

Pitt County Schools



The Teacher Career Ladder: A Plan to Differentiate Pay for Highly-Effective Teachers

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Executive Summary

Madison is excited to go back to school after Christmas vacation because she learns in the classroom of a creative, innovative, and engaging teacher. But her teacher Mr. Howard didn't start that way. Through on-going collaboration and co-teaching with a master teacher, he is on his way to becoming truly exceptional. But if history is any predictor of the future, Mr. Howard has only about a 50% chance of remaining in the classroom after five years, and his absence will create a void for students like Madison (Ingersoll, 2012; Provini, 2014; US Department of Education, n.d.).

In the last two years, Pitt County Schools has lost one out of every three classroom teachers. As a school system we are determined to reverse this trend, so the proposal before you has its sights set specifically on the parameters allowed under Senate Bill 744, Sections 8.41(a) and 8.41(b)(123). These guidelines address differentiated compensation for highly effective teachers that is aligned to the assignment of additional academic responsibilities, leadership roles, and student performance. Our goal is to have as many students as possible taught and influenced by highly effective teachers, and this plan makes that a reality. We will show how the influence of these teachers is exponential in scope, which we see as a long-term solution to the teaching crisis we face. This is a challenge we must address head on and we can be successful if we build the model as follows:

- We reward our best teachers by giving them a differentiated pay scale;
- We create a new teacher career ladder consisting of four tiers to provide a pathway for the best teachers to remain in the classroom working with students;
- We empower teachers to collaborate, recognizing the synergetic capabilities of individual teachers working together to raise student achievement;
- We expand the influence of our best teachers exponentially so that a group of teachers like Mr. Howard have the ability to impact over 11,000 students in our county.

How so? Well, it's pretty straight-forward. Our model builds a teacher career ladder based on the basic formula of Effectiveness + Education/Certification + Focused Responsibility = Influence. The proposal has been based on research involving best practices in both the medical and teaching professions. Developed in consultation and collaboration with teachers, school administrators, district administrators, and representatives from East Carolina University, the University of North Carolina Hospitals, and community businesses, this new career ladder both represents and illustrates the importance of collaboration.

The first two steps, Beginning Teacher and Professional Teacher, align to the current state teacher compensation model. Two additional steps, Lead Teachers and Model Teachers, represent new and proven roles highly effective teachers may choose to pursue and still remain in the classroom and receive increased pay and influence (Bacharah, Heck, & Dalhberg, 2010; Public Impact, 2012). When fully implemented this new model has the potential for 96 highly effective teachers to touch over 50% of the students in Pitt County Schools at a recurring, annual cost of only \$131.15 per impacted student.

Program Description

Pitt County Schools has developed a plan to ensure our most effective teachers remain in the classroom working with students. We recognize teachers are looking for both increased financial compensation *and* influence (Danielson, 2006; Feller, Jr., 2013), so the Pitt County Schools Teacher Career Ladder Proposal seeks to reward high-performing teachers who also serve as teacher leaders within and across the system. Teacher leadership is about developing “collaborative relationships with colleagues” and inspiring “others to join them on a journey” (Danielson, 2006, p. 13); teacher leaders “influence the performance of other teachers and school leaders,” (Reeves, 2008, p. 2). They receive **increased compensation**, exhibit **exponential influence**, and engage in **transformative collaboration** all leading to improving student outcomes. Our model, then, builds a teacher career ladder based on the basic formula Effectiveness + Education/Certification + Focused Responsibility = Influence.

Research consistently indicates that simply paying teachers more money based on student test scores is, at best, mixed, and increased pay based on additional responsibilities does not necessarily lead to increased student performance. However, increased pay based on effectiveness with students *combined with* increased influence with adults improves both student learning and teacher morale (Reform Support Network, 2013). Throughout our proposal we have highlighted direct alignment to the requirements set forth in Senate Bill 744, Section 8.41.

The four rungs of the teacher career ladder are understandable and form a straightforward career progression, leading to increased compensation and exponential influence. Identified as **Beginning Teacher, Professional Teacher, Lead Teacher, and Model Teacher**, educators can choose, as professionals, to progress up the ladder at a pace and level they are comfortable with. Our proposal seeks to answer the question, “How do we keep our most effective teachers in the classroom, working *with students?*” Our conclusion is similar to the one arrived at by leading hospitals who have experienced a crisis when they realized they needed their best nurses to remain bedside. Their answer was to develop a nursing career ladder offering increased pay and influence; similarly, the teacher career ladder proposal provides increased compensation and exponential influence - the two things teachers are looking for. The four levels are described below.

1. **Beginning Teacher** - The first step of the rung is the beginning teacher phase. Covering the first three years of employment, this rung is no different than the current beginning teacher program in place now across the state and district, offering both ease of implementation and scalability across wide areas. It would follow the current state salary schedule.
2. **Professional Teacher** - A teacher progresses to this second “rung” of the ladder automatically upon successful completion of the beginning teacher program. This rung represents the current model for teachers across the state and will follow the current state salary schedule. Teachers at this level would have the opportunity, if they desired, to take on additional leadership and academic responsibilities (SIT chair, department chair, club sponsor, mentor, etc.) and would receive the local supplements (when available) associated with those responsibilities.

3. Lead Teacher - This new rung on the career ladder represents the first new level and the best of what research says leads to teacher improvement through collaborative communities. According to Childs-Bowen, Moller, and Scrivner (quoted in National Comprehensive Center for Teacher Quality, 2007, p. 6), “Teachers are leaders when they function in professional communities to affect student learning; contribute to school improvement; inspire excellence in practice; and empower stakeholders to participate in educational improvement.” Lead Teachers would be expert teachers who have demonstrated a history of being highly effective with students (8.41(b)(1)(a)) and being highly effective collaborators with other staff members. They would serve by leading a **Collaborative Teaching Community** where they work side-by-side with a team of two to four other teachers (8.41(b)(1)(b)(3) and (8.41(b)(2)(a))). This collaborative teaching community would co-plan together, allowing the lead teacher to indirectly influence the learning in multiple classrooms (see image 1). By working with less-experienced and less-skilled teachers, the lead teacher can model planning and assessment strategies, serve as an advisor and mentor, and help develop either beginning or professional teachers. A key responsibility of the collaborative teaching community will be the completion of an annual **Action Research Project** focused on solving a school or even classroom level concern for learning. By becoming an expert in this area, lead teachers will then have the ability to share the results of their action research with teachers across the district, building both individual and organizational capacity. In order to apply for the lead teacher position, teachers must hold an advanced certification, either National Boards or a master’s degree in the area they are teaching. As a reward for this increased responsibility, lead teachers would receive a 15% supplement above and beyond the professional teacher pay (see Appendix A). To begin with, every school in the district will have 2 lead teachers, and in year two of the pilot an additional 18 lead teachers will be hired for high-needs schools, thereby ensuring equity and equality.

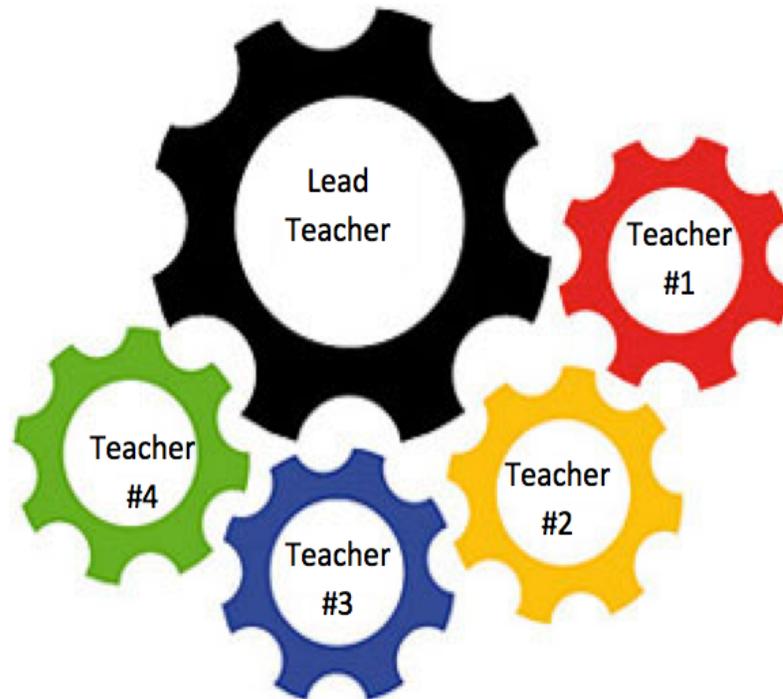


Image 1: *The lead teacher facilitates the collaborative teaching community*

4. Model Teachers - The highest rung on the teacher career ladder represents the pinnacle of influence for a classroom teacher. These master teachers, as demonstrated by both classroom observation and student performance data (8.41(b)(1)(a)), will co-teach across multiple classrooms with other teachers (8.41(b)(1)(b)(3) and (8.41(b)(2)(a)), apprenticing them in the art and science of what highly effective instruction looks like (see image 2). By focusing on 2-4 teachers and working in depth with them on a daily basis through modeling, co-teaching, and reflection, these teachers will directly impact students in multiple classrooms. Model Teachers will have demonstrated high effectiveness with students and adults and they will have multiple educational credentials (such as National Board certification and an advanced degree in the relevant area). In the third year of the program we will implement 6 Model Teachers at schools that have a specific academic focus identified by the School Improvement Team and Principal and approved by the district office, with priority given to our six focus schools (8.41(b)(1)(b)(2)). Upon approval the teachers who will work with this Model Teacher will be involved in the interview process, thereby creating agreement and communicating a willingness to work side-by-side with this master teacher in an effort to improve their own instructional skill and influence the academic achievement of students in their respective classrooms. Model Teachers, in recognition of their work, will receive a 15% supplement above the level of the Lead Teacher (see Appendix A).

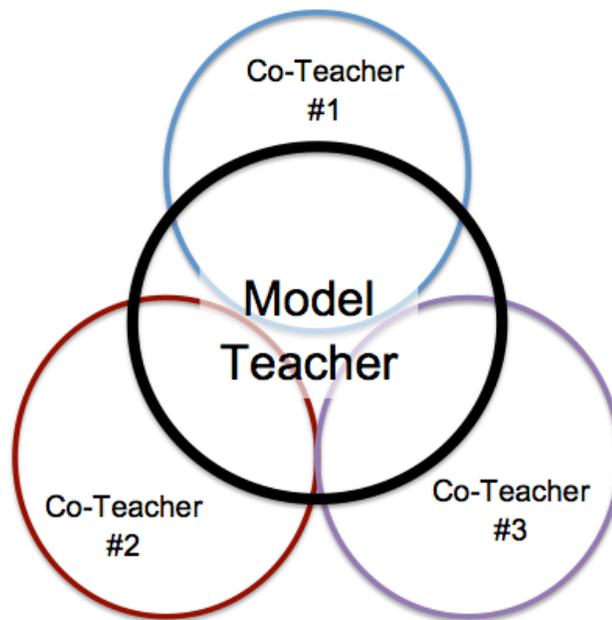


Image 2: *The model teacher co-teaches with multiple teachers*

All four rungs of the ladder are summarized in Table 1.

Table 1

The Four Rungs of the Pitt County Schools Teacher Career Ladder

Role	Responsibilities	Requirements	Rewards	SB744 8.41(b)
Beginning Teacher	<ul style="list-style-type: none"> Learn to effectively teach in a classroom Apply theory to practice 	<ul style="list-style-type: none"> Initial Teaching License 	<ul style="list-style-type: none"> Follow State Salary Schedule 	
Professional Teacher	<ul style="list-style-type: none"> Teach effectively in a classroom Other duties as assigned and/or desired 	<ul style="list-style-type: none"> Continuing Teaching License 	<ul style="list-style-type: none"> Follow State Salary Schedule 	
Lead Teacher	<ul style="list-style-type: none"> Teach effectively in a classroom Lead a Collaborative Teaching Community with an Action Research Project 	<ul style="list-style-type: none"> Professional Teacher 1 Level of Additional Certification (NBPTS or Master's) 	<ul style="list-style-type: none"> Professional Teacher + 15% 	(1)(a) (1)(b)(3) (2)(a)
Model Teacher	<ul style="list-style-type: none"> Co-Teach Effectively in Multiple Classrooms in a Hard-to-Staff and/or High-Needs School Effectiveness measured by students across multiple classrooms 	<ul style="list-style-type: none"> Lead Teacher 1 Level of Additional Certification (NBPTS AND Master's) 	<ul style="list-style-type: none"> Lead Teacher + 15% 	(1)(a) (1)(b)(2) (1)(b)(3) (2)(a)

Budget

Upon approval of the NC General Assembly and the disbursement of State funds, Pitt County Schools will begin advertising for positions for the 2015-2016 school year and begin the hiring and training process. The program will be phased in over three years to allow for adequate training for teachers in these new roles. During the 2015-2016 SY the district will hire the first cohort of Lead Teachers, totaling 72 teachers, two for every school; in 2016-2017 the district will create a second cohort of lead teachers by hiring 18 additional lead teachers, these to be allotted to high-needs/high-priority/hard-to-staff schools. Finally, in the 2017-2018 school year the district will hire the first cohort of Model Teachers, a total of six additional positions. The three-year budget for the program is just under \$3.2 million, to be phased in with a budget of \$750,000 in year one, \$933,000 in year two, and \$1.487 million in year three (Tables 2-5).

Appropriations for the pilot will come from the State. While every Lead and Model teacher will have demonstrated effectiveness in working with adults, the transformative collaboration we expect will require on-going professional learning, support, and coaching. Although our proposal does include those costs in the state request the district is in talks to explore a public-private partnership to supplement the cost of professional development for these teachers. Training for these positions is vital, and through the pilot program we will develop in-house trainers so that the cost of continued training for new participants will be funded completely in-house.

Table 2

Program Budget: Year 1 - \$750,000

Description	Line-Item Amount	Total Amount
Supplements for 72 Teachers (2 in every school) - inclusive of supplement and benefits (SS/Retirement)		\$705,000
Professional Learning on Supporting Collaborative Skills for Teachers		\$45,000
Consultant Fees (4 days of training)	\$15,000	
Substitute Costs (288 sub days, 4 for each of the 72 teachers)	\$25,000	
Materials	\$5,000	
	Year 1 Total:	\$750,000

Table 3
Program Budget: Year 2 - \$933,000

Description	Line-Item Amount	Total Amount
Supplements for 90 Lead Teachers (inclusive of supplement & benefits)		\$881,000
Cohort 1 (72 Lead Teachers)	\$705,000	
Cohort 2 (18 Lead Teachers to be allotted to high-needs/priority/large schools)	\$176,000	
Professional Learning on Supporting Collaborative Skills for Teachers		\$52,000
Advanced Training for Cohort 1 <ul style="list-style-type: none"> • Consultant Fees - \$15,000 • 288 Sub days (4 days for each teacher) - \$25,000 <ul style="list-style-type: none"> • Materials - \$5,000 	\$45,000	
Training in Collaborative Skills for Teachers for Cohort 2 <ul style="list-style-type: none"> • Consultant Fees - \$0 (internal trainers from Cohort 1 used) • 72 Sub days (4 days for each teacher) - \$5,600 <ul style="list-style-type: none"> • Materials - \$1,400 	\$7,000	
	Year 2 Total:	\$933,000

Table 4
Program Budget: Year 3 - \$1,499,700

Description	Line-Item Amount	Total Amount
Supplements for 90 Lead Teachers (inclusive of supplement & benefits)		\$881,000
Funding for six full Model Teacher positions		\$550,000
Professional Learning on Supporting Collaborative Skills for Teachers		\$56,200
Quarterly Coaching/Support Sessions for Cohort #1 (288 sub days)	\$25,000	
Advanced Training for Lead Teacher Cohort 2 <ul style="list-style-type: none"> • Consultant Fees - \$15,000 • 72 Sub days (4 days for each teacher) - \$5,600 <ul style="list-style-type: none"> • Materials - \$1,000 	\$21,600	
Professional Development for Model Teachers <ul style="list-style-type: none"> • Consultant Fees - \$0 (supported by East Carolina University School of Education) • Summer Stipends - \$7,500 • 24 Sub days for quarterly support/coaching sessions - \$2,100 	\$9,600	
	Year 3 Total:	\$1,487,200

Table 5
3-Year Budget Summary

Description	Line-Item Amount
Year 1 Budget	\$750,000
Year 2 Budget	\$933,000
Year 3 Budget	\$1,487,200
3 Year Total Budget	\$3,170,200

Cost Analysis

The impact of the program is best demonstrated when examining the budget by the number of students these teachers will impact and calculating it based on a per-student basis. Assuming every teacher directly impacts 30 students in their classroom, every lead teacher indirectly impacts 90 additional students (if they collaborate with three additional teachers), and every model teacher directly impacts an average of 90 students (if they co-teach with three teachers who each have 30 students), we can predict/discern the program has the potential to impact approximately 11,340 students annual at recurring a cost of \$131.15 per impacted student (see Table 6).

Table 6
Cost analysis of the Teacher Career Ladder Program

Program Year	1	2	3
Number of Lead Teachers	72	90	90
• # Students Directly Impacted	2,160	2,700	2,700
• # Students Indirectly Impacted	6,480	8,100	8,100
Number of Model Teachers	0	0	6
• # Students Directly Impacted	0	0	540
Total # of Students	8,640	10,800	11,340
Annual Budget	\$750,000	\$933,000	\$1,487,200
Cost per Student	\$86.81	\$86.39	\$131.15

Proposal Development Timeline

The proposal was developed with input from multiple stakeholders including teachers, principals, instructional coaches, central office personnel, university partners, business partners, and the Pitt County Board of Education. A timeline is listed below:

- August 2014 - Central office personnel designated to lead proposal development and research/collaboration begins; collaboration with UNC Hospitals regarding nursing career ladder
- September 2014 - Central office personnel begin to construct the initial framework, based on general research findings
- October 2014- Brainstorming and collaboration with East Carolina University
- November 2014 - Teacher and principal advisory committees established and details of the framework are finalized
- December 2014/January 2015 - Proposal adopted by the Pitt County Board of Education; additional presentation to all principals in district leadership, all principals in the district, business partners through the Pitt County Educational Foundation, and university partners with the East Carolina University College of Education
- January 2015 - Submission of the proposal to the NC General Assembly in response to Senate Bill 744

Direct Alignment to the Requirements of Senate Bill 744

How does the proposal differentiate pay for teachers rated highly effective on the NCEES tool, and/or who work in hard-to-staff subjects/schools, and/or who are assigned additional academic/leadership roles? (8.41(b)(1)(a-b))

This proposal differentiates pay for high-performing teachers who demonstrate effectiveness with students in the classroom and are willing to work with other teachers in an effort to build both individual and collective capacity. Through the Race to the Top grant, Pitt County Schools engaged in a strategic staffing initiative in an effort to incent high-performing teachers to low-performing schools through the Teacher Leadership Cohort (TLC) (Feller, Jr., 2013; Maser et al., 2014; Stallings, Parker, Argueta, Maser, & Halstead, 2014). That program was discontinued after the 2013-2014 SY because longitudinal data did not support its effectiveness. Lessons learned from that program (Feller, Jr., 2013), however, have been used in the development of this program. One key finding of the original program was that while teachers did desire increased financial compensation, they also desired increased influence. Danielson (2006) concluded that, in general, teacher leaders are “not interested in becoming administrators, [but] they are looking to extend their influence” (p. 15).

A second lesson from the TLC model was that teacher leaders - even though they were highly effective with students - needed training in order to be effective with adults. According to Suescun, Romer, and MacDonald (2012), “Simply placing an effective teacher in a role of leadership does not automatically make him or her a leader” (p. 32). This new teacher career ladder not only places teachers in leadership roles and compensates them accordingly, but also provides professional learning so they can be successful in their new roles.

A final lesson learned from the TLC model was that when high performing teachers moved into low-performing schools they struggled to gain respect and build rapport with other teachers in the building. There was distrust from the current staff and an unwillingness to work with them. By involving school improvement teams and including the co-teachers in the interview process of the Model Teachers, the Teacher Career Ladder solves this problem. Because teachers themselves are the ones who identify the need for a Model teacher they demonstrate a willingness to learn from someone else and agree to work with them. Their involvement throughout the interview and selection process helps to ensure the interpersonal characteristics and values that so often drive collaboration (or conflict) will be addressed and are in alignment.

The proposal does not differentiate pay based on salary increases for teachers in hard-to-staff subject areas because the Pitt County Board of Education already offers financial incentives to teachers who work in the hard-to-staff subjects of Math, Science, and Exceptional Children. Neither does the proposal offer any financial incentive to teachers who wish to work as an instructional coach because the district already has a fully functioning Instructional Coaching Program, funded through local and federal appropriations.

Does the proposal limit eligibility for differentiated pay to classroom teachers who spend at least 70% of his or her work time in classroom instruction and/or is an instructional coach as identified in Section 8.41(b)(2)(b) of Senate Bill 744 (8.41(b)(2)(a-b))

All teachers in the proposal will teach full-time in the classroom. Pitt County Schools has a full-fledged Instructional Coach (IC) program that has been in place for 5 years, and the Teacher Career Ladder is designed to complement, not compete against or replace, the IC program. Beginning, Professional, Lead, and Mentor Teachers will be full-time classroom teachers, spending at minimum 70% of their time working directly with students in classroom instruction; in contrast, our instructional coaches spend 100% of their time working directly with and supporting adults.

The district's instructional coaching program has been featured at multiple state conferences (Feller, Jr. & Jackson, 2014a, 2014b; Feller, Jr., Jackson, Olmsted, & Tate, 2014), and the district developed and piloted an Instructional Coaching Evaluation Framework and Rubric for use in the district and approved by the state (Pitt County Schools, 2014). The team responsible for developing that rubric was co-lead by the district's Professional Learning Coordinator, who is one of the co-leaders developing the Teacher Career Ladder. So in this sense the Teacher Career Ladder will continue and enhance the work already begun by the district.

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***Appendix A:
Salary Schedules***

Current Annual Salary Schedule

(taken from <http://www.ncpublicschools.org/fbs/finance/salary/>)

Years Exp	Bachelors	Bachelors w/ NBPTS	Master's	Master's w/ NBPTS
10-14	\$40,000	\$44,800	\$44,000	\$48,800
15-19	\$43,500	\$48,720	\$47,850	\$53,070
20-24	\$46,500	\$52,080	\$51,150	\$56,730
25+	\$50,000	\$56,000	\$55,000	\$61,000

Lead Teacher Proposed Annual Salary Schedule

(15% above state salary schedule)

Years Exp	Bachelors w/ NBPTS	Master's	Master's w/ NBPTS
10-14	\$51,520	\$50,600	\$56,120
15-19	\$56,028	\$55,028	\$61,030
20-24	\$59,892	\$58,823	\$65,239
25+	\$64,400	\$63,250	\$70,150

Model Teacher Proposed Annual Salary Schedule

(15% above Lead Teacher)

Years Exp	Master's w/ NBPTS
10-14	\$64,538
15-19	\$70,185
20-24	\$75,025
25+	\$80,672

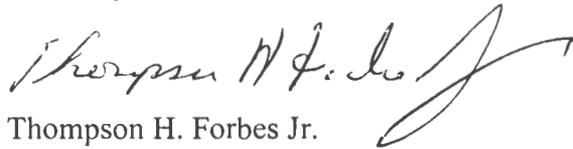
Appendix B:
Letters of Support

To Whom It May Concern:

I am writing this letter to express my strong support for the proposal from Pitt County Schools to implement a differentiated pay plan through the proposed teacher career ladder. As the chair of the Pitt County Schools Board of Education and a past school and district administrator, I am keenly aware of the difficulties we have retaining and rewarding our best teachers. The plan as proposed will go a long way in our efforts to ensure our best teachers remain in the classroom working with our neediest students.

During my career in education I recognized the power and importance of collaboration between teachers and teacher leaders as an essential element in improving teaching and learning in a classroom. This proposal represents the best of everything I know improves education for students and helps teachers. By partnering with East Carolina University and business leaders through the Pitt County Educational Foundation, this plan is a living testament to the power of community collaboration to improve education. With support of the General Assembly this is a plan I can see making a positive difference in the lives of teachers and students here in Pitt County, and it is easily scalable across our entire region and state.

Sincerely,



Thompson H. Forbes Jr.



North Carolina Principals & Assistant Principals' Association

PITT COUNTY CHAPTER
info@ncpapa.net www.ncpapa.org

January 9, 2015

North Carolina General Assembly
Legislative Building
16 West Jones Street
Raleigh, NC 27601

Dear Honorable General Assembly Members,

I am very pleased to write this letter in support of Pitt County Schools' Career Ladder proposal. As a sitting high school principal and current President of the Pitt County Principals and Assistant Principals Association this plan embodies the spirit of the General Assembly's goal to provide differentiated pay for highly effective teachers. Pitt County Schools' plan will be one way to help encourage our best teachers to stay in our county and it will foster collaboration and influence with their colleagues. If approved, the Pitt County plan could easily become a model for our region and state! I hope that the General Assembly finds Pitt County's plan acceptable and approves it for implementation next school year.

Sincerely,

Lionel Kato, Ed. D.
Principal, North Pitt High School



WINTERGREEN PRIMARY SCHOOL

4710 County Home Road
Greenville, NC 27858

Tel (252) 353-5270
Fax (252) 353-5275
Mary Carter
Principal

Melissa Wilson
Betty Tolar
Jeff Baines
Assistant Principals

To Whom It May Concern:

I am writing this letter in support of the Teacher Career Ladder proposed by Pitt County Schools. Pitt County has developed a plan to encourage master teachers to remain in the classroom rather than seek employment at higher institutions or leaving the classroom for alternative job opportunities. Each year outstanding teachers choose to leave the classroom for a variety of reasons. Many teachers feel as though they do not have enough influence beyond the walls of their classroom or do not receive monetary compensation for the many hours of hard work they give their teaching career. Pitt County has developed a plan to keep highly effective, master teachers in the classroom. A couple of years ago, I had the opportunity to represent Pitt County Schools as the 2012-2013 Teacher of the Year. As a music educator, I was absolutely humbled by the realization that the Pitt County Teacher of the Year committee chose a K-2 Music educator as the teacher of the year for the entire county. As I went through the process and later became the runner up for Region 1, I realized that the North Carolina Teacher of the Year process takes the best teachers out of the classroom upon being awarded the highest title throughout the state. I often wondered, what if they didn't take the NC Teacher of the Year out of the classroom but rather put a webcam in their room for educators to watch and learn daily from their expertise. I believe that Pitt County is on to something by developing a plan to keep the most highly effective teachers in the classroom. Not only will they be in the classroom every day, but will engage them in a collaborative process where they work with beginning teachers, or teachers that are in need of a teacher model to inspire or help improve their instructional strategies. This model will impact many students beyond their immediate environment. Consequently, these teachers will be compensated for their expertise, additional responsibilities, and professional investment. This is a plan that could be a reality in Pitt County and throughout Region 1.

Respectfully,

Beth Ulffers,

2012-2013 Pitt County Schools Teacher of the Year

Post Office Box 8088
Greenville, NC 27835-8088
Overnight Delivery:
120 West Fire Tower Road
Winterville, NC 28590

P: 252.215.4004
F: 252.215.4077
hls@wardandsmith.com

January 14, 2015

Senate Appropriations/Base Budget Committee
House Committee on Appropriations
Joint Legislative Education Oversight Committee
16 West Jones Street
Raleigh, NC 27601

RE: Pitt County's "Teacher Career Ladder"

Dear Honorable Legislators:

Thank you for your service to the citizens of North Carolina.

I am writing in my capacity as Chairman of the Board of Directors of the Pitt County Education Foundation, Inc. I ask for your support and funding for the "Teacher Career Ladder" proposal offered by Pitt County in response to the Legislature's request for plans involving "Differentiated Pay for Highly Effective Teachers". Our Foundation is very actively engaged with Seth Brown and Tom Feller of Pitt County Schools in developing and implementing this program, and we believe that it is a "game changer" for Pitt County. It can be a model for changes in education that certainly will benefit the entire region of eastern North Carolina, and perhaps the entire state.

Thank you for considering this request. We believe that you will be quite pleased with the results of implementation of this proposal from Pitt County.

Sincerely yours,



H. L. Stephenson, III, Chairman of Board of Directors

Pitt County Education Foundation, Inc.

ND: 4825-6847-2097, v. 1

cc: Dr. Ethan Lenker, Superintendent, Pitt County Schools
Mr. Seth Brown
Mr. Tom Feller
Board of Directors, Pitt County Educational Foundation

College of Education
Office of Teacher Education
Speight Building
East Carolina University
Greenville, NC 27858-4353

252-328-2156 office
252-328-0105 fax
www.ecu.edu/coe

Executive Director
of Teacher Education
252-328-2156

Licensure
252-328-6271

January 12, 2015

To Whom It May Concern:

We are writing this letter in support of Pitt County Schools' Teacher Career Ladder Plan designed to implement differentiated pay for highly effective teachers. Pitt County Schools is a long standing member of the Latham Clinical Schools Network (LCSN), a partnership between East Carolina University's (ECU) College of Education (COE) and 39 partnering school districts in the region. The Pitt County Schools' team utilized this collaborative relationship with the College of Education, which was further advanced through the award of a U. S. Department of Education Teacher Quality Partnership Grant, to meet, discuss, and collaborate with university faculty in developing the plan.

Co-teaching is currently being used in nine of the 19 program areas of the educator preparation program, which includes the College of Education and four other colleges that house teacher education programs. ECU faculty and Pitt County Schools' faculty opted to train in the co-teaching model together because the research on co-teaching shows significant gains in student achievement using the model adapted from Cook and Friend's work. ECU's College of Education currently trains teachers from Pitt and six additional LEAs on the co-teaching model and would be in a unique position to continue to support the training in the future. Partnering with Pitt County Schools aligns with the College of Education's motto of *Excellence through Partnership*, will collaboratively improve our initiative of co-teaching in the senior year experience internship (student teaching), and significantly expand the pool of highly effective teachers trained to work with interns and colleagues in their own schools, like in our CTC pilot.

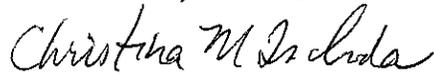
Currently, we are working within the Latham Clinical Schools Network (LCSN) to expand our co-teaching model for the senior year internship, and the training associated with it, across eastern North Carolina. Research is being done on the fidelity of implementation of the co-teaching model and the achievement of the PK-12 students in the classrooms where there are co-teaching teams. Initial data from the past three years of the ECU/PCS co-teaching teams are indicating this is a promising practice for interns, classroom teachers, and PK-12 student achievement.

We stand ready to support the Pitt County Schools' team as they work to implement their Career Ladder Plan for differentiated pay for highly effective teachers. Contact us at covingtonv@ecu.edu or 252-328-2156 if we can assist you further in your decision.

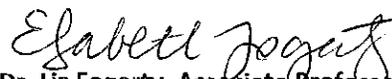
Sincerely,



Dr. Judith Smith, Associate Professor



Dr. Christina Tschida, Assistant Professor



Dr. Liz Fogarty, Associate Professor



Dr. Vivian Covington, Executive Director