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McKimmon Center

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Wake Education Summit 2005

Journey to 2008: Successful Teachers, Successful Students

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Wake Education Summit 2005
Journey to 2008:
Successful Teachers, Successful Students

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Special thanks to:

Audio Visual Services, Inc.
Eagle Productions at Enloe High School and the video participants
Lifetouch National School Studios
Time Warner Cable and the television commercial participants

Agenda

Outcomes:

- Discuss realities of quality teaching in Wake County and the Southeast;
- Review recommendations for advancing teaching excellence in Wake County; and
- Identify priorities for supporting teachers toward Goal 2008.

“Successful Teachers, Successful Students”

Video presentation
Created by Eagle Productions at Enloe High School

Welcome

Dr. Bill Atkinson
*President, WakeMed, and
Co-Chair, Summit Core Team*

Event Briefing

Robin Costello
*Senior Director of Development and External Relations, N.C.
Child Advocacy Institute, and Co-Chair, Summit Core Team*

“Good Teachers and Teaching for Every Student”

Barnett Berry
President, Southeast Center for Teaching Quality

TABLE DISCUSSION: Exercise 1

Costello and Facilitators

“Recruiting and Retaining Quality Teachers: A View from the Schools”

Bill McNeal
Superintendent, Wake County Public School System

“Recruit, Retain and Respect: A Report from the Wake Task Force on Teaching Excellence”

Dr. Dudley Flood
*Education Consultant and Co-Chair, Wake Task Force on
Teaching Excellence*

Jay Silver
*Attorney, Kilpatrick Stockton, and Co-Chair, Wake Task
Force on Teaching Excellence*

TABLE DISCUSSION: Exercise 2

Atkinson and Facilitators

Listening Team Reports

Atkinson and Participants

Closing

Robert Saffold
President, Wake Education Partnership

Ground Rules for Participants:

- Turn off all cell phones.
- One person speaks at a time during table discussions.
- Be open and listen to each other.
- Respect people with different opinions.

Wake Education Summits – Organizing for Change

Wake County has been putting the “public” in “public education” since 1998 through annual education Summits. At each Summit, citizens and community leaders have had the opportunity to address a variety of education topics. All of the feedback is shared with key decision-makers at the Wake County Public Schools and the Wake County Board of Education, and much of the feedback has directly impacted key decisions by these groups. In addition, previous Summits have informed the work of community agencies, businesses and other groups concerned with maintaining high quality in our public schools. Below is a review of the Wake Education Summits including topics addressed, actions proposed and results.



1998 Summit: “Achieving New Horizons”

At the original Wake Education Summit, 450 participants came together to begin identifying ways the schools could be responsible and accountable to the community they serve. Through small group discussion, participants highlighted key concerns for school system and community leaders. Results included adoption of a clear, measurable goal by the Board of Education to meet higher academic standards—Goal 2003.



1999 Summit: “Readers to Achievers”

The second Wake Education Summit grew from the first and engaged the public in specific action steps to address achievement of Goal 2003. Priorities included enhanced classroom technology, improved communications by the district and schools, and the school/family connection. Results included a new community-wide literacy initiative (Readers to Achievers), an audit of school communications and new classroom technology initiatives.



2000 Summit: “Getting It Right From the Start”

After examining school system challenges and priorities for two years, the 2000 Summit focused on ways the community could support the schools. Through a focus on early childhood issues of family involvement, literacy and school readiness, the 2000 Summit began a process of linking service organizations, community leaders and citizens together in effective partnerships serving Wake children. Results included support for a pilot program to link schools and Wake County Human Services to share databases and to more effectively integrate services for children in need.



2001 Summit: “Taking Off the Mask”

With the theme of taking off the mask for a candid look at the real challenges confronted by parents, teachers and the community in achieving Goal 2003, the Summit began with an overview of trend data. Results suggest that poor children are disproportionately represented among those performing below grade level. Participants identified five specific priorities: 1) Close achievement gaps; 2) Enhance school funding; 3) Explore smaller schools and classes; 4) Improve teacher retention; and 5) Enhance recruitment of top teachers.



2002 Summit: “Investing in the Goal”

In 2002, with 80 hosts and 600 participants, participants heard from a variety of speakers. The topics included a review of the management audit being conducted of the Wake County Public Schools and an important update on progress toward the 2003 goal. These topics helped define key issues related to school success, which were discussed and prioritized in facilitated small group discussions. The top five issues identified were 1) Funding; 2) Achievement gaps; 3) Student assignment; 4) Teacher support and development; and 5) Parental development.



2003 Summit: “Many Voices, Smart Choices”

After working toward Goal 2003 for five years, the 2003 Summit focused on the progress made toward the goal and on priorities for the next system-wide goal. With more than 100 hosts and 800 participants in attendance, presenters discussed the historic significance of goal-setting, reviewed the Citizen Advisory Committee report on appropriate funding and heard the results from *Voices & Choices*. Participants discussed the results and prioritized the themes in facilitated small group discussions. The top five issues identified were: 1) Teacher recruitment/retention and quality; 2) Student achievement; 3) Involvement by parents and the community; 4) Size of school and classes; and 5) Student assignment.



2004 Summit: “Journey to 2008: Planning, Process and Possibilities”

With the adoption of Goal 2008 by the Wake County Board of Education in the fall of 2003, the 2004 Summit focused on how the goal aligns with state and federal standards, potential obstacles for meeting the new goal and the addition of high school students to the goal. With more than 134 hosts and 600 participants in attendance, presenters addressed local, state and national goals for public education, as well as the need for high school reform. Participants discussed potential road blocks to Goal 2008 and strategies for high schools, then prioritized ideas in both lists during facilitated small group discussions.

The top five potential obstacles to Goal 2008 were: 1) Inadequate funding; 2) Recruitment and retention of quality teachers; 3) Lack of support for teachers; 4) Overcrowded facilities and large class sizes; and 5) Lack of parental involvement.

The top five strategies for high school reform to help meet Goal 2008 were: 1) Create smaller learning communities within high schools; 2) Allow all students time for internships and apprenticeships during the school day, including career and college track students; 3) Explore the creation of a non-traditional high school (career development, year-round or other program); 4) Work with business community to establish relevant course requirements and mentor students about career decisions; and 5) Partner with colleges and universities to create non-traditional classrooms for students needing alternative instructional settings.

Summit 2004 Report Card

Participants at last year's Summit discussed potential obstacles and high school strategies for meeting **Goal 2008**, the community-wide goal adopted in November 2003. Built on information gathered through the year-long *Voices & Choices* initiative and the 2003 Summit, the new goal raises the bar and expands its reach to include all students in grades 3 through 12. The goal further aligns Wake County student achievement efforts with state and federal standards as outlined by the ABC state testing program and the No Child Left Behind legislation.

“WCPSS is committed to academic excellence. By 2008, 95 percent of students in grades 3 through 12 will be at or above grade level as measured by the State of North Carolina End-of-Grade or Course tests, and all student groups will demonstrate high growth.”

In pursuit of this goal, the Board of Education will:

- Increase challenging educational opportunities for all students;
- Increase student participation and success in advanced classes at the high school level;
- Increase the percent of 9th grade students graduating from high school within four years;
- Recruit, develop, support and retain a highly qualified workforce to ensure student success;
- Identify and seek resources necessary to support student success; and
- Build a consensus of support through community collaboration.

In addition to providing feedback about Goal 2008, discussions at the 2004 Wake Education Summit identified priorities that have impacted the work of many organizations across Wake County. During the 2004 Summit, more than 600 participants met in small groups and voted on the top priorities for our public schools and for the community. Summarized below are the top few priorities along with new and ongoing activities that have developed over the past year. Although this list is not comprehensive, it does provide an indication of the ongoing work in support of public education across Wake County.

Potential Obstacles to Goal 2008

1) Inadequate funding

- *Quality Matters*, an annual study of the school system's spending and performance, seeks to develop shared goals for quality and value in the Wake County Public School System. With the fifth edition of *Quality Matters* slated for release in fall 2005, the School Finance Committee, an independent group of business and community leaders convened by Wake Education Partnership, is working to address such issues as base line financials, growth and facility concerns, issues that need to be addressed in order to meet Goal 2008, and attracting and retaining top talent for our schools. In an effort to spur continuous dialogue around the increasingly important issue of funding for our public schools, the School Finance Committee has enhanced its scope to provide opportunities for community engagement and feedback, beginning with the hosting of a Forum on Growth earlier in 2005.
- The Wake County PTA Council Executive Board approved a "Funding for Growth" resolution in February 2005. This resolution serves as a positioning statement for the council to voice its concern over the lack of adequate funding for both operational and capital needs in the WCPSS and calls for increased funding from all levels of government.

- Wake NCAE, which represents teachers, administrators, teacher assistants, bus drivers, mechanics, custodians, cafeteria workers, clerical workers and all other WCPSS employees, continues to advocate for a supplement pay increase for certified staff and pay increases for all support staff.
- In September 2004, the Wake County Board of Commissioners approved \$2 million in additional funding for the Wake County Public School System because of the enrollment surge of more than 5,000 new students over the previous school year.

2) Recruitment and retention of quality teachers and 3) Lack of support for teachers

- Wake Education Partnership convened the Wake Task Force on Teaching Excellence in January 2004 to make specific recommendations on the current state of recruiting and retaining the best teachers in Wake County public schools. Following the report's release at the 2005 Summit, the Task Force will encourage collaborating organizations to adopt relevant recommendations and implement action plans. In addition to its secondary research, the Task Force also conducted a Teacher Congress and an Administrator Review in November 2004 to engage more than 120 Wake County teachers, principals and administrators in reviewing the recommendations, offering feedback and establishing priorities for our community.
- New and continuing opportunities for teacher leadership and professional development include both proposed and available activities such as Wake Leadership Academy, the Kenan Fellows Program and other offerings through the WCPSS Office of Continuous Improvement and Professional Development.
- Many organizations, including local Chambers of Commerce, Wake–N.C. Association of Educators, Wake County PTAs, Wake Education Partnership and the Triangle Urban League, honor teachers across Wake County through awards and grants.
- Bill McNeal has worked extensively with a group of 22 Wake County Public School System Teacher Leaders, through his Superintendent's Teacher Advisory Council (STAC). This council strives to tackle some of the tough issues that teachers say will help them be more effective in the classroom. STAC brings together a group of educators who exemplify the diversity of our system in relation to grade and subject, teaching experience, and regional representation. Subcommittees are formed annually to analyze issues and research critical needs. The Council meets six times each school year and has adopted recommendations, which have been sent to the leadership cabinet for their comment and consideration.

Strategies for High School Reform

1) Create smaller learning communities within high schools

- As a cornerstone to high school redesign, WCPSS has committed itself to personalizing the high school experience for all students through the creation of smaller learning communities (SLC). SLCs are restructured high school environments that emphasize building relationships among teachers and students through the delivery of a rigorous, relevant curriculum. Students are organized into learning communities, often referred to as houses or academies, based on their common interests and needs. In a similar fashion, teachers work in interdisciplinary teams, connecting their curriculum to the SLC theme or focus.

- The New Schools Project (NSP) has begun awarding grants and providing support to create up to 100 new small high schools across the state, including in Wake County. The schools will serve as models for academically rigorous curriculum to prepare all students for work and college. The New Schools Project provides planning grants to encourage efforts to start new schools or to convert existing comprehensive schools into one or more discrete small schools within a building. Once the planning phase is complete, NSP will provide implementation grants to support a multi-year initiative to establish new models of teaching and learning in each school whose success during the planning stage demonstrates the likelihood of significant impact on reshaping high schools. NSP's essential thrust is straightforward: in order to improve public high schools everywhere, individual schools must be encouraged and assisted to invent and implement more effective means of serving students. Visit <http://www.newschoolsproject.org/> for more information.
- In March 2005, business and community leaders met at the Eastern Regional Center in Zebulon to discuss high school reform and smaller learning communities. Hosted by the Zebulon, Knightdale and Wendell Chambers of Commerce and Wake Education Partnership, participants heard about many initiatives currently underway in Wake County, including activities funded by the New Schools Project at East Wake High School, a U.S. Department of Education smaller learning communities grant, and a regional collaborative – the High Five initiative.

2) Allow all students time for internships and apprenticeships during the school day, including career and college track students

- The Wake County Public School System offers a variety of work-based learning (WBL) opportunities to all high school students. Job Shadowing, also available in middle school, gives the student the opportunity to watch someone work for a half day. Internships and Short-Term Work Experiences are career-track jobs that link what the student is learning in school to what they are learning in the work-place. Apprenticeships combine school work with on-the-job training. Apprenticeships started in high school continue for one or two years after high school. All of these WBL opportunities can occur during or after school hours. For more information, visit http://www.wcpss.net/school_to_career/work_based_learning/.


3) Explore the creation of a non-traditional high school (career development, year-round or other program)

- Through a grant from the New Schools Project, the Wake County Public School System will provide nontraditional education experiences for students studying the health sciences at East Wake High School. The Health Sciences Academy (HSA) will function as a distinct, autonomous educational community with HSA students traveling and learning together as a cohort. Three additional academies are in the planning stages. For more information, visit <http://ewhs.wcpss.net/shs/index.php>.
- Career academies are available at high schools across Wake County, including Wake Forest-Rolesville (Construction Technology), Wakefield (Bioscience), Sanderson (Finance), Athens Drive (Medical Science), Apex, (Information Technology), Enloe (Medical Science), Middle Creek (Communication Technology) and Fuquay-Varina (Business Technology). For more information, visit http://www.wcpss.net/school_to_career/academies/index.html.

“Good Teachers and Teaching for Every Student”
Dr. Barnett Berry, President, Southeast Center for Teaching Quality

Good Teachers and Teaching for Every Student

2005 Wake Education Summit
April 28, 2005




Barnett Berry


The Times “Continue” to Change

- By 2025, 50% of all students will be non-Anglo American
- 8% of all students are second language learners
- 38% of American children (<18) live in “low-income” families
- 43 million Americans move every year
- Computer and health care related jobs are fastest growing

The Times and Schools

- What does it mean to be a good teacher?
- Becoming an accomplished teacher in the 21st century.





The Good Teacher


- Knows content
- Knows how to teach content
- Knows why students learn
- Knows students' culture
- Finds & uses the *right* resources
- Helps other teachers learn to teach & lead school Δ



The Good Teacher



- Teaches to high standards, with meaningful "text"
 - Yvonne Hutchinson
- Empowers students to assess their own learning
 - DJ
- <http://gallery.carnegiefoundation.org/yhutchinson/>

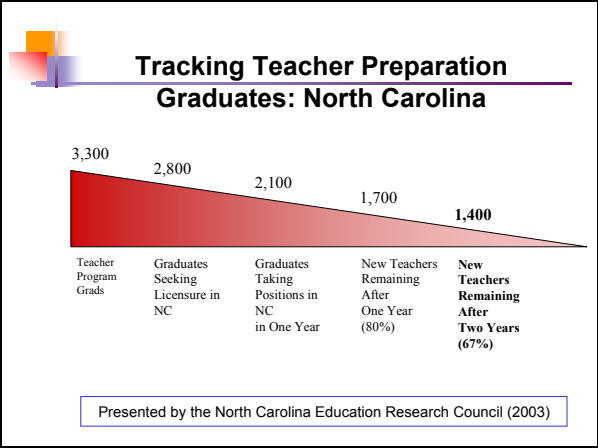


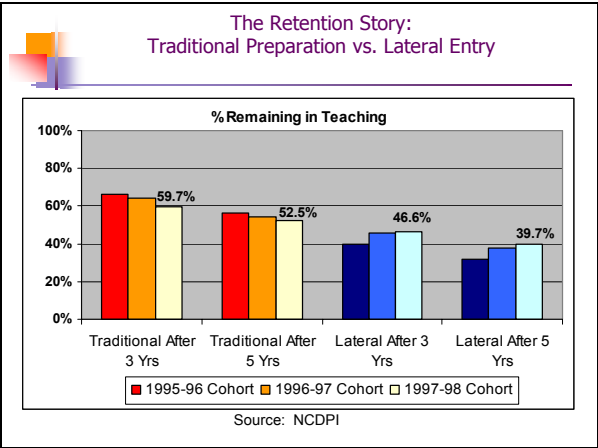
DJ-"class scribe" for Ms. Hutch

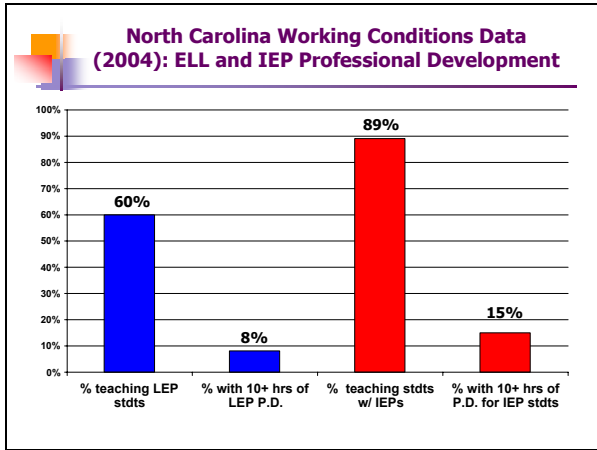
- What was the lesson's objective?
- What was learned?
- Who helped a classmate?
- Who said something profound?
- Who could be better prepared?
- Who came to class late?
- Who struggled w/ homework?
- Who overlooked the importance of courtesy and respect?

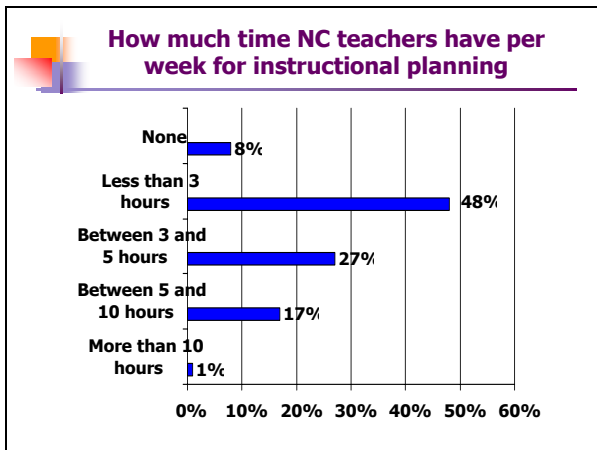
What's Holding the Teaching Profession Back?

- Lowering teaching standards in order to keep salaries low and fill classrooms
- Too little investment in rigorous teacher education
- Only 1% of nation's teachers have sound "induction"
- Maldistribution of qualified teachers
- Time for teachers to learn from each other









Reallocation of School Resources

	A	B	C
FTE teacher % of staff	58	67	73
Average class size	33	25	18
Average pupil load	167	75	36
Joint teacher planning			
P.D. time (hrs/wk)	.75	6.0	7.5

A=typical large HS; B=redesign; C=redesign

Teacher Working Conditions are Student Learning Conditions

A Report to Governor Mike Easley on the 2004 North Carolina Teacher Working Conditions Survey

THE SOUTHEAST CENTER FOR
TEACHING QUALITY
www.teachingquality.org

Working Conditions in Wake

	State	Wake County	Bugg Elementary
Empowerment	3.17	3.17	2.95
Facilities & Resources	3.71	3.77	3.74
Leadership	3.78	3.71	3.38
Professional Development	3.77	3.67	3.70
Time	2.95	2.77	2.80

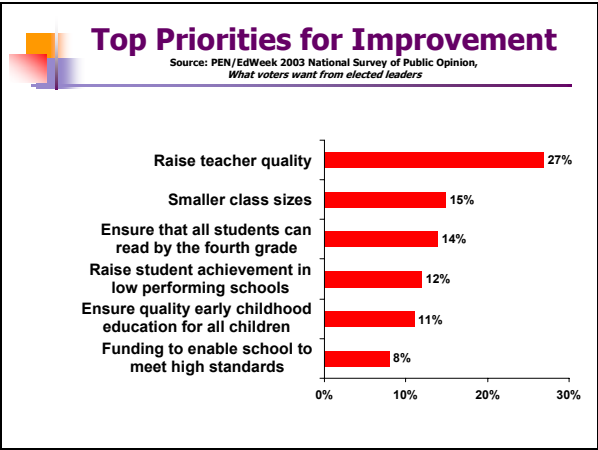
Working Conditions and Student Achievement in North Carolina

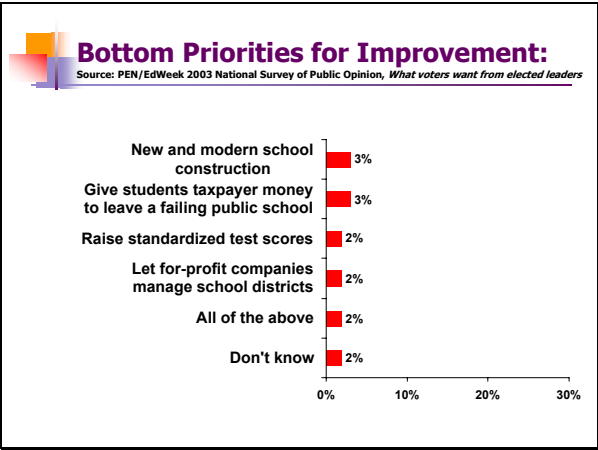
- 72 survey items & 5 factors....
 - **1+ increase on leadership** ⇒ middle schools **6.7X** more likely to make AYP
 - **1+ increase on professional development** ⇒ middle schools **4X** more likely to make AYP

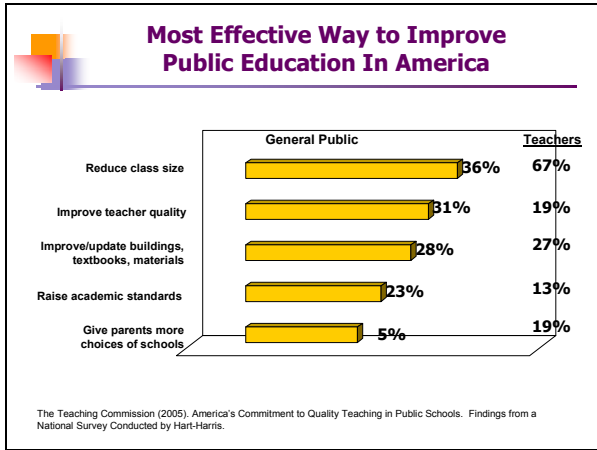
Americans Want to Invest in Teachers

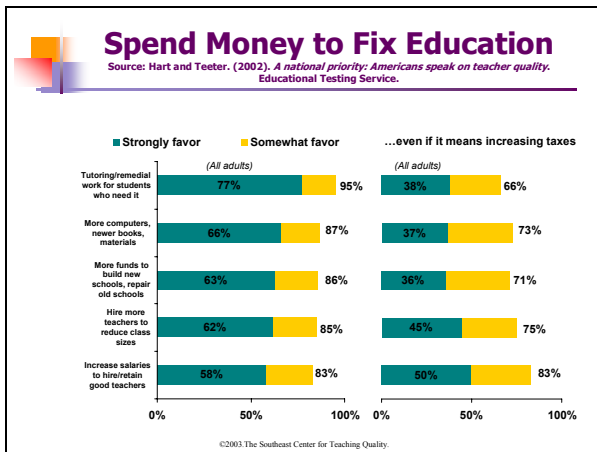


- Better teachers much more important
- Will pay more for teachers, even if it means raising taxes









- ### What Needs to Be Done
- Paying teachers more and differently
 - New investments in teacher education
 - Accomplished teachers assessing colleagues and supervising the lesser prepared



What Needs to Be Done

- Focus on the *new working conditions* of leadership, professional development and time

- Redesign schools so teachers can learn from each other

- Engage the public so policy makers can hear more clearly what they must do

Top Ten Ways to Think Systemically About Teacher Development

Dr. Barnett Berry, Southeast Center for Teaching Quality, Inc.

Policymakers are seeking new ways to recruit and retain quality teachers, especially for our hardest-to-staff schools. Many of the current proposals — higher salaries, pay for performance, and alternative routes — have some merit. However, these solutions are often built from a misdiagnosis of the problems at hand, and are implemented as “silver bullets.” It is time to think systemically about teacher development and this list represents the top ten ways to do so.

Hard-to-Staff Schools

1. *Higher salaries are necessary, but insufficient* to attract and retain quality teachers to hard-to-staff schools.
2. *“Good” teachers do not work for “bad” principals* – at least not for long. In addition, teachers look to strong administrative support as well as lower class loads, curricular resources, opportunities to work with as incentives for teaching in hard-to-staff schools.
3. *Developing knowledge and skill from within* the school community may be the most powerful tool to “recruit” quality teachers to hard-to-staff schools.

Developing the Profession

4. *Paying teachers more and differently* are keys to building a profession and ensuring quality teachers and teaching for each student, but value-added methodologies cannot be the **only** tools used for identifying excellent teachers and teaching.
5. *Abandon the “egg carton” organization of schools* and create a tiered teaching profession where highly accomplished teachers (like National Board Certified Teachers) manage and lead “junior members” who are responsible collectively for a large group of students and are paid more for their talents and efforts.

Teacher Preparation and Support

6. *Get serious about teacher education* and insist that all “traditional” and “alternative” graduates meet performance standards before becoming a “highly qualified” teacher (Look to UCLA’s Center’s X and Chicago’s Academy for Urban School Leadership as respective exemplars).
7. *Insist and pay for high quality induction programs* and ensure that all new teachers have a reduced teaching load in their first few years of teaching.
8. *Redesign schools so teachers can learn from their expert colleagues* and focus professional development on lesson study, student work and test scores, and linguistic and cultural competency.

Equity

9. *Reinvent data infrastructures* so that valid and reliable information can be used to “interrogate” the teacher development system and push new thinking and action among the policymakers, administrators and practitioners who manage it.
10. *The public wants teachers who know content, can teach, and understand how all students learn* — and they must be engaged to overcome economic and political resistance to establishing and enforcing standards for the teaching profession.

Participant Exercise # 1

Reactions to “Good Teachers and Teaching for Every Student”

Instructions: Write down what you heard during the presentation on “Good Teachers and Teaching for Every Student” by Barnett Berry that caught your attention. Score your reaction and explain.

Reactions:

1 – Strongly disagree 2 – Disagree 3 – Agree 4 – Strongly agree N/A – Does not apply

What Caught My Attention	Reaction	Why?
	1 2 3 4 N/A	
	1 2 3 4 N/A	
	1 2 3 4 N/A	
	1 2 3 4 N/A	

Recruit, Retain and Respect: A Report from the Wake Task Force on Teaching Excellence

WAKE TASK FORCE ON TEACHING EXCELLENCE

In January 2001, the first Wake Task Force on Teaching Excellence issued a comprehensive document, *All for All: Teacher Excellence for Every Child*. This report included research and recommendations around teacher quality, professional development, and recruitment and retention. Many of these recommendations led to changes and new programs for the school system, such as the formation of the Superintendent's Teacher Advisory Council, a greater attention to baseline data about the Wake County teaching corps and a restructuring of the human resources department. Others point to challenges that still exist in our district today and overlap with the recommendations presented in this new report.

Since the spring of 2001, a variety of initiatives across the nation and within our state and district have focused on quality teaching in the public schools. Wake Education Partnership convened a second Wake Task Force on Teaching Excellence in January 2004 to update the work from *All for All* and make specific recommendations on the current state of recruiting and retaining the best teachers in Wake County public schools. Following the report's release, the Task Force will encourage collaborating organizations to adopt relevant recommendations and implement action plans.

The second Wake Task Force on Teaching Excellence was comprised of a committee representing higher education, business, public schools, agencies and statewide policy makers. Chaired by Dr. Dudley Flood, education consultant and Trustee with Wake Education Partnership, and Jay Silver, attorney with Kilpatrick Stockton and Board member with Wake Education Partnership, the Task Force completed its report in March 2005.

In addition to its secondary research, the Task Force also conducted a Teacher Congress and an Administrator Review in November 2004 to engage more than 120 Wake County teachers, principals and administrators in reviewing the recommendations, offering feedback and establishing priorities for our community. Participants in both the Congress and the Review, representing the range of WCPSS employees, discussed the following question: "Looking at the overarching themes in the recommendations, what do you need to be the best and most satisfied educator you can be?" Input from these meetings directly impacted the final recommendations presented in this report.

For a complete copy of the report, visit www.WakeEdPartnership.org or contact Cyndi Soter O'Neil at 821-7609 ext. 25 or coneil@wakeedpartnership.org.

INTRODUCTION: The Three R's

Recruiting, retaining and respecting quality teachers is critical for school success, but these are not new areas of concern. Like its precursor *All for All*, this report looks at what makes good teaching and how our community and the Wake County Public School System (“WCPSS”) can ensure quality teachers are teaching in every classroom.

The basic answers are straightforward.

We need to **recruit** quality teachers for Wake County schools. Just to keep up with “normal turnover,” WCPSS will need to hire three teachers every working day of each year.

Once we've hired these teachers, we need to **retain** them. Too many good teachers leave the profession too soon. Experience in the classroom helps novice teachers improve, but many leave before they have that opportunity for growth.

To retain these teachers we need to **respect** them as professionals. If quality teaching is important in the lives of children, if we value experience, dedication and excellence in teaching, if we continue to challenge and raise our expectations of teachers—then teachers should also be able to work in a county that values experience, minimizes distractions, and honors the desire and need for personal and professional fulfillment. Teachers are willing to live up to every measure of accountability so long as they believe there is a tailwind moving with them, rather than a headwind impeding them.

Expanding on these answers, this report also presents priority action items outlining how we should recruit, retain and respect our Wake County teachers.

We have found that numerous reports, studies and commissions find common ground in recommendations similar to those presented here.

In other words, as a community and as a school system, we already know of or have seen most of the recommendations set forth below. In some instances we are already working toward making them a reality. In other instances we prefer to overlook or dismiss the recommendations as wish list items—despite a consensus that implementing them will make a positive difference in the classrooms of Wake County.

Wake County is fortunate to have a public school system where students, teachers and administrators can succeed. Our schools can either move forward to ensure continued success or risk failure and mediocrity. If teaching excellence is our goal, system employees, the Board of Education and the Board of Commissioners, as well as other elected leaders and local corporate and community partners will need to work together to lead our schools and our students to higher achievement and success.

We know what we **ought** to do. As a community of parents, educators, businesspeople, civic leaders, taxpayers and citizens, **will we?**

RECOMMENDATIONS

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.

Better teaching requires more time for teachers to prepare and learn from each other. Teachers need more time than currently available in schools for individual and collaborative planning and reflection, peer observations, sustained professional development and practicing lessons learned for all teachers, from novice to veteran.

2. Ensure that principals have the understanding and capacity to create an environment that supports quality teaching and the retention of quality teachers.

A strong principal creates a school climate and fosters working conditions that support teachers and encourages their abilities as leaders. Principals need specific training and mentoring that teaches them how to build leadership among administrators and teachers, monitor and respond to teachers' needs, and create an environment of trust and collegiality. Principals should be evaluated according to their ability to support and retain quality teachers at their school over time.

3. Support teaching as a profession through career enhancement and leadership opportunities.

Teaching in Wake County should be treated as a profession, not as a job or a commodity skill. Requirements for increasing gains in student achievement demand that teachers have access to quality professional growth opportunities, such as collaboration with other educators, graduate-level coursework and leadership coaching.

a. Develop a process for teachers to use critical self-analysis and shared reflection to plan their own professional development, using the “Quality Teaching Characteristics” index or other tools.

In order to progress as professionals, teachers must be able to reflect on their teaching and identify areas for growth. Teachers should use the “Quality Teaching Characteristics” index or other tools for self-analysis and then plan their professional development work to meet their individual needs. This self-assessment should be used to guide a teacher's professional growth, not as an evaluation tool to rate performance for administrators.

b. Make the sharing of best practices routine among teachers within and across schools.

Teachers work in individual classrooms with little time for collaboration, which can lead to isolation. This problem can be compounded in a large system, where the sheer distance from one end of the county to the other prevents teachers from having time to work together. By implementing strategies and employing technologies that foster the sharing of best practices on a regular basis, schools can help to combat that sense of isolation in addition to giving teachers an opportunity to serve as experts and leaders.

c. Ensure that professional development includes a range of opportunities to support teachers as they grow in their careers from novice to experienced teacher.

An effective strategic vision of professional development should be about real career growth, not just attending seminars. Professional development opportunities—at both the school and district level—should extend beyond “sit and get” workshops and one-size-fits-

all training to include such diverse approaches as professional learning communities, mentoring, peer observation and consultation, collaborative projects, graduate courses and self-reflection embedded within the school day. The best professional development—that which produces real growth for teachers and for student achievement—needs to be school-based, teacher-driven and student-centered.

d. Improve mentor programs to more consistently meet the needs of new teachers.

Wake County offers an ILT (Initially Licensed Teacher) program, but new teachers need more support than what they currently receive. The system should consider creating part-time and full-time mentor positions to serve in schools with high percentages of new teachers and should offer incentives for experienced teachers to become mentors. Lead teachers and/or department chairs with subject area expertise, who receive specialized training and are compensated for their skills, should be used more in conjunction with mentoring to deliver professional development. Extended contracts for mentors should be considered.

e. Create career pathways for teachers using the Teacher Enhancement and Leadership System (TELS).

A career progression recognizes that career development occurs over time as professionals develop higher levels of expertise, accept increasingly more difficult assignments, and have greater control over decisions that impact their work. Currently, teachers' primary opportunity for advancement lies in leaving the profession—either to become an administrator or to begin a career in another industry altogether. Wake County's proposed TELS model (Teacher Enhancement and Leadership System) seeks to create multiple career paths for teachers to enable them to increase their salaries and levels of respect in the community without leaving the classroom. If funded, TELS would create a recognized broad career progression from “novice” to “accomplished teacher” that would provide additional compensation based on skills and responsibilities, offer market-based incentives to attract top quality teachers in hard to staff critical areas or schools, and focus on implementing professional learning communities in schools.

4. Improve working conditions for special education teachers, including salary incentives, reduced case loads, planning time and paperwork assistance, to reduce increasing turnover rates.

Shortages of available special education professionals are increasingly evident on the national, state and local levels each year. While improved working conditions for all teachers are needed, improvements for special education teachers are critically important because of the higher turnover rates and difficulty principals sometimes face in filling vacancies. Special education teachers have additional challenges beyond those faced by other teachers, including liability concerns, federal paperwork and conferences, as well as the virtually impossible pressure from No Child Left Behind to evaluate special education students against the same standards as regular education students. Because special education teachers can burn out quickly due to huge administrative workloads, WCPSS should consider use of improved technology, additional clerical assistants and contracted employees to reduce paperwork demands.

5. Review and upgrade teacher salaries and benefits systematically to keep pace with competitive job markets.

Competitive salaries are significant for WCPSS, which must recruit teachers nationally in order to fill positions each year. However, efforts to define “competitive” should factor in cost of living and include beginning salaries, signing bonuses, average salaries, long-term salary progression and benefits. TELS, described in recommendation 3e, also addresses the need for long-term salary progression. Although most teachers do not identify salary as the primary reason for leaving teaching, it does impact teachers’ decisions about where to teach and whether to remain in the profession. Low starting salaries and small increases from year-to-year may also prevent many people from considering the teaching profession at all. As expectations and demands on teachers rise ever higher, they must be appropriately compensated for their knowledge, skills and performance.

6. More carefully plan how curricular decisions impact teachers with a coordinated, system-wide timeline for new initiatives.

Teachers, like other professionals, want to employ innovations and new strategies to keep current with education research. However, they sometimes feel overwhelmed by the number of new initiatives they are expected to learn and implement each year. Teachers need to be involved in the selection, planning and implementation of new initiatives that affect their curriculum and their working conditions. Teachers also need ongoing support through these changes.

7. Recruit advocates among the business community and parents to support teaching excellence.

Professionalism means a commitment to excellence and improvement. Helping business people and parents understand the realities and challenges of teaching will create advocates and ambassadors to speak to local and state leaders who determine funding and set policy for public schools. Teachers often feel ineffective or conflicted if they express concerns about their working conditions, while the same concerns from independent business representatives and parents would have more perceived weight in the community. Involvement in schools is often focused on working directly with students, through mentoring or tutoring programs or through organizations such as the Business Education Leadership Council (BELC), the Boys and Girls Clubs, and Communities in Schools (CIS), but community and business involvement with teachers is also important.

Participant Exercise # 2
Task Force’s Recommendations: Rates and Votes

	Talking Points about the Recommendations	My Rating (1-4 scale)*	My Vote (10 pts. total)**
1	Time embedded in school day		
2	Principal leadership		
3a	Self-analysis and reflection		
3b	Sharing best practices		
3c	Range of professional development		
3d	Improved mentoring programs		
3e	Career pathways and TELS		
4	Working conditions for special education teachers		
5	Salaries and benefits		
6	Planning new initiatives		
7	Business and parent advocates		

***Ratings:** 1 – Not At All Important 2 – Not Very Important 3 – Important 4 – Very Important

****Voting:** Distribute 10 points among the 11 recommendations

WCPSS Facts and Data

Wake County teachers: More than 7,700 teachers in WCPSS

- 86% female
- 13.8% minority
- Average age: 41
- Average teaching experience: 12 years
- 820 National Board Certified
- 40% hold an advanced degree
- 17.5% less than 4 years teaching experience
- 14% 25+ years teaching experience

Teacher Salaries

- Average: N.C. ranks 23rd
 - Wake \$40,992
 - U.S. \$45,891
 - California (1st) \$56,283
 - S. Dakota (51st) \$32,416
- Starting: N.C. ranks 34th
 - Wake \$28,724
 - U.S. \$30,496
 - Alaska (1st) \$37,401
 - Montana (51st) \$23,052

Teacher recruitment

- WCPSS hires more than 1,000 teachers annually to fill vacancies and new positions
- N.C. colleges produce about 3,000 teacher graduates, but only about 2,000 enter teaching profession
- Must recruit across U.S. to meet need
- The ratio of English-language learners to fully licensed ESL teachers in Wake County was 65:1 in 2001-02, well behind ratios in Chapel Hill/Carrboro and Charlotte-Mecklenburg.

Teacher retention

- 11.3% turnover rate in WCPSS (slightly higher than previous years)
- 12.4 % turnover in N.C. and 15.7% in U.S.
- One-third leave within 3 years
- Almost half leave within 5 years
- Special ed teachers account for 15% of turnover (but 12% of population)
- Most frequent reasons are relocation, retirement and family/childcare
- It costs approximately \$14,500 to replace each teacher who leaves the system, resulting in a price tag of more than \$11 million in 2003-04 for the 818 teachers who left WCPSS.

Funding

- WCPSS' 2004-05 total operating budget is more than \$850 million – comparable to that of a large corporation. The operating budget does not include capital expenditures of \$470 million.
- The system's proposed budget for 2005-06 includes \$924 million for operations and \$353 million for capital costs.
- The system's budget includes money from local (35%), state (58%) and federal (7%) sources.
- One N.C. inmate cost the public \$21,141 in 2002-03 while one WCPSS student cost only \$6,810.

Student population and achievement

- Student enrollment for 2004-05 topped 114,000 in 134 schools. WCPSS grew by more than 5,000 students in 2004-05 – adding about one classroom a day for the school year. Projected enrollment for 2020 is 187,000 students.
- 91.1% of 3rd- through 8th-graders were at or above grade level on End-of-Grade tests in 2003-04. 83.2% of 9th- through 12th-graders were at or above grade level on End-of-Course tests in 2003-04.
- 91 schools (72% of the eligible schools in WCPSS) made Adequate Yearly Progress (AYP) according to federal standards in 2003-04. Of the 35 schools that did not make AYP, 29 (83%) missed by only one or two targets.
- Average SAT results for 2003-04 in Wake County were 1063, a slight drop from the previous year but still above the state (1006) and national (1026) averages. WCPSS students' average SAT score remains substantially higher than the state and the nation. Wake's SAT participation rate of 76% of graduating seniors is well above the state (70%) and national (48%) participation rates.
- Students at 15 WCPSS high schools took approximately 4,878 Advanced Placement exams in 2001-2002. With 20% of all juniors and seniors taking at least one AP exam, the percent attaining a score of 3 or higher on a 5-point scale reached a 10-year high of 80.5%.
- The dropout rate for grades 7-12 in 2002-03 was 1.74 percent, the lowest since 1992. The rate for grades 9-12 was 2.59 percent (meaning 791 students).
- The 791 ninth- through twelfth-grade students who dropped out of WCPSS in 2002-03 surrendered approximately \$221.5 million in lifetime earning potential.
- A study of 5,226 WCPSS student who were in ninth grade for the first time in 1995 showed a rate of graduation from high school in four years of 77%.
- In the state's ABC Accountability program, Wake had no low-performing schools in 2003-04.
- In 2003-04, Wake County had 64 Schools of Excellence (90% or more of scores achieved by students on EOG tests were Levels III or IV and the school exceeded expected growth requirements) and 35 Schools of Distinction (80% or more of scores achieved by students on EOG tests were Levels III or IV).
- The achievement gap narrowed for all levels in 2001-02 and 2002-03, with stronger growth for the groups that have traditionally shown lower achievement at all three levels.
- More than 86% of Wake's graduates pursue higher education.
- At current growth rates, student enrollment in ESL (English as a Second Language) programs will be 14,000 by 2008-09 – growth that will require \$6.4 million in additional funding to maintain the program at current levels.
- In 2004-05, Hispanic/Latino students comprised more than 12% of WCPSS Kindergarten classes, but about 4% of 12th-grade classes.

Additional Resources

For more information about the topics presented at today's Summit, please visit the Summit website for links to the host organizations or consult one of the following resources:

Southeast Center for Teaching Quality
www.teachingquality.org

U.S. Department of Education
www.ed.gov/index.html

Public Education Network
www.publiceducation.org

Education Commission of the States
www.ecs.org

National Center for Education Statistics
<http://nces.ed.gov/>

State Board of Education Task Force Report
www.ncpublicschools.org/humanresources/downloads/taskforcereport.pdf

N.C. Department of Public Instruction
www.dpi.state.nc.us

N.C. Professional Teaching Standards Commission
www.ncptsc.org

N.C. School Report Cards
www.ncreportcards.org/src/

Wake County Public School System
www.wcpss.net

Wake Education Partnership
www.WakeEdPartnership.org

To review the results of today's Summit, visit www.WakeEducationSummit.org. Information and feedback from the Summit will be posted as it becomes available.

**Appendix A:
2005 Summit Core Team**

Many thanks to the following committee members for their work in planning the 2005 Wake Education Summit.

Bill Atkinson, co-chair.....	WakeMed
Robin Costello, co-chair.....	N.C. Child Advocacy Institute
Theo Black.....	Progress Energy/Garner Educational Foundation
Fran Carruthers, event coordinator.....	Wake Education Partnership
Margit Lanze.....	Green Hope High
Jeff Merritt.....	KB Home
Drew Moretz.....	Greater Raleigh Chamber of Commerce
Jerry O'Connor.....	American Airlines/BELC
Toni Patterson.....	Wake County Public School System
MariaRosa Rangel.....	Wake County Public School System
Lashley Russ, staff liaison.....	Wake Education Partnership
Ross Salade.....	Nelson Mullins
Elic Senter.....	Wake NCAE
Bev Shipley-Sherron.....	Wake County PTA Council
Cyndi Soter O'Neil.....	Wake Education Partnership
Muriel Summers.....	Combs Elementary

Save the date...

Summit IX

May 11, 2006

McKimmon Center

**Appendix B:
2005 Wake Education Summit Facilitators**

George Alwon
Raleigh Consulting Group

Tamara Anderson
SAS

Tammy Antonelli
Independent

Tim Berry
Wachovia

David Buning
IBM

Lois Cavanagh-Daley
Independent

Clinton Chesson
Avcon

Annah Creech
Wake County Public School System

Sally Curry
Proactive Career Life Planning,LLC.

Page Cvelich
SAS

Nicole Dalton
First Citizens Bank

Gayle Detwiler
Nortel

Eileen Dowse
Human Dynamics

Valerie Duncan
GlaxoSmithKline

Pat Easterbrook
Independent

Jim Fontaine
Leadership Resources, Inc.

Pat Franklin
National Council of Negro Women

Donna Fulenwider
SAS

Patti Gillenwater
Elinvar

Felicia Gray-Watson
Wake County Public School System

Nancy Gustafson
First Citizens Bank

Blanche Haning
N.C. State University

Kat Hardy
SAS

Candy Harper
First Citizens Bank

Victor Harris
Cierra Publishing Company

Janet Harrison
Strategies in Action, Inc.

Aileen Hayworth
Capital Bank

Molly Hegeman
Sun Trust Bank

Debbie Herget
RTI

Anita Hermesch
Character Based Success

Nora Hernandez
Latin American Women's Club

Kevin Hill
Green Hope High School

Mike Hoban
Closure Medical Corporation

Dawn Hopper
SAS

TC Hyatt
First Citizens Bank

Mark Kelly
Raleigh Consulting Group

Megan Kirkpatrick
Business Education Leadership Council

David Lazzo
Arcadis

Elizabeth Lindsey
Randstad

Rhonda Lowe
Rex Healthcare

Martha Lowrance
Youth Advocacy and Involvement Office

Alice Lutz
Oxygen: Business Planning & Development

Deborah Mangum
Kenan Institute @ NCSU

Ray Martin
Wake County Public School System

Kim McClain
N.C. State University

Patricia Meeks
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Jeff Merritt
KB Home

Bettie Edwards Murchison
The DuBois Center

Mary Nations
Nations Alliance LLC

Michael Naylor
Nortel

Patty Ortega
Independent

Toni Patterson
Wake County Public School System

Ricardo Perez
Multicultural Community Advocate

Maxine Phillips
Sony Ericsson Mobile Communications

Edla Prevette
Wake County Public School System

Michael Ray
Michael Ray, LLC

Darrell Raynor
Cherry Hospital

Debbie Reno
N.C. State University

Joan Robertson
League of Women Voters of Wake County

Adam Robinson
Wake AHEC

Gloria Robinson
Wake County Public School System

Eduardo Rodriguez
Independent

Donna Rutowski
Maupin Taylor, P.A.

Carlos Sanchez
First Citizens Bank

Allison Stafford
RTI

Hannah Sullivan
GlaxoSmithKline

Sandy Thomason
Sprint

Charlotte Turpin
Wake NCAE

Dan Unkefer
High Performance Concepts

Julio Vazquez
Independent

Brett Watkins
Management Research & Planning / CI

Liza Weidle
Wake County PTA Council

Beth Weir
Meredith College

Linda Wharton
SAS Institute

Pauline Williams
Independent

Vermelle Wilson
Progress Energy

Elizabeth Worley
Wake County Public School System

**Appendix C:
Businesses and Organizations Represented at the 2005 Wake Education Summit**

ABB, Inc.	N.C. Child Advocacy Institute
Alice Aycock Poe Center for Health Education	N.C. General Assembly
American Association of University Women	N.C. Professional Teaching Standards Commission
Apex Chamber of Commerce	N.C. State University
Arcadis	New Schools Project
Avcon	Nortel Networks
BB&T	Oxygen: Business Planning & Development
BellSouth	Paragon Commercial Bank
Business Education Leadership Council	Parker Poe Adams & Bernstein
Blue Cross and Blue Shield of North Carolina	Peace College
Capital Bank	Piedmont Air Conditioning
Capstrat	Proactive Career Life Planning, LLC
Character Based Success	Progress Energy
Carolina Global SchoolHouse	Public School Forum of N.C.
Cherry Hospital	Randstad
Child Advocacy	Rex Healthcare
Cierra Publishing Company	Research Triangle Institute
Closure Medical Corporation	SAS inSchool
Coastal Federal Credit Union	SAS Institute
Communities in Schools of Wake County	Sony Ericsson Mobile Communications
Drucker & Falk	Southeast Center for Teaching Quality
East Wake Education Foundation	Sprint
Eastern Wake News	Strategies in Action, Inc.
Elinvar	Sun Trust Bank
First Citizens Bank	Sylvan Learning Center
GlaxoSmithKline	The DuBois Center
Golden Corral Corporation	The News and Observer
Greater Raleigh Chamber of Commerce	Time Warner Cable
Greene Resources, Inc.	Town of Cary
Heery International	Town of Garner
HH Hunt	Triangle PR
High Performance Concepts	Triangle Urban League
Human Dynamics	Triangle YMCA
IBM	United Arts Council of Raleigh & Wake County
International TechOrg Inc.	University Instructors
John Locke Foundation	Wachovia Bank
KB Home	Wake AHEC
Kenan Institute @ NCSU	Wake County Board of Education
Kids Voting NC Wake County	Wake County Cooperative Extension
Kilpatrick Stockton	Wake County Government
Knightdale Chamber of Commerce	Wake County Human Services
Latin American Women's Club	- Child Care Subsidy Services
Leadership Resources, Inc.	- Ready to Learn Center
League of Women Voters of Wake County	Wake County PTA Council
Management Research & Planning / CI	Wake County Public School System
Maupin Taylor, P.A.	Wake Education Partnership
Meredith College	Wake Forest Chamber of Commerce
Michael Ray, LLC	Wake NCAE
National Council of Negro Women	Wake Technical Community College
Nations Alliance, LLC	WakeMed
Natural Resources Leadership Institute	Youth Advocacy and Involvement Office
N.C. Business Committee for Education	

2005 Wake Education Summit Evaluation

Journey to 2008: Successful Teachers, Successful Students

Check **the one category** that best represents your participation at today's event. If you would like to select a secondary category, please circle it in addition to the primary checked category:

- | | |
|---|--|
| <input type="checkbox"/> Business/Chamber Representative | <input type="checkbox"/> Community Organization Representative |
| <input type="checkbox"/> School Administrator | <input type="checkbox"/> Central Office Administrator |
| <input type="checkbox"/> Teacher | <input type="checkbox"/> Parent |
| <input type="checkbox"/> College or University Representative | <input type="checkbox"/> Elected Official |
| <input type="checkbox"/> Other _____ | <input type="checkbox"/> Government Leader |

- I would describe the table discussions at the Summit as:
 Excellent Good Fair Poor
- I would describe the speakers at the Summit as:
 Excellent Good Fair Poor
- I believe the information presented at the Summit was helpful.
 Excellent Good Fair Poor
- What was the most positive part of the Summit?

- What would you change about the Summit for next year?

- How did you hear about the Summit? (check all that apply)

- | | | |
|--|--|---|
| <input type="checkbox"/> mailed invitation | <input type="checkbox"/> friend/colleague | <input type="checkbox"/> website |
| <input type="checkbox"/> e-mail invitation | <input type="checkbox"/> television commercial | <input type="checkbox"/> past participant |
| <input type="checkbox"/> EduBrief | <input type="checkbox"/> newspaper | <input type="checkbox"/> other _____ |
| <input type="checkbox"/> school/PTA | <input type="checkbox"/> host organization | |

- Have you attended the Summit before? Yes No
- Was the \$25 registration fee an acceptable charge for this event? Yes No
- Would you recommend the Summit to others for next year? Yes No

Please use the back of this form for any additional comments and leave it with your table facilitator. Thank you!

