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(FORM UPDATED: 08/11/2010)

## WISCONSIN STATE LEGISLATURE ... PUBLIC HEARING - COMMITTEE RECORDS

### 1997-98

(session year)

### Senate

(Assembly, Senate or Joint)

### Committee on Education...

#### COMMITTEE NOTICES ...

- Committee Reports ... **CR**
- Executive Sessions ... **ES**
- Public Hearings ... **PH**

#### INFORMATION COLLECTED BY COMMITTEE FOR AND AGAINST PROPOSAL

- Appointments ... **Appt** (w/Record of Comm. Proceedings)
- Clearinghouse Rules ... **CRule** (w/Record of Comm. Proceedings)
- Hearing Records ... bills and resolutions (w/Record of Comm. Proceedings)
  - (**ab** = Assembly Bill)                      (**ar** = Assembly Resolution)                      (**ajr** = Assembly Joint Resolution)
  - (**sb** = Senate Bill)                              (**sr** = Senate Resolution)                              (**sjr** = Senate Joint Resolution)
- Miscellaneous ... **Misc**

\* Contents organized for archiving by: Stefanie Rose (LRB) (December 2012)



March 18, 1998

**EXECUTIVE SESSION**

Present: (5) Senators C. Potter, Grobschmidt, Darling, Huelsman and Fitzgerald.

Absent: (3) Senators Jauch, Shibilski and Roessler.

Moved by Senator Darling, seconded by Senator Grobschmidt, that **Senate Bill 493** be recommended for passage.

Ayes: (6) Senators C. Potter, Jauch (by polling), Shibilski (by polling), Grobschmidt, Darling and Roessler (by polling).

Noes: (2) Senators Huelsman and Fitzgerald.

Absent: (0) None.

PASSAGE RECOMMENDED, Ayes 6, Noes 2, Absent 0

Paul Rusk  
Committee Clerk



For immediate release  
March 6, 1998

**NEW BILL WOULD REWARD TEACHER EXCELLENCE**

Madison - A bill that would reward Wisconsin teachers who complete a demanding set of national certification requirements was introduced today by State Sen. Peggy Rosenzweig (R-Wauwatosa).

"National certification is a gold star for teachers," Rosenzweig said. "The road to certification is rigorous and demanding. This bill will encourage our teachers to take on a greater challenge."

Rosenzweig's bill would provide teachers who complete the initial "assessment" phase of certification with a \$2,000 grant. A \$2,500-per-year grant for eight years would be available to teachers who successfully complete full certification.

"Right now, the enormous cost of national certification in time and money is borne entirely by the teachers," Rosenzweig said. "But students and their families reap the rewards. We ought to help pick up the cost."

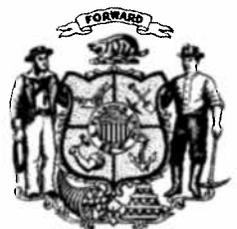
The cost and time involved are the main reason why few Wisconsin teachers have sought national certification, and only one has achieved it. Rosenzweig believes it's time for that to change.

"This bill is a proactive, positive step toward ensuring a tradition of excellent teachers and schools for future generations," Rosenzweig said. "You can't put a price tag on a first-rate education. It's priceless."

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# WISCONSIN STATE LEGISLATURE



March 17, 1998

Post-it® Fax Note	7671	Date	3/17/98	# of pages	1
To	Katie Stout	From	Laurine Karstens		
Co./Dept.		Co.			
Phone #		Phone #			
Fax #	608-276-8203	Fax #	608-779-4114		

Senator Cal Potter  
State Capitol  
Madison, Wisconsin 53707

Dear Senator Potter:

As I could not testify in person as to the importance of SB #493, I am writing you this letter. Currently, I am the only Nationally Board Certified Teacher in the state of Wisconsin. I would like that to change. I believe the state of Wisconsin has many outstanding teachers. It is time to encourage those teachers to step forward and become Nationally Board Certified. Then let's reward them both with public and financial recognition.

I completed the National Board Certification process during the 1994-1995 school year while teaching in Manhattan, Kansas. I was notified in August of 1996 that I had achieved National Certification. Completing this certification was the best professional development process I have experienced in my 13-year teaching career. I put in over 200 hours of work during that school year as I examined and reflected upon my teaching practices. Even though I completed this process 3 years ago, I continue to reflect and evaluate myself against the demanding standards set in National Board Certification.

National Board Certification is a demonstration of a teacher's practice as measured against high and rigorous standards. It is a symbol of commitment to excellence in teaching. Your support of the National Board Certification system sends an important message to teachers, aspiring teachers and the public. It lets everyone know that you consider excellent teaching the best way to create successful students. The financial recognition is just as important as the public recognition for achieving and holding National Certification. Please support SB #493.

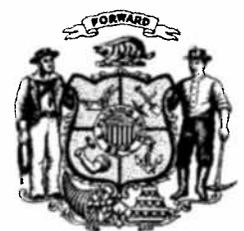
Sincerely,



Laurine A. Karstens  
National Board Certified Teacher



# WISCONSIN STATE LEGISLATURE



# PEGGY ROSENZWEIG



State Senator, 5th Senate District

## Testimony of Senator Rosenzweig

Senate Bill 493

Senate Committee on Education

March 18<sup>th</sup>, 1998

Chairman Potter and Members of the Committee:

Today I wish to describe for you a few key aspects of Senate Bill 493 and ask that you support the bill in Committee.

At a time when we are focusing on strategies to enhance education in our state, one available avenue is a national movement to encourage teachers to reach for the next level of excellence. This measure of excellence, recognized across the country, is the national teacher certification. The national certification process is rigorous and demanding. At this time, teachers in Wisconsin are not rewarded for their efforts. Because the costs are high and time commitment is heavy, few teachers have the means to seek national certification. In fact, the state's only nationally certified teacher moved to Wisconsin *after* earning her certification while teaching in another state!

In Wisconsin, the costs, both fiscal and time, associated with earning the certification are borne entirely by the teacher. Yet, the students, schools and eventually employers around the state reap the rewards. Meanwhile, states like North Carolina, Ohio, Delaware and some *thirty* others are providing some

incentive, such as paying the \$2,000 filing fee, providing release time or paying annual salary bonuses to encourage teachers to seek National Board Certification.

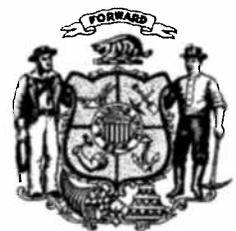
Wisconsin has long been a national leader in education. This is a status we have been proud of and should work to maintain. This bill would help remedy the inequity Wisconsin teachers face when compared to their peers in other states. The measure provides teachers who successfully participates in the national board's assessment phase with a \$2,000 grant in the first school year, and upon national certification, a grant of \$2,500 per year for eight years.

This bill is a proactive, positive step towards ensuring that Wisconsin will sustain it's tradition of excellent teachers and schools for the future. I would ask that you support this bill and support Wisconsin teachers as they step up to this new challenge.

Thank you very much for your time.



# WISCONSIN STATE LEGISLATURE



## **Katie Stout**

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**From:** jackparker@juno.com  
**Sent:** Tuesday, March 17, 1998 2:11 PM  
**To:** Katie Stout  
**Cc:** kaufmann@uwgb.edu; tompkinsf@uwgb.edu  
**Subject:** SB 493, Support for Teachers Taking the NBPTS

Senate Education Committee, Cal Potter, Chair:

I am unable to attend Wednesday's hearing, so the following is written in support of SB 493, the bill to support Wisconsin teachers in taking the National Board of Professional Teaching Standards Certification Exam. On behalf of the Professional Program In Education, the Partners in Learning Coalition, and the Institute for Learning - all of the University of Wisconsin-Green Bay - we want to lend our whole - hearted and enthusiastic support for the passage of this bill by your committee and ultimately, the full legislature.

As you may know, UW-Green Bay, in collaboration with the 37 school districts of CESA 7, the respective business communities of those districts, and WEAC have joined together to create a major restructuring of teacher education from undergraduate through post graduate levels (our Master's Degree in Leadership for Teaching and Learning was recently approved by the Board of Regents). Our efforts in this area have recently won the praise of Richard Riley, Secretary of Education. He made a telephone call to us during a recent retreat we held with over 100 stakeholders in the project, expressing his excitement and support for our endeavor.

A major part of the underlying foundation of our work has been the National Board Standards and certification process. We have used the National Board Standards as part of the seamless link we are creating between undergraduate, master's, and post-master's teacher development programs. A delegation, including myself, from our area visited the National Board in Southfield, MI last spring. We held day-long talks with them on how we might work together. Both parties were encouraged, and since then, follow-up conversations have been held. We have also appeared at conferences on panels together, discussing - among other things - how we envision our partnership. We have discussed co-sponsoring a national or regional conference on the certification process, and the co-creation of workshops to better prepare teachers for the process. The process is rigorous (passage rate at this time is 30%), and anything we would do with NBPTS would be designed to uphold that rigor.

We like the features of this bill. The cost to undertake the exam is great in dollars and time. We believe it is perfectly appropriate to reimburse candidates' costs in undertaking the process whether they pass or not. We believe the experience of preparing for and taking the assessment/examination will, in and of itself, make the person a better teacher. The process requires the candidate to become much more thoughtful about what and how they teach, an effort which all advanced programs in professional teacher development require. We also support the continuing reward of \$2500 for eight years for those who pass. We find this much preferable to the idea of a one - time reward. The benefits of being Board certified should accrue to the teacher's students and district for at least that long. Sponsoring up to twenty teachers per year seems an appropriate number, in order to provide reasonable opportunity while maintaining the high quality status of the certification.

In conclusion, let me say again that our support is very strong for the bill. It strikes us as a win-win for all constituents. It returns some dignity and support to the teaching profession, which is sorely needed. It emphasizes quality and reward for accomplishment in teaching. It underscores the importance of the teaching act itself, and supports keeping the quality teacher in the classroom. It will bring pride and

reason to celebrate to schools and communities. For these reasons, it should gain broad bipartisan support.

Sincerely,

Dr. Jackson V. Parker  
Co-chair, Professional Program in Education  
Director, The Institute for Learning  
University of Wisconsin - Green Bay

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# Teacher to Teacher

Issue Eight

A publication for teachers from the National Board for Professional Teaching Standards

Summer 1997



## Reinventing Teacher Education Through National Board Standards & Certification

National Board Certification enables teachers across the nation to be recognized for highly accomplished practice. And increasingly, National Board standards and certification are influencing the standards for teacher licensure and are beginning to reshape the way teachers are prepared around the nation. This fall, some of the nation's first National Board Certified Teachers will continue to help teach clinical courses and supervise student practicums at education schools.

In the words of National Board President James Kelly, "Teachers can learn to model and develop the characteristics of highly accomplished teaching from the time they enroll in teacher preparation programs. Calibrating teacher education to National Board standards is one sure way to create a teaching force where teachers think systematically about practice and are accomplished at monitoring student learning and knowing their disciplines and the students they teach."

More than 30 states have recently adopted the model for performance standards for beginning teacher licensing developed by the Interstate New Teacher Assessment and Support Consortium. The six standards, which are closely aligned with National Board standards and core propositions, evaluate teaching to determine how well teachers can:

- plan and teach for understanding,
- connect their lessons to students' prior knowledge and experiences,
- help students who are not initially successful, and
- analyze the results of their practice on student learning, and adjust it accordingly.

**"Calibrating teacher education to National Board standards is one sure way to create a teaching force where teachers think systematically about practice."**

Equally important, both the National Board and INTASC standards are performance-based: they describe what teachers should know and be able to do rather than listing courses that teachers should take in order to be awarded a license. This shift toward performance-based standard setting is in line with the approach to licensing taken in other professions and with the changes already occurring in a number of states.

According to Gail Huffman-Joley, former dean of education at Indiana State University and member of the Indiana Professional Standards Board, the state of

Indiana has taken the lead in creating a new multi-dimensional career path for licensing teachers. Teachers are granted a two-year initial license during which they must meet INTASC's standards. Upon meeting these standards, they achieve the level of "proficient practitioner." To renew this license, teachers have the option to complete National Board Certification. Teachers seeking to be licensed at the more advanced level of "accomplished practitioner" may seek National Board Certification as one avenue to the upper echelons of the teaching profession.

The development of National Board standards has already had a significant impact on teacher education at Indiana State, which prepares 1,300 teachers at the undergraduate level and 500 students in programs for positions in school and agency settings at the graduate level. "Because we see standards and see what is required by the National Board Certification process, students in teacher education have a much more clear understanding of what is expected of them, the goals they must achieve, and what they need to demonstrate," Ms. Huffman-Joley says.

National Board Standards have also helped create a closer link between teacher education and public schools, according to Ms. Huffman-Joley, who is working with the National Board under a grant from the Lilly Endowment to create

*continued on page five*

**inside**

- Lights, Camera, Action: Using Video Creates a Window into Yourself & Your Own Teaching
- New National Board Publication Premiers

# Lights, Camera, Action:

*Using Video Creates a Window into Yourself & Your Own Teaching*

It's a challenge every teacher applying for National Board Certification must face: How do you use a relatively unfamiliar technology—a video camera—to capture your best moments and best insights in the classroom.

All candidates for National Board Certification are required to videotape students in small learning groups and in a whole class session. The purpose of the taping is to capture actual classroom discourse as it unfolds, demonstrate how the teacher fosters social and intellectual responsibility among students and how the teacher understands and responds to their learning needs and styles.

"Videotaping provides us and the teachers themselves a window into a world teachers don't normally see. The written commentary that accompanies the videotape provides a further window that allows teachers to look into themselves and examine their own motivations and

technique," says Jim Kelly, president of the National Board for Professional Teaching Standards.

"It's amazing what you see," says Rick Wormelli, a teacher at Herndon Middle School in Fairfax County, VA who was one of the first teachers nationwide to be National Board Certified. "There's a whole world of activity going on in the classroom that I was unaware. You see what is really going on. The good and the bad. You get everything — love notes, burping, kids working together, discussing a project, a close-up on what a child was doing while you were teaching."

Teachers who seek National Board Certification are inviting assessment of their teaching practice and welcome being videotaped. They recognize its power to reveal what they actually do and understand its value as a tool by which all teachers can learn.

"Viewing their practice offers teachers

the opportunity to revisit their work — something normally out of reach in a work environment as dynamic and complex as teaching. They can ask as they watch, "Did what I planned to accomplish really happen? What is the state of Bill's understanding? Susie's? Juanita's?" says Mari Pearlman, Executive Director of the Professional Education and Development Group at Educational Testing Service — the company that works with the National Board to develop and administer National Board Certification assessments. "Once teachers start asking these questions of their own classroom practice, they can't help but make adjustments to their teaching and focus analytically on improving it. It's this sort of self-evaluation that the National Board is looking for in accomplished teachers."

One of the best justifications for the use of videotaping in the teacher portfolio

*Continued on next page*

The National Board is offering six certificates in 1997-1998, with a seventh certificate under development and anticipated to be made available to teachers interested in seeking National Board Certification during the upcoming school year. To apply, call 1-800-532-1813.

Portfolios for the first six certificates are available from June 1, 1997 to December 1, 1997 and are due back to the National Board on April 25, 1998. The Adolescence and Young Adulthood/Science portfolio is slated to be available December 1, 1997 with a due date of June 4, 1998.

Assessment centers are now located in every state in the nation. More than 200 centers can accommodate candidates for National Board Certification.

Assessment exercises for each certificate will be available within a three

to four week window of time during the summer of 1998. Each candidate can choose the date, time and location that works best for him or her. Information on Assessment Centers can be accessed on the National Board's web

approved by the NBPTS board of directors.

A new component of the National Board Certification process is the ability, now, of candidates to bank their individual entry and exercise scores for a period of three years from the initial notification of their score. During this period, candidates who are not yet certified may retake any of the entries and exercises in the assessment package and submit new responses for a fee of \$275 each. These new responses will then be scored and a new total scaled score is calculated. If the new total scaled score meets or exceeds the National Board's performance standards, the candidate will be awarded National Board Certification.

To obtain a complete copy of this policy and all related procedures, write to the National Board. ■

## 1997-98 Certificates

## Student Age

Early Childhood/Generalist	3 - 8
Middle Childhood/Generalist	7 - 12
Early Adolescence/Generalist	11 - 15
Early Adolescence/English Language Arts	11 - 15
Early Adolescence & Young Adulthood/Art	11 - 18
Adolescence & Young Adulthood/Mathematics	14 - 18
*Adolescence & Young Adulthood/Science	14 - 18

*Still in development*

site at [www.nbpts.org](http://www.nbpts.org) or by calling 1-800-22TEACH.

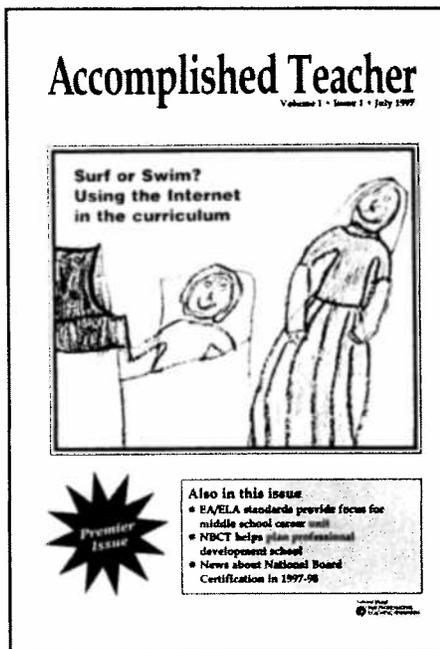
All candidates in all certificate areas will receive their results and feedback no later than March 31, 1999 after their performance has been scored and

lio is that it allows the National Board to examine teachers' practices without having to shadow them for three or four weeks, Ms. Pearlman says. The video is one of the most direct indicators of a teacher's actual classroom interaction with students.

Mr. Wormelli says that, if done right, videotaping can be "one of the best self-improvement tools" available. He offers some tips for teachers who want to watch themselves in the classroom.

- Explore different camera positions to ensure that students do not look like "talking heads" and so that the impact on them may be more evident.
- If possible, have the students help with the videotaping while you go about your lesson as you normally would. Have a different student videotape the class each day.
- Don't worry about not having golden nuggets and the one golden lesson. The goal is not identifying your best lesson you teach, but finding the one that teaches you the most.
- Honor the reality of the classroom. Don't try to develop a contrived lesson, but use the camera to explore what really happens every day.
- Get the sound right so you can hear what's going on. You may wish to use omni-directional microphones or little microphones for group discussions.
- Watch yourself on camera with other teachers. Use this as an opportunity to explain what you are teaching, why you are teaching in a particular way, and what you think you could do better next time.
- Use the videotape to deal with students' impulsive behavior and disruptions. You can show the video to a disruptive student after school and discuss his or her own behavior.
- Use the video to break all the barriers and pretenses you have. This is an opportunity to make real corrections that you couldn't make before.
- Create a videotape that teaches real content the kids are studying. Because we live in an MTV world, kids are motivated by this. ■

## New NBPTS Publication Premieres



The National Board is proud to announce its newest publication, *Accomplished Teacher*. This quarterly magazine provides a forum for National Board Certified Teachers (NBCTs) and other education leaders to promote and celebrate accomplished teaching and encourage teacher leadership. Sections and by-lines include:

- *Standards in Action* — NBCTs describe classroom practice, research or programs and how they relate to National Board standards.
- *Making a Difference* — Examples of how NBCTs are affecting change in the education system.
- *On the Horizon* — What teachers can do within the larger world of education.
- *Voices and Visions* — Inspirational stories to encourage the advancement of the National Board's standards for accomplished teaching.
- *Who's News* — Updates on NBCTs and their jobs, degrees, appointments, etc.
- *National Board News* — general update on activities and specific information on how teachers can support other candidates for National Board Certification.

Subscription price is \$25. Call Mary Buday at 1-800-22TEACH, ext. 248.

*A Celebration!*

5th Annual

# NBFM

NATIONAL BOARD FACULTY MEETING

Join in the celebration by hosting a National Board Faculty Meeting in your area. We have so much to celebrate! This year marks the 10th Anniversary of the National Board for Professional Teaching Standards and the largest group of candidates to complete the certification process. As a host, you will be a part of a nationwide effort to provide an opportunity for teachers to discuss the Nation Board's vision of accomplished teaching and its impact on student learning. This year, hosts can choose from variety of topics. To order a kit today, please complete this form and send it along with a check or money order for \$25 to: NBPTS 26555 Evergreen Road, Suite #400, Southfield, MI 48076.

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Meeting date: \_\_\_\_\_

Number of participants: \_\_\_\_\_

Meeting site: \_\_\_\_\_

Meeting city/state: \_\_\_\_\_

(Please check no more than 2 topics)

candidate recognition

recruitment

teacher preparation and retention

general awareness



# Reinventing Teacher Education Through National Board Standards & Certification

*continued from page one*

six school-university partnerships. "We are not just parachuting students out for early field experience or student teaching but working as a team with schools to advance schoolwide goals. The whole community—including teacher trainees—is unified and working to bring a broader range of students to higher standards."

In the future, the process of accrediting education schools may determine how well institutions prepare new teachers to absorb the principles underlying National Board Certification as well as to meet six standards, according to Arthur E. Wise, president of the National Council for Accreditation of Teacher Education (NCATE). In addition, Mr. Wise says, the National Board and NCATE are now working together to encourage colleges of education to "establish advanced master's degree programs aligned with National Board standards, the successful completion of which will prepare teachers for National Board Certification."

Key aspects of the National Board Certification process are already incorporated into some teacher preparation programs. Students at Alverno College in Milwaukee, for example, put together portfolios of their work, including videotapes of themselves working with children, sample lesson plans used in the videotape, and analysis of lessons.

But the similarities do not stop there. At Alverno, prospective teachers go through a program designed to create "successful approximations of highly accomplished teaching," according to Mary Diez, dean of Alverno's Graduate School. "Students who study developmental psychology are expected to take a four- or five-year-old learner to lunch where they can observe and connect the theories of Piaget and Erickson to real

kids. We want our teachers to apply knowledge in the ways that National Board Certified Teachers apply knowledge. We want them to assess student performance in ways that districts are assessing performance."

**"In the future, the process of accrediting education schools may determine how well institutions prepare new teachers to absorb the principles underlying National Board Certification as well as to meet six standards."**

— Arthur E. Wise, President,  
National Council for Accreditation  
of Teacher Education (NCATE)

"The aim is the same as that of National Board Certification — to create a recognition that the teachers we prepare are teachers you can trust, are people who know and can do," says Ms. Diez.

Teachers who learn their craft this way, Ms. Diez contends, "develop more flexibility and resilience than students prepared in more traditional ways. They have problem-solving skills and know there is more than one way of doing something. They have had to demonstrate their skills and knowledge multiple times, using multiple modes, and changing methods."

According to Barbara C. Browne, research assistant professor at the George Washington University Graduate School of Education, there appears to be a

national push to integrate and make linkages among standards that are useful in certifying teachers.

"Teacher education institutions are beginning to focus on National Board standards and in the underlying principles behind National Board Certification. In secondary education and early childhood education, we not only teach our students to meet National Board requirements but also to learn how to be thoughtful and reflective about their teaching and to use portfolios," says Ms. Browne, who notes that students are particularly enthusiastic because the approach helps them "learn why we do what we do in the classroom."

George Washington University also runs a Pew Charitable Trusts-funded program designed to mentor and support candidates for National Board Certification. The university is exploring ways of using National Board Certified Teachers to team teach with faculty weekly seminars related to field experience. Currently, National Board Certified Teachers serve as mentors for teacher candidates doing clinical work.

"To my knowledge, George Washington University, Alverno College and Indiana State University are far beyond other institutions" in bringing National Board Certification approaches to teacher education, says Mr. Wise of NCATE. "There is a lot of interest out there, but actual activity is just getting underway."

"The use of National Board standards in teacher preparation programs is still in its infancy," says Amy Colton, executive associate for teacher education with the National Board. "We have not yet influenced the faculty as a whole but are optimistic. The momentum is growing." ■



# In the Field by Barbara B. Kelley

Vice Chair, National Board for Professional Teaching Standards

When I reflect on the recent summer of '97, Pathfinder's memorable landing on Mars immediately comes to mind. The last time we examined this planet was 21 summers ago, when Vikings 1 and 2 took soil samples and analyzed them for evidence of life. Two decades later, we have broadened our outlook, scrutinizing the planet through new and different lenses. We were captivated by the initial pictures generated from the spacecraft, and even more engaged by the focused views from the rover Sojourner. The increased knowledge generated by the data from this mission will equip scientists with essential information for future journeys into space.

Twenty-one summers ago, when the Viking spacecraft landed on Mars, I had just completed my first year of teaching in Maine. I spent time over the vacation examining the units I had developed, and planning improvements. Although my intentions were good, my analysis was superficial, and missing critical elements. I lacked experience that could provide important perspective. My criteria for judging effectiveness were self-determined and intuitive. I had no outside benchmarks against which I could judge my performance. Two decades later, I have broadened my outlook, scrutinizing my practice through new and different lenses. The increased knowledge about teaching generated by the work of the National Board for Professional Teaching Standards has equipped me with essential tools for improving my instruction.

The five core propositions provide an initial lens through which to examine my practice. How have I demonstrated my commitment to all my students and their learning? Have I kept

myself up to date on the latest research in my discipline, and on more efficient techniques of instruction? How authentic are the assessments I utilize? What process have I developed to ensure systematic reflection on my work in the classroom? How have I collaborated with other professionals?

A more detailed picture emerges when I view my practice through the sharply focused lens of the standards. The question "Why?" has become my constant companion, challenging my decisions that, until now, might have been unconscious. I have found myself keeping journals, videotaping lessons, and developing other techniques that provide the raw material for analysis. It is somewhat ironic that as a cooperating teacher, I had videotaped student teachers for years, but until my work with the National Board, never employed the technique when evaluating my own teaching. I feel somewhat like a scientist myself, collecting information and dissecting my instruction in a systematic manner.

Pathfinder's mission to Mars represents an incredible accomplishment, and it is likely that over the next decade we will obtain an even greater understanding of the Martian landscape. But the National Board has already begun to change the culture of teaching, altering the landscape of the profession in the process, and the next decade promises to bring about even greater changes. Viewed through any lens, that's an equally incredible accomplishment.

*Barbara B. Kelley*

**NBPTS Vice Chair**

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Editor: Paula Shoecraft • This publication is supported in part by a grant from the DeWitt Wallace-Reader's Digest Fund.

This project is funded in part with grants from the U.S. Department of Education and the National Science Foundation. Through September 1996, NBPTS has received Federal funds of \$30 million, representing approximately 42% of the National Board Certification project. More than \$42 million (58%) of the project's cost was financed by non-governmental sources.

National Board



26555 Evergreen Road  
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