

July/August 2022 Draft Model Feedback

Dear Mr. Davis,

As a teacher in Watauga County, NC, I urge you to vote against the Pathways to Excellence model the Professional Educator Preparation and Standards Commission (PEPSC) has been working to develop. When this is passed to the State Board of Education to vote on in the future, your vote as a representative of NC teachers should align with what the majority of NC teachers want.

I continue to research the model and listen to PEPSC committee meetings and read meeting notes. There are many reasons I am against this model. Teachers should not be paid on a merit-based system based on subjective measures outside of their control. Public records requested and published highlight the strain this model would put on school districts and an attempt in controlling the narrative surrounding this model, hiding the major concerns educators around the state have addressed about it.

NCAE does not support this model and Governor Hunt has withdrawn as co-chair of the Uplift Coalition, a group who will promote the plan. Governor Hunt stated to the committee, "I want to encourage you and everyone involved in the coalition to ensure that teachers have a strong say in the development of major changes in their pay," adding, "their involvement is critically important to the long-term success of any education reform." NCAE is also against the plan. These are prime examples showing this plan is not what NC teachers want.

As it stands in July 2022, the half-baked model will leave districts and teachers scrambling to navigate the challenges it presents. Please listen to NC teachers when voting on the Pathways to Excellence model. This model will create more barriers, stress, inequity, and hardship on teachers and districts in our state.

If you would like to hear more about my thoughts on these important matters, please feel free to contact me at any time.

Sincerely,

McKinley Kunz

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It's true that North Carolina is facing a major pipeline crisis, with enrollment in UNC education programs down drastically over the past several years.

But we also need to be bold about acknowledging the reason for this crisis. It isn't because the licensure process is too cumbersome. It isn't because veteran teachers are ineffective and making too much money. It isn't because our teachers lack accountability.

The reason North Carolina's schools are suffering from a lack of qualified educators is because for the last 12 years our legislature's policies have made it deeply unappealing to be a teacher in this state. Those policies include cutting master's pay and longevity pay, taking away teacher assistants, eliminating retiree health benefits and many, many others.

The solution to North Carolina's teacher pipeline crisis isn't a system of merit pay which devalues long term commitment to public schools and ties salaries to standardized tests and subjective measures. I invite you to read a couple of articles:

<https://www.forbes.com/sites/petergreene/2019/02/09/teacher-merit-pay-is-a-bad-idea/?sh=7ae8b19e4ffb>
<https://www.ecs.org/clearinghouse/86/40/8640.pdf>

The solution to the problem is comprehensive policy change that makes a teaching career in North Carolina an attractive proposition. That's the kind of change that will allow us to put an excellent teacher in every classroom. Reform the pay scale so there are step increases at all levels. Bring back pay for advanced degrees so educators can advance their expertise and pay (if you look at the Denver model in the article above - that was a key factor).

I would also suggest you talk to teachers who have been part of merit pay systems as all of them note how teachers stopped sharing resources with each other and how teachers all tried to move to high income area schools where test scores are better thus making the achievement gap larger.

I realize you want to leave a meaningful legacy but why not make it a legacy of supporting and promoting excellent teachers with fair compensation - this will attract highly qualified educators who look at the whole child and not just a test score!

To Catherine Truitt and the State Board of Education,

I am a teacher going on 16 years in Wake County. I have been through many changes and have seen a lot of growth in the county. I am begging you to make a licensure model that remains a personal growth model vs one that seems to be more built around test scores. Teachers are stressed and doing the best we can to build the future of each and every student we encounter. Having a system like the one proposed will encourage teachers to keep best practices to themselves and will eliminate collaboration and support that veteran teachers like myself do willingly to help my team. Test scores can't be the end all be all. There is so much more when you look at the development of a child as a whole. I would be happy to speak further with you and discuss ways to keep teachers in the classroom and make the process one that teachers value to help them as an individual.

Kind Regards,

Barb Roll
4th Grade Teacher
Penny Road Elementary
919-387-2136

I have been following this new licensure plan with great interest. I am a special educator starting my 14th year. I have only taught in NC. I teach high school, both reg Ed and OCS. I should note that I did not come to teaching through the traditional route but as a career switcher. I was a TA for 5 years prior to receiving my teaching license.

I have major concerns about this proposal, not the least of which is that it seems to have had very little classroom teacher input. The posts I've read of the communication with the PR firm (why is a PR firm needed?) are major red flags. I have often felt that the leaders at

DPI and specifically the current and previous superintendent were woefully out of touch with classroom teachers.

Semantics aside, this is a merit based plan and as an EC teacher I want to know how you propose to measure my value based on subjective nonsense like EVAAS?!? My students are rarely if ever proficient, does that mean I'm an ineffective teacher? I challenge anyone at any level in DPI to take a dozen students reading at 2, 3, 4th grade levels and help them reach proficiency on the English II EOC. They shouldn't be taking it anyway but that's a different discussion.

There is little detail in the steps to being an 'advanced' teacher or how to reach higher pay scales other than a (purposefully?) vague 'additional responsibilities'.

I'm sure it's quite apparent to the people at DPI that teachers are unhappy, there is an increasing shortage of teachers and I would attribute a not insignificant part of that to the 'additional responsibilities' we already carry.

For me personally, what underlies all of my irritation with this whole thing is the lack of transparency. We're adults. We're reasonably intelligent, educated adults. It's disrespectful to take this attitude of knowing 'what's best for us' and not truly listen to our concerns. It's frustrating and I would be much happier; even if I ultimately don't fully agree with it, if I felt like the 'powers that be' actually treated us with some respect.

I love teaching. I love my district and my local superintendent and administration and for most of my career had planned on staying in the classroom until 65. That is no longer my plan. I will most likely leave at 60.

Thank you for listening
Michelle Coburn

Michelle Coburn
Exceptional Children's Teacher
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Good afternoon,

I highly recommend a 4 day school week, as other states have implemented, this will allow teachers and school staff to work remotely once per week, a goal for many teachers who leave

education. On their remote day, we will be able to do grading, planning, staff meetings, and many of the obligations that educators do outside of their contracted hours. I am confident this will help solve the issue of the shortage and burn out as most educators are and are expected to work hours well past the end of the contracted day without pay.

Thanks,

An NC Educator

NC, you have always gotten it wrong with recruitment and retention.

You have to pay teachers well, value them with pay raises so they will want to stay and show them that you also value them as professionals. Take a look at other states and compare what they are offering their teachers. We are in the bottom and this plan will only make it worse. You can recruit all the young people you want, but they just keep leaving for higher paying jobs with less work and more benefits. They are burnt out by a profession with higher and higher demands and less and less respect and pay.

I feel like you may actually be trying to create a collapse of public education. My mother retired in Ohio 10 years ago making over \$90,000 a year because they valued experience and her higher education. I have even more education than she does and I will never see that salary in NC.

I am a very driven teacher who consistently gets accomplished and distinguished on my evaluation. Why should every teacher have to present at the state level to be distinguished? Why can't our teachers simply be great in their classrooms? I am appalled by your insistence on this type of rating in a system that forces educators to lead outside of the classroom where they may not be comfortable leading or face losing their licensure. Lowering standards and allowing anyone to teach is a Band-Aid for a much greater problem. It's time to raise the pay scale, reward experience, fix our pension to be something one could actually retire on, and start to retain the teachers who continue to be committed to the profession year after year.

Sincerely,
Kristel Behrend

Hello, I am a 24 year, national board certified high school mathematics teacher. My parents both gave 30 years to public school teaching. My sister has a doctorate in education and currently works for DPI. You could say public education is our family business.

I sincerely hope that the proposed new merit based pay scale is an honest attempt to do what is right by teachers, families, and students in NC. Having said that, as a student of

teacher pay proposals both during my career and my parents careers, merit-based attempts have been tried both in NC and in other states and have NEVER been successful.

There are just way too many variables in education to have meaningful ratings of "good" teachers. For teachers of non-tested subjects, the variation in what one county, school, principal deems as "meritous" vs not is entirely too subjective and open to favoritism, nepotism, or just normal differences in rigor of teacher ratings. For teachers of tested subjects, you ALREADY have other states that have lost in court based on the validity of EVASS scores. I have taught AP Statistics for 20 years, so analyzing data is a strength and I can tell you EVASS can be helpful as a minor tool to see trends, but is AGAIN.. much too variable to be a reliable measure of rating teachers.

I can already see the controversy from county A has 50% high-scale teachers vs County B only rates 20% high on the scale.

In conclusion, why are you making this so hard? I mean seriously? Teachers are leaving the profession in droves. Good, talented people. You are promoting an idea that there our state is overrun with veteran teachers that are not motivated and are just check collecting. You assume the worst. Are there bad teachers out there? Of course, any profession of this size will have bad apples. But how about instead, promote the more likely idea, that veteran teachers have dedicated their life this most noble of professions and that the majority are busting their rear ends to provide the best educations possible during the most trying social times in modern history?

Respectfully,

I have been teaching in WCPSS for 21 years all at Willow Springs Elementary, the most amazing school. I will not be working anymore as a teacher if this passes. This is not why I am a teacher. This will create unhealthy competition, not focused on the child. Collaboration will be gone. Please come to our school. Feel the community. I have been a two time teacher of the year and math teacher of the year. This is NOT the way to go. Please come and visit with us. I will leave the teaching profession if this passes.

Sincerely,

Michelle McManus

teammcmanus@weebly.com

2nd grade teacher

Willow Springs Elementary

I am a North Carolina Public School Teacher. I am very concerned about the licensure and compensation model that you are pushing.

This model allows individuals with no education degrees or teaching license or training to be in responsible for our state's children. What are you thinking? People can't just walk in off the street and mess around. That isn't safe and it not what our students deserve. All teachers, from day one are expected to perform all duties adequately. That is a tall order for someone with teacher training. It will be impossible for someone without it. Do you think people with no educational degree, or any degree at all, can just know how to teach math? What will they draw on? Just because you went to school does not mean you can teach school.

This model ties compensation to test scores. There is a vast body of evidence that links test scores more to poverty than anything any teacher could do. I've worked in title one schools and more affluent schools. I have seen that this is true. Do students in poorer schools not deserve good teachers? I worked much harder for fewer testing gains in title one schools. What about students who don't do well on those tests? I will tell you, they require more than the ones who do well. They generally would have with or without you. And post Covid, those assessments don't have the same Validity.

This model ties compensation to what ever their admin says shows they are effective. Is that how you want to be evaluated? That opens up a whole big box of abuse of power. What makes an affective teacher? Is it their politics? Is it how they dress? Is it who they are related to or the color of their skin?

This model also links compensation to taking on extra duties. As an elementary teacher, I haven't enough time to do what is needed already. Classroom teaching is very demanding. If you try to take on more, you will do both badly.

This model also leaves room for LEAs to take advantage of their teachers, play favorites, and push out any teacher who questions them.

The current teacher model is not the reason NC has hemorrhaged teachers. Teachers know this, you all know this. If you wanted more qualified teachers you could adequately fund schools. You could treat them with a shred of dignity.

Shame on you!!

Nicole Baucom

The following was posted by blogger Stu Egan regarding PEPSC.

I wish to submit it for public record, <https://caffeinatedrage.com/2022/08/05/are-you-effing-kidding-me-supt-truitt/>

Regarding the new licensure proposal, it is not the difficulty of getting a license that keeps people from wanting to teach in NC, instead it is the paltry, frozen pay scale. My step is 20+% what a teacher on the same step made in 2008 when adjusted for inflation. And asking any teacher to work years 15 to 24 without a raise at about the time they are trying to send kids to college is criminal.

I entered teaching in 2004 when there was a candidate surplus. The licensure requirements were not onerous, and I was a lateral entry teacher. Had it not been for experience credit I could not have supported my family on a step 0 salary.

Gov. Hunt and Easley had the right idea about raising salaries, and we hit 25th rationally. It was the cuts put into place by Senator Berger (masters pay, longevity pay, retiree health benefits) that have denuded our classroom. Hell, Alabama pays better than NC.

Bobby Padgett
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Dear State Superintendent of Public Instruction, Ms. Truitt and Board of Education Chairman, Mr. Davis,

I would like to provide feedback about your proposed licensure model for the educators of North Carolina. I am a teacher entering year 25 in this profession. As a veteran teacher, I am against the proposed new licensure system for many reasons. First of which is veteran teachers should be valued for their experience in the classroom. I am a much better teacher today than I was at the beginning of my career or even 10 years ago. With each year that I have taught, I have gained valuable experience and learned new methods that make me a better teacher. Your argument that teachers become stagnant the longer they teach is false. The teachers in this state work hard to reach our students day in and day out. In order to do so, we need to be cognizant of challenges students face in and out of the classroom. These challenges have changed immensely over the years and as a result, we educators have sought out methods to most effectively teach our students and have helped us evolve as educators.

Second, using test scores as an indicator is problematic for a number of reasons. I teach Spanish, which does not have a state standardized test. So, that means that part of my evaluation would be taken from student surveys. I don't understand how you will use the opinions of teenagers (I teach middle and high school students) to determine if I am an effective teacher. My job as an educator is to educate my students and help them become productive members of society once they leave the education system. I hold my students to high

expectations. Not all students understand the value of this and allowing them to evaluate my effectiveness as a teacher is questionable. Students evaluate things based on what they want, but our role as adults is to ensure we provide what they need. This discrepancy in maturity should not risk a teacher losing their license.

Third, I will agree that there is a recruitment issue of new teachers. But that issue isn't due to the licensure process being too difficult. It's due to the lack of respect that teachers have been shown in the state of North Carolina. Since the beginning of the pandemic (and even before), we teachers have been asked to take on more responsibility and given more tasks to complete than ever before without being compensated for it. I can honestly say that I've worked harder in the last 2 years than the rest of my career. The problem with recruiting teachers is not that it's hard to become a teacher. The problem is that teachers are not compensated adequately for the amount of work we put in on a daily, weekly, monthly or yearly basis. We have been stripped of master's and longevity pay. Beginning teachers will not receive health benefits after retirement. Class sizes are trending upwards of 35 students on average. These are all reasons for young people to choose not to join this profession. The other day I was getting my haircut and I was chatting with the hair stylist. Once she heard I was a teacher, she told me she had planned to become a teacher as well. But the low pay and disrespect that we are faced with is what changed her mind. As a high school teacher, I have had countless conversations with students that have chosen to pursue other career paths instead of education for these exact reasons. If this doesn't say something about the unappealing state of teaching in North Carolina, I'm not sure what else will convince those of you at the state level.

As an educator in this state, I implore you to look at raising teacher pay and reinstating master's and longevity pay to help attract and keep teachers in the profession. Enacting this new licensure program will surely hurt the education for students in this state by creating more of a teacher shortage than what we are already facing. Thank you for your time.

Sincerely,
Kristine Harris
Spanish Teacher
Formerly Wake County Public School System
New Hanover County Schools

To whom it may concern,

This model has as much input and planning from actual educators as the NCGA fully approving funding for the Leandro case.

If you want a model that is known to work, then look at the states with the highest student success. Look at how they actually fund classrooms and educators.

Have a good day, Tiffany – Public School Teacher

The "proposed licensure model" is basically the same as the Merit Pay systems in a few states in the USA. This type of proposal creates problems among the teachers and unfavorable teaching conditions. Being a 40 year teaching veteran in 3 different states (30 here in NC), I know the problems this will create. With teachers already not making any more money than in 2008, this proposal will make more considering getting out of teaching. I retired in 2020, for health reasons, and I am much better now but it took a drastic measure for me to say I was done teaching.

The EVAAS data, PEER review and Growth Review are subject to favoritism. I went through this in another state and had to fight to keep my job because the superintendent nephew wanted my job even though he wasn't qualified. My principal told me he was being "forced" to lower my standards evaluation so the board would non-renew my contract and my license. Luckily, I had a UNION to help me collect my evidence of highly qualified evaluations. Since the superintendent refused to sign my license renewal and upgrade to a professional license, I contacted the state DPI and I was granted a hearing in the state office. I presented my case and was granted my "NEW AND UPGRADED" license over the wishes of the superintendent. Needless to say, I kept my job Until I moved to NC.

When you say a teachers evaluation will include the "extras" that they do that is not fair. Some teachers have small children and have to go and pick them up after school and can not spend that time for things other than family. Some teachers have elderly family members in their homes. Again, that is not fair to base a salary increase on something that you cannot do. This gives an advantage to those who are single or do not have responsibilities outside of the school.

Basing on the "Growth Review" is not fair to those who teach the students with disadvantages not only physically but mentally. If you could go home with these students and face what they face at home everyday then you would understand what I am talking about. Classes are not EVEN and EACH CHILD has a different life scenario. It would be great to live in a society that everyoFromne was the same but that is not reality. Basing a bonus on testing is never a fair situation.

I am not a proponent of the National Board program. I feel that my Masters Degree was worth more than the National Board. I had to do so much more to get that Masters Degree. I saw teachers teach the same lesson every day for week to video the lesson for the National Boards. What a waste of time? It didn't prove they were any better than my Masters Degree. Under the new proposal an Advanced degrees would have not much bearing if your evaluations aren't "High Quality". If this passes then the encouragement for National Boards should disappear as well.

Overall, I find that this proposal will not make it any easier to actually license anyone either. DPI is already deeply behind with licensing teachers. From what I am understanding they are six months behind as it is already. With this new proposal, the college educational teaching programs will have to change as well. We already have colleges in NC shutting down the education programs in their respective schools. What a shame!

This proposal will do more HARM than GOOD. Please DON'T do this!

Anita Hynus
Retired Teacher

To Whom It May Concern:

I am providing my feedback on the draft licensure model.

One, the proposed salaries are still way too low.

Two, while student and parent feedback is important for our teaching practice, this information should be used to help teachers as part of a reflective process to become better teachers; the surveys should not be used to determine salary.

Three, teachers who have EVAAS scores are being held to a different standard than teachers who don't.

Four, the proposal is asking for hours of work (obtain micro-credentials, peer review, coaching, etc.) in addition to normal teaching duties. Most teachers are already working 5 to 15 additional hours a week because the school day does not provide the time for teachers to lesson plan, grade, contact parents, attend meetings etc. AND teach the students.

If this model were presented to me 22 years ago when I was entering teaching, I would not teach in NC under it.

I wholeheartedly disapprove of this model.

Kara Gensor
22-year public school veteran

Hello,

I have taught in NC public schools for 18 years.

I listened to a portion of the last dpi meeting specifically about the proposed teacher licensure and the new format of how a teacher would be paid their salary (I don't think it can be called a pay scale). Also I've reviewed the "NC Pathways to Excellence for Teaching Professions" what I would call flow map *See below.

You invited feedback so here is mine:

First and foremost it will be very difficult for the state to gain trust and support from teachers due to the following:

*Removing longevity pay.

*Freezing teacher pay from years 15-24 experience

*Low pay compared to neighboring states. From where I live near Charlotte, NC there are 3 neighboring South Carolina school districts that I googled randomly (probably with lower housing costs and lower rent and taxes). Whereas I am making a salary of 52,000 (which is to be frozen for the next 5 years) if I were to teach in those districts I would be making - York public schools- 62,922; Spartanburg public schools- 56,695; Rock Hill public schools- 57,380. These are wages that are currently impossible on our pay scale except for being Nationally board certified. In these neighboring districts outside of NC I'd also know that I would continue to get a pay increase annually.

*Cutting back on paying for Masters Degree pay which all neighboring states provide.

*Cutting back on health insurance when retired

How will we trust that we can actually make 61,000 or 72,000 (proposed on the flow map), which all teachers with 10+ years of experience should be making to earn a livable wage anyway? Every single teacher will be doing all they can to make that salary. Will the state actually budget for all of those who earn the 61,000 or 72,000 ? Most teachers could end up earning that once they get in their experienced years. The state doesn't budget enough for these wages and therefore will push the administration to make it more difficult for teachers to earn those salaries therefore leaving many teachers to only make 56,000 with no hope of making more in their future years.

Other concerns:

Advanced education- why is this not in the flow map? Is it not important for our teachers to have advanced degrees? If a teacher wants to further their education on education he or she should be compensated. I'm not saying this is the only way to make a pay increase but teachers need to be compensated for furthering their education and becoming better educators. Someone at the last meeting talked about the young woman who left the classroom to further her education that would help her make more money in a different career in education. Nobody thought that maybe she wanted to actually be able to go to school and get a pay increase for it in the classroom? Also would this girl actually be able to make the 61,000 or 72,000 proposed? Not paying for a masters or doctorate does drive teachers out of the classroom or to other states. I know 5 teachers under the age of 27 who recently left NC or teaching altogether because of the unlivable wages and high rent.

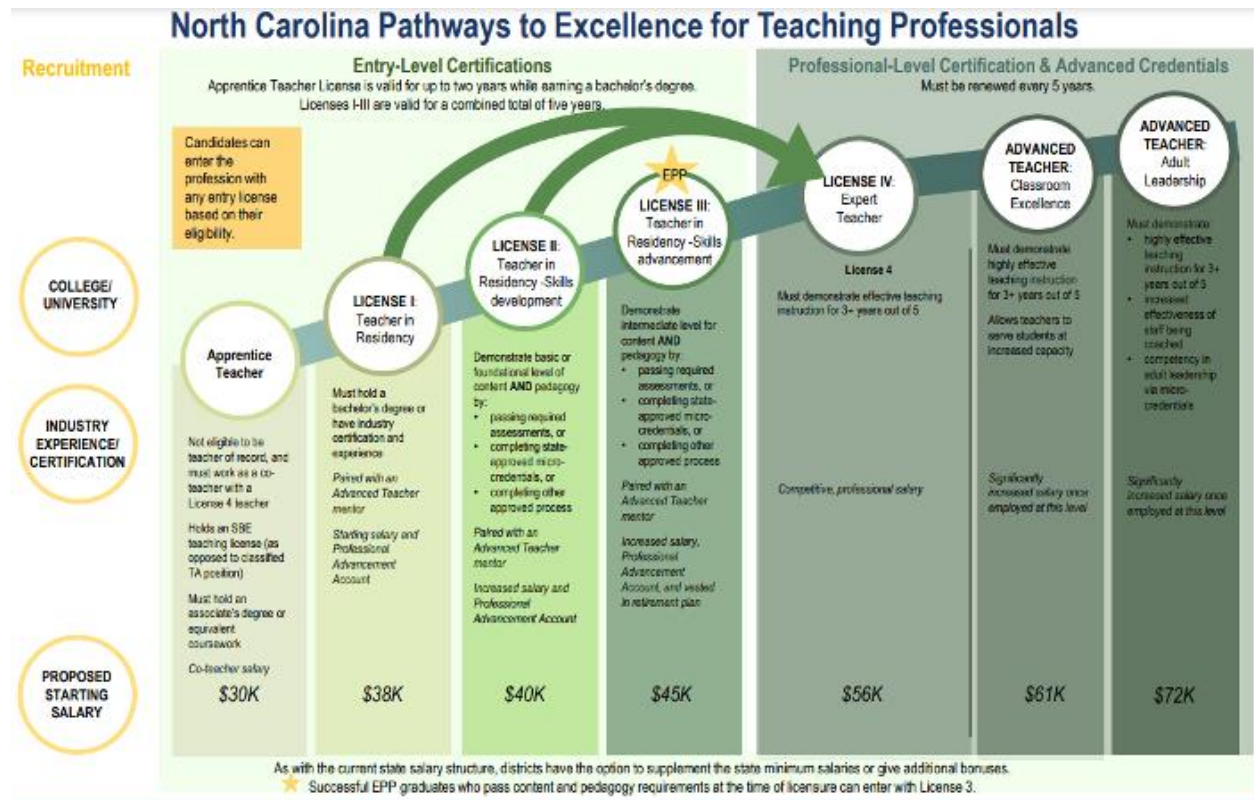
Apprentice teacher- Will the license 4 teacher be compensated for having an apprentice teacher? An apprentice teacher is far less knowledgeable than a student teacher who has completed all education credits of their college career. **There must be significant compensation for a licensed 4 teacher leading an apprentice teacher.** My colleagues and I lately feel we are already being taken advantage of as far as our duties and with earning a low salary, want to now be compensated for extra duties such as mentoring and being grade level chair. These duties used to be compensated for and now we are turning them down because we are burnt out and do not feel valued in this state. You said in your meeting that other work forces can earn promotions and be compensated for extra duties. **Please include both compensation for mentoring and being significantly compensated for leading an apprentice on the flow map. If not, teachers will not be willing to do those duties as I am already seeing that now more than ever. Mentoring a teacher without an education degree is very time consuming and stressful as I am about to describe.**

To enter License 1 or 2, I'm not seeing necessary course work to successfully become a teacher. Examples: School law, Foundations of Reading, Content area courses... These classes are crucial to being an educator. When lowering the bar you will put more strain on the other teachers and administrators. This school year we had several teachers that would be considered you License 2 (I believe they are lateral entry). I was mentor to one and worked on his team. It was constant having to assist him in keeping the children safe and educating them. My teammate and I were in tears many days with this stress. He really needed more

child and classroom experience as well as education. This was also the case according to colleagues mentoring and working with the other lateral entry teachers.

License 4 vs Advanced teacher?? How will a teacher actually show he or she is "effective" vs "highly effective"? There needs to be more specifics about how a teacher can demonstrate they are highly effective.

Once this is implemented can teachers draw back on their past 5 years to show they are in a certain licensed area? How will this be shown and how will teachers know to collect data to show what licensure they fall into. I suggest that if you are going to do this then you have to tell teachers what to collect and give them 5 years to do so. You say it's not based just on standardized test scores but can be surveys and observations so what data exactly needs to be collected to prove which licensed area or salary the teachers will receive? I know if I am dropped down to receiving \$46,000 then that will be the end of my teaching career in this state.



Thank you for reading this.

Linda Connarn
 5th Grade Teacher

To Whom it May Concern:

The proposed restructuring of teacher licensing in NC will not fix the teacher shortage. If anything, it will exacerbate it as veterans leave the classroom rather than deal with the sticks required for the elusive carrot of higher pay that I am sure will be capped at a certain percentage of teachers at each level per LEA.

If you want to open up the teaching pipeline in NC, the first step would be to raise salaries to the point where they are equal to the buying power teachers in 2008 had, adjusted for inflation. In 2008, NC ranked 25th nationally for average teacher pay, and LEA supplements were not used to bolster that figure. It would take an average 17% across the board increase in salaries to achieve this goal, with our most veteran teachers needing up to 32%. Since inflation adjusting the 2008 pay scale to 2022 requires a 35% increase, this should show you how much salaries for veteran teachers have stagnated over the past decade and half. Second, you must restore the extra pay for master’s degrees. Hell, most states pay a bonus for graduate hours earned even if the degree has not been completed, SC for example. Third, you have to restore longevity checks as a payment above and beyond the base salary. Finally, funds for PD must be restored including the NC Teaching Fellows Program and paying teachers for the cost of their NBPTS certification.

If this state is serious about recruiting and keeping great teachers, the following pay plan should be considered:

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Step	2008-2009 salary	2008 inflation adjusted to June 2022	difference 2008 vs. June 2022	HB103 2022-23	HB103 2022-23 vs. 2008 inflation adjusted to June 2022	WHAT I PROPOSE for 2023-24	WHAT I PROPOSE for 2024-25	raise vs. 2022-23
0	\$3,043	\$4,100	-34.74%	\$3,700	-10.81%	\$4,200	no change to any	13.51%
1	\$3,085	\$4,157	-34.74%	\$3,800	-9.38%	\$4,250	step, but	11.84%
2	\$3,129	\$4,216	-34.74%	\$3,900	-8.10%	\$4,350	restart longevity &	11.54%
3	\$3,264	\$4,398	-34.74%	\$4,000	-9.94%	\$4,450	masters pay	11.25%
4	\$3,404	\$4,586	-34.74%	\$4,100	-11.86%	\$4,600		12.20%
5	\$3,538	\$4,767	-34.74%	\$4,200	-13.50%	\$4,800		14.29%
6	\$3,667	\$4,941	-34.74%	\$4,300	-14.90%	\$5,000		16.28%
7	\$3,771	\$5,081	-34.74%	\$4,400	-15.47%	\$5,100		15.91%
8	\$3,819	\$5,146	-34.74%	\$4,500	-14.35%	\$5,200		15.56%
9	\$3,868	\$5,212	-34.74%	\$4,600	-13.29%	\$5,300		15.22%
10	\$3,918	\$5,279	-34.74%	\$4,700	-12.32%	\$5,350		13.83%
11	\$3,967	\$5,345	-34.74%	\$4,800	-11.35%	\$5,400		12.50%
12	\$4,018	\$5,414	-34.74%	\$4,900	-10.48%	\$5,500		12.24%

13	\$4,069	\$5,482	-34.74%	\$5,000	-9.65%	\$5,600	12.00%
14	\$4,122	\$5,554	-34.74%	\$5,100	-8.90%	\$5,650	10.78%
15	\$4,176	\$5,627	-34.74%	\$5,200	-8.20%	\$5,700	9.62%
16	\$4,231	\$5,701	-34.74%	\$5,200	-9.63%	\$5,750	10.58%
17	\$4,268	\$5,751	-34.74%	\$5,200	-10.59%	\$5,800	11.54%
18	\$4,345	\$5,854	-34.74%	\$5,200	-12.58%	\$5,900	13.46%
19	\$4,403	\$5,932	-34.74%	\$5,200	-14.08%	\$6,000	15.38%
20	\$4,461	\$6,011	-34.74%	\$5,200	-15.59%	\$6,050	16.35%
21	\$4,523	\$6,094	-34.74%	\$5,200	-17.19%	\$6,150	18.27%
22	\$4,584	\$6,176	-34.74%	\$5,200	-18.77%	\$6,200	19.23%
23	\$4,650	\$6,265	-34.74%	\$5,200	-20.48%	\$6,300	21.15%
24	\$4,714	\$6,351	-34.74%	\$5,200	-22.14%	\$6,400	23.08%
25	\$4,779	\$6,439	-34.74%	\$5,400	-19.24%	\$6,450	19.44%
26	\$4,845	\$6,528	-34.74%	\$5,400	-20.89%	\$6,550	21.30%
27	\$4,913	\$6,620	-34.74%	\$5,400	-22.58%	\$6,650	23.15%
28	\$4,984	\$6,715	-34.74%	\$5,400	-24.36%	\$6,750	25.00%
29	\$5,055	\$6,811	-34.74%	\$5,400	-26.13%	\$6,850	26.85%
30	\$5,153	\$6,943	-34.74%	\$5,400	-28.57%	\$7,000	29.63%
31+	\$5,255	\$7,080	-34.74%	\$5,400	-31.12%	\$7,100	31.48%
Average	\$4,188	\$5,643	-34.74%	\$4,869	-15.51%	\$5,698	16.70%

Attached is copy of this plan in pdf format.

The old saying is you get what you pay for. NC has quit paying for the average teacher in NC, let alone the best. Leandro attempts to fix that, but it does not go far enough. It is time to invest in hiring professionals on caliber with the future doctor's and lawyers they are expected to teach.

Bobby L. Padgett II
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I am a retired educator. How will these changes affect how we renew our teaching license?



I am a teacher, and I do not feel that this will be equitable or fair for all teachers in our state. I work in a school where my students come from a higher social economic tier. My students are often at, or above grade level and they perform well on state testing measures. However, there are many very good teachers that work in schools that have students that are refugees or other students that come from backgrounds of trauma and stress. These students need years of instruction before they are fluent in English and comfortable with being in a classroom. These years that teachers invest in building trust with these students often aren't reflected in testing measures. These teachers are working with the most vulnerable students and doing very difficult work, but their test scores don't reflect how hard they work. I used to work at such a school. It isn't fair to be basing teacher pay on EVAAS data and that will drive teachers away from teaching in schools with higher populations of struggling students.

Currently I have 18 years on my license, I am in that great period of time where I don't get any pay increases from year to year (other than a few dollars a year that won't even pay for my family to go out to dinner!) - that needs to be changed. In any other field, professionals receive pay increases yearly - but not in teaching. This is not fair. Every year the media tells the public that teachers are getting pay increases, and we all know that is a lie. Only beginning teachers get pay raises, teachers with experience get NOTHING year after year! New teachers need experienced teachers to mentor and help them to become effective teachers, yet you are driving veteran teachers away from the profession.

Additionally, losing longevity pay a few years back was another slap in the face. If teachers, who are state employees, do not qualify for longevity pay, then no other state employee should benefit from it as well. But they just took it from teachers and not other state employees. That is not right or fair - teachers deserve better.

I also think it is a travesty that in the education field, our state does not honor teachers that have taken their time and money to further their knowledge of teaching pedagogy by getting a master's degree. My master's degree training has helped me with so many different teaching strategies and understanding how students learn. This knowledge has allowed me to become a much better teacher. Rather than encourage teachers to go back to school for a master's degree, our state discourages it by not boosting teacher's pay when they decide to become more educated. Teachers are professionals that possess a very specific skill set, they should be paid as professionals!

Come on NC, you can do so much better than this!

Ms. Noel Little, M.Ed.

5th Grade Track 4 - Pleasant Union Elementary
2017/2018 WCPSS Teacher of the Year Finalist
<http://www.teamlittle.weebly.com>

Recently retired NC teacher here:

A system of "merit pay" places too much emphasis on student scores on standardized tests. A better strategy to recruit and retain teachers — a stated goal of the new proposal — is to pay them a fair wage. The average annual teacher salary in North Carolina is \$54,150. The state is ranked No. 33 nationally in average teacher pay and much lower when salaries are compared to

what individuals with comparable education and experience can earn in the private sector. Also reinstate master's pay and retiree health insurance to recruit highly qualified teachers. Fully fund LEANDRO plan and rehire teacher assistants.

"North Carolina needs a teacher licensure program that respects teachers' expertise, rewards their time in the profession, and offers support throughout the duration of their career," said Tamika Walker Kelly, president of N.C. Association of Educators.

Data show students in wealthy, predominately white schools perform better on state exams. We all know these exams are poverty influenced. EEVAS scores are weighted for achievement instead of growth, so if teachers know that their pay and career advancement is going to be determined by students being successful on a standardized test, then who's going to want to teach in Title I [low-wealth] schools that routinely have abysmal test scores.

I loved teaching. I retired because of these reasons and because my work load easily doubled over the last ten years when I received no pay increases! And this was before COVID! Merit pay is a terrible idea. Just look at what is happening to Principal pay this year. You are creating a Principal shortage to go along with the teacher shortage you created.

This is a terrible idea and I suspect it is "funded" by the private school industry.

Dear Committee Members,

I have been teaching for 21 years. My pay has been frozen since my 15th year. At this point I will probably not stay in public school past 25 years. I have watched as NC has not put educators and students first. No more longevity, pay frozen for veteran teachers, no pay for masters, money given for private schools...

This proposed pay plan will not fill the teacher pipeline. It will discourage young people from entering the profession. Too many hoops to jump through and it probably will not be fully funded anyway as other initiatives. I have seen so many wonderful veteran and new teachers leave the field. It's only getting worse.

There is no shortage, just a shortage of people willing to teach for low pay, long hours, losing benefits and the list goes on. Please rethink this plan as it is not in the best interest for NC public schools. The quickest way to entice teachers to stay is pay a living wage to all year 1-30.
Amy McLaughlin

Dear Mr. Dempsey,

I would like to provide feedback about your proposed licensure model for the educators of North Carolina. I am a teacher entering year 25 in this profession. As a veteran teacher, I am against the proposed new licensure system for many reasons. First of which is veteran teachers should be valued for their experience in the classroom. I am a much better teacher today than I was at the beginning of my career or even 10 years ago. With each year that I have taught, I have gained valuable experience and learned new methods that make me a better teacher. Your

argument that teachers become stagnant the longer they teach is false. The teachers in this state work hard to reach our students day in and day out. In order to do so, we need to be cognizant of challenges students face in and out of the classroom. These challenges have changed immensely over the years and as a result, we educators have sought out methods to most effectively teach our students and have helped us evolve as educators.

Second, using test scores as an indicator is problematic for a number of reasons. I teach Spanish, which does not have a state standardized test. So, that means that part of my evaluation would be taken from student surveys. I don't understand how you will use the opinions of teenagers (I teach middle and high school students) to determine if I am an effective teacher. My job as an educator is to educate my students and help them become productive members of society once they leave the education system. I hold my students to high expectations. Not all students understand the value of this and allowing them to evaluate my effectiveness as a teacher is questionable. Students evaluate things based on what they want, but our role as adults is to ensure we provide what they need. This discrepancy in maturity should not risk a teacher losing their license.

Third, I will agree that there is a recruitment issue of new teachers. But that issue isn't due to the licensure process being too difficult. It's due to the lack of respect that teachers have been shown in the state of North Carolina. Since the beginning of the pandemic (and even before), we teachers have been asked to take on more responsibility and given more tasks to complete than ever before without being compensated for it. I can honestly say that I've worked harder in the last 2 years than the rest of my career. The problem with recruiting teachers is not that it's hard to become a teacher. The problem is that teachers are not compensated adequately for the amount of work we put in on a daily, weekly, monthly or yearly basis. We have been stripped of Masters and longevity pay. Beginning teachers will not receive health benefits after retirement. Class sizes are trending upwards of 35 students on average. These are all reasons for young people to choose not to join this profession. The other day I was getting my haircut and I was chatting with the hair stylist. Once she heard I was a teacher, she told me she had planned to become a teacher as well. But the low pay and disrespect that we are faced with is what changed her mind. As a high school teacher, I have had countless conversations with students that have chosen to pursue other career paths instead of education for these exact reasons. If this doesn't say something about the unappealing state of teaching in North Carolina, I'm not sure what else will convince those of you at the state level.

As an educator in this state, I implore you to look at raising teacher pay and reinstating Masters and longevity pay to help attract and keep teachers in the profession. Enacting this new licensure program will surely hurt the education for students in this state by creating more of a teacher shortage than what we're already facing. Thank you for your time.

Sincerely,

Kristine Harris
Spanish Teacher

Formerly Wake County Public School System
New Hanover County Schools

Hello,

As a North Carolina Educator for the last 19 years, I'd like to express my disappointment and grave concerns about the potential new teacher pay plan. First, it does absolutely nothing for veteran teachers. The proposed "top" salary is already lower than what I currently make; however, I had to earn my master's degree AND achieve National Board Certification to get to my current level of compensation, as I was grandfathered in before master's pay was ripped away from teachers. I'm extremely disheartened that veteran teachers are "thrown under the bus" with little to nothing to strive toward in the latter years of our career.

Secondly, it is in fathomable that master's pay is STILL not reinstated for teachers! Where is the motivation for teachers to further their careers and knowledge of educational schema? Is it not important that teachers seek motivation via higher pay for expanding their repertoire of skills and best practices? Literally every single other profession in the world respects master's degrees enough to compensate their employees accordingly. Also, there is not one mention on the currently proposed plan that discusses NBCT pay. Are we taking away that incentive as well?

Third, now is NOT the time to skimp on teacher pay. Of any of you have bothered to visit a public school or two lately, you will see an extremely short-staffed, overwhelmed, overworked, and very tired staff. With staff absences, lack of substitutes, not enough IA's to cover classes, it is a daily disaster trying to maintain a well-staffed environment conducive for maximum productivity and efficiency. The shortages are really bad now, but will continue to erode with every passing year with the current and/or proposed new scale in place.

Don't even get me started on inflation. Gas, food, utilities, housing- have all significantly increased over the last two years. The paltry pay plan that is on the table doesn't even come close to keeping up with inflation. We'd lose money because our living expenses have so dramatically skyrocketed.

I've seen at least three excellent educators leave my school just in the last 8 months for careers that are less stressful and compensated much, much better than teachers! We cannot afford to lose these experienced and valued educators! The cost for our next generation is much too great to continue with this pattern of lack of appreciation and pay.

Considering the proposed beginning teacher pay plan, that is not even a living wage! People can literally make more at Target or Amazon for \$18 or \$20 per hour, let alone be able to repay college loans...

Somer Alford, M.Ed. & NBCT/AIG Teacher & SSA Contact/Testing Coordinator

The licensure system proposal here has positives but ONLY if it's fully funded. For example, a teacher who qualifies as expert can then have said designation removed for any reason. There is no stability in that.

Current reporting shows this system will not be fully funded for all the possible positions. If a district is only funded for 10 expert positions, for example, and has 50 to choose from, you then get a 100% political situation. If you want solid, public education for students, then you need to minimize the politics that run it.

Also, EVAAS, principal evaluations, and student survey data are subjective. You can have high EVAAS data and low principal ratings. Then what? If you're taking into account the political retributions that can occur in a school then this committee truly is ignorant of reality.

Fund a system that rewards teachers for experience, education, and makes them want to stay. Do you pay police officers on how many criminals they arrest? How about fire fighters for how many fires they extinguish? Or our military soldiers for how many "kills" they get in combat? There are certain positions where "pay for performance" just doesn't work with a capitalist-business model.

Fund education by making starting salaries higher and requiring either a master's or board certification for license renewal over time and incentivize teachers to do both.

What an easy solution to lower the bottom line to the state on money output for salaries with a plan to reward those who teach in the more affluent schools and punish those who strive mightily in at risk schools. Shame on State Board of Education Chairman Eric Davis who sits at the table having never taught the first day, insisting teacher pay be measured by student scores. How obvious it is he does not know the difficulty of bringing students up who have poor/no motivation at home, inspire those who simply do not care whose cooperation is hard to gain, who will never do what the test says they should. Student performance does not come easily as much as the testing company people won't admit that human beings are not created equal in intelligence and/or motivation. If we were, we'd all be medical doctors, lawyers, and Einsteins. Who is going to accept assignments in at risk schools with the threat that if students score poorly, the teacher alone is said to have failed and punished, no one else takes the blame? What do teachers do when their pay is docked when they already cannot afford the cost of living in the city where they teach? Maybe Davis can talk those smart Research Triangle people into taking turns teaching because there aren't going to be any already made to feel lowly teachers left. They already now face the very real possibility of shooters in schools. Who in addition wants to be required to run the gauntlet stripped of every benefit they've had without a guarantee of coming out alive? Put that concept in your mind and stop the madness of penalizing teachers. No one in the REAL world where everybody who now feels so superior can go to the rest room anytime they feel like it, sit down and criticize teachers on social media calling them "enemies of the people" as a recent commercial aired on TV did. That really hurt. This is the REAL world for teachers now, Recognize it and start getting something positive into their lives instead of beating them down further. No one thrives under threat.

Kristin Christensen, 4720 Shannonhouse Dr., Apt. 108, Raleigh, NC 27612 919-307-4118

Please stop claiming the reason for this merit pay system is because we have a teacher shortage in NC. You know all that the NCGA has stripped away from teachers over the past 12 years and THAT is the issue here.

The merit plan was created in a cloud of secrecy, and you all are still pretending PEPSC created this plan, when they didn't. The lack of transparency surrounding all of this is astounding, contrary to Truitt's claim about how open the process has been. It is as astounding as the state superintendent's false claims of huge reading gains recently. The barriers to entry to teaching could easily be fixed, and it should have been. This insane compensation plan you all are marketing is flawed, at best. The fact that you are now pretending to want feedback, when we know the superintendent specially did NOT want to hear from educators and shut down a journalist who wanted to gather feedback speaks to the lack of integrity of this process, and ultimately, it is the students of NC who will suffer the most with this plan.

As the documents that continue to be released from the public show, HCR was told years ago to involve teachers and find out what their thoughts are, and then work those into the plan HCR created. They didn't, and you all still aren't doing that. Other advice they got said to threaten teachers to take this or you'd invent worse consequences for teachers. (Thanks John Locke Foundation!) This is not the solution.

Listen to teachers if you really want to know how to create a system that makes sense. Give teachers a seat at the table, and not just the current regional TOY you have out peddling your plan. You must actually listen!! No where in your plan do you address the various items removed from teachers over the years, so your plan will not produce the results that you hope it will.

Final thoughts: release all of the documents surrounding this plan. Everything from SREB and HCR needs to be made TRANSPARENT to the public. No more of your Vegas Rules please.

Hello! There are too many factors involved to connect a teachers pay to student achievement.

Districts aren't leveling the playing field for students, there is not enough equity in place to lay such a heavy load on teachers who can barely pay their bills. Current raises are a joke and parents are only concerned with advantages for their kids-no one else's kid or teacher matters.

I left teaching for NC for pay and lack of care (parents, admin, politicians, people who don't have a clue about how hard we work but make decisions like it's a corporation) NC's motto is "what more can the teacher do"; not what can WE all do to improve education.

If you push this plan, more teachers will exit and I can't say I don't blame them.

I nearly vomited when I read Truitt's explanation of why teachers are not remaining or even going into the teaching profession. They are not teaching because the pay is ridiculously low and the classroom experience is so bad. There is little support for the needs of a well run school. If NC wants decently educated people, we have to pay all teachers reasonably well, including those in low performing communities (it is about the communities and families, not necessarily the teachers.) I have never had a person tell me they were leaving the profession because of Truitt's bizarre explanation. She is ignorant of the system's problems or knowingly engaging in this obscene sham. I look forward to reading more details of this plan. The comments offered thus far are not encouraging. I will share this information with

my daughter to further explain why I will not support nor pay for her to train to be a teacher, the job so disparaged and despised by so many so-called leaders in this state.
John Sisk
Knightdale, NC