

Educator Compensation Proposals for 2014-15

North Carolina Educator Effectiveness
and Compensation Task Force

March 31, 2014



Groups

- NC Parent Teacher Association (NCPTA)
- Professional Educators of NC (PENNC)
- NC Association of Educators (NCAE)
- NC Association of School Administrators (NCASA)
- NC School Boards Association (NCSBA)
- NC Justice Center - Education and Law Project
- Public School Forum of NC

Goal for 2014-15

Our goal is for NC to provide a regionally competitive compensation system that recruits and retains caring, competent and highly effective teachers who ensure a high quality education for our 1.5 million public school students.



Recommendation 1: Invest in All Teachers - Make Teachers Whole

- Currently, teachers paid on the 0-5 steps of the teacher salary schedule all earn the same amount - \$30,800 (bachelor's degree) or \$33,880 (master's degree).
- Any teacher compensation plan approved for 2014-15 should fund salaries for teachers to reflect their experience and their current step on the salary schedule.

Recommendation 1: Invest in All Teachers - Make Teachers Whole

This would:

- Reduce the schedule from 37 steps to 32 steps.
- Provide the largest % increases in steps 3-7 when teachers are most likely to exit the profession.
- Improve salaries of early career teachers.
- Grant a raise to all current employees paid on the teacher salary schedule.

Recommendation 2: Reinstate Master's Pay and Other Advanced Degree Supplements

- National Assessment of Educational Progress (NAEP) data shows that students whose teachers hold master's degrees have scored higher than their peers whose teachers hold bachelor's degrees in every assessment since 2005.
 - Both grades 4 and grade 8
 - http://nationsreportcard.gov/reading_2011/

Recommendation 2: Reinstate Master's Pay and Other Advanced Degree Supplements

A UNC teacher quality research report found master's degrees have the following effects:

- High School Mathematics: Positive significant effect of 10.3% of a standard deviation
- High School English I: Positive significant effect 3.2% of a standard deviation
- Several positive effects of supplemental master's degrees are identified in the technical appendix.
 - Most other effects (i.e. the effects of teachers with a supplemental master's degree in other grade levels and subject areas) in the analysis are positive but not statistically significant.
- http://publicpolicy.unc.edu/files/2014/02/Portal_TeachPrep-TestScore_June2010_Final.pdf

Recommendation 2: Reinstate Master's Pay and Other Advanced Degree Supplements

- The effect of subject-specific teacher supplemental academic training in Mathematics found by UNC research is similar to another study of national 10th grade Mathematics teachers.
 - See Dan Goldhaber & Dominic Brewer research
 - <http://nces.ed.gov/pubs97/97535l.pdf>



Recommendation 3: Protect Public School Resources

- Pay increases should not be offset by reductions to other public school budget allotments that provide critical resources for students.



Recommendation 4: Continue Development of a Comprehensive Compensation Plan for Teachers

- The NC Educator Effectiveness and Compensation Task Force should continue to have more time to closely examine and potentially make recommendations for a comprehensive approach to teacher compensation that will provide desired outcomes critical for students and the state as a whole.

Desired Outcomes

- Provide regionally competitive compensation system
- Ensure recruitment and retention of highly effective teachers
- Provide positive impact on the achievement of 1.5 million public school students

