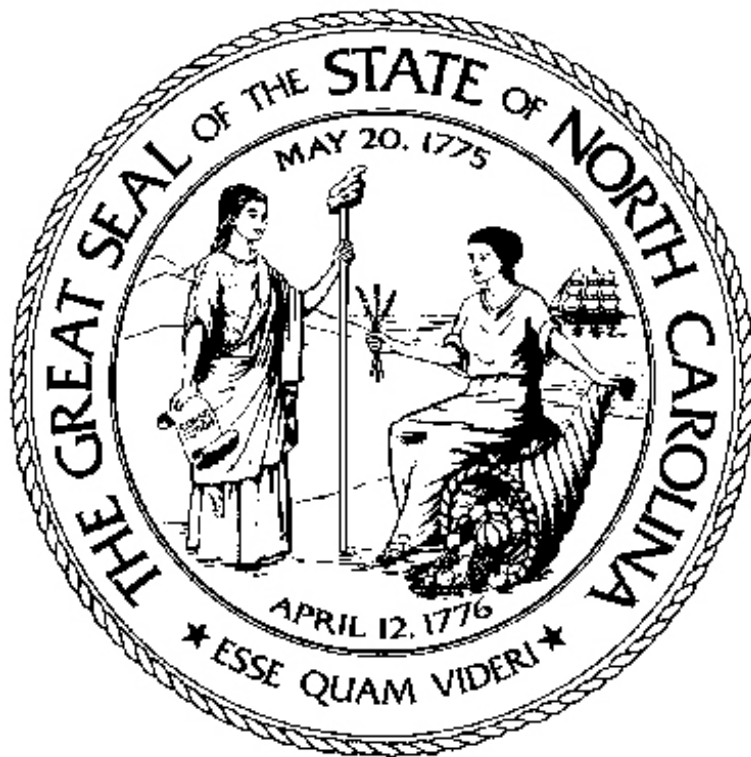


North Carolina's Equity Plan For Highly Qualified Teachers



September 29, 2006

North Carolina's Equity Plan For Highly Qualified Teachers

North Carolina is committed to ensuring that every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century. Because of the critical role of teachers in actualizing this commitment, North Carolina is also committed to ensuring that every child has competent, caring, and qualified teachers. In an effort to recruit and retain quality teachers, North Carolina has implemented many initiatives including scholarships for prospective teachers that are paid back through working in the public schools, revising licensure policies to eliminate barriers and facilitate the licensing of teachers from other states, creating accelerated alternate routes to teaching, providing a three-year induction program for new teachers, providing salary incentives for teachers who earn National Board Certification and/or master's degrees, and assessing teacher working conditions. (A summary of these initiatives can be found in Appendix A.)

The Office of the Governor and the North Carolina General Assembly are acutely aware of the state's need for quality teachers. In addition to a salary increase at the beginning of the 2005-06 school year, teachers received an additional annualized increase during the school year. The 2006-07 budget included an average salary increase of 8% for teachers, 2.5% more than other state employees received. Within the last year, the salary for beginning teachers has increased 10.5%, from \$25,510 to \$28,510.

Even with these efforts, North Carolina, like a number of other states, has a teacher shortage. North Carolina's need for teachers is a result of a growing student population, efforts to reduce class size, and teacher attrition. Each year, for the past decade, we have hired approximately 10,000 new teachers. Our 48 colleges and universities with approved teacher education programs produce approximately 3,300 candidates annually. Of these, approximately two-thirds begin teaching in North Carolina within a year of program completion. The remainder of new hires comes from other states or through alternative route (lateral entry) programs.

Teacher Distribution

While systems in all geographic areas of the state report difficulty recruiting and retaining teachers, there are differences between and within school systems in the need for teachers. Systems throughout the state consistently report difficulty in finding math, science, and special education teachers. This is in line with the fact that more than half (54%) of all the alternative route (lateral entry) licenses issued in North Carolina are in math, science, and special education. In addition, of the teachers not yet highly qualified, 37% are special education teachers. Analysis of the courses taught by teachers not yet highly qualified (exclusive of special education) reveals that 16% are math and 15% are science. Out-of-field teaching assignments are included in the not HQT percentages. There are systems in the state, however, that even have difficulty finding elementary teachers, and in fact, 7% of the lateral entry licenses issued are for elementary teachers. These latter systems tend to be the rural, low-wealth systems.

Based on extended discussions with personnel administrators across the state, and extensive analysis of the data we have at the state level on a variety of teacher characteristics at the school system and school levels, it is clear that North Carolina does not have a single, isolated

distribution problem. Rather, North Carolina has a multi-faceted problem of teacher shortage and teacher distribution. North Carolina needs special education, math, and science teachers. North Carolina also needs elementary teachers, and arts teachers, and middle school teachers, and English as a Second Language teachers, and second language teachers willing to teach in rural, low-wealth areas, hard-to-staff urban school areas, and high growth areas. Because we have a multi-faceted problem, we have adopted a variety of strategies (described later in this plan) to address the shortage and distribution of teachers in schools across the state.

Information on teacher experience and HQT status based on whether or not schools made AYP, whether or not schools made high growth, school performance composites, school poverty levels, and school minority populations is reflected in the following tables. Because our 2005-06 AYP data will not be available until later this fall, performance data from the 2004-05 school year school year was utilized.

**Comparison of Teacher HQT Status and Experience
Based on AYP Status and High Growth Status**

Teachers	School Made AYP	School Did Not Make AYP	School Made High Growth	School Did Not Make High Growth
% HQT	90%	86%	89%	88%
% with 0-3 Years Experience	22%	25%	21%	24%
% with 4-10 Years Experience	27%	27%	27%	27%
% with 10+ Years of Experience	51%	48%	51%	49%

**Comparison of Teacher HQT Status and Experience
Based on Performance Composite Quartiles**

Teachers	Quartile 1 > 90.4%	Quartile 2 84.7 – 90.3%	Quartile 3 78.5 – 84.6%	Quartile 4 < 78.4%
% HQT	91%	89%	87%	85%
% with 0-3 Years Experience	20%	22%	25%	27%
% with 4-10 Years Experience	28%	28%	26%	25%
% with 10+ Years of Experience	51%	51%	49%	48%

**Comparison of Teacher HQT Status and Experience
Based on School Poverty Quartiles**

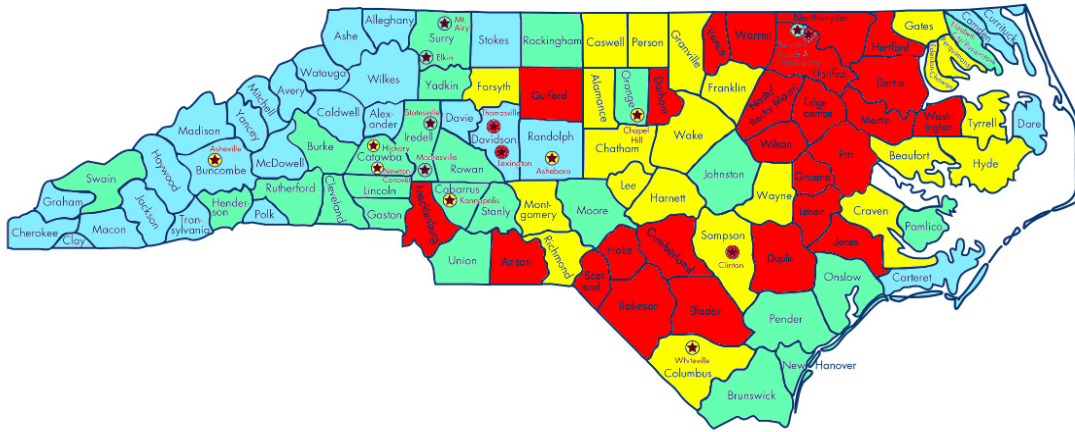
Elementary Schools				
	Quartile 1 > 67.9%	Quartile 2 52.3-67.8%	Quartile 3 36.6-52.2%	Quartile 4 < 36.5%
% HQT	96%	97%	98%	97%
% of Teachers with 0-3 Years Experience	25%	25.5%	22%	22%
% of Teachers with 4-10 Years Experience	27%	28%	27%	29%
% of Teachers with 10+ Years of Experience	48%	46.5%	51%	49%
Middle Schools				
	Quartile 1 > 61.9%	Quartile 2 48.8-61.7%	Quartile 3 35-48.7%	Quartile 4 < 35.8%
% HQT	86%	91%	90%	90%
% of Teachers with 0-3 Years Experience	32%	26%	22%	22%
% of Teachers with 4-10 Years Experience	28%	28%	29%	31%
% of Teachers with 10+ Years of Experience	40%	46%	49%	47%
High Schools				
	Quartile 1 > 45%	Quartile 2 33.2-44.7%	Quartile 3 21.8-33.1%	Quartile 4 < 21.6%
% HQT	89%	90%	92%	93%
% of Teachers with 0-3 Years Experience	26%	22%	21%	22%
% of Teachers with 4-10 Years Experience	24%	23%	25%	27%
% of Teachers with 10+ Years of Experience	50%	54%	54%	51%

**Comparison of Teacher HQT Status and Experience
Based on School Minority Population Quartiles**

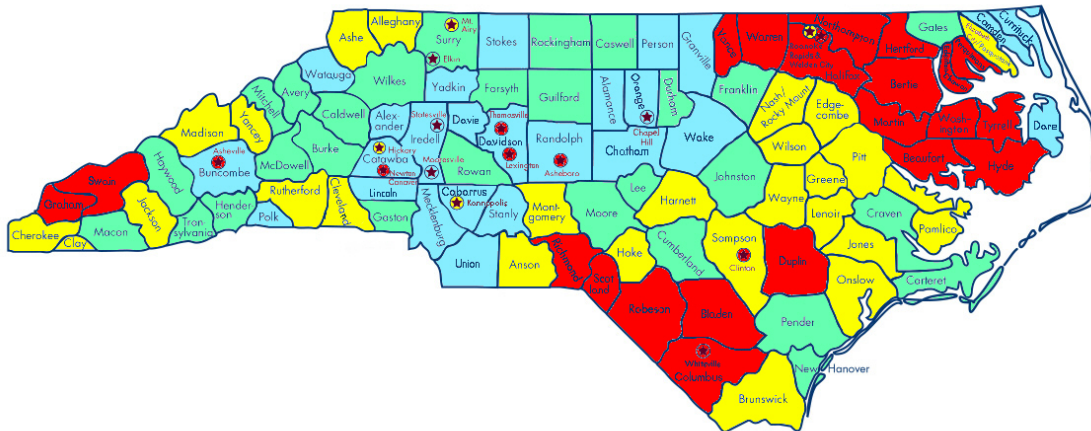
Elementary Schools				
	Quartile 1 > 68%	Quartile 2 42.5-68%	Quartile 3 19.6-42.4%	Quartile 4 < 19.56%
% HQT	96%	97%	98%	98%
% of Teachers with 0-3 Years Experience	29%	25%	22%	20%
% of Teachers with 4-10 Years Experience	27%	28%	29%	27%
% of Teachers with 10+ Years of Experience	43%	47%	49%	52%
Middle Schools				
	Quartile 1 > 67%	Quartile 2 45.5-66.7%	Quartile 3 23.4-45.4%	Quartile 4 < 23%
% HQT	86%	89%	91%	91%
% of Teachers with 0-3 Years Experience	32%	26%	23%	20%
% of Teachers with 4-10 Years Experience	28%	29%	29%	29%
% of Teachers with 10+ Years of Experience	40%	45%	48%	50%
High Schools				
	Quartile 1 > 59%	Quartile 2 39.3-58.6%	Quartile 3 20.3-39%	Quartile 4 <20%
% HQT	91%	92%	92%	92%
% of Teachers with 0-3 Years Experience	26%	23%	22%	19%
% of Teachers with 4-10 Years Experience	24%	24%	25%	25%
% of Teachers with 10+ Years of Experience	50%	53%	53%	56%

The maps that follow show LEAs by percent of minority student population, poverty, and percent of teachers not yet HQT. In all cases red represents the greatest percent (Quartile 1), yellow represents Quartile 2, green is Quartile 3, and blue is Quartile 4.

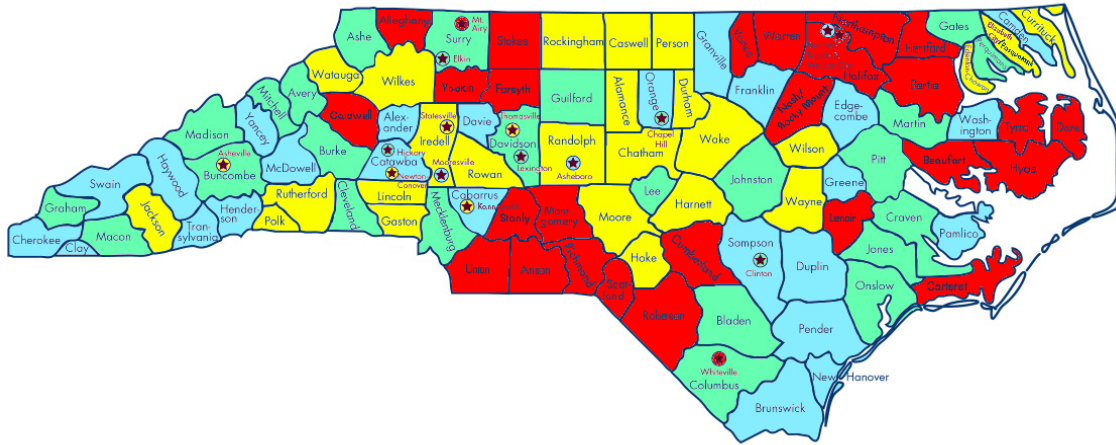
LEAs by Minority Student Population



LEAs by Poverty



LEAs by Percent of Teachers Not Yet HQT



Because many schools and school systems across the state are struggling to find highly qualified teachers, North Carolina needs to continue its efforts to help recruit and retain highly qualified teachers. Additionally though, based on analysis of the data contained in the preceding tables, efforts that focus at the middle school and high school levels, as well as in the areas of math, science, and special education are needed. While there are differences across the quartiles in terms of teacher HQT status and experience, the more striking differences are across the school levels.

Strategies to Ensure Equitable Distribution

North Carolina has a multi-faceted problem of teacher shortage and distribution. To ensure the equitable distribution of teachers, we must also increase the supply of teachers available to our schools. To do this, we must focus efforts on increasing public awareness of the problem, recruiting teachers to our schools, and retaining the teachers we have in our schools. Because we have a shortage, we must also find ways to enhance the effectiveness of our current supply of teachers to ensure that all students are provided quality instruction. Because we have a multi-faceted problem, we have adopted a variety of strategies to address the shortage and distribution of teachers. These strategies are described in the following pages.

Strategy 1: Public Reporting

North Carolina publicly reports data on teacher qualifications in the annual School Report Card. The report card is web-based and contains information at the school, district, and state levels on the percent of highly qualified teachers, the number of teachers with advanced degrees, the number of teachers with 0-3, 4-10, and 10+ years of experience, retention of teachers at the school level, number of National Board Certified teachers, and results of the Teacher Working Conditions Survey. Schools are expected to send copies of their report card home. The school report card is published on the Department of Public Instruction website and can be found at: <http://www.ncreportcards.org/src/>. System level personnel are provided training on the Report Card annually so that they can help answer any questions that parents may have. The Office of the Governor is involved in the annual design and release of the Report Card.

Rationale for the Strategy: We believe that if we are to ensure the equitable distribution of teachers, the public must be aware of the problems we face of teacher shortage and distribution. The public reporting of teacher qualification data allows parents and other interested individuals to compare schools within and across systems. We believe that the public reporting of the data will raise awareness of inequities and the need for teachers and keep focus on them.

Strategy 2: LEA Equity Plans

As part of the Title II application process for the 2006-07 school year, LEAs were required to submit an equity plan for how they will ensure that poor or minority children are not taught by inexperienced, unqualified, or out-of-field teachers at higher rates than are other children. They have also been required to provide information on the HQT status in schools not meeting AYP and the steps they will take to assure that these schools have strategies in place to assist teachers who are not highly qualified to attain HQT status as quickly as possible. The plans and their implementation will be monitored by the State as part of the consolidated federal program monitoring visits. Specifically, the monitoring protocol will include review of the LEA identification of teacher distribution and inequities, the strategies identified to ensure equitable distribution, implementation of the strategies, and the outcomes associated with implementation of the strategies. The low wealth funds and the disadvantaged student supplemental funds mentioned in Strategy 5 can be used to implement the equity plan.

Rationale for the Strategy: Because teachers are hired by local school systems and because it is ultimately the local system that assigns teachers to schools and classes, we believe that requiring local systems to have and to implement teacher equity plans is critical if we are to ensure equitable distribution. The LEA equity plans will be posted on the DPI website. The implementation of the equity plans will be monitored. The development of equity plans by local school systems will ensure that local school systems are aware of inequities with their schools and that they have developed and are implementing strategies to address them.

Strategy 3: Teacher Working Conditions

In the belief that “teacher working conditions are student learning conditions,” Governor Mike Easley has implemented a biennial statewide survey of Teacher Working Conditions. The survey has been incorporated into the State’s continuation budget. Funds have been appropriated to support both the survey and associated research related to the findings. The findings have resulted in policy changes. For example, the evaluation of school administrators is now to include accountability for teacher retention, teacher support, and school climate.

The survey contains a series of questions related to time, facilities and resources, empowerment, leadership, and professional development. Results are reported at the state and district levels, and at the school level (if at least 40% of a school’s staff responds to the survey). Last spring, 75,000 teachers responded to the survey, and 85% of the schools in the State had at least a 40% response rate. The results of the survey are available on-line at www.northcarolinatwc.org. Appendix B contains a sample of the summary report provided at the school level on the website. A detailed report (available on the website) provides a question by question comparison of responses at the district and school levels. Schools and school systems can also request the results in excel file format.

On an annual basis, school systems throughout the state report the reasons that teachers leave. For the last several years, the number one reason reported by school systems for why teachers leave is to teach elsewhere, be it in another NC school system, a charter school, a private school, or another state.

Rationale for the Strategy: On an annual basis, North Carolina hires approximately 10,000-11,000 new teachers. These teachers are needed not only because of student growth, but to replace teachers we have lost due to retirement, other opportunities, and teacher working conditions. We believe that focusing on teacher working conditions will help improve teacher retention. This in turn will result in more experienced teaching staffs in our schools. We can address the shortage in part, by retaining more of the teachers we have in our schools.

Strategy 4: Mentoring

North Carolina instituted a teacher induction program over twenty years ago. Beginning teachers are provided paid mentors during their first two years in the classroom. For the past three years school systems have been able to use their mentor teacher funds flexibly with State Board of Education approval. This year, the annual report on the beginning teacher program from the LEAs has been revised to include data on beginning teacher turnover. We will use this data to identify best practices in mentoring as evidenced by their impact on teacher retention.

North Carolina has a mentor training program for teachers, but the program needs to be revised and updated. As part of the updating of the program, we will include greater focus on the needs of alternate route teachers and teachers in hard-to-staff schools. This updating will be done in the spring.

Rationale for the Strategy: In line with national statistics, North Carolina loses almost 50% of its new teachers within five years. This results in the need to continuously recruit new teachers to replace those that we have lost. By increasing the number of new teachers we retain, we will increase the supply of teachers available to school systems throughout the state. We will also be better able to ensure that schools are staffed by more experienced teachers. A variety of research studies support the need for strong induction programs for new teachers. Mentoring new teachers impacts retention and helps teachers develop as professionals. While we have had a mentoring program for over twenty years, we need to identify specific strategies to increase the impact of our program on teacher retention.

Strategy 5: Focus on Teacher Retention

Each year LEAs report to the State Board of Education the reasons that teachers left their system. The data has been analyzed and four categories of teacher turnover have been identified: *Remained/Remaining in Education*, *Turnover that Might be Reduced*, *Turnover Initiated by the LEA*, and *Turnover Beyond Control*. The category *Remained/Remaining in Education* includes individuals resigning to teach in another NC LEA or charter school and individuals who moved to non-teaching positions in education. The category *Turnover that Might be Reduced* includes individuals retiring with reduced benefits, individuals resigning to teach in a non-public school in NC, individuals resigning to teach in another state, individuals dissatisfied with teaching,

individuals seeking a career change, and individuals who resigned for unknown and other reasons. The category *Turnover Initiated by the LEA* includes individuals who were non-renewed, dismissed, or resigned in lieu of dismissal. The category *Turnover Beyond Control* included those individuals who retired with full benefits, individuals who resigned for health reasons, individuals who resigned due to family responsibilities and/or childcare, and individuals who resigned due to family relocation.

When the annual teacher turnover report is presented to the State Board of Education in October, a recommendation will be made that LEAs reporting teacher turnover in excess of the state average be required to submit a plan detailing how they will reduce turnover in their system.

Rationale for the Strategy: Teacher turnover contributes to the differences in teacher experience levels at schools. We know that teacher turnover is higher at hard-to-staff schools and schools where working conditions are less than desirable. We believe that teacher turnover can be reduced and that reducing it will positively impact student achievement. Retaining more of the teachers we have will increase the supply of teachers available to schools. To address the equitable distribution of teachers, we must also address the teacher shortages that North Carolina has.

Strategy 6: Financial Incentives

Teachers and other school personnel in North Carolina are paid on a state salary schedule based on education level and experience. School systems are allotted teaching positions based on student enrollment, rather than dollar amounts. Because it is a position allotment, rather than a dollar amount, there is no incentive for systems to hire inexperienced teachers over experienced teachers.

North Carolina provides supplemental funds to school systems in counties that do not have the ability to generate revenue to support public schools (per a legislated formula) at the state average level. The funding is to allow those counties to enhance the instructional program and student achievement. Eligible LEAs are those located in counties in which the calculated county wealth (per the legislated formula) is less than 100% of the state average wealth. Of the 115 school systems in NC, 83 LEAs qualify for this funding. For FY 2006-07, \$175.6 million has been allocated; in FY 2005-06, \$133.2 million was allocated. This funding can be used by school systems for instructional positions, substitutes, instructional support positions, teacher assistant positions, clerical positions, overtime pay, instructional equipment, instructional supplies and materials, staff development, and textbooks.

In the 2006-07 school year, LEAs will receive \$49 million through Disadvantaged Student Supplemental Funding to address the capacity needs of their system to meet the needs of disadvantaged students. Funds are allocated based on a formula that considers the percentage of students living in a single parent family, the percentage of students eligible for federal ESEA Title I, and the percentage of students who have at least one parent with less than a high school diploma. Each LEA must submit an action plan and budget to the State Board of Education. It is expected that LEAs will include teacher recruitment and retention, using the Teacher Working Conditions Survey as a tool, in their plans.

The North Carolina General Assembly authorized a pilot program to attract math and science teachers to schools where they are most needed. The pilot program will provide a salary supplement of \$15,000 for newly hired teachers of math and science at middle schools and high schools in three rural, low-wealth school systems identified by the State Board of Education.

Rationale for the Strategy: Several studies have identified salary as a factor when potential employees decide whether or not to accept a particular assignment. Using the low wealth funding and the disadvantaged student supplemental funding, local systems can offer salary incentives to attract teachers to hard-to-staff schools or address working conditions (such as class size, teacher assistants, instructional materials) that might attract teachers to the schools. The math and science teacher pilot program will provide data on the effectiveness of using additional funding to attract and retain teachers in teacher shortage areas.

Strategy 7: Turn Around Teams for Low-Performing High Schools

At the direction of the Governor, the State is providing “Turn Around Teams” for at least 44 low-performing high schools. Turnaround Teams have been fielded to assist the 44 high schools identified as low performing and to identify key findings for action. From data collected during this process both commonly held needs and site specific needs were identified. Commonly held needs are reflected below, and site specific needs are identified in the Turnaround Teams reports on each individual high school. Each school received a process variation analysis of its data as part of its individual report.

The forty-four schools will be monitored and provided assistance to address student achievement through a Framework for Immediate Action. To monitor the development and implementation of the Framework for Immediate Action each school will be assigned a leadership facilitator with the following oversight responsibilities:

- Ensure that a Framework for Immediate Action to address needs of students is immediately in place.
- Ensure there are clear actions steps that will result in implementation of the plan.
- Monitor the implementation of the plan and resulting student outcomes.
- Provide support through brokering services and counsel.
- Assist in developing a technology plan that supports 21st century teaching and learning.
- Work with district leadership to remove barriers to school success and to build the capacity for sustained improvement (i.e., policy issues, resource allocation, personnel decisions, and professional development.)

The leadership facilitator will be assigned to the school for a period of three years. Leadership facilitators will be vetted to match needs of individual schools.

The Principals’ Executive Program (PEP) and The UNC Kenan Flagler School of Business received \$250,000 funding to develop a year-long program of training that complements the Department of Public Instruction’s plan for the schools. The training sessions will be spread across the 2006-07 school year beginning with two weeks of summer training in July and August. The first session will begin July 18-21, 2006. Principals and two additional persons from each school will be expected to participate in professional development. As a result of this

year of training, two long-range plans for the school will be developed -- a business plan and an instructional plan. Implementation of those plans will begin with the 2007-2008 school year replacing the Framework for Immediate Action.

Training for teachers in content, methodology, interpersonal relationships, and use of technology to support 21st century teaching and learning will be offered beginning in the summer of 2006. The Department of Public Instruction and districts will partner with entities whose resources and programs enrich professional development opportunities appropriate for each school.

The 44 schools will be required to affiliate with a research-based high school redesign effort which will lead to substantive reform. Schools will be required to establish a professional learning community.

Success of a high school is the responsibility of the LEA which establishes the policies and resources governing school operation. The State Board of Education and State Superintendent will work with the local boards and superintendent to

- Review policies and statutes that impede student achievement
- Establish a sense of urgency for immediate school improvement
- Obtain the commitment of local education and community leaders
- Establish accountability for local superintendent and Board of Education
- Leverage partners for support (i.e., New Schools Project, Principals' Executive Program, Kenan-Flagler School of Business, NC Model Teacher Consortium, Teacher Academy, etc.).

Seventy-five percent (75%) of the 44 schools fall in the highest poverty quartile; 84 % of the schools fall in the highest minority student population quartile.

Rationale for the Strategy: We believe that the Turnaround Teams will impact the quality of teaching in these schools by helping teachers strengthen their knowledge and skills in content, methodology, and use of technology to support 21st century teaching and learning. They will provide professional development activities grounded in scientifically based research and focused on improving student academic achievement. The activities will be regularly evaluated for their impact on teacher effectiveness and student achievement. The activities will be aligned with and directly related to the State's academic content standards, achievement standards, and assessments. Because we cannot simply re-staff all low-performing schools it is imperative that we find ways to support the teachers in these schools and work with them to strengthen their knowledge and skills to improve the performance of students. Lessons learned from these schools can also be applied to other similar schools.

Strategy 8: Literacy Coaches

The State has provided funding for 104 middle schools to receive literacy coaches. The schools were selected based on eighth grade student reading scores for the past three years, with those schools with the lowest scores being selected. The coaches will be members of the school faculty. They will be responsible for working with the principal and School Improvement Team to develop a school-wide plan to improve the literacy achievement of all students in the school

that includes professional development, modeling and observing classroom instruction, and providing feedback to teachers.

The coaches will receive training in adolescent literacy strategies, adult learning theory, using data to build classroom learning communities, literacy strategies to support ESL students, and instructional technology.

Rationale for the Strategy: No Child Left Behind emphasizes the importance of quality professional development that is grounded in scientifically based research and focused on improving student academic achievement, sustained, intensive, and classroom-focused, and regularly evaluated for its impact on increased teacher effectiveness and improved student achievement. The professional development provided through the Literacy Coaches meets these criteria. By focusing it at the middle school level, we are addressing an identified area of teacher need. As reflected in previous tables, we have more inexperienced middle school teachers in our high poverty and high minority schools than at other levels.

Sixty-five percent (65%) of the schools fall in the highest poverty quartile; 63% of the schools fall in the highest minority student population. We believe that providing teachers in these schools with instructional coaches will positively impact student learning. We believe it will increase teacher knowledge and skills in helping students. The coaches will provide professional development activities grounded in scientifically based research and focused on improving student academic achievement. The activities will be regularly evaluated for their impact on teacher effectiveness and student achievement. The activities will be aligned with and directly related to the State's academic content standards, achievement standards, and assessments. Lessons learned from these schools can also be applied to other similar schools.

Strategy 9: Expansion of Access to Teacher Preparation Programs

The North Carolina Community College System, the University of North Carolina System, and the independent colleges and universities throughout the state are working to increase the supply of teachers. Institutions are offering courses during late afternoons, evenings, and weekends to increase accessibility for non-traditional students. With special funding from the North Carolina General Assembly, community colleges and UNC campuses have established 2+2 programs to make teacher preparation accessible to prospective teachers throughout the state. A number of the independent colleges and universities have also established 2+2 programs. The University System has received special funding to make courses available through distance learning, including internet courses. In addition, the budget contained a special provision directing the University of North Carolina System to develop a plan for enrollment growth in teacher education programs in response to the state's teacher shortage. The University of North Carolina General Administration is required to report to the Office of State Budget and Management and the Joint Legislative Education Oversight Committee no later than December 30, 2006, on each constituent institution's plan. No later than March 31, 2007, the University of North Carolina General Administration is required to submit a report on progress towards meeting this priority for the 2007-2008 academic year, based on each constituent institution's current students in the education programs, and the students who have been accepted for the 2007-2008 fiscal year who are enrolling in the education programs.

Rationale for the Strategy: We believe that increasing access to teacher preparation programs, particularly in rural areas of the state will help ensure the equitable distribution of teachers for two reasons. First, because we know from analysis of teacher education program graduate data that many program completers stay in the area in which they completed their programs. Second, because we believe that individuals who already have roots/ties in an area/community, particularly rural or low wealth areas, are more likely to remain in those areas/communities than someone who doesn't. We also believe that increasing the supply of teachers will help address inequities in teacher distribution by providing a larger pool of qualified candidates.

Strategy 10: NC Virtual Public School

The 2006-07 budget included funding for the North Carolina Virtual Public School. A director was employed and began work earlier this year. Through the NC Virtual Public School all e-learning opportunities offered by State-funded entities to public school students are to be consolidated. The Director, who reports to the State Board of Education, is charged with ensuring that course quality standards are established and met. A report on the proposed consolidation and operating plan for 2007-08 is due to the Joint Legislative Education Oversight Committee, the Office of State Budget and Management, and the Fiscal Research Division of the General Assembly by January 15, 2007 with a final report due by June 30, 2007. A special provision of the budget bill requires that the director prioritize e-learning offerings for students residing in rural and low-wealth county LEAs and that priority be given to offering courses necessary for high school graduation and then Advanced Placement offerings otherwise not available.

The General Assembly provided \$6 million for "last mile" connectivity to ensure that students in schools throughout the state have access to e-learning opportunities. Funds not expended by June 30, 2007 are to be carried forward to the 2007-08 school year.

Rationale for the Strategy: We believe that the NC Virtual Public School will help ensure equity in teacher distribution by providing students access to courses and other opportunities they might otherwise not have. The NC Virtual Public School will enable students throughout the state, regardless of geographic area to have access to highly qualified experienced teachers. Schools and school systems who are not able to employ highly qualified teachers for specific subjects will be able to access them through the Virtual Public School thus ensuring equitable access.

Evaluation of the Equity Plan

This equity plan for highly qualified teachers will be reviewed and updated on an annual basis by the Department of Public Instruction with input from LEAs and other stakeholders. The results of the review and update will be reported to the State Board of Education. Needed additions and/or modifications of the strategies will be included in the review and update.

Appendix A

Summary of Teacher Recruitment and Retention Initiatives

SUMMARY OF TEACHER RECRUITMENT AND RETENTION INITIATIVES

FINANCIAL INCENTIVES	PROGRAMS/SERVICES	LICENSURE POLICIES	SYSTEM-INITIATIVES	PROFESSIONAL DEVELOPMENT & SUPPORT
<ul style="list-style-type: none"> ▪ Prospective Teacher Scholarship Loan ▪ Teacher Assistant Scholarship Loan ▪ Teacher Assistant Scholarship Fund ▪ Teaching Fellows ▪ Principal Fellows ▪ ABC Bonuses ▪ DSSF and Low Wealth Funding ▪ In-state tuition ▪ Non-teaching work experience credit ▪ Support for National Board Certification ▪ Employment of retired teachers without loss of benefits ▪ Job Sharing Opportunities 	<ul style="list-style-type: none"> ▪ Troops to Teachers T3 ▪ Prezell R. Robinson Scholars ▪ Teacher Cadet (NCAE) ▪ NC TEACH ▪ www.teach4nc.org ▪ On-line application ▪ Job Vacancies ▪ Teachers-teachers.com ▪ Regional Alternative Licensure Centers 	<ul style="list-style-type: none"> ▪ Creation of alternative entry licensure routes through SB 1124 ▪ Revision of licensure policies to facilitate the licensing of fully licensed and highly qualified teachers from other states. ▪ Creation of accelerated track for lateral entry teachers with 5 years of relevant experience ▪ Assistant Principal Provisional License ▪ Validation of Expired Licenses ▪ High Objective Uniform State Standard of Evaluation (HOUSSE) 	<ul style="list-style-type: none"> ▪ Signing bonuses ▪ Weekend events ▪ Job Fairs ▪ Out-of-state recruitment ▪ Immediate contracts ▪ Home Grown Projects ▪ Working with local businesses to provide incentive packages (e.g., low-interest mortgage loans, waiver of utilities deposits, etc.) 	<ul style="list-style-type: none"> ▪ Three year induction program ▪ Paid mentors (for 2 years) ▪ 3 extra days for orientation ▪ Optimum working conditions for beginning teachers ▪ Salary increases, including 12% for National Board and 10% for master's degree ▪ Teacher of the Year ▪ Principal of the Year ▪ Milken Educators ▪ NCCAT/Teacher Academy

TEACHER RECRUITMENT AND RETENTION INITIATIVES IN NORTH CAROLINA

FINANCIAL INCENTIVES

Prospective Teacher Scholarship Loan (PTSL)

\$2500 per year to attend a 4 year institution, \$900 per year to attend a community college in a program qualifying for transfer to a approved university program leading to licensure. Requires full-time study. Payback waived with four years teaching in a North Carolina public school, or three years teaching in a school system designated low-performing. An additional \$1 million for 400 additional Prospective Teacher Scholarships was appropriated in the 2006-07 budget.

Teacher Assistant Scholarship Loans (TASL)

\$3500 annually for study at a community college leading to transfer to a four year institution to pursue teacher licensure. Funded by General Assembly. Eligibility of one year NC experience as teacher assistant, currently employed as teacher assistant in North Carolina. Obligated to teach one year in a North Carolina public school for each year of assistance received. Teacher assistants remain employed full-time, except in the student teaching semester, and enroll in courses as part-time students.

\$1200 annually for study at a community college to obtain an Associate Degree in early childhood or a two-year degree in a relevant area from a NC Community College.

Teacher Assistant Scholarship Fund (TASF)

\$4800 annually for study at a four year institution to pursue teacher licensure. Funded by General Assembly; administered by the State Education Assistance Authority. Eligibility of one year NC experience as teacher assistant, currently employed as teacher assistant in North Carolina. Teacher assistants remain employed full-time, except in the student teaching semester, and enroll in courses as part-time students. No obligation to teach in North Carolina is associated with this scholarship.

Teaching Fellows

\$6,500 per year to each recipient. 500 new participants (high school seniors) are selected each year, for a total of 1600 (freshman through senior years) students. Students attend designated public and private colleges and universities. Supplemental summer and school year programs. Payback by teaching in NC Public School for four years, or three years in a designated low-performing system. Administered by NC Public School Forum. Funding from NC General Assembly.

Principal Fellows

\$30,000 for the first year and 60% of the salary of a beginning assistant principal plus \$4,100 for tuition, fees, and books for the second year to enroll in and complete full-time, two-year Master of School Administration degree programs at participating institutions (ASU, ECU, FSU, NCSU, UNC-CH, UNC-C, UNC-G, UNC-W, WCU). Repayment by serving for four years within six years following completion of the program as service as a full-time administrator at an approved site in NC. Funding from the NC General Assembly.

ABC Bonuses

Averaging \$100 million per year for the last decade, the State provides bonuses to teachers based on student performance. Teachers receive \$750 if their school meets expected growth targets; \$1500 if their school exceeds expected growth targets.

DSSF and Low Wealth Funding

Special disadvantaged student supplemental funding and low wealth funding provided by the State to LEAs can be used for teacher recruitment and retention incentives.

In-state Tuition

Individuals from other states employed as teachers in North Carolina qualify for in-state tuition rates at the public universities upon establishing residency (this waives the one-year residency requirement).

The General Assembly has also authorized a pilot program at three institutions (ECSU, UNC-P, and WCU) that provides in-state tuition for undergraduate students from other states enrolled in teacher education programs at these institutions. Individuals are obligated to teach in North Carolina for one year for each year of in-state tuition received.

Non-Teaching Work Experience Credit

Individuals can be granted experience credit (for salary purposes) for full-time non-teaching work experience relevant to their teaching license. Beginning July 1, 2001, credit has also been granted for part-time work experience.

Support for National Board Certification

Teachers who receive National Board Certification receive a 12% salary differential. The State pays the National Board Certification application fee for state-paid teachers. Individuals who do not complete the process or do not teach in a NC public school for one year after completing the process are required to pay back the application fee. NC continues to lead the nation in the number and percentage of National Board Certified teachers.

Employment of Retired Teachers Without Loss of Benefits

Teachers who have been retired for six months can be re-employed by LEAs as teachers without loss of retirement benefits. Retired teachers can also have an additional five years added on to their last license renewal cycle.

Job Sharing

The General Assembly has authorized, and the State Board of Education has adopted a policy, providing teachers the opportunity to share teaching positions. Two teachers, each working half-time, can share a teaching position designated by the local board of education. The teachers receive prorated benefits and retirement service credit.

PROGRAMS/SERVICES

Troops to Teachers (T3)

Troops to Teachers is a federally funded program designed to assist former (exiting) military personnel interested in a teaching career. The program provides individuals assistance in locating teaching positions and affiliating with college/university teacher education programs to complete licensure requirements. LEAs are invited to post vacancies on the Troops web-site.

Prezell R. Robinson Scholars

Incentive for students to choose teaching as a career. Low-wealth school systems and school systems with documented difficulty in recruiting qualified teachers are eligible to participate. Support for students to successfully gain admission to an IHE, and to successfully complete license requirements. Support from the local district and a guaranteed PTSL scholarship provided students meet prescribed SAT and gpa requirements. Fifty recipients selected each year (from 9, 10, 11th grade students).

Teacher Cadet Program

The General Assembly has appropriated funds to support teacher cadet programs in high schools throughout the state. This program is administered by the North Carolina Association of Educators.

NC TEACH

NC TEACH is a statewide lateral entry teacher licensure program developed jointly by the State Board of Education and the Board of Governors of the University of North Carolina. It is designed to recruit, train, support, and retain highly skilled mid-career professionals who seek to enter the teaching profession. The program includes an intensive summer experience prior to entering the classroom, seminars focused on professional development throughout the academic year, and on-line support. It is offered at seven sites throughout the state. Federal funds were used to support the development and implementation of the program. The federal funding for this program has now ended and it is supported with state funds.

TEACH4NC.org

The North Carolina Business Committee for Education (NCBCE) and the Department of Public Instruction developed a website that provides a “one-stop shop” for information about becoming a teacher in North Carolina. The website provides a wealth of information for prospective teachers and links to other websites. Visitors to the website can submit questions or inquiries which are answered by staff within the Department of Public Instruction.

First Lady, Mrs. Mary Easley has been featured in television advertisements encouraging individuals to consider careers in teaching and to visit the website.

On-line Applications, Posting of Job Vacancies

The HRMS (Human Resource Management System) has been significantly upgraded and the Department has contracted with two individuals to assist LEAs in using the system. LEAs can post job vacancies through the system. Individuals interested in employment as teachers in North Carolina can complete an application on-line. The applications are downloaded to LEAs weekly.

Teachers-teacher.com

Teachers-teachers.com is a nationwide website linking prospective teachers with school systems looking for teachers. The website is free to prospective teachers. To utilize the website, school systems pay a membership fee. The DPI Division of Exceptional Children has paid the membership for all school systems in North Carolina for an 18 month period.

Regional Alternative Licensure Centers

The State Board of Education has authorized the establishment of three Regional Alternative Licensure Centers. One center is in Charlotte, one is in Fayetteville, and one is in Rocky Mount. The Centers review transcripts and issue programs of study leading to teacher licensure. When an individual completes the program of study, he/she is eligible for a recommendation for licensure through the Center.

LICENSURE POLICIES

SB 1124--Alternative Entry

SB 1124, enacted in November, 1998, amended Article 20 of Chapter 115C of the General Statutes to provide an alternative method for local boards to hire lateral entry teachers and to employ teachers who are legally certified in other states, even though they may not be certified in North Carolina, if the local board determines there is or anticipates there will be a shortage of qualified teachers with North Carolina certificates available to teach specified subjects or grade levels. The bill requires local boards hiring teachers under this option to have developed a plan to determine the individual's competence as a teacher, specifying that the plan shall include a review of the performance of students taught by the individual. The bill also requires that local boards report semi-annually to the State Board the number of individuals employed as teachers under each category of this option. The act was to expire September 1, 2002, but has been extended through 2006.

Individuals with valid out-of-state licenses and one year teaching experience, teaching experience at the college level, or three years relevant work experience are eligible for alternative entry. Individuals in the first category (out-of-state license) can be exempted from Praxis testing requirements under this route. Individuals in the second and third categories (college teaching experience or three years relevant experience) who satisfy Praxis testing requirements during their first year of teaching are not required to affiliate with a college/university to complete course work to be granted a clear license.

Revision of licensure policies to facilitate the licensing of fully licensed and highly qualified teachers from other states.

In December 2005 the State Board of Education approved a policy that provides individuals who are fully licensed and highly qualified in other states to be issued a full NC license and to be designated highly qualified without meeting other requirements for the initial license.

Accelerated Track for Lateral Entry Teachers

At its May 2005 meeting, the State Board of Education approved a proposal to create an accelerated track for lateral entry teachers who have 5 years of experience considered relevant by the employing LEA. The five years of experience can substitute for the 2.5 grade point average. In addition, individuals with the five years of experience who pass the required Praxis II tests in the first year can be issued clear licenses upon completion of designated instructional modules (rather than entire programs of study).

Assistant Principal Provisional License

Legislation was enacted to reinstate a provisional license for individuals employed as assistant principals by an LEA has determined there is a shortage of persons who hold or are qualified to hold a principal's license. Individuals issued a provisional license must enroll in an approved school administration program.

Validation of Expired Licenses

The State Board of Education has implemented a policy to encourage individuals with expired licenses to return to teaching. Rather than requiring that all license renewal hours be completed before issuing a license, individuals whose licenses have expired are granted validated licenses upon employment by an LEA. The validated license allows an individual up to three years to earn required renewal hours.

High Objective Uniform State Standard of Evaluation (HOUSSE)

In compliance with No Child Left Behind, North Carolina has developed a High, Objective, Uniform, State Standard of Evaluation that allows veteran teachers who hold clear North Carolina teaching licenses to be designated highly qualified without additional testing. Individuals who hold a clear license, but have been teaching-out-of field for at least three years can also use the HOUSSE to obtain a full license in the teaching area.

SYSTEM-INITIATIVES

Local school systems utilize a number of incentives to recruit teachers. These included signing bonuses, local job fairs, issuing contracts “on-the-spot,” attending out-of-state recruitment fairs, and working with local businesses to provide incentive packages.

PROFESSIONAL DEVELOPMENT AND SUPPORT

Three-Year Induction Program, Paid Mentors, Orientation, Optimum Working Conditions

To facilitate entry into the teaching profession, the State has implemented a number of initiatives. Beginning teachers are issued an initial license 3-year license and participate in an induction program designed to provide them support and assistance. State-funded beginning teachers are provided paid mentors for two years and can be paid for three additional days of employment to participate in orientation activities designed by the LEAs. School systems can apply for the flexible use of their mentor funds to support the employment of full-time mentors. Legislation has been enacted that specifies teachers with less than 3 years of teaching experience not be assigned any extra-curricular activities unless they are requested in writing. The Board has articulated optimum working conditions for beginning teachers which include minimal non-instructional duties and no extra-curricular duties unless requested in writing.

Salary Increases

Under the Excellent Schools Act, the State has raised the salary paid to teachers. The revised salary schedules include a 12% pay differential for teachers with National Board Certification and a 10% pay differential for teachers with master’s level licenses. For the 2006-07 school year, teachers will receive an average pay increase of 8%.

Enhancement/Recognition Programs

The State participates in several programs designed to recognize and honor inservice educators. The **Teacher of the Year** Program recognizes outstanding teachers. The State Teacher of the Year receives a \$7500 award and serves as an ambassador for teaching for one year. Seven regional Teachers of the Year receive \$5000 each. Through the generosity of the NC Automobile Dealers Association the State Teacher of the Year also receives a new car. The State Teacher of the Year and the seven regional winners are also provided a trip to a national professional development conference. Additionally, the North Carolina Center for International Understanding provides the State Teacher of the Year the opportunity to participate in an international study trip.

The **Principal of the Year** Program, conducted in conjunction with Wachovia Bank, honors outstanding principals. Cash awards are made to the State Principal of the Year and seven regional Principals of the Year by Wachovia Bank.

North Carolina participates in the **Milken Educator** Program. Two-four educators per year are selected to receive \$25,000 from the Milken Foundation. These educators are recognized at the local level and honored at a luncheon.

NCCAT/Teacher Academy

The NC Center for the Advancement of Teaching and the Teacher Academy provide professional development opportunities for teachers. NCCAT offers residential programs throughout the school year. The Teacher Academy offers summer residential experiences and follow-up seminars.

Appendix B

Teacher Working Conditions Survey Sample Results

Governor's Teacher Working Conditions Initiative



[Home](#)

[Preview the Survey \(.pdf\)](#)

[FAQ](#)

[Technical FAQ](#)

[Select Report](#)

Report

All
Time
Facilities and Resources
Empowerment
Leadership
Professional Development
Core Questions
Mentoring
Download/Print to PDF

State: North Carolina (66 % responded)
 District: Alamance-Burlington (44 % responded)
 School: Alexander Wilson EL (49 % responded)
 Section: All
Summary of Domain Findings

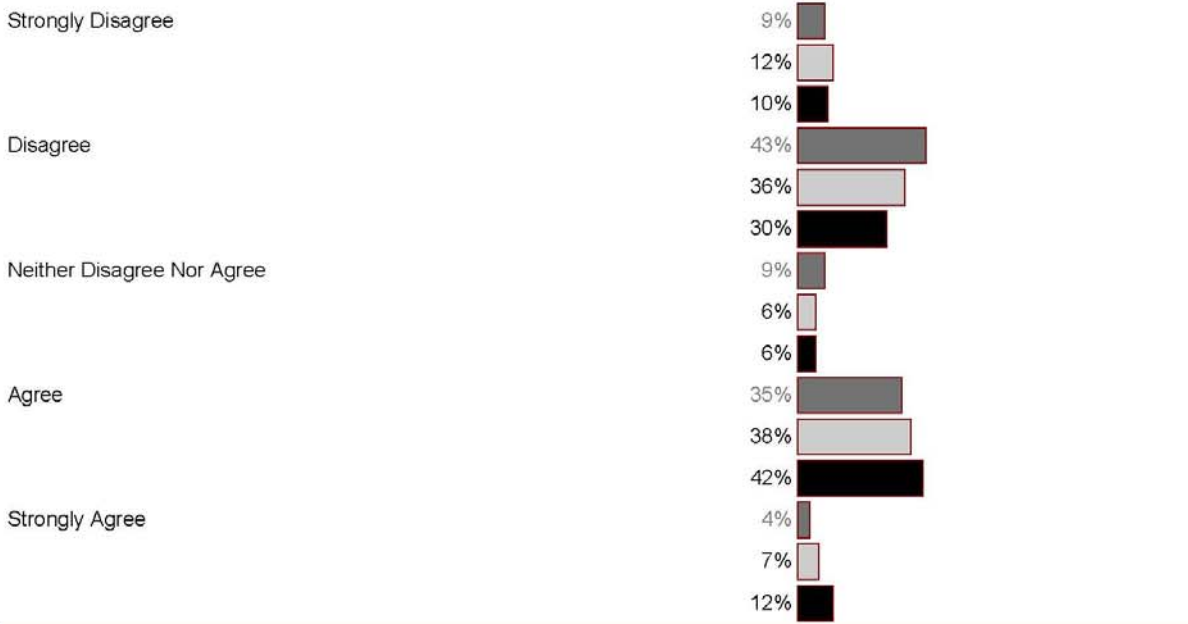
Domain Area		Average**	
Time	school:	2.64	
	district:	2.95	
	state:	3.12	
Facilities and Resources	school:	3.64	
	district:	3.36	
	state:	3.65	
Empowerment	school:	3.24	
	district:	3.32	
	state:	3.44	
Leadership	school:	3.09	
	district:	3.46	
	state:	3.60	
Professional Development	school:	3.57	
	district:	3.28	
	state:	3.41	

** Each domain is the composite of questions from the survey that were shown through statistical analyses to describe each area. All are on a 1 to 5 scale with 1 representing the lowest and 5 representing the highest possible average

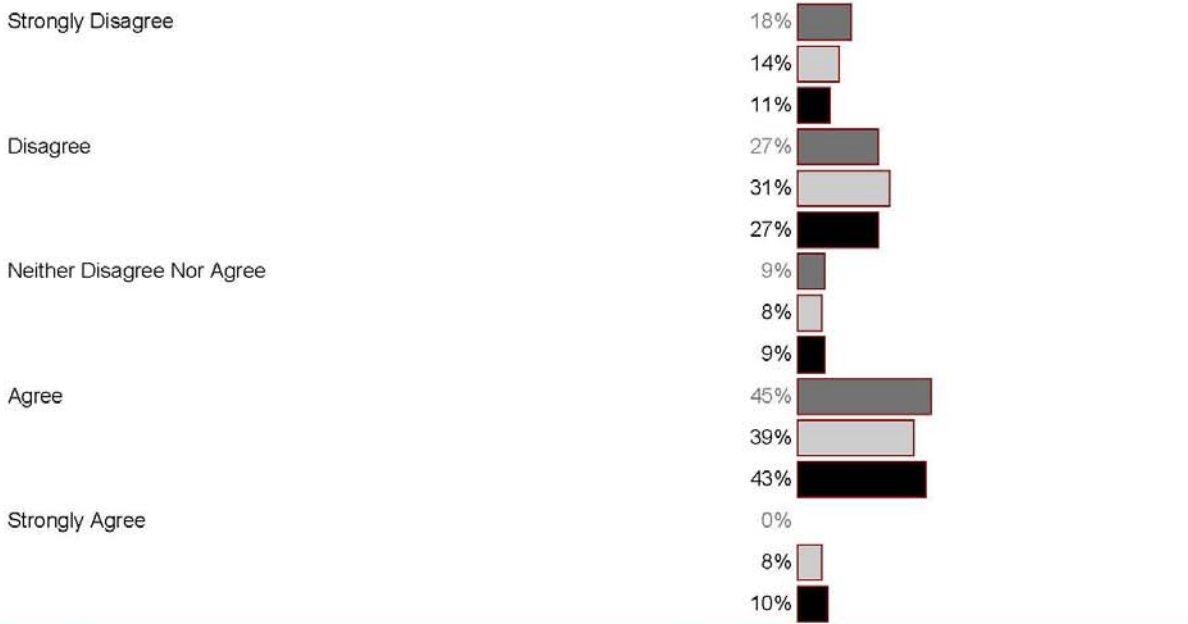
Section 2 : Time

Please indicate your level of agreement with the following statements.

a. Teachers have reasonable class sizes, affording them time to meet the educational needs of all students.



b. Teachers have time available to collaborate with their colleagues.



Key: Alexander Wilson EL Alamance-Burlington North Carolina

c. Teachers are protected from duties that interfere with their essential role of educating students.



d. School leadership tries to minimize the amount of routine administrative paperwork required of teachers.



Key: ■ Alexander Wilson EL ■ Alamance-Burlington ■ North Carolina