

North Carolina Pathways to Excellence for Teaching Professionals

- Updated Draft Model for PEPSC Monthly Meeting on October 13, 2022

Agenda Action Items

- Clarify affiliation language for Licenses I and II (“Must be affiliated with an EPP (enrollment or coursework complete) or PSU that guides routing”) – EPP remains connected to the LI and LII teacher through the MOU
 - Support by the sponsor for the LI/II teacher as defined in the MOU between the PSU and an EPP
- License III – step salary increase (add to draft + LI-II)
- Duration of Licenses I and II (2 or 3 years for each license?) A license term up to three years...
- Include in supports for new teachers (ITSP) – e.g., BTSP, NTSP (UNC system) – add throughout model where appropriate
- Renewal options for License IV – add to renewal options (CEU options)
 - Master’s degree (during matriculation)
 - National Board Certification (during matriculation)
- Identify INTASC standards and progression to be met at each license level (I, II, III); assumption that License I is the most limited set and License III is all ten standards – add language around this
 - License I: Basic standards to define/support initial practice
 - License II: Additional standards layered in
 - License III: All ten standards
- Add validated with measures – incorporated throughout the draft
- **EVAAS qualifying score correction for License II and III – correct to meets expectations**
- Language around requirement options for measures (Replace “Complete one of the following” with “Using the following tools, provide evidence of mastery of standards of practice assigned to the license”) – incorporated throughout the draft
- Teaching Assistant versus apprentice – Superintendent Truitt to help create that recommendation
 - Check with Catherine – return to License I?
- Progression of the cumulative nature of measures across Licenses I-III – edit draft around this progression
 - If a LI teacher meets a content and/or pedagogy requirement at the License III level, that teacher may progress to License III for that competency.
- Looking at exceeding growth (EVAAS) for CE and AL licenses
 - **How many teachers would meet this standard if EVAAS is zero or higher?**
- Fiscal impact – what needs are there and what should be included in the recommendation?
- Micro-credentials as option for Licenses I-III (edit for November ppt)
 - **Approved by State Board of Education for NC Teacher Licensure**
 - **Grounded in INTASC progression model as appropriate to the license (area and license number)**
 - **Meets a standard of practice consistent with License III**
 - **Micro-credentials can be used at any license level if they meet the first two above requirements; for LI-III, the standard of practice of the micro-credential must be consistent with LIII.**

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
 - Includes the NTSP (UNC)
- ITSP ~~would~~ could 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
- InTASC Learning Progressions for Teachers 1.0: A Resource for Ongoing Teacher Development (2013) will serve as the basis for developmental structure and language of practice across the pathways

Apprentice Teacher

Proposed Salary \$30,000

- A license term of up to one year with ability to renew license twice over three consecutive years. ~~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~~
- If unable to meet requirements for License I, the teacher can still qualify for a classified TA position.
- Supplements not supplants classified TA positions
- Licensure candidates in clinical residency may qualify for prorated apprentice salary for the 16-week internship period
- Omitted federal registered or not?

Apprentice
Teacher

LICENSE 1:

LICENSE 2:

LICENSE 3:

LICENSE 4:

ADV:
Classroom

ADV: Adult
Leadership

License I (L-I)

Proposed Salary \$38,000

Requirements:

- Baccalaureate degree or higher
- 18 hours relevant content (determined by PSU *and* EPP for residency license)
- Must be affiliated with an EPP (**enrollment or coursework complete**) or PSU 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 (**e.g., NTSP – UNC programs, BTSP**), **which** must include specific advancement and development plan, mentor
- **Support by the sponsor for the L-I/II teacher as defined in the MOU between the PSU and an EPP**
- Professional advancement account of \$2500 total for term of license

Apprentice
Teacher

LICENSE 1:

LICENSE 2:

LICENSE 3:

LICENSE 4:

ADV:
Classroom

ADV: Adult
Leadership

License I

Proposed Salary \$38,000

- License I has a license term of up to three years. ~~License I is a license term of 2 or 3 years.~~
- ~~Non-completers may hold classified TA position in order to complete requirements for License II~~
- If unable to meet requirements for License II, the teacher can still qualify for a classified TA position.
- Effectiveness data* can be collected while holding a License I (to qualify for a License IV)
- If a LI teacher meets a content and/or pedagogy requirement at the License III level, that teacher may progress to License III for that competency.
- InTASC Learning Progressions for Teachers 1.0: A Resource for Ongoing Teacher Development (2013) will serve as the basis for developmental structure and language of practice across the pathways
 - License I: Basic standards to define/support initial practice
 - License II: Additional standards layered in
 - License III: All ten standards

*All measures are validated for all intended purposes and uses

Apprentice
Teacher

LICENSE 1:

LICENSE 2:

LICENSE 3:

LICENSE 4:

ADV:
Classroom

ADV: Adult
Leadership

Proposed Salary \$40,000

- Teacher of record

Requirements:

- ~~Hold all License 1 Requirements~~

- Preparation Sponsor (EPP or PSU employer)

- ~~Complete one of the following for content and one for pedagogy~~ Using the following tools, provide evidence of mastery of standards of practice assigned to the license*:

- **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

- *Approved by State Board of Education for NC Teacher Licensure*
- *Grounded in INTASC progression model as appropriate to the license (area and license number)*
- *Meets a standard of practice consistent with License III*
- *Micro-credentials can be used at any license level if they meet the first two above requirements; for LI-III, the standard of practice of the micro-credential must be consistent with LIII.*

- ~~Practical Educator Evidence Review (PEER)~~ **Tools designed to measure impact on student learning/peer collegial review of practice** - 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~~

- **Other reliable and valid qualitative or quantitative methods can be identified or developed**

*All measures are validated for all intended purposes and uses

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)

*All measures are validated for all intended purposes and uses

*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~~ *Tools designed to measure impact on student learning/peer collegial review practice*; component ~~is~~ *are* pedagogy/content)
- Micro-credentials
- **Micro-credentials* (MCs)** on high-leverage instructional practices (e.g., Darling-Hammond & Bransford or Ball) at basic/foundational level
 - *Approved by State Board of Education for NC Teacher Licensure*
 - *Grounded in INTASC progression model as appropriate to the license (area and license number)*
 - *Meets a standard of practice consistent with License III*
 - *Micro-credentials can be used at any license level if they meet the first two above requirements; for LI-III, the standard of practice of the micro-credential must be consistent with LIII.*
- ~~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~~

*All measures are validated for all intended purposes and uses

Apprentice
Teacher

LICENSE 1:

LICENSE 2:

LICENSE 3:

LICENSE 4:

ADV:
Classroom

ADV: Adult
Leadership

Categories and Components*

| | Component | |
|--|--|-----------------------------------|
| | Content | Pedagogy |
| Category | Candidates must meet all ten INTASC standards to reach License IV. | |
| Examination | PRAXIS/PEARSON | EdTPA/PPAT |
| Micro-Credential | Competency in Content | Competency in Pedagogy |
| PEER-Tools designed to measure impact on student learning/peer collegial review practice | Multi-Observer Performance Review | Multi-Observer Performance Review |
| EVAAS or Tools Designed to Measure Impact on Student Learning QGR | Can be used for either Content or Pedagogy, but not both | |

*All measures are validated for all intended purposes and uses



~~*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~~~~

NOTE: Licensure Subcommittee voted to consider other reliable and valid qualitative or quantitative methods to be developed

Proposed Salary \$40,000

Supports:

- Must be served in (PSU) employer's SBE-approved ITSP (e.g., NTSP – UNC programs, BTSP), which 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 for the LI/II teacher as defined in the MOU between the PSU and an EPP
- Professional advancement account of \$2500

License II

Other Considerations

- License II has a term of up to three years. ~~License II is a license term of 2 or 3 years. Non-completers may hold classified TA position in order to complete requirements for License 3~~
- If unable to meet requirements for License III, the teacher can still qualify for a classified TA position.
- Effectiveness data can be collected while holding a License II (to qualify for a License IV)
- InTASC Learning Progressions for Teachers 1.0: A Resource for Ongoing Teacher Development (2013) will serve as the basis for developmental structure and language of practice across the pathways
 - License I: Basic standards to define/support initial practice
 - License II: Additional standards layered in
 - License III: All ten standards

Apprentice
Teacher

LICENSE 1:

LICENSE 2:

LICENSE 3:

LICENSE 4:

ADV:
Classroom

ADV: Adult
Leadership



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

Proposed Salary \$45,000

Requirements:

- One of the following Using the following tools, provide evidence of mastery of standards of practice assigned to the license:
 - Completion of traditional EPP program with passing pedagogy assessment (edTPA or PPAT) and fulfillment of content knowledge
 - 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
 - Approved by State Board of Education for NC Teacher Licensure**
 - Grounded in INTASC progression model as appropriate to the license (area and license number)**
 - Meets a standard of practice consistent with License III**
 - Micro-credentials can be used at any license level if they meet the first two above requirements; for LI-III, the standard of practice of the micro-credential must be consistent with LIII.**
- Practical Educator Evidence Review (PEER) – Tools designed to measure impact on student learning/peer collegial review practice – 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 Meets expected growth for 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~~
- Other reliable and valid qualitative or quantitative methods can be identified or developed

Supports:

- Must be served in employer's SBE-approved ITSP (e.g., NTSP – UNC programs, BTSP), which 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 for the LI/II teacher as defined in the MOU between the PSU and an EPP**
- Professional advancement account of \$2500 total for the term of the license

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~~
- If unable to meet requirements for License IV, the teacher can still qualify for a classified TA position.
- Effectiveness data collected while holding a License III (to qualify for a License IV)
- InTASC Learning Progressions for Teachers 1.0: A Resource for Ongoing Teacher Development (2013) will serve as the basis for developmental structure and language of practice across the pathways
 - License I: Basic standards to define/support initial practice
 - License II: Additional standards layered in
 - License III: All ten standards

Apprentice
Teacher

LICENSE 1:

LICENSE 2:

LICENSE 3:

LICENSE 4:

ADV:
Classroom

ADV: Adult
Leadership



License IV (L-IV)
Expert Teacher

Proposed Salary \$56,000

Renewal Requirements:

- ~~Complete the requirements for a L-III~~
- ~~One of the following~~ Using the following tools, provide evidence of mastery of standards of practice assigned to the license:
 - 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)~~ Tools designed to measure impact on student learning/peer collegial review practice - 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
 - NBCT and coursework for master's degrees can be accepted towards renewal of LIV
 - Other reliable and valid qualitative or quantitative methods can be identified or developed

Supports:

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

Obligations:

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

Apprentice
Teacher

LICENSE 1:

LICENSE 2:

LICENSE 3:

LICENSE 4:

ADV:
Classroom

ADV: Adult
Leadership



License IV

Proposed Salary \$56,000

- License IV is a license term of 5 years.
- Methods to renew the license:
 - MCs ~~offered~~ **approved** by the ~~district~~ **PSU** if they meet the standards set by the board of education; or,
 - Traditional PD ~~offered~~ **approved** by the PSU; and,
 - Demonstration of effectiveness 3 of 5 years (either EVAAS or ~~Qualitative Growth Review Tools designed to measure impact on student learning/peer collegial review practice or other reliable and valid quantitative or qualitative methods that have not yet been developed~~)
- InTASC Learning Progressions for Teachers 1.0: A Resource for Ongoing Teacher Development (2013) will serve as the basis for developmental structure and language of practice across the pathways
- Renewal for retired teachers who are not teaching in the classroom?
- Annual salary increase at 1% based on years of experience
 - 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

Apprentice
Teacher

LICENSE 1:

LICENSE 2:

LICENSE 3:

LICENSE 4:

ADV:
Classroom

ADV: Adult
Leadership



Proposed Salary Schedule for Licenses I-IV

| | License 1 | License 2 | License 3 | License 4* | License 4 + Masters (10%) | License 4 + NBCT (12%) |
|------------------------|-----------|-----------|-----------|------------|---------------------------|------------------------|
| Starting Salary | \$38,000 | \$40,000 | \$45,000 | \$56,000 | \$61,600 | \$62,720 |
| Licenses 1-4 + 1 year | \$38,380 | \$40,400 | \$45,450 | \$56,560 | \$62,216 | \$63,347 |
| Licenses 1-4 + 2 years | \$38,764 | \$40,804 | \$45,905 | \$57,126 | \$62,838 | \$63,981 |
| Licenses 3-4 + 3 years | - | - | \$46,364 | \$57,697 | \$63,467 | \$64,620 |
| Licenses 3-4 + 4 years | - | - | \$46,828 | \$58,274 | \$64,101 | \$65,267 |
| Licenses 3-4 + 5 years | - | - | \$47,296 | \$58,857 | \$64,742 | \$65,919 |
| Licenses 4 + 6 years | - | - | - | \$59,445 | \$65,390 | \$66,579 |
| License 4 + 7 years | - | - | - | \$60,040 | \$66,044 | \$67,244 |
| License 4 + 8 years | - | - | - | \$60,640 | \$66,704 | \$67,917 |
| License 4 + 9 years | - | - | - | \$61,246 | \$67,371 | \$68,596 |
| License 4 + 10 years | - | - | - | \$61,859 | \$68,045 | \$69,282 |
| License 4 + 11 years | - | - | - | \$62,477 | \$68,725 | \$69,975 |
| License 4 + 12 years | - | - | - | \$63,102 | \$69,412 | \$70,674 |
| License 4 + 13 years | - | - | - | \$63,733 | \$70,107 | \$71,381 |
| License 4 + 14 years | - | - | - | \$64,371 | \$70,808 | \$72,095 |
| License 4 + 15 years | - | - | - | \$65,014 | \$71,516 | \$72,816 |
| License 4 + 16 years | - | - | - | \$65,664 | \$72,231 | \$73,544 |
| License 4 + 17 years | - | - | - | \$66,321 | \$72,953 | \$74,280 |
| License 4 + 18 years | - | - | - | \$66,984 | \$73,683 | \$75,022 |
| License 4 + 19 years | - | - | - | \$67,654 | \$74,420 | \$75,773 |
| License 4 + 20 years | - | - | - | \$68,331 | \$75,164 | \$76,530 |
| License 4 + 21 years | - | - | - | \$69,014 | \$75,915 | \$77,296 |
| License 4 + 22 years | - | - | - | \$69,704 | \$76,674 | \$78,069 |
| License 4 + 23 years | - | - | - | \$70,401 | \$77,441 | \$78,849 |
| License 4 + 24 years | - | - | - | \$71,105 | \$78,216 | \$79,638 |
| License 4 + 25 years | - | - | - | \$71,816 | \$78,998 | \$80,434 |

*NOTE: A teacher could earn both master's and NBCT pay with the License IV salary.



Transitioning Current Teachers to the New Licensure System and Salary Schedule

| Years of Experience | Current License and Years Remaining in Renewal Cycle | New License |
|-------------------------------|--|--|
| 0-3 years of experience | Permit to Teach | License 1 |
| | Emergency | License 1 |
| | Provisional | License 1 |
| | Limited License | License 2 |
| | Residency License | License 1 or 2, depending on what metrics they have met |
| | Initial Professional License | License 2 if not passed EdTPA and/or Praxis; License 3 if passed EdTPA and/or Praxis |
| 4 or more years of experience | Limited License | License 2 |
| | CPL with 4 or 5 years remaining in renewal cycle | License 4 with new 5-year renewal cycle |
| | CPL with 1, 2 or 3 years remaining in renewal cycle | License 4 (complete current renewal cycle under current requirements before new 5-year cycle under new requirements) |

- Current teachers with a Continuing Professional License (CPL) would transition to the new base salary schedule based on years of experience with a CPL.
- For example, a teacher with 9 years of total experience who has held a CPL for 6 years would transition to the new salary schedule as a License 4 + 6 years teacher.
- All teachers will be “held harmless” for their current salaries as new salary schedule is implemented.

Transitioning Out-of-State Teachers to the New Licensure System and Salary Schedule

- Out-of-state teachers with three years or less of experience will transition into License 1, 2 or 3 depending on what requirements they have met.
 - If they have completed an EPP program and have passed the required exams for their out-of-state license, they will transition to a License 3.
 - If they have not completed an EPP program or not passed the required exams, they will transition to a License 1 or 2 depending on their status.
- Out-of-state teachers with the equivalent of a Continuing Professional License (CPL) and four or more years of experience will transition to License 4.
 - License 4 five-year renewal cycle will begin when they are issued a License 4.
 - Placed on salary schedule based on the number of years they have held the equivalent of a CPL in their home state.



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 stipend)

Renewal Requirements:

- ~~Complete the requirements for a L-IV~~
- One of the following Using the following tools, provide evidence of mastery of standards of practice assigned to the license:
 - ~~Exceeding Growth EVAAS or Exceeding Expectations on the Qualitative Growth Review, 3 out of 5 years~~
 - ~~Practical Educator Evidence Review (PEER)~~ Tools designed to measure impact on student learning/peer collegial review practice - 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
 - NBCT and coursework for master's degrees can be accepted towards renewal of L-IV CE
 - Other reliable and valid qualitative or quantitative methods can be identified or developed

Supports:

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

Obligations:

- Address State/PSU/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

Apprentice
Teacher

LICENSE 1:

LICENSE 2:

LICENSE 3:

LICENSE 4:

ADV:
Classroom

ADV: Adult
Leadership

License IV
Advanced
Teacher
Classroom
Excellence

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

- Stipend of \$5K (does not count towards retirement)
- 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.
 - An educator may hold the L-IV CE or L-IV AL license, but the stipend only comes with employment in a classroom excellence or adult leadership role.

Apprentice
Teacher

LICENSE 1:

LICENSE 2:

LICENSE 3:

LICENSE 4:

ADV:
Classroom

ADV: Adult
Leadership



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

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

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

Renewal Requirements:

- Complete the requirements for a License IV
- ~~One of the following~~ **Using the following tools, provide evidence of mastery of standards of practice assigned to the license:**
 - ~~Exceeding Growth EVAAS or Exceeding Expectations on the Qualitative Growth Review, 3 out of 5 years~~
 - ~~Practical Educator Evidence Review (PEER)~~ **Tools designed to measure impact on student learning/peer collegial review practice** - 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**
 - **NBCT and coursework for master's degrees can be accepted towards renewal of L-IV AL**
 - **Other reliable and valid qualitative or quantitative methods can be identified and 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 PSU

Obligations:

- Address State/PSU/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 PSU and school leaders to address formative aspects of the NC Educator Evaluation Process

License IV
Advanced
Teacher
Adult
Leadership

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

- Stipend of \$10K (does not count towards retirement)
- 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.
 - An educator may hold the L-IV CE or L-IV AL license, but the stipend only comes with employment in a classroom excellence or adult leadership role.

Apprentice
Teacher

LICENSE 1:

LICENSE 2:

LICENSE 3:

LICENSE 4:

ADV:
Classroom

ADV: Adult
Leadership

