The Year Ahead
2014-15
Transitions*

Traditional Instructional Model

• Time
• Fixed places

Digital-Age Learning Model

• Mastery and Competency
• Anywhere and anytime learning

*NC Digital Learning Plan Policy Brief, Friday Institute, June 2014
Traditional Instructional Model

- One-size fits all
- Teacher-centered instruction

Digital-Age Learning Model

- Personalized learning
- Student-centered instruction
Traditional Instructional Model

- Printed, static text
- End-of-course tests

Digital-Age Learning Model

- Digital content
- Assessments integrated into learning activities
FOCUS

- Home Base
- Professional Development
- New Testing Model
- Educator Support
CHANGES

- Licensure
- ESEA (?)
- Digital Learning Transition
Supporting NC Public Education
Research Findings

May 2013
Initial report prepared for the Z. Smith Reynolds Foundation, and modified by the Asheville City Schools Foundation for the leadership of WNC school districts.
Is messaging about our schools and public education working?

Recent research on why North Carolinians value public education will show us:

- Expectations
- Perceptions of strengths and challenges

From this research, a message framework has been developed to improve our messaging and garner more support from our community stakeholders.
Qualitative research to explore themes and issues: December 2012

Statewide survey of 1,519 NC citizens: January 28 – February 6, 2013
- 100% voted in 2012
- Highly representative
- Not in field of education
Results
Benefits to the state

K-12 public education
Top 2 Box (extremely/somewhat beneficial)

Total Not Beneficial: 12%
- 3% Extremely beneficial
- 10% Somewhat beneficial
- 50% Not very beneficial
- 35% Not at all beneficial
- 1% Don't know

Total Beneficial: 85%

Base: Total Respondents (N=1519)

Q3. How important is the state K-12 public education system overall? (7pt. scale: 1= Not at all important, 7= Extremely important; DK)
Q4. How beneficial would you say the K-12 public education system is to the state of North Carolina? (4pt. scale: 1= Not at all beneficial, 4 = Extremely beneficial; DK)

Bold font indicates statistically significant difference
Q15. In this question there are two opinions listed. Please fully read the opinions before answering the question.

**Smith**
I'm confident that K-12 public education and public schools provide the best option to prepare our children for success in life. This is the best place for all of us to focus our energy and attention when it comes to education.

**Jones**
I lack confidence that K-12 public schools are the best option to prepare our children for success in life. I believe private schools and private education are a much more effective approach to education.
Report Card on North Carolina K-12 Public Education

<table>
<thead>
<tr>
<th>Report Card</th>
<th>Public School(s)</th>
<th>K-12 Teachers</th>
<th>Public Education Leaders/Admin.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where child attends</td>
<td>B+ (3.3)</td>
<td>B+ (3.3)</td>
<td>B (3.1)</td>
</tr>
<tr>
<td>In district</td>
<td>B- (2.8)</td>
<td>B (2.9)</td>
<td>B-/C+ (2.5)</td>
</tr>
<tr>
<td>In state of NC as a whole</td>
<td>C+ (2.4)</td>
<td>B- (2.6)</td>
<td>C+ (2.3)</td>
</tr>
</tbody>
</table>

Private schools have similar local grades, better state grades and high numbers (35-39%) that don’t know.

Base: Children attend public schools (N=479)
Q2. Thinking about K-12 public education, what grade would you give each of the following?
Most critical areas for improvement in public schools

- Underpaid teachers: 54%
- Class sizes that are too large: 48%
- Student discipline: 47%
- Budget process: 38%
- Not enough accountability: 38%
- Core curriculum: 38%
- Not enough invest. in teachers’ prof. growth and dev.: 35%
- Bullying: 33%
- Communication with teachers and parents: 32%
- Poor teachers: 31%
- Funding mechanisms: 28%
- Not enough attention to gifted and talented children: 26%
- Lack of technology: 25%
- Diversity of curriculum: 22%
- Not enough attention to children with special needs: 21%
- Safety (not safe enough for students): 21%
- Busing: 18%
- School buildings: 18%
- Oversight: 14%
- Too much diversity: 9%
- Not enough diversity: 9%
- Overpaid teachers: 3%
- Other: 14%
- Don’t know: 5%

Base: Total Respondents (N=1519)
Q8. What are the most critical areas for improvement in the K-12 public education system? Select all that apply.
### Top 2 Box Importance

**Rated 6/7**

<table>
<thead>
<tr>
<th>Importance</th>
<th>Rating</th>
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<tbody>
<tr>
<td>Making sure teachers have training on new teaching techniques and requirements</td>
<td>76%</td>
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<tr>
<td>Building the capacity of teachers to be the best they can be</td>
<td>75%</td>
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<tr>
<td>Treating teachers like any other workforce -- reward stars, fire underperformers</td>
<td>71%</td>
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<tr>
<td>Providing equal opportunities for all students</td>
<td>70%</td>
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<tr>
<td>Encouraging adults to show more respect to teachers so that children do the same</td>
<td>69%</td>
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<tr>
<td>Making it easier to fire the lazy and poor teachers</td>
<td>69%</td>
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<tr>
<td>Investing more in teachers just like a business invests in improving its workforce</td>
<td>67%</td>
</tr>
<tr>
<td>Increasing teacher salaries so more talented individuals enter and stay in the profession</td>
<td>65%</td>
</tr>
<tr>
<td>Reducing class sizes so teachers can provide students with more individual attention</td>
<td>65%</td>
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<tr>
<td>Mentoring programs so new teachers learn skills from most successful seasoned teachers</td>
<td>62%</td>
</tr>
<tr>
<td>Allowing teachers to teach each child at their pace and to their potential</td>
<td>57%</td>
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<tr>
<td>Reducing paperwork for teachers so they can spend more time teaching</td>
<td>56%</td>
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<tr>
<td>Creating partnerships with local businesses to teach work and life skills to students</td>
<td>52%</td>
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<tr>
<td>Providing a uniform system of free public schools</td>
<td>43%</td>
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<tr>
<td>Competition from private/charter schools to help public schools raise level of education</td>
<td>42%</td>
</tr>
<tr>
<td>Partnerships w/businesses to benefit teachers through increased comm. w/business world</td>
<td>41%</td>
</tr>
<tr>
<td>Using standardized test scores to measure success</td>
<td>25%</td>
</tr>
</tbody>
</table>

*Base: Total Respondents (N=1519)*

Q10. In North Carolina’s K-12 public schools, how important are each of the following. (7pt. scale: 1= Not at all important, 7= Extremely important)
1. Vast majority see public education as very important and very beneficial to the state and its future.

2. Local schools, teachers and administrators are more effective than districts and the state.

3. Greatest potential improvements focus on teachers - investing in training, compensation, teaching conditions, and increased accountability and ability to dismiss poor performers.

4. A solid majority (68%) feel the new academic standards will make K-12 public education in North Carolina better.
What do North Carolinians want from public education?

1. Parents want to feel confident that they are doing well in their primary job (parenting), and confident that the education they are providing their children will prepare their children for success in real life.

2. Parents want to feel hopeful and optimistic about the futures of their children.
Talk about the **needs of parents and children first**—not the needs of the system—then talk about the supports necessary to help each child and family achieve their goals.
Make quality teachers the center of public education and better outcomes, and message the wider system as a community that supports quality teachers in every student’s classroom.
Emphasize local input, influence and control in choices so that they are seen as a reflection of community needs and desires.
PUBLIC EDUCATION:
Each child prepared for life.
Public education is the right choice in preparing your child for life. Public schools meet the needs of each child to move forward.
Public schools provide your child with the personal attention he/she needs for success in life, making sure that North Carolina moves forward with its children.
Everyone is welcome, everyone is well-served.
A new curriculum focuses on core excellence for developing the whole child.
Professional development for teachers develops the full potential of each child.
Diversity prepares your child to succeed in a world of change.
A community of supports is focused on delivering the best outcomes for your child.
Good teachers create better outcomes—public schools have a community of support to make sure each child has a teacher that makes a difference.
Quality teachers create quality education.
Professional development helps teachers develop the best in their students.
Teachers need and deserve better pay.
Quality employees don’t just happen—quality teachers are made, developed and advanced.
What is different here?

2005

Pope Benedict XVI

2013

Pope Francis
"Yea, though I walk through the valley of the shadow of death, I will fear no evil" Psalm 23
Have a great school year!