



Elevating the Teaching Profession in North Carolina

PEPSC DRAFT PLAN

March 2022

Dr. Patrick Miller, Chair – Chair of PEPSC

THE PROBLEM

The Teaching Profession Has Become Unattractive

- Teachers are treated differently than every other professional.
- Most professions have:
 - Clear career paths.
 - Opportunities for advancement.
 - Opportunities to progressively earn more based on performance.
- For teachers, practically the only way to advance is to leave the classroom/students and go into administration.
- With no way for teachers to grow and advance in their craft, students don't receive the quality education they deserve.

NC's Teacher Pipeline is Shrinking

- In 55% of North Carolina counties, public school districts are the largest employer - affirming the need to recruit and retain great teachers.
- For EPP completers, only 54% end up teaching within three years.
 - There is a desire to teach, but great candidates aren't following through and entering the profession.

A WAY FORWARD

We Must Elevate the Teaching Profession



**Better Teacher
Supports**



**Advancement &
Growth Opportunities**



**Tailored Measures
of Effectiveness**



**Competitive
Salary**



Respect

PEPSC DRAFT PLAN

Background

2018: NC Education
Human Capital
Roundtable Formed

April 2021: Four PEPSC Subcommittees Formed

February 2021: HCRT Presented to SBE

2022: PEPSC Presents to SBE (x2)

Four PEPSC Subcommittee Members

Prep and Entry
Dr. Hank Weddington
Ms. Tonya Smith
Ms. Ashley Bailey
Dr. Donna Thomas
Ms. Rae Thompson
Ms. Lydia Hedrick
Mr. Scott Rhodes
Dr. Jennifer Hefner
Dr. Tony Jackson
Dr. Jennifer Russell
Dr. Heather Bower
Dr. Sheryl Long
Dr. Erin Horne
Dr. Diana Lys
Dr. Christina O'Connor
Dr. Randall Penfield
Dr. Lisa Eads
Dr. Laura Bilbro-Berry
Ms. Leanna Delph
Mr. Phil Kirk
Dr. Olivia Oxendine
Mr. Dayson Pasion
Ms. Charrise Hollingsworth
Mr. Geoff Coltrane
Dr. Van Dempsey

Licensure
Dr. Ann Bullock
Ms. Maureen Stover
Ms. Katherine Joyce
Mr. Robert Ellyson
Ms. Nicole McGhee
Dr. Alvera Lesane
Ms. Lori Stacey
Ms. Virginia Gutierrez
Dr. Connie Locklear
Mr. Oliver Holley
Dr. Kim Creamer
Dr. Chris Godwin
Dr. Amanda Bulliard Maxwell
Dr. Vivian Covington
Dr. Brad Smith
Ms. Melissa Tooley
Mr. Andrew Lakis
Mr. Tabari Wallace
Mr. Tom West
Ms. Brenda Berg
Ms. Jill Camnitz
Ms. Kathryn Castelllos
Ms. Sarah Greer Koenig
Dr. Westley Wood
Ms. AJ Hammond
Ms. Deborah Hoffman
Dr. Stephen Gainey
Mr. Dayson Pasion
Ms. Charrise Hollingsworth
Mr. Geoff Coltrane
Ms. Tamika Walker Kelly
Ms. Lee O'Neal
Dr. Christopher Blanton

Advancement and Development
Ms. Maureen Stover
Ms. Tonya Smith
Ms. Jeanette Owens
Ms. Felicia Brown
Dr. Don Phipps
Dr. Pascal Mubenga
Dr. Gregory Monroe
Ms. Sandy Kinzel
Dr. Alfred Bryant
Dr. Laura Hart
Dr. Nancy Ruppert
Dr. Nakeisha Williams
Dr. Patricia Bricker
Ms. Melissa Tooley
Ms. Francelia Burwell
Ms. Kisha Clemons
Ms. Jennifer Brinson
Mr. Mike Martin
Dr. Angela Quick
Dr. Jeff McDaris
Mr. Andrew Lakis
Mr. Tabari Wallace
Ms. Jill Camnitz
Mr. Dayson Pasion
Mr. Geoff Coltrane
Ms. Charrise Hollingsworth
Ms. Dee Grissett
Mr. Steven Gupton
Dr. Michael Maher

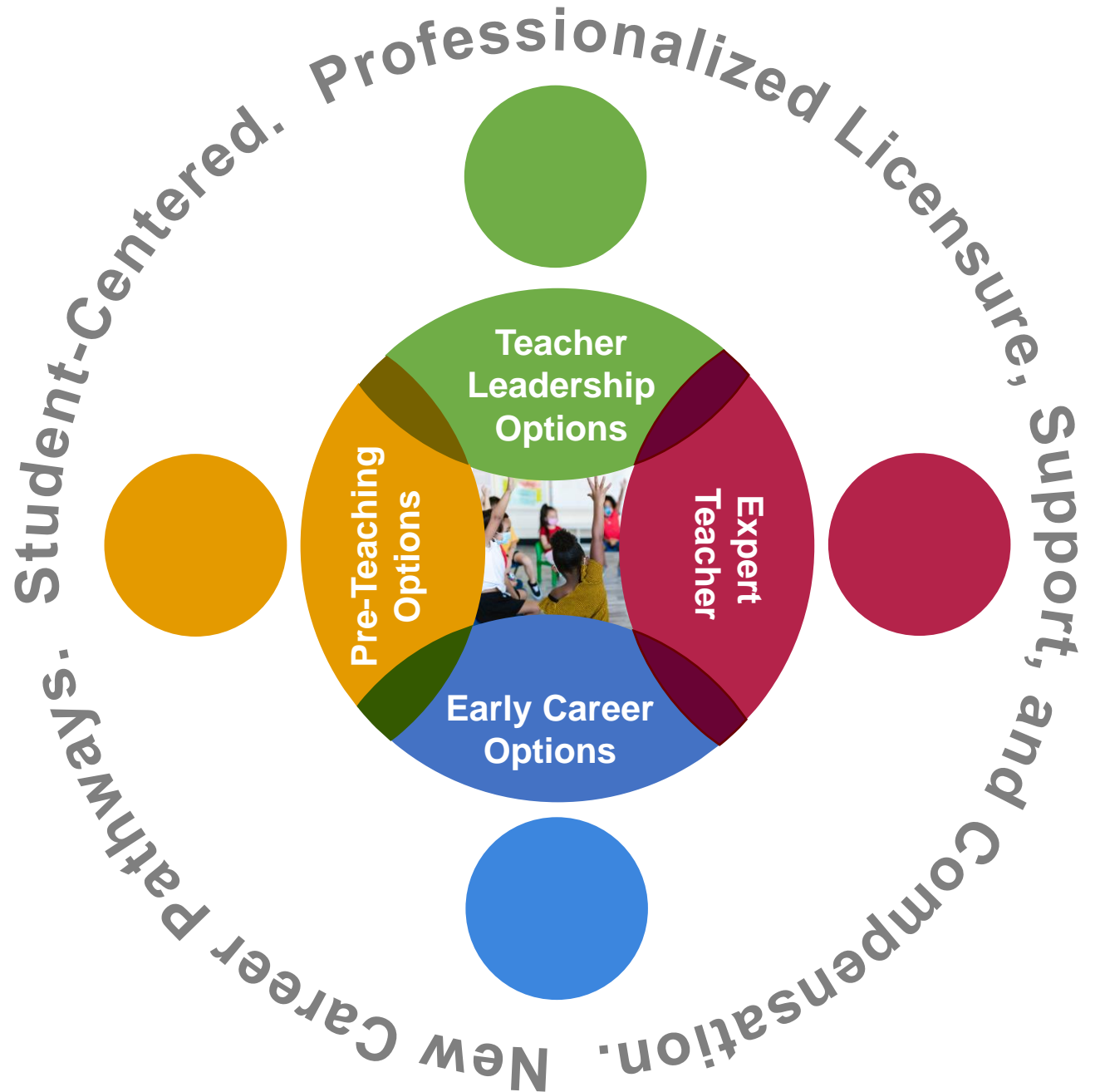
Budget and Compensation
Dr. Anthony Graham
Ms. Wendy Cabral
Mr. Dan Swartz
Ms. Katie Sunseri
Mr. Dean Richardson
Ms. Jeanette Owens
Dr. Ethan Lenker
Dr. Bryan Hassel
Dr. Marcie Holland
Dr. Stephen Martin
Ms. Shawnda Cherry
Dr. Bill Griffin
Ms. Lori Fox
Dr. Myra Cox
Dr. Amy Holcombe
Dr. Monica Lambert
Dr. Jackie Ennis
Dr. Erika Williams
Mr. Chad Aldeman
Ms. Bernice Sanders Johnson
Superintendent Catherine Truitt
Mr. Tom West
Mr. Tabari Wallace
Ms. Brenda Berg
Mr. Freebird McKinney
Mr. Dayson Pasion
Ms. Charrise Hollingsworth
Mr. Geoff Coltrane
Mr. Julio Morales
Dr. Aaron Fleming

PEPSC's Student-Centered Focus

- Goal: Keep great teachers in the classroom and attract highly qualified, diverse candidates into the profession.
- Principle 1: Do our ideas have a positive impact on students?
- Principle 2: Are our ideas measurable in an authentic setting (in the presence of students and their learning)?

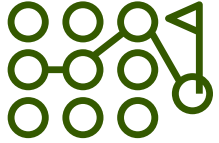
A Professional System of Support

To elevate the teaching profession, teachers deserve an improved system of effectiveness-based licensure requirements, professional supports, and career pathways. Within the system, there are four possible career phases that are interconnected, flexible, progressive, and focused on teacher and student success.



The Benefits of the Proposed System

This proposed system reform aims to professionalize the teaching career and make the teaching profession more attractive. While every educator's journey will look different, they can each expect help in their careers at each phase.



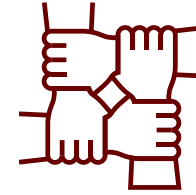
Optional Career Paths

Effective teachers can now extend their reach to more students without leaving the classroom. Whether choosing to take on a more challenging classroom or becoming a teacher leader, teachers with demonstrated effectiveness can apply for advanced roles that include substantial compensation increases.



Apprenticeship

Offering a new apprenticeship pathway into teaching allows more degree-earners to try on teaching while being compensated, and it connects with the 2+2 pathway. Available to traditional or 2+2 EPP students for their student teaching as well as post-Bacc teacher candidates who want to experience a classroom setting.



Teacher Support

To provide individualized professional learning support, each early career teacher will receive a professional advancement account to access a variety of professional development opportunities.



Mentorship

Each practicing and early career teacher will benefit from the guidance of seasoned educators, with scaffolded support that is higher in the earlier years. Early career teachers will also have in-classroom supports from a teacher mentor.



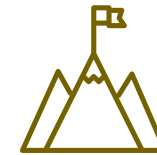
Compensation

Pay will no longer be restricted to time served; rather, teachers will be professionally compensated for growing their skills and effectiveness, extending their reach to more students, and leading their peers.



Effectiveness Measures

Professionals deserve to know their strengths and receive positive, ongoing feedback. To understand teaching impact, there must be many types of authentic measures used regularly, not a single measure in time, and they must connect to a teacher's daily responsibilities of leading their classrooms, not add to it.



Incentivizing Quality Preparation

In most cases, traditionally prepared teachers are the best in North Carolina. Any approved EPP that successfully prepares individuals for the job will ensure their graduates start at a higher entry license and pay level. Demonstrating professional and compensation growth will be an important tool for recruiting EPP candidates.

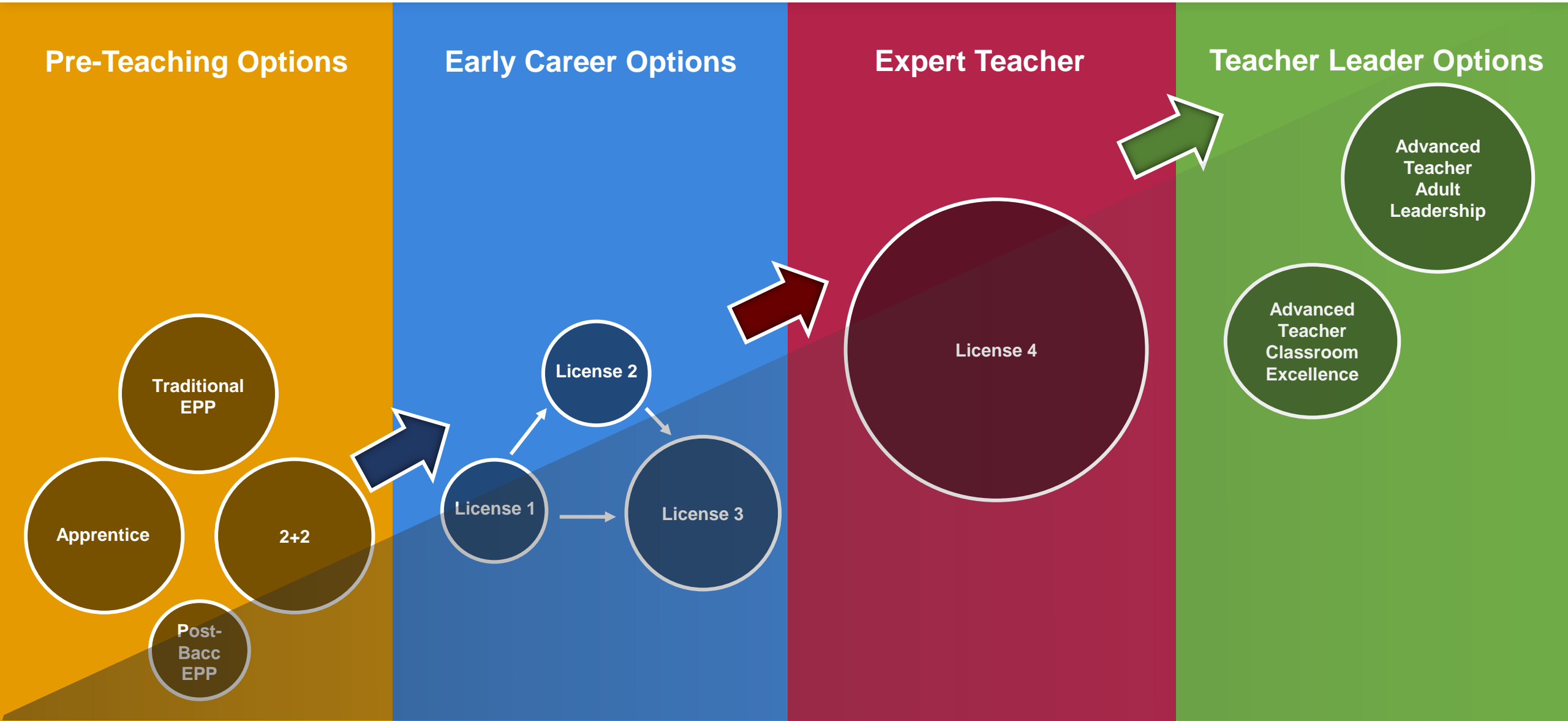


Scaffolded Responsibilities

Every new teacher needs extra time and support to learn how to best lead their classrooms. The new system sets realistic classroom responsibilities at the start that grow overtime as a teacher is better supported and improves their skills.

The Individual Journey

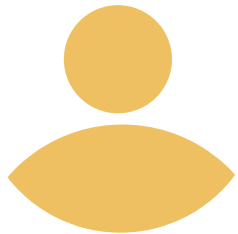
While there are four professional phases within this plan, there are a variety of options for how each aspiring educator is able to move through them. Various stages constitute each phase and how different individuals can choose to move both forward and upward.



Career Phases in Practice

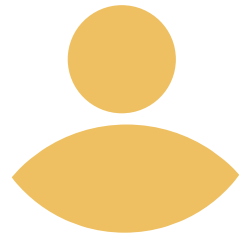
Clear career options and phases will help attract, empower, support and retain teachers. They will incentivize great teachers to lead from the classroom and continue to make a positive impact on students and colleagues.

Pre-Teaching Paths



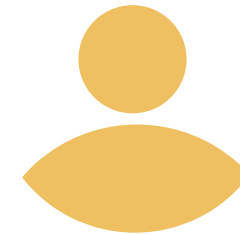
I'm Jenny. I got my associate degree in teaching from my local community college and became an apprentice teacher. I've been getting paid to learn to teach under a great mentor while taking classes to earn my bachelor's degree. I look forward to teaching my own class next year after I graduate.

Pre-Teaching Paths



I'm Santiago. I earned a bachelor's degree in biology but working in a lab wasn't right for me. I decided to take a teaching apprenticeship so I could learn classroom pedagogy on the job before becoming a teacher of record.

Pre-Teaching Paths



I'm Richard. I just graduated from university and completed my paid student teaching. Knowing that I have career autonomy, better supports and adequate compensation reassures me that I have every chance to be successful as a future educator.



Proposed Minimum Salary - \$30,000

(Does not include district supplements, or other bonuses funded by the legislature)

PEPSC Draft -
March 2022

Requirements:

- Associate's Degree
- 60 credit hours towards a baccalaureate degree
- CTE licensure areas require 3 years of relevant work experience

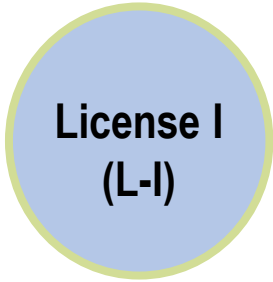
Supports:

- Must work under direct supervision of an Expert or Advanced Teacher
- May qualify for TA to Teacher funding if applicable
- Must be served by a new state-approved Initial Teacher Success Program

Additionally:

- Licensure candidates in clinical residency may qualify for apprentice salary for the 16-week internship period





Proposed Minimum Salary- \$38,000

(Does not include district supplements, or other bonuses funded by the legislature)

PEPSC Draft -
March 2022

Co-teacher of record

Requirements:

- Baccalaureate degree or higher
- 18 hours relevant content (determined by employer *and* EPP for residency license)
- Must be affiliated with an EPP or employer that guides routing

Supports:

- In-class supervision by Advanced Teacher (Adult Leadership) for 5+ hours/week
- Co-teacher of record with Advanced Teacher on all courses; must observe and/or co-teach with co-teacher of record at least one hour/week
- Must be served in employer's SBE-approved Initial Teacher Support Program and supported by the sponsor as defined in the MOU between the District and an Ed Prep Program
- Professional advancement account of \$2.500 total for term of license





Proposed Minimum Salary- \$40,000

(Does not include district supplements, or other bonuses funded by the legislature)

PEPSC Draft -
March 2022

Teacher of record

Requirements:

- Hold all L-I requirements
- Must be affiliated with an EPP or employer that guides routing
- Complete one of the following demonstrations of content and pedagogical skills at a BASIC/FOUNDATIONAL level of understanding:
 - **Content and pedagogy tests**
 - **Micro-credentials** (a form of certification earned by demonstrating competency in one specific area at a time)
 - **New Practical Educator Evidence Review (PEER)** – Principal observation, License IV+ observation, and student surveys

EVASS scores or new Qualitative Growth Review could substitute for content or pedagogy requirement

Supports:

- Coaching, observing or co-teaching with Advanced Teacher for 5+ hours/week
- Must be served in employer's SBE-approved Initial Teacher Support Program and supported by the sponsor as defined in the MOU between the District and an Ed Prep Program
- Professional advancement account of \$2,500 total for term of license





Proposed Minimum Salary- \$45,000

(Does not include district supplements, or other bonuses funded by the legislature)

PEPSC Draft -
March 2022

Teacher of record

Requirements:

- Hold all L-I requirements
- Complete one of the following demonstrations of content and pedagogical skills at an INTERMEDIATE level of understanding:
 - **Content & pedagogy tests**
 - **Micro-credentials***
 - **Practical Educator Evidence Review (PEER)** - Principal Observation, License IV+ observation, and student surveys

EVASS scores or new Qualitative Growth Review could substitute for content or pedagogy requirement

Supports:

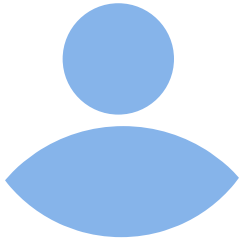
- Weekly Peer Review by Level IV+ educator focused on skill demo as articulated in A&D plan (non-evaluative)
- Must be served in employer's SBE-approved Initial Teacher Support Program and supported by the sponsor as defined in the MOU between the District and an Ed Prep Program
- Professional advancement account of \$2,500 total for the term of the license



Career Phases in Practice

Clear career options and phases will help attract, empower, support and retain teachers. They will incentivize great teachers to lead from the classroom and continue to make a positive impact on students and colleagues.

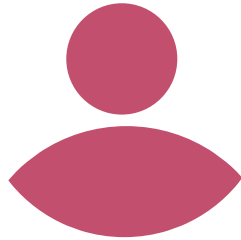
Early Career Options



My name is Madison.

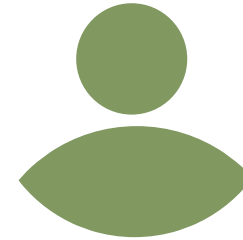
While starting my career, I want to refine my skillset as an educator and advance in my career. Mentor guidance, development supports, and an incentivized compensation system inspires me to achieve professional licensure.

Expert Teacher



I'm Noah, but my students call me **Mr. Hernandez**. Teaching the next generation is my greatest passion, and I'm overjoyed that I get to do it every day. The feedback on my work and increased compensation allows me to stay in the classroom where I can best serve my students.

Teacher Leader Options



Everyone knows me as **Mrs. Nichols**. I've been teaching for 10 years. This school and these students are my life's work. It means everything that I'm able to mentor the next generation of teachers to ensure that they, too, will grow students the way I've aimed to.



Proposed Minimum Salary- \$56,000

(Does not include district supplements, or other bonuses funded by the legislature)

PEPSC Draft -
March 2022

Requirements:

- Complete the requirements for L-III
- Complete one of the following:
 - Demonstrate Effectiveness 3 qualifying years within a five-year window on growth measure through EVAAS (greater than 0) or Qualitative Growth Review (categorical designation (e.g., meeting expectations)
 - Practical Educator Evidence Review (PEER) - Principal Observation, License IV+ observation, and student surveys

Supports:

- License IV Classroom Excellence coaching (MCs)
- License IV Adult Learning coaching (MCs)

Obligations:

- Address state/district/school improvement priorities within Professional Development Plan (PDP)
- Open classroom to observation
- Conduct peer observations

Additional Considerations:

- 5-year renewable license
- Successful renewal comes with a \$5,000 increase in salary





Proposed Starting Salary- Level IV + 10%

PEPSC Draft -
March 2022

(Minimum starting salary would be ≈ \$61.6K (\$56K + 10%); Salary differential only comes with employment in the role)

Requirements:

- Complete the requirements for a L-IV
- Complete one of the following:
 - Exceeding Growth EVAAS or Exceeding Expectations on the Qualitative Growth Review, 3 out of 5 years
 - Practical Educator Evidence Review (PEER) - Principal Observation, L-IV+ observation, and student surveys for 3 qualifying years within a 5-year window

Supports:

- Professional Learning Network supports from the PSU to identify instructional-practice priorities and connect Classroom Excellence teachers across the district

Obligations:

- Address state/district/school instructional practice priorities within PDP
- Conduct model lessons and facilitate peer reflection for instructional practice improvement
- Conduct Peer Observations





Proposed Starting Salary- License IV + 30%

(Minimum starting salary would be ≈ \$73K (\$56K + 30%); Salary differential only comes with employment in the role)

PEPSC Draft -
March 2022

Requirements:

- Complete the requirements for a L-IV
- Complete one of the following:
 - Exceeding Growth EVAAS or Exceeding Expectations on the Qualitative Growth Review, 3 out of 5 years
 - Practical Educator Evidence Review (PEER) - Principal Observation, Level IV+ observation, student surveys for 3 qualifying years within a 5-year window
- Successfully completed a micro-endorsement on adult leadership

Supports:

- Professional Learning Network supports from the PSU to identify professional-practice priorities and connect Adult Leadership teachers across the district

Obligations:

- Address state/district/school professional practice priorities within PDP
- Provide coaching and leadership to facilitate peer reflection and instructional practice improvement
- Collaborate with district and school leaders to address formative aspects of the NC Educator Evaluation Process



Now vs. Future

- **Now:** Teacher licensure is based on inputs.
- **Future:** An outcome-driven model is a more direct measure of teacher preparation and effectiveness than a solely input-driven model.

- **Now:** Licensure exams are the only way to measure skills and abilities.
- **Future:** Teachers demonstrate skills, competencies and effectiveness through a menu of options that sustain the rigor and quality of the profession, while providing flexibility.

- **Now:** Teaching is an undervalued profession.
- **Future:** Teachers are regarded as professionals and provided competitive salaries, professional support, and advancement opportunities.

Myth vs. Fact

- **Myth:** The primary issue contributing to the teacher shortage is teacher pay.
- **Fact:** While compensation is a major factor contributing to teacher shortage, it is not the only factor.

- **Myth:** The draft model will lower standards for teachers entering the profession.
- **Fact:** The contrary is true. The draft model holds all teachers to a higher standard, requiring them to demonstrate effectiveness to advance in the profession.

- **Myth:** The draft plan will shortchange teachers with a master's degree.
- **Fact:** Separate bonuses and local supplements would still apply on top of the new base minimum pay levels proposed. Additional pay for certain degrees or national certification are still up to the legislature.

Myth vs. Fact

- **Myth:** The draft plan discourages teachers to be traditionally prepared.
- **Fact:** The contrary is true. State data shows most traditional EPP prepared students become our highest quality teachers. The draft plan continues to require similar rules for future teachers to choose traditional or alternative preparation program support, but incentivizes teachers to utilize the best routes so they may enter the profession at a higher initial license and pay level.

Defining Success

- Recruit and retain high-quality teachers.
- Teachers are more robustly supported.
- Teachers have opportunities to advance/lead within the classroom.
- Compensation strategy that grows as teachers expand their career.
- Student, workforce and economic success!



NEXT STEPS

Next Steps

- **April 2022:** Bi-monthly updates to State Board of Education on subcommittee progress.
- **Summer 2022:** Submit final PEPSC solution to State Board of Education.
- **2023:** PEPSC solution converted to legislation for General Assembly action.

FEEDBACK