

Wake Education Summit
2006 UPDATE
Successful Teachers, Successful Students

JOURNEY TO 2008

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JOURNEY TO 2008

Wake Education Summit
2006 UPDATE

Summit Takes a Break, But Community Work for Education Continues

After eight years of bringing together hundreds of community, business, school, government and parent leaders to discuss relevant issues in public education, the Wake Education Summit is on hiatus for 2006. The Summit, coordinated by Wake Education Partnership, has helped garner community input and focus on goal-setting for public education in Wake County since 1998.

Following the 2005 Summit, many longtime participants and host organizations expressed an interest in reviewing the Summit process to ensure that the event still meets the needs of our community. To that end, Wake Education Partnership decided to take time off from Summit planning to re-group and consider new ways to connect Wake County's broad range of stakeholders with the education topics that impact them.

Feedback generated during the Summit has been shared over the years with school and elected leaders for their consideration in creating strategies to reach our community's education goals. Past recommendations have directly affected policy changes (including the adoption of Goal 2008) and the use of resources

by community groups and the public schools. Each Summit has sharpened the strategic focus of agencies, businesses and the schools, while creating a climate of shared ownership for excellence and measurable results.

2005 Revisited

More than 400 Wake County community, business and parent leaders convened on April, 28, 2005, at Raleigh's McKimmon Center for the eighth annual Wake Education Summit. Focused on the theme *Journey to 2008: Successful Teachers, Successful Students*, Summit participants discussed the realities of teaching in today's classrooms and prioritized recommendations to support the recruitment and retention of excellent teachers as one strategy for achieving Goal 2008.

The 2005 Summit also saw the release of *Recruit, Retain and Respect*, a report from the Wake Task Force on Teaching Excellence, a citizen-led committee convened by Wake Education Partnership. The report includes local and national research on teachers and teaching, as well as recommendations about recruiting, retaining, supporting and developing quality teachers for all of Wake's public school classrooms.



wakeeducationsummit.org



Work Continues to Support Teachers

Even though the Summit event is taking a break, the efforts to reach Goal 2008 continue across the county. Specifically, Wake Education Partnership is committed to supporting efforts to recruit, retain and respect Wake County teachers.

A focus on teaching directly impacts students and their academic achievement – and the same conditions that promote quality teaching also encourage student learning. To improve education, we must continue to improve teacher quality. Research clearly indicates that the teacher is the single most important factor impacting student learning, and teacher quality directly affects student achievement.

To support Wake County teachers and make the recommendations of the Wake Task Force on Teaching Excellence a reality, our entire community must continue to work together. As parents, business people, elected officials, administrators and community leaders, we can all make a difference.

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Stay Informed on the Journey to 2008

As we approach 2008, it's important to review both the work already underway and the plans for future work to help our teachers, students and schools meet the ambitious Goal 2008. In this newsletter, you'll find information about programs that support teachers and strive toward the goal. For additional resources and information, visit us online at www.WakeEdPartnership.org, www.wcpss.net or www.WakeEducationSummit.org.



Recruit, Retain and Respect Focuses Work



The April 2005 release of *Recruit, Retain and Respect* renewed the conversation about the importance of teaching and the steps our community must take to ensure excellent teachers for all students. The report was the product of the year-long community-based Task Force on Teaching Excellence, which examined what Wake County needs to do to ensure we bring the best teachers into our classrooms and keep them there.

The report recommendations go beyond simple hiring procedures; the core of the report speaks to the need to improve the conditions under which our teachers work every day. Wake Education Partnership, which organized the Task Force, has changed its program of work to align with and build on those recommendations.

Food for Thought

Since 1983, the Partnership has provided grants to Wake County Public School System (WCPSS) teachers through its Food for Thought program. These grants have given teachers the resources to expand the learning opportunities available to them and their students. Following the Task Force report, Food for Thought was redesigned to focus funded projects on one particularly critical Task Force recommendation.

As reflection and collaboration with other educators were key themes of *Recruit, Retain and Respect*, teachers were encouraged to collaborate with colleagues to enrich their teaching and professional learning. By focusing grant initiatives on what research says matters most to teacher recruitment and retention, Wake Education Partnership works to support teaching excellence in our community.

Distributive Leadership

Research has repeatedly shown the importance of effective leadership in retaining excellent teachers. By recommending that principals be prepared to create school environments that foster quality teaching and the retention of quality teachers, the Task Force recognized the critical role of administrators. Wake Education Partnership has long believed in the power of school leadership and, in 1999, created the Wake Leadership Academy, a public-private partnership with WCPSS. It has since expanded into the five-district Triangle Leadership Academy.

In 2005, the Partnership teamed with the Center for Teaching Quality and the Education Foundation for the Orange County Schools to launch ASSET. ASSET, a Wachovia Foundation-funded initiative, works to improve teacher retention and, ultimately, student learning through the implementation of distributive leadership practices. Four Wake County middle schools and two Orange County middle schools are working together to improve their leadership structures and practices to engage teachers more effectively in decision-making and other leadership functions.

With distributive leadership, leadership roles are more broadly spread among members of the entire organization, with the goal of higher quality leaders and higher quality organizations. This model illustrates an important way we can more effectively utilize leadership potential across the faculty and staff of a school. Distributed leadership more fully taps the rich resource of accomplished, expert teachers; by redefining the organization of schools, we can enhance collaboration and learning for teachers, administrators and the students they instruct.

Next Steps for Recommendations

In an effort to capitalize on the community-wide embrace of *Recruit, Retain and Respect*, the Partnership is convening a work group in Fall 2006 to focus in-depth efforts on one critical area of the report. The ultimate goal of this team is to create a road map of how to align WCPSS policies and procedures with the Task Force's recommendations and best practices in this area of focus.



Current Data Informs Progress

One of the most important aspects of *Recruit, Retain and Respect* was the research and data the Task Force compiled in analyzing the challenge of teacher recruitment and retention. In order to continue working toward Task Force goals, we must examine current teaching data to determine where progress has been made and what challenges still exist. Here is the most recent data available:

The Wake County Teaching Population (2005-06)

Number of Teachers: 8,303

Number of National Board Certified Teachers: 985

100% of teachers hold at least a bachelor's degree

40.1% hold at least a master's degree

1.2% have a doctorate degree

33% have 5 or fewer years of experience

14% have 25 years or more of experience

Wake County Teacher Retention (2004-05)

■ Teacher Turnover Rate

- North Carolina – 12.75%
- Wake County – 10.24%
- Turnover rate excluding retirements – 8.87%*

■ Turnover among probationary teachers (five years of experience or less) – 16.49%

- Those who started in 2000 and were still teaching in 2005 – 49.03%
- Those who started in 2000 and were teaching in the same school in 2005 – 31.17%

■ Turnover among career teachers (six or more years of experience) – 8.44%

- Those who were teaching in 2000 and were still teaching in 2005 – 67.02%
- Those who were teaching in 2000 and were teaching in the same school in 2005 – 51.66%

■ Turnover among Special Education teachers – 14.5%

■ Top reasons for teacher turnover in Wake County:

- All teachers: Relocation
- Probationary teachers: Their contracts ended and were not renewed
- Special Education teachers: Other reasons

Wake County Teacher Salaries (2005-06)

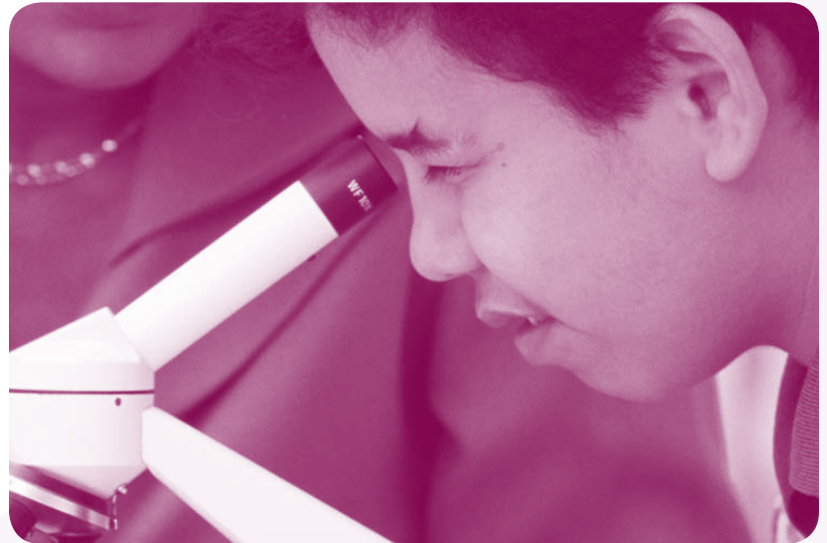
■ Average: \$35,513

■ Range:

- \$29,673 for a first-year teacher with a bachelor's degree
- \$66,871 for a National Board Certified Teacher with 29 years experience



JOURNEY TO 2008



2006 North Carolina Teacher Working Conditions Survey Results

Below are data excerpts from Wake County's 2006 Teacher Working Conditions report. To see the full report, or to view a school's individual report, please visit www.NorthCarolinaTWC.org.

- 26% of teachers said there is no structured collaborative planning time during the regular school day; 66% of teachers said there are three or fewer hours of individual planning time during the regular school week.
- 36% of respondents said teachers play no role in deciding how the budget is spent; 34% said teachers play no role in hiring new teachers.
- 68% of respondents said teachers have either the primary or a large role in devising teaching techniques; 24% said they play a primary or large role in determining the content of in-service professional development.
- 66% of teachers said school leaders consistently support teachers.
- 65% said leaders at their schools are effective.
- School leadership was the top reason Wake County teachers gave for teaching at their schools. 36% of respondents said it was far ahead of the choices tied for second place – time during the work day and teacher empowerment, both of which were chosen as most important by 21% of respondents.
- 78% of teachers agreed that their schools were a good place to teach and learn.
- 60% of respondents said they planned to continue teaching at their current schools; 6% said they planned to leave the teaching profession.

Recommendations From The Wake Task Force On Teaching Excellence

1. Embed more time within the school day for all teachers to plan and reflect, to participate in professional development and to collaborate with other key personnel.
2. Ensure that principals have the understanding and capacity to create an environment that supports quality teaching and the retention of quality teachers.
3. Support teaching as a profession through career enhancement and leadership opportunities.
 - a. Develop a process for teachers to use critical self-analysis and shared reflection based on the “Quality Teaching Characteristics” index or other tools.
 - b. Make the sharing of best practices routine among teachers within and across schools.
 - c. Ensure that professional development includes a range of opportunities to support teachers as they grow in their careers.
 - d. Improve mentor programs to more consistently meet the needs of new teachers.
 - e. Create career pathways for teachers using the Teacher Enhancement and Leadership System (TELS).
4. Improve working conditions for Special Education teachers, including salary incentives, reduced case loads, planning time and paperwork assistance, to reduce increasing turnover rates.
5. Review and upgrade teacher salaries and benefits systematically to keep pace with competitive job markets.
6. More carefully plan how curricular decisions impact teachers with a coordinated, system-wide timeline for new initiatives.
7. Recruit advocates among the business community and parents to support teaching excellence.

View the full *Recruit, Retain and Respect* report from the Task Force on our web site.



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**Uniting community resources for
excellence in public education**

www.WakeEdPartnership.org