



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, 2008 (Rescheduled for January 9, 2009)

Report #22

DPI Chronological Schedule, 2008-2009

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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: December 18, 2008

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 2008 calendar year and projected activities for the year 2009.

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 North Carolina 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 2008, the Commission focused primarily on implementing The North Carolina Professional Teaching Standards (2007) and creating The North Carolina Teacher Evaluation System to measure the extent to which educators 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. The Commission members 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, the North Carolina Teacher Evaluation Process, Standards for Working Conditions in North Carolina Schools, and Professional Development Standards.

Commission Activities During 2008

North Carolina Professional Teaching Standards

In 2006, North Carolina State Board of Education Chairman Howard Lee charged the NCPTSC to align the Core Standards for Teachers with the FUTURE-READY STUDENTS for the 21st Century mission and goals of the NC State Board of Education. The Commission investigated what is needed for successful schools in the 21st Century. The resulting document is the North Carolina Professional Teaching Standards. A copy is included as Attachment 2. The five Standards are 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.

The Executive Director of the NCPTSC worked with Dr. Kathy Sullivan, Senior 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 teachers, and candidates for 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 represented the NCPTSC on the Administrative Oversight Task Force and the Superintendents Task Force for the writing of Standards for Superintendents.

North Carolina Teacher Evaluation Process

Upon completion of the NC Professional Teaching Standards, the NCPTSC began working with Mid-continent Research for Education and Learning (McREL) to develop the North Carolina Teacher Evaluation Process which includes the Rubric for Evaluating North Carolina Teachers. McREL was selected to research and construct the evaluation instrument because they held the contract for principal evaluation instrument that was already in process in order that the instruments would be truly aligned. Both instruments are used to assess educator performance. The Rubric for Evaluating North Carolina Teachers is one component of the North Carolina Teacher Evaluation Process which includes orientation/training on this new process, the Teacher Self-Assessment, Pre-Observation Conference, Observations, Post-Observation Conference, the Summary Evaluation Conference and Scoring the Teacher Summary Rating Form. The final component is connecting the evaluation to the teacher's Professional Development Plan. Each of these items is included in the NC Teacher Evaluation Process Booklet which is available online at www.ncptsc.org. This instrument reflects a growth process which defines a teacher's performance. The teacher is rated on each Standard: developing, proficient, accomplished, or distinguished. The five standards reflect leadership, relationships, rigor, relevance, and reflection. The instrument is active rather than passive. It moves teachers forward in the mastery of teaching, not just performance on a particular lesson. 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 NC State Board of Education approved a policy in September, 2008 (Attachment 3) which ensures the implementation of the process in all LEAs by 2010-2011 unless an LEA develops an alternative evaluation that is properly validated and includes

standards and criteria similar to those in the North Carolina Professional Teaching Standards and North Carolina Teacher Evaluation Process.

Teacher Working Conditions

Highlights from the 2008 North Carolina Teacher Working Conditions Survey

Since 2001, Governor Easley and the North Carolina Professional Teaching Standards Commission have made a sustained commitment to listening to educators and reforming schools to improve the working conditions necessary for student and teacher success. With four iterations of the working conditions survey completed, analyses have been consistent and clear. The conditions teachers face in schools and classrooms are essential elements to student achievement and teacher retention.

In 2008, 104,249 educators responded to the Teacher Working Conditions Survey (87 percent), the highest proportion since the advent of the statewide survey in 2002. Every traditional public school and school district in the state of North Carolina reached the minimum response rate (40 percent) necessary to have valid data, providing information needed to gauge the successes and areas of concerns in their own school community. School, district, and statewide data were made available in May at www.ncteachingconditions.org. This is especially important for all schools because:

- The new School Executive: Principal Evaluation Instrument relies on the Teacher Working Conditions Survey as an essential data artifact for educators to reflect on whether they are meeting state standards.
- The Teacher Working Conditions survey results are being integrated into a newly crafted School Improvement Planning process as required by the State Board of Education.

While a final report is expected in late January, analyses of the Teacher Working Conditions Survey data have been completed. With four iterations of the survey completed, analyses have been consistent and clear. The conditions teachers face in schools and classrooms are essential elements of student achievement and teacher retention.

Teacher Working Conditions are Student Learning Conditions

- Statistical models demonstrate that the presence of supportive school leadership and sufficient facilities and resources (instructional resources and technology, office equipment, etc.) are significant factors in explaining student achievement at all school levels. The models explained as much as 80 percent of the variance in school level achievement—as measured by the overall performance composite—with working conditions factors accounting for as much as 24 percent of the difference. Almost nine in ten educators at the highest performing schools agreed their school is a good place to work and learn compared to two-thirds in the lowest performing.

- The amount of time available to plan and collaborate and the ability of teachers to focus on students without interruption and additional duties were significant in explaining student achievement at the elementary and high school levels.
- Eight in ten teachers at the highest performing elementary schools report that there is an atmosphere of trust and mutual respect in their school compared to six in ten in the lowest performing schools. Teachers in high performing schools at all levels were significantly more likely to report working in safe, trusting environments with supportive, effective school leadership and strong School Improvement Teams.
- Teaching conditions also impact school-wide growth in student learning. In analyzing whether schools exceeded growth expectations, several working conditions areas were found to be important.
 - For every one point increase in the school leadership factor average, elementary schools were 85 percent more likely to exceed growth expectations. Schools were 82 percent more likely to exceed growth expectations for every one point increase in school factor averages in the area of time (collaboration, planning, sufficient class size, etc.).
 - For every one point increase in the facilities and resources factor average, middle schools were 98 percent more likely to exceed growth expectations. Middle schools with higher teacher turnover, higher class sizes and higher poverty students were less likely to exceed growth expectations in middle schools.
 - School leadership and facilities and resources were statistically significant in explaining whether schools met growth expectations at the high school level. For every one point increase in the facilities and resources factor average, high schools were 97 percent more likely to exceed growth expectations. High schools were 92 percent more likely to exceed growth expectations for every one point increase in the school leadership factor average.

Teacher Working Conditions are Essential for Keeping Teachers

- As found in previous surveys and corroborated by other research, the presence of working conditions is strongly connected to the future employment plans of North Carolina teachers and actual attrition. Teachers in the lowest turnover schools are significantly more likely to note the presence of an atmosphere of trust, effective school leadership and effective School Improvement Teams.
- Statistical models demonstrate that different working conditions are significant at different school levels in explaining teacher attrition.
 - At the elementary school level, school leadership was statistically significant in explaining school level turnover. Higher percentages of fully licensed teachers and the proportion of educators with advanced degrees were also significant.

- At the middle school level, the role of teachers in making decisions—from teaching and classroom to school-wide practices—were significant in explaining teacher turnover. Teachers in lower turnover schools were significantly more likely to play a large role in making various decisions. Smaller middle schools, those with higher proportion of licensed teachers and those serving less diverse students were more likely to have lower turnover.
- For high schools, those with higher factor averages in the area of facilities and resources were significantly more likely to have lower teacher attrition. The proportion of fully licensed teachers and school size were significant influences as well.
- Teachers who indicate that they want to remain teaching in their current school are almost three times more likely to report that the School Improvement Team is effective and almost twice as likely to report that teachers play at least a large role in school improvement planning. In looking at actual attrition, the greatest differences between the highest and lowest turnover schools at all levels is the overall perception of the school being a good place to work and learn, the effectiveness of the School Improvement Team, the presence of an atmosphere of trust and mutual respect, and the ability of leadership to shield teachers from disruption.

Additional Findings

- For the fourth consecutive iteration of the survey, educators were more positive about their working conditions. On virtually all questions and in all of the major survey areas, North Carolina educators were more likely to agree that they work in trusting, supportive environments.
- Principals and teachers have differing perceptions on whether working conditions are present and whether school leadership is making a sustained effort to address teacher concerns about their school environment. For example, about 6 out of 10 teachers agree that teachers are centrally involved in educational decision making compared to 97 percent of principals. The greatest disparity between principals and teachers is in the areas of educator and school leadership, the working conditions North Carolina educators perceive are most important to student learning and teacher retention.
- In 2008, principals were asked questions for the first time about the support they receive from districts. About 8 out of 10 principals indicate that they have sufficient staffing, are actively engaged in decisions at the district level that impact their school, and that professional development is both available and effective. Like teachers, principals report needing more time. Only half of principals report having sufficient time to focus on instructional issues, and 6 out of 10 report spending less than three hours in an average week working with teachers on instructional planning.
 - Principals who receive support from their district are more likely to provide positive working conditions for teachers. For example, principals trusted to make sound professional decisions about instruction in the district are significantly

more likely to provide trusting environments for teachers, to provide training to teachers to fully utilize instructional technology and to provide effective professional development to teachers

- Although 9 out of 10 new teachers (those with three years experience or less) report being assigned a mentor, one-third of new teachers report never planning during the school day or planning instruction with their mentor. New teachers who plan to stay in their school, however, report receiving more frequent mentoring support than those who want to move to a new school or leave the profession. Three-quarters of new teachers mentored report that it made at least some contribution to their success as a beginning teacher and about half agree that their mentoring experience was important in their decision to continue teaching at their school.

Elementary educators are more positive about their working conditions than those at the secondary level in all areas except time. Almost half of elementary educators disagree that the non-instructional time—time to plan and collaborate—they receive is sufficient compared to three out of ten teachers at the secondary level. Forty-eight percent of elementary teachers report receiving three hours or less of non-instructional time in an average week, compared to 37 percent of middle school teachers and 35 percent of high school teachers.

This report was prepared by Eric Hirsch, Director of Special Projects, New Teacher Center, University of California at Santa Cruz.

Development and Implementation of Tools and Trainings

The New Teacher Center is working closely with the NCPTSC and the Department of Public Instruction to create resources for school to utilize Teacher Working Conditions Survey data for individual goal setting and school improvement planning.

Tools for Utilizing Teacher Working Conditions Survey Data: NTC has created a facilitator guide and training materials for principals and teacher leaders to use in leading conversations about improving working conditions. These tools are currently being field tested in a school in the Durham Public Schools and are now being utilized in several schools throughout the state.

Develop and Deliver Assistance for Principals in Setting Individual Performance Goals Utilizing Teacher Working Conditions Survey Data: NTC is working closely with the Office of Professional Development to develop materials to assist principals in using the Teacher Working Conditions Survey data to identify areas for individual growth and create reasonable, measureable goals.

Develop and Deliver Assistance to Superintendents and Others who Supervise Principals in Moving from a Compliance to a Coaching Culture: NTC will work with superintendents to better understand how to use the new School Executive Evaluation instrument as a formative assessment tool. Materials and training will support superintendents in working with principals to reflect on their own performance and improve.

Presentations and Assistance Utilizing the Teacher Working Conditions Survey by the New Teacher Center. NTC, with NCPTSC has been working throughout North Carolina to help educators better understand and utilize information from the Teacher Working Conditions Initiative.

- 2/19/08: Presentation to regional Teacher of the Year winners on the forthcoming Teacher Working Conditions Survey
- 3/5/08: Presentation to 21st Century Professionals subcommittee of the State Board of Education on Teacher Working Conditions and connections to teacher retention
- 3/11/08: Presentations on previous findings and information on the upcoming Teacher Working Conditions Survey to teachers from New Hanover County Public Schools and faculty of UNC-Wilmington
- 3/12/08: Presentation to the Superintendents Quarterly meeting on the Teacher Working Conditions Survey implementation and connections to the School Executive Evaluation
- 4/2/08: Focus group on the School Executive Evaluation with the Department of Public Instruction
- 4/25/08: Technical assistance to principals and district leaders in Cabarrus County Public School on utilizing Teacher Working Conditions Survey data.
- 5/5-9/08: Deliver training on integrating the Teacher Working Conditions Survey to the School Executive Evaluation for Department of Public Instruction trainers
- 5/12-5/17: Deliver training on integrating the Teacher Working Conditions Survey to the School Executive Evaluation for Department of Public Instruction trainers
- 7/10/08: Presentation of Teacher Working Conditions Survey as part of a 21st Century Evaluation process with North Carolina representatives at the Annual Conference of the National Commission on Teaching and America's Future in Washington, DC
- 7/28/08: Presentation of initial findings at the NC Network School Improvement Team Workshop in Wilmington
- 8/13/08: Presentation of initial findings to the Department of Public Instruction
- 9/17/08: Presentation of initial findings to a meeting of the Guilford Education Alliance and Guilford Association of Educators
- 9/24/08: Presentation of mentor findings to the North Carolina statewide mentor task force
- 10/10/08: Technical assistance to Alexander County Public School Principals on utilizing Teacher Working Conditions Survey data.
- 10/12/08: Presentation of initial findings to North Carolina school districts at University of North Carolina-Wilmington's CREATE conference on evaluation
- 10/13/08: Training with the North Carolina Professional Teaching Standards Commission on utilizing Teacher Working Conditions Survey data
- 10/14/2008: Presentation of initial findings and technical assistance on utilizing Teacher Working Conditions data to 30 beginning principals for the Principal Executive Program
- 10/25/08: Technical assistance to 50 principals from the Administrators' Division of the North Carolina Association of Educators
- 11/5/08: Presentation of initial findings and utilizing Teacher Working Conditions Survey data to principals and district personnel participating in the NC Public School Forum Collaborative Project
- 12/4/08: Presentation at Real D.E.A.L. Conference

The NCPTSC continues to further the work based on Teacher Working Conditions Standards created by the Commission in 2000. Those Standards are Attachment 4.

Representation on Boards and Commissions

The Executive Director serves on the State Superintendent's Leadership Council, Governor's Teachers Advisory Council, Appeals Panel of the State Board of Education, North Carolina Teacher Academy Board, Teacher Working Conditions Advisory Board, Task Force for the School Executive Evaluation Instrument, Ethics Task Force; Committee to Review Policies about Credit for Non-Related Work Experience, North Carolina State University Council on Teacher Education, the NC Network and the Mentoring Task Force. 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.

Presentations on NC Professional Teaching Standards and Teacher Working Conditions

Northeast Collaborative, Tarboro; Knollwood Elementary School, Salisbury; Phoenix Academy Charter School, High Point; Human Resources Personnel in Cumberland County; East Carolina University School of Education and Professors in Arts and Sciences, Greenville; Interstate New Teachers Assessment and Support Consortium, Washington, DC; Western RESA, Asheville; North Carolina Association of Educators Leadership Conference, Greensboro; North Mecklenburg High School, Charlotte; UNC-W Watson School of Education, Wilmington; Superintendent's Quarterly Meetings, various locations in NC; National Conference for Teaching and America's Future, Washington, DC; District Leadership, Davidson County; District Leadership, Yancey County; Personnel Administrators Conference, Wilmington; District Leadership in Granville County.; State Reading Leadership Meeting, Raleigh; Social Workers Task Force for creating new Standards, Raleigh; Guidance Counselors Task Force for Creating new standards, Raleigh; School of Education at Chowan University, Murfreesboro; Keynote Speaker for the UNC-G Summer Institute, Greensboro; Keenan Fellows at the McKimmon Center, Raleigh; Summer Leadership Conference for NC Administrators, Asheville; North Carolina Association of Educators Summer Leaders' Conference, Blowing Rock; North Carolina Teacher Academy, Morrisville; Gardner-Webb University Graduate Classes, various locations in NC; Panelist for Nation Council for Teaching and America's Future, Washington, DC; Administrators Retreat for Stanley County Schools, Albemarle; Career and Technology Educators Conference, Greensboro; Training Sessions for Administrators on the Principal Evaluation Instrument and Teacher Training Sessions for Administrators and Teachers on the Teacher Evaluation Instrument, various locations in NC; Administrators Conference for Lenoir County Schools, Kinston; School of Education at UNC-G, Greensboro; Physical Educators Standards National Task Force, Chapel Hill; Leadership of Special Schools, Raleigh; Lewis Chapel Middle School, Fayetteville; Gray's Creek Middle School, Hope Mills; West Rockingham Middle School, Madison; National Evaluators Institute (CREATE Conference), Wilmington; North Carolina Charter Schools Conference, Raleigh; Literacy Coaches, North Carolina Teacher Academy

21st Century Middle School Literacy Coaches

The Executive Director continues to serve as the liaison for the 21st Century Middle School Literacy Coaches. A list of schools with Literacy Coaches is in Attachment 5.

Partnership for 21st Century Skills

North Carolina received recognition for the alignment of the North Carolina Professional Teaching Standards and the North Carolina Evaluation Process with the goals of the 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.

2008 Real D.E.A.L. Conference

The 2008 Real D.E.A.L. Conference was held 4, 2008 in Cary, NC. Schools were recognized for their positive teaching and learning conditions. The 15 schools recognized this year for the first time are the following:

Ellendale Elementary School (Alexander County)
Chocowinity Primary School (Beaufort County)
Harry M. Arndt Middle School (Catawba County)
Peachtree Elementary School (Cherokee County)
Graham Elementary School (Cleveland County)
71st Classical Middle School (Cumberland County)
New Bridge Middle School (Onslow County)
South Topsail Elementary School (Pender County)
Sunny View Elementary School (Polk County)
Laurel Hill Elementary School (Scotland County)
Stanly Early College High School (Stanly County)
Carpenter Elementary School (Wake County)
Panther Creek High School (Wake County)
Wilkesboro Elementary School (Wilkes County)
Meadowlark Elementary School (Winston-Salem/Forsyth County Schools)

Special Recognition Schools are schools that have achieved the award previously and maintained the criteria for selection once again. They are the following:

East Elementary School (Cleveland County Schools)
Eastover Central Elementary (Cumberland County Schools)
Walter L. Parsley Elementary School (New Hanover County Schools)
Morehead Elementary School (Guilford County Schools)

Attachment 6 lists the 50 schools that were finalists. Information about all the schools may be obtained at www.ncteachingconditions.org.

Budget

The annual Commission budget for the 2008 fiscal year was \$240,401. 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 was related to the mailing and distribution of the 2008 Teacher Working Conditions Survey.

In addition, the Commission expends funds appropriated for the Teacher Working Conditions Survey. The funds (\$100,000) for 2008-2009 are being used for related research and professional development as a result of the 2008 Survey.

Focus for 2009

- Implement the North Carolina Professional Teaching Standards which align with the mission and goals for FUTURE-READY STUDENTS for the 21st Century
- Implementation of and the training for the teacher evaluation instrument
- Consult with the State Board of Education on standards for mentor training
- Monitor the professional development for administrators for the improvement of Teacher Working Conditions
- 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 plays 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.

§ 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) 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 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.

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

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

(f) Members of the Commission shall receive compensation for their services and reimbursement for expenses incurred in the performance of their duties required by this Article, at the rate prescribed in G.S. 93B-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); 2007-174, s. 1; 2007-484, s. 14.)

North Carolina Professional Teaching Standards

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 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.

I. STANDARDS 1: 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

II. STANDARDS 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. STANDARDS 3: 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. STANDARDS 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

V. STANDARDS 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

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For More Information:

Carolyn McKinney, Executive Director 6328 Mail Service Center | Raleigh, NC 27699-
6328 Phone: 919.807.3423 | Fax: 919.807.3426 | www.ncptsc.org

**NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual**

Policy Identification

Priority: Twenty-First Century Professionals

Category: Qualifications and Evaluation

Policy ID Number: TCP-C-004

Policy Title: Policy adopting the North Carolina Teacher Evaluation Rubric and Process for Teacher Evaluation

Current Policy Date: 10/02/2008

Other Historical Information: Previous Board dates: 07/07/1987, 07/11/1996, 11/05/1998

Statutory Reference: GS 115C-333

Administrative Procedures Act (APA) Reference Number and Category:

Purpose

The intended purpose of the North Carolina Teacher Evaluation Process is to assess the teacher's performance in relation to the North Carolina Professional Teaching Standards and to design a plan for professional growth. The principal or a designee (hereinafter "principal") will conduct the evaluation process in which the teacher will actively participate through the use of self-assessment, reflection, presentation of artifacts, and classroom demonstration(s).

A local board shall use the North Carolina Professional Teaching Standards and North Carolina Teacher Evaluation Process unless it develops an alternative evaluation that is properly validated and that includes standards and criteria similar to those in the North Carolina Professional Teaching Standards and North Carolina Teacher Evaluation Process.

Process

The North Carolina Teacher Evaluation Process shall include the following components:

Component 1: Training

Before participating in the evaluation process, all teachers, principals and peer evaluators must complete training on the evaluation process.

Component 2: Orientation

Within two weeks of a teacher's first day of work in any school year, the principal will provide the teacher with a copy of or directions for obtaining access to a copy of:

- A. The Rubric for Evaluating North Carolina Teachers;
- B. This policy; and

- C. A schedule for completing all the components of the evaluation process.

Copies may be provided by electronic means.

Component 3: Teacher Self-Assessment

Using the Rubric for Evaluating North Carolina Teachers, the teacher shall rate his or her own performance at the beginning of the year and reflect on his or her performance throughout the year.

Component 4: Pre-Observation Conference

Before the first formal observation, the principal shall meet with the teacher to discuss the teacher's self-assessment based on the Rubric for Evaluating North Carolina Teachers, the teacher's most recent professional growth plan, and the lesson(s) to be observed. The teacher will provide the principal with a written description of the lesson(s). The goal of this conference is to prepare the principal for the observation. Pre-Observation conferences are not required for subsequent observations.

Component 5: Observations

- A. A formal observation shall last at least forty-five minutes or an entire class period
- B. Probationary Teachers
 - 1. The principal shall conduct at least three formal observations of all probationary teachers.
 - 2. A peer shall conduct one formal observation of a probationary teacher.
- C. Career Status Teachers
 - 1. Career teachers shall be evaluated annually, unless the LEA establishes a different evaluation cycle for career teachers.
 - 2. During the year in which a career status teacher participates in a summative evaluation, the principal shall conduct at least three observations, including at least one formal observation.

During observations, the principal and peer (in the case of a probationary teacher) shall note the teacher's performance in relationship to the applicable Standards on the Rubric for Evaluating North Carolina Teachers.

Component 6: Post-Observation Conference

The principal shall conduct a post-observation conference no later than ten school days after each formal observation. During the post-observation conference, the principal and teacher shall discuss and document on the Rubric the strengths and weaknesses of the teacher's performance during the observed lesson.

Component 7: Summary Evaluation Conference and Scoring the Teacher Summary Rating Form

Prior to the end of the school year and in accordance with LEA timelines, the principal shall conduct a summary evaluation conference with the teacher. During the summary evaluation conference, the principal and teacher shall discuss the teacher's self-assessment, the teacher's most recent Professional Growth Plan, the components of the North Carolina Teacher Evaluation Process completed during the year, classroom observations, artifacts submitted or collected during the evaluation process and other evidence of the teacher's performance on the Rubric.

At the conclusion of the North Carolina Teacher Evaluation Process, the principal shall:

- A. Give a rating for each Element in the Rubric;
- B. Make a written comment on any Element marked "Not Demonstrated";
- C. Give an overall rating of each Standard in the Rubric;
- D. Provide the teacher with the opportunity to add comments to the Teacher Summary Rating Form;
- E. Review the completed Teacher Summary Rating Form with the teacher; and
- F. Secure the teacher's signature on the Record of Teacher Evaluation Activities and Teacher Summary Rating Form.

Component 8: Professional Development Plans

Individual Growth Plans

Teachers who are rated at least "Proficient" on all the Standards on the Teacher Summary Rating Form shall develop an Individual Growth Plan designed to improve performance on specifically identified Standards and Elements.

Monitored Growth Plans

A teacher shall be placed on a Monitored Growth Plan whenever he or she:

- A. Is rated "Developing" on one or more Standards on the Teacher Summary Rating Form; and
- B. Is not recommended for dismissal, demotion or nonrenewal.

A Monitored Growth Plan shall, at a minimum, identify the Standards and Elements to be improved, the goals to be accomplished and the activities the teacher should undertake to achieve Proficiency, and a timeline which allows the teacher one school year to achieve Proficiency. A Monitored Growth Plan that meets those criteria shall be deemed to satisfy the requirements of N.C. Gen. Stat. § 115C-333(b).

Directed Growth Plans

A teacher shall be placed on a Directed Growth Plan whenever he or she:

- A. Is rated
 - 1. "Not Demonstrated" on any Standard on the Teacher Summary Rating Form; or
 - 2. "Developing" on one or more Standards on the Teacher Summary Rating Form for two sequential years; and

- B. Is not recommended for dismissal, demotion or nonrenewal.

The Directed Growth Plan shall, at a minimum, identify the Standards and Elements to be improved, the goals to be accomplished, the activities the teacher shall complete to achieve Proficiency, a timeline for achieving Proficiency within one school year or such shorter time as determined by the LEA. A Directed Growth Plan that meets those criteria shall be deemed to satisfy the requirements of N.C. Gen. Stat. § 115C-333(b).

Component 9: Effective Dates and Effect on Licensing and Career Status

Effective with the 2008-2009 school year, LEAs may evaluate teachers using this policy.

Effective with the 2010-2011 school year, all teachers in North Carolina will be evaluated using this policy unless a local board develops an alternative evaluation that is properly validated and that includes standards and criteria similar to those in the North Carolina Professional Teaching Standards and North Carolina Teacher Evaluation Process in which case the local board shall use that instrument.

Beginning Teachers

Effective 2010-2011, beginning teachers must be rated “Proficient” on all five North Carolina Professional Teaching Standards on the most recent Teacher Summary Rating Form in order to be eligible for the Standard Professional 2 License.

Probationary Teachers

Effective 2010-2011, a principal must rate a probationary teacher as “Proficient” on all five North Carolina Professional Teaching Standards on the most recent Teacher Summary Rating Form before recommending that teacher for career status.

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.

Middle School Literacy Coaches for 2006-2007 (Cohort I)

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 Cty	Hanes Middle
Guilford County	Jackson Middle	Winston-Salem/Forsyth Cty	Hill Middle
Guilford County	Otis Hairston Sr. Middle	Winston-Salem/Forsyth Cty	Mineral Springs Middle
Guilford County	Welborn Middle	Winston-Salem/Forsyth Cty	Philo Middle
Halifax County	Brawley Middle	Winston-Salem/Forsyth Cty	Wiley Middle
Halifax County	Eastman Middle	Yadkin County	East Bend Elementary

Middle School Literacy Coaches for 2007-2008 (Cohort II)

District	School	District	School
Alamance	Turrentine Middle	Johnston	Selma Middle School
Beaufort	Chocowinity Middle School	Jones	Jones Middle
Bladen	Tar Heel Middle	Kannapolis	Kannapolis Middle
Brunswick	Leland Middle	Lenoir	E B Frink
Brunswick	Shallote Middle	Lenoir	Savannah Middle
Brunswick	South Brunswick Middle	Lincoln	Lincolnton Middle
Brunswick	Waccamaw Elementary	Lincoln	West Lincoln Middle
Buncombe	A C Reynolds Middle School	Madison	Madison Middle
Buncombe	Enka Middle	Martin	Williamston Middle
Buncombe	North Buncombe	McDowell	East McDowell Jr High
Caldwell	Gamewell Middle	McDowell	West McDowell Junior High
Caldwell	Hudson Middle	Montgomery	West Montgomery Middle
Catawba	Harry Arndt Middle	Nash/Rocky Mt	J W Parker Middle
Catawba	Maiden Middle	Nash/Rocky Mt	Red Oak Middle
Catawba	River Bend Middle	New Hanover	Charles Murray
Charlotte/Mecklenburg	J M Alexander	Pender	Cape Fear Middle
Cherokee	Andrews Middle	Perquimans	Perquimans Middle
Cleveland	Burns Middle	Pitt	C M Eppes Middle
Clinton City	Sampson Middle	Randolph	Archdale-Trinity
Columbus	Chadbourn Middle	Randolph	Northeastern Randolph
Craven	H J MacDonald Middle	Randolph	Southeastern Randolph
Cumberland	Anne Chesnut Middle	Randolph	Southwestern Randolph Middle
Cumberland	Douglas Byrd Middle	Randolph	Uwharrie Middle
Cumberland	Gray's Creek Middle	Richmond	Rockingham Junior High
Cumberland	Lewis Chapel Middle	Richmond	Rohanen Junior High
Cumberland	Pine Forest Middle	Robeson	Pemboke Middle
Davidson	Central Davidson Middle	Rockingham	Reidsville Middle
Davidson	South Davidson Middle	Rockingham	Western Rockingham Middle
Davie	South Davie Middle	Rowan Salisbury	Corriher Lipe Middle
Durham	Brogden Middle	Rowan Salisbury	North Rowan Middle
Durham	George L Carrington	Rutherford	Chase Middle
Edenton	Chowan Middle	Rutherford	East Rutherford Middle
Edgecombe	South Edgecombe Middle	Rutherford	R S Middle
Edgecombe	West Edgecombe Middle	Sampson	Roseboro-Salemburg
Elizabeth City/Pasquotank	River Road Middle	Sampson	Union 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	Yadkin	Yadkinville Elementary

REAL D.E.A.L. SCHOOLS – 50 FINALISTS

District

School

Beaufort County Schools	Chocowinity Primary
Dare County Schools	Manteo Middle
Beaufort County Schools	Chocowinity Middle
Camden County Schools	Camtech High
Pender County Schools	South Topsail Elementary
New Hanover County Schools	Walter L Parsley Elementary
Craven County Schools	Vanceboro-Farm Life Elementary
Onslow County Schools	New Bridge Middle
Carteret County Schools	Newport Middle
Carteret County Schools	Croatan High
New Hanover County Schools	Isaac M Bear High
Wake County Schools	Carpenter Elementary
Wilson County Schools	Lucama Elementary
Johnston County Schools	Clayton Middle
Wake County Schools	Wake Early College of Health
Wake County Schools	Panther Creek High
Scotland County Schools	Laurel Hill Elementary
Richmond County Schools	L J Bell Elementary
Cumberland County Schools	Eastover Central Elementary
Cumberland County Schools	District No 7 Elementary
Cumberland County Schools	71st Classical Middle
Guilford County Schools	Morehead Elementary
Rockingham County Schools	Bethany Elementary
Stokes County Schools	Lawsonville Elementary
Winston-Salem/Forsyth County Schools	Meadowlark Elementary
Davidson County Schools	Davidson Early College
Randolph County Schools	Randolph Early College
Cleveland County Schools	Elizabeth Elementary
Lincoln County Schools	Love Memorial Elementary
Cleveland County Schools	Graham Elementary
Charlotte-Mecklenburg County Schools	Providence Spring Elementary I
Cleveland County Schools	East Elementary
Cleveland County Schools	Kings Mountain Middle
Stanly County Schools	Stanly Early College
Gaston County Schools	Highland School Of Technology
Alexander County Schools	Ellendale Elementary
Ashe County Schools	Westwood Elementary
Wilkes County Schools	Wilkesboro Elementary
Burke County Schools	Hillcrest Elementary
Surry County Schools	White Plains Elementary
Burke County Schools	Heritage Middle
Catawba County Schools	Harry M Arndt Middle
Surry County Schools	Surry Early College
Caldwell County Schools	Caldwell Early College
Polk County Schools	Sunny View Elementary

District

Cherokee County Schools
Yancey County Schools
Graham County Schools
Cherokee County Schools
Haywood County Schools

School

Peachtree Elementary
Bee Log Elementary
Robbinsville Middle
Tri County Early College High
Haywood Early College