

**JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE
AGENDA**

FEBRUARY 25, 2004, 10:00 A.M., ROOM 544 LOB

Senator Swindell, presiding

Welcome and Introductions

What is the demand for teachers?

What questions should policymakers ask? (Behind Tab 4)

Lynn Cornett, Southern Regional Education Board

What do NC's numbers tell us? (Behind Tab 5)

Dr. Kathy Sullivan, Director, Human Resource Management, DPI

UNC Teacher Preparation Programs (Behind Tab 6)

Dr. Richard Thompson, Vice-President for University-School Programs, UNC

Dr. Marilyn A. Sheerer, Dean, College of Education, ECU

Lunch

Retaining Retired Teachers (Behind Tab 7)

Background and status of provision

Robin Johnson, Committee Counsel

Preliminary Teacher Satisfaction Survey (Behind Tab 8)

Ann McArthur, Teacher Advisor, Governor's Office

J.B. Buxton, Education Advisor, Governor's Office

JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE
AGENDA
FEBRUARY 26, 2004, 9:00 A.M., ROOM 544 LOB
Senator Swindell, presiding

Welcome

Teacher Certification Process (Behind Tab 9)

Dr. Kathy Sullivan, Director, Human Resource Management, DPI

Teacher Retention and Teacher Quality: National Trends Based on Research and Practice

Eric Hirsch, Senior Director for Policy and Partnership, Southeast Center for Teaching Quality

What is NC doing to retain quality teachers? (Behind Tab 10)

Dr. Kathy Sullivan, Director, Human Resource Management, DPI

**MINUTES
JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE
2003-2004 Session
February 25, 2004**

The Joint Legislative Education Oversight Committee met on Wednesday, February 25, 2004 in Room 544 of the Legislative Office Building. Senator A. B. Swindell presided. Members also in attendance were Co-chairs Rep. Doug Yongue and Rep. Robert Grady; Senators Dannelly, Garwood, Malone, Rucho, Dorsett and Moore; Representatives Bell, Gorman, Insko, Jeffus, Pate, Preston, Sauls and Warner.

Senator Swindell convened the meeting at 10 a.m. and welcomed members, staff and visitors. Senator Swindell introduced himself to members of the committee and guests, having replaced Senator Metcalf as Co-chair. In turn, Representative Yongue welcomed Senator Swindell as Co-chair and pledged looking forward to a good working relationship.

**SOUTHERN REGIONAL EDUCATION BOARD (SREB) REPORT ON
TEACHER DEMAND**

Senator Swindell recognized Lynn Cornett, Senior Vice President of the Southern Regional Education Board, an interstate compact based in Atlanta dedicated to improving elementary, secondary and higher education in its 16 member states. Ms. Cornett's presentation addressed the issue of supply and demand and focused on what questions policymakers should be asking. Her presentation, *What is the Demand for Teachers*, was accompanied by a visual Powerpoint presentation (see Attachment 1).

Ms. Cornett stressed the importance for policymakers to target priorities for their state in order to develop policies. She stressed the importance of developing information and an excellent data system to track information about teachers. Using data compiled from North Carolina, and other SREB states, Ms. Cornett illustrated how supply and demand data could be used to target policies. To determine teacher demand, Cornett advised policymakers to look closely at three key areas: (1) Need. Look at student enrollment and how it is changing to determine how many teachers are needed; (2) Replacement. Look at how many teachers are leaving North Carolina; and, (3) Policies. What kinds of policies are being enacted? e.g., are teacher standards being raised for math in high school requiring a need for more math teachers? In her presentation, Cornett emphasized the importance of working closely with state demographers and economists to determine future student enrollment for North Carolina and cautioned against setting policy for the entire state based on high demand figures for teachers and students in only a few districts. Next, Ms. Cornett discussed with the committee the issue of teacher supply and illustrated how to target policies toward a particular area (either lateral entry, new graduates, teachers coming from another state vs. what is needed). She identified three disconnects to be considered when targeting a specific area -- diversity, subjects and geography and showed examples of how each disconnect affected the total teaching force

in North Carolina. Ms. Cornett also reported that in studies conducted throughout the SREB states, only 1 in 5 certified teacher returns to the classroom after two years and the reserve pool showed a “disconnect” because the majority of the teacher reserve was elementary certified, and not teachers certified in math and science. Ms. Cornett pointed out that in Florida and Arkansas, a large percentage of math and science teachers surveyed reported they would *not*, under any circumstances, return to the classroom because of working conditions and salary. The SREB study indicated that 88% of educators in North Carolina returned to the classroom and for that reason, Ms. Cornett stressed the importance of focusing on the issues raised by educators. Most educators when surveyed expressed a need to have more resources available for professional development and more time to pursue professional development, as well as more time to prepare curriculum. In closing, Ms. Cornett urged the committee overall to (1) look at the total teacher supply and demand picture in North Carolina; (2) consider targeting policies for the different teacher groups in the state; (3) better prepare teachers for the state’s needs; (4) work to reduce teacher turnover in the early years; and, (5) work to address the needs of the large percentage of teachers that remain in the classroom. She concluded her presentation by responding to questions from committee members.

Senator Swindell next called on Dr. Kathy Sullivan, Director, Human Resource Management with the NC Department of Public Instruction to present data from the department’s report entitled, *North Carolina’s Teaching Force Selected Facts and Figures*. (See Attachment 2)

TEACHER DEMAND REPORT

In her opening remarks, Dr. Sullivan reported data indicates that North Carolina does have a teacher shortage. Additionally, while the shortage is worse based on the county, that because of “No Child Left Behind” that will prohibit the state from issuing emergency permits or licenses in which requirements are waived on a temporary or provisional basis, and because of the number of teachers approaching retirement, the shortage is likely to get worse before it improves in the short term. For these reasons, she advised focusing on recruitment and retention of teachers. Dr. Sullivan also pointed out that although the average age of teachers in the state was 42, this figure was deceptive based on the study, which indicated that 27% of teachers currently employed were *above* 50 and another 18% were between the ages of 45 and 50, indicating that a large number of teachers were approaching retirement age. She noted that while data indicated the average length of teaching experience to be 13 years, 18% of teachers currently employed had 25 or more years of experience, indicating that over the next 5 years, 1 in 5 teachers in North Carolina could retire with full benefits. She also reviewed gender and ethnicity data, as well as the types of licenses by school level and the types of degrees by school level.

Dr. Sullivan directed committee members to Page 49 of the Department’s report (see Attachment 2) for a complete definition of each license type. In reviewing each of the license types, she noted that approximately 3% of the state’s teachers who have been issued a temporary permit would not be able to renew their license after July 1, 2006 when “No Child Left Behind” is fully implemented. Temporary permits are issued to

teachers who do not satisfy testing requirements. Additionally, she reported a further loss of 5% when both provisional licenses and emergency permits will not be issued after July 1, 2006. Dr. Sullivan reviewed turnover figures for teachers during the past five-year period from the various regions across the state and reviewed the results of a survey indicating reasons teachers left their jobs. She stated that approximately 18% of teachers left to teach somewhere else and the second reason for leaving was attributed to retirement. Dr. Sullivan continued to review with the committee analysis of vacancies by region and license areas of new hires. Dr. Sullivan reported that in the last few years, NC has hired approximately 10,000 to 11,000 new teachers each year. In tracking these new teachers, Dr. Sullivan said trends show that although lateral entry teachers' retention has improved since 1995, NC is still losing about one-half of the lateral entry teachers after the second year when it becomes necessary for them to satisfy testing requirements. Teachers that have no experience credit when they begin teaching show better retention than lateral entry teachers, but their retention figures have declined since 1995, as have those of teachers with experience credit.

At the conclusion of the report, Senator Swindell thanked Dr. Sullivan and called for questions. Senator Rucho was recognized and stated that while many of the problems regarding teacher shortages and retention had been identified, what was being done by the education community to address the problems. Dr. Sullivan stated that data was still being gathered that would enable them to suggest strategies that might have an impact and that the issue of retention was going to be given close study. Representative Yongue asked Dr. Sullivan about the comparison of ethnicity data referred to on page 36 of the report and requested supporting data as to lateral entry. Dr. Sullivan responded that although it was not shown in the report, she would provide supporting figures by ethnicity.

UNC TEACHER PREPARATION PROGRAMS

Senator Swindell next recognized Dr. Richard Thompson, Vice President for University-School Programs at the University of North Carolina, Chapel Hill. Dr. Thompson provided the committee with a handout entitled, "*Report to the President on UNC Teacher Education Programs' Service to Alternative Pathways Teachers.*" (See Attachment 3). Dr. Thompson reported that as the teacher shortage continued to increase in North Carolina and with the sanctions of the "No Child Left Behind" legislation for districts that don't have highly qualified teachers, both the public and private universities were addressing the issue of better preparing teachers to can attain full licensure. Dr. Thompson noted that, in addition, to looking at the traditional programs, efforts were increased to prepare students seeking licensure through non-traditional routes, or alternative pathways. Dr. Thompson reviewed data from a study conducted in July, 2003, where the UNC Schools of Education were asked to report on their service to and support of alternative pathways teachers (lateral entry and licensure-only) in five primary categories : (1) Advising; (2) Program Delivery; (3) Communication and Information Dissemination; (4) Support and Mentoring; and, (5) Other Special Initiatives and Services. Dr. Thompson directed committee members to Page 55 of the report for a complete definition of terms used throughout the report. He also directed the committee

to page 67 of the report where specific contact information for each university was listed. Dr. Thompson also provided members with a handout on NC TEACH entitled, *"Information on NC TEACH and Models for Delivery of Teacher Education Utilizing Distance Education and Community Colleges"* (see Attachment 4), and reported that data indicated that students did better in a traditional education program. The NC TEACH program had an 80% retention after the first two years and was a good example of a lateral-entry program. Dr. Thompson also pointed out that all UNC Schools of Education have a working relationship with community colleges in their geographic area, and more on-line programs are being offered, so that people who cannot relocate can pursue their degree. At the conclusion of his presentation, Senator Swindell recognized Representative Yongue who asked if there was a basic "core" curriculum for all UNC institutions or did each institution follow a different program. Dr. Thompson responded stating that, for the most part, the universities basically followed the same program, unless a student was transferring from a community college without an AA degree. Transfers with AA degrees typically did not encounter difficulty in transferring, but there were still issues based on different programs that they were working to address. He noted that the Board of Governors is currently conducting a major task force to study these issues. He also advised that the chancellors of the 16 schools meet monthly to share ideas and address issues. Senator Swindell reiterated the need for universities to address articulation and that there needed to be clear guidelines for course credit transfer between schools.

In responding to Senator Malone's question about teacher education students getting the curriculum they need, Dr. Thompson stated that the curriculum at all 15 institutions were both nationally and state accredited, though students are getting the best preparation, they need teaching experience that can only be achieved in the classroom.

Representative Pate asked how many teachers North Carolina institutions trained each year and how many were needed. Dr. Thompson responded that based on information, provided by the NC Research Council, between 10,000 and 11,000 teachers were needed each year. The teacher training institutions in the state were annually turning out about 3,300 new teachers through the traditional education program -- with 2,300 of those from the UNC system and 1,000 from independent colleges and universities. Additionally, approximately 3,300 lateral entry teachers are being trained for an annual total of 6,600. When further asked about what could be done to increase these numbers, Dr. Thompson concluded his remarks by advising that a report was forthcoming from the UNC Board of Governors which would address setting targets for each school of education to increase the numbers of teachers, and the need to find funding to increase scholarships for the teaching program. Senator Swindell thanked Dr. Thompson for his report.

Senator Swindell next recognized Dr. Marilyn Sheerer, Dean, College of Education, East Carolina University. Dr. Sheerer reported on what East Carolina University was doing to address the teacher shortage issue. She stressed the importance and need for key leadership -- the Chancellor, the Provost and the Dean of Education -- to all have the same focus on addressing the challenge of teacher shortage. Coming to ECU in 1996 from Pennsylvania, Dr. Sheerer stated that she was well aware of the differences

between the two states and what kinds of supports were in place to increase the teacher supply. While a proponent and a product of a traditional teacher education program, she stressed the importance of identifying the many different ways of producing good teachers – which may not be through traditional educational programs, but attained through well-established, well supported alternative pathways. She provided a handout of an alternative pathways program in place at East Carolina University called “Alternative Licensure at East Carolina”(see Attachment 5). Before concluding her remarks, Dr. Sheerer provided information on the Wachovia Partnership East (see Attachment 6), a program designed and implemented by the College of Education at East Carolina University with the North Carolina Community College System to specifically address teacher recruitment and retention in the eastern part of the state. Dr. Sheerer announced that earlier in the week Wachovia provided \$1.25 million to support the Partnership East program and she reported on additional grants made available through the various programs at Partnership East. She pointed out the positive aspects that were a direct result of developing the infrastructure between the community colleges and the university, and she reported on the increased enrollment figures in all programs for the coming year for ECU. She advised that Wachovia Partnership hub sites will be used to deliver courses for lateral entry teachers, will deliver the Masters of Arts in Teaching (MAT), as well as deliver the doctorate program to a large number of community college people. Senator Swindell thanked Dr. Sheerer at the conclusion of her presentation.

RETAINING RETIRED TEACHERS REPORT

Senator Swindell called on Robin Johnson, Education Oversight Committee Counsel, who updated the committee on the issue of the sunset that is due to expire on June 30, 2004, on the provision enacted that encourages retired teachers to return to the classroom after six months to teach full time without penalty to their retirement earnings. Robin provided a handout (see Attachment 7) outlining the history of the legislation and noted that unless many of the restrictions in the original legislation have been lifted and unless this provision is extended, it will expire on June 30th of this year. Representative Yongue asked for a motion from the committee to go on record supporting legislation during the upcoming session that would extend this provision beyond June 30, 2004. Senator Dannelly moved for approval. In discussion, Ms. Johnson reminded Representative Yongue that the General Assembly was still awaiting a ruling from the IRS relative to how extending this provision would impact the state retirement system and suggested examining other avenues to obtain this IRS ruling. After further discussion, Representative Yongue asked for consensus on the motion and the motion carried.

PRELIMINARY TEACHER SATISFACTION SURVEY

Senator Swindell next called on J. B. Buxton, Education Advisor from the Governor’s Office. Mr. Buxton thanked members of the committee for their commitment to the issue of teacher retention. In his remarks, he stated that while the issue of salary was a key component to teacher retention, he emphasized the importance of focusing on the working conditions and needs of the teachers. The Governor, together with the State

Board of Education, the Department of Public Instruction and North Carolina's lead teaching organizations have been developing strategies to address the challenge of keeping the best teachers in the classroom under the "Teacher Working Conditions Initiative." (see Attachment 8). Next, Mr. Buxton introduced Ann McArthur, Teacher Advisor with the Governor's Office.

Ms. McArthur advised that in May of 2002, the Governor with the support of the North Carolina Professional Teaching Standards Commission and the North Carolina Association of Educators distributed the first statewide teacher working conditions survey which resulted in more than 42,200 responses. The survey analyzed five critical areas related to working conditions: teacher empowerment; school leadership; facilities and resources; time; and professional development. She provided committee members with a handout entitled, "Governor Mike Easley's Teacher Working Conditions Initiative, Preliminary Report of Findings From a Statewide Survey of Educators" dated March 2003 (see Attachment 9). Ms. McArthur highlighted specific findings and responded to questions at the conclusion of her report.

Senator Malone was recognized and commented that in addition to the issue of salaries, training was another important factor and he expressed concern that North Carolina was probably not providing sufficient and equal resources dollar for dollar to teacher training institutions across the state. He gave as an example, the teacher training program offered at UNC Chapel Hill versus the teacher training program offered at Elizabeth City State University, and he felt this issue of equality of resources needed to be addressed.

Representative Yongue asked the committee to share any concerns regarding how the meetings were being handled up to this point. He emphasized the need for presentations to be succinct, but if improvements were needed to please let the co-chairs know.

In closing, Senator Swindell expressed his appreciation to members for their attentiveness and adjourned the meeting at 12:15 p.m. to reconvene at 9 a.m., Thursday, February 26, 2004.

Senator A. B. Swindell, IV

Mo Hudson, Committee Assistant

Representative Robert Grady, Co-Chair
Representative Doug Yongue, Co-Chair

**MINUTES
JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE
2003-2004 SESSION
FEBRUARY 26, 2004**

The Joint Legislative Education Oversight Committee met on Thursday, February 26, 2004 in Room 544 of the Legislative Office Building. Senator A. B. Swindell presided. Members also in attendance were Co-chairs Rep. Doug Yongue and Rep. Robert Grady; Senators Dannelly, Malone, Rucho and Moore; Representatives Insko, Jeffus, Pate, Preston, Sauls, Tolson and Warner.

Senator Swindell called the meeting to order at 9 a.m. and welcomed members, staff and visitors. He welcomed a delegation of elected officials and journalists who were visiting from Russia and who would be observing a portion of the meeting through the benefit of a translator.

TEACHER CERTIFICATION PROCESS

Senator Swindell began the agenda by recognizing Dr. Kathy Sullivan, Director, Human Resource Management, with the Department of Public Instruction. Dr. Sullivan provided committee members with two handouts outlining the teacher certification process. (see Attachments 1 and 2). Dr. Sullivan reported that the State Board of Education convened a special committee last July, co-chaired by Dr. William Harrison, Superintendent of Cumberland County Schools and Dr. Jane Norwood, Vice Chairman of the State Board, to address teacher reciprocity. She noted that both Representative Yongue and Senator Garwood were very instrumental in serving on this special committee. After studying the licensing policies in other states and North Carolina, the special committee made their recommendations, which were adopted by the State Board of Education in January. (see Attachment 2). In reviewing the recommendations, Dr. Sullivan pointed out that in order to implement Recommendation #4, a revision in wording was needed in G.S. 115C-296(a), which would change the word "shall" to "may" and that the word revision would need to be approved by the General Assembly. Following discussion, Representative Yongue moved the committee accept Recommendation #4 as presented from the State Board of Education as a statutory recommendation from the Education Oversight Committee to the next session of the General Assembly. The motion was duly seconded and received consensus approval. Senator Swindell thanked Dr. Sullivan for her presentation.

TEACHER RETENTION AND TEACHER QUALITY; NATIONAL TRENDS BASED ON RESEARCH AND PRACTICE

Senator Swindell next introduced Eric Hirsch, Vice President of Policy and Partnerships, at the Southeast Center for Teaching Quality. The Center, an independent, non-profit organization located in Chapel Hill, serves North Carolina as well as 12 other states throughout the southeastern United States, and is dedicated to ensuring that all children have a competent teacher through policy reform, research and teacher leadership. Mr. Hirsch prepared a Powerpoint presentation on "Teacher Retention and Teacher Quality; National Trends Based on Research and Practice" and provided a copy for committee members. (see Attachment 3). In his remarks, Mr. Hirsch noted that North Carolina loses almost half its new teachers after 5 years,

and more importantly, studies have indicated that the teacher turnover is costly to both school districts and the State, costing approximately \$11,000 per teacher. Mr. Hirsch shared strategies for teacher retention as recommended by the Teaching Commission. On the compensation side, the Commission recommended that school districts and unions transform how teachers are paid. They recommended investing \$30 billion into teacher salaries, giving all teachers a 10% increase across the board and then 30% increases to those who are deemed most responsible for raising achievement. Further, Mr. Hirsch reported that recent data indicated that teachers in North Carolina were more dissatisfied with their salaries than figures reported for the national average. He gave examples of what other states had done to find ways to pay teachers, but pointed out that in most instances, funding was depleted and the programs were no longer operating. He also pointed out that because the pay for performance programs were not in place long enough, they did not have data available to support their effectiveness. Mr. Hirsch highlighted some key questions to ask when considering pay for performance and noted this on Page 5 of the handout (Attachment 3).

In the area of skills and preparation as it related to teacher retention, Mr. Hirsch pointed out recommendations of the Teaching Commission and said a recent policy statement released from the U.S. Department of Education addressing the teacher challenge, calls for “states to streamline their certification system to focus on the few things that really matter: verbal ability, content knowledge and as a safety precaution, a background check on new teachers.” However, he pointed out that recent data indicated that teachers surveyed needed more training in the areas of managing discipline issues and teaching struggling students as opposed to needing more content. Mr. Hirsch also stressed the importance of better preparing teachers to work with diverse learners. For example, in North Carolina, 46% of teachers surveyed directly work with children who are limited-English proficient, and that only 6% of those teachers had received 8 or more hours of training in the past three years. This is below the national average. Mr. Hirsch reported there were programs being offered at various institutions that focused on teaching a specific set of skills for a specific population.

In addressing leadership and support issues, Mr. Hirsch said it was essential, in order for teachers to teach and students to learn, to ensure that school principals were strong instructional leaders. He referenced the results of Gov. Easley’s Teacher Working Conditions Initiative, where teachers listed the quality of the school administrators as being the most important factor. He also discussed the importance of focusing on induction and mentoring strategies, as well as professional development programs. In closing, Mr. Hirsch advised that only 30% of teachers in the state, when surveyed, answered affirmatively as to whether they would become teachers again. This figure was below the national average and he anticipated that the school data from teachers reporting in the Governor’s Teacher Working Conditions Initiative would be an important tool to target approaches to retaining teachers in our schools. Senator Swindell thanked Mr. Hirsch for his presentation and called for questions.

Representative Yongue asked Mr. Hirsch to expand on how the State of Georgia handled teachers who need additional training. Mr. Hirsch responded that the University of Georgia System has a policy in which they have a guarantee on their graduates and there are approximately 200 institutions throughout the country who do the same thing, and if a district is not satisfied with the quality of preparation, the universities offer, free of charge, to remediate and provide the additional class work. However, Mr. Hirsch pointed out that these guarantees are

not usually used, but they do have the policy. Representative Warner remarked on the teacher warranty and commented that in the 1980's, a program such as this was in place at Fayetteville State University whereby the professors were held accountable for the teachers that were enrolled in the education program. He felt this worked and was something that needed further study.

Representative Jeffus asked for clarification to the recommendation of a merit system at a 10% increase across the board, and the additional 3% increase. Mr. Hirsch explained that the Teaching Commission made the recommendation for a 10% increase to ensure that the base salary is competitive. The Commission, when comparing math or science to other fields, felt it takes a dedicated teacher who wants to work with children to choose the teaching profession. He further noted that only a very small percentage of those who major in math or science and who are also trained as teachers actually choose teaching, so they are being lost to other careers before they even get into a classroom. Additionally, Mr. Hirsch explained that with a pay for performance system, teachers who increase student achievement would be rewarded with a 30% increase. Representative Jeffus asked if this had been discussed with teachers to get their input. Mr. Hirsch commented that he was not certain of the Teaching Commission's process in conducting the survey.

Senator Rucho asked would updated data be available. Mr. Hirsch responded that the data provided today came from the School and Staffing Survey, which is run by the National Center for Education Statistics through the US Department of Education. It is the only survey of teachers large enough to be representative of North Carolina. The data presented today was from a survey conducted in 1999-2000 and the results were not released until 2003. The new survey has just gone out and results are expected in two years.

In discussion, Representative Yongue expressed support of the mentoring program and asked if data was kept that might be helpful for addressing the issues and problems that teachers encounter. And if so, this information should be used so that training institutions could address teacher concerns. Mr. Hirsch reported that very little data was kept on induction. He suggested contacting Dr. Sullivan at DPI for further information. Representative Tolson also expressed support for the mentoring program and he hoped the committee would be proactive by using the information presented to benefit teachers. Representative Pate commented that careful thought needed to be given to the mentoring program and that sufficient time be given to allow teachers and mentors to work together. Also, he stated that better planning for professional development needed to be addressed. Senator Swindell thanked Mr. Hirsch for his presentation.

WHAT IS NC DOING TO RETAIN QUALITY TEACHERS?

Senator Swindell next recognized Dr. Sullivan, Director, Human Resource Management, Department of Public Instruction. Dr. Sullivan provided a handout entitled, Summary of Recruitment/Retention Initiatives (see Attachment 4), which listed initiatives that are in place in North Carolina. Dr. Sullivan highlighted four initiatives and in the area of Financial Incentives, she commented on the Prospective Teacher Scholarship Loan and National Board Certification and under Programs and Services, she highlighted the Regional Alternative Licensure Centers authorized by the State Board of Education and located in three regions of the state – Charlotte, Fayetteville and Rocky Mount. These centers review transcripts and issue programs of study

leading to teacher licensure. When an individual completes the program, he/she is eligible for a recommendation for licensure through the Center. Dr. Sullivan also highlighted the **Teacher of the Year** program. Through this enhancement/recognition program, which represents a partnership between businesses and schools, North Carolina selects an outstanding teacher to serve as its ambassador for the year. Additionally, seven regional winners are selected. At the conclusion of Dr. Sullivan's report, Sen. Swindell called for questions.

Senator Rucho was recognized and asked if sufficient data was being kept to analyze the success or failure of the initiatives of the longer term programs. Dr. Sullivan responded that The Public School Forum keeps data on the Teaching Fellows Program, and the Department of Public Instruction was currently studying data which impacted the Prospective Teacher Scholarship Loan Program. She noted that other strategies were in place to track teacher retention either through cohorts or the mentoring program. Senator Swindell thanked Dr. Sullivan for her report.

In other business, Senator Swindell recognized Representative Yongue, who advised that in the future every effort would be made to provide the committee members with copies of lengthy handouts prior to the meetings. In an effort to expedite presentations, he urged members to thoroughly review the materials in advance and have questions ready.

Senator Swindell called on Senator Rucho who asked for an update on the status of the IRS ruling for retired teachers at the next meeting. Senator Swindell asked staff to follow through on the request.

There being no further business, Senator Swindell adjourned the meeting at 10:15 a.m.

Senator A. B. Swindell, IV

Mo Hudson, Committee Assistant

Representative Doug Yongue, Co-Chair
Representative Robert Grady, Co-Chair

JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE
2003-2004 SESSION

February 25-26, 2004

TABS

- 1 Membership List
- 2 Authorizing Legislation; Issues to Study; Reports Due to Committee
- 3 Minutes
- 4 The Demand for Teachers (SREB)
- 5 Teacher Turnover Report
- 6 UNC Teacher Preparation Programs
- 7 Retaining Retired Teachers
- 8 Preliminary Teacher Satisfaction Survey
- 9 Teacher Certification Process
- 10 Recruitment + Retention Initiatives

SREB

Quality Teachers: Target Your Policies

North Carolina
Joint Legislative
Education Oversight
Committee
February 25, 2004

Southern
Regional
Education
Board

SREB

Policy Framework For Your State's Priorities

Use a K-20 data system to...

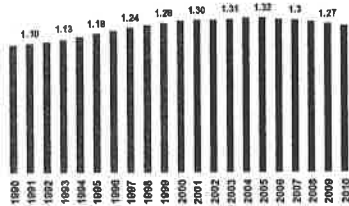
- Target problems
- Align and focus policies

Southern
Regional
Education
Board

SREB

More Students Until 2005

■ Estimated
■ Projected



North Carolina Public, K-12, Fall Enrollment, NCES

Southern
Regional
Education
Board

SREB

Southern
Regional
Education
Board

A Few Districts Have Bulk of Demand for Teachers

In 2003 in North Carolina

- 29 Percent of students are in 5 districts
- 54 Percent of students are in 20 districts

NCDPI Website

4

SREB

Southern
Regional
Education
Board

When Teachers Leave the Classroom



5

SREB

Southern
Regional
Education
Board

Why Teachers Leave an LEA

In 2003 in North Carolina...

- To teach elsewhere 19%
(79% go to another NC LEA)
- Retire 17%
- Family relocation 14%
- Other/unknown reason 13%
- Family responsibility 6%
- Dissatisfied 5%

Teacher Turnover Report, 2002-2003

6

SREB

Southern Regional Education Board

Supply of Teachers

2002 – 2003 School Year

7

SREB

Southern Regional Education Board

New Graduates – Teachers Needed

Disconnect: New Graduates vs. Teachers Needed

- Diversity
- Subjects
- Geography

8

SREB

Southern Regional Education Board

New Graduates Prepared to Teach

NORTH CAROLINA PUBLIC COLLEGES AND UNIVERSITIES ...

White Women	
White Men	
Black Women	
Black Men	

Bachelor's degrees in education, 2000, NCES

9

Teachers in North Carolina

SREB

Category	Count (approximate)
White Women	28
White Men	6
Black Women	6
Black Men	1

Southern Regional Education Board

10

Most Public Colleges Prepare Many Teachers for Elementary Schools

SREB

In North Carolina...

- 959 Elementary Education
- 248 Middle School Education
- 172 Special Education (all)
- 120 Physical Education
- 68 Math Education
- 50 Science/Biology/Chemistry Education

Bachelor's Degree, 2000, NCEES

Southern Regional Education Board

11

Teachers Take Jobs Close to Home

SREB

Western Kentucky University

Southern Regional Education Board

12

Where Are Our Graduates Employed?

SREB

Southern Regional Education Board

Western Carolina University

Over 1000
900-999
800-899
700-799
600-699
500-599
400-499
300-399
200-299
100-199
1-99
None

The University of North Carolina Division of University-School Programs, 2002-2003
13

Where Are Our Graduates Employed?

SREB

Southern Regional Education Board

UNC Wilmington

Over 1000
900-999
800-899
700-799
600-699
500-599
400-499
300-399
200-299
100-199
1-99
None

The University of North Carolina Division of University-School Programs, 2002-2003
14

Are Certified Teachers Available and Do They Return?

SREB

Southern Regional Education Board

In SREB states...

- **1 in 5 return to classroom**
- **“Reserve Pool” is often shallow and difficult to tap (Tennessee)**
 - 16,000 Elementary
 - 1,000 Mathematics

15

SREB

Will Teachers Return to the Classroom?

Surveys show...

- **Florida in shortage subjects**
 - 81% do not plan to return
- **Arkansas in all subjects**
 - 50% are not available to return

Southern Regional Education Board

16

SREB

North Carolina Educators see problems in . . .

- **Time to work on curriculum and professional development**
- **Resources available for professional development**

Governor's Teacher Working Conditions Initiative

Southern Regional Education Board

17

SREB

Teachers Need Help

In Middle Grades...

- **NAEP shows teachers need 16+ hours of professional development each year in content to improve student achievement**
- **5 % of teachers had 16+ hours in content help**
- **66% of teachers in SREB Middle Grades Network said they need study in content areas**

Southern Regional Education Board

18

SREB

Southern
Regional
Education
Board

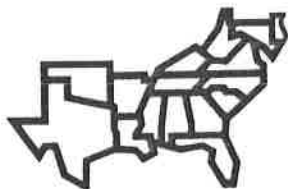
Key Policy Actions

A K-20 system of information and planning . . .

- Prepare teachers for state needs
- Attract to teaching and reduce new teacher turnover
- Incentives to remain and return
- Attention to knowledge and skills of veteran teachers

19

SREB



Southern Regional Education Board
592 Tenth Street, NW
Atlanta, Georgia 30318-5790
Phone 404-875-9211
Fax 404-872-1477
www.sreb.org

What your state can learn from a decade of an SREB state's teacher supply and demand studies

**By Lynn Cornett
SREB Senior Vice President**

Every state is different, but your state may learn from the decade of detailed studies of teacher supply and demand in one SREB state. Here are some of the lessons learned in Tennessee:

Shortage of teachers:

- There is no such thing as a simple “teacher shortage.” Shortages are concentrated — by subject, by geography, even by the age of the children to be taught.
- Shortages do exist in some subjects — science, mathematics, special education (especially visual and hearing disabilities), and foreign languages. Most graduates of teacher programs are trained to teach in elementary schools, and there are plenty of elementary teachers — though some districts may still have trouble hiring them. But those trained in an entire state each year to be teachers in physical sciences for high school and middle schools can often be counted on one hand. In the 1990s in Tennessee, for example, there were just 32 people majoring in chemistry or chemistry education trained in public colleges and universities as schoolteachers; only 18 actually entered teaching.
- Urban districts may have shortages even in subjects that have plenty of teachers, such as social studies and elementary education.
- Overall demand for teachers in a state is driven by a few large districts in the state, but rural schools are often the most difficult to staff.
- College graduates tend to take jobs near the college or university they attend. Supplies of teachers are very regional within a state.

Demographics of teachers that are probably true in your state:

- Ninety percent of the teachers hired for one school year were teaching in the state the year before — most in same district. The remaining 10 percent are new college graduates and former teachers returning to the classroom after an absence.
- Most teachers who leave teaching leave in the first five years. Some will return later, but most won't. In Tennessee, as many teachers with five years of experience or less leave as all teachers with 11 or more years of teaching —

including retirees. Programs aimed at keeping teachers through the early years are important. Interestingly, teachers most often cite personal reasons for leaving, but other things are also important — including support from administrators and, of course, salaries and benefits.

- The percentage of minority teachers in schools is much lower than the percentage of minority students. The percentage of minority teachers has not increased over the last 10 to 15 years. Schools have larger proportions of minority students but not any greater proportion of minority teachers.
- College graduates prepared to teach by traditional programs are overwhelmingly white females. Other programs — such as post-baccalaureate and alternative-certification programs — attract more minorities and men. (In Tennessee, black and Hispanic students make up 6% of baccalaureate programs but 15 percent of post-baccalaureate programs.)

Increases in demand for teachers:

- Demand for teachers over the last 10 years has increased — driven not only by enrollment increases, but by more teachers leaving teaching in the early years, reducing of class sizes, and even higher standards for high school graduation. (If math is required the senior year, more math teachers will probably be needed.)
- The need for teachers in different grades changes from year to year as bulges of students move through the system; because it takes time to prepare teachers, yesterday's shortage of kindergarten teachers may require increasing programs to prepare teachers of older students. You often have to lead the student enrollment target.
- In Tennessee over the next five years, almost half of the districts are projected to *lose* enrollment while just over half are projected to *gain* enrollment.
- As more jobs have become available, a larger percentage of graduates of teacher preparation programs have been hired in classrooms. Now 63 percent of teacher-education bachelor's graduates from public colleges and universities in Tennessee go into teaching in the state.
- More teachers are being prepared through post-baccalaureate and alternative programs for arts and sciences graduates and those changing jobs in mid-career.

Over the past decade, SREB conducted supply and demand studies in nine SREB states. Better data on teachers is a joint responsibility of higher education and elementary/secondary agencies and will help states move to a “highly qualified teacher” in every classroom.

For information, please contact Lynn M. Cornett, SREB senior vice president, at 404-875-9211 or at lynn.cornett@sreb.org.

Requirements by Type of License

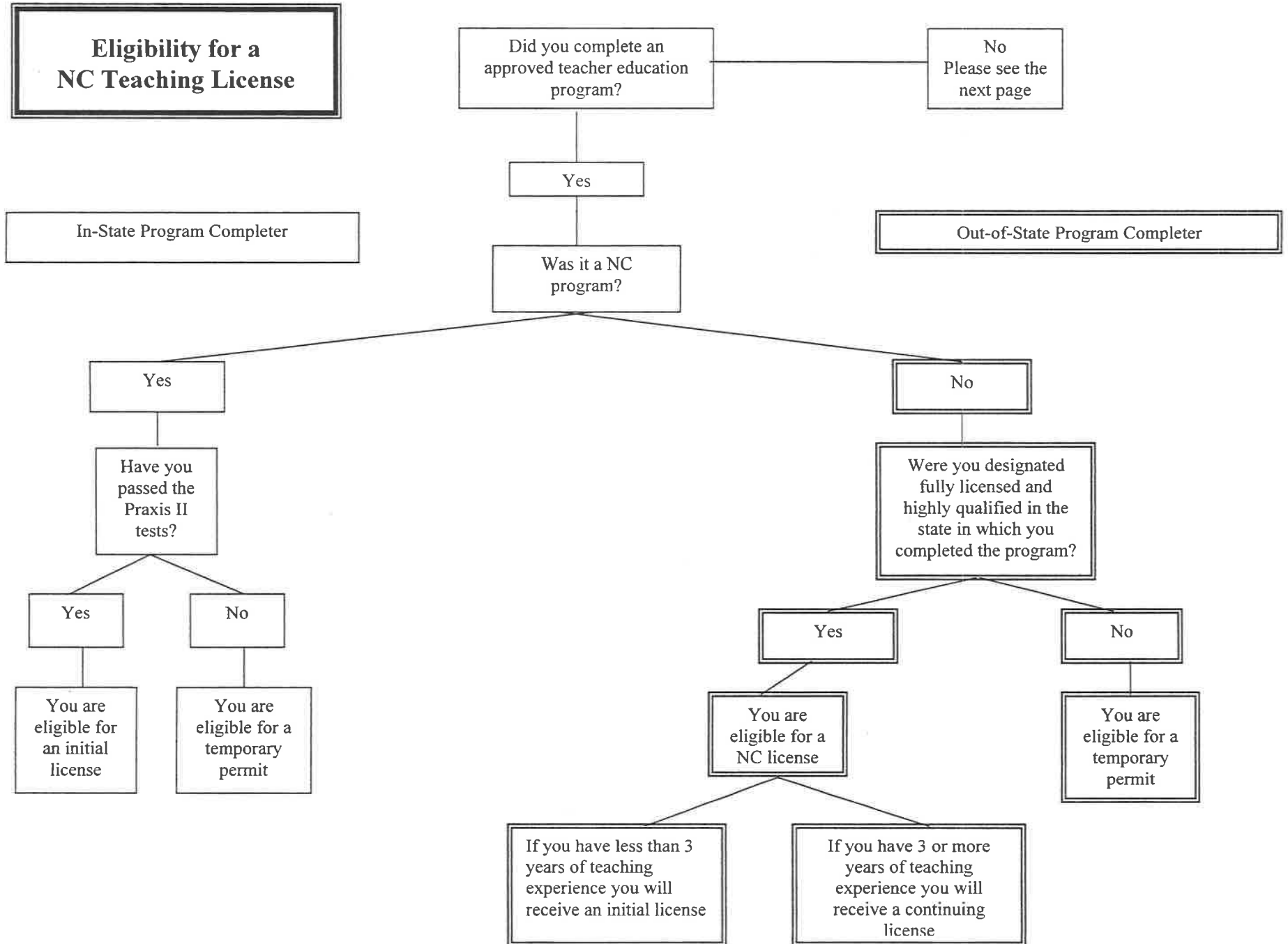
	Year 1	Year 2	Year 3	Year 4
Initial License	<p>Paid Mentor teacher</p> <p>3 observations by the principal or a designee and at least 1 observation by a teacher</p> <p>Evaluation at least once by a qualified school administrator</p> <p>No extracurricular responsibilities unless requested in writing</p> <p>Individualized Growth Plan aligned with INTASC Standards</p>	<p>Paid Mentor teacher</p> <p>3 observations by the principal or a designee and at least 1 observation by a teacher</p> <p>Evaluation at least once by a qualified school administrator</p> <p>No extracurricular responsibilities unless requested in writing</p> <p>Individualized Growth Plan aligned with INTASC Standards</p>	<p>Mentor teacher</p> <p>3 observations by the principal or a designee and at least 1 observation by a teacher</p> <p>Evaluation at least once by a qualified school administrator</p> <p>No extracurricular responsibilities unless requested in writing</p> <p>Individualized Growth Plan aligned with INTASC Standards</p>	<p>Initial License Converted to Continuing License</p> <p>Renewal Cycle Started</p> <p>Career Status Decision made at end of fourth consecutive year of employment with the same LEA</p> <p>Observations/ Evaluations as in Years 1-3</p> <p>Individualized Growth Plan aligned with INTASC Standards</p>
Continuing License	<p>Multi-year Individualized Growth Plan (IGP) for License Renewal 15 renewal hours earned during the five year period; 1 renewal hour is awarded for each year of teaching during the five year period; 3 renewal hours must be in reading for K-8 teachers</p> <p>Annual evaluations, unless local board adopts rules that allow specified categories of teachers with career status to be evaluated more or less frequently (GS 115C-326).</p>			
Provisional License Non-core areas	<p>minimum of 6 semester hours (until requirements are met)</p> <p>Initial or Continuing License requirements</p>	<p>minimum of 6 semester hours (until requirements are met)</p> <p>Initial or Continuing License requirements</p>	<p>minimum of 6 semester hours (until requirements are met)</p> <p>Initial or Continuing License requirements</p>	<p style="text-align: center;">(Year 4 or 5)</p> <p>Course work requirements must be met</p> <p>Initial or Continuing License requirements</p> <p>Testing requirements must be satisfied to clear provisions of license</p>

	Year 1	Year 2	Year 3	Year 4 and beyond
<p>Lateral Entry License</p> <p>Initially issued for two years; can be extended for one additional year, if at least 6 semester hours of required coursework and testing requirements are satisfied as prescribed.</p>	<p>Initial Licensure Status</p> <p>minimum of 6 semester hours per year until requirements are met</p> <p>Praxis II (Specialty Area exams) requirements must be met</p>		<p>Initial Licensure Status</p> <p>Course work requirements must be met</p>	<p>After completion of Initial Licensure Program, license is converted to a continuing license</p> <p>Career Status Decision made at end of fourth consecutive year of employment with the same LEA after clearing lateral entry requirement.</p>
<p>Alternative Entry License A</p> <p>(Valid out-of-state license)</p>	<p>Teacher is evaluated by the LEA. The evaluation must include an assessment of the achievement of students taught by the individual. If successful, individual is issued a clear initial or continuing license.</p>			
<p>Alternative Entry B or C</p>	<p>Teacher is evaluated by the LEA. The evaluation must include an assessment of the achievement of students taught by the individual. If successful, and the individual passes required Praxis II exams, the individual is issued clear initial or continuing license without taking course work.</p>			
<p>Validated License</p>	5 renewal hours	5 renewal hours	5 renewal hours	NEW DATING (RENEWAL) CYCLE BEGINS

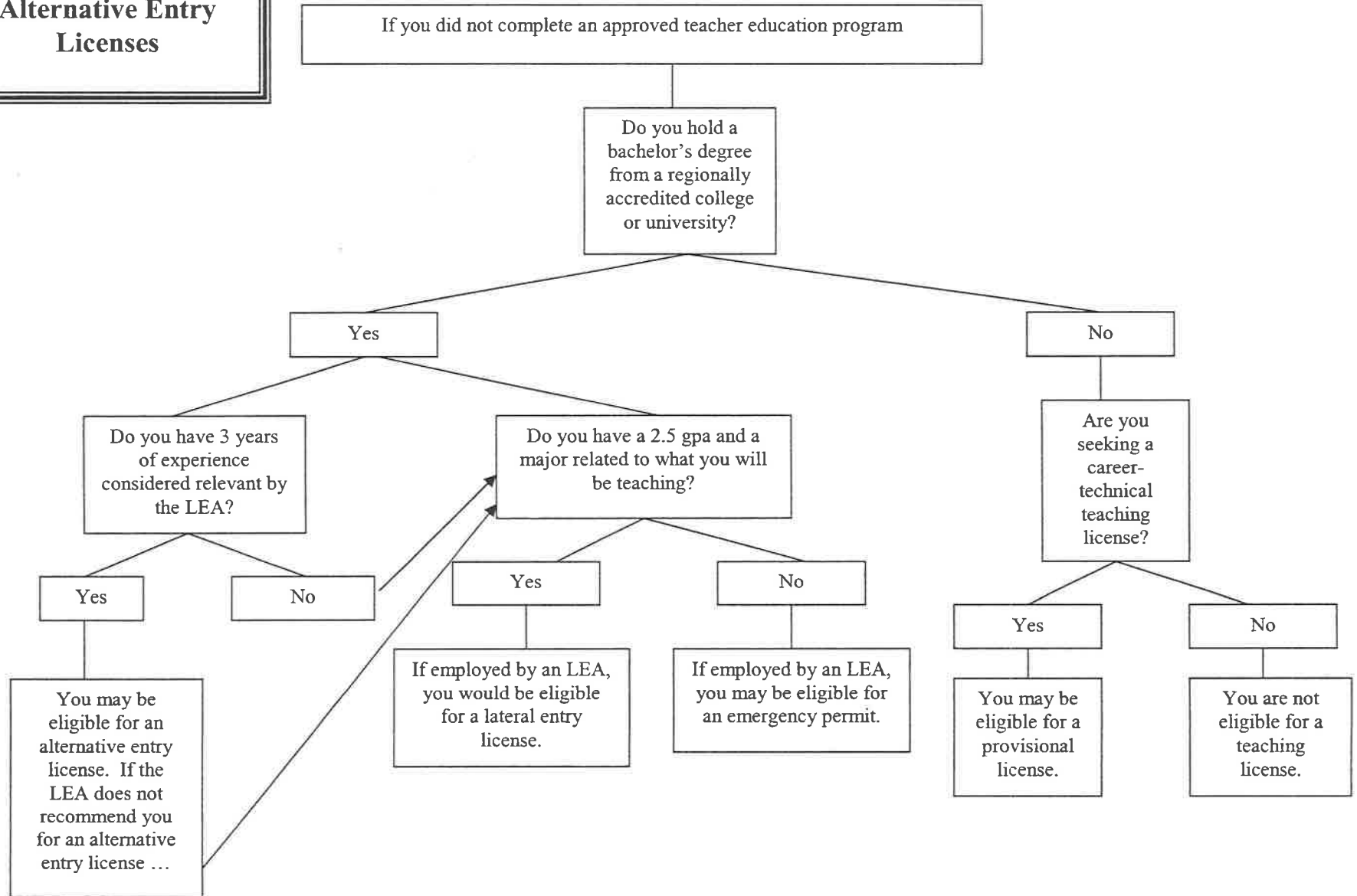
Notes:

1. With a validated license, the teacher is a probationary teacher (non-career status). As such, he/she has 3 observations by the principal or a designee and at least 1 observation by a teacher each year and is evaluated at least once annually by a qualified school administrator. While employed on a validated license, the teacher is not eligible to work toward gaining tenure/career status.
2. 3 semester hours are the equivalent of 4.5 renewal hours; 6 semester hours are the equivalent of 9 renewal hours.

Eligibility for a NC Teaching License



Alternative Entry Licenses



SUMMARY OF RECRUITMENT/RETENTION INITIATIVES

FINANCIAL INCENTIVES	PROGRAMS/SERVICES	LICENSURE POLICIES	SYSTEM-INITIATIVES	PROFESSIONAL DEVELOPMENT & SUPPORT
<ul style="list-style-type: none"> ▪ Prospective Teacher Scholarship Loan ▪ Teacher Assistant Scholarship Loan ▪ Teacher Assistant Scholarship Fund ▪ Teaching Fellows ▪ Principal Fellows ▪ ABC Bonuses ▪ Targeted Teacher Bonus ▪ In-state tuition ▪ Non-teaching work experience ▪ Support for National Board Certification ▪ Employment of retired teachers without loss of benefits ▪ Job Sharing Opportunities 	<ul style="list-style-type: none"> ▪ Troops to Teachers T3 ▪ Prezell R. Robinson Scholars ▪ Teacher Cadet (NCAE) ▪ NC TEACH ▪ www.teach4nc.org ▪ On-line application ▪ Job Vacancies ▪ Regional Alternative Licensure Centers 	<ul style="list-style-type: none"> ▪ Creation of alternative entry licensure routes through SB 1124 ▪ Reconfiguration of Praxis testing requirements ▪ Reciprocity Legislation ▪ Assistant Principal Provisional License ▪ Validation of Expired Licenses ▪ Additional time for converting Temporary Permits ▪ High Objective Uniform State Standard of Evaluation (HOUSSE) 	<ul style="list-style-type: none"> ▪ Signing bonuses ▪ Weekend events ▪ Job Fairs ▪ Out-of-state recruitment ▪ Immediate contracts ▪ Home Grown Projects ▪ Working with local businesses to provide incentive packages (e.g., low-interest mortgage loans, waiver of utilities deposits, etc.) 	<ul style="list-style-type: none"> ▪ Three year induction program ▪ Paid mentors (for 2 years) ▪ 3 extra days for orientation ▪ Optimum working conditions for beginning teachers ▪ Salary increases, including 12% for National Board and 10% for master's degree ▪ Teacher of the Year ▪ Principal of the Year ▪ Milken Educators ▪ NCCAT/Teacher Academy

TEACHER RECRUITMENT AND RETENTION INITIATIVES IN NORTH CAROLINA

FINANCIAL INCENTIVES

Prospective Teacher Scholarship Loan (PTSL)

\$2500 per year to attend a 4 year institution, \$900 per year to attend a community college in a program qualifying for transfer to a approved university program leading to licensure. Funded by the NC General Assembly. Requires full-time study. Payback waived with four years teaching in a North Carolina public school, or three years teaching in a school system designated low-performing.

Teacher Assistant Scholarship Loans (TASL)

\$3500 annually for study at a community college leading to transfer to a four year institution to pursue teacher licensure. Funded by General Assembly. Eligibility of one year NC experience as teacher assistant, currently employed as teacher assistant in North Carolina. Obligated to teach one year in a North Carolina public school for each year of assistance received. Teacher assistants remain employed full-time, except in the student teaching semester, and enroll in courses as part-time students.

\$1200 annually for study at a community college to obtain an Associate Degree in early childhood or a two-year degree in a relevant area from a NC Community College.

Teacher Assistant Scholarship Fund (TASF)

\$4800 annually for study at a four year institution to pursue teacher licensure. Funded by General Assembly; administered by the State Education Assistance Authority. Eligibility of one year NC experience as teacher assistant, currently employed as teacher assistant in North Carolina. Teacher assistants remain employed full-time, except in the student teaching semester, and enroll in courses as part-time students. No obligation to teach in North Carolina is associated with this scholarship.

Teaching Fellows

\$6,500 per year to each recipient. 400 new participants (high school seniors) are selected each year, for a total of 1600 (freshman through senior years) students. Students attend designated public and private colleges and universities. Supplemental summer and school year programs. Payback by teaching in NC Public School for four years, or three years in a designated low-performing system. Administered by NC Public School Forum. Funding from NC General Assembly.

Principal Fellows

\$20,000 per year for up to two years to enroll in and complete full-time, two-year Master of School Administration degree programs at participating institutions (ASU, ECU, FSU, NCSU, UNC-CH, UNC-C, UNC-G, UNC-W, WCU). Repayment by serving for four years within six years following completion of the program as service as a full-time administrator at an approved site in NC. Funding from the NC General Assembly.

ABC Bonuses/Targeted Teacher Bonus

Teachers receive \$750 if the school meets expected growth targets; \$1500 if the school exceeds expected growth targets. Math, science, and exceptional children's teachers can receive \$1800 for teaching in grades 6 through 12 at middle and high schools with eighty percent (80%) or more of the students eligible for free or reduced lunch or with fifty percent (50%) or more of students performing below grade level in Algebra I and Biology.

In-state Tuition

Individuals from other states employed as teachers in North Carolina qualify for in-state tuition rates at the public universities upon establishing residency (this waives the one-year residency requirement).

The General Assembly has also authorized a pilot program at three institutions (ECSU, UNC-P, and WCU) that provides in-state tuition for undergraduate students from other states enrolled in teacher education programs at these institutions. Individuals are obligated to teach in North Carolina for one year for each year of in-state tuition received.

Non-Teaching Work Experience Credit

Individuals can be granted experience credit (for salary purposes) for full-time non-teaching work experience relevant to their teaching license. Beginning July 1, 2001, credit has also been granted for part-time work experience.

Support for National Board Certification

The State pays the National Board Certification application fee (\$2300) for state-paid teachers. Individuals who do not complete the process or do not teach in a NC public school for one year after completing the process are required to pay back the application fee. Teachers who receive National Board Certification receive a 12% salary differential.

Employment of Retired Teachers Without Loss of Benefits

Teachers who have been retired for six months can be re-employed by LEAs as teachers without loss of retirement benefits. Retired teachers can also have an additional five years added on to their last license renewal cycle.

Job Sharing

The General Assembly has authorized, and the State Board of Education has adopted a policy, providing teachers the opportunity to share teaching positions. Two teachers, each working half-time, can share a teaching position designated by the local board of education. The teachers receive prorated benefits and retirement service credit.

PROGRAMS/SERVICES

Troops to Teachers (T3)

Troops to Teachers is a federally funded program designed to assist former (exiting) military personnel interested in a teaching career. The program provides individuals assistance in locating teaching positions and affiliating with college/university teacher education programs to complete licensure requirements. LEAs are invited to post vacancies on the Troops web-site.

Prezell R. Robinson Scholars

Incentive for students to choose teaching as a career. Low-wealth school systems and school systems with documented difficulty in recruiting qualified teachers are eligible to participate. Support for students to successfully gain admission to an IHE, and to successfully complete license requirements. Support from the local district and a guaranteed PTSL scholarship provided students meet prescribed SAT and gpa requirements. Fifty recipients selected each year (from 9, 10, 11th grade students).

Teacher Cadet Program

The General Assembly has appropriated funds to support teacher cadet programs in high schools throughout the state. This program is administered by NCAE.

NC TEACH

NC TEACH is a statewide lateral entry teacher licensure program developed jointly by the State Board of Education and the Board of Governors of the University of North Carolina. It is designed to recruit, train, support, and retain highly skilled mid-career professionals who seek to enter the teaching profession. The program includes an intensive summer experience prior to entering the classroom, seminars focused on professional development throughout the academic year, and on-line support. It is offered at seven sites throughout the state. Federal funds have been used to support the program. The federal funding for this program has now ended.

TEACH4NC.org

The North Carolina Business Committee for Education (NCBCE) has initiated a website that provides a "one-stop shop" for information about becoming a teacher in North Carolina. The website provides a wealth of information for prospective teachers and links to other websites. Visitors to the website can submit questions or inquiries which are answered by staff within the Department of Public Instruction.

First Lady, Mrs. Mary Easley has been featured in television advertisements encouraging individuals to consider careers in teaching and to visit the website.

On-line Applications, Posting of Job Vacancies

The HRMS (Human Resource Management System) has been significantly upgraded and the Department has contracted with two individuals to assist LEAs in using the system. LEAs can post job vacancies through the system. Individuals interested in employment as teachers in North Carolina can complete an application on-line. The applications are downloaded to LEAs weekly.

Regional Alternative Licensure Centers

The State Board of Education has authorized the establishment of three Regional Alternative Licensure Centers. One center is in Charlotte, one is in Fayetteville, and one is in Rocky Mount. The Centers review transcripts and issue programs of study leading to teacher licensure. When an individual completes the program of study, he/she is eligible for a recommendation for licensure through the Center.

LICENSURE POLICIES

SB 1124--Alternative Entry

SB 1124, enacted in November, 1998, amended Article 20 of Chapter 115C of the General Statutes to provide an alternative method for local boards to hire lateral entry teachers and to employ teachers who are legally certified in other states, even though they may not be certified in North Carolina, if the local board determines there is or anticipates there will be a shortage of qualified teachers with North Carolina certificates available to teach specified subjects or grade levels. The bill requires local boards hiring teachers under this option to have developed a plan to determine the individual's competence as a teacher, specifying that the plan shall include a review of the performance of students taught by the individual. The bill also requires that local boards report semi-annually to the State Board the number of individuals employed as teachers under each category of this option. The act was to expire September 1, 2002, but has been extended through 2006.

Individuals with valid out-of-state licenses and one year teaching experience, teaching experience at the college level, or three years relevant work experience are eligible for alternative entry. Individuals in the first

category (out-of-state license) can be exempted from Praxis testing requirements under this route. Individuals in the second and third categories (college teaching experience or three years relevant experience) who satisfy Praxis testing requirements during their first year of teaching are not required to affiliate with a college/university to complete course work to be granted a clear license.

Reconfiguration of Praxis Testing Requirements

The Board has reconfigured Praxis testing requirements to require only one content pedagogy test and one content knowledge test per teaching area, and has adjusted the compensatory scoring model to eliminate the minimum score requirement on each test. Previously, some teaching areas required three content knowledge tests, others required a content pedagogy and content knowledge tests, others required a content pedagogy and two content knowledge tests.

Reciprocity Legislation

The General Assembly enacted legislation that allows individuals fully licensed and "highly qualified" in other states to be licensed in North Carolina without satisfying additional testing requirements. This legislation is currently set to expire June 30, 2004. The State Board of Education established a committee to study the issue of reciprocity. The committee's recommendations were adopted by the State Board of Education at the January 2004 meeting.

Assistant Principal Provisional License

Legislation was enacted to reinstate a provisional license for individuals employed as assistant principals by an LEA has determined there is a shortage of persons who hold or are qualified to hold a principal's license. Individuals issued a provisional license must enroll in an approved school administration program.

Validation of Expired Licenses

The State Board of Education has implemented a policy to encourage individuals with expired licenses to return to teaching. Rather than requiring that all license renewal hours be completed before issuing a license, individuals whose licenses have expired are granted validated licenses upon employment by an LEA. The validated license allows an individual up to three years to earn required renewal hours.

Additional Time for Converting Temporary Permits

The General Assembly provided individuals a second year to satisfy Praxis testing requirements, provided they at least took the exams during their first year of employment.

High Objective Uniform State Standard of Evaluation (HOUSSE)

In compliance with No Child Left Behind, North Carolina has developed a High, Objective, Uniform, State Standard of Evaluation that allows veteran teachers who hold clear North Carolina teaching licenses to be designated highly qualified without additional testing.

SYSTEM-INITIATIVES

Local school systems utilize a number of incentives to recruit teachers. These included signing bonuses, local job fairs, issuing contracts Aon-the-spot," attending out-of-state recruitment fairs, and working with local businesses to provide incentive packages.

PROFESSIONAL DEVELOPMENT AND SUPPORT

Three-Year Induction Program, Paid Mentors, Orientation, Optimum Working Conditions

To facilitate entry into the teaching profession, the State has implemented a number of initiatives. Beginning teachers are issued an "initial license" and participate in a three-year induction program designed to provide them support and assistance. State-funded beginning teachers are provided paid mentors for two years and can be paid for three additional days of employment to participate in orientation activities designed by the LEAs. Legislation has been enacted that specifies teachers with less than 3 years of teaching experience not be assigned any extra-curricular activities unless they are requested in writing. The Board has articulated optimum working conditions for beginning teachers which include minimal non-instructional duties and no extra-curricular duties unless requested in writing.

Salary Increases

Under the Excellent Schools Act, the State has raised the salary paid to teachers. The revised salary schedules include a 12% pay differential for teachers with National Board Certification and a 10% pay differential for teachers with master's level licenses.

Enhancement/Recognition Programs

The State participates in several programs designed to recognize and honor inservice educators. The **Teacher of the Year** Program recognizes outstanding teachers. The State Teacher of the Year receives a \$7500 award and serves as an ambassador for teaching for one year. Seven regional Teachers of the Year receive \$5000 each. Through the generosity of the NC Automobile Dealers Association the State Teacher of the Year also receives a new car. The State Teacher of the Year and the seven regional winners are also provided a trip to a national professional development conference. Additionally, the North Carolina Center for International Understanding provides the State Teacher of the Year the opportunity to participate in an international study trip.

The **Principal of the Year** Program, conducted in conjunction with Wachovia Bank, honors outstanding principals. Cash awards are made to the State Principal of the Year and seven regional Principals of the Year by Wachovia Bank.

North Carolina participates in the **Milken Educator** Program. Two-four educators per year are selected to receive \$25,000 from the Milken Foundation. These educators are recognized at the local level and honored at a luncheon.

NCCAT/Teacher Academy

The NC Center for the Advancement of Teaching and the Teacher Academy provide professional development opportunities for teachers. NCCAT offers residential programs throughout the school year. The Teacher Academy offers summer residential experiences and follow-up seminars.



Incentives for Teacher Recruitment & Retention
funded by NC General Assembly
FY 2003-04

Salaries

- Schedule offers stability, guaranteed salary, higher step increases in key years (steps 3-7)
- 10% premium for Master's degree (versus Bachelor's degree and same years experience)
- 12% premium for certification by National Board of Professional Teaching Standards (NBPTS); State pays application fee (FY 2003-04 cost: \$3.3 million)
- Annual experience step increases (average of 1.81% in FY 2003-04; total cost \$42 million)
- Since passage of the Excellent Schools Act in 1997, General Assembly efforts to raise teacher salaries have led to a 36% increase in NC average teacher salary; FY 2003-04 average salary is \$38,065 (not including benefits).

Bonuses

- ABC Bonuses: \$750 per teacher if school meets expected growth targets, \$1,500 if school exceeds expected growth targets (in FY 2003-04, 94% of schools met or exceeded targets; total cost \$139 million)
- Targeted Teacher Bonus: \$1,800 annually for math, science, or special education teachers who teach in "hard to staff" schools (FY 2003-04 cost \$2.9 million)

Scholarships

- Teaching Fellows Scholarship Program: free college education at UNC system school in exchange for four years of teaching in NC public schools (FY 2003-04 cost: \$10.2 million)
- Prospective Teacher Scholarship Program: up to \$2,500 per year for undergraduate study leading to teacher or instructional support licensure in exchange for teaching in NC public schools (FY 2003-04 cost: \$2.3 million)

Mentoring & Professional Development

- Mentors must be assigned for all State-paid newly certified and second year teachers (FY 2003-04 cost: \$8.1 million)
- Professional development supported by variety of funding sources (FY 2002-03 total State cost: \$18 million)

Retired Teacher Re-employment Option

- Teachers who retire and return to full-time employment as a classroom teacher after six months not in that capacity may earn both full retirement benefits and a full teacher's salary

ENCOURAGING RETIRED TEACHERS TO RETURN TO TEACHING

CURRENT LAW:

- Teachers can retire, return to teaching, and be exempt from the earnings cap if they have:
 - been retired at least 6 months;
 - not been employed in any capacity, except as a substitute teacher or as a part-time tutor, with a public school for at least 6 months immediately preceding the effective date of retirement; and
 - have had satisfactory performance during the last year of employment, as determined by a local board of education.
- If they meet these criteria, they can be hired to teach and receive a full-time salary and their retirement benefits without penalty.
- This is scheduled to expire June 30, 2004.
- The State continues to await rulings from the IRS.

HISTORY OF LEGISLATION

1998 – Original Legislation

Permit Retired Teachers to Work as Substitute Teachers in Public Schools or as Teachers in Low-Performing Schools Without Losing Retirement Benefits (S.L. 1998-212, Sec. 28.24; SB 1366, Sec. 28.24, as amended by S.L. 1998-217, Sec. 67 and 67.1; SB 1279, Sec. 67 and 67.1)

- Excluded the following earnings from the computation of retirement benefits of a public school teacher who has been retired for at least 12 months and who has not been employed, other than as a substitute teacher, with a public school for at least 12 months:
 - (i) earnings while employed on a substitute or interim basis in a public school;
 - (ii) earnings while employed in the teacher's area of certification in a public elementary or middle school designated as low-performing where at least 48% of the students were below grade level during at least one of the two years before the designation or in a high school designated as low-performing, and while continuing to be employed in that school for the two school years after the removal of this designation; or
 - (iii) earnings while employed in the teacher's area of certification in a geographical area where the State Board of Education has determined there is a shortage of teachers in that area of certification.
- Clarified that a person employed under this section is considered a probationary teacher.
- Directed the Department of Public Instruction to certify to the Retirement System that a beneficiary is employed under this section.

- Amended G.S. 115C-316 to prohibit local boards of education from paying a retired teacher more than the employee would have received on the teacher salary schedule, excluding longevity, if the employee had not retired.
- Amended G.S. 115C-325(a) to define a retired teacher as (i) a Retirement System beneficiary who has been retired at least 12 months, (ii) one who has not been employed in any capacity, other than as a substitute teacher, with a local board of education for at least 12 months, (iii) one who had satisfactory performance, as determined by a local board of education, during the last year of employment by that board, and (iv) one who is employed to teach as a probationary teacher under G.S. 135-3(8)c.
- These changes took effect January 1, 1999, and were to expire June 30, 2003. (RJ)

2000 – Expanded Application

Encourage Retired Teachers to Return to the Classroom (S.L. 2000-67, Secs. 8.24(a)-(b); HB 1840)

- Removed requirements that teachers must be employed in a low-performing school or in a geographical area where there is a shortage of teachers.
- Took effect July 1, 2000, and was to expire July 1, 2003.

2001 - Break in service is reduced to 6 months:

Shorten the Amount of Time Retired Teachers Must be Retired Before They Return to Work (S.L. 2001-424, Sec. 32.25; SB 1005)

- Shortened the period of time from 12 months to six months that a beneficiary of the Teachers' and State Employees' Retirement System must be retired prior to reemployment in a public school.
- Expanded permissible employment during the break in service to include employment as a part-time tutor.
- Became effective July 1, 2001 and was to expire June 30, 2003.

2002 – Extend the sunset to June 30, 2004; IRS ruling requested:

Retired Teachers Returning to the Classroom Without Loss of Retirement Benefits/Option Extended (S.L. 2002-126, Sec. 28.10; SB 1115)

- Extended sunset to June 30, 2004.
- Directed the State Treasurer to seek a ruling from the IRS to determine whether the break in service could be reduced from six months to two months without adverse affect on the tax qualification of the Teachers' and State Employees' Retirement System.
- Became effective July 1, 2002.

Modify Benefit Restrictions for Reemployed Retirees in the Teachers' and State Employees' Retirement System and in the Local Governmental Employees' Retirement System (S.L. 2002-126, Sec. 28.13; SB 1115

- Amended the law governing the earnings test that limits the amount of income a retiree is allowed to earn before retirement benefits are suspended for the remainder of the calendar year.
- Allowed a retiree to be reemployed with a state employer participating in the Retirement System and earn 50% of the salary earned during the 12 months of service prior to retirement or \$24,620 whichever is greater, even when the 12 month period included crosses two calendar years.
- Exempted any employee who retired on or before September 1, 2002, and had an employment contract with a participating employer for the 2002-2003 fiscal year.
- Directed the State Treasurer to seek a private letter ruling from the Internal Revenue Service relating to what constitutes a "bona fide termination of employment" and the period of time that a member of the Retirement System must be separated from service before they can be reemployed while continuing to receive retirement benefits.
- Became effective July 1, 2002.

2003 - Pending Legislation:

Modify Retired Educator Option

SB 10 (Second Edition) would allow retired educators (teachers, principals; assistant principals or instructional support personnel position) to return to the public schools without losing their retirement benefits. This bill would also shorten the necessary break in service from six months to two months and remove the sunset provision that would cause the option to expire in 2004. The bill is pending in the Senate Committee on Pensions & Retirement, and Aging.

BREAK IN SERVICE ISSUES

Why does the law require a six-months break in service? There are a number of reasons for this requirement: federal law, State policy, fiscal impact, and actuarial soundness of the retirement system.

1. Federal law - IRS regulations generally prohibit a qualified defined benefit plan (like the State retirement system) from distributing benefits to a plan participant prior to the time the participant has incurred a "separation from service". Neither the U.S. Code nor the IRS regulations provide a bright-line definition for what constitutes a "separation from service". The real issue is whether there has been a bona fide termination of employment. If it appears that the plan participant "retired", but had no clear intention of actually severing

his employment relationship with the employer, then a court could find there has not been a separation of service. The consequence of this type of ruling is that the IRS could disqualify the entire retirement plan, which in turn would have adverse tax consequences for ALL plan participants. (Among the consequences, state employees who had made pre-tax contributions to the plan would now have to pay taxes on those contributions.)

Given the serious consequences of an adverse ruling on this, and a lack of any clear definition of what constitutes a separation from service, many plans simply stop all retirement payments if the employee returns to service. Others have adopted a 12-month break. Periods of 90 to 180 days are also used. However, at least one state (South Carolina) has virtually removed its break in service requirement as it applies to teachers. (However, South Carolina has a very different type of retirement system.)

It is not clear what position will pass IRS scrutiny. The problem of what will constitute a "bona fide termination of employment" is made more difficult because the IRS will look to see whether "the reasonable man would not have taken that action to intentionally circumvent the IRC Section 401(a) distribution rules." According to Deborah Schmieder, Principal and Benefit Consultant, Buck Consultants (the actuarial firm that administers North Carolina's retirement plan)

[T]he determination of whether an employee has incurred a "bona fide termination of employment" is determined on a facts-and-circumstances basis. For example, ...in the situation of a teacher who generally has a break from employment each summer and who retires at the end of one school year only to be rehired a few months later at the beginning of the next school year, it could be extremely difficult for the plan sponsor to show that this was a bona fide termination of employment.

2. Policy Issues - The original purpose of the retired teachers legislation was to help alleviate the shortage of qualified teachers, especially in hard to fill positions. The General Assembly was looking to draw from an **additional** pool of qualified and experienced teachers who were **not currently** teaching. Legislators were hearing that retired teachers were interested in returning to the classroom, but because of the salary cap under the retirement system, they would lose their benefits if they went back to teaching fulltime. So, the General Assembly created a limited exception to the general rule. At the time, it included the 12 month required break because without it there would be no disincentive for a teacher who was currently teaching from retiring immediately, being reemployed immediately, and thereby begin collecting a double salary. If currently employed teachers retire and are immediately reemployed, there is no

net gain in the number of available teachers and no impact on the teacher shortage. Instead, the system would simply "churn" the existing pool of teachers.

3. Fiscal Impact - According to Stanley Moore in the Fiscal Research Division, allowing retired teachers or any group of employees to return with no earning limitations will at some point have a negative impact on the Retirement System. At one point, the actuary estimated the cost to the System to allow members to retire one day and return to work the next to be 1.35% of payroll, which will be \$97 million per year.

4. Actuarial Soundness - If the General Assembly removed the 1 year required break in service, there would exist an **enormous incentive** for teachers to retire immediately and then be reemployed. In fact, a teacher with 20 or 25 years of service would be foolish not to take this option. Given the attractiveness of this option, it is reasonable to assume that a huge percentage (if not all) of experienced teachers would elect to retire, thereby beginning to draw retirement benefits immediately and ceasing to add funds to the Retirement system.



Governor Mike Easley's Teacher Working Conditions Initiative

The Teacher Shortage in North Carolina: Why Focus on Teacher Working Conditions?

- Annual need to hire approximately 11,000 teachers
 - 4,900 are lateral entry or newly licensed teachers; remaining 6000 due to teacher turnover
- What are the 2 main reasons teachers leave?
 1. Salary
 2. Poor Working Conditions
- The key is teacher turnover per school, not just district

What Does “Teacher Working Conditions” Mean?

In 2001 the NC Professional Teaching Standards
Commission developed a survey
(see Preliminary Report of Findings for Copy of Survey)

1. **Time:** reasonable student loads, protected from duties that interfere with teaching, time to work with mentors, quality professional development
2. **Facilities and Resources:** current technology, access to copy machines/faxes/phones, adequate clerical help, safe, clean

What Does “Teacher Working Conditions” Mean?

3. **School Leadership:** shield teachers from disruptions, provide effective mentors, give priority to supporting teachers
4. **Teacher Empowerment:** involve teachers in decision- making process, provide avenues to express concerns, mutual respect
5. **Professional Development:** enhancing teacher knowledge is a priority, provide adequate resources, professional development that is based on school and teacher goals

How Did Governor Easley Begin Improving Teacher Working Conditions?

NC School Report Cards listed the teacher turnover rate per school (first state in the nation to do so)

NC Teacher Working Conditions Survey

- Based on the NCPTSC work and supported by BellSouth NC
- Over 42,000 teachers & administrators responded representing nearly 1500 schools, 115 of 117 school districts, and 59% of principals

What Has Been Learned From The 2002 TWC Survey Results?

Among the many findings were:

- Educators most positive about administrators that provide strong and supportive leadership and hold teachers to high standards
- Educators least positive about time, with teachers particularly critical of the time they have to do their jobs well
- Teachers and principals have strikingly different views of teacher working conditions

What Has Been Learned From The 2002 TWC Survey Results?

(Findings cont'd)

- Elementary school staff are more satisfied with most aspects of their working conditions except on the issue of Time
- Educators in smaller schools are more satisfied than their peers in larger schools
- Preliminary analysis appears to show that factors such as the ABCs status of schools and the percent performing at grade level have a significant relationship to working conditions satisfaction

What's Been Done As A Result Of The 2002 TWC Survey?

Individual school reports and district reports mailed

Statewide Preliminary Report

Case Studies Report

Legislation in 2003 on Flexibility for use of Mentoring dollars

BellSouth \$1 Million Grant to develop Toolkit

Professional Development:

- CSLD programs (PEP and NCCAT) developing leadership training based on 2004 TWC survey

Plans For 2004

2004 Teacher Working Conditions Survey:

- Online, March 22-April 12, with anonymous access code for every teacher and administrator

The statewide report of the '04 TWC Survey Results in December will show comparisons of TWC survey results to factors such as:

- Student Achievement (ABCs) Results
- School Size
- Teacher Turnover Rate per school, district, state
- School Type (elementary, middle, high, charter)
- % Minority Students
- % Students on Free and Reduced Lunch
- National Board Certified Teachers
- Years Experience of Teachers
- Rural to Urban Schools
- Local Supplement for Teachers

For More Information

If you are interested in obtaining copies of TWC 2002 results from your own district and schools, or any additional information on

**Governor Mike Easley's
Teacher Working Conditions Initiative,**
please contact:

Ann McArthur
Governor Mike Easley's Teacher Advisor
919-733-3921



State of North Carolina
Office of the Governor
20301 Mail Service Center • Raleigh, NC 27699-0301

Michael F. Easley
Governor

Governor Mike Easley's Teacher Working Conditions Initiative

In response to an estimated annual need to hire 11,600 teachers in North Carolina and data showing that of the 3,300 graduates from our teacher education programs, only 1,400 were teaching in NC classrooms two years later, the Governor, with the support of BellSouth NC, the North Carolina Professional Teaching Standards Commission (NCPTSC), and the North Carolina Association of Educators distributed the first statewide teacher working conditions survey in May of 2002. The survey, developed by NCPTSC, was designed to provide information at the school, district and state level about what teachers and administrators believe to be the critical components of improving working conditions. This allows schools to target resources to stem teacher attrition. The survey analyzed five critical areas related to working conditions: teacher empowerment; school leadership; facilities and resources; time; and professional development.

More than 40,000 teachers and 1,300 principals in North Carolina responded to the 39-question survey, representing two-thirds of NC schools in 98 percent of districts. District reports were mailed to 115 of the state's 117 districts that included: a letter from the governor, a summary of all responses of teachers in the district, an exemplary school report showing the top 10 schools in each category across the state, and an electronic copy of each school's report. At the school level, principals received an eight-page frequency report that compared the school to the district and state, an average report, and an exemplary schools report.

Findings from the survey showed that North Carolina teachers were only modestly satisfied with their working conditions (the most positive response was 4.2 on a 6.0 scale). Teachers were least positive about issues of time, citing extraneous duties and the need for more time to work on curriculum and with mentors and colleagues. Teachers were most positive about aspects of school leadership, viewing principals as often being a strong and supportive leader. Teachers in smaller and higher performing schools tended to be more satisfied. Finally, there were great disparities in the perceptions of principals and teachers about working conditions in their school.

The Governor's Teacher Working Conditions Initiative included the use of the annual school report cards as a tool to provide data to parents and educators about teacher quality issues. Beginning in May 2002 North Carolina was the first state to include *the teacher turnover rate per school*, as well as by district and state on its annual school report card. This data showed the school-to-school migration of teachers and the importance of positive working conditions in retention of teachers at all levels. Additionally, the Governor included in the 2003 report cards the number of *teachers per school* that responded to the survey and information for parents as to where to obtain results for their schools.

The next administration of the survey will be March 22-April 12, 2004, and will be conducted on-line, allowing an up-to-date analysis of the school level response rate. Teachers will be given anonymous logon numbers and will have a three-week window within which they may complete the survey at their leisure. Individual school and district results will be available June 1, 2004.

Some changes were made to the original survey based on input from the education community, including questions that attempt to gather more information on school level practices in each of the five domains. Also, a toolkit is being developed to help principals analyze results and understand potential data driven reform strategies. Nationally recognized researchers are interested in the data from the survey results.

More information is available on the Governor's website at <http://www.governor.state.nc.us>

Location: 116 West Jones Street • Raleigh, NC • Telephone: (919) 733-5811

Creating Working Conditions So Teachers Can Help All Students Achieve

As states grapple with the teaching quality requirements of *No Child Left Behind*, many policymakers are turning their attention not only to recruiting teachers but also to retaining them. As the National Commission on Teaching and America's Future has reported, "The real school staffing problem is teacher retention. Our inability to support high quality teaching in many of our schools is driven by too many teachers leaving for other jobs."¹

Richard Ingersoll's cutting-edge research shows that teachers who leave dissatisfied do so not only because of poor salaries, but due to poor administrative support, lack of faculty influence, intrusions on teaching, and no opportunities for advancement.²

Other research illustrates that more teacher preparation leads to lower attrition rates.³ High turnover among new teachers (up to 50% within the first five years) leaves students in many schools reeling as they experience a relentless stream of untried novices who do not have the skills to help them reach high academic standards. A recent study reveals that beginning teachers are dispersed among schools and among classrooms within schools in a way that disadvantages black students.⁴

Meeting the challenges of NCLB and providing a competent, caring, and highly qualified teacher for every child will not be possible unless we create schools in which all teachers can thrive.

North Carolina Shows Leadership

North Carolina is getting at the heart of this issue by listening to the experts—the teachers themselves.

Through the leadership of Governor Mike Easley and the work of the NC Professional Teaching Standards Commission, the state recently announced the results of what it hopes will be an annual survey of its teachers and their views on professional working conditions.

With support from the BellSouth Foundation and the state affiliate of the National Education Association, North Carolina assembled over 40,000 teacher survey responses (representing over 50% of the state's teachers), which led to some intriguing insights into the current working conditions of the state's classroom educators.

The survey framed the issues of working conditions around five factors: time management, facilities and resources, leadership, personal empowerment, and opportunities for professional development. Teachers used a 6-point scale ("6" representing strongly agree; "1" strongly disagree) to indicate their responses.

In the area of leadership, the North Carolina teachers were more likely to agree that they "are held to high standards" (4.57). However, the survey questions were not specific enough to determine whether teachers felt they were being held to high standards by their peers, their principal, their formal evaluation system, district officials, the state accountability system, or some combination thereof. Teachers were relatively satisfied with their leaders' efforts to "shield" them from "disruptions" (3.81). They

also indicated an interest in expanding teacher leadership by becoming more "centrally involved in decision making" (3.68).

The North Carolina teachers seemed to be least satisfied with working conditions related to facilities and time. Teachers were less apt to agree that they are "protected from duties that interfere with teaching" (3.08) or that they have "adequate clerical assistance" (3.03). As a group, the teachers were also less likely to agree that they have enough time to "work with the curriculum" (3.13) or for "new teachers to work with a mentor" (3.15).

Differences Among Types of Schools

A preliminary analysis of the North Carolina survey also reveals some striking trends worthy of further exploration. Satisfaction levels are highest among teachers in schools with higher statewide accountability scores, higher graduation rates, and where 81% or more of students are performing at grade level. Generally, teachers in schools that had more fully licensed personnel were more satisfied with their working conditions than those in schools with fewer fully licensed personnel.

Elementary school teachers reported more satisfaction with issues of professional development, leadership, and empowerment than did their secondary counterparts, but elementary-level teachers were least satisfied about the availability of time (middle school teachers were the most satisfied). Teachers in small schools were more positive about time, leadership, empowerment, and professional development.

In schools that serve more impoverished students, teachers' concerns about working conditions differed (in comparison to colleagues in more affluent schools) in only two areas: facilities and empowerment. Teachers serving greater proportions of poor students appear to work in schools that need more physical repairs. They also express a strong desire to work with administrators who give them more authority to teach in ways that engage a variety of learners and learning styles. These findings closely resemble the national research by Ingersoll on teacher turnover and working conditions.⁵

The survey included principals as well as teachers. Principals were much more likely than teachers to agree with the statements "teachers have time to collaborate with colleagues," "teachers have funds to purchase supplies," and "teachers are centrally involved in decision-making."

Putting the Data to Work

The North Carolina study's findings have much to tell policymakers about the relationship between working conditions and school success and about the powerful linkage between teacher retention and improved student performance. We can be sure that teachers, who are rarely asked to share their insider's knowledge, will be anxious to see how state leaders use insights from the study to shape more effective teaching policy.

The Southeast Center for Teaching Quality is working with Governor Easley's office and the NC Professional Teaching Standards Commission to investigate a sample of schools that reported high levels of satisfaction on the working-conditions survey. Specific policy recommendations will come from these data and analyses. Over the summer months, the Center will help refine the survey for a second, on-line administration during the 2003-04 school year. The state has designated a portion of its *No Child Left Behind* teacher quality dollars for this purpose.

Fully understanding the issues involved in a teacher's professional work environment requires more than simply examining a system's human resources or "HR" practices. To really take the measure of a school's working conditions, one must look for more profound indicators. Is there a professional teaching climate built on trust and collegiality? Is there time for teachers to learn from each other? Are there ample opportunities to make sound decisions in the best interest of the students whom teachers serve?

North Carolina is to be commended for taking the lead in this exploration of the conditions that influence teacher job choices, teacher retention, and, ultimately, teaching quality. The challenge for North Carolina and for other states is not only to surface this data but to "go where it leads us"—to pursue the new questions it raises until we have answers, until we know enough to craft policies and the kind of redesigned schools that truly strengthen teaching—and therefore learning—in every classroom.

We predict that this deeper investigation of what is truly happening on the frontlines of education will ultimately help policymakers and practitioners create schools where all teachers and students can thrive.

The education community in the Southeast is fortunate to have one of our most civic-minded corporations—BellSouth—committed to exploring and addressing the issue of teacher working conditions. BellSouth is proposing to engage a broad cross-section of citizens and educators to raise local awareness of working conditions and to offer new tools to improve them. The Center looks forward to being a part of this effort.

Click for Endnotes

More Resources

- ✎ NC Professional Teaching Standards Commission on Working Conditions
- ✎ NC Governor's Office on Working Conditions
- ✎ The Southeast Center for Teaching Quality on the 1999-2000 *Schools and Staffing Survey* and working conditions:
 - ✎ The Status of Teaching in the Southeast: Measuring Progress, Moving Forward
 - ✎ Slides on working conditions in North Carolina
 - ✎ Slides on working conditions in Georgia
- ✎ Ingersoll, R.M. (2003, February). *Who controls teachers' work? Power and accountability in America's schools*. Cambridge, MA: Harvard University Press.
- ✎ "Keeping Good Teachers" — *Educational Leadership*, 60(8)
- ✎ *Policy and Practice: Restructuring Teachers' Work* by Lisa Kirtman

Teaching Quality Across the Nation

- ✎ PEN's Community Action Guide helps communities better understand their role in achieving high-quality teaching. Read the guide at www.publiceducation.org/tqguide.asp
- ✎ A Middleweb article asks whether substandard working conditions at a school justify a teacher's resignation. Read the article at www.middleweb.com/mw/msdiaries/02-03wklydiaries/HM16.html
- ✎ Pam Grossman discusses various challenges facing the teaching profession in *Teaching: From a Nation at Risk to a Profession at Risk?* Read the *Harvard Education Letter* article at www.edletter.org/past/issues/2003-jf/nation.shtml
- ✎ Two reports by Meg Bostrom outline public perceptions of education and suggest approaches for effective communication about the *No Child Left Behind Act*. Read the reports at www.douglasgould.com/pages/resources.htm#NoChildLeftBehind

The Southeast Center at Work

- The Southeast Center for Teaching Quality is working with the Kaufman Foundation of Kansas City, Missouri, to develop a better understanding of quality teacher education for recruits to urban, hard-to-staff schools. This effort promises to support the dissemination of best policies and practices in alternative routes into teaching.
- The Center is working with the George Lucas Educational Foundation to explore ways to develop creative, multi-media tools to help policy makers better understand the complexities of quality teaching and the kinds of teacher development and school redesign policies and practices that need to be in place to ensure a competent, caring, and "highly" qualified teacher for each student.
- The Center is just beginning to work with the National Education Association on a multi-year effort to support policy developments that support teacher professionalism and higher student achievement in a number of partner states in the region.
- The Center is working with the National Governors' Association to analyze and present teacher data from the 1999-2000 *Schools and Staffing Survey* for its member states.
- The Center is working with the BellSouth Corporation and its newly revamped Foundation to support new teacher quality programs in the region. The Center is providing technical assistance to BellSouth in its RFP process and will support implementation efforts of its grantees.
- The Center's Teacher Leaders Network continues to unfold. Washington Mutual (based in Seattle with growing branches in the Southeast) has continued its support of this very important work that draws upon the knowledge and voices of highly accomplished teachers to inform programs and policies that support a stronger teaching profession and greater student achievement. The TLN recently participated in an in-depth discussion about the kind of teacher education needed in the future. We will soon begin spreading the wisdom of these teachers who have a lot to teach policymakers, fellow practitioners, and the public about what matters most.

For copies of the Center's publications, email ContactUs@teachingquality.org.

For more information about the work of the Center, contact John Denning, Associate Director, at jdenning@teachingquality.org

Upcoming SECTQ Dates & Meetings:

August 6 – Barnett Berry presents at the annual Ohio Education Association's Leadership Conference; Columbus

Teaching Quality in the Southeast: Best Practices & Policies is a monthly publication of The Southeast Center for Teaching Quality. For more information, send an email to Contact_BestTQ@teachingquality.org, or visit our website at <http://www.teachingquality.org>.

The Southeast Center for Teaching Quality • Barnett Berry, Executive Director
The University of North Carolina, P.O. Box 2688, Chapel Hill, NC 27515-2688 (919) 843-9519

APPENDIX ONE

**Working Conditions Survey
Comparison of School, District, and State Results**

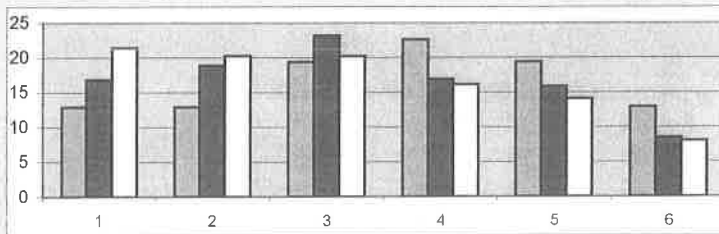
School: **Lake Rim Elementary**
District: **Cumberland County Schools**

□ School
■ District
□ State

1 = strongly disagree
6 = strongly agree

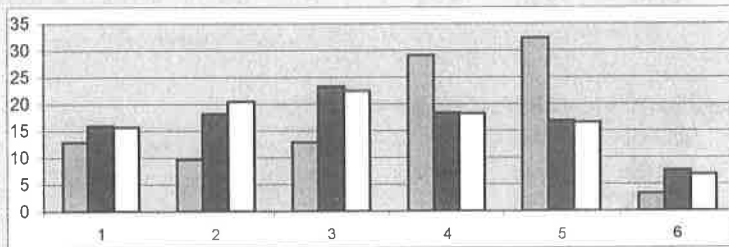
Q1: Teachers have time to work on curriculum, classroom management, and individual instruction.

	School	District	State
1	12.90	16.81	21.39
2	12.90	18.85	20.22
3	19.35	23.16	20.18
4	22.58	16.88	16.11
5	19.35	15.82	14.07
6	12.90	8.48	8.04



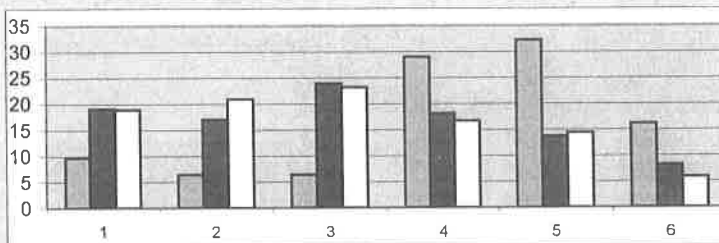
Q2: Teachers have reasonable student loads.

	School	District	State
1	12.90	15.90	15.68
2	9.68	18.17	20.43
3	12.90	23.24	22.42
4	29.03	18.32	18.18
5	32.26	16.81	16.49
6	3.23	7.57	6.79



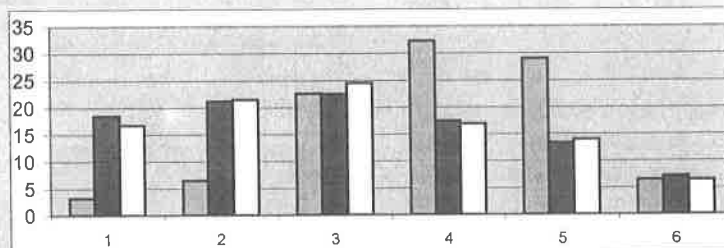
Q3: Teachers are protected from duties that interfere with teaching.

	School	District	State
1	9.68	19.08	18.91
2	6.45	17.03	20.95
3	6.45	23.92	23.18
4	29.03	18.09	16.70
5	32.26	13.70	14.36
6	16.13	8.18	5.89



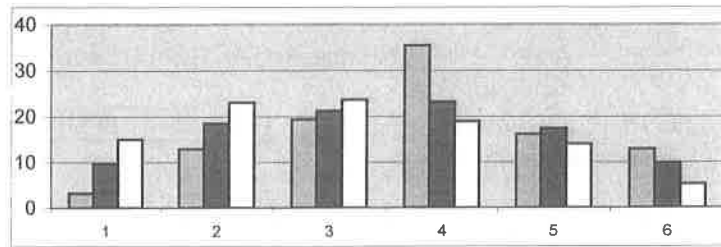
Q4: New teachers have time to work with mentors.

	School	District	State
1	3.23	18.47	16.71
2	6.45	21.20	21.49
3	22.58	22.48	24.49
4	32.26	17.41	16.93
5	29.03	13.32	13.98
6	6.45	7.12	6.39



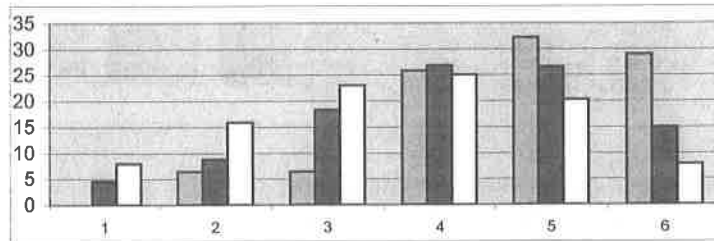
Q5: Teachers have time to collaborate with colleagues.

	School	District	State
1	3.23	9.77	15.01
2	12.90	18.55	23.08
3	19.35	21.20	23.61
4	35.48	23.24	18.94
5	16.13	17.41	14.08
6	12.90	9.84	5.28



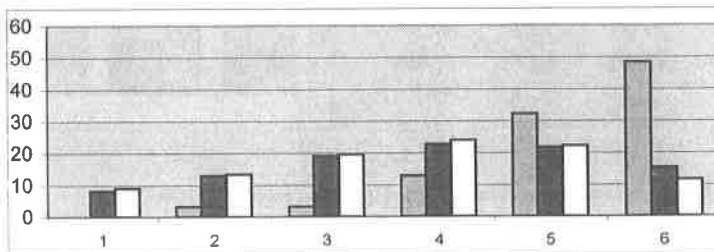
Q6: Time is provided for professional development.

	School	District	State
1	0.00	4.54	7.93
2	6.45	8.78	15.90
3	6.45	18.32	23.01
4	25.81	26.87	25.05
5	32.26	26.57	20.27
6	29.03	14.91	7.83



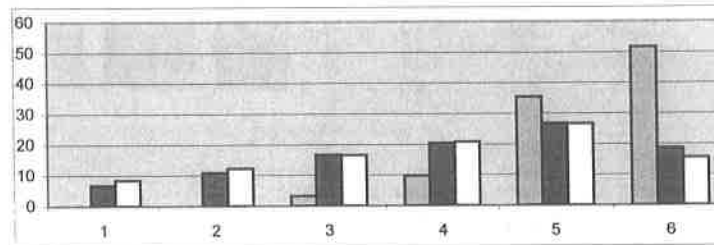
Q7: Leadership tries to address concerns about time.

	School	District	State
1	0.00	8.18	9.10
2	3.23	12.94	13.41
3	3.23	19.08	19.60
4	12.90	22.79	24.08
5	32.26	21.73	22.21
6	48.39	15.29	11.60



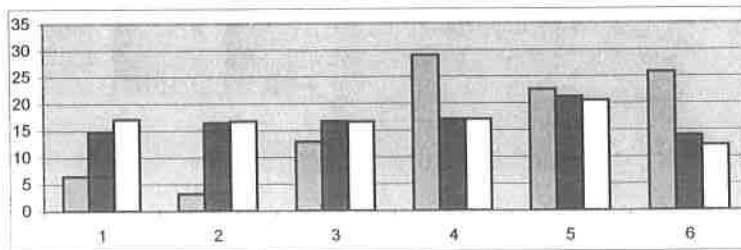
Q8: Teachers have space to work with students.

	School	District	State
1	0.00	6.66	8.38
2	0.00	10.90	12.19
3	3.23	16.65	16.49
4	9.68	20.36	20.80
5	35.48	26.80	26.66
6	51.61	18.62	15.47



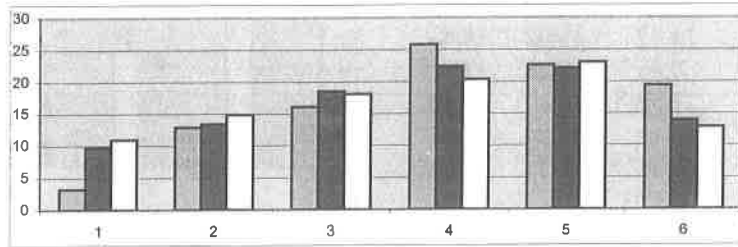
Q9: Teachers have quiet space to work individually.

	School	District	State
1	6.45	14.69	17.07
2	3.23	16.43	16.74
3	12.90	16.65	16.58
4	29.03	17.03	17.01
5	22.58	21.20	20.49
6	25.81	14.00	12.11



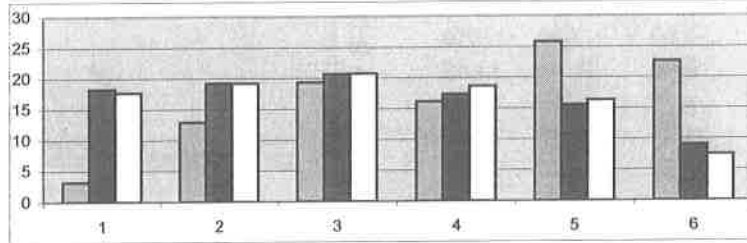
Q10: Teachers have sufficient office supplies.

	School	District	State
1	3.23	9.69	10.90
2	12.90	13.40	14.85
3	16.13	18.55	18.09
4	25.81	22.33	20.34
5	22.58	22.10	23.01
6	19.35	13.93	12.81



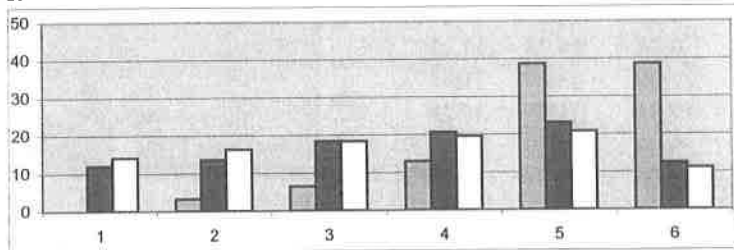
Q11: Teachers have funds to purchase supplies.

	School	District	State
1	3.23	18.24	17.71
2	12.90	19.23	19.20
3	19.35	20.67	20.74
4	16.13	17.34	18.63
5	25.81	15.52	16.27
6	22.58	9.01	7.45



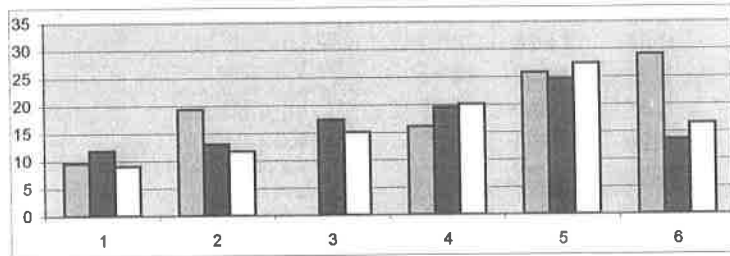
Q12: Classrooms/labs have current technology.

	School	District	State
1	0.00	11.96	14.08
2	3.23	13.55	16.28
3	6.45	18.40	18.29
4	12.90	20.59	19.47
5	38.71	23.09	20.77
6	38.71	12.41	11.10



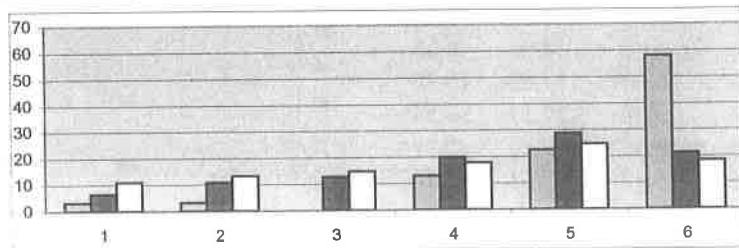
Q13: Teachers have record-keeping technology.

	School	District	State
1	9.68	11.88	9.10
2	19.35	13.02	11.75
3	0.00	17.41	15.11
4	16.13	19.53	20.10
5	25.81	24.53	27.41
6	29.03	13.63	16.53



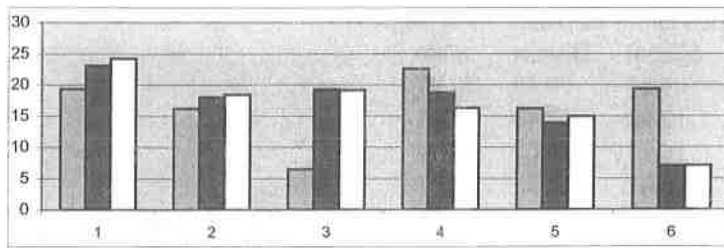
Q14: Teachers have reliable communication technology.

	School	District	State
1	3.23	6.51	10.98
2	3.23	10.90	13.32
3	0.00	12.64	14.72
4	12.90	19.91	17.89
5	22.58	28.77	24.74
6	58.06	21.27	18.34



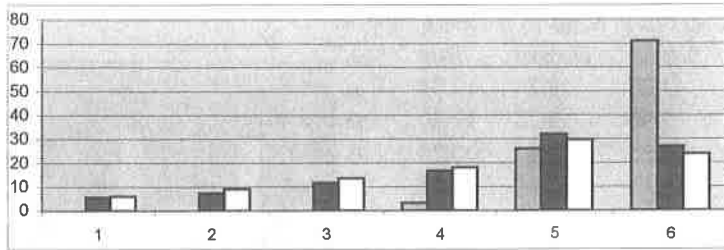
Q15: Teachers have adequate clerical assistance.

	School	District	State
1	19.35	23.09	24.21
2	16.13	18.02	18.43
3	6.45	19.23	19.15
4	22.58	18.77	16.28
5	16.13	13.85	14.91
6	19.35	7.04	7.03



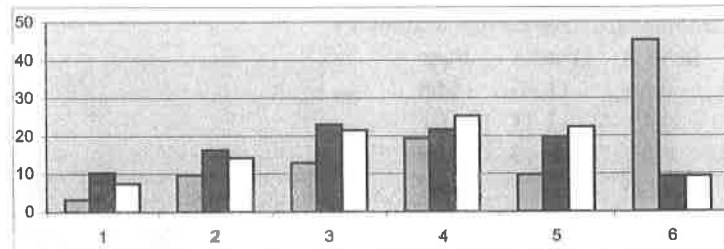
Q16: School environment is clean and safe.

	School	District	State
1	0.00	5.68	6.07
2	0.00	7.34	9.10
3	0.00	11.66	13.55
4	3.23	16.65	18.00
5	25.81	31.87	29.60
6	70.97	26.80	23.69



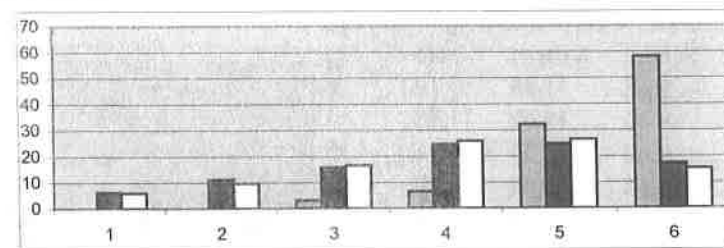
Q17: Teachers have a range of support personnel.

	School	District	State
1	3.23	10.30	7.47
2	9.68	16.28	14.23
3	12.90	23.01	21.45
4	19.35	21.65	25.28
5	9.68	19.53	22.31
6	45.16	9.24	9.27



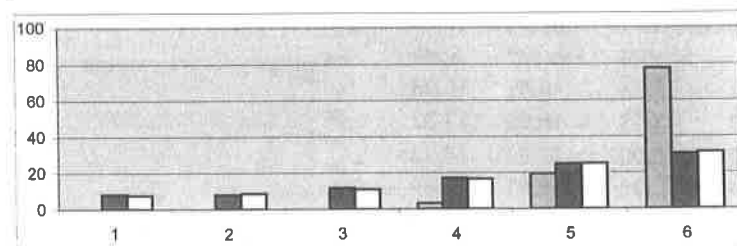
Q18: Leadership tries to address concerns about facilities.

	School	District	State
1	0.00	6.28	5.98
2	0.00	11.28	9.70
3	3.23	15.82	16.55
4	6.45	24.60	25.86
5	32.26	24.75	26.53
6	58.06	17.26	15.36



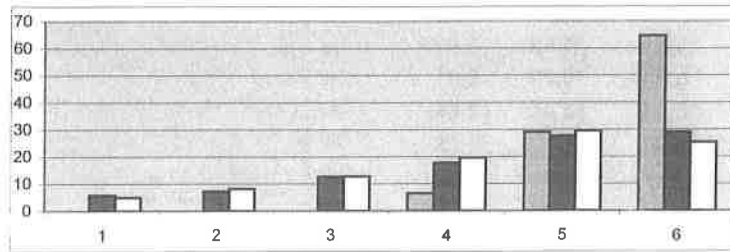
Q19: Principal is a strong, supportive leader.

	School	District	State
1	0.00	8.02	7.48
2	0.00	7.95	8.68
3	0.00	11.58	10.89
4	3.23	17.11	16.54
5	19.35	24.83	25.07
6	77.42	30.51	31.34



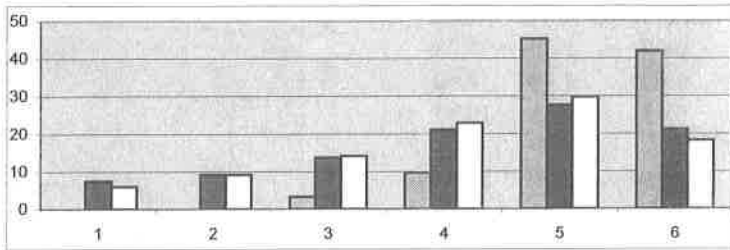
Q20: Leadership has a strong, shared vision for school.

	School	District	State
1	0.00	5.83	5.01
2	0.00	7.27	8.15
3	0.00	12.64	12.73
4	6.45	17.56	19.46
5	29.03	27.71	29.38
6	64.52	28.99	25.27



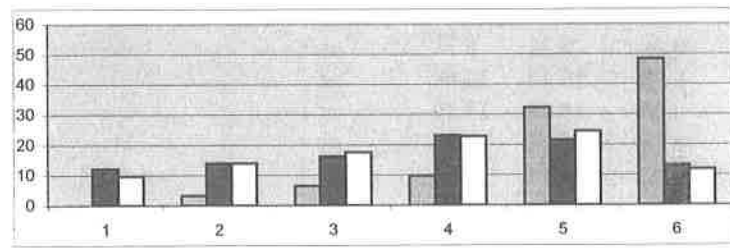
Q21: Leadership team is open to new ideas.

	School	District	State
1	0.00	7.42	6.00
2	0.00	9.16	9.13
3	3.23	13.63	14.06
4	9.68	21.04	22.89
5	45.16	27.55	29.72
6	41.94	21.20	18.20



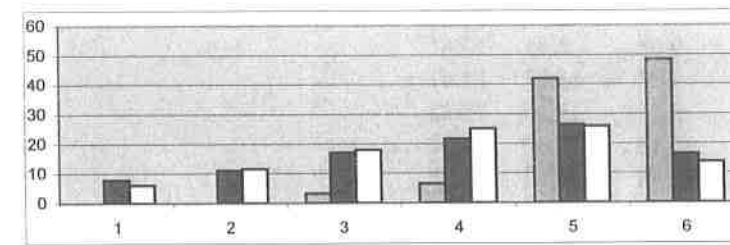
Q22: Leaders shield teachers from disruptions.

	School	District	State
1	0.00	12.19	9.67
2	3.23	13.93	13.90
3	6.45	16.20	17.50
4	9.68	23.01	22.76
5	32.26	21.42	24.35
6	48.39	13.25	11.82



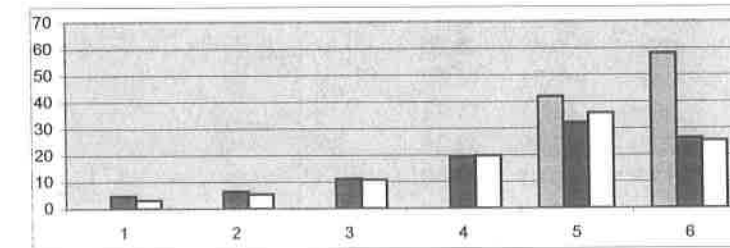
Q23: Administrators give priority to supporting teachers.

	School	District	State
1	0.00	7.80	6.04
2	0.00	10.98	11.53
3	3.23	16.96	17.88
4	6.45	21.57	25.03
5	41.94	26.34	25.79
6	48.39	16.35	13.72



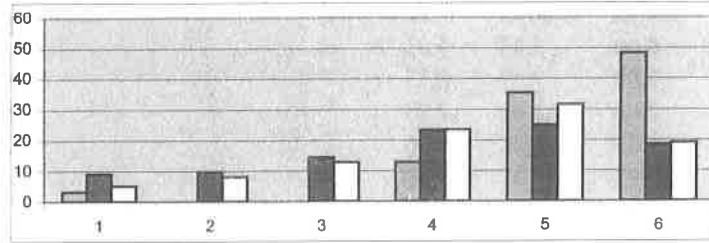
Q24: Teachers are held to high standards.

	School	District	State
1	0.00	4.62	3.14
2	0.00	6.43	5.33
3	0.00	11.13	10.72
4	0.00	19.38	19.72
5	41.94	32.17	35.77
6	58.06	26.27	25.32



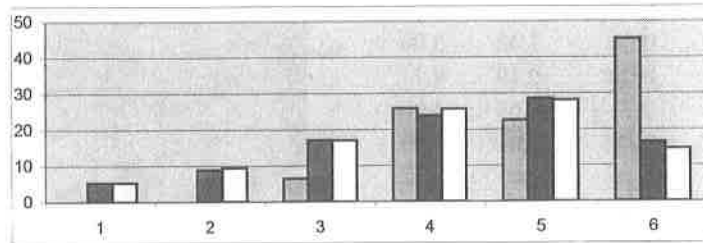
Q25: New teachers have effective mentors.

	School	District	State
1	3.23	9.08	5.07
2	0.00	9.77	8.01
3	0.00	14.46	12.86
4	12.90	23.32	23.38
5	35.48	24.91	31.58
6	48.39	18.47	19.10



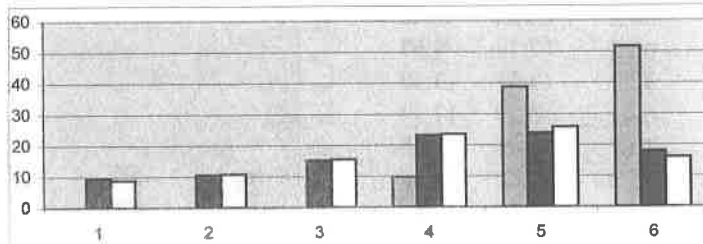
Q26: State initiatives are communicated clearly to staff.

	School	District	State
1	0.00	5.30	5.28
2	0.00	8.86	9.40
3	6.45	17.11	16.95
4	25.81	23.85	25.70
5	22.58	28.46	28.09
6	45.16	16.43	14.58



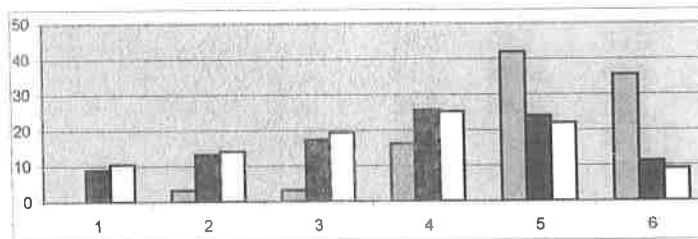
Q27: Leaders try to address concerns about leadership.

	School	District	State
1	0.00	9.54	8.71
2	0.00	10.45	10.66
3	0.00	15.14	15.44
4	9.68	23.16	23.49
5	38.71	23.77	25.71
6	51.61	17.94	15.97



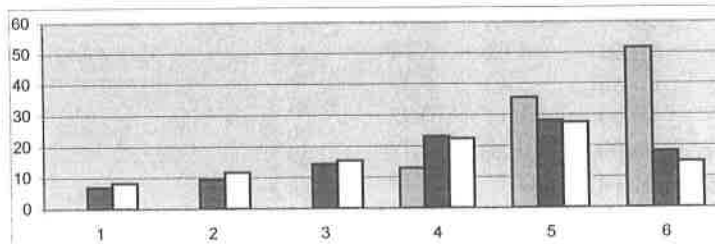
Q28: Teachers are centrally involved in decision-making.

	School	District	State
1	0.00	8.86	10.45
2	3.23	13.17	14.07
3	3.23	17.26	19.28
4	16.13	25.59	25.22
5	41.94	23.92	21.95
6	35.48	11.20	9.02



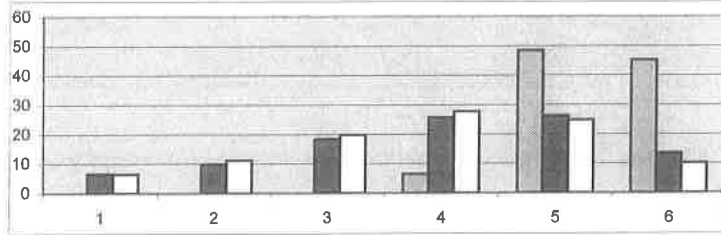
Q29: Teachers are recognized as educational experts.

	School	District	State
1	0.00	6.89	8.28
2	0.00	9.61	11.69
3	0.00	14.31	15.42
4	12.90	23.09	22.38
5	35.48	28.01	27.40
6	51.61	18.09	14.84



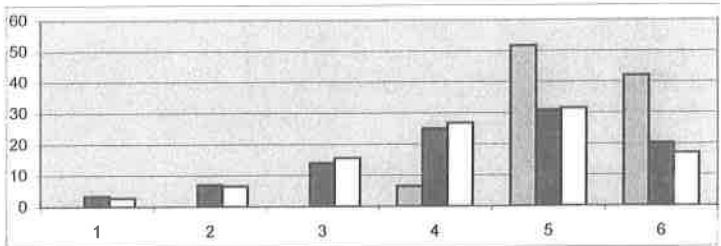
Q30: School supports reasoned educational risk-taking.

	School	District	State
1	0.00	6.59	6.42
2	0.00	9.77	11.16
3	0.00	18.32	19.72
4	6.45	25.66	27.71
5	48.39	26.19	24.81
6	45.16	13.47	10.17



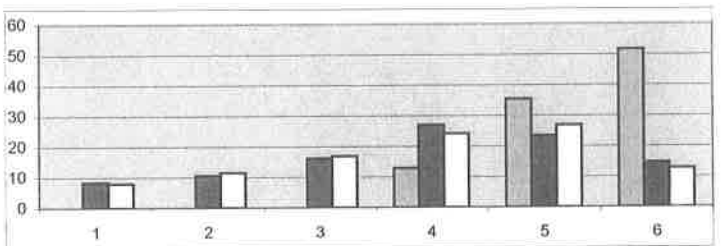
Q31: Parents have many avenues to express concerns.

	School	District	State
1	0.00	3.41	2.74
2	0.00	6.96	6.53
3	0.00	13.93	15.52
4	6.45	24.83	26.69
5	51.61	30.73	31.48
6	41.94	20.14	17.03



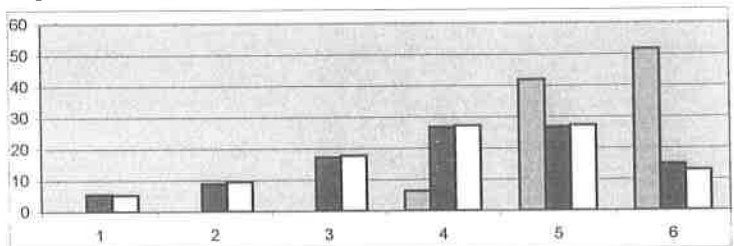
Q32: There is an atmosphere of mutual respect at school.

	School	District	State
1	0.00	8.40	7.89
2	0.00	10.60	11.53
3	0.00	16.05	16.82
4	12.90	26.95	24.14
5	35.48	23.39	26.91
6	51.61	14.61	12.70



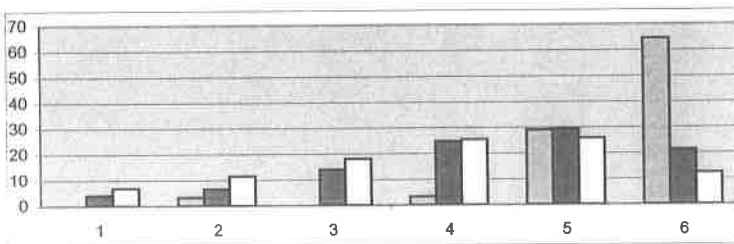
Q33: Leadership tries to empower teachers and parents.

	School	District	State
1	0.00	5.53	5.30
2	0.00	8.86	9.52
3	0.00	17.26	17.76
4	6.45	26.72	27.25
5	41.94	26.72	27.25
6	51.61	14.91	12.91



Q34: Resources are available for professional development.

	School	District	State
1	0.00	4.01	6.90
2	3.23	6.51	11.50
3	0.00	13.93	18.06
4	3.23	24.68	25.42
5	29.03	29.52	25.81
6	64.52	21.35	12.32





Governor Mike Easley's Teacher Working Conditions Initiative

Preliminary Report of Findings From a Statewide Survey of Educators

March 2003

EXECUTIVE SUMMARY

In May of 2002, Governor Mike Easley launched the Governor's Teacher Working Conditions Initiative with the goals of keeping good teachers in the classroom and improving education for all children. In partnership with the North Carolina Professional Teaching Standards Commission, with assistance from the NC Association of Educators, and with funding from BellSouth-NC, the Governor sent a survey on working conditions to every teacher, principal, and licensed professional in the state's public schools. Over 42,000 voluntary responses were received from nearly 1,500 schools in 115 of the state's 117 school systems.

This is a Preliminary Report on Findings from the survey conducted by the Center for Child and Family Policy at Duke University. Among the findings:

- Overall, teachers are not satisfied with their conditions of work and feel least satisfied with the amount of time they have to do their jobs.
- Teachers are most satisfied with school leadership but harbor mixed sentiments on issues of facilities, teacher empowerment, and professional development.
- With the exception of issues related to time, elementary teachers are more satisfied with their conditions of work than their middle and high school peers.
- Educators in smaller schools are more satisfied than their colleagues in mid-range and larger schools.
- There are striking differences in perceptions between principals and teachers.

In addition to the statewide results, the Governor's Initiative has distributed School Reports and District Reports to all principals and superintendents. These reports contain in-depth information on responses from personnel to each of the 39 statements on the survey. This information allows schools and school systems to address specific working conditions in their schools.

Governor Easley is committed to retaining high quality teachers in our schools. In addition to this preliminary report, the Teacher Working Conditions Initiative will conduct further research into the relationships between working conditions and schools. He will develop profiles on schools with exemplary working conditions. The Governor will continue to engage the voices of educators and report findings to state and local education leaders and policymakers.

INTRODUCTION

North Carolina is experiencing a teacher shortage. The state's public schools hire over 10,000 teachers each year and will need to hire between 70,000 and 80,000 teachers by 2010. The state's schools of education produce roughly 3,300 graduates per year, with only 2,200 filling teaching positions the next school year in North Carolina. That leaves a major gap schools must work to fill each year with a mix of lateral entry candidates, teachers from other states, and teachers returning to the profession after time away.

Recently, groups ranging from Governor Easley's Education First Task Force to the National Commission on Teaching and America's Future have suggested that state and local educational leaders refocus their efforts on teacher retention as a key strategy to mitigate the teacher shortage.

In recent years, North Carolina has put into place accountability for teacher education programs, mentoring programs for new teachers, and has boosted teacher salaries in an effort to attract and retain quality teachers. Even with these important efforts, the state's teacher attrition rate stands at 13% annually, with a number of school systems experiencing attrition rates of 20-30% each year and school-level attrition averaging 20-25%.

In order to ensure that North Carolina is doing all that it can to address the retention of quality teachers, Governor Mike Easley launched a Teacher Working Conditions Initiative in May 2002 in collaboration with the NC Professional Teaching Standards Commission.

Supportive working conditions are recognized by practitioners and researchers as critical to keeping good teachers in the classroom. Consistently, working conditions rank as one of the top reasons why teachers decide to remain or leave the public schools. The goal of the Initiative is to improve working conditions and increase the retention of quality teachers for all of North Carolina's children.

THE TEACHER WORKING CONDITIONS SURVEY

The Governor's Teacher Working Conditions Initiative expands on a NC Professional Teaching Standards Commission pilot project in 2001. With the support of the State Board of Education, the Commission adopted working conditions as a primary focus. The Commission, through research and focus groups, developed 30 working conditions standards for schools in five broad categories. The standards were validated by focus groups and by more than 500 teachers. The Commission then developed a survey based on the standards.

In the fall of 2001, this survey was administered in a pilot study to 2,300 teachers and administrators in 60 schools throughout the state. The pilot provided important feedback on the working conditions in participating schools. Based on these results, Governor Easley expanded the initiative to encompass every public school-based educator in the state.

In May of 2002, in partnership with the Commission, assistance from the North Carolina Association of Educators (NCAE), and support and funding from BellSouth-NC, the Governor sent out surveys to every licensed public school-based educator in North Carolina. The goals of the survey were to

- 1) hear from teachers and administrators about what they identify as areas in need of improvement,
- 2) understand what school characteristics appear to affect those perceptions, and
- 3) provide data on working conditions to local school leaders and state policymakers.

The Survey

The survey includes 39 statements about working conditions in five categories:

1. Time Management
2. Facilities and Resources
3. Leadership
4. Personal Empowerment
5. Opportunities for Professional Development

Educators were asked to respond to each of the statements with a value of “1” through “6” with “1” representing “Strongly Disagree” and “6” representing “Strongly Agree.” All statements are written to indicate a positive description of the school environment (e.g., “The principal is a strong, supportive leader” and “Adequate and appropriate time is provided for professional development”). Therefore, higher scores always indicate a more positive opinion of the school environment.

Surveys were completed and returned voluntarily by 42,209 educators from 1,471 schools in 115 of the state’s 117 school districts. Seventy-six percent (76%) of the schools had a response rate of 50% or higher.

Survey Analysis

The Center for Child and Family Policy at Duke University conducted preliminary analysis on the data. The findings represented in this report are those of the Center. The Center’s analysis provided two kinds of reports on the data:

1. **Average Reports.** These reports provide the average response for each statement by each group of respondents. They also depict the summary score for each category of statements:
 - Time
 - Facilities
 - Leadership
 - Empowerment
 - Professional Development

As a higher average score for a statement means greater satisfaction with that statement, a higher average summary score for a category indicates more overall satisfaction with that category. All average reports show the difference between the averages, and an asterisk indicates that this difference is statistically significant, or too large to attribute reasonably to chance factors.

2. **Frequency Distribution Reports.** For each statement from the survey, the Frequency Distribution Reports provide the percentage of responses for each of the values, 1 through 6 (from strongly disagree to strongly agree). Frequency reports provide a view of the range of values that educators might ascribe to a given statement—not just the average value of the responses to that statement. In the Appendices, Frequency Reports depict this comparison for every value (1-6) of every statement (1-39).

The Center has also begun an effort to examine the relationship between teacher, student and school characteristics and with working conditions. The Governor's Office plans to continue that effort and provide additional reports with findings to the public and policymakers as the research is completed.

PRELIMINARY FINDINGS ON STATEWIDE RESULTS

The following are preliminary findings on the results of the Teacher Working Conditions Survey. Findings are based on analysis of the overall statewide results and comparative data on the responses from

- 1) teachers, principals and other licensed personnel,
- 2) educators in elementary, middle and high schools, and
- 3) educators in different size schools.

The Appendices include both the Average Reports and Frequency Reports for the Statewide Summary for all Educators (Appendix B), Summary by Job Title (Appendix C), Summary by School Type (Appendix D), and Summary by School Size (Appendix E).

- **Overall, survey results show little satisfaction with working conditions.** Only one of the five categories had an average score of more than 4 (out of 6) and no statement on the survey received a rating of higher than 4.57. Thus, while there were some positive findings, the results demonstrated a great deal of room for improvement in the working conditions for educators.
- **Educators are most positive about School Leadership.** Of the five categories of working conditions, respondents gave Leadership the highest average score (4.2). Within this domain, respondents gave the highest values to statements describing leaders as strong and supportive, holding teachers to high standards, and providing a strong shared vision for the school. At the same time, respondents were less positive about principals' efforts to shield them from disruptions, address concerns about leadership and give priority to supporting teachers.

- **Educators are least positive about Time, with teachers particularly critical of the time they have to do their jobs well.** Teachers were least positive about the time provided to them to work on curriculum, classroom management and individual instruction, time to work with colleagues and mentors, and time for professional development. Additionally, teachers were not positive about the demands on their time by duties such as paperwork and lunch duty that interfere with teaching and preparation.
- **Educators' views of Facilities, Empowerment, and Professional Development are mixed.** Statewide, the scores fell under an average of four on the six-point scale. Educators were relatively positive about the safety and cleanliness of their schools, the avenues for parent involvement, and leadership's effort to provide professional development focused on school goals. However, they were less than positive about their role in decision-making, the incentives for risk-taking, their access to clerical assistance and resources for instructional supplies, the resources available for professional development, and the respect for different types of professional learning.
- **Teachers and principals have strikingly different views of teacher working conditions, with principals more satisfied in every category.** Teachers are less satisfied with every aspect of the school environment than are their peers in non-teaching jobs. The gap between how teachers view working conditions versus their principals is greater than the gap between teachers and other licensed personnel. The difference between teachers and principals is greatest in the domains of Time and Empowerment, but gaps between teachers and principals are statistically significant for every statement on the survey.

Inside the domains, there are some particularly large discrepancies. Principals and teachers have vastly different perceptions of the time that teachers have to collaborate with colleagues (difference of 1.11); whether teachers have funds to purchase supplies (difference of 1.12); whether leaders shield teachers from disruptions (difference of 1.15); the role of teachers in decision-making (difference of 1.25); and whether professional development is based on teacher and school goals (difference of 0.87).

- **Elementary school staff are more satisfied with most aspects of their working conditions as compared with their middle and high school peers—except on the issue of Time.** For each statement in the Leadership, Empowerment, and Development categories, elementary school personnel are much more satisfied than middle or high school personnel. Elementary teachers are more satisfied about professional development in their schools and administrator's role in supporting their learning. Middle and high school personnel are less likely to believe that teachers are centrally involved in decision-making, that their administrators support teachers, shield teachers from disruptions, and communicate state initiatives to teachers. But, their perceptions reverse on the issue of Time. Elementary teachers are much less satisfied about time to work on curriculum, classroom management, and individual instruction than their middle and high school colleagues.

- **Generally, educators in smaller schools are more satisfied than their peers in larger schools.** The school size results compare schools with fewer than 500 members to those with 500 to 750 members and to schools with more than 750 members. In general, those in small schools tend to feel more satisfied with their working conditions than those in medium-sized schools, who tend to feel more satisfied than those in large schools. The comparison of small schools to large schools shows that for every statement in Leadership, Empowerment, and Professional Development, those in small schools are much more satisfied than those in large schools are. The Facilities category has mixed results: those in medium-sized schools feel most satisfied, followed by those in small and large schools.
- **Preliminary analysis also appears to show that factors such as years of experience in education, the percent of students who are ethnic minorities, and the percent of students eligible for free or reduced price lunch do not appear to have a significant relationship to working conditions satisfaction, while factors such as the ABCs status of schools and the percent performing at grade level do.** Further research is planned to more fully examine the relationships between working conditions and these student, teacher and school characteristics.

SCHOOL AND DISTRICT LEVEL REPORTS

In addition to the statewide summary of results, the Governor's Teacher Working Conditions Initiative compiled reports for all participating schools and districts. School and District reports were sent to principals and superintendents in late January.

Individual School Reports. School's Reports were generated for all schools where 40% (for reasons of statistical reliability) or more of licensed personnel responded to the survey. There were 1,103 school reports (1,471 schools were represented in the results). School reports show results for teachers only and provide frequency distribution results (percentages responding at each value, one through six, for each of the 39 statements). School reports compare the results of the school with those of the district and the state for each of the 39 statements.

School District Reports. Each district with schools responding to the survey received a District Report. The report includes an Average Score Report and a Frequency Distribution Report that compares the school district with the state. There are 115 district reports.

In addition to their school and district reports, principals and superintendents received an **Exemplary Schools Report.** This report lists the ten exemplary schools (schools with the highest index scores) in each of the five categories of working conditions. This list is included in Appendix F.

NEXT STEPS

The findings released in this report represent the first step of Governor Easley's Teacher Working Conditions Initiative. In addition to the data included in this report, the Initiative will undertake the following:

- Develop in-depth profiles of exemplary schools that are making growth in student achievement and have high teacher satisfaction with working conditions;
- Conduct additional research into the relationships between perceptions of working conditions and variables such as student achievement, school resources, student characteristics, teacher experience and quality;
- Continue to survey teachers and other licensed personnel on their perceptions of working conditions;
- Communicate findings to the policy community and work with policymakers to address working conditions issues.

CONCLUSION

The findings of the Governor's Teacher Working Conditions Survey place the voices of teachers and educators at the center of the debate about how to keep good teachers in the profession. The statewide results and the school and district reports provide state and local education leaders with current, comprehensive information about teacher working conditions that need attention. Perhaps the most important work building on this survey will occur in schools where teachers, principals and other school personnel come together to take stock of their responses and develop a consensus action plan for improvement.

Ensuring outstanding teachers in public school classrooms across the state is one of North Carolina's most important jobs. If we are to make dramatic gains in education and build the kind of schools that our children deserve and our economy demands, then North Carolina must remain committed to aggressive teacher recruitment and retention efforts.

North Carolina has taken important steps in teacher recruitment and put in place successful and nationally acclaimed programs. Now, the state must intensify its focus on teacher retention and solve the teacher shortage by keeping high quality teachers in our classrooms.

Appendix A

Teacher Working Conditions Survey

NORTH CAROLINA PROFESSIONAL TEACHING STANDARDS COMMISSION - Working Conditions for Teachers

DISTRICT CODE			SCHOOL CODE		
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

RESPONDENT PROFILE	
Role:	
<input type="radio"/>	Classroom Teacher
<input type="radio"/>	Licensed School Personnel (Counselor, Media, etc.)
<input type="radio"/>	Local School Administrator

INSTRUCTIONS	
USE NO. 2 PENCIL ONLY	
<input type="radio"/> CORRECT	<input type="radio"/> INCORRECT
<ul style="list-style-type: none"> • MAKE NO STRAY MARKS • DO NOT STAPLE 	

NUMBER OF YEARS IN EDUCATION	<input type="radio"/> 0-3	<input type="radio"/> 4-6	<input type="radio"/> 7-10	<input type="radio"/> 11-15	<input type="radio"/> 16-20	<input type="radio"/> 21-25	<input type="radio"/> 26+
NUMBER OF YEARS IN THIS SCHOOL	<input type="radio"/> 0-3	<input type="radio"/> 4-6	<input type="radio"/> 7-10	<input type="radio"/> 11-15	<input type="radio"/> 16-20	<input type="radio"/> 21-25	<input type="radio"/> 26+

RATING SCALE:	①	②	③	④	⑤	⑥
	STRONGLY DISAGREE					STRONGLY AGREE

SECTION 1: Please rate how strongly you agree with the following statements about use of time in your school.

1. Teachers have time during regular hours to work on curriculum, classroom management, and individual instruction.	① ② ③ ④ ⑤
2. Teachers have reasonable student loads, which allow them to meet the educational needs of all students.	① ② ③ ④ ⑤
3. Teachers are protected from duties that interfere with their essential role of educating students.	① ② ③ ④ ⑤
4. New teachers are provided time to work with a mentor both within and outside of the classroom.	① ② ③ ④ ⑤
5. Teachers have time to collaborate productively with colleagues.	① ② ③ ④ ⑤
6. Adequate and appropriate time is provided for professional development.	① ② ③ ④ ⑤
7. The school leadership makes a sincere effort to address teacher concerns about the use of time in my school.	① ② ③ ④ ⑤

SECTION 2: Please rate how strongly you agree with the following statements about your school facilities and resources.

8. Teachers have space to work with students and colleagues.	① ② ③ ④ ⑤
9. Teachers have quiet space to work individually.	① ② ③ ④ ⑤
10. Teachers have sufficient office and instructional supplies.	① ② ③ ④ ⑤
11. Teachers have access to funds for purchasing supplies for student activities and projects.	① ② ③ ④ ⑤
12. Classrooms and labs are equipped with current technology that allows teachers to educate students in using the tools of the 21st century.	① ② ③ ④ ⑤
13. Teachers have easy access to appropriate technology for record keeping and grading.	① ② ③ ④ ⑤
14. Teachers have convenient access to reliable communication technology, including phones, faxes and email.	① ② ③ ④ ⑤
15. Teachers have adequate assistance for the clerical aspects of their jobs.	① ② ③ ④ ⑤
16. Teachers and staff work in a school environment that is clean, safe, and in which the health and safety of students and adults are high priorities.	① ② ③ ④ ⑤
17. Teachers have access to a broad range of educational support personnel, including tutors, family specialists, mental health professionals, nurses, psychologists, and social workers.	① ② ③ ④ ⑤
18. The school leadership makes a sincere effort to address teacher concerns about school facilities and resources.	① ② ③ ④ ⑤

SECTION 3: Please rate how strongly you agree with the following statements about your school leadership.

19. The principal is a strong, supportive, visible education leader in the school.	① ② ③ ④ ⑤
20. Our school leadership has facilitated the development of a strong, clear, shared vision for our school.	① ② ③ ④ ⑤
21. The school leadership team is a representative group that is open to new ideas and to criticism.	① ② ③ ④ ⑤
22. School leaders at all levels shield teachers from disruptions, allowing teachers to focus on educating students.	① ② ③ ④ ⑤
23. School administrators and licensed support personnel are available and give priority to supporting teachers.	① ② ③ ④ ⑤
24. Teachers are held to high standards that are focused on essential teaching skills and are consistently applied.	① ② ③ ④ ⑤
25. New teachers have effective mentors who are trained and have met clear and appropriate standards.	① ② ③ ④ ⑤
26. Issues and initiatives from state and local educational leaders are clearly and appropriately communicated to faculty and staff.	① ② ③ ④ ⑤
27. In my school, a sincere effort is made to address teacher concerns about school leadership.	① ② ③ ④ ⑤

SECTION 4: Please rate how strongly you agree with the following statements about empowerment in your school.

28. Teachers are centrally involved in decision making about important educational issues.	① ② ③ ④ ⑤
29. Teachers are recognized as educational experts and trusted to make sound professional decisions about instruction and student progress.	① ② ③ ④ ⑤
30. Reasoned educational risk taking by teachers is encouraged and supported.	① ② ③ ④ ⑤
31. Many avenues are available for parents to express their concerns and propose solutions.	① ② ③ ④ ⑤
32. There is an atmosphere of mutual respect among all members of the school community.	① ② ③ ④ ⑤
33. A sincere effort is made in my school to empower teachers and parents and other members of the school community.	① ② ③ ④ ⑤

SECTION 5: Please rate how strongly you agree with the following statements about professional development in your school.

34. Sufficient resources and support are available to allow teachers to take advantage of important professional development activities.	① ② ③ ④ ⑤
35. Enhancing teacher knowledge and skills receives priority as the most important strategy to improve student achievement.	① ② ③ ④ ⑤
36. Different types of teacher learning activities, including study groups and teacher research, are valued.	① ② ③ ④ ⑤
37. Professional development activities are designated/chosen based on research and demonstrated effectiveness.	① ② ③ ④ ⑤
38. Professional development is based both on the needs of the individual teacher and on school goals.	① ② ③ ④ ⑤
39. The school leadership makes a sincere effort to provide quality professional development in my school.	① ② ③ ④ ⑤

Appendix B

Statewide Summary for all Educators

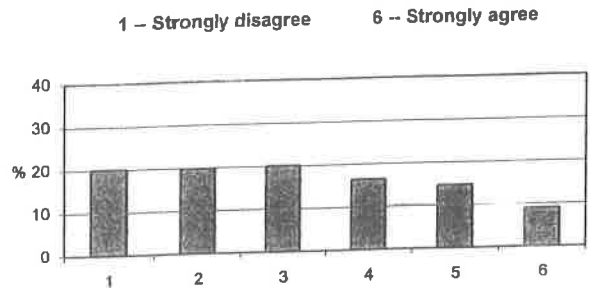
**State Report: Working Conditions Survey
Results for All Personnel**

**Statewide Summary for all Educators
Frequency Report**

Section 1: Time Management

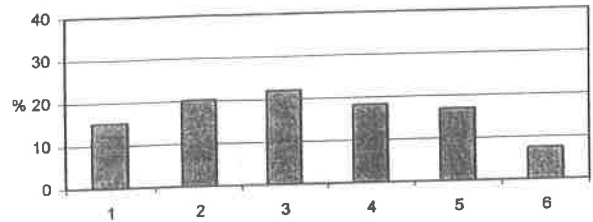
Q1: Teachers have time to work on curriculum, classroom management, and individual instruction.

1	20
2	20
3	20
4	16
5	15
6	9



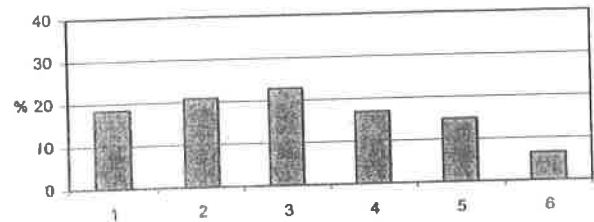
Q2: Teachers have reasonable student loads.

1	15
2	20
3	22
4	18
5	17
6	7



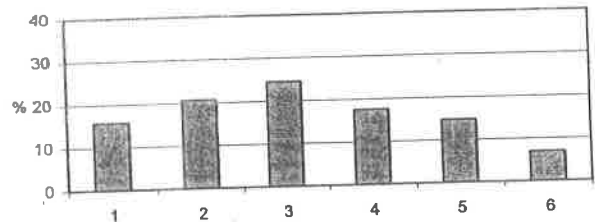
Q3: Teachers are protected from duties that interfere with teaching.

1	18
2	21
3	23
4	17
5	15
6	6



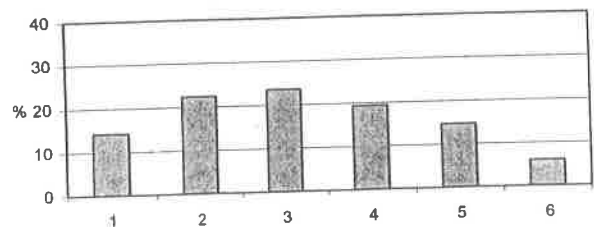
Q4: New teachers have time to work with mentors.

1	16
2	21
3	25
4	18
5	15
6	7



Q5: Teachers have time to collaborate with colleagues.

1	14
2	22
3	23
4	19
5	15
6	6

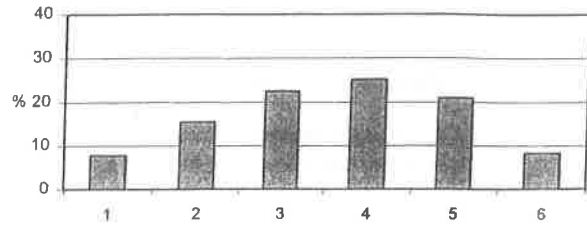


There were 42,209 responses statewide. Of those, 2,444 were not valid, leaving 39,765 responses included in this report.

State Report: Working Conditions Survey Results for All Personnel

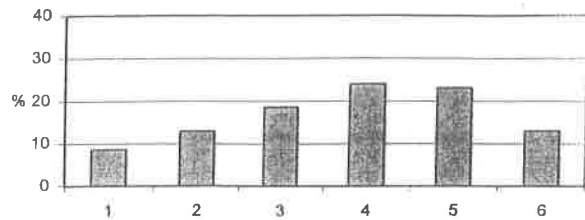
Q6: Time is provided for professional development.

1	8
2	15
3	22
4	25
5	21
6	8



Q7: Leadership tries to address concerns about time.

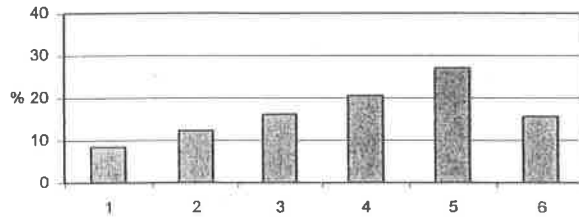
1	9
2	13
3	19
4	24
5	23
6	13



Section 2: Facilities and Resources

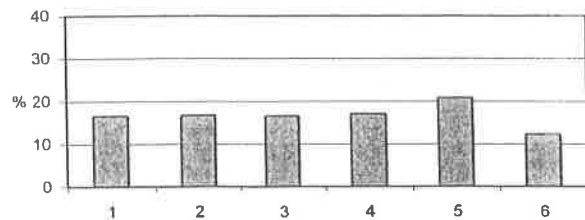
Q8: Teachers have space to work with students.

1	8
2	12
3	16
4	20
5	27
6	16



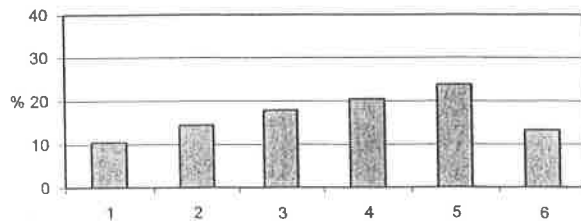
Q9: Teachers have quiet space to work individually.

1	17
2	17
3	17
4	17
5	21
6	12



Q10: Teachers have sufficient office supplies.

1	10
2	14
3	18
4	20
5	24
6	13

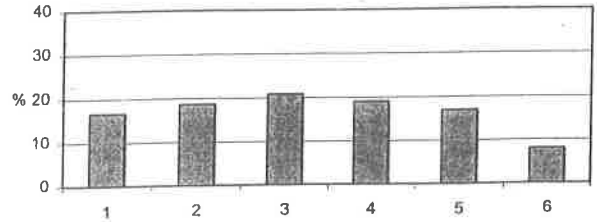


State Report: Working Conditions Survey Results for All Personnel

1 2 3 4 5 6

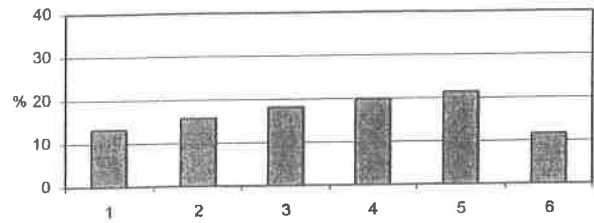
Q11: Teachers have funds to purchase supplies.

1	17
2	19
3	21
4	19
5	17
6	8



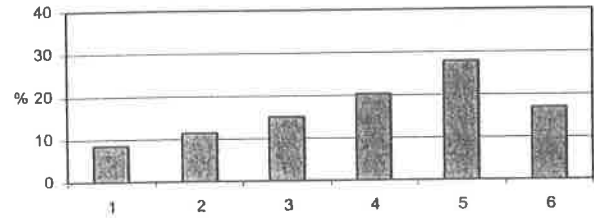
Q12: Classrooms/labs have current technology.

1	13
2	16
3	18
4	20
5	21
6	12



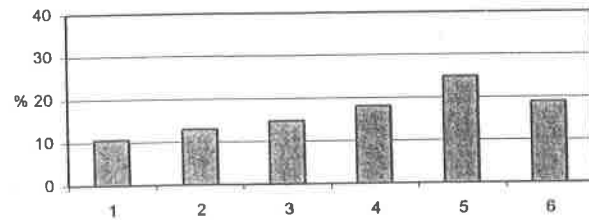
Q13: Teachers have record keeping technology.

1	9
2	11
3	15
4	20
5	28
6	17



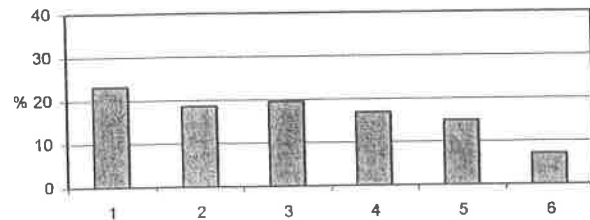
Q14: Teachers have reliable communication technology.

1	11
2	13
3	15
4	18
5	25
6	19



Q15: Teachers have adequate clerical assistance.

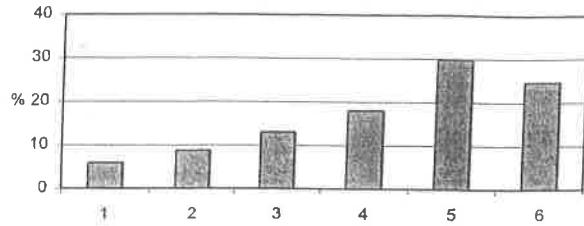
1	23
2	19
3	20
4	17
5	15
6	7



State Report: Working Conditions Survey Results for All Personnel

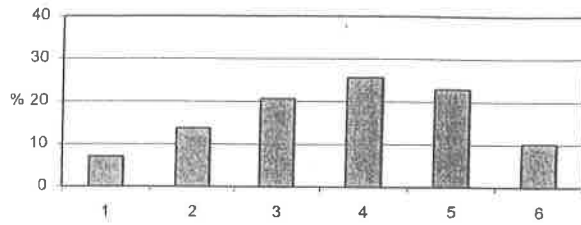
Q16: School environment is clean and safe.

1	6
2	9
3	13
4	18
5	30
6	25



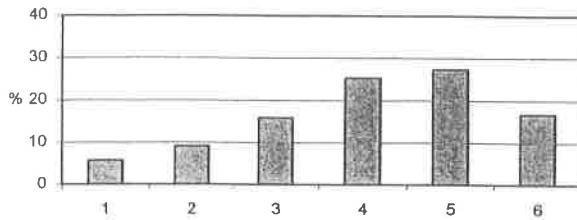
Q17: Teachers have a range of support personnel.

1	7
2	14
3	21
4	26
5	23
6	10



Q18: Leadership tries to address concerns about facilities.

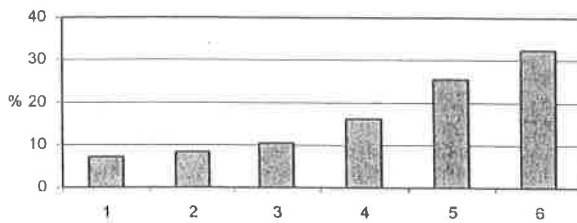
1	6
2	9
3	16
4	25
5	27
6	17



Section 3: Leadership

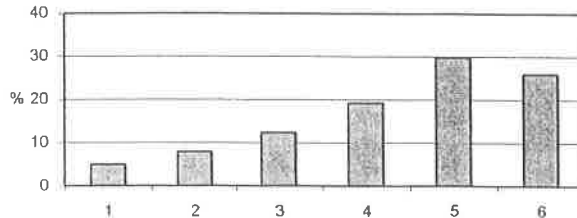
Q19: Principal is a strong, supportive leader.

1	7
2	8
3	10
4	16
5	25
6	32



Q20: Leadership has a strong, shared vision for school.

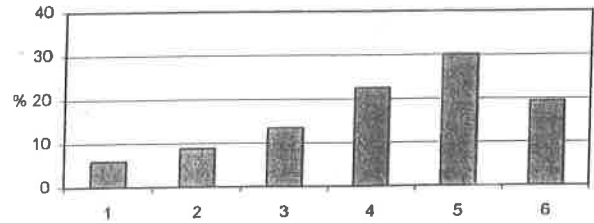
1	5
2	8
3	12
4	19
5	30
6	26



State Report: Working Conditions Survey Results for All Personnel

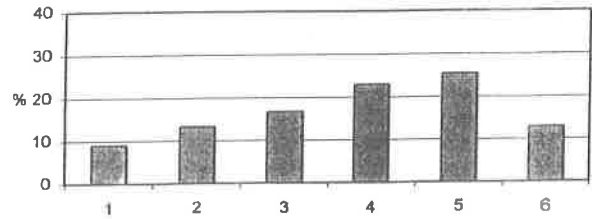
Q21: Leadership team is open to new ideas.

1	6
2	9
3	13
4	22
5	30
6	19



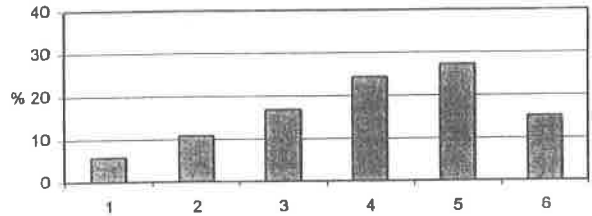
Q22: Leaders shield teachers from disruptions.

1	9
2	13
3	17
4	23
5	25
6	13



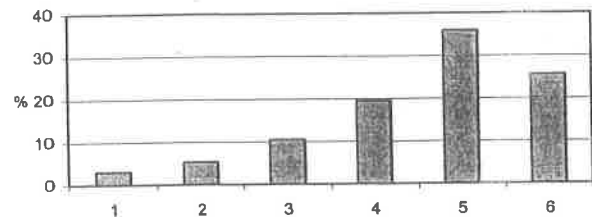
Q23: Administrators give priority to supporting teachers.

1	6
2	11
3	17
4	24
5	27
6	15



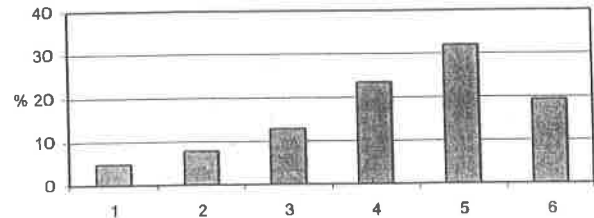
Q24: Teachers are held to high standards.

1	3
2	5
3	10
4	20
5	36
6	26



Q25: New teachers have effective mentors.

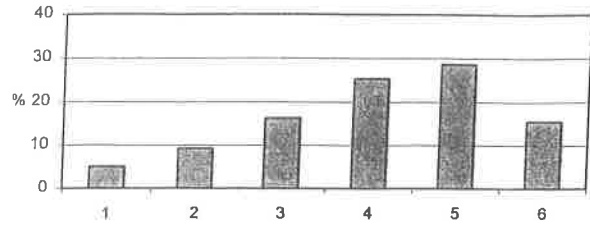
1	5
2	8
3	13
4	23
5	32
6	19



State Report: Working Conditions Survey Results for All Personnel

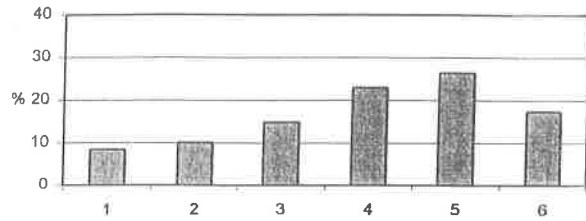
Q26: State initiatives are communicated clearly to staff.

1	5
2	9
3	16
4	25
5	29
6	16



Q27: Leaders try to address concerns about leadership.

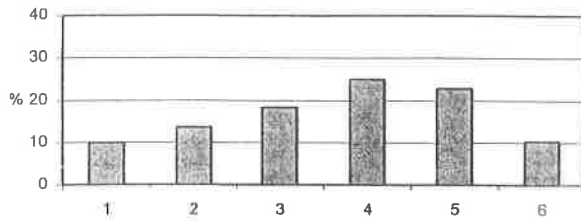
1	8
2	10
3	15
4	23
5	26
6	17



Section 4: Teacher Empowerment

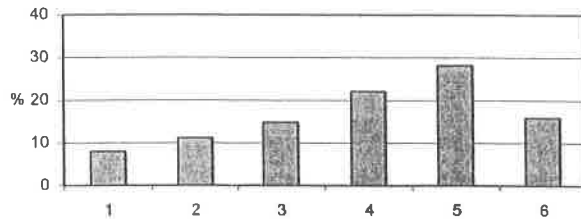
Q28: Teachers are centrally involved in decision-making.

1	10
2	14
3	18
4	25
5	23
6	10



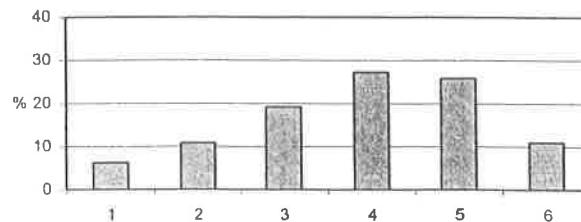
Q29: Teachers are recognized as educational experts.

1	8
2	11
3	15
4	22
5	28
6	16



Q30: School supports reasoned educational risk taking.

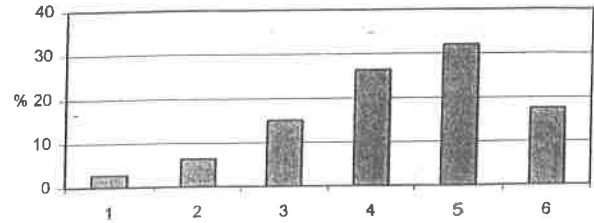
1	6
2	11
3	19
4	27
5	26
6	11



State Report: Working Conditions Survey Results for All Personnel

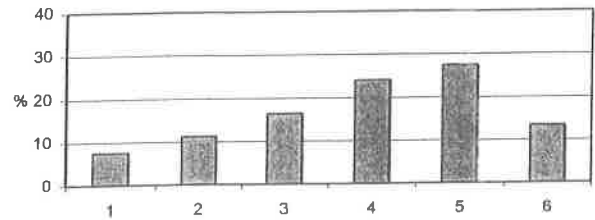
Q31: Parents have many avenues to express concern.

1	3
2	6
3	15
4	26
5	32
6	17



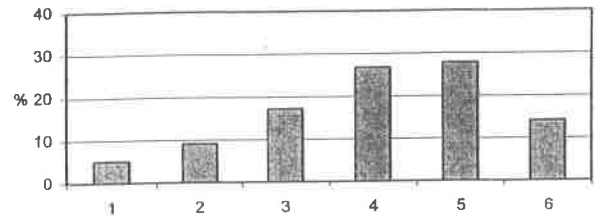
Q32: There is an atmosphere of mutual respect at school.

1	8
2	11
3	16
4	24
5	27
6	13



Q33: Leadership tries to empower teachers and parents.

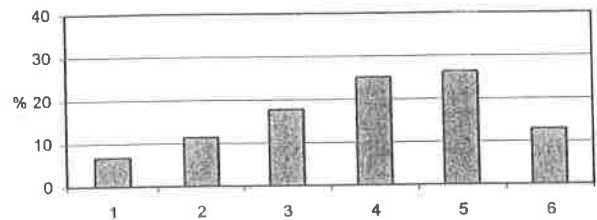
1	5
2	9
3	17
4	27
5	28
6	14



Section 5: Professional Development

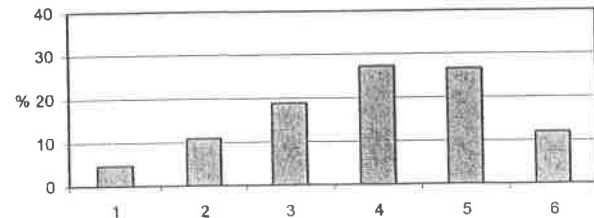
Q34: Resources are available for professional development.

1	7
2	11
3	18
4	25
5	26
6	13



Q35: Enhancing teacher knowledge is a school priority.

1	5
2	11
3	19
4	27
5	27
6	12

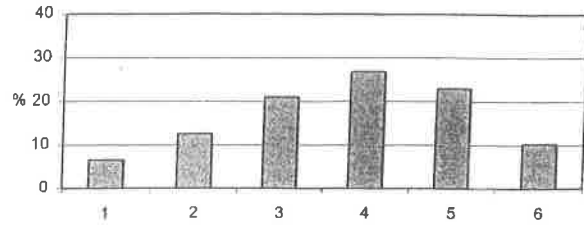


State Report: Working Conditions Survey Results for All Personnel

1 2 3 4 5 6

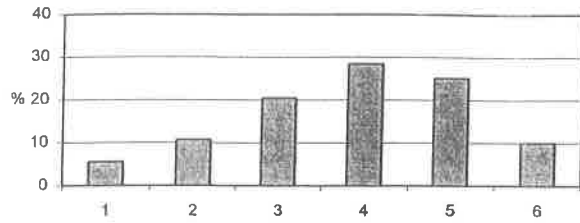
Q36: Different types of teacher learning activities are valued.

1	7
2	13
3	21
4	27
5	23
6	10



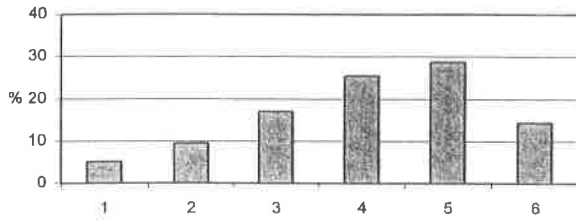
Q37: Professional development activities are chosen based on research.

1	6
2	11
3	20
4	28
5	25
6	10



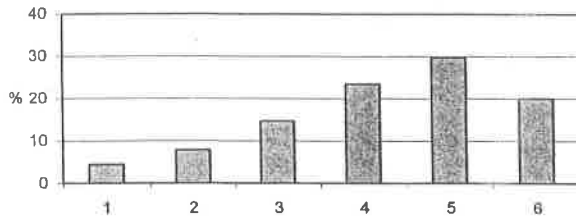
Q38: Professional development is based on teacher and school goals.

1	5
2	9
3	17
4	25
5	29
6	14



Q39: Leadership tries to provide quality professional development.

1	4
2	8
3	15
4	23
5	30
6	20



State Report: Working Conditions Survey

Statewide Summary for all Educators Average Report

Section 1: Time	Average
<i>Q1: Teachers have time to work on curriculum, classroom management and individual instruction.</i>	3.13
<i>Q2: Teachers have reasonable student loads.</i>	3.24
<i>Q3: Teachers are protected from duties that interfere with teaching.</i>	3.08
<i>Q4: New teachers have time to work with mentors.</i>	3.15
<i>Q5: Teachers have time to collaborate with colleagues.</i>	3.16
<i>Q6: Time is provided for professional development.</i>	3.61
<i>Q7: Leadership tries to address concerns about time.</i>	3.79
Summary	3.31
Section 2: Facilities and Resources	
<i>Q8: Teachers have space to work with students.</i>	3.92
<i>Q9: Teachers have quiet space to work individually.</i>	3.46
<i>Q10: Teachers have sufficient office supplies.</i>	3.72
<i>Q11: Teachers have funds to purchase supplies.</i>	3.25
<i>Q12: Classrooms/labs have current technology.</i>	3.55
<i>Q13: Teachers have record keeping technology.</i>	3.99
<i>Q14: Teachers have reliable communication technology.</i>	3.90
<i>Q15: Teachers have adequate clerical assistance.</i>	3.03
<i>Q16: School environment is clean and safe.</i>	4.31
<i>Q17: Teachers have a range of support personnel.</i>	3.74
<i>Q18: Leadership tries to address concerns about facilities.</i>	4.10
Summary	3.72
Section 3: School Leadership	
<i>Q19: Principal is a strong, supportive leader.</i>	4.42
<i>Q20: Leadership has a strong, shared vision for school.</i>	4.39
<i>Q21: Leadership team is open to new ideas.</i>	4.20
<i>Q22: Leaders shield teachers from disruptions.</i>	3.81
<i>Q23: Administrators give priority to supporting teachers.</i>	4.02
<i>Q24: Teachers are held to high standards.</i>	4.57
<i>Q25: New teachers have effective mentors.</i>	4.28
<i>Q26: State initiatives are communicated clearly to staff.</i>	4.10
<i>Q27: Leaders try to address concerns about leadership.</i>	4.01
Summary	4.20
Section 4: Teacher Empowerment	
<i>Q28: Teachers are centrally involved in decision-making.</i>	3.68
<i>Q29: Teachers are recognized as educational experts.</i>	3.99
<i>Q30: School supports reasoned educational risk-taking.</i>	3.88
<i>Q31: Parents have many avenues to express concerns.</i>	4.31
<i>Q32: There is an atmosphere of mutual respect at school.</i>	3.93
<i>Q33: Leadership tries to empower teachers and parents.</i>	4.05
Summary	3.97
Section 5: Professional Development	
<i>Q34: Resources are available for professional development.</i>	3.91
<i>Q35: Enhancing teacher knowledge is school priority.</i>	3.96
<i>Q36: Different types of teacher learning activities are valued.</i>	3.78
<i>Q37: Professional development activities are based on research.</i>	3.87
<i>Q38: Professional development is based on teacher and school goals.</i>	4.06
<i>Q39: Leadership tries to provide quality professional development.</i>	4.26
Summary	3.97

Appendix C

Summary by Job Title

State Report: Working Conditions Survey

Results by Job Title (Teacher, Other Licensed Personnel, Principal)

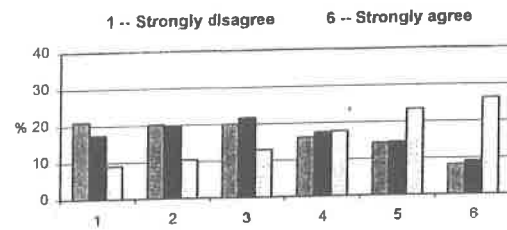
Teacher
 Other Licensed Personnel
 Principal

Section 1: Time Management

Q1: Teachers have time to work on curriculum, classroom management, and individual instruction.

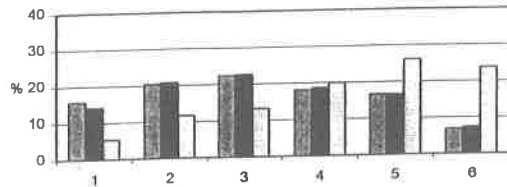
Total Per Pupil Expenditure

	Teacher	Other	Principal
1	21	17	9
2	20	20	11
3	20	22	13
4	16	17	18
5	14	15	23
6	8	9	26



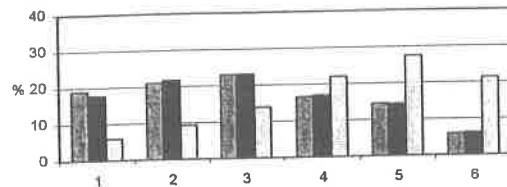
Q2: Teachers have reasonable student loads.

	Teacher	Other	Principal
1	16	14	5
2	20	21	12
3	22	23	13
4	18	19	20
5	17	17	26
6	7	7	24



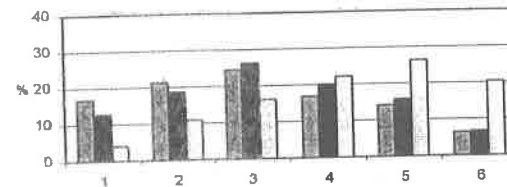
Q3: Teachers are protected from duties that interfere with teaching.

	Teacher	Other	Principal
1	19	18	6
2	21	22	9
3	23	23	14
4	17	17	22
5	14	14	28
6	6	6	21



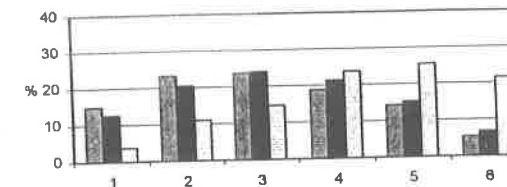
Q4: New teachers have time to work with mentors.

	Teacher	Other	Principal
1	17	13	4
2	21	19	11
3	25	26	16
4	17	20	22
5	14	16	26
6	6	7	20



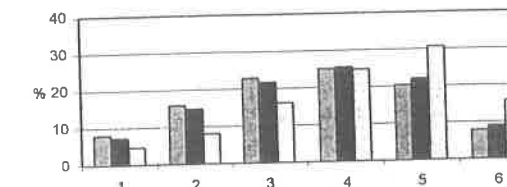
Q5: Teachers have time to collaborate with colleagues.

	Teacher	Other	Principal
1	15	13	4
2	23	20	11
3	24	24	15
4	19	21	24
5	14	15	25
6	5	7	21



Q6: Time is provided for professional development.

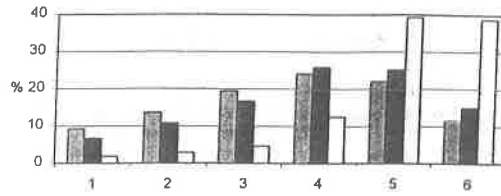
	Teacher	Other	Principal
1	8	7	5
2	16	15	8
3	23	22	16
4	25	25	25
5	20	22	31
6	8	9	16



**State Report: Working Conditions Survey
Results by Job Title (Teacher, Other Licensed Personnel, Principal)**

Q7: Leadership tries to address concerns about time.

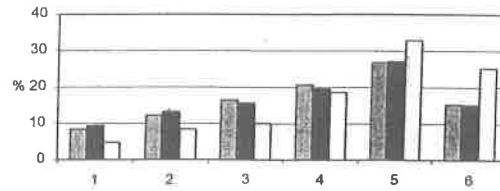
	Teacher	Other	Principal
1	9	7	2
2	14	11	3
3	19	17	5
4	24	26	13
5	22	25	39
6	12	15	39



Section 2: Facilities and Resources

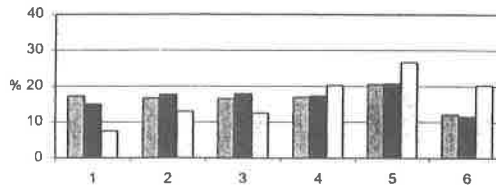
Q8: Teachers have space to work with students.

	Teacher	Other	Principal
1	8	9	5
2	12	13	8
3	16	16	10
4	21	20	19
5	27	27	33
6	15	15	25



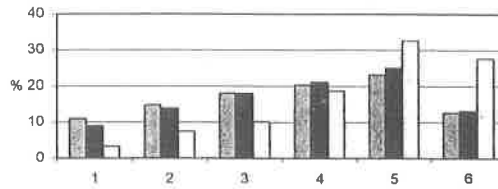
Q9: Teachers have quiet space to work individually.

	Teacher	Other	Principal
1	17	15	7
2	17	18	13
3	17	18	13
4	17	17	20
5	21	21	27
6	12	11	20



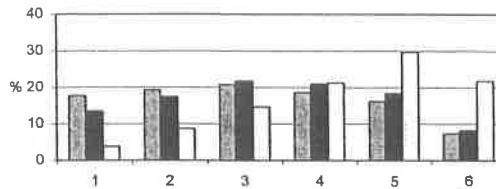
Q10: Teachers have sufficient office supplies.

	Teacher	Other	Principal
1	11	9	3
2	15	14	8
3	18	18	10
4	20	21	19
5	23	25	33
6	13	13	28



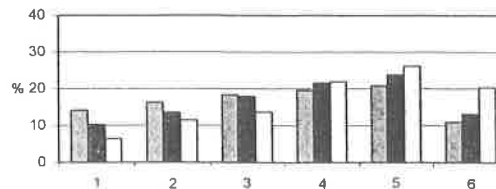
Q11: Teachers have funds to purchase supplies.

	Teacher	Other	Principal
1	18	13	4
2	19	17	9
3	21	22	15
4	19	21	21
5	16	18	30
6	7	8	22



Q12: Classrooms/labs have current technology.

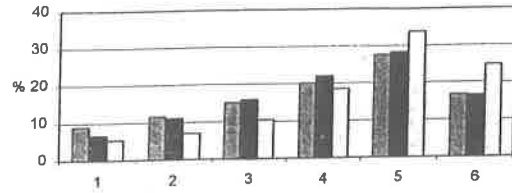
	Teacher	Other	Principal
1	14	10	6
2	16	14	11
3	18	18	14
4	20	22	22
5	21	24	26
6	11	13	20



State Report: Working Conditions Survey Results by Job Title (Teacher, Other Licensed Personnel, Principal)

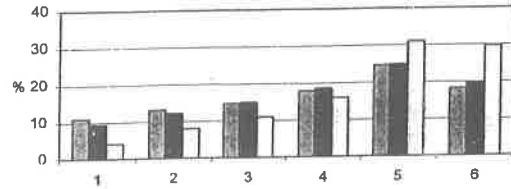
Q13: Teachers have record keeping technology.

	Teacher	Other	Principal
1	9	7	5
2	12	11	7
3	15	16	10
4	20	22	19
5	28	28	34
6	17	16	25



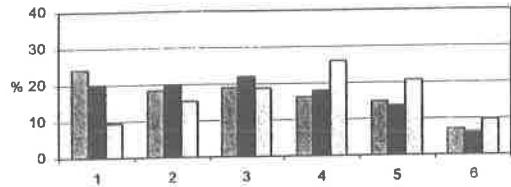
Q14: Teachers have reliable communication technology.

	Teacher	Other	Principal
1	11	9	4
2	13	12	8
3	15	15	11
4	18	19	16
5	25	25	31
6	18	20	30



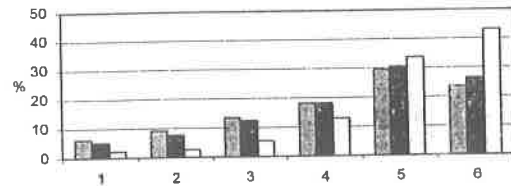
Q15: Teachers have adequate clerical assistance.

	Teacher	Other	Principal
1	24	20	9
2	18	20	15
3	19	22	19
4	16	18	26
5	15	14	21
6	7	6	10



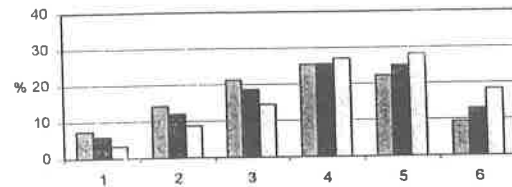
Q16: School environment is clean and safe.

	Teacher	Other	Principal
1	6	5	2
2	9	8	3
3	13	12	5
4	18	18	13
5	29	30	34
6	24	26	43



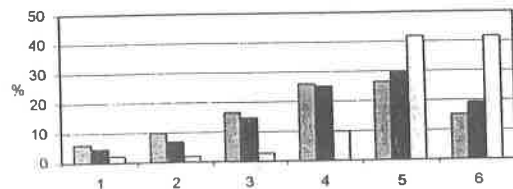
Q17: Teachers have a range of support personnel.

	Teacher	Other	Principal
1	7	6	3
2	14	12	9
3	21	19	14
4	25	26	27
5	22	25	28
6	9	13	18



Q18: Leadership tries to address concerns about facilities.

	Teacher	Other	Principal
1	6	5	2
2	10	7	2
3	17	15	3
4	26	25	10
5	26	30	42
6	15	19	42



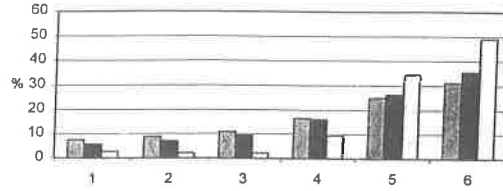
State Report: Working Conditions Survey
Results by Job Title (Teacher, Other Licensed Personnel, Principal)

1 2 3 4 5 6

Section 3: Leadership

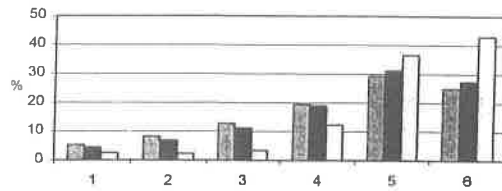
Q19: Principal is a strong, supportive leader.

	Teacher	Other	Principal
1	8	6	3
2	9	7	2
3	11	10	2
4	17	16	9
5	25	26	34
6	31	35	49



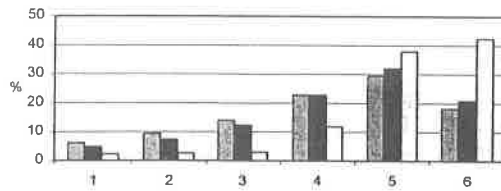
Q20: Leadership has a strong, shared vision for school.

	Teacher	Other	Principal
1	5	4	2
2	8	7	2
3	13	11	3
4	19	19	12
5	29	31	37
6	25	27	43



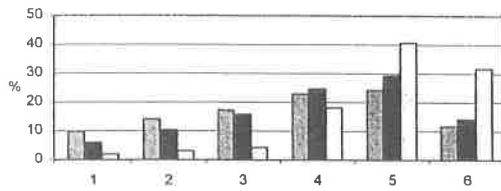
Q21: Leadership team is open to new ideas.

	Teacher	Other	Principal
1	6	5	2
2	9	7	3
3	14	12	3
4	23	23	12
5	29	32	38
6	18	21	42



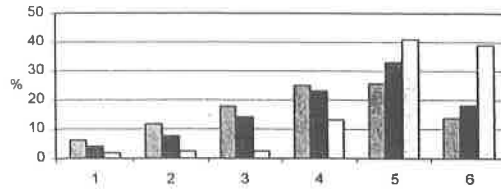
Q22: Leaders shield teachers from disruptions.

	Teacher	Other	Principal
1	10	6	2
2	14	10	3
3	17	16	4
4	23	25	18
5	24	29	41
6	12	14	32



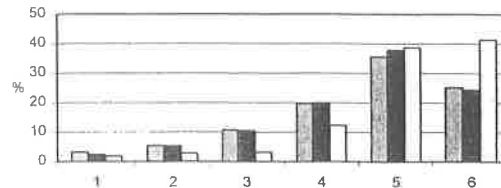
Q23: Administrators give priority to supporting teachers.

	Teacher	Other	Principal
1	6	4	2
2	12	8	2
3	18	14	2
4	25	23	13
5	26	33	41
6	14	18	39



Q24: Teachers are held to high standards.

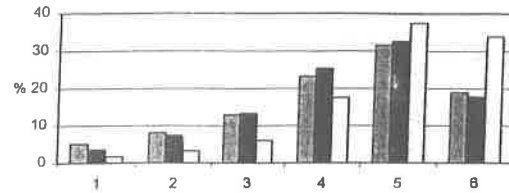
	Teacher	Other	Principal
1	3	2	2
2	5	5	3
3	11	10	3
4	20	20	12
5	36	38	39
6	25	24	41



**State Report: Working Conditions Survey
Results by Job Title (Teacher, Other Licensed Personnel, Principal)**

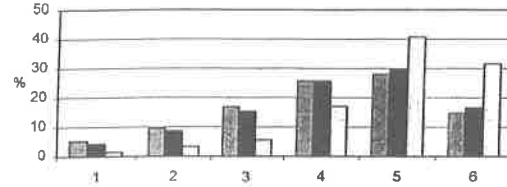
Q25: *New teachers have effective mentors.*

	Teacher	Other	Principal
1	5	4	2
2	8	7	3
3	13	13	6
4	23	25	18
5	32	33	37
6	19	18	34



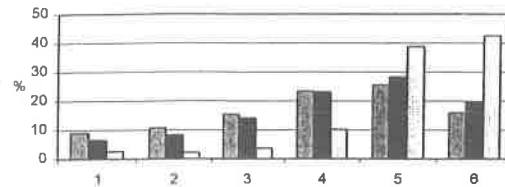
Q26: *State initiatives are communicated clearly to staff.*

	Teacher	Other	Principal
1	5	4	2
2	10	9	3
3	17	15	6
4	26	26	17
5	28	30	41
6	15	17	32



Q27: *Leaders try to address concerns about leadership.*

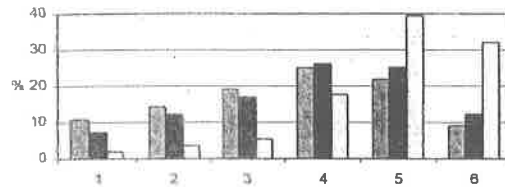
	Teacher	Other	Principal
1	9	7	3
2	11	8	2
3	15	14	4
4	23	23	10
5	26	28	39
6	16	20	42



Section 4: Teacher Empowerment

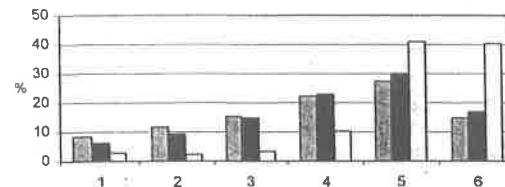
Q28: *Teachers are centrally involved in decision-making.*

	Teacher	Other	Principal
1	11	7	2
2	14	12	4
3	19	17	5
4	25	26	18
5	22	25	39
6	9	12	32



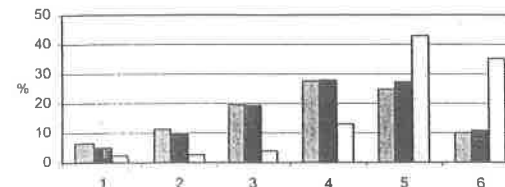
Q29: *Teachers are recognized as educational experts.*

	Teacher	Other	Principal
1	8	6	3
2	12	9	2
3	15	15	3
4	22	23	10
5	27	30	41
6	15	17	40



Q30: *School supports reasoned educational risk taking.*

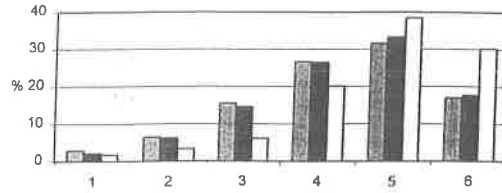
	Teacher	Other	Principal
1	7	5	2
2	11	10	3
3	20	19	4
4	28	28	13
5	25	27	43
6	10	11	35



**State Report: Working Conditions Survey
Results by Job Title (Teacher, Other Licensed Personnel, Principal)**

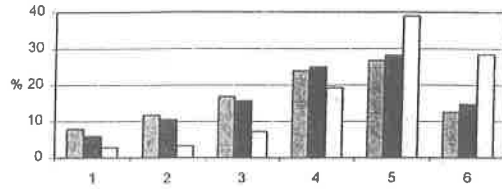
Q31: Parents have many avenues to express concern.

	Teacher	Other	Principal
1	3	2	2
2	7	6	3
3	15	14	6
4	27	26	20
5	32	33	38
6	17	18	30



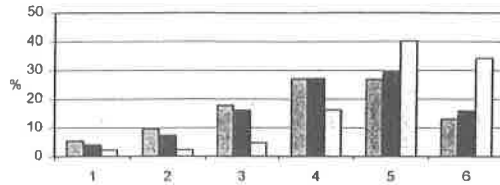
Q32: There is an atmosphere of mutual respect at school.

	Teacher	Other	Principal
1	8	6	3
2	12	11	3
3	17	16	7
4	24	25	19
5	27	28	39
6	13	15	28



Q33: Leadership tries to empower teachers and parents.

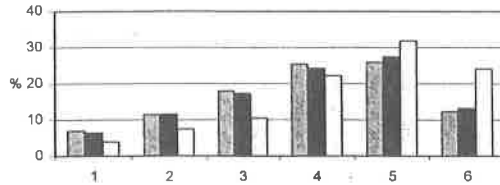
	Teacher	Other	Principal
1	5	4	2
2	10	7	2
3	18	16	5
4	27	27	16
5	27	30	40
6	13	16	34



Section 5: Professional Development

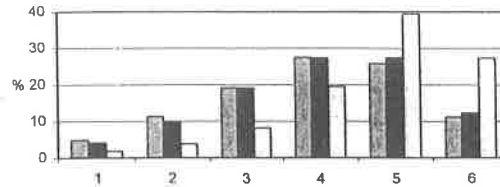
Q34: Resources are available for professional development.

	Teacher	Other	Principal
1	7	6	4
2	11	12	7
3	18	17	11
4	25	24	22
5	26	27	32
6	12	13	24



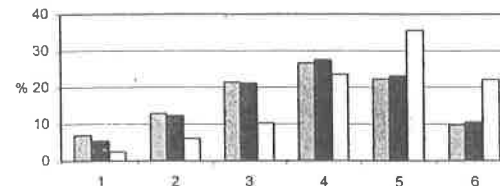
Q35: Enhancing teacher knowledge is a school priority.

	Teacher	Other	Principal
1	5	4	2
2	11	10	4
3	19	19	8
4	28	27	20
5	26	27	39
6	11	12	27



Q36: Different types of teacher learning activities are valued.

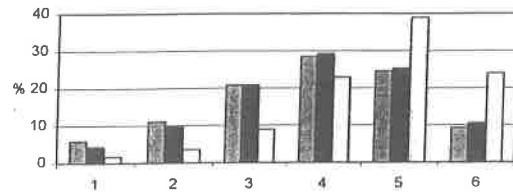
	Teacher	Other	Principal
1	7	5	2
2	13	12	6
3	21	21	10
4	27	28	24
5	22	23	36
6	10	10	22



**State Report: Working Conditions Survey
Results by Job Title (Teacher, Other Licensed Personnel, Principal)**

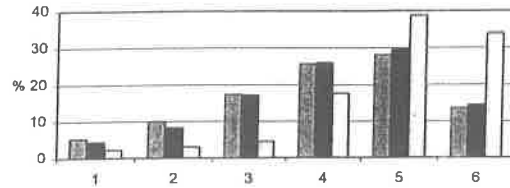
Q37: Professional development activities are chosen based on research.

	Teacher	Other	Principal
1	6	4	2
2	11	10	4
3	21	21	9
4	28	29	23
5	25	25	39
6	9	11	24



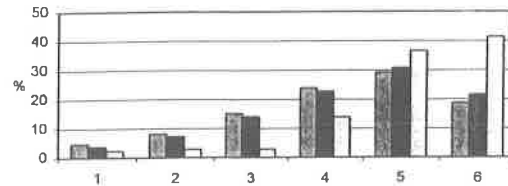
Q38: Professional development is based on teacher and school goals.

	Teacher	Other	Principal
1	5	4	2
2	10	8	3
3	17	17	5
4	26	26	18
5	28	30	39
6	14	14	34



Q39: Leadership tries to provide quality professional development.

	Teacher	Other	Principal
1	5	4	2
2	8	7	3
3	15	14	3
4	24	23	14
5	29	31	37
6	19	22	41



**State Report: Working Conditions Survey
Survey Results by Job Title (Teacher and Principal)**

* indicates the difference is statistically significant

	Teachers 32559	Principals 1290	Difference
Section 1: Time			
Q1: Teachers have time to work on curriculum, classroom management and individual instruction.	3.07	4.15	-1.07 *
Q2: Teachers have reasonable student loads.	3.20	4.21	-1.01 *
Q3: Teachers are protected from duties that interfere with teaching.	3.04	4.20	-1.16 *
Q4: New teachers have time to work with mentors.	3.09	4.17	-1.08 *
Q5: Teachers have time to collaborate with colleagues.	3.10	4.21	-1.11 *
Q6: Time is provided for professional development.	3.57	4.16	-0.58 *
Q7: Leadership tries to address concerns about time.	3.71	5.01	-1.30 *
Summary	3.26	4.30	-1.04 *
Section 2: Facilities and Resources			
Q8: Teachers have space to work with students.	3.91	4.42	-0.51 *
Q9: Teachers have quiet space to work individually.	3.43	4.06	-0.63 *
Q10: Teachers have sufficient office supplies.	3.68	4.53	-0.85 *
Q11: Teachers have funds to purchase supplies.	3.18	4.30	-1.12 *
Q12: Classrooms/labs have current technology.	3.50	4.11	-0.61 *
Q13: Teachers have record keeping technology.	3.96	4.43	-0.47 *
Q14: Teachers have reliable communication technology.	3.87	4.51	-0.64 *
Q15: Teachers have adequate clerical assistance.	3.00	3.62	-0.62 *
Q16: School environment is clean and safe.	4.26	5.03	-0.76 *
Q17: Teachers have a range of support personnel.	3.69	4.23	-0.54 *
Q18: Leadership tries to address concerns about facilities.	4.02	5.12	-1.10 *
Summary	3.68	4.40	-0.71 *
Section 3: School Leadership			
Q19: Principal is a strong, supportive leader.	4.36	5.17	-0.81 *
Q20: Leadership has a strong, shared vision for school.	4.34	5.07	-0.73 *
Q21: Leadership team is open to new ideas.	4.15	5.08	-0.93 *
Q22: Leaders shield teachers from disruptions.	3.73	4.88	-1.15 *
Q23: Administrators give priority to supporting teachers.	3.93	5.06	-1.13 *
Q24: Teachers are held to high standards.	4.54	5.07	-0.53 *
Q25: New teachers have effective mentors.	4.25	4.87	-0.62 *
Q26: State initiatives are communicated clearly to staff.	4.05	4.87	-0.82 *
Q27: Leaders try to address concerns about leadership.	3.94	5.08	-1.14 *
Summary	4.14	5.02	-0.87 *
Section 4: Teacher Empowerment			
Q28: Teachers are centrally involved in decision-making.	3.60	4.85	-1.25 *
Q29: Teachers are recognized as educational experts.	3.93	5.05	-1.13 *
Q30: School supports reasoned educational risk-taking.	3.83	4.98	-1.15 *
Q31: Parents have many avenues to express concerns.	4.28	4.81	-0.52 *
Q32: There is an atmosphere of mutual respect at school.	3.88	4.74	-0.86 *
Q33: Leadership tries to empower teachers and parents.	4.00	4.93	-0.93 *
Summary	3.92	4.89	-0.97 *
Section 5: Professional Development			
Q34: Resources are available for professional development.	3.89	4.43	-0.54 *
Q35: Enhancing teacher knowledge is school priority.	3.92	4.73	-0.81 *
Q36: Different types of teacher learning activities are valued.	3.74	4.50	-0.77 *
Q37: Professional development activities are based on research.	3.82	4.66	-0.84 *
Q38: Professional development is based on teacher and school goals.	4.02	4.89	-0.87 *
Q39: Leadership tries to provide quality professional development.	4.22	5.04	-0.83 *
Summary	3.93	4.71	-0.78 *

State Report: Working Conditions Survey
Survey Results by Job Title (Teacher, Other Licensed Personnel, Principal)

	Teachers 32559	Others 5916	Difference
Section1: Time			
Q1: Teachers have time to work on curriculum, classroom management and individual instruction.	3.07	3.19	-0.12 *
Q2: Teachers have reasonable student loads.	3.20	3.24	-0.04 *
Q3: Teachers are protected from duties that interfere with teaching.	3.04	3.07	-0.03
Q4: New teachers have time to work with mentors.	3.09	3.27	-0.18 *
Q5: Teachers have time to collaborate with colleagues.	3.10	3.26	-0.16 *
Q6: Time is provided for professional development.	3.57	3.67	-0.09 *
Q7: Leadership tries to address concerns about time.	3.71	3.97	-0.26 *
Summary	3.26	3.38	-0.13 *
Section2: Facilities and Resources			
Q8: Teachers have space to work with students.	3.91	3.87	0.04
Q9: Teachers have quiet space to work individually.	3.43	3.46	-0.02
Q10: Teachers have sufficient office supplies.	3.68	3.79	-0.11 *
Q11: Teachers have funds to purchase supplies.	3.18	3.38	-0.20 *
Q12: Classrooms/labs have current technology.	3.50	3.74	-0.25 *
Q13: Teachers have record keeping technology.	3.96	4.03	-0.08 *
Q14: Teachers have reliable communication technology.	3.87	3.97	-0.10 *
Q15: Teachers have adequate clerical assistance.	3.00	3.04	-0.04
Q16: School environment is clean and safe.	4.26	4.40	-0.14 *
Q17: Teachers have a range of support personnel.	3.69	3.91	-0.22 *
Q18: Leadership tries to address concerns about facilities.	4.02	4.26	-0.24 *
Summary	3.68	3.80	-0.12 *
Section3: School Leadership			
Q19: Principal is a strong, supportive leader.	4.36	4.56	-0.20 *
Q20: Leadership has a strong, shared vision for school.	4.34	4.48	-0.14 *
Q21: Leadership team is open to new ideas.	4.15	4.32	-0.18 *
Q22: Leaders shield teachers from disruptions.	3.73	4.03	-0.30 *
Q23: Administrators give priority to supporting teachers.	3.93	4.28	-0.35 *
Q24: Teachers are held to high standards.	4.54	4.58	-0.04 *
Q25: New teachers have effective mentors.	4.25	4.30	-0.05 *
Q26: State initiatives are communicated clearly to staff.	4.05	4.17	-0.12 *
Q27: Leaders try to address concerns about leadership.	3.94	4.18	-0.24 *
Summary	4.14	4.32	-0.18 *
Section4: Empowerment			
Q28: Teachers are centrally involved in decision-making.	3.60	3.87	-0.27 *
Q29: Teachers are recognized as educational experts.	3.93	4.12	-0.19 *
Q30: School supports reasoned educational risk-taking.	3.83	3.95	-0.12 *
Q31: Parents have many avenues to express concerns.	4.28	4.35	-0.07 *
Q32: There is an atmosphere of mutual respect at school.	3.88	4.03	-0.15 *
Q33: Leadership tries to empower teachers and parents.	4.00	4.19	-0.19 *
Summary	3.92	4.08	-0.17 *
Section5: Professional Development			
Q34: Resources are available for professional development.	3.89	3.94	-0.06 *
Q35: Enhancing teacher knowledge is school priority.	3.92	4.01	-0.09 *
Q36: Different types of teacher learning activities are valued.	3.74	3.82	-0.08 *
Q37: Professional development activities are based on research.	3.82	3.93	-0.10 *
Q38: Professional development is based on teacher and school goals	4.02	4.12	-0.10 *
Q39: Leadership tries to provide quality professional development.	4.22	4.34	-0.13 *
Summary	3.93	4.03	-0.09 *

Appendix D

Summary by School Type

State Report: Working Conditions Survey

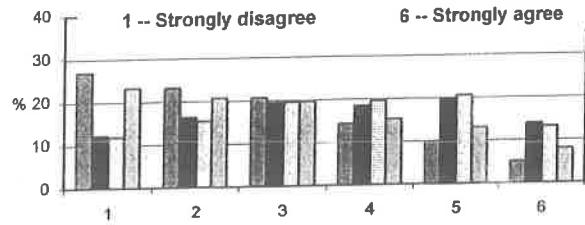
Results by School Type (Elementary, Middle, High and Charter School)

Elementary
 Middle
 High
 Charter

Section 1: Time Management

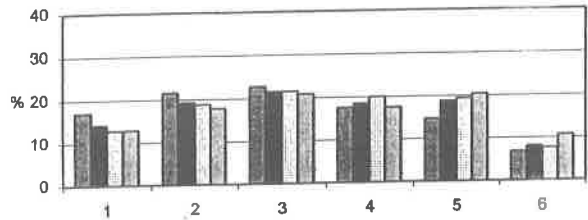
Q1: Teachers have time to work on curriculum, classroom management, and individual instruction.

	Elementary	Middle	High	Charter
1	27	12	12	23
2	23	16	15	21
3	21	19	20	20
4	14	18	20	15
5	10	20	21	13
6	5	14	13	8



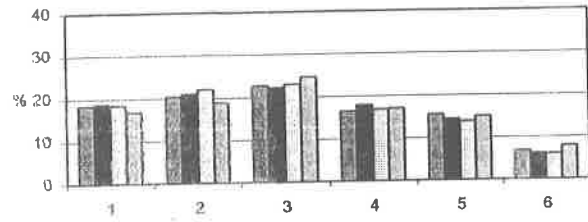
Q2: Teachers have reasonable student loads.

	Elementary	Middle	High	Charter
1	17	14	13	13
2	22	19	19	18
3	23	21	22	21
4	17	18	20	17
5	15	19	19	20
6	7	8	8	11



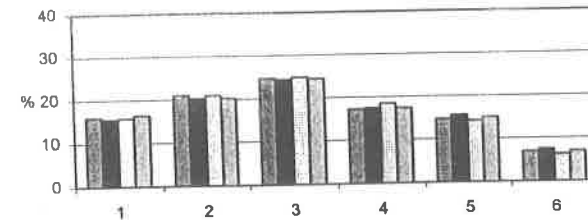
Q3: Teachers are protected from duties that interfere with teaching.

	Elementary	Middle	High	Charter
1	18	19	18	17
2	20	21	22	19
3	23	22	23	25
4	16	18	17	17
5	15	14	14	15
6	7	6	6	8



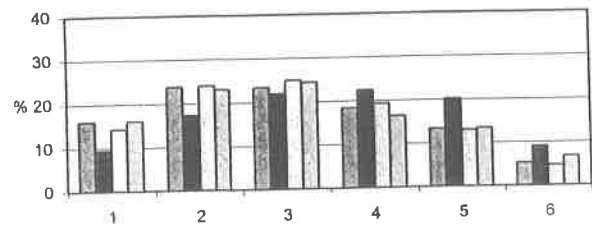
Q4: New teachers have time to work with mentors.

	Elementary	Middle	High	Charter
1	16	15	16	16
2	21	20	21	20
3	25	24	25	24
4	17	17	18	17
5	15	15	14	15
6	7	7	6	7



Q5: Teachers have time to collaborate with colleagues.

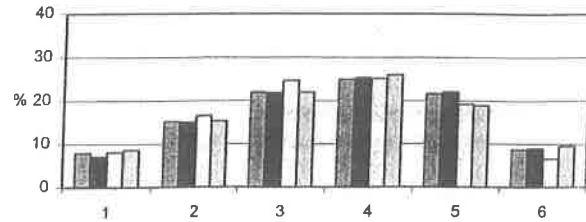
	Elementary	Middle	High	Charter
1	16	9	14	16
2	24	17	24	23
3	23	22	25	24
4	18	22	19	16
5	13	20	13	13
6	5	9	5	7



State Report: Working Conditions Survey Results by School Type (Elementary, Middle, High and Charter School)

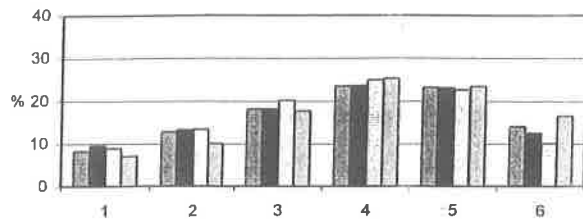
Q6: Time is provided for professional development.

	Elementary	Middle	High	Charter
1	8	7	8	9
2	15	15	17	15
3	22	22	25	22
4	25	25	25	26
5	22	22	19	19
6	9	9	6	9



Q7: Leadership tries to address concerns about time.

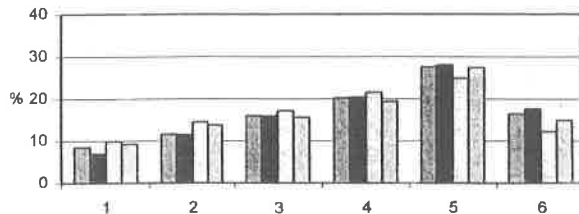
	Elementary	Middle	High	Charter
1	8	9	9	7
2	13	13	13	10
3	18	18	20	18
4	24	24	25	25
5	23	23	23	23
6	14	13	10	16



Section 2 :Facilities and Resources

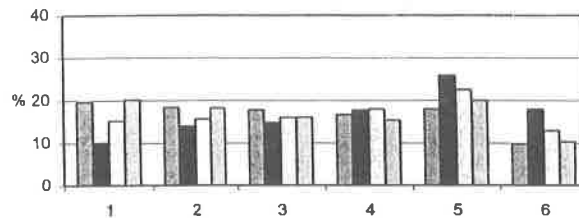
Q8: Teachers have space to work with students.

	Elementary	Middle	High	Charter
1	8	7	10	9
2	12	11	14	14
3	16	16	17	15
4	20	20	22	19
5	28	28	25	27
6	16	18	12	15



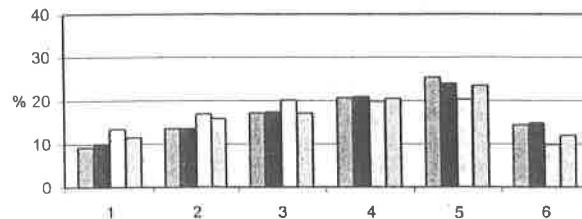
Q9: Teachers have quiet space to work individually.

	Elementary	Middle	High	Charter
1	20	10	15	20
2	18	14	16	18
3	18	15	16	16
4	17	18	18	15
5	18	26	22	20
6	10	18	13	10



Q10: Teachers have sufficient office supplies.

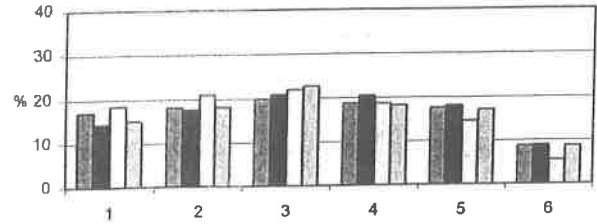
	Elementary	Middle	High	Charter
1	9	10	13	11
2	14	13	17	16
3	17	17	20	17
4	21	21	20	20
5	25	24	20	23
6	14	15	10	12



State Report: Working Conditions Survey Results by School Type (Elementary, Middle, High and Charter School)

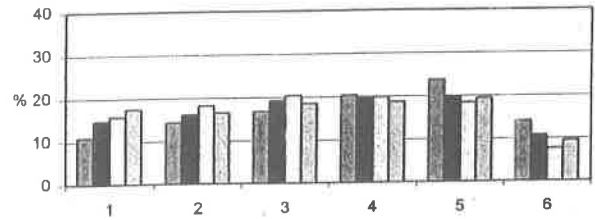
Q11: Teachers have funds to purchase supplies.

	Elementary	Middle	High	Charter
1	17	14	18	15
2	18	18	21	18
3	20	21	22	23
4	19	20	19	18
5	18	18	15	17
6	9	9	5	9



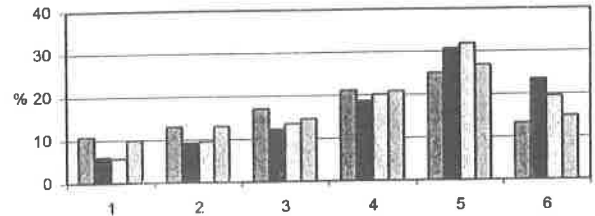
Q12: Classrooms/labs have current technology.

	Elementary	Middle	High	Charter
1	11	15	16	17
2	14	16	18	17
3	17	19	20	18
4	20	20	20	19
5	24	20	18	19
6	14	11	8	9



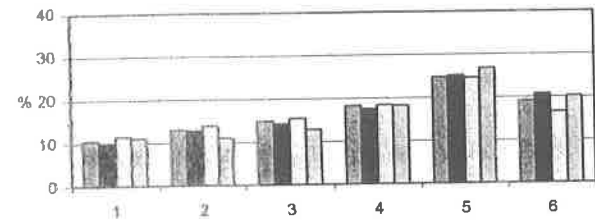
Q13: Teachers have record keeping technology.

	Elementary	Middle	High	Charter
1	11	6	6	10
2	13	9	9	13
3	17	12	13	15
4	21	19	20	21
5	25	31	32	27
6	13	23	19	15



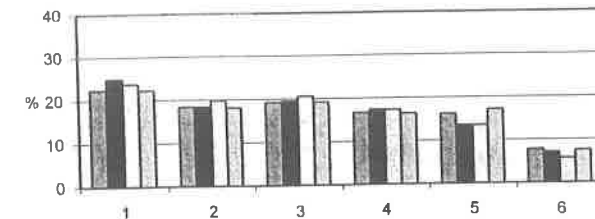
Q14: Teachers have reliable communication technology.

	Elementary	Middle	High	Charter
1	10	10	11	11
2	13	13	14	11
3	15	14	15	13
4	18	17	18	18
5	25	25	25	27
6	19	21	17	20



Q15: Teachers have adequate clerical assistance.

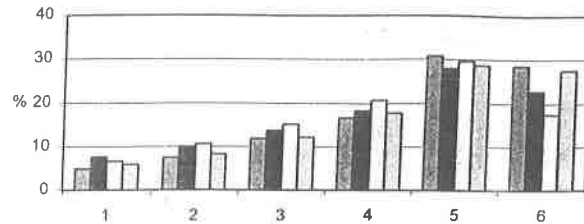
	Elementary	Middle	High	Charter
1	22	25	24	22
2	18	18	20	18
3	19	19	21	19
4	17	17	17	16
5	16	13	13	17
6	8	7	6	7



State Report: Working Conditions Survey Results by School Type (Elementary, Middle, High and Charter School)

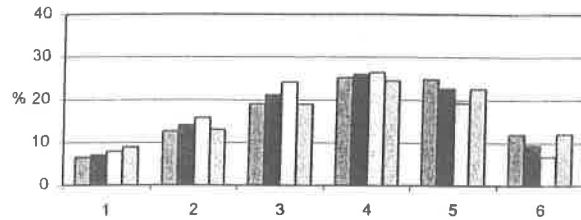
Q16: School environment is clean and safe.

	Elementary	Middle	High	Charter
1	5	8	7	6
2	7	10	11	8
3	12	14	15	12
4	17	18	21	18
5	31	28	30	29
6	29	23	17	27



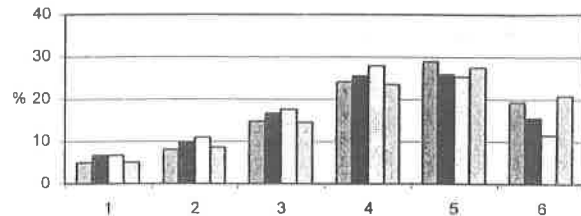
Q17: Teachers have a range of support personnel.

	Elementary	Middle	High	Charter
1	6	7	8	9
2	13	14	16	13
3	19	21	24	19
4	25	26	26	24
5	25	23	19	23
6	12	9	7	12



Q18: Leadership tries to address concerns about facilities.

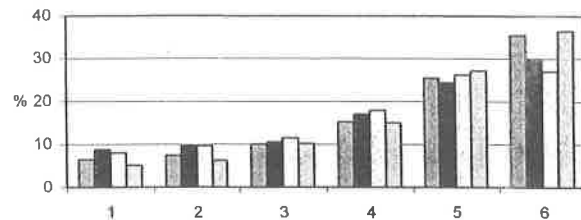
	Elementary	Middle	High	Charter
1	5	7	7	5
2	8	10	11	9
3	15	17	18	15
4	24	26	28	24
5	29	26	25	27
6	19	15	11	21



Section 3 :Leadership

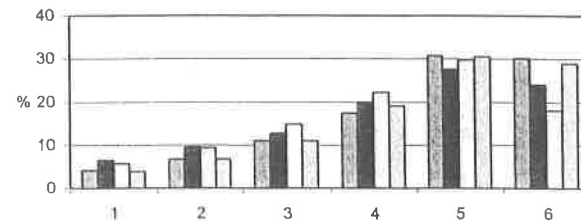
Q19: Principal is a strong, supportive leader.

	Elementary	Middle	High	Charter
1	6	9	8	5
2	7	10	10	6
3	10	10	11	10
4	15	17	18	15
5	25	24	26	27
6	35	30	27	36



Q20: Leadership has a strong, shared vision for school.

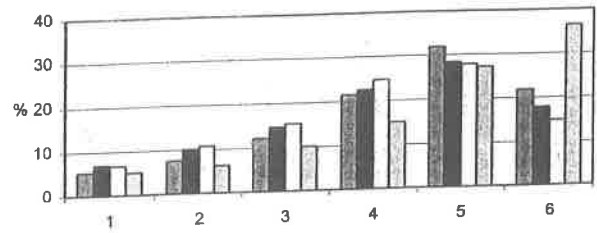
	Elementary	Middle	High	Charter
1	4	6	6	4
2	7	10	9	7
3	11	13	15	11
4	17	20	22	19
5	31	28	30	30
6	30	24	18	29



State Report: Working Conditions Survey Results by School Type (Elementary, Middle, High and Charter School)

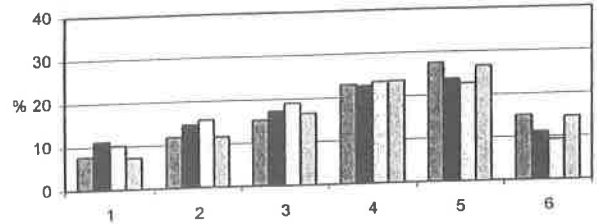
Q21: Leadership team is open to new ideas.

	Elementary	Middle	High	Charter
1	5	7	7	5
2	8	10	11	6
3	12	15	15	10
4	21	22	25	15
5	32	28	28	27
6	22	18	15	36



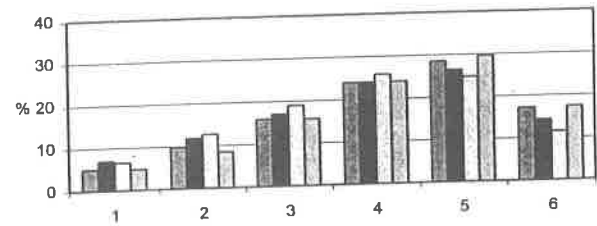
Q22: Leaders shield teachers from disruptions.

	Elementary	Middle	High	Charter
1	8	11	10	7
2	12	14	16	12
3	15	17	19	17
4	23	22	23	24
5	27	24	23	27
6	15	11	9	14



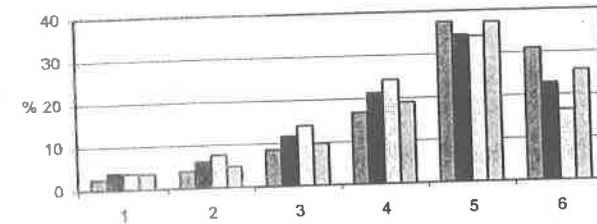
Q23: Administrators give priority to supporting teachers.

	Elementary	Middle	High	Charter
1	5	7	7	5
2	10	12	13	8
3	16	17	19	16
4	24	24	26	24
5	28	26	25	30
6	17	14	11	17



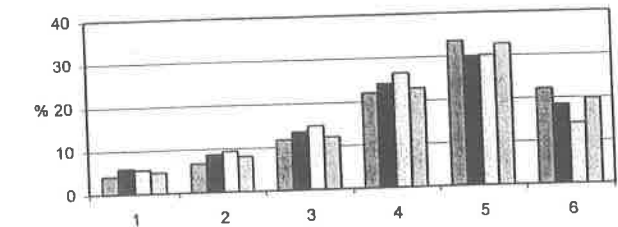
Q24: Teachers are held to high standards.

	Elementary	Middle	High	Charter
1	2	4	4	4
2	4	6	8	5
3	8	12	14	10
4	17	21	24	19
5	37	34	34	37
6	31	23	16	26



Q25: New teachers have effective mentors.

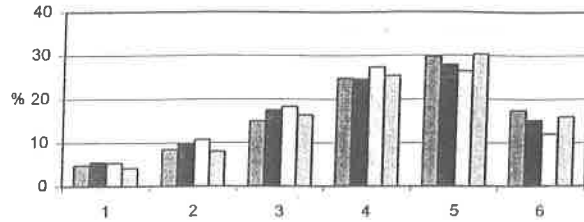
	Elementary	Middle	High	Charter
1	4	6	5	5
2	7	9	9	8
3	12	13	15	12
4	22	24	26	23
5	34	30	30	33
6	22	18	14	20



State Report: Working Conditions Survey Results by School Type (Elementary, Middle, High and Charter School)

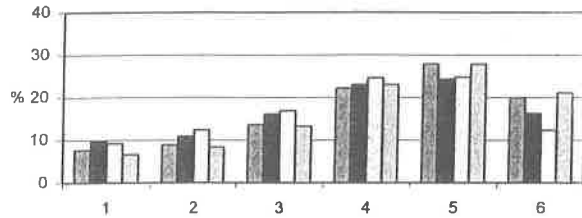
Q26: State initiatives are communicated clearly to staff.

	Elementary	Middle	High	Charter
1	5	5	5	4
2	8	10	11	8
3	15	17	18	16
4	25	25	27	25
5	30	28	26	30
6	17	15	12	16



Q27: Leaders try to address concerns about leadership.

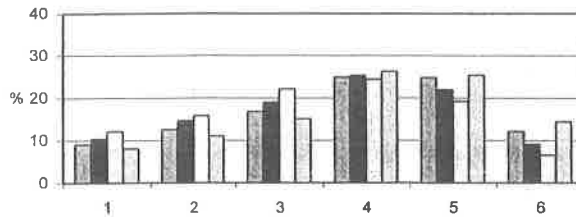
	Elementary	Middle	High	Charter
1	8	10	9	7
2	9	11	12	8
3	14	16	17	13
4	22	23	25	23
5	28	24	25	28
6	20	16	12	21



Section 4: Teacher Empowerment

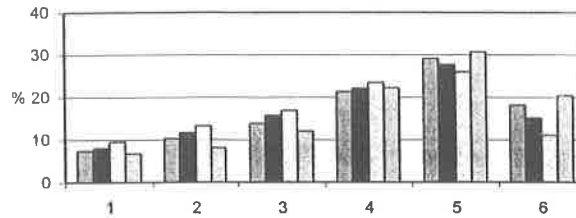
Q28: Teachers are centrally involved in decision-making.

	Elementary	Middle	High	Charter
1	9	10	12	8
2	12	15	16	11
3	17	19	22	15
4	25	25	24	26
5	25	22	19	25
6	12	9	7	14



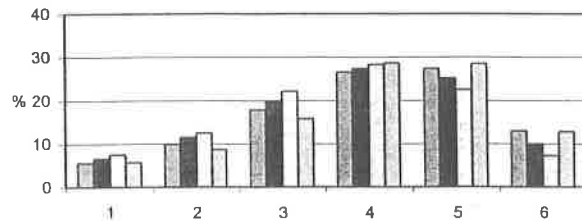
Q29: Teachers are recognized as educational experts.

	Elementary	Middle	High	Charter
1	7	8	9	7
2	10	12	13	8
3	14	16	17	12
4	21	22	23	22
5	29	28	26	31
6	18	15	11	20



Q30: School supports reasoned educational risk taking.

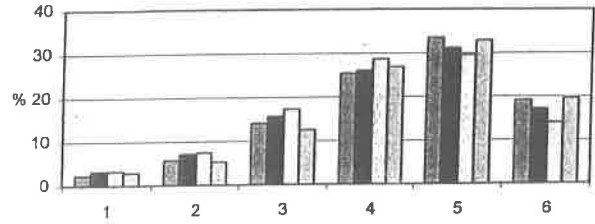
	Elementary	Middle	High	Charter
1	6	7	7	6
2	10	11	12	9
3	18	20	22	16
4	26	27	28	29
5	27	25	22	28
6	13	10	7	13



State Report: Working Conditions Survey Results by School Type (Elementary, Middle, High and Charter School)

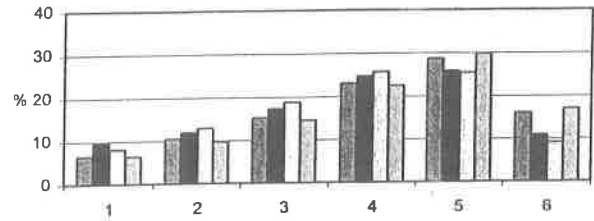
Q31: Parents have many avenues to express concern.

	Elementary	Middle	High	Charter
1	2	3	3	3
2	6	7	7	5
3	14	16	17	12
4	25	26	29	27
5	34	31	30	33
6	19	17	14	20



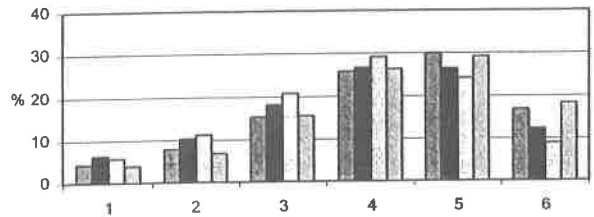
Q32: There is an atmosphere of mutual respect at school.

	Elementary	Middle	High	Charter
1	7	10	8	6
2	10	12	13	10
3	15	17	19	15
4	23	25	26	23
5	29	26	25	30
6	16	11	9	17



Q33: Leadership tries to empower teachers and parents.

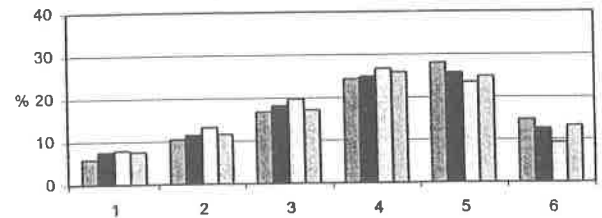
	Elementary	Middle	High	Charter
1	4	6	6	4
2	8	10	11	7
3	15	18	21	15
4	26	27	29	26
5	30	26	24	29
6	17	12	9	18



Section 5: Professional Development

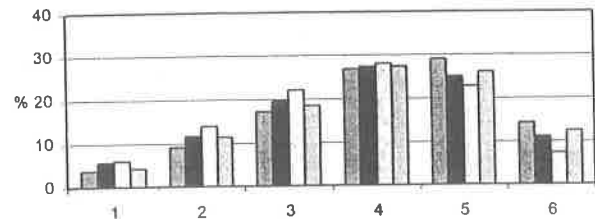
Q34: Resources are available for professional development.

	Elementary	Middle	High	Charter
1	6	7	8	8
2	10	11	13	12
3	17	18	20	17
4	24	25	27	26
5	28	26	23	25
6	15	13	9	13



Q35: Enhancing teacher knowledge is a school priority.

	Elementary	Middle	High	Charter
1	4	6	6	4
2	9	12	14	11
3	17	20	22	19
4	27	27	28	27
5	29	25	23	26
6	14	11	7	12

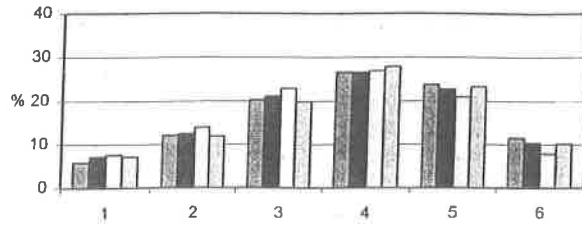


There were 42,209 responses statewide. 4,315 were not valid, leaving 37,894 responses included in this report. 19,911 were elementary schools, 8,480 were middle schools, 9,212 were high schools, and 291 were charter schools.

State Report: Working Conditions Survey Results by School Type (Elementary, Middle, High and Charter School)

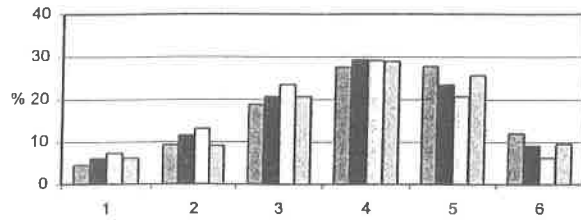
Q36: Different types of teacher learning activities are valued.

	Elementary	Middle	High	Charter
1	6	7	8	7
2	12	12	14	12
3	20	21	23	20
4	27	27	27	28
5	24	23	21	23
6	11	10	8	10



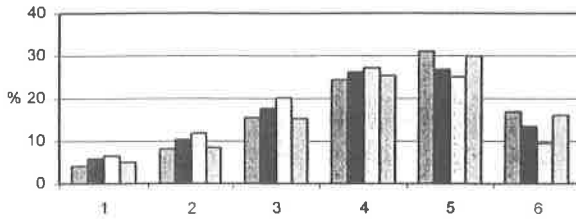
Q37: Professional development activities are chosen based on research.

	Elementary	Middle	High	Charter
1	5	6	7	6
2	9	12	13	9
3	19	21	23	21
4	28	29	29	29
5	28	23	21	26
6	12	9	6	10



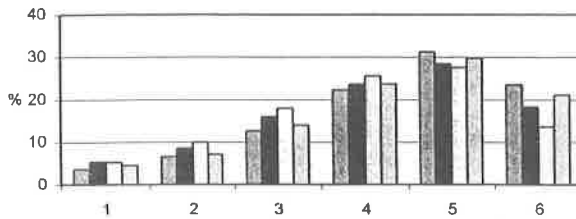
Q38: Professional development is based on teacher and school goals.

	Elementary	Middle	High	Charter
1	4	6	6	5
2	8	10	12	8
3	15	18	20	15
4	24	26	27	25
5	31	27	25	30
6	17	13	9	16



Q39: Leadership tries to provide quality professional development.

	Elementary	Middle	High	Charter
1	4	5	5	5
2	7	9	10	7
3	13	16	18	14
4	22	24	26	24
5	31	28	28	30
6	24	18	14	21



State Report: Working Conditions Survey
Survey Results by School Type (Elementary, Middle, High and Charter)
Summary by School Type: Elementary to Middle School
Average Report

* Indicates Statistical Significance

	Elementary 19911	Middle 8480	Difference
Section1: Time			
Q1: Teachers have time to work on curriculum, classroom management and individual instruction.	2.72	3.59	-0.87 *
Q2: Teachers have reasonable student loads.	3.12	3.33	-0.21 *
Q3: Teachers are protected from duties that interfere with teaching.	3.10	3.06	0.04 *
Q4: New teachers have time to work with mentors.	3.14	3.20	-0.05 *
Q5: Teachers have time to collaborate with colleagues.	3.05	3.54	-0.49 *
Q6: Time is provided for professional development.	3.63	3.67	-0.04 *
Q7: Leadership tries to address concerns about time.	3.83	3.75	0.08 *
Summary	3.23	3.45	-0.22 *
Section2: Facilities and Resources			
Q8: Teachers have space to work with students.	3.96	4.04	-0.08 *
Q9: Teachers have quiet space to work individually.	3.24	3.89	-0.65 *
Q10: Teachers have sufficient office supplies.	3.82	3.79	0.03
Q11: Teachers have funds to purchase supplies.	3.28	3.37	-0.09 *
Q12: Classrooms/labs have current technology.	3.74	3.46	0.28 *
Q13: Teachers have record keeping technology.	3.76	4.29	-0.53 *
Q14: Teachers have reliable communication technology.	3.91	3.97	-0.06 *
Q15: Teachers have adequate clerical assistance.	3.09	2.97	0.12 *
Q16: School environment is clean and safe.	4.47	4.17	0.29 *
Q17: Teachers have a range of support personnel.	3.85	3.71	0.14 *
Q18: Leadership tries to address concerns about facilities.	4.22	4.01	0.21 *
Summary	3.76	3.79	-0.03 *
Section3: School Leadership			
Q19: Principal is a strong, supportive leader.	4.52	4.29	0.24 *
Q20: Leadership has a strong, shared vision for school.	4.54	4.24	0.30 *
Q21: Leadership team is open to new ideas.	4.33	4.08	0.24 *
Q22: Leaders shield teachers from disruptions.	3.95	3.66	0.29 *
Q23: Administrators give priority to supporting teachers.	4.12	3.94	0.19 *
Q24: Teachers are held to high standards.	4.76	4.44	0.31 *
Q25: New teachers have effective mentors.	4.40	4.19	0.22 *
Q26: State initiatives are communicated clearly to staff.	4.18	4.05	0.14 *
Q27: Leaders try to address concerns about leadership.	4.13	3.90	0.24 *
Summary	4.33	4.09	0.24 *
Section4: Empowerment			
Q28: Teachers are centrally involved in decision-making.	3.80	3.61	0.19 *
Q29: Teachers are recognized as educational experts.	4.09	3.95	0.14 *
Q30: School supports reasoned educational risk-taking.	3.99	3.83	0.17 *
Q31: Parents have many avenues to express concerns.	4.39	4.26	0.13 *
Q32: There is an atmosphere of mutual respect at school.	4.05	3.78	0.27 *
Q33: Leadership tries to empower teachers and parents.	4.20	3.93	0.27 *
Summary	4.09	3.89	0.19 *
Section5: Professional Development			
Q34: Resources are available for professional development.	4.02	3.87	0.15 *
Q35: Enhancing teacher knowledge is school priority.	4.11	3.87	0.24 *
Q36: Different types of teacher learning activities are valued.	3.85	3.76	0.09 *
Q37: Professional development activities are based on research.	4.01	3.80	0.21 *
Q38: Professional development is based on teacher and school goals.	4.21	3.98	0.23 *
Q39: Leadership tries to provide quality professional development.	4.42	4.16	0.26 *
Summary	4.10	3.91	0.20 *

State Report: Working Conditions Survey
Survey Results by School Type (Elementary, Middle, High and Charter)

* Indicates Statistical Significance

	Elementary 19911	High 9212	Difference
Section 1: Time			
Q1: Teachers have time to work on curriculum, classroom management and individual instruction.	2.72	3.61	-0.89 *
Q2: Teachers have reasonable student loads.	3.12	3.37	-0.26 *
Q3: Teachers are protected from duties that interfere with teaching.	3.10	3.04	0.07 *
Q4: New teachers have time to work with mentors.	3.14	3.13	0.01
Q5: Teachers have time to collaborate with colleagues.	3.05	3.07	-0.02
Q6: Time is provided for professional development.	3.63	3.50	0.13 *
Q7: Leadership tries to address concerns about time.	3.83	3.69	0.13 *
Summary	3.23	3.35	-0.12 *
Section 2: Facilities and Resources			
Q8: Teachers have space to work with students.	3.96	3.74	0.22 *
Q9: Teachers have quiet space to work individually.	3.24	3.56	-0.31 *
Q10: Teachers have sufficient office supplies.	3.82	3.46	0.36 *
Q11: Teachers have funds to purchase supplies.	3.28	3.06	0.21 *
Q12: Classrooms/labs have current technology.	3.74	3.30	0.44 *
Q13: Teachers have record keeping technology.	3.76	4.21	-0.45 *
Q14: Teachers have reliable communication technology.	3.91	3.80	0.11 *
Q15: Teachers have adequate clerical assistance.	3.09	2.94	0.15 *
Q16: School environment is clean and safe.	4.47	4.08	0.38 *
Q17: Teachers have a range of support personnel.	3.85	3.53	0.31 *
Q18: Leadership tries to address concerns about facilities.	4.22	3.89	0.33 *
Summary	3.76	3.60	0.16 *
Section 3: School Leadership			
Q19: Principal is a strong, supportive leader.	4.52	4.26	0.27 *
Q20: Leadership has a strong, shared vision for school.	4.54	4.15	0.39 *
Q21: Leadership team is open to new ideas.	4.33	4.00	0.32 *
Q22: Leaders shield teachers from disruptions.	3.95	3.61	0.35 *
Q23: Administrators give priority to supporting teachers.	4.12	3.84	0.28 *
Q24: Teachers are held to high standards.	4.76	4.26	0.49 *
Q25: New teachers have effective mentors.	4.40	4.08	0.32 *
Q26: State initiatives are communicated clearly to staff.	4.18	3.95	0.23 *
Q27: Leaders try to address concerns about leadership.	4.13	3.80	0.33 *
Summary	4.33	3.99	0.33 *
Section 4: Empowerment			
Q28: Teachers are centrally involved in decision-making.	3.80	3.42	0.38 *
Q29: Teachers are recognized as educational experts.	4.09	3.76	0.33 *
Q30: School supports reasoned educational risk-taking.	3.99	3.67	0.32 *
Q31: Parents have many avenues to express concerns.	4.39	4.16	0.23 *
Q32: There is an atmosphere of mutual respect at school.	4.05	3.75	0.30 *
Q33: Leadership tries to empower teachers and parents.	4.20	3.81	0.38 *
Summary	4.09	3.76	0.32 *
Section 5: Professional Development			
Q34: Resources are available for professional development.	4.02	3.72	0.30 *
Q35: Enhancing teacher knowledge is school priority.	4.11	3.70	0.42 *
Q36: Different types of teacher learning activities are valued.	3.85	3.63	0.22 *
Q37: Professional development activities are based on research.	4.01	3.62	0.39 *
Q38: Professional development is based on teacher and school goals.	4.21	3.81	0.40 *
Q39: Leadership tries to provide quality professional development.	4.42	4.01	0.41 *
Summary	4.10	3.75	0.35 *

Appendix E

Summary by School Size

State Report: Working Conditions Survey

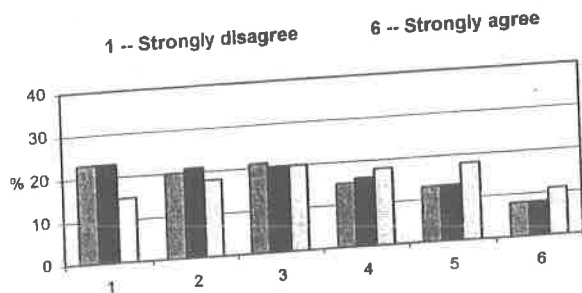
Results by School Size (Membership <500, 501-750, >750)

500 or fewer
 501-750
 more than 750

Section 1: Time Management

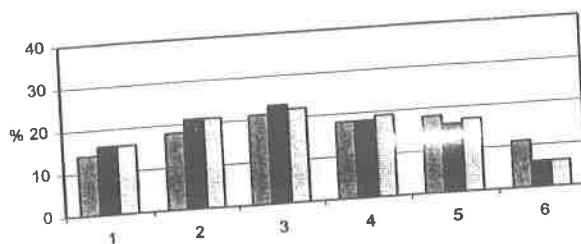
Q1: Teachers have time to work on curriculum, classroom management, and individual instruction.

	500 or fewer	501-750	more than 750
1	23	23	15
2	20	21	18
3	21	20	20
4	15	16	18
5	13	13	18
6	8	8	11



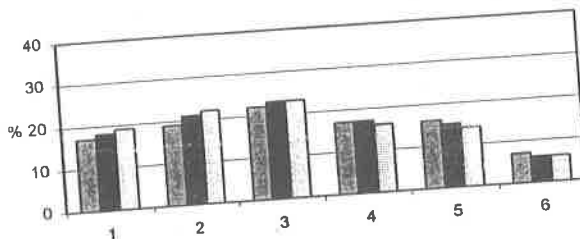
Q2: Teachers have reasonable student loads.

	500 or fewer	501-750	more than 750
1	14	16	16
2	18	21	21
3	21	23	22
4	18	18	19
5	18	16	17
6	11	6	6



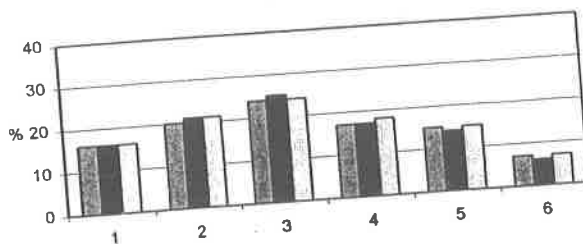
Q3: Teachers are protected from duties that interfere with teaching.

	500 or fewer	501-750	more than 750
1	17	18	19
2	19	21	22
3	22	23	23
4	17	17	16
5	16	15	14
6	7	6	6



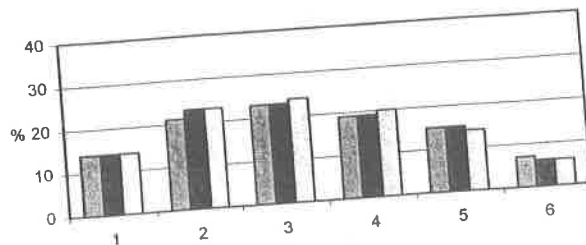
Q4: New teachers have time to work with mentors.

	500 or fewer	501-750	more than 750
1	16	16	16
2	20	21	21
3	24	25	24
4	17	17	18
5	15	14	15
6	7	6	7



Q5: Teachers have time to collaborate with colleagues.

	500 or fewer	501-750	more than 750
1	14	14	14
2	21	23	23
3	23	23	24
4	19	19	20
5	15	15	14
6	7	6	6



There were 42,209 responses. Of those, 2,444 were not valid. 10,969 were from schools <500, 14,267 from schools with ranging from 501 to 750 students, and 14,529 from schools with more than 750 students.

Teacher Retention and Teacher Quality: National Trends Based on Research and Practice

Eric Hirsch, Vice President of Policy and Partnerships
NCGA Joint Legislative Education Oversight Committee
February 26, 2004



SECTQ improves student achievement by shaping policies that support quality teaching through engaging accomplished teachers, building coalitions and conducting research

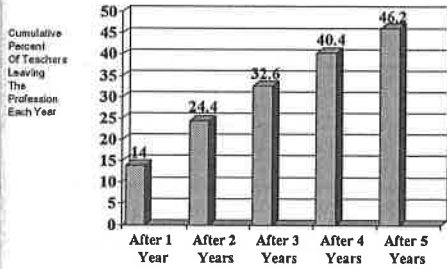
- Studying the impact of NCLB in NC districts
- Developing a working conditions tool kit to be used in NC communities
- Working with the Governor to engage other states in the use of the working conditions survey



Teacher Retention: An Essential Issue

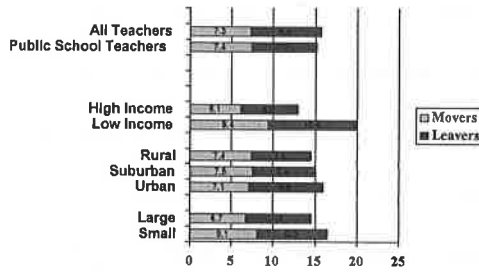
- About one-third of new teachers leave the profession after three years and almost half after five years
- Teacher turnover (those who leave the field and those who change jobs) is 15.7%, higher than non-teaching occupations (11%)
- Turnover is costly - approximately \$11,000 or more for each recruit leaving in the first few years of teaching

Beginning Teacher Re is a Serious Problem



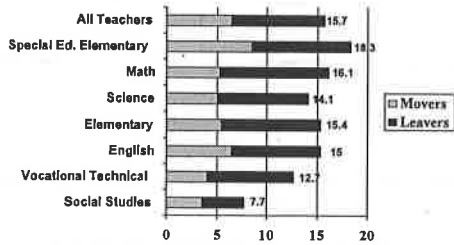
SOURCE: Richard M. Ingersoll, "The Teacher Shortage: A Case of Wrong Diagnosis And Wrong Prescription," NASSP Bulletin, 86/June 2002, 16-31

Teacher Turnover is Higher in Low-Income Public Schools

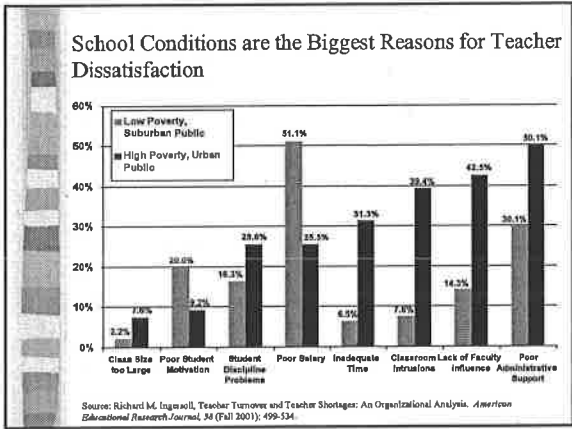


SOURCE: Richard M. Ingersoll, "Teacher Turnover and Teacher Shortages: An Organizational Analysis," American Educational Research Journal, 38 (Fall 2001): 499-534

Percentage Annual Teacher Turnover by Teaching Field (2000-01)



SOURCE: Richard M. Ingersoll, "Teacher Turnover and Teacher Shortages: An Organizational Analysis," American Educational Research Journal, 38 (Fall 2001): 499-534

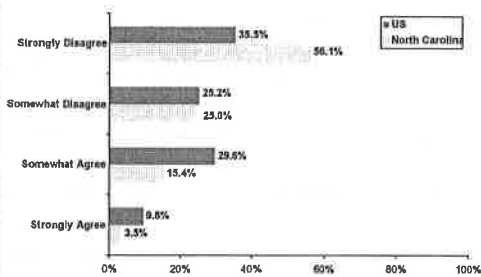


Compensation and Performance

Recommendations of the Teaching Commission

- School districts and unions need to transform how teachers are paid
- Competitive base pay (10%)
- Pay based on performance (30%)
- New career tracks
- Premium pay in high need areas

I am satisfied with my teaching salary



Source: Schools and Staffing Survey, 1999-2000.

Performance Pay: Moving Beyond the Salary Schedule

- Merit pay plans were tried and retired in the 1920s, 50s, 70s and 80s as they created divisive and competitive work environments at the expense of overall school success
- Career ladders in the 1980s in response to *A Nation at Risk*: In 1986, 29 states were implementing or had mandates to develop career ladder or teacher incentive programs. In 1994, only 4 states--AZ, MO, TN and UT--still funded career ladder programs despite some positive study findings
- Difficulty primarily around the issue of defining good teacher performance. Individual performance pay versus competency based rewards... subjective measures of performance from a fixed pool of funds versus rewarding for developing and using knowledge and skills identified as valued by the school

Performance Pay: Moving Beyond the Salary Schedule

- Questions about the appropriateness of the single salary schedule given the changing roles of teachers, schools, etc.
- Rewards regardless of skill and competence: longevity and degree
- Years of experience, education units, and university degrees are indirect indicators of knowledge and skills and may reward skills that are only loosely connected to teaching.
- In a context with standards, assessments and benchmarks for students, similar expectations for teachers should be created

Pay for Performance: State Policies

- 9 states have policies encouraging pay for performance according to Education Week, 2004
- Iowa: SF 476 passed in 2001 setting up career paths with compensation based on locally derived performance measures, as well as funding mentoring, professional development and a team-based pilot
- Arizona: Proposition 301 passed in 2000 creating a 0.6 cent sales tax increase providing about \$445 million annually for education (20% base pay, 40% pay for performance, 40% site selected initiatives)
- Kentucky: Attempts to fund pilots for over a decade
- Other states reward performance through school bonuses, national board certification, etc.

Performance Pay: Key Questions to Ask

- **What is the role of the state?** Will program criteria be determined by the state or local school district? (reciprocity versus variation in standards and potential misuse of funds) Bottom up appears to work far better than top down as process is as important as outcomes
- **How will performance be measured and goals be determined?** In Colorado, Denver has set performance objectives (2) between teachers and principals (over 6,000). Will all schools be included in the same comparison categories? What goals should be measured? Data? Longitudinal and accessible?
- **How will the rewards be funded?** What will this do to equity if state funded and how much will the program cost?
- **What will the impact be on other education reforms and teacher quality issues?** Will the state benefit or suffer regarding teacher recruitment and retention?

Skills and Preparation

Recommendations of the Teaching Commission

- College and university presidents must revamp their teacher education programs and make teacher quality a top priority
- Raising standards
- Encouraging teaching
- Measuring results
- Federal funding
- States must improve or overhaul their licensing and certification requirements



A Nation At Risk - 1983

Persons preparing to teach should be required to meet high educational standards, to demonstrate an aptitude for teaching, and to demonstrate competence in an academic discipline. Colleges and universities offering teacher preparation programs should be judged by how well their graduates meet these criteria.

U.S. Department of Education: Meeting the Highly Qualified Teacher Challenge

“States will need to streamline their certification system to focus on the few things that really matter: verbal ability, content knowledge, and as a safety precaution, a background check on new teachers.”

Teacher Preparation: State Policy Tools

- Historically, state legislatures have been reluctant to impose regulations on teacher preparation programs, relying instead on altering certification and licensure requirements. . . and more recently on alternative routes into the profession. Reform has driven by preparation programs themselves
- Despite all states having an accreditation process (45 states have an agreement with NCATE), these are not well understood and have not been used to close programs
- Accountability has occurred primarily through the use of performance on assessments (TX, NY, GA). Title II reporting is likely to keep this discussion on legislative and policymaker agendas
- Changes to preparation only affect a limited number of teachers given the preponderance of out of state teachers, out of field teaching and lateral entry programs

Leadership and Support

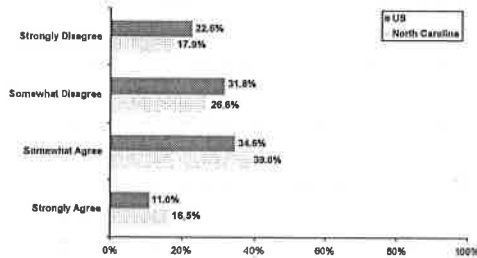


Recommendations of the Teaching Commission

- **School districts need to give principals say over personnel decisions, while principals must provide teachers with mentoring and ongoing professional development known to improve classroom instruction**



The principal talks with me frequently about my instructional practice.



Source: Schools and Staffing Survey, 1999-2000.

Governor Easley's Teacher Working Conditions Initiative

- In case studies conducted by SECTQ in three exemplary schools, found that principal leadership was the key to working conditions satisfaction in a variety of areas
- Teachers in North Carolina are overall satisfied with their conditions of work, feeling most satisfied with school leadership and least satisfied with the amount of time they have to do their jobs. There were mixed feelings on facilities, empowerment and professional development
- Allows data driven decisions about a crucial component of retention. Now being replicated in SC and GA. Through BellSouth, SECTQ and others developing a tool kit and working directly in NC communities on school based reform

Induction and Mentoring: State Policies

- 15 states require and finance induction for all new teachers
- 9 states specify the amount of time for mentors and their assigned teacher to meet, ranging from 70 hours or a few meetings per year to AR, CT, DC, MD, WV requiring some contact each week
- Essential components include: time, mentor compensation, mentors in same school and field, mentor training (specific to teacher type)

Induction and Mentoring: Connecticut BEST Program

- BEST, launched in the mid-1980s, requires new teachers to create a highly structured portfolio consisting of lesson logs, videos, commentaries and student work
- Mentors meet regularly with their new teacher to plan instruction and assess practice. Content-specific seminars are available for novice teachers (25-30 hours) that are facilitated by trained teachers, administrators and teacher educators who also score portfolios
- Portfolios are reviewed by two trained assessors in the same content area with an initial pass rate of 85-92%
- The annual cost of the program is \$3.6 million for 2,800 teachers, or about \$1,400 per new teacher (one-third to support, one-third to professional development and scoring, and one-third to administration)

Induction and Mentoring: California's BTSA Program

- Daily (on-site) support from a trained, experienced teacher; monthly formative assessment based on evidence and state tools
- Individual induction plan to support professional development over two years
- BTSA: first year teachers remaining in the same school - 91% and 93% in the same district in 129 of 133 sites (1999-2000). Statewide retention rate for first year teachers was 96% and 94% for second year teachers
- \$3,375 per beginning teacher per year with a \$2,000 in-kind district match (university sponsored programs receive no state funding)

Professional Development: Access to Opportunities

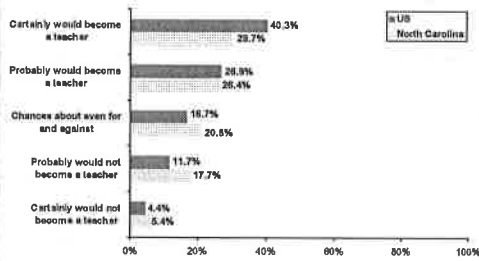
- While 96 percent participate in PD activities, only 30 percent nationwide received in-depth study in a specific field, and only 15 percent received 9 hours or more of this type of training. 35 states, mandate PD for licensure renewal, most are for clock hours and do not differentiate between types of PD activities
- Less than one-third of teachers feel well prepared to assess student performance and teach to new state standards
- No Child Left Behind provides \$2.85 billion in teaching quality funds that can be used for scientifically based professional development. Districts must use 5 percent of Title I funds to ensure teachers are highly qualified and identified schools must spend 10 percent on professional development

Professional Development: Investing Strategically

- Wide variations in spending across districts. In Colorado, districts report spending between .001 and 7 percent of total district expenditures. Most spending was on in-service training days. Vermont had a similar range
- MO requires 1% of district and 1% of state expenditures and MN 2% be spent on staff development. Other states fund on a per pupil basis (\$24 in KY, \$75 in MA). Average district spending at 2.76%
- One extra in-service training day in NM was calculated to cost the state approximately \$100 million. States creating special institutes and academies linking K-12 and higher education that focus on specific topics

If you could go back to your college days and start over again, would you become a teacher again or not?

Source: Schools and Staffing Survey, 1999-2000



©2003 The National Center for Teaching Quality



976 Airport Road, Suite 250
Chapel Hill, North Carolina 27514
(919) 843-9519

ContactUs@teachingquality.org

www.teachingquality.org



Public Schools of North Carolina
State Board of Education
Department of Public Instruction

Report to the Joint Legislative Education Oversight Committee

Teacher Turnover Report

G.S. 115C-12

Date Due Fall 2003

Report #44 in October 2002-December 2003

DPI Chronological Schedule

State Board of Education

Howard N. Lee
Chairman
Raleigh

Jane P. Norwood
Vice Chair
Charlotte

Kathy A. Taft
Greenville

Michelle Howard-Vital
Wilmington

Edgar D. Murphy
Durham

Evelyn B. Monroe
West End

Maria T. Palmer
Chapel Hill

Robert T. Speed
Boone

Wayne McDevitt
Asheville

Patricia N. Willoughby
Raleigh

John A. Tate, III
Charlotte

Bev Perdue
Lieutenant Governor
New Bern

Richard Moore
State Treasurer
Kittrell

NC Department of Public Instruction
Michael E. Ward, State Superintendent

301 North Wilmington Street • Raleigh, North Carolina 27601 • Website: www.ncpublicschools.org

In compliance with federal law, including the provisions of Title IX of the Education Amendments of 1972, the Department of Public Instruction does not discriminate on the basis of race, sex, religion, color, national or ethnic origin, age, disability, or military service in its policies, programs, activities, admissions or employment. Inquiries or complaints should be directed to: the Office of Curriculum and School Reform Services; 6307 Mail Service Center; Raleigh, NC 27699-6307; Telephone (919) 807-3761; fax (919) 807-3767

**SYSTEM LEVEL
TEACHER TURNOVER REPORT
2002-2003**

Prepared by:

**Public Schools of North Carolina
Department of Public Instruction
Division of Human Resource Management
October 2003**

SYSTEM LEVEL TEACHER TURNOVER REPORT 2002-2003

G. S. 115C-12(22) requires the State Board of Education to monitor and compile an annual report on the decisions of teachers to leave the teaching profession. To this end, LEAs are asked to complete a survey on an annual basis. The survey for the 2002-2003 school year asked LEAs to report the total number of teachers employed in the system between July 1, 2002 and June 30, 2003, the total number of teachers leaving the system, the number of teachers with tenure who were leaving, and the reason given by teachers for leaving. All 117 LEAs submitted a survey for the 2002-2003 school year. The results of the surveys are summarized in the following pages.

Survey Instruments Used

Copies of the survey used and clarifying examples are contained in Appendix A. As was the case last year, LEAs were asked to identify up to five teaching areas in which they found the greatest difficulty in hiring appropriately licensed teachers. Their responses have been summarized and are included in this report.

Turnover

The 117 school systems reported that 11,531 teachers of the 92,688 teachers employed during the 2002-2003 school year left their systems for an **average system level turnover rate of 12.44%**. This is down slightly from the 12.49% reported for the 2001-2002 school year and the 13.96% reported for the 2000-2001 school year.

Of the 11,531 teachers reported leaving teaching, 3,797 (32.93%) had tenure. During the 2001-2002 school year, 29.5% of the teachers who left teaching had tenure, while 30.7% of the teachers who left during the 2000-2001 school year had tenure.

System-level turnover ranged from a high of 27.59% in Hoke County to a low of 3.16% in Clay County. A listing of turnover by systems is included in Appendix B. Appendix C contains a listing of turnover reported by local systems for the last five years.

Reasons for Leaving

The table that follows details the reasons for teachers leaving as reported by their school systems. They are ranked in descending order. Appendix D summarizes the reasons given for teachers leaving across the past five years.

Reasons For Leaving As Reported By The LEAs

Reason	% of teachers leaving for this reason	Number leaving for this reason
Resigned to teach elsewhere To teach in another NC LEA (79.15%) To teach in another state (15.64%) To teach in a NC non-public/private school (3.86%) To teach in a NC Charter School (1.35%)	18.64%	2149
Retired With full benefits (90.71%) With reduced benefits (9.29%)	17.28%	1992
Resigned—Family Relocation	14.26%	1644
Resigned—Other reasons or reason unknown Other reasons (63.01%) Unknown reasons (36.99%)	12.40%	1430
Resigned—Family responsibility/child care	6.42%	740
Resigned—Dissatisfied with teaching/career change	5.20%	600
Did not obtain or maintain license	4.22%	487
Re-employed retired teacher resigned	3.83%	442
Resigned—To continue education/sabbatical	3.36%	387
Non-Renewal (Probationary contract ended)	3.13%	361
Interim contract ended—not rehired	2.71%	312
Resigned—Because of health/disability	2.48%	286
Stayed in LEA but in Non-Teaching position	2.11%	243
Resigned—In lieu of dismissal	1.56%	180
Moved to a non-teaching position in education	1.33%	153
Deceased	.49%	57
Dismissed	.31%	36
Reduction in Force	.28%	32
Total	100%	11,531

**Most Difficult Areas of Licensure
for which to find Licensed Teachers***

2001-02		2002-03	
Number of LEAs Responding to Question = 106		Number of LEAs Responding to Question = 110	
License Area	# Identifying	License Area	# Identifying
9-12 Mathematics	85	9-12 Mathematics	99
9-12 Science	68	9-12 Science	70
Exceptional Children	58	6-9 Mathematics	69
6-9 Mathematics	44	6-9 Science	59
Second Languages**	27	Behavioral/Emotional Disabilities	26
6-9 Science	26	Cross Categorical	24
Learning Disabilities	20	Exceptional Children	24
Behavioral/Emotional Disabilities	16	6-9 Language Arts	23
9-12 English	15	Learning Disabilities	19
Business	14	Second Languages	19
Media Coordinator	13	ESL	14
Mental Disabilities	13	Mental Disabilities	14
ESL	12	Elementary Education	11
Middle Grades	10	9-12 English	11
Cross Categorical	9	Severe/Profound Disabilities	9
Workforce Development	8	Counselor	8
Family and Consumer Science	8	Media Coordinator	8
6-9 Language Arts	7	6-9 Social Studies	8
Counselor	6	Birth-Kindergarten	6
Elementary Education	5	Workforce Development	5
Birth-Kindergarten	5	Technology Education	5

*Includes only those areas identified by 5 or more LEAs

** Spanish was the Second Language most often identified.

Appendix A
