



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

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# Report to the Joint Legislative Education Oversight Committee

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

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

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**Date Due: December 1, 2009**  
Report #16  
DPI Chronological Schedule, 2009-2010

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FROM: David Corsetti, Chair  
North Carolina Professional Teaching Standards Commission

Keri Randolph, 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 1, 2009

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 2009 calendar year and projected activities for the year 2010.

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 2009, the Commission focused primarily on implementing The North Carolina Professional Teaching Standards (2007) and continuing the phase-in of 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 working conditions in our schools and classrooms which will enable highly skilled teachers to educate every child. The Executive Director also serves on the statewide Race To The Top Task Force, a major grant initiative through the US Department of Education that has the potential to provide North Carolina with millions of dollars in education funding. In addition, the Commission continued its work with the North Carolina Teacher Working Conditions Survey and the Mentoring Task Force.

## **Brief Overview**

The 1996 General Assembly established the NCPTSC in Statute 115C-295.1 (Attachment 1). The Commission is located administratively under the North Carolina 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, Professional Development Standards, and proposed Standards for Mentoring Programs.

## **Commission Activities During 2009**

### **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 21<sup>st</sup> Century mission and goals of the NC State Board of Education. The Commission investigated what is needed for successful schools in the 21<sup>st</sup> 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. She has continued to oversee the implementation process for the NC Educator Evaluation System including the North Carolina Teacher Evaluation Process.

### **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 Training, Orientation, 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](http://www.ncptsc.org). This instrument reflects a growth process which defines a teacher's performance. The teacher is rated on each Standard: not demonstrated, 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. Meetings with representatives of various education groups were held in late 2008 to answer questions about the instrument, process, and policy. A public hearing was held in January 2009, and in April 2009 the policy was approved by the North Carolina Office of Administrative Hearings Rules Review Commission.

Statewide implementation of the process began in the 2008-2009 school year with 13 districts (Phase I) and will continue in the 2009-2010 school year with Phase II districts (Attachment 4). The remaining 63 districts will implement the process in 2010-2011.

The State Board of Education contracted with McREL to field test the Superintendent's Evaluation Instrument based on the North Carolina Standards for Superintendents approved previously by the State Board. In addition, McREL is validating the use of the Evaluation Instrument for School Executives for use with assistant principals to promote their growth in the administrative role.

## **Teacher Working Conditions**

### **Highlights from the 2008 North Carolina Teacher Working Conditions Survey**

Since 2001, the North Carolina Professional Teaching Standards Commission, the Governor's office, and the State Board of Education 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 2008 at [www.ncteachingconditions.org](http://www.ncteachingconditions.org). This is especially important for all schools because:

- The new North Carolina 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 integrated into the newly crafted School Improvement Planning process as required by the State Board of Education.

In June 2009, a series of research briefs based on analysis of the survey data were released. *North Carolina Teacher Working Conditions Research Brief: Summary of Findings* (Attachment 5) confirms the analyses of the three previous iterations of the survey that the conditions teachers face in schools and classrooms are essential elements of student achievement and teacher retention. This report and other research briefs are available at [www.ncteachingconditions.org](http://www.ncteachingconditions.org).

### **Development and Implementation of Tools and Trainings**

The New Teacher Center (NTC) has worked 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:* To help facilitate school conversations, the New Teacher Center created the North Carolina Teacher Working Conditions: Guide for School Improvement to help schools understand the results of the Working Conditions Survey and improve working conditions. The guide is available to be downloaded as a single large document or in each of its three sections. The Facilitator's Guide is the first section. It contains the outline to a drilldown process of examination and discussion of survey results. It includes facilitator strategies for approaching the process, descriptions of how to utilize handouts and worksheets, and written prompts to lead discussions with schools staff. The Facilitator's Handouts include all documents referenced in the guide to help participants better understand how to interpret and utilize survey data. Once they are at a point of examining specific survey items, educators can use the final section, Individual Item Prompts, to help stimulate thought and dialog around the survey item being addressed. This tool is available at [www.ncteachingconditions.org](http://www.ncteachingconditions.org).

*Moving Toward Coaching-Based Evaluation Workshop:* In June, 2009 NTC conducted a day-long workshop for principals, stakeholders and Department of Public Instruction Transformation Coaches to provide a context for and instructions about this tool developed to assist principals in moving toward this different model for interacting with teachers. These tools include:

- ✓ Comparison Table
- ✓ Self-assessment for Supervisors
- ✓ NC Standard 4 Diagonal Chart
- ✓ Standard 4 Observation Tool
- ✓ Evidence Sentence Frame
- ✓ Standard 2 Observation Tool
- ✓ Standards 2-4 (with Elements) Observation Tool
- ✓ Artifact Cover Sheet
- ✓ Self-Assessment Summary
- ✓ Conferencing Protocol
- ✓ Post-observation Planning Form
- ✓ Observation Data Half Sheet

- ✓ Quick Visit Notes Chart
- ✓ Communicating Concerns Directly Conference Planning
- ✓ Professional Development Plan (PDP) Progress and Reflection
- ✓ Peer Observation and Note Taking Page

For more information about this workshop and the associated tools, see [www.ncteachingconditions.org](http://www.ncteachingconditions.org).

### **Mentoring Standards Task Force**

The Mentor Task Force, after meeting in fall 2008, was charged by the State Board of Education in January 2009 to create recommendations for consideration in four areas. With the generous support of the Duke Endowment and the National Education Association through a grant to the New Teacher Center, the Task Force met in May, June, September, and October to produce recommendations that will be made to the State Board. The Statewide Mentor Task Force will propose in December 2009 the following:

1. Revised standards for Mentor Programs
2. Revised standards for Mentors
3. A system of accountability and support to enhance induction quality for beginning teachers

Recommendations will be made to the State Board of Education in December 2009.

### **Race to the Top Federal Grant**

The executive director continues to work with other education leaders on the Race to the Top Federal Grant. The executive director is one of the co-chairs of the Teacher Effectiveness Committee. She leads the committee on teacher standards and evaluation. One of North Carolina's strengths is its evaluation system. Receiving this grant would ensure the growth of teacher effectiveness in schools and classrooms across the state.

### **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, NC Network, Mentoring Task Force as well as various ad-hoc committees. At meetings of each of these organizations, 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**

North Carolina State Board of Education, Raleigh; Joint Legislative Education Oversight Committee, Raleigh; North Carolina Teacher Academy, Raleigh; Winston-Salem State University Teacher Graduate Classes; Winston-Salem; Gardner-Webb University Graduate Classes, Various members of the North Carolina General Assembly, Raleigh; Superintendents' Quarterly Meetings, various locations; North Carolina Governor's Education Cabinet, Raleigh; Long Hill Elementary School, Fayetteville; North Carolina Business Committee for Education, Raleigh; North Carolina Association of Educators Convention, Raleigh; North Carolina Department of Public Instruction Closing the Gap Conference, Greensboro; Task Force for Student Learning Conditions, Raleigh; Ashe County Schools Leadership, North Wilkesboro; Wake Forest-Rolesville Middle School, Wake Forest; Winston-Salem/Forsyth County Schools Leadership, Winston-Salem; NEA Teacher Working Condition/TeLLS Advisory Group, Washington, DC; Mid-continent Research for Education and Learning (McREL), Denver, CO; Mentoring Task Force, Durham; Lee Woodard Elementary School, Wilson; North Carolina Race To The Top Task Force Leadership, Raleigh; North Carolina Charter School Conference, Raleigh; National Center for Teaching Quality, Teacher Quality Conference, Washington, DC; Strategic Management of Human Capital – Consortium for Policy Research Reform Network Leaders, Chicago, IL.

## **Budget**

The annual Commission budget for the 2009 fiscal year was \$235,593. 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. Due to expected budget reversions, it is anticipated that most travel and everything but the most critical expenditures will be restricted.

In addition, the Commission expends funds appropriated for the Teacher Working Conditions Survey. The funds (\$190,000) for 2009-2010 will be used conduct the 2010 North Carolina Teacher Working Conditions Survey. Anticipated expenses include printing and mailing of the code letters, part-time temporary personnel for the Help Desk, and survey data management. Some data analysis may be possible, but at this time funding for Year 2 of the Teacher Working Conditions Survey Cycle is not available.

## **Focus for 2010**

- Continue implementation of the North Carolina Professional Teaching Standards which align with the mission and goals for FUTURE-READY STUDENTS for the 21<sup>st</sup> Century
- Continue implementation of and the training for the teacher evaluation instrument
- Work with the Mentor Task Force on the standards for mentor programs as directed by the General Assembly and the North Carolina State Board of Education

- Participate and lead work on committees and task force for the purpose of obtaining federal grants including Race to the Top. Work will be related to the North Carolina Educator Evaluation System and/or North Carolina Teacher Working Conditions Survey
- Conduct the 2010 North Carolina Teacher Working Conditions Survey
- Monitor the professional development for administrators for the improvement of Teacher Working Conditions
- Continue to strengthen Professional Development for teachers in North Carolina
- 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 21<sup>st</sup> century. If “every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21<sup>st</sup> century,” then the schools must be led by 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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](http://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

**NORTH CAROLINA PROFESSIONAL TEACHING STANDARDS COMMISSION  
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**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.

Teacher Evaluation Instrument DistrictsPhase I: (13)

Alexander	Jones
Alleghany	Newton-Conover
Camden	Orange
Cherokee	Rutherford
Elkin City	Scotland
Hertford	Wilson
Iredell-Statesville	

Phase II: (39)

Anson	Haywood
Ashe	Hoke
Asheville City	Hyde
Avery	Macon
Beaufort	Martin
Bertie	Montgomery
Brunswick	Moore
Caldwell	Perquimans
Chatham	Person
Clinton City	Richmond
Craven	Roanoke Rapids City
Currituck	Stanly
Dare	Surry
Duplin	Swain
Edenton/Chowan	Tyrrell
Edgecombe	Vance
Elizabeth City/Pasquotank	Watauga
Franklin	Wayne
Gates	Winston-Salem/Forsyth
Halifax	



## North Carolina Teacher Working Conditions Research Brief: Summary of Findings

Eric Hirsch, *Director of Special Projects* with  
Keri Church, *LearnNC*

*Since 2001, the Office of the Governor, the North Carolina Professional Teaching Standards Commission and the North Carolina State Board of Education have made a sustained commitment to listening to educators and reforming schools to create the working conditions necessary for student and teacher success.*

In 2008, 104,249 educators responded to the Teacher Working Conditions Survey (87 percent), the highest proportion since the advent of the 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. The data was made available in May 2008 at [www.ncteachingconditions.org](http://www.ncteachingconditions.org). Having this data for all schools is essential as:

- The new School Executive: Principal and Teacher Evaluation instruments rely 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 integrated into the newly crafted School Improvement

Planning process as required by the State Board of Education.

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.

- o 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.).
- o 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.
- o 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.

The presence of working conditions is strongly connected to the future employment plans of North Carolina teachers and actual attrition.

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 and 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.
  - o At the elementary school level, school leadership was statistically significant in explaining school level turnover. A higher percentage of fully licensed teachers and the proportion of educators with advanced degrees were also significant.
  - o At the middle school level, the role of teachers in making decisions—from teaching and classroom to school-wide practices—was 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 a higher proportion of licensed teachers and those serving less-diverse students were more likely to have lower turnover.
  - o 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 significantly more likely to agree that their 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 are the overall perceptions 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. Additionally, educators in North Carolina are more positive about working conditions than their peers in other states where the New Teacher Center has conducted similar surveys.
- 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 disparities between principals and teachers are 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 time to sufficiently 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.
  - o 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.

The North Carolina Teacher Working Conditions Survey data is a compilation of the voices of those who know schools best—the dedicated educators working in them each and every day. These findings and school reports should be used to begin conversations about perceptions of working conditions and be used by School Improvement Teams for planning within the state's schools and districts. Positive working conditions, where educators are supported and empowered, are essential to creating schools where teachers and administrators want to work and students can learn.

## About The New Teacher Center

The New Teacher Center (NTC) was established in 1998 as a national resource focused on teacher and administrator induction. NTC implements and promotes induction best practices through a variety of innovative professional development opportunities and materials that assist educators and policy makers in supporting the next generation of education professionals. Using an integrated, collaborative approach, NTC strives to support essential research, well-informed policy, and thoughtful practice that encourage teacher development from pre-service throughout the career of a teacher.

New Teacher Center

*Improving Teaching and Learning in America's Schools*



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