some mentor groups reported meeting each week while others met occasionally. Southeastern Oklahoma State University paid 12 mentors from six different universities a $500 stipend from the ELO funds to defray traveling and other associated expenditures. Six mentors that did not attend the candidate and mentor training provided candidates with support.

Population

The population of this study included all teachers who made application for ELO. In 1997-1998 a total of 90 ELO candidates completed the NBC process. These 90 candidates were the remaining ELO candidates that began with 183 applicants. From those 183 applicants, 100 were identified as the beginning candidates with 55 alternates. After the orientation at the capitol some of the candidates dropped out of the program.

Another large group of candidates dropped out of the program after the training in Durant. The researcher was unable to discover the number of candidates that dropped from the process from June until January, 1997 from either document analysis or from personal interviews. The records did indicate that in January of 1997, 98 candidates remained in the program. At the time of the deadline, April 23, 1997, 90 submitted completed portfolios to the NBPTS and seven candidates sent in written withdrawals from the program. Ninety of the candidates completed the summer assessment center activities as well.

The 90 candidates who completed the entire certification process held classroom teaching assignments that ranged from four year-olds through high school. The table below displays the 90 candidates by certification area and provides the number of teachers in each area that were successful and not successful in achieving National Board certification.

Table 2

Education Leadership Oklahoma 1998
National Certification Rate by Certification Area

Certification Area	Certified Candidates	Non Certified Candidates	Total
Early Childhood Gen.	10	12	22
Middle-Childhood Gen.	9	18	27
Early Adolescence Gen.	4	8	12
Early Adolescence Eng. Lang. Arts	3	6	9
Early Adolescence –Young Adult Art	4	4	8
Adolescence and Young Adult Math	9	3	12

There were 22 ELO candidates seeking Early Childhood Generalist certification offered by NBPTS. The Early Childhood Generalist must exhibit accomplished teaching

for children in Early Childhood through the second grade, ages 3-7 years old. Ten teachers were certified under this process while 12 candidates were not certified.

There were 27 ELO candidates seeking Middle-Childhood Generalist certification offered by NBPTS. The Middle-Childhood Generalist must exhibit accomplished teaching for students in first through the sixth grade, ages 6-12. Nine candidates were successfully certified, while 18 candidates were not certified.

There were 12 ELO candidates seeking Early Adolescence Generalist certification offered by NBPTS. The Early Adolescence Generalist must exhibit accomplished teaching for teachers teaching core subjects to children in grades fifth through the ninth, ages 11-14. Four Early Adolescence Generalist were certified while eight candidates were not certified.

There were nine ELO candidates seeking the Early Adolescence English/Language Arts Certificate offered by NBPTS. The Early Adolescence English/Language Arts teachers must exhibit accomplished teaching with a variety of Language Arts subjects for students the 11-14 years old. Three candidates were certified while six were not certified.

There were eight ELO candidates seeking the Visual Arts certificate offered by the NBPTS. The Visual Arts certificate is for those teachers exhibiting accomplished teaching in a variety of visual arts for students in grades fifth through the twelfth grade with age ranges of 11-18 years old. ELO had four teachers that achieved National Certification in this certification area and four that did not achieve certification.

There were twelve ELO candidates seeking the Adolescence/Young Adult Mathematics Certificate. The Adolescence/Young Adult Mathematics certificate is designed for those teachers exhibiting accomplished teaching of mathematics to children

of age's 14-18 years old. ELO had six teachers that achieved National Certification in this certification area and three that did not achieve certification. As the result of decisions made by NBPTS, a total of 39 teachers were National Board Certified and 51 were not.

Instrumentation

The research design included survey and interview data. Data for the study were obtained through a questionnaire mailed to the 1997-1998 Education Leadership Oklahoma participants. There was no instrument in existence that measured all the data needed for this study. The uniqueness of the population dictated that a survey instrument be developed specifically for this study to collect information from Education Leadership Oklahoma participants.

The Education Leadership Oklahoma Participant Survey yielded both quantitative and qualitative data. Lagenbach, Vaughn, and Aagaard (1994) suggested the benefits using both quantitative and qualitative methods:

> But different as they may be, we maintain that both quantitative and qualitative data or quantitative and qualitative analysis can be used together in a research project. We believe that a combination of quantitative and qualitative data can provide more information regarding a phenomenon that either one of them alone. (p. 243)

Both sets of data were integrated to answer the research questions.

The Education Leadership Oklahoma Questionnaire (Appendix C) was designed to describe the components of the training and support of the program. The questionnaire was divided into seven sections these included: (I) Personal Characteristics; (II) Orientation; (III) Training; (IV) Additional Professional Development; (V) Mentor Support; (VI) District Professional Support; and (VII) Family Support.

Section I: Personal Characteristics

This section included demographic data: gender, ethnic identification, age, highest college degree achieved, number of years spent in the teaching field, and number of years employed by the district. These data were used to describe the characteristics of a population not previously studied and to compare Oklahoma's National Certified teachers with data on those 1997-1998 Education Leadership Oklahoma candidates not certified.

Section II: Orientation:

The second section of the survey was designed to assess the importance of the orientation to developing understanding of the National Board process. Focusing on Research Question 1, this section included eight items, each one pertaining to a specific activity conducted at the orientation.

Participants used a Likert-scale to indicate the importance of each activity in preparing for National Board Certification. The five-point scale included the response options of (1) not important, (2) not very important; (3) neither important nor unimportant; (4) important; and (5) very important. Also included was an open-ended response question, which provided participants an opportunity to expand upon their forced responses by asking what other factors were helpful during the orientation.

Section III: Training:

The fourth area of the questionnaire pertains to the training program provided by the ELO program. The training included a number of activities and this section of the survey assessed the importance of these activities to the participants in completing their portfolio.

Focusing on Research Question 1, this section used a specific set of eleven activities that candidates experienced during the training held for ELO participants on June 11 and 12, 1997. The ELO participants responded to a Likert-type scale concerning the perceived degree of importance each of these activities and/or strategies were in preparing them to complete the National Board Certification. The response options were the same as those used for the items related to the orientation activities discussed above. This section also included an open-response question which provided participants an opportunity to expand on their forced response by asking if there were any other activities during the two-day training that were helpful in developing portfolio materials.

Section IV: Other Kinds of Preparation:

The fourth section asks the participants to identify learning activities that were important to them in completing the National Board Certification application process. Focusing on Research Question 1, this section identified a specific set of 14 learning activities that could help the candidates prepare their portfolio materials. The ELO participants responded to a Likert-type scale concerning the perceived degree of importance each of these activities were in preparing them to complete the National Board Certification process. The same response options noted above: (1) not important; (2) not very important; (3) neither important nor unimportant; (4) important; and (5) very important were used in this section. An additional option of "not apply," (NA) was added so respondents could note they had not participated in a particular learning activity. This section again included an open-response question that provided participants an opportunity to expand on their forced response by asking if there were any other learning activities that were helpful in developing his/her portfolio materials.

Section V: Mentor

The fifth section of the questionnaire assessed the importance of mentors. Question 35-44 identified ten mentoring activities based on information obtained from telephone interviews with three ELO mentors. The Director of the Center for Education Leadership Oklahoma, identified three university mentors who were consistently identified by1997-1998 ELO participants as being very supportive. The three mentors were phoned and asked if they would participate in developing questions for a survey concerning ELO participants. An appointment was then scheduled for the interview. During the interview these mentors provided information on the kinds of support they provided for the ELO candidates and the kinds of support activities the ELO candidates requested. The ten activities they reported were all included in the survey section related to mentoring. The ten activities based on the mentors' information again provided the response options identical to those used on the previous sections.

Questions 39-53 in this section identified a specific set of mentoring behaviors based upon the literature review in Chapter II. Response options for these behaviors provided participants the choices for the amount of importance each factor held in completing NBPTS portfolio materials. The response options again included: (1) not important at all; (2) not very important; (3) neither important nor unimportant; (4) important; (5) very important; and not apply.

This section, as with the previous sections, included an open response-question which provided participants an opportunity to expand on their forced response by asking if there were any other activities related to the mentor that were important in developing his/her portfolio materials.

Section VI: Support from District Professionals:

District support is often given as a critical component to teaching and learning improvement (Sparks and Hirsh, 1997). The sixth section of the questionnaire focused on the kinds of support that the superintendent, principal, and other teaching colleagues provided that enabled the participant to successfully complete the process. The section included three open-response questions that provided participants an opportunity to define the kinds of activities provided by the superintendent, principal, and/or colleagues that supported the applicants as they prepared their National Board portfolio materials.

Section VII: Support from Family and Friends:

The seventh and final section of the survey focused on the support provided by family and other personal (non-educational) friends. This section asks the participants to define those support contributions by friends and family that were important in assisting them in completing the National Board process.

Focusing on Research Question 4, this section employed two open-ended questions to ascertain the kinds of support from family and friends that were important to candidates as they completed their application for National Board Certification.

Validation of the Survey of Education Leadership Oklahoma

An expert panel was selected to validate the Survey of Education Leadership Oklahoma Survey (ELO Survey). The three experts were chosen based on the level of knowledge each held concerning National Board Certification. Each panel member was an administrator of a state program that supports candidates seeking National Board Certification. In addition, each member of the panel had participated in NBPTS training and/or conferences to expand their expertise in supporting candidates.

The three experts who were asked to validate the survey included the persons that held the following positions. Supervisor of Professional Licensure for the Arkansas Department of Education who served as the administrator of a NBC support program in her state. Next, the State Coordinator of both the World Class Teacher Project and NBPTS State Subsidy Program for the New Mexico State Department of Education, and the Director for the Great Plains Center for National Teacher Certification at Emporia State University in Kansas validated the instrument content.

A letter that described the nature of the study and gave directions for reviewing and evaluating the ELO Survey was sent to the panel members. In addition to the letter each expert received an appraisal form on which to enter his/her judgement of each item in the questionnaire. The form was designed to elicit the expert's opinion concerning whether each item was or was not representative of the domain of content in the area of training and support and whether each question was clear. Suggestions, additions, deletions, and revisions were requested from each of the experts. Both the letter and response sheet are included in the Appendix D. Items were assumed to have content validity if they provided an adequate definition of the literature supporting the topic of study as determined by at least two of the three experts approving the item (Isaac & Michael, 1979).

Following the validation process for each of the survey items, the instrument was given to a group of five FY1999 Education Leadership Oklahoma participants. A letter was mailed to each of the candidates explaining the study and asking for their assistance in determining the overall clarity, readability, and design satisfaction of the Education

Leadership Oklahoma Survey. A copy of the letter that was sent to each of the candidates is found in Appendix E.

This group of Education Leadership Oklahoma participants was asked to respond to the survey by assessing the clarity by using the assessment tool in Appendix F. The participants assessed the clarity of each item by marking either one of two columns, marked Yes or No. Clarity was determined to exist if the respondent understood the items and if, in his/her opinion, directions were clear. Opinions about readability and satisfaction with design were also elicited from each of the five candidates. A form was included so that each teacher could enter his/her judgement of each item. Their response choices were satisfactory or unsatisfactory for the Education Leadership Oklahoma Survey. Recommendations by candidates who evaluated the instrument were analyzed and used to increase the clarity of the items on the Survey of Education Leadership Oklahoma.

In addition, Cronbach's Coefficient Alpha was used to estimate the internal consistency of the 46 Likert-type questions in Sections two through five. This reliability coefficient requires only a single administration of the test (Borg & Gall, 1989). This method analyzes the internal consistency of the instrument. The reliability coefficient was calculated by using the standard variables method. The coefficient alpha for the 46 Likert-type questions was .67.

Data Collection

Data collection included the following process. First, a letter (Appendix G) which described the study, gave testimony to its usefulness and encouraged former Education Leadership Oklahoma participants to respond was mailed to the ninety 1997-1998 ELO

participants that completed the National Board Certification process. Each survey instrument was coded so that follow-up surveys could be conducted as well as identifying which returned surveys were completed by a successful participant or a participant who was not successful. Accompanying the letter was a packet of materials that was distributed to the 90 participants. Each packet included:

(1) Directions for responding to the instrument

(2) A copy of the Survey of Education Leadership Oklahoma, and

(3) A stamped, pre-addressed return envelop

(4) An informed consent form

After the materials were sent to the 1997-1998 ELO participants in the sample, the researcher allowed three weeks for return of the surveys. A second letter and survey were mailed to those candidates who had not responded. A copy of the second letter to the 1997-1998 ELO candidates is found in Appendix H. Two weeks after the second mailing, a phone call was made to each non-respondent asking him or her to return the survey as soon as possible. Seventy-seven (85%) surveys were returned within six weeks of the initial mailing.

To clarify why certain activities or kinds of support were important, five teachers who participated in the study and who had received National Board Certification were interviewed. Those interviewed were selected by choosing the five participants that had scored the highest responses on items reported by the total group of successful candidates as most important in helping them achieve National Board Certification. The purpose of these interviews was to determine why these most important practices were so perceived by those who had successfully completed the National Board Certification process.

Each of the five was contacted by phone and requested to schedule a time to participate in a phone interview. The candidates were informed that telephone interviews would be for the purpose of finding out why in their opinion, the ELO participants had identified certain activities as most important in aiding them in successfully completing National Board Certification. They were also informed and agreed to the tape recording of their responses for purpose of ensuring accuracy in the research results. The follow-up telephone interviews were scheduled for the week of January 24, 2000.

To obtain further information, phone interviews were completed with participants according to a predetermined interview protocol using open-ended interview questions developed to gain information about why candidates gave items specific importance ratings. Questions were designed to elicit the perceptions concerning why the successful ELO candidates had reported certain activities noted in the questionnaire as most important to them in being successful in achieving National Board Certification. The interview protocol and questions are included in Appendix I.

Data Analysis

Both quantitative and qualitative data were collected and analyzed to answer the research questions for this study. Quantitative methods were used to analyze the demographic data and determine which of the ELO activities were important in assisting candidates to successfully complete National Board Certification. Qualitative methods were employed when analyzing responses from the follow-up telephone interviews and to the open-ended questions in the Education Leadership Oklahoma Participant Survey.

Quantitative Analysis

Both descriptive and inferential statistics were used to analyze the data for the Likert-scaled questions on the Education Leadership Oklahoma Participant Survey. Descriptive statistics included frequencies, means, and percentages. The inferential statistical analysis technique utilized independent samples t-tests. The data were analyzed using Personal Computer SAS software.

Frequencies, means, and percentages were used to profile demographic characteristics from Section I (Personal Characteristics) of the Education Leadership Oklahoma participants. These characteristics included teaching fields and teaching assignments. The data were displayed in tables using frequencies and percentages.

Descriptive statistics were also used to describe the responses to questions one through eight in section one. The analysis of these items was intended to partially answer question one. This question was asked to determine how important the orientation activities were to the Education Leadership Oklahoma (ELO) Candidates in preparing their portfolio materials. This process was employed in the same method for Section III, items 10-20; Section IV, items 22-23; Section V, items 39-53; and Section VI, items 56-60.

Data were analyzed in several ways to identify those components that were important and unimportant in completing the National Board Certification. Mean scores and standard deviations were reported for the Likert scores of sections two through six. To determine what was most effective in supporting the ELO candidates, the means for each of the questions were considered. Those with means of 4.0 or above were identified as important (Ennis, 1996). The most important support was determined by examining

the combined percentages of the responses for the "very important" and " important" (VI/I) options. Those activities that achieved a VI/I combined percentage of 80% or more were identified as most important.

Independent Sample t-tests were employed to determine whether there were differences between the mean scores recorded for the Likert-scaled items. The mean of each of the questions was compared between the candidates that were successfully certified to those who were not successfully certified using t-tests.

The data collected in sections 2-6 were used in the following ways: (1) To identify those activities that were important to candidates in preparing the application for National Board Certification; (2) to compare the perceived importance of the activities to those candidates who were National Board Certified and those who were not certified.

Qualitative Analysis

Multiple qualitative methodologies were employed to provide background information concerning the ELO program. Personal interviews were conducted of the organizers and facilitators of the orientation and training sessions. The interviews were used to obtain insight and information from the experiences of the participants (Kvale, 1996). In addition, document analysis of the agendas, facilitator notes, forms, and participant feedback were integrated in the discussion of the orientation and training activities (Patton, 1990). Finally, the researcher observed the sequence of events during the 1998-1999 ELO program activities that were organized similarly to the 1997-1998 ELO activities (Patton, 1990).

The open-ended questions were analyzed by sorting the answers to each question into topic categories. The categories were then analyzed for patterns for discussion.. Each of the open-ended questions in the Education Leadership Oklahoma Participant Survey (ELOPS) was analyzed using the following systematic method, which was based on the work of Bogden and Biklen (1992). A chart for each question was created for both the successful and unsuccessful group's responses. Once patterns were determined and the responses were placed in these categories, they were each read again to determine if any of the categories were similar and could possibly be combined.

In analyzing the follow-up interviews with five National Certified Teachers the procedures used were based upon the recommendations of Glesne and Peshkin (1992) and Bogdan and Biklen (1982). Responses to each of the open-ended questions were examined for common themes of why certain activities were important for successfully achieving National Board Certification. Answers to the interviews provided deeper understanding of why ELO candidates perceived specific activities in this instrument as most important for supporting successful National Board Certification.

Summary

This chapter presented the design and procedures for this study. It included a description of the Education Leadership Oklahoma training and support program in which the members of the population participated to prepare to apply for National Board Certification. The chapter described the process for selecting the participants of the study, the development for the Survey of Education Leadership Oklahoma instrument, the methods for collecting the data, the follow-up telephone interview process, and the data analysis. The next chapter will present the findings of the study.

CHAPTER IV

Findings Of The Study

This chapter presents the findings of the study. The study was designed to identify the types of support provided by the 1997-1998 Education Leadership Oklahoma (ELO) program that differentiate between the successful and unsuccessful National Board Certification candidates from Oklahoma. The important and most important activities of the support and training provided by Education Leadership Oklahoma were identified. These most important activities were then compared to determine whether there were significant differences between the two groups of respondents. The analysis of these data provided answers to the following five research questions:

Specific Research Questions:

Question One: Were there statistically significant differences in the perceptions of the importance of the orientation activities between successful and unsuccessful 1997-1998 candidates for National Board Certification?

Question Two: Were there statistically significant differences in the perceptions of the importance of the training activities between successful and unsuccessful 1997-1998 candidates for National Board Certification?

Question Three: Were there statistically significant differences in the perceptions of the importance of the mentoring activities between successful and unsuccessful 1997-1998 candidates for National Board Certification?

Question Four: Were there differences in the perceptions of the importance in support from the teacher's colleagues, local school and school district between successful and unsuccessful 1997-1998 candidates for National Board Certification?

Question Five: Were there differences in the perceptions of the importance for support from sources such as family and friends between successful and unsuccessful candidates 1997-1998 for National Board Certification?

Ninety 1997-1998 Education Leadership Oklahoma candidates were identified for this study by the program director of the Oklahoma Commission for Teacher Preparation. The population was determined by including all ELO candidates that completed the National Board Certification process during 1997-1998. Of the 90 ELO candidates that completed the National Board Certification process, 39 teachers were successfully certified while 51 teachers were not. This population received the Education Leadership Oklahoma Participation Survey (ELOPS), the instrument developed for this study, in September 1999. Over a period of two months, 77 of the 90 participants (85%) completed and returned the survey.

There were 36 (92%) surveys completed and returned from the successful participants and 41 (80%) surveys completed and returned from the unsuccessful participants. The responses were analyzed to determine ELO Orientation activities important to beginning the NBC portfolio process. A mean of 4.0 or above was used to identify important activities. The combined percentages for 5, very important, and 4, important, responses were used to determine which behaviors were most important. An activity was identified as most important when the combined responses reached 80% of the respondents reporting either 5, very important or 4, important for an activity with a mean of at least 4.0.

An independent t-test was used to determine if there were statistical differences between the successful and the unsuccessful groups. Both the means for the overall ELO components were tested and the individual activities within and component were tested for statistical differences between the two groups. The level of significance was set at .05.

Finally, each of the open-ended questions in the ELOPS was analyzed using the following systematic method, which was based on the work of Bogden and Biklen (1992). Each answer was transcribed into a word processor chart. A chart for each question was created for both the successful and unsuccessful group's responses. Following this, each chart was read a minimum of four times, searching for coding categories to organize the responses into patterns. Once patterns were determined the responses were placed in these categories. Finally, the categories and answers were compared between the successful and the unsuccessful groups.

Findings

Data from the ELOPS instrument are reported in seven sections. The first section includes demographic information about the 1997-1998 Education Leadership Oklahoma (ELO) candidates that participated in the study. This section provides information about the respondent's age, highest degree earned, gender, ethnicity, number of years taught, and number of years taught in their current district. The information is presented for the successful and unsuccessful group, and then similarities and differences for the two groups are reported.

The second section of this chapter presents the results of the data concerning of the activities the respondents considered important that were provided during the ELO Orientation held at the Oklahoma State Capitol on May 11, 1997. The information is presented for the successful and unsuccessful group, and then similarities and differences for the two groups are discussed. An independent t-test was used to determine if there were statistical differences between the successful and unsuccessful groups. Both the means for the overall Orientation component and the individual activities within the component were tested for statistical differences. Following the discussion of these data is an analysis of the information the respondents provided in answering the open-ended question concerning the Orientation session.

The third section presents the results of the analysis of data concerning the activities the respondents considered important to completing their National Board Certification (NBC) portfolios that were provided during the training held at Durant on June 17-18, 1997. The information is presented for the successful and unsuccessful group, and then similarities and differences for the two groups are reviewed. An independent t-test was used to determine if there were statistical differences between the successful and unsuccessful groups. Both the means for the total training component was tested and the individual activities within the component were tested for statistical differences at the .05 level. Following the discussion of the quantitative data findings is an analysis of the qualitative information the respondents provided when answering the open-ended question concerning the training are presented.

The fourth section of this chapter presents the results of the analysis of data concerning other kinds of training activities the respondents considered important in

completing their portfolio requirements for National Board for Professional Teaching Standards (NBPTS). The information is presented for the successful and unsuccessful groups, and then similarities and differences for the two groups are identified. An independent t-test was used to determine if there were statistical differences between the successful and unsuccessful groups. Both the means for the overall component for other kinds of training and the individual activities within the component were tested for statistical differences between the two groups. Following the discussion of these findings is an analysis of the information the respondents provided in answering the open-ended question concerning the other kinds of preparation that were important in completing the portfolio for NBPTS.

The fifth section of this chapter presents the results of the analysis of data concerning the mentor and support group activities the respondents considered important in completing the portfolio requirements for National Board for Professional Teaching Standards (NBPTS). The information is again presented for the successful and unsuccessful group, then similarities and differences for the two groups are reviewed. An independent t-test was used to determine if there were statistical differences between the successful and the unsuccessful groups. Both the means for the overall component for mentoring/support group and the individual activities within the component were tested for statistical differences between the two groups. Following the discussion of the findings is an analysis of the information the respondents provided in answering the open-ended question concerning the mentor and support group activities that were important in completing the portfolio for NBPTS.

Sections six and seven of this chapter presents the analysis of the qualitative data that the respondents provided concerning the kinds of support given by district administrators, peers, family members, and friends that were important to the candidates while completing the portfolio requirements for NBC. Both of these sections contained only open-ended questions and were analyzed using the method discussed earlier.

Demographic Information

Respondents in this study provided data about themselves and their teaching experience. Frequencies and percentages were used to summarize the demographic information provided by the respondents. Table 3 presents the frequencies and percentages for gender, ethnicity, and degrees earned for the successful teachers and the unsuccessful teachers. The resulting information suggests that there are both similarities and differences between the two groups.

In reviewing Table 3 concerning the gender of the candidates for National Board Certification (NBC), 33 (92%) of the successful group were female while only three (8%) were male. The gender representation in the unsuccessful group was 33 (81%) female and 6 (15%) male; 2 (3%) of the respondents did not report gender. The two groups were similar in that there was a large percentage of females and a very small percentage of males.

Sixty-three (82%) of the 77 respondents were Caucasian. Thirty (83%) of the successful group and 33 (80%) of the unsuccessful group identified themselves as Caucasian. Native American was the only other ethnicity identified with 1 (3%) of the successful group and 2 (5%) of the unsuccessful group indicating themselves as Native

Table 3

Demographic Distributions for Successful and Unsuccessful Teachers

Variable	Successful Teachers		Unsuccessful Teachers		Total Group	
	f	%	f	%	f	%
Gender						
Male	3	8	6	15	9	11
Female	33	92	33	81	66	86
Not Reported	0	0	2	4	2	3
Ethnicity						
Caucasian	30	83	33	80	63	82
Native American	1	3	2	5	3	4
Not Reported	5	14	6	15	11	14
Highest Degree Completed						
Bachelors	10	28	17	42	27	35
Masters	20	55	18	46	39	50
Doctorate	6	17	4	7	9	12
Not Reported	0	0	2	5	2	3

American; a total of 11 (14%) failed to report their ethnicity. Both groups were predominantly Caucasian. The two groups also were similar in that they included a small percentage of Native American teachers. No other minority groups were identified among the candidates.

A comparison of the highest degree earned for the successful and unsuccessful teachers revealed the two groups had some differences. In the successful group, 10 (28%) had bachelor degrees, 20 (55%) had master degrees, and 6 (17%) had doctorate degrees. In the unsuccessful group, 17 (42%) had bachelor degrees, 19 (46%) had master

degrees, and 3 (7%) had doctorate degrees. The data for the successful group showed a somewhat larger percentage had earned advanced degrees beyond the bachelors degree required as a minimum by the National Board (72% verses 53%).

Table 4 reveals the mean age of the successful group was 44.6 years with a standard deviation of 10.4 years. In comparison, the unsuccessful group had a mean age of 38.3 years of age with a standard deviation of 15 years. These data show the successful group was older by an average of nearly six years.

Table 4

Mean Age, Years of Teaching Experience, Years in Current District Of National Board Candidates

Variable	Successful Group		Unsuccessful Group		Total Group	
	M	SD	M	SD	M	SD
Age	44.6	10.4	38.3	15.0	41.2	13.3
Yrs Teach	16.1	8.5	14.6	7.0	15.3	7.7
Yrs District	11.1	6.3	10.9	7.2	11.0	6.8

Table 4 also shows the number of years the respondents had taught. The mean number of years taught by those in the successful group was 16.1 years with a standard deviation of 8.5 years. The mean number of years taught by those in the unsuccessful group was 14.6 years with a standard deviation of seven years. Not only were the successful candidates for NBC older, they also had an average of nearly one and a half as many years of teaching experience.

Finally, Table 4 presents the number of years the respondents had taught in their current district. The successful respondents had taught an average of 11.1 years (SD 6.3)

in their current district, while the unsuccessful respondents had taught in their current district for an average of 10.9 (SD 6.8) years.

The demographics of the two groups have been presented in comparison. Clearly, the two groups held similar characteristics in the areas of gender, ethnicity, and years in their current district. However, there were some interesting differences between the successful and unsuccessful candidates in advanced degrees earned, age, and years of teaching experience, with the successful teachers having larger means.

Orientation

The first research question for this study focused on the activities provided during the Orientation component of Education Leadership Oklahoma. The ELO Orientation was designed to provide the initial overview of both the National Board Certification and the Oklahoma State funding issues. During the ELO Orientation, the candidates were invited to the Oklahoma State Capitol Building where leaders for National Board for Professional Teaching Standards and the Oklahoma government presented information. This section reports the findings related to question one: Are there statistical differences in the perception of importance for the orientation activities between successful and unsuccessful 1997-1998 candidates for National Board Certification?

This section is organized in the following way. First, the data concerning the importance of the orientation activities are reported for the successful and unsuccessful respondents. Then the data from each group will are be compared for similarities and differences. Once the responses of the two subgroups are reviewed, the results of the t-test are reported to determine whether there were statistically significant differences in the importance given to Orientation activities reported by the teachers who were and

were not successful in achieving NBC. Finally the analysis of the open-ended questions are presented.

The responses were analyzed to determine ELO Orientation activities important to beginning the NBC portfolio process. A mean of 4.0 or above was used to identify important behaviors for the successful and unsuccessful candidates. An activity was identified as most important when the combined responses reached 80% of the respondents answering either 5, very important or 4, important for an activity with a mean of at least 4.0.

The eight Orientation activities included the following:

1. Information from the presentations concerning program's assistance in informing others of the quality of Oklahoma's teachers
2. Information from the presentation concerning National Board for Professional Teaching Standards
3. Information from the presentation concerning Oklahoma's progress in offering financial support for National Board Certification
4. Information from the presentation concerning the political perception of National Board Certification
5. Information from the presentation concerning the progress of National Board Certification in other states
6. Information about the National Board and National Board Certification video presentation
7. Questioning the speakers during the question and answer session
8. Meeting with legislators.

Table 5 reflects the data concerning the importance of the Orientation Activities for the successful and unsuccessful groups. The table is organized in the following manner. First, it provides the group for which the data is presented, "S" represents the successful group, "U" represents the unsuccessful group, and "T", represents the total group. The mean (M) and the standard deviation (SD) are given for each group's score for the individual activity. The frequency (f) and percentage (%) of the group responding to each of the Likert scored activities is presented next. Because the study is focusing on the important activities, the scores are shown for (5) very important, and (4) important. The frequencies and percentages are combined for (3) neither important nor unimportant, (2) unimportant, and (1) not important at all.

These data reveal that none of the activities during the Orientation were viewed as important by the successful National Board Candidates for beginning the process for developing National Board Certification portfolio since none of the items had a mean of at least 4.0. While none of the Orientation activities were reported as important for the successful NBC candidate the data provided by the unsuccessful group indicated that two of the eight Orientation activities was viewed as important (Table 5). The first activity that was considered important by the unsuccessful group was providing information concerning the National Board for Professional Teaching Standards (item #2). The mean score recorded by the unsuccessful teachers on this item was 4.05. The second activity considered important by the unsuccessful group was obtaining information from the presentation concerning Oklahoma's progress in offering financial support for National Board Certification (item #3). The mean score recorded by the unsuccessful teachers on this item was 4.15.

Table 5

Importance of Orientation Activities as Reported by Successful and Unsuccessful ELO Candidates

Activity	Group	Mean	Very Important (5) sd	Important & (4) f	%	Not Important At all 3- 1 f	%	Combined Scores for: Neither Important nor Unimportant, Unimportant, f	%
1. Information from the presentations concerning the program's assistance in informing others of the quality of Oklahoma's teacher	S	3.36	1.53	8	22.2	13	36.1	15	41.7
	U	3.54	1.48	10	24.4	18	43.9	13	31.7
	T	3.45	1.50	18	23.4	31	40.3	28	36.4
2. Information from the presentation concerning National Board for Professional Teaching Standards	S	3.92	1.61	17	47.2	13	36.1	6	16.7
	U	4.05	1.36	19	46.3	15	36.6	7	17.1
	T	3.99	1.47	36	46.8	28	36.4	13	16.9
3. Information from the presentation concerning Oklahoma's progress in offering financial support for National Board Certification	S	3.97	1.72	21	58.3	8	22.2	7	19.4
	U	4.15	1.49	24	58.5	11	26.8	6	14.6
	T	4.06	1.59	45	58.4	19	24.7	13	16.9
4. Information from the presentation concerning the political perception of National Board Certification	S	3.56	1.66	13	36.1	11	30.6	12	33.3
	U	3.59	1.41	12	29.3	13	31.7	16	39.0
	T	3.57	1.53	25	32.5	24	31.2	28	36.0
5. Information about the progress of National Board Certification in other states	S	3.33	1.57	8	22.2	13	36.1	15	41.0
	U	3.41	1.34	7	17.1	17	41.5	17	41.5
	T	3.38	1.44	15	19.5	30	39	32	41.6
6. Information about the National Board and National Board Certification video presentation	S	3.31	1.69	8	22.2	15	41.7	13	36.1
	U	3.61	1.43	11	26.8	18	43.9	12	29.3
	T	3.47	1.55	19	24.7	33	42.9	25	32.5
7. Questioning the speakers during the question and answer session	S	3.78	1.55	14	38.9	13	36.1	9	25.0
	U	3.76	1.56	18	43.9	12	29.3	11	26.8
	T	3.77	1.55	32	41.6	25	32.5	20	26.0
8. Meeting with legislators	S	3.28	1.61	10	27.8	9	25.0	17	47.2
	U	3.15	2.24	10	24.4	14	34.1	15	36.6
	T	3.21	9.06	20	26.0	23	29.9	32	41.0

S = Successful Group; U = Unsuccessful Group; T = Total Group

To determine if there were statistically significant results, a t-test was conducted for the responses to each of the Orientation items and the total means for the Orientation component for the successful and unsuccessful National Board candidates. Results of the t-test for the total means reported in Table 6 indicated the following: $t = 1.18$ ($p > .05$). This indicates no significant difference in the means across for the two groups. The results presented in Table 6 also reveals that none of the individual Orientation activities resulted in t-scores that were significant at the .05 level. Therefore, the answer to question number one is there were no statistical differences in the perception of importance for the Orientation activities between successful and unsuccessful 1997-1998 candidates for National Board Certification.

All respondents were given the opportunity to respond to an open-ended question concerning the activities provided during Orientation. The question asked respondents to identify other things that were helpful during the orientation in preparing for National Board Certification.

As reported earlier each open-ended response was transcribed into a word processor chart. A chart for each question was created for both the successful and unsuccessful group's responses. Following this, each chart was read a minimum of four times, searching for coding categories to organize the responses into patterns. Once patterns were determined and the responses were placed in these categories, they were each read again. Finally, the categories and answers were compared between the successful and the unsuccessful group. There were two patterns that emerged from the

Table 6

Results of t-test Analyses Of Orientation Activities As reported by Successful and Unsuccessful ELO Candidates

Activity	Group	N	Mean	SD	t	sig	
1. Information from the presentations concerning the program's assistance in informing others of the quality of Oklahoma's teachers	Successful	36	3.36	1.53	-.51	61	NS
	Unsuccessful	41	3.54	1.48			
2. Information from the presentation concerning National Board for Professional Teaching Standards	Successful	36	3.92	1.61	-.39	.70	NS
	Unsuccessful	41	4.05	1.36			
3. Information from the presentation concerning Oklahoma's progress in offering financial support for National Board Certification	Successful	36	3.97	1.72	-.47	.64	NS
	Unsuccessful	41	4.15	1.49			
4. Information from the presentation concerning the political perception of National Board Certification	Successful	36	3.56	1.66	-.09	.93	NS
	Unsuccessful	41	3.59	1.41			
5. Information from the presentation concerning the progress of National Board Certification in other states	Successful	36	3.33	1.57	-.25	.81	NS
	Unsuccessful	41	3.41	1.34			
6. Information about the National Board and National Board Certification video presentation	Successful	36	3.31	1.69	-.85	.40	NS
	Unsuccessful	41	3.61	1.43			
7. Questioning the speakers during the question and answer session.	Successful	36	3.78	1.55	.06	.95	NS
	Unsuccessful	41	3.76	1.56			
8. Meeting with legislators	Successful	36	3.28	1.61	-1.39	.16	NS
	Unsuccessful	41	4.15	1.49			
Total Mean	Successful	36	28.50	11.83	-1.18	.73	NS
	Unsuccessful	41	32.20	15.88			

open-ended question concerning the Orientation activities for the successful group. From those responses, the first and most dominant pattern suggested that the most important aspect of the orientation for the successful group was the opportunity to network with other teachers going through the process. The second pattern that emerged indicated that receiving a copy of the standards for the candidate's certificate area was important. The unsuccessful group's responses to the open-ended question revealed the same patterns as reported by the successful candidates. Again no differences were noted between the groups.

In summary, the ELO candidates provided data concerning the Orientation component of the program. The successful candidates reported that none of the activities for the Orientation were important, while the unsuccessful candidates indicated that one item, providing information about the National Board for Professional Teaching Standards was important. The t-scores indicated there were no significant differences between the two groups when comparing the means for each of the items and for the combined means for the Orientation component. The open-ended responses revealed that two activities at the Orientation session were helpful, those included networking with other teachers, and receiving a copy of the National Board Standards for their certification area

Training

The second research question for this study focused on the activities provided during the Training component of Education Leadership Oklahoma. The ELO Training was designed to provide an overview of the National Board Certification portfolio requirements. During the ELO Training, the candidates attended a two-day session held

at Southeastern Oklahoma State University in Durant, Oklahoma on June 16-17, 1997. During the training the candidates analyzed the portfolio requirements and received assistance in planning their portfolio entries. This section reports the findings related to question two: Were there statistical differences in the perceptions of the importance of the training activities between successful and unsuccessful 1997-1998 candidates for National Board Certification?

This section is organized in the following way. First, the data concerning the importance of the ELO Training activities are reported for the successful and unsuccessful respondents. Then the data from each group are compared for similarities and differences. Once the responses of the two subgroups are reviewed, the results of the t-test are reported to determine whether there were statistically significant differences in the importance given to ELO Training activities by the teachers who were and were not successful in obtaining NBC. Finally, the analysis of the open-ended questions are presented.

The responses were analyzed to determine ELO Training activities important to completing the NBC portfolio requirements. A mean of 4.0 or above was used to identify important behaviors. The combined percentages for 5, very important, and 4, important, responses were used to determine which behaviors were most important. An activity was identified as most important when the combined responses reached 80% of the respondents answering either 5, very important or 4, important, on an activity with a mean of at least 4.0.

The 11 Training activities included the following:

10. Overview of the standards

11. Analyzing the standards
12. Brainstorming ways of meeting the standards
13. Analyzing the standards with other candidates
14. Reviewing National Certified Teacher's portfolios
15. Practicing reflective writing
16. Questioning the National Certified Teachers
17. Exploring of the portfolio materials from NBPTS
18. Analyzing of the entry directions with other candidates
19. Viewing videotapes of former applicants
20. Completing an analysis of the videotape developed by a previous applicant for National Board Certification

Table 7 reflects the data concerning the importance of the Training Activities for the successful and unsuccessful groups. The table is organized in the following manner. First, it provides the group for which the data is presented, (S) represents the successful group, (U) represents the unsuccessful group, and (T) represents the total group. The mean (M) and the standard deviation (SD) are given for each group's score for the individual activity. The frequency (f) and percentage (%) of the group responding to each of the Likert scored activities is presented next. Because the study is focusing on important activities, the scores are shown for (5) very important, and (4) important. The frequencies and percentages are combined for (3) neither important nor unimportant, (2) unimportant, and (1) not important at all.

Reflected in Table 7, the successful group considered eight of the eleven training activities as important. The data revealed the following items as important to the

Table 7

Importance of Training Activities Reported by Successful and Unsuccessful ELO Candidates

Activity	Group	Mean	sd	Very Important (5) f	%	Important (4) f	%	Unimportant-Unimportant-Not Important At all 3- 1 f
10. Overview of the standards	S	4.19	1.45	22	61.1	9	25.0	5	13.9
	U	3.73	1.72	18	43.9	13	31.7	10	56.1
	T	3.95	1.61	40	51.9	22	28.6	15	19.5
11. Analyzing the standards	S	4.19	1.43	21	58.3	11	30.6	4	11.1
	U	3.68	1.81	20	48.8	10	24.4	11	26.8
	T	3.92	1.65	41	53.2	21	27.3	15	19.5
12. Brainstorming ways of meeting the standards	S	3.97	1.38	15	41.7	14	38.9	7	19.4
	U	3.63	1.79	19	46.3	9	22.0	13	31.7
	T	3.79	1.61	34	44.2	23	29.9	20	26.0
13. Analyzing the standards with other candidates	S	4.03	1.46	19	52.8	9	25.0	8	22.2
	U	3.54	1.85	17	41.5	12	29.3	12	29.3
	T	3.77	1.69	36	46.8	21	27.3	20	26.0
14. Reviewing National Certified Teacher's Portfolios	S	4.14	1.48	21	59.3	10	27.8	5	13.9
	U	3.29	1.83	14	34.1	11	26.8	16	39.0
	T	3.69	1.72	35	45.5	21	27.3	21	27.3
15. Practicing reflective writing	S	3.67	1.43	12	33.3	11	30.6	13	36.1
	U	3.39	1.80	13	31.7	16	39.0	12	29.3
	T	3.52	1.64	25	32.5	27	35.1	25	32.5
16. Questioning the National Certified Teachers	S	4.22	1.57	24	66.7	8	22.2	4	11.1
	U	3.85	1.82	24	58.5	8	19.5	9	22.0
	T	4.03	1.71	48	62.3	16	20.8	13	16.9
17. Exploring of the portfolio materials from NBPTS	S	4.33	1.43	26	72.2	5	13.9	5	13.9
	U	3.71	1.74	19	46.3	10	24.4	12	29.3
	T	4.00	1.62	45	58.4	15	19.5	17	22.1

Table 7 (cont.)

18. Analyzing of the entry directions with other candidates	S	4.00	1.59	20	55.6	8	22.2	8	22.2
	U	3.51	1.82	18	43.9	8	19.5	15	36.6
	T	3.74	1.72	38	4.4	16	20.8	23	29.9
19. Viewing videotapes of former applicants	S	4.14	1.40	19	52.8	12	33.3	5	13.9
	U	3.68	1.79	18	43.9	14	34.1	9	22.0
	T	3.90	1.63	37	48.1	26	33.8	14	18.2
20. Completing an analysis of the videotape developed by a previous applicant for National Board Certification	S	3.78	1.29	8	22.2	21	58.3	7	19.4
	U	3.20	1.86	12	29.3	14	34.1	15	36.6
	T	3.47	1.64	20	26.0	35	45.5	3	28.6

S = Successful Group; U = Unsuccessful Group; T = Total Group

respondents in completing the portfolio requirements for National Board for Professional Teaching Standards:

10. Overview of the standards
11. Analyzing the standards
13. Analyzing the standards with other candidates
14. Reviewing National Certified Teacher's portfolios
16. Questioning the National Certified Teachers
17. Exploring of the portfolio materials from NBPTS
18. Analyzing of the entry directions with other candidates
19. Viewing videotapes of former applicants

In reviewing each of the above items in Table 7 the data for the successful group indicated that each was given a mean score of 4.0 or better. The successful group clearly perceived many of the training activities were important.

The first activity, Overview of the Standards (item #10) for the successful group had a mean of 4.19. During the training, the candidates participated in reading and defining the standards for their particular certification area. This activity also met the requirement of most important with a combined very important (VI) and important (I) response of 86.1%.

Analyzing the standards (item #11) received a mean score of 4.19. This activity provided the candidates the opportunity to examine each standard, discuss its meaning, and reflect upon how they integrated each standard into their teaching practice. The percentage of respondents who answered this item as either VI or I was 88.9% revealing this was viewed as a most important activity.

Analyzing the Standards with other candidates (item #13) was the next activity the successful group indicated as important with a mean of 4.03. This activity involved the candidates in a dialogue about the standards and gave them the opportunity to hear how others used the standards in instruction. While this activity was considered important by the respondents, it did not meet the criteria for most important.

The next activity, reviewing National Board Certified teacher's portfolio (item #14) was seen as important by the successful group with a mean of 4.14. Each of the National Board Certified Teachers that facilitated the ELO Training, brought a copy of her completed portfolio entries to the training. At various times in the training, the candidates were given opportunities to read and examine these examples. The data indicated this activity was as most important with a combined VI/I percentage of 87.1%.

Questioning the National Certified Teachers during the ELO Training (item #16) was the next activity identified by the successful group as important, with a mean of 4.22. Analyzing the standards provided small groups of teachers the opportunity to carefully examine each standard, discuss it with others, and ask questions to more fully understand the content. There were 88.9% (VI/I) of successful respondents who included this activity was most important. This item and analyzing the standards (item #11) had the highest percentage of successful respondents identifying the activities as most important.

Exploring the portfolio materials from NBPTS (item #17) was also viewed by successful respondents as important with a mean of 4.33. This activity provided participants the opportunity to examine materials that were like the materials the candidate was to receive from the National Board. The responses for successful

candidates met the criteria for most important with 86.1% indicating it was a VI or I activity.

Analyzing the entry directions with other candidates (item #18) received a mean score of 4.0 indicating it was an important activity during the training. As part of this activity, two of the six portfolio entries were provided to the candidates during training. Small groups of candidates analyzed each sentence in the entry section that explained the entry's requirements. While viewed as important, the item did not meet the criteria of most important.

Viewing videotapes of former applicants (item #19) was the final activity of the ELO Training revealed as important by the successful teachers with a mean of 4.14. During this activity, the candidates viewed a tape of teaching made by a former candidate. The candidates critiqued and analyzed the film using the National Board standards. The respondents reported this activity as most important with a combined VI/I response of 86.1%.

In comparison, the data from unsuccessful group was very different from the successful group. The results of the unsuccessful responses are as presented in Table 8 and do not identify any of the training activities as important To determine if there were statistically significant differences between the two groups, t-tests were conducted for the responses to each of the Training items as well as for the total means for the training component. In examining the t-test results for the individual items in Table 8, one was significant. The data for, reviewing National Certified Teacher's portfolios (item #14)indicated there was a significant difference (.03) between the means for the successful teachers (4.03) and the unsuccessful teachers (3.54).

Table 8

Results of t-test Analyses for Training Activities As reported by Successful and Unsuccessful ELO Candidates

Activity		Group	N	Mean	sd	t	sig	
10.	Overview of the standards	Successful	36	4.19	1.45	1.27	.21	NS
		Unsuccessful	41	3.73	1.72			
11.	Analyzing the standards	Successful	36	4.19	1.43	1.36	.17	NS
		Unsuccessful	41	3.68	.81			
12.	Brainstorming ways of meeting the standards	Successful	36	3.97	.92	.92	.36	NS
		Unsuccessful	41	3.63	1.79			
13.	Analyzing the standards with other candidates	Successful	36	4.03	1.46	1.28	.20	NS
		Unsuccessful	41	3.54	1.85			
14.	Reviewing National Certified Teacher's portfolios	Successful	36	4.14	1.48	2.24	.03	*
		Unsuccessful	41	3.29	1.83			
15.	Practicing reflective writing	Successful	36	3.67	1.43	.74	.46	NS
		Unsuccessful	41	3.39	1.80			
16.	Questioning the National Certified Teachers?	Successful	36	4.22	1.57	.94	.35	NS
		Unsuccessful	41	3.85	1.82			
17.	Exploring of the portfolio materials from NBPTS	Successful	36	4.33	1.43	1.71	.09	NS
		Unsuccessful	41	3.71	1.74			
18.	Analyzing of the entry directions with other candidates	Successful	36	4.00	1.59	1.25	.22	NS
		Unsuccessful	41	3.51	1.82			
19.	Viewing videotapes of former applicants	Successful	36	4.14	1.40	1.23	.22	NS
		Unsuccessful	41	3.68	1.79			
20.	Completing an analysis of the videotape developed by a previous applicant for National Board Certification	Successful	36	3.78	1.29	1.58	.12	NS
		Unsuccessful	41	3.20	1.86			
Total Mean		Successful	36	44.67	14.05	1.45	.20	NS
		Unsuccessful	41	39.20	18.31			

All respondents were given the opportunity to respond to an open-ended question, concerning the activities provided during the Training. The question asked what other things were helpful during the Training in preparing for the National Board Certification application.

There were two patterns that emerged from the successful and the unsuccessful respondent. First, the candidates perceived that developing relationships and contacts with others going through the certification process was very important. Second, that developing the cohort groups was also very important. The successful and unsuccessful respondents defined the same patterns and the frequency of the responses was similar for both groups.

In conclusion, the training component provided the following information. The successful group identified eight of the eleven training activities as important while the unsuccessful group did not identify any of the training activities as important in completing their portfolio requirements. However, the t-test revealed there were no significant differences between the two groups. Finally, the data from the open-ended questions disclosed that both groups identified networking and organizing cohort groups as helpful.

Other Kinds of Training

In addition to the previous section which examined the ELO training activities, an additional section of the survey instrument addressed. This section concerned any other kinds of training in which the groups participated that was helpful to the NBC candidates as they prepared their portfolio.

This section is organized in the following way. First, the data concerning the importance of the Other Kinds of Training activities are reported for the successful and unsuccessful respondents. Then the data from each group are compared for similarities and differences. Once the responses of the two subgroups are reviewed, the results of the t-test results are reported to determine whether there were statistically significant differences in the importance given to Other Kinds of Training activities reported by the teachers who were and were not successful in obtaining NBC. Finally the analysis of the open-ended questions is presented.

The responses were analyzed to determine Other Kinds of Training activities that were important in completing the NBC portfolio requirements. As noted earlier a mean of 4.0 or above was used to identify important behaviors. An activity was identified as most important when the combined responses reached 80% of the respondents answering either 5, very important, or 4, important, on an activity with a mean of at least 4.0.

The 14 activities for "Other Kinds of Training" were numbered on the survey as 22-33. Those Other Kinds of Training activities included the following:

22. Reading books and material on portfolio development
23. Reading books and material on curriculum issues
24. Reading books and material on instructional strategies
25. Reading books and material on curriculum standards
26. Attending workshops or additional training on instructional strategies
27. Attending workshops or additional training on curriculum issues

28. Attending workshops or additional training on videotaping
29. Attending workshops or additional training on reflective/analytical writing
30. Interacting with other teachers pursing National Certification
31. Interacting with National Certified Teachers
32. Interacting with other educators
33. Contacting the Oklahoma Commission for Teacher Preparation
34. Contacting the National Board for Professional Teaching Standards
35. Contacting local university faculty

Table 9 reflects the data concerning the importance of Other Kinds of Training Activities for the successful and unsuccessful groups. The table is organized in the following manner. First, it provides the group for which the data is presented: "S" represents the successful group, "U" represents the unsuccessful group, and "T", represents the total group. The mean (M) and the standard deviation (SD) are given for each group's score for each individual activity. The frequency (f) and percentage (%) of the group responding to each of the Likert scored activities is presented next. Because the study is focusing on the important activities, the scores are shown for (5) very important, and (4) important. The frequencies and percentages are combined for (3) neither important nor unimportant, (2) unimportant, and (1) not important at all.

Table 9 presents the Other Kinds of Training data from the successful and unsuccessful respondents. The data of the two groups' data, revealed the same two items

Table 9

Importance of Other Kinds of Training Activities As Reported by Successful and Unsuccessful ELO Candidates

Activity	Group	Mean	sd	Very Important (5) f	Very Important (5) %	Important (4) f	Important (4) %	Neither Important Nor Unimportant-Unimportant-Not Important At all 3-1 f	Neither Important Nor Unimportant-Unimportant-Not Important At all 3-1 %
22. Reading books and material on portfolio development	S	2.53	1.76	4	11.1	10	27.8	22	61.1
	U	2.46	1.94	9	22.0	6	14.6	26	63.4
	T	2.49	1.85	13	16.9	16	20.8	48	62.3
23. Reading books and material on curriculum issues	S	3.89	1.53	18	50.0	8	22.2	10	27.8
	U	3.71	1.50	16	39.0	13	31.7	12	29.3
	T	3.79	1.51	34	44.2	21	27.3	22	28.6
24. Reading books and material on instructional strategies	S	3.97	1.44	17	47.2	12	33.3	7	19.4
	U	3.95	1.28	15	36.6	18	43.9	8	19.5
	T	3.96	1.34	32	41.6	30	39.0	15	19.5
25. Reading books and material on curriculum standards	S	3.94	1.37	17	47.2	10	27.8	9	25.0
	U	3.95	1.22	17	41.5	13	31.7	11	26.8
	T	3.95	1.29	34	44.2	23	29.9	9	11.7
26. Attending workshops or additional training on instructional strategies	S	3.31	1.74	10	27.8	12	33.3	14	38.9
	U	3.66	1.70	16	39.0	15	36.6	10	24.4
	T	3.49	1.71	26	33.8	27	35.1	24	31.2
27. Attending workshops or additional training on curriculum issues	S	3.06	1.80	8	22.2	12	33.3	16	44.4
	U	3.49	1.63	13	31.7	13	31.7	15	36.6
	T	3.29	1.72	21	27.3	25	32.5	29	40.3
28. Attending workshops or additional training on videotaping	S	2.92	2.12	12	33.3	8	22.2	16	44.4
	U	3.00	1.82	9	22.0	12	29.3	20	48.8
	T	2.96	1.95	21	27.3	20	26.0	36	46.8
29. Attending workshops or additional training on reflective/analytical writing	S	3.28	2.02	14	38.9	9	25.0	13	36.1
	U	3.78	1.51	15	36.6	17	41.5	9	22.0
	T	3.55	1.77	29	37.7	26	33.8	22	28.6

Table 9 (cont.)

30. Interacting with other teachers pursing National Certification	S	4.39	1.34	26	72.2	6	16.7	4	11.1
	U	4.24	1.51	29	70.7	6	14.6	6	14.6
	T	4.31	1.43	55	71.4	12	15.6	10	13.0
31. Interacting with National Certified Teachers	S	3.06	2.20	15	41.7	7	19.4	14	38.9
	U	3.49	2.06	20	48.8	10	24.4	11	26.8
	T	3.29	2.13	35	45.5	17	22.1	25	32.5
32. Interacting with other Educators	S	4.22	.96	18	50.0	10	27.8	8	22.2
	U	4.34	1.13	26	63.4	9	22.0	6	14.6
	T	4.29	1.05	44	57.1	19	24.7	14	18.2
33. Contacting the Oklahoma Commission for Teacher Preparation	S	3.67	1.53	12	33.3	13	36.1	11	30.6
	U	3.41	1.70	13	31.7	13	31.7	15	36.6
	T	3.53	1.62	25	32.5	26	33.6	26	33.0

S = Successful Group; U = Unsuccessful Group; T = Total Group

were identified as important in completing the portfolio requirement for National Board for Professional Teaching Standards.

The first item identified as important by the successful and unsuccessful groups asked respondents to indicate the importance of interacting with other teachers pursuing National Board Certification (item #30). The successful group rated this item as important with a mean of 4.39. They rated this activity as most important with 88.9% reporting it VI or I. The unsuccessful group also rated this activity important with a mean of 4.24. They also indicated this activity most important with a combined VI or I percentage of 85.3.

The second item specific to "Other Kinds of Training" that the respondents reported as important was interacting with other educators (item #32). Again, both the data for the successful and unsuccessful teachers revealed agreement that this activity was important. Both groups revealed means that indicated importance with the successful teachers' mean of 4.22 and the unsuccessful teachers' mean of 4.34. This item did not meet the criteria for most important by the successful group, but did so for the unsuccessful group with a combined VI/I percentage of 85.4. To determine if there were statistically significant differences at the .05 level, t-tests were conducted for the responses to each of the items and for the total mean for the Other Kinds of Training activities. Results of the t-test for the total means in Table 10 indicated the following, $t = -.45$ ($p > .05$), the result of the t-test for each of the 12 learning activities in this section were also not significant. Therefore, the answer to question number two is again there is no statistical significant differences in the perception of importance for the Other

Kinds of Training activities between successful and unsuccessful 1997-1998 candidates for National Board Certification.

All respondents were given the opportunity to respond to an open-ended question concerning, "Other Kinds of Training" in which the respondents may have participated. The question asked the respondents to list any other activity that was important to them in developing their portfolio materials for National Board Certification.

The most dominant pattern the respondents identified as important was meeting with other teachers, particularly, those teachers pursuing National Board Certification in the same certification area. This seemed to be an activity that most of the candidates indicated as important.

The second dominant pattern revealed as helpful was attending workshops that the Oklahoma Education Association (OEA) provided to their members who were National Board Certification Candidates. These workshops included five different days of training with each one focusing on a different aspect of the certification process.

The third pattern concerned having people read and edit entries during the process. The respondents indicated that a variety of readers were important. Both educators and non-educators were mentioned as readers of these entries.

In summary, the ELO candidates provided data concerning Other Kinds of Training they participated in that was helpful to them in preparing their portfolios. Both the successful and unsuccessful groups indicated two of these activities important. The first was identified as most important concerned interacting with other teachers. The other activity that was identified as important was interacting with other educators. This section failed to show a significant statistical difference between the two groups for the

Table 10

Results of t-test Analyses for Other Kinds of Training and Preparation Activities As reported by Successful and Unsuccessful ELO Candidates

Activity	Group	N	Mean	sd	t	sig	
22. Reading books and material on portfolio development	Successful	36	2.53	1.76	.15	.88	NS
	Unsuccessful	41	2.46	1.94			
23. Reading books and material on curriculum issues	Successful	36	3.89	1.53	.52	.60	NS
	Unsuccessful	41	3.71	1.50			
24. Reading books and material on instructional strategies	Successful	36	3.97	1.44	.07	.95	NS
	Unsuccessful	41	3.95	1.26			
25. Reading books and material on curriculum standards	Successful	36	3.94	1.37	-.02	.98	NS
	Unsuccessful	41	3.95	1.22			
26. Attending workshops or additional training on instructional strategies	Successful	36	3.31	1.74	-.90	.37	NS
	Unsuccessful	41	3.66	1.70			
27. Attending workshops or additional training on curriculum issues	Successful	36	3.06	1.80	-1.12	.27	NS
	Unsuccessful	41	3.49	1.63			
28. Attending workshops or additional training on videotaping	Successful	36	2.92	2.12	-.19	.85	NS
	Unsuccessful	41	3.00	1.82			
29. Attending workshops or additional training on reflective/analytical writing	Successful	36	3.28	2.02	-1.25	.21	NS
	Unsuccessful	41	3.78	3.78			
30. Interacting with other teachers pursing National Certification	Successful	36	4.39	1.34	.44	.66	NS
	Unsuccessful	41	4.24	1.51			
31. Interacting with National Certified Teachers	Successful	36	3.06	2.20	-.89	.8	NS
	Unsuccessful	41	3.49	2.06			
32. Interacting with other educators	Successful	36	4.22	.96	-.50	.62	NS
	Unsuccessful	41	4.34	1.13			
33. Contacting the Oklahoma Commission for Teacher Preparation	Successful	36	3.67	1.53	.68	.49	NS
	Unsuccessful	41	3.41	1.70			
Total Mean for Other Kinds of Training Component	Successful	36	42.22	11.97	-.45	.20	NS
	Unsuccessful	41	43.49	12.38			

component and for the individual activities. The open-ended questions revealed three important activities. These included meeting with other teachers, attending OEA workshops, having people read and edit entries, and using the Internet to converse with other National Board candidates or NBCTs.

Mentoring

The third research question for this study focused on activities provided by the mentor while working in cohort groups. The Education Leadership Oklahoma program provided a small stipend to higher education faculty located at teacher preparation institutions across the state. These faculty members were to act as a mentor to groups of ELO candidates. This section examines the data reported for the importance of the mentor and/or cohort groups and reports the findings related to question three: Were there statistical differences in the perceptions of the importance of mentoring activities between successful and unsuccessful 1997-1998 candidates for National Board Certification (NBC)?"

This section is organized in the same way as the previous sections. First, the data concerning the importance of the Mentoring activities are reported for the successful and unsuccessful respondents. Then the data from each group are compared for similarities and differences. Once the responses of the two subgroups are reviewed, the results of the t-test are reported to determine whether there were statistically significant differences in the importance given to Mentoring activities reported by the teachers who were and were not successful in obtaining NBC. Finally the analysis of the open-ended questions are presented.

The 23 items for mentoring activities were numbered 35-57 on the Education Leadership Oklahoma Participant Survey. These Mentoring activities included the following:

35. Providing time to meet
36. Providing access to consultant(s)
37. Providing access to support materials
38. Keeping group meeting focus
39. Establishing timelines for task completion
40. Providing access to word-processors/computers for completing entries
41. Providing assistance with videotaping techniques
42. Help with analyzing of videotapes
43. Reading and providing feedback on entries by mentors
44. Reading and providing feedback on entries by cohort members
45. Providing exposure to new ideas
46. Providing access to key personnel
47. Helping to protect you from damaging situations
48. Providing challenging opportunities
49. Facilitating opportunities for reflection
50. Helping to build my confidence
51. Facilitating opportunities to gain competence
52. Fostering collegiality

53. Providing on-going assistance

54. Fostering mutual respect and professionalism

55. Assisting in fine-tuning professional skills

56. Guiding decision making

57. Fostering self-reliance

Table 11 reflects the data concerning the importance of the Mentoring Activities for the successful and unsuccessful groups. The table is organized in the following manner. First, it provides the group for which the data is presented: "S" represents the successful group, "U" represents the unsuccessful group, and "T", represents the total group. The mean (M) and the standard deviation (SD) are given for each group's score for the individual activity. The frequency (f) and percentage (%) of the group responding to each of the Likert scored activities is presented next. Because the study is focusing on the important activities, the scores are shown for (5) very important, and (4) important. The frequencies and percentages are combined for (3) neither important nor unimportant, (2) unimportant, and (1) not important at all.

In examining the data of the successful and unsuccessful groups, the data revealed that not one of the Mentoring activities were identified as important by the either the successful or unsuccessful respondents. In fact, the individual means in this section are the lowest of any of the components. The data for the successful and the unsuccessful groups in Table 11 also reveals that both groups of respondents perceived the activities in this component not to be of importance in completing the preparatory of the NBC application materials.

Table 11

Importance of Mentoring Activities As Reported by Successful and Unsuccessful ELO Candidates

Activity	Group	Mean	sd	Very Important (5) f	%	Important (4) f	%.6	Neither Important Nor Unimportant-Unimportant-Not Important At all 3- 1 f	%
35. Providing time to meet	S	2.47	2.27	9	25.00	11	30.60	16	44.40
	U	3.00	2.25	17	41.50	8	19.50	16	39.00
	T	2.75	2.26	26	33.80	19	24.70	32	41.60
36. Providing access to consultant(s)	S	2.03	2.25	8	22.20	7	19.40	21	58.30
	U	2.93	2.23	16	39.00	8	19.50	17	41.50
	T	2.51	2.27	24	31.20	15	19.50	38	49.40
37. Providing access to support materials	S	2.22	2.18	6	16.70	11	30.60	19	52.80
	U	3.10	2.20	17	41.50	9	22.00	15	36.60
	T	2.69	2.22	23	29.90	20	26.00	34	44.20
38. Keeping group meeting Focus	S	2.00	2.20	7	19.40	7	19.40	22	61.10
	U	2.78	2.19	14	34.10	7	17.10	20	48.80
	T	2.42	2.21	21	27.30	14	18.20	42	54.50
39. Establishing timelines for task completion	S	1.83	2.13	7	19.40	4	11.10	25	69.40
	U	2.32	2.30	13	31.70	5	12.20	23	56.10
	T	2.09	2.22	20	26.00	9	11.70	48	62.30
40. Providing access to word-processors/computers for completing entries	S	1.22	1.94	6	16.70	1	2.80	26	80.60
	U	1.76	2.06	7	17.10	4	9.80	30	73.20
	T	1.51	2.01	13	16.90	5	6.50	59	76.60
41. Providing assistance with - video taping techniques	S	1.22	1.87	4	11.10	3	8.30	26	80.60
	U	2.37	2.27	12	29.30	7	17.10	22	53.70
	T	1.83	2.15	16	20.80	10	13.00	51	66.20
42. Help with analyzing of video-tapes	S	1.89	2.26	9	25.00	4	11.10	23	63.90
	U	2.93	2.20	14	34.10	11	26.80	16	39.00
	T	2.44	2.27	23	29.90	15	19.50	39	50.60

Table 11 (cont.)

43. Reading and providing feedback on entries by mentors	S	2.03	2.31	11	30.60	3	8.30	2	61.10
	U	3.07	2.22	18	43.90	7	17.10	16	39.00
	T	2.58	2.31	29	37.70	10	13.00	38	49.40
44. Reading and providing feedback on entries by cohort members	S	2.06	2.35	10	27.80	6	16.70	20	55.60
	U	2.61	2.31	15	36.60	6	14.60	20	48.8
	T	2.35	2.33	25	32.50	12	15.60	40	51.90
45. Providing exposure to new ideas	S	1.67	2.10	5	13.90	7	19.40	24	66.70
	U	2.12	2.11	6	14.60	11	26.80	24	58.50
	T	1.91	2.10	11	14.30	18	23.40	48	62.30
46. Providing access to key personnel	S	.87	1.53	1	2.80	3	8.30	32	88.90
	U	1.68	1.99	4	9.80	8	19.50	27	70.70
	T	1.27	1.83	5	6.50	11	14.30	61	79.20
47. Helping to protect you from damaging situations	S	.56	1.21	0	0	2	5.60	34	94.40
	U	1.27	1.83	5	6.50	11	14.30	61	79.20
	T	1.18	1.83	8	10.40	5	6.50	64	83.10
48. Providing challenging opportunities for growth	S	1.00	1.76	2	5.60	5	13.90	29	80.60
	U	2.29	2.18	9	22.00	9	22.00	23	56.10
	T	1.69	2.09	11	14.30	14	18.20	52	67.50
49. Facilitating opportunities for reflection	S	1.67	2.28	9	25.00	3	8.30	24	66.70
	U	2.56	2.34	16	39.00	4	9.80	21	46.30
	T	2.14	2.34	25	32.50	7	9.10	45	58.40
50. Helping to build your confidence	S	2.00	2.32	10	27.80	4	11.10	22	61.10
	U	2.71	2.24	14	34.10	8	19.50	19	46.30
	T	2.38	2.29	24	31.20	12	15.60	41	53.20
51. Facilitating opportunities to gain competence	S	1.42	2.10	6	16.70	4	11.10	26	72.20
	U	2.32	2.10	8	19.50	10	24.40	23	56.10
	T	1.90	2.14	14	18.20	14	18.20	49	63.60
52. Fostering collegiality	S	1.94	2.24	7	19.40	8	22.20	21	58.30
	U	2.61	2.18	10	24.40	13	31.70	18	43.90
	T	2.30	2.22	17	22.10	21	27.30	39	50.60
53. Providing on-going assistance	S	2.03	2.22	7	19.40	8	22.20	21	58.30
	U	2.54	2.28	13	31.70	8	19.50	20	48.80
	T	2.30	2.25	20	26.00	16	20.80	41	53.20

Table 11 (cont.)

Table 11 (cont.)

54. Fostering mutual respect and professionalism	S	2.19	2.38	11	30.60	6	16.70	19	52.80
	U	2.61	2.32	14	34.10	9	22.00	18	43.90
	T	2.42	2.34	25	32.50	15	19.50	37	67.50
55. Assisting in fine-tuning professional skills	S	1.69	2.20	7	19.40	5	13.90	24	66.70
	U	2.34	2.20	10	24.4	9	22.00	22	53.70
	T	2.04	2.21	17	22.10	14	18.20	46	59.70
56. Guiding decision making	S	1.83	2.20	8	22.20	4	11.10	24	66.70
	U	2.32	2.11	9	22.00	8	19.50	24	58.50
	T	2.09	2.15	17	22.10	12	15.60	48	62.30
57. Fostering self-reliance	S	1.72	2.13	7	19.40	4	11.10	25	69.40
	U	2.22	2.15	9	22.00	8	19.50	24	51.20
	T	1.99	2.14	16	20.80	12	15.60	49	63.60

S = Successful Group; U = Unsuccessful Group; T = Total Group

To determine if there were statistically significant differences between the two groups, t-tests were conducted for the responses to each of the Mentoring items as well as the total means of the component. In Table 12 the results of the t-tests for total means on mentoring indicated the following: $t = -1.85$ ($p > .05$). Specific t-tests results for each of the mentoring items are also presented in Table 12. In examining the t-scores for the individual items there were five items in which there were significant differences between the successful and unsuccessful group. However, all of the items were perceived to be not important ($M < 4.0$) by both the successful and unsuccessful group in preparing their portfolio. Thus, there were no statistical differences in the perceptions of the importance for mentoring between the 1997-1998 successful and unsuccessful candidates for National Board Certification. All respondents were given the opportunity to respond to an open-ended question concerning, "Mentoring" in which the respondents participated. The question asked the respondents to list any other activities involving the support group and/or mentor that was important to them in developing their portfolio materials for National Board Certification.

The most dominant pattern that emerged from both the successful group and the unsuccessful group was that the higher education mentor was not helpful. The respondents indicated that even when the mentor tried to support them, their knowledge. was not sufficient enough on the portfolio requirements to be of importance. An example of the data is provided by the following unsuccessful candidate response

> They tried very hard to do a wonderful job, but I do not think anyone knew what to expect because this process was so new to Oklahoma. I feel like they did the best they could with what little knowledge they had.

Table 12

Results of t-test Analyses for Mentoring Activities As Reported by Successful and Unsuccessful ELO Candidates

Activity	Group	N	Mean	sd	t	sig	
35. Providing time to meet	Successful	36	2.47	2.27	-1.02	.31	NS
	Unsuccessful	41	3..00	2.25			
36. Providing access to consultant(s)	Successful	36	2.03	2.25	-1.76	.08	NS
	Unsuccessful	41	2.93	2.23			
37. Providing access to support materials	Successful	36	2.22	2.18	-1.75	.08	NS
	Unsuccessful	41	3.10	2.20			
38. Keeping group meeting focus	Successful	36	2.00	2.20	-1.56	.12	NS
	Unsuccessful	41	2.78	2.19			
39. Establishing timelines for task completion	Successful	36	1.83	2.13	-.95	.34	NS
	Unsuccessful	41	2.32	2.30			
40. Providing access to word processors/computers for completing entries	Successful	36	1.22	1.94	-1.17	.25	NS
	Unsuccessful	41	1.76	2.06			
41. Providing assistance with video taping techniques	Successful	36	1.22	1.87	-2.40	.02	*
	Unsuccessful	41	2.37	2.27			
42. Help with analyzing of video-tapes -	Successful	36	1.89	2.26	-2.04	.04	*
	Unsuccessful	41	2.93	2.20			
43. Reading and providing feedback on entries by mentors	Successful	36	2.03	2.31	-2.02	.04	*
	Unsuccessful	41	3.07	2.22			
44. Reading and providing feedback on entries by cohort members	Successful	36	2.06	2.35	-1.04	.30	NS
	Unsuccessful	41	2.61	2.31			
45. Providing exposure to new ideas	Successful	36	1.67	2.10	-.95	.30	NS
	Unsuccessful	41	2.12	2.11			
46. Providing access to key personnel	Successful	36	.81	1.53	-2.14	.04	*
	Unsuccessful	41	1.68	1.99			
47. Helping to protect you from damaging situations	Successful	36	.56	1.21	-2.96	.004	**
	Unsuccessful	41	1.73	2.10			

Table 12 (cont.)

48. Providing challenging opportunities for growth	Successful	36	1.00	1.76	-2.84	.006	**
	Unsuccessful	41	2.29	2.18			
49. Facilitating opportunities for reflection	Successful	36	1.67	2.28	-1.70	.09	NS
	Unsuccessful	41	2.56	2.34			
50. Helping to build your confidence	Successful	36	2.00	2.32	-1.36	. .18	NS
	Unsuccessful	41	2.71	2.24			
51. Facilitating opportunities to gain competence	Successful	36	1.42	2.10	-1.88	.07	NS
	Unsuccessful	41	2.32	2.10			
52. Fostering collegiality	Successful	36	1.94	2.24	-1.32	.19	NS
	Unsuccessful	41	2.61	2.18			
53. Providing on-going assistance	Successful	36	2.03	2.22	-.99	.33	NS
	Unsuccessful	41	2.54	2.28			
54. Fostering mutual respect and professionalism	Successful	36	2.19	2.38	-.77	.44	NS
	Unsuccessful	41	2.61	2.32			
55. Assisting in fine-tuning professional skills	Successful	36	1.69	2.20	-1.29	.20	NS
	Unsuccessful	41	2.34	2.20			
56. Guiding decision making	Successful	36	1.83	2.20	-.98	.33	NS
	Unsuccessful	41	2.32	2.11			
57. Fostering self-reliance	Successful	36	1.72	2.13	-1.02	.31	NS
	Unsuccessful	41	2.22	2.15			
Total Component Mean for Mentoring/Support Component	Successful	36	39.50	38.90	-1.85	.32	NS
	Unsuccessful	41	56.90	43.2			

Only one respondent indicated that the support provided by the university mentor was of importance. The other pattern that emerged from this question was that the cohort groups formed by the candidates themselves were a helpful support activity. A successful candidate provided the following response.

> (The) Cohort group was the most important for me. (It) Kept me "moving" so I'd have work products to share and it was the most important way to get the best feedback and have questions answered. I don't think I would have passed without this support.

In summary, the respondents indicated that the support provided by the mentors was not important during NBC application process. However, the respondents in both the successful and unsuccessful groups reported that meeting and working with other ELO candidates in their cohort group was helpful The t-test data indicated some significant differences between the two groups, however, these differences were between the activities that were not considered important.

Support from School District Faculty

This section focuses on how candidates were provided support in their school district while pursuing National Board Certification. The research was designed to determine if there was a difference in the perception between the successful candidates and the unsuccessful candidates. This section included the following three open-ended questions:

58. Explain how your superintendent was supportive of your efforts to participate in National Board Certification.
59. Explain how your principal was supportive of your efforts to participate in National Board Certification.

60. Explain how your teaching peers were supportive of your efforts to participate in National Board Certification.

Responses to each of the questions were analyzed using the systematic method described earlier which was based on the work of Bogden and Biklen (1992). Each answer was transcribed into a word processor chart. A chart for each question was created for both the successful and unsuccessful group's answers. Following this, each chart was read a minimum of four times, searching for coding categories to organize the answers into patterns. Once patterns were determined and the answers were placed in these categories, they were each read again to determine if any of the categories were similar and could possibly be combined. Each answer was then placed into a category and the pattern was noted. Finally, the categories and answers were compared between the successful and the unsuccessful groups.

Superintendent Support

The first question concerning district faculty asked the respondent to explain how the superintendent was supportive of his/her efforts to participate in National Board Certification. This section first reports the patterns revealed for the successful and unsuccessful groups. Then a comparison of the data for the two groups is presented.

The same patterns emerged from the data for both the successful and unsuccessful groups. The most dominant pattern concerned superintendents providing time-off from the classroom to prepare the portfolio. The candidates used time off from the regular classroom activities in a variety of ways. There were candidates that took time to independently work on their portfolios. Other candidates attended workshops that were specifically focused on National Board Certification requirements. Still others took time

to attend content specific workshops they believed would assist them in completing portfolio entries. Finally, there were candidates that took time to travel to work with mentors or other candidates that were in the process or that were National Board Certified Teachers (NBCTs). The issue of time emerged as an important part of support provided by the superintendents to the National Board Certification candidates. The number of days off ranged from two to, "as many days as you need." Several respondents mentioned they had taken five days of leave. One successful candidate responded as follows:

> My superintendent provided us with 10 professional days immediately with promise of more if needed.

Respondents also reported a wide range of what kind of leave they were permitted to use. Some superintendents provided additional leave to teachers who were participating in National Board Certification, while others provided no additional time at all. An unsuccessful candidate provided the following example.

> I was given no personal days to complete the process and had to use my sick days, a total of 5 in all.

Leave ranged from professional leave with no penalty charged against the teacher to districts who required teachers to use personal, professional, or sick leave and be responsible for any incurred costs the school policy normally associated with that particular leave. Both groups revealed that time off was provided to them, the successful group had a higher frequency of respondents that indicated their superintendents provided multiple days off and also provided them without penalty.

The next most dominant pattern for positive support for the successful and unsuccessful groups was verbal support. All of the candidates who referred to this

support indicated it was important. The following examples provide insight in the importance of this support. The first example was provided by a successful candidate, and the second one was from an unsuccessful candidate.

> (He) Talked about it proudly to the community and to the staff.

> I believe support from the administration is essential if we're to encourage others! It's a lonely journey and candidates need support.

The data suggested that the level of verbal support ranged from an initial conversation wishing the candidate good luck to ongoing face to face encouragement. Again the successful group had a higher frequency of indicating positive verbal support from their superintendents.

The third and final pattern the data revealed for both the successful and unsuccessful groups was the provision of a letter of recommendation for the candidate by the superintendent. The application for the Education Leadership Oklahoma scholarship required applicants to request a letter of recommendation from the district superintendent. There were a variety of responses concerning this pattern. The respondents who indicated this as support ranged from those who said their support from the superintendent ended with this letter and those who indicated their support began with this letter of recommendation.

The data for the both the successful and unsuccessful groups also revealed some common patterns of perception of non-support of the candidate's district superintendent. There was a prevailing pattern of statements of, "not supportive."

> My superintendent was not only not supportive, he was seriously uninformed as to what National certification entailed and implied (this) when I met with him.

The second pattern to emerge concerned the perception that the non-supportive superintendents were not knowledgeable or were uninformed about National Board for Professional Teaching Standards certification process.

There were two final patterns of non-support that emerged from the data for both groups. First, there were superintendents who denied time-off to candidates from their teaching duties to prepare portfolio requirements. The respondents reported the superintendents provided a variety of reasons such as the financial burden of releasing teachers to not providing a reason for the denial. The final pattern revealed a number of superintendents indicated that they did not think the process of National Board Certification was worthwhile or significant for either the teacher or for the school district. In comparing the data of the two groups for these last two patterns, the number of responses in each group were similar in frequency.

The successful group had two unique patterns that emerged from the data. First, only in the successful group were there reports of tangible resources provided by the district. These resources included computers, video equipment, curriculum materials, postage, and transportation to meetings. Second, the successful group wrote of recognition and rewards their districts had provided to them after certification. A successful candidate provided the following response.

> My superintendent at the time of my candidacy was very supportive. He allowed the district to lend me a computer, provided four professional days, and gave video support.

Recognition included a range from cash awards, publicity in media, recognition at school board meetings, and congratulatory notes and letters. There were no additional patterns that emerged from the data of the unsuccessful group.

A comparison of the two sets of data, the most striking difference was in the area of frequency of answers. The successful group had more answers that spoke of the positive support provided by the superintendents. In addition, the data from the successful group suggested there was more time-off provided to them than to the unsuccessful group. The data responses also suggested that those superintendents who were knowledgeable and informed about the National Board for Professional Teaching Standards certification process expressed excitement for the teacher and the district.

The unsuccessful group had many more responses that indicated their superintendents were often either non-supportive or were opposed to the concept of the certification process. The lack of the superintendents' knowledge of the National Board for Professional Teaching Standards certification process emerged as a problem.

In summary, the support that was provided by district superintendents revealed several patterns. First, time off to work on their portfolios was helpful for both groups. The second pattern indicated that verbal support from the superintendent was also helpful. Then there were several patterns that indicated non-support from the superintendents was an obstacle. The successful groups' data revealed that tangible support had been provided sometimes. Finally, when the two group's data were compared the unsuccessful group had a higher frequency for negative type of non-support, while the successful group had a higher frequency of positive support provided by the superintendent.

Principal Support

The second question asked the respondent to explain how the principal of his/her school was supportive of their efforts to participate in National Board

Certification. The analysis of the data are reported for the successful group and the unsuccessful group.

The data revealed that the trends and patterns established for the superintendents was mirrored in the support from principals. In comparing responses by the respondent, often those who had supportive superintendents also had supportive principals and those who had non-supportive superintendents most often had non-supportive principals.

The most dominant pattern of support for both groups was the principal providing time-off from the classroom to prepare the portfolio. The successful group had a greater frequency of the provision of time off from regular teaching duties.

Again, as in the data concerning the support from superintendents, the next most dominant pattern for positive support for both groups was verbal support. All of the candidates who referred to this support indicated it was important to receive. An example of the data from an unsuccessful candidate follows.

> My principal was extremely supportive as a mentor and constant encourager.

There was an increased frequency of respondents from both groups reporting they received verbal encouragement and support from the principal than reported for superintendents. The respondents spoke of this type of support from their principal as helpful.

Tangible support was a pattern that strongly emerged from both the successful and unsuccessful groups. The support ranged from the principal providing extended access to video equipment, copy machines, microphones, curriculum materials, and assistance from the school secretary, videographers, to computers. The following is an example response provided by a successful candidate.

> He provided access to the school and access to the production equipment of the school, including but not limited to TV equipment, computers, scanners, and duplicating.

Although both groups indicated this type of support as helpful, however, it was mentioned much more frequently in the successful group's responses. The successful group frequently indicated these types of tangible support.

The data also revealed another pattern for the both groups. The respondents reported the letter of recommendation by the principal as a pattern of support. The application for the Education Leadership Oklahoma scholarship required applicants to request a letter of recommendation from their principal. Some respondents suggested that this support ended with this letter while others reported their support just began with this letter from the principal.

The data for the both the successful and non-successful groups also revealed common patterns of perception of non-support of the candidate's principal. There was a prevailing pattern of statements of, "not supportive." One unsuccessful candidate provided the following example.

> My principal's main concern was that she did not want to hire a substitute so that I could go to meetings or to the capitol. She also expressed the fact that I would appear to be less professional if my students' test scores dropped, because of my other interest.

The second negative pattern to emerge concerned the perception that the principal was not knowledgeable or was uninformed about National Board for Professional Teaching Standards certification process.

There were no unique responses from either of the two groups. The difference again was that the responses on the positive support were again more prevalent for the

successful group and more prevalent for the negative responses concerning principal support for the unsuccessful group.

In summary, this section concerned support provided to the ELO candidates by their principals. There were four patterns of positive support that emerged from both the successful and unsuccessful groups' data. The patterns included: time-off, verbal support, tangible support, and providing a letter of recommendation. There were also two patterns of non-support that emerged from the data. First, responses indicated that the principals were sometimes non-supportive in their actions and secondly some principals were not knowledgeable about NBC process. Both groups defined the same patterns with the successful group having a higher frequency for the positive kinds of support.

Peer Support

The third question that concerned support provided by district faculty asked the respondent to explain how teaching peers were supportive of his/her efforts to participate in National Board Certification. There were no strategies provided to the candidates in relation to garnering peer teachers support.

The data in this section are reported in the following manner. The patterns revealed for the successful and unsuccessful groups are presented. A comparison of the data for the two groups then follow.

Once again, the same patterns emerged from both the successful and unsuccessful candidate's data. From this data two coding categories emerged: direct entry and emotional resource. In addition some of the respondents reported that their teaching peers were not supportive in their efforts to achieve National Board Certification.

Direct entry support was a category that emerged from the data. The portfolio directions provided by National Board require the candidate to complete six sections or entries. Direct entry support included assistance such as reading and editing entries and/or taping videotaped entries. In analyzing the data for direct entry support, two examples emerged for both the successful and unsuccessful teachers. First, and most frequently described were responses concerning teaching peers who read and edited the portfolio entries. Examples of the kinds of responses offered by two successful included the following:

> One of my teaching peers was excellent. She read my entries for my portfolio many times and gave me some wonderful advice.
>
> The AP English teacher read four entries. The Math curriculum coordinator viewed one tape and its entry. The Math department head read one entry. All of the above gave good constructive criticism.

Many of the respondents indicated the importance of this kind of support. Several respondents mentioned that they would have preferred to work with teaching peers who were going through the NBC process.

Another pattern of direct entry support to emerge was peers helping to videotape entries for the candidate. In each of the National Board's certificate areas there are two videotapes required. The video requirements are specific to the individual certificate area entry. Teachers were encouraged to frequently videotape classroom instruction by the NBCT facilitators during the training at Durant, Oklahoma. Needed resources included access to a camera, microphones, video players, television, and a videographer. The videographer was the person who operated the camera. Some teachers asked principals, teaching peers, parents, and/or students to film the instruction segments required for the portfolio assessment. Other teachers positioned the camera and left it stationery in the

classroom for the filming of the video segments. A successful candidate offered the following response.

> One teacher allowed me to flip-flop a student's class so he could video my class but not miss the math instruction he (the student) needed in her class.

The respondents also indicated that their peer teachers videotaped for them and/or gave the candidate the access to equipment. This meant that the teachers in the district sometimes gave up their turn for equipment so the candidate could complete portfolio requirements.

The next pattern to emerge for both the successful and unsuccessful groups concerned emotional support. Both explained the importance of this to completing the NBC process. An unsuccessful respondent and a successful respondent respectively provided the following:

> In contrast, my teaching peers have been exceedingly supportive of my efforts. I couldn't have completed this process without them.

> My teaching peers continued to encourage me when I would feel I couldn't do it.

The candidates suggested that this kind of encouragement was important in the NBC process. They also noted when their peers seemed to be non-supportive of their efforts. There were both successful and unsuccessful candidates who responded that they received little or no support form their peers. Others noted that only one or two of their peers offered verbal or emotional support. The following responses were provided by unsuccessful candidates.

> I did not feel my teaching peers were at all supportive.

> There was little support with one of my teaching peers being very negative. She asked me what I was trying to prove and did I think I was better than everyone else!

The support of teaching peers seemed to be mixed from both groups. In comparing the two groups the successful teachers had fewer negative comments about such support than the unsuccessful teachers.

In summary, teaching peers offered various kinds of support. The kinds of support provided included help with direct entry and resources, both also noted negative responses from their peers. Both groups defined the same patterns in their responses. Once again, the successful group had fewer negative responses concerning peer support.

Support from Family and Friends

This seventh and final section presents the data concerning the support ELO candidates received from family and friends. The research was designed to determine if there was a difference in the perception between the successful candidates and the unsuccessful candidates. This section addresses the following two open-ended questions.

62. Explain how your family supported your efforts in preparing your National Board Certification materials.

63. Explain how your friends supported your efforts in preparing your National Board Certification materials.

Each of these questions was analyzed using the methods as described in the previous section (Bogden & Biklen, 1992). The data will be reported in the following order. First the patterns are revealed for the successful and unsuccessful groups. Then, a comparison of the two groups are presented.

Family Support

The first question concerning asked the respondents to explain how her/his family was supportive of her/his efforts to participate in National Board

Certification. During the training, the National Board Certified Teachers (NBCTs) that facilitated the training encouraged the candidates to discuss the amount of time and effort that was involved in National Board Certification. The NBCTs encouraged candidates to discuss these issues with their families and request their support while they participated in the process.

The data in this section are reported in the following method. The first pattern identified for the successful and unsuccessful groups will be presented. A comparison of the two groups follows.

There were three types of support that emerged from the data. These included: resource, direct, and verbal/emotional support. The most prevalent of these patterns was resource support. Resource support included three issues. First, the respondents most frequently reported that time was needed to complete the process. Families provided time in such ways as understanding that candidate was working on her/his materials instead of spending time with them. One successful candidate offered the following.

> I worked many late hours at the school when I was preparing my portfolio. I stayed until one or two in the morning a lot of times on weekends. My family was very supportive and knew that I wanted to become National Board Certified Teacher very much.

In addition to time, the respondents also reported that space in the home was important for their materials and technology. This place was referred to as a place that others did not invade. Finally, the last resource support included taking care of those activities the candidate typically provided for the family. The activities included such things as doing household chores, cooking meals, and helping with the children. A successful candidate provided the following.

> They cooked, cleaned and did laundry and they never made me feel guilty for not pulling my share. I never could have done it without them.

The next pattern that both the successful and unsuccessful groups defined as support provided by family members was dealt with helping with entries in the portfolio. The most frequent responses included types of technical support. This kind of support included help with computers, videotaping, and editing. An unsuccessful candidate provided the following response.

> My husband was a super technical supporter. He saved my life when our computer crashed by reviving my entire document from cyber space.

The data suggested family support was important to the candidates during National Board Certification.

The final pattern to emerge from the data for both groups concerning family support dealt with emotional support. Both groups of candidates reported that verbal encouragement from family members kept them motivated and focused on finishing the National Board Certification process.

In comparing the two sets of data related to family support, it was interesting that both groups had identified exactly the same activities that were helpful and the frequency of responses were very similar as well. The only difference in the data was that the successful group had no negative responses concerning family member's support. There were three responses from the unsuccessful group that revealed they received little support from family and one suggested that the time and stress of the process had damaged the relationship with the candidate's spouse.

In summary, family support responses indicated several patterns concerning the types of helpful support. There were three patterns revealed by both the successful and

unsuccessful groups, the patterns included, providing help with resources, direct entry assistance, and giving emotional support. The responses were quite similar both in terms of patterns and the frequency.

Friends' Support

The second question concerning personal support asked the respondents to explain how her/his friends were supportive of his/her efforts to participate in National Board Certification. There were no specific activities during the ELO program that addressed any aspect of support from friends.

The data in this section are reported in the same manner as for family support. The patterns are presented for the successful and unsuccessful groups followed by a comparison of the data for the two groups.

There were themes that emerged from both the successful and unsuccessful teacher's data. These categories included providing emotional support, direct entry support, and providing resources. A fourth pattern reported by both groups related to dealing with negative responses from personal friends.

Again the data revealed the same themes for the successful and unsuccessful groups. The first and most frequent theme was emotional support. Both groups overwhelmingly spoke of the importance of friends providing encouragement and motivation. An unsuccessful candidate provided the following.

> My friends were exceptional. They encouraged me take on this challenge, then made themselves available at the drop of a hat to assist me anyway I requested.

The next pattern again emerged for both groups, but was not as strongly noted as the previous theme. First the data revealed that friends helping the candidate with entries

was important. The kinds of direct entry support friends provided included editing entries, providing videotaping assistance, and acting as a sounding board for ideas.

The third pattern that emerged was resource support. Friends were understanding when the candidates needed time to work on entries. This meant that friends didn't push them to attend their usual get-togethers and would take care of time consuming errands while the candidates were working on National Board Certification materials. There were candidates who noted that their friends also treated them to dinner out when they needed a break from working on the portfolio assessments. A successful candidate provided the following.

> They even took me to dinner several times to get me out of the house! My network of friends outside of school made everything seem worthwhile.

The final pattern for both groups concerned the lack of support from friends. Several candidates reported that friends didn't understand why the National Board Certification process was so important to the candidate and why it took so much time to complete. An unsuccessful candidate responded with the following example.

> Friends not familiar with education, did not seem to understand the significance of the achievement.

In comparing the two groups, the data was very similar for both the family and friend support activities. Both groups revealed the same themes and frequency of the responses.

In summary, friend support for ELO candidates included the following patterns: providing emotional support, direct entry support, and providing resources. Both groups consistently defined these patterns and the frequencies of the responses were similar even for negative responses of some friends.

Follow-up Phone Interviews with Successful Candidate

This section reports the findings related to exploring why successful candidates selected some of the behaviors as the most important for supporting candidates participating in National Board Certification. The data reported here are based on phone interviews with five of the thirty-six successful teachers who completed the Education Leadership Oklahoma Participant Survey (ELOPS). These five were selected by identifying participants whose responses most frequently matched the modal responses of the successful candidates for each item. When the modal responses for each of the 54 activities were compared with the responses of each of the successful candidates, five respondents were identified with a match on at least 44 of the 54 activities.

Preparation for the follow-up phone interviews included analyzing the responses to the activities on the Education Leadership Oklahoma Participant Survey to determine the most important activities for supporting National Board Certification candidates. These were the activities reported in the previous sections of this chapter.

A letter was mailed to the five successful candidates which explained the purpose of the telephone interview and informed them that the researcher would be calling to establish a times for a phone interview, Appendix J. The letter explained how the candidate was selected for the interview request, and the purpose for the phone interview. Included with the letter was a list of the activities that was identified by the successful candidates as important and very important. The participants were asked to review the list prior to the phone interview, to reflect on those activities considered "most important," and to be prepared to discuss why they believed the activities were considered most important by the group of 36 National Board Certified Teachers. All

five of the participants participated in the follow-up interview. Each interview lasted between 20 to 30 minutes. All of the participants agreed to have their interview tape recorded for later transcription and analysis. The questions established for these interviews are found in Appendix I.

The interview began with a greeting, and an inquiry as to whether the participant had received the letter and list of activities resulting from the Education Leadership Oklahoma Participant Survey. The interviewee was informed that the interview would last approximately 20 to 30 minutes and that questions were formulated to discover the reasons why the responding candidates believed these activities were most important.

The interviews were designed to validate and clarify the most important activities identified by the 36 successful candidates in their responses to the Education Leadership Oklahoma Participant Survey. The interpretive tradition includes the use of interviews in conjunction with data from other documents (Patton, 1980). Twelve behaviors were determined as most important by the successful candidates in this study. A question was developed for each of these behaviors in order to provide a better understanding as to why they were considered most important. For the most part the questions followed the sequence of the ELOPS instrument, however, some activities were grouped together when a pattern was revealed in more than one section. Additional questions were asked as the interview proceeded for the purpose of probing or adding information based on the reality of the respondent and the descriptions given from each of the respondent's experience (Glesne & Peshkin, 1992).

The data from the telephone interviews with the five successful candidates was analyzed by identifying themes from the repeated phrases and examples that each

interviewee provided. These notes were then used to analyze the combined responses, which the respondents provided. This analysis provided further data and contributed to understanding the reasons given for the successful group's selection of 12 activities considered most important for supporting National Board Certification candidates (Bogden & Biklen, 1982).

Why Networking with other Teachers was Important

This portion of the analysis of telephone interviews with five successful ELO respondents provide their responses to why it was important to network with other teachers at different point of time during the National Board Certification (NBC) process. When asked why it was important to network with other teachers during the Orientation activities, they indicated that this was necessary to process the information that had been presented, to provide and receive assurance from their peers that this endeavor was possible, and to exchange information.

These interviewed spoke of the excitement of the day and how important it was to meet and converse with others beginning the same process. In one respondent's words:

> The support was great in just getting to question and talk to other people in my certificate area, but also other people who weren't (in the same certification area) who were going through it (NBC).

The five teachers interviewed also revealed that it was most important to network with other teachers during the Summer training, the ELO participants attended in June, 1997. When asked why it was important to network with other teachers during the training and/or if this networking was different that the networking during the Orientation, the interviewees were quite consistent in their responses. The teachers shared that the training was their first real understanding of the specific tasks required for

NBC and they realized they needed each other to complete the process. To quote one of the teachers:

> As we listened and learned what it was we were embarking on, we realized we needed to work together for more brain power. I made real ties with people at the training that I stayed in touch with throughout the process. I continue to dialogue with these colleagues even now.

The respondents also reported that networking with teachers in Other Kinds of Training was most important. The interviewees were again asked why this was important and/or if this networking was different than in the Orientation and Training Components. The teachers indicated that this was "where the rubber met the road." They spoke of establishing a cohort group that met on a frequent, on-going basis. The time that was spent together during the cohort group was task oriented and time driven. One interviewee response follows:

> My cohort group met each Saturday, beginning January 1998. We often stayed eight or more hours. We talked about ideas, discussed the details of the entries, and worked on our entries together. I learned so much from these teachers, it changed my practice forever.

In summary, the interviewees indicated that networking with teachers was most important during the entire NBC process. During Orientation the ELO candidates began to make acquaintance and develop contact information. At the training, the candidates began to organize cohort groups that were based on the candidate's location and/or certification area. Finally, the cohorts began functioning as a working group during the Other Kinds of Training phase of NBC.

<u>Why Receiving the Standards at the Orientation was Important</u>

This portion of the analysis of telephone interviews with five successful ELO respondents provides their responses to why it was important to receive a copy of the

standards during the Orientation activities. The interviewees responses revealed a dominant pattern that the standards were the "foundation of the entire process," and receiving these standards allowed them to start learning the standards and analyzing their practice to see if they met the standards. One of the interviewees provided the following example response:

> It (receiving the standards) was important because that was the "meat," especially after finding out that the standards were what everything was going to be assessed on. It was very important to begin learning them and seeing what things we needed to focus on.

In summary, the interviewees validated that receiving the standards during the Orientation activities was very important. Having the standards allowed them to begin learning the National Board for Professional Teaching Standard's requirements.

Why Training Activities Were Important

This portion of the analysis of telephone interviews with five successful ELO respondents focuses on the response to questions about the training activities that emerged as most important in supporting candidates during NBC. This section revealed six activities as most important. The six activities each fit into three categories of the training. These categories included, activities concerning the standards; assistance from National Board Certified Teachers (NBCTs); and understanding the NBC portfolio requirements.

The first section of the training activities revealed as most important were the activities concerning the standards. When asked why the overview and analyzing the standards were most important, the interviewees again had similar responses. As one of the respondents reported:

> We were ready to begin our understanding of what the standards meant and how to demonstrate them in instruction.

The next group of training activities included reviewing NBCT's portfolios and questioning the NBCTs. When asked why these activities were most important they focused on speaking about the importance of talking with people who had been through this experience and also hearing teachers say it was a possible achievement. As one of the NBCTs provided:

> Having the NBCTs there to ask questions of them and about their collected evidence (their completed portfolio), helped me say, hey I do that, or I reflect the standards with this. Time with these people who had been through the process was absolutely invaluable!

The last group of activities the respondents indicated as most important during the training were focused on understanding the portfolio requirements. Participants analyzed entry direction and viewed videotapes of former applicants. When asked why these activities were important, the teachers indicated that understanding of how to analyze the complicated detailed instructions was critical. One interviewee responded with the following quote:

> The process of dissecting the instructions was most important. The materials were overwhelming, looking at the finished portfolios was overwhelming, but the activities that showed us how we could take each task and break it into doable steps was very important for me.

Another pattern that emerged from the interviewee's responses concerned the viewing of former applicants videotapes. Four of the five respondents mentioned that they had apprehension in submitting a videotape of themselves, which was a requirement of NBC. An example of this kind of comment follows:

> I think everyone was real scared about the videotape, until we saw a videotape of a former applicant. When I saw that tape I thought, I can do

> that, I do that everyday, and so that just helped to relieve a lot of fears of actually seeing a videotaped entry.

In summary, the training component had more activities identified as most important than any of the other ELO components. The interviewees indicated that these most important activities helped them in completing their portfolio application.

Why the OEA Workshops were Important during Other Kinds of Training

This portion of the analysis of telephone interviews with five successful ELO respondents focuses on the response to questions about the Other Kinds of Training activities that emerged as most important in supporting candidates during NBC. There were two activities revealed as very important in this component. The first activity was interacting or networking with other teachers, which was discussed in the first section of the telephone interviews. The second activity was attending the Oklahoma Education Association (OEA) workshops created for their members who were also ELO candidates. There were five different workshops organized for OEA members. When asked why these workshops were important while completing an NBC application, the interviewees spoke of these meetings as opportunities to work with other candidates on specific portfolio requirements. As one of the teachers interviewed revealed:

> I think the networking was most important there, especially for the people who did not have others at their school or area. You got to come together in your same certification area so everybody knew when you talked abut specific questions, what you were talking about. You then could help each brainstorm, edit, and expand entries.

In summary, the interviewees indicated that the OEA workshops were very important. It gave them an opportunity to meet and work with candidates in their certification area and provided training on the kinds of information they needed.

Support from District Personnel, Family, and Friends

This portion of the analysis of the telephone interviews with five successful ELO candidates focuses on four themes revealed in the open-ended questions. The four themes were verbal/emotional support, time, tangible resources, and direct entry support. These four themes were indicated in the support provided by superintendents, principals, teaching peers, family, and friends.

Emotional/Verbal Support

Emotional and/or verbal support was revealed as a dominant pattern for support providers. This support was indicated as very important for each of the people who played different roles in helping the candidate complete NBC. First, when asked why it was important for the Superintendent to provide emotional/verbal, the interviewees indicated that his/her acknowledgement set the tone and attitude for others in the district. As one NBCT reported:

> My superintendent gave the process importance by explaining its rigor to others. She also explained that teachers who were willing to go through the process should be honored for their dedication to work hard and that this would honor the district as well.

Four of the five teachers interviewed had a supportive superintendent, while one did not. The one respondent that did not receive verbal support indicated it was difficult to participate in NBC without this support:

> It was lonely without the support. It is very important to have administrative support, and it made it difficult to go through the process when I felt my superintendent did not care or understand.

The five teachers also spoke of the importance of the verbal/emotional support provided by their principal. When asked why it was important for the principal to provide this support the candidates revealed that because the principal sets the climate and tone of the

school, it was very important that he/she were supportive of NBC. One of the interviewees provided the following example response.

> My principal was one of my main supporters. He knew that I was putting in a lot of hours and he encouraged me on a consistent basis.

The respondents reported the importance of teaching peers providing verbal/emotional support as well. When asked why this support was important they indicated that their teaching peers were the people who could best understand and empathize with what they were attempting while performing regular teaching duties. One teacher offered the following comment:

> Absolutely important, just the support from them (teaching peers) was crucial. They let me know I could do it and they told me this on an ongoing basis. The helped me stay focused and confident.

The next section discusses family members providing emotional/verbal support. When asked why it was important for family members to provide this support, all of the telephone interviewees indicated they could not have done this without family emotional/verbal support. An example response from a telephone interview follows:

> You could not do it without that (family support). If you went home, because of the time involved, and if you did not have that support completing the portfolio just would not happen.

Friends are the final group discussed for providing emotional/verbal support. The respondents indicated that the same kind of support was needed from friends, as was received from their family. The respondents indicated it was very important to have the encouragement of friends while completing the NBC process.

In summary, emotional/verbal support was very important to receive from various support providers. The superintendent seemed to set the tone of the district with verbal

support. The principal and teaching peer support set the tone of the building, and family and friends made the process a possibility for the candidates.

Why Tangible Support Was Important

This portion of the analysis of telephone interviews with five successful ELO respondents provide responses to why it was important to receive tangible supports from the candidate's superintendent, principal, teaching peers, family, and friends. This support was indicated as very important to the successful candidates during the NBC process. The pattern of tangible support included providing such things as computers: video equipment, copy machines, microphones, curriculum materials, assistance from others to videotape, and type entries.

When asked why it was important that the superintendent provided tangible support the interviewees indicated that the Superintendent controlled the approval of the use of these resources. As one of the interviewees revealed:

> My superintendent's approval was required to allow me the use of equipment at the school. She also allowed me to work at the school after hours.

When asked why it was important that the principal provided tangible support, those interviewed indicated that tangible support from the principal was very important in completing the National Board Certification because they could either make it easy or difficult to access needed resources. As one successful teacher reported:

> Just because many of those things I could not have provided just on my own so. Oh, he was just so helpful just to allow me to use the equipment at the school, especially the video and the microphone, I would have had to purchase that myself.

When asked why it was important that teaching peers provided tangible support and if this was different from assistance provided by the superintendent and principal, the

interviewees were again in agreement. The tangible support from peers was important, however they indicated it was somewhat different than what had been provided by administrators. Teaching peers were more likely to give up access to for equipment so the candidate could use it to complete entries. Peers provided tangible support by sharing additional teaching materials that were helpful in teachers completing their National Board portfolio materials. One of the interviewees elaborated on this issue.

> I had several friends that helped me brainstorm ideas and then provided me with instructional materials that they believed might help. Several of my colleagues also would ask me if I needed the video camera before they requested it, if I needed it they always let me have priority.

When asked why it was important for family members to provide tangible support and if this was different from support provided by the other people during NBC, the interviewees reported such support was necessary to complete the process. Family members often deferred their use of the family so the candidates could type the entries. Another of the interviewed teachers indicated that the family had given the use of the family video camera for almost the entire year so the candidate could use it to develop videos for the portfolio.

When asked why it was important for friends to provide tangible support, and if this was different than that provided by the other people to them during NBC, the interviewees indicated that such support from friends was important. They also said that the support needed from friends was very similar to the help provided to their family.

In summary, tangible support was very important to the NBC candidates. They needed support with the use of computers, video equipment, and other equipment. Because the superintendent and principal control the equipment at the school, it was important that they approve their use by the National Board Certification candidates.

Teaching peers provided important assistance by allowing candidates priority over the equipment at school and by providing materials. Some of the candidates used equipment that either family or friends owned and it was very important to have the access to that equipment.

Why Direct Support Was Important

This portion of the analysis of telephone interviews with five successful ELO respondents provide their responses to why it was important to receive direct supports from the candidate's superintendent, principal, teaching peers, family, and friends. They indicated direct support was very important to the successful candidates during the NBC process. The types of direct support provided included such things as reading and editing entries, and/or helping videotape entries.

Only one of the interviewees indicated that the superintendent provided this kind of support. She reported that:

> My superintendent was wonderful. She read entries for me and gave me insight on some of the entries."

When asked why it was important that the principal provided direct support, and if this was different than that provided by the superintendent, the five interviewed teachers agreed. They indicated that direct support from the principal was very important in completing the National Board Certification process. One of the interviewed teachers provided the following response:

> My principal was helpful in videotaping entries for me. He purchased an additional microphone to increase the audio clarity of the tapes. Then anytime I wanted to tape, he always made himself available.

When asked why it was important that teaching peers provided direct support and if this was different than that provided by the superintendent and principal, the

interviewees were again in agreement. The most dominant pattern of direct support from teaching peers concerned reading and editing entries for the candidates.. One of the interviewees elaborated on this issue.

> Teaching peers were probably the most crucial (in editing entries) and not just the ones that I teach with now, but previous teachers that I had taught with, that was just absolutely the best! I sought out people that had expertise in certain areas. It very important just to have them to read over things the second time or just to make sure something sounded right.

When asked why it was important for family members to provide direct support and if this support was different from that provided the others, the interviewees again reported that family members read and edited entries, and helped during the videotaping of classroom instruction. One of the interviewed respondents offered the following comment:

> My husband was a great editor, he checked my entries for correct grammar and if they made sense to him. My mother who is also an educator, read my entries looking for evidence that I had met the standards.

When asked why it was important for friends to provide direct support, and if this was different than that provided by the other people to them during NBC, the interviewees indicated that the support from them was important. They also said that the support needed from friends was very similar to those provided by their family.

In summary, direct support was very important to the NBC candidates. These individuals provided support with reading and/or editing the entries and with videotaping of their classroom instruction.

Summary

This chapter presented the findings of the study obtained through the Education Leadership Oklahoma Participant Survey and the follow-up interviews with the five

successful candidates. Chapter 5 will discuss the summary, conclusions, and recommendations resulting from this study.

CHAPTER V

Summary, Conclusions, and Recommendations

Overview

This chapter presents a review of the study, followed by a summary of the findings. Next, the conclusions derived from the study are presented followed by a discussion of the implications for the support of Education Leadership Oklahoma candidates. Finally, suggestions for further research are identified.

Review of the Study

The primary purpose of this study was to identify the specific practices, activities, and procedures included in the components of the Education Leadership Oklahoma (ELO) program and support from local education agencies, community, and family that differentiate between the successful and nonsuccessful Oklahoma teachers pursing National Board Certification. The important and most important activities of the support and training provided by ELO were identified. These most important activities were then compared by determining if there were differences between the two groups of respondents. The data were analyzed to answer the following five research questions:

Specific Research Questions:

Question One: Were there statistically significant differences in the perceptions of the importance of the orientation activities between successful and unsuccessful 1997-1998 candidates for National Board Certification?

Question Two: Were there statistically significant differences in the perceptions of the importance of the training activities between successful and unsuccessful 1997-1998 candidates for National Board Certification?

Question Three: Were there statistically significant differences in the perceptions of the importance of the mentoring activities between successful and unsuccessful 1997-1998 candidates for National Board Certification?

Question Four: Were there differences in the perceptions of the importance in support from the teacher's colleagues, local school and school district between successful and unsuccessful 1997-1998 candidates for National Board Certification?

Question Five: Were there differences in the perceptions of the importance for support from sources such as family and friends between successful and unsuccessful candidates 1997-1998 for National Board Certification?

The 1997-1998 Education Leadership Oklahoma candidates were identified for this study by the program director of the Oklahoma Commission for Teacher Preparation (OCTP). The population was determined by including all ELO candidates from the list that completed the NBC process during 1997-1998. Of the 90 ELO candidates that completed the National Board Certification process, 39 teachers were successfully certified while 51 teachers were not.

The Education Leadership Oklahoma Participant Survey (ELOPS) was developed specifically for this study to collect information from ELO participants. The survey yielded both quantitative and qualitative data and was divided into seven sections. The first section provided demographic data concerning gender, ethnic identification, age, highest college degree achieved, number of years spent in the teaching field, and number of years employed by the district. The second section of the survey was designed to assess the respondent's perception of the importance of the eight orientation activities in beginning the NBC process. In the next section, the importance of the nine training

activities provided at the two-day ELO training held at Durant, Oklahoma on June 17-18, 1997 are examined. The fourth section asked the participants to indicate whether they participated in 14 different inservice activities and the importance of those inservice learning experiences to the completion of their NBC portfolio requirements. The fifth section assessed the importance of 23 possible mentoring activities in completing the NBC process.

Participants used a Likert-scale to indicate the importance of each activity in preparing for National Board Certification (NBC). In sections two and three the five-point scale included the response options of (1) not important, (2) not very important; (3) neither important nor unimportant; (4) important; and (5) very important. Section four and five had an additional option of "not apply," (NA) so respondents could note they had not participated in a particular learning activity. Each one of the above sections also included an open-ended question, which asked the participants to include any additional activities not listed in the ELOPS that were important to completing their portfolio.

The next two sections included only open-ended questions. The sixth section of the questionnaire focused on the kinds of support that the superintendent, principal, and other teaching colleagues provided that were perceived as helpful by the ELO candidates. The seventh and final section of the survey focused on the support provided by family, and other personal (non-educational) friends.

The data were collected through a mailed survey to ninety 1997-1998 Education Leadership Oklahoma candidates. Over a period of two months, 77 of the 90 participants (85%) completed and returned the survey. The 77 respondents included 36 successful candidates, and 41 unsuccessful candidates. Two follow-up strategies were used to

increase the number of responses. The first strategy consisted of a second letter mailed to the 1997-1998 ELO candidates; the second consisted of a phone call asking the teacher to return the survey as soon as possible.

Once all the surveys were in and analyzed, phone interviews were completed with five successful participants according to a predetermined interview protocol. The open-ended interview questions were developed to gain information about why certain activities were considered most important. These interviews were conducted to further clarify the most important ELO activities.

Quantitative and qualitative data were collected and analyzed to answer the research questions. Frequencies and percentages were used to analyze the demographic data. Means, standard deviations, frequencies and percentages were used to determine the importance of the ELO activities during the Orientation, Training, Other Training, and Mentoring components. Those activities with a mean of 4.0 or above were identified as important. The most important activities were determined by examining the combined percentages of the responses for the "important" and "very important"(I/VI) options. Those activities that achieved an I/VI combined percentage of 80% or more were identified as most important (Ennis, 1996).

Independent t-tests were used to determine if there were significant differences in the perception of the importance of the ELO activities to complete the NBC application between the successful and unsuccessful 1997-1998 ELO candidates. The level of significance was set at .05.

The open-ended questions were analyzed for common themes that indicated important support strategies using procedures recommended by Glesne and Peshkin

(1992) and Bogdan and Biklen (1982). Each response was transcribed into a word processor chart. A chart for each question was created for both the successful and unsuccessful group's responses. Following this, each chart was read a minimum of four times, searching for coding categories to organize the responses into patterns. Each response was then placed into a category and the pattern was noted. Finally, the categories and answers were compared between the successful and the unsuccessful groups.

Follow-up interviews were transcribed and the data were analyzed for common themes using the same qualitative procedures employed for the open-ended questions, (Glesne and Peshkin, 1992; Bogdan & Biklen ,1982). Responses to each of the interview questions were examined for common themes of why certain activities were important for successfully achieving National Board Certification.

Major Findings

In this section the population is described and the major findings are presented for each of the five questions.

Demographic Information

Frequencies and percentages were used to compare gender, ethnicity, degrees earned, age, number of years in the teaching field, and the number of years employed in their current district between the successful and unsuccessful groups. The two groups were similar in gender and ethnicity. Both groups had a large percentage of females and a very small percentage of males. Both groups identified themselves as mostly Caucasian with each group having less than 5% of participants identifying themselves as Native American. No other ethnicity was identified. In comparing highest degree earned

between the participants of the two groups, the successful group had close to 20% more participants with advanced degrees. By comparing means, the successful group was older by six years; had two more years of experience; and had taught in their current district one more year than the unsuccessful group.

Importance of the ELO Orientation Activities

The first research question asked the respondents to determine the degree of importance of eight orientation activities included in the Education Leadership Oklahoma Participant Survey (ELOPS). Responses on the Likert-type items related to the orientation activities indicated that the group of successful ELO respondents believed that none of the activities were important. The unsuccessful ELO candidates, however, believed that two of the eight Orientation activities were important. These two included providing information about the National Board for Professional Teaching Standards (NBPTS) and information concerning the financial support Oklahoma gave to ELO candidates. Neither of these items had a combined response of 80% on the "very important" and "important" options and therefore was not considered most important.

Both the successful and unsuccessful groups agreed on two other very important Orientation activities through their responses to the open-ended questions. The activities included, starting to network with other teachers and receiving a copy of the National Board Standards.

Importance of ELO Training Activities

The next research question asked the respondents to determine the degree of importance of 11 training activities conducted at Durant, Oklahoma on June 17-18, 1997 to prepare them for the process of completing NBC. The successful group reported that

eight of the 11 ELO Training activities included in the ELOPS were important (M = 4.0). Six of the eight training activities met the criteria for most important. The two important activities included: analyzing the standards with other candidates; and analyzing the entry directions with other candidates. The six activities determined to be "most important" were: the overview of the standards; analyzing the individual standards; reviewing National Certified Teacher's portfolios; questioning the National Certified Teachers; viewing videotapes of successful NBC applicants; and exploring of the portfolio materials for their area of NBC. The unsuccessful ELO respondents did not identify any of the training activities as important.

Again, both the successful and unsuccessful groups agreed on the other important activities reported through their responses to the open-ended questions about the ELO Training session. The first of these activities was networking with teachers, which was also mentioned as a very important activity during the Orientation session. The second activity was the development of the cohort group, which was related to the ELO mentoring program; this program is discussed later in the chapter.

Importance of Other Kinds of Training Activities

In addition to indicating the importance of the activities in the training, the respondents were also asked to identify the importance of 12 other kinds of inservice training they might have experienced in an effort to complete their portfolios. Both the successful and unsuccessful ELO respondents noted two inservice activities as important. Both, interacting with National Board Certified Teachers and, interacting with other teachers pursuing National Board Certification were reported as important. However, only the latter, interacting with other teachers pursuing NBC met the criteria of a most

important inservice activity. Again one sees the value placed on networking by these National Board candidates.

The successful and unsuccessful groups responses to the open-ended questions reported three very important activities not included in the survey instrument. This included: networking with teachers; attending Oklahoma Education Association ELO workshops; and having people read and edit their entries.

Importance of Mentoring Activities

The third research question dealt with determining the importance of 23 mentoring activities included in the ELOPS. Responses related to the 23 mentoring activities, indicated that neither the successful or unsuccessful ELO respondents considered any of the activities important in completing the National Board Certification process.

The successful and unsuccessful responses to the open-ended questions, however, did reveal that working with other teachers in the cohort group was a very important activity not included in the survey instrument. The teachers indicated the importance of working with other ELO candidates while participating in the NBC process. In addition, both groups reported that while their mentors gave of their time and experience to help during the NBC process, they lacked the necessary knowledge about the National Board requirements to be helpful.

Importance of Support from District Personnel

The fourth question dealt with determining the importance of support from the candidate's superintendent, principal, and teaching peers for completing NBC. Three open-ended questions, in the ELOPS asked the participant to explain how their school

personnel supported completing their portfolio materials. Following are the findings for each of these questions.

Superintendent

The successful and unsuccessful respondents reported that the superintendent support was very important in completing NBC through providing release time; verbal/emotional encouragement; and a letter of recommendation. The respondents revealed that time was a critical factor in completing NBC and superintendents had the power to grant this support. Many of the candidates indicated needing at least five days of release time to complete the National Board requirements. Another very important kind of support provided by the superintendent was verbal/emotional support. This type of support from the superintendent encouraged the principal and others in the district to support the National Board candidates and helped them understand the importance of the process for the district. The successful and unsuccessful groups also indicated that it was important that the superintendent provided a letter of recommendation for them when they applied for the ELO scholarship.

There was one other area of support from the superintendent that only the successful candidates reported. The superintendent of the successful candidates were much more likely to provide their teachers with access to such things as computers, video equipment. curriculum materials, postage, and transportation to training and/or cohort group meetings.

Some respondents in both groups noted that their superintendents were not supportive. Their responses revealed that superintendents who were not supportive were viewed as not being knowledgeable about the National Board process or its importance.

There were many more unsuccessful than successful candidates that reported their superintendents failed to support their efforts to become nationally certified.

Principal

The successful and unsuccessful respondents reported three areas of support provided by their principals that was very important. These included providing release time, tangible support, and a letter of recommendation. Supportive principals allowed teachers to use release time to prepare their National Board portfolio materials. Supportive principals also provided tangible support by giving the candidate access to computers, video equipment, and copy machines. In addition principals provided some candidates the use of the school secretary's time to type their NBC entries and/or personnel to videotape their classroom instruction.

Again, some successful and unsuccessful respondents indicated they did not receive support from their principal. The unsuccessful candidates were more likely than the successful candidates to report that their principals were not supportive. When the principal was not supportive, it tended to be in a district that the superintendent was also not supportive. Like the superintendents who were not supportive, principals who were not supportive were viewed by the candidates as not being knowledgeable about National Board Certification.

Teaching Peers

The successful and unsuccessful respondents revealed the support provided by teaching peers was very important in two ways. The first was providing assistance such as reading and editing portfolio and videotaping entries. The second was providing verbal/emotional encouragement. The respondents indicated that their peers were often

the most supportive people at their school site. However, there were respondents in both groups that reported that some of their teaching peers were not supportive of their NBC efforts. Several of the ELO candidates revealed that their teaching peers seemed jealous or resentful of their efforts to achieve NBC.

Importance of Support from Family and Friends

The fifth research question dealt with determining the importance of support from the candidate's family and friends. Two open-ended questions in the ELOPS asked the participant to explain how their family and friends supported their efforts in completing their portfolio materials.

Family

The successful and unsuccessful respondents reported that family support in three areas was very important. These included providing resources, direct entry support, and verbal/emotional encouragement. Supportive family members understood the candidates could not take part in all of their usual family activities such as household chores and family entertainment. They also provided resources such as space to work, access to the family computer and the family video camera. Family members also helped to read and edit portfolio entries and assisted in videotaping. The last area of important support provided by the family was verbal/emotional encouragement.

Friends

The successful and unsuccessful respondents reported that the same three kinds of support were important from friends as those from the family. These included providing resources, direct entry assistance; and verbal/emotional encouragement. The respondents revealed that of the three, verbal/emotional encouragement was the most important kind

of support needed from friends. Some candidates reported negative responses from their friends toward their efforts to achieve National Board Certification.

Conclusions

This study identified and discussed the types of support provided by the Education Leadership Oklahoma program that differentiated between the successful and unsuccessful National Board for Professional Teaching Standards certification candidates from Oklahoma. The Education Leadership Oklahoma Participant Survey included 54 activities that were gleaned from the ELO program. Additionally, nine open-ended questions were provided for respondents to explain other kinds of important support activities that were provided to them while completing National Board Certification. Interviews with five successful candidates provided the researcher with data to clarify the most important responses to the instrument.

As a result of this study, the following conclusions were drawn. The first conclusion is an overall conclusion from the study, while the other five conclusions address each of the specific research questions.

1. The 1997-1998 Education Leadership Oklahoma candidates perceived the most important support in pursuing National Board Certification was networking with other teachers. This type of support was reported in the Orientation, Training, Other Kinds of Training, Mentoring and in the teaching peer support sections of the ELOPS respondent data.
2. There were no significant differences in the perceptions of the importance of the Orientation component or individual activities between the successful and unsuccessful 1997-1998 ELO candidates. However, both

groups perceived that starting to network with other teachers and receiving a copy of the National Board standards were important activities that occurred during the Orientation session.

3. There were no significant differences in the perceptions of the importance of the Training component between the successful and unsuccessful 1997-1998 ELO candidates with the exception of one individual activity. There was statistical significant difference concerning one of the activities, that was viewing portfolio materials of nationally certified teachers. In addition the successful group perceived 8 of the 11 training activities to be important, while the unsuccessful group did not perceive any of the training activities as important.

4. There were no significant differences in the perceptions of the importance of the Mentoring component between the successful and unsuccessful 1997-1998 ELO candidates. There were six individual activities that the unsuccessful group rated significantly more important than the successful group, but none of these activities were considered important by either group. It appears the reason the mentors were not as effective as expected was that they were not knowledgeable of the National Board Certification process in enough detail to be helpful.

5. There were no differences in the perceptions of the importance of district personnel support between the successful and unsuccessful ELO candidates. Both groups reported that it was important for the principal and superintendent to provide candidates with verbal/emotional support

and access to district resources and equipment during the National Board Certification process. When principal and superintendent were not supportive it appears this was due to the fact they did not understand the National Board Certification process or its value to teachers and the district. The unsuccessful group were more likely to report their superintendents and principals were not supportive Peer teacher support was also perceived as very important, particularly in providing verbal/emotional support, editing entries, and assisting in video taping classroom instruction.

6. There were no differences in the perceptions of the importance for support from family, friends, and community between the successful and unsuccessful 1997-1998 ELO candidates. Both groups perceived this support as very important particularly with exempting the candidate from their normal family obligations to spend time with family members and fulfill household responsibilities. In addition, family members were supportive by editing entries, and assisting the candidates in video taping their classroom instruction. Friends were perceived as very important to both the successful and unsuccessful groups by providing verbal/emotional support and assistance of editing entries and videotaping classroom instruction.

Recommendations

The following is a presentation of recommendations from the study. First, possible actions for the Oklahoma Commission for Teacher Preparation (OCTP), and

institutions of higher learning are presented. Next, recommendations for further study are identified.

1. As cited in the conclusion of the study, respondents from all groups surveyed indicated that the most meaningful experience in terms of preparing for the National Board portfolio occurred in the informal discussion session that was a part of the networking. Therefore, the OCTP Orientation session needs to be modified to include structured Orientation activities that increase the opportunity for National Board Candidates to network with other teachers pursuing NBC and with National Board Certified Teachers. By providing structured activities at the onset of training, teachers will begin to get involved immediately with the certification process. Small group discussions should be facilitated with national certified teachers leading small groups of candidates. The candidate groups should be divided in a variety of ways so that networking with other teachers can be maximized. Small groups discussion should be encouraged in like groups such as: certification; student age grouping, (early childhood, middle childhood, early adolescence, and adolescence to young adulthood); and location. Discussions should be led by questions that increase the opportunity for networking and understanding how to begin the National Board Certification process.
2. Respondents viewed the majority of training activities as beneficial. Eight of the eleven training activities were perceived to be important with six of these activities perceived as most important. These activities should be

maintained and expanded. However, NBCTs should be included as the facilitators of the training so that candidates in each certification area has an experienced person that can assist them as they learn how to begin the process. The training should be expanded to allow cohort groups the opportunity to organize and initiate teambuilding activities. Specific tasks should be provided as goals to accomplish by deadlines and tentative meeting dates should be set for future cohort meetings. In addition, more time should be provided for candidates to engage in the activities identified as most important these include: the overview of the standards; analyzing the individual standards; reviewing National Certified Teacher's portfolios; questioning the National Certified Teachers; viewing videotapes of successful NBC applicants; and exploring of the portfolio materials for their area of NBC.

3. Because networking with other candidates and NBC teachers was perceived to be the most important type of support in the ELO program, a systematic plan should be developed for opportunities to increase networking of ELO candidates and NBCTs. These opportunities might include such things as: adding structured activities to the Orientation and Training sessions as stated above; establishing cohort meetings dates that have teleconferencing capabilities; partnering with OEA training sessions for expanded networking, and computer chat rooms. A plan to monitor and evaluate these interactions should be developed and implemented. National Board Certified Teachers should have the opportunity to apply

for the position of coordinator of these activities in their area of the state. The entire process of national certification should be the responsibility of these National Board Certified Teachers, candidates for national certification, and other teachers who are concerned with establishing teaching as a profession, as one of the tenets of a profession includes a membership that is self-perpetuating and self governed.

4. Mentors for National Board Certification must be trained in effective mentor strategies to increase the effectiveness of their assistance. Because National Board Certification requires in-depth knowledge of the process it is further recommended that National Board Certified Teachers in Oklahoma act as mentors and that they receive training on teambuilding and peer coaching to enhance their ability to assist candidates. In addition, training skills should focus on such strategies as: building and maintaining relationships through trust, respect, and professionalism; gathering and diagnosing data about teaching; helping others fine-tune their professional skills; enhancing teachers grasp of subject matter; locating and acquiring resources; assisting in expanding other's repertoire of teaching modalities; guiding their mentees through the process of reflecting on decisions and actions; and encouraging them to construct their own informed teaching and learning approaches (Portner, 1998, p 7-9).

5. The candidates reported that administrative support was critical. They perceived that if administrators understood the process, they would be more appreciative and understand the relevancy of the process to

improving student learning. Because of the importance for superintendents and principals to be knowledgeable about the National Board Certification process and the importance of it to the school district, multiple inservice opportunities should be provided to these administrators. Additionally, administrators need to understand their important role in National Board Certification. As a part of the team, the administrators becomes an integral force in moving the NBPTS process forward. This will result in greater participation as well as encourage other faculty members to support and assist those teachers pursuing National Board Certification.

Informational sessions should be provided at the following: The Oklahoma Summer Administrator Conference sponsored by the State Department of Education; The Cooperative Council of Oklahoma School Administrators (CCOSA) Spring Elementary Principal Conference; The CCOSA Spring Secondary Principal Conference; The CCOSA Superintendent Conference; CCOSA School Board Conference. Administrators should be provided with information on how National Board Certified Teachers improve the professionalism of themselves and other teachers by dialoging with others in their district and teachers across the nation about issues of accomplished practice. In addition, activities should be developed that inform the administrators of the National Board's standards of accomplished teaching and how these standards are evidenced in practice. Administrators should be encouraged to recognize

the positive impact that clear, concise standards will have on the school district and how these standards can help them observe and document the district teachers' professional growth. These sessions should include information on the importance of providing verbal/emotional support, release time to work on portfolio materials, and tangible support such as access to computers, video equipment, and district resources.

6. The new 2001 National Council for Accreditation of Teacher Education (NCATE) requirements mandate that teacher preparation faculties develop their curriculum based on the standards of NBPTS. Therefore, higher education faculties should have opportunities to work with Oklahoma National Board Certified Teachers (NBCTs). The higher education faculty and NBCTs should collaboratively develop a curriculum that enables pre-service teachers to begin their instructional practice with the understanding of what accomplished practice "looks like." Teacher preparation programs should also establish a continuum that provides pre-service teachers with the educational background to develop their practice toward accomplished teaching, and graduate programs should assist teachers to successfully achieve National Board Certification.

7. Informational meetings or materials should be developed for the ELO candidate's family and friends. During the training for new Education Leadership Oklahoma Candidates, NBCTs should provide candidates with information on what kind of support is needed from family and friends and how to garner this support. In addition, information sessions should be

developed for interested family members of candidates. This should be offered at the Durant Training for those family members that accompany the candidates. In addition, the learning opportunity should be repeated several times at various locations in the state at the beginning of the school year so that family and friends may have an opportunity to learn about their role in facilitating the candidate's National Board Certification process.

Recommendations for Further Study

It is recommended that further studies be conducted in order to extend the findings of this study. The following is provided as examples:

1. Using the activities in this study, conduct other studies with National Board Certification candidates to determine the level of generalizability of these findings.
2. Determine the extent to which teachers improve their practice as a result of participating in NBC. The National Board Certification process provides teachers with specific standards that indicate what highly accomplished teachers know and are able to do. Teachers have provided anecdotal information inferring their instructional practice was improved because they participated in the National Board Certification process. Not only do the teachers that achieve National Board Certification indicate this, many teachers who have not yet achieved certification also report that this process was very valuable in improving their instructional practice.

3. Examine the effects NBCTs (National Board Certified Teachers) have on student learning. Darling-Hammond (2000) indicates that the number one factor to increase student learning is to have a highly capable teacher in the classroom. The researcher continues that even though it is important for a teacher to know the instructional content, it is more important for a teacher to know how to teach. Studies that provide evidence that quality instruction increases student achievement should provide policy makers with needed information to ensure every child a competent, capable, and caring teacher.

4. Examine the effects NBCTs have on increasing professionalism of teachers in their school. Rotberg, Futrell, and Lieberman (1998) provided evidence that teachers who participated in National Board Certification believed that the process improved their professionalism. For many teachers professionalism includes status, autonomy, and control (Josefsberg, 1993). Base on these findings, it is prudent to examine the progression of candidate's professionalism as they participate in National Board Certification.

5. Compare state support programs for National Board Certification. With 49 states providing some type of support for National Board Certification and many of these states providing significant financial support, it is appropriate to examine the support programs of those states with the highest percentage of successful National Board Certified Teachers.

These programs should be analyzed to discover strategies that will enable teachers to successfully complete National Board Certification.

6. Conduct a study of the impact cohort groups has on improving teacher's instructional practice. Because participating in a cohort group was identified as a most important activity by the ELO candidates it is important to examine what processes the teachers engaged in that enabled them to be successful.

Summary

This chapter reviewed the study, the findings, the conclusions, and provided recommendations for action and for further study. The results of this study provided data, which identified important support activities to provide to National Board Certification candidates.

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APPENDICES

APPENDIX A

APPLICATION FORM

OKLAHOMA CANDIDATE SELECTION PANEL FOR THE NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS (NBPTS)

-----Application must be postmarked by April 21, 2000-----

Return to: *NBPTS Selection Panel*
Oklahoma Commission for Teacher Preparation
3033 N. Walnut, Ste 220E
Oklahoma City, OK 73105

PHASE I, Part A:

*Name*_____*SS#*_____
_____
Last *First* *Middle*

Home
*Address*_____

_____

*School*_____
*District*_____
Address

_____

_____

Home Phone ( ) _____ School Phone ( )
_____
Fax # ( ) _____ E-mail address
_____

Certification areas of National Board Certification (check one):

_____ Early childhood/Generalist (Student ages 3-8)
_____ Middle childhood/Generalist (Student ages 7-12)
_____ Early Adolescence/Generalist (Student ages 11-15)
_____ Early Adolescence/English Language Arts (Student ages 11-15)
_____ Early Adolescence through Young Adulthood/Art (Student ages 11-18)
_____ Adolescence and Young Adulthood/Math (Student ages 14-18)

APPENDIX B

National Board Certification Workshop

Southeastern Oklahoma State University
Student Union Building

Monday, June 16, 1997

8:00 - 9:00 a.m. Registration and Continental Breakfast

9:00 - 9:30 a.m. Welcome and Introductions
SOSU President Larry Williams, Senator Darryl Roberts, Dr. Donna Payne, Executive Director OCTP

9:30 - 10:30 a.m. Keynote Presentation
Kathy Wiebke, National Board Certified Teacher

10:30 - 11:45 a.m. Break

10:45 - 11:45 a.m. National Board Core Propositions and Standards
Mary Ryan Taras, State Relations Teacher in Residence

11:45 - 1:15 p.m. Lunch - Magnolia Room

1:15 - 2:30 p.m. National Board Standards
Joan Celestino, National Board Certified Teacher

2:30 - 2:45 p.m. Break

2:45 - 4:00 p.m. What's in the box? (Exploration of Portfolio)
Joan Celestino

7:00 - 9:00 p.m. Dinner - A National Perspective
Mary Ryan Taras, State Relations Teacher in Residence
Magnolia Room

Tuesday, June 17, 1997

8:00 - 9:00 a.m. Continental Breakfast

9:00 - 10:15 a.m. Writing About Teaching
Joan Celestino

10:15 - 10:30 a.m. Break

10:30 - 11:45 a.m. Videotape Analysis
?

11:45 - 1:00 p.m. Lunch - Effective Models of Collaboration and Support
?
Magnolia Room

1:00 - 2:00 p.m. Next Steps: Applications, Networking, Discussion

APPENDIX C

Education Leadership Oklahoma
Participant Survey

Section I

The first section of the **Education Leadership Oklahoma Participant Survey** involves responding to supplementary data about yourself and your practice. Please fill in the blank or circle
, as appropriate.
Age: ____ Highest: Degree Earned: ___B.A/B.S. ____ MA ____EdD/PhD

Gender: F M Ethnicity:_____

Number of Years as a Teacher:_____ Number of Years in current district:_____

Section II: Orientation (If you did not attend the orientation, please skip this part and go to Part III)
This section presents questions concerning the orientation to Education Leadership Oklahoma held at the Oklahoma State Capitol on May 11, 1997. Answer the following questions, based on how important the scheduled activities were for orienting you to begin National Board Certification. Please rate each activity using the response options below.

1.....2.....3.....4.....5.....
Not Important at All Not Very Important Neither Important/Unimportant Important Very Important

1. **Information from the presentations concerning** the program's assistance in informing others of the quality of Oklahoma's teachers.	1	2	3	4	5
2. Information from the presentation concerning National Board for Professional Teaching Standards	1	2	3	4	5
3. Information from the presentation concerning Oklahoma's progress in offering financial support for National Board Certification	1	2	3	4	5
4. Information from the presentation concerning the political perception of National Board Certification	1	2	3	4	5
5. Information from the presentation concerning the progress of National Board Certification in other states	1	2	3	4	5
6. Information about the National Board and National Board Certification video presentation	1	2	3	4	5

.....1.....2.....3.....4.....5.....				
Not Important at All	Not Very Important	Neither Important/Unimportant	Important	Very Important

7. Questioning the speakers during the question and answer session 1 2 3 4 5

8. Meeting with legislators. 1 2 3 4 5

9. What other things were helpful during the orientation in preparing for National Board Certification? (Use the back of this page if you need more space)

<u>Section III</u>: Training (If you did not attend the 2-day training at Durant, please skip this part and go to section IV).

This section relates to activities presented at the Durant training for Education Leadership Oklahoma, held on June 17-18, 1997. Answer the following questions, based on how important the scheduled activities were for your preparing for National Board Certification. Please rate each activity using the response options at the top of the page.

10. Overview of the standards 1 2 3 4 5

11. Analyzing the standards 1 2 3 4 5

12. Brainstorming ways of meeting the standards 1 2 3 4 5

13. Analyzing the standards with other candidates 1 2 3 4 5

14. Reviewing National Certified Teacher's portfolios 1 2 3 4 5

15. Practicing reflective writing 1 2 3 4 5

16. Questioning the National Certified Teachers 1 2 3 4 5

17. Exploring of the portfolio materials from NBPTS 1 2 3 4 5

18. Analyzing of the entry directions with other candidates 1 2 3 4 5

19. Viewing videotapes of former applicants 1 2 3 4 5

20. Completing an analysis of the videotape developed by a previous applicant for National Board Certification 1 2 3 4 5

21. Please list any other activities conducted during the two-day training that was important to the development of your portfolio materials. (Use the back of this page if you need more space)

Part IV: Other kinds of Preparation:This section presents activities that may have been helpful in developing materials for National Board Certification. Answer the following questions, based on how important the activities were for National Board Certification. Please rate each activity using the response options below.

.....1.....2.....3.....4.....5.....NA.....					
Not Important at All	Not Very Important	Neither Important/Unimportant	Important	Very Important	Not Apply

How important were any of the following activities in developing your materials for National Board Certification?

22. Reading books and material on portfolio development	1	2	3	4	5	NA
23. Reading books and material on curriculum issues	1	2	3	4	5	NA
24. Reading books and material on instructional strategies NA	**1**	**2**	**3**	**4**	**5**	
25. Reading books and material on curriculum standards	1	2	3	4	5	NA
26. Attending workshops or additional training on instructional strategies	1	2	3	4	5	NA
27. Attending workshops or additional training on curriculum issues	1	2	3	4	5	NA
28. Attending workshops or additional training on videotaping	1	2	3	4	5	NA
29. Attending workshops or additional training on reflective/analytical writing	1	2	3	4	5	NA

30. Interacting with other teachers pursing National	1	2	3	4	5	NA
.....1.....2.....3.....4.....5.....NA.....						
Not Important at All Not Very Important Neither Important/Unimportant Important Very Important Not Apply						
31. Interacting with National Certified Teachers	1	2	3	4	5	NA
32. Interacting with other educators	1	2	3	4	5	NA
33. Contacting the Oklahoma Commission for Teacher Preparation	1	2	3	4	5	NA

34. Please list any other activity that was important to you in developing your portfolio materials for National Board Certification. (Use the back of this page if you need more space)

Part V: Mentor and Support Group (If you did not participate in a support group, please skip this portion of the survey)

The support groups were designed to provide you on-going support to achieve National Board Certification, the following are some things that were provided by some university mentors for support groups. Answer the following questions, based on how important the following mentoring activities were in your preparing for National Board Certification. Please rate each activity using the response options below.

35. Providing time to meet	1	2	3	4	5	NA
36. Providing access to consultant(s)	1	2	3	4	5	NA
37. Providing access to support materials	1	2	3	4	5	NA

38. Keeping group meeting focus	**1**	**2**	**3**	**4**	**5**	**NA**
39. Establishing timelines for task completion	1	2	3	4	5	NA
40. Providing access to word-processors/computers for completing entries	1	2	3	4	5	NA
41. Providing assistance with video-taping techniques	1	2	3	4	5	NA
42. Helping with analyzing of video-tapes	1	2	3	4	5	NA
43. Reading and providing feedback on entries by mentors	1	2	3	4	5	NA
44. Reading and providing feedback on entries by cohort members	1	2	3	4	5	NA

Research suggests that mentors can assist others in the following ways. To what extent did your mentors provide the following?

45. Providing exposure to new ideas	1	2	3	4	5	NA
46. Providing access to key personnel	**1**	**2**	**3**	**4**	**5**	**NA**
47. Helping to protect you from damaging situations	**1**	**2**	**3**	**4**	**5**	**NA**
48. Providing challenging opportunities	**1**	**2**	**3**	**4**	**5**	**NA**
49. Facilitating opportunities for reflection		**1**	**2**	**3**	**4**	**5** **NA**
50. Helping to build your confidence	**1**	**2**	**3**	**4**	**5**	**NA**
51. Facilitating opportunities to gain competence		**1**	**2**	**3**	**4**	**5** **NA**
52. Fostering collegiality	**1**	**2**	**3**	**4**	**5**	**NA**
53. Providing on-going assistance	**1**	**2**	**3**	**4**	**5**	**NA**
54. Fostering mutual respect and professionalism		**1**	**2**	**3**	**4**	**5** **NA**
55. Assisting in fine-tuning professional skills	**1**	**2**	**3**	**4**	**5**	**NA**
56. Guiding decision making		**1**	**2**	**3**	**4**	**5** **NA**
57. Fostering self-reliance	**1**	**2**	**3**	**4**	**5**	**NA**

58. Please list any other activities involving the support group and/or mentor that were important to you in developing your portfolio materials. (Use the back of this page if you need more space)

Part VI: Support from District and/or Site Administrators, Peers

Please answer the following questions in your own words. Your answers should reflect whether these activities are important enough to encourage similar support for future Education Leadership Oklahoma participants.

59. Explain how your superintendent was supportive of your efforts to participate in National Board Certification. (Use the back of this page if you need more space)

60. Explain how your principal was supportive of your efforts to participate in National Board Certification. (Use the back of this page if you need more space)

61. Explain how your teaching peers were supportive of your efforts to participate in National Board Certification. (Use the back of this page if you need more space)

Part VII. Support of Family and/or Friends

Please answer the following questions in your own words. Your answers should reflect whether these activities are important enough to encourage similar support for future Education Leadership Oklahoma participants.

62. Explain how your family supported your efforts in preparing you National Board Certification materials? (Please use the back of this page if you need more space)

63. Explain how your friends supported your efforts in preparing you National Board Certification materials? (Please use the back of this page if you need more space)

Thank you for your time and assistance. Please use the stamped, addressed envelope to return the questionnaire to: Gayla Hudson, 3033 N. Walnut, Suite 220E, Oklahoma City, Oklahoma 73105

APPENDIX D

Appendix D

GAYLA BAYLIS-HUDSON

July 9, 1999

Dear State Administrator:

Thank you for agreeing to participate in a study of Education Leadership Oklahoma (ELO), a state funded support scholarship program for teachers pursuing National Board for Professional Teaching Standards certification. I intend to seek the opinion of administrators of state programs that support National Board Certification.

The intent of this study is to determine what, if any, component of the support provided to the 1997-1998 ELO candidates were important to them in completing this process. Your assistance in determining content validity for the instrument, which I have created, for this study will be most helpful to me and to others interested in this topic. Your task is to indicate your acceptance or rejection of survey items based upon whether you believe each item represents the domain of content selected as the background for this study. In this case, the domain of content is training, mentoring, and support strategies.

Your extensive training, experience, and teaching in the area of National Board Certification make you extremely qualified as an expert to judge the items in this survey. As you know, providing effective training and support is key to achieving maximum benefits from the National Board for Professional Teaching Standards and its certification process.

I am deeply appreciative of your willingness to participate in a validity check of items on the Education Leadership Oklahoma Survey. Your immediate attention to the task is requested. Please call me if you have questions or comments about this request, the task, or the study in general.

Sincerely,

Gayla Hudson

3033 NORTH WALNUT, SUITE 220 E, OKLAHOMA CITY, OKLAHOMA• 73105
PHONE: 405-525-5612• FAX: 405-525-0373

Content Validity Appraisal
Of
Education Leadership Oklahoma
Participant Survey

Effective support for those who chose to apply for National Board for Professional Teaching Standards is suggested in studies of professional development, mentoring, and support groups. Such studies provided the backdrop for a study of support provided for the 1997-1998 Education Leadership Oklahoma.

As an expert in the field of National Board Certification and teacher support, your opinion about the strength of the following items as being representative of the literature is important.

Please check "yes" or "no" next to each item to indicate whether or not you agree that the item represents the domain of content of support for National Board Certification applicants. Or strike out, add, or combine words or items that better reflect the meaning of the literature.

Part I: Supplementary Data

The first part of the **Education Leadership Oklahoma Participant Survey** involves responding to supplementary data about yourself and your practice. In addition, there are three questions relating to your reason of establishing the goal of seeking National Board for Professional Teaching Standards Certification and why you became involved in Education Leadership Oklahoma. Please circle the number or fill in the blank, as appropriate.

Age: ____ Yes _____ No _____

Highest Degree Earned: ___B.A/B.S. ____ MA ____Ed.D./PhD
Yes _____ No _____Y
Gender: ___ Female ___ Male Ethnicity:_____
Yes _____ No _____ Yes _____ No _____

Number of Years as a Teacher:_____ Number of Years in current district:_____
Yes _____ No _____ Yes _____ No _____

Part II: Orientation (If you did not attend the orientation, please skip this part and go to Part II)

Information from the presentations concerning the program's assistance in informing others of the quality of Oklahoma's teachers. Yes _____ No _____

Information from the presentation concerning National Board for Professional Teaching Standards Yes _____ No _____

Information from the presentation concerning Oklahoma's progress in offering financial support for National Board Certification Yes _____ No _____

Information from the presentation concerning the political perception of National Board Certification Yes _____ No _____

Information from the presentation concerning the progress of National Board Certification in other states Yes _____ No _____

Information about the National Board and National Board Certification video presentation Yes _____ No _____

Questioning the speakers during the question and answer session Yes _____ No _____

Meeting with legislators. Yes _____ No _____

What other things were helpful during the orientation in preparing for National Board Certification? (Use the back of this page if you need more space)

Yes _____ No _____

Part III Training:

How important were any of the following activities in developing your materials for National Board Certification?

Overview of the standards Yes _____ No _____

Analyzing the standards Yes _____ No _____

Brainstorming ways of meeting the standards? Yes _____ No _____

Analyzing the standards with other candidates Yes _____ No _____

Reviewing National Certified Teacher's portfolios? Yes _____ No _____

Practicing reflective writing? Yes _____ No _____

Questioning the National Certified Teachers? Yes _____ No _____

Exploring of the portfolio materials from NBPTS Yes _____ No _____
Analyzing of the entry directions with other candidates Yes _____ No _____

Viewing videotapes of former applicants Yes _____ No _____

Completing an analysis of the videotape developed
by a previous applicant for National Board Certification Yes _____ No _____

Please list any other activities conducted during the two day training that was important to the development of your portfolio materials. (Use the back of this page if you need more space) Yes _____ No _____

Part IV Other Kinds of Preparation:

How important were any of the following activities in developing your materials for National Board Certification?

Reading books and material on portfolio development Yes _____ No _____

Reading books and material on curriculum issues Yes _____ No _____

Reading books and material on instructional strategies Yes _____ No _____

Reading books and material on curriculum standards Yes _____ No _____

Attending workshops or additional training on
instructional strategies Yes _____ No _____

Attending workshops or additional training on
curriculum issues Yes _____ No _____

Attending workshops or additional training on
videotaping Yes _____ No _____

Attending workshops or additional training on
reflective/analytical writing Yes _____ No _____

Interacting with other teachers pursing National

Certification Yes _____ No _____

Interacting with National Certified Teachers Yes _____ No _____

Interacting with other educators Yes _____ No _____

Contacting the Oklahoma Commission for Teacher Preparation Yes _____ No _____

Please list any other activity that was important to you in developing your portfolio materials for National Board Certification. (Use the back of this page if you need more space)

Yes _____ No _____

Part V: Mentor and Support Group

1.. The cohort groups were designed to provide you on-going support to achieve National Board Certification, the following are some things that were provided by some university mentors for support groups.

Providing time to meet Yes _____ No _____

Providing access to consultant(s) Yes _____ No _____

Providing access to support materials Yes _____ No _____

Keeping group meeting focus Yes _____ No _____

Establishing timelines for task completion Yes _____ No _____

Providing access to word-processors/computers for completing entries Yes _____ No _____

Providing assistance with video-taping techniques Yes _____ No _____

Help with analyzing of video-tapes Yes _____ No _____

Reading and providing feedback on entries by mentors Yes _____ No _____

Reading and providing feedback on entries by cohort members Yes _____ No _____

Providing exposure to new ideas Yes _____ No _____

Providing access to key personnel Yes _____ No _____

Helping to protect you from damaging situations **Yes** _____ **No** _____

Providing opportunities to challenge me and risk-taking **Yes** _____ **No** _____

Providing challenging opportunities for growth **Yes** _____ **No** _____

Helping you to gain competence **Yes** _____ **No** _____

Facilitating opportunity for you to reflect Yes _____ No _____

Please list any other activities involving the support group and/or mentor that were important to you in developing your portfolio materials. (Use the back of this page if you need more space)

Yes _____ No _____

Part VI: Support from District and/or Site Administrators, Peers

Your answers should reflect whether these activities are important enough to encourage administrators to provide them for future Education Leadership Oklahoma participants.

Explain how your superintendent was supportive of your efforts to participate in National Board Certification. (Use the back of this page if you need more space)

Yes _____ No _____

Explain how your principal was supportive of your efforts to participate in National Board Certification. (Use the back of this page if you need more space)

Yes _____ No _____

Explain how your peers were supportive of your efforts to participate in National Board Certification. (Use the back of this page if you need more space)

Yes _____ No _____

Part VII. Support of Family and/or Friends

Your answers should reflect whether these activities are important enough to encourage support for future Education Leadership Oklahoma participants. Please circle the appropriate answer to questions one and three and answer questions two and four with your reflections.

1. Explain how your family supported your efforts in preparing you National Board Certification materials? (Please use the back of this page if you need more space)

Yes _____ No _____

2. Explain how your friends supported your efforts in preparing you National Board Certification materials? (Please use the back of this page if you need more space)

Yes _____ No _____

Please suggest other strategies that I may not have noted in the literature:

Expert's Name:_____

Date: _____

Thank you for your time and assistance. Please use the stamped, addressed envelope to return the questionnaire to: Gayla Hudson, 3033 North Walnut, Suite 220 E, Oklahoma City, Oklahoma 73105

APPENDIX E

Appendix E

GAYLA BAYLIS HUDSON

August 9, 1999

Dear Education Leadership Oklahoma Participant:

Thank you for agreeing to participate in a study of Education Leadership Oklahoma (ELO), a state funded support scholarship program for teachers pursuing National Board for Professional Teaching Standards certification. I intend to seek the opinion of 1998-1999 participants of Education Leadership Oklahoma.

The intent of this study is to determine what, if any, component of the support provided to the 1997-1998 ELO candidates were important to them in completing this process. The task at hand is to determine the overall clarity, readability, and presentation design of the instrument and to report your general sense of comfort with the directions. I am asking you to assist in my study because I respect your opinion, trust your judgment, and believe that you will complete the task in a prompt and forthright manner.

Thank you for your assistance and for the support and encouragement that it provides as I pursue a long overdue goal—the completion of the degree of Doctor of Education at the University of Oklahoma.

Sincerely,

Gayla Hudson

3033 NORTH WALNUT, SUITE 220 E
OKLAHOMA CITY, OKLAHOMA 73105

APPENDIX F

Appendix F

Clarity, Readability, and Format Design Appraisal
Education Leadership Oklahoma
Participant Survey

Section I Background Information

Please Indicate your level of satisfaction with the items in the Background Information section of the instrument using the following criteria. Place a check in either the "Satisfactory" or "Unsatisfactory" space provided. Thank you for your assistance.

	Satisfactory	Unsatisfactory
Directions are clear and lead the respondent toward an understanding of how to proceed.	_____	_____
Questions were formulated to be understandable.	_____	_____
Format provides a sense of ease for making responses.	_____	_____

Please offer suggestions for improvement

Clarity, Readability, and Format Design Appraisal
Education Leadership Oklahoma
Participant Survey

Section II - Orientation

Please Indicate your level of satisfaction with the items in the Background Information section of the instrument using the following criteria. Place a check in either the "Satisfactory" or "Unsatisfactory" space provided. Thank you for your assistance.

	Satisfactory	Unsatisfactory
Directions are clear and lead the respondent toward an understanding of how to proceed.	_____	_____
Questions were formulated to be understandable.	_____	_____
Format provides a sense of ease for making responses.	_____	_____

Please offer suggestions for improvement

Clarity, Readability, and Format Design Appraisal
Education Leadership Oklahoma
Participant Survey

Section III - Training

Please Indicate your level of satisfaction with the items in the Background Information section of the instrument using the following criteria. Place a check in either the "Satisfactory" or "Unsatisfactory" space provided. Thank you for your assistance.

	Satisfactory	Unsatisfactory
Directions are clear and lead the respondent toward an understanding of how to proceed.	_____	_____
Questions were formulated to be understandable.	_____	_____
Format provides a sense of ease for making responses.	_____	_____

Please offer suggestions for improvement

Clarity, Readability, and Format Design Appraisal
Education Leadership Oklahoma
Participant Survey

Section IV – Other Kinds of Preparation

Please Indicate your level of satisfaction with the items in the Background Information section of the instrument using the following criteria. Place a check in either the "Satisfactory" or "Unsatisfactory" space provided. Thank you for your assistance.

	Satisfactory	Unsatisfactory
Directions are clear and lead the respondent toward an understanding of how to proceed.	_____	_____
Questions were formulated to be understandable.	_____	_____
Format provides a sense of ease for making responses.	_____	_____

Please offer suggestions for improvement

Clarity, Readability, and Format Design Appraisal
Education Leadership Oklahoma
Participant Survey

Section V – Mentor/Support Groups

Please Indicate your level of satisfaction with the items in the Background Information section of the instrument using the following criteria. Place a check in either the "Satisfactory" or "Unsatisfactory" space provided. Thank you for your assistance.

	Satisfactory	Unsatisfactory
Directions are clear and lead the respondent toward an understanding of how to proceed.	_____	_____
Questions were formulated to be understandable.	_____	_____
Format provides a sense of ease for making responses.	_____	_____

Please offer suggestions for improvement

Clarity, Readability, and Format Design Appraisal
Education Leadership Oklahoma
Participant Survey

Section VI – Support from District Educators

Please Indicate your level of satisfaction with the items in the Background Information section of the instrument using the following criteria. Place a check in either the "Satisfactory" or "Unsatisfactory" space provided. Thank you for your assistance.

	Satisfactory	Unsatisfactory
Directions are clear and lead the respondent toward an understanding of how to proceed.	_____	_____
Questions were formulated to be understandable.	_____	_____
Format provides a sense of ease for making responses.	_____	_____

Please offer suggestions for improvement

Clarity, Readability, and Format Design Appraisal
Education Leadership Oklahoma
Participant Survey

Section VII – Support of Family and/or Friends

Please Indicate your level of satisfaction with the items in the Background Information section of the instrument using the following criteria. Place a check in either the "Satisfactory" or "Unsatisfactory" space provided. Thank you for your assistance.

	Satisfactory	Unsatisfactory
Directions are clear and lead the respondent toward an understanding of how to proceed.	_____	_____
Questions were formulated to be understandable.	_____	_____
Format provides a sense of ease for making responses.	_____	_____

Please offer suggestions for improvement

APPENDIX G

Appendix G

GAYLA BAYLIS HUDSON

April 25, 2000

Dear ELO Participant :

I am engaged in a study of components provided to you as a participant in Education Leadership Oklahoma (ELO). As you know, ELO is a state funded support scholarship program for teachers pursuing National Board for Professional Teaching Standards certification.

The intent of this study is to determine what, if any, component of the support provided to you as a candidate in the ELO program was important in completing this process. All ninety-one candidates that completed the process in 1998 are requested to complete the enclosed survey. The estimated amount of time to complete this survey is between 30 minutes and 1 hour. I am asking you to assist in my study because I respect your opinion, trust your judgement, and believe that you will complete the task in a prompt and forthright manner.

Thank you for your assistance and for the support and encouragement that it provides as I pursue a long overdue goal—the completion of the degree of Doctor of Education at the University of Oklahoma.

Sincerely,

Gayla Hudson

3033 NORTH WALNUT,SUITE 220, OKLAHOMA CITY, OK 73105
PHONE: 405-598-8639 • FAX: 405-598-8395

APPENDIX H

Appendix H

GAYLA BAYLIA HUDSON

April 25, 2000

Dear ELO Participant :

A few weeks ago, you received a letter and a survey from me. Please respond to the enclosed survey, and return it and the consent form. I am engaged in a study of components provided to you as a participant in Education Leadership Oklahoma (ELO). As you know, ELO is a state funded support scholarship program for teachers pursuing National Board for Professional Teaching Standards certification. Your help would be very appreciated.

The intent of this study is to determine what, if any, component of the support provided to you as a candidate in the ELO program was important in completing this process. All ninety-one candidates that completed the process in 1998 are requested to complete the enclosed survey. The estimated amount of time to complete this survey is between 30 minutes and 1 hour. I am asking you to assist in my study because I respect your opinion, trust your judgement, and believe that you will complete the task in a prompt and forthright manner.

Thank you for your assistance and for the support and encouragement that it provides as I pursue a long overdue goal—the completion of the degree of Doctor of Education at the University of Oklahoma.

Sincerely,

Gayla Hudson

3033 NORTH WALNUT,SUITE 220, OKLAHOMA CITY, OK 73105
PHONE: 405-598-8639 • FAX: 405-598-8395

APPENDIX I

Appendix I

Follow-up Phone
Interview Protocol
And Opening Questions

I. Opening

A. Greeting and Reintroduction

B. Appreciation for Response to the Survey

C. Purpose of the Interview

D. Explicit Statement of Intended Interview Length

E. Permission for Recording

II. Interview Questions

A. The open-ended question for the Orientation Section revealed that you and other ELO respondents indicated some things as important during the Orientation:

Could you elaborate on why you believe this is so?

1. Networking with teachers

You and the other respondents spoke of the importance of networking with other teachers in several of the other sections. How was networking with other teachers different during:

2. Training?

3. Other kinds of training?

You and other ELO respondents indicated receiving a copy of the standards as helpful during the Orientation:

4. Could you elaborate on why you believe this is so?

B. You and other ELO respondents identified two most important training activities that focused on studying the standards. Could you elaborate on why you believe this is so?

5. Overview of the standards *

6. Analyzing the standards *

You and the other ELO respondents identified two most important activities during the training that concerned working with National Board Certified Teachers.

Could you elaborate on why you believe this is so?

7. Reviewing National Board Certified Teacher's portfolios

8. Questioning the National Board Certified Teachers *

You and the other ELO respondents identified three important activities during the training that concerned analyzing the portfolio materials.

Could you elaborate on why you believe this is so?

9. Exploring of the portfolio materials from NBPTS *

10. Viewing videotapes of former applicants *

C. The open-ended question for the Other Kinds of Training Section revealed that you and other ELO respondents indicated three other things as helpful during the Other Kinds of Training:

11. Attending OEA workshops

Could you elaborate on why you believe this is so?

F. The open-ended question for the kinds of support offered by School District Personnel Section revealed that you and other ELO respondents indicated the following kinds of support as helpful during the National Board Certification Process.

Verbal/Emotional:

Could you elaborate on why you believe this is so?

12. Support from Superintendents?

13. Support from Principals?

14. Support from teaching peers?

15. Support from family?

16. Support from friends?

Time:

Could you elaborate on why you believe this is so?

17. Support from Superintendents?

18. Support from Principals?

19. Support from teaching peers?

20. Support from family?

21. Support from friends?

Tangible Support (computers, copying privileges, video equipment, personnel to assist you in taping and/or typing, etc.)

Could you elaborate on why you believe this is so?

22. Support from Superintendents?

23. Support from Principals?

24. Support from teaching peers?

25. Support from family?

26. Support from friends?

Direct Support (reading and editing entries, taping classes)

Could you elaborate on why you believe this is so?

27. Support from Superintendents?

28. Support from Principals?

29. Support from teaching peers?

30. Support from family?

31. Support from friends?

III. Closing

A. Appreciation for contribution of time to the interview process

B. State a brief overview of key responses

C. Provide opportunity for interviewee to ask questions

D. Assure interviewees of the confidentiality of their responses

E. Offer to share findings of the study

F. Close with sincere expression of gratitude

APPENDIX J

Appendix J

GAYLA BAYLIS HUDSON

January 15, 2000

Dear Education Leadership Oklahoma Participant:

Earlier this year you were kind enough to assist me in a study of Education Leadership Oklahoma Support. The response rate at 85 percent among participants in the population was extremely impressive. This response was not surprising I suppose, given the overall commitment by Education Leadership Oklahoma candidates to teaching and professionalism.

Before summarizing the findings of the study, I would like to talk with five National Board Certified Teachers whose responses most matched the opinions of the group. The purpose of this is to seek reasons about why certain activities were more important than others were. I would like to include examples from NBCTs experiences with the Education Leadership Oklahoma support program.

You are among five superintendents selected from the successful group whose responses most matched the overall frequency of responses by the sample group. I would love to interview you by phone. I hope you will agree to do so, as your experience is very important. The interview will remain anonymous and only be used to support questions related to the data. The interview will be limited to a maximum length of thirty minutes. Questions will be focuses on activities, which the population reported as most important for supporting school-based change.

Included is a rank list of activities resulting from the survey. As you review the list I hope you will find that the activities relate to your experience.

I will call you in a few days to establish an appointment for a phone interview to be held in the next two weeks. I sincerely hope you will agree to my request. I look forward to speaking with you soon.

Sincerely,

Gayla Hudson

3033 NORTH WALNUT, SUITE 220 E, OKLAHOMA CITY, OKLAHOMA• 73105
PHONE: 405-525-5612• FAX: 405-525-0373