

North Carolina Pathways to Excellence for Teaching Professionals

Thomas Tomberlin
Director, Educator Recruitment and Support

Andrew Sioberg
Director, Educator Preparation





PUBLIC SCHOOLS OF NORTH CAROLINA

State Board of Education | Department of Public Instruction

Framing the Discussion

- This presentation will examine a more detailed layout of the proposed licensure model provided to the board last winter
 - Focusing on policy implications rather than on implementation
- Four PEPSC Subcommittees made decisions for this model. These decisions have been consolidated into this draft by NCDPI.

This is not the final model.

- This is an example of a model based on the subcommittee work over the past year
- Intended to promote continued development and refinement during upcoming subcommittee meetings
- Intended completion in the coming months

Subcommittee Members

Prep and Entry
Dr. Hank Weddington
Ms. Tonya Smith
Ms. Ashley Bailey
Dr. Donna Thomas
Ms. Rae Thompson
Ms. Lydia Hedrick
Mr. Scott Rhodes
Dr. Jennifer Hefner
Dr. Tony Jackson
Dr. Jennifer Russell
Dr. Heather Bower
Dr. Sheryl Long
Dr. Erin Horne
Dr. Diana Lys
Dr. Christina O'Connor
Dr. Randall Penfield
Dr. Lisa Eads
Dr. Laura Bilbro-Berry
Ms. Leanna Delph
Mr. Phil Kirk
Dr. Olivia Oxendine
Mr. Dayson Pasion
Ms. Charrise Hollingsworth
Mr. Geoff Coltrane
Dr. Van Dempsey

Licensure
Dr. Ann Bullock
Ms. Maureen Stover
Ms. Katherine Joyce
Mr. Robert Ellyson
Ms. Nicole McGhee
Dr. Alvera Lesane
Ms. Lori Stacey
Ms. Virginia Gutierrez
Dr. Connie Locklear
Mr. Oliver Holley
Dr. Kim Creamer
Dr. Chris Godwin
Dr. Amanda Bulliard Maxwell
Dr. Vivian Covington
Dr. Brad Smith
Ms. Melissa Tooley
Mr. Andrew Lakis
Mr. Tabari Wallace
Mr. Tom West
Ms. Brenda Berg
Ms. Jill Camnitz
Ms. Kathryn Castellotes
Ms. Sarah Greer Koenig
Dr. Westley Wood
Ms. AJ Hammond
Ms. Deborah Hoffman
Dr. Stephen Gainey
Mr. Dayson Pasion
Ms. Charrise Hollingsworth
Mr. Geoff Coltrane
Ms. Tamika Walker Kelly
Ms. Lee O'Neal
Dr. Christopher Blanton

Advancement and Development
Ms. Maureen Stover
Ms. Tonya Smith
Ms. Jeanette Owens
Ms. Felicia Brown
Dr. Don Phipps
Dr. Pascal Mubenga
Dr. Gregory Monroe
Ms. Sandy Kinzel
Dr. Alfred Bryant
Dr. Laura Hart
Dr. Nancy Ruppert
Dr. Nakeisha Williams
Dr. Patricia Bricker
Ms. Melissa Tooley
Ms. Francelia Burwell
Ms. Kisha Clemons
Ms. Jennifer Brinson
Mr. Mike Martin
Dr. Angela Quick
Dr. Jeff McDaris
Mr. Andrew Lakis
Mr. Tabari Wallace
Ms. Jill Camnitz
Mr. Dayson Pasion
Mr. Geoff Coltrane
Ms. Charrise Hollingsworth
Ms. Dee Grissett
Mr. Steven Gupton
Dr. Michael Maher

Budget and Compensation
Dr. Anthony Graham
Ms. Wendy Cabral
Mr. Dan Swartz
Ms. Katie Sunseri
Mr. Dean Richardson
Ms. Jeanette Owens
Dr. Ethan Lenker
Dr. Bryan Hassel
Dr. Marcie Holland
Dr. Stephen Martin
Ms. Shawnda Cherry
Dr. Bill Griffin
Ms. Lori Fox
Dr. Myra Cox
Dr. Amy Holcombe
Dr. Monica Lambert
Dr. Jackie Ennis
Dr. Erika Williams
Mr. Chad Aldeman
Ms. Bernice Sanders Johnson
Superintendent Catherine Truitt
Mr. Tom West
Mr. Tabari Wallace
Ms. Brenda Berg
Mr. Freebird McKinney
Mr. Dayson Pasion
Ms. Charrise Hollingsworth
Mr. Geoff Coltrane
Mr. Julio Morales
Dr. Aaron Fleming

Timeline of Activity to Date

- Spring 2019: Human Capital Roundtable convenes
- Feb 2021: Presentation to State Board of Education (SBE) and SBE instructs PEPSC to build model
- March 2021: Subcommittee work begins
 - 56 meetings subcommittee meetings
 - 54 co-chair meetings
- December 2021: NCDPI Staff converts subcommittee recommendations into draft proposal
- March 2022: NCDPI presents sample model to PEPSC
- April 2022: NCDPI presents sample model to SBE

Comparison of Current and Proposed Licensure Models

Current System Limitations

- Stagnant Career Ladder/ No Advancement Targets
- Unclear Entrance and Exit Ramps
- Rigid/Complex/Limited Pathways
- Inhibits Teacher Diversification
- Promotion Anchored by Time

Proposed System Solutions

- Career Ladder with Options to Advance
- Clear Expectations and Off Ramps
- Flexible/Variable Pathways
- Enables Teacher Diversification
- Promotion Anchored by Outcomes

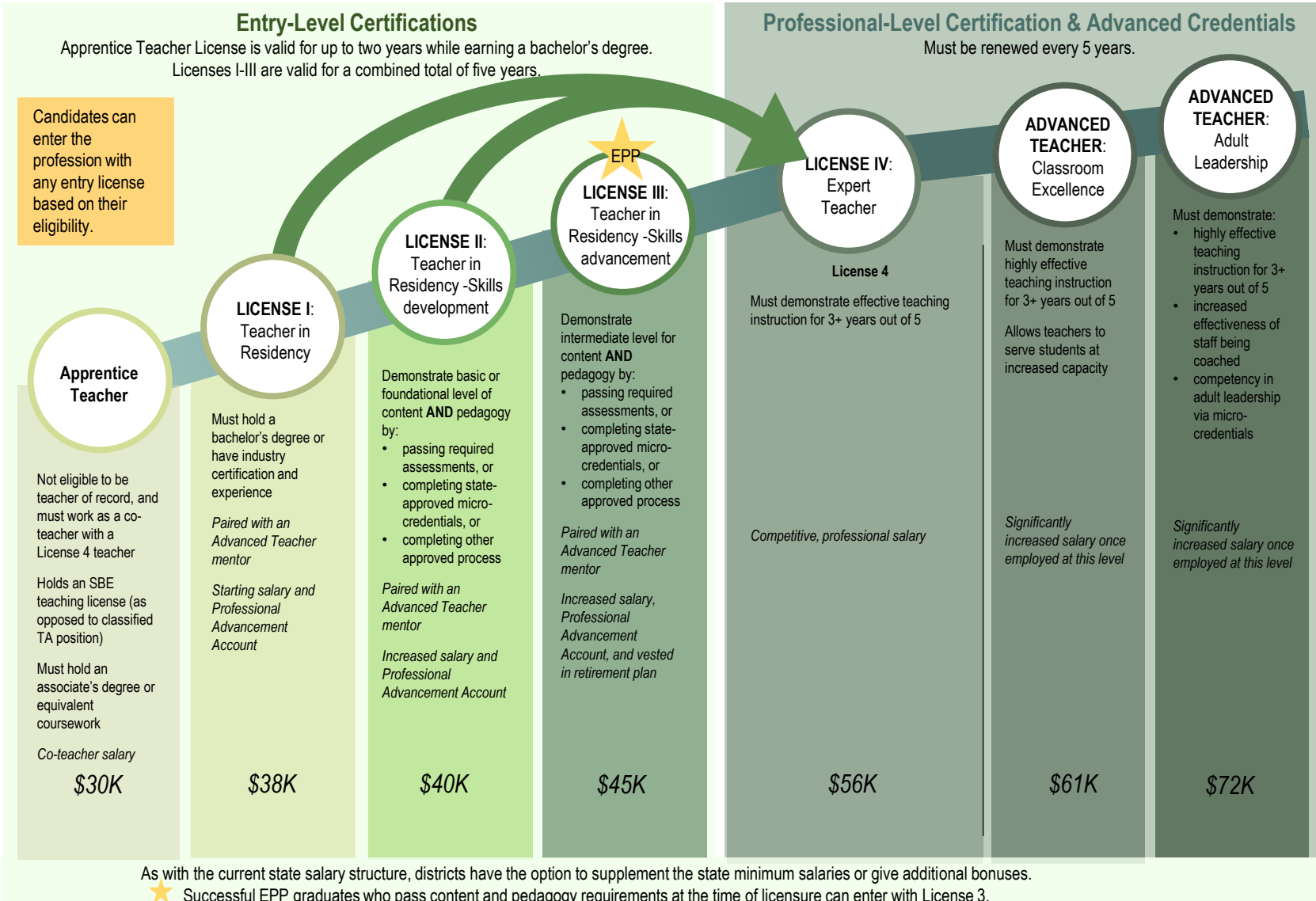
North Carolina Pathways to Excellence for Teaching Professionals

Recruitment

COLLEGE/
UNIVERSITY

INDUSTRY
EXPERIENCE/
CERTIFICATION

PROPOSED
STARTING
SALARY



Apprentice Teacher

Proposed Salary \$30,000

- SBE-approved License, not classified
- If candidate does not meet eligibility, classified Teacher's Assistant (TA) position may be leveraged until requirements are met

Requirements:

- Associate's Degree; or,
- 60 credit hours towards a baccalaureate degree; or,
- CTE licensure areas require 3 years of relevant work experience

Supports:

- Must work under direct supervision of a License IV or higher teacher
- May qualify for TA to Teacher funding if applicable
- Must be served in employer's SBE-approved Initial Teacher Success Program* (must include specific advancement and development plan)

Apprentice
Teacher

LICENSE 1:

LICENSE 2:

LICENSE 3:

LICENSE 4:

ADV:
Classroom

ADV: Adult
Leadership



*Initial Teacher Success Program (ITSP)

- ITSP may be considered as an extension or advancement of the existing, successful Beginning Teacher Support Program (BTSP). Because the focus is on advancement to the License IV level, the “beginning” language (teachers in first three years of license) is insufficient.
 - End goal of the ITSP is the success of the teacher towards Teacher Expertise (License IV)
 - Must be flexible to accommodate the different paths a candidate would have in this model
- ITSP would support licenses Apprentice through License III
- The new system will need to adjust to support the different needs of the candidate it is supporting and where they are developmentally in becoming an expert teacher

Other Considerations

- Should this apprenticeship be registered as a formal federally recognized apprenticeship?
- Apprentice license is a term of 3 years.
- Non-completers may hold classified TA position in order to complete requirements for License I
- Contract may not exceed 1 year
- Supplements not supplants classified TA positions
- Licensure candidates in clinical residency may qualify for apprentice salary for the 16-week internship period

License I
(L-I)

Proposed Salary \$38,000

Requirements:

- Baccalaureate degree or higher
- 18 hours relevant content (determined by employer *and* EPP for residency license)
- Must be affiliated with an EPP or employer that guides routing

Supports:

- In-class supervision by Advanced Teacher - Adult Leadership teacher minimum 5 hours/week
- Co-teacher of record with License IV Advanced Teacher – Classroom Excellence, or higher, on all courses, must observe and/or co-teach with co-teacher of record at least one hour/week
- Must be served in employer’s SBE-approved ITSP (must include specific advancement and development plan, mentor)
- Support by the sponsor as defined in the MOU between the PSU and an EPP
- Professional advancement account of \$2500 total for term of license

Apprentice
Teacher

LICENSE 1:

LICENSE 2:

LICENSE 3:

LICENSE 4:

ADV:
Classroom

ADV: Adult
Leadership

License I

Other Considerations

- License I is a license term of 3 years.
- Non-completers may hold classified TA position in order to complete requirements for License II

Apprentice
Teacher

LICENSE 1:

LICENSE 2:

LICENSE 3:

LICENSE 4:

ADV:
Classroom

ADV: Adult
Leadership



License II (L-II)
Teacher in
Residency Skill
Development

Proposed Salary \$40,000

- Teacher of record

Requirements:

- Hold all License 1 Requirements
- Preparation Sponsor (EPP or PSU employer)
- Complete one of the following:
 - **Tests**
 - Content Praxis (within 10 pts of cut score)
 - Pedagogy Exam (within 3 pts of cut score)
 - **Micro-credentials* (MCs)** on high-leverage instructional practices (e.g., Darling-Hammond & Bransford or Ball) at basic/foundational level
 - **Practical Educator Evidence Review (PEER)** - Principal Observation, License IV+ observation, and student surveys
 - Proficient on Standards III and IV of NCEES. No 'not demonstrated'
 - Standard III: Teachers Know the Content They Teach
 - Standard IV: Teachers Facilitate Learning for their Students
 - For student surveys, the content and pedagogy scales need to be at 2nd Quartile agreement

Apprentice
Teacher

LICENSE 1:

LICENSE 2:

LICENSE 3:

LICENSE 4:

ADV:
Classroom

ADV: Adult
Leadership



*Understanding Micro-credentials

- A Micro-credential is a form of certification earned by demonstrating competency in one specific area at a time (Learn by doing)
- A Micro-endorsement is a collection of Micro-credentials bundled together and represents a discrete set of competencies needed for certification in a high-leverage instructional area of practice.
- Within a high-leverage instructional area of practice, Micro-credentials can be developed at different gradations of understanding (Basic, Intermediate, Advanced)

*Example Mapping Micro Credentials

Basic Level Micro Endorsement Map by High Leverage Instructional Area				
Subject Matter	Teaching Diverse Learners	Assessment	Classroom Mgmt	...
MC-1	MC-1	MC-1	MC-1	...
MC-2	MC-2	MC-2	MC-2	...
MC-3			MC-3	...
			MC-4	...
Intermediate Level Micro Endorsement Map by High Leverage Instructional Area				
Subject Matter	Teaching Diverse Learners	Assessment	Classroom Mgmt	...
MC-4	MC-3	MC-3	MC-5	...
MC-5	MC-4	MC-4	MC-6	...
MC-6	MC-5	MC-5		...
		MC-6		...

Proposed Salary \$40,000

Conditions Related to Requirements

- Either need a category or a component to fulfill requirement (category is Tests, MCs, PEER; component is pedagogy/content)
- 0 or higher EVAAS score (if available) can substitute for either the content or the pedagogy component, but not both
- Meets expectations on Qualitative Growth Review* can substitute for either the content or the pedagogy component, but not both

Apprentice
Teacher

LICENSE 1:

LICENSE 2:

LICENSE 3:

LICENSE 4:

ADV:
Classroom

ADV: Adult
Leadership

Categories and Components

	Component	
	Content	Pedagogy
Category		
Examination	PRAXIS/PEARSON	EdTPA/PPAT
Micro-Credential	Competency in Content	Competency in Pedagogy
PEER	Multi-Observer Performance Review	Multi-Observer Performance Review
EVAAS/QGR	Can be used for either Content or Pedagogy, but not both	

*Qualitative Growth Review

- For the purposes of equity, a second option needs to be developed for those teachers in subject areas not evaluated using EVAAS
- Qualitative Growth Review
 - A review of a developing teacher's student learning conducted by a L-IV CE teacher at the beginning of a school year and again at the end of the school year to qualitatively assess student growth over that time

License II
Teacher in
Residency Skill
Development

Proposed Salary \$40,000

Supports:

- Must be served in employer's SBE-approved ITSP (must include specific advancement and development plan, mentor)
- Clinical Supervision – min 5 hours/week (e.g. In-class L-IV AL, observing L-IV CE class, co-teaching with L-IV Networked Improvement Communities (NICs - which come out of the Carnegie Foundation)
- Support by the sponsor as defined in the MOU between the PSU and an EPP
- Professional advancement account of \$2500

Apprentice
Teacher

LICENSE 1:

LICENSE 2:

LICENSE 3:

LICENSE 4:

ADV:
Classroom

ADV: Adult
Leadership



License II

Other Considerations

- License II is a license term of 3 years. Non-completers may hold classified TA position in order to complete requirements for License 3

Apprentice
Teacher

LICENSE 1:

LICENSE 2:

LICENSE 3:

LICENSE 4:

ADV:
Classroom

ADV: Adult
Leadership



License III (L-III)
Teacher in
Residency Skills
Advancement

Proposed Salary \$45,000

Requirements:

- One of the following:
 - Tests
 - Content Praxis (meet or exceed cut)
 - Pedagogy Exam (meet or exceed cut)
 - MCs on high-leverage instructional practices (e.g. Darling-Hammond & Bransford or Ball) at intermediate level
 - Practical Educator Evidence Review (PEER) - Principal Observation, License IV+ observation, and student surveys
 - Accomplished on Standards III and IV of NCEES. No 'not proficient'
 - Standard III: Teachers Know the Content They Teach
 - Standard IV: Teachers Facilitate Learning for their Students
 - For student surveys, the content and pedagogy scales need to be at 3rd quartile agreement
 - Either need a category or a component (category is Tests, MCs, Peers, component is pedagogy/content)
 - 0 or higher average EVAAS score for two most recent years can substitute for either the content or the pedagogy component, but not both
 - Meets expectations for two most recent years on Qualitative Growth Review* can substitute for either the content or the pedagogy component, but not both

Supports:

- Must be served in employer's SBE-approved ITSP (must include specific advancement and development plan, mentor) which focuses on application and refinement of high leverage instructional practices
- Weekly Peer Review by level IV or higher educator focused on skill demo as articulated in A&D plan (non-evaluative)
- Support by the sponsor as defined in the MOU between the PSU and an EPP
- Professional advancement account of \$2500 total for the term of the license

Apprentice
Teacher

LICENSE 1:

LICENSE 2:

LICENSE 3:

LICENSE 4:

ADV:
Classroom

ADV: Adult
Leadership

License III

Other Considerations

- License III is a license term of 3 years. Non-completers may hold classified TA position in order to complete requirements for License IV

Apprentice
Teacher

LICENSE 1:

LICENSE 2:

LICENSE 3:

LICENSE 4:

ADV:
Classroom

ADV: Adult
Leadership



License IV (L-IV)
Expert Teacher

Proposed Salary \$56,000

Requirements:

- Complete the requirements for a L-III
- One of the following:
 - Demonstrate Effectiveness 3 qualifying years within a five-year window on growth measure through EVAAS (greater than 0) or Qualitative Growth Review (categorical designation (e.g., meeting expectations))
 - Practical Educator Evidence Review (PEER) - Principal Observation, License IV+ observation, and student surveys
 - Accomplished on Standards II, III, and IV of NCEES. No rating below proficient
 - Standard II: Teachers Establish a Respectful Environment for a Diverse Population of Students
 - Standard III: Teachers Know the Content They Teach
 - Standard IV: Teachers Facilitate Learning for their Students
 - For student surveys, the content and pedagogy scales need to be at fourth (top) quartile agreement

Supports:

- License IV Classroom Excellence coaching (MCs)
- License IV Adult Learning coaching (MCs)

Obligations:

- Address State/District/School Improvement priorities within PDP
- Open classroom to observation
- Conduct Peer Observations

Apprentice
Teacher

LICENSE 1:

LICENSE 2:

LICENSE 3:

LICENSE 4:

ADV:
Classroom

ADV: Adult
Leadership



License IV

Other Considerations

- License IV is a license term of 5 years.
- Methods to renew the license:
 - MCs offered by the district if they meet the standards set by the board of education; or,
 - Traditional PD offered by the PSU; and,
 - Demonstration of effectiveness 3 of 5 years (either EVAAS or Qualitative Growth Review)
- Successful renewal of License IV comes with a \$5,000 increase in salary
- If unsuccessful, the license is renewed for five years, but no salary increase (except legislative cost of living adjustments)
- Two consecutive unsuccessful renewal attempts would result in expiration of the license

Apprentice
Teacher

LICENSE 1:

LICENSE 2:

LICENSE 3:

LICENSE 4:

ADV:
Classroom

ADV: Adult
Leadership



License IV
(L-IV CE)
Advanced Teacher
Classroom
Excellence

Proposed Salary: Level IV + 10%

Min starting salary would be \approx \$61.6K (\$56K + 10%)

Requirements:

- Complete the requirements for a L-IV
- One of the following:
 - Exceeding Growth EVAAS or Exceeding Expectations on the Qualitative Growth Review, 3 out of 5 years
 - Practical Educator Evidence Review (PEER) - Principal Observation, L-IV+ observation, and student surveys for 3 qualifying years within a 5-year window
 - Distinguished on Standards II, III, and IV of NCEES. No rating below Accomplished
 - Standard II: Teachers Establish a Respectful Environment for a Diverse Population of Students
 - Standard III: Teachers Know the Content They Teach
 - Standard IV: Teachers Facilitate Learning for their Students
 - For student surveys, the content and pedagogy scales need to be at fourth (top) quartile agreement

Supports:

- Professional Learning Network supports from the PSU to identify instructional-practice priorities and connect Classroom Excellence teachers across the district

Obligations:

- Address State/District/School instructional practice priorities (aligned to Standards II, III, and IV) within PDP
- Conduct model lessons and facilitate peer reflection for instructional practice improvement
- Conduct Peer Observations

Apprentice
Teacher

LICENSE 1:

LICENSE 2:

LICENSE 3:

LICENSE 4:

ADV:
Classroom

ADV: Adult
Leadership

Other Considerations

- At the time of L-IV renewal, requirements for the advanced licenses are also considered.
 - One could meet the L-IV requirements but not meet the advanced designation
- At any time, the PSU has the discretion to remove a L-IV CE or L-IV AL as a matter of employment. This decision, however, does not have impact on the license
- Salary differential only comes with employment in the role.
 - Could have the license designation but not have the position and associated salary differential

License IV
(L-IV AL)
Advanced Teacher
Adult Leadership

Proposed Salary: License IV + 30%

Min starting salary would be \approx \$73,000 (\$56K + 30%)

Requirements:

- Complete the requirements for a License IV
- One of the following:
 - Exceeding Growth EVAAS or Exceeding Expectations on the Qualitative Growth Review, 3 out of 5 years
 - Practical Educator Evidence Review (PEER) - Principal Observation, Level IV+ observation, student surveys for 3 qualifying years within a 5-year window
 - Distinguished on all standards (NCEES).
 - For student surveys, the content and pedagogy scales need to be at fourth (top) quartile agreement
- Successfully completed a micro-endorsement on adult leadership

Supports:

- Professional Learning Network supports from the PSU to identify professional-practice priorities and connect Adult Leadership teachers across the district

Obligations:

- Address State/District/School professional practice priorities (aligned to Standards I and V) within PDP
- Provide coaching and leadership to facilitate peer reflection and instructional practice improvement
- Collaborate with district and school leaders to address formative aspects of the NC Educator Evaluation Process

Apprentice
Teacher

LICENSE 1:

LICENSE 2:

LICENSE 3:

LICENSE 4:

ADV:
Classroom

ADV: Adult
Leadership

Other Considerations

- At the time of L-IV renewal, requirements for the advanced license are also considered.
 - One could meet the L-IV requirements but not meet the advanced designation
- At any time, the PSU has the discretion to remove a L-IV AL as a matter of employment. This decision, however, does not have impact on the license
- Salary differential only comes with employment in the role.
 - Could have the license designation but not have the position and associated salary differential

Appendix

➤ License Summaries

North Carolina Pathways to Excellence for Teaching Professionals: *Apprentice License*

Requirements

- Hold an Associate's Degree **If a candidate does not meet eligibility, classified teacher assistant (TA) position may be leveraged until requirements are met.**
- 60 hours towards a baccalaureate degree
- For CTE, needs 3 years of relevant work experience

Supports

- Must be supervised by a teacher holding a License IV or higher
- May qualify for TA – Teacher funding, if applicable
- Must be served by the employer's SBE-approved BTSP (must include specific advancement and development plan)
- Replace BTSP with Initial Teacher Success Program (ITSP)
- Provided during Apprenticeship – License III, which would change as the needs of the change of the candidate
- This program would be reframing the BTSP so that the end goals are focusing on the success of the teacher
- If teacher does not meet eligibility, classified TA position may be leveraged until requirements are completed

Other Considerations

- This is a State Board of Education License, not classified personnel
- Apprentices are not teachers of record
- Should this be a registered apprenticeship? What would the additional supports be with this type of program?
- License term: 3 years (*non-completers may hold classified TA position in order to complete requirements for License I*)
- Employers with a deficit of License IV teachers.
- Contract may not exceed one year.
- Supplements, not supplant, classified TA positions
- Licensure candidates in clinical residency may qualify for apprentice salary for 16-week internship

Salary: 30,000



North Carolina Pathways to Excellence for Teaching Professionals: *License I*

Requirements

- Hold a baccalaureate degree or higher
- 18 hours of relevant content area (determined by NCDPI/EPP/Employer)
- Preparation Sponsor: EPP or PSU

Supports

- In-class supervision by License IV – Adult Leadership teacher **at a minimum of 5 hours a week**
- Observe at least one hour per week and Co-teacher of record with License IV – Classroom Excellence on all courses
- Must be served by the employer's SBE-approved BTSP (must include specific advancement and development plan, mentor assignment)
- Replace BTSP with Initial Teacher Success Program (ITSP)
- Provided during Apprenticeship – License III, which would change as the needs of the change of the candidate
- This program would be reframing the BTSP so that the end goals are focusing on the success of the teacher
- If teacher does not meet eligibility, classified TA position may be leveraged until requirements are completed
- Support by the preparation sponsors as articulated in the MOU
- Professional Advancement Account (\$2,500)

Other Considerations

- License I teacher co-teaches with License IV-Classroom Excellence
- Being teacher of record
- License term 3 years

Salary: 38,000



Requirements

- Complete License I requirements
- Preparation sponsor: EPP or PSU
- Complete one of the following pathways:
 - Categories
 - Tests: Content Exams – **within 10 points of cut score** & Pedagogy Exam – **within -3 points of cut score**
 - Micro-credentials on high-leverage practices (e.g., Darling-Hammond & Bransford, or D. Ball) at basic/foundational level:
 - **Teaching subject matter**
 - **Teaching diverse learners**
 - **Classroom assessment practices**
 - **Classroom management**
 - **Reflection, learning, and development**
 - Practical Educator Evidence Review (PEER): Principal observation/License IV+ Teacher observation /student surveys
 - Observations: **accomplished on Standards 3 & 4**
 - Student surveys: content scale & pedagogy scale **@ 50% agreement (2nd quartile) and none not demonstrated**
 - EVAAS: 0 or higher score (can substitute for content or pedagogy requirement)
 - Qualitative Growth Review: meets expectations (can substitute for content or pedagogy requirement)

Supports

- Clinical supervision – minimum **5 hours per week** [**In-class License IV-Adult Leadership teacher, observing License IV-Classroom Excellence class, co-teaching with License IV teacher, Network Improvement Communities (NIC)**]
- Must be served by the employer's SBE-approved BTSP (must include specific advancement and development plan, mentor assignment)
 - Replace BTSP with Initial Teacher Success Program (ITSP)
- Provided during Apprentice – License III, which would change as the needs of the change of the candidate
- This program would be reframing the BTSP so that the end goals are focusing on the success of the teacher
- Support by the preparation sponsors as articulated in the MOU
- Professional Advancement Account (\$2,500)

Other Considerations

- License Term: 3 years

Salary: 40,000



Requirements

- Complete License II requirements
- Serves as teacher of record
- Complete one of the following pathways:
 - Categories:
 - EVAAS score of 0 or higher can substitute for either content or pedagogy component, but not both
 - Practical Educator Evidence Review (PEER) – Principal/License IV+ teacher Observations (Minimum accomplished on 3 and 4 standards) and nothing below proficient plus student surveys (the content and pedagogy scale must be at 3rd quartile)
 - Tests: Content (meet or exceed cut scores) and pedagogy (meet or exceed cut scores)
 - Micro-credentials – high leverage instructional practices at intermediate level

Supports

- Clinical supervision – weekly peer review by a teacher with License IV or higher focused on skill demonstration as articulated in advancement and development plan (not evaluative)
- Must be served by the employer's SBE-approved BTSP (must include specific advancement and development plan, mentor assignment), which focuses on application and refinement of high leverage instructional practices
- Replace BTSP with Initial Teacher Success Program (ITSP)
- Provided during Apprenticeship – License III, which would change as the needs of the change of the candidate
- This program would be reframing the BTSP so that the end goals are focusing on the success of the teacher
- Professional Advancement Account (\$2,500)

Other Considerations

- License Term 3 years

Salary: 45,000

North Carolina Pathways to Excellence for Teaching Professionals: License IV: Expert Teacher

Requirements

- Complete requirements for License III
- Demonstrate effectiveness (e.g., EVAAS) three qualifying years out of a five-year window
- Effectiveness determined via Growth Measures OR PEER options
- PEER:
 - Observations – Accomplished on NCEES Standards II, III, IV with none being below Proficient
 - Student Survey (4th quartile)
- Growth Measures:
 - EVAAS (Greater than 0)
 - Qualitative Growth Review (QGR) – categorical designation like meeting expectations

Supports

- Support Opportunities:
- Classroom Excellence Coaching
 - Adult Leadership Coaching
 - Includes micro-credentials for these two coaching options
- Responsibilities of a License IV Teacher:
- Open classroom to serve as a model teacher
 - State, district, or school improvement priorities in the teacher's PDP

Other Considerations

- License Term is 5 years
- 5-year License Renewal
- Increases salary by completing effectiveness and CEU requirements
- Service obligations as part of renewal requirements

Salary: 56,000



Requirements

- Complete the requirements for a License IV
- Demonstrate effectiveness (e.g., EVAAS) three qualifying years out of a five-year window
- Effectiveness determined via Growth Measures **OR** PEER options
- PEER:
 - Observations – Distinguished on NCEES Standards II, III, IV with none being below Accomplished
 - Student Survey (4th quartile)
- Growth Measures:
 - EVAAS (Exceeding Growth)
 - Qualitative Growth Review (QGR) – categorical designation like exceeding expectations

Other Considerations

At the time of L-IV renewal, requirements for the advanced licenses are also considered.

One could meet the L-IV requirements but not meet the advanced designation

At any time, the PSU has the discretion to remove a L-IV CE or L-IV AL as a matter of employment. This decision, however, does not have impact on the license
Salary differential only comes with employment in the role.

Could have the license designation but not have the position and associated salary differential

**Salary: License IV +
10% supplement**

Requirements

- Complete License IV requirements
- Exceeding Growth EVAAS or Exceeding Expectations on the Qualitative Growth Review, 3 out of 5 years **OR** PEER options
- Practical Educator Evidence Review (PEER) - Principal Observation, Level IV+ observation, student surveys for 3 qualifying years within a 5-year window
- NCEES: Distinguished on all standards
- For student surveys, the content and pedagogy scales at fourth (top) quartile agreement
- Successfully completed a micro-endorsement on adult leadership

Other Considerations

- License term 5 years
- At the time of L-IV renewal, requirements for the advanced license are also considered.
 - One could meet the L-IV requirements but not meet the advanced designation
- At any time, the PSU has the discretion to remove a L-IV AL as a matter of employment. This decision, however, does not have impact on the license
- Salary differential only comes with employment in the role.
 - Could have the license designation but not have the position and associated salary differential

Salary: License IV +
30% supplement