



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

Report to the Joint Legislative Education Oversight Committee

**NC Professional Teaching Standards
Commission Report – (on activities
and recommendations for improving
the teaching profession)**

G.S. 115C-295.2(c)

Date Due: December 1, 2003
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DPI Chronological Schedule

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North Carolina Professional Teaching Standards Commission

November 10, 2003

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TO: The Honorable Steve Metcalf, Co-Chair
Joint Legislative Education Oversight Committee

The Honorable Doug Yongue, Co-Chair
Joint Legislative Education Oversight Committee

The Honorable Howard Lee, Chair
North Carolina State Board of Education

FROM: Judith Jones, Chair JJ
North Carolina Professional Teaching Standards
Commission

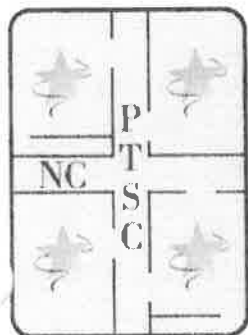
Joan Celestino, Vice Chair JC
North Carolina Professional Teaching Standards
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SUBJECT: Annual Report of Teaching Standards Commission

In accordance with the reporting requirements outlined in General Statute 115C-295.2.c, please find attached the Annual Report of the North Carolina Professional Teaching Standards Commission. The report includes a summary of the activities of the commission during the 2003 fiscal year, and projected activities for the year 2004.

We look forward to continuing to work with the members of the Joint Legislative Education Oversight Committee, the State Board of Education, and the staff of the Department of Public Instruction in improving the quality of teaching and learning in our state.



"For every student in North Carolina, a knowledgeable, skilled, compassionate teacher...a star in every classroom"

§ 115C-295.1. North Carolina Professional Teaching Standards Commission.

(a) There is created the North Carolina Professional Teaching Standards Commission (the "Commission"). The Commission shall be located administratively under the State Board of Education but shall exercise its powers and duties independently of the State Board of Education.

(b) The purpose of the Commission is to establish high standards for North Carolina teachers and the teaching profession.

(c) Beginning September 1, 1996, the Commission shall consist of the following 16 members:

- (1) The Governor shall appoint four teachers from a list of names, including the State Teacher of the Year, submitted by the State Board of Education; one principal; one superintendent; and two representatives of schools of education, one of which is in a constituent institution of The University of North Carolina and one of which is in a private college or university.
- (2) The President Pro Tempore of the Senate shall appoint three teachers who have different areas of expertise or who teach at different grade levels; and one at-large member.
- (3) The Speaker of the House of Representatives shall appoint three teachers who have different areas of expertise or who teach at different grade levels; and one at-large member.

In making appointments, the appointing authorities are encouraged to select qualified citizens who are committed to improving the teaching profession and student achievement and who represent the racial, geographic, and gender diversity of the State. Before their appointment to this Commission, with the exception of the at-large members, the members must have been actively engaged in the profession of teaching, in the education of students in teacher education programs, or in the practice of public school administration for at least three years, at least two of which occurred in this State. The members shall serve for two-year terms. Initial terms shall begin September 1, 1994. Vacancies in the membership shall be filled by the original appointing authority using the same criteria as provided in this subsection.

(d) The Commission shall elect a chair, a vice-chair, and a secretary-treasurer from among its membership. In the absence of the chair, the vice-chair shall preside over the Commission's meetings. All members are voting members, and a majority of the Commission constitutes a quorum. The Commission shall adopt rules to govern its proceedings.

(e) Meetings of the Commission shall be held upon the call of the chair or the vice-chair with the approval of the chair.

(f) Members of the Commission shall receive compensation for their services and reimbursement for expenses incurred in the performance of their duties required by this Article, at the rate prescribed in G.S. 90B-5.

(g) The Commission may employ, subject to Chapter 126 of the General Statutes, the necessary personnel for the performance of its functions, and fix compensation within the limits of funds available to the Commission. (1993 (Reg. Sess., 1994), c. 740, s. 1; 1996, 2nd Ex. Sess., c. 18, s. 18.12(a).)

§ 115C-295.2. Powers and duties of the Commission.

- (a) The North Carolina Teaching Standards Commission shall:
- (1) Develop and recommend to the State Board of Education professional standards or revisions to professional standards for North Carolina teachers.
 - (2) Review the areas of teacher certification and recommend to the State Board of Education those areas that should be consolidated, redesigned, eliminated, or enhanced.
 - (3) Consider current methods to assess teachers and teaching candidates, including the National Teacher Exam, the assessments of the National Board for Professional Teaching Standards, and alternative methods of assessment and recommend to the State Board of Education the implementation of rigorous and appropriate assessments for initial and continuing certification that are valid and reliable measures of professional practice.
 - (4) Evaluate, develop, and recommend to the State Board a procedure for the assessment and recommendation of candidates for initial and continuing teacher certification.

For purposes of this subsection, the areas of teacher certification include initial certification, continuing certification, and certification renewal, and do not include teacher education programs.

(b) The Commission shall submit its recommendations under subsection (a) of this section to the State Board. The State Board shall adopt or reject the recommendations. The State Board shall not make any substantive changes to any recommendation that it adopts. If the State Board rejects the recommendation, it shall state with specificity its reasons for rejection; the Commission then may amend that recommendation and resubmit it to the State Board. The Board shall adopt or reject the amended recommendation. If the State Board fails to adopt the Commission's original and amended recommendation concerning the implementation of assessments for certification and the procedure for the assessment and recommendation of candidates for teacher certification, the State Board may develop and adopt its own plan.

(c) The Commission shall submit an annual report by December 1 of each year to the Joint Legislative Education Oversight Committee and the State Board of Education of its activities during the preceding year, together with any recommendations and findings regarding improvement of the teaching profession. The State Board shall submit a report by April 15, 1998, to the Joint Legislative Education Oversight Committee on the current status of assessments for certification and any changes to the procedures for assessment and recommendation of candidates for teacher certification. (1996, 2nd Ex. Sess., c. 18, s. 18.12(b).)

Annual Report of the North Carolina Professional Teaching Standards Commission

**Submitted to the Joint Legislative Education Oversight Committee and
The North Carolina State Board of Education**

November 10, 2003

I. INTRODUCTION. The focus of the Commission's work during 2003 was the Teacher Working Conditions Survey. Results from the original May 2002 survey were analyzed and site visits were conducted to a sample of those schools showing positive results on the survey. There are studies available highlighting best practices in these schools. At the same time, work continued on refining the survey for its spring, 2004 delivery.

In addition, the fact that a new Executive Director has been in place since June 2003 underscores the fact that this year has been one of transition. The Executive Director, in an effort to join the cohort of those involved in teacher quality, spent her first six months meeting the various constituencies and establishing a spirit of collaboration. These representative groups are state legislators, State Board of Education members, university officials, Department of Public Instruction representatives, the Governor's Office, education non-profits, NCAE officers, and teachers.

II. AREAS OF FOCUS. The primary work of the Commission in 2003 revolved around three priorities:

- Teacher Working Conditions Survey
- Mentor Standards
- Professional Development for Teachers

This Annual Report will examine the work in each of these priorities.

Teacher Working Conditions Survey

Focus Area: Teacher Retention

The second Teacher Working Conditions survey has been the priority of the Commission this year. This survey is administered every two years and will be offered to all licensed teachers and administrators in March and April, 2004. The Commission members have been involved in a review and refining of the original survey instrument and in plans for its implementation. The new instrument contains sixty statements about working conditions in the original five categories that have been slightly modified to align more with national norms as established in the Schools and Staffing Survey (SASS.) SASS is developed by the National Center for Educational Statistics (Institute

of Educational Sciences, U.S. Department of Education.) A copy of the new instrument is attached for your review and can be accessed at the Commission website, www.ncptsc.org by clicking on Teacher Working Conditions on the left. (Attachment 1)

Some of the work surrounding the survey has included:

1. Working with LearnNC to set the survey up electronically
2. Building a "toolkit" for schools and districts to use when they receive survey results next summer
3. Developing a comprehensive plan to utilize the data from the survey to create action plans for schools and communities
4. Developing a public relations campaign
5. Linking the survey to the Governor's School Report Card
6. Participating in site visits and studies of schools with high ratings from teachers on the original survey

There have been numerous requests from other states to use this survey. The Commission and the other constituencies (notably, the Governor's Office) have unanimously agreed to make the survey accessible to all those interested. Based on this interest, the Commission will host a state summit in the fall of 2004 to share plans for working with the data that comes out of the survey.

The challenges ahead are :

1. To have an education researcher analyze the data so that recommendations can be presented to policy makers and made available to the public
2. To study the disaggregated data from the Professional Development section and to use the information to help in the development of a framework for a state plan. The NC Education Cabinet has been charged by the State Board of Education to formulate such a plan.

Mentor Standards

Focus area: Induction

In response to a legislative mandate (House Bill 397, Section 7.30,) the Commission reviewed a draft of the standards from the State Board's Teacher Quality Committee and endorsed them unanimously. At the same time, the Commission recommended that licensure for mentors be required. A statement to this effect was submitted to the Joint Legislative Education Oversight Committee and the State Board of Education in October.

Professional Development

Focus area: Renewal and Retention

The Commission's Executive Director has been asked to serve on the Education Cabinet's "task force" to review recommendations and develop a framework for a statewide plan for Professional Development. The Commission drafted and delivered a letter to the Chairman of the State Board, Howard Lee, to indicate its interest in playing a major role in any forthcoming statewide plan.

III. OTHER INITIATIVES

Teacher Advancement Program (TAP)

Focus area: Renewal, Retention, and Continual Growth

The Executive Director brought the issue of creating rewarding career paths for teachers to the Commission and proposed they adopt it as a 2004 Commission priority. The Commission responded with their interest. The model the Commission chose to study is the Milken Family Foundation's Teacher Advancement Program (TAP.) TAP operates with five core propositions:

1. Multiple Career Paths
2. Performance Based, Market Driven Compensation
3. Performance Based Accountability
4. Ongoing, Applied Professional Development
5. Expanding the Supply of High Quality Recruits

A copy of these propositions with an explanation is attached for your review (Attachment 2). TAP began in 1999 and presently exists in seven states.

The Commission plans to acquire more information by sending a team to the national TAP conference in November. This team will then report to the full Commission and make decisions about developing an action plan.

NEA/NCAE/PTSC Grant

Focus area: Continual Growth

The Commission and NCAE wrote and received a grant of \$8,000 from NEA to offer training to Commission members. The training, to be held in April of 2004, is to strengthen the Commission and educate members to understand how legislation and educational policy is made. All Commission members will attend this training.

NEA 5 State Grant

Focus area: Continual Growth

Five states (Idaho, Delaware, Oregon, Washington, and North Carolina) received a grant of \$39,000 from NEA to support training in March of 2004. This training is to develop a team based, collaborative professional learning experience that strengthens the roles of association members sitting on boards of teaching and enhances networking between their state counterparts. Commission members will sit on the NC team and participate in the training.

IV. LIAISON TO STATE AND NATIONAL GROUPS

NCTAF (National Commission on Teaching and America's Future)

The Executive Director serves as the state team co-chair (along with Ann McArthur, Governor Easley's Teacher Advisor.) The Commission plans to host, with the help of NCTAF, a state summit in the fall of 2004 to share plans for working with the data that comes out of the Teacher Working Conditions Survey.

National Governor's Association Center for Best Practices

The Executive Director sat on the state team attending the NGA Center for Best Practices State Policy Institute on Recruiting and Retaining High Quality Teachers for the Nation's Classroom-October of 2003.

Other

The Executive Director sits on the University Council on Teacher Education at North Carolina State University and on the State Board's committee on Teacher Quality. In addition, she serves on the Superintendent's Teacher Advisory Committee.

V. BUDGET. The annual Commission budget for the 2003 fiscal year was \$177,209.00. This amount was \$29,791 less than the 2002 budget because of budget cuts. Monies taken in 2003 have been restored to the Commission budget for fiscal year 2004. \$22,832.56 of the 2003 budget reverted from the extended vacancy of the Executive Director's and Program Assistant's positions. Both Commission positions are fully staffed at this time.

Costs of operating the Commission – office expenses, staff salaries and benefits, Commission meetings, substitute and travel arrangements for teacher members of the

Commission – were approximately \$154,356.44. This left \$22, 852.56 for projects and initiatives for the fiscal year.

The Commission has already encumbered \$10,000 of the 2004 budget for work on the Teacher Working Conditions Survey. This goes toward transferring the survey to an electronic format through contract with Learn NC.

VI. LEGISLATIVE ISSUES. None at this time

VII. CONCLUSION. This has been a year of transition for the Commission. The Executive Director resigned in November, 2002 and an interim Executive Director continued the work until June, 2003 when the present Executive Director began.

The members of the Commission and its staff would like to thank the various constituencies for their help and support during the 2003 year. We are always interested in dialogue and collaboration with the members of the General Assembly and the State Board of Education as we work to improve the quality of teaching for every North Carolina child.

Teacher Working Condition Survey

GENERAL SURVEY QUESTIONS

1. Are You:

a.

- ☐ Teacher
- ☐ Principal
- ☐ Assistant Principal
- ☐ Other

b.

- ☐ White
- ☐ Black or African American
- ☐ American Indian
- ☐ Alaska Native
- ☐ Asian
- ☐ Native Hawaiian and Other Pacific Islander
- ☐ Some other race

c.

- ☐ Female ☐ Male

2. How did you train to become a teacher? (Please check one)

- ☐ As part of a bachelor's degree program
- ☐ As part of a "5th year" program (post-baccalaureate teaching certificate only -- not an alternate route)
- ☐ As part of a master's degree program
- ☐ As part of an alternative route to certification (Teach for America; lateral entry; state-sponsored alternative route; other)

3. What is the highest degree you have attained?

- ☐ Bachelor's
- ☐ Master's
- ☐ Doctorate
- ☐ Other

4. Do you have any advanced teaching certificate such as National Board (NBPTS), curriculum and instruction specialist, education leadership, etc.?

- ☐ Yes
- ☐ No

5. Are you assigned to teach any subjects this year outside of your main field of licensure or certification?

- ☐ Yes
- ☐ No
- ☐ does not apply (administrator) or if they are an administrator- these last questions (5-8) are reworded so that they pop up saying "administrator" ??? let's reexamine this...

6. How many total years have you been teaching?

- ☐ 1-3 Years
- ☐ 4-6 years
- ☐ 7-9 years
- ☐ 10-12
- ☐ 13-15
- ☐ 16-18
- ☐ More than 18
- ☐ Does not apply (administrator)

7. How many total years have you been teaching in North Carolina?

- ☐ 1-3 Years
- ☐ 4-6 years
- ☐ 7-9 years
- ☐ 10-12
- ☐ 13-15
- ☐ 16-18
- ☐ More than 18
- ☐ Does not apply (administrator)

8. How many total years have you been teaching in the school in which you are currently working?

- ☐ 1-3 Years
- ☐ 4-6 years

- ☐ 7-9 years
- ☐ 10-12
- ☐ 13-15
- ☐ 16-18
- ☐ More than 18
- ☐ Does not apply (administrator)

TIME

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

1. Teachers have reasonable class sizes affording them time to meet the educational needs of all students.

- ☐ 1. Strongly disagree
- ☐ 2. Somewhat disagree
- ☐ 3. Neither disagree or agree
- ☐ 4. Somewhat agree
- ☐ 5. Strongly agree

2. Teachers are protected from non-instructional duties that interfere with their essential role of educating students.

- ☐ 1. Strongly disagree
- ☐ 2. Somewhat disagree
- ☐ 3. Neither disagree or agree
- ☐ 4. Somewhat agree
- ☐ 5. Strongly agree

3. New teachers are provided time to work with a mentor both within and outside of the classroom.

- ☐ 1. Strongly disagree
- ☐ 2. Somewhat disagree
- ☐ 3. Neither disagree or agree
- ☐ 4. Somewhat agree
- ☐ 5. Strongly agree

4. Teachers have time to work productively with their colleagues.

- ☐ 1. Strongly disagree

- ☐ 2. Somewhat disagree
- ☐ 3. Neither disagree or agree
- ☐ 4. Somewhat agree
- ☐ 5. Strongly agree

5. Adequate and appropriate time is provided for professional development.

- ☐ 1. Strongly disagree
- ☐ 2. Somewhat disagree
- ☐ 3. Neither disagree or agree
- ☐ 4. Somewhat agree
- ☐ 5. Strongly agree

6. In an average week of teaching, how much scheduled *school* time do you have for planning?

- ☐ None
- ☐ Less than 3 hours
- ☐ More than 3 hours but less than or equal to 5 hours
- ☐ More than 5 hours but less than or equal to 10 hours
- ☐ More than 10 hours

7. In an average week of teaching, how many hours do you spend outside the regular school work day (before school, and/or on the weekend) on each of the following types of activities?

a. School-related activities involving student interaction, such as coaching, field trips, tutoring, transporting students, club sponsorships, etc.

- ☐ None
- ☐ Less than 3 hours
- ☐ More than 3 hours but less than or equal to 5 hours
- ☐ More than 5 hours but less than or equal to 10 hours
- ☐ More than 10 hours

b. Other school-related activities, such as preparation, grading papers, parent conferences, attending meetings

- ☐ None

- ☐ Less than 3 hours
- ☐ More than 3 hours but less than or equal to 5 hours
- ☐ More than 5 hours but less than or equal to 10 hours
- ☐ More than 10 hours

FACILITIES AND RESOURCES

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

8. Teachers have adequate professional space to work productively.

- ☐ 1. Strongly disagree
- ☐ 2. Somewhat disagree
- ☐ 3. Neither disagree or agree
- ☐ 4. Somewhat agree
- ☐ 5. Strongly agree

9. Teachers have sufficient access to office equipment such as copy machines.

- ☐ 1. Strongly disagree
- ☐ 2. Somewhat disagree
- ☐ 3. Neither disagree or agree
- ☐ 4. Somewhat agree
- ☐ 5. Strongly agree

10. Teachers have convenient access to reliable communication technology, including phones, faxes and email.

- ☐ 1. Strongly disagree
- ☐ 2. Somewhat disagree
- ☐ 3. Neither disagree or agree
- ☐ 4. Somewhat agree
- ☐ 5. Strongly agree

11. Teachers have sufficient access to instructional supplies.

- ☐ 1. Strongly disagree
- ☐ 2. Somewhat disagree

- ☐ 3. Neither disagree or agree
- ☐ 4. Somewhat agree
- ☐ 5. Strongly agree

12. Teachers have access to a broad range of educational support personnel, including tutors, family specialists, mental health professionals, nurses, psychologists and social workers.

- ☐ 1. Strongly disagree
- ☐ 2. Somewhat disagree
- ☐ 3. Neither disagree or agree
- ☐ 4. Somewhat agree
- ☐ 5. Strongly agree

13. An effort is made to reduce routine administrative duties or paperwork that interfere with the job of teaching.

- ☐ 1. Strongly disagree
- ☐ 2. Somewhat disagree
- ☐ 3. Neither disagree or agree
- ☐ 4. Somewhat agree
- ☐ 5. Strongly agree

14. Computers and other instructional technology for classroom(s) are sufficiently available.

- ☐ 1. Strongly disagree
- ☐ 2. Somewhat disagree
- ☐ 3. Neither disagree or agree
- ☐ 4. Somewhat agree
- ☐ 5. Strongly agree

15. Teachers and staff work in a school environment that is clean and well maintained.

- ☐ 1. Strongly disagree
- ☐ 2. Somewhat disagree
- ☐ 3. Neither disagree or agree
- ☐ 4. Somewhat agree
- ☐ 5. Strongly agree

16. Teachers and staff work in a school environment that is safe.

- ☐ 1. Strongly disagree
- ☐ 2. Somewhat disagree
- ☐ 3. Neither disagree or agree
- ☐ 4. Somewhat agree
- ☐ 5. Strongly agree

LEADERSHIP

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

17. The principal is a strong leader.

- ☐ 1. Strongly disagree
- ☐ 2. Somewhat disagree
- ☐ 3. Neither disagree or agree
- ☐ 4. Somewhat agree
- ☐ 5. Strongly agree

18. The faculty and staff have a strong, clearly shared vision.

- ☐ 1. Strongly disagree
- ☐ 2. Somewhat disagree
- ☐ 3. Neither disagree or agree
- ☐ 4. Somewhat agree
- ☐ 5. Strongly agree

19. The leadership communicates clearly and appropriately to faculty and staff about issues and initiatives from state and local educational leaders.

- ☐ 1. Strongly disagree
- ☐ 2. Somewhat disagree
- ☐ 3. Neither disagree or agree
- ☐ 4. Somewhat agree
- ☐ 5. Strongly agree

20. The principal communicates his or her expectations to students, parents, faculty and staff.

- ☐ 1. Strongly disagree

- ☐ 2. Somewhat disagree
- ☐ 3. Neither disagree or agree
- ☐ 4. Somewhat agree
- ☐ 5. Strongly agree

21. An effort is made to address teacher concerns.

- ☐ 1. Strongly disagree
- ☐ 2. Somewhat disagree
- ☐ 3. Neither disagree or agree
- ☐ 4. Somewhat agree
- ☐ 5. Strongly agree

22. School leaders at all levels try to shield teachers from disruptions, allowing teachers to focus on educating students.

- ☐ 1. Strongly disagree
- ☐ 2. Somewhat disagree
- ☐ 3. Neither disagree or agree
- ☐ 4. Somewhat agree
- ☐ 5. Strongly agree

23. My principal consistently supports me when I need it.

- ☐ 1. Strongly disagree
- ☐ 2. Somewhat disagree
- ☐ 3. Neither disagree or agree
- ☐ 4. Somewhat agree
- ☐ 5. Strongly agree

24.

a. Teachers are held to high professional standards for delivering instruction.

- ☐ 1. Strongly disagree
- ☐ 2. Somewhat disagree
- ☐ 3. Neither disagree or agree
- ☐ 4. Somewhat agree
- ☐ 5. Strongly agree

b. Which position best describes the person who is most responsible for providing instructional leadership for your work?

- ☐ 1. Principal or school head
- ☐ 2. Assistant or vice principal
- ☐ 3. Department chair or grade level leader
- ☐ 4. School-based curriculum specialist
- ☐ 5. Director of curriculum and instruction or other central office based personnel
- ☐ 6. None of the above

25. The procedures for teacher performance evaluation are reasonable, appropriate

- ☐ 1. Strongly disagree
- ☐ 2. Somewhat disagree
- ☐ 3. Neither disagree or agree
- ☐ 4. Somewhat agree
- ☐ 5. Strongly agree

26. The procedures for teacher performance evaluation are consistent.

- ☐ 1. Strongly disagree
- ☐ 2. Somewhat disagree
- ☐ 3. Neither disagree or agree
- ☐ 4. Somewhat agree
- ☐ 5. Strongly agree

27. Teachers receive feedback that helps them improve teaching and learning.

- ☐ 1. Strongly disagree
- ☐ 2. Somewhat disagree
- ☐ 3. Neither disagree or agree
- ☐ 4. Somewhat agree
- ☐ 5. Strongly agree

28. Staff members are recognized for professional accomplishments.

- ☐ 1. Strongly disagree

- ☐ 2. Somewhat disagree
- ☐ 3. Neither disagree or agree
- ☐ 4. Somewhat agree
- ☐ 5. Strongly agree

29. New teachers have effective mentors who are trained to meet clear and appropriate standards.

- ☐ 1. Strongly disagree
- ☐ 2. Somewhat disagree
- ☐ 3. Neither disagree or agree
- ☐ 4. Somewhat agree
- ☐ 5. Strongly agree

Empowerment

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

30. There is an atmosphere of trust and mutual respect.

- ☐ 1. Strongly disagree
- ☐ 2. Somewhat disagree
- ☐ 3. Neither disagree or agree
- ☐ 4. Somewhat agree
- ☐ 5. Strongly agree

31. Teachers work together to improve teaching and learning.

- ☐ 1. Strongly disagree
- ☐ 2. Somewhat disagree
- ☐ 3. Neither disagree or agree
- ☐ 4. Somewhat agree
- ☐ 5. Strongly agree

32. The principal, consistently enforces rules for student conduct.

- ☐ 1. Strongly disagree
- ☐ 2. Somewhat disagree
- ☐ 3. Neither disagree or agree
- ☐ 4. Somewhat agree

☐ 5. Strongly agree

33. Teachers consistently enforce rules for student conduct.

☐ 1. Strongly disagree

☐ 2. Somewhat disagree

☐ 3. Neither disagree or agree

☐ 4. Somewhat agree

☐ 5. Strongly agree

34. Teachers assist in determining the content of in-service professional development programs at this school.

☐ 1. Strongly disagree

☐ 2. Somewhat disagree

☐ 3. Neither disagree or agree

☐ 4. Somewhat agree

☐ 5. Strongly agree

35. Teachers have a role into the hiring of new full-time teachers at this school

☐ 1. Strongly disagree

☐ 2. Somewhat disagree

☐ 3. Neither disagree or agree

☐ 4. Somewhat agree

☐ 5. Strongly agree

36. Teachers help establish and implement policies for student discipline.

☐ 1. Strongly disagree

☐ 2. Somewhat disagree

☐ 3. Neither disagree or agree

☐ 4. Somewhat agree

☐ 5. Strongly agree

37. Teachers have a role in deciding how the school budget will be spent.

☐ 1. Strongly disagree

☐ 2. Somewhat disagree

☐ 3. Neither disagree or agree

☐ 4. Somewhat agree

- ☐ 5. Strongly agree

38. Opportunities are available for parents to express their concerns and propose solutions regarding the effectiveness of this school. John- why this change in wording?

- ☐ 1. Strongly disagree
☐ 2. Somewhat disagree
☐ 3. Neither disagree or agree
☐ 4. Somewhat agree
☐ 5. Strongly agree

PROFESSIONAL DEVELOPMENT

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

39. Sufficient resources and administrative support are available to allow teachers to take advantage of professional development activities.

- ☐ 1. Strongly disagree
☐ 2. Somewhat disagree
☐ 3. Neither disagree or agree
☐ 4. Somewhat agree
☐ 5. Strongly agree

40. Enhancing teacher knowledge and skills receives priority as the most important strategy to improve student achievement.

- ☐ 1. Strongly disagree
☐ 2. Somewhat disagree
☐ 3. Neither disagree or agree
☐ 4. Somewhat agree
☐ 5. Strongly agree

41. Professional development activities at my school are based on state or national standards.

- ☐ 1. Strongly disagree
☐ 2. Somewhat disagree
☐ 3. Neither disagree or agree
☐ 4. Somewhat agree

- ☐ 5. Strongly agree

42. In my school there are opportunities for teachers to learn from one another.

- ☐ 1. Strongly disagree
☐ 2. Somewhat disagree
☐ 3. Neither disagree or agree
☐ 4. Somewhat agree
☐ 5. Strongly agree

43. Teachers in my school have collegial planning time during the school day

- ☐ 1. Strongly disagree
☐ 2. Somewhat disagree
☐ 3. Neither disagree or agree
☐ 4. Somewhat agree
☐ 5. Strongly agree

44. Do you teach students that:

a. Have an Individualized Education Plan or 504 Plan?

- ☐ Yes
☐ No
☐ Don't Know

b. Are Limited English Proficient?

- ☐ Yes
☐ No
☐ Don't Know

45. Of the following areas of professional development, which is your personal priority for improvement over the next year?

- ☐ Special Education (Teaching Students with any range of Exceptionality)
☐ Limited English Proficiency
☐ Closing the Achievement Gap

- ☐ Your Content Area
- ☐ Methods of Teaching
- ☐ Student Assessment
- ☐ Classroom Management Techniques
- ☐ Reading Strategies

46. In the past 2 years have you had 10 hours or more of training or professional development in any of the following areas?(Check all that apply.)

- ☐ Special Education (Teaching Students with any range of Exceptionality)
- ☐ Limited English Proficiency
- ☐ Closing the Achievement Gap
- ☐ Your Content Area
- ☐ Methods of Teaching
- ☐ Student Assessment
- ☐ Classroom Management Techniques
- ☐ Reading Strategies

47. Of the areas in which you have listed in Question 43, which provided you with successful instructional strategies that you have also then been able to incorporate into your instructional delivery methods? (Check all that apply, of those that you selected in 43.)

- ☐ Special Education (Teaching Students with any range of Exceptionality)
- ☐ Limited English Proficiency
- ☐ Closing the Achievement Gap
- ☐ Your Content Area
- ☐ Methods of Teaching
- ☐ Student Assessment
- ☐ Classroom Management Techniques
- ☐ Reading Strategies

48. Of the areas in which you have listed in Question 44, were these strategies useful for your efforts to improve student achievement? (Check all that apply, of those that you selected in 44.)

- ☐ Special Education (Teaching Students with any range of Exceptionality)
- ☐ Limited English Proficiency
- ☐ Closing the Achievement Gap

- ☐ **Your Content Area**
- ☐ **Methods of Teaching**
- ☐ **Student Assessment**
- ☐ **Classroom Management Techniques**
- ☐ **Reading Strategies**

THE TEACHER ADVANCEMENT PROGRAM

The Teacher Advancement Program is based on five principles.
Each category offers room for improvement to help recruit and retain teachers.

Multiple Career Paths

- Enable teachers to advance in their profession – in terms of rank and commensurate compensation-
without having to leave the classroom
- Provide for expanded roles for talented teachers as leaders, decision makers, and mentors.
- Provide opportunities to work in the community.
- Create functions for teachers that give them more of a role in how the school is run in regard to its educational mission.

Performance-Based, Market-Driven Compensation

- Replaces lock-step salary structures and provides flexibility to establish salaries.
- Provides increased pay for those who do more work and are judged to be the best.
- Enables teachers to be paid on the basis of their own performance and achievements and the performance of their students.
- Ensures that higher pay is granted:
 - For specialized functions or additional duties
 - For higher teacher training levels and relevant degrees
 - For excellent teacher performance (as judged by experts)
 - For higher student achievement
 - If the teacher's primary field is difficult to staff
 - If the teacher is in a hard-to-staff school

Performance-Based Accountability

- Should be rigorous, tied to compensation, and include differential requirements that are based on a teacher's position
- Should make teachers heavily involved in developing a clear, fair, and comprehensive assessment system with input from the principal, master teachers, and mentor teachers.

Ongoing, Applied Professional Growth

- Helps teachers become more effective in their classrooms through a development program conducted at the school on a daily or weekly basis.
- Is led by master teachers and mentor teachers.
- Has outcomes that are tied to state teaching and learning standards, school improvement efforts, and a data-driven analysis of student learning.
- Is designed to encourage more collaboration among professional staff members.
- May require modification of the school schedule

Expanding the Supply of High-Quality Recruits

- Is a state policy issue, rather than one dealt with at the school level.
- Is achieved by:
 - Making the initial academic degree and teaching certification attainable in four years.
 - Providing alternative certification to give beginning teachers as well as mid-career Professionals the ability to enter teaching as adjuncts or full-time through assessment And classroom demonstrations.
 - Allowing outstanding retired teachers to continue working on a part-time basis as Faculty fellows
 - Expanding teacher job mobility and , therefore, increasing opportunities for teachers, through:
 - ❖ Offering multistate credentials
 - ❖ Offering private pension plans that make benefits more portable

