

October Feedback on Pathways draft model

Dear Professional Educator Preparation and Standards Co Van Dempsey,

There are many reasons why you should PASS the PEPSC proposal. Foremost among them is that evaluating teachers by test scores and merit pay are methods of evaluation and compensation that work. Every employee should be rated for the work they do and not just for the amount of time they have been employed.

In addition, the proposal places pressure on school principals to do their job as the leader of the school by requiring them to rate teachers accomplished or distinguished based on their effectiveness as teachers. This will subject ineffective teachers to the risk of losing their license and/or additional compensation. This will drive lazy and/or ineffective teachers away, not attract them. By setting this standard we will promote the hiring of high quality and effective teachers by rewarding them for doing their job not just for being employed. I ask that you PASS the PEPSC proposal. It will be a huge step towards solving the teacher crisis shortage.

Regards,
Shannon Basham
6632 Wildlife Ln
Holly Springs, NC 27540

Amy Wells
373 Ashmoor Ln
Lexington, NC 27295

Erin Isgett
8405 Old Ponderosa Cir
Raleigh, NC 27603

Joseph Beamon
607 Red Hill Church Rd
Dunn, NC 28334

Michael Gaffner
1595 Mallory Cir
Winston Salem, NC 27106

Dear Professional Educator Preparation and Standards Co Van Dempsey,

As teacher out on maternity leave, the fate of my career hangs on this vote. I have taught elementary for 8 years, and have met many teachers who have given their best. However, this proposal makes me and many others feel like our education and our time is not valued. I will not be returning if this is passed. As a parent, I fear for what this means for my three small children and their quality of education.

North Carolina courts have ruled that our children have the right to an equitable and sound education,

and research is clear that the most important factor in educational outcomes is having an excellent teacher in the classroom.

Our state is already facing a teacher staffing crisis which is the result of years of underfunding public education. While the PEPSC proposal would make it easier for people to become teachers, it would also significantly lower the bar, resulting in individuals entering the profession who are not sufficiently prepared to be teachers. Our students deserve better.

Regards,
Jessica Donithan
Walkertown, North Carolina
Walkertown, NC 27051

Hello all,
NC teachers need higher salaries, not more hoops to jump through. They're already lacking a work-life balance and now Merit-Based Pay. I'm not a teacher, but I am very invested in public schools. If my pay was based on this one avenue, you bet I would find the easiest way to navigate the system. My concern is we are going to be teaching our future generation to learn and dump knowledge, not retain it. Plus what about the kids who don't take tests well? Are we just going to leave them to fend for themselves so our teachers can put food on the table? It's a bad idea.

Investment is what is needed. It is a known fact that the more money you put into education, the higher quality you will receive.

After 2+ years of Covid, a lot of kids are already behind. Implementation of merit based pay now is just plain cruel to both children and staff.

Please. End the debate. My kids and all our kids in North Carolina are depending on you. Our teachers work so hard and they deserve the best salaries in the country.

Thank you for your time.

Sincerely,
Sara Smith
Henderson County

Dear Professional Educator Preparation and Standards Co Van Dempsey,

AS a teacher I object to this at so many levels

1. Teachers with an AA degree? No.
2. Stop treating teachers like their education and experience does not matter.
3. Don't present a half baked plan claiming that the half baked part is implementation issues.
4. Don't present a plan talking about advancement without being honest about the fact that you can be qualified and there will only be a limited number of people who get the advanced roles/pay.
5. A good start would be a Cost of Living Increase for EVERYONE. SS is giving a COLA of 8.7% for 2023.

Regards,
Jean-Marie Penny

5409 Guess Rd
Durham, NC 27712

Dear Professional Educator Preparation and Standards Co Van Dempsey,

There are many reasons why you should reject the PEPSC proposal. Foremost among them is that research has shown that evaluating teachers by test scores and merit pay are methods of evaluation and compensation that do not work.

In addition, the proposal places too much pressure on school principals by requiring them to either rate effective teachers accomplished or distinguished to retain them, or to subject good teachers to the risk of losing their license and/or additional compensation. This will drive teachers away, not attract them. I ask that you reject the PEPSC proposal. It will not solve the teacher crisis shortage.

Regards,
Rodney Pierce
171 Wood Glen Rd
Roanoke Rapids, NC 27870

Cheryl Posner-Cahill
3001 Sandia Dr
Raleigh, NC 27607

Holly DuBois
100 Meadowsweet Ct
Winston-salem, NC 27107

Asa Goren
5613 Saddlebrook Dr
Lewisville, NC 27023

Dulzira Camargo
101 Dalewood Dr
Winston-salem, NC 27104

Emily Hermanson
5151 Sedge Brook Rd
Kernersville, NC 27284

Anne Tomalin
5315 McCormick Rd
Durham, NC 27713

Amanda Deaton
6713 Old NC Highway 13
Asheboro, NC 27205

Paul Piatkowski
1045 Gales Ave
Winston-salem, NC 27103

Emily Chase
3715 McMillan St
Charlotte, NC 28205

Dear Professional Educator Preparation and Standards Co Van Dempsey,

We teachers FULLY support this licensure proposal. Please PASS the proposal or I and every other teacher who can't pay their rent right now will have to find a new job. If you don't pass this, NC public education is as good as finished. Dont listen to the voices who oppose paying teachers. Give us the raise we deserve.

Regards,
Ryan Elkins
535 W 7th St
Charlotte, NC 28202

Dear Professional Educator Preparation and Standards Co Van Dempsey,

I am a retired school psychologist. While pursuing my doctorate in Educational Psychology at The University of Arizona I was engaged in research exploring how experience and training enhance pedagogical skills. Just putting smart, untrained people in a classroom (even if they have special knowledge in a field) is not the answer to teacher shortage or students needs. I urge you to reject the PEPSC proposal. Our students deserve quality teachers in front of the classroom, however, the PEPSC proposal will harm students by lowering the standard for teacher preparation and quality by creating a revolving door where experienced educators are replaced by people with little or no training in pedagogy or child development.

There are better, proven methods to strengthen the teacher pipeline and increase diversity within the profession. These include fully restoring and funding the NC Teaching Fellows Program, including expansion to HBCUs and establishing paid apprenticeships to help teaching assistants earn a teaching license.

Our students deserve better. Please come up with a thoughtful plan that will not put their education at risk.

Regards,
Pamela Stein
17 Teaberry Ln
Weaverville, NC 28787

I would like to take this opportunity to voice my opinion and opposition to the proposed changes to the teacher licensure and compensation model.

I understand that North Carolina is in need of a mechanism to recruit and retain effective teachers in our

public schools. However, I am not convinced the changes that are being discussed and promoted by PEPSC will be successful in meeting these goals. In fact I believe the PEPSC proposal will make the teacher shortage worse.

I am a retired post-secondary educator of over 25 years and have experienced many forms of performance and effectiveness evaluation. I would like to address the use of test scores, EVAAS data, and other methods of subjective student surveys for the recertification of our teachers.

Test scores are not a reliable measure of teacher performance. While test scores do measure the “student’s” level of understanding of certain materials, they are limited to the point in time of the test and are not complete indications of the totality of the student understanding. Test scores are also influenced by external stimuli, for example did the student acquire enough sleep the night before the test, are they homeless, do they have family or food insecurities, or have they had poor attendance during instruction. Test scores can also be influenced by the student’s motivation and family support. This measure is not controllable by the teacher and does not reflect the overall effectiveness of instruction.

Using private external organizations, such as EVAAS, appears questionable at best. When one looks at the motivations of SAS Software, the producer of EVAAS, and Best Inc. the overtones of financial gain can clearly be seen, begging the question if North Carolinian tax payers should be supporting the profits of these organizations. This has the potential to create a resurgence of standardized testing solely for the purpose to provide EVAAS data and not for student evaluation. These types of evaluations also lack transparency in the methods and formulas used to quantify the effectiveness of teaches, causing teachers to aim for a hidden target.

As for the use of subjective student surveys, I am surprised that this is even suggested. In my experience, the students that are more motivated to complete a survey are the ones that are poor performing and using this to “get back” at a teacher for the student’s lack of enthusiasm in learning. Those students that are higher performing rarely take the time to truthfully complete the surveys because they have reached their educational goals. These factors lend to a skewed view of teacher performance.

I could also address other items that are of questionable value in the proposed changes, such as edTPA vs. National Boards, co-teacher observation, and micro-credentials but this would be too lengthy.

I suggest that policy changes ensuring that students in North Carolina have great teachers should be focused more on the following: offering a competitive statewide starting salary; retaining experienced teachers by restoring realistic step increases in salaries; restoring teacher assistants to support classroom teachers and create a pipeline for new teachers through TA to teacher pathways; and restore pay increases for advanced degrees and other credentials that incentivize professional growth.

Regards,
Jimmy Council
4517 Walnut Dr
Granite Falls, NC 28630

To Whom It May Concern:

My name is Melanie Huynh-Duc, and I am in my 18th year of teaching in Guilford County Schools. I've been following the development of the new merit pay proposal, which uses a combination of EVAAS data, principal and student evaluations, professional development, and leadership roles in order for teachers to "advance" in their profession and pay.

I have yet to meet a single teacher in support of this plan.

I, personally, am against it because I am already maxed out as a teacher. Though I am a veteran, I am tasked with learning a new curriculum every few years as whimsically adopted by my school district. I am also required to undergo hours upon hours each year of professional development for various things--including, but not limited to, sexual assault, administering national exams, College Board trainings, and school safety. I serve on my school's School Leadership Team, which meets twice a month to handle MTSS, FAMS, and Indistar requirements. I also attend monthly faculty meetings, conduct PLC meetings, and advise two clubs (one is the yearbook).

Therefore, I don't have time to mentor other teachers. I don't have time to serve in an adult leadership role. I don't have time to earn microcredentials which formally document what I already know and what I'm already doing in my classroom. What I need is for my time to be protected so I can be most effective for my students.

I'm frustrated by the time and money being spent to develop this plan because A) it doesn't genuinely seek the input of teachers, and B) it will have the opposite effect of its intention. Good teachers need more time to hone their craft and deserve more money as compensation. We're already busting our butts every single day in and out of the classroom. We're buying our own school supplies. We're lesson planning and grading during our evenings and weekends. How is our current level of exertion not enough to earn a liveable wage? Why is our pay always up for debate?

I exhort you--please eliminate the "Pathways to Excellence" plan. Instead, please support the honorable alternative, which is simply raising teacher pay. Here's what will work long-term to ensure quality teachers are at the helm of every classroom year after year:

- 1) Reinstate the NC Teaching Fellows to the level it was in the late 1980s-2000s. Recruit the best and brightest high schoolers in NC to serve as teachers.
- 2) Provide a 35% pay increase to make us competitive with other states. Distribute the bulk of that percentage among teachers with years of experience 15-25.
- 3) Restore Master's Pay. Why *wouldn't* our state want highly educated adults leading students in the classroom?
- 4) Restore retirement health benefits.

There is no need for committees, sub-committees, meetings, minutes, and other ways in which our tax dollars are being wasted contriving a plan that makes educators jump through hoops just to earn a paycheck for their families.

Let teachers teach students. Then pay them for that service. Pay teachers what they deserve; you'll get what you pay for.

Regards,
Melanie Huynh-Duc, MAEd, NBCT, CJE

Good morning,

Over the last week, my civics students participated in a lawmaking simulation. As I supported their efforts to create policy during this class project, I couldn't help but notice that some of the guidelines expected of students are missing from the steps taken to design the "Pathways" proposal.

1. Begin with understanding the current landscape Folks working on and supporting the "pathways" proposal have made many misleading statements about the current landscape of existing programs to invite, prepare, and advance teachers in North Carolina. We already have alternative pathways, beginning teacher support programs, advanced roles, and effectiveness expectations to maintain licensure. The "pathways" model would not create these things, but it appears part of the selling point for "pathways" is convincing others they don't exist to develop an urgency to support the "pathways" framework. What we need is to better invest in existing programs by offering the resources to implement them with fidelity.

2. Learn from history What did the policy landscape look like when we didn't have a large teacher recruitment and retention issue in North Carolina? What supporting policies were removed to contribute to our current landscape? Restoring 7,000 teaching assistants, class size caps, a salary schedule with an average 16% stronger purchasing power, restoring & expanding Teaching Fellows, and paying mentors are just a sample of policies that once existed.

3. Step up, step back Make space for others to contribute to the work. While there have been invite-only listening sessions to gather some teacher feedback, there have also been efforts to "control the narrative" by limiting opportunities and selectively reporting out feedback. Many subcommittee members have also expressed concern that their instructions have been to support implementation, not change policies. At an August 10 meeting when someone suggested gathering a group of teachers to assemble a list of options for a "Qualitative Growth Review," the idea was shut down out of concern that teachers may not create a list of unspecified "right" options. Who is defining the "right"

options, and how is it defined? It does not appear that any further subcommittee meetings are scheduled before finalizing the proposal, though incorporation of their feedback when they met has been limited.

4. Recognize a variety of self-interests and how that shapes opinion The PEPSC model paves the way for others to profit by selling tools to our state. SAS stands to benefit by restoring EVAAS as a teacher evaluation tool. SAS is also apparently working on another layer of EVAAS by which one "advanced role" teacher can be measured by the performance of the teachers they advise. It's no wonder BEST NC pushes "advanced roles" given its historical connection to SAS. DigiLEARN could benefit from the incorporation of microcredentials in teacher preparation. Maintenance of a "professional advancement account" would also presumably be contracted out as well (remember the ClassWallet pitch for school supplies?) These aspects are what makes the "Pathways" pitch so convoluted so one can't help but wonder if these contractor opportunities are part of the "sacred" or "non-negotiable" aspects of the plan.

I have made it no secret [what I think would work better](#), and emails obtained via public records confirm key players have been aware of that feedback since February and the instinct has been to dismiss alternative solutions then and now. NCAE has also put out a [position statement](#) this summer with suggested policies. Many folks have also reached out by email to share their ideas - there is no shortage of suggestions.

We are at a crossroads where "pathways" folks can continue to insist 10 months later to put a square peg in a round hole or demonstrate humility that there are alternative pathways beyond the PEPSC pitch to accomplish our mutual goals to recruit and retain great educators for our students.

We're left with only a few short months to offer the General Assembly solutions, not just ideas. Our education professionals are the most creative problem solvers in this state. Take advantage of them in the best ways to create a pipeline plan that works, as we work to heal from a decade of taking advantage of them in the worst ways.

Sincerely,
Kim Mackey

Dear Professional Educator Preparation and Standards Co Van Dempsey,

North Carolina courts have ruled that our children have the right to an equitable and sound education, and research is clear that the most important factor in educational outcomes is having an excellent teacher in the classroom. Those POOR 30 YEAR TEACHERS ARE NOT PAID FOR EXPERIENCE AND LOYALTY.

Our state is already facing a teacher staffing crisis which is the result of years of underfunding public

education. While the PEPSC proposal would make it easier for people to become teachers, it would also significantly lower the bar, resulting in individuals entering the profession who are not sufficiently prepared to be teachers. Our students deserve better.

Regards,
Deborah Barron
29 Pineridge Ct
Carolina Shores, NC 28467

Robert Crisp
3217 Oglethorpe Ln
Monroe, NC 28110

Peri Alletto
6021 Glen Manor Dr
Charlotte, NC 28269

Jennifer Huskey
681 Seastone St
Raleigh, NC 27603

Cinnamon Frame
1110 Hamilton Way
Durham, NC 27713

Andrea Ferguson
272 S Turkey Creek Rd
Leicester, NC 28748

Kristen Elliott
962 E Durness Ct
Wake Forest, NC 27587

Tamara Ozechoski
4651 Forest Manor Dr
Winston-salem, NC 27103

Lawerence Jones
Pineview St
NC 28311

Karen Moyes
1537 Wheaton Way NW
Concord, NC 28027

Barbara Buckley
3019 Annandale Rd
Durham, NC 27705

June Linhart
4501 Rivershyre Way
Raleigh, NC 27616

Yevonne Brannon
1113 Lands End Ct
Raleigh, NC 27606

Dear Professional Educator Preparation and Standards Co Van Dempsey,

Nearly 80% of the students in North Carolina attend public schools, so if you care about their education, I hope you will do everything in your power to make sure any changes to the current licensure plan make the teaching profession more attractive to teachers and draws smart, ambitious, caring individuals into the profession.

The first step would be to have competitive pay and clear pathways for increasing pay over years. This means, at minimum, salaries that are designed to keep up with inflation and valid, reliable ways to evaluate teacher quality.

Please don't propose a complex, likely-to-fail program that our current group of legislators will never fund (i.e. the plan in its current form). It will be demoralizing to everyone in the profession.

Please address concerns with the plan before sending it to the GA. For example, with the high levels of teacher turnover and new, inexperienced teachers coming into schools each year, will there be enough advanced teachers to adequately mentor where needed?

Perhaps you can ask the SBE to approve a pilot program with full funding to see if it will work before you propose something for the whole state.

Thank you for your consideration.

Regards,
Heather Koons
129 N King Charles Rd
Raleigh, NC 27610

Please vote no on this proposal. This is not what is best for teachers, students or our schools in North Carolina. – Debbie Gresham

Dear Professional Educator Preparation and Standards Co Van Dempsey,

North Carolina courts have ruled that our children have the right to an equitable and sound education, and research is clear that the most important factor in educational outcomes is having an excellent teacher in the classroom.

Our state is already facing a teacher staffing crisis which is the result of years of underfunding public education. While the PEPSC proposal would make it easier for people to become teachers, it would also significantly lower the bar, resulting in individuals entering the profession who are not sufficiently prepared to be teachers. Our students deserve better.

Regards,
Jeff Egerton

207 Sedalia Rd
Gibsonville, NC 27249

Katherine Morriss
2111 Carriage Way
Chapel Hill, NC 27517

Denice Sharpe
4711 Old NC 10
Durham, NC 27705

John Godfrey
709 Montville Ct
Wake Forest, NC 27587

Maggie Radack
4705 Buttonbush Dr
Durham, NC 27712

Samantha Verzani
760 Bethesda Rd
Statesville, NC 28677

Kara Gensor
1421 E Stonemason Dr
Fuquay-varina, NC 27526

Stephanie Brooks
16331 Hawfield Way Dr
Charlotte, NC 28277

Tya Tyrrell
913 9th St
Durham, NC 27705

Jennifer Williamson
13503 Warder Ct
Huntersville, NC 28078

Dear Professional Educator Preparation and Standards Co Van Dempsey,

Ladies and Gentleman,

I believe your sincere effort in trying to better public education has produced a less than what we have plan of attack. Our students deserve high-quality teachers. Rather than help that happen, the PEPSC proposal will make the teacher shortage worse. It will rush through unprepared teachers and create a revolving door of teachers coming and going while research is clear—experience in teaching improves student achievement.

There are proven methods that will solve the teacher shortage and ensure that our students are taught by high-quality teachers. These include: fully funding the existing Beginning Teacher program; increasing teacher compensation without completely revamping the licensure process; restoring compensation for teachers who earn masters' degrees and automatically adjusting the salary schedule each year based on the Consumer Price Index.

Teaching is a challenging job. Let's work to attract the best and the brightest to North Carolina schools and then develop their talent. This sort and select system of evaluation and compensation will not work.

Regards,
Roger Reed
1010 Chancellors Ridge Dr
Durham, NC 27713

Merit pay is detrimental to the success of our state education system. Do not pass the proposal. It will undermine teaching credentials, you will lose teachers working in under performing schools, and it is dependent on student body. Our state has enough issues in education do not add to the problem.

Sincerely,
Jennifer Meyer

Dear Professional Educator Preparation and Standards Commission

Nearly 80% of the students in North Carolina attend public schools, so if you care about their education, I hope you will do everything in your power to make sure any changes to the current licensure plan make the teaching profession more attractive to teachers and draws smart, ambitious, caring individuals into the profession.

The first step would be to have competitive pay and clear pathways for increasing pay over years. This means, at minimum, salaries that are designed to keep up with inflation and valid, reliable ways to evaluate teacher quality.

Please don't propose a complex, likely-to-fail program that our current group of legislators will never fund (i.e. the plan in its current form). It will be demoralizing to everyone in the profession.

Please address concerns with the plan before sending it to the GA. For example, with the high levels of teacher turnover and new, inexperienced teachers coming into schools each year, will there be enough advanced teachers to adequately mentor where needed?

Perhaps you can ask the SBE to approve a pilot program with full funding to see if it will work before you propose something for the whole state.

Thank you for your consideration.

Regards,
Heather Koons
129 N King Charles Rd
Raleigh, NC 27610

Please abandon the idea for “merit pay” in North Carolina. It is a terrible idea that has failed in every state where they have attempted to implement it.

The idea behind it is reprehensible—that teachers are not already doing their best to close learning gaps and serve every student. Teachers work best collaboratively with their colleagues, not competitively.

Teacher pay should not be tied to test scores. This would be detrimental to student learning as everything in the class would be geared towards the test.

Public education in North Carolina is already in a precarious position and you will see a massive exodus of educators should “merit pay” become policy. I remind you there is no influx of new educators coming in to replace them.

Thank you, Robin

I am the daughter of a retired teacher and the parent of two students currently matriculating through the public education system.

Please abandon the idea for “merit pay” in North Carolina. It is a terrible idea that has failed in every state where they have attempted to implement it.

The idea behind it is ridiculous —that teachers are not already doing their best to close learning gaps and serve every student. Teachers work best collaboratively with their colleagues, not competitively.

Teacher pay should not be tied to test scores. This would be detrimental to student learning as everything in the class would be geared towards the test. Already the EOG and BOG tests take up an inordinate amount of time, plus all the other evaluations that take place throughout the year.

Public education in North Carolina is already in a precarious position and you will see a massive exodus of educators should “merit pay” become policy.

Thank you,

Clara Cottrell

I recently moved here from out of state, and am a current NC teacher with 16 years experience.

Please abandon the idea for "merit pay" in North Carolina. It is a terrible idea that has failed in every state where they have attempted to implement it.

The idea behind it is reprehensible—that teachers are not already doing their best to close learning gaps and serve every student. Teachers work best collaboratively with their colleagues, not competitively.

Teacher pay should not be tied to test scores. This would be detrimental to student learning as everything in the class would be geared towards the test.

Public education in North Carolina is already in a precarious position and you will see a massive exodus of educators should "merit pay" become policy. I remind you there is no influx of new educators coming in to replace them.

Thank you, Julie Lawson

I am a retired North Carolina teacher with over twenty-one years of experience in the classroom and the parent of two students currently matriculating through the public education system.

Please abandon the idea for "merit pay" in North Carolina. It is a terrible idea that has failed in every state where they have attempted to implement it.

The idea behind it is reprehensible—that teachers are not already doing their best to close learning gaps and serve every student. Teachers work best collaboratively with their colleagues, not competitively.

Teacher pay should not be tied to test scores. This would be detrimental to student learning as everything in the class would be geared towards the test.

Public education in North Carolina is already in a precarious position and you will see a massive exodus of educators should "merit pay" become policy. I remind you there is no influx of new educators coming in to replace them.

Thank you,

Kim Biondi

Our students deserve high-quality teachers. Rather than help that happen, the PEPSC proposal will make the teacher shortage worse. It will rush through unprepared teachers and create a revolving door of teachers coming and going while research is clear—experience in teaching improves student achievement.

There are proven methods that will solve the teacher shortage and ensure that our students are taught by high-quality teachers. These include: fully funding the existing Beginning Teacher program; increasing teacher compensation without completely revamping the licensure process; restoring compensation for teachers who earn masters' degrees and automatically adjusting the salary schedule each year based on the Consumer Price Index.

Teaching is a challenging job. Let's work to attract the best and the brightest to North Carolina schools and then develop their talent. This sort and select system of evaluation and compensation will not work. – Kristen Zedella

Andrew Bartkowiak
5222 Caradon Dr
Charlotte, NC 28227

I am very saddened by the proposal of merit pay. You need to propose fair raises across the board. I have dedicated my life to education, but yet so have to work 2 jobs. We have fairness to our students, yet the state of NC has no value for those who are educating tomorrow's future. You have to do better for the children and citizens of NC and this priority proposal is NOT it. -Diane Grose

Research shows that a highly-qualified teacher is the strongest indicator of student learning. Our students deserve high-quality, trained teachers. The PEPSC proposal will make the teacher shortage worse, leading to less high-quality instruction and learning. Teachers will not be fully prepared, which will lead to their frustration and, in great likelihood, lead to an even greater exodus than we're seeing now.

There are proven methods that will solve the teacher shortage and ensure that our students are taught by high-quality teachers. These include: fully funding the existing Beginning Teacher program; increasing teacher compensation without completely revamping the licensure process; restoring compensation for teachers who earn masters' degrees, and automatically adjusting the salary schedule each year based on the Consumer Price Index.

Teaching is a challenging job. Let's work to attract the best and the brightest to North Carolina schools and then develop their talent. This sort and select system of evaluation and compensation will not work.

And please, whenever committees such as this are being formed, make sure public school traditional classroom teachers are active participants, are actually on the committee providing feedback and input. This plan is not smart or inclusive of what teachers and other educators want, and to think that they didn't have significant representation at the table is disheartening

and suspect, at the least.

Regards,
Anne McLean
40 McFarland Rd
Pinehurst, NC 28374

Dear Professional Educator Preparation and Standards Co Van Dempsey,

North Carolina courts have ruled that our children have the right to an equitable and sound education, and research is clear that the most important factor in educational outcomes is having an excellent teacher in the classroom.

Our state is already facing a teacher staffing crisis which is the result of years of underfunding public education. While the PEPSC proposal would make it easier for people to become teachers, it would also significantly lower the bar, resulting in individuals entering the profession who are not sufficiently prepared to be teachers. Our students deserve better.

Regards,
Lawrence East
329 Richlands Ave
Jacksonville, NC 28540

Good afternoon,
I have reviewed the most recent graphic for pathways.

On the positive side, the committee seems to be addressing several important factors:

- Reinstatement of Master's Pay
- Continuation of National Board's pay
- 1% annual increases for experienced teachers

Some problems still exist, however:

- Any licensure that is directly linked to student test scores
- Low starting pay for new teachers
- Low pay overall
- The experienced educator penalty/no longevity

Why are we examining licensure? There is a false belief that new teachers are not entering the education field because there is impediment to licensure. The real problem is that North Carolina, along with many other states, have made the career wholly undesirable. Lack of work life balance, low starting pay, and lack of control over their workspace are the real reasons why teachers are leaving. Educators don't have the same protections that other workers have like duty-free lunches and/or guaranteed breaks. They also often have to work beyond 8 hours a

day. Potential new teachers are hearing these stories and not choosing the career; new teachers are experiencing these problems and leaving the career early.

What we need from this subcommittee is to correct the predatory practices of North Carolina. We need new licensure steps to address the elements it can:

- Starting salaries that are competitive with other careers that need a bachelor's degree in order to entice professionals and students in preparation programs to the field
- Licensure steps that relate to accomplishments of experienced teachers such as additional education, additional certifications, time spent on school improvement and other school-wide initiatives
- Longevity payments for experienced teachers that correlate to those provided to other state employees; this will help to retain teachers that may leave the profession for more lucrative options
- Reinstatement of Master's pay and Continuation of NBCT pay that will help to support teachers continuing educational pursuits designed to make their practice better

Once we begin to value educator's experience and professional development, we will begin to see other areas improving for teachers that are not under the direct control of licensure (such as fair employment practices). This will ensure that people will begin seeing the teaching profession as desirable.

North Carolina used to be a top contender in the education field; we can be that again if we execute a plan that is innovative. The licensure plan should create a desirable career path for our most talented individuals.

thanks!

Amber Shiver

I am a veteran teacher. I have always received great observations, reviews, and had good relationships with my students, families, and coworkers. Our students deserve good teachers like me and the people I work with. Rather than help that happen, the PEPSC proposal will make the teacher shortage worse. Attempting to flood the school job market with unprepared and inexperienced staff will make staff morale plummet, leading to further exodus. Constant turnover of undertrained and underpaid staff is not what the kids need, and they make it miserable for everyone. That is no place for kids to lean and feel supported. This is also no place to work when you feel unheard and disrespected. Teaching after the pandemic has been so much worse than before or during the pandemic. You are driving away your steady and effective workforce with these practices, leaving the system highly unstable and unsustainable.

There are proven ways to fix this problem, and teachers like me have voiced them repeatedly. You can: fully fund the existing Beginning Teacher program; increase teacher compensation WITHOUT completely revamping the licensure process (look to the example of Mississippi); restore compensation for teachers who earn masters' degrees (this alone drives off highly qualified candidates and discourages improvement within the profession) and automatically adjust the salary schedule each year based on the Consumer Price Index. I'm losing money every year and with inflation and the cost of living on the rise, you're close to losing steady experienced teachers like myself because I can't afford to live on lip service respect.

Teaching is a challenging job. I love it and want to stay. I want to know that I'm worth keeping

and that the system doesn't see me as an expendable cog in a broken machine. Let's work to attract the best and the brightest to North Carolina schools and then develop their talent. This sort and select system of evaluation and compensation will not work.

Regards,
Alyssa Smith
1163 Brown Rd
King, NC 27021

Dear Professional Educator Preparation and Standards Co Van Dempsey,

The Pathways to Excellence proposal was created in closed door meetings by state employees who were encouraged to keep their work hidden from the public. Feedback from teachers did not result in any meaningful changes to the policy, and the State Board and Department of Public Instruction have relied heavily on the advice of a marketing firm in attempting to develop messaging to counter legitimate objections and pass this flawed plan.

This is not how good education policy is developed. Please reject the Pathways proposal and return to the drawing board with a commitment to follow a transparent process that honors the insight of the professionals who will be most impacted by the plan.

Regards,
Kimberly Attwater
9770 Blossom Hill Dr
Huntersville, NC 28078

Amanda Thompson
225 Spring St
Thomasville, NC 27360

Linda Bird
181 Honeysuckle Creek Loop
Mooresville, NC 28117

Dear Professional Educator Preparation and Standards Co Van Dempsey,

There are many reasons why you should reject the PEPSC proposal. Foremost among them is that research has shown that evaluating teachers by test scores and merit pay are methods of evaluation and compensation that DO NOT WORK.

In addition, the proposal places too much pressure on school principals by requiring them to either rate effective teachers accomplished or distinguished to retain them, or to subject good teachers to the risk of losing their license and/or additional compensation. This will drive teachers away, not attract them. I ask that you reject the PEPSC proposal. It will WORSEN the teacher shortage crisis.

Regards,
Amy Milburn

217 Heathcliff Pl
Winston-salem, NC 27104

Dear Professional Educator Preparation and Standards Co Van Dempsey,

I am writing to ask you to reject the PEPSC proposal. Our students deserve quality teachers in front of the classroom, however, the PEPSC proposal will harm students by lowering the standard for teacher preparation and quality by creating a revolving door where experienced educators are replaced by people with little or no training in pedagogy or child development.

There are better, proven methods to strengthen the teacher pipeline and increase diversity within the profession. These include fully restoring and funding the NC Teaching Fellows Program, including expansion to HBCUs and establishing paid apprenticeships to help teaching assistants earn a teaching license.

Our students deserve better. Please come up with a thoughtful plan that will not put their education at risk.

I am a retired educator and I vote.

Regards,
Peter Rawitsch
1303 Middleton Pl
Wilmington, NC 28412

Dear Professional Educator Preparation and Standards Co Van Dempsey,

I am writing to ask you to reject the PEPSC proposal. Our students deserve quality teachers in front of the classroom, however, the PEPSC proposal will harm students by lowering the standard for teacher preparation and quality by creating a revolving door where experienced educators are replaced by people with little or no training in pedagogy or child development.

There are better, proven methods to strengthen the teacher pipeline and increase diversity within the profession. These include fully restoring and funding the NC Teaching Fellows Program, including expansion to HBCUs and establishing paid apprenticeships to help teaching assistants earn a teaching license.

Our students deserve better. Please come up with a thoughtful plan that will not put their education at risk.

I vote.

Regards,
Jennifer Linn
79 Louisiana Ave
Asheville, NC 28806

Dear Professional Educator Preparation and Standards Co Van Dempsey,

I am a parent and a veteran teacher with 32 years of experience and service. I love teaching and want the best education possible for all NC children. I am writing to ask you to reject the PEPSC proposal. Our students deserve quality teachers in front of the classroom. The PEPSC proposal will harm students by lowering the standard for teacher preparation and quality by creating a revolving door where experienced educators are replaced by people with little or no training in pedagogy or child development. As it is now, we have incredible turnover and it is increasingly difficult to recruit and retain teachers who are fully prepared with a college degree. Allowing even less trained teachers to enter the classroom would weaken instruction further. The PEPSC is likely further strain veteran teachers, who are currently experiencing tremendous challenges and seeking early retirement. Every day I have conversations with colleagues who are deeply discouraged and feel unsupported. This plan is likely to amplify the already vulnerable morale and empty our classrooms of even more experienced, talented educators. Simply put, many current teachers do not feel respected and valued. This plan does nothing to restore confidence that the state of NC sees the contributions of experienced teachers as a vital part of student success.

There are better, proven methods to strengthen the teacher pipeline and increase diversity within the profession. These include fully restoring and funding the NC Teaching Fellows Program, including expansion to HBCUs and establishing paid apprenticeships to help teaching assistants earn a teaching license. All of these programs and proposals recognize talent and potential AND value the longterm impact of educators who make teaching their life's work.

Our students deserve better. Please come up with a thoughtful plan that will not put their education at risk.

Regards,
Gina Webster
1432 Union Cross Church Rd
Yadkinville, NC 27055

Greetings.

Please allow me to introduce myself. My name is Christyn Boston. I am a National Registered Paramedic and I currently teach in Lincoln County. I started teaching Health Science in November 2016. Last year I also initiated an EMT program, making Lincoln County Schools one of the few to offer this opportunity to seniors prior to graduation.

Both of these CTE pathways lead to unlimited opportunities for students both in and after high school graduation. I have assisted students in internships where they gain valuable experience propelling them into the workforce. As students graduated from the inaugural year of EMT in 2021, 5 students had a new career utilizing their EMT certification within weeks of high school graduation. Even though that may seem small, those 5 positions are miraculous when they are filling positions at local EMS agencies and fire departments.

I recently returned from NCCAT after a week of collaborating with fellow CTE Teacher of the Year finalists. We were given the opportunity to learn from several speakers throughout the week and most had a common objective, to help us grow as CTE leaders. As I continue to follow the new teacher license/pay reform, I grow warier about what is to come for Career and Technical Education. As an advocate for applied academics and vocational careers, I fear how this reform could cut my career in education short. You see I do not have an advanced degree. I currently do not even hold an undergraduate degree. I obtained my AAS in Emergency Medicine from a community college and began my career as a Paramedic for Lincoln County. The same county I currently teach in. I grew as a medical professional in ways I did not see possible because of my passion for others and my determination to succeed. I carry those two traits and a few others with me into my classroom every day. I have had students place first and second for multiple years in competitive events, hosted student-led blood drives, granted scholarships, started a new EMT program from the ground up, and wrote (and received) a grant for my students to have access to a high-fidelity manikin. My career as an educator has also come full circle as I continue to work as a Paramedic part-time. The very students who graduated with their EMT certification last year now work alongside me as we care for injured patients.

I list these things not to boast but to explain how CTE is vastly different from the core curriculum instruction. Through workforce experience, we offer a new view for our students. However under the reform, with a bachelor's degree listed as a requirement for level 3 and above, how does this affect teachers such as myself? Are my skills, experience, and past accomplishments meaningless without a 4-year degree? I know I am not alone. There are several CTE teachers across the state with "only" an associate's degree. I ask that you all please take CTE professionals such as myself into consideration when creating such educational requirements.

Our students as not one size fit all and neither are educators.
Thank you for your time and consideration.

Respectfully, Christyn Boston

I am now in my 5th year of teaching, and originally entered as a lateral entry teacher under an emergency license that was renewed for a second year. After receiving a 4.3 GPA in the NC Teach program at NC State University, I've met every challenge and demand given to me as a high school English teacher of juniors and seniors in a low-income area. Due to Covid, my Emergency license was transitioned to the new 3-year lateral entry program, yet due to the teacher shortage, my caseload has been 140+ students per semester since the pandemic. I am no longer taking classes at NC State, so they wouldn't sign my RL form, which means the 3 years I was supposed to have to complete my edTPA and testing is gone, thus my license has now been converted to a District License.

My question is this - after 5 years of observations and summaries in which I have been considered accomplished and distinguished, as well as dozens of letters from parents

praising my talent, why I am still being required to complete this overly-cumbersome edTPA? Am I not deserving of an exemption? I will take any Praxis necessary, but you are going to lose another hard-working, dedicated teacher at the end of this school year as a result of this requirement.

Mary Ziegler

Thank you for continuing to work on this proposal. I think we would all agree that something needs to be done to recruit and retain teachers and rebuild that pipeline that has been decimated over the past decade or so, but I am not sure if we are quite there yet.

I was invited by NCASBO to give some feedback on the proposal as it had originally been presented a couple of months ago, so I thought I would share my on-going concerns:

1. I get the potential benefit of “apprentice teachers” but currently a fully employed teacher assistant makes about \$26,000/yr (or more), and the proposal is to pay the apprentice teacher \$30,000. How will that be funded? The change to a minimum pay rate of \$15/hr has not yet fully impacted districts due to the availability of ESSER funds, but when it does, this change will leave districts already significantly short-funded and in the position where they will have to downsize so additional unfunded mandates need to be avoided please. And is a little over \$17/hr when custodians, school nutrition, subs and everyone else in the system already makes at least \$15/hr, going to be enough incentive to draw people into the teaching profession when other college grads are making MUCH more?
2. I would also suggest that it is beginning teacher pay that needs SIGNIFICANT improvement, even if that means backing off higher level salaries a bit to cover it. We have moved to more of a pay based on the job model here in order to better compete with the private sector and again, is just over \$20/hr for the education, degree and responsibility required of teachers, really going to draw in more young people, when the private sector is paying MUCH more to new graduates? If you factor in the true working hours of our teachers, they make even less than that. In the private sector most people at that pay rate have an opportunity to get overtime for those additional hours worked, but teachers are exempt making their effective rate of pay even lower.
3. Adding a caveat that they could still be considered for a TA position, with as little as that position pays, would not enhance any recruitment benefits of this proposal.
4. As with any bonus or incentive proposal, what criteria is fairly applied and not subjective? That seems to always be the weakness in any proposal. I don’t see how you can incentivize staff by applying punitive measures for circumstances much out of their control and like principal pay, if we want the best teachers and leaders to accept the positions in the lower performing or more difficult schools to manage, can one set of criteria be appropriately applied across the board? I would argue that it cannot, so it would be my recommendation that salaries remain constant, with no potential reduction, and bonuses be provided for exceptional work. Professionals should have the added worry of providing for their own families, while already sacrificing time with their own families, to help their students succeed. This proposal needs to be sure it lightens their stress levels, and does not add to them.
5. It was mentioned briefly early on in this process that it was acknowledged that considering the pay increases being proposed, that AP and principal pay also needs to be addressed. Even on the current pay schedule, there is little benefit derived from someone changing from being an AP to a Principal, especially at a smaller school. We still have principals being paid from the teacher or AP schedule and that just isn’t right, and needs to be addressed in conjunction with this

proposal. Currently base principal pay for 12 months of work is less than what this proposal suggests to pay teachers for 10 months of work.

6. I think it is outstanding that we are having conversations about providing additional teacher support and training and reinstatement of Master's pay. We need to include reinstatement of health insurance for retirees as well.
7. Ultimately, all of this work will be for naught if the legislature doesn't endorse it – has this been costed out? Many of us have been here before with the new Exceptional Children's funding model proposed and Leandro work and although in principle there are a lot of nods and agreement that "something" should be done, sticker shock has caused the entire process to shutdown. It would be my recommendation that you price this out and see if you can get a feel of what is palatable with the legislature and revise appropriately or they could shut it down before you get started, no matter how good the proposal may be.
8. And finally, as co-chair of EBSAC, I would say this seems like it may be another example of getting the cart before the horse as far as implementation may go. This structure would require a complete overhaul of the licensure and school business systems at DPI, as well as the financial systems used by LEA units, and would impact the work of all related departments. Has the impact on personnel that would be need to support such a radical change and more detailed licensure requirements been evaluated? What is that associated cost? Would the cost of that impact on LEA units be funded? The state has already received responses to the RFP for a new licensure system – was any of these potential changes included in the proposal to check vendor capacity for implementation of these changes? Should that process even continue to move forward currently until this can be decided so the state and taxpayers don't pay to overhaul the system now and have to turn right around and do it again? What if an award is made and the new vendor cannot meet these requirements? I hope this has also been considered.

Thank you for the opportunity to provide feedback on this important matter.

Heidi Faber Kerns, Finance Officer
Rutherford County Schools

Dear Professional Educator Preparation and Standards Co Craig Smith,

I am writing to ask you to reject the PEPSC proposal. Our students deserve quality teachers in front of the classroom, however, the PEPSC proposal will harm students by lowering the standard for teacher preparation and quality by creating a revolving door where experienced educators are replaced by people with little or no training in pedagogy or child development.

There are better, proven methods to strengthen the teacher pipeline and increase diversity within the profession. These include fully restoring and funding the NC Teaching Fellows Program, including expansion to HBCUs and establishing paid apprenticeships to help teaching assistants earn a teaching license.

Our students deserve better. Please come up with a thoughtful plan that will not put their education at risk.

Regards,
Patricia Slaughter
10626 Charmont Pl
Huntersville, NC 28078

Wendy Davidson
12604 Dervish Ln
Charlotte, NC 28269

Lynn Winchester
2413 Carson Dr
Waxhaw, NC 28173

Laura Ludwig
Robinhood Dr
Glen Raven, NC 27217

Andrea Porte
2408 Moss Grv Xing
Winston-salem, NC 27103

Michelle Graziosi
1075 Davenport Pl
Winterville, NC 28590

Valerie Moxley
1321 Robinhood Forest Dr
Pfafftown, NC 27040

Jonisse Ratley
807 Runyon Dr
High Point, NC 27260

Heather DeSorbo
3987 W Frontier Ave
Fayetteville, NC 28312

Donna Charneskie
9919 Park Springs Ct
Charlotte, NC 28210

Tracee Moore
125 Jupiter Dr
Dunn, NC 28334

thomas rebant
7220 St Ledger Dr
Raleigh, NC 27613

Stephanie Gentry
6900 Bridgewood Rd
Clemmons, NC 27012

Vanessa Bishop
2380 State Hwy 210
Hampstead, NC 28443

Julia Bliss
6065 Pittstown Rd
Hickory, NC 28602

Penny Livingston
185 State Rd 1144
Newport, NC 28570

Christina Caltagirone
417 Crestland Ave
Greensboro, NC 27401

Eilene Corcoran
21 Winners Cir
Tryon, NC 28782

Kim Corpening
10423 Newbridge Rd
Charlotte, NC 28278

Margaret Henderson
1224 Harp St
Raleigh, NC 27604

Domenica Brown
1954 Hickory Hills Dr
Denver, NC 28037

Michael Eisenberg
1015 Athena Dr
Durham, NC 27703

Danielle Faerber
171 Grey Elm Trail
Durham, NC 27713

Renee Senters
1042 Ball Park Rd
Thomasville, NC 27360

Melanie Hartfield
1258 Pilot Power Dam Rd
Pilot Mountain, NC 27041

Melissa Olson
2208 Summit Dr
Hillsborough, NC 27278

Alyssa Sammut
5121 Great Wagon Rd
Charlotte, NC 28215

Linda Jeffreys
3641 Kapalua Way
Raleigh, NC 27610

Michelle Graziosi
1075 Davenport Pl
Winterville, NC 28590

Heather Saunders
2668 Pekin Rd
Candor, NC 27229

Vanessa Bishop
2380 State Hwy 210
Hampstead, NC 28443

Terri Hutchins
1214 Myrtle Ave
Charlotte, NC 28203

Sara Mannone
4216 Garrett Rd
Durham, NC 27707

Good evening,
Please revisit the MERIT PAY proposal. Call it whatever desired, but this systematic approach is flawed when a 4 year educator exceeds the salary of a 32 year veteran with a Lifetime License. When did experience become a negative factor in education?

The funds spent on this ridiculous idea could have used in Public EDUCATION benefiting STUDENTS and EDUCATORS rather than private companies. Shameful.

MERIT PAY FOR ALL PUBLIC SERVICE PROVIDERS!! Every meeting in private continues to fuel the obvious- this will not work!

It is disappointing the money has been wasted rather than provided to public educators EVENLY. Yes! My family member educator is older, but she has successfully taught the most valuable NC commodity, our NC special needs children.

Drop the proposal or educators will exit.
-Lawrence Jones

I am very concerned about the new teacher licensure proposal from PEPSC. Teachers do so much more than a test score could ever show. Having teachers vie for the best scores encourages competition, not cooperation among teachers. It encourages teaching to the test, instead of making sure students receive ALL the content and skills they need to be successful. It discourages everyone from teaching in schools with low socio-economic populations, where it is much harder to help those students reach proficiency without the supports more affluent families can supply.

And student evaluations? For kindergarten? First grade?

Being marked Distinguished in all areas? Our administrators tell us that's almost impossible to do, based on the tool they use.

Inexperienced and ill-equipped beginning teachers with no education coursework is a recipe for disaster! I hope my grandchildren won't be in a classroom with a level I teacher. Oh they'll have a level IV teacher with them? Our legislature won't pay ONE teacher appropriately— you think they'll pay for TWO in all these classrooms?

Those valuable, highest level teachers get a stipend that doesn't even count toward retirement? Are you kidding?

This proposal will drive away even MORE teachers, continuing the exodus I see daily.

My biggest fear is that our legislature will take on this proposal, then gut it and slash the proposed salaries. No teacher will want to be judged year after year on scores or administrator's subjective evaluations to try to hang onto what are arguably only modest salary increases. I wouldn't be surprised to see teachers making LESS with this system after the legislature is finished with it.

All NC teachers deserve a hefty raise and our veteran teachers— the ones who are already leading within schools and mentoring younger teachers, on top of performing the mind-boggling workload every teacher has — deserve MUCH more. Your level IV solution falls far short for veterans.

This proposal should be scrapped or at least majorly overhauled. You should have many more teachers at all levels involved and perhaps listen to the group of folks from the college preparation programs who told you your ideas won't fly.

Thank you if you've actually read this feedback.

Ada Goren

WSFCS teacher

The Pathways to Excellence proposal was created in closed door meetings by state employees who were encouraged to keep their work hidden from the public. Feedback from teachers did not result in any meaningful changes to the policy, and the State Board and Department of Public Instruction have relied heavily on the advice of a marketing firm in attempting to develop messaging to counter legitimate objections and pass this flawed plan.

>

> This is not how good education policy is developed. Please reject the Pathways proposal and return to the drawing board with a commitment to follow a transparent process that honors the insight of the professionals who will be most impacted by the plan.

>

> Regards,

> Megan Reed

Durham, NC

I am a veteran teacher. I have always received great observations, reviews, and had good relationships with my students, families, and coworkers. Our students deserve good teachers like me and the people I work with. Rather than help that happen, the PEPSC proposal will make the teacher shortage worse. Attempting to flood the school job market with unprepared and inexperienced staff will make staff morale plummet, leading to further exodus. Constant turnover of undertrained and underpaid staff is not what the kids need, and they make it miserable for everyone. That is no place for kids to lean and feel supported. This is also no place to work when you feel unheard and disrespected. Teaching after the pandemic has been so much worse than before or during the pandemic. You are driving away your steady and effective workforce with these practices, leaving the system highly unstable and unsustainable.

There are proven ways to fix this problem, and teachers like me have voiced them repeatedly. You can: fully fund the existing Beginning Teacher program; increase teacher compensation WITHOUT completely revamping the licensure process (look to the example of Mississippi); restore compensation for teachers who earn masters' degrees (this alone drives off highly qualified candidates and discourages improvement within the profession) and automatically adjust the salary schedule each year based on the Consumer Price Index. I'm losing money every year and with inflation and the cost of living on the rise, you're close to losing steady experienced teachers like myself because I can't afford to live on lip service respect.

Teaching is a challenging job. I love it and want to stay. I want to know that I'm worth keeping and that the system doesn't see me as an expendable cog in a broken machine. Let's work to attract the best and the brightest to North Carolina schools and then develop their talent. This sort and select system of evaluation and compensation will not work.

Regards,

Alyssa Smith

[1163 Brown Rd](#)
[King, NC 27021](#)

As a NC teacher for 15 years, I object to this proposal at so many levels

1. Teachers with just an AA degree? No.
2. Stop treating teachers like their education and experience does not matter.
3. Don't present a half baked plan claiming that the un baked part is an implementation issue.
4. Don't present a plan talking about advancement without being honest about the fact that you can be qualified and there will only be a limited number of people who get the advanced roles/pay.
5. A good start would be a Cost of Living Increase for EVERYONE. SS is giving a COLA of 8.7% for 2023.

Regards,
Jean-Marie Penny
5409 Guess Rd
Durham, NC 27712

Stand up for children
Betsy Webster

I do not understand how the current system would convert to the new system. For example, I am renewing my license this year. How to renew is clear, but how it converts is not. I am a high school Social Studies teacher, so not tested. Therefore I don't have EVAAS data. Does that mean I automatically get bumped down to a level 3? I have a Masters Degree in Curriculum and Teaching, but that's not a pathway to level 4. I have passed Praxis for you all. Can I use my AP test scores to prove effectiveness? And the evaluation ratings: 1 year? 3 out of 5 years?

How can I evaluate such an important plan if I don't know how what I am getting in June converts? I get where you want to go and how to renew once we are there. I don't get how the transition works when we are being evaluated on things that don't exist currently in order to get our license. It feels like a great way to actually cut teacher salaries while saying you are raising them.

Also, data from around the world shows you need to grow teacher skills. I do not see that in this plan. Praxis doesn't assess skills. If you want yo bring in teachers you have to train and grow them. The minimal PD requirements don't help with that. – Susan Mowrey

Hello, I wanted to give some feedback on the Pathways to Excellence proposal. I am a high school math teacher in Buncombe County, and I have taught for 15 years.

After reading the article on Ednc.org where PEPSC Chair Van Dempsey answered some questions, I wanted to ask some questions of my own.

1. It appears that my pay would increase under this proposal. With my years of experience, master's degree, and history of my students exceeding growth on their EOCs, it looks like I would be making quite a lot more--a 38% raise. My question is, why should any teacher in NC believe that those raises will happen given the history of this legislature underfunding public education? If I remember correctly, the legislature refused Governor Cooper's proposal of a 9-10% raise a few years ago. Do you really think the legislature will approve a 38% raise for teachers? If they have that money right now, where is my raise to even half that amount?

2. The proposal says that people with associate's degrees could be a teacher. My question for anyone on the committee is whether they would be okay if their own child was taught by someone without a bachelor's degree in education or their subject area? Do you want your child to be taught chemistry by someone without a degree in chemistry? Do you want your special needs child to be taught by someone without training in special education? What if your child had an associate's level teacher two or three years in a row in elementary school? Would you be okay with that? Additionally, how does allowing people with no bachelor's degree promote the professionalism of other teachers? Now, you might argue that the teacher would have a mentor teacher. So my question is, are you okay if your child's teacher can't give them their full attention and energy because your child's teacher is spending all their time mentoring someone with no training?

3. How can Superintendent Truitt say that this isn't merit pay when my students' growth is based on how they do compared to students across the state? It is merit pay because I am competing with other teachers. And if my pay is based on student performance, how does this plan encourage anyone to go to high-poverty, low performing schools? Merit pay is not a good idea.

4. Why are we basing our pay in this proposal on measures "not yet created", as Chair Van Dempsey said in the article? Teachers deserve to know exactly how their pay will be based, including details of how SAS determines whether a student makes growth. Will SAS release their algorithms for independent scrutiny, and could this open the door for lawsuits? I'm thinking you are hiding the idea of somewhat basing it on student and parent feedback, particularly for teachers with no state testing. Maybe your pay should be based on what current NC teachers think of your performance with this proposal.

The Pathways to Excellence plan is steeped in secrecy and sneakiness. It was not transparent, and it is majorly flawed. There are too many problems with it.

Do you want to fix education? How about increasing our salaries? How about restoring master's pay? How about restoring the Teaching Fellows Program as it was 20 years ago when I went through it? How about restoring benefits that have been stripped away? How about fully funding Leandro? We didn't get here overnight. It was a strategic 10-year plan by this legislature to dismantle public education in this state, and this proposal is the next dagger to the heart of what was once a great state to teach and learn in.

I fully reject this proposal. Go back to the drawing board, or, maybe, ask some experienced teachers who don't have an agenda.

Thank you.
Elliot Lunsford

To whom it may concern,
Thank you for the work you have already completed on the new teacher pay plan for NC. There are a number of positive points; however, my concern is the pay increase based on EVAAS growth. To be clear, this is a bad idea. To spin the merit pay definition by saying it is "competition with oneself" is completely false. This is a competition between teachers and a number of moving pieces over which we have no control. For instance, each cohort of students is different. One may be academically strong, while others may struggle overall. Growth may wane. Furthermore, many students are very apathetic toward the exam. This attitude has increased during the COVID recovery period. I do not wish my salary to be based on the whims of middle or high schoolers.

Moreover, this is a competition with a changing test and evaluation system that constantly changes or is re-evaluated. The path to achieve growth is a mystical formula that no one knows except the powers that be. After last year's mind numbing test score results and manipulations, I determined that I, in no way, want my pay attached to such manipulation of numbers.

Finally, this will cause a "teach to the test" environment, which is a quality-education killer. These tests are nothing but poor measures of what students can regurgitate. In the released ELA tests, there are gotcha questions, questions for which students have no context, and oddly worded answers. They in no way represent the talented writers who sit in classrooms daily, nor do they give opportunity for those who think deeply about literature a way to express that. To think that my salary would be tied to these poor measures of education and that my admin would push even harder for increased test scores is a deal-breaker for me. I can find another professions that doesn't intentionally quench the joy of learning and teaching.

For the record, I generally make growth and typically have the highest scores in my school. I cannot support this measure in good conscience. Please reconsider this component of the plan.

Respectfully,

Terri Inman
terriinman71@gmail.com
828-593-9215

Is there somewhere teachers can go to find information on this proposal? Many of us have sent in concerns and questions. Are these concerns and questions being addressed anywhere?

Here are a few of the questions we have that we haven't seen answer to:

1. Why only a 1% increase each year when the cost of living goes up 2-3 percent each year? Teachers aren't able to get ahead!
2. If a teacher has a Master's degree, why would they want to become Nationally Board certified or get their doctorate if the pay increase for those achievements is minimal compared to the cost of obtaining them? Why wouldn't you offer the same increase for obtaining those as you do for obtaining a Master's degree?
3. What about the state retirement plan? Will you be looking at adjusting that as well? The current one penalizes those teachers who come from another state or start teaching as a second career.
4. What about CEU's? Is this something the state plans to adjust? Requiring all teachers to get the same CEU's in areas they don't teach is asinine. If a teacher isn't teaching Reading or Literature, why do they need required literacy units??

Thank you!
Steve Lenahan

Good Afternoon,

I have previously written to comment and ensure that PEPSC is aware that there are a number of teachers in NC that work for contract agencies and provide services in LEAs, particularly in special education fields. We are required to maintain DPI licensure in our areas of instruction.

How is the committee addressing how teachers that are not LEA employees, but work in NC LEAs going to be able to renew their licenses under the proposed pathways?

Currently, 50% of North Carolina's students with visual impairments are served by contract Visual Impairment Teachers to provide federally and state-mandated services.

Thanks,
Julie A. Bardin, Ph.D.
Invision Services, Inc.

Teacher of Students with Visual Impairments
Director of Instructional Services

(919) 960-7270 Phone Number
(919) 241-4755 Fax
julie.bardin@invisionservicesinc.com

Good morning PEPSC subcommittee members,

I wanted to pass along some more information which my research into the Pathways to Excellence policy development process has turned up. Because this information involves your work on PEPSC subcommittees I thought you might be interested to hear about it.

The attached document is a set of detailed notes which SREB Project Manager Megan Boren took on behalf of the Human Capital Roundtable during the second round of PEPSC subcommittee meetings back in April of 2021.

These notes capture subcommittee dialogue but also include some really illuminating details about SREB/HCR's intent to influence subcommittee work.

The records I've seen indicate the Human Capital Roundtable got similar notes for every subcommittee meeting for months thereafter. Most of those are held on a SREB Google Site which Human Capital Roundtable members have access to but the public does not.

Since these notes discuss matters of great public interest I've published them on my website with some editorial content. You can read that [here](#) if you're interested.

Have a good weekend,

Justin Parmenter

Charlotte, NC

Dear Professional Educator Preparation and Standards Co Van Dempsey,

Research shows that a highly-qualified teacher is the strongest indicator of student learning. Our students deserve high-quality, trained teachers. The PEPSC proposal will make the teacher shortage worse, leading to less high-quality instruction and learning. Teachers will not be fully prepared, which will lead to their frustration and, in great likelihood, lead to an even greater exodus than we're seeing now.

There are proven methods that will solve the teacher shortage and ensure that our students are taught by high-quality teachers. These include: fully funding the existing Beginning Teacher program; increasing teacher compensation without completely revamping the licensure process; restoring compensation for teachers who earn masters' degrees, and automatically adjusting the salary schedule each year based on the Consumer Price Index.

Teaching is a challenging job. Let's work to attract the best and the brightest to North Carolina schools and then develop their talent. This sort and select system of evaluation and compensation will not work.

And please, whenever committees such as this are being formed, make sure public school traditional classroom teachers are active participants, are actually on the committee providing feedback and input. This plan is not smart or inclusive of what teachers and other educators want.

Regards,
Anne McLean
40 McFarland Rd
Pinehurst, NC 28374

Hi Dr. Dempsey,

I hope you are well.

As you know, BEST NC has been working actively on Advanced Teaching Roles since 2015 and regularly brings districts together to learn about the initiative, share best practices, and collaborate around implementation challenges. Through that work, we have developed strong relationships with many of the 19 districts who are already implementing Advanced Teaching Roles across the state.

As PEPSC considers final modifications to the Pathways Plan, it may be beneficial for Commission members to speak to Advanced Teaching Roles leaders in our state to ensure everyone has a solid understanding of how these positions are currently being used and to ensure that the plan builds upon the lessons these districts have learned over the last six years. As we shared in our earlier feedback to the Commission, BEST NC has identified some important discrepancies between the latest draft of the plan and existing implementation of these roles.

I know time is short, but if this is something you are interested in, I would be happy to help coordinate a virtual meeting to help facilitate this conversation.

Thank you for your consideration,
Leah

Leah Sutton

Vice President of Policy & Engagement
BEST NC
Leah.Sutton@BESTNC.org
(919) 920-6768 (direct)

Good afternoon,

As I was reviewing the Pathways Proposal and looking over the proposed salary schedule for veteran teachers, I realized that in some cases under this proposal, principals in small schools who are currently being paid on the teacher salary schedule under the hold harmless provision would actually make more as a classroom teacher employed 10 months than a principal employed 12 months in the case of a principal who is National Board Certified with a Master's degree and 25+ years of experience.

Making a decision about which pay scale to use for administrators who fall in this category would be something to consider as well before a final proposal is made. It was not clear if this proposal has a provision that would allow administrators to be paid on the new teacher schedule if this is higher than their principal salary.

Thank you for considering this feedback.

Sincerely,

Melanie Jacobs

Principal, NBCT, MSA
Jackson County Early College
404 College Drive
Sylva, NC 28779
(828) 354-0343 ext. 1005

Good evening.

I had an idea to consider regarding determining if a teacher contributes to student learning.

The most beneficial and memorable parts of school are often the events that take place outside the classroom. Especially at the high school level, clubs and extra-curricular activities are very important to our students. They often learn life skills and have experiences that are just as valuable as what is in the curriculum. Some of these are "soft skills" that can only be learned by doing.

Here are some examples. As a French teacher, I run an honors society and have an exchange program with a school in France. One of my colleagues runs a chess club. Another colleague is in charge of our student council and facilitates the growth of leadership skills. At my school, all teachers have to sell tickets for athletic events and help out with events like prom.

These roles that teachers fulfill are often considered as extra or just expected as part of the job. They require hours of extra work and multi-tasking. Some teachers do the bare minimum. Others go above and beyond because we know these experiences are really important for our students.

I know there are parts of the PEPSC proposal that say measures have yet to be defined to show how teachers contribute to student learning. If you include a way to take these types of activities into account, it could help with those teachers whose classes are not tested. Often, the ones who don't have a state test are the ones who sponsor clubs and organize extra-curricular activities. You may also find more teachers willing to dedicate time to extra-curricular activities, which would benefit everyone. There could be more activities available for students, and it could better distribute the work of running these activities among teachers.

Thank you for your time and consideration.

-nrg

Nancy R Greiner

French BA, MA

Teacher Cadet Instructor

Alexander Central HS

Taylorsville, NC

Dear Professional Educator Preparation and Standards Co Van Dempsey,

Our students deserve high-quality teachers. Rather than help that happen, the PEPSC proposal will make the teacher shortage worse. It will rush through unprepared teachers and create a revolving door of teachers coming and going while research is clear—experience in teaching improves student achievement.

There are proven methods that will solve the teacher shortage and ensure that our students are taught by high-quality teachers. These include: fully funding the existing Beginning Teacher program; increasing teacher compensation without completely revamping the licensure process; restoring compensation for teachers who earn masters' degrees and automatically adjusting the salary schedule each year based on the Consumer Price Index.

Teaching is a challenging job. Let's work to attract the best and the brightest to North Carolina schools and then develop their talent. This sort and select system of evaluation and compensation will not work.

Regards,

Robin Mayberry
469 River Hill Rd
Statesville, NC 28625

Sherry Wilhoit
950 Mt Moriah Church Rd
China Grove, NC 28023

Kimberly Biondi
928 Pineridge St SE
Concord, NC 28025

Matthew Wise
1219 Pilot-Westfield Road
Pilot Mountain, NC 27041

Sara Egolf
12656 Tucker Crossing Ln
Charlotte, NC 28273

Kristen Zedella
15214 Norman View Ln
Huntersville, NC 28078

SHELLEY DOOLEN
1716 Elwood Ave
Greensboro, NC 27403

Jill Craver
203 Nifong Rd
Clemmons, NC 27012

Judy Tardiff
1302 Hampshire Ct
Raleigh, NC 27612

Jean Batts
124 Skylark Way
Raleigh, NC 27615

Anna Bickley
705 W Roanoke Park Dr
Raleigh, NC 27608

Jared Senters
1042 Ball Park Rd
Thomasville, NC 27360

Heidi Breeden
4258 Barley St SW
Concord, NC 28027

Daniel Fleming
5114 Bridgewood Dr
Durham, NC 27713

Helen Motta
206 Parkside Cir
Chapel Hill, NC 27516

Amanda Cannon
171 Mount Olivet Dr
Winston-salem, NC 27107

Kelly Elmore
130 Jefferson Forest Ct
Winston-salem, NC 27106

Joyce Goodman
15508 Foreleigh Rd
Huntersville, NC 28078

Andrew Bartkowiak
5222 Caradon Dr
Charlotte, NC 28227

Lisa Hughes
120 Stokes St
Kenansville, NC 28349

Bradley Booher
302 E 18th St
Kannapolis, NC 28083

Josh Trotter
574 Olsen Dr
Elon, NC 27244

Brooke Rose
112 Ridge Lake Dr
Apex, NC 27539

Demarie Anderson
3331 Paddington Ln
Winston-salem, NC 27106

Laurie Greer
7601 Penns Grove Rd
Summerfield, NC 27358

Curtis Overcash
7522 Red Oak Ln
Charlotte, NC 28226

Leslie Rhinehart
1175 Smith Rd
Columbus, NC 28722

Hello,

I am a second-year teacher at Asheville High School. I wanted to voice my support and appreciation for the latest update to the teacher licensure and compensation reform model. The increase in base pay and re-establishment of Master's pay is long overdue. Additionally, the removal of the merit-based pay scale was a welcome change.

As a new teacher with a young child in daycare, it is extremely difficult to just make ends meet. I am committed to public education in North Carolina and these changes would make that commitment sustainable and long-lasting.

Sincerely, Tucker Waldron

Dear Professional Educator Preparation and Standards Co Van Dempsey,

I am writing to ask you to reject the PEPSC proposal. Our students deserve quality teachers in front of the classroom, however, the PEPSC proposal will harm students by lowering the standard for teacher preparation and quality by creating a revolving door where experienced educators are replaced by people with little or no training in pedagogy or child development.

There are better, proven methods to strengthen the teacher pipeline and increase diversity within the profession. These include fully restoring and funding the NC Teaching Fellows Program, including expansion to HBCUs and establishing paid apprenticeships to help teaching assistants earn a teaching license.

Our students deserve better. Please come up with a thoughtful plan that will not put their education at risk.

Regards,
Pebble Byrd
140 Confederate Dr
Troy, NC 27371

Patricia Nielsen
614 Robert E Lee Dr
Wilmington, NC 28412

wes weaver
342 Dogwood Knoll Rd
Boone, NC 28607

Cherie Page
10211 Rattersly Ct
Charlotte, NC 28277

Collins Beebe
170 Hawks Pond Rd
New Bern, NC 28562

Edwena Miles
115 Archdale Dr
Durham, NC 27707

Allison Lashford
6509 Sedgewick Ct
Wilmington, NC 28412

Angela Shore
9285 Center Grove Church Rd
Clemmons, NC 27012

Victoria Clark
2632 Oxborough Dr
Matthews, NC 28105

Amy McLaughlin
2305 Primrose Ct
Elon, NC 27244

Matthew Poston
2591 Dodgetown Rd
Walnut Cove, NC 27052

Althea Clark
2407 Lakeview Cir
Matthews, NC 28105

Beth Hudson
100 Altan Ridge Dr
Monroe, NC 28112

Jim Brooks
501 Finley Ave
North Wilkesboro, NC 28659

Leslie Rhinehart
1175 Smith Rd
Columbus, NC 28722

Dear Professional Educator Preparation and Standards Co Van Dempsey,

I would like to take this opportunity to voice my opinion and opposition to the proposed changes to the teacher licensure and compensation model.

I understand that North Carolina is in need of a mechanism to recruit and retain effective teachers in our public schools. However, I am not convinced the changes that are being discussed and promoted by PEPSC will be successful in meeting these goals. In fact I believe the PEPSC proposal will make the teacher shortage worse.

I am a retired post-secondary educator of over 25 years and have experienced many forms of performance and effectiveness evaluation. I would like to address the use of test scores, EVAAS data, and other methods of subjective student surveys for the recertification of our teachers. Test scores are not a reliable measure of teacher performance. While test scores do measure the “student’s” level of understanding of certain materials, they are limited to the point in time of the test and are not complete indications of the totality of the student understanding. Test scores are also influenced by external stimuli, for example did the student acquire enough sleep the night before the test, are they homeless, do they have family or food insecurities, or have they had poor attendance during instruction. Test scores can also be influenced by the student’s motivation and family support. This measure is not controllable by the teacher and does not reflect the overall effectiveness of instruction.

Using private external organizations, such as EVAAS, appears questionable at best. When one looks at the motivations of SAS Software, the producer of EVAAS, and Best Inc. the overtones of financial gain can clearly be seen, begging the question if North Carolinian tax payers should be supporting the profits of these organizations. This has the potential to create a resurgence of standardized testing solely for the purpose to provide EVAAS data and not for student evaluation. These types of evaluations also lack transparency in the methods and formulas used to quantify the effectiveness of teaches, causing teachers to aim for a hidden target.

As for the use of subjective student surveys, I am surprised that this is even suggested. In my experience, the students that are more motivated to complete a survey are the ones that are poor performing and using this to “get back” at a teacher for the student’s lack of enthusiasm in learning. Those students that are higher performing rarely take the time to truthfully complete the surveys because they have reached their educational goals. These factors lend to a skewed view of teacher performance.

I could also address other items that are of questionable value in the proposed changes, such as edTPA vs. National Boards, co-teacher observation, and micro-credentials but this would be too lengthy.

I suggest that policy changes ensuring that students in North Carolina have great teachers should be focused more on the following: offering a competitive statewide starting salary; retaining experienced teachers by restoring realistic step increases in salaries; restoring teacher assistants to support

classroom teachers and create a pipeline for new teachers through TA to teacher pathways; and restore pay increases for advanced degrees and other credentials that incentivize professional growth.

Regards,
Jimmy Council
4517 Walnut Dr
Granite Falls, NC 28630

I am a North Carolina school psychologist in my 22nd year serving PK-12, and the parent of two students currently matriculating through the public education system where I work.

Please abandon the idea for “merit pay” in North Carolina. It is a terrible idea that has failed in every state where legislators have attempted to implement it.

The idea behind "merit pay" is reprehensible—that teachers are not already doing their best to close learning gaps and serve every student. Teachers work best collaboratively with their colleagues, not competitively. I see this as both an employee and as a mother.

Teacher pay should not be tied to test scores. This would be detrimental to student learning as everything in the class would be geared towards the test. It would add extra stress to teachers who are already giving everything they have for their students' success. It would be counter-productive.

Public education in North Carolina is already in a precarious position and you will see a massive exodus of educators should “merit pay” become policy. I remind you there is no influx of new educators coming in to replace them. We need to provide reasons for teachers to work in North Carolina public schools, not reasons for them to seek employment elsewhere.

Thank you,

Laura Riley (704/995-3971)

Dear Professional Educator Preparation and Standards Co Van Dempsey,

As a former Educator myself, who has transitioned out of the classroom, I believe our students deserve high-quality teachers. Rather than help that happen, the PEPSC proposal will make the teacher shortage worse. It will rush through unprepared teachers and create a revolving door of teachers coming and going while research is clear—experience in teaching improves student achievement.

There are proven methods that will solve the teacher shortage and ensure that our students are taught by high-quality teachers. These include: fully funding the existing Beginning Teacher program; increasing teacher compensation without completely revamping the licensure process; restoring compensation for teachers who earn masters' degrees and automatically adjusting the salary schedule each year based on the Consumer Price Index.

Teaching is a challenging job. Let's work to attract the best and the brightest to North Carolina schools and then develop their talent. This sort and select system of evaluation and compensation will not work.

Regards,
Kyle Ward
855 Miller Rd
Benson, NC 27504

Dear Professional Educator Preparation and Standards Co Van Dempsey,

The Pathways to Excellence proposal was created in closed door meetings by state employees who were encouraged to keep their work hidden from the public. Feedback from teachers did not result in any meaningful changes to the policy, and the State Board and Department of Public Instruction have relied heavily on the advice of a marketing firm in attempting to develop messaging to counter legitimate objections and pass this flawed plan.

This is not how good education policy is developed. Please reject the Pathways proposal and return to the drawing board with a commitment to follow a transparent process that honors the insight of the professionals who will be most impacted by the plan.

Regards,
Aimee Durkos
1604 Trinity Garden Cir
Clemmons, NC 27012

Kelly Bunch
104 Greenway St
Advance, NC 27006

Cheryl Gaines
1118 Hickory Trace Dr
Greensboro, NC 27407

Grayson Chase
5116 Celbridge Pl
Raleigh, NC 27613

Katherine Canady
138 Dunbar Ct
Raeford, NC 28376

Dorothy Dalton
425 5th St NW
Hickory, NC 28601

Hilary Marshall
301 Walnut Point Dr
Matthews, NC 28105

Martin Hughes
4709 Kiddle Ln
Monroe, NC 28110

Jennifer Smith
482 Royal Oak Ln
Clayton, NC 27520

Ashley Shinn
327 Fairforest Dr
Rutherfordton, NC 28139

William Bigner
522 Ives Ct
Chapel Hill, NC 27514

Carolyn Walker
107 Trustee St
Durham, NC 27713

Peggy Pullicino
731 Vernon Dr
Jacksonville, NC 28540

Gresham Debbie
4635 Andrew James Dr
Charlotte, NC 28216

Anna Warren
8717 Doe Path Ln
Huntersville, NC 28078

Laura Tebow
5109 Cheviot Rd
Greensboro, NC 27455

Caroline Brickhouse
1607 Caliper Way
Durham, NC 27713

Megan Reed
1010 Chancellors Ridge Dr
Durham, NC 27713

Jennifer Cunningham
16430 Cobble View Ln
Huntersville, NC 28078

Heather Harbison
2310 Roswell Ave
Charlotte, NC 28207

Nhora Saxon
5813 Tillery Dr
Charlotte, NC 28226

Conner Bolen
129 E Ridge Cir
Clayton, NC 27520

Kristina Rieck
185 Hicks Farm Trail
Pinnacle, NC 27043

Kris Swanson
229 Glen Eden Rd
Durham, NC 27713

Jennifer Ziegler
2002 Dartmouth Dr
Durham, NC 27705

Pamela Cabe
170 Jasper Lea Dr
Sylva, NC 28779

Jill Sherron
641 Valley Brook Ln
Winston-salem, NC 27104

K Kidd
785 S Sandy Hook Rd
Shawboro, NC 27973

Dear Professional Educator Preparation and Standards Co Van Dempsey,

This retired teacher went along with every merit pay (which this is) plan each time it appeared and scored highly, got the money, until it ran out. This plan has sooo many holes about evaluations and support systems and who does it and doesn't address the real problem that no real PAY increases and taking away Master's pay, teacher assistants, health care after retirement, mentor pay etc. etc. has deal't to the pay of teachers over years!! AND, if you don't have the commitment from Republicans to invest in education, it really doesn't matter what plan you devise - because the money will run out. Smoke and mirrors here with a plan created in secret. If your major concern is how to spin the message, then the message has lots of issues. VALUE EDUCATORS with a plan that shows that you appreciate them. This is not it.

Sue Garriss

Dear Professional Educator Preparation and Standards Co Van Dempsey,

North Carolina courts have ruled that our children have the right to an equitable and sound education, and research is clear that the most important factor in educational outcomes is having an excellent teacher in the classroom.

Our state is already facing a teacher staffing crisis which is the result of years of underfunding public education. While the PEPSC proposal would make it easier for people to become teachers, it would also significantly lower the bar, resulting in individuals entering the profession who are not sufficiently prepared to be teachers. Our students deserve better.

Regards,
Candice Houseman
1636 Tall Ships Ln
Wilmington, NC 28409

Dear Professional Educator Preparation and Standards Co Van Dempsey,

The Pathways to Excellence proposal was created in closed door meetings by state employees who were encouraged to keep their work hidden from the public. Feedback from teachers did not result in any meaningful changes to the policy, and the State Board and Department of Public Instruction have relied heavily on the advice of a marketing firm in attempting to develop messaging to counter legitimate objections and pass this flawed plan.

This is not how good education policy is developed. Please reject the Pathways proposal and return to the drawing board with a commitment to follow a transparent process that honors the insight of the professionals who will be most impacted by the plan.

As a 28 year veteran teacher, I find the proposal seriously flawed. This proposal will not attract the best and brightest to the field of education in this state.

Regards,
Kellie Capps
2005 Neelley Rd
Pleasant Garden, NC 27313

Dear Professional Educator Preparation and Standards Co Van Dempsey,

There are many reasons why you should reject the PEPSC proposal. Foremost among them is that research has shown that evaluating teachers by test scores and merit pay are methods of evaluation and compensation that do not work.

In addition, the proposal places too much pressure on school principals by requiring them to either rate effective teachers accomplished or distinguished to retain them, or to subject good teachers to the risk of losing their license and/or additional compensation. This will drive teachers away, not attract them. I ask that you reject the PEPSC proposal. It will not solve the teacher crisis

shortage.

A professional's pay should not be based on this. NC educators deserve a raise across the board and you know it is well overdue. NC used to be a shining beacon for public education. You have the educators to make that happen again if you start treating them and paying them as the qualified professionals they are.

Regards,
Angela Longano
261 Deerfield St SE
Lenoir, NC 28645

Dear Professional Educator Preparation and Standards Co Van Dempsey,

There are many reasons why you should reject the PEPSC proposal. Foremost among them is that research has shown that evaluating teachers by test scores and merit pay are methods of evaluation and compensation that do not work.

In addition, the proposal places too much pressure on school principals by requiring them to either rate effective teachers accomplished or distinguished to retain them, or to subject good teachers to the risk of losing their license and/or additional compensation. This will drive teachers away, not attract them. I ask that you reject the PEPSC proposal. It will not solve the teacher crisis shortage.

The fact is we have a huge shortage now and it will only get much worse with this proposal. It is one more nail in the coffin of teaching being a profession as opposed to a job. Teachers deserve better than a plan developed in secret and being at the mercy of an evaluation system that is a black box.

Regards,
Megan Taylor
760 Lynn Dee Dr
Winston-salem, NC 27106

Kimberley Benson
35 Hunting Hill Dr
Mills River, NC 28759

Tashema Taft
5710 Arrington Park Dr
Morrisville, NC 27560

Martha Coller
210 Travis Ln
Gibsonville, NC 27249

Arlene Myrick
11639 Mud Dr
Midland, NC 28107

Martha Coller
210 Travis Ln
Gibsonville, NC 27249

Susan Walker
2401 Little Laurel Rd
Boone, NC 28607

David Conroy
335 Chase Dr
Snow Hill, NC 28580

Rodney Pierce
171 Wood Glen Rd
Roanoke Rapids, NC 27870

Dear Professional Educator Preparation and Standards Co Van Dempsey,

I am a veteran teacher. I have always received great observations, reviews, and had good relationships with my students, families, and coworkers. Our students deserve good teachers like me and the people I work with. Rather than help that happen, the PEPSC proposal will make the teacher shortage worse. Attempting to flood the school job market with unprepared and inexperienced staff will make staff morale plummet, leading to further exodus. Constant turnover of undertrained and underpaid staff is not what the kids need, and they make it miserable for everyone. That is no place for kids to lean and feel supported. This is also no place to work when you feel unheard and disrespected. Teaching after the pandemic has been so much worse than before or during the pandemic. You are driving away your steady and effective workforce with these practices, leaving the system highly unstable and unsustainable.

There are proven ways to fix this problem, and teachers like me have voiced them repeatedly. You can: fully fund the existing Beginning Teacher program; increase teacher compensation WITHOUT completely revamping the licensure process (look to the example of Mississippi); restore compensation for teachers who earn masters' degrees (this alone drives off highly qualified candidates and discourages improvement within the profession) and automatically adjust the salary schedule each year based on the Consumer Price Index. I'm losing money every year and with inflation and the cost of living on the rise, you're close to losing steady experienced teachers like myself because I can't afford to live on lip service respect.

Teaching is a challenging job. I love it and want to stay. I want to know that I'm worth keeping and that the system doesn't see me as an expendable cog in a broken machine. Let's work to attract the best and the brightest to North Carolina schools and then develop their talent. This sort and select system of evaluation and compensation will not work.

Regards,
Alyssa Smith

1163 Brown Rd
King, NC 27021

I am a retired North Carolina educator and the parent of two students who graduated from the public education system.

Please abandon the idea for "merit pay" in North Carolina. It is a terrible idea that has failed in every state where they have attempted to implement it.

The idea behind it is reprehensible—that teachers are not already doing their best to close learning gaps and serve every student. Teachers work best collaboratively with their colleagues, not competitively.

Teacher pay should not be tied to test scores. This would be detrimental to student learning. Creativity, higher level thinking skills and the enjoyment of learning (as well as teaching) would cease. Everything in the class would be geared towards the test.

Public education in North Carolina is already in trouble. I retired early because of the lack of professional respect and support given to me and my colleagues. I was not the only one and I know current educators who feel the same. If this merit pay becomes policy you will see an enhanced exodus of educators. I remind you there is no influx of new educators coming in to replace them.

Thank you,

Kym Whitecar

I am gravely concerned about the idea of shifting to "merit" pay for teachers. PLEASE DO NOT GO DOWN THIS LEGISLATIVE PATH.

Our teachers have been "beat up on" for the past several years (or longer) what with the rising demands on them due to unforeseen circumstances, and then the lack of support they have had to endure from the Legislature. "Merit" pay can in no way be fair in a public education system that must cover every kind of "education" imaginable -- smart kids, not-so-smart kids, handicapped kids, mentally challenged kids, socially distanced kids, living in ALL kinds of circumstances. This is no level playing field in which "merit" is fairly judged. Please stop and think of exactly how your own "merit" would get paid, and then add all the variables that public school teachers are handed daily.

STOP AND THINK. This is an unfair plan that will result in disaster.

This is a time to stop and think very carefully of how to SUPPORT OUR TEACHERS, not how to punish them or cause them even more unease in their positions. There is so much good we can do for these brave souls, and the Legislature needs to get out of their political vendetta and act

honorably, compassionately, and with better understanding of what it takes to provide good teachers in our schools.

No--I am not a teacher. But I am 78 years old and have had an outstanding life in large part because I attended a public school that had GOOD TEACHERS who worked because they loved children and not because they wanted to focus on JUST TEST SCORES. Do you not realize how much more than testing is involved in a child's learning??????

Please stop and think and listen to real teachers about this.

Nelda Holder
2300 Timber Drive
Raleigh, NC 27604

As a North Carolina public school teacher, I am opposed to the New Pathways to Excellence Teaching Licensing Proposal. It has way too many problems and will definitely hurt NC education even further. It is a disgrace that teaching standards must be lowered or erased in North Carolina just because the legislatures have made bad decisions for education in our state. This has resulted in the loss of good teachers and the deterioration of public education while trying to replace it with inferior, for-profit Charter schools and emergency, watered-down licensing of NC teachers. One teacher at my school has tried for eight years to finish the licensing process but has failed the Praxis test, yet she continues to teach public high school with some kind of license from NC. Why is someone currently allowed to teach and get regular teacher pay without proper credentials in NC? Previously, this person would have been dismissed in the third year. The people of North Carolina will speak at the voting booth. Hopefully, it isn't too late to correct the bad decisions of our legislatures and dpi concerning education in North Carolina. New teachers should be fully trained at accredited Universities along with passing appropriate tests and setting the standards for truly highly qualified teachers. Educators are trained professionals within their field of education and this needs to be respected. Please stop trying to cheat our students from a proper education. We will all suffer eventually. Our teachers must be valued and rewarded with appropriate salaries and benefits. Education degrees and NC teacher licensing must be respected, protected, and valued. – Phyllis Laviner

Good afternoon,

I have been attempting to research but have not found information that will provide clarity on how assistant principal pay will be altered with the new pay scale. As you may know, NC Assistant Principals are paid on the teacher pay scale plus 18%. As an AP with a Master's degree (two, if you count my Master's in Education and Master's in School Administration) that did not earn additional pay for additional credentials/ education, I am curious as to how my pay may be calculated.

Thank you for any information you can provide.
Cheryl Reeves, M.S.A.

***Assistant Principal
O: 336.751.5905 x5465
North Carolina Principal Fellow Class 24***

Hello,

I am writing to respectfully let you know that I am against the Merit pay plan. I work for the NC public school system. I do not understand why we would change the way we pay our teachers. There are so many good models to copy out there. Why do we need a model in which the details are being hidden by the people promoting it. We have meetings and reports that have not been made public. Yet we are supposed to trust that this is a plan that is good for us. We do not have enough teachers at my school as it is, this is only going to make more teachers leave. I don't think you understand how many good teachers you will lose if this plan is pushed through.

Sincerely, Kathleen Arrington

Good afternoon

I feel the fact that little of this is transparent is suspect.

I am also concerned that you are willing to pit teacher against teacher to vie for the coveted Level 5 spot. Why would a 20 year veteran be willing to assist a younger teacher? Why PLCs?

I am also concerned on the subjectivity of the entire process. (student surveys, parent input, admin choices).

I am also concerned that you are willing to allow under-educated individuals become a teacher for the most vulnerable.

I am also concerned that the people making this new way of pay are not teacher or educators and have no idea what happens with in a school building.

Ways are being found to run educators out of the business. This is not a sales position where all are jockeying for the best position. It is cooperative, highly skilled entity. For once, treat teachers as needed professionals.

Please revisit all that is planned.

Shelly Helms

704-351-2764

To whom this may concern,

I commend your efforts on trying to increase pay and stimulate our workforce. Hopefully more competitive pay will lead to more motivated and quality teachers. My question is on the masters pay. In the new format will masters pay be based on a masters out of our teaching area or does it have to be in the subject area. I completely understand the purpose of wanting more educated teachers in their subject area and they should be rewarded for that. However, if a person has a master degree in another subject or profession this increases their ability to leave the profession and find employment in other fields. If your goal is to truly have better teachers and retain your quality teachers this could be a concern.

Thanks for listening

James Gray

Clinton City Schools

Dear PEPSC Commission members,

As taxpayers in North Carolina, we are extremely concerned about the behind closed door and probably illegal shenanigans going on that we have read about in an article about the NC teacher merit pay scheme. If you have not read it in Forbes.com, I would encourage you to do so now. Here is a link.

[<http://Forbes%20Who%20is%20Behind%20North%20Carolina's%20Plan%20to%20Upend%20Teacher%20Pay>] <https://www.forbes.com/sites/petergreene/2022/10/06/who-is-behind-north-carolinas-plan-to-upend-teacher-pay/?sh=324b45a073e2>

Your plan to date is not supported by research. Behind closed doors, using Vegas Rules, hiring a PR company to develop talking points and a slick marketing campaign to force your plan on the state regardless of what is best for the education of our children is beyond the pale of what our state needs! This is a complete embarrassment to North Carolinians!

We urge all of you to about face and do what is right and decent to all citizens of North Carolina, but especially to the teachers in North Carolina and our children. Our teachers and children deserve better.

Sincerely,

Dewey and Cynthia Greer III
Winston-Salem, NC

Do the right thing and vote no on this proposal.

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. EVVAS 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.

Do the right thing and vote no on this proposal. – Donna Charneski

Hello Dr. Dempsey and Dr. Weddington,

I'm the proud parent of a 2012 UNCW Watson School of Education graduate. My son, Thomas Whitaker, is a teacher currently serving in New Hanover Public Schools at Bellamy Elementary. Dr. Weddington, I believe you were the Dean when Thomas transferred into Watson. Your help was invaluable to him in sorting out transfer credits. You'd be proud to see him with students. Dr. Dempsey, he is a credit to your college and serves the community well. His dad and I are immensely proud of him.

I am also a veteran of NC Public Schools, serving in Iredell-Statesville Schools as an Instructional Facilitator and IB Coordinator at Cloverleaf Elementary.

I have many grave reservations with the "Pathways to Excellence" proposal, including the lack of transparency of its origins and the outright lies told by SREB Project Manager, Megan Boren, about the existence of meeting minutes which have been withheld from the public. The fact that this plan needed a PR firm from its inception does not engender confidence or trust.

Many other aspects of this plan range from troublesome to outrageous: the continued emphasis on one-shot-one-day standardized testing, with winners and losers determined by algorithms concocted in secret by a private company; the fact that our own Superintendent Truitt was initially discouraging of teacher feedback on this plan; the fact that PEPSC subcommittee members were directed to basically stay in a narrow lane and to not make substantive changes to the plan - this list could go on.

I find one area particularly troubling: the language of "Inputs vs. Outputs," and its implications. Ours seems to be the only "industry" that absolutely denigrates its "product." How are you not offended by this? You are in the business of preparing educators to lead classrooms and schools, and yet this proposal states that "inputs" - the very education your schools are providing - do not matter! The "inputs" DO matter - greatly!

I attended a conference of over 300 educators in Charlotte yesterday - the NC Instructional Leadership Academy, put on by the Relay Graduate School of Education, and paid for by NCDPI. Relay GSE is essentially a product of the charter school industry, founded on the supposition that the type of education provided by traditional teacher preparation colleges - YOUR colleges - is basically a failure. In its place, Relay trains people for the classroom using a heavily scripted playbook in the style of Teach for America.

With the removal of the requirement to have a Bachelor's degree to be a teacher of record, it is not a stretch to imagine a future where the majority of classrooms are staffed with trainees of Relay-type programs. This deprofessionalization of the teaching field is wrong. I note UNCW's and LRU's names are included on The North Carolina Association of Colleges for Teacher Educators' position paper, which is highly critical of the Pathways proposal. As the leaders of your colleges, I implore you to bring all the weight you have to bear to stop this deprofessionalization in its tracks.

I conducted a study in 2018 entitled [*Generational Differences in Motivations of North Carolina Public Elementary School Teachers*](#). I had over 450 responses from teachers all over North Carolina, satisfying requirements for the study to have a confidence interval of over 95%. The data from this survey and conclusions of this study shine a spotlight on REAL ways to retain teachers in North Carolina. Recommendations can be found in Chapter 5.

I am a passionate supporter of public education and teachers. Thank you both for your service and contributions to the state, and for consideration of these concerns.

Sincerely,
Dr. Alison H. Whitaker
Statesville, NC

Dear Friends:

One need not look far to find ample evidence that neither merit pay nor value-added plans work. [Here](#) is one brief example.

Your plan was developed in secret; it was never allowed to be vetted by those it will affect, teachers, and it is sponsored by interest groups who are not interested in public education.

Why does it seem like your plan is to drive a stake through the heart of public education so you can follow the unspoken plan by state powerbrokers - Truitt, Moore, Berger, Art Pope, and his minions at John Locke - to destroy the state constitutionally mandated public education so you can sell off the parts to charter school barons for personal profit?

It seems that way to teachers across the state because your actions belie your purpose.

Dr. Dempsey - do not allow this to be your legacy.

Regards,

Robert B. Vellani, PhD
NC DPI Licensed teacher
Member NCAE

Good morning,

My name is Amy McLaughlin and I am an elementary school media coordinator. I have been an educator for 22 years. I am concerned about the pathway proposal. It is not good for NC education. NC educators have lost so much over the last ten years- longevity pay, salaries stagnant, no pay for more education, no retirement benefits for new hires, respect from the public at large, no respect for what veteran teachers offer the profession, and monies for vouchers and charter schools that are taken from our public schools that serve the most students and our neediest students. I have seen more vacant teacher positions than ever, more teachers leaving after a few years, and the pipeline in our education institutions not graduating enough to replace those leaving. Many veteran teachers are leaving before full retirement which I am looking at as my salary has not kept up with inflation and has not changed since my 15 th year.

Please rethink what is best for NC and restore losses that have have been taken from educators. I know that we will lose even more teachers and not make it a profession that the next generation will want to undertake if you pass this merit pay system.

Please listen to the educators who are telling you this is not a good plan for NC.

Respectfully,
Amy McLaughlin

Dear PEPSC Members,

The proposed Pathways to Licensure is NOT a solution to hiring and retaining effective teachers in our public education system in North Carolina. It WILL:

1. Pit teacher's against one another to vie for the top pay levels
2. Leave many low-performing schools without highly qualified teachers because it seems that we are the only ones who know that using EVAAS data as a measure of a teacher's performance is not valid due to outside, uncontrollable circumstances that affect a child's education.
3. Create a domino effect resulting in a mass exodus of teachers from North Carolina public schools, when there is already a critical shortage
4. Provide NO incentive for people interested in teaching to pursue a career in North Carolina.

The list goes on....

VOTE NO to Pathways to Licensure!

Sincerely,
Tracee Moore

Hello,

The new teacher licensure model being proposed is ridiculous.

Why have tax dollars been spent to figure out solutions to teacher recruitment and retention? The problems are obvious, and the solutions are equally obvious. Teachers have been advocating for these changes for years, and instead of listening to the people doing the work every day, you chose to spend money so some organization could come up with a convoluted plan.

Teachers are leaving the profession because the working conditions are difficult and the pay is laughable for the amount of time and effort required to do the job well.

Lowering the threshold of qualifications needed to be an educator in this state is not the answer. That is not in the best interest of the students and families we serve.

The solutions are simple:

- 1) Increase the wages of teachers.

2) Reinstate Master's Pay. Teachers with advanced degrees should be compensated for their work and financial commitment to becoming a better teacher.

3) Create more teacher education programs, especially at HBCU's. We have some excellent HBCU's in North Carolina, please partner with them.

We do not need outside organizations telling us how to fix teacher recruitment and retention. You need to listen to teachers, who have been asking for these things for years.

I look forward to hearing how you will make changes to the current proposal that will actually benefit both teachers and students.

Shelby Adkins

Hello,

I am writing with my feedback as a NC educator about the proposed changes to our licensure system. I strongly oppose these proposed changes. By attaching pay and certification to measures of teaching effectiveness, this proposal undermines our autonomy and professionalism as educators. Any measure of effectiveness by definition paints an incomplete picture of what we do as teachers. It disincentivizes teachers to work with disadvantaged or struggling students, just as similar systems would discourage doctors from seeing sicker patients were this implemented in the field of medicine. respect

I am one of countless teachers across the state who strongly opposes this change. Our professional association the NCAE also opposes this change. With all due respect, I urge you to take our voices into account and move away from this plan.

Dr. Mounir Nessim

I don't get why you are spending so much money to 'remake' a teacher pay scale. These levels don't make sense. It looks exactly the same as what we have now with years experience and step ups, but with new 'levels' attached to it. Just apply the steps to the years experience and you are good to go. I just saved the taxpayers thousands of dollars!

I'm also concerned about whether or not the state will actually pay these planned steps. I've been teaching here since the mid 2000s. When I moved here I signed a contract that showed step increases. Those steps were not paid out as the years progressed and the state put pay raise freezes into effect. The last time I calculated what I should have gotten paid in yearly raises, from the contract I signed, compared to what I actually got paid the state underpaid me \$20,000. So y'all can put this out to the media talking about how you take care of your teachers and then quietly not pay out the steps as the years go on like in the past.

Also, with my current pay I cannot afford my mortgage payment, groceries, heating bills, medical bills, and gas for my car. I took yesterday off from teaching school, had to get a sub (which Union County is short on), and worked my second job. They pay more than the UCPS, but can't offer me as good of benefits, which is why I continue to teach. If the state of North Carolina would pay a wage that would allow me to afford my monthly bills I wouldn't have to take days off to work. That would then use less subs and could actually save the state more money in the long run and allow students a better education with a licensed teacher in front of them instead of a paid babysitter.

Adam Dove

6th grade Science
Weddington Middle School

Hello,
Thank you for letting me know about the possible changes.

I would like to voice my concern that this is NOT a good idea. Everything I've read about the new plan-- there are a lot of questions unanswered with this new policy. There is a shortage of certified, effective teachers-- due to lack of respect and lack of pay in this state-- and trying something new will NOT retain, nor attract effective, certified teachers.

As a proud, public-school teacher of 10 years here in NC and 8 years in NY, I have seen teacher pay frozen and pay increases not on par with yearly inflation. I'm extremely disappointed that Master's pay is not compensated for classroom teachers. What message does that send?? Better yourself with an advanced degree, but you won't be paid for it? I'm disappointed. If this new pay system is implemented, I'll have to re-evaluate my role in education since my marketable skills will be compensated at a higher salary rate outside education here in our great state of NC.

Thanks!
S. Meyer

Shannon Meyer (she/her/hers)
Librarian/Tech Contact
Phillips High School

Good morning,
In the most recent draft of the proposal to revise teacher licensure and pay, the pay scale chart has a License IV teacher's base pay, plus 10% if the teacher has a master's degree, and the base pay plus 12% for teachers with National Board Certification. However, I did not see a column for teachers who have both of these accomplishments.

Currently, teachers who have both their master's degrees and National Board Certification receive additional money for both of these, not one or the other.
Will this continue with the new proposal?

Thank you,
Celeste Smith, NBCT, M.A.T.L.
Google for Education Certified Educator Level 1
Reading Interventionist
Carthage Elementary School
312 Rockingham Street
Carthage, NC 28327
910-947-2781
@Ms_Smiths_Class

Committee,
Here are my thoughts and suggestions on the licensure proposal PEPSC is considering.

- 1) Return to step increases for teachers based on years of service
 - 2) Restore Teaching Fellows statewide not just at some schools.
 - 3) Do not base any part of teacher salaries on student surveys. Students can be capricious and the surveys are anonymous, so some teachers who hold students to a high standard of accountability could be deemed "too hard" with the students scoring them low.
 - 4) Do not move forward with any version of this till we have "reliable and valid qualitative and quantitative methods." Those are not yet developed for License IV.
 - 5) Restore doctoral pay
- Thanks,
Dr. Denita Dowell-Reavis

PEPSC members,

I am writing because I feel very strongly that the current teacher licensure and pay proposal will do far more harm than good for NC students, schools, and communities. Our students deserve high-quality teachers. Rather than help that happen, the PEPSC proposal will make the teacher shortage worse. It will rush through unprepared teachers and create a revolving door of teachers coming and going while research is clear—experience in teaching improves student achievement.

There are proven methods that will solve the teacher shortage and ensure that our students are taught by high-quality teachers. These include: fully funding the existing Beginning Teacher program; increasing teacher compensation without completely revamping the licensure process; restoring compensation for teachers who earn masters' degrees and automatically adjusting the salary schedule each year based on the Consumer Price Index.

Teaching is a challenging job. Let's work to attract the best and the brightest to North Carolina schools and then develop their talent. This sort and select system of evaluation and compensation will not work.

Regards,

Heidi Breeden, MFA
Artistic Director
Arts for All

Dear Professional Educator Preparation and Standards Co Van Dempsey,

North Carolinian children should have the right to an free, fair, and effective education. One of the most important factors in students' educational success is having an excellent teacher in the classroom year-round.

Schools are already facing severe staffing shortages. Teachers are retiring mid-year at an unprecedented rate. These teacher shortages have a real-world effect on educational growth. Having a consistent, effective teacher for an entire year is essential for educational progress. Substitutes, student teachers, and uncertified apprentices simply cannot provide the same level of educational support for children.

Reducing the qualifications to become a teacher is not a solution for low achievement of students, and low morale and retention rates for educators. While the PEPSC proposal would make it easier for people to become teachers, it would also significantly lower the bar, resulting in individuals entering the profession who are unprepared to be teachers and are likely to resign mid-year. I have personally worked at schools where several lateral-entry teachers, who were new to the profession, left mid-year. Students in these classes were confused, distraught and disengaged from learning for the remainder of the year. Our students deserve better.

Additionally, this "Pathways to Excellence" proposal is universally disdained be educators in our state and openly mocked by those in others. Enacting this plan will simultaneously cause a massive outflow of excellent teachers, with an influx of inexperienced and ill-prepared apprentices. How could this possibly be a good idea? North Carolinians deserve to have actual teachers in their classes instead of a rotating series of apprentice and substitute teachers. Please vote against an ill-advised merit pay scheme that will have devastating effects on children's education in our state.

Regards,
Jason Howland
646 Balfour Rd
Winston-salem, NC 27104