

# I-KAN NBPTS State Support Site Survey Results for 2007-2008

## Barriers to Participation in the Illinois NBCT Mentor Compensation Program

This report explains the results of a survey of 1040 National Board Certified teachers conducted in the Spring of 2008 to learn what barriers hinder participation in the Illinois NBCT Mentor Compensation program. Mentors are reimbursed from \$1,000 to \$4,000 annually through the Illinois Teaching Excellence Program (ITEP).

### Background

The survey was administered by the I-KAN Regional Office of Education NBPTS State Support Site. Our goal in 2007-2008 was to provide statewide high quality Professional Development for all NBCT's and to increase the Mentoring/Professional development provided to classroom teachers in targeted schools.

While 50 percent of new teachers abandon their profession within seven years and another 30 percent leave within three years and 9 percent never make it through the first year, it is imperative we address the issues surrounding these percentages.

Last year, only 561 (26 percent) of 2,500 Illinois NBCTs participated in the ITEP. To learn why, the I-KAN ROE invited 2,500 Nationally Board Certified Teachers to complete a survey on Survey Monkey. Questions were designed to learn how long respondents had been certified; if they believed they had had candidate support in the NBCT process; and to gain background information about the school and counties where they taught.

Those not participating in the NBCT Mentor Compensation program were asked whether their decisions not to do so were due to professional, personal, or "other" barriers. Respondents were allowed to respond in each category and to provide detailed explanations.

In turn, participating mentors were asked to describe some of the barriers they faced when mentoring in targeted schools. All respondents were asked to describe what additional roles they assumed as teacher/leaders in their school, district or community.

### About the Respondents

**In all, 1040 teachers (42 percent) returned the survey**, however, not all responded to every question. Ninety-six percent (992) revealed the year they became NBCTs. Of those:

- 60.3 percent were certified within the last three years
- 36.4 percent between 2001 and 2004; and
- 3.3 were certified prior 2000.

**There were 936 responses to the question about candidate support.** Ninety-three percent indicated they had received help in the NBCT process and 7.5 percent did not.

**Another 1015 provided background information about the schools and counties where they taught;** Of those

- 46 percent (458) taught in schools where at least half of the enrolled students participated in free or reduced lunch programs;
- 14 percent (134) taught in schools that were on the academic early warning list;
- About 1 percent (9) had no NBCTs in their home counties
- Nearly 41 percent (414) indicated that none of these issues were relevant to the schools where they taught.

**Thirty-four percent (353) of 1,036 answered that they were mentoring for compensation. Of those:**

- Nearly 82 percent (284) completed Form 77-26 Assistance/Mentoring to NBPTS candidates;
- 48 percent (167) completed Form 77-28 Professional Development/Mentoring for New or Experienced Teacher on AEW Status; and
- 22 percent (77) completed Form 77-27 Professional Development/Mentoring for New or Experienced Teachers.

The remaining 66 percent (653) were asked to categorize their reasons for not participating as professional, personal or “other.” They were allowed to select in all 3 different categories.

**Barriers to Participation as Mentors for Compensation**

Professional	Personal	Other
74.3% (485)	70.3 % (459)	41.3% (270)

**Professional Barriers**

Time emerged as the number one professional barrier for non-participation (63 percent) while 14 percent listed training and eligibility as the second most common professional barrier. Ten percent categorized non-specific reasons as “other.” Some of the comments indicated that respondents were retired, not in a classroom setting, were too far away, had health issues or were administrators.

Only 9 percent indicated they were not interested in the program, needed more info about it or found the forms too difficult.

**Professional Barriers**

Time	Training & Eligibility	Other	Program Perception	Need
62 %	14 %	10 %	9 %	8 %

The following chart provides a more detailed account of professional barriers identified:

**Professional Barriers (369 responses)**

<b>Time Restrictions (226)</b> <ul style="list-style-type: none"> <li>▪ Availability (173)</li> <li>▪ Seeking post graduate degrees (31)</li> <li>▪ Already mentoring with or without compensation (22)</li> </ul>	<b>62%</b>
<b>Training/Eligibility (50)</b> <ul style="list-style-type: none"> <li>▪ Have not received training/not eligible (24)</li> <li>▪ Have not completed training (16)</li> <li>▪ Have just completed training (10)</li> </ul>	<b>14%</b>

**Personal Barriers:**

Time limitations and family restrictions (tied at 38 percent) accounted for 76 percent the reasoning for not participating in the program. Twelve percent listed non-specific or “other” reasons which included comments on health, retirement and distance.

Seven percent were not interested in mentoring, believed it required too much time or were not confident that they could mentor. Another 7 percent had not yet been trained, completed training or had only recently completed training.

**Personal Barriers**

Time and Family Restrictions	Other	Program Perception	Training & Eligibility
76 %	12 %	7 %	7 %

The following chart provides a more detailed account of the personal barriers indicated:

**Personal Barriers (414 Responses)**

<b>Time (157)</b> <ul style="list-style-type: none"> <li>▪ Availability 129</li> <li>▪ Seeking post-grad degree 16</li> <li>▪ Already mentoring w/wo compensations 12</li> </ul>	<b>38%</b>
<b>Family Restrictions (156)</b>	<b>38%</b>
<b>Other (46)</b> <ul style="list-style-type: none"> <li>▪ Not specified (25)</li> <li>▪ Health (15)</li> <li>▪ Retired not in school (1)</li> <li>▪ Taking a break from mentoring 3</li> <li>▪ Distance (2)</li> </ul>	<b>12%</b>
<b>Program Perception (29)</b> <ul style="list-style-type: none"> <li>▪ Not interested (6)</li> <li>▪ Too much time required (12)</li> <li>▪ Not confident enough to mentor (11)</li> </ul>	<b>7%</b>
<b>Training (26)</b> <ul style="list-style-type: none"> <li>▪ <b>Not yet trained (10)</b></li> <li>▪ <b>Did not reach 60 hours (6)</b></li> <li>▪ <b>Newly trained, recently received certification (10)</b></li> </ul>	<b>7%</b>

**“Other” Barriers:**

Time (30 percent), followed closely by program perception (25 percent) emerged as the top two barriers to program participation. Respondents commented mentoring did not pay enough and too much paperwork was involved; while others had no interest. Thirteen commented that they needed more information about the program.

Twenty percent said training and eligibility were factors, while 16 percent did not perceive a need. Coming in last were those factors listed under “other.”

**“Other” Barriers**

Time	Program Perception	Training & Eligibility	Need	Other
30 %	25 %	20 %	16 %	12 %

The following chart provides a more detailed account of the “other” barriers indicated:

**Other factors (209 Responses)**

<b>Time (61)</b> <ul style="list-style-type: none"> <li>▪ Availability (41)</li> <li>▪ Seeking post graduate degree (6)</li> <li>▪ Already mentoring w/wo compensation (14)</li> </ul>	<b>30%</b>
<b>Program Perception (51)</b> <ul style="list-style-type: none"> <li>▪ Not enough pay (20)</li> <li>▪ Too much paperwork (10)</li> <li>▪ Lack of interest (8)</li> <li>▪ Need more information (13)</li> </ul>	<b>25%</b>
<b>Training (40 Respondents)</b> <ul style="list-style-type: none"> <li>▪ Had not reached 60 hours/not eligible (30)</li> <li>▪ Not yet trained (5)</li> <li>▪ Will mentor in the coming school year (5)</li> </ul>	<b>20%</b>
<b>Need (33)</b> <ul style="list-style-type: none"> <li>▪ Not asked to participate (18)</li> <li>▪ Not enough candidates (15)</li> </ul>	<b>16%</b>
<b>Other (24)</b> <ul style="list-style-type: none"> <li>▪ Not specified (10)</li> <li>▪ Family restrictions (7)</li> <li>▪ Health (2)</li> <li>▪ Not in state (2)</li> <li>▪ Too many changes (3)</li> </ul>	<b>12%</b>

## Barriers Mentoring in Targeted Schools

Twenty-eight percent of 295 respondents cited a lack of administrator support, location of candidates, conflicts in the mentoring role and variety of unspecified or “other” reasons to describe the obstacles they faced when mentoring. Time restrictions tallied a close second at 22 percent; with training and eligibility issues coming in as number three. Eleven percent believed there wasn’t a need and 10 percent thought mentoring involved too much paperwork, while others indicated they didn’t know enough about the program.

Ten percent (29) believed there weren’t any barriers and 5 percent (15) found the question not applicable.

295 Respondents

Other	Time	Training	Need	Program Perception	No Barriers	Question Not Applicable
28 %	22 %	14 %	11 %	10 %	10 %	5 %

The following chart provides a more detailed account of the barriers indicated:

### 7. Barriers faced mentoring targeted schools (295 Respondents)

<b>Other ( 81 Respondents)</b> <ul style="list-style-type: none"> <li>▪ Not specified (15)</li> <li>▪ Lack of administrator support (27)</li> <li>▪ Location of candidates (30)</li> <li>▪ Conflicts in role of mentor (9)</li> </ul>	<b>28%</b>
<b>Time</b> <ul style="list-style-type: none"> <li>▪ Availability (63)</li> </ul>	<b>22%</b>
<b>Training (41 Respondents)</b> <ul style="list-style-type: none"> <li>▪ Just certified; waiting to be trained (3)</li> <li>▪ Did not reach 60 hours (14)</li> <li>▪ No experience or background (7)</li> <li>▪ Currently being trained (3)</li> <li>▪ In the process of a retake (5)</li> <li>▪ Ineligible; not qualified (9)</li> </ul>	<b>14%</b>
<b>Need:</b> Lack of candidates (30)	<b>11%</b>
<b>Program perception ( 29 Respondents)</b> <ul style="list-style-type: none"> <li>▪ Too much paperwork (13)</li> <li>▪ More information is needed (16)</li> </ul>	<b>10%</b>
<b>No Barriers (29)</b>	
<b>Not Applicable (15)</b>	

## Barriers to Participation Comparison

2007-2008 Survey Comparison: 1040 Respondents of 2500 (42 percent returned)

	<b>PROFESSIONAL</b>	<b>PERSONAL</b>	<b>OTHER</b>
<b>TIME</b>	62 %	76 %	30 %
<b>TRAINING</b>	14 %	7 %	20 %
<b>PROGRAM PERCEPTION</b>	9 %	7 %	25 %
<b>NEED</b>	8 %	n/a	16 %
<b>OTHER</b>	10 %	12 %	12 %

## Additional Roles Assumed

In the final open-ended question, 781 respondents suggested that they had or were serving in other capacities as “teacher/leaders” in their schools, districts and communities.

The majority took additional roles within their schools – many as lead teachers, literacy coaches, department chairman, grant writers, curriculum developers and analysts; ESL leaders; union representatives and school club sponsors. Many also served simultaneously on committees focusing on parent involvement, fundraising planning, family literacy, social and emotional learning, technical support and more.

As the following sample of responses reveals, these teachers are very busy:

**Response 194:**

*“Since achieving National Board Certification, I have been chosen by my superintendent to become the team leader for my building. I am working with students, teachers (grade levels 2-5) on improving curriculum; co-teaching; developing our school curriculum maps and am now in charge of a 360 student summer school program and developing its curriculum. Our superintendent totally supports National Board and hold NBCTs in high esteem – unlike other administrators that I have met. I feel very fortunate to be working with an administrator that respects NBCTs.”*

**Response 196**

*“Team leader, peer coach site facilitator, lead building mentor and head union rep.”*

**Response 739:**

*“Organized a mental health day for the school utilizing several community organizations and its members.”*

Others indicated they were serving as teacher/leaders district-wide and throughout their communities.

**Response No. 70**

*“Co-authored a book entitled, “Literature is Back” (Scholastic, 2007) and co-authored a column in Book Links Magazine. Served as a seminar presenter for Staff Development Resources and am a member of our school’s Professional Development Committee. I teach courses for student teachers and new teachers in our district as part of Sustaining Excellence Grant. I’ve hosted observers in my classroom from all over the state and have attended local, state and international reading conferences, and have conducted staff development workshops in schools throughout Illinois.”*

**Response 153:**

*“Led a study group of Chicago public school teachers for the Chicago Foundation of Education and taught other teachers through the graduate program of National-Louis University.”*

**Response 273:**

*“I had a student teacher and provided opportunities for ISU FCS 111 students to observe FCS teachers in my district. Tech prep coordinator for Normal West High School, member of peer mediation team, building chair of the FCS department; curriculum leader for FCS department in Unit 5 schools.”*

**Response 301**

*“Winner of a mini-grant from the Chicago Foundation for Education; gave two city-wide workshops for the Office of Language and Cultural Education; presented at a statewide conference and ... serve as a teacher-to-teacher for the Chicago Foundation for Education doing outreach and workshops for them.”*

There were very few – about 2 percent who said they were not involved in any additional leadership roles or who made negative comments: Some examples follows:

**Response 572**

*“None – my school is not interested in REAL improvement – too undermined by systemic bureaucracy and instructional limitations caused by NCLB.”*

**Response 670**

*“There is no incentive to encourage teachers to be NBCTs. Not asked to become part of the “teacher/leader” field.”*

**Response 738:**

*“None. It appears that having this certification, while it has been a major accomplishment for my personal goals, from a professional standpoint there has been absolutely no impact on my current role in my school/district.”*