



State of North Carolina
Office of the Governor

Governor's Commission on Access to Sound Basic Education

May 14, 2019

Teacher Work Group Draft Priorities

Recruitment

Personnel category	Number employed	Attrition rate
All teachers employed in NC's public schools, including:	94,909	8.1% (7,674)
Beginning teachers	15,595	12.3% (1,925)
Lateral Entry	5,636	15.5% (874)
Visiting International Faculty	1,176	16.8% (197)
Teach for America	261	31.4% (82)

- 4.4 percent of the state's teachers changed employment within NC in 2017-18. The average LEA **mobility-attrition rate** is 12.45%, with rates varying widely from 4.2% to 32.5%.
- LEAs reported 1,555 **vacancies** on the 40th instructional day, with the highest rates in elementary core subjects, exceptional children, mathematics, and CTE.
- **North Carolina Teaching Fellows** receive up to \$8,250 per year in forgivable loans and commit to teach in STEM or special education in a NC public school. Five IHEs currently host the program. 110 Teaching Fellows were selected in 2018. 133 Teaching Fellows were selected in 2019.

Preparation

North Carolina's teacher pipeline

Preparation	Percentage
UNC institutions	37% of the teaching workforce 39% of beginning teachers
NC private institutions	12% of the teaching workforce
Out of state	27% of the teaching workforce
Alternative entry	17% of the teaching workforce 20% of beginning teachers <i>(increasing in recent years as the production of traditionally-prepared teachers declined)</i>
Other pathways (including TFA, VIF, etc.)	2% of the teaching workforce

Characteristics, placement, and outcomes

- Higher percentages of teachers prepared through alternative routes are male and minority (27% male, 38% minority).
- Teachers prepared through alternative routes are more likely to work in schools with higher percentages of economically disadvantaged students, minority students, and in schools with lower performance composites.
- On average, teachers prepared in-state are more effective and are significantly more likely to remain in teaching in NC.

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Induction

Elements of high-quality induction, Linda Darling-Hammond

- Coaching from a trained mentor
- Common planning time with teachers in same subject or grade level
- Reduced teaching load
- Seminars on key issues
- Supportive communications with administrator(s)
- Extra classroom assistance
- Content-focused, collaborative, reflective, sustained professional development

North Carolina New Teacher Support Program (NC NTSP)

- There are 15,595 beginning teachers in NC's public schools. The attrition rate for beginning teachers is 12.34%, substantially higher than the overall attrition rate of 8.1%.
- The NC NTSP is a comprehensive, university-based induction program offering a research-based curriculum and multiple services designed to increase beginning teacher effectiveness and reduce attrition. Includes: (1) Institute "boot camps"; (2) intensive, individualized classroom coaching; and (3) aligned professional development.
- The NC NTSP currently works in partnership with 9 public universities, 53 school districts, and 250 schools and serves 1,050 teachers.
- Annual cost per teacher is approximately \$5,000 per year, which is split between state and local funding.

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Teacher Compensation

The average salary for a NC public school teacher is \$54,000. With this 5% increase over the prior year, NC ranks 4th in the Southeast in average teacher compensation.

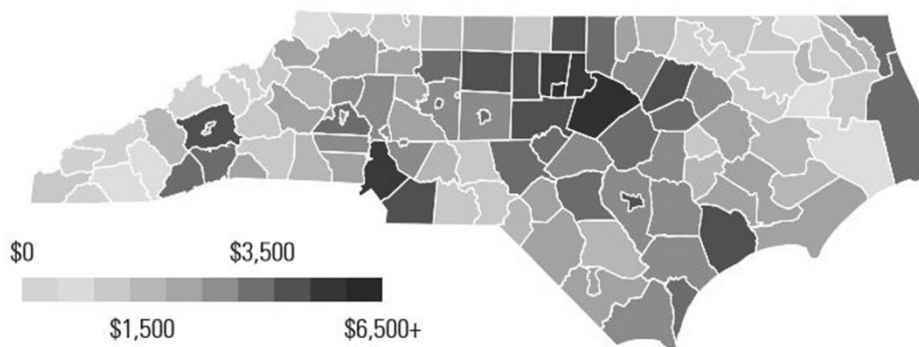
Teacher pay penalty

- Average weekly wages of public school teachers (adjusted for inflation) decreased \$27 from 1996 to 2017, from \$1,164 to \$1,137 (in 2017 dollars). Weekly wages of other college graduates rose from \$1,339 to \$1,476. The teacher wage penalty was 1.8 percent in 1994, grew to 4.3 percent in 1996, and reached a record 18.7 percent in 2017.
- Teachers are enjoying a “benefit advantage” that has grown since 1994, from 2.1 percent to 7.6 percent. But this has not been enough to offset the growing wage penalty.
- The erosion of teacher pay relative to that of comparable workers in the last couple of years—and in fact since 2008—reflects state policy decisions rather than the result of revenue challenges brought on by the Great Recession.

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Teacher Compensation

Average Local Salary Supplement for North Carolina K-12 Teachers by School District (2016-17)



Base geographic mapping files provided by the Friday Institute for Educational Innovation, North Carolina State University. Visit www.NCEdFacts.org for more interactive data.

Source: NC DPI Statistical Profile

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Teacher Support and Retention

Teachers are more likely to stay in schools when they experience the following:

- School leadership who create a trusting, supportive environment and address teacher concerns
- Time available to plan, to collaborate, to provide instruction, and to eliminate barriers in order to maximize instructional time during the school day
- Data and support available to improve instruction and student learning

More positive teaching conditions are related to higher student performance at all grade levels

Schools with positive teaching conditions have lower rates of teacher attrition and mobility.

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Career Pathways

North Carolina's Advanced Teaching Roles Pilot

Ten districts are currently participating. The net appropriation for the Advanced Teaching Roles Pilot program is \$1.7 million in 2018-19.

Elements of high-quality advanced teaching roles models:

- Implemented in districts that opt-in to the model;
- Explicitly designed to increase student achievement;
- Developed locally with significant educator and community input;
- Empowering principals to align teaching skills with student needs;
- Recognizing that educators have varying professional aspirations at different phases in their careers;
- Financially sustainable within current budgets; and
- Offering substantial salary increases to advanced roles teachers for leading instructional teams and/or extending their reach to more students.

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