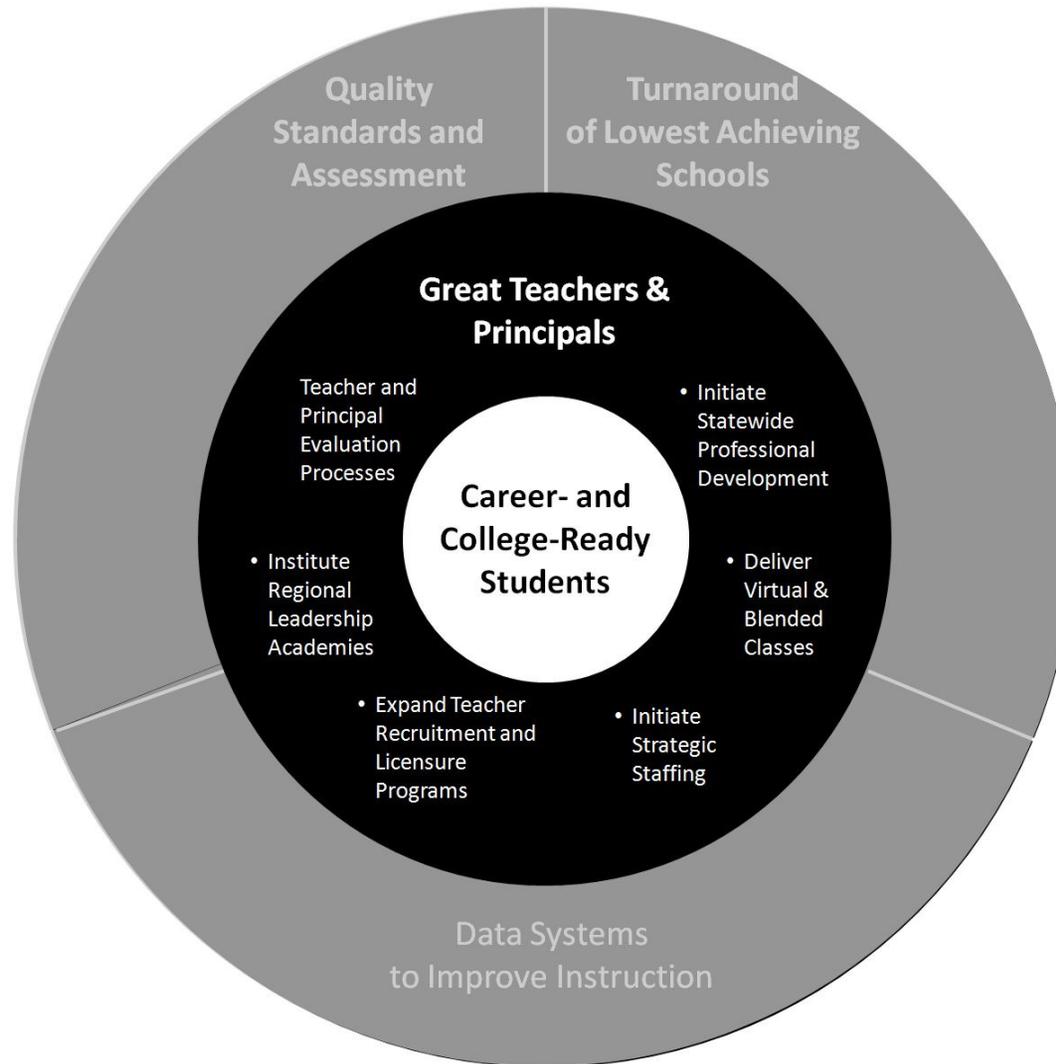**(D) Great Teachers and Leaders** *(138 total points)*

**Overview for Section D**

NC knows that to reach our primary goal of high student achievement statewide, we must have a great teacher in every classroom and a great principal leading every school. Strengthening the education workforce is thus our highest reform priority and the core of our RttT plan (see Section A1). NC has invested significant time and resources to develop a comprehensive, integrated, data-driven approach for strengthening the education workforce. In this section of our RttT proposal, we will explain our approach in detail. First we will present an overview of how we have identified the most pressing needs. Then, in Sections D1 through D5, we will present specifics about programs and initiatives – both current and planned or proposed – that are designed to address these needs.

**Principles of the NC Approach**

The key principles guiding NC's approach to strengthening the education workforce are as follows:

- *Coherence* – NC will build upon the NC Educator Evaluation System (described in Section D2) – both the standards for teachers and principals and the evaluation rubrics and processes – to provide a set of consensus goals and metrics across the entire continuum of teacher and principal development and support programs. These common goals and metrics will help build shared vision across the organizations involved, and bring coherence to the overall continuum of program offerings.

- *Coordination* – NC also will continue to build coordination among LEAs, NCDPI, colleges and universities, and non-profit organizations (such as Teach for America and the NC Teachers Academy) that deliver that vast majority of the State's teacher development and support. Based on lessons learned from years of innovation and evaluation, we are developing an integrated approach to teacher and principal preparation, placement, induction, retention, evaluation, professional development, and promotion, in which all of the relevant organizations will have shared and coordinated responsibility. For example, LEAs and colleges of education will align and coordinate preparation and induction programs, so that future teacher pre-service preparation will be linked to LEA needs and practices, and new teacher induction programs will build upon their pre-service preparation.

The 16-campus UNC system has made it a high priority to develop regional university-LEA partnerships and most of the 115 LEAs in NC already are actively involved (see map in Appendix 22; LEAs may choose to use their NC RttT funding to establish or extend existing partnerships with UNC campuses or independent colleges and universities. ).

- *Choice* – NC is expanding the range of approved alternative teacher and principal licensing programs (see Sections D2 and D3) to address the needs of different LEAs and schools (*e.g*., those in urban versus those in rural areas) and the different needs of individuals who are interested in becoming teachers or principals.

- *Data-Informed Decision-Making* – NC continues to be committed to using data to inform decisions, both about what education workforce issues are most important to address and about the most effective ways to address them. Further information about the data used to inform the NC RttT plan is provided below. In addition, each RttT initiative will be evaluated to determine its impact and effectiveness, which will inform program improvements and future decisions.

- *Evaluation* – NC will evaluate programs and initiatives continuously and use the evaluation results to improve existing programs, expand those that are successful and, when necessary, close those that are not producing the desired results.

**Data Informing the NC RttT Plan**

NC is very fortunate to have extensive data to inform our plans for strengthening the educator workforce. The data include the following:

- Data collected annually by NCDPI regarding teacher and principal hiring, retention, and shortages, by discipline and by grade level, at the state, LEA, and school levels (see Appendices 23, 24, and 25 for excerpts from *North Carolina's Equity Plan for Highly Qualified Teachers*, 2009; *Teacher Vacancy Report*, 2009; and *Teacher Turnover Report*, 2008);

- Data collected annually by UNC and the NC Independent Colleges and Universities regarding the numbers of teachers prepared in each licensure area, as reported annually in the Federal Title II Teacher Quality report and in UNC's annual accountability report on the productivity of initially licensed teachers;

- Detailed databases available from NCDPI and NCES (National Center for Educational Statistics) containing data on student demographics and achievement; teacher preparation, licensure, and compensation; and many other relevant variables.

- Ongoing results from a major research project coordinated by UNC about the effectiveness of teacher preparation programs (Henry *et al*., 2010; see summaries below and in Section D4; excerpts from the full report are included in Appendix 26);

- A detailed analysis of NC teacher retention data, including a review of the research about factors that impact teacher retention rates and an NC-specific analysis about how to best apply the research (Rieman *et al*., 2007);

- Research conducted by the Urban Institute on the effectiveness of Teach for America teachers in NC (Xu *et al*., 2007);

- Teacher Working Conditions Survey data, collected every other year for the past eight years, with nearly 89% of NC public school educators (teachers and principals) completing the most recent survey, administered in 2010. This survey provides data about factors that impact teacher induction, development, retention, and job satisfaction.

- Statewide data about student demographic trends, which help inform future planning at the State and local levels about changes in the need for teachers with certain skill sets (*e.g*., to address an increase in students with Limited English Proficiency);

- NAEP data, statewide student achievement data, and teacher evaluation data, which provide information about areas in which professional development and instructional improvement systems are needed.

**NC Education Workforce's Highest-Priority Needs: Developing Strong Teachers and Principals**

Based on our analyses of the data and research listed above, and additional information from our direct work with teachers and administrators throughout the State, we have identified the NC education workforce's highest priority set of needs. Working from this set, we have then defined a coherent, coordinated, data-driven strategic plan for improvement, the elements of which are the initiatives proposed throughout Section D. The tables below illustrate the needs, as defined by data, and provide a guide to the NC RttT initiatives that address each need. The first table (Table 17) shows needs relevant to teachers; the second table (Table 18) shows needs relevant to principals.

## Table 17. Overview of NC Teacher Workforce Needs

| Need Area | Sample Relevant Data Used for Decision-Making | NC RttT Section |
|---|---|---|
| **Recruitment and Preparation**<br><br>1. Increase the quantity and improve the quality of individuals entering preparation for the teaching profession.<br>  a. Provide alternative licensure pathways to attract high-caliber individuals with different backgrounds, needs, and interests.<br>  b. Improve pipeline for high-need content and specialty areas.<br>  c. Recruit individuals interested in teaching in high-need schools in rural and urban areas.<br><br>2. Ensure that all preparation programs provide their participants with adequate preparation to become effective teachers with practical preparation matched to the content, grade, and context in which they will teach. | In 2009, there were 2,062 new teachers via lateral entry and 1,143 new teachers via direct licensure (NCDPI licensure database).<br><br>Students of alternatively licensed teachers significantly underperform overall, compared to students taught by teachers who completed preparation programs at a UNC system school. Students of more selectively chosen Teach for America teachers, on the other hand, outperform their UNC-trained colleagues in several areas, including high school math, English, and science, as well as middle school math (Henry *et al.*, 2010).<br><br>Hardest licensure areas to staff for each of the past three years were grades 9-12 mathematics (shortages reported by 93 LEAs for 2008-9); 9-12 Science (68 LEAs); Special Education (62 LEAs); 6-9 Mathematics (54 LEAs); and 6-9 Science (42 LEAs) (*Teacher Turnover Report*, 2009). In addition, EVAAS measures of effectiveness based on 2008-09 State test data show that high-minority/high-poverty schools are staffed by a much greater proportion of ineffective teachers in all tested subjects and at all levels than are low-minority/low-poverty schools. The differences are, for example, 34% vs. 7% for science teachers, and 17% vs. 6% for Algebra I teachers.<br><br>Three of the fifteen UNC preparation programs produce teachers in certain licensure areas (high school math, middle school math, middle school science) whose students underperform, compared to students of teachers from non-UNC programs; nine of the fifteen preparation programs produce teachers in certain licensure areas whose student outperform those of teachers from other preparation tracks (Henry *et al.*, 2010, provided in Appendix 26). | D1, D4 |
| **Equitable Distribution**<br><br>3. Recruit new teachers and experienced effective teachers to high-need schools in rural and urban areas. | Low-performing urban schools have the highest proportion of inexperienced (<=3 years) teachers, at 29%; inexperienced teachers make up only 19% of the teaching population at higher-performing schools.<br><br>Low-performing schools employ a higher proportion of alternatively licensed teachers (13% vs. 10% in higher-performing schools).<br><br>National Board of Professional Teaching Standards (NBPTS) certified teachers gravitate toward higher-performing schools (10% in higher-performing schools vs. about 5% in lower-performing schools). In critical licensure areas such as math, science, ELL, and special education, the difference in the presence of NBPTS-certified teachers is even greater. | D3 |

| Need Area | Sample Relevant Data Used for Decision-Making | NC RttT Section |
|---|---|---|
| **Induction and Retention**<br><br>4. Provide strong induction support to help teachers succeed during their early years.<br><br>5. Retain qualified teachers, particularly in high-need schools. | While nearly all new teachers (93%) are assigned a mentor, nearly half (47%) do not have time during the day to meet with their mentors, nearly half did not teach the same content as their mentors (49%), nearly half did not teach the same grade level (48%), and one in four (26%) weren't in the same building. One in 8 indicate that they received no additional support as new teachers (Teacher Working Conditions Survey results [TWC], 2010).<br><br>Low-achieving schools experience high turnover rates; with a three year turnover rate of 56% in low performing urban schools and 50% in low performing rural schools. As a result, STEM-licensed teachers in low-performing schools are less experienced than their colleagues in higher-performing schools (DPI licensure database). | D3, D5 |
| **Evaluation**<br><br>6. Provide an equitable, reliable, valid, and transparent approach to teacher evaluation, in which effectiveness re student achievement growth is a critical factor.<br><br>7. Use teacher evaluation data to (a) inform individual professional development plans; (b) identify ineffective teachers in need of remediation and possible dismissal; and (3) identify highly effective teachers who could be candidates to become Teacher Leaders. | The new NC Educator Evaluation System has been implemented in about 50% of NC LEAs. Evaluations with this system yield a normal distribution, which implies that the system successfully provides information that distinguishes different levels of teacher performance.<br><br>Most teachers (88%) thus far indicate that they believe they are assessed objectively, that they receive helpful feedback (84%), and that the evaluation process is consistent (85%) (TWC, 2010). | D2 |
| **Professional Development**<br><br>8. Provide effective, ongoing, job-embedded PD for all teachers, addressing needs defined by both individual evaluations and by state/district/school initiatives. | More than half of all teachers report needing PD in special education (57%), differentiating instruction (60%), working with limited English proficiency students (50%), and closing achievement gaps (57%), reflecting the State's greatest academic disparities. In addition, fully 46% report needing additional PD in reading, and 63% want more PD geared at integrating technology into their instruction. Most teachers agree that professional development available to them is data-driven (85%), but over one-third of them (35%) report that professional development available to them is not differentiated to meet their specific needs (TWC, 2010). | D5 |

**Table 18: Overview of NC Principal Workforce Needs**

| Need Area | Sample/ Example Relevant Data Used for Decision-Making | NC RttT Section |
|---|---|---|
| **Recruitment and Preparation**<br><br>1. Increase the quantity and improve the quality of individuals entering preparation for education administration.<br>   a. Provide alternative licensure pathways to attract high-caliber individuals with different backgrounds, needs, and interests.<br>   b. Recruit individuals interested in leading high-need schools in rural and urban areas.<br><br>2. Ensure that all preparation programs provide their participants with adequate preparation to become effective principals with practical preparation matched to the grade levels and contexts in which they will lead. | In 2009, there were 60 new principals via direct licensure (NCDPI licensure database), but only 9 candidates were enrolled in the state's only Innovative and Experimental Program for School Administrators (though 14 more will join the program in June 2010). | D1, D4 |
| **Equitable Distribution**<br><br>3. Recruit new principals and experienced, effective principals to high-need schools in rural and urban areas. | Principal experience as an educator currently is balanced across low-performing and higher-performing schools, as well as across urban and rural schools.<br><br>Principals with higher degrees (doctoral degrees) are more common in urban, higher-performing LEAs than rural, higher-performing LEAs (11% vs. 6%), and this pattern is similar for lower-performing, urban (9%) and rural (7%) LEAs. | D3 |

| Need Area | Sample/ Example Relevant Data Used for Decision-Making | NC RttT Section |
|---|---|---|
| **Induction and Retention**<br><br>4.  Retain qualified principals, particularly in high-need schools. | In 2009-10, nearly 1 in 4 principals (22%) were new to the schools they were leading. Support for principals was high, however, with 94% indicating that they receive the support they need from their central offices (TWC, 2010).<br><br>For those principals who were provided with mentors (48% of all principals, a proportion sufficient enough to cover all novice principals), most indicate that they receive the mentoring help they need, including in the areas of instructional leadership (90%), school improvement planning (88%), and teacher remediation (95%). Fewer than half, however (46%) had opportunities to visit and observe in their mentors' schools, and 41% were not observed by their mentors (TWC, 2010). | D3, D5 |
| **Evaluation**<br><br>5.  Provide an equitable, reliable, valid, and transparent approach to principal evaluation, in which effectiveness re student achievement growth is a critical factor.<br><br>6.  Use principal evaluation data to (a) inform individual professional development plans; and (b) identify ineffective principals in need of remediation and possible dismissal | In 2009-10, the first year in which all principals were evaluated using the new NC Educator Evaluation System, a large majority of principals (93%) indicate that they believe they are provided with constructive feedback that helps them improve their performance (TWC, 2010). | D2 |
| **Professional Development**<br><br>7.  Provide effective, ongoing, job-embedded PD for all principals, addressing needs defined by both individual evaluations and by state/district/school initiatives. | Significant proportions of principals statewide indicated the need for more professional development in several areas. Forty percent or more indicated PD needs in the areas of student assessment, teacher evaluation, teacher remediation, and data-driven decision-making, all of which are critical components of the State's RttT plans and the State Board's priorities. Professional development in instructional leadership was not far behind, with over one-third (36%) requesting additional PD in this critical area. More than one-fourth of all principals (27% think that there are insufficient resources available for their professional development (TWC, 2010). | D5 |

**(D)(1) Providing high-quality pathways for aspiring teachers and principals** *(21 points)*

The extent to which the State has—
(i)    Legal, statutory, or regulatory provisions that allow alternative routes to certification (as defined in this notice) for teachers and principals, particularly routes that allow for providers in addition to institutions of higher education;
(ii)   Alternative routes to certification (as defined in this notice) that are in use; and
(iii)  A process for monitoring, evaluating, and identifying areas of teacher and principal shortage and for preparing teachers and principals to fill these areas of shortage.
*In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (D1i), regarding alternative routes to certification for both teachers and principals:
- A description of the State's applicable laws, statutes, regulations, or other relevant legal documents, including information on the elements of the State's alternative routes (as described in the alternative route to certification definition in this notice).

Evidence for (D1ii), regarding alternative routes to certification for both teachers and principals:
- A list of the alternative certification programs operating in the State under the State's alternative routes to certification (as defined in this notice), and for each:
    - The elements of the program (as described in the alternative routes to certification definition in this notice).
    - The number of teachers and principals that successfully completed each program in the previous academic year.
    - The total number of teachers and principals certified statewide in the previous academic year.

*Recommended maximum response length: Two pages*

## D.1. Providing high-quality pathways for aspiring teachers and principals

## D.1.i. Legal, statutory, or regulatory provisions that allow alternative routes to certification

NC law and State Board of Education (State Board) policy support alternative routes to certification for teachers and principals. Routes include programs operated independently of Institutions of Higher Education.

NC General Statutes and State Board policy support several alternative routes to licensure for teachers and principals.[6] G.S. 115C-296 (Board Sets Certification Requirements) grants full control of licensure decisions to the State Board and *explicitly supports the establishment of alternative routes to licensure*. Relevant State Board policies include:

- TCP-A-001 (Policies on General Licensure Requirements), Sections 1.70-1.90, which describe the alternative paths to licensure;

- TCP-A-002 (Policies on Routes to Licensure), which describes requirements for those paths;

- TCP-A-004 (Policies on the Beginning Teacher Support Program), which describes mentoring requirements for new and lateral entry teachers, an annual report that requires LEAs to submit information about supports provided to lateral entry teachers, and standards for mentor selection and participation;

- TCP-A-014 (Policies on Licenses for Non-Teacher Education Graduates), which details procedures for obtaining lateral entry licenses; and

- TCP-B-006 (Policy Defining Innovative/Experimental Programs for School Administrator Preparation), TCP-B-010 (Policy Defining Innovative/Experimental Programs for Lateral Entry Teacher Licensure), and TCP-A-018 (Policy Governing Reciprocity in Licensure), which declare the State Board's ability to approve additional alternative pathway programs that operate independently from institutions of higher education.

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[6] In 1993, the State Board formally changed all credentialing references in NC from "certification" to "licensure."

A recent act of the NC General Assembly, Session Law 2009-451, Section 7.21.(a) (Remove Barriers to Lateral Entry into Teaching), directs the State Board to further reduce barriers to entry; progress toward that goal is described below. Appendices 27, 28, and 29 provide more complete summaries of these policies and statues.

### D.1.ii. Alternative routes to certification that are in use

NC provides prospective teachers and principals with several alternative routes to certification, some of which are managed by non-IHE providers (including LEAs themselves). Alternative licensure in NC meets each of the USED-defined elements of alternative routes. NC has provided these multiple pathways for several years, and the number of teachers and principals utilizing them has increased steadily.

**Alternative Routes to Licensure for Teachers and Principals**

NC already offers prospective teachers and principals several alternative pathways that lead to the same level of licensure achievable through traditional pathways. Approximately 48% of all teachers in NC hold at least one license earned through an alternative route[7]; about 3% of all active principals were licensed through an alternative route. Alternative licensure in NC meets each of the USED-defined elements of alternative routes (Table 19), and Appendix 30 provides details about the number of teachers and principals licensed through each approach. Summary information about alternative pathways is provided below.

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[7] Many teachers hold multiple licenses for teaching different subjects, grade levels, and specialties, so the license earned through an alternate route may not be the teacher's "primary" license or license of record for a given assignment.

**Table 19: Characteristics of Alternative Routes to Certification in NC**

| | Teachers | | Principals | |
|---|---|---|---|---|
| | **Meets Criterion** | **Explanation** | **Meets Criterion** | **Explanation** |
| **Various types of providers** | ✓ | State Board Policy allows for innovative and experimental lateral entry programs; four in operation | ✓ | State Board Policy allows for innovative and experimental lateral entry programs; one in operation; one to launch in June 2010; several in development |
| **Selectivity** | ✓ | Lateral entry candidates must meet or exceed a combination of grade point average, coursework, and/or Praxis I and II (licensing exams) scores (detailed below) prior to beginning teaching | ✓ | Current program is highly selective; accepted only 9 of 180 applicants for the first cohort |
| **Supervised, school-based experiences and ongoing support** | ✓ | All LEAs provide multiple supports (Table 20, below); state provides support in Turnaround LEAs (Section E2) | ✓ | Participants complete a year-long residency, paired with a highly skilled, successful principal as a mentor |
| **Limited coursework or test-out option** | ✓ | Limited coursework required for lateral entry; no coursework required for experienced Teach for America teachers (see below); no test-out option available | ✓ | Limited coursework required – includes intensive 4-week program, along with academic studies to enhance leadership throughout year |
| **Same level of certification or license** | ✓ | Candidates begin with an Initial license – the same license as a traditionally prepared teacher; eligible to apply for a Continuing license after completing program requirements and three years of teaching | ✓ | Candidates granted the same administrator license as those who go through traditional preparation programs |

**Lateral Entry for Teachers**

NC's current lateral entry pathways enable qualified candidates who are not licensed but who hold a bachelor's degree and already have been hired by a school system to obtain a provisional teaching license. The State Board grants this license under the condition that, over the ensuing three years, the candidate will complete a teacher education program through an institute of higher education (IHE), a Regional Alternative Licensing Center (see below), or an LEA lateral entry program (see below). In addition to holding a bachelor's degree, a candidate for lateral entry must meet at least one selection criterion in each of two areas:

- *Either* hold a degree (from a regionally accredited institution) in the area in which he or she is seeking licensure *or* have 24 semester credit hours in a core subject area[8] *or* have a passing score on relevant Praxis II or ACTFL tests; *and*

- *Either* have an overall GPA of 2.5 *or* a passing score on Praxis I and a 3.0 GPA in the major or the senior year or in 15 semester hours completed after earning the degree and within the last five years *or* at least five years of relevant experience.

Candidates who have five or more years of experience considered relevant by an employing LEA and who satisfy testing requirements for a given licensure area within their first year of teaching are eligible for an initial license[9] after only one year if they complete a series of prescribed professional development modules and are identified by the employing LEA (via the Teacher Evaluation Process; see Section D2) to be a proficient teachers.

Lateral entry teachers are offered similar, but often more intensive, support services during their first years of teaching. Among other things, LEAs that employ lateral entry candidates are required to provide them with the following supports.

1. *Orientation*: a two-week, pre-work orientation that includes modules on lesson planning and classroom organization and management;

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[8] There are some exceptions to this rule with respect to teachers of elementary students, exceptional students, and ESL students.

[9] The initial license offered to teachers in NC is the Standard Professional 1(SP1) License. After three years with an SP1 license, a teacher may apply for a Standard Professional 2 (Continuing) License, which allows a teacher to teach on an ongoing basis.

2. *Assessment Overview*: an overview of the NC testing and accountability program (including the NC Standard Course of Study and end-of-course/grade testing);

3. *Mentor*: assign a mentor on or before the first day on the job;

4. *Optimal Working Conditions*: optimal conditions with limited outside responsibilities, similar to those for novice teachers who have come through traditional pathways to licensure;

5. *Feedback*: regular, focused feedback for improving instruction;

6. *Assistance Accessing Training*: assist in accessing prescribed course work and professional development opportunities; also, a formal means of identifying and delivering needed services and technical assistance; and

7. *Formal Feedback*: at least four observations of lateral entry teachers per year

LEAs also are required to provide an annual report to DPI that includes information about the need for lateral entry teachers, the type of support services provided, and the types of difficulties lateral entry teachers faced during their first three years teaching. Findings from the most recent annual report on support services provided to lateral entry teachers indicate that 100% of LEAs provide at least 3 of the services mentioned in the annual report. In fact, 84% of LEAs provide mentors prior to employment, 92% assisted with transcript review, and 88% helped locate needed classes. LEAs were asked to select which of the following supports they provided to lateral entry teachers in the last year. The list of supports, with percent of LEA responses is in Table 20.

**Table 20: Supports for Lateral Entry Teachers[10]**

| Support Offered by LEA | % of LEAs Providing Support | Support Offered by LEA | % of LEAs Providing Support |
|---|---|---|---|
| ***Provide** at least three of the supports mentioned in the survey* | *100%* | Provide focused professional development throughout school year | 64% |
| Assist with transcript review and developing a program of study | 92% | Pay for Praxis II licensing exam | 56% |
| Provide teacher with a mentor before the first day of employment | 84% | Conduct monthly meetings | 39% |
| Provide additional assistance and support during the two week orientation | 83% | Provide a person whose full-time duties are to serve as a mentor | 31% |
| Offer tuition assistance to complete coursework required for licensing | 80% | Offer Praxis II preparation sessions | 24% |
| Provide mentor in the same area of license | 72% | | |

In addition, the NC District and School Transformation team provides substantial support for lateral entry (and other beginning) teachers in DST schools. The support provided by the Transformation team includes one-to-one mentoring through approximately eight on-site visits from content-area specialists and ongoing access to the specialist for online mentoring. For more information, see Section E2; see also Section D3 for plans to strengthen the induction program for lateral entry teachers in high-need schools.

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[10] Data in this table represent LEAs who employed at least one lateral entry teacher in the previous year (114 out of 115); one LEA indicated that no lateral entry teachers were employed in the previous year.

***IHE-based Lateral Entry Programs***. Several lateral entry programs are offered through various IHEs across NC, and programs associated with the UNC system produce about 1,000 prospective teachers annually (nearly 10% of annual demand). The largest program is NC TEACH, a statewide, lateral entry licensure program offered through 12 IHEs. This program begins with an intensive, full-time, summer program that candidates complete as part of a cohort. During the first lateral entry year, candidates complete weekend and evening coursework with their cohort. While the specifics of individual programs may vary from IHE to IHE, it takes a minimum of 12 months to complete the 18-credit-hour program and be recommended for a clear initial license. Since NC TEACH was established in 2000, the program has licensed more than 1,300 teachers. Licensed NC TEACH participants currently serve in more than 85 (of the 115) school districts in all regions of NC.

***Regional Alternative Licensing Centers***. In 2002, the State Board established the Alternative Licensing Centers, which are regional offices authorized to evaluate and prescribe plans of study that lead to licensure. About 1,000 candidates complete plans of study through the four centers (Charlotte, Fayetteville, Nash-Rocky Mount, and Catawba) every year. A candidate following an Alternative Licensing Center program of study is not tied to any single IHE licensure program; therefore, he or she can attend multiple community colleges and/or universities for coursework, providing additional flexibility for the individual.

***Licensure via Teach for America***. In May 2010, the State Board approved a measure to allow Teach for America corps members to apply directly to NCDPI for full (Continuing) licensure, upon successful completion of the Teach for America induction program and three years of teaching. Teach for America participants may apply directly to the Licensure Section at NCDPI to obtain their licenses. Teach for America corps members are an invaluable resource in providing effective instruction to students in two urban LEAs (Charlotte-Mecklenburg, Durham ) and twelve hard-to-staff rural LEAs, providing 350-400 teachers annually. Recent studies (Xu *et al*., 2007), including analyses commissioned by UNC General Administration (Henry *et al*., 2010), suggest that NC Teach for America corps members are as effective and in many cases more effective than traditionally trained teachers. Plans to expand Teach for

America's presence in NC are detailed in Section D3, and more information about the study sponsored by UNC General Administration are in Section D4.

***Innovative and Experimental Lateral Entry Programs***. NC also promotes the development of new approaches to lateral entry licensure that are *not directly administered by the State or IHE*. Proposals for such programs are reviewed by the NCDPI, the NC Professional Teaching Standards Commission, and the State Evaluation Committee on Teacher Preparation and Certification. To qualify for approval, programs must specify competence standards, procedures for recommending licensure, follow-up processes, and clearly defined, measurable expected outcomes/results. Programs must be administered by a school system, either independently or in conjunction with a community college or university. Since establishing the innovative and experimental lateral entry policy in August 2007, the State Board has approved 4 programs, including:

- Guilford County Schools Alternative Certification Track (GCS ACT), which established the first such program in June 2008, offers lateral entry candidates the option of selecting an 18-month, locally-customized licensure and support program as an alternative to an IHE or RALC program; 15 candidates completed the program in 2009, and 50 are scheduled to complete in 2010;
- Moore County, which has partnered with Sandhills Community College to create a similar program;
- Charlotte-Mecklenburg Schools' Lateral Entry Assistance Program, an alternative licensure program approved by the State Board in July 2009 for career and technical education teachers in the Charlotte-Mecklenburg School System (twelve current candidates); and
- CORE – The Consortium for Orchestration Regional Education), which is comprised of Clinton City, Duplin County, Sampson County and Wayne County Schools in collaboration with Mount Olive College (four candidates completed in 2009, and three more will complete in 2010);

***Expansion of Lateral Entry Pathways for Teachers***. The State Board has taken action in response to the recently passed NC Session Law 2009-451, which requires the State Board to remove barriers to lateral entry for skilled individuals from the private sector,

particularly by reducing current course requirements and enabling candidates to complete coursework online. The State Board presented a progress report to the Joint Legislative Oversight Committee in February 2010. Preliminary recommendations include: modifying required pedagogy coursework to align with the new Professional Teaching Standards, which will reduce coursework from nine to five courses; and engaging an outside, online learning vendor to create course modules that will offer lateral entry teachers expanded options for course completion.

**Alternative Pathways for Principals**

In July 2007, the State Board adopted a policy allowing for the approval of innovative/experimental programs for school administrator preparation. Since then, the State Board has taken the following related actions:

- In June 2008, the State Board gave approval for Charlotte Mecklenburg Schools (CMS) to recommend individuals who complete its New Leaders for New Schools program (NLNS) for a full State license as a school administrator.  NLNS employs intensive instruction, hands-on experience through a year-long residency, and ongoing support to help current and former educators become excellent principals who specialize in leading urban public schools. The CMS program's goal is to provide as many as 50 principals for the district.  Nine candidates, selected from over 180 applicants to participate in the first cohort, are scheduled to complete the program in June 2010. A second cohort of 14 participants will begin the program in June 2010.

- Recognizing the need for more alternative routes to becoming a principal, the State Board also has approved the development of Regional Leadership Academies (RLAs), described in Section D3 of this proposal, as another means for individuals to obtain principal licensure. The first such academy – the Northeast Leadership Academy, a partnership between northeastern NC school districts and NC State University – is a two-year program for applicants with three years of teaching experience who are pursuing a Masters of School Administration.  Twenty-seven applicants recommended by superintendents will participate in the first cohort orientation in summer 2010.  Cohort participants will be involved in problem-based applications and will work with master administrators as mentors and coaches.

**Direct Licensure of Teachers and Principals**

NCDPI's Licensure Section has authority to evaluate individual candidate records to establish eligibility for licensing without the involvement of an IHE or another authorized recommending agency. This "direct licensure" approach may be used in cases when there are unique employment qualifications for a license area (*e.g*., career-technical education, international faculty), a limited number of approved teacher or administrator education programs in the license area, or extenuating circumstances that prohibit a fair and equitable evaluation through other established routes to licensure. Employees who have earned licenses through this direct process must comply with all current provisional license, beginning teacher, and testing requirements, as well as any experience requirements for the licensure earned.

## D.1.iii. Monitoring, Evaluating, and Identifying Areas of Teacher and Principal Shortage

The NC Department of Public Instruction (NCDPI) monitors and reports on teacher and principal shortages annually. In 2006, NCDPI adopted a plan for addressing shortage areas and teacher inequities across the state, implementation of which has led to reduced teacher and principal turnover and shortages in many LEAs.

NCDPI compiles and presents to the State Board an annual report of teacher and principal vacancies remaining in each LEA after October 20. The report (Appendix 24) disaggregates vacancies by subject area and by LEA. LEAs are also required by statute[11] to inform the State Board of positions that are filled by teachers who do not meet standards for initial licensure. The alternative licensure programs described above and in Section D3 help to address the shortages indicated by these two data collections. In 2006, NCDPI outlined and implemented an ambitious, 10-point statewide plan for addressing identified highly-qualified teacher shortages.  The plan included the following elements:

1. Ongoing statewide public reporting of shortages;
2. Development of LEA-level equity plans for ensuring highly qualified teachers for all students;

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[11] NC General Statute 115C-296.1(d)

3. Ongoing administration and analysis of the statewide Teacher Working Conditions survey;

4. Comprehensive provision of mentoring for early-career teachers

5. Development of local retention plans by LEAs with teacher turnover rates higher than the State average;

6. LEA-level flexibility for providing financial incentives to teachers;

7. Establishment of Turnaround Teams for low-performing high schools;

8. Provision of literacy coaches to strengthen professional development in high-needs middle schools;

9. Expansion of access to teacher preparation programs via community colleges and other outlets; and

10. Development of the NC Virtual Public School to provide students with greater access to highly qualified teachers statewide.

Progress has been made in addressing all 10 points of the plan, with substantial progress made in addressing points 1, 3, 4, 6, 7, 8, 9, and 10. Details on many of these points and how they have been addressed are provided in later sections of this proposal.

**Reform Plan Criteria**

**(D)(2) Improving teacher and principal effectiveness based on performance** *(58 points)*

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to ensure that participating LEAs (as defined in this notice)—

(i) Establish clear approaches to measuring student growth (as defined in this notice) and measure it for each individual student; *(5 points)*

(ii) Design and implement rigorous, transparent, and fair evaluation systems for teachers and principals that (a) differentiate effectiveness using multiple rating categories that take into account data on student growth (as defined in this notice) as a significant factor, and (b) are designed and developed with teacher and principal involvement; *(15 points)*

(iii) Conduct annual evaluations of teachers and principals that include timely and constructive feedback; as part of such evaluations, provide teachers and principals with data on student growth for their students, classes, and schools; *(10 points)* and

(iv) Use these evaluations, at a minimum, to inform decisions regarding— *(28 points)*

    (a) Developing teachers and principals, including by providing relevant coaching, induction support, and/or professional development;

    (b) Compensating, promoting, and retaining teachers and principals, including by providing opportunities for highly effective teachers and principals (both as defined in this notice) to obtain additional compensation and be given additional responsibilities;

    (c) Whether to grant tenure and/or full certification (where applicable) to teachers and principals using rigorous standards and streamlined, transparent, and fair procedures; and

    (d) Removing ineffective tenured and untenured teachers and principals after they have had ample opportunities to improve, and ensuring that such decisions are made using rigorous standards and streamlined, transparent, and fair procedures.

*The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

*Recommended maximum response length: Ten pages*

## D.2.i. Measuring Student Growth

> With the ABCs of Public Education (ABCs) Accountability System, the Lexile/Quantile framework, and a statewide license to use the Education Value-Added Assessment System (EVAAS), NC has well-established and clear approaches to measuring student growth and measuring it for individual students. The State provides teachers, parents, and students information about student performance through various communication vehicles (see Section C2), including a public school and district report card website. NC also provides financial incentives to teachers and principals based on measures of student growth.

**Background**

In 1995, NC established one of the nation's first modern statewide school accountability programs, the ABCs of Public Education (ABCs), to create a new lens through which to focus on the State's goal of improving growth in individual student achievement. Since that time, the ABCs program has provided NC with a school-level accountability system that supports data-driven decision-making, allowing NC teachers, parents, schools, LEAs, State-level policymakers, and local communities to better target school improvement efforts (see Section C2 for more details). The ABCs provide teachers and parents with information about individual student performance on statewide end-of-grade and end-of-course tests, including norm-referenced scale scores and criterion-referenced Lexile (reading) and Quantile (math) levels. The ABCs program also includes financial incentives in the form of bonuses for all professional staff in schools that meet or exceed expected growth. Since the ABCs program was well-established long before the advent of the Federal No Child Left Behind (NCLB) legislation in 2002, NC needed only to add AYP measures and requirements for schools to disaggregate data by student subgroups to comply.

In 2007, to expand the toolset available to NC teachers to support their understanding of individual student growth trajectories, the General Assembly funded a statewide license that grants access for all LEAs to the SAS Institute's Education Value Added-Assessment System (EVAAS). This powerful tool (described in detail below) uses historical test data to measure individual student progress over time, diagnose opportunities for growth, and predict the probability that a student will succeed in specific courses, based on her or his prior test scores.

***ABCs Model for Measuring Individual Student Growth***. Since initial implementation of the ABCs, the State has raised standards in math and reading and strengthened the basic ABCs model. In 2006, with support from USED, NC made significant changes to the ABCs program by implementing new growth formulas. To ensure transparency and public confidence in the model, details about the formulas and procedures are available publicly on NCDPI's website, and school- and LEA-level results of annual testing (known as the "ABCs accountability report") also are available to the public online. In addition, individual student-level results are provided separately and securely to each student's teachers and parents (see Section C2 for more information, particularly regarding the Lexile/Quantile framework).

At the school level, the current ABCs accountability system publicly reports performance, growth, and AYP measures for the school overall and for NCLB-defined subgroups that have more than 40 students. These measures are based on the following statewide assessments:

- End-of-grade tests, administered in reading and mathematics in grades 3 through 8 and in science in grades 5 and 8;
- End-of-course tests, administered to high school students in eight subject areas: Algebra I, Algebra II, Biology, English I, Geometry, US History, Civics and Economics, and Physical Science; and
- Alternative assessments, available for certain students with disabilities.

Performance measures place students in one of four achievement levels, with Level III considered "at grade level" and Level IV considered "above grade level." The performance composite for a school is the proportion of individual test scores at or above Achievement Level III.

An individual student's academic growth measure is calculated as change from a baseline average of the prior two years' assessments. If only one year's EOG test data are available, the expectation for change is based on only one prior assessment. An individual student is expected to perform on the EOG test for the current year as well as or better than she or he did, on average, in the prior two years. This expectation is determined by placing students' scores on a c-scale (a "change scale," to which a student's developmental scale score is converted), with an adjustment for regression to the mean.

A school's AYP status is determined by whether the students in the school, as a whole and in each identified subgroup with 40 or more students, meet the performance standards set by NC in compliance with Federal guidelines. For public reporting, NC schools are classified based on the set of criteria shown in Table 21.

**Table 21: NC School Classification Matrix**

| Performance Level (% of students scoring at or above Achievement Level III) | Academic Growth | | |
|---|---|---|---|
| | Schools making: Expected or High Growth | | Schools making: Less than Expected Growth |
| 90% - 100% | AYP met | Honor School of Excellence | No recognition |
| | AYP not met | School of Excellence | |
| 80% - 89% | School of Distinction | | |
| 60% - 79% | School of Progress | | |
| 50% - 59% | Priority School | | |
| Less than 50% | (Priority School) | | Low Performing School |

*Education Value-Added Assessment System (EVAAS)*. In 2007-08, the General Assembly funded a statewide license that enables all NC LEAs, schools, and teachers to access the Education Value-Added Assessment System (EVAAS), a software tool created by Dr. Bill Sanders at SAS Institute in Cary, NC. EVAAS extends the information available to educators via the ABCs about individual student growth. Users of EVAAS can produce reports that predict individual student success on EOG and EOC tests, reveal patterns in subgroup performance, and estimate the impact of teachers and schools on student achievement. EVAAS adds dimensions to the ABCs growth measure by analyzing multiple aspects of a student's academic history. The software uses historical test data to calculate a precise measurement of student progress over time, as well as a reliable diagnosis of opportunities for growth, based on up to five years of data for an individual student. One function predicts the probability that individual students will succeed in specific courses,

based on analyses of their prior test scores. Schools are using this predictive analysis to inform placement decisions into mathematics courses, an innovation that has led to increases in earlier enrollment in Algebra I. Teachers also use EVAAS's ability to identify students who are at risk of academic failure to customize instruction for them to accelerate their academic growth. Recent RAND Corporation assessments support the EVAAS approach to value-added measurement (McCaffrey *et al*., 2008a & b; Lockwood & McCaffrey, 2007); further information about EVAAS is provided in Appendix 31.

## D.2.ii. Evaluation

North Carolina's Educator Evaluation System (Evaluation System), which was designed and developed with teacher and principal involvement, is a rigorous, transparent, and fair evaluation system for teachers and principals that uses multiple rating categories. Between 2010-11 and 2012-13, with continued input from teachers and principals, the state will integrate a system for differentiating teacher and principal effectiveness that takes into account data on student growth as a significant factor.

**NC Educator Evaluation System for Teachers and Principals**

NC is deeply committed to implementing a rigorous, transparent, and fair evaluation system for teachers and principals statewide that combines measures of student growth with other research-based indicators to help ensure that every student has effective teachers and that every school has an effective principal. In order to ensure that educators and the public view this system as credible, over the past several years the State has partnered with teachers, principals, and a variety of other stakeholders, all of whom have provided and continue to provide ongoing and substantive input, to develop and implement the Evaluation System. During the 2008-09 school year, NC began statewide roll-out of the Evaluation System, which includes a new set of professional standards for teachers and principals, along with new statewide evaluation processes aligned with those standards.

*Aligned Standards*.

The Standards underlying the Evaluation System are aligned with the State Board's goals (see Section A1; also see Appendix 1), research results from the NC Teacher Working Conditions Survey, program approval criteria for Schools of Education and MSA Programs, and professional development and mentoring programs. The standards reflect the complexity of education in the 21st

century by emphasizing the important roles of leadership, teamwork and collaboration, higher-order thinking, authentic assessment, and technology-infused learning. NC is the only state with an evaluation system that is aligned across so many levels of education, including teacher preparation and school administrator programs in the UNC System's colleges of education, which recently completed a review and reform process to align their programs with the State teacher and principal standards. The following graphic illustrates the alignment of NC's system of educator standards, preparation, support, and evaluation:
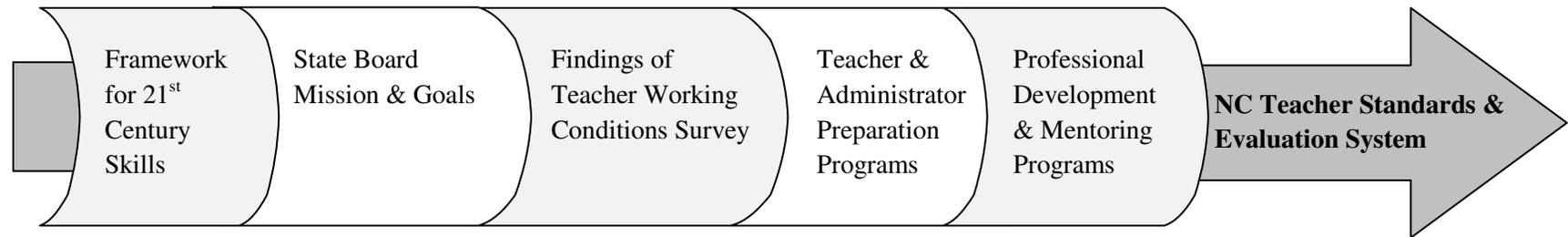


**Figure 8: NC's Aligned Educator Standards & Evaluation System**

*Evaluation Tools*.

The Educator Evaluation System currently includes a *Teacher Evaluation Process* and a *Principal Evaluation Process*, and evaluation instruments are being field-tested for assistant principals and superintendents. The State Board requires all LEAs across NC to implement the Evaluation System instruments. Superintendents evaluated all principals using the Principal Evaluation Process beginning in 2008-09. The implementation of the Teacher Evaluation Process began with 13 districts in 2008-09 and 39 districts in 2009-10. The remaining 63 districts will put the Teacher Evaluation into practice in 2010-11.

*Teacher Evaluation Process*. The teaching standards and the Teacher Evaluation Process were developed by the NC Professional Teaching Standards Commission, whose membership includes classroom teachers, school and district administrators, education faculty, and the president of the teachers' association; feedback from focus groups across NC informed this development process. The Teacher Evaluation evaluates teachers on the following five standards:

1. Demonstration of leadership;

2. Establishment of a respectful environment for a diverse population of students;

3. Knowledge of content taught;

4. Facilitation of learning; and

5. Reflection on practice.

A sixth standard – *Measures of Student Growth* – will be added before the 2010-2011 school year to strengthen the existing Teacher Evaluation (see ***Integration of Student Growth Measures***, below). Evaluations occur four times a year for probationary teachers and annually for career-status teachers.

*Principal Evaluation Process.* The Principal Evaluation Process was developed by a task force composed of administrators, business representatives, legislators, and members of professional organizations. Like the Teacher Evaluation Process, it incorporates standards that cover multiple facets of leadership (strategic, instructional, cultural, human resources, managerial, external development, and micro-political). A unique component of the Principal Evaluation is its integration of Teacher Working Conditions Survey data as an artifact, which evaluators (superintendents) can use to help principals focus on how best to improve teaching and learning conditions. The importance of student achievement and growth is woven throughout both instruments; as with the Teacher Evaluation, an additional *Measures of Student Growth* standard will be added to the Principal Evaluation process, as detailed below.

***Integration of Student Growth Measures.***

On both the Teacher and Principal Evaluations, an educator's mastery of aspects of each standard is rated as *Not Demonstrated*, *Developing*, *Proficient*, *Accomplished*, or *Distinguished*. Both the Teacher and Principal Evaluations were designed primarily to support professional growth. The tools also help to differentiate teachers and principals by identifying those at the top end who may be candidates to serve as mentors or Professional Development Leaders (see Section D5), as well as those at the lower end who are in need of remediation or possible dismissal. (See Appendix 32 and Appendix 33 for the NC Teacher and Principal Standards and Evaluation Rubrics). While the Teacher and Principal Evaluations each currently embed student growth as a component of several

standards, beginning with the 2010-11 school year, and with continued input from teachers and principals, the State will integrate into both evaluations additional standards that will formally factor student growth data into the evaluation process (see Sections D.2.iii-iv below).

**D.2.iii and D.2.iv. Initiatives to Improve Effectiveness Based on Performance**

North Carolina conducts annual evaluations of teachers and principals using the NC Educator Evaluation System that include timely and constructive feedback. Beginning in 2010-11, as part of such evaluations, teachers and principals will be provided with data on student growth for their students, classes, and schools. These data will measure how well teachers and principals meet new *Measures of Student Growth* standards, as defined in the Teacher and Principal evaluations. North Carolina uses these evaluations to inform decisions regarding the following:
- Development of teachers and principals through the provision of relevant coaching, induction support, and professional development;
- Promotion and retention of teachers and principals;
- Granting of tenure and full certification to teachers and principals; and
- Removal of ineffective tenured and untenured teachers and principals after they have had ample opportunities to improve, all using rigorous standards and streamlined, transparent, and fair procedures.

Beginning in 2010-11, the State will introduce an achievement-based compensation model for teachers and principals in the state's lowest-achieving schools. In addition, LEAs without compensation plans will be able to use RttT funds to adopt one of five current LEA-level compensation models. Finally, NC will build on current compensation pilots to provide opportunities for highly effective teachers and principals to obtain additional compensation, and NC Educator Evaluation System results will inform decisions to give teachers and principals additional responsibilities as Professional Development Leaders (see Section D5).

NC recognizes and understands that a teacher's influence is the single most important measurable influence of the school experience on student academic progress. As a result, we believe that evaluations of teacher and principal effectiveness must contain, as a major component, assessment of a teacher's or principal's effect on the academic growth of her or his students. Given NC's long experience in developing both student and educator evaluations, as noted above (Section D.2.ii), we understand the challenges of designing and implementing a rigorous, transparent, and fair system for evaluating teachers and principals that uses student growth measures as a major component. We base this understanding on our own history of educator evaluation systems, the innovative approaches that are being implemented and evaluated in some NC districts and projects, and the measurement and psychometric expertise contributed by

the UNC system, NCDPI, and the SAS Institute (a NC-based, private-sector world leader in analytics, and developer of the EVAAS system described above). We acknowledge numerous concerns, including the following:

- The use of student growth data based upon assessments that are subject to future changes;

- Evaluation of teachers of untested subjects and lack of valid longitudinal data for many grades and subject areas (*e.g.*, Martineau, 2006; Milanowski *et al.*, 2009);

- Non-random assignment of students to teachers (*e.g.*, Rothstein, 2009);

- Student cohort effects (*e.g.*, Raudenbush, 2004);

- Teacher peer effects (*e.g.*, Alicias, 2005; Lockwood *et al.*, 2007); and

- School context and leadership effects; and other issues (Board on Testing and Assessment & National Research Coalition, 2009).

In light of these concerns, we understand that we must develop and implement a system that is rigorous, transparent, and fair, so that it will be accepted by all constituents. Therefore, we plan to proceed with a thoughtful, data-informed, and stakeholder-engaged process for efficiently incorporating student growth measures into educator evaluations, a process to which we will refer as the NC RttT Educator Evaluation Plan.

**NC RttT Educator Evaluation Plan**

The NC RttT Educator Evaluation Plan is comprised of three major parts:

1. Adding a student growth component to the Educator Evaluation process (see Appendix 4 for NC State Board Resolution that commits NC to using student achievement growth data in the teacher and principal evaluation processes);

2. Fully implementing an Educator Evaluation process that includes student growth measures as essential and significant components of both the Teacher Evaluation Process and the Principal Evaluation Process; and

3. Conducting a thorough, data-informed planning and evaluation process – via a *Teacher Effectiveness Workgroup* – with all relevant constituents represented to a) determine the most rigorous, transparent, and fair way to incorporate student growth

measures in all teacher and principal evaluations and b) study teacher compensation models in place across the state and evaluate their fairness, validity, and reliability.

### 1. Adding a student growth component to the NC Educator Evaluation System processes

Measurements of student growth will be incorporated into the Educator Evaluation System process in two stages.

*Stage One*. An emphasis on student growth already is threaded throughout the Teacher Evaluation Process, and it is a particular focus of Standard IV: "Teachers facilitate learning for their students" and Standard V: "Teachers reflect on their practice." Similarly, student growth is cited as an important artifact for several standards evaluated by the Principal Evaluation Process. To further emphasize that student growth data are essential parts of the evaluation process, beginning in the 2010-11 school year, the Teacher and Principal Evaluations will be expanded, respectively, to include additional sixth and eighth standards that require specific documentation of a teacher's or principal's impact on student growth. During *Stage One*, assessment of this standard will require *inclusion of two or more examples of student growth data* (see Table 22, below). LEAs will have the discretion to determine which data will be used, but the data must come from a broad list of eligible data sources.

For principals and for teachers of tested subjects, eligible data will include:

- ABCs growth measures (scale scores and/or Lexile/Quantile scores), which employ a pre- and post-test method of measuring growth;
- EVAAS results; or
- Career Technical Education Assessment System results for career and technical education students.

For all teachers (including teachers of non-tested subjects), eligible data also will include:

- Annual Measurable Achievement Objectives results for Limited English Proficient students;
- Measurable Individual Education Plan goals for students with disabilities; or

- One of the measures currently being piloted in individual LEAs – These LEA-developed measures include pre- and post-course tests for currently non-tested courses, and the Student Learning Objectives (SLO) model currently employed in one LEA (Charlotte-Mecklenburg) through a Teacher Incentive Fund (TIF)-LEAP grant in collaboration with the Community Training and Assistance Center. The pre-/post-test/SLO approaches allow teachers and administrators to conduct rigorous, objective measurements of student progress toward goals related to the NC Standard Course of Study for courses in which a standardized state assessment and/or baseline data from which to measure growth are not available. Through the SLO process, teachers and administrators work together to identify specific Standard Course of Study-related areas of focus for each class, and LEA central office staff audit the plans and their implementation to ensure that they are appropriate and are implemented with fidelity. Progress toward meeting SLOs is measured using standardized tests or school- or district-developed tests.

*Stage Two*. Beginning in the 2012-13 school year, after the completion of a study by the Teacher Effectiveness Workgroup (detailed below) and upon adoption of that Workgroup's recommendations for incorporating student growth measures in educator evaluations, the State will adopt a *uniform, statewide set of acceptable measures of pre-approved student growth data*. The Effectiveness Workgroup will utilize feedback and analyses of the various approaches to measuring student growth (listed above in *Stage One*) to determine the most appropriate measure (or mix of measures) to include for both tested and non-tested subjects. That is, results from multiple LEA-level applications of student growth data to teacher and principal evaluation during *Stage One* of the process will provide the variety of data and experiences necessary to inform the State's transition to a uniform approach during *Stage Two*.

**Table 22: Student Growth Data for Inclusion in Teacher and Principal Evaluations**

| School Year | Function/Role | Principals | Teachers (Tested Subjects) | Teachers (Untested Subjects) |
|---|---|---|---|---|
| *Stage One*: 2010-2012 | Inclusion of a new standards as part of the Principal &Teacher instruments. | ABCs growth; EVAAS results; Career Technical Education Assessment System | ABCs growth; EVAAS results; Career Technical Education Assessment System; Annual Measurable Achievement Objectives (for LEP); Individual Education Plan goals (students with disabilities); local pre-/post tests; Student Learning Objectives | Annual Measurable Achievement Objectives (for LEP); Individual Education Plan goals (special needs); local pre-/post tests; Student Learning Objectives |
| *Stage Two*: 2012-2014 | Finalization of state-approved measures of student growth | *TBD, based on results of Teacher Effectiveness Initiative study of options utilized during **Stage One*** | | |

Currently, beginning teachers are required to reach the level of proficient or better for each standard of the NC Educator Evaluation System within their first three years; proficiency within two years is required for teachers who transition from beginning status and hold a continuing license. After adoption of the student growth component in 2010-11, the definition of an *effective teacher or principal* will be an educator whose students' growth (in the aggregate) meets expectations (one year of expected growth) *and* whose ratings on the other standards that comprise the NC Educator Evaluation System are at the level of *proficient* or higher. The definition of a *highly effective teacher or principal* will be an educator whose students' growth (in the aggregate) significantly exceeds expectations (more than one year of expected growth) *and* whose ratings on all other standards that comprise the NC Educator Evaluation System are at the level of *accomplished* or higher (Figure 9). Rather than assigning arbitrary weights to each standard and attempting to attach a numerical value to a teacher's or principal's evaluation, this approach values *all* standards as essential and requires teachers and principals to attend to *all* aspects of their roles; failure to meet a certain level of performance on *any* standard (including the *Measures of Student Growth* standard) will result in a series of interventions that, if improvement does not occur, can end in dismissal (discussed below).

EFFECTIVE =  Student Growth (<u>meets</u> expectations) + Other NCEES standards (all *Proficient* or higher)

HIGHLY EFFECTIVE = Student Growth (significantly <u>exceeds</u> expectations) + Other NCEES standards (all *Accomplished* or higher)

**Figure 9: Effective and Highly Effective Teachers and Principals in NC**

We are sensitive to concerns that achievement data for one year in isolation is often inadequate for representing fairly a teacher's or principal's typical contributions to student learning. Therefore, student growth data will be considered formally by an evaluator only once enough data are available to indicate potential trends (*e.g.*, three consecutive years of test scores in the same subject area). Evaluators can, however, require personal development plans (see *Removal of ineffective teachers* and *Removal of ineffective principals*, below) for teachers and principals based on two consecutive years of data indicating inadequate student growth.

Annual reporting to the public about teachers will include school- and LEA-level reports of the following:

1. The proportion of teachers whose students demonstrate expected growth and the proportion whose students' growth significantly exceeds expected growth;

2. The proportion of teachers who are at each level (not demonstrated, developing, proficient, accomplished, distinguished), by NC Educator Evaluation System standard; and

3. The proportion of teachers who move beyond the "Developing" level within the required timeframe.

Similarly, reporting about principals will include LEA-level reports of the following:

1. The proportion of principals whose students on average meet or significantly exceed expected growth;

2. The proportion of principals who are at each level, by Educator Evaluation System standard; and

3. The proportion of principals who move beyond the "Developing" level within the required timeframe.

These reports will be integrated into the current online NC School Report Cards, which already display annual school-level and LEA-level information about quality teachers and administrators.

## 2. Full implementation of the expanded NC Educator Evaluation System processes

NC will utilize a range of strategies to support full implementation of the NC Educator Evaluation System. These strategies are listed in Table 23 below, and are described in the subsequent subsections.

**Table 23: Strategies for Fully Implementing NC Educator Evaluation System**

| Strategy | Brief Description | Responsible Parties |
|---|---|---|
| NC Educator Evaluation System Support Personnel | Orient teachers and principals to the revised evaluation standards and provide guidance for student data analysis | Professional Development Leaders (see Section D5) |
| Development of teachers and principals | Link new and existing professional development opportunities to specific evaluation standards; encourage pursuit of national licensure | NCDPI |
| Granting tenure (Career status) and full licensure | Results of multiple evaluations included in review process | LEAs |
| Removal of ineffective teachers and principals | Application of minimum Educator Evaluation System minimum standards to licensure process | State Board |
| Teacher and principal compensation | Application of measures of student achievement to compensation in lowest-achieving LEAs | State Board |

*NC Educator Evaluation System Support Personnel.* The primary lever for ensuring full implementation of the expanded NC Educator Evaluation System processes will be the development of NC Educator Evaluation System Support Personnel, one of the roles to be included among the responsibilities of the Professional Development Leaders, outlined in Section D5, and, for the lowest-achieving schools, as part of the duties of the District and School Transformation teams (Section E2). The role will be phased in during the 2010-11 school year and will conclude by the end of the 2013-14 school year. These Support Personnel will work to deepen educator knowledge of the NC Educator Evaluation System standards, the evaluation system, teacher working conditions, and the emerging student growth standards. A critical component of this professional development will be support for teachers in learning how to

interpret data on the academic growth of their students, as well as how to use that data to inform their instruction. Similarly, administrators will receive support for and training in how to help their teachers use student data to improve their instruction, so that they can carry on the work of the Support Personnel after they conclude their work. In addition, the Support Personnel will work to educate superintendents, principals, parents, community groups, business leaders, and others about the new evaluation system. They also will play a support role for observed teachers by providing detailed feedback after their observations. Finally, they will help evaluators learn how to utilize technology as part of the observation and evaluation process.

*Development of teachers and principals*. Along with the support provided to educators via the Support Personnel, NC will provide professional development tools and resources linked to each element of the Educator Evaluation System, as described more fully in Section D5. Additional coaching and induction support already is being provided for the lowest-achieving schools and LEAs, as described in Section E2, and beginning with the 2010-11 school year, this support will be informed directly by Educator Evaluation System results. Finally, NC will continue to support teacher pursuit of National Board Certification (as detailed in Section A3) and will extend support to principals who pursue Advanced Certification for Educational Leaders, once that program is launched in 2011.

*Granting tenure (Career status) and full licensure*. Teachers eligible for full licensure (referred to in NC as SP2, or Continuing licensure) must meet the definition (above) of an effective teacher. After completing their fourth year of teaching, teachers can be considered for Career status (NC's equivalent to tenure) by their local Boards of Education. In making Career status decisions, local Boards will consider the following state guidelines: in addition to meeting the definition of an effective teacher, eligible teachers also should have been evaluated at least 16 times using the Teacher Evaluation; and they must be offered employment by the granting LEA (*i.e.*, offered a contract) for the following year.

*Removal of ineffective teachers*.

- By State Board policy, beginning in the 2010-11 school year, teachers in any LEA who do not achieve a rating of proficient or higher on all Educator Evaluation System standards by the end of their third year (for Beginning educators) will not be eligible for Continuing licenses, and they may not continue to teach.

- In all LEAs, teachers with Continuing licenses who are rated as developing for one year on any of the Educator Evaluation System standards will be placed on a monitored growth plan. If they do not become proficient by the end of the second year, they will be placed on a directed growth plan for a period of no more than one year. If they still do not become proficient, then the teacher will be dismissed.

- At the beginning of each school year, principals and teachers (both Beginning and Continuing) will review together student achievement data from the prior year. Beginning in 2012-13, if aggregated student data for a teacher are below expected growth, the principal and teacher will devise a professional development plan that includes strategies for improvement. Evaluators, supervisors, and coaches will be able to use Educator Evaluation System and student growth data to identify professional development tailored to the needs of the individual educator in order to have a positive and significant effect on student achievement. Should a teacher experience three consecutive years of student growth that is lower than expected, then the teacher will be placed on a directed growth plan for a period of no more than one year. If the teacher does not become proficient within that time, then the teacher will be dismissed.

*Removal of ineffective principals*. Superintendents evaluate principals annually using the PEP. At the beginning of the year, each principal brings to a conference her or his school improvement plan, student achievement data, Teacher Working Conditions survey results, SMART (Specific, Measurable, Attainable, Relevant, and Time-Bound) goals, and any other pertinent data requested by the superintendent. From these data, measureable goals are written for the year, reviewed mid-year, and evaluated at the end of the year. If a principal is ineffective for two consecutive years, her or his Superintendent may either place the principal on a directed growth plan, recommend that her or his contract not be renewed, or recommend dismissal.

*Teacher and principal compensation*. The ABCs legislation described in Section D2.i provides for incentive bonuses for each licensed staff person in schools that meet targets for expected growth (up to $750 per teacher and principal) and high growth (up to $1,500). NC also funds and supports LEA-level approaches to providing incentives to individual teachers based on their students' growth.

As NC fully develops and implements the Educator Evaluation System, we will engage in a parallel process to move from school-level compensation to classroom-level compensation in support of the Evaluation System's ultimate goal of improving student achievement. This process already is underway in a few LEAs. In the past two years, the Collaborative Project (a partnership of the Public School Forum of NC and the NC Science, Mathematics, and Technology Education Center) has linked financial incentives for individual teachers and principals to the ABCs growth measure with a goal of increasing teacher and principal effectiveness in several low-performing districts. Other programs linking incentives to student growth and teacher and principal evaluations are being implemented in four of the five largest school districts in the State, including Charlotte-Mecklenburg, Guilford, Cumberland (all of which are Teacher Incentive Fund sites), and Forsyth. (See Appendix 34 for further description of the Teacher Incentive Fund Grantees and Collaborative Project.)

NCDPI has been monitoring these approaches to determine which models successfully improve teacher and principal recruitment, retention, and effectiveness. NC will use RttT support to apply some of the lessons learned in the following two ways.

- *Compensation in the Lowest-Achieving Schools*

  *Phase I* (2010-12) – NC will use RttT funds to award incentive bonuses of $1,500 dollars each to all certified teachers, principals, and assistant principals in schools currently identified by the State as lowest-achieving (see Section E2) whose performance *exceeds* ABCs accountability system student growth targets. These bonuses will be *above and beyond* any such bonuses awarded as part of the statewide ABCs program.

  *Phase II* (2012-14) – Beginning in the 2012-13 school year, the incentive bonus program for the lowest-achieving schools will *transition from a school-level to a classroom-level program* for classroom teachers. Teachers whose students exceed expected growth *at the classroom level* – based on the adoption of a uniform, statewide set of acceptable measures of pre-approved student growth data *for all subject areas*, as noted above and as explained in component 3 of the Educator Evaluation Plan, below – will be eligible for the $1,500 award. Principals, assistant principals, and certified staff who are not assigned to specific classrooms

(*e.g*., media specialists and others) will continue to be eligible for the awards based on school-level measures of growth. As in Phase I, these awards will be *above and beyond* any other earned bonuses.

Both phases of this program will be open to all schools identified as lowest-achieving at the start of the 2010-11 school year, and all of those schools will remain eligible throughout the RttT award period, even if a school exits the lowest-achieving designation during that period, as an additional incentive for retention of effective teachers.

- *Adoption of Current LEA-Level Compensation Models*

  Concurrent with the plan for providing compensation to teachers in the lowest-achieving schools, all LEAs, regardless of their achievement-level designations, will have the option to use a portion of their RttT funding to adopt one of the compensation models already in place in some of the State's LEAs (including projects funded by several Teacher Incentive Fund grants to LEAs and the Collaborative Project funded by NC, as noted above and described in greater detail in Appendix 34). LEAs with one of these compensation systems already in place will be able to use a portion of their RttT funding to expand their current programs. The process for adopting one of these plans will require the approval of participating teachers, principals, and other stakeholders of the school(s) or LEA involved. These plans could be used to support strategic staffing models to address issues of inequitable distribution of teachers and principals across an LEA, as described in Section D3.

At the end of the RttT award period, the State will assess the success of each compensation programs (see Component 2 of the Teacher Effectiveness Workgroup plan, below), and those determined to be successful (based on their impact on improvement in student achievement and on retention of effective teaches and principals) will be considered for continuation.

### *3. Going forward: Improving the continued use of student growth measures in educator evaluations*
To develop the plan for improving use of student growth data in educator evaluations, between 2010 and 2014 NC will sponsor a Educator Effectiveness Workgroup, comprised of classroom teachers, school and district administrators, university faculty and other leading researchers with technical expertise, and representatives from organizations that represent these stakeholders (including the

NC Association of Educators and the NC Association of School Administrators). The Effectiveness Workgroup will be charged with developing several models for the final uniform statewide approach (as described in *Stage Two* above) that will be rolled out initially in a limited number of LEAs for the 2011-12 school year. The Effectiveness Workgroup will make recommendations based on its own research, evidence from the *Stage One* inclusion of student growth data in teacher and principal evaluation (described above), and input from focus groups convened to evaluate potential approaches for uniform statewide adoption. The Effectiveness Workgroup also will connect with other relevant research programs, such as the Bill & Melinda Gates Foundation-funded Measures of Teacher Effectiveness Project, for which Charlotte-Mecklenburg is one of the test districts. Based on analyses of the limited rollout in 2011-12, the Effectiveness Workgroup will present to the State Board by Summer 2012 final recommendations that, upon approval, will be implemented statewide the following school year.

The Effectiveness Workgroup will address both the *technical* and the *policy design issues* involved in including measures of student growth data in the Educator Evaluation System. The technical development process will evaluate approaches to estimating the amount of learning taking place in each classroom and separating out each teacher's contribution to that learning. The policy development process will explore and resolve broader questions about how these learning estimates should be used and how to deal with data gaps or other issues. Questions to be addressed include the following:

1. How best to assess teacher effectiveness a) in untested subjects, b) of initially licensed teachers (who have not yet developed a substantial history of student growth data), and c) of teachers of students with disabilities;

2. How teacher effectiveness can best be incorporated into a system of teacher incentives;

3. How information on teacher effectiveness can best inform decisions about professional development plans, teachers' roles as coaches and mentors for colleagues, and other aspects of teachers' career paths; and

4. What type of value-added model can most precisely and reliably estimate teacher effectiveness in NC.

From 2012-13 (*i.e.*, the beginning of full statewide implementation) forward, ongoing evaluation of NC Educator Evaluation System results across schools within and across LEAs, including the degree to which results accurately reflect variations in student outcomes,

will help to ensure the validity and consistency of the instrument's implementation statewide. We are particularly interested in evaluating the relationship between principals' and teachers' evaluation results, incentive programs, and student achievement growth data. These results also will help to inform evaluations of the impact of professional development (see Section D5).

Finally, the Effectiveness Workgroup will be charged with reviewing all new and current compensation programs and evaluating the degree to which each provides a valid, fair, and reliable way to compensate teachers and administrators on multiple measures of professional growth (experience, education, and other professional designations) and student growth and learning. The NC Network of Grantmakers also has conveyed their interest in supporting this effort. Through this process, we will carefully consider key issues, such as ensuring that incentives align with NC and LEA needs, assessing fairness to educators at different points in their careers, managing the overall costs as compared to the current system, and determining ways to continue the most successful programs at the end of the RttT grant period.

### *Supporting technology*

All three initiatives of the NC RttT Educator Evaluation Plan will benefit from a number of supporting technologies described in other sections of this proposal. One data collection application will support online recording and aggregation of NC Educator Evaluation System results at the school and LEA levels. The tools that will be used in online professional development activities (described in Section D5) also will support the implementation of the enhanced Educator Evaluation System. Finally, NC has applied for ARRA and other funding to efficiently scale communications fiber based throughout the state to higher bandwidth requirements to ensure that all LEAs and schools have access to these tools (see Section A2)**.**

### *Implementation timeline*

Several NC RttT Educator Evaluation Plan elements – the development and distribution of teacher leader/principal teams, results analyses, and online delivery of services – will be implemented statewide (see Table 24 below for timeline). The Support Personnel roles will be prioritized for: 1) high-need, low-performing districts not currently served by District and School Transformation teams

(Section E2) that lack the capacity to provide adequate support for developing teachers; and 2) districts whose relative remoteness makes it difficult for them to recruit from a broad pool of teachers.

*Evaluation*.
Specific questions, data sources, and timelines governing the evaluation of this process are included in Appendix 7.

**Table 24: NC RttT Educator Evaluation Plan Implementation Timeline**

| ACTIVITIES | 2010 | 2011 | 2012 | 2013 | 2014 |
|---|---|---|---|---|---|
| Develop strategic plan for statewide coverage for Teacher and Principal Leaders who take on Support Personnel role | ■ Sept 2010 – Feb 2011 • Generate job descriptions, recruitment, and training for Support Personnel • Develop Teacher Evaluation Workgroup (TEW) membership, guidelines, and detailed implementation plan • Disseminate e-Platform, online webinars, podcasts, professional development tools and content tied to the Educator Evaluation System • Fully implement the Teacher Evaluation Process statewide | | | | |
| Deploy Support Personnel to target LEAs (phase out in 2014) | ████████████████████████████████████ | | | | |
| Conduct Teacher Effectiveness Workgroup first-year evaluation | | | ■ Feb – July 2012 | | |
| Publish aggregated Educator Evaluation System results for all LEAs | | | ■ July 2012 | | |
| Implement limited rollout of Teacher Effectiveness Workgroup compensation recommendations | | | ███► July 2012 – June 2013 | | |
| Develop career plans for developing teachers and make coordinated professional development available based on Educator Evaluation System results and Support Personnel recommendations in all high-need LEAs | | | █████████████► | | |
| Fully implement Teacher Effectiveness Workgroup recommendations statewide and conduct first-year evaluation of initial adopters | | | █████████████► | | |
| Publish validity and reliability results for Educator Evaluation System evaluations | | | | | ■ |
| Conduct final evaluation of Teacher Effectiveness Workgroup recommendations | | | | | ■ |

| Performance Measures for D(2) | | Actual Data: Baseline (Current school year or most recent) | End of SY 2010-2011 | End of SY 2011-2012 | End of SY 2012-2013 | End of SY 2013-2014 |
|---|---|---|---|---|---|---|
| **Criteria** | **General goals to be provided at time of application:** | **Baseline data and annual targets** | | | | |
| (D)(2)(i) | Percentage of participating LEAs that measure student growth (as defined in this notice). | 100 | 100 | 100 | 100 | 100 |
| (D)(2)(ii) | Percentage of participating LEAs with qualifying evaluation systems for teachers. | 45 | 100 | 100 | 100 | 100 |
| (D)(2)(ii) | Percentage of participating LEAs with qualifying evaluation systems for principals. | 100 | 100 | 100 | 100 | 100 |
| (D)(2)(iv) | Percentage of participating LEAs with qualifying evaluation systems that are used to inform: | | | | | |
| (D)(2)(iv)(a) | (a) Developing teachers. | 45 | 100 | 100 | 100 | 100 |
| | (b) Developing principals. | 100 | 100 | 100 | 100 | 100 |
| (D)(2)(iv)(b) | (c) Compensating teachers. | 8 | 25 | 25 | TBD | TBD |
| | (d) Compensating principals. | 8 | 25 | 25 | TBD | TBD |
| (D)(2)(iv)(b) | (e) Promoting teachers. | 45 | 100 | 100 | 100 | 100 |
| | (f) Promoting principals. | N/A | N/A | N/A | N/A | N/A |
| (D)(2)(iv)(b) | (g) Retaining effective teachers. | 45 | 100 | 100 | 100 | 100 |
| | (h) Retaining effective principals. | 100 | 100 | 100 | 100 | 100 |
| (D)(2)(iv)(c) | (i) Granting tenure and/or full certification (where applicable) to teachers. | 45 | 100 | 100 | 100 | 100 |
| | (j) Granting tenure and/or full certification (where applicable) to principals. | 100 | 100 | 100 | 100 | 100 |
| (D)(2)(iv)(d) | (k) Removing ineffective tenured & untenured tchrs. | 45 | 100 | 100 | 100 | 100 |
| | (l) Removing ineffective tenured and untenured principals. | 100 | 100 | 100 | 100 | 100 |

| Performance Measures for D(2) | Actual Data: Baseline (Current school year or most recent) | End of SY 2010-2011 | End of SY 2011-2012 | End of SY 2012-2013 | End of SY 2013-2014 |
|---|---|---|---|---|---|
| **General data to be provided at time of application:** | | | | | |
| Total number of participating LEAs. | 115 | | | | |
| Total number of principals in participating LEAs. | 2,399 | | | | |
| Total number of teachers in participating LEAs. | 99,730 | | | | |

**(D)(3) Ensuring equitable distribution of effective teachers and principals** *(25 points)*

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to—

(i) Ensure the equitable distribution of teachers and principals by developing a plan, informed by reviews of prior actions and data, to ensure that students in high-poverty and/or high-minority schools (both as defined in this notice) have equitable access to highly effective teachers and principals (both as defined in this notice) and are not served by ineffective teachers and principals at higher rates than other students; *(15 points)* and

(ii) Increase the number and percentage of effective teachers (as defined in this notice) teaching hard-to-staff subjects and specialty areas including mathematics, science, and special education; teaching in language instruction educational programs (as defined under Title III of the ESEA); and teaching in other areas as identified by the State or LEA. *(10 points)*

Plans for (i) and (ii) may include, but are not limited to, the implementation of incentives and strategies in such areas as recruitment, compensation, teaching and learning environments, professional development, and human resources practices and processes.

*The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (D3i):
- Definitions of high-minority and low-minority schools as defined by the State for the purposes of the State's Teacher Equity Plan.

*Recommended maximum response length: Three pages*

**D.3 Ensuring equitable distribution of effective teachers and principals**

NC's plan for ensuring equitable distribution of teachers and principals is informed by multiple data sources and addresses a variety of inequities statewide. The plan includes initiatives that will accomplish each of the following:

1. Increase the number of principals prepared to lead transformational change in high need schools;

2. Increase the numbers of new college graduates teaching in NC schools through Teach for America and a new NC Teacher Corps program based upon the Teach for America model;

3. Strengthen the preparation of novice teachers – particularly lateral entry and out-of-state – which data show is a critical need;

4. Employ strategic staffing approaches to optimize the use of available human capital;

5. Make further use of virtual and blended (*i. e.*, part online, part onsite) classes for students to expand curriculum offerings and provide effective teachers when they are not available locally.

The fact that NC does not have effective teachers in every classroom and effective principals in every school is a critical concern. We know that the least effective and novice teachers often serve students who have a history of low achievement. Staffing inequities *between* districts and schools are widely recognized, and research in low-achieving NC districts has shown there are inequities even *within* individual schools; students with higher test scores in past years tend to be assigned to the more effective teachers than are their classmates in the same school (Henry *et al.*, 2008).

The NC data show the depth of the inequity issues. We know that the rate of unfilled teaching positions in the lowest-performing LEAs is nearly 2.5 times the overall NC rate. NC carefully monitors teacher retention rates by school and district, the relationship of teacher working conditions to retention, and many of the factors that influence retention rates in NC schools; as a result, we know that overall teacher turnover is higher in the lowest-performing LEAs and schools than elsewhere (Hirsch & Emerick, 2007). We know that math, science, special education, and English Language Learning teaching positions consistently are the hardest to fill across NC, but most especially in economically distressed rural areas, where turnover over a three-year period among teachers in these subject areas is greater than 50% (Reiman *et al.*, 2007). Furthermore, we recognize the need for more principals with the skills and

preparation required to lead the transformation of NC's lowest-achieving schools (NC State Board of Education, 2008; Public School Forum of NC, 2009).

In addition, we believe that teacher and principal effectiveness is not necessarily transferable across contexts. For example, a teacher who is highly effective with high-achieving, English-speaking students in an economically stable, suburban community may not be effective with low-achieving, limited-English-proficient (LEP) students in an economically distressed rural area. Similarly, a principal who can effectively sustain and improve a well-functioning suburban school may not be well-prepared to lead the changes required to transform a low-performing, high-minority, high-poverty school into a successful one. (See Appendix 35 for a NC-specific definition of high-minority and low-minority schools.)

These core problems cannot be addressed successfully by just rebalancing the distribution of a limited number of effective educators. Rather, we need to address the distribution issues while simultaneously ensuring that effective teachers already in low-performing schools are retained and aggressively increasing the number of effective educators across the State to ensure that all students have effective teachers and all schools have effective principals. NC already has taken steps to address this need. For example, in 2006, the State prepared a comprehensive plan for identifying and addressing the inequitable distribution of *No Child Left Behind*-defined highly qualified teachers, and results from the follow-up report (2009; Appendix 23) indicate that the State made significant strides in that area in only three years. In addition, since 2004, the NCDPI has partnered with Teachers-Teachers.com to manage a statewide educator recruitment initiative. This initiative was established to help all NC school districts and charter schools recruit highly qualified teachers and administrators by giving them access to a nationwide pool of qualified job seekers. By giving all LEAs equal access to this nationwide pool, North Carolina takes an important step toward providing for the equitable distribution of highly qualified educators.

This section describes initiatives that will (1) increase the number of principals prepared to lead transformational change in high need schools; (2) increase the numbers of new college graduates teaching in NC schools through Teach for America and a new NC Teacher Corps program based upon the Teach for America model; (3) strengthen the preparation of novice lateral entry and out-of-state

teachers in the lowest-achieving schools, which data show is a critical need; (4) employ strategic staffing approaches to optimize the use of available human capital; and (5) make further use of virtual and blended (part online, part onsite) classes for students to expand curriculum offerings and provide effective teachers when they aren't available locally. These initiatives all incorporate the principles and address the data-driven needs identified in the Section D Overview.

**1. Develop and implement regional leadership academies to recruit, prepare, and support principals to make transformational changes in challenging school environments.**

Recognizing that effective school leadership is the key to school improvement (Fuller, Baker, Young, 2007; Waters, Marzano, McNulty, 2003), North Carolina is committed to preparing more principals to lead transformational changes in low-achieving schools. The proposed regional leadership academies are designed to address this need by providing a new model for the preparation, early career support, and continuous professional development of school leaders who have the desire, expertise, and commitment to transform high-need schools (see Appendix 4 for the NC State Board Resolution that commits NC to the development of these academies). The academies will serve aspiring school leaders by providing a customized, comprehensive, research-based program that will position them to impact positively the schools in which they will work. The academies also will serve school districts by preparing individuals to fill projected school leadership positions in high-need schools. These academies will be designed and run through a partnership involving the LEAs in which the principals will serve, UNC Colleges of Education, the NC Association of School Administrators, the NC Association of Educators and the NC Department of Public Instruction. They will afford participants the opportunity to obtain principal licensure or specialty add-on licenses in the specialty areas of low-performing school turnaround administration, rural school administration, and urban school administration.

The leadership academies are designed to reframe principal preparation from school management to instructional leadership that assures learning for at-risk students in high-need schools. The program design will be consistent with literature on executive development, adult learning theory, and educational leadership (*e.g.*, Davis *et al.*, 2005; Hale & Moorman, 2003; New Leaders for New Schools, 2008). These academies will be focused specifically on the principal as a change agent, preparing school leaders to

foster innovation and improvement in high-need schools, a task that requires very different skills from those needed for maintaining a successful school.

Aspiring principals who are accepted into a leadership academy will participate in a two-year preparation program, with the first year focused on a case-study curriculum (requiring one day per week of release time from other responsibilities) and the second on a full-time paid residency.  More specifically, the components of each leadership academy will include the following:

- *Rigorous recruitment and selection*, leveraging lessons learned from the NYC Leadership Academy, the New Leaders for New Schools programs, and other programs to ensure that program participants have the expertise, commitment, and dispositions to serve as transformational school leaders.  Leadership academy and LEA leaders will work together to identify and recruit individuals who are deeply committed to improving low-achieving schools and will make a three-year, post-degree commitment to work in those schools.  Both experienced teachers and individuals with leadership experience in other contexts will be considered.

- *Cohort-based experiences*, with aspiring school leaders participating in cohorts of 20 to 25 peers, to enable the development of a meaningful professional learning community. Evidence of the advantages of cohort models is provided by Davis *et al*. (2005), Dorn *et al*. (1995), Muth & Barnett (2001), and other researchers.

- *An action-research, case-study curriculum focus*, which will engage participants in addressing issues similar to those they will face on the job, working through relevant data, problem identification, consideration of alternative solutions, and decision-making. The action-research projects and cases will be aligned with the NC Standards for School Executives and will be tied to educational leadership literature and research.

- *A blended faculty of academics and practitioners*, with workshops and seminars co-led by teams of university faculty, exemplary LEA leadership practitioners, and others with extensive school leadership experience.

- *Site visits to high-performing, high-poverty schools*, to provide concrete models of leadership approaches and school cultures that produce strong achievement results with student populations similar to those in which the participants will be placed.

- *Full-time, year-long, clinical residency experience*, during their second year in the program, will engage participants in meaningful school-based activities under the direction of an on-site principal mentor, a leadership academy supervisor, and an executive coach. As a primary component of the leadership academy experience, supervised clinical residencies will allow aspiring school leaders to solidify their knowledge by applying it to authentic situations (Cordeiro & Smith-Sloan, 1995; Murphy, 1992, 2002) and will facilitate growth in their educational orientation, perspectives, concepts, language, and skills (Crow and Matthews, 1998).

- *Weekly full-cohort, continued learning during the residency year* that will provide just-in-time learning for immediate problems and continue to develop aspiring leaders' skills.

- *Multi-faceted support structure,* involving a mentor with extensive school leadership experience, a leadership academy supervisor, and an executive coach. The mentors, supervisors, and coaches will be carefully selected and provided with initial training and ongoing support.  In addition to in-person meetings, they will make frequent use of online exchanges.

- *Coordination with the NCDPI District and School Transformation Initiative,* described in Section E2, to ensure consistency and coordination when working in the same districts and schools.  Action research, case studies, and residency responsibilities will often involve direct work with this NCDPI effort to turn around the lowest-achieving schools.

- *Job placement support*, provided by the leadership academy in conjunction with participating LEAs to ensure appropriate matches of aspiring leaders to the schools in which they are placed.

- *Induction support,* involving ongoing professional development through a two-year induction period after the participant assumes a school leadership role, during which leadership academy principals will continue to engage with their cohort, coaches, mentors, and supervisors in furthering their leadership skills.

- *Dynamic feedback and improvement loops*, involving a systematic evaluation of programs, coursework, mentors, supervisors, and coaches to ensure continuous and evidence-driven improvement. The NC RttT Evaluation group, described in Section A***, will conduct this evaluation.

- *Incentives for participants,* including tuition toward a Master's degree in School Administration, release time to participate, hiring preference with the participating LEAs, travel costs for site visits, early career support, and program materials. The State is seeking private sector support to provide a laptop computer for each participant.

Initial design of the leadership academies program is underway, led by Dr. Bonnie Fusarelli and Dr. Matt Militello of NC State University, Dr. Shirley Prince, Executive Director of the NC Principals and Assistant Principals Association, and Dr. Janice Davis, Vice President of School Development for the NC New Schools Projects, all of whom have leadership experience at the school, district, and/or state levels. They are working closely with representatives from LEAs, NCDPI, and NCAE. The work will be enhanced by a partnership with the New York City Leadership Academy (see letter of support, Appendix 9) and by support from two national leaders, Drs. Michelle LaPointe and Tricia Browne-Ferrigno, who bring lessons from related work, including the Kentucky Collaborative Model for Developing School Leaders for High-Need Schools and the school leadership program studies commissioned by the Wallace Foundation. Teach for America representatives also are providing input, and we anticipate that the regional leadership academies will provide a career path for Teacher for America teachers who are interested in moving into leadership roles.

The initial design calls for seven core learning experiences (courses linked to embedded field activities/action research projects): These experiences include the following:

1. Teacher Empowerment & Leadership
2. Human Resource Management
3. School Law for Administrators
4. Resource Support & Sustainability
5. School & Community Engagement
6. Administrative Leadership in Professional Learning Communities
7. Leading & Transforming School Culture, Contexts & Challenges of School Improvement.

These experiences will culminate in a Capstone Internship Experience consisting of a summative 360-degree assessment of previously-completed course artifacts, coupled with coaching and mentoring feedback to create an individualized plan to remediate any remaining leadership deficiencies during the internship. As a set, these seven learning experiences address all of the NC School Executive Standards.

The first of the three planned academies, the Northeast Leadership Academy, will open with a cohort of 25 candidates during Summer 2010 in NC's northeast region to serve the low-achieving rural schools clustered in seven counties in that region. The locations of the other two regional leadership academies will be determined through a proposal process in Fall 2010. All three academies will be fully operational starting in 2011-12, and will provide 75 new principals per year beginning with the first two-year cohort, which will be ready to assume principal positions for the 2013-2014 school year. These RLAs will be demonstration sites that will both serve as models for additional regional leadership academies and inform program development and improvement in other university-LEA partnerships.

While the regional leadership academies will focus on preparing new leaders, there is also a critical need for effective professional development for current principals. The academies will coordinate with the ongoing coaching of principals of the lowest-achieving schools provided by the NCDPI District and School Transformation staff (see Section E2) and the programs for principal professional development described in Section D5. In addition, teacher-focused initiatives described below in this section will help LEAs replace teachers who move into administrative roles.

**2. Expand Teacher Recruitment and Licensure Programs to Address State Needs**

The data summarized in the Section D Overview above clearly indicate that NC needs additional effective teachers in mathematics and science, at both the middle and high school levels, and in special education. NC also is experiencing rapid growth in the population of limited English proficiency students and, consequently, the need for teachers prepared to work with these students. These needs are particularly critical in low-achieving schools in which the teacher retention rate, level of teacher experience, and

teacher effectiveness are all lower than in higher-achieving schools. To meet these needs across both the rural and urban areas of the state, we propose three initiatives to expand teacher recruitment and licensure programs:

a. Expand the current Teach for America program, which already has proven successful at improving student academic growth;

b. Create an NC Teacher Corps program, modeled in part on Teach for America but designed to recruit and prepare NC college graduates to teach in NC high-need schools not served by Teach for America; and

c. Improve the preparation novice teachers – particularly lateral entry teachers and out-of-state transfer teachers – who our analyses show to be less effective as a group than teachers who enter the profession through other pathways.

Each initiative involves LEA, University, and NCDPI partnerships, along with other partners, such as Teach for America, the National Board for Professional Teaching Standards, and the NC Teachers Academy.

To provide incentives to support teacher recruitment and retention in the lowest-achieving schools, NC will provide *every* new teachers who chooses to work in the lowest-achieving schools – regardless of her or his point of entry (through TFA, through the NC Teacher Corps, through lateral entry, or through traditional routes) – with a voucher that can be used for either:

- The forgiveness of student loans for each year of teaching;

- Tuition for obtaining a Master's degree in education, educational administration, or the content area in which she or he teaches;

- Housing; or

- Any combination of the three.

The value of the voucher will be equivalent to the cost of two semesters of coursework, two courses per semester, at an in-state degree-granting program. We also will explore extending a model already used in two rural LEAs in NC (Hertford and Dare), with support from the State Employees Credit Union, to provide housing units with subsidized rent, both as an additional incentive and to help create a stronger sense of community among new teachers. In addition, these teachers will be eligible for the performance-based bonus described in Section D2.

*Increase the number of Teach for America teachers in high-need rural and urban schools*

Teach for America (TFA) teachers serve in many of the highest-need schools in NC, based upon data showing student achievement levels and the number of students eligible for free or reduced-price lunches. Since the TFA program is designed to meet the needs of the schools and districts it serves, TFA teachers often teach hard-to-staff subjects and specialty areas: over half teach math, science, special education, or English as a second language. The findings of a 2007 Urban Institute study (Xu *et al.*, 2007) using NC high school data from 2000 through 2006 show that TFA teachers are more effective, as measured by student exam performance, than traditional teachers. The positive TFA results are robust across subject areas, but are particularly strong for math and science classes. In addition, the study found a positive effect for TFA teachers across all levels of student achievement, an effect that was larger than the positive effect of additional teacher experience. These findings are verified by a recently completed State-sponsored, large-scale study (Henry *et al*., 2010), from which relevant summary tables are provided in Appendix 26.  The results of this study show that TFA teachers are significantly more effective than teachers prepared in UNC traditional programs in teaching high school overall; in high school math, English, and science; and in middle school mathematics. The differences are statistically and educationally significant. For example, students of TFA teachers show an increase in middle school mathematics test scores of approximately one half of a year of learning over students of other teachers. Together, the Xu *et al*. (2007) and Henry *et al*. (2010) reports verify that TFA teachers, all of whom are placed in high-need schools, are more successful in increasing student achievement than are other novice teachers, particularly in science and mathematics.

NC has demonstrated strong support for TFA for many years, and the organization currently has a $900,000 recurring allocation from the State, split between the Eastern (largely rural) region, which currently has 165 TFA teachers, and the Charlotte (urban) region, which currently has 230 TFA teachers. Given the demonstrated effectiveness of TFA teachers, we propose, as part of the RttT initiative, to increase the number of TFA teachers in NC schools from 395 during the 2009-10 school year to 550 over the next four years, with the major expansion taking place in low-performing Eastern rural schools in coordination with the school turnaround plans described in Section E2.  The TFA letter of support for this plan is provided in Appendix 9.

TFA members must receive a teaching credential before they are hired by school districts or individual schools, and, like all lateral entry teachers in NC, they must meet specific requirements to be considered "highly qualified," as defined by Federal law. Previously, all TFA members in NC participated in a customized licensure cohort with one of two university partners, East Carolina University or UNC-Charlotte. As noted in Section D1, in May 2010, the NC State Board of Education passed a resolution making third-year TFA teachers eligible for full (Continuing) licensure.

***Develop a North Carolina Teacher Corps to recruit in-state talent for high-need schools not served by TFA***

While expansion of the TFA cohort in NC will help address teacher needs in Charlotte-Mecklenberg and the seven eastern LEAs that have established TFA programs, TFA is not currently prepared to expand to serve other regions of the state that have similar needs. Therefore, teacher recruitment needs in LEAs in the rural Southeast and Far West, as well as most of the central "urban crescent" of the state (Wilmington, Fayetteville, Raleigh, Greensboro, and Winston-Salem), are not met by TFA. In addition, there are many graduates of NC colleges and universities who are interested in a TFA-type program. In 2009, TFA received applications from 952 North Carolina seniors and graduate students, but was only able to accept 136. To address NC's unmet recruitment needs and capitalize on the success of the TFA model, we therefore propose to create a *North Carolina Teacher Corps* – modeled in large part on TFA – that will recruit exclusively from in-state public and private institutions and place teachers in NC schools. Providing this experience for NC graduates will lead to higher teacher retention rates, since most of the graduates will be from NC and the program will aim to place candidates in regions where they have family or other connections and are interested in residing.

The NC Teacher Corps will require a minimum two-year commitment and will provide an intensive summer training component, ongoing mentoring and coaching, and the opportunity to earn NC licensure. Lessons learned from the research cited above that has been conducted with the TFA program on best practices for preparing these teachers will inform the development of the NC Teacher Corps.  The program design will also be informed by lessons learned from several local-level programs, such as the rural Catawba Valley Homegrown Teaching Scholars Program in Western NC and the urban Guilford County Innovative and Experimental Lateral Entry Program, as it develops a structure that meets the needs of schools in the Western, Southeastern, and urban NC contexts.

Recruitment may begin as early as high school, when programs like the NC Association of Educators' Teacher Cadet program first introduce young North Carolinians to teaching as a career.

The NC Teacher Corps will be part of the LEA-NCDPI-UNC partnership described in the Section D Overview. Detailed planning of the NC Teacher Corps program will take place during the fall semester of 2010-2011, so that arrangements with participating schools can be in place and recruitment can begin with the graduation class of 2011, placing the first cohort in schools at the start of the 2011-2012 school year.  For its first two years, the program will recruit primarily graduates to teach math or science at the middle or high school levels, as well as special education teachers, since these are currently the State's highest-need areas, though recruitment targets will vary based on each LEA's greatest needs. We plan for the NC Teacher Corps program to recruit 50 new teachers in its first year, and 100 each year thereafter. Candidates will be placed in LEA cohorts, so that each Corps member will part of a localized support community of at least four other members. This cohort-based approach also will facilitate the ability of NC Teacher Corps program leaders to monitor and mentor members, as well as their ability to provide enough teachers to a given school or LEA to have an immediate impact.

*Provide an Induction Support Program for New Teachers in High-Need Schools*
There are multiple components to our overall approach to improving the effectiveness of teachers already placed in high-need schools. The NC Education Evaluation System, described in Section D2, will identify those who are not effective, leading to their participation in targeted professional development to improve their performance and, when necessary, to their dismissal.  The NC Professional Development Initiative, described in Section D5, will provide ongoing, job-embedded professional development to help improve the effectiveness of all teachers, including those in high-need schools.  The teachers in the 5% lowest-achieving schools already receive classroom coaching, as described in Section E2.  However, in addition to these supports for current teachers, our data on teacher recruitment, teacher retention, and student achievement in high-need schools lead to the conclusion that more intensive induction support is needed for new teachers in these schools to improve student learning and close achievement gaps.

Our lowest-achieving and other high-need schools tend to have lower teacher retention rates than other schools, so they have more novice teachers and fewer experienced teachers (Reiman *et al.*, 2007). These schools also have high percentages of lateral entry teachers and teachers who were trained out-of-state. These two groups comprise nearly 45% of the overall NC teacher workforce, with an even higher concentration in high-need schools. Unfortunately lateral entry and out-of-state teachers tend to be less effective than teachers prepared by UNC pre-service programs (Henry *et al.*, 2010, see Appendix 26). Therefore, improving the effectiveness of these teachers in high-need schools is an important part of addressing the equitable distribution of teachers in NC.

The proposed Induction Support Program for New Teachers in High-Need Schools (Induction Support Program) will provide a three-phase induction program, modeled in part after the Teach for America support program for their teachers in the same types of schools. The program begins prior to the teacher's first day in the classroom and continues for a 3-year induction period, at the conclusion of which successful teachers will be eligible for their full (Continuing) license.

The program goal is to improve the effectiveness of novice teachers through intensive and relevant induction support, aligned to each teacher's individual teaching assignments and school contexts, by helping them:

   a. Understand and apply the NC Standard Course of Study at the grade level and content area they will be teaching;

   b. Engage in instructional planning focused on effective teaching practices, student learning opportunities, effective use of data, and classroom lessons aligned with the Standard Course of Study goals; and

   c. Address the specific challenges of working with diverse groups of students, many of whom will have a history of low achievement, in the context of high-need schools.

The program will be comprised of: an intensive one-week "boot camp" before the start of their first school year; six full-day follow-up sessions, three during each of the fall and spring semesters during each of years 1 and 2 (with the schools providing the necessary release time); and direct classroom coaching, some onsite and some online, with at least one coaching session per month continuing for the full three years of the induction period, after which the teachers will be ready to apply for their full (Continuing) license. This

model builds upon the coaching programs already in place in many high need schools, but strengthens the supports provided to novice teachers.

Practicing and retired master teachers and leaders will be recruited as workshop leaders and coaches, with rigorous criteria for selecting these individuals and a training program to prepare them for the role. The coaching process will incorporate: face-to-face time with administrators; mentoring; planning and collaborative time for teachers; and involvement in beginning teacher professional learning communities. Novice teachers will be monitored and evaluated at regular and frequent intervals throughout this 3-year induction period. Professional growth plans will be adapted as needed, based on evaluation outcomes, to better improve teacher effectiveness and student achievement.

The Induction Support Program will be administered at a regional level so that teachers from multiple schools and LEAs in a given area will participate as a cohort. The cohorts will be divided by grade level and subject area, so that the work will focus on discipline- and age-specific teaching and learning. The work with elementary teachers will focus in particular on teaching reading – early reading skills for the lower grades and reading across the content areas in the upper grades. Some time also will be spent on elementary mathematics, focusing on strategies for taking students through the sequence of concrete, representation, and abstract understandings of number and operations concepts, to prepare them for middle school mathematics. For middle school mathematics teachers, the work will focus on preparing students to be successful in Algebra 1, since that is a critical gateway course for students' future education and career options. For other middle school teachers, the primary focus will be reading comprehension and effective communication across the content areas they teach. The high school teachers will be grouped by the four core curriculum areas – mathematics, science, social studies, and English language arts – with intensive work on both the student learning standards and approaches to engaging their students.

Participation in the Induction Support Program will fulfill the requirement for six of the semester credit hours required of lateral entry teachers. Other teachers will be able to earn continuing education units. Registration for the university-based credits also will provide a mechanism for organizing the cohorts and formally tracking and monitoring the progress of these new teachers.

The Induction Support Program will be organized and coordinated at the state level by the NCDPI in conjunction with the UNC-General Administration, and delivered regionally through a collaborative among LEAs, the NCDPI District and School Transformation division (see Section E2), universities, National Board Certified Teachers, and non-profit partners. The program will be planned and organized during the 2010-2011 school year and initiated with new teachers in lowest achieving schools in four regions of the State during the summer of 2011, in preparation for their starting in classrooms in the fall of 2011. The program will be expanded to all eight regions of the State for the second year. The program is planned to serve 1,200 new teachers in the lowest-achieving schools in local area cohorts each year The teachers will be compensated for the additional time required.

An evaluation of the Induction Support Program will be conducted through UNC's statewide Teacher Quality Research effort (described in greater detail in Section D4), which links teacher preparation routes and individual programs to K-12 student achievement growth. The research will be used as an evidence-based tool to monitor and evaluate the program's success by linking new teachers' program participation to their students' achievement. The research-based evidence also will be used to improve the program's professional development curriculum.

**3. LEA Strategic Staffing Initiatives**

In addition to recruiting, preparing, and retaining new teachers in low-achieving schools, it is also critical to have substantial numbers of experienced teachers with proven track records in these settings to provide a balanced staff and opportunities for experienced teachers to contribute to professional learning communities, community relations, and school leadership. We also note recent research showing significant peer effects on teachers, which suggest that high-achieving teachers have positive impacts on their colleagues and therefore on all the students in the school (Jackson & Bruegmann, in press). The initiatives described above in this section all focus on recruiting, preparing, and retaining new teachers and principals. Strategic staffing initiatives take a different approach, seeking to optimize the use of existing human capital in a school, community, or region—that is, to deploy strategically capacities that already are available to where they are most needed.

Several strategic staffing initiatives are underway in NC, through either Federal Teacher Incentive Fund grants or NC funding. For example, in an innovative strategic staffing initiative in Charlotte-Mecklenburg Schools, a highly effective principal recruited to move to a low-performing school can select five teachers to move with her or him, and she or he also can select up to five staff in the low-performing school to be moved elsewhere. In the NC-funded Collaborative project, financial incentives are provided to teachers and principals to move to or stay in high-need rural schools, through incentive bonuses for recruitment, retention, student achievement gains, and professional activities. This project is concerned with both retaining high-achieving teachers already in these schools as well as attracting more such teachers. Other programs, such as one in Davie County, provide housing and other incentives to attract qualified teachers, while others focus on working conditions and leadership roles, which have been shown to be very important factors influencing teacher retention (Carroll, 2007; Reiman *et al.*, 2007).

With the support of NC RttT funding, NCDPI will encourage and provide technical assistance to LEAs and their communities to help them plan and implement strategic staffing initiatives to meet their local needs. We know that challenges and effective strategies will vary by locale. For example, urban districts may use incentives to encourage individuals to move from a higher-achieving school to help improve a lower-achieving school, while rural districts may need ot incentivize individuals to relocate from another area of NC. Support for LEA strategic staffing initiatives will include the following:

- Engage the Strategic Management of Human Capital in Education group from the Center for Policy Research in Education and the National Commission for Teaching and America's Future (NCTAF) to provide workshops, consultation and technical assistance to LEAs about strategic staffing strategies. These organizations have been selected as national leaders in research-based work in this area, with the first focusing largely on incentive models and the second focused on the effective use of teaming and community resources.

- Foster collaborations with the Bill & Melinda Gates Foundation-funded NC STEM Community Collaborative in communities that are interested in considering strategic staffing initiatives.

- Share information during LEA leadership institutes (see Section D5) about current strategic staffing initiatives and their results, both from within NC and from other states.

- Work with the NC Network of Grantmakers, which comprises the major foundations funding education projects in NC and is willing to partner with the state to develop or expand programs that provide incentives in hard-to-staff subject areas and schools or that reward teachers based on performance and contributions, with the goal of identifying model practices that can be incorporated into the statewide or local compensation system. These Foundations also have expressed interest in exploring approaches that involve affordable housing, leadership opportunities, part-time arrangements with content experts from industry, education loan forgiveness programs, and the NCTAF Learning Teams model.

- Provide evaluations of the costs and benefits of the local strategic staffing initiatives to inform decisions about whether they should be extended, modified, or discontinued.

**4. Provide effective teachers via virtual and blended courses.**

Established by the NC eLearning Commission in 2005, the NC Virtual Public School (NCVPS) provides courses that augment those available locally to equalize educational opportunities statewide and, in many cases, provide an effective online teacher when a qualified teacher is not available locally. The NCVPS is committed to raising achievement and closing learning gaps with 21st-century innovation by providing access to world-class learning opportunities for all NC students.

As of the fall of 2009, the NCVPS offers 72 courses ranging from AP and other college credit courses, to honors and general courses in Math, Science, English, Social Studies, World Languages, Arts, CTE, and Healthful Living, to courses for credit recovery. Since its inception in 2007, the NCVPS has served over 60,000 students and is now second only to Florida in terms of enrollment in a state Virtual School.

NCVPS employs over 300 adjunct teachers, all of whom are certified to teach in NC and are considered highly qualified by the *No Child Left Behind* criteria. The teachers receive special training in online teaching and a range of interactive technologies to engage

21$^{st}$-century learners, including video, interactive whiteboards, wikis, active worlds, and online discussion tools. An independent evaluation shows that student achievement is comparable to or exceeds the achievement of students in traditional courses (Oliver *et al*., 2009).

Virtual course delivery enables teaching across time and distance, so specialists in hard-to-staff topics can provide courses to schools in which a qualified teacher is not available. This enhanced availability also expands the population of potential teachers, since teachers can take on virtual course duties for additional compensation, and qualified retired teachers can teach online in a part-time position. Some teachers have discovered that they prefer to teach online and can thereby serve students across multiple schools, who can take an online class together. In most cases, a blended model is used (in which an onsite facilitator monitors student work and is available to meet with individual students), rather than a pure virtual model.

### *Expansion of Virtual Course Offerings*

NC has made a substantial financial commitment to the NCVPS, with NC funding of more than $31 million from 2006 to 2010, and this support will continue. As one of our RttT initiatives, we will expand virtual school courses and the pool of teachers, with a specific goal of improving learning opportunities for students in low-achieving schools. Specifically, RttT funding will enable the NCVPS to develop and deliver additional virtual courses in mathematics and science areas that are required for high school graduation. These courses will be designed specifically for low-performing students who are at risk of failure in these courses, so will provide levels of support for students learning, pacing, and structuring designed specifically for this student population. Teachers selected for these courses will have had prior success working with at-risk students. The NCVPS will also work with the participating LEAs and schools to provide for onsite monitoring and, when necessary, tutoring (either online or onsite) to further support the students. These targeted virtual courses will ensure that students in low-achieving schools have access to effective teachers, quality course content designed to meet their needs, and additional supports to help them successfully complete the courses.

*Blended Courses*

In addition to supporting the expansion of virtual course offerings, RttT funds also will be dedicated to developing blended courses in which onsite teachers share teaching duties with more experienced online teachers, again with a focus on serving students in the lowest-achieving schools. Whereas NCVPS expansion provides access to more courses, blended courses work to develop the talent of teachers already working in the lowest-performing schools by allowing them to work side-by-side – virtually – with more experienced teachers, while eliminating the geographic boundaries that might otherwise prevent these partnerships from being possible. Blended course instructors will serve roles that are somewhat different from the roles played by traditional NCVPS instructors. In addition to co-teaching, they will make monthly visits to the schools in which their co-teachers work. During these visits, they will be able to interact with their students in person, and observe and provide feedback to their co-teachers. Due to the mentoring roles they will play, blended course instructors will be carefully selected from the larger pool of virtual instructors. Because they will be required to make periodic site visits, blended course instructors typically will teach courses in geographically defined areas within driving distance of their places of residence; they will be compensated for their travel at the current state rate.

**Educator Preparation and Professional Development**

The initiatives described in this section are only the first part of the broader plan to transform teaching and school leadership across North Carolina. Section D4 will take up the evaluation and improvement of teacher and principal preparation programs, and Section D5 will describe the plan for unifying, coordinating, evaluating, and improving professional development statewide.

**Evaluation**

Specific questions, data sources, and timelines governing the evaluation of these initiatives are included in Appendix 7.

| Performance Measures for (D)(3)(i) | Actual Data: Baseline (Current school year or most recent) | End of SY 2010-2011 | End of SY 2011-2012 | End of SY 2012-2013 | End of SY 2013-2014 | |
|---|---|---|---|---|---|---|
| **General goals to be provided at time of application:** | **Baseline data and annual targets (*teachers*)** | | | | | |
| Percentage (and number) of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice). | 20.6 | 21.2 | 21.9 | 22.5 | *23.2* | Elem |
| | (1,391) | (1,433) | (1,476) | (1,520) | (1,566) | |
| | 17.6 | 18.2 | 18.7 | 19.3 | *19.9* | Mid |
| | (573) | (590) | (608) | (626) | (645) | |
| | 23.9 | 24.6 | 25.3 | 26.1 | *26.9* | High |
| | (668) | (688) | (709) | (730) | (752) | |
| Percentage (and number) of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice). | 30.3 | 31.2 | 32.1 | 33.1 | *34.1* | Elem |
| | (2,955) | (3,044) | (3,135) | (3,229) | (3,326) | |
| | 33.3 | 34.3 | 35.4 | 36.4 | *37.5* | Mid |
| | (1,481) | (1,525) | (1,571) | (1,618) | (1,667) | |
| | 25.5 | 26.3 | 27.1 | 27.9 | *28.7* | High |
| | (972) | (1,001) | (1,031) | (1,062) | (1,094) | |
| Percentage (and number) of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective. | 30.8 | 27.7 | 24.9 | 22.4 | *20.2* | Elem |
| | (2,075) | (1,868) | (1,681) | (1,513) | (1,361) | |
| | 32.9 | 29.6 | 26.6 | 24.0 | *21.6* | Mid |
| | (1,068) | (961) | (865) | (779) | (701) | |
| | 29.9 | 26.9 | 24.2 | 21.8 | *19.6* | High |
| | (838) | (754) | (679) | (611) | (550) | |
| Percentage (and number) of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective. | 19.4 | 17.5 | 15.7 | 14.1 | *12.7* | Elem |
| | (1,893) | (1,704) | (1,533) | (1,380) | (1,242) | |
| | 18.0 | 16.2 | 14.6 | 13.1 | *11.8* | Mid |
| | (801) | (721) | (649) | (584) | (526) | |
| | 23.3 | 20.9 | 18.8 | 17.0 | *15.3* | High |
| | (887) | (798) | (718) | (647) | (582) | |

| Performance Measures for (D)(3)(i) | Actual Data: Baseline (Current school year or most recent) | End of SY 2010-2011 | End of SY 2011-2012 | End of SY 2012-2013 | End of SY 2013-2014 | |
|---|---|---|---|---|---|---|
| **General goals to be provided at time of application:** | **Baseline data and annual targets (*principals*)** | | | | | |
| | **Reading** | | | | | |
| Percentage (and number) of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice). | 15.1 | 15.5 | 16.0 | 16.5 | *17.0* | Elem |
| | (59) | (61) | (63) | (64) | (66) | |
| | 16.7 | 17.2 | 17.7 | 18.2 | *18.8* | Mid |
| | (25) | (26) | (27) | (27) | (28) | |
| | 26.1 | 26.9 | 27.7 | 28.6 | *29.4* | High |
| | (40) | (41) | (42) | (44) | (45) | |
| Percentage (and number) of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice). | 35.9 | 37.0 | 38.1 | 39.3 | *40.4* | Elem |
| | (171) | (176) | (181) | (187) | (192) | |
| | 30.6 | 31.5 | 32.5 | 33.4 | *34.4* | Mid |
| | (56) | (58) | (59) | (61) | (63) | |
| | 18.8 | 19.3 | 19.9 | 20.5 | *21.1* | High |
| | (34) | (35) | (36) | (37) | (38) | |
| Percentage (and number) of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective. | 32.0 | 28.8 | 25.9 | 23.3 | *21.0* | Elem |
| | (125) | (113) | (101) | (91) | (82) | |
| | 35.3 | 31.8 | 28.6 | 25.8 | *23.2* | Mid |
| | (53) | (48) | (43) | (39) | (35) | |
| | 26.1 | 23.5 | 21.2 | 19.1 | *17.2* | High |
| | (40) | (36) | (32) | (29) | (26) | |
| Percentage (and number) of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective. | 13.4 | 12.1 | 10.9 | 9.8 | *8.8* | Elem |
| | (64) | (58) | (52) | (47) | (42) | |
| | 15.8 | 14.3 | 12.8 | 11.6 | *10.4* | Mid |
| | (29) | (26) | (23) | (21) | (19) | |
| | 24.3 | 21.9 | 19.7 | 17.7 | *15.9* | High |
| | (44) | (40) | (36) | (32) | (29) | |

| Performance Measures for (D)(3)(i) | Actual Data: Baseline (Current school year or most recent) | End of SY 2010-2011 | End of SY 2011-2012 | End of SY 2012-2013 | End of SY 2013-2014 | |
|---|---|---|---|---|---|---|
| **General goals to be provided at time of application:** | **Baseline data and annual targets (*principals*)** | | | | | |
| | **Math** | | | | | |
| Percentage (and number) of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice). | 22.5 | 23.2 | 23.9 | 24.6 | *25.3* | Elem |
| | (88) | (91) | (93) | (96) | (99) | |
| | 15.3 | 15.8 | 16.3 | 16.8 | *17.3* | Mid |
| | (23) | (24) | (24) | (25) | (26) | |
| | 21.9 | 22.5 | 23.2 | 23.9 | *24.6* | High |
| | (35) | (36) | (37) | (38) | (39) | |
| Percentage (and number) of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice). | 31.3 | 32.2 | 33.2 | 34.2 | *35.2* | Elem |
| | (149) | (153) | (158) | (163) | (168) | |
| | 37.7 | 38.8 | 40.0 | 41.2 | *42.4* | Mid |
| | (69) | (71) | (73) | (75) | (78) | |
| | 21.6 | 22.2 | 22.9 | 23.6 | *24.3* | High |
| | (41) | (42) | (43) | (45) | (46) | |
| Percentage (and number) of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective. | 26.3 | 23.7 | 21.3 | 19.2 | *17.3* | Elem |
| | (103) | (93) | (83) | (75) | (68) | |
| | 31.3 | 28.2 | 25.4 | 22.8 | *20.6* | Mid |
| | (47) | (42) | (38) | (34) | (31) | |
| | 31.9 | 28.7 | 25.8 | 23.2 | *20.9* | High |
| | (51) | (46) | (41) | (37) | (33) | |
| Percentage (and number) of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective. | 19.1 | 17.2 | 15.5 | 13.9 | *12.5* | Elem |
| | (91) | (82) | (74) | (66) | (60) | |
| | 14.2 | 12.8 | 11.5 | 10.4 | *9.3* | Mid |
| | (26) | (23) | (21) | (19) | (17) | |
| | 21.6 | 19.4 | 17.5 | 15.7 | *14.2* | High |
| | (41) | (37) | (33) | (30) | (27) | |

| Performance Measures for (D)(3)(i) | Actual Data: Baseline (Current school year or most recent) | End of SY 2010-2011 | End of SY 2011-2012 | End of SY 2012-2013 | End of SY 2013-2014 | |
|---|---|---|---|---|---|---|
| **General goals to be provided at time of application:** | **Baseline data and annual targets (*principals*)** | | | | | |
| | *Science* | | | | | |
| Percentage (and number) of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice). | 12.2 | 12.5 | 12.9 | 13.3 | *13.7* | Elem |
| | (45) | (46) | (48) | (49) | (51) | |
| | 7.4 | 7.7 | 7.9 | 8.1 | *8.4* | Mid |
| | (11) | (11) | (12) | (12) | (12) | |
| | 20.1 | 20.7 | 21.4 | 22.0 | *22.7* | High |
| | (32) | (33) | (34) | (35) | (36) | |
| Percentage (and number) of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice). | 35.9 | 37.0 | 38.1 | 39.2 | *40.4* | Elem |
| | (167) | (172) | (177) | (182) | (188) | |
| | 38.0 | 39.1 | 40.3 | 41.5 | *42.8* | Mid |
| | (68) | (70) | (72) | (74) | (77) | |
| | 27.8 | 28.7 | 29.5 | 30.4 | *31.3* | High |
| | (54) | (56) | (57) | (59) | (61) | |
| Percentage (and number) of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective. | 38.1 | 34.3 | 30.9 | 27.8 | *25.0* | Elem |
| | (141) | (127) | (114) | (103) | (93) | |
| | 48.0 | 43.2 | 38.9 | 35.0 | *31.5* | Mid |
| | (71) | (64) | (58) | (52) | (47) | |
| | 27.7 | 24.9 | 22.4 | 20.2 | *18.2* | High |
| | (44) | (40) | (36) | (32) | (29) | |
| Percentage (and number) of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective. | 13.8 | 12.4 | 11.1 | 10.0 | *9.0* | Elem |
| | (64) | (58) | (52) | (47) | (42) | |
| | 9.5 | 8.5 | 7.7 | 6.9 | *6.2* | Mid |
| | (17) | (15) | (14) | (12) | (11) | |
| | 22.2 | 19.9 | 18.0 | 16.2 | *14.5* | High |
| | (43) | (39) | (35) | (31) | (28) | |

**Notes for (D)(3)(i)**

As noted in the response to criterion D(2), results from all LEAs of the new Teacher Evaluation Process (TEP) will not be available until the completion of the 2009-2010 school year. Also as noted in the response to that criterion, every teacher and principal evaluation will not include pre-approved student growth measures until 2010-2011. Since TEP results are not yet available statewide, and since all valid student growth measures were not in use across all LEAs for the 2009-2010 school year, the figures presented in this table of proportions of highly effective and ineffective teachers (as well as the proposed targets) are based solely on EVAAS estimations of teacher effectiveness in subjects currently tested by the state. Furthermore, assessment data used in this process did not include re-test data. As a result, these estimations represent only approximations of the true proportion of highly effective and ineffective teachers across all subjects statewide. A more precise baseline will be established (and more accurate targets will be set) at the end of the 2010-2011 school year, after the first complete statewide collection and aggregation of measures of teacher and principal effectiveness that include student growth measures.

Projections reflect goals of 10% decreases per year in the number of ineffective teachers and principals for each category, and 3% increases per year in the number of highly effective teachers and principals for each category; projections assume a greater movement of teachers from ineffective to effective status than from effective to highly effective status. Projections also assume static teacher and principal populations; targets will be adjusted to match growth in teacher and principal populations. Principal baselines and targets are disaggregated by school-level performance on math, reading, and science tests.

Estimations are based on the following tests: EOG reading (grades 3-8), mathematics (grades 3-8), and science (grades 5 and 8) tests; EOC Algebra I and II, Geometry, English I, Physical Science, Biology, Chemistry, Physics, Civics & Economics, and US History. Principal effectiveness is estimated based on overall school performance on applicable tests for reading, mathematics, and science.

*Note*: By virtue of the RttT designations, a small number of teachers (*e.g.*, teachers in schools that are high-minority but low-poverty, or low-minority but high-poverty) are double-counted.

| General data to be provided at time of application: | |
|---|---|
| Total number of schools that are high-poverty, high-minority, or both (as defined in this notice). | 805 |
| Total number of schools that are low-poverty, low-minority, or both (as defined in this notice). | 965 |
| Total number of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice). | 30,656 |
| Total number of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice). | 39,212 |
| Total number of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice). | 805 |
| Total number of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice). | 965 |
| ***High-poverty*** = top quartile of schools ranked by proportion of students applying for free and reduced-price lunch; ***high-minority*** = top quartile of schools ranked by proportion of non-white students | |

| Performance Measures for (D)(3)(ii) | Actual Data: Baseline (Current school year or most recent) | End of SY 2010-2011 | End of SY 2011-2012 | End of SY 2012-2013 | End of SY 2013-2014 | |
|---|---|---|---|---|---|---|
| **General goals to be provided at time of application:** | **Baseline data and annual targets** | | | | | |
| Percentage of mathematics teachers who were evaluated as effective or better. | 75.0 | 77.3 | 79.6 | 82.0 | *84.4* | Elem |
| | (6,990) | (7,200) | (7,416) | (7,638) | (7,867) | |
| | 75.0 | 77.3 | 79.6 | 82.0 | *84.4* | Mid |
| | (3,913) | (4,030) | (4,151) | (4,276) | (4,404) | |
| | 75.0 | 77.3 | 79.6 | 82.0 | *84.4* | High |
| | (3,225) | (3,322) | (3,421) | (3,524) | (3,630) | |
| Percentage of science teachers who were evaluated as effective or better. | 75.0 | 77.3 | 79.6 | 82.0 | *84.4* | Elem |
| | (3,276) | (3,374) | (3,476) | (3,580) | (3,687) | |
| | 75.1 | 77.3 | 79.6 | 82.0 | *84.5* | Mid |
| | (906) | (933) | (961) | (990) | (1,020) | |
| | 75.1 | 77.3 | 79.7 | 82.0 | *84.5* | High |
| | (2,329) | (2,399) | (2,471) | (2,545) | (2,621) | |
| Percentage of special education teachers who were evaluated as effective or better. | N/A | TBD | TBD | TBD | TBD | |
| Percentage of teachers in language instruction educational programs who were evaluated as effective or better. | N/A | TBD | TBD | TBD | TBD | |

See main text for Sub-section D(2) and note above re: projection principles and limitations in current estimations of effectiveness. The effectiveness of teachers in currently untested subjects and fields (in this case, special education and language instruction teachers) will not be fully estimable before the 2010-2011 school year. Current estimations of mathematics and science teacher effectiveness are limited to teachers of tested mathematics and science courses. Estimations for mathematics are based on EOG tests for grades 3-8 and EOC tests for Algebra I, Algebra II, and Geometry. Estimations for science are based on EOG tests for grades 5 and 8 and EOC tests for Physical Science, Biology, Chemistry, and Physics.

| **General data to be provided at time of application:** | |
|---|---|
| Total number of mathematics teachers. | 12,193 |
| Total number of science teachers. | 9,358 |
| Total number of special education teachers. | 6,605 |
| Total number of teachers in language instruction educ. progs. | 932 |

**(D)(4) Improving the effectiveness of teacher and principal preparation programs** *(14 points)*

The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—

(i)  Link student achievement and student growth (both as defined in this notice) data to the students' teachers and principals, to link this information to the in-State programs where those teachers and principals were prepared for credentialing, and to publicly report the data for each credentialing program in the State; and

(ii)  Expand preparation and credentialing options and programs that are successful at producing effective teachers and principals (both as defined in this notice).

*The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

*Recommended maximum response length: One page*

**D.4. Improving the Effectiveness of Teacher and Principal Preparation Programs**

**D.4.i. Linking Student Achievement Data to Educator Preparation Programs**

NC already has linked student achievement and growth data to students' teachers and principals. In addition, NC has linked teachers and principals prepared for credentialing within the UNC system to their preparation program, and used the linked data to evaluate the effectiveness of those preparation programs. Planned future evaluations will expand in scope to include assessment of NC independent college and university preparation programs. NC will publish an Educator Preparation Program report card that rates the effectiveness of each preparation program based on student achievement and student growth criteria.

**Ground-Breaking Study of UNC Teacher Preparation Programs**

NC links student achievement and growth data to teacher preparation programs. The UNC General Administration (UNC-GA), in close partnership with constituent UNC institutions that prepare teachers and principals, has completed the first phase of a new value-added accountability study of educator preparation programs (called *NC Teacher Quality Research*). Results from this first phase are outlined in *The Impact of Teacher Preparation on Student Learning in North Carolina Public Schools* (Henry e*t al*., 2010; Appendix 26). A primary component of the study is a quantitative evaluation of the impact of teacher preparation program graduates on student learning at the elementary, middle, and secondary levels. This initiative – one of the first of its kind in the country – has begun the process of examining program impact across grade levels, content-area subjects, and subpopulations of students, as well as across nearly a dozen different "portals" of entry into the profession (*e.g*., alternative and out-of-State programs, in addition to traditional in-State routes). Future evaluations also will discern the impact of principals and other school-based professionals on student achievement and provide evaluations of their preparation programs.

The implementation of the ABCs of Public Education accountability system (see Sections C2 and D2) has provided NC with the data necessary to study the differentiated impact that graduates of various educator preparation programs have on student achievement; in the first phase alone, the study utilized nearly 2 million test scores linked to over 140,000 classes.

Conclusions from the first round of the evaluation paint a mixed picture of the quality of teacher preparation in the State and suggest several directions for improvement. Overall, the study found that, at the high school and elementary school levels, teachers prepared by one of the UNC traditional undergraduate teacher education programs produce slightly more learning by their students than do teachers who entered NC public schools from other licensure pathways. But at the middle school level, the average student learning gains produced by teachers prepared by UNC undergraduate programs are no greater than those produced by other teachers. Across all three levels of schooling, the average gains produced by teachers from the UNC system's Master of Arts in Teaching programs are similar to those produced by teachers from all non-UNC sources.

UNC already has extended the study to identify the effects of different programs and routes into teaching. These more recent results differentiate among the 15 UNC teacher preparation programs, identifying which have more or less success at each grade level and subject area. They also differentiate the effects of preparation via NC private colleges and universities, out-of-state colleges and universities, and alternative entry programs, including Teach for America.

These findings are being used by UNC leadership to identify best practices for teacher preparation programs and to allocate future resources to expand the more effective programs. The findings also suggest that certain teacher preparation programs and routes must be improved if they are to produce effective teachers; indeed, some of these programs may require so much improvement that it may be more practical to simply discontinue the programs. The availability of this research and the ability to take action based on the analysis place NC in the unique position of being able to use quantitative evidence to strengthen preparation programs, with a goal of increasing student achievement and academic growth. UNC-GA, in close collaboration with NCDPI and LEA partners, will now build on this work to ensure that NC's public university teacher and principal preparation programs are models for the nation.

**Next Steps: Gauging the Impact of a Wider Range of Programs**
Several efforts will leverage this initial study results to move the State toward having comprehensive information regarding NC teacher and principal preparation programs:

- UNC-GA will continue to extend the accountability work described above to include targeted assessments of the specific effects of administrator preparation programs on student test score growth, student and teacher absenteeism, achievement of Federal and state accountability goals, teacher turnover, and working conditions in the schools the graduates of these programs lead.

- Following the example of NC's successful ABCs Report Card system for annual reporting of AYP and other measures of school achievement, the NCDPI, in partnership with UNC-GA, is developing a complementary public Educator Preparation Program report card, which includes easily understandable summaries of research results, as well as key summaries of current Federal Title II (Teacher Quality) reporting data. In addition, UNC-GA is developing a series of focused policy briefs that describe the research and statistical models as well as the results.

- In addition, UNC-GA will begin to explore options for involving NC's independent educator preparation programs more directly in the educator program evaluation.

### D.4.ii. Expanding Successful Preparation and Credentialing Options

As described in Sections D1 and D3, NC is proposing expanding alternative certification options (*e.g.*, Teach for America, LEA-based licensure programs) that are producing effective teachers and principals, and the State also is creating a new *NC Teacher Corps* program, based in large part on the Teach for America model. UNC system teacher preparation programs have undergone revisions to align with the NC Teacher Standards (described in Section D2), and administrator preparation programs are currently completing a similar process to align with the NC School Executive Standards (also described in Section D2). Most significantly, the University of North Carolina has conducted workforce analyses and has developed plans to increase the number of teachers recruited and prepared in direct response to the projections of state needs, including special programs to recruit and prepare additional mathematics and science teachers. These plans already have begun to show positive outcomes.

NC's proposed expansions of alternative teacher and principal preparation and credentialing options have been described in Sections D1 and D3 above. The goal of these expansions is to provide more teacher and principal licensure candidates with the key elements of preparation programs whose graduates are most effective in impacting student achievement, building on the insights gleaned from the UNC *Teacher Quality Research* study described above. In addition, NC House Bill 536 (2007) directed the State Board to adopt new standards for school administrator preparation programs, and in response, all UNC system Master in School Administration (MSA)

programs are completing a re-visioning process mandated by the State Board, along with a degree reauthorization process mandated by UNC-GA. The re-visioning includes changes to course development, course content, scope and sequence of field experiences, and instructor credentials, all of which reflect the newly adopted North Carolina Standards for School Executives. The MSA programs have all submitted their planned program revisions to the UNC-GA review team, which is comprised of a panel of representatives from higher education, NCDPI, New Leaders for New Schools, and national licensure programs. The revised programs are also being reviewed by NCDPI on behalf of the State Board, and each program will need to obtain both UNC and NCDPI approvals in order to continue. Previously, the fifteen teacher preparation programs in the University of North Carolina system have completed a similar process to update their programs to align them with the Teacher Standards and Evaluation Process described in Section D2.

**UNC Teacher Enrollment Growth Plan and Productivity Goals**

The University of North Carolina system is addressing systematically the issues of teacher recruitment and preparation across its 15 Colleges of Education though a workforce needs analysis and a planning process for meeting those needs. The research described above will inform the plans moving forward to improve and expand effective teacher recruitment and preparation to meet projected state needs, with a special focus on mathematics and science teachers.

A workforce analysis completed by UNC-GA projects the annual number of newly licensed teachers needed in North Carolina based on historical data and also identifies other reliable labor market supply sources that contribute regularly to teacher supply. The analysis has determined the approximate number of new teachers that the 15 teacher preparation program in the UNC system should be producing on an annual basis in order to achieve greater equilibrium in teacher supply and demand at the state level and significantly reduce the classroom vacancy gap. Results from the workforce study have been used to establish recruitment plans and to substantiate the expansion of teacher productivity goals within the UNC system. Projection models through 2020-21 for overall and high-need areas have been prepared to guide institutional planning efforts.

According to the workforce analyses, North Carolina will need approximately 12,000 additional new teachers each year to fill classroom vacancies. Within five years, the number is projected to increase to almost 13,000. Currently, approximately 35% (4,300)

of North Carolina's supply of new teachers is prepared by the UNC system, which is the state's single largest supply source of new teachers. Due to the impact of the economic downturn, further analyses of overall teacher supply and demand are being conducted before finalizing the campus expanded productivity goals.

UNC has established an ambitious five-year plan to increase the supply of new teachers available to address the state's needs. UNC Chief Academic Officers are expanding productivity goals for overall traditional teacher education graduates, overall alternative licensure completers, and traditional and alternative goals for identified high-need licensure areas. As the system takes action in expanding institutional goals, major attention will be given to preparing more teachers in mathematics education, science education, middle grades education, and special education. Moving forward with the accountability plan, UNC Education and Arts & Sciences academic units will have a shared responsibility for meeting the campus goals established for mathematics and science high-need licensure areas, as well as a responsibility to assist in meeting the overall campus teacher productivity goals.

*UNC Teacher Recruitment Initiative*

Traditional strategies for recruiting individuals into the pipeline of potential teachers have not met the ambitious goals laid out in the teacher enrollment plan. In response to this, the UNC Teacher Recruitment Initiative was launched to develop a strategic plan to coordinate teacher recruitment efforts within the University. To accomplish this task, the University partnered with Noel-Levitz, a leading authority in the US in optimizing enrollment management on higher education campuses.

The purpose of the initiative was to consider perceptions of the teaching profession in developing a system-wide plan for teacher recruitment that is coordinated with the UNC Teacher Education Enrollment Growth Plan. The research question addressed through the study was targeted directly at recruitment to the teaching profession; *What are the attitudes, motivations, and primary sources of influence of prospective teachers that are behind North Carolina's teacher supply and demand data and trends?* The study had two primary components, an *assessment phase* designed to gain a better understanding of the current situation and a *planning phase* that translated initial findings into actionable strategies to meet NC's teacher supply and demand needs.

Results from the study have been used to identify critical strategies for inclusion in a comprehensive plan for teacher recruitment. Each UNC institution has prepared a campus-based plan that is aligned to the overarching system recruitment plan and also aligned to the enrollment growth targets for their respective.

*Productivity results as of 2008-2009*. Results from the UNC Teacher Recruitment Plan, Enrollment Growth Plan and Productivity Goals have proven these strategic efforts are working to increase the productivity of initially licensed teachers. The latest annual productivity data for 2008-09, the third year of these accountability plans, show overall increases in traditional graduates, alternative completers, graduate-level initial license graduates, as well as increases in mathematics, science, middle grades, and special education licensure areas. UNC's collective productivity increased by 372 new initially licensed teachers in 2007-08 from 3,983 to 4,355. UNC institutions increased their productivity in mathematics education (middle grades and secondary) by 27.7% and in science education (middle grades and secondary) by 39%. These latest results indicate that when accountability goals are established, strategic planning for recruitment is initiated and monitored, and funding is aligned to these efforts, UNC's campuses have responded. Funding to support UNC's overall goal of preparing more and better teachers and school leaders for North Carolina's public schools is aligned to and based on annual campus productivity and the effectiveness of the teachers produced.

*UTeach*. Another strategy to help address recruitment efforts in the areas of mathematics and science is a system-wide effort to establish programs, based on the UTeach model originated at the University of Texas, that provide an alternative track to teacher certification for science and mathematics majors. Participating campuses will develop the necessary courses and practica that together will constitute the program that undergraduate science and mathematics majors will follow to achieve teacher certification along with the completion of their bachelor's degree in science or mathematics. Participating campuses will identify or develop a series of courses in the school, college, or department of Education for the core education sequence, accompanied by disciplinary courses (mathematics, physics, biology, chemistry, and geology) in the College of Arts and Sciences on learning and teaching science and mathematics. The UNC-GA will assist these campuses in moving this newly designed program through the established guidelines and process for program approval with the UNC Board of Governors.

| Performance Measures for (D)(4) | Actual Data: Baseline (Current school year or most recent) | End of SY 2010-2011 | End of SY 2011-2012 | End of SY 2012-2013 | End of SY 2013-2014 |
|---|---|---|---|---|---|
| **General goals to be provided at time of application:** | **Baseline data and annual targets** | | | | |
| Percentage of *public* teacher preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students.[1] | 100 | 100 | 100 | 100 | 100 |
| Percentage of *independent* teacher preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students. | 0 | 0 | TBD | TBD | TBD |
| Percentage of *public* principal preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students. | 100 | 100 | 100 | 100 | 100 |
| Percentage of *independent* principal preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students.[2] | 0 | 0 | TBD | TBD | TBD |
| [1] Based on analyses of all existing EOC/EOG data; excluded is student achievement (and thus TPP analyses) for non-tested subjects. [2] Only four ICUs have administrator preparation programs. | | | | | |

| General data to be provided at time of application: | |
|---|---|
| Total number of *public* teacher credentialing programs in the State. | 15 |
| Total number of *independent* teacher credentialing programs in the State. | 33 |
| Total number of *public* principal credentialing programs in the State. | 13 |
| Total number of *independent* principal credentialing programs in the State. | 4 |
| Total number of teachers in the State. | 99,730 |
| Total number of principals in the State. | 2,399 |

**(D)(5) Providing effective support to teachers and principals** *(20 points)*

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan for its participating LEAs (as defined in this notice) to—

(i) Provide effective, data-informed professional development, coaching, induction, and common planning and collaboration time to teachers and principals that are, where appropriate, ongoing and job-embedded. Such support might focus on, for example, gathering, analyzing, and using data; designing instructional strategies for improvement; differentiating instruction; creating school environments supportive of data-informed decisions; designing instruction to meet the specific needs of high need students (as defined in this notice); and aligning systems and removing barriers to effective implementation of practices designed to improve student learning outcomes; and

(ii) Measure, evaluate, and continuously improve the effectiveness of those supports in order to improve student achievement (as defined in this notice).

*The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

*Recommended maximum response length: Five pages*

**D.5. Providing Effective Support to Teachers and Principals**

**D.5.i. Providing Effective, Data-Informed Professional Development**

The proposed North Carolina Professional Development Initiative (PDI) builds on already-strong regional and statewide professional development programs and resources to provide a comprehensive, targeted, seamless, and flexible system for all educators. PDI is powered by an ongoing needs assessment process that will pinpoint professional development needs at the LEA and school levels and assess the degree to which current resources exist in the State to meet those needs. Where existing resources do not exist, PDI will develop or broker them on behalf of the LEAs.  PDI also will develop a cadre of Professional Development Leaders to serve as professional development resource developers, workshop leaders, professional learning community coaches, and content specific regional coaches. PDI will support the effective use of eLearning to enable new approaches to professional development and enhance existing approaches. It will provide professional development for principals and for LEA professional development leaders, supporting their design and implementation of professional development plans for their teachers. Finally, it will coordinate with LEAs and local professional development plans to ensure that all teachers throughout the state have access to effective professional development offerings that meet their needs.

**NC Professional Development Initiative (PDI)**

NC proposes to launch a comprehensive Professional Development Initiative (PDI) to increase the State's and each local education agency's (LEA) capacity to provide effective professional development. The PDI is designed to update the NC education workforce, helping to ensure that each of NC's 100,000 teachers and 2,400 principals has the knowledge and skills required to facilitate student achievement. The initial focus of the PDI will be implementing the professional development associated with the requirements of each of the RttT initiatives on introducing the new standards and assessments in mathematics and reading/English language arts (Section B3), the instructional improvement system addressing these same content areas (Section C3), and the teacher and principal evaluation systems (Section D2). The PDI also will be designed to provide future support for other major state, LEA, and school priorities, as well as the educator professional growth plans developed as part of the North Carolina Educator Evaluation System process described in Section D2.

The State Board will provide oversight and direction to the PDI. The PDI will be led and managed by the NC Department of Public Instruction (NCDPI), which will be responsible for recruiting and coordinating a large network of content developers and professional development leaders throughout NC, using the Statewide System of Support Model described in Section A2. To meet the large scale of required activities, the PDI will have a core staff of a Director, a Professional Development Resources Manager, along with a Regional Coordinator in each of the eight education regions of the State. The principles of coherence, coordination, choice, data-informed decision-making, and evaluation described in the Section D Overview will be applied throughout the work of the PDI.

The PDI will establish a sustainable professional development infrastructure, consisting of the following:

- *A professional development leadership cadre* distributed across NC, regional, and LEA levels;
- *Resources* (for workshops, professional learning communities, virtual courses, webinars, *etc.*) to support effective professional activities, with the capacity to create additional resources as needed;
- *Core activities* that will include creating a cadre of Professional Development Leaders at the regional and LEA levels; supporting the effective use of eLearning to extend professional development opportunities; conducting institutes for principals and LEA leadership teams; and supporting the LEAs in making effective professional development available to all their teachers; and
- *Evaluations of professional development activities* that consider the impact on both teaching practices and student achievement, to inform continuous improvement of professional development activities.

The PDI will incorporate research-based principles of effective professional development (*e.g.*, Darling-Hammond *et al.*, 2009; Garet *et al.*, 2001; Penuel *et al.*, 2007; Stoll *et al.*, 2006), and program design and evaluation will rely on the standards of the National Staff Development Council (2001), the North American Council for Online Learning (2007), and the Southern Regional Education Board (2004) for effective on-site and online professional development.

**The Professional Development Leadership Cadre**

The core staff will coordinate the selection, training and support of Regional Professional Development Leaders with varied areas of expertise (e.g., content areas, data use, educational technology, teaching diverse groups of students). These Regional Professional Development Leaders will then participate in the Content Working Groups described below (along with other content experts) and provide training and ongoing support to Local Professional Development Leaders from each LEA, who will have primary responsibility for teachers' professional development. The goal of these activities will be to develop regional and local capacity, as well as an extensive set of professional development resources (*e.g.*, workshop curriculum, online modules), to enable the professional development effort to be sustained beyond the RttT grant period.

Other organizations, such as the NC Principals and Assistant Principals Association and LEARN NC at UNC-Chapel Hill, will take leadership roles in PDI tasks for which they bring the required expertise and capacities. In addition, we anticipate multiple contracts will be issued to professional development content developers and providers.

**Existing NC Professional Development Resources**

NC already has a strong and diverse foundation of state-supported professional development programs, some led by NCDPI, some by university-based groups, and some by non-profits. Examples of these programs include the following:

- NCDPI conducts multiple statewide professional development programs, combining onsite, online, and coaching activities to reach many educators throughout the state. Examples include ongoing professional development programs in the areas of reading, special education, teaching limited English proficiency students, and teaching writing to meet the new NC writing standards (see Appendix 36 for two detailed examples).
- NC Teacher Academy, which was established by the NC General Assembly to provide staff development in the areas of school improvement, core content, instructional pedagogy, and the use of technology;

- National Board for Professional Teaching Standards provides certification, which the State supports for teachers via release time and a 12% salary increase for successful candidates. More than 10% of NC teachers have obtained this certification.

- LEARN NC, a program of the UNC-Chapel Hill School of Education, provides high-quality, cohort-based, online professional development courses and works in partnership with NCDPI, UNC-TV, NC Virtual Public School, the Friday Institute at NC State University, and others to expand the use of effective online professional development.

- Science House, a program of the NC State University College of Engineering, provides hands-on STEM-related professional development programs through six regional centers.

These and some of the other NC programs and potential partners in professional development are described in more detail in Appendix 6.

Professional development in NC is also supported by the many LEAs, colleges and universities, professional associations (*e.g*., for teachers, teacher assistants, administrators, and school boards), and other organizations that together provide a rich array of growth opportunities for NC educators. The PDI will incorporate and build on these programs to address statewide goals.

**Professional Development Initiative Core Activities**

*1. Conduct ongoing professional development needs assessments.*
Professional development priorities at the LEA and school levels will continue to be identified annually through a rigorous, ongoing needs assessment process that will analyze education reform initiatives, localized student demographic and achievement data, data from the Teacher Working Conditions and Student Learning Conditions Surveys, and the outcomes of the Educator Evaluation System. The analyses of these data during the development of the NC RttT proposal already have highlighted several areas of professional development needs, including: preparation of educators to implement the new curriculum standards and assessments (Section B); preparation to make effective use of data from the enhanced longitudinal data system (Sections C1 and C2); support for successful statewide implementation of the Educator Evaluation System (Section D2); and effective use of the new instructional

improvement system (Section C3).  Teacher Working Conditions Survey data and student achievement data also point to the need for additional professional development to help teachers work successfully with struggling readers, special needs students, and limited English proficiency students. As demonstrated in Section A3 and in the Section D overview, we recognize that the need for professional development is extensive and varied, and that NC will need to set priorities for the PDI's work each year.  Therefore, a substantial proportion of both the State and LEA shares of RttT funding will be allocated to professional development.

*2. Identify, evaluate, and as needed, develop professional development resources.*
The PDI will coordinate the work of a Professional Development Content Working Group for each priority area. Groups will be comprised of content experts from NCDPI, the LEAs, and colleges and universities, along with instructional designers. Each Content Working Group will identify content needed for the priority area, as well as the types of professional development resources (*e.g.*, on-site institutes, online workshops, materials to support professional learning communities) needed to support that content. The Content Working Groups will define guidelines for the review of existing professional development resources to ensure that these resources are sound in both content and their approach to adult learning, based upon the National Staff Development Council, North American Council for Online Learning, and Southern Regional Education Board standards mentioned above. Once this process is complete, each group will draw up plans for revising existing resources and for developing any required new resources.

A key product of the needs assessment and development work will be the creation of a statewide online repository of professional development offerings that meet the quality review guidelines.  This repository will enable teachers and administrators to locate appropriate professional development offerings that address areas of deficiency identified through the Educator Evaluation System process (Section D2), that help teachers address specific needs of groups (*e.g.*, limited English proficiency students) or individuals (*e.g.*, based on diagnostic assessment results), and that prepare them to implement new standards, assessments, and curriculum.

As part of this process, the PDI and RttT evaluation group will create an evaluation system to assess the delivery and outcomes of professional development programs. Only those programs that demonstrate positive impact on participant practices and student

achievement will continue to be included within the PDI initiative. We anticipate leveraging existing capacity in NC for most of this content development, with a core NCDPI team responsible for coordinating, contracting, and monitoring the development. For example, work on the repository will grow out of the existing repository of online professional development managed by *LEARN NC*. The Content Working Groups also will be responsible for designing activities that will prepare Professional Development Leaders (described below) to make effective use of the resources.

### 3. Recruit, prepare, and support Professional Development Leaders.

NC has many highly capable and experienced educators with the expertise to serve as coaches and mentors to their colleagues, facilitators of professional learning communities, and designers and leaders of professional development activities. The pool of potential Professional Development Leaders includes: more than 14,000 National Board Certified teachers; the many educators who have already received training and have experience in professional development leadership roles through the Teacher Academy, LEARN NC, and other NC programs; college and university faculty; educators identified as highly effective via the NC Educator Evaluation System (see Section D2); and others who have specific expertise in the areas identified through the PDI needs assessment process. Some Professional Development Leaders will have responsibilities across a region while others will have responsibilities primarily in their own LEA.

Potential Professional Development Leaders will be identified through an application and recommendation process. Those accepted may assume a variety of roles to meet the needs of each LEA. For example, they may become leaders of online workshops, coordinators of LEA induction and NC Educator Evaluation System-aligned mentoring programs (see Appendix 37), or facilitators of professional learning communities. Many will focus on specific needs, ranging from training educators on the new curriculum (Section B) and teacher evaluation (Section D2) standards, to specializing in the use of data to inform school improvement planning. Thus, Professional Development Leaders will extend the existing NC model of regional coaches with specific areas of expertise who support professional development at the LEA, school and individual levels.  Some will serve as *data coaches*, who support the

effective use of data and technology – including data and technology that will become available with the implementation of NC's RttT initiative (see Sections B and C) – to improve instruction. Others will be *literacy coaches*, *mathematics coaches*, and *instructional technology* coaches, each supporting a region of the state in their area of specialization.

Many of the staff of the NCDPI District and School Transformation division, described further in Section E2, serve as Professional Development Leaders for staff of NC's lowest-achieving schools. The work of these individuals will be coordinated with the work of the PDI Professional Development Leaders, so that those who focus on the lowest-achieving schools can contribute to the overall work of the PDI and apply the expertise and resources of the PDI to support those schools.

### 4. Support the effective use of technology-enabled eLearning to extend professional development opportunities.
NC is a geographically large state, with many rural districts, a strong technology infrastructure, and a successful record of using online learning approaches in high schools, colleges, and professional education settings. The PDI will make extensive use of e-learning tools to meet the professional development needs of teachers, schools, and districts. Research from a USED-funded eLearning for Educators project (Russell, 2009) and from other studies (Carey *et al.*, 2008; Dede, 2006; Treacy *et al.*, 2002) demonstrates that well-designed and -implemented online professional development programs are not only valued by teachers but also positively impact classroom practices and student learning. The PDI will leverage the technologies made available by the proposed NC PK-12 Education Technology Cloud (described in Section A2) to strengthen professional development offerings in many ways, such as:

- Ensuring that professional development that addresses priority content is available statewide;
- Providing alternatives for educators who prefer the flexibility, pacing, and learning styles possible through online learning;
- Providing opportunities for teachers to interact with mentors and content experts when face-to-face meetings are not possible;
- Engaging educators in virtual learning as students, thereby providing them with first-hand experiences that will help them understand and employ the potential of e-learning with their students; and

- Extending and enhancing on-site workshops, professional learning communities, coaching, mentoring, classroom observations, and other components of local professional development programs through the use of online communications and resources.

The NC eLearning Commission, which is appointed by the Governor and chaired by Lt. Governor Walter Dalton, will join with the State Board of Education to oversee the development of online professional resources to further the use of technology-enhanced and technology-enabled forms of professional development. The eLearning component of the PDI will make online learning tools, such as learning management systems, wikis, virtual conferencing systems, *etc*., readily available to all LEAs thorough the K-12 Education Technology Cloud. It will also provide training and support to state and local professional development leaders in the effective uses of technology. Finally, it will coordinate with the Content Working Groups described above to ensure that priority professional development content is made available to all teachers online.

LEARN NC, a statewide online professional development provider based an UNC-Chapel Hill, will play a central role in the eLearning component of the PDI, building upon the state's existing eLearning for Educators partnership, which includes UNC-TV (public television), NCDPI, NC Virtual Public School, and the Friday Institute at NC State University. NC is a member of the multi-state eLearning for Educators consortium that is led by Alabama Public TV and Education Development Center, Inc. and funded by a USED Ready to Teach grant. The PDI will make extensive use of the resources available through this consortium, including the online professional development workshops in teaching reading at the elementary level and algebra readiness at the middle school level that have been shown to be effective in large, randomized-control studies (Meeks and Russell, 2010; Master *et al*., in press). Since online resources can reach teachers throughout the state and can be cost-effective once the initial development work is completed, NC will allocate significant RttT resources to this component of the PDI.

## 5. Conduct planning institutes for LEA Leadership Teams.

Sustained professional development programs need to be implemented and monitored locally, since professional development is most successful when it is embedded in a teacher's own practice, linked to work with students, ongoing, and supported by a professional

community (National Staff Development Council, 2001). Statewide resources and online professional development activities will need to be customized for local needs. To support the implementation of effective local and regional professional development programs, the PDI will hold planning institutes for leadership teams from individual LEAs and from cross-district collaborative teams. These three-day face-to-face institutes will take the leadership teams through a process for planning their local professional development programs by enabling them to:

- Learn about new state initiatives that their local professional development programs will need to address;
- Analyze local needs data and improvement plans to inform program design;
- Learn about effective practices for coaching, mentoring, induction, PLCs, and other potential program elements;
- Learn about online professional development opportunities and on-site opportunities available locally and statewide;
- Explore strategies for incentivizing educators to take part in professional development, including release time, common planning time, and stipends;
- Develop action plans for their programs, review input about their plans, and revise as appropriate; and
- Prepare to participate in the evaluation of the PDI.

Institutes to be held during the summers of 2011 and 2012 in each of NC's eight education regions and coordinated via the statewide System of Support (described in Section A2), will result in completion and online submission of LEA Professional Development Action Plans. The institutes will accommodate up to five Leaders per district and 20 teams per institute, thereby ensuring that Leaders and teams from all 115 NC LEAs will be able to participate before the 2012-13 school year.

### *6. Conduct* **Leadership in Practice** *Principal Institutes.*
While the UNC principal preparation programs have been updated (see Section D4) and the new regional leadership academies will prepare principals to transform low-achieving schools (Section D3), we recognize that most students will continue to attend schools led by existing principals. Therefore, timely, high-quality professional development for existing principals is essential. The proposed Leadership in Practice institutes will be organized by the North Carolina Association of School Administrators and the North Carolina

Principals and Assistant Principals' Association, working in collaboration with NCDPI, LEA, University, and non-profit partners. These institutes will help the participants internalize the new principal evaluation standards and translate those standards into practice. They will use a cohort-based, experiential approach, delivered using a blended approach of six whole-group face-to-face sessions, online activities with online cohort collaboration and coaching, and small group sharing/feedback sessions, over a one-year period. Using a problem-based approach with real-world activities, participants will internalize and apply the performance evaluation standards in an integrated manner as they are coached through the planning, implementation, and monitoring/adjusting phases of a proven school improvement and capacity-building process. As participants are led and coached through capacity-building activities for their own schools, they simultaneously will build their personal capacities as school leaders to: lead and manage change; use data to identify needs and establish priorities; maximize teaching and learning; create a student-focused culture; and connect with the external community. These institutes also will engage participants in planning and implementing school-based professional development that is aligned with the LEA Professional Development Action Plans.

In order to be prepared to implement these institutes quickly if RttT or other funding is obtained, the development of the curriculum for this model is well underway, as is the selection process for the first "train-the trainer" cohort, made up of approximately 40 practicing school leaders. These future facilitators will participate in a preparation program that mirrors the blended structure of the model. Once prepared, these future facilitators, 4 to 6 from each of the eight regions of the state, will facilitate the institutes for regional cohorts of practicing school leaders across the state. Additionally, these institute leaders will provide a potential pool from which to select mentors and/or coaches for aspiring principals in the leadership academies.

We plan to hold eight institutes, one in each region of the state, each year, with each institute having about 50 participants, thereby reaching 400 principals per year. Priority will be given to principals of high-need schools and new principals.

*7. Work with LEAs to ensure that effective and appropriate professional development is available to all teachers.*
As described above, the PDI will provide many resources, prepare Teacher Leaders and Coaches, provide institutes for principals and for district professional development teams, support the extensive use of online professional development approaches, and coordinate

with LEAs on using these resources in their local professional development plans. LEA professional development leaders will be tasked with ensuring that a variety of delivery options are available to LEA teachers to meet different needs and to provide equitable access to educators throughout NC.  Delivery options for each priority area will be determined through the localized needs assessment and planning processes, but we anticipate that the variety of options to be employed will include:

- Intensive, on-site summer institutes;

- On-site workshops scheduled during the school year;

- Online workshops that utilize: 1) cohort-based, facilitated, asynchronous approaches, or 2) self-paced, individualized approaches;

- Webinar series that address topics more focused than those covered in workshops and institutes;

- Professional learning communities with trained facilitators and resources to structure productive activities; and

- Peer coaching and mentoring, using both on-site and online observations and interactions.

Local programs will, of course, vary, depending upon local resources, needs, and perspectives.  We anticipate that LEAs will use some of the their RttT funding to support their local professional development program, making use of the resources, training, and support provided with the state-level resources.


### D.5.ii. Conducting Evaluations of Professional Development Activities

Embedded in the PDI is an ongoing assessment of the need for current and new professional development offerings. In addition, the NC RttT evaluation team will address a series of questions – including questions about impact of professional development on teacher behaviors and student outcomes – as part of the overall RttT evaluation efforts.

The RttT evaluation group (described in Section A2) will conduct ongoing evaluations of the PDI content and activities, which will include analyses of the impact of professional development on teacher practices and student achievement. The results will be made available to the PDI, LEAs, and schools that are creating professional development plans and will be used to inform quality control, updating, and continuous improvement of the professional development programs. Key questions to be addressed in the evaluation include:

- Does PDI participation result in changes in teacher behavior and increases in student achievement, including high-needs students?

- Do all educators have equitable access to the professional development they need?

- Is the professional development aligned with identified needs, and is it reaching those teachers and principals who most need it?

- Is the content of professional development activities of high quality, consistent with the research-based principles of effective professional development, and designed to meet the specific goals of the activities, all as determined by expert reviewers?

- Does participation in PDI lead to teacher progress on the NC Educator Evaluation System ratings?

- Does participation in PDI lead to increases in educator ratings of the professional development available to them, as well as in overall job satisfaction and retention rates, as measured by the TWC survey and teacher retention data?

- Does participation in PDI result in changes in classroom practices by teachers and leadership/management practices by principals?

- Does the PDI take sufficient advantage of technology to increase both effectiveness and efficiency?

- To what degree are schools supporting ongoing, job-embedded professional development (*e.g.*, via professional learning communities, peer coaching, or common planning times)?

Additional specific questions, data sources, and timelines governing the evaluation of these activities are included in Appendix 7.

**Sustaining the PDI**

The PDI is designed to be sustained so that it can continue to impact professional development delivery beyond the RttT funding period. RttT funding will be used to develop the infrastructure, processes, resources, resource development capacity, and cadre of professional development leaders that will continue to serve NC well.  RttT funding will support the development of online professional development resources, which can then be used repeatedly at limited cost.  The evaluation will provide data to inform decisions about which types of professional development are most effective for improving teaching practices and student achievement. Over the RttT period, NC will work on reallocating professional development funding to ensure that it supports ongoing professional development activities that have proven effective, using NC and local resources described in Section A.2.iv and the sustainability strategies described in Section A.2.v.

**Implementation Schedule**

<div align="center">

**Table 25: PDI Implementation Schedule**

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| YEAR | NC STATUS |
|------|-----------|
| October 1, 2010 – September 30, 2011 | • Begin ongoing needs assessment for PD priorities<br>• Identify and recruit Professional Development Content Working Group<br>• Identify, evaluate, and, as needed, develop new PD content and resources.<br>• Create statewide online repository of PD offerings including evaluation system to assess delivery and outcomes of programs.<br>• Recruit and prepare Professional Development Leaders.<br>• Leverage technologies made available by Education Cloud to extend PD eLearning opportunities.<br>• Conduct planning institutes for LEA Leadership Teams (Summer).<br>• Conduct Leadership in Practice Principal Institutes. |
| October 1, 2011 – September 30, 2012 | • Conduct first-year evaluation with analysis of the impact of PD on participant practices and student achievement.<br>• Update statewide PD repository to include those programs that demonstrate a positive impact.<br>• Review, revise, and continue to develop PD content and resources based on needs assessments.<br>• Support Professional Development Leaders.<br>• Continue to leverage technologies made available by Education Cloud to extend PD eLearning opportunities.<br>• Conduct planning institutes for LEA Leadership Teams (Summer).<br>• Conduct Leadership in Practice Principal Institutes.<br>• Implement recommendations from first-year evaluation. |
| October 1, 2012 – September 30, 2013 | • Conduct second-year evaluation with analysis of the impact of PD on participant practices and student achievement.<br>• Update statewide PD repository to include those programs that demonstrate a positive impact.<br>• Review, revise, and continue to develop PD content and resources based on needs assessments.<br>• Support Professional Development Leaders.<br>• Conduct Leadership in Practice Principal Institutes.<br>• Implement recommendations from second-year evaluation. |
| October 1, 2013 – September 30, 2014 | • Conduct third-year evaluation with analysis of the impact of PD on participant practices and student achievement.<br>• Update statewide PD repository to include those programs that demonstrate a positive impact.<br>• Review, revise, and continue to develop PD content and resources based on needs assessments.<br>• Support Professional Development Leaders.<br>• Conduct Leadership in Practice Principal Institutes.<br>• Implement recommendations from third-year evaluation. |

**(E) Turning Around the Lowest-Achieving Schools** *(50 total points)*
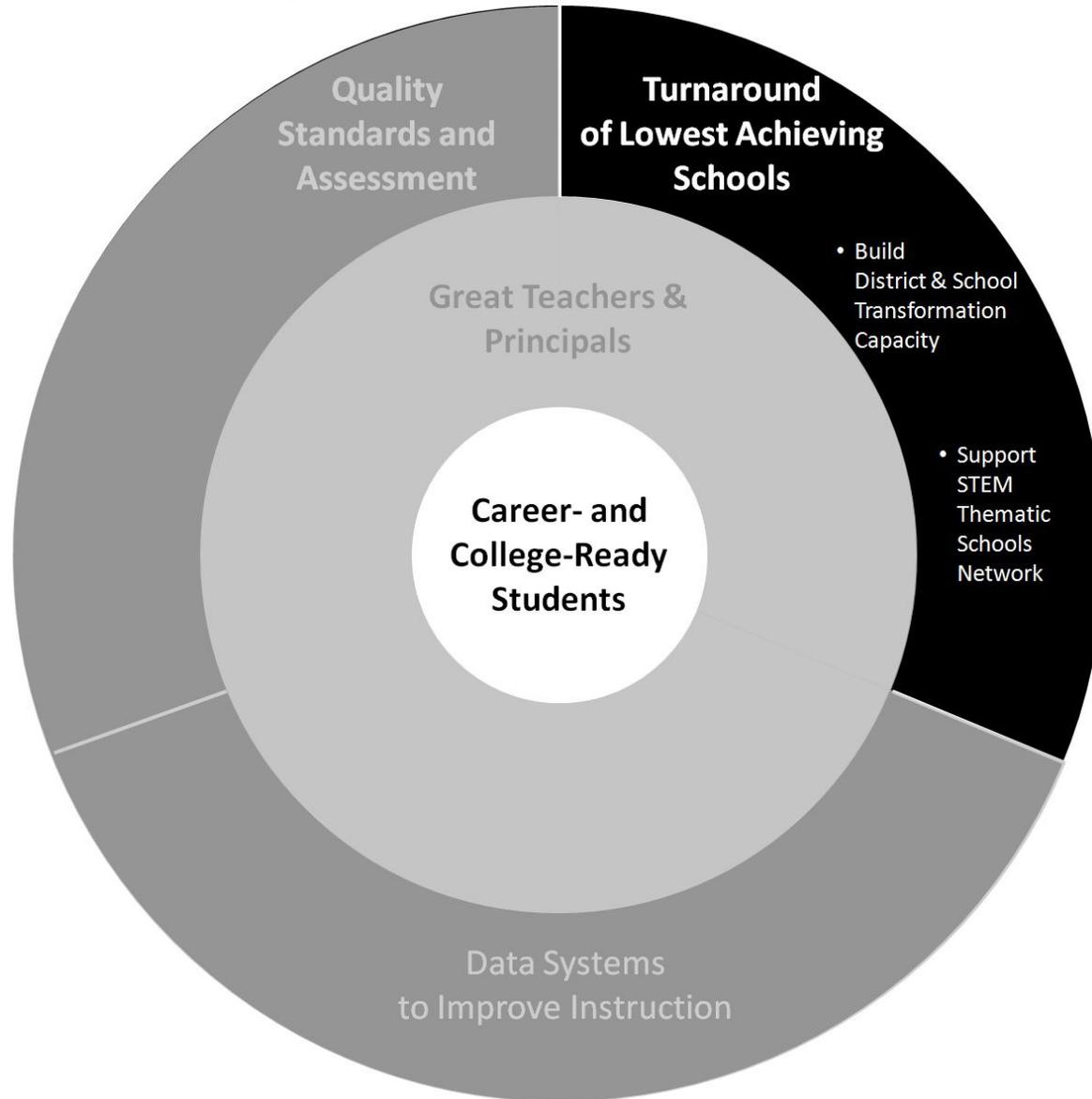
**State Reform Conditions Criteria**

**(E)(1) Intervening in the lowest-achieving schools and LEAs**(*10 points*)

The extent to which the State has the legal, statutory, or regulatory authority to intervene directly in the State's persistently lowest-achieving schools (as defined in this notice) and in LEAs that are in improvement or corrective action status.

*In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

Evidence for (E1):
- A description of the State's applicable laws, statutes, regulations, or other relevant legal documents.

*Recommended maximum response length: One page*