



National Office
1525 Wilson Boulevard, Suite 500
Arlington, VA 22209
Tel: 703-465-2700 • Fax: 703-465-2715
www.nbpts.org

NBPTS 2010 ESEA Blueprint Webinar Survey Results

Of the 252 participants of the ESEA Blueprint Webinar co-hosted by NBPTS and the U.S. Department of Education on April 1, 2010, 106 (42%) responded to an online survey soliciting feedback about their experience and opinions of both the ESEA Blueprint and the webinar itself. The survey was administered on April 19, 2010, and was open for a two-week period.

Demographics of Survey Respondents:

Approximately 90% of the survey respondents are NBCTs (current and renewed), 5% are current candidates for National Board certification, and 2% belong to the NBPTS Board of Directors. 91.4% are female, 84.5% are white, and over half (54.8%) teach in a high-need school. 39.4% work in a suburban setting, 38.5% in an urban setting, and 22.1% in a rural setting. Over a third work in grades 3-8, nearly a quarter in grades 9-12, and a fifth are in pre-k to grade 2.

Findings Regarding the Webinar:

Overall Impressions on the Webinar. When asked to rate how informative the various components of the webinar were, on a scale of 1-5 with 1 being not very informative and 5 being very informative, approximately half of the respondents rated both the PowerPoint presentation and the Q&A session with a 4 or 5. Approximately a quarter of the participants found the overall webinar not informative, giving it a 1 or 2 rating.

The Administration's Plan. Nearly half of the respondents (47.1%) agreed or strongly agreed that the Administration's plan "is on the right track toward achieving America's education goals." Over a quarter (26.6%) disagreed or strongly disagreed.

The Five Priorities. Approximately half of the survey respondents believed that the presentation positively influenced their thinking about the ESEA priorities (ranging from 46.7% for priority #4, raising the bar and rewarding excellence, to 58.5% for priority #2, great teachers and leaders in every school). However, nearly a quarter (25.8%) were negatively influenced towards priority #4, raising the bar and rewarding excellence, and over a fifth (21.1%) were negatively influenced towards priority #5, promoting innovation and continuous improvement.

Improving the Webinar. Three-quarters (75.7%) of respondents thought more time for the question and answer period would improve the webinar.



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Findings Regarding the ESEA Blueprint:

Achieving the College- and Career-Ready Goal by 2020. 54% of respondents thought that the Administration's goal of "all students graduating or on track to graduate from high school ready for college and a career by 2020" is achievable. 46% believe it is not achievable.

Teacher Support for the Four School Intervention Models. Participants were asked to indicate their level of support for each of the four intervention models required for schools identified in the bottom 5%. Of the four models, only the transformation model had a majority of the respondents support it, with 59.4% indicating support or strong support, although 28.7% opposed it. The other three models are opposed or strongly opposed by the majority of the teachers, with 52.4% of respondents opposing or strongly opposing the turnaround model, 70.3% opposing or strongly opposing the restart model, and 72.4% opposing or strongly opposing the school closure model. Nearly half of the respondents strongly oppose the restart and school closure models. Over a tenth of respondents neither oppose nor support any of the models.

Top Three Most Important Measures of Teacher Effectiveness. When asked to rank the three most important measures of teacher effectiveness, survey respondents chose, in order: student growth, National Board Certification, and classroom observations. 86% of respondents chose student growth as one of the three most important measures of teacher effectiveness, with nearly half (47%) of all survey respondents ranking it as the most important measure. Advanced degree attainment and self-evaluations were ranked the least important. Peer reviews were ranked more important than student achievement on standardized tests.

Teacher Incentives and Differentiated Compensation. Survey respondents supported providing incentives for a variety of activities including: obtaining National Board Certification (90%), taking on additional professional roles and responsibilities (i.e., mentoring) (86.1%), teaching in high-need schools (77.2%), participating in or leading additional activities (i.e., after-school tutoring) (71.3%), participating in professional development activities (58.4%), increasing student achievement (55.4%), and obtaining an advanced degree (54.5%).

English Language Learners (ELLs) and Assessments. 79.8% of respondents believe English Language learners (ELLs) should be excluded from state-wide assessments until they can demonstrate proficiency on an English language proficiency assessment.

When asked about using the same statewide assessments for ELLs, only 31.7% supported administering the same statewide assessments translated into the native language of the ELL, while 50% disagreed with the idea.

Special Needs Students and Assessments. 90.7% of respondents disagreed with the idea of giving special needs students the same state-wide assessments without accommodations provided.

Special Needs and ELL Students and Measuring Teacher Effectiveness. Over one-third of respondents believe that student growth of special-needs students should be used to measure teacher effectiveness (35.7%) and school effectiveness (37.7%). 42.8% disagree with using student growth of special-needs students to measure teacher effectiveness, while about one-third (33.7%) oppose using it for measuring school effectiveness.

46.8% of respondents agree with using student growth of ELL students to measure teacher effectiveness, while 30.3% disagree. 51% agree with using student growth of ELL students to measure school effectiveness, with 24.5% disagreeing.

School and District Performance Targets Used for Rewards. When asked which measures should be included as performance targets for rewarding schools and districts, respondents chose: growth rates, then graduations rates over student achievement rates. Whole-school growth rates (65.3%), subgroup growth rates (64.3%), and graduation rates (57.1%) were preferred over whole-school achievement rates (29.6%), and subgroup achievement rates (23.5%).

Formula Grants vs. Competitive Grants. Over half (54.8%) of respondents do not support the shift from formula grants to competitive grants for furthering the priorities outlined in the ESEA Blueprint. 45.2% of respondents support the shift to competitive grants.

Overall Impressions of the ESEA Blueprint. Survey respondents were asked to indicate their agreement on the following statements:

The current proposal raises the bar by focusing on college- and career-readiness.

- 61.4% agree or strongly agree
- 26.1% disagree or strongly disagree

The current proposal increases flexibility for all but the lowest performing and gap schools.

- 49.5% agree or strongly agree
- 23.8% disagree or strongly disagree

The current proposal recognizes success, rewarding and learning from progress and growth.

- 55.2% agree or strongly agree
- 22.9% disagree or strongly disagree



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The current proposal prioritizes a well-rounded education, by allowing all subjects and funding better tests.

- 52% agree or strongly agree
- 22.6% disagree or strongly disagree

The current proposal focuses on gaps and equity, by maintaining the focus on achievement of all student groups and providing appropriate interventions.

- 51% agree or strongly agree
- 24% disagree or strongly disagree