

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

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# Wachovia Partnership East

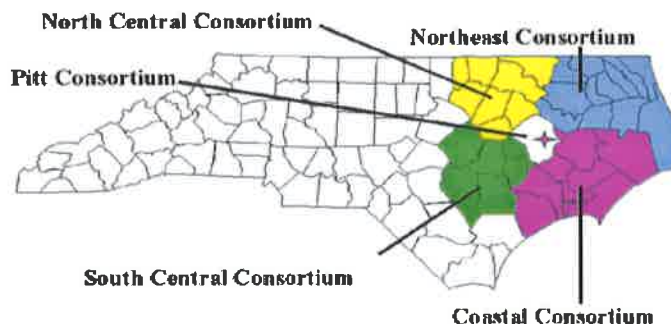
*Educational Opportunities Close to Home*

North Carolina has a dramatic shortage of teachers in elementary and secondary schools that looms as a crisis in the near future. State officials estimate that 80,000 new teachers will be needed during the next ten years. Wachovia Partnership East is a model designed and implemented by the College of Education at East Carolina University (ECU) with the North Carolina Community College System (NCCCS) to specifically address teacher recruitment and retention in the eastern part of the State.

As North Carolina's largest teacher education program, ECU's College of Education has identified a pool of teacher candidates with strong ties to their communities who could be tapped to fill these positions. Wachovia Partnership East delivers courses to students on area community college campuses in the communities where they live, work and raise their families. The program allows these students to earn a four-year degree by an accredited university. ECU currently provides this service on the campus of Craven Community College in New Bern, at Edgecombe Community College in Rocky Mount, and at Wayne Community College in Goldsboro.

## Program Highlights

- A key component of Wachovia Partnership East is attracting non-traditional students to the teaching profession. An exciting aspect of this program is the strong likelihood that these new teachers will choose to remain in the area where they have been trained.
- ECU's College of Education provides an on-site coordinator at each of the hubs.



- East Carolina University's College of Education and the community colleges within Wachovia Partnership East are working together to create seamless articulation agreements to include on-site, as well as distance education courses.
- Wachovia Partnership East provides competitive scholarships.
- The program offers professional development for partner institutions to ensure excellence in programs and services.



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**INFORMATION ON NC TEACH AND  
MODELS FOR DELIVERY OF TEACHER EDUCATION UTILIZING  
DISTANCE EDUCATION AND COMMUNITY COLLEGES**

**Information on NC TEACH:**

NC TEACH DATA AS OF 9-10-03				
	COHORT I – 2000/01	COHORT II – 2001/02	COHORT III – 2002/03	COHORT IV – 2003/04
Total Applications	289	419	1427	1075
Accepted Applications	198	268	539	490
Attended Orientation	135	212	492	465
Enrolled in Program	124	190	458	452
Completed Sum. Inst.	92	168	450	TBD
Completed Program	87	161	412*	TBD

\*Later records indicate this number went up to 438 after incomplete grades were made up by NC TEACHERS

**Information on Models for Delivery of Teacher Education  
Utilizing Distance Education and Community Colleges:**

- All UNC Schools, Colleges, and Departments of Education have a working relationship with Community Colleges in their geographic area. For example:
  - UNC Greensboro has partnerships with Rockingham, Surry, Guilford, Davidson, Alamance, and Randolph community colleges. Last year, UNCG hired a full-time academic advisor for community college and transfer students. This advisor works with community college advisors and students majoring in subjects leading to teacher licensure, works to improve relations with community colleges, and works to provide seamless transfer into teacher preparation programs. UNCG accepts AAS degrees in early childhood education from community colleges for the elementary and B-K degrees. These students can use the AAS degree as transfer hours toward the elementary and B-K degrees.
  - UNC Pembroke has formal agreements with the following community colleges - Richmond (2+2 Elementary Education & BK articulation agreement), Robeson (BK articulation agreement), Fayetteville Tech (BK articulation agreement), Sandhills (host site for Reading degree program, Elementary Education, and MSA degree program), and on-site program coordinators are located at Richmond and Sandhills Community Colleges. In addition, UNC-P offers a variety of informal courses (e.g. BK, lateral entry, licensure only, etc.) on these campuses and Bladen County Community College, Sandhills Community College, and Southeastern Community College.
- Models for delivery of teacher education utilizing distance education and community colleges include, but are not limited to the following:
  - Online (Internet based)
  - Video Teleconferencing
  - Distance Ed – site based
  - 2+2 Programs and Articulation Agreements
  - NC TEACH



**Recommendations from the Special Committee on Teacher Reciprocity  
Adopted by the State Board of Education**

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1. That the current categories of licenses (initial, continuing, temporary permits, emergency permits, provisional licenses, etc.) be replaced with the following categories: Standard Professional License 1 (to replace the Initial License), Standard Professional License 2 (to replace the Continuing License), Alternative Professional License, and International Faculty License. The Alternative Professional License requirements will be determined by the State Board of Education based on the recommendations of its Select Committee on Lateral Entry.
2. That teachers who have been fully licensed and designated highly qualified in another state be fully licensed and designated highly qualified in North Carolina.
3. That years of creditable teaching outside of North Carolina be applied to meeting the requirements of the Standard Professional License 1 (currently the Initial License) in North Carolina.
4. That to be issued a Standard Professional license, individuals must have completed an approved teacher education program or alternative route program and must meet the NCLB definition of highly qualified. To be designated highly qualified, new elementary and exceptional children\* teachers must pass a rigorous state test. Middle school, secondary, special subject area, and career-technical teachers must pass a rigorous state test or have an academic major or the equivalent in the content area or have a graduate degree in the content area.
5. That the current compensatory scoring model used for Praxis II requirements (Tests 00011 and 00012) be replaced with an independent scoring model, and in using the independent scoring model, that North Carolina adopt a new rigorous test for elementary teacher candidates that reflects current theory and best professional practices and the academic content of the elementary curriculum.
6. That during the 2004-05 school year, elementary teacher candidates be required to take the newly adopted rigorous state test to be issued a Standard Professional License 1. Final validation of the cut score will occur prior to July 1, 2005.
7. In order to implement Recommendation 4, a revision in §115C-296(a) will be required. The proposed revision would be:

§ 115C-296. Board sets certification requirements.

- (a) The State Board of Education shall have entire control of certifying all applicants for teaching positions in all public elementary and high schools of North Carolina; and it shall prescribe the rules and regulations for the renewal and extension of all certificates and shall determine and fix the salary for each grade and type of certificate which it authorizes: Provided, that the State Board of Education shall may require each applicant for an initial bachelors degree certificate or graduate degree certificate to demonstrate the applicant's academic and professional preparation by achieving a prescribed minimum score on a standard examination appropriate and adequate for that purpose. . . .

Notes:

- \* The requirements for exceptional children teachers are subject to revisions pending the reauthorization of IDEA.
- \*\* Teachers with National Board Certification will be issued the Standard Professional License 2.

