



Input & Recommendations:

NC Pathways to Excellence for Teaching Professionals

Who is the Public School Forum?

Our Vision

All North Carolina children shall have the opportunity to reach their full potential through equitable and meaningful public education that nourishes our state's civic and economic vitality.

Our Mission

To provide trusted, nonpartisan, evidence-based research, policy analysis and innovative programs that empower an informed public to demand that education best practice becomes common practice throughout North Carolina.

Input Approach

NC Pathways to Excellence for Teaching Professionals

- The Public School Forum conducted seven focus groups with the following:
 - Principals
 - District Leaders (including HR Directors, Superintendents, & Asst. Superintendents)
 - Educator Preparation Program Representatives
 - Board of Education Members
- A total of **over 120 stakeholders** from **57 counties** participated in the focus groups. NCPAPA, NCSBA, and the RESAs assisted in inviting the participants.

Focus Group Facilitators



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Sr. Director
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Executive Director



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Focus Groups

- The Forum provided each participant with the [video introduction](#) developed by DPI with Tom Tomberlin and a [graphic organizer](#) to organize their thoughts.
- The Forum reviewed the Draft NC Pathways to Excellence for Teaching Professionals.
- Discussed the following as a group:
 - What do you like?
 - What challenges do you see?
 - How would you fix it?
 - What resources do you need?
 - What questions do you have?

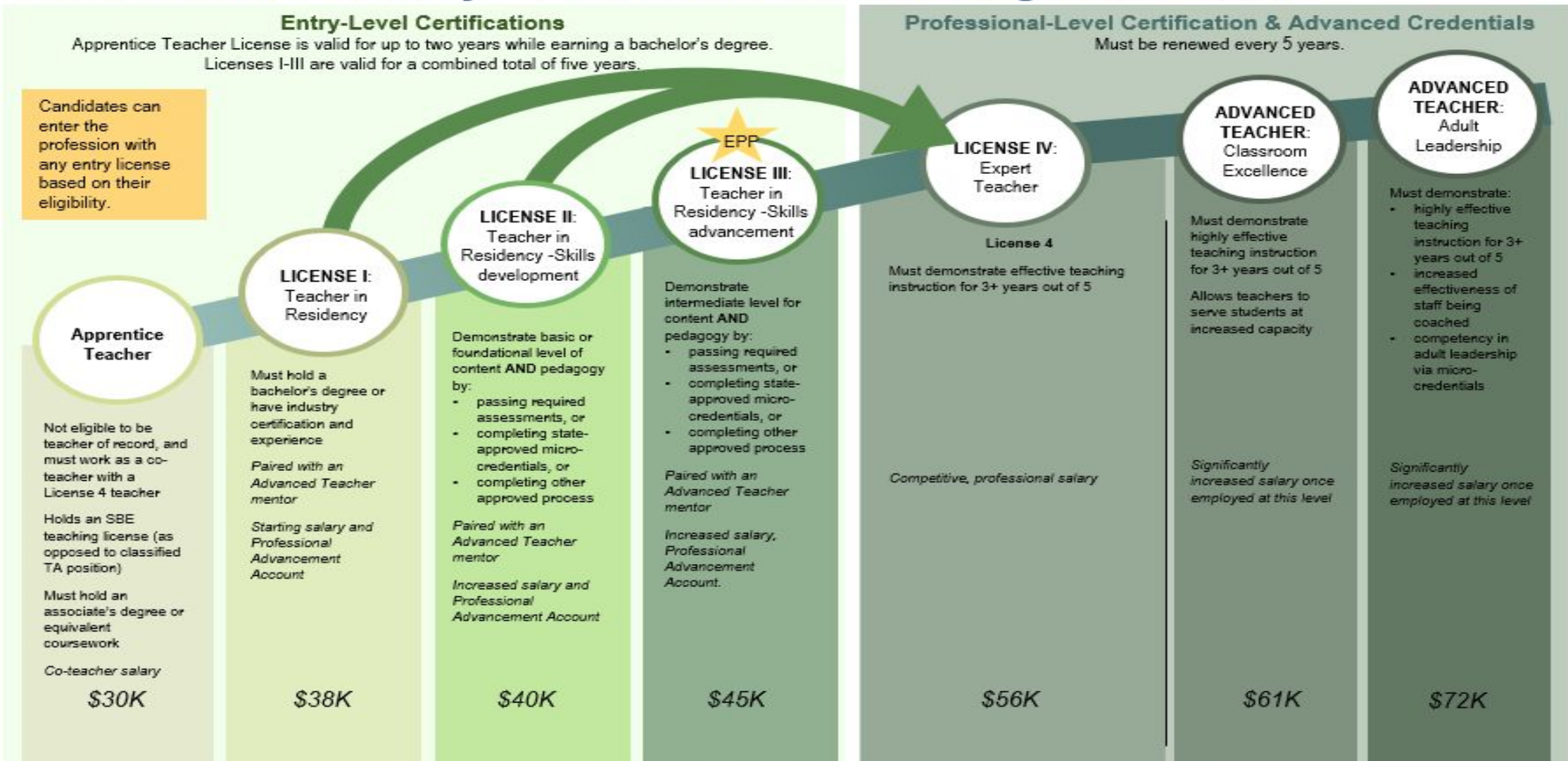
North Carolina Pathways to Excellence for Teaching Professionals

Recruitment

COLLEGE/
UNIVERSITY

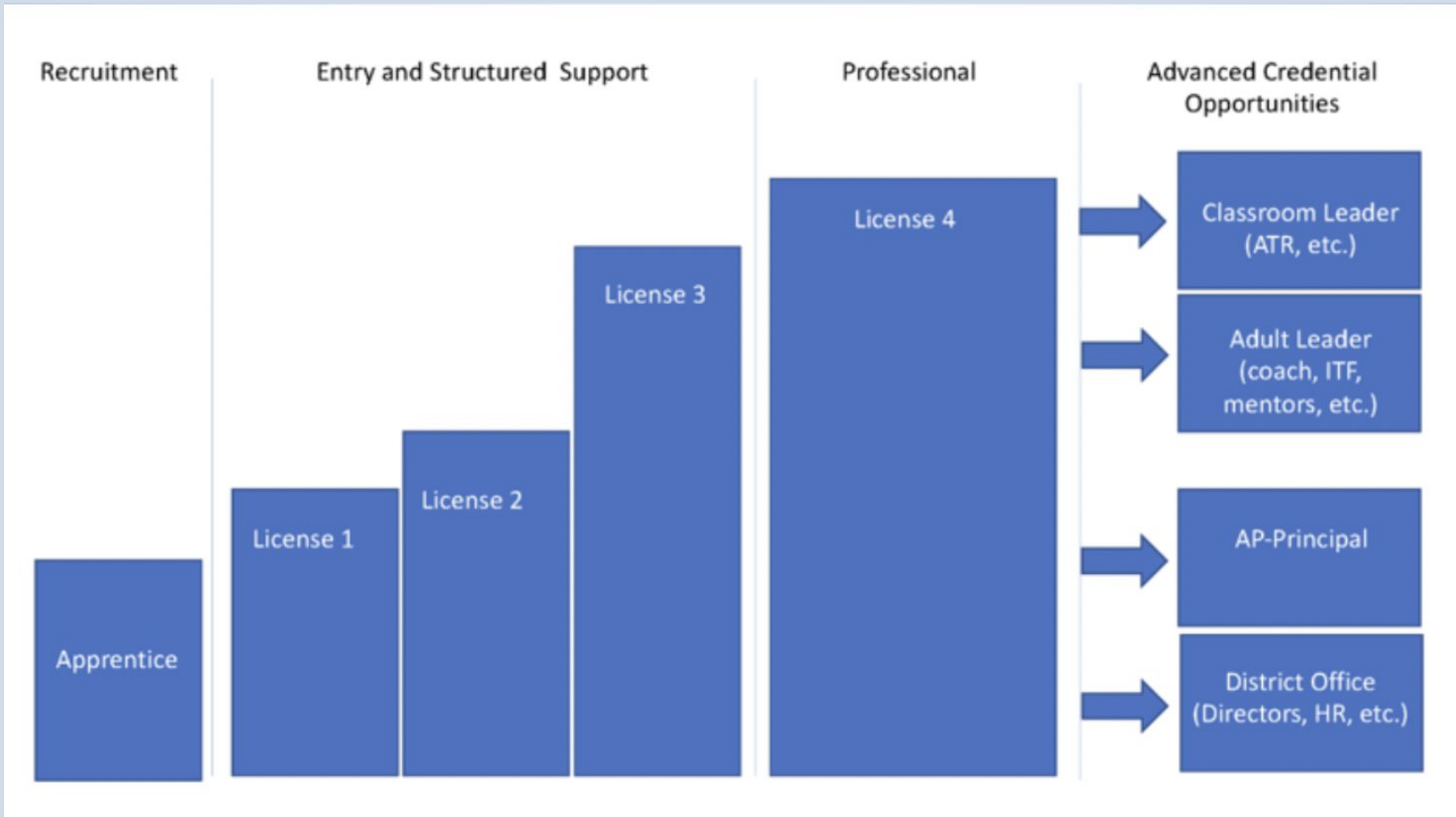
INDUSTRY
EXPERIENCE/
CERTIFICATION

PROPOSED
STARTING
SALARY



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.



Data Analysis

- The Forum had notetakers for each focus group session and recorded the session to capture additional details as needed.
- The Forum coded the data collected across all of the focus group sessions to determine themes that emerged and the volume of comments related to the themes.
- The Forum summarized the primary themes for each of the five major questions.
- The Forum developed this slide deck with the high-level data and a brief with more information of the key themes and the detailed data in the appendices.

Implementer Input & Recommendations

What do you like?

- 1. Opportunities for Growth and Career Advancement**
 - a. Incentives/Advanced Roles
 - b. Recognizing Excellence/Competency-Based/Multiple or Optional Measures
- 2. Alternative Entry Points and Pathways**
 - a. Opportunities for TAs to Become Teachers while Working at the School
 - b. Funded Apprenticeship Opportunities
- 3. Potential for Higher Compensation and Higher Starting Salary**
- 4. Access to Professional Advancement Funds**
- 5. Opportunities for Co-Teaching and Mentorships**

What challenges do you see?

1. Complexity of Approach
2. Human Capacity and Fiscal Resources Required for Implementation (State, District, School, EPP)
3. Lack of Clarity and Issues with the Evaluation Process
4. Compensation and Recruitment
5. Lack of License IV Educators/Advanced Teacher Roles Needed for Model to Work

What challenges do you see? (continued)

6. Ability to Pay for Locally-funded Positions
7. Potential Equity Concerns
8. Potential to Create Competition among Educators
9. Lack of Clear Role for EPPs
10. Pressure on Schools/Principals to Support or Drive the Licensure Process

What questions do you have?

1. Evaluation/Assessment Components
2. Transition from Current Licensure System to New Pathways
3. Compensation
4. Fiscal and Human Capacity
5. Equity Among Districts and Schools/Incentive to Teach at High Need Schools

What questions do you have? (continued)

6. Allotments
7. Reciprocity and Transition from Another State/County/Subject
8. Advanced Teaching Roles
9. Micro-Credentials
10. Charter Schools

What resources do you need?

1. Human Capacity at the State, EPPs, Districts, and Schools for Implementation
2. Fiscal Resources
3. Capacity Building for Inter-rater Reliability, Calibration, Peer Reviews, Adult Learning, and Mentoring
4. Clear and Consistent Observation/Evaluation Standards
5. Support for Educators
6. Advanced Teaching Roles Allotment(s)
7. High Quality, Effective Professional Learning and Micro-Credentials

How would you fix it? What recommendations do you have?

1. Pilot the Program, Multiple Measures, and Other Aspects of the Model
2. Keep It Simple: Create a Clearer Path and Explanation
3. Increase Human Capacity for Implementation (State, District, School, EPPs)
4. Increase Compensation, especially for Additional Duties
5. Ensure NBCT and Master Degree Pay Supplements

How would you fix it? What recommendations do you have? (continued)

7. Create/Include Balanced, Multiple Measures
8. Address Implementation Issues in the Model Itself
9. Include Critical Components for Current Educators in the Model
10. Ensure Equity across Educators, Schools, and Districts in the Model
11. Include Reciprocity and Additional Pathways to Increase Recruitment

Sub-Committee Specific Suggestions

Sub-Committee Specific Suggestions: Preparation & Entry

- Clarify the role of Educator Preparation Programs under the new model
- Recognize and build on success of traditional EPPs in preparing effective educators who stay in the profession long-term.
- Clarify where and how student teachers fit in.
- Honor advanced degrees.

Sub-Committee Specific Suggestions: Licensure

- Simplify and clarify the model.
- Support removing barriers (eg. Praxis) and including multiple measures to demonstrate effective teaching, but need clarity on what the multiple measures will be, how they will predict or measure “effectiveness,” and how reliability, subjectivity, and validity will be achieved.
- Clarify where current educators will fall under the new model.

Sub-Committee Specific Suggestions: Advancement & Development

- Ensure clear, consistent standards for evaluations and observations. Provide training for evaluators to ensure equity and inter-rater reliability.
- Ensure adequate time and supports are in place for teachers taking on advanced roles. Increase teacher assistant positions, create 11 or 12 month positions to provide time for training, planning, mentoring, and evaluations.
- Clarify who will create and vet micro-credentialing programs to ensure they are high-quality and consistent.

Sub-Committee Specific Suggestions: Budget & Compensation

- Ensure funding is in place to support full implementation of the new model at all levels (state, district, school).
- Clarify where existing teachers will fall, ensure hold harmless is in place.
- Move forward with increasing compensation now, compensation (especially starting salary) must be more competitive compared with other industries.
- Ensure NCBT supplements are maintained.
- Maintain/reinstate master's degree supplements.
- Ensure smaller, lower wealth districts have the resources to support and retain advanced teachers.

Next Steps

- Share Brief and Specific Questions and Input with PEPSC and Subcommittees, State Board of Education, Participants, and General Public
- Provide Additional Details and/or Connections to Stakeholders as Helpful
- Solicit Additional Input on Future Versions of the Teacher Licensure Pathways
- Provide Recommendations throughout Process Based upon Input



Thank you!

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