

# *The Public School Forum's Friday Report*

PDF versions can be found at [www.ncforum.org](http://www.ncforum.org)

Volume 11, Issue 23

December 5, 2008

## State Board Approves Framework for NC Board Certification for Principals

Members of the State Board of Education took the first step in ensuring North Carolina as a pilot site for a *National Board Principal Certification*, which is being developed by the National Board for Professional Teaching Standards.

On Thursday, board members approved the report that outlines six recommendations including utilizing the *National Board Principal Certification* rather than developing its own board certification for principals and assistant principals. Dr. Joseph Aguerreberere, President and CEO of the National Board for Professional Teaching Standards has ensured that North Carolina will be a pilot site for the new certification, which will be implemented in the 2010-2011 school year.

Another significant recommendation found in the report allows for National Board Certified Teachers who move into the role of assistant principals to be able to receive the higher of either their salary as a teacher or their salary as an assistant principal, provided they are working with teachers in instructional roles as assistant principals. This recommendation could be implemented at no additional cost to the state, since the individuals would already qualify for the higher salary.

The N.C. Principals & Assistant Principals' Association (NCPAPA) and the N.C. Association of School Administrators (NCASA) have both highlighted securing funds for the pilot as one of their major goals for the 2009-2011 General Assembly Session.

"It is an initiative both organizations feel strongly about," said Emily Doyle, NCPAPA Assistant Director. "Schools' success is determined largely by its leadership, we want to ensure that we have a steady pipeline of high-quality leaders to run our schools." A full copy of the report and recommendations can be found at, [http://www.dpi.state.nc.us/sbe\\_meetings/0812/tcp/0812tcp02.pdf](http://www.dpi.state.nc.us/sbe_meetings/0812/tcp/0812tcp02.pdf).

## Commission Finalizes Recommendations To 2009 General Assembly

This Tuesday the Joint Legislative Commission on Dropout Prevention and High School Graduation met to review and finalize their findings and discuss their recommendations to the 2009 General Assembly. Technical corrections are needed before the final report is presented to the 2009 General Assembly. The Commission's recommendations are as follows:

## Commission Finalizes Recommendations (cont'd)

1. The General Assembly shall appropriate funds for the 11 Learn and Earn early college high schools that received a planning grant in the 2008-09 fiscal year and are ready to begin operations in the 2009-2010 school year.
2. The General Assembly shall appropriate funds for Communities in Schools of North Carolina, Inc. to place no fewer than 100 graduation coaches in either middle or high schools and give priority to schools that have a 4-year cohort graduation rate of less than 65%.
3. The General Assembly shall direct the Board of Governors of the University of North Carolina to study raising the compulsory attendance age for public school attendance from sixteen to seventeen or eighteen. At a minimum, the study shall examine other states that have raised the compulsory attendance age to determine all impacts, including the effect on the dropout rate and the fiscal impact.
4. The General Assembly shall encourage local boards of education to adopt policies to implement programs that assist students in making a successful transition between the middle school and high school years.

## Goodnight Receives Prestigious North Carolina Award

Congratulations go out to Ann Goodnight, one of 10 recipients of this year's North Carolina Award, the state's highest civilian honor. Ann Goodnight, wife of SAS Institute founder Jim Goodnight, is an education advocate, philanthropist and member of the Forum's Board of Directors. She also serves as a member of the University of North Carolina Board of Governors.

The annual awards were presented on November 17<sup>th</sup> by Governor and Mrs. Easley to individuals who have made outstanding contributions to the arts, public service, and science. Since the first presentation in 1964, more than 230 honorees have received the gold medallion. Past recipients include humanitarian John Motley Morehead, scientist Clyde Hutchison, writer Maya Angelou, businessman and preservationist Richard Jenrette and singer James Taylor.

## NC Director of National Online Learning Initiative Named

Ross White, Associate Director of Educational Programs at LEARN NC and fellow in the 2008-09 North Carolina Education Policy Fellowship Program (EPFP), has been named North Carolina's Statewide Director of e-Learning for Educators (eLE), a federally funded teacher development program set to begin in January 2009.

White and LEARN NC, the internet-based teacher resource program at the School of Education at UNC, have teamed with several North Carolina educational organizations, including the Friday Institute at NC State University, UNC-TV, the North Carolina Department of Public Instruction, and the North Carolina Virtual Public School, to create online courses for eLE. White will oversee these organizations in a partnership with nine other states dedicated to creating and sharing online teacher development courses. Participating states will be able to utilize each other's online content, in order to offer a wider array of development resources for educators.

## NC Director (cont'd)

Other states involved in this project include Alabama, Delaware, Kentucky, Mississippi, Missouri, New Hampshire, Pennsylvania, West Virginia and Maryland.

## Local Educator Publishes Pedagogical Guide to Teaching Dilemmas

North Carolina native Marc Major's recently published book, "The Teacher's Survival Guide: Real Classroom Dilemmas & Practical Solutions" (Rowman Littlefield Education, 2008), is receiving strong reviews from professors, administrators and mentor teachers who are using the guide to improve teachers' motivation, commitment and understanding of student needs. The book offers multiple solutions to handling more than 25 real life dilemmas in the classroom. Mr. Major has taught, trained and mentored secondary students, teachers, employees and executives in the corporate and government worlds for more than 10 years. An excerpt of the book can be read in [November's NJEA Review](#), the New Jersey Education Association's member magazine.

## Out-of-Field Teaching Persists Across the Country

According to a report released last week from the Education Trust, out-of-field teaching persists among the nation's schools, despite reports from states claiming to have done away with the practice. The report, "[Core Problems: Out-of-Field Teaching Persists in Key Academic Courses and High-Poverty Schools](#)", found a disproportionate impact on low-income and minority students, with children in high-poverty schools to be almost twice as likely than those in more affluent schools to be taught by out-of-field teachers.

The Core Problems study compared 2003-04 school year data from what states reported under the NCLB law to the Schools and Staffing Survey (SASS), the National Center for Education Statistics' ongoing study of teachers. "Core Problems" found that in 17 states, a higher number of qualified teachers were reported under NCLB than their teachers reported in the federal (SASS) survey.

Out-of-field teachers are those who hold neither certification nor academic majors in the field in which they teach. Under the NCLB law, states are required to staff core academic classes with "highly qualified" teachers: those who are fully licensed, hold a bachelor's degree, and demonstrate content-matter knowledge in their field. Overwhelming evidence demonstrates that a teacher's credentials measurably affect student achievement. The SASS data has shown that for students in high-poverty and high-minority schools, access to highly qualified teachers remains elusive.

The report calls on local and state K-12 and higher education officials to re-examine policies that may lead to out-of-field teaching. The report also highlights state and local efforts to improve methods for recruiting, training and attracting teachers. According to the report, the teachers are not to blame for their teaching assignments. While it found sometimes the problem is due to teacher shortages or inadequate teacher preparation, it also found that out-of-field

## Out-of-Field Teaching (cont'd)

teaching is ‘rampant even in disciplines in which shortages do not exist and in states with a surplus of teachers for available vacancies in all fields’.

---

The *Friday Report* is published weekly by the Public School Forum of NC and is distributed to Forum Board members, legislators active in education policy, the press, and Forum subscribers. Archived editions can be found at [www.ncforum.org/doc](http://www.ncforum.org/doc) .