

## **New Pathway Entry Points**

### **PEPSC Pilot-Framing Workgroup Recommendation Brief**

1. Articulation of the entry points
  - a. Apprentice License
  - b. License I: Teacher in Residency
  - c. License II: Teacher in Residency Knowledge and Skill Development
  - d. License III: Teacher in Residency Knowledge and Skill Advancement
  - e. License IV: Expert Teacher
  - f. License IV CE: Advanced Teacher Classroom Excellence
  - g. License IV AL: Advanced Teacher Adult Leadership
  
2. Credentials of a person entering at each point
  - a. Apprentice License: Associate's degree or 60 credit hours towards a baccalaureate degree
  - b. License I: Baccalaureate degree or higher, 18 hours relevant content, affiliation with an EPP and PSU that guides routing; CTE licensure areas require 3 years of relevant work experience
  - c. License II: Affiliation with an EPP and PSU plus License I requirements and demonstrate beginning level of competency around standards
  - d. License III: Fulfilling License II requirements plus requirements to demonstrate effectiveness
  - e. License IV: Fulfilling License III requirements plus requirements to demonstrate effectiveness
  - f. License IV CE: Fulfilling License IV requirements plus requirements to demonstrate effectiveness
  - g. License IV AL: Fulfilling License IV requirements plus requirements to demonstrate effectiveness
  
3. Professional progression and evidence of successful practice to maintain the license at that entry point
  - a. Apprentice License: one year license with ability to renew license twice over three years.
  - b. License I: license term of up to three years. Not renewable
  - c. License II: license term of up to three years. Not renewable
  - d. License III: license term of up to six years. Not renewable
  - e. License IV: license is a term of five years and is renewable. Renewal tools:
    - i. Micro-credentials approved by the PSU if they meet the standards set by the board of education
    - ii. Traditional Professional Development approved by the PSU, EPP, or partnership between the two
    - iii. Demonstration of effectiveness 3 of 5 years (either EVAAS or Tools designed to measure impact on student learning/peer collegial review practice or other reliable and valid quantitative or qualitative methods that have not yet been developed)
  - f. License IV CE: license is a term of five years and is renewable. Renewal tools:

- i. Using the following tools, provide evidence of mastery of standards of practice assigned to the license:
      - 1. Exceeding Growth EVAAS, 3 out of 5 (if available).
      - 2. Tools designed to measure impact on student learning/peer collegial review practice
    - ii. NBCT
    - iii. Coursework
    - iv. Other reliable and valid qualitative or quantitative methods can be identified or developed
  - g. License IV AL: license is a term of five years and is renewable. Renewal tools:
    - i. Exceeding Growth EVAAS 3 out of 5 years (if available and dependent on development of EVAAS measure for ATR program).
    - ii. Tools designed to measure impact on student learning/peer collegial review practice
    - iii. NBCT
    - iv. Coursework
    - v. Other reliable and valid qualitative or quantitative methods can be identified or developed
- 4. Supports necessary for a person to engage in successful professional progression
  - a. Refer to briefs for the Professional Learning Tools and Structures and Advance Teaching and Leader Roles working groups
- 5. Compensation for the licenses
  - a. See compensation matrix (slides 20-22 of the updated model), subject to review by NCDPI Finance Department.

## **Working Group Addendum**

- For the Apprentice License, change the degree qualification to Associate's or higher instead of only Associate's.
- The restoration of master's pay and the inclusion of National Board Certification pay is part of the draft compensation for the Pathways model.
- Transitioning out-of-state teachers (as referenced in the draft model) could be applied to international faculty.