

Author	Title	Journal	Reference	Abstract
Jonathan Bundy	The Effect Of National Board Certified Teachers On Average Student Achievement In North Carolina Schools	Unpublished Masters Thesis		Statistical analysis reveals when student demographic variables are controlled, schools with a larger proportion of NBCTs demonstrate moderately higher test scores.
Stephens, A. D.	The Relationship Between National Board Certification For Teachers And Student Achievement	Unpublished doctoral dissertation	2003	Found little difference between certified and non-certified teachers in relation to student achievement. The statistical power of the study was hampered by the small number of teachers in the study.
Stone, J E	The Value Added Achievement Gains Of NBPTS Certified Teachers In Tennessee	State Report	2002	Study used teacher effect scores. Teachers would be rewarded solely based on measurable advances in achievement. Small number of teachers in study. Results concluded that 16 NBPTS teachers could not be considered effective in their ability to bring about student change.
Steven Cantrell, Jon Fullerton, Thomas J. Kane, Douglas O. Staiger	National Board Certification And Teacher Effectiveness: Evidence From A Random Assignment Experiment	Unpublished manuscript,	2007	Compared the performance of classrooms of elementary students in Los Angeles. Randomly assigned NBPTS applicants and comparison teachers. Students assigned to highly-rated applicants outperformed those in the comparison classrooms by more than those assigned to poorly-rated teachers.
Cavalluzzo, L. C.,	Is National Board Certification An Effective Signal Of Teacher Quality?	CNA Corporation (2004),	<a href="http://www.cna.org/documents/CavaluzzoStudy.pdf">http://www.cna.org/documents/CavaluzzoStudy.pdf</a>	Paper examines nearly 108,000 individual student records collected from Miami-Dade County Public Schools. After taking into account differences in the characteristics of their students, comparisons show that students who had a typical NBC teacher made the greatest gains, exceeding gains of those with similar teachers who had failed NBC or had never been involved in the process.
Dan Goldhaber and Emily Anthony	Can Teacher Quality Be Effectively Assessed? National Board Certification As A	<i>The Review of Economics and Statistics</i>	February 2007, 89(1): 134–150	National Board Certified Teachers are generally more effective than teachers who never applied to the program. The statistical

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	Signal Of Effective Teaching			significance and magnitude of the “NBPTS effect,” however, differs significantly by grade level and student type. Did not find evidence that the NBPTS certification process itself does anything to increase teacher effectiveness
Harris, Douglas N. and Tim R. Sass	<a href="#"><u>The Effects of NBPTS-Certified Teachers on Student Achievement.</u></a>	CALDER working paper no. 4.	2007	Utilizes database covering the universe of teachers and students in Florida for a four-year span to determine the relationship between NBPTS certification and the impact of teachers on student test scores. NBPTS certification provides a positive signal of a teacher’s contribution to student achievement only in a few isolated cases.
George C. Leef	National Board Certification: Is North Carolina Getting Its Money’s Worth?	<i>A Policy Report</i> <a href="http://www.nceducationalliance.org"><u>www.nceducationalliance.org</u></a>	2003	Meta-analysis of research that focuses on instances where NBPTS has not been linked to achievement (cites Stone as main source).
Sanders, William L., James J. Ashton, and S. Paul Wright	Comparison Of The Effects Of NBPTS Certified Teachers With Other Teachers On The Rate Of Student Academic Progress	Technical Report. SAS Institute	2005	Over 260,000 student records representing over 4,600 teacher-subject-grade-year combinations, were included in the analyses. Students of NBCTs did not have significantly better rates of academic progress (end-of-grade test data) than students of other teachers and estimated effect sizes were relatively small.
T. W. Smith, B. Gordon, S. A. Colby, J. W. Wang	An Examination Of The Relationship Between Depth Of Student Learning And National Board Certification Status	Office for Research on Teaching, Appalachian State University	2005	Examines the impact of National Board Certified Teachers (NBCTs) on student achievement (depth of student learning), compared to teachers who attempted, but did not receive National Board Certification. Total of 64 teachers. Findings from this study indicated that the relationship between student learning outcomes and teacher certification status was highly statistically significant on six of the seven student outcomes measures in favor of the NBCTs. Achievement measured as depth of learning by student work samples collected and analyzed.

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James H. Stronge <sup>1</sup> Thomas J. Ward <sup>2</sup> , Pamela D. Tucker <sup>3</sup> , Jennifer L. Hindman <sup>4</sup> , Wendy McColsky <sup>5</sup> and Barbara Howard <sup>6</sup>	National Board Certified Teachers And Non-National Board Certified Teachers: Is There A Difference In Teacher Effectiveness And Student Achievement?	J Pers Eval Educ	(2007) 20:185–210	Study comparing National Board certified teachers (NBCTs) with their non-Board certified colleagues was conducted using four North Carolina school districts. Results indicated that NBCTs scored higher on selected pre-instructional and dispositional variables. NBCTs had slightly higher mean TAIs in reading and math, the mean TAIs were not statistically significant when compared to non-board certified teachers.
Leslie G. Vandeventer David C. Berliner	National Board Certified Teachers And Their Students' Achievement	Education Policy Analysis Archives.	Volume 12 Number 46 September 8, 2004 ISSN 1068-2341	Study compares the academic performance of students in the elementary classrooms of 35 National Board Certified teachers and their non-certified peers, in 14 Arizona school districts. Stanford Achievement Tests in reading, mathematics and language arts, in grades three through six, were analyzed using gain scores adjusted for students' entering ability, the students in the classes of National Board Certified Teachers surpassed students in the classrooms of non-Board certified teachers in almost three quarters of the comparisons. Almost one-third of these differences were statistically significant.