



NC State Board of Education Request: Educator Effectiveness/Professional Development

March 2017

Educator Effectiveness and Teacher Retention - \$21,400,000 R

Teachers have the greatest impact on student achievement and growth, so not just salaries, but also opportunities for growth, leadership, and meaningful professional development must compare with that of similar careers.

Effective strategies for keeping great teachers include providing support through mentors, as well as opportunities for professional growth such as Regional Educational Service Alliances (RESAs), North Carolina Center for the Advancement of Teaching (NCCAT), online platforms, and collaborative regionally-based training.

The funding breaks down as follows:

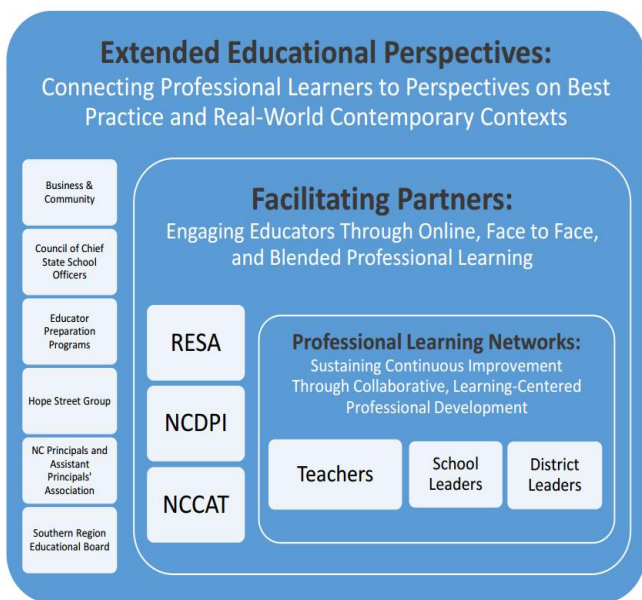
- **\$6,400,000:** Professional Development to create a year-round calendar of training for our educators based on locally-driven needs.
- **\$10,000,000:** Professional Development support for local and regional providers.
- **\$1,000,000:** Support Lateral Entry Teachers through mentoring and induction courses for each Lateral Entry teacher.
- **\$4,000,000:** Improve Teacher Retention by providing incentive bonuses for teachers exceeding growth in the lowest-achieving 5% of schools.

Why fund this?

- Each year North Carolina hires between 11,000-12,000 new teachers. Creating principal leaders, teacher leaders, opportunities for professional development, instructional resources, and increased pay will improve educator effectiveness and, therefore, student outcomes.
- NC DPI utilizes [BloomBoard](#) to track professional development and the return on investment with student outcomes.
- With the teacher pipeline in North Carolina decreasing, funding is needed to ensure effective teachers start and stay in our rural schools.
- Lateral entry teachers need a stronger induction program, as well as mentoring that focuses on specific strategies, coupled with support from teacher leaders.
- The [Principal Ready](#) program gives our education leaders curriculum tools and resources in an effort to focus on instructional leadership and providing support for teachers.
- NC DPI offers over 90 [online personal development modules](#) to teachers for free, providing redelivery for face-to-face presentations, wikispaces, and webinars.

North Carolina Professional Learning Partnership Model

Collaborative structure for supporting and expanding existing best practice



- A [2015 Survey](#) shows that teacher-led training has the greatest impact on those teachers' development. RESAs often utilize veteran teachers within their regions to conduct professional development for other teachers. Funding would allow these regional staff development opportunities to continue and expand for educators. In 2015, educators ranked the joint NC DPI-RESA sessions the highest in effectiveness.
- Collaborative professional development such as [action research](#) allows teachers to learn tools to improve student outcomes and proficiency.
- [Pockets of teaching excellence](#) already exist and have been developed into a low cost, highly effective professional development model through RESAs which include local support, regional support, private support and state agency support.

Online and Blended Learning: NC DPI invested \$2,337,172 on developing and facilitating online learning courses from 2010 to 2016. These courses are free to statewide educators. The average cost of an online course is \$300.00. **The Educator Effectiveness Division saves NC educators \$56,834,700 for online professional development.** <https://rt3nc.org/>

Online & Blended Learning				
Year	# of Courses	Enrollment	Average Cost	Educator Savings
2010-2013	22	179,788	\$300.00	\$ 53,936,400
2014-2016	71	9661	\$300.00	\$ 2,898,300
Total	93 Courses	189,449		\$ 56,834,700

Face to Face Learning: In a review of nine studies, Yoon, Duncan, Lee, Scarloss, and Shapley (2007) found that sustained and intensive professional development was related to student achievement. The three studies of professional development lasting 14 or fewer hours showed no effects on student learning, whereas other studies of programs offering more than 14 hours of sustained teacher learning opportunities showed significant positive effects. The largest effects were found for programs offering between 30 and 100 hours spread out over 6–12 months.

Source: February 2009 | Volume 66 | Number 5 How Teachers Learn Pages 46-53 Research Review / Teacher Learning: What Matters? Linda Darling-Hammond and Nikole Richardson

Face to Face Professional Development Sessions					
Grant Year	2011-12	2012-13	2013-14	2014-15	2015-Present
# of Sessions	125	250	325	249	56

- Analysis of 2012-2013 data, estimated cost per PD leadership team participant as \$563.00. The average number of PD leadership team participants was 3,365.

The estimated one year savings to districts and charters of free face to face professional development is \$ 1,894,753. These activities were provided at no cost to participants or LEAs/Charters. This figure accounts for cost associated with conducting face-to face sessions, administration, and program development. Programs include evaluation practices, content standards, coaching and best instructional practices.