



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, 2010**  
Report #83  
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*Professional Teaching Standards*  
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FROM: David Corsetti, Chair  
North Carolina Professional Teaching Standards Commission

Allison Ormond, 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, 2010

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 2010 calendar year and projected activities for the year 2011.

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 2010, the Commission focused primarily on implementing The North Carolina Professional Teaching Standards (2007), continuing the work with the North Carolina Department of Public Instruction (NCDPI) on the implementation of the North Carolina Educator Evaluation System and the Online Evaluation System, administering the 2010 North Carolina Teacher Working Conditions Survey and continuing its work with the Mentor Task Force. 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 advises NCDPI as they implement the Race To The Top grant initiative awarded by the US Department of Education.

## **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 (NCSBE), but exercises its powers and duties independently of the NCSBE. 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 appoints four members, and the Speaker of the House of Representatives appoints 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 NCSBE 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 NCSBE 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 Standards for Mentoring Programs and Mentors.

## **Commission Activities During 2010**

### **North Carolina Professional Teaching Standards**

In 2006, NCSBE 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 NCSBE. 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 NCDPI and NCSBE to ensure alignment of the teaching standards with the standards for school administrators, superintendents, central office staff 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 for the North Carolina Educator Evaluation System including the North Carolina Teacher Evaluation Process.

### **North Carolina Educator 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 the 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 NCSBE approved a policy in September, 2008 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 continued in 2009-2010 school year with Phase II districts (Attachment 3). The remaining 63 districts implemented the process in 2010-2011.

The NCSBE contracted with McREL to field test the North Carolina Superintendent Evaluation Process based on the North Carolina Standards for Superintendents approved previously by the State Board. In addition, McREL validated the North Carolina School Executive: Principal Evaluation Process for use with assistant principals to promote their growth in the administrative role. Also, the North Carolina Superintendent Evaluation Process was validated for use with instructional central office staff. In September 2010, the NCSBE approved the North Carolina School Executive: Principal and Assistant Principal Evaluation Process, the North Carolina Superintendent Evaluation Process, and the North Carolina Instructional Central Office Staff Evaluation Process. These policies are effective beginning with the 2010-2011 school year. The use of the Superintendent and Instructional Central Office Staff Evaluation Instruments is optional.

### **Online Evaluation System**

The NC State Board of Education contracted with McREL to implement an online version of the evaluation process for principals/assistant principals and teachers. The online software reflects the evaluation process, instruments, and forms. Each step of the process that is entered is saved for use at the end of the year for the summative reports. Race to the Top, ARRA, and other federal funding projects now require reporting of performance in aggregate form at state, district, and school levels. This online tool will make this collection of data more efficient. Federal funds were used to purchase the license for this software for 2010-2011. It will enable statewide collection of principal and teacher evaluation data in aggregate form. Previously, this data has only been available at the district level.

**Alignment  
NC Educator Evaluation System**

- NC State Board of Education Mission and Goals
- 21st Century Skills & Knowledge (Partnership for 21<sup>st</sup> Century Skills)
- Research from Teacher Working Conditions Survey
- Professional Standards for Principals, Teachers, and Superintendents
- Evaluation Instruments for Principals, Teachers, Assistant Principals, Superintendents, and Instructional Central Office Staff
- Professional Development Plans
- School Improvement Planning Template
- Standards for Mentoring Program and Mentor Standards
- Program Approval for Schools of Education, MSA, Ed.D.
- Online Evaluation Software

NCSBE adopted new mission and goals in August 2006

North Carolina is a member of the Partnership for 21<sup>st</sup> Century Skills

Ongoing research since 2004 from the NC Teacher Working Conditions Survey impacted standards

Principal Standards adopted by NCSBE in December 2006

Teacher Standards adopted by NCSBE in June 2007

Superintendent Standards adopted by NCSBE in September 2007

Evaluation Instrument for Principals adopted by NCSBE in June 2008:  
Implemented in 2008-2009 for all principals

Evaluation Instrument for Teachers adopted by NCSBE in July 2008:  
Implemented over 3 years (2010-2011 in all districts)

Evaluation Instrument for Principals validated for Assistant Principals and adopted by NCSBE in September 2010: Implemented in 2010-2011

Evaluation Instrument for Superintendents adopted by NCSBE in September 2010:  
Implemented in 2010-2011 (Optional use)

Evaluation Instrument for Instructional Central Office Staff adopted by NCSBE in September 2010: Implemented in 2010-2011 (Optional use)

Professional Development Plans incorporated in evaluation process

Standards for Mentoring Program and Mentor Standards adopted by NCSBE in January 2010

School Improvement Planning Template available online at  
<http://www.ncpublicschools.org/councils/lea/previous/templates/>

Program Approval process and pre-service teacher rubric for Schools of Education approved by NCSBE in September 2008, to be fully implemented by 2011-2012

Pre-service principal rubric (MSA) approved by NCSBE in October 2008

Pre-service superintendent rubric (Ed.D.) approved by NCSBE in September 2010

## **Teacher Working Conditions**

The NCPTSC administered the 2010 North Carolina Teacher Working Conditions Survey from March 15 to April 16, 2010. Beginning in January, the office of the Executive Director prepared for its administration to each of the public schools (including charter schools) throughout the state. The careful preparation and monitoring during the five weeks of the survey assured the successful outcome of survey participation, 105,688 licensed educators completed the survey. Each of the traditional public schools and 72 Charter Schools have reports posted at [www.ncteachingconditions.org](http://www.ncteachingconditions.org). In addition, the results of the statewide principal survey are posted. The 2010 results were posted on the website on May 1, 2010. Since then, the NCPTSC has presented the results to the NCSBE and school board members across the state. Far beyond the data, research clearly shows the implications of working conditions on student achievement and teacher retention. All of the research is available at [www.ncteachingconditions.org](http://www.ncteachingconditions.org).

### **Highlights from the 2010 North Carolina Teacher Working Conditions Survey**

Since 2002, 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 to reforming schools to create the working conditions necessary for student and teacher success.

In 2010, a record 105,688 educators responded to the North Carolina Teacher Working Conditions (NCTWC) Survey (89 percent). All school districts and traditional public schools in the state of North Carolina reached the minimum response rate (40 percent) necessary to receive data, providing information needed to gauge the successes and areas of concerns in their own school community. Also, 72 charter schools have reports.

To support the efforts of the state, districts, and schools to understand and utilize working conditions results, the NCPTSC, working with the New Teacher Center, has conducted research, developed tools, and provided direct support across the state.

### **Conclusions**

Results from the analysis of the 2010 North Carolina Teacher Working Conditions Survey and student performance data illustrate some important findings:

- Working conditions are more positive in high performing schools. In particular, students are achieving at higher levels in schools where the students and faculty know expectations of conduct, policies are consistently implemented, and the building is safe. Safe and supportive learning conditions are essential components of student success.
- This finding builds on previous results and provides more nuanced information. It is not that Teacher Leadership, Facilities and Resources, and School Leadership are no longer important. It appears, with new data and more questions, that it is particular aspects of leadership and facilities that may be the most closely connected to student results. Teachers need to be empowered to help create and implement student conduct policies. School leaders not only need to create trusting, supportive environments, but particularly should attend to communicating and consistently implementing conduct expectations to



the school and community. And while schools need clean and adequate space, safety is critical.

- Responses reveal that while teachers identify the construct of Instructional Practice and Support as having the most impact on student achievement, statistical analysis of the data indicate that Managing Student Conduct has the greatest predictive power on student achievement. To do their best work with students, teachers need supportive working conditions that provide the best opportunities to be effective. Creating positive work environments for teachers in every school across North Carolina is an essential element to creating the learning environments that will maximize student success.

The charts that follow are helpful in actually seeing the variation in the perception of working conditions:

Chart 1 shows the 8 items that most influence student performance in elementary schools. While this data is about elementary schools, similar results are present in middle and high schools. All elementary schools were divided into 4 quartiles from lowest to highest performance. The percentages indicate the number of licensed educators that agree with the presence of this working condition for each of the quartiles. The final column shows the difference between the lowest and highest performing schools.

Chart 1: Working Conditions Across Performance Quartiles

NC 2010 TWC Items	Percent Agreement in Elementary Schools				Diff. Q1 to Q4
	Q1 Lowest	Q2	Q3	Q4 Highest	
Parents/guardians are influential decision makers in this school.	56.79%	71.33%	81.84%	90.42%	33.64%
Parents/guardians support teachers, contributing to their success with students.	60.19%	73.59%	83.98%	92.46%	32.27%
Students at this school follow rules of conduct.	64.24%	77.06%	85.76%	92.52%	28.29%
The community we serve is supportive of this school.	75.46%	86.08%	92.94%	97.10%	21.64%
Community members support teachers, contributing to their success with students.	78.22%	84.75%	90.20%	94.92%	16.70%
There is an atmosphere of trust and mutual respect in this school.	66.30%	72.42%	76.92%	82.45%	16.15%
Teachers feel comfortable raising issues and concerns that are important to them.	64.38%	70.15%	73.96%	79.53%	15.15%
School administrators consistently enforce rules for student conduct.	71.01%	75.13%	80.41%	86.10%	15.10%

Chart 2 shows the items with greatest differences in rate of agreement between “stayers” (those who want to remain at a school), “movers” (those who want to remain in teaching, but want to move to a different school), “leave the classroom” (those who want to remain in education, but move out of the classroom), and “leave education” (those who want to retire, change professions, etc.). The final column shows the difference between “stayers” (those who want to stay in a particular school) and “movers” (those who want to remain in teaching, but at a different school).

Chart 2: Working Conditions Impact – Teacher Retention

NC 2010 TWC Items	Future Employment Plans of NC Teachers				Difference Stayer vs. Mover
	Stayers (n=74954, 82.3%)	Movers (n=6906, 7.6%)	Leave the Classroom (n=6261, 6.9%)	Leave Education (n=2984, 3.3%)	
There is an atmosphere of trust and mutual respect in this school.	76.0%	34.8%	63.3%	55.2%	41.2%
Teachers feel comfortable raising issues and concerns that are important to them.	73.4%	34.2%	62.9%	53.1%	39.1%
Overall, my school is a good place to work and learn.	88.1%	50.6%	80.9%	66.2%	37.4%
The school leadership consistently supports teachers.	81.2%	43.9%	71.9%	60.5%	37.3%
The school leadership makes a sustained effort to address teacher concerns about leadership issues.	82.5%	48.3%	71.4%	63.6%	34.2%
The faculty and staff have a shared vision.	85.9%	51.7%	76.2%	69.1%	34.1%
Teachers have an appropriate level of influence on decision making in this school.	70.3%	37.0%	59.7%	50.4%	33.3%
School administrators support teachers' efforts to maintain discipline in the classroom.	82.8%	50.4%	73.9%	64.2%	32.4%
In this school we take steps to solve problems.	84.7%	52.4%	75.3%	67.3%	32.3%
The district has an effective process for making group decisions and solving problems.	78.5%	46.5%	68.8%	60.6%	32.0%
The school leadership makes a sustained effort to address teacher concerns about the use of time in my school.	80.8%	49.2%	73.2%	60.8%	31.6%
School administrators consistently enforce rules for student conduct.	72.8%	41.3%	62.9%	54.0%	31.5%
The school leadership makes a sustained effort to address teacher concerns about managing student conduct.	81.4%	50.4%	72.6%	62.1%	31.0%
Teachers are recognized as educational experts.	85.1%	54.2%	76.5%	63.2%	31.0%
Teachers are trusted to make sound professional decisions about instruction.	85.9%	55.9%	79.5%	64.6%	30.0%

Chart 3 shows that Principals and Teachers view teacher working conditions differently. The first column shows the percent of principals that agree; the second column shows the percent of teachers that agree; and the final column the difference between the two.

Chart 3: Principals and Teachers View Teacher Working Conditions Differently

NC 2010 TWC Survey Items	Percent Agreeing		
	Principals	Teachers	Difference
Efforts are made to minimize the amount of routine paperwork teachers are required to do.	95.5	52.0	43.5
Teachers are assigned classes that maximize their likelihood of success with students.	97.1	66.1	31.0
School administrators consistently enforce rules for student conduct.	99.4	69.1	30.3
Teachers feel comfortable raising issues and concerns that are important to them.	98.4	69.0	29.4
The non-instructional time provided for teachers in my school is sufficient.	90.0	61.2	28.8
Students at this school follow rules of conduct.	98.0	69.4	28.6
Teachers are protected from duties that interfere with their essential role of education students.	96.8	68.6	28.2
Teachers are allowed to focus on educating students with minimal interruptions.	97.1	68.9	28.2
Professional development is differentiated to meet the individual needs of teachers.	89.0	63.2	25.8
There is an atmosphere of trust and mutual respect in this school.	96.9	71.3	25.6

## Research

With five iterations of this survey completed, findings have consistently shown that the conditions teachers face in schools and classrooms are essential elements of student performance. Schools where leaders empower faculty, create safe school environments, and develop supportive and trusting environments in which teachers work are most successful in promoting student learning. In 2010, a research brief from the New Teacher Center once again demonstrated that the support teachers receive has an impact on student achievement. In particular, managing student conduct—whether students and the faculty understand rules of conduct and whether those rules are consistently enforced—was a strong and significant predictor of performance at all school levels.

The following research was conducted and published with the support of funding from the General Assembly and is available, along with all Working Conditions Survey results, at [www.ncteachingconditions.org](http://www.ncteachingconditions.org)

- *Teacher Working Conditions are Student Learning Conditions.* This brief analyzes the connections between working conditions and student achievement.
- *Analyses of Current Trends.* Results from the 2010 survey are presented and compared to 2008 with GIS mapping showing trends across North Carolina school districts.
- *Improving Teacher Working Conditions: Lessons from North Carolina Schools.* This research report highlights four schools where working conditions improved the most between 2006 and 2008 and provides an examination of strategies used.
- *Principal Working Conditions.* This brief examines the responses of more than 2100 principals about the support they receive from districts in creating positive work environments in their schools.
- *Working Conditions in Disadvantaged Student Supplemental Funding (DSSF) Districts.* This report examines results and trends in the 16 districts that initially received DSSF funding.
- *Working Conditions in Redesigned and Early College High Schools.* This brief examines working conditions in reformed high schools by utilizing data from previous studies and analyses to assess changes in working conditions.
- *Working Conditions in Phase I Teacher Evaluation Districts.* This report assesses whether districts that were the first to adopt the new teacher evaluation instrument demonstrated evidence of improved working conditions.

### **Tools to Support Using the Results**

With the TWC Survey as a suggested artifact for principal and superintendent evaluation process and a part of the Department of Public Instruction's School Improvement Planning template, schools and districts across the state are using results. To facilitate using the survey data appropriately, the New Teacher Center, with the guidance and support of NCPTSC, published the following tools.

- *Using Working Conditions Survey Data in the North Carolina Educator Evaluation Process.* This report provides guidance for utilizing survey data appropriately and cross walks the survey against each standard and element for superintendents, principals, and teachers to facilitate using the results efficiently and effectively.
- *The North Carolina Teacher Working Conditions Survey: A Parent Guide to School Improvement.* This pamphlet explains the survey and the data and encourages parents to support educators in understanding and improving working conditions.

- *Understanding and Improving Working Conditions: A Guide for School District Activity.* This guide was developed to help central office and school board members think about working conditions results across schools and potential district-level solutions to improve those conditions.
- *Revised Tools for Schools to Improve Working Conditions.* This tool, published in 2008, was updated to reflect changes in the 2010 survey, provides a detailed process for conversations at schools that will improve working conditions.

### **Data Assistance to Districts**

The TWC Survey website was redesigned by Learn NC to be more user friendly, including the ability to directly download school summary results, longitudinal comparisons on same worded items and consolidated graphs and other improved functions in the detailed reports. But to facilitate a better understanding of variations across schools, the New Teacher Center created customized district reports where schools are color coded and arrayed to more easily discern schools succeeding and schools struggling to create positive work environments.

Customized districts reports have been requested by and distributed to Alleghany County, Asheboro City, Beaufort County, Cabarrus County, Carteret County, Chapel Hill/Carrboro City Schools, Charlotte Mecklenburg Schools, Craven County, Guilford County, Duplin County, Halifax County, Person County, Randolph County, Union County, Winston-Salem/Forsyth County Schools

### **Presentations and Assistance**

Since the Survey was completed, The New Teacher Center and the NCPTSC presented findings and provided direct assistance to school and district leaders.

- May 1 – Presentation to North Carolina Association of Educators (NCAE) Principals Forum and release of Survey Findings with State Superintendent June Atkinson.
- May 5 – Presentation of findings to the North Carolina State Board of Education.
- June 2 – Meeting at the Department of Public Instruction with Regional Education Facilitators to help prepare them to utilize the results in their region.
- June 29 – Presentation to school and district leaders at the Department of Public Instruction’s Summer Leadership Conference in Asheville.
- August 3 – Presentation to principals in Columbus County with transformation coaches.
- Month of September – Presentations at the regional fall meetings for the North Carolina School Boards Association (NCSBA).
- September 10 – Workshop with Craven County district leadership, school principals, and assistant principals in New Bern.
- September 29 – Presentation to Person County district leadership in Roxboro.
- October 17 – Work with North Carolina Professional Teaching Standards Commission to consider revising state working conditions standards.
- October 25 – Presentation to the North Carolina Public School Forum Study Group in Raleigh.
- November 3 – Presentation of student achievement brief to the North Carolina State Board of Education.

## **Mentor Task Force**

The Mentor Task Force, after meeting in fall 2008, was charged by the NCSBE 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. In December 2009 the NCSBE adopted the recommendations of the Mentor Task Force to revise the standards for mentor programs, revise the standards for mentors, and implement a system of accountability and support to enhance induction quality for beginning teachers. The need to revise the Standards was made evident by the responses to the 2008 Teacher Working Conditions Survey which asked new teachers about the level of support they were receiving from their mentors and mentoring programs. The policy to implement the Standards for Mentor Programs and Mentors was passed by the State Board in November, 2010 and is included as Attachment 4.

## **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 section of the Grant entitled “Great Teachers and Leaders” is built upon the implementation of the NC Educator Evaluation System. Professional development funds will be used to support teachers and leaders in areas that need strengthening.

## **Representation on Boards and Commissions**

The Executive Director serves on the State Superintendent’s Leadership 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; North Carolina State University Council on Teacher Education, the United Way: Teachers Matter Education Advisory Committee, 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; Various members of the North Carolina General Assembly, Raleigh; Superintendents’ Quarterly Meetings, various locations; North Carolina Governor’s Education Cabinet, Raleigh; North Carolina Business Committee for Education, Raleigh; Winston-Salem-Forsyth County School Board, Winston-Salem; Wake County Association of Educators, Raleigh; North Carolina Association of Educators Administrators’ Conference, Raleigh; North Carolina Teacher of the Year Team, Raleigh; North Carolina Association of Educators Convention, Winston-Salem; Sedge Garden Elementary School, Kernersville; North Buncombe Middle School, Weaverville; North Carolina Association of Educators Leadership Conference, Raleigh; Governor’s Teacher Advisory Committee, Raleigh; National Comprehensive Center for Teacher Quality (TQ Center) Conference, Washington, DC; North Carolina Regional Education Facilitators, Raleigh, North Carolina

Association of School Administrators, Asheville; United Way: Teachers Matter Education Advisory Committee, various locations; Cross-State Investigation: Teacher Evaluation Conference, Charlotte; North Carolina School Boards Association District State-Wide Meetings, various locations; Evaluation Systems Group of Pearson Conference on Teacher Preparation and Certification, Chicago, IL; World View Symposium, Chapel Hill; North Carolina School Board Association Fall Conference, Greensboro.

## **Budget**

The annual Commission budget for the 2010 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. Funding for budget year 2010-2011 was not available.

## **Focus for 2011**

- 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 Division of Educator Recruitment and Development on the implementation of the Standards for Mentor Programs as directed by the General Assembly and the North Carolina State Board of Education
- Participate on committees for the purpose of implementing 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
- Facilitate the distribution of information about 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  
MEMBERS, 2006–2008**

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Teacher Evaluation Instrument DistrictsPhase I: (13) 2008-2009

Alexander  
Alleghany  
Camden  
Cherokee  
Elkin City

Hertford  
Iredell-Statesville  
Jones  
Newton-Conover  
Orange

Rutherford  
Scotland  
Wilson

Phase II: (39) 2009-2010

Anson  
Ashe  
Asheville City  
Avery  
Beaufort  
Bertie  
Brunswick  
Caldwell  
Chatham  
Clinton City  
Craven  
Currituck  
Dare

Duplin  
Edenton/Chowan  
Edgecombe  
Elizabeth City/Pasquotank  
Franklin  
Gates  
Halifax  
Haywood  
Hoke  
Hyde  
Macon  
Martin  
Montgomery

Moore  
Perquimans  
Person  
Richmond  
Roanoke Rapids City  
Stanly  
Surry  
Swain  
Tyrrell  
Vance  
Watauga  
Wayne  
Winston-Salem/Forsyth

Phase III: (63) 2010-2011

Alamance-Burlington  
Asheboro City  
Buncombe  
Bladen  
Burke  
Caswell  
Chapel Hill/Carrboro  
Charlotte-Mecklenburg  
Cabarrus  
Carteret  
Catawba  
Cleveland  
Clay  
Columbus  
Cumberland  
Davidson  
Davie  
Durham  
Gaston  
Greene  
Guilford

Granville  
Graham  
Harnett  
Henderson  
Hickory City  
Jackson  
Johnston  
Kannapolis City  
Lee  
Lenoir  
Lincoln  
Lexington City  
Madison  
McDowell  
Mitchell  
Mount Airy City  
Mooresville City  
Nash-Rocky Mount  
New Hanover  
Northampton  
Onslow

Pamlico  
Pitt  
Pender  
Polk  
Robeson  
Randolph  
Rockingham  
Rowan-Salisbury  
Sampson  
Transylvania  
Stokes  
Thomasville City  
Washington  
Wake  
Warren  
Weldon City  
Whiteville City  
Wilkes  
Union  
Yancey  
Yadkin

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

**Policy Identification**

**Priority:** Twenty-first Century Professionals

**Category:** Licensure

**Policy ID Number:** TCP-A-004

**Policy Title:** Policies on the Beginning Teacher Support Program

**Current Policy Date:** 11/04/2010

**Other Historical Information:** Previous Board dates: 03/05/1998, 11/05/1998, 06/11/2003, 2/5/2004, 01/05/2006, 08/03/2006

**Statutory Reference:**

**Administrative Procedures Act (APA) Reference Number and Category:**

**POLICIES ON THE BEGINNING TEACHER SUPPORT PROGRAM**

**4.00 Induction Requirements**

Initial (Standard Professional 1) licenses are issued to teachers with fewer than three years of appropriate teaching experience (normally considered to be public school experience) in their initial licensure area. All teachers who hold initial (Standard Professional 1) licenses after January 1, 1998, are required to participate in a three year induction period with a formal orientation, mentor support, observations, and evaluation prior to the recommendation for continuing (Standard Professional 2) licensure.

Teachers with three or more years of appropriate experience (as determined by the Licensure Section) are not required to participate in the Beginning Teacher Support Program, nor are student service personnel (e.g., media coordinators, counselors), administrators, and curriculum-instructional specialists. Employers may request an exemption from the Beginning Teacher Support Program for teachers with equivalent non-public experience. It is the responsibility of the employer requesting the exemption to verify experience.

Completion of the Beginning Teacher Support Program requirements in one teaching area satisfies the Beginning Teacher Support Program requirement for all other teaching areas. Once a continuing license has been earned in one teaching area, additional teaching areas do not require a Beginning Teacher Support Program experience.

**4.10 Assignment/Experience Requirements**

It is expected that beginning teachers be assigned in their area of licensure. Three years of teaching experience, of at least six months each, are required in the Beginning Teacher Support Program.

#### **4.20 Beginning Teacher Professional Development Plan**

Each beginning teacher is required to develop a Professional Development Plan in collaboration with his/her principal (or the principal's designee) and mentor teacher. The plan is to be based on the North Carolina Professional Teaching Standards, and must include goals, strategies, and assessment of the beginning teacher's progress in improving professional skills. In developing the plan, the beginning teacher, principal (or designee), and mentor teacher should begin with an assessment of the beginning teacher's knowledge, dispositions, and performances. Throughout the year, formative assessment conferences should be held to reflect on the progress of the beginning teacher in meeting the goals established for professional growth. The plan should be updated on an annual basis, each year of the Beginning Teacher Support Program. Professional Development Plans will be audited as part of the Title II monitoring process.

#### **4.30 Optimum Working Conditions for Beginning Teachers**

To ensure that beginning teachers have the opportunity to develop into capable teachers, the following working conditions are strongly recommended:

- assignment in the area of licensure;
- mentor assigned early, in the licensure area, and in close proximity;
- orientation that includes state, district, and school expectations;
- limited preparations;
- limited non-instructional duties;
- limited number of exceptional or difficult students; and
- no extracurricular assignments unless requested in writing by the beginning teacher.

The term “non-instructional duties” refers to those that are not directly involved with the instructional program or the implementation of the standard course of study, but that all teachers are expected to do. Examples would be bus duty, lunch duty, and hall duty. The term “extracurricular activities” refers to those activities performed by a teacher involving students that are outside the regular school day and not directly related to the instructional program.

#### **4.40 Orientation**

##### **Orientation must be aligned according to the Mentor Program Standards.**

Each beginning teacher must be provided an orientation. This orientation should be conducted prior to the arrival of students. If the teacher is employed during the school year, the orientation should be conducted within the first ten days of employment. At a minimum, the orientation should provide the beginning teacher with an overview of the school's/system's goals, policies, and procedures; a description of available services and training opportunities; the Beginning Teacher Support Program and the process for achieving a Standard Professional 2 (continuing) license; the North Carolina Teacher Evaluation Process; the NC Standard Course of Study; local curriculum guides; the safe and appropriate use of seclusion and restraint of students; the State's ABC's Program; and the State Board of Education's Mission and Goals.

#### 4.50 Mentor Assignment/Guidelines for Mentor Teacher Selection

The Mentor Assignment/Guidelines shall follow the Standards for Beginning Teacher Support Programs: Standard 2: Mentor Selection, Development and Support.

#### 4.55 Mentor Training

Local school systems are responsible for providing training and support for mentor teachers. Systems may choose to use programs developed by the Department of Public Instruction, use other programs (e.g., Teacher Academy), or develop programs of their own. Mentors need the knowledge, skills, and attitudes to be effective instructional coaches, emotional supports, and organizational guides to those entering the profession. Standards for Mentors are attached to this policy.

#### 4.60 Observations/Evaluation

In compliance with the Excellent Schools Act and subsequently GS 115C-333, each beginning teacher shall be observed at least three times annually by a qualified school administrator or a designee and at least once annually by a teacher, and shall be evaluated at least once annually by a qualified school administrator. Each observation must last for at least one continuous period of instructional time and must be followed by a post-conference. All persons who observe teachers must be appropriately trained. The required observations must be appropriately spaced throughout the school year. The Beginning Teacher Support Program Plan must specify the role of the beginning teacher's assigned mentor in the observations.

#### 4.80 Beginning Teacher Support Program Timetable

<b>Year 1</b>	<p>The beginning teacher:</p> <ul style="list-style-type: none"> <li>▪ is assigned a mentor</li> <li>▪ is provided an orientation</li> <li>▪ develops a Professional Development Plan</li> <li>▪ completes any professional development required/prescribed by the LEA</li> <li>▪ is observed at least four times culminating with a summative evaluation</li> </ul>
<b>Year 2</b>	<p>The beginning teacher:</p> <ul style="list-style-type: none"> <li>▪ continues to have a mentor teacher</li> <li>▪ updates the Professional Development Plan</li> <li>▪ completes any professional development required/prescribed by the LEA</li> <li>▪ is observed at least four times culminating with a summative evaluation</li> </ul>
<b>Year 3</b>	<p>The beginning teacher:</p> <ul style="list-style-type: none"> <li>▪ continues to have a mentor teacher</li> <li>▪ updates the Professional Development Plan</li> <li>▪ completes any professional development required/prescribed by the LEA</li> <li>▪ is observed at least four times culminating with a summative evaluation</li> </ul>

#### **4.90 Conversion Process**

Each May, through an automated process, the Licensure Section converts from initial (Standard Professional 1) to continuing (Standard Professional 2) the licenses of those teachers who are employed in LEAs and who may be eligible for conversion. The official designated by the LEA in its approved Beginning Teacher Support Program plan is responsible for approving the acceptance of the continuing license issued through this process. If a teacher has not taught three years, or if the designated official has knowledge of any reason related to conduct or character to deny the individual teacher a continuing license, then the automatic conversion license cannot be accepted. Forms indicating the denial of a continuing license must be returned to the Licensure Section immediately.

When teachers employed in charter schools or non-public institutions with approved Beginning Teacher Support Programs, or teachers employed in LEAs and completing alternative routes to licensure (e.g., lateral entry, provisional licensure, etc.) successfully fulfill the Beginning Teacher Support Program requirements, the employer must submit a recommendation for a Standard Professional 2 license for it to be granted. A principal must rate a probationary teacher as “proficient” on all five NC Professional Teaching Standards on the most recent Teacher Summary Rating Form before recommending a teacher for a Standard Professional 2 license.

#### **4.100 Due Process**

Licensing is a state decision and cannot be appealed at the local level. Any teacher not recommended for conversion from an initial (Standard Professional 1) license to a continuing (Standard Professional 2) license may have that action reviewed by filing a contested case petition in accordance with Article 3 of Chapter 150B of the General Statutes. Except when the denial is based on reasons of conduct or character, as an alternative, the teacher may affiliate with an IHE with an approved teacher education program and complete a program of study as prescribed by the IHE to address identified deficiencies. After the prescribed program is successfully completed, the IHE must recommend the person for another initial (Standard Professional 1) license. The teacher is then required to complete another Beginning Teacher Support Program when employed. Local boards of education are responsible for explaining appeal rights to teachers not qualifying for continuing licensure when employed.

#### **4.120 Beginning Teacher Support Program Plans**

Each LEA must develop an annual plan to provide a comprehensive program for beginning teachers. This plan must meet the Beginning Teacher Support Program Standards. Plans must demonstrate that the Beginning Teacher Support Program is proficient on each standard and element. The Beginning Teacher Support Program is aligned to the standards and assessed according to the continuum.

This plan must be approved by the local board of education. Charter schools and non-public institutions that have a state-approved plan to administer the licensure renewal program shall submit a Beginning Teacher Support Program Plan to the SBE for approval. The plans must:

- (1) Describe adequate provisions for efficient management of the program.
- (2) Designate, at the local level, an official to verify eligibility of beginning teachers for a continuing license.
- (3) Provide for a formal orientation for beginning teachers which includes a description of available services, training opportunities, the teacher evaluation process, and the process for achieving a continuing license.
- (4) Address compliance with the optimum working conditions for beginning teachers identified by the SBE.
- (5) Address compliance with the mentor selection, assignment, and training guidelines identified by the SBE.
- (6) Provide for the involvement of the principal or the principal's designee in supporting the beginning teacher.
- (7) Provide for a minimum of 4 observations per year in accordance GS 115C-333, using the instruments adopted by the SBE for such purposes. The plan must address the appropriate spacing of observations throughout the year, and specify a date by which the annual summative evaluation is to be completed.
- (8) Provide for the preparation of a Professional Development Plan (PDP) by each beginning teacher in collaboration with the principal or the principal's designee, and the mentor teacher.
- (9) Provide for a formal means of identifying and delivering services and technical assistance needed by beginning teachers.\
- (10) Provide for the maintenance of a cumulative beginning teacher file that contains the PDP and evaluation report(s).
- (11) Provide for the timely transfer of the cumulative beginning teacher file to successive employing LEAs, charter schools, or non-public institutions within the state upon the authorization of the beginning teacher.
- (12) Describe a plan for the systematic evaluation of the Beginning Teacher Support Program to assure program quality, effectiveness, and efficient management.\
- (13) Document that the local board of education has adopted the LEA plan, or that the charter school or non-public institution plan has been approved by the SBE.

The plan must be on file for review at the LEA, charter school, or non-public institution.

#### **4.130 Beginning Teacher Support Program Annual Peer Review and Process and Five-Year Formal Review Reports**

Each LEA, charter school, or non-public institution with an approved Beginning Teacher Support Program plan must submit an annual report on its Beginning Teacher Support Program to the Department of Public Instruction by October 1 that includes evidence of demonstrated proficiency on the Beginning Teacher Support Program Standards and of mentor success in meeting Mentor Standards. The format of the report follows.

Every fifth year the Department of Public Instruction will formally review Beginning Teacher Support Programs to review evidence and verify that program proficiency is demonstrated on all Beginning Teacher Support Program Standards. The monitoring team should report any standards and key elements where programs are not deemed at least proficient to the Department

of Public Instruction. Programs that are rated developing on the standards continuum should be put on an improvement plan and re-reviewed more frequently to ensure that all beginning teachers are supported.

In order to assist LEAs in progressing along the Beginning Teacher Support Program continuum to provide the highest quality support to beginning teachers, LEAs will participate in implementing a regionally-based annual peer review and support system.