

EXECUTIVE SUMMARY

Title: Addition of Middle Grades Literacy Coach as a License Area

Type of Executive Summary:

- Action
- Action on First Reading
- Discussion
- Information

Policy Implications:

- Constitution _____
- General Statute # _____
- SBE Policy # TCP-A-001
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other _____

Presenter(s): Ms. Julia Kron (Executive Director, North Carolina Teacher Academy)

Description:

Individuals employed as middle grades literacy coaches with the state literacy coach funding must complete all training prescribed by the NC Teacher Academy and implement the 21st Century literacy model designed by the NC Teacher Academy. To be able to designate on an individual’s license that he/she has completed the required training, a proposal to add *middle grades literacy coach* as a license area is presented.

Resources:

NA

Input Process:

The proposal is presented at the request of the NC Teacher Academy

Stakeholders:

Individuals employed as middle grades literacy coaches

Timeline For Action:

The proposal was presented for discussion last month and is presented for approval this month. It will become effective upon Board approval.

Recommendations:

It is recommended that the Board approve the addition of the *middle grades literacy coach* license area.

Audiovisual equipment requested for the presentation:

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
Specify: _____
- Audio Requirements (computer or other, except for PA system which is provided)
Specify: _____
- Document Camera (for transparencies or paper documents – white paper preferred)

 Motion By: _____ Seconded By: _____
 Vote: Yes _____ No _____ Abstain _____
 Approved _____ Disapproved _____ Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Kathy Sullivan (807-3608)

NORTH CAROLINA STATE BOARD OF EDUCATION

Policy Manual

Policy Identification

Priority: Twenty-First Century Professionals

Category: Licensure

Policy ID Number: TCP-A-001

Policy Title: Policies on General Licensure Requirements

Current Policy Date: ~~12/04/2008~~10/02/2008

Other Historical Information:

Previous Board Dates: 01/05/1997, 07/09/1998, 01/13/1999, 07/01/1999, 07/13/2000, 09/14/2000, 10/04/2001, 01/09/2003, 2/6/2003, 06/05/2003, 08/07/2003, 9/11/03, 11/22/2004, 5/05/2005, 6/30/2005, 8/04/2005, 10/06/2005, 11/03/2005, 12/01/2005, 01/05/2006, 05/04/2006, 06/01/2006, 07/06/2006, 01/04/2007, 06/07/2007, 12/06/2007, 02/07/2008, 04/03/2008, 10/02/2008

Statutory Reference:

PL 107-110, the No Child Left Behind Act of 2001

Administrative Procedures Act (APA) Reference Number and Category:

POLICIES ON GENERAL LICENSURE REQUIREMENTS

Note: Only relevant sections of this policy has been included in this attachment.

1.00 Licensure Required

Any person employed by a Local Education Agency (LEA) in a professional educator position must hold a professional educator's license. In addition, all persons teaching core academic subjects at the elementary, middle school, or high school levels must be "highly qualified" as specified by PL 107-110, the No Child Left Behind Act of 2001, and 1.01 and 1.02 below. Each applicant shall file an application in the form prescribed by the Licensure Section with appropriate supporting documentation and the required processing fee.

1.10 Designation of Appropriate Licensure Prior to Establishment of Staffing New Programs/Positions in Public Schools

Appropriate licensure area(s) required for service must be established prior to presentation of new programs/positions to the SBE for approval. Formal documentation indicating agreement by the Licensure Section to the licensure area(s) appropriate for the proposed program/employment shall be presented.

Current license areas issued by the Department are:

Administrative

Superintendent
Principal
Curriculum Instructional Specialist
Instructional Technology Specialist-Computers
Media Supervisor
Career and Technical Education Director
Exceptional Children's Program Administrator

Student Services

Counselor
School Social Worker
School Psychologist
Instructional Technology Specialist- Telecommunications
Media Coordinator
Audiologist
Speech-Language Pathologist

Teaching Areas

Elementary

Birth-Kindergarten (B-K)
Preschool Add-on*
Elementary (K-6)
Elementary Second Language++
Reading (K-6)
English as a Second Language [ESL] (K-6)
Special Education: General Curriculum (K-6)
Special Education: Adapted Curriculum (K-6)

* Available only to teachers with current licenses in elementary education, special education, or family and consumer sciences.

Middle Grades

Middle Grades Language Arts
Middle Grades Mathematics
Middle Grades Science
Middle Grades Social Studies

Middle Grades Literacy Coach**

** Available only to teachers who complete the NC Teacher Academy Middle School Literacy Coach Training Program

Secondary (9-12)

English (9-12)
Mathematics (9-12)
Science (9-12)
Earth Science (9-12)
Biology (9-12)
Physics (9-12)
Chemistry (9-12)
Social Studies (9-12)
Political Science (9-12)
Geography (9-12)
History (9-12)
Economics (9-12)
Sociology (9-12)
Anthropology (9-12)
French (9-12)
Spanish (9-12)
German (9-12)
Japanese (9-12)
Russian (9-12)
Latin (9-12)
Bible (9-12)
Journalism ++ (9-12)
Psychology ++ (9-12)
Italian ++ (9-12)
Chinese ++ (9-12)

Special Subjects (K-12)

Art (K-12)
Music (K-12)
Dance (K-12)
Theater Arts (K-12)
Health Specialist (K-12)
Physical Education (K-12)
Health and Physical Education (K-12)
Safety and Driver Education
Speech Communication (K-12)
ESL (K-12)
Reading (K-12)
American Sign Language (K-12)
French (K-12)
Spanish (K-12)
German (K-12)
Japanese (K-12)
Russian (K-12)
Computer Education++ (K-12)
Junior ROTC

Career-Technical Education

Agricultural Education
Business and Information Technology Education
 Network Administration
Career Development Coordinator
Career and Technical Education Director
Family and Consumer Sciences
 Apparel Design
 Child Development, Family Studies
 Food and Nutrition, Culinary Arts
 Interior Design, Housing
Health Occupations
 Registered Nurse
 Allied Health/Medical Professional
 Biotechnology
Marketing Education
(Handicapped/Disadvantaged) Special Populations
Coordinator
Technology Education
 Principles of Technology++
 Scientific and Technical Visualization++
 Project Lead the Way (PLTW)++
Trade and Industrial Education
 Automotive Service
 Cabinetmaking/Furniture
 Carpentry
 Collision Repair
 Computer Engineering Technology
 Cosmetology
 Drafting
 Digital Media/Programming Broadcasting
 Electrical Trades
 Electronics
 Electro-Mechanical Maintenance
 Masonry
 Mechanical Systems (HVAC or Plumbing)
 Metals Manufacturing
 Network Engineering Technology
 Printing and Graphics
 Public Safety
 Textiles^
 Welding
 Work Development (formerly Industrial Cooperative
 Training)
 Specialized
VoCATS

++ endorsements

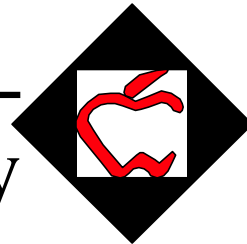
Exceptional Children

Cross Categorical (mildly/moderately disabled)
Severely/Profoundly Disabled
Mentally Disabled
Visually Impaired
Behaviorally/Emotionally Disabled
Learning Disabled
Academically Gifted
Hearing Impaired
Special Education: General Curriculum
Special Education: Adapted Curriculum

^ no longer issued

n o r t h c a r o l i n a

TeacherAcademy



21st Century Middle School Literacy Coaches

Program Training and Certification Requirements

North Carolina Teacher Academy
909 Aviation Parkway, Suite 700
Morrisville, North Carolina 27560
1-800-801-7983

Julia Kron, Executive Director

North Carolina Middle School Literacy Coaches Program Training and Certification Requirements

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THE NATIONAL LITERACY COACH MOVEMENT

Students entering the 21st century workforce will need advanced literacy skills to compete in a global society. Recent National Assessment of Educational Progress (NAEP 2007) indicates that an increasing number of eighth graders did not demonstrate the capacity to perform the higher order thinking skills necessary for deep learning of content through reading. Compounding this problem is the lack of direct attention that has been devoted to helping middle school teachers develop skills needed to promote reading comprehension, accommodate differences in students' reading levels, and ensure content learning by infusing instruction with literacy practices (Kamil, 2003). Few middle or secondary schools provide any systematic literacy instruction in the content areas to support struggling readers. Additionally, content area teachers share a common and long-held belief that subject matter teaching does not and should not involve literacy-based strategy instruction, failing to recognize how content and literacy learning are simultaneous, supportive processes (Sturtevant, 2003). According to the Alliance for Excellent Education's report entitled *Adolescents and Literacy: Reading for the 21st Century* (2003), the most popular and promising solution for remedying low levels of literacy learning is by providing high-quality, ongoing professional development for teachers.

Professional development has proved to be most effective when it is ongoing and deeply embedded in teachers' current work with students, targeted toward a specific grade level and content area (Russo, 2004). As defined by the International Reading Association's *Standards for Middle and High School Literacy Coaches* (2006), literacy coaching is a "highly targeted" form of professional development which is sustained, ongoing, participant-driven, and grounded in inquiry and reflection. As prescribed by national standards, literacy coaching focuses specifically on instruction in subject areas such as language arts, math, science, and social studies. Authentic opportunities to learn applicable skills, collaborate with colleagues, and collectively solve specific problems of practice make literacy coaching an effective approach at improving content area instruction. In addition to providing discipline-based improvements, literacy coaching is a vehicle by which teacher resistance can be reduced through a school-wide focus on literacy instruction (Neufeld, 2003). The interest and need for improving adolescent

literacy is evident by the national literacy coach movement: many states such as Massachusetts, Florida, Utah, Alabama, Virginia, California, Philadelphia, and New York have made significant investments in placing literacy coaches in their middle schools (Manzo, 2005; Hall, 2004; Sturtevant, 2003).

Considering the cross-curricular nature of the literacy coach's work, leadership skills are essential to success (Moxley & Taylor, 2006), and a successful literacy coach understands the characteristics of adult learners as well as the processes of effective coaching (Atloff, Buchanan, Buehl, et. al., 2007). Because their job is to provide professional development, literacy coaches need extensive and rigorous professional development over the course of their employment (Russo, 2004). Beyond coaching and presentation skills, coaches need an extensive understanding of literacy learning, elements of instruction, and measures of achievement (Atloff, Buchanan, Buehl, et. al., 2007). Unlike reading teachers or reading specialists, literacy coaches direct their attention toward increasing the knowledge and skills of content area teachers, helping them create "environments that allow students to engage in critical examinations of texts" by dissecting, deconstructing, and reconstructing in an effort to make meaning (*National Council of the Teachers of English, 2006*). Despite the growing national popularity of literacy coaching, training and support for coaches pose significant challenges for school districts, with "officials [often] underestimating the work...it takes to train them" (Russo, 2004). Collaborating with other literacy coaches proves beneficial as coaches provide support, share resources, offer feedback, and solve problems related to the unique nature of their work (Moxley & Taylor, 2006).

Effective literacy coaches fulfill a variety of roles and possess a wide array of skills. For example, literacy coaches must have the capacity to access, monitor, manage, and interpret various forms of school and student data and communicate results with administrators and teachers in such a way that data will inform and direct instruction. Diagnostic, progressive, and summative assessments are necessary methods by which the coach assists teachers in making, monitoring, and measuring instructional decisions (Moxley & Taylor, 2006). In addition to providing data analysis, literacy coaches are knowledgeable about curriculum, helping teachers recognize thematic, conceptual, sequential, or hierarchical curriculum structures and offering advice about planning,

pacing, and differentiating instruction. Understanding the diverse nature of adolescent learners, the coach has a repertoire of instructional strategies and is able to model both strategy selection and strategy use. As instructional facilitators, literacy coaches mentor colleagues by giving constructive feedback and providing opportunities to reflect on lesson plan development and delivery. Through the leadership of the literacy coach, standards-based school improvement goals can be pursued by focusing classroom teachers' attention on targeted areas (Killion & Harrison, 2006). Additionally, the coach's responsiveness to 21st century literacy competencies integrates technology, digital media, and virtual learning seamlessly into content area instruction. Through their propensity to lead their colleagues, literacy coaches are in unique positions to tear down walls of teacher resistance, improve the quality of teaching and learning, and create literacy-intense instructional environments which replicate challenges students are likely to face in the 21st century.

North Carolina Middle School Literacy Coach Initiative

The lowest performing readers are most often at risk of dropping out of high school. In fact, those achieving in the lowest quartile are 3.5 times more likely to drop out than students in the next highest quarter of academic achievement and twenty times more likely to drop out than top-performing students (Kamil, 2003).

In explaining the North Carolina initiative, Governor Easley states,

The most recent national research shows the positive connection between middle grades literacy coaches and increased high school graduation rates. That is why in 2006 we started our literacy coach initiative, placing 21st Century Literacy Coaches in one hundred middle schools across our state. This program brings coaches into middle schools to implement the latest 21st century teaching techniques to help students in reading, writing, comprehension, and speaking – something that is very important in every subject. This year with the help of the NC General Assembly, another one hundred schools will have literacy coaches. Together with the state-of-the-art training by the North Carolina Teacher Academy, these two hundred literacy coaches illustrate some of the unique features of what we are doing in North Carolina to help all students succeed in the 21st century economy (Easley, 2007).

Literacy coaches have the charge of providing and modeling literacy strategies through a cross-curricular approach. Literacy is far more than just being able to read; it is the student's ability to step into any subject area classroom and decipher the language and characteristics unique to that subject. If students are to be literate 21st century thinkers, they must be empowered with the skills to succeed in any academic setting (Markley, 2006). For North Carolina to continue to improve the high school graduation rate, North Carolina legislators understood the imperative nature of beginning literacy intervention at the middle grades.

Legislation

21ST CENTURY LITERACY COACHES

SECTION 7.23.(a) Funds are appropriated in this act to support the selection and hiring of new literacy coaches for middle schools or other public schools with an eighth grade class. No more than one literacy coach shall be placed in each such school. The State Board of Education, in consultation with the North Carolina Teacher Academy, shall develop a site selection process including formal criteria. The site must receive formal approval by the State Board of Education to receive funds for this purpose. To be selected schools must:

- (1) Contain an eighth grade class, and
- (2) Ensure that literacy coaches will have no administrative responsibilities in the schools in which they are placed.

SECTION 7.23.(b) National Board for Professional Teaching Standards (NBPTS) certified teachers serving in these positions shall be exempt from the requirements in G.S. 115C-296.2(b)(2)d, and shall remain on the NBPTS teacher salary schedule.

Fiscal Considerations for Literacy Coaches

Allotment

An LEA will be allotted 10 months of employment for each literacy coach.
PRC: 052

Expenditures

For literacy coaches funded from the above legislation, all salary and related benefits (social security, retirement, and hospitalization) must be coded to
PRC: 052

Salary Code

1-6210-052-139 (paid on the teacher salary schedule based on years of experience and education level).

License Requirements

Any teaching area except restricted workforce development and JROTC. Reading K-12 (license 190) is preferred.

North Carolina State Board Policy

LITERACY COACHES

PROGRAM REPORT CODE: 052
UNIFORM CHART OF ACCOUNTS CODE: XXXX-052-XXX
STATUTORY REFERENCE: SB 1741, Section 7.13

TYPE: Position

TERM: 10 month, July 1 through June 30

PURPOSE: Provides funding for 200 literacy coaches.

ELIGIBILITY: The 100 schools with the lowest average scores on the eighth grade end-of-grade test over the most recent three years for which data is available and 100 middle schools that were selected based on a rubric/application used to evaluate the schools with the greatest need.

FORMULA: Each school is allotted one position at the statewide average teacher salary including benefits.

SPECIAL PROVISIONS:

1. LEAs cannot exceed their allotted position(s).
2. Funding can only be used to pay salaries of literacy coaches at the eligible schools designated by the State Board of Education.
3. In accepting funding, the school agrees to abide by a memorandum of understanding, to implement the 21st Century Literacy Coach Model designed by the NC Teacher Academy, and that the individual employed in the position will complete all training prescribed by the NC Teacher Academy.
4. Any teaching area except restricted workforce development and JROTC. Reading K-12 (license 190) is preferred.
5. Literacy Coaches are eligible for the NBPTS differential pay as part of their certified salary.
6. If a qualified school is not able to employ a qualified literacy coach within five weeks of the allocation, the allotment for that school shall be removed and reallocated to the next school not funded per the rubric that can employ the literacy coach. All positions allotted must be approved by the State Board of Education.

North Carolina Middle School Literacy Coaches Description and Application Process

Job Description

The middle school literacy coach is a member of the school faculty. It is the responsibility of the coach to work with the principal and school improvement team to develop a school-wide plan to improve the literacy achievement of all students in the school. The position entails proven excellence as a classroom teacher and exemplary skills in developing, implementing, and assessing instructional strategies to improve academic literacy, overall achievement in core content areas, and problem solving skills. The literacy coach shall use technology as an instructional tool with faculty and students; analyze data to inform and guide instructional decisions; implement instructional research and strategies; and coach teacher colleagues. The coach shall provide professional development, model and demonstrate lessons, observe classroom instruction, and offer feedback to teachers. The middle school literacy coach must commit to attend all training sessions and/or staff development.

Qualifications

Minimum Qualifications

- A Bachelor's Degree
- A current North Carolina Teaching License
- Five years of classroom experience
- A commitment of three to five years in the literacy coach position
- Recognition by colleagues and community as an outstanding classroom teacher
- Strong leadership and collaboration skills
- Strong personal literacy skills inclusive of oral and written communication
- Broad understanding of middle school core content areas

Preferred Qualifications

- A Master's Degree
- Reading Certification
- National Board Certification
- Knowledge of adult learning theory and presentation skills
- Excellent presentation and group facilitation skills
- Experience in providing continuous school-wide professional development
- Experience modeling literacy instruction in core content areas
- Experience observing classroom instruction and providing feedback to teachers
- Proficiency in computer skills

Application Process

Announcement

- List of selected middle schools shall be publicized and made available upon request
- Job description, qualifications and application process should be posted on available websites (North Carolina Department of Public Instruction, North Carolina Association of Educators, North Carolina Teacher Academy, Local Education Agency) and made available upon request

Who Should Apply

- All interested instructional personnel who meet the minimum job qualifications

How to Apply

- Submit a current resume and letter of intent to the elected School Improvement Team
- Submit three letters of recommendation (one administrator, two colleagues)

Selection Process

- All applications shall be reviewed by the elected School Improvement Team using a check sheet.
- Each qualified candidate for the position shall be interviewed and assessed by the elected School Improvement Team using the interview rubric. (See page 13.)
- The elected School Improvement Team shall make the final selection.

Application Checklist

Applications are to be reviewed by the elected School Improvement Team for the purpose of selecting candidates for interviews. Check all requirements that apply for each candidate. Total the minimal and preferred requirements to select candidates for interviews.

Minimum Requirements

____ Bachelor's Degree and current North Carolina Teaching License

____ At least five years classroom teaching experience

____ Three references (one administrator and two colleagues)

____ Professional organization memberships

____ Evidence of outstanding classroom teaching

____ School leadership positions (e.g. school improvement team, department chair, school committees)

Preferred Requirements

____ Master's Degree

____ Reading Certification

____ National Board Certification

____ Computer proficiency

____ Professional organization leadership

____ Observation, lesson modeling, coaching for classroom instruction

____ **TOTAL SCORE**

(A score of 6 under minimum requirements is expected)

Interview Rubric

Criteria					Points
	1	2	3	4	
Educational Background	Bachelor's degree	Master's degree	Degree(s) plus Reading certification	Degree(s), Reading certification, National Board certification	
Classroom Experience	Minimum of 5 years of classroom teaching experience in grades 4-8	5-10 years of classroom teaching experience in grades 4-8	11-15 years of classroom teaching experience in grades 4-8	16 + years of classroom teaching experience in grades 4-8	
Recognition by colleagues as an outstanding teacher	Minimal colleague recommendations	Adequate colleague recommendations	Good colleague recommendations	Outstanding colleague recommendations	
Leadership and collaboration skills	No previous leadership position	Satisfactory school level leadership experience	Satisfactory district level leadership experience	Satisfactory leadership experience beyond the school district	
Proficiency with technology	Ability to use computer for personal use	Ability to teach basic computer operations	Ability to integrate technology into instruction	Ability to teach others how to integrate technology into instruction	
Commitment to the community	Minimum of 5 years of association with the community or school	Commitment to remain in the position for a minimum of 2 years	Commitment to remain in the position for 3-5 years	Commitment to remain in the position for more than 5 years	
Total					
Interviewer Comments:					

**District
Memorandum of Understanding**

In keeping with the intent and integrity of the legislation authorizing the creation of the middle school literacy coach, I understand the following conditions:

- Use an open application and interview process for hiring the literacy coach;
- Use the elected School Improvement Team to select candidates, to interview the candidates, and to make the final selection of the literacy coach;
- Require the literacy coach to attend all training sessions conducted by the North Carolina Teacher Academy and complete all required assignments;
- Provide the literacy coach with office space, a laptop computer with Internet access, access to a printer, and budgeted instructional materials;
- Ensure that the literacy coach is not an administrative assistant and, therefore, will not be assigned administrative, testing, clerical, or substitute teaching duties;
- Understand that the literacy coach will spend 75% of his/her time in the classroom demonstrating and modeling lessons, coaching classroom teachers, and delivering whole-school staff development. Twenty-five percent (25%) of his/her time will be spent preparing and planning for the aforementioned responsibilities and attending literacy coach training. Additionally, the literacy coach will not be assigned to tutor individual students through a pull-out program or be assigned to run a commercial program;
- Meet with the literacy coach minimally on a bi-weekly schedule for informational and sharing purposes;
- Understand that the relationship between the literacy coach and the teachers is confidential, nurturing, and supportive, and thus the literacy coach shall not evaluate teachers.

Signature of Principal

Signature of School Improvement Team Chair

Signature of Superintendent

School

Date

Middle School Literacy Coach Memorandum of Understanding

In keeping with the intent and integrity of the legislation authorizing the creation of the middle school literacy coach, I understand the following conditions:

- I will attend all training sessions conducted by the North Carolina Teacher Academy and complete all required assignments.
- I will spend 75% of my time in the classroom demonstrating and modeling lessons, coaching classroom teachers, and delivering whole-school staff development. Twenty-five (25%) of my time will be spent preparing and planning for the aforementioned responsibilities and attending literacy coach training.
- I will meet with the principal minimally on a bi-weekly schedule for informational and sharing purposes.
- I understand that the relationship between myself and the teachers is confidential, nurturing, and supportive, and thus will not do formative observations for the administration, evaluate teachers, and shall not break confidentiality with the teachers with whom I am working.
- I will not tutor individual students through a pull-out program or run a canned/commercial reading program.

The North Carolina Teacher Academy has the right and the responsibility to protect its intellectual property. In keeping with the intent and integrity of the North Carolina Teacher Academy training and materials paid for by funds provided by the North Carolina General Assembly, I understand and agree to the following conditions:

- Training and resources provided by the North Carolina Teacher Academy are specifically for use in the school assigned to the Middle School Literacy Coach.
- Training and resources provided by the North Carolina Teacher Academy may be shared with other schools within the district where the Middle School Literacy Coach works.
- Information, resources, and lesson plans housed in the Teacher Academy Blackboard may be and should be shared with teachers in the school assigned to the Middle School Literacy Coach. At no time should the password given to the Middle School Literacy Coach be shared. Any sharing of resources from the online community must be pulled by the coach to share with teachers. Coaches should make sure that teachers who use the materials have been properly trained in the strategies before they are used.

- Use of any materials created by or provided by the North Carolina Teacher Academy outside the assigned school or district is prohibited without written permission from the Executive Director of the North Carolina Teacher Academy.
- Training received by the North Carolina Teacher Academy may not be shared at local, district, state, national, or international conferences without written permission of the Executive Director of the North Carolina Teacher Academy. At no time shall the intellectual property of the North Carolina Teacher Academy (training or materials) be used for monetary gain by private individuals, organizations, or businesses/corporations.

Signature of Middle School Literacy Coach

School

Date

Training Overview

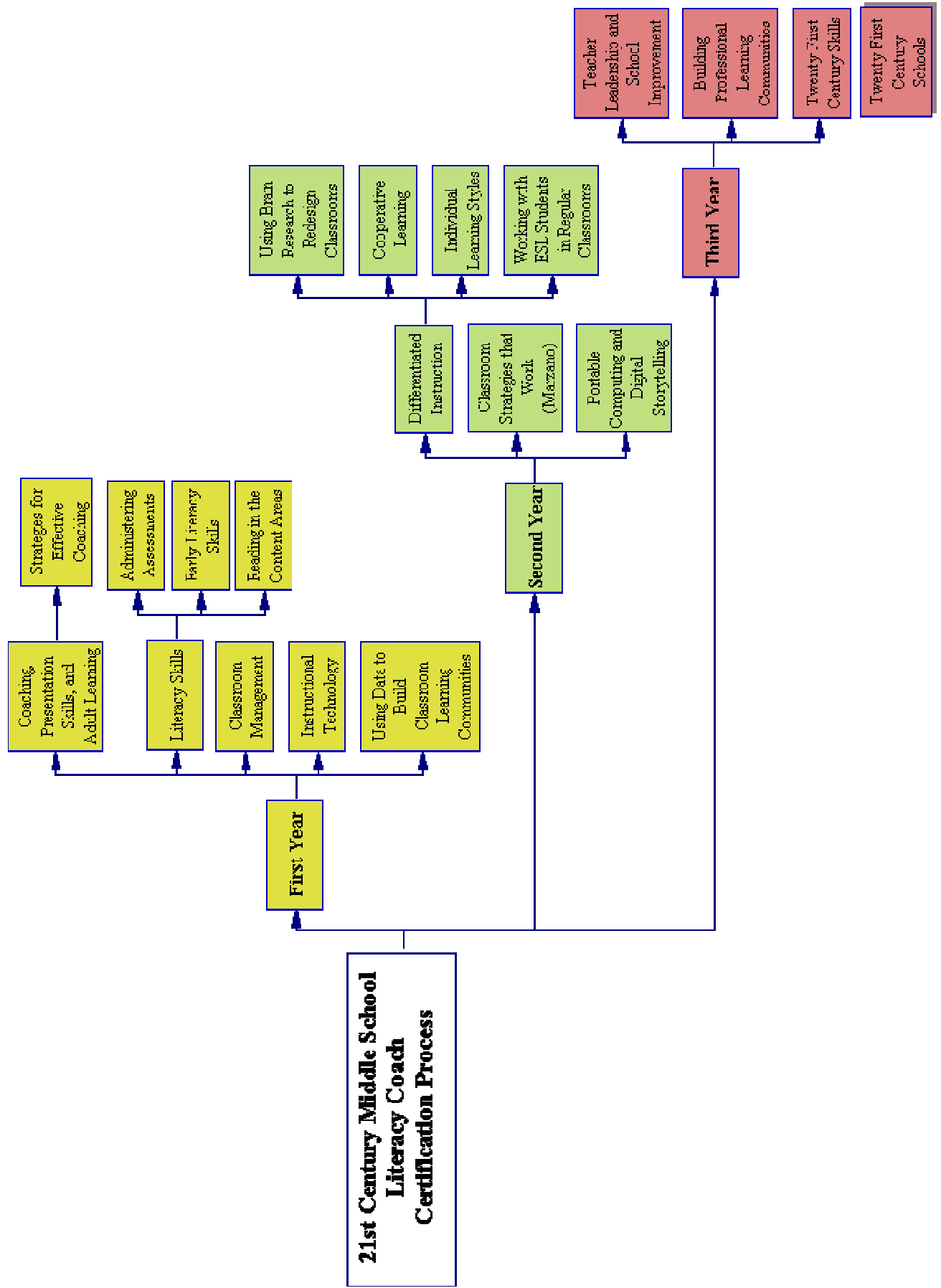
The national research of best teaching practices, effective leadership, instructional coaching, 21st century technology skills, and data analysis are the cornerstones of the three-year training program. The training for the North Carolina 21st Century Middle School Literacy Coaches is provided by the North Carolina Teacher Academy. The training is designed based on national research and the literacy coach job description. During each year of training, national and international researchers and authors, along with North Carolina Teacher Academy staff and trainers, provide intense instruction for the coaches. The following have provided researched training for the literacy certification:

- Paideia Consulting Group, Canada
- Dr. Jim Knight, University of Kansas
- Dr. Rosemarye Taylor, University of Central Florida
- Dr. Andy Hargreaves, Boston University
- Dr. Linda Lambert, Professor Emeritus, California State
- The Metiri Group, Culver City, California

Throughout the three-year training, the 21st Century Middle School Literacy Coaches are a part of an online Blackboard learning community. Through this venue they share resources, seek support, provide feedback, communicate with the Teacher Academy, and post required assignments.

Although most of the instruction takes place during the school year, coaches attend two additional sessions during the summer of years one and two. They travel to a university campus to participate in week-long academies and, having an opportunity to network with each other, model the effective implementation of professional learning communities in their schools. Observing each other's strengths and engaging in meaningful dialogue provide for a more enriched community of coaches.

The following descriptions of the training components elaborate on the content, which describes the research-based training; the skill set, which identifies specific learning objectives; and the evidence of mastery and required documentation.

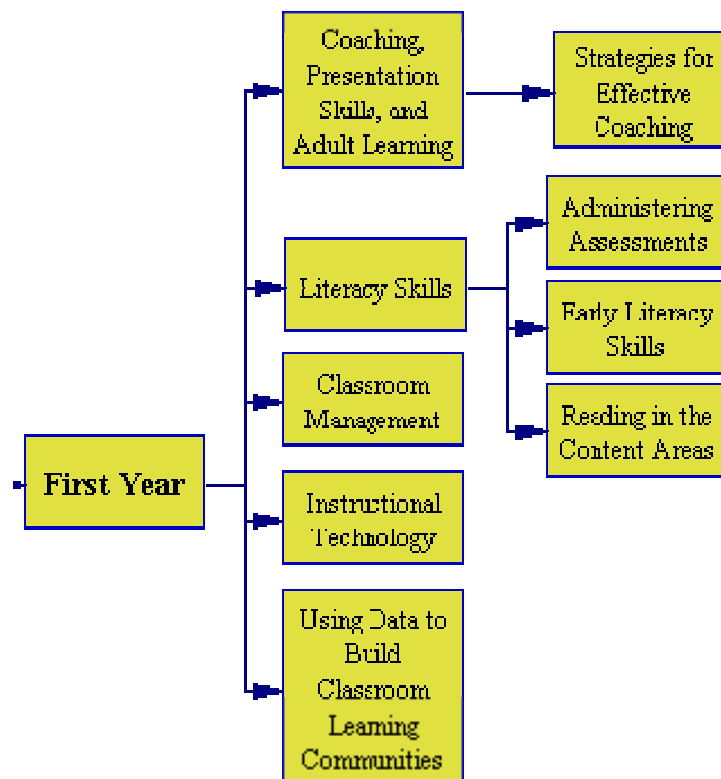


Year One: Coaching and Literacy

The first year focuses on coaching and literacy. The North Carolina Teacher Academy, along with national consultants, published authors, and scholars, guide the coaches through extensive training. The literacy coaches focus on developing and practicing coaching skills as they acquire an understanding of adult learning, change and resistance, and presentation skills. Coaches and their principals meet together to explore their respective roles and to establish trust for successful implementation of the literacy coach initiative. Coaches also learn the components of early literacy and literacy strategies to use in all content areas as well as how to create a literacy rich environment.

In year one the coaches receive instruction in the following areas:

- Coaching, Adult Learning, and Presentation Skills
- Strategies For Becoming an Effective Coach
- Roles and Responsibilities of Coaches and Principals
- Qualitative Reading Inventory
- Early Literacy – Critical Components, Vocabulary, and Word Study
- Reading in the Content Areas
- Classroom Management
- Developing a Literacy Rich School
- Using Data to Build Classroom Learning Communities
- Instructional Technology



CONTENT: Coaching, Adult Learning, and Presentation Skills

Coaching is a research-based, job-embedded approach to teacher professional development and learning. Implementation rates of new instructional methods increase from 10% with traditional professional development, to 85% with instructional coaching (Knight, 2004). Literacy coaches can assist teachers in refining their instruction in multiple ways and change their teaching and learning practices to better meet the needs of their struggling readers. Training for coaches focuses on adult learning principles, change research, communication/presentation skills, coaching strategies, and managing resistance. Coaches will learn the three coaching approaches: the coaching cycle, teaching model lessons and professional dialogue, and co-teaching.

SKILL SET: The literacy coaches who complete the Coaching and Presentation Skills component for literacy certification will acquire the following skills:

- Applying effective communication skills including:
 - Attending, active listening, questioning, presenting, confirming, summarizing, and problem solving
- Acquiring coaching skills including:
 - Clarifying goals
 - Identifying teaching targets
 - Structuring observations
 - Collecting data
 - Giving feedback
 - Offering suggestions
 - Engaging in professional dialogue
- Engaging in authentic dialogue for understanding rather than debates and decision-making discussions
- Developing adult learning and change skills:
 - Diagnosing individual needs
 - Dealing with resistance
 - Problem solving
 - Managing change
 - Working with groups

DEMONSTRATION OF MASTERY: The following products will demonstrate mastery of the described skill set:

1. A 10-minute presentation on a best practice.
2. A demonstration of the coaching process to include observations, pre-conferencing, and post-conferencing.

CONTENT: Strategies for Becoming an Effective Coach

Becoming an effective instructional coach involves knowledge and skills from a variety of disciplines from communication and coaching to organizational management and change. The effectiveness of teacher leaders as coaches who make an impact on student achievement is attributed to implementing research-based strategies. Knowledge and skills that relate to the following roles of instructional coaches are the focal points of this learning experience: data coach, curriculum specialist, instructional specialist, resource provider, school leader, catalyst for change, learning facilitator, and classroom supporter (Harrison, 2006).

SKILL SET: Literacy coaches who complete the Becoming an Effective Instructional Coach component for literacy certification will acquire the following skills:

- Understanding roles and responsibilities of instructional coaches
- Recognizing attributes of effective coaches
- Employing contracting skills to clarify and get support for roles from teachers and administrators
- Implementing a variety of ways to evaluate the impact of coaching on teacher behavior and student achievement
- Classroom Coaching skills which include:
 - Types of coaching
 - Planning conferences
 - Reflection conferences
 - Effective communication skills
- Using principles of partnership
- Demonstrating lesson components
- Acquiring facilitation skills including:
 - Setting norms
 - Roles on groups
 - Purpose/non purpose statements
 - Decision making models
 - Problem solving strategies

DEMONSTRATION OF MASTERY: The following products and activities will demonstrate mastery of the described skill set:

1. Examples of a best practice that has been implemented at their school. Analysis of each best practice will be completed in small groups.
2. Artifacts from a contracting conversation with a principal and a teacher that show mastery of the contracting structures.
3. Facilitation of a learning task which may include a data dialogue along with an analysis of the group interaction.
4. Professional reading: *Literacy Coaching: A Handbook for School Leaders*.

CONTENT: Qualitative Reading Inventory (QRI-4)

“High stakes tests provide little or no useful information to aid teachers in understanding the needs of children” (Walpole and McKenna, 2006). Using informative assessments such as the Qualitative Reading Inventory empowers teachers to understand each individual student’s reading level and to tailor instruction by creating successful lessons that deliver content while also increasing reading skills.

The *Qualitative Reading Inventory-4* (QRI) assesses the oral and silent reading levels of eighth grade students identified at proficiency levels at one, two, and three with scores of less than two hundred fifty-five (255) on the North Carolina End-of-Grade Test. The inventory contains word lists and reading passages from pre-primer through high school. The word lists are designed to assess accuracy of word identification, speed and automaticity, and the starting point for reading the initial passages. Reading passages include both narrative and expository texts to determine reading levels, assess prior knowledge, and evaluate comprehension.

SKILL SET: Literacy coaches who complete the QRI component for literacy certification will acquire the following skills:

- Demonstrating a basic knowledge of informal reading inventories
- Observing reading behaviors
- Assessing a reader’s understanding of text
- Identifying a reader’s reading level
- Matching readers to appropriate text
- Charting growth across the school year
- Verifying a suspected reading problem
- Determining a reader’s strengths and needs in both narrative and expository text

DEMONSTRATION OF MASTERY: The following products will demonstrate mastery of the skill set:

1. Data Sheet of the results of the North Carolina End-Of-Grade Test scores in reading measuring gains and losses for the academic year.
2. Data Sheet of the results of the Qualitative Reading Inventory-4 (QRI-4), measuring gains and losses for the academic year.

CONTENT: Early Literacy, Vocabulary, and Word Study

“Reading is the fundamental skill upon which all formal education depends” (Moats, 1999) . Essential building block for learning to read and various approaches for designing lessons that appeal to student learning strengths are the key focal points for early literacy. This training provides coaches with practical strategies for reading and writing in the content areas, the elements of vocabulary instruction, and how to link literacy to creating student autonomy in the learning process. Emphasis is placed on using informational text to increase comprehension. Nell Duke (2003) states that “the importance of being able to read and write informational texts critically and well cannot be overstated. Informational literacy is central to success and even survival, in schooling, the workplace and community.” Training topics include recognizing the five types of informational text: descriptive, explanation, persuasive, procedural, and recount (biography and autobiography). Comprehension strategies including questioning, activating prior knowledge, synthesizing, visual imagery, and determining importance foster an understanding of informational text.

SKILL SET: Literacy coaches who complete the Early Literacy component for literacy certification will acquire the following skills:

- Understanding the five critical components of reading
- Identifying the stages of reading development
- Understanding how words are learned
- Constructing materials to assist in the development of phonemic awareness, phonics, and fluency
- Identifying the five types of informational text
- Applying comprehension strategies to foster an understanding of informational text
- Designing hands on materials for use with informational text
- Identifying text features to increase comprehension

DEMONSTRATION OF MASTERY: The following products will demonstrate mastery of the described skill set:

1. Vocabulary activities promoting understanding based on student needs.
2. Lesson plans using the five types of informational text focusing on strategies needed for comprehension. Lessons will include creating hands-on materials (e.g. mental file folder) to increase comprehension.
3. Phonemic awareness, phonics and fluency materials to enhance word recognition automaticity and fluency.

CONTENT: Reading in the Content Areas

Reading in the Content Areas is a comprehensive research-based approach to literacy learning, using four strands of instruction: activating, organizing, comprehending, and summarizing content area information. Helping students become conscious of the cognitive process for interacting with texts will improve students' metacognitive abilities, building independence in literacy learning (Billmeyer, 2005). Comprehension, retention, and application of content learning are increased as students use a variety of literacy strategies to help them construct meaning from informational texts using a full range of literacy skills which include reading, writing, listening, speaking, and visual literacy.

SKILL SET: Literacy coaches who complete the Reading in the Content Areas component for literacy certification will acquire the following skills:

- Implementing comprehensive literacy approaches using reading, writing, listening, speaking, and visual literacy
- Applying brain-based research to instruction through the use of four literacy strands:
 - Activating students' prior knowledge before students encounter text
 - Make personal meaning
 - Make predictions
 - Set purpose for reading
 - Providing strategies to help students organize content information through the use of graphic text pattern organizers
 - Compare and contrast
 - Recognize text patterns
 - Identify relationships between concepts
 - Locate main ideas and supporting details
 - Extending comprehension by scaffolding instruction to facilitate student-constructed meaning from informational texts
 - Summarizing, applying, and demonstrating understanding of new content area learning
 - Represent learning through nonlinguistic representations
 - Extend learning through writing activities
- Providing direct instruction and modeling appropriate strategy usage
- Developing the questioning skills of students
- Improving vocabulary development through direct instruction, nonlinguistic representation, multiple exposure, and through focus on word parts, word differences, word choice, and word play
- Generating essential questions to establish learning goals and ensuring that the instructional design of the lesson aligns with the essential question(s)
- Designing content area lesson plans which incorporate instruction strategies which address activating prior knowledge, organizing information, constructing meaning, and summarizing learning

- Applying writing instruction, strategies, and activities into content area instruction to include recognition of different modes of writing, intended audience, and subject development and elaboration
- Providing metacognitive approaches when designing instruction to foster independent learning
- Facilitating literacy instruction with the use of visual imagery, kinesthetic movement, and student discussion

DEMONSTRATION OF MASTERY: The following products will demonstrate mastery of the described skill set:

1. Four sets (for a total of sixteen) of lesson plans covering the following content areas: language arts, social studies, math, and science.
2. Two completed reflections (approved format) on lesson plans demonstrated, observed, or coached by the literacy coach.
3. Written feedback/coaching of lesson plans through Blackboard online community.
4. Student work samples/products from four lesson plans illustrating the four literacy strands: activating, organizing, comprehending, and summarizing.

CONTENT: Classroom Management

Classroom Management: Relationships, Expectations, and Discipline takes a teacher- leadership approach at establishing classroom agreements, procedures, and routines. Recognizing the importance of student-involvement and self-governance, proactive prevention methods are exercised to minimize and eliminate disruptive and distracting behaviors. Strategies for building relationships, communicating expectations, and handling discipline problems are founded on practices of prevention, intervention, and problem-solving (Belvel, 2003).

SKILL SET: Literacy coaches who complete the Classroom Management: Relationships, Expectations, and Discipline component for literacy certification will acquire the following skills:

- Building positive teacher-student relationships
- Distinguishing difference between rules and procedures
- Leading class meetings
- Facilitating student involvement in the design and implementation of classroom rules and procedures
- Decreasing classroom disruptions and maximizing student engagement
- Assessing teacher “withitness” for maintaining heightened awareness of classroom activities

DEMONSTRATION OF MASTERY: The following products will demonstrate mastery of the described skill set:

1. A formal presentation for faculty and staff illustrating the major concepts for effective classroom management learned in the session.
2. Participation in Blackboard online community sharing classroom management methods and practices observed in schools.

CONTENT: Instructional Technology

In the 21st century classroom, students have access to rich information and global communication where teachers support, facilitate, encourage, and collaborate with their students. Students use technology in every facet of their lives; therefore, the instructional day should incorporate that same technology seamlessly into the curriculum. According to enGauge and the Metiri Group's research on 21st century skills, "today's school leaders face a serious dilemma: Communities expect their graduates to be ready to thrive in the Digital Age, but the 21st century skills, such success requires, are not well defined . The current era of high-stakes testing will have a positive impact on students only if we get the metrics right. Without 21st century skills, students are being prepared to succeed in yesterday's world – not tomorrow's" (Metiri Group, 2006).

SKILL SET: Literacy coaches who complete the Instructional Technology component for literacy certification will acquire the following skills:

- Locating and integrating the *North Carolina Computer/Technology Skills Standard Course of Study* objectives and strategies for middle school students
- Locating and integrating the *North Carolina Information Skills Standard Course of Study* objectives and strategies for middle school student
- Locating, editing, and integrating instructional resources available on the internet, including images, audio files, and streamed video
- Gathering and using digital media, including spreadsheets
- Planning and developing multimedia presentations using selected software in order to provide direct instruction to faculty and students, modeling instructional practices and strategies mastered in literacy training
- Actively participating in online learning communities through Blackboard collaboration

DEMONSTRATION OF MASTERY: The following products will demonstrate mastery of the described skill set:

1. Eight lesson plans (from the four sets that have been previously developed) into which technology skills have been integrated. Coaches will provide at least one example of using a technology skill for each of the four literacy strands: activating, organizing, comprehending, and summarizing activities.
2. One vocabulary instructional activity that reinforces computer skills vocabulary from the K-12 Computer Skills curriculum.
3. Blackboard Discussion Board participation related to integration of technology into previously developed lesson plans.
4. One non-linear multimedia presentation to use with direct instruction of specific literacy strategies. Pre-planning of the presentation will use diagram software such as Inspiration.

CONTENT: Using Data to Build Classroom Learning Communities

According to Victoria Bernhardt (2003), “With the emphasis being placed on high stakes testing and state accountability, it is imperative that all schools use a comprehensive approach to data analysis and school improvement.” The data training provides instruction in defining, analyzing, and utilizing data at the school, classroom, and individual student level. Recognition and analysis of the data provide the ability to make informed curricular decisions, disaggregate data by demographics and test scores, and design educational plans to increase student achievement. Data Notebooks, which will be created as part of the training, help to provide a full and accurate picture of the school, its classrooms, and its students.

SKILL SET: Literacy Coaches who complete the Using Data to Build Classroom Learning Communities component for literacy certification will acquire the following skills:

- Defining and distinguishing between the four different categories of educational data:
 - Demographics
 - Perceptions
 - Student Learning
 - School processes
- Analyzing data at both the classroom and individual student level
- Utilizing data to guide decision-making
- Utilizing data to improve student achievement
- Creating graphs and charts to track student achievement
- Disaggregating and integrating data categories in order to focus on specific areas of need

DEMONSTRATION OF MASTERY: The following products will demonstrate mastery of the skill set:

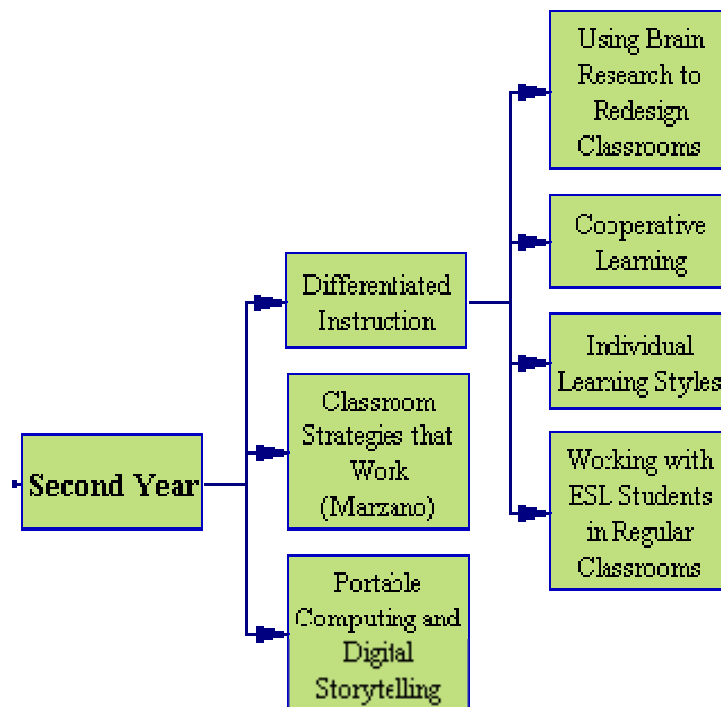
1. A Data Notebook for each literacy coach will be produced utilizing the full array of school data collected. The Data Notebook will contain all four categories of data along with analysis of the three-year trend of reading and math data.
2. A Data Intersections Chart will be completed in which coaches will provide appropriate questions and stipulate the data needed for one, two, three, and four-way intersections, utilizing all four categories of educational data.

Year Two: Instructional Differentiation

The second year focuses on instructional differentiation. Differentiation is not a recipe for teaching, but rather a way of thinking about teaching and learning. Students and faculty are unique individuals with distinctive strengths, weaknesses, aptitudes, interests, and capabilities. The differentiation training provides the coaches with strategies that are practical, brain-friendly, and aligned with current research as they work with the classroom teachers and their students of varied learning styles. Coaches develop the skills to help teachers plan strategically in order to reach the needs of the diverse learners in their schools.

In year two the coaches receive differentiation instruction in the following areas:

- Using Brain Research to Redesign Classroom Instruction
- Differentiated Instruction
- Cooperative Learning for Differentiating Instruction
- Learning Styles for Differentiating Instruction
- English as a Second Language
- Marzano’s Classroom Strategies That Work
- Portable Computing and Digital Story Telling



CONTENT: Using Brain Research to Redesign Classroom Instruction

David Sousa (2006) admits that “educators are not neuroscientists, but they are members of the *only* profession whose job is to change the human brain every day. Therefore, the more they know about how it works, the more likely they are to be successful at changing it.” Using brain research to redesign classroom instruction offers compelling strategies that make dramatic improvements in teen learning and performance. Knowing current brain research and its implications for education can result in more effective teaching and better mastery of content. It can lead to a better understanding of how brain research addresses today’s diverse learners and offers practical strategies that can transform classrooms into places of high energy, enthusiasm, and fun. By expanding the professional knowledge base and then actively applying new understanding of the brain in the classroom, coaches can help provide a dynamic learning environment for all students.

SKILL SET: Literacy coaches who complete the Using Brain Research to Redesign Classroom Instruction component for literacy certification will acquire the following skills:

- Utilizing an understanding of adolescent brain development and the relationship of that development to literacy learning structures
- Applying the key principles of brain researched strategies to reading, writing, listening, speaking and visual literacy
- Incorporating brain-based research to literacy instruction by and through
 - Engaging memory pathways
 - Chunking
 - Movement
 - Music
 - Humor
 - State Changes
 - Emotional engagement
 - Twenty instructional strategies that take advantage of how the brain learns best
- 4. Providing direct instruction and modeling of appropriate mindful instruction strategies usage
- Designing content area lesson plans which incorporate brain-based instructional strategies applied to literacy as well as designated content areas
- Facilitating literacy instruction with the use of mindful instruction strategies

DEMONSTRATION OF MASTERY: The following products will demonstrate mastery of the described skill set:

1. Two sets (for a total of eight) of previously written content area lesson plans incorporating brain-based strategies.
2. A reflection on an observed, demonstrated, or coached lesson with a focus on identification and use of specific brain-based instructional strategies.

CONTENT: Differentiated Instruction

The belief that “ ‘all children can learn’ does not mean ‘all children are the same.’ Furthermore, diversity is not merely about external characteristics. If we’re really going to take this seriously, that means we start looking at diversity on the inside as well as diversity on the outside. Making this principle both a moral and intellectual part of the curriculum will require...a diversity of approaches, diversity of techniques, and diversity of teaching strategies” (Reeves, 2002). Differentiated Instruction is a broad term that refers to a variety of classroom practices for accommodating student learning differences. It involves teaching essential content in ways that address the varied learning needs of students with the goal of maximizing mastery for each learner.

SKILL SET: Literacy coaches who complete the Differentiated Instruction component for literacy certification will acquire the following skills:

- Utilizing an understanding of differentiation as it applies to literacy
 - Content
 - Process
 - Product
 - Readiness
 - Interest
 - Learning profile
- Applying the key principles of differentiated instruction to reading, writing, listening, speaking and visual literacy including
 - Supportive learning environment – The operation and tone of each classroom reflecting the teacher’s belief in the possibilities of each student including class rules, furniture arrangement, guidelines for how to get help with work, and procedures for passing out and collecting materials
 - Continuous assessment – On-going, informal testing that is used to understand where students are in their learning journeys and to assess what’s working and what’s not working in the classroom so that teachers can adjust instruction to ensure success for all students
 - High quality curriculum – Knowledge to be mastered and skills to be learned; instruction is differentiated to ensure that all students attain mastery
 - Respectful tasks – Assignments that honor the needs of each student
 - Flexible grouping – Arranging student work groups in varied ways, including whole group, small groups, partners, and independent options
- Incorporating differentiation research into literacy instruction by embedding strategies such as
 - Scaffolding
 - Tiering
 - Higher order thinking
 - Anchors
 - Pre-assessment
 - Formative assessment

- Learning styles assessment

DEMONSTRATION OF MASTERY: The following products will demonstrate mastery of the described skill set:

1. Two sets (for a total of eight) of previously written content area lesson plans incorporating differentiated instructional strategies.
2. A reflection posted on the Blackboard Literacy Coach online learning community about an observed, demonstrated, or coached lesson with a focus on identification and use of specific differentiated instructional strategies.

CONTENT: Cooperative Learning for Differentiating Instruction

Cooperative learning is considered the most effective method for differentiating learning: “When teachers implement cooperative learning thoughtfully and differentiate tasks within it, they can personalize student learning, help students collaborate while challenging each individual in the context of a group effort, and encourage students to appreciate their peers’ diverse competencies and experiences” (Schniedewind & Davidson, 2000, p. 24). Cooperative learning is the instructional use of small groups in which students work together to maximize their own and others’ learning. When done well, it is a highly structured teaching strategy that capitalizes on the fact that many children learn better in the midst of interaction with their peers.

SKILL SET: Literacy coaches who complete the Cooperative Learning component for literacy certification will acquire the following skills:

- Utilizing an understanding of cooperative learning as a component of differentiated instruction and its applications for literacy
- Applying the key principles of differentiated instruction to reading, writing, listening, speaking and visual literacy including
 - Positive Interdependence – Individual members of a team must feel that they need each other in order to complete the group’s task
 - Individual Accountability – Every member of the team needs to demonstrate individual mastery of the material
 - Promotive Interaction – Members of the team encourage and facilitate each other’s efforts
 - Interpersonal Skills – Members must demonstrate effective communication, leadership, trust, and conflict management skills
 - Group processing – Members of the team follow correct procedures to analyze how well their team is functioning and how well their team is using interpersonal skills
- Incorporating cooperative learning strategies for team building and social skills including
 - Base, informal, and formal group structures
 - Team roles
 - Listening attentively, waiting patiently, asking for feedback, compromising, disagreeing politely, taking turns, encouraging others to participate, offering suggestions, thanking others

DEMONSTRATION OF MASTERY: The following products will demonstrate mastery of the described skill set:

1. Two sets (for a total of eight) of previously written content area lesson plans incorporating cooperative learning structures.
2. A reflection posted on the literacy coach Blackboard on-line learning community about an observed, demonstrated, or coached lesson with a focus on identification and use of specific cooperative learning strategies.

CONTENT: Learning Styles for Differentiating Instruction

Many students achieve poorly in school because their teachers do not teach them the way they learn – through their learning style (Dunn & Dunn, 2007). Learning style is the way in which each learner begins to concentrate on, process, absorb, and retain new and difficult information (Dunn & Dunn, 1992, 1993, 1999). The interaction of these elements occurs differently for everyone. Therefore, it is necessary to determine what is most likely to trigger each student's concentration, how to maintain it, and how to respond to his or her natural processing style to produce long-term memory and retention.

SKILL SET: Literacy coaches who complete the Learning Styles component for literacy certification will acquire the following skills:

- Utilizing an understanding of learning styles as a component of differentiated instruction and its applications for literacy
- Applying the elements of the Dunn & Dunn model to reading, writing, listening, speaking, and visual literacy including
 - Environment – sound, light, temperature, seating design
 - Emotionality – motivation, task persistence, responsibility/conformity, structure
 - Sociological preferences – learning alone, in pairs, in a small group of peers, as part of a team, with an adult, with variety or routines
 - Physiological characteristics – perceptual strengths, time of day, need for intake, mobility while learning
 - Psychological processing inclinations – global/analytic, impulsive/reflective
- Incorporating learning styles strategies and creating content specific materials including
 - Visual aids and thinking maps
 - Tactual activities and games (pic-a-hole, wrap around, task cards, flip chute, fact fan, electroboard, original board game)
 - Kinesthetic activities and games (shower curtain games, floor games, team activities)

DEMONSTRATION OF MASTERY: The following products will demonstrate mastery of the described skill set:

1. Four content specific tactual materials or games for demonstration lessons (chosen from pic-a-hole, wrap around, fact fan, task cards, flip chute, electroboard, and original board games).
2. One content specific kinesthetic floor game for demonstration lessons.

CONTENT: English as a Second Language (ESL)

Deborah J. Short and Shannon Fitzsimmons (2007) explain that adolescent ESL students are second language learners who are still developing their academic English: “they are learning English at the same time they are studying core content areas through English. Thus, ESL students must perform *double the work* of native speakers in the country’s middle and high schools; at the same time, they are being held to the same accountability standards as their native English-speaking peers.” The number of limited English proficient students enrolled in North Carolina schools has increased significantly, and mainstream content teachers find themselves challenged with the needs of this diverse population. The English as a Second Language training enables coaches to work with classroom teachers to develop strategies for delivering curriculum to students who are learning English as a second language. By learning language appropriate instructional methods and techniques, teachers can provide the means for English as a Second Language learners to increase their achievement and success. Critical cultural knowledge and context that will maximize learning for both ESL students and native English speakers are explored.

SKILL SET: Literacy coaches who complete the English as a Second Language component for literacy certification will acquire the following skills:

- Distinguishing the similarities and differences between first and second language acquisition and determining how to create an inviting learning environment for ESL students
- Knowing and applying the developmental stages of language acquisition to classroom instruction for all ESL students (including level-appropriate questions)
- Understanding how cognates contribute to vocabulary and reading comprehension
- Identifying/applying three principles in increasing interaction, increasing thinking skills, and increasing comprehensibility to maximize ESL student learning
- Recognizing cultural traits and cultural diversity and how they impact social, emotional, and academic learning for ESL students (with family involvement)
- Specific vocabulary/reading strategies such as: Interactive Word Wall, Teach the Text Backwards, Anticipation Guides, etc.
- Designing alternative assessments to modify classroom assignments and tests

DEMONSTRATION OF MASTERY: The following products will demonstrate mastery of the described skill set:

1. A completed survey listing 3-5 Strategies, Ideas, Concepts, etc. from the ESL Literacy Coaches training that have had the *most beneficial impact on ESL student learning* at their school. (Reference specific classes and/or students and *describe how student learning was impacted*)
2. Posting on the NCTA Blackboard discussion forum a lesson plan adapted for ESL students.

CONTENT: Classroom Strategies that Work

Based on the research of Robert Marzano and others, *Strategies for Classroom Instruction that Works* (2001) identifies nine instructional practices that should be incorporated into every classroom to promote student success. Understanding the hierarchy of these research-based practices and the key principles that make each critical to student achievement is imperative for academic success. Training focuses on identifying similarities and differences; summarizing and note taking; nonlinguistic representations; cooperative learning; objectives and feedback, using hypothesis; reinforcing effort; cues, questions, and advance organizers; and homework and practice.

SKILL SET: Literacy Coaches who complete the Classroom Strategies That Work component for literacy certification will acquire the following skills:

- Identifying the hierarchy of instructional strategies that enhance student achievement
- Implementing strategies to teach Similarities and Differences:
 - Comparing
 - Classifying
 - Creating metaphors
 - Creating analogies
- Developing strategies to teach Summarizing and Note Taking
 - Delete-Substitute-Keep Process
 - Summary Frames
 - Cornell Notes
 - Outlining
 - Mapping
 - Webbing
- Reinforcing Effort and Recognition
- Applying effective Homework and Practice
- Expanding use of Nonlinguistic Representations
 - Descriptive Pattern, Time Sequence, Cause & Effect
 - Episode, Concept, Generalization Patterns
 - Physical Models
 - Mental Images
 - Pictographs
 - Kinesthetics
 - Computer Generated
- Designing Learning Groups based on key principals of Cooperative Learning
- Setting Objectives and Feedback
- Generating and Testing Hypothesis
 - System Analysis
 - Problem Solving
 - Decision Making
 - Historical Investigation
 - Experimental Inquiry
 - Invention

- Developing Cues, Questions, and Advance Organizers

DEMONSTRATION OF MASTERY: The following products will demonstrate mastery of the skill set:

1. A lesson where students use one of the strategies for identifying similarities and differences in a cooperative learning setting. Apply research on reinforcing effort and recognition.
2. A lesson using one of the strategies for generating and testing hypothesis in which students report data using a nonlinguistic strategy.
3. Demonstration of understanding of objectives and feedback.
4. Analysis of current school or system homework policy in light of researched best practices posted to the appropriate BlackBoard Discussion.
5. A lesson to teach one of the summarizing or note taking strategies. The incorporation of research on cues, questions, and advance organizers to enrich lessons and to make use of wait time.

CONTENT: Portable Computing and Digital Story Telling

In the 21st century classroom, students have access to practical and reliable technology resources. Handheld computers allow students and teachers to communicate, connect, and collaborate with each other. The daily use of technology is proven to be the most effective way for students to become digitally literate. The International Society for Technology in Education (ISTE) has identified that the need for 1:1 computing is, without a doubt, imperative in today's schools. However, "low-cost, handheld computers grant students access to computers in a manner that is appropriate for the K-12 learning environment. Handheld computers have the ability to provide students and teachers with instant and reliable access to personal computing" (Pitler, 2007). Portable Computing professional development provides coaches with the advanced skills they need to make technology an instructional tool while creating student-centered classrooms.

SKILL SET: Literacy coaches who complete the Portable Computing component for literacy certification will acquire the following skills:

- Apply the 21st Century Digital Literacy Skills to instructional planning and delivery
- Using Handheld Computers as a tool for organization, productivity, and communication
- Planning and creating Digital Essays through Photo Story 3
- Understanding the benchmarks for the middle school graduation requirements
- Using Google tools for productivity in daily work

DEMONSTRATION OF MASTERY: The following products will demonstrate mastery of the described skill set:

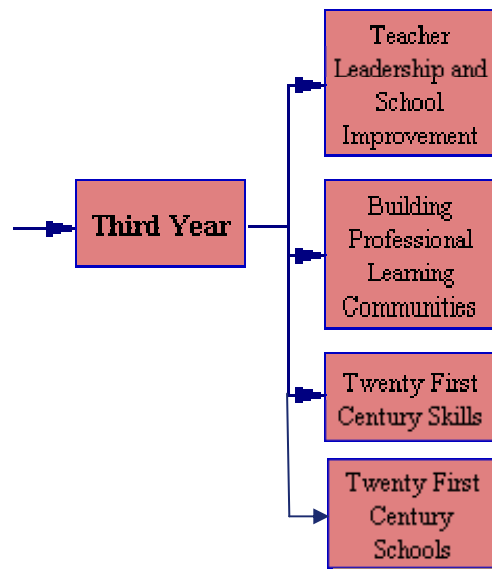
1. Proper use of handheld computer in the syncing process.
2. Daily reflection of digital literacy skill and personal evaluation beamed to computer station as an exit ticket.
3. Establish a database of MSLC contacts on the handheld computer.
4. Create storyboards for digital essays.
5. Create a digital essay based on one of the eighth grade middle school curriculum topics.

Year Three: Leadership

The third year focuses on leadership. Beginning with the definition of school leadership, the coaches look at the broader concept of leadership that suggests shared responsibility for a learning community leading to lasting school improvement. The 21st Century Middle School Literacy Coaches are empowered to use their leadership skills to help their schools embrace the effective use of technology, literacy, and professional learning communities; all skills necessary to thrive in the 21st century school.

In year three the coaches receive instruction in the following areas:

- Teacher Leadership and School Improvement
- Building Professional Learning Communities
- 21st Century Skills
- The 21st Century Classroom



CONTENT: Teacher Leadership and School Improvement

“In this age of high accountability, the need and potential for teacher leadership, as well as the press for results, has never been greater,” assert Jennifer York-Barr and Karen Duke (2004) in *Review of Educational Research*. *Building Teacher Leadership (BTL)* is designed with the understanding that the concept of teacher leadership is an integral part of educational improvement. Based on the research of our nation’s leading scholars and experts, which includes Linda Lambert, Andy Hargreaves, Dennis Sparks, Gayle Moller, and Michael Fullan, *BTL* training correlates North Carolina’s 21st Century Professional Teaching Standards, the North Carolina Evaluation Instrument for teachers, as well as the 21st Century Standards and the North Carolina Evaluation Instrument for School Executives/Principals with current research and practices.

In addition to learning about the new standards and rubrics, *Building Teacher Leadership* presents a conceptual framework of the key understandings about teacher leadership and a path by which teachers who lead ultimately can influence student learning. Teachers examine different types of teacher leadership, which include formal and informal leadership and the different ways that teachers lead. Strategies and processes are used to ensure that teachers are aware of current legislation that affects and empowers schools, the school improvement team selection process, the characteristics and roles of teacher leaders, coaching and facilitation skills, and the impact of school culture on teacher leadership.

SKILL SET: Literacy Coaches who complete the teacher leadership component for literacy certification will acquire the following skills:

- Building and applying leadership capacity
 - Identifying legislation that empowers School Improvement Teams and affects their roles as teachers
 - Applying the new North Carolina Professional Teaching Standards and the Evaluation Rubric personally and to the classroom
 - Understanding and analyzing the School Executive/Principal Standards and Evaluation Instrument
 - Implementing Reflection into staff development presentations
- Applying change strategies that will facilitate the successful establishment and growth of teacher leadership
 - Teaching and modeling the principles of sustainable leadership as they impact teachers in governance, creating policies, and participating in effective meetings
- Implementing shared decision-making strategies to support facilitating effective meetings
- Identifying personal leadership types, roles, and skills

DEMONSTRATION OF MASTERY: The following products will demonstrate mastery of the skill set:

1. Prepare and deliver a presentation to your faculty and staff demonstrating the School Improvement Team selection process.
2. Introduce your faculty and staff to the new Professional Teaching Standards and Evaluation Instrument in a formal presentation.

CONTENT: Building Professional Learning Communities

The *Building Professional Learning Communities (BPLC)* training is designed to assist collegial groups of school faculty and staff either to improve or to establish an atmosphere that promotes a learning community and a united commitment to student learning. Strategies and research are utilized from many current experts including Shirley Hord, Peter Senger, Rick DuFour, Michael Fullen, Andy Hargreaves, Roland Barth, Linda Lambert, Peter Block, and Victoria Bernhardt. Lambert (2003) asserts, “It is what people learn and do together, rather than what any one leader does alone, that creates the fabric of the successful school.” According to Nelda Cambron – McCabe in *The School Administrator*, “The emphasis [of a learning community] should be on restructuring how people work together. That’s what ultimately has an effect on the classroom.” The professional learning training illustrates the skills and processes needed to make the school a professional learning community in which teachers are empowered, enthusiastic, and actively engaged. Insights are provided into school culture and strategies are presented that facilitate teambuilding, collaboration, and successful school change. Instruction in accessing and analyzing school data to optimize appropriate interventions is also included in the training, along with the tools necessary for participating in authentic dialogue, problem-solving, improving communication, sharing in decisions, and creating SMART goals.

SKILL SET: Literacy Coaches who complete the Building Professional Learning Communities component for literacy certification will acquire the following skills:

- Identifying the attributes and benefits of professional learning communities
- Assessing and identifying the four cultures of schools:
 - Fragmented Individualism
 - Balkanization
 - Contrived Collegiality
 - Collaboration
- Applying change strategies and cultural shifts that will facilitate the successful establishment and growth of professional learning communities
- Implementing strategies that address the four critical learning questions
- Recognizing the strengths, limitations, opportunities, and threats to professional learning communities and applying them to their schools
- Accessing and analyzing school data to prepare SMART (Specific, Measurable, Attainable, Results-oriented and Time-framed) goals
- Engaging in authentic dialogue as a means of learning to listen and inquire for the purpose of understanding and sharing, rather than debating or convincing someone else of one’s own opinion
- Implementing appropriate interventions for meeting students’ individual needs
- Forming teams, recognizing stages of team development, identifying roles of team members, and maintaining team effectiveness

- Identifying diverse personalities, appreciating personal differences, and increasing awareness and respect in the workplace
- Identifying the nature and causes of conflict among and between faculty colleagues
- Developing individual approaches and appropriate strategies for dealing with conflict, thus turning conflicted situations into opportunities for growth
- Identifying critical issues and contributing factors underlying both school-wide and instructional problems in the classroom by “unpacking” them
- Developing solutions to problems by practicing various problem-solving strategies

DEMONSTRATION OF MASTERY: The following products will demonstrate mastery of the skill set:

1. A SMART action plan applicable to the literacy coach’s school that addresses the Guiding Question: How are you going to engage your faculty in implementing PLCs?
2. Answers to the four critical learning questions to guide the focus of the school as it continues to change from a teaching system to a learning system. Answers to these four learning questions should determine how time and financial resources are spent.
3. A Pyramid of Intervention that addresses the required commitment to continuous improvement leaving no child behind as evidenced by results data.

CONTENT: 21st Century Skills

The sheer magnitude of human knowledge, globalization, and the accelerating rate of change due to technology necessitate a shift in our children's education from plateaus of knowing to continuous cycles of learning. Therefore, policymakers and educators alike must define 21st century skills, highlighting the relationship of those skills to conventional academic standards. As they do so, they must also recognize the need for multiple assessments to measure these skills within the context of academic standards, evaluating their application to today's technological, global society. "Information and communication technologies are raising the bar on the competencies needed to succeed in the 21st century" (AOL 21st Century Literacy Summit, 2002).

SKILL SET: Literacy coaches who complete the 21st Century Skills component for literacy certification will acquire the following skills:

- Identify 21st Century Skills needed by students
- Learn how to design instructional strategies that support 21st century literacy skills including:
 - **Basic Literacy:** Language proficiency (in English) and numeracy at levels necessary to function on the job and in society to achieve one's goals, and develop one's knowledge and potential in this Digital Age.
 - **Scientific Literacy:** Knowledge and understanding of the scientific concepts and processes required for personal decision-making, participation in civic and cultural affairs, and economic productivity
 - **Economic Literacy:** The ability to identify economic problems, alternatives, costs, and benefits; analyze the incentives at work in economic situations; examine the consequences of changes in economic conditions and public policies; collect and organize economic evidence; and weigh costs against benefits
 - **Technological Literacy:** Knowledge about what technology is, how it works, what purposes it can serve, and how it can be used efficiently and effectively to achieve specific goals
 - **Visual Literacy:** The ability to interpret, use, appreciate, and create images and video using both conventional and 21st century media in ways that advance thinking, decision-making, communication, and learning
 - **Information Literacy:** The ability to evaluate information across a range of media; recognize when information is needed; locate, synthesize, and use information effectively; and accomplish these functions using technology, communication networks, and electronic resources
 - **Multicultural Literacy:** The ability to understand and appreciate the similarities and differences in the customs, values, and beliefs of one's own culture and the cultures of others
 - **Global Awareness:** The recognition and understanding of interrelationships among international organizations, nation-states, public and private economic entities, socio-cultural groups, and individuals across the globe (Lemke, 2006)

- Integrate *North Carolina State Board of Education* goals for 21st century learning

DEMONSTRATION OF MASTERY: The following products will demonstrate mastery of the described skill set:

1. Lesson plans that incorporate new instructional strategies which support 21st century skills.

CONTENT: 21st Century Classrooms

In the 21st century classroom, students need access to a global network of resources, hands-on engaging activities, and opportunities to collaborate in a media-enriched environment. Teachers must be engaged in professional development to assess classroom infrastructure, instructional needs, and learn best practices for integrating the tools of today's classroom. Research findings from Project Tomorrow (2008) states:

[There is a] “digital disconnect” between students and the adults that support their education. How today's students are using technology to learn and to live continues to be very different than how their teachers and parents use technology, and how these “digital immigrants” are trying to engage the students with technology applications. This digital disconnect cuts across the use of all technologies (p.3).

SKILL SET: Literacy coaches who complete the 21st Century Classrooms component for literacy certification will acquire the following skills:

- Assessing the current state of technology equipment and integration in their school
- Learn how to integrate the tools of the 21st Century Classroom, including:
 - Interactive Whiteboards
 - Document Cameras
 - Student response systems
 - Digital Cameras
- Integrate *North Carolina Standard Course of Study* objectives and strategies with new technologies
- Using tools that reflect ‘Web 2.0’ practices supporting the Read/ Write web as a tool for global communication
- Develop a multimedia presentation with SMART Notebook 10 to provide direct instruction to faculty and students
- Actively participate in online learning communities through Blackboard collaboration

DEMONSTRATION OF MASTERY: The following products will demonstrate mastery of the described skill set:

2. Lesson plans that incorporate new instructional tools such as SMART Boards and document cameras.
3. Use at least two of the following tools to create a professional development opportunity for faculty and staff – Blogs, Wikis, Podcasts, Digital Literacy.
4. Create a multimedia presentation with SMART Notebook 10, including screen captures, video captures, and interactive manipulatives.
5. Blackboard Discussion Board participation related to integration of technology into previously developed lesson plans.

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EXECUTIVE SUMMARY

Title: Proposed Framework for North Carolina Board Certification for Principals

Type of Executive Summary:

- Action
- Action on First Reading
- Discussion
- Information

Policy Implications:

- Constitution _____
- General Statute # _____
- SBE Policy # _____
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other Session Law 2008-181

Presenter(s): Dr. Kathy Sullivan (Senior Policy Advisor, Office of the State Board of Education)

Description:

Session Law 2008-181 directs the State Board of Education, in cooperation with the Board of Governors of The University of North Carolina, to conduct a study to develop a framework for a North Carolina Board Certification Program for Principals and Assistant Principals. The proposed framework was drafted in collaboration with the stakeholders identified in the legislation. It is the recommendation of the ad hoc committee that rather than develop a separate NC Board Certification, North Carolina should utilize the National Board for Professional Teaching Standards *Advanced Principal Certification*.

Resources:

Cost estimates are included in the proposal.

Input Process:

The proposed framework was developed by an ad hoc committee with representatives of the NC Association of School Administrators, the NC Principals and Assistant Principals Association, UNC-General Administration, the UNC Center for School Leadership Development, the Principals Executive Program, and the National Board for Professional Teaching Standards.

Stakeholders:

Principals and assistant principals

Timeline For Action:

The report was presented for discussion last month and is presented for approval this month. Upon approval, it will be forwarded to the Joint Legislative Education Oversight Committee.

Recommendations:

It is requested that the Board approve the report and the recommendations contained in it.

Audiovisual equipment requested for the presentation:

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
Specify: _____
- Audio Requirements (computer or other, except for PA system which is provided)
Specify: _____
- Document Camera (for transparencies or paper documents – white paper preferred)

 Motion By: _____ Seconded By: _____
 Vote: Yes _____ No _____ Abstain _____
 Approved _____ Disapproved _____ Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Kathy Sullivan (807-3608)

STATE BOARD OF EDUCATION STUDY

OF

NORTH CAROLINA BOARD CERTIFICATION FOR
PRINCIPALS AND ASSISTANT PRINCIPALS



December 2008

**STATE BOARD OF EDUCATION STUDY OF
NORTH CAROLINA BOARD CERTIFICATION FOR
PRINCIPALS AND ASSISTANT PRINCIPALS**

BACKGROUND

Session Law 2008-181 directs the State Board of Education, in cooperation with the Board of Governors of The University of North Carolina, to conduct a study to develop a framework for a North Carolina Board Certified Principal and Assistant Principal Program. The law specifies that the purpose of the program shall be (i) to strengthen the leadership and professional skills of principals and assistant principals, (ii) to assist with the State's efforts to attract and retain highly qualified school leaders, and (iii) to enhance the learning environment in public schools to promote student achievement. The law requires that the program:

- (1) Aligns continued professional development with the North Carolina Standards for School Executives.
- (2) Supports the development of principals and assistant principals as 21st century leaders.
- (3) Models the principal certification program after the teacher certification program developed by the National Board for Professional Teaching Standards.
- (4) Addresses the growing shortage of highly qualified leaders in North Carolina public schools by recommending strategies to attract and retain principals and assistant principals.
- (5) Provides principals and assistant principals who have successfully participated in the program with a supplementary salary incentive commensurate with the increased demands and responsibilities of the principalship.

A copy of the law is included in Appendix A.

SCHOOL LEADERSHIP IN NORTH CAROLINA

In September 2005, the State Board of Education established an ad hoc committee to consider alternative preparation programs for school administrators. Subsequently, the charge of the committee was expanded to include standards for evaluation, recruitment and retention, preparation, induction, and continuing professional development of school administrators in North Carolina. The committee met from October 2005 – July 2006.

The committee found that at a time when the critical importance of school leadership in student achievement was being realized, North Carolina was faced with a looming shortage of school administrators. Many administrators were quickly approaching retirement age; almost half were aged 50 or older. They were being replaced with younger, less experienced educators at a time when school leaders were expected to do even more and the sense of urgency for improved student achievement was greater than ever before.

The committee concluded that public education's changed mission dictated the need for a new type of school leader -- an executive instead of an administrator. No longer were school leaders just maintaining the status quo by managing complex operations, but like their colleagues in business, they had to be able to create schools as organizations that could learn and change

quickly if they were to improve performance. Schools need executives adept at creating systems for change and at building relationships with and across staff that not only tap into the collective knowledge and insight they possess but stir their passions for their work with children. Out of these relationships the executive must create among staff a common shared understanding for the purpose of the work of the school, its values that direct its action, and commitment and ownership of a set of beliefs and goals that focus everyone's decision making. The successful work of the new executive will be realized in the creation of a culture in which leadership is distributed and encouraged with teachers, which consists of open, honest communication, which is focused on the use of data, teamwork, research-based best practices, and which uses modern tools to drive ethical and principled, goal-oriented action.

The committee drafted new standards for school executives which were subsequently adopted by the State Board of Education in December 2006 (Appendix B). The standards, organized around strategic leadership, instructional leadership, cultural leadership, human resource leadership, managerial leadership, external development leadership, and micropolitical leadership, reflect the knowledge, skills, and dispositions that school leaders must have if all students are to leave school prepared for their successful participation in the 21st century economy. The standards required the development of a new assessment instrument for school administrators which is being implemented statewide this year. The standards also required the re-visioning of school administrator preparation programs which is currently underway.

The committee report included 17 recommendations focused on the recruitment and retention, preparation, and induction and continuing professional development of school leaders. The committee recommended that a "board certification" for principals, modeled after National Board Certification for teachers, be explored at either the state or national level, and that principals who earned "board certification" receive a salary differential similar to that for teachers.

The State Board of Education subsequently convened two additional ad hoc committees focused on school leadership. The first of these two committees articulated new standards for school superintendents aligned with the new standards for school executives. The standards were adopted by the Board in September 2007 and work is underway on the development of a new evaluation instrument based on these standards. The second of the two committees focused on professional development for school leaders and proposed a comprehensive delivery system to ensure all school leaders had access to high quality professional development.

THE NEED FOR SCHOOL LEADERS

Like a number of other states, North Carolina has a teacher shortage and a graying teaching force. The shortage is widely acknowledged, and at both the local and state levels, programs and services are being implemented to address the problem. **North Carolina has another looming shortage: school administrators.** This shortage is not widely acknowledged, nor is there much being done systematically to address it.

Close to half (45%) of our current school administrators are age 50 or older. Close to two-thirds (62%) of our current school administrators are age 45 or older. More than half (55%) have 20 or more years of experience.

Over the last five years, the demand for new principals has increased 15% with an average of 282 new principals hired each year. Over the same time period there has been a slight increase (3%) in the number of new assistant principals hired annually with approximately 460 new assistant principals hired each year. Projected increases in average daily membership (ADM), efforts to redesign schools into smaller, focused learning communities, and approaching retirements suggest a gradual but constant increase in the number of school administrators required in North Carolina each year for the next few years.

Of the new principals hired in the 2007-08 school year, 79% had been employed in NC as an assistant principal the previous year. This is comparable to the percent of new principals who had been employed as assistant principals in NC the previous year in most of the preceding five years. Of the new principals employed in the 2007-08 school year, 6% had not been employed in NC the previous year. This is also comparable to the percentages for most of the preceding five years.

NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS

The National Board for Professional Teaching Standards (NBPTS) is an independent, nonprofit, nonpartisan and nongovernmental organization. As reflected on its website (www.nbpts.org), NBPTS was formed in 1987 “to advance the quality of teaching and learning by developing professional standards for accomplished teaching, creating a voluntary system to certify teachers who meet those standards and integrating certified teachers into educational reform efforts.” Five Core Propositions undergird National Board Certification for teachers:

Proposition 1: Teachers are Committed to Students and Their Learning

Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.

Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.

Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.

Proposition 5: Teachers are Members of Learning Communities.

Building from the five core propositions, the NBPTS has articulated standards for 25 specialty areas (Appendix C). Standards are developed by committees of outstanding educators who are broadly representative of accomplished professionals in their field. While the majority of each committee is made up of classroom teachers, other members may include experts in child development, teacher education and relevant disciplines. The committee provides recommendations to the National Board and advises those involved in developing the corresponding assessment.

The standards for each area reflect the five core propositions, identify specific knowledge, skills, and attitudes that support accomplished practice and illustrate how a teacher’s professional judgment is reflected in action. Before adoption by the NBPTS Board of Directors, a draft of the standards is widely distributed for public comment.

Teachers are required to submit four portfolio entries. Three are classroom based, where video recordings and examples of student work serve as supporting documentation. A fourth entry is focused on the teacher’s accomplishments outside of the classroom – with families, the

community or colleagues – and how they impact student learning. Additionally, teachers must also demonstrate content knowledge in response to six exercises developed for their chosen certificate area. Teachers have up to 30 minutes to complete each exercise. Assessments are administered at over 300 computer-based testing centers across the United States.

NATIONAL BOARD CERTIFICATION FOR PRINCIPALS

The National Board for Professional Teaching Standards has embarked on the development of *advanced certification* for principals. NBPTS will convene experts and current practitioners to identify core propositions that undergird the principal’s job, develop performance standards, and define highly accomplished practice. NBPTS expects this process will take one year and that an additional two years will be needed to develop performance-based activities and assessments and to complete field-testing. Dr. Joseph A. Aguerrebere, Jr., President and CEO of the National Board for Professional Teaching Standards, has indicated that North Carolina can be represented on the committee working on the development of National Board Certification for Principals and become a field-testing site. A letter to this effect is in Appendix D. NBPTS estimates that the cost of the development and implementation of National Board Certification for Principals will be \$5 million dollars.

STUDY GROUP

In studying North Carolina Board Certification for Principals and Assistant Principals, input was solicited from the following individuals:

- Alisa Chapman, Associate Vice President for University-School Programs, UNC-GA
 - The Honorable Tricia Ann Cotham, NC House of Representatives
 - Dr. Jesse Dingle, Director, Talent Management and Development Division, DPI
 - Emily Doyle, Assistant Executive Director, NCPAPA
 - Dr. Nancy Farmer, Executive Director, PEP
 - Karen Garr, Regional Outreach Coordinator, NBPTS
 - Dr. Ken Jenkins, Professor, Appalachian State University
 - Katherine Joyce, Assistant Executive Director, NCASA
 - Bill McNeal, Executive Director, NCASA
 - Brad Sneed, Superintendent, Carteret County Schools
 - Dr. Kathy Sullivan, Senior Policy Advisor, NC SBE
 - Lloyd Thrower, Executive Director, NCPAPA
 - Dr. Mike Williams, Executive Director, UNC Center for School Leadership Development
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GUIDING PRINCIPLES

In arriving at its recommendations, the study group considered information provided by the National Board for Professional Teaching Standards as well as potential costs to the state. The study group was guided by the following principles:

- (1) School leadership is critical to student achievement. Twenty-first century schools require 21st century leaders who are skilled in strategic leadership, instructional leadership, cultural leadership, human resource leadership, managerial leadership, external development leadership, and micropolitical leadership, if all students are to leave school prepared for their successful participation in the 21st century economy.
- (2) North Carolina must act to build the “bench strength” and increase the pool of qualified candidates for school leadership positions. North Carolina must also act to support and retain qualified school leaders. In so doing, the state should create incentives for qualified educators to pursue and remain in principal roles. Teachers who pursue roles as school leaders should not be financially disadvantaged.
- (3) National Board Certification for teachers has a positive impact on student achievement, teacher retention, and professional development. Similarly, National Board Certification for principals should enhance school leadership skills and positively impact schools.

RECOMMENDATIONS

Based on the preceding guiding principles, the study group recommends that:

- (1) National Board Certified Teachers who move into the role of assistant principals should receive the higher of their salary as a teacher or their salary as an assistant principal, provided they are working with teachers [instruction] in their roles as assistant principals.

This could be implemented at **no additional cost** to the state, since the individuals would already qualify for the higher salary.

- (2) North Carolina utilize the *Advanced Principal Certification* being developed by the National Board for Professional Teaching Standards rather than develop its own board certification for principals and assistant principals.

Like teachers, principals and assistant principals participating in the National Board Certification process for *Advanced Principal Certification* should be eligible for 3 days of paid leave time subject to the approval of the superintendent, payment of the participation fee, and a salary differential upon earning certification from the National Board for Professional Teaching Standards (NBPTS).

For principals earning *Advanced Principal Certification* through the National Board for Professional Teaching Standards, a 12% salary differential is recommended. This is in line with the salary differential provided teachers.

For assistant principals earning *Advanced Principal Certification* through the National Board for Professional Teaching Standards, a 6% salary differential is recommended. They should receive an additional 6% salary differential after moving into the principalship.

- (3) Principals and assistant principals earning National Board for Professional Teaching Standards *Advanced Principal Certification* or completing the National Board for

Professional Teaching Standards *Advanced Principal Certification* process be awarded fifteen (15) units of renewal credit.

- (4) North Carolina actively pursue the opportunity to participate in development and field-testing of the NBPTS Certification for Principals.
- (5) The Principals' Executive Program (PEP) develop programs to support individuals participating in the *Advanced Principal Certification* process.
- (6) In the event that assistant principals are not eligible for *Advanced Principal Certification* through the National Board for Professional Teaching Standards, North Carolina develop a comparable state process for assistant principals.

ESTIMATED COSTS

The cost estimates are based on the following:

Number of state allotted principal positions	2,225
Number of state allotted assistant principal positions.....	1,724
Average state principal salary (including social security and retirement)	\$79,835
12% salary differential based on average salary	\$9580
Average state assistant principal salary (including social security and retirement)	\$58,019
6% salary differential based on average salary	\$3481
Current National Board for Professional Teaching Standards application fee	\$2500

Approximately 10% of North Carolina's teachers hold National Board Certification.

In the early years of National Board Certification, approximately 40% of candidates were successful on their first attempt.

Estimated Costs	
If 10% of principals (223) applied, the application fee would be	\$557,500
If 10% of assistant principals (173) applied, the application fee would be	\$432,500
Estimated Application Fee	\$990,000
If 40% of principal candidates achieved NBC (90), the projected cost of the salary differential would be	\$862,200
If 40% of assistant principal candidates achieved NBC (70), the projected cost of the salary differential would be	\$243,670
Estimated Salary Differential	\$1,105,870

APPENDIX A
GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2007
SESSION LAW 2008-181
HOUSE BILL 2431

PART XXIV. DIRECTING THE STATE BOARD OF EDUCATION TO CONDUCT A STUDY TO DEVELOP A FRAMEWORK FOR A NORTH CAROLINA BOARD CERTIFICATION PROCESS FOR PRINCIPALS AND ASSISTANT PRINCIPALS (H.B. 2513 – Cotham)

SECTION 24.1. The State Board of Education, in cooperation with the Board of Governors of The University of North Carolina, shall conduct a study to develop a framework for a North Carolina Board Certified Principal and Assistant Principal Program (Program). The purpose of the Program shall be (i) to strengthen the leadership and professional skills of principals and assistant principals, (ii) to assist with the State's efforts to attract and retain highly qualified school leaders, and (iii) to enhance the learning environment in public schools to promote student achievement.

SECTION 24.2. In developing the framework, the State Board of Education and the Board of Governors shall consult with the Center for School Leadership Development, the Principals Executive Program, the North Carolina Association of School Administrators, the N. C. Principals/Assistant Principals Association, Inc., and the National Board for Professional Teaching Standards.

SECTION 24.3. As part of its study, the State Board of Education shall ensure that the framework for the Program:

- (1) Aligns continued professional development with the North Carolina Standards for School Executives.
- (2) Supports the development of principals and assistant principals as 21st century leaders.
- (3) Models the principal certification program after the teacher certification program developed by the National Board for Professional Teaching Standards.
- (4) Addresses the growing shortage of highly qualified leaders in North Carolina public schools by recommending strategies to attract and retain principals and assistant principals.
- (5) Provides principals and assistant principals who have successfully participated in the program with a supplementary salary incentive commensurate with the increased demands and responsibilities of the principalship.

SECTION 24.4. The State Board of Education shall develop a process to evaluate the effectiveness of the Program.

SECTION 24.5. The State Board of Education shall deliver a draft proposed framework to the Joint Legislative Education Oversight Committee by December 1, 2008, and report on the cost of implementing the Program for the 2009-2010 fiscal year.

APPENDIX B

STANDARDS FOR SCHOOL EXECUTIVES ADOPTED BY THE STATE BOARD OF EDUCATION DECEMBER 2006

A New Vision of School Leadership

Public education's changed mission dictates the need for a new type of school leader -- an executive instead of an administrator. No longer are school leaders just maintaining the status quo by managing complex operations but just like their colleagues in business, they must be able to create schools as organizations that can learn and change quickly if they are to improve performance. Schools need executives who are adept at creating systems for change and at building relationships with and across staff that not only tap into the collective knowledge and insight they possess but powerful relationships that also stir their passions for their work with children. Out of these relationships the executive must create among staff a common shared understanding for the purpose of the work of the school, its values that direct its action, and commitment and ownership of a set of beliefs and goals that focus everyone's decision making. The staff's common understanding of the school's identity empowers them to seek and build powerful alliances and partnerships with students, parents and community stakeholders in order to enhance their ability to produce increased student achievement. The successful work of the new executive will only be realized in the creation of a culture in which leadership is distributed and encouraged with teachers, which consists of open, honest communication, which is focused on the use of data, teamwork, research-based best practices, and which uses modern tools to drive ethical and principled, goal-oriented action. This culture of disciplined thought and action is rooted in the ability of the relationships among all stakeholders to build a trusting, transparent environment that reduces all stakeholders' sense of vulnerability as they address the challenges of transformational change.

Philosophical Foundation for the School Executive Standards

The following points underlie this work:

- Today schools must have proactive school executives who possess a great sense of urgency.
- The goal of school leadership is to transform schools so that large-scale, sustainable, continuous improvement becomes built in to their mode of operation.
- The moral purpose of school leadership is to create schools in which all students learn, the gap between high and low performance is greatly diminished and what students learn will prepare them for success in their futures, not ours.
- Leadership is not a position or a person. It is a practice that must be embedded in all job roles at all levels of the school district.
- The work of leadership is about working with, for and through people. It is a social act. Whether we are discussing instructional leadership, change leadership or leadership as learning, people are always the medium for the leader.
- Leadership is not about doing everything oneself but it is always about creating processes and systems that will cause everything to happen.

- Leadership is about the executive’s ability to select and develop a strong executive staff whose complementary strengths promote excellence in all seven functions of leadership identified in this document.
- The concept of leadership is extremely complex and systemic in nature. Isolating the parts of leadership completely misses the power of the whole. It is not just knowing what to do, but why to do it, how to do it and when to do it.
- Within a school district there are nested leadership systems (local boards of education, central office, school, and classroom). For the organization to be successful these systems must be aligned and supportive, and function as a team.
- Leadership is about setting direction, aligning and motivating people to implement positive sustained improvement.
- Leaders bring their “person” to the practice of leadership. Matching the context of leadership to the “person” of the individual is important to the success of the leader.

Intended Purposes of the Standards

The North Carolina School Executive Standards have been developed as a guide for principals and assistant principals as they continually reflect upon and improve their effectiveness as leaders throughout all of the stages of their careers. Although there are many influences on a school executive’s development, these standards will serve as an important tool for principals and assistant principals as they consider their growth and development as executives leading schools in the 21st century. Taken as a whole these standards, practices and competencies are overwhelming. One might ask, “How can one person possess all of these?” The answer is they can not. It is, therefore, imperative that a school executive understands the importance of building an executive team that has complementary skills. The more diversity that exists on the team the more likely the team will be to demonstrate high performance in all critical function areas. The main responsibility of the school executive is to create aligned systems of leadership throughout the school and its community.

In addition, these standards will serve other audiences and purposes. These standards will:

- Inform higher education programs in developing the content and requirements of school executive degree programs;
- Focus the goals and objectives of districts as they support, monitor and evaluate their school executives;
- Guide professional development for school executives;
- Serve as a tool in developing coaching and mentoring programs for school executives.

Organization of the Standards

Each standard is formatted as follows:

- **Standard:** The standard is the broad category of the executive’s knowledge and skills;
- **Summary:** The summary more fully describes the content and rationale of each Standard;
- **Practices:** The practices are statements of what one would see an effective executive doing in each Standard;
- **Artifacts:** The artifacts are evidence of the quality of the executive’s work or places where evidence can be found in each Standard. Collectively they could be the components of a performance portfolio. The lists of artifacts are not meant to be exhaustive.

- Competencies: Although not articulated there are many obvious competencies inherent in the practices of each critical leadership function. This document concludes with a list of those competencies which may not be obvious but that support practice in multiple leadership functions.

The Seven Standards of Executive Leadership and Their Connection

The seven critical standards used as the framework for the North Carolina School Executive Standards are borrowed from a Wallace Foundation study, *Making Sense of Leading Schools: A Study of the School Principals* (2003). Unlike many current efforts that look at all of the things principals “might” or “should” do, this study examined what principals actually do. As such, it is grounded in practice, exploits story and narrative, and supports the distribution of leadership rather than the “hero leader.”

North Carolina’s Standards for School Executives are interrelated and connect in executives’ practice. They are not intended to isolate competencies or practices. Executives’ abilities in each standard will impact their ability to perform effectively in other standard areas. For example, the ability of an executive to evaluate and develop staff will directly impact the school’s ability to reach its goals and will also impact the norms of the culture of the school.

School executives are responsible for ensuring that leadership happens in all seven critical areas, but they don’t have to provide it.

The seven standards and their practices are:

Standard 1: Strategic Leadership

Summary: School executives will create conditions that result in strategically re-imagining the school’s vision, mission, and goals in the 21st century. Understanding that schools ideally prepare students for an unseen but not altogether unpredictable future, the leader creates a climate of inquiry that challenges the school community to continually re-purpose itself by building on its core values and beliefs about its preferred future and then developing a pathway to reach it.

The school executive practices effective strategic leadership when he or she

- Is able to share a vision of the changing world in the 21st century that schools are preparing children to enter;
- Systematically challenges the status quo by leading change with potentially beneficial outcomes;
- Systematically considers new ways of accomplishing tasks and is comfortable with major changes in how processes are implemented;
- Utilizes data from the NC Teacher Working Conditions Survey in developing the framework for continual improvement in the School Improvement Plan;
- Is a driving force behind major initiatives that help students acquire 21st century skills;
- Creates with all stakeholders a vision for the school that captures peoples’ attention and imagination;
- Creates processes that provide for the periodic review and revision of the school’s vision, mission, and strategic goals by all school stakeholders;
- Creates processes to ensure the school’s identity (vision, mission, values, beliefs and goals) actually drive decisions and inform the culture of the school;
- Adheres to statutory requirements regarding the School Improvement Plan;
- Facilitates the collaborative development of annual school improvement plans to realize strategic goals and objectives;
- Facilitates the successful execution of the school improvement plan aligned to the mission and goals set by the State Board of Education;
- Facilitates the implementation of state education policy inside the school’s classrooms;
- Facilitates the setting of high, concrete goals and the expectations that all students meet them;

- Communicates strong professional beliefs about schools, teaching, and learning that reflect latest research and best practice in preparing students for success in college or in work;
- Creates processes to distribute leadership throughout the school.

Artifacts:

- Degree to which school improvement plan strategies are implemented, assessed and modified
- Evidence of an effectively functioning, elected School Improvement Team
- NC Teacher Working Conditions Survey
- School improvement plan, its alignment with district and state strategic priorities, and a plan for growth on items of concern as evidenced in the NC TWC Survey
- The degree to which staff can articulate the school’s direction and focus
- Student testing data

Standard 2: Instructional Leadership

Summary: School executives will set high standards for the professional practice of 21st century instruction and assessment that result in a no nonsense accountable environment. The school executive must be knowledgeable of best instructional and school practices and must use this knowledge to cause the creation of collaborative structures within the school for the design of highly engaging schoolwork for students, the on-going peer review of this work and the sharing of this work throughout the professional community.

The school executive practices effective instructional leadership when he or she

- Focuses his or her own and others’ attention persistently and publicly on learning and teaching by initiating and guiding conversations about instruction and student learning that are oriented towards high expectations and concrete goals;
- Creates an environment of practiced distributive leadership and teacher empowerment;
- Demonstrates knowledge of 21st century curriculum, instruction, and assessment by leading or participating in meetings with teachers and parents where these topics are discussed, and/or holding frequent formal or informal conversations with students, staff and parents around these topics;
- Ensures that there is an appropriate and logical alignment between the curriculum of the school and the state’s accountability program;
- Creates processes and schedules that facilitate the collaborative (team) design, sharing, evaluation, and archiving of rigorous, relevant, and engaging instructional lessons that ensure students acquire essential knowledge;
- Challenges staff to reflect deeply on and define what knowledge, skills and concepts are essential to the complete educational development of students;
- Creates processes for collecting and using student test data and other formative data from other sources for the improvement of instruction;
- Creates processes for identifying, benchmarking and providing students access to a variety of 21st century instructional tools (e.g., technology) and best practices for meeting diverse student needs;
- Creates processes that ensure the strategic allocation and use of resources to meet instructional goals and support teacher needs;
- Creates processes to provide formal feedback to teachers concerning the effectiveness of their classroom instruction;
- Creates processes that protect teachers from issues and influences that would detract from their instructional time;
- Systematically and frequently observes in classrooms and engages in conversation with students about their learning.

Artifacts:

- School improvement plan
- NC Teacher Working Conditions Survey
- Student achievement data
- Dropout data
- Teacher retention data
- Documented use of formative assessment instruments to impact instruction
- Development and communication of goal-oriented personalized education plans for identified students (ESOL, exceptional children, Level I and Level II children)
- Evidence of the team development and evaluation of classroom lessons

Standard 3: Cultural Leadership

Summary: School executives will understand and act on the understanding of the important role a school's culture contributes to the exemplary performance of the school. School executives must support and value the traditions, artifacts, symbols and positive values and norms of the school and community that result in a sense of identity and pride upon which to build a positive future. A school executive must be able to "recreate" the school if needed to align with school's goals of improving student and adult learning and to infuse the work of the adults and students with passion, meaning and purpose. Cultural leadership implies understanding the school as the people in it each day, how they came to their current state, and how to connect with their traditions in order to move them forward to support the school's efforts to achieve individual and collective goals.

The school executive practices effective cultural leadership when he or she

- Creates a collaborative work environment predicated on site-based management that supports the "team" as the basic unit of learning and decision-making within the school and promotes cohesion and cooperation among staff;
- Communicates strong ideals and beliefs about schooling, teaching, and professional learning communities with teachers, staff, parents, and students and then operates from those beliefs;
- Influences the evolution of the culture to support the continuous improvement of the school as outlined in the school improvement plan;
- Systematically develops and uses shared values, beliefs and a shared vision to establish a school identity that emphasizes a sense of community and cooperation to guide the disciplined thought and action of all staff and students;
- Systematically and fairly acknowledges failures and celebrates accomplishments of the school and staff;
- Visibly supports the positive, culturally-responsive traditions of the school community;
- Promotes a sense of well-being among staff, students and parents;
- Builds a sense of efficacy and empowerment among staff that result in a "can do" attitude when faced with challenges;
- Empowers staff to recommend creative 21st century concepts for school improvement.

Artifacts:

- Work of Professional Learning Communities within and tangential to the school
- Documented use of the SIT in decision-making throughout the year
- NC Teacher Working Conditions Survey
- School improvement plan
- Teacher retention data
- Student achievement data
- Awards structure developed by school

Standard 4: Human Resource Leadership

Summary: School executives will ensure that the school is a professional learning community. School executives will ensure that processes and systems are in place that results in the recruitment, induction, support, evaluation, development and retention of a high performing staff. The school executive must engage and empower accomplished teachers in a distributive leadership manner, including support of teachers in day-to-day decisions such as discipline, communication with parents, and protecting teachers from duties that interfere with teaching, and must practice fair and consistent evaluation of teachers. The school executive must engage teachers and other professional staff in conversations to plan their career paths and support district succession planning.

The school executive practices effective human resource leadership when he or she

- Provides structures for the development of effective professional learning communities aligned with the school improvement plan, focused on results, and characterized by collective responsibility for instructional planning and for 21st century student learning;
- Models the importance of continued adult learning by engaging in activities to develop personal knowledge and skill along with expanded self – awareness;
- Communicates a positive attitude about the ability of staff to accomplish substantial outcomes to improve their efficacy;
- Creates processes for teachers to assume leadership and decision making roles within the school that foster their career development;
- Creates and monitors processes for hiring, inducting and mentoring new teachers and other staff to the school;
- Uses the results of the Teacher Working Conditions Survey to create and maintain a positive work environment for teachers and other staff;
- Evaluates teachers and other staff in a fair and equitable manner and utilizes the results of evaluations to improve performance;
- Provides for results-oriented professional development that is aligned with identified 21st century curricular, instructional, and assessment needs, is connected to school improvement goals and is differentiated based on staff needs;
- Continuously searches for the best placement and utilization of staff to fully benefit from their strengths;
- Is systematically and personally involved in the school’s professional activities.

Artifacts:

- School improvement plan
- NC Teacher Working Conditions Survey – with special emphasis on the leadership and empowerment domains
- Copy of master school schedule documenting the time provided for individual and collaborative planning for every teacher
- Number of National Board Certified teachers
- Teacher retention data
- Number of teachers pursuing school executive credentials, National Board Certification, or advanced licensure in their teaching areas
- Records of school visits for the purpose of adult learning
- Record of professional development provided staff and an assessment of the impact of professional development on student learning
- Mentor records, beginning teacher feedback, and documentation of correlation of assignment of mentor to mentee
- Copies of professional growth plans
- Student achievement data

Standard 5: Managerial Leadership

Summary: School executives will ensure that the school has processes and systems in place for budgeting, staffing, problem solving, communicating expectations and scheduling that result in organizing the work routines in the building. The school executive must be responsible for the monitoring of the school budget and the inclusion of all teachers in the budget decisions so as to meet the 21st century needs of every classroom. Effectively and efficiently managing the complexity of every day life is critical for staff to be able to focus its energy on improvement.

The school executive practices effective managerial leadership when he or she

- Creates processes to provide for a balanced operational budget for school programs and activities;
- Creates processes to recruit and retain a high-quality workforce in the school that meets the diverse needs of students;
- Creates processes to identify and solve, resolve, dissolve or absolve school-based problems/conflicts in a fair, democratic way;
- Designs a system of communication that provides for the timely, responsible sharing of information to, from, and with school and district staff;
- Designs scheduling processes and protocols that maximize staff input and addresses diverse student learning needs;
- Develops a master schedule for the school to maximize student learning by providing for individual and on-going collaborative planning for every teacher;
- Collaboratively develops and enforces clear expectations, structures, rules and procedures for students and staff.

Artifacts:

- NC Teacher Working Conditions Survey
- School Improvement Plan
- External reviews, such as budget
- Copies of master schedules/procedures
- Communication of safety procedures and behavioral expectations throughout the school community

Standard 6: External Development Leadership

Summary: A school executive will design structures and processes that result in community engagement, support, and ownership. Acknowledging that schools no longer reflect but in fact build community, the leader proactively creates with staff opportunities for parents, community and business representatives to participate as “stockholders” in the school such that continued investments of resources and good will are not left to chance.

The school executive practices effective external development leadership when he or she

- Implements processes that empower parents and other stakeholders to make significant decisions;
- Creates systems that engage all community stakeholders in a shared responsibility for student and school success;
- Designs protocols and processes that ensures compliance with state and district mandates;
- Creates opportunities to advocate for the school in the community and with parents;
- Communicates the school’s accomplishments to the district office and public media in accordance with LEA policies;
- Garners fiscal, intellectual and human resources from the community that support the 21st century learning agenda of the school;
- Builds relationships with individuals and groups to support specific aspects of the learning improvement agenda and also as a source of general good will.

Artifacts:

- PTSA participation
- PTSA meeting agendas, bulletins, etc.
- Parent attendance at school improvement team meetings
- Survey results from parents
- Evidence of visible support from community
- Booster club participation
- Number of school volunteers
- Plan for shaping the school's image throughout the community
- PTSA membership
- Evidence of business partnerships and projects involving business partners

Standard 7: Micropolitical Leadership

Summary: The school executive will build systems and relationships that utilize the staff's diversity, encourage constructive ideological conflict in order to leverage staff expertise, power and influence to realize the school's vision for success. The executive will also creatively employ an awareness of staff's professional needs, issues, and interests to build social cohesion and to facilitate distributed governance and shared decision-making.

The school executive practices effective micropolitical leadership when he or she:

- Uses the School Improvement Team to make decisions and provides opportunities for staff to be involved in developing school policies;
- Creates an environment and mechanisms to ensure all internal stakeholder voices are heard and respected;
- Creates processes and protocols to buffer and mediate staff interests;
- Is easily accessible to teachers and staff;
- Designs transparent systems to equitably manage human and financial resources;
- Demonstrates sensitivity to personal needs of staff;
- Demonstrates awareness of informal groups and relationships among school staff and utilizes these as a positive resource;
- Demonstrates awareness of hidden and potentially discordant issues in the school;
- Encourages people to express opinions contrary to those of authority;
- Demonstrates ability to predict what could go wrong from day to day;
- Uses performance as the primary criterion for reward and advancement;
- Maintains high visibility throughout the school;
- Maintains open, vertical and horizontal communications throughout the school community.

Artifacts:

- NC Teacher Working Conditions Survey
- Teacher retention data
- Dissemination of clear norms and ground rules
- Evidence of ability to confront ideological conflict and then reach consensus
- Evidence of shared decision-making
- Evidence of use of a decision matrix
- Evidence of a school that operates through teams
- Evidence of distributed leadership

Competencies

A competency is a combination of knowledge (factual and experiential) and skills that one needs to effectively implement the practices. Factual knowledge is simply “knowing” content; experiential knowledge is the knowledge one gains from understanding – it is knowing the when and why. Skills bring structure to experiential knowledge. It is when one can put their accumulated knowledge into a series of steps that – if followed – will lead to practice.

There are many competencies that are obviously inherent in the successful performance of all of the practices listed under each of the seven critical functions of leadership. The principal may or may not personally possess all of these competencies but must ensure that a team is in place that not only possesses them but can effectively and efficiently execute them. Although the principal may not personally possess them all, he or she is still responsible for their effective use in the various leadership practices.

The competencies listed below are not so obvious in the practices, can be applied to multiple practices and are absolutely essential for all school executives to possess to ensure their success. For example, the competency – conflict management is important in Micro Political Leadership, Strategic Planning, Cultural Leadership, and perhaps one could argue that this competency is necessary in all seven Standards. These competencies are listed here to emphasize their importance and to make sure they are incorporated into the development of school executives.

- **Communication** – Effectively listens to others; clearly and effectively presents and understands information orally and in writing; acquires, organizes, analyzes, interprets, maintains information needed to achieve school or team 21st century objectives.
- **Change Management** – Effectively engages staff and community in the change process in a manner that ensures their support of the change and its successful implementation.
- **Conflict Management** – Anticipates or seeks to resolve confrontations, disagreements, or complaints in a constructive manner.
- **Creative Thinking** – Engages in and fosters an environment for others to engage in innovative thinking.
- **Customer Focus** – Understands the students as customers of the work of schooling and the servant nature of leadership and acts accordingly.
- **Delegation** – Effectively assigns work tasks to others in ways that provide learning experiences for them and in ways that ensure the efficient operation of the school.
- **Dialogue/Inquiry** – Is skilled in creating a risk free environment for engaging people in conversations that explore issues, challenges or bad relationships that are hindering school performance.
- **Emotional Intelligence** – Is able to manage oneself through self awareness and self management and is able to manage relationships through empathy, social awareness and relationship management. This competency is critical to building strong, transparent, trusting relationships throughout the school community.
- **Environmental Awareness** – Becomes aware and remains informed of external and internal trends, interests and issues with potential impacts on school policies, practices, procedures and positions.
- **Global Perspective** – Understands the competitive nature of the new global economy and is clear about the knowledge and skills students will need to be successful in this economy.
- **Judgment** – Effectively reaching logical conclusions and making high quality decisions based on available information. Giving priority and caution to significant issues. Analyzing and interpreting complex information.
- **Organizational Ability** – Effectively plans and schedules one’s own and the work of others so that resources are used appropriately, such as scheduling the flow of activities and establishing procedures to monitor projects.
- **Personal Ethics and Values** – Consistently exhibits high standards in the areas of honesty, integrity, fairness, stewardship, trust, respect, and confidentiality.

- **Personal Responsibility for Performance** – Proactively and continuously improves performance by focusing on needed areas of improvement and enhancement of strengths; actively seeks and effectively applies feedback from others; takes full responsibility for one’s own achievements.
- **Responsiveness**--Does not leave issues, inquiries or requirements for information go unattended. Creates a clearly delineated structure for responding to requests/situations in an expedient manner.
- **Results Orientation** – Effectively assumes responsibility. Recognizes when a decision is required. Takes prompt action as issues emerge. Resolves short-term issues while balancing them against long-term goals.
- **Sensitivity** – Effectively perceives the needs and concerns of others; deals tactfully with others in emotionally stressful situations or in conflict. Knowing what information to communicate and to whom. Relating to people of varying ethnic, cultural, and religious backgrounds.
- **Systems Thinking** – Understands the interrelationships and impacts of school and district influences, systems and external stakeholders, and applies that understanding to advancing the achievement of the school or team.
- **Technology** – Effectively utilizes the latest technologies to continuously improve the management of the school and enhance student instruction.
- **Time Management** – Effectively uses available time to complete work tasks and activities that lead to the achievement of desired work or school results. Runs effective meetings.
- **Visionary** – Encourages Imagineering by creating an environment and structure to capture stakeholder dreams of what the school could become for all the students.

APPENDIX C

NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS CERTIFICATION AREAS

NBPTS offers the following 25 certificate areas that cover 15 subject areas and are classified into seven student age categories. Candidates may choose to pursue a generalist certificate or one that is subject-specific.

Art

Early and Middle Childhood
Early Adolescence through Young Adulthood

Career and Technical Education

Early Adolescence through Young Adulthood

English as a New Language

Early and Middle Childhood
Early Adolescence through Young Adulthood

English Language Arts

Early Adolescence
Adolescence and Young Adulthood

Exceptional Needs Specialist

Early Childhood through Young Adulthood

Generalist

Early Childhood
Middle Childhood

Health

Early Adolescence through Young Adulthood

Library Media

Early Childhood through Young Adulthood

Literacy: Reading – Language Arts

Early and Middle Childhood

Mathematics

Early Adolescence
Adolescence and Young Adulthood

Music

Early and Middle Childhood
Early Adolescence through Young Adulthood

Physical Education

Early and Middle Childhood
Early Adolescence through Young Adulthood

School Counseling

Early Childhood through Young Adulthood

Science

Early Adolescence
Adolescence and Young Adulthood

Social Studies – History

Early Adolescence
Adolescence and Young Adulthood

World Languages Other than English

Early Adolescence through Young Adulthood

Age Categories

Early Childhood (Ages 3-8)

Middle Childhood (Ages 7-12)

Early & Middle Childhood (Ages 3-12)

Early Childhood through Young Adulthood (Ages 3-18+)

Early Adolescence (Ages 11-15)

Adolescence and Young Adulthood (Ages 14-18+)

Early Adolescence through Young Adulthood (Ages 11-18+)

APPENDIX D

LETTER FROM DR. JOSEPH A. AGUERREBERE, JR.



National Office

1525 Wilson Boulevard, Suite 500
Arlington, VA 22209
Tel: 703-465-2700 • Fax: 703-465-2715
www.nbpts.org

Gov. Roy E. Barnes, *Chair*
Rebecca Prichard, *Vice Chair*

Joseph A. Aguerreberere
President and CEO

Gov. James B. Hunt, Jr., *Founding Chair*
James A. Kelly, *Founding President*

October 23, 2008

Howard Lee
Chairman
NC State Board of Education
6302 Mail Service Center
Raleigh, NC 27699-6302

Dear Chairman Lee:

I am pleased to hear that North Carolina is examining standards for administrators and am happy to provide support from the National Board for Professional Teaching Standards. At the request of and in collaboration with the American Association of School Administrators, the National Association of Elementary School Principals, and the National Association of Secondary School Principals, we are developing National Board Certification for principals. The certificate is on track to be developed within three years.

I know that North Carolina has had some questions about how the state can be involved. We can make sure that we use North Carolina as a pilot site for this new certificate. We can also make sure that NC is represented on our committee work.

I know that you are also concerned about assistant principals. Whether assistant principals will be eligible for an advanced principal certification is to be determined through our committee deliberation process. As you may recall, eligibility requirements for teacher certification took some time to agree on. Our decision that teachers are required to have a bachelor's degree but not a master's degree took some time to decide. If it is ultimately decided that assistant principals are not eligible to participate, there could still be an opportunity at some point to create something "developmental" for them. This could serve a purpose similar to *Take One!* for teachers. At this point, it is too early to answer this question.

North Carolina has been such an important state for us and a leader in the field of National Board Certification. It would be prudent to include you in the development of this work.

If you have any questions for me, I would be very happy to talk with you.

Sincerely,

Joseph A. Aguerreberere, Ed.D.
President and CEO

EXECUTIVE SUMMARY

Title: Proposed Standards for the Evaluation of School Counselors and School Social Workers

Type of Executive Summary:

- Action
- Action on First Reading
- Discussion
- Information

Policy Implications:

- Constitution _____
- General Statute # _____
- SBE Policy # QP-C-006
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other _____

Presenter(s): Teresa A. Smith (K-12 Student Support Services Consultant) and Dr. Kathy Sullivan (Senior Policy Advisor, SBE Office)

Description:

In June 2007 the State Board of Education approved new standards for the evaluation of teachers. New standards for the evaluation of school counselors and school social workers, aligned with the new teacher standards, have been developed and were presented for discussion last month. They are presented for approval this month. When approved by the Board, the new standards will be the basis of new evaluation instruments for school counselors and school social workers which are aligned with the new instruments that have been developed by McREL.

Resources:

School counseling and school social work will be included in the next round of development and validation of new instruments.

Input Process:

Ad hoc committees were convened to draft the new standards. The draft standards were widely vetted including distribution through the professional associations, NC Principal and Assistant Principals Association, university training programs, student support services directors, and the NCDPI student support services listserv. They were posted on DPI website and shared with the NC School Board Association. In addition, they were presented to the NC Professional Teaching Standards Commission and Student Support Services Advisory Board.

Stakeholders:

LEAs, district level supervisors, school administrators, school counselors, school social workers, and university training programs

Timeline For Action:

The proposed standards were presented for discussion last month and are presented for approval this month. Upon SBE approval, work on the development and validation of a new instrument will begin.

Recommendations:

It is recommended that the proposed standards for the evaluation of school counselors and school social workers be approved by the State Board of Education. It is also recommended that the job descriptions be used as professional standards support documents.

Audiovisual equipment requested for the presentation:

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
Specify: _____
- Audio Requirements (computer or other, except for PA system which is provided)
Specify: _____
- Document Camera (for transparencies or paper documents – white paper preferred)

Motion By: _____ Seconded By: _____
Vote: Yes _____ No _____ Abstain _____
Approved _____ Disapproved _____ Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Teresa Smith, 807-3820

NORTH CAROLINA PROFESSIONAL SCHOOL COUNSELING STANDARDS

Every public school student will graduate from high school globally competitive for work and postsecondary education and prepared for life in the 21st Century.

Mission of the North Carolina State Board of Education, August 2006

Vision for School Counseling

The demands of twenty-first century education dictate new roles for school counselors. Schools need professional school counselors who are adept at creating systems for change and at building relationships within the school community. Professional School Counselors create nurturing relationships with students that enhance academic achievement and personal success as globally productive citizens in the twenty-first century. Utilizing leadership, advocacy, and collaboration, professional school counselors promote academic achievement and personal success by implementing a comprehensive school counseling program that encompasses areas of academic, career, and personal/social development for all students.

In order to deliver a comprehensive school counseling program, the professional school counselor should understand and be competent in the following areas:

- Human growth and development,
- Core components for helping relationships,
- Cultural diversity,
- Societal change and trends,
- Student learning and academic success,
- Evaluation of student needs,
- Group and individual counseling techniques,
- Career development,
- Use of data,
- Use of technology,
- Role of the school counselor in leadership, advocacy, and systemic change,
- Legal and ethical guidelines,
- Collaboration with internal and external stakeholders,
- Research and program evaluation,
- School culture and mission, and
- Interaction with other educational professionals.

Intended Purpose of the Standards

The North Carolina Standards for School Counseling have been developed as a resource for school counselors to enhance their knowledge and skills. Therefore, it is incumbent upon the school counselor to provide services as part of a comprehensive multidisciplinary team with complementary knowledge, skills, and experiences.

The school counselor standards will

- guide professional development as school counselors move forward in the twenty-first century,
- provide the focus for schools and districts as they support, monitor and evaluate their school counselors, and
- assist higher education programs in developing the content and requirements of school counselor education curricula.

Organization of the Standards

Standard: The Standard is the broad category of the School Counselor’s knowledge and skills.

Summary: The summary provides explicit descriptions of the Standard’s content.

Practices: The practices define the various tasks undertaken to demonstrate the Standard. The list of practices is not meant to be exhaustive.

Artifacts: The artifacts are the examples of what the School Counselor might include as evidence in meeting the Standards.

These Standards are intended for use by North Carolina schools and local education agencies that employ school counselors. In developing these standards, the State Board of Education Mission and Goals; State Board of Education Policies QP-C-003 and QP-C-006; State General Statutes 115C-333 and 115C-335; current North Carolina School Counselor Job Description; *The American School Counselor Association (ASCA) National Model: A Framework for School Counseling Programs*; the current *State Comprehensive School Counseling Standard Course of Study*; the North Carolina Standards for the Preparation of School Counselors; and the U.S. Department of Education’s *The Guidance Counselor’s Role in Ensuring Equal Educational Opportunity* were consulted.

STANDARD 1: SCHOOL COUNSELORS DEMONSTRATE LEADERSHIP, ADVOCACY, AND COLLABORATION
--

Professional school counselors demonstrate leadership, advocacy, and collaboration by developing a positive place for students and staff members to learn and grow. School counselors manage a comprehensive school counseling program that supports academic, career, and personal/social development for all students. School counselors advocate for equity for all students and staff members regardless of learning style, cultural background, or individual learning needs. School counselors improve the counseling profession by demonstrating high ethical standards and by following the codes of ethics set out for them.

School Counselors demonstrate leadership in the school.

School counselors work collaboratively with all school staff to create a positive learning community. School counselors take an active role in analyzing local, state, and national data to develop and enhance school counseling programs. School counselors create data-driven goals and strategies that align with the school improvement plan to improve student learning. School

counselors annually discuss the comprehensive school counseling program with the school administrator. School counselors provide input in the selection of professional development for the school staff that meets the needs of students and choose professional development activities that foster their own professional growth. School counselors mentor and support colleagues to improve the academic success of students.

- Work collaboratively with all school staff to create a positive learning community
- Take an active role in analyzing local, state, and national data to develop and enhance school counseling programs
- Create data driven goals and strategies that align with the school improvement plan
- Discuss the comprehensive school counseling program with the school administrator
- Provide input in the selection of professional development for the school staff
- Choose professional development activities that foster their own professional growth
- Mentor and support colleagues

School Counselors enhance the counseling profession.

School counselors strive to improve the counseling profession by staying current in research and best practices. School counselors contribute to establishing a positive school climate. School counselors promote professional growth for all educators and collaborate with their colleagues to improve the profession.

- Strive to improve the counseling profession
- Contribute to establishing a positive school climate
- Promote professional growth
- Collaborate with their colleagues

School Counselors advocate for schools and students.

School counselors advocate for positive change in policies and practices affecting student learning. School counselors promote awareness of and responsiveness to learning styles, cultural diversity, and individual learning needs. School counselors collaborate with staff in building relationships with students that have a positive impact on student achievement. School counselors participate in the implementation of initiatives to improve the education and development of all students. School counselors advocate for equitable, student-centered legislation, policy, and procedures.

- Advocate for positive change in policies and practices affecting student learning
- Promote awareness of and responsiveness to learning styles, cultural diversity, and individual learning needs
- Collaborate with staff in building relationships with students that have a positive impact on student achievement
- Participate in the implementation of initiatives to improve the education and development of all students
- Advocate for equitable, student-centered legislation, policy, and procedures

School Counselors demonstrate high ethical standards.

School Counselors demonstrate ethical behaviors. School Counselors uphold the American School Counselor Association's Ethical Standards for School Counselors, revised June 26, 2004. (<http://www.schoolcounselor.org/content.asp?contentid=173>), the Code of Ethics for North Carolina Educators (effective June 1, 1997) and the Standards for Professional Conduct adopted April 1, 1998 (www.ncptsc.org).

- Demonstrate ethical behaviors
- Uphold American School Counselor Association's Ethical Standards for School Counselors
- Uphold Code of Ethics for North Carolina Educators and Standards for Professional Conduct

STANDARD 2: SCHOOL COUNSELORS PROMOTE A RESPECTFUL ENVIRONMENT FOR A DIVERSE POPULATION OF STUDENTS

Professional school counselors establish a respectful school environment to ensure that each student is supported by caring staff. School counselors recognize diversity and treat students as individuals, holding high expectations for every student. Knowing that students have many different needs, school counselors work to identify those needs and adapt their services to meet them. School counselors recognize the fact that many adults share responsibility for educating students and collaborate with them to facilitate student academic success.

School Counselors foster a school environment in which each child has a positive, nurturing relationship with caring adults.

School counselors create an environment that is inviting, respectful, supportive, inclusive, and flexible. School counselors model and teach behaviors that lead to positive and nurturing relationships through developmentally-appropriate and prevention-oriented activities.

- Create an environment that is inviting, respectful, supportive, inclusive, and flexible
- Model and teach positive behaviors that lead to positive and nurturing relationships through developmentally-appropriate and prevention-oriented activities

School Counselors embrace diversity in the school community and in the world.

School counselors demonstrate knowledge of the history of diverse cultures and their role in shaping global issues. School counselors collaborate with teachers to ensure that the presentation of the *Standard Course of Study* is relevant to a diverse student population. School counselors actively select materials and develop activities that counteract stereotypes and incorporate histories and contributions of diverse cultures. School counselors recognize the influence of culture on a child's development and personality. School counselors help others understand how a student's culture, language, and background may influence school performance and consider these influences in the programs and services they provide.

- Demonstrate knowledge of the history of diverse cultures and their role in shaping global issues
- Collaborate with teachers to ensure that the presentation of the *Standard Course of Study* is relevant to a diverse student population
- Select materials and develop activities that counteract stereotypes and incorporate histories and contributions
- Understand how a student's culture, language, and background may influence school performance and consider these influences in the programs and services they provide

School Counselors treat students as individuals.

School counselors maintain high expectations, including graduation from high school, for students of all backgrounds. School counselors appreciate the differences and value the contributions of each student in the learning environment.

- Maintain high expectations for all students
- Appreciate the differences and value the contributions of each student in the learning environment

School Counselors recognize students are diverse and adapt their services accordingly.

School counselors recognize that all students have different needs and collaborate with school and community personnel to help meet their needs. School counselors identify these needs using data, referrals, observation, and other sources of information. School counselors' collaborate with others to create a customized plan of action that provides follow-up services to meet students' varied needs.

- Collaborate with school and community personnel to help meet student needs
- Identify special needs using data, referrals, observation, and other sources of information
- Collaborate with others to create a customized plan of action that provides follow-up services to meet students' varied needs

School Counselors work collaboratively with the families and significant adults in the lives of students.

School counselors recognize that educating students is a shared responsibility involving the school, parents/guardians, and the community. School counselors improve communication and collaboration among the school, home, and community in order to promote and build trust, understanding, and partnerships with all segments of the school community. School counselors seek solutions to overcome barriers that may stand in the way of effective family and community involvement in the education of students.

- Improve communication and collaboration among the school, home, and community
- Promote and build trust, understanding, and partnerships with all segments of the school community

- Seek solutions to overcome barriers that may stand in the way of effective family and community involvement

STANDARD 3: SCHOOL COUNSELORS UNDERSTAND AND FACILITATE THE IMPLEMENTATION OF A COMPREHENSIVE SCHOOL COUNSELING PROGRAM

Professional school counselors align their programs with state and national best practices to ensure that their role fits into the school program. A comprehensive school counseling program meets the academic, career, and social/emotional developmental needs of students through the implementation of programming including individual counseling, classroom presentation, academic advising, career development services, consultation, parent education and other responsive services. School counselors deliver a comprehensive school counseling program for all students and provide developmentally-appropriate services and activities based on student needs. A school counselor must engage in leadership, advocacy, and collaboration with all school personnel for the successful implementation of a comprehensive school counseling program. School counselors understand how students learn and help all students develop in the areas of academic, career, and personal social success. School counselors align their services with the *North Carolina Standard Course of Study* to meet the needs of students.

School Counselors align their programs to support student success in the North Carolina Standard Course of Study.

In order to support the *North Carolina Standard Course of Study*, school counselors align content standards and implement program models developed by professional organizations in school counseling. School counselors support equity and access to rigorous and relevant curricula for all students. School counselors develop and apply strategies to enhance student success.

- Align content standards and implement program models developed by professional organizations in school counseling
- Support equity and access to rigorous and relevant curricula
- Develop and apply strategies to enhance student success

School Counselors understand how their professional knowledge and skills support and enhance student success.

School counselors bring richness and depth of understanding to their school through their knowledge of theories and research about human development, student learning, and academic success. School counselors apply this knowledge as they address the academic, career, and personal/social development of all students.

- Know theory and research about human development, student learning, and academic success
- Address the academic, career, and personal/social development of all students

School Counselors recognize the interconnectedness of the comprehensive school counseling program with academic content areas/disciplines.

School counselors understand how the comprehensive school counseling program relates to other disciplines. School counselors support the mission and goals of the school and district by providing technical assistance to all curricula areas as they align components of the *North Carolina Standard Course of Study Guidance Curriculum* to their content areas/disciplines. School counselors support teachers and other specialists’ use of the *North Carolina Guidance Curriculum* to develop and enhance students’ twenty-first century skills and promote global awareness.

- Support the mission and goals of the school and district by providing technical assistance to all curricula areas as they align components of the *North Carolina Standard Course of Study Guidance Curriculum* to their content areas/disciplines
- Support teachers and other specialists’ use of the *North Carolina Guidance Curriculum* to develop and enhance students’ twenty-first century skills and promote global awareness

School Counselors develop comprehensive school counseling programs that are relevant to students.

School counselors use data to develop comprehensive programs that meet student needs. School counselors deliberately, strategically, and broadly incorporate into their programs the life skills that students need to be successful in the twenty-first century. These skills span the academic, personal/social, and career domains and include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility.

- Use data to develop comprehensive programs that meet student needs
- Incorporate into their programs the life skills that students need to be successful in the twenty-first century

<p>STANDARD 4: SCHOOL COUNSELORS PROMOTE LEARNING FOR ALL STUDENTS</p>

Professional school counselors are knowledgeable of the ways in which learning takes place and understand the significance of academic, career, and personal/social development of all students. School counselors work to eliminate barriers that students may experience. School counselors use data to plan programs that help students develop their academic and career-related skills as well as their abilities to relate cooperatively and effectively with other people. School counselors use a variety of methods to implement programs that will help raise achievement and close gaps. School counselors help students think through their problems and find solutions. School counselors listen and communicate well, and they model those behaviors for others around them.

School Counselors know how students learn.

School counselors understand the teaching and learning process. School counselors know the influences that affect individual student learning, such as human development, culture, and language proficiency. School counselors are aware of barriers that impact student learning and assist in overcoming them. School counselors provide resources to staff to enhance student strengths and address student weaknesses.

- Know the influences that affect individual student learning, such as human development, culture, and language proficiency
- Assist in overcoming those barriers that impact student learning
- Provide resources to staff to enhance student strengths and address student weaknesses

School Counselors plan their programs for the academic, career, and personal/social development of all students.

School counselors use academic, behavior, and attendance data to plan appropriate programs for students. School counselors discuss the comprehensive school counseling program with school administrators and communicate the goals of the program to stakeholders. School counselors consult and collaborate with colleagues, parents/guardians, and other stakeholders to ensure that students' needs are addressed. School counselors make their programs responsive to cultural diversity and student needs.

- Use academic, behavior, and attendance data to plan appropriate programs
- Discuss the comprehensive school counseling program with school administrators and communicate the goals of the program to stakeholders
- Consult and collaborate with colleagues, parents/guardians, and other stakeholders
- Make their programs responsive to cultural diversity and student needs

School Counselors use a variety of delivery methods.

School counselors utilize the Guidance Curriculum, Individual Student Planning, and Preventive and Responsive Services in meeting the needs of students as they strive to raise achievement and close gaps. School counselors spend the majority of their time in these direct services, allocating time based on the developmental needs of their students. School counselors are responsive to individual student needs and differences in learning styles and culture in the programs and activities they provide. School counselors employ technology as appropriate to enhance delivery of their programs.

- Utilize the Guidance Curriculum, Individual Student Planning, and Preventive and Responsive Services in meeting the needs of students as they strive to raise achievement and close gaps
- Allocate time based on the developmental needs of their students
- Respond to individual student needs and differences in learning styles and culture in the programs and activities they provide
- Employ technology as appropriate to enhance delivery of their programs

School Counselors help students develop critical thinking and problem-solving skills.

School counselors assist all students with developing academic, career, and personal/social skills. School counselors help students utilize sound reasoning, understand connections, and make complex choices. School counselors help students learn problem-solving techniques that incorporate critical thinking skills such as identifying problems, recognizing options, weighing evidence, and evaluating consequences. School counselors encourage students to use these skills to make healthy and responsible choices in their everyday lives.

- Assist all students with developing academic, career, and personal/social skills
- Help students utilize sound reasoning, understand connections, and make complex choices
- Help students learn problem-solving techniques that incorporate critical thinking skills such as identifying problems, recognizing options, weighing evidence, and evaluating consequences
- Encourage students to use these skills to make healthy and responsible choices in their everyday lives

School Counselors use and promote effective listening and communication skills.

School counselors listen responsively to students, colleagues, parents/guardians, and other stakeholders in order to identify issues and barriers that impede student success. School counselors use a variety of methods to communicate effectively in support of the academic, career, and personal/social development of all students. School counselors assist students in developing effective listening and communication skills in order to enhance academic success, build positive relationships, resolve conflicts, advocate for themselves, and become responsible twenty-first century citizens.

- Listen responsively to students, colleagues, parents/guardians, and other stakeholders in order to identify issues and barriers that impede student success
- Use a variety of methods to communicate effectively in support of the academic, career, and personal/social development of all students
- Assist students in developing effective listening and communication skills in order to enhance academic success, build positive relationships, resolve conflicts, advocate for themselves, and become responsible twenty-first century citizens

<h3>STANDARD 5: SCHOOL COUNSELORS ACTIVELY REFLECT ON THEIR PRACTICE</h3>
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Professional school counselors demonstrate accountability for managing and delivering a comprehensive school counseling program. School counselors analyze formal and informal data to evaluate their programs in a deliberate on-going manner. School counselors participate in professional development opportunities that support the school and district's mission as well as the comprehensive counseling program. School counselors recognize that change is constant and use best practices to continually improve their programs.

School Counselors analyze the impact of the school counseling program.

School counselors think systematically and critically about the impact of the comprehensive school counseling program on student academic, career, and personal/social development. School counselors analyze student achievement, behavior, and school climate data, as well as feedback from students, parents, and other stakeholders to continually develop their program. School counselors evaluate the effectiveness of their program based on these data.

- Think systematically and critically about the impact of the comprehensive school counseling program on student academic, career, and personal/social development
- Analyze student achievement, behavior, and school climate data, as well as feedback from students, parents, and other stakeholders to continually develop their program
- Evaluate the effectiveness of their program

School Counselors link professional growth to the needs of their school and their program goals.

School counselors participate in continued, high quality professional development that reflects a global view of educational practices; includes twenty-first century skills and knowledge; aligns with the State Board of Education priorities; and meets the needs of students and their own professional growth.

- Participate in continued, high quality professional development

School Counselors function effectively in a complex dynamic environment.

Understanding that change is constant, school counselors actively investigate and consider new ideas that improve student academic, career, and personal/social development as well as the school counseling profession. School counselors collaborate with students, staff, parents, and other stakeholders to implement these ideas.

- Actively investigate and consider new ideas that improve student academic, career, and personal/social development as well as the school counseling profession
- Collaborate with students, staff, parents, and other stakeholders to implement these ideas

Special appreciation is extended to the committee members listed below who assisted in the preparation of the Standards.

Name	Position	Organization
Kathy Boyd	Senior Staff Attorney	NC School Boards Association
Brenda Deese	LEA Director of Student Services	Robeson County Schools
Angel Dowden	AP/IB Program Coordinator and Former High School Counselor	North Carolina Department of Public Instruction and Wake County Schools
Reneé Evans	Past President of NCSCA & Assistant Professor of Counselor Education	NC School Counselor Association and Appalachian State University
Cynthia Floyd	Executive Director of Student Support Services	Wilson County Schools
John Galassi	Professor and Coordinator of School Counseling	UNC Chapel Hill
Beverly Kellar	Deputy Superintendent	Gaston County Schools
Linda Kopec	Principal	Onslow County Schools
Leah McCallum	Elementary School Counselor and USC doctoral student	Scotland County Schools
Carolyn McKinney	Executive Director	NC Professional Teaching Standards Commission
Evan Myers	NCPAPA Past President and Principal	NC Principals and Assistant Principals Association and Davidson County Schools
Joe Parry-Hill	Personnel Analyst	North Carolina Department of Public Instruction
Pat Partin	Retired Professor of Psychology and Counseling	Gardner-Webb University
Marrius Pettiford	ASCA Southern Regional Vice President and Student Support Services Director	American School Counselor Association and Alamance-Burlington Schools
Barbara Potts	Middle School Counselor	Guilford County Schools
Kenneth Simington	Director of Student Services	Winston-Salem/Forsyth County Schools
Larry Simmons	Section Chief, School Personnel Support	North Carolina Department of Public Instruction

Name	Position	Organization
Teresa A. Smith	K-12 Student Support Services Consultant	North Carolina Department of Public Instruction
Eric Sparks	ASCA President and Director of School Counseling	American School Counselor Association and Wake County Schools
Audrey Thomasson	Middle School Counselor	Wake County Public Schools
Jose Villalba	Assistant Professor of Counselor Education	UNC Greensboro
Florence Weaver	Professor of Counselor Education	East Carolina University
Edward Wierzalis	President NCSCA and Coordinator of School Counseling and Clinical Placement	NC School Counselor Association and UNC Charlotte

NORTH CAROLINA PROFESSIONAL SCHOOL SOCIAL WORK STANDARDS

Every public school student will graduate from high school globally competitive for work and postsecondary education and prepared for life in the 21st Century.

Mission of the North Carolina State Board of Education, August 2006

Vision for School Social Work

The demands of twenty-first century education dictate new roles for school social workers. Schools need school social workers who are adept at creating and utilizing systems for change and at building relationships within the school community. School social workers create nurturing relationships with students that enhance students' academic achievement and personal success as globally productive citizens in the twenty-first century. Utilizing leadership, advocacy, and collaboration, school social workers promote overall academic success by providing services that strengthen home, school, and community partnerships and alleviate barriers to learning.

In order to deliver a comprehensive school social work program, the school social worker should understand and be competent in the following areas:

- Assessment and screening
- Counseling and support groups
- Crisis intervention
- Advocacy
- Home-school-community collaboration
- Partnerships with community agencies and organizations
- Services to school staff
- Program resource and policy development
- Systems change to improve learning and support services

Intended Purpose of the Standards

The North Carolina Standards for School Social Work have been developed as a guide for school social workers as they continually improve their effectiveness. It is incumbent upon the school social worker to provide services as part of a comprehensive multi-disciplinary team with complementary knowledge, skills, and experiences.

The school social work standards will

- guide professional development as school social workers move forward in the twenty-first century so that school social workers can attain the skills and knowledge needed,
- provide the focus for schools and districts as they support, monitor, and evaluate their school social workers, and

- assist higher education programs in developing the content and requirements of school social work education curricula.

Organization of the Standards

Standard: The Standard is the broad category of the school social worker’s knowledge and skills.

Summary: The summary provides explicit descriptions of the Standard’s content.

Practices: The practices define the various tasks undertaken to demonstrate the Standard. The list of practices is not meant to be exhaustive.

Artifacts: The artifacts are the examples of standard practices that the school social worker might include as evidence in meeting the Standards.

These Standards are intended for use by North Carolina schools and local education agencies that employ school social workers. In developing these standards, the State Board of Education Mission and Goals; State Board of Education Policy QP-C-003 and QP-C-006; State General Statute 115C-333 and 115C-335; North Carolina Standards for the Preparation of School Social Workers approved by the State Board of Education on November 3, 2005; the National Association of Social Work Standards for School Social Work; select pages from the Wisconsin Department of Public Instruction *School Social Work Practice Guide*; and the Illinois State Board of Education *Standards for the School Social Worker* were consulted.

STANDARD 1: SCHOOL SOCIAL WORKERS DEMONSTRATE LEADERSHIP

School social workers demonstrate leadership by promoting and enhancing the overall academic mission by providing services that strengthen home, school, and community partnerships. School social workers use their professional training, depth of knowledge, and experience to work with individuals and teams to facilitate partnerships that support the school and district mission. The School social worker contributes significantly to the development of a healthy, safe, and caring school environment by advancing the understanding of the social, emotional, psychological, and academic needs of students. School social workers initiate the development of community, district, and school resources to address unmet needs that affect academic achievement and alleviate barriers to learning in the twenty-first century. School social workers are knowledgeable of relevant laws, policies, and procedures and provide staff development and training regarding these areas to educate and encourage compliance.

School Social Workers demonstrate leadership in the school.

School social workers collaboratively engage all school personnel to create a professional learning community. School social workers develop and maintain a written plan of data-driven goals and strategies for effective delivery of the school social work program based on national best practices, individual school data, current relevant research findings, and the School Improvement Plan. School social workers provide input in the selection of professional development to impart staff with the knowledge to meet the educational needs of students. They

participate in the hiring process and collaborate with their colleagues to mentor and support school social workers to improve the effectiveness of student support services.

- Work collaboratively with all school personnel to create a positive learning community
- Develop and maintain a written plan of data driven goals and strategies for effective delivery of the school social work program based on national best practices, individual school data, current relevant research findings, and the School Improvement Plan
- Assist in identifying professional development opportunities
- Participate in the hiring process
- Collaborate and mentor colleagues to support school social workers to improve the effectiveness of student support services

School Social Workers enhance the social work profession.

School social workers strive to enhance the social work profession. School social workers contribute to the establishment of positive working conditions in their schools, districts, state, and nation. School social workers actively participate in and advocate for decision-making structures in education and government that utilize the expertise of school social workers. School social workers communicate the goals of the school social work program to stakeholders. School social workers maintain current and appropriate resources to improve the relationship among home, school, and community. School social workers promote professional growth and collaborate with their colleagues to improve the profession.

- Strive to enhance the profession
- Contribute to the establishment of positive working conditions
- Participate and advocate in decision-making structures
- Communicate the goals of the school social work program to stakeholders
- Maintain current and appropriate resources to improve the relationship among home, school, and community
- Promote professional growth and collaborate with their colleagues

School Social Workers advocate for students, families, schools, and communities.

School social workers advocate for positive change in policies and practices affecting student learning. School social workers support the School Improvement Plan and student academic success through developing and utilizing internal and external partnerships and resources. They participate in the implementation of initiatives to improve educational and support services.

- Advocate for positive change in policies and practices affecting student learning
- Develop and utilize internal and external partnerships and resources
- Participate in the implementation of initiatives to improve student educational and support services

School Social Workers demonstrate high ethical standards.

School Social Workers adhere to the laws, policies, procedures, and ethical standards of the social work profession. School Social Workers demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others. School Social Workers uphold the National Association of Social Workers (NASW) Code of Ethics, revised 1999.

(<http://www.socialworkers.org/pubs/code/code.asp>) The Code of Ethics for North Carolina Educators (effective June 1, 1997) and the Standards for Professional Conduct adopted April 1, 1998 (www.ncptsc.org).

- Adhere to the laws, policies, procedures, and ethical standards of the social work profession
- Demonstrate ethical principles
- Uphold the National Association of Social Workers Code of Ethics
- Uphold the Code of Ethics and Standards for the Professional Conduct

STANDARD 2: SCHOOL SOCIAL WORKERS PROMOTE A RESPECTFUL ENVIRONMENT FOR DIVERSE POPULATIONS

School social workers promote a positive school environment in which individual differences are respected. School social workers educate school personnel on the correlation between a positive school climate and student achievement. School social workers understand and respect the impact of how student learning is influenced by culture, community, family, and individual experiences. School social workers recognize the need to educate the school staff on emerging issues within the home, school, and community. The school social worker understands the ways in which similar behaviors may have different meanings to people in different cultures.

School Social Workers promote an environment in which each student has a positive, nurturing relationship with caring adults.

School social workers encourage an environment that is inviting, respectful, supportive, inclusive, and flexible. School social workers provide leadership and collaborate with other school personnel to provide effective school social work services. School social workers implement developmentally-appropriate and prevention-oriented group activities to meet student needs and school goals.

- Encourage an environment that is inviting, respectful, supportive, inclusive, and flexible
- Provide leadership and collaborate with other school personnel to provide effective school social work services
- Implement developmentally-appropriate and prevention-oriented group activities to meet student needs and school goals

School Social Workers embrace diversity in the school, home, community, and world.

School social workers demonstrate their knowledge of diverse cultures. School social workers also understand the role of diverse cultures in shaping global, state, and school issues. School social workers recognize the influence of race, ethnicity, gender, religion, language, and other aspects of culture on a student's development and personality. School social workers strive to understand how students' culture and background may influence their school performance. School social workers consider and incorporate different points of view in the professional development provided for school personnel. School social workers actively select materials and develop activities that counteract stereotypes and incorporate histories and contributions of all cultures.

- Demonstrate their knowledge of diverse cultures
- Understand the role of diverse cultures in shaping global, state, and school issues
- Recognize the influences of race, ethnicity, gender, religion, language, and other aspects of culture on a student's development and personality
- Understand how students' culture and background may influence their school performance
- Consider and incorporate different points of view
- Select materials and develop activities that counteract stereotypes and incorporate contributions of all cultures

School Social Workers treat students as individuals.

School social workers maintain high expectations, including graduation from high school, for students of all backgrounds. School social workers appreciate differences and value the contributions of each student in the learning environment by building positive, appropriate relationships. School social workers assist students, individually and/or in groups, with developing academic, social, emotional, and psychological skills.

- Maintain high expectations for all students
- Appreciate differences and value the contributions of each student in the learning environment by building positive, appropriate relationships
- Assist students, individually and/or in groups, with developing academic, social, emotional, and psychological skills

School Social Workers provide services that benefit students with special needs.

School social workers collaborate with administrators, teachers, and a range of specialists to help meet the special needs of all students. School social workers may participate in the evaluation process by conducting the student social/developmental history and parent interviews. School social workers engage students to ensure that their academic, social, emotional, and psychological needs are effectively met by conducting individual/group counseling.

- Collaborate with administrators, teachers, and a range of specialists to help meet the special needs of all students

- Participate in the evaluation process by conducting the student social/developmental history and parent interviews
- Engage students to ensure that their academic, social, emotional, and psychological needs are effectively met by conducting individual/group counseling

School Social Workers work collaboratively with families and significant adults in the lives of students.

School social workers recognize that educating students is a shared responsibility involving the students, families, schools, and communities. School social workers improve communication and collaboration among the school, home, and community in order to promote trust and understanding and to build partnerships with all segments of the school community. School social workers seek solutions to barriers that inhibit effective familial and community involvement in the education of students.

- Improve communication and collaboration among the school, home, and community
- Promote trust and understanding to build partnerships among school, home, and community
- Seek solutions to barriers that inhibit familial and community involvement in the education of students

STANDARD 3: SCHOOL SOCIAL WORKERS APPLY THE SKILLS AND KNOWLEDGE OF THEIR PROFESSION WITHIN EDUCATIONAL SETTINGS

School social workers utilize theories and skills necessary to enhance the interconnectedness of home, school, community, and student success. School social workers consult and collaborate through multidisciplinary teams to improve service delivery. School social workers encourage and model relationships that are critical to a rigorous and relevant education. School social workers provide proven and promising interventions that address barriers to academic achievement. School social workers align their services with the *North Carolina Standard Course of Study* and national best practices.

School Social Workers deliver comprehensive services unique to their specialty area.

School social workers bring a richness and depth of understanding of students, families, schools, and communities. School social workers utilize skills such as advocacy, assessment, consultation, counseling, and collaboration to create and implement developmentally appropriate and targeted interventions to meet the identified needs of students, families, schools, and communities. School social workers support and encourage student and family involvement in the school process.

- Understand students, families, schools, and communities
- Utilize skills such as advocacy, assessment, consultation, counseling, and collaboration to create and implement developmentally appropriate and targeted interventions to meet the identified needs of students, families, schools, and communities

- Support and encourage student and family involvement

School Social Workers possess effective communication skills.

School social workers are perceptive listeners and are able to communicate effectively with students, families, school staff, and communities even when language is a barrier.

- Communicate effectively with students, families, school staff, and communities even when language is a barrier

School Social Workers recognize the interconnectedness of academic, social, emotional, and psychological development and societal challenges.

School social workers comprehend the link between school social work services and the *North Carolina Standard Course of Study*. School social workers understand the implications of demographic and socio-economic factors that influence student achievement. School social workers promote global awareness and its relevance to the development of the whole child for the twenty-first century.

- Understand the implications of demographic and socio-economic factors that influence student achievement
- Promote global awareness and its relevance to the development of the whole child for the twenty-first century

School Social Workers facilitate student acquisition of twenty-first century skills.

School social workers incorporate twenty-first century life skills deliberately, strategically, and broadly into their services. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, interpersonal skills, self-direction, and social responsibility. School social workers help students understand the relationship between the *North Carolina Standard Course of Study* and twenty-first century content, which includes global awareness; financial, economic, business and entrepreneurial literacy, civic literacy, and health and wellness awareness. School social workers facilitate student understanding of the twenty-first century content relevant to academic, social, emotional, and psychological success.

- Incorporate life skills which include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, interpersonal skills, self-direction, and social responsibility
- Demonstrate the relationship between the core content and twenty-first century content that includes global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; and health and wellness awareness
- Facilitate student understanding of the twenty-first century content relevant to academic, social, emotional, and psychological success

STANDARD 4: SCHOOL SOCIAL WORKERS SUPPORT STUDENT LEARNING

The school social worker understands how the students' social, emotional, psychological, and environmental factors influence academic performance and achievement. School social workers understand the need for early intervention and prevention when addressing these factors. School social workers collaborate with parents to aid their understanding of their role as an active participant in the student's education performance. School social workers develop intervention plans that address student needs and promote academic success.

School Social Workers use a variety of strength-based methods.

School social workers address the achievement gap by assessing student strengths and needs and by implementing proven and promising interventions. School social workers provide a wide range of prevention, early intervention, and crisis response strategies to address social, emotional, psychological, and academic needs. School social workers collaborate and consult with administrators, instructional and support staff, parents, and the community to support student learning. School social workers provide professional development to promote early identification of unmet needs, increase awareness of relevant laws, policies, and procedures, and encourage empathy and understanding of the whole child.

- Address the achievement gap by assessing student strengths and needs and by implementing proven and promising interventions
- Provide a wide range of prevention, early intervention, and crisis response strategies to address social, emotional, psychological, and academic needs
- Collaborate and consult with administrators, instructional and support staff, parents, and the community to support student learning
- Provide professional development to promote early identification of unmet needs, increase awareness of relevant laws, policies, and procedures, and encourage empathy and understanding of the whole child

School Social Workers help students develop critical thinking and problem-solving skills.

School social workers address issues that interfere with the students' ability to problem solve and think critically. School social workers assist students in developing skills necessary to communicate effectively, synthesize knowledge, think creatively, and make informed decisions through individual and group work.

- Address issues that interfere with the students' ability to problem solve and think critically
- Assist students in developing skills necessary to communicate effectively, synthesize knowledge, think creatively, and make informed decisions through individual and group work

School Social Workers support students as they develop leadership qualities.

School social workers help students strengthen interpersonal and intrapersonal skills, improve communication skills, understand cultural differences, and develop leadership qualities.

- Strengthen interpersonal and intrapersonal skills, improve communication skills, understand cultural differences, and develop leadership qualities

STANDARD 5: SCHOOL SOCIAL WORKERS ACTIVELY REFLECT ON THEIR PRACTICE

School social workers are accountable for managing and providing services that strengthen home, school, and community partnerships in support of student learning. School social workers use formal and informal assessments to collect, analyze, and evaluate strategies for effective service delivery. School social workers utilize collaborative relationships with colleagues, families, and communities to reflect and improve their practice.

School Social Workers analyze student learning.

School social workers think systematically and critically about students’ social, emotional, psychological, and academic success. School social workers collect and analyze student data to plan and evaluate the effectiveness of service delivery. School social workers adapt their practice based on current relevant research findings and data to best meet the needs of students, families, schools, and communities.

- Think systematically and critically about students’ social, emotional, psychological, and academic success
- Collect and analyze student data to plan and evaluate the effectiveness of service delivery
- Adapt their practice based on current relevant research findings and data to best meet the needs of students, families, schools, and communities

School Social Workers link professional growth to their professional goals.

School social workers continually participate in high quality professional development specific to school social work practice. School social workers also understand a global view of educational practices, including twenty-first century skills and knowledge aligned with the State Board of Education priorities and initiatives.

- Participate in high quality professional development specific to school social work practice

School Social Workers function effectively in a complex, dynamic environment.

School social workers understand that change is constant; therefore, they actively investigate and consider new ideas that support students’ social, emotional, psychological, and academic

success. School social workers adapt their practice based on current research findings and data to best meet the needs of all students.

- Actively investigate and consider new ideas that support students' social, emotional, psychological, and academic success
- Adapt their practice based on current research findings and data

Special appreciation is extended to the committee members listed below who assisted in the preparation of the Standards.

Name	Position	Organization
Bonita Belcastro	Dean and Professor of Social Work	Methodist University
Lynne Berry	School Social Worker Program Manager	Winston-Salem Forsyth Schools
Antonio Blow	LEA School Social Work Coordinator	Greene County Schools
Katherine Boyd	Executive Director	National Association of Social Workers – NC Chapter
Kathy Boyd	Senior Staff Attorney	North Carolina School Boards Association
Cheryl Brooks	School Social Worker	Cabarrus County Schools
Reba Brown	Social Work Educator	UNC at Charlotte
Lisa Burriss	LEA School Social Work Coordinator	New Hanover County Schools
Susan Dennison	Social Work Educator	UNC at Greensboro
Cynthia Floyd	Executive Director of Student Support Services	Wilson County Schools
Anne Loy Stanfield	President and School Social Worker	NC School Social Workers' Association and Chapel Hill-Carrboro City Schools
Debra McHenry	Homeless Education Consultant	NC Department of Public Instruction
Carolyn McKinney	Executive Director	NC Professional Teaching Standards Commission
Evan Myers	NCPAPA Past President and Principal	NC Principals and Assistant Principals Association and Davidson County Schools
Brenda Pace	School Social Worker	NC School Social Work Association and Nash-Rocky Mount Schools
Joe Parry-Hill	Personnel Analyst	NC Department of Public Instruction
Mary Lisa Pories	Social Work Educator	East Carolina University
Joelle Powers	Clinical Lecturer and Assistant Professor of Social Work	UNC Chapel Hill School of Social Work
Carole Price	School Social Worker	Cabarrus County Schools
Cynthia Pritchard	School Social Worker	NC School Social Work Association and Nash-Rocky Mount Schools

Name	Position	Organization
Jack Register	Director of Advocacy & Legislation	National Association of Social Workers – NC Chapter
Natasha Scott	LEA School Social Work Coordinator	Cumberland County Schools
Gary Shaffer	Associate Professor of Social Work	UNC Chapel Hill School of Social Work
Teresa A. Smith	K-12 Student Support Services Consultant	NC Department of Public Instruction
Tony O. Troop	Program Coordinator	School Based Child & Family Support Team Initiative
Filomena Turnblom	School Social Worker	Cabarrus County Schools
Christine Turner	School Social Worker	Avery County Schools
Catherine Waugh	SSWAA Liaison and School Social Worker	School Social Work Association of America Southern Council of School Social Workers and Person County Schools
Melinda Willingham	School Social Worker	Alamance-Burlington School System
Danielle Woodall	Past President and Social Work Educator	NC School Social Workers' Association and University of North Carolina at Greensboro

EXECUTIVE SUMMARY

Title: Proposed Revisions to the Graduate Pay Policy

Type of Executive Summary:

- Action
- Action on First Reading
- Discussion
- Information

Policy Implications:

- Constitution _____
- General Statute # _____
- SBE Policy # TCP-A-006
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other _____

Presenter(s): Ms. Shirley Harris (Member, State Board of Education) and Dr. Kathy Sullivan (Senior Policy Advisor, Office of the State Board of Education)

Description:

To address concerns related to the non-teaching work experience and graduate pay policies, the TCP Committee convened an ad hoc committee to review the policies. The revisions proposed by the ad hoc committee were designed to simplify and clarify the policies. The proposed revisions to the graduate pay policy would recognize all graduate degrees earned through regionally accredited institutions for salary purposes. *(Note: Since last month, the proposed revisions to the non-teaching work experience policy and the proposed revisions to the graduate pay policy have been separated.)*

Resources:

No additional resources are requested.

Input Process:

An ad hoc committee was convened by the TCP Committee to review the current policies and propose revisions.

Stakeholders:

Licensed personnel in the NC public schools

Timeline For Action:

The proposed changes were presented for discussion in September, October, and November. They are presented for action this month. If approved by the Board, the changes would become effective January 1, 2009.

Recommendations:

It is recommended that the Board approve the proposed changes to the graduate pay approval policy.

Audiovisual equipment requested for the presentation:

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
Specify: _____
- Audio Requirements (computer or other, except for PA system which is provided)
Specify: _____
- Document Camera (for transparencies or paper documents – white paper preferred)

 Motion By: _____ Seconded By: _____
 Vote: Yes _____ No _____ Abstain _____
 Approved _____ Disapproved _____ Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Kathy Sullivan, 807-3608

with strikethroughs and underlines

**NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual**

Policy Identification

Priority: Twenty-First Century Professionals

Category: Licensure

Policy ID Number: TCP-A-006

Policy Title: Policies related to experience/degree credit for salary purposes

Current Policy Date: ~~11/03/2005~~ 01/01/2009

Other Historical Information:

Previous Board dates: 10/01/1998, 08/05/1999, 01/12/2000, 01/10/2001, 11/01/2001,
11/03/2005

Statutory Reference:

Administrative Procedures Act (APA) Reference Number and Category:

POLICIES RELATED TO EXPERIENCE/DEGREE CREDIT FOR SALARY PURPOSES

<p>Note: Only relevant sections of this policy has been included in this attachment.</p>

6.40 Graduate Licensure/Salary Policy

Effective July 1, 2000, licensed public school personnel shall be paid on the salary schedule applicable to their assignment at the highest license level held. This policy shall apply to all areas, including administration, student services, and teaching.

6.50 ~~Relevant Master's~~ Graduate Degrees

The Licensure Section shall authorize salary on the master's level (or other appropriate) salary schedule for professional educators who hold master's degrees or advanced degrees ~~that do not lead to a professional educator license if the following criteria are met:~~

~~The master's or higher degree is~~ from a regionally accredited IHE.

~~—(The regional accrediting agencies are Middle States Association of Colleges and Schools, New England Association of Schools and Colleges, North Central Association of Colleges and Schools, Northwest Commission on Colleges and Universities, Southern Association of Colleges and Schools, and Western Association of Schools and Colleges.)~~

~~1)The master's or higher degree is in an education or subject area directly related to an existing area of licensure and current teaching assignment or instructional support responsibilities.~~

~~2)The educator's assignment for the majority (50% or more) of the school day is in the area for which the master's or higher degree applies.~~

As policy would read IF proposed changes are accepted.

**NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual**

Policy Identification

Priority: Twenty-First Century Professionals

Category: Licensure

Policy ID Number: TCP-A-006

Policy Title: Policies related to experience/degree credit for salary purposes

Current Policy Date: 01/01/2009

Other Historical Information:

Previous Board dates: 10/01/1998, 08/05/1999, 01/12/2000, 01/10/2001, 11/01/2001, 11/03/2005

Statutory Reference:

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POLICIES RELATED TO EXPERIENCE/DEGREE CREDIT FOR SALARY PURPOSES

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TEACHER TURNOVER REPORT

Annual Report on the Reasons Teachers Leave

2007-2008

Prepared by:

Public Schools of North Carolina
Department of Public Instruction
Talent Management and Development Division
November 2008

TEACHER TURNOVER REPORT 2007-2008

G. S. 115C-12(22) requires the State Board of Education to monitor and compile an annual report on the decisions of teachers to leave the teaching profession. To this end, LEAs are asked to complete a survey on an annual basis. The survey for the 2007-2008 school year asked LEAs to report the total number of teachers employed in the system between March 2007 and March 2008, the total number of teachers leaving the system, the number of teachers with tenure who were leaving, and the reason given by teachers for leaving. The results of the surveys are summarized in the following pages.

Changes in Teacher Turnover Reporting effective with the 2007-2008 data

To more accurately and consistently report data, changes have been made to the annual teacher turnover report to better align it with the data that will be reported in the School Report Card. LEA level turnover for the 2008 School Report Card is calculated based on the individuals employed in the LEA as teachers in March 2007, but not employed in the LEA as teachers in March 2008, as reflected in the DPI Licensure/Salary database. LEA turnover does not include teachers who moved from one school to another school in the LEA. Personnel administrators were provided a list of individuals employed as teachers in the LEA in March 2007, but not employed in the LEA as teachers in March 2008, and asked to provide summative data on the reasons these teachers left teaching. The numbers of teachers leaving when totaled, should equal the total number of teachers on the list provided to the LEA personnel administrator. This change should bring consistency to the turnover numbers that are being reported. In past years, LEAs provided us with the number of teachers, per the LEA's calculations, and the number that left, per the LEA's calculations. The teacher turnover data was for the fiscal year, July 1 through June 30.

We realize that this change will make it inappropriate to compare the turnover reported by LEAs this year to the turnover reported by LEAs last year. We also realize that in order to make decisions on data, we need accurate and consistent data. Going forward, this change will help ensure the quality of teacher turnover data.

Appendix A provides information as to how teacher turnover was determined for 2007-2008. This is the same procedure used for the State Report Card.

Survey Instruments Used

Copies of the survey used and clarifying examples are contained in Appendix B. As before, LEAs were asked to identify up to five teaching areas in which they found the greatest difficulty in hiring appropriately licensed teachers. Their responses have been summarized and are included in this report.

Turnover

The 2007-2008 State turnover average is **9.36%**. While this percentage is less than the system level turnover rate, this percentage is reflective of those who are no longer in the public schools of North Carolina. (See Appendix A for further information.)

The 115 school systems reported that 13,432 teachers of the 96,966 teachers employed during the 2007-2008 school year left their systems for a **system level turnover rate of 13.85%**. This represents an increase in the turnover rate (12.31%) reported for the 2006-07 school year. This figure includes Visiting International Faculty (VIF) who are required to return to their home countries after three years. VIF teachers accounted for 279 teachers who left and removal of this category would reflect a system level turnover rate of 13.56%.

Of the 13,432 teachers reported leaving, 4,562 (33.96%) had tenure. During the 2006-07 school year 32.58% of the teachers who left had tenure, during the 2005-06 school year, 30.77% of the teachers who left teaching had tenure, and during the 2004-05 school year 29% of the teachers who left had tenure.

Turnover rates ranged from a high of 41.57% in Weldon City to a low of 4.55% in Graham County. A listing of turnover by systems is included in Appendix C. Appendix D contains a listing of turnover reported by local systems for the last five years.

Reasons for Leaving

The table that follows details the reasons for teachers leaving as reported by their school systems. They are ranked in descending order. Appendix E summarizes the reasons given for teachers leaving across the past five years. Appendix F provides an analysis of turnover using the categories: Remained/Remaining in Education, Turnover that Might be Reduced, Turnover Initiated by the LEA, and Turnover Beyond Control.

Teacher Turnover and Teacher Working Conditions

Appendix G provides information that relates to the Teacher Working Conditions for the ten (10) LEAs with the highest percentage of teacher turnover compared to the ten (10) LEAs with the lowest percentage of teacher turnover.

**Reasons for Leaving As Reported By the LEAs
(2007-2008)**

Reason	% of teachers leaving for this reason	Number leaving for this reason
Resigned to teach elsewhere To teach in another NC LEA (78.19%) To teach in another state (15.79%) To teach in a NC non-public/private school (3.75%) To teach in a NC Charter School (2.27%)	22.02%	2958
Retired With full benefits (88.92%) With reduced benefits (11.08%)	16.26%	2184
Resigned—Family Relocation	12.16%	1633
Resigned—Other reasons or reason unknown Other reasons (72.98%) Unknown reasons (27.02%)	11.87%	1595
Resigned—Family responsibility/child care	5.97%	802
Stayed in LEA but in Non-Teaching position	5.96%	800
Interim contract ended – not rehired	4.96%	666
Re-employed retired teacher resigned	3.42%	459
Resigned—Career Change	3.18%	427
Resigned—To continue education/sabbatical	2.43%	327
Resigned—End of VIF Term	2.08%	279
Resigned—Dissatisfied with teaching	1.78%	239
Resigned—Because of health/disability	1.46%	196
Resigned—In lieu of dismissal	1.35%	181
Did not obtain or maintain license	1.21%	162
Non-Renewal (Probationary contract ended)	1.06%	142
Moved to a non-teaching position in education in another LEA/Agency	.96%	129
Deceased	.51%	68
Resigned—End of Teach for America Term	.48%	64
Resigned—Moving due to Military Orders	.45%	60
Reduction in Force	.28%	37
Dismissed	.18%	24
Totals	100%	13,432

**Most Difficult Areas of Licensure
for which to find Licensed Teachers**

2005-2006		2006-2007		2007-2008	
Number of LEAs Responding to Question =110		Number of LEAs Reporting to Question = 113		Number of LEAs Reporting to Question = 111	
License Area	# Identifying	License Area	# Identifying	License Area	# Identifying
9-12 Mathematics	97	9-12 Mathematics	87	9-12 Mathematics	88
Sp. Ed.: General Curriculum	77	9-12 Science	67	9-12 Science	69
9-12 Science	72	Sp. Ed.: General Curriculum	64	Sp. Ed.: General Curriculum	58
6-9 Mathematics	62	6-9 Mathematics	54	6-9 Mathematics	49
6-9 Science	49	6-9 Science	46	6-9 Science	40
Sp Ed.: Adapted Curriculum	49	Sp Ed.: Adapted Curriculum	38	Sp Ed.: Adapted Curriculum	28
Cross Categorical	34	Second Languages	33	ESL	25
Behavioral/Emotional Disabilities	32	Severely/Profoundly Disabled	22	Second Languages	24
Learning Disabilities	29	ESL	20	EC (Separate areas not indicated)	18
Second Languages	28	Mental Disabilities	19	9-12 English	14
Mental Disabilities	20	Cross Categorical	18	Family/Consumer Sciences 6-12	13
Speech Language Pathologist	14	Speech Language Pathologist	13	Speech Language Pathologist	11
ESL	14	9-12 English	12	6-9 Language Arts	10
6-9 Language Arts	14	6-9 Language Arts	12	Cross Categorical	9

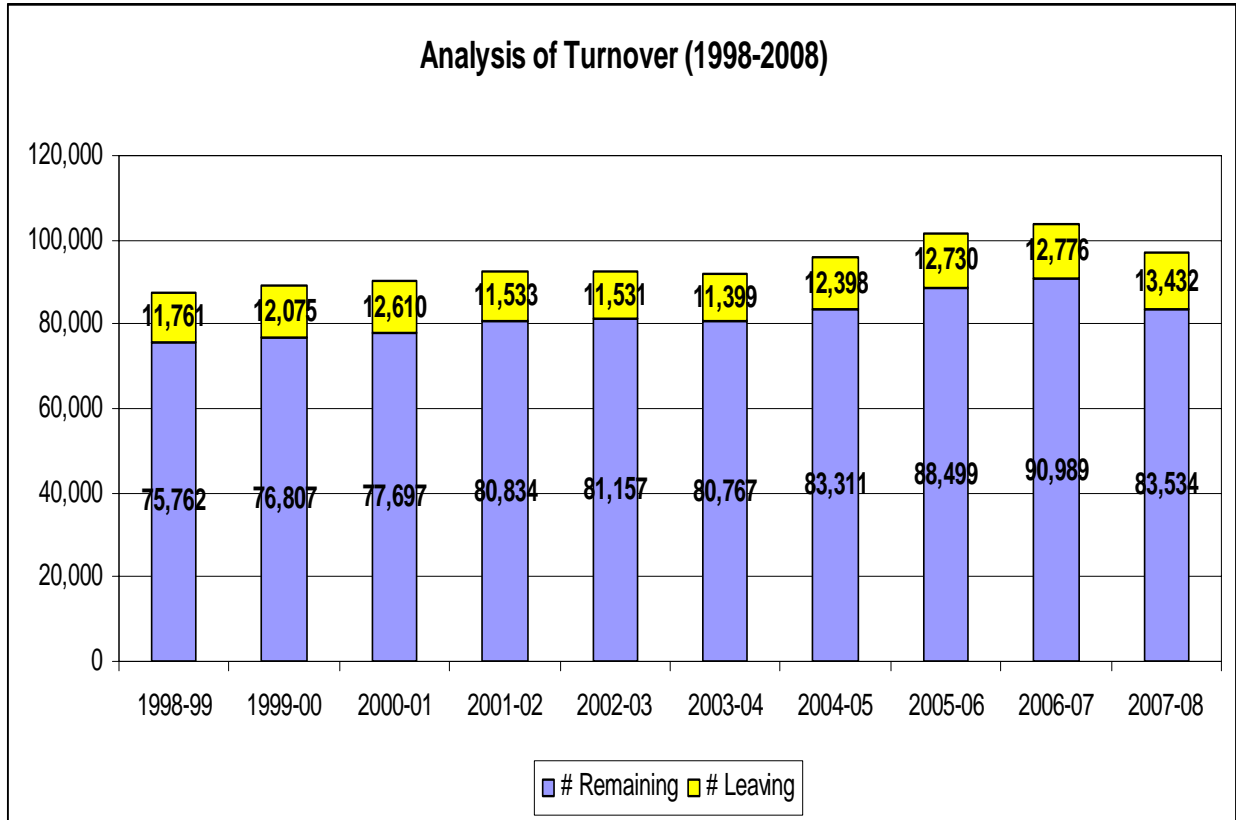
2005-2006		2006-2007		2007-2008	
Number of LEAs Responding to Question = 110		Number of LEAs Reporting to Question = 113		Number of LEAs Reporting to Question = 111	
License Area	# Identifying	License Area	# Identifying	License Area	# Identifying
Family/Consumer Sciences 6-12	12	Media Coordinator	10	Counselor	8
Elementary Education	11	Counselor	9	Media Coordinator	7
9-12 English	11	Family/Consumer Sciences 6-12	7	Elementary Education	6
6-9 Social Studies	8	Birth-Kindergarten	6	Behavioral/Emotional Disabilities	6
Severely/Profoundly Disabled	8	Elementary Education	6	Mental Disabilities	6
Counselor	7				
Birth-Kindergarten	6				
Media Coordinator	6				

Notes: ¹ Above numbers include only those areas identified by 5 or more LEAs.

² Spanish was the Second Language most often identified.

Analysis of Turnover (System Level)

The chart that follows depicts teacher turnover relative to teacher retention since the 1998-99 school year.



- The five-year (2003-04 through 2007-08) system level teacher turnover reported by North Carolina Local Education Agencies is 12.81%.
- This year, 2007-2008, the system level turnover is 13.85% which is up from the 12.31% reported for 2006-2007.
- The top five reasons for teachers leaving has remained consistent for the years, 2003-04 through 2007-08. The reasons are as follows:
 1. To teach elsewhere*
 2. Retired
 3. Family Relocation
 4. Other/Unknown Reasons
 5. Family Responsibilities/Childcare
- The national teacher turnover rate is 16.8%. (National Commission on Teaching and America's Future)

*While this reason indicates a loss to the local system, it does not represent a loss to the State.

Categories of Reasons why Teachers Leave the Profession

Remained/Remaining in Education

(includes individuals resigning to teach in another NC LEA or charter school and individuals who moved to non-teaching positions in education)

Turnover that Might be Reduced

(includes individuals retiring with reduced benefits, individuals resigning to teach in a non-public school in NC, individuals resigning to teach in another state, individuals dissatisfied with teaching, individuals seeking a career change, and individuals who resigned for unknown and other reasons)

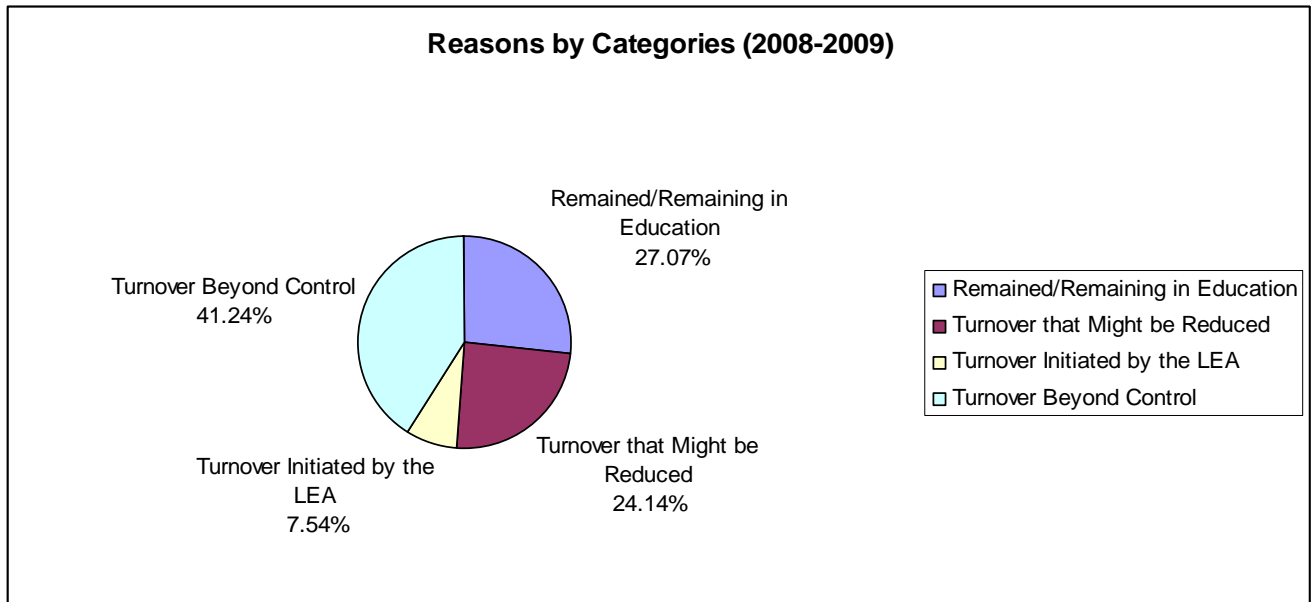
Turnover Initiated by the LEA

(includes individuals who were non-renewed, dismissed, or resigned in lieu of dismissal)

Turnover Beyond Control

(includes individuals who retired with full benefits, individuals who resigned for health reasons, individuals who resigned due to family responsibilities and/or childcare, and individuals who resigned due to family relocation)

As reflected in the chart that follows, 27.07% of those teachers reported as leaving *remained in education*; 7.54% of the reported turnover was *initiated by the LEA*; 41.24% of the turnover was for *reasons beyond control*; and 24.14% of the reported turnover *might be reduced*.



The results of the North Carolina Teacher Working Conditions Survey, conducted by the Office of the Governor in conjunction with the North Carolina Professional Teaching Standards Commission and the North Carolina Association of Educators, provide information that can help address *Turnover that Might be Reduced*. The survey provides state, district, and school level data on teacher perceptions of empowerment, facilities and resources, leadership, professional development, and time.



Appendix A

How Teacher Turnover is Determined for the Teacher Turnover Report and the State Report Card



How Teacher Turnover is Determined for the State Report Card

1. For the 2008 State Report Card (SRC), teacher turnover is based upon the March 2008 employment status of 'classroom teachers' from March 2007. Payroll data is used for the determination.
2. 'Classroom Teachers' are determined by Purpose Codes 5100, 5200, or 5500 AND Object Codes 121, 123, 124, 128, or 129. Purpose and Object Codes are part of the payroll budget code.
3. Classroom teachers employed in March 2007 are determined using March 2007 payroll and the criteria in step #2.
4. Once the roster from step #3 is determined, the SSNs of the classroom teachers are queried against all certified employee budget codes in March 2008 payroll data. If the SSN is not found to be employed in the same LEA in March 2008 as they were in March 2007, they are classified as turnover at the LEA level.
5. The system level turnover includes those who moved between LEAs.
6. The State average of 9.36% reflects those who are no longer in the public schools of North Carolina.
7. A couple of the reasons why the system level turnover rate is higher than the State average turnover rate:
 - In the change of tying the LEA turnover report sent from the LEAs to the State Report Card turnover, more LEAs reviewed the rosters of teacher turnover.
 - Those on approved leave were excluded from turnover.

*In past years, the LEA provided us with the number of teachers, per the LEA's calculations, and the number of teachers who left, per the LEA's calculations. The teacher turnover data was for the fiscal year, July 1 through June 30.

Appendix B
Survey Instrument

LEA:

Individual Submitting Report:

Total Number of Teachers Employed in LEA:

Total Number of Teachers Leaving March 2007 - March 2008

Number of teachers leaving who were tenured in your LEA:

Teacher Turnover Percent:

Number of teachers on spreadsheet / Total Teacher Count

Give the number of teachers who left teaching or left your LEA from March 2007-March 2008 for each of the reasons below.

(Where more than one reason applies, choose the one which best describes the reason the teacher is leaving.)

Moved to a non teaching position in the LEA (75)
Retired with full benefits (66)
Retired with reduced benefits (68)
Re-employed Retired Teacher Resigned (73)
Dismissed (50)
Did not obtain or maintain license (56)
Interim contract ended*-Not rehired (54)
Non-renewed-Probationary Contract ended (53)
Reduction in Force (51)
Moved to a non-teaching position in education in another LEA or Agency (59)
Resigned-In lieu of dismissal (55)
Resigned-To teach in another NC public school system (58)
Resigned-To teach in a NC Charter School (70)
Resigned-To teach in a NC non-public/private school (71)
Resigned-To teach in another state (62)
Resigned-End of VIF Term (74)
Resigned-End of Teach for America Term (77)
Resigned-Dissatisfied with teaching (63)
Resigned-Career Change (72)
Resigned-Family Responsibility/Child care (57)
Resigned-Family relocation (61)
Resigned-To continue education/Take a sabbatical (60)
Resigned-Because of health/Disability (64)
Resigned-Moving Due to Military Orders (76)
Resigned-Reason unknown (69)
Resigned-Other Reasons (65)
Deceased (67)
Total

List up to five teaching areas in which you are having the greatest difficulty hiring appropriately licensed teachers.

(PLEASE INCLUDE THE LICENSURE CODE FOR EACH AREA)

**ANNUAL REPORT ON THE REASONS TEACHERS LEAVE THE PROFESSION
(CLARIFICATION OF REPORTING CATEGORIES)**

Moved to a non teaching position in the LEA

- Teachers moved to counselor, media coordinator, or non-teaching duties in current LEA of employment
- Teachers moved to administrative positions (school-based) in current LEA of employment
- Teachers moved to supervisory, director, or coordinator positions in current LEA of employment
- Teachers accepted non-teaching support or administrative positions in current LEA of employment

Retired with full benefits

- Teachers age 60 with 25 years of creditable service
- Teachers with 30 years of creditable service
- Teachers age 65 with at least 5 years of creditable service
- Teachers retiring with full/unreduced retirement benefits

Retired with reduced benefits

- Teachers retiring after age 50 with reduced benefits
- Teachers retiring with less than full benefits

Re-employed Retired Teacher Resigned

- Teacher who had retired, was re-employed and subsequently resigns

Dismissed

- Teachers demoted or dismissed under GS 115C-325(h)
- Probationary teachers dismissed during the school year under GS 115C-325(m)
- Teachers dismissed under GS 115C-325 (Below standard ratings)
- Teachers reported to the dismissed teacher list
- Teachers dismissed and the ruling upheld by case manager

Did not obtain or maintain license

- Teachers not renewed due to failure to fulfill lateral entry requirements
- Teachers not renewed due to failure to earn 15 renewal credits
- Teachers failed to meet Praxis or provisional license requirements
- Teachers let license expire
- Teachers' license was revoked

Interim Contract – Not Rehired (*Report only for interim contracts of 6 months or more*)

- Interim teachers not rehired under retirement cap
- Teachers not rehired under a term contract with specific employment dates
- Teachers not rehired due to return of a permanent teacher from a leave of absence

Non-Renewed – Probationary Contract Ended

- Probationary teachers whose contract is not renewed after the end of the year

Reduction in Force

- Teachers not rehired due to loss of enrollment, funding, or programming
- Teachers covered under local "RIF" policies

Moved to a non-teaching position in education in another LEA or Agency

- Teachers moved to counselor, media coordinator, or non-teaching duties in another LEA or Agency
- Teachers moved to administrative positions (school-based) in another LEA or Agency
- Teachers moved to supervisory, director, or coordinator positions in another LEA or Agency
- Teachers accepted non-teaching support or administrative positions in another LEA or Agency

Resigned in lieu of dismissal

- Teachers resigned to avoid placement on dismissed teacher list
- Teachers resigned rather than go through full dismissal hearing
- Teachers resigned during an active investigation regarding performance/behavior as a professional educator

Resigned to teach in another NC public school system

- Teachers leaving LEA to accept a teaching position in another NC system
- Teachers obtaining another teaching job on their own initiative (as opposed to spouse relocation)

Resigned to teach in a NC charter school

- Teachers leaving LEA to accept a teaching position in a NC Charter School
- Teachers obtaining another teaching job on their own initiative (as opposed to spouse relocation)

Resigned to teach in a NC non-public/private school

- Teachers leaving LEA to accept a teaching position in a NC non-public/private school
- Teachers obtaining another teaching job on their own initiative (as opposed to spouse relocation)

Resigned – To teach in another state

- Teachers leaving NC to teach in a public school in another state
- Teachers leaving NC to teach in a private school in another state

Resigned – End of VIF Term

- Teachers whose cultural visas have expired and are no longer eligible to be employed in North Carolina

Resigned – End of Teach for America Term**Resigned – Dissatisfied with teaching**

- Teachers resigning due to dissatisfaction with teaching

Resigned – Career Change

- Teachers resigning to pursue another employment opportunity
- Teachers resigning to pursue interests outside teaching

Resigned – Family responsibility/Child care

- Teachers resigning for maternity/family leave
- Teachers resigning to care for ill parents or members of the immediate family
- Teachers resigning to care for family business or personal needs

Resigned – Family relocation

- Teachers resigning due to spouse's relocation
- Teachers resigning as a result of marriage and relocation
- Teachers resigning due to family relocation
- Teachers resigning due to military transfer or relocation

Resigned – To continue education/Take a sabbatical

- Teachers resigning to return to school
- Teachers resigning to pursue an educational leave of absence

Resigned – Because of health/disability

- Teachers resigning due to personal disability or health related issues

Resigned – Moving Due to Military Orders

- Teachers resigning due to being moved under military orders

Resigned – Reason unknown

- Teachers resigning; however, there is no information on why

Resigned – Other reason(s)

- Teachers resigning or leaving teaching for reasons not listed on the survey
(For example: Job abandonment, arrest, criminal activity, failing a criminal history check, activation of military reserve, dislocation due to flood, fire, or other disaster, etc.)

Deceased

- Teachers who die while in active service in a NC public school

Appendix C
2007-08 System Level Teacher Turnover

**2007-2008 Teacher Turnover
(as reported by LEAs)**

LEA Code	Region	LEA	Total Teachers	Teachers Leaving	Leaving with Tenure	Turnover Percentage
10	C	Alamance-Burlington	1536	233	71	15.17%
20	NW	Alexander	350	20	15	5.71%
30	NW	Alleghany	131	19	9	14.50%
40	SW	Anson	292	61	13	20.89%
50	NW	Ashe	254	13	9	5.12%
60	NW	Avery	194	20	11	10.31%
70	NE	Beaufort	531	81	39	15.25%
80	NE	Bertie	215	47	17	21.86%
90	SC	Bladen	371	42	19	11.32%
100	SE	Brunswick	756	101	10	13.36%
110	W	Buncombe	1689	186	30	11.01%
111	W	Asheville City	335	60	28	17.91%
120	NW	Burke	1039	98	40	9.43%
130	SW	Cabarrus	1692	183	81	10.82%
132	SW	Kannapolis	373	52	19	13.94%
140	NW	Caldwell	888	86	39	9.68%
150	NE	Camden	132	10	0	7.58%
160	SE	Carteret	661	76	30	11.50%
170	C	Caswell	231	31	0	13.42%
180	NW	Catawba	1120	144	28	12.86%
181	NW	Hickory Public	310	61	20	19.68%
182	NW	Newton Conover	217	42	17	19.35%
190	C	Chatham	538	59	7	10.97%
200	W	Cherokee	286	30	18	10.49%
210	NE	Edenton-Chowan	181	24	9	13.26%
220	W	Clay	102	8	6	7.84%
230	SW	Cleveland	1202	111	73	9.23%
240	SC	Columbus	480	61	22	12.71%
241	SC	Whiteville City	185	18	10	9.73%
250	SE	Craven	1004	161	91	16.04%
260	SC	Cumberland	3717	652	185	17.54%
270	NE	Currituck	280	36	0	12.86%
280	NE	Dare	378	26	14	6.88%
290	C	Davidson	1227	136	70	11.08%
291	C	Lexington City	222	45	21	20.27%
292	C	Thomasville City	186	44	16	23.66%
300	NW	Davie	435	59	25	13.56%
310	SE	Duplin	632	110	15	17.41%
320	NC	Durham	2302	400	107	17.38%
330	NC	Edgecombe	501	132	29	26.35%
340	C	Forsyth-Winston Salem	3900	472	204	12.10%
350	NC	Franklin	548	81	16	14.78%
360	SW	Gaston	2069	291	83	14.06%

LEA Code	Region	LEA	Total Teachers	Teachers Leaving	Leaving with Tenure	Turnover Percentage
370	NE	Gates	153	17	8	11.11%
380	W	Graham	88	4	0	4.55%
390	NC	Granville	573	71	19	12.39%
400	SE	Greene	222	31	9	13.96%
410	C	Guilford	4931	774	276	15.70%
420	NC	Halifax	332	67	18	20.18%
421	NC	Roanoke Rapids City	195	29	14	14.87%
422	NC	Weldon City	89	37	3	41.57%
430	SC	Harnett	1201	188	26	15.65%
440	W	Haywood	555	56	32	10.09%
450	W	Henderson	891	112	46	12.57%
460	NE	Hertford	244	44	4	18.03%
470	SC	Hoke	472	106	30	22.46%
480	NE	Hyde	73	9	1	12.33%
490	NW	Iredell-Statesville	1376	205	57	14.90%
491	NW	Mooresville Graded	331	40	8	12.08%
500	W	Jackson	264	41	15	15.53%
510	NC	Johnston	2070	304	89	14.69%
520	SE	Jones	108	21	2	19.44%
530	SC	Lee	596	80	29	13.42%
540	SE	Lenoir	680	110	19	16.18%
550	SW	Lincoln	803	83	34	10.34%
560	W	Macon	315	28	17	8.89%
570	W	Madison	187	22	9	11.76%
580	NE	Martin	309	50	7	16.18%
590	W	McDowell	449	53	2	11.80%
600	SW	Charlotte-Mecklenburg	8642	1259	380	14.57%
610	W	Mitchell	165	17	17	10.30%
620	SC	Montgomery	338	59	23	17.46%
630	SC	Moore	799	126	55	15.77%
640	NC	Nash-Rocky Mount	1225	159	41	12.98%
650	SE	New Hanover	1579	205	92	12.98%
660	NC	Northampton	236	54	34	22.88%
670	SE	Onslow	1504	248	80	16.49%
680	C	Orange	507	74	37	14.60%
681	C	Chapel Hill-Carrboro	869	129	46	14.84%
690	SE	Pamlico	135	25	13	18.52%
700	NE	Pasquotank-Elizabeth City	459	70	26	15.25%
710	SE	Pender	517	66	18	12.77%
720	NE	Perquimans	124	21	7	16.94%
730	C	Person	424	74	28	17.45%
740	NE	Pitt	1672	260	108	15.55%
750	W	Polk	198	17	11	8.59%
760	C	Randolph	1248	170	80	13.62%
761	C	Asheboro City	326	48	18	14.72%
770	SC	Richmond	572	67	34	11.71%

LEA Code	Region	LEA	Total Teachers	Teachers Leaving	Leaving with Tenure	Turnover Percentage
780	SC	Robeson	1570	194	38	12.36%
790	C	Rockingham	989	116	50	11.73%
800	NW	Rowan-Salisbury	1450	196	92	13.52%
810	W	Rutherford	664	64	45	9.64%
820	SE	Sampson	544	88	42	16.18%
821	SE	Clinton City	222	34	10	15.32%
830	SC	Scotland	550	109	32	19.82%
840	SW	Stanly	707	78	46	11.03%
850	C	Stokes	509	69	9	13.56%
860	NW	Surry	611	66	47	10.80%
861	NW	Elkin	92	6	2	6.52%
862	NW	Mount Airy City	136	16	5	11.76%
870	W	Swain	151	24	12	15.89%
880	W	Transylvania	275	38	21	13.82%
890	NE	Tyrrell	57	12	4	21.05%
900	SW	Union	2291	282	83	12.31%
910	NC	Vance	568	117	18	20.60%
920	NC	Wake	8734	1019	372	11.67%
930	NC	Warren	196	39	8	19.90%
940	NE	Washington	170	34	13	20.00%
950	NW	Watauga	371	41	24	11.05%
960	SE	Wayne	1320	164	81	12.42%
970	NW	Wilkes	671	88	31	13.11%
980	NC	Wilson	805	134	33	16.65%
990	NW	Yadkin	395	35	17	8.86%
995	W	Yancey	180	17	10	9.44%
TOTALS			96,966	13,432	4,562	13.85%

**2007-2008 Teacher Turnover
(in descending order)**

LEA CODE	LEA	Turnover Percentage
422	Weldon City	41.57%
330	Edgecombe	26.35%
292	Thomasville City	23.66%
660	Northampton	22.88%
470	Hoke	22.46%
80	Bertie	21.86%
890	Tyrrell	21.05%
40	Anson	20.89%
910	Vance	20.60%
291	Lexington City	20.27%
420	Halifax	20.18%
940	Washington	20.00%
930	Warren	19.90%
830	Scotland	19.82%
181	Hickory Public	19.68%
520	Jones	19.44%
182	Newton Conover	19.35%
690	Pamlico	18.52%
460	Hertford	18.03%
111	Asheville City	17.91%
260	Cumberland	17.54%
620	Montgomery	17.46%
730	Person	17.45%
310	Duplin	17.41%
320	Durham	17.38%
720	Perquimans	16.94%
980	Wilson	16.65%
670	Onslow	16.49%
580	Martin	16.18%
820	Sampson	16.18%
540	Lenoir	16.18%
250	Craven	16.04%
870	Swain	15.89%
630	Moore	15.77%
410	Guilford	15.70%
430	Harnett	15.65%
740	Pitt	15.55%
500	Jackson	15.53%
821	Clinton City	15.32%
70	Beaufort	15.25%
700	Pasquotank-Elizabeth City	15.25%
10	Alamance-Burlington	15.17%
490	Iredell-Statesville	14.90%
421	Roanoke Rapids City	14.87%
681	Chapel Hill-Carrboro	14.84%
350	Franklin	14.78%

LEA CODE	LEA	Turnover Percentage
761	Asheboro City	14.72%
510	Johnston	14.69%
680	Orange	14.60%
600	Charlotte-Mecklenburg	14.57%
30	Alleghany	14.50%
360	Gaston	14.06%
400	Greene	13.96%
132	Kannapolis	13.94%
880	Transylvania	13.82%
760	Randolph	13.62%
300	Davie	13.56%
850	Stokes	13.56%
800	Rowan-Salisbury	13.52%
530	Lee	13.42%
170	Caswell	13.42%
100	Brunswick	13.36%
210	Edenton-Chowan	13.26%
970	Wilkes	13.11%
650	New Hanover	12.98%
640	Nash-Rocky Mount	12.98%
270	Currituck	12.86%
180	Catawba	12.86%
710	Pender	12.77%
240	Columbus	12.71%
450	Henderson	12.57%
960	Wayne	12.42%
390	Granville	12.39%
780	Robeson	12.36%
480	Hyde	12.33%
900	Union	12.31%
340	Forsyth-Winston Salem	12.10%
491	Mooreville Graded	12.08%
590	McDowell	11.80%
862	Mount Airy City	11.76%
570	Madison	11.76%
790	Rockingham	11.73%
770	Richmond	11.71%
920	Wake	11.67%
160	Carteret	11.50%
90	Bladen	11.32%
370	Gates	11.11%

LEA CODE	LEA	Turnover Percentage
290	Davidson	11.08%
950	Watauga	11.05%
840	Stanly	11.03%
110	Buncombe	11.01%
190	Chatham	10.97%
130	Cabarrus	10.82%
860	Surry	10.80%
200	Cherokee	10.49%
550	Lincoln	10.34%
60	Avery	10.31%
610	Mitchell	10.30%
440	Haywood	10.09%
241	Whiteville City	9.73%
140	Caldwell	9.68%
810	Rutherford	9.64%
995	Yancey	9.44%
120	Burke	9.43%
230	Cleveland	9.23%
560	Macon	8.89%
990	Yadkin	8.86%
750	Polk	8.59%
220	Clay	7.84%
150	Camden	7.58%
280	Dare	6.88%
861	Elkin	6.52%
20	Alexander	5.71%
50	Ashe	5.12%
380	Graham	4.55%

Appendix D

Five-Year Average System Level Teacher Turnover

**Five-Year Average System Level Teacher Turnover
2003-2008**

LEA Code	LEA Name	Turnover 2003-04	Turnover 2004-05	Turnover 2005-06	Turnover 2006-07	Turnover 2007-08	5-Year Average
10	Alamance-Burlington	16.57%	19.71%	17.26%	16.13%	15.17%	16.97%
20	Alexander County	8.96%	9.21%	9.05%	8.54%	5.71%	8.29%
30	Alleghany County	7.00%	12.40%	9.03%	10.07%	14.50%	10.60%
40	Anson County	12.67%	12.00%	18.58%	20.96%	20.89%	17.02%
50	Ashe County	7.00%	7.21%	12.40%	3.53%	5.12%	7.05%
60	Avery County	7.11%	11.27%	14.23%	9.35%	10.31%	10.45%
70	Beaufort County	10.56%	13.27%	11.63%	14.76%	15.25%	13.09%
80	Bertie County	25.76%	16.35%	25.79%	17.90%	21.86%	21.53%
90	Bladen County	11.11%	12.26%	10.64%	14.36%	11.32%	11.94%
100	Brunswick County	11.31%	9.45%	13.17%	11.52%	13.36%	11.76%
110	Buncombe County	8.37%	9.95%	10.89%	11.22%	11.01%	10.29%
111	Asheville City	12.58%	16.47%	16.34%	8.53%	17.91%	14.37%
120	Burke County	10.65%	12.44%	12.04%	9.67%	9.43%	10.85%
130	Cabarrus County	14.40%	12.21%	9.74%	8.82%	10.82%	11.20%
132	Kannapolis City	11.14%	13.40%	13.16%	10.80%	13.94%	12.49%
140	Caldwell County	11.17%	6.73%	9.62%	8.74%	9.68%	9.19%
150	Camden County	7.62%	4.31%	6.92%	6.94%	7.58%	6.67%
160	Carteret County	9.97%	9.25%	9.10%	9.53%	11.50%	9.87%
170	Caswell County	12.15%	11.81%	10.63%	10.93%	13.42%	11.79%
180	Catawba County	11.27%	11.70%	11.14%	8.64%	12.86%	11.12%
181	Hickory City	11.50%	15.79%	10.93%	15.87%	19.68%	14.75%
182	Newton-Conover City	16.37%	10.96%	15.69%	14.11%	19.35%	15.30%
190	Chatham County	14.58%	15.12%	12.81%	12.41%	10.97%	13.18%
200	Cherokee County	8.67%	6.71%	8.10%	7.86%	10.49%	8.37%
210	Edenton-Chowan	13.44%	17.09%	19.00%	12.50%	13.26%	15.06%
220	Clay County	7.27%	3.96%	10.00%	5.00%	7.84%	6.81%
230	Cleveland County	13.29%	7.97%	8.79%	8.02%	9.23%	9.46%
240	Columbus County	7.46%	10.69%	13.57%	12.43%	12.71%	11.37%
241	Whiteville City	15.02%	12.77%	9.84%	9.68%	9.73%	11.41%
250	Craven County	7.59%	13.55%	13.36%	11.16%	16.04%	12.34%
260	Cumberland County	11.09%	12.64%	13.25%	13.78%	17.54%	13.66%
270	Currituck County	11.50%	6.13%	6.41%	7.69%	12.86%	8.92%
280	Dare County	10.80%	13.11%	11.90%	9.55%	6.88%	10.45%
290	Davidson County	9.51%	10.93%	10.48%	9.93%	11.08%	10.39%
291	Lexington City	20.41%	16.54%	19.10%	21.74%	20.27%	19.61%
292	Thomasville City	18.08%	23.16%	19.10%	20.79%	23.66%	20.96%
300	Davie County	13.35%	12.50%	12.82%	13.43%	13.56%	13.13%
310	Duplin County	13.74%	12.88%	11.91%	16.08%	17.41%	14.40%
320	Durham County	17.11%	17.54%	19.20%	16.70%	17.38%	17.59%
330	Edgecombe County	24.65%	23.28%	17.80%	24.06%	26.35%	23.23%
340	Forsyth County	8.25%	9.43%	9.43%	10.12%	12.10%	9.87%
350	Franklin County	16.83%	22.18%	19.45%	13.74%	14.78%	17.40%
360	Gaston County	9.79%	14.66%	9.57%	9.55%	14.06%	11.53%

LEA Code	LEA Name	Turnover 2003-04	Turnover 2004-05	Turnover 2005-06	Turnover 2006-07	Turnover 2007-08	5-Year Average
370	Gates County	16.03%	8.81%	8.00%	9.74%	11.11%	10.74%
380	Graham County	2.73%	5.94%	10.91%	13.27%	4.55%	7.48%
390	Granville County	14.05%	18.91%	15.34%	13.48%	12.39%	14.83%
400	Greene County	16.10%	17.35%	14.34%	14.80%	13.96%	15.31%
410	Guilford County	11.49%	11.81%	13.60%	13.33%	15.70%	13.19%
420	Halifax County	15.94%	14.52%	17.60%	17.75%	20.18%	17.20%
421	Roanoke Rapids City	8.04%	8.78%	5.08%	13.27%	14.87%	10.01%
422	Weldon City	15.79%	25.56%	18.48%	17.72%	41.57%	23.82%
430	Harnett County	19.52%	28.51%	14.58%	11.87%	15.65%	18.03%
440	Haywood County	8.92%	11.76%	10.39%	10.78%	10.09%	10.39%
450	Henderson County	6.73%	9.00%	10.39%	11.23%	12.57%	9.98%
460	Hertford County	17.49%	16.54%	15.41%	15.38%	18.03%	16.57%
470	Hoke County	21.84%	21.33%	21.60%	19.60%	22.46%	21.37%
480	Hyde County	12.50%	24.40%	16.00%	9.76%	12.33%	15.00%
490	Iredell-Statesville	9.17%	9.18%	9.68%	10.32%	14.90%	10.65%
491	Mooresville City	9.03%	13.74%	10.85%	10.89%	12.08%	11.32%
500	Jackson County	12.36%	18.46%	14.59%	22.09%	15.53%	16.61%
510	Johnston County	13.14%	14.42%	16.65%	15.23%	14.69%	14.83%
520	Jones County	12.98%	21.58%	11.43%	13.56%	19.44%	15.80%
530	Lee County	14.47%	15.03%	17.99%	15.93%	13.42%	15.37%
540	Lenoir County	13.59%	16.58%	18.33%	17.97%	16.18%	16.53%
550	Lincoln County	10.60%	10.68%	10.46%	9.33%	10.34%	10.28%
560	Macon County	7.39%	9.66%	7.29%	7.65%	8.89%	8.18%
570	Madison County	9.95%	6.25%	9.91%	9.91%	11.76%	9.56%
580	Martin County	12.00%	14.36%	13.17%	15.74%	16.18%	14.29%
590	McDowell County	6.81%	13.70%	9.49%	6.00%	11.80%	9.56%
600	Mecklenburg County	15.95%	15.51%	15.07%	15.82%	14.57%	15.38%
610	Mitchell County	6.75%	6.01%	2.21%	8.20%	10.30%	6.69%
620	Montgomery County	14.17%	6.35%	9.39%	11.33%	17.46%	11.74%
630	Moore County	15.35%	16.60%	8.36%	11.40%	15.77%	13.50%
640	Nash-Rocky Mount	11.05%	12.81%	10.96%	13.42%	12.98%	12.24%
650	New Hanover County	15.22%	14.41%	14.25%	14.10%	12.98%	14.19%
660	Northampton County	17.98%	15.41%	12.71%	8.23%	22.88%	15.44%
670	Onslow County	12.40%	13.39%	15.25%	14.32%	16.49%	14.37%
680	Orange County	14.35%	17.12%	15.36%	16.81%	14.60%	15.65%
681	Chapel Hill-Carrboro	15.40%	14.09%	9.55%	8.53%	14.84%	12.48%
690	Pamlico County	11.46%	15.63%	23.68%	13.04%	18.52%	16.47%
700	Pasquotank County	21.40%	24.12%	18.53%	11.35%	15.25%	18.13%
710	Pender County	18.81%	20.34%	13.49%	11.03%	12.77%	15.29%
720	Perquimans County	6.90%	11.33%	15.17%	19.31%	16.94%	13.93%
730	Person County	13.89%	13.06%	14.37%	13.08%	17.45%	14.37%
740	Pitt County	8.20%	10.68%	12.43%	10.18%	15.55%	11.41%
750	Polk County	9.73%	8.56%	9.84%	11.00%	8.59%	9.54%
760	Randolph County	12.30%	13.33%	11.73%	11.55%	13.62%	12.51%
761	Asheboro City	13.00%	10.18%	16.29%	12.98%	14.72%	13.43%
770	Richmond County	4.76%	7.55%	8.23%	9.38%	11.71%	8.33%
780	Robeson County	12.23%	10.26%	12.92%	10.58%	12.36%	11.67%

LEA Code	LEA Name	Turnover 2003-04	Turnover 2004-05	Turnover 2005-06	Turnover 2006-07	Turnover 2007-08	5-Year Average
790	Rockingham County	15.47%	12.55%	10.56%	10.45%	11.73%	12.15%
800	Rowan-Salisbury	13.09%	10.90%	12.05%	11.53%	13.52%	12.22%
810	Rutherford County	6.25%	7.11%	10.82%	9.56%	9.64%	8.68%
820	Sampson County	10.87%	15.69%	12.32%	12.33%	16.18%	13.48%
821	Clinton City	14.72%	9.77%	15.17%	12.83%	15.32%	13.56%
830	Scotland County	11.60%	9.58%	9.12%	16.07%	19.82%	13.24%
840	Stanly County	10.30%	12.07%	10.15%	7.35%	11.03%	10.18%
850	Stokes County	17.43%	12.43%	15.14%	10.78%	13.56%	13.87%
860	Surry County	9.52%	10.82%	9.86%	8.69%	10.80%	9.94%
861	Elkin City	9.78%	19.78%	13.27%	8.33%	6.52%	11.54%
862	Mount Airy City	19.18%	9.80%	12.32%	10.95%	11.76%	12.80%
870	Swain County	10.20%	10.39%	11.39%	15.10%	15.89%	12.59%
880	Transylvania County	5.99%	13.43%	9.45%	12.73%	13.82%	11.08%
890	Tyrrell County	15.00%	27.12%	20.34%	22.81%	21.05%	21.26%
900	Union County	11.62%	10.38%	11.21%	10.86%	12.31%	11.28%
910	Vance County	21.17%	18.09%	23.49%	26.23%	20.60%	21.92%
920	Wake County	11.30%	10.24%	9.36%	10.03%	11.67%	10.52%
930	Warren County	17.51%	18.67%	18.23%	15.12%	19.90%	17.89%
940	Washington County	10.70%	12.92%	14.21%	11.56%	20.00%	13.88%
950	Watauga County	12.50%	11.93%	11.94%	10.00%	11.05%	11.48%
960	Wayne County	12.88%	16.80%	10.95%	10.94%	12.42%	12.80%
970	Wilkes County	13.00%	10.53%	12.52%	11.37%	13.11%	12.11%
980	Wilson County	9.17%	15.05%	11.10%	16.80%	16.65%	13.75%
990	Yadkin County	11.38%	8.89%	10.11%	7.83%	8.86%	9.41%
995	Yancey County	8.65%	9.76%	12.63%	6.48%	9.44%	9.39%

**State-Wide
System Level Turnover**

12.37%

12.95%

12.58%

12.31%

13.85%

12.81%

**2003-08 Five Year Average System Level Teacher Turnover
(in descending order)**

LEA Code	LEA	Five Year Average
422	Weldon City	23.82%
330	Edgecombe County	23.23%
910	Vance County	21.92%
80	Bertie County	21.53%
470	Hoke County	21.37%
890	Tyrrell County	21.26%
292	Thomasville City	20.96%
291	Lexington City	19.61%
700	Pasquotank County	18.13%
430	Harnett County	18.03%
930	Warren County	17.89%
320	Durham County	17.59%
350	Franklin County	17.40%
420	Halifax County	17.20%
40	Anson County	17.02%
10	Alamance-Burlington	16.97%
500	Jackson County	16.61%
460	Hertford County	16.57%
540	Lenoir County	16.53%
690	Pamlico County	16.47%
520	Jones County	15.80%
680	Orange County	15.65%
660	Northampton County	15.44%
600	Mecklenburg County	15.38%
530	Lee County	15.37%
400	Greene County	15.31%
182	Newton-Conover City	15.30%
710	Pender County	15.29%
210	Edenton-Chowan	15.06%
480	Hyde County	15.00%
390	Granville County	14.83%
510	Johnston County	14.83%
181	Hickory City	14.75%
310	Duplin County	14.40%
730	Person County	14.37%
670	Onslow County	14.37%
111	Asheville City	14.37%
580	Martin County	14.29%

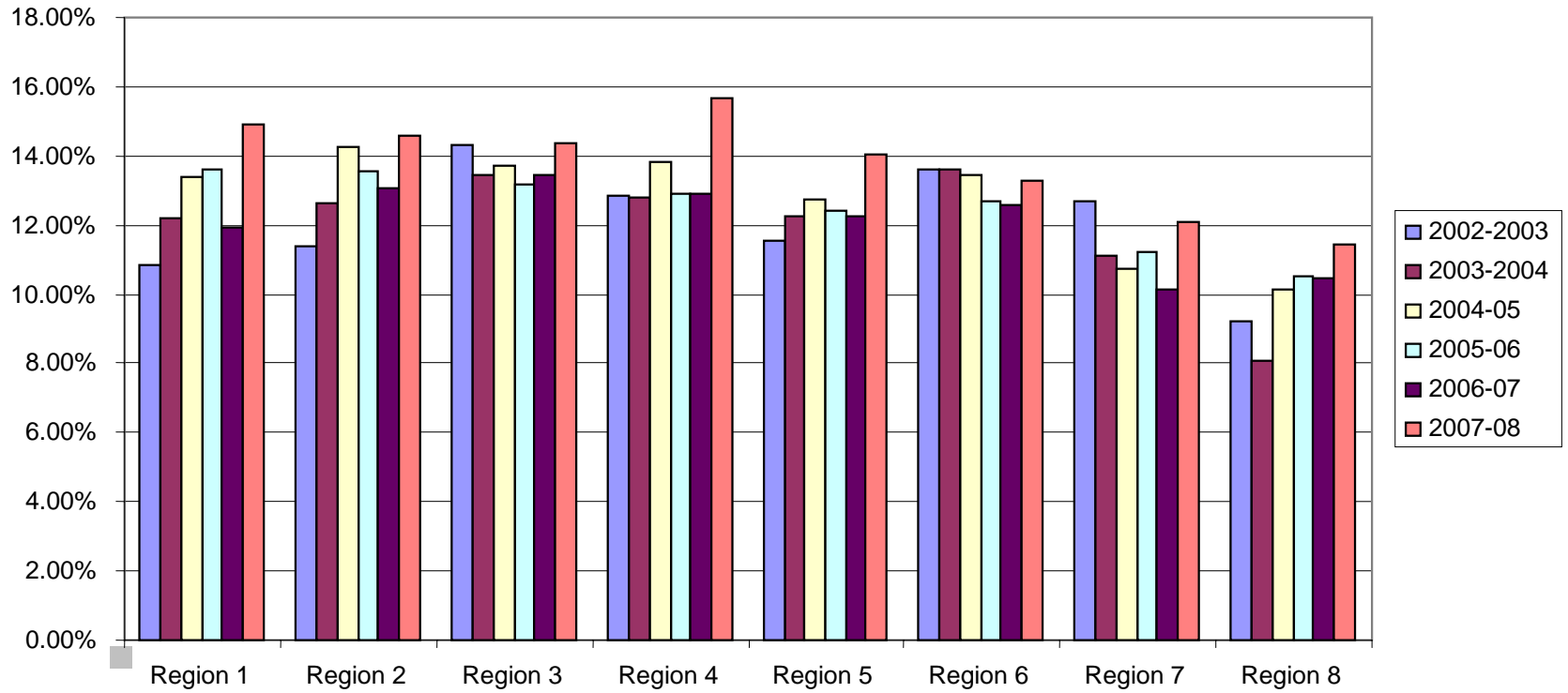
LEA Code	LEA	Five Year Average
650	New Hanover County	14.19%
720	Perquimans County	13.93%
940	Washington County	13.88%
850	Stokes County	13.87%
980	Wilson County	13.75%
260	Cumberland County	13.66%
821	Clinton City	13.56%
630	Moore County	13.50%
820	Sampson County	13.48%
761	Asheboro City	13.43%
830	Scotland County	13.24%
410	Guilford County	13.19%
190	Chatham County	13.18%
300	Davie County	13.13%
70	Beaufort County	13.09%
862	Mount Airy City	12.80%
960	Wayne County	12.80%
870	Swain County	12.59%
760	Randolph County	12.51%
132	Kannapolis City	12.49%
681	Chapel Hill-Carrboro	12.48%
250	Craven County	12.34%
640	Nash-Rocky Mount	12.24%
800	Rowan-Salisbury	12.22%
790	Rockingham County	12.15%
970	Wilkes County	12.11%
90	Bladen County	11.94%
170	Caswell County	11.79%
100	Brunswick County	11.76%
620	Montgomery County	11.74%
780	Robeson County	11.67%
861	Elkin City	11.54%
360	Gaston County	11.53%
950	Watauga County	11.48%
740	Pitt County	11.41%
241	Whiteville City	11.41%
240	Columbus County	11.37%
491	Mooresville City	11.32%
900	Union County	11.28%
130	Cabarrus County	11.20%
180	Catawba County	11.12%

LEA Code	LEA	Five Year Average
880	Transylvania County	11.08%
120	Burke County	10.85%
370	Gates County	10.74%
490	Iredell-Statesville	10.65%
30	Alleghany County	10.60%
920	Wake County	10.52%
60	Avery County	10.45%
280	Dare County	10.45%
440	Haywood County	10.39%
290	Davidson County	10.39%
110	Buncombe County	10.29%
550	Lincoln County	10.28%
840	Stanly County	10.18%
421	Roanoke Rapids City	10.01%
450	Henderson County	9.98%
860	Surry County	9.94%
160	Carteret County	9.87%
340	Forsyth County	9.87%
590	McDowell County	9.56%
570	Madison County	9.56%
750	Polk County	9.54%
230	Cleveland County	9.46%
990	Yadkin County	9.41%
995	Yancey County	9.39%
140	Caldwell County	9.19%
270	Currituck County	8.92%
810	Rutherford County	8.68%
200	Cherokee County	8.37%
770	Richmond County	8.33%
20	Alexander County	8.29%
560	Macon County	8.18%
380	Graham County	7.48%
50	Ashe County	7.05%
220	Clay County	6.81%
610	Mitchell County	6.69%
150	Camden County	6.67%

System Level Turnover by Region

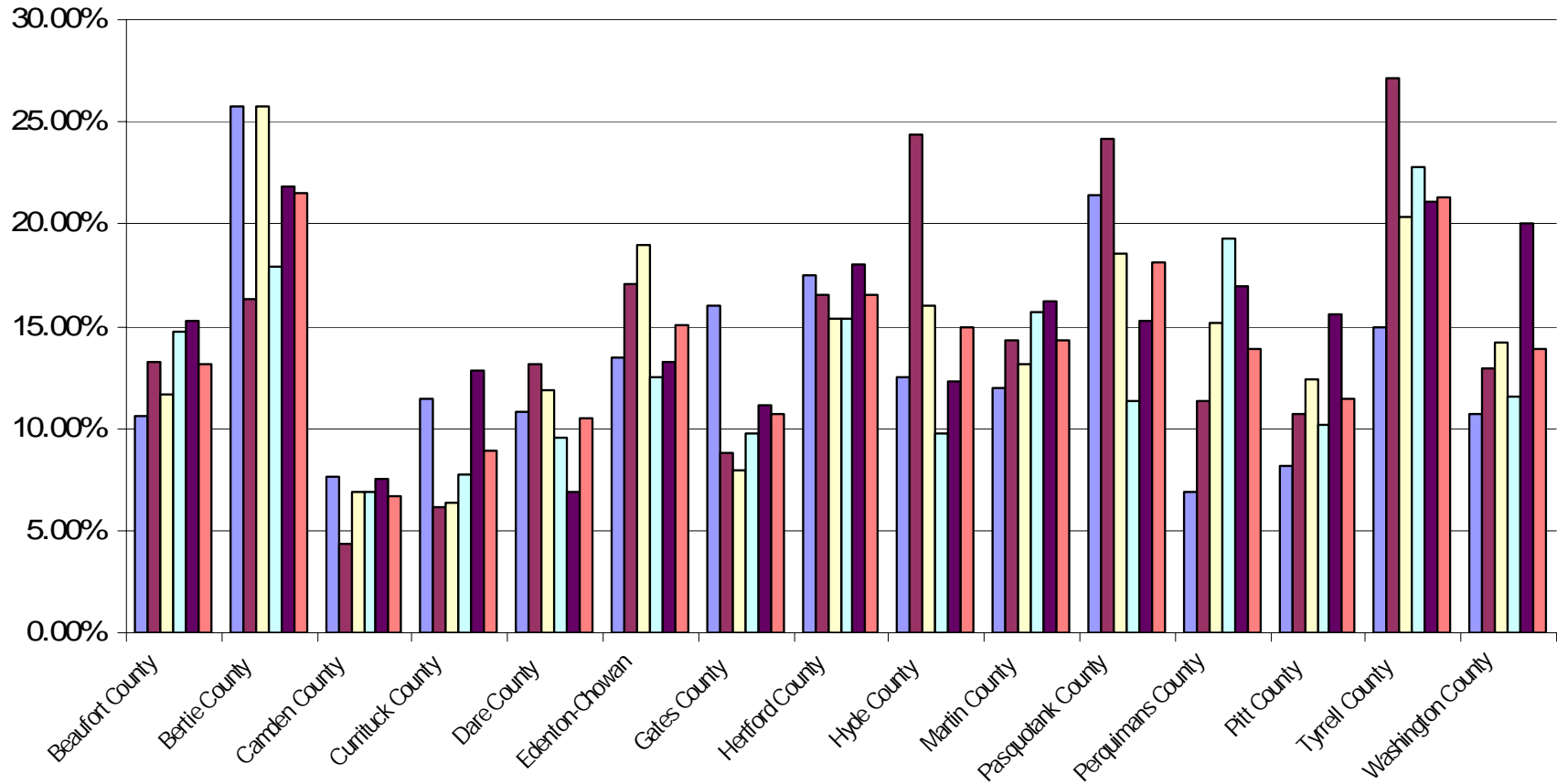
REGION	2002-2003	2003-2004	2004-05	2005-06	2006-07	2007-08
Region 1	10.82%	12.18%	13.37%	13.60%	11.94%	14.89%
Region 2	11.41%	12.62%	14.27%	13.54%	13.06%	14.57%
Region 3	14.32%	13.45%	13.73%	13.17%	13.44%	14.38%
Region 4	12.85%	12.78%	13.81%	12.88%	12.93%	15.69%
Region 5	11.54%	12.23%	12.76%	12.44%	12.25%	14.02%
Region 6	13.61%	13.59%	13.45%	12.67%	12.58%	13.28%
Region 7	12.68%	11.13%	10.76%	11.21%	10.14%	12.10%
Region 8	9.23%	8.10%	10.12%	10.52%	10.46%	11.44%

**System-Level Turnover by Region
(2003-2008)**



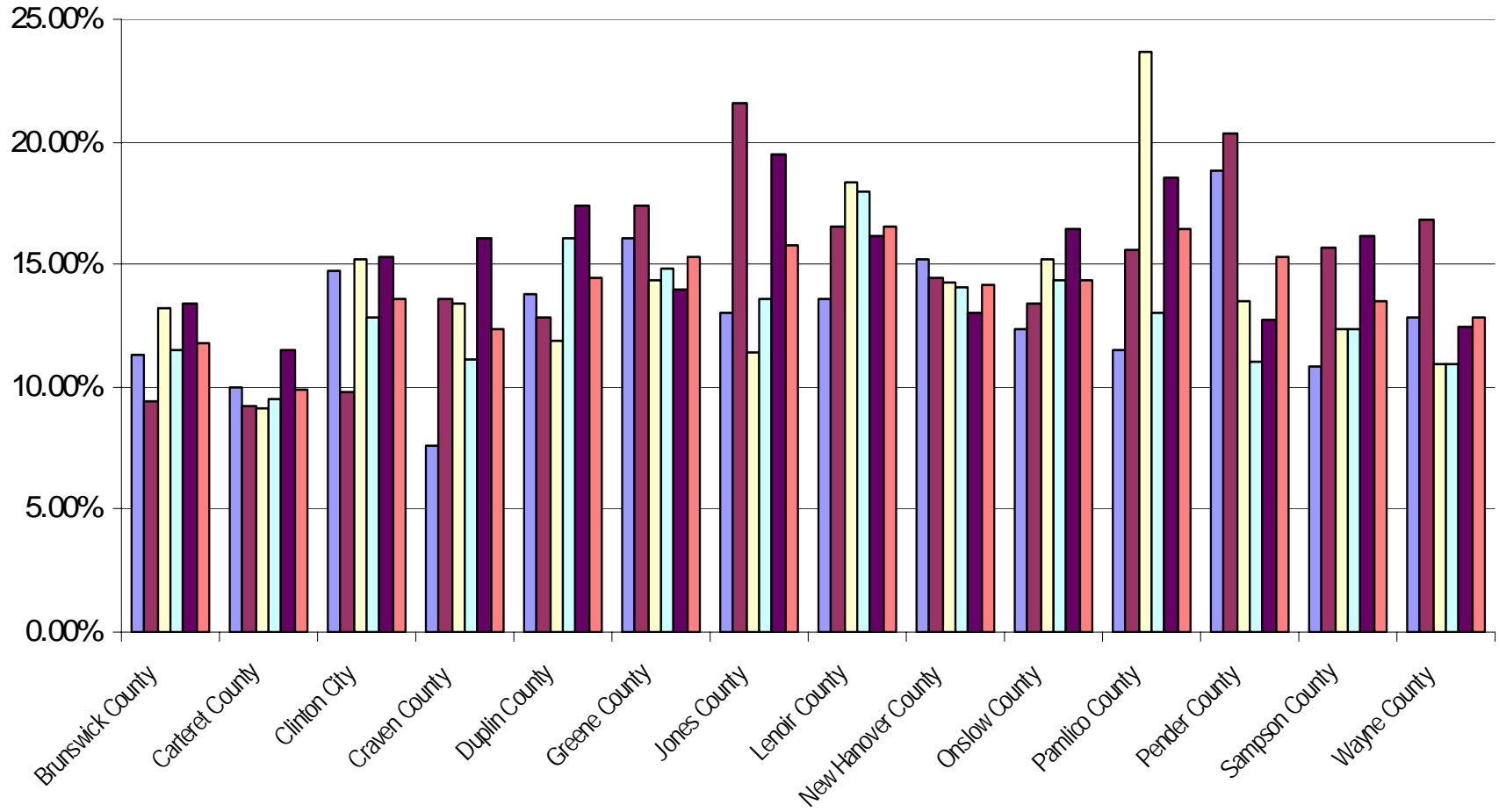
Region 1 System-Level Turnover (2003-2008)

■ Turnover 2003-04
 ■ Turnover 2004-05
 ■ Turnover 2005-06
 ■ Turnover 2006-07
 ■ Turnover 2007-08
 ■ Five Year Average

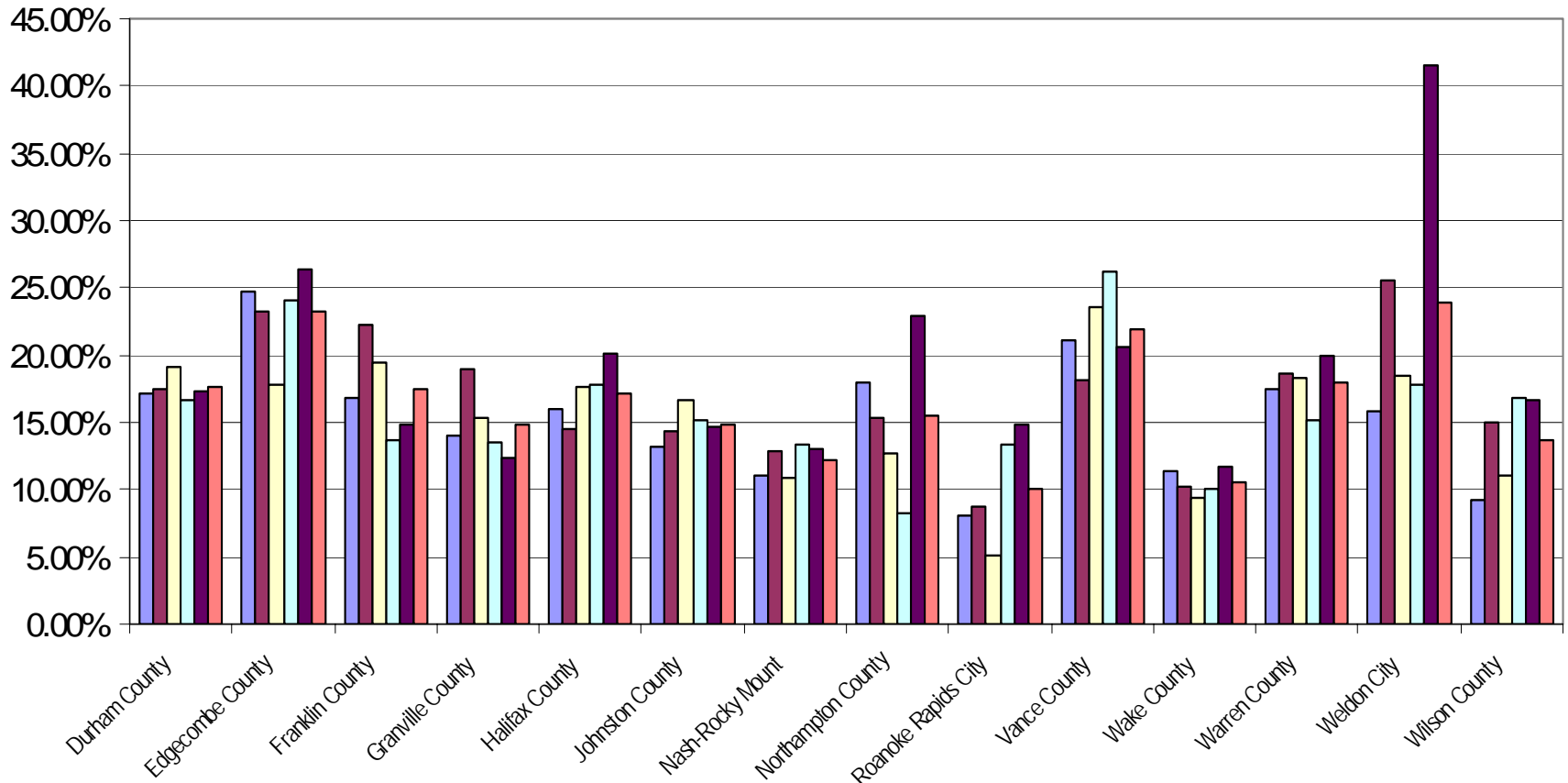
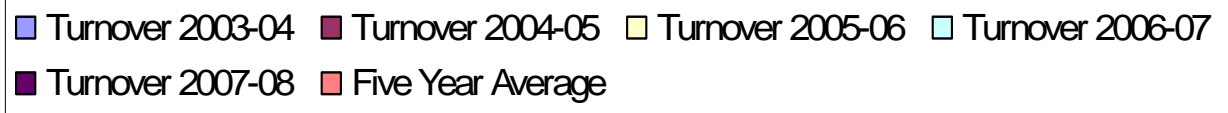


Region 2 System-Level Turnover (2003-2008)

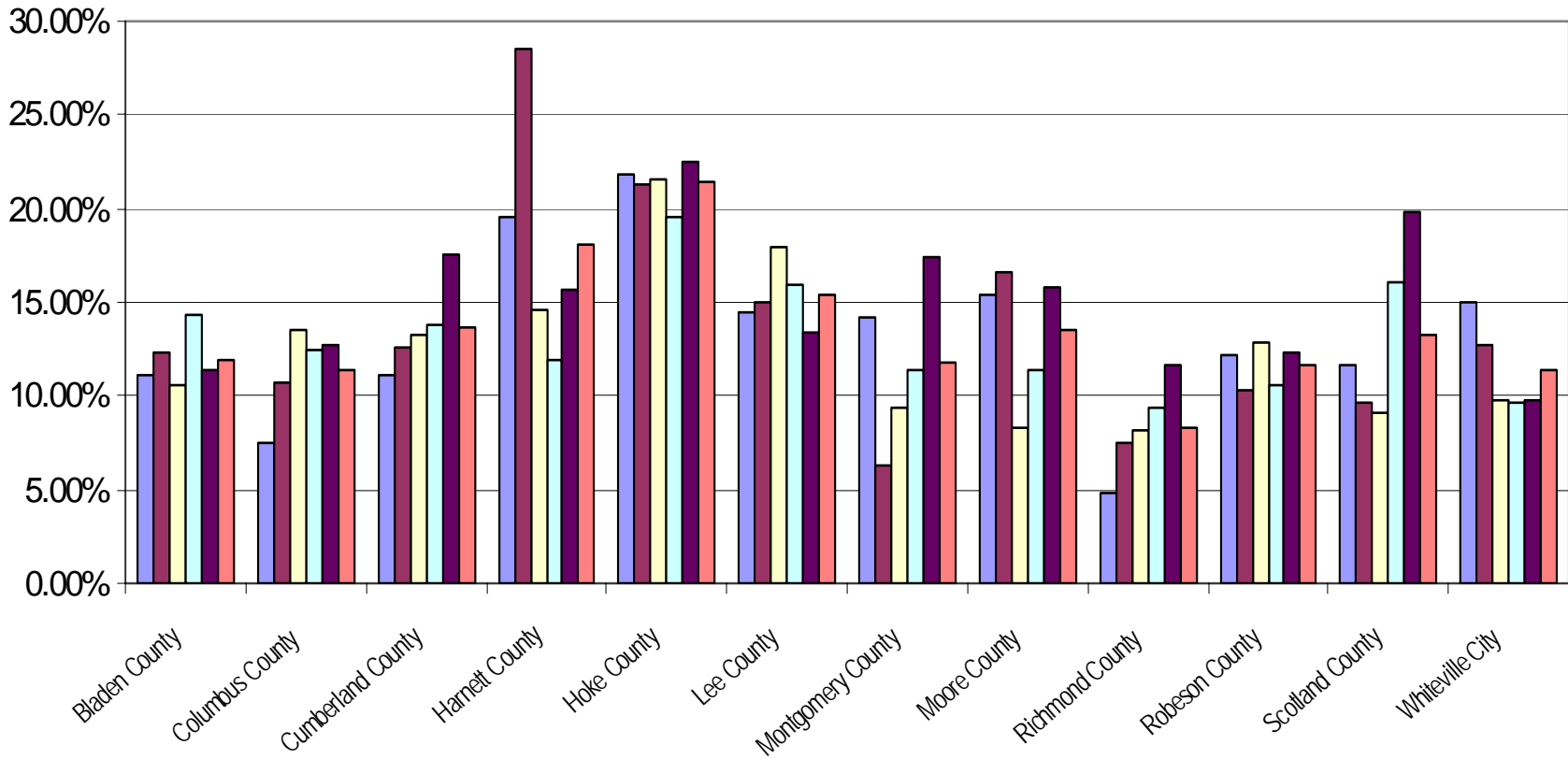
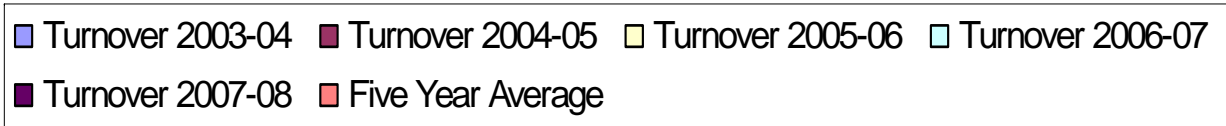
■ Turnover 2003-04
 ■ Turnover 2004-05
 ■ Turnover 2005-06
 ■ Turnover 2006-07
 ■ Turnover 2007-08
 ■ Five Year Average



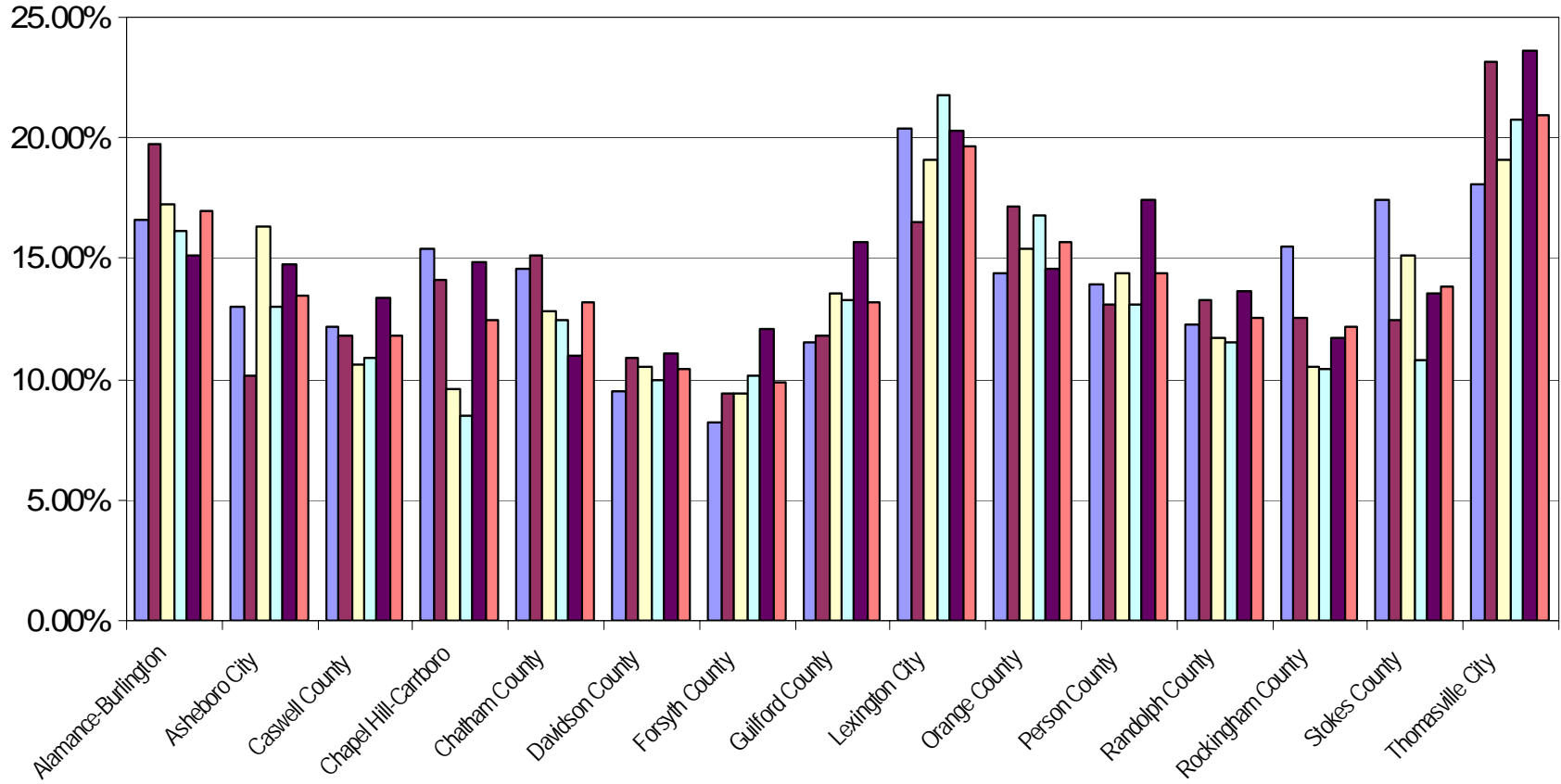
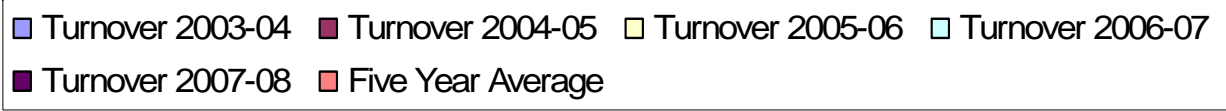
Region 3 System-Level Turnover (2003-2008)



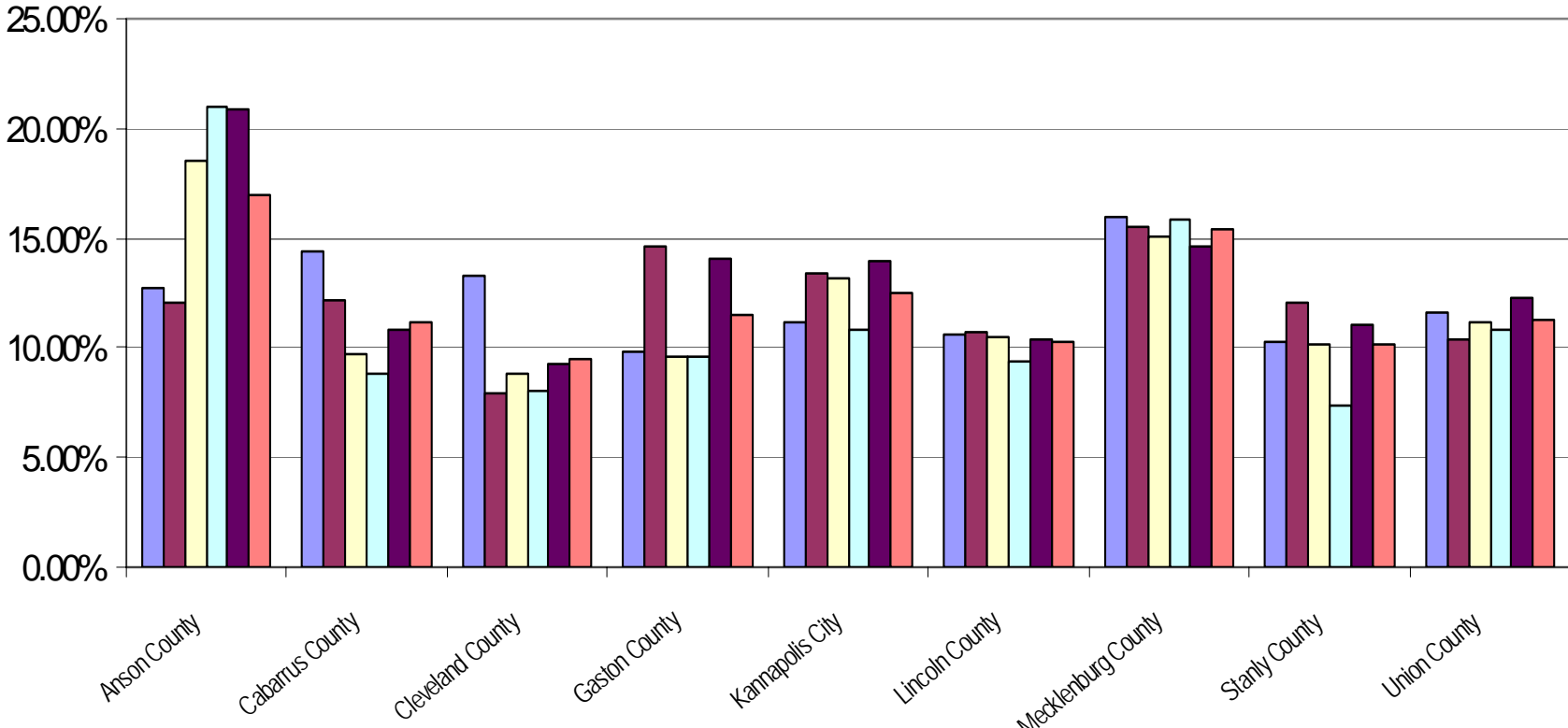
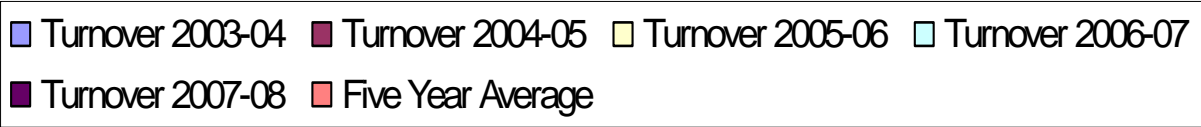
Region 4 System-Level Turnover (2003-2008)



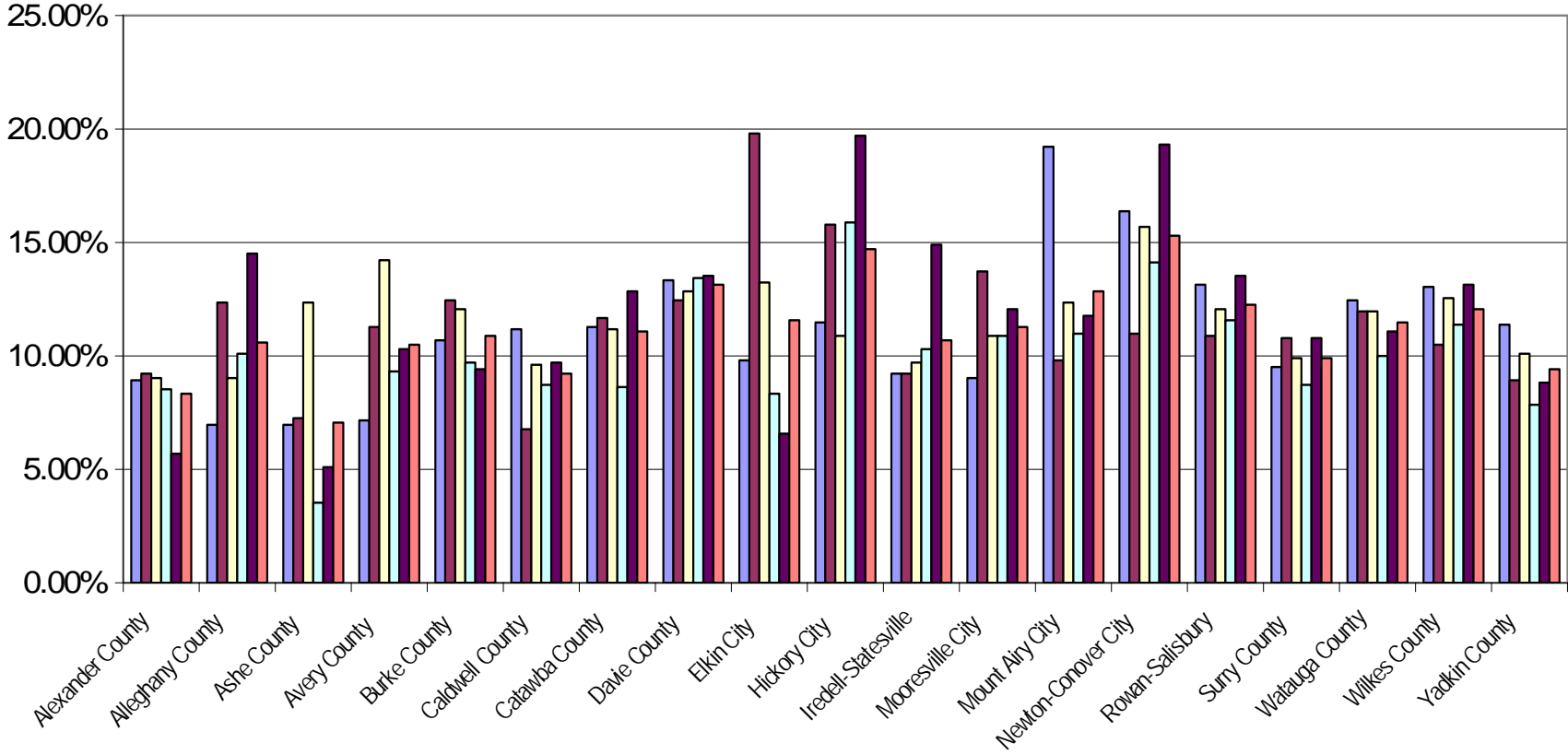
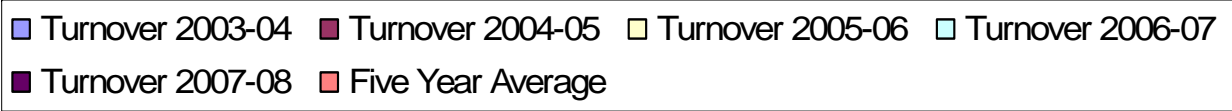
Region 5 System-Level Turnover (2003-2008)



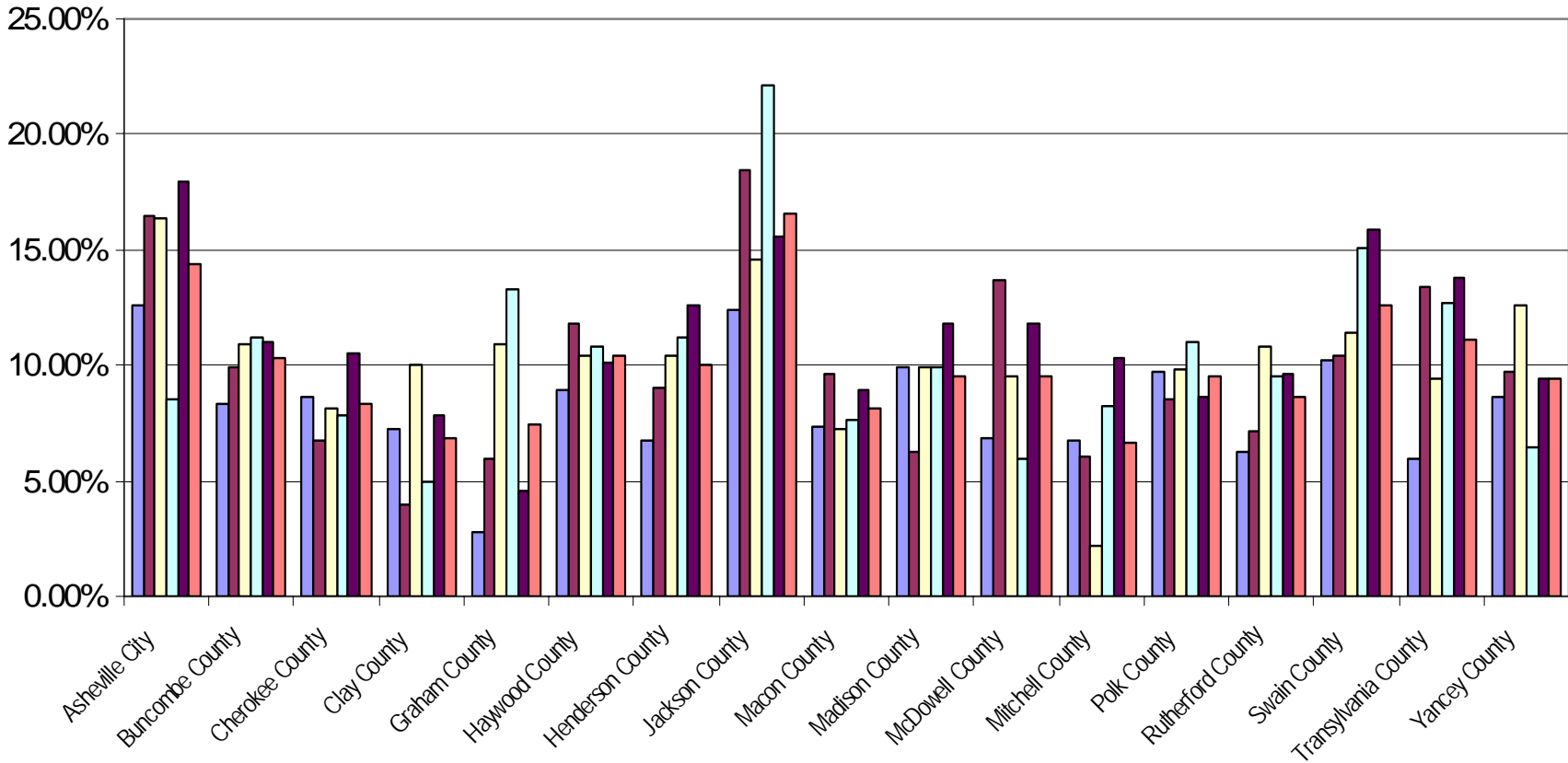
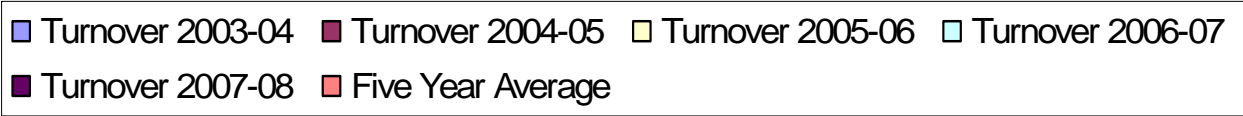
Region 6 System-Level Turnover (2003-2008)



Region 7 System-Level Turnover (2003-2008)



Region 8 System-Level Turnover (2003-2008)



Appendix E
Reasons for Turnover

**Reasons for Teacher Turnover
2003-2008**
(in descending rank order)

RANK	2003-2004	2004-05	2005-06	2006-07	2007-08
1	To teach elsewhere	To teach elsewhere	To teach elsewhere	To teach elsewhere	To teach elsewhere
2	Retired	Retired	Retired	Retired	Retired
3	Family Relocation	Family Relocation	Family Relocation	Family Relocation	Family Relocation
4	Other/Unknown Reasons	Other/Unknown Reasons	Other/Unknown Reasons	Other/Unknown Reasons	Other/Unknown Reasons
5	Family Responsibilities/ childcare	Family responsibilities/childcare	Family responsibilities/childcare	Family responsibilities/childcare	Family responsibilities/childcare
6	Dissatisfied with teaching/career change	Re-employed retired teacher resigned	Career Change	Career Change	Stayed in LEA in a non-teaching position
7	End of Contract	Career Change	Re-employed retired teacher resigned	Interim contract ended-not rehired	Interim contract ended-not rehired
8	Re-employed retired teacher resigned	Dissatisfied with teaching	To continue education/sabbatical	Re-employed retired teacher resigned	Re-employed retired teacher resigned
9	To continue education/sabbatical	End of Contract	Didn't obtain/maintain license	To continue education/sabbatical	Career Change
10	Didn't obtain/maintain license	To continue education/sabbatical	Interim contract ended-not rehired	Health/Disability	To continue education/sabbatical
11	Non-Renewal (Probationary Contract ended)	Didn't obtain/maintain license	Dissatisfied with teaching	Dissatisfied with teaching	End of VIF term
12	Health/Disability	Health/Disability	Health/Disability	End of VIF term	Dissatisfied with teaching
13	Moved to non-teaching position in education	Non-Renewal (Probationary Contract ended)	Resigned in lieu of dismissal	Didn't obtain/maintain license	Resigned in lieu of dismissal
14	Resigned in lieu of dismissal	Resigned in lieu of dismissal	End of VIF term	Resigned in lieu of dismissal	Didn't obtain/maintain license
15	Deceased	End of VIF term	Non-Renewal (Probationary Contract ended)	Non-Renewal (Probationary Contract ended)	Non-Renewal (Probationary Contract ended)

Appendix F
Analysis of Turnover

**Analysis of Turnover
2007-08**

Remained/ Remaining in Education	3636 27.07%	Turnover that Might be Reduced	3243 24.14%	Turnover Initiated by LEA	1013 7.54%	Turnover Beyond Control	5540 41.24%
Resigned to teach in another NC LEA	2313	Retired with reduced benefits	242	Non-Renewal (Probationary contract ended)	142	Reduction in Force	37
Resigned to teach in a NC Charter School	67	Resigned to teach in a NC non-public/private school	111	Interim contract ended— not rehired	666	Retired with full benefits	1942
Moved to a non-teaching position in education	929	Resigned to teach in another state	467	Resigned—In lieu of dismissal	181	Re-employed retired teacher resigned	459
Resigned—To continue education/ sabbatical	327	Resigned - -Dissatisfied with teaching	239	Dismissed	24	Resigned - - Family responsibility/child care	802
		Resigned - - Career Change	427			Resigned - - Family Relocation	1633
		Did not obtain or maintain license	162			Resigned - - Because of health/disability	196
		Resigned other reasons	1164			Resigned - - Moved due to Military Orders	60
		Resigned unknown reasons	431			Deceased	68
						End of VIF Term	279
						End of TFA Term	64

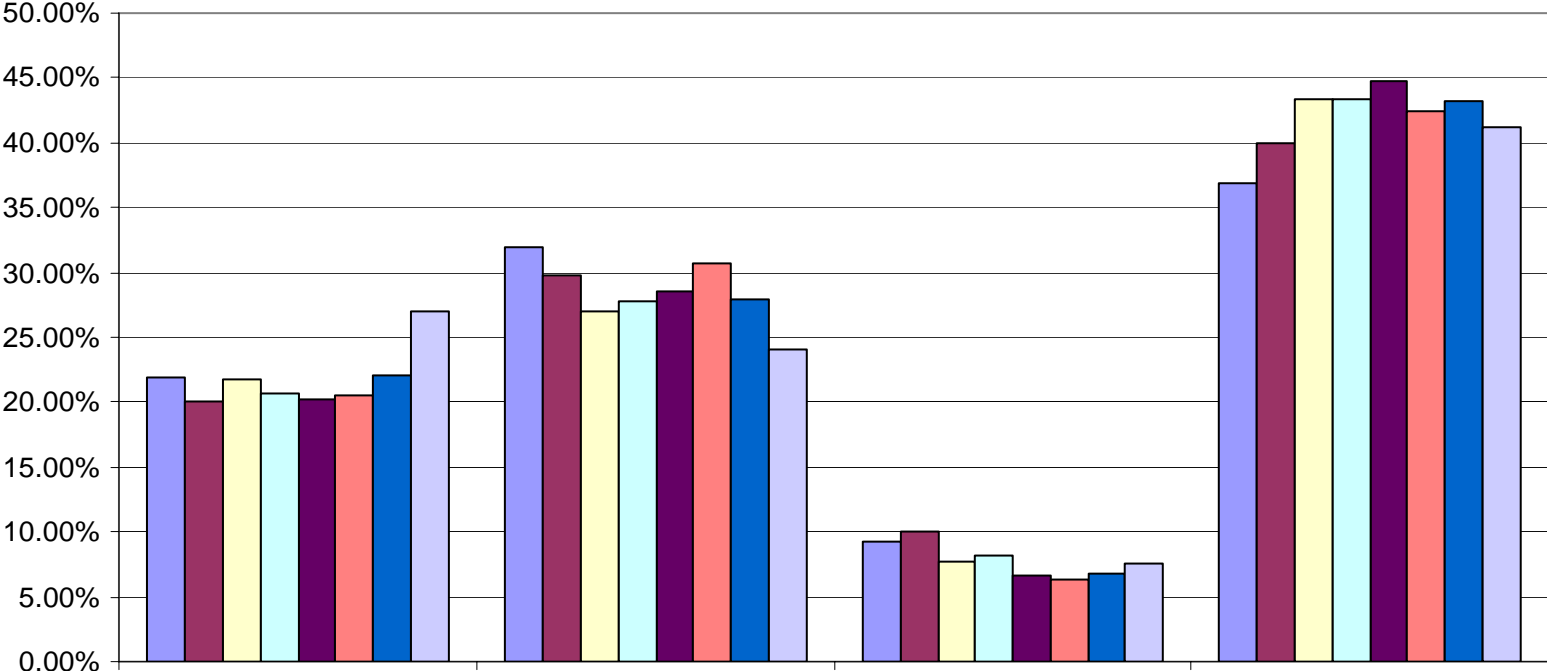
Breakdown of Turnover by Category

Remained/Remaining in Education	02-03	03-04	04-05	05-06	06-07	07-08
Resigned to teach in another NC LEA	1701	1730	1921	1978	2201.5	2313
Resigned to teach in a NC Charter School	29	42	35	32	58	67
Moved to a non-teaching position in education	396	255	198	241	226	929
Resigned to continue education/sabbatical	387	337	346	367	334	327
Reasons that Might be Reduced	02-03	03-04	04-05	05-06	06-07	07-08
Retired with reduced benefits	185	213	217	251	304	242
Resigned to teach in a NC non-public/private school	83	66	73	104	95	111
Resigned to teach in another state	336	335	471	560	481.5	467
Dissatisfied with teaching or career change	600	651.5	929	1108	840	666
Did not obtain or maintain license	487	283	322	347	208	162
Resigned for other reasons	901	997	920	927	1020	1164
Resigned for unknown reasons	529	614	603	607	628	431
Reasons Initiated by LEA	02-03	03-04	04-05	05-06	06-07	07-08
Non-renewal (probationary contract ended)	361	277	201	173	127	142
Interim contract ended--not rehired	312	472	391	346	469.5	666
Resigned in lieu of dismissal	180	149	189	243	206	181
Dismissed	36	32	37	35	59	24
Reasons Beyond Control	02-03	03-04	04-05	05-06	06-07	07-08

Reduction in Force	32	24	19	7	34	37
Retired with full benefits	1807	1670	1815	1728	1802	1942
Re-employed retired teacher resigned	442	438.5	567	377	426	459
Resigned due to family responsibilities/ childcare	740	777.3	818	879	855.5	802
Resigned due to family relocation	1644	1687.5	1794	1833	1705	1633
Resigned due to health/disability	286	275	282	295	290	196
Resigned due movement required by Military Orders					72	60
Deceased	57	73	66	69	67	68
End of VIF Term			184	223	211	279
End of TFA Term					56	64

Categories of Reasons why Teachers Leave the Profession (2000-2008)

2000-2001 2001-2002 2002-2003 2003-2004 2004-2005 2005-2006 2006-2007 2007-2008



**Numbers of Teachers Leaving
Category Analysis (2007-08)**

LEA Code	LEA	Total Teachers	Teachers Leaving	Remained Remaining in Education	%	Reasons beyond control	%	Reasons that might be reduced	%	Reasons Initiated by the LEA	%
10	Alamance-Burlington	1536	233	72	30.90%	89	38.20%	68	29.18%	4	1.72%
20	Alexander	350	20	1	5.00%	11	55.00%	8	40.00%		0.00%
30	Alleghany	131	19	9	47.37%	5	26.32%	5	26.32%		0.00%
40	Anson	292	61	26	42.62%	18	29.51%	9	14.75%	8	13.11%
50	Ashe	254	13	6	46.15%	6	46.15%	0	0.00%	1	7.69%
60	Avery	194	20	2	10.00%	10	50.00%	3	15.00%	5	25.00%
70	Beaufort	531	81	16	19.75%	37	45.68%	15	18.52%	13	16.05%
80	Bertie	215	47	16	34.04%	11	23.40%	13	27.66%	7	14.89%
90	Bladen	371	42	16	38.10%	18	42.86%	5	11.90%	3	7.14%
100	Brunswick	756	101	15	14.85%	56	55.45%	20	19.80%	10	9.90%
110	Buncombe	1689	186	21	11.29%	106	56.99%	45	24.19%	14	7.53%
111	Asheville City	335	60	17	28.33%	20	33.33%	16	26.67%	7	11.67%
120	Burke	1039	98	24	24.49%	59	60.20%	11	11.22%	4	4.08%
130	Cabarrus	1692	183	54	29.51%	81	44.26%	40	21.86%	8	4.37%
132	Kannapolis	373	52	19	36.54%	17	32.69%	10	19.23%	6	11.54%
140	Caldwell	888	86	20	23.26%	38	44.19%	15	17.44%	13	15.12%
150	Camden	132	10	0	0.00%	9	90.00%	0	0.00%	1	10.00%
160	Carteret	661	76	15	19.74%	43	56.58%	10	13.16%	8	10.53%
170	Caswell	231	31	5	16.13%	18	58.06%	3	9.68%	5	16.13%
180	Catawba	1120	144	34	23.61%	79	54.86%	13	9.03%	18	12.50%
181	Hickory Public	310	61	31	50.82%	20	32.79%	4	6.56%	6	9.84%
182	Newton Conover	217	42	18	42.86%	12	28.57%	8	19.05%	4	9.52%
190	Chatham	538	59	12	20.34%	27	45.76%	20	33.90%		0.00%
200	Cherokee	286	30	12	40.00%	13	43.33%	5	16.67%	0	0.00%
210	Edenton-Chowan	181	24	8	33.33%	14	58.33%	2	8.33%		0.00%
220	Clay	102	8	3	37.50%	3	37.50%	2	25.00%		0.00%
230	Cleveland	1202	111	41	36.94%	46	41.44%	20	18.02%	4	3.60%
240	Columbus	480	61	18	29.51%	29	47.54%	10	16.39%	4	6.56%
241	Whiteville City	185	18	3	16.67%	11	61.11%	3	16.67%	1	5.56%
250	Craven	1004	161	53	32.92%	71	44.10%	33	20.50%	4	2.48%
260	Cumberland	3717	652	162	24.85%	276	42.33%	146	22.39%	68	10.43%

LEA Code	LEA	Total Teachers	Teachers Leaving	Remained Remaining in Education	%	Reasons beyond control	%	Reasons that might be reduced	%	Reasons Initiated by the LEA	%
270	Currituck	280	36	14	38.89%	14	38.89%	5	13.89%	3	8.33%
280	Dare	378	26	3	11.54%	13	50.00%	8	30.77%	2	7.69%
290	Davidson	1227	136	47	34.56%	50	36.76%	31	22.79%	8	5.88%
291	Lexington City	222	45	26	57.78%	8	17.78%	5	11.11%	6	13.33%
292	Thomasville City	186	44	25	56.82%	10	22.73%	5	11.36%	4	9.09%
300	Davie	435	59	31	52.54%	15	25.42%	9	15.25%	4	6.78%
310	Duplin	632	110	39	35.45%	53	48.18%	14	12.73%	4	3.64%
320	Durham	2302	400	139	34.75%	121	30.25%	140	35.00%	0	0.00%
330	Edgecombe	501	132	53	40.15%	35	26.52%	28	21.21%	16	12.12%
340	Forsyth-Winston Salem	3900	472	94	19.92%	247	52.33%	120	25.42%	11	2.33%
350	Franklin	548	81	17	20.99%	33	40.74%	30	37.04%	1	1.23%
360	Gaston	2069	291	84	28.87%	129	44.33%	57	19.59%	21	7.22%
370	Gates	153	17	4	23.53%	9	52.94%	4	23.53%	0	0.00%
380	Graham	88	4	0	0.00%	1	25.00%	2	50.00%	1	25.00%
390	Granville	573	71	32	45.07%	16	22.54%	18	25.35%	5	7.04%
400	Greene	222	31	13	41.94%	11	35.48%	7	22.58%	0	0.00%
410	Guilford	4931	774	213	27.52%	266	34.37%	185	23.90%	110	14.21%
420	Halifax	332	67	23	34.33%	19	28.36%	24	35.82%	1	1.49%
421	Roanoke Rapids City	195	29	10	34.48%	14	48.28%	2	6.90%	3	10.34%
422	Weldon City	89	37	14	37.84%	8	21.62%	14	37.84%	1	2.70%
430	Harnett	1201	188	48	25.53%	80	42.55%	54	28.72%	6	3.19%
440	Haywood	555	56	11	19.64%	33	58.93%	5	8.93%	7	12.50%
450	Henderson	891	112	26	23.21%	36	32.14%	46	41.07%	4	3.57%
460	Hertford	244	44	2	4.55%	22	50.00%	20	45.45%	0	0.00%
470	Hoke	472	106	53	50.00%	41	38.68%	12	11.32%	0	0.00%
480	Hyde	73	9	7	77.78%	1	11.11%	0	0.00%	1	11.11%
490	Iredell-Statesville	1376	205	50	24.39%	79	38.54%	73	35.61%	3	1.46%
491	Mooreville Graded	331	40	18	45.00%	11	27.50%	9	22.50%	2	5.00%
500	Jackson	264	41	15	36.59%	15	36.59%	8	19.51%	3	7.32%
510	Johnston	2070	304	94	30.92%	121	39.80%	63	20.72%	26	8.55%
520	Jones	108	21	5	23.81%	8	38.10%	5	23.81%	3	14.29%
530	Lee	596	80	26	32.50%	36	45.00%	15	18.75%	3	3.75%

LEA Code	LEA	Total Teachers	Teachers Leaving	Remained Remaining in Education	%	Reasons beyond control	%	Reasons that might be reduced	%	Reasons Initiated by the LEA	%
540	Lenoir	680	110	34	30.91%	56	50.91%	14	12.73%	6	5.45%
550	Lincoln	803	83	28	33.73%	31	37.35%	20	24.10%	4	4.82%
560	Macon	315	28	1	3.57%	13	46.43%	10	35.71%	4	14.29%
570	Madison	187	22	7	31.82%	7	31.82%	3	13.64%	5	22.73%
580	Martin	309	50	18	36.00%	26	52.00%	4	8.00%	2	4.00%
590	McDowell	449	53	15	28.30%	21	39.62%	10	18.87%	7	13.21%
600	Charlotte-Mecklenburg	8642	1259	96	7.63%	549	43.61%	492	39.08%	122	9.69%
610	Mitchell	165	17	5	29.41%	9	52.94%	2	11.76%	1	5.88%
620	Montgomery	338	59	29	49.15%	21	35.59%	9	15.25%	0	0.00%
630	Moore	799	126	19	15.08%	64	50.79%	35	27.78%	8	6.35%
640	Nash-Rocky Mount	1225	159	46	28.93%	88	55.35%	14	8.81%	11	6.92%
650	New Hanover	1579	205	56	27.32%	55	26.83%	57	27.80%	37	18.05%
660	Northampton	236	54	36	66.67%	13	24.07%	4	7.41%	1	1.85%
670	Onslow	1504	248	60	24.19%	139	56.05%	35	14.11%	14	5.65%
680	Orange	507	74	26	35.14%	29	39.19%	12	16.22%	7	9.46%
681	Chapel Hill-Carrboro	869	129	21	16.28%	73	56.59%	26	20.16%	9	6.98%
690	Pamlico	135	25	10	40.00%	8	32.00%	4	16.00%	3	12.00%
700	Pasquotank-Elizabeth City	459	70	16	22.86%	32	45.71%	19	27.14%	3	4.29%
710	Pender	517	66	33	50.00%	25	37.88%	7	10.61%	1	1.52%
720	Perquimans	124	21	9	42.86%	8	38.10%	1	4.76%	3	14.29%
730	Person	424	74	30	40.54%	23	31.08%	13	17.57%	8	10.81%
740	Pitt	1672	260	36	13.85%	132	50.77%	63	24.23%	29	11.15%
750	Polk	198	17	3	17.65%	6	35.29%	4	23.53%	4	23.53%
760	Randolph	1248	170	63	37.06%	65	38.24%	31	18.24%	11	6.47%
761	Asheboro City	326	48	19	39.58%	23	47.92%	5	10.42%	1	2.08%
770	Richmond	572	67	18	26.87%	43	64.18%	6	8.96%	0	0.00%
780	Robeson	1570	194	43	22.16%	69	35.57%	79	40.72%	3	1.55%
790	Rockingham	989	116	35	30.17%	59	50.86%	10	8.62%	12	10.34%
800	Rowan-Salisbury	1450	196	78	39.80%	62	31.63%	53	27.04%	3	1.53%
810	Rutherford	664	64	27	42.19%	27	42.19%	8	12.50%	2	3.13%
820	Sampson	544	88	34	38.64%	33	37.50%	19	21.59%	2	2.27%

LEA Code	LEA	Total Teachers	Teachers Leaving	Remained Remaining in Education	%	Reasons beyond control	%	Reasons that might be reduced	%	Reasons Initiated by the LEA	%
821	Clinton City	222	34	19	55.88%	8	23.53%	6	17.65%	1	2.94%
830	Scotland	550	109	26	23.85%	26	23.85%	53	48.62%	4	3.67%
840	Stanly	707	78	39	50.00%	28	35.90%	10	12.82%	1	1.28%
850	Stokes	509	69	30	43.48%	22	31.88%	16	23.19%	1	1.45%
860	Surry	611	66	27	40.91%	28	42.42%	9	13.64%	2	3.03%
861	Elkin	92	6	3	50.00%	3	50.00%	0	0.00%	0	0.00%
862	Mount Airy City	136	16	4	25.00%	3	18.75%	6	37.50%	3	18.75%
870	Swain	151	24	7	29.17%	8	33.33%	8	33.33%	1	4.17%
880	Transylvania	275	38	12	31.58%	17	44.74%	7	18.42%	2	5.26%
890	Tyrrell	57	12	3	25.00%	6	50.00%	1	8.33%	2	16.67%
900	Union	2291	282	48	17.02%	115	40.78%	94	33.33%	25	8.87%
910	Vance	568	117	37	31.62%	50	42.74%	26	22.22%	4	3.42%
920	Wake	8734	1019	247	24.24%	383	37.59%	274	26.89%	115	11.29%
930	Warren	196	39	9	23.08%	19	48.72%	9	23.08%	2	5.13%
940	Washington	170	34	18	52.94%	14	41.18%	2	5.88%	0	0.00%
950	Watauga	371	41	18	43.90%	14	34.15%	7	17.07%	2	4.88%
960	Wayne	1320	164	65	39.63%	65	39.63%	34	20.73%	0	0.00%
970	Wilkes	671	88	24	27.27%	34	38.64%	14	15.91%	16	18.18%
980	Wilson	805	134	40	29.85%	55	41.04%	17	12.69%	22	16.42%
990	Yadkin	395	35	15	42.86%	18	51.43%	0	0.00%	2	5.71%
995	Yancey	180	17	9	52.94%	7	41.18%	1	5.88%	0	0.00%
	TOTALS	96,966	13,432	3,636	27.07%	5,540	41.24%	3,243	24.14%	1,013	7.54%



Appendix G

Teacher Turnover and Teacher Working Conditions



Teacher Working Conditions in High and Low Turnover Districts

by
Eric Hirsch, New Teacher Center at UC-Santa Cruz

The 2008 North Carolina Teacher Working Conditions Survey demonstrates what individuals familiar with schools already know: teacher attrition is a serious problem facing many districts – and improving working conditions are a potentially powerful lever to help address the issue. Evidence throughout the survey indicates that teachers with positive perceptions about their working conditions want to remain working in their school, particularly in the areas of leadership and empowerment.

- In 2006, strong, statistically significant connections were found between the presence of select working conditions and teacher retention. In particular teacher role in selecting instructional materials, providing sufficient planning and collaborative time, and effective school leadership were found to be statistically significant in explaining teacher turnover.
- On the 2008 survey, teachers who indicated that they wanted to remain teaching in their school were far more likely than those who want to move or leave to agree that there are effective decision making processes and effective leadership in their schools. While about seven out of ten teachers who want to stay agree that the faculty has an effective process for making group decisions (68 percent), only four out of ten movers (41 percent) agree. Stayers are more likely to agree that both the school leadership and School Improvement Team are effective, and that the faculty solves problems and is committed to helping every student learn.

Differences in the presence of teacher working conditions are evident when comparing the ten districts with the highest and lowest turnover for 2007-2008 School Year (Table 1).¹ There was a statistically significant difference between sets of districts on the mean averages in all factor areas, except professional development. Low turnover schools had a mean average approximately .3 greater in the areas of time, leadership, facilities and resources, and decision making.

Table 1
Differences between the Ten Highest and Lowest Turnover Districts on Teacher Working Conditions Factors

District	Time Factor Mean	Facilities and Resources Factor Mean	Leadership Factor Mean	Decision Making Factor Mean	Professional Development Factor Mean
10 Lowest Turnover Districts	3.65**	4.14*	4.06**	3.12**	3.68
10 Highest Turnover Districts	3.38	3.86	3.73	2.86	3.53

* Significant different at the $p < .05$ level (two-tailed ANOVA)

** Significantly different at the $p < .01$ level (two-tailed ANOVA)

Note: For a listing of questions included in each factor area, please see any school, district or state report summary at www.ncteachingconditions.org. Factors were created and questions were selected based on statistical analyses of survey results. All are on a one to five scale with five being the highest and therefore indicating the presence of important conditions in this area.

An examination of the questions with the greatest differences demonstrates some important differences between schools in high and low performing districts, particularly in the area of leadership (Table 2).

- Eight out of ten teachers (77 percent) in low turnover districts agree that there is an atmosphere of trust and mutual respect compared to six out of ten teachers in high turnover districts.

¹ Ten highest turnover districts: Weldon City, Edgecombe, Thomasville City, Northampton, Hoke, Bertie, Tyrrell, Anson, Vance, Lexington City. Ten lowest turnover districts: Graham, Ashe, Alexander, Elkin, Dare, Camden, Clay, Poke, Yadkin, Macon

- Educators in low turnover schools are more likely to agree that school leadership consistently enforces rules for student conduct and support teachers’ efforts to maintain discipline in the classroom.
- School leadership in low turnover districts are helping teachers deal with time constraints by making efforts to minimize paperwork and shielding teachers from unnecessary disruptions.
- New teachers in low turnover districts are more likely to report that their mentor helped them with required paperwork and that mentoring was an important factor in continuing to teach in their school.

Table 2
Questions with the Greatest Differences between the Top Ten Highest and Lowest Turnover School Districts

Teacher Working Conditions Survey Item	Average Agreement for Least Turnover LEAs	Average Agreement for Greatest Turnover LEAs	Difference
Overall, my school is a good place to teach and learn.	85%	67%	18%
There is an atmosphere of trust and mutual respect within the school.	77%	60%	17%
The school leadership consistently enforces rules for student conduct.	72%	57%	15%
School leadership tries to minimize the amount of routine administrative paperwork required of teachers.	71%	55%	16%
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	85%	69%	16%
Overall, my mentoring experience has been important in my decision to continue teaching at this school.	58%	43%	15%
The school leadership support teachers' efforts to maintain discipline in the classroom.	81%	66%	15%
Sufficient funds and resources are available to allow teachers to take advantage of professional development activities.	67%	52%	15%
My mentor was effective helping me complete products or documentation required of new teachers	87%	74%	13%
The school leadership shields teachers from disruptions, allowing teachers to focus on educating students.	75%	62%	13%

Note: Table is organized by questions with the greatest differences between the top 10 highest and lowest turnover districts. Agreement includes those who “agree” or “strongly agree” to the question.

There are areas where working conditions appear similar across the sets of districts as well. In particular, it appears that professional development opportunities are perceived similarly in high and low turnover districts. Seven out of ten teachers in both high and low performing districts agree that teachers are provided opportunities to learn from one another and that professional development has provided them with new teaching strategies. About two-thirds of teachers in both sets of districts report receiving follow up from professional development and that it helped to improve student achievement.

These results should be viewed with some caution as there is great variation in working conditions in schools within and across the school districts examined. Several schools in the highest turnover districts report have more positive conditions than schools those in the lowest. More information will be made available in forthcoming reports where school level turnover

is examined and working conditions can be analyzed while controlling for many other influences such as the poverty of students, location, etc. But even with these cautions, it appears that working conditions are important to retaining teachers across North Carolina school districts. Supportive school leaders and mentors working in trusting environments are key ingredients to low teacher turnover within schools and districts.

EXECUTIVE SUMMARY

Title: Annual Report on the Reasons Teachers Leave (Teacher Turnover Report)

Type of Executive Summary:

- Action
- Action on First Reading
- Discussion
- Information

Policy Implications:

- Constitution _____
- General Statute #115C-12(22)
- SBE Policy # _____
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other _____

Presenter(s): Danny Holloman (Lead Consultant, Recruitment and Retention, Division of Talent Management and Development)

Description:

GS 115C-12(22) requires the State Board of Education to monitor and compile an annual report on the decisions of teachers who leave the teaching profession. To this end, LEAs are asked to complete an annual report on the reasons teachers leave their systems. The report for the 2007-08 school year is attached.

Resources:

N/A

Input Process:

LEAs submitted the information contained in the turnover report.

Stakeholders:

LEAs

Timeline For Action:

The turnover report was presented for discussion last month and is presented for approval this month.

Recommendations:

It is recommended that the Board approve the report.

Audiovisual equipment requested for the presentation:

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
Specify: _____
- Audio Requirements (computer or other, except for PA system which is provided)
Specify: _____
- Document Camera (for transparencies or paper documents – white paper preferred)

Motion By: _____ **Seconded By:** _____
Vote: Yes _____ No _____ Abstain _____
Approved _____ **Disapproved** _____ **Postponed** _____ **Revised** _____

*Person responsible for SBE agenda materials and SBE policy updates: Linda Jones (807-3355)

TEACHER TURNOVER REPORT

Annual Report on the Reasons Teachers Leave

2007-2008

Prepared by:

Public Schools of North Carolina
Department of Public Instruction
Talent Management and Development Division
November 2008

TEACHER TURNOVER REPORT 2007-2008

G. S. 115C-12(22) requires the State Board of Education to monitor and compile an annual report on the decisions of teachers to leave the teaching profession. To this end, LEAs are asked to complete a survey on an annual basis. The survey for the 2007-2008 school year asked LEAs to report the total number of teachers employed in the system between March 2007 and March 2008, the total number of teachers leaving the system, the number of teachers with tenure who were leaving, and the reason given by teachers for leaving. The results of the surveys are summarized in the following pages.

Changes in Teacher Turnover Reporting effective with the 2007-2008 data

To more accurately and consistently report data, changes have been made to the annual teacher turnover report to better align it with the data that will be reported in the School Report Card. LEA level turnover for the 2008 School Report Card is calculated based on the individuals employed in the LEA as teachers in March 2007, but not employed in the LEA as teachers in March 2008, as reflected in the DPI Licensure/Salary database. LEA turnover does not include teachers who moved from one school to another school in the LEA. Personnel administrators were provided a list of individuals employed as teachers in the LEA in March 2007, but not employed in the LEA as teachers in March 2008, and asked to provide summative data on the reasons these teachers left teaching. The numbers of teachers leaving when totaled, should equal the total number of teachers on the list provided to the LEA personnel administrator. This change should bring consistency to the turnover numbers that are being reported. In past years, LEAs provided us with the number of teachers, per the LEA's calculations, and the number that left, per the LEA's calculations. The teacher turnover data was for the fiscal year, July 1 through June 30.

We realize that this change will make it inappropriate to compare the turnover reported by LEAs this year to the turnover reported by LEAs last year. We also realize that in order to make decisions on data, we need accurate and consistent data. Going forward, this change will help ensure the quality of teacher turnover data.

Appendix A provides information as to how teacher turnover was determined for 2007-2008. This is the same procedure used for the State Report Card.

Survey Instruments Used

Copies of the survey used and clarifying examples are contained in Appendix B. As before, LEAs were asked to identify up to five teaching areas in which they found the greatest difficulty in hiring appropriately licensed teachers. Their responses have been summarized and are included in this report.

Turnover

The 2007-2008 State turnover average is **9.36%**. While this percentage is less than the system level turnover rate, this percentage is reflective of those who are no longer in the public schools of North Carolina. (See Appendix A for further information.)

The 115 school systems reported that 13,432 teachers of the 96,966 teachers employed during the 2007-2008 school year left their systems for a **system level turnover rate of 13.85%**. This represents an increase in the turnover rate (12.31%) reported for the 2006-07 school year. This figure includes Visiting International Faculty (VIF) who are required to return to their home countries after three years. VIF teachers accounted for 279 teachers who left and removal of this category would reflect a system level turnover rate of 13.56%.

Of the 13,432 teachers reported leaving, 4,562 (33.96%) had tenure. During the 2006-07 school year 32.58% of the teachers who left had tenure, during the 2005-06 school year, 30.77% of the teachers who left teaching had tenure, and during the 2004-05 school year 29% of the teachers who left had tenure.

Turnover rates ranged from a high of 41.57% in Weldon City to a low of 4.55% in Graham County. A listing of turnover by systems is included in Appendix C. Appendix D contains a listing of turnover reported by local systems for the last five years.

Reasons for Leaving

The table that follows details the reasons for teachers leaving as reported by their school systems. They are ranked in descending order. Appendix E summarizes the reasons given for teachers leaving across the past five years. Appendix F provides an analysis of turnover using the categories: Remained/Remaining in Education, Turnover that Might be Reduced, Turnover Initiated by the LEA, and Turnover Beyond Control.

Teacher Turnover and Teacher Working Conditions

Appendix G provides information that relates to the Teacher Working Conditions for the ten (10) LEAs with the highest percentage of teacher turnover compared to the ten (10) LEAs with the lowest percentage of teacher turnover.

**Reasons for Leaving As Reported By the LEAs
(2007-2008)**

Reason	% of teachers leaving for this reason	Number leaving for this reason
Resigned to teach elsewhere To teach in another NC LEA (78.19%) To teach in another state (15.79%) To teach in a NC non-public/private school (3.75%) To teach in a NC Charter School (2.27%)	22.02%	2958
Retired With full benefits (88.92%) With reduced benefits (11.08%)	16.26%	2184
Resigned—Family Relocation	12.16%	1633
Resigned—Other reasons or reason unknown Other reasons (72.98%) Unknown reasons (27.02%)	11.87%	1595
Resigned—Family responsibility/child care	5.97%	802
Stayed in LEA but in Non-Teaching position	5.96%	800
Interim contract ended – not rehired	4.96%	666
Re-employed retired teacher resigned	3.42%	459
Resigned—Career Change	3.18%	427
Resigned—To continue education/sabbatical	2.43%	327
Resigned—End of VIF Term	2.08%	279
Resigned—Dissatisfied with teaching	1.78%	239
Resigned—Because of health/disability	1.46%	196
Resigned—In lieu of dismissal	1.35%	181
Did not obtain or maintain license	1.21%	162
Non-Renewal (Probationary contract ended)	1.06%	142
Moved to a non-teaching position in education in another LEA/Agency	.96%	129
Deceased	.51%	68
Resigned—End of Teach for America Term	.48%	64
Resigned—Moving due to Military Orders	.45%	60
Reduction in Force	.28%	37
Dismissed	.18%	24
Totals	100%	13,432

**Most Difficult Areas of Licensure
for which to find Licensed Teachers**

2005-2006		2006-2007		2007-2008	
Number of LEAs Responding to Question =110		Number of LEAs Reporting to Question = 113		Number of LEAs Reporting to Question = 111	
License Area	# Identifying	License Area	# Identifying	License Area	# Identifying
9-12 Mathematics	97	9-12 Mathematics	87	9-12 Mathematics	88
Sp. Ed.: General Curriculum	77	9-12 Science	67	9-12 Science	69
9-12 Science	72	Sp. Ed.: General Curriculum	64	Sp. Ed.: General Curriculum	58
6-9 Mathematics	62	6-9 Mathematics	54	6-9 Mathematics	49
6-9 Science	49	6-9 Science	46	6-9 Science	40
Sp Ed.: Adapted Curriculum	49	Sp Ed.: Adapted Curriculum	38	Sp Ed.: Adapted Curriculum	28
Cross Categorical	34	Second Languages	33	ESL	25
Behavioral/Emotional Disabilities	32	Severely/Profoundly Disabled	22	Second Languages	24
Learning Disabilities	29	ESL	20	EC (Separate areas not indicated)	18
Second Languages	28	Mental Disabilities	19	9-12 English	14
Mental Disabilities	20	Cross Categorical	18	Family/Consumer Sciences 6-12	13
Speech Language Pathologist	14	Speech Language Pathologist	13	Speech Language Pathologist	11
ESL	14	9-12 English	12	6-9 Language Arts	10
6-9 Language Arts	14	6-9 Language Arts	12	Cross Categorical	9

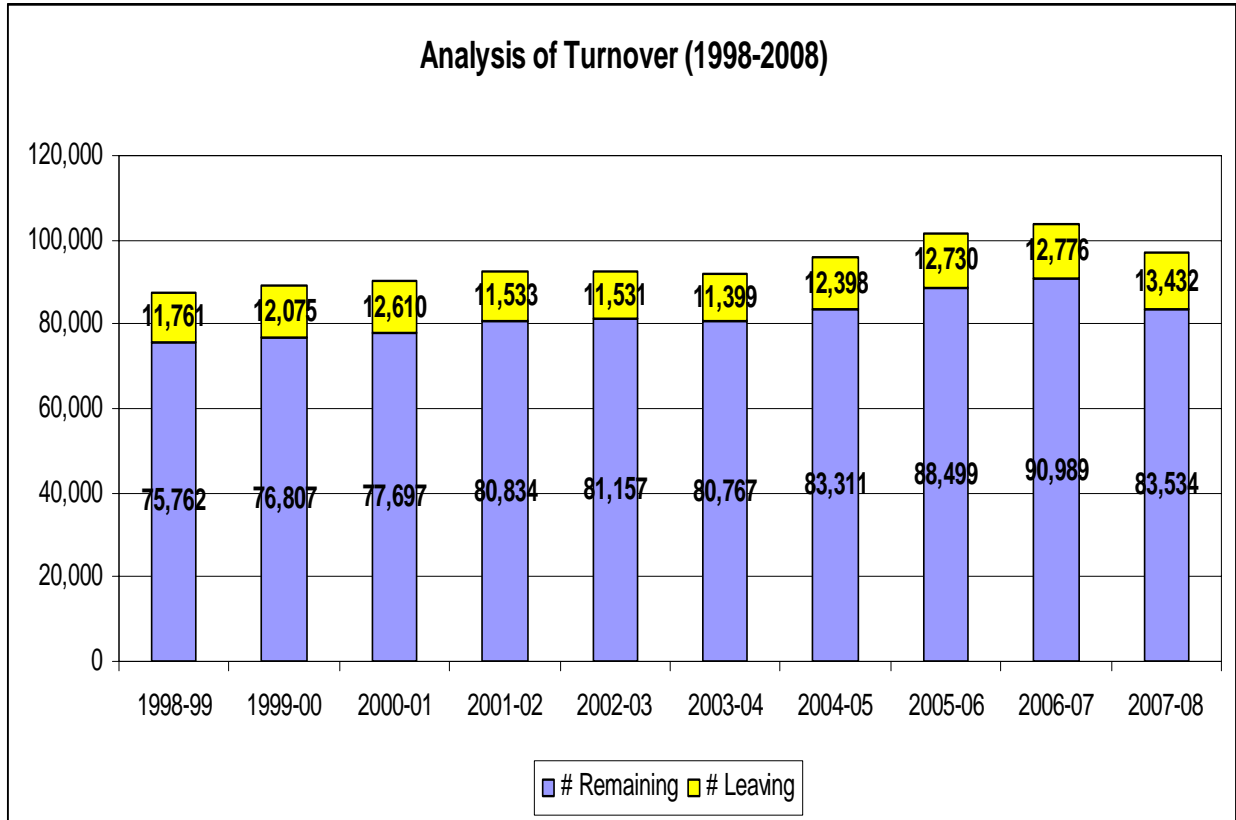
2005-2006		2006-2007		2007-2008	
Number of LEAs Responding to Question = 110		Number of LEAs Reporting to Question = 113		Number of LEAs Reporting to Question = 111	
License Area	# Identifying	License Area	# Identifying	License Area	# Identifying
Family/Consumer Sciences 6-12	12	Media Coordinator	10	Counselor	8
Elementary Education	11	Counselor	9	Media Coordinator	7
9-12 English	11	Family/Consumer Sciences 6-12	7	Elementary Education	6
6-9 Social Studies	8	Birth-Kindergarten	6	Behavioral/Emotional Disabilities	6
Severely/Profoundly Disabled	8	Elementary Education	6	Mental Disabilities	6
Counselor	7				
Birth-Kindergarten	6				
Media Coordinator	6				

Notes: ¹ Above numbers include only those areas identified by 5 or more LEAs.

² Spanish was the Second Language most often identified.

Analysis of Turnover (System Level)

The chart that follows depicts teacher turnover relative to teacher retention since the 1998-99 school year.



- The five-year (2003-04 through 2007-08) system level teacher turnover reported by North Carolina Local Education Agencies is 12.81%.
- This year, 2007-2008, the system level turnover is 13.85% which is up from the 12.31% reported for 2006-2007.
- The top five reasons for teachers leaving has remained consistent for the years, 2003-04 through 2007-08. The reasons are as follows:
 1. To teach elsewhere*
 2. Retired
 3. Family Relocation
 4. Other/Unknown Reasons
 5. Family Responsibilities/Childcare
- The national teacher turnover rate is 16.8%. (National Commission on Teaching and America's Future)

*While this reason indicates a loss to the local system, it does not represent a loss to the State.

Categories of Reasons why Teachers Leave the Profession

Remained/Remaining in Education

(includes individuals resigning to teach in another NC LEA or charter school and individuals who moved to non-teaching positions in education)

Turnover that Might be Reduced

(includes individuals retiring with reduced benefits, individuals resigning to teach in a non-public school in NC, individuals resigning to teach in another state, individuals dissatisfied with teaching, individuals seeking a career change, and individuals who resigned for unknown and other reasons)

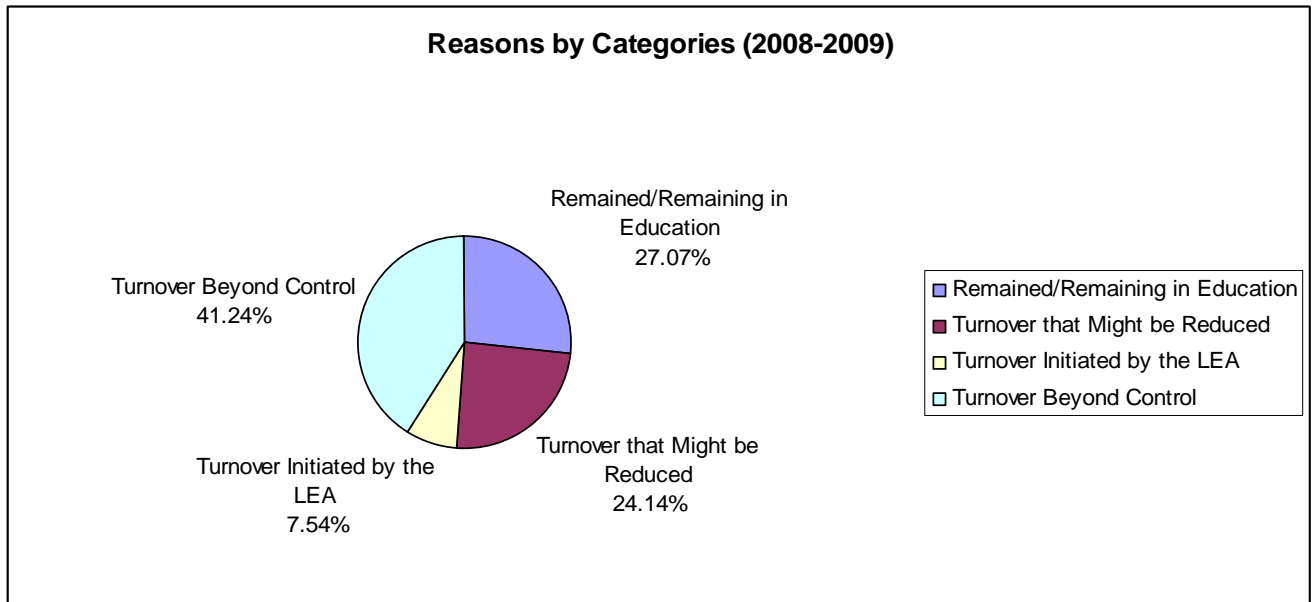
Turnover Initiated by the LEA

(includes individuals who were non-renewed, dismissed, or resigned in lieu of dismissal)

Turnover Beyond Control

(includes individuals who retired with full benefits, individuals who resigned for health reasons, individuals who resigned due to family responsibilities and/or childcare, and individuals who resigned due to family relocation)

As reflected in the chart that follows, 27.07% of those teachers reported as leaving *remained in education*; 7.54% of the reported turnover was *initiated by the LEA*; 41.24% of the turnover was for *reasons beyond control*; and 24.14% of the reported turnover *might be reduced*.



The results of the North Carolina Teacher Working Conditions Survey, conducted by the Office of the Governor in conjunction with the North Carolina Professional Teaching Standards Commission and the North Carolina Association of Educators, provide information that can help address *Turnover that Might be Reduced*. The survey provides state, district, and school level data on teacher perceptions of empowerment, facilities and resources, leadership, professional development, and time.



Appendix A

How Teacher Turnover is Determined for the Teacher Turnover Report and the State Report Card



How Teacher Turnover is Determined for the State Report Card

1. For the 2008 State Report Card (SRC), teacher turnover is based upon the March 2008 employment status of 'classroom teachers' from March 2007. Payroll data is used for the determination.
2. 'Classroom Teachers' are determined by Purpose Codes 5100, 5200, or 5500 AND Object Codes 121, 123, 124, 128, or 129. Purpose and Object Codes are part of the payroll budget code.
3. Classroom teachers employed in March 2007 are determined using March 2007 payroll and the criteria in step #2.
4. Once the roster from step #3 is determined, the SSNs of the classroom teachers are queried against all certified employee budget codes in March 2008 payroll data. If the SSN is not found to be employed in the same LEA in March 2008 as they were in March 2007, they are classified as turnover at the LEA level.
5. The system level turnover includes those who moved between LEAs.
6. The State average of 9.36% reflects those who are no longer in the public schools of North Carolina.
7. A couple of the reasons why the system level turnover rate is higher than the State average turnover rate:
 - In the change of tying the LEA turnover report sent from the LEAs to the State Report Card turnover, more LEAs reviewed the rosters of teacher turnover.
 - Those on approved leave were excluded from turnover.

*In past years, the LEA provided us with the number of teachers, per the LEA's calculations, and the number of teachers who left, per the LEA's calculations. The teacher turnover data was for the fiscal year, July 1 through June 30.

Appendix B
Survey Instrument

LEA:

Individual Submitting Report:

Total Number of Teachers Employed in LEA:

Total Number of Teachers Leaving March 2007 - March 2008

Number of teachers leaving who were tenured in your LEA:

Teacher Turnover Percent:

Number of teachers on spreadsheet / Total Teacher Count

Give the number of teachers who left teaching or left your LEA from March 2007-March 2008 for each of the reasons below.

(Where more than one reason applies, choose the one which best describes the reason the teacher is leaving.)

Moved to a non teaching position in the LEA (75)
Retired with full benefits (66)
Retired with reduced benefits (68)
Re-employed Retired Teacher Resigned (73)
Dismissed (50)
Did not obtain or maintain license (56)
Interim contract ended*-Not rehired (54)
Non-renewed-Probationary Contract ended (53)
Reduction in Force (51)
Moved to a non-teaching position in education in another LEA or Agency (59)
Resigned-In lieu of dismissal (55)
Resigned-To teach in another NC public school system (58)
Resigned-To teach in a NC Charter School (70)
Resigned-To teach in a NC non-public/private school (71)
Resigned-To teach in another state (62)
Resigned-End of VIF Term (74)
Resigned-End of Teach for America Term (77)
Resigned-Dissatisfied with teaching (63)
Resigned-Career Change (72)
Resigned-Family Responsibility/Child care (57)
Resigned-Family relocation (61)
Resigned-To continue education/Take a sabbatical (60)
Resigned-Because of health/Disability (64)
Resigned-Moving Due to Military Orders (76)
Resigned-Reason unknown (69)
Resigned-Other Reasons (65)
Deceased (67)
Total

List up to five teaching areas in which you are having the greatest difficulty hiring appropriately licensed teachers.

(PLEASE INCLUDE THE LICENSURE CODE FOR EACH AREA)

**ANNUAL REPORT ON THE REASONS TEACHERS LEAVE THE PROFESSION
(CLARIFICATION OF REPORTING CATEGORIES)**

Moved to a non teaching position in the LEA

- Teachers moved to counselor, media coordinator, or non-teaching duties in current LEA of employment
- Teachers moved to administrative positions (school-based) in current LEA of employment
- Teachers moved to supervisory, director, or coordinator positions in current LEA of employment
- Teachers accepted non-teaching support or administrative positions in current LEA of employment

Retired with full benefits

- Teachers age 60 with 25 years of creditable service
- Teachers with 30 years of creditable service
- Teachers age 65 with at least 5 years of creditable service
- Teachers retiring with full/unreduced retirement benefits

Retired with reduced benefits

- Teachers retiring after age 50 with reduced benefits
- Teachers retiring with less than full benefits

Re-employed Retired Teacher Resigned

- Teacher who had retired, was re-employed and subsequently resigns

Dismissed

- Teachers demoted or dismissed under GS 115C-325(h)
- Probationary teachers dismissed during the school year under GS 115C-325(m)
- Teachers dismissed under GS 115C-325 (Below standard ratings)
- Teachers reported to the dismissed teacher list
- Teachers dismissed and the ruling upheld by case manager

Did not obtain or maintain license

- Teachers not renewed due to failure to fulfill lateral entry requirements
- Teachers not renewed due to failure to earn 15 renewal credits
- Teachers failed to meet Praxis or provisional license requirements
- Teachers let license expire
- Teachers' license was revoked

Interim Contract – Not Rehired (*Report only for interim contracts of 6 months or more*)

- Interim teachers not rehired under retirement cap
- Teachers not rehired under a term contract with specific employment dates
- Teachers not rehired due to return of a permanent teacher from a leave of absence

Non-Renewed – Probationary Contract Ended

- Probationary teachers whose contract is not renewed after the end of the year

Reduction in Force

- Teachers not rehired due to loss of enrollment, funding, or programming
- Teachers covered under local "RIF" policies

Moved to a non-teaching position in education in another LEA or Agency

- Teachers moved to counselor, media coordinator, or non-teaching duties in another LEA or Agency
- Teachers moved to administrative positions (school-based) in another LEA or Agency
- Teachers moved to supervisory, director, or coordinator positions in another LEA or Agency
- Teachers accepted non-teaching support or administrative positions in another LEA or Agency

Resigned in lieu of dismissal

- Teachers resigned to avoid placement on dismissed teacher list
- Teachers resigned rather than go through full dismissal hearing
- Teachers resigned during an active investigation regarding performance/behavior as a professional educator

Resigned to teach in another NC public school system

- Teachers leaving LEA to accept a teaching position in another NC system
- Teachers obtaining another teaching job on their own initiative (as opposed to spouse relocation)

Resigned to teach in a NC charter school

- Teachers leaving LEA to accept a teaching position in a NC Charter School
- Teachers obtaining another teaching job on their own initiative (as opposed to spouse relocation)

Resigned to teach in a NC non-public/private school

- Teachers leaving LEA to accept a teaching position in a NC non-public/private school
- Teachers obtaining another teaching job on their own initiative (as opposed to spouse relocation)

Resigned – To teach in another state

- Teachers leaving NC to teach in a public school in another state
- Teachers leaving NC to teach in a private school in another state

Resigned – End of VIF Term

- Teachers whose cultural visas have expired and are no longer eligible to be employed in North Carolina

Resigned – End of Teach for America Term**Resigned – Dissatisfied with teaching**

- Teachers resigning due to dissatisfaction with teaching

Resigned – Career Change

- Teachers resigning to pursue another employment opportunity
- Teachers resigning to pursue interests outside teaching

Resigned – Family responsibility/Child care

- Teachers resigning for maternity/family leave
- Teachers resigning to care for ill parents or members of the immediate family
- Teachers resigning to care for family business or personal needs

Resigned – Family relocation

- Teachers resigning due to spouse's relocation
- Teachers resigning as a result of marriage and relocation
- Teachers resigning due to family relocation
- Teachers resigning due to military transfer or relocation

Resigned – To continue education/Take a sabbatical

- Teachers resigning to return to school
- Teachers resigning to pursue an educational leave of absence

Resigned – Because of health/disability

- Teachers resigning due to personal disability or health related issues

Resigned – Moving Due to Military Orders

- Teachers resigning due to being moved under military orders

Resigned – Reason unknown

- Teachers resigning; however, there is no information on why

Resigned – Other reason(s)

- Teachers resigning or leaving teaching for reasons not listed on the survey
(For example: Job abandonment, arrest, criminal activity, failing a criminal history check, activation of military reserve, dislocation due to flood, fire, or other disaster, etc.)

Deceased

- Teachers who die while in active service in a NC public school

Appendix C
2007-08 System Level Teacher Turnover

**2007-2008 Teacher Turnover
(as reported by LEAs)**

LEA Code	Region	LEA	Total Teachers	Teachers Leaving	Leaving with Tenure	Turnover Percentage
10	C	Alamance-Burlington	1536	233	71	15.17%
20	NW	Alexander	350	20	15	5.71%
30	NW	Alleghany	131	19	9	14.50%
40	SW	Anson	292	61	13	20.89%
50	NW	Ashe	254	13	9	5.12%
60	NW	Avery	194	20	11	10.31%
70	NE	Beaufort	531	81	39	15.25%
80	NE	Bertie	215	47	17	21.86%
90	SC	Bladen	371	42	19	11.32%
100	SE	Brunswick	756	101	10	13.36%
110	W	Buncombe	1689	186	30	11.01%
111	W	Asheville City	335	60	28	17.91%
120	NW	Burke	1039	98	40	9.43%
130	SW	Cabarrus	1692	183	81	10.82%
132	SW	Kannapolis	373	52	19	13.94%
140	NW	Caldwell	888	86	39	9.68%
150	NE	Camden	132	10	0	7.58%
160	SE	Carteret	661	76	30	11.50%
170	C	Caswell	231	31	0	13.42%
180	NW	Catawba	1120	144	28	12.86%
181	NW	Hickory Public	310	61	20	19.68%
182	NW	Newton Conover	217	42	17	19.35%
190	C	Chatham	538	59	7	10.97%
200	W	Cherokee	286	30	18	10.49%
210	NE	Edenton-Chowan	181	24	9	13.26%
220	W	Clay	102	8	6	7.84%
230	SW	Cleveland	1202	111	73	9.23%
240	SC	Columbus	480	61	22	12.71%
241	SC	Whiteville City	185	18	10	9.73%
250	SE	Craven	1004	161	91	16.04%
260	SC	Cumberland	3717	652	185	17.54%
270	NE	Currituck	280	36	0	12.86%
280	NE	Dare	378	26	14	6.88%
290	C	Davidson	1227	136	70	11.08%
291	C	Lexington City	222	45	21	20.27%
292	C	Thomasville City	186	44	16	23.66%
300	NW	Davie	435	59	25	13.56%
310	SE	Duplin	632	110	15	17.41%
320	NC	Durham	2302	400	107	17.38%
330	NC	Edgecombe	501	132	29	26.35%
340	C	Forsyth-Winston Salem	3900	472	204	12.10%
350	NC	Franklin	548	81	16	14.78%
360	SW	Gaston	2069	291	83	14.06%

LEA Code	Region	LEA	Total Teachers	Teachers Leaving	Leaving with Tenure	Turnover Percentage
370	NE	Gates	153	17	8	11.11%
380	W	Graham	88	4	0	4.55%
390	NC	Granville	573	71	19	12.39%
400	SE	Greene	222	31	9	13.96%
410	C	Guilford	4931	774	276	15.70%
420	NC	Halifax	332	67	18	20.18%
421	NC	Roanoke Rapids City	195	29	14	14.87%
422	NC	Weldon City	89	37	3	41.57%
430	SC	Harnett	1201	188	26	15.65%
440	W	Haywood	555	56	32	10.09%
450	W	Henderson	891	112	46	12.57%
460	NE	Hertford	244	44	4	18.03%
470	SC	Hoke	472	106	30	22.46%
480	NE	Hyde	73	9	1	12.33%
490	NW	Iredell-Statesville	1376	205	57	14.90%
491	NW	Mooresville Graded	331	40	8	12.08%
500	W	Jackson	264	41	15	15.53%
510	NC	Johnston	2070	304	89	14.69%
520	SE	Jones	108	21	2	19.44%
530	SC	Lee	596	80	29	13.42%
540	SE	Lenoir	680	110	19	16.18%
550	SW	Lincoln	803	83	34	10.34%
560	W	Macon	315	28	17	8.89%
570	W	Madison	187	22	9	11.76%
580	NE	Martin	309	50	7	16.18%
590	W	McDowell	449	53	2	11.80%
600	SW	Charlotte-Mecklenburg	8642	1259	380	14.57%
610	W	Mitchell	165	17	17	10.30%
620	SC	Montgomery	338	59	23	17.46%
630	SC	Moore	799	126	55	15.77%
640	NC	Nash-Rocky Mount	1225	159	41	12.98%
650	SE	New Hanover	1579	205	92	12.98%
660	NC	Northampton	236	54	34	22.88%
670	SE	Onslow	1504	248	80	16.49%
680	C	Orange	507	74	37	14.60%
681	C	Chapel Hill-Carrboro	869	129	46	14.84%
690	SE	Pamlico	135	25	13	18.52%
700	NE	Pasquotank-Elizabeth City	459	70	26	15.25%
710	SE	Pender	517	66	18	12.77%
720	NE	Perquimans	124	21	7	16.94%
730	C	Person	424	74	28	17.45%
740	NE	Pitt	1672	260	108	15.55%
750	W	Polk	198	17	11	8.59%
760	C	Randolph	1248	170	80	13.62%
761	C	Asheboro City	326	48	18	14.72%
770	SC	Richmond	572	67	34	11.71%

LEA Code	Region	LEA	Total Teachers	Teachers Leaving	Leaving with Tenure	Turnover Percentage
780	SC	Robeson	1570	194	38	12.36%
790	C	Rockingham	989	116	50	11.73%
800	NW	Rowan-Salisbury	1450	196	92	13.52%
810	W	Rutherford	664	64	45	9.64%
820	SE	Sampson	544	88	42	16.18%
821	SE	Clinton City	222	34	10	15.32%
830	SC	Scotland	550	109	32	19.82%
840	SW	Stanly	707	78	46	11.03%
850	C	Stokes	509	69	9	13.56%
860	NW	Surry	611	66	47	10.80%
861	NW	Elkin	92	6	2	6.52%
862	NW	Mount Airy City	136	16	5	11.76%
870	W	Swain	151	24	12	15.89%
880	W	Transylvania	275	38	21	13.82%
890	NE	Tyrrell	57	12	4	21.05%
900	SW	Union	2291	282	83	12.31%
910	NC	Vance	568	117	18	20.60%
920	NC	Wake	8734	1019	372	11.67%
930	NC	Warren	196	39	8	19.90%
940	NE	Washington	170	34	13	20.00%
950	NW	Watauga	371	41	24	11.05%
960	SE	Wayne	1320	164	81	12.42%
970	NW	Wilkes	671	88	31	13.11%
980	NC	Wilson	805	134	33	16.65%
990	NW	Yadkin	395	35	17	8.86%
995	W	Yancey	180	17	10	9.44%
TOTALS			96,966	13,432	4,562	13.85%

**2007-2008 Teacher Turnover
(in descending order)**

LEA CODE	LEA	Turnover Percentage
422	Weldon City	41.57%
330	Edgecombe	26.35%
292	Thomasville City	23.66%
660	Northampton	22.88%
470	Hoke	22.46%
80	Bertie	21.86%
890	Tyrrell	21.05%
40	Anson	20.89%
910	Vance	20.60%
291	Lexington City	20.27%
420	Halifax	20.18%
940	Washington	20.00%
930	Warren	19.90%
830	Scotland	19.82%
181	Hickory Public	19.68%
520	Jones	19.44%
182	Newton Conover	19.35%
690	Pamlico	18.52%
460	Hertford	18.03%
111	Asheville City	17.91%
260	Cumberland	17.54%
620	Montgomery	17.46%
730	Person	17.45%
310	Duplin	17.41%
320	Durham	17.38%
720	Perquimans	16.94%
980	Wilson	16.65%
670	Onslow	16.49%
580	Martin	16.18%
820	Sampson	16.18%
540	Lenoir	16.18%
250	Craven	16.04%
870	Swain	15.89%
630	Moore	15.77%
410	Guilford	15.70%
430	Harnett	15.65%
740	Pitt	15.55%
500	Jackson	15.53%
821	Clinton City	15.32%
70	Beaufort	15.25%
700	Pasquotank-Elizabeth City	15.25%
10	Alamance-Burlington	15.17%
490	Iredell-Statesville	14.90%
421	Roanoke Rapids City	14.87%
681	Chapel Hill-Carrboro	14.84%
350	Franklin	14.78%

LEA CODE	LEA	Turnover Percentage
761	Asheboro City	14.72%
510	Johnston	14.69%
680	Orange	14.60%
600	Charlotte-Mecklenburg	14.57%
30	Alleghany	14.50%
360	Gaston	14.06%
400	Greene	13.96%
132	Kannapolis	13.94%
880	Transylvania	13.82%
760	Randolph	13.62%
300	Davie	13.56%
850	Stokes	13.56%
800	Rowan-Salisbury	13.52%
530	Lee	13.42%
170	Caswell	13.42%
100	Brunswick	13.36%
210	Edenton-Chowan	13.26%
970	Wilkes	13.11%
650	New Hanover	12.98%
640	Nash-Rocky Mount	12.98%
270	Currituck	12.86%
180	Catawba	12.86%
710	Pender	12.77%
240	Columbus	12.71%
450	Henderson	12.57%
960	Wayne	12.42%
390	Granville	12.39%
780	Robeson	12.36%
480	Hyde	12.33%
900	Union	12.31%
340	Forsyth-Winston Salem	12.10%
491	Mooreville Graded	12.08%
590	McDowell	11.80%
862	Mount Airy City	11.76%
570	Madison	11.76%
790	Rockingham	11.73%
770	Richmond	11.71%
920	Wake	11.67%
160	Carteret	11.50%
90	Bladen	11.32%
370	Gates	11.11%

LEA CODE	LEA	Turnover Percentage
290	Davidson	11.08%
950	Watauga	11.05%
840	Stanly	11.03%
110	Buncombe	11.01%
190	Chatham	10.97%
130	Cabarrus	10.82%
860	Surry	10.80%
200	Cherokee	10.49%
550	Lincoln	10.34%
60	Avery	10.31%
610	Mitchell	10.30%
440	Haywood	10.09%
241	Whiteville City	9.73%
140	Caldwell	9.68%
810	Rutherford	9.64%
995	Yancey	9.44%
120	Burke	9.43%
230	Cleveland	9.23%
560	Macon	8.89%
990	Yadkin	8.86%
750	Polk	8.59%
220	Clay	7.84%
150	Camden	7.58%
280	Dare	6.88%
861	Elkin	6.52%
20	Alexander	5.71%
50	Ashe	5.12%
380	Graham	4.55%

Appendix D

Five-Year Average System Level Teacher Turnover

**Five-Year Average System Level Teacher Turnover
2003-2008**

LEA Code	LEA Name	Turnover 2003-04	Turnover 2004-05	Turnover 2005-06	Turnover 2006-07	Turnover 2007-08	5-Year Average
10	Alamance-Burlington	16.57%	19.71%	17.26%	16.13%	15.17%	16.97%
20	Alexander County	8.96%	9.21%	9.05%	8.54%	5.71%	8.29%
30	Alleghany County	7.00%	12.40%	9.03%	10.07%	14.50%	10.60%
40	Anson County	12.67%	12.00%	18.58%	20.96%	20.89%	17.02%
50	Ashe County	7.00%	7.21%	12.40%	3.53%	5.12%	7.05%
60	Avery County	7.11%	11.27%	14.23%	9.35%	10.31%	10.45%
70	Beaufort County	10.56%	13.27%	11.63%	14.76%	15.25%	13.09%
80	Bertie County	25.76%	16.35%	25.79%	17.90%	21.86%	21.53%
90	Bladen County	11.11%	12.26%	10.64%	14.36%	11.32%	11.94%
100	Brunswick County	11.31%	9.45%	13.17%	11.52%	13.36%	11.76%
110	Buncombe County	8.37%	9.95%	10.89%	11.22%	11.01%	10.29%
111	Asheville City	12.58%	16.47%	16.34%	8.53%	17.91%	14.37%
120	Burke County	10.65%	12.44%	12.04%	9.67%	9.43%	10.85%
130	Cabarrus County	14.40%	12.21%	9.74%	8.82%	10.82%	11.20%
132	Kannapolis City	11.14%	13.40%	13.16%	10.80%	13.94%	12.49%
140	Caldwell County	11.17%	6.73%	9.62%	8.74%	9.68%	9.19%
150	Camden County	7.62%	4.31%	6.92%	6.94%	7.58%	6.67%
160	Carteret County	9.97%	9.25%	9.10%	9.53%	11.50%	9.87%
170	Caswell County	12.15%	11.81%	10.63%	10.93%	13.42%	11.79%
180	Catawba County	11.27%	11.70%	11.14%	8.64%	12.86%	11.12%
181	Hickory City	11.50%	15.79%	10.93%	15.87%	19.68%	14.75%
182	Newton-Conover City	16.37%	10.96%	15.69%	14.11%	19.35%	15.30%
190	Chatham County	14.58%	15.12%	12.81%	12.41%	10.97%	13.18%
200	Cherokee County	8.67%	6.71%	8.10%	7.86%	10.49%	8.37%
210	Edenton-Chowan	13.44%	17.09%	19.00%	12.50%	13.26%	15.06%
220	Clay County	7.27%	3.96%	10.00%	5.00%	7.84%	6.81%
230	Cleveland County	13.29%	7.97%	8.79%	8.02%	9.23%	9.46%
240	Columbus County	7.46%	10.69%	13.57%	12.43%	12.71%	11.37%
241	Whiteville City	15.02%	12.77%	9.84%	9.68%	9.73%	11.41%
250	Craven County	7.59%	13.55%	13.36%	11.16%	16.04%	12.34%
260	Cumberland County	11.09%	12.64%	13.25%	13.78%	17.54%	13.66%
270	Currituck County	11.50%	6.13%	6.41%	7.69%	12.86%	8.92%
280	Dare County	10.80%	13.11%	11.90%	9.55%	6.88%	10.45%
290	Davidson County	9.51%	10.93%	10.48%	9.93%	11.08%	10.39%
291	Lexington City	20.41%	16.54%	19.10%	21.74%	20.27%	19.61%
292	Thomasville City	18.08%	23.16%	19.10%	20.79%	23.66%	20.96%
300	Davie County	13.35%	12.50%	12.82%	13.43%	13.56%	13.13%
310	Duplin County	13.74%	12.88%	11.91%	16.08%	17.41%	14.40%
320	Durham County	17.11%	17.54%	19.20%	16.70%	17.38%	17.59%
330	Edgecombe County	24.65%	23.28%	17.80%	24.06%	26.35%	23.23%
340	Forsyth County	8.25%	9.43%	9.43%	10.12%	12.10%	9.87%
350	Franklin County	16.83%	22.18%	19.45%	13.74%	14.78%	17.40%
360	Gaston County	9.79%	14.66%	9.57%	9.55%	14.06%	11.53%

LEA Code	LEA Name	Turnover 2003-04	Turnover 2004-05	Turnover 2005-06	Turnover 2006-07	Turnover 2007-08	5-Year Average
370	Gates County	16.03%	8.81%	8.00%	9.74%	11.11%	10.74%
380	Graham County	2.73%	5.94%	10.91%	13.27%	4.55%	7.48%
390	Granville County	14.05%	18.91%	15.34%	13.48%	12.39%	14.83%
400	Greene County	16.10%	17.35%	14.34%	14.80%	13.96%	15.31%
410	Guilford County	11.49%	11.81%	13.60%	13.33%	15.70%	13.19%
420	Halifax County	15.94%	14.52%	17.60%	17.75%	20.18%	17.20%
421	Roanoke Rapids City	8.04%	8.78%	5.08%	13.27%	14.87%	10.01%
422	Weldon City	15.79%	25.56%	18.48%	17.72%	41.57%	23.82%
430	Harnett County	19.52%	28.51%	14.58%	11.87%	15.65%	18.03%
440	Haywood County	8.92%	11.76%	10.39%	10.78%	10.09%	10.39%
450	Henderson County	6.73%	9.00%	10.39%	11.23%	12.57%	9.98%
460	Hertford County	17.49%	16.54%	15.41%	15.38%	18.03%	16.57%
470	Hoke County	21.84%	21.33%	21.60%	19.60%	22.46%	21.37%
480	Hyde County	12.50%	24.40%	16.00%	9.76%	12.33%	15.00%
490	Iredell-Statesville	9.17%	9.18%	9.68%	10.32%	14.90%	10.65%
491	Mooresville City	9.03%	13.74%	10.85%	10.89%	12.08%	11.32%
500	Jackson County	12.36%	18.46%	14.59%	22.09%	15.53%	16.61%
510	Johnston County	13.14%	14.42%	16.65%	15.23%	14.69%	14.83%
520	Jones County	12.98%	21.58%	11.43%	13.56%	19.44%	15.80%
530	Lee County	14.47%	15.03%	17.99%	15.93%	13.42%	15.37%
540	Lenoir County	13.59%	16.58%	18.33%	17.97%	16.18%	16.53%
550	Lincoln County	10.60%	10.68%	10.46%	9.33%	10.34%	10.28%
560	Macon County	7.39%	9.66%	7.29%	7.65%	8.89%	8.18%
570	Madison County	9.95%	6.25%	9.91%	9.91%	11.76%	9.56%
580	Martin County	12.00%	14.36%	13.17%	15.74%	16.18%	14.29%
590	McDowell County	6.81%	13.70%	9.49%	6.00%	11.80%	9.56%
600	Mecklenburg County	15.95%	15.51%	15.07%	15.82%	14.57%	15.38%
610	Mitchell County	6.75%	6.01%	2.21%	8.20%	10.30%	6.69%
620	Montgomery County	14.17%	6.35%	9.39%	11.33%	17.46%	11.74%
630	Moore County	15.35%	16.60%	8.36%	11.40%	15.77%	13.50%
640	Nash-Rocky Mount	11.05%	12.81%	10.96%	13.42%	12.98%	12.24%
650	New Hanover County	15.22%	14.41%	14.25%	14.10%	12.98%	14.19%
660	Northampton County	17.98%	15.41%	12.71%	8.23%	22.88%	15.44%
670	Onslow County	12.40%	13.39%	15.25%	14.32%	16.49%	14.37%
680	Orange County	14.35%	17.12%	15.36%	16.81%	14.60%	15.65%
681	Chapel Hill-Carrboro	15.40%	14.09%	9.55%	8.53%	14.84%	12.48%
690	Pamlico County	11.46%	15.63%	23.68%	13.04%	18.52%	16.47%
700	Pasquotank County	21.40%	24.12%	18.53%	11.35%	15.25%	18.13%
710	Pender County	18.81%	20.34%	13.49%	11.03%	12.77%	15.29%
720	Perquimans County	6.90%	11.33%	15.17%	19.31%	16.94%	13.93%
730	Person County	13.89%	13.06%	14.37%	13.08%	17.45%	14.37%
740	Pitt County	8.20%	10.68%	12.43%	10.18%	15.55%	11.41%
750	Polk County	9.73%	8.56%	9.84%	11.00%	8.59%	9.54%
760	Randolph County	12.30%	13.33%	11.73%	11.55%	13.62%	12.51%
761	Asheboro City	13.00%	10.18%	16.29%	12.98%	14.72%	13.43%
770	Richmond County	4.76%	7.55%	8.23%	9.38%	11.71%	8.33%
780	Robeson County	12.23%	10.26%	12.92%	10.58%	12.36%	11.67%

LEA Code	LEA Name	Turnover 2003-04	Turnover 2004-05	Turnover 2005-06	Turnover 2006-07	Turnover 2007-08	5-Year Average
790	Rockingham County	15.47%	12.55%	10.56%	10.45%	11.73%	12.15%
800	Rowan-Salisbury	13.09%	10.90%	12.05%	11.53%	13.52%	12.22%
810	Rutherford County	6.25%	7.11%	10.82%	9.56%	9.64%	8.68%
820	Sampson County	10.87%	15.69%	12.32%	12.33%	16.18%	13.48%
821	Clinton City	14.72%	9.77%	15.17%	12.83%	15.32%	13.56%
830	Scotland County	11.60%	9.58%	9.12%	16.07%	19.82%	13.24%
840	Stanly County	10.30%	12.07%	10.15%	7.35%	11.03%	10.18%
850	Stokes County	17.43%	12.43%	15.14%	10.78%	13.56%	13.87%
860	Surry County	9.52%	10.82%	9.86%	8.69%	10.80%	9.94%
861	Elkin City	9.78%	19.78%	13.27%	8.33%	6.52%	11.54%
862	Mount Airy City	19.18%	9.80%	12.32%	10.95%	11.76%	12.80%
870	Swain County	10.20%	10.39%	11.39%	15.10%	15.89%	12.59%
880	Transylvania County	5.99%	13.43%	9.45%	12.73%	13.82%	11.08%
890	Tyrrell County	15.00%	27.12%	20.34%	22.81%	21.05%	21.26%
900	Union County	11.62%	10.38%	11.21%	10.86%	12.31%	11.28%
910	Vance County	21.17%	18.09%	23.49%	26.23%	20.60%	21.92%
920	Wake County	11.30%	10.24%	9.36%	10.03%	11.67%	10.52%
930	Warren County	17.51%	18.67%	18.23%	15.12%	19.90%	17.89%
940	Washington County	10.70%	12.92%	14.21%	11.56%	20.00%	13.88%
950	Watauga County	12.50%	11.93%	11.94%	10.00%	11.05%	11.48%
960	Wayne County	12.88%	16.80%	10.95%	10.94%	12.42%	12.80%
970	Wilkes County	13.00%	10.53%	12.52%	11.37%	13.11%	12.11%
980	Wilson County	9.17%	15.05%	11.10%	16.80%	16.65%	13.75%
990	Yadkin County	11.38%	8.89%	10.11%	7.83%	8.86%	9.41%
995	Yancey County	8.65%	9.76%	12.63%	6.48%	9.44%	9.39%

**State-Wide
System Level Turnover**

12.37%

12.95%

12.58%

12.31%

13.85%

12.81%

**2003-08 Five Year Average System Level Teacher Turnover
(in descending order)**

LEA Code	LEA	Five Year Average
422	Weldon City	23.82%
330	Edgecombe County	23.23%
910	Vance County	21.92%
80	Bertie County	21.53%
470	Hoke County	21.37%
890	Tyrrell County	21.26%
292	Thomasville City	20.96%
291	Lexington City	19.61%
700	Pasquotank County	18.13%
430	Harnett County	18.03%
930	Warren County	17.89%
320	Durham County	17.59%
350	Franklin County	17.40%
420	Halifax County	17.20%
40	Anson County	17.02%
10	Alamance-Burlington	16.97%
500	Jackson County	16.61%
460	Hertford County	16.57%
540	Lenoir County	16.53%
690	Pamlico County	16.47%
520	Jones County	15.80%
680	Orange County	15.65%
660	Northampton County	15.44%
600	Mecklenburg County	15.38%
530	Lee County	15.37%
400	Greene County	15.31%
182	Newton-Conover City	15.30%
710	Pender County	15.29%
210	Edenton-Chowan	15.06%
480	Hyde County	15.00%
390	Granville County	14.83%
510	Johnston County	14.83%
181	Hickory City	14.75%
310	Duplin County	14.40%
730	Person County	14.37%
670	Onslow County	14.37%
111	Asheville City	14.37%
580	Martin County	14.29%

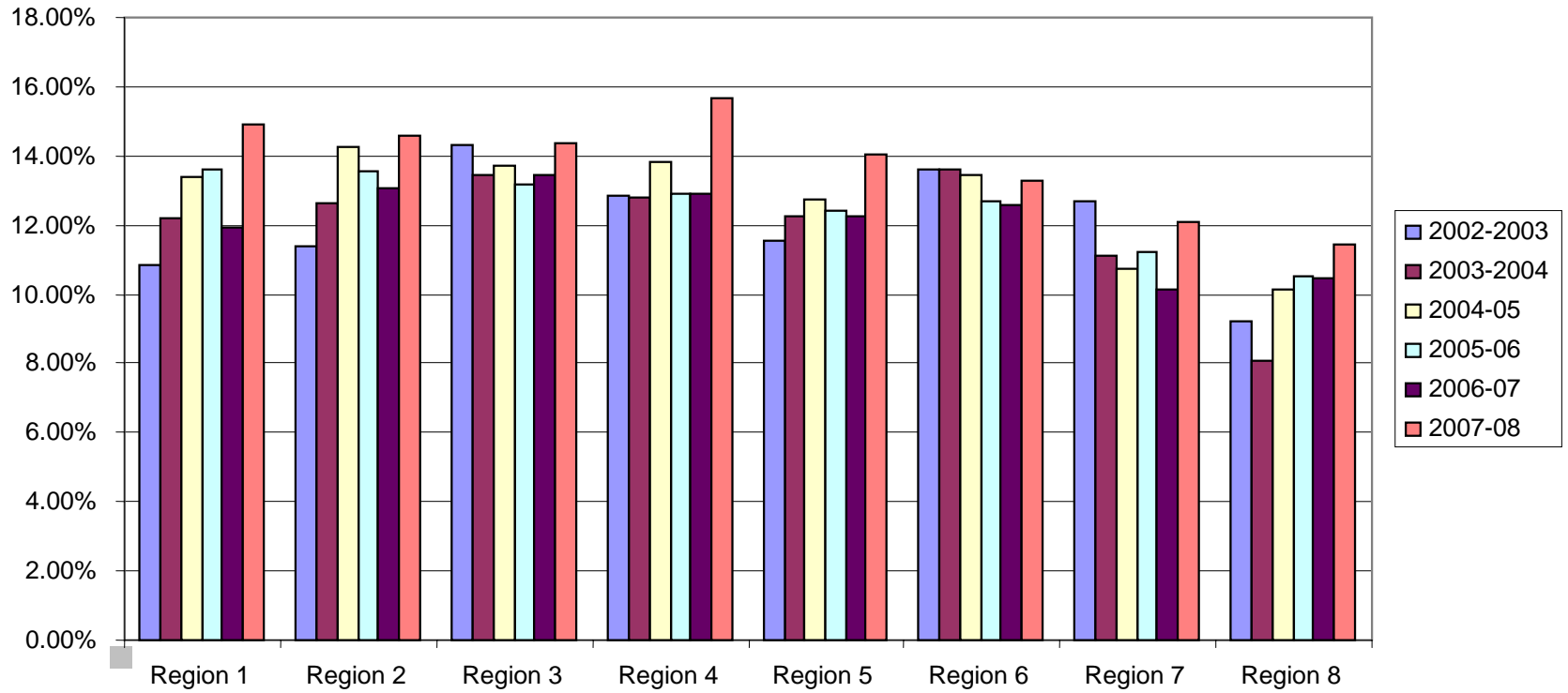
LEA Code	LEA	Five Year Average
650	New Hanover County	14.19%
720	Perquimans County	13.93%
940	Washington County	13.88%
850	Stokes County	13.87%
980	Wilson County	13.75%
260	Cumberland County	13.66%
821	Clinton City	13.56%
630	Moore County	13.50%
820	Sampson County	13.48%
761	Asheboro City	13.43%
830	Scotland County	13.24%
410	Guilford County	13.19%
190	Chatham County	13.18%
300	Davie County	13.13%
70	Beaufort County	13.09%
862	Mount Airy City	12.80%
960	Wayne County	12.80%
870	Swain County	12.59%
760	Randolph County	12.51%
132	Kannapolis City	12.49%
681	Chapel Hill-Carrboro	12.48%
250	Craven County	12.34%
640	Nash-Rocky Mount	12.24%
800	Rowan-Salisbury	12.22%
790	Rockingham County	12.15%
970	Wilkes County	12.11%
90	Bladen County	11.94%
170	Caswell County	11.79%
100	Brunswick County	11.76%
620	Montgomery County	11.74%
780	Robeson County	11.67%
861	Elkin City	11.54%
360	Gaston County	11.53%
950	Watauga County	11.48%
740	Pitt County	11.41%
241	Whiteville City	11.41%
240	Columbus County	11.37%
491	Mooresville City	11.32%
900	Union County	11.28%
130	Cabarrus County	11.20%
180	Catawba County	11.12%

LEA Code	LEA	Five Year Average
880	Transylvania County	11.08%
120	Burke County	10.85%
370	Gates County	10.74%
490	Iredell-Statesville	10.65%
30	Alleghany County	10.60%
920	Wake County	10.52%
60	Avery County	10.45%
280	Dare County	10.45%
440	Haywood County	10.39%
290	Davidson County	10.39%
110	Buncombe County	10.29%
550	Lincoln County	10.28%
840	Stanly County	10.18%
421	Roanoke Rapids City	10.01%
450	Henderson County	9.98%
860	Surry County	9.94%
160	Carteret County	9.87%
340	Forsyth County	9.87%
590	McDowell County	9.56%
570	Madison County	9.56%
750	Polk County	9.54%
230	Cleveland County	9.46%
990	Yadkin County	9.41%
995	Yancey County	9.39%
140	Caldwell County	9.19%
270	Currituck County	8.92%
810	Rutherford County	8.68%
200	Cherokee County	8.37%
770	Richmond County	8.33%
20	Alexander County	8.29%
560	Macon County	8.18%
380	Graham County	7.48%
50	Ashe County	7.05%
220	Clay County	6.81%
610	Mitchell County	6.69%
150	Camden County	6.67%

System Level Turnover by Region

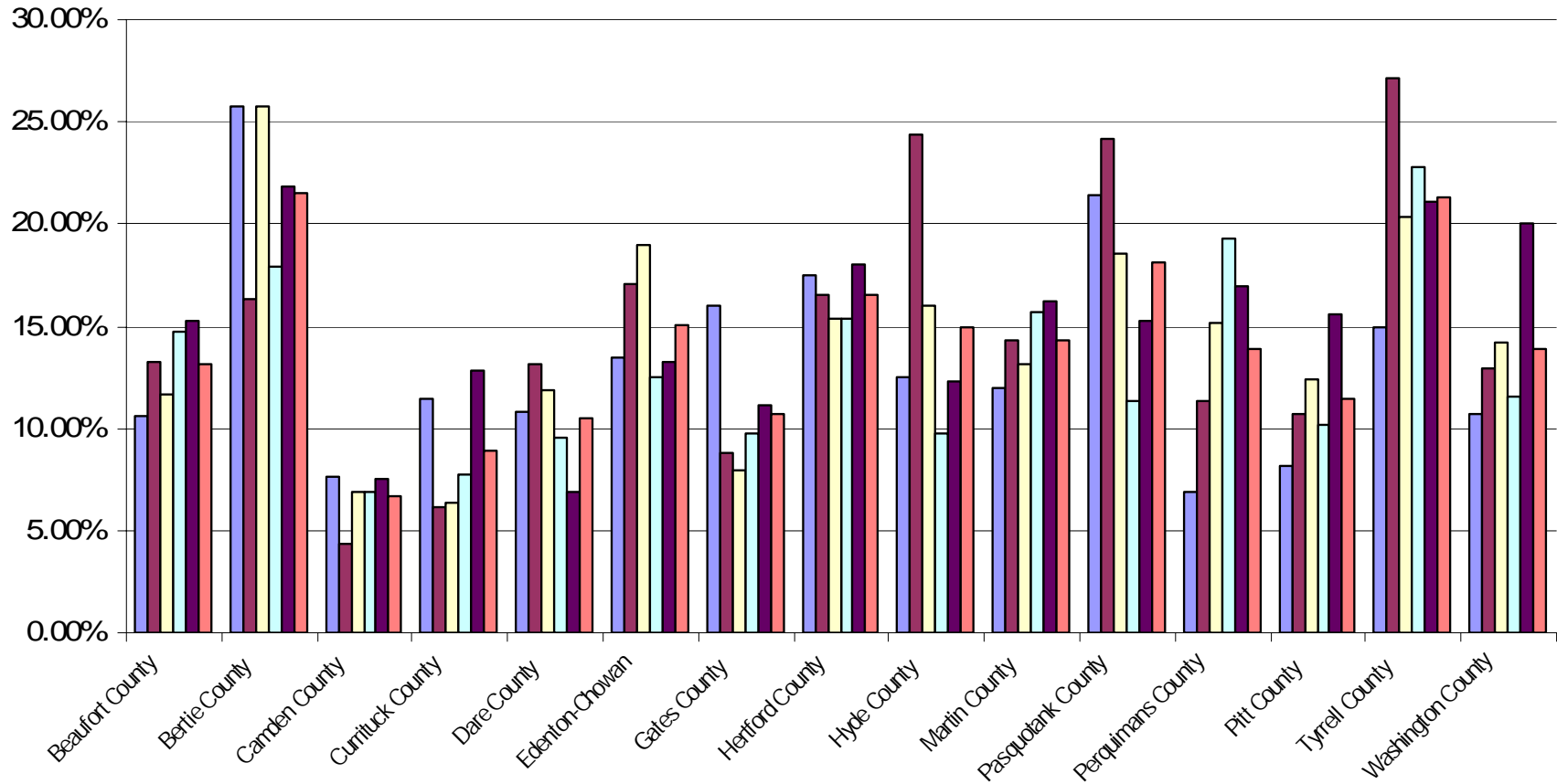
REGION	2002-2003	2003-2004	2004-05	2005-06	2006-07	2007-08
Region 1	10.82%	12.18%	13.37%	13.60%	11.94%	14.89%
Region 2	11.41%	12.62%	14.27%	13.54%	13.06%	14.57%
Region 3	14.32%	13.45%	13.73%	13.17%	13.44%	14.38%
Region 4	12.85%	12.78%	13.81%	12.88%	12.93%	15.69%
Region 5	11.54%	12.23%	12.76%	12.44%	12.25%	14.02%
Region 6	13.61%	13.59%	13.45%	12.67%	12.58%	13.28%
Region 7	12.68%	11.13%	10.76%	11.21%	10.14%	12.10%
Region 8	9.23%	8.10%	10.12%	10.52%	10.46%	11.44%

**System-Level Turnover by Region
(2003-2008)**



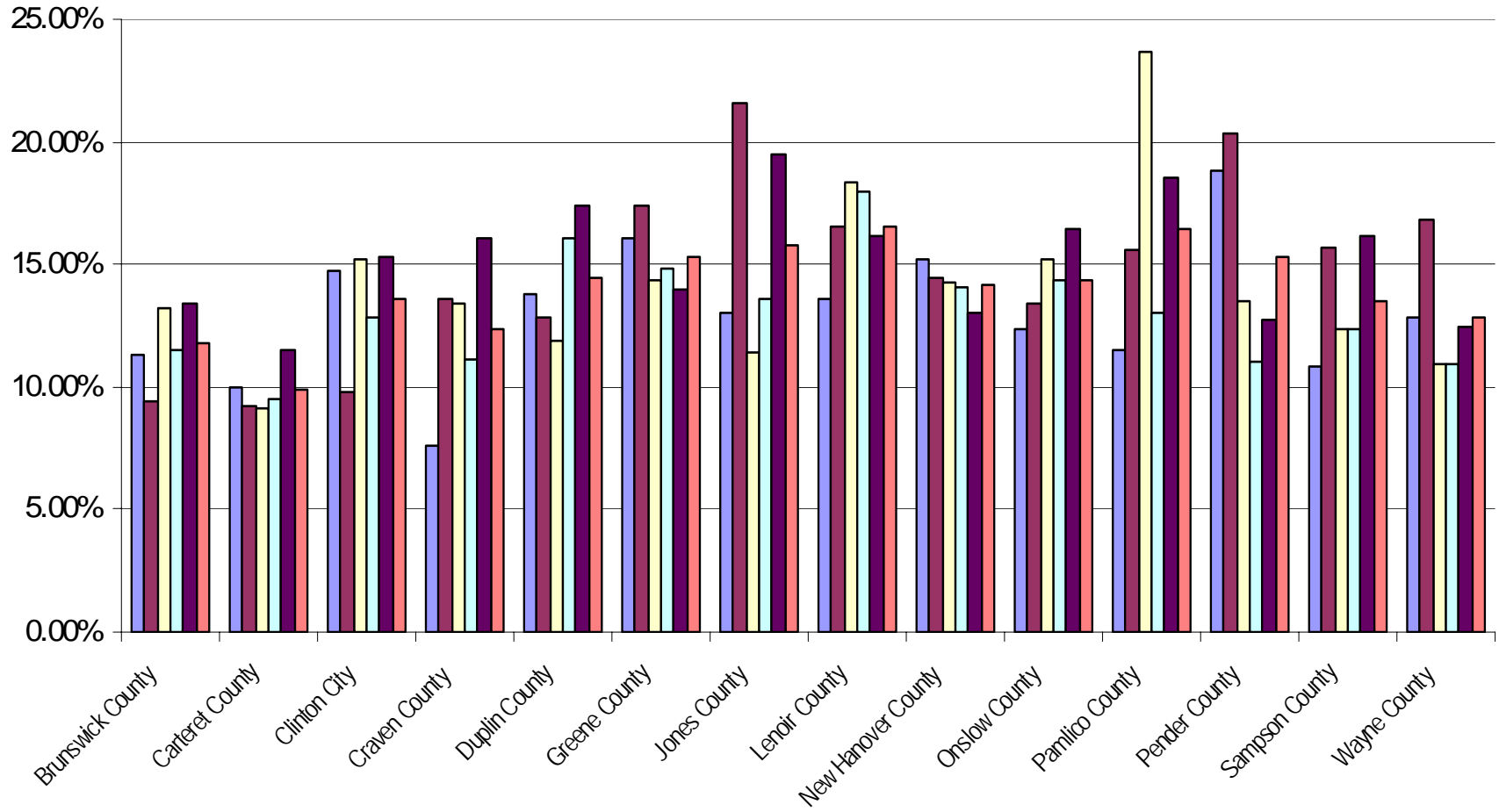
Region 1 System-Level Turnover (2003-2008)

■ Turnover 2003-04
 ■ Turnover 2004-05
 ■ Turnover 2005-06
 ■ Turnover 2006-07
 ■ Turnover 2007-08
 ■ Five Year Average

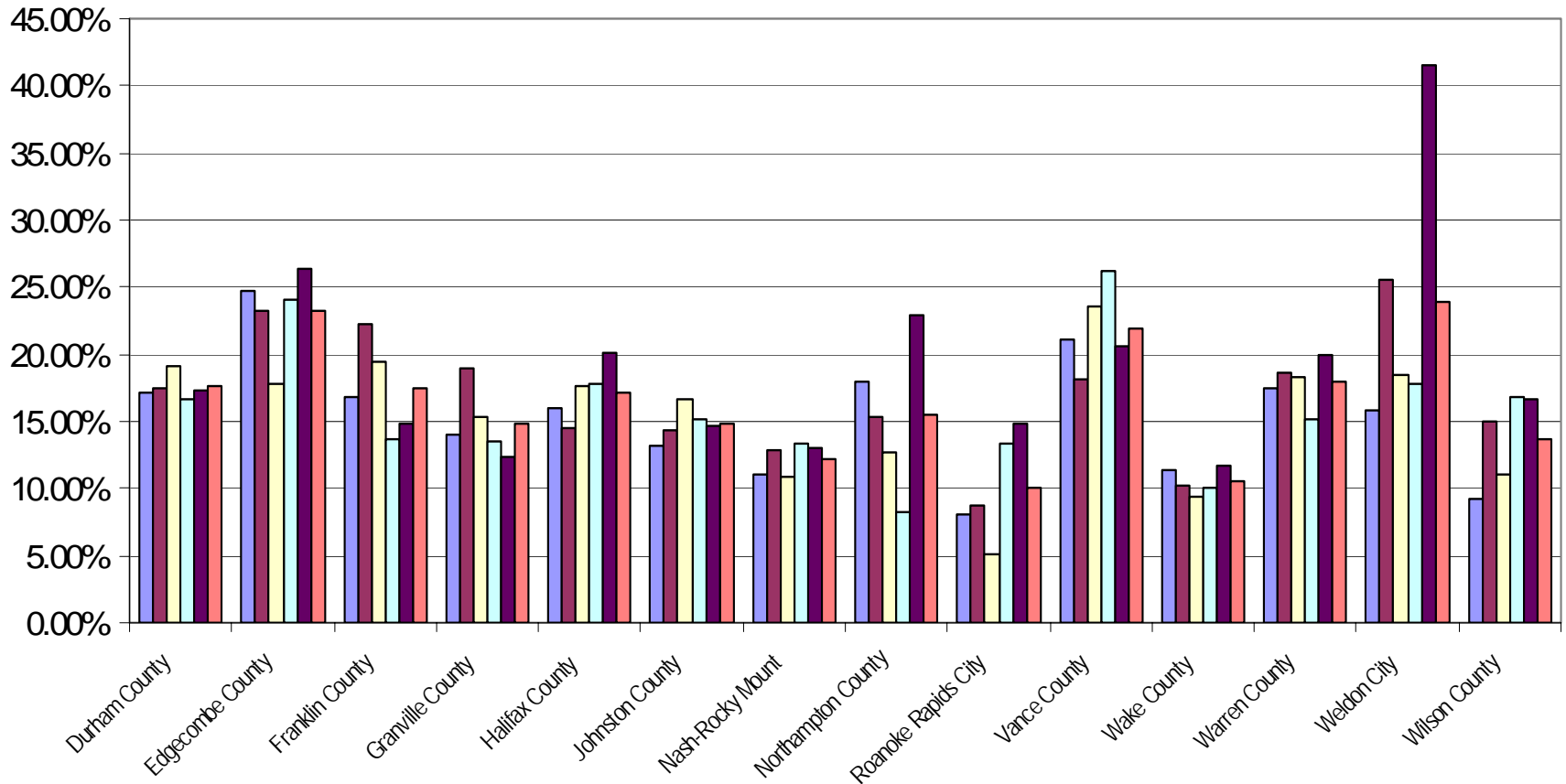
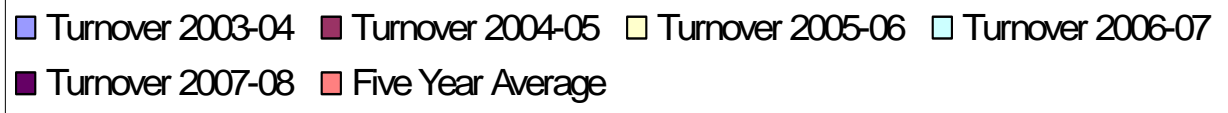


Region 2 System-Level Turnover (2003-2008)

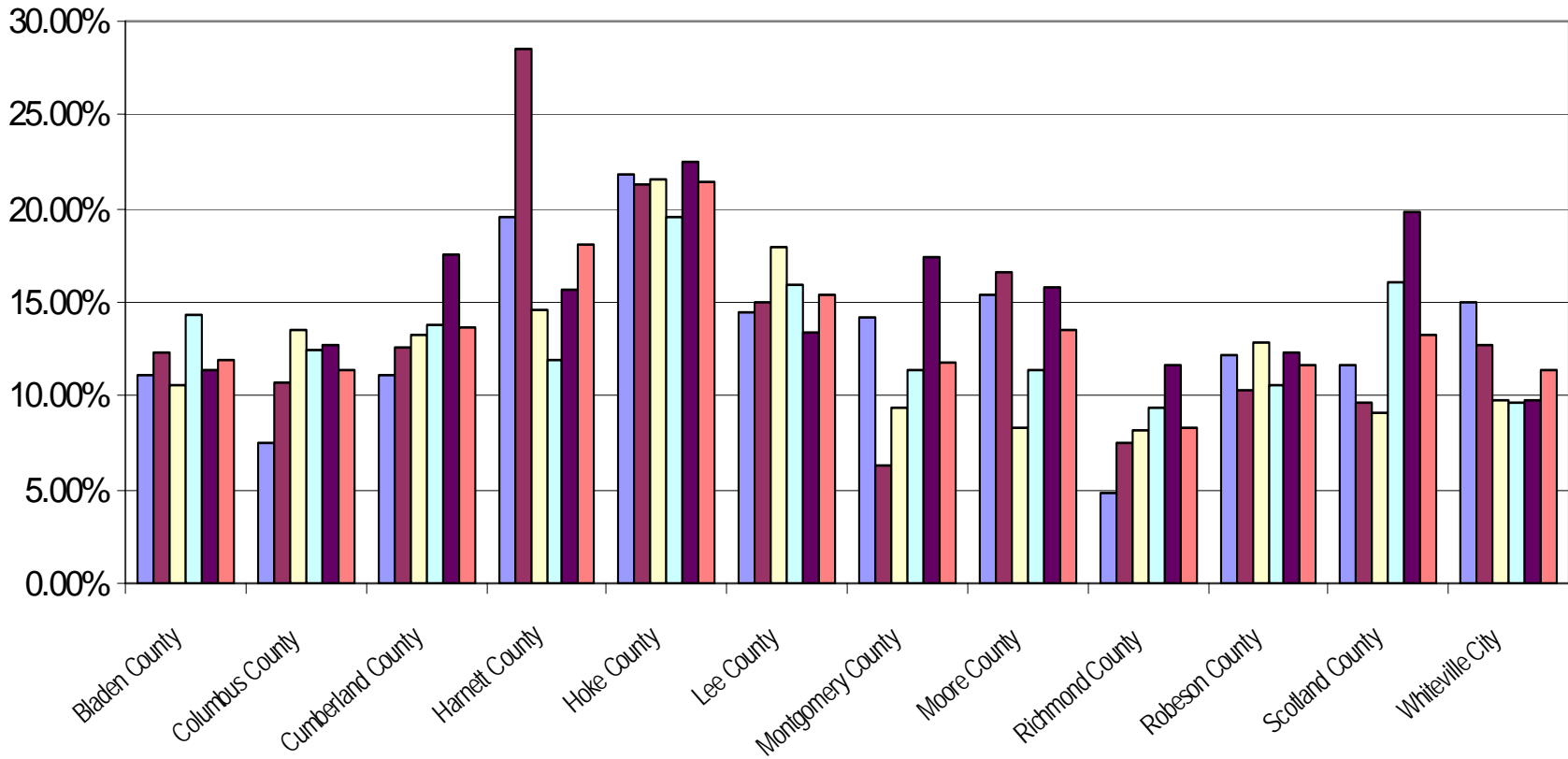
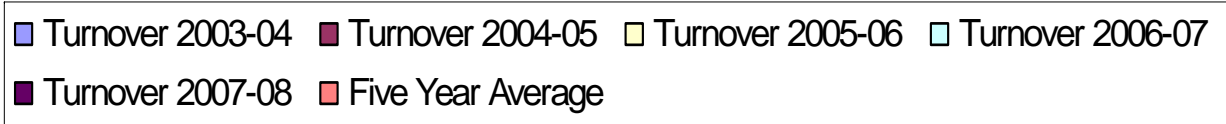
■ Turnover 2003-04
 ■ Turnover 2004-05
 ■ Turnover 2005-06
 ■ Turnover 2006-07
 ■ Turnover 2007-08
 ■ Five Year Average



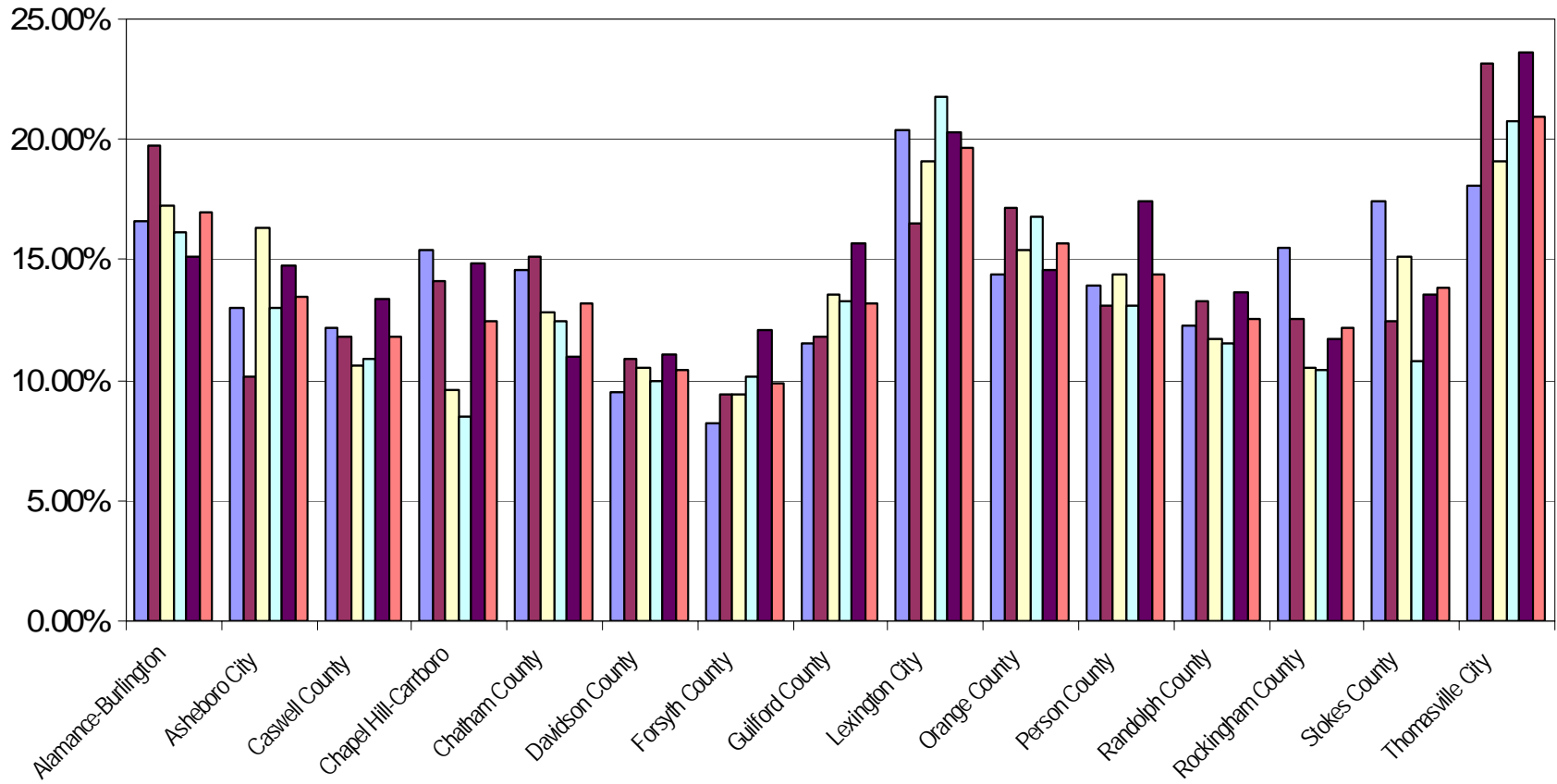
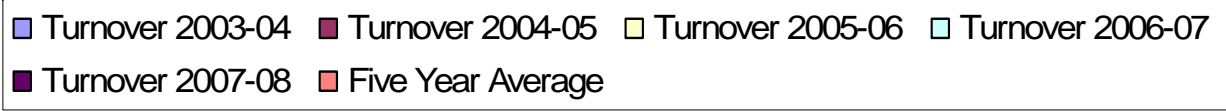
Region 3 System-Level Turnover (2003-2008)



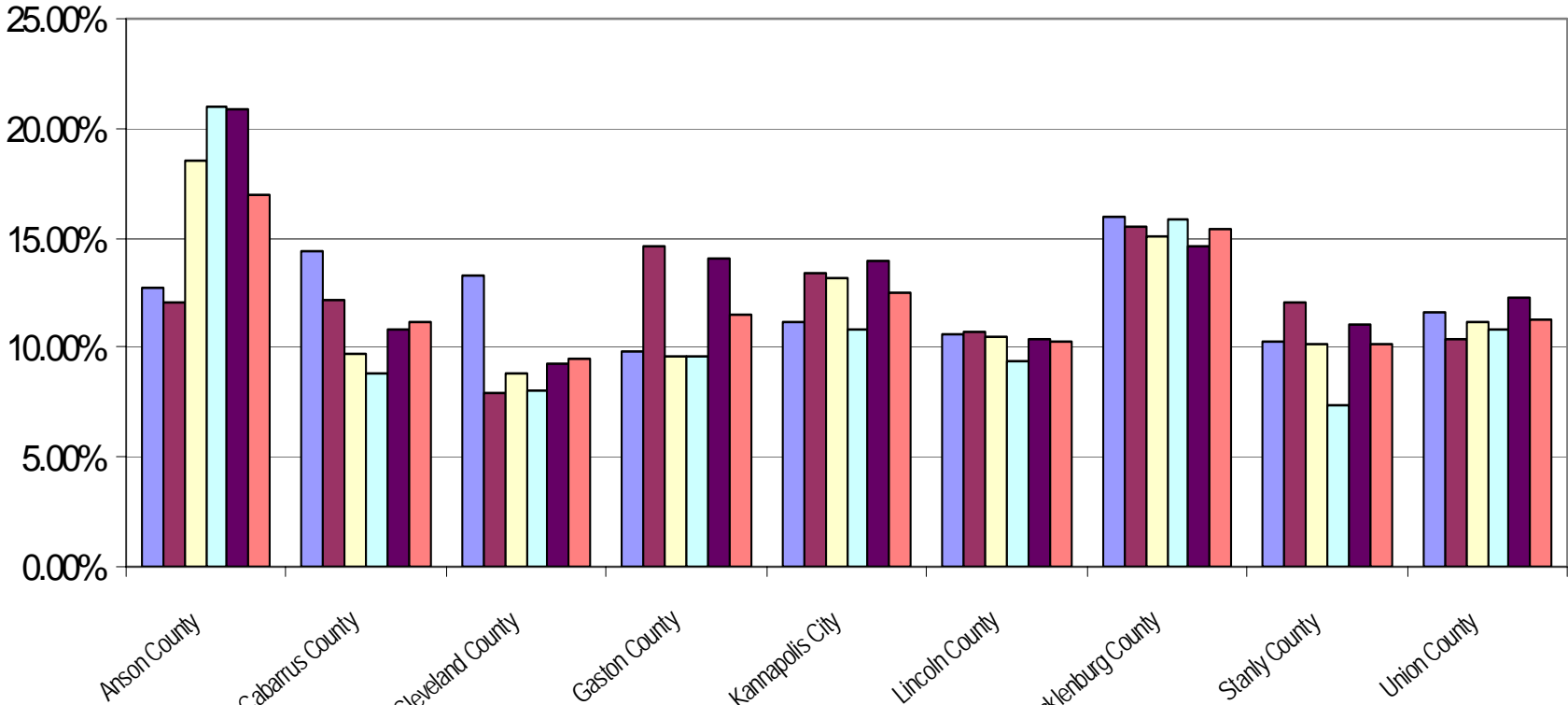
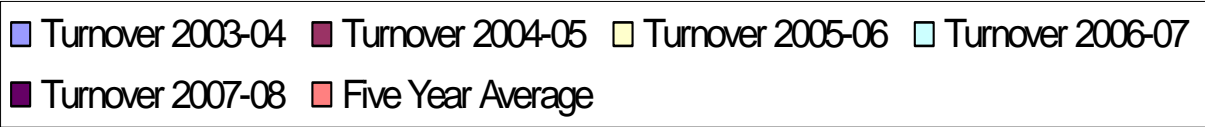
Region 4 System-Level Turnover (2003-2008)



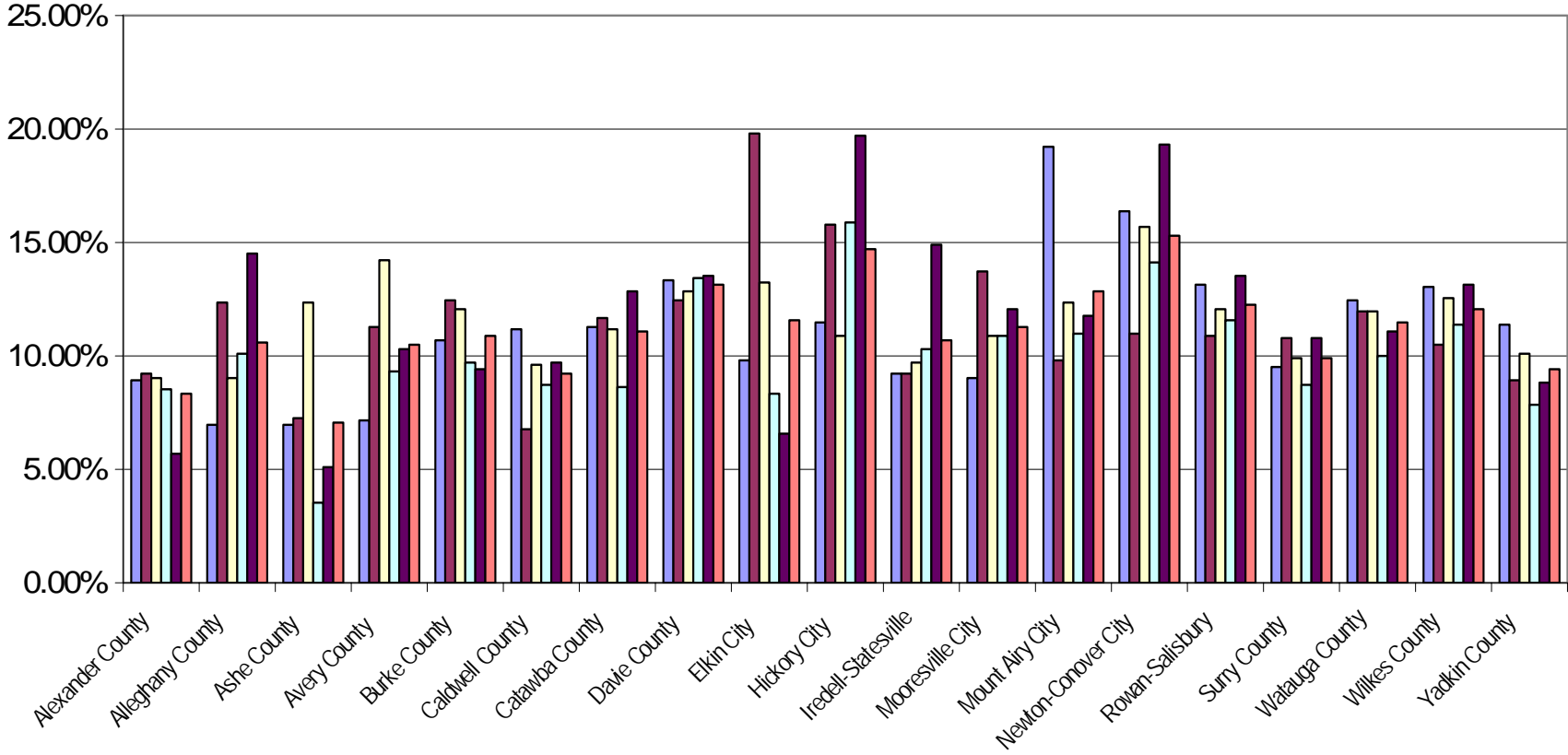
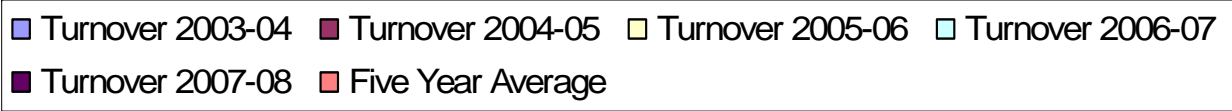
Region 5 System-Level Turnover (2003-2008)



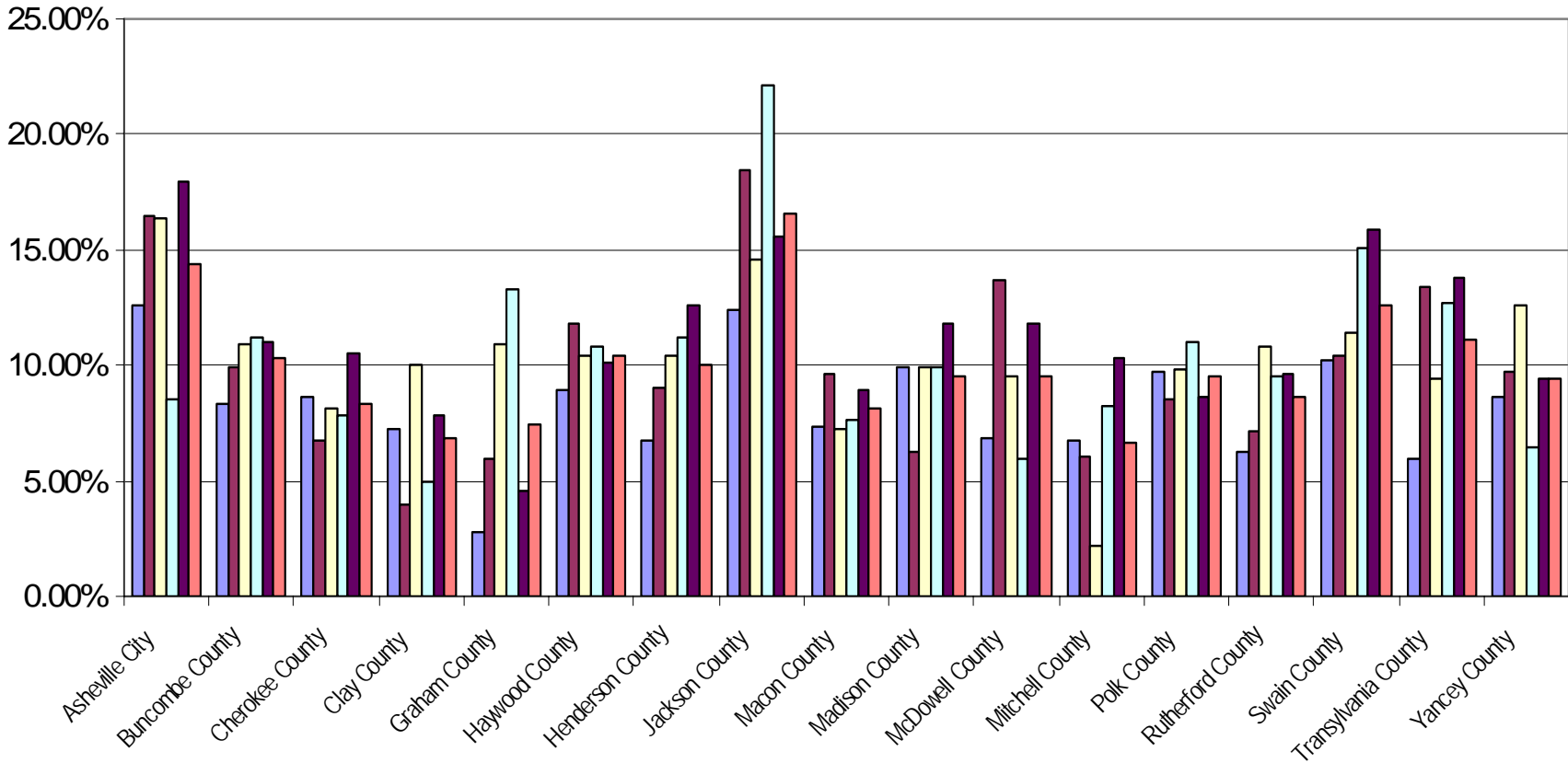
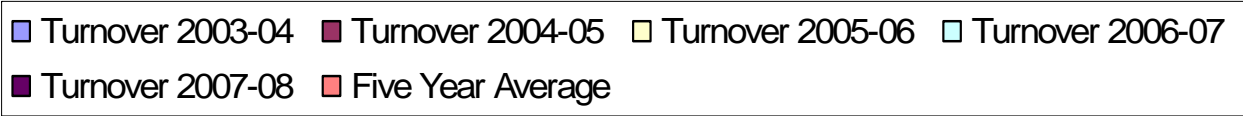
Region 6 System-Level Turnover (2003-2008)



Region 7 System-Level Turnover (2003-2008)



Region 8 System-Level Turnover (2003-2008)



Appendix E
Reasons for Turnover

**Reasons for Teacher Turnover
2003-2008**
(in descending rank order)

RANK	2003-2004	2004-05	2005-06	2006-07	2007-08
1	To teach elsewhere	To teach elsewhere	To teach elsewhere	To teach elsewhere	To teach elsewhere
2	Retired	Retired	Retired	Retired	Retired
3	Family Relocation	Family Relocation	Family Relocation	Family Relocation	Family Relocation
4	Other/Unknown Reasons	Other/Unknown Reasons	Other/Unknown Reasons	Other/Unknown Reasons	Other/Unknown Reasons
5	Family Responsibilities/ childcare	Family responsibilities/childcare	Family responsibilities/childcare	Family responsibilities/childcare	Family responsibilities/childcare
6	Dissatisfied with teaching/career change	Re-employed retired teacher resigned	Career Change	Career Change	Stayed in LEA in a non-teaching position
7	End of Contract	Career Change	Re-employed retired teacher resigned	Interim contract ended-not rehired	Interim contract ended-not rehired
8	Re-employed retired teacher resigned	Dissatisfied with teaching	To continue education/sabbatical	Re-employed retired teacher resigned	Re-employed retired teacher resigned
9	To continue education/sabbatical	End of Contract	Didn't obtain/maintain license	To continue education/sabbatical	Career Change
10	Didn't obtain/maintain license	To continue education/sabbatical	Interim contract ended-not rehired	Health/Disability	To continue education/sabbatical
11	Non-Renewal (Probationary Contract ended)	Didn't obtain/maintain license	Dissatisfied with teaching	Dissatisfied with teaching	End of VIF term
12	Health/Disability	Health/Disability	Health/Disability	End of VIF term	Dissatisfied with teaching
13	Moved to non-teaching position in education	Non-Renewal (Probationary Contract ended)	Resigned in lieu of dismissal	Didn't obtain/maintain license	Resigned in lieu of dismissal
14	Resigned in lieu of dismissal	Resigned in lieu of dismissal	End of VIF term	Resigned in lieu of dismissal	Didn't obtain/maintain license
15	Deceased	End of VIF term	Non-Renewal (Probationary Contract ended)	Non-Renewal (Probationary Contract ended)	Non-Renewal (Probationary Contract ended)

Appendix F
Analysis of Turnover

**Analysis of Turnover
2007-08**

Remained/ Remaining in Education	3636 27.07%	Turnover that Might be Reduced	3243 24.14%	Turnover Initiated by LEA	1013 7.54%	Turnover Beyond Control	5540 41.24%
Resigned to teach in another NC LEA	2313	Retired with reduced benefits	242	Non-Renewal (Probationary contract ended)	142	Reduction in Force	37
Resigned to teach in a NC Charter School	67	Resigned to teach in a NC non-public/private school	111	Interim contract ended— not rehired	666	Retired with full benefits	1942
Moved to a non-teaching position in education	929	Resigned to teach in another state	467	Resigned—In lieu of dismissal	181	Re-employed retired teacher resigned	459
Resigned—To continue education/ sabbatical	327	Resigned - -Dissatisfied with teaching	239	Dismissed	24	Resigned - - Family responsibility/child care	802
		Resigned - - Career Change	427			Resigned - - Family Relocation	1633
		Did not obtain or maintain license	162			Resigned - - Because of health/disability	196
		Resigned other reasons	1164			Resigned - - Moved due to Military Orders	60
		Resigned unknown reasons	431			Deceased	68
						End of VIF Term	279
						End of TFA Term	64

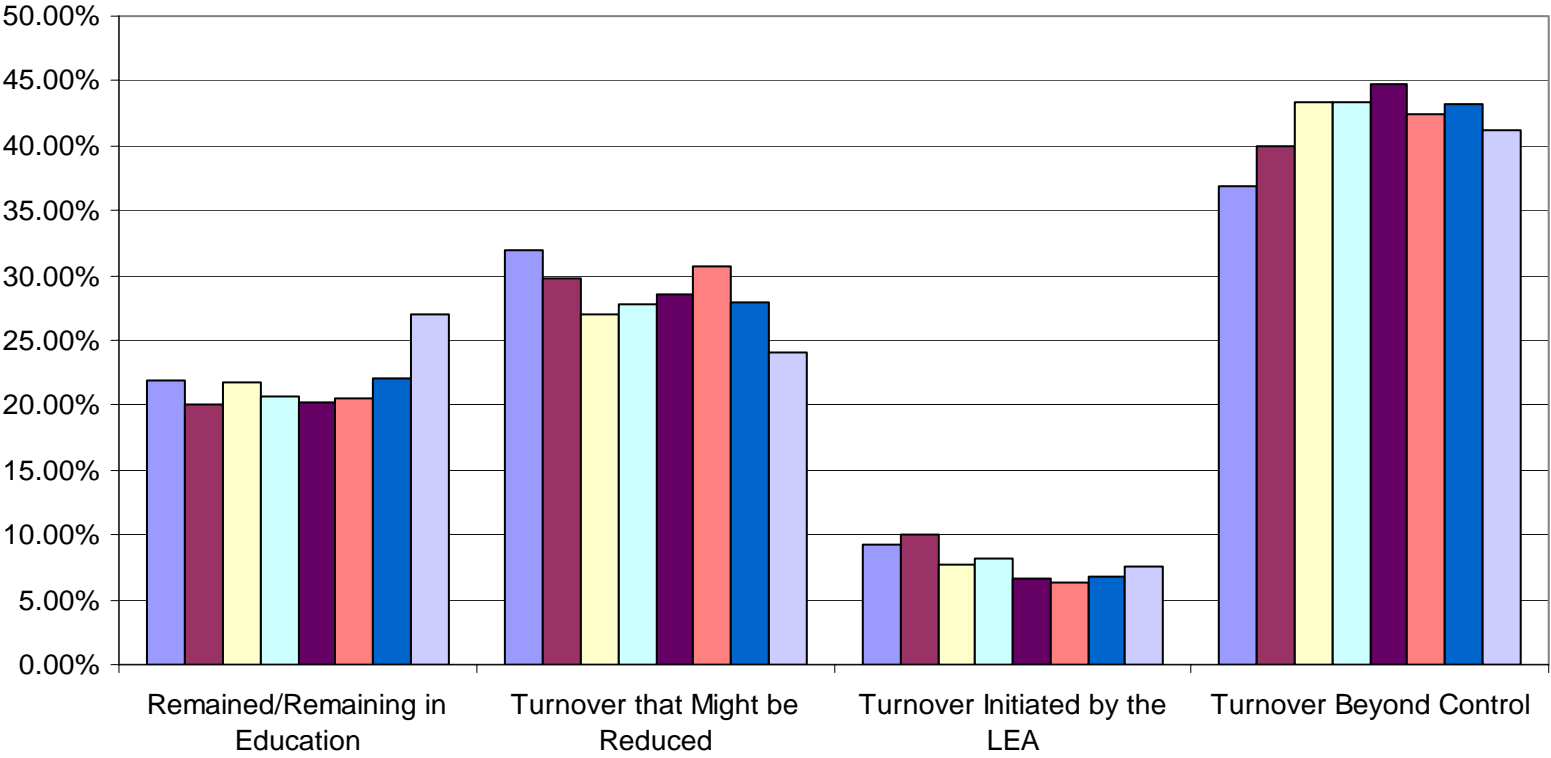
Breakdown of Turnover by Category

Remained/Remaining in Education	02-03	03-04	04-05	05-06	06-07	07-08
Resigned to teach in another NC LEA	1701	1730	1921	1978	2201.5	2313
Resigned to teach in a NC Charter School	29	42	35	32	58	67
Moved to a non-teaching position in education	396	255	198	241	226	929
Resigned to continue education/sabbatical	387	337	346	367	334	327
Reasons that Might be Reduced	02-03	03-04	04-05	05-06	06-07	07-08
Retired with reduced benefits	185	213	217	251	304	242
Resigned to teach in a NC non-public/private school	83	66	73	104	95	111
Resigned to teach in another state	336	335	471	560	481.5	467
Dissatisfied with teaching or career change	600	651.5	929	1108	840	666
Did not obtain or maintain license	487	283	322	347	208	162
Resigned for other reasons	901	997	920	927	1020	1164
Resigned for unknown reasons	529	614	603	607	628	431
Reasons Initiated by LEA	02-03	03-04	04-05	05-06	06-07	07-08
Non-renewal (probationary contract ended)	361	277	201	173	127	142
Interim contract ended--not rehired	312	472	391	346	469.5	666
Resigned in lieu of dismissal	180	149	189	243	206	181
Dismissed	36	32	37	35	59	24
Reasons Beyond Control	02-03	03-04	04-05	05-06	06-07	07-08

Reduction in Force	32	24	19	7	34	37
Retired with full benefits	1807	1670	1815	1728	1802	1942
Re-employed retired teacher resigned	442	438.5	567	377	426	459
Resigned due to family responsibilities/ childcare	740	777.3	818	879	855.5	802
Resigned due to family relocation	1644	1687.5	1794	1833	1705	1633
Resigned due to health/disability	286	275	282	295	290	196
Resigned due movement required by Military Orders					72	60
Deceased	57	73	66	69	67	68
End of VIF Term			184	223	211	279
End of TFA Term					56	64

Categories of Reasons why Teachers Leave the Profession (2000-2008)

■ 2000-2001
 ■ 2001-2002
 ■ 2002-2003
 ■ 2003-2004
 ■ 2004-2005
 ■ 2005-2006
 ■ 2006-2007
 ■ 2007-2008



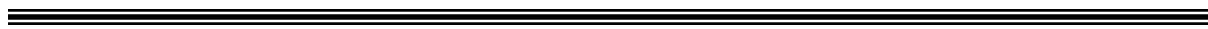
**Numbers of Teachers Leaving
Category Analysis (2007-08)**

LEA Code	LEA	Total Teachers	Teachers Leaving	Remained Remaining in Education	%	Reasons beyond control	%	Reasons that might be reduced	%	Reasons Initiated by the LEA	%
10	Alamance-Burlington	1536	233	72	30.90%	89	38.20%	68	29.18%	4	1.72%
20	Alexander	350	20	1	5.00%	11	55.00%	8	40.00%		0.00%
30	Alleghany	131	19	9	47.37%	5	26.32%	5	26.32%		0.00%
40	Anson	292	61	26	42.62%	18	29.51%	9	14.75%	8	13.11%
50	Ashe	254	13	6	46.15%	6	46.15%	0	0.00%	1	7.69%
60	Avery	194	20	2	10.00%	10	50.00%	3	15.00%	5	25.00%
70	Beaufort	531	81	16	19.75%	37	45.68%	15	18.52%	13	16.05%
80	Bertie	215	47	16	34.04%	11	23.40%	13	27.66%	7	14.89%
90	Bladen	371	42	16	38.10%	18	42.86%	5	11.90%	3	7.14%
100	Brunswick	756	101	15	14.85%	56	55.45%	20	19.80%	10	9.90%
110	Buncombe	1689	186	21	11.29%	106	56.99%	45	24.19%	14	7.53%
111	Asheville City	335	60	17	28.33%	20	33.33%	16	26.67%	7	11.67%
120	Burke	1039	98	24	24.49%	59	60.20%	11	11.22%	4	4.08%
130	Cabarrus	1692	183	54	29.51%	81	44.26%	40	21.86%	8	4.37%
132	Kannapolis	373	52	19	36.54%	17	32.69%	10	19.23%	6	11.54%
140	Caldwell	888	86	20	23.26%	38	44.19%	15	17.44%	13	15.12%
150	Camden	132	10	0	0.00%	9	90.00%	0	0.00%	1	10.00%
160	Carteret	661	76	15	19.74%	43	56.58%	10	13.16%	8	10.53%
170	Caswell	231	31	5	16.13%	18	58.06%	3	9.68%	5	16.13%
180	Catawba	1120	144	34	23.61%	79	54.86%	13	9.03%	18	12.50%
181	Hickory Public	310	61	31	50.82%	20	32.79%	4	6.56%	6	9.84%
182	Newton Conover	217	42	18	42.86%	12	28.57%	8	19.05%	4	9.52%
190	Chatham	538	59	12	20.34%	27	45.76%	20	33.90%		0.00%
200	Cherokee	286	30	12	40.00%	13	43.33%	5	16.67%	0	0.00%
210	Edenton-Chowan	181	24	8	33.33%	14	58.33%	2	8.33%		0.00%
220	Clay	102	8	3	37.50%	3	37.50%	2	25.00%		0.00%
230	Cleveland	1202	111	41	36.94%	46	41.44%	20	18.02%	4	3.60%
240	Columbus	480	61	18	29.51%	29	47.54%	10	16.39%	4	6.56%
241	Whiteville City	185	18	3	16.67%	11	61.11%	3	16.67%	1	5.56%
250	Craven	1004	161	53	32.92%	71	44.10%	33	20.50%	4	2.48%
260	Cumberland	3717	652	162	24.85%	276	42.33%	146	22.39%	68	10.43%

LEA Code	LEA	Total Teachers	Teachers Leaving	Remained Remaining in Education	%	Reasons beyond control	%	Reasons that might be reduced	%	Reasons Initiated by the LEA	%
270	Currituck	280	36	14	38.89%	14	38.89%	5	13.89%	3	8.33%
280	Dare	378	26	3	11.54%	13	50.00%	8	30.77%	2	7.69%
290	Davidson	1227	136	47	34.56%	50	36.76%	31	22.79%	8	5.88%
291	Lexington City	222	45	26	57.78%	8	17.78%	5	11.11%	6	13.33%
292	Thomasville City	186	44	25	56.82%	10	22.73%	5	11.36%	4	9.09%
300	Davie	435	59	31	52.54%	15	25.42%	9	15.25%	4	6.78%
310	Duplin	632	110	39	35.45%	53	48.18%	14	12.73%	4	3.64%
320	Durham	2302	400	139	34.75%	121	30.25%	140	35.00%	0	0.00%
330	Edgecombe	501	132	53	40.15%	35	26.52%	28	21.21%	16	12.12%
340	Forsyth-Winston Salem	3900	472	94	19.92%	247	52.33%	120	25.42%	11	2.33%
350	Franklin	548	81	17	20.99%	33	40.74%	30	37.04%	1	1.23%
360	Gaston	2069	291	84	28.87%	129	44.33%	57	19.59%	21	7.22%
370	Gates	153	17	4	23.53%	9	52.94%	4	23.53%	0	0.00%
380	Graham	88	4	0	0.00%	1	25.00%	2	50.00%	1	25.00%
390	Granville	573	71	32	45.07%	16	22.54%	18	25.35%	5	7.04%
400	Greene	222	31	13	41.94%	11	35.48%	7	22.58%	0	0.00%
410	Guilford	4931	774	213	27.52%	266	34.37%	185	23.90%	110	14.21%
420	Halifax	332	67	23	34.33%	19	28.36%	24	35.82%	1	1.49%
421	Roanoke Rapids City	195	29	10	34.48%	14	48.28%	2	6.90%	3	10.34%
422	Weldon City	89	37	14	37.84%	8	21.62%	14	37.84%	1	2.70%
430	Harnett	1201	188	48	25.53%	80	42.55%	54	28.72%	6	3.19%
440	Haywood	555	56	11	19.64%	33	58.93%	5	8.93%	7	12.50%
450	Henderson	891	112	26	23.21%	36	32.14%	46	41.07%	4	3.57%
460	Hertford	244	44	2	4.55%	22	50.00%	20	45.45%	0	0.00%
470	Hoke	472	106	53	50.00%	41	38.68%	12	11.32%	0	0.00%
480	Hyde	73	9	7	77.78%	1	11.11%	0	0.00%	1	11.11%
490	Iredell-Statesville	1376	205	50	24.39%	79	38.54%	73	35.61%	3	1.46%
491	Mooreville Graded	331	40	18	45.00%	11	27.50%	9	22.50%	2	5.00%
500	Jackson	264	41	15	36.59%	15	36.59%	8	19.51%	3	7.32%
510	Johnston	2070	304	94	30.92%	121	39.80%	63	20.72%	26	8.55%
520	Jones	108	21	5	23.81%	8	38.10%	5	23.81%	3	14.29%
530	Lee	596	80	26	32.50%	36	45.00%	15	18.75%	3	3.75%

LEA Code	LEA	Total Teachers	Teachers Leaving	Remained Remaining in Education	%	Reasons beyond control	%	Reasons that might be reduced	%	Reasons Initiated by the LEA	%
540	Lenoir	680	110	34	30.91%	56	50.91%	14	12.73%	6	5.45%
550	Lincoln	803	83	28	33.73%	31	37.35%	20	24.10%	4	4.82%
560	Macon	315	28	1	3.57%	13	46.43%	10	35.71%	4	14.29%
570	Madison	187	22	7	31.82%	7	31.82%	3	13.64%	5	22.73%
580	Martin	309	50	18	36.00%	26	52.00%	4	8.00%	2	4.00%
590	McDowell	449	53	15	28.30%	21	39.62%	10	18.87%	7	13.21%
600	Charlotte-Mecklenburg	8642	1259	96	7.63%	549	43.61%	492	39.08%	122	9.69%
610	Mitchell	165	17	5	29.41%	9	52.94%	2	11.76%	1	5.88%
620	Montgomery	338	59	29	49.15%	21	35.59%	9	15.25%	0	0.00%
630	Moore	799	126	19	15.08%	64	50.79%	35	27.78%	8	6.35%
640	Nash-Rocky Mount	1225	159	46	28.93%	88	55.35%	14	8.81%	11	6.92%
650	New Hanover	1579	205	56	27.32%	55	26.83%	57	27.80%	37	18.05%
660	Northampton	236	54	36	66.67%	13	24.07%	4	7.41%	1	1.85%
670	Onslow	1504	248	60	24.19%	139	56.05%	35	14.11%	14	5.65%
680	Orange	507	74	26	35.14%	29	39.19%	12	16.22%	7	9.46%
681	Chapel Hill-Carrboro	869	129	21	16.28%	73	56.59%	26	20.16%	9	6.98%
690	Pamlico	135	25	10	40.00%	8	32.00%	4	16.00%	3	12.00%
700	Pasquotank-Elizabeth City	459	70	16	22.86%	32	45.71%	19	27.14%	3	4.29%
710	Pender	517	66	33	50.00%	25	37.88%	7	10.61%	1	1.52%
720	Perquimans	124	21	9	42.86%	8	38.10%	1	4.76%	3	14.29%
730	Person	424	74	30	40.54%	23	31.08%	13	17.57%	8	10.81%
740	Pitt	1672	260	36	13.85%	132	50.77%	63	24.23%	29	11.15%
750	Polk	198	17	3	17.65%	6	35.29%	4	23.53%	4	23.53%
760	Randolph	1248	170	63	37.06%	65	38.24%	31	18.24%	11	6.47%
761	Asheboro City	326	48	19	39.58%	23	47.92%	5	10.42%	1	2.08%
770	Richmond	572	67	18	26.87%	43	64.18%	6	8.96%	0	0.00%
780	Robeson	1570	194	43	22.16%	69	35.57%	79	40.72%	3	1.55%
790	Rockingham	989	116	35	30.17%	59	50.86%	10	8.62%	12	10.34%
800	Rowan-Salisbury	1450	196	78	39.80%	62	31.63%	53	27.04%	3	1.53%
810	Rutherford	664	64	27	42.19%	27	42.19%	8	12.50%	2	3.13%
820	Sampson	544	88	34	38.64%	33	37.50%	19	21.59%	2	2.27%

LEA Code	LEA	Total Teachers	Teachers Leaving	Remained Remaining in Education	%	Reasons beyond control	%	Reasons that might be reduced	%	Reasons Initiated by the LEA	%
821	Clinton City	222	34	19	55.88%	8	23.53%	6	17.65%	1	2.94%
830	Scotland	550	109	26	23.85%	26	23.85%	53	48.62%	4	3.67%
840	Stanly	707	78	39	50.00%	28	35.90%	10	12.82%	1	1.28%
850	Stokes	509	69	30	43.48%	22	31.88%	16	23.19%	1	1.45%
860	Surry	611	66	27	40.91%	28	42.42%	9	13.64%	2	3.03%
861	Elkin	92	6	3	50.00%	3	50.00%	0	0.00%	0	0.00%
862	Mount Airy City	136	16	4	25.00%	3	18.75%	6	37.50%	3	18.75%
870	Swain	151	24	7	29.17%	8	33.33%	8	33.33%	1	4.17%
880	Transylvania	275	38	12	31.58%	17	44.74%	7	18.42%	2	5.26%
890	Tyrrell	57	12	3	25.00%	6	50.00%	1	8.33%	2	16.67%
900	Union	2291	282	48	17.02%	115	40.78%	94	33.33%	25	8.87%
910	Vance	568	117	37	31.62%	50	42.74%	26	22.22%	4	3.42%
920	Wake	8734	1019	247	24.24%	383	37.59%	274	26.89%	115	11.29%
930	Warren	196	39	9	23.08%	19	48.72%	9	23.08%	2	5.13%
940	Washington	170	34	18	52.94%	14	41.18%	2	5.88%	0	0.00%
950	Watauga	371	41	18	43.90%	14	34.15%	7	17.07%	2	4.88%
960	Wayne	1320	164	65	39.63%	65	39.63%	34	20.73%	0	0.00%
970	Wilkes	671	88	24	27.27%	34	38.64%	14	15.91%	16	18.18%
980	Wilson	805	134	40	29.85%	55	41.04%	17	12.69%	22	16.42%
990	Yadkin	395	35	15	42.86%	18	51.43%	0	0.00%	2	5.71%
995	Yancey	180	17	9	52.94%	7	41.18%	1	5.88%	0	0.00%
	TOTALS	96,966	13,432	3,636	27.07%	5,540	41.24%	3,243	24.14%	1,013	7.54%



Appendix G

Teacher Turnover and Teacher Working Conditions



Teacher Working Conditions in High and Low Turnover Districts

by
Eric Hirsch, New Teacher Center at UC-Santa Cruz

The 2008 North Carolina Teacher Working Conditions Survey demonstrates what individuals familiar with schools already know: teacher attrition is a serious problem facing many districts – and improving working conditions are a potentially powerful lever to help address the issue. Evidence throughout the survey indicates that teachers with positive perceptions about their working conditions want to remain working in their school, particularly in the areas of leadership and empowerment.

- In 2006, strong, statistically significant connections were found between the presence of select working conditions and teacher retention. In particular teacher role in selecting instructional materials, providing sufficient planning and collaborative time, and effective school leadership were found to be statistically significant in explaining teacher turnover.
- On the 2008 survey, teachers who indicated that they wanted to remain teaching in their school were far more likely than those who want to move or leave to agree that there are effective decision making processes and effective leadership in their schools. While about seven out of ten teachers who want to stay agree that the faculty has an effective process for making group decisions (68 percent), only four out of ten movers (41 percent) agree. Stayers are more likely to agree that both the school leadership and School Improvement Team are effective, and that the faculty solves problems and is committed to helping every student learn.

Differences in the presence of teacher working conditions are evident when comparing the ten districts with the highest and lowest turnover for 2007-2008 School Year (Table 1).¹ There was a statistically significant difference between sets of districts on the mean averages in all factor areas, except professional development. Low turnover schools had a mean average approximately .3 greater in the areas of time, leadership, facilities and resources, and decision making.

Table 1
Differences between the Ten Highest and Lowest Turnover Districts on Teacher Working Conditions Factors

District	Time Factor Mean	Facilities and Resources Factor Mean	Leadership Factor Mean	Decision Making Factor Mean	Professional Development Factor Mean
10 Lowest Turnover Districts	3.65**	4.14*	4.06**	3.12**	3.68
10 Highest Turnover Districts	3.38	3.86	3.73	2.86	3.53

* Significant different at the $p < .05$ level (two-tailed ANOVA)

** Significantly different at the $p < .01$ level (two-tailed ANOVA)

Note: For a listing of questions included in each factor area, please see any school, district or state report summary at www.ncteachingconditions.org. Factors were created and questions were selected based on statistical analyses of survey results. All are on a one to five scale with five being the highest and therefore indicating the presence of important conditions in this area.

An examination of the questions with the greatest differences demonstrates some important differences between schools in high and low performing districts, particularly in the area of leadership (Table 2).

- Eight out of ten teachers (77 percent) in low turnover districts agree that there is an atmosphere of trust and mutual respect compared to six out of ten teachers in high turnover districts.

¹ Ten highest turnover districts: Weldon City, Edgecombe, Thomasville City, Northampton, Hoke, Bertie, Tyrrell, Anson, Vance, Lexington City. Ten lowest turnover districts: Graham, Ashe, Alexander, Elkin, Dare, Camden, Clay, Poke, Yadkin, Macon

- Educators in low turnover schools are more likely to agree that school leadership consistently enforces rules for student conduct and support teachers’ efforts to maintain discipline in the classroom.
- School leadership in low turnover districts are helping teachers deal with time constraints by making efforts to minimize paperwork and shielding teachers from unnecessary disruptions.
- New teachers in low turnover districts are more likely to report that their mentor helped them with required paperwork and that mentoring was an important factor in continuing to teach in their school.

Table 2
Questions with the Greatest Differences between the Top Ten Highest and Lowest Turnover School Districts

Teacher Working Conditions Survey Item	Average Agreement for Least Turnover LEAs	Average Agreement for Greatest Turnover LEAs	Difference
Overall, my school is a good place to teach and learn.	85%	67%	18%
There is an atmosphere of trust and mutual respect within the school.	77%	60%	17%
The school leadership consistently enforces rules for student conduct.	72%	57%	15%
School leadership tries to minimize the amount of routine administrative paperwork required of teachers.	71%	55%	16%
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	85%	69%	16%
Overall, my mentoring experience has been important in my decision to continue teaching at this school.	58%	43%	15%
The school leadership support teachers' efforts to maintain discipline in the classroom.	81%	66%	15%
Sufficient funds and resources are available to allow teachers to take advantage of professional development activities.	67%	52%	15%
My mentor was effective helping me complete products or documentation required of new teachers	87%	74%	13%
The school leadership shields teachers from disruptions, allowing teachers to focus on educating students.	75%	62%	13%

Note: Table is organized by questions with the greatest differences between the top 10 highest and lowest turnover districts. Agreement includes those who “agree” or “strongly agree” to the question.

There are areas where working conditions appear similar across the sets of districts as well. In particular, it appears that professional development opportunities are perceived similarly in high and low turnover districts. Seven out of ten teachers in both high and low performing districts agree that teachers are provided opportunities to learn from one another and that professional development has provided them with new teaching strategies. About two-thirds of teachers in both sets of districts report receiving follow up from professional development and that it helped to improve student achievement.

These results should be viewed with some caution as there is great variation in working conditions in schools within and across the school districts examined. Several schools in the highest turnover districts report have more positive conditions than schools those in the lowest. More information will be made available in forthcoming reports where school level turnover

is examined and working conditions can be analyzed while controlling for many other influences such as the poverty of students, location, etc. But even with these cautions, it appears that working conditions are important to retaining teachers across North Carolina school districts. Supportive school leaders and mentors working in trusting environments are key ingredients to low teacher turnover within schools and districts.

EXECUTIVE SUMMARY

Title: Recommendations from the Advisory Board on Requests for Exception from Teacher Licensing Requirements

Type of Executive Summary:

- Action
- Action on First Reading
- Discussion
- Information

Policy Implications:

- Constitution _____
- General Statute # _____
- SBE Policy # QP-A-021
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other

Presenter(s): Dr. Kathy Sullivan (Senior Policy Analyst, SBE Office)

Description:

In April 2006 the Board adopted a policy to allow individuals who have not met licensing requirements due to extenuating circumstances to request an exception from the requirement or an extension of time. The request must include documents from the teacher, the principal, the superintendent, and the chair of the local board of education. In June, a similar policy was approved to allow colleges and universities to submit requests for exception to Praxis I testing requirements on behalf of students seeking admission to teacher education programs. Requests are evaluated by a panel chaired by a member of the State Board. Panel recommendations will be presented in closed session.

Resources:

No additional resources are requested.

Input Process:

The requests for exception and supporting documentation are reviewed by the appeals panel. In addition, the individual and the LEA/IHE seeking the exception are provided the opportunity to meet with the panel.

Stakeholders:

LEAs, teachers who have not been able to satisfy licensure requirements, prospective teachers who have not been able to satisfy Praxis I testing requirements

Timeline For Action:

Panel recommendations will be presented in closed session.

Recommendations:

It is recommended that the actions related to each request be approved.

Audiovisual equipment requested for the presentation:

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
Specify: _____
- Audio Requirements (computer or other, except for PA system which is provided)
Specify: _____
- Document Camera (for transparencies or paper documents – white paper preferred)

 Motion By: _____ Seconded By: _____
 Vote: Yes _____ No _____ Abstain _____
 Approved _____ Disapproved _____ Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Kathy Sullivan, 807-3608

**NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual**

Policy Identification

Priority: Quality Teachers, Administrators, and Staff

Category: Licensure

Policy ID Number: QP-A-021

Policy Title: Procedure for Seeking Exception from Licensure Requirements

Current Policy Date: 04/06/2006

Other Historical Information:

Previous Board Dates: 05/05/2005

Statutory Reference:

Administrative Procedures Act (APA) Reference Number and Category:

***** Begin Policy *** (Do not tamper with this line)**

The State Board of Education will consider requests for exceptions from licensure requirements in State Board Policy due to extenuating circumstances for individuals who: (1) following initial licensure, have not completed the course work required to maintain a license; OR (2) have not met other licensure requirements.

Exception from Required Course Work

A local board of education may apply to the State Board of Education for a one-year exception from licensure requirements for an individual who, due to extenuating circumstances, has not completed the course work required to maintain a license. The application must include:

1. A document, signed by the individual, which includes:
 - a. A description of the extenuating circumstances that the teacher claims prevented him or her from satisfying the requirements for licensure;
 - b. A request for an extension of his or her license for one additional year to complete the course work required to maintain a license; and
 - c. An acknowledgment that the teacher understands that the materials submitted to the State Board of Education in support of his or her request are public records subject to disclosure under Chapter 132 of the North Carolina General Statutes.

2. A document, signed by the North Carolina principal who most recently supervised the individual, which includes:
 - a. The dates the principal supervised the teacher;
 - b. Sufficient evidence of the individual's academic and professional preparation to satisfy the State Board of Education that the individual is competent to teach the standard course of study and has demonstrated the ability to implement effective educational methods that provide differentiated, individualized instruction, assessment and remediation to all his or her students; and
 - c. A statement that in the principal's opinion the teacher is competent to teach the standard course of study and has demonstrated the ability to implement effective educational methods that provide differentiated, individualized instruction, assessment and remediation to the students in his or her classroom; and
 - d. A copy of any of the individual's summative annual evaluations for the past three years.
3. A document, signed by the superintendent of the local school system, which includes:
 - a. A statement certifying that, based upon a review of the individual's and the principal's documentation and evidence, the superintendent believes the individual is competent to teach the standard course of study and has demonstrated the ability to implement effective educational methods that provide differentiated, individualized instruction, assessment and remediation to the students in his or her classroom;
 - b. A list of the required course work that the applicant has completed;
 - c. A description of the efforts that the local school administrative unit has made to assist the teacher to complete the required course work;
 - d. A list of the required course work that the applicant must complete to qualify for a license;
 - e. A description of the efforts that the local school administrative unit will make to assist the teacher to complete the required course work during the next year of teaching; and
 - f. A statement that the superintendent believes that the applicant is likely to complete the required course work within the one-year extension.
4. A document, signed by the chair of the local board of education, which includes:
 - a. A certification that the local board of education has investigated the extenuating circumstances that the teacher claims prevented him or her from completing the required course work for a license without undue hardship;

- b. A statement that the local board of education is satisfied that the teacher's description of the circumstances is true;
- c. A statement that the local board of education is satisfied that, due to the extenuating circumstances, the teacher could not have completed the required course work for a license without undue hardship;
- d. A certification that the local board of education has approved the employment of the teacher for the next school year, subject only to the State Board of Education's decision to grant the requested one-year extension of the teacher's provisional license.

Exception from Other Licensure Requirements

A local board of education may apply to the State Board of Education for an exception from licensure requirements for an individual who has not fulfilled licensure requirements, other than course work, due to extenuating circumstances. The application must include:

1. A document, signed by the individual, which includes:
 - a. A list of the licensure requirements from which he or she is requesting an exception;
 - b. A description of the extenuating circumstances that the individual claims prevented him or her from fulfilling the licensure requirements; and
 - c. An acknowledgment that the individual understands that the materials submitted to the State Board of Education in support of his or her request are public records subject to disclosure under Chapter 132 of the North Carolina General Statutes.
2. If the individual is not currently employed in a North Carolina public school, the local board shall submit:
 - a. Sufficient evidence of the individual's academic and professional preparation to satisfy the State Board of Education that the individual is competent to teach the standard course of study and has demonstrated the ability to implement effective educational methods that provide differentiated, individualized instruction, assessment and remediation to all his or her students; and
 - b. A copy of any teaching evaluations the individual received during the past three years.
3. If the individual is currently employed in a North Carolina public school, the local board shall submit:
 - a. Sufficient evidence of the individual's academic and professional preparation to satisfy the State Board of Education that the individual is competent to teach the standard course of study and has demonstrated the ability to implement effective educational methods that provide differentiated, individualized instruction, assessment and remediation to all his or her students;

Decision of the State Board of Education

Upon the recommendation of the Chair, the State Board of Education shall appoint two or more members of the Board and at least four professional educators to an Advisory Board on Requests for Exception from Teacher Licensing Requirements. From those individuals appointed to the Advisory Board, the Chair shall construct review panels consisting of no less than four professional educators and one member of the State Board of Education. The panels shall review those requests for exception from licensure assigned to them, evaluate the merits of the requests and submit to the State Board of Education recommendations to grant or deny the requests along with any other information the panels deem material.

Each review panel shall be chaired by a member of the State Board of Education. A panel may require the representatives of the local school administrative unit which submitted the application for exception as well as the individual in question to provide additional information, appear before the panel, respond to questions, produce documents and otherwise cooperate with the panel's efforts to evaluate the merits of a request for exception. With the approval of the chair of the panel, members may participate in panel meetings by telephone.

After it receives the panel's recommendation, the State Board of Education shall make a decision whether to grant or deny the requested exception, provided an extension for course work will not extend the three-year time limit in which a lateral entry teacher must satisfy all course work and testing requirements for a continuing license.

Nothing herein is intended to permit exceptions from licensure requirements mandated by State or federal law.

**NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual**

Policy Identification

Priority: Quality Teachers, Administrators, and Staff

Category: Teacher Education

Policy ID Number: QP-B-009

Policy Title: Procedure for Seeking Exception from Teacher Education Program Praxis I Admission Requirements

Current Policy Date: June 1, 2006

Other Historical Information:

Previous Board Dates:

Statutory Reference:

Administrative Procedures Act (APA) Reference Number and Category:

***** Begin Policy *** (Do not tamper with this line)**

An institution of higher education (IHE) may apply to the State Board of Education for an exception from PRAXIS I for an individual who, due to extenuating circumstances, has not been able to pass PRAXIS I. The application must include:

1. A document, signed by the individual, which includes:
 - a. Copies of the official scores for all the PRAXIS I tests that the individual has taken;
 - b. A description of the extenuating circumstances that the individual claims prevented him or her from passing PRAXIS I; and
 - c. An acknowledgment that the individual understands that the materials submitted to the State Board of Education in support of his or her request are public records subject to disclosure under Chapter 132 of the North Carolina General Statutes.
2. The dean of the school of education at the IHE shall submit:
 - a. Evidence that the individual has passed tests in reading, writing, and mathematics sufficient to demonstrate that the individual is qualified to successfully complete the teacher education program at the IHE and
 - b. A copy of the individual's official transcript at the IHE.

Decision of the State Board of Education

Requests for exceptions to teacher education program Praxis I admission requirements will be considered by the Advisory Board on Requests for Exception from Teacher Licensing Requirements. The panel may require the dean of the IHE that submitted the application for exception, as well as the individual seeking the exception, to provide additional information, appear before the panel, respond to questions, produce documents and otherwise cooperate with the panel's efforts to evaluate the merits of the request for exception. With the approval of the chair of the panel, members may participate in panel meetings by telephone.

After it receives the panel's recommendation, the State Board of Education shall make a decision whether to grant or deny the requested exception.

EXECUTIVE SUMMARY

Title: Final Decision in Contested Cases:
Stephen Gibson vs. SBE; Nancy Ashburn vs. DPI and Len S. Smith vs. DPI

Type of Executive Summary:

- Action
- Action on First Reading
- Discussion
- Information

Policy Implications:

- Constitution _____
- General Statute #150B-36
- SBE Policy # _____
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other

Presenter(s): Ms. Katie Cornetto, Staff Attorney

Description:

Stephen Gibson filed a petition for a contested case to challenge the State Board’s denial of Petitioner’s request to for non-teaching work experience credit. The Administrative Law Judge upheld the agency’s action.

Nancy Ashburn filed a petition for a contested case to challenge the State Board’s denial of Petitioner’s request to waive her repayment obligation for failing to complete the NBPTS certification process. The Administrative Law Judge upheld the agency’s action.

Len Stevenson Smith filed a petition for a contested case to challenge DPI’s denial of a teaching license. The Administrative Law Judge upheld the agency’s action.

Resources:

NA

Input Process:

The administrative hearing process allows both parties to present evidence to an impartial fact-finder.

Stakeholders:

SBE, DPI, LEAs, Teachers

Timeline For Action:

The report is presented for action this month.

Recommendations:

The State Board is requested to adopt the Final Decisions presented by staff.

Audiovisual equipment requested for the presentation:

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
Specify:
- Audio Requirements (computer or other, except for PA system which is provided)
Specify:
- Document Camera (for transparencies or paper documents – white paper preferred)

Motion By: _____ Seconded By: _____
 Vote: Yes _____ No _____ Abstain _____
 Approved _____ Disapproved _____ Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Katie Cornetto (807-3406)