

TITLE: The Identification of Teacher Leaders Through the National Board Certification Process in Mississippi Public Schools

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Doctoral Dissertation: December 2000

OBJECTIVE: This study examined the differences between the leadership practices of Mississippi teachers who have successfully completed the National Board Certification process and those who have not.

METHODOLOGY: The sample consisted of 43 National Board Certified teachers (43% response rate) and 40 teachers (40% response rate) who were not Board certified, each selected from a random sample of 100 respondents from their respective populations. Each completed the LPI-Self and provided demographic data. The typical respondent was female (93%), over 42 years old (70%), Caucasian (93%), and with over 11 years of teaching experience (72%).

KEY FINDINGS: The National Board Certified teachers group reported significantly higher scores on all five leadership practices compared with the non-National Board Certified teachers group. Additional tests with the demographic data failed to reveal any significant effects on the differences in leadership practices between the two groups.