

N o r t h C a r o l i n a
Professional Teaching Standards
Commission



October 8, 2004

TO: The Honorable Robert Grady, Co-Chair
 Joint Legislative Education Oversight Committee

 The Honorable A.B. Swindell, Co-Chair
 Joint Legislative Education Oversight Committee

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

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

FROM: Joan Celestino, Chair
 North Carolina Professional Teaching Standards Commission

 Dianne Jackson, Vice Chair
 North Carolina Professional Teaching Standards Commission

 Eleanor Goettee, Executive Director
 North Carolina Professional Teaching Standards Commission

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 2004 calendar year, and projected activities for the year 2005.

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.

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 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, 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 the proceedings.
- (e) Meetings of the Commission shall be held upon the call of the chair or the vice-president 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 the 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 assessments 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 preceeding 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*

October 8, 2004

- I. AREAS OF FOCUS:** The primary work of the Commission in 2004 revolved around three priorities:

- A. Teacher Working Conditions Survey and the Resulting Data**
- B. Professional Development for Teachers**
- C. Exploration of Programs and Initiatives to Address Teacher Recruitment & Retention**

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

A. Teacher Working Conditions Survey (TWC)

- 1. Administration of 2004 TWC Survey**
- 2. Outreach Efforts**
- 3. Commission Plan:**
 - **Create Public Relations and Advertising Campaign**
 - **Become a Repository of “Best Practices” in N.C. Schools**

Focus Area: Teacher Retention

- 1. The second Teacher Working Conditions Survey was administered electronically to all licensed teachers and administrators in the state in the spring of 2004. A copy of the survey is attached for your review and can be accessed at <http://twc.learnnc.org>. (Attachment 1) You can also see preliminary results by school, district, and state. The Commission dedicated funds (\$10,000) to LearnNC to move the survey to an electronic format. The Commission played an integral part in the administration of the survey by mailing access codes to all teachers at a cost of about \$10,000. Commission staff then spent six weeks providing technical assistance to LEA's and teachers while the survey was “live.”
- 2. The Commission co-hosted a conference (expending about \$6,000) October 5 and 6, 2004 (along with the Governor's Office and SECTQ,) on “The R.E.A.L. Deal: Great Places to Teach and Learn.” The first day was dedicated to sharing with national attendees, the history and evolution of the Teacher Working Conditions Survey. There are several states currently exploring the possibility of implementing a survey while South Carolina has actually done so (Georgia is piloting their survey this fall.) The second day focused on the

findings from the 2004 survey, how to use the results to drive school reform, and to honor schools that were recognized as “Great Places to Teach and Learn.” Approximately 300 people attended the conference. A copy of the agenda is attached for your information. (Attachment 2)

3. **The challenge ahead is:** To elicit a greater response from the states’ teachers at the next administration of the survey in the spring of 2006. First, they must know about it and secondly, and perhaps even more importantly, they must see a reason for participating in the survey. The Commission is devoted to this step of helping teachers and administrators understand the value of the survey data so that they will use results to drive school reform. We also think it is particularly valuable for educators to see examples of practices that are bringing positive results so that they can replicate or adapt to their own environment. The Commission has determined that both of these are services we can and will provide.

Our Plan:

1. **Develop a Comprehensive Advertising and Public Relations Campaign** for the next survey. The Commission is presently at work on this.
2. **Become a Repository of “Best Practices” for North Carolina Schools.**
Commission members will be conducting site visits during this school year to document those practices that can be replicated and post them on the Commission website. The first schools to be targeted for visits will be the 28 schools identified as being Schools of Excellence last year that also had above state average scores on four domains of the 2004 Teacher Working Conditions Survey. These are the same schools that were recognized at the “Great Places to Teach and Learn” Conference in October. A template for documenting information at site visits is attached. (Attachment 3)

The Teacher Working Conditions Survey has now taken on a life of its own. It certainly has not only a state presence but national as well and this is only the beginning. The benefit of the survey is the wealth of data it yields. Using both the demographic information and results from the five survey domains allows us to study correlations, draw deductions, and truly see the facts and trends as they relate to teaching in North Carolina. What an opportunity for all of us. To take the survey and subsequent data where it really needs to be now requires the financial support from a broader plane of stakeholders. The people of North Carolina undoubtedly should “own” this survey and the information it brings us. More and more, the Commission, Governor’s Office, SECTQ, and other partners are being called on to provide technical assistance, engage in outreach efforts, and perform data analysis related to the Teacher Working Conditions Survey that strains our resources, both financially and human.

B. Professional Development for Teachers

- 1. House a “Data Base” of Statewide Professional Development (PD) Offerings**
- 2. Create an Electronic PD Needs Assessment for Teachers**
- 3. Study IGP’s (Individual Growth Plan) Efficacy and Create an Electronic Tutorial for its Use**

Focus Area: Renewal and Retention

1. In its ongoing effort to make a contribution in the Professional Development arena, the Commission drafted and delivered a letter to the PD Initiative Work Group in June 2004 (a copy is attached for your review.) (Attachment 4) We indicated our interest in playing a role in the implementation of any statewide PD model. Of particular interest to us were the Statewide PD Standards and the PD Online Resource Center. After receiving no formal feedback, the Commission continued its discussion at the September 2004 Retreat and decided to move ahead with plans to **house an electronic “Data Base” of statewide PD Offerings on the Commission website**. That plan is under development.

We were gratified to see that one Proposal for Action coming out of the PDI Implementation Work Group in October 2004 was that the “North Carolina Professional Teaching Standards Commission should be charged with developing a directory of providers of professional development for eventual use with the online resource center. . .” This is certainly in line with our plans to house an electronic data base of statewide PD offerings. A copy of this draft proposal is attached. (Attachment 5)

2. A second thrust of the Commission in the PD arena is our creation of a **Professional Development Needs Assessment for Teachers**. We are currently working on such an assessment and believe it is critical for teachers that they be able to determine their own growth needs in addition to what the school, district, and state address. The PD Needs Assessment will be on line and housed on the Commission website.
3. All teachers must presently fill out an Individual Growth Plan (IGP.) To make the process meaningful, the Commission is first, reviewing the history behind the IGP; secondly, determining whether it can be used to greater effectiveness; and thirdly, deciding how to accomplish this. Our goal is to **then develop, for use in the fall of 2005, an electronic tutorial to guide teachers** through the creation of their own IGP’s.

C. Exploration of Programs and Initiatives to Address Teacher Recruitment and Retention

- 1. Teacher Advancement Program**
- 2. The New Teacher Center at Univ. of Calif. at Santa Cruz**

Focus Area: Renewal, Retention, and Continual Growth

- 1. Teacher Advancement Program (TAP):** After study, the Commission endorsed the Executive Director's request to present the **Teacher Advancement Program (TAP)** to state policy makers with the recommendation that they take a look at it for possible implementation in North Carolina. Toward this end, the Commission sponsored a dinner and presentation on TAP on June 30, 2004 for State Board members, selected state legislators, and other education policy makers. As a result, the State Superintendent of Public Instruction, the Executive Director, Vice Chair, and member of the State Board of Education, will join four Commission members at the national TAP Conference in November. Discussion is under way about how to proceed.
- 2. New Teacher Center at the University of California At Santa Cruz:** The Executive Director has asked the Commission to study the work of the New Teacher Center at the Univ. of Calif. at Santa Cruz. The Center, with its sixteen year history, is a nationally acclaimed model of a strong teacher induction program with impressive rates of teacher retention. To this end, the Commission will send four members to the New Teacher Symposium in California in January. A report with recommendations will be forthcoming.

II. LIAISON TO STATE AND NATIONAL GROUPS

SBOE Teacher Retention Task Force

The Executive Director and a member of the Commission sit as active members on the State Board of Education Teacher Retention Task Force. This group is charged by the state legislature with studying issues related to effective recruitment and retention of teachers and making recommendations to the Joint Legislative Education Oversight Committee by February 15, 2005.

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

The Executive Director sits on the state team and participates in all NCTAF activities including attending the national conference, presenting at these conferences (on the TWC Survey,) and keeping NCTAF apprised of North Carolina's activities focused on its three Strategic Priorities. These are: 1. Organize schools for teaching and learning success; 2. Insist on high quality teacher preparation, accreditation, and

licensure; and 3. Create rewarding professional careers from mentored induction through accomplished teaching.

North Carolina Staff Development Council (NCSDC)

The Executive Director serves as the President Elect of the newly revitalized NC chapter of the National Staff Development Council. This group is committed to ensuring success for all students through Professional Development for educators. You can access the Council's website at <http://www.ccs.k12.nc.us/ncsdc>.

III. BUDGET

The annual Commission budget for the 2004 fiscal year was \$211,642. Of this, expenditures were \$189,046.50 and include the normal costs of operating the Commission – office expenses, staff salaries and benefits, Commission meetings, substitute and travel arrangements for teacher members of the Commission, etc. In addition, approximately \$20,000 of this expenditure was spent on the administration of the Teacher Working Conditions Survey.

IV. LEGISLATIVE ISSUES

The Commission is committed to the growth and viability of the Teacher Working Conditions Survey. Attached is a recommendation that the General Assembly appropriate annual funds for the administration and subsequent data analysis of the survey. (Attachment 6)

V. CONCLUSION

This has been a year of establishing focus and developing priorities for the Commission. Through the commitment of its veteran Commissioners and the enthusiasm and energy of the seven new Commission members, we have made the decision to concentrate the coming year's efforts on the Teacher Working Conditions Initiative and Professional Development for teachers.

The members of the Commission and its staff would like to thank the various constituencies for their help and support during the 2004 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.

North Carolina Professional Teaching Standards Commission



Governor's Teacher Working Conditions Initiative

*****Administrators: Please answer questions based on what you believe your teachers feel about working conditions at the school. Thank you!**

TIME

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

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

1. Teachers have reasonable student loads 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 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

3. Teachers are protected from 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

4. 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

5. Teachers have time to collaborate productively with their colleagues.

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

6. 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

7. In an average week of teaching, how much time do you have for planning within the normal instructional day?

- ☐ 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

8. 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

9. The school leadership makes an effort 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

10. The school leadership makes a sustained effort to address teacher concerns about the use of time in my school.

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

FACILITIES AND RESOURCES

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

11. 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

12. 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

13. 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

14. Teachers have sufficient access to instructional supplies.

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

15. 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

16. Computers and other current 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

17. 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

18. 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

19. The school leadership makes a sustained effort to address teacher concerns about school facilities and resources.

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

20. Overall, this school has adequate materials, equipment, classrooms, and other facilities for me to do a good job teaching students.

- 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.

21. Members of the school improvement team are elected by teachers.

- ☐ Yes
- ☐ No

22. The school improvement team is an effective aspect of leadership at this school.

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

23. School administrators and licensed support personnel are available and give priority to supporting teachers.

- 1. Strongly disagree

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

24. The faculty and staff have a shared vision.

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

25. The leadership effectively communicates local, state, and national educational policies and initiatives and how they affect teaching and learning.

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

26. 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

27. The school leadership makes an effort to address teacher concerns.

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

28. 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

29. 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

30. 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

31. Teacher performance evaluations are handled in a reasonable and appropriate manner.

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

32. 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

33. Teachers receive feedback that can help them improve teaching and learning.

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

34. Staff members are recognized for professional accomplishments.

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

35. 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

36. Opportunities for advancement within the teaching profession (other than school level administration) are available to me.

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

37. 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. Other Teachers
- ☐ 7. None of the above

38. In my school, a sustained effort is made to address teacher concerns about school leadership.

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

39. Overall, my principal is an effective leader.

- 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.

40. Teachers are centrally involved in decision making about important educational issues.

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

41. Teachers are recognized as educational experts.

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

42. Teachers are trusted to make sound professional decisions about instruction and student progress.

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

43. Reasoned educational risk-taking by teachers is encouraged and supported.

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

44. 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

45. Teachers feel comfortable raising issues and concerns which are important to them.

1. Strongly disagree
2. Somewhat disagree
3. Neither disagree or agree

4. Somewhat agree
5. Strongly agree

46. 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

47. 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

48. The school leadership consistently enforces rules for student conduct.

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

49. Teachers consistently enforce rules for student conduct.

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

50. 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

51. Teachers have a role in the hiring of new teachers at this school.

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

52. 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

53. Opportunities are available for parents to express their concerns and propose solutions to improve the school.

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

54. A sustained effort is made in my school to empower teachers and parents and other members of the school community.

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.

55. 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

56. Teachers in my school are provided opportunities to learn from one another.

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

57. Teachers in my school have time to plan with their colleagues during the school day.

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

58. 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

59. 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

60. Teachers are encouraged to take advantage of professional development opportunities offered by the state such as NCCAT and NC Teacher Academy.

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

61. Do you teach students who:

A. Have an Individualized Education Plan or 504 Plan?

- ☐ Yes
- ☐ No
- ☐ Don't know

B. Are Limited English Proficient?

- ☐ Yes

- ☐ No
- ☐ Don't know

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

- ☐ Special Education -- Students with disabilities
- ☐ Special Education -- Academically gifted students
- ☐ Limited English Proficiency
- ☐ Closing the Achievement Gap
- ☐ Your Content Area
- ☐ Methods of Teaching
- ☐ Student Assessment
- ☐ Classroom Management Techniques
- ☐ Reading Strategies

63. 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 -- Students with disabilities
- ☐ Special Education -- Academically gifted students
- ☐ Limited English Proficiency
- ☐ Closing the Achievement Gap
- ☐ Your Content Area
- ☐ Methods of Teaching
- ☐ Student Assessment
- ☐ Classroom Management Techniques
- ☐ Reading Strategies

64. Of the areas in which you have listed in Question 63, 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 63.)

- ☐ Special Education -- Students with disabilities
- ☐ Special Education -- Academically gifted students
- ☐ Limited English Proficiency
- ☐ Closing the Achievement Gap

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

65. Of the areas in which you have listed in Question 63, were these strategies useful for your efforts to improve student achievement? (Check all that apply, of those that you selected in 63.)

- ☐ Special Education -- Students with disabilities
- ☐ Special Education -- Academically gifted students
- ☐ Limited English Proficiency
- ☐ Closing the Achievement Gap
- ☐ Your Content Area
- ☐ Methods of Teaching
- ☐ Student Assessment
- ☐ Classroom Management Techniques
- ☐ Reading Strategies

66. In the past two years, have you enrolled or participated in any of the following professional development activities?

Graduate courses

☐ Yes ☐ No

Definition

Workshops, institutes, and/or academies

☐ Yes ☐ No

Definition

Informal, job-embedded professional development activities

☐ Yes ☐ No

Examples

Participation in a coaching or mentoring program

☐ Yes ☐ No

Definition

Attendance at Conferences or Professional Meetings

☐ Yes ☐ No

Definition

67. Looking across all of the professional development activities that you have participated in during the past two years, which type of professional development has been most beneficial to you as a teacher?

- ☐ Graduate courses
- ☐ Workshops institutes and academies
- ☐ Job-embedded professional development activities
- ☐ Participation in a mentoring or coaching program
- ☐ Attendance and conferences and professional meetings
- ☐ National Board Certification

68. The school leadership makes a sustained effort to provide quality professional development in my school.

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

69. Which aspect of your work environment most affects your willingness to keep teaching at your school?

- ☐ time during the work day
- ☐ school facilities and resources
- ☐ school leadership
- ☐ teacher empowerment
- ☐ professional development
- ☐ collegial atmosphere

70. Which aspect of working conditions is most important to you in promoting student learning?

- ☐ time during the work day
- ☐ school facilities and resources
- ☐ school leadership
- ☐ teacher empowerment
- ☐ professional development

71. Overall, my school is a good place to work and learn.

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

72. Have you participated in any professional development activities within the past two years that focused on enhancing your skills as an instructional leader.

☐ Yes ☐ No

Attachment 2 – Sharing Best Practices – Schools that are Great Places to Teach and Learn

A GREAT PLACE TO TEACH AND LEARN

School Site Visit

Date: _____

Person(s) conducting visit: _____

Region: _____

School District: _____

School Name: _____

Principal: _____ **Years at School** _____

Contact Person: _____ **Email address:** _____

School Phone: _____

School Size (as reported on NC School Report Card) _____

School Location (as reported on NC School Report Card) Urban ____ Rural ____

Superintendent's Name _____

Phone: _____ **; Email address:** _____

TWC Survey results for the 2003-2004 school year: Domain Averages

TIME _____

LEADERSHIP _____

EMPOWERMENT _____

PROFESSIONAL DEVELOPMENT _____

AVERAGE _____

“BEST PRACTICE”

Domain Highlighted: _____

Practice: _____

Describe the practice: Include a description of the participants, major activities, and sequence of those activities

Why was the Practice implemented? Describe the need the practice was intended to address; (i.e., relates to objectives on SIP, etc.)

How was the Practice implemented? Describe the strategies, activities, methods
Describe the roles and responsibilities of the people implementing the practice

What was the outcome? Describe any specific, measurable successes of the practice that demonstrate that the need was addressed

List all start up costs of the practice – delineated by category (i.e., staff, materials, in-kind services, etc.)

Describe any ongoing costs

What was the most difficult aspect of implementing the practice? (offer insight that helps others with planning for implementation)

Is this practice replicable?

Other Comments:

Attachment 3

North Carolina
Professional Teaching Standards
Commission



June 4, 2004

The N.C. Professional Teaching Standards Commission is aware that the Z. Smith Reynolds Foundation recently launched the Professional Development Initiative with the support of the Education Cabinet and that its purpose is to develop a framework for a statewide Professional Development plan.

The N.C. Professional Teaching Standards Commission is pledged to the goal of high quality Professional Development for all N.C. teachers and as a teacher majority group, we are interested in playing a significant role in the implementation of such a statewide model.

We understand that there are three components to the model:

- Funding Map
- Statewide PD Standards
- PD Online Resource Center

We believe that we can and should be of service wherever teacher input is beneficial and that is certainly in all three of these areas. Of particular interest to us, however, are the Statewide Professional Development Standards and the Professional Development Online Resource Center. We realize that there is still discussion on what the role of the Online Resource Center will be, where it will be housed, and who will act as the quality control.

On behalf of all Commission members, I ask that you allow us the opportunity to take our place as a constituency in the Professional Development arena. We are eager to make a meaningful contribution.

Eleanor Goettee, Executive Director

PDI STRATEGIES TO ACHIEVE GOALS (See details in Appendix F):

- Researched current and former professional development "clearinghouses" in other states
- Sought input to learn whether such a resource would be useful and why and what would be the most beneficial attributes for potential users
- Developed a preliminary proposal/guidance for the online resource center that addresses both the infrastructure and the content (See Appendix E.)

PROPOSAL FOR ACTION:

- North Carolina should establish and launch an online resource center for professional development that features providers and opportunities that will help the state move forward in the key areas identified as needing improvement for the state as a whole to succeed in K-12 education. (See Appendix E, III for more on the key areas)
- The State Board of Education should issue an RFP to identify the entity that will manage the resource center. In doing so, the Board should follow the guidelines developed by the PDI (See Appendix E) along with other input as desired regarding the capabilities and design of the resource center. All Education Cabinet entities should be invited to provide input as to the RFP process.
- The State Board of Education should adopt policy that requires LEAs to spend a certain portion of their *state* professional development dollars on the opportunities represented on the resource center.
- **The North Carolina Professional Teaching Standards Commission should be charged with developing a directory of providers of professional development for eventual use with the online resource center. This should be done with the explicit input of representatives of all Education Cabinet entities as well as the NC Staff Development Council, the state affiliate of the National Staff Development Council. (Note, the PDI has collected preliminary provider information based on a search of every NC school district's web site.)**
- The online resource center should be piloted before official launch.

North Carolina Professional Teaching Standards Commission



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The Professional Teaching Standards Commission is proud to be a partner in the Teacher Working Conditions Initiative and is committed to its growth and success. We are requesting annual funding for its administration and resulting data analysis.

Rationale:

- The Teacher Working Conditions Survey is now administered statewide every two years and has become institutionalized as part of education reform in North Carolina;
- Such administration requires intense technical assistance to respond to individual, school, and district inquiries. The Commission Office was stretched beyond capacity and additional temporary personnel was necessary in both the 2002 and 2004 administrations;
- There is subsequent data analysis which needs to be on going to maximize findings from the survey. Such analysis is necessary to correlate factors in the five survey domains with demographic information. Without extensive attention to survey results and what they mean to schools and districts, the survey is for naught. The Commission does not have the financial resources or personnel to adequately address the data analysis required;
- There is currently development of an electronic toolkit under way (funded by BellSouth) which communities can use to create action plans for schools. The plans are framed around survey results;
- There are school, district, state, and national outreach projects requiring staff time and resources. Presentations alone on the Teacher Working Conditions Survey exceeded thirty just for 2004. There is prep time and travel involved which further strains the Commission staff and budget;

The North Carolina Professional Teaching Standards Commission is therefore recommending that the North Carolina General Assembly appropriate funds to ensure the continued efficacy of the survey. These funds should be recurring and administered through this Commission.

Our funding request is \$50,000 Annually for:

- Administration of the survey
- Data Analysis (Determined through RFP process)
- Technical Assistance
- Outreach Projects