

# ANNUAL TEACHER TURNOVER SUMMARY

## Personnel Office Report

School System \_\_\_\_\_ Report Period: 7/1/2002-6/30/2003

1. \_\_\_\_\_ Total number of teachers employed in the school system.  
 \_\_\_\_\_ Total number of teachers leaving 7/1/2002 – 6/30/2003  
 \_\_\_\_\_ Number of teachers leaving in 2002 - 2003 who were tenured in your system.
2. Give the number of teachers who left teaching or left your school system in 2002– 2003 for each of the reasons below. *(Where more than one reason applies, choose the one which best describes the reason the teacher is leaving.)*

<u>Count</u>	<u>Reason</u>	<u>HRMS Code</u>
_____	Stayed in LEA but in Non-Teaching Position	(N/A)
_____	Retired with full benefits	(66)
_____	Retired with reduced benefits	(68)
_____	Re-employed Retired Teacher Resigned	(73)
_____	Dismissed	(50)
_____	Resigned – In lieu of dismissal	(55)
_____	Did not obtain or maintain license	(56)
_____	Interim contract ended* – Not rehired	(54)
_____	Non-renewed – Probationary contract ended	(53)
_____	Reduction in Force	(51)
_____	Moved to a non-teaching position in education	(59)
_____	Resigned – To teach in another NC public school system	(58)
_____	Resigned – To teach in a NC charter school	(70)
_____	Resigned – To teach in a NC non-public/private school	(71)
_____	Resigned – To teach in another state	(62)
_____	Resigned – Dissatisfied with teaching/Career change	(63)
_____	Resigned – Family responsibility/Child care	(57)
_____	Resigned – Family relocation	(61)
_____	Resigned – To continue education/Take a sabbatical	(60)
_____	Resigned – Because of health/Disability	(64)
_____	Resigned – Reason unknown	(69)
_____	Resigned – Other Reason(s) _____	(65)
_____	Deceased	(67)

3. List up to five teaching areas (with their licensure codes) in which you are having the greatest difficulty hiring appropriately licensed teachers. (1=Greatest Need/Difficulty)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

NOTE: In compliance with G.S. 115C-12(22), the information on teacher turnover will be compiled in a report to the State Board of Education.

\*Report only for interim contracts of 6 or more months.

## **ANNUAL TEACHER TURNOVER SUMMARY (CLARIFICATION OF REPORTING CATEGORIES)**

### **Retired with full benefits**

- Teachers age 60 with 25 years of creditable service
- Teachers with 30 years of creditable service
- Teachers age 65 with at least 5 years of creditable service
- Teachers retiring with full/unreduced retirement benefits

### **Retired with reduced benefits**

- Teachers retiring after age 50 with reduced benefits
- Teachers retiring with less than full benefits

### **Re-employed Retired Teacher Resigned**

- Teacher who had retired, was re-employed and subsequently resigns

### **Dismissed**

- Teachers demoted or dismissed under GS 115C-325(h)
- Probationary teachers dismissed during the school year under GS 115C-325(m)
- Teachers dismissed under GS 115C-325 (Below standard ratings)
- Teachers reported to the dismissed teacher list
- Teachers dismissed and the ruling upheld by case manager

### **Resigned in lieu of dismissal**

- Teachers resigned to avoid placement on dismissed teacher list
- Teachers resigned rather than go through full dismissal hearing
- Teachers resigned during an active investigation regarding performance/behavior as a professional educator

### **Did not obtain or maintain license**

- Teachers not renewed due to failure to fulfill lateral entry requirements
- Teachers not renewed due to failure to earn 15 renewal credits
- Teachers failed to meet Praxis or provisional license requirements
- Teachers let license expire
- Teachers' license was revoked

### **Interim Contract – Not Rehired (*Report only for interim contracts of 6 months or more*)**

- Interim teachers not rehired under retirement cap
- Visiting international teachers (e.g., VIF)
- Teachers not rehired under a term contract with specific employment dates
- Teachers not rehired due to return of a permanent teacher from a leave of absence

### **Non-Renewal – Probationary Contract Ended**

- Probationary teachers whose contract is not renewed after the end of the year

### **Reduction in Force**

- Teachers not rehired due to loss of enrollment, funding, or programming
- Teachers covered under local "RIF" policies

### **Moved to a non-teaching position in education**

- Teachers moved to counselor, media coordinator, or non-teaching duties
- Teachers moved to administrative positions (school-based)
- Teachers moved to supervisory, director, or coordinator positions
- Teachers accepted non-teaching support or administrative positions in another system

**Resigned to teach in another NC system**

Teachers leaving LEA to accept a teaching position in another NC system  
Teachers obtaining another teaching job on their own initiative (as opposed to spouse relocation)

**Resigned to teach in a NC Charter School**

Teachers leaving LEA to accept a teaching position in a NC Charter School  
Teachers obtaining another teaching job on their own initiative (as opposed to spouse relocation)

**Resigned – To teach in another state**

Teachers leaving NC to teach in a public school in another state  
Teachers leaving NC to teach in a private school in another state

**Resigned – Dissatisfied with teaching/Career change**

Teachers resigning to pursue another employment opportunity  
Teachers resigning due to dissatisfaction with teaching  
Teachers resigning to pursue interests outside teaching

**Resigned – Family responsibility/Child care**

Teachers resigning for maternity/family leave  
Teachers resigning to care for ill parents or members of the immediate family  
Teachers resigning to care for family business or personal needs

**Resigned – Family relocation**

Teachers resigning due to spouse's relocation  
Teachers resigning as a result of marriage and relocation  
Teachers resigning due to family relocation  
Teachers resigning due to military transfer or relocation

**Resigned – To continue education/Take a sabbatical**

Teachers resigning to return to school  
Teachers resigning to pursue an educational leave of absence

**Resigned – Because of health/Disability**

Teachers resigning due to personal disability or health related issues

**Resigned – Reason unknown**

Teachers resigning; however, there is no information on why

**Resigned – Other reason(s)**

Teachers resigning or leaving teaching for reasons not listed on the survey  
(For example: Job abandonment, arrest, criminal activity, failing a criminal history check, activation of military reserve, dislocation due to flood, fire, or other disaster, etc.)

**Deceased**

Teachers who die while in active service in a NC public school



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## **Appendix B**

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**2002-2003 Teacher Turnover  
(as reported by LEAs)**

<b>LEA Code</b>	<b>System Name</b>	<b>Total Teachers</b>	<b>Teachers Leaving</b>	<b>Leaving w/ Tenure</b>	<b>Turnover</b>
10	Alamance-Burlington	1568	237	60	15.11%
20	Alexander County	375	41	10	10.93%
30	Alleghany County	132	12	4	9.09%
40	Anson County	296	30	10	10.14%
50	Ashe County	239	23	20	9.62%
60	Avery County	209	13	6	6.22%
70	Beaufort County	563	61	29	10.83%
80	Bertie County	247	19	1	7.69%
90	Bladen County	377	50	32	13.26%
100	Brunswick County	775	112	29	14.45%
110	Buncombe County	1739	162	11	9.32%
111	Asheville City	314	42	27	13.38%
120	Burke County	1188	175	48	14.73%
130	Cabarrus County	1565	190	61	12.14%
132	Kannapolis City	342	43	18	12.57%
140	Caldwell County	877	111	48	12.66%
150	Camden County	100	7	5	7.0%
160	Carteret County	587	44	17	7.5%
170	Caswell County	258	37	9	14.34%
180	Catawba County	1031	140	51	13.58%
181	Hickory City	330	47	24	14.24%
182	Newton-Conover City	226	38	14	16.81%
190	Chatham County	541	85	22	15.71%
200	Cherokee County	299	16	15	5.35%
210	Edenton/Chowan	180	25	11	13.89%
220	Clay County	95	3	2	3.16%
230	Cleveland County	683	86	30	12.59%
231	Kings Mountain City	308	18	9	5.84%
232	Shelby City	249	51	14	20.48%
240	Columbus County	504	41	15	8.13%
241	Whiteville City	191	20	8	10.47%
250	Craven County	1068	72	19	6.74%
260	Cumberland County	3283	322	116	9.81%
270	Currituck County	295	15	6	5.08%
280	Dare County	398	35	14	8.79%

<b>LEA Code</b>	<b>System Name</b>	<b>Total Teachers</b>	<b>Teachers Leaving</b>	<b>Leaving w/ Tenure</b>	<b>Turnover</b>
290	Davidson County	1240	113	48	9.11%
291	Lexington City	249	33	4	13.25%
292	Thomasville City	175	37	13	21.14%
300	Davie County	441	71	26	16.10%
310	Duplin County	584	119	8	20.38%
320	Durham Public Schools	2324	436	133	18.76%
330	Edgecombe County	562	103	27	18.33%
340	Winston-Salem/Forsyth	3845	374	NR	9.73%
350	Franklin County	590	127	4	21.53%
360	Gaston County	1855	186	72	10.03%
370	Gates County	169	12	5	7.10%
380	Graham County	94	5	5	5.32%
390	Granville County	556	67	18	12.05%
400	Greene County	218	29	7	13.30%
410	Guilford County	4987	496	233	9.95%
420	Halifax County	398	51	14	12.81%
421	Roanoke Rapids City	203	18	10	8.87%
422	Weldon City	93	17	0	18.28%
430	Harnett County	1058	194	44	18.34%
440	Haywood County	591	65	49	11.00%
450	Henderson County	790	50	19	6.32%
460	Hertford County	272	51	13	18.75%
470	Hoke County	377	104	21	27.59%
480	Hyde County	76	11	2	14.47%
490	Iredell-Statesville	1270	146	25	11.5%
491	Mooresville City	288	27	7	9.38%
500	Jackson County	274	43	19	15.69%
510	Johnston County	1676	265	43	15.81%
520	Jones County	140	14	3	10%
530	Lee County	520	89	33	17.12%
540	Lenoir County	780	157	59	20.13%
550	Lincoln County	772	85	32	11.01%
560	Macon County	349	29	11	8.31%
570	Madison County	216	28	11	12.96%
580	Martin County	353	46	27	13.03%
590	McDowell County	441	37	20	8.39%
600	Charlotte-Mecklenburg	7352	1230	312	16.73%



<b>LEA Code</b>	<b>System Name</b>	<b>Total Teachers</b>	<b>Teachers Leaving</b>	<b>Leaving w/ Tenure</b>	<b>Turnover</b>
610	Mitchell County	163	15	12	9.20%
620	Montgomery County	360	65	16	18.05%
630	Moore County	855	90	0	10.53%
640	Nash-Rocky Mount	1228	250	117	20.34%
650	New Hanover County	1600	184	100	11.50%
660	Northampton County	286	48	17	16.78%
670	Onslow County	1385	184	45	13.29%
680	Orange County	465	63	19	13.55%
681	Chapel Hill-Carrboro City	834	137	37	16.43%
690	Pamlico County	157	18	8	11.46%
700	Elizabeth City/Pasquotank	463	86	11	18.57%
710	Pender County	526	56	16	10.65%
720	Perquimans County	145	12	10	8.28%
730	Person County	424	55	26	12.97%
740	Pitt County	1604	137	53	8.54%
750	Polk County	185	21	7	11.35%
760	Randolph County	1119	152	47	13.58%
761	Asheboro City	313	40	21	12.78%
770	Richmond County	527	55	21	10.44%
780	Robeson County	1704	238	41	13.97%
790	Rockingham County	1037	120	52	11.57%
800	Rowan-Salisbury	1530	196	94	12.81%
810	Rutherford County	724	62	47	8.56%
820	Sampson County	552	72	30	13.04%
821	Clinton City	210	23	10	10.95%
830	Scotland County	543	55	19	10.13%
840	Stanly County	730	72	31	9.86%
850	Stokes County	557	54	15	9.69%
860	Surry County	573	85	53	14.83%
861	Elkin City	88	9	5	10.23%
862	Mount Airy City	127	14	8	11.02%
870	Swain County	148	12	6	8.12%
880	Transylvania County	269	34	13	12.64%
890	Tyrrell County	57	14	7	24.56%
900	Union County	1816	183	53	10.08%
910	Vance County	556	117	20	21.04%
920	Wake County	6964	712	435	10.22%

<b>LEA Code</b>	<b>System Name</b>	<b>Total Teachers</b>	<b>Teachers Leaving</b>	<b>Leaving w/ Tenure</b>	<b>Turnover</b>
930	Warren County	215	37	7	17.21%
940	Washington County	189	22	4	11.64%
950	Watauga County	437	40	23	9.15%
960	Wayne County	1343	48	0	3.57%
970	Wilkes County	749	97	1	12.95%
980	Wilson County	818	111	18	13.57%
990	Yadkin County	307	36	21	11.73%
995	Yancey County	196	12	9	6.12%
	<b>Total</b>	<b>92,688</b>	<b>11,531</b>	<b>3,797</b>	<b>12.44%</b>

**2002-2003 Teacher Turnover**  
(in descending order)

<b>LEA CODE</b>	<b>System Name</b>	<b>Turnover</b>
470	Hoke County	27.59%
890	Tyrrell County	24.56%
350	Franklin County	21.53%
292	Thomasville City	21.14%
910	Vance County	21.04%
232	Shelby City	20.48%
310	Duplin County	20.38%
640	Nash-Rocky Mount	20.34%
540	Lenoir County	20.13%
320	Durham Public Schools	18.76%
460	Hertford County	18.75%
700	Elizabeth City/Pasquotank	18.57%
430	Harnett County	18.34%
330	Edgecombe County	18.33%
422	Weldon City	18.28%
620	Montgomery County	18.05%
930	Warren County	17.21%
530	Lee County	17.12%
182	Newton-Conover City	16.81%
660	Northampton County	16.78%
600	Charlotte-Mecklenburg	16.73%
681	Chapel Hill-Carrboro City	16.43%
300	Davie County	16.10%
510	Johnston County	15.81%
190	Chatham County	15.71%
500	Jackson County	15.69%
10	Alamance-Burlington	15.11%
860	Surry County	14.83%
120	Burke County	14.73%
480	Hyde County	14.47%
100	Brunswick County	14.45%
170	Caswell County	14.34%
181	Hickory City	14.24%
780	Robeson County	13.97%
210	Edenton-Chowan	13.89%
180	Catawba County	13.58%

**2002-2003 Teacher Turnover**  
(in descending order)

<b>LEA CODE</b>	<b>System Name</b>	<b>Turnover</b>
760	Randolph County	13.58%
980	Wilson County	13.57%
680	Orange County	13.55%
111	Asheville City	13.38%
400	Greene County	13.30%
670	Onslow County	13.29%
90	Bladen County	13.26%
291	Lexington City	13.25%
820	Sampson County	13.04%
580	Martin County	13.03%
730	Person County	12.97%
570	Madison County	12.96%
970	Wilkes County	12.95%
420	Halifax County	12.81%
800	Rowan-Salisbury	12.81%
761	Asheboro City	12.78%
140	Caldwell County	12.66%
880	Transylvania County	12.64%
230	Cleveland County	12.59%
132	Kannapolis City	12.57%
130	Cabarrus County	12.14%
390	Granville County	12.05%
990	Yadkin County	11.73%
940	Washington County	11.64%
790	Rockingham County	11.57%
490	Iredell-Statesville	11.50%
650	New Hanover County	11.50%
690	Pamlico County	11.46%
750	Polk County	11.35%
862	Mount Airy City	11.02%
550	Lincoln County	11.01%
440	Haywood County	11.00%
821	Clinton City	10.95%
20	Alexander County	10.93%
70	Beaufort County	10.83%
710	Pender County	10.65%
630	Moore County	10.53%

**2002-2003 Teacher Turnover**  
(in descending order)

<b>LEA CODE</b>	<b>System Name</b>	<b>Turnover</b>
241	Whiteville City	10.47%
770	Richmond County	10.44%
861	Elkin City	10.23%
920	Wake County	10.22%
40	Anson County	10.14%
830	Scotland County	10.13%
900	Union County	10.08%
360	Gaston County	10.03%
520	Jones County	10.00%
410	Guilford County	9.95%
840	Stanly County	9.86%
260	Cumberland County	9.81%
340	Winston Salem-Forsyth	9.73%
850	Stokes County	9.69%
50	Ashe County	9.62%
491	Mooresville City	9.38%
110	Buncombe County	9.32%
610	Mitchell County	9.20%
950	Watauga County	9.15%
290	Davidson County	9.11%
30	Alleghany County	9.09%
421	Roanoke Rapids City	8.87%
280	Dare County	8.79%
810	Rutherford County	8.56%
740	Pitt County	8.54%
590	McDowell County	8.39%
560	Macon County	8.31%
720	Perquimans County	8.28%
240	Columbus County	8.13%
870	Swain County	8.12%
80	Bertie County	7.69%
160	Carteret County	7.50%
370	Gates County	7.10%
150	Camden County	7.00%
250	Craven County	6.74%
450	Henderson County	6.32%
60	Avery County	6.22%

**2002-2003 Teacher Turnover**  
(in descending order)

<b>LEA CODE</b>	<b>System Name</b>	<b>Turnover</b>
995	Yancey County	6.12%
231	Kings Mountain City	5.84%
200	Cherokee County	5.35%
380	Graham County	5.32%
270	Currituck County	5.08%
960	Wayne County	3.57%
220	Clay County	3.16%

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## Appendix C

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**Teacher Turnover  
1999-2003  
(Five Year Average)**

<b>LEA Code</b>	<b>System Name</b>	<b>Turnover 1998-99</b>	<b>Turnover 1999-00</b>	<b>Turnover 2000-01</b>	<b>Turnover 2001-02</b>	<b>Turnover 2002-03</b>	<b>5-Year Average</b>
10	Alamance-Burlington	14.57%	18.13%	16.43%	16.19%	15.11%	16.09%
20	Alexander County	8.31%	12.58%	13.48%	17.65%	10.93%	12.59%
30	Alleghany County	7.26%	8.73%	5.60%	2.99%	9.09%	6.73%
40	Anson County	13.69%	23.10%	13.68%	13.27%	10.14%	14.78%
50	Ashe County	6.87%	6.28%	9.13%	3.54%	9.62%	7.09%
60	Avery County	9.79%	10.09%	5.03%	7.55%	6.22%	7.74%
70	Beaufort County	12.21%	11.11%	13.57%	12.95%	10.83%	12.13%
80	Bertie County	18.06%	12.72%	14.98%	20.34%	7.69%	14.76%
90	Bladen County	10.07%	8.96%	11.04%	19.80%	13.26%	12.63%
100	Brunswick County	12.54%	12.55%	12.25%	13.18%	14.45%	12.99%
110	Buncombe County	7.38%	8.62%	9.95%	8.57%	9.32%	8.77%
111	Asheville City	12.49%	15.38%	16.58%	13.54%	13.38%	14.27%
120	Burke County	16.07%	14.81%	14.33%	13.63%	14.73%	14.71%
130	Cabarrus County	13.45%	11.42%	13.52%	12.04%	12.14%	12.51%
132	Kannapolis City	19.50%	18.49%	18.30%	14.20%	12.57%	16.61%
140	Caldwell County	11.26%	12.80%	14.89%	7.56%	12.66%	11.83%
150	Camden County	5.62%	14.77%	15.22%	6.25%	7.00%	9.77%
160	Carteret County	9.17%	5.72%	13.17%	6.97%	7.50%	8.51%
170	Caswell County	14.29%	11.90%	16.30%	13.89%	14.34%	14.14%
180	Catawba County	11.23%	15.34%	18.17%	12.52%	13.58%	14.17%
181	Hickory City	21.14%	19.12%	19.00%	16.62%	14.24%	18.02%
182	Newton-Conover City	18.63%	18.57%	17.27%	17.59%	16.81%	17.77%
190	Chatham County	16.35%	18.88%	17.48%	16.09%	15.71%	16.90%
200	Cherokee County	2.02%	7.94%	4.59%	9.67%	5.35%	5.91%
210	Edenton-Chowan	13.33%	16.40%	13.89%	13.89%	13.89%	14.28%
220	Clay County	10.00%	7.00%	5.00%	3.16%	3.16%	5.66%
230	Cleveland County	11.43%	10.37%	12.92%	14.07%	12.59%	12.28%
231	Kings Mountain City	11.43%	9.46%	10.44%	11.41%	5.84%	9.72%
232	Shelby City	16.80%	17.55%	16.41%	17.57%	20.48%	17.76%
240	Columbus County	13.50%	9.98%	8.58%	6.49%	8.13%	9.34%
241	Whiteville City	8.78%	11.06%	9.09%	11.27%	10.47%	10.13%
250	Craven County	10.51%	10.50%	11.46%	7.89%	6.74%	9.42%
260	Cumberland County	4.89%	8.33%	11.36%	9.71%	9.81%	8.82%
270	Currituck County	7.27%	9.71%	15.07%	14.29%	5.08%	10.28%
280	Dare County	12.64%	8.24%	11.11%	9.09%	8.79%	9.97%

LEA Code	System Name	Turnover 1998-99	Turnover 1999-00	Turnover 2000-01	Turnover 2001-02	Turnover 2002-03	5-Year Average
290	Davidson County	10.45%	11.36%	11.03%	9.22%	9.11%	10.23%
291	Lexington City	21.40%	20.44%	18.72%	16.25%	13.25%	18.01%
292	Thomasville City	12.90%	16.67%	18.52%	18.18%	21.14%	17.48%
300	Davie County	11.95%	13.22%	12.98%	13.53%	16.10%	13.56%
310	Duplin County	15.07%	22.24%	15.47%	13.22%	20.38%	17.28%
320	Durham Public Schools	16.26%	16.93%	18.12%	14.21%	18.76%	16.86%
330	Edgecombe County	17.12%	24.22%	23.36%	20.04%	18.33%	20.61%
340	Winston-Salem/ Forsyth County	12.26%	14.17%	13.47%	10.19%	9.73%	11.96%
350	Franklin County	27.57%	15.98%	21.23%	17.61%	21.53%	20.78%
360	Gaston County	11.78%	13.81%	10.53%	9.04%	10.03%	11.04%
370	Gates County	6.80%	7.36%	10.26%	5.99%	7.10%	7.50%
380	Graham County	2.13%	3.00%	1.60%	3.92%	5.32%	3.19%
390	Granville County	19.04%	16.16%	17.45%	12.17%	12.05%	15.37%
400	Greene County	21.39%	16.16%	18.45%	12.90%	13.30%	16.44%
410	Guilford County	11.81%	12.29%	9.77%	10.06%	9.95%	10.78%
420	Halifax County	14.17%	18.67%	19.78%	13.93%	12.81%	15.87%
421	Roanoke Rapids City	16.22%	17.19%	12.62%	11.42%	8.87%	13.26%
422	Weldon City	25.00%	21.18%	20.45%	22.34%	18.28%	21.45%
430	Harnett County	12.72%	12.80%	14.08%	16.37%	18.34%	14.86%
440	Haywood County	7.23%	4.01%	6.16%	9.78%	11.00%	7.64%
450	Henderson County	9.74%	11.07%	11.27%	8.76%	6.32%	9.43%
460	Hertford County	17.73%	11.75%	15.64%	30.57%	18.75%	18.89%
470	Hoke County	24.52%	28.21%	23.55%	23.43%	27.59%	25.46%
480	Hyde County	22.08%	13.70%	12.00%	12.16%	14.47%	14.88%
490	Iredell-Statesville	10.91%	10.78%	13.91%	10.71%	11.50%	11.56%
491	Mooresville City	14.11%	11.45%	15.81%	11.50%	9.38%	12.45%
500	Jackson County	9.80%	8.47%	9.09%	14.40%	15.69%	11.49%
510	Johnston County	14.82%	11.66%	17.41%	11.90%	15.81%	14.32%
520	Jones County	19.20%	21.49%	22.05%	18.11%	10.00%	18.17%
530	Lee County	14.96%	9.52%	14.89%	15.36%	17.12%	14.37%
540	Lenoir County	10.00%	12.63%	15.14%	17.89%	20.13%	15.16%
550	Lincoln County	11.77%	15.99%	14.36%	10.10%	11.01%	12.65%
560	Macon County	5.71%	8.02%	4.73%	9.43%	8.31%	7.24%
570	Madison County	9.90%	7.73%	9.22%	9.36%	12.96%	9.83%
580	Martin County	9.41%	19.86%	12.89%	13.61%	13.03%	13.76%
590	McDowell County	6.90%	12.00%	13.57%	13.46%	8.39%	10.86%
600	Charlotte-Mecklenburg	19.18%	19.44%	21.77%	19.31%	16.73%	19.29%
610	Mitchell County	4.71%	5.75%	6.92%	5.63%	9.20%	6.44%

<b>LEA Code</b>	<b>System Name</b>	<b>Turnover 1998-99</b>	<b>Turnover 1999-00</b>	<b>Turnover 2000-01</b>	<b>Turnover 2001-02</b>	<b>Turnover 2002-03</b>	<b>5-Year Average</b>
620	Montgomery County	10.75%	17.83%	19.44%	16.67%	18.05%	16.55%
630	Moore County	16.24%	17.84%	13.74%	14.39%	10.53%	14.55%
640	Nash-Rocky Mount	13.97%	15.07%	18.24%	13.76%	20.34%	16.28%
650	New Hanover County	15.39%	16.48%	11.68%	13.50%	11.50%	13.71%
660	Northampton County	17.19%	13.81%	17.33%	24.71%	16.78%	17.96%
670	Onslow County	16.60%	18.36%	15.60%	14.62%	13.29%	15.69%
680	Orange County	15.47%	13.58%	15.32%	12.31%	13.55%	14.05%
681	Chapel Hill-Carrboro City	17.14%	14.58%	12.38%	14.51%	16.43%	15.01%
690	Pamlico County	8.11%	12.03%	11.80%	11.46%	11.46%	10.97%
700	Elizabeth City/Pasquotank	15.89%	13.53%	19.03%	9.39%	18.57%	15.28%
710	Pender	12.84%	15.11%	11.84%	9.63%	10.65%	12.01%
720	Perquimans	14.49%	12.06%	10.34%	8.28%	8.28%	10.69%
730	Person County	19.00%	19.45%	21.26%	20.96%	12.97%	18.73%
740	Pitt County	13.10%	11.05%	9.24%	8.58%	8.54%	10.10%
750	Polk County	16.57%	20.37%	16.98%	13.77%	11.35%	15.81%
760	Randolph County	15.42%	13.13%	15.12%	12.92%	13.58%	14.03%
761	Asheboro City	19.81%	16.25%	15.61%	9.84%	12.78%	14.86%
770	Richmond County	16.92%	10.64%	13.52%	16.12%	10.44%	13.53%
780	Robeson County	14.38%	14.15%	16.18%	13.41%	13.97%	14.42%
790	Rockingham County	15.71%	14.89%	10.09%	14.16%	11.57%	13.28%
800	Rowan-Salisbury	11.89%	12.94%	14.41%	14.04%	12.81%	13.22%
810	Rutherford County	5.02%	8.35%	8.61%	6.46%	8.56%	7.40%
820	Sampson County	9.16%	11.31%	14.77%	15.21%	13.04%	12.70%
821	Clinton City	11.11%	18.72%	12.50%	11.73%	10.95%	13.00%
830	Scotland County	18.46%	16.04%	9.90%	7.75%	10.13%	12.46%
840	Stanly County	14.29%	11.42%	13.46%	12.38%	9.86%	12.28%
850	Stokes County	14.29%	13.64%	13.30%	10.28%	9.69%	12.24%
860	Surry County	8.87%	14.21%	13.04%	10.24%	14.83%	12.24%
861	Elkin City	9.89%	14.74%	13.48%	14.77%	10.23%	12.62%
862	Mount Airy City	6.85%	11.52%	19.08%	13.01%	11.02%	12.30%
870	Swain County	7.63%	9.02%	9.56%	5.96%	8.12%	8.06%
880	Transylvania County	11.81%	12.11%	14.12%	8.27%	12.64%	11.79%
890	Tyrrell County	10.81%	27.87%	20.34%	12.07%	24.56%	19.13%
900	Union County	16.44%	15.91%	17.62%	11.12%	10.08%	14.23%
910	Vance County	19.82%	25.38%	20.00%	13.60%	21.04%	19.97%
920	Wake County	13.07%	10.78%	9.20%	9.48%	10.22%	10.55%
930	Warren County	31.82%	19.80%	30.46%	13.27%	17.21%	22.51%
940	Washington County	18.32%	19.00%	11.27%	15.34%	11.64%	15.11%

<b>LEA Code</b>	<b>System Name</b>	<b>Turnover 1998-99</b>	<b>Turnover 1999-00</b>	<b>Turnover 2000-01</b>	<b>Turnover 2001-02</b>	<b>Turnover 2002-03</b>	<b>5-Year Average</b>
950	Watauga County	9.72%	12.96%	11.50%	12.73%	9.15%	11.21%
960	Wayne County	14.66%	9.70%	12.89%	7.46%	3.57%	9.66%
970	Wilkes County	14.91%	6.98%	9.63%	15.43%	12.95%	11.98%
980	Wilson County	17.83%	12.34%	22.79%	16.56%	13.57%	16.62%
990	Yadkin County	13.96%	10.86%	10.44%	9.62%	11.73%	11.32%
995	Yancey County	4.00%	1.65%	2.22%	2.63%	6.12%	3.32%
	Yearly Averages	13.41%	13.59%	13.96%	12.49%	12.44%	13.18%

**Teacher Turnover Five Year Average  
(in descending order)**

<b>LEA Code</b>	<b>System Name</b>	<b>5-Year Average</b>
470	Hoke County	25.46%
930	Warren County	22.51%
422	Weldon City	21.45%
350	Franklin County	20.78%
330	Edgecombe County	20.61%
910	Vance County	19.97%
600	Charlotte-Mecklenburg	19.29%
890	Tyrrell County	19.13%
460	Hertford County	18.89%
730	Person County	18.73%
520	Jones County	18.17%
181	Hickory City	18.02%
291	Lexington City	18.01%
660	Northampton County	17.96%
182	Newton-Conover	17.77%
232	Shelby City	17.76%
292	Thomasville City	17.48%
310	Duplin County	17.28%
190	Chatham County	16.90%
320	Durham Public Schools	16.86%
980	Wilson County	16.62%
132	Kannapolis City	16.61%
620	Montgomery County	16.55%
400	Greene County	16.44%
640	Nash-Rocky Mount	16.28%
10	Alamance-Burlington	16.09%
420	Halifax County	15.87%
750	Polk County	15.81%
670	Onslow County	15.69%
390	Granville County	15.37%
700	Elizabeth City/Pasquotank	15.28%
540	Lenoir County	15.16%
940	Washington County	15.11%
681	Chapel Hill-Carrboro City	15.01%
480	Hyde County	14.88%

**Teacher Turnover Five Year Average  
(in descending order)**

<b>LEA Code</b>	<b>System Name</b>	<b>5-Year Average</b>
430	Harnett County	14.86%
761	Asheboro City	14.86%
40	Anson County	14.78%
80	Bertie County	14.76%
120	Burke County	14.71%
630	Moore County	14.55%
780	Robeson County	14.42%
530	Lee County	14.37%
510	Johnston County	14.32%
210	Edenton-Chowan	14.28%
111	Asheville City	14.27%
900	Union County	14.23%
180	Catawba County	14.17%
170	Caswell County	14.14%
680	Orange County	14.05%
760	Randolph County	14.03%
580	Martin County	13.76%
650	New Hanover County	13.71%
300	Davie County	13.56%
770	Richmond County	13.53%
790	Rockingham County	13.28%
421	Roanoke Rapids City	13.26%
800	Rowan-Salisbury	13.22%
821	Clinton City	13.00%
100	Brunswick County	12.99%
820	Sampson County	12.70%
550	Lincoln County	12.65%
90	Bladen County	12.63%
861	Elkin City	12.62%
20	Alexander County	12.59%
130	Cabarrus County	12.51%
830	Scotland County	12.46%
491	Mooresville City	12.45%
862	Mount Airy City	12.30%
840	Stanly County	12.28%
230	Cleveland County	12.28%

**Teacher Turnover Five Year Average  
(in descending order)**

<b>LEA Code</b>	<b>System Name</b>	<b>5-Year Average</b>
850	Stokes County	12.24%
860	Surry County	12.24%
70	Beaufort County	12.13%
710	Pender County	12.01%
970	Wilkes County	11.98%
340	Winston-Salem/Forsyth	11.96%
140	Caldwell County	11.83%
880	Transylvania County	11.79%
490	Iredell-Statesville	11.56%
500	Jackson County	11.49%
990	Yadkin County	11.32%
950	Watauga County	11.21%
360	Gaston County	11.04%
690	Pamlico County	10.97%
590	McDowell County	10.86%
410	Guilford County	10.78%
720	Perquimans County	10.69%
920	Wake County	10.55%
270	Currituck County	10.28%
290	Davidson County	10.23%
241	Whiteville City	10.13%
740	Pitt County	10.10%
280	Dare County	9.97%
570	Madison County	9.83%
150	Camden County	9.77%
231	Kings Mountain City	9.72%
960	Wayne County	9.66%
450	Henderson County	9.43%
250	Craven County	9.42%
240	Columbus County	9.34%
260	Cumberland County	8.82%
110	Buncombe County	8.77%
160	Carteret County	8.51%
870	Swain County	8.06%
60	Avery County	7.74%
440	Haywood County	7.64%

**Teacher Turnover Five Year Average**  
(in descending order)

<b>LEA Code</b>	<b>System Name</b>	<b>5-Year Average</b>
370	Gates County	7.50%
810	Rutherford County	7.40%
560	Macon County	7.24%
50	Ashe County	7.09%
30	Alleghany County	6.73%
610	Mitchell County	6.44%
200	Cherokee County	5.91%
220	Clay County	5.66%
995	Yancey County	3.32%
380	Graham County	3.19%



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## **Appendix D**

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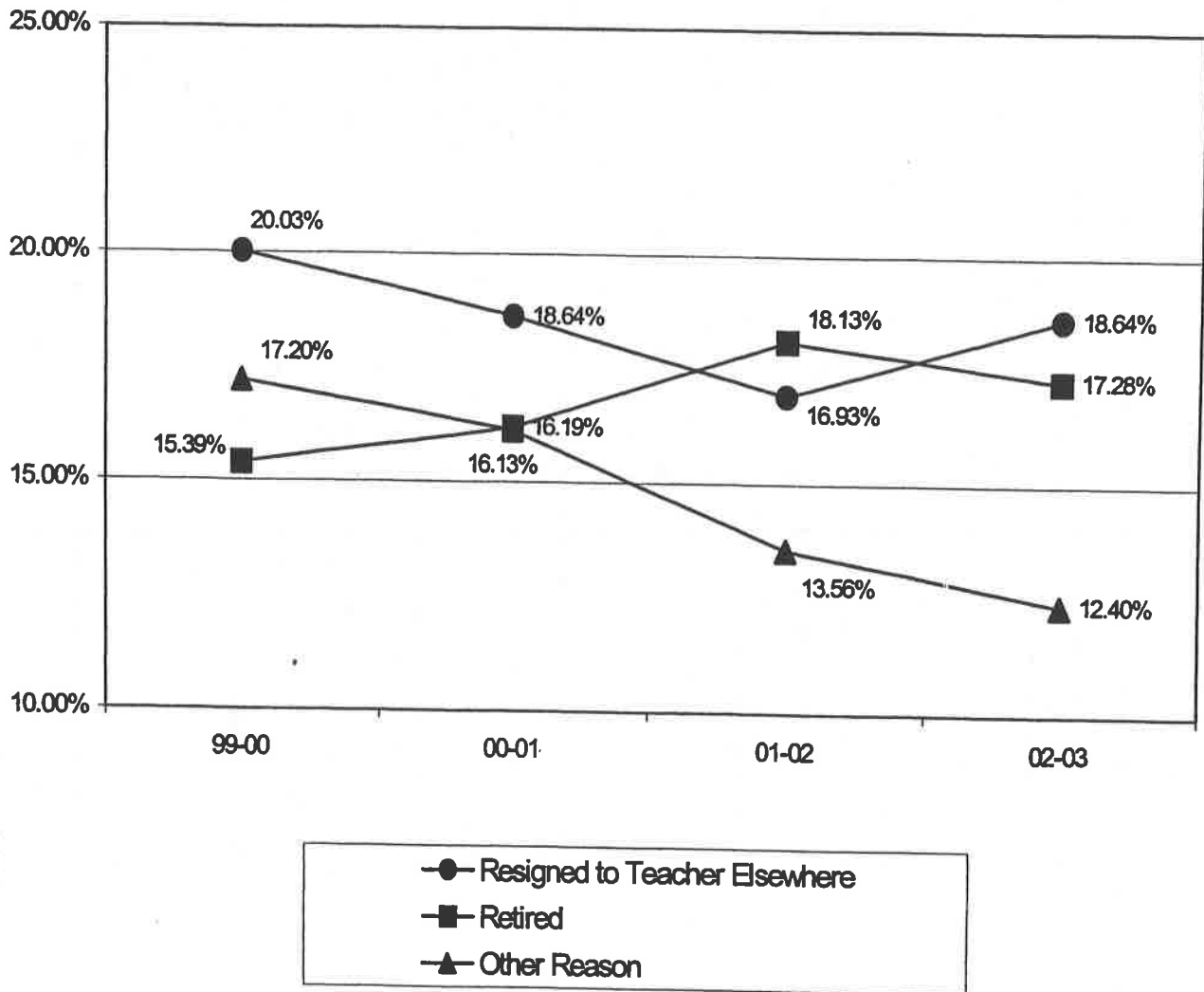
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**Reasons for Teacher Turnover  
1999-2003  
(in descending rank order)**

RANK	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003
1	To teach elsewhere	To teach elsewhere	To teach elsewhere	Retired	To teach elsewhere
2	Retired	Resigned-Other/Unknown Reasons	Retired	To teach elsewhere	Retired
3	Other/Unknown Reasons	Retired	Other/Unknown Reasons	Family Relocation	Family Relocation
4	Moved/ Relocated	Family Relocation	Family Relocation	Other/Unknown Reasons	Other/Unknown Reasons
5	Dissatisfied with teaching/career change	Family Responsibilities/ childcare	Family Responsibilities/ childcare	Family Responsibilities/ childcare	Family Responsibilities/ childcare
6	Employed, but in a non-teaching position	Dissatisfied with teaching/career change	Dissatisfied with teaching/career change	Dissatisfied with teaching/career change	Dissatisfied with teaching/career change
7	Family Responsibilities/ childcare	Employed, but in a non-teaching position	End of Contract	Non-renewed/ probationary contract ended	Didn't obtain/maintain license
8	Non-renewed/ probationary contract ended	Didn't obtain/maintain license	Employed, but in a non-teaching position	Didn't obtain/maintain license	Re-employed retired teacher resigned
9	Health/ Disability	End of Contract	Didn't obtain/maintain license	Employed, but in a non-teaching position	Non-Renewal (Probationary contract ended)
10	To continue education/ sabbatical	To continue education/ sabbatical	To continue education/ sabbatical	End of Contract	End of Contract
11	End of Contract	Health/ Disability	Non-Renewal (Probationary contract ended)	To continue education/ sabbatical	Health/ Disability
12	Dismissed/ Termination	Non-Renewal (Probationary contract ended)	Health/ Disability	Health/ Disability	Employed, but in a non-teaching position
13	Deceased	Dismissed	Dismissed	Dismissed	Resigned in lieu of dismissal
14	Reduction in Force	Deceased	Deceased	Reduction in Force	Moved to non-teaching position in Education
15		Reduction in Force	Reduction in Force	Reduction in Force	Deceased

## Reasons for Leaving





**REPORT TO THE PRESIDENT  
ON UNC TEACHER EDUCATION PROGRAMS' SERVICE  
TO ALTERNATIVE PATHWAYS TEACHERS**

**The University of North Carolina  
Division of University-School Programs**

*October 2003*

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THE UNIVERSITY OF NORTH CAROLINA

*Office of the President*

P. O. BOX 2688

CHAPEL HILL, NC 27515-2688

TELEPHONE: (919) 962 1000

Dear Colleagues,

It is my pleasure to share with you this report on the UNC teacher education programs' service to alternative pathways teachers.

K-16 education is a strategic priority of the UNC Board of Governors, and President Broad's commitment to this priority is reflected in the establishment and her continuing support of the UNC Division of University-School Programs and the UNC Center for School Leadership Development.

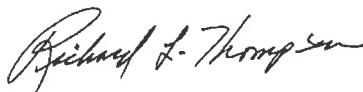
The work of the Division of University-School Programs and the UNC Center for School Leadership Development is focused on meeting the goals of the University's K-16 initiatives. To accomplish these goals, the Division and the Center collaborate with the other divisions of the Office of the President, the 15 UNC schools, colleges and departments of education, the North Carolina Department of Public Instruction, the North Carolina Community College System, local education agencies throughout the state, the North Carolina General Assembly, and other educational entities.

The University of North Carolina recognizes the gravity of the state's current teacher demand, supply and retention issues and is deeply committed to addressing these problems and ultimately ensuring a quality education for children throughout the state.

We also are fully aware of the sharply increasing demand for programs that enable teachers and prospective teachers to attain teacher licensure via non-traditional teacher education programs such as licensure only and lateral entry pathways. This report demonstrates that the University's 15 schools, colleges and departments of education have already begun to respond to this demand in varied and significant ways. Many of our institutions currently serve more licensure only and lateral entry candidates than candidates in traditional teacher education programs. However, we are prepared to continue exploring and pursuing ways to expand options for this population of current and prospective teachers while maintaining the high standards and quality established by the University and other entities, such as the North Carolina State Board of Education and the National Council for Accreditation of Teacher Education (NCATE).

I hope you will find this report informative. Should you have any questions, please do not hesitate to contact me at (919)843-4792 or [thompson@northcarolina.edu](mailto:thompson@northcarolina.edu).

Very truly yours,



Richard L. Thompson  
Vice President for University-School Programs

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## Preface - Education Reform in North Carolina

North Carolina shares the nation's current challenges in retaining qualified teachers, bridging achievement gaps, and fully exploiting the potential of instructional technologies to help all children meet their academic potential. However, our state's particular configuration of needs and opportunities must be understood against our recent history of challenges and reform.

When the first Higher Education Act was passed in 1965, North Carolina's public education system was one of the worst-performing in the nation, poorer in quality than several of its historically low-performing sister states throughout the Southeast. Heir to a past steeped in racial inequality and rural poverty, North Carolina stumbled through the sometimes violent desegregation and redistricting of the 1960's and 70's, trying to justly reapportion the resources historically preserved for white, middle-class schools to all students across the state, regardless of their race, ethnicity, special needs, or region's wealth. Yet, despite a nationally recognized public system of higher education that had been lauded since the 19th century and was still improving, North Carolina's K-12 schools continued to perform poorly. Even throughout the 1980s, while Research Triangle Park was emerging as one of the world's leading megaplexes of scientific and technological innovation, NC students' SAT scores ranked 49th in the nation as late as 1989.<sup>1</sup>

In response to several reports documenting the dismal condition of NC's PK-12 education, by the early 1990s North Carolina had begun instituting a series of aggressive reforms in PK-12 education that by 2000 had placed our state in the top tiers of several national rankings in improving standards and performance of students, teacher preparation programs, and school professionals. North Carolina was the first state to require computer proficiency for high school graduation and, during the 1990s, was one of six states leading the nation in improved student achievement in mathematics.<sup>2</sup> In 1999, North Carolina ranked first in gains of 4th and 8th graders on math and reading tests, and for the first time our students were scoring above the national average.<sup>3</sup> Similarly, in the 1990s North Carolina's SAT scores rose more than any other state. By 2000, North Carolina was ranked first in the nation by *Education Week* in efforts to improve teacher quality and by 2002 had 5,137 National Board Certified Teachers, more than any other state. In *Education Week's* 2000 annual 50-state report card on public education, North Carolina was also recognized as just one of two states (the other, Texas) as coming the closest to having all the components of a complete accountability system.<sup>4</sup>

North Carolina has emerged over the past decade as a national leader in improving standards and performance of students, teacher preparation programs, and school professionals. Yet we continue to face a severe shortage of qualified teachers, particularly from minority groups, which is exacerbated by the intransigence of our state's rural poverty and a rate of population growth and diversification shared by only a small number of other states in the nation. The rapidity of our successes in selected areas has generated some unique problems as well, as critical components of our state's educational system struggle to catch up with each other.

North Carolina continues to share the teacher quality problems facing every state —teachers teaching out of subject area, high teacher turnover, low teacher confidence in working with students from diverse backgrounds (Riley, 1999),<sup>5</sup> rising enrollments, and increasingly challenging subject matter. However,

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<sup>1</sup> Antonelli, George A. and Nathan Simms, Jr. "The University of North Carolina Campaigns to Improve Student SAT Scores." The North Carolina School Counselor Association Newsletter, 16 (1990).

<sup>2</sup> "North Carolina's Public Schools: A Remarkable Record of Progress." Office of the Governor, February 1, 1999.

<sup>3</sup> "Reading Focus Delivers Results." Public Schools of North Carolina, March 4, 1999.

<sup>4</sup> "Education Week Lauds North Carolina's Accountability Efforts." Public Schools of North Carolina, January 7, 1999.

<sup>5</sup> "Teachers Report Need for More Preparation," U.S. Department of Education, January 28, 1999.



each is heightened by NC's accelerated population growth (one of the fastest in the nation), including a rapid influx of non-Native English speaking students from all socioeconomic walks of life. And now, as a result of the January 2002 **NO CHILD LEFT BEHIND (NCLB)** legislation, which places a major emphasis on teacher quality as a factor in improving student achievement, North Carolina faces new challenges in meeting teacher supply demands and supporting new generations of teachers, many of whom will be prepared through non-traditional licensure routes.<sup>6</sup>

*[Note: This text is excerpted or adapted from prior UNC grant proposals submitted to the U.S. Department of Education.]*

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<sup>6</sup> Much of this text is excerpted or adapted from the document, No Child Left Behind. Improving Teacher Quality State Grants. Title II, Part A, Non-Regulatory Draft Guidance, issued (December 19, 2002) by the US Department of Education, Office of Elementary and Secondary Education.

## 1. Serving Alternative Pathways Teachers

As in many states throughout the nation, the teacher shortage crisis is mounting in North Carolina. Two primary issues impacting the teacher shortage are the production of new teachers and the retention of current teachers. Increasing concern about an inadequate supply of teachers has led to the development of many non-traditional teacher preparation programs commonly referred to as “**LATERAL ENTRY**” or “**LICENSURE-ONLY**”. In addition, the **NO CHILD LEFT BEHIND** federal mandate that all teachers must be “**HIGHLY QUALIFIED**” by the end of the 2005-2006 school year has intensified the pressure to train and prepare teachers so that they may attain full licensure. The University of North Carolina produces thousands of teachers annually through traditional education degree programs as well as through lateral entry/licensure-only programs of study. This report outlines the University of North Carolina’s efforts in preparing teachers seeking licensure through alternative routes.

**NOTE: Terms in small caps are defined in Appendix B of this report.**

CATEGORY	AREAS ADDRESSED
Advising	Development of individual plans of study, dedicated positions, collaboration with other agencies, such as the NC Regional Alternative Licensing Centers
Program Delivery	Flexible scheduling, distance education, e-learning, 2+2 arrangements, special programs for alternative routes
Communication/Information	Online resources, brochures and other promotional materials, informational meetings for students and LEAs
Support and Mentoring	Praxis preparation, workshops, tutoring, special mentoring programs, faculty assistance
Other Special Initiatives and Services	NC TEACH participation, unique programs and services, positions dedicated to serving alternative licensure efforts

FIGURE 1: Categories of Service Reported

UNC Schools, Colleges, and Departments of Education were asked in July of 2003 to report on their service to and support of **ALTERNATIVE PATHWAYS TEACHERS** (lateral entry and licensure-only) in five primary categories: 1) Advising, 2) Program Delivery, 3) Communication and Information

	TRADITIONAL	ALTERNATIVE	TOTALS
ASU	825	301	1,126
ECU	498	649	1,147
ECSU	67	115	182
FSE	82	217	299
NCAT	83	153	236
NCCU	128	628	756
NCSU	196	213	409
UNCA	72	56	128
UNCCH	192	142	334
UNCC	914	1,370	2,284
UNCG	515	571	1,086
UNCP	565	337	902
UNCW	492	369	861
WCU	253	151	404
WSSU	27	53	80
TOTALS	4,909	5,325	10,234

FIGURE 2: Number of Traditional and Alternative Pathways Students Admitted and Enrolled in UNC Teacher Education Programs as of October 1, 2003

Dissemination, 4) Support and Mentoring, and 5) Other Special Initiatives and Services (see Figure 1). In addition to the five service categories, teacher education programs were asked to report the number of *traditional pathways* students admitted and enrolled and the number of *alternative pathways* students enrolled on their respective campuses as of October 1, 2003. Figure 2 provides this “snapshot” data for each campus and system totals. What is striking about these data is the degree to which UNC teacher preparation programs are serving teacher candidates through alternative preparation tracks versus traditional preparation tracks. The collective totals across all campuses show more than half of UNC’s teacher preparation candidates in alternative programs of study.

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## The Findings in Brief: UNC's Service to Alternative Pathways Teachers

A wide range of programs and support services are provided to alternative pathways teachers across the University of North Carolina. UNC's collective contributions in the preparation and development of high quality teachers is no small accomplishment, especially given the limited resources of our schools, colleges, and departments education and the increasing demands in K-16 education.

In addition to services provided by UNC's fifteen teacher education programs, the University of North Carolina has several centralized programs that serve alternative pathways teachers. One such program is NC TEACH, a statewide lateral entry program that recruits, prepares, and supports mid-career professionals as they begin a teaching career in North Carolina's public schools. Another program, the North Carolina Model Teacher Education Consortium (NCMTEC), offers support to lateral entry teachers in 41 participating school systems in their pursuit of a North Carolina teaching license.

What we have learned through reviewing and synthesizing the campus service reports is that all UNC teacher education programs contribute considerable time and effort in serving "alternative" pathways teachers. Campuses have determined which services are most important to meeting their students' and partnership schools' needs, and they focus their energies and resources on making these programs and services as efficient and effective as possible. UNC teacher education programs have developed promising practices that are reflected across virtually all service categories.

### ADVISING

In the category of *Advising*, more than half of UNC's teacher education programs employ support personnel dedicated to serving alternative pathways teachers and many of these campuses have more than one dedicated position. Campus reports describe a wide range of personnel, such as alternative licensure coordinators, teacher education directors, coordinators of student services and alternative licensure programs, full time advisors, content area advisors, coordinators for lateral entry studies, clinical faculty, master teachers, graduate students, and assistants (see Appendix C for UNC Schools, Colleges, and Departments of Education contact information). How these positions serve alternative track teachers varies from campus to campus, depending on regional demands, special programs, institutional size, requests for services and other unique factors. Though the levels vary, nearly all campuses reported some degree of collaboration with LEA Human Resource Office Personnel and the North Carolina Regional Alternative Licensing Centers. Several campuses reported on collaborations with regional service alliances, statewide professional development programs, and partnerships with unique service programs. Every campus reported on the significant time allocated to processing and developing individual plans of study for prospective teachers inquiring about licensure. For some of UNC's larger teacher education programs, extensive reviews are provided for over 800 inquiries a year.

### PROGRAM DELIVERY

All campuses reported a myriad of flexible program offerings in the *Program Delivery* category: on/off campus, evening, weekend, special afternoon scheduling, and year-round course offerings. As noted in several campus reports, flexible scheduling goes beyond year-round course offerings; campuses have developed unique cohort models for lateral entry and licensure only students. These special cohorts and programs go a long way in accommodating the special needs of alternative pathways teachers and in supplying teachers for the public schools of North Carolina. Eight UNC campuses are host sites to one such statewide program, NC TEACH, which offers preparation for licensure in many areas. Several campuses provide lateral entry programs unique to their campus and service area. ASU's Transition to Teaching Program (ATTP), ECU's Project ACT, FSU's Professional Academic Training Highway (PATH), UNC Charlotte's Master of Arts in Teaching and "fast track" program, UNC Greensboro's Post-baccalaureate Alternative Initial Licensure (PAIL) Program, and UNC Wilmington's Coalition for

Transition to Teaching are just a few of the programs mentioned in the campus service reports (see individual campus reports for more detail). UNC teacher education programs partner with regional community college campuses providing 2+2 programs and other special services that utilize the community college campus as a "host" site. Beyond traditional distance education programs, UNC schools, colleges and departments of education seem to share a common ambition to lead the way in the use of technology as reflected in the online services, courses, and programs reported. For instance, one campus is implementing an online academic advisor system that will particularly benefit lateral entry and licensure only teacher candidates whose time is limited by teaching demands. Another campus reported on utilizing North Carolina Information Highway (two-way audio/video) technology to accommodate special distance education needs. An option available to alternative pathways teachers on six campuses is the Masters of Arts in Teaching (MAT) program. Candidates in these programs receive a master's degree and teaching license at the same time. One campus has developed a program entitled Professional Academic Training Highway (PATH), which is a variation of their 4-year undergraduate teacher education program and is designed especially for teacher assistants. Other special or unique programs of service include campus affiliation with the NC Model Teacher Education Consortium to provide support services to lateral entry teachers in their effort to become licensed teachers.

#### COMMUNICATION AND INFORMATION DISSEMINATION

Another important area in the service to alternative pathways teachers is *Communication and Information Dissemination*. Campuses reported significant efforts in providing programmatic information, resources and promotional materials, most of which are available online. Information fairs, seminars, and special registration sessions for lateral entry and licensure-only teachers are conducted by campuses regularly. To assist in providing information about lateral entry and the process to complete licensure, one campus described a "Checklist for Completing Licensure Requirements" that is provided to school districts and prospective candidates. Partnerships with public schools and other educational entities were consistently reported by all UNC teacher education programs. One campus reported on collaboration between the School of Education, College of Arts and Sciences, and University College Distance Education Division to host an annual "One Stop Teacher Shop" each fall to recruit, develop individualized programs, provide financial assistance information and register prospective and lateral entry teachers. Collaborative initiatives such as regular communication with the North Carolina Regional Alternative Licensing Centers, North Carolina Community Colleges, Human Resource Offices in local education agencies, and private and independent colleges and universities have helped in the dissemination of information to alternative pathways teachers.

#### SUPPORT AND MENTORING

In the category of *Support and Mentoring*, UNC campuses reported on services offered to alternative pathways teachers and partnership schools. Support services across all campuses reflect a concentration of assistance in Praxis preparation. At least half of UNC's campuses utilize **PLATO** instructional software to help teacher candidates in preparing for the Praxis I examination. One campus reported on collaborations with an alliance of several regional community colleges to pilot various ways of addressing Praxis issues, from workshops to online efforts. Another campus, for example, addressed support for Praxis preparation through a federally funded "Transition to Teaching" grant. Other curricular software packages, such as TaskStream and SAS inSchool, were mentioned in campus service reports as a means of instructional support for alternative pathways teachers and degree-seeking students. Campuses reported professional development activities for alternative pathways teachers, new and **INITIALLY LICENSED TEACHERS (ILT)**, and university-school teacher education partnerships. An annual summer institute for ILT's working toward licensure, workshops in classroom management, a teacher-in-residence program for beginning teachers and their mentors, and new teacher orientations are just a few examples of professional development and mentoring assistance provided through UNC teacher education programs.

#### **OTHER SPECIAL INITIATIVES AND SERVICES**

The *Other Special Initiative and Services* category provided campuses an opportunity to report on unique and innovative programs designed to serve alternative pathways teachers. Two campuses reported on positions located on community college campuses or “hub sites”, which provide information and advisement to lateral entry and licensure-only teachers and prospective candidates. Several campuses reported on their Title II NC QUEST grants that have a focus on service to alternative track teachers. One campus highlighted its community college partnership and the development of an academy to increase the pool of highly competent teachers in their region by providing support for seamless 2+2 programs, coordinated courses, and support for lateral entry teachers. Other campuses provided information about professional development activities for lateral entry teachers offered to partnership schools and districts.

In the pages that follow, a wide range of programs, support, and services provided to alternative pathway teachers by UNC schools, colleges, and departments of education and by centralized programs of service are reported. Though the size and capacities of these programs vary, none have escaped the increasing demand for programmatic changes to accommodate the unique needs of teachers and school districts across the state. This report represents the individual and collective efforts of UNC teacher education programs’ service to alternative pathways teachers and to the public schools of North Carolina.

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## **2. UNC Constituent Institutions' Service to Alternative Pathways Teachers**

Appalachian State University

East Carolina University

Elizabeth City State University

Fayetteville State University

NC Agricultural and Technical State University

North Carolina Central University

North Carolina State University

University of North Carolina at Asheville

University of North Carolina at Chapel Hill

University of North Carolina at Charlotte

University of North Carolina at Greensboro

University of North Carolina at Pembroke

University of North Carolina at Wilmington

Western Carolina University

Winston-Salem State University

The increased attention to lateral entry teachers in the northwest region has dramatically escalated over the past three years. Appalachian State University (ASU) has seen an increased interest from school districts in identifying lateral entry teachers and encouraging them to link with local institutions of higher education to complete their licensure requirements. Although the districts in the northwest region are not as dependent upon a lateral entry population as districts in other areas of the state, ASU has seen a definite trend upward in the number of lateral entry hires and in the number of lateral entry teachers visiting the campus in search of efficient, expedient, and effective ways to complete their licensure requirements. ASU also has experienced a dramatic increase in the number of inquiries from people seeking licensure but who are not currently employed in schools. ASU enrolled 124 lateral entry and licensure-only candidates in 2002-2003 and has tried to respond appropriately to both populations.

#### **ADVISING**

The Reich College of Education (RCOE) maintains a full-time field experience office that also serves as the initial point of contact for all lateral entry and licensure-only candidates. The office works on a one-to-one basis with schools employing lateral entry candidates to insure that all requirements are met and to verify teaching quality and evaluation. In addition, the Reich College of Education works closely with the recruitment and licensure specialist at the Northwest Regional Educational Service Alliance in Wilkesboro, North Carolina, who also addresses the inquiries of lateral entry and licensure-only candidates within a 16-district region and refers candidates to ASU as appropriate. The RCOE also collaborates with the **NC REGIONAL LICENSING CENTER** in Charlotte, and communicates with the Center as courses change or others may become appropriate to add to the eligible list that the Center maintains so advising to candidates about what ASU offers can be accurate and consistent.

A well-established procedure for verifying prior experience and reviewing transcripts is used with all lateral entry and licensure-only candidates in the RCOE Office of Field Experiences; after this review is complete, the specific program area in which the individual is seeking licensure works directly with the lateral entry teacher or licensure-only candidate to build a program. ASU is careful to consider prior experience and to determine equivalencies wherever possible; for example, student teaching is waived for lateral entry candidates once they complete all other licensure requirements and provide clear documentation from their school of their teaching effectiveness over an extended time. The result of this individualized attention is a course of study that both the departments involved and the lateral entry and licensure-only candidate can then rely upon in meeting the state's licensure requirements. Although the RCOE received over 500 inquiries about licensure this year and processed 143 full programs of study, they have not charged individuals fees for this extensive one-on-one review or overall service.

#### **PROGRAM DELIVERY**

The RCOE has consistently offered education courses in the late afternoon, evenings and on weekends as well as during the summer to accommodate the needs of lateral entry and licensure-only candidates. The College works with faculty in the content areas, especially in the summer, to insure that appropriate coursework is available; when courses are not immediately available, candidates often complete individualized studies in the content departments (i.e. the candidate registers for the course and completes the coursework, but the class does not meet as regularly as a typical course would meet). In extreme

instances, the RCOE may work with the candidate to find a specialized course at another institution that the person can then complete and transfer back to ASU.

In other instances, they have set up a special sequence to meet the needs of a group of lateral entry candidates. Recently the Special Education program offered key summer courses needed by lateral entry teachers who could not take them during the academic year and delivered those courses off-campus at a remote site for the convenience of the lateral entry candidates in that region. The RCOE has developed a special program to address the shortage of business education teachers (only three business education preparation programs exist at the public universities). This program offers combined web-based, two-way audio/video (through the North Carolina Information Highway) and face-to-face instruction, flexible scheduling of classes, on and off campus sites, and personalized attention from faculty. As a result, enrollments of both lateral entry and licensure-only candidates in this program have increased dramatically. The RCOE has also targeted areas where lateral entry and licensure-only candidates may be place-bound and offers access to full undergraduate degree programs at off-campus sites. These programs are part of the **APPALACHIAN LEARNING ALLIANCE**, consisting of 10 community colleges that work with ASU to bring programs to outlying and under-served areas. Enrollments in these programs have doubled in the past year, and are attracting a substantial number of lateral entry and licensure-only candidates who often can access required coursework at these sites and thus complete their requirements in a timely manner.

#### **COMMUNICATION AND INFORMATION DISSEMINATION**

The RCOE works closely with local districts to insure that they are familiar with ASU programs and offerings. Contacts with personnel officers in each of the districts have increased, and the College meets on a regular basis with the local Personnel Administrators of North Carolina (PANC) group to insure that greater communication is fostered and to be responsive to issues that PANC members bring to their attention related to meeting the needs of lateral entry teachers. Since their service region includes 105 schools within the ASU-Public School Partnership, and they place student interns and student teachers in the majority of these schools on a fairly regular basis, the RCOE has faculty and staff in Partnership schools consistently. These faculty and staff members also communicate to lateral entry teachers the possibilities for licensure completion at ASU and also carry back to the campus the needs that lateral entry teachers identify. The ASU field experience web site ([www.ced.appstate.edu/Field\\_Experiences.htm](http://www.ced.appstate.edu/Field_Experiences.htm)) includes frequently asked questions about lateral entry and licensure-only to try to expedite contact and provide clearer information on the process a candidate must follow to complete licensure requirements at ASU.

#### **SUPPORT AND MENTORING**

The RCOE has worked with the Appalachian Learning Alliance to pilot several different ways of addressing Praxis issues; this has included special workshops, and some online efforts. The College also explored with the Northwest Regional Educational Service Alliance the feasibility of developing a series of workshops in preparation for the Praxis II; the components of this have not been completed yet but look to be a promising avenue. They have complete information about the **PRAXIS** tests available for lateral entry and licensure-only candidates and this is made available to them free of charge. The university also serves as a Praxis test site.

#### **OTHER SPECIAL INITIATIVES**

The Appalachian Transition to Teaching Program (ATTP), funded for five years by the U.S. Department of Education, is specifically designed to address the needs of lateral entry teachers and licensure-only candidates in order to meet critical teacher shortages in high need districts. The ATTP began operation in 2002-03 and now has at least two cohorts totaling approximately 60 students with emphasis on middle grades, business education, and special education. The ATTP is attempting to address the critical shortages in seven local high need districts and is designing special programs of study for participants that



will accelerate their completion of licensure requirements; in addition, ATTP will offer extra mentoring, and will provide reimbursement of tuition and books for those participants who teach in critical needs areas in high needs schools. The ATTP goal is to produce 175 highly qualified teachers in five years; participants all participate in the program on a part-time basis since most are currently employed as lateral entry teachers.

Lateral entry teachers are eligible to participate in professional development activities offered through the ASU-Public School Partnership that encompasses 8 districts and 105 schools; such activities include strengthening the knowledge of teachers in mathematics, science, and reading, as well as in classroom management and teaching strategies designed to enhance the teaching performance of teachers. Lateral entry teachers also may enroll in one of ASU's many off-campus graduate degree programs once initial licensure requirements have been completed.

ASU welcomes the opportunity to work with lateral entry and licensure-only candidates. In doing so, they strive to provide them with the same high quality preparation that is provided for traditional students, and they make available to such candidates all of the resources of the Reich College of Education and Appalachian State University plus additional assistance as noted in this report. ASU is committed to working closely with districts in the northwest region to insure that highly qualified teachers are placed in every school's classrooms, and the RCOE remains open to new ideas and initiatives that will increase the likelihood of meeting that goal.

The College of Education at East Carolina University (ECU) has a long history of cooperation with and support for lateral entry teachers in eastern North Carolina. ECU offers a wide range of routes for candidates to obtain teacher licensure. The components of ECU's Alternative Licensure Program include advising, dissemination of materials and collaboration with school districts, flexible scheduling, specific programs, and a wide variety of course delivery models.

#### **ADVISING**

At ECU, a cornerstone of support comes from the Alternative Licensure Coordinator position. This person, housed in the Office of Teacher Education, is the advisor for over 2,500 alternative licensure candidates affiliated with ECU. The coordinator has an administrative assistant and a graduate assistant. The office currently maintains active files of 1,078 lateral entry teachers, 1,080 licensure-only candidates, 463 add-on licensure candidates, and 64 emergency permit teachers. During the last academic year, 831 plans were written, including 319 plans of study of lateral entry teachers, 391 licensure-only plans, 109 add-on plans and 21 emergency permit plans. Additionally, all subject area coordinators advisors for licensure only and add-on licensure requests. A separate position, the Alternative Licensure Program Coordinator, advises for the Masters of Arts in Teaching (MAT), NC TEACH, and Project ACT programs. The Curriculum and Instruction Advising Center is another entry point for alternative candidates on campus. This center disseminates information and staffs counselors that meet with potential teachers. Candidates affiliated with the NC Regional Alternative Licensing Center (RALC) partner with the College of Education to execute their coursework. Consultations and regular meetings are held with the RALC on a ongoing basis. The Alternative Licensure Coordinator is in continuous consultation with personnel directors in Local Education Agencies and provides information sessions for lateral entry teachers in school districts across the region each year. In addition, ECU is a partner with the North Carolina Model Teacher Education Consortium (NC MTEC). The College of Education has established a website ([www.coe.ecu.edu](http://www.coe.ecu.edu)) which offers information and online advising and the Continuing Education Office provides a toll free information telephone number for student registration. Online registration is available to students and the coordinators for alternative licensure and alternative licensure programs register students as well. The graduate school and continuing education office offer extended hours during the summer, throughout registration periods, and on Saturdays.

#### **COMMUNICATION AND INFORMATION DISSEMINATION**

The Alternative Licensure Coordinator provides other assistance including information sessions at school district sites, advisement at the NC MTEC registration, individual meetings with prospective lateral entry teachers, and consultations with school district licensure specialist and the RALC coordinators. The coordinators for alternative licensure and alternative licensure programs attend area job fairs, continuing education information fairs, and sponsor a lateral entry symposium annually. Brochures and posters advertising programs are disseminated to individuals and school districts through regular mail, e-mail, and through the Latham Clinical Schools Partnership Board that meets on campus monthly.

The College of Education maintains the Alternative Licensure at East Carolina (ALEC) website that provides current information about lateral entry ([www.coe.ecu.edu/alternative\\_licensure/default.htm](http://www.coe.ecu.edu/alternative_licensure/default.htm)). The coordinators for alternative licensure and alternative licensure programs, faculty and other College of

Education personnel, spend a large percentage of time talking with potential candidates interested in entering the teaching field as lateral entry candidates. The majority of these calls come from school district personnel or from potential candidates who have reviewed the ALEC website.

#### **PROGRAM DELIVERY**

Afternoon, evening, weekend, and summer session courses are offered on and off campus, and through face-to-face and online delivery modes. All professional education core courses are offered online, with specific sections designated for licensure candidates. The ECU College of Education offers special programs for adults interested in entering the teaching field. They include NC TEACH and Project ACT, an ECU funded initiative that is in its 11<sup>th</sup> year of operation. The programs are developmental in nature, offered in cohort models on campus and off campus, and managed by the Coordinator of Alternative Licensure Programs who is housed in the Department of Curriculum and Instruction with the Office of Teacher Education. Johnston and Onslow County Schools are established as off site locations for programs and services.

Another option for alternative pathways teachers is the Masters of Arts in Teaching (MAT) program. This 39-hour master's degree program allows candidates to receive a degree and teaching license at the same time; the degree is currently offered in 10 licensure areas at ECU. During the 2002-2003 academic year, 96 candidates entered the NC TEACH or Project ACT program, and over 45 candidates entered the MAT Program. Other alternative programs are the 2+2 programs housed in Craven, Edgecombe and Wayne (fall, 2004) counties in collaboration with other community colleges in the northeastern region of North Carolina. Each hub site has a coordinator and a cohort of students moving through a teacher licensure program.

#### **SUPPORT AND MENTORING**

Courses are scheduled in varied ways and formats to meet the needs of working lateral entry teachers and adults. Evening classes, web classes, and Saturday classes are three consistent venues. NC TEACH and Project ACT program classes are offered in cohort models through evening and weekend models. Specific courses are offered through extension programs at ECU's two hub sites, Craven Community College and Edgecombe Community College. Hub Coordinators at these two sites also provide advisement and disseminate materials. These coordinators work with the alternative licensure coordinator on campus and provide information to potential candidates.

Praxis preparation is supported through PLATO instructional software. Praxis II information is embedded into coursework and lateral entry candidates are referred to the NC MTEC Praxis II preparation workshops. NC TEACH and Project ACT clinical teachers provide mentoring for cohort candidates, while trained clinical teachers mentor licensure only and MAT candidates during their internships. Professional development is offered for beginning teachers through a Golden Leaf Foundation grant. Faculty offer specialized professional development for lateral entry candidates in partnership school districts on an annual basis. A pre-skills class for lateral entry teachers was developed to meet the 10-day workshop rule for new lateral entry candidates. Online modules in the reading content area were developed by the College of Education for renewal credit for all teachers within and beyond the College of Education service area.

East Carolina University provides a variety of support services and routes for licensure to potential and existing lateral entry candidates across the eastern region and state of North Carolina. In addition to the formal services listed above, individual faculty members and master teachers that work within the NC TEACH and Project ACT programs and are members of our Latham Clinical Schools Network provide support and services to lateral entry teachers across the northeast region.

**SCHOOL OF EDUCATION & PSYCHOLOGY  
ELIZABETH CITY STATE UNIVERSITY**

**ECSU**

Elizabeth City State University was founded to prepare African American teachers for the common schools of North Carolina. Since that time the ECSU mission has expanded into other areas. However, the university continues to embrace the goal of preparing teachers. ECSU's Lateral Entry program is one of the alternative ways of increasing the teacher supply serving ECSU's twenty-one county service area, the state, and the nation.

**ADVISING**

The School of Education and Psychology at Elizabeth City State University (ECSU) has assigned a part-time assistant to work with the Director of Teacher Education in providing quality services to lateral entry and licensure-only candidates. This individual primarily evaluates transcripts for licensure-only and lateral entry students, registers lateral entry and licensure-only students on sit, prepares correspondence, makes telephone calls, faxes and e-mails updated and critical information to lateral entry and licensure-only students, and assists in preparing documents to be mailed out for these students. Teacher education faculty and staff attended weekend meetings and evening sessions to acquaint school personnel and lateral entry teachers with courses available through the ECSU Weekend/Evening College and with the requirements for licensure. The assistant participates on a regular basis in the **NORTH CAROLINA MODEL TEACHER EDUCATION CONSORTIUM** transcript evaluation advisement sessions at designated sites in the northeastern North Carolina corridor.

**PROGRAM DELIVERY**

Elizabeth City State University is involved with NC TEACH through a collaborative arrangement with East Carolina University. NC TEACH is a statewide lateral entry teacher licensure program designed to recruit and address the most critical and chronic teacher shortage in secondary mathematics and science, middle grades and foreign languages, and K-12 exceptional children. This year special assistance is being offered to more than 100 lateral entry teachers in their efforts to become licensed teachers. ECSU is one of six UNC institutions associated with the NC Model Teacher Education Consortium. In addition, ECSU received \$40,000 in distance education funding to develop online education courses for lateral entry students. This initial effort will lead to a complete e-learning licensure program for ECSU through a collaborative agreement with Chowan College. The School of Education and Psychology is also focusing on ways to assist students in taking and passing Praxis I and Praxis II. Courses devoted to these examinations are offered to all students. Transition to Teaching, a federally funded grant, focuses on serving teacher assistants who have two or more years of college education to become certified as "highly qualified teachers." In addition to these program delivery initiatives, ECSU employs personnel who advise and develop plans of study for lateral entry teachers on their campus.

**COMMUNICATION AND INFORMATION DISSEMINATION**

Material and information sharing is a consistent practice between the University and local schools. This past year, faculty and staff provided materials that were used for the new teacher orientation sessions in Bertie County. Individual faculty members provided consultation for beginning teachers, consulted with coordinators for initially licensed teachers in northeastern NC counties and provided services for beginning teachers. Staff development activities are available to all beginning teachers in the ECSU regional service area. One such activity included "Integrating Technology in the Classroom." Beginning

teachers and ECSU alumni who participated in this program were given **CONTINUING EDUCATION UNITS (CEUs)** and stipends.

The School of Education and Psychology Dean and the Director of Teacher Education have served on the Golden Leaf Foundation Partnership Grant Committee with East Carolina University and UNC Pembroke. This collaborative grant is focused on recruitment and retention of beginning teachers.

#### **SUPPORT AND MENTORING**

A recruiter from the North Carolina Department of Public Instruction was housed on-site in the ECSU School of Education and Psychology during the 2002-03 academic year. The recruiter worked with **LOCAL EDUCATION AGENCIES (LEAs)** to develop a successful match between beginning teachers and available positions in local school systems and was involved in the Northeastern Collaborative, which works directly with the Northeastern Regional Initially Licensed Teachers (ILT) coordinators. The focus of this collaborative is the retention of first, second, and third year teachers. Activities of the Collaborative included developing strategies to facilitate course completion for licensure clearance, disseminating information regarding regional Praxis II workshops, and providing additional support for the mentor/mentee relationship. ECSU staff are also involved in assisting beginning teachers in their efforts to pass Praxis II through the "Transition to Teaching" grant. Weekend Praxis II sessions are held on an ongoing basis and Plato Learning System software has been purchased for the last two years for use with prospective teacher education candidates in preparation for the Praxis I examination.

ECSU continues to offer an Educational Warranty Program for its graduates. This program is designed to ensure excellence in teaching performance of ECSU teacher education program graduates by providing to them and to employing schools a system of needs-based professional improvement. Any graduate experiencing professional difficulties in demonstrating acceptable teaching performance during the first year of employment is offered professional services through the first two years of teaching via an individual assistance plan. The Director of Teacher Education, in collaboration with a clinical team consisting of appropriate university faculty and site personnel, developed this plan. By providing such services as on-site direct assistance, counseling, campus-based workshops or courses, and individual assistance with university specialists, the Office of Teacher Education becomes an advocate for its graduates, a resource to local school systems, and an active participant in the evaluation of teaching by graduates in the real context of teaching and learning.

The School of Education and Psychology's Curriculum Materials Center (CMC) plays an integral role as a resource for beginning and pre-service teachers. The CMC houses K-12 materials representative of the North Carolina approved curriculum. Beginning and pre-service teachers have access to these materials to help in their orientation to the North Carolina curriculum. The Center also provides an array of science and mathematics manipulatives for in-house use or an on-loan basis. Many first year teachers have taken advantage of this unique resource as they develop their lesson plans and units.

The School of Education at Fayetteville State University (FSU) is committed to providing educational services and opportunities for students who are seeking teaching licensure in the state of North Carolina through alternative licensure programs. Alternative licensure programs at FSU are post-baccalaureate programs.

#### **ADVISING**

Upon acceptance to FSU, each student is provided an individualized program of study that outlines the courses required for licensure by the appropriate department chair. The program of study typically includes only the specialty and professional education courses required of undergraduate degree-seeking students. Maintaining student files and advisement are the responsibility of each specific department.

The School of Education has made provisions to serve students who are seeking licensure-only through the NC Regional Alternative Licensing Centers (RALC). A special permit is issued to these students, allowing them to take specified courses as needed to complete their programs. Thus, these students are able to enroll in upper division courses formerly restricted to students formally admitted to the teacher education program. Faculty advisors in each department assist the students in selecting the courses that meet the RALC program of study.

The NC TEACH Program Coordinator serves as advisor to all candidates enrolled in the NC TEACH Program; however, candidate files are maintained in the Office of Teacher Education through program completion.

For lateral entry teachers, the Office of Teacher Education assumes the responsibility of working with program coordinators to develop a Program Evaluation Plan for each student; these plans specify the requirements for licensure. Students are assigned an advisor in their specific licensure area. During 2002-2003, a total of 196 lateral entry teachers were issued programs and enrolled in one or more courses leading to licensure. Approximately 400 lateral entry teachers are currently enrolled. The Office of Teacher Education, which has a Director and a Licensure Processing Assistant, provides informational and processing services to all lateral entry students. Approximately 900 students have received advising services through the Office of Teacher Education since the fall of 1999.

#### **PROGRAM DELIVERY**

Under the umbrella of alternative licensure, there are three program routes students can take to become eligible for initial licensure: Licensure-only, Lateral Entry, and NC TEACH. A fourth program route, Professional Academic Training Highway (PATH), is a variation in the 4-year undergraduate teacher education program designed for teacher assistants. Students in the licensure-only program possess a bachelor's degree in the area or closely related area in which they are seeking licensure. Licensure-only students must meet the same requirements and follow the same procedures as traditional students with regard to admission to teacher education and ultimately to student teaching.

Lateral entry students are employed teachers of local school systems with a temporary or provisional license. Such individuals are required to complete an approved education program designed by the

Lateral Entry Academic Partners (LEAP) that includes the teacher, FSU, and the local education agency. The Office of Teacher Education facilitates the evaluation of the candidate's transcript that is reviewed by the subject area department and a Program Evaluation Plan is developed. This plan is sent to the student who must be admitted to teacher education and complete the coursework indicated. Student teaching and early field experience requirements are met by continuing success in the lateral entry position throughout the completion of coursework. Lateral entry teachers served by the Regional Alternative Licensure Center are permitted to take courses generally reserved for students admitted to the teacher education program at FSU by presenting a program of study and the lateral entry contract to the Office of Teacher Education. In turn, the Office of Teacher Education issues a permit to register in courses consistent with the program of study.

Students in the NC TEACH category meet the general requirements for NC TEACH program candidates and their files are forwarded to a coordinator at FSU from the NC TEACH Office in Chapel Hill. The NC TEACH Coordinator collaborates with the Director of Teacher Education in developing a Program Evaluation Plan for each student. Students are admitted to Teacher Education based on general acceptance as NC TEACH candidates. Since the beginning of the Program in 2000, a total of 97 prospective teachers have been accepted to the program. Beginning in the fall 2003 a mentor teacher was hired to continue coaching NC TEACH participants during their initial year of teaching.

Program delivery components include off-campus course offerings at Bladen Community College and Sampson Community College, 16 online courses that are required in licensure programs, web-enhanced courses which allow students to access course materials from home, courses offered in eight-week sessions to allow greater flexibility of scheduling, and weekend/evening courses. Many of these courses are offered in conjunction with the NC Model Teacher Education Consortium.

#### **COMMUNICATION AND INFORMATION DISSEMINATION**

The School of Education, in an effort to disseminate information regarding programs and services, maintains a web site ([www.uncfsu.edu/soe](http://www.uncfsu.edu/soe)), developed by the Office of Teacher Education during the summer of 2002. The web site was designed to provide students with information regarding the transcript review process, field experience requirements, Praxis workshops, and licensure processing requirements. This web site received approximately 4500 hits during its first year of existence. This student-friendly site contains all of the necessary forms to request services through this office.

Two seminars for Lateral Entry teachers have been hosted by the School of Education and coordinated by the Office of Teacher Education. Over the past four years 350 students attended the seminars. All lateral entry teachers in FSU's ten-county service area were invited to the seminars, where FSU faculty shared information on university requirements and program offerings and LEA personnel shared employment information.

#### **SUPPORT AND MENTORING**

University faculty advise students and teach courses that are held in Nash, Bladen, Robeson, and Sampson Counties in collaboration with NC Model Teacher Education Consortium. An FSU adjunct faculty member is on site at Sampson Community College to advise and inform students in that service area. Additionally, in collaboration with NC RISE (NORTH CAROLINA RESTRUCTURING INITIATIVE IN SPECIAL EDUCATION), FSU faculty taught a total of nine on-line classes serving 270 students seeking licensure in Special Education. FSU faculty advisors provided the reimbursement documentation for students enrolled in these courses. Online methods courses are offered and weekend and evening classes are scheduled to accommodate students. *"Introduction to Lateral Entry Teaching"*, offered each semester, is designed to address classroom management concerns of lateral entry teachers and provide mentoring.



In addition to course offerings, the faculty and Praxis Coordinator conducted Praxis II workshops for alternative licensure students. During the 2002-2003 academic year, 89 students attended Praxis II workshops on mathematics, elementary education and special education. The School of Education faculty and College of Arts and Sciences faculty facilitate Praxis II workshops throughout the academic year. The University coordinated a special administration of Praxis II on August 9, 2003, serving 100 students.

#### **OTHER SPECIAL INITIATIVES AND SERVICES**

Professional Academic Training Highway (PATH) Fellows began as a service and research project in 1997 between Fayetteville State University and selected school districts in the University service area. The primary purpose of this project is to train teacher assistants to become licensed teachers.

PATH Fellows are permitted complete all of their pre-student teaching field experiences at their employment site. The 30 hours of observation that is part of their student teaching experience is collapsed into one week, as opposed to a five-week spread for traditional student teachers. PATH Fellows are not permitted to do their student teaching at the site of their previous or current employment. A different student teaching schedule is planned for them, taking advantage of their classroom experience and allowing them to begin the instructional process earlier than traditional students.

Upon request from the Robeson County Schools human resources office, the Dean of the School of Education writes letters for each lateral entry candidate specifying the number of semester hours the candidate has completed toward licensure and the dates the classes were completed. This correspondence is in response to the variety of transcript formats, professional development plans and other documentation presented to the school district for consideration when hiring lateral entry teachers.



**SCHOOL OF EDUCATION  
NORTH CAROLINA A & T  
STATE UNIVERSITY**

# NCA&T

North Carolina A&T State University (NCA&T) seeks to provide opportunities for large numbers of students from diverse backgrounds to become qualified teachers because of the demand for a teacher force that reflects the diversity of our society. NCA&T is among the top ten universities producing African-American teachers in the nation. Equally important, NCA&T has designed programs specifically to meet the needs of alternative licensure. Each year, there is an increase in enrollment in alternative licensure programs, in large part because the University is committed to providing high quality programs for all individuals who want to become teachers.

## **ADVISING**

NCA&T ensures that all 325 lateral entry teachers who enroll in 31 licensure areas from more than 10 school districts are enrolled in appropriate programs to complete their licensure in a timely manner. A full-time faculty member in the Curriculum and Instruction department is familiar with all current licensing areas and NC Department of Public Instruction requirements and is responsible for advising all lateral entry candidates at NCA&T. When candidates arrive on the campus, they are directed to this individual, who coordinates the program along with the program coordinators in the licensure areas. All decisions regarding professional education are coordinated in this "one stop" office. Transcripts are evaluated, students are advised, and programs are developed for lateral entry teachers to meet their special needs. After a review of the transcript, a decision is made as to whether NCA&T or the NC Regional Alternative Licensing Center (NCRALC) is the most appropriate avenue to pursue licensure. In collaboration with the Center, courses are offered to ensure that candidates complete requirements in a timely manner.

## **PROGRAM DELIVERY**

NCA&T has developed a special curriculum and structured experiences and courses to ensure that lateral entry candidates have the programs needed to be successful during their first year of teaching and completion of licensure. The NCA&T School of Education (SOE) allows lateral entry candidates to take courses at other universities to allow for convenience and ease to enroll in the proper courses in a timely manner. Summer, weekend, and evening programs are specifically tailored to meet the needs of lateral entry teachers. For example, courses are offered in summer school that address certification because two thirds of the candidates in summer school are lateral entry candidates. Courses are offered in blocks of content and pedagogy to better prepare candidates to function in the classroom during the first year. Changes in requirements for lateral entry candidates are reflected in the design of the programs.

## **COMMUNICATION AND INFORMATION DISSEMINATION**

Administrators in the SOE attend local school district interest sessions for lateral entry candidates and inform them about the programs at NCA&T. In many instances, candidates are advised on-site and course schedules are shared at these sessions. The School of Education also meets with personnel officers and send letters requesting specific needs of lateral entry candidates. The NCA&T School of Education has collaboratively established a website with two regions in the Piedmont Triad and the Sand Hills to provide on-line preparation for Praxis II and to list the schedule of courses, registration times, and other pertinent information. In the SOE's 20 partnership schools in Alamance and Guilford counties, lateral

entry teachers are identified and programs are established to ensure that these individuals complete licensure. For example, courses are provided for math teachers in the middle schools to help them complete their licensure. If a school district identifies fifteen teachers who need a specific course, the SOE will offer that course for those teachers. Brochures and letters are distributed to personnel and recruitment officers in the schools and many e-mail requests are received and answered.

#### **SUPPORT AND MENTORING**

Support for lateral entry candidates includes special assignment of faculty to assist with Praxis II preparation, tutoring, mentoring and faculty assistance. To ensure that candidates will be successful and that student teaching is waived for successful candidates, they are observed and evaluated by the faculty. Lateral entry candidates must meet the same standards as other candidates, including the development of portfolios and completion of Praxis II. The preparation for Praxis is offered for all lateral entry candidates without reference to enrollment in the program and at no cost to the student. During the summer, tutoring is provided for Praxis II. A **NATIONAL BOARD LICENSED** teacher is hired each year to assist with the constructed writing responses. A CD has been developed by the School of Education in collaboration with the Winston-Salem State University School of Education and is given to candidates to assist in their preparation for Praxis II. Faculty serve as coaches in the classes to support the content, content pedagogy, diversity, and classroom management; in addition, faculty actually teach some classes to demonstrate best practices to candidates.

#### **SPECIAL INITIATIVES AND SERVICES**

Special initiatives to accommodate lateral entry candidates include the Performance Based Licensure certification in which 12-18 credit hours are offered on-line. The lateral entry program was revised to create a "fast track" admission and speedy transcript evaluation process. In addition to the full-time coordinator, each licensure area provides support for lateral entry candidates through advisement as well as mentoring and coaching in the classrooms. The SOE works in collaboration with the University of North Carolina at Greensboro to support the NC TEACH lateral entry program.

The School of Education at North Carolina Central University has been committed to serving the needs of those requiring alternative licensure programs for over a decade. NCCU's School of Education continues to meet the licensure needs of a large contingency of lateral entry and licensure-only teacher candidates in 14 licensure areas within a wide radius of the university. Key initiatives include, but are not limited to, NC TEACH, NC Model Teacher Consortium, distance education initiatives (face-to-face and online), and One Stop Teacher Shop.

#### ADVISING

To address the needs of licensure-only and lateral entry teachers, the School of Education has consistently sent advisors and program coordinators to remote locations to assist in program planning and registration activities for teacher education candidates. In 2002, a Distance Education Recruiter/Advisor was hired to serve as an initial contact, liaison, and program initiator for all new inquiries. This advisor has regular on-campus office hours, as well as weekly off-campus office hours for the convenience of those who teach during the day and live further away. For example, this advisor is stationed at Piedmont Community College on Monday evenings for the convenience of lateral entry teachers or licensure candidates in the vicinity of Person County. Evening advising is available at four off-campus sites on a weekly basis. Although the School of Education (SOE) will continue to provide evening advising on campus and at a distance, this fall the SOE will begin an online *Academic Advisor* system which will enable teacher candidates and their assigned advisors to more efficiently and effectively advise candidates within the NCCU candidate assessment model. This system will particularly benefit those lateral entry and licensure-only teacher candidates whose time is limited by the demands of teaching in North Carolina schools.

#### PROGRAM DELIVERY

Most significantly, every prospective teacher candidate (licensure-only and lateral entry) has an individualized program designed by the specialty area program coordinator based on state standards and an assigned program area advisor to monitor his/her progress towards licensure. Consideration is given to current and previous experiences as these experiences relate to meeting the competencies outlined in the state standards. Documentation for such experiences may include, for example, degree transcripts, related work experiences, professional development, teacher evaluations, and other work products. In verifying competencies, the School of Education and College of Arts and Sciences work collaboratively. For example, a Mathematics Education candidate may have considerable expertise in technology. The Educational Technology faculty are responsible for reviewing an individual's request to have that competency met through prior experience. In turn, the Mathematics Education Coordinator verifies that the content area competencies are met.

#### COMMUNICATION AND INFORMATION DISSEMINATION

Specific program information is available on the web ([www.soe.nccu.edu](http://www.soe.nccu.edu)), through program brochures and a licensure-only booklet, and at bi-annual information/registration sessions and weekly advising availability at distant sites. Additionally, the School of Education, in collaboration with the College of Arts and Sciences and University College Distance Education Division, hosts an annual *One Stop Teacher Shop* every fall on a Saturday to recruit, develop individualized programs, provide financial

assistance information, and register prospective and lateral entry teachers. This effort has been highly successful, increasing from 160 participants the first year to over 300 in the second year.

#### **SUPPORT AND MENTORING**

NCCU's School of Education has provided human resources, material, and financial support to individualized induction programs for each partnership system. These induction programs support lateral entry and beginning/initially licensed teachers through coaching and support seminars, increase the number of well-trained mentors to provide individual support to new teachers, and provide resources to support lateral entry and beginning teachers. An *Instructional Planning and Classroom Management* course is offered for lateral entry teachers in partnership districts. This university-school co-planned course is taught by qualified persons within each school system. Partnership school systems have welcomed this course because it gives lateral entry teachers the specific skills they need at the beginning of their teaching career, while enabling them to work toward the credit hours required by the state. Additionally, course requirements are dovetailed with the needs of the lateral teachers so that school systems and the NCCU School of Education are not competing for the precious time of these new, untrained teachers.

#### **OTHER SPECIAL INITIATIVES AND SERVICES**

As important as advising in the evenings – on-campus, on-line and at a distance – the School of Education at NCCU offers a large selection of courses in the evenings on weekends, both on campus, online and at a distance. These courses are sequenced and scheduled to allow for continuous progress toward meeting licensure requirements. These are offered throughout the year, including summers.

In its continued quest to support teachers, schools, and the state in filling NC's classrooms with qualified, effective teachers, the School of Education is continuing to support faculty in the School of Education and College of Arts and Sciences in developing Praxis II online test preparation materials, which will be of great support to those teachers who live at a distance and teach all day.

#### ADVISING

Advising for lateral entry applicants begins when a prospective student meets with the Coordinator of Lateral Entry Studies for initial screening and assembling of transcripts. The coordinator then sends the paperwork packet to the appropriate content area adviser, who arranges (in most cases) an individual meeting for transcript review. After this meeting, the student's application is sent to the Director of Teacher Education for approval and final recommendation for admission. Advising is also provided on an as-needed basis by the appropriate content area faculty and Director of Teacher Education throughout the duration of program.

#### PROGRAM DELIVERY

In 1999, in response to the state's overwhelming shortage of teachers, the College of Education (CED) at North Carolina State University (NCSU) formalized its lateral entry program with a special emphasis placed on middle and high school science teachers. This program was designed to retain lateral entry teachers in an area of local need by providing appropriate classes and advising for licensure. Currently, the CED offers licensure-only and/or lateral entry programs in the following areas: Middle School and Secondary Math and Science, English, Social Studies, Foreign Language, Business and Marketing Education, and Agriculture Education. The program has grown in size from 61 teachers in 1999 to our current enrollment of 553, serving core programs in 20 school districts, as well as Agriculture Education and Business and Marketing Education, which serve areas across the state. Last year, the CED admitted 63 new lateral entry teachers (Spring 2003 data).

#### COMMUNICATION AND INFORMATION DISSEMINATION

One-third of North Carolina teachers trained in teacher education programs leave the classroom within the first two years of employment (*News and Observer*, August 10, 2003, p. 1A). Lateral entry teachers have an even poorer record for retention, with 46% leaving after two years (*Teacher demand, supply, and quality*, NC Education Research Council, 2002). Recognizing this, NCSU has focused on addressing teacher retention, as well as training initially-licensed teachers, to meet the teacher shortage. A goal of the CED is to create in each school district a critical mass of "highly qualified" teachers, as defined by the *No Child Left Behind* initiative. State officials estimate that 17% of the state's 86,000 teachers hold **PROVISIONAL OR TEMPORARY LICENSES** that will not meet the federal standards set by *No Child Left Behind*. (*News and Observer*, August 10, 2003, p.10A).

To address the retention of lateral entry teachers, the CED created in 2002 an Office of Lateral Entry Studies functioning as part of the Office of Teacher Education. The Coordinator works closely with participating school systems to disseminate information about the programs and class availability, hosts supportive workshops for both administrators and teachers, and works with faculty to develop plans of study that comply with both the needs of the state and the school system. Applicants for licensure are attracted to NCSU mainly through district referrals, the location of the campus in relation to their schools, and the responsiveness of CED faculty. The Office of Teacher Education is currently working with the Coordinator of the NC Regional Alternative Licensing Center in Nashville, NC to create a web-list for lateral entry teachers so that programmatic information can be transmitted not only more easily, but also

more reliably. The CED Director of Teacher Education also maintains a general information website with links to alternative licensure ([www.ncsu.edu/ced/teachered/alternative\\_teaching.htm](http://www.ncsu.edu/ced/teachered/alternative_teaching.htm)).

### **SUPPORT AND MENTORING**

Research conducted by the CED on the topic of retaining lateral entry teachers indicates that the rural areas of North Carolina suffer the worst teacher attrition, and this is due to either required licensure courses not being offered in a reasonable driving distance or to lack of local peer support. In efforts to positively affect the rural systems of North Carolina, NCSU has undertaken two large initiatives.

One initiative is the development and implementation of licensure courses through distance education pathways. Currently, the Business and Marketing Education initial licensure program is available completely through distance education, with two faculty members acting as advisers and mentors to lateral entry teachers in 16 LEAs. Four other programs—Middle School Math, Middle School Science, High School Math, and High School Science—offer at least 50 % of their professional education courses online. Two faculty members in the College of Humanities and Social Sciences (CHASS) offer an online foreign language methods course. Distance education frees up lateral entry teachers from traveling several hours at the end of a busy school day; this should help reduce their stress and fatigue, as well as increase retention.

The second initiative, developed through funding from NC QUEST, is designed to help retain rural lateral entry teachers. In spring 2003, the CED received over \$300,000 to create and implement a peer-mentoring program for lateral entry teachers in Vance County. Designed to be self supportive after the first year, this program will also serve as a model that can be replicated by other LEAs. Through training current experienced lateral entry teachers in Vance County, a strong contingent of peer mentors will be developed to support future initially-licensed lateral entry teachers. In addition, the Model Clinical Teaching Program in CED partners with 12 LEAs to enhance mentoring. Other funding allows additional technical assistance for lateral entry and newly-licensed teachers to extend to three counties. These training programs are designed to retain both veteran and initially-licensed teachers.

### **OTHER SPECIAL INITIATIVES AND SERVICES**

Future plans include NCSU partnering with NC TEACH, which requires a minimum of 50 lateral entry cohort teachers each year. For over a year, the CED has researched the feasibility of this partnership, and has developed an initial program and budget. The success of this endeavor relies on NC TEACH funding as well as support from NCSU Distance Education, where a CED submitted proposal is pending. The CED is in the planning stages with Johnston County Public Schools through the NCSU University-School Teacher Education Partnership to develop and deliver the state-required preservice orientation for lateral entry teachers that is commonly done by each district. CED is also researching the offerings in NC Community Colleges, such as *Educational Psychology*, *Foundations of Education*, and *Exceptional Children* that could fulfill basic requirements for initial licensure. Another initiative is to request continued funding from NC QUEST in order to extend a longitudinal study of the lateral entry peer-mentoring program in Vance County so that we have credible and reliable evidence of the impact of CED initiatives on lateral entry teachers.

#### ADVISING

At UNC Asheville (UNCA) all post-baccalaureate students inquiring about licensure meet individually with the appropriate coordinator for each subject or with the department chairperson. Transcripts are analyzed and a course of study is unofficially outlined. Students with a grade point average of between 2.3 and 2.49 must have a Plan of Study for a minimum of 9 semester hours to develop a UNCA transcript with a GPA of at least 3.0; in addition, they must pass Praxis I prior to qualifying for admission to the program. Students are told about NC TEACH, the NC Regional Alternative Licensing Center (RALC), and UNCA's teacher preparation program. If they are already employed as a lateral entry teacher, they are generally urged to take the RALC route. If they are not employed, or have no prior education experiences or coursework, they are urged to take at least a semester or two of courses at UNCA prior to seeking a lateral entry position. If they decide to admit at UNCA, they are "informally admitted" and assigned an advisor. Upon completion of *Introduction to Education*, students complete a "formal admission" contract with their advisor, which outlines their specific course of study.

#### PROGRAM DELIVERY

The UNCA Department of Education course catalog has transitioned from offering each course every other semester to offering each course every semester. Day and evening offerings are alternated for all courses, and UNCA has increased the number of evening and summer courses by hiring adjunct professors. The Department of Education piloted a course via teleconference and hired a consultant from LEARN NC to assist in the development of online courses (for example, *Diagnosing and Correcting Reading Difficulties* is web-based). In addition, UNCA is currently collaborating with Asheville-Buncombe Technical Community College to accept their EDUC 116 course for our EDUC 310.

Lateral entry teachers may fulfill all field components of their coursework in their own classroom. Students may request that student teaching be amended to a shortened (minimum 5 weeks) period. In the case of great distances, videotaped lessons in combination with copies of the students' **TEACHER PERFORMANCE APPRAISAL INSTRUMENT** may take the place of on-site supervision by a university instructor.

Prerequisites (e.g. Praxis I, PSYC 101: General Psychology, EDUC 310: Introduction to Education) are waived for students fulfilling a RALC plan of study. These students do not complete a formal admission contract and are not considered UNCA program completers.

#### COMMUNICATION AND INFORMATION DISSEMINATION

Any person inquiring about licensure is referred to the appropriate advisor or to the chairperson. Inquiries are made via phone call, e-mail, and in person. Brochures outlining each licensure area and the overall licensure process are mailed to individuals upon request, and this information is also available online at <http://www.unca.edu/education/publications/catalog/licensure.htm>. Contact information is provided about NC TEACH, the RALC, and the **TEACH4NC** website ([www.teach4nc.org](http://www.teach4nc.org)).

### **SUPPORT AND MENTORING**

New Teacher Orientation was planned and implemented for teachers hired after the beginning of each school year for the past 3 consecutive years, held in January. This past January, over 50 teachers from 5 school systems participated in two Saturday workshops facilitated by the **UNIVERSITY-SCHOOL TEACHER EDUCATION PARTNERSHIP** (USTEP) members. Budget permitting, this joint orientation will be offered again next year.

A support program for teachers hired without having completed licensure (lateral entry) was successfully piloted last year with Asheville City Schools. Lateral entry teachers were matched with retired teachers trained as mentors. Due to the increased number of lateral entry teachers being hired to fill teacher shortages, the USTEP Induction Committee proposed broadening the program this year. Asheville City Schools used grant funds to continue with mentors who were already trained. Budget permitting, the program will be implemented for academic year 2003-2004 with two systems already having expressed the intention of participating. The program will be offered again to the third school system.

UNCA co-sponsored a summer institute with University-School Teacher Education Partnership (USTEP) schools for initially licensed teachers working toward continuing licensure. Classroom teachers from the three partnership school systems facilitated development of unit planning, technology, and diversified instruction for 25 new teachers.

UNCA participates in a Western North Carolina coalition of IHE - LEA representatives that meets monthly to resolve current issues, including support for alternative pathway teachers. During the 2002-2003 academic year, this group sponsored a 1-day institute for lateral entry teachers and their mentors at the Western Regional Education Service Alliance. A one-day workshop for Praxis I and II preparation was also held.

The former **COACH-TO-COACH** (statewide mentoring program funded through Title II funds) position was ideal for providing this service; however the program funding was eliminated. UNCA's former Coach-to-Coach representative is now employed by two area school systems to provide similar services. UNCA works closely with this person to identify and assign struggling initially licensed teachers and other new teachers in the care of a mentor.



The School of Education of University of North Carolina at Chapel Hill has undertaken several lateral entry and licensure-only initiatives designed to attract new individuals to the teaching profession. We offer lateral entry programs for Middle Grades and through NC TEACH for high school science and mathematics and K-12 foreign languages. We offer licensure-only programs for Middle Grades, birth-kindergarten, and pre-kindergarten. We also recommend students for licensure through licensure-only programs in the School of Information and Library Science (School Media Coordinator) and the School of Social Work (School Social Worker). In addition, the School of Education offers add-on licensure programs in Learning Disabilities, English as a Second Language, Literacy, birth-kindergarten, pre-kindergarten, and curriculum and instruction. These add-on licensure programs are also designed to attract already-licensed teachers to teaching areas of great need and to retain teachers who may be considering leaving the profession.

#### **ADVISING**

Preliminary advising, at the application stage, is carried out by the Director of Student Services, who meets with prospective applicants and reviews their transcripts, identifying course equivalencies before forwarding their applications to program coordinators. Program coordinators then prepare an individual plan of study for each applicant and use the plan to monitor student progress toward completing licensure requirements. Under newly revised procedures, each plan of study is filed with the School of Education Licensure Officer, who will recommend students for licensure once they have met the requirements and have applied for licensure.

#### **PROGRAM DELIVERY**

All courses are offered after public school hours, online, through vide-conferencing, or in the summer. Licensure-only and lateral entry students may complete programs on a part-time basis until the student teaching semester.

In the Middle Grades Program the School of Education offered an alternative course option in the summer as the introductory course. EDUC 64 ("The Teaching Profession") was designed especially for licensure-only and lateral entry teachers who typically are new to UNC-CH. This value-added course acquaints students with library and campus facilities, introduces strategies for research in education and includes skills for scholarly writing. For the first cohort completing the course this summer, the course seemed to ease the transition to the campus and familiarize students with program expectations.

#### **COMMUNICATION AND INFORMATION DISSEMINATION**

Comprehensive information about each of these programs is available on the School of Education's website ([www.unc.edu/depts/ed](http://www.unc.edu/depts/ed)). In addition brochures are available for mailing as requested. The Coordinator of the Middle Grades Program contacted each of the personnel directors in each of the School of Education's partnership school districts to inform them that the UNC-CH Middle Grades Program accommodates lateral entry teachers and that they also admit qualified candidates for licensure-only. The coordinator also contacted the Director of the Program in Education at Duke University to request they share information about our licensure-only program. UNC-CH now has two Duke graduates in their program and a third is completing an application. Middle Grades faculty members spoke to

principals in the schools where UNC-CH student teachers are placed and left program literature to share with lateral entry teachers in the partnership schools. The coordinator contacted and sent information about UNC-CH program's to the Regional Alternative Licensing Center for our district (Nashville office) to inform the Center about the admission and course options that the School of Education offers. The School of Education has just drafted an agreement for a partnership that will serve to inform Peace College students about the opportunity for licensure-only at UNC-CH in Middle Grades Education. The agreement informs Peace students and counselors about the program and helps facilitate the process of preparing and applying for admission to the program.

#### **SUPPORT AND MENTORING**

Other than support as part of the advising process and the course EDUC 64 (The Teaching Profession), the School of Education has not found the need to offer special programs of support. Annually, over 98% of the students in the School of Education pass the PRAXIS examination without special assistance offered. Lateral entry candidates are mentored by a University supervisor.

#### **OTHER SPECIAL INITIATIVES AND SERVICE**

The UNC-CH NC TEACH lateral entry effort is led by a director, who meets with prospective candidates, screens applications, sets up interviews with faculty members, coordinates advisement for these students, and schedules courses. The NCTEACH program has successfully recruited and graduated many lateral entry teachers. The third cohort (02-03) had over 80 applicants, as did the fourth cohort. All qualified applicants were accepted. Forty-six students enrolled in the third cohort and 43 in the fourth. Each cohort graduated 39 students. In Cohort 3, all graduates found lateral entry teaching positions. In Cohort 4, 34 students have found placements that meet their own specifications.

Providing excellent, responsive opportunities for lateral entry teachers to earn their teaching license is central to the mission of the UNC Charlotte College of Education. Currently over 1,000 (unduplicated count) lateral entry teachers are enrolled in coursework at UNC Charlotte leading to the teaching license.

A major support for lateral entry teachers is the new Master of Arts in Teaching approved by the UNC Board of Governors in June 2002 and launched at UNC Charlotte in August 2002. This graduate-level preparation programs offers a “fast track” to initial teacher licensure in the first phase of the degree and then prepares candidates for the advanced teaching license upon degree completion. Candidates have the option of completing only the “fast track” portion of the program of study for the initial license.

Licensure fields for this program are as follows:

- Elementary education (K-6)
- Special education: general curriculum or adapted curriculum (K-12)
- Middle grades education: language arts, mathematics, science, or social studies (K-9)
- Secondary education: English, mathematics, history/ comprehensive social studies, biology, chemistry, earth science, physics, or comprehensive science (9-12)
- Arts education: art, dance, music or theatre (K-12) (*NCDPI approval pending*)
- Foreign language education: French or German (K-12) (*NCDPI approval pending*)
- Teaching English as a second language (K-12) (*Anticipated – January 2004*)

#### ADVISING

One full-time advisor in the Teacher Education Advising and Licensure Office provides transcript analyses, issues programs of study, and links candidates with graduate advisors in their disciplines. The UNC-C Teacher Education Advising and Licensure Office works collaboratively with the NC Regional Alternative Licensing Centers.

#### PROGRAM DELIVERY

In response to the scheduling needs of lateral entry teachers, the following program delivery options are in place:

- All Master of Arts in Teaching/“fast track” coursework is offered in the evenings during the academic year.
- A special “Professional Educators Summer Session” has been created at UNC Charlotte expressly to accommodate the scheduling needs of lateral entry teachers since the traditional “First Summer Session” and “Second Summer Session” calendars overlap with P-12 school calendars. This five-week term enables lateral entry teachers to take two daytime 3-credit courses.
- The Middle/Secondary fast track licensure coursework (Phase I of the Master of Arts in Teaching) is now available through distance education online/web-based courses.

- A distance education initiative for licensure in special education for lateral entry teachers is now being delivered in Catawba and Iredell counties.

UNC Charlotte plans to deliver the Master of Arts in Teaching in special education and middle/secondary education to two cohorts of Charlotte-Mecklenburg teachers in *EQUITY+2* (high need) schools at Charlotte-Mecklenburg sites, beginning Fall 2003.

#### **COMMUNICATION AND INFORMATION DISSEMINATION**

A Master of Arts in Teaching/"fast track" brochure has been distributed through the **SOUTHWEST EDUCATION ALLIANCE** (professional development collaborative of 14 school districts in the region) and through the Regional Alternative Licensing Center in Charlotte. Five information sessions for teachers in Charlotte-Mecklenburg Schools were held this summer. Advertisements were placed in the *Charlotte Observer* this spring. A major communication tool for UNC-C is their website: <http://education.uncc.edu/mat>, which has received over 39,000 hits to date.

#### **SUPPORT AND MENTORING**

A major support for lateral entry teachers at UNC Charlotte is a series of workshops for Praxis II preparation. Graduate students in M.Ed. programs (experienced, licensed teachers) provide mentoring for lateral entry colleagues through their teacher leadership course. The UNC Charlotte Office of Educational Outreach plans professional development activities that are targeted for lateral entry teachers and this year's *Safe Schools/ Behavior Management* conference had a lateral entry focus.

#### **OTHER SPECIAL INITIATIVES AND SERVICES**

UNC Charlotte is one of the University host sites for the NC TEACH program that offers a summer institute with follow-up coursework and mentoring for second career professionals who are preparing for teaching careers.

#### **ADVISING**

For the past 5 years, UNCG has expanded and strengthened its support of lateral entry teachers and licensure-only students in the Piedmont Triad region. This has included advising, dissemination of information to personnel directors, alternative delivery of professional education courses, support for teaching, and Praxis preparation. During 2002-03, 153 "A" licensure-only and NC TEACH applications were reviewed; 137 programs of study were written. There are currently 267 alternative licensure candidates enrolled in programs at UNCG, including 34 NC TEACH participants.

#### **PROGRAM DELIVERY**

The Teachers Academy is a UNCG umbrella organization responsible for all licensure programs; it is headed by the Associate Dean for Teacher Education and is comprised of representatives from each licensure area on campus. The Assistant Director of the Teachers Academy has primary responsibility for coordinating alternative licensure programs, including NC TEACH and licensure-only programs. A part time staff person, one part-time clinical faculty, three master teachers, and one full-time graduate student assist in processing the applications, advising activities, course delivery, observation of teaching, mentoring, and other activities. The Teachers Academy works with faculty in 18 subject areas to review applicants' credentials and develop individualized programs of study and support for clinical experiences. NC TEACH provides support to participants through the Summer Institute, seminars, peer coaching, mentoring and observations of their teaching.

#### **COMMUNICATION AND INFORMATION DISSEMINATION**

During 2002-03, The Teachers Academy Alternative Licensure Ad Hoc Subcommittee, with members from the UNCG School of Education, College of Arts and Sciences, and the public schools, surveyed UNCG "A" licensure-only programs, developed an information packet, and held training workshops for faculty and staff who advised students about "A" licensure-only programs. The subcommittee also developed a cohesive and consistent professional education core appropriate for most alternative licensure programs that will be delivered largely online to accommodate needs of lateral entry teachers. Improving the accessibility of courses for working professionals is a priority at UNCG. Many on-campus teacher education courses are scheduled at 4:00 p.m. or, through the Evening University, at 6:00 p.m. or later. UNCG is a partner in the development and implementation of NC RISE (North Carolina Restructuring Initiative in Special Education). This distance education program offers seven online courses in learning disabilities and behavioral disorders.

#### **SUPPORT AND MENTORING**

In 2002-2003, with University-School Teacher Education Partnership (USTEP) funding, the Teachers Academy provided Praxis II preparation workshops. The Teaching Resources Center (TRC) provides instructional materials, equipment, and services to support lateral entry teachers. Resources available through the TRC include books, software, and videos, as well as state-adopted textbooks, children's "big books", periodicals, and equipment. The TRC also has instructional online courseware available for candidates to use to prepare for the Praxis I test. This **PLATO** courseware is directly aligned to the test and allows students to take simulated tests in reading, writing and mathematics. It also provides diagnostic placement for skill building in these three subjects.

Through a generous gift from a SOE alumnus and family, the Yopp Professional Development Institute offered a 2-day summer workshop on teacher evaluation and professional growth for 51 recent UNCG graduates, other beginning teachers and their mentors. Faculty and public school teachers presented a workshop on classroom management for Rockingham County. The USTEP's fifth annual Summer Leadership Institute three-day workshop, *Conflict Management: Safe and Successful Schools*, was attended by 50 teachers and other school personnel. Three summer short courses, developed and supported by the USTEP, were attended by over 70 beginning and career teachers. The NC TEACH site coordinator, field coordinator, and master teachers continued to support initially licensed teachers from earlier NC TEACH cohorts (teachers who have completed their NC TEACH coursework) with information about licensure and professional issues.

#### **OTHER SPECIAL INITIATIVES AND SERVICES**

Several initiatives have targeted lateral entry teachers in high-need areas. Responding to a need expressed by the Guilford County Schools superintendent, UNCG offers mathematics courses offsite to middle grades teachers who need additional coursework in content and pedagogy. The Department of Specialized Educational Services has created two post-baccalaureate alternative initial licensure (PAIL) programs (learning disabilities and behavior/emotional disabilities) to adhere to high professional standards while responding to potential student and employer requests for programs to address the critical shortage of special education teachers in the region, state, and nation. The PAIL programs were the result of requests by prospective teachers and input from employers. PAIL is now fully operational, with 44 students enrolled; the Special Education Services Department, which houses the Special Education and Education of Deaf Students programs, offered the entire PAIL program during summer 2003.

Through a variety of efforts, the UNCP School of Education, College of Arts and Sciences, and Office for Distance Education are working diligently and collaboratively in responding to the needs of lateral entry teacher in southeastern North Carolina. Such efforts include: advising of students (on campus and off campus), delivery of programs (on-campus, off-campus, and via the Internet), and dissemination of information, Praxis workshops, scheduling of courses, and professional development workshops and seminars.

#### **ADVISING**

In the School of Education at UNCP, an administrative position has been established specifically to work with lateral entry teachers in development of individual plans of study. During the 2002-03 school year, a total of 582 plans were developed for lateral entry teachers. Additionally, with the introduction of the Regional Alternative Licensing Center (RALC) in Fayetteville, more than 100 plans of study have been received from the RALC. The licensure specialist also works with lateral entry teachers to develop transition plans that detail requisite steps for accumulating the mandated 2.5 GPA. Within the immediate geographic area, the position works closely with Human Resource officers in the local school systems in verification of courses taken prior to and during employment for lateral entry teachers. Also, a "One-Stop Licensure Day" was sponsored for 45 lateral entry teachers during which they met with teacher education faculty for plan development and advisement.

UNC Pembroke has implemented extended hours to offer advisement and accommodate work schedules of lateral entry teachers. Saturday registration is available, and during the week registration extends from 8:00 a.m. until 8:00 p.m. with faculty available for advisement. For off-site registration, the university has staffed positions at Richmond Community College, Sandhills Community College, and Fayetteville Technical and Community College. In partnership with the North Carolina Model Teacher Education Consortium (NCMTEC), the School of Education, with assistance from the Office of Admissions and Distance Education, provides advisement for the NCMTEC registrations in eastern North Carolina.

#### **PROGRAM DELIVERY**

Delivery of courses for lateral entry teachers has been dramatically altered. Campus courses are being offered beginning at 4:00 p.m., 5:00 p.m., and the more traditional 6:30 p.m. as well as weekend options. The most pronounced change has been the expansion of courses offered online. In Fall 2003, the School of Education is offering 17 online courses, most of which are designated solely for lateral entry teachers. Another 16 courses are offered at off-campus locations, most of which are designed for lateral entry teachers. The College of Arts and Sciences is working on the development and delivery of some content-specific coursework for the lateral entry teacher. As a result of the growth in Internet and off-campus courses for lateral entry teachers, the SOE Dean and Associate Vice Chancellor for Outreach are working to establish a liaison position between Distance Education and the School of Education to facilitate admissions and registration.

#### **COMMUNICATION AND INFORMATION DISSEMINATION**

Dissemination of program information has been enhanced through the Internet ([www.uncp.edu/soe/](http://www.uncp.edu/soe/)) and through efforts of the Office of Distance Education. Brochures and other course announcements detailing

course availability are distributed to school systems. The NCMTEC announcements are distributed to all participating school systems.

#### **SUPPORT AND MENTORING**

The UNCP Office of University-School Programs in the School of Education sponsored two Praxis II preparation workshops last year. Over 100 lateral entry teachers from 12 counties participated in the spring workshop. Working with the College of Arts and Sciences, six programs area coordinators presented Praxis information specific to content areas as part of the workshops.

#### **OTHER SPECIAL INITIATIVES AND SERVICES**

Other support for lateral entry teachers was provided through professional development activities sponsored by the UNCP University-School Programs. In 2001-02, the office sponsored programs dealing with classroom management, technology, and stress reduction for over 175 lateral entry teachers. Sixty lateral entry teachers from Robeson County took part in initially licensed teacher workshops with trained assessors from Robeson County Public Schools participating in support of the project. The UNCP Media Center Director served as a resource in working with teacher video entries. In 2002-03, University-School Programs sponsored two classroom management workshops, diversity training, and a safe schools seminar with more than 200 teachers attending. This summer, over 80 hours of technology training were provided for regional teachers. The University-School Programs office reimburses the local systems for the costs of substitute teachers, enabling lateral entry teachers to more easily attend these events. In some cases, mileage reimbursements are paid to participants.



The Watson School of Education has designed a multi-faceted response to the needs of lateral entry teachers and licensure-only students in the southeastern region. The response involves several components including advising, information dissemination, scheduling, course offerings in multiple venues, and support for teaching and Praxis preparation. The number of lateral entry/licensure-only individuals has grown dramatically at UNCW, resulting in a 1,296% increase in ten years.

#### **ADVISING**

To address the needs of lateral entry teachers, the Watson School of Education maintains a position entitled "Coordinator of Student Services and Alternative Licensure Programs". The coordinator has an assigned staff person and graduate assistant. This office maintains the active files of 120 lateral entry teachers (including 22 currently in NC TEACH) and a total of 265 licensure-only students (Spring 2003 data). The Coordinator of Student Services and Alternative Licensure served lateral entry teachers by disseminating information on the lateral entry process and requirements, developing individual Plans of Study, meeting at least once a semester with each lateral entry teacher to monitor progress, working with the NC Regional Alternative Licensing Center Fayetteville, and holding extended office hours to accommodate teachers' schedules.

#### **PROGRAM DELIVERY**

A number of additional program accommodations have addressed access and scheduling needs of lateral entry teachers. The Watson School of Education now offers all courses required for licensure in evening and weekend time periods and/or online to lateral entry teachers. Selected courses also are offered through extension programs at two area community colleges, and the undergraduate program in Elementary Education is offered by the Watson School of Education in collaboration with Coastal Carolina Community College in Jacksonville. Beginning next year, several online courses in the College of Arts and Sciences will be available to lateral entry teachers who need to take content area classes. Since many of the students are in special education, eight NC RISE online courses in special education were offered during 2002-2003.

#### **COMMUNICATION AND INFORMATION DISSEMINATION**

To assist in the dissemination of information about lateral entry and the process to complete licensure, the Associate Dean for Academic Programs and the Coordinator of Student Services developed a "Checklist for Completing Licensure Requirements" (<http://www.uncw.edu/ed/deglicenpdfs/checklicensure.pdf>) that is provided to school districts and prospective candidates. To provide additional information, letters were sent to personnel officers in 10 southeastern school districts, detailing the university's admission policies, lateral entry accommodations, course scheduling, and other requirements for distribution to their teachers. The department housing secondary education also sent a letter to thirteen PDS (Professional Development System) district high schools and personnel officers describing the new Master of Arts in Teaching program designed for lateral entry teachers. The Special Education and Education of Young Children Programs designed web pages (<http://www.uncwil.edu/ed/cs/>) to respond to program inquiries in these areas.

### **SUPPORT AND MENTORING**

The Watson School of Education offered three sessions of Praxis I preparation workshops involving 111 participants, and three sessions of Praxis II workshops for 175 participants during 2002-2003. In addition to ongoing support provided by faculty, the Watson School of Education sponsored a Teacher-in-Residence program that provided assistance to beginning teachers (including lateral entry) and their mentors. Graduate coursework in learning-centered supervision has been significantly modified to reflect current knowledge on assisting lateral entry teachers who have transferred into education from other professional fields and who bring accumulated life experiences to their new roles.

### **OTHER SPECIAL INITIATIVES AND SERVICES**

Three special initiatives in the past two years have been targeted for lateral entry teachers. The Watson School of Education serves as a partner for the **COALITION FOR TRANSITION TO TEACHING**, a federal grant from the U.S. Department of Education designed to prepare mid-career professionals (especially military and retired military) to become licensed as teachers. There are currently 12 students enrolled in the first cohort group, with a second cohort scheduled to begin in January 2004. UNCW also has served for two years as a host site for NC TEACH. The first cohort had 44 students, and the second cohort has 22 students. The third special initiative is NC QUEST, designed to address the needs of lateral entry teachers in middle grades mathematics and science in two high-need school systems. All of these special initiatives have strong mentoring and support components to assist teachers who are **TEACHING OUT OF FIELD**.

Lateral entry teachers are included in other special programs and projects offered by UNCW, such as the professional development activities offered through the Science and Mathematics Education Center. The Watson School of Education has a **PREPARING TOMORROW'S TEACHERS TO USE TECHNOLOGY (PT3)** federal grant that involves a large number of educators, including lateral entry teachers, in technology in-service sessions.

**COLLEGE OF EDUCATION  
AND ALLIED PROFESSIONS  
WESTERN CAROLINA UNIVERSITY**



Western Carolina University provides service to lateral entry teachers through information about teaching and support options at Western, options for attaining licensure, support for beginning teachers, and support for mentors and career teachers. The College of Education and Allied Professions is the lead unit at WCU for support to lateral entry teachers. They collaborate with colleagues in Arts and Sciences, Continuing Education, the **NORTH CAROLINA CENTER FOR ADVANCEMENT OF TEACHING (NCCAT)**, the **WESTERN REGIONAL EDUCATION SERVICE ALLIANCE (WRESA)**, local education service agencies in the region, area community colleges, and other private and public four-year institutions in the region.

**ADVISING**

Full-time faculty members advise lateral entry students. Lateral entry teachers in the NC TEACH program are advised by the director of the program in conjunction with a faculty advisor in the area of the license sought by the lateral entry teacher. Lateral entry teachers pursuing licensure only plans are advised by the faculty member in the specialty area (with a North Carolina teaching license) who plans the program for the teacher. Similarly, lateral entry teachers pursuing the MAT are co-advised by the director of the MAT program (for those specialty areas outside of the College of Education and Allied Professions) and by the specialty area coordinator in the area of the license.

**PROGRAM DELIVERY**

Lateral entry teachers have the option of licensure only plans leading to recommendation for licensure. If eligible for graduate study and based on undergraduate major and the area of intended licensure, the Master of Arts in Teaching (MAT) may be the optimal option for a lateral entry teacher. WCU also offers the NC TEACH program for lateral entry teachers. Some of these students pursue the MAT and some pursue a licensure-only program. In 2002-2003, 95 licensure-only plans were developed in 17 areas and at least 120 students are actively pursuing licensure-only plans by taking credit-courses. Currently, 81 students are in the Master of Arts in Teaching program, and in the summer of 2003, 45 students were enrolled in the NC TEACH program. As of this date (August 14, 2003), all but three have secured lateral entry teaching jobs.

Over the past academic year and summer, WCU faculty taught over 250 classes in the evening, through distance learning technologies, on weekends, in the summer, and at our resident center in Asheville to accommodate lateral entry teachers. Over 90 sections of courses were offered in Asheville (55 miles from Cullowhee), the main population center in the region. Western is delivering the Birth-Kindergarten program on-site at five community colleges and is delivering the Elementary Education program at one community college with another community college site cohort to begin in Fall 2003 for a total of six community colleges collaborating with Western to offer licensure programs on-site. A cohort of students in Special Education will begin at one of the community college sites in January 2004. Many students in these programs are lateral entry teachers. Full-time faculty members advise lateral entry students.

**COMMUNICATION AND INFORMATION DISSEMINATION**

The Coordinator of Alternative Licensure at the Associate Dean level is the point of contact for information about teaching and support options at Western. Working with faculty advisors in each area, the coordinator prepares printed information, attends university recruiting events, responds to all inquiries

about alternative licensure options, and is the major point of contact for the development of licensure only plans. For example, the university recently (August 7, 2003) held an information session for potential graduate students. An article describing the MAT preceded the meeting in several regional newspapers and the Coordinator of Alternative Licensure attended the session and spoke with 12 persons about the MAT and lateral entry, distributed brochures about the MAT program, and directed prospective students to departmental websites.

#### **SUPPORT AND MENTORING**

WCU is currently funding a position, formerly the Coach2Coach position, to provide direct support to mentors assigned to beginning teachers including lateral entry teachers. The School-University Teacher Education Partnership (SUTEP) at WCU provides support for lateral entry teachers through professional development workshops, support for classroom projects, and a Summer Institute, now in its seventh year, for beginning teachers. SUTEP is piloting a support model for lateral entry teachers this year in three school systems. First-year lateral entry teachers have been identified to receive support from retired or other master teachers in their field for two days during the first month of school. WCU also provides support to lateral entry teachers by conducting sessions to prepare for Praxis II. The sessions are open to any lateral entry teacher in the region. During the last two academic years, the Physical Education Program conducted a workshop for the physical education test and the **NORTH CAROLINA TEACHING FELLOWS PROGRAM** sponsored and conducted a workshop with breakout sessions for several Praxis II tests. Finally, WCU is developing a website ([www.ceap.wcu.edu/bttlp/](http://www.ceap.wcu.edu/bttlp/)) devoted to the support of beginning teachers with links to DPI, the **NEW TEACHER CENTER** in Santa Cruz, California, and **LEARN NC**.

#### **OTHER SPECIAL INITIATIVES AND SERVICES**

Western Carolina University supports alternative licensure teachers in a number of important ways through a variety of programs. NC TEACH is in its fourth year at WCU and enrolled 45 students this past summer. Two grant programs from the U.S. Department of Education provide significant support for lateral entry teachers. The Teacher Support Group is delivered through the special education program and provides support for approximately 35 teachers per year in four different sites in the region to help new and career teachers with instructional issues. Another federal grant to the special education program is the Mountain Connections Project, which supports 83 graduate students, many of whom are lateral entry. This project offers varied support to those teachers, including seed money and assistance for research-to-practice projects and travel for professional development. WCU participates in two Preparing Tomorrow's Teachers to Use Technology (PT3) grants that provide technology training and assistance to new and career teachers.

Two other grant-funded initiatives have been specifically designed to support lateral entry teachers. The Z. Smith Reynolds Foundation funds a project to support beginning teachers and their mentors in two school systems in the region and a small grant from the state to the region provided seed monies for a collaborative effort of public and private teacher education institutions, local education agencies, and WRESA to hold a workshop for 34 lateral entry teachers and mentors, to offer a Praxis II preparation workshop for 40 lateral entry teachers, and to provide funds for lateral entry teachers and mentors to meet and observe the classrooms of each other. Additionally, the University of North Carolina Office of the President recently awarded WCU an NC QUEST grant to provide pedagogical and content expertise to mentors and beginning teachers including lateral entry teachers; this initiative is entitled "Project SPACE". Public school personnel, WCU faculty from the colleges of Arts and Sciences and Education and Allied Professions are collaborating with NCCAT to carry out the goals of the project. The **UNC CENTER FOR SCHOOL LEADERSHIP DEVELOPMENT** supported a special project completed by WCU faculty from the College of Education and Allied Professions and the College of Arts and Sciences to design a two-week on-line training module for lateral entry teachers.

Winston-Salem State University is systematically addressing the needs of lateral entry teachers through several resourceful and creative initiatives. These include a Weekend and Evening Program, a Teachers Academy partnership with the Winston-Salem/Forsyth County Schools and Forsyth Technical Community Colleges, and several academic support and professional development programs. During the 2002-2003 academic year, the School of Education enrolled 204 lateral entry teachers. During the same period, the Winston-Salem/Forsyth County Schools employed 214 lateral entry teachers.

#### **ADVISING**

Several administrators and faculty members are responsible for advising lateral entry teachers and helping them to be successful in their programs of study. The Director of the Office of Student Services and Certification coordinates academic advisement for lateral entry and certification-only teachers. This person disseminates information to teachers who are inquiring about the lateral entry and certification-only programs, program requirements and services provided by the Regional Alternative Licensing Centers. The Director also works with teacher education program coordinators and others to assess transcripts and to prepare a program of study for every candidate. These programs of study identify required courses for completing teacher certification. Lateral entry teachers are required to share their programs of study with school principals and central office licensure personnel. Once teachers have completed their programs of study and have passed Praxis II, the Director of the Office of Student Services and Certification processes their paperwork for a North Carolina teaching license. All lateral entry teachers who are enrolled in courses at WSSU are invited to open forums, meetings for education majors, Praxis preparation sessions and required lyceum programs.

#### **PROGRAM DELIVERY**

Through the WSSU Evening and Weekend College program, the School of Education offers flexible scheduling and several accelerated study options. This flexible scheduling has allowed large numbers of lateral entry candidates in middle grades, birth-kindergarten, elementary, and special education to complete licensure requirements.

Through a special grant from the UNC Office of the President, distance-learning programs in Birth-Kindergarten and Physical Education are offered to more than 30 lateral entry candidates from surrounding counties. Site-based and online instruction are also offered to lateral entry teachers. Faculty members supervise independent study courses when lateral entry students are unable to meet regular or flexible schedule courses.

#### **COMMUNICATION AND INFORMATION DISSEMINATION**

The Department of Education works closely with the Regional Alternative Licensing Center in Charlotte to expedite communication regarding licensure requirements and course availability for lateral entry candidates. In January 2003, the Dean of the School of Education and the chair of the Education Department met with Regional Center officials to identify services for lateral entry teachers. Fall, spring, and summer schedules are e-mailed to the Center to inform lateral entry candidates of course availability throughout the academic year.

### **SUPPORT AND MENTORING**

Clerical support services, bookstore hours, and other support services are available through the WSSU Office of Adult Education. The Office of Student Services and the Department of Education are responsible for answering academic advisement questions for these candidates. Online academic advisement and mentoring are also available. In addition, two sections of the Praxis II preparation course have been developed for elementary, K-12 specialty areas and secondary education lateral entry teachers. Lateral entry students may also take advantage of special and extended services that are available to degree-seeking students, such as the use of **TASKSTREAM**, a tracking database, **SAS IN SCHOOLS**, and **PLATO** software.

### **OTHER SPECIAL INITIATIVES AND SERVICES**

In November 2002, the WSSU School of Education signed a partnership agreement with the Winston-Salem/Forsyth County Schools and Forsyth Technical Community College to form the Winston-Salem Teachers Academy. The purpose of the academy is to collaborate to increase the pool of highly competent teachers in the region by providing support for seamless 2 + 2 programs and coordinated courses and support for lateral entry teachers. After a national search, a new Director for the Academy was hired on May 1, 2003. On June 18, the WSSU School of Education hosted the first Future Teachers Advisement Fair for lateral entry teachers, second-degree students, and second-career students. Representatives from Appalachian State University and Salem College participated in the advisement fair. The Teachers Academy has also collaborated in a joint license with **EDUCATIONAL TESTING SERVICE** for the Plato software. As funds become available, WSSU will seek to participate in all activities and curriculum efforts associated with NC TEACH. Faculty members have included support for lateral entry-teachers in several grant proposals. The University will continue to seek various initiatives in an attempt to be responsive to the needs of these candidates.

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### **3. UNC Centralized Programs of Service for Alternative Pathways Teachers**

NC Model Teacher Education Consortium

NC TEACH

Since its inception in 1989, the North Carolina Model Teacher Education (NCMTEC) has strongly supported lateral entry teachers in the participating 41 school systems in their pursuit of a North Carolina teaching license. The NCMTEC served 664 lateral entry teachers during the 2002-03 fiscal year. This support was in the following areas:

**ADVISING**

Advising sessions have been sponsored by the NCMTEC each semester (Fall, Spring, and Summer) when college and Regional Alternative Licensure Center (RALC) representatives were contracted by the NCMTEC to advise lateral entry teachers in the evenings and on Saturday. Lateral entry teachers brought their transcripts and actually sat down with the representatives individually for advising and to secure a individual plan of study. This model allowed them to talk with several IHEs that were present, as well as, the RALC.

**PROGRAM DELIVERY**

Each semester through collaboration with the 10 partnering IHEs, the NCMTEC has planed, scheduled, advertised, registered and sponsored a menu of selected upper-level teacher education college courses with greatly reduced tuition offered at accessible community college sites or via the Internet. During the 2002-03 fiscal year, 534 lateral entry teachers received reduced tuition and completed college courses sponsored by NCMTEC. The lateral entry teachers have paid \$80 per course, and NCMTEC has paid the remaining tuition fees. The courses have been offered in the evenings, on weekends, or through online delivery. In addition, NCMTEC has established a third-party billing arrangement with 27 community colleges in the NCMTEC geographic area to enable lateral entry teachers and paraprofessionals who need freshman and sophomore-level college transfer courses to take the courses for only \$60/course and receive a \$60 textbook allotment/course. Lateral entry teachers who have needed specific content area courses have been able to find some of them offered through the community college curriculum. The lateral entry teachers have affiliated with a college or university or with the RALC and are greatly dependent upon the NCMTEC to provide the courses needed to fulfill their Plan of Study provided by the IHEs and the RALCs.

**COMMUNICATION AND INFORMATION DISSEMINATION**

During each semester, information sessions have been held for lateral entry teachers and for ILTs in the school systems. These sessions have familiarized the lateral entry teachers and the ILTs with services available to them through NCMTEC programs. NCMTEC information has also been disseminated through the NCMTEC website at ([www.ncmtec.org](http://www.ncmtec.org)) and has been updated weekly. Multiple fliers (10/school) have been sent to each of the NCMTEC's 619 schools prior to registration each semester advertising NCMTEC sponsored courses and Praxis preparation seminars.

**SUPPORT AND MENTORING**

Praxis preparation seminars for Praxis I in Reading, Writing and Math, as well as, fifteen specific content areas for Praxis II have been offered each semester on a Saturday from 9:00 AM -5:00 PM at a selected community college site. During the 2002-03 fiscal year, 196 lateral entry teachers attended Praxis Preparation seminars sponsored by the NCMTEC.



#### **OTHER SPECIAL INITIATIVES AND SERVICES**

Faculty at the ten NCMTEC collaborating colleges and universities have given their Saturdays for advising sessions each semester, and have willingly driven long miles to teach off-campus courses that would be accessible for NCMTEC program participants. During the Fall 2003 advising session, the director of the RALC joined the IHE representatives to advise the lateral entry teachers. It has been through true collaboration with the LEAs, the 10 IHEs, the 27 community colleges, and the SDI that these services have been possible.

The NCMTEC has maintained a database of all lateral entry teachers and their participation in NCMTEC courses and events. Included in the database for each lateral entry teacher are the courses they have completed, the IHEs that offered the courses, the grades for each course, and complete demographic data including employment and the amount of financial assistance that has been provided by the NCMTEC to the lateral entry teacher. The NCMTEC is constantly assessing the needs of lateral entry teachers and the services provided to them by the NCMTEC.

**NC TEACHERS OF  
EXCELLENCE  
FOR ALL CHILDREN**

# NC TEACH

NC TEACH (Teachers of Excellence for All Children) is a statewide teacher licensure program for mid-career professionals, developed jointly by the North Carolina State Board of Education and the Board of Governors of the University of North Carolina. It was initially funded from Title II of the Higher Education Act and currently receives state funds. It is a comprehensive program designed to recruit, train, support, and retain highly skilled mid-career professionals who seek to enter the teaching profession. The program utilizes a graduate level problem-based approach focused on what teachers must know and be able to do to teach students using high standards in the context of real classrooms.

## **RECRUITMENT**

NC TEACH utilizes a comprehensive, multi-media statewide marketing and public relations campaign that focuses on increasing the number of applicants and participants, while better reflecting the diversity that exists in the state of North Carolina. Recruitment efforts have increased enrollment by approximately 400% in the past four years. Diversity in participants has increased from 14% to over 30%. Currently, NC TEACH produces more secondary math and science teachers per year than any other single teacher education program in the state. To date, NC TEACHERs are employed in 150 schools in 80 counties in North Carolina.

The inaugural year of the program (2000 – 2001) began with an orientation and Summer Institute. A total of 289 applications were received. After a review by the NC TEACH staff and the local host sites, 198 participants were selected, and 124 enrolled for the Summer Institute. At last report, 87 have been approved for license and are currently employed in 77 North Carolina public schools. The retention rate for cohort I is 80% (October 2001 data from the NC Department of Public Instruction).

In year two (2001 – 2002), NC TEACH received 419 applications; 268 of these applicants were accepted, and 190 NC TEACHERs began the Summer Institute in June 2001. A total of 168 successfully completed the Summer Institute, representing 18% diversity. Retention after the first year of teaching was 79%.

In year three (2002 – 2003), 1427 applications were received; 489 applicants were accepted, 50 applicants were placed on a waiting list, and 458 participants (22% diversity) enrolled in the NC TEACH Summer Institute in June. Data on retention will be collected in September 2003.

In year four (2003 – 2004), almost 1,100 applications were received, and approximately 450 candidates enrolled with 33% diversity. Numbers for secondary math and science continued to be high, with the number of math candidates currently exceeding those candidates seeking licensure in science.

Because retention is so closely tied to effective recruitment, the selection process for NC TEACH is rigorous. Students are selected on the basis of their preparation (degree and major), academic ability, commitment to education, and their demonstrated successful work experience of at least 3 years. Applicants must hold an undergraduate degree from an accredited college or university, a degree in an area relevant to the licensure area they seek and a minimum of a 2.5 cumulative GPA for all post-secondary work.

All applications and supporting documents are first received and thoroughly reviewed at the program office, a process that involves personal contact with many of the applicants. Once reviewed, those applications meeting eligibility criteria are forwarded to the host site campuses. Host site campuses conduct an official transcript analysis and applicants are then invited to participate in an interview. Once applicants are accepted, candidates may apply to the MAT program (if the program exists) at the host site campus. Participants pay the tuition and fees assessed by the host institution for the 15 – 18 graduate semester hours they will earn through the program. All tuition and fees go to the host site campus.

#### **PROGRAM DELIVERY**

NC TEACH offers preparation for licensure in middle grades (6-9) mathematics, science, language arts, and social studies; secondary grades (9-12) mathematics, science, social studies and English; K-12 Second Language (Spanish, French and ESL); and K-12 Special Populations (LD, MH, and/or BEH). The program is hosted at ECU, ECU-Onslow County, ECU-Johnston County, UNCW, FSU, FSU-Duplin County, NCCU, UNCCH, UNCG, UNCC, WCU, and Lenoir Rhyne College. The program takes a minimum of 12 months to complete and includes a formal orientation and an intensive Summer Institute (5 weeks) prior to entering the classroom. One site now offers NC TEACH during evenings and weekends. Faculty and master teachers lead the Summer Institute, which focuses on understanding children and young adults as learners, lesson planning, classroom management, instructional technology, student learning/assessment, strategies for student success, understanding state and local contexts for public education, parental involvement, and the North Carolina Standard Course of Study. Once participants complete the Summer Institute, they are granted a provisional license, which certifies them to teach in North Carolina public schools. NC TEACHERs must assume primary responsibility for securing a teaching position.

During the academic year NC TEACHERs attend monthly seminars/course sessions that focus on continued professional development and the realities of today's classroom, team building and problem solving skills, and authentic assessment.

A panel of sixty-five members consisting of master teachers and university faculty developed the NC TEACH curriculum that is taught at the host site campuses. Instructors at all sites work from a common syllabi, master schedule, lesson guides, and resource list. The NC TEACH curriculum has gone through three cycles of revision for more effective implementation.

#### **ADVISING**

Before or during the NC TEACH Summer Institute, the host site campus develops an individualized program plan of study (IPP) for each participant. If a participant is deficient in content courses for his/her licensure area, these courses will be listed on the IPP. When a participant successfully completes the NC TEACH Summer Institute, Fall and Spring semesters, has passed the PRAXIS content examination in their licensure area, and has no deficiencies in content courses, he/she is recommended for a clear initial license. Each individual host site determines which and how many content courses are required for a licensure area; therefore, the IPPs for a given licensure area may vary widely.

#### **SUPPORT AND MENTORING**

During the first two years of employment, mentoring is provided by the employing school system and additional support and mentoring is available through the master teachers and faculty that assist in implementing the NC TEACH program. Mentoring at host sites varies and may include weekly seminar discussions, continued academic advisement, on-line discussion forums, praxis exam preparation, and on site (school) supervision by faculty, master teachers and retired teachers.

### **COMMUNICATION AND INFORMATION DISSEMINATION**

NC TEACH maintains a comprehensive website that includes all application materials, information about licensure in North Carolina, tips on finding employment, links to host site campuses, links to other educational websites, links to school districts and information about job openings and upcoming career fairs, and resources for new teachers. Recruitment efforts include mailings to emergency and lateral entry teachers, district administrators, human resource divisions; informational sessions at various schools districts and colleges; and sessions at career fairs and related events around the state. Applications, brochures, posters, bookmarks and other related promotional material are distributed from the program office.

### **OTHER SPECIAL INITIATIVES AND SERVICES**

Funding from the University of North Carolina has made it possible for NC TEACH to begin development of online courses. University faculty and master teachers from around the state (many having designed and refined the current NC TEACH curriculum) came together for a planning meeting and attended a series of training sessions provided by Eduprise/Collegis during winter 2001. Blended and completely online courses now available include all core modules (The Teacher and the School, Understanding the Learner, Effective Teaching, Diversity, and Technology) and several content modules, including science and special populations. NC TEACH is currently determining plans for further development.

Working with Duplin County schools for the **ASSET (ALL SCHOOLS SUCCEEDING THROUGH EXCELLENT TEACHING)** Initiative, NC TEACH is helping to broker services to lateral entry teachers in Duplin County. In addition, NC TEACH has also employed the external consultant who is leading the school system through a strategic planning process focused on closing the achievement gap.

With \$40,000 additional funding from the North Carolina Department of Public Instruction, NC TEACH collaborated with Learn NC to complete the development of a first-ever professional development CD designed especially for new teachers in North Carolina. The CD, "Professional Development for Teachers: First Days," is the first of a series of modules that will be developed by the UNC Center for School Leadership Development.

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#### **4. Issues of Significance**

North Carolina Regional Alternative Licensing Centers

No Child Left Behind Act

License Reciprocity with Other States

## NORTH CAROLINA REGIONAL ALTERNATIVE LICENSING CENTERS

In the spring of 2002, three Regional Alternative Licensing Centers (RALCs) were established by the North Carolina State Board of Education. Located in Charlotte, Fayetteville, and Nashville, these centers assist teaching candidates by evaluating their applications, prescribing courses of study, recommending requirements they need in order to receive full licensure, and clearing the license so that they become fully licensed.

Prior to the establishment of these centers, lateral entry teachers seeking full licensure received plans of study from accredited teacher education programs at colleges and universities throughout the state. The RALCs were, in part, a response to concerns about the inconsistency of these plans between institutions of higher education; for example, because not all teacher education programs are identical, a teacher seeking a plan of study from two different universities may receive two significantly different plans of study. These centers were established with the understanding that once teachers received their plans of study, they would take most of the required courses at colleges and/or universities with accredited teacher education programs. Some teacher license candidates, however, may fulfill some requirements through courses at accredited community colleges and/or through staff development offered by the school district in which they are employed.

## NO CHILD LEFT BEHIND ACT (NCLB)

In January 2002, the No Child Left Behind Act (NCLB) was signed into law, reauthorizing the Elementary and Secondary Education Act (ESEA) of 1965.<sup>7</sup> *No Child Left Behind* has ushered in many changes, not the least of which is the revised "Title II," which places major emphasis on teacher quality as a factor in improving student achievement.<sup>8</sup> Comprised of four major initiatives, Title II focuses on preparing, training, and recruiting **HIGHLY QUALIFIED TEACHERS**,<sup>9</sup> **PARAPROFESSIONALS**, and principals and requires States to develop plans with annual measurable objectives that will ensure that all teachers teaching in **CORE ACADEMIC SUBJECTS** are highly qualified by the end of the 2005-2006 school year. NCLB will continue to press the teacher supply demand and, and programs and services in support of lateral entry teachers.

## LICENSE RECIPROCITY WITH OTHER STATES

License reciprocity applies to the extent that out-of-state teacher education programs are equivalent to the standards and guidelines of North Carolina's approved education programs. Reciprocity in North Carolina does not guarantee that all areas of licensure will transfer directly from one state to another, but will be awarded the closest comparable North Carolina licensure areas. In some cases, North Carolina grade levels differ from those on the license held from a reciprocal state, and such a difference may be reflected on the license.

North Carolina has reciprocal contracts with the following states: Alabama, Alaska, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Guam, Hawaii, Idaho, Illinois, Indiana, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Mississippi, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, and Wyoming.

Certain requirements specific to North Carolina, such as the Praxis Series testing requirement, are not covered by reciprocity and must be met before a clear North Carolina license can be issued. *[This text is excerpted or adapted from the North Carolina Department of Public Instruction website]*

A committee on License/Teacher Reciprocity has been established by State Superintendent Mike Ward and State Board of Education Chairman Howard Lee and is co-chaired by Bill Harrison and Jane Norwood; its charge is to look at HB 805 from a policy perspective. The committee will explore ways in which the state might make it easier for experienced teachers from other states to teach in North Carolina.

<sup>7</sup> Please refer to US Department of Education, Office of Elementary and Secondary Education, No Child Left Behind: A Desktop Reference, 2002, available at [www.ed.gov/offices/OESE/reference](http://www.ed.gov/offices/OESE/reference).

<sup>8</sup> Much of this text is excerpted or adapted from the document, No Child Left Behind. Improving Teacher Quality State Grants. Title II, Part A, Non-Regulatory Draft Guidance, issued (December 19, 2002) by the US Department of Education, Office of Elementary and Secondary Education.

<sup>9</sup> Terms in bold are defined in Appendix B as they are used in the No Child Left Behind Act. Portions of the glossary are excerpted from the December 19, 2002 Draft Guidance.

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## **5. Noteworthy Statistics**

Annual Teacher Supply in North Carolina

Teacher Education Program Graduates – A Closer Look

Annual Supply of Lateral Entry Teachers in North Carolina

Annual Teacher Demand in North Carolina

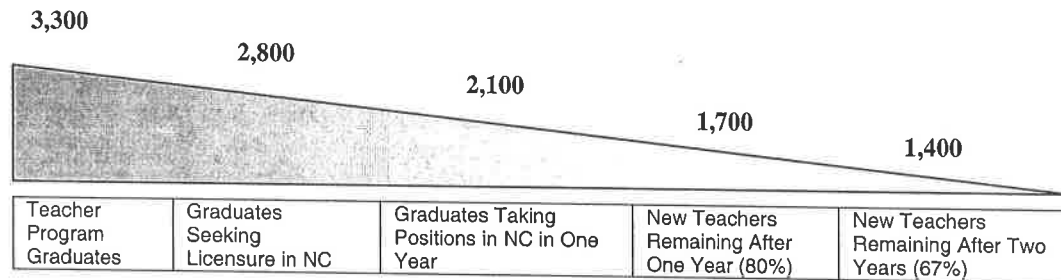
Overall North Carolina Teacher Demand versus Supply Summary

### ANNUAL TEACHER SUPPLY IN NORTH CAROLINA:

Annual Supply	Number of Teachers Produced
Teacher Education Program Production	3,300
<i>UNC System</i>	2,300
<i>NC Independent Colleges and Universities</i>	1,000
Lateral Entry	3,100
Reserve Pool	6,000
<b>TOTAL ANNUAL SUPPLY</b>	<b>12,400</b>

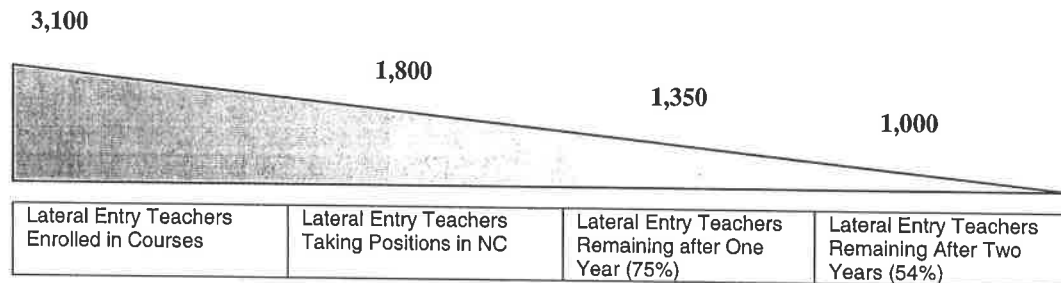
\*Data from the NC Education Research Council

### NORTH CAROLINA TEACHER EDUCATION PROGRAM GRADUATES - A CLOSER LOOK:



\*Data from the NC Education Research Council

### ANNUAL SUPPLY OF LATERAL ENTRY TEACHERS IN NORTH CAROLINA:



\*Data from the NC Education Research Council



### ANNUAL TEACHER DEMAND IN NORTH CAROLINA:

Annual Demand Due To...	Number of Teachers Needed
Turnover	10,000
Student Population Increase	1,000
Class Size Reduction Initiatives	600
<b>TOTAL ANNUAL DEMAND</b>	<b>11,600</b>

\*Data from the NC Education Research Council

### OVERALL NORTH CAROLINA TEACHER DEMAND VERSUS SUPPLY SUMMARY:

Demand Due To	Teachers Needed		Supply From	Teachers Available	Teachers Employed
Turnover	10,000		Teacher Ed Prog	2,800	2,100
Student Pop Incre	1,000		Lateral Entry	3,100	1,800
Class Size Reduc	600		Reserve Pool	6,000	4,800
<b>TOTAL</b>	<b>11,600</b>		<b>TOTAL</b>	<b>11,900</b>	<b>8,700</b>
			<i>Difference</i>	<i>+300</i>	<i>-2,900</i>

\*Data from the NC Education Research Council

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## Appendix A: Additional Resources

### North Carolina Resources

- UNC Division of University-School Programs: <http://21stcenturyschools.northcarolina.edu>
- UNC Center for School Leadership Development: <http://21stcenturyschools.northcarolina.edu/center/>
  - NC Teachers of Excellence for All Children (NC TEACH): <http://ncteach.ga.unc.edu/>
  - NC Model Teacher Education Consortium (NC MTEC): [www.ncmtec.com/](http://www.ncmtec.com/)
  - NC Education Research Council (NCERC): <http://erc.northcarolina.edu>
- North Carolina Department of Public Instruction: [www.ncpublicschools.org](http://www.ncpublicschools.org)
- IHE Performance Reports
  - 1999: [www.ncpublicschools.org/IHE99/](http://www.ncpublicschools.org/IHE99/)
  - 2000: [www.ncpublicschools.org/ihe/index\\_00.html](http://www.ncpublicschools.org/ihe/index_00.html)
  - 2001: [www.ncpublicschools.org/IHE/IHE01/index\\_01.html](http://www.ncpublicschools.org/IHE/IHE01/index_01.html)
  - 2002: [www.ncpublicschools.org/IHE/IHE02/](http://www.ncpublicschools.org/IHE/IHE02/)

### National Resources

- *No Child Left Behind* web site: [www.ed.gov/legislation/ESEA02/](http://www.ed.gov/legislation/ESEA02/)
- National Commission on Teaching and America's Future: [www.nctaf.org](http://www.nctaf.org)
  - "No Dream Denied: A Pledge to America's Children", National Commission on Teaching & America's Future, 2003: [www.nctaf.org/dream/report.pdf](http://www.nctaf.org/dream/report.pdf)
  - "Variation in Teacher Preparation: How Well Do Different Pathways Prepare Teachers to Teach?" (Linda Darling-Hammond, Ruth Chung, and Fred Frelow, with assistance from Heidi Fisher, 2002): [www.nctaf.org/publications/NYC\\_Teacher\\_Survey\\_Study.pdf](http://www.nctaf.org/publications/NYC_Teacher_Survey_Study.pdf)
  - "Doing What Matters Most: Investing in Quality Teaching", Linda Darling-Hammond, 1997: [www.nctaf.org/publications/DoingWhatMattersMost.pdf](http://www.nctaf.org/publications/DoingWhatMattersMost.pdf)
  - "What Matters Most: Teaching for America's Future", National Commission on Teaching & America's Future, 1996: [www.nctaf.org/publications/WhatMattersMost.pdf](http://www.nctaf.org/publications/WhatMattersMost.pdf)

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## Appendix B: Definitions of Terms Used in this Report

### **ALTERNATIVE PATHWAYS TO TEACHING/ALTERNATIVE PATHWAYS TEACHERS**

For the purposes of this report, “alternative pathways to teaching” encompasses all non-traditional routes toward obtaining teacher licensure, including “licensure only” and “lateral entry” programs (please refer to separate definitions of these terms in this glossary). “Non-traditional” signifies any program that does not involve the attainment of teacher licensure via a 4-year undergraduate degree or masters’ degree in education.

An alternative entry license (SB 1124) as defined by the North Carolina State Board of Education is issued to individuals with out-of-state teaching licenses, college or university teaching experience, or three years of relevant experience. To employ individuals on alternative entry licenses, the LEA must determine there is or anticipate there will be a shortage of licensed teachers in a particular license area and have in place a plan for evaluating the performance of the teacher. This evaluation must include the performance of the teacher’s students. The teachers licensed by this policy can receive a clear license after one year of successful teaching and re-employment by the LEA. *[NC State Board of Education – Definition of License Types]*

### **APPALACHIAN LEARNING ALLIANCE**

The Appalachian Learning Alliance is a partnership between Appalachian State University and ten regional community colleges in western North Carolina. The Alliance is specifically designed to meet identified baccalaureate and graduate degree needs by providing degree-completion programs on the community college campuses. The Appalachian Learning Alliance is intended to meet local and regional education needs and work force development requirements during a period of projected North Carolina undergraduate enrollment increases of 49,000 additional students in the next seven years.

### **ASSET (ALL SCHOOLS SUCCEEDING THROUGH EXCELLENT TEACHING)**

During the 2001 legislative session, the General Assembly revised the responsibilities of the State Board of Education (SBE) relative to professional development programs. Among the revisions was a requirement for the SBE to identify professional development needs for public school employees and recommend strategies for addressing the needs. The strategies (research-based, proven in practice, data-driven evaluation) were to be recommended to the UNC Center for School Leadership Development (UNC-CSLD) for use in professional development to address “closing the achievement gap.”

The SBE directed the UNC-CSLD to commit itself to a two-year project to close the achievement gap in four school districts that were selected by the Department of Public Instruction: Duplin, Lexington City, Montgomery and Swain. The legislative/SBE plan is that the strategies that prove successful in helping close the gap can be replicated around the state. The project is entitled “ASSET” (All Students Succeeding through Excellent Teaching).

The UNC-CSLD’s mandate for ASSET includes the following goals: (1) ensure that educators in the target schools are taking advantage of existing professional development programs, (2) design customized programs that address achievement gap issues, and (3) develop instructional modules based on the customized (successful) strategies that may be delivered in a variety of ways, including electronically, across the state.

### **COACH-TO-COACH**

Coach-to-Coach was a Title II, US Department of Education funded program serving North Carolina Public Schools. This program enlisted National Board Certified Teachers as clinical faculty within the University of North Carolina’s 15 teacher preparation programs to organize and provide systematic,

professional statewide support to North Carolina's mentor teachers and supervisors of pre-service student interns. The statewide Coach-to-Coach program is no longer in existence.

#### **COALITION FOR TRANSITION TO TEACHING**

The Coalition for Transition to Teaching is a U.S. Department of Education grant program focused on encouraging the development and expansion of alternative routes to certification that address the shortage of qualified licensed or certified teachers in our nation's schools.

#### **CONTINUING EDUCATION UNITS (CEU)**

North Carolina teaching licenses must be renewed every five years to ensure that professional school personnel continually update their professional knowledge and technical competency. License renewal is based on Continuing Education Units or CEU's. To maintain a current license, the holder must earn ten semester hours or fifteen units of renewal credit during each five-year cycle, with all credit earned by the expiration date of the license. A unit of renewal credit is equivalent to one quarter hour or one in-service credit from a North Carolina public school system.

#### **CORE ACADEMIC SUBJECTS**

The term "core academic subjects means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography [Title IX, Part A, Section 9101(11)].

#### **EDUCATIONAL TESTING SERVICE**

Educational Testing Service (ETS) is the world's largest private educational testing and measurement organization and a leader in educational research, serving the needs of individuals, educational institutions, and government bodies in almost 200 countries. ETS products and services measure knowledge and skills, promote learning and performance, and support education and professional development for all people worldwide.

#### **EQUITY+2**

*Equity+2* is a label used in the Charlotte-Mecklenburg School System to describe schools that meet a formula for having "special needs". Factors in the formula include percentage of students who qualify for a free or reduced lunch, percentage of students scoring below grade level, percentage of teachers without masters' degrees, percentage of beginning and lateral entry teachers, and minority presence. This formula determines which schools require extra resources in order to be successful.

#### **HIGHLY QUALIFIED TEACHER AS DEFINED BY NCLB**

1. When the term "highly qualified teacher" is used with respect to any public elementary school or secondary school teacher teaching in a State, it means that:
  - a. The teacher has obtained full State certification as a teacher (including certification obtained through alternative routes to certification) or passed the State teacher licensing examination, and holds a license to teach in such State, except that when the term is used with respect to any teacher teaching in a public charter school, the term means that the teacher meets the certification or licensing requirements set forth in the State's public charter school law; and
    - (i) The teacher has not had certification or licensure requirements waived on an emergency, temporary, or provisional basis.
2. When the term "highly qualified teacher" is used with respect to:
  - a. An elementary school teacher who is new to the profession, it means that the teacher has met the requirements of paragraph (A) above, and:
    - (i) Holds at least a bachelor's degree; and
    - (ii) Has demonstrated, by passing a rigorous State test, subject knowledge and teaching skills in reading, writing, mathematics, and other areas of the basic elementary school

- curriculum (which may consist of passing a State-required certification or licensing test or tests in reading, writing, mathematics, and other areas of basic elementary school curriculum); or
- b. A middle school or secondary teacher who is new to the profession, it means that the teacher has met the requirements of paragraph (A) above, holds at least a bachelor's degree, and has demonstrated a high level of competency in each of the academic subjects in which the teacher teaches by:
    - (i) Passing a rigorous State academic subject test in each of the academic subjects in which the teacher teaches (which may consist of a passing level of performance on a State-required certification or licensing test or tests in each of the academic subjects in which the teacher teaches); or
    - (ii) Successful completion, in each of the academic subjects in which the teacher teaches, of an academic major, a graduate degree, coursework equivalent to an undergraduate academic major, or advanced certification or credentialing.
3. When the term "highly qualified teacher" is used with respect to an elementary, middle, or secondary school teacher who is not new to the profession, it means that the teacher has met the requirements of paragraph (A) above, holds at least a bachelor's degree, and:
- a. Has met the applicable standard in the clauses of subparagraph (B), which includes an option for a test; or
  - b. Demonstrates competency in all the academic subjects in which the teacher teaches based on a high objective uniform State standard of evaluation that:
    - (i) Is set by the State for both grade appropriate academic subject matter knowledge and teaching skills;
    - (ii) Is aligned with challenging State academic content and student academic achievement standards and developed in consultation with core content specialists, teachers, principals, and school administrators;
    - (iii) Provides objective, coherent information about the teacher's attainment of core content knowledge in the academic subjects in which a teacher teaches;
    - (iv) Is applied uniformly to all teachers in the same academic subject and the same grade level throughout the State;
    - (v) Takes into consideration, but not be based primarily on, the time the teacher has been teaching in the academic subject;
    - (vi) Is made available to the public upon request; and
    - (vii) May involve multiple, objective measures of teacher competency [*Title IX, Part A, Section 9101(23)*].

#### **INITIALLY LICENSED TEACHERS (ILT)**

An Initial license is issued to teachers with three or less years of teaching experience. This license is valid for three years of practice. The beginning teacher must complete the Initial Licensure Program to be granted a continuing license. [*NC State Board of Education – Definition of License Types*]

#### **INTASC**

The INTASC standards are the result of an initiative of the Council of Chief State School Officers (CCSSO). Drafted in 1992 by representatives of the teaching profession working with CCSSO, they represent a common core of teaching knowledge and skills that can help students meet 21st century goals. They complement the standards of the National Board for Professional Teaching Standards, which address the skills, the knowledge, and the performance deemed essential for all teachers. They describe what teachers should know and be able to do when they enter the classroom.

## LATERAL ENTRY

Lateral Entry licenses are issued to individuals who hold at least a bachelor's degree from a regionally accredited institution with the equivalent of a college major in the area they are assigned to teach. Individuals employed on lateral entry licenses affiliate with colleges and universities with approved teacher education programs to complete prescribed course work. The first lateral entry license is issued for two years. It may be re-issued annually for up to three more years (five years total). Individuals employed on lateral entry licenses must complete at least 6 semester hours of course work each year and satisfy Praxis II testing requirements before the end of the second year. *[NC State Board of Education – Definition of License Types]*

The lateral entry route to teacher licensure involves securing employment directly with a local school district and then becoming lateral-entry licensed, which allows one to meet licensing requirements while employed as a teacher. The lateral entry route is described as a three part process; eligibility, employment, and licensing.

Lateral entry general *eligibility* requirements:

- Must hold at least a Bachelors degree from a regionally-accredited college or university, and that degree must be directly related to the subject area you wish to teach
- Must have a minimum Grade Point Average (GPA) of 2.5 (on a 4.0 scale) or have passed the Praxis I tests and have earned one of the following:
  - GPA of 3.0 in major field of study
  - GPA of 3.0 in all coursework completed in the senior year
  - GPA of 3.0 on a minimum of 15 semester hours of coursework (related to teaching subject/areas of licensure) completed during the most recent five years

Lateral entry *employment* process:

- Locate, apply for, and secure an appropriate teaching position.

Lateral entry *licensing* process:

- Once hired, the employing school system is responsible for securing the appropriate lateral-entry license on the candidate's behalf. To complete the lateral-entry license requirements, candidates must: 1) complete an orientation conducted by their school system, 2) partner with the school system's personnel administrator, who will work directly with a Regional Alternative License Center (RALC) or a regionally-accredited college or university offering an approved teacher-education program to develop an individual plan of study, 3) complete a minimum of six semester hours of coursework from the plan of study during each year of employment on a lateral-entry license, 4) pass a Praxis II subject exam(s) by June 30th of the second year of teaching. Coursework requirements as prescribed by the approved education program must be met at the rate of six semester hours each year, with a maximum of three years allowed to complete all requirements.

*[Lateral entry process and requirements were excerpted from the Teach4NC website]*

## LEARN NC

LEARN NC, a program of the University of North Carolina at Chapel Hill School of Education, is a statewide network of educators using the power of the Internet to improve K-12 education in North Carolina. The LEARN NC website offers a wide array of quality resources for K-12 classroom instruction and teacher professional development, all tied to the North Carolina Standard Course of Study.

**LICENSURE-ONLY**

Programs designed for individuals who possess the appropriate level degree to complete requirements to be issued a license. *[Definition used in the NC Department of Public Instruction IHE Performance Report 2001-02]*

**LOCAL EDUCATION AGENCY (LEA)**

Local Education Agency or LEA is synonymous to school system.

**NATIONALLY BOARD LICENSED TEACHER**

A Nationally Board Licensed Teacher has received certification by the National Board of Professional Teaching Standards, the most accepted symbol of teaching excellence in the United States. State legislation in North Carolina provides support to teachers seeking advanced certification offered through the National Board for Professional Teaching Standards (NBPTS) formerly chaired by Governor James B. Hunt Jr. For state-paid teachers with a clear license and a minimum of three years teaching experience in North Carolina, the State will:

- pay the \$2300 assessment fee,
- provide up to three days of paid release time to candidates,
- grant renewal credit for those teachers completing all components of the assessment within the funded assessment cycle; and
- pay National Board Certified Teachers a salary differential [separate salary schedule] of 12% of their state salary for the life of the Certificate [10 years].

**NCATE (NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION)**

The National Council for Accreditation of Teacher Education (NCATE) is a non-profit, non-governmental organization. They work with states to integrate national professional standards and state standards in order to upgrade the quality of teacher preparation in the United States. NCATE accreditation is required of all North Carolina institutions of higher education.

**NC QUEST (NC QUALITY EDUCATORS THROUGH STAFF DEVELOPMENT AND TRAINING)**

NC QUEST (North Carolina Quality Educators through Staff Development and Training) is North Carolina's Title II "Improving Teacher Quality" state grant. Title II focuses on preparing, training, and recruiting highly qualified teachers, paraprofessionals, and principals, and requires states to develop plans with annual measurable objectives that will ensure that all teachers teaching in core academic subjects are highly qualified by the end of the 2005-2006 school year. Subpart 3 of Title II-A provides funds to state agencies for higher education to award competitive grants to eligible partnerships comprised of, at minimum, an institution of higher education and one or more high-need LEAs. The University of North Carolina is responsible for the statewide distribution of these funds.

**NORTH CAROLINA REGIONAL ALTERNATIVE LICENSING CENTERS**

In the spring of 2002, three Regional Alternative Licensing Centers (RALCs) were established by the North Carolina State Board of Education. Located in Charlotte, Fayetteville, and Nashville, these centers assist teacher candidates by evaluating their applications, prescribing courses of study, recommending requirements they need in order to receive full licensure, and clearing the license so that they become fully licensed.

**NC RISE/NC SIP**

NC Restructuring Initiative in Special Education (NC RISE) and NC State Improvement Project (NC RISE/NC SIP) – NC RISE is designed to build a model for restructuring teacher education for teachers of students with disabilities in North Carolina and to use this model as a blueprint for systemic improvement in the recruitment, preparation, induction and retention of special education personnel. NC SIP is establishing and implementing program support services to significantly improve the performance and

success of students with disabilities in North Carolina. NC RISE delivers instruction through an online learning system, which offers courses to students through UNC's constituent campuses; during this review period, enrollment in these online courses grew to over 600 students. The UNC Network Coordination Center, a component of the NC DPI State Improvement Project for Special Education (NC SIP), provides research-to-practice reading courses and staff development for teachers, as well as research-to-practice teaching of reading content to special education faculty from universities and colleges across the state.

#### **NC TEACH (NC TEACHERS OF EXCELLENT FOR ALL CHILDREN)**

NC TEACH recruits, prepares, and supports mid-career professionals as they begin a teaching career in North Carolina's public schools. The program begins with a full-time Summer Institute, followed by seminars that are conducted during the following school year. NC TEACH provides advisement and support by master teachers who are content and methods experts. A team of 70 teacher education faculty and master teachers created the program's curriculum, which has been refined since the program's inception three years ago; this curriculum provides the foundation for blended online courses and modules of instruction. To date, NC TEACH has recruited and prepared over 1,000 teachers for public schools in North Carolina.

#### **NEW TEACHER CENTER IN SANTA CRUZ, CA**

The New Teacher Center is a national resource dedicated to teacher development and the support of programs and practices that promote excellence and diversity in America's teaching force. The goals of the Center include, but are not limited to, the following: (1) providing assistance to schools and districts in developing new teacher induction programs and professional development opportunities, (2) engaging in research and evaluation activities designed to inform new teacher practice and school reform efforts, (3) developing models for school-university partnerships that support teacher development and sustain school improvement initiatives, and (4) advocating for public policies and programs that support teacher professional development and ongoing educational change.

#### **NO CHILD LEFT BEHIND ACT**

In January 2002, the No Child Left Behind Act (NCLB) was signed into law, reauthorizing the Elementary and Secondary Education Act (ESEA) of 1965.<sup>10</sup> *No Child Left Behind* has ushered in many changes, not the least of which is the revised "Title II," which places major emphasis on teacher quality as a factor in improving student achievement. Comprised of four major initiatives, Title II focuses on preparing, training, and recruiting highly qualified teachers, paraprofessionals, and principals and requires States to develop plans with annual measurable objectives that will ensure that all teachers teaching in core academic subjects are highly qualified by the end of the 2005-2006 school year.

#### **NORTH CAROLINA MODEL TEACHER EDUCATION CONSORTIUM**

NC Model Teacher Education Consortium (NC MTEC) is a collaborative partnership between 40 school systems, 27 community colleges, 10 four-year colleges and universities, and the NC Department of Public Instruction. This program helps to address the statewide teacher shortage by providing affordable, accessible, high quality education/training to aspiring and practicing educators in participating school systems in North Carolina. NC MTEC has provided many incentives for teachers and paraprofessionals seeking teacher licensure, including reduced tuition for upper-level teacher education courses.

#### **NORTH CAROLINA CENTER FOR ADVANCEMENT OF TEACHING (NCCAT)**

NC Center for the Advancement of Teaching (NCCAT) provides residential seminars for teachers and other K-12 professionals that offer creative experiences and scholarly activities to renew vitality for

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<sup>10</sup> Please refer to US Department of Education, Office of Elementary and Secondary Education, *No Child Left Behind: A Desktop Reference*, 2002, available at [www.ed.gov/offices/OESE/reference](http://www.ed.gov/offices/OESE/reference).



teaching and learning. The center's main facilities are located in a retreat-style mountain setting in Jackson County, adjacent to the Western Carolina University campus. All NCCAT programming is research-based, and the Center actively involves university faculty and master teachers in seminar design and implementation. NCCAT serves educators from all 117 school systems in North Carolina.

#### **NORTH CAROLINA TEACHING FELLOWS PROGRAM**

The Teaching Fellows Program, an initiative of the Public School Forum of North Carolina, provides a \$6,500 per year scholarship for four years to 400 outstanding North Carolina high school seniors. Recipients must be legal residents of North Carolina and citizens of the United States. Upon acceptance of the scholarship, the student agrees to teach for four years following graduation from college in one of North Carolina's public schools or United States Government schools in North Carolina. If the recipient cannot repay the scholarship through service, the loan is repaid to the State with a 10 percent interest.

#### **PANC (PERSONNEL ADMINISTRATORS OF NORTH CAROLINA)**

The Personnel Administrators of North Carolina (PANC) is a professional organization open to all North Carolina public school professional staff members who spend the majority of their time on personnel administration. Personnel responsible for staff development who serve under the direct supervision of a public school personnel administrator and college or university faculty in the area of school personnel administration are eligible for membership.

#### **PARAPROFESSIONALS**

A paraprofessional is an individual with instructional duties. Individuals who work solely in non-instructional roles, such as food service, cafeteria or playground supervision, personal care services, and non-instructional computer assistance are not considered to be paraprofessionals for Title I purposes.

#### **PLATO**

PLATO Web Learning Network is an Internet-based system that is commercially marketed. It provides students with access to simulated Praxis I tests in reading, writing, and mathematics. In addition to simulated examinations, the software offers skill building exercises, tutorials, and remediation.

#### **PRAXIS I AND II**

Praxis I and Praxis II are components of the Praxis Series which is the standard test requirement for a Professional Educator's license (teaching license) in North Carolina.

#### **PREPARING TOMORROW'S TEACHERS TO USE TECHNOLOGY (PT3)**

Preparing Tomorrow's Teachers to Use Technology — or PT3 — is a federal grant program funded by the United States Department of Education, (U.S. DOE). PT3 grants have been successful in advancing the use of technology both in higher education and K-12 classrooms across the nation. Nine PT3 grants totaling over \$9M have been awarded in North Carolina over the last four years.

#### **PROVISIONAL LICENSE**

Provisional Licenses are issued to individuals who are licensed in one or more areas, but assigned to teach in an area in which they are not licensed. Individuals employed on provisional licenses must complete at least 6 semester hours of course work each year. The license can be renewed annually for up to four more years (five years total). The Praxis II subject test(s) for the area must be completed upon completion of required course work. *[NC State Board of Education – Definition of License Types]*

#### **SAS INSCHOOL**

SAS inSchool is web-based software that offers curriculum resources to enhance teaching and learning in English, social studies, mathematics, science, and Spanish for grades 8-12.

### **SOUTHWEST EDUCATION ALLIANCE**

The Southwest Education Alliance is a professional development collaborative of 14 school districts in the southwest region of North Carolina and located in the vicinity of the UNC Charlotte campus.

### **TASKSTREAM**

TaskStream is a web-based software tool that enables educators to design lessons and units, map and track standards, create rubrics, develop electronic portfolios and web pages, and compile and distribute shared curriculum resource collections. The software provides learning communities and individual educators with instructional design, collaboration, and portfolio management designed to save time and positively impact classroom performance.

### **TEACH4NC**

TEACH4NC is an online resource dedicated to the recruitment of teaching professionals for public schools in North Carolina. The website provides comprehensive information on traditional and non-traditional approaches to becoming a teacher in North Carolina. ([www.Teach4NC.org](http://www.Teach4NC.org))

### **TEACHER PERFORMANCE APPRAISAL INSTRUMENT (TPAI)**

Since 1985, North Carolina's public schools have utilized a statewide program for performance evaluation based on the principles of effective teaching. Pursuant to the passage of the Excellent Schools Act in 1997, the State Board of Education adopted new standards for the evaluation of teachers, principals and assistant principals, central office staff, and superintendents. In 2000, newly revised or developed evaluation instruments were implemented to meet the legislative requirements emphasizing improving student achievement, employee skills, and employee knowledge.

School systems have the option of adopting evaluation instruments developed during the revision process or may choose to use instruments developed by the school system. Locally developed evaluations must be properly validated and include standards and criteria that are similar to those adopted by the State Board. *[This text is excerpted or adapted from the North Carolina Department of Public Instruction website]*

### **TEACHING OUT OF FIELD**

A teacher who is teaching an academic subject or a grade level for which the teacher is not highly qualified [Title II, Part A, Section 2102(5)].

### **TEMPORARY PERMIT**

Temporary permits are issued to individuals who have not yet satisfied Praxis testing requirements, but otherwise meet all requirements for a "clear license. Temporary permits are valid for two years, provided that the individual at least takes the required Praxis exams during the first year of employment. *[NC State Board of Education – Definition of License Types]*

### **UNC CENTER FOR SCHOOL LEADERSHIP DEVELOPMENT**

The UNC Center for School Leadership Development provides quality professional development and lateral entry support for all public school employees. A state-of-the-art facility was constructed in 2001 to house the professional development programs that comprise the Center. The UNC-CSLD programs include the following; NC TEACH, NC RISE/NC SIP, NC Mathematics and Science Education Network, the Principals Executive Program, the Principal Fellows Program, NC Model Teacher Education Consortium, NC Teacher Academy, and the NC Center for the Advancement of Teaching.

### **UNC DEANS' COUNCIL ON TEACHER EDUCATION**

The UNC Deans' Council on Teacher Education is comprised of the Deans/Directors of the 15 UNC schools, colleges, and departments of education. The Vice President for University-School Programs facilitates the Deans' Council and acts as liaison between the Council and the UNC Office of the

President. The Council meets on a monthly basis to discuss teacher education, professional development for educators, education legislation, UNC teacher education policy, university-school partnerships, and other related topics.

#### **UNIVERSITY-SCHOOL PROGRAMS DIVISION – UNC OFFICE OF THE PRESIDENT**

The UNC Office of the President, Division of University-School Programs works with a number of educational constituencies to promote and achieve the K-16 strategic direction of the University. The Division is the University's designated liaison for K-16 Education to UNC's 15 schools, colleges and departments of education, the NC Department of Public Instruction, the Education Cabinet, the Joint Legislative Education Oversight Committee of the NC General Assembly, and other key educational entities throughout the state. The Division deals with issues related to recruitment, preparation, professional development, outreach, and research and policy in K-16 education. The Division is comprised of 1) The UNC Center for School Leadership Development; 2) Instructional Technology; and 3) Affiliates: NC Education Research Council, Southeast Center for Teaching Quality, and the National Paideia Center.

#### **UNIVERSITY-SCHOOL TEACHER EDUCATION PARTNERSHIPS (USTEP)**

Each of UNC's 15 teacher preparation programs links the needs of the public schools with the resources of the university through *USTEPs*, giving priority to low performing schools. *USTEPs* have created rich clinical settings for the preparation, induction, and development of educators. These partnerships are key in UNC's effort to focus University resources on the needs of the public schools and to facilitate coordinated efforts among UNC campuses and other agencies and organizations.

#### **WESTERN REGIONAL EDUCATION SERVICE ALLIANCE (WRESA)**

The Western Region Education Service Alliance (WRESA) is a collaborative agency designed to work with and for the public school children of western North Carolina. The organization is funded by local school systems for the purpose of providing and facilitating quality school improvement efforts that maximize North Carolina's "ABCs of Public Education" initiative. The WRESA works collaboratively with educational institutions in the region to provide teacher and administrator staff development sessions and to develop consulting relationships with school districts and individual schools.

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## **Appendix C: Contact Information**

UNC Deans' Council on Teacher Education

UNC Office of the President Division of University-School Programs

UNC Center for School Leadership Development

UNC Schools/Colleges/Departments of Education Contact Information

## THE UNIVERSITY OF NORTH CAROLINA DEANS' COUNCIL ON TEACHER EDUCATION

### *Deans' Council Vision Statement*

The University of North Carolina's schools, colleges and departments of education, in collaboration with public school partners and others, are committed to producing professional educators of the highest quality and to supporting their continued development on behalf of children in North Carolina.

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## **THE UNIVERSITY OF NORTH CAROLINA OFFICE OF THE PRESIDENT UNIVERSITY-SCHOOL PROGRAMS DIVISION**

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## **UNC CENTER FOR SCHOOL LEADERSHIP DEVELOPMENT**

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## UNC SCHOOLS/COLLEGES/DEPARTMENTS OF EDUCATION CONTACT INFORMATION

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University-Schools Partnership Coordinator:  
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## UNC SCHOOLS/COLLEGES/DEPARTMENTS OF EDUCATION CONTACT INFORMATION

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## UNC SCHOOLS/COLLEGES/DEPARTMENTS OF EDUCATION CONTACT INFORMATION

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## UNC SCHOOLS/COLLEGES/DEPARTMENTS OF EDUCATION CONTACT INFORMATION

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