

New Professional Learning Tools and Structures (for Beginning and Experienced Teachers)
PEPSC Pilot-Framing Workgroup Recommendation Brief

NOTE: Professional Learning related to PSUs goals is not covered under this section. This is about what learning is required to advance and/or maintain the license.

1. Identification of existing assets accessed by pre-service, beginning, and experienced teachers to engage in professional learning
 - a. New Teacher Support
 - i. Beginning Teacher Support Program
 - ii. New Teacher Support Program (NTSP)
 - b. Adult Leadership role (district or school-based)
 - c. Methods to earn CEUs
 - i. Conversion of CEU away from time to competency
 - ii. Professional learning should address Essential Knowledge and Critical Dispositions articulated for each INTASC Standard (https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf)
 - iii. Regardless of learning vehicle, CEUs are awarded ultimately by demonstration of satisfactory performances of INTASC standards (see resource link in ii). Examples of current tools include:
 1. Workshops
 2. Microcredentials (must conform to standards of quality set by SBE)
 3. Coursework from an approved EPP
 4. District-based professional development (teacher workdays)
 5. Curriculum training (e.g., LETRS training)
 6. National Board Certification
 7. Other
 - iv. Portions of the INTASC Standard can be demonstrated for a portion of the CEU
2. Articulation of a menu of potential tools that would be vetted through a state approval process and provide flexible access to the knowledge base of teaching associated with positive outcomes for student learning.
 - a. New Teacher Support
 - i. New Teacher Support Program (NTSP)
 - ii. Initial Teacher Support Program
 - b. In-class supervision by License IV Advanced Teacher - Adult Leadership Teacher
 - c. Clinical Supervision with advanced teacher role
 - d. Networked Improvement Communities (NICs - which come out of the Carnegie Foundation)
 - e. Micro-credentials (Basic, Intermediate, Proficient and Mastery levels)
 - f. Professional learning offered by an authorized EPP
 - g. Other (this is to maintain consistency with item 1 iii)

3. 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)
 - a. Pilot the use of tools with different license levels to determine empirically what tools are appropriate for what license levels
4. Mapping of known data on effectiveness of tools
 - a. Evaluate in the pilot process whether professional learning tools, including competency-based learning, have a positive effect on student outcomes of interest
5. Process of approval and renewal for any tools used in the state and the entity offering the tool
 - a. Provided the standards of competency are met, the state would not be required to approve professional learning opportunities
 - b. As part of the pilot process, the state may collect examples of professional learning opportunities that lead to CEUs being awarded, as well as data from PSUs regarding the time and resources required for developing learning tools and evaluating teacher competencies.

Working Group Addendum

- Any professional learning tool from an external source must be approved through the SBE as required legislatively.
- For Level 4 and above teachers, the INTASC progression model may not be the best framework by which to benchmark. We suggest that NC's current graduate level specialty standards or another nationally normed standard progression model be considered for these teachers.

The next bullet may be outside of the scope of this working group's domain, however, we felt it very important that this be shared with PEPSC and any relevant subcommittees.

- The Advanced Teacher roles may/should play a significant part in the professional learning experiences for teachers in their schools and the PSU as a whole. We recommend that the Advanced Teacher Role – Adult Leadership be engaged in the following work related to professional development:
 - Researching, identifying, selecting, and recommending professional learning tools to support teachers in their continuous professional learning
 - Developing PSU-specific professional learning tools
 - Evaluating teacher competencies based upon outcomes of professional learning experiences
 - Engagement in evaluator training programs to ensure valid and reliable teacher evaluation
- In order for the Advanced Teacher Role – Adult Leadership to be effective, there must be sustained state funding for an adequate number of Advanced Teachers in each PSU and the schools within. These positions should not remove a teacher from the classroom without replacing that teacher with a new position within the school. The number of advanced teachers should be based upon an equation which takes all of the following factors into account:
 - ADM
 - Number of teachers in Apprentice – License III levels
 - Socio-economic need of PSU
 - Any other school capacity measures which ensure equitable distribution of funding
 - The state should also account for the funding necessary to train Adult Leadership advanced teachers in effective evaluation techniques such as the Gates Foundation Measures of Effective Teaching (MET).