

Study of the Incentive Program for Washington's National Board Certified Teachers

Final Report

Jeanne Harmon and Terese Emry (CSTP)
Marge Plecki and Ana Elfers (UW)

*Presentation to the State Board of Education
Tumwater - November 9, 2010*

Study Context

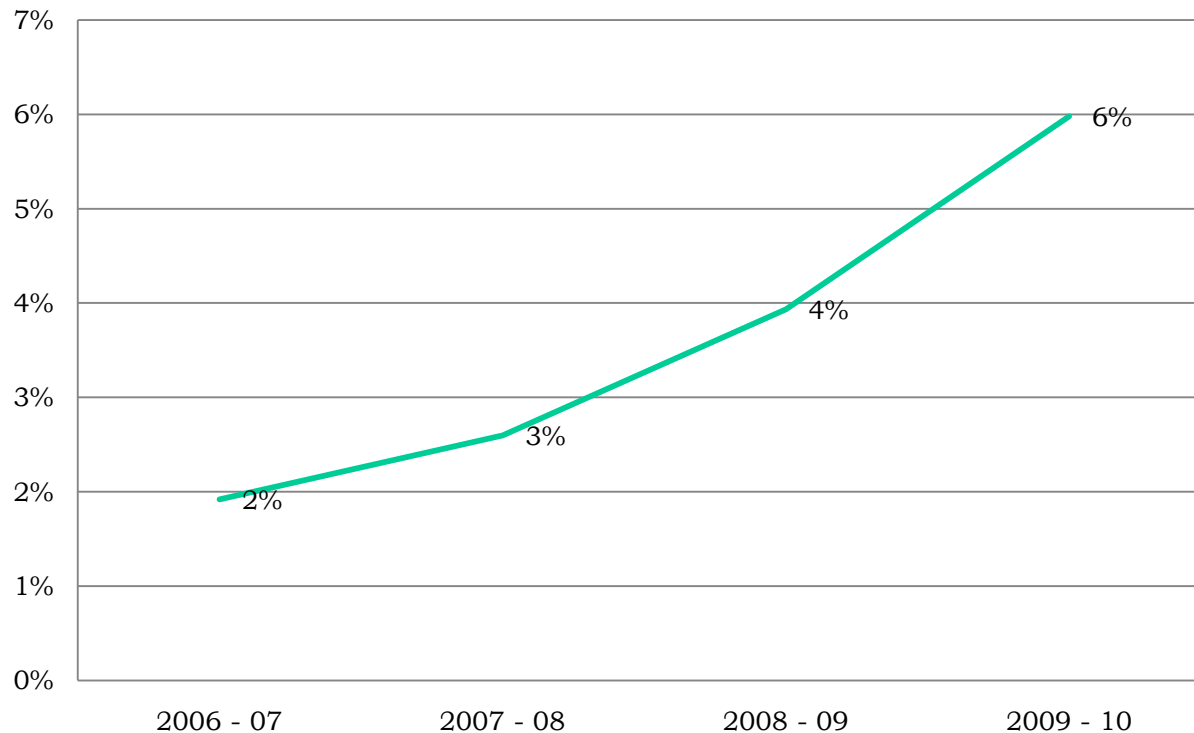
- In 2007-08, the state's annual salary enhancement for NBCTs increased from \$3,500 to \$5,000 and an additional \$5,000 annual bonus was added for NBCTs working in "challenging schools"
- The State Board requested an analysis, focusing on a baseline year and the initial years of policy implementation

Two Lines of Inquiry

1. **Baseline data analyses (UW)** to compare NBCT and non-NBCT teacher characteristics, district and school placement, and retention and mobility
1. **Survey research (CSTP)** to examine the contribution of NBCTs in schools and districts and perceived effects of the incentives

Increasing Numbers of NBCTs Statewide

Increasing Proportion of NBCTs of Teacher Workforce over Time



Washington ranked 2nd nationally for number of new NBCTs in 2009 (1,251), and 5th nationally in total number of NBCTs (4,006).

Characteristics of NBCTs in Washington

- 31% certified in 2009
- 46% age 40 or younger
(38% teachers statewide)
- 85% hold Master's or higher
(64% teachers statewide)

Persistent Lack of Teachers of Color

In 2009-10...

- Students of color statewide = 35%
- NBCTs of color = 5%
- Non-NBCT teachers of color = 8%

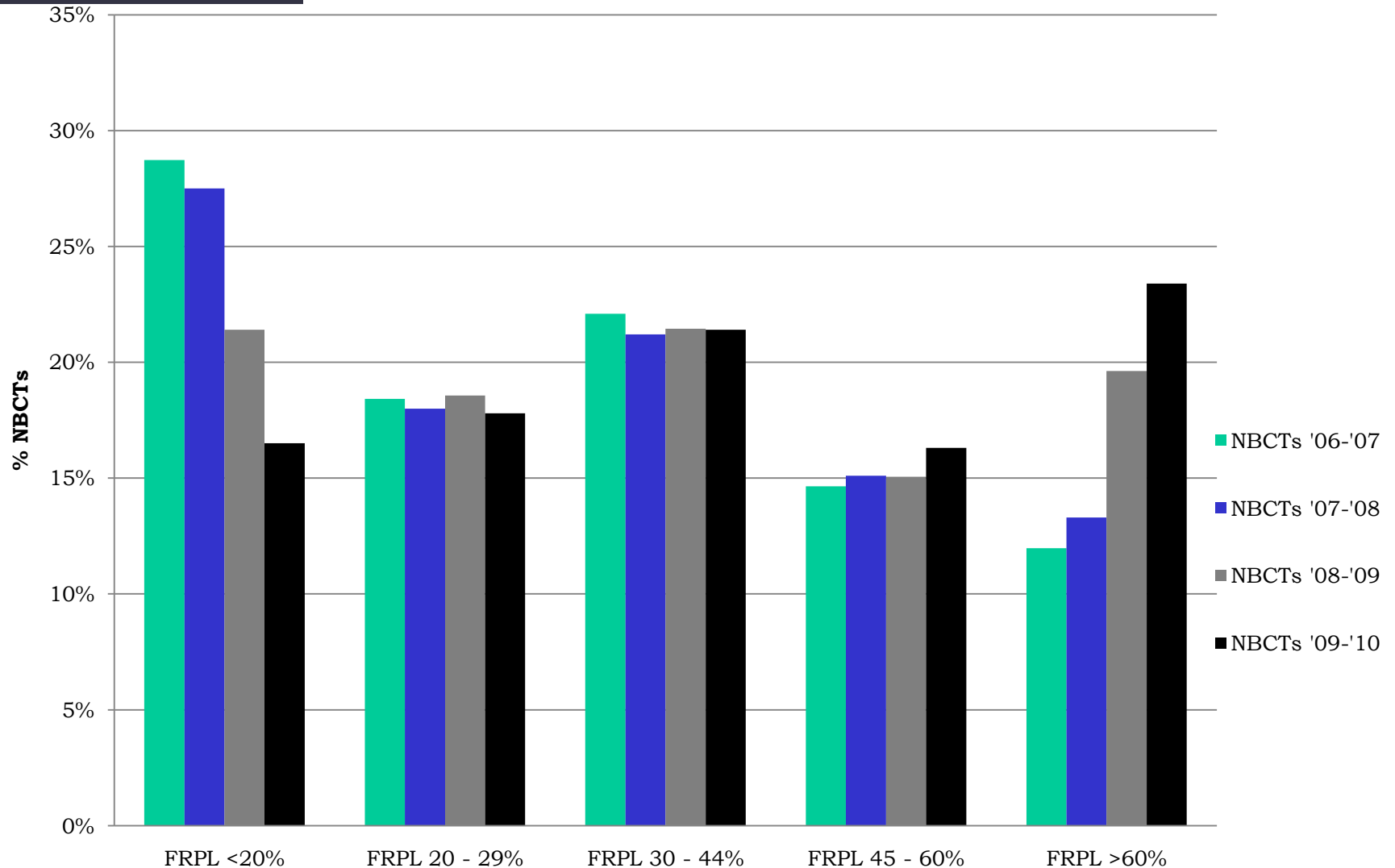
Regional Distribution of NBCTs

- NBCTs over-represented in Central Puget Sound (ESD 121)
 - 43% of WA NBCTs compared with 37% of all teachers
 - 21% of NBCTs in ESD 121 are located in Bellevue (n=304)
- NBCTs under-represented in Western Washington (outside ESD 121)
 - 31% of WA NBCTs compared with 37% all teachers
- NBCTs equally represented in Eastern Washington
 - 26% of NBCTs and 26% of all teachers

Distribution of NBCTs by School Characteristics

- The proportion of NBCTs in the state's highest poverty schools dramatically increased over the four year period studied (from 12% in 2006-07 to 23.4% in 2009-10)
- NBCTs are located in schools with similar proportions of students of color as teachers statewide.

NBCTs by Student Poverty (2006-07 to 2009-10)



NBCTs Remain in the Classroom

- 91% work as classroom teachers for some portion of their assignment
- 9% work in other support, specialist or administrative roles
- Approximately 5% change assignments annually

NBCTs Positive Contributions to Instruction, Student Learning and School Community

- Over 90% of all NBCTs report that certification made a positive impact on their ability to
 - evaluate student needs
 - use multiple strategies with students
 - use assessments to inform instruction
- The majority of principals surveyed confirmed a positive impact on
 - ability to work with students
 - contribution to the professional community including mentoring and coaching responsibilities

NBCTs Positive Contributions to Instruction, Student Learning and School Community

	October NBCT Survey		2009 NBCT Survey	
	Not in Challenging Schools n=875	In Challenging Schools n=271	Not in Challenging Schools n=263	In Challenging Schools n=146
understand how cultural factors affect student learning	76%	80%	71%	81%
understand how linguistic factors affect student learning	63%	73%	63%	77%
understand how poverty impacts student learning	66%	75%	59%	80%

NBCTs Add New Leadership Responsibilities

- NBCTs report increased leadership roles after certification
 - School-based coach/lead teacher
 - Curriculum specialist or coach
 - Mentor
 - Facilitator for NBPTS candidates

NBCTs Interested in Future Leadership Responsibilities

	Somewhat or Very Interested in Role October NBCT Respondents <i>n=1105</i>
Mentoring beginning teachers	92%
Mentoring experienced teachers in content area	83%
Advocating for effective policies	67%
Serving on statewide committees	65%
Serving on a policy team with educators and legislators	59%
Serving as a policy fellow with other educators	56%

NBCTs Compared to Other Teachers

Two comparison groups were created:

- 1) All non-NBCT teachers statewide
- 2) Non-NBCTs working in the same schools as NBCTs, with adjustments for experience levels

Annual Retention and Mobility of NBCTs and Other Teachers: 2008-09 to 2009-10

NBCTs are retained in the same school at rates similar to a comparison group of teachers and to all teachers statewide

	NBCTs	Non-NBCTs	Comparison Teachers
Stayers	89%	87%	89%
Movers in District	8%	7%	6%
Movers out District	1%	1%	1%
Exiters from WA system	3%	6%	4%

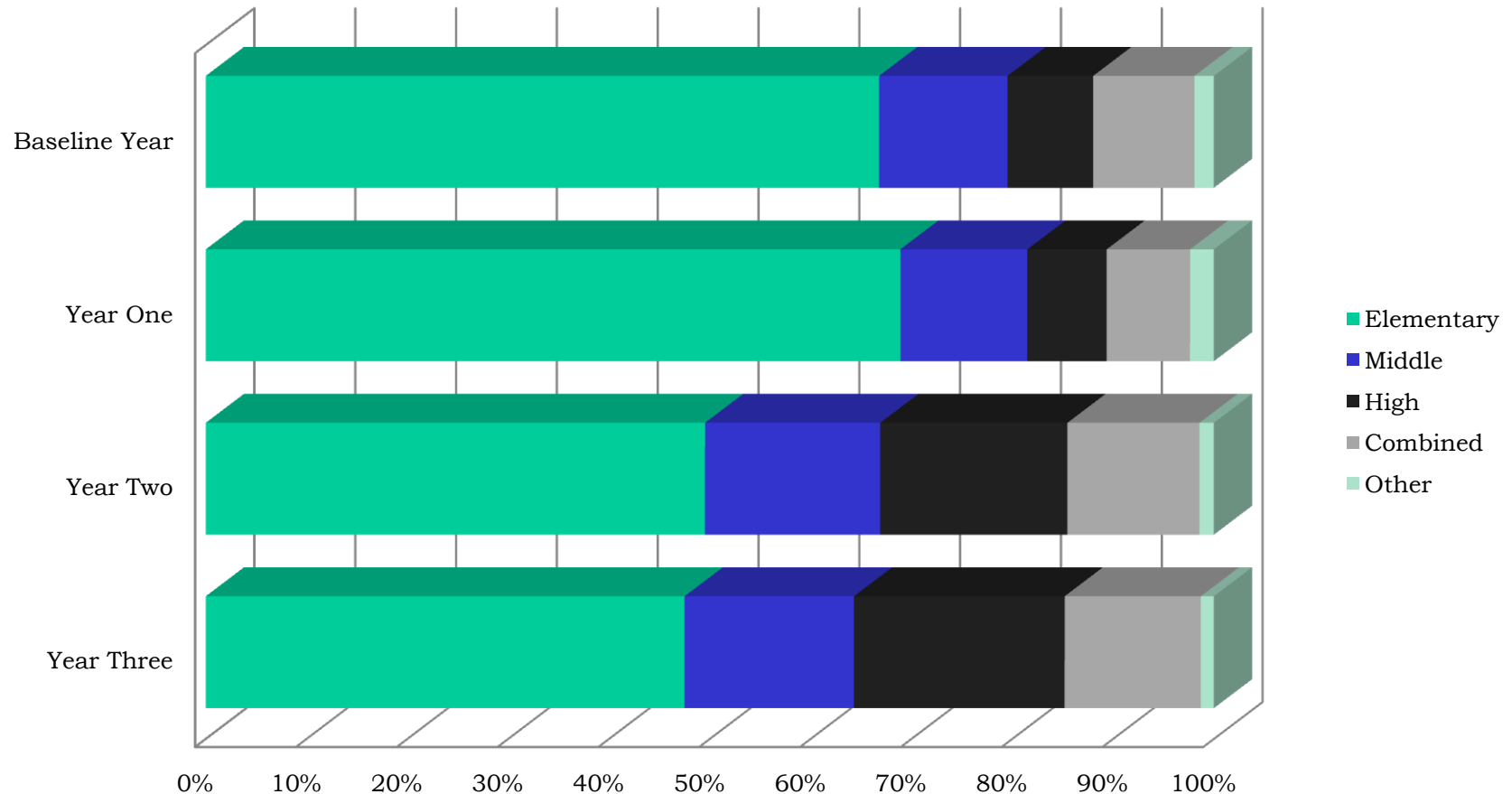
Other Findings about Retention of NBCTs and Other Teachers

- For both NBCTs and comparison teachers, as the proportion of students of color increases, the percentage of teachers who stay declines.
- Proportionately more NBCTs hold endorsements in math and science than other teachers, though retention rates are not substantially different.

Challenging Schools Incentive

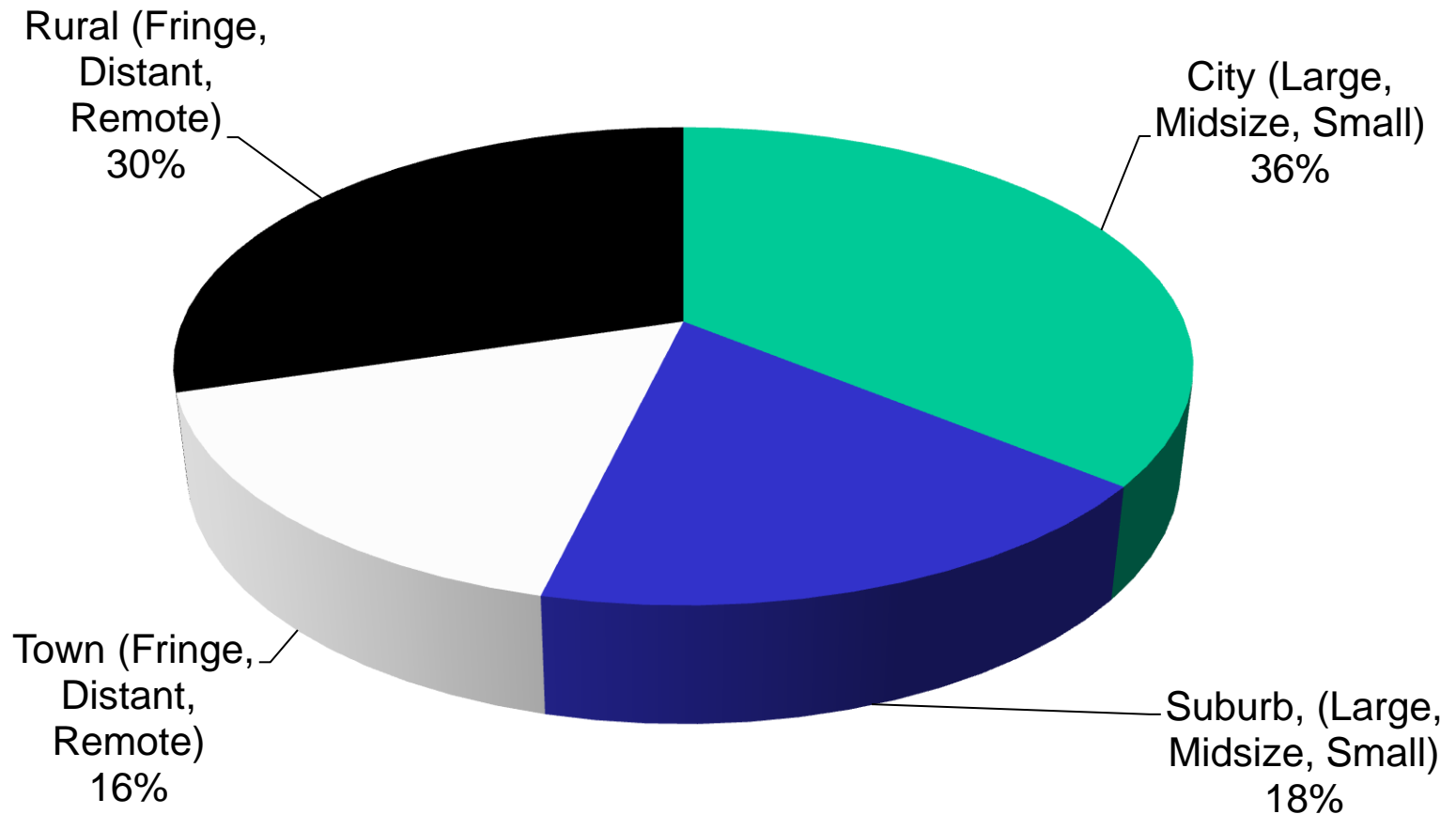
- Criteria based on student poverty
- Provided additional \$5,000 bonus for NBCTs
- Among state's lowest performing schools: all 26 Tier I and 19 of 21 Tier II schools
- Serve larger proportions of students of color

Impact of Changing “Challenging School” Criteria



The total number of eligible schools increased by 43% from 2007-08 to 2009-10 (254 to 446).

Challenging Schools by Locale Type

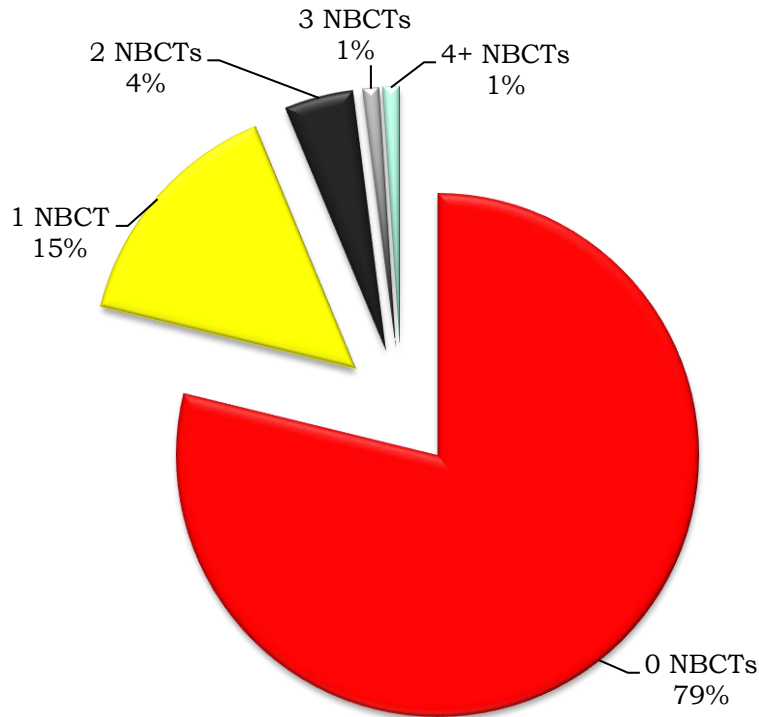


Increasing Numbers of NBCTs in Challenging Schools

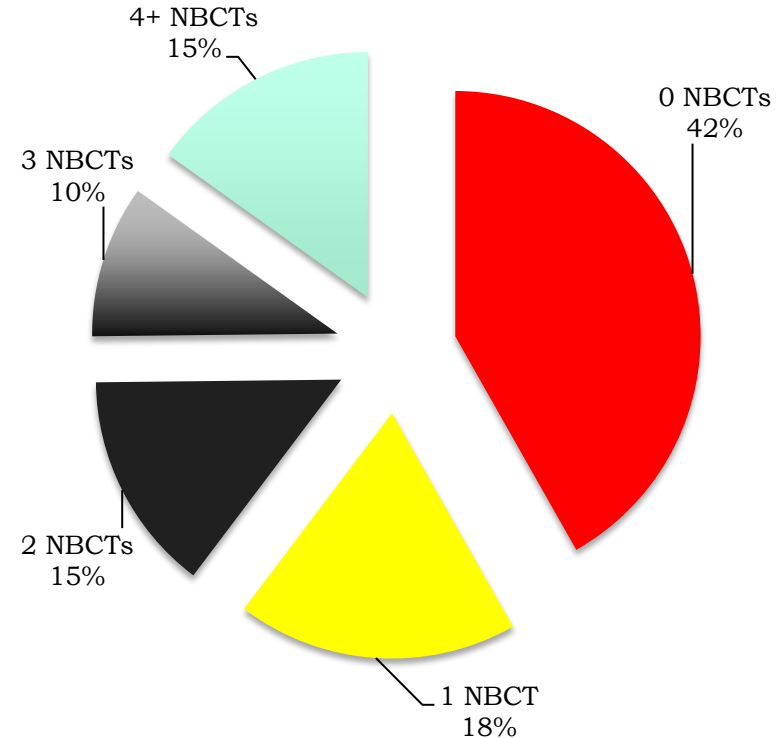
- In three years, the percent of challenging schools without an NBCT dropped from 79% to 42%
- The percent of challenging schools with 2 or more NBCTs increased from 6% to 40%

Number of NBCTs in Challenging Schools

2006-07



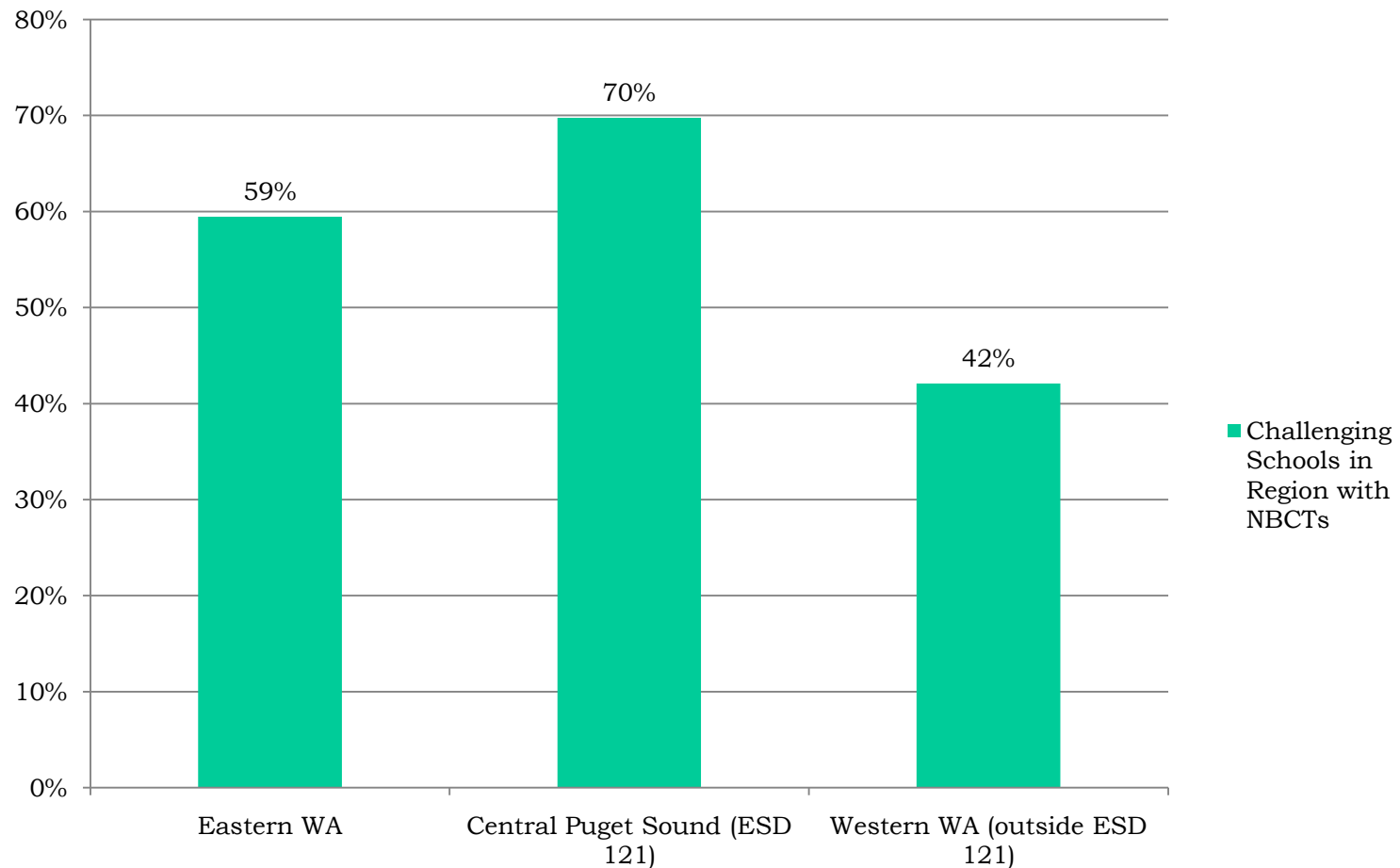
2009-10



NBCTs in Challenging Schools by Region

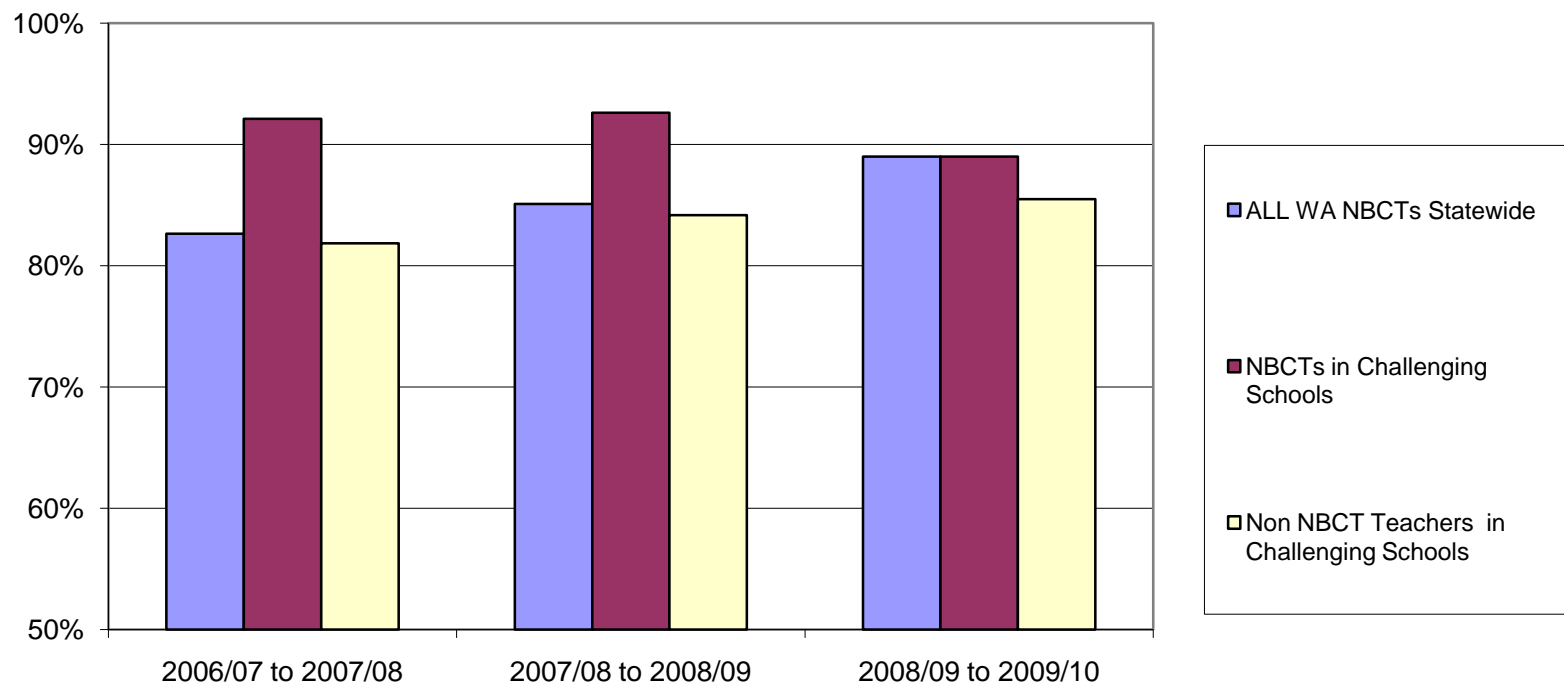
- Nearly half of challenging schools are located in Eastern Washington (49%)
- Western Washington (outside ESD 121) has the lowest percentage of challenging schools with at least one NBCT (42%)

Regional Distribution of NBCTs in Challenging Schools: 2009-10



Teacher Retention and Challenging Schools

NBCTs in challenging schools have higher annual retention rates than non-NBCTs.



Teachers in Challenging Schools Earn NB Certification

- The number of NBCTs in challenging schools has dramatically increased:
Year One = 118
Year Two = 387 (change in criteria)
Year Three = 746 (22% of all NBCTs)
- Most NBCTs in challenging schools were working in a challenging school the year prior to earning certification (94% in Year 3)
- Opportunities for movement influenced by regional labor market conditions, economic conditions, district size, and varying teacher retention rates

Challenging School Bonus a Factor in Teachers' Decision to Pursue Certification

	NBCTs Certified in 2007 or earlier		NBCTs Certified in 2008		NBCTs Certified in 2009	
	In challenging schools n=158	Not in challenging schools n=590	In challenging schools n=113	Not in challenging schools n=285	In challenging schools n=146	Not in challenging schools n=263
Potential for increased compensation	33%	52%	73%	69%	73%	71%

- 85% of principals of challenging schools said the challenging schools bonus has a high impact on teachers' decision-making.

Policy Implications: Areas for Improvement

- Policies not yet reaching all schools
- Additional attention needed to further diversify teacher workforce
- A few academically struggling schools don't meet criteria as "challenging school"
- Implementation of incentives driven by individual teacher choice
- No explicit link to other state or local improvement efforts
- No differential approaches to address local needs

Potential Policy Options

- Continue incentives as currently constructed
- Minor adjustment to include all persistently low-achieving schools as “challenging”
- Consider strategies to situate NBCTs in challenging schools that have none
- Develop information network that would link staffing needs of challenging schools with teachers’ skills and expertise
- Give high-need districts greater discretion to decide which schools are “challenging”

Future Lines of Inquiry

- NBCTs as part of a larger solution for improving the quality of instruction
- Assessing the impact of NBCTs on student learning with appropriate consideration of complex factors
- Evaluate the impact of future NBCT policies decisions