

## LEANDRO II

- Held "that the trial court properly concluded that the evidence demonstrates that over the past decade, an inordinate number of Hoke County students have consistently failed to match the academic performance of their statewide public school counterparts and that such failure, measured by their performance while attending Hoke County schools, their dropout rates, their graduation rates, their need for remedial help, their inability to compete in the job markets, and their inability to compete in collegiate ranks, constitute a clear showing that they have failed to obtain a Leandro-comporting education."
- Held that the General Assembly, under the State constitution, has exclusive authority for determining the proper age for entering the public schools.
  - Nevertheless, the Court cautioned, "While the General Assembly may be empowered to establish the actual age for beginning school, the question of whether the General Assembly must address the particular needs of at-risk children prior to entering school is a distinct and separate inquiry."
- Reversed the trial court's remedy of pre-kindergarten education for at-risk children as, "at this juncture, a premature judicial encroachment on a core function of our state's legislative and executive branches." (*emphasis added*)
- Affirmed the portions of the trial court's ruling that "require the State to assess its education-related allocations to the county's schools so as to correct any deficiencies that presently prevent the county from offering its students the opportunity to obtain a Leandro-conforming education."
- Found no error in the trial court's ruling that a showing of Level III proficiency is the proper standard for demonstrating compliance with Leandro, and rejected the State's contention that the trial court used test scores as the "exclusive measure" of a sound basic education.
- Limited its review of the trial court's order to its conclusions concerning "at-risk" students in Hoke County; did not offer any opinion as to whether non "at-risk" students in Hoke County are either obtaining a sound basic education or being afforded their rightful opportunity by the State to obtain such an education.
- Ordered that "the pending cases involving either other rural school districts or urban school districts should proceed, as necessary, in a fashion that is consistent with the tenets outlined in this ruling."
- Emphasized that while the trial court limited its conclusions and relief to the "at-risk" students of Hoke County, a broader mandate may ultimately be required because children who are not considered "at-risk" students may well be failing to obtain a sound basic education in inordinate numbers, and their failure may well be attributable to the State's actions or the State's inactions, or both. The Court

concluded that while the findings and conclusions of the case before it were confined to the circumstances of "at-risk" students, non "at-risk" students are NOT: (1) held or presumed to be obtaining a sound basic education, or (2) precluded from pursuing future claims that they are not being afforded the opportunity to obtain a sound basic education.

- Remanded to the trial court "and ultimately into the hands of the legislative and executive branches, one more installment in the 200-plus year effort to provide an education to the children of North Carolina."

### **CONTINUING COURT HEARINGS**

- As noted earlier, the trial court continues to monitor the State's actions in Hoke.
- On February 9, 2004, the State's quarterly report to the court included the January 2004 report from the Phase II State Assistance Team (Team) in Hoke County, and a response from the Superintendent of Hoke County (Hoke). The Team's report includes its identification of "five actions essential to continued progress in Hoke County."
- In a letter to the Chairman of the State Board of Education and Superintendent of Instruction, Judge Manning appears to believe the Team's report is evidence of the State's admission of a need for additional resources in Hoke:
  - "It is now time for the school children in HCSS to be provided with those resources as specifically identified by the Team and which are now not being provided
  - Providing those resources "will be beyond the present financial resources available to [Hoke] from its own tax base and from the State of North Carolina."
  - "It appears [emphasis added] that the State will be required to provide additional funding which specifically addresses the stated [Hoke] educational needs, found by the Team, in a cost-effective manner."
  - Continued "cooperation and communication are required" between DPI and Hoke.
  - "Unlimited, unrestricted funds are out of the question."
  - "Everyone involved should be acutely aware that there are many other small counties that have the same identical specified needs and thus, the process utilized with HCSS should reflect that HCSS is not the only LEA that has similar needs."

## **NC's Public Schools: What does the NC Constitution require?**

- Every child in the State is guaranteed the opportunity to receive a sound basic education in our public schools. At a minimum, this requires that each child be afforded the opportunity to attend a public school which has the following educational resources:
  - Every classroom must be staffed with a competent, certified, well-trained teacher who is teaching the standard course of study by implementing effective educational methods that provide differentiated, individualized instruction, assessment and remediation to the students in that classroom.
  - Every school must be led by a well-trained competent principal with the leadership skills and the ability to hire and retain competent, certified and well-trained teachers who can implement an effective and cost-effective instructional program that meets the needs of at-risk children so that they can have the equal opportunity to obtain a sound basic education by achieving grade level or above academic performance.
  - Every school must be provided, in the most cost effective manner, the resources necessary to support the effective instructional program within that school so that the educational needs of all children, including at-risk children, to have the equal opportunity to obtain a sound basic education, can be met.
- The State's current state system for funding schools, which results in unequal funding among the LEAs, is constitutional.
- Equal educational opportunities are not required as long as each student has the opportunity to obtain a sound basic education.
- The State's school funding system cannot distribute State funds to school systems in an arbitrary and capricious manner unrelated to legitimate educational objectives.
- The State is ultimately responsible for providing each child with access to a sound basic education. While this ultimate responsibility cannot be abdicated by transferring responsibility to local boards of education or county commissioners, local governments can be required to participate in the educational system that provides every child with the opportunity to obtain a sound basic education.
- The State's accountability program, standard course of study, standards for licensing and employing teachers, and student performance standards are constitutionally acceptable.
- The General Assembly has exclusive authority for determining the proper age for entering the public schools, but the State must provide every child, irrespective of age, the opportunity to obtain a sound basic education.

- It is the responsibility of the Legislative and Executive Branches to determine the appropriate remedies to best meet the constitutional mandates. However, courts may review the way the State carries out this duty and, at some point, may determine specific remedies.

<u>MGT RECOMMENDATION</u>	<u>NCCCS RESPONSE</u>	<u>UNC RESPONSE</u>	<u>TRANSFER ADVISORY COMMITTEE RESPONSE</u>
<b>Recommendation 1:</b> <i>Revise the Comprehensive Articulation Agreement (CAA)</i> The Transfer Advisory Committee (TAC) should revise the CAA document to establish separate policy and planning documents, with supporting informational materials for student and other constituents.	Supports this recommendation.	Supports this recommendation.	TAC has begun to implement this recommendation.
<b>Recommendation 2: (greatest impact according to MGT)</b> <i>Develop a Student-Focused Website</i> The TAC should, in conjunction with students, faculty, and advisors, develop a student-focused Web site that clearly conveys the provisions of the CAA and links electronically to information needed by students to plan their academic careers. \$\$\$	Supports this recommendation.	Supports this recommendation.	Supports this recommendation.
<b>Recommendation 3: (greatest impact according to MGT)</b> <i>Develop a Communication and Marketing Plan for CAA</i> The TAC should develop a communication and marketing plan to inform students, parents, and secondary school advisors about the different paths to baccalaureate completion and the provisions of the CAA. \$\$\$	Supports this recommendation.	Supports this recommendation.	Supports this recommendation.
<b>Recommendation 4: (greatest impact according to MGT)</b> <i>Develop a Grievance Policy</i> The TAC, in conjunction with students, faculty, and advisors, should develop a grievance policy that clarifies the rights of students to appeal articulation and transfer decisions and the step-by-step process to do so. The policy should specify the time limitations for each step of the grievance process for both the student and responding institution and/or TAC to ensure expedient resolution. Final appeal should be external to the institutions and with the TAC. The grievance policy and procedures should be published broadly in printed and electronic format in conjunction with the CAA and the "Transfer Student Bill of Rights."	Supports this recommendation.	Supports this recommendation.	Supports this recommendation and will begin to implement it.



<b>Recommendation 5:</b> <b><i>Expedite Automated Review of Transcripts</i></b> NCCCS should expedite the implementation of an automated function that reviews student transcripts for completion of the general education core. This automated function should include a feature to designate completion of the core on the transcript. The automated function should be augmented to provide similar review and designation features for pre-major requirements.	Supports this recommendation and acknowledges that it must be finished expeditiously.	Supports this recommendation.	Supports this recommendation.
<b>Recommendation 6:</b> <b><i>Grant NCCCS Limited Exemption to APA</i></b> In order to keep the CAA current and effective in easing transfer of students with A.A. and A.S. degrees into UNC, the General Assembly should consider granting the State Board of Community Colleges an exemption limited to degree revisions to the Administrative Procedures Act, or authorization to revise degree programs through temporary rules procedures. <b>**would require legislation</b>	Supports this recommendation.	Supports this recommendation.	Supports this recommendation.
<b>Recommendation 7:</b> <b><i>Provide Funding for Staff for TAC/CAA</i></b> The Joint Legislative Education Oversight Committee should seek funding from the General Assembly to support a limited number of staff to coordinate ongoing implementation and revision of the CAA, provide research analysis of the effectiveness of the agreement, develop student and public awareness information materials, and train institutional personnel for advisement of students and active participation on revision and/or appeals committees for the CAA. <b>\$\$\$</b>	Supports this recommendation.	Supports this recommendation.	Supports this recommendation.
<b>Recommendation 8:</b> <b><i>Encouraging A.A. or A.S. Degree Completion</i></b> The NCCCS and all advisement tools (printed or electronic) should encourage A.A. or A.S. degree completion prior to transferring to a UNC institution for students who are interested in earning baccalaureate degrees. Students who are completing terminal degrees, such as the A.A.S., should be advised that these degrees are not protected by the provisions in the CAA, and therefore do not allow for transfer of all credits.	Recommendation is being implemented.	Recommendation is being implemented.	Recommendation is being implemented.





<p><b>Recommendation 9: (greatest impact according to MGT)</b>  <b><i>Develop Transfer Student Bill of Rights</i></b>  The TAC should develop, in conjunction with students, faculty, and advisors, a Transfer Student Bill of Rights that succinctly states the guaranteed rights afforded by the CAA.  The Transfer Student Bill of Rights should address rights related to admission to UNC institutions, acceptance of semester hours, acceptance of credits earned in accelerated programs, acceptance of the General Education Core, acceptance of pre-major courses to fulfill requirements, honor of grade forgiveness awarded under the A.A. or A.S. degrees, and any other rights protected by the CAA. In addition, the Transfer Student Bill of Rights should inform students on how to appeal an admission or transfer difficulty in the event that they believe that they were denied any guaranteed right.</p>	<p>Supports this recommendation and maintains that should be incorporated into the CAA.</p>	<p>Maintains that there is no need for a separate document.</p>	<p>Maintains that these rights are covered in the CAA and there is no need for a separate document.</p>
<p><b>Recommendation 10:</b>  <b><i>Ombudsman at each institution</i></b>  An Ombudsman should be designated at each North Carolina public institution of higher education to serve as a point of information and advocate for student rights protected by the CAA.</p>	<p>Maintains there is no need for this.</p>	<p>Maintains that there is no need for this.</p>	<p>Maintains that there is no need for this.</p>
<p><b>Recommendation 11: (greatest impact according to MGT)</b>  <b><i>Establish a Task Force for Higher Education</i></b>  The Joint Legislative Education Oversight Committee should convene a task force of higher education stakeholders to develop a vision of higher education articulation for North Carolina. The task force should consider:</p> <ul style="list-style-type: none"> <li>• a cost-effective approach to extending financial and geographic access to all residents;</li> <li>• the share of freshmen entering college through each sector (public community college, public university, and private college); and</li> <li>• safeguards that will provide transfer students with opportunities equal to those of native students.</li> </ul>	<p>Supports this recommendation particularly with articulation for Associates in Applied Sciences degrees. (AAS).</p>	<p>Asserts that this is being implemented through the Education Cabinet.</p>	<p>Asserts that this is being implemented through the Education Cabinet.</p>



<p><b>Recommendation 12:</b>  <b><i>Develop a CAA Training Model for Counselors</i></b>  The TAC should develop a CAA training model to orient new counselors as well as provide ongoing training for all counselors. The training model should include CAA information related to the provisions of the agreement, changes in requirements, advances in electronic tools, and resolution outcomes to problems that have surfaced. The training should include a component where counselors can exchange information and discuss issues important to improving the transfer process.  <b>\$\$\$</b></p>	<p>Supports the training by TAC and encourages strong participation by both Systems.</p>	<p>Asserts that this recommendation is being implemented by TAC.</p>	<p>Asserts that this recommendation is being implemented by TAC but needs further funding.</p>
<p><b>Recommendation 13: (greatest impact according to MGT)</b>  <b><i>Convene Faculty Committees to Review Pre-Major Agreements</i></b>  The TAC should convene faculty discipline committees to review and revise as needed existing pre-major articulation agreements and to develop pre-major articulation agreements for additional degree programs. The faculty discipline committees should meet annually, either in person or electronically, to identify and address problems with the pre-major articulation agreements in their discipline and to review and revise pre-major articulation agreements. Faculty discipline committees should be convened to develop additional pre-major agreements.</p>	<p>Asserts the need for stronger mandates on this recommendation, particularly in relation to the review and revision of pre-majors in shortage areas such as nursing and education.</p>	<p>Maintains that this is being implemented and is open to the development of additional agreements as needed.</p>	<p>Review and revisions for existing pre-major agreements are working well but open to undertaking additional agreements.</p>
<p><b>Recommendation 14:</b>  <b><i>Convene Cross Discipline Faculty Committee on CAA</i></b>  The TAC should convene a cross-discipline faculty committee to review and form consensus on means to resolve problems with articulation policy and/or procedures and practices related to:</p> <ul style="list-style-type: none"> <li>• recalculating transfer students' GPAs;</li> <li>• award of credits for AP exams related to courses in the General Education Core block;</li> <li>• grade forgiveness policy differences between the transferring and receiving institutions; and</li> <li>• credit for courses earned at institutions (public or private, instate or out-of-state) other than the one granting the associate transfer degree.</li> </ul>	<p>Supports this recommendation and the need for commonality on these issues.  Supports the need for acceptance of credit earned at public/private, in-state/out of state if accepted at the NCCCS as equivalent to a college level course.</p>	<p>Asserts that TAC has already considered these issues and made decisions on them.</p>	<p>Disagreement among the TAC committee members. Some wish to see more discussion and commonality on these issues while others feel that individual schools must be left with discretion on these matters.</p> <p>Private and Independent Colleges do not support this recommendation on the need for consensus on these issues.</p>



<p><b>Recommendation 15:</b>  <b>Maintain Standing Faculty Committees</b>  The TAC should maintain standing faculty committees with representatives from the NCCCS and UNC to assist with articulation policy and procedure development and ongoing refinement of the Common Course Library, general education core, and pre-major agreements.</p>	<p>Maintains that Ad Hoc committees would be sufficient instead of standing faculty committees but that faculty and administrative review should be accomplished in a timely manner and not the 12 months that the CAA currently allows.</p>	<p>Maintains that this recommendation has been implemented.</p>	<p>Maintains that this recommendation has been implemented and procedures for allowing standing faculty committees is already in place.</p>
<p><b>Recommendation 16: (greatest impact according to MGT)</b>  <b>Guarantee Admission to UNC Institution</b>  Students who successfully complete an Associate in Arts or Associate in Science degree at one of the NCCCS institutions should be guaranteed admission to an institution within UNC. A student should not be guaranteed admission to a specific program or UNC institution of interest or for a given semester of entrance. Students with A.A. or A.S. degrees should have an equal opportunity to enroll in upper division programs as native students.</p>	<p>Supports this recommendation.</p>	<p>DOES NOT support this recommendation. Maintains that there is a place at a UNC institution for all qualified A.A. and A.S. graduates (with a C or better in the courses) and the College Foundation of NC can assist with this transfer.</p>	<p>TAC members in disagreement.</p>
<p><b>Recommendation 17:</b>  <b>Align Courses in UNC System</b>  The Joint Legislative Education Oversight Committee and General Assembly should consider requiring the development of an approach to aligning courses for articulation in the NCCCS and UNC. Approaches used in other states could be examined for potential adaptation to North Carolina. The review of potential approaches and development of an approach for North Carolina should include extensive faculty involvement.</p>	<p>Supports the recommendation of consistency of a common course numbering system for the UNC System for general education courses (100 and 200 level courses).</p>	<p>Supports this recommendation IF it means an articulation module that provides information on equivalency. In other words, a module where a student can plug in a class and see what it is equivalent to at another institution. Does NOT support a common course numbering system.</p>	<p>No agreement among TAC members as to a common course numbering system at the university level but does support the articulation module on equivalency.</p> <p>Independent Colleges are in favor of the articulation module on equivalency. DO NOT support a common course numbering system.</p>



<p><b>Recommendation 18:</b>  <b>Expand the Role of the TAC</b>  The Joint Legislative Education Oversight Committee should consider expanding the role of the TAC to incorporate issues related to the preparation of students for postsecondary education.  Efficiencies for the state and residents may be realized through minimizing the need for remediation, maximizing dual enrollment and acceleration mechanisms, and increasing student and family awareness of academic and financial obligations of education after high school.</p>	Does NOT support this recommendation.	Does NOT support this recommendation.	Does NOT support this recommendation.
<p><b>Recommendation 19:</b>  <b>Expand the Membership of TAC</b>  The Joint Legislative Education Oversight Committee should consider expanding membership in the TAC to include additional key stakeholders representing the interests of students, home school education, technical/workforce programs, public schools and/or districts, State Board of Education, and/or independent higher education institutions</p>	Does NOT support this recommendation.	Does NOT support this recommendation.	<p>Asserts that this should be in the discretion of TAC and TAC will go to the respective boards if and when this is needed.</p> <p>Independent Colleges would like more representation on TAC.</p>
<p><b>Recommendation 20:</b>  <b>Future Evaluation</b>  The Joint Legislative Education Oversight Committee and the TAC should continue to evaluate transfer and articulation policy and procedures and practice and performance outcomes to identify the effectiveness of the CAA and need for improvement. Some areas suggested for further research include:</p> <ul style="list-style-type: none"> <li>• <b>Transcript analysis.</b> Periodical and situational transcript analyses should be performed in order to ensure that courses are transferring successfully, requirements are being fulfilled with transfer courses as intended, and transfer students are not repeating or being required to take additional courses once they transfer. Performing this analysis will provide the system with any specific courses, programs, and/or institutions that may be contributing to the barriers experienced by transfer students.</li> </ul>	Supports this recommendation.	Supports this recommendation.	





<ul style="list-style-type: none"> <li>• <b>Hours to degree completion.</b> A comparison between A.A. and A.S. degree transfers and native UNC students by program area should be conducted as part of the student performance reporting in order to determine whether transfer students are facing additional course requirements for degree completion. The analysis should compare credit-hours-to-degree-completion for A.A. and A.S. degreed NCCCS transfers to native UNC students starting with junior level status through the award of a bachelor's degree. Effort should be made to control for differences in credit hour requirements by degree programs.</li> </ul>	<p>Supports this recommendation.</p>	<p>Supports this recommendation.</p>	
<ul style="list-style-type: none"> <li>• <b>Cohort analysis.</b> Data that quantify student enrollment, performance, and progression to degree completion (Transfer Student Performance Reports) are collected and posted on the UNC Web site annually. The value of these data would be greatly enhanced if trends were analyzed and evaluated in relation to revisions made to or needed in the CAA. This research could serve as a basis for ongoing evaluation and revision for the transfer and articulation process.</li> </ul>	<p>Supports this recommendation.</p>		
<ul style="list-style-type: none"> <li>• <b>Examination of time required for degree completion.</b> Numerous states are examining the number of credit hours required for transfer and native students to complete their degree programs. Researching the actual average credit hours that students acquire to complete their associate and/or bachelor's degree is integral to discussions pertaining to increasing cost-efficiency for students and institutions, as well as the ability to handle burgeoning enrollment demand. Minimizing articulation problems that lead to students enrolling in additional courses to complete their degrees should address a large proportion of credit hours in excess of degree requirements. In addition, a number of states have moved to limit the number of credit hours required to obtain a degree (60 credit hours for an associate degree and 120 for a bachelor's degree).</li> </ul>	<p>Supports this recommendation.</p>		
<ul style="list-style-type: none"> <li>• <b>Survey of NCCCS transfers in private institutions.</b> Conducting a survey of students who have chosen not to transfer to a UNC institution can provide insight into their</li> </ul>			



decision to attend a private institution. Understanding these issues may assist in identifying ways to minimize barriers for transfer students in general.



**STUDY STRATEGIES FOR FACILITATING STUDENT PARTICIPATION IN TEACHER PREPARATION PROGRAMS**

**SECTION 7.19A.** The Joint Legislative Education Oversight Committee shall study strategies for facilitating student participation in teacher preparation programs. In the course of the study, the Committee shall review existing programs that facilitate student participation in teacher preparation programs such as (i) university and community college collaborative programs; (ii) distance learning programs; and (iii) any other existing teacher preparation programs other than traditional four-year residential programs. The Committee shall also consider other strategies for increasing the number of teachers certified such as establishing branch campuses and providing other distance learning programs. The Committee shall make recommendations, including recommendations on pilot programs, to the 2005 General Assembly by January 15, 2005.



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## JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE

Wednesday, November 10, 2004  
Legislative Building  
Room 1027/1128  
9:00 A.M.

### North Carolina Alternatives to Traditional Teacher Preparation

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**Presenter:**

Dr. Kathy Sullivan, Director, Human Resource Management/Quality Professionals, North Carolina Department of Public Instruction

**Background:**

Dr. Sullivan will present the status of the traditional teacher preparation programs by summarizing the IHE (Institutions of Higher Education) Performance Reports for 2003-2004. These annual reports are required by legislation.

Dr. Sullivan will also present the Lateral Entry Program Review report, also required by legislation. The State Board of Education was directed to review and revise the curriculum requirements for lateral entry candidates to receive certification to ensure that institutions of higher education in the State, including community colleges, that are providing training to lateral entry candidates provide training in a uniform and consistent manner that enables lateral entry candidates to obtain certification in accordance with the requirements of No Child Left Behind while working as full-time teachers.

**General Considerations:**

- The members of the Committee know a great deal about education issues affecting the State. Some have been on local boards of education or boards of trustees. Some were educators before becoming state legislators. However, many come from different walks of life. Please target your remarks accordingly.
- Keep your formal remarks brief; 10 minutes is a good target; 20 minutes at a maximum. Legislators like to ask questions and enjoy the give and take of Q & A sessions.
- If you plan to use Power Point, please limit the number of slides and be sure everyone on the committee and in the room can read the slides. Legislators generally prefer Power Point or overheads when used to present graphs, charts, or lists.
- You should avoid using acronyms. If you find this is necessary, you may want to provide a handout that defines the terms.
- There are 25 members, and as many as 40-50 observers. You will need to provide 75 copies of any handouts.
- Attached is a list of issues and questions you may wish to address during your presentation. The Committee realizes you may not be able to address all of them and that you may wish to emphasize issues not listed. Committee members may have additional questions.

Driving Instructions to the Legislative Complex:

<http://www.ncleg.net/help/directions.html>

## **North Carolina Alternatives to Traditional Teacher Preparation**

### **Presenter:**

Dr. Kathy Sullivan, Director, Human Resource Management/Quality Professionals, North Carolina Department of Public Instruction

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### **Issues/Questions**

#### **IHE (Institutions of Higher Education) Performance Report**

1. Summarize the findings to give the current status of the traditional teacher preparation programs.

#### **Lateral Entry Program Review report**

1. What is the purpose of the Regional Alternative Licensing Centers? Why were they created?
2. When were the Centers put in place?
3. How many people have the centers served?
4. What obstacles still exist for lateral entry teachers? How can these obstacles be overcome?
5. Explain the purpose of the Select Committee on Lateral Entry convened by the State Board of Education. Has the Committee made any recommendations?
6. Give the history of NC TEACH (North Carolina Teachers of Excellence for all Children).





Public Schools of North Carolina  
State Board of Education  
Department of Public Instruction

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# Report to the Joint Legislative Education Oversight Committee

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## Lateral Entry Program Review

*SL2003-284, sec. 7.20(f) (HB397, the  
2003 Budget Bill)*

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**Date Due July 1, 2004**

Report #47 in October 2003-December 2004  
DPI Chronological Schedule



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In compliance with federal law, including the provisions of Title IX of the Education Amendments of 1972, the Department of Public Instruction does not discriminate on the basis of race, sex, color, national or ethnic origin, age, disability, or military service in its policies, programs, activities, admissions, or employment.

## **Executive Summary**

### **Lateral Entry Program Review**

Section 7.20 (e) of the 2003 Budget Bill directed the State Board of Education to review and revise the curriculum requirements for lateral entry candidates to receive certification to ensure that institutions of higher learning in the State, including community colleges, that are providing training to lateral entry candidates provide training in a uniform and consistent manner that enables lateral entry candidates to obtain certification in accordance with the requirements of the No Child Left Behind Act of 2001 while working as full-time teachers. The report reflects steps the State Board of Education has taken to facilitate the licensing of lateral entry teachers.

As noted in the report, in November 2003 the State Board of Education convened a Special Committee on Lateral Entry. The Committee has met regularly since that time. We anticipate the Committee's report will be presented to the State Board of Education in September.

## **Legislated Report on Lateral Entry**

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### **Background**

Section 7.20 (e) of the 2003 Budget Bill directs the State Board of Education to review and revise the curriculum requirements for lateral entry candidates to receive certification and to ensure that institutions of higher learning in the State, including community colleges, that are providing training to lateral entry candidates provide that training in a uniform and consistent manner that enables lateral entry candidates to obtain certification in accordance with the requirements of the No Child Left Behind Act of 2001 while working as full-time teachers. Section 7.20 (f) of the 2003 Budget Bill requires the State Board of Education to report to the Joint Legislative Education Oversight Committee prior to July 1, 2004 on revisions made to the curriculum requirements under Section 7.20 (e). The specific legislation is included as Attachment A.

This report details activities completed to date related to this requirement.

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### **Special Committee on Lateral Entry**

In November 2003 the State Board of Education convened a Select Committee on Lateral Entry. The committee represents a coordinated effort by the State Board of Education, the Department of Public Instruction, the Community College System, the University of North Carolina, and the North Carolina Independent Colleges and Universities to look beyond the conventional routes into the teaching profession to alternative routes that will not only attract new educators into teaching but that will ensure their success once they enter classrooms. The Committee is charged with the responsibility for creating a framework to facilitate and maximize the combined efforts of the three education systems to develop a process to ensure that local school systems will have access to a pool of well trained individuals who wish to enter the teaching profession. Specifically, the Committee is charged with studying the state's teacher licensing processes as these policies pertain to lateral entry, the role community colleges should play in providing access to courses and programs leading to teacher licensure, and the responsibility of the public and private universities to partner with community colleges to ensure high quality training for all teachers, but especially those wishing to enter the profession through the lateral entry route. The Committee is to formulate and offer recommendations to the State Board of Education concerning the appropriateness of existing lateral entry licensure policies, provide a framework for the development of targeted policies that articulate and recognize the role of community colleges in teacher preparation, and in addition, offer a review of systems in place for the oversight, monitoring and mentoring of lateral entry teachers to ensure that these teachers are successful in the classroom. Subsequent to receiving its initial charge, the committee was also asked to study the Regional Alternative Licensure Centers and offer recommendations related to them.

The Committee is co-chaired by Wayne McDevitt, member of the State Board of Education, and Krista Tillman, President of North Carolina Operations for Bell South. Other Committee members are:

Larry Allen, Superintendent, Kings Mountain Schools  
Mary Lynne Calhoun, Dean, School of Education, UNC-Charlotte  
Renee Corders, Principal, Cumberland County Schools  
Gerald Dillashaw, Dean, School of Education, Elon University  
James Leutze, Chancellor Emeritus, UNC-Wilmington  
Lynda McCulloch, North Carolina Community College System  
Tim McDowell, North Carolina Independent Colleges and Universities

Nathaniel Moon, Teacher, Onslow County Schools  
Frank Sells, President, Surry Community College  
John Tate, State Board of Education  
Richard Thompson, Vice President for University-School Programs, UNC Office of the President  
Joyce Wade, Associate Superintendent, Johnston County Schools

Parmalee Hawk served as an independent consultant to the Committee. Zoe Locklear (DPI), Kathy Sullivan (DPI), and Jane Worsham (SBE) served as staff to the committee.

The committee met on a regular basis from November 2003 through June 2004. Howard Lee, Chairman of the State Board of Education, Molly Broad, President of the UNC System, Martin Lancaster, President of the NC Community College System, and Hope Williams, President of the North Carolina Independent Colleges and Universities addressed committee members at the first meeting. Charles Coble, Vice President of the Education Commission of the States, and Eric Hirsch, Associate Executive Director of the Southeast Center for Teaching Quality also addressed committee members at the first meeting. Committee members reviewed demographic information on lateral entry teachers as compared to new hires from in-state and out-of-state, alternative routes to licensure utilized in other states, and current North Carolina licensing policies. They heard from representatives of several model lateral entry programs (East Carolina University and Greensboro College), Anthony Zeiss, President, and other representatives of Central Piedmont Community College; James Woodward, Chancellor, UNC Charlotte; and a representative of the Regional Alternative Licensure Centers. Committee members considered a variety of issues including accreditation standards, equity/parity of alternate routes and traditional routes, access to courses, financial resources, incentives, communication, and mentoring and other forms of support for lateral entry teachers.

It is anticipated that the Committee will submit its recommendations to the State Board of Education within the next several weeks.

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### **Regional Alternative Licensure Centers**

In April 2002 three Regional Alternative Licensure Centers were established to facilitate the licensing of lateral entry and provisionally licensed teachers. The Centers operate under the auspices of the Department of Public Instruction's Division of Human Resource Management. They evaluate transcripts, issue plans of study, and recommend individuals for licensure. They were established in response to concerns about the variability in programs of study issued to lateral entry teachers by colleges and universities and the accessibility of required coursework. The Centers use uniform templates to evaluate transcripts and issue plans of study. Sample templates used by the Centers are included as Attachment B.

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### **Instructional Module for the Required Orientation for Lateral Entry Teachers**

Last summer, the Department of Public Instruction contracted with the UNC Center for School Leadership Development to develop an instructional module that can be used by LEAs to fulfill the 10-day orientation requirement for lateral entry teachers. The module was distributed to LEAs in October 2003.

## **NC TEACH Curriculum On-line**

In 1999 North Carolina received a federal Title 2 Improving Teacher Quality grant. A significant portion of grant funds were used to develop a state-wide comprehensive program for lateral entry teachers. The program, known as NC TEACH, was developed in collaboration with the University of North Carolina. The program is administratively housed within the UNC Center for School Leadership Development.

As part of the NC TEACH program, a uniform curriculum for lateral entry teachers was developed by teacher educators and master teachers. Since its inception, the program has been offered at throughout the state. The program admits cohorts in the summer. Students complete an intensive summer program and complete additional coursework during the school year.

In October 2003, the Department of Public Instruction, in collaboration with the UNC Center for School Leadership Development, contracted with LEARN NC to make the curriculum available on-line. The on-line version of the curriculum is being piloted through Western Carolina University this summer. It will be made available by the Department to all public and private colleges and universities with approved teacher education programs in the fall.

The on-line curriculum will include six modules focused on:

1. The Teacher, the Learner, and the School
2. Teaching Mathematics to Middle and Secondary School Learners
3. Science Methods
4. Special Populations: Teaching Students with Disabilities in Inclusion Settings
5. Instructional Technology
6. Diversity

Additional information about the modules is detailed in Attachment C.

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**Attachment A**  
**Legislation with Underlines and Strikethroughs**

**SECTION 7.20.(e)** G.S. 115C-296(c) reads as rewritten:

"(c)It is the policy of the State of North Carolina to encourage lateral entry into the profession of teaching ~~by skilled individuals from the private sector.~~ qualified individuals who hold a postsecondary degree that is at least a bachelors degree. To this end, before the ~~1985-86~~2004-2005 school year begins, the State Board of Education shall ~~develop criteria and procedures to accomplish the employment of such individuals as classroom teachers.~~ review and revise the curriculum requirements for lateral entry candidates to receive certification. ~~Regardless of credentials or competence, no one shall begin teaching above the middle level of differentiation. Skilled individuals who choose to enter the profession of teaching laterally-~~ Qualified first-year lateral entry candidates who are required by federal law to obtain certification before contracting to teach for a fourth year may be granted a provisional teaching certificate for no more than three years. Other qualified lateral entry candidates may be granted a provisional teaching certificate for no more than five years and shall be required to obtain certification before contracting for a sixth year of service with any local administrative unit in this State. The State Board of Education shall ensure that the institutions of higher learning in the State, including community colleges, that are providing training to lateral entry candidates shall provide that training in a uniform and consistent manner that enables lateral entry candidates to obtain certification in accordance with the requirements of the No Child Left Behind Act of 2001 while working as full-time teachers.

~~It is further the policy of the State of North Carolina to ensure that local boards of education can provide the strongest possible leadership for schools based upon the identified and changing needs of individual schools. To this end, before the 1994-95 school year begins, the State Board of Education shall carefully consider a lateral entry program for school administrators to ensure that local boards of education will have sufficient flexibility to attract able candidates."~~

**SECTION 7.20.(f)** The State Board of Education shall report to the Joint Legislative Education Oversight Committee prior to July 1, 2004, on revisions the Board made to the curriculum requirements for lateral entry candidates pursuant to G.S. 115C-296(c), as rewritten by subsection (e) of this section.

**Legislation Reflecting Underlines and Strikethroughs**

**SECTION 7.20.(e)** G.S. 115C-296(c) reads as rewritten:

"(c)It is the policy of the State of North Carolina to encourage lateral entry into the profession of teaching by qualified individuals who hold a postsecondary degree that is at least a bachelors degree. To this end, before the 2004-2005 school year begins, the State Board of Education shall review and revise the curriculum requirements for lateral entry candidates to receive certification. Qualified first-year lateral entry candidates who are required by federal law to obtain certification before contracting to teach for a fourth year may be granted a provisional teaching certificate for no more than three years. Other qualified lateral entry candidates may be granted a provisional teaching certificate for no more than five years and shall be required to obtain certification before contracting for a sixth year of service with any local administrative unit in this State. The State Board of Education shall ensure that the institutions of higher learning in the State, including community colleges, that are providing training to lateral entry candidates shall provide that training in a uniform and consistent manner that enables lateral entry candidates to obtain certification in accordance with the requirements of the No Child Left Behind Act of 2001 while working as full-time teachers.

**SECTION 7.20.(f)** The State Board of Education shall report to the Joint Legislative Education Oversight Committee prior to July 1, 2004, on revisions the Board made to the curriculum requirements for lateral entry candidates pursuant to G.S. 115C-296(c), as rewritten by subsection (e) of this section.



## Attachment B

### Sample Templates Used by the Regional Alternative Licensure Centers

#### General Pedagogy

Competency	Where Earned	Term/ Year	Course Prefix and Number	Grade
A. Educational/ Instructional Technology*				
B. Understanding the Learner; Growth & Development				
C. Learning Theory/How Children/Adolescents Learn, How to Motivate Children with Different Learning Styles				
D. Identifying/Understanding Exceptionalities and Diversities				
E. Literacy/Reading				
F. Methods				
G. School Policies/Procedures* <sup>@</sup>				
H. Home/School/Community Collaborations* <sup>@</sup>				
I. Classroom Management/ Organizing the Classroom to Maximize Learning*				

Competencies that have an (\*) may be met in staff development; competencies that have an (<sup>@</sup>) do not have a minimum hour requirement.

### Elementary Education

Competency	Where Earned	Term/ Year	Course Prefix and Number	Grade
A. Curriculum Planning & Instructional Strategies				
B. Teaching English/ Language Arts				
C. Teaching Reading				
D. Teaching Mathematics				
E. Teaching Science				
F. Teaching Social Studies				
G. Teaching the Arts				
H. Teaching Health or Teaching PE				

### English 9-12

Competency	Where Earned	Term/ Year	Course Prefix and Number	Grade
A. American Literature				
B. English Literature				
C. World Literature				
D. Writing				
E. Grammar				
F. Linguistics/Language Structure				

### Mathematics 9-12

Competency	Where Earned	Term/ Year	Course Prefix and Number	Grade
A. Linear Algebra				
B. Abstract Algebra				
C. Geometry				
D. Calculus				
E. Statistics				
F. Logic/Discrete Mathematics				

### Art K-12

Competency	Where Earned	Term/ Year	Course Prefix and Number	Grade
A. Aesthetics or Principles of Design				
B. Drawing				
C. Painting				
D. Printmaking				
E. Sculpture				
F. Ceramics				
G. Art History				

### Music K-12

Competency	Where Earned	Term/Year	Course Prefix and Number	Grade
A. Music Composition or Theory				
B. Music Literature or Music History				
C. Conducting or Analyzing Music				
D. Keyboard Proficiency				
E. Arranging or Composing				
F. Technical Proficiency (in at least one area of applied music)				
G. Understanding of Vocal Techniques				
H. Understanding of Representative Instruments				

### Physical Education K-12

Competency	Where Earned	Term/Year	Course Prefix and Number	Grade
A. Motor Development				
B. Movement				
C. Community Health Issues				
D. Anatomy				
E. Physiology				
F. Health Promotion				
G. Management of Facilities & Resources				

## **Attachment C**

### **NC TEACH On-line Modules**

#### **Module I: The Teacher, the Learner and the School**

In weeks one-three the candidate is introduced to the world of teaching through various activities and assignments. The content during these three weeks focuses on the characteristics of teachers, the development of students and designing instruction.

The content and skills learned in weeks one-three are extended in weeks four-six through assignments and activities focused on learning theory, motivation, designing and implementing instruction, classroom assessment and special education information. These topics are enhanced by the inclusion of INTASC Standards as a basis of knowledge, skills and dispositions needed by alternative licensure teachers.

In weeks seven-nine the emphasis is on advanced instructional development and psychological foundations of teaching. Candidates also learn more about working with special needs students and survival skills for the first weeks of school as an alternative licensure teacher.

#### **Module II – Teaching Mathematics to Middle and Secondary School Learners**

This online module is designed to introduce lateral entry pre-service middle and high school teachers to the context of teaching mathematics at the middle and secondary levels. This module will give the student an in-depth understanding of the content structure of middle and secondary mathematics and current perspectives and methods on the teaching and learning of mathematics with an emphasis on developing mathematically literate learners. Topics to be covered will include national math standards and how they correlate to the NC Standard Course of Study math curriculum. Manipulatives, technology, reading and writing will be emphasized with instructional planning and methods. Each of the four broad content areas, numbers and operations, geometry and measurement, data analysis and probability and algebra will be incorporated into lesson planning. Participants will be collaborating about motivating the reluctant learner and about perspectives on diverse populations. Ample opportunity will exist for reflection and feedback on classroom strategies and techniques.

#### **Module III – Science Methods**

The NC TEACH Science Methods module will use the Internet to deliver asynchronous instruction to lateral entry teachers across North Carolina. The module will be divided into approximately 22-24 class sessions. The sessions will vary in the types of online delivery of content. For example, there will be online simulations, asynchronous discussions, group work, interactive video, website searches and evaluations, independent hands-on activities, and formal presentation of theory of teaching and learning science. Discussion forums will be used to reinforce theoretical and practical ideas learned in previous sessions. For example, lateral entry teachers will be asked to complete several inquiry oriented activities online and at their schools. In a subsequent session the lateral entry teachers will discuss the benefits and challenges of implementing inquiry into their own classrooms in the online Discussion Board. Online simulations will be used to reinforce the content knowledge of these teachers and emphasize pedagogical methods for best practices. For example, an interactive simulation on batteries and bulbs in physics and physical science will be used to review the content knowledge of the teachers and introduce them to inquiry, online learning, educational websites, and questioning techniques. Hands-on activities will be used in such a manner that the lateral entry teachers will be forced to collaborate with their school based peers for supplies to complete certain laboratories. Results from the individual activities and laboratories

will then be shared with the others in the science cohort for further content and pedagogical content knowledge. The sharing of experiences will include online discussions and group work.

#### **Module IV – Special Populations: Teaching Students with Disabilities in Inclusion Settings**

This module is designed to provide the special educator seeking initial licensure in Special Education: General Curriculum with the basic skills needed to understand learners with mild to moderate disabilities, understand the laws and procedures governing services for these students; implement effective inclusion based educational programs; collaborate effectively with other professionals and parents; conduct him/herself in a professional and ethical manner; and engage in on-going professional development.

#### **Module V - Instructional Technology**

The use of technology in teaching and learning activities is integrated into Modules I, II, III, and IV. This provides integration and cohesiveness with teaching effectiveness and learner-centered theories. Additionally, Module V is taught as a separate module that deals with legal, ethical, equity, and safety issues with using technology, as well as instructional design, technology-enhanced environments, designing continuous improvement plans, technology as a productivity tool for teachers, and learning theories dealing with technology use and children.

#### **Module VI - Diversity**

This module is designed to acquaint NC TEACH participants with a working knowledge of issues surrounding diversity in the classroom. Topics to be covered will include race, gender, ethnicity, sexual orientation, exceptionalities, socio-economic conditions, language, religions and how these impact learning in the classroom. Attention will also be given to selecting appropriate materials, developing a relevant curriculum, and strategies used to create a comfortable learning environment so that all children can learn.

#### **Student Resource Center**

A comprehensive Student Resource Center will be made available to all online participants. It will include Blackboard tutorials, glossaries, minimum hardware and software requirements, technology and online readiness assessment instruments, tips for successful online learning, where to go for technology or content help, textbook and materials information, and uniform protocols for all modules.

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## JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE

Wednesday, November 10, 2004  
Legislative Building  
Room 1027/1128  
9:00 A.M.

### North Carolina Alternatives to Traditional Teacher Preparation

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#### **Presenters:**

Dr. Dorothy Mebane, Director, NCTEACH (North Carolina Teachers of Excellence for All Children)  
Mr. Jim Barber, Executive Director, LEARN NC (Learners' and Educators' Assistance and Resource Network)

#### **Background:**

There is a special provision in the 2004 budget bill that requires the Joint Legislative Education Oversight Committee to study strategies for facilitating student participation in teacher preparation programs. In the course of the study, the Committee shall review existing programs that facilitate student participation in teacher preparation programs other than traditional four-year residential programs.

Dr. Mebane will present information about the current status of NCTEACH, and Jim Barber will give a brief demonstration of NCTEACH online.

#### **General Considerations:**

- The members of the Committee know a great deal about education issues affecting the State. Some have been on local boards of education or boards of trustees. Some were educators before becoming state legislators. However, many come from different walks of life. Please target your remarks accordingly.
- Keep your formal remarks brief; 10 minutes is a good target; 20 minutes at a maximum. Legislators like to ask questions and enjoy the give and take of Q & A sessions.
- If you plan to use Power Point, please limit the number of slides and be sure everyone on the committee and in the room can read the slides. Legislators generally prefer Power Point or overheads when used to present graphs, charts, or lists.
- You should avoid using acronyms. If you find this is necessary, you may want to provide a handout that defines the terms.
- There are 25 members, and as many as 40-50 observers. You will need to provide 75 copies of any handouts.
- Attached is a list of issues and questions you may wish to address during your presentation. The Committee realizes you may not be able to address all of them and that you may wish to emphasize issues not listed. Committee members may have additional questions.

Driving Instructions to the Legislative Complex: <http://www.ncleg.net/help/directions.html>

## **North Carolina Alternatives to Traditional Teacher Preparation**

### **Presenters:**

Dr. Dorothy Mebane, Director, NCTEACH (North Carolina Teachers of Excellence for All Children)  
Jim Barber, Executive Director, LEARN NC (Learners' and Educators' Assistance and Resource Network)

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### **Issues/Questions**

#### **NCTEACH (North Carolina Teachers of Excellence for All Children)**

1. Describe the current status of NC TEACH.
2. How does this program facilitate student participation in teacher preparation programs?
3. How long has the program been in existence?
4. How many students are currently being served? How many students have you served in past years?
5. How do you measure the effectiveness of this program?
6. How are you paying for the program? Where does the funding come from?
7. Are you targeting the shortage areas of math, science, special education, etc.?
8. How do you determine what students or subjects to target? Do you contact school systems concerning their needs?
9. What needs to be done to improve or enrich the program?
10. What are the obstacles to providing alternatives to traditional teacher preparation?
11. Provide a brief demonstration of NC TEACH online.



NC TEACH

## **Teachers of Excellence for All Children**

**Joint Legislative Education Oversight Committee**

**November 10, 2004**

*NC TEACH is administered by the University of North Carolina in collaboration with the North Carolina Department of Public Instruction*

NC TEACH

**NC TEACH - designed to recruit, train, and support mid-career professionals seeking to enter the teaching profession**



- Recruitment
- Advisement
- Orientation
- Program Plan of Study
- Summer Institute
- Fall, Spring Semesters
- Mentoring Support



**NC TEACHers Cohorts I - IV**

	<i>2000</i>	<i>2001</i>	<i>2002</i>	<i>2003</i>
<i>Age Range</i>	23-60	22-61	22-62	22-61
<i>Average Age</i>	37	37	36	41
<i>Female</i>	50%	64%	68%	59%
<i>Male</i>	50%	36%	32%	41%
<i>White</i>	85%	82%	77%	67%
<i>Black</i>	10%	16%	17%	24%
<i>Asian</i>	1%	1%	1%	2%
<i>Hispanic</i>	1%	0%	1%	2%
<i>Native American</i>	1%	1%	<1%	1%
<i>Other</i>	1%	<1%	1%	1%
<i>Unknown</i>	2%	0%	2%	3%
<i>Total Non-Majority</i>	15%	18%	22%	33%

**Cohorts I – IV Continued**

	<i>2000</i>	<i>2001</i>	<i>2002</i>	<i>2003</i>
<i>Total Applications</i>	289	419	1427	1075
<i>Total Accepted</i>	198	268	539	490
<i>Attended Orientation</i>	135	212	492	465
<i>Enrolled in Program</i>	124	190	458	452
<i>Completed S.I.</i>	92	168	450	440
<i>Completed Program</i>	87	161	426	(428)
<i>Initial License</i>	87	TBD	TBD	TBD
<i>Employed</i>	97%	96%	93%	95%
<i>Employing Schools/Districts</i>	77 Schools 50 Districts	144 Schools 77 Districts	150 Schools 80 Districts	TBD



**Cohorts I – IV Licensure Areas**

	2000	2001	2002	2003
<i>Secondary Mathematics</i>	2% (3)	5% (10)	8% (36)	10% (45)
<i>Secondary Science</i>	10% (12)	14% (27)	11% (51)	11% (50)
<i>Middle Mathematics</i>	14% (17)	12% (23)	9% (41)	8% (36)
<i>Middle Science</i>	10% (13)	10% (20)	8% (36)	7% (32)
<i>Middle Social Studies</i>	23% (28)	20% (37)	13% (60)	11% (50)
<i>Middle Language Arts</i>	23% (28)	16% (30)	11% (50)	9% (41)
<i>K- 12 Special Populations</i>	16% (20)	20% (37)	20% (91)	11% (86)
<i>K-12 Second Language</i>	2% (3)	3% (6)	3% (13)	2% (9)
<i>Secondary Social Studies</i>			10% (42)	9% (41)
<i>Secondary English</i>			8% (38)	6% (26)
<i>Other licensure areas</i>				8% (36)
<i>Assigned to licensure area for at least 75% of classes</i>	77.8%	80.0%	83.0%	TBD

**NC TEACH Program Completers By Host Site**

	2000	2001	2002	2003
ECU/ECU-JC, OC	6	12	88	72
UNCC	14	21	46	32
FSU/UNCP/UNCW	17	23	78	83
UNCG	12	18	38	42
NCCU/UNCCH	24	54	98	107
LRC			30	30
WCU	16	33	48	64



	NC TEACH	NC TEACH OnLine	NC TEACH Affiliate Programs
Participants	343 enrolled	25 enrolled; 22 current	967
Licensure Areas	Sec. and m.g. math, science, social studies; English; m.g. LA; K-12 Special Populations, Foreign Language	Math, Science, Special Populations	Sec. and m.g. math, science, social studies; English; m.g. LA; K-12 Special Populations, Foreign Language; Health; Business Ed; Family and Consumer Science; Dance; Theatre; Art; Music; Hispanic Studies/ K-6 Elementary Education; Child and Family Studies

*NC TEACH Online Components*

- **Orientation – face-to-face**
- **Required Early Field Experiences**
- **Online Core and Content Modules**
- **Student Resource Center**
- **Faculty Support Services**
- **Student Support Services**
- **IT Support Services**





***NC TEACH OnLine Modules***

**OL Student Resource Center**

**OL Module I: The Teacher, The Learner and The School**

**OL Module II: Curriculum and Instruction: Effective Teaching Strategies**

**OL Module III: Classroom Organization and Management**

**OL Module IV: Science**

**OL Module IV: Math**

**OL Module IV: Special Populations**

**OL Module V: Technology**

**OL Module VI: Diversity**

***NC TEACH OnLine program options***

Cohort Begins	Orientation	Starts	Ends	Breaks	Sessions
Summer (pilot group)	May	June	May	September December	3/week 1st 9 weeks then 1/week
Fall	October	October	Mid June	December	1 – 2/week
Winter	January	January	Aug	none	1 – 2/week



### Cost Per Teacher DOE/State Funds

	DOE (expenses)	# of Teachers	Cost per Teacher
1999-2000	\$765,191	92	\$8,317
2000-2001	\$817,690	168	\$4,867
2001-2002	\$866,690	412	\$2,102
2002-2003	\$822,450	452	\$1,820
2003-2004	\$432,00	420	\$1,280

### Program Effectiveness

- Cohorts I and II after first year of teaching – about 80% retention rate
- Cohort I after three years of teaching – about 70% retention rate
- By 2003, NC TEACH was producing more secondary math and science teachers than any other single other teacher education program
- Number of host sites increased from 6 to 11 plus three school district locations
- Over 1,300 teachers are employed in 150 schools in 80 districts
- NC TEACH curriculum foundation for NC TEACH OnLine



NC TEACH Data	Cohort 2000-01	Cohort 2001-02	Cohort 2002-03	Cohort 2003-04
<b>Total Applications</b>	289	419	1427	1075
<b>Accepted Applications</b>	198	268	539	490
<b>Attended Orientation</b>	135	212	492	465
<b>Enrolled in Program</b>	124	190	458	452
<b>Completed Summer Institute</b>	92	168	450	440
<b>Completed Program</b>	87	161	426	(428)
<b>Deferred application to 2003</b>	Not applicable	Not applicable	213	58
The following data profiles those who enrolled in program				
<b>Age Range</b>	23-60	22-61	22-62	22-61
<b>Average Age</b>	36.8	37	36	41
<b>Female</b>	62 (50%)	122 (64%)	311 (68%)	266 (59%)
<b>Male</b>	62 (50%)	68 (36%)	147 (32%)	186 (41%)
<b>White</b>	104 (85%)	155 (82%)	352 (77%)	302 (67%)
<b>Black</b>	12 (10%)	30 (16%)	78 (17%)	108 (24%)
<b>Asian</b>	1 (1%)	2 (1%)	5 (1%)	10 (2%)
<b>Hispanic</b>	2 (1%)	0 (0%)	5 (1%)	9 (2%)
<b>Native American</b>	2 (1%)	2 (1%)	1 (<1%)	4 (1%)
<b>Other</b>	1 (1%)	1 (<1%)	4 (1%)	5 (1%)
<b>Unknown</b>	2 (1%)	0 (0%)	13 (2%)	14 (3%)
<b>Total non-majority</b>	20 (15%)	35 (18%)	105 (22%)	150 (33%)
<b>Average GRE</b>	1092	1070	Not required	Not required
<b>Average MAT</b>	50	55	Not required	Not required
<b>Average UGPA</b>	3.06	3.18	3.12	3.27
<b>Average Graduate GPA</b>	3.46	3.55	3.4	3.61
<b>% with Advanced Degree</b>	29%	21%	19%	20%
<b>Secondary Science*</b>	12 (10%)	27 (14%)	51 (11%)	50 (11%)
<b>Secondary Math*</b>	3 (2%)	10 (5%)	36 (8%)	45 (10%)
<b>Middle Grades Science*</b>	13 (10%)	20 (10%)	36 (8%)	32 (7%)
<b>Middle Grades Math*</b>	17 (14%)	23 (12%)	41 (9%)	36 (8%)
<b>Middle Grades Language Arts</b>	28 (23%)	30 (16%)	50 (11%)	41 (9%)
<b>Middle Grades Social Studies</b>	28 (23%)	37 (20%)	60 (13%)	50 (11%)
<b>K-12 Special Populations</b>	20 (16%)	37 (20%)	91 (20%)	86 (19%)
<b>K-12 Second Language</b>	3 (2%)	6 (3%)	13 (3%)	9 (2%)
<b>Secondary Social Studies</b>	Not offered	Not offered	42 (9%)	41 (9%)
<b>Secondary English</b>	Not offered	Not offered	38 (8%)	26 (6%)
<b>Bus/Music/Art/PE/Health (ECU)</b>				36 (8%)
<b># Clear Initial Licenses</b>	87	TBD	TBD	TBD
<b>% Employed</b>	97%	96%	93%	95%
<b># Employing Schools/Districts</b>	77 Schools 50 Districts	144 Schools 77 Districts	150 Schools 80 Districts	TBD
<b>Retention Rate</b>	80% after first year	79% after first year	TBD	TBD



**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.



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## JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE

Wednesday, November 10, 2004  
Legislative Building  
Room 1027/1128  
9:00 A.M.

### North Carolina Alternatives to Traditional Teacher Preparation

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**Presenter:**

Ms. Jean Murphy, Executive Director, North Carolina Model Teacher Education Consortium

**Background:**

There is a special provision in the 2004 budget bill that requires the Joint Legislative Education Oversight Committee to study strategies for facilitating student participation in teacher preparation programs. In the course of the study, the Committee shall review existing programs that facilitate student participation in teacher preparation programs other than traditional four-year residential programs.

Jean Murphy will present information about the ways in which the Model Teacher Education Consortium is facilitating participation in teacher preparation programs.

**General Considerations:**

- The members of the Committee know a great deal about education issues affecting the State. Some have been on local boards of education or boards of trustees. Some were educators before becoming state legislators. However, many come from different walks of life. Please target your remarks accordingly.
- Keep your formal remarks brief; 10 minutes is a good target; 20 minutes at a maximum. Legislators like to ask questions and enjoy the give and take of Q & A sessions.
- If you plan to use Power Point, please limit the number of slides and be sure everyone on the committee and in the room can read the slides. Legislators generally prefer Power Point or overheads when used to present graphs, charts, or lists.
- You should avoid using acronyms. If you find this is necessary, you may want to provide a handout that defines the terms.
- There are 25 members, and as many as 40-50 observers. You will need to provide 75 copies of any handouts.
- Attached is a list of issues and questions you may wish to address during your presentation. The Committee realizes you may not be able to address all of them and that you may wish to emphasize issues not listed. Committee members may have additional questions.

Driving Instructions to the Legislative Complex: <http://www.ncleg.net/help/directions.html>

## **North Carolina Alternatives to Traditional Teacher Preparation**

### **Presenters:**

Jean Murphy, Executive Director, North Carolina Model Teacher Education Consortium

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### **Issues/Questions**

#### **Model Teacher Education Consortium**

1. How does this program facilitate student participation in teacher preparation programs?
2. How long has the program been in existence?
3. How many students are currently being served? How many students have you served in past years?
4. How do you measure the effectiveness of this program?
5. How are you paying for the program? Where does the funding come from?
6. Are you targeting the shortage areas of math, science, special education, etc.?
7. How do you determine what students or subjects to target? Do you contact school systems concerning their needs?
8. What needs to be done to improve or enrich the program?
9. What are the obstacles to providing alternatives to traditional teacher preparation?

**North Carolina Model Teacher Education Consortium Presentation  
Education Oversight Committee Meeting  
November 10, 2004**

**The North Carolina Model Teacher Education Consortium (Consortium) was created by NC's General Assembly in 1989 to address the critical shortage of teachers in seven of the poorest and most rural school systems in northeastern NC. Although the Consortium began as a small regional program to assist school systems, it has grown incrementally over the years to include 39 school systems, 10 four-year colleges and universities, 28 community colleges and the State Department of Public Instruction. In addition to funding from the General Assembly, each school system pays an annual \$1 per child membership fee based on the average daily attendance in that system, and each program participant pays greatly reduced college tuition for the courses offered.**

**By making teacher education programs accessible and affordable for employees of the participating school systems, the Consortium has facilitated participation in teacher preparation programs for paraprofessionals such as teacher assistants and clerical workers seeking a teaching degree, as well as, lateral entry, provisional, and emergency licensed teachers. Graduate programs were offered until 2001 when the Consortium experienced a severe budget cut.**

**Some of the geographic and financial barriers in earning a teaching degree and/or licensure have been removed through collaborative partnerships with the 28 community colleges and the 10 four-year colleges and universities. Client services have been added because the school systems or the clients themselves expressed a need for them when we have assessed their needs. Each semester, employees of the participating school systems have the following opportunities available to them through the Consortium:**

**Financial Assistance:**

- Community College Transfer Courses @ \$60 /course and the first \$60 of required textbooks/course paid by the Consortium;**



- A menu of Consortium-sponsored upper-level teacher education courses offered by the 10 partnering colleges/universities for \$80/course. The Consortium pays the remaining tuition;
- Full tuition and a \$500/month stipend are available during the student teaching semester when paraprofessionals must take a leave of absence from their jobs; and
- An annual tuition reimbursement up to \$500 is available for program participants who need a course not offered by the Consortium and must take a traditional on-campus course.

#### **Support Services:**

- Mail-in, as well as, on-site registration each semester with representatives from the colleges/universities and the Regional Alternative Licensure Centers present to advise them on the courses they need;
- Preparation seminars for taking Praxis I and II;
- Technology seminars for student teachers with a laptop on loan issued to them when they sign a contract in a Consortium school system; and
- A great deal of support in working through the bureaucracies while earning a teaching degree and/or licensure.

Since 1990 when the first Consortium-sponsored courses were offered in Vance and Halifax counties, 7,253 clients have taken 26,171 courses or seminars. During the 2003-2004 fiscal year, 1,105 clients took 3,208 courses or seminars. This current fiscal year, 616 clients are taking 1,407 courses/seminars.

Consortium school systems traditionally have more than their share of under-qualified teachers in most licensure areas. In order to address the shortage areas of math, science, special education, and other hard-to-fill areas, the Consortium continuously negotiates with the colleges and universities to offer Consortium-sponsored courses for the many lateral entry, provisional and emergency teachers in those licensure areas. In addition, Praxis II preparation seminars are held each semester in specific content areas including math, science and special education.





**There were 3 additional questions the legislative staff asked me to address:**

***1. What needs to be done to improve or enrich the program?***

**A) There has been a great deal of cooperation and collaboration among the colleges and universities that have sponsored Consortium courses over the years. Without this, programs for non-traditional students would have been impossible. However, there are still barriers that restrict access for paraprofessionals and lateral entry teachers such as:**

**Application fees for teachers taking undergraduate courses for licensure only;**

**Graduate tuition for undergraduate college courses for teachers working on licensure;**

**Complete college transcripts required for teachers who need to take one or two courses for licensure;**

**Requirement of teachers taking Praxis I to get in a licensure only program;**

**Visiting International Faculty having to pay out of state tuition because their Visa does not allow them to establish domicile in NC; and**

**Reluctance to develop required teacher education courses for Internet delivery.**

**Colleges and universities that remove barriers for teachers and paraprofessionals without sacrificing the integrity of their programs need to be recognized and rewarded.**

**B) Provide stability of funding to enable long-range strategic planning for program participants.**

***2. What are the obstacles to providing alternatives to traditional teacher preparation?***

**Financial Barriers:**



**Paraprofessionals and beginning teachers simply cannot afford the current full college tuition, textbooks, Praxis tests, etc.**

**Geographic and Scheduling Barriers:**

**Teachers and paraprofessionals work long days-some even drive buses, so they can't drive to campus early in the afternoon for coursework. Fewer college courses are offered when teachers and paraprofessionals can take them—in the summers and on weekends. This has improved as colleges/universities offer an increasing number of Internet courses. Unfortunately, many required courses are still not available online.**

***3. How do you measure the effectiveness of this program?***

**Like most programs, we have collected a wealth of qualitative anecdotal data from program participants and school leaders. In addition, we are concentrating on hard quantitative data. For instance, of the 285 clients who have participated in the Consortium sponsored Praxis II preparation seminars and have taken the State required Praxis II test, 62% have passed. Some hard-to-fill areas have a higher passing rate:**

<b>Middle Grades Math</b>	<b>88% passed</b>
<b>Special Education Cross Categorical</b>	<b>69% passed</b>
<b>Special Education Mentally Disabled</b>	<b>72% passed</b>

**In addition, program completers are tracked in the Consortium's database. Consortium data is cross-referenced annually with the community college system and the Licensure Division of the Department of Public Instruction to ascertain the number of program completers. Last year, the numbers were as follows:**

<b>91</b>	<b>Associate Degrees Earned</b>
<b>640</b>	<b>Graduate Degrees Earned</b>
<b>251</b>	<b>Lateral Entry Teachers Cleared Licensure</b>
<b>63</b>	<b>Teachers Earned National Board Certification</b>
<b>168</b>	<b>Paraprofessionals Became New Teachers</b>

**According to the 2003 report *No Dream Denied* by the National Commission on Teaching and America's Future, our challenge as**



educational leaders and policymakers is not just how to recruit more teachers, but how to keep teachers long enough for them to become accomplished educators. A recent study at East Carolina University looked at the impact that Consortium interventions and support services have had on program participants and their continuing employment in NC's public schools. In the spring of 2004 data were retrieved from the Public Schools of North Carolina's employment database to ascertain if participants who received Consortium services between January 1990 and December 2003 were still employed in NC's public schools. Results from a Lindquist Type III ANOVA provided an answer to the question—*Have the participants who have used Consortium services been consistently employed in NC's public schools?* The data analysis indicated a statistical significance revealing that Consortium program participants have continued to be employed in NC's public schools.

I am proud to say that we were recognized nationally this year when the Education Commission of the States awarded NC the *State Award for Innovation in Education* because of the work of NC Teach and the NC Model Teacher Education Consortium.

Thank you for your continuing support of the NC Model Teacher Education Consortium. We will always strive to be a program in which you will be proud to have invested our State's limited resources.





# **NORTH CAROLINA MODEL TEACHER EDUCATION CONSORTIUM SPRING 2005 SEMESTER SERVICES**

**Details on services and ALL forms are available on [www.ncmtec.org](http://www.ncmtec.org).**

## **Consortium-Sponsored Courses**

Undergraduate education courses at \$80/course. Specific instructions on registration, course request forms, and courses posted on the website beginning on November 3, 2004.

- ◆ November 3 – December 17, 2004; Mail-in registration (Forms will be posted on [www.ncmtec.org](http://www.ncmtec.org) on November 3, 2004.)
- ◆ Saturday, January 8, 2005 (9:30 AM – 12:30 PM); On-site registration at Lumberton High School, Lumberton, NC.
- ◆ Monday, January 10, 2005 (4:00-7:00 PM); On-site registration at Nash Community College, Rocky Mount, NC.

## **College Transfer Courses at Partnering Community Colleges**

College Transfer courses with reduced tuition of \$60/course offered at 28 community colleges. NCMTEC will also pay for the first \$60 of required textbooks per course. Forms will be available on November 1, 2004 at [www.ncmtec.org](http://www.ncmtec.org).

## **Tuition Reimbursement**

Requests may be made by February 15, 2005 for reimbursement of one undergraduate course that is not Consortium-sponsored at reduced tuition.

## **Praxis I and II Test Preparation Seminars**

- ◆ Praxis I Seminars offered in Reading, Writing and Math. (\$20 per seminar)
- ◆ Praxis II Seminars offered in many content areas. (\$80 per seminar)

## **Student Teaching Benefits**

NCMTEC paraprofessionals who student teach during spring 2005 may receive \$500/month stipend when they have to take a "leave of absence" from the school system and are not on the school system payroll while student teaching. Tuition and fees for student teaching course hours are supported by NCMTEC.

**Please call 800.280.6985 or email [staff@ncmtec.org](mailto:staff@ncmtec.org). We look forward to helping you!**

*NCMTEC services are always contingent upon the availability of funding.*







# North Carolina Model Teacher Education Consortium Spring 2005 Consortium-Sponsored Courses

5000 copies of this public document were printed at a cost of 5.1 cents per copy.

*These education and content area courses are for lateral entry, emergency and provisionally licensed teachers, as well as, paraprofessionals who are seeking an education degree and licensure in teacher education.*

## **See [www.ncmtec.org](http://www.ncmtec.org) for:**

- \* Complete listing of courses
- \* Details on how to register
- \* Downloadable registration forms
- \* Your registration status (once you have completed and mailed in your paperwork)

*\*Special notice to all potential clients in teacher assistant, substitute, clerical/support and other non-certified positions: You must have a completed Cohort Application on file with NCMTEC prior to registering for a Consortium-sponsored class.*

### **OPTION I - Mail-In Registration**

***Begins November 3, 2004***

*Register early for the best chances to get into courses  
See [www.ncmtec.org](http://www.ncmtec.org) for all directions, forms and details*

- \* This option allows you to download directions / forms from the website and mail your registration.
- \* Once you complete the mail-in registration process by sending in your completed forms and payment, you will be notified of the Consortium-sponsored courses in which you are enrolled by November 30, 2004.

### **OPTION II - On-Site Registration**

**LUMBERTON, NC**  
Lumberton High School  
Saturday, January 8, 2005  
9:30 am - 12:30 pm  
Gymnasium

**ROCKY MOUNT, NC**  
Nash Community College  
Monday, January 10, 2005  
4:00 pm - 7:00 pm  
Business/Industry Center

1. Attend a face-to-face registration in Lumberton or Rocky Mount to talk to advisors and register for courses. There will be no registration for Consortium benefits of reduced tuition over the fax/phone, on the first night of class, or on-campus. You must pay your share of tuition (\$80 and any college registration fees) at the NCMTEC registration.
2. You must bring your most current (no earlier than September 2004) paystub as proof of employment, along with a photo ID. Employees of participating Consortium school systems must show proof of their employment (most recent paystub) and a form of photo identification in order to register/enroll in Consortium-sponsored courses and events. Newly hired teachers for 2004-05 without their first paystub must show their contracts. (Letters from principals are not appropriate.)
3. Representatives from some colleges/universities will be present to evaluate transcripts and advise Consortium participants. If you are a new client and wish to be advised, please bring your undergraduate transcripts.

Visit [www.ncmtec.org](http://www.ncmtec.org) for the most up-to-date information on registration and courses offered by NCMTEC.  
Contact us at 800.280.6985 or [staff@ncmtec.org](mailto:staff@ncmtec.org)

*The Consortium's mission is to increase the quantity of highly qualified educators in the school systems.  
Consortium services are always contingent upon the availability of funding.*





# **NORTH CAROLINA Model Teacher Education Consortium**

## **Electronic Resources**

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### **Website [www.ncmtec.org](http://www.ncmtec.org)**

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Access: Policy and forms for College Transfer Courses at the Community College  
Registration information for Consortium-sponsored Courses  
Policy and forms for Non-sponsored Course Tuition Reimbursement  
Schedule and registration forms for Praxis I and Praxis II seminars  
Question and answer on services  
Updates on Consortium services  
Contact information for NCMTEC staff

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## **Electronic Newsletter Instructions**

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### **Step 1**

Prepare an email leaving the subject line blank and include the following in the body of the message: subscribe ncmtec

### **Step 2**

Send the email to:  
[majordomo@services.dpi.state.nc.us](mailto:majordomo@services.dpi.state.nc.us)

### **Step 3**

You may receive a computer-generated reply, which confirms your request to subscribe to the NCMTEC Mail List. If you receive this message with an authenticity code, please copy the code (along with that entire line) and paste it into an email to be sent back to the address from which the code was sent. Look for the line with your email address at the end. This is the line you need to copy and send back in the reply mail.

You will then get a mail saying you were successful.

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## **Email us**







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[catherineallen@ncmtec.org](mailto:catherineallen@ncmtec.org)    [harrystarnes@ncmtec.org](mailto:harrystarnes@ncmtec.org)







	1989		1997
	1992		2000
	1993		2004



# NC Model Teacher Education Consortium

## True Collaboration among the following:

- **40 Local School Systems**

Alamance County  
Beaufort County  
Bertie County  
Bladen County  
Brunswick County  
Camden County  
Clinton City  
Columbus County  
Duplin County  
Edenton/Chowan

Edgecombe County  
Elizabeth City/Pasquotank  
Franklin County  
Gates County  
Granville County  
Greene County  
Halifax County  
Harnett County  
Hertford County  
Hyde County

Johnston County  
Jones County  
Lenoir County  
Martin County  
Nash/Rocky Mount  
Northampton County  
Onslow County  
Person County  
Richmond County  
Roanoke Rapids City

Robeson County  
Sampson County  
Tyrrell County  
Vance County  
Warren County  
Washington County  
Wayne County  
Weldon City  
Whiteville City  
Wilson County

- **10 Colleges/Universities**

Barton College  
Campbell University  
Chowan College

East Carolina University  
Elizabeth City State University  
Fayetteville State University  
NC Central University

NC Wesleyan College  
UNC-Pembroke  
UNC-Wilmington

- **28 Community Colleges**

Alamance Community College  
Beaufort Community College  
Bladen Community College  
Brunswick Community College  
Cape Fear Community College  
Central Carolina Community College  
Coastal Carolina Community College  
College of The Albemarle  
Craven Community College

Edgecombe Community College  
Fayetteville Technical Community College  
Halifax Community College  
James Sprunt Community College  
Johnston Community College  
Lenoir Community College  
Martin Community College  
Nash Community College  
Piedmont Community College  
Pitt Community College

Richmond Community College  
Roanoke-Chowan Community College  
Robeson Community College  
Sampson Community College  
Sandhills Community College  
Southeastern Community College  
Vance-Granville Community College  
Wayne Community College  
Wilson Technical Community College

- **State Department of Public Instruction**

*The North Carolina Model Teacher Education Consortium is a collaborative partnership began in 1989 to address the critical shortage of highly-qualified and fully-licensed teachers in the poor rural schools of North Carolina.*





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## JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE

Wednesday, November 10, 2004

Legislative Building

Room 1027/1128

9:00 A.M.

### North Carolina Alternatives to Traditional Teacher Preparation

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#### Presenters:

Dr. Delores Parker, Vice President for Academic and Student Services, North Carolina Community College System

Dr. A. Hope Williams, President, North Carolina Independent Colleges and Universities

#### Background:

There is a special provision in the 2004 budget bill that requires the Joint Legislative Education Oversight Committee to study strategies for facilitating student participation in teacher preparation programs. In the course of the study, the Committee shall review existing programs that facilitate student participation in teacher preparation programs other than traditional four-year residential programs.

Dr. Parker will present information about programs offered within the Community College system.

Dr. Williams will present information about programs offered by the Independent Colleges and Universities.

#### General Considerations:

- The members of the Committee know a great deal about education issues affecting the State. Some have been on local boards of education or boards of trustees. Some were educators before becoming state legislators. However, many come from different walks of life. Please target your remarks accordingly.
- Keep your formal remarks brief; 10 minutes is a good target; 20 minutes at a maximum. Legislators like to ask questions and enjoy the give and take of Q & A sessions.
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Driving Instructions to the Legislative Complex:

<http://www.ncleg.net/help/directions.html>

## **North Carolina Alternatives to Traditional Teacher Preparation**

### **Presenter:**

Dr. Delores Parker, Vice President for Academic and Student Services, North Carolina Community College System

Dr. A.Hope Williams, President, North Carolina Independent Colleges and Universities

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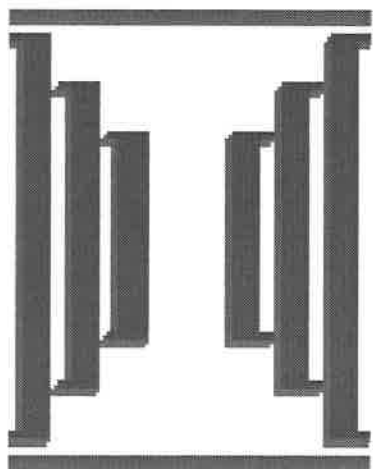
### **Issues/Questions**

#### **North Carolina Community College System**

1. Present a brief overview of programs that facilitate student participation in alternative teacher preparation programs at Community College campuses.
2. Incorporate in your remarks as much of this information as possible:
  1. How does this program facilitate student participation in teacher preparation programs?
  2. How long has the program been in existence?
  3. How many students are currently being served? How many students have you served in past years?
  4. How do you measure the effectiveness of this program?
  5. How are you paying for the program? Where does the funding come from?
  6. Are you targeting the shortage areas of math, science, special education, etc.?
  7. How do you determine what students or subjects to target? Do you contact school systems concerning their needs?
  8. What needs to be done to improve or enrich the program?
  9. What are the obstacles to providing alternatives to traditional teacher preparation?

#### **North Carolina Independent Colleges and Universities**

1. Present a brief overview of programs that facilitate student participation in alternative teacher preparation programs at Independent College and University campuses.
2. Incorporate in your remarks as much of this information as possible:
  1. How does this program facilitate student participation in teacher preparation programs?
  2. How long has the program been in existence?
  3. How many students are currently being served? How many students have you served in past years?
  4. How do you measure the effectiveness of this program?
  5. How are you paying for the program? Where does the funding come from?
  6. Are you targeting the shortage areas of math, science, special education, etc.?
  7. How do you determine what students or subjects to target? Do you contact school systems concerning their needs?
  8. What needs to be done to improve or enrich the program?
  9. What are the obstacles to providing alternatives to traditional teacher preparation?



# **Partnerships for Teacher Preparation**

**House Bill 1414 Section 7.19A**

**Joint Legislative  
Education Oversight Committee**

**November 10, 2004**

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**North Carolina  
Community College System  
Dr. Delores Parker  
Vice President  
Academic and Student Services**





# **Teacher Prep and the Community College Mission**

- **Community colleges prepare the workforce**
- **Teacher shortage one of North Carolina's most critical workforce shortages now as population growth, state and federal legislation and initiatives create greater demand**
- **State needs 8,000-10,000 new teachers a year**
- **Traditional teacher education programs not meeting demand**
- **Community colleges have been asked to help**



North Carolina Community College System

H. Martin Lancaster, President

Fifty-nine Institutions Educating and Training a World-Class Workforce

[www.ncccs.cc.nc.us](http://www.ncccs.cc.nc.us)





# **Strength in Partnership**

**NC Independent  
Colleges and Universities**

**UNC System**

**More At Four**

**NC Model Teacher  
Education Consortium**

**Division of Child  
Development**

**Frank Porter Graham**

**Department of Public Instruction**



**North Carolina Community College System  
H. Martin Lancaster, President**

**Fifty-nine Institutions Educating and Training a World-Class Workforce**

**[www.ncccs.cc.nc.us](http://www.ncccs.cc.nc.us)**







# Baccalaureate Completion



## **2 + 2 = Home-grown teachers**

- **First two years at community colleges**
- **Teaching credentials via university/college programs brought to community colleges**  
(traveling instructors, distance learning)
- **Most enroll “cohorts” of students who move through programs together**
- **Most in elementary and/or special education**
- **Growing fast due to improved articulation, appeal to place-bound adults seeking career change, growing need**





# **Pioneers:**

## **Coastal Carolina and UNC-Wilmington**

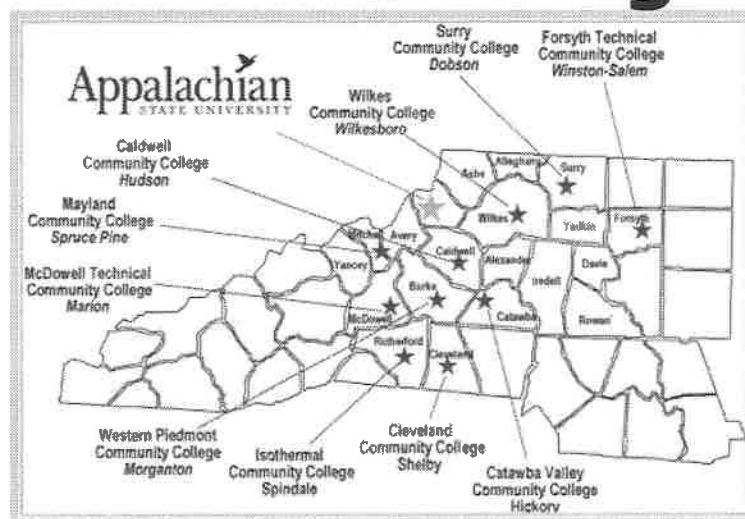


- **Mid-1990s, local schools requested help**
- **Top leaders of schools, base, community college, university committed to partnership, pledged to remove obstacles**
- **Rep. Robert Grady helped with articulation, targeted funding**
- **As of 2004, 197 graduates, with more than 80% still teaching in Onslow County**
- **Now also includes Brunswick, James Sprunt, Cape Fear, Southeastern Community Colleges**





# Regional Vision: Appalachian Learning Alliance



- Partnership between Appalachian State University and 10 western NC community colleges
- Meets identified baccalaureate and graduate needs via degree completion programs on community college campuses
- 294 graduates projected by December 2007

North Carolina Community College System

H. Martin Lancaster, President

Fifty-nine Institutions Educating and Training a World-Class Workforce

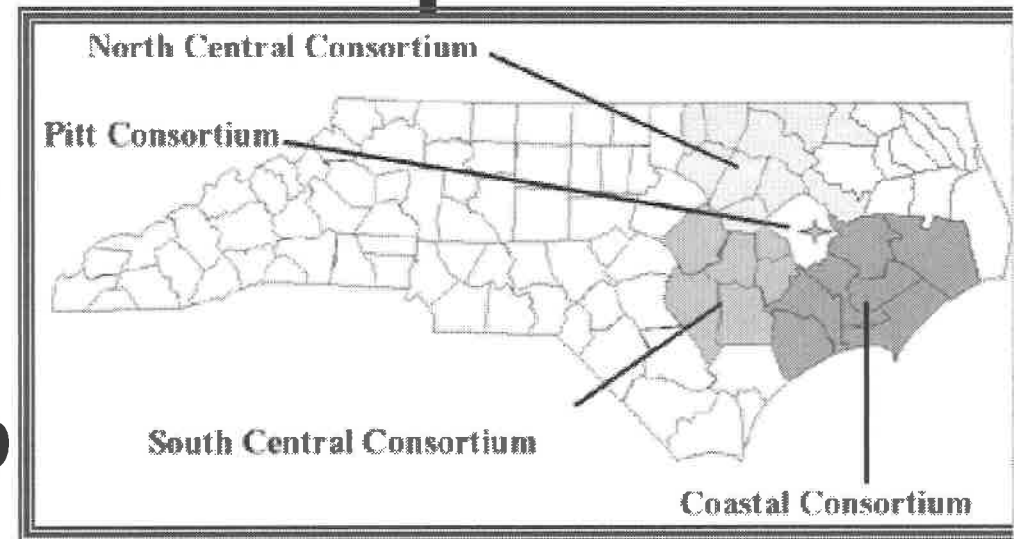
[www.ncccs.cc.nc.us](http://www.ncccs.cc.nc.us)





# Hubs and Spokes: Wachovia Partnership East

- Partnership among East Carolina University and eastern community colleges in regional consortia, funded in part by \$1 million from Wachovia
- Fall 2004 enrollment: 169



- ◆ Pitt Consortium: Pitt CC
- ◆ Coastal Consortium: Hub at Craven CC  
*Beaufort County CC, Carteret CC, Coastal Carolina CC, Pamlico CC*
- ◆ North Central Consortium: Hub at Edgecombe CC  
*Martin CC, Nash CC, Roanoke-Chowan CC, Vance-Granville CC, Wilson TCC*
- ◆ South Central Consortium: Hub at Wayne CC  
*Lenoir CC, James Sprunt CC, Johnston CC, Sampson CC*







# Independent Partners: Lees-McRae College

- Well-established 2+2 in elementary education with Surry CC, Western Piedmont CC
- By 2003, 115 Surry graduates, all teaching locally; WP has similar success
- Many other independents encourage CC transfer, are developing more programs on CC campuses







# Hands Across the State

Other examples of recent, current, planned 2+2

**WCU (CATS - Carolina Alliance  
for Transfer Students)  
Tri-County, McDowell,  
Blue Ridge, Mayland,  
WPCC, Gaston, Caldwell CCs**

**ECSU - Halifax CC**

**Pfeiffer -  
Montgomery CC**

**FSU -  
Sampson CC**

**UNC-Charlotte -  
Stanly CC**

**UNC-Pembroke -  
Richmond CC**





# Variations: UNC-Greensboro

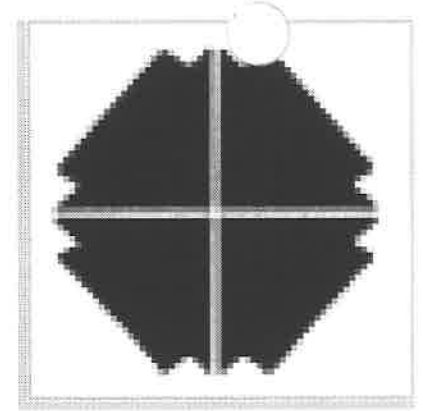
- Housed at University rather than community colleges
- Focuses on strong articulation agreements, education of young children
- Offers 2+2 agreements to all community colleges for articulation into K-6 program.
- Developed 2+2 agreements with all community colleges for articulation into Birth through Kindergarten program, including AAS graduates
- By 2003, 173 graduates







# **Variations: NC Model Teacher Education Consortium**



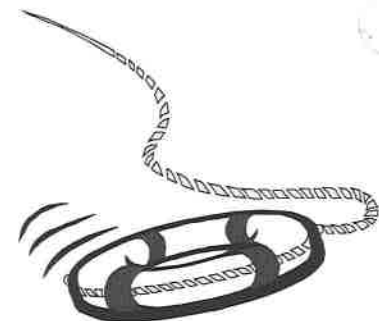
- **Teacher degree completion for employees of twenty-seven community colleges, forty-four school systems and ten senior colleges & universities in eastern and central NC**
- **Courses on both community college and university campuses**
- **1990-2002, 3,739 licensed personnel served by NCMTEC, including 1206 served through community colleges in 5011 courses**
- **2003-2004, 135 students at community colleges in 368 courses**
- **In 2002, 88.8 percent of NCMTEC clients still employed in NC public schools**







# Help for Students



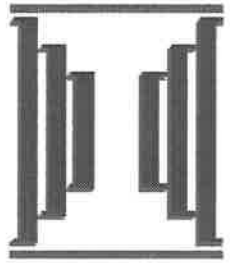
## ■ State Funded DPI Programs:

- **Teacher Assistant Scholarship Loan (TASL), \$3500 annually to teacher assistants attending community college for program leading to teacher licensure; \$1200 for students in early childhood or other two-year degree of use in public schools.**
- **Prospective Teacher Scholarship Loan, \$900 annually for community college students in program transferable to a program leading to licensure in special services areas, including school psychology, school counseling, speech/language pathology, audiology, and library/media services.**

## ■ Private Partners:

- **NC GlaxoSmithKline Teacher Preparation Scholarships: \$1 million endowment matched by General Assembly for scholarships for students in 2+2 programs on community colleges campuses. Available in 2005**
- **Many campus-based scholarships, awards**





## Next Steps

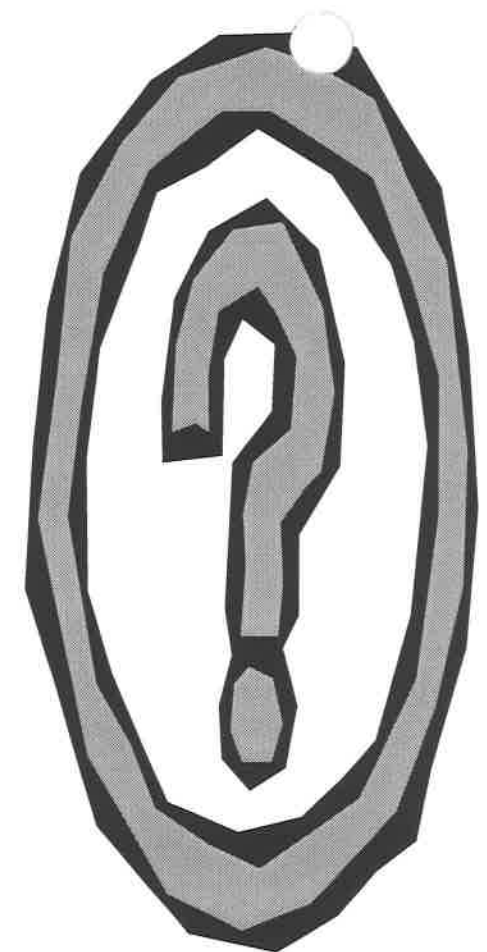


- **Consistency in articulation, pre-major requirements**
- **Attention to high school, math, science, other targeted subject areas**
- **Student recruitment/marketing**
- **Money for student support, counseling at community colleges**
- **Lateral entry**





# Questions?



## ■ **Dr. Delores Parker**

**Vice President**

**Academic and Student Services**

**919-807-7096**

**parkerd@ncccs.cc.nc.us**

## ■ **Kristi Snuggs**

**Coordinator**

**Early Childhood and Public Service Technologies**

**919-807-7122**

**snuggsk@ncccs.cc.nc.us**

**North Carolina Community College System**

**H. Martin Lancaster, President**

**Fifty-nine Institutions Educating and Training a World-Class Workforce**

**[www.ncccs.cc.nc.us](http://www.ncccs.cc.nc.us)**



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## JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE

Wednesday, November 10, 2004

Legislative Building

Room 1027/1128

9:00 A.M.

### North Carolina Alternatives to Traditional Teacher Preparation

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#### **Presenters:**

Dr. Delores Parker, Vice President for Academic and Student Services, North Carolina Community College System

Dr. A.Hope Williams, President, North Carolina Independent Colleges and Universities

#### **Background:**

There is a special provision in the 2004 budget bill that requires the Joint Legislative Education Oversight Committee to study strategies for facilitating student participation in teacher preparation programs. In the course of the study, the Committee shall review existing programs that facilitate student participation in teacher preparation programs other than traditional four-year residential programs.

Dr. Parker will present information about programs offered within the Community College system.

Dr. Williams will present information about programs offered by the Independent Colleges and Universities.

#### **General Considerations:**

- The members of the Committee know a great deal about education issues affecting the State. Some have been on local boards of education or boards of trustees. Some were educators before becoming state legislators. However, many come from different walks of life. Please target your remarks accordingly.
- Keep your formal remarks brief; 10 minutes is a good target; 20 minutes at a maximum. Legislators like to ask questions and enjoy the give and take of Q & A sessions.
- If you plan to use Power Point, please limit the number of slides and be sure everyone on the committee and in the room can read the slides. Legislators generally prefer Power Point or overheads when used to present graphs, charts, or lists.
- You should avoid using acronyms. If you find this is necessary, you may want to provide a handout that defines the terms.
- There are 25 members, and as many as 40-50 observers. You will need to provide 75 copies of any handouts.
- Attached is a list of issues and questions you may wish to address during your presentation. The Committee realizes you may not be able to address all of them and that you may wish to emphasize issues not listed. Committee members may have additional questions.

Driving Instructions to the Legislative Complex:

<http://www.ncleg.net/help/directions.html>

## **North Carolina Alternatives to Traditional Teacher Preparation**

### **Presenter:**

Dr. Delores Parker, Vice President for Academic and Student Services, North Carolina Community College System

Dr. A.Hope Williams, President, North Carolina Independent Colleges and Universities

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### **Issues/Questions**

#### **North Carolina Community College System**

1. Present a brief overview of programs that facilitate student participation in alternative teacher preparation programs at Community College campuses.
2. Incorporate in your remarks as much of this information as possible:
  1. How does this program facilitate student participation in teacher preparation programs?
  2. How long has the program been in existence?
  3. How many students are currently being served? How many students have you served in past years?
  4. How do you measure the effectiveness of this program?
  5. How are you paying for the program? Where does the funding come from?
  6. Are you targeting the shortage areas of math, science, special education, etc.?
  7. How do you determine what students or subjects to target? Do you contact school systems concerning their needs?
  8. What needs to be done to improve or enrich the program?
  9. What are the obstacles to providing alternatives to traditional teacher preparation?

#### **North Carolina Independent Colleges and Universities**

1. Present a brief overview of programs that facilitate student participation in alternative teacher preparation programs at Independent College and University campuses.
2. Incorporate in your remarks as much of this information as possible:
  1. How does this program facilitate student participation in teacher preparation programs?
  2. How long has the program been in existence?
  3. How many students are currently being served? How many students have you served in past years?
  4. How do you measure the effectiveness of this program?
  5. How are you paying for the program? Where does the funding come from?
  6. Are you targeting the shortage areas of math, science, special education, etc.?
  7. How do you determine what students or subjects to target? Do you contact school systems concerning their needs?
  8. What needs to be done to improve or enrich the program?
  9. What are the obstacles to providing alternatives to traditional teacher preparation?



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## JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE

Wednesday, November 10, 2004  
Legislative Building  
Room 1027/1128  
9:00 A.M.

### North Carolina Alternatives to Traditional Teacher Preparation

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#### **Presenters:**

Dr. Cathy L. Barlow, Dean, Watson School of Education, The University of North Carolina at Wilmington  
Dr. A. Michael Dougherty, Dean, College of Education and Allied Professions, Western Carolina University  
Dr. David Feagins, Coordinator, Alternative Licensure and Clinical Experiences, Greensboro College  
Marilyn A. Sheerer, Ph.D, Professor and Dean, College of Education, East Carolina University  
Dr. Cecelia Steppe-Jones, Dean, College of Education, North Carolina Central University

#### **Background:**

There is a special provision in the 2004 budget bill that requires the Joint Legislative Education Oversight Committee to study strategies for facilitating student participation in teacher preparation programs. In the course of the study, the Committee shall review existing programs that facilitate student participation in teacher preparation programs other than traditional four-year residential programs.

Each of the presenters will provide information about programs offered within their university.

#### **General Considerations:**

- The members of the Committee know a great deal about education issues affecting the State. Some have been on local boards of education or boards of trustees. Some were educators before becoming state legislators. However, many come from different walks of life. Please target your remarks accordingly.
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## **North Carolina Alternatives to Traditional Teacher Preparation**

### **Presenter:**

Dr. Cathy L. Barlow, Dean, Watson School of Education, The University of North Carolina at Wilmington  
Dr. A. Michael Dougherty, Dean, College of Education and Allied Professions, Western Carolina University  
Dr. David Feagins, Coordinator, Alternative Licensure and Clinical Experiences, Greensboro College  
Marilyn A. Sheerer, Ph.D, Professor and Dean, College of Education, East Carolina University  
Dr. Cecelia Steppe-Jones, Dean, College of Education, North Carolina Central University

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### **Issues/Questions**

**East Carolina University, University of North Carolina at Wilmington, Western Carolina University, North Carolina Central University, Greensboro College**

1. Present a brief overview of programs that facilitate student participation in alternative teacher preparation programs.
2. Incorporate in your remarks as much of this information as possible:
  - a. How does this program facilitate student participation in teacher preparation programs?
  - b. How long has the program been in existence?
  - c. How many students are currently being served? How many students have you served in past years?
  - d. How do you measure the effectiveness of this program?
  - e. How are you paying for the program? Where does the funding come from?
  - f. Are you targeting the shortage areas of math, science, special education, etc.?
  - g. How do you determine what students or subjects to target? Do you contact school systems concerning their needs?
  - h. What needs to be done to improve or enrich the program?
  - i. What are the obstacles to providing alternatives to traditional teacher preparation?

**NORTH CAROLINA ALTERNATIVES TO TRADITIONAL**  
**TEACHER PREPARATION**

**Presentation to the Joint Legislative Education Oversight Committee**

November 10, 2004

**Presented by:**

Dr. Cathy Barlow, Dean  
Watson School of Education  
University of North Carolina at Wilmington  
[barlowc@uncw.edu](mailto:barlowc@uncw.edu)  
(910) 962-3354

[www.uncw.edu/ed/](http://www.uncw.edu/ed/)



**WATSON SCHOOL OF EDUCATION**  
University of North Carolina at Wilmington

<b>Program</b>	<b>Years in Existence</b>	<b>2004-2005 Enrollment</b>	<b>2003-2004 Enrollment</b>	<b>2002-2003 Enrollment</b>
M.A.T.	3	42	25	6 (start-up)
CT3	3	Recruiting now (25)	18	10
NC Teach	4	Recruiting now (17)	21	29
Licensure-only	15	284	290	263
Onslow 2+2	9	431	370	351
BCC	1	185 (p)	--	--
CFCC	½	104 (p)	--	--
SCC	¾	31 (p)	--	--

Alternative Pathways Programs

M.A.T. – Master of Arts in Teaching (Secondary English, History, Math, Science)

CT3 – Coalition for Transition to Teaching

NC Teach

Licensure-only – students with undergraduate degrees seeking licensure

Collaborative Programs with Community Colleges

Onslow 2+2 – collaborative program with Coastal Carolina Community College in Jacksonville

BCC – Brunswick Community College in Supply

CFCC – Cape Fear Community College in Wilmington

SCC – Southeastern Community College in Whiteville



**Watson School of Education**  
**Alternative Pathways to Teaching**

	Licensure Only	MAT	NC Teach		CT <sub>3</sub>
<b>Prior Work Experience Required (full time)</b>	N/A	N/A	3 yrs. full time or equivalent work experience as determined in application process		3 yrs. full time (military as priority)
<b>Licensure Areas Offered</b>	All UNCW programs: <ul style="list-style-type: none"> <li>• Education of Young Children (B-K)</li> <li>• Elementary (K-6)</li> <li>• Middle Grades (6-9)</li> <li>• Special Education (K-12)</li> </ul> Secondary Licensure Programs: <ul style="list-style-type: none"> <li>• English (9-12)</li> <li>• Foreign Language (French, Spanish K-12)</li> <li>• Mathematics (9-12)</li> <li>• Music (K-12)</li> <li>• Physical Education (K-12)</li> <li>• Science (9-12)</li> <li>• Social Studies (9-12)</li> </ul>	Secondary only (math, science, English, and history) Grades 9 - 12	Middle and High School math and science; special education		Middle and High School math and science; special education; elementary education
<b>Undergraduate/ Graduate</b>	Undergraduate	Graduate	Undergraduate or Graduate		Undergraduate
<b>Entrance Requirements</b>	<ul style="list-style-type: none"> <li>• No interview</li> <li>• 2.7 GPA or fresh start (first 15 hrs. earn 3.0 and pass Praxis I)</li> </ul>	<ul style="list-style-type: none"> <li>• No interview</li> <li>• 3.0 GPA</li> <li>• MAT/GRE</li> <li>• Degree in discipline (English, math, science, history)</li> </ul>	Interview required		<ul style="list-style-type: none"> <li>• Interview required</li> <li>• 2.7 GPA or Provisional enrollment if under 2.7 GPA (removed w/3.0 GPA for 1 semester)</li> <li>• Praxis I or Provisional without scholarship</li> </ul>
			UG 2.7 GPA or Fresh Start and Praxis I	G 3.0 GPA MAT/GRE Degree in Disc. or equivalent major	
<b>Coursework Completion Requirements</b>	Must meet all content and prerequisite requirements as outlined in <i>Plan of Study</i>	Must meet all content and prerequisite requirements as outlined in <i>Plan of Study</i>	Minimum 12 credit hours plus Must meet all content and prerequisite requirements as outlined in <i>Plan of Study</i>		Minimum 12 credit hours plus Must meet all content and prerequisite requirements as outlined in <i>Plan of Study</i>

**University of North Carolina at Wilmington**  
[www.uncw.edu/ed/](http://www.uncw.edu/ed/)





**Watson School of Education**  
**Alternative Pathways to Teaching**

	Licensure Only	MAT	NC Teach	CT <sub>3</sub>
<b>Licensure Completion Requirements</b>	<ul style="list-style-type: none"> <li>• Pass Praxis II</li> <li>• Internship or 2 yrs LE teaching in field</li> </ul>	<ul style="list-style-type: none"> <li>• Pass Praxis II</li> <li>• Internship or 2 yrs LE teaching in field</li> </ul>	<ul style="list-style-type: none"> <li>• Pass Praxis II</li> <li>• Internship or 2 yrs LE teaching in field</li> </ul>	<ul style="list-style-type: none"> <li>• Pass Praxis II</li> <li>• Internship or 2 yrs LE teaching in field</li> </ul>
<b>Special Benefits</b>	<ul style="list-style-type: none"> <li>• Flexible schedule</li> <li>• Full and part time</li> <li>• Flexible start dates</li> </ul>	<ul style="list-style-type: none"> <li>• Nights and online</li> <li>• Preferred start date Fall</li> </ul>	<ul style="list-style-type: none"> <li>• Nights, weekends and online</li> <li>• Start date Spring semester (cohort based)</li> <li>• Textbook assistance</li> <li>• Choices between graduate or undergraduate credit</li> <li>• Extension tuition rates</li> <li>• Delivery in on-campus and off-site locations</li> </ul>	<ul style="list-style-type: none"> <li>• Nights, weekends and online</li> <li>• Start date Spring semester (cohort based)</li> <li>• Extension tuition rates</li> <li>• Stipend Scholarship \$2500</li> <li>• Laptop use for duration of program</li> <li>• Textbook assistance</li> <li>• Delivery in on-campus and off site locations</li> <li>• 3 years mentoring and ongoing support</li> </ul>
<b>Additional Requirements</b>	N/A	N/A	N/A	<ul style="list-style-type: none"> <li>• 3 yrs teaching in CT<sub>3</sub> district (Jones, Duplin, Clinton City, Columbus, or Pender)</li> </ul>
<b>Application Process</b>	<p>UNCW Special Undergraduate  <a href="http://www.uncw.edu/admissions/">www.uncw.edu/admissions/</a>            (910) 962-3243</p> <p>Program Information  <a href="http://www.uncw.edu/ed/">www.uncw.edu/ed/</a>            Degrees and Licensure</p>	<p>UNCW Graduate  <a href="http://www.uncw.edu/grad_info">www.uncw.edu/grad_info</a>            (910) 962-4117</p>	<ul style="list-style-type: none"> <li>• UNCW Special Undergraduate Extension  <a href="http://www.uncw.edu/admissions/">www.uncw.edu/admissions/</a>            (910) 962-3243            or</li> <li>• UNCW Graduate Extension Non-degree  <a href="http://www.uncw.edu/grad_info">www.uncw.edu/grad_info</a>            (910) 962-4117            and</li> <li>• NC Teach Application  <a href="mailto:ncteach@ga.unc.edu">ncteach@ga.unc.edu</a>            (919) 962-4562</li> </ul>	<ul style="list-style-type: none"> <li>• UNCW Special Undergraduate Extension  <a href="http://www.uncw.edu/admissions/">www.uncw.edu/admissions/</a>            (910) 962-3243            and</li> <li>• CT<sub>3</sub> application  <a href="http://www.uncw.edu/ed/ct3">www.uncw.edu/ed/ct3</a>            (910) 962-3508</li> </ul>
<b>Contact Person</b>	<p>Mr. Sam Black            (910) 962-3912  <a href="mailto:blacks@uncw.edu">blacks@uncw.edu</a></p>	<p>Dr. Carol Chase Thomas            (910) 962-4142  <a href="mailto:thomascc@uncw.edu">thomascc@uncw.edu</a></p>	<p>Ms. Patricia C. Smith            (910) 962-3881  <a href="mailto:smithpc@uncw.edu">smithpc@uncw.edu</a></p>	<p>Ms. Lisa Keenan            (910) 962-3508  <a href="mailto:keenanl@uncw.edu">keenanl@uncw.edu</a></p>

**University of North Carolina at Wilmington**  
**[www.uncw.edu/ed/](http://www.uncw.edu/ed/)**





## Master of Arts in Teaching (MAT)

WCU offers the MAT degree in the following North Carolina teacher education programs:

### Special Subjects, Grades K – 12

Art, Music, Physical Education, Special Education

### Middle Grades, Grades 6 - 9

Math, Science, Language Arts and Social Studies\*

### Secondary Education, Grades 9–12

Biology, Chemistry, Math, English and Social Sciences\*

*\*History and Political Science are the recommended majors for the Social Studies and Social Science concentrations*

### Is the MAT degree the right program for you?

1. Did you major in the subject area you want to teach? (Subject areas include math, English, biology, chemistry, history, political science, music, or art.)
2. Do you have a 3.0 (B) average on the last half of your undergraduate program?
3. What age group is most appealing and suitable for you?
  - If your answers to questions 1 and 2 are yes, and you have a good idea of what age groups best suit your personality and style, you may be a good candidate for the MAT program.
  - You will NOT be eligible for the MAT in secondary education, music or art if your major is not in the specific or closely related subject area.
  - The MAT in middle grades education requires that all undergraduate content requirements be completed prior to beginning graduate work.
  - In some cases, you may want to consider obtaining a second undergraduate degree, before applying for a graduate program.

- For information and application form, please contact Ms. Mary Lou Millwood, [millwood@email.wcu.edu](mailto:millwood@email.wcu.edu), at (828) 227-3314 in Cullowhee or Ms. Patsy Miller at the WCU Programs in Asheville office at (828) 251-6642, [miller@email.wcu.edu](mailto:miller@email.wcu.edu). Once the application form is completed and returned along with a copy of your transcript(s) to Ms. Millwood, an evaluation will be done for prerequisite requirements and a program will be planned. The plan of study will be returned to you, and if you accept the program, you may formally apply to the graduate school.
- Graduate School information and applications are available at:  
<http://www.wcu.edu/graduate/application.html>  
If you do not have access to the internet, call the Graduate School in Cullowhee at (828) 227-7398 or (800) 369-9854, or the WCU Programs in Asheville office at (828) 251-6642.

Once you are admitted to graduate school, you will be assigned an advisor. It is best not to register for classes until you have been formally advised. If you take classes prior to admission and advisement, those classes may or may not count toward your degree.

## Contact List

**Licensure and Initial MAT Information:** Ms. Mary Lou Millwood, WCU, Killian 228, Cullowhee, NC 28723, (828) 227-7314, [millwood@email.wcu.edu](mailto:millwood@email.wcu.edu)

**Research and Graduate Studies**, WCU, 440 HF Robinson, Cullowhee, NC 28723, (828) 227-7398 or (800) 369-9854, [www.wcu.edu/graduate/index.html](http://www.wcu.edu/graduate/index.html)

**WCU Programs in Asheville**, Ms. Patsy Miller, 120 Karpen Hall, UNCA, Asheville, NC 28804 (828) 251-6642, [miller@email.wcu.edu](mailto:miller@email.wcu.edu), [www.wcu.edu/wcuasheville](http://www.wcu.edu/wcuasheville)

## **MAT Graduate Catalog Information:**

<http://www.wcu.edu/UnivCatalog/GCatalog/grpg/mat.htm>

### **Advisors:**

Art.....	Dr. Karl Michel, (828) 227-7210
Biology & Chemistry.....	Dr. Dan Perlmutter, (828) 227-7244
English.....	Dr. Jim Addison, (828) 227-7264
Mathematics.....	Dr. Kathy Ivey, (828) 227-7245
Middle Grades Education.....	Dr. Beth Tyson, (828) 227-7108
Music.....	Dr. Alan Mattingly, (828) 227-7242
Physical Education.....	Prof. Justin Menickelli, (828) 227-7360
Social Studies.....	Prof. Elizabeth McRae, (828) 227-7243
Special Education.....	Dr. Lisa Bloom, (828) 227-7310
General Secondary Education and K-12)....	Dr. Mary Jean Herzog, (828) 227-7415
(Art, Biology, Chemistry, English, Mathematics, Music, Social Studies)	

**Western Carolina University – College of Education and Allied Professions  
Teacher Education Partnerships with Community Colleges**

**C.A.T.S.**

Western Carolina University in collaboration with 13 community colleges in Western North Carolina has established the Carolina Alliance for Transfer Students (C.A.T.S.) to enhance educational opportunities in North Carolina.

Partnering with WCU in the C.A.T.S. program are Asheville-Buncombe Technical Community College, Blue Ridge Community College, Caldwell Community College, Catawba Valley Community College, Gaston College, Haywood Community College, Isothermal Community College, Mayland Community College, McDowell Technical Community College, Southwestern Community College, Stanly Community College, Tri-County Community College, and Western Piedmont Community College.

The program initiatives include:

- 1) Articulation agreements that provide a seamless transfer of credit from North Carolina community college associate degree programs towards completion of a bachelor's degree in a timely manner.
- 2) Distance-learning partnerships that increase access to certificate and degree programs for place-bound residents.
- 3) Collaborative professional development activities for faculty and staff.

Western has developed articulation agreements with community colleges in the region providing a seamless transition to Western for students completing an associate degree. Agreements have been finalized or are in progress that articulate Western's programs in Birth-Kindergarten (licensure), Elementary Education, Middle Grades Education, and Special Education.

WCU accepts EDU 216 – an introduction to education course -from area community colleges as a substitute for EDCI 231 (Historical, Social and Philosophical Foundations of Education), a required course for all teacher education majors . WCU also accepts the community college course EDU 221, an introduction to special education, as a substitute for SPED 335 (Teaching Exceptional Children), also a required course for all teacher education majors. Our acceptance of these courses often saves transfer students from an additional semester of work at the university. Further, WCU collaborates with regional community college instructors in developing the syllabus for EDU 216 to ensure its alignment with the WCU conceptual framework and eases the transition into Western's Teacher Education program. In addition, WCU offers EDCI 231 online for those place bound students wishing to take the course from Western.



## **Distance Education Programs**

Another initiative to address the need for qualified teachers in the region and state, Western Carolina University is pursuing opportunities to partner with the North Carolina Community College system to provide distance education programs to community colleges so that place-bound students can earn a four-year degree and a teaching license without having to travel to Western's campus.

**WCU currently has distance education programs at regional community colleges in the following teaching areas:**

Asheville-Buncombe Technical Community College	B.S. Birth-Kindergarten
Blue Ridge Community College	B. S. Birth-Kindergarten
Blue Ridge Community College	B. S. Ed. Elementary Education
Blue Ridge Community College	B. S. Ed. Special Education
Caldwell Community College	B. S. Birth-Kindergarten
Catawba Valley Community College	B. S. Birth-Kindergarten
Gaston Community College	B. S. Birth-Kindergarten
Haywood Community College	B. S. Birth-Kindergarten
Mayland Community College	B. S. Birth-Kindergarten
Tri-County Community College	B. S. Ed. Elementary Education
Western Piedmont Community College	B. S. Birth-Kindergarten
Isothermal Community College	B. S. Ed. Elementary Education
Isothermal Community College	B. S. Ed. Special Education

### **Former Sites:**

New Horizons/Macon Program for Progress (Macon County)	B. S. Birth-Kindergarten
Tri County Community College	B. S. Birth-Kindergarten

### **Support Activities**

- ▣ Students in distance education teacher education programs are provided a face-to-face on-site orientation at the community college site to which the distance-education program is delivered.
- ▣ A Western Teacher Education Transfer Guide was developed. It is a full-color brochure explaining requirements and processes for transferring to teacher education at Western and lists participating community colleges and Western contact information.





- Faculty at Western travel to community colleges to conduct on-site interviews or to partner with community college faculty to interview candidates for teacher education at Western, a requirement for admission.
- A person from the local community in which the program is being delivered is hired on a part-time basis to act as a recruiter, advisor, and resources person for teacher education students. To support distance education cohorts at Blue Ridge Community College an on-site WCU Program Coordinator and an on-site WCU Program Advisor are employed. To support distance education at Tri-County Community College and Isothermal Community College, a part-time on-site WCU Program Advisor is employed at each institution.
- At Western's expense, PLATO (a software program to assist with Praxis I) access points are provided to each community college for on-site online support for students preparing for Praxis I
- Meetings of the WCU/Community College Faculty Partnership bring together faculty in similar disciplines to identify ways to more seamlessly link community college curricula with Western's. In the Spring Semester 2003, Western hosted a luncheon meeting of community college administrators and faculty to discuss teacher education programs and transfer strategies. Another such meeting will be held in the Spring Semester 2005.
- Both distance education students and the directors of community college early childhood education programs serve on the WCU Birth-Kindergarten Advisory Council.
- Western faculty members visit community colleges in the region to speak to classes, advise teacher education students, and collaborate with faculty regarding teacher education programs.
- The Western Office of Distance and Continuing Education maintains a web site that is helpful to distance education students. The main home page of this unit provides potential teacher education students information on each of the distance learning programs. The requirements for admissions, the courses and other program information are available on the home page of the website. Students may complete the request for information form and an application packet will be sent. The <http://online.wcu.edu> web site provides information to students currently enrolled in a distance-learning program. The web site covers administrative basics, program information, orientation materials, student services, library services, technical support, instructional support and other information as needed by students. Since our adult learners may need services after the typical 8 - 5 p.m. work hours, we maintain this site to assist students in gathering answers to general questions.



**Western Carolina University**  
**College of Education and Allied Professions**

**Legislative Report on Teacher Education Activity**  
**5-Nov-04**

Program	Type of Program	Location(s)	Enrollment
Birth-Kindergarten	Undergraduate	Blue Ridge Community College	15
		Caldwell Community College	12
		Gaston Community College	11
		Haywood Community College	20
		Mayland Community College	4
		Western Piedmont Community College	18
		Total	80
		Former Sites (began in 1999)	24
		New Horizons/Macon Program for Progress	
		Tri-County Community College	
McDowell Technical Community College			
Elementary Education	Undergraduate	Blue Ridge Community College	22
		Isothermal Community College	42
		Tri-County Community College	10
		Total	74
Special Education	Undergraduate	Blue Ridge Community College	21
		Isothermal Community College	Still recruiting
NC TEACH	Graduate	Online pilot program	21
NC TEACH	Graduate	Face-to-Face	67
		Former Cohorts	
		2003-04	48
		2002-03	48
		2001-02	42
		2001-01	17
MAT	Graduate		134
Grand Total			576



## 1. How does this program facilitate student participation in teacher preparation programs?

Face to Face Program	Pilot OnLine
<ul style="list-style-type: none"> <li>• <b>Experienced faculty:</b> Most faculty have been teaching in the program since the first year, bringing an understanding of the students and the program</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Convenient:</b> participants do not have to give up their jobs in the summer; reaches lateral entry teachers in remote areas (Cherokee County, Clay County, etc.)</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Fast start:</b> through Summer institute</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Support group:</b> cohort model provides support among a group of people facing the same challenges (changing jobs; navigating licensure requirements; struggling to learn the "language of education")</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Recruitment:</b> program coordinator recruits for cohort – sends weekly job postings via email</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Convenient:</b> e-mentoring provides means of continual support</li> </ul>	

## 2. How long has the program been in existence?

Face to Face Program	Pilot OnLine
<ul style="list-style-type: none"> <li>• 5 years; now accepting applications for the 6<sup>th</sup> cohort</li> </ul>	<ul style="list-style-type: none"> <li>• 1 year</li> </ul>

## 3. How many students are currently being served?

Face to Face Program	Pilot OnLine
<ul style="list-style-type: none"> <li>• 2004-05: 67 participants</li> </ul>	<ul style="list-style-type: none"> <li>• 2004-05: 21 (enrollment was limited to maximum of 25)</li> </ul>

### How many students have you served in past years?

<ul style="list-style-type: none"> <li>• 2003-04: 48 participants</li> </ul>	
<ul style="list-style-type: none"> <li>• 2002-03: 48 participants</li> </ul>	
<ul style="list-style-type: none"> <li>• 2001-02: 42 participants</li> </ul>	
<ul style="list-style-type: none"> <li>• 2000-01: 17 participants</li> </ul>	

## 4. How do you measure the effectiveness of this program?

Face to Face Program	Pilot OnLine
<ul style="list-style-type: none"> <li>• <b>Retention:</b> <ul style="list-style-type: none"> <li>▪ 2003-04 cohort (in their 2<sup>nd</sup> year of teaching): 97%</li> <li>▪ Teaching in NC: 100%</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Retention in the program:</b> 20 are participating (one returned to the work force due to financial reasons and plans to continue the program summer 2005)</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Quality:</b> LEAs call to report openings; LEAs hire NC TEACHERs over other lateral entry teachers</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Recommendations to potential candidates:</b> by personnel directors, principals, and former participants</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Summative evaluation:</b> summer institute surveys; end of course surveys</li> </ul>	

**5. How are you paying for the program? Where does the funding come from?**

Face to Face Program	Pilot OnLine
• Student tuition and funds from general assembly (based on number of students)	• Student tuition and grant from NC DPI (course development)

**6. Are you targeting the shortage areas of math, science, special education, etc.?**

Face to Face Program	Pilot OnLine
• Yes	• Yes – the program was limited to teachers in these areas

**7. How do you determine what students or subjects to target?**

- Areas of need in western NC

**Do you contact school systems concerning their needs?**

- Dean, CEAP: personal visits to every superintendent in western North Carolina
- NC TEACH Coordinator: meets with personnel directors and ILT coordinators

**8. What needs to be done to improve or enrich the program?**

- Public school master teachers working with faculty to deliver courses – theory to practice
- Additional mentoring using a full-time lead mentor model (1:15 ratio)
- Tuition money for coursework
- Full-time program director to work with LEAs to recruit candidates, coordinate programs, facilitate the transition to the classroom, and oversee retention efforts

**9. What are the obstacles to providing alternatives to traditional teacher preparation?**

- Absence of funding for public school master teachers to work with faculty in the delivery of courses
- Absence of funding to support additional mentoring for teachers from non-traditional programs
- Absence of scholarships for tuition
- Limited number of faculty in teacher education programs

## Recruitment and Retention Data

### Face to Face Program

#### 2004 – 2005 Cohort

**Year 1** (67 people; 19 school systems)

Hired	47	70%
Completing Coursework	16	24%
Not Hired	3	5%
*Left Teaching	1	1%

\*Resigned from teaching at an alternative school; plans to teach are uncertain

#### 2003 – 2004 Cohort

**Year 1** (12 school systems)

Hired	79%
Completing Coursework	8%
Not Hired	13%
*Left Teaching	3%

\*System did not rehire

**Retention 97%**

**Year 2** (11 school systems)

Hired	84%
Completing Coursework	3%
Not Hired	11%
*Left Teaching	3%

**Retention 97%**

**2002-2003 Cohort  
Data Not Available**

**2001-2002  
Data Not Available**

**2000-2001  
Data Not Available**

### Pilot OnLine

#### 2004 – 2005 Cohort

**Year 1** (21 people; 10 school systems)

Hired	15	71%
Completing Coursework	5	24%
Not Hired		

\*No Longer Participating in OnLine Program  
1 5%

\*Returned to work force due to financial reasons and plans to continue summer 2005







# Connections to Lateral-entry Licensure

## Piedmont Alternative Licensure (PAL) Program

**Licensure Areas:** Middle grades science, social studies, mathematics, and communication skills; Secondary biology, English, mathematics, and social studies; K-12 programs in art, music, physical education, Spanish, and theatre

**Contact:** David Feagins, Coordinator of Alternative Licensure and the PAL Program, (336)272-7102, ext. 219, [dfeagins@gborocollege.edu](mailto:dfeagins@gborocollege.edu)

### *What does the PAL Program believe?*

The PAL Program is based on a few, but we believe essential, ideas about education and teaching: 1) We are committed to providing qualified, enthusiastic, confident, and dedicated teachers for the K-12 children in North Carolina's classrooms, 2) We value the experiences of adults who engage in lifelong learning and who are seeking to become teachers, 3) We do believe that the teaching profession rests upon specialized knowledge and skills and that this knowledge and these skills require instruction, guidance, reflection, and practice in order to be adequately developed. Therefore, we are dedicated to developing a program that addresses a critical need, values partnership, and maintains the integrity of the profession.

### *Who is eligible?*

1. The candidate must have earned a bachelors degree from an accredited college or university and have completed a major concentration in an area that matches employment or intended employment.
2. The candidate must have obtained a 2.500 GPA or better on all college/university work, or have met NCDPI lateral-entry employment requirements.
3. The candidate must be employed as a teacher in a public school system, charter school, or SACS accredited private school.

### *What comprises the PAL sequence?*

The model is a fourteen-month, seven course, twenty semester hour sequence designed exclusively and especially for beginning lateral-entry teachers already teaching. The components include:

- A self-paced course beginning mid-March and ending mid-June focusing on the foundations of American education and trends and issues in current public education
- A five-week, five-course intensive preservice training experience in June and July focusing on essential skills of teaching, literacy in the content area, developmental psychology, educational psychology, and exceptional students.
- A semester-long clinical experience in the candidate's classroom during the Spring focusing on the teacher's impact on student learning
- In addition, content specific pedagogy requirements must be met

The PAL program participants will become very close during the intensive summer experiences. The program also provides opportunities for networking, mentoring, and support.

## A+ Program and Masters Programs in Education

**A+ Licensure Areas:** Elementary, Special Education (Generalist)

**Contact:** Dr. Shirley Smith, Associate Director of Teacher Education, Director of Masters Programs in Education, (336)272-7102, ext. 411, [shsmith@gborocollege.edu](mailto:shsmith@gborocollege.edu)

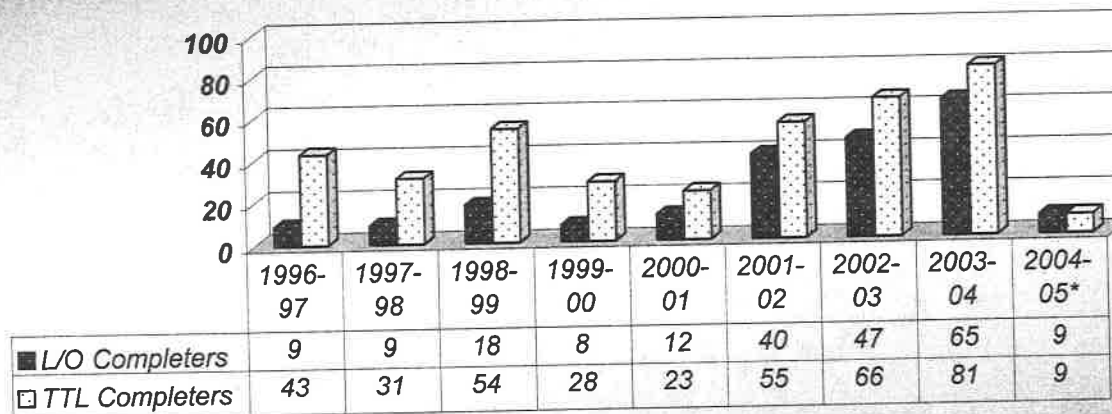
The A+ Program is designed for candidates who are seeking initial licensure and are interested in pursuing a master's degree in education. Lateral-entry candidates in elementary education complete 38 hours and generalist candidates complete 39 hours. Upon completion of the initial licensure program, candidates are eligible to apply to the Graduate Program and continue coursework toward a master's degree in education.

**Master's Licensure Areas:** Elementary, Learning Disabled, Behaviorally/Emotionally Disabled

The graduate program in education is designed for licensed teachers who wish to earn a master's license, further their professional development, and pursue National Board Certification.



### Greensboro College Licensure Completers



\*incomplete for current year

### Greensboro College Licensure Completers (L/O includes PAL, PAL+, and licensure-only)

Academic Year	L/O Completers	TTL Completers
1996-97	9	43
1997-98	9	31
1998-99	18	54
1999-00	8	28
2000-01	12	23
2001-02	40	55
2002-03	47	66
2003-04	65	81
2004-05*	9	9



PAL Program Participants																					
Cadre		Licensure Completers	Minority	Gender	Ethnicity					Gender	Ethnicity					Systems Served*	Licensure Areas				
Year	(N)			F	A/PI	B	O	H	W	M	A/PI	B	O	Hisp	W		SEC	MG	K-12	SPED	ELEM
1999-2000	12	8	33%	6	1	3	0	0	2	6	0	0	0	0	6	N/A	4	4	2	1	1
2000-2001	21	16	10%	17	0	0	0	1	16	4	0	1	0	0	3	N/A	7	12	2	0	0
2001-2002	49	28***	33%	31	0	13	0	0	18	18	0	2	1	0	15	15	14	25	10	0	0
2002-2003	79	48***	24%	49	0	12	0	0	37	29	0	7	0	0	22	14	18	22	10	17	12
2003-2004	51	19***	14%	34	0	5	0	0	29	17	0	1	1	0	15	11	9	14	3	13	12
2004-2005	54	***	22%	34	0	8	0	1	25	20	0	3	0	0	17	12	7	20	9	9	9
2005-06**	2		50%	1	0	0	0	0	1	1	0	1	0	0	0	2	1	0	1	0	0

\*Includes School systems, charter schools, and private schools

\*\*Candidates are still seeking admission to the PAL/PAL+ Program.

\*\*\*Candidates with active lateral-entry licenses are not included in the total

**SEC-Secondary (9-12) Programs** (Biology, English, Mathematics, Social Studies)

**MG-Middle Grades (6-9) Programs** (Language Arts, Mathematics, Science, Social Studies)

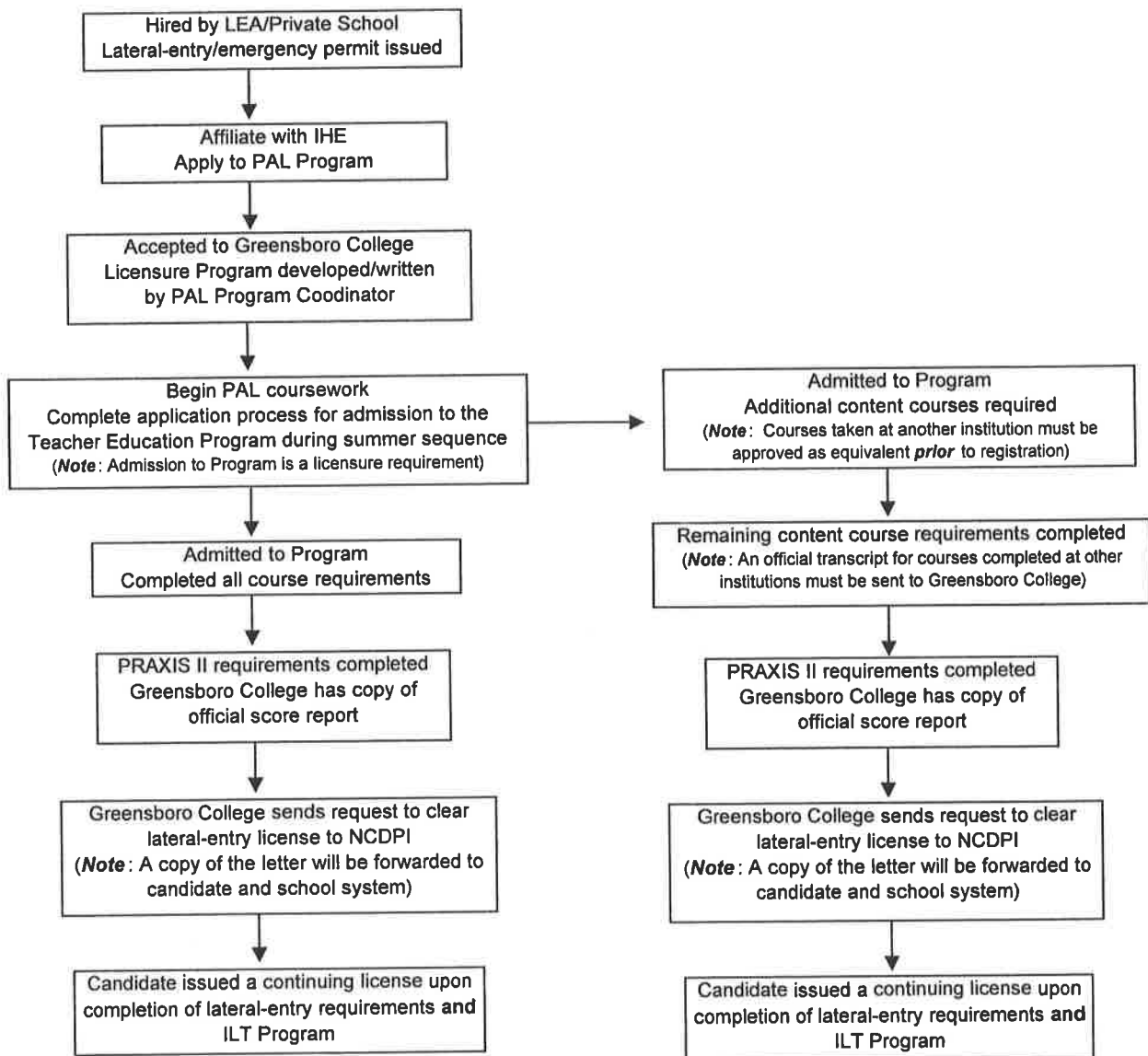
**K-12-K-12 Programs** (Art, Music, Physical Education, Spanish, Theatre)

**SPED-Special Education (K-12) Programs** (MH/LD/BED; Generalist)

**ELEM-Elementary Education (K-6) Program**



## Process for Obtaining Licensure Through the PAL Program at Greensboro College







## Lateral Entry Alternative Programs

School of Education  
Dr. Cecelia Steppe-Jones, Dean

North Carolina Central University

*"Preparing Educators for Diverse Cultural Contexts"*

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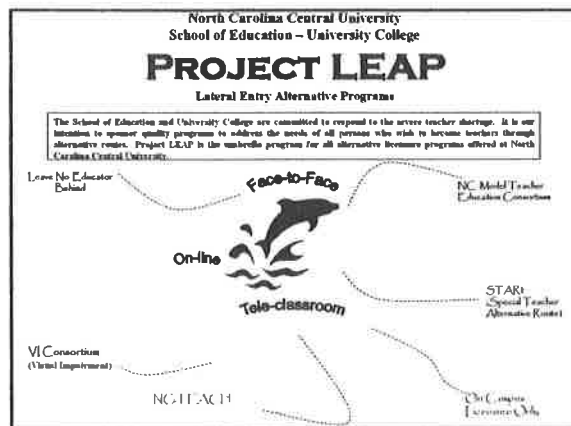
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## Project LEAP Programs

- ☐ Leave No Educator Behind
- ☐ NC Model Teacher Education Consortium
- ☐ NC Teachers of Excellence for All Children (NC TEACH)
- ☐ Special Teacher Alternative Route (STARI)
- ☐ Visual Impairment Training Consortium
- ☐ On-Campus Licensure Only
- ☐ Community College Partnership Program

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### Leave No Educator Behind

- ☐ September, 2004
- ☐ 25 students each year for five years
- ☐ \$2.1 million federal funding  
(Transition to Teaching)
- ☐ Math, Science, Special Education

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### NC Model Teacher Consortium

- ☐ August, 1995
- ☐ 1318 students – 3144 Courses – 790  
Lateral Entry Teachers
- ☐ State Funding
- ☐ All licensure areas are eligible (17)

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### NC TEACH

- ☐ Summer, 2000
- ☐ 326 students since beginning
- ☐ Program is funded by the State  
(students pay their tuition)
- ☐ Middle Grade Language Arts
- ☐ Special Education

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### START

#### Special Teacher Alternative Route

- ☐ Summer, 2005
- ☐ 15 students per year
- ☐ School of Education, University College, and Distance Education Funding
- ☐ Special Education – Mental Disabilities, Learning Disabilities, Behavioral Emotional Disabilities

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### Visual Impairment Consortium

- ☐ August, 1995 - 1997
- ☐ 10 – 15 students per year – 141 students served
- ☐ State Funding
- ☐ Visual Impairments

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### On Campus Licensure Programs

- ☐ 30+ years
- ☐ 450 – 550 students per year
- ☐ School of Education (students pay their tuition)
- ☐ All licensure areas are eligible (17)

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### Community College Partnership Programs

- ☐ August, 1999
- ☐ 16 students total
- ☐ Federal Grant - \$3.8 million
- ☐ All licensure areas eligible (17)
- ☐ Durham Technical Community College
- ☐ Alamance Community College
- ☐ Vance Granville Community College
- ☐ Piedmont Community College

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### Questions

"A Beacon for Teacher Education in the State and Beyond"

- ☐ How do the programs facilitate student participation in teacher preparation? -On-line, face to face, teleconferencing
- ☐ How do you measure the effectiveness of the programs - Unit & Candidate Assessment
- ☐ What are the obstacles to providing alternatives to traditional teacher preparation? - Funding & Quality

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North Carolina Central University  
School of Education – University College

# PROJECT LEAP

## Lateral Entry Alternative Programs

The School of Education and University College are committed to respond to the severe teacher shortage. It is our intention to sponsor quality programs to address the needs of all persons who wish to become teachers through alternative routes. Project LEAP is the umbrella program for all alternative licensure programs offered at North Carolina Central University.

