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

# Report to the Joint Legislative Education Oversight Committee

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

## *G.S. 115C-295.2(c)*

**Date Due:  December 1, 2007**
Report #20
DPI Chronological Schedule, 2007-2008

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North Carolina
## *Professional Teaching Standards*
Commission

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

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

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

FROM:    Carolyn Williams, Chair
North Carolina Professional Teaching Standards Commission

David Corsetti, Vice Chair
North Carolina Professional Teaching Standards Commission

Carolyn McKinney, Executive Director
North Carolina Professional Teaching Standards Commission

SUBJECT:   Annual Report of NC Professional Teaching Standards Commission

DATE:     November 29, 2007

In accordance with the reporting requirements outlined in General Statute 115C-295.2.c, please find attached the Annual Report of the North Carolina Professional Teaching Standards Commission.  The report includes a summary of the activities of the Commission during the 2007 calendar year and projected activities for the year 2008.

We look forward to continuing to work with the members of the Joint Legislative Education Oversight Committee and the State Board of Education to establish and maintain rigorous standards for all teaching professionals.

# 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 (NCPTSC) promotes the knowledge and utilization of professional standards for teachers: What every teacher should know and be able to do. During 2007, the Commission focused primarily on writing The North Carolina Professional Teaching Standards and creating an evaluation instrument to measure the extent to which teachers are meeting the objectives of the Standards and the State Board of Education. Carolyn McKinney, Executive Director, 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. The Commission advocates for appropriate conditions in our schools and classrooms which will enable highly skilled teachers to educate every child. In addition, the Commission continued its work with the North Carolina Teacher Working Conditions Survey and 21st Century Middle School Literacy Coaches.

## Brief Overview

The 1996 General Assembly established the NCPTSC 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. Beginning this year, the Commission members will serve four-year staggered terms. The Commission is authorized to 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 NCPTSC has resulted in the writing of the North Carolina Professional Teaching Standards, Standards for Working Conditions in North Carolina Schools, and Professional Development Standards.

## Commission Activities During 2007

**North Carolina Professional Teaching Standards**

Chairman Lee charged the NCPTSC with aligning the Core Standards for Teachers with the FUTURE-READY STUDENTS for the 21st Century mission and goals of the NC State Board of Education. At first, the Commission thought it would just tinker with the 1999 Core Standards and emphasize 21st century skills such as technology, but it quickly became apparent that the needs of our classrooms, schools, and educators are dramatically different today. The Commission began to investigate what is needed for successful schools in the 21st Century.

The members of the Commission listened to experts from the Center for Teaching Quality, the Center for International Understanding, the National Board for Professional Teaching Standards, Governor Easley's office, the NC Business Committee for Education, the NC Teacher Academy, and the Department of Public Instruction. The Commission itself is composed of 16 practicing educators who are experts in their field. From research about what makes schools successful for students and teachers, the Commission determined that the five Standards would be Teachers Demonstrate Leadership, Teachers Establish a Respectful Environment for a Diverse Population of Students, Teachers Know the Content They Teach, Teachers Facilitate Learning for Their Students, and Teachers Reflect on Their Practice. A copy of the North Carolina Professional Teaching Standards is included as Attachment 2.

The Executive Director of the NCPTSC is working with Dr. Kathy Sullivan, Policy Advisor to the State Board of Education, to assure alignment of the teaching standards with the standards for school administrators, superintendents, and schools of education including preservice, Master of School Administrator and Ed. D Programs at public and private institutions. Each of these will be aligned including program approval for schools of education. The Executive Director represents the NCPTSC on the Administrative Oversight Task Force and the Superintendents Task Force for the writing of Standards for Superintendents.

The teacher evaluation instrument reflects the complexity of teaching. It focuses on the teachers teaching and students learning rather than only the behaviors of teachers that can be observed during a lesson. It is about teachers growing in all five standards: leadership, relationships, rigor, relevance, and reflection. The instrument is active rather than passive. It moves us forward with its future thinking. Further, the instrument causes the teacher to reflect on his/her teaching, to share with the principal the important elements of teaching that are not apparent during an observation and to enter into a conversation about improvement. The instrument will be piloted in early 2008.

**Teacher Working Conditions**

The NCPTSC continues to further the work based on the results of the Teacher Working Conditions (TWC) Survey. The REAL D.E.A.L. Conference was held on February 1 to celebrate "Great Places to Teach and Learn-The Entire School Environment." The Commission assisted in the selection of the schools and the organization of the event. The following schools were celebrated:

- Cherokee County: Ranger Elementary-Middle
- Cleveland County: East Elementary
- Cumberland County: Jack Britt High
- Currituck County: J.P. Knapp School
- Guilford County: Morehead Elementary
- Iredell County: Shepherd Elementary
- New Hanover County: Walter L. Parsley Elementary
- Richmond County: W. Rockingham Elementary
- Rutherford County: Rutherford Early College High
- Wake County: Salem Middle

**Teacher Working Conditions Are Student Learning Conditions: A Report on the 2006 North Carolina Teacher Working Conditions Survey** was released in February, 2007. The entire report can be found at www.ncptsc.org. Reports for nearly 2,000 schools can be found at www.ncteachingconditions.org. The major findings are as follows:

1. Teacher working conditions are student learning conditions.
2. Teacher working conditions have an impact on teacher retention.
3. Teachers and administrators view working conditions differently.
4. Teacher working conditions have improved and are better than in other states.
5. Working conditions results were more likely to improve in schools where teachers indicated that they had used prior survey results.
6. Schools vary in the presence of teacher working conditions.

Domain analyses were made in the following areas:

- Time: Ensuring NC teachers have the opportunity to work collaboratively and reach all students
- Facilities and Resources: Ensuring teachers have the resources to help all children learn
- Empowerment: Ensuring those who are closest to students are involved in making decisions that affect them
- Leadership: Ensuring schools have strong leaders who support teaching and learning
- Professional Development: Ensuring teachers can continually enhance their knowledge and skills
- Induction and Mentoring: Ensuring that new teachers receive sufficient support to be successful and stay in teaching

The following recommendations were made:

1. Bolster School Improvement Teams (SITs) and find other ways to appropriately engage teachers in decision making
2. Continue investment in school leadership and supportive school communities
3. Provide support for schools to reform teacher working conditions
4. Investigate principal working conditions and other local and state impediments to creating positive school environments.

The findings of the report were a basis for the North Carolina Professional Teaching Standards, the North Carolina Standards for School Executives, and the North Carolina Standards for Superintendents which will determine the evaluation instruments being adopted for the each group of educators.

It is the role of the NCPTSC to encourage schools to study their TWC Reports and to have conversations at the school/district level to improve working conditions so that teaching and learning conditions are improved. The executive director met with Judge Howard Manning to point out the working conditions in DSSF schools as compared to other schools in the state. In addition, it has been found that "There is an atmosphere of trust and mutual respect" is one of the key indicators of a school's success. For this reason the NCPTSC convened a focus group in order to discern from principals and teachers what creates the atmosphere of trust and mutual respect in their school. This brief is found in Attachment 3.

The Executive Director serves on the Teacher Working Conditions Advisory Board. The Board is looking to 2008 to see how even more teachers can be involved in the Survey. Also, a Principal Working Conditions Survey is under consideration.

**Representation on Boards and Commissions**

The Executive Director serves on the Governor's Teachers Advisory Council, the Appeals Panel of the State Board of Education, the Teacher Academy Board, and the Science Math Technology Board. At meetings of each of these Boards, the Executive Director shares the important work of the Commission and offers input into how the Standards impact their work.

**21st Century Middle School Literacy Coaches**

The Executive Director continues to serve as the liaison for the 21st Century Middle School Literacy Coaches. During the first six months of the year, Phase 1 of the training was completed for the first 100 literacy coaches. During September, the selection process for the second 100 literacy coaches was completed. Training will continue by the Teacher Academy throughout the year. A policy was passed by the NC State Board of Education to ensure that the Memorandum of Understanding is followed, that the literacy coach implements the program as defined by the Teacher Academy, and that the positions would be filled in a timely manner. In order to maintain consistency and the integrity of the 21st Century Middle School Literacy Coach Initiative, it is critical that these conditions are met. Documents related to the 21st Century Middle School Literacy Coaches are included in Attachment 4.

**Partnership for 21st Century Skills**

North Carolina was the first state to join the Partnership for 21st Century Skills. The NCPTSC seeks guidance from the Partnership in defining the Standards needed for 21st Century teaching and learning. Their work is the foundation for the State Board of Education's movement towards FUTURE-READY STUDENTS for the 21st Century.

## Budget

The annual Commission budget for the 2007 fiscal year was $228,522. Annual expenditures 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. The largest expenditure ($14,150.69) was the printing of the NC Professional Teaching Standards for each educator in the state.

In addition, the Commission expends funds ($190,000) appropriated for the Teacher Working Conditions Survey. The largest expenditure was for the work related to the Real D.E.A.L. Conference.

## Focus for 2008

- Implement the North Carolina Professional Teaching Standards which align with the mission and goals for FUTURE-READY STUDENTS for the 21st Century

- Oversee the implementation of and the training for the teacher evaluation instrument

- Consult with the State Board of Education on standards for mentor training

- Conduct the 2008 Teacher Working Conditions Survey

- Monitor the 21st Century Middle School Literacy Coach Initiative

- Continue to strengthen Professional Development for teachers in NC

- Continue to participate in meetings and discussions that impact the teaching profession to ensure that high standards are maintained for North Carolina teachers

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 need to become real in schools and classrooms. 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.

# GENERAL ASSEMBLY OF NORTH CAROLINA
## SESSION 2007

### SESSION LAW 2007-174
### HOUSE BILL 1449

AN ACT TO PROVIDE FOR FOUR-YEAR TERMS FOR THE MEMBERS OF THE NORTH CAROLINA PROFESSIONAL TEACHING STANDARDS COMMISSION.

The General Assembly of North Carolina enacts:

**SECTION 1.** G.S. 115C-295.1(c) reads as rewritten:

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

(1)     The Governor shall appoint four teachers from a list of names, including the State Teacher of the Year, submitted by the State Board of Education; one principal; one superintendent; and two representatives of schools of education, one of which is in a constituent institution of The University of North Carolina and one of which is in a private college or university.

(2)     The President Pro Tempore of the Senate shall appoint three teachers who have different areas of expertise or who teach at different grade levels; and one at-large member.

(3)     The Speaker of the House of Representatives shall appoint three teachers who have different areas of expertise or who teach at different grade levels; and one at-large member.

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

**SECTION 2.** In order to provide for four-year staggered terms for members of the North Carolina Professional Teaching Standards Commission, the Governor shall designate two of his appointees whose terms shall expire August 31, 2008, two whose

terms shall expire August 31, 2009, two whose terms shall expire August 31, 2010, and two whose terms shall expire August 31, 2011; the President Pro Tempore of the Senate shall designate one of his appointees whose term shall expire August 31, 2008, one whose term shall expire August 31, 2009, one whose term shall expire August 31, 2010, one whose term shall expire August 31, 2011; and the Speaker of the House of Representatives shall designate one of his appointees whose term shall expire August 31, 2008, one whose term shall expire August 31, 2009, one whose term shall expire August 31, 2010, and one whose term shall expire August 31, 2011.

**SECTION 3.**  This act is effective when it becomes law.

In the General Assembly read three times and ratified this the 27<sup>th</sup> day of June, 2007.

s/ Beverly E. Perdue
   President of the Senate

s/ Joe Hackney
   Speaker of the House of Representatives

s/ Michael F. Easley
   Governor

Approved 7:05 a.m. this 5<sup>th</sup> day of July, 2007

# North Carolina Professional Teaching Standards

### North Carolina
*Professional Teaching Standards*
Commission

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

*Every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century.*

*Mission of the North Carolina State Board of Education, August 2006*

The North Carolina State Board of Education charged the North Carolina Professional Teaching Standards Commission to align the Core Standards for the Teaching Profession (1997) with the newly adopted mission. To this end, Commission members, 16 practicing educators from across the state, considered what teachers need to know and be able to do in 21st Century schools. This document contains the aligned standards adopted by the North Carolina State Board of Education in June 2007.

Why are these Standards important to you? The North Carolina Professional Teaching Standards are the basis for teacher preparation, teacher evaluation, and professional development. Colleges and universities are changing their programs; a new teacher evaluation instrument is being created; and professional development is taking on a new look based on these Standards. Each of these will include the skills and knowledge needed for the 21st Century teaching and learning. The document is provided in this format so that it may be kept in a plan book to guide instruction as we move forward in the 21st Century.

## A NEW VISION OF TEACHING

The different demands on 21st Century education dictate new roles for teachers in their classrooms and schools. The following defines what teachers need to know and do to be able to teach students in the 21st Century:

- Leadership among the staff and with the administration is shared in order to bring consensus and common, shared ownership of the vision and purpose of work of the school. Teachers are valued for the contributions they make to their classroom and the school.
- Teachers make the content they teach engaging, relevant, and meaningful to students' lives.
- Teachers can no longer cover material; they, along with their students, uncover solutions. They teach existing core content that is revised to include skills like critical thinking, problem solving, and information and communications technology (ICT) literacy.
- In their classrooms, teachers facilitate instruction encouraging all students to use 21st Century skills so they discover how to learn, innovate, collaborate, and communicate their ideas.
- The 21st Century content (global awareness, civic literacy, financial literacy, and health awareness) is included in the core content areas.
- Subjects and related projects are integrated among disciplines and involve relationships with the home and community.
- Teachers are reflective about their practice and include assessments that are authentic and structured and demonstrate student understanding.
- Teachers demonstrate the value of lifelong learning and encourage their students to learn and grow.

## STANDARD I: TEACHERS DEMONSTRATE LEADERSHIP

### Teachers lead in their classrooms.

Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21st Century. Teachers communicate this vision to their students. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process. They establish a safe, orderly environment, and create a culture that empowers students to collaborate and become lifelong learners.

- Take responsibility for all students' learning
- Communicate vision to students
- Use data to organize, plan, and set goals
- Use a variety of assessment data throughout the year to evaluate progress
- Establish a safe and orderly environment
- Empower students

### Teachers demonstrate leadership in the school.

Teachers work collaboratively with school personnel to create a professional learning community. They analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that enhances student learning and teacher working conditions. Teachers provide input in determining the school budget and in the selection of professional development that meets the needs of students and their own professional growth. They participate in the hiring process and collaborate with their colleagues to mentor and support teachers to improve the effectiveness of their departments or grade levels.

- Work collaboratively with all school personnel to create a professional learning community
- Analyze data
- Develop goals and strategies through the school improvement plan
- Assist in determining school budget and professional development
- Participate in hiring process
- Collaborate with colleagues to mentor and support teachers to improve effectiveness

### Teachers lead the teaching profession.

Teachers strive to improve the teaching profession. They contribute to the establishment of positive working conditions in their school. They actively participate in and advocate for decision-making structures in education and government that take advantage of the expertise of teachers. Teachers promote professional growth for all educators and collaborate with their colleagues to improve the profession.

- Strive to improve the profession
- Contribute to the establishment of positive working conditions
- Participate in decision-making structures
- Promote professional growth

### Teachers advocate for schools and students.

Teachers advocate for positive change in policies and practices affecting student learning. They participate in the implementation of initiatives to improve the education of students.

- Advocate for positive change in policies and practices affecting student learning
- Participate in the implementation of initiatives to improve education

### Teachers demonstrate high ethical standards.

Teachers demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others. Teachers uphold the Code of Ethics for North Carolina Educators (effective June 1, 1997) and the Standards for Professional Conduct adopted April 1, 1998. (www.ncptsc.org)

- Demonstrate ethical principles
- Uphold the Code of Ethics and Standards for the Professional Conduct

## STANDARD II: TEACHERS ESTABLISH A RESPECTFUL ENVIRONMENT FOR A DIVERSE POPULATION OF STUDENTS

### Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.

Teachers encourage an environment that is inviting, respectful, supportive, inclusive, and flexible.

- Encourage an environment that is inviting, respectful, supportive, inclusive, and flexible

### Teachers embrace diversity in the school community and in the world.

Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures.

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

Teachers strive to understand how a student's culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction.

- Demonstrate knowledge of diverse cultures
- Select materials and develop lessons that counteract stereotypes and incorporate contributions.
- Recognize the influences on a child's development, personality, and performance
- Consider and incorporate different points of view

### Teachers treat students as individuals.

Teachers maintain high expectations, including graduation from high school, for students of all backgrounds. Teachers appreciate the differences and value the contributions of each student in the learning environment by building positive, appropriate relationships.

- Maintain high expectations for all students
- Appreciate differences and value contributions by building positive, appropriate relationships

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

Teachers collaborate with the range of support specialists to help meet the special needs of all students. Through inclusion and other models of effective practice, teachers engage students to ensure that their needs are met.

- Collaborate with specialists
- Engage students and ensure they meet the needs of their students through inclusion and other models of effective practice

*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 or guardians, and the community. Teachers improve communication and collaboration between the school and the home and community in order to promote trust and understanding and build partnerships with all segments of the school community. Teachers seek solutions to overcome cultural and economic obstacles that may stand in the way of effective family and community involvement in the education of their students.

- Improve communication and collaboration between the school and the home and community
- Promote trust and understanding and build partnerships with school community
- Seek solutions to overcome obstacles that prevent family and community involvement

## III STANDARD III: TEACHERS KNOW THE CONTENT THEY TEACH

*Teachers align their instruction with the* **North Carolina Standard Course of Study.**

In order to enhance the *North Carolina Standard Course of Study*, teachers investigate the content standards developed by professional organizations in their specialty area. They develop and apply strategies to make the curriculum rigorous and relevant for all students and provide a balanced curriculum that enhances literacy skills.

Elementary teachers have explicit and thorough preparation in literacy instruction. Middle and high school teachers incorporate literacy instruction within the content area or discipline.

- Teach the *North Carolina Standard Course of Study*
- Develop and apply strategies to make the curriculum rigorous and relevant
- Develop literacy skills appropriate to specialty area

*Teachers know the content appropriate to their teaching specialty.*

Teachers bring a richness and depth of understanding to their classrooms by knowing their subjects beyond the content they are expected to teach and by directing students' natural curiosity into an interest in learning. Elementary teachers have broad knowledge across disciplines. Middle school and high school teachers have depth in one or more specific content areas or disciplines.

- Know subject beyond the content they teach
- Direct students' curiosity into an interest in learning

*Teachers recognize the interconnectedness of content areas/disciplines.*

Teachers know the links and vertical alignment of the grade or subject they teach and the *North Carolina Standard Course of Study*. Teachers understand how the content they teach relates to other disciplines in order to deepen understanding and connect learning for students. Teachers promote global awareness and its relevance to the subjects they teach.

- Know links between grade/subject and the *North Carolina Standard Course of Study*
- Relate content to other disciplines
- Promote global awareness and its relevance

*Teachers make instruction relevant to students.*

Teachers incorporate 21st Century life skills into their teaching deliberately, strategically, and broadly. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility. Teachers help their students understand the relationship between the *North Carolina Standard Course of Study* and 21st Century content which includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health awareness.

- Incorporate life skills which include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility
- Demonstrate the relationship between the core content and 21st Century content that includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health and wellness awareness

## IV STANDARD IV: TEACHERS FACILITATE LEARNING FOR THEIR STUDENTS

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

Teachers know how students think and learn. Teachers understand the influences that affect individual student learning (development, culture, language proficiency, etc.) and differentiate their instruction accordingly. Teachers keep abreast of evolving research about student learning. They adapt resources to address the strengths and weaknesses of their students.

- Know how students think and learn
- Understand the influences on student learning and differentiate instruction
- Keep abreast of evolving research
- Adapt resources to address the strengths and weaknesses of students

*Teachers plan instruction appropriate for their students.*

Teachers collaborate with their colleagues and use a variety of data sources for short and long range planning based on the *North Carolina Standard Course of Study*. These plans reflect an understanding of how students learn. Teachers engage students in the learning process. They understand that instructional plans must be constantly monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural diversity and to individual learning needs.

- Collaborate with colleagues
- Use data for short and long range planning
- Engage students in the learning process
- Monitor and modify plans to enhance student learning
- Respond to cultural diversity and learning needs of students

*Teachers use a variety of instructional methods.*

Teachers choose the methods and techniques that are most effective in meeting the needs of their students as they strive to eliminate achievement gaps. Teachers employ a wide range of techniques including information and communication technology, learning styles, and differentiated instruction.

- Choose methods and materials as they strive to eliminate achievement gaps
- Employ a wide range of techniques using information and communication technology, learning styles, and differentiated instruction

**Teachers integrate and utilize technology in their instruction.**

Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

- Know appropriate use
- Help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate

**Teachers help students develop critical thinking and problem-solving skills.**

Teachers encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge and draw conclusions. They help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems.

- Encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge and draw conclusions
- Help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems

**Teachers help students work in teams and develop leadership qualities.**

Teachers teach the importance of cooperation and collaboration. They organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities.

- Teach the importance of cooperation and collaboration
- Organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities

**Teachers communicate effectively.**

Teachers communicate in ways that are clearly understood by their students. They are perceptive listeners and are able to communicate with students in a variety of ways even when language is a barrier. Teachers help students articulate thoughts and ideas clearly and effectively.

- Communicate clearly with students in a variety of ways
- Assist students in articulating thoughts and ideas clearly and effectively

**Teachers use a variety of methods to assess what each student has learned.**

Teachers use multiple indicators, including formative and summative assessments, to evaluate student progress and growth as they strive to eliminate achievement gaps. Teachers provide opportunities, methods, feedback, and tools for students to assess themselves and each other. Teachers use 21st Century assessment systems to inform instruction and demonstrate evidence of students' 21st Century knowledge, skills, performance, and dispositions.

- Use multiple indicators, both formative and summative, to evaluate student progress
- Provide opportunities for self-assessment
- Use assessment systems to inform instruction and demonstrate evidence of students' 21st Century knowledge, skills, performance, and dispositions

## STANDARD V: TEACHERS REFLECT ON THEIR PRACTICE

**Teachers analyze student learning.**

Teachers think systematically and critically about student learning in their classrooms and schools: why learning happens and what can be done to improve achievement. Teachers collect and analyze student performance data to improve school and classroom effectiveness. They adapt their practice based on research and data to best meet the needs of students.

- Think systematically and critically about learning in their classroom: why learning happens and what can be done to improve student achievement
- Collect and analyze student performance data to improve effectiveness

**Teachers link professional growth to their professional goals.**

Teachers participate in continued, high quality professional development that reflects a global view of educational practices; includes 21st Century skills and knowledge; aligns with the State Board of Education priorities; and meets the needs of students and their own professional growth.

- Participate in continued, high quality professional development

**Teachers function effectively in a complex, dynamic environment.**

Understanding that change is constant, teachers actively investigate and consider new ideas that improve teaching and learning. They adapt their practice based on research and data to best meet the needs of their students.

- Actively investigate and consider new ideas that improve teaching and learning
- Adapt practice based on data

### NORTH CAROLINA PROFESSIONAL TEACHING STANDARDS COMMISSION MEMBERS, 2006-2008

Carolyn Williams, Commission Chair - Wake County
David Corsetti, Commission Vice Chair - Wake County
Dianne Jackson, Secretary-Treasurer - Chapel Hill/Carrboro City
Brian Freeman, Member at Large - Robeson County
Diana Beasley - Hickory City
Sheree Covey - Dare County
Eddie Davis III - NCAE
Felicia Eybl - Charlotte-Mecklenburg
Jack Hoke - Alexander County
Sarah Holden - Moore County
Tammy Jordan - Bladen County
Allison Ormond - Rockingham County
Dr. Delores Parker - NC Community Colleges
Dr. Donna Simmons - Gardner-Webb University
Meg Turner - Buncombe County
Ruth Wormald - Wake County
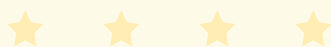Carolyn McKinney - Executive Director
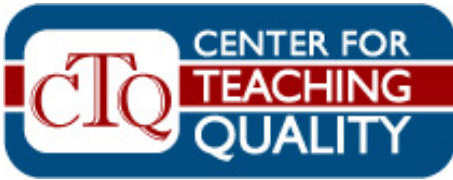Connie Barbour - Program Assistant

North Carolina
**Professional Teaching Standards**
Commission

# Creating an Atmosphere of Trust
## Lessons from Exemplary Schools

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Educators in effective schools know that a trusting school environment contributes to the success of teachers and students. According to analysis of the 2006 North Carolina Teacher Working Conditions Survey data, establishing an atmosphere of trust and mutual respect was strongly correlated with overall student performance at the elementary, middle and high school levels. Trust in the school environment was strongly correlated with teachers' employment decisions as well.[1]  Consider the following:

- Sixty-six percent of North Carolina educators who intend to stay at their school agreed that there was an atmosphere of trust and mutual respect. Conversely, only 22 percent of educators planning to remain teaching but move to another school agreed that such an atmosphere exists in their school.

- Approximately 20 percent more educators in the state's highest achieving schools agreed there was trust and mutual respect in their school than educators in schools with the lowest student performance.  This gap on the question of trust was the largest of all questions on the survey.

- In schools with the lowest teacher turnover rates, about two-thirds of educators agreed that there is an atmosphere of trust, compared to about half of the educators in schools with the highest turnover rates.

While we know that trust matters for the success of schools, we need to know more about the actual conditions, factors and practices that create trust within them.  From the working conditions data, we know that the factors most strongly associated with trust include:[2]

1) a school-wide commitment to a shared vision;
2) an effective process for making collaborative decisions and solving problems; and
3) school leadership that consistently supports teachers.

Recognizing the considerable significance of schools' ability to create an environment of trust and mutual respect, the Center for Teaching Quality—in collaboration with the North Carolina Professional Teaching Standards Commission and with generous support from the Karen and Christopher Payne Family Foundation—conducted two focus groups with eleven schools to learn more about how they create these environments at their respective schools.  The schools were selected based on their teachers' overwhelmingly positive responses to the trust and mutual respect-related items on the 2006 Teacher Working Conditions survey.  Each school team included a principal and at least one teacher representative.

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In order to promote the trust and mutual respect needed to support student learning, schools across the state can benefit from the lessons and practices of these exemplary schools. Toward that end, this brief examines the efforts of eleven North Carolina schools whose educators report exceedingly high levels of trust. Lessons from the focus groups provide the opportunity to move beyond the recognition of high working conditions performance toward an understanding of the specific practices and strategies that promote and sustain these environments.

## ABOUT THE SCHOOLS

The participating schools were diverse in size, setting and the characteristics of the students they serve (Table 1). The schools, from across the state, represented all levels—five elementary, three middle and three high schools—and ranged in size from 120 to 1,559 students. Additionally, the schools are located in a mix of urban, rural and suburban settings and serve populations of both high- and low-poverty students.

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| Table 1. School Characteristics | | | | |
|---|---|---|---|---|
| School | District | Students | FRL | Location |
| Archdale Elementary | Randolph County | 396 | 40% | Suburban |
| Comfort Elementary | Jones County | 120 | 77% | Rural |
| Easley Elementary | Durham County | 670 | 15% | Urban |
| Hendersonville Elementary | Henderson County | 386 | 18% | Suburban |
| Thornton Elementary | Newton-Conover City | 412 | 65% | Urban |
| Anson Middle | Anson County | 662 | 70% | Suburban |
| Hope Mills Middle | Cumberland County | 725 | 46% | Suburban |
| Mineral Springs Middle | Forsyth County | 464 | 84% | Urban |
| Alexander Central High | Alexander County | 1,559 | 26% | Rural |
| Croatan High | Carteret County | 776 | 20% | Small Town |
| East Davidson High | Davidson County | 933 | 23% | Rural |

Educators in these schools were considerably and consistently more positive about key measures of trust and mutual respect than their colleagues across the state (Table 2).

| Table 2. Percent of Teachers Agreeing that Conditions Exist in Their School | | |
|---|---|---|
| TWC Trust and Respect Related Items | Focus Group Schools | State Average |
| There is an atmosphere of trust and mutual respect within the school. | 97% | 64% |
| Teachers are trusted to make sound professional decisions about instruction. | 95% | 72% |
| The faculty has an effective process for making group decisions and solving problems. | 90% | 57% |
| Teachers are centrally involved in decision-making about educational issues. | 84% | 53% |
| The school improvement team provides effective leadership at this school. | 87% | 58% |
| The faculty and staff have a shared vision. | 94% | 67% |

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## STRATEGIES FOR BUILDING TRUST

The role of the principal in establishing trust in a school is critical. Oftentimes, an atmosphere of trust and mutual respect is attributed to the unique personality and disposition of principals and school leaders. Yet, it appears there is no one right way to act or lead. The eleven principals in the focus groups exhibited a wide range of personality characteristics and leadership styles. However, some important practices were common across all schools and leadership styles. These strategies included consistent support for teachers, school level decision-making based on a shared vision, and an effective group decision-making and problem-solving process.

### Administration and Faculty Share a Vision for the School

Teachers and principals from the eleven schools all described open communication between leadership and staff that facilitated the creation of and adherence to a shared vision. Through everyday behavior, principals ensured communication patterns that promoted trust and commitment to a shared vision. Teachers said the principal's office door was always open for any teacher's concerns. Teachers were expected to bring concerns and constructive ideas to school leadership for achieving the school's collective vision. Most importantly, teachers believed that the school leadership takes the opinions and perspectives of teachers into consideration when making decisions that affect the school community.

Consistent and sustained communication, particularly about how policies and practices relate to the school's vision, is critical to sustaining trust and mutual respect. Building trust is not a one-time event, but an ongoing process. The principal of Thornton Elementary explained it this way:

> *It is your actions over time. You don't immediately go into a school and just because you are there this occurs ... It's taking the time or making the time to have conversations with people. More than having the conversations, it's helping them feel like you were listening to them, that they were heard. If they don't feel heard, they will not be as likely to come to you with their ideas.*

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The principal of Anson Middle School agreed on the value and necessity of building this shared commitment over time: "Trust and respect happens over time with teachers, if we share a common history and go through trials and tribulations together."

It is not only the on-going conversations between staff and administration that is important for building trust. It is also the actions of the school leadership, particularly how they interact with staff. Principals explained that what teachers see is as important as what they

> **East Davidson High School**
> In her first year, the principal asked faculty and staff to identify their most pressing concerns. She then focused on the most commonly identified issues and dealt with them. Teachers' concerns were heard and acted upon. The result, the principal explained, is that teachers felt heard and valued. The principal summed up her philosophy this way: "We want to be the example of how you treat people. If you want people to treat kids right, you better treat your teachers right. That's the basis of everything. Let them know that you are in there with them."

hear from leadership. These principals emphasized the importance of being visible and approachable. The actions they described were meant to communicate to staff that "we are all in this together" and that all staff are working hard toward the same goals. As the principal of Alexander Central High School said, "You can't talk about it. They have to see it in your actions."

Leadership must also accept blame for mistakes. Many principals said they make an effort to diffuse praise among others while owning mistakes. The Thornton Elementary principal described his thinking this way: "If you make a mistake, own up to it. That will give you much more respect and buy in from people than if you become defensive."

This shared vision must be more than an ideal; it must be implemented in the operations of the school. While consistent and open communication can help create trust and a shared vision for a school, action must be taken to ensure the implementation of that vision.

> **Archdale Elementary**
> The principal of Archdale Elementary explained that all decisions "roll back into, are we doing what is best for children ... it's not so much that I am watching you, it's the children are watching you." A teacher at Archdale explained that an important role of the principal is to push teachers to see beyond their classrooms: "Even when we are disagreeing she gets us to think about what is right for kids. She looks at the big picture and not just our classrooms."

Each of the eleven schools described a similar student-focused vision or mission. While schools across the state likely would claim similar visions, these schools excel in making decisions which translate the vision into action.

Decisions are based on how they affect students first and how they affect teachers second. Everything that happens in the school is in support of that vision. Teachers knew that vision was shared throughout the school because there was continuous communication about how decisions were being made and why. It is clear that students were front and center on every big decision. However, the ways that schools ensured the implementation of the vision differed between elementary and secondary schools.

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> **Croatan High**
> A Croatan teacher described the school culture as focused on students and maximizing teaching. The principal demands accountability from teachers, does not micromanage, and protects teachers from duties that interfere with teaching. The teacher explained, "my job is to teach and that is it. I don't worry about discipline, about staying in the lunchroom or standing in the hall controlling behavior." The principal agreed saying, "My sole job is make sure those teachers can teach. When I look at the hierarchy, I am at the bottom of the heap. (Everyone's job) is to support students ... and anything that gets in the way of that has to be moved out of the way. Whatever it is, I am going to make sure they can get that mission done."

In the elementary schools, the implementation of a common vision took the form of expanding teachers' focus beyond their individual classrooms to think more broadly about school processes and procedures and how they affected all children in the school. The principal played an important role in helping teachers think about the implications of school policies and procedures on every child.

In the high schools, the focus on students played out as maximizing teaching and protecting teachers from extra duties that would take time away from planning and instruction. As a teacher from Alexander Central High School explained, "There is a design plan to make sure that we are not dealing with things that take us away from teaching. Our administration and counselors are very concerned about the time we have with our students."

### Schools Have an Effective Group Decision-Making and Problem-Solving Process

Teachers are centrally involved in decision-making at the eleven schools. A number of principals explicitly stated that an underlying goal of involving teachers in decision-making is building consensus. The result is building not only consensus, but trust and leadership as well. As a teacher from Archdale Elementary said, "(our principal) encourages our leadership skills. She encourages us to do the things that she thinks we would be really good at, making it a meaningful experience. It adds to that trust and builds leadership throughout the school."

Teachers and principals at all eleven schools described the structure of their schools as non-hierarchical. As a teacher from Croatan High School said, "Where you fit in the hierarchy has a lot to do with trust. A good principal will have the teachers elevated to be at least equal with (administration and others in the school)."

The primary mechanism for creating this kind of shared leadership is the School Improvement Team (SIT). Generally, in the ten schools, large school-level decisions were made through the SIT with broad input from faculty and staff. However, the mechanisms schools use for ensuring schoolwide input varied.

At Comfort Elementary every staff member was on a committee and the chair of each committee was on the SIT. Others relied on more informal methods. At Thornton Elementary the SIT was made up of representatives from the various constituencies in the building. It was expected that concerns would be taken to an SIT member anonymously who would then bring the concern to the full SIT. At Mineral Springs Middle School, issues were never resolved at the meeting in which the topic was first discussed. SIT members went back to their constituents for their input and took that input to the next meeting. The informal methods were found more often at the elementary and middle school levels. As high schools tend to be larger, ensuring that SIT members communicate regularly with their constituents is more problematic. Alexander Central High School dealt with the issue by making important announcements at the SIT meeting. Representatives were expected to take that information back to their constituents. The principal described why this system works: "if, (it is) two or three days down the road, and some department didn't know about it (an announcement), they are harping on their representative."

Principals also differed on their involvement with the SIT. Some principals attended all meetings, but did not run the meeting. The principal of Croatan High School described his participation in SIT meetings: "I'm a member, but I will try not to make any comment. I intentionally don't give input unless information is needed. I don't vote." At Alexander Central, the principal did not attend all SIT meetings: "I oftentimes stay away so they feel free to say what they want to say. The SIT chair person will share information that I need to hear."

### School Leadership Consistently Supports Teachers

Teachers in the eleven schools described principals who are supportive, respectful and trusting. Teachers explained that they are trusted to make professional choices that are best for themselves, their students and the entire school community. As described in the previous sections of this brief, their knowledge, experience and expertise are respected and valued by the school administration.

The importance of showing respect for all staff was emphasized by the principals. As they explained, all schools have teachers at different skill levels. Some require more support or

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**Easley Elementary**

The SIT and school committees play a large role in decision-making at the school. The principal helps teachers identify their areas of strength and encourages them to take a leadership role in that area. For example, the budget committee is co-chaired by the bookkeeper and a teacher. The committee makes recommendations to the principal about the budget and is then responsible for managing the budget. The staff development committee, chaired by a teacher, is responsible for determining how the school's PD funds will be spent. Involving teachers with these committees broadens their focus beyond their individual classrooms to their grade level and the school.

The principal at Easley Elementary summed up his leadership style this way: "When you lead from behind, when you are the support and the encourager, you see a lot more from the back when you are the boost rather than out there trying to pull things along."

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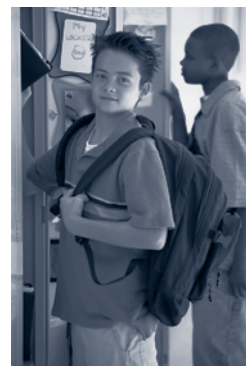
> **Mineral Springs Middle**
> The Mineral Springs Middle School principal explained that respect is the key to building strong professional relationships. He explained, "I do not have blind trust of everyone in my building. But, I try to treat everyone as a professional ... The other teachers appreciate that you are trying to help that teacher (who is not at the expected skill level). I feel the support of other teachers when I am trying to support a teacher."

encouragement than others in order to become effective teachers. But all staff deserve respect, no matter their position or skill level. The principal of Thornton Elementary explained his view on respect: "Even those people who are not where we want them to be, they still deserve our respect and our efforts to help them get to the point where we expect them to be." The principals described a commitment to working with all teachers and making an effort to help every educator succeed. Educators in these schools said some teachers are recognized as exemplary, many are recognized for success, and all are treated with respect.

*Teachers described feeling respected and valued as people as well as professionals. Teachers and principals explained that part of professionalism is respecting teachers' needs to balance their work life and personal life.*

Teachers described feeling respected and valued as people as well as professionals. Teachers and principals explained that part of professionalism is respecting teachers' needs to balance their work life and personal life. Teachers said that because they were trusted to make decisions about their work and personal life, educators were more likely to make positive decisions for the school community whenever possible.

As a teacher from Archdale Elementary explained, trust is a two-way street: "We trust you (the principal) because you trust us." The trust and support these principals provide for their teachers were ultimately reciprocated in the trust and support that teachers provide for their principals.

> **Hendersonville Elementary**
> The Hendersonville Elementary School principal described a situation with a teacher whose daughter was going through a difficult time. One morning, she called the principal and said, "I really need to take her skiing. Can I take a personal day?" The principal didn't hesitate. He knew that she would do what needed to be done to catch up and be prepared for class the next day. That afternoon the teacher was back at school. The principal explained, "I was treating her as a professional." He trusted her to make a decision that was appropriate for her family and to do what she needed to do for work.

Principals and teachers also reported that part of supporting educators meant communicating positive messages whenever possible. Schools with high levels of trust often described a culture that consistently celebrates success of educators and students. Teachers at these schools said that everyone avoids the "gotcha" mentality where individuals are blamed for problems in a school. Instead, leadership understands and plays to the greatest strengths of educators in the school.

### Creating Trust in Schools

In the final analysis, there will be as many different recipes for creating trust in schools as there are types of school leaders and educators, and each will reflect differences in local context. Despite these differences, listening to principals and teachers from exemplary schools that have achieved high levels of trust indicates that a few ingredients must be in place. While the methods of implementation vary across school settings, all successful schools find ways to 1) create a shared vision; 2) provide an effective group decision-making and problem-solving process; and 3) ensure school leadership consistently supports teachers.

Creating an Atmosphere of Trust: Lessons from Exemplary Schools

## 1.  Create a Shared Vision

**Ensure that the mission and vision of a school translates directly and consistently to the daily operations of the school.**  While most schools articulate a vision related to doing what is best for students to succeed in life, schools with high levels of trust and mutual respect can also point to examples of how that mission influences the way policies are developed, decisions are made and teachers are engaged.

- Schools should regularly assess the clarity of their mission and vision, the way that mission and vision is communicated to everyone in the school community, and the extent to which school operations reflect the stated vision.

- Part of the induction process for new and experienced teachers coming into schools should be a detailed description of the mission and vision of the school, how it was created, and how it is achieved and maintained in daily activities.

- Ongoing conversations among all faculty and staff regarding the school practices that most and least effectively reflect their mission and vision will facilitate successful implementation of the vision.

## 2.  Provide an Effective Group Decision-Making and Problem-Solving Process

**Empower teachers in ways that make a difference.**  Effectively involving teachers in decision-making requires considerable effort and skill.  Schools with high levels of trust and mutual respect demonstrate a commitment to many essential elements of teacher empowerment.  Schools should develop mechanisms to regularly assess and discuss how well the school achieves each of the following aspects of empowerment:

- Educators must be involved in relevant decisions with real influence over their school and classroom.

- These decisions must pertain to issues that educators want to be a part of and feel well prepared to engage in.

- When the perspective of teachers is collected, leadership must be responsive.  In cases where the recommendations of teachers cannot be enacted, leadership must explain the rationale.

- Teachers must recognize consistency and equity in the way teachers are selected to participate in decision-making.

-  There should be expectations and structures in place for educators involved in decision-making to communicate with the teachers they represent.

For many schools, specific areas that would benefit from greater teacher involvement include the selection of professional development opportunities, hiring new teachers, and the development of school discipline policies.  Schools should actively seek out examples of how districts and other schools facilitate teacher participation in leadership roles by asking for the input of those affected by decisions, providing the background information necessary for teachers to participate in decisions, treating teachers as capable professionals with valuable insights, and providing teachers with opportunities to try new things and to take risks.

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**Ensure the School Improvement Team is an Effective Mechanism for Building Trust.**  In schools with high levels of trust, the SIT is a highly representative body of teachers making significant contributions to the effectiveness of the school.  Schools should take all necessary actions to review the overall effectiveness of the SIT, particularly the degree to which:

- Principals do not exert undue influence or control over the work of the SIT;

- Educators serving on the SIT communicate important developments and decisions to the teachers they represent; and

- The SIT works toward actionable items that promote the mission and vision of the school.

### 3.  Ensure School Leadership Consistently Supports Teachers

**Maximize opportunities for leadership to interact with staff in meaningful ways.**  Schools with high levels of trust and mutual respect commonly describe approachable leaders capable of creating and maintaining relationships with educators.  Teachers and educators should use the Teacher Working Conditions Survey information and other data points to inform constructive conversations about the interaction between leadership and teachers.  Despite differences in methods, there are consistent trends to look for and incentivize in the behavior of school leaders who create trust.

- Leaders successful in building relationships were consistently described as authentic, responsive, approachable, humble, honest, accountable and consistent.

- Leaders were willing to listen to teachers and able to respond appropriately, not always agreeing, but always listening, clearly communicating, and explaining important decisions that impact teaching and learning.

**Treat educators as professionals and trust them to balance work and personal life.**  School leaders at exemplary schools have an expectation that educators will make consistently good decisions for their school community relative to their personal well being, and educators consistently meet those expectations.  School leaders and faculty should engage in constructive conversations about professional expectations and behaviors.

**Communicate positive messages whenever possible.**  When educators at these schools succeed at high levels they are publicly recognized, and others are privately encouraged and supported to work toward goals that help the school reach its mission.  Schools should have a collective process to assess the tone and frequency of regular school-wide communication efforts.  Systematic and consistent processes for gathering input and communicating about important decisions should be created by the entire faculty

Trust is one of the most important characteristics of highly functioning schools, and research from North Carolina indicates that the presence of trust benefits both students and adults. While the significance of trust is clear, there are no easy answers or shortcuts for creating trust in schools. It can not be mandated from above; trust must be built over time from within.  The best practices featured in this brief reveal how schools across North Carolina have successfully sustained trust and mutual respect. By learning from their example, schools can integrate effective strategies for building trust in a way that responds to their own unique school environment.

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## NOTES

1. Hirsch, E. and Emerick S. (2006) *Teacher Working Conditions are Student Learning Conditions: A Report on the 2006 North Carolina Teacher Working Conditions Survey.* Hillsborough N.C.: Center for Teaching Quality.

2. A regression was created using eight survey questions across the domains of empowerment, leadership and time that explained 80 percent of the variance in agreement that trust and mutual respect was present in a school.

# Memorandum of Understanding
## 2007-2008

*In keeping with the intent and integrity of the legislation authorizing the creation of the middle school literacy coach as established by the Governor's Office, I understand the following conditions:*

- Use an open application and interview process for hiring the literacy coach;

- Use the elected School Improvement Team to select candidates, to interview the candidates, and to make the final selection of the literacy coach;

- Require the literacy coach to attend all training sessions conducted by the NC Teacher Academy and complete all required assignments;

- Provide the literacy coach with office space, a laptop computer with Internet access, access to a printer, and budgeted instructional materials by October 1, 2007;

- Insure that the literacy coach is not an administrative assistant and, therefore, will not be assigned administrative, testing, clerical, or substitute teaching duties;

- Understand that the literacy coach will spend 75% of his/her time in the classroom demonstrating and modeling lessons, coaching classroom teachers, and delivering whole-school staff development. Twenty-five percent (25%) of his/her time will be spent preparing and planning for the aforementioned responsibilities and attending literacy coach training. Additionally, the literacy coach will not be assigned to tutor individual students through a pull-out program or be assigned to run a commercial program;

- Meet with the literacy coach minimally on a bi-weekly schedule for informational and sharing purposes;

- Understand that the relationship between the literacy coach and the teachers is confidential, nurturing, and supportive, and thus the literacy coach shall not evaluate teachers.


_____    _____
Signature of Principal                                 Signature of School Improvement Team Chair


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Signature of Superintendent


_____
School


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# Literacy Coach Job Description

The Middle School 21st Century Literacy Coach is a member of the school faculty who works with the <u>elected</u> School Improvement Team to develop a Literacy Improvement Action Plan. The responsibilities of the literacy coach include literacy assessment, conducting professional development in literacy teaching strategies, modeling effective classroom instruction, and observing and providing feedback to teachers. The position entails proven excellence as a classroom teacher and exemplary skills in developing, implementing, and assessing the impact of instructional strategies to improve academic literacy, overall achievement in core content areas, problem-solving skills, and use of current technology. A broad knowledge of Middle School content in all core instructional areas is necessary. Successful candidates must have a commitment to attend all training sessions and/or professional development designed for Middle School Literacy Coaches, must use the instructional research and strategies with teacher colleagues in their schools, and must coach them in their successful implementation of the strategies in their classrooms.

## Minimum Qualifications
- A bachelor's degree
- A current North Carolina teaching license
- Five years of classroom experience
- A commitment of three to five years in the Literacy Coach position
- Recognition by colleagues and community as an outstanding classroom teacher
- Strong leadership and collaboration skills
- Strong personal literacy skills inclusive of oral and written communication
- Broad understanding of Middle School core content areas

## Preferred Qualifications
- A master's degree
- Reading certification
- National Board Certification
- Knowledge of adult learning theory and presentation skills
- Excellent presentation and group facilitation skills
- Experience in providing continuous school-wide professional development
- Experience modeling literacy instruction in core content areas
- Experience observing classroom instruction and providing feedback to teachers
- Proficiency in computer skills

# Middle School Literacy Coaches for 2006-2007 (Cohort I) - updated 11/8/07

| District | School | District | School |
|---|---|---|---|
| Alamance-Burlington | Broadview Middle | Halifax County | Enfield Middle |
| Alamance-Burlington | Graham Middle | Halifax County | William R. Davie Middle |
| Alexander County | East Alexander Middle | Hertford  County | Hertford County  Middle |
| Anson County | Anson Middle | Hoke County | West Hoke Middle |
| Asheboro City | North Asheboro Middle | Jackson County | Smokey Mountain Elementary |
| Beaufort  County | P. S. Jones Middle | Lee County | East Lee Middle |
| Beaufort County | SW Snowden | Lenoir County | Rochelle Middle |
| Bertie County | Bertie Middle | Lexington City Schools | Lexington Middle |
| Bladen County | Elizabethtown Middle | Montgomery County | East Middle |
| Charlotte Mecklenburg | Albemarle Road Middle | Nash-Rocky Mount | Nash Central Middle |
| Charlotte Mecklenburg | Cochrane Middle | Nash-Rocky Mount | Southern Nash Middle |
| Charlotte Mecklenburg | Coulwood Middle | New  Hanover County | DC Virgo Middle |
| Charlotte Mecklenburg | Eastway Middle | Northampton County | Conway Middle |
| Charlotte Mecklenburg | J. T. Williams Middle | Northampton County | Gaston Middle |
| Charlotte Mecklenburg | James Martin Middle | Pitt County | Bethel Elem K-8 |
| Charlotte Mecklenburg | Kennedy Middle | Pitt County | Wellcome Middle |
| Charlotte Mecklenburg | McClintock Middle | Randolph County | Randleman Middle |
| Charlotte Mecklenburg | Northridge Middle | Richmond County | Ellerbe Junior High |
| Charlotte Mecklenburg | Quail Hollow Middle | Richmond County | Hamlet Junior High |
| Charlotte Mecklenburg | Ranson Middle | Robeson  County | Fairgrove Middle |
| Charlotte Mecklenburg | Sedgefield Middle | Robeson  County | Fairmont  Middle |
| Charlotte Mecklenburg | Spaugh Middle | Robeson  County | Littlefield Middle |
| Charlotte Mecklenburg | Wilson Middle | Robeson  County | Lumberton Junior High |
| Columbus County | Boys and Girls Home | Robeson County | Magnolia Elementary |
| Columbus County | Cerro Gordo | Robeson County | Orrum Middle |
| Columbus County | Tabor City Middle | Robeson County | Parkton Elementary |
| Cumberland County | Jeralds Middle | Robeson County | Red Springs Middle |
| Cumberland County | Spring Lake Middle | Robeson County | Rowland Middle |
| Cumberland County | Westover Middle | Robeson County | St Pauls Middle |
| Duplin County | Beulaville Elementary | Robeson County | Townsend Middle |
| Duplin County | Charity  Middle | Rowan-Salisbury | Knox Middle |
| Duplin County | E E Smith Middle | Scotland County | Carver Middle |
| Duplin County | Warsaw  Middle | Thomasville City Schools | Thomasville Middle |
| Durham County | Chewning Middle | Union County | Monroe Middle |
| Durham County | Lowe's Grove Middle | Vance County | Eaton Johnson Middle |
| Durham County | Neal Middle | Vance County | Henderson  Middle |
| Durham County | Sherwood Githens Middle | Wake County | North Garner Middle |
| Edgecombe County | C. B. Martin Middle | Warren County | Warren Co. Middle |
| Edgecombe County | Phillips Middle | Washington County | Creswell High |
| Franklin County | Cedar Creek Middle | Washington County | Wash. Co. Union School |
| Franklin County | Terrell Lane Middle | Wayne County | Brogden Middle |
| Gaston  County | Bessemer City Middle | Wayne County | Dillard Middle |
| Gaston  County | Southwest Middle | Wayne County | Mount Olive Middle |
| Gaston County | W P Grier Middle | Weldon City Schools | Weldon Middle |
| Gaston County | York Chester Middle | Whiteville City Schools | Central Middle |
| Guilford County | Ferndale Middle | Winston-Salem/Forsyth Co. | Hanes Middle |
| Guilford County | Jackson Middle | Winston-Salem/Forsyth Co. | Hill Middle |
| Guilford County | Otis Hairston Sr. Middle | Winston-Salem/Forsyth Co. | Mineral Springs Middle |
| Guilford County | Welborn  Middle | Winston-Salem/Forsyth Co. | Philo Middle |
| Halifax County | Brawley Middle | Winston-Salem/Forsyth Co. | Wiley Middle |
| Halifax County | Eastman Middle | Yadkin County | East Bend Elementary |

# Middle School Literacy Coaches for 2007-2008 (Cohort II) - Updated 11/8/07

| District | School | District | School |
|---|---|---|---|
| Alamance | Turrentine Middle | Jones | Jones Middle |
| Beaufort | Chocowinity Middle School | Kannapolis | Kannapolis Middle |
| Bladen | Tar Heel Middle | Lenoir | E B Frink |
| Brunswick | Leland Middle | Lenoir | Savannah Middle |
| Brunswick | Shallote Middle | Lincoln | Lincolnton Middle |
| Brunswick | South Brunswick Middle | Lincoln | West Lincoln Middle |
| Brunswick | Waccamaw Elementary | Madison | Madison Middle |
| Buncombe | A C Reynolds Middle School | Martin | Williamston Middle |
| Buncombe | Enka Middle | McDowell | East McDowell Jr High |
| Buncombe | North Buncombe | McDowell | West McDowell Junior High |
| Caldwell | Gamewell Middle | Montgomery | West Montgomery Middle |
| Caldwell | Hudson Middle | Nash/Rocky Mt | J W Parker Middle |
| Catawba | Harry Arndt Middle | Nash/Rocky Mt | Red Oak Middle |
| Catawba | Maiden Middle | New Hanover | Charles Murray |
| Catawba | River Bend Middle | Pender | Cape Fear Middle |
| Charlotte/Mecklenburg | J M Alexander | Perquimans | Perquimans Middle |
| Cherokee | Andrews Middle | Pitt | C M Eppes Middle |
| Cleveland | Burns Middle | Randolph | Archdale-Trinity |
| Clinton City | Sampson Middle | Randolph | Northeastern Randolph |
| Columbus | Chadbourn Middle | Randolph | Southeastern Randolph |
| Craven | H J MacDonald Middle | Randolph | Southwestern Randolph Middle |
| Cumberland | Anne Chesnut Middle | Randolph | Uwharrie Middle |
| Cumberland | Douglas Byrd Middle | Richmond | Rockingham Junior High |
| Cumberland | Gray's Creek Middle | Richmond | Rohanen Junior High |
| Cumberland | Lewis Chapel Middle | Robeson | Pemboke Middle |
| Cumberland | Pine Forest Middle | Rockingham | Reidsville Middle |
| Davidson | Central Davison Middle | Rockingham | Western Rockingham Middle |
| Davidson | South Davison Middle | Rowan Salisbury | Corriher Lipe Middle |
| Davie | South Davie Middle | Rowan Salisbury | North Rowan Middle |
| Durham | Brogdan Middle | Rutherford | Chase Middle |
| Durham | George L Carrington | Rutherford | East Rutherford Middle |
| Edenton | Chowan Middle | Rutherford | R S Middle |
| Edgecombe | South Edgecombe Middle | Sampson | Roseboro-Salemburg |
| Edgecombe | West Edgecombe Middle | Sampson | Union Middle |
| Elizabeth City/Pasquotank | River Road Middle | Scotland | Spring Hill Middle |
| Gaston | Holbrook Middle | Scotland | Sycamore Lane Middle |
| Gaston | William C Friday Middle | Stanley | Albemarle Middle |
| Guilford | Eastern Guilford Middle | Surry | Meadowview Middle |
| Guilford | Kiser Middle | Union | East Union Middle |
| Guilford | Southern Guilford Middle | Union | Sun Valley Middle |
| Harnett | Coates Erwin | Wake | East Garner Middle |
| Harnett | Dunn Middle | Wake | East Wake Middle |
| Harnett | Western Harnett Middle | Wayne | Norwayne Middle |
| Haywood | Bethel Middle | Wayne | Spring Creek High |
| Hoke | East Hoke Middle | Wilkes | North Wilkes Middle |
| Iredell | East Iredell Middle | Wilson | Speight Middle |
| Iredell | North Iredell Middle | Winston Salem/ Forsyth | Clemons Middle |
| Iredell | Statesville Middle | Winston-Salem/ Forsyth | Northwest Middle |
| Iredell | West Iredell Middle | Winston-Salem/ Forsyth | Paisely Middle |
| Johnston | Selma Middle School | Yadkin | Yadkinville Elementary |