
Who's on Board?

North Carolina NBCTs in Library Media

by Tess Reed and Gail Dickinson

The National Board for Professional Teaching Standards (NBPTS) was formed in 1987 with premises based on *A Nation Prepared* by the Carnegie Task Force on Teaching.¹ This document focused on retaining the nation's best teachers in the classroom by developing a rigorous voluntary process through which great teachers could be identified and rewarded. Standards have been developed for fourteen areas, including school library media. North Carolina has more National Board-certified teachers per student than any other state and has since the inception of the National Board process. The same is true for school library media National Board-certified teachers. The tables in this article trace the growing influence of school library media National Board-certified teachers in North Carolina public schools. The research presented in this article will show the ratio of student enrollment to National Board-certified teachers in library media in North Carolina public school districts.

The mission of the National Board of Professional Teaching Standards (NBPTS) is "to advance the quality of teaching and learning".² According to the National Board of Certified Teachers' (NBCT) mission statement, this can be accomplished with the following objectives:

- Maintaining high and rigorous standards for what accomplished teachers should know and be able to do
- Provide a national voluntary system certifying teachers who meet these standards
- Advocate related education reforms to integrate National Board Certification in American education and to capitalize on the expertise of National Board Certified Teachers.³

To do this, NBPTS formed the foundation for the subject area NBPTS standards with the five core NBPTS propositions:

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.⁴

The table below (figure 1) reports the total number of NBCT in library media in North Carolina school districts from 2002-2005. The total number of NBCT in library science for North Carolina is 337. Student enrollment numbers, retrieved the North Carolina School Board statistical profiles, are from the first month of the 2004-2005 school year.⁵

Figure 1. Student to NBCT ratio

NC School Districts	Total # NBCT	Students Per NBCT in Library Media
Currituck	6	647
Jones	2	691
Yancey	3	855
Macon	4	1,051
Ashe	3	1,075
Anson	4	1,094
Watauga	4	1,144
Avery	2	1,169
Edenton - Chowan	2	1,224
Graham	1	1,227
Carteret	6	1,380
Person	4	1,450

Rockingham	10	1,476
Hickory City	3	1,485
Alleghany	1	1,499
Catawba	11	1,550
Henderson	8	1,564
Sampson	5	1,665
Perquimans	1	1,699
Iredell-Statesville	11	1,771
Swain	1	1,785
Pender	4	1,796
Jackson	2	1,812
Caldwell	7	1,872
Alexander	3	1,901
Asheville City	2	1,955
Davie	3	2,056
Chapel Hill - Carrboro	5	2,152
Kannapolis	2	2,260
Stanly	4	2,428
Stokes	3	2,440
Wilson	5	2,522
Wilkes	4	2,527
Harnett	6	2,856
New Hanover	8	2,925
Pasquotank	2	2,970
Roanoke Rapids City	1	3,003
Yadkin	2	3,025
Moore	4	3,029
Lexington	1	3,120
Union	9	3,201
Davidson	6	3,277
Orange	2	3,306
Hertford	1	3,569
Beaufort	2	3,621
Randolph	5	3,669
Cherokee	1	3,678
Transylvania	1	3,816
Haywood	2	3,958
Guilford	17	3,976
Cumberland	13	4,080
Richmond County	2	4,155
Cleveland	4	4,321
Alamance-Burlington	5	4,348
Granville	2	4,394
Forsyth	11	4,410
Chatham	1	4,437
Mooresville City	1	4,467
Cabarrus	5	4,487
Wake	25	4,587
Burke	3	4,874
Craven	3	4,917
Lenoir	2	4,989
Buncombe	5	5,069
Bladen	1	5,765
Robeson	4	6,101
McDowell	1	6,546
Charlotte - Mecklenburg	18	6,667

Scotland	1	6,880
Rowan-Salisbury	3	6,961
Pitt	3	7,220
Edgecombe	1	7,653
Surry	1	8,772
Duplin	1	8,861
Nash-Rocky Mount	2	9,176
Wayne	2	9,767
Durham	3	10,346
Brunswick	1	10,970
Onslow	2	11,224
Johnston	1	26,159
Gaston	1	31,901
Total	334	

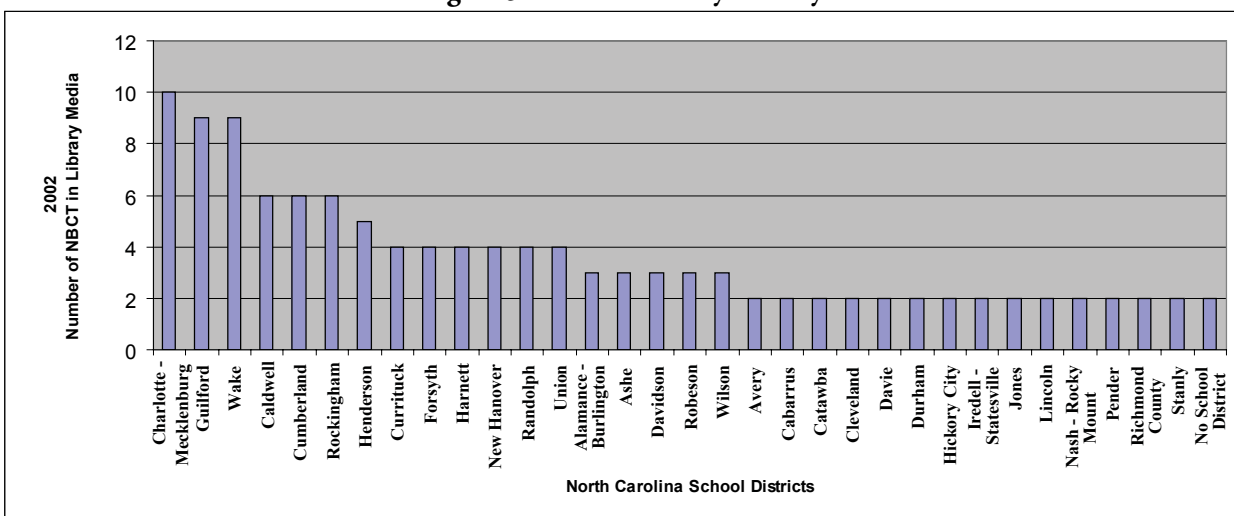
Eighty-four of 118, or 71%, of North Carolina school districts have one or more NBCT in library media. As figure 2 shows, thirty-four school districts in North Carolina have no school media NBCTs listed in the NBCT directory. These school districts are concentrated in northeastern North Carolina, with the exception of Currituck County Schools, which has the highest proportion of school library media NBCTs to students.

Figure 2. Counties with NBCT media coordinator



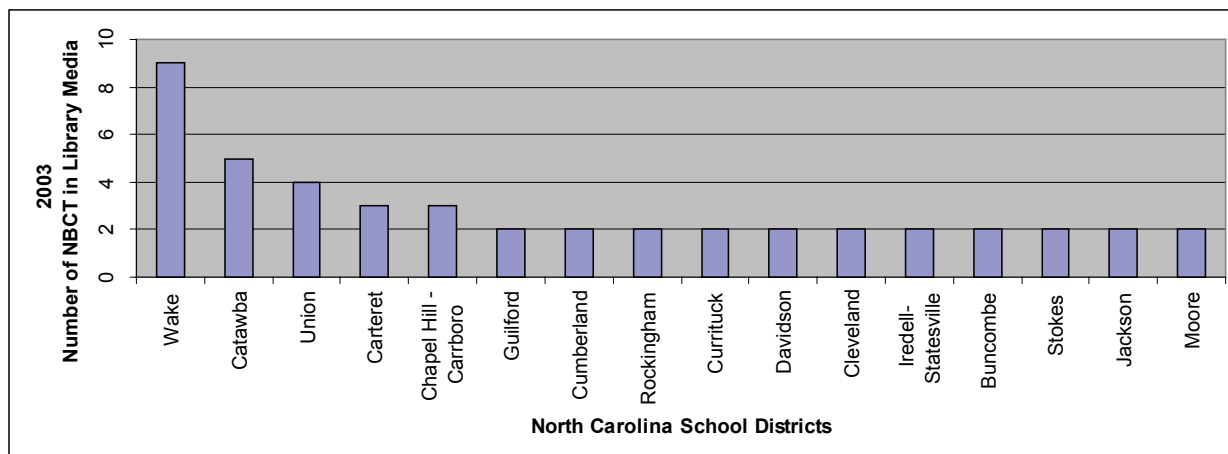
In 2002, the initial year for certification, a total of 139 teachers earned NBCT in library media. Figure 3 displays the school districts with two or more NBCT in library media. School districts that had one NBCT in library media include Alexander, Alleghany, Asheville City, Buncombe, Burke, Carteret, Chapel Hill-Carrboro, Chatham, Craven, Edenton -Chowan, Haywood, Pasquotank, Pitt, Roanoke Rapids City, Rowan-Salisbury, Sampson, Stokes, Watauga, and Wayne.

Figure 3. 2002 NBCT by County



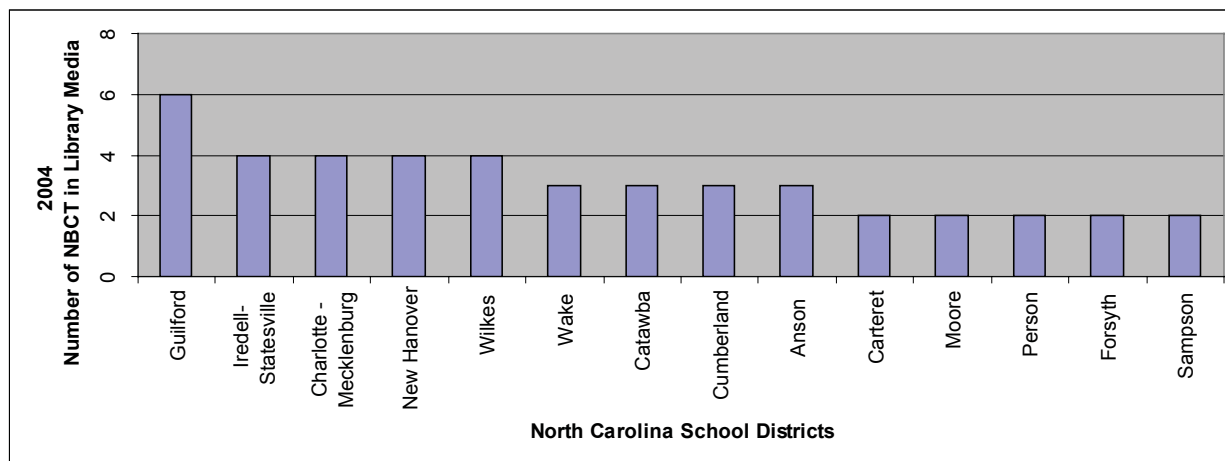
In 2003 a total of 71 teachers earned NBCT in library media. This is a 51% decrease from 2002. Figure 4 displays the number of new nationally board-certified teachers in library media for school districts with two or more NBCT in library media in 2003. School districts that had one NBCT in library science include: Alamance-Burlington, Burke, Charlotte-Mecklenburg, Craven, Davie, Edenton-Chowan, Edgecombe, Graham, Kannapolis, Lenoir, Lincoln, McDowell, Onslow, Orange, Perquimans, Person, Pitt, Robeson, Stanly, Watauga, Wayne, Wilson, Yadkin, and Yancey.

Figure 4. 2003 NBCT by County



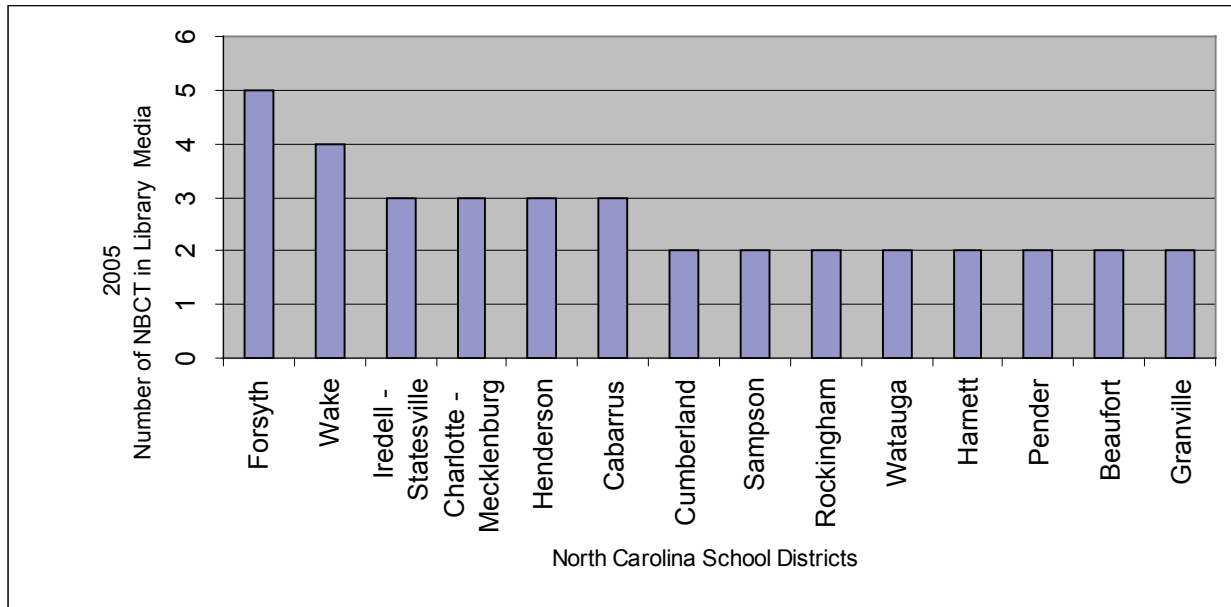
In 2004 a total of 68 teachers earned NBCT in library media. This represents only a slight decline from 2003. Figure 5 displays school districts with two or more new NBCT in library media in 2004. School districts that had one NBCT in library media include: Alexander, Asheville City, Brunswick, Buncombe, Caldwell, Cherokee, Durham, Duplin, Gaston, Hickory City, Johnston, Mooresville City, Onslow, Orange, Pasquotank, Pitt, Randolph, Rowan-Salisbury, Stanly, Surry, Swain, Union, Yadkin, and Yancey.

Figure 5. 2004 NBCT by County



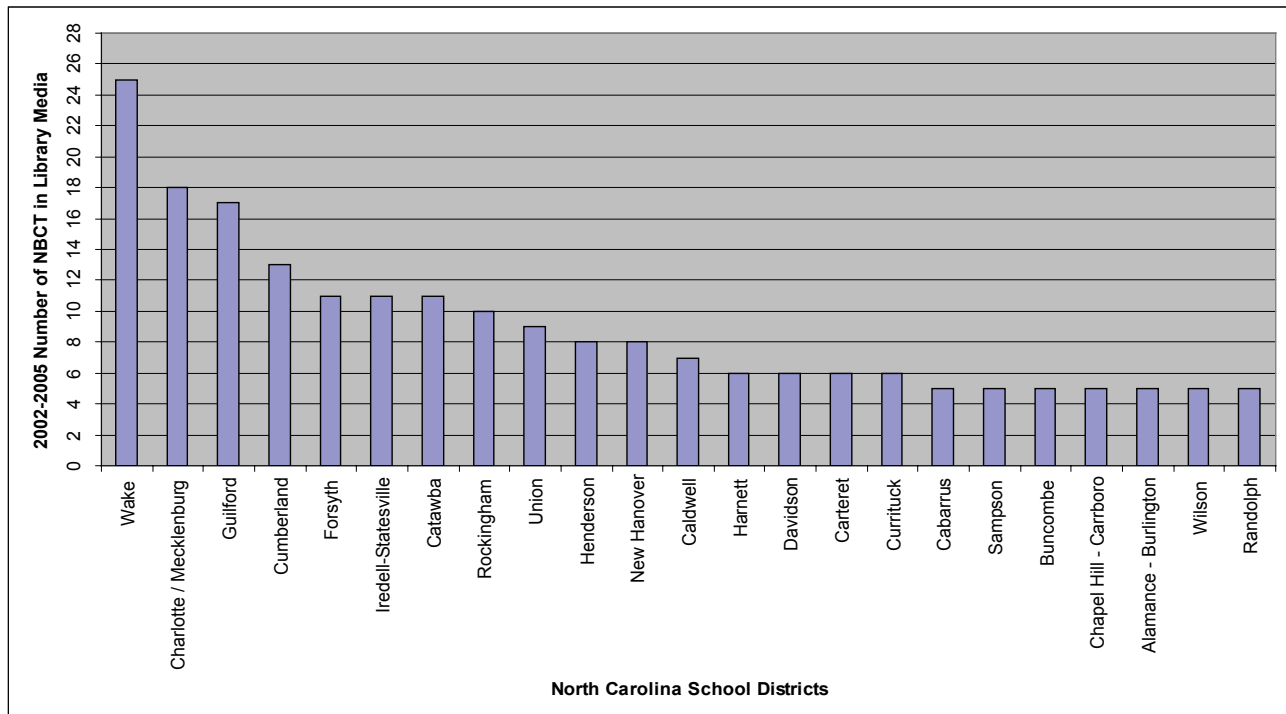
For 2005 a total of 60 teachers earned NBCT in library media. This represents a declining trend in the number of teachers who become nationally board-certified in library media in North Carolina. School districts with two or more new NBCT in library media for the year 2005 are displayed in figure 6. School districts with one new NBCT in library media include: Alamance-Burlington, Alexander, Anson, Bladen, Buncombe, Burke, Catawba, Chapel Hill-Carrboro, Craven, Davidson, Haywood, Hertford, Kannapolis, Lenoir, Lexington, Lincoln, Person, Robeson, Rowan-Salisbury, Scotland, Transylvania, Wilson, and Yancey.

Figure 6. 2005 NBCT by County



North Carolina school districts with a total of five or more NBCT in library are in figure 7. Please refer to figure 1 for school districts with less than five total NBCT in library media.

Figure 7. Districts with five or more NBCT in library media 2002-2005



Conclusion

The impact of school library media National Board certification on the achievement levels of students is not yet known. The figures above do not indicate the number of media coordinators in North Carolina who attempted NBPTS certification, only those who were successful. It may be that regular contact with a media coordinator who has achieved NBCT status encourages others to apply, but that is speculation. Ongoing research at Old Dominion University may provide some of the answers to these questions. We know very little about the school library media NBCT. We may be able to know the district in which they worked when they achieved certification, but do not know their years of experience teaching, preparation, or even the

assessment areas in which school librarians tend to score highest or lowest. The ODU research is one step on the pathway to determine the profile of the school library media NBCT.

Teachers interested in applying for national board certification submit a portfolio in three subject areas and one area of documented accomplishments as well as an application fee of \$2,300. Certification requires the completion of two types of assessment. First is the culmination of a portfolio, such as instructional strategies and, in most cases, sample videos of the candidate teaching. The second assessment is written. To pass, candidates must achieve a 2.75 average score on a 4.0 scale. Candidates are allowed to bank or save portions of their assessment on which they score high, on and retake portions needed to achieve the required score.⁶ Portfolio instructions, assessments, and a full description can be found at <http://www.nbpts.org>.

References

¹ Carnegie Task Force on Teaching as a Profession, *A Nation Prepared: Teachers for the 21st Century* (Carnegie Forum on Education and the Economy, 1986).

² National Board for Professional Teaching Standards. (2006). Retrieved from 12-01-05 thru 3-06-06 from <http://www.nbpts.org/nbct/directory.cfm>

³ Ibid.

⁴ Ibid.

⁵ North Carolina Department of Education. Retrieved November 17, 2006 from <http://www.ncpublicschools.org/> and <http://www.ncpublicschools.org/docs/fbs/resources/data/statisticalprofile/2005profile.pdf>

⁶ Dickinson, G., *Achieving national board certification for school library media specialists: a study guide*. Chicago: American Library Association, 2006