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Business, Education Leaders Encouraged by New Research on the Effectiveness of National Board Certified Teachers®

(Arlington, Va.) — Business and education leaders are lauding new research showing that elementary school students taught by National Board Certified Teachers (NBCTs) outperform their schoolmates on the nationwide Stanford Achievement Test 9th Edition (SAT-9).

The report, "National Board Certified Teachers and Their Students' Achievement," by Arizona State University (ASU) researchers Leslie Vandevort, Audrey Amrein-Beardsley and David Berliner, found that third, fourth, fifth and sixth graders taught by NBCTs in 14 Arizona school districts did better than students taught by non-NBCTs in almost 75 percent of reading, math and language arts SAT-9 measures. The researchers found that, on average, students of NBCTs experienced learning gains equal to spending more than an extra month in class.

"This new research confirms that increasing the number of teachers who earn National Board Certification® will have a direct impact on raising student achievement in schools across the country," said Edward B. Rust, Jr., Chairman and CEO, State Farm®.

"Business leaders realize that the future of America depends on the quality of education our children are receiving. That is why State Farm is committed to supporting National Board Certification."

Through the State Farm Companies Foundation's "Partners in a Learning Community" initiative, State Farm has committed nearly \$2.5 million in support for teachers pursuing National Board Certification across the country.

National Board Certification is the highest credential in the teaching profession. A voluntary process established by the National Board for Professional Teaching Standards (NBPTS), certification is achieved through a rigorous performance-based assessment that measures what accomplished teachers should know and be able to do. There are more than 32,000 National Board Certified Teachers nationwide.

The research report, published September 7, 2004, in Education Policy Analysis Archives, an international peer-reviewed online journal, notes that the average gain posted by students of NBCTs added up to 1.12 months of additional schooling, or about 25 more days in class. In Arizona, which spends nearly \$7,000 per year per student, that extra classroom time is the equivalent of \$960 worth of additional learning for each student. With an average class size of 21 students, the 35 NBCTs whose work the study evaluated delivered more than \$700,000 worth of additional instruction.

In some cases, the additional-instruction effect was even more dramatic. In 1999-2000, students of NBCTs gained three-and-a-half months more in math achievement than

students of non-NBCTs. In 2000-2001, the NBCTs' students gained two months more in language arts achievement compared to students of non-NBCTs.

"This study adds to the growing body of data that indicates a strong link between National Board Certification and student achievement," said Milton Goldberg, former executive vice president of the National Alliance of Business and now a distinguished senior fellow with the Education Commission of the States. "It affirms the importance of accelerated state and local investments in Board certification. Our children deserve no less as they aspire to higher and higher performance standards."

Education leaders have been equally enthusiastic about the implications of the new research. "For some time, I have been convinced that National Board Certified Teachers are indeed exemplary professional educators who positively influence the achievement of the students that they teach. They have great potential as educational leaders to influence the teaching practices of their colleagues in meaningful ways," said Thomas M. McGowan, chair of the Department of Teaching, Learning and Teacher Education at the University of Nebraska. "Until the publication of this study, I lacked the scientific evidence to support these convictions. With its publication, I now have it."

The Arizona report lends support to previous research showing that having NBCTs in the classroom improves student learning. A study released in March 2004 by the University of Washington and The Urban Institute demonstrated that students of NBCTs experienced year-end testing improvements that averaged 7 percent to 15 percent more than peers whose teachers were not NBCTs.

"What is important is that now separate studies, using different methods, samples, and approaches have pointed to the positive impact that the National Board has on teaching and learning," said Barnett Berry, president of the Southeast Center for Teaching Quality, a public-policy organization working to ensure that all students have access to high quality teaching.

Berry believes the Arizona research should spur policymakers to push for more NBCTs in the nation's classrooms. "The Vandevort study links National Board Certification directly to student achievement," he said. "Now is the time for federal, state, and local policymakers to take specific actions in order to better utilize NBCTs and other accomplished teachers so that every student has a quality teacher in every class and quality teaching every day."

State Farm's Rust agrees. "We know that the quality of the teacher in the classroom is the single most important factor in determining how well a child learns," he said. "We commend the National Board for Professional Teaching Standards in its mission to empower the teaching profession."

The National Board for Professional Teaching Standards is an independent, nonprofit, nonpartisan and nongovernmental organization governed by a board of directors, the majority of whom are classroom teachers. Its mission is to establish high and rigorous

standards for what accomplished teachers should know and be able to do. For more information about NBPTS, please visit <http://www.nbpts.org>.

The full text of the Arizona State University report is available at <http://epaa.asu.edu/epaa/v12n46/>. The full text of the University of Washington/Urban Institute report, which documented similar gains in student achievement, is available at www.crpe.org/workingpapers/pdf/NBPTSquality_report.pdf.