

Policy to Practice Brief

NC Pathways to Excellence for Teaching Professionals

*Input from the Implementers: District Leaders, Principals,
School Board Members, and Educator Preparation Programs*



Appendices

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Appendix A: Positive Aspects of the Draft Model

Opportunities for Growth/Career Advancement

- Provides opportunity for growth in the teaching profession—don't have to leave teaching to seek increase in pay or increase in value
- Encouraging teachers to stay in the classroom and not having to move to administrative role
- Opportunity for career advancement within the field of education
- Gives teachers clearer ideas of how they can move up within the profession and provides goals/incentives
- Clear pathways for growth
- Currently, some smaller districts don't have as many advanced opportunities/progression across the state; in this case, you can see where your career can go; you can see the possibilities
- Teachers are able to look across the career, vs what they are going to do right now
 - Should help with not only recruiting, but also retaining
- See advancement as they begin their career
- Love the trajectory; it is clear that there is life beyond the classroom without having to go to administrative role
- Teachers visiting other classrooms
- Love the steps, good way to save some strong folks. Teachers want to work for something, so having an opportunity to work up is good.
- Microcredentials- have questions about this, but like the idea of this being a uniform requirement. Will set some benchmarks to unify things that we are doing and expecting of our leaders.

Funded Apprenticeship Opportunities

- Fully funded apprenticeship
- Apprenticeship is designed like a TA
- Apprentice teacher is designed to be a TA.

- The long apprenticeship and close work with a demonstrated good teacher - this looks like a medical Model.
- Opportunities for interns to be paid
- Apprentice teacher elevates the role of the TA, especially in terms of pay
 - Unclear if they will always be in room with L4
 - Grow teachers for them to stay in their respective districts

Alternative Entry Pathways

- Alternative ways to get people into the teaching profession, especially in some of the more advanced/specialized courses.
- Multiple pathways/onramps
- The Level I option could be more job-embedded, simpler for lateral entry teachers.
- Support for lateral entry, early levels.
- Appears to have pathway to L1 and L2 for unlicensed
- Like having alternative pathways because teachers can't pass licensure exams.

Co-Teaching and Mentors

- Being able to teach with a teacher; like on the job training
 - Having a way for teachers to teach under somebody
- The long apprenticeship and close work with a demonstrated good teacher
- Mentorship aspect- learning from someone currently doing the work is good in theory to have practicing teachers coaching those in the classroom.
- Advanced teacher/adult leadership roles- never had a class on how to teach adults, like the idea about being intentional about providing great teachers with the opportunity to teach and coach others. This was very intentional

Incentives/Advanced Roles

- This may provide more opportunities to grow people from within.
- Gives teachers something to work toward and rewards them in a variety of ways
- Structure of career ladder for advanced teachers
- Likes that advanced teacher roles will have higher salaries that reflect taking on more work
- Likes that you don't need additional education to be considered an advanced teacher
- Districts with Advanced Teaching Roles do pay about 15-30% bonuses, not salaried.
- Clear trajectory, clear to understand. Goal is to keep teachers in the classroom, so advanced teaching roles are good in that way.

Compensation

- License 3 is 9-10k more than the first year teachers now.
- Additional compensation will help to retain teachers. We pay \$40/hr for summer school and have no vacancies, so money does talk

- Attempt to allow quicker salary advancement.
- Supplement for the teacher leaders, with an opportunity to make extra money.
- Additional compensation for additional responsibilities
- Upper-end of salaries is competitive with teaching salaries nationally
- Districts with advanced teachers get bonuses, not just increase in salary
- Teachers rewarded for the additional work they do inside the school
- Salary increases for meeting benchmarks
- Districts with Advanced Teaching Roles do pay about 15-30% bonuses, not salaried.
- Attempt to allow quicker salary advancement.
- Supplement for the teacher leaders, with an opportunity to make extra money.

Higher Starting Salary

- Higher starting salary
- License III is a substantial increase from current first-year teacher pay

Opportunities for TAs to Become Teachers while Working at the School

- Likes that TA's can work while gaining credentials
- Format of beginning with the TAs and moving forward
- Good pathway from TA to traditional teacher
- Likes that TAs are given more responsibility and incentives to move towards getting a 4 year degree/classroom teaching
- Increase in pay, but need more support (i.e. TAs).
- Impressed with the apprentice step. Some of our best recruiting comes through grow your own programs. This will help tap into TAs, others who have associate degrees.

Recognizing Excellence/Competency-Based/Multiple or Optional Measures

- Recognizing teachers who truly are outstanding if the Model works the way it should.
- Variety of ways to demonstrate competency
- Gives alternatives to standardized tests for teachers who are good at teaching but struggle with standardized tests
- Removing Praxis as a barrier for good teachers. Should not evaluate teachers based on one piece of data- like the flexibility for level 2.

Professional Advancement Funds

- Professional advancement funds

Appendix B: Challenges That You See

Complicated

- Confusion/Complexity - may need to note about state vs. local vs. federal funded positions;
- Too complicated
- Not simple or easy to comprehend
- This process is not sustainable and “dumbs down” the profession
- Essentially renames things we already know/have in place, presents very few new effective changes
- Too complicated, doesn’t fix the issues of licensure complexity
- This is a nightmare, too complicated, too many steps.
- This is so complicated.
- HR Teams do not believe the desired effect will happen.
- This is very complicated, and we are not sure of why this started.
- Confusing, does not clear up complexity of the current system. This is a challenge for EPPs and PSUs. In trying to create the system, they focused on multiple entry pathways - and ended up with a very complicated system.
- Goal is to reduce confusion, but now there are so many different ways that it is really confusing and difficult to explain to students. Does not clear up any complexity of the current licensure system.
- One significant gap in the Model is the failure to recognize the role of the Substitute Teacher (possibly noted within the context of the Apprentice Teacher?)...with the pool of substitutes being regarded as a primary source for identifying new teachers, I would encourage a deliberate call out in some capacity.
- This makes this even more convoluted, and we have already had a complicated system. We already lose teachers
- Why complicate this?
- Bordering VA in Caswell Co- lose teachers every day to VA, they have a very easy pathway to licensure. Cannot currently keep teachers due to licensure. The convoluted nature of licensure in NC makes it difficult to retain teachers. Pathways are good, but this convolutes things a lot more. People cannot understand it. Things are already crazy, add this and it will just make things harder.
- We took a simple, good idea (removing testing as a barrier), and made it complicated by trying to fit too many things into one Model

Equity

- How do we ensure teachers who are excellent have an incentive to work with higher need students/classrooms. Will we discourage teachers from taking on more challenging classrooms?

- If we are going to have a policy, policy should be fair for every person affected by that policy. They should have equal opportunity to advance.
- These measures are possibly working against incentivizing teachers to work in higher-need schools. This does not help with the shortage.
- What teachers might be left behind, and will that be teachers of color in schools with schools with a majority of students of color?
- Student improvement in one year may not happen, especially in schools with high turnover rates, which are mostly schools with majority students of color
- 3 years is a long time to stay in one. You are invested with 9 years before L4

Lack of Incentive to Enter Profession/Recruit

- Model does not solve our current problems of people being unwilling to enter the profession—doesn't solve the salaries are too low issues, also doesn't address lack of support for new teachers
- No incentive for out-of-state teachers to consider NC; too many difficult standardized tests required for licensure currently, this Model does little to address that
- Teaching is seen as a transitional career, not a permanent one, which isn't fixed by licensure issues

Human Capacity and Fiscal Resources Required for Implementation (State, District, School)

- The number of people who are available for the PEER reviews and the time required.
- The challenge of needing to be distinguished in all is a big problem, most don't have teachers with those ratings.
- Who is going to make this happen and implement this from all sides?
- Turnover of administrators and educators in terms of capacity and progress.
- If advanced credentials are in the Central Office, there could be criticism.
- Concerns about equity and not having enough mentors to have meaningful mentor/mentee relationships
- edTPA as a way to increase salary is not sustainable because it is very time consuming and wouldn't be feasible to do as a full time teacher
- Lack of training built in for the new teachers if they don't have to go through university coursework. District would likely need to pick this up during the summer.
- Concerns the L4 teachers will have a full-time job outside of teaching.
- Concerns about who would oversee the various steps, as DPI doesn't have enough staff for this
- Ignores existing programs/resources that are effective
- Doesn't acknowledge the diversity of different needs/resources across school districts
- Already difficult to find good licensure specialists
- Mentorship programs are already difficult to get teachers to participate in; always seen as another thing to do

- New programs dumped onto districts without funding and support for them
- Not enough staff/infrastructure to make this a reality; already takes a long time to get people licensed
- Doesn't address allotment issues; too many students and not enough administrators is due to allotment
- Model ignores equity, small rural districts don't have the same resources as Mecklenburg
- How does this align with Rep. Torbett's suggestion to do away with principals.
- Will we have the advanced teachers to provide the levels of support for the Apprenticeship, Level I/II/III?
- The 5 hours/week is so important for beginning teachers, but who has the time to provide that support? Will we have enough people in advanced teaching roles to support the BTs?
- How will the 5 hours be available, will the grade level meetings be counted instead of rich, 1:1 time?
- Will state funds need to match the levels, and will we have enough money to do that?
- Turnover of administrators and educators in terms of capacity and progress.
- If advanced credentials are in the Central Office, there could be criticism.
- Infrastructure at DPI is not set up for this
- We hear from our school partners that they are overwhelmed with licensure already as well. Difficult to navigate if they don't have the personnel
- How do we fund this approach and salary increases?
- Managing the process while not over-burdening the teacher who is providing the supervision
- Confusion of roles in the building could cause conflicts.
- The additional burden on Level IV and V teachers.
- Depending on someone else to assist in personal goals.
- Continuing to place more demands on Level IV teachers to observe and/or co-teach. How can we avoid overloading them?
- Teachers are already stretched thin, how are they expected to manage the additional support and time for Level I/II/III, etc?
- Funding and infrastructure are not there
- Incredible amount of work for building administrators

Lack of Clear Role for EPPs

- Lack of consultation/mention of EPPs
- Lack of logistical clarity. What is the role of the EPP in all of this?
- Confusing, does not clear up complexity of the current system. This is a challenge for EPPs and PSUs. In trying to create the system, they focused on multiple entry pathways - and ended up with a very complicated system.

- How do we ensure that what we know about EPPs are represented in this Model? Why are there additional hoops for EPP folks to jump through (assessments, etc.)? PSUs want EPP prepared candidates.

Potential to Move Focus Away from Kids' Outcomes (to Salary/Licensure Requirements)

- Want teachers to be focused on how they are teaching to have kids doing better and learning more. This is focused on improving something, not necessarily on earning more money
- Combining pay and licensure is concerning
- Too many boxes to check, can't focus on other things that really matter

Potential to Create Competition among Educators

- Causes issues within schools in terms of competition
- Limited to specific number in categories creates competition ("dog eat dog")
- If we are going to have a policy, policy should be fair for every person affected by that policy. They should have equal opportunity to advance.
- Fear that teachers will be pitted against one another
- Reverting a salary back is a big problem - financially and demoralizing. When this happens with principals, it is a problem, too.
- Set the school up for a more competitive environment, rather than a collaborative environment, which is something we value in education.

Lack of Clarity in Implementation

- The rollout needs to be thought out
- **We can't just say that we'll figure this out after the policy is passed.**
- Confusion about who called for/advanced this policy
- Concern is the financial support for this initiative—after 26 years in public education, have experienced the many unfunded mandates or partially funded mandates

Limitation on Advanced Teaching Roles Positions

- There may be lots of teachers who are not at a higher pay scale but might fall into the higher pay scale at a different school because principals will have limited funds to have the advanced roles
- Concerns that advanced teachers will only go to certain kinds of districts, creating further dichotomy between districts
- Reverting a salary back is a big problem - financially and demoralizing. When this happens with principals, it is a problem, too.
- With advanced teaching roles, it may make them spread too thin. May depend on demographics of the school, academic level, this needs to be taken into consideration.

Compensation

- Rates of pay for all of these categories. \$30K is not something you can afford to live on in Mecklenburg county
- Years 15-25 teachers plateau
- Doesn't address inequities related to teacher supplements
- If L1 is your initial entry as a teacher, there are challenges with the base salary. While it is more than it currently is, anything below 40K will pose a challenge. Not competitive against other industries for those coming out of college.
- Concerns that the highest level is still limited
- Presenting \$30k salary might not be attractive to people considering entering the profession
- Reverting a salary back is a big problem - financially and demoralizing. When this happens with principals, it is a problem, too.
- With salary increases that can go away, it is a huge issue.
- Is this about licensure or about compensation?
- This current draft would lead to coordinators and APs making more than Directors, etc. We need to look across salary schedules at the district and school roles. The state needs to fund this, too.
- Is there an incentive for teachers to leave as they spend more time, because the workload increases?
- Teachers feel like they are stuck and can make more \$ working at Chick-fil-A and not have to deal with the pressure in the classroom.
- The increasing pay with Advanced Teaching Role and/or the License 4 Renewal that could be lost or not received? There is worry about the bonus/variation in salary could be a problem - especially if you are at the mercy of someone else.
- For other state employees, the salary goes up very quickly and then plateaus. Are we thinking about this the right way? Would we get more people in and staying in if we paid people 45-50 day 1 coming in? Not sure if we have asked the right questions about what will actually be best for kids, schools, and teachers. Why don't we have more people coming in and wanting to be teachers? Is this just a re-wash with more money on the end for a limited number of teachers?
- Salary is the ongoing concern. When you look at the licensure levels, that is 70K for someone who could have been in their position for 25+ years.
- We cannot take away \$ that has been given.
- Part of the reason we are in the mess we are in is because the policy has literally changed almost every year to accommodate lack of supply ... now we are going to exit teachers in this Model?
- We have teachers who will go 5 years without a pay increase.
- Were the numbers thrown on as an incentive? Marketing? "When you are starving someone and you throw them a crumb, they are going to be excited."
- Does this do away with the incentive for educators to seek out further education, i.e. masters?

- You could have teachers who are just coming out of school making more than those with years of experience. You could have teachers making more than rural principals.
- How do we fund this approach and salary increases?
- Thought needs to be given to the number of teaching positions that are paid through dollar allotments from Federal grants, or local funds.
- While I appreciate having pay incentives for teacher leadership, if a teacher does not want a leadership position, they would be stuck on the same pay level and depend on a “cost of living increase” from the general assembly. The State does not provide a “COLA” for teachers. The “COLA” provided for retired teachers does not meet inflation now.
- Don’t have confidence in NCGA to fund this, may be cap on how many can be highly effective, etc. Is there a bell curve? Finances do not add up. Do not have confidence that NCGA will pay people.
- Teachers want guaranteed money and a sustainable pathway.

Pressure on Schools/Principals to Support/Drive Licensure Process (especially if lack of additional funding)

- Challenging to get people licensed without going back to school
- Without Leandro money, districts/state cannot afford this plan
- Concerns about this being passed without the funding
- Concern about losing principals
- This puts a tremendous amount of power in the hands of principals, leading to equity issues
- The evaluation process is completely subjective, no inter-rater reliability.

Lack of License IV Educators/Advanced Teacher Roles Needed for Model to Work

- Problem with having enough L4 teachers for mentors/peer observations
- The number of advanced teachers we have to coach/mentor new teachers
- At Level IV, teachers must meet standards 3 out of 5 years. From an EC perspective, many students will not meet the growth expectations.
- Mentorship programs are already difficult to get teachers to participate in; always seen as another thing to do
- Structure of mentorship programs/compensating mentors extra for their time and dedication
- Teachers are having this done to them instead of being part of the process. They don’t have a voice in this. There are only so many hours in the day. The L4 teachers are likely the people who are also doing the coaching, clubs, etc. What if you just want to be a damn good teacher? Someone who is doing clubs will get more money. This work should not be honored more than other work. Teacher mentoring should be as honorable as the other work.

- Concerned about the number of L4 teachers available to support student teachers if they already have a co-teacher/apprentices/L1/L2. Doesn't leave a lot of room for student teachers
- Some rural districts don't have enough L4s due to high turnover. Who will do the observations?
- Assumes that the L4 teacher has the skills to be a mentor. EPPs rely heavily on principals to know how many teachers can be mentors. Some struggle with mentoring because it is not the same skill set.
- Some schools in North Carolina are very small. What if there are not any teachers (or only one) on Level 4 or 5 to conduct the clinical supervision assignments?

Lack of Clarity on/Issues with Evaluation Process/Alternative Measures

- How do we measure effectiveness? And, this is a complex question.
 - What happens if we include peer review? What does this look like?
 - What is the qualitative review?
 - L4 or Advanced Classroom Excellence or Adult Leadership Roles - Can they be peer reviews? This could open up a lot of legal issues, when employment, licensure, and pay are at stake?
 - Many say that we can't just take the principal evaluation, and it's great to triangulate data, but what are the right approaches?
 - THIS has big consequences.
- And do we really think that we are going to start letting Level 4 teachers go if their principals think they are doing a good job? With current supply/demand as it is?
- There are no incentives to get the masters or doctorates. Is that what we want?
- What about teachers with masters, EdS, or doctorates that do not yet get the additional pay?
- Legislature will like that we are focusing on performance, but really these are not objective measures.
- How do we evaluate? What if a teacher moves to a new school and their evaluations are different?
- Real challenge to complete peer observations; depend on having enough expert teachers
 - When you have so many new teachers, it is difficult to draw from the veteran teachers to complete the observations
- Distinguished is a rating that is rarely used in NCEES. When we were trained, Distinguished is used selectively for only those that use their talents outside of the classroom to teach others. Having that rating as part of the description of a "master teacher" may be inequitable for those using the rating scale as it was supposed to be used.
- Teachers can be highly effective teachers with great test scores, but students don't always love these kinds of teachers (issues with inter-rater reliability)

- Observations can be skewed. Hard to separate the art and science of teaching
- The "relationship" component of great teaching compared to the "content" component of great teaching is hard to quantify.
- Legislature will like that we are focusing on performance, but really these are not objective measures.
- Concerned about evaluation aspect, 60% of teachers in NC don't have EVAAS scores
- No clear description of how the qualitative growth review would entail
- Peer observation and qualitative evaluation will create a huge burden. Because it is connected to pay, it must be done well.
- Requiring Praxis/Pearson tests will not work well for those entering without university classes as many student teachers with years of university courses cannot pass these exams
- Concerns that maybe traditional licensure like Praxis/edTPA may be taken away
- At Level IV, teachers must meet standards 3 out of 5 years. From an EC perspective, many students will not meet the growth expectations.
- There are no incentives to get the masters or doctorates.
- Master's pay should be reinstated
- Concerns about microcredentials
- Not clear about what or how we are measuring excellent teachers
- Inconsistency with training benchmarks
- Test scores disproportionately affect teachers in small districts
- Enormous pressure places on those who observe/rate other teachers; could result in over-inflated scores
- This Model ignores years of experience
- Possibly too much accountability/monitoring—could create new challenges
- How do student surveys weigh into that?
- There is concern about the subjective nature of the observations, including students and principals.
- How do they work through this process? Do they have the capacity to conduct the observations, lead the PDPs, etc.
- This puts a tremendous amount of power in the hands of principals, leading to equity issues because not all districts will have the positions for the advanced roles? This has the potential for subjectivity, including nepotism/favoritism.
- The evaluation process is completely subjective, no inter-rater reliability.
- At Level IV, teachers must meet standards 3 out of 5 years. From an EC perspective, many students will not meet the growth expectations. Are there sufficient other ways to measure growth?
- The actual exam is a concern when you look at teachers of color being held to an assessment that might not be as culturally sensitive to the way they learn and express their knowledge.
- Grayness of peer-review and qualitative-review process

- Consequences are huge if you don't get the 3 out of 5.
- How do we measure effectiveness?
- For smaller districts, the PD opportunities and micro credentials for advancement would be more difficult to come by. How can this happen for every teacher across the state?
- Observations and surveys are subjective and could not paint a complete picture of teacher effectiveness.
- Advanced teacher roles- fair representation is a concern- Do we think all of us (as leaders) will be equitable?
- When observations affect pay, it changes the context.
- Peer observations/interrater reliability for student surveys and observations is a concern
- Inter-rater reliability +: Peer observations are very different than what evaluators see in the classroom, so need effective training, calibration walks, and ability to give feedback when on the same team;
- Qualitative Growth Review - how weighted are the evaluations from principals, vs. PEER, vs. assessment (EVAAS, what else)?

Inexperienced Teachers in Classrooms

- Concern about someone entering the classroom laterally without a license, specifically EC classrooms
- There will be massive lawsuits, especially as it relates to special education. The poorer districts cannot get EC teachers.

Lack of Clarity for Current Teachers or Educators from Different Schools or States

- What about teachers who are no longer teaching? How do those educators who have left the classroom maintain their licenses?
- What happens with current educators who do not want to do this? How would existing teachers come into this pathway option? Would there be a disincentive for the state to continue teachers staying on the old plan?
- Where would teachers from other states go? Where would we place them?
- It shouldn't be more difficult for someone in our state to get to a level than someone from out of state
- LEAs near military bases have great difficulty with teachers moving into the area with out-of-state licenses and NC reciprocity

Lack of Other Supports for Educators

- Most teachers don't leave because they aren't able to teach. It's because of other things like discipline issues, so we need to support them in these ways
- Creates a lot of swirl between apprentice and L1/L2. We are going to be off-ramping a lot of people and swirling them. Creates a lot of turnover.
- Are we going to lose too many current teachers in an effort to recruit new teachers? Teachers are exhausted, we are in crisis. Teacher feel like "what more do you want from

me?” How are we going to make sure that teachers feel confident that this Model supports their growth and not be a detriment- worry that this will cause more teachers to leave. Our strong teachers are already very tired. At a glance, teachers feel like this looks like a slap in the face. We cannot lose our good teachers- we will be bringing in those with no experience, and we won’t have coaches to mentor them. Teachers are looking at the private sector.

- Must be cognizant of our veterans, have to support and sustain them as well
- Teachers will feel “what’s next?” they won’t buy into it without seeing this plan work elsewhere first. “Are they trying to force us out? Is this only to get new teachers in?” Be transparent. Without teacher buy-in, they will leave.

Appendix C: Questions about the Draft Model

General

- What about BK (PreK?)
- When do teachers get out of their classrooms to visit others?
- How to move into apprentice from TA
- What does equivalent coursework mean; is this intended to cover those who transfer? Should be more clear.
- Are there opportunities for other folks to mentor? If so, will they be compensated?
- Who are the teachers who will be left behind? Teacher evaluation tools are subjective. What about teachers of color?
- What if you are asked to change a class or grade level? If you have been teaching chemistry, what happens when you are asked to teach biology? You are certified to do that and will do that, but how does that translate into the 3 of 5 years? Does it start over?
- Is \$2,500 a reasonable amount? Is this enough for an L1/L2/L3 to take a class(es)?
 - Some questions about who gets the \$2500. Do you get it each year? Sets up inequities.
- Can we stagger the implementation? Who do we want to keep? i.e. starting out with apprenticeship level? OR do we have a pilot with a handful of representative districts (even with just some parts), i.e. with districts that have LTRs?
- How does this relate to birth-K licensure?
- What about speech therapists, occupational therapists, school psychologists, school counselors, social workers, elective teachers, etc. How do they fit into these levels

Evaluation/Assessment Components

- Do we need to build out the evaluation/observation process?
- Why are microcredentials more valuable than masters/doctoral degrees?
- How do student surveys weigh into this?

- Who is going to be judging those submissions for raises?
- Will the current evaluation tool continue to be used with this draft?
- Where are the EPP universities in this new Model?
- What is happening for the teachers that do not have tested areas and do not have EVAAS data in the advanced teacher: classroom excellence?
- How is “effective teaching” defined?
- Who is taking what part of the EVAAS structure?
- What happens when districts make different decisions about evaluations?
- How do we acknowledge many teachers who deserve to be labeled as advanced if a district has limited resources/can only fund a few advanced teacher positions?
- What is effective teaching instruction? Is it EVAAS? Surveys? What are these metrics and how can teachers demonstrate them?
- If teachers want to do something in a different content area, do they go backwards? Lose pay?
- Is the survey provided, or would each LEA write their own?
- Is the effectiveness like a rubric? This would allow us to look at multiple layers of teacher effectiveness
- What about teachers who were doing phenomenally, but then because of personal reasons, they then aren’t (not a good year)? Is this considered in this? Even if this is a five year circle, if staff is reduced or people have a rough year, then what? Would another school have a spot?
- Who is responsible for the documentation in making these decisions?
- What is a good Model for teacher effectiveness to tie compensation to?
- Are there sufficient ways to meet competency benchmarks in potentially challenging classrooms (EC, ESL, etc.)?
- What is the real data behind how many of our current teaching staff who don’t have any ratings below *distinguished*? And, how does this align with performance? Do these measures lead to stronger performance?
- To get the Advanced Teaching roles, it should not be all *distinguished*. Current Advanced Teaching Roles districts do not have this.
- Who will be responsible for training Level IV and V teachers on how to complete observations for Level II teachers? How is this monitored for reliability?
- How do we measure effectiveness? And, this is a complex question.
 - What happens if we include peer review? What does this look like?
 - What is the qualitative review?
- Peer reviews- is there funding, different positions to support this process? Good idea but logistics and cost are a consideration.
- What data for the qualitative reviews are really being used? How are these weighted across different assessment tools? What happens with EVAAS? Student surveys- what does this look like for younger students who can’t really complete a survey? Outside person to conduct? Pictures?

- What will student surveys look like for early elementary kids?
- What about principals who do not have the capacity for evaluation?

Advanced Teacher Roles

- Is moving from an advanced role for reasons other than performance a demotion in title and pay?
- In the blue chart, what does AP/Principal and District Office (Directors/HR, etc.)?
- Which Advanced Teacher role would a Multi-Classroom Leader (MCL) fall into?
- Who monitors the Advanced Teacher to ensure they are supporting and evaluating Level I - III?
- How will Level IV staff provide appropriate clinical supervision while continuing their teaching positions? Does this place too much demand on them?
- What do rural districts do that don't have the number of L4 teachers to make this work? What is an alternative for these districts to make this work?
- Advance Teacher - Classroom Excellence - how will they impact more children? And, how does this work with current class size and teacher allotments? Also, how will this affect your 3 or 5 years effectiveness measurement?

Transition from Current Process/Licenses or across Counties/States

- How will current licenses be converted to the new system?
- Do levels transfer between counties?
- Where would an SP2 teacher fall on this Model?
- How do teachers coming in from out of state (including those with experience) fit into this?
- How will this affect the contract structure?
- What happens with Level IV, if you teach somewhere else, especially out of state?
- What about teachers who are not in teaching roles (i.e. counselors, media, etc.)?
- Why is this so monumental, what about reciprocity across state?
- How much would each district be impacted by this change locally?
- If this were to be implemented in the next school year, where do we put everyone? Does everyone go back to the beginning?
- What happens to coaches and specialists? They are our highest quality in terms of content and pedagogy.
- We can see how someone can become an advanced teaching role, but what if they are already there?
- What about teachers who are no longer teaching? How do those educators who have left the classroom maintain their licenses?
- BIG CONCERN: Why is this so monumental, what about reciprocity across state?
- What happens with Level IV, if you teach somewhere else, especially out of state?
- What about teachers who are not in teaching roles (i.e. counselors, media, etc.)?

- Teachers coming out of prep programs may already have their master's degrees. How will Level III pertain to them?
- When a veteran teacher comes from another state, where do they land on the new scale/what license do they receive?
- How would this work with reciprocity with other states?
- How will these license pathways impact out-of-state educators, visiting international faculty, and teachers returning to the classroom who hold an expired teaching license?
- What is the definition of co-teacher? Do they share EVAAS accountability scores?
- Where would teachers from other states go? Where would we place them? Is reciprocity a possibility?
- Do veteran teachers have to give up tenure? How does this affect veteran teachers?
- What will the transition look like for current teachers?

Role of EPPs

- What is the role of the EPPs?
- What does sponsored mean - EPP or PSU?
- Will the EPP MOU be specific to a person or a district? Previously, the person/teacher partnered with the EPP vs. now would it be a district?

Compensation

- Is there a proposed salary schedule?
- If someone reaches the advanced teacher: adult leadership role, where are they getting paid from?
- How much would the average teacher increase?
- Would co-teachers receive additional compensation? Is this the same as Level IV?
- Why is National Board Certification not included as part of being a master teacher? Will NC still pay the 12% increase for the National Board or will this replace that pay?
- Is there an incentive for teachers to leave as they spend more time, because the workload increases?
- The increasing pay with Advanced Teaching Role and/or the License 4 Renewal that could be lost or not received? There is worry about the bonus/variation in salary could be a problem - especially if you are at the mercy of someone else.
- Is 30k going to attract anyone?
- Why don't we just pay people and stop treating them as if they are bad.
- Why are we not honoring the National Board or advanced degrees in this process?
- If a teacher is not already in an Instructional Coach or support role, what is the compensation for them for travel and time out of the classroom? What makes it worth it to them to give up their precious time with their students and ultimately affect their EVAAS and data?
- What will happen to veteran teachers whose salary is already beyond these amounts?

- If a person teaches for several years and leaves the profession (example: to raise personal children) and returns 10 years later, what license do they have/what is their compensation?
- Is there enough money to help someone move to a new district?
- What does it look like when all educators are effective/ how do local districts supplement?
- Worried about the impact on the candidate pool, what will this do to pay overall?

Fiscal and Human Capacity

- Has there been an analysis of the impact on school district budgets?
- Are there going to be steps/multiple tracks for finance departments to track?
- What does the training look like for peer reviews?
- How many teachers in our districts will be License IV and be able to do teacher observations? Can a calculus teacher do a review of a Kindergarten teacher?
- Who is doing all of this compliance work?
- What is the real data behind how many of our current teaching staff who don't have any ratings below *distinguished*? And, how does this align with performance? Do these measures lead to stronger performance?
- Who is taking what part of the EVAAS structure?
- Where does the \$2,500 come from? How exactly can it be used and where does it go?
- Could this affect local supplements/low-wealth national funding?
- How much support do we give first-year teachers in the classroom?
- Will we have the advanced teachers to provide the levels of support for the Apprenticeship, Level I/II/III?
- How do they work through this process? Do they have the capacity to conduct the observations, lead the PDPs, etc.
- The 5 hours/week is so important for beginning teachers, but who has the time to provide that support? Will we have enough people in advanced teaching roles to support the BTs?
- What does the training look like for peer reviews?
- How will the 5 hours be available, will the grade level meetings be counted instead of rich, 1:1 time?
- What does sponsored mean - EPP or PSU?
- Who is doing all of this compliance work?
- What is the real data behind how many of our current teaching staff who don't have any ratings below *distinguished*? And, how does this align with performance? Do these measures lead to stronger performance?
- To get the Advanced Teaching roles, it should not be all *distinguished*. Current Advanced Teaching Roles districts do not have this.
- Will the state provide online peer observation training options to free-up PSU personnel?
- What about locally-funded positions?

- Where does the PD funding come from? For level 1- how is the funding decided?

Creation/Revisions of Model

- Where did this program start and did they consult teachers?
- How do we address implementation now - not after the legislation is passed?
- Why is this now about teacher pay when it started as licensure?
- Could we present this in a simpler format to understand first?
- What is the purpose of the change?
- This seems like there are many hoops, just different hoops.
- Will this help to keep excellent teachers in the classrooms? Will this keep teachers in districts?
- Why take away local control?
- Where is this coming from?

Equity among Districts and Schools/Incentive to Teach in a High Need School

- What will encourage a teacher in a low-growth school to seek higher licensure?
- How can this be a tool in increasing equity for teachers and students? How can we create incentives for students with disabilities/students of different races? What about equity across districts? Are student teachers qualified to be Apprentice Teachers? Would they get paid?
- How do we ensure teachers who are excellent have an incentive to work with higher need students/classrooms? Will we discourage teachers from taking on more challenging classrooms?
- For small districts:
 - How many teachers in our districts will be License IV and be able to do teacher observations? Can a calculus teacher do a review of a Kindergarten teacher?
 - Many will have License I and II districts.
 - Most teachers are former data managers, book managers, or TAs - who get a 4 year degree; but this might not be enough of a differential to get them into this role.
 - They are losing positions from the state.
- This creates more competition for districts to get Level III and IV teachers.

Allotments

- How do you figure out how many teachers each district can have that can be paid at higher levels?
- If someone reaches the advanced teacher: adult leadership role, where are they getting paid from?
- Is this an expandable pie or do you only have one or two teachers able to access the higher salaries/advanced teaching roles?
- In the blue chart, what does AP/Principal and District Office (Directors/HR, etc.)?

- Which Advanced Teacher role would a Multi-Classroom Leader (MCL) fall into?
- How do we acknowledge many teachers who deserve to be labeled as advanced if a district has limited resources/can only fund a few advanced teacher positions?
- Is the apprentice teacher an allotment or a dollar amount?
- Is it the individual who can work their way through this process or is there a limited number per school?
- Will we have the advanced teachers to provide the levels of support for the Apprenticeship, Level I/II/III?
- Will state funds need to match the levels, and will we have enough money to do that?
- Will the state provide funds to PSU to hire instructional or Licensure support coaches or funds to hire outside of the district coaching?
- Will additional financial support cover the doubled personnel?
- Will PSUs be given personnel to serve as ITSP coordinators to provide oversight and support to Apprentice-Level III license holders?
- These pathways are extremely complicated and will be difficult to manage with existing HR and Finance staff. Will there be additional money to hire the needed personnel to manage these pathways?

Micro-Credentials

- How do we ensure that all MCs are created equally? Quality assurance. How do we make it so we aren't just paying companies?
- Who will provide the PD for the professional advancement account? Will districts receive an additional allotment for personnel to manage and deliver the PD?
- Rural concerns- this is a whole new vision for professional development, there needs to be education on micro credentials not just development you go to because you have to.
- Where will teachers obtain the micro-credentials? Will it be through the NCEES application?
- Where will the micro-credentials be available for teachers to obtain? Are there specific ones? A specific vendor? An approved list? Or will teachers be able to select what fits their needs?
- What is the microcredential Model this plan will use?
- Are micro credentials going to be provided by the state? By the district? What if districts can't afford to provide a high-quality one?
- For smaller districts, the PD opportunities and micro credentials for advancement would be more difficult to come by. How can this happen for every teacher across the state?

Charter Schools

- Does this apply to public charter schools?

Appendix D: Resources Needed to Implement the Model

Human Capacity at State, EPPs, Districts, and Schools for Implementation

- Districts with Advanced Teaching Roles had additional directors and coaches to support Advanced Teacher Roles. They had 80-100 Advanced Teacher Roles in addition to teaching a classroom.
- Substitute teachers
- Logistical support for tracking teacher development funds
- Need more funding for another position within HR for small districts; takes months to get people approved for licensure now
- Need more infrastructure and monitoring
- Support for licensure specialists
- More state allotted teacher leader positions to match the demand of teachers that move up
- Districts with Advanced Teaching Roles had additional directors and coaches to support Advanced Teacher Roles. They had 80-100 Advanced Teacher Roles in addition to teaching a classroom.
- EPPs: PEOPLE to help with licensure (at university): We do a lot of conversations with licensure specialists to understand the current residency. An HR person asked the other day, who does the candidate turn into (EdTPA). EPPs are spending a huge amount of time advising school districts on the best pathway.
- DPI: DPI does not have the infrastructure to manage the current licensure system, much less the complexity of this one. DPI does not currently have a system/platform to track who has a Residency License, etc.
- PSUs/LEAs: They are not in the “let’s go train teachers” business. There is a lot to figure out with this. HR Departments do not have the capacity.
- District level and school-based coaches

Fiscal Resources

- Money and funding
- Infrastructure support
- Funding for additional staff to carry out these tasks
- Funding for classroom coverage for peer reviews

Capacity Building for Inter-rater Reliability, Calibration, Peer Reviews, Adult Learning, and Mentoring

- Calibration with evaluation instrument needs to be on point—united with other principals/leadership in the district, walk through classrooms often
- Capacity building for observations, mentoring, etc.
- Building capacity of principal and others for observations

- Training for our principals and APs on evaluations, especially with the leadership component.
- Training: We will need training across all levels, including training or mentors/peer reviewers, opening up the classroom (what does that take), adult leadership requires training?
- Training for peer advisers

Clear and Consistent Observation/Evaluation Standards

- Consistent observation standards

Advanced Teaching Roles Allotment(s)

- Advanced Teaching Roles in their schools

Support for Educators

- Self-care support
- Teacher assistants

High Quality, Effective Professional Learning and Micro-Credentials

- We must be able to ensure all educators have access to high quality professional development, including micro-credentials.
- More education on micro-credentials
- Professional development and coaching for administrators