

**Report and Recommendations
From the
State Board of Education
Teacher Retention Task Force**



February 2005

STATE BOARD OF EDUCATION

HOWARD N. LEE

Chairman
Raleigh

JANE P. NORWOOD

Vice Chair
Charlotte

KATHY A. TAFT

Greenville

MICHELLE HOWARD-VITAL

Wilmington

EDGAR D. MURPHY

Durham

EVELYN B. MONROE

West End

MARIA T. PALMER

Chapel Hill

ROBERT "TOM" SPEED

Boone

WAYNE MCDEVITT

Asheville

JOHN TATE III

Charlotte

BEVERLY PERDUE

Lieutenant Governor
New Bern

RICHARD MOORE

State Treasurer
Kittrell

NC DEPARTMENT OF PUBLIC INSTRUCTION

Patricia N. Willoughby, State Superintendent

301 N. Wilmington Street :: Raleigh, North Carolina 27601-2825 :: www.ncpublicschools.org

In compliance with federal law, NC Public Schools administers all state-operated educational programs, employment activities and admissions without discrimination because of race, religion, national or ethnic origin, color, age, military service, disability, or gender, except where exemption is appropriate and allowed by law.

Inquiries or complaints should be directed to:

Dr. Elsie C. Leak, Associate Superintendent :: Office of Curriculum and School Reform Services

6307 Mall Service Center :: Raleigh, NC 27699-6307 :: Telephone 919-807-3761 :: Fax 919-807-3767

Visit us on the Web: www.ncpublicschools.org

Report and Recommendations From the State Board of Education Teacher Retention Task Force



February 2005

**Report and Recommendations
from the
State Board of Education Teacher Retention Task Force**

Background

Session Law 2004-161 directed the State Board of Education to convene a task force, co-chaired by the State Board of Education Chairman or his designee and the Lt. Governor or her designee, to study issues related to the effective recruitment and retention of teachers for the public schools of North Carolina. The task force was to include practicing public school teachers, principals, superintendents, local boards of education, representatives of the University of North Carolina and the North Carolina Community College System, and others deemed appropriate by the co-chairs. The task force was to study impediments to effective teacher recruitment and retention and strategies for increasing the effectiveness of recruitment and retention efforts. Specific issues to be studied included:

- modifications to teacher salaries and benefits to ensure teacher compensation in North Carolina remains at or above the national average;
- tax incentives to encourage experienced teachers to remain in the teaching profession;
- locally designed initiatives to facilitate teacher recruitment and retention;
- strategies for ensuring that beginning teachers have the opportunity to develop into skilled professionals;
- strategies for ensuring that school administrators are adequately trained to and provide support for both experienced and beginning teachers;
- programs that compensate teachers for accomplished teaching and value teachers as leaders; and
- strategies for ensuring that schools are staffed appropriately and teachers have the time necessary for quality teaching in quality learning environments.

The report is to be submitted to the Joint Legislative Education Oversight Committee by February 15, 2005. A copy of the authorizing legislation is included in Attachment A.

Task Force Members

Dr. Jane Norwood, Vice Chairman of the State Board of Education, was designated as chairman of the Task Force on Teacher Retention by the Chairman of the State Board of Education and the Lt. Governor. Other members of the Task Force were identified by the Chairman of the State Board of Education, the Lt. Governor, professional associations, and the University of North Carolina, the North Carolina Community College System, and the North Carolina Independent Colleges and Universities. Task Force members were:

- Steven Bessellieu, NC Business Committee for Education, President, Sapiens Americas Corporation
- Benita Burney, Teacher, Holly Springs Elementary School, Wake County Schools, NCAE
- Sharmaine Butler, Personnel Director, Hoke County Schools
- Dr. Jack F. Cherry, President Elect, NC School Boards Association
- Dr. Dennis Carroll, Dean, High Point University School of Education
- Steve Demiter, Personnel Director, Burke County Schools
- Dr. Ann Denlinger, Superintendent, Durham Public Schools
- The Honorable Rick Glazier, Member, North Carolina House of Representatives
- Eleanor Goettee, Executive Director, North Carolina Professional Teaching Standards Commission
- Dr. Ellen Greaves, Executive Director, Professional Educators of North Carolina
- Dr. Robin Harvey, Director of the Teacher Academy, Forsyth Technical Community College
- Brenda Hooks, NC Business Committee for Education, Senior Vice President for Human Resources, Coastal Federal Credit Union
- Lynda McCulloch, Special Assistant to the President, North Carolina Community College System
- Dr. Millicent Rainey, Chair, Bennett College Department of Curriculum and Instruction
- Margie Salter, Teacher, Havelock Elementary School, Craven County Schools, NCAE

- Dr. Dale Schunk, Dean, UNC-Greensboro School of Education
- Edwina Sluder, Board Member, NC School Boards Association
- Kelli Smith, Teacher, McDougle Elementary School, Chapel Hill-Carrboro City Schools, AFT
- The Honorable A.B. Swindell, Member, North Carolina Senate
- John Tate, Member, State Board of Education
- Dr. Richard Thompson, Vice President for University-School Programs, the University of North Carolina
- Lloyd Thrower, Executive Director, North Carolina Principals and Assistant Principals Association
- Joyce Wade, Assistant Superintendent for Human Resources, Johnston County Schools
- Carolyn Williams, Member, North Carolina Professional Teaching Standards Commission, and Teacher, Pine Valley Elementary School, New Hanover County Schools
- Patricia Willoughby, Superintendent, Department of Public Instruction

Danny Holloman, Manager of the DPI Center for Recruitment and Retention, Dr. Kathy Sullivan, Director of the DPI Division of Human Resource Management, and Jane Worsham, Executive Director of the State Board of Education, served as staff to the Task Force.

Task Force Deliberations

Working as a committee of the whole, the Task Force met regularly from September 2004 through January 2005. In its deliberations, the Task Force considered recruitment and retention programs and policies currently in place, results of the 2004 Teacher Working Conditions Survey, data on teacher turnover, age, and experience, current statutory regulations, and reports and recommendations of other committees and task forces that have considered issues related to teacher recruitment and retention. Summary information is included in Attachment B.

The Need

North Carolina has many initiatives of which to be proud, and in many cases has "set the bar" to which others aspire. The progress made in North Carolina is not serendipitous, but rather the result of planned actions and collaboration among all levels of our educational systems, elected and appointed leaders, parents, and members of the business community. This progress is evidenced by the increase in student performance in North Carolina as compared to other states. This progress is primarily the result of the hard work of teachers and administrators, classroom by classroom, school by school, across the state. But, North Carolina's dramatic progress in education during the last decade is threatened by a shortage of qualified teachers and administrators.

Many local school systems are struggling to fill classrooms with qualified teachers. Retirement, increases in student population, efforts to reduce class size, competition with higher-paying private sector positions, and working conditions have created a demand for teachers that far exceeds the supply. In recent years, North Carolina has hired approximately 10,000 new teachers annually. Our colleges and universities produce approximately 3,000 new teachers annually, of which roughly two-thirds begin teaching in North Carolina within one year of graduation. The remaining new hires come from other states or enter the classroom through alternate routes (e.g., lateral entry).

Teacher turnover costs North Carolina economically and in terms of the quality of education possible for our children. Seven thousand (7,000) teachers employed in March 2003 did not return to the public schools during the 2003-04 school year. An additional, 3,000 teachers returned but were not employed in March 2004. The cost of replacing these 10,000 teachers is estimated at over \$112 million¹. This does not include teachers who remained in our schools in other positions. Teacher turnover also affects our children's opportunities to succeed in a stable learning environment. While the costs to change the status quo may be substantial, the costs of doing nothing will be even greater.

¹ The National Governors Association's Center for Best Practices has indicated that "a simple formula for estimating the cost of replacing an individual teacher is 25 percent to 35 percent of annual salary plus benefit costs." At an average teacher salary of approximately \$45,000 (inclusive of benefits), it is minimally estimated to cost North Carolina \$11,250 to replace each teacher that leaves.

No Child Left Behind has created additional challenges for school systems already struggling to recruit and retain teachers. No Child Left Behind requires teachers of core academic subjects to be highly qualified and specifies that no licensing requirements can be waived on a temporary, provisional, or emergency basis. In March 2004, North Carolina employed 2200 teachers on temporary permits, 4100 teachers on provisional licenses, and almost 600 teachers on emergency permits. Additionally, almost 6000 teachers were employed on lateral entry licenses.

To be highly qualified, new elementary and exceptional children's teachers must hold a full state license and pass an appropriate test. New middle school, high school, and special subject teachers (e.g., art and music) must hold a full state license and either pass a test or have a major or the equivalent in the subject area or have a graduate degree in the area or have national certification in the area. Veteran teachers must also meet the highly qualified requirement, though if they hold a full state license, they can meet the requirement through what No Child Left Behind has termed a HOUSSE, a high, objective, uniform, state-standard evaluation. NC's HOUSSE provides teachers the opportunity to demonstrate they have met content standards for the license area through a variety of evidences such as teaching experience, lesson plans, professional activities, workshops, courses, and the performance of their students. Data reported for the 2003-04 school year indicate that at least 9200 teachers haven't yet met the highly qualified requirement.

If North Carolina is to continue making progress in helping all students succeed, and if all students are to graduate from high school ready to learn and ready to work, our schools must be staffed by quality professionals. To ensure a sufficient and continuing supply of quality professionals for our schools, the State and local communities must address issues of teacher working conditions, salary and benefits, recruitment, preparation, induction, and professional development and advancement.

Guiding Principles

In arriving at its recommendations, the Task Force was guided by the following principles.

1. **Quality teachers are essential to high student achievement. Competent, caring teachers do make a difference in the lives of students. Every child in every classroom in North Carolina must have a highly qualified, competent, and caring teacher!**
2. **Improving Teacher Recruitment and Retention efforts by only increasing salary will not resolve state and local school districts' teacher shortages.** A combination of factors must be considered and implemented.
3. **Teachers must have working conditions that allow them to do their jobs.** Teachers must have adequate time for planning, collaborating with colleagues and parents, and professional development. Teachers should be involved in school-level instructional design decisions, planning the school day schedule, and school-level budget decisions. Instructional time must be honored. Interruptions to teaching/learning time should occur only in emergency situation. Non-instructional duties must be assigned in a judicious and equitable manner so as not to detract from instructional responsibilities. Policies and procedures should ensure that disruptive students are handled in a timely, efficient, and consistent manner. Teachers must have the instructional resources and supplies, including technology hardware and software, they need. Class sizes and school sizes should foster positive learning environments.
4. **Beginning teachers must have an effective induction program** which includes quality mentors and quality time for the beginning teachers and mentors to work together.
5. **Teachers must be appropriately compensated for their knowledge, skills, and performance.** Differentiated career paths are needed to provide teachers opportunities for growth and leadership.
6. **Administrative support of teachers and for the teaching/learning process is essential.** Administrators should be held accountable for ensuring teachers have the working conditions that allow them to do their jobs.

7. **The image of the teaching profession must be enhanced.** Teachers must be valued for their knowledge and skills. They must have the respect of students and the support of parents. They must be positive voices for the profession.
8. **Facilities must be designed, well-maintained, and utilized to support instruction.** They must be conducive to teacher work and student learning. Teachers should have input into building planning.

Recommendations

Throughout the course of its deliberations, the Task Force discussed many ideas and strategies for improving teacher recruitment and retention. Rather than including them all in the final report, the Task Force decided to focus on those which it believed would have the most significant impact and represent the most judicious use of resources. The recommendations in this report address:

- Teacher Working Conditions
- Teacher Leadership/Differentiated Roles
- Administrator Support and Accountability
- Enhancing the Image of the Profession/Barriers to Entering the Profession
- Teacher Preparation
- Beginning Teacher Induction, Support, and Mentoring
- Financial Incentives

The recommendations have been numbered to facilitate discussion. The numbering is not meant to suggest priority order. In fact, Task Force members believe that all the recommendations need to be addressed in a systematic and comprehensive manner if North Carolina's teacher shortage is to be alleviated.

The recommendations are interrelated and interdependent. Changes in one area alone will not improve teacher recruitment and retention. Incremental change will not be sufficient. Changes will need to be made in all the major areas of recommendations and these changes will need to be substantial.

North Carolina has recognized the need for change for many years. It is now time for courageous leadership to act if we are to ensure our all our children have the chance to succeed and have the preparation necessary to ensure that they are ready to learn and to work.

Teacher Working Conditions

Teachers must have working conditions that allow them to do their jobs. They must have adequate time for planning, collaborating with colleagues and parents, and professional development. Instructional time must be protected. Teachers must have the instructional resources and supplies, including technology hardware and software, they need. Class sizes and school sizes should foster positive learning environments. Facilities should be well-maintained and conducive to teacher work and student learning. The Teacher Working Conditions Survey, conducted by the Office of the Governor in collaboration with the North Carolina Professional Teaching Standards Commission, provides valuable information on the working conditions of teachers. The results of the survey should be used by administrators and policy makers to improve the working conditions of teachers. Teacher participation in the biennial survey should be strongly encouraged by each school administrator.

Planning Time

1. The State Board of Education should seek statutory change and required funding to ensure that every teacher has a guaranteed (protected) planning block period of a minimum of 5 hours per week, which includes both individual and common planning time. This is particularly problematic at the elementary school level.
2. The North Carolina Professional Teaching Standards Commission should be asked to identify and disseminate information on best practice (innovative/validated) models of scheduling teacher time for planning, collaborating with colleagues and parents, and professional development.

Instructional Time

3. Class size should not exceed the legislated class size averages. The composition of classes (i.e., students with special needs) should be considered in determining class size. Teachers should be involved in decisions about the placement of students in classes.
4. The State Board of Education should review, and as appropriate, seek legislative changes related to class size to reflect increasing accountability of teachers and schools. Class size figures should reflect actual enrollment and not the allotment figures. Current allotments, which include special subject teachers in addition to classroom teachers, are not accurate reflections for individual class sizes and are not sufficient. Allotment formulas should be differentiated by school level.

Instructional Materials and Supplies, including Technology

5. The State Board of Education should review and, as appropriate, seek revisions to the funding allotments for textbooks and instructional materials and supplies to reflect current cost levels and teacher needs. Student economic levels should be considered in the allotments. Allotment policies should include special funding to support the collateral costs of new teaching positions, new classes, and new schools.
6. The State Board of Education should review teacher access to technology hardware, software, and support. Based on this review, the State Board of Education should seek funding, as needed, to ensure that all teachers, regardless of geographic or socioeconomic factors, have access to the hardware and software needed for quality instructional programs and have adequate technical support and training in its use.

School Improvement Teams

7. School Improvement Teams should be viable, working groups. The State Board of Education should ensure that the statutory requirements in G.S. § 115C-105.27 for School Improvement Teams are adhered to and that teacher membership on the teams is constituted as specified in the law.

Compensation for Additional Responsibilities

8. Teachers who have leadership responsibilities (e.g., grade level chair, School Improvement Team [SIT] chair or member) should be compensated through released time and/or additional pay.

Teacher Leadership/Differentiated Roles

Teachers need opportunities to assume differentiated roles that utilize their knowledge and skills without moving into school administration positions.

National Board Certified Teachers

9. The State Board of Education should seek a change in the statute (G.S. § 115C-296.2) that requires National Board Certified (NBC) Teachers to work in the classroom at least 70% of the time to be compensated for National Board Certification. Consideration should be given to allowing NBC teachers to rotate out of the classroom in a differentiated teaching role (e.g., to serve as a full-time mentor or instructional coach) for up to two years. A time limit may be specified (e.g., A teacher may be able to serve in a differentiated teaching role for 2 years every 5 years).

Programs

10. The State Board of Education should encourage colleges and universities to establish advanced level programs in teacher leadership and elementary grades level content areas (e.g., elementary science specialist; elementary math specialist, etc.).
11. The State Board of Education should ask the North Carolina Professional Teaching Standards Commission to develop a proposal to pilot the Teacher Advancement (TAP) Program or other similar teacher leadership programs that provide advancement opportunities for teachers. The proposal should identify the funds that would be needed to support the program and any policy changes that would be needed to pilot the programs.

Administrator Support/Administrator Accountability

Administrator support of teachers is essential. School administrators must have the knowledge, skills, and dispositions to foster positive learning environments. They should be held accountable for implementing policies and procedures that create school climates that foster learning. School administrators must have up-to-date knowledge of NC school laws to ensure compliance with them. Attention must be focused on the spirit of the law as well as the letter of the law.

Preparation, Induction, and Continued Professional Development

12. The standards for the Masters in School Administration (MSA) programs should be reviewed to ensure that appropriate competencies related to teacher effectiveness, teacher evaluations, teacher support programs, teacher leadership, teacher empowerment, and teacher retention are included and emphasized.

13. The State Board of Education should ask the Center for School Leadership Development to offer training for principals related to the principal's role in teacher effectiveness, teacher evaluations, teacher support programs, teacher leadership, teacher empowerment, and teacher retention.
14. The State Board of Education should revise the license renewal requirements (SBE Policy QP-A-005) to require school administrators to earn at least 5 renewal credits during each renewal cycle focused on the principal's role in teacher effectiveness, teacher evaluations, teacher support programs, teacher leadership, teacher empowerment, and teacher retention.
15. The State Board of Education should seek funding for and require that beginning school administrators be provided mentors.

Evaluation

16. The State Board of Education should ensure that principals are evaluated annually as specified in G.S. § 115C-333 and revise the standards for the evaluations of school administrators (SBE Policy QP-C-006) to include accountability measures of teacher retention, teacher empowerment, teacher leadership, and school climate. This will require revision of the evaluation instruments currently approved by the State Board of Education for this purpose.

Time/Workload

17. The State Board of Education should direct the Department of Public Instruction to review the allotment formula for assistant principals to ensure that principals have sufficient time to support teachers. Representative stakeholders should be consulted in the review. The results of the review and recommendations for any needed changes should be brought to the State Board of Education by April 2005.

Enhancing the Image of the Profession Barriers to Entering the Profession

The image of the teaching profession must be enhanced. Barriers, such as lack of funds, access to programs, and testing requirements, must be addressed. The Task Force supports the State Board of Education's efforts to eliminate barriers to lateral entry and facilitate the licensing of lateral entry teachers.

Recruitment and Marketing

18. The State Board of Education should coordinate the development of a comprehensive statewide recruitment and marketing plan for teaching in North Carolina. The plan should include additional funding, both in the number of scholarships awarded and the amount of the scholarships, for current scholarship/loan programs, funding for additional scholarship/loan programs, and expanded funding for the Teacher Cadet Program.

Current teacher scholarship programs include:

- > the Prospective Teacher Scholarship Loan Program;
- > the Teaching Fellows Program;
- > the Teacher Assistant Scholarship Loan Program; and
- > the Teacher Assistant Scholarship Fund Program.

Additional programs might be targeted to include:

- > lateral entry teachers;
- > community college students transitioning to four year institutions to pursue teacher education programs; and
- > college juniors and seniors majoring in teacher education.

Teacher Preparation

The preparation of teachers is an important factor in teacher retention. North Carolina has and should continue to expect teachers to meet high professional standards. However, unnecessary barriers that keep prospective students from enrolling in teacher education programs should be removed.

Student Teaching

19. Consideration should be given to expanding the student teaching component of teacher preparation programs. Options may include a full-year of student teaching with pay or a paid residency program during the first year of teaching in which the teacher works under the direction of a master teacher. The Department of Public Instruction should prepare a feasibility study for the State Board of Education by June 2005.

Assessments

20. The State Board of Education should identify and adopt alternative assessments or options for the Preprofessional Skills Tests (Praxis I) required for admission to teacher education programs.
21. The State Board of Education should consider options to the Praxis II (specialty area) tests for teacher licensure. This may include other standardized tests or alternative assessments.

Teacher Induction Beginning Teacher Support Mentoring

North Carolina loses approximately half of the teachers entering the profession within the first five years. Beginning teachers need effective induction programs. They need quality mentors and time to work with their mentors.

Funding for Programs

22. At a minimum, the State Board of Education should seek reinstatement of funding for mentors for all beginning teachers for their first three years of teaching. Additionally, the State Board of Education should seek funding for a full-time mentor program at a ratio of 1 mentor per 15 beginning teachers. All beginning teachers, regardless of funding source, should be included in the allotment. While local systems should have the flexibility to design mentoring programs that best meet their needs, the State Board should establish guidelines for local systems to receive funding for the full-time mentoring programs.
23. The State Board of Education should seek funding for a full-time Initial Licensure Program Coordinator at the LEA level.

Best Practices

24. The Department of Public Instruction should disseminate information on best practices in mentoring. This should include effective practices being implemented in North Carolina (e.g., NCCAT's Connections Program), as well as national models such as the Santa Cruz New Teacher Project and the Milken Teacher Advancement Program (TAP).

Accountability

25. The State Board of Education should revise the Initial Licensure Program Annual Report to focus on measures of the impact of the programs on teacher retention.

**Financial Incentives
Salaries, Benefits, Bumps, Bonuses,
Employment of Retired Teachers, Portability of Retirement/Pensions**

The issue of teacher salary is of such critical importance that reforms and improvement efforts must begin with the 2005 session of the General Assembly. Teachers must be appropriately compensated for their knowledge, skills, and performance. Addressing the starting salary for beginning teachers should be the cornerstone for developing and building a teacher salary schedule upon which other associated salary schedules can be based. Various local incentives such as supplements, signing bonuses, and other financial incentives should not be considered when developing a state salary schedule. LEA incentives should be the method that each school district uses to customize their local recruiting efforts or address their identified critical shortage area(s) needs.

Working with the State Retirement System, a progressive salary schedule and/or other incentives should be developed that would keep experienced master teachers considering retirement working in the classrooms of North Carolina.

While changes to the salary schedule will have to be phased in, a focused, connected, and sustained multi-year approach must be used to achieve the goal of improving beginning teacher salaries and rewarding teachers who remain in the classroom.

Being able to compete with other professions and with other states to recruit and retain highly qualified teachers is essential if the student performance realized in recent years is to be continued and improved. North Carolina is a net importer of teacher candidates.

Adjustments to the Salary Schedule

26. The State Board of Education should immediately form a permanent committee of various stakeholders, including members and staff of the General Assembly, to further research and study teacher compensation. This special Research/Study Committee should begin work immediately with its first report due to the State Board of Education by March 15, 2005. The committee should report to the State Board of Education at least annually. The results of the committee's research should be used in future years to assess the competitiveness of beginning teacher salaries. The information gathered and format used for salary comparison should be updated at least biennially. Continued comparisons should be made in order to track North Carolina's ability to remain competitive in recruiting and retaining highly qualified teachers. The committee's work will provide decision makers with a sound information base for making future salary schedule adjustments.

The Research/Study Committee should be charged with:

- A. Developing a method of comparing salaries of beginning teachers in North Carolina to beginning teachers in the Southeastern states, states with teacher surpluses, and professions competing with education for quality candidates. States with teacher surpluses should include, but not be limited to Ohio, West Virginia, Pennsylvania, Tennessee, and New York. In states that do not have a uniform state salary schedule, representative urban, suburban, and rural salaries should be included in the comparison.
- B. Developing a plan to increase the beginning teacher salary to a minimum of \$36,000 within a four (4) year period of time (2005-2009).
- C. Considering new salary schedule options in lieu of a simple modification of the current salary schedule.

- D. Researching and making recommendations on whether or not compressing or expanding a teacher salary schedule would assist in retaining teachers at critical periods when many teachers tend to leave the profession.
- E. Considering modifications to the teacher salary schedule for increased knowledge, improved teaching skills, and/or increased responsibilities. Salary schedule bumps or differentials may be considered at additional benchmarks. For example, completion of 15 hours of coursework beyond the initial teaching license or 15 hours of coursework beyond the master's degree. The coursework would be completed at a regionally accredited college or university and related to the teaching license area(s).
- F. Considering modifications in the current salary schedule or any newly developed salary schedule to provide incentives for individuals to work beyond the current 30 years of creditable service before retiring. The committee should consider options including but not limited to additional steps beyond the current 30+ on the salary schedule or changing the current longevity formula to provide incentives for master teachers to continue their teaching service. Note: This is not a recommendation to change the minimum requirements for retirement but to provide individuals who wish to continue teaching an incentive to do so.
- G. Studying the impact of current and any proposed state or federal changes in the regulations governing the employment of retired teachers.
- H. Working with the State Retirement System to study the Retirement Accrual Rate and recommend whether or not the accrual rate should be changed/increased as an incentive to continue teaching beyond the 30+ years of service. A combination of a change in the accrual rate and the additional steps might provide reinforcement for the desired results of keeping highly qualified master teachers in the classroom.
- I. Considering a Phased Retirement option for teachers who are seeking to continue in the profession but at a reduced workload. The individuals participating in Phased Retirement could perform a multitude of useful tasks that could include mentoring, staff development training, supervising student teachers, or assuming other teaching related duties in curriculum develop or leadership.
- J. Developing a timetable for the implementation of recommendations over a four year period.

Adjustment of Master's Degree Salary Differential

- 27. The pay differential between the Bachelor's Degree Certified Teacher Salary Schedule and the Master's Degree Certified Teacher Salary Schedule should be adjusted to 12%. The 12% is the same salary percentage differential that currently exists between the Bachelor's level and National Board Certification.

Employment of Retired Teachers

- 28. The State Board of Education should seek legislation to eliminate the 11.7% contribution to the Retirement System when a retired teacher is employed exempt from the Earnings Limitations Cap.

Support for Continued Professional Study

- 29. The State Board of Education should work with the University of North Carolina Board of Governors and the North Carolina Independent Colleges and Universities to seek funding to provide teachers with tuition-free master's level and other advanced degrees or certificates. The tuition would be repaid through service to the Public Schools of North Carolina.

**Attachment A
Authorizing Legislation**

**GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2003**

**SESSION LAW 2004-161
SENATE BILL 1152**

PART XXVIII. STATE BOARD TEACHER RETENTION TASK FORCE

SECTION 28.1. The State Board of Education shall form a Task Force cochaired by the State Board of Education Chairman or designee and the Lt. Governor or designee to study issues related to effective recruitment and retention of teachers for the North Carolina public schools. The Task Force shall include practicing public school teachers, principals, superintendents, local boards of education, and representatives from the University System, the Community College System, and others as deemed appropriate by the cochaIRS. In the course of this study, the State Board of Education shall consider:

- (1) Impediments to effective teacher recruitment and retention;
- (2) Strategies for increasing the effectiveness or recruitment and retention efforts;
 - a. Modifications to teacher salaries and benefits that will ensure that teacher compensation in North Carolina remains at or above the national average, thereby better enabling the public schools to recruit and retain highly qualified teachers. The State Board may consider:
 1. Increased salaries for beginning teachers to make the profession more attractive at the entry level;
 2. Increased salaries for teachers at those points at which higher numbers of teachers leave the teaching profession;
 3. Retirement options for teachers with 30 years of experience that will provide opportunities for those highly skilled and experienced teachers to continue in service;
 4. Differentiated salary opportunities for teachers who demonstrate exemplary teaching skills, work in certain areas of certification, work in hard-to-staff schools, or serve as mentors, school improvement team leaders, or serve as leaders in a Quality Teacher as Leader Program;
 5. Other modifications to teacher salaries and benefits necessary to recruit and retain highly qualified teachers in the public schools.
 - b. Tax incentives to encourage experienced teachers to remain in the teaching profession;
 - c. Locally designed initiatives to facilitate teacher recruitment and retention;
 - d. Strategies for increasing the number of highly qualified beginning teachers such as:
 1. Expanding teacher preparation programs;
 2. Expanding scholarship loan programs for prospective teachers to recruit the most qualified high school students to the teaching profession; and
 3. Ensuring that graduates of teacher preparation programs are well prepared to meet teacher-certification requirements.
 - e. Strategies for giving beginning teachers the opportunity to develop into skilled professionals such as assigning them to teach only in their area of certification and minimizing their noninstructional duties;
 - f. Strategies for ensuring that school-based administrators are adequately trained to provide support for both experienced and inexperienced teachers and that they provide that support;
 - g. Strategies for ensuring that teachers are treated respectfully by students, such as a Teachers' Bill of Rights;
 - h. Increased expectations regarding parental involvement in and support of their children's education;
 - i. The availability of communications devices in the classroom;
 - j. Strategies for a Quality Teacher as Leader Program as a career option that compensates teachers for accomplished teaching and values teachers as leaders; and

- k. Strategies for ensuring that schools are staffed appropriately and teachers have the time necessary to meet the State, federal and local demands for quality teaching and learning environments.

SECTION 28.2. The State Board of Education shall report its findings and recommendations to the Joint Legislative Education Oversight Committee prior to February 15, 2005. These recommendations may include changes to laws and policies.

SECTION 28.3. The Department of Public Instruction shall provide staff to support the work of the Task Force upon the request of the cochairs or staff and consultants may be hired from funds designated to support the work of the Task Force.

SECTION 28.4. The State Board of Education shall use federal funds to support the work of the Task Force.

Attachment B

Summary Data Considered by the Task Force

Number of Teachers Employed for the First Time in NC

1995-96 – 2003-04

Type of Teacher	School Year	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
Beginning Teacher/No Experience		4,201	4,815	5,097	4,915	4,177	3,007	3,628	3,507	4,278
Lateral Entry Teacher		833	1,079	1,372	1,186	1,800	1,799	2,023	2,112	2,079
Emergency Permit Teacher		NA	NA	13	500	578	805	943	527	501
First Year in NC/But Has Experience (Teaching or Non- Teaching)		1,909	2,180	3,053	3,456	4,051	4,804	3,411	2,634	2,458
Total Employed as First Time NC Teachers		6,943	8,074	9,535	10,057	10,606	10,415	10,005	8,780	9,316

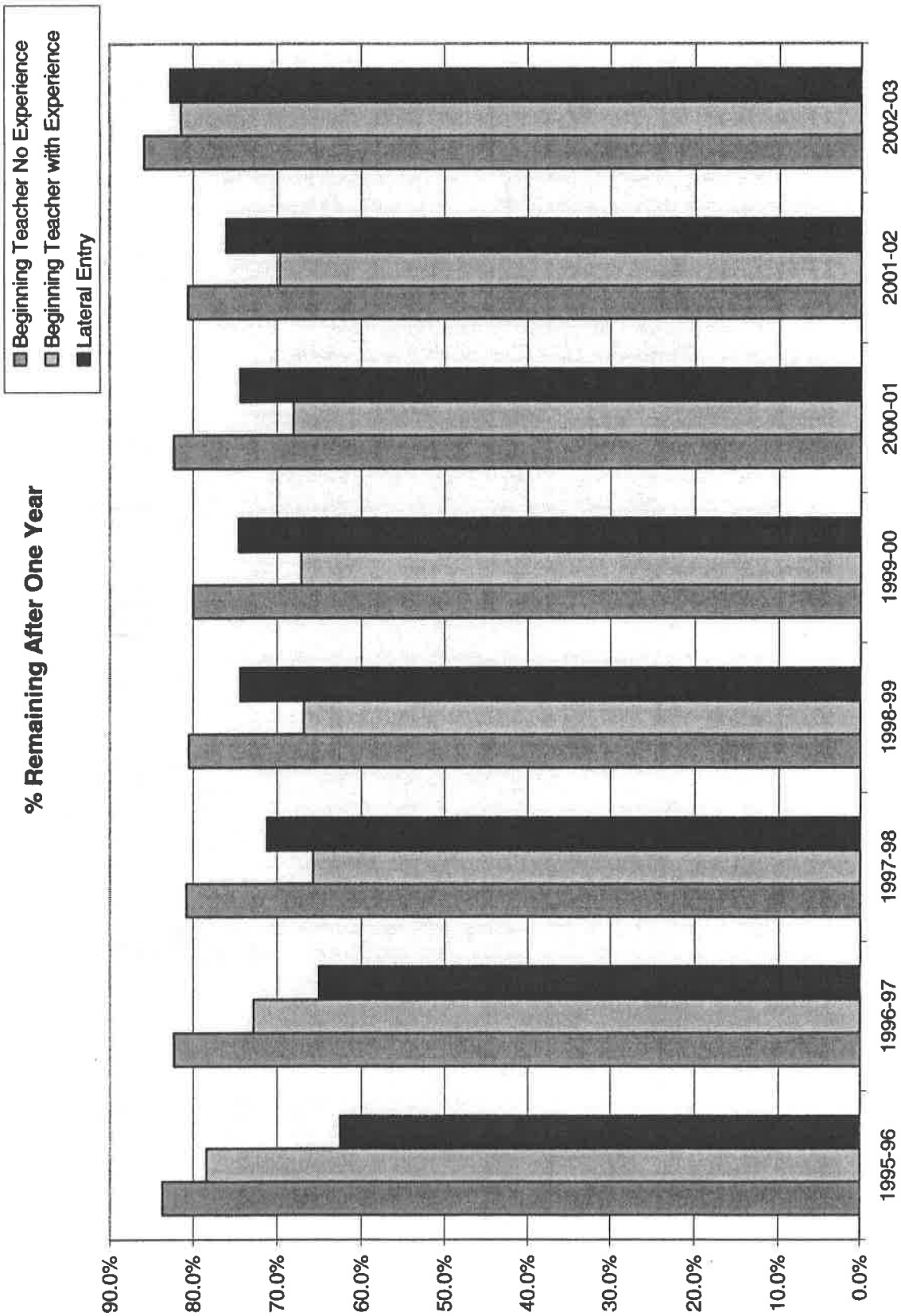
Cohort Year	Cohort	Number	% After 1 Year	% After 2 Years	% After 3 Years	% After 4 Years	% After 5 Years	% After 6 Years	% After 7 Years	% After 8 Years
1995-96	First Time Teachers in NC with Experience Credit	1,909	78.4%	65.4%	58.9%	53.5%	50.4%	47.5%	45.8%	43.8%
	First year teachers with No Experience Credit	4,201	83.7%	75%	65.9%	60.6%	56.2%	53.4%	51.2%	50.4%
	Lateral Entry teachers	833	62.5%	47.5%	40%	36%	31.7%	30.4%	29.8%	30.0%
1996-97	First Time Teachers in NC with Experience Credit	2,180	72.8%	61.5%	54.5%	50.0%	46.6%	44.4%	42.8%	NA
	First year teachers with No Experience Credit	4,815	82.3%	71.7%	64.1%	57.9%	54.0%	51.5%	49.9%	NA
	Lateral Entry teachers	1,079	65%	50.8%	45.8%	39.7%	37.5%	35.1%	35.1%	NA
1997-98	First Time Teachers in NC with Experience Credit	3,053	65.7%	54.4%	47.9%	42.8%	38.2%	36.5%	NA	NA
	First year teachers with No Experience Credit	5,097	80.8%	69.3%	59.7%	55.2%	52.5%	50.2%	NA	NA
	Lateral Entry teachers	1,372	71.2%	56%	46.6%	41.7%	39.7%	38.4%	NA	NA
1998-99	First Time Teachers in NC with Experience Credit	3,456	66.8%	53.2%	46.1%	41.5%	39.6%	NA	NA	NA
	First year teachers with No Experience Credit	4,915	80.5%	67.9%	60.2%	56.1%	53.6%	NA	NA	NA
	Lateral Entry teachers	1,186	74.4%	53%	43.7%	40.6%	38.7%	NA	NA	NA
1999-00	First Time Teachers in NC with Experience Credit	4,051	67.1%	54.9%	46.3%	43.8%	NA	NA	NA	NA
	First year teachers with No Experience Credit	4,177	80%	67.9%	61.7%	58.1%	NA	NA	NA	NA
	Lateral Entry teachers	1,800	74.6%	54.3%	46.4%	44.9%	NA	NA	NA	NA

Cohort Year	Cohort	Number	% After 1 Year	% After 2 Years	% After 3 Years	% After 4 Years	% After 5 Years	% After 6 Years	% After 7 Years	% After 8 Years
2000-01	First Time Teachers in NC with Experience Credit	4,804	68%	55.7%	49.3%	NA	NA	NA	NA	NA
	First year teachers with No Experience Credit	3,007	82.3%	72.1%	66.6%	NA	NA	NA	NA	NA
	Lateral Entry teachers	1,799	74.4%	53.5%	50.9%	NA	NA	NA	NA	NA
2001-02	First Time Teachers in NC with Experience Credit	3,411	69.6%	60.5%	NA	NA	NA	NA	NA	NA
	First year teachers with No Experience Credit	3,628	80.6%	69%	NA	NA	NA	NA	NA	NA
	Lateral Entry teachers	2,023	76.1%	59.9%	NA	NA	NA	NA	NA	NA
2002-03	First Time Teachers in NC with Experience Credit	2,634	81.5%	NA	NA	NA	NA	NA	NA	NA
	First year teachers with No Experience Credit	3,507	85.9%	NA	NA	NA	NA	NA	NA	NA
	Lateral Entry teachers	2,112	82.7%	NA	NA	NA	NA	NA	NA	NA
2003-04	First Time Teachers in NC with Experience Credit	2,458	NA	NA	NA	NA	NA	NA	NA	NA
	First year teachers with No Experience Credit	4,278	NA	NA	NA	NA	NA	NA	NA	NA
	Lateral Entry teachers	2,079	NA	NA	NA	NA	NA	NA	NA	NA

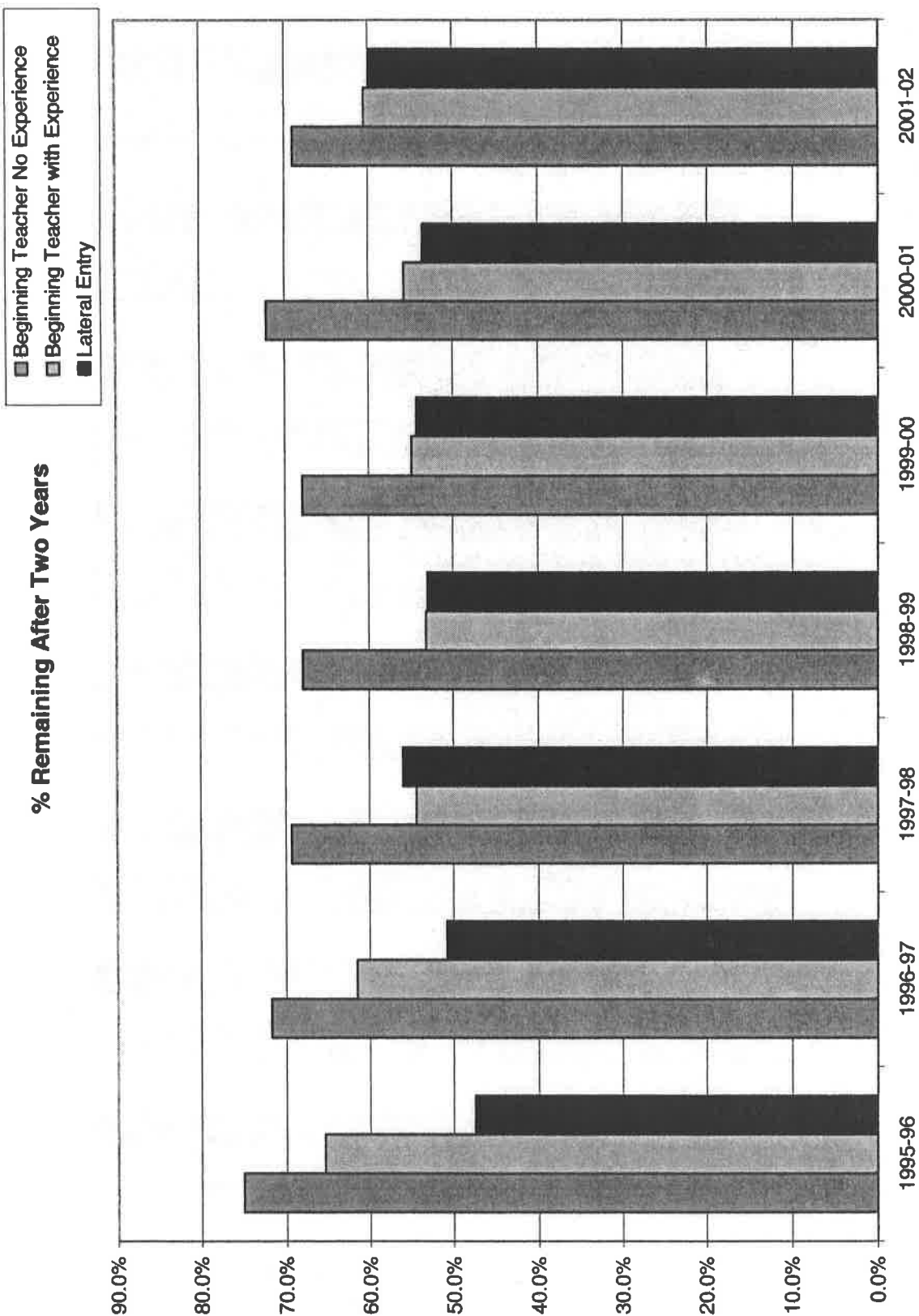
Cohort Year	Cohort	Number	% After 1 Year	% After 2 Years	% After 3 Years	% After 4 Years	% After 5 Years	% After 6 Years	% After 7 Years	% After 8 Years
1995-96	First Time Teachers in NC with Experience Credit	1,909	78.4%	65.4%	58.9%	53.5%	50.4%	47.5%	45.8%	43.8%
1996-97	First Time Teachers in NC with Experience Credit	2,180	72.8%	61.5%	54.5%	50.0%	46.6%	44.4%	42.8%	NA
1997-98	First Time Teachers in NC with Experience Credit	3,053	65.7%	54.4%	47.9%	42.8%	38.2%	36.5%	NA	NA
1998-99	First Time Teachers in NC with Experience Credit	3,456	66.8%	53.2%	46.1%	41.5%	39.6%	NA	NA	NA
1999-00	First Time Teachers in NC with Experience Credit	4,051	67.1%	54.9%	46.3%	43.8%	NA	NA	NA	NA
2000-01	First Time Teachers in NC with Experience Credit	4,804	68.0%	55.7%	49.3%	NA	NA	NA	NA	NA
2001-02	First Time Teachers in NC with Experience Credit	3,411	69.6%	60.5%	NA	NA	NA	NA	NA	NA
2002-03	First Time Teachers in NC with Experience Credit	2,634	81.5%	NA	NA	NA	NA	NA	NA	NA
2003-04	First Time Teachers in NC with Experience Credit	2,458	NA	NA	NA	NA	NA	NA	NA	NA
1995-96	First year teachers with No Experience Credit	4,201	83.7%	75%	65.9%	60.6%	56.2%	53.4%	51.2%	50.4%
1996-97	First year teachers with No Experience Credit	4,815	82.3%	71.7%	64.1%	57.9%	54.0%	51.5%	49.9%	NA
1997-98	First year teachers with No Experience Credit	5,097	80.8%	69.3%	59.7%	55.2%	52.5%	50.2%	NA	NA
1998-99	First year teachers with No Experience Credit	4,915	80.5%	67.9%	60.2%	56.1%	53.6%	NA	NA	NA
1999-00	First year teachers with No Experience Credit	4,177	80%	67.9%	61.7%	58.1%	NA	NA	NA	NA

Cohort Year	Cohort	Number	% After 1 Year	% After 2 Years	% After 3 Years	% After 4 Years	% After 5 Years	% After 6 Years	% After 7 Years	% After 8 Years
2000-01	First year teachers with No Experience Credit	3,007	82.3%	72.1%	66.6%	NA	NA	NA	NA	NA
2001-02	First year teachers with No Experience Credit	3,628	80.6%	69%	NA	NA	NA	NA	NA	NA
2002-03	First year teachers with No Experience Credit	3,507	85.9%	NA	NA	NA	NA	NA	NA	NA
2003-04	First year teachers with No Experience Credit	4,278	NA	NA	NA	NA	NA	NA	NA	NA
1995-96	Lateral Entry teachers	833	62.5%	47.5%	40%	36%	31.7%	30.4%	29.8%	30%
1996-97	Lateral Entry teachers	1,079	65%	50.8%	45.8%	39.7%	37.5%	35.1%	35.1%	NA
1997-98	Lateral Entry teachers	1,372	71.2%	56%	46.6%	41.7%	39.7%	38.4%	NA	NA
1998-99	Lateral Entry teachers	1,186	74.4%	53%	43.7%	40.6%	38.7%	NA	NA	NA
1999-00	Lateral Entry teachers	1,800	74.6%	54.3%	46.4%	44.9%	NA	NA	NA	NA
2000-01	Lateral Entry teachers	1,799	74.4%	53.5%	50.9%	NA	NA	NA	NA	NA
2001-02	Lateral Entry teachers	2,023	76.1%	59.9%	NA	NA	NA	NA	NA	NA
2002-03	Lateral Entry teachers	2,112	82.7%	NA	NA	NA	NA	NA	NA	NA
2003-04	Lateral Entry Teachers	2,079	NA	NA	NA	NA	NA	NA	NA	NA

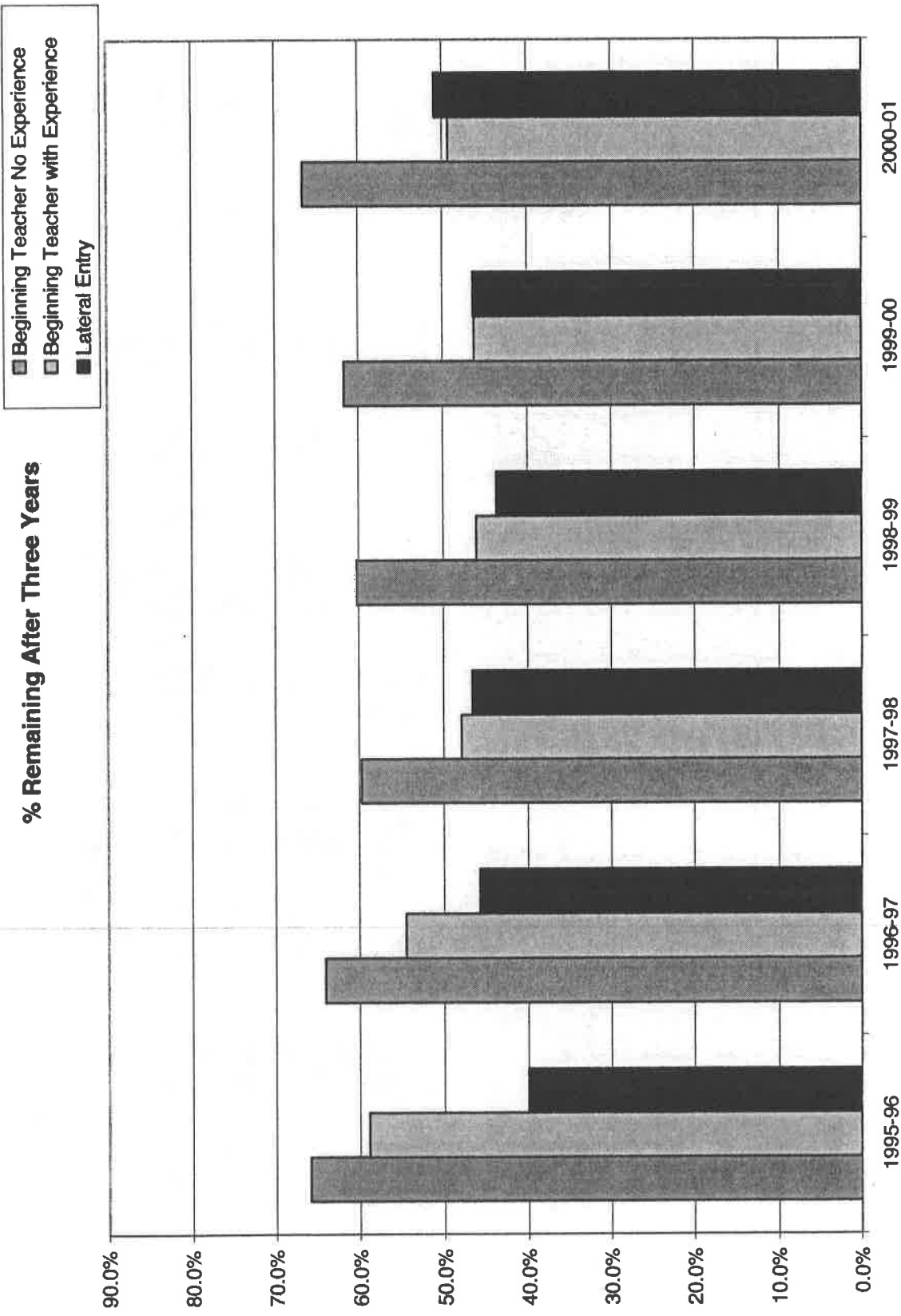
% Remaining After One Year



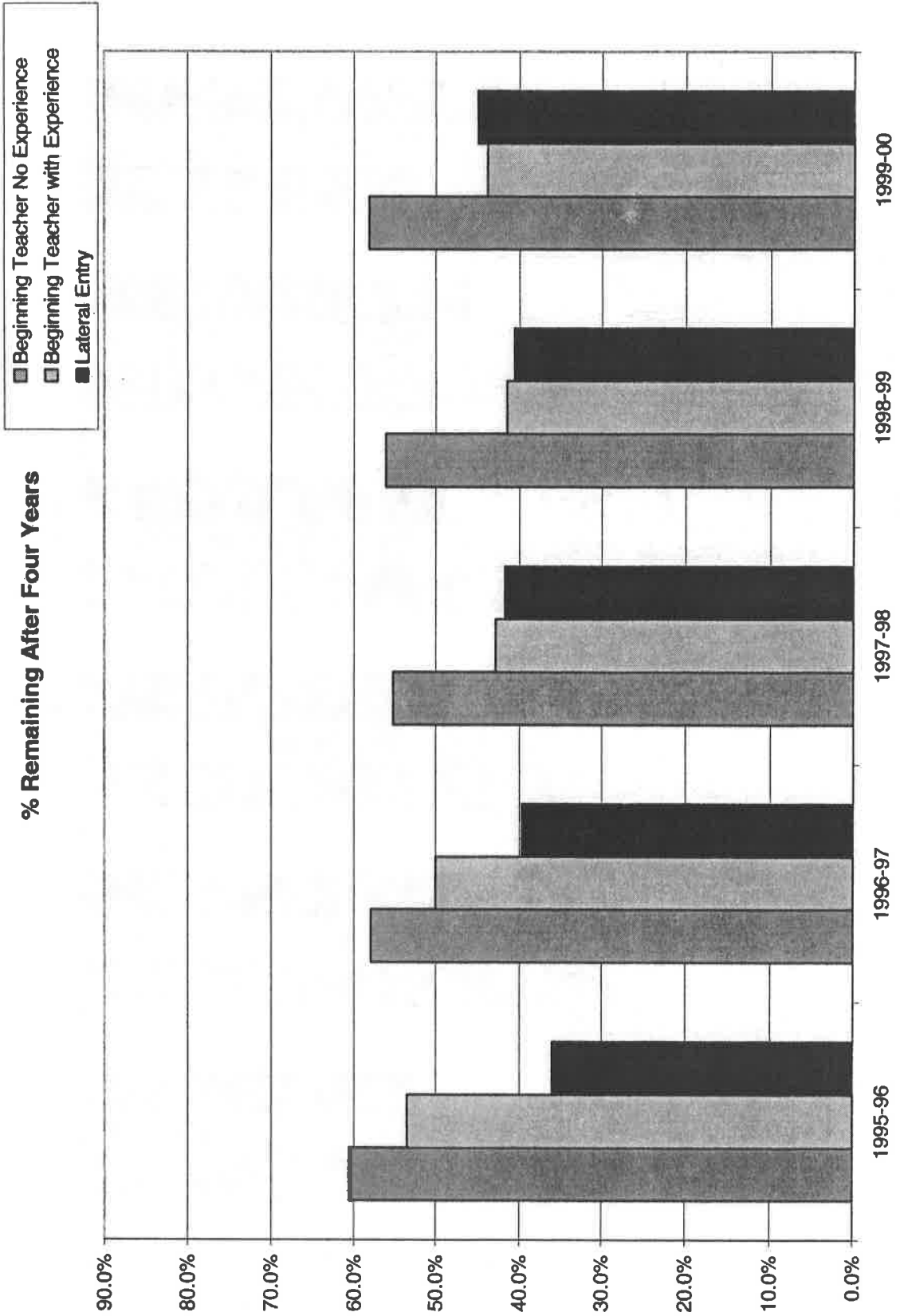
% Remaining After Two Years



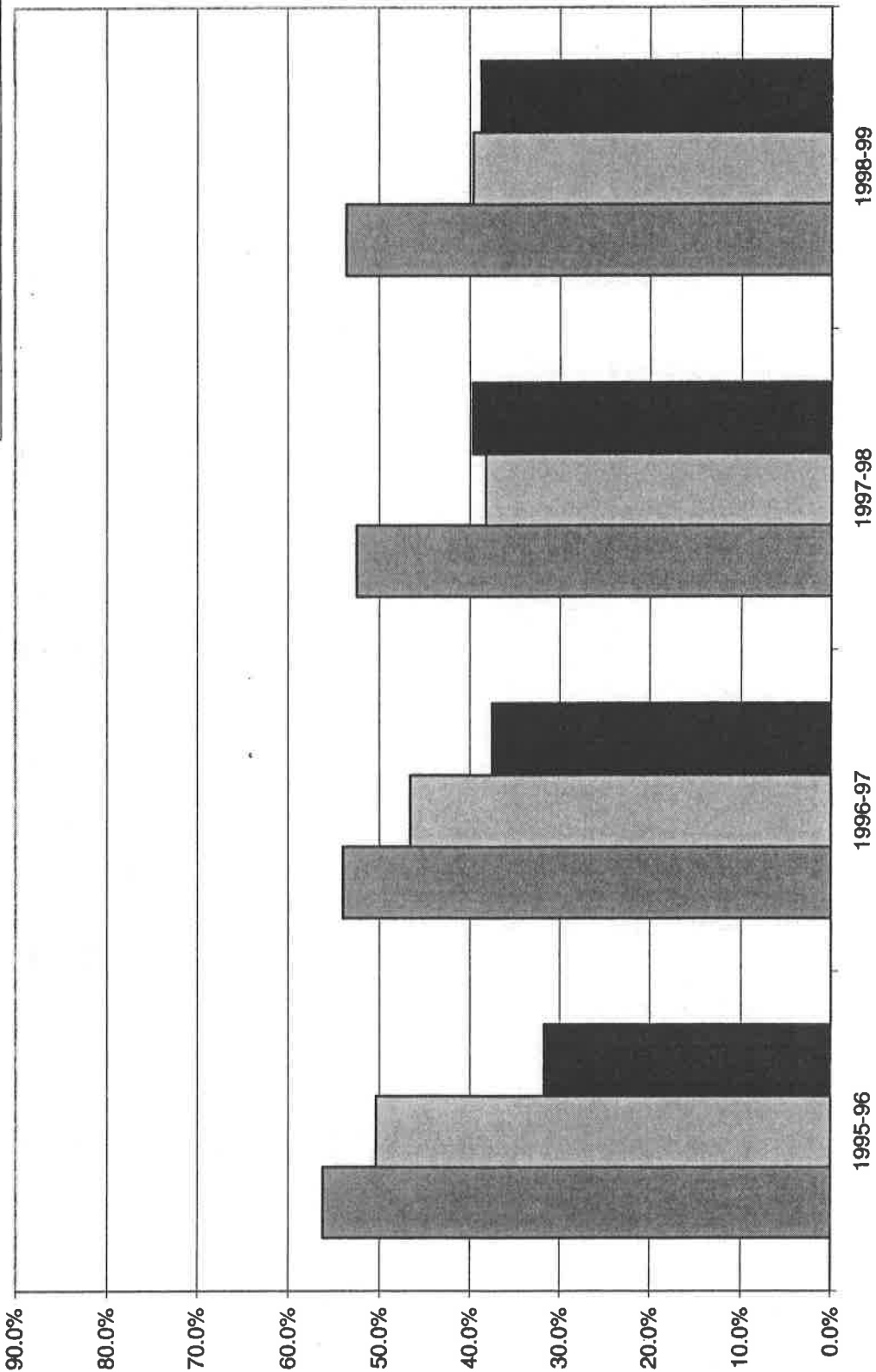
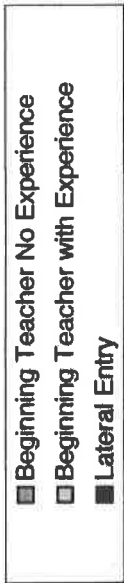
% Remaining After Three Years



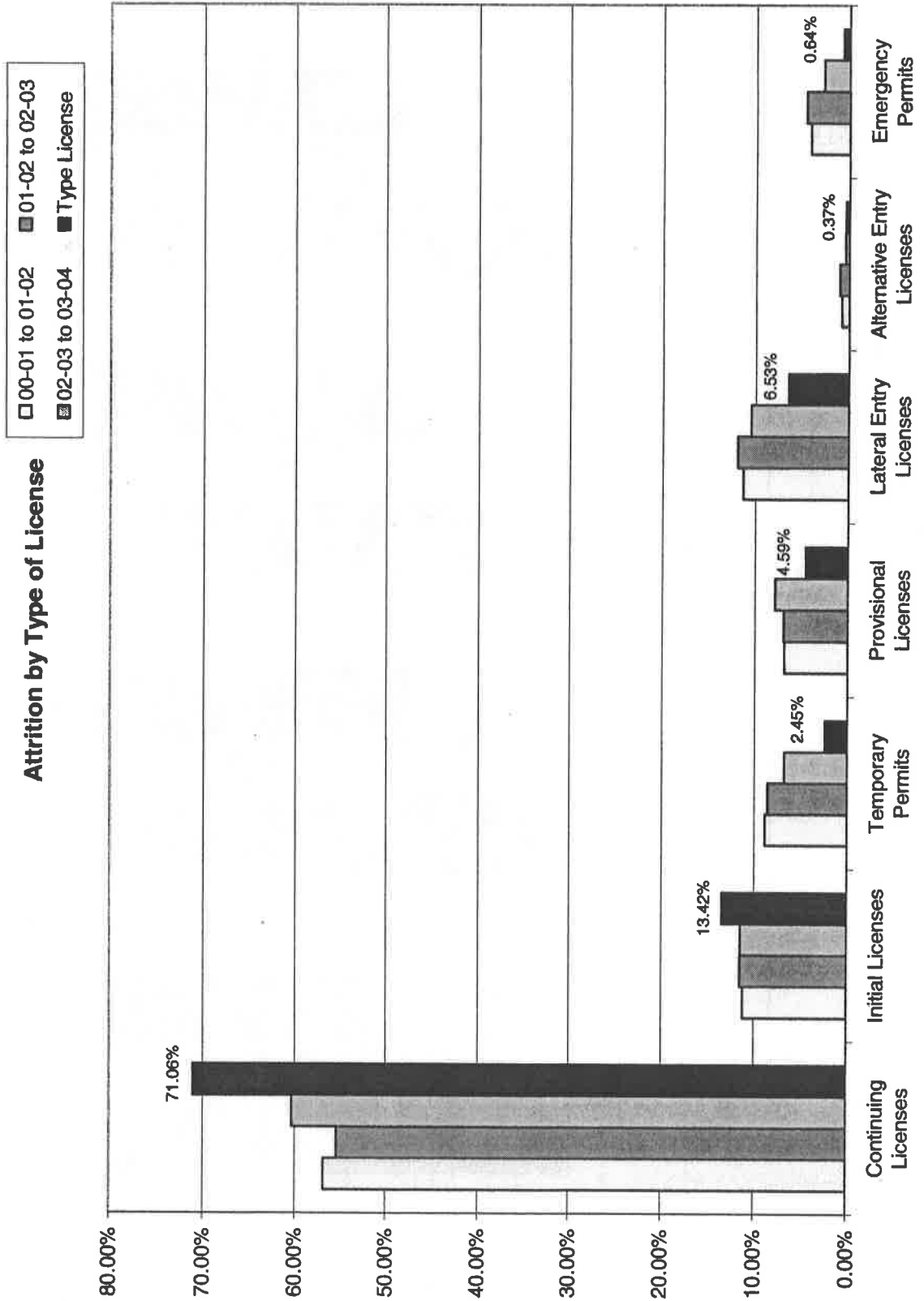
% Remaining After Four Years



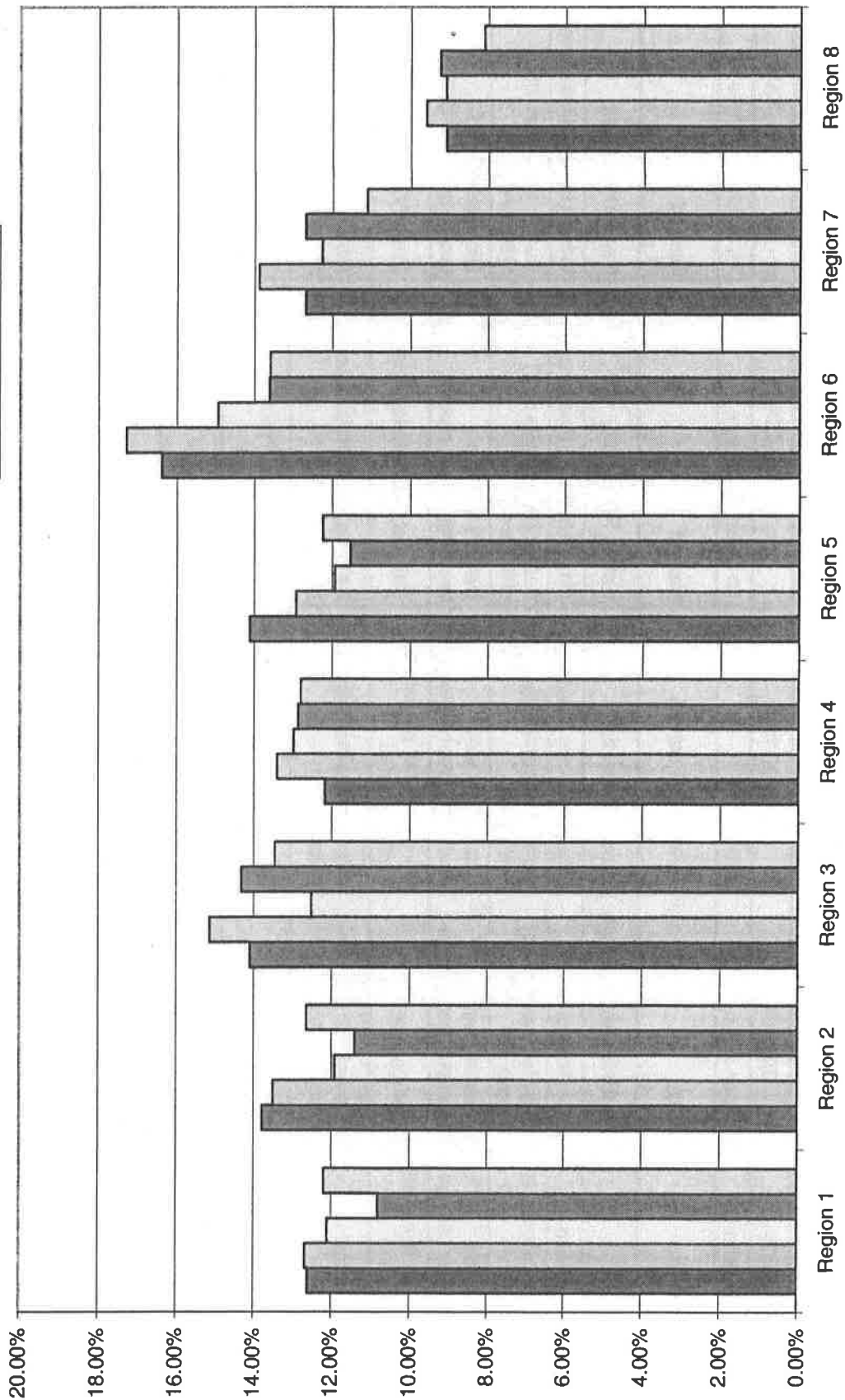
% Remaining After Five Years



Attrition by Type of License



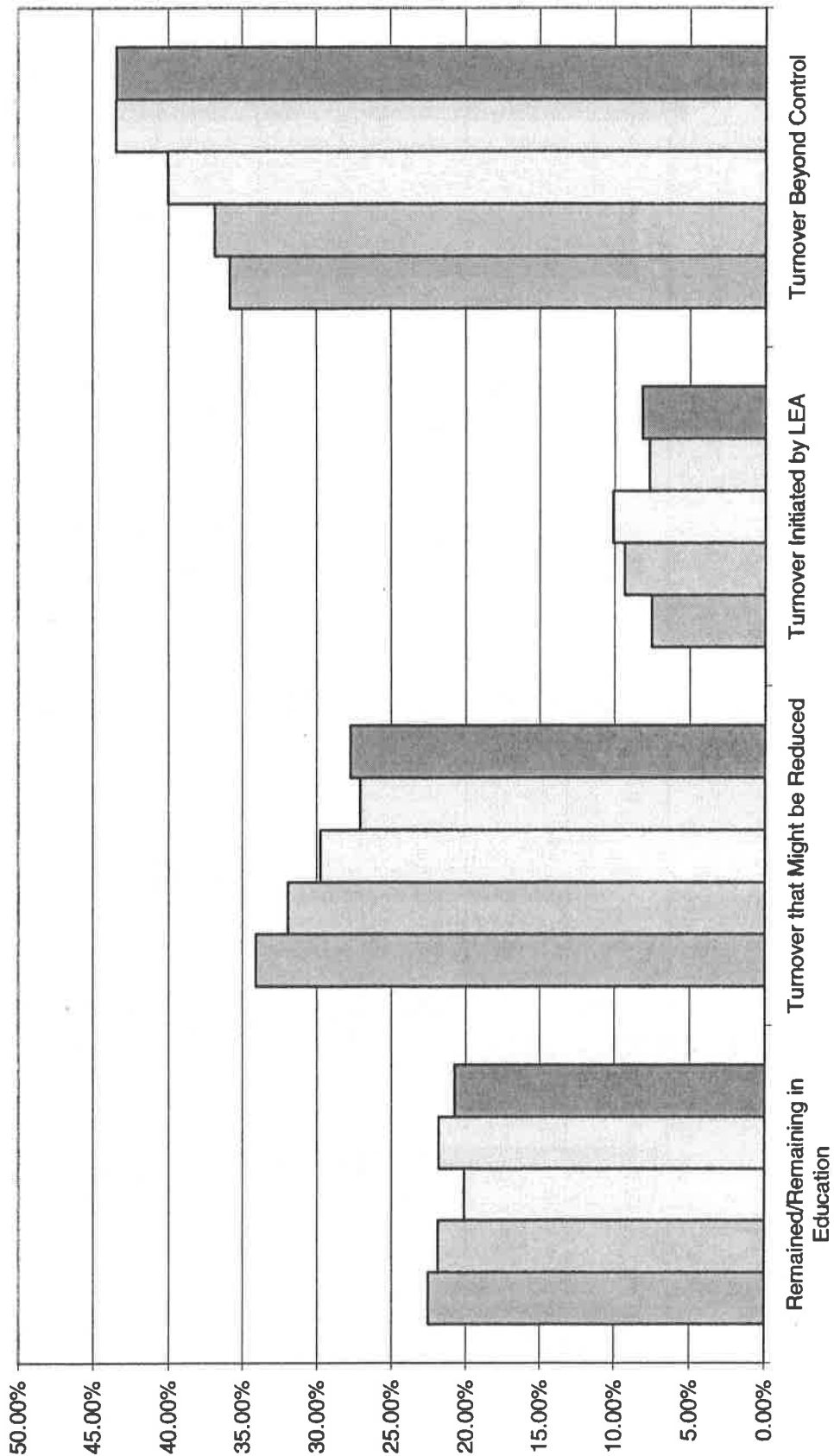
Turnover by Region



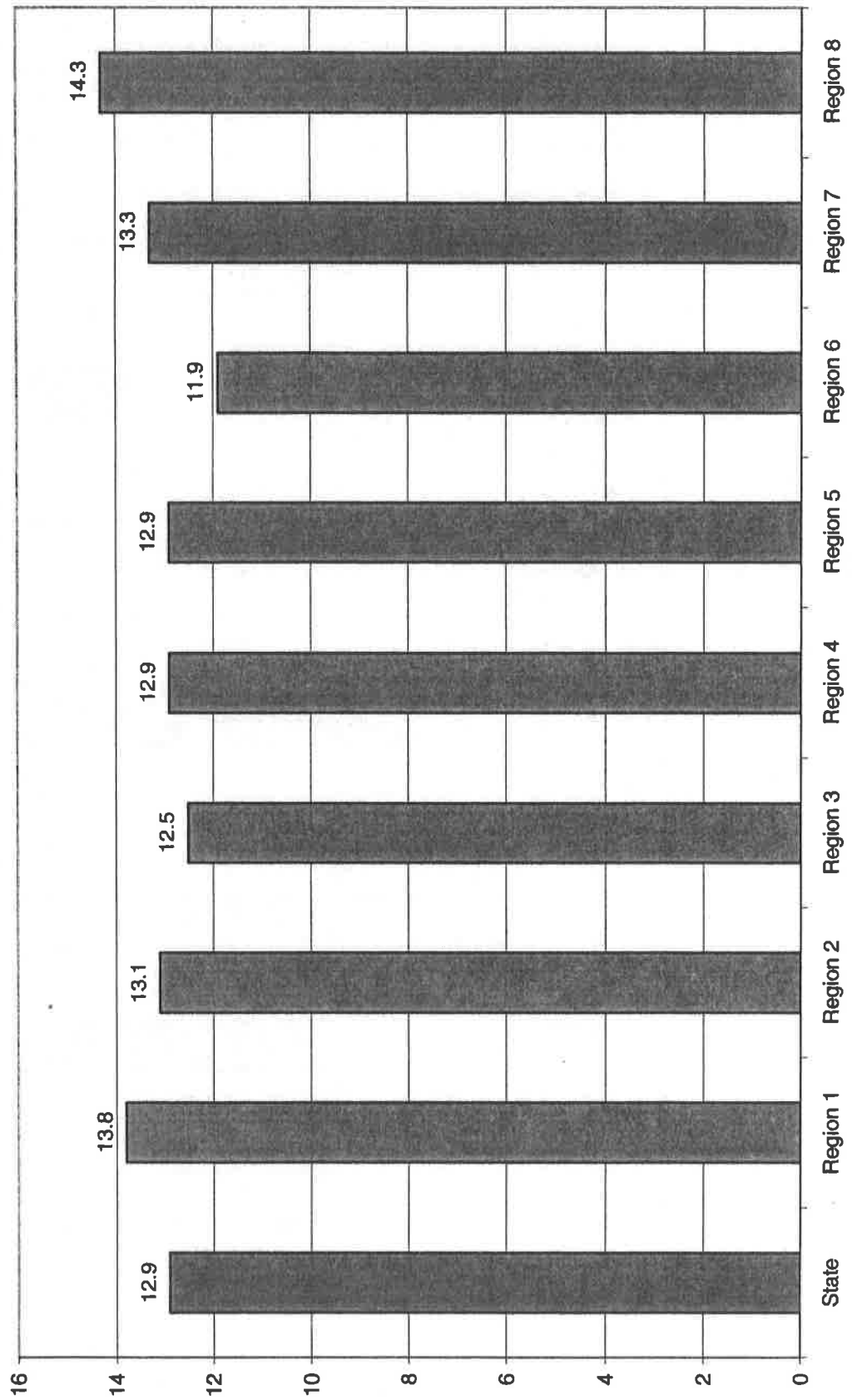
Reasons for Teacher Turnover
2000-2004
(in descending rank order)

RANK	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
1	To teach elsewhere	To teach elsewhere	Retired	To teach elsewhere	To teach elsewhere
2	Resigned- Other/Unknown Reasons	Retired	To teach elsewhere	Retired	Retired
3	Retired	Other/Unknown Reasons	Family Relocation	Family Relocation	Family Relocation
4	Family Relocation	Family Relocation	Other/Unknown Reasons	Other/Unknown Reasons	Other/Unknown Reasons
5	Family Responsibilities/ childcare	Family Responsibilities/ childcare	Family Responsibilities/ childcare	Family Responsibilities/ childcare	Family Responsibilities/ childcare
6	Dissatisfied with teaching/career change	Dissatisfied with teaching/career change	Dissatisfied with teaching/career change	Dissatisfied with teaching/career change	Dissatisfied with teaching/career change
7	Employed, but in a non- teaching position	End of Contract	Non-renewed/ probationary contract ended	Didn't obtain/maintain license	End of Contract
8	Didn't obtain/maintain license	Employed, but in a non- teaching position	Didn't obtain/maintain license	Re-employed retired teacher resigned	Re-employed retired teacher resigned
9	End of Contract	Didn't obtain/maintain license	Employed, but in a non- teaching position	Non-Renewal (Probationary contract ended)	To continue education/sabbatical
10	To continue education/ sabbatical	To continue education/ sabbatical	End of Contract	End of Contract	Didn't obtain/maintain license
11	Health/Disability	Non-Renewal (Probationary contract ended)	To continue education/ sabbatical	Health/ Disability	Non-Renewal (Probationary Contract ended)
12	Non-Renewal (Probationary contract ended)	Health/ Disability	Health/ Disability	Employed, but in a non- teaching position	Health/Disability
13	Dismissed	Dismissed	Dismissed	Resigned in lieu of dismissal	Moved to non-teaching position in education
14	Deceased	Deceased	Reduction in Force	Moved to non-teaching position in Education	Resigned in lieu of dismissal
15	Reduction in Force	Reduction in Force		Deceased	Deceased

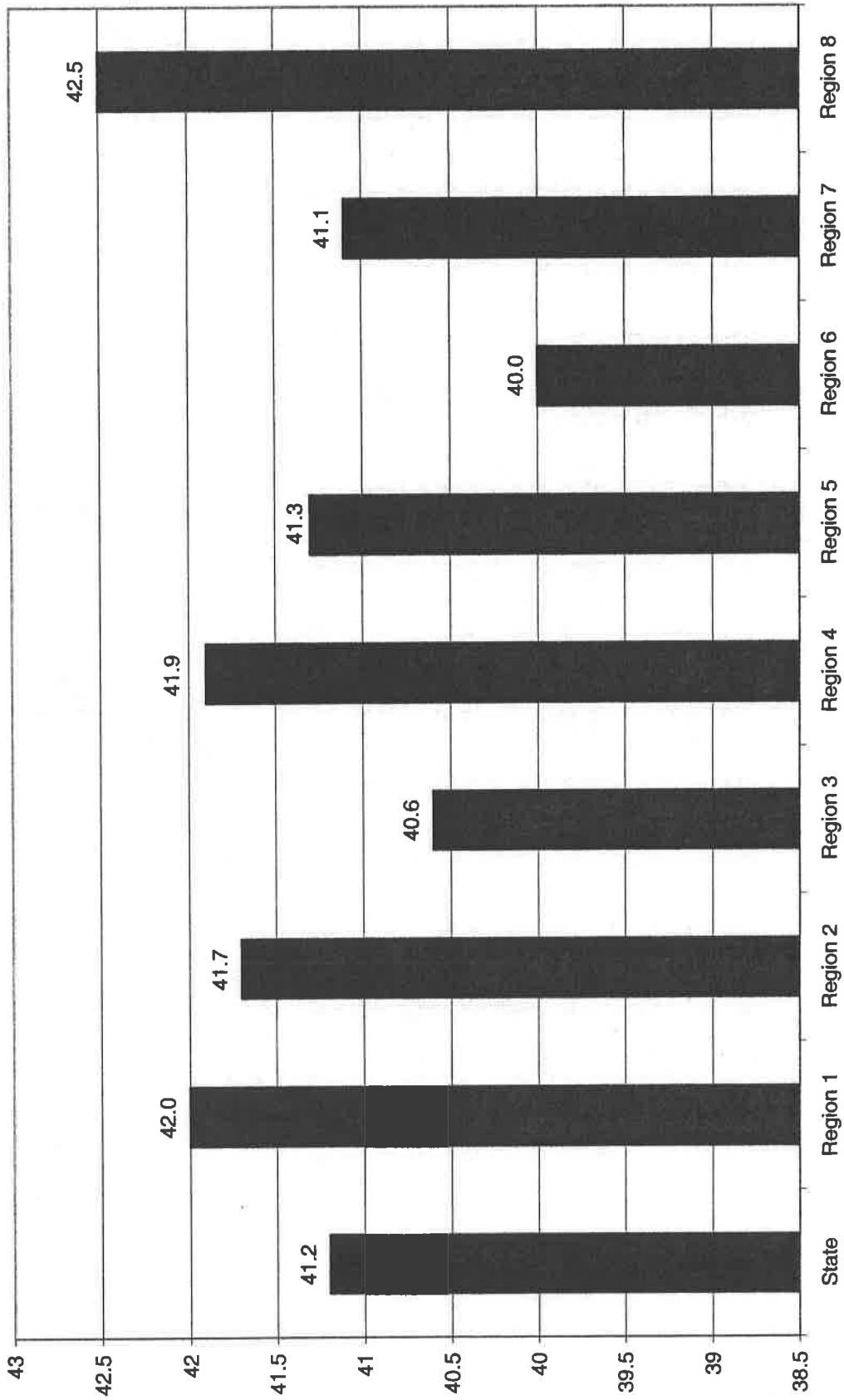
Category of Turnover by Year



Regional Average Experience



Average Teacher Age by Regions



SUMMARY OF RECRUITMENT/RETENTION INITIATIVES

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

Information for the Teacher Retention Task Force Regarding Selected State Statutory Provisions

TEACHERS' PLANNING TIME

No specific State law addresses teacher planning time. However, G.S. § 115C-84.2 provides for teacher workdays that are distinct from student instructional days. Teachers normally use portions of these days for planning purposes.

DUTY FREE TIME

G.S. § 115C-301.1

To the extent that the General Assembly *provides funds* (it has regularly done so), and to the extent that the *safety and supervision of children* allow it, all full-time classroom teachers are to be provided a duty-free period each student instructional day. However, the law does not define "period," so it is unclear what amount of time must be provided. Principals seem to be authorized to require a teacher to forego the duty-free period on a sporadic basis, but not on an ongoing basis.

Note: The State Board of Education is authorized by G.S. § 115C-105.26(b)(1) to grant a waiver of this statute as part of a school improvement plan.

EXTRA DUTIES

G.S. § 115C-47(18a)

Local school boards are required to adopt policies to limit teachers' noninstructional duties, although the boards may temporarily suspend these rules for a specific school based upon a compelling reason. These duties are to be distributed equitably among employees. Two groups of teachers are to be free of noninstructional duties unless a specific teacher requests a noninstructional duty in writing. The groups are initially-certified teachers and teachers who have 27 or more years of experience.

SCHOOL IMPROVEMENT TEAMS/SELECTION PROCESS

G.S. § 115C-105.27

This is the primary statute involved. It provides that the school improvement team shall consist of:

- the principal
- representatives of
 - assistant principals
 - instructional personnel
 - instructional support personnel
 - teacher assistants
- parents (to reflect the racial and socioeconomic composition of the students in the school)

Each group elects its representatives by secret ballot. The team's major role is to develop a school improvement plan that is designed to improve student performance. Strategies toward this end include:

- a plan for using staff development funds
- in a school with kindergarten or first grade, a plan to prepare students to read at grade level by entry into second grade
- a plan to address school safety and discipline concerns
- specified effective instructional practices and methods to help at-risk students
- waivers of State laws, rules, or policies

A number of other statutes have some bearing on this topic:

G.S. § 115C-47(38)

Local boards are to assure that principals establish school improvement teams as required by law. Boards are also to have the superintendent provide guidance to

principals to assure that they work with the schools to develop, review, and amend school improvement plans.

G.S. § 115C-84.2(a)(5) Principals are to work with school improvement teams to determine how the days other than instructional days, vacation days, holidays, and protected teacher workdays are to be scheduled and used.

G.S. § 115C-105.33 The school improvement team may ask the local board to help promote or restore safety and an orderly learning environment.

G.S. § 115C-105.37A The school improvement team in a school designated as continually low-performing must review the school improvement plan to assure that it is consistent with the plan developed by the assistance team.

G.S. § 115C-288(l) Principals must assure that the school improvement team is established each year to develop, review, and revise the school improvement plan.

DUTIES OF NEW TEACHERS

G.S. § 115C-307 This statute contains the general listing of duties of teachers, whether beginning or veteran. As indicated above, **G.S. § 115C-47(18a)** limits the assignment of noninstructional duties to initially-licensed teachers to cases in which the teacher makes a written request for a duty assignment.

G.S. § 115C-400 This statute requires every person who has cause to suspect child abuse or neglect to report the abuse or neglect to the Department of Social Services.

G.S. § 115C-523 All teachers have the duty to teach children the proper care of public property. Teachers also have the duty to exercise due care to protect school property from damage.

G.S. § 115C-524 All principals, teachers, and janitors must report immediately to their local school board any unsanitary condition, damage to school property, or needed repair. If a teacher, through lack of discipline, allows students to damage school buildings, the teacher is liable for the damage if by using reasonable supervision the teacher could have prevented the damage.

PARENTAL RESPONSIBILITIES

"Parent" appears 268 times in Chapter 115C. The references are almost exclusively limited to parental involvement, parental consent, or notice the school must give to the parent. In other words, the law focuses primarily on the rights of parents and the schools' obligations to parents. There are a few exceptions:

G.S. § 115C-100 This statute establishes that parents can be held liable for their child's damage to textbooks.

G.S. § 115C-364(c) Parents may be required to furnish a certified copy of the child's birth certificate for initial enrollment.

G.S. § 115C-366(a3) If a parent intentionally provides false information to allow the child to enroll in a school while in the care of a non-parent, the parent is guilty of a Class 1 misdemeanor and must repay the local cost of educating the child for the period the child was in that school.

G.S. § 115C-378 Parents of children aged 7 to 16 must have the children enrolled in and attending a public or nonpublic school.

G.S. § 115C-380 This law provides the penalty for violating compulsory attendance laws.

G.S. § 115C-398 Parents may be liable for damage to school buildings, furnishings, and textbooks as provided in **G.S. § 115C-523**, **115C-100**, and **14-132**.

G.S. § 115C-523 Parents' liability for damage to school buildings and furnishings is set out.

NBPTS

G.S. § 115C-296.2 North Carolina offers substantial support to help classroom teachers improve their skills and achieve a significant salary boost without having to move into

administration. The means to this end is National Board certification, for which the State pays candidates' participation fees and provides three paid leave days. The General Assembly has approved a 12% salary increase for teachers who attain National Board certification. The State Board awards National Board-certified teachers 15 license renewal credits. In exchange for these benefits, candidates agree to teach for one year after they complete the certification process. A teacher who does not teach for one year after completing the process or who withdraws before completing the process must repay the participation fee.

Message from the Governor

Dear Friend of Education,

Last spring I asked educators to participate in the second statewide Teacher Working Conditions Survey so that I could hear directly from teachers and principals as to what they believe are the best ways to improve our schools.

The results are in. Armed with this data, we can work together to customize improvement efforts to address specific areas of need, as outlined by our teachers. Good teacher working conditions mean good student learning conditions.

If you have any questions about this report or about statewide efforts to address teacher working conditions, please contact my Teacher Advisor, Ann McArthur, at 919-733-3921.

With kindest regards, I remain

Very truly yours,

A handwritten signature in black ink, appearing to read "Mike Easley", written in a cursive style.

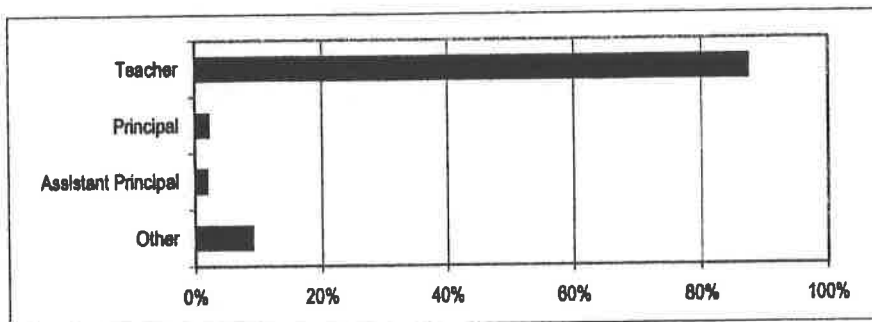
Michael F. Easley

State Report: NC Teacher Working Conditions Survey 2004

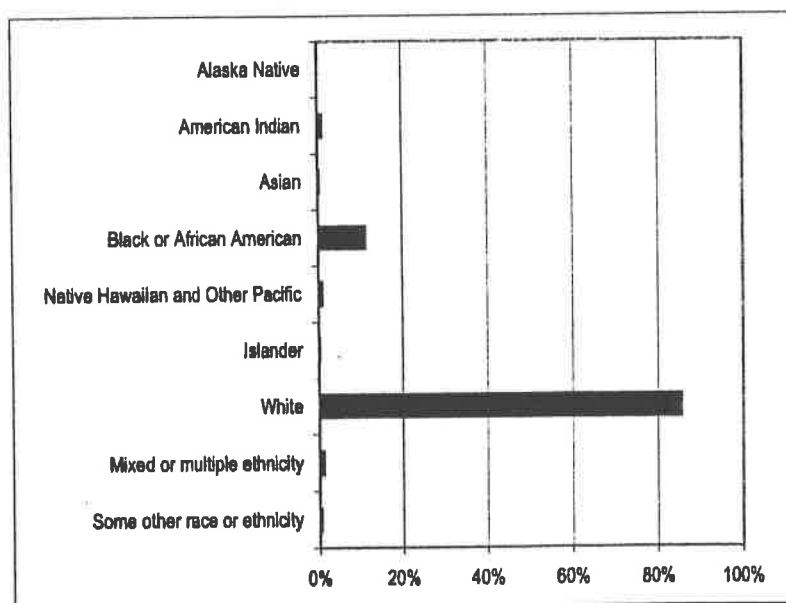
Demographics - General Survey Questions

1. Are You?

A. Position	State
1 Teacher	87%
2 Principal	2%
3 Assistant Principal	2%
4 Other	9%
Total responses	100%

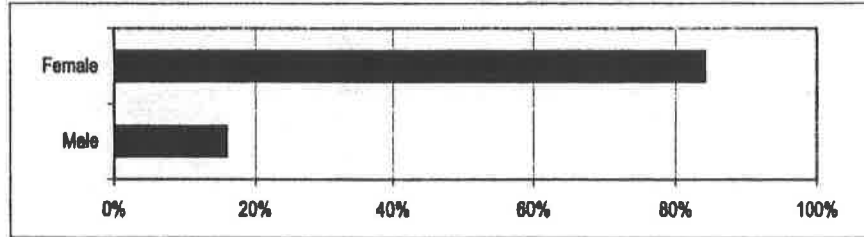


B. Ethnicity	State
1 Alaska Native	0%
2 American Indian	1%
3 Asian	0%
4 Black or African American	11%
5 Native Hawaiian and Other Pacific	1%
6 Islander	0%
7 White	85%
8 Mixed or multiple ethnicity	1%
9 Some other race or ethnicity	0%
Total responses	100%

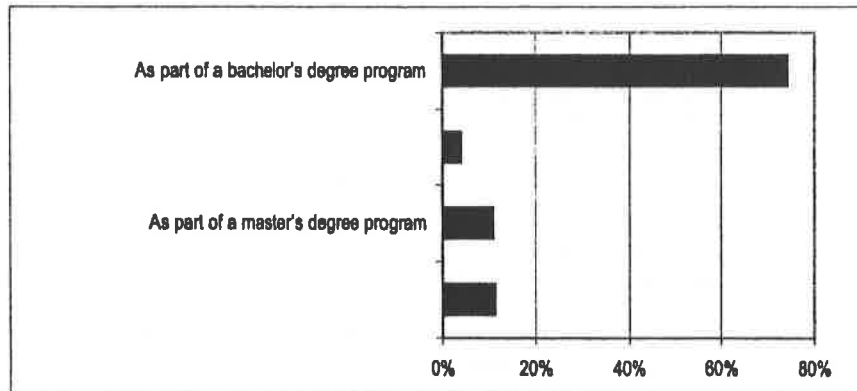


State Report: NC Teacher Working Conditions Survey 2004

C. Gender		State
1	Female	84%
2	Male	16%
Total responses		100%



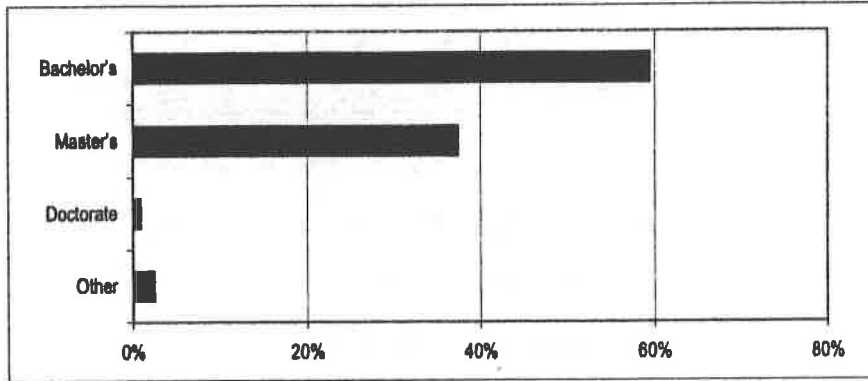
2. How did you train to become a teacher?		State
1	As part of a bachelor's degree program	74%
2	As part of a "5th year" program (post-baccalaureate teaching certificate only -- not an alternate route)	4%
3	As part of a master's degree program	11%
4	As part of an alternative route to certification (Teach for America; lateral entry; state-sponsored alternative route; other)	11%
Total responses		100%



State Report: NC Teacher Working Conditions Survey 2004

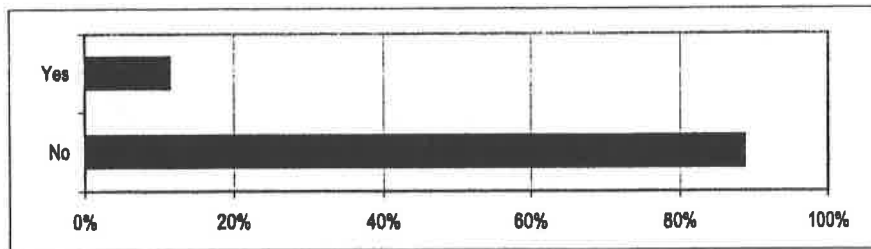
3. What is the highest degree you have attained?

	State
1 Bachelor's	59%
2 Master's	37%
3 Doctorate	1%
4 Other	2%
Total responses	100%



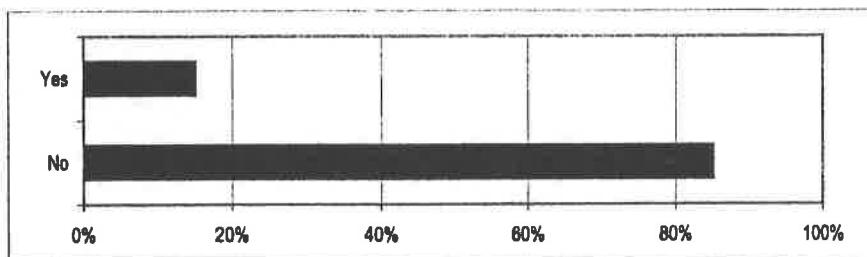
4. Are you certified by the National Board for Professional Teaching Standards?

	State
1 Yes	11%
2 No	89%
Total responses	100%



5. Do you have any advanced teaching certificate such as curriculum and instruction specialist, education leadership, etc.?

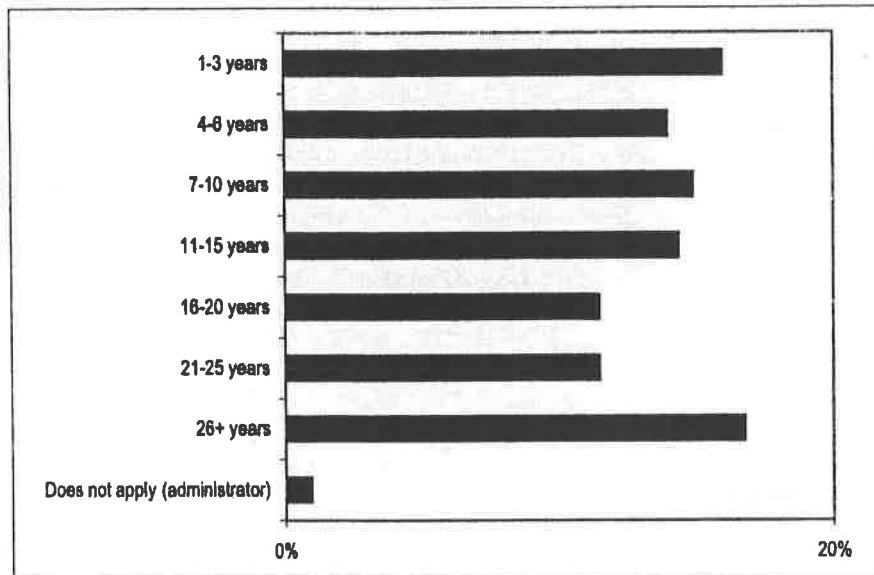
	State
1 Yes	15%
2 No	85%
Total responses	100%



State Report: NC Teacher Working Conditions Survey 2004

6. How many total years have you been in employed as an educator?

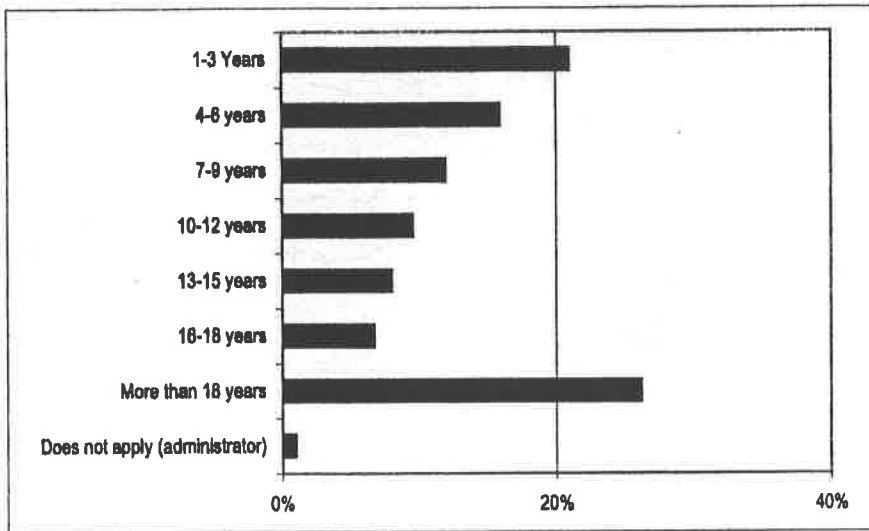
	State
1 1-3 years	16%
2 4-6 years	14%
3 7-10 years	15%
4 11-15 years	14%
5 16-20 years	12%
6 21-25 years	11%
7 26+ years	17%
8 Does not apply (administrator)	1%
Total responses	100%



State Report: NC Teacher Working Conditions Survey 2004

7. How many total years have you been employed as an educator in the state of North Carolina?

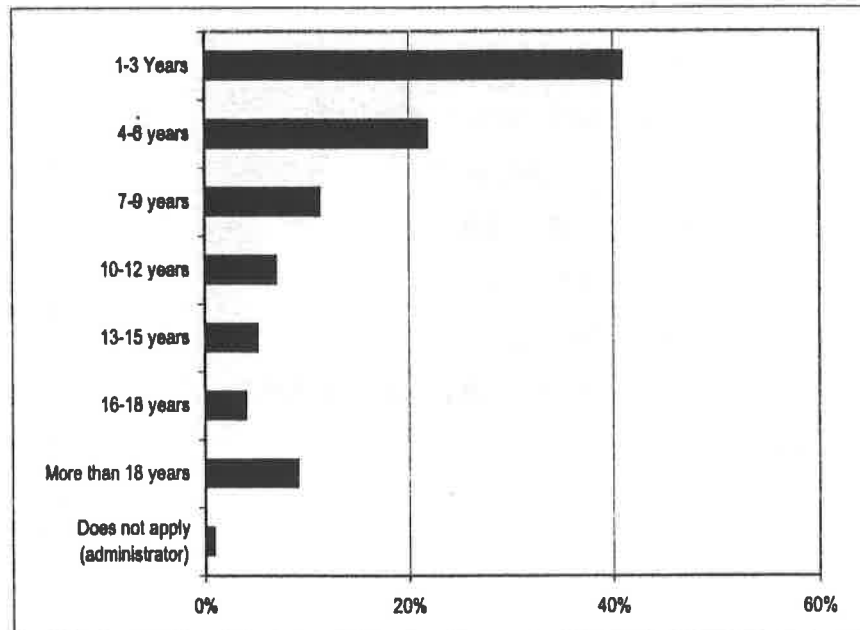
	State
1 1-3 Years	21%
2 4-6 years	16%
3 7-9 years	12%
4 10-12 years	9%
5 13-15 years	8%
6 16-18 years	7%
7 More than 18 years	28%
8 Does not apply (administrator)	1%
Total responses	100%



State Report: NC Teacher Working Conditions Survey 2004

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

	State
1 1-3 Years	41%
2 4-6 years	22%
3 7-9 years	11%
4 10-12 years	7%
5 13-15 years	5%
6 16-18 years	4%
7 More than 18 years	9%
8 Does not apply (administrator)	1%
Total responses	100%

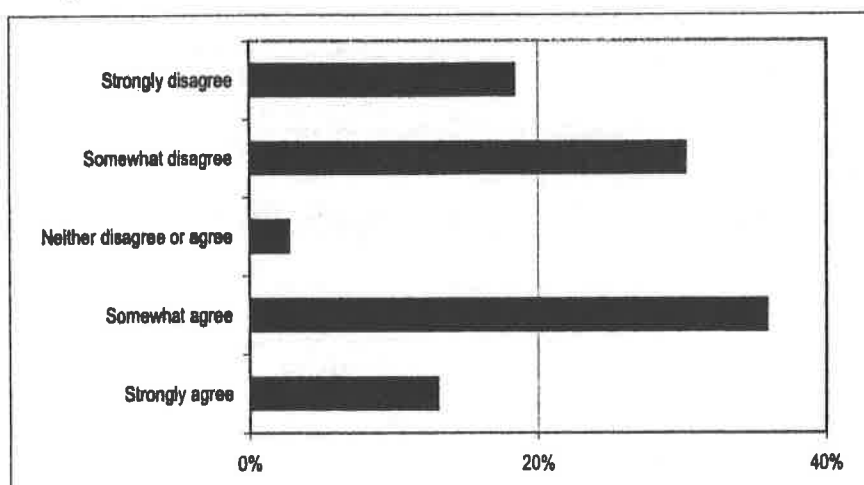


State Report: NC Teacher Working Conditions Survey 2004

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

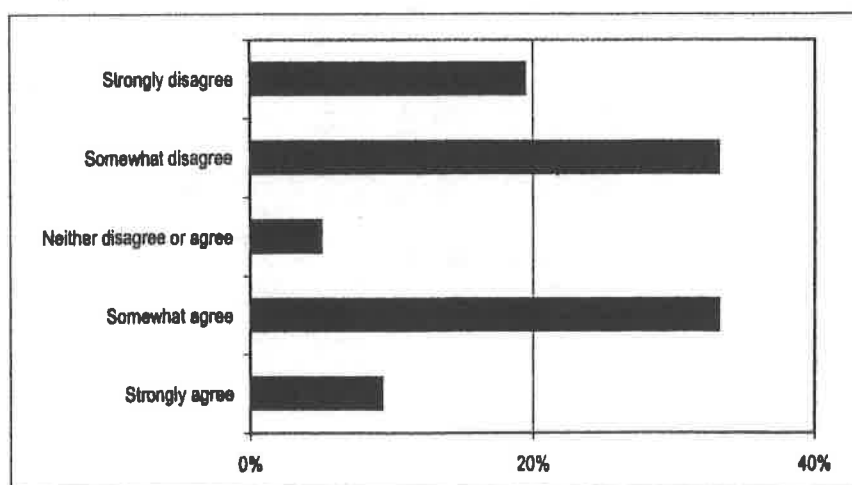
1. Teachers have reasonable class sizes affording them time to meet the educational needs of all students.

	State
1 Strongly disagree	18%
2 Somewhat disagree	30%
3 Neither disagree or agree	3%
4 Somewhat agree	36%
5 Strongly agree	13%
Total responses	100%



2. Teachers have reasonable student loads affording them time to meet the educational needs of all students.

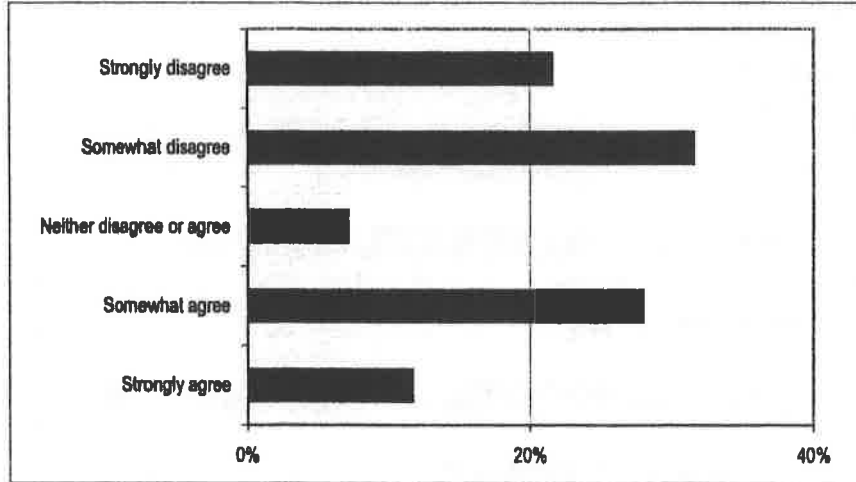
	State
1 Strongly disagree	19%
2 Somewhat disagree	33%
3 Neither disagree or agree	5%
4 Somewhat agree	33%
5 Strongly agree	9%
Total responses	100%



State Report: NC Teacher Working Conditions Survey 2004

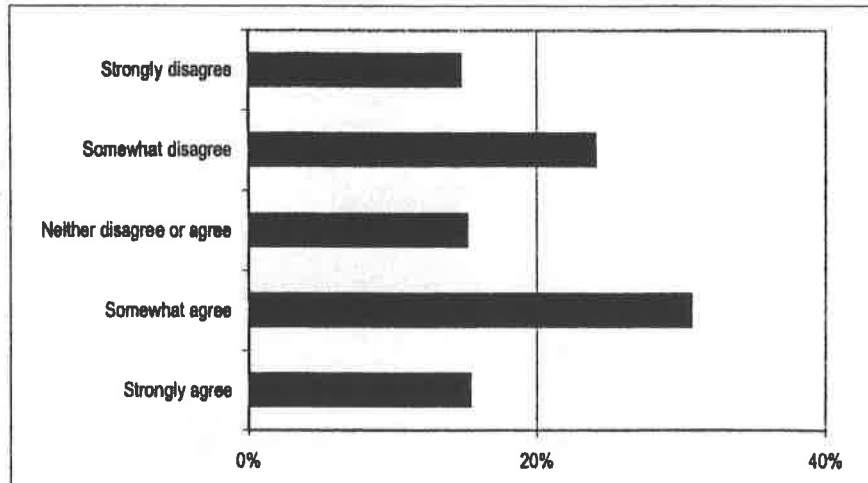
3. Teachers are protected from duties that interfere with their essential role of educating students.

	State
1 Strongly disagree	22%
2 Somewhat disagree	32%
3 Neither disagree or agree	7%
4 Somewhat agree	28%
5 Strongly agree	12%
Total responses	100%



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

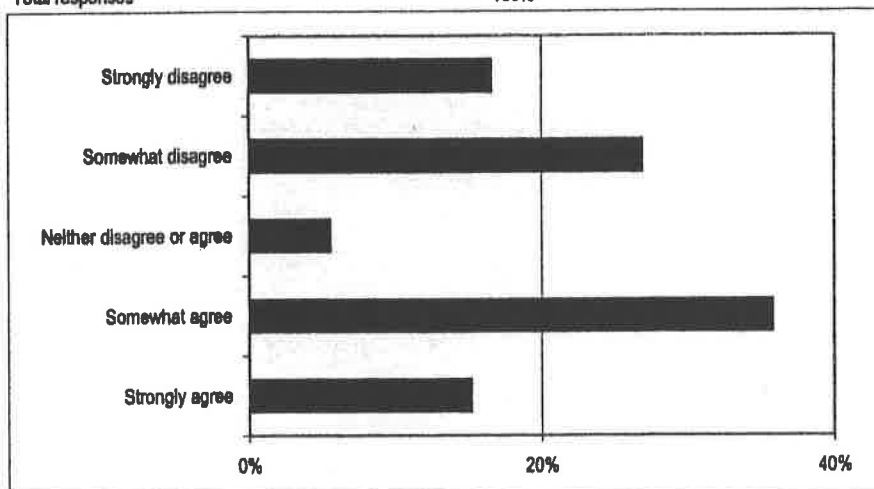
	State
1 Strongly disagree	15%
2 Somewhat disagree	24%
3 Neither disagree or agree	15%
4 Somewhat agree	31%
5 Strongly agree	15%
Total responses	100%



State Report: NC Teacher Working Conditions Survey 2004

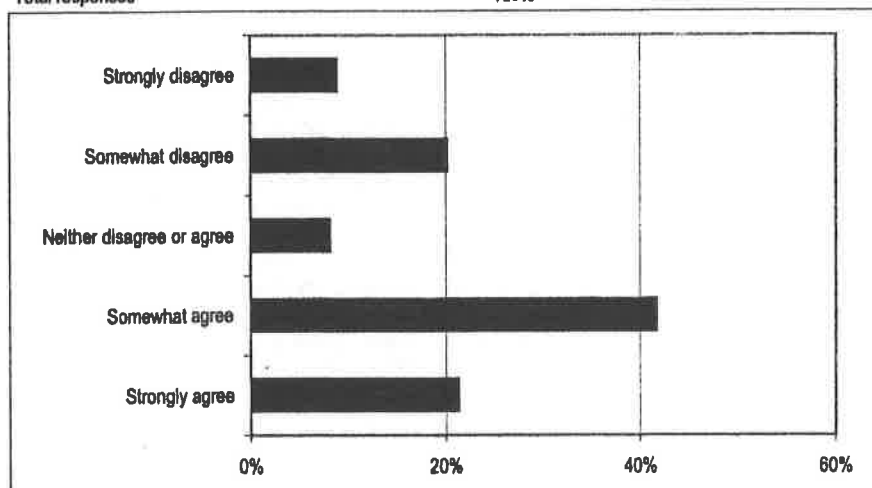
5. Teachers have time to collaborate productively with their colleagues.

	State
1 Strongly disagree	17%
2 Somewhat disagree	27%
3 Neither disagree or agree	6%
4 Somewhat agree	36%
5 Strongly agree	15%
Total responses	100%



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

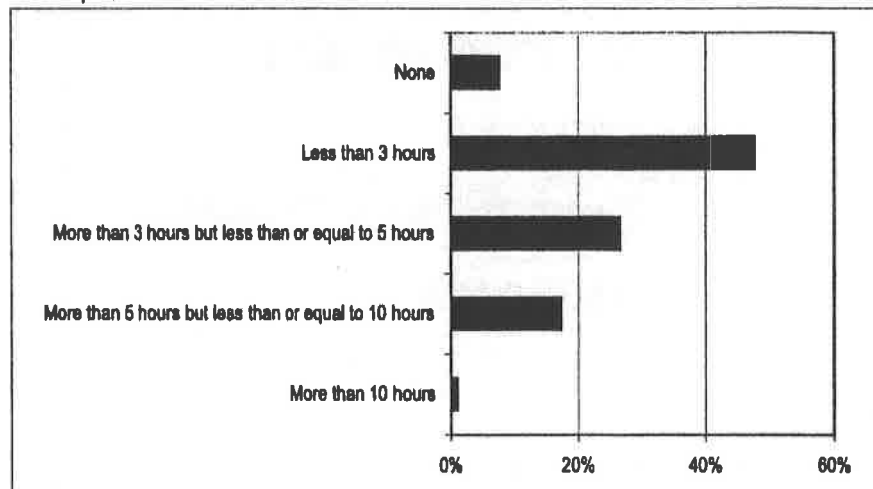
	State
1 Strongly disagree	9%
2 Somewhat disagree	20%
3 Neither disagree or agree	8%
4 Somewhat agree	42%
5 Strongly agree	21%
Total responses	100%



State Report: NC Teacher Working Conditions Survey 2004

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

	State
1 None	8%
2 Less than 3 hours	48%
3 More than 3 hours but less than or equal to 5 hours	27%
4 More than 5 hours but less than or equal to 10 hours	17%
5 More than 10 hours	1%
Total responses	100%

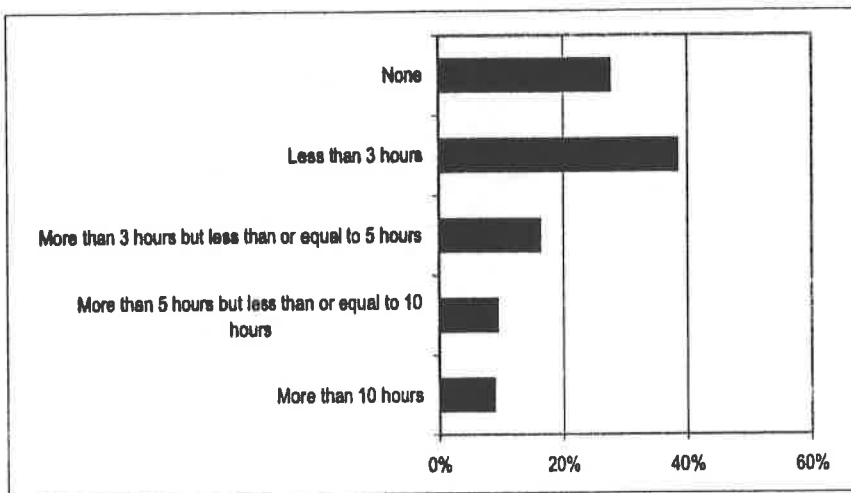


State Report: NC Teacher Working Conditions Survey 2004

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.

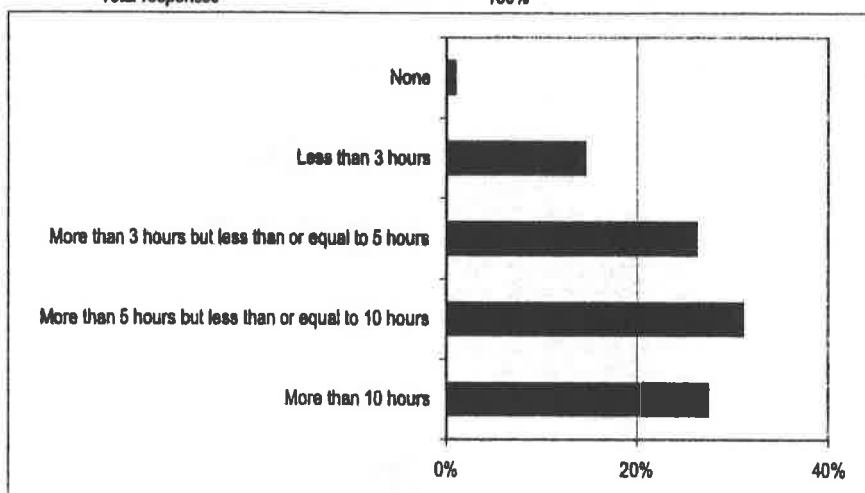
	State
1 None	28%
2 Less than 3 hours	38%
3 More than 3 hours but less than or equal to 5 hours	18%
4 More than 5 hours but less than or equal to 10 hours	9%
5 More than 10 hours	9%
Total responses	100%



State Report: NC Teacher Working Conditions Survey 2004

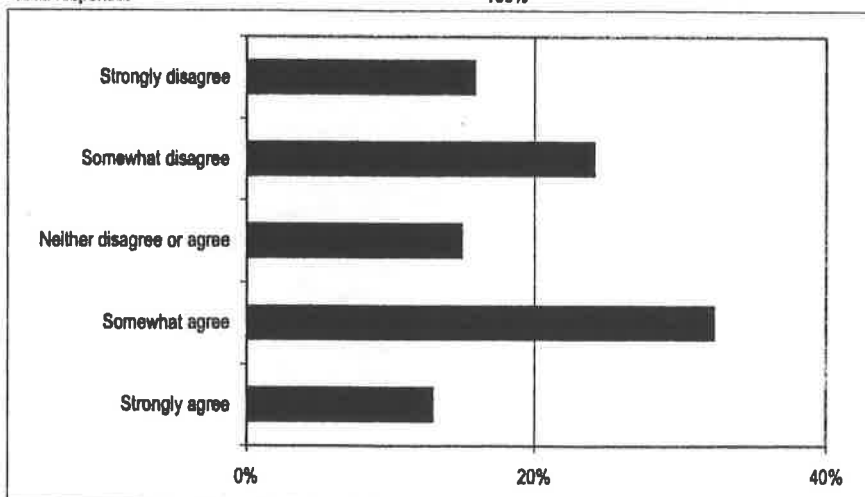
B. Other school-related activities, such as preparation, grading papers, parent conferences, attending meetings

	State
1 None	1%
2 Less than 3 hours	15%
3 More than 3 hours but less than or equal to 5 hours	28%
4 More than 5 hours but less than or equal to 10 hours	31%
5 More than 10 hours	27%
Total responses	100%



9. The school leadership makes an effort to reduce routine administrative duties or paperwork that interfere with the job of teaching.

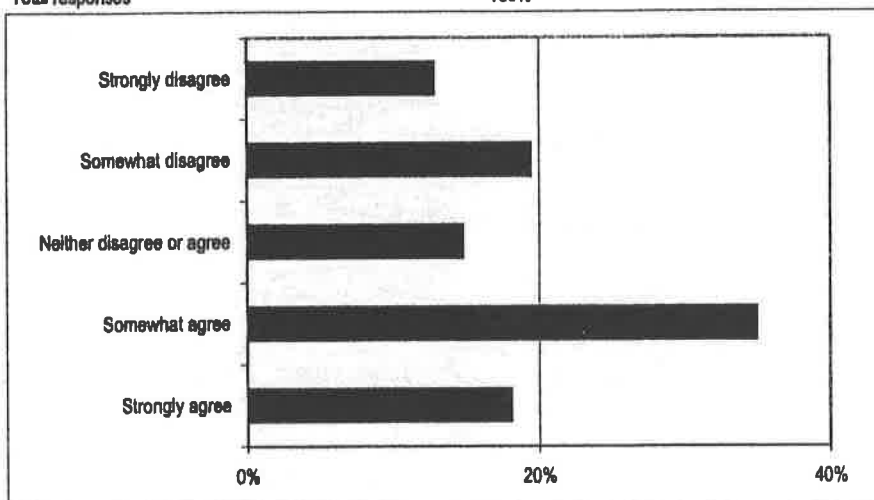
	State
1 Strongly disagree	16%
2 Somewhat disagree	24%
3 Neither disagree or agree	15%
4 Somewhat agree	32%
5 Strongly agree	13%
Total responses	100%



State Report: NC Teacher Working Conditions Survey 2004

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

	State
1 Strongly disagree	13%
2 Somewhat disagree	19%
3 Neither disagree or agree	15%
4 Somewhat agree	35%
5 Strongly agree	18%
Total responses	100%

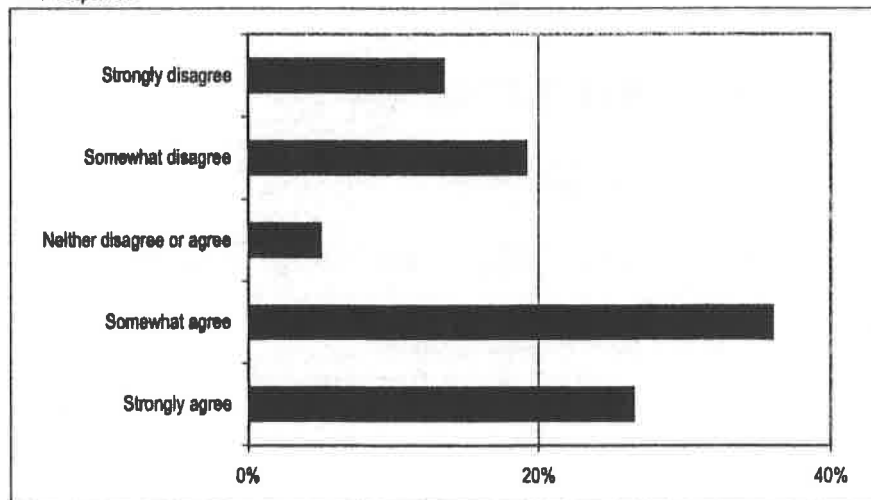


State Report: NC Teacher Working Conditions Survey 2004

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

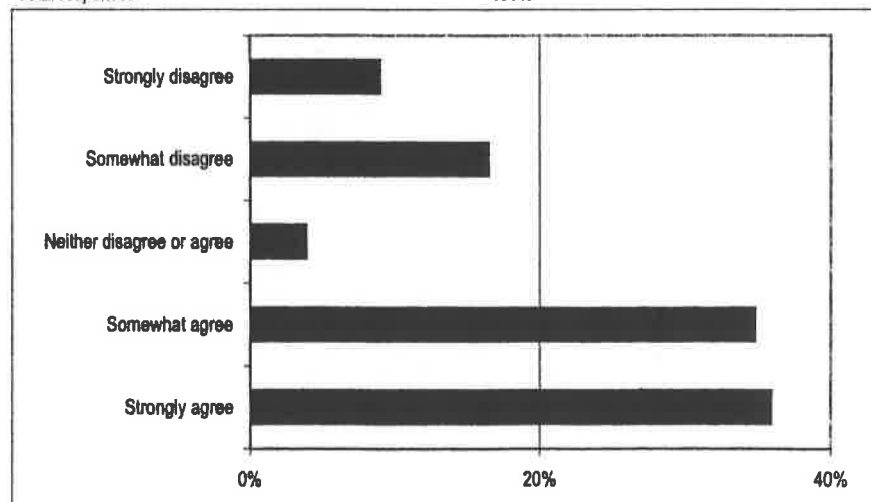
11. Teachers have adequate professional space to work productively.

	State
1 Strongly disagree	13%
2 Somewhat disagree	19%
3 Neither disagree or agree	5%
4 Somewhat agree	36%
5 Strongly agree	27%
Total responses	100%



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

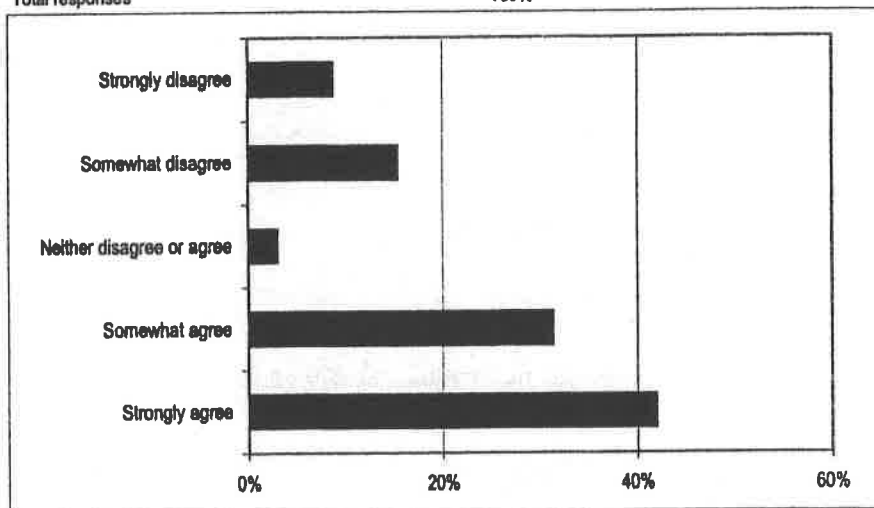
	State
1 Strongly disagree	9%
2 Somewhat disagree	16%
3 Neither disagree or agree	4%
4 Somewhat agree	35%
5 Strongly agree	38%
Total responses	100%



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

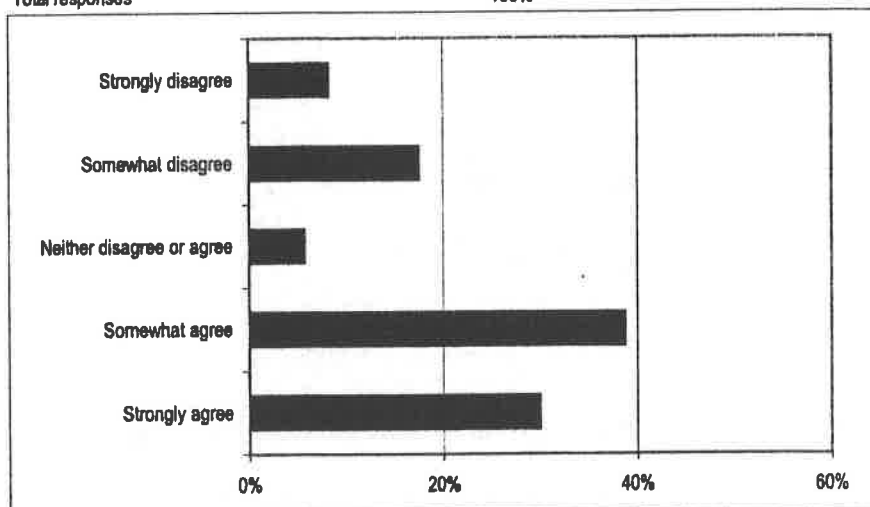
State Report: **NC Teacher Working Conditions Survey 2004**

	State
1 Strongly disagree	9%
2 Somewhat disagree	15%
3 Neither disagree or agree	3%
4 Somewhat agree	31%
5 Strongly agree	42%
Total responses	100%



14. Teachers have sufficient access to instructional supplies.

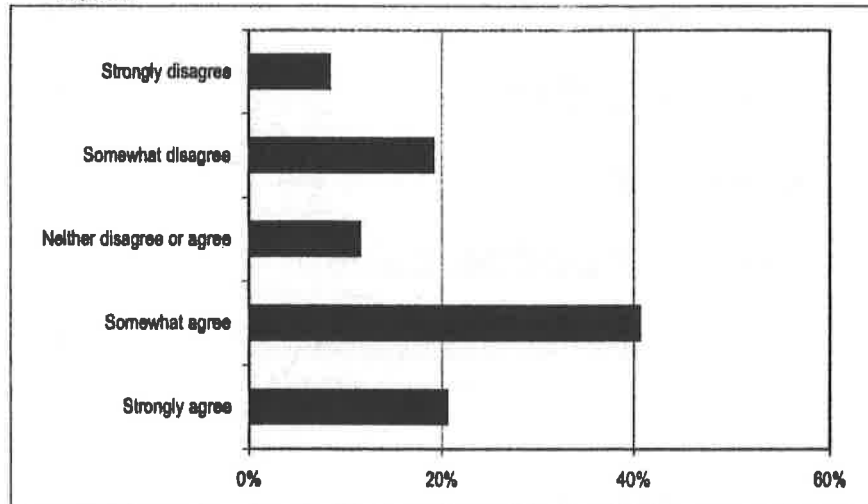
	State
1 Strongly disagree	8%
2 Somewhat disagree	17%
3 Neither disagree or agree	6%
4 Somewhat agree	39%
5 Strongly agree	30%
Total responses	100%



State Report: NC Teacher Working Conditions Survey 2004

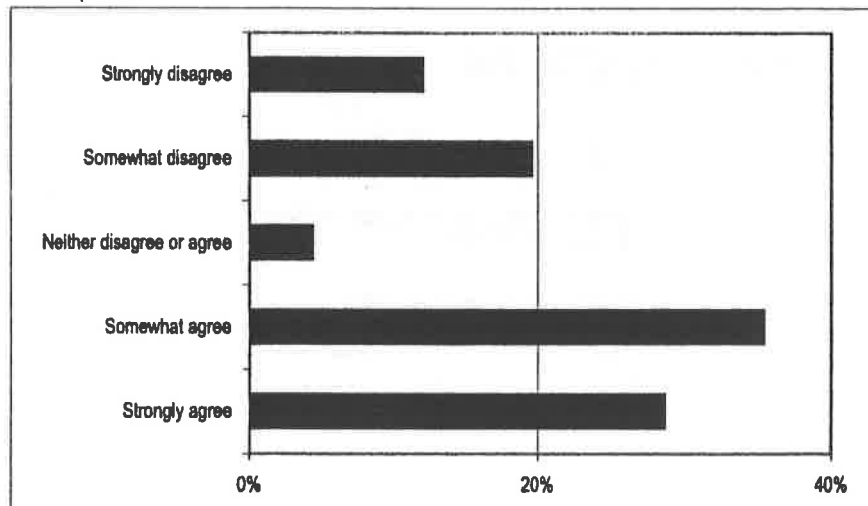
15. Teachers have access to a broad range of educational support personnel, including tutors, family specialists, mental health professionals, nurses, psychologists and social workers.

	State
1 Strongly disagree	8%
2 Somewhat disagree	19%
3 Neither disagree or agree	11%
4 Somewhat agree	41%
5 Strongly agree	21%
Total responses	100%



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

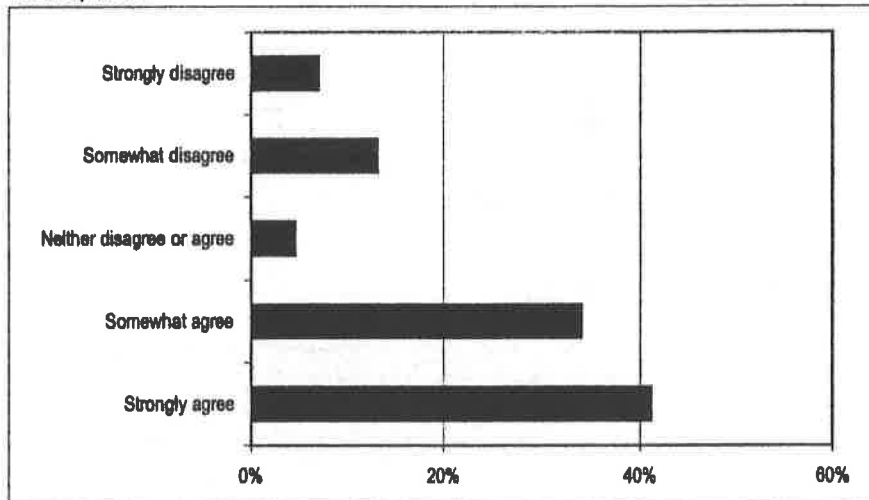
	State
1 Strongly disagree	12%
2 Somewhat disagree	20%
3 Neither disagree or agree	4%
4 Somewhat agree	35%
5 Strongly agree	29%
Total responses	100%



State Report: NC Teacher Working Conditions Survey 2004

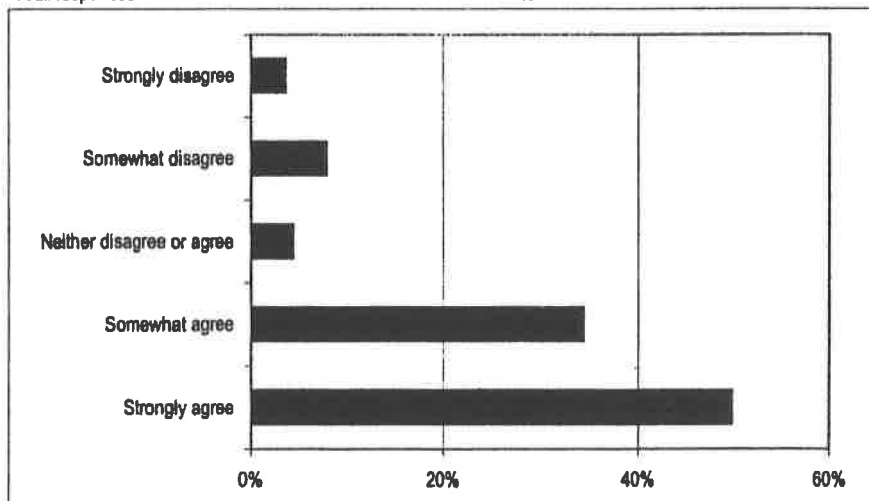
17. Teachers and staff work in a school environment that is clean and well maintained.

	State
1 Strongly disagree	7%
2 Somewhat disagree	13%
3 Neither disagree or agree	5%
4 Somewhat agree	34%
5 Strongly agree	41%
Total responses	100%



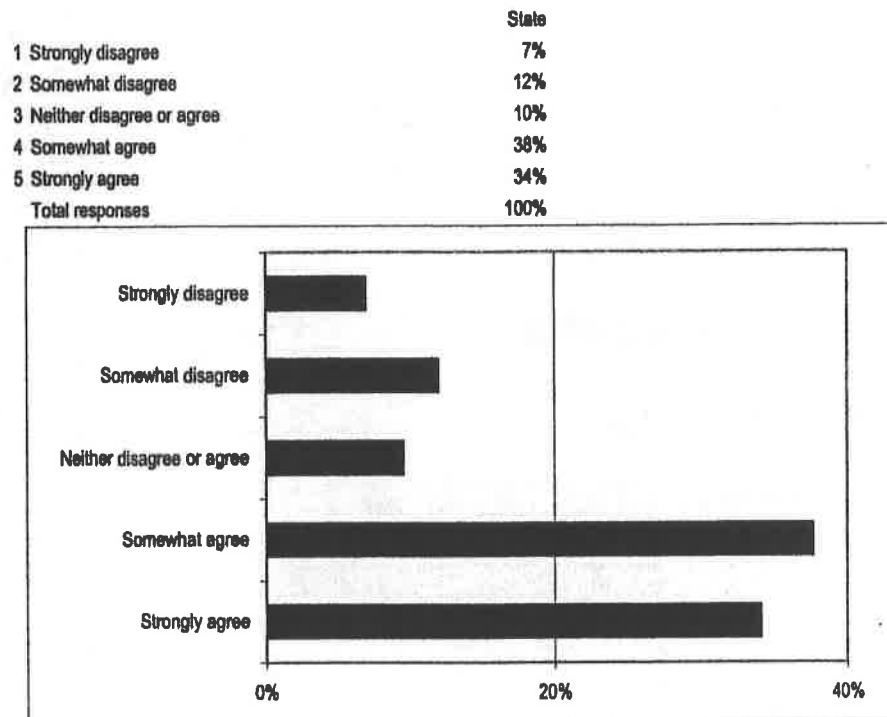
18. Teachers and staff work in a school environment that is safe.

	State
1 Strongly disagree	4%
2 Somewhat disagree	8%
3 Neither disagree or agree	4%
4 Somewhat agree	34%
5 Strongly agree	50%
Total responses	100%

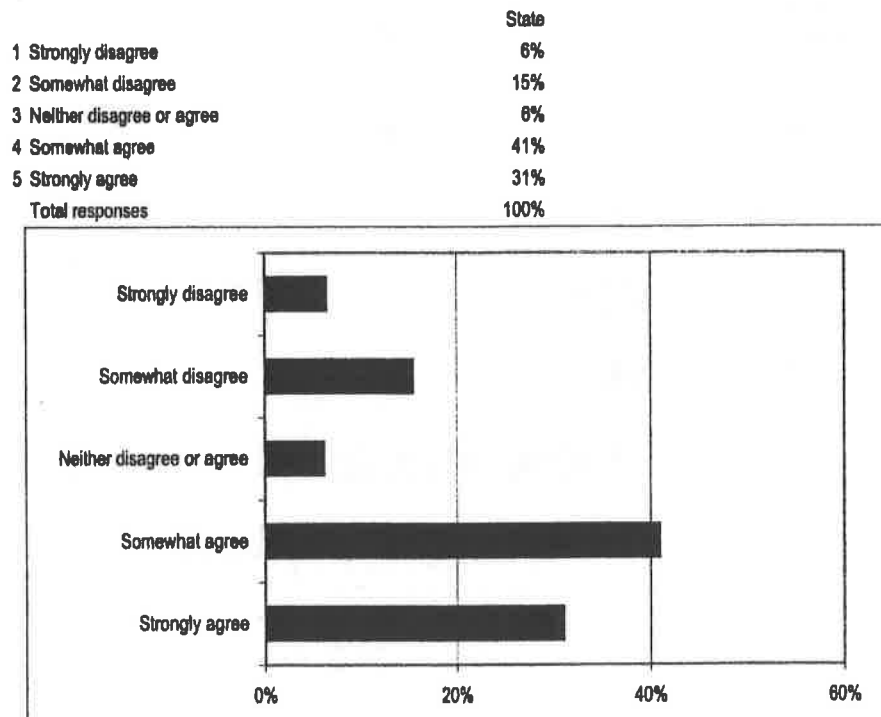


State Report: NC Teacher Working Conditions Survey 2004

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



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

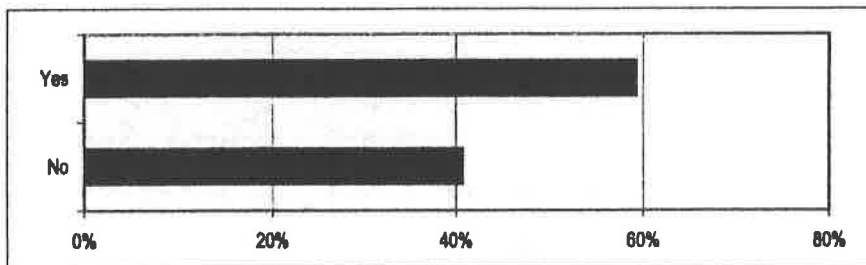


State Report: NC Teacher Working Conditions Survey 2004

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

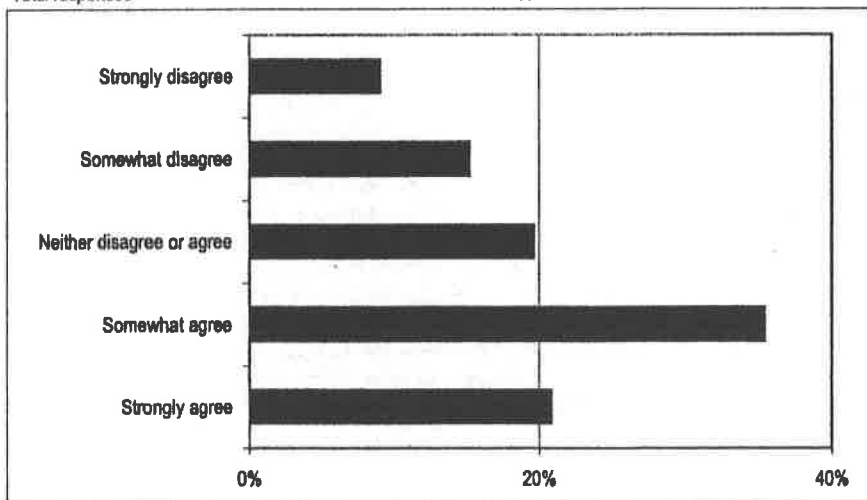
21. Members of the school improvement team are elected by teachers.

	State
1 Yes	59%
2 No	41%
total	100%



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

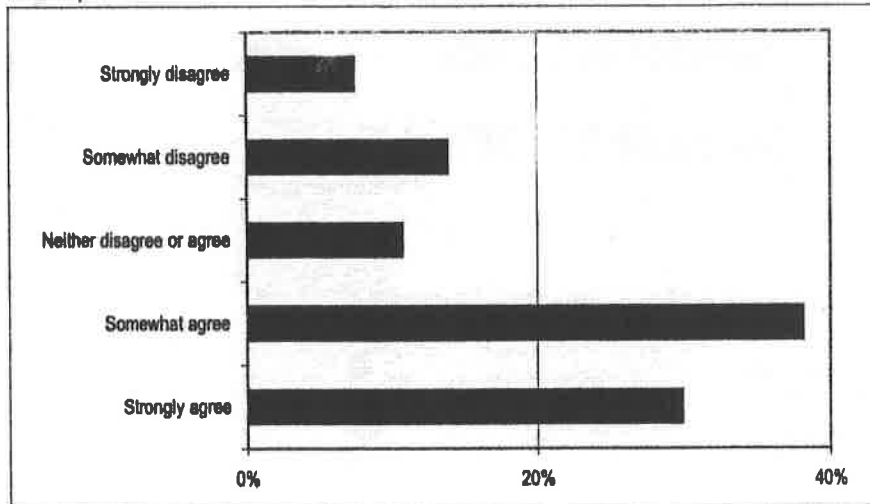
	State
1 Strongly disagree	9%
2 Somewhat disagree	15%
3 Neither disagree or agree	20%
4 Somewhat agree	35%
5 Strongly agree	21%
Total responses	100%



State Report: NC Teacher Working Conditions Survey 2004

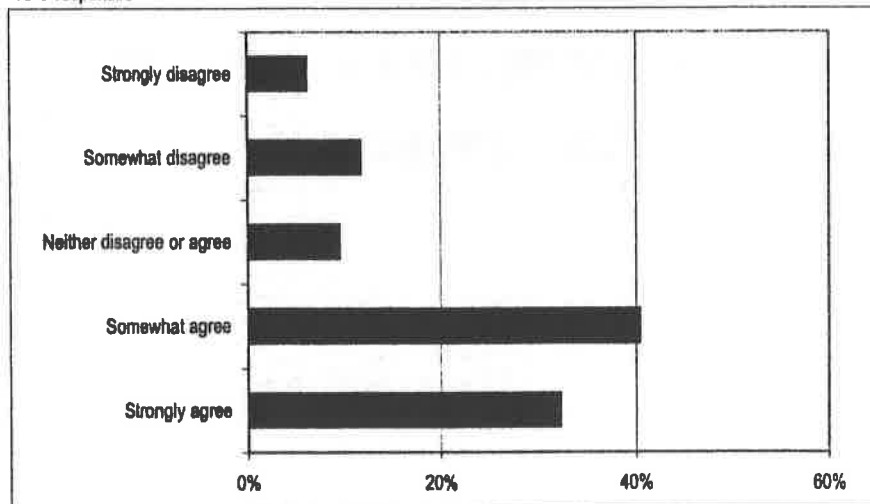
23. School administrators and licensed support personnel are available and give priority to supporting teachers.

	State
1 Strongly disagree	7%
2 Somewhat disagree	14%
3 Neither disagree or agree	11%
4 Somewhat agree	38%
5 Strongly agree	30%
Total responses	100%



24. The faculty and staff have a shared vision.

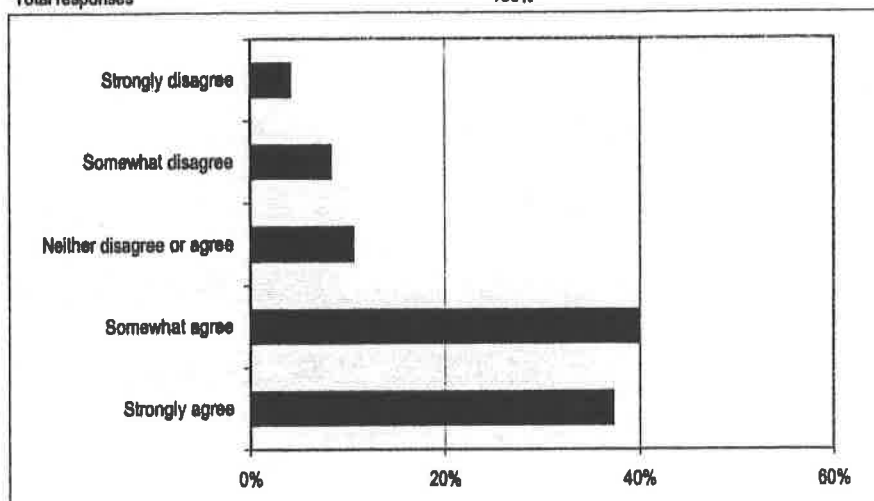
	State
1 Strongly disagree	6%
2 Somewhat disagree	12%
3 Neither disagree or agree	10%
4 Somewhat agree	40%
5 Strongly agree	32%
Total responses	100%



State Report: NC Teacher Working Conditions Survey 2004

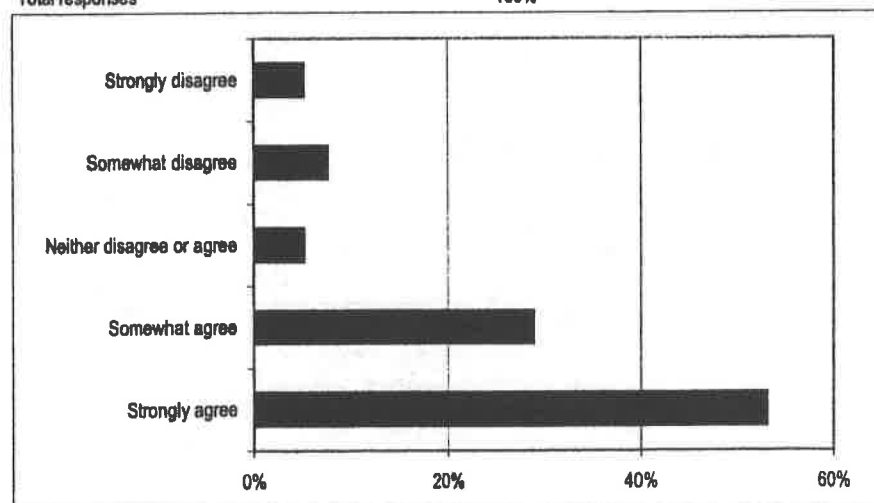
25. The leadership effectively communicates local, state, and national educational policies and initiatives and how they affect teaching and learning.

	State
1 Strongly disagree	4%
2 Somewhat disagree	8%
3 Neither disagree or agree	11%
4 Somewhat agree	40%
5 Strongly agree	37%
Total responses	100%



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

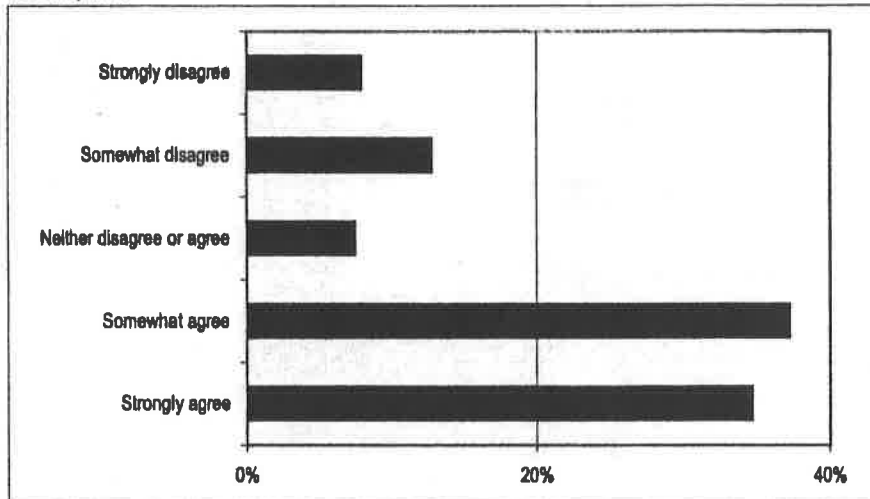
	State
1 Strongly disagree	5%
2 Somewhat disagree	8%
3 Neither disagree or agree	5%
4 Somewhat agree	29%
5 Strongly agree	53%
Total responses	100%



State Report: NC Teacher Working Conditions Survey 2004

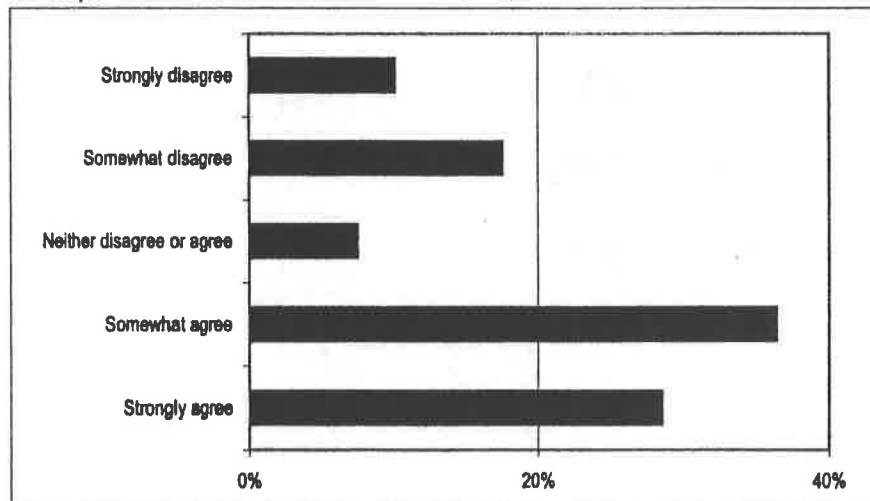
27. The school leadership makes an effort to address teacher concerns.

	State
1 Strongly disagree	8%
2 Somewhat disagree	13%
3 Neither disagree or agree	7%
4 Somewhat agree	37%
5 Strongly agree	35%
Total responses	100%



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

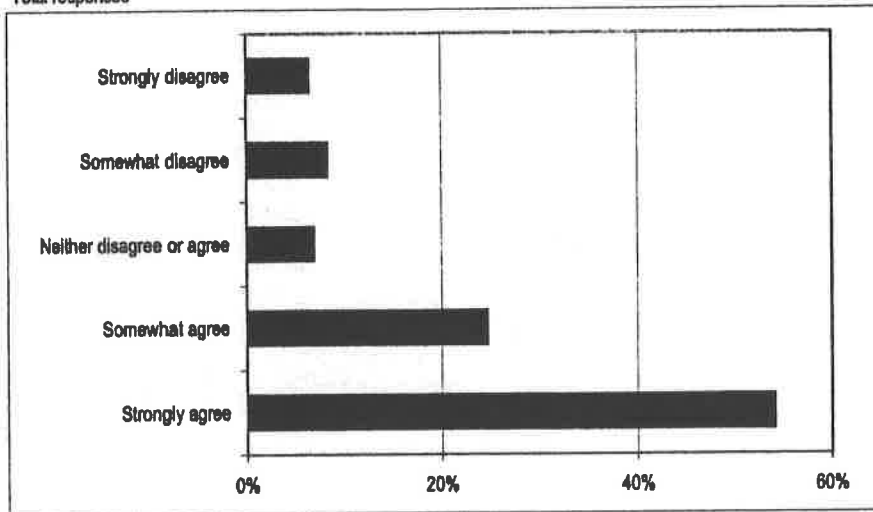
	State
1 Strongly disagree	10%
2 Somewhat disagree	18%
3 Neither disagree or agree	7%
4 Somewhat agree	36%
5 Strongly agree	29%
Total responses	100%



State Report: **NC Teacher Working Conditions Survey 2004**

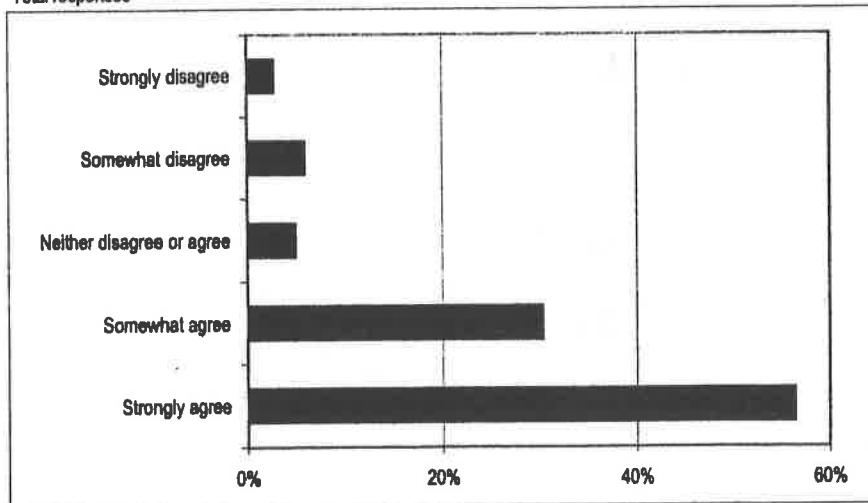
29. My principal consistently supports me when I need it.

	State
1 Strongly disagree	8%
2 Somewhat disagree	8%
3 Neither disagree or agree	7%
4 Somewhat agree	25%
5 Strongly agree	54%
Total responses	100%



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

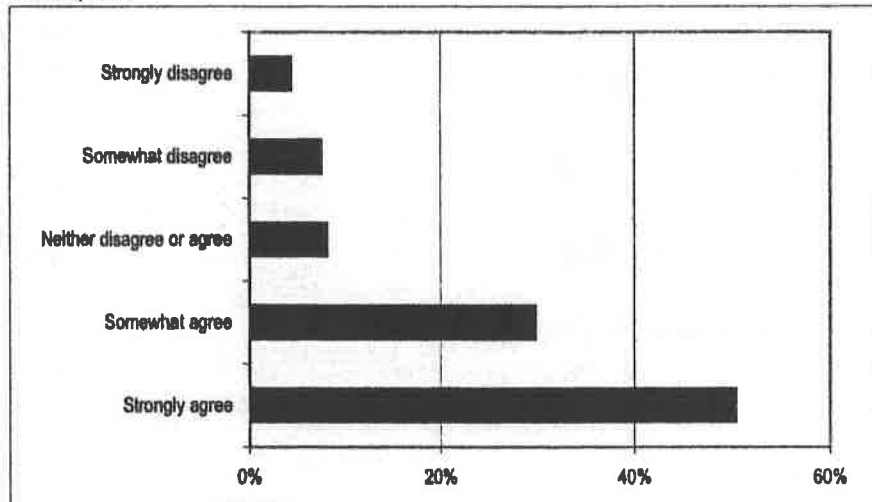
	State
1 Strongly disagree	3%
2 Somewhat disagree	6%
3 Neither disagree or agree	5%
4 Somewhat agree	30%
5 Strongly agree	56%
Total responses	100%



State Report: NC Teacher Working Conditions Survey 2004

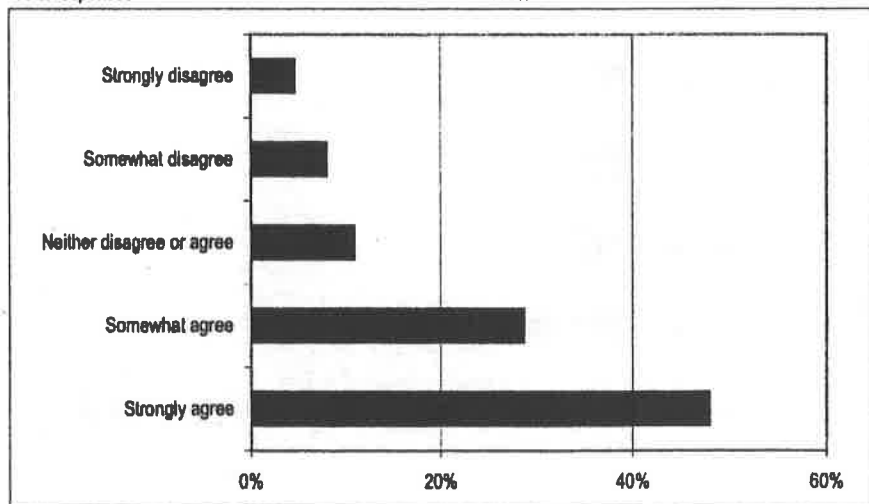
31. Teacher performance evaluations are handled in a reasonable and appropriate manner.

	State
1 Strongly disagree	4%
2 Somewhat disagree	7%
3 Neither disagree or agree	8%
4 Somewhat agree	30%
5 Strongly agree	50%
Total responses	100%



32. The procedures for teacher performance evaluation are consistent.

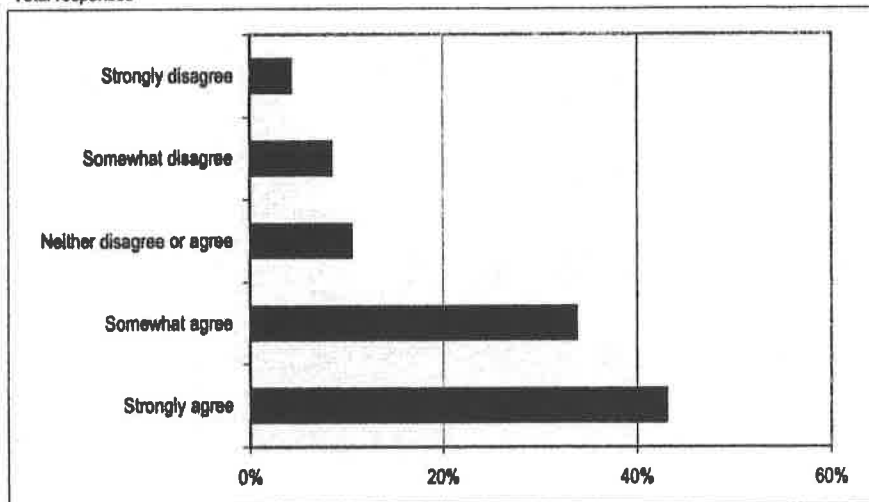
	State
1 Strongly disagree	5%
2 Somewhat disagree	8%
3 Neither disagree or agree	11%
4 Somewhat agree	29%
5 Strongly agree	48%
Total responses	100%



State Report: NC Teacher Working Conditions Survey 2004

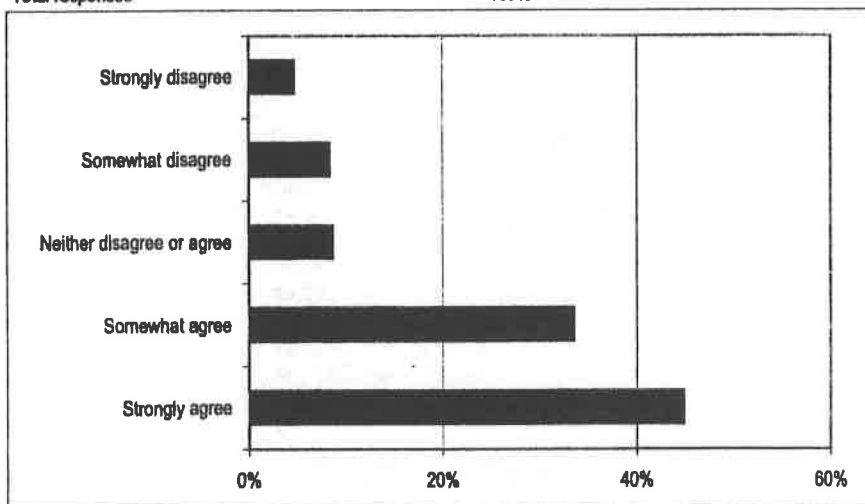
33. Teachers receive feedback that can help them improve teaching and learning.

	State
1 Strongly disagree	4%
2 Somewhat disagree	8%
3 Neither disagree or agree	10%
4 Somewhat agree	34%
5 Strongly agree	43%
Total responses	100%



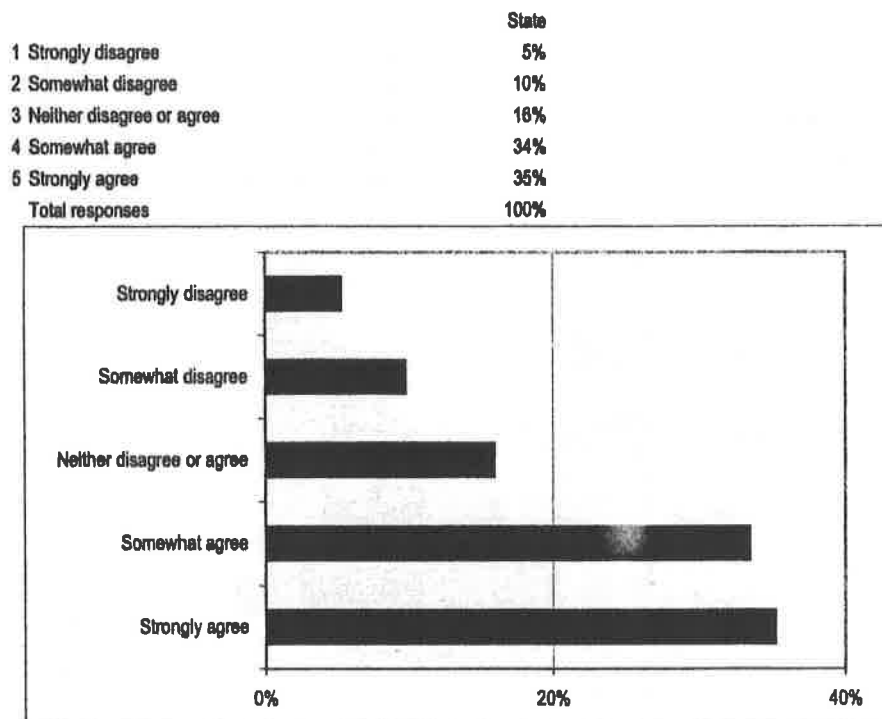
34. Staff members are recognized for professional accomplishments.

	State
1 Strongly disagree	5%
2 Somewhat disagree	8%
3 Neither disagree or agree	9%
4 Somewhat agree	34%
5 Strongly agree	45%
Total responses	100%

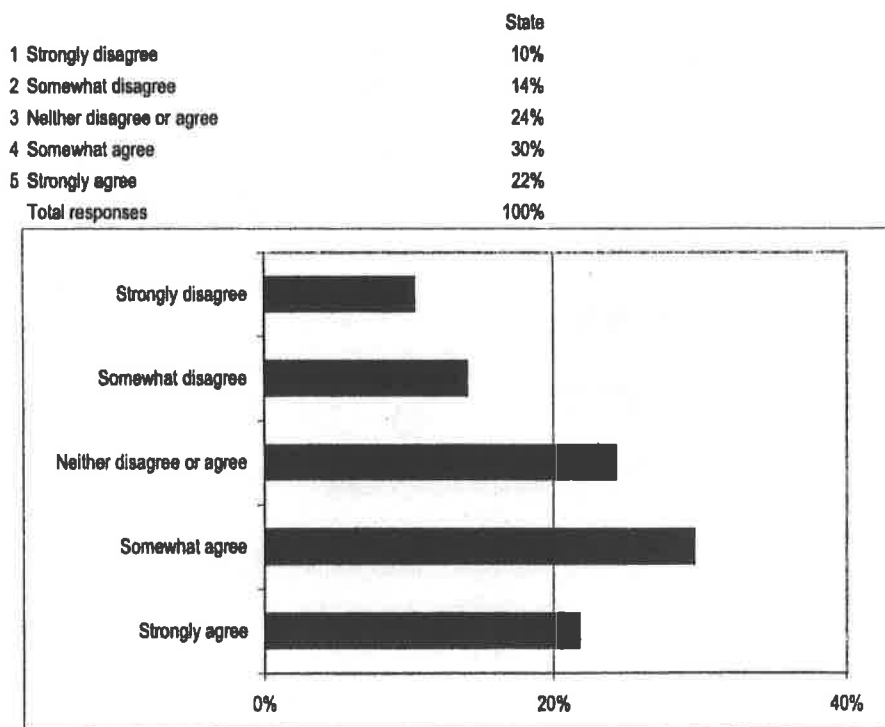


State Report: NC Teacher Working Conditions Survey 2004

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



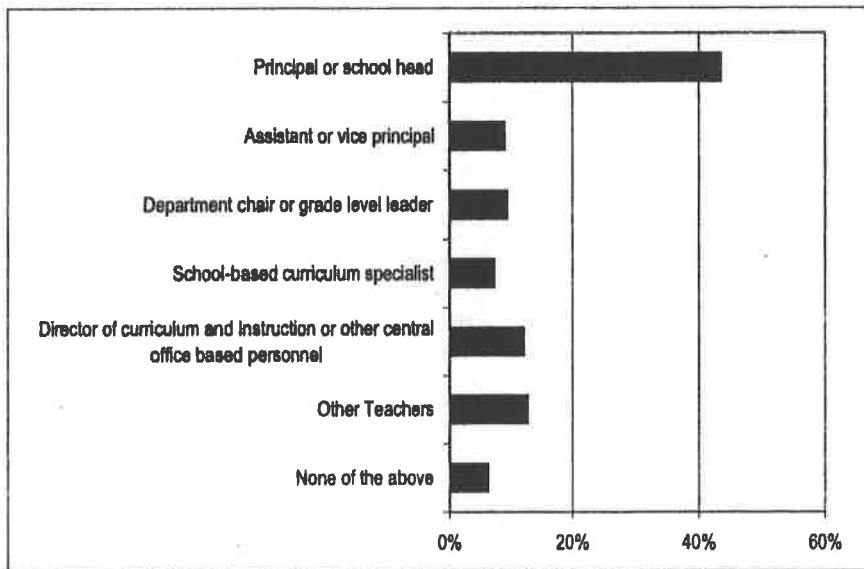
36. Opportunities for advancement within the teaching profession (other than school level administration) are available to me.



State Report: NC Teacher Working Conditions Survey 2004

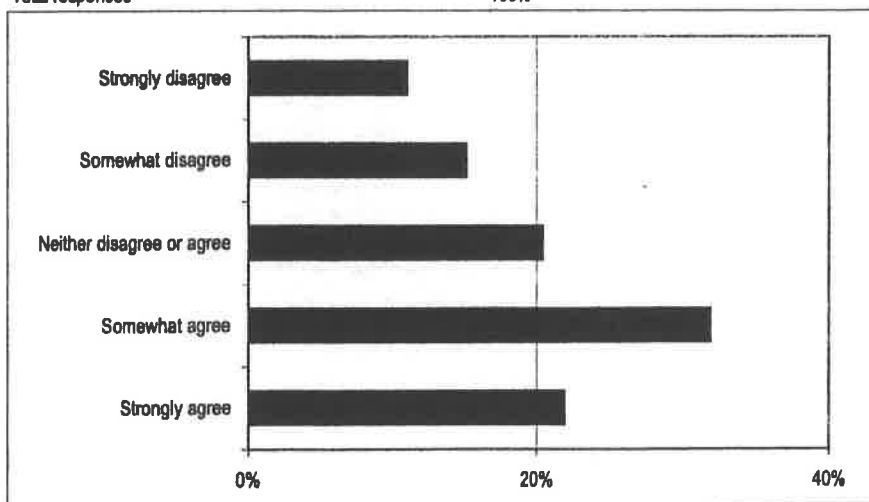
37. Which position best describes the person who is most responsible for providing instructional leadership for your work?

	State
1 Principal or school head	43%
2 Assistant or vice principal	9%
3 Department chair or grade level leader	9%
4 School-based curriculum specialist	7%
5 Director of curriculum and instruction or other central office based personnel	12%
6 Other Teachers	13%
7 None of the above	6%
Total responses	100%



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

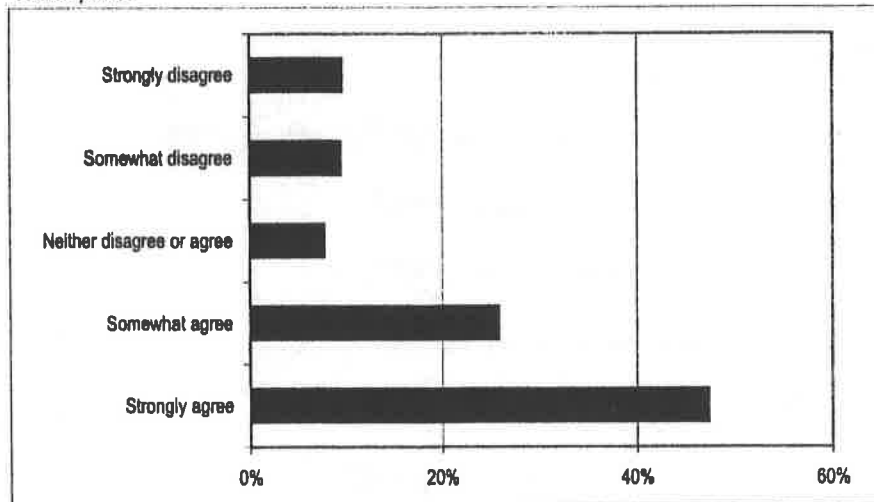
	State
1 Strongly disagree	11%
2 Somewhat disagree	15%
3 Neither disagree or agree	20%
4 Somewhat agree	32%
5 Strongly agree	22%
Total responses	100%



State Report: NC Teacher Working Conditions Survey 2004

39. Overall, my principal is an effective leader.

	State
1 Strongly disagree	10%
2 Somewhat disagree	9%
3 Neither disagree or agree	8%
4 Somewhat agree	28%
5 Strongly agree	47%
Total responses	100%

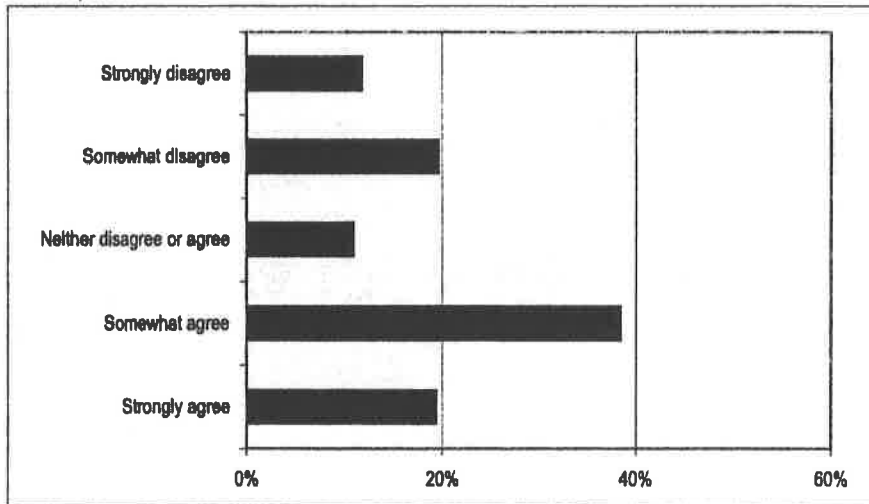


State Report: NC Teacher Working Conditions Survey 2004

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

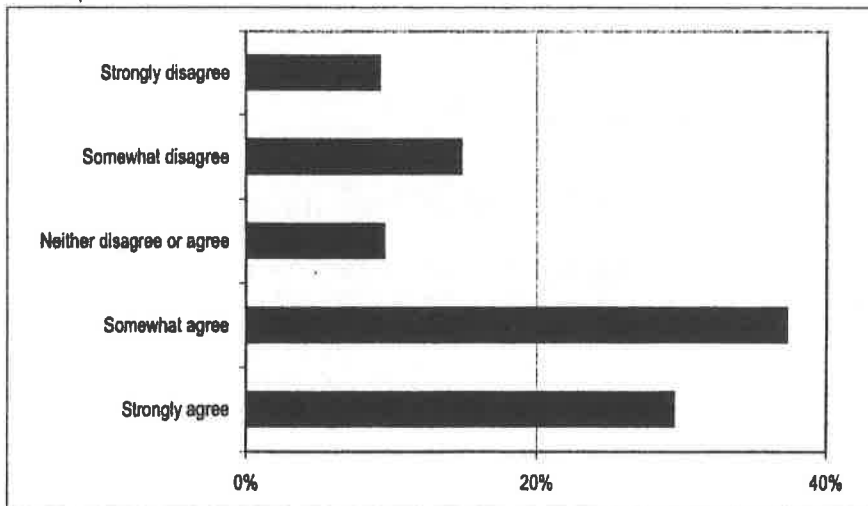
40. Teachers are centrally involved in decision making about important educational issues.

	State
1 Strongly disagree	12%
2 Somewhat disagree	20%
3 Neither disagree or agree	11%
4 Somewhat agree	38%
5 Strongly agree	19%
Total responses	100%



41. Teachers are recognized as educational experts.

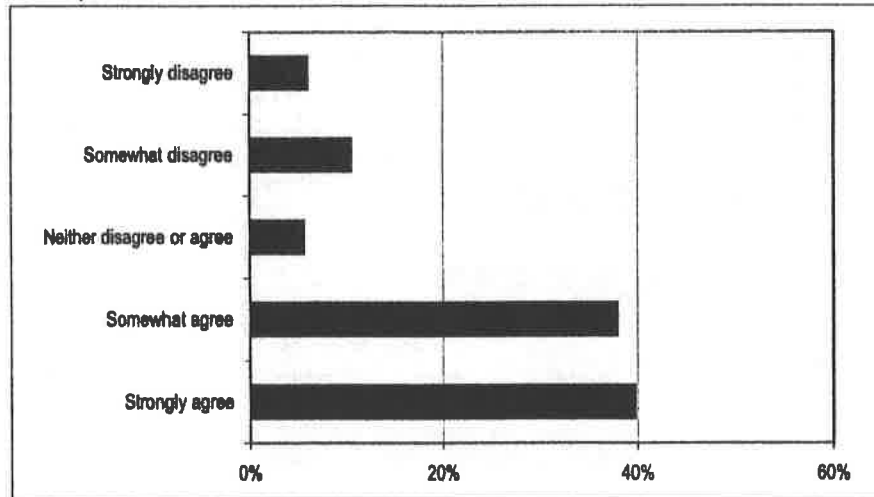
	State
1 Strongly disagree	9%
2 Somewhat disagree	15%
3 Neither disagree or agree	9%
4 Somewhat agree	37%
5 Strongly agree	30%
Total responses	100%



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

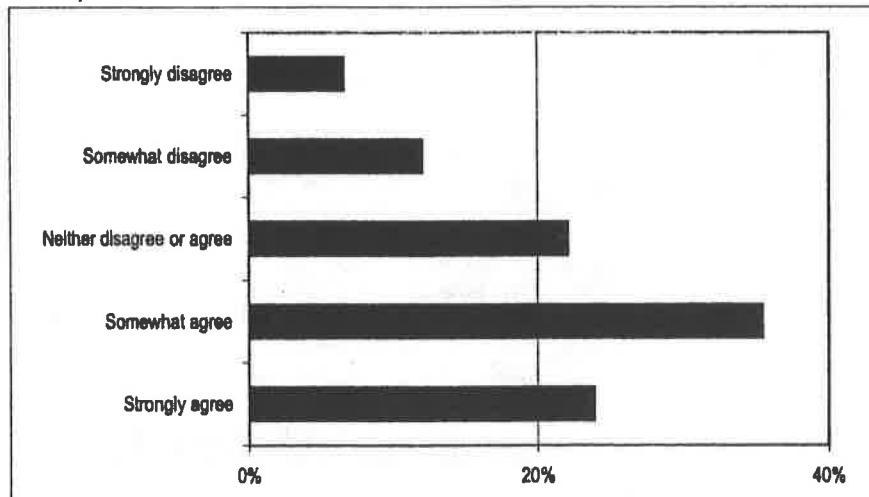
State Report: NC Teacher Working Conditions Survey 2004

	State
1 Strongly disagree	6%
2 Somewhat disagree	11%
3 Neither disagree or agree	6%
4 Somewhat agree	38%
5 Strongly agree	40%
Total responses	100%



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

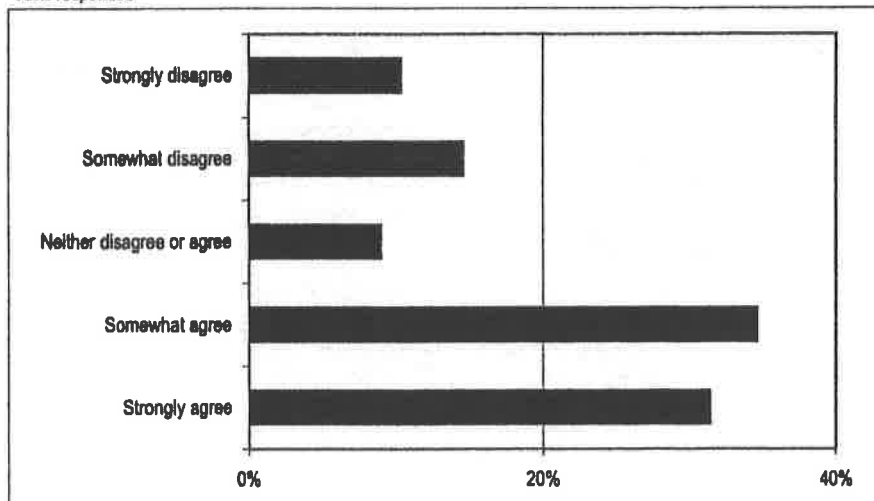
	State
1 Strongly disagree	7%
2 Somewhat disagree	12%
3 Neither disagree or agree	22%
4 Somewhat agree	35%
5 Strongly agree	24%
Total responses	100%



State Report: **NC Teacher Working Conditions Survey 2004**

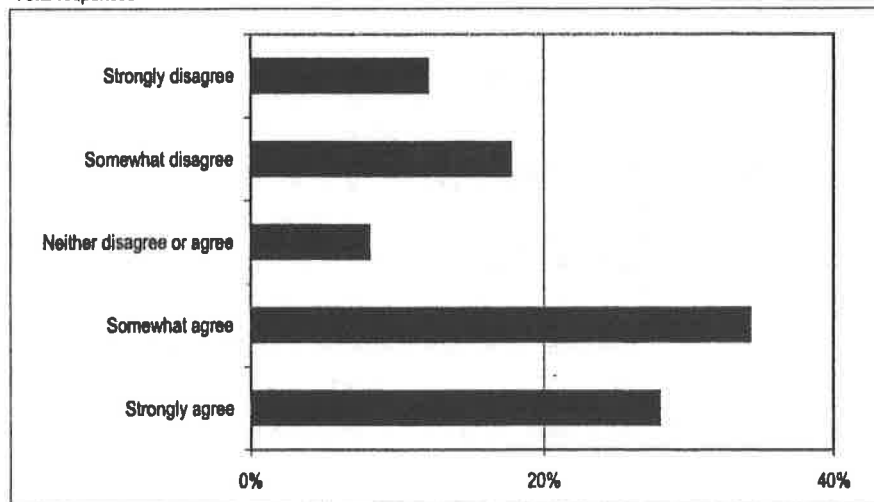
44. There is an atmosphere of trust and mutual respect.

	State
1 Strongly disagree	10%
2 Somewhat disagree	15%
3 Neither disagree or agree	9%
4 Somewhat agree	35%
5 Strongly agree	31%
Total responses	100%



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

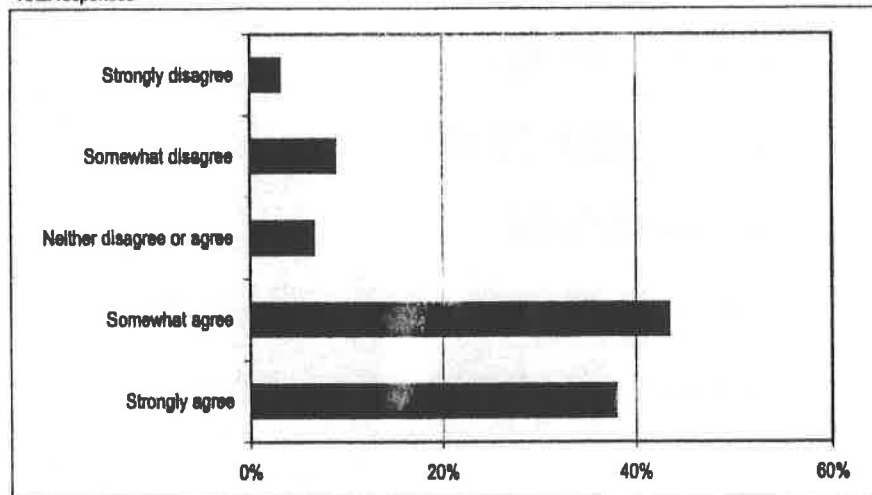
	State
1 Strongly disagree	12%
2 Somewhat disagree	18%
3 Neither disagree or agree	8%
4 Somewhat agree	34%
5 Strongly agree	28%
Total responses	100%



State Report: NC Teacher Working Conditions Survey 2004

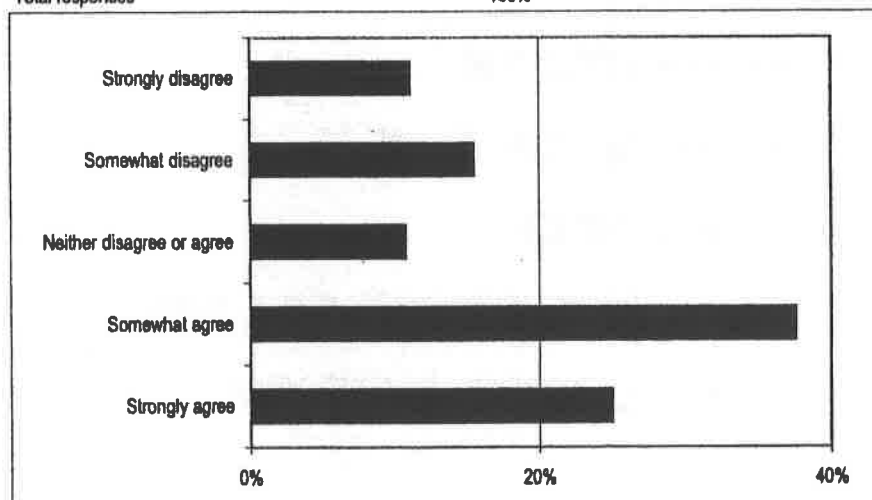
46. Teachers work together to improve teaching and learning.

	State
1 Strongly disagree	3%
2 Somewhat disagree	9%
3 Neither disagree or agree	7%
4 Somewhat agree	43%
5 Strongly agree	38%
Total responses	100%



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

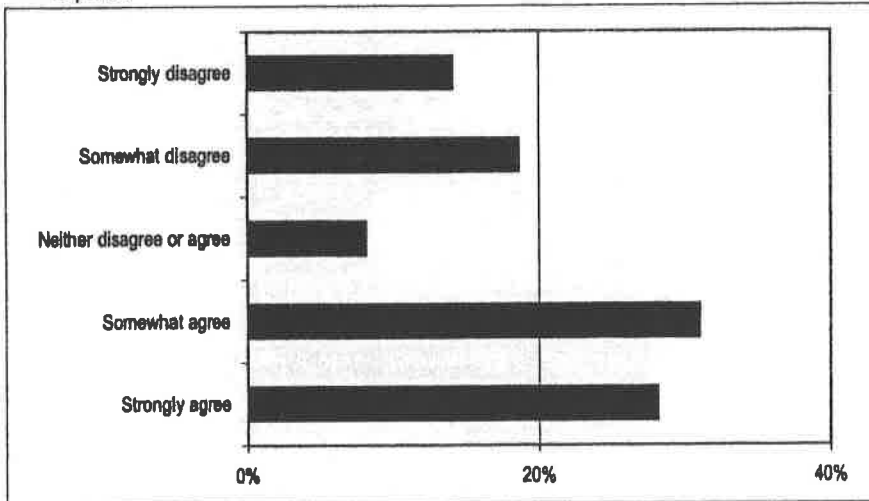
	State
1 Strongly disagree	11%
2 Somewhat disagree	15%
3 Neither disagree or agree	11%
4 Somewhat agree	38%
5 Strongly agree	25%
Total responses	100%



State Report: NC Teacher Working Conditions Survey 2004

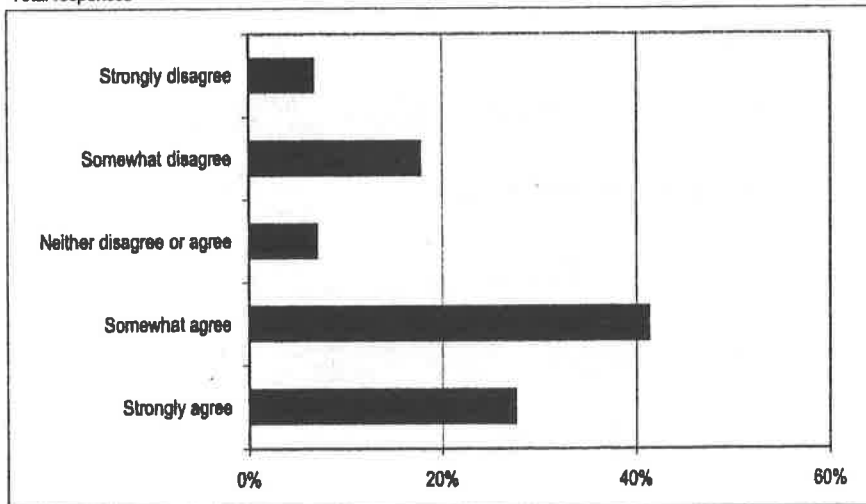
48. The school leadership consistently enforces rules for student conduct.

	State
1 Strongly disagree	14%
2 Somewhat disagree	19%
3 Neither disagree or agree	8%
4 Somewhat agree	31%
5 Strongly agree	28%
Total responses	100%



49. Teachers consistently enforce rules for student conduct.

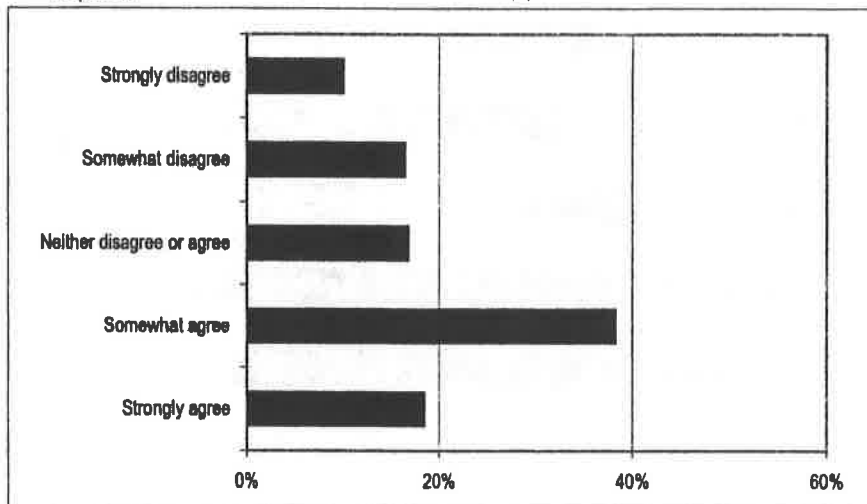
	State
1 Strongly disagree	7%
2 Somewhat disagree	18%
3 Neither disagree or agree	7%
4 Somewhat agree	41%
5 Strongly agree	27%
Total responses	100%



State Report: NC Teacher Working Conditions Survey 2004

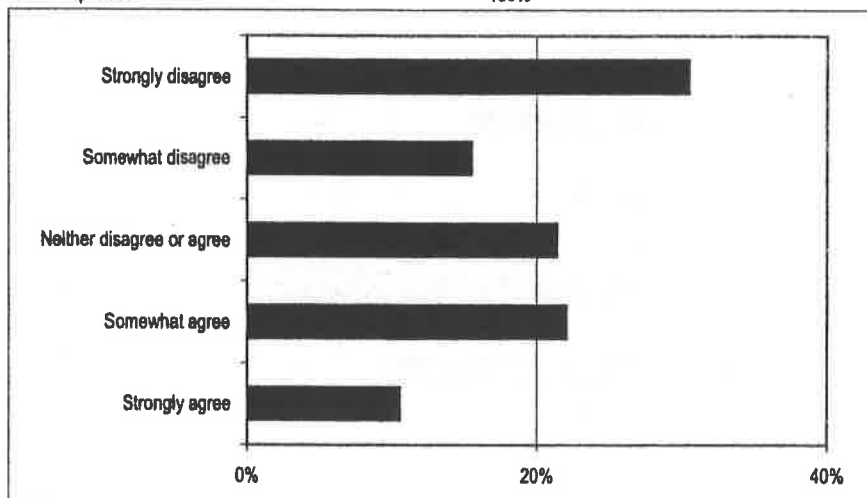
50. Teachers assist in determining the content of in-service professional development programs at this school.

	State
1 Strongly disagree	10%
2 Somewhat disagree	16%
3 Neither disagree or agree	17%
4 Somewhat agree	38%
5 Strongly agree	18%
Total responses	100%



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

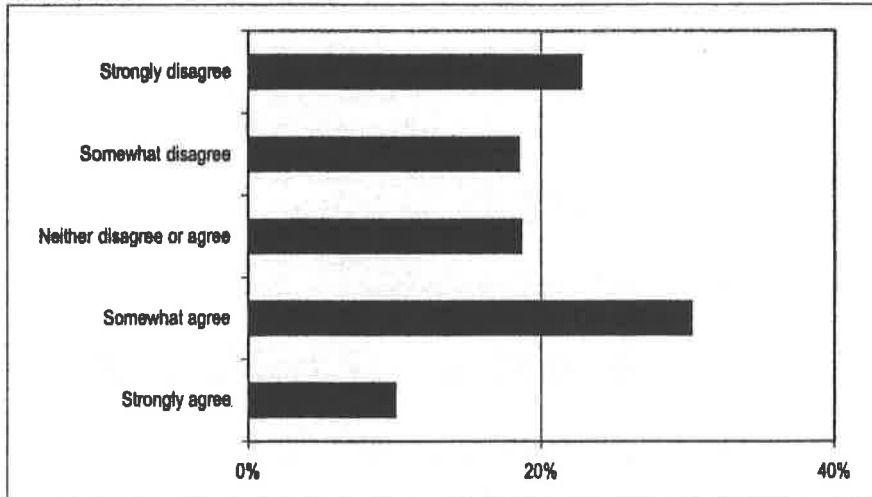
	State
1 Strongly disagree	30%
2 Somewhat disagree	16%
3 Neither disagree or agree	21%
4 Somewhat agree	22%
5 Strongly agree	11%
Total responses	100%



State Report: NC Teacher Working Conditions Survey 2004

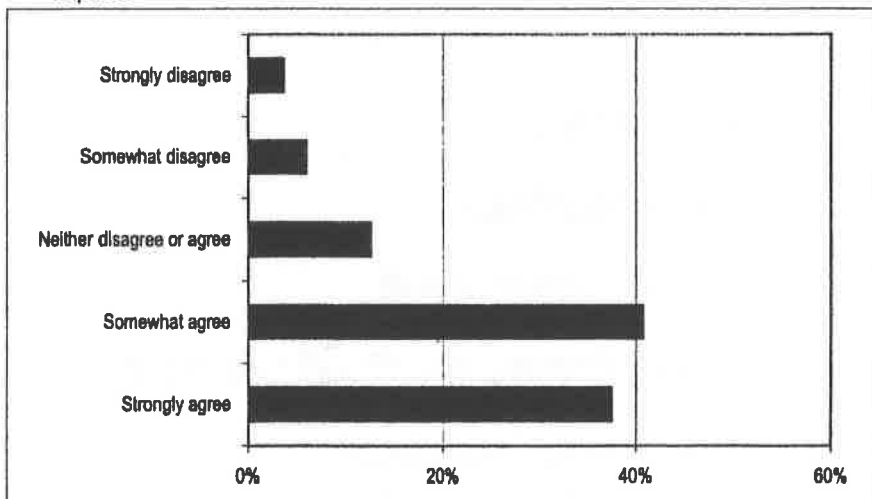
52. Teachers have a role in deciding how the school budget will be spent.

	State
1 Strongly disagree	23%
2 Somewhat disagree	18%
3 Neither disagree or agree	19%
4 Somewhat agree	30%
5 Strongly agree	10%
Total responses	100%



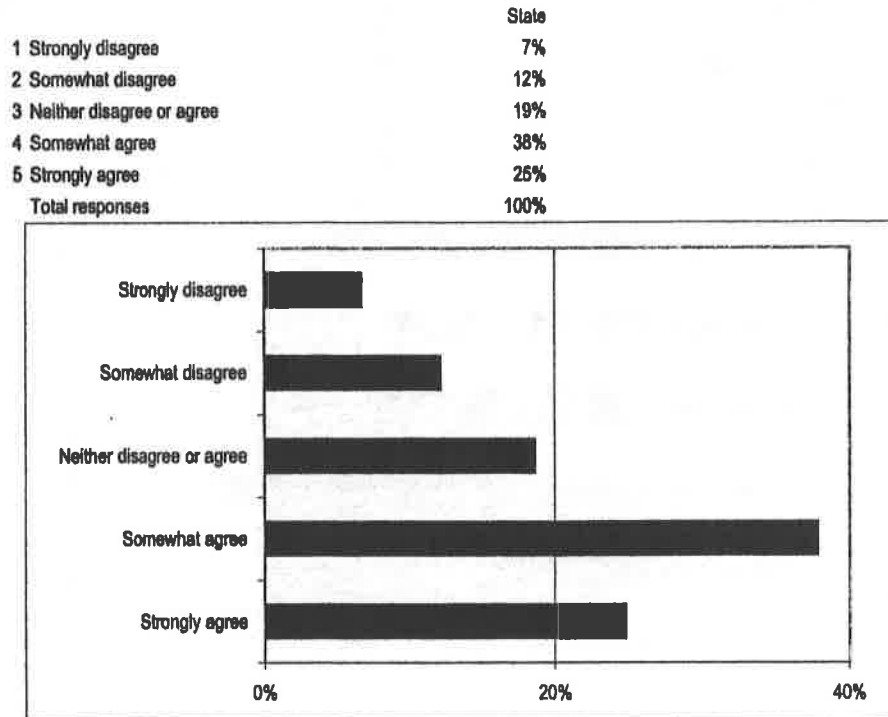
53. Opportunities are available for parents to express their concerns and propose solutions to improve the school.

	State
1 Strongly disagree	4%
2 Somewhat disagree	6%
3 Neither disagree or agree	12%
4 Somewhat agree	41%
5 Strongly agree	37%
Total responses	100%

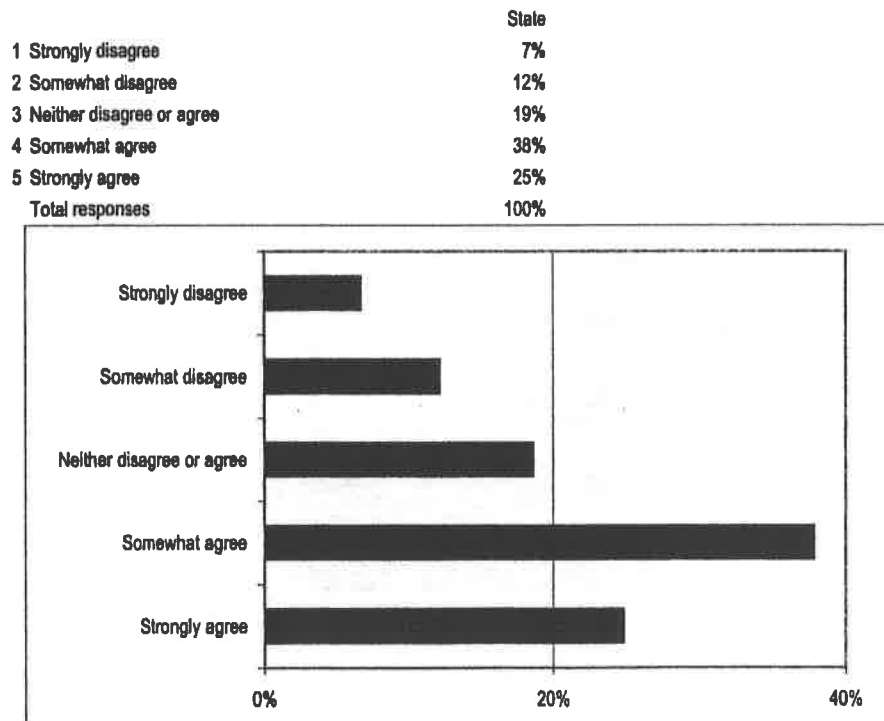


State Report: NC Teacher Working Conditions Survey 2004

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



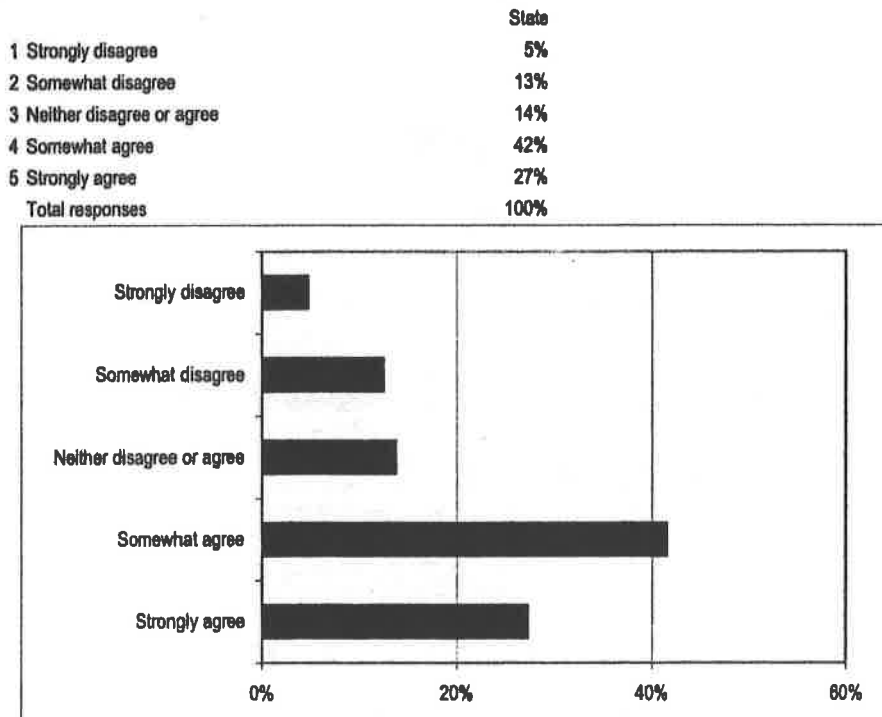
54. A sustained effort is made in my school to empower teachers and parents and other members of the school community.



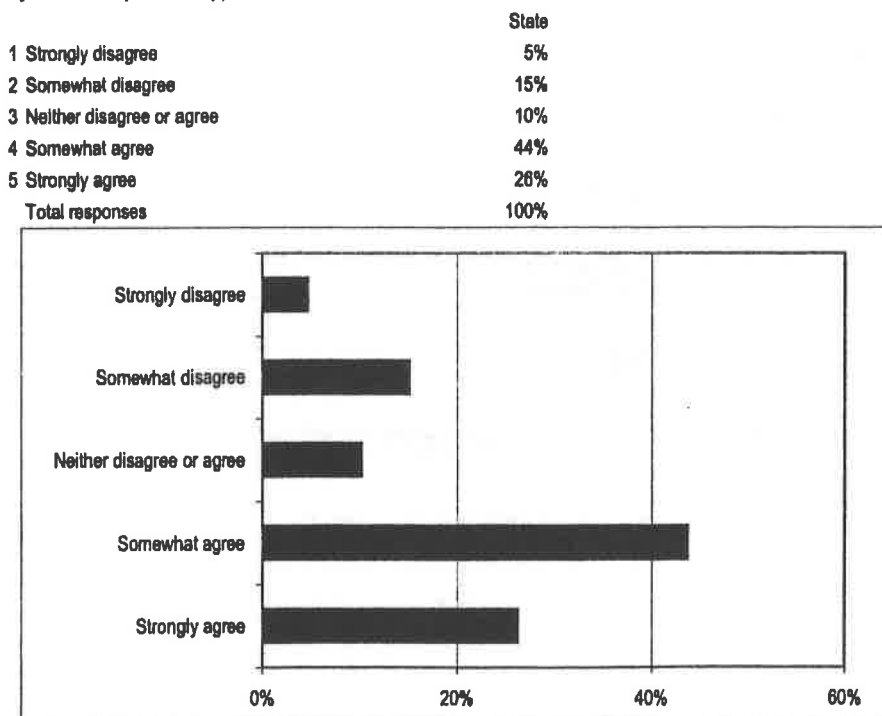
State Report: NC Teacher Working Conditions Survey 2004

Section 5 - Professional Development: 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.



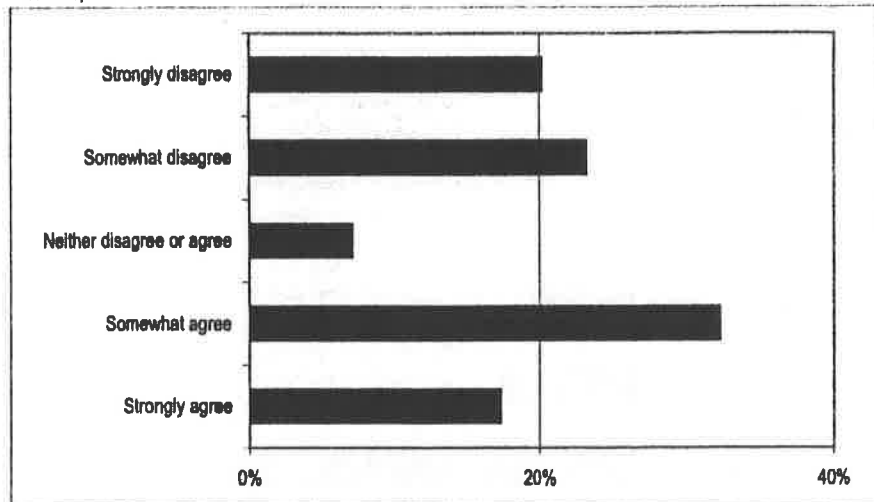
56. Teachers in my school are provided opportunities to learn from one another.



State Report: NC Teacher Working Conditions Survey 2004

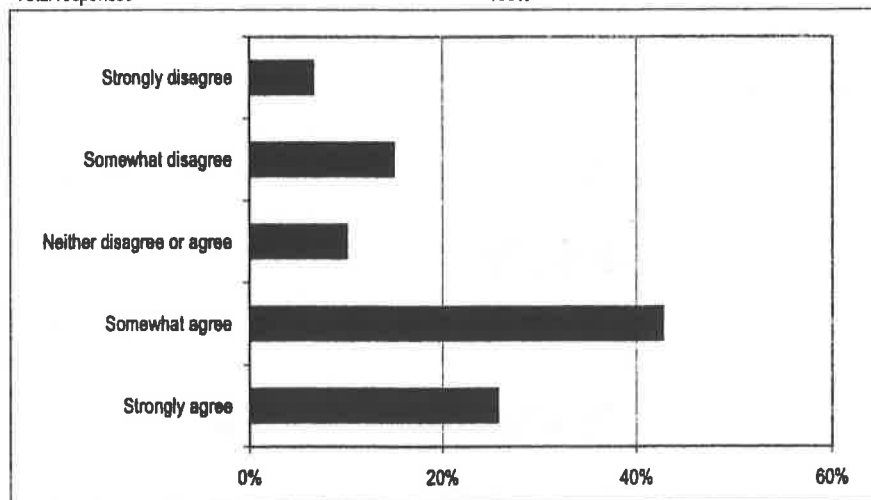
57. Teachers in my school have time to plan with their colleagues during the school day.

	State
1 Strongly disagree	20%
2 Somewhat disagree	23%
3 Neither disagree or agree	7%
4 Somewhat agree	32%
5 Strongly agree	17%
Total responses	100%



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

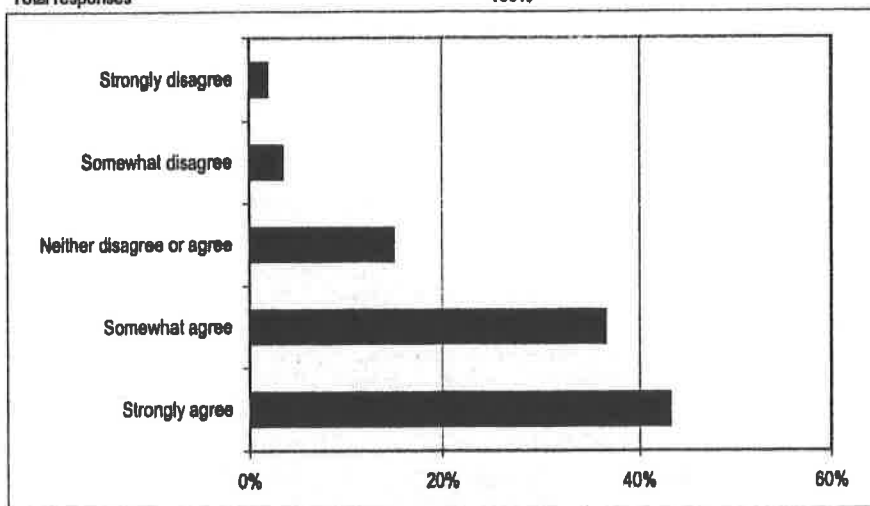
	State
1 Strongly disagree	7%
2 Somewhat disagree	15%
3 Neither disagree or agree	10%
4 Somewhat agree	43%
5 Strongly agree	28%
Total responses	100%



State Report: NC Teacher Working Conditions Survey 2004

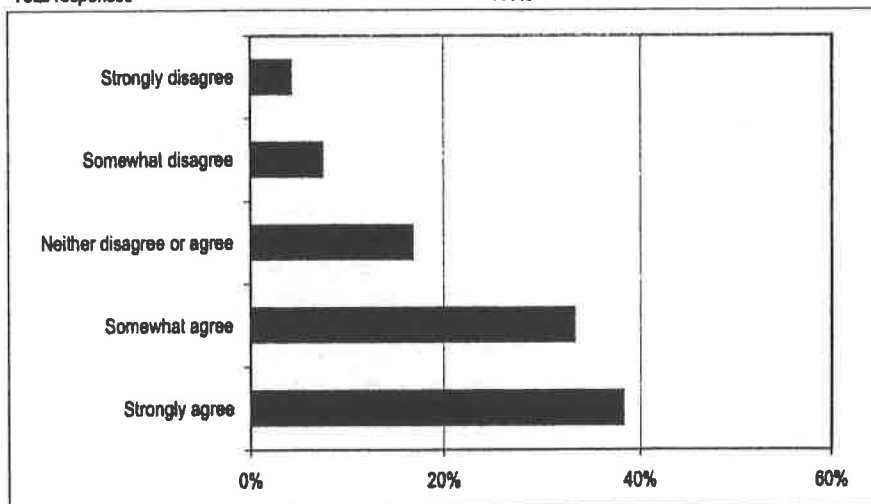
59. Professional development activities at my school are based on state or national standards.

	State
1 Strongly disagree	2%
2 Somewhat disagree	3%
3 Neither disagree or agree	15%
4 Somewhat agree	36%
5 Strongly agree	43%
Total responses	100%



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

	State
1 Strongly disagree	4%
2 Somewhat disagree	8%
3 Neither disagree or agree	17%
4 Somewhat agree	33%
5 Strongly agree	38%
Total responses	100%

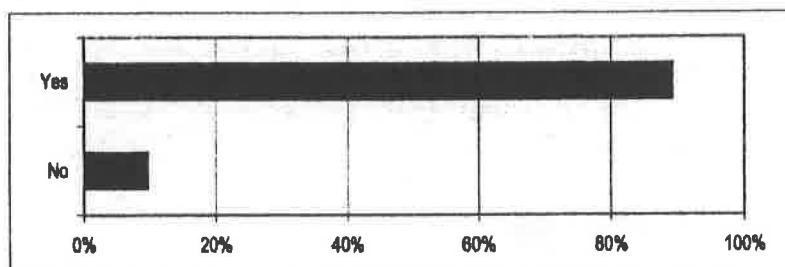


State Report: NC Teacher Working Conditions Survey 2004

61. Do you teach students who:

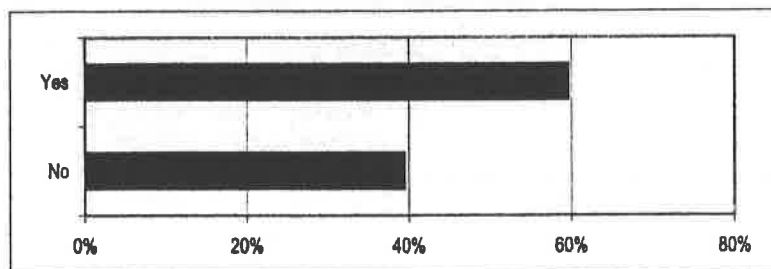
A. Have an Individualized Education Plan or 504 Plan?

	State
1 Yes	89%
2 No	10%
total	99%



B. Are Limited English Proficient?

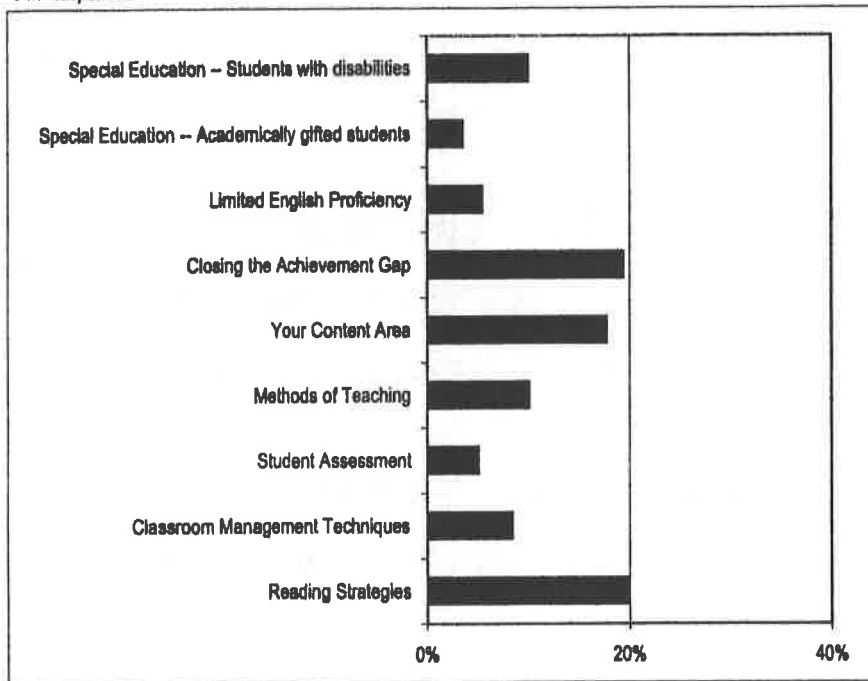
	State
1 Yes	60%
2 No	39%
total	99%



State Report: NC Teacher Working Conditions Survey 2004

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

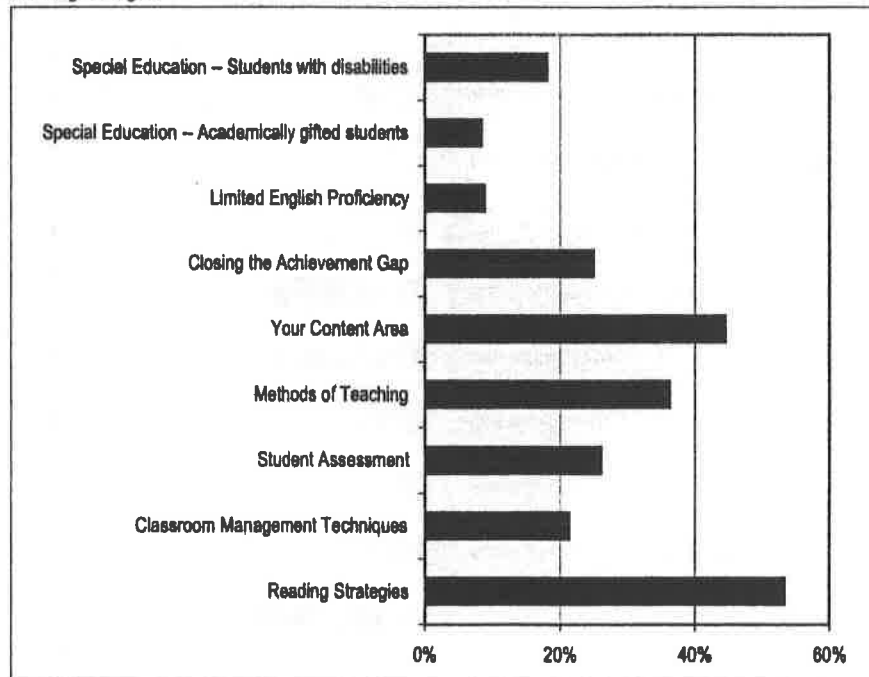
	State
1 Special Education -- Students with disabilities	10%
2 Special Education -- Academically gifted students	4%
3 Limited English Proficiency	6%
4 Closing the Achievement Gap	19%
5 Your Content Area	18%
6 Methods of Teaching	10%
7 Student Assessment	5%
8 Classroom Management Techniques	8%
9 Reading Strategies	20%
Total responses	100%



State Report: NC Teacher Working Conditions Survey 2004

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.)

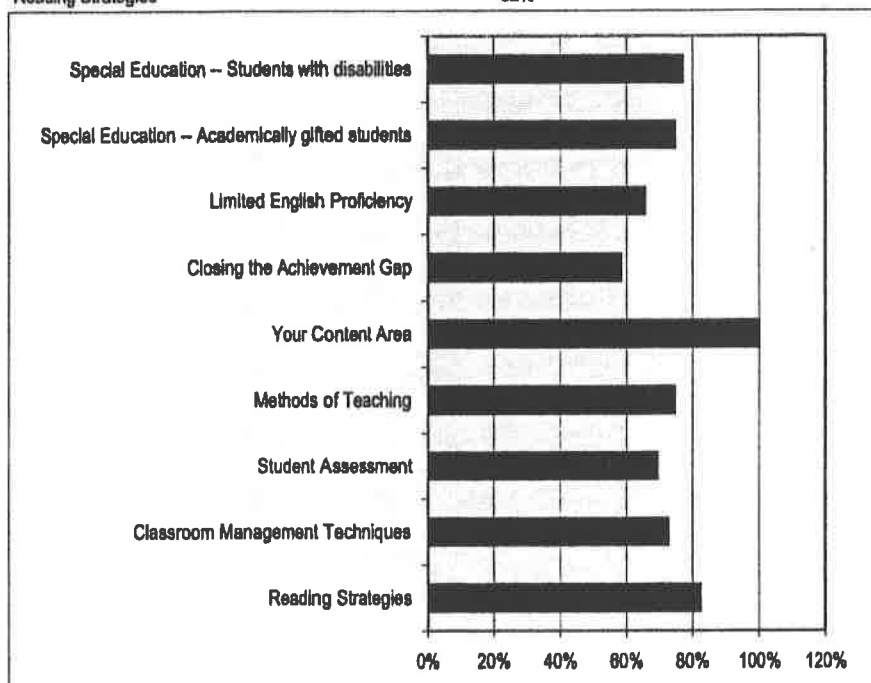
	State
Special Education -- Students with disabilities	18%
Special Education -- Academically gifted students	8%
Limited English Proficiency	9%
Closing the Achievement Gap	25%
Your Content Area	44%
Methods of Teaching	36%
Student Assessment	26%
Classroom Management Techniques	21%
Reading Strategies	53%



State Report: NC Teacher Working Conditions Survey 2004

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?

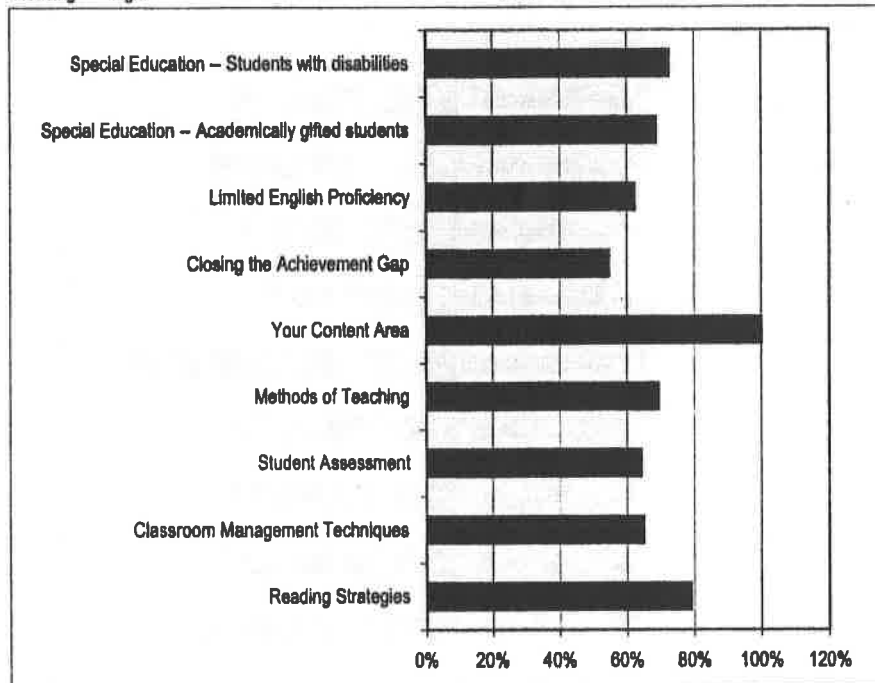
	State
Special Education -- Students with disabilities	77%
Special Education -- Academically gifted students	75%
Limited English Proficiency	65%
Closing the Achievement Gap	58%
Your Content Area	100%
Methods of Teaching	75%
Student Assessment	69%
Classroom Management Techniques	73%
Reading Strategies	82%



State Report: NC Teacher Working Conditions Survey 2004

65. Of the areas in which you have listed in Question 63, were these strategies useful for your efforts to improve student achievement?

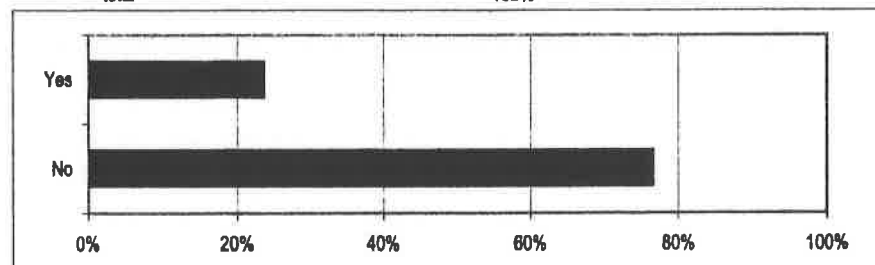
	State
Special Education – Students with disabilities	73%
Special Education – Academically gifted students	69%
Limited English Proficiency	62%
Closing the Achievement Gap	55%
Your Content Area	100%
Methods of Teaching	69%
Student Assessment	64%
Classroom Management Techniques	65%
Reading Strategies	79%



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

A. Graduate courses

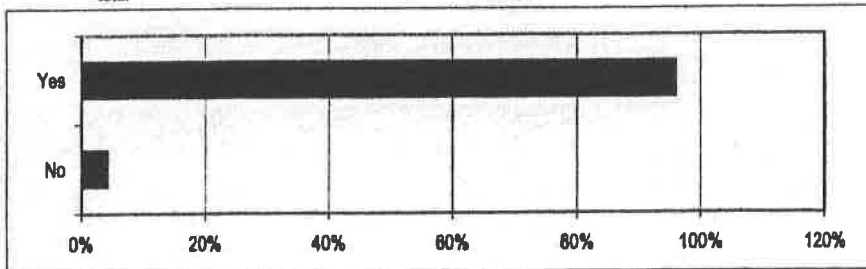
	State
1 Yes	24%
2 No	76%
total	100%



State Report: NC Teacher Working Conditions Survey 2004

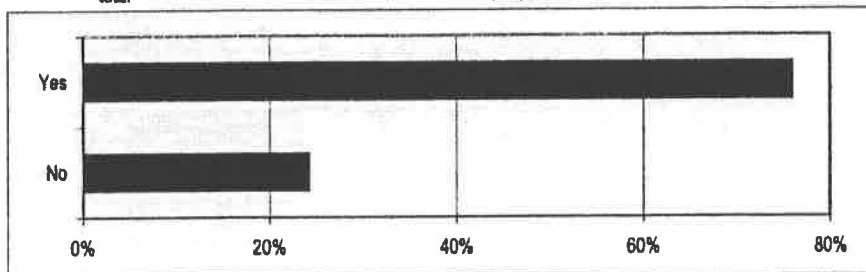
B. Workshops, institutes, and/or academies

	State
1 Yes	96%
2 No	4%
total	100%



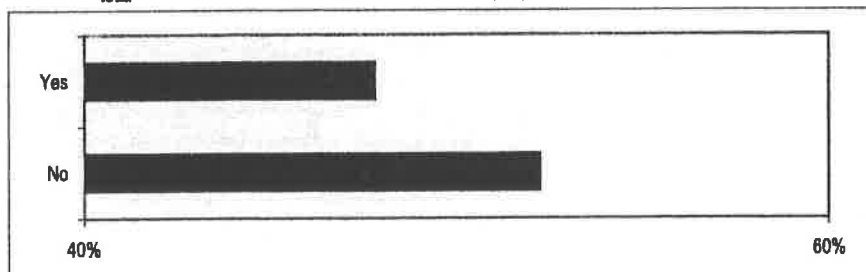
C. Informal, job-embedded professional development activities

	State
1 Yes	76%
2 No	24%
total	100%



D. Participation in a coaching or mentoring program

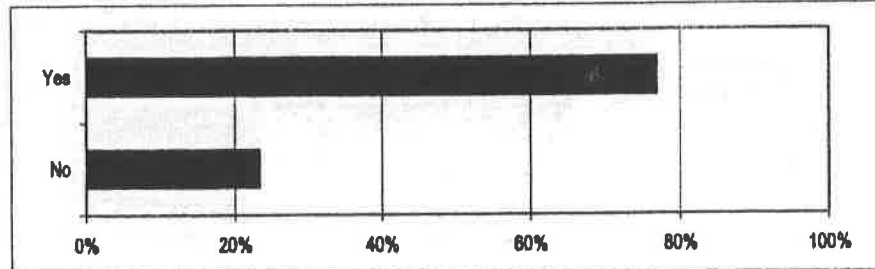
	State
1 Yes	48%
2 No	52%
total	100%



State Report: NC Teacher Working Conditions Survey 2004

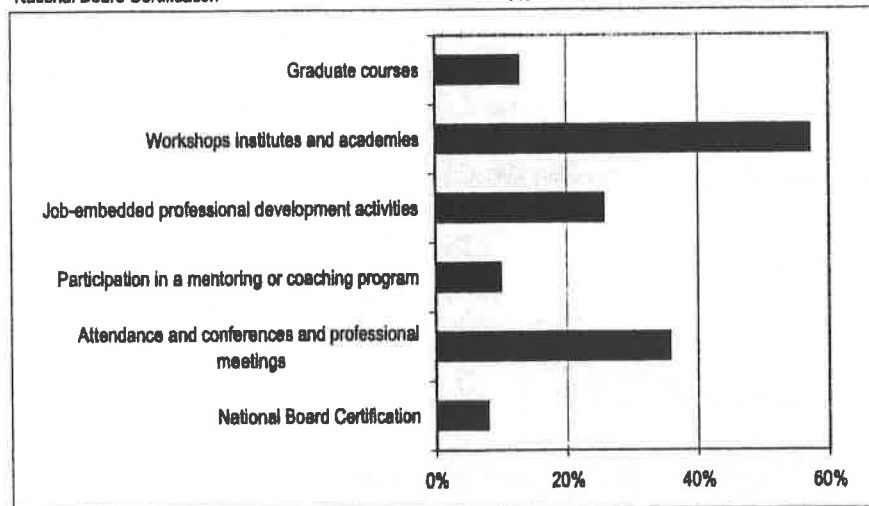
E. Attendance at Conferences or Professional Meetings

	State
1 Yes	77%
2 No	23%
total	100%



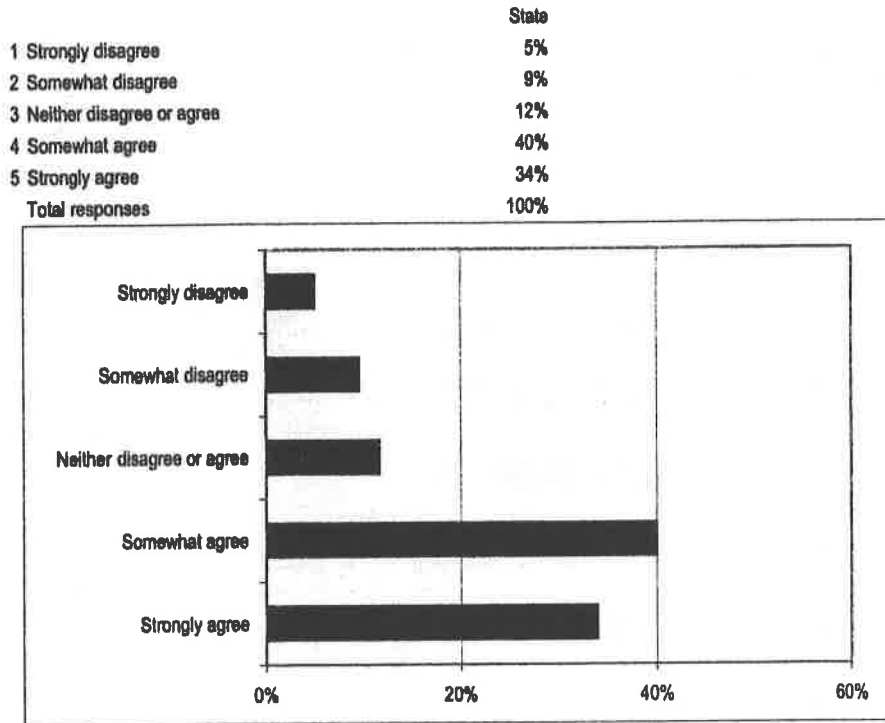
67. Looking across all of the professional development activities that you have participated in during the past two years, which type of professional development has been most beneficial to you as a teacher (check all that apply)?

	State
Graduate courses	13%
Workshops institutes and academies	57%
Job-embedded professional development activities	26%
Participation in a mentoring or coaching program	10%
Attendance and conferences and professional meetings	36%
National Board Certification	8%

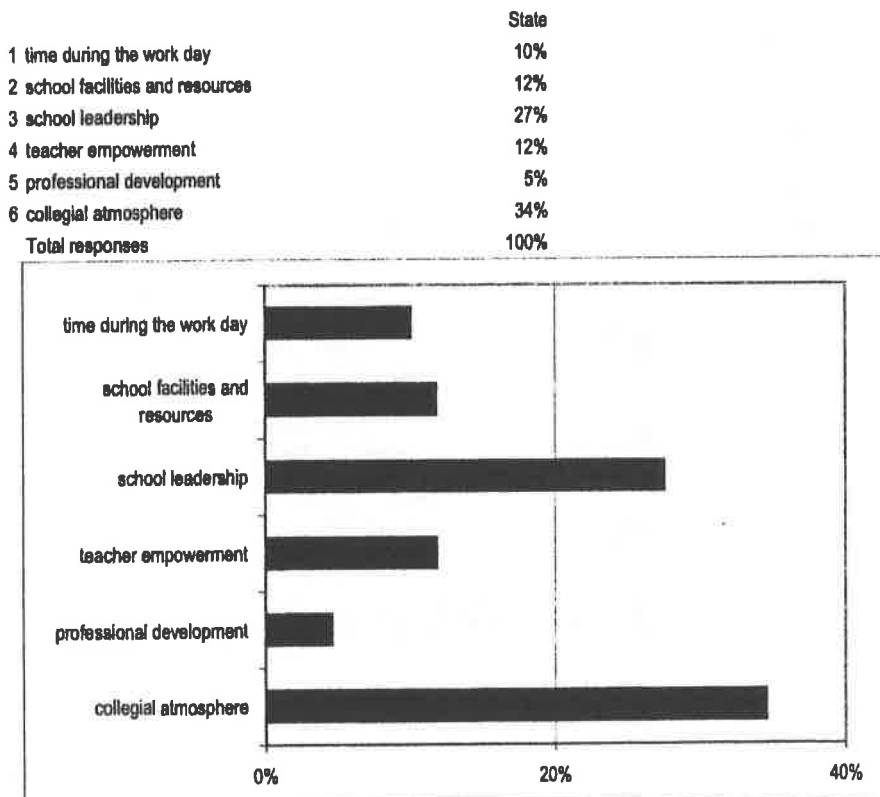


State Report: NC Teacher Working Conditions Survey 2004

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



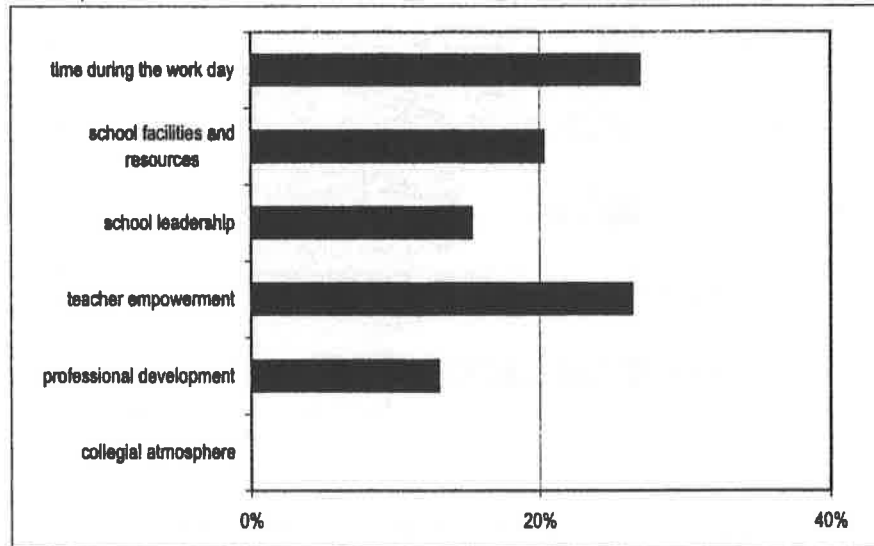
69. Which aspect of your work environment most affects your willingness to keep teaching at your school?



State Report: NC Teacher Working Conditions Survey 2004

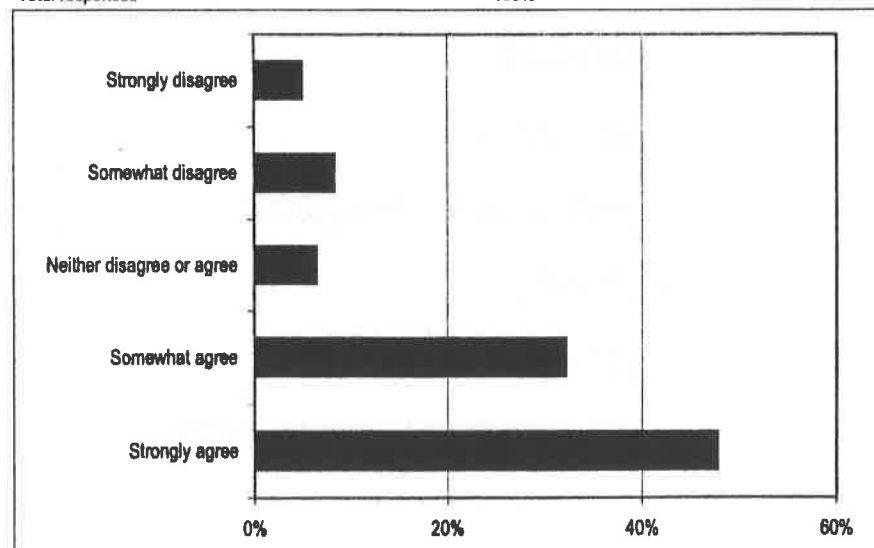
70. Which aspect of working conditions is most important to you in promoting student learning?

	State
1 time during the work day	27%
2 school facilities and resources	20%
3 school leadership	15%
4 teacher empowerment	28%
5 professional development	13%
6 collegial atmosphere	0%
Total responses	102%



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

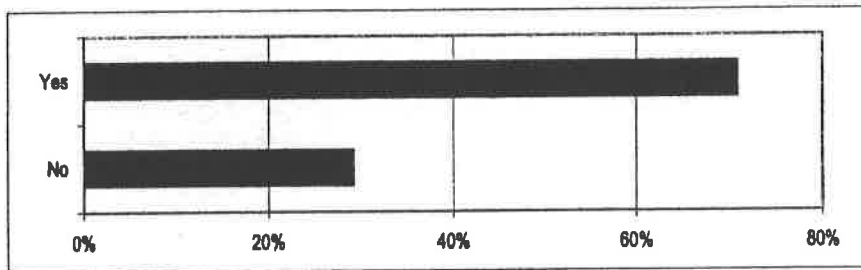
	State
1 Strongly disagree	5%
2 Somewhat disagree	8%
3 Neither disagree or agree	6%
4 Somewhat agree	32%
5 Strongly agree	48%
Total responses	100%



State Report: NC Teacher Working Conditions Survey 2004

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

	State
1 Yes	71%
2 No	29%
total	100%



* Note: Total Number of Returned Surveys for	
State:	34329

Summary of Articles/Publications By Article

Article/Publication: North Carolina Insight, North Carolina Center for Public Policy Research, August 2004

Teacher Working Conditions	Teacher Leadership/Differentiated Roles
Administrator Support/Administrator Accountability	Enhancing the Image of the Profession/ Barriers to Entering the Profession
Teacher Preparation <ul style="list-style-type: none"> • Education Cabinet adopt a goal and a plan for producing at least 10,900 teachers a year. • The Education Cabinet and NC General Assembly adopt a plan and specific targets for meeting the shortage of teachers in certain subject matter fields, beginning with the current shortages in high school math, high school science, middle school math, middle school science, special education, middle school language arts and foreign languages, especially Spanish. • That after consultation and agreement on the plan and targets adopted by the Education Cabinet, the General assembly should appropriate the funds necessary to carry out the Cabinet's plan, with additional incentive funds to be appropriated to the university system, community college system, private colleges and universities, or public schools if they meet the agreed upon targets on the agreed upon schedule. 	Teacher Induction(Beginning Teacher Support/ Mentoring)
Financial Incentives (Salaries, Benefits, Bumps, Bonuses/Employment of Retired Teachers, Portability of Retirement/Pensions) <ul style="list-style-type: none"> • The State Board of Education should seek funds for low wealth counties with no or low teacher salary supplements and teacher turnover in excess of 15 percent. School Systems with Teacher Retention Improvement Plans would be the systems that qualify for these funds. 	Recruitment and Retention Incentives (Signing Bonuses, Staying Bonuses, Hard to Staff Schools) <ul style="list-style-type: none"> • Education Cabinet adopt a plan and specific targets to give priority to meeting the teacher shortages in the counties with the greatest need, perhaps experimenting with state bonuses to teach in the counties with greatest needs • The State Board of Education should require Teacher Retention Improvement Plans for all local school systems where turnover exceeds 15 percent, to take effect for the 2005-2005 school year. These plans should include mentoring programs for new teachers, continuing education, and strengthened school level leadership and support (TL/PD/AS)
Continued Professional Development/Professional Renewal	Parental/Community Support and Involvement

<p>Teacher Working Conditions</p> <ul style="list-style-type: none"> Schools should create conditions where new teachers feel supported Investigate more precisely the types of immediate, practical, school-based support that new teachers find most valuable 	<p>Teacher Leadership/Differentiated Roles</p>
<p>Administrator Support/Administrator Accountability</p>	<p>Enhancing the Image of the Profession/ Barriers to Entering the Profession</p> <ul style="list-style-type: none"> Fix late hiring <ul style="list-style-type: none"> Explore incentives for retiring and resigning teachers to alert their school principal by March that they will be leaving their position in the coming fall Hiring of external candidates earlier in high-need subject areas Shepherd candidates through the system <ul style="list-style-type: none"> Improve the information HR makes available to prospective teacher candidates Improve school involvement in hiring
<p>Teacher Preparation</p>	<p>Teacher Induction(Beginning Teacher Support/ Mentoring)</p> <ul style="list-style-type: none"> Strengthen the mentor teaching program by selecting mentor teachers on merit rather than lead teacher status, allowing them more time during the school day to meet with teachers and granting the mentors in-service credit
<p>Financial Incentives (Salaries, Benefits, Bumps, Bonuses/Employment of Retired Teachers, Portability of Retirement/Pensions)</p> <ul style="list-style-type: none"> Convene a group to discuss legislative alterations to the retirement provisions 	<p>Recruitment and Retention Incentives (Signing Bonuses, Staying Bonuses, Hard to Staff Schools)</p>
<p>Continued Professional Development/Professional Renewal</p> <ul style="list-style-type: none"> Move all professional development as close to school sites as possible 	<p>Parental/Community Support and Involvement</p>

Article/Publication: Board of Governors' Task Force on Meeting Teacher Supply and Demand, Task Force Recommendations and Strategies, 2004

<p>Teacher Working Conditions</p> <ul style="list-style-type: none"> • Incorporate the lessons learned from the recent teacher working conditions survey into administrator preparation and continuing education programs. 	<p>Teacher Leadership/Differentiated Roles</p>
<p>Administrator Support/Administrator Accountability</p> <ul style="list-style-type: none"> • Conduct a review of all Masters in School Administration (MSA) programs on UNC campuses to ensure that appropriate competencies relating to teacher effectiveness, teacher evaluations, teacher support programs, and teacher retention are included. • Create professional development modules for principals relating to the principal's role in teacher retention through the Principals' Executive Program (PEP). • Request that the UNC Center for School Leadership Development create a support network for new school administrators across the state. 	<p>Enhancing the Image of the Profession/Barriers to Entering the Profession</p> <ul style="list-style-type: none"> • Develop a comprehensive statewide teacher recruitment and marketing plan by 2005 in consultation with key educational entities such as public and private teacher education programs, the University of North Carolina, the Public Schools of North Carolina, the North Carolina Community College System, and the North Carolina Association of Independent Colleges and Universities. Coordinate the plan with current recruitment initiatives such as TEACH4NC. Successful implementation of the plan, which will include but will not be limited to the strategies listed below, will require extensive collaboration with these and other educational entities. (TP) • Develop a module on the College Foundation of North Carolina (CFNC) website to promote teaching as a career choice with guidance on requirements to enter the profession, education requirements, and teacher education programs in North Carolina. • Promote the teacher cadet program and collaborate with North Carolina Association of Educators and other educational entities to encourage North Carolina middle and high school student to become teachers; study the effectiveness of this program in leading to the production of teachers. • Utilize resources such as UNC-TV and Public Service Announcements to highlight teaching as a professional opportunity.
<p>Teacher Preparation</p> <ul style="list-style-type: none"> • Require UNC Provosts and Deans to review their teacher education admission requirements and provide a written response to the UNC office of the President that details changes with options for removing any identified barriers • Require that the President develop a plan for enrollment growth within teacher education programs offered by the University of North Carolina. That plan will present aggregate growth targets for the University that appropriately recognizes the severe teacher shortage problem facing North Carolina. Through collaboration with the constituent campuses, enrollment goals for each campus will be established. The enrollment plan for each campus will reflect the specific strengths and circumstances of that campus but, in general, should incorporate expanded opportunities for students who matriculate as freshmen, students who attend community colleges and subsequently transfer to the four-year institution, and students who choose to enter the teaching profession through lateral entry programs. The President will report annually to the Board on the plan. • Appropriately fund the clinical teacher education courses requiring faculty student ratios smaller than regular courses. • Collaborate with the North Carolina Community College System to expand "access" to 	<p>Teacher Induction(Beginning Teacher Support/ Mentoring)</p> <ul style="list-style-type: none"> • Develop a plan to coordinate the University's efforts in addressing issues of teacher retention across North Carolina. The plan will focus on the University's commitment toward meeting North Carolina's teacher supply and demand needs and should complement the recruitment recommendation and strategies of this Task Force. The retention plan will include components for addressing teacher induction and mentoring, specifying the role of all education sectors in North Carolina.

- credit bearing courses and programs at community college sites, for alternative pathways teachers, through established partnerships within two years. Access will include but not be limited to partnerships based on the 2+2 model.
- Collaborate with the Public Schools of North Carolina, the North Carolina Community College System, and the North Carolina Association of Independent Colleges and Universities in the design and development of a K-20 longitudinal database/data warehouse on teacher quality.
- Encourage each campus to add teacher scholarship and loan information to their school, college, or department of education website and update it regularly; request that UNC schools, colleges, and departments of education review their website periodically to ensure that up-to-date information on teacher preparation and licensure is available
- Adjust late afternoon, evening, and weekend classes, as well as summer school schedules on UNC campuses, to accommodate lateral entry teachers and their commitments to North Carolina public school schedules; request "pilot" summer school funding for campuses to offer teacher education courses.
- Review programs within the University of North Carolina that aid and assist school paraprofessionals in receiving their teaching licenses to insure the programs are, as far as practicable, meeting current needs and demands.
- Remove barriers (fees – health/activity/technology and calendar/scheduling) that impede lateral entry and licensure-only teachers from meeting their requirements.
- Develop additional online teacher preparation courses for pre-service and lateral entry teachers.
- Place the NC TEACH (NC Teachers of Excellence for All Children) program completely online, with the option of counting credits taken toward a Masters of Arts in teaching (MAT), for individuals who already possess content area undergraduate degrees; provide great access to the NC TEACH program and increased program enrollment.
- Create as many courses as necessary for employed teachers seeking lateral entry courses and programs, as long as the teacher is in an approved schedule that follows the guidelines of the No Child Left Behind (NCLB) federal legislation.
- Leverage UNC-TV's teleweb-courses for community college students seeking 2+2 opportunities
- Identify best practices in collaboration between Arts & Sciences and Education; distribute the identified best practices for discussion among campus leadership.
- Encourage university faculty hiring practices that promote diversity.
- Prepare a timetable for the expansion of partnerships between UNC teacher education programs and North Carolina Community Colleges.
- Collaborate with the Public Schools of North Carolina, the North Carolina **Community College System**, and the North Carolina Association of Independent Colleges, and Universities on the use of data and assessment systems to measure the effectiveness of teachers' contributions to student learning.

<p>Financial Incentives (Salaries, Benefits, Bumps, Bonuses/Employment of Retired Teachers, Portability of Retirement/Pensions)</p> <ul style="list-style-type: none"> • Integrate a centralized online teacher scholarship database of available funding opportunities at the local, state, and national level into the CFNC (College Foundation of North Carolina) website and promote its use with North Carolina public high school students. • Update teacher scholarship and loan information annually; provide every guidance counselor in North Carolina with this information for distribution to high school students. • Encourage the North Carolina State Education Assistance Authority (NCSEAA) to provide prospective teachers in North Carolina who have a student loan with the College Foundation, Inc., with an annual "payment holiday (forgiveness)" one month each year the student is employed as a full-time teacher in a North Carolina public school. • Working with the Legislature and NCSEAA, create a teacher incentive financial retention program to attract and retain new teachers for a ten year period. • Work with the Legislature and other stakeholders to increase teachers' salaries. • Recommend an extensive review of the teacher salary schedule and structure so that teachers have opportunities for greater salary gains earlier in their professional careers. • Actively support legislation that allows qualified retired teachers to return to the classroom for a period of time and receive both salary and retirement benefits. • Expand the number of scholarships for the Teaching Fellows scholarship program and enhance the existing program by exploring options for community college graduates and juniors and seniors to participate. • Encourage legislative action to simplify the teacher tuition benefit so that lateral entry teachers can efficiently and expeditiously qualify for in-state tuition rates in the UNC system. 	<p>Recruitment and Retention Incentives (Signing Bonuses, Staying Bonuses, Hard to Staff Schools)</p> <ul style="list-style-type: none"> • Create, through the UNC Center for School Leadership Development, a professional development module for central office human resource administrators that provides special training in the area of human resources and focuses on strategies for addressing teacher retention. • Promote early minority (African American, Native American, and Hispanic) recruitment initiatives through partnerships with minority organizations. • Develop an online resource that allows local education agencies to search and sort teacher candidates by area of licensure. • Encourage career service centers on campuses to work together to hold regional teacher education fairs, give priority to NC school systems participating in the teacher job fairs, and consider waiving participation fees for NC school systems. • Promote the Troops to Teachers initiative in North Carolina through UNC schools, colleges, and departments of education; incorporate the Troops to Teachers marketing campaign in North Carolina with the comprehensive statewide recruitment and marketing plan to be developed.
<p>Continued Professional Development/Professional Renewal</p> <ul style="list-style-type: none"> • Recommend that the UNC Center for School Leadership Development support the retention of teachers in North Carolina through high quality professional development. 	<p>Parental/Community Support and Involvement</p>

Teacher Working Conditions	Teacher Leadership/Differentiated Roles
Administrator Support/Administrator Accountability	Enhancing the Image of the Profession/ Barriers to Entering the Profession <ul style="list-style-type: none"> States should only use the minimal requirements of the federal highly qualified definition as a starting point for discussions as to what teaching quality looks like, how to assess it, and how to prepare new candidates and support existing teachers to reach the highest standards. States should not offer reciprocity to "highly qualified" teachers from other states without a thorough analysis to ensure that these standards are of equal rigor
Teacher Preparation <ul style="list-style-type: none"> NCLB must be amended to focus not only on a teachers' content knowledge but also on their ability to reach it by requiring preparation and performance based assessment before a teacher is considered highly qualified 	Teacher Induction(Beginning Teacher Support/ Mentoring)
Financial Incentives (Salaries, Benefits, Bumps, Bonuses/Employment of Retired Teachers, Portability of Retirement/Pensions)	Recruitment and Retention Incentives (Signing Bonuses, Staying Bonuses, Hard to Staff Schools) <ul style="list-style-type: none"> Title II allocations, like many state funding formulas, should include additional monies to ensure that small rural districts have sufficient funds to recruit and retain highly qualified teachers A significant investment in and comprehensive response to shortages by creating preparation programs and incentives to work in hard-to-staff areas States need to invest strategically in a combination of incentives to recruit and retain teachers for hard-to-staff and low performing schools. These programs should include building a critical mass of accomplished teachers in these schools, intensive induction programs and better working conditions
Continued Professional Development/Professional Renewal <ul style="list-style-type: none"> States should collect more comprehensive data on a range of teacher recruitment, preparation, and professional development efforts, as well as teacher working conditions to assess progress on building a high quality teacher development system Districts need to focus on addressing recruitment and retention challenges with an emphasis on quality, not on meeting the mandates of NCLB. If districts focus on teaching quality recruiting or developing well prepared teachers and investing in their continued professional growth – the highly qualified requirements will be met 	Parental/Community Support and Involvement

Article/Publication: Resolve and Resources to Get a Qualified Teacher in Every Classroom, SREB (Southern Regional Education Board), 2004

<p>Teacher Working Conditions</p> <ul style="list-style-type: none"> • More data and utilization of that data to analyze distinct components of teacher attrition (TL/ASA) 	<p>Teacher Leadership/Differentiated Roles</p> <ul style="list-style-type: none"> • Develop TAP (Teacher Advancement Program) schools in LEAS with high attrition rates • Differing roles and incentives for teachers
<p>Administrator Support/Administrator Accountability</p> <ul style="list-style-type: none"> • Improvement of the hiring process (flawed and highly bureaucratic hiring systems not only delay timelines but also anger applicants and contribute to their leaving the hiring process) 	<p>Enhancing the Image of the Profession/ Barriers to Entering the Profession</p> <ul style="list-style-type: none"> • Continued reform of teacher licensure is needed • State, district and school policies on attracting, hiring and assigning teachers lead to a qualified teacher in every classroom. Qualified teachers remain from year to year, especially in low performing schools.
<p>Teacher Preparation</p> <ul style="list-style-type: none"> • Getting teachers with content preparation in every classroom is essential • Alternative programs for preparation • Course Delivery/Distance Learning • States compile and use data about teacher supply, demand and quality • All teachers – whether prepared in college, university or alternative programs have the content knowledge and proven teaching skills to improve student achievement. States periodically examine the performance measures and standards used to assess teachers and programs. • Licensure and certification focus on performance and lead to sufficient numbers of teachers with content knowledge and proven teaching skills to improve state achievement 	<p>Teacher Induction(Beginning Teacher Support/ Mentoring)</p> <ul style="list-style-type: none"> • More emphasis on induction, orientation and mentoring programs • Providing beginning teachers with mentors can help reduce your losses of new teachers
<p>Financial Incentives (Salaries, Benefits, Bumps, Bonuses/Employment of Retired Teachers, Portability of Retirement/Pensions)</p> <ul style="list-style-type: none"> • Salaries, benefits and incentives are competitive in the marketplace. They are aimed at recognized expertise, student performance, state needs and taking on additional or different roles to improve curriculum and instruction. 	<p>Recruitment and Retention Incentives (Signing Bonuses, Staying Bonuses, Hard to Staff Schools)</p> <ul style="list-style-type: none"> • Incentive pay may help keep teachers (high poverty schools/hard to staff subject areas)

Continued Professional Development/Professional Renewal

- Professional Development should be framed to improve student learning
- High Quality Professional Development gives teachers new strategies to improve student achievement and can reduce the percentage of teachers who leave the classroom in the first few years of teaching
- Technology holds promise to change how we conduct professional development by providing online professional development either stand-alone programs or in conjunction with other face to face meetings.
- States regularly assess how well PD for both new and veteran teachers helps them to use knowledge and skills to improve student achievement

Parental/Community Support and Involvement

Article/Publication: Teachers Wanted (Attracting and Retaining Good Teachers), Daniel A. Heller, 2004

<p>Teacher Working Conditions</p> <ul style="list-style-type: none"> • School philosophies, missions, and visions should define workplaces that provide for those professional needs • If we want the very best and brightest to work with our children, then we have to appreciate them, trust them, empower them, and treat them as professionals with specialized skills and knowledge 	<p>Teacher Leadership/Differentiated Roles</p>
<p>Administrator Support/Administrator Accountability</p> <ul style="list-style-type: none"> • Principals will have to lead the necessary changes to make their schools attractive workplaces for new teachers, with climates that attract applicants and encourage employees to stay, satisfying their professional needs 	<p>Enhancing the Image of the Profession/ Barriers to Entering the Profession</p> <ul style="list-style-type: none"> • The establishment of partnerships between primary and secondary schools and training institutions, thus introducing new and emerging teachers
<p>Teacher Preparation</p> <ul style="list-style-type: none"> • The creation of Professional Development Schools (teaching schools) 	<p>Teacher Induction(Beginning Teacher Support/ Mentoring)</p> <ul style="list-style-type: none"> • Induction programs to integrate new hires into the system to ensure they have a successful experience and remain with the school • The goals of mentoring programs should be to create an atmosphere of community, to provide expert training in the profession, to retain good teachers, and to provide support for the new teacher in times of self-doubt (Integrated Professional Culture)
<p>Financial Incentives (Salaries, Benefits, Bumps, Bonuses/Employment of Retired Teachers, Portability of Retirement/Pensions)</p>	<p>Recruitment and Retention Incentives (Signing Bonuses, Staying Bonuses, Hard to Staff Schools)</p>
<p>Continued Professional Development/Professional Renewal</p> <ul style="list-style-type: none"> • In-service programs should support the environment of the school and/or district • To retain the kind of people we want in education, we will have to create structures to maintain an exciting, growth-oriented professional atmosphere, thus satisfying the needs of individuals who desire intellectual challenge, growth, and accomplishment 	<p>Parental/Community Support and Involvement</p>

<p>Teacher Working Conditions</p>	<p>Teacher Leadership/Differentiated Roles</p> <ul style="list-style-type: none"> • New Career Tracks
<p>Administrator Support/Administrator Accountability</p> <ul style="list-style-type: none"> • School districts need to give principals say over personnel decisions, while principals must provide teachers the mentoring and ongoing professional development that is known to improve classroom instruction • Letting principals lead • Encouraging teachers to be involved in decision making and play a leadership role with regard to instructional issues • Improving how principals are recruited and trained • Mentoring new teachers • Offering better professional development 	<p>Enhancing the Image of the Profession/ Barriers to Entering the Profession</p> <ul style="list-style-type: none"> • States must improve or overhaul their licensing and certification requirements <ul style="list-style-type: none"> - Raising the bar - Streamlining bureaucracy
<p>Teacher Preparation</p> <ul style="list-style-type: none"> • College and University presidents must revamp their teacher education programs and make teacher quality a top priority <ul style="list-style-type: none"> - Raising Standards - Encouraging teaching - Measuring results 	<p>Teacher Induction(Beginning Teacher Support/ Mentoring)</p>
<p>Financial Incentives (Salaries, Benefits, Bumps, Bonuses/Employment of Retired Teachers, Portability of Retirement/Pensions)</p> <ul style="list-style-type: none"> • School districts and unions need to transform how teachers are paid. <ul style="list-style-type: none"> - Competitive base pay - Pay based on performance <ol style="list-style-type: none"> 1. Performance incentives 2. Individual Teacher Evaluations 3. Some form of the "Value-Added" Method 4. Additional compensation for individual teachers 	<p>Recruitment and Retention Incentives (Signing Bonuses, Staying Bonuses, Hard to Staff Schools)</p> <ul style="list-style-type: none"> • Premium pay in high-need areas
<p>Continued Professional Development/Professional Renewal</p>	<p>Parental/Community Support and Involvement</p>

Teacher Working Conditions	<p>Teacher Leadership/Differentiated Roles</p> <ul style="list-style-type: none"> Diffuse leadership structures that allow teachers to take on new responsibilities and grow in their careers while remaining in the classroom
Administrator Support/Administrator Accountability	<p>Enhancing the Image of the Profession/ Barriers to Entering the Profession</p> <ul style="list-style-type: none"> More opportunities to shift between teaching and other professions over the course of a career, dependent on local circumstances, and sequenced according to the needs of schools rather than statewide or national frameworks A review of what licensure policies are most effective for the next generation of teachers and students Policy deliberations on licensure must consider mentoring and training opportunities, to ensure both work in tandem to produce quality teachers
Teacher Preparation	<p>Teacher Induction(Beginning Teacher Support/ Mentoring)</p> <ul style="list-style-type: none"> Adherence to a coherent vision of teacher quality that considers the full continuum of the teaching profession and the ways in which policies and practices must align to ensure that states are teaching, testing, and reporting the things that really matter in the nation's classrooms
Financial Incentives (Salaries, Benefits, Bumps, Bonuses/Employment of Retired Teachers, Portability of Retirement/Pensions)	<p>Recruitment and Retention Incentives (Signing Bonuses, Staying Bonuses, Hard to Staff Schools)</p> <ul style="list-style-type: none"> Differential compensation based on knowledge, skills, and challenging assignments Some incorporation of performance into compensation Adopt policies targeted to the problem at hand, even if it means modifying the usual approach to teacher salary contracts or supplementing uniform wages with flexible funds
Continued Professional Development/Professional Renewal	<p>Parental/Community Support and Involvement</p>

Teacher Working Conditions	Teacher Leadership/Differentiated Roles
<p>Administrator Support/Administrator Accountability</p> <ul style="list-style-type: none"> • TAP proven leaders to turn around troubled schools (support and reward these leaders) 	<p>Enhancing the Image of the Profession/ Barriers to Entering the Profession</p>
<p>Teacher Preparation</p> <ul style="list-style-type: none"> • Innovative strategies to encourage teacher-preparation programs to focus more energy on training teachers specifically for work in at-risk schools 	<p>Teacher Induction(Beginning Teacher Support/ Mentoring)</p> <ul style="list-style-type: none"> • Improve mentoring programs for new teachers (give proper tools to succeed)
<p>Financial Incentives(Salaries, Benefits, Bumps, Bonuses/Employment of Retired Teachers, Portability of Retirement/Pensions)</p> <ul style="list-style-type: none"> • Reward Teachers for higher performance 	<p>Recruitment and Retention Incentives (Signing Bonuses, Staying Bonuses, Hard to Staff Schools)</p> <ul style="list-style-type: none"> • Make sure existing policies are equitable for hard-to-staff schools. (unequal teacher quality among schools)
<p>Continued Professional Development/Professional Renewal</p>	<p>Parental/Community Support and Involvement</p> <ul style="list-style-type: none"> • Engage parents and community leaders (stronger support from and connections to the surrounding community)

**Article/Publication: Attracting and Retaining Quality Teachers – A Position Paper, The Superintendents' Division (NCASA),
September 2003**

<p>Teacher Working Conditions</p> <ul style="list-style-type: none"> • More clerical/support positions should be allotted to the schools to help relieve teachers from doing time-consuming clerical work 	<p>Teacher Leadership/Differentiated Roles</p>
<p>Administrator Support/Administrator Accountability</p>	<p>Enhancing the Image of the Profession/ Barriers to Entering the Profession</p> <ul style="list-style-type: none"> • Education must be viewed as an appealing profession (There should be a statewide campaign with radio and television public service announcements encouraging young people to enter the education profession) • True Reciprocity for educators licensed in other states
<p>Teacher Preparation</p> <ul style="list-style-type: none"> • All NC Colleges and Universities that have a teacher preparation program should be required to participate in an analysis of their teacher preparation programs • Institutes of Higher Education must provide more support and accept responsibility for any required testing • A review of the entire Praxis Requirement • The NC Community College System and the University System need to develop a true seamless program • Community colleges should be allowed to offer courses for lateral entry teachers • Public School administrators, particularly superintendents, personnel administrators, and principals should have a greater voice in setting requirements for teachers 	<p>Teacher Induction(Beginning Teacher Support/ Mentoring)</p> <ul style="list-style-type: none"> • Every LEA should be allotted positions at the central level for "Master Teachers with Advanced Training" to work with new teachers to provide support training and general assistance during their first two years of teaching (One Master Teacher for every 30 ILTs)
<p>Financial Incentives (Salaries, Benefits, Bumps, Bonuses/Employment of Retired Teachers, Portability of Retirement/Pensions)</p> <ul style="list-style-type: none"> • All financial assistance programs such as NCTEACH, North Carolina Prospective Teachers Scholarship/Loan, NC Teaching Fellows, Teacher Assistant Scholarship/Loans need to be examined and evaluated as a group to determine and compare <ol style="list-style-type: none"> a. Effectiveness of the dollars spend b. Current standards for application c. Eligible applicant pool should be analyzed d. The amount of scholarship money being utilized from each program e. The number of applicants verses the number receiving financial assistance • Beginning salaries must be competitive with other states and with other professions in NC • Benefits, particularly health insurance, must be enhanced • Teachers and other educators with advanced degrees should be paid a percentage of their salary instead of a flat \$126 per month 	<p>Recruitment and Retention Incentives (Signing Bonuses, Staying Bonuses, Hard to Staff Schools)</p> <ul style="list-style-type: none"> • Successful programs such as Teacher Cadets should be replicated in all high schools to interest high school juniors and seniors in pursuing the teaching profession • Support and expand programs such as Troops to Teachers and Teach for America • The state should allocate funds to local school systems to develop a local system to recruit and retain teachers • Lawmakers should provide an avenue by which teachers in severe shortage areas, or outstanding teachers willing to teach in low-performing schools could negotiate a contract for a designated period of time for a salary above the regular state salary schedule

<ul style="list-style-type: none"> Time required for "break in service" for retired teachers to return to teaching at full salary should be reduced from six months to two months with no "sunset" on the provision 	
<p>Continued Professional Development/Professional Renewal</p> <ul style="list-style-type: none"> NCCAT should be expanded 	<p>Parental/Community Support and Involvement</p>

Article/Publication: Exodus: A Study of Teacher Retention in America (50 who stayed – 50 who left), NRTA: AARP's Educator Community and Farmers Insurance, September 2003

<p>Teacher Working Conditions</p> <ul style="list-style-type: none"> • Develop programs and public relations efforts that reward, recognize and raise the status of quality teachers in the profession • Create a central on-line repository of information and aids that will help teachers expand and supplement increasingly limited classroom resources 	<p>Teacher Leadership/Differentiated Roles</p> <ul style="list-style-type: none"> • Design and on-line journal or a Why I Teach newsletter focused on teachers' recalling the initial motivations they had for entering the profession and to "recharge" and reinvigorate their commitment to the profession
<p>Administrator Support/Administrator Accountability</p> <ul style="list-style-type: none"> • Encourage and support the relationship and connections between teachers and the administration 	<p>Enhancing the Image of the Profession / Barriers to Entering the Profession</p> <ul style="list-style-type: none"> • Combat negative stereotypes of teachers and help society to understand the contribution that educators make
<p>Teacher Preparation</p>	<p>Teacher Induction(Beginning Teacher Support/ Mentoring)</p> <ul style="list-style-type: none"> • Build formal support and mentoring processes for new teachers • Create on-line forums for beginning and experienced educators to offer encouragement and to share resources • Offer emotional support for new teachers through group discussions for on-line forums with retired educators
<p>Financial Incentives (Salaries, Benefits, Bumps, Bonuses/Employment of Retired Teachers, Portability of Retirement/Pensions)</p>	<p>Recruitment and Retention Incentives (Signing Bonuses, Staying Bonuses, Hard to Staff Schools)</p>
<p>Continued Professional Development/Professional Renewal</p>	<p>Parental/Community Support and Involvement</p> <ul style="list-style-type: none"> • Foster parent involvement in classrooms and facilitate greater communications with their students' teachers

Teacher Working Conditions <ul style="list-style-type: none"> • Improvement of working conditions • Teachers' feelings about administrative support, resources for teaching, and teacher input into decision making are strongly related to their plans to stay in teaching and to their reasons for leaving. • Reasonable assignments and basic support 	Teacher Leadership/Differentiated Roles
Administrator Support/Administrator Accountability <ul style="list-style-type: none"> • Accessible and respectful leadership 	Enhancing the Image of the Profession/ Barriers to Entering the Profession
Teacher Preparation <ul style="list-style-type: none"> • Insistence on effective teacher preparation • Teachers who lack adequate initial preparation are more likely to leave the profession 	Teacher Induction(Beginning Teacher Support/ Mentoring) <ul style="list-style-type: none"> • Provide Support for new teachers • Mentoring programs should be well-designed and well supported
Financial Incentives (Salaries, Benefits, Bumps, Bonuses/Employment of Retired Teachers, Portability of Retirement/Pensions) <ul style="list-style-type: none"> • Teaching must compete financially with other occupations for talented college and university graduates. Teachers are more likely to quit when they work in districts that offer lower wages and when their salaries are low relative to alternative wage opportunities, especially teachers in such high-demand fields as math and science • Salary differences seem to matter more at the start of the teaching career, whereas experienced teachers appear to place more importance on working conditions 	Recruitment and Retention Incentives (Signing Bonuses, Staying Bonuses, Hard to Staff Schools)
Continued Professional Development/Professional Renewal <ul style="list-style-type: none"> • Opportunities to learn and grow 	Parental/Community Support and Involvement

Article/Publication: Meeting the Challenges of Recruitment and Retention, NEA (National Education Association), 2003

<p>Teacher Working Conditions</p> <ul style="list-style-type: none"> • Improve the working environment • Organize schools into small learning communities • Provide strong, energetic leadership in school buildings • Provide teachers with greater autonomy within their own classrooms • Provide peer support for all teachers • Reduce class size • Address safety and discipline issues within schools • Increase funding for resources in low-performing schools 	<p>Teacher Leadership/Differentiated Roles</p> <ul style="list-style-type: none"> • Use National Board Certified teachers as leaders and mentors • Include teachers in school-based decision making (TWC)
<p>Administrator Support/Administrator Accountability</p> <ul style="list-style-type: none"> • Mentor new principals (TWC) 	<p>Enhancing the Image of the Profession/Barriers to Entering the Profession</p> <ul style="list-style-type: none"> • Develop a comprehensive recruitment plan • Gather a recruitment team • Develop a strong marketing and outreach campaign (Target High School and Community College Students and Establish relationships with teacher education programs) • Improve the hiring process (go online and streamline and facilitate teacher mobility through licensing reciprocity) • Project a positive and creative image
<p>Teacher Preparation</p> <ul style="list-style-type: none"> • Provide nontraditional routes into the profession (Program entry requirements should use multiple tools to assess an applicants skills and ability, including such criteria as test scores, experience working with children, and demonstrated commitment • Include cultural competency in teacher education programs • Prepare Teachers adequately <ul style="list-style-type: none"> – Familiarize teacher education students with the challenges of teaching in low-performing schools; provide the skills and knowledge necessary to succeed in these environments 	<p>Teacher Induction(Beginning Teacher Support/ Mentoring)</p> <ul style="list-style-type: none"> • Strong support mechanisms should be available for applicants coming in through the alternate route • Nurture new teachers • Induction programs should include feature such as mentoring, orientation, and professional development sessions • Provide extensive mentoring by carefully selected, well-trained mentors • Involve institutes of higher education in the support and continued training of teacher education graduates • Provide new teacher orientations and easy access to information • Provide new teachers with additional release and planning time • Limit extracurricular responsibilities of new teachers

<p>Financial Incentives (Salaries, Benefits, Bumps, Bonuses/Employment of Retired Teachers, Portability of Retirement/Pensions)</p> <ul style="list-style-type: none"> • Provide Financial Incentives (bonuses or salary increases or of subsidies such as housing assistance, tuition assistance, or tax credits) • Programs to reinstate retired teachers • Targeted Salary Increases (financial incentives to encourage experienced teachers to teach in low-performing schools) • Relocation assistance (reduced/free rent and utilities /housing loans and grants/reduced-price homes/low-interest mortgages/assistance with down payments and closing costs/tax credits/tuition assistance/scholarships/loans and forgivable loans) • Bonuses for additional skills and knowledge • Bonuses for mentoring and leadership responsibilities • Stipends for professional development • Additional retirement benefit 	<p>Recruitment and Retention Incentives (Signing Bonuses, Staying Bonuses, Hard to Staff Schools)</p> <ul style="list-style-type: none"> • Provide referral incentives • Grow your own programs for paraprofessionals • Financial incentives must be targeted to channel teachers to those hard to staff schools where they are most needed and that the incentives also must be large enough to make a difference • Bonuses for remaining in a school district • Bonuses targeted salary increases for teaching in a hard to staff school • Bonuses for teaching in a critical demand subject area
<p>Continued Professional Development/Professional Renewal</p>	<p>Parental/Community Support and Involvement</p>

Article/Publication: Eight Questions on Teacher Preparation: What Does the Research Say? A Summary of the Findings, Education Commission of the States, 2003

Teacher Working Conditions	Teacher Leadership/Differentiated Roles
Administrator Support/Administrator Accountability	Enhancing the Image of the Profession/ Barriers to Entering the Profession
Teacher Preparation <ul style="list-style-type: none"> • Make education research more responsive to the needs of policy makers and practitioners, and more accessible to all stake holders • Strengthen research capacity by increasing overall investment and defining a strategic and coordinated research agenda • Ensure the research on teacher preparation defines more precisely the questions that need to be addressed and the data that needs to be gathered • Make the connections to student achievement as explicit as possible • Create a culture in which all education stakeholders use solid research, and use it fairly, in making policy decisions 	Teacher Induction(Beginning Teacher Support/ Mentoring)
Financial Incentives (Salaries, Benefits, Bumps, Bonuses/Employment of Retired Teachers, Portability of Retirement/Pensions)	Recruitment and Retention Incentives (Signing Bonuses, Staying Bonuses, Hard to Staff Schools)
Continued Professional Development/Professional Renewal	Parental/Community Support and Involvement

<p>Teacher Working Conditions</p> <ul style="list-style-type: none"> • Develop regulations prohibiting out-of field teaching, implement practices that place experienced rather than novice teachers with the students with greatest need, provide new teachers with additional release time, and limit their extracurricular responsibilities • Adopt policies that include teachers in school-based decision making. Increased faculty control over school policymaking as well as greater teacher autonomy in the classroom are associated with teacher commitment • Implement policies that support reduction of class size and increase funding for quality resources, facilities, and materials in high-poverty schools. Teachers in such schools should be given additional preparation times 	<p>Teacher Leadership/Differentiated Roles</p>
<p>Administrator Support/Administrator Accountability</p>	<p>Enhancing the Image of the Profession/ Barriers to Entering the Profession</p>
<p>Teacher Preparation</p> <ul style="list-style-type: none"> • Encourage or require universities to develop teacher education programs that focus on providing potential teachers with the specific skills and knowledge necessary to succeed in schools with high turnover rates 	<p>Teacher Induction(Beginning Teacher Support/ Mentoring)</p> <ul style="list-style-type: none"> • Create high-quality induction programs for new teachers, require districts to offer these programs and provide funding to support the programs
<p>Financial Incentives (Salaries, Benefits, Bumps, Bonuses/Employment of Retired Teachers, Portability of Retirement/Pensions)</p> <ul style="list-style-type: none"> • Increase salaries for all teachers and develop differentiated pay scales that reward expert teachers and those who take on specialized roles and responsibilities 	<p>Recruitment and Retention Incentives (Signing Bonuses, Staying Bonuses, Hard to Staff Schools)</p> <ul style="list-style-type: none"> • Reward teachers willing to teach in high-need areas where teacher retention is problematic by giving them higher salaries than those teaching areas and fields in which there is a glut of qualified teachers • Grow your own teachers. Rural and high-poverty districts and schools should encourage graduates and paraprofessionals already familiar with the culture and challenges associated with those environments to become certified
<p>Continued Professional Development/Professional Renewal</p> <ul style="list-style-type: none"> • Teachers in high-poverty schools should be given access to additional professional development that focuses on the particular challenges associated with teaching in a high-poverty urban environment 	<p>Parental/Community Support and Involvement</p>

Article/Publication: Let's Finish The Job – Building a System of Superior Schools, (A Report from the Governors' Education First Task Force), Spring 2002

Teacher Working Conditions	Teacher Leadership/Differentiated Roles
<p>Administrator Support/Administrator Accountability</p> <ul style="list-style-type: none"> • Make high-quality training more accessible to school administrators • Provide research tools and support to school leaders • Provide principal training in teacher retention strategies • Establish retention goals and factor retention into principal evaluations 	<p>Enhancing the Image of the Profession/ Barriers to Entering the Profession</p> <ul style="list-style-type: none"> • Develop a one-stop shop for teacher recruitment
<p>Teacher Preparation</p> <ul style="list-style-type: none"> • Ensure continuation of NCTEACH program for mid-career professionals • Develop a two-heat certification program leading to Master's for lateral entry teachers 	<p>Teacher Induction(Beginning Teacher Support/ Mentoring)</p> <ul style="list-style-type: none"> • Create quality standards and guidelines for teacher mentoring
<p>Financial Incentives(Salaries, Benefits, Bumps, Bonuses/Employment of Retired Teachers, Portability of Retirement/Pensions)</p> <ul style="list-style-type: none"> • Make it easier for retired teachers to return to the classroom without penalty • Pay bonuses to qualified math, science and special education teachers • Create a salary schedule that reflects the state's teaching needs • Increase number of Principal Fellows Scholarships 	<p>Recruitment and Retention Incentives (Signing Bonuses, Staying Bonuses, Hard to Staff Schools)</p> <ul style="list-style-type: none"> • Expand the Teaching Fellows Program • Create incentives to attract educator teams to hard-to-staff schools • Attract top-notch principals to hard-to-staff schools with an incentive plan
<p>Continued Professional Development/Professional Renewal</p> <ul style="list-style-type: none"> • Upgrade the quality of staff development through a quality control clearinghouse • Develop high quality, accessible staff development programs • Development internal training programs in school systems to groom future principals 	<p>Parental/Community Support and Involvement</p> <ul style="list-style-type: none"> • Promote stronger parent involvement • Develop a data system to support agency collaboration • Strengthen linkages between education, business partners and foundations • Create a family/Community Outreach Coordinator

<p>Teacher Working Conditions</p> <ul style="list-style-type: none"> • Improve working conditions and school building leadership and make these issues a high state and local priority • Reduce teaching loads of new teachers in hard-to-staff schools, through new scheduling plans, reallocated staff, and number of course preps 	<p>Teacher Leadership/Differentiated Roles</p>
<p>Administrator Support/Administrator Accountability</p> <ul style="list-style-type: none"> • Broadly disseminate the lessons learned by Technical Assistance Teams to superintendents and principals statewide through the Principals Executive Program • Offer principals flexibility in hiring and general staffing to meet the special learning needs of each school • Prepare principals to redesign schools to be more conducive to student and teacher learning and improve working conditions • Make teacher retention a major part of principal evaluation process 	<p>Enhancing the Image of the Profession/ Barriers to Entering the Profession</p> <ul style="list-style-type: none"> • Send teachers and district officials to meet with candidates and invite them to visit several hard-to-staff schools
<p>Teacher Preparation</p> <ul style="list-style-type: none"> • Provide internships for teachers-in-training such as those found in Professional Development Schools, in hard-to-staff schools. Offer all teaching candidates pre-service experience in urban and rural schools • Create new field experiences in hard-to-staff schools for student teachers and interns 	<p>Teacher Induction(Beginning Teacher Support/ Mentoring)</p> <ul style="list-style-type: none"> • Recruit a critical mass of accomplished teachers to lead reform of hard-to-staff schools, serving as mentors, coaches, and curriculum leaders • Overstaff schools where nontraditional recruits are employed and allow experienced teachers to team with them • Host information-sharing meetings or other events between teaching candidates and teachers working in hard-to-staff schools • Form partnerships between teacher education and local school systems for the induction of new teachers and professional development of experienced teachers • Fully fund and monitor the induction of new teachers to ensure that new teacher support programs meet the challenges teachers face in hard-to-staff schools
<p>Financial Incentives (Salaries, Benefits, Bumps, Bonuses/Employment of Retired Teachers, Portability of Retirement/Pensions)</p> <ul style="list-style-type: none"> • Continue to raise salaries and standards for teachers across the board 	<p>Recruitment and Retention Incentives (Signing Bonuses, Staying Bonuses, Hard to Staff Schools)</p> <ul style="list-style-type: none"> • Provide scholarships to prepare out-of-field teachers and paraprofessionals who already work in hard-to-staff schools to serve as fully licensed teachers • Encourage or require districts with hard-to-staff schools to develop comprehensive staffing plans that address recruitment, hiring, induction, and working conditions and that directly link staffing plans to school improvement strategies • Development of grow-your-own programs and paraprofessional certification programs to meet defined needs • Provide extra financial and social support to minority and other nontraditional teacher candidates to prepare them to teach in hard-to-staff schools • Offer hiring incentives to cohorts of student teachers who have experience working together as interns in hard-to-staff schools • Provide incentives for high-quality principals to move to hard-to-staff schools • Expand NC Teaching Fellows and other high-quality scholarship programs to prepare teachers with specific targets of service in hard-to-staff schools • Provide incentive grants to universities and school districts to develop local solutions, such as grow-your-own programs and paraprofessional certification programs, and disseminate model initiatives

<p>Continued Professional Development/Professional Renewal</p> <ul style="list-style-type: none"> • Develop Professional Development schools in hard-to-staff schools, to adequately train prospective teachers for the challenges they will face • Provide supplemental funds for professional development and on-site technical assistance, such as that provided by Technical Assistance Teams, to any school with 25% inexperienced teachers or 15% teacher turnover 	<p>Parental/Community Support and Involvement</p>
---	--

<p>Teacher Working Conditions</p> <ul style="list-style-type: none"> • Reduce class size sufficiently to make a measurable difference in the critical K-3 years • Make investments first in schools with high concentrations of at-risk young people • Focus state resources on schools that have the greatest needs 	<p>Teacher Leadership/Differentiated Roles</p>
<p>Administrator Support/Administrator Accountability</p>	<p>Enhancing the Image of the Profession/ Barriers to Entering the Profession</p> <ul style="list-style-type: none"> • Borrow recruiting strategies from other states
<p>Teacher Preparation</p>	<p>Teacher Induction(Beginning Teacher Support/ Mentoring)</p>
<p>Financial Incentives(Salaries, Benefits, Bumps, Bonuses/Employment of Retired Teachers, Portability of Retirement/Pensions)</p> <ul style="list-style-type: none"> • Make teaching a year-round job and move toward a 200 day school year <ul style="list-style-type: none"> — In the first year of the five-year phase-in first year teachers and their mentors would give given twelve month contracts. Over the next four years, additional days of instruction and additional workdays would be added to the calendar. • Make teacher salaries more comparable to positions in other occupations • Let schools convert teaching assistant positions to staff day care centers • Establish Day Care Services for the children of teachers • Offer full fringe benefits and Retirement credit for part-time teachers 	<p>Recruitment and Retention Incentives (Signing Bonuses, Staying Bonuses, Hard to Staff Schools)</p> <ul style="list-style-type: none"> • Develop incentives that will attract and keep qualified teachers in low performing schools • Create an incentive package to attract teams of teachers to low performing schools
<p>Continued Professional Development/Professional Renewal</p>	<p>Parental/Community Support and Involvement</p>

Article/Publication: Reduce Your Losses: Help New Teachers Become Veteran Teachers, SREB, 2001

<p>Teacher Working Conditions</p> <ul style="list-style-type: none"> • Provide work conditions that will help beginning teachers succeed. (Ensure that beginning teachers cannot be assigned to teach students or subjects for whom or for which they are not prepared. States and districts should track the placement of new teachers.) 	<p>Teacher Leadership/Differentiated Roles</p>
<p>Administrator Support/Administrator Accountability</p>	<p>Enhancing the Image of the Profession/ Barriers to Entering the Profession</p>
<p>Teacher Preparation</p> <ul style="list-style-type: none"> • Know who is in the "pipeline." (Determine how many students enter and exit teacher preparation programs at state colleges and universities. How many graduates enter classrooms? How long do they remain? Why do they leave?) • Provide prospective teachers with quality teaching for content and classroom management experiences in teacher preparation programs. (Ensure that teacher preparation programs prepare graduates to teach all children/Provide exposure to real-life classroom situations through student teaching experiences/Establish partnerships and coordination between colleges and universities and schools to provide quality experiences for student teachers.) 	<p>Teacher Induction(Beginning Teacher Support/ Mentoring)</p> <ul style="list-style-type: none"> • Assess the performance of beginning teachers and share feedback with them. Observation and feedback are key parts of new teachers' continued learning in the first few years of teaching • Train mentor teachers and assessors to observe and support beginning teachers. Provide incentives to encourage veteran teachers to become mentors. • Collect information on the effectiveness of approaches and programs that support beginning teachers. (Determine "what works" in programs to reduce the turnover of newly hired teachers.)
<p>Financial Incentives(Salaries, Benefits, Bumps, Bonuses/Employment of Retired Teachers, Portability of Retirement/Pensions)</p>	<p>Recruitment and Retention Incentives (Signing Bonuses, Staying Bonuses, Hard to Staff Schools)</p>
<p>Continued Professional Development/Professional Renewal</p>	<p>Parental/Community Support and Involvement</p>

Article/Publication: A Profession in Jeopardy – Why Teachers Leave and What We Can Do About It, NC Public School Forum, 1996

<p>Teacher Working Conditions</p> <ul style="list-style-type: none"> Local officials should ensure that all plans for schools to be built or renovated include provisions for work space and infrastructure supporting phones and computers for teachers State and local officials should assume responsibility for equipping teachers with ensuring adequate classroom supplies and equipment, including ready access to phones, computers and work space 	<p>Teacher Leadership/Differentiated Roles</p>
<p>Administrator Support/Administrator Accountability</p> <ul style="list-style-type: none"> The State Board of Education should require an orientation and seminar program for all new principals and assistant principals focused on providing support for beginning teachers Local school boards should adopt policies and programs that support induction and hold principals accountable for supporting beginning teachers 	<p>Enhancing the Image of the Profession/ Barriers to Entering the Profession</p>
<p>Teacher Preparation</p>	<p>Teacher Induction(Beginning Teacher Support/ Mentoring)</p> <ul style="list-style-type: none"> The General Assembly should fund a locally-operated two-year program of induction for all beginning teachers in NC which includes reasonable assignments, time to learn, and improved support The state should fund a mentor education and compensation program for all teachers selected to assist beginning teachers
<p>Financial Incentives(Salaries, Benefits, Bumps, Bonuses/Employment of Retired Teachers, Portability of Retirement/Pensions)</p> <ul style="list-style-type: none"> The State Board of Education should charge the NC Professional Teaching Standards Board with developing a licensure and certification process which would include a new state-level certification for all teachers and salary increases at each new level Reward improved student performance and highly accomplished teaching 	<p>Recruitment and Retention Incentives (Signing Bonuses, Staying Bonuses, Hard to Staff Schools)</p>

Continued Professional Development/Professional Renewal	Parental/Community Support and Involvement
<ul style="list-style-type: none"> • Restructure teacher evaluation systems to make them performance-based and aligned with teacher and student improvement • The State Board of Education and the UNC Board of Governors should align existing state and federal resources for professional development with the states goals for student achievement and teacher professional growth • The State Board of Education and the UNC Board of Governors should coordinate the delivery of professional development by state-funded organizations and institutions so as to reduce duplication and maximize limited resources 	

Teacher Working Conditions	Teacher Leadership/Differentiated Roles
Administrator Support/Administrator Accountability	Enhancing the Image of the Profession/ Barriers to Entering the Profession <ul style="list-style-type: none"> Aggressive recruitment activities, such as holding orientations, recruiting transfer students from two-year colleges, sponsoring future teacher clubs, organizing media campaigns in minority communities, and recruiting minorities to teaching from business and the military
Teacher Preparation	Teacher Induction(Beginning Teacher Support/ Mentoring)
Financial Incentives (Salaries, Benefits, Bumps, Bonuses/Employment of Retired Teachers, Portability of Retirement/Pensions) <ul style="list-style-type: none"> Financial aid including fellowships, Scholarships, and forgivable loans targeted to students who intend to teach 	Recruitment and Retention Incentives (Signing Bonuses, Staying Bonuses, Hard to Staff Schools) <ul style="list-style-type: none"> Early prospective teacher identification through secondary school surveys, counseling motivational workshops, summer college preparatory courses, course in educational theory and practice, and promise of financial aid
Continued Professional Development/Professional Renewal	Parental/Community Support and Involvement

