TRANSFORMING THE TEACHING PROFESSION IN NORTH CAROLINA

Ending Teacher Shortages in NC

- Recruit
- Prepare
- Diversify
- License
- Compensate
- Advance
- Retain
- Support
- Equitably Distribute
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

Narrow entrance

Initial license

Unclear off ramps, extended opportunities to stay in system, complex process for stakeholders

Continuing license

Effectiveness not considered
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.
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
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.

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. Changes support the growth of new teachers & give them multiple ways to demonstrate skills.

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

College/University

Industry Experience/Certification

License 1: Teacher in Residency
Must hold a bachelor’s degree or have industry certification and experience
Co-teacher salary
Paired with an Advanced Teacher mentor
Starting salary and Professional Advancement Account

License 2: Teacher in Residency-Skills Advancement
Must demonstrate mastery of content OR pedagogy by:
- passing required assessments, or
- completing state-approved micro-credentials, or
- completing other approved process
Paired with an Advanced Teacher mentor
Increased salary and Professional Advancement Account

License 3: Teacher in Residency-Skills Advancement
Must demonstrate highly effective teaching instruction for 3+ years out of 5
Increases salary and Professional Advancement Account

License 4: Expert Teacher
Must demonstrate highly effective teaching instruction for 3+ years out of 5
Allows teachers to serve students at increased capacity
Competitive, professional salary

Advanced Teacher: Classroom Excellence
Must demonstrate:
- highly effective teaching instruction for 5+ years out of 5
- increased effectiveness of staff being coached
- competency in adult leadership via micro-credentials
Allows teachers to lead other instructional staff
Significantly increased salary once employed at this level

Advanced Teacher: Adult Leadership
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.
Example Passageway

APPRENTICESHIP

Associate degree → Bachelor's degree/Industry Certification → Demonstrate Content OR Pedagogy → Demonstrate Pedagogy AND Content → Demonstrate Effectiveness

Learning Permit → License 1 → License 2 → License 3 → License 4

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

TEACHER IN RESIDENCY

Associate degree

Bachelor's degree/Industry Certification

Determine Content OR Pedagogy

Determine Pedagogy AND Content

Demonstrate Effectiveness

License 1

License 2

License 3

License 4

Increasing positive impact on students

Are there other new pathways to include?
Example Passageway

TRADITIONAL

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

Begin at License 3 upon successful university preparation

License 4

Associate degree  
Bachelor's degree/Industry Certification  
Demonstrate Content OR Pedagogy

Demonstrate Pedagogy AND Content  
Demonstrate Effectiveness

Increasing positive impact on students

Associate or Bachelor's Degree

Initial License

Continuing License

Multiple measures to Demonstrate Effectiveness

Learning Permit  
License 1  
License 2
## IDEA:
### Content and Pedagogy Options for Teachers

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

License 4: Expert Teacher

- Positive student outcomes
- Mastery of content, skills, competencies, instructional capabilities
- Multiple measures are fundamental

What should the multiple measures of effectiveness be?

Demonstrate Effectiveness

Continuous positive impact on students

5 Years | 5 Years | 5 Years | 5 Years
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
- Cooperating teacher
- Mentor early-career teachers

Are these advanced roles flexible enough for districts to innovate?
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.

How can we strengthen these ideas to create better policy for NC?
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
THE NC EDUCATION HUMAN CAPITAL ROUNDTABLE MEMBERS RESPECTFULLY REQUEST THAT THE STATE BOARD OF EDUCATION CONSIDER A FORMAL, INCLUSIVE REVIEW OF OUR IDEAS.