NATIONAL BOARD CERTIFICATION AND ITS INFLUENCE ON LEADERSHIP SELF-EFFICACY

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Abstract
This study describes the leadership activities and leadership self-efficacy perceptions of teachers certified by the National Board for Professional Teaching Standards. Interest centers on the difference between leadership activity types teachers participated in before and after achieving national board certification and identifying where national board certified teachers rank themselves within the six characteristics of a Leadership self-efficacy scale: Starting and lead change processes in groups; Choosing followers and delegate responsibilities; Building and manage interpersonal relationships; Showing self-consciousness and self-confidence; Motivating people; and Gaining consensus of group members. Method: National Board Certified Teachers within the state of Texas \( (N = 170) \) were asked to identify the types of leadership activities they participated in prior to and after achievement of national board certification and to rank their Leadership Self-efficacy perceptions using a five point Likert scale on 21 items classified within 6 characteristics of a Leadership Self-Efficacy Questionnaire. Findings: NBCTs engage in more leadership activities after certification and there is a small correlation between leadership self-efficacy and the number of leadership activity types national board certified teachers participate.