



FOR IMMEDIATE RELEASE

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Kansas schools gain highly qualified teachers

Nearly 80 percent of educators mentored through a program at Emporia State University in 2005-06 achieved the highest honor of the teaching profession. The National Board for Professional Teaching Standards released results Tuesday, Jan. 9 for teachers who worked for the national certification during the 2005-06 school year, with 36 Kansas educators achieving the certification.

"Teachers who pursue National Board Certification are committed to daily reflection about their effectiveness as teachers," said Tes Mehring, Dean of The Teachers College at ESU. "They strive to document student learning that occurs as a result of teaching. They are willing to provide evidence that they meet the highest standards in the profession. Emporia State University and The Teachers College congratulate the teachers who have met this benchmark of excellence!"

The process a teacher goes through to gain the certification is one of the main ways the teaching profession recognizes excellence among its ranks. Roger Caswell, director of Emporia State University's Great Plains Center for National Teacher Certification in the Jones Institute for Educational Excellence (JIEE), guides teachers through the year-long process.

"Teachers who ultimately receive a National Board for Professional Teaching Standards certificate show they have met high and rigorous professional standards through peer review," said Caswell. "In an era where so much is documented through test scores, it is refreshing to help teachers provide other measures to document their impact on life-long student learning."

With the new national board certified teachers, Kansas now has a total of 238 national board certified teachers in the state's schools. In Kansas, 79% percent of the teachers who received assistance from the ESU program in 2005-06 attained the certification in their first year of attempting it. This 79% initial certification rate is 30-40 points above what is generally the initial certification rate nationally.

National Board Certification is the highest credential in the teaching profession. A voluntary process established by NBPTS, certification is achieved through a rigorous performance-based assessment that takes between one and three years to complete and measures what accomplished teachers and school counselors should know and be able to do. The program for providing professional support for the certification has been available at ESU since 1993.

Nationwide, nearly 7,800 teachers attained their national board certification in 2006, bringing the total number of national board certified teachers to over 55,000.

###MORE###



Kansas 2006 New National Board Certified Teachers (school district – teacher's name):

Atchison Public Schools –

Margaret Anderson, Generalist/Early Childhood

Auburn Washburn –

Robin Dixon, Generalist/Middle Childhood
Kristine Wanamaker, Exceptional Needs Specialist/Early Childhood through Young Adulthood
Jane Waterson, Generalist/Middle Childhood

Blue Valley –

Richard Gill, Mathematics/Adolescence and Young Adulthood
Yvonne James, Generalist/Middle Childhood
Ann Nelson, Generalist/Middle Childhood
Maria Worthington, English Language Arts/Adolescence and Young Adulthood

Buhler –

Cynthia Couchman, Mathematics/Adolescence and Young Adulthood
Gentry Doggendorf, Mathematics/Adolescence and Young Adulthood
Janel Walker, Science/Early Adolescence

De Soto –

Christine Eaton, Literacy: Reading-Language Arts/Early and Middle Childhood

Easton –

Julie Grecian, Literacy: Reading-Language Arts/Early and Middle Childhood

Emporia –

Dennis Newell, Science/Early Adolescence

Geary County Schools –

Shelbie Witte, English Language Arts/Early Adolescence

Hays –

Ronald Leikam, Social Studies - History/Adolescence and Young Adulthood

Manhattan –

Susan Carpenter, Generalist/Middle Childhood

Christian Goering, English Language Arts/Adolescence and Young Adulthood
Cora Kenyon, English Language Arts/Adolescence and Young Adulthood
Deborah Nauerth, Generalist/Middle Childhood

Newton –

Sharon Landrum, Exceptional Needs Specialist/Early Childhood through Young Adulthood

Olathe –

Deborah Jaeger, Literacy: Reading-Language Arts/Early and Middle Childhood
Karen Rogers, Science/Adolescence and Young Adulthood
Bruce Wellman, Science/Adolescence and Young Adulthood

Shawnee Mission Pub Sch –

Juli O'Mealey-Hossain, Music/Early Adolescence through Young Adulthood
Robyn Seglem, English Language Arts/Early Adolescence

Stafford –

Martha Hilley, Generalist/Middle Childhood

Wamego –

Mary Lonker, English Language Arts/Early Adolescence
Kelly Nehring, English Language Arts/Adolescence and Young Adulthood
Lori Stratton, English Language Arts/Adolescence and Young Adulthood

Wichita –

Robert Compton, English Language Arts/Adolescence and Young Adulthood
Catherine Hoopes, Generalist/Early Childhood
Judy Mareda, Music/Early and Middle Childhood
Shane Phillips, Social Studies - History/Adolescence and Young Adulthood
Lynda Snyder, Science/Adolescence and Young Adulthood
Stacie Valdez, English Language Arts/Adolescence and Young Adulthood

###MORE###



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Contact JIEE for more information about the NBPTS program at ESU by visiting www.emporia.edu/jones/ or call 620-341-5372, 877-378-5433 toll free.

###TEACH###

The Impact of National Board Certification

Recent studies confirm the effectiveness of NBCTs:

- Research by The CNA Corporation (Nov. 2004) found students of NBCTs did a measurably better job than other ninth and tenth graders on year-end math tests in Miami-Dade County (Fla.) Public Schools. All else being equal, teachers who had achieved National Board Certification helped their students achieve larger testing gains than did colleagues without the certification.
- Research by Arizona State University (Sept. 2004) found that students of NBCTs outperformed students of non-NBCTs on the Stanford-9 Achievement Test, with learning gains equivalent on average to spending more than an extra month in school each year.
- Research by the University of Washington and the Urban Institute (March 2004) found that students of NBCTs experienced year-end testing improvements that averaged 7 percent to 15 percent more than peers whose teachers were not NBCTs.

Details regarding these and other studies are available on the NBPTS Web site at <http://www.nbpts.org>.



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