

North Carolina Education Human Capital Roundtable Action Plan

The North Carolina Education Human Capital Roundtable is a multi-agency group of education leaders committed to improving teacher preparation and licensure strategies. This document presents the Roundtable's agenda to increase the quality and quantity of teacher candidates licensed, hired, supported and retained as highly effective educators in North Carolina schools.

Roundtable Members	
Organization	Representative(s)
State Board of Education	Jill Camnitz
Professional Education Preparation Standards Commission (PEPSC)	Patrick Miller and Andrew Lakis
Department of Public Instruction	Tom Tomberlin and Andrew Sioberg
University of North Carolina	Julie Kowal
North Carolina Community College System	Wesley Beddard
Independent Colleges and Universities	Thomas West and Phil Kirk
Governor's Office	Geoff Coltrane

Graphical timeline here (“Between December 2018 and August 2019, the Roundtable...”)

- Identified challenges and analyzed root causes
- Surfaced member interests for Roundtable work
- Specified potential policy, program, and pathway options open to the state
- Solicited constituent feedback on options through focus groups
- Developed action plans around three goals

The Roundtable developed three goals to address a key challenge — the need to recruit more and better prepared candidates to the teaching profession.

Goal 1: Work with the Professional Educator Preparation and Standards Commission — PEPSC — to recommend changes to **state licensure requirements**.

Goal 2: Support the North Carolina Community College System to adopt a **2+2 strategy** in which teacher candidates complete their studies in a university preparation program after two years at a community college. Strengthen the pathway by implementing dual enrollment and dual admissions programming in conjunction with high school and university partners.

Goal 3: Support the design and implementation of the **state accountability system** for educator preparation programs.

For each goal, the Roundtable identified strategies that state leaders could implement at three intervals: three to six, 12, and 24 months. The Roundtable will work with the General Assembly, boards and commissions, and state agencies to implement this statewide agenda.

Roundtable Goals

Goal One: Create a Performance-Based Educator Licensure System

Current Context

The North Carolina State Board of Education issues initial professional licenses to educators who have completed an in-state preparation program or to out-of-state teachers with zero to two years of experience. The State Board issues residency licenses to teacher candidates enrolled in alternative licensure programs. Teachers with either credential can apply for a renewable, continuing professional license if they meet certain criteria.

Two bills could affect the Roundtable's plan. [Senate Bill 219](#) would allow applicants to fulfill licensure assessment requirements before or during the third year of the initial professional license, if teachers attempt the test during the first year of teaching. Also, the bill would allow demonstration of instructional effectiveness via administrator affidavit. **Allowing applicants to fulfill testing requirements over time could promote efforts outlined in strategies one and two.**

[House Bill 521](#) would authorize the State Board to issue a three-year, non-renewable transitional license for teachers who hold valid, out-of-state credentials. The bill would require local boards of education to request limited licenses on behalf of hired teachers.

If the General Assembly enacts these bills, then the Roundtable would need to develop a plan on how to streamline requirements from five licenses into one provisional credential.

Recommended Actions

The Roundtable proposes that the North Carolina State Board of Education redesign the state's teacher licensure strategy by (1) revising the process by which educators receive initial licensure and move to continuing professional license and (2) **reframing the initial professional license as a probationary credential, called perhaps an *apprentice license*. Under the proposed model, the State Board would issue apprentice licenses to individuals who would have been issued initial professional or residency licenses.**

The Roundtable will recommend changes to the Professional Educator Preparation and Standards Commission, PEPSC. The Commission would consider the merits of the Roundtable's proposal and submit a final plan for State Board approval, if warranted.

Licensure Strategies

- 1. Six-Month Strategy: Develop a policy framework to make the continuing professional license a performance-based credential**

For consideration by PEPSC, the Roundtable will develop a framework that, if implemented, would require teachers to demonstrate instructional effectiveness before receiving a continuing professional license. **The Roundtable purposefully has not recommended performance-based measures for teachers until it meets with state leaders to gauge their interests and concerns. To reduce confusion, the State Board of Education**

would need to phase in the new requirements over a transitional period. NC Gen. Stat. § 115C-270.30 delegates the authority to determine licensure renewal requirements to the State Board of Education.

2. 12-Month Strategy: Redesign the initial licensure process to streamline requirements and reduce barriers to entry into the teaching profession

For consideration by the Department of Public Instruction, the Roundtable will propose substantive changes to how the state licenses teachers with less than three years of experience. Under the proposed model, the North Carolina State Board of Education would issue apprentice licenses to educators in place of several existing credentials (e.g., initial professional, lateral entry, and residency licenses). The Roundtable would consider how and when to assess applicants for subject-matter competency and pedagogical knowledge. The Roundtable favors using a menu-based approach for assessment. This approach would require applicants to meet certain criteria, such as passing a benchmark licensure assessment, while providing flexibility in demonstrating subject-matter competency.

3. 24-Month Strategy: Study the merits of creating licenses for advanced professional teacher roles.

The Roundtable will consult with state and national experts to gauge the feasibility of designing and implementing a tiered licensure system that builds on the two-step process of initial-to-professional licensure to create a multi-step professional licensure system based on performance and roles and make recommendations to DPI and PEPSC.

Licensure Goal Roles and Responsibilities

Manager

- Director, School Research, Data, & Reporting at the Department of Public Instruction (currently Tom Tomberlin) will coordinate and execute the Roundtable's plan to redesign North Carolina's teacher licensure requirements and processes. Duties include (1) drafting preliminary proposals with Roundtable input, (2) gathering feedback from state leaders and affected stakeholders, and (3) finalizing the plan for PEPSC review.

Helpers

- Chair of PEPSC (currently Patrick Miller) will serve as the key shepherd of the redesign plan through the Commission and State Board of Education.
- Director of Educator Licensure at the Department of Public Instruction (currently Andrew Sioberg) will provide strategic advice, research support and expertise, and technical assistance.
- Associate Vice President for P12 Strategy & Policy at the University of North Carolina System (currently Julie Kowal) and the General Counsel of the North Carolina Independent College and Universities association (currently Tom West) will communicate to and solicit feedback from educator preparation program leaders about

the proposed plan. They would keep the programs apprised on how licensure changes would affect their operations. They would also inform licensure reformers on hardships any licensure proposals might have for programs.

Communicators

- Representatives from the Governor’s Office and Community College System Office (currently Geoff Coltrane and Wesley Beddard, respectively) will share details about the licensure redesign plan with issue advocates, constituency groups, and the public.
- Roundtable members serving on the Commission and State Board will share details about the licensure redesign plan with their colleagues.

External Partners

Roundtable members will partner with the following groups to develop a shared awareness of and vision for licensure reform in North Carolina.

- BEST NC
- Classroom Teachers Association of North Carolina
- Educator Preparation Advisory Board (UNC System)
- Governor’s Commission on Access to Sound, Basic Education (Leandro Commission)
- myFutureNC
- North Carolina Association of Educators
- North Carolina Association of School Administrators
- Public School Forum of North Carolina

Table 1. Action Steps to Implement Licensure Redesign Goal

Activity	Responsible Agency/ Person in Role	Target Date for Completion
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Strategy One: Develop a policy framework to make the continuing professional license a performance-based credential (January/February 2020; Manager: Tomberlin)		
Operationalize teacher effectiveness measures that DPI could use to confer the continuing professional license	DPI/Sioberg	August/September 2019
Define how apprentice teachers could meet the requirements for a continuing professional license. Consider how the requirements could affect recruitment and retention, equity, and district human resource efforts.	DPI/Tomberlin	September/October 2019
Solicit feedback from state leaders, constituent groups on draft teacher effectiveness measures	PEPSC/Miller	October/November 2019
Develop communications strategy to secure political support for the measures.	Governor's Office/Coltrane	November/December 2019
What other steps will the Roundtable need to take to implement this strategy?		

Table 1. Action Steps to Implement Licensure Redesign Goal (Continued)

Activity	Responsible Agency/ Person in Role	Target Date for Completion
Strategy Two: Redesign the initial licensure process to streamline requirements and reduce barriers to entry into the teaching profession (June/July 2020; Manager: Tomberlin)		
Identify benefits and challenges associated with merging three (or five) licenses into an <i>apprentice</i> credential. Offer resolutions for challenges.	DPI/Sioberg	February/March 2020
Solicit feedback from state leaders, constituent groups on benefits, challenges, and resolutions for challenges.	PEPSC/Miller	March 2020
Develop communications strategy to discuss benefits of overall framework, including resolutions for challenges	Governor's Office/Coltrane	April/May 2020
What other steps will the Roundtable need to take to implement this strategy?		
Strategy Three: Study the merits of creating licenses for advanced professional teacher roles (July 2021; Manager: Miller)		
Produce report on the feasibility of implementing a tiered licensure plan in North Carolina	PEPSC/Miller	By July 2021
What other steps will the Roundtable need to take to implement this strategy? (Consider what the report will need to include.)		

What Would Success Look Like?

Describe Success	Measures	How Data Will Be Gathered
State Leaders Codify New Strategies	Policy/Strategy Enacted	N/A
Teachers Are Satisfied with New Strategy	Self-Reported Perceptions	Survey or Questionnaire
State Leaders Are Receptive to Modifying Strategy After Implementation of Strategy	Self-Reported Perceptions	Focus Groups and Interviews
Licensure Changes Provoke Calls to Reform Other Educator Workforce Strategies	Policy Enactments Over Time	Trend Analysis
<p>How else could the Roundtable define success for the licensure goal? (Consider who will gather the data.)</p>		

Risks and Barriers to Success

- Recent changes to licensure requirements (e.g., residency licenses and reciprocity) could contribute to fatigue for considering new strategies.
- Adopting an *apprentice* teacher license in place of three current credentials could create confusion among current license holders and teacher candidates.
- Induction and mentoring programs are not effective at improving the skills of *apprentice* teachers, blunting the positive impact of the performance-based licensure changes.

Goal Two: Develop a Seamless, High School-to-Hire Teacher Pathway

Current Context

The State Board of Community Colleges has worked closely with the UNC system and the independent college sector to develop articulation agreements for several career fields, including engineering and nursing. The North Carolina Community College System Office reached out to five university partners to develop a draft teacher education transfer articulation agreement. The system office will work with two-year institutions and four-year partners to create a 2+2 pathway.

Recommended Actions

The Roundtable will support the Community College System's 2+2 efforts by strengthening pathway efforts at both transitions: high school-to community college and community college-to-four-year institutions. While the community college system office develops the specialized transfer program drawing on statewide articulation agreements with faculty input and cross-sector partners, the Roundtable will explore ways to support teacher education programming for interested high school students and dual admission for candidates enrolled in two-year programs who wish to commit to teacher preparation programs at four-year institutions.

Pathway Strategies

1. **Six-Month Strategy: Support the codification of the teacher education pathway model and comprehensive articulation agreement**

The Roundtable will provide feedback on the pathway program model and articulation agreement throughout the strategy development process. Once the Community College System Office finalizes the first draft, Roundtable members will solicit input from public and private institutional and system higher education leaders, as well as DPI and district school leaders for feedback to the Community College System.

2. **12-Month Strategy: Develop statewide framework for offering immersive experiences for high school students interested in becoming teachers**

The Roundtable recommends a coordinated, statewide strategy to increase the number of students who have access to and complete teacher exploration programs in high school. The Roundtable would work with other groups toward or develop itself the first draft of a statewide strategy. Partners in this would include leaders of the teacher cadet, the Future Teachers of North Carolina, and the College and Career Promise Pathway programs. The Roundtable would continue to work with the pathway partners to assess program adoption across the state.

3. **24-Month Strategy: Work with one or more university partners to execute a dual admissions strategy in at least one region of North Carolina**

A dual admissions strategy would guarantee teacher candidates' acceptance at eligible senior institutions if they meet all requirements, including an associate degree aligned with a teacher education bachelor's program. Depending on the structure of the dual admissions agreement, candidates could enjoy tuition savings, receive early advisement from senior institution faculty, and ensure a seat in a high-demand, educator preparation program.

Licensure Goal Roles and Responsibilities

Manager

- Associate Vice President, Programs at the North Carolina Community College System (currently Wesley Beddard) will coordinate and execute the 2+2 articulation plan and partnership work with K-12 and four-year partners.

Helpers

- Associate Vice President for P12 Strategy & Policy at the University of North Carolina System (currently Julie Kowal) and the General Counsel of the North Carolina Independent College and Universities association (currently Tom West) will solicit feedback from educator preparation program leaders about how the proposed plan would affect their operations.
- Representatives from the Department of Public Instruction (currently Tom Tomberlin and Andrew Sioberg) will work with their agency colleagues and district contacts to develop a statewide framework for early teacher experiences for high school students.

Communicators

- The Governor's Education Policy Advisor (currently Geoff Coltrane) will share details about the pathway plan with issue advocates, constituency groups, and the public.
- Roundtable members serving on the Commission and State Board will share details about the teacher education pathway and 2+2 work with their colleagues.

External Partners

Roundtable members will partner with the following groups to implement and market the high school-to-hire, teacher education pathway.

- BEST NC
- Career and College Promise Pathway (Community College System)
- Future Teachers of NC (UNC System)
- myfutureNC
- North Carolina Foundation for Public School Children (North Carolina Teacher Cadet Program)
- Public School Forum of North Carolina

Table 2. Action Steps to Implement Pathway Goal

Activity	Responsible Agency/ Person in Role	Target Date for Completion
Strategy One: Support the codification of the specialized transfer degree and comprehensive teacher education articulation agreement (January 2020; Manager: Beddard)		
Finalize transfer program model	NCCCS/Beddard	August/September 2019
Solicit feedback from state leaders, constituent groups on program and articulation agreement framework	NCCCS/Beddard UNC/Kowal	October 2019
Develop communications strategy to inform state leaders and the public about program model	Governor's Office/Coltrane	November/December 2019
What other steps will the Roundtable need to take to implement this strategy?		

Table 2. Action Steps to Implement Pathway Goal (Continued)

Activity	Responsible Agency/ Person in Role	Target Date for Completion
Strategy Two: Develop statewide framework for offering immersive experiences for high school students interested in becoming teachers (June/July 2020; Manager: Beddard)		
Solicit feedback from program leaders on how to increase the number of school districts adopting cadet and dual enrollment programs	NCCCS/Beddard	February/March 2020
Provide recommendations on how a new teacher education dual enrollment strategy could integrate with existing courses and curricula offered in North Carolina	NCCCS/Beddard	March 2019
Develop communications strategy targeting adoption by district and school administrators	DPI/Tomberlin and Sioberg	April/May 2019
What other steps will the Roundtable need to take to implement this strategy?		

Table 2. Action Steps to Implement Pathway Goal (Continued)

Activity	Responsible Agency/ Person in Role	Target Date for Completion
Strategy Three: Execute dual admissions agreement in at least one region in North Carolina (July 2021; Manager: UNC System Office/Kowal)		
Identify community college and university partners that would like to create a dual admissions program in conjunction with specific high schools	UNC/Kowal NCCCS/Beddard	June 2020
Create degree model for a high-demand licensure area (e.g., math, science, special education)	UNC/Kowal NCCCS/Beddard	December 2020
Finalize multi-lateral agreement	UNC/Kowal NCCCS/Beddard	June 2021
Publicize dual admissions model for adoption in other regions	UNC/Kowal NCCCS/Beddard	July 2021
What other steps will the Roundtable need to take to implement this strategy?		

What Would Success Look Like?

Describe Success	Measures	How Data Will Be Gathered
State Board of Community Colleges codifies program and articulation plans	Policy/Strategy Enacted	N/A
At least one dual admissions partnership created	Partnership Executed	N/A
More high school teachers participate in dual enrollment and career courses focused on teacher education	Data on Sites Participating in Programs	Pre/Post Analysis of Percentage of Sites Adopting Programs
Adoption of 2+2 and high school pathway strategies contribute to increased innovation in how high school cadets gain early experience in supporting learning	Policy Enactments Self-Reported Perceptions	Trend Analysis Surveys, Focus Groups, and/or Interviews
<p>How else could the Roundtable define success for the pathway goal?</p>		

Risks and Barriers to Success

- Students have a lower interest in education careers than expected and few are willing to enter 2+2 and high school exploration programs.

- The articulation agreement is based on bi-lateral agreements and therefore does not provide guarantee of credit transfer like a statewide dual admissions agreement would.

Goal Three: Help Design and Implement the EPP Accountability System

Current Context

[Senate Bill 599](#) (2017) changed how North Carolina holds educator preparation programs (EPPs) accountable. Programs must meet annual targets on the following four performance standards.

1. Graduates' performance on annual evaluations
2. Proficiency and growth of students taught by educators holding an initial professional license, to the extent practicable
3. Survey of graduates' satisfaction at end of first year of teaching
4. Quality of students entering the program, including the average grade point average and average score on preprofessional skills tests or college entrance exams that assess reading, writing, mathematics, and other competencies.

The 2017 law revised the measures that EPPs would report in their annual performance reports. Beginning in December 2019, the reports must include data on the four standards and several additional types of information. Also, in December, the State Board must create an online report card for each program that summarizes the information in the annual performance reports. Starting in 2021-22, the State Board will sanction EPPs that do not meet performance expectations. In September 2019, the Department of Instruction and PEPSC will present to the Joint Legislative Education Oversight Committee a progress report on implementing the new accountability system.

In spring 2019, legislators proposed House Bill 107, which includes provisions to modify the current accountability system. The bill establishes that the State Board, in consultation with the Department of Public Instruction and PEPSC, shall develop a formula- and performance-based weighted model, select measures and establish the weights.

In spring 2019, DPI created two data models. Using data from previous school years, DPI demonstrated what ratings EPPs would receive under each of the two models to inform thinking about how to revise the model.

Recommended Actions

The Roundtable will support the work of the State Board of Education, DPI, PEPSC and legislators as it implements the state's EPP accountability system, working toward

recommendations that will produce a more nuanced and effective system, based on provisions outlined in House Bill 107.

Program Accountability Strategies

1. Three-to-Six-Month Strategy: Finalize the proposed accountability model after consulting with preparation programs

During summer and early fall of 2019, Roundtable members will solicit feedback from EPP leaders for the proposed accountability measures and weights. At the same time, the Roundtable will share the results of the DPI data modeling to inform EPP feedback. Based on the feedback, the Roundtable will issue recommendations to PEPSC, the State Board of Education, and the General Assembly on options for modifying the current accountability system to make it most useful to program leaders and teacher candidates. Options include modifying the indicators, developing weights for the indicators or measures within the indicators, and creating component and summative scores.

2. Six-to-12-Month Strategy: Revise state policies as necessary to modify the accountability model

During 2019-2020, Roundtable members will work with state policymakers to support the revision of state law, State Board regulations, and DPI guidance, as necessary, to modify the current accountability system to include the options recommended and determined appropriate for the accountability system. Once revisions are adopted, the Roundtable will help develop an implementation plan. Regular feedback from EPPs will inform the process.

3. 24-Month Strategy: Assess the implementation of the revised accountability model, recommending modifications when warranted

In 2019-2021, Roundtable members will work the State Board of Education, DPI, PEPSC and others to undertake key actions to implement and refine the revised accountability system. Key actions include communicating with educator preparation programs and the public about the changes to the system, publishing initial results, supporting educator preparation programs in using the results, gathering shareholder feedback on the results and identifying potential further modifications to make the system more effective.

Goal Three Roles and Responsibilities

Manager

- Roundtable members representing PEPSC (currently Patrick Miller) and DPI (currently Andrew Sioberg and Tom Tomberlin) will coordinate the work of Roundtable to achieve this goal and play leading roles in many of the activities outlined below.

Helpers

- Roundtable members representing the State Board of Education (currently Jill Camnitz), the University of North Carolina system (currently Julie Kowal), North Carolina Community College System (currently Wesley Beddard) and independent colleges and universities (currently Thomas West and Phil Kirk), and the Governor’s office (currently Geoff Coltrane) will gather feedback and ideas from their leaders, colleagues and shareholders including school districts, to inform the Roundtable’s work.

Communicators

- All Roundtable members will play active roles in disseminating information about, and supporting the public in using data from, the state’s EPP accountability system.

External Partners

Roundtable members will engage with the following entities to support their understanding and use of the accountability system and enhance their efforts to spread of awareness and use of the system statewide.

- Educator preparation program and school district leaders
- Policy and advocacy organizations (e.g., myFutureNC, BEST NC, Public School Forum of North Carolina)
- Professional associations (e.g., North Carolina Association of Educators, Classroom Teachers Association of North Carolina, North Carolina Association of School Administrators)

Table 3. Action Steps to Implement Program Accountability Goal

Activity	Responsible Agency/ Person in Role	Target Date for Completion
Strategy 1: Finalize the proposed accountability model after consulting with preparation programs (September 2019; Manager: Sioberg)		
Gather feedback from EPP leaders on the proposed DPI/PEPSC accountability framework, including indicators, weights, and component and summative scoring	DPI/Sioberg	July 2019
Consolidate feedback and make changes to proposed DPI/PEPSC model, as needed	DPI/Sioberg	August 2019
Present model for State Board approval	PEPSC/Miller	September 2019

What other steps will the Roundtable need to take to implement this strategy?

Table 3. Action Steps to Implement Program Accountability Goal (Continued)

Activity	Responsible Agency/ Person in Role	Target Date for Completion
<p>Strategy Two: Revise state policies as necessary to modify the accountability model (June 2020; Manager: Miller)</p>		
<p>Gather feedback from EPP and district leaders after the publication of the EPP report card</p>	<p>DPI/Sioberg</p>	<p>March 2020</p>
<p>Share EPP and district perspectives with PEPSC, the State Board, and General Assembly to inform state policy and strategy</p>	<p>PEPSC/Miller</p>	<p>April 2020</p>
<p>Review the accountability results from a holistic perspective and recommend modifications to policy or the online report card, as needed</p>	<p>DPI/Sioberg</p>	<p>May/June 2020</p>
<p>What other steps will the Roundtable need to take to implement this strategy?</p>		

Table 3. Action Steps to Implement Program Accountability Goal (Continued)

Activity	Responsible Agency/ Person in Role	Target Date for Completion
Strategy Three: Assess the implementation of the revised accountability model, recommending modifications when warranted (June 2020; Manager: Miller)		
Develop a statewide public awareness campaign to assure that EPPs, external partners and the public are aware of the accountability results	PEPSC/Miller	May 2020 for initial launch
Recommend changes to accountability strategy, report card design, and system improvements after consulting with EPP and district leaders	DPI/Sioberg	May 2020 and ongoing through 2022
Recommend how EPP and district leaders might use performance data to improve preparation and professional learning strategies	DPI/Sioberg	May 2020 and ongoing through 2022
What other steps will the Roundtable need to take to implement this strategy?		

What Would Success Look Like?

Describe success	Measures	How data will be gathered
Revisions to the model make it more useful to EPPs, candidates and districts	Content of the model	Review of the policy/policies
Engagement of shareholders in the process	EPPs, districts, principals, policymakers and others consulted throughout the policy revision and report card rollout.	Documentation of engagement activities
Shareholders express satisfaction with the modified system and/or readiness to implement it	Self-reported perceptions	Notes summarizing verbal opinions expressed during meetings and public gatherings Survey responses
Emergence of clear next steps, after first official reports are published, for improving implementation of the model and EPP performance	Policy Enactments Documentation of consensus, points of agreement	Notes from meetings and public gatherings Survey responses
Programs produce more and better-prepared graduates.	Defined through the accountability model	TBD based on the finalized model.
How else could the Roundtable define success for the program accountability goal?		

Describe success	Measures	How data will be gathered

Risks and Barriers to Success

- *Communication.* State leaders and agencies work diligently to get their messages out and inform shareholders and the public, but the messages get buried in the “news cycle.”
- *Continued, frequent policy changes make implementation difficult.* Shareholders need multiple years to implement a new EPP accountability system, see how implementation goes, use the results to improve EPPs and identify data-based ways in which to update the model.
- *Some voices are missing from the Roundtable who will be unhappy that they were not represented at the table and couldn’t weigh in on the accountability debate.*

Conclusion or Call to Action

What messages would you want to share with state leaders and the public in an external report?