



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

Report to the Joint Legislative Education Oversight Committee

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

G.S. 115C-295.2(c)

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Annual Report of the North Carolina Professional Teaching Standards Commission

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

Mission Statement

The mission of the North Carolina Professional Teaching Standards Commission is to ensure that every student in the North Carolina Public Schools will have a knowledgeable, skilled, compassionate teacher. In order to achieve this objective, the Commission will establish and maintain rigorous standards for all teaching professionals.

Executive Summary

The NC Professional Teaching Standards Commission promotes the knowledge and utilization of professional standards for teachers: What every teacher should know and be able to do. During 2006, the Commission focused primarily on Teacher Working Conditions (TWC) Standards because these conditions impact student achievement and teacher retention. The measure for meeting the TWC Standards is the Governor's Teacher Working Conditions Survey. Completing the survey is a necessary but not sufficient strategy to improve teacher working conditions. Its usefulness comes from utilizing the data in order to help schools, LEAs, and groups that support schools to meet the TWC Standards. Carolyn McKinney, Executive Director (as of June 30, 2006) participates on boards, committees, and commissions to make sure that standards for teaching and professional development as well as working conditions are kept in the forefront as we move forward in training new and practicing educators. Through efforts such as increasing planning time for teachers and selecting 21st Century Literacy Coaches, the Commission advocates for appropriate conditions in our schools and classrooms which will enable highly skilled teachers to educate every child.

Brief Overview

The 1996 General Assembly established the North Carolina Professional Teaching Standards Commission in Statute 115C-295.1 (Attachment 1). The Commission is located administratively under the State Board of Education but exercises its powers and duties independently of the State Board of Education. The purpose of the commission is to establish high standards for North Carolina teachers and the teaching profession. The Governor appoints eight members, the President Pro Tempore of the Senate four members, and the Speaker of the House of Representatives four members. Each of these positions is defined by statute. The members serve two-year terms. The terms expire on August 31. The Commission is authorized to do the following: develop and recommend to the State Board of Education professional standards for teachers, review the areas of teacher certification, consider current methods to assess teachers

and teaching candidates, and evaluate, develop and recommend to the State Board procedures for the assessment and recommendation of candidates for initial and continuing teacher certification.

The work of the North Carolina Professional Teaching Standards Commission has resulted in the writing of Core Standards for All Teachers in North Carolina, Standards for Working Conditions in North Carolina Schools, and Professional Development Standards.

Commission Activities During 2006

Teacher Working Conditions Survey Planning, Administration, and Reporting

The North Carolina Professional Teaching Standards Commission was integral in creating (Attachment 2), planning for, the administration of and the reporting of the results of the Teacher Working Conditions surveys in 2002, 2004, and again in 2006. The current data, though preliminary, is already being utilized by the Office of the Governor in the Turnaround High Schools, by the State Board of Education in the 16 systems that received Disadvantaged Student Supplemental Funding, and by the Commission and the Governor's Teachers Advisory Committee in recognizing best practices in working conditions and student achievement. The schools that reflect these high standards will be celebrated at the REAL D.E.A.L. Conference to be held January 30 and February 1, 2007. Following is a preliminary report prepared by the Center for Teaching Quality.

2006 North Carolina Teacher Working Conditions Initiative Preliminary Report on Trends and Findings

Since 2002, under the leadership of Governor Mike Easley and the North Carolina Professional Teaching Standards Commission, North Carolina has worked on better understanding a critical factor in student learning and teacher retention: the conditions under which teachers work. Data from the previous surveys indicate that improving teacher working conditions—time, professional development, leadership, empowerment, and facilities and resources—will improve student learning and help retain teachers.

About the Survey

In 2006, about two-thirds of school-based licensed educators (66 percent, or more than 75,000 educators) responded to the North Carolina Teacher Working Conditions Survey. More than 85 percent of the state's schools (1,985) reached the minimum response rate necessary to have valid data, providing them with the information they need so that they can gauge the successes and areas of concerns in their own schools and communities.

Findings

While a final report is not expected until achievement, turnover and other data can be analyzed (February 1, 2007), several trends can be discerned from the survey data. They are reported in greater detail in the interim report. The following trends are noted:

Teacher Working Conditions Have an Impact on Teacher Turnover

Teachers were asked about their future employment plans on the survey, allowing an immediate examination as to whether teachers who want to leave their school (13 percent) had different perceptions of their working conditions. On all questions, those who wanted to keep teaching, but move were far less likely to note the presence of positive working conditions than those who plan on staying in their current position. For example, while two-thirds of teachers who want to stay in their current position believe they take “steps to solve problems” in their school, about one-quarter (28 percent) of those who want to move to a new school, but continue teaching agreed that their school takes steps to solve problems. Additionally, those who want to stay are much more likely to believe that leadership is making efforts to address working conditions.

Teachers and Administrators View Working Conditions Differently

As was the case in 2004, principals and other administrators are more likely to believe that positive working conditions are present than teachers. For example, while half (51 percent) of teachers believe that “teachers are centrally involved in decision making about important education issues,” virtually all (96 percent) principals agree that teachers are centrally involved. Half of teachers agree that there is time available to collaborate with colleagues, while 83 percent of principals believe that time is present during the school day for teachers to work and plan with one another. Additionally, principals are much more likely to believe they are addressing these working conditions than teachers.

Teachers, Particularly Elementary Educators, Want More Planning and Collaborative Time

As was the case in 2004, time was the working condition where educators were the most negative. This is particularly concerning as teachers indicated that time is the most important working condition that impacts student learning. Elementary school teachers were more positive about all working conditions areas (compared to middle and high school educators) except time. While about one-third of elementary educators believe the non-instructional time they have for planning and collaboration is sufficient (37.2 percent), about three-fifths of middle school (57.2 percent) and high school (59.5 percent) agree they have enough time. Elementary teachers are also less likely than middle school educators (50.9 percent vs. 65.6 percent) to agree that they have time available to collaborate with colleagues. This perception exists due to the reality of time available. Elementary educators disproportionately report receiving less than an hour during the school day that could be used for planning (94 percent) compared to middle school (62 percent) and high school (57 percent). Sixty-three percent

report receiving less than three hours per week at the elementary level compared to 39 percent at the middle school and 38 percent at the high school levels.

Teachers are Positive about the Facilities and Resources Available

Facilities and resources was the working condition where educators were the most positive overall. However, it was also the area where the greatest disparity between the original 16 DSSF districts and the rest of the state exists. In general, educators feel safe (83 percent), their school is well maintained (73 percent) and that there are sufficient instructional materials (73 percent), instructional technology (73 percent), and office equipment (70 percent).

Teachers Do Not Feel Centrally Involved in Decision Making as They Do Not Participate in School-Level Decisions and Often Do Not Have an Effective Group Decision Making Process Available.

Only half of educators in North Carolina (53 percent) feel centrally involved in decision making and agree that there is an effective process for making group decisions (50 percent). It appears these feelings of empowerment stem from playing a lesser role in direction about school policies (hiring, budget, in-service planning, improvement planning) than classroom decisions (grading, assessment, curriculum). The School Improvement Team (SIT) as a vehicle for representing teachers may need to be examined as only 40 percent indicated they vote for members and 58 percent said the SIT provides effective leadership.

Teachers are Positive about Leaderships' Ability to Communicate, but Want More Support in Addressing Working Conditions

Teachers were generally satisfied with their school leadership, particularly on issues related to communicating clear expectations, holding teachers to high professional standards, and handling teacher performance evaluations effectively. However, there were issues identified by educators in the survey related to leadership which includes, but is not exclusive to the principal. These concerns include enforcement of discipline policies, shielding teachers from disruption and addressing the improvement of working conditions particularly in the area of leadership and empowerment of teachers within the school.

Teachers Were Positive about the Professional Development They Received, but Did Not Get What They Said They Need

Teachers believe they need the professional development around diversifying instruction, working with special education students (50 percent), teaching Limited English Proficient students (43 percent), closing the achievement gap (41 percent) and working with gifted students (23 percent). However, it was in these areas where educators were least likely to have received at least ten hours of professional development over the past two years (17 percent, 9 percent, 21 percent and 8 percent respectively). About two-thirds of teachers believe professional development provides them with the knowledge and skills they need to be effective. Teachers are much more positive about specific opportunities

they have received. Only half agree sufficient funds and resources are available to take advantage of these opportunities.

New Teachers are Generally Positive about Mentoring Received, but Many Educators Do Not Appear to Be Getting Any Support

New teachers indicate that mentoring was effective in several areas. In particular, mentors provided helpful general encouragement and social support (71 percent indicated it helped a lot or was critical). On most measures, about half of new teachers believed their mentors helped a lot or were critical, including the following areas: school/and or district procedures (57 percent); instructional strategies (55 percent); classroom management (53 percent); and curriculum and subject area taught (47 percent). However, many new teachers indicated that they never met with their mentors. About one-third of new teachers said they never met with their mentor to plan instruction (34 percent) or during the school day (31 percent), and one-fifth (21 percent) were never observed.

Next Steps

Since the results of the survey were released to schools on June 1, 2006, many organizations and groups have been busy using the results. Sixteen customize briefs (Attachment 3) for the original DSSF districts were issued by the Center for Teaching Quality under the guidance of the Office of the Governor and the NCPTSC, and an interim report was presented to the Teacher Working Conditions Advisory Board (October 19, 2006). CTQ, Teacher Academy, the Principals Executive Program, NCAE and others have worked with schools and districts and conducted workshops for educators, policymakers, stakeholders and the community. Many districts and areas including Wake, Guilford, Durham, Iredell-Statesville, the Sandhills Region, and Winston-Salem/Forsyth have analyzed data and begun to use it to engage in conversation to improve. Also, the data has been used by the teams at Turnaround high schools under the guidance of DPI.

Ensuring a qualified teacher for every student is not enough to close the achievement gap and have all students proficient at their grade level. Teachers must have the resources and support they need to serve all students well, and without comprehensive sustained efforts to improve teacher working conditions, much of the states notable school reform efforts could go unfulfilled.

The data for each of the 1985 schools that had at least a 40% response rate may be found at www.northcarolinatwc.org.

21st Century Literacy Coaches

As per NC Statute, the General Assembly appropriated funds to support the selection and hiring of 100 literacy coaches. The State Board of Education allocated these funds to the 100 schools with the lowest average scores of the eighth grade end-of-grade reading test over the most recent three years for which data was available. The NC Teacher Academy is providing training to the Literacy Coaches. The Office of the Governor asked for the NCPTSC to be the liaison between the State Board of Education, the Department of Public Instruction, the NC Teacher Academy, and the Governor's Office as the coaches were identified and selected by the schools. The North Carolina Professional Teaching Standards Commission is involved with this work because it incorporates professional development that exemplifies the standards for professional development that the state has adopted.

Preparation for Work on Standards for Teaching and Learning for 21st Century Schools

In August 2006, the State Board of Education adopted a new mission statement and goals for "Future-Ready Students for the 21st Century" (Attachment 4). It states that NC public schools will be led by 21st Century professionals. The State Board of Education charged the Commission with defining the standards needed by teachers to meet this goal. The Commission will review the 1999 standards (Attachment 5) and align with the SBE 21st Century Schools mission and goals.

Preparation for REAL D.E.A.L. Conference

Schools with above average ratings of the 2006 Teacher Working Conditions Survey and are also designated Schools of Excellence will be recognized at the REAL D.E.A.L. Conference to be held January 30-February 1, 2007. The Commission will work with the Governor's Teachers Advisory Committee to determine the schools meeting this criterion, to document their best practices, and to share the results of the Teacher Working Conditions Survey. The special attention that Governor Easley gives this Conference demonstrates his commitment to improving student achievement and working conditions for teachers in North Carolina schools.

Appeals Board Review Panel for Requests for Exception from Teacher Licensing Requirements

The Executive Director and one member of the North Carolina Professional Teaching Standards Commission serve on the Review Panel. The Commission presence assures that standards for teaching in North Carolina are maintained as the State Board of Education reaches its licensure decisions.

HB 1151: Teacher Planning Time

On January 15, 2006, The North Carolina Professional Teaching Standards Commission presented a report to the Joint Education Legislative Oversight Committee that outlined best practices for providing a minimum of five hours per week for planning time for teachers. The conclusion of the report demonstrated the lack of planning time for teachers during the instructional day. Legislation HB 1181 was one result of this study. It directs School Improvement Teams to include a plan to provide duty-free instructional planning time for every teacher under G.S. 115C-301.1, with the goal of providing an average of at least five hours of planning time per week. This significant legislation will improve instruction for students and teacher working conditions. The Commission will work with School Improvement Teams to achieve this goal by providing examples of how other schools have succeeded in accomplishing this goal.

National Partnership for 21st Century Schools

North Carolina was the first state to join the National Partnership for 21st Century Schools. The North Carolina Professional Teaching Standards Commission seeks guidance from and provides input to the Partnership in defining the Standards needed for 21st Century teaching and learning. As the work of the Commission moves forward, the Partnership will play in a key role in defining Standards. As no other state has tackled this task, North Carolina will once again lead the way.

National Commission on Teaching and America's Future

The Executive Director and Jane Norwood, State Board of Education member, attended the Annual Partners' Symposium. The sessions focused on Quality Teaching in High-Priority Schools. The discussions brought out the need for teachers to work collaboratively rather than individually to improve student achievement beyond what any one of them could do alone. Professional development was also highlighted as a way to advance instruction.

Teacher Quality Committee

The Executive Director serves on the Teacher Quality Committee. It was initially established in 2000 to study teacher quality and develop a comprehensive plan for the continued improvement of teacher quality in North Carolina. Since that time, the committee has evolved to an informal advisory committee on issues related to teacher quality. It is open to anyone who wants to participate. At the current time, the membership includes personnel administrators, representatives of professional associations, teacher educators, and a teacher.

North Carolina Science, Mathematics, and Technology Center Board

The Executive Director serves as a member of the North Carolina Science, Mathematics, and Technology Center Board. .” The Center reflects high standards for teaching and learning science, math, and technology and provides many opportunities for excellent professional development for teachers in their content area. Its mission is to ...”systematically improve performance in science, mathematics, and technology preK-12 education as a means of providing all children in North Carolina with the necessary knowledge and skills in science, mathematics, and technology to have successful careers, be good citizens, and advance the economy of the state.

North Carolina School Report Card

The Executive Director serves as the data steward for the section of the North Carolina School Report Card that pertains to the North Carolina Teacher Working Conditions Survey. Learn NC provides the actual data indicating how many teachers from each school completed the survey and the website where the results may be obtained. However, the North Carolina Professional Teaching Standards Commission is contacted with any questions or concerns.

North Carolina Teacher Academy

The Executive Director serves on the North Carolina Academy Board. The Teacher Academy delivers professional development to over 35,000 teachers each year. They maintain high standards for content and delivery. The close cooperation between the Teacher Academy, the 21st Century Literacy Coach Initiative, and Commission demonstrates that professional development can meet the needs of teachers and their students.

Professional Development Study Group of the Public School Forum

The Executive Director is a member of the Professional Development Study Group of the Public School Forum. A key role was keeping the perceptions of teachers from the Teacher Working Condition Survey at the forefront during discussions about needed changes in professional development.

Budget

The annual Commission budget for the 2006 fiscal year was \$219,889. Of this, expenditures were \$161,790.42 and include the normal costs of operating the Commission – office expenses, staff salaries and benefits, Commission meetings, substitute and travel arrangements for members of the Commission to do the work of the Commission.

In addition, the Commission expends funds (\$190,000) appropriated for the Teacher Working Conditions Survey. The largest expenditure was for the work related to its distribution, maintenance of the data, and related research.

Focus for 2007

- Revise the standards for teaching and the teaching profession to align with the mission and goals for Future-Ready Students for the 21st Century.
- Disseminate the results and the research of the 2006 Teacher Working Conditions Survey. Demonstrate Best Practices across the state by highlighting the REAL D.E.A.L. Schools, making available grants to original 16 DSSF counties to improve working conditions, and providing training with Turnaround Specialists in high schools.
- Monitor the Literacy Coach Initiative.
- Continue to strengthen Professional Development for teachers in NC and encourage the development of Professional Learning Communities.
- Continue to participate in meetings and discussions that impact the teaching profession to ensure that high standards are maintained for North Carolina teachers.
- Communicate the work of the NC Professional Teaching Standards Commission throughout the state.

The North Carolina Professional Teaching Standards Commission will play a vital role in determining what the teaching profession will be in the 21st century. If “every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st century,” then “the schools must be led by 21st Century professionals.” In order for this to occur, the standards for the profession will continue to evolve. While having compassion for students, teaching, and learning may not change, the knowledge and skills needed for the profession will. The Commission looks forward to working with the State Board of Education to achieve its mission.

115C-295.1. North Carolina Professional Teaching Standards Commission

- (a) There is created the North Carolina Professional Teaching Standards Commission (the "Commission"). The Commission shall be located administratively under the State Board of Education but shall exercise its powers and duties independently of the State Board of Education.
- (b) The Purpose of the Commission is to establish high standards for North Carolina teachers and the teaching profession.
- (c) Beginning September 1, 1996, the Commission shall consist of the following 16 members:
 - 1. The Governor shall appoint four teachers from a list of names, including the State Teacher of the Year, submitted by the State Board of Education; one principal; one superintendent; and two representatives of schools of education, one of which is in a constituent institution of The University of North Carolina and one of which is in a private college or university.
 - 2. The President Pro Tempore of the Senate shall appoint three teachers who have different areas of expertise or who teach at different grade levels; and one at-large member.
 - 3. The Speaker of the House Representatives shall appoint three teachers who have different areas of expertise or who teach at different grade levels; and one at-large member.

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

- (d) The Commission shall elect a chair, vice-chair, and a secretary-treasurer from among its membership. In the absence of the chair, the vice-chair shall preside over the Commission's meetings. All members are voting members, and a majority of the Commission constitutes a quorum. The Commission shall adopt rules to govern the proceedings.
- (e) Meetings of the Commission shall be held upon the call of the chair or the vice-president with the approval of the chair.
- (f) Members of the Commission shall receive compensation for their services and reimbursement for expenses incurred in the performance of their duties required by this Article, at the rate prescribed in G.S. 90B-5.
- (g) The Commission may employ, subject to Chapter 126 of the General Statutes, the necessary personnel for the performance of its functions, and fix compensation within the limits of funds available to the Commission. (1993 (Reg. Sess., 1994), c. 740, s. 1; 1996, 2nd Ex. Sess., c. 18, s. 18.12 (a).)

115C-295.2 Powers and Duties of the Commission

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

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

- (b) The Commission shall submit its recommendations under subsection (a) of this section to the State Board. The State Board shall adopt or reject the recommendations. The State Board shall not make any substantive changes to any recommendation that it adopts. If the State Board rejects the recommendation, it shall state with specificity its reasons for rejection; the Commission then may amend that recommendation and resubmit it to the State Board. The Board shall adopt or reject the amended recommendation. If the State Board fails to adopt the Commission's original and amended recommendation concerning the implementation of assessments for certification and the procedure for the assessments and recommendation of candidates for teacher certification, the State Board may develop and adopt its own plan.
- (c) The Commission shall submit an annual report by December 1 of each year to the Joint Legislative Education Oversight Committee and the State Board of Education of its activities during the preceding year, together with any recommendations and findings regarding improvement of the teaching profession. The State Board shall submit a report by April 15, 1998, to the Joint Legislative Education Oversight Committee on the current status of assessments for certification and any changes to the procedures for assessment and recommendation of candidates for teacher certification. (1996, 2nd Ex. Sess., c. 18, s. 18.12 (b).)

STANDARDS FOR WORKING CONDITIONS IN NORTH CAROLINA SCHOOLS**Use of time**

In schools that are dedicated to recruiting, nurturing and retaining teachers, the following working conditions are evident:

- There is scheduled time in the day for teachers to focus on development of successful curriculum, classroom management, strategies, and techniques to individualize instruction for student success.
- Teachers have student loads that allow them to meet the educational needs of all students.
- Teachers are not assigned duties that interfere with their primary job of educating students.
- Planning time is provided for all teachers K-12.
- New teachers are provided effective mentors. There is time for the new teachers and the mentor to work together during the day, both within and outside the classroom.
- Standards and expectations for teachers are organized, simplified and streamlined to allow teachers to focus on developing skills that are most important for successful instruction.
- Teachers have time to collaborate with highly skilled, dedicated colleagues.

Facilities and Resources

In schools where teachers are productive, creative, and satisfied, the following working conditions are in place:

- There is space for each teacher to work with students and with colleagues; there is also space for the teachers to work quietly and individually.
- Teachers have necessary office and instructional supplies and access to funds for purchasing supplies which allows them to involve students in meaningful work.
- Teachers have access to current technology that allows them to prepare students to be successful.
- Teachers have assistance for the clerical aspects of their jobs.
- The school environment is safe. The health of teachers, staff members and students is a top priority. The school is a secure place for the entire learning community.
- Teachers have help from educational support personnel such as tutors, family specialists, psychologists, nurses, counselors, administrators, social workers, mental health professionals, and others. This assistance allows teachers to meet all the needs of their students.
- Schools have community and business partnerships that support the learning process.
- Teacher salaries and supplements are competitive with equivalent professions.

Leadership

Schools where teachers are enthusiastic and effective show evidence of the following:

- The principal is a strong and supportive leader with a clear vision of the central mission of the school. The principal utilizes the leadership potential of the teachers.
- All stakeholders (including teachers) participate in the decision-making process.
- There is a high level of leadership and support from the school board, central office, and parent, as well as from government officials, such as county commissioners, state legislator, the Superintendent of Public Instruction, the State Board of Education, and the Department of Public Instruction.
- Teachers are the recognized leaders of their classrooms and are supported in their classroom-based decisions and initiatives.
- School leaders at all levels shield educators from disruptive distractions in order to ensure that teachers can focus on what is best for their students and for learning.

Empowerment

In schools where teachers are effective and where turnover is low, there is evidence of the following:

- There are many avenues available for educators to express their concerns and propose solutions.
- Reasoned educational risk-taking is encouraged and supported.
- Teachers are recognized as educational experts and are trusted to make sound professional decisions.
- Within the educational community there is an atmosphere of mutual respect, where each professional is empowered to do his/her work.

Professional Development

In schools where learning is valued, teachers are encouraged and supported in their efforts to develop their skills and knowledge:

- Sufficient resources are available to allow teachers to take advantage of important professional development opportunities.
- Professional growth of teachers is valued as the basis for improving student achievement.
- A variety of types of learning opportunities are recognized as valuable, including study groups and teacher research.
- The design and choice of professional development activities are research-based.
- Professional development is based on individual, school, and distinct goals.

DSSF Briefs for the 16 DSSF Districts

Copies of these briefs will be included in the Joint Legislative Oversight Committee Report. The State Board of Education received these at the October meeting.

FUTURE-READY STUDENTS for the 21st Century

The guiding mission of the North Carolina State Board of Education is that every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century.

Goal: NC public schools will produce globally competitive students.

- Every student excels in rigorous and relevant core curriculum that reflects what students need to know and demonstrate in a global 21st Century environment, including a mastery of languages, an appreciation of the arts, and competencies in the use of technology.
- Every student's achievement is measured with an assessment system that informs instruction and evaluates knowledge, skills, performance, and dispositions needed in the 21st Century.
- Every student will be enrolled in a course of study designed to prepare them to stay ahead of international competition.
- Every student uses technology to access and demonstrate new knowledge and skills that will be needed as a life-long learner to be competitive in a constantly changing international environment.
- Every student has the opportunity to graduate from high school with an Associates Degree or college transfer credit.

Goal: NC public schools will be led by 21st Century professionals.

- Every teacher will have the skills to deliver 21st Century content in a 21st Century context with 21st Century tools and technology that guarantees student learning.
- Every teacher and administrator will use a 21st Century assessment system to inform instruction and measure 21st Century knowledge, skills, performance, and dispositions.
- Every education professional will receive preparation in the interconnectedness of the world with knowledge and skills, including language study.
- Every education professional will have 21st Century preparation and access to ongoing high quality professional development aligned with State Board of Education priorities.
- Every educational professional uses data to inform decisions.

Goal: NC public school students will be healthy and responsible.

- Every learning environment will be inviting, respectful, supportive, inclusive, and flexible for student success.
- Every school provides an environment in which each child has positive, nurturing relationships with caring adults.
- Every school promotes a healthy, active lifestyle where students are encouraged to make responsible choices.
- Every school focuses on developing strong student character, personal responsibility, and community/world involvement.

- Every school reflects a culture of learning that empowers and prepares students to be life-long learners.

Goal: Leadership will guide innovation in NC public schools.

- School professionals will collaborate with national and international partners to discover innovative transformational strategies that will facilitate change, remove barriers for 21st Century learning, and understand global connections.
- School leaders will create a culture that embraces change and promotes dynamic continuous improvement.
- Educational professionals will make decisions in collaboration with parents, students, businesses, education institutions, and faith-based and other community and civic organizations to impact student success.
- The public school professionals will collaborate with community colleges and public and private universities and colleges to provide enhanced educational opportunities for students.

Goal: NC public schools will be governed and supported by 21st Century systems.

- Processes are in place for financial planning and budgeting that focuses on resource attainment and alignment with priorities to maximize student achievement.
- Twenty-first century technology and learning tools are available and are supported by school facilities that have the capacity for 21st Century learning.
- Information and fiscal accountability systems are capable of collecting relevant data and reporting strategic and operational results.
- Procedures are in place to support and sanction schools that are not meeting state standards for student achievement.

EVERY CHILD'S TEACHER IN NORTH CAROLINA
Core Standards for the Teaching Profession
Approved by NC Professional Teaching Standards Commission August 28, 1999
Adopted by the State Board of Education November, 1999

CORE STANDARD I. TEACHERS KNOW THE CONTENT THEY TEACH.

Teachers have a broad knowledge of content.

Teachers serve as role models of educated citizens. To teachers, the world is a fascinating place. They pass on to their students a high level of interest in and curiosity about all aspects of knowledge. Teachers are dedicated to learning and knowing in the same way an athlete is dedicated to physical fitness or an orchestra conductor is dedicated to music. All teachers have a background in basic subject areas—the arts, humanities, mathematics, and sciences. They have broad understanding of the major cultures, religions, geography, political systems, philosophies and economic systems by which people organize their lives. Teachers know and appreciate the great creative works of world cultures.

Teachers know the content appropriate to their teaching specialty.

Some teachers, often teachers of young children, are generalists. Because they teach everything, generalists have a broad knowledge of every discipline. They are prepared to direct a child's natural curiosity into an interest in learning about science, mathematics, the arts, and social sciences.

Some teachers are specialists in a specific subject. Specialists know their subjects considerably beyond the content they are expected to teach. This allows them to bring richness and depth of understanding to their classrooms, and to work well with students who wish to go beyond the curriculum. They understand how technological advances affect their discipline. Specialists also have a strong background in the subjects related to their specialty area—algebra teachers know calculus and geometry, physical science teachers know biology and chemistry. In addition to knowledge of content, specialist teachers know how professionals in their field think and analyze the world.

Teachers understand the ways in which their teaching area connects to the broad curriculum.

Teachers know how their teaching specialty connects to the general curriculum. In order to deepen understanding and make learning more interesting for students, teachers help students understand how different subjects are related to each other. Teachers know the links between the grade or subject they teach and what comes before and after their course or grade.

Teachers know relevant applications of the content they teach.

Students often ask their teachers, “What difference does this make?” “Why does this matter?” Teachers have the answers to these questions. They understand ways in which the subjects they teach have an impact on the world in which we live.

CORE STANDARD II. TEACHERS KNOW HOW TO TEACH STUDENTS.

Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of the students they teach.

Teachers in elementary schools know how young children think, and teachers in secondary schools understand adolescents. Even within age and grade levels, however, there is a wide scope of expected skills and behaviors. Teachers design their instruction for the range of students that they teach. Teachers recognize when students think and act outside of the expected range and when to refer such students to specialists for evaluation.

Teachers use a variety of methods to teach students.

There is no single way to teach all of the students all of the time. Teachers choose the methods and techniques that are successful in helping a specific class or a specific student learn on a specific day. This may be direct, teacher-centered instruction, it may be small group projects, or it may be student-directed discovery. What is appropriate for one class may not work for another. To teach all students successfully, teachers must have command of a wide range of techniques.

Teachers are expert communicators.

Teachers express their thoughts and ideas in ways that are clearly understood by their students. Teachers also understand that communication is a two-way process. They are expert listeners and interpreters of what students mean. Teachers are skilled at distinguishing the difference between a student’s expression of deep anger or mild annoyance, between expressions of true fear or of brief anxiety, and between a student who is momentarily frustrated and one who is seriously discouraged.

Teachers have strong and current technology skills.

Teachers are skilled at using technology to teach. They know when and how to use current educational technology, and they understand the most appropriate type and level of technology to use to maximize student learning.

Teachers plan instruction that is appropriate for the students they teach.

Teachers develop short and long-range plans for their instruction. These plans reflect understanding of how students learn, and allow for students who learn at a faster or slower pace than others to be successful and engaged in learning. Teachers understand that plans are general guidelines and must be constantly monitored and modified to enhance the learning that is occurring in the classroom.

Teachers use a variety of methods to assess what students have learned.

Teachers make teaching decisions based on what individual and groups of students know and understand. Gathering and interpreting data about what students know and are able to do is the basis for making good teaching decisions. Teachers use formal tests, responses to quizzes, evaluation of class assignments, student performances and projects, and standardized achievement tests to understand what students know. Teachers also evaluate informal measures of student understanding, such as the questions asked in class and the level of student enthusiasm.

Teachers teach thinking and problem solving skills.

Students need to know how to use their knowledge. Teachers help students evaluate information, consider alternatives, and make wise choices. For example, teachers encourage students to synthesize knowledge, draw conclusions, and ask questions. Teachers encourage their students to think creatively and critically.

Teachers help students develop skills of teamwork, leadership, and cooperation in their classrooms and schools.

Surveys of employers identify teamwork and the ability to work with others as highly important workplace skills. Our neighborhoods and communities also require these skills for a high quality of life. There is no better place to teach teamwork and cooperation than in schools, where children from diverse backgrounds gather daily. Teachers take advantage of this opportunity to teach students how to live and work together productively and in a positive manner.

Teachers instill a love of learning and self-confidence based on achievement.

Successful adults in the 21st century will have both the skills and the desire to continue learning and growing long after they leave formal education. They will hold high personal standards for achievement, appreciate and enjoy learning, and have confidence in their abilities. Skilled teachers lay the groundwork for these skills and attitudes during the years students are in school. They observe and nurture hidden talents and skills, and encourage young people to make decisions and follow a path that will use these talents. Teachers know and teach the importance of cooperation and working together in order for students to be successful both in school and in their adult lives.

Teachers align their instruction with the required curriculum.

Teachers know the North Carolina Standard Course of Study and local curriculum framework. They are familiar with the content standards developed by professional organizations in their specialty areas. Teachers develop and apply strategies to make this curriculum significant to the students they teach. Teachers are skilled at meeting the requirements of the entire curriculum, while recognizing and focusing on those concepts in the curriculum which are fundamental to student understanding. Among the basic components of the curriculum are reading, communicating orally, and using mathematics. Teachers know how to develop literacy, communication, and mathematical skills appropriate to their specialty areas. They know how to assess a student's level of competence in these fundamentals, to recognize problems and to help the student find assistance and resources when necessary.

CORE STANDARD III. TEACHERS ARE SUCCESSFUL IN TEACHING A DIVERSE POPULATION OF STUDENTS.

Teachers demonstrate their belief that diversity in the classroom, in the school, and in the society is a strength.

Teachers show their commitment to this belief by their daily conduct. They do not allow subtle or overt intolerance or bigotry in their classrooms or schools, and they actively select materials and develop lessons that counteract stereotypes.

Teachers treat students as individuals.

Teachers maintain high expectations for children of all backgrounds. Teachers avoid stereotypes or jumping to conclusions about individual children based on race and ethnicity, gender, language, family economic level, or any of the other ways in which our society defines groups.

Teachers know and respect the influence of race, ethnicity, gender, religion and other aspects of culture on a child's development and personality.

Teachers have and actively seek knowledge of others through reading, personal interaction, and direct experience. They strive to understand how an individual child's culture and background influence his or her school performance. In schools and communities where population diversity is limited, teachers find ways to acquaint children with the wide variety of people who make up our society and world.

Teachers adapt their teaching for the benefit of students with special needs.

Teachers make inclusion of special needs students in the regular classroom a positive experience for each student in the class. Teachers collaborate with the range of support specialists to help them meet the needs of all students.

Teachers work collaboratively with the families and significant adults in the lives of their students.

Teachers recognize that educating children is a shared responsibility involving the school, parents, and the larger community. Teachers reach out beyond the school to promote trust and understanding, and build partnerships with all segments of the school community. Teachers overcome obstacles that stand in the way of effective family and community involvement in the education of their children.

CORE STANDARD IV. TEACHERS ARE LEADERS.
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Teachers lead in their classrooms.

Teachers exercise leadership by taking personal responsibility for the progress of all students. They organize and motivate their students to act in ways that meet the needs of both the individual student and the class as a whole. In their classrooms, teachers maximize efficiency,

maintain discipline and morale, promote teamwork, plan, communicate, focus on results, evaluate progress, and make constant adjustments.

Teachers lead in the school.

Teachers assume additional responsibility in the schools. They help develop school goals and strategies, mentor new teachers, improve the effectiveness of their departments or grade levels, and work with their school improvement committees to improve student achievement. Teachers frequently lead extra-curricular activities, such as coaching, sponsoring student clubs, editing the yearbook, directing the school musical, or organizing field trips.

Teachers lead in advocating for schools and children.

Teachers are informed about policy issues, and they initiate or assist in implementing initiatives to improve the education of children. They contribute to discussions of education and social policy affecting children. Teachers are respected members of the community who play key roles in helping improve communication and collaboration between the members of the community and educators in the school and the school system.

Teachers function effectively in a complex, dynamic environment.

Teachers understand that many factors beyond their control affect the classroom and school environment, and they find ways for students to learn despite everything that happens. They realize that everything that happens in the community, between individual students, with families, or with colleagues has an impact in the classroom. Teachers work to minimize disruptions in student learning and take advantage of unexpected events to teach students. They are resourceful and flexible in meeting the demands of their profession and are skilled at facilitating consensus and mediating conflict. Teachers are enthusiastic about teaching even when faced with obstacles and frustrations.

Teachers meet high ethical standards of practice.

Teachers keep the needs of students at the center of their professional thoughts and actions. They live up to universal ethical principles of honesty, truthfulness, integrity, fair treatment, and respect for others. Teachers meet ethical standards for competent practice, for example, by only accepting a teaching assignment for which they are qualified and adhering to the confidentiality procedures for student testing. Teachers maintain a clear distinction between personal values and professional ethics. Teachers have opinions and beliefs, but they do not impose their personal religious, political, or social values on students. Teachers recognize that families are the primary shapers of children's values, and they treat any conflict between school and family values with great caution and care.

Teachers support the teaching profession.

Teachers believe in the teaching profession. They advocate for teacher professionalism, for school conditions that encourage teaching and learning, and for decision-making structures that take advantage of the expertise of teachers. Teachers promote professional growth and assist their colleagues in improving their teaching skills. They support and assist new teachers, either formally as mentors or informally as colleagues. They strive to create learning communities in their schools and participate in their professional organizations. Teachers encourage talented

students to consider becoming teachers, and they work with teacher cadet and internship programs.

CORE STANDARD V. TEACHERS ARE REFLECTIVE ABOUT THEIR PRACTICE.

Teachers analyze the results of teaching.

Teachers think systematically about what happens in their classrooms and schools, why it happens, and what can be done to improve student achievement. They search in their own practice for reasons why a student has difficulty with comprehending a reading passage, or why one class has great success in learning a math concept. Teachers collect and use data on student performance to analyze and improve school and classroom effectiveness.

Teachers collaborate with their colleagues.

Teachers value and learn from the expertise of other educators. They offer and accept support, encouragement, and advice. Teachers assume responsibility for the effectiveness of their colleagues and of the entire school. Teachers observe and learn from professionals in other schools and communities. They collect the best ideas and practices to use in their own schools.

Teachers use research in their classrooms.

Teachers study educational literature and can interpret research and apply it in their classrooms and schools. They discuss research-based books and articles, either in study groups or more informally. Teachers conduct action research in their classrooms and schools to determine the most effective teaching strategies.

Teachers continue to grow professionally.

Teachers recognize that life-long learning is an integral part of their profession. They know they can always be more effective. Teachers are constantly looking for new and better ways to teach.

CORE STANDARD VI. TEACHERS RESPECT AND CARE ABOUT STUDENTS.

Teachers enjoy spending time in the company of children and young adults.

Teachers find young people interesting and enjoy interacting with them. Teachers understand that young people make mistakes and act in ways that are difficult to understand, but that such behavior is part of growing up. Teachers find pleasure and satisfaction in helping children develop into responsible adults.

Teachers learn all they can about each of their students.

Teachers know about each child's interests, hobbies, and activities. Teachers find out what is special about each student and use this knowledge to help students grow and develop self-confidence and a sense of self-worth.

Teachers maintain the dignity of each student.

Teachers teach students to respect themselves, other students, and adults in the school. They establish a respectful, caring classroom atmosphere where every student feels worthy and valued. Even when it is necessary to correct student behavior, it is done in ways that maintain the dignity of the student.

Teachers express pride in their students' accomplishments.

Teachers encourage students to set and achieve high standards for themselves by praising their accomplishments and celebrating their successes.

North Carolina Professional Teaching Standards Commission
Commission Members
2006

Terms expired on August 31, 2006

Joan Celestino
Executive Committee, Chair
Teacher, Forsyth County Schools

Dianne Jackson
Executive Committee, Vice-Chair
Media Specialist, Chapel Hill-Carrboro Schools

Carolyn Williams
Executive Committee, Secretary-Treasurer
Teacher, Wake County Schools

David Corsetti
Teacher
Wake County Schools

Margaret McKinney
Teacher
Rutherford County Schools

Sheree Covey
Teacher
Dare County Schools

Eunice O'Neal Sanders
Principal
Durham County Schools

Eddie Davis III
President
NC Association of Educators

Allison Ormond
Teacher
Rockingham County Schools

Gerald Dillashaw
Dean, School of Education
Elon University

Delores A. Parker
VP for Academic and Student Services
NC Community College System

Amy Felicia Eybl
Teacher
Charlotte-Mecklenburg Schools

Tom Williams
Superintendent
Granville County Schools

Brian Freeman
Teacher
Robeson County Schools

Ruth Wormald
Teacher
Wake County Schools

Sarah Holden
Teacher
Moore County Schools

North Carolina Professional Teaching Standards Commission
Commission Members
2006-2008
Terms began September 1, 2006

Diana Beasley
2006-2007 Teacher of the Year
Hickory City Schools

David Corsetti
Teacher
Wake County Schools

Sheree Covey
Teacher
Dare County Schools

Eddie Davis III
President
NC Association of Educators

Amy Felicia Eybl
Teacher
Charlotte-Mecklenburg Schools

Brian Freeman
Teacher
Robeson County Schools

Jack Hoke
Superintendent
Alexander County Schools

Sarah Holden
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Moore County Schools

Dianne Jackson
Media Specialist
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Bladen County Schools

Allison Ormond
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Rockingham County Schools

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Gardner-Webb University

Margaret Turner
Principal
Buncombe County Early College

Carolyn Williams
Teacher
Wake County Schools

Ruth Wormald
Teacher
Wake County Schools

North Carolina Professional Teaching Standards Commission
Staff Members
2006

Carolyn McKinney
Executive Director
July – December

Eleanor Goettee
Executive Director
January – March

Loretta Peace-Bunch
Program Assistant
January – March

Connie Barbour
Program Assistant
August-December

Carolyn McKinney serves as the executive director of the NC Professional Teaching Standards Commission. She comes to this position after 25 years of classroom experience and six years as the president/vice president of NCAE. She has served on various committees/ commission including the Professional Teaching Standards Commission, the NC Teacher Academy, the Governor's Teacher's Advisory Committee, the Science Math Technology Center Board, and the NCAE Board of Directors.

Connie Barbour serves as the program assistant. She comes to this position following seven years of service at Fayetteville Technical Community College. In addition, she served in the US Army as a Military Policeman and as an executive secretary. Her expertise in maintaining the website will bring greater attention to the Commission and its work.