

**North Carolina Pathways to Excellence for Teaching Professionals
Blueprint for Action**

NC State Board of Education has positively received the “Blueprint for Action” recommendations as representative of the work done thus far.

Request to the State Superintendent:

- 1) Identify how items # 1 through # 8 in the Blueprint for Action align with the Goals and Objectives in the SBE’s Strategic Plan and the State Superintendent’s Operation Polaris; and
- 2) Report on that alignment at the regularly scheduled January 2023 meeting.

Request to General Counsel:

- 1) Identify policies and rules, if any, that the SBE would need to amend or repeal to implement items # 1 through # 8 in the Blueprint for Action; and
- 2) Identify existing statutes, if any, that would limit the SBE’s authority to adopt, amend or repeal policies or rules to implement items # 1 through # 8 in the Blueprint for Action; and
- 3) Propose legislative changes, if needed, that would permit the SBE to adopt, amend or repeal policies or rules to implement items # 1 through # 8 in the Blueprint for Action; and
- 4) Report to the SBE at the regularly scheduled January 2023 meeting.

Request to PEPSC:

- 1) Make recommendations on policies and/or rules that would be necessary to implement field testing or piloting for the following items:
 - A. Advance Teaching and Leader Roles; and
 - B. Student Impact Measures; and
 - C. New Pathway Entry Points, such as Apprenticeships; and
 - D. New Professional Learning Tools and Structures for Beginning and Experienced Teachers.(Refer to items #3, #5, #7 and #8 of the Blueprint for Action)
- 2) Report on those recommendations to the SBE at the earliest regularly scheduled SBE meeting in 2023. (Documents to the NC State Board by February 17 in advance of the March XX meeting)

Notes

- 1) PEPSC should use any and all elements of the pathways framework drafted thus far to focus on these four specific requests. PEPSC should also continue to develop and refine that framework as a document under PEPSC’s stewardship.
- 2) The NC State Board of Education is navigating its calendar for action parallel to those of PEPSC and the NC General Assembly. Refining, recommending and establishing a process for reviewing, funding and piloting any components of the PEPSC framework and SBE action must be accomplished within the General Assembly’s calendar or potentially be postponed until 2025.
- 3) Identification of necessary fiscal components of piloting will be determined by the costs associated with the pilot activities and the location (districts and related higher education partners)

Scaffolding for recommendations (these and any other elements workgroups may be able to identify from previous pathways framework development or from further developmental work):

A. Advance Teaching and Leader Roles

Identification of roles to be piloted

Definition and responsibilities of the roles

Expectations and credentials to attain, hold and maintain the license appropriate to the roles

Supports necessary for teachers to attain and hold the license

Compensation for the licenses associated with advanced and lead teacher roles

Components of assessment of the effectiveness of professionals in the role and the structure of the role

Recommendation on determining the number and assignment of educators in these roles relative to the needs of schools and districts.

B. Student Impact Measures

Articulation of the purpose of the measures as related to informing student impact

Identification of components of a menu of multiple tools to produces evidence of impact on student learning

Identification of mapping of tools to teacher practice

Articulation of basic expectations to establish validity and reliability of the tools

C. New Pathway Entry Points, such as Apprenticeships

Articulation of the entry points

Credentials of a person entering at each point

Professional progression and evidence of successful practice to maintain the license at that entry point

Evidence of successful practice necessary to progress to a different license status

Supports necessary for a person to engage in successful professional progression

Compensation for the licenses

D. New Professional Learning Tools and Structures for Beginning and Experienced Teachers

Identification of existing assets accessed by pre-service, beginning and experienced teachers to engage in professional learning

Articulation of a menu of potential tools that could provide flexible access to the knowledge base of teaching associated with positive outcomes for student learning.

Recommendations for mapping of appropriateness for different tools to different levels of progression in attaining the professional knowledge base (e.g., use of micro credentials, coursework, advanced degrees, National Board certification)

Mapping of known data on effectiveness of tools

Process of approval for any tools used in the state and the entity offering the tool

Note: All four areas should include identification of any structural costs associated with the recommendations.