

**A Survey of Music Teacher Perspectives of National Board Certification:
Encouragers, Deterrents, and the Application Process**

by

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Abstract

Teacher certification is an important topic in the history of teaching in American education. Policymakers have recognized that for students to meet high standards, their teachers must also be of high quality (Goldhaber, Perry & Anthony, 2004; McCaffrey, Lockwood, Koretz, & Hamilton, 2003). The National Board for Professional Teaching Standards (NBPTS) is a teacher-led national standards board created to define, assess, and nurture teacher excellence. Teachers gain National Board Certification (NBC) by submitting evidence that they meet and exceed the standards established by NBPTS. Specifically, teachers provide teacher-created portfolios, videos, assessments, and student work samples demonstrating their pedagogical knowledge, understanding of how students learn, assessment practices, and evidence that they participate in learning communities. The NBPTS began nationally certifying teachers in the mid-1990's. Certification for music educators, however, was not included in the initial creation. NBPTS assembled music representatives from various levels of education and educational entities to begin developing music standards in 1998. Music teachers were eligible to apply and complete the process in 2001. The purpose of this quantitative study was to examine the variables (incentives, time, mentoring, costs) that may encourage or may deter music educator application for NBC in music education. The population for this study included music educators in the southeastern United States (Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, and Tennessee).

Potential participants ($N = 8,346$) were randomly selected K-12 music teachers who were members of the National Association for Music Education (NAfME). A total of 222 participants completed a researcher-created online questionnaire, which is a response rate of 2.66%. The results of this study yielded three key findings. First, over half of the participants in this study ($n = 116, 52.3\%$) felt that financial incentives from the state or local boards of education were the largest motivators to pursue and complete board certification. Next, about half of participants ($n = 105, 47.3\%$) reported that time to complete the process was the biggest deterrent for not pursuing the process. Lastly, participants' knowledge of support of NBC varied by states, though most seemed familiar with the process and what it took to gain NBC.

Dedication

This work is dedicated to my parents Sam and Martha Wilson. The unconditional love you have for us is quite evident in how you love, encourage, and challenge us to be the best we can be despite circumstances. I am forever grateful for all that you have and will teach me. I also dedicate this work to my big brothers, sister-in-law, niece, and great nephews who always encourage me to dream big. Lastly, to every little face that has and will ever dawn my classroom doorway at Ogletree Elementary School, I dedicate this to you. You can accomplish anything when you set your mind, focus your energy, and move your feet.

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CHAPTER 1

INTRODUCTION

My Story

I had the great honor of being selected as the Teacher of the Year by my building level colleagues in 2009. Yearly, each school in my district puts forth their nominee's written application comparing teacher responses to questions against the other nominees in their grade bands (elementary K-6; secondary 7-12) to determine which elementary and secondary teacher will represent our school district at the state level. After the announcement that I would serve as my school's nominee, someone at the district office contacted my principal and told her that my application could not go forth because music teachers do not typically do well at the next level of judging. After pushback from my principal, the district-level person stated that music teachers were not considered "real teachers" and my application would be a waste of time for me to write and for them to judge. Hurt, I researched the Alabama Teacher of the Year program to discover that a theater teacher had recently become the State Teacher of the Year. Upon further investigation, I discovered an elementary music teacher became National Teacher of the Year. I shared these findings with my principal who shared them with the district office, and my application was reluctantly forwarded for the next level of judging. My school system voted and subsequently named me Elementary Teacher of the Year. Coincidentally, the secondary nominee for our school district was a music teacher as well. After months of waiting to see if my application had made it through the various rounds of judging, I was asked to send in a video to

the state department of education and then a few weeks I was asked to come to the department for an interview with the judging panel. During this time, two colleagues at my school who were members of the first group of Alabama teachers to become NBCTs, encouraged me to research NBC because they thought I possessed what NBPTS defined as an accomplished teacher. With their guidance, I applied for the state scholarship, received it, and began one of the greatest year-long journeys of my teacher life.

On the evening of May 12th, 2010, during a state-wide televised awards show, I was honored with the title of 2010-2011 Alabama State Teacher of the Year. I earned NBC later that year. Knowing how it felt to be considered “not a real teacher,” I vowed to always fight for the arts and attain anything that I could to show that teachers of the arts are “real teachers.”

An assignment during one of my graduate level courses was to write and submit a scholarly article for publication. I chose to write about NBC for music teachers and discovered that there were 2,339 National Board Certified Teachers in Alabama at that time. Of that 2,339 only 54 were certified music teachers. My mission then became to mentor, encourage and advocate for more music teachers in the southeastern United States to pursue National Board Certification.

Background

Policymakers and educators have disagreed for years about which school variables have a more profound influence on student success. Funding, time spent engaged in subject matter, class size and parental involvement are just a few variables that continue to arise in the discussions. The United States and other countries increasingly agree that the quality of the teacher is one of the most crucial factors in assuring student achievement (Thorpe, 2014). High education standards must be maintained by both students and teachers for students to be successful

(Goldhaber, Perry & Anthony, 2004). Historically, assessing the teacher quality began with teacher certification practices. In Colonial times, local ministers granted teacher certification based on the moral character of the potential teacher. How fluent a potential teacher was in a specific subject matter, or whether the teacher understood how best to instruct students, mattered not to ministers. A shift in the licensing of teachers expanded from local control to state control in the late 18th century (LaBue, 1960), but teacher quality, in terms of training and preparedness, was still not up to the high quality the public desired.

Policymakers sought ways to transform our educational system, amid growing concern for high standards for students and greater teacher quality. In April 1981, Secretary of Education T.H. Bell assembled the National Commission on Excellence in Education (NCEE) and the commission examined several factors related to the quality of teaching and learning in America's public and private schools, colleges, and universities. The findings from this report revealed deficiencies in the American education system, including how teachers are prepared to teach, how they are certified, and the general pedagogical knowledge of the perspective teacher (United States. National Commission on Excellence in Education, 1983). From the NCEE's findings, two subsequent reports were created. *A Nation at Risk* and *A Nation Prepared: Teachers for the 21st Century*, published by the Carnegie Task Force on Teaching as a Profession, sought to improve teacher quality and education in America (Berry, 2008; Carnegie Forum on Education, 1986; Frank et al., 2008; Frazes Hill, 2008; Goldhaber & Brewer, 2000; Goldhaber, Perry & Anthony, 2004; Petty, Good & Handler 2016; Smith, Gordon, Colby & Wang, 2005; Stone, 2002; Taylor, 1991). As a result of the efforts by the Carnegie Task Force, the National Board for Professional Teaching Standards (NBPTS) was formed in 1987 to improve teacher quality and student learning in America through rigorous standards.

The NBPTS is a teacher-led national standards board created to define, assess, and nurture teacher excellence. Through voluntary teacher created portfolios, videos, student work samples, and assessments, candidates for NBC provide evidence that they meet and exceed the standards set forth by NBPTS. National Board Certification is rooted in five core propositions which must be present throughout the candidates' portfolio. The NB core propositions 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 (Darling-Hammond, 2004; NBPTS, 2019).

Eligibility for aspiring National Board Certified Teachers (NBCTs) requires teachers to have earned a bachelor's degree from an accredited institution, have a minimum of three years of completed successful teaching experience in the K-12 school setting, and have a current valid state teacher license for all three or more years (Belson & Husted, 2015; Gillentine, 2010; Harris & Sass, 2009; NBPTS, 2018).

Although the NBPTS was established in 1987, the board did not begin certifying teachers until the mid-1990s. Certification for music educators, however, was not included until 1998 when support for the arts in school became a political issue. Following the passage of *Goals 2000* by the Clinton administration, which specifically called for the arts as a part of a well-rounded education (Early, 1994), NBPTS assembled a group of music educators, at all educational levels, to begin creating a path to NBC for music teachers. In 2001 music teachers could apply and complete the process. Two certificates exist for music teacher certification: early

and middle childhood music education (ages 3-12), and early adolescence through young adulthood music education (ages 11-18+) (Taylor, 1991). Currently, there are 122,076 NBCTs across fifty states, and 3,065 of those being NBC music teachers (NBPTS, 2019).

Need for the Study

Policymakers and educators recognize that as higher standards are paramount for student success, their teachers must also be of high quality. National Board Certification is the “gold standard” of teacher certification in America (Berry, 2007). The success of NBCTs influenced federal education policy to encourage more educators to pursue the NBC process. President Bill Clinton discussed providing federal funds to encourage 100,000 teachers to pursue NBC to strengthen the teaching profession in his 1997 State of the Union address (Clinton, 1997). The George W. Bush administration enacted the No Child Left Behind (NCLB) Act of 2002 requiring highly qualified status for all teachers. The NCLB Act continued federal support of the NBPTS and recognized the board’s efforts as a strategy for improving teacher quality (Goldhaber, Perry & Anthony, 2004). The Barack Obama administration provided federal dollars for states to offer incentives to NBCTs via the American Recovery and Reinvestment Act of 2009 (Liang & Akiba, 2015). Federal interest and investment in NBC demonstrate a national trend and desire for more NBC teachers in the United States.

While there are several studies that examined the connection between National Board Certification, student achievement, and teacher quality (Clotfelter, Ladd & Vigdor, 2007; Cochran-Smith, Stern, Sanchez, Miller, Keefe, Fernandez, Chang, Carney, Burton, & Baker, 2016; Goldhaber & Anthony, 2005; Vandevort, Amrein-Beardsley & Berliner, 2004), there are few studies on the process of certification from the perspective of music teachers. Primarily, NBC studies focused on math and reading. I only found one research study of the perspectives of

NBC of music teachers (Standerfer, 2003). It is important to examine the perspectives of music teachers to gain an understanding of the variables that may encourage or may deter them from pursuing NBC and to understand why more music teachers are not pursuing the process of attaining NBC. This study also explores the needs of music teachers in the southeastern United States to ensure they are meeting and exceeding the high standards set forth by NBPTS. National board music teacher standards may be influencing specific music teacher behaviors in the form of teacher performance assessments and even through a music teacher preparation assessment, edTPA. Discovering what needs music teachers may have to successfully meet the standards of NBC can heighten the level of professionalism of the teachers and provide a useful guide for future research.

Definition of Terms

The following definitions are provided to ensure clarity and understanding of terms throughout the study.

- **National Board for Professional Teaching Standards (NBPTS):** An independent, nonprofit board by teachers for teachers working to advance accomplished teaching in America (NBPTS, 2018).
- **National Board Certification (NBC):** A voluntary, but advanced teacher certification where requirements extend beyond normal state certification (NEA, 2019; Petty, Good & Heafner, 2019).
- **National Association for Music Educators (NAfME):** One of the world's largest arts education organizations. NAfME provides resources for educators, parents, and administrators to advance music education (NAfME, 2019).

- **National Board Certified Teachers (NBCTs):** Teachers who have successfully completed the National Board Certification process (NBPTS, 2018).
- **The Network to Transform Teaching (NT3):** An identified group of states, school districts and schools that seeks to recruit, mentor and board certify teachers (Network to Transform Teaching, 2018).
- **Core Propositions:** The guiding principles developed by National Board Professional Teaching Standards defining accomplished teaching and setting the foundation for all National Board Certification areas (NBPTS, 2019, Petty, Good & Heafner, 2019).

Purpose

The purpose of this quantitative study was to examine the variables: (a) incentives, (b) time, (c) mentoring, and (d) costs; that may encourage music teachers to pursue or may deter music teachers from pursuing the process of attaining National Board Certification in the southeastern United States (Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, and Tennessee). If board certification is the highest level of teacher certification in the United States, the results of this study may provide reasons why at least some music teachers in the Southeastern United States do not pursue NBC. Furthermore, this study may also reveal music teachers' perceptions about NBC.

Research Questions

The research questions guiding this study are:

1. What variables (incentives, time, mentoring) encourage music teachers in the Southeastern United States to pursue National Board Certification?
2. What variables (time, costs, mentoring) discourage music teachers in the Southeastern United States from pursuing National Board Certification?

3. How do music teachers in the Southeastern United States generally perceive National Board Certification?
4. What supports are in place and used by music teachers during certification?

Assumptions, Limitations, and Delimitations

It was assumed that the target sample for this study are music teachers who are familiar with the process of attaining NBC. Honesty and accurate responses to the survey is also assumed. There are two limitations for this study. First, very few music teachers were NBCTs in the southeastern part of the United States. Generalization to the total population of music teachers in America may be limited due to the small sample size in this study. Second, there may also be other variables that affected music teacher's decisions to pursue or not to pursue the process outside of incentives, mentoring or financial aid that may not expressly be present in the findings.

There are two delimitations for this study. First, the participants identified in this study will be music teachers in the southeastern part of the United States. Second, perspectives of the NBCT process by music teachers in southeastern states were determined through and web-based survey instrument.

Summary

Chapter two consists of a thorough review of literature on a comprehensive historical view of teacher certification, events that lead to the creation of the NBPTS and NBC, the five core propositions that guide NBC, eligibility and requirements for completion, the process of NBC for music educators, perceptions of NBC by NBCTs, non-NBCTs and principals, music teacher variables, and impact of NBC. Chapter three describes the detailed methodology and analysis of the data collected. Chapter four will outline results and analysis of the data collected

during the study. Chapter five includes a summary, discussion, and implications for future research.

CHAPTER 2

REVIEW OF RELATED LITERATURE

This chapter outlines background information or related materials on the topic of music teachers and NBC. The purpose of this quantitative study was to examine the variables that may encourage music teachers to pursue or may deter music teachers from pursuing the process of attaining NBC in the southeastern part of the United States. A thorough review of literature was conducted to determine perspectives of music teachers in the southeastern United States on elements that may encourage or may deter them from pursuing the process. Five sections make up this review of literature.

Part one provides a brief overview of the history of teacher certification in America, who certification officials were, and how students' learning were affected by their "certified" teacher. Part two outlines historical events and the governmental policies that led to the creation of the National Board Professional Teaching Standards and National Board Certification. Part three defines the mission, goal, general NB standards and the Five Core Propositions, which govern the overall certification process. Part four examines the specific music standards that guide music teacher certification. Part five looks at the perspectives of NBCTs, non-NBCTs and principals/administrators on the process and overall perspective of NBC. Part six provides a detailed outline of the areas that may encourage or may deter music teachers from pursuing certification including incentives, professional development, and support/mentoring. Part seven explores studies that cover the overall impact of NBCTs on student achievement.

History of Teacher Certification in America

Teacher certification has continued to be an important topic in the history of teaching in America. Policymakers have recognized that for students to meet high standards, their teachers must also be of high quality (Goldhaber, Perry & Anthony, 2004; McCaffrey, Lockwood, Koretz, & Hamilton, 2003). A report by the National Commission on Teaching and America's Future (NCTAF) stated that teacher licensure ensured that teachers have a basic level of knowledge of the subject matter they teach (NCTAF, 1996). Thorpe (2014) stated that teacher quality, across the United States and nations, is a crucial factor in defining what and how a child learns. The National Board for Professional Teaching Standards established guidelines and standards to assess veteran teachers (Amrein-Beardsley, Darling-Hammond, Haertel, & Rothstein, 2012).

The practice of certifying teachers began in Colonial times when community members wanting to instruct children had to gain the approval of one or more local ministers. Based upon the moral compass and understood religious beliefs of those wanting to be teachers, local ministers would have the final say of who would teach in their communities. Certification was not granted if the religious views of the potential teacher clashed with the certifying minister. How knowledgeable an aspiring teacher was about the subject matters they wanted to teach, or the skill to teach those subjects, mattered not to the ministers (Angus, 2001; Kaestle, 2011). Some school districts required a test of general knowledge to become certified to teach (Ravitch, 2006). The majority of this time period's teachers were men who taught for a few months of the year during the off season of their regular jobs. Many of the ambitious men used the classroom as a steppingstone to their hopeful careers as lawyers or clergy members (PBS online, n.d.). Communities trusted America's first teachers to do what they believed to be right for students.

Where you lived in the United States, rural or urban, determined what type of teacher your children received and the training the teacher received in the 1830's. Children in rural areas, or country schools, would have one teacher for multiple grades, while more urban schools operated with multiple classrooms and multiple teachers in districts controlled by elected officials. Teachers in rural areas of the country struggled with large numbers of students and low compensation. Local school boards facilitated trainings for teachers in these areas and teachers renewed their basic knowledge of teaching and their delivery methods through those trainings. Larger, more urban school systems provided more specialized teacher training which was taught by their own experienced teachers. The stark differences in teacher load, compensation and certification requirements between rural and urban school models forced Americas to look at how teachers trained and certified to equalize the system (Angus, 2001; Ravitch, 2003) and provide a better education for all students.

The official licensing of teachers, outside of the church, began in the late 18th century. Between approximately 1890 and 1940, a national group of professors, administrators, and state officials, worked to standardize the process of teacher licensing and preparation. Due to their work, the authority to license teachers shifted from local control to more county and state educational agencies (Angus, 2001; Hess 2004; LaBue, 1960). States implemented compulsory subject-matter knowledge and pedagogy examinations.

With the growing need for more teachers and proper certification of those teachers, education reformers adopted the German and French model of *ecole normale*, or normal schools. *Ecole* is a French term meaning school, and *normale* is a Latin term meaning model. Normal schools took the place of high schools for students who wanted to learn how to teach (Goldhaber & Brewer, 2000; Harper, 1939). Lexington, Massachusetts created the first state normal school

in the 1830s, and the school taught students how to teach “reading, writing, grammar, geography and arithmetic,” (Helton, 2008, p. 29) as well as the Bible (Harper, 1939; Ogren, 2005). This first state-created school changed the narrative in American lives (Harper, 1939). Normal schools expanded into teacher colleges and colleges of education in universities across America, creating a series of complex obstacles prospective teachers had to endure to obtain licensure to teach. By 1937, 41 states had created a certification process for the prospective teachers in their individual states (Angus, 2001). During and after World War II, the demand and supply of teachers in America began to decline and states were forced to lower requirements on teacher candidates which may have affected overall teacher quality (Tobin, 2012). Many Americans left the teaching profession in search of higher paying jobs as a direct result of the war (Angus, 2001). Despite their best efforts to educate and certify teachers, education and overall school success began to further erode in the eyes of the public.

Although teachers were going through the motions of certification to ensure they were prepared to teach, assess student growth, and assure school success, the public did not feel it was enough. Early in the 1980s, the public scrutinized what they considered to be a declining education system. Secretary of Education, T.H. Bell, who was a member of the Regan administration, assembled The National Commission on Excellence in Education (NCEE) in April 1981. The commission addressed:

- assessing the quality of teaching and learning in our Nation's public and private schools, colleges, and universities;
- comparing American schools and colleges with those of other advanced nations;
- studying the relationship between college admissions requirements and student achievement in high school;

- identifying educational programs which result in notable student success in college;
- assessing the degree to which major social and educational changes in the last quarter century have affected student achievement; and
- identifying education related problems to determine a course of action for solving them and improving education in America (United States. National Commission on Excellence in Education, 1983).

The final document created by the NCEE outlined deficiencies in the American education system including the preparation of teachers and time spent devoted to curriculum (United States. National Commission on Excellence in Education, 1983). The Carnegie Task Force on Teaching as a Profession published *A Nation at Risk* and *A Nation Prepared: Teachers for the 21st Century* reports following the publication of the NCEE document. These reports were created with the purpose of improving teacher quality and education in America (Berry, 2008; Carnegie Forum on Education, 1986; Frazes Hill, 2008; Frank et al., 2008; Goldhaber & Brewer, 2000; Goldhaber, Perry & Anthony, 2004; Kelley & Kimball, 2001, Petty, Good & Handler, 2016; Smith, Gordon, Colby & Wang, 2005; Stone, 2002; Taylor, 1991, Tubin, 2012). *A Nation Prepared*, specifically called for a structuring of standards and a strengthening of the education profession. From these combined reports, the National Board for Professional Teaching Standards (NBPTS) was formed in 1987 to improve the quality of teacher preparation and student learning in America. The first NBPTS board of directors, led by North Carolina Governor James B. Hunt, Jr., who was a former Ford Foundation executive, and James A. Kelly, who became the first president (NBPTS, 2018), worked to ensure a national certification process for teachers. The first group of educators received NBC in 1994, and since that time the number of NBCTs has grown (Harris & Mackenzie, 2007).

National Board Certification

“The National Board for Professional Teaching Standards is a teacher-led national standards board whose goal is to advance the teaching profession by defining, assessing, and shaping teaching excellence” (Kelley & Kimball, 2001, p. 548), by allowing veteran teachers to demonstrate their knowledge and skill level of educating students while being nationally recognized (Tubin, 2012). The NBPTS developed 25 certificate areas across 16 content areas (see Table 1) to measure knowledge of student development and growth (Berry, 2008; NBPTS, 2018).

Table 1

National Board Twenty-Five Certificate Areas and Ages

Certificate Area	Certificate	Ages
Art	Early and Middle Childhood	3-12
	Early Adolescence through Young Adulthood	11-18+
Career and Technical Education	Early Adolescence through Young Adulthood	11-18+
English as a New Language	Early and Middle Childhood	3-12
	Early Adolescence through Young Adulthood	11-18+
English Language Arts	Early Adolescence	11-15
	Adolescence and Young Adulthood	14-18+
Exceptional Needs Specialist	Early Childhood through Young Adulthood	0-21+
	Generalist	
	Early Childhood	3-8
	Middle Childhood	7-12
Health Education	Early Adolescence through Adulthood	11-18+
Library Media	Early Childhood through Young Adulthood	3-18+
Literacy: Reading-Language Arts	Early and Middle Childhood	3-12
Mathematics	Early Adolescence	11-15
	Adolescence and Young Adulthood	14-18+
Music	Early and Middle Childhood	3-12
	Early Adolescence through Young Adulthood	11-18+
Physical Education	Early and Middle Childhood	3-12
	Early Adolescence through Young Adulthood	11-18+
School Counseling	Early Childhood through Young Adulthood	3-18+
	Science	
	Early Adolescence	11-15
	Adolescence and Young Adulthood	14-18+
Social Studies-History	Early Adolescence	11-15
	Adolescence and Young Adulthood	14-18+
World Languages	Early Adolescence through Young Adulthood	11-18+

The initial mission of the board was to improve the quality of teaching and learning by:

1. maintaining high and rigorous standards for what accomplished teachers should know and be able to do;
2. providing a national voluntary system certifying teachers who meet these standards;
3. advocating related education reforms to integrate NBC in American education and to capitalize on the expertise of National Board-Certified Teachers. (NPBTS brochure, 2016).

Two main goals of the National Board are to articulate standards for accomplished teaching and use those standards to recognize exceptional teachers through certification (Ballou, 2003). National Board teacher certification is rooted in five core propositions, established in 1989, that define accomplished teaching. The five core propositions are:

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

The first proposition stated that accomplished teachers believe that all students can learn, and they provide opportunities for students to be successful consumers of knowledge.

Accomplished teachers celebrate diversity among students and use their diverse classrooms to adjust their practice to ensure all students are learning at an appropriate pace. Accomplished teachers also know the students they teach and how they learn. They ignite a passion for learning and uplift students.

The next proposition stated that accomplished teachers have deep understanding of the subject(s) they teach. They also possess the proper pedagogical skills necessary to convey knowledge to their students. Accomplished teachers generate multiple paths to knowledge understanding what students should know and how to get them where they need to be.

The third proposition specifies that accomplished teachers maintain the instructional flow of their classrooms and fully engage and enrich students. They motivate individuals, as well as groups of students to work collaboratively to accomplish tasks. In addition, they know how to assess students' progress and report that progress to the students, parent(s), and administrator(s) using many avenues of assessment and ways for reporting progress.

The fourth proposition stated that accomplished teachers demonstrate, through their own lives, the discipline, determination, curiosity, respect for diversity and honesty it takes to be a life-long learner. They model taking risks and explore their creative sides to solve problems providing examples for their students. Accomplished teachers take time to strengthen their own teaching by examining their own teaching practices and adjusting them to new research-based theories or ideas.

Finally, the fifth proposition says that accomplished teachers work collaboratively with their colleagues moving the mission of their schools forward. They know and understand where school and community resources are and are knowledgeable on how to attain those resources. They also understand the strength of collaboration with parents and welcome them to be a part of the learning process. (NBPTS, 2017). These core propositions guide the candidate's thoughts as they complete the portfolio piece. In addition, some school systems are currently using them as the standards to evaluate veteran teachers.

Eligibility

Educators must meet specific goals to begin the process of becoming certified. First, educators must have earned at least a bachelor's degree from an accredited institution and have a minimum of three completed years of successful teaching experience in a K-12 school. The three years can either be all in one school, or across multiple schools. Potential candidates must also hold, and have held, a valid state teacher license for all three, or more years, they have taught (Belson & Husted, 2015; Gillentine, 2010; Harris & Sass, 2009; NBPTS, 2018).

Components/Portfolio

Educators wanting to become NBCTs must supply evidence of their teaching and students' learning as measured by the five core propositions (Smith, Gordan, Colby & Wang, 2005). The evidence of this is in the form of a portfolio. All candidates must assemble a comprehensive portfolio and successfully complete a rigorous exam based upon their subject area (Pucella, 2011). The portfolio consists of three components including examples of student work with written commentary, coupled with video evidence, and a computerized assessment (Cantrell, Fullerton, Kane & Staiger, 2008; Yeh, 2010).

Portfolio entries for components two, three, and four are written responses to specific prompts about standards-based teaching as well as accomplished practice. Component two shows evidence of how the teacher differentiates instruction for the vast array of students they teach. Candidates must submit written commentary and samples of student work, marked with teacher commentary, demonstrating, and explaining student growth over a period of time. Component three examines how the candidate engages and interacts with their students. This Component contains video of the candidate and students' interactions, two written commentaries of an analysis of their teaching video, and a reflection on the teachers' teaching practice. Component

four focuses on the effective and reflective educator. Candidates are asked to gather information about their students, from multiple sources, and demonstrate how they plan, execute, assess, and reflect on student learning. Candidates are also asked to show evidence of how they collaborate with the families of children they teach and how the collaborative relationship has influenced overall student learning (Guide to NBPTS, 2019).

Assessment

Component one is a computer-based assessment of content knowledge and pedagogical skills to determine if candidates have met content specific standards to receive advanced certification (NBPTS, 2016). Candidates complete this component at an assessment center. Candidates are to show knowledge by “analyzing teaching situations, responding to content matter prompts, evaluating curriculum materials, or constructing lesson plans” (Sato, Wei, Darling-Hammond, 2008, p 671) through six, 30-minute tests (Yeh, 2010). Component one is not a measure of student achievement (Cantrell, Fullerton, Kane & Staiger, 2008).

Time

Prior to the 2015-2016 calendar year, candidates had the choice of either completing all four components, plus the assessment, in one to three calendar years, or completing one component. Alternately, candidates could complete Component three, bank the passed Component for up to three years, and complete the other three components and assessment. NBPTS changed the system of certification, without changing the breath of its’ meaning, to keep certification consistent with current research, and to allow more flexibility and affordability among interested candidates. Following the 2016 calendar year, candidates may choose to complete and pay for one Component at a time per calendar year or complete all components in a year, until all four components are completed (NBPTS, 2016; NBPTS, 2014).

Financial Cost

Before the 2015-2016 calendar year, candidates who registered to complete certification were required to pay a total of \$2,575.00. This total price included a nonrefundable \$75.00 registration fee, and \$2,500.00 for all components. The total cost for candidates who applied to complete certification after the 2015-2016 calendar year paid/will pay a lesser total fee of \$1,900. NBPTS made the price change to make the process more affordable and flexible for teachers. This price change also allows candidates to pay \$475.00 for each individual Component (NBPTS, 2014). The process takes approximately 200 to 400 hours to complete, over the course of three years (Sawchuck, 2015).

Scoring of NBCT components

Candidates must meet three score requirements to become an NBCT. For Component one, the assessment, candidates must earn a minimum average score of 1.75. This score is based on unweighted rubric scores, and collectively accounts for forty percent of the total weighted score. On Components two through four, the portfolio portion, a minimum average score of 1.75 is required. This portion of the portfolio accounts for sixty percent of the entire score, which is weighted. Components two and four are each weighted twenty-five percent of the portfolio section, while Component three accounts for fifty percent. Finally, a total weighted scaled score of 110 or higher assures certification. This is the combined sum of your weighted scaled scores from all portions of Component one through four (NBPTS, 2019).

National Board Certification for Music Educators

The initial roll-out of board certification did not include music teacher standards nor a path to board certification for music teachers. With the passage of *Goals 2000* by the Clinton

administration in the 1990's, the arts, including music education, were legally considered part of a well-rounded education for students. Earley (1994) stated,

By the year 2000, all students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our Nation's modern economy (p. 4).

Amid growing support for the arts in schools and with the passing of this legislation, the NBPTS assembled eleven music educator representatives from the elementary, middle, high, post-secondary level, district level music supervisors, university professors and an educational consultant, to begin developing music standards for NBC in 1998. The representatives converted the five core propositions into music standards for national music teacher certification. NBPTS distributed the standards to music educators across the country for comments and potential revisions. In 1999, during the bi-annual Music Educator National Conference (MENC), NBPTS solicited suggested changes to the standards from music educator attendees (Standerfer, 2003). NBPTS reviewed the comments and corrected the music standards (NBPTS, 2001). Taylor (1991) stated that the purpose of offering a voluntary national certification choice to music teachers strengthens the profession akin to the law and medical fields (Taylor, 1991). Medical and law professionals must maintain their respective board certifications to remain updated with current trends occurring in their fields. Teachers in America, in this case, music educators, deserve the same opportunity. According to Standerfer (2007) NBPTS began offering certification options for music teachers beginning in 2001.

NBC Music Standards

Music educators looking to voluntarily pursue NBC may explore two areas of certification: early and middle childhood education (ages 3-12), or early adolescence through young adulthood (ages 11-18+) (Taylor, 1991). The standards remain the same for both areas of music certification. The NB identified eight comprehensive music standards that demonstrate accomplished teaching (NBPTS, 2016).

- The first standard is knowledge of students stating that accomplished music teachers not only understand a students' musical knowledge and ability, but they also understand how the students they teach develop socially, physically, and cognitively. With this knowledge, accomplished music teachers build positive relationships and create musical opportunities to meet individual needs.
- The next standard is knowledge of skills in music stating accomplished music teachers consistently draw upon their performance skills, musical history and theory knowledge, and musical area of specialty while providing students with rigorous music instruction.
- Standard three uses assessments and assessment data. Accomplished music teachers plan and adjust their instruction and employ multiple methods of reports to move students' learning forward.
- The next standard indicated that music teachers serve as facilitators of student learning. Having specialized instruction in their area of specialty (choral, instrumental, or general music), accomplished music teachers use strategies engaging students' interests and uses materials and methods to educate them.
- Standard five shows how music teachers create specific learning environments for their students. Accomplished music teachers create nurturing learning environments that

engrained in trust, high standards, positive student group interactions and individual performances.

- The next standard is “Valuing Diversity,” and it defines how music teachers treat students equitably in their classrooms. Accomplished music teachers use the diverse backgrounds and experiences of students to create a curriculum rich in multi-cultural learning experiences.
- Standard seven indicates that music teachers should collaborate. Accomplished music teachers collaborate with families and other stakeholders in their music programs at a local and broader level.
- Lastly, standard eight indicates that music teachers should reflect, grow professionally, and contribute to the profession. To further their learning, and extend the learning of the students they teach, accomplished music teachers spend time reflecting on their practice and students’ performance.

Perceptions of National Board Certification

from NBCTs, non-NBCTs and Administrators

The NBPTS was established in 1987 with the intent of professionalizing the education field by creating a rigorous set of national standards for teachers to use to transform their teaching. The certification created a voluntary way for teachers to receive advanced certification beyond state licensure. Through the five core propositions, and content specific standards, teachers demonstrate their knowledge of how students learn, what they should learn and how to assess their learning, among other things. The NBC process has both advocates and critics ranging from those who successfully achieved certification, those who attempted but did not

achieve (or have not yet achieved) and administrators of candidates. Their perceptions are most important when determining the overall validity of NBC.

NBCT Perceptions

Over the course of NBPTS's existence, researchers have investigated students' growth and achievement, accomplished teaching characteristics, teacher quality and overall perceptions of NBC. Griffin (2006) stated that the process of pursuing NBC has its' supporters and its critics; both who have strong arguments in support of their position. Supporters of the NBC process believe that it enhances how teachers plan, implement, and reflect on their teaching which improves student learning and overall outcome. Those who are critical of the process believe that the teachers who reached certification were already accomplished teachers to begin with (Griffin, 2006). Dewey (1997) suggested that an element of reflective inquiry involves investigating claims to either strengthen or nullify known beliefs. Teachers who take part in the process of board certification are challenged to reflect upon their beliefs about educating students, compare those beliefs to the Five Core Propositions, and adjust their pedagogy accordingly. Unrath (2002) wrote that the process or methodology of attaining board certification serves as a powerful means of professional development for teachers and the students they teach creating "a personal, reflective inquiry into a [teacher'] own practice" (p. 4). In a 2001 study the NBPTS found that among board certified teachers surveyed, more than 90 percent of NBCTs believed that attaining board certification "enhanced their credibility" in the profession (Pucella, 2011, p 53).

In a qualitative study examining the perceptions of the NBC process among teachers who certified and some who did not, 25 teachers interviewed. Of the 25 participants, 22 (88%) received certification, 1 (4%) had not completed the process, and 2 (8%) did not certify and chose not to try again. The teachers varied in NB certificates they attempted to attain, years of

teaching experience and states in which they taught. All the teachers, at one time during the certification process, had attended one of three university sponsored support sessions. When asked if the process of certification helped create a positive learning climate in their classrooms, 60% ($n = 15$) of the teachers responded “no” saying that the positive climate had already existed before the process started. Five (20%) stated that the process of certification had helped to create a more positive atmosphere, while 16% ($n = 4$) stated they had made more specific changes due to the process. In terms of how the process aided in planning and delivering instruction, teachers responded positively stating that they now think more holistically and completely with a clear goal for their students’ learning in mind. When asked about how the process influenced their participation in learning communities, 76% ($n = 19$) stated that the process definitely helped, while 3 (12%) reported the process did not influence. Three participants (12%) were not sure if the process aided in participation in learning communities. Overall, the teachers in this study found the process of certification to have increased their reflective practices, their focus on student learning, awareness of student needs, and a need to modify their teaching practice (Tracz, Daughtry, Henderson-Sparks, Newman, & Sienty, 2005).

Principals’ Perceptions

A principal is an individual who has an authoritative position (Merriam-Webster Dictionary online, 2019). As the educational leader for schools, the perspective of building principals is vital as they evaluate the overall effectiveness of teachers and can manage the professional development opportunities of their teachers. When considering the effectiveness of NBCTs, Balbach (2012) suggested that principals should have dual interests in the process, and that they should seek to hire the most highly effective teachers who are able to teach students to acquire knowledge at the highest level. Balbach also stated that principals have the power to put

in place teacher leadership in their schools to “make more strategic decisions that will benefit student achievement” (Balbach, 2012, p. 6). Some administrators believe that the process of NB improved teacher performance which improved the overall school quality (Kelley & Kimball, 2001). NBCTs are generally considered first for leadership positions. Cannata, Anagnostopoulos, Sykes, McCrory, and Frank (2010) found, in a case study, that principals believed having NBCTs on their staff elevated the status of their schools to effective and served the school positively as it appealed to parents searching for a school for their children to attend. However, two of the principals interviewed for this study stated that they had to downplay the NBCT status of teachers they were considering for leadership positions to avoid envy and jealousy among their staff. According to Kelley and Kimball (2001) administrators were also concerned about NBCTs leaving the classroom for leadership positions despite the need for accomplished classroom teachers. NBPTS (2017) developed a teacher career continuum (see Figure 1) to demonstrate how NBCTs are effective in the classroom and are teacher leaders at the district and state levels.

Figure 1

Model of the Teacher Career Continuum. An illustration of where NBC fits into the continuum of teacher leadership (NBPTS, 2017).



A study examining several school districts and the financial incentives and support they provide for NBCT candidates found that in districts offering minimal support, administrators and

teachers describe the process of reaching board certification as nothing more than a method of personally proving you are a good teacher (Kelley and Kimball, 2001). Other administrators negatively describe the process as a ploy by teacher unions making a case for raising teacher pay.

Griffin (2006) surveyed principals in Alabama to determine the effectiveness of the NBC process and how principals perceived the overall process. Principals rated all their teachers on questions related to the five core propositions. Only administrators who worked with at least one NBCT on their staff were eligible to take part. A total of 277 principals across the state of Alabama took part in the survey. Results of this study concluded that principals in Alabama rated teachers who attained NBC significantly higher in terms of the five core propositions, than those teachers who were not NBC.

Pennsylvania administrators completed surveys to determine their perceptions and leadership roles of NBCTs. Balbach (2012) surveyed 158 administrators who had at least one year of administrative experience and who also had at least one NBCT on their staff. When the researcher asked administrators if NBCTs differ from their non-NBCT colleagues in the areas of knowledge of subject, assessment, reflective practice and learning communities, the researcher reports that NBCTs perform significantly higher than their non-NBCT colleagues. However, in terms of leadership, 94 administrators sampled stated that there is no difference in leadership between NBCTs and non-NBCTs. Fifty administrators reported that a difference in leadership does exist between NBCTs and their non-NBCT colleagues. Some of the qualities used to describe NBCTs were risk takers, acceptors of challenges, out of the box thinkers, and use of research to lead practice. Overall, administrators in this study had a favorable perception of NBCTs in their schools.

Principals in North Carolina completed a survey to determine their perspectives of NBCTs in their schools. Okpala, James, and Hopson (2009) found that public school principals in this study overwhelmingly viewed NBCTs as highly effective “in terms of instructional skills, classroom skills, and personal skills” (p. 32).

Lucarelli (2014) surveyed principals in Maryland public schools to report their agreement about qualities of NBCTs in their schools using a 9-point Likert scale. The researcher reported that the top three favorable responses from the principals were that the process to attain board certification enhanced the reflective nature of a teacher about their practice, that the process overall enhanced their teaching abilities, and the process improved the professional communication among teachers. However, Maryland principals rated least favorable that students of the NBCTs in their schools outperformed students in non-NBCTs classrooms. Though the math and reading scores of the schools surveyed increased after an influx of NBCTs, principals did not attribute the increase to the increased presence of NBCTs.

Harris and MacKenzie (2007) studied the NBC process in Maine. The study used structured interview protocols of principals and superintendents in comparable school districts with a high concentration of NBCTs, and school districts with no NBCTs. They found that administrators in the non-NBCT school districts had general knowledge of the process, but not much more, while administrators in the school districts with NBCTs were familiar with the process and could describe how to attain certification with more detail than the non-NBCT district. Some even reported they helped candidates in the process. In terms of the standards that govern the NBCT process, a few administrators in the non-NBCT school district stated they did not know the standards well enough to speak about them, but the administrators who had NBCTs in their districts viewed them as “models for evaluation of teaching in their schools” (Harris &

MacKenzie, 2007, p. 28). Collectively, the administrators viewed the standards of NBC in a positive manner.

Perceptions of Non-NBCTs

A non-NBCT is a person who has not pursued the process of certification, or who has gone through the process but has not attained a passing score. The research is lacking on the perspectives of non-NBCTs on the process of certification. Many who are critical of the process questioned the value of the certification. Hess (2004) describes the NBPTS as a disaster saying that it has created a time consuming, money wasting process that does not address student learning but focuses on subjective teacher written essays instead. Boyd and Reese (2006) concur that board certification is both expensive and does not focus solely on student learning or improving teaching. In 2004, the NBPTS commissioned 22 independent studies to dispute claims by critics on whether board certification affected student learning. In 2004 Dan Goldhaber and Emily Anthony completed three of the studies and found a positive correlation between NBCTs and student success among students in North Carolina. More specifically, they found that students in grades 3-5 who had an NBCT as a teacher scored 7 to 15 percent higher on tests than students of non-NBCTs (Boyd & Reese, 2006).

Music Teacher Variables

This chapter will specifically address some of the elements of the NBC process that may encourage or may deter music teachers from pursuing the process. These elements include incentives, professional development, and mentorship. Other variables such as cost, time, components, and assessment pertain primarily to the portfolio process.

Incentives

Increasingly, the United States made multiple efforts to improve the teaching profession by incentivizing teachers (Elfers & Plecki, 2014). This movement has included encouraging more teachers to become NBCTs. President Bill Clinton, in his 1997 State of the Union address, called for a strengthening of the teaching profession. He spoke of including funds in the federal budget to encourage 100,000 teachers to pursue NBC within 5 years (Clinton, 1997). Prior to President Clinton's address, the federal government spent approximately \$120 million assisting NBPTS in certifying more teachers (Ballou, 2003). The Barack Obama administration increased teacher incentives by releasing \$4.35 billion for various educational matters, including teacher compensation. The American Recovery and Reinvestment Act of 2009, via a program titled Race to the Top, aided in incentivizing more in demand teachers (math, reading, and special education) and provided funds for states to reward NBCTs (Liang & Akiba, 2015).

Several individual states have made changes to their compensation scale to recognize the knowledge and skills of NBCTs (Buday & Kelly, 1996; Koppich, Humphrey & Hough, 2007). Currently, twenty-five states offer some form of incentive for teachers who achieve NBC, which is a decline from 49 states in 2001 (Griffin, 2006). Incentives range from personal stipends, to financial support to complete the initial certification process in the form of scholarships, licensure renewal and professional development (Balbach, 2012; Rothberg, Futrell & Lieberman, 1998). Principals in Pennsylvania completed a survey. Balbach (2012) found that the salaries of teachers who achieved NBC increased to just below or to the doctoral level on their pay scale. Some districts offered professional development time instead of financial compensation.

Research shows that states promoting the NBC process through financial support during and after successful certification, tend to direct more funds to school systems with board certified

teachers (Goldhaber, Perry & Anthony, 2004). For example, Alabama, Arkansas, and South Carolina offer teachers a \$5,000 annual stipend for successfully completing board certification. Mississippi offers NBCTs a \$6,000 annual stipend for ten years, while Kentucky provides a \$2,000 stipend for teachers. NBCTs in North Carolina received a 12% increase in their base salary after attaining certification (NBCT, 2018). Some states provide an additional stipend to increase the number of NBCTs in their low performing and high poverty schools. Alabama, Arkansas, and Mississippi provide an additional funds to NBCTs who teach certain high needs subjects.

This effort to redistribute and attract NBCTs to low performing and high poverty schools is not a new concept. Researchers investigating five states with the largest number of NBCTs in the country, and how NBCTs are distributed in schools among those states, found that “poor, minority, and low-performing students are far less likely than their more affluent, majority, higher-performing peers to benefit from the teaching of an NBCT” (Humphrey, Koppich & Hough, 2005, p. 16). The researchers also contend that teacher quality is the most affective variable in the success of students and that highly qualified teachers tend to accept teaching positions at higher performing schools with low minority enrollment.

Some states use incentives to distribute NBCTs equitably across the state and to improve retention rates of NBCTs in higher poverty schools in efforts to improve student learning. In a study conducted in Washington state, Elfers and Plecki (2014), examined the effects of a state-wide incentive program developed to increase the numbers of NBCTs and recruit them to higher poverty schools. The researchers discovered that the intent of the program fulfilled its’ purpose. Though the efforts were successful in Washington state, Humphrey, Koppich, and Hough (2005) argued that providing financial incentives to NBCTs to redistribute them to low performing and

high minority schools is not likely enough. Their study showed that by identifying teachers in their own schools and supporting them throughout the NB process was a more successful approach than having NBCTs transfer into their schools.

Professional Development

The process of NBC is a reliable source of professional development among teachers who have attempted the process. Koprowicz (1994) wrote that attaining NBC consists of three main elements: *standards* (consensus about accomplished teaching and what teachers should be able to do); *assessment* (valid evaluation of teachers based on their specific subject matter standards); and *professional development* (providing means and opportunities for teachers to self-examine and strengthen their personal teaching practice). The NB music standards also communicate the belief that accomplished music educators reflect upon their practice, grow professionally, and contribute to the growth of fellow music educators. This growth manifests itself in the form of professional development and serves as an important variable of accomplished teaching. Developing reflection skills is a key component of rigorous professional development, as well as the NBC process. Standerfer (2007) stated that when teachers spend time reflecting, analyzing, and writing about what they teach and how they deliver instruction, it provides opportunities for teachers to improve as they become the active learner. The process of NB in music education consists of all three. NBPTS (2001) stated that:

Accomplished music teachers consider reflecting on their teaching to be central to their responsibilities as professionals and experts. Such reflection reinforces their creativity, stimulates their personal growth, and enhances their professionalism. Accomplished music teachers take responsibility for their professional growth, and they are models of the educated individual, regularly sharpening their judgment, expanding their repertoire

of teaching methods, and deepening their knowledge base. These teachers define their responsibilities as professionals and experts to include a commitment to the continuing growth and development of their colleagues, their schools, their field, and themselves (p. 44).

Although NBPTS seeks to recognize accomplished teachers and the positive professional development that keeps them growing, there seems to be little research on music teachers' professional development (Conway, 2007; Standerfer, 2007). Bauer (2007; 2010) found that several variables contribute to the small body of research including (a) differences in the state or region a music teacher teaches, (b) geographic area in that state or region (rural, urban, or suburban), and (c) if the music teacher is a member of their state's music association. The researcher also contends that personal desires for unique professional development among individual music teachers and teaching assignments contribute to the small body of research as well (Bauer, 2007; 2010). Standerfer (2007) discovered, in terms of the NB process, that the elements of professional development that have been effective are that (a) the process of NBC is totally voluntary, and teachers chose to participate, (b) the process is reflective and self-evaluative of the individual teachers' teaching and pedagogy, (c) through the process teachers become members of collaborative communities building learning relationships, and (d) the learning occurs in a classroom environment. Bohen (2000) concurred with Standerfer about the process of NB being a form of professional development as it is ongoing, reflective, encourages collaboration and is self-evaluative. Bohen (2000), stated: "The NBPTS experience, therefore, is part of the natural evolution for an accomplished professional with extensive intrinsic knowledge. Changes are likely to reflect deepened understandings of their professional roles and broadened views of how to improve their practice" (p. 58).

These models resemble NB's five core propositions and define what meaningful professional development should consist of for music teachers. School systems have altered their teacher professional development model after NBC due to the strong and reflective nature of the process. Belson and Husted (2015) stated that by instituting professional development opportunities like NBC, which are ongoing and reflective, accomplished teachers and schools will see and value the positive learning outcomes from their students.

Professional development for music teachers is unique as they are typically the only ones in their schools who teach their subject. Standerfer (2007) suggested that music teachers should build relationships with other teachers in their schools, specifically during and beyond the NBC process, as it may assist with new methods of teaching and learning, which serves as a form of professional development. Positive collaboration also aids music teachers in becoming more reflective practitioners.

While most candidates of the NBC process felt the process yielded a mostly positive professional development experience, some disagree. Bohlen (2000) stated that some candidates held the belief that not completing or passing the initial certification could "outweigh the professional development benefits of the process and discourage continued growth" (p. 30). However, the researcher also found that those NB candidates who did not attain certification were able to carry forward, or bank, successful scores to the next assessment cycle. This process of "banking" scores motivated them to work to improve their lower scores and to successfully complete the entire process and become NBCTs.

Mentorship

The word *mentor* is a Greek word whose origins stem from the name of a character in Homer's *Odyssey*. When Odysseus left to fight in the Trojan War, his son, Telemachus, was

appointed a guide to impart wisdom upon him. The guide's name was Mentor. The role of a mentor is that of a guide who can assist in creating and defining personal goals, and how to reach them successfully (Zachary, 2009). Rockoff (2008) reported that states who utilized a mentoring model in their schools saw improved teacher quality, performance in the classroom, and retention rates.

The philosophy of NB is that every student should have the opportunity to learn from accomplished teachers every day, so it put into place a program to increase the number of NBCTs by 20,000 by the year 2020. The Network to Transform Teaching, (NT3), provides resources to the state, district, and school levels to utilize the expertise of practitioners to mentor teachers through the process of NBC. The NB estimates that by 2020 more than 1,000 schools, 100 districts and 10 states will take advantage of the network and increase the number of certified teachers thusly improving student learning (Network to Transform Teaching section, para 1, 2018). NT3 began setting up networks in Arizona, Kentucky, New York, and Washington in 2014, adding Alabama, Illinois, Maryland, North Carolina, and New Mexico a few years later ("National Board Deepens Partnership", 2015). According to NBPTS (n.d.) in 2016-17, states who had NT3 networks established made up 71% (more than 11,000 teachers) of the total of all teachers who were pursuing NBC in the country (NBPTS, 2019). NT3 is just one example of mentoring programs occurring around the country to assist NB candidates through the process.

As a major part of its' mission, NT3 relies on the wisdom of accomplished teachers to mentor candidates who are pursuing NBC. Since the creation of the NBPTS in 1987 via the Carnegie Report, mentoring expectations have been an intricate component of the process (Mullen, 2011). Goldhaber, Perry, and Anthony (2003) stated that in schools where NBCTs are employed a mentoring effect could be occurring. The researchers described mentoring effect as

NBCTs encouraging teachers in their schools to apply and successfully complete the process of certification because the NBCTs are knowledgeable of how to successfully navigate the process. NBCTs are master teachers, formally and informally mentoring and modeling concepts for school improvement (Kelley & Kimball, 2001). Even in the renewal phase of NBC, participants view the effects of having a mentor positively. In a qualitative study of teachers who renewed their NBC, participants stated that having the expertise of a mentor was the most important variable in their process (Teague, 2017).

While mentoring is a major part of the NBC process and viewed positively by many, some see it as negative. Harris and Sass (2007) found that while administrators were more likely to encourage NBCTs to act as mentors, the students of those selected as mentors may regress due the absence of their teachers fulfilling extra responsibilities. Ballou (2003) questioned the accuracy and authenticity of teacher portfolios who receive guidance by mentors. The researcher questioned whether NBPTS could account for mentors providing so much guidance to the candidate that their portfolios no longer represented the true reflective work of the candidate. NBPTS responded that in the scoring phase of the portfolio, assessors are experienced and can detect fraud and misrepresentation. Ballou (2003) stated that mentors may feel pressure to produce higher numbers of successful candidates after receiving compensation for their mentoring duties.

Despite the negative views some hold on mentoring, Harris and Sass (2009) found that advocates of the NBC process believe that formal and informal mentoring of NBCTs may help in improving the effectiveness of the teacher and improving student learning. Bohan (2000) reported that respondents in an open-ended survey recommended that all candidates seek and use mentors or join a support group to assist throughout the certification process. The respondent

stated that choosing a mentor who you trust and who will provide honest feedback will help avoid the isolation one feels when going through certification. Overall, mentoring appears to have more positive effects on candidates than those who do not utilize mentors.

Impact of NBC

Earlier research on the impact of NBC on student learning primarily focused on math and reading. I found one study pertaining to NBC and music teachers. Standerfer (2003) sought to discover how the process of attaining NBC influenced the perceptions and practices of three choral music teachers. The researcher developed case studies examining the perspectives of two high school choral directors and one middle school choral/general music teacher. Each participant completed and submitted a portfolio for the certificate of early adolescent through young adulthood music education but had not received their results during the time of the study. The participants interviewed, and the researcher gleaned that each teacher believed the process of NBC proved to be a great form of professional development, which leads to greater gains in student learning. The researcher further noted that through reflective practice learned during the NBC process, the participants believed the quality of their teaching will continue to improve.

Other studies examining the effectiveness of NBCTs show that teachers who are certified are more effective in the classroom than those teachers who are not, yielding a more positive impact on student learning. Cavalluzzo (2004) utilized data from a large urban school district in Florida to measure the relationship between ninth and tenth graders' gains in mathematics, whether the teacher was NBC or not, and other teacher quality measures. The researcher found that across unique spectrums of student subgroups and specifications, teachers who had been involved in the NBC process were more effective than those who were not. The researcher also concluded that NBC is a positive indicator of teacher quality. The researcher further tracked

teachers and their NBC status between the years of 1999 to March 2003. During this span of time 973 teachers had pending applications (awaiting results), 387 teachers had either withdrawn from the process or did not reach certification, and 435 teachers had successfully attained NBC.

Cavalluzzo (2004) attained end of grade individual student test scores in math for ninth and tenth graders through publicly accessible data for a three-year period. The teachers of the students varied in NBC status. Results indicated that students of NBC teachers made higher gain scores in math following a pre/posttest. The researcher also examined subgroups of students by race and the NBC status of their teachers. This study found that Black and Hispanic students benefited more from having a teacher who had achieved NBC status than other students. Effect sizes for both Black and Hispanic students were large and about equal (0.14 and 0.15) and were both statistically significant; Black students ($p = .05$) and Hispanic students ($p = .02$). Finally, the researcher concluded that students of teachers who were currently going through the NBC process, made larger gains than those who had not pursued certification. Teachers who failed the process or did not pursue NBC made smaller gains than those currently going through the process.

Utilizing a publicly available math and reading data set from North Carolina's 3rd– 5th grade students over a 10-year span, Clotfelter, Ladd and Vigdor (2007) concluded that teachers who were NBCTs were more effective than those who were not. Comparing math and reading pre- and post-test scores yielded greater basic gain scores in math scores among students with a teacher who had completed the NBC process. The reading scores of the students remained the same. The results indicated a strong positive relationship between students of math taught by an NBCT and those who were not.

Goldhaber and Anthony (2005) conducted a similar study that examined math and reading test scores among North Carolina's 3rd – 5th graders from 1996-1999. North Carolina has been chosen for several studies due to the substantial number of NBC teachers in the state. The researchers found that NBC teachers are more effective than those who have never applied for board certification.

Researchers analyzed and reported the academic performance of students in 14 of Arizona's school districts. Vandevort, Amrein-Beardsley and Berliner (2004) collected 4 years of the Stanford Achievement Tests (SAT) in reading, math, and language arts among grades 3-6. The gain scores of students taught by an NBCT were higher than those students of non-NBCTs. The researchers also concluded that NBCTs are more effective teachers when assessed by student academic achievement.

Despite these studies on the effectiveness of NBCTs in the general education arena, I only found one study pertaining to the effectiveness of board-certified music teachers. Since NBC is a more advanced certification over state-level certification requirements, and music teachers are able to pursue NBC, it is imperative that more research occur to examine the effectiveness of NB music teachers. I also believe that a study of why more music teachers are not pursuing the NBC process may help to create more studies on the effectiveness of NB music teachers and add to a lacking body of literature.

Summary

Local ministers certified teachers based on their moral values not accounting for the teachers' ability to instruct students during Colonial times. How teachers are certified and how qualified they are to teach has continued to be at the forefront of improving schools and student learning for decades. The official certifying of teachers began in the late 18th century when local

control gave way to a more standardized process of preparing teachers in the knowledge base of the subject they wanted to teach. This standardization was in the form of a written examination. As the country grew, so did the need for more teachers and for more oversight in how to prepare and assess their teaching and more importantly, students' learning.

Though efforts to ensure teachers were prepared to teach and assessments were in place to measure student growth, the public perceived education was failing Americas' students. After several comparisons and studies of the education systems of other countries were completed, and a deep look at our own, The Carnegie Commission created and published the reports *A Nation at Risk* and *A National Prepared* which called for a strengthening of the education profession. The NBPTS was born in 1987 and created a set of teaching standards accomplished teachers should know and be able to do. The NBPTS is rooted in five core propositions and content specific standards that govern specific disciplines. NBC is a voluntary teacher certification program that require interested teachers to possess a bachelor's degree, have a minimum of three completed years of teaching and hold a valid state teacher license for three years or more.

The NBPTS began offering music certification in 2001. Two certificates are available to music teachers: early and middle childhood music education (ages 3-12) and early adolescence through young adulthood music education (ages 11-18+). Eight comprehensive music standards govern the NBC process. The requirement for candidates in all content specific areas is to complete a portfolio consisting of three components, highlighting the five core propositions and music standards, and one assessment, demonstrating comprehensive music understanding and pedagogy.

The literature stated that NBC has both its' supports and its' critics. NBCTs reported that the process yielded a mostly positive impact on their practice and student learning. Critics

believed teachers who attained NBC were already good teachers. Principals also believed the process yielded a mostly positive outcome. Griffin (2006) conducted a survey among Alabama principals with at least one NBCT on their staff. Results indicated that principals rated NBCTs higher when assessed using the five core positions than those teachers who are not NBC.

Balbach (2012) and Lucarelli (2014) conducted similar studies, in different states to Griffin's, with comparable results. Non-NBCTs were more critical of the process and questioned the value of the certification. Hess (2004) described the process as a time consuming, money wasting, subjective process that does not address student learning. Overall, most have a positive view of NBC.

I only found one research study that pertains to NBC and music. Standerfer (2003) sought to discover perceptions of three choral music teachers on the process of NBC. The teachers responded that they believed the process of NBC has transformed their teaching and was a great form of professional development as it is ongoing and reflective. Due to the lack of literature on music teachers and the NBC process, this study seeks to survey music teachers in the southern part of the United States (Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, and Tennessee). The survey will inquire about the respondents' thoughts on costs, time, components/portfolio, mentoring, incentives, and professional development, which is all part of the process of attaining NBC. The survey may also provide an overall perspective of music teachers on NBC. Results from this study will add to the growing body of literature and help to explain variables that may encourage or may deter music teachers from pursuing NBC.

CHAPTER 3

METHODS AND PROCEDURES

The purpose of this quantitative study was to examine the variables: (a) incentives, (b) time, (c) mentoring, and (d) costs, that may encourage music teachers to pursue or may deter music teachers from pursuing the process of attaining National Board Certification in the Southeastern United States (Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, and Tennessee). The rationale for using a survey design for this study was to survey a sample of music teachers to potentially generalize about the greater population of music teachers in America and their thoughts on the NBC process (Rea & Parker, 2005). If board certification is the highest level of teacher certification in the United States, the results of this study may provide reasons why at least some music teachers in the southeastern United States do not pursue NBC. Furthermore, this study may also reveal music teachers' perceptions about NBC. Only one previous study has investigated the perspectives of music teachers and NBC (Standerfer, 2003). The chapter will describe the procedures, data collection instrument (survey), participants, data collection procedures and analyzation.

Procedures

I designed an online questionnaire utilizing *Qualtrics Survey Software* (2018). The rationale for using a survey instrument is that a survey design allows researchers to generalize self-reported attitudes, preferences, and opinions by studying a small portion or sample of a larger population (Rea & Parker, 2014). Utilizing *Qualtrics Survey Software* to administer the

survey for this study was appropriate because it is low cost to the researcher, allowed for a quicker return of survey responses, was easier for the respondent to complete (click to select answer), and is a more legible, with no ambiguity of answers, process. The survey went through three rounds of editing. In the first round, three experts and three current Ph.D. students reviewed the survey and provided feedback on the clarity of questions. Two of the three experts are music educators at the collegiate level, while the remaining editor is a professor of research methodology. With the assistance of my dissertation chair, I made further edits and revisions to the survey. After successfully completing comprehensive examinations and presenting my proposal to the dissertation committee, I made additional edits to the survey.

Following Institutional Review Board (IRB) approval (see Appendix A) I conducted a pilot study to ensure clarity of the survey questions. Fourteen music educators, elementary and secondary teachers who taught in Ohio, reviewed the pilot survey, and provided feedback. Of those music educators, 13 completed the survey in its' entirety. Participants ($N = 14$) who completed the survey had heard of NBC ($n = 13$), while the participation of those who had not heard of NBC ($n = 1$) came to an end. Participants who completed the survey earned NBC in early and middle childhood music education ($n = 2$), or early adolescence through young adulthood music education ($n = 1$). Other participants ($n = 10$) had not attained NBC. I intentionally invited music teachers in Ohio to complete the pilot study because they would not be included in the final study. Following their comments, I reworded questions and answer options for clarity.

I contacted potential participants for the pilot study via email and by snowball sampling. Snowball sampling is a technique where the researcher identifies one survey participant, and that participant recommends other participants based on the same recruitment criteria. This technique

is useful when there are unusual circumstances surrounding the participants like whether they have heard of board certification or have tried to attain certification (Vogt, 2005). Through the NBPTS online directory, I was able to gather the names of NBCTs and the school systems they worked for at the time of their initial certification. I researched the school system's webpages for the email addresses of those potential respondents from the NBPTS online directory and emailed them an invitation to participate. The email invitation asked potential participants to identify and share the survey with fellow music teachers in their school systems. As a result of the editing process, the wording of several question-and-answer choices changed.

Data Collection Instrument

The survey consisted of 21 closed-ended, ranking, and Likert-scale questions about participants' perspectives on variables that may encourage music teachers to pursue or may deter music teachers from pursuing the process of NBC. The first section of the survey contained the consent form and addressed respondents' general knowledge of NBC, whether they had heard of the process, and which certificate they earned if they completed the process. If respondents had not heard of NBC, their participation in the survey ended. The second section asked participants to rate the degree of familiarity about financial incentives awarded for successfully completing NBC, their motivations for taking part in the process, and how familiar they were with the overall costs, time, and familiarity of components. The respondents ranked, in order of importance, the reasons they applied for NBC, and reasons they were deterred from applying for the process. The concluding section of the survey asked general demographic questions; (a) gender, (b) ethnicity, (c) number of years teaching, (d) highest level of education attained, and (e) state in which they currently teach. See Appendix B for survey instrument.

Participants

The target population for this study were music teachers (elementary and secondary) from Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, and Tennessee who are current members of the National Association for Music Educators (NAfME). I recruited participants utilizing the Research Survey Assistance program, a program offered by NAfME at cost to the researcher, to distribute the online survey to a percentage of music teachers in each of those states. The second question of the survey asked respondents if they have ever heard of the NBC. If the respondents answer no, their participation in the survey ended. The *Research Survey Assistance Program* emailed the link to the online survey to a total of 8,346 music educators and invited music teachers to take part in the study. Table 2 shows the total number of potential participants sorted by states.

According to Rea and Parker (2014, p. 170-171), the minimum sample size needed for this study was 368 (or 4.4% of the total N of 8356). The overall valid response rate was 222, or 2.66%. While 361, or 4.25%, of potential participants consented to participate in the survey, many of those responses were invalid or incomplete. I retained responses that had a 78% to 100% completion rate for analysis. This low response rate could be a result of 69.25% (5,780) emails, distributed by the NAfME *Survey Assistance Program*, going unopened, and the survey circulating during the COVID-19 pandemic when teachers were beginning to transition their face-to-face classes to a virtual format. The largest number of responses are from Alabama ($n = 55$, 24.8%) and the lowest was Mississippi ($n = 4$, 1.8%). In addition, the population may have been biased because they were specifically interested in this topic, and more educators from Alabama may have completed it because I currently live and have taught in the state for a number of years. Table 2 shows total number of potential participants and the responses by state.

Table 2*Total and Actual Number of Potential Participants by State*

<i>States</i>	<i>Potential</i>		<i>Actual</i>		<i>Response Rate</i>
	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>%</i>
Alabama	709	8	55	24.8	7.76
Florida	2071	25	35	15.8	1.69
Georgia	1668	20	23	10.4	1.38
Kentucky	649	8	10	4.5	1.54
Louisiana	381	5	8	3.6	2.10
Mississippi	148	2	4	1.8	2.70
North Carolina	1259	15	49	22.1	3.89
South Carolina	757	9	19	8.6	2.51
Tennessee	704	8	14	6.3	1.99
Missing (Actual)			5	2.3	
Total Used in Data Analysis	8346		222		

Participant Demographics

Demographic data included participants' ($N = 222$) experience with NBC, the status of their certification at the time of the survey, which NB music certificate they earned, gender, ethnicity, years of teaching experience, and highest level of education attained.

Participants indicated they had experience with the NBC process ($n = 89, 40.1\%$), while that experience ranged from never attempted the process ($n = 96, 43.2\%$) to participants once holding certification but allowed it to expire ($n = 4, 1.8\%$). Among participants who have experience with NBC, ($n = 62$) gained certification status. Table 3 reports participant demographics.

Table 3*Participant Demographics*

Participant Demographics	<i>n</i>	%
Extent of Knowledge of NBC Process		
Already an NBCT or had begun the process of becoming NBC	89	40.5
Not NBC or have not begun the process	131	59.5
Status of Certification		
Never attempted the process	96	40.7
Currently an NBCT	48	20.3
Completed process and awaiting scores	4	1.7
Allowed certificate to expire	4	1.7
Started the process but have not completed	29	12.3
Investigated but have not attempted	55	23.3
Which NB music certificate earned		
Early Adolescence through Young Adulthood	37	17.0
Early and Middle Childhood	25	11.4
No certificate earned	156	71.6

Most participants were Female ($n = 140, 63.1\%$), White ($n = 192, 86.5\%$) and had 11-20 years of teaching experience, ($n = 70, 31.5\%$). The highest level of education earned among participants were master's degree ($n = 118, 53.2\%$). See Table 4 for demographics of years of experience and education.

Table 4*Demographics of Years of Experience and Level of Education*

Demographic	<i>n</i>	%
Years of teaching experience		
1-2	6	2.8
3-5	17	7.8
6-10	45	20.6
11-20	70	32.1
21-30	57	26.1
31 or more	22	10.1
Highest level of education		
Bachelor's degree	53	24.3
Master's degree	118	54.1
Some Masters	7	3.2
Post-Master's degree	9	4.1
Education Specialist degree (30 plus hours)	14	6.4
Doctoral degree	16	7.3

The responses of participants about years of teaching experience and highest level of education skews toward the majority of the participants being more experienced (years of teaching experience) and with Master's degrees. This may be due to the stipulation by the NBPTS that potential candidates for certification must have three years of teaching experience before they can attempt to become NBC. Also, financial incentives, in the form of a yearly stipend for teachers who achieve NBC, may not be guaranteed due to budget constraints by their state, so teachers may choose to earn a Master's degree before exploring NBC. However, teachers who earn a Master's degree or other graduate degrees in their area of education specialty, receive a pay raise. This reasoning may explain why more experienced music teachers responded in larger quantities to this survey than less experienced ones.

Data Analysis

The statistical analysis software, *Statistical Package for the Social Sciences (SPSS)*, collected and analyzed the data. I used descriptive statistics (frequency, percentage, and standard

deviations), A Kruskal-Wallis H test, and the Mann-Whitney U test to attempt to answer research questions. The Mann-Whitney U test determine if differences exist between music teachers, NBCTs and non-NBCTs (DV), among selected independent variables. The Kruskal-Wallis test compared the means of two or more groups (Russell, 2018). In this study the independent variables were cost, mentoring, time, incentives, professional development, and the dependent variables were higher pay, and NBC status.

Questions 1-2

The first two research questions sought to determine if the independent variables (cost, mentoring, time, incentives, professional development) potentially encouraged music teachers to pursue or deterred them from pursuing NBC. I reported the descriptive statistics (frequencies, means, and standard deviations) following analysis.

Question 3

Research question 3 explored how music teachers generally perceived the process of NBC based on certification status and the state respondents currently taught. Four sections divided this question: financial incentives, overall costs, time commitment, and general perceptions. A series of Kruskal-Wallis H and Mann-Whitney U tests explored experience with NBC by (a) financial incentives, (b) overall costs, (c) overall time, and (d) support offered during certification.

Question 4

Research question 4 focused on the supports that were available, if any, to assist music teachers in pursuing NBC. A chi-square test examined if significant relationships existed between the supports provided among target states.

Reliability and Validity

Before the study began, three university professors reviewed the survey and provided feedback to the content validity of the survey. Two of the three experts had recently completed a Ph.D. program and have knowledge of survey research. One of those two experts was an NBCT and could relate to the process and content of the survey. The remaining reviewer is a professor of research methodology who specializes in survey research. They checked and suggested changes concerning wording of the questions, clarity, and general design of the survey. Their comments aided in a multi-step process of edits in finalizing the survey.

I conducted a pilot study to ensure clarity of the survey questions and answer choices. Fourteen music educators, elementary and secondary who taught in Ohio and are members of NAFME, reviewed the online pilot survey and provided feedback. I intentionally invited music teachers in Ohio to complete the pilot study because they would not be included in the final study. Based on the sample data and comments attained from the pilot study participants, I edited questions and answer choices for more clarity of the survey.

Cronbach's alpha is defined as a measure of internal consistency of items that make up an instrument. It is a measure of scale reliability that determines the degree to which items are measuring the same variables. Alpha coefficients range in value from 0.00 to 1.00. (Cronk, 2016). According to Vogt (2005), alpha coefficients, or scores, above .70 and higher, suggest the instrument items are measuring the same thing (Vogt, 2005).

I conducted internal reliability tests using Cronbach's alpha for the pilot study. Participants from the pilot study ($N = 13$) completed the researcher-created survey designed to determine perspectives of music teachers on the process of attaining NBC. Specifically, the survey examined variables that may potentially encourage music teachers to pursue or deterred

music teachers from pursuing NBC. I ran Cronbach's alpha internal consistency tests for all Likert-type questions of the pilot study. Before computing Cronbach's alpha, I examined the additivity of the model by using Tukey's procedure for nonadditivity and found that an additive model was achieved for questions 7-9, ($F_{1,12} = 40.75, p < .001$). I found a high internal consistency ($\alpha = .97$). For questions 10-13 ($F_{1,12} = 8.46, p = .004$), I also found a high internal consistency ($\alpha = .94$) and determined these levels of reliability appropriate for subsequent analysis (Cronk, 2016).

I also conducted Cronbach's alpha to test the internal consistency of the main study ($N = 222$). Before computing Cronbach's alpha, I examined the additivity of the model by using Tukey's procedure for nonadditivity and found that an additive model was achieved for questions 7-9 ($F_{11,217} = 57.76, p = .000$). I found a high internal consistency ($\alpha = .95$). For questions 10-13 ($F_{17,163} = 36.24, p = .000$), I also found a high internal consistency ($\alpha = .92$) and determined these levels of reliability are appropriate for subsequent analysis.

Limitations

In survey research, there are certain limitations that exist. One such limitation is a small sample size. Music teachers in the southeastern portion of the United States participated in this study. Many of the states surveyed have a small number of NBC music teachers and some who pursued the process but did not attain certification. The generalizability of these results may be limited due to the small sample size. According to Fowler (2014), self-administered surveys can be an issue to get people to complete due to the possible lack of interest in the topic. (Fowler, 2014). Some music teachers may not be interested in NBC and may not respond to the survey or complete questions fully. The NAFME *Research Survey Assistance Program* distributed the survey during the lockdown stages of the COVID-19 virus. Teachers across the United States

closed their classrooms and began instructing their students virtually. While many schools required music teachers to continue to teach classes weekly, some music teachers, mostly high school band and choir directors, did not teach their students at all as administrators instructed. Due to the time it took to redesign their classroom from a face-to-face model to a virtual model, many music teachers may have chosen not to complete the survey. Based on the NAFME *Research Survey Assistance Program*, over 50 percent ($n = 5,780$) of the sent emails went unopened. There may also be other variables that affect music teachers' decisions to pursue or not to pursue the process outside of cost, incentives, mentoring, or financial assistance that may not be present in the results.

Delimitations

There are two delimitations for this study. First, the participants identified in this study will be music teachers, both elementary and secondary, in the southeastern portion of the United States. Second, perspectives of the NBCT process by music teachers in southeastern states were determined through a web-based survey instrument.

CHAPTER 4

RESULTS

The purpose of this quantitative study was to examine the variables: (a) incentives, (b) time, (c) mentoring, and (d) costs, that may encourage music teachers to pursue or may deter music teachers from pursuing the process of attaining National Board Certification in the southeastern United States (Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, and Tennessee). This chapter includes the results for each research question.

Question 1: Variables that Encourage Music Teachers to Pursue National Board Certification

Research question one asked: What variables (incentives, time, mentoring) encourage music teachers in the southeastern United States to pursue National Board Certification? Participants ranked statements using a five-point scale to arrange in order of importance, statements about variables that encouraged them to apply for NBC. The five-point scale ranged from most important (5) to least important (1). Among the participants in this study 27.2%, ($n = 47$) reported that increasing their salary was the most important reason they applied for NBC, while 40.5%, ($n = 70$), stated increasing their salary was the least important reason. When asked if participants pursued the NBC process to improve their teaching 11.3%, ($n = 19$) ranked it as the most important reason, and 17.6% ($n = 30$) ranked it as least important.

The reputation of NBC as a meaningful form of professional development is known among teachers across the United States (Belson & Husted, 2015; Bohlen, 2000; Standerfer, 2007). I asked if providing a professional development opportunity was the reason respondents pursued the NBC process, and most respondents 27.1%, ($n = 46$) ranked this choice as neither their most nor least important reason for pursuing NBC. Likewise, when asked if pursuing NBC was a way to confirm their skills as an accomplished educator, respondents were mostly neutral with 27.1%, ($n = 46$) and, 27.1% ($n = 46$) ranking this choice as their third and fourth reasons.

Among the participants in this study 34.1% ($n = 59$) reported that they pursued NBC to gain recognition in their profession, while only 15.9%, ($n = 28$) stated that gaining recognition by their performance was the least important reason. See Table 5 for rankings of frequencies of motivators that encouraged respondents to pursue NBC.

When asked what the biggest motivator was for pursuing NBC, over half, or 65.5%, ($n = 116$), of the participants reported receiving financial incentives from state or local departments of education was their largest motivator. Table 6 provides a full summary of motivators for pursuing NBC.

Table 5*Participant Rankings of Motivators for Pursuing National Board Certification*

Motivators for Pursuing	Ranking Scale	<i>n</i>	%
Increase my salary	5	47	27.1
	4	19	11.0
	3	18	10.4
	2	19	11.0
	1	70	40.5
Improving my Teaching	5	19	11.3
	4	31	18.2
	3	33	19.4
	2	57	33.5
	1	30	17.6
Providing a Professional Development Opportunity	5	24	14.1
	4	42	24.7
	3	46	27.1
	2	31	18.2
	1	27	15.9
Confirming my Skill as an Accomplish Educator	5	23	13.5
	4	46	27.1
	3	46	27.1
	2	39	22.9
	1	16	9.4
Gaining Recognition by my Profession	5	59	34.1
	4	34	20.0
	3	28	15.9
	2	24	14.1
	1	28	15.9

Note. The rating scale was 1-5 where 1 = least important and 5 = most important.

Table 6*Motivators for pursuing National Board Certification*

Motivators	<i>n</i>	%
Financial incentives from state or local Departments of Ed for completing process	116	65.5
Elevated certification status	34	19.2
Professional Development Opportunity	20	11.3
Working with a mentor throughout the process	4	2.3
Overall cost	3	1.7

Question 2: Variables that Discouraged Music Teachers from Pursuing National Board Certification

Research question two asked: What variables (time, costs, mentoring) discouraged music teachers in the southeastern United States from pursuing National Board Certification?

Participants ranked variables using a five-point ranking scale from most important (5) to least important (1). Among the participants in this study most respondents 30.3%, ($n = 60$) reported that overall cost to complete the NBC certification was the least important reason that discouraged them, while 7.6% ($n = 15$) stated it was the most important reason they were discouraged from pursuing NBC. Overall, 41.1%, ($n = 83$) reported they were not discouraged from pursuing the process.

When asked about having a mentor to assist throughout the process, about a third of respondents 34.8%, ($n = 69$) reported that this was neither the most important nor least important reason, while 27.3%, ($n = 54$) ranked not having a mentor as almost the least important reason they were deterred from pursuing NBC.

Respondents ranked whether time to complete the portfolio discouraged their decision to pursue NBC. Responses varied with 28.3%, ($n = 56$) ranking this choice neither the most important nor least important, while 24.3%, ($n = 48$) ranked this choice as almost the most important. Respondents also reported if they were discouraged from pursuing the process because they were nearing or at the end of their professional teaching career, and almost a third of respondents, 30.4%, ($n = 60$), reported this as the most important reason that discouraged them, while 23.7%, ($n = 47$) reported this as the least important reason they were discouraged from the process. See Table 7 for frequencies of rankings of deterrents that discouraged respondents from pursuing NBC.

Table 7*Frequencies of Rankings of Deterrents for not Pursuing National Board Certification*

Deterrents for not Pursuing	Ranking Scale	<i>n</i>	%
Overall Cost to Complete Certification	5	15	7.6
	4	35	17.7
	3	39	19.7
	2	49	24.7
	1	60	30.3
No Mentoring Assistance	5	18	9.1
	4	43	21.7
	3	69	34.8
	2	54	27.3
	1	14	7.1
No Time to Complete Portfolio	5	23	11.6
	4	48	24.3
	3	45	22.7
	2	56	28.3
	1	26	13.1
Nearing the End of My Professional Teaching Career	5	60	30.4
	4	48	24.2
	3	24	12.1
	2	19	9.6
	1	47	23.7

Note. The rating scale was 1-5 where 1 = least important and 5 = most important.

Participants selected the largest deterrent and over half, 51.5%, ($n = 105$), reported that time to complete the process was the biggest deterrent for not participating in the NBC process.

Table 8 provides a full summary of deterrents for not pursuing NBC.

Table 8*Deterrents for not pursuing National Board Certification*

Deterrents	<i>n</i>	%
Time to complete the process	105	51.5
Overall cost	54	26.5
I was not interested in NBC	20	9.7
No financial incentives from state or local department of ed for certifying	15	7.4
No mentor provided	10	4.9

Question 3: General Perceptions of Music Teachers about the National Board Certification Process

Research question three asked: How do music teachers in the southeastern United States generally perceive National Board Certification? The first part of the comparisons for this question included a total of fifteen comparisons using the Mann-Whitney U test. I used a familywise Bonferroni adjustment (McDonald, 2014, p.254-260; Simes, 1986) before completing the comparisons to control for potential sampling bias and Type I error. This procedure involves dividing the a priori alpha level (in this case $\alpha = .05$) by the total number of comparisons (15). This resulted in a lower p value ($\alpha = .003$) that used a stricter lens for determining significance at the .05 level. A series of Kruskal-Wallis H tests explored experience with NBC by (a) financial incentives, (b) overall costs, (c) overall time, and (d) support offered during certification.

Financial Incentives

Participants used a five-point Likert-type scale to rate how familiar they were about incentives for achieving NBC. Responses were (a) *Extremely Familiar* (b) *Moderately Familiar*, (c) *Somewhat Familiar*, (d) *Slightly Familiar*, and (e) *Not Familiar at All*. Participants felt most familiar with incentive pay, 29.4%, ($n = 65$), while 24.8% ($n = 55$) were not familiar with incentive pay. The majority of participants were not familiar with scholarship or grant opportunities offered during the certification process 45.7% ($n = 101$) nor with mentoring (face-to-face sessions) 53.4% ($n = 118$). Participants were also not familiar with extra time to write during working hours 67.4% ($n = 149$). See Table 9 for full results.

Table 9*Familiarity of Financial Incentives Offered*

Financial Incentive	Rating Scale	<i>n</i>	%
Incentive Pay	Not Familiar at all	55	24.9
	Slightly Familiar	24	10.9
	Somewhat Familiar	35	15.8
	Moderately Familiar	42	19.0
	Extremely Familiar	65	29.4
Scholarship/Grant	Not Familiar at all	101	45.7
	Slightly Familiar	35	15.8
	Somewhat Familiar	28	12.7
	Moderately Familiar	28	12.7
	Extremely Familiar	29	13.1
Mentoring (face-to-face)	Not Familiar at all	118	53.4
	Slightly Familiar	24	10.9
	Somewhat Familiar	26	11.8
	Moderately Familiar	23	10.4
	Extremely Familiar	30	13.5
Time to write during working hours	Not Familiar at all	149	67.4
	Slightly Familiar	21	9.5
	Somewhat Familiar	17	7.7
	Moderately Familiar	16	7.2
	Extremely Familiar	18	8.2

As mentioned above, I used Mann-Whitney *U* and compared differences between respondents' experience with the NBC process and their familiarity of financial incentives for achieving NBC status. Assumptions of the Mann-Whitney *U* test were met. The independent variable (certification status; Yes or No) was dichotomous, and the dependent variable (incentives) were continuous (Russell, 2018). These comparisons yielded four significant results.

First, there was a statistically significant difference ($U = 1431.00, Z = -9.756, p < .001$) between NBCTs ($n = 89$, mean rank = 159.92) and non-NBCTs ($n = 131$, mean rank 76.92) in regards to their familiarity of incentive pay awarded after successful completion of NBC. The difference between the two groups was large ($r = -.66$). Respondents who were NBCTs

($M = 4.40$, $SD = .94$) were more familiar with incentive pay awarded for attaining NBC than those who were non-NBCTs ($M = 2.34$, $SD = 1.35$). These results indicated that NBCTs were more familiar with incentive pay for attaining NBC than non-NBCTs.

Second, a significant difference was also found between NBCTs ($n = 89$, mean rank = 151.26) and non-NBCTs ($n = 131$, mean rank = 82.81) regarding the status of the participants' familiarity of scholarship/grant opportunities offered ($U = 2202.00$, $Z = -8.284$, $p < .001$). The difference between groups was large ($r = -.55$). Participants ($M = 3.31$, $SD = 1.45$) who have successfully achieved NBC were more familiar with scholarship/grant opportunities offered during the certification process than non-NBCTs ($M = 1.63$, $SD = 1.04$). NBCTs are more familiar with financial incentives, in the form of scholarships/grants, awarded during the process of achieving NBC than non-NBCTs.

Next, a disparity also existed between NBCTs ($n = 89$, mean rank = 151.26) and non-NBCTs ($n = 131$, mean rank = 82.81), in terms of knowledge of face-to-face mentoring offered during the certification process ($U = 2201.50$, $Z = -8.55$, $p < .001$). The difference between NBCTs and non-NBCTs was large ($r = -.57$). Participants ($M = 3.26$, $SD = 1.54$) who achieved NBC were more familiar with face-to-face mentoring than non-NBCTs ($M = 1.47$, $SD = .94$). These results indicated that participants who have achieved NBC were more familiar with mentoring sessions offered during the certification process.

Finally, there were significant differences in familiarity of extra time to write NB components during the workday between groups ($U = 3194.50$, $Z = -6.82$, $p < .001$). NBCTs ($n = 89$, mean rank = 140.11) were more familiar with extra writing session during the workday than non-NBCTs ($n = 131$, mean rank = 90.39). A moderate difference existed between the

groups ($r = -.45$). NBCTs ($M = 2.54, SD = 1.58$) were more familiar with extra time to write NB components during the school day than non-NBCTs ($M = 1.29, SD = .77$).

In addition, I used Kruskal-Wallis H to determine if familiarity of scholarship/grants offered during the NB certification period varied among states. The independent variable was states grouped by response rates: high response rates (North Carolina, Alabama, and Florida), moderate response rates (Georgia, South Carolina, and Tennessee), and low response rates (Kentucky, Louisiana, and Mississippi). The dependent variable was familiarity of the scholarship/grants offered. The Kruskal-Wallis H test showed there was a statistically significant difference in state response rates and the familiarity of scholarship/grants offered during the certification process ($\chi^2 = 11.30, df = 2, p < .001$). I used a Mann-Whitney U to determine specific differences. As before I used a Bonferroni familywise adjustment for multiple comparisons (3 comparisons) to attempt to control for sampling bias and Type I error. This resulted in a lower alpha level ($\alpha = .017$) to determine significance at the .05 level.

Results indicated that the high responding group of states ($n = 139$, mean rank = 106.523), ($U = 2707.50, Z = -3.41, p < .001$) reported they were more familiar with the scholarship/grants offered than the moderate responding group ($n = 56$, mean rank = 78.85). The effect size was small ($r = -.23$). In addition, a statistically significant difference was found between the moderate responding states ($n = 56$, mean rank = 36.39), and the low responding group ($n = 22$, mean rank = 47.41), ($U = 447.00, Z = -2.06, p = .039$). The effect size was small ($r = -.23$). There was no significant difference between the high responding group ($n = 139$, mean rank = 81.46), and the low responding group ($n = 22$, mean rank = 78.09), ($U = 1465.00, Z = -.3, p = .743$). The effect size was small ($r = -.02$). Among respondents from this sample, the high and low responding states appeared to be more familiar with scholarship/grants

opportunities that were offered during the certification period than the moderate responding states.

Overall Costs

Participants used a six-point Likert-type scale to indicate how familiar they were with statements pertaining to the overall costs associated with becoming an NBCT. Potential responses included (a) *Strongly Agree* (b) *Agree*, (c) *Somewhat Agree*, (d) *Somewhat Disagree*, (e) *Disagree*, and (f) *Strongly Disagree*. The majority of participants 26.4% ($n = 58$) strongly agreed that they were familiar with the overall costs it takes to become an NBCT, while 21.4% ($n = 47$) strongly disagreed. Over a third of participants 37.6%, ($n = 80$) strongly disagreed that the overall cost encouraged them while 22.8% ($n = 49$) strongly disagreed the overall cost deterred them. The majority of participants 28.2% ($n = 61$) strongly disagreed that the overall cost had no effect on their decision to pursue NBC. See Table 10 for descriptive statistics of familiarity of overall costs.

A Kruskal-Wallis H test was conducted to determine if familiarity of overall cost of NBC varied among states. The independent variable was states grouped by response rates (high response rates (North Carolina, Alabama, and Florida), moderate response rates (Georgia, South Carolina, and Tennessee), and low response rates (Kentucky, Louisiana, and Mississippi). The dependent variable was familiarity of the overall cost to become an NBCT.

The Kruskal-Wallis H test showed there was a statistically significant difference in state response rates and the statement: "I am familiar with the overall cost it takes to become a National Board Certified Teacher" ($\chi^2 = 13.23$, $df = 2$, $p < .001$). See Table 11 for the mean rank by responding groups.

Table 10*Descriptive Statistics of Familiarity of Overall Costs*

Overall Costs	Rating Scale	<i>n</i>	%
Familiar with the overall costs	Strongly Disagree	47	21.4
	Disagree	33	15.0
	Somewhat Disagree	10	4.5
	Somewhat Agree	34	15.5
	Agree	38	17.2
	Strongly Agree	58	26.4
Encouraged participants to pursue	Strongly Disagree	80	37.6
	Disagree	54	25.3
	Somewhat Disagree	34	16.0
	Somewhat Agree	25	11.7
	Agree	10	4.7
	Strongly Agree	10	4.7
Deterred participants from pursuing	Strongly Disagree	49	22.8
	Disagree	41	19.1
	Somewhat Disagree	31	14.4
	Somewhat Agree	42	19.5
	Agree	24	11.2
	Strongly Agree	28	13.0
No effect on my decision	Strongly Disagree	61	28.2
	Disagree	55	25.5
	Somewhat Disagree	28	13.0
	Somewhat Agree	30	13.9
	Agree	29	13.4
	Strongly Agree	13	6.0

Table 11*Kruskal-Wallis H Test Ranks, Familiarity of Overall Cost for NBC*

Statement	Responding Group	<i>N</i>	Mean Rank
I am familiar with the overall cost it takes to become a National Board Certified Teacher	High Responding Group	139	116.84
	Moderate Responding Group	56	82.97
	Low Responding Group	21	121.38

A Mann-Whitney U test was conducted as a post-hoc test to determine how the groups of states differed. I used a Bonferroni familywise adjustment for multiple comparisons (three comparisons) to attempt to control for sampling bias and Type I error. This resulted in a lower alpha level ($\alpha = .017$) to determine significance at the .05 level. The results indicated that the high responding group of states ($n = 139$, mean rank = 106.77) ($U = 2672.50$, $Z = -3.49$, $p < .001$) reported they were more familiar with the overall costs to pursue NBC than the moderate responding group ($n = 56$, mean rank = 76.22). The effect size was small ($r = -.24$). A statistically significant difference was found between the moderate responding group ($n = 56$, mean rank = 35.25), and the low responding group ($n = 21$, mean rank = 49.00), ($U = 378.00$, $Z = -2.45$, $p < .001$). The effect size was small ($r = -.27$). There was no significant difference ($p = .754$) between the high responding group ($n = 139$, mean rank = 80.06) and the low responding group ($n = 21$, mean rank = 83.38). Among respondents from this sample, the low responding group appear to be more familiar with the overall costs it takes to become an NBCT.

A Mann-Whitney U test was conducted to compare differences between respondents' experience with the NBC process and whether the overall cost deterred them from pursuing NBC. The independent variable was experience with NBC (NBCTs and non-NBCTs), while the dependent variable was whether the overall cost deterred participants from pursuing the process. There was a significant difference ($U = 4556.00$, $Z = -2.292$, $p < .001$) between NBCTs ($n = 89$, mean rank = 96.19), and non-NBCTs ($n = 125$, mean rank = 115.55). The difference between the two groups was small ($r = -.15$). Respondents who were non-NBCTs ($M = 3.42$, $SD = 1.81$) reported they were not deterred by the overall cost of NBC any more than those participants who were NBCTs ($M = 2.82$, $SD = 1.48$).

Time Commitment

Respondents indicated their level of familiarity with statements pertaining to the time commitment it takes to pursue NBC. Participants used a six-point Likert-type scale to rate how familiar they were. Responses were (a) *Strongly Agree* (b) *Agree*, (c) *Somewhat Agree*, (d) *Somewhat Disagree*, (e) *Disagree*, (f) *Strongly Disagree*. The largest number of participants strongly agreed with the statement “I am familiar with the overall time it takes to become an NBCT ($n = 72, 32.4\%$) while the least number of participants somewhat disagreed ($n = 11, 7.7\%$). The majority of participants either strongly disagreed ($n = 70, 31.5\%$), disagreed ($n = 52, 23.4\%$), or somewhat disagreed ($n = 48, 21.6\%$) with the statement “the time commitment encouraged me to pursue the process.” Most participants ($n = 53, 23.9\%$) somewhat agreed with the statement “the time commitment deterred me from pursuing the process.” About a fourth of participants strongly disagreed ($n = 59, 26.6\%$) with the statement “the time commitment had no effect on my decision to pursue the certification process.”

A Kruskal-Wallis H test compared the familiarity of overall time it takes to become an NBC by state groupings. The independent variable was states grouped by response rates (high response rates (North Carolina, Alabama, and Florida), moderate response rates (Georgia, South Carolina, and Tennessee), and low response rates (Kentucky, Louisiana, and Mississippi). The dependent variable was familiarity of the overall time it takes to become an NBCT.

The Kruskal-Wallis H test showed there was a statistically significant difference in state response rates and the statement: “I am familiar with the overall time it takes to become a National Board Certified Teacher” ($\chi^2 = 10.63, df = 2, p < .001$). See Table 12 for the mean rank by responding groups.

Table 12*Kruskal-Wallis H Test Ranks, Familiarity of Overall Time for NBC*

Statement	Responding Group	N	Mean Rank
I am familiar with the overall time it takes to become a National Board Certified Teacher	High Responding Group	138	116.91
	Moderate Responding Group	56	85.78
	Low Responding Group	22	113.59

A Mann-Whitney U test was conducted as a post-hoc test to determine how the groups of states differed. A Bonferroni adjustment setting accounted for the familywise error in multiple comparisons (three comparisons) ($\alpha = .017$). Results indicated that the high responding group of states ($n = 138$, mean rank = 105.59) ($U = 2747.00$, $Z = -3.24$, $p < .001$) reported they were more familiar with the overall time it takes to pursue NBC than the moderate responding group ($n = 56$, mean rank = 77.55). The effect size was small ($r = -.23$). There was no significant difference ($p = .823$) between the high responding group ($n = 139$, mean rank = 80.82) and the low responding group ($n = 22$, mean rank = 78.52). In addition, there was no significant difference ($p = .07$) between the moderate responding group ($n = 56$, mean rank = 36.72), and the low responding group ($n = 22$, mean rank = 46.57). Among respondents from this sample, the high responding group was slightly more familiar than the low and moderate responding group about familiarity with the overall time it takes to become a NBCT.

A Mann-Whitney U test was conducted to compare differences between respondents' experience with the NBC process and whether the overall time to pursue may have discouraged them. As before I used a Bonferroni familywise adjustment for multiple comparisons (2 comparisons) to attempt to control for sampling bias and Type I error. This resulted in a lower alpha level ($\alpha = .025$) to determine significance at the .05 level. The independent variable was

experience with NBC (NBCTs and non-NBCTs), while the dependent variable was whether the overall time deterred participants from pursuing the process. There was a significant difference ($U = 4194.50$, $Z = -2.952$, $p < .003$) between NBCTs ($n = 89$, mean rank = 92.13), and non-NBCTs ($n = 123$, mean rank = 116.90) to whether the overall time deterred them from pursuing NBC. The difference between the two groups was small ($r = -.20$). Respondents who were non-NBCTs ($M = 3.72$, $SD = 1.78$) reported they were not deterred by the overall time commitment it takes to become an NBC any more than those participants who are NBCTs ($M = 3.02$, $SD = 1.46$).

General Perceptions about Components

Participants ($n = 168$) rated their beliefs about the NB components and to what degree they assessed understanding of music pedagogy, musical content knowledge, differentiation of instruction, assessment, and reflective practice. Responses were (a) *Strongly Agree* (b) *Agree*, (c) *Somewhat Agree*, (d) *Somewhat Disagree*, (e) *Disagree*, (f) *Strongly Disagree*. Component one assessed participants' understanding of music pedagogy. The largest number of respondents ($n = 50$, 22.5%) somewhat agreed that Component one assessed their understanding of music pedagogy followed closely by ($n = 42$, 18.9%) agreeing with the statement. A small number of participants ($n = 14$, 6.3%) disagreed with the statement. Likewise, when asked if Component one assessed understanding of musical content knowledge most participants ($n = 52$, 23.4%) somewhat agreed with the statement while ($n = 43$, 19.4%) agreed. Participants reported similarly about Component two and differentiation of instruction with ($n = 50$, 22.5%) somewhat agreeing and ($n = 49$, 22.1%) agreeing.

When asked if Component three assessed their understanding of assessment in the music classroom most participants ($n = 50$, 22.5%) somewhat agreed with the statement while

($n = 44, 19.8\%$) agreed. The final Component, Component four, assessed understanding of reflective practice by the music teachers. Fifty-one (23%) of respondents somewhat agreed with the statement while ($n = 40, 18\%$) *agreed* in the statement. See Table 13 for descriptive statistics.

Table 13

Frequencies of Understanding Beliefs about NB components

<i>Component and Statement</i>	<i>M</i>	<i>SD</i>	<i>SE</i>
Component 1 assessed by understanding of music pedagogy	3.58	1.52	.12
Component 1 assessed my understanding of musical content knowledge	3.70	1.53	.12
Component 2 assessed my understanding of differentiation	3.68	1.51	.12
Component 3 assessed by understanding of assessment	3.65	1.52	.12
Component 4 assessed my understanding of reflective practice	3.67	1.56	.12

Note. Rating scale was 1 = Strongly Disagree, 5 = Strongly Agree

Question 4: Knowledge of support for NBC

Research question four asked: What supports are in place and used by music teachers during certification? Participants who had attempted certification, whether they were successful or not, reported whether a support system was available. Participants ($n = 217$) responded “yes”, support system was available ($n = 66$), “no”, support system was not available ($n = 17$), “I am not sure” ($n = 15$), or “I have not attempted certification” ($n = 119$). Participants reported the types of support that was provided included a mentor ($n = 34$), a reader ($n = 13$), a substitute to provide time during the workday to write components ($n = 11$), a mentor and a reader ($n = 2$), a mentor, reader, and a substitute ($n = 7$), a support group or cohort ($n = 10$), and no support offered ($n = 7$). Several participants selected other ($n = 29$) but did not specify what type of support of offered.

A chi-square test of independence compared the association between the type of support provided to candidates and the states in which they taught. No significant relationship existed ($\chi^2 = 34.47$, $df = 24$, $p = .077$). The type of support provided to candidates by state appear to be independent.

Summary

The results of this study yielded three key findings. First, participants felt that incentives from the state or local boards of education were the largest motivators to pursue and complete board certification. While the process provided a source of professional development, confirmed participants' skills as accomplished teachers, and allowed them to gain recognition by their profession, over half of the participants considered incentives as the largest motivator. Next, almost half of the participants reported that time to complete the process was the biggest deterrent for not pursuing the process. Though scholarships and grants assisted with the process, participants also felt the overall costs deterred them. Third, participants varied in their knowledge of support of NBC. Although they were varied, most participants seemed familiar with the process and what it took to become and NBCT.

CHAPTER 5

DISCUSSION

The purpose of this quantitative study was to examine incentives, time, mentoring, and costs, that may encourage music teachers to pursue or may deter music teachers from pursuing the process of attaining National Board Certification in the southeastern United States (Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, and Tennessee). Participants ($N = 222$) completed a researcher created online survey consisting of 21 closed-ended, ranking, and Likert-scale questions about their perspectives on variables that may encourage music teachers to pursue or may deter music teachers from pursuing the NBC process. The survey was divided into four sections: (a) general knowledge of and experience with the NBC process, (b) familiarity of financial incentives, overall costs, time, and the NB components, (c) encouragement for pursuing and determent from pursuing NBC, and (d) demographics.

This study is unique because it focused on the perspectives of music teachers in the southeastern United States about the NBC process, the degree of the familiarity of support during the certification process, incentives awarded by some states for successful completion of certification, and what variables may have deterred teachers from pursuing. While other studies explored principal's perspectives on the effectiveness of general education NBCTs (Balbach, 2012; Griffin, 2006; Harris & MacKenzie, 2007; Lucarelli, 2014), I found one research study pertaining to the perspectives of music teachers about NBC (Standerfer, 2003). Several other studies focused on NBCTs and general education courses (math, reading, and science).

Three key findings emerged from this study. First, music teachers reported that financial incentives for successfully completing NBC was the largest motivator for pursuing the process. Second, overall time to complete components and the assessment was the largest deterrent for both NBCTs and non NBCTs. Lastly, overall knowledge about support during the process varied by states.

Finding One: Incentives Were the Largest Motivator

Results indicated that over half ($n = 116$, 65.5%) of the participants reported that incentives from state or local departments of education for successfully completing the process was the greatest motivator for pursuing NBC, and about a third of participants reported that they were very familiar with incentives for completing NBC ($n = 65$, 29.3%). These findings are consistent with the literature which reported that states who offer incentives and promote the NBC process to their teachers, tend to have a higher number of NBCTs (Goldhaber, Perry & Anthony, 2004). Petty, Good, and Handler, (2016), reported that teachers pursue board certification for financial incentives. Improving teacher quality by incentivizing teachers in hopes of improving student learning has increasingly become more popular in the U.S. Three recent presidential administrations supplied funds to recruit more teachers to become NBC (Ballou, 2003; Clinton, 1997; Liang & Akiba, 2015). Although board certification is available to most teachers in all 50 states, plus Washington, D.C., only 25 states offer some form of incentive for teachers who achieve NBC (Griffin, 2006). While the literature lacks specificity in addressing music teachers and the types of incentives they may receive, it does corroborate that states with higher numbers of NBCTs offer some form of incentives to their teachers.

Finding Two: Time was the Largest Deterrent

Results indicated that the time commitment to complete NBC was the largest deterrent for participants in this study. Although a little less than a third of all participants ($n = 72$, 32.4%) strongly agreed that they were familiar with the time commitment it takes to become an NBCT, about half of respondents ($n = 105$, 47.3%) ranked time as the largest deterrent. Despite the familiarity of time, the literature has captured participants' description of how the certification process can be burdensome in terms of the time commitment it takes to pursue (Lovingood, 2004; Teague, 2017).

According to NBPTS, it takes about one to three calendar years for candidates to successfully complete and submit all four components. While the literature does not specifically address the time commitment, in hours, for music teachers or for initial certification, researchers examined the perspectives of renewal candidates. Petty, O'Connor, and Dagenhart (2010) reported that several NBCTs chose not to pursue renewal after their ten-year certification period because the initial certification process was "too demanding and time consuming" (p. 21). Belson and Husted (2015) concurred with the finding that the time commitment is a deterrent. They argue that if teachers compare the benefits of NBC (e.g., financial incentives and/or professional development) with the time commitment, and do not consider the positive outcomes (e.g., opportunities to mentor, and/or other leadership opportunities), then they will choose not to pursue the process. The NBPTS attempted to remedy this issue by allowing candidates to complete one or more components at a time per calendar year instead of completing the entire process at once without losing the rigor of the process.

Finding Three: Knowledge of Support Varied

While traditional teacher certification practices seek only the basic level of understanding to qualify teachers, NBC serves as a more rigorous voluntary, standards-based process that seeks to highlight teacher excellence (Goldhaber & Brewer, 2000; NCTAF, 1996). Board certification is the “gold standard” of teacher certification in America as it assesses above and beyond initial teacher certification (Berry, 2007).

One of the goals of this study was to understand why more music teachers in the southeastern United States were not pursuing the NBC process. Music teachers who had experience with NBC indicated that they were familiar with the following types of support provided during their certification period; mentor ($n = 34$), a reader ($n = 13$), a substitute to provide time during the work day to write components ($n = 11$), a mentor and a reader ($n = 2$), a mentor, reader, and a substitute ($n = 7$), a support group or cohort ($n = 10$), and no support offered ($n = 7$). The results of a chi-square test performed during this study determined that the knowledge of types of support varied by state ($\chi^2 = 65.27$, $df = 56$, $p = .19$) which the literature supports. According to the literature, with the creation of the Network to Transform Teaching (NT3) in certain states, more teachers pursued NB certification and received support throughout the process. The NT3 provided mentoring, financial assistance and writing time to assist candidates throughout the process in states with very few NBCTs (NBPTS, n.d.). The literature also reports that states, and schools within those states, could be creating a mentoring effect where NBCTs are able to recruit and mentor non-NBCTs through the process due to their own certification success (Goldhaber, Perry & Anthony, 2003; Kelley & Kimball, 2001).

Administrators also played a key role in promoting NBC in their schools. Harris and MacKenzie (2007) reported that administrators (principals and superintendents) with a high

concentration of NBCTs in their schools/districts were more likely to have a working knowledge of how to achieve NBC than their counterparts in schools/districts with fewer numbers or no NBCTs. The knowledge administrators attained regarding NBC allowed them to mentor non-NBCTs during their certification process. Due to the recognition of mentorship as an important piece for successfully attaining NBC, the results of this portion of the study may help to identify other states and schools who do not have a mentoring program and thusly a lower count of NBC music teachers.

Adjustments and Errors

I acknowledge that my sample may be potentially biased based on the number of analyses using the same data set. This may have inflated the possibility for Type I error rate in my analysis. I attempted to control for this using the familywise multiple comparisons Bonferroni adjustment. Nonetheless, these results should be taken with caution and should not be generalized beyond the specific respondents in this study.

In addition, I must acknowledge unintentional mistakes I made in conducting this study. During the composition of the survey instrument, I asked pilot participants “What best describes your gender” in the demographics section. Choice options were Male, Female, Intersex, and Prefer not to respond. This wording was edited from the original question “What sex were you assigned at birth” after several participants from the pilot study commented that the word “sex” made them feel uncomfortable.

The words sex and gender were used synonymously, but they do not have the same meaning. Gender is the “attitudes, feelings, and behaviors that a given culture associates with a person’s biological sex” (APA, 2012b, as cited by APA, 2020). Sex refers to the assignment at birth. Due to this error on my part, I chose not to compare any of the variables by sex. An open-

response box should have been utilized so that participants could have reported their own identity. It was never my intention to marginalize any group of people by confusing the terms gender and sex.

Finally, in the demographic question asking about participants' ethnicity, I inadvertently used an antiquated term, "Caucasian" instead of "White." In the results I reported, I used the term "White," though the questionnaire included the word "Caucasian." This was an unfortunate error.

Implications for the Music Education Profession

Education policy requires that all teachers attain the same certification to teach, but in many cases, music educators are not provided the opportunity to improve their instructional strategies in the same manner as classroom teachers. NBPTS gives music teachers an opportunity to seek out and attain the highest level of certification in the United States. In turn, attaining this higher-level certification not only impacts the teacher and their practice, it also positively impacts the students they teach. Though the process was time consuming, as the findings of this study reveal as a deterrent, it yields a more reflective, thoughtful professional practitioner. Reimer (1989) stated, "we must not forget that teaching and learning are our primary functions, so that we must conform to the best that is known about how to teach effectively and how to provide the most fruitful possible environment for learning or occur" (p. 186). As doctors and lawyers renew their professional certifications yearly, so then must we work to prove our professionalism and equality in the education profession. I believe that in order to elevate the music profession holistically, more music teachers should pursue and receive mentoring through the process of NBC.

Another implication for the profession is the topic of professional development. Finances limit meaningful professional development opportunities for music teachers. Typically, music teachers have to ask already cash-strapped systems to pay for out of district professional development or personally pay out of pocket. Little research exists on the professional development needs of music teachers. The state in which you live, the geographic area in that state or region, and whether music teachers are members of their state music association may be contributing factors as to why little research exists (Bauer, 2007, 2010; Conway, 2007; Standefer, 2007). Participants in this study ranked professional development as the third most important reason they were motivated to pursue NBC behind elevated certification status and incentives. Meaningful professional development is a process that is ongoing, reflective, encourages collaboration and is self-evaluative (Bohen, 2000, Standerfer, 2007). For music teachers, professional development must also be unique to the specific school setting a teacher works. Belson and Husted (2015) stated that by instituting professional development opportunities like NBC, which are ongoing and reflective, accomplished teachers and school will see and value the positive learning outcomes from their students. I believe more music teachers would attempt the process of attaining NBC if they knew of the unique professional development opportunities NBC provides.

Recommendations for Future Research

There are limits to the scope and generalizability of the results of this study. Further research is needed to address the following areas:

1. Perspectives of music teachers' knowledge of the NBC process nationwide.
2. Perspectives of African Americans, specifically African American male music teachers on the NBC process.

3. Correlations between the edTPA process and the NBC process.
4. Unique professional development opportunities that NBC offers music teachers.

Conclusions

Nationally, there are more than 125,000 teachers in all 50 states, including Washington, D.C. who have attained the highest level of teacher certification: National Board Certification. Currently, only 3,178 of the total number of NBCTs are music teachers. The literature associated with this study shows that NBCTs are generally perceived as reflective about their content (Tracz, Daughtry, Henderson-Sparks, Newman, & Sienty, 2005; Unrath, 2002), leaders in their respective schools (Balbach, 2012; Kelly & Kimball, 2001), and mentors (Goldhaber, Perry & Anthony, 2003; Teague, 2017). Music teachers have always had to fight to prove that we are essential in the development and education of the whole child as they matriculate through educational institutions. With the passage of *Goals 2000* and including the arts as a part of a well-rounded education, President Bill Clinton set in motion an opportunity for music teachers to redefine who we are and what we do to affect students' education. Soon after *Goals 2000*, NBPTS developed standards and a pathway to certification for music teachers, allowing us to finally have a seat at the table. Though the process is time consuming and costly, as this study has shown, it yields positive outcomes for music teachers in the form of financial incentives, leadership opportunities and mentorship.

The sample size of this study was small ($N = 222$), possibly because teachers were forced to transition their traditional face-to-face classrooms to virtual ones during the COVID 19 pandemic. The data yielded results that imply the need for more NBC music mentors in schools across the southeastern United States, and nationally, to encourage music teachers to pursue NBC. I recognize that every journey is different for different people, but my journey was one of

enlightenment and wonder. Since my initial certification in 2010 and renewal in 2018, I have enjoyed the benefits of becoming a leader in my school, school district, and state. I have also had the opportunity to encourage, recruit and mentor fellow music educators through the process, and I have enjoyed the financial benefits association with NBC. My hope is for more music teachers to accept the challenge of pursuing NBC in order to affect our students and our profession.

Next Steps for Future NBCTs

Advocating for the music profession has been one of the greatest joys of my life. After my teacher colleagues selected me as Teacher of the Year at the school-level, and almost being denied the opportunity to compete at the next level, I vowed to always work to progress the music education profession. This meant seeking out and attaining recognitions and assisting others in attaining as well. National Board Certification is a process that truly celebrates and honors the teaching profession. Unfortunately, many states in the United States are not financially able to provide stipends and scholarships to their teachers to pursue this worthwhile process and improve student learning.

One of the key findings of this study was that participants pursued NBC for financial gain. While this study is limited to the southeastern United States, several states across the country offer some form of financial incentives for attaining and receiving NBC. Music teachers who know about NBC, and have not participated in the process, may not be familiar with the financial incentives awarded for achieving certification. I believe that every state should work to secure funds from their legislatures to assist teachers through the process and track the progress of student learning to determine if NBC is a worthwhile form of professional development in their state. Potential candidates for NBC should contact their state departments of education and inquire about what types of financial assistance is available to assist during and beyond the

certification process. Participants should also explore the NB website (www.nbpts.org) for more information concerning financial incentives. Table 14 shows the current incentives offered by surveyed states for successfully achieving NBC.

Table 14

Current Incentives for Achieving NBC by States

State	Financial incentives awarded after certification	Other financial support
Alabama	\$5,000 a personal annual stipend for the duration of the certificate; also an additional \$5,000 to NBCTs in high needs subject areas to commit to teach in eligible schools. Music is not considered high needs.	A state scholarship is available to assist during the application process.
Florida	No financial incentive awarded.	
Georgia	No financial incentive awarded.	
Kentucky	\$2,000 personal annual stipend for the duration of the certificate.	
Louisiana	No financial incentive awarded.	
Mississippi	\$6,000 annual stipend for the duration of the certificate. \$4,000 additional stipend for NBCTs in sixteen counties.	First-time candidates are reimbursed the assessment fee after completion of each component.
North Carolina	NBCTs placed on salary schedule 12% above base pay.	First time candidates receive a \$1,900 loan to be repaid over three years.
South Carolina	No financial incentive awarded	
Tennessee	No financial incentive awarded	

Note. State funds for stipends and scholarships are subject to proration or defunding if state legislatures cannot afford to pay teachers.

As a candidate for NBC, there were no mentoring programs available in my subject area to assist and/or mentor me through the process. Fortunately, I was knowledgeable of a few music NBCTs who I could contact and ask for assistance. Since the time of my certification, I have worked with groups in the state to create mentoring groups for music educators. The literature stated that mentoring is an important piece to the success of candidates for NBC. I believe that if states established mentoring programs for NB candidates, the number of NBCTs would rise and student learning will begin to improve.

Earning the title of Alabama Teacher of the Year and later National Board Certified Teacher after being told I was not considered a “real teacher” was the catalyst I needed to begin advocating for music education. As I traveled the state and country, giving speeches and meeting with education stakeholders, knowing that I was shedding light on what many music teachers face daily, gave me hope. Hope that the stigma of “not a real teacher” would dissipate and that we would all work to ensure students were progressing as they should. The prestige that the title NBCT carried as I was introduced to audiences, made people pay more attention to the issues plaguing our classrooms daily. It is my hope that more music teachers in the United States would consider pursuing NBC to elevate the music education profession and continue to improve student learning.

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Appendix A:

IRB Approval Email

Use IRBsubmit@auburn.edu for protocol-related submissions and IRBadmin@auburn.edu for questions and information. The IRB only accepts forms posted at <https://cws.auburn.edu/vpr/compliance/humansubjects/?Forms> and submitted electronically.

Dear Mr. Wilson,

Your protocol entitled "A Survey of Music Teacher Perspectives of National Board Certification: Encouragers, Deterrents and the Application Process" has been approved by the IRB as "Exempt" under federal regulation 45 CFR 46.101(b)(2).

Official notice:

This e-mail serves as official notice that your protocol has been approved. By accepting this approval, you also accept your responsibilities associated with this approval. Details of your responsibilities are attached. Please print and retain.

Electronic Information Letter:

A copy of your approved protocol is attached. However, you still need to *add the following IRB approval information to your information letter(s)*: "**The Auburn University Institutional Review Board has approved this document for use from April 9, 2020 to ----- Protocol #20-128 EX 2004, Wilson**"

You must use the updated document(s) to consent participants. *Please forward the actual electronic letter(s) with a live link so that we may print a final copy for our files.*

Expiration:

Continuing review of this Exempt protocol is not required; however, all modification/revisions to the approved protocol must be reviewed and approved by the IRB.

When you have completed all research activities, have no plans to collect additional data and have destroyed all identifiable information as approved by the IRB, please notify this office via e-mail. A final report is no longer required for Exempt protocols.

Best wishes for success with your research!

IRB Admin
Auburn University
115 Ramsay Hall

Appendix B:

Survey Instrument

INFORMED CONSENT

for a Research Study entitled

**“A Survey of Music Teacher Perspectives of National Board Certification:
Encouragers, Deterrents and the Application Process”**

You are invited to take part in a research study to determine the perspectives of music teachers on the National Board Certification process. The study is being conducted by Phil R. Wilson, a graduate student at Auburn University, under the supervision of Dr. Jane Kuehne, Associate Professor of Music Education. You were selected as a possible participant because you are a music educator in Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina or Tennessee.

What will be involved if you participate? If you agree to take part in this study, you will be asked to complete an anonymous 21-question survey in which you will indicate how strongly you agree or disagree with statements pertaining to National Board Certification, support offered during the process, incentives awarded for successful completion and items that may deter music teachers from participating. Your total time commitment will be approximately 10-15 minutes.

Are there any risks or discomforts? There are no known risks associated with participating in this study.

Are there any benefits to yourself or others? There are no direct benefits to you, however, if you choose to participate you will be making a contribution to the field of music education and music teacher certification.

Will you receive compensation for participating? There is no compensation for participating in this research study.

Are there any costs? There are no costs for participating in this research study.

If you change your mind about participating, you can withdraw at any time during the study by closing your browser window before clicking the final submit button. If you choose to withdraw, your data can be withdrawn as long as it is

https://auburn.ca1.qualtrics.com/Q/EditSection/Blocks/Ajax/GetSurveyPrintPreview?ContextSurveyID=SV_4T8BpxrO8vPbLpz&ContextLibraryID=UR_08r2Kyay... 1/10

identifiable. Your decision about whether or not to participate or to stop participating will not jeopardize your future relations with Auburn University, the Department of Curriculum and Teaching or the researcher.

Your privacy will be protected. Any information obtained in connection with this study will remain anonymous. Information obtained through your participation will be published in a doctoral dissertation.

If you have any questions about this study, please contact Phil R. Wilson by email at wilsopr@auburn.edu.

If you have any questions about your rights as a research participant, you may contact the Auburn University Office of Research Compliance or the Institutional Review Board at 334.844.5966 or by email at IRBadmin@auburn.edu or IRBChair@auburn.edu.

HAVING READ THE INFORMATION PROVIDED, YOU MUST DECIDE IF YOU WANT TO PARTICIPATE IN THIS RESEARCH STUDY. IF YOU DECIDE TO PARTICIPATE, THE DATA YOU PROVIDE WILL SERVE AS YOUR AGREEMENT TO PARTICIPATE. PRINT THIS PAGE FOR YOUR RECORDS OR DOWNLOAD IT [HERE](#).

The Auburn University Institutional Review Board has approved this document for use on April 09, 2020. Protocol #20-128 EX 2004.

Do you wish to participate in this study?

- YES -Please click the arrow below to continue.
- NO - Please close your browser window.

Qualification

Are you a National Board Certified Music teacher or have you ever began the process?

- Yes
- No

Which of the following bests describes your experience with the National Board Certification process?

- I am currently a National Board Certified Teacher.
- I have never attempted the National Board Certification process.
- I have started the National Board Certification Process, but have not finished.
- I have completed the process and I am currently awaiting my scores.
- I have investigated the process, but have not attempted to certify.
- I was a National Board Certified Teacher, but my certification expired.

If you are National Board Certified in music education, which certificate do you hold?

- Music - Early and Middle Childhood (Ages 3-12)
- Music - Early Adolescence through Young Adulthood (Ages 11-18)
- I have not certified

How familiar are you with incentives offered for achieving National Board Certification?

	Not familiar at all	Slightly familiar	Somewhat familiar	Moderately familiar	Extremely familiar
Financial incentives (incentive pay)	<input type="radio"/>				
Financial assistance with process (scholarship, grant)	<input type="radio"/>				
Mentoring (face-to-face sessions)	<input type="radio"/>				
Extra time to write during working hours	<input type="radio"/>				

How familiar, in general, are you with incentives that are offered by your State Department of Education to attain National Board Certification?

	Not familiar at all	Slightly familiar	Somewhat familiar	Moderately familiar	Extremely familiar
Financial incentives (incentive pay)	<input type="radio"/>				
Financial assistance with process (scholarship, grant)	<input type="radio"/>				
Mentoring (face-to-face sessions)	<input type="radio"/>				

	Not familiar at all	Slightly familiar	Somewhat familiar	Moderately familiar	Extremely familiar
Extra time to write during working hours	<input type="radio"/>				

How familiar, in general, are you with incentives that are offered by your **Local School System** to attain National Board Certification?

	Not familiar at all	Slightly familiar	Somewhat familiar	Moderately familiar	Extremely familiar
Financial incentives (incentive pay)	<input type="radio"/>				
Financial assistance with process (scholarship, grant)	<input type="radio"/>				
Mentoring (face-to-face session)	<input type="radio"/>				
Extra time to write during working hours	<input type="radio"/>				

Incentives for attaining National Board Certification in Music Education

Please fill in the bubble next to each statement that best describes the way you feel after reading it.

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
I participated in the National Board Certification process for financial gain.	<input type="radio"/>					
I participated in the National Board Certification process to improve my teaching.	<input type="radio"/>					
I participated in the National Board Certification process as a means of professional development.	<input type="radio"/>					

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
I participated in the National Board Certification process for the prestige of being named an NBCT.	<input type="radio"/>					
I participated in the National Board Certification process as a means to self-validate my teaching.	<input type="radio"/>					

Please fill in the bubble next to each statement that best describes the way you feel after reading it.

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
I am familiar with the overall costs it takes to become a National Board Certified Teacher.	<input type="radio"/>					
The cost to become a National Board Certified Teacher encouraged me to pursue the process.	<input type="radio"/>					
The overall cost deterred me from pursuing the process.	<input type="radio"/>					
The overall cost had no effect on my decision to pursue the certification process.	<input type="radio"/>					

Time Commitment

Please fill in the bubble next to each statement that best describes the way you feel after reading it.

	Strongly disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
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	Strongly disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
I am familiar with the overall time it takes to become an National Board Certified Teacher.	<input type="radio"/>					
The time commitment to become a National Board Certified Teacher encouraged me to pursue the process.	<input type="radio"/>					
The time commitment deterred me from pursuing the process.	<input type="radio"/>					
The time commitment had no effect on my decision to pursue the certification process.	<input type="radio"/>					

Components

Please fill in the bubble next to each statement that best describes the way you feel after reading it.

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
I believe that Component 1 assessed my understanding of music pedagogy.	<input type="radio"/>					
I believe that Component 1 assessed my understanding of musical content knowledge.	<input type="radio"/>					
I believe that Component 2 assessed my understanding of how to differentiate instruction for my students.	<input type="radio"/>					
I believe that Component 3 assessed my understanding assessment in the music classroom.	<input type="radio"/>					

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
I believe that Component 4 assessed my understand of reflective practice when teaching my music students.	○	○	○	○	○	○

Block 8

Please rank, in order of importance, the reasons you applied for National Board Certification (1 = least important, 5 = most important). To rank your reasons click, hold & slide.

- Increasing my salary
- Improving my teaching
- Providing a professional development opportunity
- Confirming my skill as an accomplished educator
- Gaining recognition by my profession

Please rank, in order of importance, the reasons that may have discouraged you from applying for National Board Certification (1 = least important, 5 = most important). To rank your reasons click, hold and slide.

- Overall cost to complete certification
- No mentoring assistance
- No time to complete portfolio
- Nearing or at the end of my professional teaching career
- I was not discouraged from pursuing the process

Motivation

Select the item that was the biggest motivator for you to pursue National Board Certification.

- Professional Development
- Time to complete the process
- Financial incentives from my state or local department of education for completing the process
- Being assigned a mentor to assist throughout the process
- An elevated status as a National Board Certified Teacher
- Overall cost

Select the item that was the biggest deterrent for you from pursuing National Board Certification.

- Overall cost
- Time to complete the process
- No financial incentives from my state or local department of education for completing the process
- No mentor provided to assist during the process
- I was not interested in National Board Certification

Support/Mentoring

If you have attained, or attempted certification, was there a support system available?

Yes

No

I am not sure

I have not attempted or
attained certification

What type of support was provided?

- Mentor
- Reader
- A substitute was provided for me to work on components
- Other (Please specify)

Block 7

What best describes your gender?

- Male
- Female
- Intersex
- Prefer not to respond

How would you describe your ethnicity?

- African-American
- Asian
- Caucasian
- Hispanic
- Other
- I prefer not to answer

How many years have you been teaching?

- 1-2 years
- 3-5 years
- 6- 10 years
- 11-20 years
- 21-30 years
- 31 or more years

What is your highest level of education?

- Bachelors degree
- Masters degree
- Some Masters
- Post-master's degree
- Education Specialists (30 plus hours)
- Doctoral degree

Select the state in which you teach.

- Alabama
- Florida
- Georgia
- Kentucky
- Louisiana
- Mississippi
- North Carolina
- South Carolina
- Tennessee
- Other

Appendix C:
Participant Recruitment Email

Dear Music Educator,

My name is Phil Wilson, and I am a Ph.D. candidate at Auburn University in Auburn, Alabama. You are invited to complete a short survey about music teacher perspectives on National Board Certification and what encourages music teachers to pursue or deters them from pursuing the process. As a music teacher, whether you are National Board Certified or not, your expertise is greatly needed.

You are receiving this e-mail because you are a member of The National Association for Music Education (NAfME) in your state. Your participation would involve completing an online survey that will take approximately 10 to 15 minutes of your time. The survey is completely anonymous and has 21 survey items for you to indicate how strongly you agree or disagree with the statements pertaining to National Board Certification and the process.

Click the link below to access the online survey:

https://auburn.qualtrics.com/jfe/form/SV_aXDXv8u100VEEt

If you have questions please feel free to contact the researcher, Phil Wilson at wilsopr@auburn.edu, or my advisor Dr. Jane Kuehne at kuehnjm@auburn.edu. If you have questions about your rights as a participant, you may contact the Auburn University Office of Research Compliance or the Institutional Review Board by phone at (334) 844-5966 or by e-mail at IRBadmin@auburn.edu or IRBChair@auburn.edu.

Thank you for your consideration and time.

Phil R. Wilson
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