

A Blueprint for Action

*NC Pathways to Excellence for
Teaching Professionals*

NC Professional Educator Preparation and Standards Commission

PEPSC Motion – Approved on November 10, 2022

- Forwarding this document – blueprint of the 10 action items – as a representation of PEPSC’s work thus far, and;
- From this summary, SBE begins to determine statutes and policies that would be impacted by the work that PEPSC is doing, and;
- Provide PEPSC with direction on potential implementation and recommendations that the Commission would address to allow the Commission to start creating recommendation language that would be part of the guide that would then be sent to the SBE.

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1. **Build the professional framework around articulated standards of practice** (i.e., INTASC) with **clear expectations for progression** in attainment of the professional knowledge base.
2. **Build analysis and assessment of practice** from a base of **multiple evidence points in practice** with responsible and equitable application as to how each informs practice.
3. **Create advanced and lead teacher roles** to support teachers in various stages of professional learning, practice, and transition into and through the profession.
4. **Build licensure around evidence** of attainment of the knowledge base of practice appropriate to the purpose of the license.

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5. **Create and adopt valid and reliable tools to analyze and assess practice** and its impact on student learning
 - a. A cornerstone of the professional knowledge base and the ability to make explicit the practices that positively impacts student learning as supported by evidence.
6. **Build on existing assets** in identified professional knowledge bases and structures that correlate to positive impact on teacher practice and student learning
 - a. *Including the collaborative knowledge base that exists in EPPs and the partnerships between schools, districts, and higher education.*
7. **Develop new professional learning tools and structures** that give flexibility in access to the professional knowledge base, evidence of having attained it, and evidence of applying it successfully in practice.

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8. **Articulate clear distinctions across pathway entry points and progression** focused on successful entry into the profession and transition to fully autonomous professionals.
9. **Build and fund a compensation model** that reflects the importance and value of the teaching profession, and that attracts and retains people in the profession.
10. **Secure funding to support the infrastructure** of the framework in all schools and districts as well as its discrete components.

Questions

