

# **Architecture and Design Elements for the NC Pathways to Excellence for Teaching Professionals**

**NC Professional Educator Preparation and Standards Commission**

# Overview

- Powers and duties of PEPSC relative to the professional pathways development
- Why North Carolina needs to do this work
- Current architecture -- tensions and juxtapositions
- Note
- Design elements for the profession in the draft framework
- A blueprint for action in the draft framework

# **Powers and duties of PEPSC relative to the professional pathways development**

Under NC General Statute Section 115C-268.5 (a) all rules development and recommendations come to PEPSC

- (1) All aspects of the educator preparation programs.
- (2) All aspects of professional standards for North Carolina educators.
- (3) Provide recommendations as requested to the State Board of Education related to the educator preparation programs and professional standards of North Carolina educators.

# **Powers and duties of PEPSC relative to the professional pathways development**

SBE has requested recommendations from PEPSC on the professional pathways model

PEPSC is laying out that architecture and blueprint

That architecture, further defined by subsequent iterations of policy and rule development, can lead to the construction of a new profession in NC.

The SBE stewards a covenant with the people of NC to ensure that what we do in the education profession meets the needs of the people of the state.

# Why North Carolina needs to do this work

To create, support and sustain “pathways to excellence for teaching professionals”

Stresses, fractures and lack of coherency in the current system:

- The knowledge base of the profession has become detached from the professionals who create it and live in it every day.
- Lack of an “architecture” for educator salaries and compensation, leaving an unpredictable process of annual salary actions

# Why North Carolina needs to do this work

Stresses, fractures and lack of coherency in the current system (con't)

- Licensure elements and expectations created to ensure learning success have become frayed and patchworked.
- Lack of a structure for role-defined professional status as a teacher's career advances.
- Highly fragmented state of the “teaching profession”
- The erosion from decades of demoralization for the profession, coupled with the impact of the pandemic and negative pressures on teaching.

## **Note as PEPSC Chair, dean of a college of education, educator, and NC citizen**

*I fundamentally believe this is the best opportunity NC has had in decades to transform the teaching profession in compelling and positive ways.*

The context (classroom, school, community) of teacher practice, student learning, and teacher learning – and compelling evidence that it happens -- is the architectural foundation for teaching as a profession.

The essential purpose of analysis of practice and its impact on student learning is to situate the knowledge base *in practice*.

# Current architecture -- tensions and juxtapositions

A profession built on multiple autonomous, semi-autonomous, and sometimes competing entities

The knowledge base of the profession sits across multiple partners and stakeholders that can operate in silos.

Need for schools and districts to be able to employ educators at widely varying levels of professional knowledge, skill and experience

*versus*

Professionals *should not* enter the profession with full responsibilities without having met expectations for established standards of practice



# Current architecture -- tensions and juxtapositions

Need to provide to teachers at these varying levels with critical and substantive professional supports in the absence of those supports

The effectiveness of the professional knowledge base manifested in EPPs -- as evidence in P-12 student learning outcomes – without adequate flexibility to access that knowledge base

The applied knowledge base situated in practice in classrooms, schools and communities

Moving from where we are to where we need to be requires that we rethink *recruiting, preparation, licensure, support and retention, and compensation*

In an architecture that balances and supports all these simultaneously, and where they balance and support each other

# Design elements for the profession

- Professional knowledge base and practice built on and informed by *complexity of practice*, cultivated and developed in practice.
- *Practice is assessed and analyzed* to understand its impact on *learner outcomes*.
- Moving professional knowledge, through analysis and assessment of practice, from *tacit to explicit* knowledge to inform practice.
- Increasing levels of *teacher expertise* established over time with development of practice
- Increasing levels of *teacher autonomy* established over time with development of complexity and success of teacher practice.

# Design elements for the profession

- Well-resourced, practice-based, accessible *structures for professional learning* to support and inform :
  - (1) Pre-service and new teachers;
  - (2) Experienced and advanced teacher practice; and
  - (3) Struggling teachers to get better and remain in the profession.
- *Compensation and reward structures* built on predictable, long-term, layered strategies (licensure, experience, levels of practice, professional learning intersected with impact).
- Well-designed *entry points* with clarity on the purposes, appropriate licenses, standards of practice, supports given level of autonomy, and salary and compensation.

# A blueprint for action

1. **Build the professional framework around articulated standards of practice** (i.e., INTASC) with **clear expectations for progression** in attainment of the professional knowledge base.
2. **Build analysis and assessment of practice** from a base of **multiple evidence points in practice** with responsible application as to how each informs practice.
3. **Create advanced and lead teacher roles** to support teachers in various stages of professional learning, practice, and transition into and through the profession.
4. **Build licensure around evidence** of attainment of the knowledge base of practice appropriate to the purpose of the license.

# A blueprint for action

5. **Create and adopt valid and reliable tools to analyze and assess practice** and its impact on student learning

A cornerstone of the professional knowledge base and the ability to make explicit the practices that positively impacts student learning.

6. **Build on existing assets** in identified professional knowledge bases and structures that correlate to positive impact on teacher practice and student learning

*Including the collaborative knowledge base that exists in EPPs and the partnerships between schools, districts and higher education.*

7. **Develop new professional learning tools and structures** that give flexibility in access to the professional knowledge base, evidence of having attained it, and evidence of applying it successfully in practice.

# A blueprint for action

8. **Articulate clear distinctions across pathway entry points and progression** focused on successful entry into the profession and transition to fully autonomous professionals.
9. **Build and fund a compensation and reward model** that reflects the importance and value of the teaching profession, and that attracts and retains people in the profession.
10. **Secure funding to support the infrastructure** of the framework as well as its discrete components.