



NC Teacher Development Levels

Overview

This document outlines a possible plan for associating developmental milestones to each (suggested) level of teacher pay. These developmental milestones are assumed to be requirements; in essence, increasing teacher pay based on merit, rather than based solely on tenure. The following ideas are part of a larger discussion and are not part of any actionable policy.

Developmental Levels

Level	Focus	Level Requirements
Beginning	N/A	<i>None; all teachers enter at this level</i>
Developing	Personal Development	<p>Teachers must complete training in two of the following areas:</p> <ul style="list-style-type: none"> • Time Management • Stress Management • Managing Classroom Behavior • Children with Special Needs • Non-English Speaking Students • Communicating with Parents
Distinguished	21 st Century Teaching	<p>Teachers must complete training in two of the following areas:</p> <ul style="list-style-type: none"> • Flipped Classroom • Project-Based Learning • Differentiated Instruction • Collaborative Learning
Advanced	Professionalism	<p>Teachers must complete one of the following:</p> <ul style="list-style-type: none"> • Master's Degree or Ph.D. • National Board Certification
Leader	Leadership	<p>Teachers must complete training in one of the following areas:</p> <ul style="list-style-type: none"> • Leadership Fundamentals • Mentoring/Coaching • Delivering Professional Development

Each level is intended to reward those who continue to develop their skills as teachers and professionals in education. The table above outlines the focus of each level, as well as what is required of teachers in order to move to the next level. The intention of these level requirements is to encourage teachers to focus on a particular area and develop new skills within that area that will help them further their ability to teach and serve their education community.

The follow section provides more detail on each of the level requirements, including rationale for the focus and some examples of currently available training.

Beginning – *No Focus*

This is the level at which all teachers start. This first level does not require any specific training or certification outside of what is minimally required to become a teacher (e.g., Bachelor's degree, teacher certification).

Developing – Personal Development

The focus of this level is personal development. As this second level is the first for which there are requirements, the intention is to encourage teachers to develop skills that will help them with the kinds of struggles most common to beginning educators.

Requirements

In order to reach this level, teachers must complete training in two of the following areas: Time Management; Stress Management; Managing Classroom Behavior; Children with Special Needs; Non-English Speaking Students; Communicating with Parents. By allowing the choice of two areas for training and development, teachers can select the content that they feel they would benefit from the most. Examples of places that offer training include district-level professional development, Coursera, university-sponsored training, etc.

Rationale

Teachers, like all professionals, must learn to manage their time and also learn to handle stress in order to be successful and happy in their career. They also face unique challenges, such as students with special needs. Many of the teachers who leave within the first five years of teaching note being unable to cope with the stressors of the school environment; thus it is critical to encourage and support personal development in teachers so that they can adapt to these stressors and remain in the classroom.

Distinguished – 21st Century Teaching

The focus of this level is on building 21st century teaching skills. In order to reach this third level, teachers are encouraged to focus their attention on trainings that will help them to better meet the needs of the next generation of students.

Requirements

In order to reach this level, teachers must complete training in two of the following areas: Flipped Classroom; Project-Based Learning; Differentiated Instruction; Collaborative Learning. Allowing teachers the choice of two areas for training will give them the opportunity to customize their development on what they feel is most relevant for their classrooms. Some examples for obtaining training in these areas include teacher.fizzed.org, district-level professional development, etc.

Rationale

Teachers need to move away from the didactic 20th century teaching practices (e.g., passive learning in the lecture-based classroom) because students today will be working in a world that requires more collaboration and critical thinking. Requiring these types of training at this level means giving teachers

options that will prepare them for taking on the role of classroom facilitator, encouraging a more active learning environment.

Advanced – Professionalism

The focus of this level is on cultivating professionalism among educators. At the fourth level, teachers should be developing a broader understanding of the education system.

Requirements

In order to reach this level, teachers must complete one of the following: Master's Degree or Ph.D.; National Board Certification. While both options are rigorous, an advanced degree would result in a focus on research and policy in education, whereas National Board Certification is a focus on classroom practice and the education community.

Rationale

The requirement for this level is an important stepping stone for the next level. Having a Master's Degree/Ph.D. or National Board Certification will give teachers a sense of professionalism. Teachers who have a broader understanding of the education system, research, policy, and best practices are better equipped to communicate with and cultivate their education community.

Leader – Leadership

The focus of this level is on promoting leadership within education. This is the highest level that teachers can achieve, so it is important that teachers build the skills that will allow them to serve as mentors, role models, and leaders.

Requirements

In order to reach this level, teachers must complete training in one of the following areas: Leadership Fundamentals; Mentoring/Coaching; Delivering Professional Development. Giving teachers a choice allows them the opportunity to create an identity for themselves as education leaders. Examples of places that offer training include colleges and universities, Center for Creative Leadership, etc.

Rationale

With this being the final level, it is critical that teachers are both encouraged to become leaders and also rewarded for it. Those who reach the highest level will be viewed as role models for their fellow teachers; they need leadership skills, such as effective communication and mentoring. Ideally, teachers that have developed as leaders will be considered for additional responsibilities, such as helping with administrative duties (e.g., observing other teachers), training teachers, mentoring new teachers, and/or working within the broader education community (e.g., serving on committees).