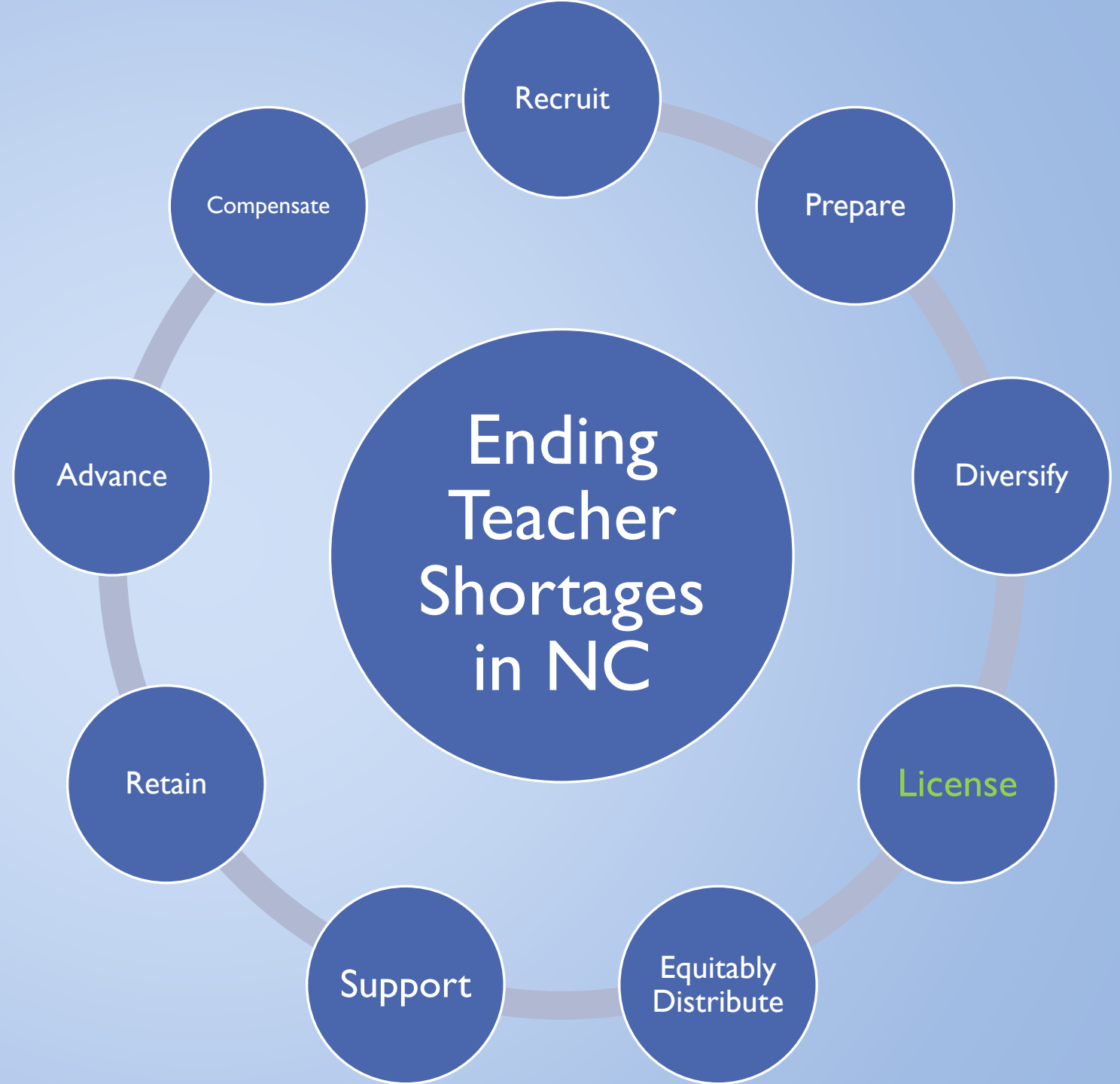


TRANSFORMING THE TEACHING PROFESSION IN NORTH CAROLINA



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

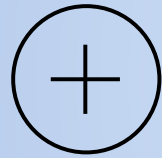
Keep great teachers in the classroom and attract highly qualified, diverse candidates into the profession.

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



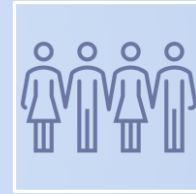
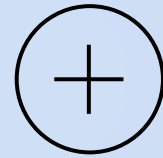
Re-envision

Pathways into Teaching



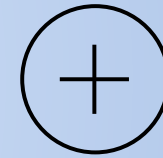
Redesign

Teacher Licensure



Reinforce

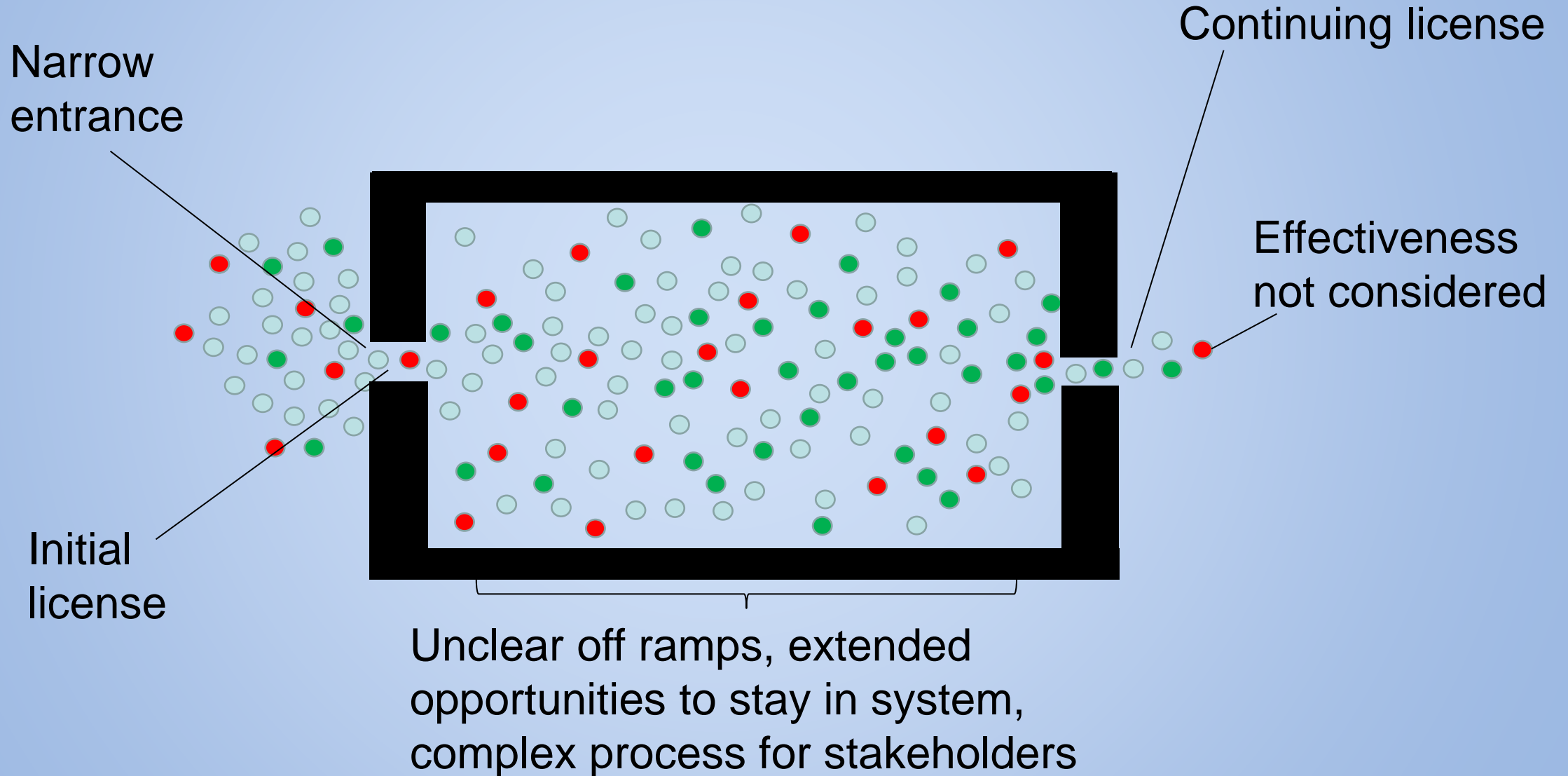
Teacher Support



Revise

Teacher Salary Schedules

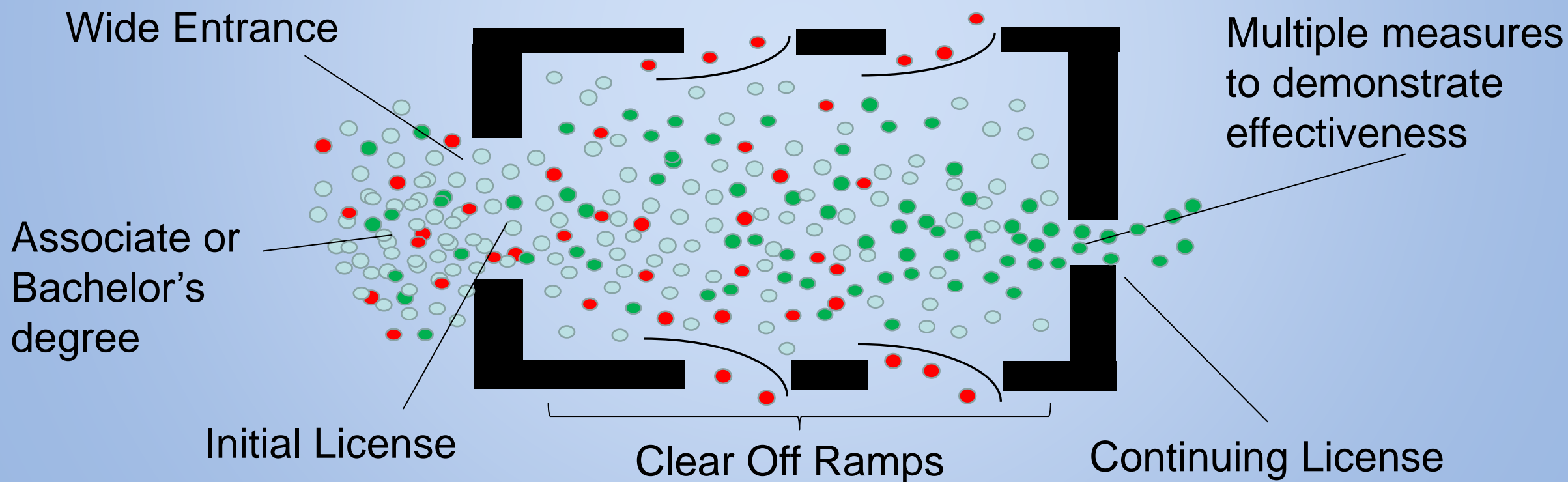
CURRENT LICENSURE POLICY





OUR VISION: NC PATHWAYS TO EXCELLENCE FOR TEACHING PROFESSIONALS

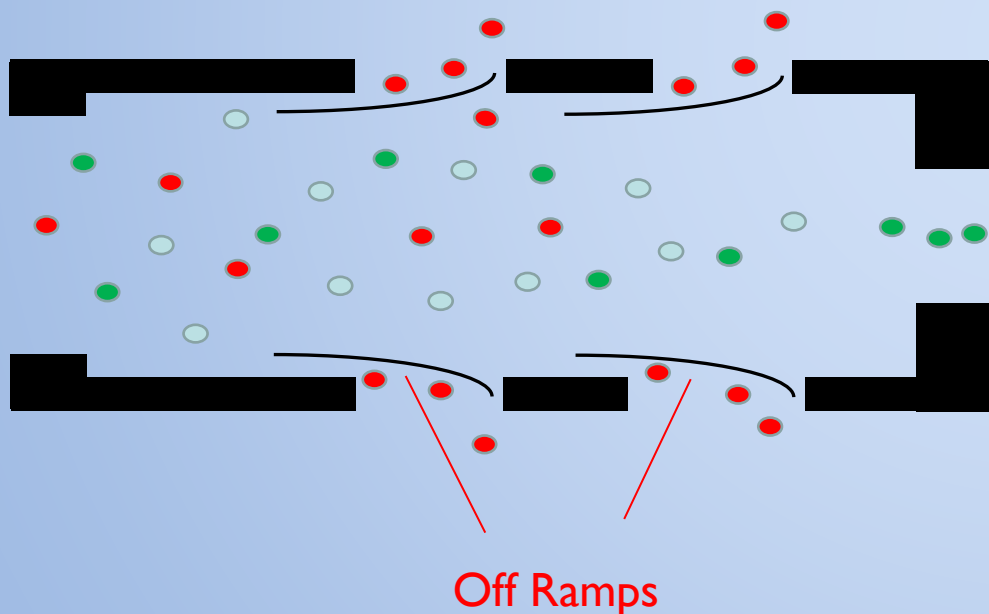
The Roundtable's vision offers early, inclusive, clear passageways into the profession, rewards excellence and advancement, and encourages retention.





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

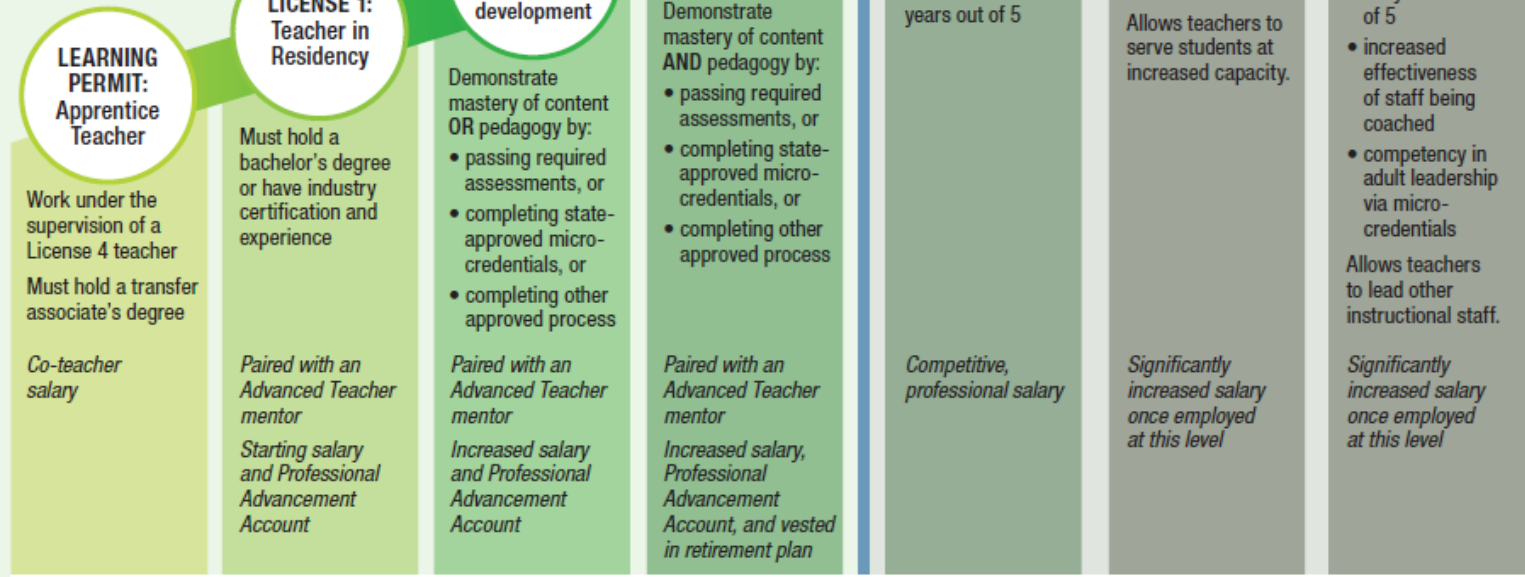
Entry-Level Certifications

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.

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.

CAN JUMP TO PROFESSIONAL-LEVEL BY DEMONSTRATING EFFECTIVENESS



Professional-Level Certification & Advanced Credentials

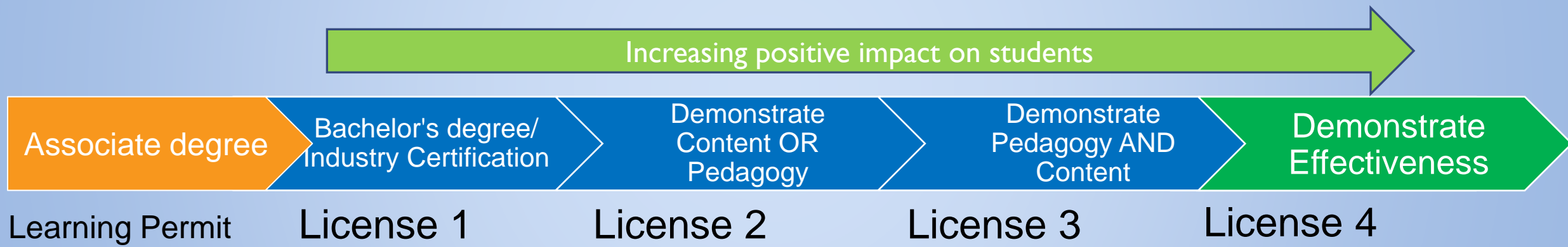
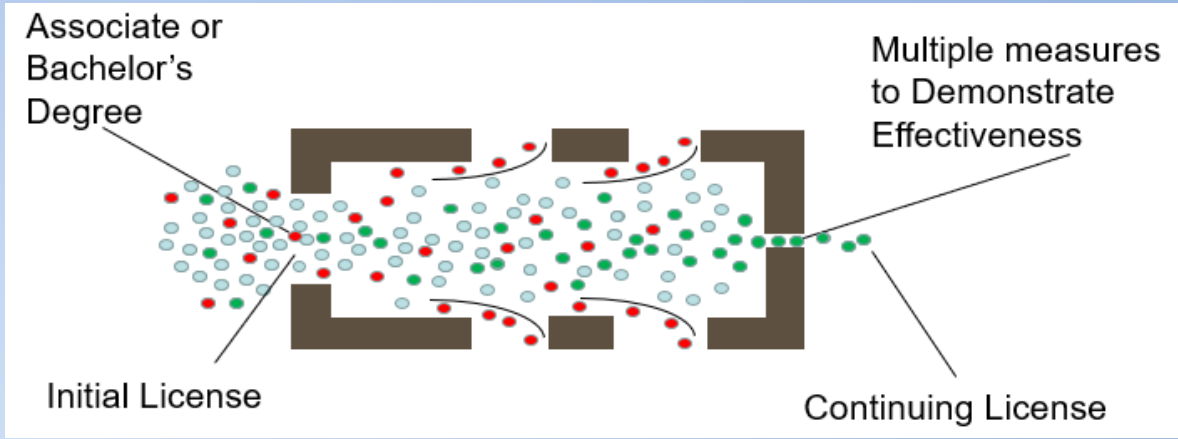
Must be renewed every five years.

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

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

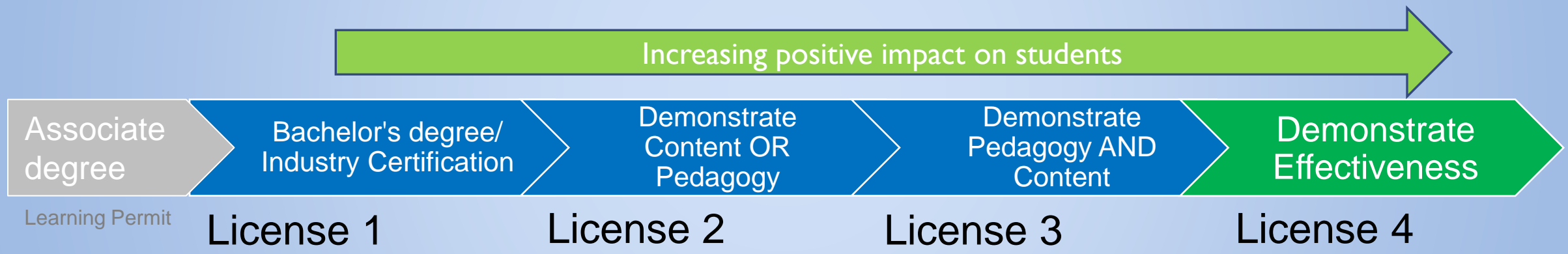
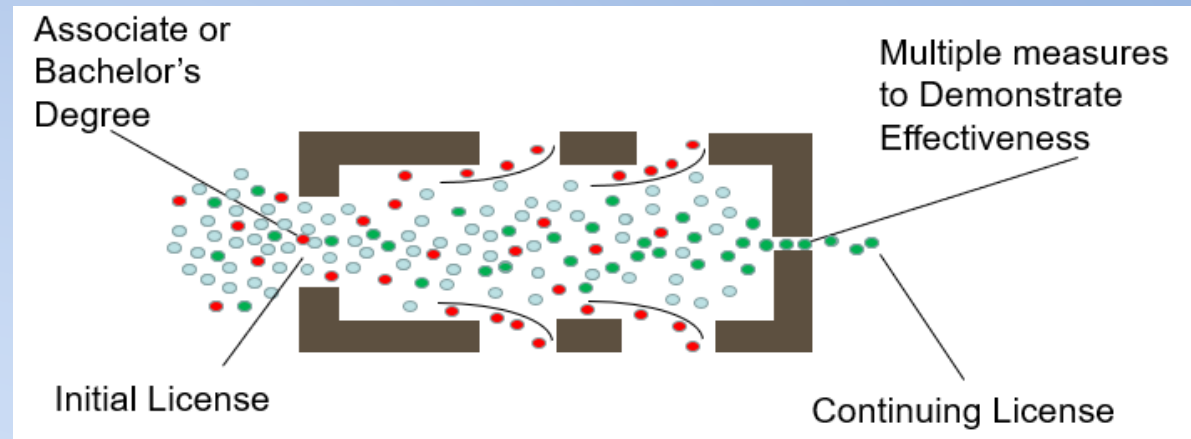


Should we include an alternative requirement to those without an associate degree?

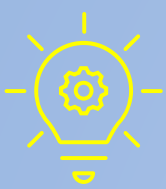


Example Passageway

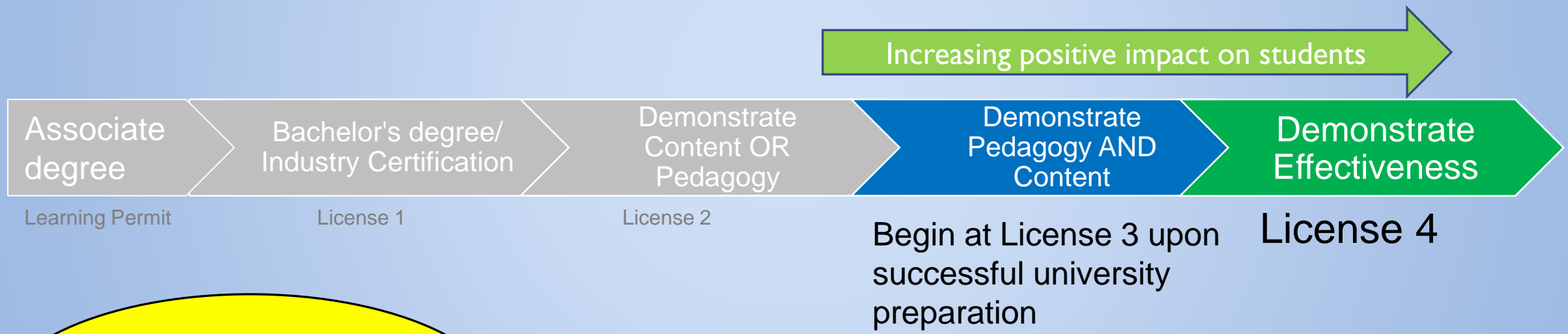
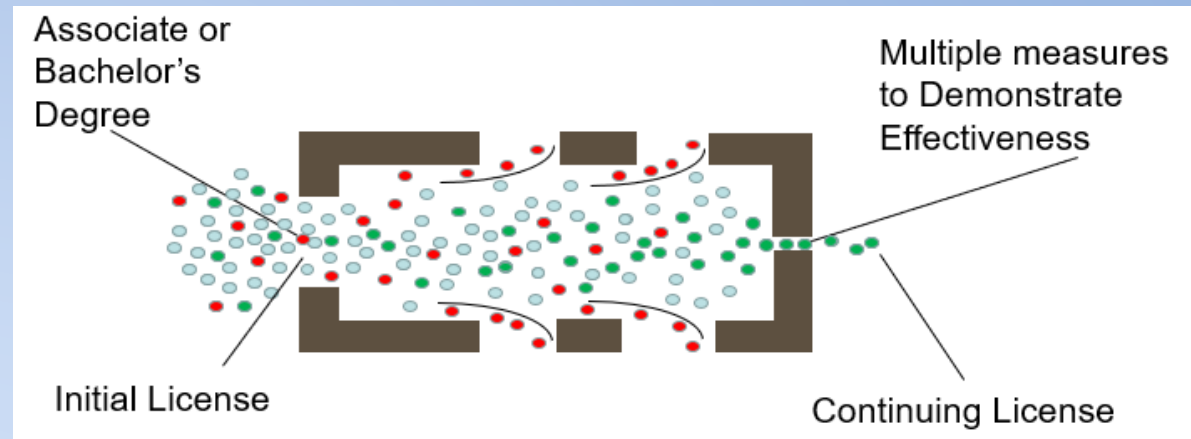
TEACHER IN RESIDENCY



Are there other new pathways to include?



Example Passageway TRADITIONAL



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



IDEA:

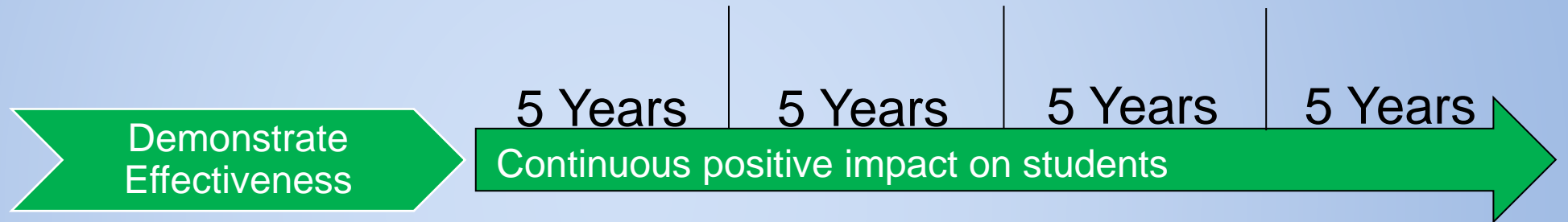
Content and Pedagogy Options for Teachers

| Goals | Proposition | Rationale |
|--|--|--|
| <p>Provide agency, options to teachers to prove competency</p> <p>Allow for more meaningful alternatives that better correlate to effective teaching</p> | <p>Menu of Options:</p> <ol style="list-style-type: none">1. Assessments2. Explore creating competency-based micro-credentials for content and pedagogical knowledge3. Use demonstrated effectiveness in lieu of testing | <p>PRAXIS tests are barriers to diverse workforce and do not correlate to effective teaching</p> <p>edTPA/PPAT and Foundations of Reading and Math have some correlation</p> |

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?



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?



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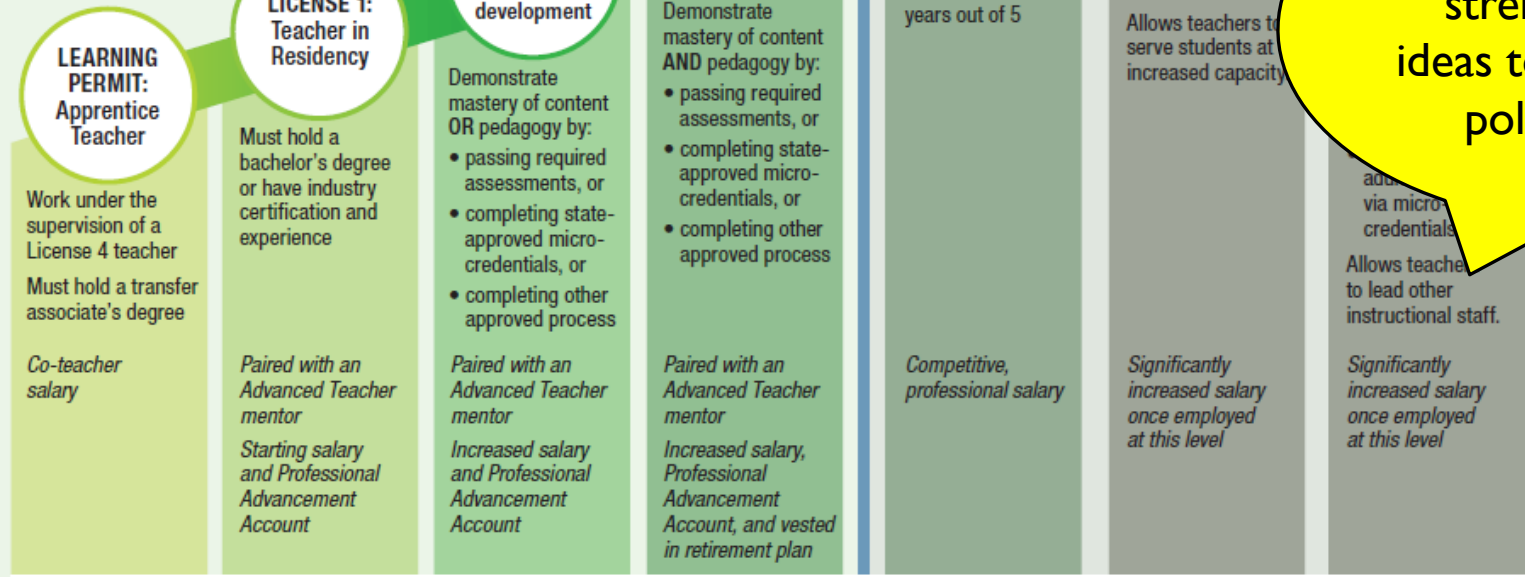
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CAN JUMP TO PROFESSIONAL-LEVEL BY DEMONSTRATING EFFECTIVENESS



How can we strengthen these ideas to create better policy for NC?

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.

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.
