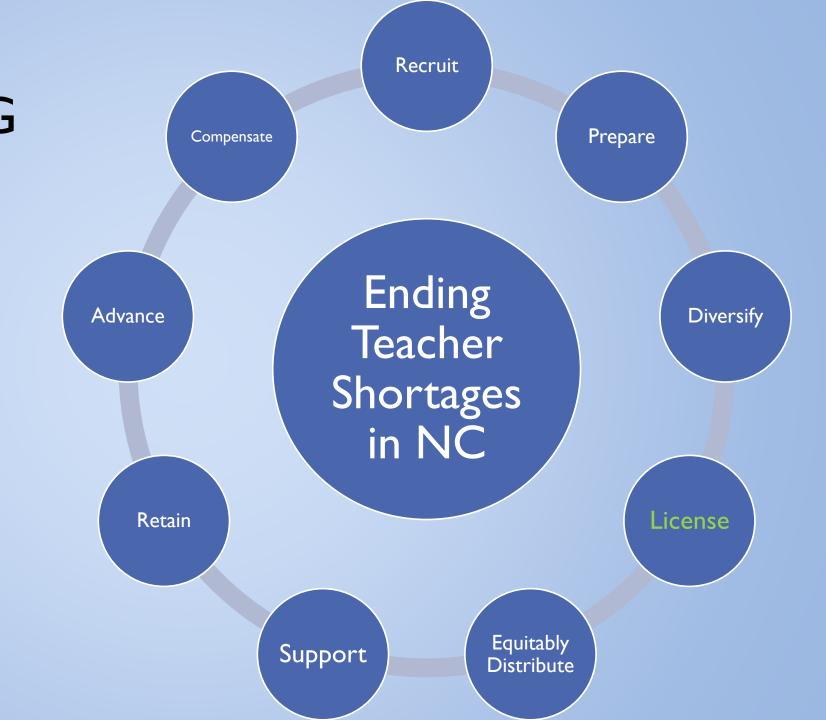
**TRANSFORMING** THE **TEACHING PROFESSION** IN **NORTH** CAROLINA



#### ROUNDTABLE MEMBERS

#### In order of when each member joined:

- NC State Board of Education, Designee of Chair Davis ~ Jill Camnitz
- Professional Educator Preparation Standards Commission (PEPSC) ~ Chairman Patrick
   Miller and Andrew Lakis
- Education Cabinet, Governor's Office ~ Geoff Coltrane
- NC Department of Public Instruction (DPI), Designee of State Superintendent ~
   Thomas Tomberlin and Andrew Sioberg
- NC Independent Colleges and Universities (NCICU), Designee of President ~ Thomas
   West and Phil Kirk
- University of North Carolina, Designee of System President ~ Laura Bilbro-Berry
- NC Community College System, Designee of System President ~ Lisa Eads
- Governor's Teacher Advisor ~ Latanya Pattillo
- 2018 State Teacher of the Year ~ Freebird McKinney
- 2018 State Principal of the Year ~ Tabari Wallace
- BEST NC CEO ~ Brenda Berg

#### ROUNDTABLE GOAL

Keep great teachers in the classroom and attract highly qualified, diverse candidates into the profession.

# THE NEED: INCREASE THE QUALITY, QUANTITY, DIVERSITY AND EQUITABLE DISTRIBUTION OF THE TEACHING FORCE















**Re-envision** 

Pathways into Teaching

Redesign

Teacher Licensure

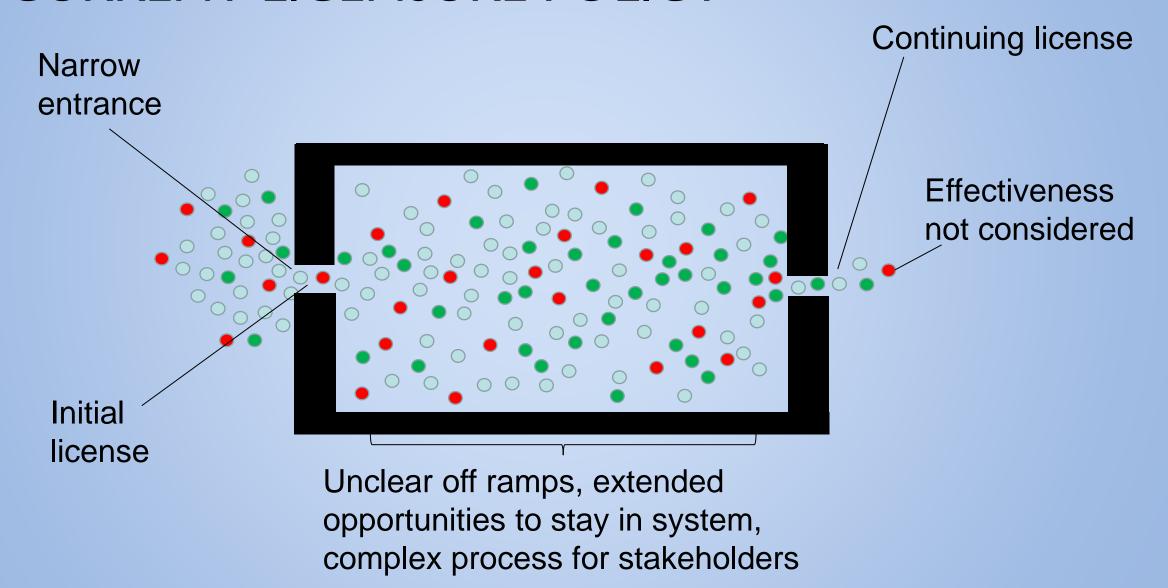
Reinforce

Teacher Support

**Revise** 

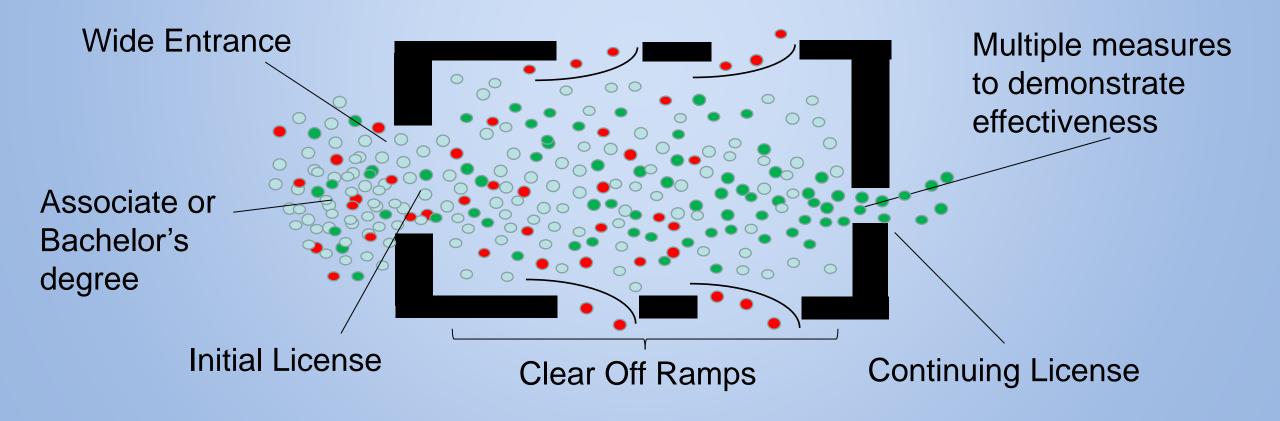
**Teacher Salary Schedules** 

#### **CURRENT LICENSURE POLICY**



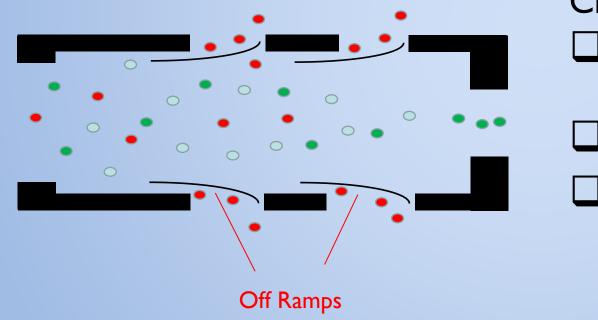
## OUR VISION: NC PATHWAYS TO EXCELLENCE FOR TEACHING PROFESSIONALS

The Roundtable's vision offers early, inclusive, clear passageways into the profession, rewards excellence and advancement, and encourages retention.



## OUR VISION: NC PATHWAYS TO EXCELLENCE FOR TEACHING PROFESSIONALS

There must be clear exit points for ineffective teachers for this idea to work.



Clear Off ramps:

Lack of demonstrated content or pedagogical skills or competencies

Lack of demonstrated effectiveness

☐ Time to complete not met



#### **OUR** VISION **MAP**

#### **North Carolina Pathways to Excellence for Teaching Professionals**

Every student deserves a great teacher, but North Carolina is facing a shortage of educators. If we update our complex teacher licensure process, we can expand the pool of qualified candidates, help them grow into great teachers and give them incentives to stay in our classrooms helping our students succeed.

#### Recruitment

Changes remove barriers to entry for new teachers. opening the door to a more diverse workforce.

> COLLEGE/ UNIVERSITY

INDUSTRY EXPERIENCE/ CERTIFICATION

#### **Entry-Level Certifications**

Learning Permit is valid for up to two years while earning a bachelor's degree. Licenses 1-3 are valid for a combined total of five years.

String of Professional-Level by Demonstrating Effectiveness Changes support the growth of new teachers & give them

#### Professional-Level Certification & Advanced Credentials

Must be renewed every five years

Changes provide incentives for excellent teachers to stay in the classroom & grow into advanced teaching roles.

Candidates can enter the profession with any entry license based on their eligibility.

> Teacher in **LEARNING** Residency PERMIT: Apprentice

LICENSE 1:

Must hold a

experience

bachelor's degree

or have industry

certification and

Paired with an

Starting salary

Advancement

and Professional

mentor

Account

Work under the supervision of a License 4 teacher

Teacher

Must hold a transfer associate's degree

Co-teacher salary

Teacher in Residency-Skills development

Demonstrate mastery of content OR pedagogy by:

- passing required assessments, or
- · completing stateapproved microcredentials, or
- · completing other approved process

Paired with an Advanced Teacher Advanced Teacher mentor

> Increased salary and Professional Advancement Account

Advancement

Demonstrate mastery of content AND pedagogy by:

- passing required assessments, or
- completing stateapproved microcredentials, or
- completing other approved process

Paired with an

mentor

Advanced Teacher

Increased salary.

Professional

Advancement

Competitive, professional salary

LICENSE 4:

Expert

Teacher

Must demonstrate

effective teaching

instruction for 3+

years out of 5

ADVANCED TEACHER: Classroom Excellence

Must demonstrate highly effective teaching instruction for 3+ years out of 5

Allows teachers to serve students at increased capacity.

Significantly

at this level

increased salary

once employed

ADVANCED TEACHER: Adult Leadership

Must demonstrate:

- · highly effective teaching instruction for 3+ years out of 5
- increased effectiveness of staff being coached
- competency in adult leadership via microcredentials

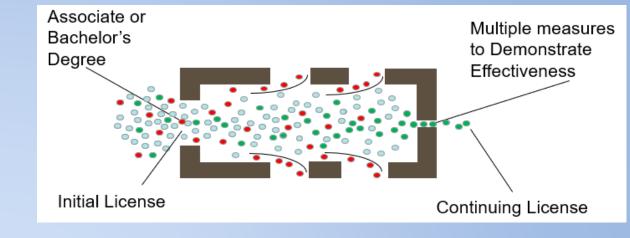
Allows teachers to lead other instructional staff.

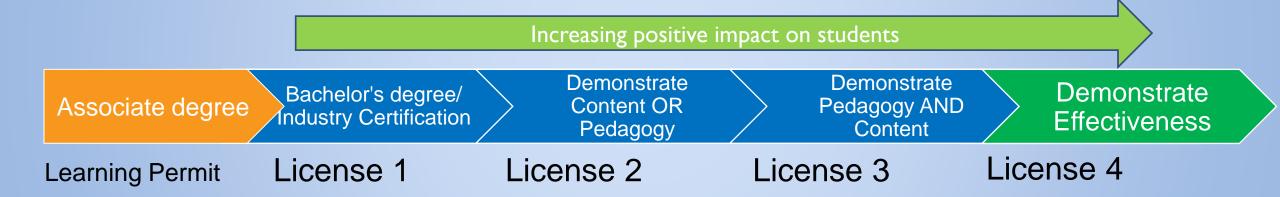
Significantly increased salary once employed at this level

As with the current state salary structure, districts have the option to supplement the state minimum salaries or give additional bonuses ★ Successful EPP graduates who pass content and pedagogy requirements at the time of licensure can enter with License 3 at a higher salary.

Account, and vested in retirement plan





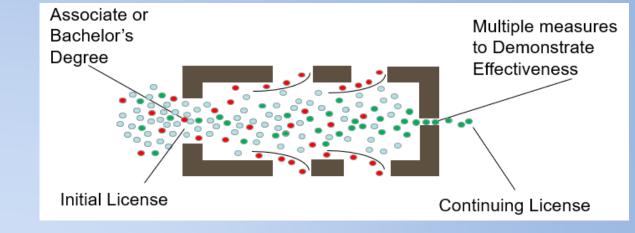


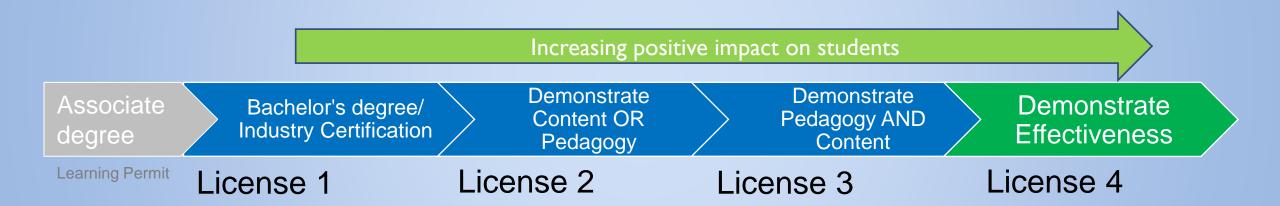
Should we include an alternative requirement to those without an associate degree?



#### **Example Passageway**

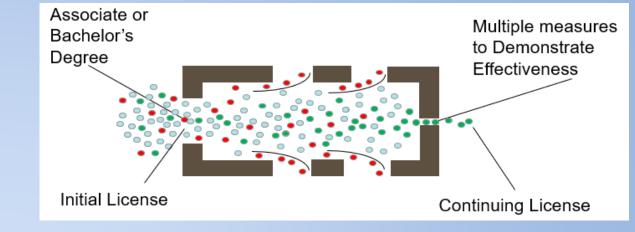
#### TEACHER IN RESIDENCY





Are there other new pathways to include?





Associate

Bachelor's degree/ Industry Certification Demonstrate Content OR Pedagogy

degree

**Learning Permit** 

License 1

License 2

Increasing positive impact on students

Demonstrate Pedagogy AND Content

Demonstrate Effectiveness

Begin at License 3 upon successful university preparation

License 4

Are there more strategies to incentivize future teachers to attend traditional preparation?



#### **IDEA**:

#### Content and Pedagogy Options for Teachers

Goals	Proposition	Rationale
Provide agency, options to teachers to prove competency  Allow for more meaningful alternatives that better correlate to effective teaching	Menu of Options:  1. Assessments 2. Explore creating competency-based micro-credentials for content and pedagogical knowledge 3. Use demonstrated effectiveness in lieu of testing	PRAXIS tests are barriers to diverse workforce and do not correlate to effective teaching edTPA/PPAT and Foundations of Reading and Math have some correlation  What other menu options could be
		included?



## IDEA: MAINTAINING EFFECTIVENESS = CONTINUING LICENSE

Demonstrate Effectiveness 5 Years 5 Years 5 Years
Continuous positive impact on students

#### License 4: Expert Teacher

- Positive student outcomes
- Mastery of content, skills, competencies, instructional capabilities

5 Years

Multiple measures are fundamental

What should the multiple measures of effectiveness be?



### IDEA: CONTINUING GROWTH OPPORTUNITIES

License 4: Expert Teacher

Demonstrate Effectiveness License 4 Advanced Credentials

Master Teacher
Classroom Excellence

Master Teacher Adult Leadership

Collective Leadership in P-12

- Team instructional leadership
- Mentorship
- Coaching/Modeling

Serve students at increased capacity

Are these advanced roles flexible enough for districts to innovate?

- Cooperating teacher
- Mentor earlycareer teachers



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Leadership How can we

ADVANCED

TEACHER:

Adult

strengthen these ideas to create better

policy for NC?

via micro credential

Allows teache to lead other instructional staff.

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Account, and vested in retirement plan

Restores the respect the profession deserves

Builds a more diverse, quality teaching force and increase instructional capabilities

Entices more young professionals, career switchers, and out-of-staters to teaching

Invests in teachers, students and NC's economy

First in the nation to innovate this way

#### NORTH CAROLINA WINS

THE NC EDUCATION HUMAN CAPITAL ROUNDTABLE MEMBERS
RESPECTFULLY REQUEST THAT THE STATE BOARD OF EDUCATION
CONSIDER A FORMAL, INCLUSIVE REVIEW OF OUR IDEAS.