

EXECUTIVE SUMMARY

Title: Addition of Elementary (K-6) Content Area Concentrations as License Areas

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): Dr. Rebecca Garland (Chief Academic Officer, Academic Services and Instructional Support)

Description:

To encourage elementary teachers to pursue graduate study in the academic content areas (English, math, science, and social studies), a proposal to add content area concentrations to the elementary license area is presented. Individuals with an elementary (K-6) license would be eligible to have the elementary concentration areas added to their license based on the completion of 18 semester hours of graduate work in the content area.

Resources:

NA

Input Process:

The proposal was generated by staff.

Stakeholders:

Individuals with an elementary (K-6) teaching license

Timeline For Action:

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

Recommendations:

It is recommended that the Board approve the addition of the elementary (K-6) content area concentrations as license areas.

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)

**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: ~~04/02/2009~~09/03/2009

Other Historical Information: 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, 08/07/03, 09/11/2003, 11/22/2004, 5/05/2005, 6/30/2005, 8/04/2005, 10/06/2005, 11/03/2005, 12/1/2005, 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, 09/11/2008, 10/02/2008,12/04/2008, ~~04/02/2009~~

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

Administrative Procedures Act (APA) Reference Number and Category:

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

POLICIES ON GENERAL LICENSURE REQUIREMENTS

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

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 \(K-6\) Language Arts**](#)

[Elementary \(K-6\) Mathematics**](#)

[Elementary \(K-6\) Science**](#)

[Elementary \(K-6\) Social Studies**](#)

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.

** [Available upon completion of 18 graduate semester hours in English/Language Arts, Mathematics, Science, or Social Studies only to teachers who hold an elementary license](#)

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)

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

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
Deaf and Hard of Hearing
Special Education: General Curriculum
Special Education: Adapted Curriculum

^ no longer issued

EXECUTIVE SUMMARY

Title: Proposed Qualifying Score for the Revised School Leaders Licensure Assessment School Leadership Series

Type of Executive Summary:

- Consent
- Action
- Action on First Reading
- Discussion
- Information

Policy Implications:

- Constitution _____
- General Statute # _____
- SBE Policy #TCP-A-003
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other _____

Presenter(s): Mrs. Susan Ruiz (Section Chief, Teacher Licensure Section) and Dr. Cory Murphy (Client Relations Director, Educational Testing Service)

Description:

On April 21-22 and May 12-13, 2009, Educational Testing Service (ETS) convened two distinct expert panels to conduct Multi-State Standard Setting studies for the revised School Leaders Licensure Assessment (SLLA). Panelists from North Carolina and 16 other states were asked to review the updated test for the purpose of recommending a qualifying score to the departments of education in participating states. Initially in the revision process and prior to the standard setting studies, new SLLA test content was defined by a National Advisory Committee of experts, aligned with Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders, and confirmed by a national survey of practitioners.

Resources:

None

Input Process:

ETS Staff, DPI Staff, and School Administration Expert Panels

Stakeholders:

Prospective School Executives, LEAs, and IHEs

Timeline For Action:

The recommendation is presented for discussion this month. It will become effective upon State Board approval.

Recommendations:

It is recommended that the State Board of Education approve a qualifying scaled score of 163 for the revised SLLA School Leadership Series as the equivalent of the current score of 155. (The revised SLLA test will be administered beginning in September 2009 at which time the current test will no longer be available. This is a regeneration initiative by ETS whereby the core content remains the same; however, the structure and formatting of the test have been updated.)

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: Nadine Ejire, 807-3310

NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual

Policy Identification

Priority: Twenty-first Century Professionals

Category: Licensure

Policy ID Number: TCP-A-003

Policy Title: Policies on Testing Requirements

Current Policy Date: ~~05/07/2009~~, 09/03/09

Other Historical Information: Previous Board dates: 11/02/1994, 02/06/1997, 06/15/1997, 09/04/1997, 11/06/1997, 03/05/1998, 12/03/1998, 04/01/1999, 07/01/1999, 08/05/1999, 01/12/2000, 07/13/2000, 12/07/2000, 03/07/2002, 06/05/2003, 7/1/2003, 6/30/2005, 10/6/2005, 01/05/2006, 05/04/2006, 07/06/2006, 12/07/2006, 03/01/2007, 05/05/2007, 06/07/2007, 03/06/2008, 05/07/2009

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

Administrative Procedures Act (APA) Reference Number and Category: 16NCAC 6C.0310

Policies on Testing Requirements

3.00 Teacher Education Program Admission

Undergraduate degree-seeking student must satisfactorily complete the Praxis I (Pre-Professional Skills Test [PPST] or Computer Based Test [CBT]) for formal admission to approved teacher education program in North Carolina IHEs. The required scores follow:

PPST Reading	176
PPST Writing	173
PPST Mathematics	173
CBT Reading	323*
CBT Writing	319*
CBT Mathematics	318*

Individuals with a composite score of 522 on the PPST Reading, Writing, and Mathematics exams, or a composite score of 960 on the CBT Reading, Writing, and Mathematics exams, shall be deemed to have satisfied this requirement.

* Note: ETS no longer offers the CBT Reading, Writing, or Mathematics exams; however, the scores for the CBT tests are reportable for ten years.

Individuals with a total SAT score of 1100 are exempt from Praxis I testing requirements for teacher education program admission.

Individuals with a total SAT score of less than 1100, but a score of at least 550 on the Verbal test are exempt from the Preprofessional Skills Tests in Reading and Writing for teacher education program admission.

Individuals with a total SAT score of less than 1100, but a score of at least 550 on the Math test are exempt from the Preprofessional Skills Test in Mathematics for teacher education program admission.

Individuals with a composite ACT score of 24 are exempt from Praxis I testing requirements for teacher education program admission.

Individuals with a composite ACT score of less than 24, but with a score of at least 24 on the English test are exempt from the Preprofessional Skills Tests in Reading and Writing for teacher education program admission.

Individuals with a composite ACT score of less than 24, but a score of at least 24 on the Math test are exempt from the Preprofessional Skills Test in Mathematics for teacher education program admission.

3.10 Testing Requirements for a North Carolina License

Individuals seeking a North Carolina professional educator's license must meet the testing requirements established by the State Board of Education to be issued a clear license. Current testing requirements are at the end of this section.

3.20 Adding Areas to an Existing License

Individuals who hold a clear teaching license in one area can add an additional teaching area to the license by completing an approved teacher education program in the additional area and meeting the federal requirement to be "highly qualified" in the additional teaching area or by satisfying Praxis II testing requirements for the additional area. Individuals who hold a clear teaching license can also add a language area to the license by earning a rating of at least "Intermediate High" proficiency on the ACTFL (American Council on the Teaching of Foreign Languages) Oral Proficiency Test, and, if available, the Writing Proficiency Test.

Individuals adding administrative and/or student services areas must satisfy the Praxis II testing requirements for these areas.

AREA OF LICENSURE	CODE	REQUIRED TESTS	REQUIRED SCORE ON SUBJECT ASSESSMENT
Preschool/Elementary			
Birth through Kindergarten	014	None**	
Elementary (K-6)	025	0011 and 0012	313 (total score)
Preschool Add-on	015	none	
Middle Grades			
Language Arts	78180	0049	145
Mathematics	78200	0069	141
Science	78300	0439	134
Social Studies	78400	0089	149
Agriculture	78700	none	
Business	78760	none	
Health Occupations	78720	none	
Family & Consumer Sciences	78710	none	
Marketing	78730	none	
Technology	78820	none	
Secondary			
Anthropology	433	0081 & 0084	320 (total score)
Bible	905	none	
Biology	310	0235 & 0234	302 (total score)
Business Education	600	0100	580
Chemistry	330	0245 & 0483	307 (total score)
Earth Science	302	0571	136
Economics	431	0081 & 0084	320 (total score)
English	100	0041 & 0043	321 (total score)
French	510	0171 & 0173	335 (total score)
Geography	410	0081 & 0084	320 (total score)
German	530	0181	153
History	420	0081 & 0084	320 (total score)
Latin	590	0600	570
Mathematics	200	0061 & 0065	281 (total score)
Physics	320	0260	510
Political Science	405	0081 & 0084	320 (total score)
Russian	580	none	
Science (comprehensive)	300	0435 & either 0483 or 0234	0435 & 0483 - 305 0435 & 0234 - 303 (total score)

AREA OF LICENSURE	CODE	REQUIRED TESTS	REQUIRED SCORE ON SUBJECT ASSESSMENT
Social Studies (comprehensive)	400	0081 & 0084	320 (total score)
Sociology	432	0081 & 0084	320 (total score)
Spanish	520	0191 & 0192	327 (total score)
Special Subject Areas (K-12)			
Art	810	0131 & 0133	322 (total score)
Dance	805	none	
English as a Second Language	110	0360	520
French	511	0171 & 0173	335 (total score)
German	531	0181	153
Health Specialist	098	0550	640
Junior ROTC	999	none	
Music	800	0111 & 0113	299 (total score)
Physical Education	090	0091	152
Reading (bachelor's level)	190	0200	540
Reading (graduate level)	190	0300	570
Safety and Driver Education	096	none	
Spanish	521	0191 & 0192	327 (total score)
Speech Communication	109	0220	560
Theater Arts	108	none	
Exceptional Children			
Academically Gifted	88087	none	
Special Education: Adapted Curriculum	88092	0544 and 0511	0544 = 144 0511 = 148
Special Education: General Curriculum	88091	0542 and 0511	0542 = 159 0511 = 148
Behaviorally/Emotionally Disabled	88085	0371 and 0511	0371 = 147 0511 = 148
Cross Categorical	88001	0352 and 0511	0352 = 136 0511 = 148
Hearing Impaired	88088	None	
Mentally Disabled	88081	0321 and 0511	0321 = 144 0511 = 148
Severely Profoundly Mentally Disabled	88002	0321 and 0511	0321 = 144 0511 = 148
Learning Disabled	88086	0381 and 0511	0381 = 139 0511 = 148
Visually Impaired	88083	0280	550
Career-Technical Education			

AREA OF LICENSURE	CODE	REQUIRED TESTS	REQUIRED SCORE ON SUBJECT ASSESSMENT
Agricultural Education	700	none	
Career Development Coordinator	747	none	
Handicapped/Disadvantaged	770	none	
Health Occupations Education	720	none	
Family & Consumer Sciences	710	0120	540
Marketing Education	730	0560	690
Technology Education	820	0050	580
Trade and Industrial Education	740	none	
Business Education	760	0100	580
Special Services Personnel			
Counselor	005	0420	570
School Social Worker	006	none	
School Psychologist	026	0400	620
Media Coordinator	076	0310	610
Audiologist	88003	0340	590
Speech-Language Pathologist	88082	0330	550
Instructional Technology Specialist – Telecommunications	074	none	
Administrative/Supervisory			
School Administrator—Superintendent	011	School Leaders Licensure Assessment	155 ,163
School Administrator—Principal	012	School Leaders Licensure Assessment	155 ,163
Curriculum-Instructional Specialist	113	0410	590
Instructional Technology Specialist – Computers	077	none	
Media Supervisor	078	0410	590
Career-Technical Education Director	711	0410	590
Exceptional Children Program Administrator	88099	0410	590

** Although no test is required for the Birth-Kindergarten (B-K) license, B-K teachers may be designated “highly qualified” to teach kindergarten by earning a score of 155 or higher on Praxis test 0022.

**Recommendation of a Qualifying Score
for the New School Leaders Licensure Assessment (SLLA)**

School Leadership Series exams undergo regular regeneration every five years, unless warranted on a more frequent basis, as a part of the revisions process of Educational Testing Service (ETS). The School Leaders Licensure Assessment (SLLA) has just been updated. Steps for the revision process, in general, are bulleted below.

- SLLA Test content was updated in accordance with Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders.
- A National Advisory Committee of experts practitioners and preparation faculty defined the content of the revised exam.
- A national survey of practitioners confirmed the content.
- Two separate Multi-State Standard Setting Studies were conducted to recommend a qualifying score to the various state departments of education.

New SLLA Test Specifications and Qualifying Score Recommendation:

- 4 hours total allotted to complete the exam
 - **Section I** - 2 hours and 20 minutes allotted for 100 scenario-based multiple-choice questions.
 - **Section II** - 1 hour and 40 minutes allotted for 7 constructed-response questions that require written answers based on scenarios and sets of supplementary documents that a school leader might encounter.

Recommended Qualifying Score for the New SLLA - starting September 12, 2009

Recommended Scaled Cut Score	Score Scale
163	100-200 pt. scale

Rationale for New SLLA Qualifying Score:

1. Based upon the recommendation of the two Multi-State Standard Setting Panels, a cut score of 163 is appropriate in that it falls within the safe range of recommended study scores. Panel One recommended a cut score of 162 and Panel Two put forward a qualifying score of 162.
2. There is currently no data on the new SLLA test so the recommended score is in accordance with the findings of the Standards Setting Studies. After two years of performance data have been collected, we will review the data and recommend an adjustment to the score if warranted.
3. In January 2008, the State Board adopted Proposed Revision of the Teacher Education Program Approval Process that included a change that would, “Replace the School Leaders Licensure Assessment with a portfolio requirement that evidences school executive candidates meet the standards for school executives”. Institutions are required to report to the State Board of Education by July 1, 2009, how they have redesigned their programs to meet the new standards for

teachers and school executives. Redesigned higher education programs are scheduled to be fully implemented at North Carolina IHEs not later than fall of 2010. The new SLLA test and cut score will not affect the redesign of educator preparation programs across the state. However, it can be used to determine licensure qualifications for in-state school administration program completers until school executives' assessment portfolio requirements are fully implemented. The new cut score can also be used to determine qualifications of out-of-state school executive licensure applicants.

EXECUTIVE SUMMARY

Title: Revised Mentor Standards and Training

Type of Executive Summary:

- Consent
- 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 2007 and 2008 Budget Bills

Presenter(s): Dr. Rebecca Garland (Chief Academic Officer, Academic Services and Instructional Support) and Mr. Eric Hirsch (Special Projects Director, New Teacher Center)

Description:

Both the 2007 and 2008 budget bills contained special provisions regarding

- the appropriate use of mentor funds;
- plans, both local and state, that should guide the expenditures of mentor funds; and
- the need for adequate mentor training.

During the 2008-2009 academic year, the State Board authorized a task force to address new program standards, the establishment of a network of mentor programs, a new training program for mentors, and a review of the current NC SBE policies on Beginning Teacher Support.

Attached for review is the first set of recommendations from the Task Force for the State Board to consider.

Resources:

Input Process:

Task Force meetings and input from Professional Teaching Standards Commission

Stakeholders:

LEAs and beginning teachers

Timeline For Action:

Implementation in 2010-2011

Recommendations:

It is recommended that the State Board of Education discuss the proposed mentoring and education program standards for adoption at the September SBE meeting.

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, 807-3914

North Carolina Mentoring and Induction Program

North Carolina Mentor Task Force

The Mentor Task Force, after meeting in fall 2008, was charged by the State Board in January 2009 to create recommendations for consideration by the Board in four areas. With the generous support of the Duke Endowment through a grant to the New Teacher Center, the Task Force met on May 27, 2009, and June 24, 2009, to produce the first of four recommendations:

1. Create new program standards for consideration by the Board that:

- Create program standards around identified induction purpose areas and design elements such as mentor selection, training, ongoing support, time, optimal working conditions, professional growth, etc.
- Align mentor program design, expectations and outcomes with the state's Professional Teaching Standards and the Teacher Evaluation System rubric for growth
- Develop a rubric, innovation configuration or other means to articulate clearly the different levels of intensity of support in each program standard area—from a developing program to a distinguished induction program—allowing districts to better place themselves and consider ways to improve programs

2. Establish a network of mentor programs. With a set of program standards that is based not only on meeting minimal requirements, but aspiring toward excellence, a way to assist districts in their efforts to provide the highest quality induction must be considered. Induction program directors, with the organizational support of the Department of Public Instruction, are in the best position to provide their colleagues with guidance, support, feedback and improvement strategies. These peer review networks can provide districts with contextualized support and feedback as they improve, and the state a means of ensuring minimal expectations are met.

3. Develop and provide training to mentors. The Department of Public Instruction will develop a training program for all North Carolina mentors. The training will include in-depth analysis of the North Carolina Professional Teaching Standards and the matching evaluation instrument. It will also include instruction in literacy, language development, strategies for working with diverse student populations, and the needs of English language learners. Mentors will also receive training in coaching and observational skills, giving feedback, equity pedagogy, group facilitation skills, and the development and management of Professional Learning Communities.

4. **Review and update the current North Carolina State Board of Education policies on the Beginning Teacher Support Program.** In June of 2007, the North Carolina State Board of Education adopted the North Carolina Professional Teaching Standards. These standards are the basis for teacher preparation, teacher evaluation, and professional development and as such form the foundation for mentor support programs. The current State Board of Education policies on Beginning Teacher Support Programs do not currently reflect these new standards. The mentor taskforce proposes to review and update (as necessary) current North Carolina State Board of Education policies to ensure alignment with the new North Carolina Professional Teaching Standards.

Other recommendations will be worked on by the Task Force in Summer/Fall 2009 for submission to the State Board in January/February 2010.

Vision for Mentoring and Induction

The North Carolina Professional Teaching Standards establish a powerful vision for the roles of teachers in their classrooms and schools in the 21st Century. The standards challenge teachers to:

- Pursue leadership opportunities in their school, district and community
- Make the content they teach engaging, relevant and meaningful to students' lives
- Teach existing core content that is revised to foster the abilities of students to think critically, problem solve and use information technology responsibly
- Nurture classroom environments that help students discover how to learn, innovate, collaborate and communicate their ideas
- Incorporate global awareness, civic literacy, financial literacy and health awareness in the core content areas
- Utilize interdisciplinary instructional approaches and relationships with home and community in the learning process
- Reflect on their practice and craft assessments that are authentic and structured and place an emphasis on the demonstration of knowledge
- Develop the value of lifelong learning and the joy of encouraging their students to learn and grow

The attainment of this vision is challenging for all educators and is particularly daunting for the newest teachers in the profession. Close to twenty-five per cent - over 22,000 - of North Carolina's teachers are in their first three years in the profession. Of these beginning teachers, twenty-six percent - approximately 6,000 - are starting their teaching careers prior to earning a Standard Professional I license. If the beginning teachers of North Carolina are going to be able to meet the state's professional teaching standards, impact the learning of all students in distinguished ways, choose to remain in the profession and become future master teachers, teacher leaders and skilled administrators and superintendents, then a quality induction program to support the instructional growth of beginning teachers must be in place in each of the 115 school districts in the state.

North Carolina Suggested Program Standards for Mentoring and Induction Programs

Standard 1

Systemic Support for High Quality Induction Programs

The commitment of all stakeholders—beginning teacher, mentor, faculty members, school level administrators, district level administrators, school board, state board of education, dept of public instruction, post secondary education institutions, professional organizations—to the effectiveness, sustainability, and success of the mentoring and induction program is felt system-wide. Stakeholders foster a climate that values the support of beginning teachers through mentoring and induction and promote conditions for high quality mentoring and induction by evaluating, designing, and revising related policies and practices. Stakeholders support ongoing program improvement and accountability through multiple processes, including data analysis and program review.

The leadership of the principal is instrumental in ensuring the success of mentoring and induction programs at the site level. Principals establish and maintain a positive school environment that supports mentor-beginning teacher interactions and targeted professional development. Principals provide clear and consistent communication to staff regarding the role of mentor and the multiple facets of mentoring, including the essential component of confidentiality.

1a. Institutional Commitment and Support

Key Features:

- ✓ Stakeholders acknowledge the value and importance of mentoring and induction.
- ✓ Stakeholders support the creation of policies and practices that meet state mentoring-induction program standards.
- ✓ Stakeholders advocate for conditions that promote high quality mentoring and induction.
- ✓ Stakeholders support data collection, program improvement and program accountability.

1b. Principal Engagement

Key Features:

- ✓ Principals provide positive working conditions for beginning teachers.
- ✓ Principals provide a positive context for beginning teacher work with mentor.
- ✓ Principals endorse and/or support the development of a mentor role that encompasses a range of dimensions.
- ✓ Principals clearly communicate mentor's role to staff.
- ✓ Principals respect the nature of the mentor's relationship with the beginning teacher.

Standard 2

Mentor Selection, Development and Support

The selection of well-qualified mentors is essential to creating mentoring and induction programs that support beginning teacher development, teacher retention and improved student learning. Selection criteria are developed through interaction and collaboration with a variety of stakeholder groups. Selection criteria are well-defined, explicit and clearly communicated to all stakeholders by program leadership. The application, interview and selection processes are transparent and uniformly implemented.

The wide range of roles and responsibilities of mentors are clearly defined and broadly communicated to all staff. The initial role of mentors is to assist in the orientation of beginning teachers to the induction program and to their school. At this time mentors often provide logistical and emotional support. Throughout the year mentors work with beginning teachers during and after school to promote growth along the indicators defined in the North Carolina Professional Teaching Standards, the North Carolina Teacher Evaluation System and to ensure quality student learning.

Mentors are provided a formal orientation to the induction program and foundational training in mentoring before they work with beginning teachers. Following formal training, mentors will participate in ongoing professional development and in facilitated professional learning communities of mentoring practice to refine mentoring skills, advance induction practices and improve student learning.

2a. Mentor Selection

Key Features:

- ✓ Selection criteria include input from a variety of stakeholder groups.
- ✓ Mentor selection criteria are clearly articulated by program leadership.
- ✓ Process for mentor application and selection is transparent and uniformly applied.

2b. Mentor Role

Key Features:

- ✓ Mentors support beginning teacher orientation and provide logistical and emotional support.
- ✓ Mentors focus their primary support on improving instruction and learning.
- ✓ Mentors provide ongoing support and encouragement for the beginning teacher.

2c. Mentor Professional Development

Key Features:

- ✓ Mentors receive initial training regarding their role as mentors and their responsibilities in the induction program.
- ✓ Mentors receive ongoing training to advance their knowledge and skills.
- ✓ Mentors have opportunities to participate in professional learning communities of mentoring practice.

Standard 3

Mentoring for Instructional Excellence

Effective mentor-beginning teacher interactions and relationships are at the core of a successful mentoring and induction program. Program, district and site leadership collaborate to ensure that sufficient time is provided for mentors to meet with their beginning teachers to engage in the improvement of teaching and learning and induction-related activities both during and outside of school time.

The North Carolina Professional Teaching Standards and the North Carolina Teacher Evaluation System are the comprehensive guide used by all teachers, mentors and beginning teachers to advance practice and student learning. Mentors are regularly present in the classrooms of beginning teachers to observe and to strategically collect data on management, instruction, and student learning. Mentors and beginning teachers collaboratively analyze observation data, develop next steps and together monitor results in an ongoing process designed to continuously improve teaching and learning.

Mentors support their beginning teachers to appreciate the wide-range of assets that all students bring to the classroom through their diversity. Mentors guide beginning teachers in the development of positive, inclusive and respectful environments that support learning for a diverse student population. Mentors and beginning teachers design and implement a broad range of specific strategies designed to meet the diverse needs of their students and promote high levels of learning.

3a. Time

Key Features:

- ✓ Mentors are provided time to work with beginning teachers during and outside of the school day.
- ✓ Mentors and beginning teachers have protected time to engage in mentoring and induction-related activities.

3b. Instructional Focus

Key Features:

- ✓ Mentors utilize the North Carolina Professional Teaching Standards **and** the North Carolina Teacher Evaluation System to guide, refine and deepen their work with beginning teachers across the full range of teaching practices.
- ✓ Mentors make classroom observations to support beginning teachers in developing effective classroom management, lesson planning and instruction.

3c. Issues of Diversity

Key Features:

- ✓ Mentors support beginning teachers to appreciate diversity and to create a respectful environment for a diverse population of students.
- ✓ Mentors support beginning teachers to design and implement instruction that meets the diverse learning needs of students.

Standard 4

Beginning Teacher Professional Development

Beginning teachers benefit most by participating in professional development that is targeted to meet their needs as novice instructors. To meet the needs of beginning teachers and promote their successful entry and engagement in the school community, principals ensure that beginning teachers receive a structured orientation and often provide a school handbook with detailed explanations of school policy and procedures.

Ongoing professional development is tailored to meet the needs of beginning teachers and scheduled before the start of school or soon thereafter. Provision is made to support late-hire beginning teachers to receive information provided at site and district professional development.

Professional development for beginning teachers is aligned with the North Carolina Professional Teaching Standards and the North Carolina Teacher Evaluation System.

4a. Beginning Teacher Professional Development

Key Features:

- ✓ Beginning teachers participate in a structured orientation to their school.
- ✓ Beginning teachers participate in district-wide professional development designed for beginning teachers prior to the start of the school year or soon thereafter.
- ✓ Professional development for beginning teachers is aligned with the North Carolina Professional Teaching Standards, the North Carolina Teacher Evaluation System and takes into account the unique needs of beginning teachers.

Standard 5

Formative Assessment of Candidates and Programs

The system-wide use of the North Carolina Professional Teaching Standards and the North Carolina Teacher Evaluation System provides standards-based aligned descriptions of practice and expectations for beginning teacher development. Mentors utilize the language and expectations of these foundations in the use of formative assessment tools for ongoing collaborative data collection, analysis, reflection and implementation of next steps to improve beginning teacher practice and student learning.

The North Carolina Mentoring and Induction Program Standards form the basis on which individual mentoring and induction programs are assessed. District mentor program leaders and stakeholders partner to design a reliable infrastructure to support the collection, analysis and use of standards-based data to promote continuous high quality program improvement. All stakeholders work together to mediate challenges to program improvement and to advance positive impacts and successes of mentoring and induction programs.

5a. Formative Assessment

Key Features:

- ✓ Mentors utilize the language and expectations in the North Carolina Professional Teaching Standards and the North Carolina Teacher Evaluation System in supporting their beginning teachers' practice and student learning.
- ✓ Mentors use formative assessment tools to gather data on classroom practice and student learning to promote and guide their work with beginning teachers.

5b. Program Evaluation

Key Features:

- ✓ Infrastructure exists that assists in the collection and use of data regarding beginning teacher practice and program implementation overtime.
- ✓ Program leaders and stakeholders use data to identify impacts, successes, and challenges and to inform program improvement.

North Carolina Mentoring and Induction Program Continuum

Standard 1

Systemic Support for High Quality Induction Programs

Program Component	Developing	Proficient	Accomplished	Distinguished
Institutional Commitment and Support	Stakeholders ensure that state funding is allocated to support elements of the mentoring and induction program.	Stakeholders support the creation of policies and practices that meet state mentoring and induction standards and acknowledge the value and importance of mentoring and induction. Mentors may receive a stipend.	Stakeholders show interest in and advocate for mentoring and induction and work to modify organizational policies to improve beginning teacher working conditions. Stakeholders support data collection and program accountability.	Stakeholders work together to support quality mentoring and induction that is aligned with district and site initiatives. Representatives from these groups help guide policies that influence beginning teachers from recruitment into induction and on to experienced practice.
Principal Engagement	Principals are involved in the assignment and supervision of the mentor, as appropriate. Principals endorse mentor's role and contribute to the definition and direction of the mentor's work.	Principals provide positive working conditions for beginning teachers. Principals clearly communicate mentor's role to staff and provide positive context for beginning teacher work with mentor. Principals endorse and/or support the development of a mentor role that encompasses a range of dimensions and respects the confidential role of the mentor and beginning teacher.	Principals provide time for and promote mentor's work with beginning teachers. Principals endorse and/or support development of a complex, multi-faceted and confidential mentor role. Principals are available to meet/communicate with mentors.	Principals are knowledgeable of the full scope of mentor's work, including formative assessment and use of professional standards. Principals endorse and/or support development of a mentor role that is informed by a variety of stakeholders. Principals communicate regularly with mentors while respecting confidentiality of mentor role. Principals encourage beginning teachers to share evidence of professional growth as part of evaluation process.

Standard 2

Mentor Selection, Development and Support

Program Component	Developing	Proficient	Accomplished	Distinguished
Mentor Selection	Mentors are selected by the principal and/or designee based upon availability, interest or seniority. Process for selection is communicated as needed and is based upon criteria that are communicated to interested candidates.	Mentor selection criteria are clearly articulated by program leadership and include input from a variety of stakeholder groups. Process for application and selection is transparent and uniformly applied.	Mentor selection may involve input from a variety of stakeholders. Selection criteria include a range of characteristics, experiences and dispositions that may indicate mentoring potential. Application and selection process is communicated broadly.	Mentors are selected using a rigorous process that involves a variety of evidence and multiple stakeholders. Criteria are aligned with widely-accepted and research-based understandings of effective mentoring practices and characteristics.
Scope of Mentor Role	Mentors serve largely as a resource and “buddy”-type support provider.	Mentors provide ongoing support and encouragement for the beginning teacher, including orientation, logistical and emotional support. Mentor’s role primarily focuses on instruction and student learning.	Mentors’ role is multi-dimensional and includes opportunities to observe and give feedback on classroom practice. Mentors and beginning teachers collaborate on lesson planning and problem-solving.	Mentors tailor support to the needs of the beginning teacher based on the use of the North Carolina Professional Teaching Standards, the North Carolina Teacher Evaluation System and other formative assessments. Mentors’ role involves instructive, collaborative, and facilitative approaches to mentoring.
Mentor Professional Development	Mentors are oriented to their role and the induction program and receive preliminary professional development to prepare them for their role.	Mentors receive ongoing training to advance their knowledge and skills.	Mentors are involved in a facilitated community of mentoring practice that meets regularly to support mentor learning and problem-solving.	Mentors have opportunities to observe and coach colleagues, design and facilitate mentor professional development and engage in inquiry into their practice.

Standard 3
Mentoring for Instructional Excellence

Program Component	Developing	Proficient	Accomplished	Distinguished
Time	Mentors work with beginning teachers occasionally.	Mentors work with beginning teachers during and outside of the school day, based upon schedule and mentor flexibility.	Mentors and beginning teachers have protected time to engage in induction-related activities.	Mentors are provided sufficient time to engage with beginning teachers and support their professional growth. Beginning teachers are released to work with mentors and other support providers as appropriate.
Instructional Focus	Mentors focus on logistical and operational issues, such as school practices and culture, administrative and classroom procedures and norms.	Based on classroom observations, mentors work with beginning teachers on issues of classroom management, lesson planning, delivery of instruction and student learning aligned with the Standard Course of Study.	Mentors work with beginning teachers across the full-range of teaching practices as defined by North Carolina Professional Teaching Standards and identified by the North Carolina Teacher Evaluation System.	Mentors work with beginning teachers on a strategic focus as determined by the North Carolina Teacher Evaluation System and other assessments of classroom practice and student learning.
Issues of Diversity * (*race, ethnicity, gender, religion, and other aspects of culture)	Mentors are aware of equity issues as they arise in beginning teachers' practice.	Mentors support beginning teachers' development to meet the needs of all students and create a respectful environment for a diverse population of students.	Mentors guide the beginning teachers' appreciation for diversity and responsive approaches to instruction during analysis of student work, planning of differentiated instruction and other opportunities as they arise.	Mentors proactively engage beginning teachers around issues of diversity. Mentors guide beginning teachers in the ongoing development of responsive curriculum and practices.

Standard 4
Beginning Teacher Professional Development

Program Component	Developing	Proficient	Accomplished	Distinguished
Beginning Teacher Professional Development	Beginning teachers receive a structured orientation to school policy, practices and procedures.	District-wide professional development is provided for beginning teachers, often prior to the start of the school year. Professional development is aligned with the North Carolina Professional Teaching Standards, The North Carolina Teacher Evaluation System, and beginning teachers' Professional Growth Plan and is based on the needs of the beginning teacher.	Beginning teachers participate in a variety of professional development opportunities designed more specifically for beginning teachers. Professional development activities may include some opportunities for inter-visitation. Participation in professional development may be mandatory at the recommendation of the principal, suggested by the mentor or be open-choice.	Beginning teachers participate in a wide range of professional development offerings based upon their assessed developmental needs. Participation is collaboratively determined in consultation with mentor and principal.

Standard 5

Formative Assessment of Candidates and Programs

Program Component	Developing	Proficient	Accomplished	Distinguished
Formative assessment	Mentors utilize the North Carolina Professional Teaching Standards and the North Carolina Teacher Evaluation System with beginning teachers.	Mentors apply the language and expectations in the North Carolina Professional Teaching Standards and the North Carolina Teacher Evaluation System in supporting their beginning teachers' practice. Mentors support their beginning teachers in developing a Professional Development Plan to support professional growth.	Mentors use a wide range of formative assessment tools in their ongoing work with beginning teachers. Mentors use formative assessment information to guide mentoring practice in alignment with the North Carolina Professional Teaching Standards and the North Carolina Teacher Evaluation System.	Mentors integrate formative assessment into their interactions with beginning teachers and innovate upon the tools and their use. Mentors help beginning teachers draw connections between the use of formative assessment to inform and improve classroom practice and student learning.
Program Evaluation	Beginning teachers and mentors give feedback on the induction program.	Program leaders collect and use data on beginning teacher practice and program implementation over time for use in program improvement. Data collection should include, but not be limited to, retention, Teacher Working Conditions Survey and student learning.	Program leaders engage with others to collect and analyze a range of data on program implementation to guide program improvement. Results and next steps are shared within and outside of the program.	Program leaders ensure that all stakeholders are aware of program successes, impacts, and challenges. Data are used to guide ongoing program implementation and continuous improvement.

EXECUTIVE SUMMARY

Title: 2008 Teacher Working Conditions Survey Data and Research

Type of Executive Summary:

- Consent
- Action
- Action on First Reading
- Discussion
- Information

Policy Implications:

- Constitution _____
- General Statute #115C0284(c2)(1)
- SBE Policy # _____
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other _____

Presenter(s): Mrs. Carolyn McKinney (Executive Director, North Carolina Professional Teaching Standards Commission) and Mr. Eric Hirsch (Special Projects Director, New Teacher Center)

Description:

In the spring of 2008 more than 104,000 (87%) teachers and administrators across our state completed the NC Teacher Working Conditions Survey. 100% of the state’s traditional schools, 62% of charter schools and 81% of our special schools have reports online. Mr. Hirsch has completed the research from the 2008 survey. He will present a summary of the 2008 findings, including connections to student achievement and teacher retention, support for new teachers, tools for using data at the school level to inform school improvement conversations, principal working conditions, and support for the new teacher/principal evaluation instruments. The coaching-based supervision professional development assists principals in the evaluation of teachers. The NC Teacher Working Conditions Survey is a key artifact in the evaluation of principals.

Resources:

NA

Input Process:

NA

Stakeholders:

Students, Teachers, Principals, Superintendents

Timeline For Action:

NA

Recommendations:

NA

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: Carolyn McKinney, 807-3424

North Carolina Teacher Working Conditions Research Brief: Summary of Findings

Eric Hirsch, *Director of Special Projects* with
Keri Church, *LearnNC*

Since 2001, the Office of the Governor, the North Carolina Professional Teaching Standards Commission and the North Carolina State Board of Education have made a sustained commitment to listening to educators and reforming schools to create the working conditions necessary for student and teacher success.

In 2008, 104,249 educators responded to the Teacher Working Conditions Survey (87 percent), the highest proportion since the advent of the survey in 2002. Every traditional public school and school district in the state of North Carolina reached the minimum response rate (40 percent) necessary to have valid data, providing information needed to gauge the successes and areas of concerns in their own school community. The data was made available in May 2008 at www.ncteachingconditions.org. Having this data for all schools is essential as:

- The new School Executive: Principal and Teacher Evaluation instruments rely on the Teacher Working Conditions Survey as an essential data artifact for educators to reflect on whether they are meeting state standards.
- The Teacher Working Conditions Survey results are integrated into the newly crafted School Improvement

Planning process as required by the State Board of Education.

With four iterations of the survey completed, analyses have been consistent and clear. The conditions teachers face in schools and classrooms are essential elements of student achievement and teacher retention.

Teacher Working Conditions Are Student Learning Conditions

- Statistical models demonstrate that the presence of supportive school leadership and sufficient facilities and resources (instructional resources and technology, office equipment, etc.) are significant factors in explaining student achievement at all school levels. The models explained as much as 80 percent of the variance in school level achievement—as measured by the overall performance composite—with working conditions factors accounting for as much as 24 percent of the difference. Almost nine in ten educators at the highest-performing schools agreed their school is a good place to work and learn compared to two-thirds in the lowest-performing.
- The amount of time available to plan and collaborate and the ability of teachers to focus on students without interruption and additional duties were significant in explaining student achievement at the elementary and high school levels.

- Eight in ten teachers at the highest-performing elementary schools report that there is an atmosphere of trust and mutual respect in their school compared to six in ten in the lowest-performing schools. Teachers in high-performing schools at all levels were significantly more likely to report working in safe, trusting environments with supportive, effective school leadership and strong School Improvement Teams.

- Teaching conditions also impact school-wide growth in student learning. In analyzing whether schools exceeded growth expectations, several working conditions areas were found to be important.

- o For every one-point increase in the school leadership factor average, elementary schools were 85 percent more likely to exceed growth expectations. Schools were 82 percent more likely to exceed growth expectations for every one-point increase in school factor averages in the area of time (collaboration, planning, sufficient class size, etc.).

The presence of working conditions is strongly connected to the future employment plans of North Carolina teachers and actual attrition.

- o For every one-point increase in the facilities and resources factor average, middle schools were 98 percent more likely to exceed growth expectations. Middle schools with higher teacher turnover, higher class sizes and higher-poverty students were less likely to exceed growth expectations in middle schools.
- o School leadership and facilities and resources were statistically significant in explaining whether schools met growth expectations at the high school level. For every one-point increase in the facilities and resources factor average, high schools were 97 percent more likely to exceed growth expectations.

High schools were 92 percent more likely to exceed growth expectations for every one-point increase in the school leadership factor average.

Teacher Working Conditions Are Essential for Keeping Teachers

- As found in previous surveys and corroborated by other research, the presence of working conditions is strongly connected to the future employment plans of North Carolina teachers and actual attrition. Teachers in the lowest-turnover schools are significantly more likely to note the presence of an atmosphere of trust and effective school leadership and effective School Improvement Teams.
- Statistical models demonstrate that different working conditions are significant at different school levels in explaining teacher attrition.
 - o At the elementary school level, school leadership was statistically significant in explaining school level turnover. A higher percentage of fully licensed teachers and the proportion of educators with advanced degrees were also significant.
 - o At the middle school level, the role of teachers in making decisions—from teaching and classroom to school-wide practices—was significant in explaining teacher turnover. Teachers in lower-turnover schools were significantly more likely to play a large role in making various decisions. Smaller middle schools, those with a higher proportion of licensed teachers and those serving less-diverse students were more likely to have lower turnover.
 - o For high schools, those with higher factor averages in the area of facilities and resources were significantly more likely to have lower teacher

attrition. The proportion of fully licensed teachers and school size were significant influences as well.

- Teachers who indicate that they want to remain teaching in their current school are significantly more likely to agree that their School Improvement Team is effective and almost twice as likely to report that teachers play at least a large role in school improvement planning. In looking at actual attrition, the greatest differences between the highest- and lowest-turnover schools at all levels are the overall perceptions of the school being a good place to work and learn, the effectiveness of the School Improvement Team, the presence of an atmosphere of trust and mutual respect, and the ability of leadership to shield teachers from disruption.

Additional Findings

- For the fourth consecutive iteration of the survey, educators were more positive about their working conditions. On virtually all questions and in all of the major survey areas, North Carolina educators were more likely to agree that they work in trusting, supportive environments. Additionally, educators in North Carolina are more positive about working conditions than their peers in other states where the New Teacher Center has conducted similar surveys.
- Principals and teachers have differing perceptions on whether working conditions are present and whether school leadership is making a sustained effort to address teacher concerns about their school environment. For example, about 6 out of 10 teachers agree that teachers are centrally involved in educational decision making compared to 97 percent of principals. The greatest disparities between principals and teachers are in the areas of educator and school leadership—the working

On virtually all questions and in all of the major survey areas, North Carolina educators were more likely to agree that they work in trusting, supportive environments.

conditions North Carolina educators perceive are most important to student learning and teacher retention.

- In 2008, principals were asked questions for the first time about the support they receive from districts. About 8 out of 10 principals indicate that they have sufficient staffing, are actively engaged in decisions at the district level that impact their school, and that professional development is both available and effective. Like teachers, principals report needing more time. Only half of principals report time to sufficiently focus on instructional issues, and 6 out of 10 report spending less than three hours in an average week working with teachers on instructional planning.
 - o Principals who receive support from their district are more likely to provide positive working conditions for teachers. For example, principals trusted to make sound professional decisions about instruction in the district are significantly more likely to provide trusting environments for teachers, to provide training to teachers to fully utilize instructional technology and to provide effective professional development to teachers
- Although 9 out of 10 new teachers (those with three years' experience or less) report being assigned a mentor, one-third of new teachers report never planning during the school day or planning instruction with their mentor. New teachers who plan to stay in their school, however, report receiving more frequent mentoring support than those who want to move to a new school or leave the profession. Three-quarters of new teachers mentored report that it made at least some contribution to their success as a beginning teacher and about half agree that their mentoring experience was important in their decision to continue teaching at their school.

-
- Elementary educators are more positive about their working conditions than those at the secondary level in all areas except time. Almost half of elementary educators disagree that the non-instructional time—time to plan and collaborate—they receive is sufficient compared to three out of ten teachers at the secondary level. Forty-eight percent of elementary teachers report receiving three hours or less of non-instructional time in an average week, compared to 37 percent of middle school teachers and 35 percent of high school teachers.

The North Carolina Teacher Working Conditions Survey data is a compilation of the voices of those who know schools best—the dedicated educators working in them each and every day. These findings and school reports should be used to begin conversations about perceptions of working conditions and be used by School Improvement Teams for planning within the state’s schools and districts. Positive working conditions, where educators are supported and empowered, are essential to creating schools where teachers and administrators want to work and students can learn.

About The New Teacher Center

The New Teacher Center (NTC) was established in 1998 as a national resource focused on teacher and administrator induction. NTC implements and promotes induction best practices through a variety of innovative professional development opportunities and materials that assist educators and policy makers in supporting the next generation of education professionals. Using an integrated, collaborative approach, NTC strives to support essential research, well-informed policy, and thoughtful practice that encourage teacher development from pre-service throughout the career of a teacher.

New Teacher Center

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North Carolina Teacher Working Conditions Survey Brief: Teacher Working Conditions Are Student Learning Conditions

Eric Hirsch, *New Teacher Center* with
Keri Church, *LEARN NC*

Since 2001, the Office of the Governor, the North Carolina Professional Teaching Standards Commission and the North Carolina State Board of Education have made a sustained commitment to listening to educators and reforming schools to create the working conditions necessary for student and teacher success.

In 2008, 104,249 educators responded to the Teacher Working Conditions Survey (87 percent), the highest proportion since the advent of the survey in 2002. Every traditional public school and school district in the state of North Carolina reached the minimum response rate (40 percent) necessary to have valid data, providing information needed to gauge the successes and areas of concerns in their own school community. The data was made available in May 2008 at www.ncteachingconditions.org.

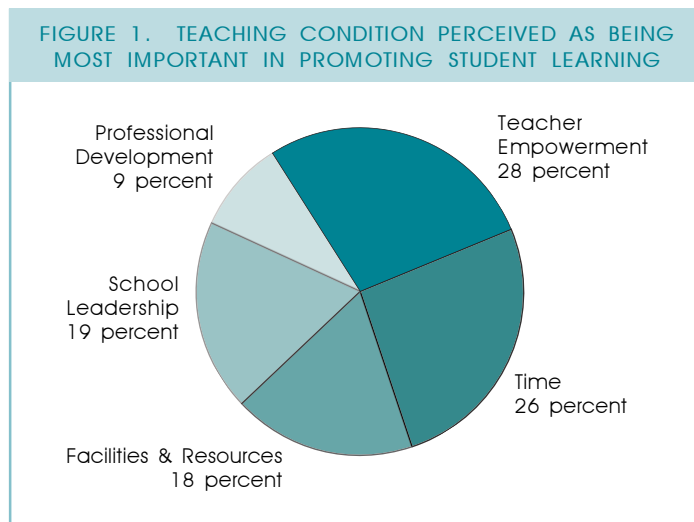
With four iterations of the survey completed, analyses have been consistent and clear. The conditions teachers face in schools and classrooms are essential elements of student achievement. Analyses from 2004 and 2006 demonstrate that (Hirsch and Emerick, 2007; Hirsch, 2005):

- Providing teachers with sufficient instructional materials that they can select and use in devising their own teaching techniques is significantly related to school level student achievement.
- Leadership is essential. School leaders that can empower faculty, create safe school environments, and develop supportive, trusting climates are more likely to be successful in promoting student learning.

With the 2008 survey data, the New Teacher Center analyzed the relationship between survey responses aggregated to the school-level and student performance as measured by the performance composite (the percentage of students at or above achievement level III/proficient) and whether or not schools met student learning growth targets set by the state. Supporting statistical documentation on the data utilized, survey questions included in the working conditions areas examined (leadership, decision making, professional development, time and facilities and resources) and statistical models developed are available in the research section of www.ncteachingconditions.org.

Findings

On the North Carolina Teacher Working Conditions Survey, teachers reported that empowerment issues—role in decision making, clarity and effectiveness of decision making processes, etc.—and time are the conditions most critical to promoting student learning (Figure 1). In 2008, teacher empowerment was the working condition teachers indicated as most essential to student learning cited (28 percent), compared to 2006 when time was reported most frequently (Hirsch and Emerick, 2007). Professional development was cited by only about one out of ten teachers.



In examining the correlations between working conditions and student achievement, Decision Making, Leadership, Time, and Facilities and Resources are significantly correlated with higher school level achievement for elementary, middle and high schools (Table 1). The connections appear to be strongest in the areas of Decisions Making and Facilities and

Resources and weakest in the areas of Time and Professional Development.

- Student characteristics, in particular poverty, are the strongest correlates with student achievement at all levels.
- Higher teacher turnover and the percentage of teachers on lateral entry licenses are correlated with lower student achievement as measured by the Performance Composite.

Individual survey item analyses help to better identify specific issues within the working conditions areas where educators have differing perspectives across schools based student performance levels. Schools were separated into quartiles based on the Performance Composite and percentage agreement for all questions was analyzed. Elementary level analyses are presented (Table 2).

Eight out of ten educators (78 percent) at the highest-performing elementary schools report that there is an atmosphere of trust and mutual respect in their school compared to six out of ten in the lowest-performing schools (59 percent). Teachers in high-performing schools at all levels were significantly more likely to report working in safe, trusting environments with supportive, effective school leadership and strong School Improvement Teams. Almost nine in ten educators (86 percent) at the highest-performing schools agreed their school is a good place to work and learn compared to two-thirds (66 percent) in the lowest performing.

There were few differences across performance quartiles on several questions related to professional development.

Approximately two-thirds of teachers in the highest- and lowest-performing schools agree that professional development provided them with new instructional strategies and led to increased student learning. Professional development resources, time and followup is similar across elementary schools regardless of performance level.

To better understand the connections between working conditions and student achievement, statistical models were created for elementary, middle and high schools. This modeling moves beyond correlations by controlling for various factors to better determine whether there is a direct relationship between particular working conditions in light of the multitude of factors that influence student learning.

Elementary Level Student Performance

The statistical model for elementary performance was robust, explaining 76 percent of the variance in school

level achievement. Leadership, Facilities and Resources, and Professional Development had a statistically significant connection to student achievement.

- Responses to the battery of questions comprising the Leadership Factor—including issues of trust and support—exerted roughly the same influence on the Performance Composite as the proportion of teachers on lateral entry licenses. Leadership was about twice as strong an influence on school performance as the teacher turnover rate.
- At the elementary (and middle school level), higher performing schools were less likely to note positive conditions for Professional Development. This same connection was noted in 2006 (Hirsch and Emerick, 2007) and has been found in other states as well. As many questions in the Professional Development Factor focus on the amount of funding and resources

TABLE 1. CORRELATIONS BETWEEN WORKING CONDITIONS AND STUDENT ACHIEVEMENT BY LEVEL

Influences on Student Learning	Performance Composite		
	<i>Elementary Schools</i>	<i>Middle Schools</i>	<i>High Schools</i>
Leadership	.340*	.230*	.298*
Professional Development	.079*	.087	.246*
Time	.141*	.159*	.199*
Decision Making	.347*	.301*	.380*
Facilities and Resources	.330*	.354*	.398*
Percentage of Lateral Entry Teachers	-.305*	-.531*	-.373*
Student Teacher Ratio	.050	.329*	.292*
Average Daily Membership	.236*	.299*	.155*
Teacher Turnover Rate	-.320*	-.349**	-.248*
Percentage of Limited English Proficient Students	-.277*	-.341*	-.250*
Percentage of Students Eligible for Free or Reduced Lunch	-.808*	-.833*	-.490*

Note: Data are correlation coefficients. The closer to 1.0 or -1.0, the stronger the connection between variables. In social sciences, a 0.3 is generally accepted as a meaningful connection.
* Significant at the p < .01 level (two-tailed)

available for professional development, poorer and lower-performing schools, often the beneficiaries of greater federal (Title I) and state investments, are more positive about the frequency and funding of opportunities for support.

- For every one-point increase in the school leadership factor average, elementary schools were 85 percent more likely to exceed growth expectations. Schools were 82 percent more likely to exceed growth expectations for every one point increase in school factor averages in the area of time (collaboration, planning, sufficient class size, etc.).
- While working conditions areas significantly influence achievement, student background had the strongest

impact on school performance. Poverty was five times as predictive of elementary student performance as Leadership and was almost three times more influential than any other variable included in the model.

The proportion of minority and Limited English proficient students, percentage of minority educators, and reported acts of violence by students were also statistically significant in explaining elementary performance in addition to the variables discussed above.

Middle School Performance

The statistical model for middle school performance explained 82 percent of the variance in school level achievement. Leadership, Facilities and Resources, and

TABLE 2. TEACHER WORKING CONDITIONS SURVEY QUESTIONS BY ELEMENTARY SCHOOL PERFORMANCE QUARTILE

North Carolina Teacher Working Conditions Questions				
	Quartile I (Lowest Performing)	Quartile II	Quartile III	Quartile IV (Highest Performing)
Overall my school is a good place to work and learn	66%	79%	81%	86%
There is an atmosphere of trust and mutual respect within the school	59%	69%	70%	78%
The school leadership consistently enforces rules for student conduct	58%	66%	69%	76%
The school leadership support teachers' efforts to maintain discipline in the classroom	64%	72%	76%	82%
The School Improvement Team provides effective leadership at this school	58%	67%	68%	75%
The faculty and staff have a shared vision	67%	75%	77%	83%
The school leadership shields teachers from disruptions, allowing teachers to focus on educating students	61%	69%	71%	77%
The school leadership consistently supports teachers	65%	73%	75%	81%
In this school we take steps to solve problems	63%	70%	72%	78%
Overall, the school leadership in my school is effective	56%	65%	66%	71%

Note: Items are ordered based on the greatest disparity between Quartile I (low performing) and Quartile IV (high performing) schools.

Professional Development significantly affect student performance.

- Facilities and resources had the strongest influence of the working conditions variables for middle schools, affecting school level achievement about as much or more than any student, school or teacher characteristic except poverty. Facilities and Resources had three times the influence on achievement as the percentage of teachers with advanced degrees, reported acts of student violence, and teacher turnover. A five percent increase in the Performance Composite could be estimated for every one-point difference in the Facilities and Resources Factor mean score on the Teacher Working Conditions Survey.
- Leadership had twice as strong an influence on performance as the proportion of teachers with advanced degrees and teacher turnover.
- For every one-point increase in the Facilities and Resources Factor average, middle schools were 98 percent more likely to exceed growth expectations. Middle schools with higher teacher turnover, higher class sizes and higher-poverty students were less likely to exceed growth expectations.

High School Performance

The statistical model for high school performance explained 66 percent of the variance in school level achievement. Leadership, Facilities and Resources, and Time were statistically significant in explaining high school student performance.

- Time exerted the strongest influence of the working conditions areas on high school achievement, similar to the impact on the school-wide Performance Composite as the proportion of teachers on lateral entry licenses and reported acts of student violence.
- Leadership and Facilities and Resources were statistically significant in explaining whether schools met growth expectations. For every one-point increase in the Facilities and Resources Factor average, high schools were 97 percent more likely to exceed growth expectations. High schools were 92 percent more likely to exceed growth expectations for every one-point increase in the Leadership Factor average.

The percentage of minority students, the percentage of students in poverty, school size (larger schools had higher performance levels) and student teacher ratio were also statistically significant in explaining student performance.

Conclusion

Statistical models demonstrate that the presence of supportive school leadership and sufficient facilities and resources are significant factors in explaining student achievement at all school levels. Positive working conditions, where educators are supported and empowered, are essential to creating schools where teachers and administrators want to work and students learn.

References

Hirsch, E. and Emerick S. with K. Church and E. Fuller (2007). *Teacher Working Conditions are Student Learning Conditions: A Report on the 2006 North Carolina Teacher Working Conditions Survey*. Hillsborough, N.C.: Center for Teaching Quality.

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About The New Teacher Center

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New Teacher Center

Improving Teaching and Learning in America's Schools



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North Carolina Teacher Working Conditions Survey Brief: Working Conditions Influence Teacher Retention

Eric Hirsch, *New Teacher Center* with
Keri Church, *LEARN NC*

Since 2001, the Office of the Governor, the North Carolina Professional Teaching Standards Commission and the North Carolina State Board of Education have made a sustained commitment to listening to educators and reforming schools to create the working conditions necessary for student and teacher success.

In 2008, 104,249 educators responded to the Teacher Working Conditions Survey (87 percent), the highest proportion since the advent of the survey in 2002. Every traditional public school and school district in the state of North Carolina reached the minimum response rate (40 percent) necessary to have valid data, providing information needed to gauge the successes and areas of concerns in their own school community. The data was made available in May 2008 at www.ncteachingconditions.org.

With four iterations of the survey completed, analyses have been consistent and clear. The conditions teachers face in schools and classrooms are critical to teacher retention. Analyses from 2004 and 2006 demonstrate that effective leadership that provides sufficient planning

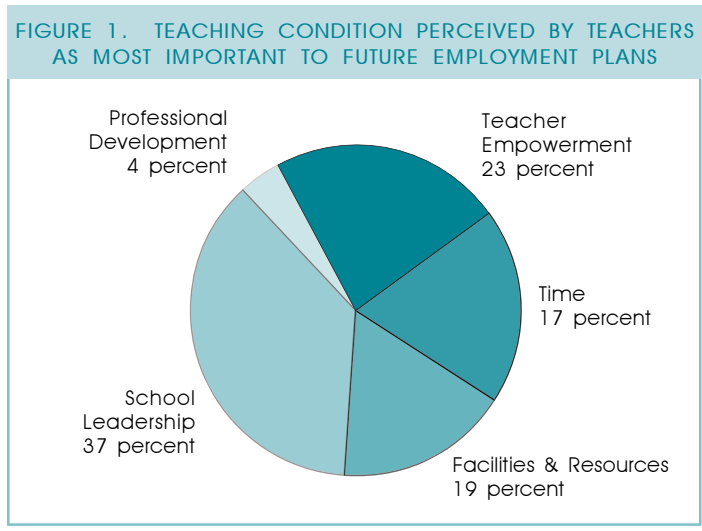
time and empowers teachers in trusting environments are essential to retaining teachers (Hirsch and Emerick, 2007; Hirsch 2005).

With the 2008 survey data, the New Teacher Center analyzed the relationship between working conditions and two measures of teacher retention: actual school level turnover and the future employment plans as self reported on the North Carolina Teacher Working Conditions Survey. Supporting statistical documentation on the data utilized, survey questions included in the working conditions areas examined (Leadership, Decision Making, Professional Development, Time and Facilities and Resources) and statistical models developed are available in the research section of www.ncteachingconditions.org.

Findings

On the North Carolina Teacher Working Conditions Survey, more than one-third (37 percent) of teachers indicate that School Leadership is the most important working condition influencing their decision about where to work (Figure 1). About twice as many teachers selected Leadership as Facilities and Resources and Time.

Approximately one-quarter (23 percent) of teachers report that empowerment is most important in deciding whether to remain working in their current school.



Evidence throughout the survey indicates that North Carolina teachers with positive perceptions about their working conditions, particularly in the areas of school leadership and teacher empowerment, are much more likely to want to stay at their current school (Table 1).

- *Issues related to teacher engagement in a clear and effective decision making process led by the School Improvement Team (SIT) influence teachers' decisions about where to work.* Three-quarters of those who want to continue working in their current school agree that members of the SIT are elected compared to four out of ten teachers (43 percent) who want to stay in the profession but work elsewhere. There are large and significant differences between teachers who want to stay and move on issues such as taking steps to solve problems, having an effective SIT, having an effective

decision making process, and teachers being centrally involved in decision making.

- *Leadership that supports teachers is an important influence on where they work.* More than three-quarters (78 percent) of teachers who want to stay working in their school agree that school leadership consistently supports teachers compared to less than half (47 percent) of movers. Leadership's communication about expectations, enforcement of student conduct rules, and ability to shield teachers from unnecessary disruptions impact whether teachers want to remain in their school.

In looking at actual attrition, the greatest differences between the highest- and lowest-turnover schools at all levels are the overall perceptions of the school being a good place to work and learn, the effectiveness of the School Improvement Team, the presence of an atmosphere of trust and mutual respect, and the ability of leadership to shield teachers from disruption.

To better understand the connections between working conditions and both actual attrition and future employment plans, statistical models were created for elementary, middle and high schools. This modeling moves beyond correlations by controlling for various factors to better determine whether there is a direct relationship between particular working conditions and teacher retention in light of the multitude of factors that influence where educators work.

- *At the elementary school level, school leadership was statistically significant in explaining school level turnover.* Higher percentages of fully licensed teachers

and the proportion of educators with advanced degrees were also significant

of fully licensed teachers and school size were significant influences as well.

- *At the middle school level, the role of teachers in making decisions—from teaching and classroom to school wide practices—were significant in explaining teacher turnover.* Teachers in lower-turnover schools were significantly more likely to play a large role in making various decisions. Smaller middle schools, those with higher proportion of licensed teachers and those serving less diverse students were more likely to have lower turnover.
- *For high schools, those with higher factor averages in the area of facilities and resources were significantly more likely to have lower teacher attrition.* The proportion

Conclusion

Statistical models demonstrate that the presence of supportive school leadership, teacher engagement in decision making and the sufficiency of resources are significant factors in explaining teacher retention at all school levels. Positive working conditions, where educators are supported and empowered, are essential to creating schools where teachers and administrators want to work and students thrive.

TABLE 1. DIFFERENCES IN THE PERCEPTIONS OF STAYERS, MOVERS AND LEAVERS ON TEACHER WORKING CONDITIONS QUESTIONS

North Carolina Teacher Working Conditions Survey Questions	Percentage of Educators Agreeing		
	<i>Stayers</i>	<i>Movers</i>	<i>Leavers</i>
Members of the school improvement team are elected	75.7%	42.9%	55.0%
The school leadership consistently supports teachers	78.1%	47.0%	58.8%
In this school we take steps to solve problems	74.6%	46.4%	56.5%
The school leadership communicates clear expectations to students and parents	71.0%	43.6%	53.7%
The faculty and staff have a shared vision	78.0%	50.8%	59.5%
The faculty has an effective process for making group decisions and solving problems	68.3%	41.4%	51.2%
The School Improvement Team provides effective leadership	68.5%	41.6%	51.3%
The school leadership consistently enforces rules for student conduct	76.2%	49.7%	59.6%
The school leadership shields teachers from disruptions, allowing teachers to focus on educating students	66.6%	40.8%	49.4%
Teachers are centrally involved in decision making about educational issues	66.3%	41.1%	50.2%

Note: Items are ordered based on the greatest disparity between stayers and movers.

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North Carolina Teacher Working Conditions Research Brief: Supporting New Teachers

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In 2008, more than 104,000 educators (87 percent) across North Carolina participated in the North Carolina Teacher Working Conditions Survey, providing critical information for every traditional public school about whether or not the faculty perceives that the trusting, supportive environments necessary to enhance student learning and retain teachers are present.

These conditions are especially important for new teachers entering the profession. High quality mentoring is dependent on the presence of many of these working conditions to be effective, including: a supportive environment, teacher engagement in decisions about instruction, school leaders who facilitate the creation of clear and predictable decision making processes, opportunities for mentor and new teacher professional development, and time for educators to work collaboratively.

In addition to general trends evident from the main sections of the survey, specific questions were designed to assess perceptions of the quality of mentoring across the state. Approximately 19,000 teachers in their first three years in the profession (about 7,000 in their initial year) were asked a series of questions about the support they received. About 26,000 North Carolina teachers reported serving as a mentor to new colleagues over the past three years and were asked about their perceptions

of the frequency of mentoring and any additional support they received.

New Teachers Have Different Perceptions and Professional Development Needs

Beginning teachers report differing perceptions of the working conditions in their school and areas where they need additional support to improve. Consider the following:

- New teachers are more likely to agree that they have positive working conditions than mid-career and veteran teachers. On virtually all questions, teachers in their first year are the most likely to note the presence of positive working conditions, followed closely by those in their second and third years.
- In most professional development areas, new teachers are more likely to report needing additional opportunities to be more effective with their students. While there is little disparity based on years of experience in feelings of preparedness in their content area, closing the achievement gap and with English Language Learners, there are significant differences in the areas of classroom management, methods of teaching and student assessment. For example, while half (52 percent) of first year and one-third of teachers with two to three years experience (36 percent) indicate a need for more professional development in classroom

management, less than one-fifth of those with eleven or more years report a need.

Ideally, induction can build upon and foster new teachers' positive perceptions of supportive working conditions while also providing the additional support new teachers identify as necessary. However, it appears that not all beginning educators are receiving the support they need.

Induction Support Does Not Reach all New Educators

Nine out of ten teachers report being assigned mentors for both their first year and/or their first and second year of teaching. And of the new teachers assigned a mentor, many do not receive the support that research demonstrates is necessary to improve performance and keep them in the profession (Table 1). One-third of new teachers assigned a mentor report never planning during the school day (32 percent) or planning instruction with their mentor (33 percent). One-fifth of new teachers indicate that they were not observed by their mentor.

New principals, like teachers, do not receive systematic support within the state. Less than one-third (31 percent) of new principals—those with three years in the principalship or less—were assigned a mentor. When a

mentor was assigned, new principals were positive about the impact in many areas such as instructional leadership, budgeting, school improvement planning, etc.

- Of those receiving a mentor, one-third (36 percent) of the principals were never observed in their school or did school improvement planning with their mentor (35 percent)
- Forty-six percent of principals who were assigned a mentor agreed it was important in their decision to remain a leader in their school, and 60 percent said it enhanced their effectiveness as a school leader

While many novice teachers are not being reached, those who were assigned a mentor and met with them more frequently indicate that the support they received was effective in many areas. Three-quarters of new teachers receiving mentoring agree that their mentor was effective in supporting instructional strategies (76 percent), classroom management/discipline (76 percent), school and/or district procedures (76 percent), Eighty percent report that their mentor supported their completion of required documentation and 85 percent of new teachers agree that their mentor provided effective general support and encouragement. Two-thirds report effective support from their mentor in their subject area.

TABLE 1. FREQUENCY OF MENTORING ACTIVITIES REPORTED BY NEW TEACHERS AND MENTORS

Mentoring activity	Supported New Teachers		
	<i>Never</i>	<i>Sometimes</i>	<i>At Least Once Per Week</i>
Planning During the School Day	32%	38%	30%
Being Observed by My Mentor	20%	72%	8%
Planning Instruction with My Mentor	33%	43%	24%
Having Discussions with My Mentor About Teaching	4%	45%	51%

Note: The "sometimes" category includes responses ranging from "less than once per month" to "several times per month."

Mentors, like new teachers, are not receiving systematic support across schools and districts. While three-quarters (77 percent) of North Carolina educators serving as mentors to new teachers received some mentor training (i.e. seminars or classes), other supports are rare. About one-third of mentors report receiving release time to observe their mentee (38 percent), receiving common planning time with their mentee (31 percent), and regular communication with school administration (34 percent). Less than one out of ten receive release time to observe other mentors (7 percent) and virtually none receive a reduced number of preparations (2 percent) or teaching schedule (2 percent).

Four out of ten mentors report working with only one beginning teacher and seven out of ten (67 percent) work with two or less.

Impact of Mentoring

Three-quarters of new teachers mentored report that it made at least some contribution to their success as a

beginning teacher (four out of ten report that their mentoring experience mattered quite a bit or a great deal). About half (45 percent) agree that their mentoring experience was important in their decision to continue teaching at their school.

On the North Carolina Teacher Working Conditions Survey, all teachers were asked about their future employment plans: whether they wanted to “stay” teaching in their current school, remain teaching but “move” to a new school, or “leave” teaching altogether. New teachers who plan to stay in their school receive more frequent mentoring support than those who want to move to a new school or leave the profession (Table 2). In an examination of the self-reported future employment plans of new teachers who were mentored, those who want to stay in their school more frequently planned during the school day, planned instruction, had discussions about teaching and were observed than those who wanted to move to another school or leave teaching altogether.

TABLE 2. FUTURE EMPLOYMENT PLANS OF NEW TEACHERS AND FREQUENCY OF MENTORING ACTIVITIES

Mentoring activity	Frequency of Mentoring as Reported by New Teachers								
	Never			Sometimes			At Least Once Per Week		
	<i>Stayers</i>	<i>Movers</i>	<i>Leavers</i>	<i>Stayers</i>	<i>Movers</i>	<i>Leavers</i>	<i>Stayers</i>	<i>Movers</i>	<i>Leavers</i>
Planning During the School Day	28.5%	37.2%	37.8%	38.8%	37.7%	39.3%	32.7%	25.1%	22.9%
Being Observed by My Mentor	18.1%	22.7%	23.1%	72.8%	69.1%	69.2%	9.1%	8.2%	7.7%
Planning Instruction with My Mentor	29.6%	38.6%	41.1%	44.1%	40.9%	41.1%	26.3%	20.5%	17.8%
Having Discussions with My Mentor About Teaching	3.1%	5.1%	6.5%	43.4%	49.8%	49.9%	54.5%	45.1%	43.6%

Note: The “sometimes” category includes responses ranging from less than one per month to several times per month.

Conclusion

A Mentor Task Force was established by the North Carolina Department of Public Instruction to develop recommendations to the North Carolina State Board of Education to inform school districts on the use of state funding for the design and approval of their induction program. The Task Force, meeting in fall 2008 and spring 2009, is considering new standards for mentor programs and mentors that align with the North Carolina Professional Teaching Standards, a network of mentor programs, and the development and delivery of mentor training.

These state reforms may be necessary as educators in some schools indicate that induction issues are not being addressed. Two-thirds of teachers responding to the North Carolina Teacher Working Conditions Survey agree that school leadership makes sustained efforts to address concerns about new teacher support. Approximately one out of six teachers (17 percent) disagree that efforts are made. By comparison, 64 percent agreed efforts are made

to address concerns about leadership, 66 percent agreed efforts are made to address concerns about teacher empowerment, and 72 percent agreed efforts are made to address concerns about professional development and facilities and resources respectively.

Additionally, only half of principals (53 percent) agree that they have sufficient time to focus on instructional leadership issues. Six out of ten principals (57 percent) spend three hours or less in an average week on instructional leadership issues (nine out of ten spend 5 hours per week or less) and one-quarter spend three hours or less (26 percent) observing and coaching teachers.

Given the return on investment of supporting high-quality induction—\$1.66 for every \$1 invested according to a recent New Teacher Center study—and the gains in teacher retention and teacher effectiveness, policymakers and practitioners should do more to ensure that all new teachers are systematically supported across North Carolina.

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North Carolina Teacher Working Conditions Research Brief: Principal Working Conditions

Eric Hirsch, *Director of Special Projects*

Since 2001, the Office of the Governor, the North Carolina Professional Teaching Standards Commission and the North Carolina State Board of Education have made a sustained commitment to listening to educators and reforming schools to create the working conditions necessary for student and teacher success.

In 2008, 104,249 educators responded to the Teacher Working Conditions Survey (87 percent), the highest proportion since the advent of the survey in 2002. Every traditional public school and school district in the state of North Carolina reached the minimum response rate (40 percent) necessary to have valid data, providing information needed to gauge the successes and areas of concerns in their own school community. The data was made available in May at www.ncteachingconditions.org. Having this data for all schools is essential as:

- The new School Executive: Principal and Teacher Evaluation instruments rely on the Teacher Working Conditions Survey as an essential data artifact for educators to reflect on whether they are meeting state standards.
- The Teacher Working Conditions Survey results are integrated into the newly crafted School Improvement Planning process as required by the North Carolina State Board of Education.

Principals play a critical role in establishing school policies, setting the tone within the school and providing leadership. While most questions on the survey focus on school leadership (which includes but is not limited to the principal), in 2008 a newly designed series of questions only for principals were asked to better assess the support they receive from districts as school leaders. Almost 2,000 principals across North Carolina responded and provided their voice about whether school districts are giving them the supportive environments they need to create positive working conditions for their faculty.

- Four out of ten (38 percent) responding principals were in their first three years as a principal while over one-fifth (20 percent) have more than ten years' experience as a principal.
- Almost two-thirds of the respondents (62 percent) have been a principal in their school for three years or less and 95 percent have worked in their school for less than a decade. About half (45 percent) have been a principal in their current district for three years or less.

Principals in North Carolina are generally positive about most aspects of the support they receive that enable them to create positive working conditions in their schools.

Consider the following:

- Eight out of ten principals (83 percent) agreed that their schools had a sufficient number of licensed staff to meet the educational needs of their students, and that their district Human Resources office provides highly qualified applicants for open faculty positions (84 percent). Two-thirds (67 percent) agree that they have a sufficient number of non-licensed staff to operate their school efficiently and effectively.
- Eight out of ten principals agreed that they are involved in decisions that directly impact the operations of their schools (79 percent) and are actively involved in district decisions about educational issues (78 percent). Principals noted that they and other school leaders play a large role in many decisions that influence teaching conditions such as evaluation (90 percent), establishing and implementing policies for student discipline (86 percent), and establishing the school schedule (87 percent), and school improvement planning (93 percent). Ninety-two percent of principals agreed that their schools are provided sufficient data and information to make informed decisions.
- Eighty-five percent of principals agree that their district encourages cooperation amongst schools and 84 percent report that the central office provides principals support when they need it. Three-quarters of principals agree that there is an atmosphere of trust and mutual respect within their district. Nine out of ten principals agree that their district clearly defines expectations for schools.

Principals' greatest concerns, like teachers, are in the area of time. About half (53 percent) of participating principals agree that they have sufficient time to focus on instructional leadership issues. Not surprisingly, six out of ten principals (59 percent) report spending more than ten hours in an average week on administrative duties and

four out of ten (43 percent) spend at least five hours in meetings with families and the community. Six out of ten principals (57 percent) spend three hours or less in an average week on instructional planning with teachers and one-quarter (26 percent) spend three hours or less observing and coaching teachers.

Principal Support

Principals were positive about the professional development provided by districts. Two-thirds agree that professional development for principals is a district priority (66 percent) and that sufficient resources are available to take advantage of opportunities (67 percent). More than three-quarters (77 percent) agree that professional development provides principals with the knowledge and skills they need to be most effective.

This support is evident with a high proportion of principals reporting that they received at least ten hours of professional development over the past two years in instructional leadership (80 percent) and data-driven decision-making (62 percent). However, few principals report receiving professional development in scheduling (11 percent), staffing (13 percent), remediation/coaching (15 percent), and working with parents and the community (11 percent).

Despite receiving some professional development, principals most frequently cited needing additional professional development to be more effective in data-driven decision-making (40 percent) and instructional leadership (32 percent). Teacher remediation/coaching (32 percent) was also a needed area and one in which few principals had received support. Given the emphasis on coaching teachers necessary to implement the newly established North Carolina Teacher Evaluation System (www.ncptsc.org), the gap between principals receiving

and needing coaching support is a potential issue for ensuring teacher effectiveness.

Less than one-third (31 percent) of new principals—those with three years in the principalship or less—were assigned a mentor. When a mentor was assigned, new principals were positive about the impact in many areas such as instructional leadership, budgeting, school improvement planning, etc.

- Of those receiving a mentor, one-third (36 percent) were never observed in their school or did school improvement planning with their mentor (35 percent).
- About half (46 percent) of new principals who were assigned a mentor agreed it was important in their decision to remain a leader in their school and 60 percent agreed that it enhanced their effectiveness as a school leader.

Impact of Principal Support

Analyses were conducted on the connections between the school faculty perception of support and the principal’s agreement that they have positive conditions within their district. Comparisons were made on select questions on the presence of working conditions in their schools between principals who reported positive supports and those who did not. It appears that principals who report more positive conditions themselves are able to provide better working conditions for their faculty in some areas. Consider the following:

- Principals reporting that central office provides them support when they need it are significantly more likely to have teachers in their school report that sufficient resources are available for teachers to take advantage of professional development.

TABLE 1. PROFESSIONAL DEVELOPMENT NEEDED AND RECEIVED BY NORTH CAROLINA PRINCIPALS

Professional Development Area	Percentage of Principals Agreeing	
	<i>Need Additional Support</i>	<i>10+ Hours Over Past Two Years</i>
Instructional Leadership	32%	80%
Student Assessment	30%	40%
Creating Positive Learning Environments	23%	37%
School Improvement Planning	24%	45%
Budgeting	28%	13%
School Scheduling	27%	11%
Staffing (hiring, etc.)	14%	13%
Teacher Evaluation	11%	31%
Teacher Remediation/Coaching	32%	15%
Data-Driven Decision-Making	40%	62%
Working with Parents and the Community	20%	11%

- Where a principal indicates that the district involves principals in decisions that impact the operation of their school, their teachers are more likely to report that they are trusted to make sound professional decisions about instruction and that sufficient resources are available for teachers to take advantage of professional development.
- Principals trusted to make sound professional decisions about instruction in the district are significantly more likely to provide trusting environments for teachers, to provide training to teachers to fully utilize instructional technology and to provide effective professional development to teachers

Principals indicate that site-based decision making and principal empowerment are the most important aspects of their working conditions that enhance student achievement (40 percent) and affect their willingness to remain as a principal in their school (38 percent). Considering ways to appropriately empower school principals and provide them with the support they need to be effective may be an important strategy for principal retention.

Like teachers, principals need supportive conditions to provide the leadership necessary to create school environments where teachers want to stay and students learn.

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North Carolina Teacher Working Conditions Survey Research Brief: Redesigned and Early College High Schools

Eric Hirsch, *Director of Special Projects* with
Keri Church, *LearnNC*

Since 2001, the office of the Governor, the North Carolina Professional Teaching Standards Commission and the North Carolina State Board of Education have made a sustained commitment to listening to educators and reforming schools to create the working conditions necessary for student and teacher success.

In 2008, 104,249 educators responded to the Teacher Working Conditions Survey (87 percent), the highest proportion since the advent of the survey in 2002. Every traditional public school and school district in the state of North Carolina reached the minimum response rate (40 percent) necessary to have valid data, providing information needed to gauge the successes and areas of concerns in their own school community. The data was made available in May 2008 at www.ncteachingconditions.org.

With four iterations of the survey completed, analyses have been consistent and clear. The conditions teachers face in schools and classrooms are essential elements of student achievement and teacher retention. This is particularly true in high schools where analyses from 2008 demonstrate that:

- Leadership, Facilities and Resources, and Time were statistically significant in explaining student performance. Time exerted the strongest influence of the working conditions areas on high school achievement on the Performance Composite.

- Leadership and Facilities and Resources were statistically significant in explaining whether schools exceeded student achievement growth expectations. For every one-point increase in the Facilities and Resources Factor average, high schools were 97 percent more likely to exceed growth expectations. High schools were 92 percent more likely to exceed growth expectations for every one-point increase in the Leadership Factor average.
- For high schools, those with more positive working conditions in the area of Facilities and Resources were significantly more likely to have lower teacher attrition.

In 2006, the North Carolina Business Committee for Education and the Center for 21st Century Skills supported an extensive study of teaching and learning environments in North Carolina's redesigned and early college high schools. The small size and culture in these high schools facilitated collaboration amongst faculty and staff and catalyzed relationship building with students, parents and the community. Additionally, principals empowered teachers and all were focused on instruction and providing educators with the resources and support to assist students in achieving rigorous, 21st century learning goals (Center for Teaching Quality, 2007).

As was the case in 2006, educators in redesigned and early college high schools were more likely to report positive working conditions (Table 1). Gaps between redesigned high schools and other high schools were greatest in the areas of leadership and empowerment

issues in 2006 (Hirsch and Emerick, 2007), but in 2008 the greatest disparity was evident in the area of professional development.

- *Educators in redesigned high schools are more likely to agree that professional development is effective.* Three-quarters (76 percent) of teachers in redesigned high schools report that professional development was useful in improving student achievement compared to half of educators in other high schools (52 percent). Educators in redesigned high schools were far more likely to report that professional development was effective, that it provided strategies that could be incorporated into instruction and that followup was provided.
- *Educators in redesigned high schools report more time and resources are available for professional*

development. Educators in redesigned high schools were more likely to agree that they were provided adequate time for professional development, that sufficient funds for professional development were available, and that teachers are provided opportunities to learn from one another.

- *Teachers in redesigned high schools report support in finding time to plan and collaborate.* Educators in redesigned high schools are more likely to agree that they have sufficient non-instructional time and that they are shielded from paperwork and duties that interfere with teaching.

Few differences between redesigned and early college high schools and other high schools were evident in some working conditions areas. Educators in redesigned high

TABLE 1. TEACHER WORKING CONDITIONS IN REDESIGNED HIGH SCHOOLS

North Carolina Working Conditions Survey Questions	Percentage of Educators Agreeing		
	<i>Redesigned High Schools</i>	<i>All Other High Schools</i>	<i>Difference</i>
Professional development has proven useful to you in your efforts to improve student achievement	75.5%	52.1%	23.4%
I participate in ongoing follow up from professional development opportunities that help me improve my teaching	82.0%	62.2%	19.8%
Professional development has provided you with strategies that you have incorporated into your instructional delivery	66.2%	48.2%	18.0%
Adequate time is provided for professional development	72.0%	54.3%	17.7%
Teachers are provided with opportunities to learn from one another	74.1%	57.5%	16.6%
Professional development provides teachers with the knowledge and skills most needed to teach effectively	81.4%	65.1%	16.3%
Sufficient funds and resources are available to allow teachers to take advantage of professional development activities	77.3%	61.1%	16.2%
The school leadership tries to minimize the amount of routine administrative paperwork required of teachers	71.8%	55.8%	16.0%
The non-instructional time provided for teachers in my school is sufficient	71.5%	56.3%	15.2%
Teachers are protected from duties that interfere with their essential role of educating students	71.8%	57.5%	14.3%

Note: Items are ordered based on the greatest disparity between redesigned and other high schools.

schools report similar availability of instructional materials and technology, office equipment and communication technology. Educators in redesigned high schools and other high schools are equally likely to agree that they are centrally involved in decision making and take steps to solve problems.

It appears that teachers in redesigned and early college high schools are provided more frequent and higher quality professional development opportunities. Previous analyses found that the size, culture and focus of redesigned and early college high schools provided opportunities for more discussion and collaborative professional learning opportunities (Center for Teaching Quality, 2007). Further, through the North Carolina New Schools Project, these schools are provided with opportunities to share strategies and experiences with other schools implementing similar reforms. The state

should conduct a more systematic evaluation of the effectiveness of professional development in these schools and consider strategies to provide greater access to similar experiences to educators in all North Carolina high schools.

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About The New Teacher Center

The New Teacher Center (NTC) was established in 1998 as a national resource focused on teacher and administrator induction. NTC implements and promotes induction best practices through a variety of innovative professional development opportunities and materials that assist educators and policy makers in supporting the next generation of education professionals. Using an integrated, collaborative approach, NTC strives to support essential research, well-informed policy, and thoughtful practice that encourage teacher development from pre-service throughout the career of a teacher.

New Teacher Center

Improving Teaching and Learning in America's Schools



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