

Leandro Action Plan: Teachers & Leaders

*Update for Governor Cooper's Commission on Access to Sound
Basic Education*

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How are WestEd Action Plan and the Commission recommendations aligned? How do they differ?



A Qualified and Well-Prepared Teacher in Every Classroom

Increase the pipeline of well-prepared teachers who meet the needs of the state's public schools, while increasing the racial-ethnic diversity of the teacher workforce.

Alignment

Strengthen the capacity of NC public and private TPPs and increase number of newly prepared teachers to 5,000 per year.

Diversify the teacher workforce to better match the diversity of NC's student population.

Differences

Commission: Recommends grants to IHEs to and IHE-LEA partnerships to improve TPPs and attract students to teaching.

WestEd: Specific recommendations about funding for minority-serving institutions; teacher residency programs; specific content and data requirements for TPPs; clinical training; support for LEAs to develop diverse workforces; and increased mentoring and PD for teachers who are not yet fully licensed.

Expand the North Carolina Teaching Fellows Program.

Alignment

Increase funding from current 200 to at least 1,000 within 3-4 years, while keeping the program prestigious.

Increase the number of eligible TPPs from the current five to include programs in all regions and to include minority-serving universities.

Differences

Commission: Expand TF program to include all areas of certification; ensure payback period is not more than 1 year of teaching for each scholarship year; and provide a statewide network and supplemental programming for all TFs.

WestEd: Reinstate additional leadership training on areas such as culturally responsive teaching; provide shorter pay-back period for all teachers in high poverty schools; recruit more candidates of color.

Provide funding to support “Grow-Your-Own” and “2+2” community college/university programs to help recruit teachers for high-poverty communities.

Alignment

State grant program to incentivize and support grow-your-own and 2+2 programs.

Differences

Commission: Recommends five-year grants with required external evaluations.

WestEd: Recommends increased efforts to attract high school students to these program through career academies and access to college education courses. Also support TAs to become teachers.

Increase teacher compensation.

Alignment

Increase teacher salaries to make them competitive with other states and with other career options that require similar levels of preparation, certification, and experience.

Differences

Commission: Conduct an NC-specific wage comparability study to determine how to match salaries of other college graduates. Also increase compensation for teachers who obtain advance credentials that are correlated with more effective teaching, such as National Board Certification and master's degrees in the content area taught.

Enable low-wealth districts and high poverty schools to offer salaries, benefits, and incentives that will make them competitive with more advantaged districts.

Alignment

Increase funding allotments to low-wealth districts to enable them to offer competitive teacher salary supplements.

Differences

Commission: Specific recommendations for state-provided bonus amounts depending on county wealth level.

WestEd: Adds that compensation should be consider broadly to include benefits such as subsidized house, loan repayment, childcare, PD supports, and recruitment and retention bonuses.

Expand the New Teacher Support Program.

Alignment

Expand the program to serve more novice teachers.

Differences

Commission: Expand to include all novice teacher in low wealth districts and high poverty schools, with state funding provided on a sliding scale depending on LEA resources

WestEd: Expand first to all 1st-year teachers and then, within 5 years, to all novice teachers. Provide novice teachers with reduced teaching loads and time to collaborate with peers. Recruit NBPTS and other highly qualified teachers as mentors and provide them with time and compensation for the role.

Ensure that all teachers have opportunities for continued professional learning (PL).

Alignment

Provide all teachers with access to high-quality programs that meets their individual professional growth needs.

Provide teachers with paid time to participate in professional learning during non-class times.

Differences

Commission: Provide adequate funding to each LEA to provide relevant, integrated PL for their teachers.

WestEd: Create statewide system that implements the *Learning Forward PL Standards* to ensure all teachers have high quality, personalized PL opportunities. Expand role of PEPSC to guide this system. Provide funding to IHE-LEA partnerships to provide PL on-site and virtually, with targeted grants for low-wealth districts.

Invest in addressing working conditions that affect teacher retention and effectiveness.

Alignment

Provide the positive working conditions that are essential for teacher recruitment, retention, professional growth, and effectiveness by: addressing principal preparation; providing adequate teaching and support staff; providing professional learning, collaboration and leadership opportunities; implementing assessment systems that contribute to teaching and learning; and providing social, emotional and health supports for students so teachers can focus on instruction.

Differences

Implement differentiated staffing models and career pathways that include advanced teaching roles and additional compensation to retain and extend the reach of high-performing teachers.

Alignment

Provide state grants for schools and districts to implement differentiated staffing models that include advanced teaching roles.

Provide ongoing evaluation to understand the impact on students and teachers and to support continuous improvement of these staffing models.

Differences

Commission: Provide class size flexibility and other waivers as necessary to implement programs; provide ongoing funding to low-wealth districts for sustained implementation; support cross-district collaborations; support teacher and principal leadership development programs.

WestEd: Expand funding for current pilot programs and use Title I and II funds to support advanced teaching roles models. Leverage expertise of NBPTS teachers.

Create an organizational structure to guide the work to recruit, prepare, retain and support teachers to strengthen the teaching workforce.

Alignment

An organizational structure is required to guide and coordinate statewide efforts to strengthen the teacher workforce.

Differences

Commission: A proposal process to select or create a separate statewide entity charged with strengthening and diversifying the teaching workforce. Specific responsibilities are provided in the report.

WestEd: Expand the role of the PEPSC to include coordinate the statewide efforts.



A Qualified and Well-Prepared Principal in Every School

Align principal preparation standards to the national standards.

Alignment

Align the school administrator preparation standards with the *National Education Leadership Preparation (NELP) Standards* from the National Policy Board for Educational Administration and ensure that all programs meet these standards.

Differences

Provide internships and mentoring to new school administrators.

Alignment

Require that PPPs provide every student with a paid full-time, year-long internship that includes mentoring from experienced principals and authentic opportunities to engage in leadership work and connect theory to practice.

Differences

Require essential areas of expertise be included in principals' preparation programs.

Alignment

Requires that school administrators' preparation and professional development programs prepare candidates to address: continuous school improvement; teacher retention and support; roles of specialized instructional support personnel (SISP); instructional leadership and the use of well-designed curriculum; creating a welcoming, safe, and supportive environment for all students; social-emotional needs of students; and community engagement.

Differences

Commission: Also includes as essential topics early brain development and practices to support early childhood learning as essential topics.

WestEd: Also includes as an essential topic supporting students' development across Pre-K through high school. In addition, is specific that instructional leadership requires expertise in personalized, culturally responsive, technology-enhance, data-informed, and competency-based learning approaches.

Expand TP3 and Principal Fellows preparation programs.

Alignment

Expand TP3 and Principal Fellows to 300 new principals each year.

Recruit diverse candidates that are more representative of the students served,

Every LEA should have a partnership with at least one PPP that meets the NELP standards and provides full-time, year-long internships.

Differences

WestEd: Provides more specifics about the need to prepare principals to serve as transformation leaders in low-performing, high-poverty schools in both rural and urban communities.

Expand professional learning opportunities for current school and district administrators.

Alignment

Provide funding to expand development opportunities for district and school administrators, supporting both the expansion of existing programs, such as those offered by NCPAPA, and the creation of new programs.

Create a formal statewide mentorship program for beginning assistant principals and principals; this program would provide opportunities for veteran and retired principals to coach beginning school administrators.

Differences

WestEd: Apply at least some of the optional 3% set-aside allowed under ESSA Title II to provide professional development to school and district leaders, as is being done in other states.

Revise salary schedules, incentives and working conditions.

Alignment

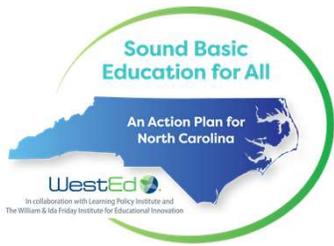
Revise the school administrator salary structure to make these positions, especially those in high-need schools, more attractive to qualified educators.

Afford principals greater autonomy to make resource decisions to address the needs of their schools.

Differences

Commission: Revise the AP allotment formula to increase the number of positions and provide more flexibility in the use of the funds to build school leadership capacity.

WestEd: Ensure APs and principals receive higher salaries than they would as teachers; provide incentives to lead high-need schools; broaden the indicators used to assess school progress; improve school leader working conditions; and provide funding for SISIP to address students' needs.



Questions & Comments?

