Teacher Feedback: Pathways to Excellence in Teaching

Julie Pittman, *Special Advisor: Educator Engagement, Office of the State Superintendent*

Process

- **April 1 - May 13**
  - Teacher Talks in districts, gathering feedback, stories, questions, and concerns.
  - Work with Jeni Corn, Director of Research and Evaluation, to develop questions and data collection pathways for feedback sessions
  - Work with Digital Teaching and Learning team to build virtual platform for feedback meetings
  - Test sessions to gather feedback on process
- **Identify Teacher Participants**
  - 2021 and 2022 District TOY, Charter School TOY, NCVPS TOY
  - 2019, 2020, and 2022 BTOY Regional Finalists
  - 2 designees from each district superintendent
  - 3 designees from each LAB School
 - 2 teacher candidate designees from each school of education

Preparation

North Carolina Pathways to Excellence for Teaching Professionals

Thomas Tomberlin
Director, Educator Recruitment and Support

Big Questions FOR Teachers:

- What are teacher perceptions about NC's potential new plan for teacher licensure?

- What are solutions that would address teacher's concerns?

- What are teachers' recommendations for teacher licensure reform?

Top 5 biggest concerns I've heard from my teacher colleagues about the proposed NC teacher licensure plan
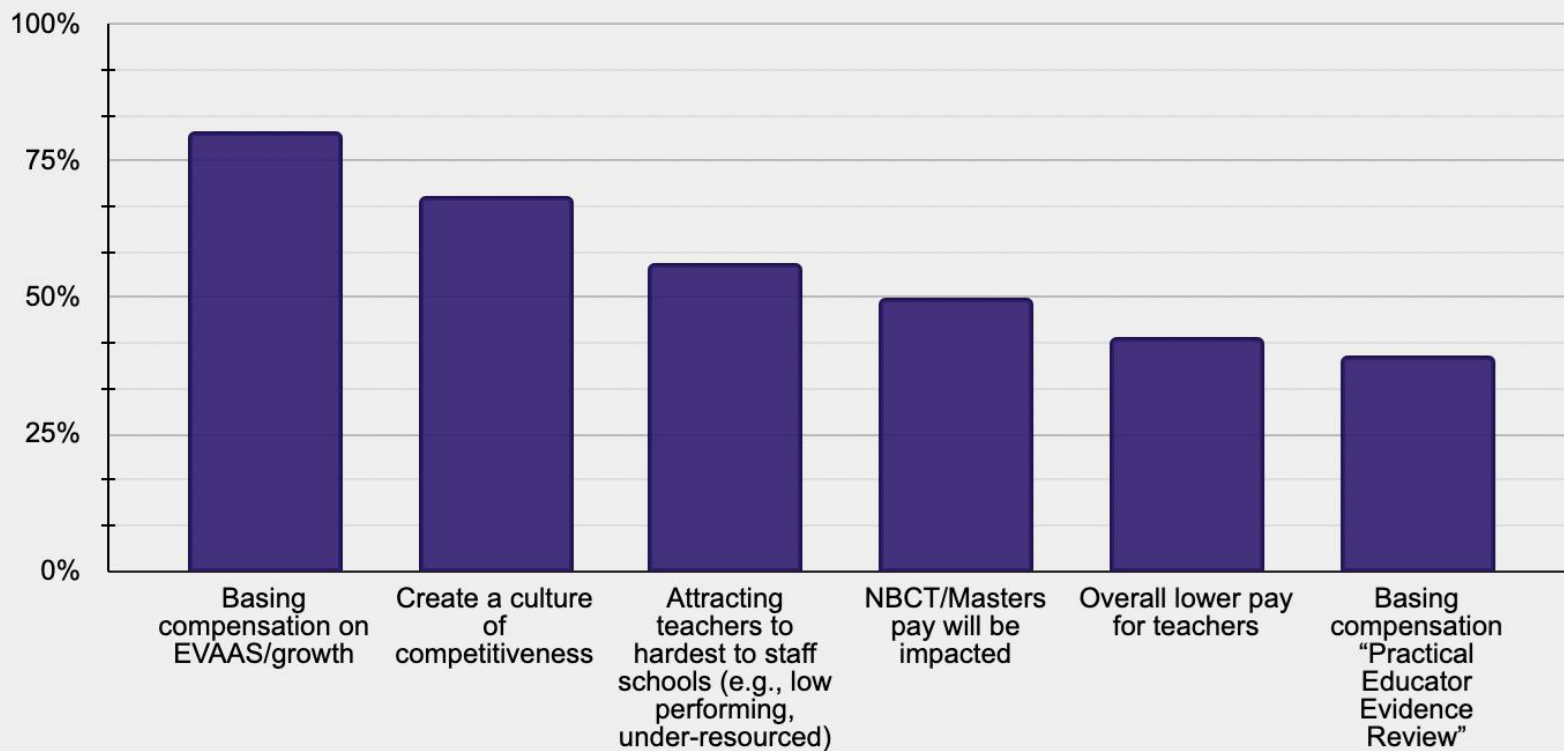
Based on your current understanding of the new NC teacher licensure plan, please indicate your level of agreement with the following statements.

- The current licensure process/compensation schedule <u>needs reform</u>.
  80% Agree/Strongly Agree

- I have a <u>good understanding</u> of the proposed teacher licensure plan.
  58% Agree/Strongly Agree

- I am <u>concerned</u> about some of the components proposed teacher licensure plan.
  79% Agree/Strongly Agree

- Teachers should be compensated solely based on <u>years of experience</u>.
  20% Agree/Strongly Agree

- Teachers should also be compensated based on <u>various performance indicators</u>.
  57% Agree/Strongly Agree

Big Questions FROM Teachers

- Why is this reform necessary and why does it include licensure and compensation – two different things that are being tied together?

- Why is this the time to do the work (during one of the most difficult times in the lives of teachers and schools - Covid)?

- How will this improve the education system?

WestEd Recommendations

The state will create a system of teacher development and recruitment that ensures each classroom a high-quality teacher who is supported with early and ongoing professional learning and provided competitive pay.

Hunt-Lee Commission Recommendations

Expand the Advanced Teaching Roles pilot to:

- enable outstanding educators to extend their reach to more students without leaving the classroom

- recognize teacher leaders with higher compensation

- improve professional development for developing teachers.

Hunt-Lee Commission:
Collective Responsibility to Support Teachers as They Advance

- Provide career pathways
- Develop teachers so they are prepared to assume new and more challenging roles over time
- Design new roles with development opportunities
- Build a workforce that is both excellent and diverse
- Ensure all teachers are encouraged and have opportunities to pursue advanced roles
- Set targets for different teachers pursuing advanced roles
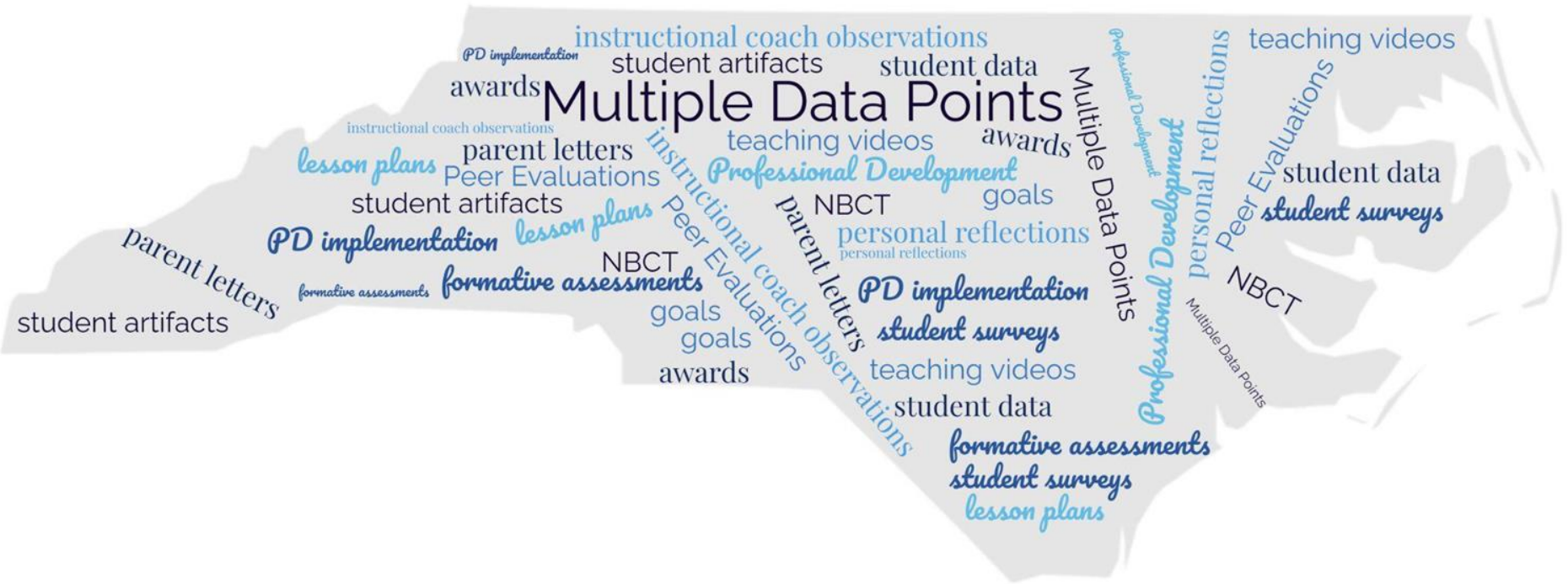- Be intentional in outreach efforts

What do you have to do right now to renew your license in NC?

Does that effectively capture who you are as an educator and the work you do in your classroom?

What if you could tell the story of your teaching, how you affect each student, how they've grown, how you've grown, and the potential you all have for what comes next?
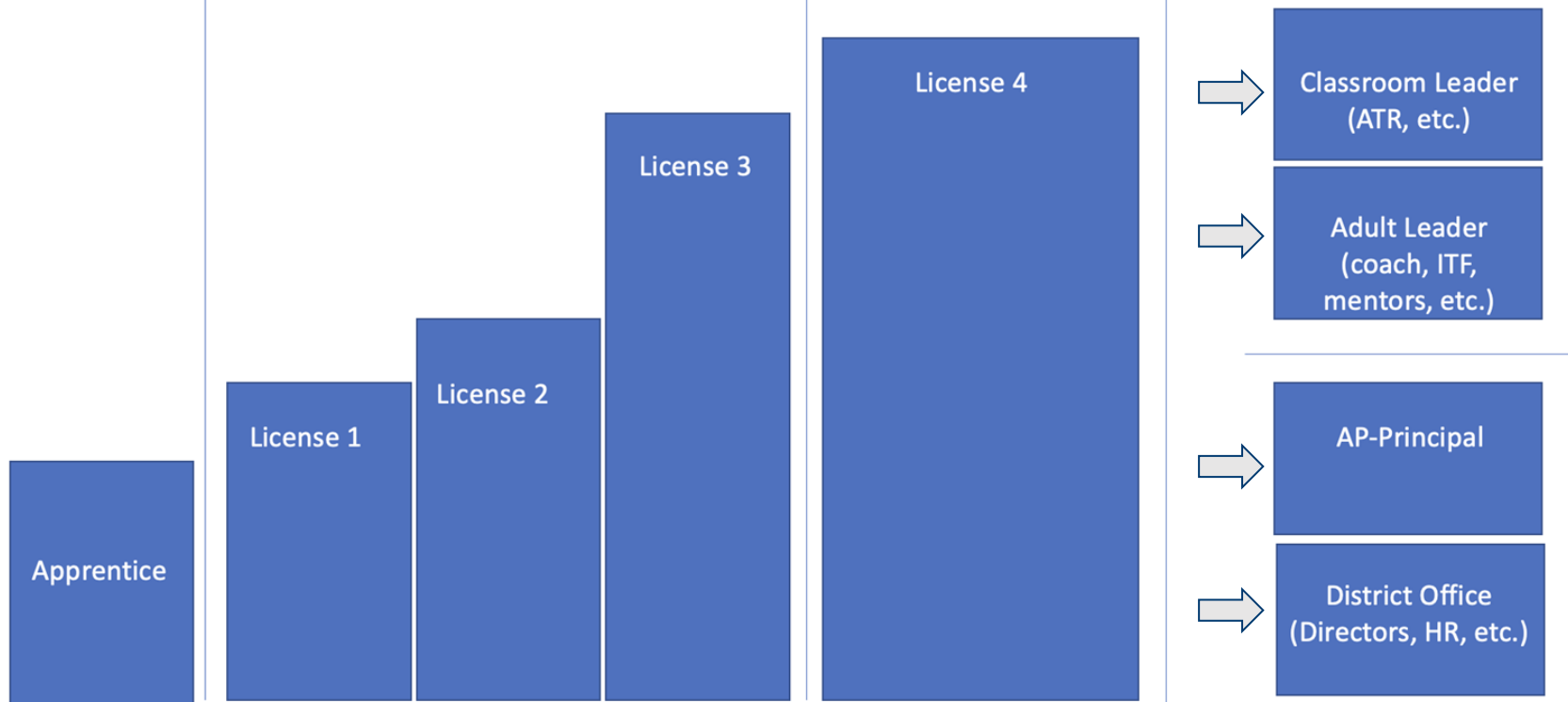
Teacher Feedback:

Recruitment   Entry and Structured Support   Professional   Advanced Credential Opportunities

Apprentice

License 1

License 2

License 3

License 4

Classroom Leader (ATR, etc.)

Adult Leader (coach, ITF, mentors, etc.)

AP-Principal

District Office (Directors, HR, etc.)

Teacher Feedback

1. What do you like about the new licensure framework?

1. What are your concerns about the new licensure framework and what suggestions do you have for addressing those concerns?

1. What is your biggest takeaway from your discussions today?

1. What was the most innovative solution or idea you heard or thought about today? (RE: teacher concerns and improving the model for supporting teachers)

1. What do you like about the new licensure framework?	- Increased opportunities for <u>teacher-leadership without pursuing administrative roles.</u> - Structured <u>support for beginning teachers</u> and PD accounts to fund professional development. - <u>Increased base pay</u> for teachers at all levels.. - Agency for teachers to decide <u>how teachers show effectiveness</u>. - <u>Multiple pathways</u> for individuals to enter the teaching profession (i.e TA's, residency).
2. What are your concerns about the new licensure framework and what suggestions do you have for addressing those concerns?	- <u>Competition among colleagues</u> to attain advanced leadership opportunities. - Equity Concerns: Teacher-Leader <u>selection</u>, <u>evaluation bias</u>, <u>student surveys</u>, <u>limited options</u> for some populations to demonstrate effectiveness. - <u>Increased workloads</u> - Compensation that does not address <u>average cost of living increases</u>. - <u>Are we really keeping the best teachers in the classroom with this model</u>? Due to their skill set, BTs and those at lower license levels would benefit from support provided by accomplished teachers, however, students deserve high quality teachers in their classrooms to deliver instruction. - How can <u>accomplished teachers not interested in leadership roles earn more pay</u> for just being highly effective? - How will teachers from <u>other states, military</u> families, etc. be accounted for? - How will <u>FMLA/breaks in service</u> affect licensure?
3. What is your biggest takeaway from your discussions today?	- "<u>I better understand the intentions of the framework</u>. The work being done with the new framework seems to support the work being done with the state's portrait of a graduate." - Clarification on compensation: $5,000 raise/five years, assurance to <u>honor NBCT and advanced degrees.</u> - The creation of the advanced roles <u>will not impact teacher allocations</u>, thus increasing class sizes - <u>No one's pay will decrease</u> when this model begins. - Advanced roles will be state supported, not locally created.
4. What was the most innovative solution or idea you heard or thought about today?	- Having <u>more than one person conduct the evaluation</u> on a teacher. One in building and one independent of the school or partnering with nearby schools to complete evaluations. - <u>Clarify "who" this plan will affect</u>, especially non-teachers who are currently paid on the teacher salary schedule.

Preparation & Entry

- How do we ensure this model does not create additional barriers?

- How do we clear the pathway for students to change to an education major while in their undergraduate years?

- Can we adapt previously successful alternative pathways (NC Teach)?

- How will this model support recruiting a diverse teacher workforce?

- How will schools of education and community colleges adjust practices to support teacher candidates as this new framework is implemented?

Licensure

- How do we ensure evaluations and surveys are objective and provide actionable feedback to teachers?

- How will PD/CEUs look different in this model?

- How/who will determine where currently licensed teachers will land?

- How do we ensure the renewal process does not generate significantly more work for teachers?

- How will licensure look for speciality teachers (EC, EL, arts, PE, etc)?

- Who will fall under this licensure model?

- Clarify Apprentice Licensure term vs. contract length.

Advancement & Development

- How do teachers move from one licensure level to another? (Specific concern and clarification on qualifications, duties, and selection of Classroom Excellence and Adult Leadership roles. How will these roles be different than ones that currently exist in districts?)

- How do we design a system that is easy to navigate?

- Who measures competencies for advancement? Who will determine if the PD selected meets the criteria to maintain a license?

- How do we build, train, and support a culture of collaboration?

- Will teachers of special populations have the same growth opportunities as other teachers (ex. EC teachers)?

- What is the role of microcredentials, and how will they be validated?

Budget & Compensation

- How will the licensure model be funded?

- Is this a sustainable funding model?

- Will NBCT and grandfathered master's degree pay continue? Will advanced degrees be considered part of compensation model?

- Why aren't we just increasing teacher pay across the board without requiring additional roles and responsibilities?

- How will the apprenticeship compensation adjust for student teaching?

- How does this ensure current teachers or future teachers will not lose or go backwards in pay?

- Have finance and human resources stakeholders given feedback?

Call to Action: Time & Purpose

- <u>Define and clarify the timeline for each level of development</u> (proposed policy, feedback, legislation, implementation, action)

- Define and clarify the necessity for addressing all four areas at once and how they apply to greater needs within the system of education. <u>What are the problems and why is this the solution</u>?

- Identify the <u>stakeholders and expectations</u>.

- <u>Who will be affected and not affected by this</u>? (Teachers, Teacher Candidates, Media Specialists, Counselors, Coaches, etc.)

Call to Action - Sub-Committees

- **<u>Licensure</u>**: Clarify the barriers that currently exist and how possible pathways addressed in this framework will work to resolve those.

- **<u>Preparation & Entry</u>**: Address how schools of education and alternative agencies support teachers in traditional and alternative pathways; build PD for all teachers; support growth for teachers throughout career; align to state and federal goals.

- **<u>Advancement & Development</u>**: Identify core competencies bridging license levels; account for advanced roles as separate positions requiring a L4, not as next steps in licensure

- **<u>Budget & Compensation</u>**: Clarify any hold harmless proposal, NBCT, and master's pay. Address veteran teachers' concerns about where they fall in the license/pay structure.

Call to Action - Communication

- What data supports how this proposed model (including alternative pathways, support at every level of licensure, advanced teacher roles) will <u>improve the recruitment, retention, and diversification</u>?

- How does this address <u>system concerns and recommendations</u> (Leandro, Hunt-Lee, WestEd, accountability, stakeholders, etc.)?

- <u>Clarify effectiveness measurements</u>: one track or multiple, summary of QGR, greater understanding of EVAAS vs. other identifiers, etc.

- Consider advanced roles as <u>advanced credential positions</u> rather than next steps for licensure. (Confusion over L4 and L4+)

Call to Action - Communication

- What data supports <u>collaboration vs. competition</u>?

- Address evaluation instrument training/multiple observers to ensure equity.

- Clarify who will evaluate and grant licensure (districts or DPI)?

- Where has this been successful?

- Use common, precise language across all four sub-committees, reports, and communication.

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Additional questions/results used to inform feedback

It is important to keep the current statute related to NBCT intact and unchanged
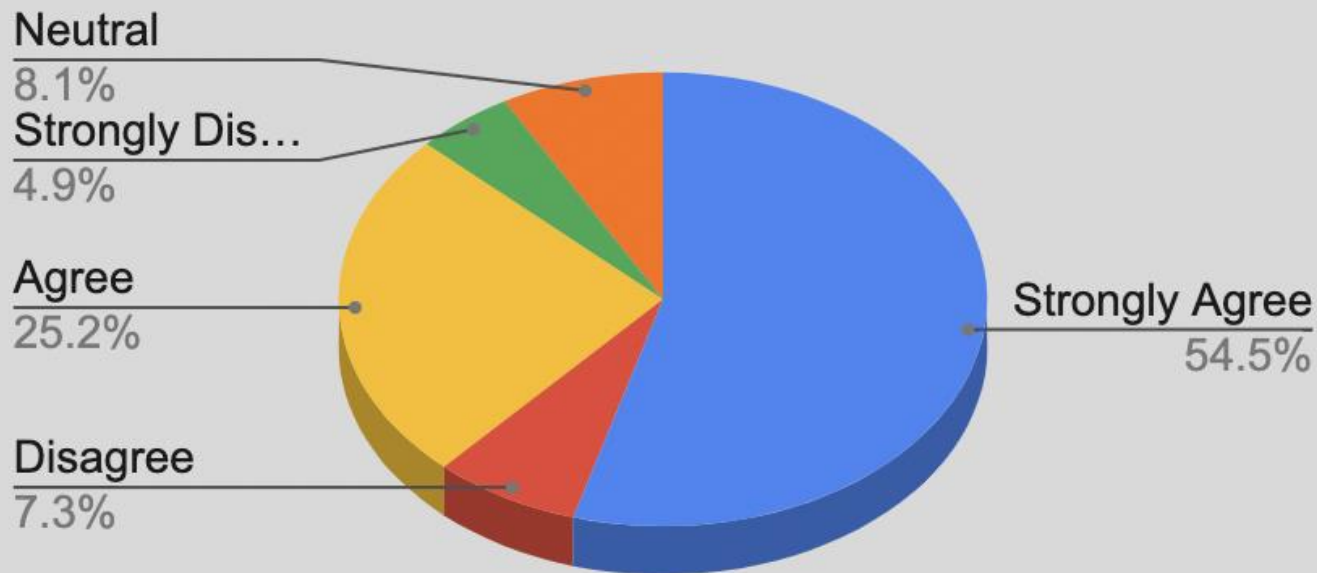
Strongly Disa… 2.0%
Disagree 4.0%
Neutral 12.7%
Strongly Agree 48.7%
Agree 32.7%
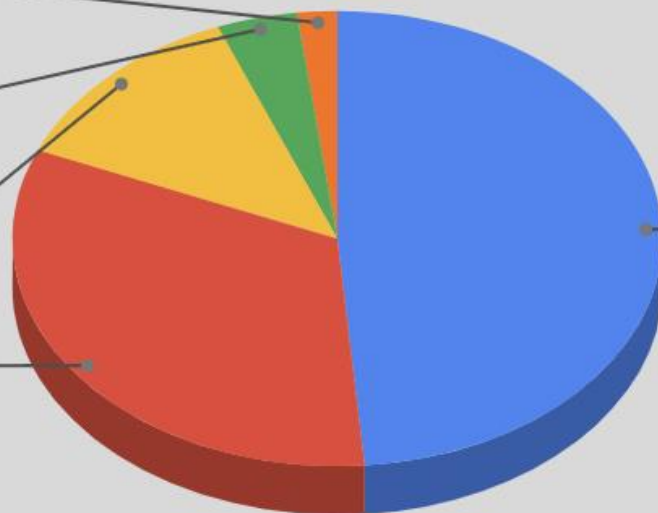
It is important to keep the current statute related to grandfathered masters degree pay intact and

- Neutral 8.1%
- Strongly Dis… 4.9%
- Agree 25.2%
- Disagree 7.3%
- Strongly Agree 54.5%

The current CEU legislation should be modified to enable teachers to select the PD opportunities that work best for their teaching practice
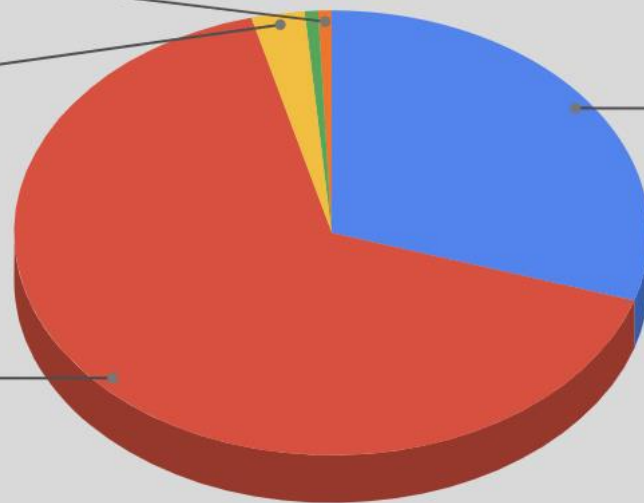
Strongly Disagree
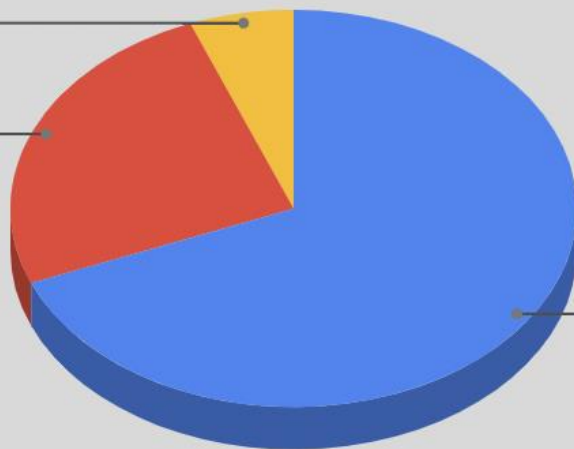0.7%

Neutral
2.7%

Agree
29.9%

Strongly Agree
66.0%

If a teacher chooses to pursue NBCT, the initial licensure and renewal credential work should be credited toward CEU licensure requirements
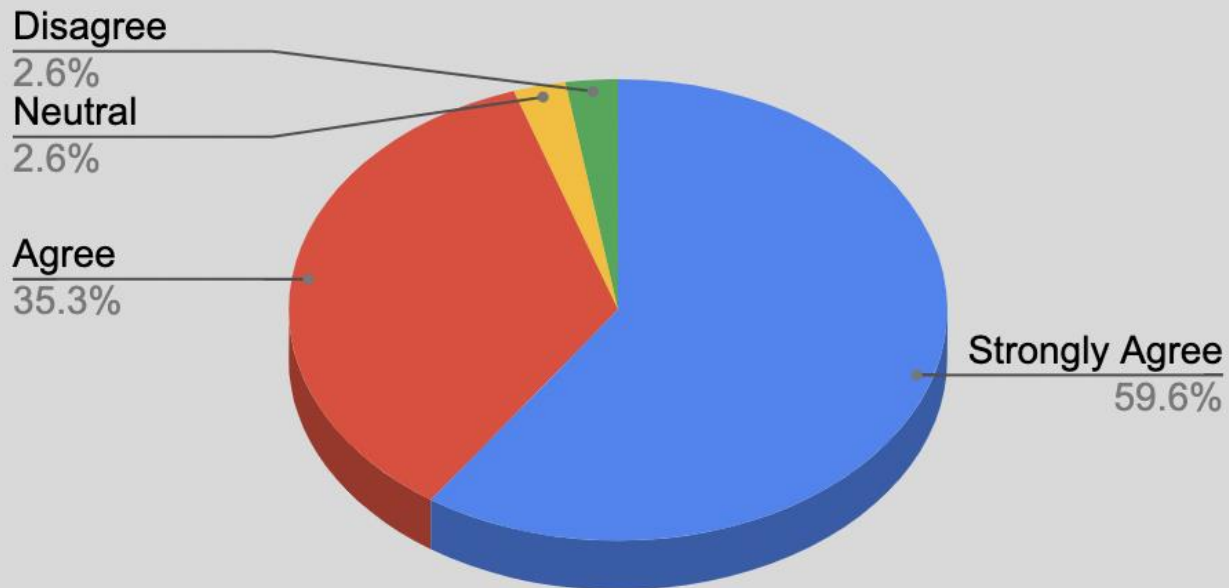
Neutral
6.0%

Agree
25.2%

Strongly Agree
68.9%

Teachers should have the autonomy to select the professional development opportunities that align with their professional goals and teaching practice

Disagree
2.6%

Neutral
2.6%

Agree
35.3%

Strongly Agree
59.6%

Trusting teachers to choose the PD that best suits them increases the level of professionalism in the education career field.

Neutral
15.5%

Disagree
4.5%

Strongly Agree
36.1%

Agree
43.9%
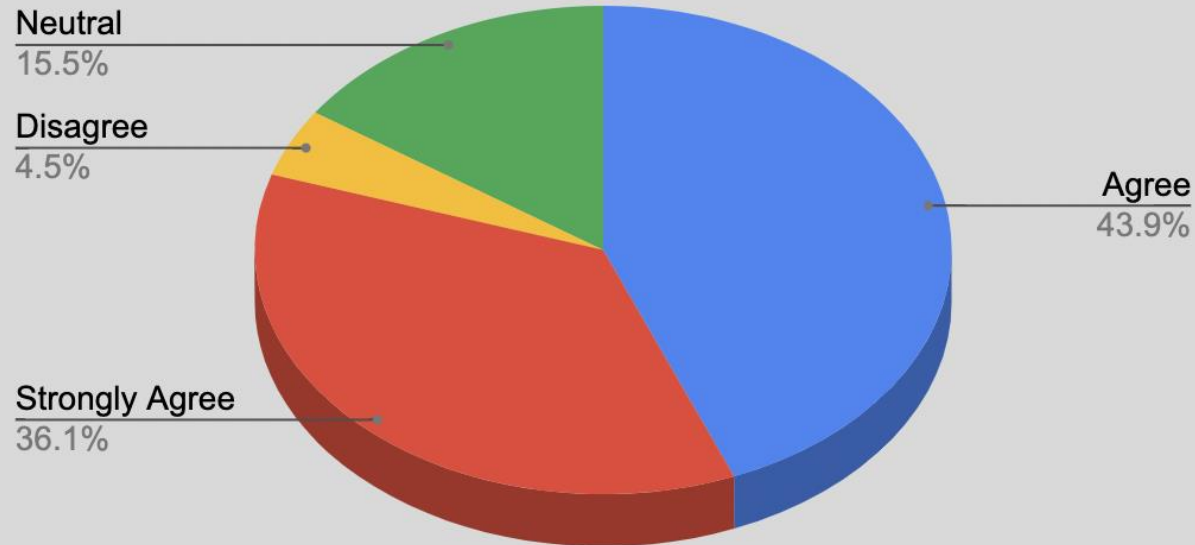
Teachers should be trusted to choose how to demonstrate their ability to improve their students' academic, social, and emotional achievement.

Disagree 2.6%
Neutral 12.9%
Strongly Agree 32.3%
Agree 52.3%
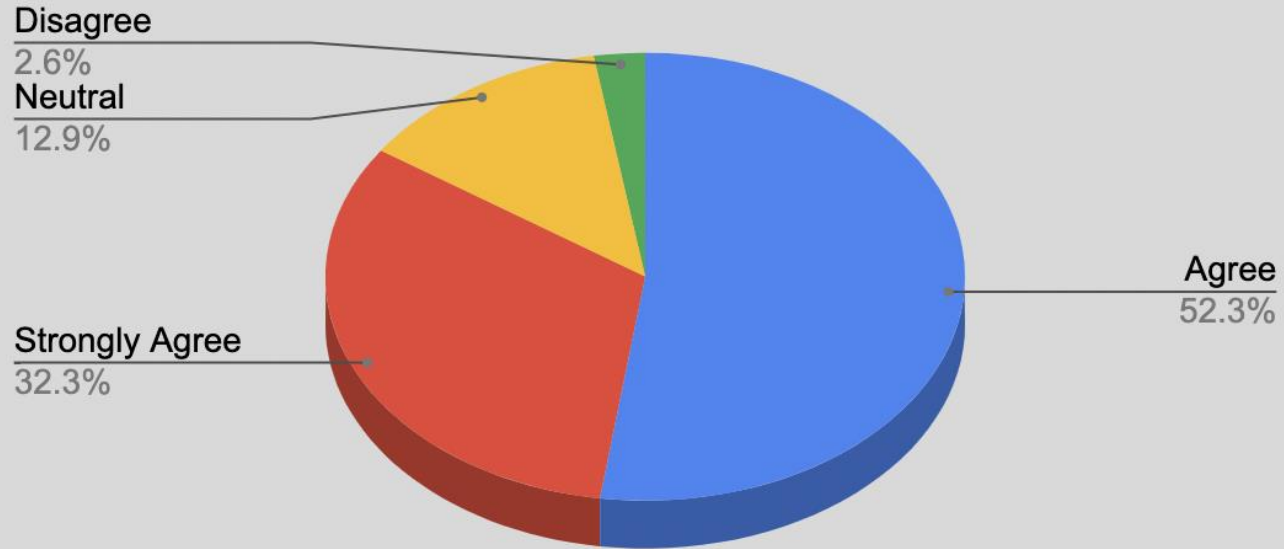
Equitable, systemic support is essential to reducing current obstacles to recruiting and retaining teachers in their initial licensure period.

Disagree 2.0%
Neutral 8.5%
Strongly Disagree 0.7%
Strongly Agree 46.4%
Agree 42.5%
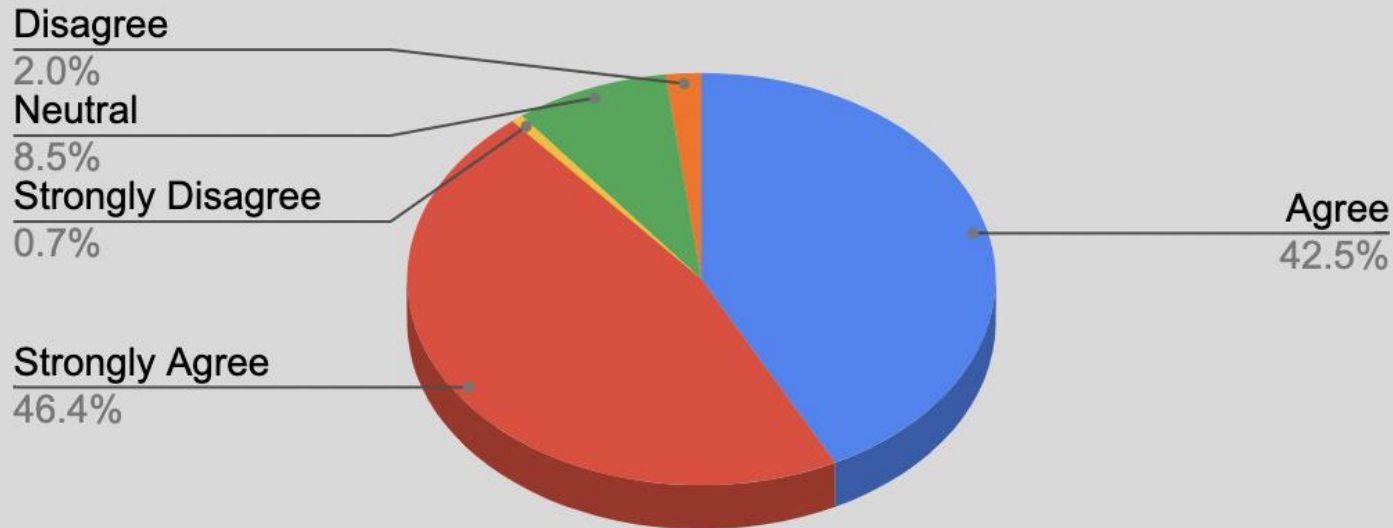
The Pathways to Excellence draft model has the potential to provide more equitable, systemic support to teachers

Strongly Agree 4.6%
Disagree 13.1%
Strongly Disagree 7.2%
Agree 39.9%
Neutral 35.3%