



Fact Sheet

ASU Research on NBCTs and Their Students

Summary

Just-completed research from Arizona State University shows that third, fourth, fifth, and sixth graders taught by NBCTs in 14 Arizona school districts outperformed their schoolmates on the nationwide Stanford Achievement Test 9th Edition (SAT-9) in almost 75 percent of reading, math and language arts measures. Researchers Leslie Vandevort, Audrey Amrein-Beardsley and David Berliner found that those gains went beyond higher test scores, adding up to learning improvements equivalent to more than a month's worth of additional time in the classroom.

The ASU research is yet more evidence that NBCTs are particularly effective at improving student learning.

Key Issues

- Students of NBCTs outperformed students of non-NBCTs on 35 of the 48 measures (72.9%) during the years 1999-2003.
- These results are strong confirmation of recent findings by the University of Washington/Urban Institute (Goldhaber & Anthony, March 2004) showing that students of NBCTs experienced year-end testing improvements that averaged 7 percent to 15 percent more than peers whose teachers were not NBCTs.
- The researchers calculated the value of the learning gains in terms of time spent in the classroom. In other words, they determined how many additional days of instruction it would take for non-NBCTs to produce similar improvements. 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.
- School principals overwhelmingly have a positive view of NBCTs and National Board Certification.

The Research

This study examined the relationship between National Board certification and student achievement as measured by performance on the Stanford Achievement Tests – 9th Edition (SAT-9). It was designed to answer the question: Do National Board Certified Teachers have an impact on student achievement?

This study focused on 14 districts in Arizona, with a sample of 35 NBCTs who had EC/Gen or MC/Gen certificates and a comparable sample of non-certified teachers.

The study used SAT-9 scores to compare student achievement in classrooms taught by NBCTs to those students taught by non-NBCTs. Data collection was by means of surveys and Arizona Department of Education SAT-9 scores.

The study also surveyed principals to elicit their opinions on the effectiveness of NBCTs on their staffs and on National Board Certification generally.

The research report article was published September 7, 2004 in Education Policy Analysis Archives, an international peer-reviewed online journal. The full text is available at <http://epaa.asu.edu/epaa/v12n46/>

More Information

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Full information and additional materials will be published on NBPTS's Web site at www.nbpts.org.