

**Board Certification during Teaching's Second Stage:
Professionalizing Teaching
through Differentiated Roles**

by
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Introduction

Over a decade ago, the National Board for Professional Teaching Standards (NBPTS) created an advanced professional certification system for teachers in a large-scale effort to improve student learning. By establishing standards for accomplished teaching, certifying teachers who meet those standards, and advocating that American schools capitalize on the expertise of these teachers, the Board believed it could professionalize teaching in a way that would attract and retain high quality teachers (National Board for Professional Teaching Standards, 2004c), a critical requirement for improved student learning (McCaffrey et al., 2003; Rivkin et al., 2002; Sanders & Rivers, 1996; Wenglinsky, 2002). As of November 2004, over 40,000 teachers carry the title 'National Board Certified Teacher' (NBCT). Attention is due now to how teachers who have achieved this advanced, voluntary credential are experiencing their careers as National Board Certified Teachers and the extent to which it may be "professionalizing" their work.

Nearly half of the board-certified teachers in America today achieved their certification early in their careers (National Board for Professional Teaching Standards, 2004a). Having outlasted the initial induction stage of teaching, they were drawn to this advanced certification during what we in the Project on the Next Generation of Teachers have called the "second stage" of teaching, corresponding roughly to the decade after the receipt of tenure.¹ These teachers are part of a new generation of teachers who come to teaching with very different background experiences and career expectations than the

¹ I acknowledge and thank Susan Moore Johnson and my research team at the Project on the Next Generation of Teachers for their contribution of the conception of the "second stage" of teaching and for their generous collegial support.

large cohort of teachers that is retiring today (Johnson & The Project on the Next Generation of Teachers, 2004). The distinction of their board certification may allow them to have some influence in shaping the careers they want and ultimately in redefining the profession.

Sociologists do not fully agree on what defines a true profession, however there is some consensus on one key element of the professions: a specialized knowledge base (Lortie, 1975; Metzger, 1987; Freidson, 1994; Ingersoll, 1997). Some have argued that the specialized knowledge base of a profession is so domain-specific that it can be developed and controlled only by members from within that profession (Labaree, 1992). Some argue further that a professional knowledge base is so complex that it can only be acquired through many years of training and induction (Etzione, 1969; Metzger, 1987). And some have noted that because the knowledge and skills required of professionals are not easily-acquired or widely-held, increased social rank, compensation and respect are usually extended to those who have them (Lortie, 1975; Ingersoll, 1997). While teaching has some of the trappings of professional work such as licensure and national associations, teaching has not been widely recognized to have a specialized knowledge base and has therefore been labeled a “semi-profession” (Lortie, 1975; Metzger, 1987).

The argument for "professionalizing" teaching suggests that when teaching is recognized as highly-complex work requiring a specialized knowledge base, teachers will be able to claim more control and influence in their work (Carnegie Forum on Education and the Economy, 1986; Devaney & Sykes, 1988; Rowan, 1994; Ingersoll, 2004). They will take ownership of the profession and use their knowledge and skills to help grow a stronger knowledge base, to support the induction of new teachers into that knowledge

base, and to hold one another collectively accountable for upholding the high standards of their shared profession. This theory further suggests that teaching will become more attractive to the kind of high-quality candidates who are looking for a professional career-- not just a job-- and it will retain more of the high-quality teachers among its ranks, ultimately resulting in a stronger, more effective workforce.

In order to explore the ways in which board certification might give teachers control, influence and ownership of the profession, I interviewed ten second-stage NBCTs about the professional roles they hold or have been offered that are differentiated from classroom teaching, including formal and informal roles and responsibilities both in their schools and beyond. The question that guides this study is:

In what ways, if any, do these second-stage teachers perceive that their board certification has influenced their experience with roles beyond classroom teaching?

Semi-structured interviews with ten second-stage NBCTs who work in large, urban areas revealed that these teachers believe their board certification had an influence on their interest in assuming new roles, the likelihood that opportunities for roles would be available to them, their capacity to be effective within those roles, and their authority when carrying out their roles.

- The majority of these teachers indicated that after achieving board certification they had a new interest in education beyond their schools and subject areas and a new interest in working together with other teachers as professional colleagues. These new interests created for some teachers a tension that had to be negotiated in how they spend their time between classroom teaching and influential new roles.

- Nearly all of the teachers in this study spoke of opportunities for differentiated responsibilities that they felt were presented to them because of their board certification. Teachers in districts with larger concentrations of NBCTs seemed to be experiencing fulfilling new roles within their schools or districts. In contrast, the NBCTs in districts where board certification was less well-known tended to be involved in many more roles beyond their schools and districts.
- Many of these teachers felt that the board-certification process helped them to build the capacity to be effective in their differentiated roles. The exercises involved in applying for board certification helped them to be more reflective, better planners and more articulate about teaching and learning. In addition, the distinction of holding board certification led them to new opportunities for learning new skills.
- Many teachers in this study reported that they felt that they had a more authoritative voice since achieving board certification. They believed colleagues and others who recognize the distinction of their credential saw them as having greater credibility and commitment. This authority was empowering for these teachers in two ways: they felt it gave them greater options for mobility and it empowered them to take risks in advocating for change.

These findings suggest that contextual factors may be critically important in determining the ways in which board certification is able to professionalize the work of second-stage NBCTs. The ten second-stage NBCTs in this study felt they had the interest and capacity to be effective in new professional roles, however contextual factors supported or limited their opportunities and authority to apply their professional talents to their schools' needs. When they were not given professional autonomy or career options at the school level,

these teachers found professional work in which to engage beyond their schools. This research has implications for how schools and districts that have NBCTs might better capitalize on the expertise of these teachers to improve student learning on a local level and draws attention to the importance of considering context in future studies on the lives and work of NBCTs.

Context

While scholars have long acknowledged the special but shadowed status of teaching as a profession (Lortie, 1975), the movement to professionalize teaching did not begin in earnest until nearly 20 years ago with the release of *A Nation Prepared: Teachers for the Twenty-first Century* (Carnegie Forum on Education and the Economy, 1986). This report responded to the alarm raised by *A Nation at Risk* (National Commission on Excellence in Education, 1983) with a proposal aimed to improve student learning in America by professionalizing teaching. It suggested a plan in which teaching's specialized knowledge base would be defined and teachers who demonstrated mastery of that knowledge base could be identified to receive greater pay, autonomy and career opportunities. The report posited that with teachers earning more money and wielding greater power in their work, more high-quality candidates would consider teaching as a career option alongside other true professions, and fewer high-quality teachers would consider leaving it. In addition, the whole profession would be elevated by the efforts of these teachers to apply their expertise more broadly.

This plan is grounded in at least three assumptions. It assumes that teaching does in fact have a specialized knowledge base that can be defined with some validity, that teachers who are found to be bearers of this specialized knowledge will receive increased compensation, autonomy and career options, and that these teachers will want to exert their influence to contribute to the larger profession.

Defining teaching's specialized knowledge base.

Teaching appears to be such "simple, straightforward work" that it has long been debated whether it involves specialized knowledge at all (Darling-Hammond, 2001; Lortie, 1975). Despite the efforts of the American Educational Research Association to collect and publish research that falls into the exclusive domain of teaching (for example, Richarson, 2001), and the efforts of teacher training institutions and state licensing boards to create competency lists which outline what teachers should know and be able to do, there has been no clear, widely-accepted, or validated definition of teaching's specialized knowledge base. In 1987, however, a broad base of classroom teachers, together with school and district leaders, policymakers, teacher preparation directors, business leaders and the leaders of both national teachers' unions was convened in the form of a National Board for Professional Teaching Standards. This board was charged with the task of defining teaching's specialized knowledge base in a way that would be clear, widely-accepted and could be validated. (See Appendix A)

Today there is evidence that students of teachers who are certified to possess the knowledge and skills articulated in Board's standards for accomplished teaching show higher student achievement gains on average than students with average or uncertified² teachers (Cavalluzzo, 2004; Goldhaber & Anthony, 2004; Vandevort et al., 2004). While the certification process is voluntary and available to all with more than three years of teaching experience, only about half of candidates who complete the lengthy portfolio-based assessment achieve board certification (Goldhaber et al., 2004; National Board for Professional Teaching Standards, 2002). These studies suggest that the NBPTS has effectively defined the knowledge and skills that constitute teaching's specialized

² "Uncertified" is used here to refer to teachers who applied but did not achieve board certification.

knowledge base and has established standards for professional expertise that are not easily-acquired or widely-held. They further suggest that teachers who are bearers of this specialized knowledge might be valuable resources in strengthening the profession.

Providing compensation, autonomy and career options.

Today monetary incentives for NBCTs are provided by 30 states ranging from a one-time stipend of \$3000 in Montana to a 12% salary increase in North Carolina and Delaware. In Florida NBCTs can earn an extra 10% salary increase on top of the regular 10% bonus by agreeing to mentor new teachers or board-certification candidates. In addition, over 500 local districts have their own incentives, such that in some locales NBCTs stand to benefit simultaneously from both local and state rewards.

Unlike pay, however, autonomy and career options are provided today to board-certified teachers in a less systematic way. To date, only isolated examples have been documented of schools and districts which are organizing themselves to capitalize on the knowledge and skills NBCTs have demonstrated to the NBPTS and to provide greater autonomy or career opportunities to these teachers (Grant & Murray, 1999; National Board for Professional Teaching Standards, 2005). Given that teachers are known to enter teaching primarily for intrinsic rewards and do not expect to earn high salaries (Johnson, 1990; Lortie, 1975), policymakers' emphasis on monetary rewards over providing greater autonomy and career options seems especially curious. On the other hand, policymakers and school leaders do not necessarily know how to provide a structure for greater autonomy and career opportunities in ways that will professionalize teaching; exploratory studies such as this one, which examines how these teachers are experiencing roles beyond their classrooms, are needed to inform this work.

Exerting influence to contribute to the larger profession.

In 1975, Lortie observed that teachers derive satisfaction from their careers based upon the work in their own classrooms and their relationships with students, not primarily from contributing to school-wide affairs. Those teachers who did seek to have greater influence within the profession in the past were often limited by the professional cultures (Little, 1982; Lortie, 1975; Talbert & McLaughlin, 1996) and organizational arrangements in their schools (Bryk et al., 1999; Louis et al., 1996). Their options for influencing the profession beyond their own classrooms often took them out of teaching altogether and into administration or higher education (Silva et al., 2000; York-Barr & Duke, 2004).

Yet two changes in today's education context may be working together to make the climate more amenable to the notion of teachers exerting greater influence in the profession. Research from the Project on the Next Generation of Teachers has shown that today's early-career teachers do seek roles of influence within the profession. They expect to be involved in school decision-making and collaborative work with colleagues, whether they plan to stay in teaching for the duration of their career or for only a few years (Johnson & The Project on the Next Generation of Teachers, 2004; Kardos et al., 2001; Peske et al., 2001). As these new teachers gradually begin to outnumber their retiring veteran peers, their preferences may have a strong influence on the cultural and organizational norms that have traditionally limited the scope of differentiated roles. At the same time, new school improvement demands fueled by standards-based reform are forcing school leaders to think differently about how work and learning are distributed in schools (Smylie & Denny, 1990; Spillane et al., 2001; York-Barr & Duke, 2004). Job-

embedded professional development, instructional coaching and peer assistance systems are all on the rise in today's schools, creating new opportunities for teachers to use their specialized knowledge to exert greater influence on the profession. This study was designed to explore whether and how board certification might give second-stage teachers more of the control, influence and ownership they would expect as members of a true profession.

Methods

In December 2004 I conducted individual semi-structured interviews with ten NBCTs who each had six to ten years of teaching experience and who each were working in school-based roles in one of four large, urban public school districts.³

Sample Selection.

In October 2004 I began distributing an e-mail questionnaire to board-certified teachers and NBCT networks in several large, urban areas. I limited the scope of my sample to NBCTs working in large, urban districts because these areas have a high need for quality teaching, and because I believed the size of these districts might allow teachers to experience wider-ranging opportunities for mobility and differentiation. The districts I solicited each had over 100 schools, over 50% students of color, and over 45% of students on free or reduced lunch. E-mail contacts in these districts were obtained through the 'State and Local Support and Incentives' page of the NBPTS website and through professional colleagues I had known through prior work. This initial e-mail indicated that I was seeking to identify and possibly interview board-certified teachers with fewer than ten years of experience who were currently working full-time in schools. The focus of the interview would be their career experiences as NBCTs. The e-mail message included several brief questions about their demographic background, schooling, teaching position and work experience.

I received 29 responses from NBCTs who work in six public school districts in a variety of school-based roles. I entered their descriptive questionnaire data into an Excel spreadsheet in order to assess which combination of potential sample candidates would

³ It should be noted that while only eight of the ten NBCTs in this study had regular classroom teaching responsibilities, all ten reported to me that they considered themselves “teachers.” I have therefore referred to them all as teachers throughout this paper.

represent the widest possible range of backgrounds and experiences. I built my sample purposively, by first limiting it to NBCTs working in four districts, two districts that were likely to have more widespread awareness of National Board Certification due to the relatively large number of NBCTs within that district (over 300) and two districts which I assumed to offer less recognition because they had fewer NBCTs (fewer than 60). I then built my sample gradually, attempting to capture variation with respect to gender, race/ethnicity, age, work experience prior to teaching if any, and the roles they held in their schools or beyond. (See Table 1)

Table 1: Study Sample

Pseudonym	Fran	Grace	Elaine	Helena	Betty	Ines	Dan	Carol	Julie	Larry
Gender	F	F	F	F	F	F	M	F	F	M
Race/ ethnicity	White	Hispanic	White	White	African-American	Hispanic	White	White	White	White
Age	38	32	31	32	49	26	53	33	29	38
Nth year of teaching	8	8	8	7	10	6	7	9	7	10
Work experience prior to teaching	accountant	community development volunteer	none	waitress	accountant; small business owner	none	navy; owner of carpentry business	none	none	travel agent
Current school-based role ⁱ	Principal in K-6 school	Administrative intern in Middle School	8th gr English + 4/5 gr pull-out support	HS English and theatre	HS Algebra I	HS Spanish	HS math and calculus	8th gr math	4th grade generalist	HS special education
Other NBCTs in their school ⁱⁱ	0	0	1	0	0	8	20	9	6	0
School performance ⁱⁱⁱ	High	Low	High	Low	Mid	Mid	Mid	High	High	Low
District pseudonym	East City	East City	East City	North City	North City	South City	South City	West City	West City	West City
District recognition of board cert. ^{iv}	low	low	low	low	low	high	high	high	high	high

ⁱ roles beyond the primary school-based assignment are given in Table 2

ⁱⁱ not including participant, based on the estimates of these NBCTs

ⁱⁱⁱ based on the remarks of these NBCTs about their schools and online School Report Cards

^{iv} based on the Directory of NBCTs available online: www.nbpts.org. More than 300= "high recognition;" Fewer than 50= "low recognition"

Data collection.

I conducted all interviews in December 2004, guided by a semi-structured protocol with ten main questions. (See Appendix B) Five of the ten interviews were conducted by phone and five were conducted in person; they were all recorded and transcribed. Interviews lasted between 90 and 150 minutes. The final interview question, "Are there any questions I should have asked, or do you have any questions for me?" accounts for the longer interviews.

Analysis.

Within days of conducting each interview, I used my own notes from the interview together with my memory of the experience to create synopses of each teacher's responses to each of the main topics from my protocol. These thematic summaries, entered into Excel, enabled me to group respondents in various ways as I looked for patterns in their responses. I began to identify general descriptors for important themes that I wanted to examine further in the raw data. Using ATLAS qualitative analysis software, I re-examined those themes within the transcript data, then identified and applied a range of codes and sub-codes that I believed would be useful in analysis. In addition, ATLAS made it possible for me to cross-check the consistency of my application of the codes and facilitated my work as I experimented with creating matrices to look for patterns across all respondents within the themes that were central to my research question (Boyatzis, 1998).

Validity.

The biggest threat to the validity of this study was also its greatest asset: theoretical sensitivity (Anfara et al., 2002; Creswell & Miller, 2000; Maxwell, 1996).

Having achieved National Board Certification myself in 1998 and having ten years of teaching experience, I had strong insights and beliefs about the salient themes and potential sources of tension which might arise for NBCTs in teaching's second stage. In addition, I had participated in a variety of networks and national projects with NBCTs which led to substantive conversations about this topic prior to the design of this study. These experiences helped me to identify and apply meaningful codes, but they also created the potential for researcher bias.

To reduce the validity threat, I presented my data analysis matrices to colleagues for peer review, looked systematically for discrepant data, consulted with colleagues about its interpretation, and solicited comments from the study participants on an early draft of the paper. In addition, I provided ample portions of the participants' own words in my presentation of the findings.

A second potential threat to the validity of this study was the possibility that these NBCTs might have felt they had a personal or professional interest in manipulating how they related their career experiences to me. To reduce this threat I consistently required the respondents to give examples to support their assertions and reasons to justify their judgments. I also took time to make the exploratory purpose and independent nature of this study clear to all participants.

Findings

The teachers in this study believed that their board certification influenced their experience of roles in four interrelated ways. It influenced their interest in roles, the likelihood that opportunities for roles were presented to them, their capacity to be effective within roles, and their authority when carrying out their roles. The extent to which board certification was actually professionalizing these teachers' careers— that is, giving them greater control, influence and ownership of their work— was related to the contexts in which they work.

Interest in differentiated roles

The teachers in this study were asked directly about the roles that they held within their schools and districts. In addition, during the course of the interview, many mentioned other differentiated roles that they had been offered or once held but no longer hold. These roles were organized in one of three ways: 1) in lieu of classroom teaching (such as the role of principal), 2) shared with classroom teaching (where classroom responsibilities were reduced to accommodate the work of the role), and 3) on top of classroom teaching (where the work of the role was conducted during time the teacher created before, during or after school). As can be seen in Table 2, these teachers had experience with a great variety of formal and informal roles in their schools, districts and beyond.

Table 2: Roles That NBCTs Have Been Offered, Have Held Or Currently Hold*

		<i>Within school</i>	<i>Beyond school</i>
Low-Recognition Districts	Fran	Principal [Post] Assistant principal [Post] [Past] School leadership team member [Pre] [Past] Student government advisor [Pre] [Past] Curriculum planning team [Pre] [Past]	Pursuing a doctorate [Post] Graduate course instructor at local college [Post] Teacher Network- through local college [Pre] University-sponsored principals' institute [Post] [Past] State Teachers' Exam consultant [Post] [Past]
	Grace	Administrative intern [Post] School leadership team member [Post] ESL/ Bilingual coordinator [Pre] [Past] Title I / Testing coordinator [Pre] [Past] Bookroom coordinator [Pre] [Past] Teacher leader [Post] [Past] Administrative cabinet member [Post] [Past] Literacy cabinet [Post] [Past]	Fellow in administrative certification program [Post] District teacher leader committee [Post] Staff development provider [Pre] Consultant for Educational Testing Service [Post] ESL state certification exam consultant [Post] ESL standard-setting and item writing [Post] ESL and secondary ed SIG leader for TESOL [Post] NB candidate support mentor [Post] Networks: ESL, bilingual state, ASCD, NSDC [Post] Conference presentations [Post]
	Elaine	Academic intervention teacher [Post] After-school tutor [Post] School spirit committee member [Post] Yearbook advisor [Post] Coach for cheerleading and bowling [Post] Staff social club member [Post] [Past] Consultation committee/ arbitration [Past]	Teacher Network: Literacy, at local university [Post] Hands-on curriculum dev't consultant [Pre] Reading program/staff development provider [Post] Literacy coach [O] Encouraged to consider administration [O]
	Helena	Instructional leadership team [Post] Mentor for student teacher [Post] Mentor for new teachers [Post]	Reading/ Writing Workshop trainer [Post] Trainer for new teachers [Post] Conference presenter [Post] Teacher Network: Looking at Student Work [Pre] Teacher Network: Teacher Leadership Academy [Post] Teacher Network: Statewide NBCT network [Post]
	Betty	E-portfolio committee member [Post] Standards committee member [Post] NB candidate support mentor [Post] Lead teacher: new teacher mentor [Post] After-school test prep tutor [Post] Staff social club coordinator [Post]	Teacher Network: engineering activities [Post] Teacher Network: science, tech and math teachers [Post] In-district principal training program [Post] Instructional coach [Post] [Past] Dean for HS small learning community [Post] [Past]
High-Recognition Districts	Ines	Spanish club co-sponsor [Pre] Mentor for new teachers [Post] Curriculum alignment coordinator [Post] Faculty achievement committee [Past]	State Associat'n of Bilingual Educators [Pre]; officer [Post] State Foreign Language Association member [Pre]
	Dan	Achievement team mentor [Post] After-school math tutor [Post]	Mentor for mid-career entrants to teaching [Post] Teaching night school [Past] [Pre] Asked to pursue administration [O]
	Carol	Eighth grade team leader [Post] NB candidate support mentor [Post] Mentor for student teachers [Pre]	Asked to pursue administration [O]
	Julie	Mentor for resident student teachers [Post] Professional development committee [Post]	Doctoral candidate [Post] NB candidate support mentor [Post] [Past] Taught graduate courses at Northwestern [Pre] [Past]
	Larry	Case manager for Special Education [Pre] Football coach [Past] [Post]	
<p>Key [Pre]=held before Bd Cert; [Post]=obtained after Bd Cert; [Past]=no longer holds the role; [O]=offered, not held</p> <p>* The teachers in this study were asked about roles they currently hold; many spoke about prior roles as well. This table includes all roles reported by these teachers within the interview.</p>			

Eight of the ten teachers in this study indicated that after achieving board certification they had a larger interest in education beyond their schools and subject areas and/or a new interest in working together with other teachers as professional colleagues. This new interest set up potentially competing professional passions, which took some negotiation to balance: their passion for classroom teaching and their new passion to contribute to the profession beyond their classrooms.

Larger interest in education.

Many of these teachers had roles that they have held since before they were board certified, and, in fact, for four teachers their initial awareness of National Board Certification was a result of their involvement in professional communities or the people they met through them. Their natural pattern of professional involvement was what attracted them to board certification; their roles were a cause, not an effect of the board certification.

But even for these teachers who previously held differentiated professional roles, board certification gave them a new perspective on their roles within their professional careers. Grace, for example, had already belonged to an ESL bilingual professional organization, but after achieving board certification, she joined the Association of Supervision and Curriculum Development and the National Staff Development Council. She said, "It expanded my range beyond ESL."

Fran similarly described the effect of board certification on her differentiated roles. She reflected, "It's funny. You can see me. I'm moving from a classroom to the school to a bigger school. I'm moving up. I went to a Harvard institute; I did national work." Fran first came to board certification looking for professional validation. She

was incensed by comments made by the mayor of her city "about how unprofessional teachers are... how stupid and trying to take advantage of the system all the time, and I really resented it." Achieving certification introduced her to a new professional community that she found both reassuring and empowering: "I think what has changed is I realize that there are many, many people who are in teaching who look for excellence in themselves or look for excellence in the profession of teaching." The validation and the newfound community helped keep her going and wanting to move into new roles of expanded influence such as her current school-based role as principal.

Bringing teachers together as professional colleagues.

Several teachers spoke about new roles they held that were inspired by their board certification experience, many of which served to bring teachers together as professional colleagues. While the most common of these roles was advocating for and supporting other teachers in achieving board certification, some found other roles. Ines explained that, after going through the board certification process herself, "I wanted to open myself up more." She started mentoring a group of new teachers.

Grace felt the same way, but she did not assume a formal role. She began to influence her colleagues in more informal ways.

It has made me more public about what I do. I invite people into my classroom. I had a real model classroom last year. I have had teachers come in. We had two administrators in training. I let them practice their observations. It helped me model professional development. "This is what I am doing." "This is what we are doing." "Come in and see it." It was very powerful.

Betty's experience represented an even more dramatic transformation in her inclination toward new professional roles. After listing for me the many roles she had

taken on since achieving board certification, I asked her why she had not been involved in these things in the earlier part of her career. She explained,

I didn't think about it. I didn't think like that. I mean, I did the things they asked me to do, which was [math] training, which is excellent. But that's different. That's sort of being told how to teach -- execute a curriculum. I don't think I did anything other than that. It was just whatever they asked me to do at the school, professional development, summer work. I just didn't know. So now I'm always seeking out. I even get paid for things more than I ask these days. Yes, it's actually kind of neat. It's really expanded the way I operate as a teacher.

And she recounted for me the importance of these roles to her job satisfaction:

If I didn't interact with colleagues, I'd leave. I would be gone. Being part of a collegial group of people who think deeply about teaching and learning, that's what I really need. I really need that in my working environment. I've already started thinking about retirement. And I'm thinking, "how am I best going to serve this profession in the next fifteen years?" And I know this is some way that I can do that, through committees. I'm really here to teach, but not just to teach, but to help develop the school to be a great place to learn.

Balancing competing professional passions.

Despite the new interest these board-certified teachers had in roles beyond the classroom, most of the teachers in this study agreed with Betty that they were "really here to teach." Yet compelling incentives did occasionally tempt these teachers out of their classroom work altogether. Grace informally began assuming leadership and coordination roles in an effort to better serve her students, and to try to bring order to an otherwise chaotic and dysfunctional school environment. Her mastery of these unofficial roles naturally led her to a formal position as an administrative intern, that is, a teacher with administrative responsibilities instead of teaching responsibilities. In this role she felt empowered by the real voice she could have in improving the school's effectiveness, but she had other frustrations. Her frustrations originated from two sources: she was overwhelmed with student discipline and safety issues in her large school and she missed

teaching her own class of students. She said, "My goal would be to become an Assistant Principal in a small high school that teaches. That would be my goal." In the meantime, she was sustained by the occasional substitute teaching she was able to take on as administrative intern within her building.

In addition to Grace, two other teachers in this study had been enticed into administrative leadership roles since achieving board certification. In fact, nine of the ten teachers in this sample were either approached with this suggestion or had considered it on their own. However, it seemed that achieving board certification did not necessarily make these teachers more inclined to administrative roles. If anything, it made them more committed to keeping their work close to children.

As mentioned earlier, Fran saw moving into a principal's position as part of her career pattern to keep "moving up," but she was primarily motivated by the salary incentive-- a \$45,000 increase-- which was important to her as a single mother living in a city with a high cost of living. "If someone had said to me, we'll pay you 45,000 more dollars if you stay in the classroom, I would have stayed." And she maintained that being close to teaching was important to her: "The next level up from this position I'm in now is a superintendent. And I don't think I'd ever want to take that next step because you're not in a building anymore; you're not with children anymore. And, I think, that I would miss that way too much."

Betty also took on an administrative role soon after achieving board certification, but she too vowed never to get too far from teaching. She saw her role serving as the dean of a small learning community within a large high school as a short-term

opportunity. It allowed her to experience schools from a new angle, and after two years she moved back into teaching high school math. She explained,

I feel very blessed because I know I could have just done the one thing -- been in the classroom. Math teachers are really highly sought after. And I feel really blessed that I sort of weaved in and out of that. I've gone and done some administrative work, I've gone back to the classroom, even when I was an administrator I stayed in the classroom. I did teacher training last summer, which was really good. And it's because I was a National Board cert that I've been able to think differently. So I did decide this summer, that I'm going to actually continue to move in and out of different areas of teaching.

These examples illustrate the tension that several of these teachers experienced as they tried to balance their new interest in differentiated roles with their renewed commitment to classroom teaching. Betty managed this by rotating in and out of roles every few years. Fran managed this from her position as principal by spending as much time as possible in classrooms. Grace managed this from her position as administrative intern by substitute teaching. Elaine managed this by negotiating for part-time classroom work. Others took on professional commitments on top of full-time classroom teaching and made sacrifices at home. Julie described her schedule like this: "When school's in session, I'm not around that much. On the weekends, I'm reading or writing." These National Board Certified Teachers all struggled to negotiate and balance two compelling passions: classroom teaching and differentiated roles beyond classroom teaching.

Opportunities

The NBCTs in this study were offered a great variety of differentiated roles. They did not necessarily accept all roles that were available to them-- recall that many had pre-existing differentiated roles-- however they generally spoke with pride about these offers. While the teacher perception data I collected for this study does not allow

me to verify whether board certification status was truly behind these offers, nine of the ten teachers in this study spoke of opportunities for differentiation that they believed were presented to them because of their board certification. They provided examples to illustrate how their NBCT status was a distinction that identified them as mentors for board-certification candidates and new teachers and for receiving specialized assignments within their schools and districts. In this study, the teachers in districts that afforded less recognition to board certification tended to be involved in many more roles beyond their schools and districts than their peers in high-recognition districts.

Mentoring.

Five teachers in this sample had been invited to provide support for other teachers as candidates for board certification. It should be noted that in two of the districts included in this study, NBCTs had an incentive to participate in candidate support because it qualified them for a bonus. However, these teachers saw mentoring as an opportunity that offered other benefits. Julie described her experience:

It's given me the opportunity to mentor teachers going through the process, which has been an interesting experience. It's definitely opened doors to me in terms of just meeting other teachers from the city, learning how to become a better mentor, learning how to be a better cognitive coach, because that's something they teach through the mentoring program here in West City.

Similarly, Betty received a stipend for mentoring new teachers, but the real reward to her was the opportunity to influence how new teachers think about their work.

It's allowed me to mentor teachers. It gives the opportunity to help -- I mean one of the things I always do with mentees is talk about the Special Ed students. Oftentimes they hadn't thought about it. It hadn't even crossed their mind as how they're going to support them. It also gives you opportunity also to learn a lot from your mentee. And I always tell mentees, you know, "I'm here. I'm trying to learn off of you too, so let's exchange work." But it also teaches teachers from their first or second year on that this is collaborative work. This is not just, "I'm the lord over you and I know more than you do," which is how people play it.

Specialized assignments.

Board certification was used by one state department of education as a way to identify qualified teachers for the special assignment of refining state standards and teacher licensing tests. Two teachers from this state mentioned this invitation, and one reflected on the contribution she was able to make as a professional with recognized expertise through this opportunity:

It was really interesting because some of the questions that got kicked back, I didn't know the answers to. I was like, "how could they ask this of a brand new teacher?" They were such weird answers that they didn't make sense. And first you feel stupid, then you get your voice and you say, "I don't understand this question." And, then, other people are like, "yeah, I don't get it either."

Another opportunity for differentiated work that two of these teachers experienced as a result of their NBCT status was the opportunity for specialized assignments within their schools. Since achieving board certification, Dan had been asked to teach in the International Baccalaureate (IB) and Advanced Placement (AP) programs in his school. He believed the achievement of board certification prepared and qualified him for these assignments:

Literally there aren't enough qualified teachers to teach the upper levels. They are not there. And not only aren't they there, but most teachers, to tell you the truth, don't want it. They are scared to do it. They really don't have the confidence in themselves and then in their knowledge of the subject material to go teach at that level.

Dan found this opportunity for differentiated work through specialized assignments appealing and perceived the opportunity as a bit of an honor.

Yet at the same time and in this same district, a different assignment policy for NBCTs was also in effect. The district "redistributed" certain NBCTs to failing schools.

As Dan explained it, it was "an offer they couldn't refuse":

They were assigned. This was an involuntary transfer. If you didn't go, you were fired. Literally, that's it. They said, you have got to go or you don't teach for us anymore, and we are your boss and we are going to tell you where you go. I am sure there was collaboration with principals about who is off limits, but everybody, boy, I'm serious, they were hiding under their beds."

Ines, who taught in the same district, also mentioned this reassignment plan aimed to bolster failing schools. She considered herself lucky for teaching Spanish, not English or math, the areas from which they were pulling these teachers. While questions remain about whether the NBCTs in this district who were "redistributed" saw this as an opportunity to use their professional knowledge and skills in service of better schools, or whether they were hiding under their beds, as Dan suggested, there is no doubt that they were identified for this opportunity due to their board certification status.

Roles in low- and high-recognition districts.

The list of roles presented in Table 2 reveals an interesting pattern. The five NBCTs who worked in the districts I have labeled "high-recognition" districts (due to the high number of NBCTs within the district) had relatively few differentiated roles and almost no involvements that extended beyond their schools. In stark contrast, the five who were in low-recognition districts were engaged in an exhausting combination of activities outside their schools, including participating in teacher networks, independent consulting with schools and the board of education, teaching graduate courses and teacher training workshops, presenting at conferences and pursuing administrative certification. I looked to these teachers, themselves, for an explanation of this intense pattern of activities.

Helena powerfully conveyed her experience as a board certified teacher in a low-recognition district:

I am extremely frustrated, and a lot of it has to do with my National Board experience. A lot of it has to do with the stepping away experience, and the frustration with the profession and with the site that I am at, and the people that I work with. I am just frustrated with the stagnation that I feel, and the fact that I grew a lot in the National Board experience and it doesn't make a damn bit of difference. No one wants to recognize that growth. I made a mistake, I think, of coming back to a place where people are like, "Well, we know you, and you are this person, not anything else, and there is no room for growth." You know, like "That is just not allowed because that is not what teachers do. They don't think." "Don't try to make any decisions because that is not your job. We will make the decisions and we will tell you, and you can go do it." I am not digging that. I mean, I am on the instructional leadership team, but it is not authentic. It's just a sham, I think. I go to those meetings where the Headmaster wrote the agenda and we are going to do what he wants us to do, and he just wants us to all go, "Great idea, boss," so he can say, "Well, we all agreed," and I just -- that sham is over for me. This will be my last year of participating in any of that. And I don't mean for my life, or anything, but I mean, it will be my last year participating in a sham. I mean, I totally want to participate, but it has got to be more real. There has to be something behind it.

It is clear that Helena had a strong need to have her professional judgment honored and used, and it is therefore not surprising that she sought out authentic teacher networks as well as rewarding out-of-district work as a presenter, trainer, and mentor to fill her need.

In contrast, four of the teachers in high-recognition districts had been recognized at the school or district level through formal roles; they had gone no further than their own settings to fulfill their need to contribute their professional expertise through differentiated roles. I asked each of them to talk to me about the impact on teaching and learning of one of their roles. Dan spoke with enthusiasm about the opportunity to mentor new mid-career entrants to teaching in his district; Carol was fulfilled by her work as team leader; Ines appreciated being given the responsibility to coordinate curriculum alignment in her subject area; and Julie described the fulfilling experience of working

with student teaching residents and of being charged to help plan professional development.

Larry also taught in a high-recognition district, however he taught in a school environment in which the administration and his colleagues had little awareness of board certification. He echoed Helena's sentiments: "Why be a part of this? They don't want me here.... The administration is not interested in what I have to say. That's up to them." Unlike Helena, he had not sought roles outside the school or district. At the time of the interview, he had arranged a mid-year transfer to a school that he hoped would be better-prepared to make use of the skills he had to offer. "If you're on a team that's going to have a chance, well, then, you want to play on that team. I think I can build some structure there for me to just go in and do my job and make a difference."

Helena and Larry had something else in common. They were two of the three teachers in this study who taught in low-achieving, hard-to-staff schools. This fact makes their frustration with the lack of opportunities for influence even more alarming. They wanted to make a difference and their schools needed them to make a difference, yet they were ready to give up on trying to do so because of the lack of authentic opportunities to contribute their professional expertise to the problems of teaching and learning in their schools.

Capacity

Seven of the teachers in this exploratory study stated that the board certification process helped them to build the capacity to be effective in their roles. These teachers provided examples of how they were more reflective, better planners, and more articulate

about teaching and learning issues as a result of completing the exercises that were part of the board certification assessment, and they explained how these skills helped them to be effective in their roles. In addition, given that all ten of these NBCTs believed that the board-certification process helped them to be more effective teachers for their students, it is likely that they were also more effective in roles related to classroom instruction.

More reflective.

The board-certification process requires teachers to develop portfolio entries in which they describe, analyze and reflect on their teaching. Teachers are guided in doing so by a protocol of questions provided by NBPTS in the portfolio entry directions. This protocol for thinking and reflecting on one's own teaching often becomes a new habit of mind that these teachers continue to practice and share after they are certified. Julie explained how this reflective protocol influenced her work with resident student teachers at her school:

One important piece for them is that with every lesson I'm asking them to reflect. What worked? What didn't? I'm asking them to assess. Well, how do you know what the students understand after this? And those are all things I learned through National Board. So, all the things I'm asking them to do, I feel almost like I'm preparing them for National Board. That thinking -- How is it impacting the students? Why are you doing this? It's constantly asking that why? Why? Why? I think it's just preparing them for the future pursuing National Boards.

Ines, who worked with new teachers, described a very similar experience:

Now that I'm working with new teachers, when they talk to me about their lesson, I always kind of seek out the same wording in the questions: Why are you choosing this activity? What do you know about your students that makes this activity good for them? If you had a different group, how would you change it? Do you have to adapt between first and second period? Why? So I do use that very carefully. And I think that's mainly due to the National Board training and to the peer coaching training.

Julie felt that she was a reflective practitioner before she entered the board-certification process, however going through the process helped her to recognize how important reflection truly is:

It at least validates for me how important a process that was, and it's definitely helped me to continue doing it. And especially with my job with training resident teachers, I have to be completely transparent to them. They want to know why did I tell a student to do this? "Okay, this student didn't do so well on this assessment, what are we going to do next?" So, it prepared me for this teacher training role I'm in now and being that transparent and being that open.

Better planners.

The board certification process is also a rigorous and time-consuming process. Teachers estimate that they spend over 200 hours preparing the portfolio section part of the assessment. Some teachers in this sample believed that the experience of managing their time to complete this task under a deadline was effective training for other roles they have or want to take on in the future. Helena talked of wanting to go on to pursue a doctorate or to be a professor in a teachers college. She said, "The kind of planning and reflection that I had to do to get the National Board Certification can only help me be better in any of these jobs." Julie, who in addition to full-time classroom teaching was enrolled in a doctoral program at the time of the interview, found that this was true: "Going through National Board, I had to give up a lot of personal time. So that really helped me for what I need to do with my doctoral work. I think that really helped."

More articulate.

The benefit that these teachers most frequently cited as influencing their roles beyond their classrooms was a newfound ability to clearly and precisely articulate the complicated processes of teaching and learning. Julie said, "I became more comfortable

explaining to others what I did in my classroom... it helped me to just be more articulate about my craft and my practice."

In the year that Helena pursued board certification, she was teaching part-time and working part-time as an instructional coach for her colleagues. She described how the experience of focusing on the learning of two high school students for her certification portfolio carried over into her work in that role:

My work with those teachers was so much richer because I was engaged in the National Board experience myself. I was so focused on thinking about a four-year experience for a high schooler. How is that experience shaped? And how does the learning of processes and content scaffold you to the world beyond? And that early experience with that sort of really put that in my mind. I didn't have words for it. I was sort of groping for ways, for language to express my thinking and my reasoning. So, National Board was a very concrete way of thinking about, for me, those two kids that I studied, really thinking about them. It forced me to concretize this ethereal, "oh, yes, we should do something about kids' experience over time." You know, I had started thinking along those ways, but I hadn't put words to it.

This skill of being able to articulate professional choices in teaching had been invaluable in shaping Fran's career. She believed it had helped her in the past, helps her in her present and will help her in the future. With a total of only seven years in the field of education, she was chosen to be the principal of a very high-achieving public school in her district. She said of her job interview,

My superintendent had mentioned to me that the parents were very impressed by how I spoke. I think that the certification made me understand my teaching better, and it made me be able to explain my teaching better to parents and to explain why we do the things that we do.

In her current work as principal of that school, she was responsible for the professional development of her teachers, and she was again aided by the practice she had had in articulating her teaching:

With the amount of professional development that I have to do for other teachers, a lot of times they'll talk about some of the real specific things that we had to do as part of [the board certification] assessment such as looking at student work, deciding what needs to be taught, what's the next step that needs to come off of the student's work.

Fran had many ideas about what she would like to do in her future, but one of them was to write a book. She believed that being articulate about teaching and learning could help her reach that goal as well, "in terms of laying it out; in terms of focusing in on the detail of what I would want to discuss and to say like why I would want to do it, and not just say that I would but give the reasoning why behind it."

It should be noted that while four teachers did not explicitly state that being board certified had helped them to be more effective in their roles, all ten teachers in this study gave vivid examples of how the board-certification process helped them to be more effective teachers for their students. (See Appendix C) It follows, then, that the board-certification process would help them to be more effective in any instructionally-related roles that they hold. Larry's example illustrates this.

Larry reflected that in his seventh year as a special education teacher, he was already burned out. "It was frustrating. I mean, I just had kind of given up. To be honest with you, I saw I was doing a really shitty job." Yet in his underperforming, hard-to-staff school he was the veteran on his team and given the title 'special education case manager' in charge of monitoring compliance with special education laws. "I was disenchanted with myself. But, then, I didn't really know how to change. If you go to these one or two day in-services, they don't ever really impact lasting change. So, I did go down to something provided by the West City Teacher's Union. That's where I found out about National Board Certification."

He described the journey of his candidacy in which he took two years to achieve board certification, making many changes in his practices and attitudes about teaching along the way. In reflection he explained,

I think the biggest thing is just providing direction for a systematic approach to think about things. You know how they talk about when you do your video, you have to explain why you do all these different things. You also have to listen – “Well, if I didn’t like this, what could I have done better?” It causes you to be more analytical. So, you don’t just go back and sit in the teacher’s lunchroom and say, “Well, the kids ate too much sugar today, or they had too much hormones, or whatever.” It’s more like, “What could I have done differently?” and “How could I have handled this power struggle differently?” or whatever. And it kind of empowers you to make more decisions and to have more of an impact. And when you believe you’re going to do something right, it rubs off on the student. I think that’s a big thing, is knowing what and why you’re doing things.

The transformative effects of board certification on his practices and attitudes as a special education teacher clearly would have carried over into his role as special education case manager.

New opportunities for skill-building.

Several teachers believed that the distinction of being board certified opened the door to opportunities to build new skills. For example, three teachers explained that because they were board-certified they were offered training in peer coaching intended to support them in their mentoring work. Julie, in fact, believed the mentor training she received in “cognitive coaching” would help her more generally: “It’s given me an opportunity to learn new skills in working with adults, because working with adults is a lot different from working with children. It’s helped me develop those skills which are important for my everyday job.”

Authority

In this study seven teachers reported that they felt they have a more authoritative voice since achieving board certification. They believed that they were seen by colleagues and others who recognize it as a credential worthy of distinction, as having greater credibility and commitment. This authority could be empowering for these teachers in two ways: they felt it gave them greater professional mobility and it empowered them to take risks and advocate for change.

Authority through recognition of the credential.

In discussing what they thought the board-certification credential meant to others, these teachers spoke about two primary themes: credibility and commitment.

In Dan's district, significant financial incentives had been available long enough that most people in the district knew what board certification was and what was involved in achieving it. Dan remarked, "Having a National Board Certification is great, I don't care what you are doing. It gives you credibility. The difference I think is huge. I mean, people don't even question anything. If you have got your National Board Certification, you are hot stuff." Grace agreed: "It gives me more credibility among teachers, among administrators. It gives me more of a knowledge base I believe."

Few of Fran's colleagues had heard of board certification, but Fran held out hope that the district would catch on sooner or later, and that she would benefit from the credibility that she would gain when viewed by those outside of her district:

I think that the National Board group of people is growing. Every year, it's getting bigger and bigger, and so more and more people know about it, especially people from out of East City State. So, on a national level if I was to write a book about education, it's another justification for being able to. "Who the heck is she to write a book?" "Oh, she's National Board so she can."

Grace worked in the same district, but she was not bothered by the lack of widespread local recognition. She believed it mattered to those who matter.

Now that I am in more of an official leadership role, it definitely lends clout. I have the National Board business card and I am in a different circle now. And some people know what it is and some people barely know what it is. But the people that know what it is, those are the people that usually mean something. They know what they are talking about in education.

In addition to being an indicator of credibility, board certification was also experienced by these teachers as an indicator of true commitment to the work of teaching. For example, Fran believed that the panel that interviewed her for her principal's position began with some assumptions about her:

I think the people who were in the education field knew what it was and, definitely, the superintendent knew what it was. And I think that, not only did they realize that when you go through the national certification that you become a better teacher, but just knowing that you would volunteer to do it for no reason at all says something about the kind of worker that you are or the kind of person that you're going to bring to their school.

Ines found that people made the same assumptions about her: "At school my administrators, when they do any kind of selection process for a particular program or for anything like that, I think the fact that I'm National Board Certified or at least even that I just went through the process, kind of tells them that I like what I do, that I'm motivated to do my job."

Nearly one-third of the teachers in Julie's school are board-certified teachers. She believed that her principal was cautious about revealing special assumptions about the credibility and commitment of the six NBCTs on his staff of 19 teachers:

My principal likes to keep all of us pretty even with each other. I don't think he listens to my thoughts or opinions any louder because I'm National Board Certified versus someone who is not. I just don't feel like he does that, which I like because it could potentially be something that would be divisive and cause animosity.

Her principal did recognize the value of having NBCTs on his staff. He actively encouraged teachers to pursue this credential and supported them with the resources they needed to complete their candidacy. But he held all teachers on his staff to the same high standards of credibility and commitment. Julie explained that the school literature claims that all teachers at her school are “master teachers” and described how the norms of professional culture at her school require that all teachers learn from one another.

Where NBCTs were seen to have professional credibility and a strong commitment to their work, they were recognized by their districts as a hot commodity. When Betty wanted to be designated a Lead Teacher, even though it was her first year in a new district, she was told, "I think we can make exceptions for National Board teachers." Similarly, Grace was told that if she wasn't happy in her position as administrative intern, strings could be pulled to find her a new placement. In fact, many of these teachers recognized that the authority of their NBCT status might enable them to negotiate their work within a greater range of options. The presence of options for mobility in some cases emboldened these teachers to be advocates for better teaching and student services.

Authority brings options for mobility.

Board certification is accepted as teaching licensure in 32 states (National Board for Professional Teaching Standards, 2004b). Three of the teachers in this sample explained that someday they might move to another state, and that the license portability of board certification influenced their decision to pursue it. However, the power of board certification to influence mobility may be more significant than that. In this study

teachers reported that it enabled them to have greater control over where they taught, more influence over their classroom assignments, and greater access to leadership roles.

When Ines entered her current school, she was not satisfied with the communication and overall attitudes among the staff at her school. Believing that "if you want something to change, you have to do it yourself," she set about changing the things that she could. She felt that she had been influential in "how teachers get along and how they talk and how they share." But the lack of communication with the administration seemed to be a problem that was beyond her control and she was considering changing schools or districts at some future point in her career. There was a high concentration of NBCTs in both her district and state, and awareness about board certification was widespread. She was completely confident that finding another school was a likely and viable option in her future.

Dan had spent his short teaching career at one school in the same district as Ines, but he offered a different perspective on mobility, "It really doesn't make much difference which school you are at. One is kind of the same as the other." While switching schools or roles did not seem worthwhile to Dan, he vigorously sought differentiation through assignments. In his six years of teaching, he had taught every math course offered at the school, except for one (which he expected to be asked to teach following year), and he managed to be able to teach courses in both the Advanced Placement and International Baccalaureate programs. As mentioned earlier, these specialized assignments were held mainly by the NBCTs in his school. He explained, "In our school, we don't have NBCTs who aren't happy."

Carol, like Dan, expected to be committed to being a classroom teacher for the duration of her career, and liked to be able to differentiate her work within teaching.

I need change. I need a new classroom every year. I have already told [my principal], math is getting old. And he said, "But you are doing new stuff. You have never repeated it." I said, "But it is math." But I know that if push came to shove and I said I really can't do this anymore, that he would do whatever it took to keep me at his school, because he knows I will be competent wherever he puts me.

Betty had used the authority of her board certification to its fullest advantage. She had moved in and out of schools, from teaching to administration and back again, all while changing districts two times. When she first left teaching in North City, for an administrative position in Near City, she was recruited because of her NBCT status. "I know why I was pursued. It's because of the work I did at North City, the work on National Board; because when I went to Near City, that's exactly what they wanted was the kind of person I was."

When she decided to return to teaching in North City after two years, she demanded the job she wanted at the rate she wanted--and got them both.

I walked into the interview and I said, "I only want to teach at certain places." And I said, "Don't get me wrong; I will work my butt off. I'm looking for the right match." I'm like, "If you want someone like me who's really strong and who really wants to contribute, I'm the person," and actually I know that I have the credentials to go and sort of be a little [demanding].

Her bold advocacy continued when the district she was re-entering wanted to place her back at the beginning of the salary scale:

I'm actually a provisional teacher. Is that surprising? But I made them give me ten years pay; and that was a fight. But I said, "I deserve nine." And they took their time. And after that, I said, "I deserve ten now." And they made it ten. Yes, they did. And I told them I would leave if they didn't pay me more.

While Betty had discovered how to use the authority of her board certification to advocate for her own career needs, she and others also found that the authority of their board certification and the flexibility of existing mobility options together empowered them to take risks in advocating for their students and their schools.

Authority empowers advocacy

Knowing that they had authority and job security in their own districts and beyond gave these teachers a sense of security. Dan described how it made him feel untouchable: "I think that it certainly gives you a status that once you get it, they can't take it away. You know what I mean? It is something that you have earned, and it definitely gives you more clout. I don't think that people are going to question your judgment or anything else. They would have to go a long way to do that." Larry said that one of his colleagues felt similarly emboldened by holding this credential. "She said she did it-- and this is her exact words -- so she can tell her principal to go fuck themselves."

Grace felt the same sense of empowerment. When her principal criticized her for not following the district's curricular mandate, she shot back,

If you want a robot up here teaching something that is scripted, then hire a robot. I am going through a rigorous certification process. I obviously feel committed to what I do. I have an opinion and my students respond to that. And if you have any problem with what I am teaching, you are more than welcome to come into my classroom, sit in the back, observe, and say whatever you would like to say. But you have never observed me. I am going for National Board Certification and you have never sat in my classroom to observe a lesson.

Grace's career was laced with powerful stories of administrators she had enraged by advocating for students. In fact, after one principal called the ESL program "stupid" in front of her Spanish-speaking students, Grace's retort was strong enough to cause the

principal to roll her sleeves up and invite Grace to “just go outside and settle it!” She referred to these incidents as “career suicide,” but she was still standing. When I asked her about this, she explained that her boldness came from the security of being board certified:

I guess now I feel like a responsibility. I feel I have a certain amount of knowledge and now I have to. I think it is about integrity. Some woman was chased out of my district for political reasons, completely bright and everything. And I probably wouldn’t do anything, but I think I have more security in doing something because I could always find a job as a Nationally Board Certified teacher. I am sure I would be as outspoken without it, but I feel like I can use it now. It is clearly a witch-hunt against this girl, and I said, “I will write you a letter of recommendation.” And she said, “That is really stupid because this is the district you are in and this is where your career is.” And I said to her, “You know it is about integrity. It is a witch-hunt and it is not on your professional job performance.” If someone is going to destroy me because I stand up for what I believe in, so be it. They are desperate; just look at the school building I am in now. Really.

The power of Grace's authority was increased by the fact that she was teaching in a low-achieving and hard-to-staff school. Many classrooms in this school were staffed by a rotating roster of substitutes and soon after my interview with Grace, even her principal left. She knew that she was needed there enough that she had room to be bold in advocating for what she believed.

Helena was also willing to be the enemy and make people mad so that important changes would happen. Her low-achieving school was under review by the state.

I am a big mouth, yes, and it's sort of, it's a funny place to be in because doing National Board certification, and having outside experiences that have given me sort of professional esteem, I am not afraid to be a blabber mouth or to push for change because I am like, “well, if you guys don't think I am a good teacher, I will just go teach someplace else, and that's fine.” And so, sort of giving that nudge has made people mad; but, on the other hand, it has allowed me to push for what I think is important change in the school.

One of the changes for which she encountered great resistance was her bold suggestion that Advanced Placement courses be taught by teachers trained to do this work.

Over the course of the years there, I have definitely sort of infiltrated and been like, "Look, if you are going to get to have the esteem and the privilege, or whatever, or getting to teach this course, then you need to know what you are doing, and it is not just giving more work. It's a different kind of inquiry." So, I have advocated for the school to get some vertical team training and we have done that over the past few years.

She was willing to throw in all her chips but she had not yet given up. In fact, she held onto the hope that her school would be chosen by the state to be reconstituted so that she could be a part of building it back up. "I hope they reconstitute this school. I think that is the best thing that could happen," she stated with certainty.

In one of her prior school settings, Betty had attempted to advocate for change and found that it was impossible. "They have a lot of rituals that have worked for them. They've been very successful. But if anything needs to be fixed, they don't deal with it at all. They go, 'yes, we know it needs to be fixed.' And? And they sort of like remind you of the Stepford wives in that way. I want to be a part -- I want to be a change agent. That wouldn't work there." So she moved to her present teaching position and maintained a position of critical questioning in her staff meetings, a stance that was contrary to the professional culture. She said, "Lately I've been the bad seed teacher, that National bad seed lady who would say, you know, 'we should really think about how blah, blah, blah.'" She laughed off this perception of how her colleagues saw her, and maintained hope that she could make a difference at this new school. But she also never forgot that if she was not able to be the change agent she wanted to be, she could find another school that needs her.

Discussion

These findings suggest that board certification has influenced these second-stage NBCTs experiences with professional roles beyond classroom teaching. To the extent that board certification has made these teachers feel a greater responsibility for the larger work within their profession and caused them to yearn for roles that have an influence beyond their classrooms, it has "professionalized" these teachers' conceptions of the career. Their new interest in differentiated roles, bolstered by an increased sense of capacity to carry out those roles, translated into greater feelings of ownership and efficacy within the profession.

At the same time, it was clear in this study that contextual factors influenced these teachers' experiences of roles and the professionalization of their work. The extent to which teachers felt their board certification opened a door to new opportunities to share their professional skills and gave them increased authority to carry out their differentiated roles seemed to depend on whether key leaders in those contexts recognized the board-certification credential as representing mastery of teaching's specialized knowledge and skills. Teachers were fulfilled by their differentiated roles when they perceived that the role was offered with a sense of acknowledgement of their expertise. Indeed, teachers in low-recognition districts were not less likely to be interested in differentiated roles but in fact took on *more* roles as they sought to create for themselves meaningful ways to contribute their knowledge and skills to the profession. Ironically, this struggle to secure professionalized work created the greatest conflict for the three NBCTs in this study who work in low-performing schools. They each wished for the opportunity and authority to apply their expertise to the problem of their own schools' improvement; instead they

expressed tremendous frustration about being unrecognized by their school leaders as resources for improvement.

The accounts of these teachers do reveal an initial glimmer of the image of professionalism that the Carnegie Forum projected fifteen years ago, an image of teachers as professionals with control and a sense of ownership for their collective work, an image that has the potential to grow bright enough to attract high-quality candidates to teaching and to cause high-quality teachers to see that they can have fulfilling professional careers without leaving their schools.

Implications

Board certification was intended to improve student learning by professionalizing teaching, not by attempting to certify every one of the 2.5 million teachers in America. This element in the design of this reform initiative seems to be overlooked when researchers and policymakers overemphasize the student gain scores that these teachers achieve and the individual bonuses that they earn. *A Nation Prepared*, the seminal report that proposed the establishment of a National Board for Professional Teaching Standards, suggests that the way board-certified teachers will truly revolutionize teaching is not primarily through the impact they make in their own classrooms or by the money they put in their own pockets, but by the contributions they are able to make as consumers, producers, and proponents of teaching's specialized knowledge base. It implies that when NBCTs are able to share their professional knowledge and skills through roles beyond their classrooms, they will be able to contribute to the improvement and professionalization of teaching.

NBCTs work in all 50 states. Some are clustered together in schools, others are isolated. Many work in states, districts and/or schools which capitalize on the knowledge and skills they are certified to hold by matching them with meaningful roles; many more work in contexts which provide only pre-certification incentives; and some work in contexts which offer no formal recognition of the credential. This study suggests that the understanding education stakeholders have about what board certification is and can do for schools seems to be critically important to the NBPTS agenda to professionalize

teaching. Key stakeholders include state and district policymakers, school leaders, unions, institutions of higher education, the public, and board-certified teachers themselves. Further research is needed to identify how these stakeholders currently understand the purpose of National Board Certification and in what ways they are interested in and capable of supporting the mission to professionalize teaching.

State and district policymakers.

Thirty states acknowledge the value of National Board Certification through salary incentives. One may wonder why these same states do not make better use of the identified expertise of their board-certified teachers. Few of these states recognize NBCTs as appropriate candidates for the state board of education or to chair state-wide committees on educational issues. Further research is needed to identify and potentially mediate the tensions which would naturally arise for state policymakers from teachers gaining more control over the work of their own profession, given that a large amount of that control currently rests with the state.

Another important dilemma of professionalization for state and district policymakers concerns the distribution of NBCTs. Once accomplished teachers are identified through the board-certification process, states and districts may feel they have a responsibility to mediate the equity issues which could arise as NBCTs gravitate toward well-resourced districts, yet this is something policymakers do not currently know how to do. Some state and district leaders have already begun to direct their attention to the paucity of board-certified teachers in low-performing, hard-to-staff schools. At least two states currently provide extra monetary incentives to NBCTs who work in these schools and many more states and districts have considered similar interventions. Yet no

professional wants to be bribed to enter a failing school if they are to have no autonomy to make the changes they deem necessary. Research is needed to determine how state and district policymakers might rethink the organization of teachers' work to capitalize on the expertise of NBCTs in the problem of turning around hard-to-staff schools. One promising idea suggested by this study is to experiment with creating "hybrid" roles for NBCTs who want to use their specialized knowledge and skills in roles focused on school improvement while maintaining part-time teaching responsibilities. Such roles would grant these teachers greater authority to influence the school improvement work, while allowing these teachers to balance their time between the classroom teaching they love and the new roles of influence they crave.

School leaders.

The professionalization agenda may also present school leaders with a dilemma of control: professionalization of teaching will likely require that school leaders share leadership and control of teachers' work with NBCTs. This is not something all school leaders are prepared to do. Research is needed to unravel the political, economic and sociological nuances of teacher leadership where NBCTs hold an externally-validated credential showing that they have knowledge and skills that are critical to teaching and learning, and in most cases their "bosses" do not. Of course, school leaders may also need to be prepared to coach the members of their teaching staffs through the shift from a traditionally egalitarian teaching culture to a new professional culture of shared control and ownership; there is currently little research to guide principals in managing such a culture shift.

Further, board-certified teachers are likely to be more effective in supporting some school roles than others. Research is needed to determine how to match NBCTs to differentiated roles that are aligned with the knowledge and skills that they are certified to have. This would likely require school and district leaders to familiarize themselves with the NBPTS standards of accomplished teaching, as well as the process teachers go through to achieve board certification. Understanding, then, how board certification can help teachers to be more reflective, better planners, more articulate professionals and better teachers, for example, they might be better able to apply these talents to locally-identified needs such a new teacher induction, peer assistance, or job-embedded professional development. With this understanding also they would be better able to address the additional training these teachers are likely to need to succeed in their roles such as training in mentorship, fiscal management or adult learning.

Lastly, as school and district leaders direct resources to support more teachers to pursue this voluntary certification, they would benefit from research which could help them to organize their candidacy support in ways that would be most likely to build the kinds of capacity they need (Berg, 2003).

Teachers' unions.

The presidents of the two national teachers' unions have always each maintained a seat on the National Board for Professional Teaching Standards. Past presidents Al Shanker of the American Federation of Teachers (AFT) and Mary Futrell of the National Education Association (NEA) were key players in launching the NBPTS. They were involved in establishing the Board's original by-laws, refining its implementation plan and rallying initial support for this movement among teachers. At that time the AFT's

executive vice president explained, “Once a teacher achieved National Board Certification, we felt that the state and local school district would look for ways to utilize their skills by having them work more with their peers, assist with evaluations, and serve as mentors.” Yet today, while both unions continue to take an active role in supporting teacher candidacy, there is no systematic support for life after certification. Research is needed to determine the role unions and collective bargaining agreements might play in supporting districts to utilize NBCTs’ skills and to identify the tensions that might be limiting local unions from placing their whole support behind the mission to professionalize teaching.

Institutions of higher education.

The professionalization of teaching hinges on public acceptance of the idea that teaching is complex work with a specialized knowledge base. It makes sense that institutions of higher education (IHEs) would play a key role in refining, documenting and disseminating that knowledge base, and that they would need to collaborate with NBCTs to do it well. Research is needed to identify or develop models in which NBCTs and IHEs can collaborate in mutually-beneficial relationships. NBCTs could support the training of teachers in a variety of ways and work with researchers to develop education research well-informed by the realities of the classroom. In doing so, IHEs are providing a viable and effective venue for NBCTs to share and build teaching’s specialized knowledge base.

Board-certified teachers.

Lastly, more research is needed on the lives of board-certified teachers themselves. Future studies could help to determine why NBCTs are pursuing board

certification. What did they hope to achieve? What do they know and believe about the NBPTS agenda to professionalize teaching? How do they feel about taking control of teachers' work? In what ways are they? In what ways do second-stage teachers' conceptions of career differ from veteran teachers' conceptions of career, and what are the implications for the professionalization of teaching? Answers to questions such as these would provide critical information about the prospect of the professionalization of teaching.

The key issue raised by this study, however, is the need to experiment with and study ways of reorganizing teachers' work. The professionalization agenda backfires if it places classroom teaching at the bottom rung of a career ladder for NBCTs. At the same time, when NBCTs take on full-time teaching loads, they are limited in their ability to engage in the kinds of professional work that capitalize on their expertise in service of better teaching and learning beyond their classrooms. The teachers in this study provide a few sample solutions to this dilemma: Betty moved in and out of classroom teaching to take on other education roles every few years, Elaine had a "hybrid" role which allowed her to work full time in education but part-time in the classroom, and Fran took an administrative position which allowed her to have time in classrooms. Most teachers sacrificed their nights and weekends or took creative shortcuts in order to take on substantive differentiated roles on top of their full-teaching responsibilities. Research is needed to explore the benefits and limitations of models such as these, to create and study innovative new models, and to determine the organizational, political, economic and sociological implications of each.

The agenda to professionalize teaching began with defining teaching's specialized knowledge base and identifying teachers who are able to demonstrate mastery of it. This study emphasizes the importance and challenge of the next critical step: determining how to reorganize the work in schools to capitalize on that demonstrated expertise without taking these teachers too far away from the highly-complex work they are already doing in classrooms when they are teaching children.

Appendix A: NBPTS Teaching Standards

In 1987 the 63 members which comprise the National Board for Professional Teaching Standards collaborated to establish *Five Core Propositions* for what all teachers should know and be able to do. They are:

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

Subsequently, the Board convened teams of classroom teachers and other experts to develop *Standards for Accomplished Teaching* which more clearly define what the *Five Core Propositions* look like in each subject specialty and at each level of child development. As of 2005, Standards have been developed in 27 fields.

All Standards are available online at www.nbpts.org.

The Standards for the *Early Adolescence/ English Language Arts* certificate are provided here as an example:

Early Adolescence/English Language Arts Standards, Second Edition

Preparing the Way for Productive Student Learning

I. Knowledge of Students

Accomplished Early Adolescence/English Language Arts teachers systematically acquire specific knowledge of their students as individuals and use that knowledge to help develop students' literacy.

II. Knowledge of the Field

Accomplished Early Adolescence/English Language Arts teachers know the field of English language arts and how to teach it to their students.

III. Engagement

Accomplished Early Adolescence/English Language Arts teachers engage students in language arts learning and elicit a concerted academic effort from each of their students.

IV. Learning Environment

Accomplished Early Adolescence/English Language Arts teachers create a caring and challenging environment in which all students actively learn.

V. Equity, Fairness, and Diversity

Accomplished Early Adolescence/English Language Arts teachers are committed to the celebration of diversity, practice equity and fairness, and use a variety of texts to promote opportunities to learn acceptance and appreciation of others.

VI. Instructional Resources

Accomplished Early Adolescence/English Language Arts teachers select, adapt, and use instructional resources to develop student literacy and further curriculum goals.

VII. Instructional Decision Making

Accomplished Early Adolescence/English Language Arts teachers set attainable and worthwhile learning goals for students and develop meaningful learning opportunities, while extending to students an increasing measure of control over setting goals and choosing how those goals are pursued.

Advancing Student Learning in the Classroom

VIII. Reading

Accomplished Early Adolescence/English Language Arts teachers promote reading development by ensuring that their students read a wide variety of texts and develop strategies for comprehending, interpreting, evaluating, and appreciating those texts.

IX. Writing

Accomplished Early Adolescence/English Language Arts teachers provide instruction in the skills, processes, and knowledge needed for writing to ensure that their students write effectively across many genres and for a variety of purposes and audiences.

X. Listening, Speaking, and Viewing

Accomplished Early Adolescence/English Language Arts teachers develop students' skills in listening, speaking, and viewing in many ways and for many purposes.

XI. Language Study

Accomplished Early Adolescence/English Language Arts teachers teach students to gain proficiency in language use and strengthen student sensitivity to appropriate uses of language.

XII. Integrated Instruction

Accomplished Early Adolescence/English Language Arts teachers integrate learning and learning activities within the English language arts classroom and across the disciplines.

XIII. Assessment

Accomplished Early Adolescence/English Language Arts teachers use a range of formal and informal assessment methods to monitor and evaluate student progress, encourage student self-assessment, plan instruction, and report to various audiences.

Supporting Student Learning through Long-Range Initiatives

XIV. Self-Reflection

Accomplished Early Adolescence/English Language Arts teachers constantly analyze and strengthen the effectiveness and quality of their teaching.

XV. Professional Community

Accomplished Early Adolescence/English Language Arts teachers contribute to the improvement of instructional programs, advancement of knowledge, and practice of colleagues.

XVI. Family Outreach

Accomplished Early Adolescence/English Language Arts teachers work with families to serve the best interests of their children.

Appendix B: Interview protocol

1. I am interested in hearing the story of how and why you came to teaching. When did you first think about becoming a teacher?

Probes, if needed:

- Are there any ways in which you think your own **schooling experience** played a role?
- [If applicable: Are there any ways in which you think your **first career** played a role?]
- Were there **other people** who had a role in your decision to teach?
- What were some of the **other career options** you considered after college?
- Do you still consider some of them or **other work** outside of teaching?

2. Can you tell me the story of how you came to pursue National Board Certification?

Follow-up questions:

- Was it a hard decision or a no-brainer? What did you have to **weigh** in your decision?
- Did you receive any **school or district support**? What kind?
- Did you have any **preconceived ideas** about what it would be like to be an NBCT?
- Did you think the process would cause changes in your **teaching** or your students' learning? Did it?
- Do you think achieving National Board Certification has **influenced your attitudes** about your own teaching?
- Do you think achieving National Board Certification has **influenced your attitudes** about the career of teaching?
- Do you think it has influenced how **others perceive you** as a teacher?
- How would you say your experience of life after certification **compares to your expectations**?
- Is there anything **unexpected** about life after certification?

3. I am interested in hearing what your work is like in your school.

Sub-questions:

- **Assignment/ Organization:** What do you teach? Subjects/ grades? Can you tell me briefly how your school is organized?
- **Collegiality:** How often do you talk with other teachers? What kinds of things do you talk about? How often do you talk to your principal?
- **Colleagues:** What percentage of the staff do you estimate has more years of experience teaching than you? Do you work with any other NBCTs? Do any people at your school site know that you have achieved NBC? How?
- **Professional Culture:** Are there common norms or professional expectations shared at your school about the way teachers' work is done and the way teachers interact with one another? Could you describe some of them?
- **School Culture:** What is it like to work with the students in your school and their parents? Do students or parents in your school know that you have achieved Board Certification? How?
- **Curriculum:** Do you have a curriculum that you are expected to follow? What do you think of it? Does anyone check?
- **Roles:** Do you have any non-teaching responsibilities at your school that are required? Do you have any that are not required?

Note them here:

Why have you taken these things on? Then individually: What do you gain or enjoy about [each responsibility]?

- **Work day:** What do you tend to do with your time before and after school? Do you take work home? What kind? What does this work compete with for you at home?

4. You've told me about some of the roles that you hold in your school, and I want to return to those. [If many, choose one or two to focus on.]
- How would you describe the contribution of these roles, if any, to better teaching and learning?
 - How did you come to be in each of these roles?
 - In what ways are your personal and professional relationships with your colleagues affected by these roles?
 - And your relationship with your principal?
 - What role, if any, do you think your age might play in your capacity, opportunity or authority to carry out the role?
 - What role, if any, do you think your Board-certification might play in your capacity, opportunity or authority to carry out these roles?
 - [If applicable] What strategies have you used to mediate those difficulties?
5. Can you tell me about any professional activities in which you have been involved outside of the work you do at your school? These may include association memberships, collaborations, teacher networks or special roles.

Note them here:

Sub-questions:

- Are any of these activities ones you have **taken on since achieving** National Board Certification? Do you believe your Board-certification in any way identified or qualified you for this/ these activities?
- What feels **important** to you about [each/some of these] activities?
- Can you describe any ways in which you believe these activities may help to **improve your own** teaching or your students' learning?
- Can you describe any ways in which you believe these activities may help to improve teaching or learning **beyond your own classroom**?
- Do you know how people at your school **perceive your involvement** in these activities?
- Have you **enlisted any of your colleagues** in any of these activities?

6a. What do you **enjoy** most about being a teacher?

6b. What do you perceive as the greatest threat to your sense of **satisfaction** in the career of teaching?

7. What events in your teaching experience would you identify as **milestones** or important change points your career?

Probes, if needed:

- Teacher prep?
- Tenure?
- Roles?
- NBC?

8. What do you imagine is the **likelihood that you will continue** teaching full time for the rest of your career? Can you imagine considering a **transfer**?

9. As you think about the work life ahead of you, what are some options you imagine for yourself **in ten years**? What are your aspirations?

Follow-up questions:

- Can you think of anything that could support you in achieving your goals?
- What might stand in the way?
- Do you think the title of NBC can play a role in helping you to achieve your potential goals? Why/ why not?
- Do you think the knowledge and skills you've demonstrated or gained through NBC help qualify you for these opportunities? If so, what are some of those skills?

10. Before we conclude the interview, is there anything else you'd like to tell me about the way you are thinking about your career? Are there any questions you think I should have asked?

Appendix C: Changes Reported In Teaching Practices and Attitudes

Betty	<ul style="list-style-type: none"> • I'm very, very aware now and then of trying to put together appropriate group dynamics in the class and how to work with groups in a way that's most beneficial to them. 172 • It helped me learn how to follow rubrics and to teach students how to follow rubrics.... This is exactly what I'm looking for. This is what I consider competency. 176 • You really have to come out of your own understanding of math and get into their head about- what is the misconception? Where is the confusion coming from?... So I thought very deeply about that lesson. I can remember that lesson vividly that I taught now and the different modalities I used to teach that lesson. But, you know, I don't think I would have done that had it not been for nationally certifying having to think that deep. I don't think I would have.... It really pushes you to think. 196 • The National Board had taught me right off the bat to be very reflective about what I'm doing and to constantly make adjustments to what I'm doing. And I tell my students that all the time. I feel like I didn't do so well. So this is why I'm making a change. 270
Carol	<ul style="list-style-type: none"> • And it's, I mean I changed some of my thinking since then....I feel that the standards that they're looking for teachers to prove that they're accomplished in, that every teacher should be doing those already. 68 • I really—I felt that it was a valuable process.... I think everyone should be required to go through the process. I mean reflecting on, you know, your methods and strategies is always a benefit to any classroom. 72
Dan	<ul style="list-style-type: none"> • There's been several things that I changed. I think it has certainly made me look at my individual lesson plans, assessments with a more critical eye. I mean, it is an ongoing thing to get better and better at that. 305 • I think far and away the biggest effect is watching yourself on video tape.... And the more I did it, the more I was able to notice very, maybe, subtle things about what I was doing, about how, you know, facial expressions, just little side things that you say to kids, or whatever, how meaningful those could be, -- having the ability to stand on the outside and be a viewer of yourself, I think was the biggest thing that helped. 315 • And I think I became a gentler person, I mean, a gentler teacher, more aware of, a lot of kids get along with what I do just fine, but there's always -- you know, it's the ones you don't notice who maybe aren't, who are maybe intimidated. So, I think I have learned more to be not the same way with all kids, to be more, you know, I ask questions of one kid differently than I do the other one, and it just made me more sensitive to that. 341 • So, what I do now in my classes, when I send home my syllabus, for all my classes on the first day of the year, I tell their parents that if they can email me during the first week of class, whether it is from work or home, or whatever, I give their child fifty points extra credit to start the year with, and of course they all go, oh, this is great, fifty points. So, they email me. But once I have them on my computer, buddy, that's it. ... I get so much positive feedback from parents, just for doing that, and how -- you know, if I have got a kid who is not doing their homework, and I email their parents, buddy, they are doing it the next day. 345
Elaine	<ul style="list-style-type: none"> • They [NBPTS] send you a book [to prepare for the assessment center test]. Actually, reading those articles was an eye opener, and, particularly, in how to teach writing because it opened my eyes to the fact that -- how some kids view writing, and the fact that not every kid likes to be given an idea, and some kids need to be given an idea, and how to go about getting kids to write. Especially with the writing, National Board has really -- I keep those [standards] around. 176 • If I'm not already doing it, then I have to start doing it because this is obviously what the standard would be....But mostly that standard book is what I really take out when it comes to, you know, sometimes you forget how kids think. If you tell them something and you know you know it, you forget that they don't know. And, so, it reminded me how kids process and think. It's very helpful. 182

Fran	<ul style="list-style-type: none"> • I didn't expect to grow as much as I did. I didn't expect to see so many different things about my teaching especially when I videotaped myself and to start to really look into how I was interacting with the students. Why I was planning lessons that I was planning. So, I was really surprised about my growth from it. 85 • It caused me to really understand what I was teaching, and how I was affecting the students. So, that if I was assessing a child in social studies, my assessment wasn't a reading assessment. Where beforehand, I would have taken like a reading package and give them some questions on social studies, and, then, that would have been an assessment that I would have given. After I did the certification, I realized that that's a reading assessment. That really wasn't assessing a social studies concept. And that really has made a big difference in how I am as an educator. 89
Grace	<ul style="list-style-type: none"> • I think now that I have the certificate, I like to think that I was open to criticism before, but I think it makes me more secure in being open to criticism because I don't really have anything to prove now. 393 • And I think it really kind of gave people hope. The kids really realized that I took it seriously. I am not talking about the National Board [process]. I am talking about the affects afterwards and the fact that it helped me model professional development. This is what I am doing. This is what we are doing. Come in and see it. It was very powerful. 394
Helena	<ul style="list-style-type: none"> • There were places where it made me think, because I had never really ever had any bilingual ed training. And so, I definitely had picked up things over the years, but I had never taken a class on how to be a bilingual educator, or anything, and there were places in the [NBPTS] standards where I thought, I do this but I never knew why, or I don't quite do this. I was doing something else. This makes more sense, or, the way I have been doing that isn't as efficient, isn't as helpful to the kids, isn't as whatever. Wow. I need to be doing it this way, like this, now I understand why this makes more sense, or why this is better for my students. 447 • I would say that it made me think a lot about small groups because of the video. One of the videos for me had to be small group work, and I -- I mean, you know, doing cooperative groups has always been something I have enjoyed doing, and I like cooperative groups, but it is hard.... I realized if you don't know why you are doing it, or you are not actually good at it - -...it can be a crummy waste of time. 451 • So, National Board was a very concrete way of thinking about, for me, those two kids that I studied, really thinking about them.... I had to think about their experience over time, individually and collectively, and that made a huge difference for me because... scaffolding is this buzz word that people toss off all the time, well, when I say it, I actually mean it; like, it means something to me. It's an important word to me, and when I say I am scaffolding kids to this experience, I am actually thinking about what I want them to do in May and how what I am teaching them in December is going to get them to that, and I had not had the opportunity to be so concrete about it. 476 • I do call people's parents a lot. I definitely do, and I send home a lot of notes. I am actually a big mailer, or I send home little postcards, note from your teacher, that kind of stuff, and so I -- I have always kept track of that, and National Board made me just be even more organized about that, like I have a little spiral notebook. It's like my phone log, and that stays on my desk. And so, I chronicle in that. 867
Ines	<ul style="list-style-type: none"> • I just kept thinking, you know, why is it that I'm doing this? And also it allowed me to tell the kids, "This is why you're going to be doing this." It kind of actually helps them be more conscious of their own learning as well as it's going through the motions as well. 87 • I mean I definitely think I'm more effective. And sometimes I feel more guilty if I don't do what I know I can do. If I get overwhelmed with work I might play a movie for them.... But I do feel more conscious of their time learning. Whereas before I could just play a movie and I'd give them a work sheet and I'd say they're learning it and they're on task. Now I'm more like, "OK, are they really getting it?" So I do question everything more. So in that sense that has definitely changed me as a teacher. 99

Julie	<ul style="list-style-type: none"> • One direct connection I see is with... NBCTs is being able to support yourself articulately with evidence. So, with my students I am very big on what's your evidence. Why? How do you know? What makes you say that? That I always want their thinking grounded in evidence. And I expect them to demonstrate that. It's not enough to tell me how you feel. You have to tell me why you feel that way. Or if this is your opinion of this book or this character, why? What's your -- if this is your inference, what's your evidence? This is your prediction, well, what's your evidence? My big thing is grounding them in evidence. And that's, really, to me, been like -- the kids will laugh -- they'll be like we know. You want evidence. I'm like yes. I want evidence because that's what's going to -- I've learned through all this that's what you need to support yourself, I mean, especially through National Board Certification. I mean every other line I was thinking about what my evidence was and why I did something I did. So, for me, I'm really pushing my students to do that work. And, I think, also, just pushing them to do their best work. • I figured it would [cause changes in my teaching] because looking at your teaching under such a microscope, I figured that's because there would be no way it couldn't -- the level of reflection that you're doing is really causing you to think through your curricular decision and every decision you make with a student. So, I figured it would. 171
Larry	<ul style="list-style-type: none"> • I think the biggest thing is just providing direction for a systematic approach to think about things. You know how they talk about when you do your video you have to read, you have to explain why you do all these different things. You also have to listen -- well, if I didn't like this, what could I have done better. If you're a football player, maybe, your coach is talking about going over the tapes and reviewing your performance, well, okay. So, it causes you to be more analytical. 27 • But take the standard of diversity -- that's one that pops into my mind. There's a lot of different kinds of diversity.... Basically, what you're looking at to meet that standard is what's going to work for this kid in this situation. And so you're analyzing what the teacher's doing. You're analyzing what the kid is doing. If you have enough information, you're analyzing what's going on before the kid gets in the classroom. You're taking all this information for that kid and, okay, this kid needs a lot of attention. 115 • You believe in yourself more, and you do more to help the kids. I've had more parental contact now than I ever had. And I'm sure that's something -- I'm surprised you haven't asked that, but it has improved.... I have a homeroom. I have parents on my cell phone. And I call them, and they call me. You can call me on my cell anytime and leave a message. I'll call you back. And I'm glad when they call. Sometimes you get them at night. It paid off. 343 • Now, you know why. There was a gut feeling why I knew that didn't work, but now when I'm doing something, I know why I'm doing it. And sometimes I'll do something automatically, but then I can go back and explain why I did it. It works better that way. 31 • You just look at the big picture more. It doesn't seem so insurmountable. 537

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