

North Carolina Pathways to Excellence for Teaching Professionals

- Updated Draft Model for Joint Co-Chairs Meeting on August 25, 2022

Apprentice Teacher

Proposed Salary \$30,000

- SBE-approved License, not classified
- If candidate does not meet eligibility, classified Teacher's Assistant (TA) position may be leveraged until requirements are met

Requirements:

- Associate's Degree; or,
- 60 credit hours towards a baccalaureate degree; or,
- CTE licensure areas require 3 years of relevant work experience

Supports:

- Must work under direct supervision of a License IV or higher teacher
- May qualify for TA to Teacher funding if applicable
- Must be served in employer's SBE-approved Initial Teacher Success Program* (must include specific advancement and development plan)

Apprentice
Teacher

LICENSE 1:

LICENSE 2:

LICENSE 3:

LICENSE 4:

ADV:
Classroom

ADV: Adult
Leadership

*Initial Teacher Success Program (ITSP)

- ITSP may be considered as an extension or advancement of the existing, successful Beginning Teacher Support Program (BTSP). Because the focus is on advancement to the License IV level, the “beginning” language (teachers in first three years of license) is insufficient.
 - End goal of the ITSP is the success of the teacher towards Teacher Expertise (License IV)
 - Must be flexible to accommodate the different paths a candidate would have in this model
- ITSP would support licenses Apprentice through License III
- The new system will need to adjust to support the different needs of the candidate it is supporting and where they are developmentally in becoming an expert teacher

Apprentice Teacher

Proposed Salary \$30,000

- Apprentice license is a term of 3 years.
- Contract may not exceed 1 year
- Non-completers may hold classified TA position in order to complete requirements for License I
- Supplements not supplants classified TA positions
- Licensure candidates in clinical residency may qualify for apprentice salary for the 16-week internship period
- Omitted federal registered or not?

Apprentice
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License I
(L-I)

Proposed Salary \$38,000

Requirements:

- Baccalaureate degree or higher
- 18 hours relevant content (determined by employer *and* EPP for residency license)
- Must be affiliated with an EPP (enrollment or coursework complete) or employer that guides routing

Supports:

- In-class supervision by Advanced Teacher - Adult Leadership teacher minimum 5 hours/week
- Co-teacher of record with License IV Advanced Teacher – Classroom Excellence, or higher, on all courses, must observe and/or co-teach with co-teacher of record at least one hour/week
- Must be served in employer's SBE-approved ITSP (must include specific advancement and development plan, mentor)
- Support by the sponsor as defined in the MOU between the PSU and an EPP
- Professional advancement account of \$2500 total for term of license

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License I

Proposed Salary \$38,000

- License I is a license term of 3 2 years.
- Non-completers may hold classified TA position in order to complete requirements for License II
- Effectiveness data can be collected while holding a License I (to qualify for a License IV)

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License II (L-II)
Teacher in
Residency Skill
Development

Proposed Salary \$40,000

- Teacher of record

Requirements:

- ~~Hold all License 1 Requirements~~
- Preparation Sponsor (EPP or PSU employer)
- Complete one of the following:
 - **Tests**
 - Content Praxis (within 10 pts of cut score)
 - Pedagogy Exam (within 3 pts of cut score)
 - **Micro-credentials* (MCs)** on high-leverage instructional practices (e.g., Darling-Hammond & Bransford or Ball) at basic/foundational level
 - **Practical Educator Evidence Review (PEER)** - Principal Observation, License IV+ observation, and student surveys
 - Proficient on Standards III and IV of NCEES. No 'not demonstrated'
 - Standard III: Teachers Know the Content They Teach
 - Standard IV: Teachers Facilitate Learning for their Students
 - For student surveys **to be determined by empirical analysis**, ~~the content and pedagogy scales need to be at 2nd Quartile agreement~~

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*Understanding Micro-credentials

- A Micro-credential is a form of certification earned by demonstrating competency in one specific area at a time (Learn by doing)
- A Micro-endorsement is a collection of Micro-credentials bundled together and represents a discrete set of competencies needed for certification in a high-leverage instructional area of practice.
- Within a high-leverage instructional area of practice, Micro-credentials can be developed at different gradations of understanding (Basic, Intermediate, Advanced)

*Example Mapping Micro Credentials

Basic Level Micro Endorsement Map by High Leverage Instructional Area				
Subject Matter	Teaching Diverse Learners	Assessment	Classroom Mgmt	...
MC-1	MC-1	MC-1	MC-1	...
MC-2	MC-2	MC-2	MC-2	...
MC-3			MC-3	...
			MC-4	...
Intermediate Level Micro Endorsement Map by High Leverage Instructional Area				
Subject Matter	Teaching Diverse Learners	Assessment	Classroom Mgmt	...
MC-4	MC-3	MC-3	MC-5	...
MC-5	MC-4	MC-4	MC-6	...
MC-6	MC-5	MC-5		...
		MC-6		...

Proposed Salary \$40,000

Conditions Related to Requirements

- Either need a category or a component to fulfill requirement (category is Tests, MCs, PEER; component is pedagogy/content)
- ~~0 or higher~~ **Meets expected growth for** EVAAS score (if available) can substitute for either the content or the pedagogy component, but not both
- Meets expectations on Qualitative Growth Review* can substitute for either the content or the pedagogy component, but not both

Categories and Components

	Component	
	Content	Pedagogy
Category		
Examination	PRAXIS/PEARSON	EdTPA/PPAT
Micro-Credential	Competency in Content	Competency in Pedagogy
PEER	Multi-Observer Performance Review	Multi-Observer Performance Review
EVAAS/QGR	Can be used for either Content or Pedagogy, but not both	



*Qualitative Growth Review

- For the purposes of equity, a second option needs to be developed for those teachers in subject areas not evaluated using EVAAS
- Qualitative Growth Review
 - A review of a developing teacher's student learning conducted by a L-IV CE teacher at the beginning of a school year and again at the end of the school year to qualitatively assess student growth over that time

License II
Teacher in
Residency Skill
Development

Proposed Salary \$40,000

Supports:

- Must be served in employer's SBE-approved ITSP (must include specific advancement and development plan, mentor)
- Clinical Supervision – min 5 hours/week (e.g. In-class L-IV AL, observing L-IV CE class, co-teaching with L-IV Networked Improvement Communities (NICs - which come out of the Carnegie Foundation)
- Support by the sponsor as defined in the MOU between the PSU and an EPP
- Professional advancement account of \$2500

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License II

Other Considerations

- License II is a license term of 3 2 years. Non-completers may hold classified TA position in order to complete requirements for License 3
- Effectiveness data can be collected while holding a License II (to qualify for a License IV)

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License III (L-III)
Teacher in
Residency Skills
Advancement

Proposed Salary \$45,000

Requirements:

- One of the following:
 - Completion of traditional EPP program with no additional requirements***
 - Tests
 - Content Praxis (meet or exceed cut)
 - Pedagogy Exam (meet or exceed cut)
 - MCs on high-leverage instructional practices (e.g. Darling-Hammond & Bransford or Ball) at intermediate level
 - Practical Educator Evidence Review (PEER) - Principal Observation, License IV+ observation, and student surveys
 - Accomplished on Standards III and IV of NCEES. No 'not proficient'
 - Standard III: Teachers Know the Content They Teach
 - Standard IV: Teachers Facilitate Learning for their Students
 - For student surveys, the content and pedagogy scales need to be at 3rd-quartile agreement determined by empirical analysis
 - Either need a category or a component (category is Tests, MCs, Peers, component is pedagogy/content)
 - 0 or higher average EVAAS score for two most recent years can substitute for either the content or the pedagogy component, but not both
 - Meets expectations for two most recent years on Qualitative Growth Review* can substitute for either the content or the pedagogy component, but not both

Supports:

- Must be served in employer's SBE-approved ITSP (must include specific advancement and development plan, mentor) which focuses on application and refinement of high leverage instructional practices
- Weekly Peer Review by License IV or higher educator focused on skill demo as articulated in A&D plan (non-evaluative)
- Support by the sponsor as defined in the MOU between the PSU and an EPP
- Professional advancement account of \$2500 total for the term of the license

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License III

Other Considerations

- License III is a license term of 5 6 years. Non-completers may hold classified TA position in order to complete requirements for License IV
- Effectiveness data collected while holding a License III (to qualify for a License IV)

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License IV (L-IV)
Expert Teacher

Proposed Salary \$56,000

Renewal Requirements:

- ~~Complete the requirements for a L-III~~
- One of the following:
 - Demonstrate Effectiveness 3 qualifying years within a five-year window on growth measure through EVAAS (~~greater than 0~~ **meets expected growth**) or Qualitative Growth Review (categorical designation (e.g., meeting expectations))
 - Practical Educator Evidence Review (PEER) - Principal Observation, License IV+ observation, and student surveys
 - Accomplished on Standards II, III, and IV of NCEES. No rating below proficient
 - Standard II: Teachers Establish a Respectful Environment for a Diverse Population of Students
 - Standard III: Teachers Know the Content They Teach
 - Standard IV: Teachers Facilitate Learning for their Students
 - For student surveys, the content and pedagogy scales need to be ~~at fourth (top) quartile agreement~~ **determined by empirical analysis**
 - **Other reliable and valid qualitative or quantitative methods not yet developed**

Supports:

- License IV Classroom Excellence coaching (MCs)
- License IV Adult Learning coaching (MCs)

Obligations:

- Address State/District/School Improvement priorities within PDP
- Open classroom to observation
- Conduct Peer Observations

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License IV

Proposed Salary \$56,000

- License IV is a license term of 5 years.
- Methods to renew the license:
 - MCs offered by the district if they meet the standards set by the board of education; or,
 - Traditional PD offered by the PSU; and,
 - Demonstration of effectiveness 3 of 5 years (either EVAAS or Qualitative Growth Review or other reliable and valid quantitative or qualitative methods that have not yet been developed)
- Annual salary increase at 1% based on years of experience (except if effectiveness requirement was not met in the previous renewal cycle)
 - Reinstatement of master's pay
 - Include NBCT pay
- If unsuccessful, the license is renewed for five years with CEUs, but no salary increase (is salary increase contingent on successful renewal?) (except legislative cost of living adjustments)
 - Successful renewal of License IV comes with a \$5,000 increase in salary (is this still accurate?)
- Two consecutive unsuccessful renewal attempts would result in expiration of the license

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License IV
(L-IV CE)
Advanced Teacher
Classroom
Excellence

Proposed Salary: Level IV + 10% \$5K

Min starting salary would be ~~≈ \$61.6K~~ \$61,000 (\$56K + 10% \$5K)

Renewal Requirements:

- ~~Complete the requirements for a L-IV~~
- One of the following:
 - Exceeding Growth EVAAS or Exceeding Expectations on the Qualitative Growth Review, 3 out of 5 years
 - Practical Educator Evidence Review (PEER) - Principal Observation, L-IV+ observation, and student surveys for 3 qualifying years within a 5-year window
 - Distinguished on Standards II, III, and IV of NCEES. No rating below Accomplished
 - Standard II: Teachers Establish a Respectful Environment for a Diverse Population of Students
 - Standard III: Teachers Know the Content They Teach
 - Standard IV: Teachers Facilitate Learning for their Students
 - For student surveys, the content and pedagogy scales need to be at fourth (top) quartile agreement determined by empirical analysis
 - Other reliable and valid qualitative or quantitative methods not yet developed

Supports:

- Professional Learning Network supports from the PSU to identify instructional-practice priorities and connect Classroom Excellence teachers across the district

Obligations:

- Address State/District/School instructional practice priorities (aligned to Standards II, III, and IV) within PDP
- Conduct model lessons and facilitate peer reflection for instructional practice improvement
- Conduct Peer Observations

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License IV
Advanced
Teacher
Classroom
Excellence

Proposed Salary: Level IV + 10% \$5K

- Stipend of \$5K
- At the time of L-IV renewal, requirements for the advanced licenses are also considered.
 - One could meet the L-IV requirements but not meet the advanced designation
- At any time, the PSU has the discretion to remove a L-IV CE or L-IV AL as a matter of employment. This decision, however, does not have impact on the license
- Salary differential only comes with employment in the role.
 - Could have the license designation but not have the position and associated salary differential

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License IV
(L-IV AL)
Advanced Teacher
Adult Leadership

Proposed Salary: License IV + 30% **\$10K**

Min starting salary would be \approx \$73,000 **\$66,000** (\$56K + 30% **10K**)

Renewal Requirements:

- Complete the requirements for a License IV
- One of the following:
 - Exceeding Growth EVAAS or Exceeding Expectations on the Qualitative Growth Review, 3 out of 5 years
 - Practical Educator Evidence Review (PEER) - Principal Observation, Level IV+ observation, student surveys for 3 qualifying years within a 5-year window
 - Distinguished on all standards (NCEES).
 - For student surveys, the content and pedagogy scales need to be at fourth (top) quartile agreement **determined by empirical analysis**
 - **Other reliable and valid qualitative or quantitative methods not yet developed**
- Successfully completed a micro-endorsement on adult leadership

Supports:

- Professional Learning Network supports from the PSU to identify professional-practice priorities and connect Adult Leadership teachers across the district

Obligations:

- Address State/District/School professional practice priorities (aligned to Standards I and V) within PDP
- Provide coaching and leadership to facilitate peer reflection and instructional practice improvement
- Collaborate with district and school leaders to address formative aspects of the NC Educator Evaluation Process

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License IV
Advanced
Teacher
Adult
Leadership

Proposed Salary: License IV + 30% **\$10K**

- **Stipend of \$10K**
- At the time of L-IV renewal, requirements for the advanced license are also considered.
 - One could meet the L-IV requirements but not meet the advanced designation
- At any time, the PSU has the discretion to remove a L-IV AL as a matter of employment. This decision, however, does not have impact on the license
- Salary differential only comes with employment in the role.
 - Could have the license designation but not have the position and associated salary differential

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