

North Carolina Professional Teaching Standards Commission  
Annual Report  
December 1, 2000

**I. Activities During 2000**

- **Distributed and Publicized the Standards.** At the end of 1999, the State Board of Education adopted the Core Standards for North Carolina Teachers proposed by the NC Professional Teaching Standards Commission. The Commission's first task of 2000 was to distribute these standards to teachers, other educators, parents, and policy makers throughout the state.

In order to make the standards readable and catch the attention of a paper-weary profession, the Commission published the standards in an attractive booklet, and included photos and comments about the standards from teachers throughout the state. This was done in a publication entitled "Every Child's Teacher in North Carolina."

Distribution of this standards booklet was marked by a celebration co-sponsored by the Teaching Standards Commission and by Governor James B. Hunt Jr.

100,000 copies of this booklet were printed, and more than 99,000 have been distributed. A box of the documents went to each school, central administration, university, and School Board in the state.

- **Proposed License Restructuring.** As part of its mandate from the General Assembly, the Teaching Standards Commission proposed a re-structuring of the categories for licensing teachers in North Carolina. The thrust of the proposal was to eliminate non-standard licenses, reduce overlap among licenses, and to more closely align NC teaching license categories with those used by the National Board for Professional Teaching Standards.

The Commission circulated draft proposals, invited feedback, and held a public hearing to allow individuals to express their views on the proposal. The Commission modified its original proposal to address some of the concerns expressed.

This proposal was presented to the State Board of Education in September. Although members of the Board were sympathetic to the intent of the proposal, they expressed concern that the proposal would reduce hiring flexibility at the local level, and make it more difficult to fill teaching positions. This concern was echoed by some local school district administrators, who believed the proposal, if adopted, would make the teacher shortage more severe. Opposition was also expressed by IHE deans and faculty, who have invested heavily in programs that are geared to the current license categories.

Given the reaction of the education profession to the proposal, the Commission withdrew it from consideration at this time. It is clear to the Commission members that educators and policy makers are not ready to undertake this major restructuring at this time. The Commission will review the proposal and consider whether or not parts of it could be implemented, or if a staggered implementation schedule could be proposed.

- **Collaborated in North Carolina on Efforts to Improve Teacher Quality.** Commission members or the Commission Director participated in numerous committees, commissions, and other advisory groups dedicated to improving the quality of the teaching profession. Some of these committees included the Ethics Panel, the Teacher Quality Ad Hoc Committee, the Performance Based Licensure Advisory Committee, the Superintendent's Teacher Advisory Committee, the Governor's Teacher Advisory Committee, the Southeast Center for Teacher Quality Board, and many other teacher quality groups. In all of these arenas, members or staff of the Commission advocated for policies that will assist teachers in meeting the Core Standards for Teachers.
- **Proposed Revisions in Standards for Teacher Education.** The Commission worked in collaboration with the Department of Public Instruction to revise the standards for graduates of teacher education programs. During 2000, the Commission and the Department convened panels of teachers and teacher educators to re-write standards for teacher preparation programs in mathematics, science, foreign languages, social studies, and English/language arts. New standards for technology were also completed.
- **Developed Recommendations for Diversity Standards for Teachers.** An additional panel of teachers and teacher educators was convened on diversity issues. This panel made recommendations to be brought to the State Board of Education on the knowledge and skills teachers need to have in order to be successful in educating all students.
- **Collaborated Nationally on Efforts to Improve Teacher Quality.** Commission members and staff participated in national opportunities to improve teacher quality. Among the organizations with which we worked closely were The National Commission for Teaching and America's Future Partnership Group and the National Board for Professional Teaching Standards. Members of the North Carolina Professional Teaching Standards Commission were also active in efforts to form a National Organization of State Teacher Standards Boards. We continued to work with teacher standards boards and commissions in the other 24 states which have them.
- **Oriented New Members.** The terms of all Commission members expired in the fall of 2000. The Governor, the President Pro Tem of the Senate, and the Speaker of the House of Representatives appointed eleven new members to the Commission. Five

currently serving members were re-appointed. The new members participated in a Commission orientation on December 1. A complete listing of current Commission members is included with this report. Seven of the Commission members are National Board Certified teachers.

## II. Ongoing Activities to Implement the Core Standards for Teachers

After having clearly defined standards for teachers in North Carolina, the Commission is turning its attention to implementing the standards and making them real across the spectrum of teacher preparation and professional development. As the following diagram illustrates, there are numerous places where the Commission's efforts can assist in ensuring the highest quality teacher for every child in our state.

Areas of activity of the North Carolina Professional Teaching Standards Commission

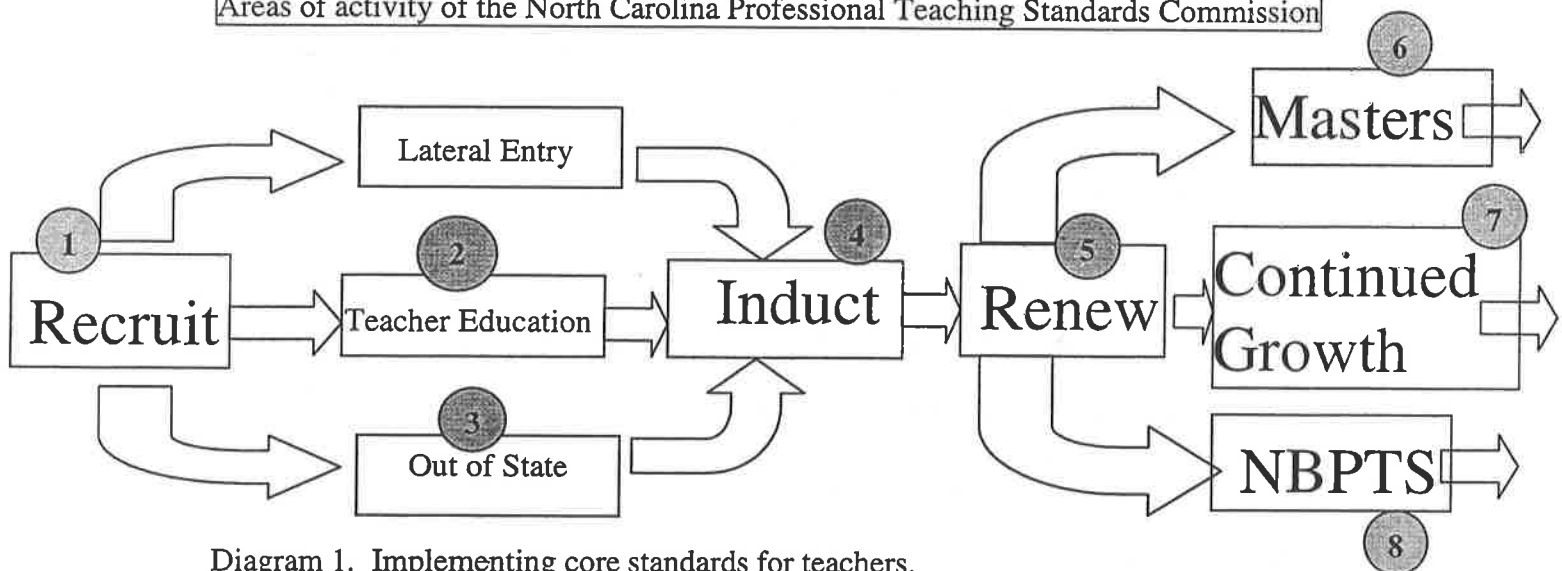


Diagram 1. Implementing core standards for teachers.

### 1. Recruitment.

The Commission recognizes that setting and maintaining high standards for teachers is dependent on having a sufficient supply of qualified applicants for every position. To that end, the Commission has helped develop the proposal for and will participate in advising a Center for Teacher Recruitment.

### 2. Teacher Education.

During 2001, panels will be convened to develop standards for K-12 teachers in arts education and physical education, as well as panels for elementary and middle school teachers. The new standards will follow the pattern of standards for content areas developed in 2000, and will also follow the structure and be compatible with the Core Standards for Teachers. The panels will continue to incorporate standards from

professional content and grade level organizations. They will be widely circulated for review and comment before being brought to the State Board of Education.

**3. Out-of-state teachers.**

During 2000, the Commission examined state standards for teachers in all 50 states, and identified eight states, which have teacher quality standards in place which are as rigorous as those of North Carolina. These states are: Virginia, South Carolina, Georgia, Kentucky, Connecticut, Pennsylvania, Oregon, and Maryland. The Commission will recommend that teachers who possess licenses from these states be automatically granted a license to teach in North Carolina. This recommendation is being finalized pending legal advice.

**4. Induction.**

Members and staff of the Commission participated on an advisory committee to help streamline the induction process for new teachers (Performance-Based Licensing). Individual members of the Commission support this process through mentoring and working at the local level with new teachers. The Commission will continue to gather feedback and provide advice on making this induction as high quality and least intrusive as possible.

**5. License Renewal.**

The Commission will continue to assist the new teacher license renewal process by gathering data on how the new policy is being implemented and by compiling reactions and feedback on effectiveness of the new policy in improving teacher skills. The Commission will begin to look at ways of tightly linking standards for professional development to license renewal.

**6. Masters Degree**

The Commission members and staff participated on panels to review re-designed Masters Degree programs from all public and private colleges and universities, to ensure that they met the standards for the new Masters Degree as defined by the State Board of Education. Members of the Commission will volunteer to participate on visitation teams to learn how the IHEs are implementing the new Masters Degree.

**7. Mid-Career Professional Development**

- The Commission has developed principles and guidelines for a teacher evaluation instrument based on the Core Standards for Teachers. A request for proposals was circulated for developers of this new instrument, and the proposals received are being evaluated. The Commission's approach to teacher evaluation is focused on assisting teachers to gain the skills and knowledge they need to meet the core

standards. The new teacher evaluation instrument will assist teachers in meeting the core standards by providing a clear guide for professional development.

- A working group of the Teaching Standards Commission is developing standards for effective professional development for teachers. The Commission is looking at ways in which the quality of professional development can be evaluated as a tool in helping teachers reach the Core Standards. This will assist schools and school systems in using professional development funds effectively and efficiently to support teachers and help them improve their skills.
- Particular attention is being paid to principles of effective on-line professional development.
- A second working group of the Commission is considering working conditions for teachers. This group is developing standards for the teaching and learning environment necessary for highly qualified teachers to be optimally effective in teaching children.

#### **8. National Board for Professional Teaching Standards.**

The Commission enthusiastically endorses and supports advanced certification from the National Board. Seven members of the Commission are National Board Certified Teachers, and the Commission director was a member of the NBPTS Board of Directors. The Commission provides and assists with workshops on the National Board, and individual Commission members mentor and assist candidates in completing the process. Core Standards for teachers in North Carolina are completely compatible with and flow into the Core Propositions of the National Board.

### **III. Budget Narrative and Proposal.**

The North Carolina Professional Teaching Standards Commission has an annual budget of approximately \$230,000. Of this amount, salaries and benefits for the Commission's two employees and expenses of maintaining the office consume \$160,000. Expenses of Commission meetings range from \$12,000 - \$15,000 per year, leaving \$50-\$55,000 per year for special projects such as publishing and distributing the standards booklet, or contracting for the development of a teacher evaluation instrument.

Of the seven areas in which the Commission is working to improve the quality of teaching, the one area with the greatest need is professional development for career teachers. The Commission members believe there is very little quality control on the variety of professional development available. The Commission is also conscious of the need for a clearinghouse to help school faculty or school systems locate the truly high quality and effective professional development opportunities.

The Commission is committed to devoting resources to this issue, and to developing standards for quality professional development. It will be very difficult within the confines of the current resources to go beyond this initial step and rate and evaluate the professional development activities available. If, for example, a school improvement committee turned to the Teaching Standards Commission and requested a reference for which professional development program had the greatest impact on improving student reading skills, we would not at this time be able to answer with confidence.

With a budget increase of \$150,000, we would hire two additional staff to focus on issues of professional development. A Professional Development Specialist on the staff of the Commission would focus on implementing the professional development standards and convening panels of teachers and other experts to evaluate what is currently available for how effective it is in improving student learning. This individual would also focus on effective development for teachers in low-performing schools. With these additional resources we would also add a support person to assist with professional development activities.

The Teaching Standards Commission is confident that this increase in resources would pay off ten-fold by increasing the efficiency and effectiveness of the large investment North Carolina makes in professional growth and development of its teaching workforce.

#### **IV. Conclusion.**

The members of the North Carolina Professional Teaching Standards Commission are pleased with the progress we have made in defining and clarifying the knowledge and skills necessary for effective teaching of all children in our state. We look forward to the challenge of embedding these high standards for teachers in every aspect of teacher preparation and professional development.

## North Carolina Professional Teaching Standards Commission

**Loretta Fodrie** (*Commission Chair*) - Teacher  
Bruns Avenue Elementary School  
501 Bruns Avenue  
Charlotte, NC 28208-4343  
Mecklenburg  
Work: 704-343-5488  
Fax: 704-343-5591

**Joan Celestino** (*Commission Vice-Chair*) -Teacher  
Mineral Springs Middle School  
4559 Ogburn Avenue  
Winston-Salem, NC 27105-2736  
Forsyth  
Work: 336-661-4870  
Fax: 336-661-4857

**Michele Aydlett** - Teacher  
Sheep-Harney Elementary  
200 W. Elizabeth Street  
Elizabeth City, NC 27909  
Pasquotank  
Work: 252-335-4303  
Fax: 252-335-4738

**Ceola Ross Baber** - Public IHE  
UNC-Greensboro  
School of Education  
P.O. Box 26171  
Greensboro, NC 27410  
Guilford  
Work: 336-334-3412  
Fax: 336-334-4120

**Rebecca Blomgren** - Private IHE  
Greensboro College  
Teacher Education  
815 West Market Street  
Greensboro, NC 27401  
Guilford  
Work: 336-272-7102  
Fax: 336-271-6634

**Bill Harrison** - Superintendent  
Cumberland County Schools  
Hwy 301 South  
Fayetteville, NC 28306  
Cumberland  
Work: 910-678-2312  
Fax: 910-678-2336

**Billie Hicklin** - Teacher  
Parkway Elementary School  
160 Parkway School Drive  
Boone, NC 28607-9750  
Watauga  
Work: 828-264-3032  
Fax: 828-264-7999

**Libby Hodges** - Assistant Principal  
Northside High School  
7868 Free Union Church Road  
Pinetown, NC 27865  
Beaufort  
Work: 252-943-6341  
Fax: 252-943-6344

**Shawn Jackson** - Teacher  
Williams Randolph Elementary  
90 Montford Avenue  
Asheville, NC 28801-2530  
Buncombe  
Work: 828-255-5359  
Fax: 828-255-5235

**Judith Jones** - Teacher  
East Chapel Hill High School  
500 Weaver Dairy Road  
Chapel Hill, NC 27514  
Orange  
Work: 919-969-2482  
Fax: 919-969-2492

**Ann McArthur** - Teacher  
Cape Hatteras School  
Buxton, NC 27920  
Dare  
Work: 252-995-5730  
Fax: 252-995-6161

**Carolyn McKinney** - At Large  
NCAE  
P.O. Box 27347  
700 S. Salisbury Street  
Raleigh, NC 27611  
Forsyth  
Work: 919-832-3000  
Fax: 919-829-1626





## North Carolina Professional Teaching Standards Commission

**John Modest - Principal**  
Southeast Raleigh High School  
Rock Quarry Road  
Raleigh, NC 27610  
Wake  
Work: 919-856-2802  
Fax: 919-856-2827

**Melissa Oxendine - Teacher**  
Union Chapel Elementary School  
4271 Union Chapel Road  
Pembroke, NC 28372-9729  
Robeson  
Work: 910-521-4456  
Fax: 910-521-9142

**Barbara Murray - Teacher**  
Guy Phillips Middle School  
Estes Drive  
Chapel Hill, NC 27514  
Orange  
Work: 919-929-2188  
Fax: 919-969-2477

**Carolyn Williams - Teacher**  
Pine Valley Elementary School  
440 J. S. Mosby Drive  
Wilmington, NC 28412  
New Hanover  
Work: 910-350-2121  
Fax: 910-350-2116

