

ABSTRACT OF THE DISSERTATION

HOW EXTERNAL AND INTERNAL CHARACTERISTICS EFFECT CHANGE IN TEACHING STRATEGIES FOR TEACHERS PURSUING NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARD CERTIFICATION

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The purpose of this research was to discover how external and internal characteristics effect change in teaching strategies for teachers pursuing National Board for Professional Teaching Standards (NBPTS) Certification. The research sample consisted of a population of randomly selected National Board Certified teachers (NBCTs) employed within the state of Washington.

The researcher designed the survey, taking into consideration a current review of the literature, a pilot study, and expert review. The telephone survey was used to gather information about the internal characteristics of the teacher and the types of external support provided while the individual was pursuing NBPTS certification. Data was collected from a random sample of 30 NBPTS certified teachers, certified in 2003.

The respondents indicated that a significant positive relationship did occur between 3 of the 4 external characteristics. These characteristics were special provisions, teaching environment, and motivation/praise.

This research has demonstrated a positive correlation among these 3 external characteristics and change. This study of change and NBCTs suggests that when positive external characteristics are provided to teachers pursuing National Board Professional Teacher Certification, change in teaching strategies can and does occur. The results listed above have important implications for teachers pursuing the national certification process.