



RECRUIT, RETAIN AND RESPECT



A Report from the
Wake Task Force on
Teaching Excellence

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March 2005

INTRODUCTION: The Three R's	4
RECOMMENDATIONS	5
THE ISSUES	7
DISCUSSION	12
ADDITIONAL RESOURCES.	22
APPENDIX A: Quality Teaching Characteristics	23
APPENDIX B: Teacher Enhancement and Leadership System.	26
APPENDIX C: State Board of Education Recruitment and Retention Task Force Recommendations	26
WAKE TASK FORCE ON TEACHING EXCELLENCE	30

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.

Numerous other 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, WCPSS 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, business people, 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.
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 to plan their own professional development, using 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 from novice to experienced teacher.
 - 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.



THE ISSUES

As our country focuses on higher standards and accountability for public education, the national spotlight shines on teachers as well as students. When the National Commission on Teaching and America's Future released its 1996 report, *What Matters Most*, the authors argued that the goal of dramatically enhancing school and student performance is not likely to succeed without a sustained commitment to teacher learning and professional development.¹ The suggestions of the National Commission, chaired by then North Carolina Governor Jim Hunt, served as a framework for communities to focus on teaching excellence as a means of attaining higher academic standards for all students.

Today No Child Left Behind, the federal government's expansion of the Elementary and Secondary Education Act, has brought increased attention to teaching, not only in its demands for "adequate yearly progress" in student achievement, but also through its "highly qualified teacher" requirements. Statewide, the ABCs program holds teachers and students accountable for achievement growth. At the local level, Goal 2008, adopted by the Wake County Board of Education in November 2003 with broad input from the community, includes an emphasis on recruiting, retaining, developing and supporting a "highly qualified workforce."²

The high expectations of the Wake County community require that we look closely at our commitment to our teaching force—how we define and encourage teaching quality, how we support the professional development of our teachers, and how we effectively recruit and retain the best teachers for our students. These three areas—teaching quality, professional development and recruitment/retention—are inextricably connected, with actions taken in one area directly impacting the others. A focus on teaching also has a direct impact on students and their academic achievement—the same conditions that support quality teaching also encourage student learning.

To improve education, we must continue to improve teacher quality. Research clearly indicates that teacher quality directly affects student achievement and identifies the teacher as the single most important factor that impacts student learning. The cumulative percentile gain over three years for students with the most effective teachers has been shown to be as much as 54 points higher than that of students with the least effective teachers. The effective teacher was found to contribute to increased student achievement regardless of the achievement levels of the students or of the heterogeneity of the classroom. In a single year, the most effective teacher showed student gains of 53 percentage points, while the least effective teacher's students gained only 14 percentage points.³

Realities of Teaching in Wake County

Wake County faces both good news and bad news when it comes to teacher retention. The good news is that our turnover rate of 11.3 percent in 2003–04 is lower than the state (12.4 percent) and national (15.7 percent) averages. It is also on par with the 11 percent typically cited for turnover in other professions and less than the 17 percent average turnover reported in recent years for businesses with 1,000 or more employees.



1. National Commission on Teaching and America's Future, *What Matters Most: Teaching For America's Future*. (New York: 1996.)

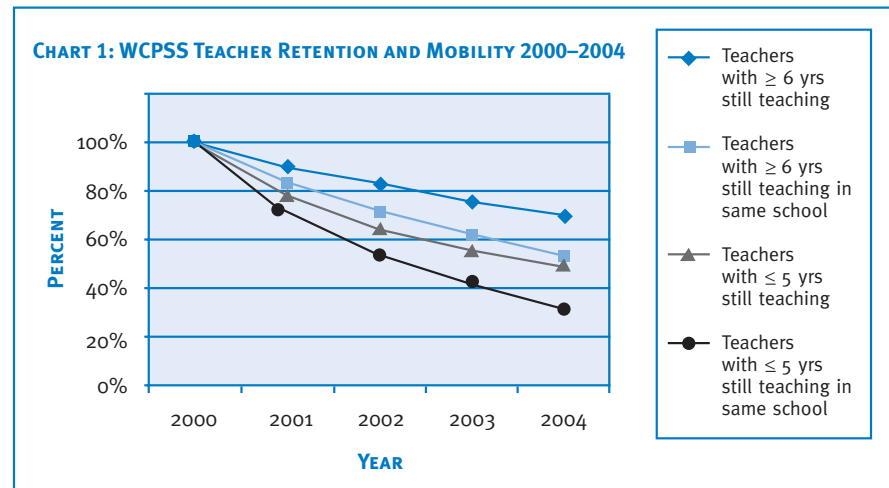
2. Goal 2008 states that, by 2008, 95 percent of students in grades 3 through 12 will perform at or above grade level, as measured by the state's End-of-Grade and End-of-Course tests, and all student groups will demonstrate high growth.

3. Marzano, R. J., *What works in schools: Translating research into action*, Virginia: Association for Supervision and Curriculum Development, 2003.



The bad news is that, in a system the size of Wake County, an 11 percent turnover rate combined with the number of teachers needed to fill new schools and keep up with student enrollment growth means WCPSS must hire approximately 1,000 teachers each year. Finding that many highly qualified teachers each year presents a significant challenge.

According to the North Carolina Center for Public Policy Research, about one in three new teachers leave the profession after three years and about 40 percent leave after the first five years. In urban districts, half of new teachers leave in the first five years, a trend that is consistent in Wake County. In 2004, slightly less than half of the teachers who were employed in 2000 with one to five years experience were still teaching (See Chart 1: WCPSS Teacher Retention and Mobility 2000–2004).



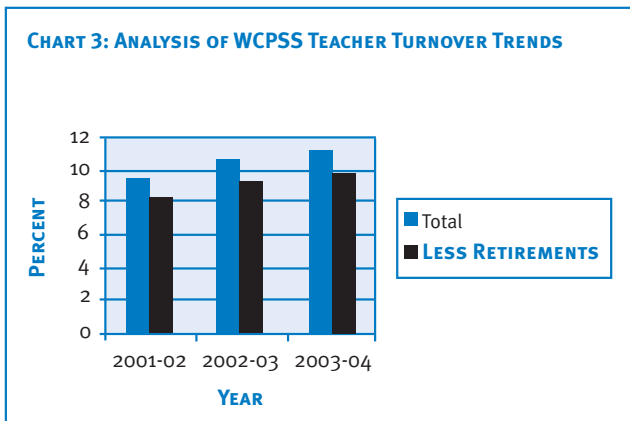
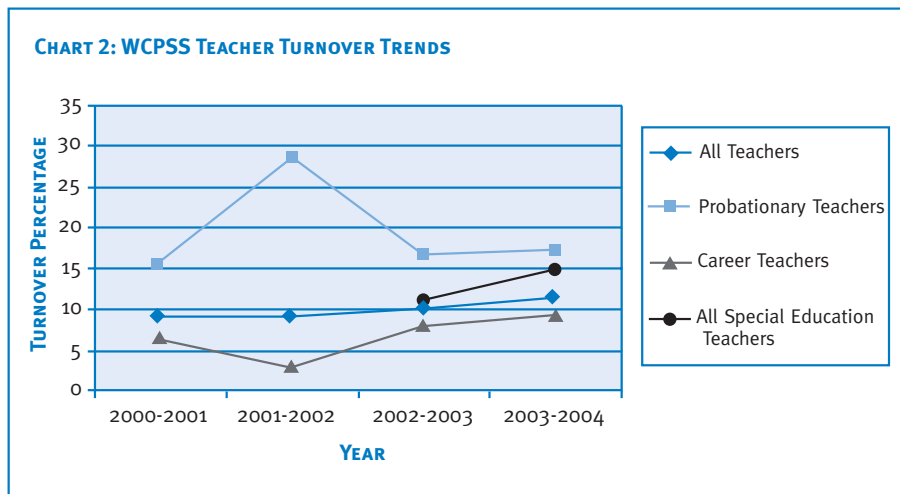
While turnover reflects one dimension of the staffing problem, school-to-school mobility reflects another issue. Wake teacher mobility data, which tracks movement among schools within the system, show differences for new and experienced teachers. Of the beginning teachers employed in 2000, only 35 percent remained in the same school at the start of the 2004 school year.

By contrast, 53 percent of experienced teachers (six or more years) employed the same year are still teaching four years later in the same school (see Chart 1: WCPSS Teacher Retention and Mobility 2000–2004). An NEA report cites opportunity for a better teaching assignment, dissatisfaction with support from administrators, changed residence and dissatisfaction with working conditions at the previous school as the top reasons why teachers with one to three years of experience change schools.

Overall teacher turnover has increased to 11.3 percent in 2003–2004 compared to 10.22 percent in the previous year (see Chart 2: Wake County Teacher Turnover Trends). When retirements are factored out from overall turnover for the same period, voluntary turnover continues to increase (see Chart 3: Analysis of WCPSS Turnover Trends).

Special education teachers accounted for nearly 15 percent of the total turnover in 2003–04 and 13.6 percent in 2002–03, although they represent less than 12 percent of the total teaching population. More than 14 percent of all special education teachers left the classroom in 2003–04, up from 10 percent in 2001–02 and 12.4 percent in 2002–03.

Although some turnover is acceptable and Wake County's turnover rate remains below the state average, an increasing trend (slightly over a half a percent on the average per year since 2000–01) does not position the system optimally given the projected student enrollment growth and the challenges of supply versus demand.



The most frequently cited reason for all WCPSS teacher turnover is relocation. The second most frequently cited reason for leaving differs between veteran and probationary teachers, listed as “retirement” and “family/childcare responsibilities” respectively (see Chart 4: Reasons for Wake County Teacher Turnover).

Chart 4: Reasons for 2003–04 Teacher Turnover in Rank Order

	Relocation	Retirement	Family/ Child Care	End of Contract	Other Reasons	Teach in Other LEA
All Teachers	1	2	3			4
Probationary Teachers	1		2	3	4	4
Special Education Teachers	1		4		3	2

Rank 1=Highest Rank 4=Lowest



SNAPSHOT

The Wake County Public School System (WCPSS) employs more than 7,700 teachers in its 134 schools to work with more than 114,000 students. Of those teachers, 86 percent are women and 13.8 percent are minorities (mostly African-American), representing a significant gap in diversity between the student and teacher populations. The average teaching experience is 12 years and the average teacher age is 41 years old—these two numbers have remained steady over the past four years.

In Wake County, 820 teachers are certified by the National Board for Professional Teaching Standards, the highest number of Board certified teachers of all school districts in North Carolina and among the highest in the nation as of December 2004. Among Wake County public school teachers:

- 99.4 percent hold at least a bachelor's degree;
- 32.3 percent hold at least a master's degree;
- 0.7 percent hold at least a doctorate;
- 17.5 percent have less than four years of teaching experience; and
- 14 percent have 25 years of experience or more.



Among special education teachers, the data show that the two most common reasons for leaving are relocation and transferring to another school district. WCPSS teacher exit survey data from 2003–04, however, reveal more qualitative reasons, suggesting that workload, sense of team, support from leadership, time for collaboration at the school level, salaries and lack of rewards and recognitions are among the most important reasons for separation.

The Community's Stake in Teaching Excellence

For teachers, parents and students, the reasons for supporting teaching excellence may be obvious. But what about the 61 percent of Wake County households that do not have children in elementary or secondary schools—how does teaching excellence impact them?

The real question for all of us is, “What do we want for our community?” If the answer is success, not only in student achievement, but also in terms of economic growth and quality of life, then all of us have a stake in the quality of our public schools. According to Harvey Schmitt, president and chief executive officer of the Greater Raleigh Chamber of Commerce, “Everyone wins when the public school system is healthy and producing a quality workforce that can compete in a constantly changing economy. Regardless of your place in society, having a healthy and viable workforce is critical.” And the preparation of that future workforce begins with the classroom teacher. By helping teachers succeed, we help our students and our community succeed as well.

While there are costs associated with raising the bar for teaching excellence, there are significant costs for allowing our standards to slip. For example, consider the impact of high school dropouts on Wake County's economy. Over a lifetime a high school graduate will earn an estimated \$280,000 more than a high school dropout. By this measure, the 791 ninth- through twelfth-graders who dropped out in Wake County in 2002–03 surrendered approximately \$221.5 million in lifetime earning potential.⁴

Numerous studies have shown correlations between high school dropout rates and crime rates. On average, each inmate in North Carolina cost the public \$21,141 in 2002–03. At the same time each student in Wake County cost the public only \$6,810, making education a much smarter investment.⁵

In addition to those benefits, the quality of an area school system strengthens the area's underlying property values. N.C. State University economics professor Michael Walden found that “every percentile point increase in CAT scores was associated with a 0.2 percent increase in home values. This shows that homebuyers value better quality schools and homeowners community-wide can benefit from improved schools even if they have no children in the system.”⁶ Wake County and its municipalities have also received a host of accolades from respected publications, including *Forbes* and *Money Magazine*, referencing the high quality of life in relation to the quality of public education available in Wake County.

4. Wake Education Partnership, *Quality Matters 2004: A Wake Community Review of the Public's Schools*. Available online at http://www.wakeedpartnership.org/Research&Reports/Quality_matters.html.

5. Ibid.

6. Michael L. Walden, “Magnet Schools and the Differential Impact of School Quality,” *The Journal of Real Estate Research*, Vol. 5, No. 2, Summer 1990, pp. 221-230.

A First Step: All for All

Using the 1996 report from the National Commission on Teaching and America's Future as a cornerstone, Wake Education Partnership first convened a group of committed citizens across Wake County as the Wake Task Force on Teaching Excellence in the fall of 1999. This group laid the groundwork for strong relationships among community, higher education and the public schools in crafting a thoughtful approach to ensure teaching excellence in our public schools.

In January 2001, the group 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.

The first Wake Task Force on Teaching Excellence succeeded in developing a collaborative leadership team with the Wake County Public School System and among university, business and parent partners and in recommending a shared action plan to strengthen teaching in ways that improved student learning. Through this report, the second Task Force brings into sharper focus the 2001 *All for All* report and its recommendations, renewing our community's attention to what is essential for success for all our teachers and students.

A Second Step: Recruit, Retain and Respect

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. Finally, the broader community—including parents, business people, elected officials and representatives from community-based organizations—will discuss this report at the eighth-annual Wake Education Summit in April 2005.

7. Wake Education Partnership, *2004 Wake Public Education Community Assessment*. Available online at http://www.wakeedpartnership.org/Research&Reports/citizens_perceptions.html.



COMMUNITY PERCEPTION

The 2004 Wake Public Education Community Assessment, conducted by Wake Education Partnership, revealed shrinking gaps between the public's desire for strong teachers and its perceptions of Wake County teachers, suggesting that perceptions of teaching quality are on the rise:

- When asked about having "teachers with strong subject matter knowledge," 93 percent said it was important to a successful school, while 52 percent of citizens believed it was happening in Wake County—a 41-point gap, down 8 points from 2002. An additional 31 percent believe it is happening "sometimes;" 17 percent think it is not happening.
- When asked about having "positive teacher-student relationships where students are treated fairly," 92 percent said it was important to a successful school, while 55 percent of citizens believed it was happening in Wake County—a 37-point gap, down 11 points from 2002. An additional 27 percent believe it is happening "sometimes;" 18 percent think it is not happening.
- When asked about having "teachers initiate contact with parents about their child's progress," 88 percent said it was important to a successful school, while 42 percent of citizens believed it was happening in Wake County—a 46-point gap, down 8 points from 2002. An additional 30 percent believe it is happening "sometimes;" 28 percent believe it is not happening.⁷

As these data indicate, Wake County citizens view quality teaching as a significant factor in school success.

DISCUSSION



CREATIVE TIME

At Salem Elementary School, Principal Savon Willard puts herself in the classroom to provide shared planning time for grade level teachers. Through this creative use of time, she teaches a weekly 30-minute session to each grade level group of students for a total of three hours per week, releasing teachers from classroom duties during the session. By taking this time with students, Salem Elementary gains on multiple fronts. Willard gets to work directly with students and keeps her connection with the classroom, while her teachers gain weekly planning and collaboration time during the school day—or they can observe her teaching as an opportunity for professional reflection.

RECOMMENDATION 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. Elementary teachers, in particular, have little or no planning time during the school day. Ideally, time should be built into the school schedule for professional observation, collaboration, reflection and learning.

Eleven- or twelve-month contracts should be considered for some teachers—surveying teachers to assess interest in extended contracts would help determine the feasibility of this option. Other possibilities to create common planning time include bringing in substitutes, parent and business volunteers or retired teachers to provide release time for teachers; having school-level and central office administrators serve as substitutes on a rotating basis; and incorporating regular “early release” or “late start” days when teachers have scheduled time to work without students on campus.

Currently teachers spend significant time in addition to their regular schedule—without additional compensation—for planning, grading, meetings and professional development. According to the 2004 N.C. Teacher Working Conditions Survey, 37 percent of Wake teachers report that they spend more than ten hours per week outside the regular work day on school-related activities such as preparation, grading, parent conferences and meetings. An additional 40 percent say they spend more than five hours per week on these activities. At the same time, 52 percent of teachers report having less than three hours of planning time per week within the school day; an additional 32 percent say they have three to five hours per week.

In the same survey, less than half (45%) of Wake County teachers indicate that they have time to collaborate with colleagues and just over half (55%) say they have time for professional development. In addition, only 32 percent say they have reasonable student loads, 38 percent say they are protected from non-teaching duties and 48 percent say that school leadership makes an effort to address teachers’ concerns about use of time. Among Wake’s teachers, 68 percent say they are provided the opportunity to learn from one another in school, but only 43 percent say they have time to plan with colleagues during the school day.

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

Principals make a huge difference in a teacher’s work experience. 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 skills 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. Existing programs that target new administrators through the Wake Leadership Academy, such as the Master’s of School Administration cohort program and the induction courses for new assistant principals, should include information and training tied to teacher support and retention.

According to a policy brief on teacher retention from the Southeast Center for Teaching Quality, “sustainable school reform demands that school leaders combine appropriate pressures and supports to develop a work environment which promotes a shared vision for success, provides time to work collaboratively with colleagues, fosters professional learning communities and ensures meaningful professional growth.”⁸ Twenty-seven percent of educators participating in the N.C. Teacher Working Conditions survey responded that on-site school leadership most impacted their decision to stay at a school, second only to collegial atmosphere.

The same survey shows that about one-fourth of Wake County teachers say school administrators and support personnel do not make supporting teachers a priority (24%), school leadership does not make an effort to address teacher concerns (25%), sustained efforts are not made to address teacher concerns about school leadership (29%) and their principals are not effective leaders (22%).

National surveys report that a lack of administrative support is a significant reason for teacher dissatisfaction and turnover and is the primary reason for teachers leaving high minority and high poverty schools. Other reports show that principals who have been more successful in retaining teachers have characteristics of successful entrepreneurs; believe strong instructional, operational, and strategic leadership in their school are equally important; understand the value of people; and receive continuing professional development that includes practical information as well as theory.⁹

RECOMMENDATION 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. Just as most of us would not feel safe consulting a doctor, lawyer or accountant who had not learned about the latest methods and advances in their professions, neither is it appropriate for our teachers to work without opportunities to develop their skills and expand their knowledge to include up-to-date practices. Unfortunately, in a 2001 survey, less than half of American principals (45%) said they believed that allocating time and resources for professional development is an “extremely important” role for them. Secondary school principals were even less likely than elementary school principals to feel this way (37% v. 51%).¹⁰

However, the same survey showed that teachers and principals see professional development as an important recruitment and retention tool. Seventy percent of teachers and 75 percent of principals indicated that “more time for ongoing professional development related to daily classroom activities” would serve as a step for recruitment and retention, while 60 percent of teachers and 71 percent of principals indicated “providing opportunities for networking or coaching for all teachers” in the same way.

REAL DEAL PRINCIPAL

In 2004, Governor Michael Easley honored the first group of Real D.E.A.L. Schools—schools with Dedicated Educators, Administrators and Learners. “These schools are the Real D.E.A.L. because they lead the state in working conditions and student achievement,” said Gov. Easley. In addition to ranking among the best in student achievement, the schools also succeed in “providing time for teachers to do their jobs, supportive school leadership, quality professional development and empowering teachers to make decisions.” North Ridge Elementary School in Wake County was among the eight winners of the award; Davis Drive Elementary and Washington Elementary were named as semi-finalists.

North Ridge Principal Candye Slay has been principal at North Ridge since 1997 and is eligible for retirement, but her zest for the job won't let her leave. Slay says that trusting, respecting and treating teachers as professionals is one of the keys to her success, and the teachers at her school agree. Teachers at North Ridge give her high marks for leadership—their responses to the N.C. Working Conditions survey are consistently more positive than the state or county average. Eighty-nine percent of teachers at North Ridge say school administrators and support personnel make supporting teachers a priority (64% for WCPSS), 89 percent say school leadership makes an effort to address teacher concerns (67% for WCPSS), 85 percent say sustained efforts are made to address teacher concerns about school leadership (49% for WCPSS) and 92 percent say their principal is an effective leader (70% for WCPSS).

8. Southeast Center for Teaching Quality, “School Leadership Supporting Teacher Retention.” Prepared for the Hunt Institute. Posted November 2004. Available online at <http://www.teachingquality.org/resources/pdfs/HuntLeadership.pdf>.

9. Charlotte Advocates for Education, “Role of Principal Leadership in Increasing Teacher Retention.” Posted February 2004. Available online at <http://www.advocatesfored.org/principalstudy.htm>.

10. *MetLife Survey of the American Teacher*, Key elements of quality schools. (New York: MetLife, 2001.)

PROFESSIONAL REFLECTION

According to one of the five core propositions of the National Board for Professional Teaching Standards, quality teachers think systematically about their practice and learn from experience. The following excerpt from the NBPTS propositions describes why self-analysis and reflection are valuable steps in professional growth: “Accomplished teachers are models of educated persons, exemplifying the virtues they seek to inspire in students—curiosity, tolerance, honesty, fairness, respect for diversity and appreciation of cultural differences—and the capacities that are prerequisites for intellectual growth: the ability to reason and take multiple perspectives to be creative and take risks, and to adopt an experimental and problem-solving orientation.

Accomplished teachers draw on their knowledge of human development, subject matter and instruction, and their understanding of their students to make principled judgments about sound practice. Their decisions are not only grounded in the literature, but also in their experience. Striving to strengthen their teaching, accomplished teachers critically examine their practice, seek to expand their repertoire, deepen their knowledge, sharpen their judgment and adapt their teaching to new findings, ideas and theories.”¹²

Good teaching thrives in a supportive learning environment created by teachers and school leaders who work together to improve learning. The National Commission on Teaching and America’s Future reports that quality teaching requires a strong professional learning community in which teachers can collaborate as they focus on their own growth and the achievement of their students. Shared or “distributed leadership” brings the learning community together in a common commitment and joint responsibility for continuous improvement. Networked learning communities can be based entirely within a school, providing teachers a “place” to reflect and collaborate with colleagues. These communities can also extend across schools and other districts to provide much broader communities of practice, giving teachers an opportunity to learn new ideas and gain new perspectives.¹¹

For beginning teachers to become experienced, long-term teachers, career paths should be available to offer teachers opportunities for growth. In addition, peer review and peer support create mutual accountability and further career development. Peer assistance helps new and veteran teachers improve their knowledge and skills by linking new teachers—and struggling veteran teachers—with experienced teachers to observe, model, share ideas and skills, and recommend materials for further study.

Teaching has been a largely undifferentiated occupation, with 30-year veterans performing essentially the same duties as a first-year teacher. Effective growth requires that teaching become more differentiated, allowing teachers who have developed strong expertise in particular areas to lead the improvement of instruction by working as mentors, coaches and professional developers to their colleagues.

3a. Develop a process for teachers to use critical self-analysis and shared reflection based on 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, similar to part of the National Board Certification process, 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.

By reviewing the index to identify their own strengths and weaknesses, teachers have a benchmark from which to improve and develop their skills, either by connecting with other teachers who possess different strengths or by seeking formal professional development courses. Because the process involves personal reflection rather than top-down evaluation, opportunities exist for real professional growth instead of simply working to meet requirements for employment.

The Quality Teaching characteristics are divided into the following qualities of effective teachers:

- “committed to students and their learning” (affective indicators);
- “know the subjects they teach and how to teach those subjects to students” (content knowledge);
- “responsible for managing and monitoring student learning” (instructional practices focused on results);

11. National Commission on Teaching and America’s Future, *No Dream Denied: A Pledge to America’s Children*. (Washington, D.C.: 2003.)

12. National Board for Professional Teaching Standards, “What Teachers Should Know and Be Able to Do: The Five Core Propositions of the National Board.” Available online at <http://www.nbpts.org/about/coreprops.cfm>.

- “use positive behavior support systems” (behavior management);
- “think systematically about their practice and learn from experience” (reflective practice); and
- “members of learning communities” (collaborative culture/leadership development).

Using the qualities most frequently identified as weak areas by teachers, staff development can be customized to better meet those needs at individual schools and across the district. By aligning staff development with the characteristics in the index, the district again keeps a focus on quality teaching and also provides clear opportunities for professional growth that meet teachers’ identified needs.

According to the N.C. Teacher Working Conditions Survey, just over half (54%) of Wake County teachers say they assist in determining the content of in-service professional development at their school, while 30 percent say they do not have input (compared to 56 and 26% statewide). Still, almost three-quarters of Wake’s teachers (73%) say that their school leadership makes an effort to provide quality professional development at their school.

3b. Make the sharing of best practices routine among teachers within and across schools.

Teachers usually 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.

Although informal sharing often takes place among teachers who take the initiative, dedicated time and a more formalized process would help to make this sharing routine. 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. The district should commit resources for warehousing knowledge created within schools and the school system and develop a structure that allows time for teacher reflection, connection and sharing within a school and across the district.

The National Board for Professional Teaching Standards declares that “the conventional image of the accomplished teacher as solo performer working independently with students is narrow and outdated.”¹³ Today’s quality teachers are members of learning communities, working collaboratively with other professionals on instructional policy, curriculum development and staff development.

3c. 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.



TEACHER NETWORK

The Teacher Leaders Network (TLN), an initiative of the Chapel Hill-based Southeast Center for Teaching Quality, is a virtual network connecting and supporting accomplished educators who agree that the nation’s teachers are a “splendid resource for leadership and reform.” According to www.teacherleaders.org, “TLN uses Internet technology and old-fashioned conferencing to build a professional community of highly skilled teachers who share a desire to apply what they know and can do in leadership settings. TLN is not just a listserv, not just a website, not just a professional growth opportunity. TLN is a true network, and we will use every available tool to expand the roles of expert teachers in advocating for effective teaching and learning practices.” TLN wants to facilitate shared learning among schools across the nation and demonstrate to the public what accomplished teachers know and can do.¹⁴

13. Ibid.

14. Teacher Leaders Network. Available online at <http://www.teacherleaders.org/>.



LEARNING TOGETHER

The Middle College National Consortium, a professional development organization for secondary and postsecondary public-sector educators, lays out the following argument as one of its major design principles: “Staff participates in on-going, embedded professional development that focuses on student success. Time during the school day is provided for staff development and the creation of learning communities.”¹⁵ Using this model, teachers would earn continuing education units (CEUs) for working in teams to collaboratively plan lessons; reviewing and giving feedback to other teachers regarding class projects, assignments and assessment tools; and setting standards for student work. Although not framed in a traditional workshop-based staff development setting, this work is directly focused on student learning and gets to the heart of teaching, while also being responsive to the needs of teachers with a range of experience.

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. Like their students, teachers learn best when a purpose exists for learning and when they are actively engaged rather than passively listening.

These opportunities should also address the range of skills required of novice teachers who must learn entry-level techniques as well as develop the advanced talents necessary for effective teacher leadership. The system should identify a timeline for required, essential and recommended professional development aligned to the various stages of teachers’ experience levels, using action research to develop teachers’ capacity to inform their practice. Funds currently spent on under-enrolled workshops could be reallocated to pay for substitutes to provide teachers with time to observe, collaborate and reflect.

It is encouraging that, in the N.C. Working Conditions survey, 73 percent of Wake teachers report that their school leadership makes an effort to provide quality professional development in their school and 79 percent say that professional development activities at their school are based on state and national standards. However, teachers must have the time and resources to take advantage of these activities—36 percent still say that insufficient resources and administrative support are currently available.

3d. 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. In 2003–04, 17 percent of Wake’s probationary teachers (those with four years or less experience) left the classroom, compared with less than 9.5 percent turnover among career teachers. When they’re juggling full-time teaching jobs, mentors often struggle to find time for their advisory roles, even with a \$1,000 incentive to take on the extra duty. Some schools have too few teachers with the experience and training to mentor the long rosters of newcomers.

According to the North Carolina Center for Public Policy Research, about one in three new teachers leave the profession after three years. About 40 percent leave after the first five years. In urban districts, half of new teachers leave in the first five years, a trend that is consistent in Wake County and in North Carolina. In 2004, slightly less than half of Wake’s teachers who were employed in 2000 with one to five years experience were still teaching. Few businesses could tolerate this degree of talent loss and continue to excel in the market place.

According to the N.C. Teacher Working Conditions survey, less than half (49%) of Wake County’s new teachers say they have time with their mentor, while 35 percent say they do not have time (compared with 46–39% statewide). New teachers particularly need support at challenging schools, where students have tremendous needs, to reduce teacher turnover at these schools.

Induction components should include well-defined roles for leaders, including principals, mentors and lead teachers; a continuum of professional learning over several years; collaboration as a part of the work culture; and a structure for modeling effective teaching. Mentors also need to be teaching in the same grade level or subject area as the teachers they mentor.

15. Middle College National Consortium, “Design Principles, Beliefs and Best Practices.” Available online at <http://www.cmif.org/conf2004/Docs/Middle%20College%20Design%20Principles.pdf>.

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. In Wake last year, about 88 percent of first- and second-year teachers assigned to one of a handful of veteran teachers working as full-time coaches returned to the classroom, compared with 83 percent of all novices in the district. 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.

3e. 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. The current system is such that a teacher performs essentially the same role in his/her first year as in the 30th year of teaching, with only the state salary scale in place for pay increases.

Teachers' primary opportunity for advancement lies in leaving the profession—either to become an administrator or to begin a career in another industry altogether. For many teachers, becoming a principal is not the logical next step in their education career because it requires leaving the classroom. However, it is sometimes the only option for those interested in increased opportunity, responsibility and compensation within the field of education. For others, the skills they have developed as teachers make them highly qualified for more lucrative jobs in other industries, such as pharmaceuticals, medical research and finance.

The National Commission on Teaching and America's Future recommends that systems "develop and sustain rewarding career paths from mentored induction through accomplished teaching." In the N.C. Teacher Working Conditions survey, 45 percent of Wake County teachers report that opportunities for advancement (other than school administration) are available to them, while 29 percent say opportunities are unavailable and 26 percent are unsure (compared to 52, 24 and 24% statewide, respectively).

Wake County's proposed TELS model (Teacher Enhancement and Leadership System—see Appendix B) 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. For example, advanced level teachers would be expected to encourage and help develop the skills of other teachers and to lead collaborative work and problem solving. In addition to a broad progression, the TELS model involves the redesign of selected "extra duty" positions into recognized teacher leadership positions so that instructional leadership and administrative duties can be carried out during the school day as a result of reduced teaching loads. The redesigned leadership positions would be selected based on added value to student success and/or school

CALIFORNIA MENTORS

The Santa Cruz New Teacher Project (SCNTP) offers the following mentor model through California's Beginning Teacher Support and Assessment Program, a state-wide initiative jointly administered by the California Department of Education and the California Commission on Teacher Credentialing:

"The work centers on partnerships between beginning teachers and the new teacher advisor, an exemplary veteran teacher on loan full-time from the district for a period of two to three years. Matched with beginning teachers according to grade-level and subject matter expertise, advisors mentor 14 first- and second-year teachers, meeting weekly with each new teacher for approximately two hours before, during, or after school.

While in the classroom, advisors teach demonstration lessons, observe, coach, co-teach, videotape lessons, respond to interactive journals, or assist with problems as they arise. Time outside the classroom is spent planning, gathering resources, providing emotional support and safe structures for feedback, and facilitating communication with principals. In addition, new teachers receive release days for observation of other teachers, curriculum planning, reflection, and self-assessment. A monthly seminar series serves as a network for new teachers to share their accomplishments and challenges in a learning community of peers.

New teachers and principals report that participation in the program has made a significant contribution to the quality of their teaching and to their success as a beginning teacher. We are also finding that this teacher induction program is not just about supporting new teachers; it is about building teacher leaders and ultimately changing school cultures. In addition, the veteran advisors return to their school districts with renewed excitement and passion for teaching, a broader perspective on education, and the communication and leadership skills to make a difference."¹⁶

16. Janet Gless and Ellen Moir, "Supporting Beginning Teachers with Heart and Mind: A Decade of Lessons Learned from the Santa Cruz New Teacher Project." The New Teacher Center at the University of California, Santa Cruz. Available online at http://www.newteachercenter.org/ti_article7.php.



CAREER PATHWAYS

Similar to the proposed TELS program, the Milken Family Foundation's Teacher Advancement Program (TAP) model is a comprehensive, research-based strategy to attract, develop, motivate and retain talented people to the teaching profession. It improves student performance by reorganizing schools in ways that provide new incentives and supports for teachers. TAP is based on four elements that create new opportunities for teachers and heighten accountability:

1. Multiple career paths;
2. Ongoing, applied professional growth;
3. Instructionally focused accountability; and
4. Performance-based compensation.

TAP has helped schools increase their students test scores, including significant progress under the No Child Left Behind Act, while providing the framework for a more thorough and instructionally oriented approach to professional development. By working with schools to provide teachers with structured time and support to address the teaching challenges they face in the classroom, and with individual learners, TAP achieves more collaborative and rigorous training for teachers. States with TAP schools include Arizona, Arkansas, Colorado, Florida, Indiana, Louisiana, Minnesota and South Carolina.¹⁷

improvement, such as a department chair or student support team coordinator. Effective principals have long recognized that they cannot provide all of the leadership necessary to lead a school and its students to success. These positions would provide multiple career paths for teachers, in addition to contributing to successful leadership across the school.

TELS will require new ways of looking at the school schedule to provide time during the school day for teachers to plan, mentor and collaborate so they can continuously improve the quality of their instruction. It will also require principals who are committed to creating professional learning communities and shared leadership; current school structure does not encourage this degree of collaboration. TELS could first be piloted at challenging, hard-to-staff schools to study its effectiveness in retaining high quality teachers in the classroom.

RECOMMENDATION 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.

The Council for Exceptional Children (CEC) reports that “students with disabilities often cannot achieve unless they are taught by the very best teachers using the very best interventions under the very best conditions.”¹⁸ However, the study found that special education teachers in the United States leave at almost twice the rate of their general education colleagues, citing a “crisis of capacity” and adding that many times positions remain vacant or students are taught by teachers without appropriate licenses.

According to the CEC report, special education teachers are being stifled by overwhelming amounts of paperwork, unmanageable caseloads, limited resources, inadequate time for planning, collaboration and professional development, and a sense of isolation. Across the United States, 68 percent of special educators report that they spend less than two hours per week in individual instruction with each of their students; the majority spend less than one hour per week in collaboration with colleagues; 83 percent report spending from half to one-and-a-half days per week in IEP-related meetings; and a majority estimate they spend a day or more per week on paperwork.¹⁹

In Wake County, special education teachers accounted for nearly 15 percent of the total turnover in 2003–04 and 13.6 percent in 2002–03, although they represent less than 12 percent of the total teaching population. More than 14 percent of all special education teachers left the classroom in 2003–04, up from 10 percent in 2001–02 and 12.4 percent in 2002–03. First semester resignations (those who left mid-school year) among special education teachers rose from 26 in January 2003 to 39 in January 2004 (as compared to 20 math teacher resignations and 15 science teacher resignations).

Wake County data show that the two most common reasons for special education teachers leaving are relocation and transferring to another school district. WCPSS

17. Information about TAP is available online at <http://www.mff.org/tap/tap.taf>.

18. The Council for Exceptional Children, “Bright Futures for Exceptional Learners: An Action Agenda to Achieve Quality Conditions for Teaching and Learning.” Available online at http://www.cec.sped.org/spotlight/cond/bf_report.html, 1999.

19. Ibid.

teacher exit survey data from 2003–04, however, reveal more qualitative reasons, suggesting that workload, sense of team, support from leadership, time for collaboration at the school level, salaries and lack of rewards and recognitions are among the most important reasons for separation.

Simply recruiting more teachers is not the answer, as fewer applicants are available in the talent pool for these subject areas. The focus needs to be on retention of teachers currently employed, and market-based pay incentives should be considered.

Special education teachers have additional challenges beyond those faced by other teachers, including liability concerns, federal paperwork and conferences, and 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.

RECOMMENDATION 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. Teacher education programs in North Carolina graduate about 3,000 students each year, but only about 2,000 enter the profession. In order to hire hundreds of teachers in Wake County alone, administrators must look to Virginia, Georgia, New York, Michigan, Ohio, Pennsylvania and other states across the country.

In Wake County, the average salary paid in 2003–04 was \$40,992 per year, compared to the national average teacher salary of \$45,891. Several states that compete with WCPSS for teachers offer average salaries ranging from \$50,772 to \$53,563 per 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. In addition to competition with other school districts, the Wake County Public School System must also compete with other industries that recruit teachers, particularly in math, science and foreign language, where salaries and working conditions may be better. As expectations and demands on teachers rise ever higher, they must be appropriately compensated for their knowledge, skills and performance.

According to a 2004 survey by the American Federation of Teachers, North Carolina ranked 23rd for average teacher salary in 2002–03, but dropped to 34th for beginning teacher salary in the same period. Average beginning salary for teachers in the United States was estimated at \$30,496 for 2003–04. The starting salary for teachers in Wake County is \$28,724—after five years in the profession, the period during which many new teachers leave the profession, the same teacher’s salary will increase by less than \$5,000 to \$33,029. The AFT notes that gains in salary of previous years “are dwarfed by staggering increases in the cost of health insurance benefits, which spiked an astounding 13 percent, the Bureau of Labor Statistics reports.”²¹



SPECIAL TEACHERS

IEP, BED, AG, IDEA, LRE, ADHD, GT, LD—this list is just the beginning of the alphabet soup that special education teachers manage in their classrooms. Now another acronym—NCLB (No Child Left Behind)—is causing confusion about requirements for special education teachers. Thousands of teachers may not make the 2005–06 deadline for special education teachers to get the training they need to meet NCLB’s highly qualified teacher requirements, according to a report by the Government Accountability Office. The problem lies with uncertainty about NCLB mandates for special education teachers and how NCLB requirements coordinate with the Individuals with Disabilities Education Act (IDEA).

The report recommends additional assistance to states and more collaboration between federal agencies to ensure special education teachers meet competency requirements and are able to remain in the classroom. One roadblock to meeting subject matter competency is that middle and high school special education teachers often teach multiple subjects and grade levels—and because of special education teacher shortages, the subjects they teach may change from the time they are hired. Another barrier is that states are uncertain as to whether special education teachers should demonstrate competency for the assessment level or the grade level of the students being taught.²⁰

20. For more on this topic, visit <http://www.edweek.org/ew/articles/2005/02/16/23idea.h24.html> or http://www.cec.sped.org/bk/cectoday/oct_nov_dec_2004/.

21. American Federation of Teachers, “2003 Survey & Analysis of Teacher Salary Trends.” Available online at <http://www.aft.org/salary/index.htm>.



WOMEN IN THE CLASSROOM

A recent study found that women with higher aptitudes are not choosing the classroom as a career. The likelihood that a female ranked among the top 10 percent of all high school students will become a teacher declined from approximately 20 percent in 1964 to just over 11 percent in 2000. Pay is suggested as the leading reason why so few high-aptitude women opt to teach—specifically, pay compression, which has narrowed to the point where those with the highest aptitude and classroom success earn no more than those with the lowest. College-educated women have also achieved greater equality in their pay in relation to male workers, thereby luring more able women to alternative professions. Not only has the number of high-aptitude female teachers in the classroom declined, but the share of women from bottom-tier colleges who performed poorly on achievement tests has increased. The authors of the study suggest that a differentiated pay scale based on performance would draw more of the brightest women to teaching.²²

One major impediment to retaining good teachers with young families is the lack of dependable, quality childcare. Many qualified and dedicated teachers want to continue teaching but cannot afford the enormous financial obligation required for quality day care. Probationary teachers (those with fewer than five years experience) in Wake County cited “family/childcare responsibilities” as the second most-frequent reason for leaving the profession. Ensuring access to convenient, reliable and affordable child care through partnerships with providers or subsidies would relieve financial and emotional stresses for parents who want to continue their careers as teachers.

Top 10 Average Teacher Salaries	
\$56,283	California
\$55,367	Connecticut
\$54,158	New Jersey
\$53,563	Michigan
\$53,017	New York
\$51,475	Illinois
\$51,428	Pennsylvania
\$51,076	Rhode Island
\$50,819	Massachusetts
\$50,772	Delaware

Bottom 10 Average Teacher Salaries	
\$37,795	Kansas
\$37,753	Arkansas
\$37,655	Missouri
\$37,166	Louisiana
\$36,965	New Mexico
\$35,754	Montana
\$34,877	Oklahoma
\$34,555	Mississippi
\$33,869	North Dakota
\$32,416	South Dakota

Source: NEA Research

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

Wake County, as a system, is committed to continuous improvement. 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. There is a sense that new programs—whether for elementary math or electronic grade reporting—are introduced so frequently that teachers don’t have time to master them before implementation and the programs do not have sufficient time to take root and work for students.

Teachers need to be involved in the selection, planning and implementation of new initiatives that affect their curriculum and their working conditions. By engaging teachers in the change process, they are more likely to support change and the change is more likely to succeed. In the words of Dr. John Kotter, professor of leadership at Harvard University, “multiple levels of leadership do not create chaos if there are overlapping, aligned visions.” If new initiatives are planned appropriately, teachers will have time to ensure that the programs will work effectively in the classroom, thus increasing the success for students. Teachers also need ongoing support through these changes.

22. Caroline M. Hoxby and Andrew Leigh, “Pulled Away or Pushed Out? Explaining the Decline of Teacher Aptitude in the United States.” Department of Economics, Harvard University. Available online at <http://www.educationnext.org/20052/50.html>.

RECOMMENDATION 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.

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 involvement with teachers is also important. Business and parent leaders could seek out opportunities to shadow a teacher for a day to see not only the classroom work, high-level skills and innovations taking place in our schools, but also the volume of responsibilities that teachers manage before, during and after school. Community members can also learn more about public education and how to be advocates for teachers through programs such as the biennial Institute for Wake County School Leaders or simply through staying informed by reading education reports, subscribing to e-newsletters and participating in community-based events.²³

Businesses have an opportunity to support teacher recruitment through the Wake County incentives program for new educators, which includes discounts from banks, apartments, restaurants and utilities. Several large corporations are already working to support teaching quality through such programs as the Wachovia Teachers and Teaching Initiative and IBM's Reinventing Education Change Toolkit. By continuing these corporate efforts and by connecting individual business and community members directly with teachers, they can broaden their understanding of the demands that teachers face, and better serve as advocates for teachers, ultimately improving conditions for student achievement as well.

PARENT SUPPORT

Quality parental involvement means more than checking homework or participating in a school fundraising event. Involvement means becoming an informed, active partner who works with teachers and school leaders to improve student achievement.

Districts across the country—including WCPSS—have looked to Kentucky's Commonwealth Institute for Parent Leadership as a model for helping parents become effective advocates for improved education and higher achievement for all students.

The institute, sponsored by the Prichard Committee for Academic Excellence, offers participating parents a curriculum that:

- Gives them information and data as well as skills to expand their role in their children's education and the larger education community;
- Motivates them to assume leadership roles and provides training to help build their confidence; and
- Increases their understanding of the state's standards-based education system and what it requires of schools and teachers.²⁴

SUCCESSFUL CHANGE

In his book *The Heart of Change*, Dr. John Kotter describes the 8-step path to successful change and explains what it really takes to make change happen.

Step 1—Increase urgency.

“Get people out of the bunker and ready to move.”

Step 2—Build the guiding team.

“Get the right people in place with the trust, emotional commitment and teamwork to guide a very difficult change process.”

Step 3—Get the vision right.

“Get the guiding team to create the right vision and strategies to guide action in all of the remaining stages of change. Address the creative and emotional components of vision.”

Step 4—Communicate for buy-in.

“Get as many people as possible acting to make the vision a reality. Send clear, credible and heartfelt messages about the direction of change.”

Step 5—Empower action.

“Remove key obstacles that stop people from acting on the vision. Promote optimism and build confidence around the change effort.”

Step 6—Create short-term wins.

“Produce enough short-term wins fast enough to energize the change helpers, enlighten the pessimists, defuse the cynics and build momentum for the effort.”

Step 7—Don't let up.

“Continue with wave after wave of change, not stopping until the vision is a reality. Eliminate unnecessary work and do not declare victory prematurely.”

Step 8—Make change stick.

“Create a supporting structure that provides roots for the new ways of operating.”²⁵

23. For more information about these and other programs, visit www.WCPSS.net, www.wakebgc.org, <http://ciswake.org/> or www.WakeEdPartnership.org.

24. Additional information about the Institute for Parent leadership is available online at http://www.cipl.org/about_cipl.htm.

25. John P. Kotter and Dan S. Cohen, *The Heart of Change*. (Boston, MA: Harvard Business School Press, 2002.)

ADDITIONAL RESOURCES

Governor's Teacher Working Conditions Survey

<http://twc.learnnc.org>

The second statewide Teacher Working Conditions Survey was conducted in spring 2004 to hear directly from teachers and principals as to what they believe are the best ways to improve our schools. Sponsored by the Office of the Governor, N.C. Department of Public Instruction, N.C. Professional Teaching Standards Commission, N.C. Association of Educators, Principals' Executive Program, N.C. Center for the Advancement of Teaching, BellSouth NC and the Southeast Center for Teaching Quality, the survey includes a statewide report and reports for each North Carolina district, as well as some school-level reports.

N.C. Department of Public Instruction (NCDPI)

<http://www.ncpublicschools.org>

The North Carolina Department of Public Instruction website includes information about public schools, teachers and students at the state and district level. Links are also available to a range of research reports, education initiatives and information from the State Board of Education.

N.C. Professional Teaching Standards Commission (NCPTSC)

<http://www.ncptsc.org>

The N.C. Professional Teaching Standards Commission works to ensure that every student in N.C. public schools will have a knowledgeable, skilled, compassionate teacher by establishing and maintaining rigorous standards for all teaching professionals. The website includes information about the Working Conditions Survey and professional development opportunities for educators.

N.C. School Report Cards

<http://www.ncreportcards.org/src/>

Since the 2001-02 school year, this online report card includes important information about student performance, class size, school safety and teacher quality in each North Carolina public school. Profiles are available for the district- and school-level.

Southeast Center for Teaching Quality (SECTQ)

<http://www.teachingquality.org>

The Southeast Center for Teaching Quality is a regional organization with a national agenda to ensure that all students have access to high quality teaching. SECTQ works to improve student learning by shaping policies through developing teacher leadership, building coalitions, and conducting practical research. Their latest research in North and South Carolina indicates that improving teacher working conditions-time, empowerment, professional development, leadership, and facilities and resources-significantly improves student achievement and helps stem teacher turnover.

Wake County Public School System Evaluation and Research Department

<http://www.wcpss.net/evaluation-research/>

The Wake County Public School System is committed to continuous improvement and accountability through ongoing efforts in data collection and reporting. The Evaluation and Research Department (E&R), formed in 1990, is a major facet of that commitment. A variety of data reports and analyses are available on the E&R website.

Wake Education Partnership

<http://www.wakeedpartnership.org>

As an independent public education advocacy organization, Wake Education Partnership links community resources to strengthen public schools and improve academic achievement for all students. Three strategic goals guide the Partnership's intent to affect change and connect the community with its public schools: to provide leadership and professional development for teachers, principals and administrators; to foster community engagement that leads to action; and to conduct research and advocacy on fundamental education issues and needs. The website includes information about Partnership programs as well as copies of research reports available for downloading.

APPENDICES

APPENDIX A

The following Quality Teaching index serves as a tool for teachers to conduct self-analysis and use the results to structure their individual professional development. This self-assessment should be used to guide a teacher's professional growth, not as an evaluation tool to rate performance for administrators. By reviewing the index to identify their own strengths and weaknesses, teachers have a place to begin to improve and develop their skills, either by connecting with other teachers who possess different strengths or by seeking out formal professional development courses. Because the process involves personal reflection rather than top-down evaluation, there is a focus on opportunities for real professional growth instead of simply working to meet requirements for employment.

Using the qualities most frequently identified as weak areas by teachers, staff development can be customized to better meet those needs at individual schools and across the district. By aligning staff courses with the characteristics in the index, the school district again keeps the focus on quality teaching and provides clear opportunities for professional growth that meets teachers' needs.

QUALITY TEACHING CHARACTERISTICS

I. AFFECTIVE INDICATORS: Effective teachers are committed to students and their learning. (1, Educational Research Service, 2000; 2–5, Rice, 2003; 6–9, Marzano, 2003; 10–29, Stronge, 2002)²⁶

1. Creates a classroom climate that is supportive and collaborative.
2. Has a strong internal value system that is best expressed through service to others and commitment to students.
3. Accurately perceives and cares about thoughts and feelings of others.
4. Is consistently upbeat and optimistic during times of stress and adversity. Has the ability to keep the students and parents positive and productive.
5. Has a strong internal need for personal significance and a drive to excel.
6. Uses specific strategies that instill a sense of confidence in students that they are receiving proper guidance and direction.
7. Uses specific strategies that instill a sense of confidence in students that their concerns and wishes are being considered.

8. Uses different strategies with different types of students to provide them with a sense of acceptance by the teacher.
9. Uses specific techniques to maintain a healthy emotional objectivity when dealing with student misbehavior.
10. Exhibits active listening.
11. Shows concern for students' emotional and physical well-being.
12. Displays interest in and concern about the students' lives outside school.
13. Creates a supportive and warm classroom climate.
14. Responds to misbehavior on an individual level.
15. Prevents situations in which a student loses peer respect.
16. Treats students equally.
17. Creates situations for all students to succeed.
18. Shows respect to all students.
19. Maintains professional role while being friendly.
20. Gives students responsibility.
21. Knows students' interests both in and out of school.
22. Values what students say.
23. Interacts in fun, playful manner; jokes when appropriate.
24. Shows joy for the content material.
25. Takes pleasure in teaching.
26. Demonstrates involvement in learning activities outside school.
27. Maintains high-quality work.
28. Returns student work in a timely manner.
29. Provides students with meaningful feedback.

II. CONTENT KNOWLEDGE: Effective teachers know the subjects they teach and how to teach those subjects to students. (1–14, Marzano, 2003; 15–25, Stronge, 2002)

1. Asks students to keep track systematically of their own performance on the learning goals.
2. Emphasizes the importance of effort with students systematically.
3. Ends units of study by asking students to assess themselves relative to learning goals.
4. Asks questions that help students recall what they already know, prior to presenting new content.
5. Provides students with direct links with previous knowledge or studies, prior to presenting new content.
6. Provides ways for students to organize or think about the content (e.g., uses advance organizers), prior to presenting new content.

²⁶ Educational Research Service, *Effective teaching: How do we know it when we see it?* The Informed Educator Series. Virginia: Educational Research Service, 2000.

Marzano, R. J., *What works in schools: Translating research into action*. Virginia: Association for Supervision and Curriculum Development, 2003.

Rice, J. K., *Teacher quality: Understanding the effectiveness of teacher attributes*. D.C.: Economic Policy Institute, 2003.

Stronge, J. H., *Qualities of effective teachers*. Virginia: Association for Supervision and Curriculum Development, 2002.

7. Asks students to construct verbal or written summaries of new content.
8. Asks students to take notes on new content.
9. Asks students to represent new content in nonlinguistic ways (e.g., mental image, picture, pictograph, graphic organizer, physical model, enactment).
10. Identifies specific types of knowledge that are important for students to learn (e.g., important categories of knowledge, examples, sequences, comparisons, cause-and-effect relationships, correlational relationships, facts, incidents, episodes, terms, skills, processes), when planning units of instruction.
11. Ensures that students have multiple exposures to new content presented in a variety of forms, (e.g., stories, descriptions) using a variety of media (e.g., read about the content, watch a demonstration, listen to a presentation), when planning units of instruction.
12. Makes a clear distinction between skills and processes that are to be mastered versus skills and processes that are to be experienced but not mastered, when planning units of instruction.
13. Organizes examples into categories or groups that demonstrate the essential features of the content, when planning units of instruction.
14. Ensures that students will be involved in complex projects that require them to address content in unique ways, when planning units of instruction.
15. Focuses classroom time on teaching and learning.
16. Links instruction to real-life situations of the students.
17. Connects learning objectives to activities.
18. Organizes content for effective presentation.
19. Explores student understanding by asking questions.
20. Considers student attention span and learning styles when designing lessons.
21. Develops objectives, questions, and activities that reflect higher and lower level cognitive skills as appropriate for the content and the students.
22. Employs different techniques and instructional strategies, such as hands-on learning.
23. Stresses meaningful conceptualization, emphasizing the student's own knowledge of the world.
24. Sets overall high expectations toward improvement and growth in the classroom.
25. Gives clear examples and offers guided practice.
26. Stresses student responsibility and accountability in meeting expectations.
27. Teaches metacognitive strategies to support reflection on learning progress.
28. Is concerned with having students learn and demonstrate understanding of meaning rather than memorization.
29. Holds reading as a priority.
30. Stresses meaningful conceptualization, emphasizing the student's knowledge of the world.
31. Emphasizes higher order thinking skills in math.
32. Targets questions to lesson objectives.
33. Thinks through probable misconceptions that may occur during instruction and monitors students for these misconceptions.
34. Gives clear, specific and timely feedback.
35. Re-teaches students who did not achieve mastery and offers tutoring to students who seek additional help.

III. INSTRUCTIONAL PRACTICES FOCUSED ON RESULTS: Effective teachers are responsible for managing and monitoring student learning. (1–10, Marzano, 2003; 11–17, Stronge, 2002)

1. Begins instructional units by presenting students with clear learning goals.
2. Begins instructional units by asking students to identify personal learning goals that fit within the learning goals presented by the teacher.
3. Provides students with specific feedback on the extent to which they are accomplishing their learning goals systematically.
4. Recognizes students who are making observable progress toward the learning goals systematically.
5. Organizes students into groups based on their understanding of the content when appropriate.
6. Organizes students into cooperative groups when appropriate.
7. Provides systematically specific feedback on the homework assigned to students.
8. Ends their units by providing students with clear feedback on the learning goals.
9. Ends their units by recognizing and celebrating progress on the learning goals.
10. Assigns in-class and homework tasks that require students to practice important skills and procedures.
11. Establishes routines for all daily tasks and needs.
12. Orchestrates smooth transitions and continuity of classroom momentum.
13. Balances variety and challenge in student activities.
14. Multitasks.
15. Handles routine tasks promptly, efficiently and consistently.
16. Prepares materials in advance, ready to use.
17. Organizes classroom space efficiently.

IV. BEHAVIOR MANAGEMENT: Effective teachers use positive behavior support systems. (1–4, Marzano, 2003; 5–33, Stronge, 2002)

1. Has comprehensive and well-articulated rules and procedures for general classroom behavior, beginning and ending the period or day, transitions and interruptions, use of materials and equipment, group work and seatwork.
2. Uses specific disciplinary strategies that reinforce appropriate behavior and provide consequences for inappropriate behavior.
3. Uses specific techniques to keep aware of problems or potential problems in the classroom.
4. Responds to inappropriate behaviors quickly and assertively.
5. Uses consistent and proactive discipline.
6. Is aware of all activities in the classroom.
7. Anticipates potential problems.
8. Uses space, proximity or movement around the classroom for nearness to trouble spots and to encourage attention.
9. Interprets and responds to inappropriate behavior promptly.
10. Implements rules of behavior fairly and consistently.
11. Reinforces and reiterates expectations for positive behavior.
12. Stresses student responsibility and accountability.
13. Uses appropriate disciplinary measures.
14. Handles administrative tasks quickly and efficiently.
15. Maintains momentum within and across lessons.
16. Limits disruption and interruptions.
17. Sets clearly articulated high expectations for self and students.
18. Orients the classroom experience toward improvement and growth.
19. Questioning reflects type of content, goals of lesson.
20. Varies question type to maintain interest and momentum.
21. Prepares questions in advance.
22. Uses wait time during questioning.
23. Attends to lesson momentum, appropriate questioning and clarity of explanation.
24. Varies instructional strategies, types of assignments and activities.
25. Leads, directs and paces student activities.
26. Explains homework clearly.
27. Relates homework to the content under study and to student capacity.
28. Grades, provides feedback and discusses homework in class.

29. Suits instruction to students' achievement levels and needs.
30. Participates in staff development training to support improvement in behavior management.
31. Uses a variety of grouping strategies.
32. Monitors and assesses student progress.
33. Knows and understands students as individuals in terms of ability, achievement, learning styles and needs.

V. REFLECTIVE PRACTICE: Effective teachers think systematically about their practice and learn from experience. (1–4, Stronge, 2002)

1. Exhibits a natural ability to easily handle change.
2. Looks past the problems and spontaneously focuses on the opportunities within situations and with students.
3. Stays on the go and physically active.
4. Analyzes the situations on the spot and reacts appropriately.

VI. COLLABORATIVE CULTURE/LEADERSHIP DEVELOPMENT: Effective teachers are members of learning communities. (1–13, Stronge, 2002)

1. Makes things happen by taking charge and moving others to action.
2. Listens and communicates effectively and efficiently.
3. Cares about others and develops interpersonal connections.
4. Possesses a positive attitude about life and teaching.
5. Spends time preparing outside school.
6. Participates in collegial activities.
7. Accepts responsibility for student outcomes.
8. Seeks professional development.
9. Finds, implements, and shares new instructional strategies.
10. Knows areas of personal strengths and weaknesses.
11. Uses reflection to improve teaching.
12. Sets high expectations for personal classroom performance.
13. Demonstrates high efficacy.

APPENDIX B

Brief Description of the Teacher Enhancement and Leadership System

The Teacher Enhancement and Leadership System (TELS) proposes to:

- Create a broad career progression from “novice to accomplished teacher” that would provide additional compensation for career teachers to recognize advanced skills acquired and used to improve student and school success. Three distinct teacher career roles are proposed: Novice, Career and Advanced Career. The “accomplished” or “advanced career” teacher role would be compensated at higher levels than the novice or career teacher based on skills developed and demonstrated over time. The advanced career teacher will be expected to share leadership for school improvement, model best teaching practices in the subject area, develop new teaching practices based on action research and lead professional learning community activities.
- Re-design the current new teacher support system to embed time for professional development and collaboration into the workday. New teachers are expected to teach at the same level of skill as experienced teachers because there is no career progression structure in the teaching profession. New teachers leave because they do not feel prepared to handle the complexity and demands of teaching challenging curricula to diverse learners without some ongoing support on a regular basis. For new special education teachers, the demands of Individualized Education Plan (IEP) development and increased administrative paper work add to the stresses of the job.
- Create split work assignments to support teacher leadership roles that are necessary for student and school success. This will involve redefining selected “extra duty” positions as formal non-teaching leadership roles so that responsibilities can be carried out during the school day. Currently, teachers are paid small stipends, referred to as “extra duty” pay, to carry out key non-teaching responsibilities on top of full teaching loads with little or no time built into the schedule. Support for teacher leadership will be made available by reducing teaching loads, extending teacher contracts and providing release time. These positions will offer challenging and respected career choices within teaching for talented teachers.

APPENDIX C

State Board of Education Recruitment and Retention Task Force Recommendations

The State Board of Education Recruitment and Retention Task Force released its report and recommendations in February 2005. Many of the state's recommendations, listed below, are aligned with those in this report. For a complete copy of the report, visit <http://www.ncpublicschools.org/humansrcs/downloads/taskforcereport.pdf>.

Teacher Working Conditions

Planning Time

1. The State Board of Education should seek statutory change and required funding to ensure that every teacher has a guaranteed (protected) planning block period of a minimum of 5 hours per week, which includes both individual and common planning time. This is particularly problematic at the elementary school level.
2. The North Carolina Professional Teaching Standards Commission should be asked to identify and disseminate information on best practice (innovative/validated) models of scheduling teacher time for planning, collaborating with colleagues and parents, and professional development.

Instructional Time

3. Class size should not exceed the legislated class size averages. The composition of classes (i.e., students with special needs) should be considered in determining class size. Teachers should be involved in decisions about the placement of students in classes.
4. The State Board of Education should review, and as appropriate, seek legislative changes related to class size to reflect increasing accountability of teachers and schools. Class size figures should reflect actual enrollment and not the allotment figures. Current allotments, which include special subject teachers in addition to classroom teachers, are not accurate reflections for individual class sizes and are not sufficient. Allotment formulas should be differentiated by school level.

Instructional Materials and Supplies, including Technology

5. The State Board of Education should review and, as appropriate, seek revisions to the funding allotments for textbooks and instructional materials and supplies to reflect current cost levels and teacher needs. Student economic levels should be considered in the

allotments. Allotment policies should include special funding to support the collateral costs of new teaching positions, new classes, and new schools.

6. The State Board of Education should review teacher access to technology hardware, software, and support. Based on this review, the State Board of Education should seek funding, as needed, to ensure that all teachers, regardless of geographic or socioeconomic factors, have access to the hardware and software needed for quality instructional programs and have adequate technical support and training in its use.

School Improvement Teams

7. School Improvement Teams should be viable, working groups. The State Board of Education should ensure that the statutory requirements in G.S. § 115C-105.27 for School Improvement Teams are adhered to and that teacher membership on the teams is constituted as specified in the law.

Compensation for Additional Responsibilities

8. Teachers who have leadership responsibilities (e.g., grade level chair, School Improvement Team [SIT] chair or member) should be compensated through released time and/or additional pay.

Teacher Leadership/Differentiated Roles

National Board Certified Teachers

9. The State Board of Education should seek a change in the statute (G.S. § 115C-296.2) that requires National Board Certified (NBC) Teachers to work in the classroom at least 70% of the time to be compensated for National Board Certification. Consideration should be given to allowing NBC teachers to rotate out of the classroom in a differentiated teaching role (e.g., to serve as a full-time mentor or instructional coach) for up to two years. A time limit may be specified (e.g., A teacher may be able to serve in a differentiated teaching role for 2 years every 5 years).

Programs

10. The State Board of Education should encourage colleges and universities to establish advanced level programs in teacher leadership and elementary grade level content areas (e.g., elementary science specialist; elementary math specialist, etc.).

11. The State Board of Education should ask the North Carolina Professional Teaching Standards Commission to develop a proposal to pilot the Teacher Advancement (TAP) Program or other similar teacher leadership programs that provide advancement opportunities for teachers. The proposal should identify the funds that would be needed to support the program and any policy changes that would be needed to pilot the programs.

Administrator Support/Administrator Accountability

Preparation, Induction, and Continued Professional Development

12. The standards for the Masters in School Administration (MSA) programs should be reviewed to ensure that appropriate competencies related to teacher effectiveness, teacher evaluations, teacher support programs, teacher leadership, teacher empowerment, and teacher retention are included and emphasized.
13. The State Board of Education should ask the Center for School Leadership Development to offer training for principals related to the principal's role in teacher effectiveness, teacher evaluations, teacher support programs, teacher leadership, teacher empowerment, and teacher retention.
14. The State Board of Education should revise the license renewal requirements (SBE Policy QP-A-005) to require school administrators to earn at least 5 renewal credits during each renewal cycle focused on the principal's role in teacher effectiveness, teacher evaluations, teacher support programs, teacher leadership, teacher empowerment, and teacher retention.
15. The State Board of Education should seek funding for and require that beginning school administrators be provided mentors.

Evaluation

16. The State Board of Education should ensure that principals are evaluated annually as specified in G.S. § 115C-333 and revise the standards for the evaluations of school administrators (SBE Policy QP-C-006) to include accountability measures of teacher retention, teacher empowerment, teacher leadership, and school climate. This will require revision of the evaluation instruments currently approved by the State Board of Education for this purpose.

Time/Workload

17. The State Board of Education should direct the Department of Public Instruction to review the allotment policy for assistant principals to ensure that principals have sufficient time to support teachers. Representative stakeholders should be consulted in the review. The results of the review and recommendations for any needed changes should be brought to the State Board of Education by April 2005.

Enhancing the Image of the Profession Barriers to Entering the Profession

Recruitment and Marketing

18. The State Board of Education should coordinate the development of a comprehensive statewide recruitment and marketing plan for teaching in North Carolina. The plan should include additional funding, both in the number of scholarships awarded and the amount of the scholarships, for current scholarship/loan programs, funding for additional scholarship/loan programs, and expanded funding for the Teacher Cadet Program.

Current teacher scholarship programs include: the Prospective Teacher Scholarship Loan Program; the Teaching Fellows Program; the Teacher Assistant Scholarship Loan Program; and the Teacher Assistant Scholarship Fund Program. Additional programs might be targeted to include: lateral entry teachers; community college students transitioning to four year institutions to pursue teacher education programs; and college juniors and seniors majoring in education.

Teacher Preparation

Student Teaching

19. Consideration should be given to expanding the student teaching component of teacher preparation programs. Options may include a full-year of student teaching with pay or a paid residency program during the first year of teaching in which the teacher works under the direction of a master teacher. The Department of Public Instruction should prepare a feasibility study for the State Board of Education by June 2005.

Assessments

20. The State Board of Education should identify and adopt alternative assessments or options for the Preprofessional Skills Tests (Praxis I) Tests required for admission to teacher education programs.
21. The State Board of Education should consider options to the Praxis II (specialty area) tests for teacher licensure. This may include other standardized tests or alternative assessments.

Teacher Induction Beginning Teacher Support Mentoring

Funding for Programs

22. At a minimum, the State Board of Education should seek reinstatement of funding for mentors for all beginning teachers for their first three years of teaching. Additionally, the State Board of Education should seek funding for a full-time mentor program at a ratio of 1 mentor per 15 beginning teachers. All beginning teachers, regardless of funding source, should be included in the allotment. While local systems should have the flexibility to design mentoring programs that best meet their needs, the State Board should establish guidelines for local systems to receive funding for the full-time mentoring programs.
23. The State Board of Education should seek funding for a full-time Initial Licensure Program Coordinator at the LEA level.

Best Practices

24. The Department of Public Instruction should disseminate information on best practices in mentoring. This should include effective practices being implemented in North Carolina (e.g., NCCAT's Connections Program), as well as national models such as the Santa Cruz New Teacher Project and the Milken Teacher Advancement Program (TAP).

Accountability

25. The State Board of Education should revise the Initial Licensure Program Annual Report to focus on measures of the impact of the programs on teacher retention.

Financial Incentives Salaries, Benefits, Bumps, Bonuses, Employment of Retired Teachers, Portability of Retirement/Pensions

Adjustments to the Salary Schedule

26. The State Board of Education should immediately form a permanent committee of various stakeholders, including members and staff of the General Assembly, to further research and study teacher compensation. This special Research/Study Committee should begin work immediately with its first report due to the State Board of Education by March 15, 2005. The committee should report to the State Board of Education at least annually. The results of the committee's research should be used in future years to assess the competitiveness of beginning teacher salaries. The information gathered and format used for salary comparison should be updated at least biennially. Continued comparisons should be made in order to track North Carolina's ability to remain competitive in recruiting and retaining highly qualified teachers. The committee's work will provide decision makers with a sound information base for making future salary schedule adjustments.

Adjustment of Master's Degree Salary Differential

27. The pay differential between the Bachelor's Degree Certified Teacher Salary Schedule and the Master's Degree Certified Teacher Salary Schedule should be adjusted to 12 percent. The 12 percent is the same salary percentage differential that currently exists between the Bachelor's level and National Board Certification.

Employment of Retired Teachers

28. The State Board of Education should seek legislation to eliminate the 11.7% contribution to the Retirement System when a teacher is employed exempt from the Earnings Limitations Cap.

Support for Continued Professional Study

29. The State Board of Education should work with the University of North Carolina Board of Governors and the North Carolina Independent Colleges and Universities to seek funding to provide teachers with tuition-free master's level and other advanced degrees or certificates. The tuition would be repaid through service to the Public Schools of North Carolina.



WAKE TASK FORCE ON TEACHING EXCELLENCE

The Wake Task Force on Teaching Excellence was comprised of a committee representing higher education, business, public schools, agencies and statewide policy makers. Chaired by Jay Silver, attorney with Kilpatrick Stockton and Board member with Wake Education Partnership, and Dr. Dudley Flood, education consultant and Trustee with Wake Education Partnership, the Task Force began its work during the winter of 2004 and completed its report in spring 2005. Wake Education Partnership convened the Task Force, with staff support from Cyndi Soter O'Neil, director of communications and research.

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** Denotes members of the Steering Committee.*

For more information about the Task Force and Wake Education Partnership, visit www.WakeEdPartnership.org or call (919) 821-7609.



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