



Public Schools of North Carolina

Updates on SB 599 Implementation and Proposed EPP Accountability Model in HB 107

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General SB 599 Updates



General Feedback from Field

- Residency License – no strong negative feelings. Concern about how less common license areas (e.g. Foreign Language, Adv. Science) will be supported.
- Fidelity of implementation with regard to geography.
- Requirements often seen as obstacles to employing teachers. LEAs, in general, would support less restrictive access and empowering employers to weed out ineffective candidates.



Professional Educator Preparation and Standards Commission

- Viewed as a strong contributor to policy development
 - Captures stakeholder input into recommendations
 - Membership represents stakeholders from across the teacher prep pipeline
- Potential problems to efficiency as legislative rule requirements set in



Lateral Entry and Residency License

- April 15, 2019 last day for guaranteeing a lateral entry license
- Residency models began ramping up Fall 2019
- Three year transition away from lateral entry and towards residency



Lateral Entry and Residency License

- As of January 1, 2020:
 - 4,678 teachers in NC under lateral entry license (existing prior to June 30, 2019)
 - 895 teachers in NC under residency license

Alternative Pathway Candidates	
FY2019 (Lateral)	FY2020 (Lateral + Residency)
5,228	5,570

- Residency model increases complexity of processing
 - additional touch points between the EPP, LEA, and DPI
 - annual updating



Reporting Obligations

- Most data required in SB599 and updated in HB107 have already been collected multiple years
 - Did not increase burden on EPPs or DPI
- Perpetual challenge to meet the December 15 reporting deadline
 - Annually file for extension to April
 - Teacher effectiveness data not available until November
 - Must present and approve to the Board of Education



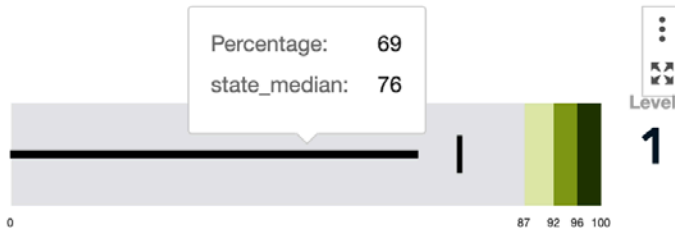
New Online Reporting Dashboard Initial Offerings

Performance Indicator	HB 107 Ref
Evaluation Ratings	1.a.1
Student Growth	1.a.2
Student Proficiency	1.a.2
Candidate Satisfaction with EPP	1.a.3
# Students Applying to EPP	1.b.3.a
# of Students Admitted to EPP	1.b.3.b
# of Students Completing EPP	1.b.3.c
# Graduates Licensed in NC	1.b.3.d
# of Graduates Employed in NC	1.b.3.e
# and % of Graduates Converting from Residency to (IPL or CPL)	1.b.3.f
Candidate Scores: HS GPA/ACT/SAT/CORE	1.b.4
EPP Graduation Rate	1.b.5
EPP Time to Graduation	1.b.6
Pass rates on Licensure Exams	1.b.7
% of Graduates Receiving IPL	1.b.8
Retention Rates of Beginning Educators for >=2 years	1.b.11
Employer Survey	1.b.12
Enrollment Trends	n/a*
Employment Distribution (where graduates teach)	n/a*
EPP Selection Criteria	n/a*
Individual Program Snapshots	n/a*



Dashboard Example: Accountability Measures

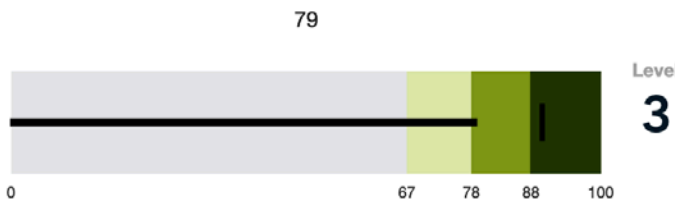
Annual Teacher Evaluation



By Subgroup

Race/Ethnicity	Gender	Percentage	Level
African-American	All	37	1
African-American	Female	89	2
African-American	Male	76	1
All	All	69	1

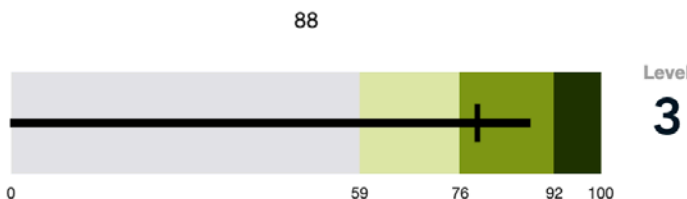
Student Growth



By Subgroup

Race/Ethnicity	Gender	Percentage	Level
African-American	Female	69	1
African-American	Male	59	1
All	All	79	3
All	Female	90	2

Recent Graduate Survey



By Subgroup

Race/Ethnicity	Gender	Percentage	Level
African-American	Male	66	2
All	All	88	3
Hispanic	Female	76	3
White	Female	75	2

New Online Reporting Dashboard

- Targeting public release April 2020 following approval from Board along with Performance Reports and Report Cards
- Following initial offering, will continue to work to expand and differentiate offerings by stakeholder
- Development work funded by a grant from Bill and Melinda Gates Foundation.
 - Ongoing sustainability of work is currently unfunded



Expanding EPP Pipeline Since SB 599 Implementation

EPP	Candidate Numbers	CAEP Approval	State Approval
Central Carolina Teaching Initiative	57		X
Charlotte Mecklenburg Schools	90		X
Western Governor's University	300	X	
Teachers of Tomorrow	495		X
Aspire Teacher Preparation	0 (new)		X



Legislative Suggestions

- Exempting DPI from legislative rule requirement
 - negatively impacts efficiencies to react to needs of the field
 - The public/stakeholder comment period of legislative rules is covered in how PEPSC conducts its work
- Licensure – incorporating multiple pathways to establish competency to teach
- Adjusting the annual reporting obligations deadline to April 15 from December 15 reporting deadline
 - Removes annual time extension requests
- Re-evaluate need for static performance reports in light of interactive dashboard



Preservice Requirements for Residency License

Teachers in the first year of their Residency License must receive 10 days of professional development from the LEA designed to support a successful classroom experience. Through this training, the LEA will provide:

- an overview of the school's/system's goals, policies, and procedures;
 - an overview of the State Board of Education's Mission and Goals;
 - a description of available services and professional development opportunities;
 - the process for achieving a continuing license;
 - the guidelines for optimal working conditions for all novice teachers;
 - training on the North Carolina Educator Evaluation System;
 - a review the NC Standard Course of Study including end-of-grade and end-of-course testing;
 - a review of local curriculum guides;
 - training in lesson planning
 - assistance in classroom organization
 - instruction on classroom management including positive management of student behavior, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate use of seclusion and restraint;
 - an overview of the identification and education of children with disabilities
- OR**
- completion of North Carolina Effective Teacher Training upon issuance of a Residency License.
 - The required 10 days of professional development may be completed through one of the following options:
- The LEA may choose to provide all 10 days during the preservice period, OR,
The LEA may provide five days of preservice training with a commitment to provide an additional five days of professional development throughout the teacher's first year of Residency Licensure.



Preservice Requirements for Emergency License

- Beginning with the 2017-2018 academic year, NCDPI may issue Emergency Licenses for a teaching assignment at the request of the LEA or charter school. The Emergency License is a one-year nonrenewable license issued to an individual who:
- holds a baccalaureate degree with 18 hours of coursework relevant to the requested licensure area but has not completed a recognized educator preparation program, and;
- does not qualify for a Residency License.
- **Applicants for an Emergency License shall meet all other requirements established by the NCSBE, including preservice training, prior to teaching.**

NOTE: Once an individual holds a Residency License, the individual may not hold a Permit to Teach or an Emergency License.



Additional Pedagogy Requirements to SB599 in Policy

- I. EPPs shall include instruction in:
 - academically and intellectually gifted children.
 - The skills and responsibilities required of educators; including evidence-based practices, as defined by ESSA research Tiers 1-4, essential for early career success in content instruction, reaching diverse populations of students, and classroom management.
 - North Carolina professional evaluation standards appropriate to the student’s career aspirations (e.g. Professional Teaching Standards, Standards for School Executives, Standards for Superintendents).



Additional Pedagogy Requirements to SB599 in Policy

II. Training specifically for elementary teachers shall include:

- Adequate coursework must include, at a minimum, instruction in: mathematics content for teachers, the teaching of mathematics, the teaching of reading, and the teaching of writing that prepares students to meet established proficiency expectations as measured by SBE adopted assessments.



Additional Pedagogy Requirements to SB599 in Policy

III. Training specifically for elementary teachers and special education general curriculum teachers shall include:

B. Instruction in strategies and practices aligned with state and national math standards including:

1. Instruction in the teaching of mathematics, with attention to content such as number and operations, early algebra, measurement, geometry, and data, as well as attention to pedagogical issues such as high-quality tasks, classroom discourse, instructional moves, and the use of mathematical language and representations
2. Instruction in evidence-based learning trajectories and how to identify what students are able to do and what is needed to address their needs including;
 - a) how to identify which mathematical concepts/skills students have and have not demonstrated, and,
 - b) how to plan for instruction based on student strengths and needs as determined by the evidence.
3. Preparation to understand the strengths and weaknesses of given instructional supports and in how to adapt and utilize mathematical resources to advance instruction.
4. Instruction in designing learning experiences for children that are aligned with the specific learning goal(s).



Additional Information

- Pedagogy requirements for programs meet expectations outlined in SB599,
 - §115C-269.20. Content and pedagogy requirements.
- GPA calculation is the average of each reported candidate in the pipeline at the time of entering the EPP



General HB 107 Updates

Accountability and Sanctions Model



Small Group Exception



HB 107 Requires Three Measures of Accountability

1. Performance based on the standards and criteria for annual evaluations of licensed employees (NCEES).
 2. Proficiency and growth of students taught by educators holding an initial professional license, to the extent practicable (EVAAS).
 3. Results from an educator satisfaction survey, developed by the State Board with stakeholder input, performed at the end of the educator's first year of teaching after receiving an initial professional license.
- State board shall adopted rules necessary to establish standards of performance September 2019
 - Each measure disaggregated by race, sex, and ethnicity



Accountability Thresholds

- For the 2018-19 academic year, the Board of Education set the thresholds for accountability and level designation as follows:

Accountability Measures	Sanctionable Level 1	Level 2	Level 3	Exemplary Level 4
Annual Teacher Evaluation	<88	88-92	92-96	>96
Student Growth	<68	68-78	78-88	>88
Recent Graduate Survey	<60	60-76	76-92	>92

- These ranges will remain in effect through 2023-2024 at which time they will be re-estimated.
- Based off of EPP standard deviations



Accountability Conditions

- Each measure assessed over the three most recent consecutive years of data collected.
- Thresholds met or exceeded at the overall level as well as each of the disaggregated sub groups including gender (male/female), and race/ethnicity (American Indian, Asian, Black, Hispanic, Multiracial, Pacific Islander, White) where sample sizes of those subgroups are sufficient.
- Minimum sample size is 10.



Small Group Exception

- Should an EPP's subgroup(s) fall below the minimum sample size over three years of data, the assessment shall be conducted at the overall, aggregate level.
- Should the overall measure still fall below the sample size of 10, the three-year cumulated overall performance shall be measured against the standards, regardless of how small the cumulated number of group members may be.



Proposed Weighted Model



HB 107, Section 3(a)

- The State Board of Education, in consultation with the Department of Public Instruction and the Professional Educator Preparation and Standards Commission (PEPSC), shall **develop a formulaic, performance-based weighted model** for the purposes of comparing the annual report card information between each educator preparation program (EPP) pursuant to G.S. 115C-269.50.



HB 107, Section 3(b)

- By February 15, 2020, the State Board, in consultation with the Department and PEPSC, shall report to the Joint Legislative Education Oversight Committee on
 - (i) the development of the formulaic, performance-based weighted model for EPPs as required by subsection (a) of this section,
 - (ii) recommendations on the purposes and uses of the weighted model,
 - (iii) recommendations on the time line for possible implementation of the weighted model, and
 - (iv) any legislative changes needed for implementation of the model. The State Board shall not implement the weighted model without express authorization from the General Assembly.



Important Caveat

- This proposal from PEPSC was offered to the Board of Education for discussion in January and up for a vote Feb 6
- Working towards the Feb 15 deadline in HB107 for reporting to the JLEOC



Development Process

- Began October 2018 with two PEPSC subcommittees
 - Met 16 times on this topic
- Included input from EPP Program Leadership, NCACTE, NCICU, UNC-GA, EPIC
- Examined other state models

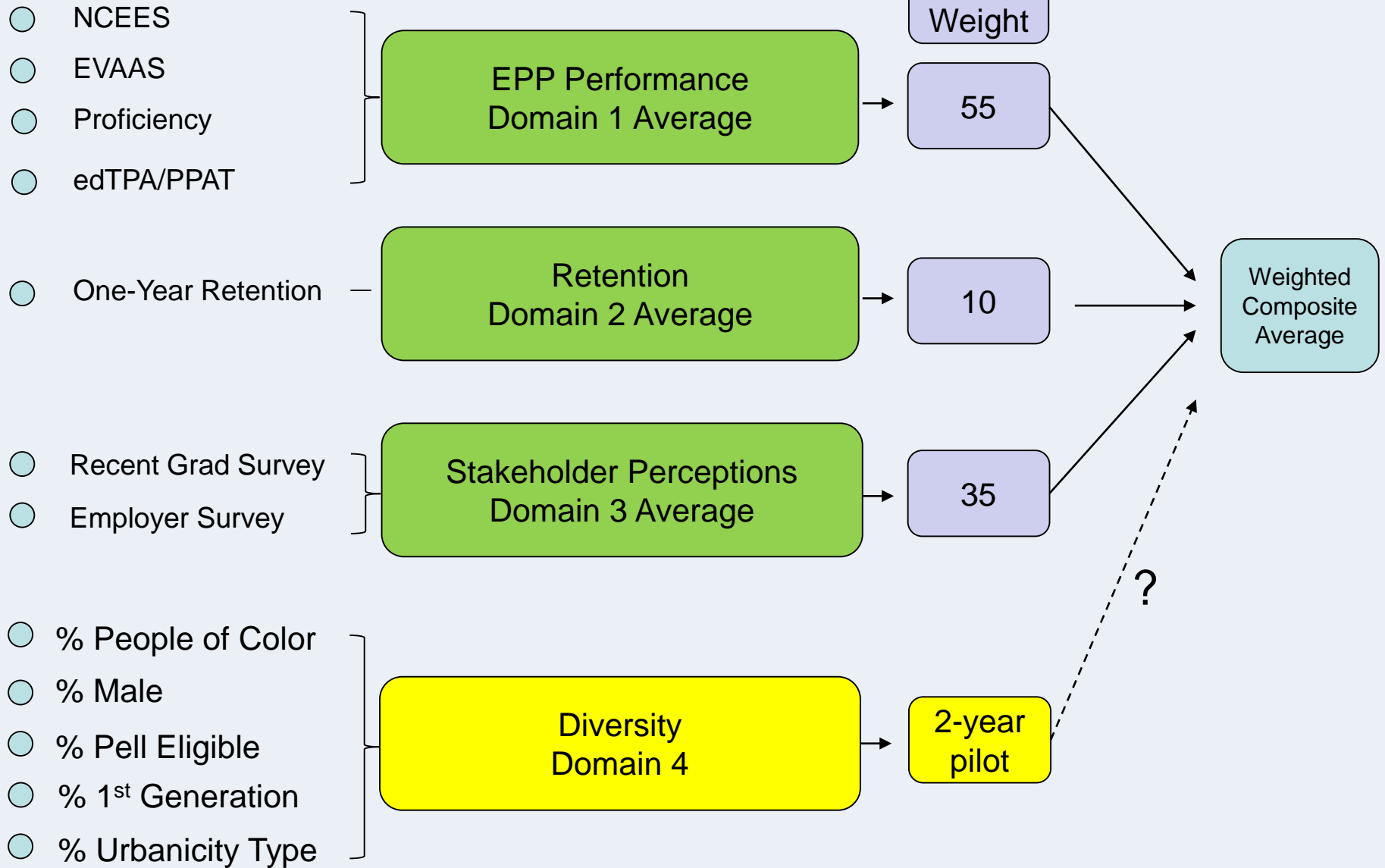


PEPSC Recommendation that the Board is Considering

- 3-Domain Model for application in 2019-20
 - Reported Winter 2021
- Application of sanctions at the weighted composite level in the timeline outlined in 599
 - Provide accountability outcomes in 18-19, 19-20, 20-21 non-consequential for improvement planning
 - Begin warning sanction where needed in 21-22
 - Begin probation sanction where needed in 22-23
 - Begin revoked sanction where needed in 23-24
- Composite converted into a 4-Level System for public reporting
- Collect additional data to consider a fourth domain (Diversity) in 2022



Considering Issues of Diversity



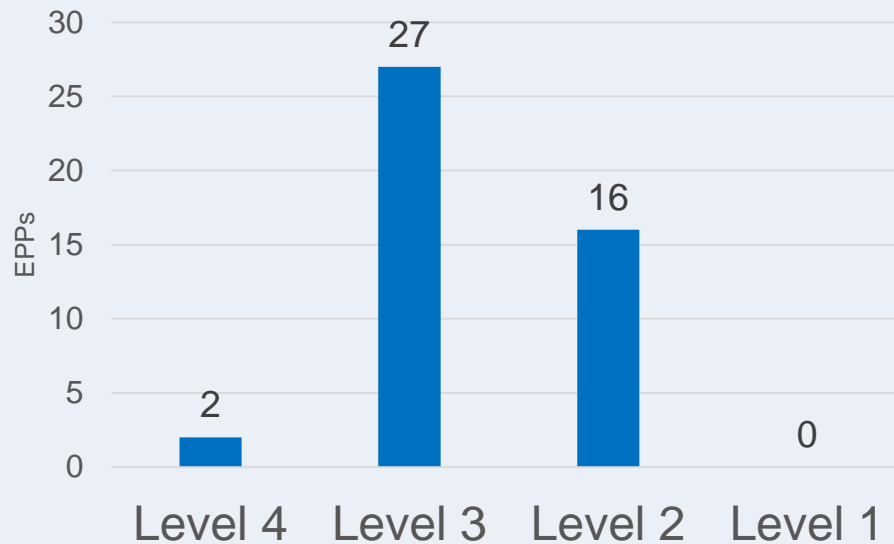
Weighted Composite Score

- Converted into a 4-point level system
 - 4 Exemplary, 1 Sanctionable
- Level system provides
 - a general comparison of programs required in HB107
 - aids in application of sanction model and peer supports



Applying the Model

- With the exception of the proficiency subdomain which is currently not practicable, DPI has multiple years of data for all measures in the proposed model
- When applied to the most recent data available:



Differences Between Current Model (HB107) and Proposed Weighted Model

HB107 Measures

- NCEES
- EVAAS and Proficiency (when practicable)
- Recent Graduate Survey

Proposed Measures

- NCEES
- EVAAS
- Proficiency (when practicable)
- Recent Graduate Survey
- Employer Survey
- edTPA/PPAT
- 1-year retention



Differences Between Current Model (107) and Proposed Model Sanctions

- HB107 requires an EPP to be sanctioned if any of the 3 measures fall below the standard on any subgroup (overall, race, gender, ethnicity)
 - More opportunities for sanction in larger institutions
 - Large programs producing a preponderance of high quality students could be sanctioned for very small portion of students in a subgroup



Differences Between Current Model (107) and Proposed Model Sanctions

- Proposed model assigns sanctions at the weighted composite level
 - One measure per institution that drives sanction application (equitable)
 - Sanction may not be leveraged on an overall healthy program if one measure is below standard
 - Weighted composite model can mask individual measure deficiencies
 - Online dashboard provides increased transparency in EPP outcomes



Sanctioning Concern Identified

- Current sanctions progress over years
 - Year 1 – Warning
 - Year 2 – Probation
 - Year 3 – Revocation
- Little room for error on fixing a sanctioned EPP
 - Employing change in a program is essentially a two year commitment and that is assuming the strategy is correct.

