



NC 60/30/10 Plan

Dr. Lodge McCammon et al., 2013

Overview

This plan is the product of discussions among a variety of education professionals including teachers, pre-service teachers, and researchers who believe the public education system of North Carolina is in need of a change. This outline provides an overview of the 60/30/10 Plan, which we believe will:

- ❖ Significantly decrease education spending
- ❖ Create a baseline for effective 21st century teaching
- ❖ Attract highly qualified teachers into the North Carolina education workforce
- ❖ Increase the number of highly qualified teachers in underserved/rural North Carolina schools
- ❖ Create a career path within the teaching profession
- ❖ Provide a practical plan for dealing with high teacher turnover

NC 60/30/10 Plan

Summary

Our education system is in need of major reform. We have spent billions of dollars on “quick fixes” (i.e., adjusting standards, technology initiatives) only to find out that many of our schools still fail to meet the needs of our students. Thus, the 60/30/10 Plan was designed to provide a complete overhaul of what we believe to be the linchpin of real change – the teaching workforce.

Below are the necessary steps the state must take in order to achieve the benefits noted in the overview.

Step 1

Communicate that all teachers will be expected to learn and implement a new, 21st century teaching method. Training for this method will be free and accessible to all NC teachers through an established online professional development program (<http://teacher.fizzedu.org/>). The training will focus on:

- ❖ Making teachers more efficient
- ❖ Making teachers more reflective
- ❖ Giving teachers the ability to establish and maintain strong relationships
- ❖ Making teachers transparent and accountable for what they teach and how they teach it
- ❖ Helping teachers create collaborative, differentiated and engaging learning environments

These five objectives will define “high quality teaching” and will serve as the basis for future, on-going teacher evaluations.

Step 2

Have every North Carolina public school teacher reapply for their job in the fall of 2015. Announce in the fall of 2014 that each teacher will have one year to opt in to and complete the training program (Step 1) before the reapplication process begins.

Step 3

In 2015, change the salary structure of the teaching workforce in North Carolina. Each teacher who re-applied for their position will be placed into one of three salary levels based upon their work and experience. There will be three levels of teachers: **Apprentice**, **Master** and **Career**. The table below outlines each level.

60/30/10 Teacher Levels

Level	Salary	Experience Required	Brief Description
Apprentice	\$32,000	No prior teaching experience required	<p><u>60% of teachers will be at this level</u> These teachers will complete the training program and spend their first three years in the classroom customizing/implementing the new teaching method. Mastery of this new method will be evaluated via formal observations from Career Teachers and principals. Parent and student (customer) survey data will also be collected and considered during evaluation. Apprentice Teachers can remain at this level for up to 20 years (for a total of 20 years of service), at which point they will retire from the classroom or move to other industries.</p>
Master	\$52,000	Minimum 3 years teaching experience	<p><u>30% of teachers will be at this level</u> Teachers can apply for this level if they have completed three years of classroom instruction, have finished the training program, and have demonstrated mastery of the teaching method (based upon evaluations and customer survey data). They will be considered for additional duties such as department chair and/or facilitating professional development. Master Teachers will be encouraged to begin a Master's degree and/or PhD. They will continue to be evaluated through formal observations from Career Teachers and principals. Parent and student (customer) survey data will also continue to be collected. Master Teachers can remain at this level for up to 17 years (for a total of 20 years of service) at which point they will retire from the classroom or move to administrative positions or other industries.</p>
Career	\$72,000	Minimum 7 years teaching experience	<p><u>10% of teachers will be at this level</u> At the end of year 7 Master Teachers can apply for a Career Teacher position if they a) have completed a Masters/PhD and b) have demonstrated excellent leadership skills (as determined by evaluations and customer surveys). In addition to teaching, Career Teachers will be required to mentor, innovate, and lead. The Career Teacher's main additional duty will be to conduct and submit formal observations of Apprentice and Master Teachers. Career Teachers can remain at this level for up to 12 years (for a total of 20 years of service), at which point they will retire from the classroom, move to administrative positions or even transition to other industries.</p>

Outcomes

The NC 60/30/10 Plan has the potential to significantly upgrade North Carolina's public education system because the focus is on revolutionizing the teacher workforce and providing educators more opportunities for success. If followed, The Plan will:

- ❖ **Significantly decrease education spending**
 - Though we have *increased* the entering salary of beginning teachers by approximately \$1000 (from \$31,000 to \$32,000) and *increased* the maximum salary by approximately \$7,000 (from \$65,000 to \$72,000), the 60/30/10 Plan actually lowers the average teacher salary by just under 10%, from \$46,000 to \$42,000.

- ❖ **Create a baseline for effective 21st century teaching**
 - Completing the training program and demonstrating mastery of the new 21st century teaching method will be needed to move from Apprentice to Master. This will provide teachers a baseline standard and shared vision for 21st century teaching in North Carolina (i.e., efficiency, reflectiveness, relationships, accountability, transparency, along with facilitating collaborative and differentiated learning environments). All teachers will be speaking the same language, have an objective and standardized way to be evaluated, and will be rewarded for achieving success within this structure. While this program creates a baseline for effective 21st century instruction, teachers will still have the freedom (and be encouraged) to be creative and innovative in much of their classroom practice.

- ❖ **Attract highly qualified teachers into our education workforce**
 - The economic incentive of potentially making \$52,000 in your 4th year of work and \$72,000 in your 8th year of work will draw in bright and highly motivated people. The pre-service programs at our colleges and universities will be much more competitive due to these new financial incentives. The quality of graduates looking for teaching positions will increase. Qualified workers would not only be entering the workforce from undergraduate/graduate training programs, but these economic incentives would increase the number of qualified applicants that would make lateral movements from other industries.

- ❖ **Increase the number of highly qualified teachers in underserved/rural schools**
 - Every school will have the 60/30/10 breakdown among their teaching workforce. All Apprentice and Master Teachers will be mentored by Career Teachers in their school. This will distribute our best and brightest teachers into all schools across North Carolina. For example, the opportunity to be a Master or Career Teacher at the best schools in Wake County might be extremely limited, thus encouraging excellent teachers to venture out into the rural areas of North Carolina to apply for a higher position, thus bringing high quality teachers to rural and underserved schools.

- ❖ **Create a career path within the teaching profession**
 - The current career path for teachers is limited to moving into administrative positions. The 60/30/10 Plan creates new career paths for teachers. In addition to administrative positions, teachers now have opportunity for pay increases and to take on more responsibility while remaining in the classroom. Teachers would be able to achieve a higher salary by becoming a Master or Career Teacher. Having a career path is a critical piece in retaining a highly motivated workforce.

- ❖ **Provide a practical plan for dealing with high teacher turnover**
 - We are going to pay the bulk of teachers (60%) the Apprentice level salary of \$32,000 until they are motivated to move up to the level of Master or Career Teacher. This opportunity for promotion will attract a steady stream of bright, dedicated people to the profession. If an Apprentice Teacher leaves after a few years, we will replace that teacher with another highly qualified applicant. In a sense, we will *embrace* high teacher turnover, and this plan will provide a way to deal with it economically while increasing the pool of high quality applicants.

Frequently Asked Questions

Of those teachers who, upon reapplying for their position, take a significant pay cut to stay in the profession, how many would we lose? Would we be able to fill those positions quickly with new applicants?

Forty percent of the current workforce will be placed in either Master or Career positions, so they will either maintain or see an increase in their salary under the 60/30/10 Plan. Currently in NC, a large percent of teachers have 3 or fewer years of experience in teaching; most of these teachers will likely remain in the positions, as their salary would be minimally affected (e.g., some might see a small increase, others a small decrease). If the remaining teachers decide to leave because they were reduced to Apprentice status, then there will be plenty of new high quality applicants to take their place. We believe that a large portion of these teachers will likely stay because of the potential for promotion in the near future.

How do we ensure that Master/Career positions are available for those who are ready to move up?

This plan restricts the maximum number of years that a teacher can stay in the classroom. We want our best and brightest teachers, during their best years. After 20 years in the classroom, Master/Career teachers will be expected to retire or to move in to other positions (e.g., administrative) or industries. Additionally, the pay structure will encourage our best and brightest teachers to spread out across the state. If a Master Teacher position is not currently available in Wake County, then a highly qualified teacher in year four might make the choice to apply for an open Master Teacher position in Franklin or Nash-Rocky Mount.

Why will the evaluations include “customer” survey data from parents and students?

Parents and students are, in a sense, education consumers. They are affected by the quality of teachers, availability of resources, changes to the education system, etc. It is important that they have a voice when it comes to teacher evaluations because they are ultimately impacted by the quality of instruction delivered by the teacher. These customer surveys will complement the other data sources of the teacher evaluations (e.g., Career Teacher observations). The customer survey will collect information from parents and students about a teacher’s relationship building, his/her availability, and transparency, among other things.

If a Master Teacher fails to perform, do they go back to apprentice? How often do we evaluate?

Apprentice and Master Teachers will be assessed each semester by evaluations and customer surveys. If a Master teacher fails to maintain the standard of the new teaching method, then they might be asked to leave their position. They may opt into being moved back down to Apprentice level if there is an opening.

Are Career Teacher positions like tenure - once you have it you are safe?

Somewhat. You will be able to stay in the Career position until retirement. However, if you fail to complete your additional duties (leadership, mentoring and evaluation), then you risk being asked to leave your position.

Will this plan cause additional competition between teachers?

Yes. As long as the competition is structured and decisions for promotion are made based on an extremely transparent process, then it will be a good thing. Teachers will not be promoted based on favoritism. There will be objective and transparent measures that determine when they have the option to move up.

The plan outlines additional evaluation sources (e.g., customer surveys). How much would it cost to collect and process the additional data needed to complete teacher evaluations?

Not sure. This will depend upon how evaluations will be processed (e.g., state level or district level) and the style of the evaluation system (e.g., online tool or paper-based).

Are you required to pursue a Master's degree or PhD if you are Master Teacher?

No. You are encouraged to, but if you have no interest in moving up to a Career Teacher position then you are only required to maintain high quality instruction and positive customer surveys.

How does the 60/30/10 Plan affect principals?

This plan does not affect principal hiring or pay. As is the current practice, they will be involved with teacher evaluation. One additional responsibility is that they will be expected to learn about the new data used to hire and promote teachers.