

## Licensure Subcommittee Mtg 04/20/21 @ 9 am

34 participants logged in. Meeting documents posted here:

[https://simbli.eboardsolutions.com/SB\\_Meetings/ViewMeeting.aspx?S=10399&MID=9034](https://simbli.eboardsolutions.com/SB_Meetings/ViewMeeting.aspx?S=10399&MID=9034)

### Current licensure policy overview (with flow charts) by Tom T

Questions asked via chat or aloud:

- ?- Do all people get 3 extra years on limited if they don't pass tests? Yes.
- Since the flow charts were made, there was a law passed to create a limited license. Limited license is term of 3 years that allows the candidate to remain employed with the LEA request and to complete the licensure requirements. The employer must attest the employee is effective, by affidavit, we don't define effectiveness. The employer does. The employee cannot transfer with this license but can teach until they pass the licensure exam. There is a bill to make this limited license renewable.
- Out of state licensure rules....Ann Bullock- when did effectiveness data vs. test scores go into effect? Part of SB 599 if a candidate coming from another state can only qualify for a CPL with effectiveness data. It doesn't have to be what we call EVAAS, it can be observations or the other state's data.
- Melissa Tooley- Passage of edTPA is encouraged but not required? It is required to convert an initial license to a continuing license. But it is not required for graduating EPP, or getting limited/emergency licenses to teach. We do allow now candidates to move to an initial license without the recommendation of an EPP. EPPs sometimes withhold recommendation if they do not take or if they fail the license tests, and then the individual can petition the board for licensure. This removes some of the ability for colleges to push candidates to take the tests. Some colleges will make a recommendation without the tests.
- Deborah Hoffman- What recourse is there for a great teacher who cannot pass the test after 3 years? That's one thing to talk about today. How can a teacher demonstrate their competencies and get a license without the test because there is no other option now. Right now they can get limited licenses to teach for up to 6 years, but there is no recourse. Yes. And there is an opportunity for some to teach under different licenses for up to 8 years without passing the licensure exams in our current system.

### HC Roundtable Vision (Tom T)

- One goal is to limit the confusing diagrams and rules, to establish clear, multiple measures of competencies in a variety of ways to move through the licensure process. We need to determine the menu of options for content and pedagogy competency demonstrations. Also need to determine what are the measures required to move from level 3 to 4 professional license. Tom talked very clearly about the vision that the Roundtable has for the options, the rationale of how this would work better, the options to move to different levels/autonomy for teachers, plus the incentives that are key.
- Tamika Walker Kelly- why is there a separation of content and pedagogy when they should be developed alongside each other for effective teaching? This is not an artificial separation of content and pedagogy. The EPP star is a marker to denote that EPPs are developing this together and many come out with both at graduation. We separate them here just because the

tests/demonstrations are separated, and it allows a beginning teacher to take things one by one, if they choose. It is a method to reward incremental achievement, get a higher salary with each achievement. They can do them at the same time if they wish. Vivian points out that this “separation” exists already – Tom confirms. Tom- We are just trying to recognize these are two different skills, both difficult, and it is possible to have one without the other. This vision is to give the autonomy to the teacher. Tamika- I asked that just because the chart says content OR pedagogy. Tom- If a candidate has strong content in math, we want to give them an opportunity to demonstrate that initially, and then they can move toward pedagogical skill demonstration.

- Chris Godwin in chat- I think the graphic needs tweaking to clearly demonstrate pedagogy and content go hand in hand.
- Vivian (aloud)- it does show a jump of license 1 to 4. Tom- that jump is only allowed if a teacher could demonstrate full effectiveness in the classroom (content, pedagogy, and student outcomes). Let’s say we made license 1 was a 3 yr license: let’s say I’m effective all three years in teaching and have positive student outcomes, they could jump to license 4. Goal is to make requirements clear enough that we don’t have to make exceptions or special licenses for anyone.
  - o Tom said they would still have to do the tests for content and pedagogy but this is not what the Roundtable said – they said they could skip these tests if they meet all the effectiveness measures.
- From Melissa Tooley- private question about moving within a fiscal year? Tom- I think we could make a rule to keep within fiscal years.
- From Tamika Walker Kelly: Then I would definitely flag that as problematic because at License 3, the educator could be at a deficit in one of the areas.
  - o Tamika is not getting the requirements.
- Bradley Smith- Can license levels be changed mid-year as requirements are met?
- Vivian- Seems to be a disincentive to have a student teacher if everything depends on teacher's effectiveness, however that's defined
- Melissa Tooley- I think you would want to prevent people from moving between Licenses 1, 2, and 3 within a given year for several reasons, including incentives for entering at the highest possible license (which is better for students) as well as administrative complexity. (That was a response to Bradley)
- from Jill Camnitz to everyone: Tamika, you can’t get to Licensure 3 without mastery in both.
- From Tamika Walker Kelly to everyone: I am aware of that. However, you can get to License 2 without both and that doesn't build effective teaching.

#### **Quiz activity to help understand the proposal:**

- 7 questions with scenarios of teachers/candidates applying for licensure in the Roundtable’s proposal and asking which license is the correct one. 33 people responded to the poll.
  - o Half or fewer got the right answer on all 7 questions.
  - o A lot of no answers. Tom asked why? A few chats of how helpful it was. One person timed out. A few others said they did too. Kim will send the questions and answers to all in the meeting notes.
  - o Connie Locklear: You mentioned compensation many times. How will that take place and how will it affect current teachers. How will it affect masters pay? Tom – the charge

is to try to present this to the SBE before session 2022. So Chair Miller decided to divide and conquer into 4 subcommittees. Budget committee will determine these questions. There will be detailed discussions on this, on holding current teachers harmless, making better professional pay, etc. We want you to know what is going on in the other groups, so in the Sharepoint site, you can see all 4 subcommittees work chronicled. There are also several members on this subcommittee that are serving on budget too so they can update you all. The vision from the Roundtable is an increase on all salaries and to earn more faster under current model.

- Ann: What is not our role as a subcommittee? How does current legislation affect our work?
  - o Tom – legislation hems us in, but my understanding is that we don't let the current state of legislation to limit our capacity to innovate. The GA has been alerted to this work and given the green light of interest in seeing it. That's why we have the next legislative session as a goal, so the GA can make appropriate law changes if they agree with the final model. Don't see current legislation as a hinderance.
  
- from Bradley Smith to everyone: So an EPP completer is not automatically given a License 3. They would also need to demonstrate content and pedagogy mastery. An EPP grad who does neither (which is not uncommon today) would enter at a License 1, the same as an educator who holds only a bachelor's degree and hasn't completed any EPP coursework. I don't think this fairly represents the value of completing an EPP.
  - Tom came back to this chat message. The argument is that that person should be positioned at a license level higher than a bachelor's? Yes.
  - Then what is the demonstrated outcome you are making that point on? Go back to the principles of demonstration. What would be the demonstrated competency? Bradley- that they completed the EPP. This may incentivize more to complete these pieces, but they are not equal to other candidates.
  - Tom- what is the role of an EPP? Brad- To prepare teachers successfully with content and pedagogy. Tom- Right. We are trying to incentivize the outcome of that, rather than just the input of doing something, like taking the EPP classes. We need to focus on the outcome that makes the differentiation. Completion of the EPP is not an outcome, it is an input. How can we make sure the person coming out of the EPP is different?
  - Someone said: what about student teaching? Tom- I don't have an opinion, I'm just pushing you all to come up with a measurable outcome. It's a great question to grapple with. That's the work of the subcommittee. We will continuously ask you "how is this an outcome measure?"
  - Jill- my recollection, as a member of the Roundtable, I think a big piece of our thinking is that most candidates would see there is a huge advantage in taking the exams b/c it brings them in at level 3. Very few would choose not to take them.
  - from Bradley Smith to everyone: I think an earned degree in Elementary Elementary education, many with nearly 60 hours in dedicated education coursework, is an outcome.

- Vivian- is completing the micro-credential a good substitute? Then that is a disincentive for EPP students.
- from Ann Bullock to everyone: I think the CTC form is a form of outcome.
- from TooleyM to everyone: I agree with Jill, that while a degree from an EPP is likely to increase the likelihood of having content and pedagogical knowledge, that there needs to be an incentive for candidates to have demonstrated that knowledge prior to becoming a teacher of record.
- Tom- EPP students could take micro-credentials rather than an exam. That could be available to EPP students, and EPPs could expand the notion of how to demonstrate mastery. I don't think there should be a division of rules.
- from Tamika Walker Kelly to everyone: Don't student internships allow students to demonstrate that @TooleyM?
- Vivian-Could I disaggregate that data? Yes. Andrew S. would make that as easy as possible for you all. Vivian- my concern is that we have a lot of different types of EPPs. Ann- could you expand on that? Are you saying not everyone fills out the Title II report? Vivian- no, it's just that if you don't give everyone choices, you set up disadvantages.
- from Bradley Smith to everyone: Could micro-credential equivalents be built into an EPP? For example, could 24 credit hours in the content area serve the same purpose as a micro-credential intended to demonstrate content mastery?  
(Brad really does not get the difference between inputs vs. outcomes)
- Ann: Can we go back to the current license policy flow charts?
- Chris: Part of what we are doing is to determine level 4 effectiveness measures, right? Yes, plus the advanced licenses too. Chris- so as far as those teachers who don't have EVAAS data, what will that look like?
  - Tom-Great question. I have said for years, it is not enough and it will not drive this on it's own. We need multiple measures. That is the charge of this group.
- from TooleyM to everyone: @Tamika Walter Kelly, I think student teaching experiences certainly could allow teachers to demonstrate some of those skills, but don't think we have sufficient evidence that they currently do, because of issues with the relatively short length of internship experiences, effectiveness of the mentor teacher, oversight and feedback from the faculty mentor, etc. All to say, that there is substantial variation in the experiences, so there isn't currently a commonly agreed upon, standardized way to ensure demonstration of competency through this process that would be sufficient for determining licensure.
  - from Vivian Covington to everyone: @TooleyM -- then we should get rid of the CTC form we currently have to have completed where BOTH the IHE and the LEA verify successful student teaching has occurred
  - from Tamika Walker Kelly to everyone: So, @TooleyM: the answer would be to improve upon the program rather than introducing an entirely new program that has yet to demonstrate any measure of effectiveness at all.
  - from TooleyM to everyone: @Tamika Walker Kelley, what is the entirely new program you're referring to? Micro-credentials? I think the evidence shows that the best way to ensure teachers have the skills necessary to enter the profession and lead a classroom is

- to engage in a true "residency program" where they spend a full year doing student teaching under the guidance of an expert teacher w/o being the teacher of record.
- Ann: So I want to propose that we discuss what we like in the current model that we don't want to lose. One of the things I want to charge, is that we all review this and determine what we like and want to keep in the future. One may be the out of state teacher routes.
    - o Deborah- I especially like the advantages associated with NBCT
    - o Tamika- I like the BTSP
    - o from Kimberly Creamer to everyone: 10:49 AM
    - o The proposed model does seem to account for Residency. Alternative - as the whole model provides alternative routes
    - o "I hope we keep the minimum bachelor's degree"- unknown voice
    - o Deborah- I like the residency route for certification, bachelor's degree with an alt program with supports, structure, clear rules, to gain full licensure.
    - o Vivian- I concur. I like the residency pathway, the programmatic, coherent set up. If we do micro-credentials, they shouldn't be piecemeal. ([Great argument for pushing stackable micro-credentials with this group](#))
    - o Kimberly Creamer- Agree. It's important that alt pathways doesn't mean easier.
    - o Bradley- where does enrolling in a residency program fall in this model? License 1. But it doesn't look like an alt route program is required here.
    - o Vivian- Residency can happen at LEAs right now. They aren't doing coursework or student teaching. My point is that it needs to be one full program, not pieces on your own.
  - Ann- we will reach out to collect more of these thoughts- we will send out a survey to find out what else you like in current policy. An idea for next meeting, is would it be helpful to look at the model through scenarios? Maybe after that we get into a discussion and presentation on micro-credentials?
    - Can we get the micro-credentials presentation to the SBE? Yes.
    - Melissa said she has expertise on MCs and can share as well.
    - Scenarios and MCs is liked by many folks.

Ann adjourns the meeting at 10:59 am. Next meeting is on May 19<sup>th</sup> at 2 pm. There will be Sharepoint assignments given.

## Prep & Entry Subcommittee Mtg 04/20/21 @ 12 pm

25 participants logged in. Meeting documents posted here:

[https://simbli.eboardsolutions.com/SB\\_Meetings/ViewMeeting.aspx?S=10399&MID=9036](https://simbli.eboardsolutions.com/SB_Meetings/ViewMeeting.aspx?S=10399&MID=9036)

### Hank Weddington intro

- Kicks off with intro and materials share. Reiterated the group norms and guiding principles.
- Intro of all subcomm members – they've been asked to submit a bio to Kim.

### Van Dempsey

- Reviews again the five big questions the committee is tasked with answering.
- Question 1 Table on slide deck. Task is to fill out requirements for each license, plus out of state, to enter the model. Also think through special circumstances. DPI to send current policy documents for reference.
  - o Jennifer Russell: Need to think about out of state complications, like delay of student test score data, lapses in a teacher's record for being home, etc.
  - o Phil: I hope we can address out of state teacher requirements effectively so that it is not too onerous but fits our requirements.
  - o Geoff: out of state challenge is similar to where we place current teachers in this model, those without our future certain effectiveness measures that doesn't exist right now.
  - o Jennifer: we should just be more friendly to out of state teachers
  - o Tonya Smith: Are we doing away with licensure tests? We are looking at another pathway?
    - Van: part of the dynamic of the recommendations is to move away from the input components and move toward effectiveness.
    - Tom T: yes, in some ways results on a licensure exam are of interest, but we know many teachers are not passing the test and are effective in the classroom on other measures. On the second question, are we building out a separate pathway? No, we are listing out menu of options to pass content and pedagogy demonstration, which is licensure subcomm task. Your task is about how to adequately prepare and place teachers in this model.
    - Tonya: I'm on another committee, not this one. I'm just listening in today to know what all the 4 subcomms are doing. I love that we are looking at options beyond PRAXIS.
  - o from Diana Lys to everyone: Could related requirements for teachers on emergency licenses or permits to teach be added to this chart under "current related requirements" where the DPI deems they best align? Those pathways seem to be missing at present.
    - Van: To Diana's question, my thought is yes.
    - Tom T: My reaction to the question is that I would not see the need for an emergency/permit to teach in this new model. They would fit in License 1. Great question for you all is how long can they sit in License 1- it could be different for different teachers. Like a math teacher might be able to have a license 1 for 3

years, but a general studies teacher may get more years to acquire the content mastery.

- Diana: it's important that all of us understand the current policies, so we can help to re-envision. I have no preconceived notions on this. It's important that we also get info given to other subcomms. Kim- sharepoint has all documents to all subcomms.
- from Christina O'Connor to everyone: So am I correctly interpreting the graphic to mean that someone could jump directly from License 1 to License 4 by demonstrating effectiveness for 3 out of 5 years without ever completing any professional learning or coursework?
  - Tom T: Yes, from the Roundtable's vision it could be possible to jump without enrolling in an EPP or passing the tests. This melds with advancement and development subcomm too, regarding what is required to advance through the system. A lot of cohesion needed between 3 subcomms on this.
- Heather Bower: We have not yet established what would measure teacher effectiveness?
  - Tom T: Correct. That is a question for the licensure subcomm.
  - Heather: Some anxiety here that this model means a teacher could be great at getting kids to pass the math test, but doing damage teaching math for years.
  - Tom T: We bring you EVAAS and yes we have to use more than that score.
  - Van: our purview is on prep and points of entry- what do we expect to see if you enter here or there. If you jump from 1 to 4, you are not absolved from doing the work, you just prove it in a different way. And we also have to look at the progressions too.
  - Hank: This subcomm can propose an additional entry point for consideration.
- from Ashley Bailey to everyone: So what I'm hearing is this focus is on that word "preparation" and what that looks like, where that would place a person on this graphic. Is that correct?
- A Jackson: Maybe I'm reading it wrong, but is there oversight from a teacher on all entry level licenses? If I don't have a certified math teacher in my school/district, how does that work?
  - Tom T: I don't have an answer but I will say I ran the numbers and this is a real problem in some areas of the state. Could the Prof Adv Account funds be used to help "buy" a mentor for them. We have to figure this out.
  - Van: if a person enters at license 1, the assumption is that they will be affiliated with a source of professional support to secure their content and pedagogy knowledge. Tom T: Yes. Van: and one affiliation could be with a college program, or other support mechanisms. Tom T: Yes. Van: So advanced teacher mentor means a adv teacher or some other supporter? Tom T: that is a possibility. The advanced teacher roles, the hope is that the budget subcomm will figure out how to fund/portion out these positions and the incentives will attract enough fully licensed, advanced teachers in all districts of the state. You raise a great point that we must recognize differing levels of capacity across districts.

- Jennifer Russell: My biggest concern is the complexity of this. The steps seem to be a lot and difficult. There is a true lack of understanding now by districts on what residency is. It is exhausting. I'm very concerned about who will communicate all these different things, people get upset with us when we tell them the rules.
  - Tom T: I'm surprised about this comment. The current rules take 5 PPT slides and a flow chart for anyone to get a basic grasp of current policy. This model tries to make it very clear to folks about here you are, and here is exactly what you must do to advance to the next step and here are the supports to get you there. What we do now is just give them a 3 year window, here is your laundry list, good luck.
  - Lydia: People get confused now on the different routes. if everything came from one centralized location it would be better. This chart is still complex.
  - Tom T: So my response is let's build this to be the same requirements no matter the pathway and that is the design of the Roundtable.
  - Van: helpful convo. We have to scaffold the requirements. The teachers would still need to meet incremental steps like a medical residency. You don't just wait to see if they keep the patient alive. Someone is observing/coaching, etc.
  - Tom T: right now, a teacher can teach in NC up to 8 years without demonstrating any competencies whatsoever. This model is a continuous improvement model. All the incremental steps are clear for each year or two. But if someone can demonstrate effectiveness on multiple measures, not just EVAAS, would we prevent them from going straight to license 4?
  - Hank: That is helpful, and Erin's list of questions, including the accountability model is important.
  - Tom T: yes we can't build a new system and keep accountability the same.
  - from Jennifer Russell to everyone: 1:22 PM Who is going to measure that? Who will be accountable for that level change?
  - from Christina O'Connor to everyone: 1:23 PM I think the measures are the crux of this. What makes something an acceptable measure? What measures exist? Are the measures that exist valid for measuring the constructs we care about?
  - from Jennifer Russell to everyone: 1:24 PM Exactly, who will be responsible for the measures? That is what we need to think about. If it is EPPs how will that count towards our measures.
  - from Ashley Bailey to everyone: 1:24 PM Is the intention for an "advanced teacher" to move out of the classroom and be leading multiple staff members? I know in previous meetings it was stated that we wanted teachers to have the opportunity for advancement and leadership without necessarily having to leave the classroom.
- Van: Graph says "paired with an advanced teacher mentor" – does this mean they aren't in their own classroom?
  - Tom T: This is best described with advanced teaching roles model across our state. Multi-classroom teacher leader.
  - Van: ??? didn't catch it.

- from Jennifer Russell to everyone: 1:25 PM You would have to pay that mentor teacher a substantial sum to take on that type of responsibility.
    - from sheryl.long to everyone: 1:25 PM I strongly agree with Van.
    - from Jennifer Russell to everyone: 1:25 PM I agree Van
    - from Diana Lys to everyone: 1:25 PM ^^Good question, Ashley. Some districts are better positioned to do this, I imagine. Options to out-source and in-source would be needed.
  - Heather Bower: There may not be an all in one solution like Level 1 here.
    - Rae Thompson: We already have it, it is permit to teach and it is so difficult to manage these folks and support them.
  - Van: you are doing it as a matter of an emergency license. But that is out of desperation. Would we build that in an intentional model? I don't think we should. In License 1, are we comfortable with being a teacher of record, and if that is yes, what do we want to require of them?
    - [Van is arguing to close the gates and making the License 1 not a teacher of record. This is not really fitting in the Roundtable principles.](#)
      - Erin Horne: we have time limits on the current limited licenses for protection.
  - Christina O'Connor: Do we have to keep the same standards for all on this? Elementary teacher vs. secondary with different degrees.
    - from Erin Thomas Horne to everyone: 1:26 PM Yes, we can be outcomes focused but we still need to have quality metrics that people can come in under
    - from Erin Thomas Horne to everyone: 1:26 PM Yes, because we would have them out there for at least a year and they could do real damage in that year
    - from Jennifer Russell to everyone: 1:26 PM Exactly, sending untrained teachers into a elementary classroom can be terrible
    - from Christina O'Connor to everyone: 1:29 PM Can it be dependent on the licensure area?
    - from Christina O'Connor to everyone: 1:29 PM Or does it have to apply equally to everyone?
- Tonya Smith: Is there a way for mentors to really teach with these folks.
  - from Diana Lys to everyone: 1:33 PM
  - This line of conversation is making me wonder...Will this committee be able to influence the qualifications and expectations of an Advanced Teacher mentor? That might be important to address.
  - from Jennifer Russell to everyone: 1:34 PM I agree Diana
  - from Diana Lys to everyone: 1:34 PM Important as a part of Preparation and Entry specifically.
  - from Ashley Bailey to everyone: 1:34 PM I agree Diana - I have a lot of questions surrounding that concept, especially since they are such a key part of the first three license areas.
  - from Hank to everyone: 1:34 PM Yes. I believe the subcommittee should influence the qualifications for the Advanced Teacher roles.
  - from Jennifer Russell to everyone: 1:35 PM Agreed Hank

- from Diana Lys to everyone: 1:35 PM Good--thanks, Hank.
- Tom T: can I jump in? Christina, yes we do have different licensure requirements for elementary teachers, ECGC, etc. So yes to that. Adding extra requirements can build on the complexity here, so note that. On adv teaching roles, these are teachers, not admin roles. We are talking about teachers as instructional leaders, expanding their impact on students. To Tonya's question... yes, they should be supporting the teacher in the classroom, but we aren't building a model that dictates all the fine details to districts – this is for licensure.
- Christina: for license 1, maybe we could think about it as they have their own students, under the umbrella of a multi-classroom teacher leader, so not a teacher of record in the same sense we think about it today. They are co-teaching with them but not on a 1 to 1 model like we think of mentorship today. Is that something we could consider. I like keeping same standards across licensure, to be clear.
- Van: We have 20 minutes left. In terms of organizing our convo, if we could focus on one column at a time, maybe in breakouts, to bring specific language to each license. I'm hearing on license 1, 2, and 3, that on scenario is that someone has their own class of children, and another scenario is that they are a co-teacher only. How would these work, and how would we right the language? Or if we are going to alter the model, how would we do that?
  - Is Van advocating to have all entry-level teachers to not be a teacher of record at all? So you can't be a teacher of record until for 3<sup>rd</sup> year at the soonest???
  - Tom T: I want to make a plea to the LEA folks to listen to this. This means 2 FTE assigned to one class of students. It maybe a great thing for our beginning teachers, but that would have to be elevated to the budget subcomm. Geoff is on and he's on that subcomm too. This would have an enormous ADM allotment for each school district.
  - Geoff: License 1 and 2 is like our current residency/alt route system. Right? Yes.
    - from Diana Lys to everyone: 1:43 PM TT, good point, but Isn't that an issue for the compensation subcommittee?
    - from Heather Bower to everyone: 1:44 PM Tom, has there been any talk about whether those advanced teachers will be a seperate FTE allotment in addition to the "regular" FTEs? That would change a lot.
    - from Jennifer Russell to everyone: 1:44 PM What about hiring an instructional coach to work with the Level 1 and 2 teachers?
    - from Diana Lys to everyone: 1:46 PM In our first meeting, Dr. Miller told us to build it and that funding considerations would be addressed elsewhere. I know these are connected issues, but we can build this without some freedom from funding constraints at the outset.
    - from Diana Lys to everyone: 1:47 PM Can't build.
  - A Jackson: Yes we have to think about scalability of the adv teacher pilots, that is key to making this work – and that model is a teacher of record with support from adv teacher.
  - Van: We were told to think bold and not within the constructs of current system or funding. So if we fundamentally believe that we shouldn't put someone in a classroom alone, then why wouldn't we design the model that way? We may just need to ask for more money. (Yes, but building a model that is dead in the water because you want to assign 2 teachers to nearly every classroom in NC, and there is no way in hell the legislature will fund that, how is that a good idea?)

- Tom T: I hear you, I just wanted to make sure LEAs are thinking about this and the budget subcomm.
  - from Rae\_thompson to everyone: 1:48 PM I agree, Van.
  - from Erin Thomas Horne to everyone: 1:49 PM And our norm is to focus our work to be led by the interests and needs of NC students and educators.
- Van: We will get summary of today's convo and next steps out to the subcommittee.
- A lot of crickets....
- Moved to Adjourn at 1:52 pm. Next meeting is May 20<sup>th</sup> at 3 pm.

## **Advancement & Development Subcommittee Mtg** 04/21/21 @ 9 am

26 participants logged in. Meeting documents posted here:

[https://simbli.eboardsolutions.com/SB\\_Meetings/ViewMeeting.aspx?S=10399&MID=9033](https://simbli.eboardsolutions.com/SB_Meetings/ViewMeeting.aspx?S=10399&MID=9033)

Maureen Stover approved minutes.

Maureen reviews the group norms and guiding principles, and this subcommittee's specific questions to answer - mostly centered around how teachers move through the new framework.

### **Open Forum for Thoughts:**

Gregory Monroe- I've been thinking about where teachers come from and what they come with - traditional/alt route.

- Tom T: That question is covered by prep and entry. This group should consider what are the skills and competencies to move forward, which is very complimentary to the prep and entry group. So is lesson writing enough to distinguish you and put you in license 2? Or do we need to see lesson planning, wait time, engagement to be in license 2? How many skills does level 2 require, level 3 and on?
- Greg: makes sense. Looking at the current licensure rubric, the learning permit would be working to start basic skills. I get the concept.
- Tom T: that's a challenge because you will have to work not knowing all the measures the other groups will come up with.
- Robert Sox: Great connection to NCEES. This is a good strategy to look at that rubric in this process.
- from nruppert to everyone: 9:16 AM Are we removing the current assessment process or integrating it into the new process? Are the Advanced Teacher mentors being paid?

And how are they being trained? Or is that another committee? (: Does this also mean that exams such as Praxis II allows for License I and edTPA allows for License 2?

- Maureen: Pay is budget subcomm. Training is partially us and prep subcomm.
- Tom T: allotments and salaries are in budget subcomm. But you can ask those questions and we will capture them and take them to the other subcomm.
- from Patricia Bricker to everyone: 9:19 AM If entry can occur at multiple points (Learning Permit through Level 3), then how do we define skills needed to move through these levels without being part of the work of the entry and prep?
- Kisha: Is the evaluation system staying in tact? Are we brainstorming? What is our process - as I missed the first meeting.
  - Tom T: Everything is a resource right now, don't consider anything a requirement. We are finding the critical aspects that are foundational. Don't worry about the eval system, a lot of systems will need to be reworked after this is finalized.
  - Robert Sox: it's critical to not be constrained by the NCEES process, but it can help to inform your work. NCEES basic is the left side of the framework, proficient is the right side of this framework. there is connection, but don't be boxed in.
  - Tonya Smith: I love that we are doing this work. I'm doing peer evals this week. I want to make sure we put in place things that have no room for subjectivity.
  - Tom T: This is what we say all the time. But also there must be qualitative and quantitative measures.
  - McClaris: I don't think we should dismiss the qualitative aspect.

#### Chat comments:

- from Felicia Brown to everyone: 9:26 AM How specific are the skills for moving to each license area? For example, one important skill is the ability to demonstrate between License 2 and License 3 is the ability to utilize progress monitoring to improve student performance in every content area.
- from nruppert to everyone: 9:27 AM When I see License 2 includes passing required one of several assessments I am thinking, as an EPP, removing edTPA could be incentive for people finishing their licenses... removing costs.
- from TooleyM to everyone: 9:27 AM That makes sense to me. We want it to be consistent across all teachers.
- from Dee Grissett to everyone: 9:28 AM Absolutely!
- from nruppert to everyone: 9:29 AM Could a Masters or National Board Certification be used as a "credential" for being considered "advanced"?
- from Tabari Wallace to everyone: 9:31 AM If not the Principal, then who would give a qualitative measure or assessment?
- from Patricia Bricker to everyone: 9:31 AM I agree with Tonya about clear criteria. I also want us to realize that we have a history of limiting criteria in the spirit of accountability. I am glad to hear talk about qualitative measures.
- from Tonya Smith to everyone: 9:31 AM Thank you for that clarification.

- from Tabari Wallace to everyone: 9:31 AM Maybe there needs to be more training to Principals regarding the Teacher Evaluation Rubric
- from TooleyM to everyone: 9:33 AM I agree that any part of this work will need to have a significant focus on the school leaders or others who will be making the assessments for moving from one level to another, and trying to ensure those are also as objective as possible.
- from Dr. Gregory Monroe to everyone: 9:34 AM I would like to suggest that we create a working document (a table or spreadsheet) with each of the labels (Learning Permit, License 1, License 2...) and begin with listing skills for each bucket. We can then see if the skill is measurable through observation or qualitative
- from Megan to everyone: 9:34 AM Research shows the edTPA is the only assessment commonly used that has correlation to effective teaching.

Laura Hart: there is a document that has to be signed off by the univ, co-op teacher and principal saying the student teacher should be recommended for licensure. That may be a starting point to find the things we want a beginning teacher to know and be able to do. Also, to comment on Tabari's chat comment- on principal evaluations, subjectivity, etc. (she started rambling and I really couldn't follow the point she was making here). If the end goal is to determine what teachers at different levels can do, we should look at current requirements and go from there. from Laura Hart to everyone: 9:39 AM

link to Certification of Teaching Capacity currently required for all student teachers get a licensure recommendation:

<https://drive.google.com/file/d/1jIqhmX1GxF9jdWuUrQIBKxklnMbwsXYm/view?usp=sharing>

Tabari: If not the principal, who evaluate qualitatively? Who best leads teachers in the advanced teacher roles? How do you do this without principal leadership, that's my thought.

Kisha: Agrees.

Tabari: There is safety in our NCEES, the artifact. Teachers can submit those to disagree with a rating or observation. They can prove their proficiency in a particular element and principals can review that to readjust the evaluation.

- from nrupert to everyone: 9:39 AM Is there a space for Teacher Dispositions as a qualitative measure?
- from Dr. Gregory Monroe to everyone: 9:40 AM By filling the buckets with "skills" from a variety of tools, I think would give a clear picture and remove the subjectivity mentioned by the teacher leaders on the committee

Robert Sox: Yes, we know there are inconsistencies on use of the NCEES instrument. We need to be confident that principals across the state is conducting the evals consistently, which means more training. But this need could slow our work down now. We will capture these thoughts to work on at DPI after this system is built. Greg's comment in chat is spot on.

Tom T: I want to clarify my statement. Currently principal eval has no connection to the licensure process. So using this as a future measure needs some careful consideration. That was done a long time ago, because employment doesn't affect the license. First is local endeavor, second is state. Every

human possesses bias, but we can counteract natural bias with multiple observers. I'm not saying we can't use principal obs. We can, but it must be triangulated properly. There are great models across the country, like MD peer assist, student surveys, etc.

Greg: I think if we focus on the question of fill each bucket on the framework with the skills, then move to how we measure those skills is the right way to go.

Laura: so where do we start. I argue every student needs a qualified teacher. Are we starting with bare essentials? How are we working?

Maureen: Looking at the graph, there is a blue line between 3 and 4. We could start with what it takes to be a professional teacher. But notice level 3 and down are paired with adv. teacher mentor. We will need to figure out how to get to level 4 and stay, what do you do to move each step, etc. How do we know you have classroom management, how will we measure it? I think it is good to go at the end backward.

- from Patricia Bricker to everyone: 9:50 AM I think it might be helpful to work on a larger bucket of skills that belong in entry level and then work on how they split up between the individual levels.
- from TooleyM to everyone: 9:51 AM Level 4 sounds like the right place to start for me as well. In particular, it seems that, if NCEES standards are based on the NC Professional Teaching Standards, that those should be the starting point for what a License 4 teacher needs, and then we can work forward and backward.
- from Tonya Smith to everyone: 9:51 AM I think that is actually what my question was addressing. How when we reach a level do we stay there? Thank you.

Laura: you just altered my understanding of this document. Paired with advanced teacher, does that mean they are not teacher of record? [Apparently the word 'paired' is making EPP folks to think that that means they are not teaching their own classroom/teacher of record. This doesn't seem to be the reaction from LEA/teachers.](#)

Tom T: This came up yesterday in prep and entry. These skills would be different. It is being contemplated as to at what level are you a teacher of record. As this stands from the Roundtable, level 1 and up is a teacher of record. But if prep and entry changes this, we will let you know. Maybe they will change to license 1a and 1b to have one as a teacher of record and one as not.

- from Patricia Bricker to everyone: 9:55 AM It would help to define teacher of record and also "paired with an advanced teacher mentor".
- from Dr. Gregory Monroe to everyone: 9:57 AM I see this model like the medical preparation system that the med student has to demonstrate the proper skills to move on to the next level. So, let's start with defining what the skills are for each level "bucket"

Laura: one more question- re: edTPA and PRAXIS still being required. Is there a conversation on making those an option? A lot of local folks wish those barriers weren't in place.

Tom T: The Roundtable's vision is that these licensure exams not go away but they are an option in a menu of options that a teacher could choose to demonstrate content and pedagogy. It could be they

take both tests, it could be a series of micro-credentials in an authentic setting. We have to open the idea of what it means to demonstrate effectiveness. No one is advocating the tests to go away completely.

Laura: So this takes us back to labeling the skills.

Maureen: Someone suggested a working document to capture all ideas and folks could write on it between meetings. That is a great idea. Another part of the shared document could be a chart or form to capture the skill ideas for each licensure level movement, so we can see where we have common ideas or differences. That would be valuable - this will get developed and go out to all of you. Greg's point of this is like the medical profession, that is a great way to think about this. What skills are you practicing at each level that denotes you are ready to move up. One chat question asked where assessments fall on this graph- license 1 is degree, 2 is one or the other, 3 is both. A lot of discussion in chat about artifacts and that is helpful. I always did this. It's a great skill to help teachers learn to do.

- from Nakeshia Williams to everyone: 10:05 AM Do we have an agreed upon understanding or definition of cultural responsiveness between and among the subgroups? This is important as all the subgroups engage in this work when thinking about how individuals advance from one stage to the next regarding preparation, evaluation, and retention
- from Laura Hart to everyone: 10:09 AM @Nakeshia - good point also.
- from Nakeshia Williams to everyone: 10:10 AM @Laura, we see that mentor teachers having requisite content knowledge, pedagogy, and meeting requirements to serve in that capacity may also lack cultural responsiveness because it is not an explicit evaluative measure
- from nruppert to everyone: 10:05 AM Is it also possible that EPPs could recommend a candidate for a License 2 or a License 3?
- Tom T: make sure you look at the guiding principles of outputs over inputs. A recommendation must be based on outputs, not inputs. Why does the EPP need to do that if the candidate has the demonstration of mastery, why would the EPP need to submit that. I would encourage you to think about the teacher's autonomy and power in this system, not a third party. That's my hesitancy that the idea of a recommendation is taking away their agency.

Maureen: Great point in chat on cultural responsiveness. We must include this, and we must make sure we have agreement by the subgroups.

- from Patricia Bricker to everyone: 10:12 AM@Nakeshia, I think we can and need to add explicit evaluative measures related to cultural responsiveness
- from TooleyM to everyone: 10:12 AM New America has some great resources on state standards on CRT and how to implement them <https://www.newamerica.org/education-policy/reports/culturally-responsive-teaching/>
- from Tonya Smith to everyone: 10:14 AM My EPFP policy project group is working on a one pager policy project to embed culturally responsive teaching training for pre-service teachers and PD for in-service teachers. It's a work in progress.

Maureen: With regard to master's and NBCT comment in the chat. In my opinion, the fact that i have a master's degree did not require me to demonstrate any skills. those degrees did not make me a better teacher. NBCT, which I am not, arguably does require this. I think considering NBCT would be helpful to add, but I don't think the master's is the same. I know this is not popular opinion.

- Robert Sox: Probably everyone on this call as a master's. It has value. But how do we know the actual value. We have to remember the guiding principal that is based on outcomes.
- Laura: I hate that Maureen didn't get more out of her master's degree. When we look at the adv levels, i think there is a place for master's degrees. Our master's programs are focused on teacher leadership and practice, it's not on data and how to move your kids. (Didn't she just make the point for Maureen that the master's degrees aren't the right measure?) I think most of our master's degrees help to create those adv teacher leadership and should be on there. The micro-credential report that just came out to SBE said that some MCs are more effective than master's. Some master's aren't going to help. (Also, Laura seems to be dominating the conversation some, and pushing to govern what the subcomm does a bit. Maureen or Robert Sox may need to be ready to ask her to abide by the norms and Co-chair's directions at some point if this continues.)
- Tom T: what constitutes a measure is not under the purview of this group. If you want to make a recommendation to the Licensure subcomm, we can pass that on. Your charge is to focus on the skills, the licensure group will focus on the measures.
- Maureen: some skills we identify may be gained by a master's degree, but the other subcomm can say that part specifically.
  - from nruppert to everyone: 10:15 AM I think Masters should be an option from Jennifer Brinson to everyone: 10:15 AM I agree with this. With a Masters, Doctorate, and National Boards, National Boards is the place where I demonstrated my skills in the classroom.
  - from Patricia Bricker to everyone: 10:16 AM Advanced degrees can and often do embed work in classrooms that influence P12 students.
  - from Patricia Bricker to everyone: 10:16 AM We require this in our programs.
  - from TooleyM to everyone: 10:17 AM There is very little evidence that masters' degrees have an impact on teacher practice. The only evidence that they impact teacher effectiveness is for secondary math teachers.
  - from Maureen Stover to everyone: 10:17 AM I did get a lot out of my masters degrees, however I did not need to demonstrate improvement in my teaching practice
  - from Nakeshia Williams to everyone: 10:17 AM @Tonya..that is great! EPPs have to do more than offer the 1 multicultural education course and intentionally scaffold culturally sustainable pedagogy throughout content courses along with partner with in-service teachers to provide ongoing PD. We have to think through the culturally responsive skills that we are looking for to qualify and quantify cultural responsiveness
  - from Patricia Bricker to everyone: 10:24 AM One more thought about Masters degrees: They have different purposes and outcomes. The state approves EPP programs. An approval process could incorporate review of Masters programs and how they fit into the different licensure levels.

Maureen: We will move next to identifying the skills. This was to get the conversation and brainstorming going. So we will be getting a shared document out to everyone to organize and place our ideas. Our next meeting, we will dive into the specific skills for each licensure level. Did we miss any important questions in the chat?

Tom T: I want to address that Kim is capturing all comments and resources. We have hosted sharing through Sharepoint. Would it be helpful to show you again where these resources are on the Sharepoint?

Kim: All meeting materials and meeting notes are saved in Sharepoint each time. I'll send the notes and minutes out via email too. We will also use Whiteboard for collaboration in the future.

Melissa: Process question- will anyone be putting up the current teaching standards and NCEES elements on this framework?

Robert: That's important. There is a broad array of what fits in these licensure buckets. Our job is to come up with the skills to cross the threshold into the next level. The teaching standards are important. the NCEES has a specific design with the ratings. The standards are a large umbrella that straddles across this whole model. The specific skill levels on NCEES is better at sorting these in the buckets. DPI will work to sort this a bit for you all.

Melissa: Should we wait to add ideas until we have this?

Robert: I know we are scheduled to meet with co-chairs on Monday. I'm wondering if we should use that time to determine a specific whiteboard task, and are you comfortable Maureen with waiting that long?

Maureen: great idea. Kim will share the Whiteboard after our co-chair meeting on Monday. Another idea Michael and I had is to break into subgroups some in the future to discuss different parts, so we will send those subgroup assignments in the future as well. I know this work isn't as clearly defined as we would all like it to be, but this is brand new work. But when we have this finished, all our struggles in developing it will be so worth it to help our teachers and students. Thank you for today.

Adjourned at 10:40 am

## **Budget & Compensation Subcommittee Mtg** 04/22/21 @ 10 am

30 Participants logged on. Public meeting materials found here:

[https://simbli.eboardsolutions.com/SB\\_Meetings/ViewMeeting.aspx?S=10399&MID=9035](https://simbli.eboardsolutions.com/SB_Meetings/ViewMeeting.aspx?S=10399&MID=9035)

**Dr. Graham- Intros** of all members until Public streaming is open from SBE. Pause for livestream.

Dr. Graham's first business statement: "This is the largest project I've undergone in the state in a decade. The potential for impact is enormous." Aaron Fleming concurs - says this will have lasting impact for a generation or more of educators.

Motions to approve minutes and agenda.

Review of group norms, guiding principles.

- Tom T: I would note the guiding principles seem less useful to this subcomm. I would challenge you all to think about this more as is this impactful for the adults in education, as you all are tasked with budget and compensation.

Charge statement review. Main subcomm questions/tasks reviewed. ([Dr. Graham is great at pausing and asking for comments on each individual piece!](#))

Roundtable Framework slide. Invitation to DPI to briefly revisit this graphic.

- Tom T: vision of Roundtable was to construct a model that separates compensation from inputs like years of service and education achieved and moved to outputs. Emphasize the enormity of this vision and difficulty to operationalize. (Tom review's each level quickly.) Financial debate on how to compensate for apprentice- either add-on funds to the existing TA positions OR these become separately designated roles that don't draw from general allotment for TAs and then you have to decide how to distribute these across LEAs - allotment or otherwise. The Roundtable preferred the latter idea. License 1,2, 3 is aligned with limited and initial licenses but different as it is demonstration of mastery over inputs. License 1 is critical in establishing minimum salary and then Roundtable envisioned an increase step up per license. EPP star is the vision that a content/pedagogy mastery EPP grad is awarded with incentives at first year with license 3. Professional licenses are different in that teachers go from demonstrating their skills, to using their skills in the classroom to grow students - this is the application/impact shift. Then there are 2 advanced roles of highly effective teachers (he explains difference between the two).
  - from catherine to everyone: 10:41 AM Let's consider adding the Foundations of Reading exam to the left side. ([The Roundtable requirement of Foundations of Reading and Math CKT for Elem/SPED is left off this one-page graphic- it was one thing sacrificed to get it to one page!](#))
    - from mholland2 to everyone: 10:42 AM @Catherine - would that be part of another subcommittee's work to determine the 'profile' of each level?
    - from catherine to everyone: 10:43 AM I'm not an expert on which committee is doing what but that could be correct!
    - from Erika Williams to everyone: 10:43 AM How is an 'advanced teacher endorsement' earned or affirmed under this model?
    - from Megan to everyone: 10:45 AM Some details were left off this one-pager, but the Human Capital Roundtable did have in their full recommendations to include the Foundations of Reading test and Math CKT for all elementary teachers and SPED teachers.
    - from Erika Williams to everyone: 10:46 AM FOR has some empirical data to support its predictive value for success in the classroom with literacy
    - from catherine to everyone: 10:49 AM Erika—correct! And they are currently adjusting the exam to be even more reflective of the science of reading!
  - Catherine: Tom - some tests have a 3 year leeway to take. Would it be an incentive to pass these exams more quickly because their salary would go up. Am I interpreting that correctly?
  - Tom T: Yes. EPP is any EPP, not just college-based. Incentive to prepare teachers fully, no matter where what program they enter.

- from Erika Williams to everyone: 10:44 AM Will the NCSBOE policy allowing up to 3 years for completers to complete edtpa and all coordinated licensure exams expected to remain under the revised model?
  - Tom T: Chair Miller's charge is to get this model through all processes by 2022 spring session. DPI has thought that the 4 subcomms will work concurrently to answer critical questions. The time question is for advancement/dev subcomm. They will decide and this is frustrating that all decisions being made at same time. DPI is collecting all questions/recs and taking them to the other subcomms for priority.
  - Aaron Fleming: Appreciate this. The salary piece may need some info, so don't hold back questions but realize some decisions are punted to other subcomms so we push forward with no delay.
- Bill Griffin: We are used to starting at \$35k. Are we to make wish list numbers, are we given a top range or a scale to stay in?
- Tom T: I recognize Geoff coltrane and Supt Truitt as members of this subcomm. And partners with OSBM to help us on the politics of money.
  - from catherine to everyone: 10:55 AM This group will work on the hold harmless provision, yes?
  - Tom T: YES.
  - from catherine to everyone: 10:56 AM We will be relying on Fiscal Research Division to help us cost out different scenarios.
  - Aaron Fleming: we can't answer what is too much or too little now, so we work out the comp aspect first and then assess the budget and come back.
- Geoff Coltrane: Is there a process to relay questions to other subcomms so they don't get lost?
    - Tom T: You have Kim who is putting everything on the sharepoint site in minutes. You can read other subcomm notes, AND you can reach out directly with a decision question. Our goal is to keep you well-informed. It's all on sharepoint.
- from Amy Holcombe to everyone: 10:49 AM It is a correct understanding that License 1 can jump to License 4 without having to pass any tests or the edTPA and that License 2 can jump to License 4 with only one or the other?
    - Tom T: This question is for the adv/dev subcomm. Share your opinions though please. Mastery demonstration will be needed, but do not confine that to a test and the licensure subcomm will wrestle with that.
  - from mholland2 to everyone: 10:50 AM Is this work not truly predicated on the profiles of each of the licenses? In a compensation review model, that would significant impact how the salary differentials would be determined - sort of like a market comparabilitiy study. Realizing that this is 'new', there could be comparisons to other professions.
  - from catherine to everyone: 10:50 AM Yes!
  - from Shawnda Cherry to everyone: 10:51 AM I agree, Marcie. We need to create a compensation model that is competitive to other professions so as to attract teachers.

- from Amy Holcombe to everyone: 10:53 AM Is it our goal to develop a compensation model that the state budget can tolerate or one that reflects the true value of each licensure level? Best to know upfront:)
- from Erika Williams to everyone: 10:54 AM Qualifying what's required per tier is critical to understanding and building an equitable compensation model so we are heavily contingent on the decisions from the licensure subcommittee. It seems imperative that we are kept abreast of their deliberations
- from catherine to everyone: 10:54 AM Agree. I think that comparisons to other professions has been done in the past by LEAD at Dept of Commerce. It will lead us to a "market rates" approach, which is a whole other can of worms.
- from Erika Williams to everyone: 10:56 AM @mholland I concur
- from Brenda Berg to everyone: 10:57 AM In our research on competitive compensation, we have found that it is very difficult to compare with other professions, e.g., teaching is a high 'purpose' profession whereas other high skill professions may pay more because they are not very enjoyable. One important metric for paying 'enough' is the extent to which vacancies are able to be filled with high quality candidates and retention is good. Those are hard to predict in advance.
- from catherine to everyone: 10:58 AM Interesting, Brenda.
- from Erika Williams to everyone: 11:00 AM EPIC has data to support who is retained best in the State of NC...some of those data on retention in NC classrooms may prove helpful in our efforts.
- from Bryan Hassel to everyone: 11:00 AM Did the Roundtable explore differential compensation at any level for teaching in a "higher need" school? Would be a way to address major inequities in access to highly effective teaching & advance goals of DRIVE taskforce.. Also, relates to the question of what's "competitive" - higher salaries needed in higher need schools to be competitive.
- from Amy Holcombe to everyone: 11:01 AM @Bryan Hassel- Yes! That must be an added component to this model if we are to provide ALL students equitable access to top talent.
- from Stephen Martin to everyone: 11:01 AM I realize the following is not part of the "charge" of this subcommittee. However, I think it will be important to consider Assistant Principal, Principal, and Central Office salary schedules as well. The teacher compensation model should not be created in isolation of these other critical salary schedules and leadership positions.
- from Brenda Berg to everyone: 11:01 AM I agree on hold harmless as a priority. Also, perhaps a mechanism to keep up with cost of living over time. For example, the current beginning pay has been frozen now for several years, so that position is not keeping up with cost of living/inflation.
- from Bill Griffin to everyone: 11:02 AM I feel one model impacts other models. Must be cautious not compensate teachers and forget about administrations etc...
- from catherine to everyone: 11:03 AM There is research from the Friday Institute going Back to Race to the Top that shows higher pay incentives in hard-to-staff areas didn't work. School-based leadership is the key to retaining excellent teachers.

- from mholland2 to everyone: 11:09 AM @Stephen and @Bill - agree. And the consideration for other positions across schools that support these teachers. Tom has mentioned the apprentice and looking at current IAs - these individuals, in most instances, provide small group instruction yet they are one of the lowest paid groups.
- from Bill Griffin to everyone: 11:14 AM Agree Marcie. We are currently engaged in a salary study with our NWRESA.
- 

Dr. Graham- Rather than reading the chat, I ask folks to come off mute and let us have a discussion on salaries with your first thoughts.

- Amy Holcomb: What metrics will be used to determine the efficacy of the comp model we will put together? Example, will we track vacancy rates, fill rates, demographics, longevity, effectiveness ratings, etc.
  - Tom T: That is the work of this subcomm. You have to think of all these things when you are setting the financial model - can't just slap numbers down and call it a day. The dwindling pipeline must be addressed, but how you do it is up to you.
  - Aaron Fleming: Healthy conflict will arise with this - but we must answer, will these position-based, licensure-based, specific pay for critical subject shortages, etc. We need to discuss and figure out how far to dig down.
  - Amy: I'd be willing to work with a group to determine these metrics and putting the data together to use here.
  - Aaron: We could also potentially look at a guide for local supplements, if we have time, which could be helpful to LEA leaders and local school boards.
  - Ethan lenker: We do have differentiated supplements for math/science teachers in form of larger signing bonus, and \$1k bonus for other certified needs. But now we have even an elem teacher shortage. Someone put in chat that minimum salary hasn't changed in many years and that is a problem alone. There is a grant called Recruit, Retain, Reward coming out of nursing corps model - we created similar tiers for adv teachers/mentors etc. 30% bonus for multi-classroom lead teachers in Pitt. Retention went up on these excellent teachers. And we are using as recruitment now too. Also see retention in the schools, not just in the full county - less teacher movement overall. Our classroom excellence is called "facilitating teacher" plus our multi-classroom leaders- we've had great student impact results. This chart aligns with our roles.
  - Aaron: I agree. Brenda if you have anything to share on high-need demand.
  - Brenda: Some districts for adv teachers got grants while others used existing budget. The exciting thing on this work is that if we add more for teacher pay, we can maximize both of these strategies in one across the state. And avoid line item cuts that Pitt is experiencing.
  - Aaron: We could before trade in positions/salaries, but the Legis ended that years ago, but if we could return to some flexibility that would be wonderful. I don't know how far we want to get in to Trade 90 work.
  - Ethan: yes we have crunch with losing the grant but it was so successful that everyone is working to use our allotments to continue this.

- Catherine Truitt: Did I hear correctly that you didn't use this to attract teachers?
- Ethan: no we did, and nearby counties didn't like it, but one thing we were not able to do is coerce them to go to a certain school in our county. We did find that a great principal was a more effective recruitment tool than salary.
- Catherine: What I'm getting at is was this used to attract more teachers from ECU?
- Ethan: No, we didn't b/c the new teachers would be eligible for adv role salaries, but they did benefit on extra PD/supports. We did use it to recruit more advanced teachers and out-of-state teachers with experience.
- Catherine: I think that is exactly why we do both the right and left side of this to help recruit 22 year olds- show them trajectory. That is attractive to millennials and Gen Z. Most districts don't have advancement unless it's administrative. I think there is research some folks here could provide.
- Brenda: We have anecdotal evidence from TeachNC that candidates are asking about trajectory. The question about hard to staff schools that Bryan asked earlier - when you have say 10% of adv teacher positions, it will pull more into that school b/c they will get more support and that is highly motivating as it is seen as better working environment. Dan Pink 101.
  - from mholland2 to everyone: 11:22 AM As part of our group's work, could we have a protocol where we collect thoughts in general in a way that allows for 'brainstorming,' as well as examples of what is out there such as what Dr. Lenker has shared? This would level set everyone's perspective, in my opinion.
  - from Ereka Williams to everyone: 11:23 AM
  - @Ethan raised my concern with our work in this model will we is how do we leverage folk on the right side to our high needs schools. How did your districts and districts like yours close those gaps for the state's neediest students and communities
  - from Shawnda Cherry to everyone: 11:24 AM
  - Can we also discuss ways to accommodate hard to staff areas such as the NE region? Most districts are small and can't afford large local supplements to compensate teachers.
  - from catherine to everyone: 11:24 AM
  - Was with the 27 Beginning teachers of the year last week. Many were in tears about he lack of support.
  - from catherine to everyone: 11:25 AM
  - Others were giddy that they'd found a school that they loved so early on.
- Dan Swartz: Agree with Daniel Pink. This new vision map hits on 3 out of 4 of the top priority ways to recruit/retain.
- Geoff: A few of us served on the Roundtable thinking on this for 2 years. One thing we did brainstorm is how we might reenvision allotment/pay for adv teachers and reviewed the pilot districts. So, if you were able to completely redesign adv teacher positions, what would be the ideal way?

- Ethan: We looked at our biggest need and decided how many to fund, but started with low performing and restart schools and moved backward. We did look at how much it would take, we paid 30% and we are moving down to \$10k. We are trying to figure out how much is enough incentive for the adv roles. I don't think I answered your question.
  - from Brenda Berg to everyone: 11:29 AM To Ethan's point - can someone also identify what districts are currently paying for advanced teaching roles and ask them if those levels are proving to be adequate to fill and retain those positions? This would be a useful datapoint.
  - from Dan Swartz to everyone: 11:29 AM Article I mentioned <https://www.shrm.org/resourcesandtools/hr-topics/behavioral-competencies/global-and-cultural-effectiveness/pages/4-ways-for-hr-to-overcome-aging-workforce-issues.aspx>
  - from Geoffrey Coltrane to everyone: 11:29 AM Great idea Brenda. That would be very helpful.
  - from Erika Williams to everyone: 11:30 AM Agreed Dr. Holcombe
  - from Erika Williams to everyone: 11:31 AM Guilford had a sound model and highly effective in Guilford
  -
- Geoff: interesting that you are redoing salary and it is still working. We talked about maybe bonuses vs. salaries, vs. new positions completely with new rules. I was just wondering on ideal scenario.
- Amy Holcomb: From Guilford's Mission Possible, we full staffed all hard to staff schools, school growth data, etc. Wildly successful with differentiated compensation and I would advocate for it and share that data.
- Aaron: Great. Along with Brenda's point on what any district is paying for adv roles now. But we have to assume we are not working with grants in the future, it must be a sustainable model that we are building here, but use all the models across the state.
- Dan Swartz: Would it be within scope of subcomm on how to fund these adv teacher roles?
- Tom T: I think it would be dereliction of duty if you all did not. To Brenda's early point, if this is not the way we do business in the state standardized, it could get cut and I strongly urge you to create this where schools are not exchanging positions to get adv role positions - is that ADM allotment or another - that's your purview.
- Wendy Cabral: do we have any budget to follow?
- Aaron: No we are working with OSBM throughout
- Geoff: I think these subcomms work with what is appropriate to make vision a reality and we work on budget process later. Maybe we could approach it in ranges from minimum to maximum but no limit.
- Catherine: I agree. I suggest as we get close to finalizing, we schedule a presentation with Senate and House chairs and start socializing our suggestions with our data - and appropriation chairs as well. I think this legis is chomping at the bit to not pay teachers solely on years of experience.
- Bill Griffin: This is a model to all teachers? Not just supplements for adv? Correct?
- Tom T: Yes.

- Anthony G: DRIVE Task force talked on this, so I agree with the conversation along the way with GA that Supt Truitt mentions.
- Bill Griffin: How do we continue to prevent a person from leveling out - I guess that is part of our work.
  - from mholland2 to everyone: 11:32 AM Any discussion of restoring funding stipends for mentors so that there is a way to incentivize those who support new to the profession staff?
  - from Aaron Fleming to everyone: 11:33 AM I believe stipends for mentors would be a part of advanced teaching roles
  - from Ethan Lenker to everyone: 11:33 AM Agreed Aaron
- Aaron: I wonder if this looks like a hybrid salary schedule or crosswalk between experience and your role.
- Tom T: I do want to relay to you that this concern was addressed when we presented to some members of the GA. The Roundtable vision is to not only provide career pathways but also promote continuous improvement in all roles. Some will want to make a career out of being a license 4 teacher. Some could reach license 4 as early as 5th year ([actually it is as early as 3 years from Roundtable vision](#)). You could build a hybrid model - but that doesn't address continuous improvement. Perhaps you could review renewal cycle and put continuous improvement in that and address salary bump with renewal if continually improving, rather than years. It would be dissatisfying to say a salary will stay at a license level.
- Brenda: Can I add? Many people see current step increases as cost of living, but they are not. The GA increases are. We need to address COLA to address inflation. Second point on progression - the way you move up from level 4 is to move to adv role positions and that comes to quantity - I see it as 30% of our teaching force. That is a lot. Or we could have hard to staff school bonus. If we were talking about 5% of positions, that is a problem, but I don't see the numbers that way. This whole model is not about being up or out.
- Marcie: did Roundtable discuss possible salary model? They did so much work with smart people. Wondering...
- Geoff: We did sort of come up with some ideas, more as we were trying to put it into practice, rather than "right amount." We started with \$35k at license 1. Then 37,500. Then 40k at level 3. Then level 4 at \$50-52k. Then we range of possibilities after that. Could be 10-20k bump for adv roles. Also discussed statutory COLA. We did not discuss a hybrid model.
- Brenda: We talked mostly on challenges - how do we address big needs. We also looked at how much this whole thing would cost. The other thing we discussed was position allotment aspect, that this is problematic.
- Catherine: I hate budget allotment. It is so much more equitable to give the dollars to the principals but it is a huge paradigm shift and I don't know how we get there.
- Brenda: And maybe an interim step of giving it to the districts, but yes it is a shift. Some counties will have more 1,2,3's and how do we not penalize that.
- Catherine: Part of our HC challenge in rural, low-income districts is more teachers with lack of experience.

- Geoff: What about having two smaller subcomms to discuss a range of options with the full subcomm.
  - from Geoffrey Coltrane to everyone: 11:49 AM License 3 was \$40k I think. Advanced was like \$10k and \$20k. I will go back and find it in my notes ([Megan emailed Geoff the Salary chart from Roundtable that we never made public](#))
  - from Brenda Berg to everyone: 11:50 AM I think classroom advanced was \$5k but that was just a starting point. Also, the idea was that these would be minimums. Districts could pay more - and if the funding bucket is flexible, that would allow low wealth districts to offer supplements from those funds, not just from local funds.
  - from catherine to everyone: 11:51 AM I thought I saw \$65K at the highest end
  - from Bryan Hassel to everyone: 11:51 AM I would suggest a third strand / subcommittee looking at LEA flexibility / the allotment structure. It's a both and of more and different state \$\$ as a floor, plus local flexibility to go beyond / meet local needs.
  - from Ereka Williams to everyone: 11:51 AM Thanks Aaron for reiterating my initial comment about 'qualifying' the categories a bit...its necessary to advance something equitable
  - from Dan Swartz to everyone: 11:51 AM @bryan great thought
- Aaron: That could be a possibility we are discussing. I think the idea of instead of looking at years of experience, but looking at PD or CEUs, or what renewal cycle looks like could be another way to fund pay bumps ([Dr. Fleming is not really understanding the principle of moving away from inputs and toward outputs!](#))
- Dan Swartz: Was their Roundtable talk about people who don't reach effectiveness requirements? ([The Roundtable did propose a 1-year probation for level 4 teachers at renewal to improve and if they do not, to be exited out of the profession. Adv teachers who "fall behind" move back to level 4 at renewal.](#))
- Tom T: This model does contemplate regression. Note: Effectiveness is not just EVAAS. There are serious legal issues related to regression. I want to talk to Chair Miller, but because of legal entanglements, I would prefer to keep that decision in this committee since Supt Truitt is in this committee, Geoff too, who will be integral in working through the legality issues.
- Aaron: Great question from Dan. I've been thinking on this myself. If a teacher doesn't meet the standard, what does that do to pay, license and employment? Big questions here.
  - from Ethan Lenker to everyone: 11:55 AM In Pitt you are assigned an advanced teaching role for 3 years and then reevaluated. We have had to "return" teachers to regular pay.
  - from Brenda Berg to everyone: 11:56 AM And some people might want to choose to move from role to role, e.g., for personal reasons.
- Catherine: If we didn't have a teacher shortage, we would do what happens in other professions - we offer up opportunities to improve and if that doesn't work you counsel them out of the profession. But we can't do that b/c of shortage.

Dr. Graham: We are at time. We achieved my goal of understanding the model and getting initial thoughts out. Next meeting is May 27th at 1:30 pm. Between now and then, we ask you to access a sharepoint whiteboard, reflect on the salary compensation pieces at each level. Think aspirationally, not situationally. We may break up in smaller groups in the future.

Adjourn at 12:01 pm.