JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE
AGENDA
January 10, 2006
10:00 A.M., ROOM 643 Legislative Office Building
Senator Swindell, presiding

Welcome and Introductions

Erskine Bowles, President, University of North Carolina

Joint Distance Learning Initiatives Between the Community Colleges and Universities

- Delores Parker, Vice-President for Academic and Student Services, NC Community College System
- Alan Mabe, Vice-President for Academic Planning, UNC General Administration
- Robyn Render, Vice-President for Information Resources and Chief Information Officer, UNC General Administration
- Saundra Williams, Vice-President for Administration, NC Community College System

School Employees' Salary Structure

- Alexis Schauss, Chief, Information Analysis and Reporting Section, DPI

NC Teaching Fellows Program

- Jo Ann Norris, Associate Executive Director, NC Public School Forum

RECESS

7:15 p.m. (estimate), Capital City Club
Senator Swindell, presiding

Recommendations from the Summit on National Board Certified Teachers

JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE
AGENDA
January 11, 2006
9:00 A.M., ROOM 643 Legislative Office Building
Senator Swindell, presiding

Welcome

College Access and Financial Aid

- Dr. Bobby Kanoy, Associate Vice President Academic Affairs, UNC General Administration
- Brian Williams, Director of Technology and Internet Services, CFNC and
- Susan McCracken, Resource and Partnership Development, GEAR UP NC
- Tony Tyson, Senior at Green County High School
- Dr. Steve Brooks, Executive Director, State Education Assistance Authority

Return to Work Following Retirement

- Leslie Winner, UNC Vice President for Legal Affairs/General Counsel
- Dr. Gordon Burns, President, NC Association of Community College Presidents, and President, Wilkes Community College
- Dr. Ed Wilson, President, Wayne Community College
- Katherine Joyce, Assistant Executive Director, Association of School Administrators

JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE

2005-2006 SESSION

January 10-11, 2006

TABS

1 Membership List

2 Budget/Authorizing Legislation/Studies

3 Minutes

4 Joint Distance Learning Initiatives

5 School Employees' Salary Structure

6 NC Teaching Fellows

7 College Access/Financial Aid

8 Retirees' Post-Employment Issues

Distance Learning

Presentation to the Joint Legislative Education Oversight Committee of the North Carolina General Assembly

January 10, 2006

Dr. Delores A. Parker, Vice President
Academic and Student Services

H. Martin Lancaster, President

North Carolina Community College System

Historical Background

1995-House Bill 739 (SL1995-287) and Senate Bill 1161 (SL1995-625)

Goal: Improve the transferability of credits between institutions

Resulted in the creation of:

- Comprehensive Articulation Agreement
  - General Education Core
  - Common Course Library
  - Transfer Advisory Committee

North Carolina Community College System
H. Martin Lancaster, President

Historical Background

1999-Creation of the Virtual Learning Community (VLC)

1999-Southern Association of Colleges and School Joint Substantive Change for Distance Learning

- 38 NC Community Colleges Participated

North Carolina Community College System
H. Martin Lancaster, President

Historical Background

- April 2001 - NCCCS and UNC academic vice presidents and vice chancellors met
- May 2001 - Development of a task force between NCCCS and UNC to address barriers
- October 2001 – Recommendations from task force presented to the two systems' chief academic officers

North Carolina Community College System
H. Martin Lancaster, President

Historical Background

February 2004- **Joint Governing Boards Meeting**

Task force appointed

Four recommendations resulted

Recommendation 3: Partnership efforts for academic programs (with emphasis on teaching and nursing)

North Carolina Community College System
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Senate Bill 622 (SL2005-276)

UNC/NCCCS 2+2 E-Learning Initiative

- Online 2+2 Teacher Education
- Professional Development
- Technology Infrastructure
- Student Tracking

North Carolina Community College System
H. Martin Lancaster, President

2+2 E-Learning Initiative

Plans are underway to develop the VLC provision of pre-major degrees in the following areas of greatest need:

- Mathematics Education
- Science Education
- Elementary Education
- Middle Grades Education
- Special Education
- Chemistry Education
- Biology Education
- Birth to Kindergarten Education

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H. Martin Lancaster, President

NCCCS/UNC 2+2 Teacher Education Programs

- UNC Wilmington and Coastal Carolina CC
- ECU Wachovia Partnership East-18 community colleges
- Appalachian Learning Alliance-10 community colleges
- Western Carolina University

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Distance Learning Delivery Methods

- Internet or Online
- Telecourse
- Teleweb
- Interactive Video (NC Information Highway)
- Web Supported or Web Assisted
- Hybrid
- Digital Media (CD's, PDA's, etc.)

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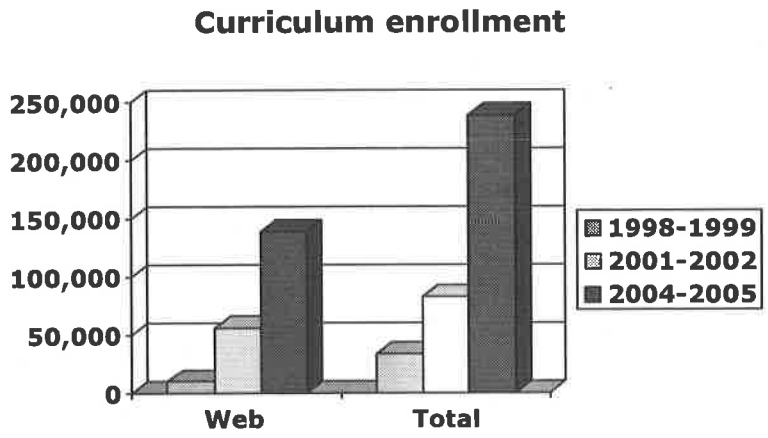
Growth Summary for Distance Learning



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- 205 courses in the VLC Library including curriculum, continuing education, and professional development courses
- 20 degrees available
- Courses edited every 2 to 3 years

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AAS Degrees Available from the Virtual Learning Community

- Accounting
- Business Administration
- Business Admin/ Human Resources Management
- Business Admin/ Electronic Commerce
- Computer Programming
- Office Systems Technology
- Paralegal Technology
- Criminal Justice Technology
- Information Systems

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H. Martin Lancaster, President

AA Degrees Available from the VLC

- Associate in Arts (General)
- Business Education and Marketing Education
- Social Science Secondary Education
- Criminal Justice
- Communication
- English
- English Education
- History
- Political Science
- Psychology
- Social Work

North Carolina Community College System
H. Martin Lancaster, President

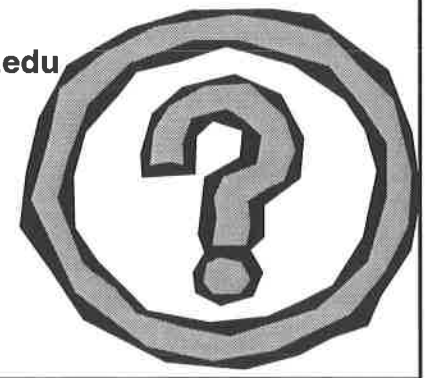
Questions?

Dr. Delores A. Parker

Telephone : 919/807-7096

E-Mail:

parkerd@nccommunitycolleges.edu



North Carolina Community College System
H. Martin Lancaster, President

Distance and Online Education in The University of North Carolina

January 10, 2006
Alan Mabe
Vice President
Academic Planning

The University of North Carolina General Administration

UNC/NCCCS
2+2 E-Learning Initiative

- **UNC and NCCCS have made substantial progress in articulating associate and baccalaureate degree programs.**
- **General education requirements are articulated system-wide through the Comprehensive Articulation Agreement.**
- **The new Transfer Assurance Policy between NCCCS and UNC means AA and AS graduates have a place in a UNC institution.**
- **Additionally, pre-major articulation agreements have been developed for 26 majors system-wide.**

UNC/NCCCS
2+2 E-Learning Initiative

- **In March 2005, NCCCS and UNC program representatives met and agreed on pre-major articulation of four on-line degree programs:**

  Business Administration,

  Communications

  Criminal Justice, and

  Liberal Arts.

- **Based on this progress, the NCCCS and UNC boards requested and the NC General Assembly funded SB 622, which provided funding for additional collaborative online 2+2 projects**

UNC/NCCCS
2+2 E-Learning Initiative

UNC and NCCCS are developing seven online teacher education programs:

- **Birth-Kindergarten**
- **Elementary Education**
- **Middle Grades Education**
- **Special Education**
- **Mathematics Education**
- **Science Education**
- **Biology Education**

UNC/NCCCS
2+2 E-Learning Initiative

Complex and Complicated Process

Eight Joint NCCCS/UNC subcommittees working on issues such as pre-major agreements, joint course development, infrastructure to support 2+2 online degrees, advising, student tracking, professional development, and modules on CFNC

UNC/NCCCS
2+2 E-Learning Initiative

Based on online courses already developed by the campuses, three degrees are well along:

- **Birth-Kindergarten**
- **Elementary Education**
- **Special Education**

UNC/NCCCS
2+2 E-Learning Initiative

GOAL: By end of Spring Term to Announce the Statewide Availability for Fall 2006 of Seven 2+2 Online Degree Programs:

- Communications
- Business Adm.
- Criminal Justice
- Liberal Arts
- Birth to Kinder.
- Elementary Ed.
- Special Ed.

UNC/NCCCS
2+2 E-Learning Initiative

- **Although Biology, Science, and Mathematics Education online degree programs will take longer to develop, plans are to create state-of-the art programs in these areas with highest priority to mathematic and science education.**
- **Middle Schools will be developed.**

UNC/NCCCS
2+2 E-Learning Initiative

Focus in Nursing is on

RN to BSN Programs

[One online-UNCC; one partially online-UNCW]

MSN in Nursing Education

[Two degree programs online-ECU, UNCG]

Enhanced Module on Nursing on CFNC

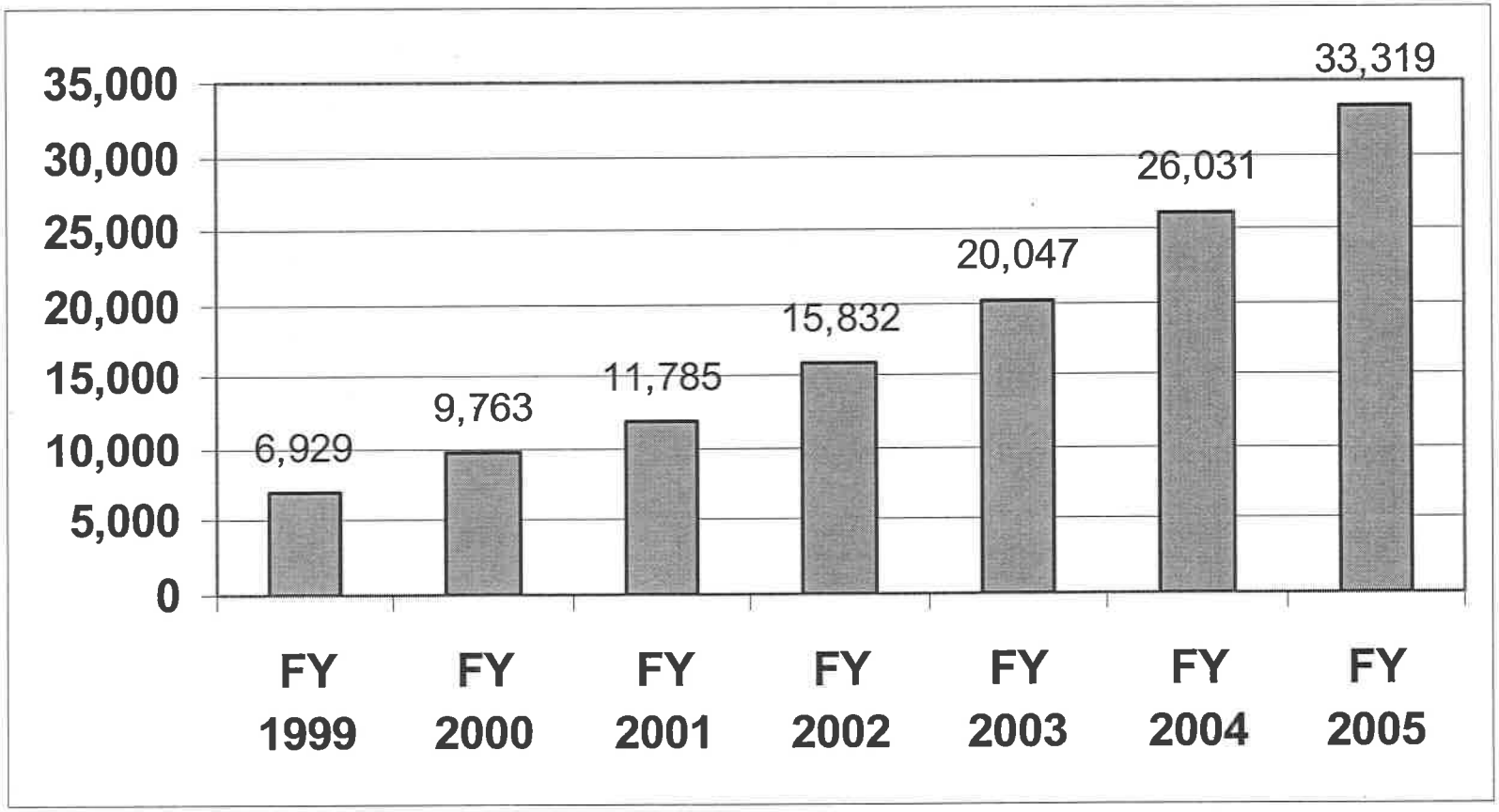
Overview of UNC Distance Education

- **UNC distance education was first funded by the NC General Assembly in 1998. By 2005 UNC had 234 distance learning programs in 83 content areas at these levels:**
  - **97 baccalaureate**
  - **118 masters**
  - **18 post-masters**
- **Of those, 160 programs are site-based, offered at 28 community colleges as well as at public school locations, health care settings, and at or near every military base in NC.**
- **Online degree programs have increased from 6 in Spring 2000 to 89 this year.**

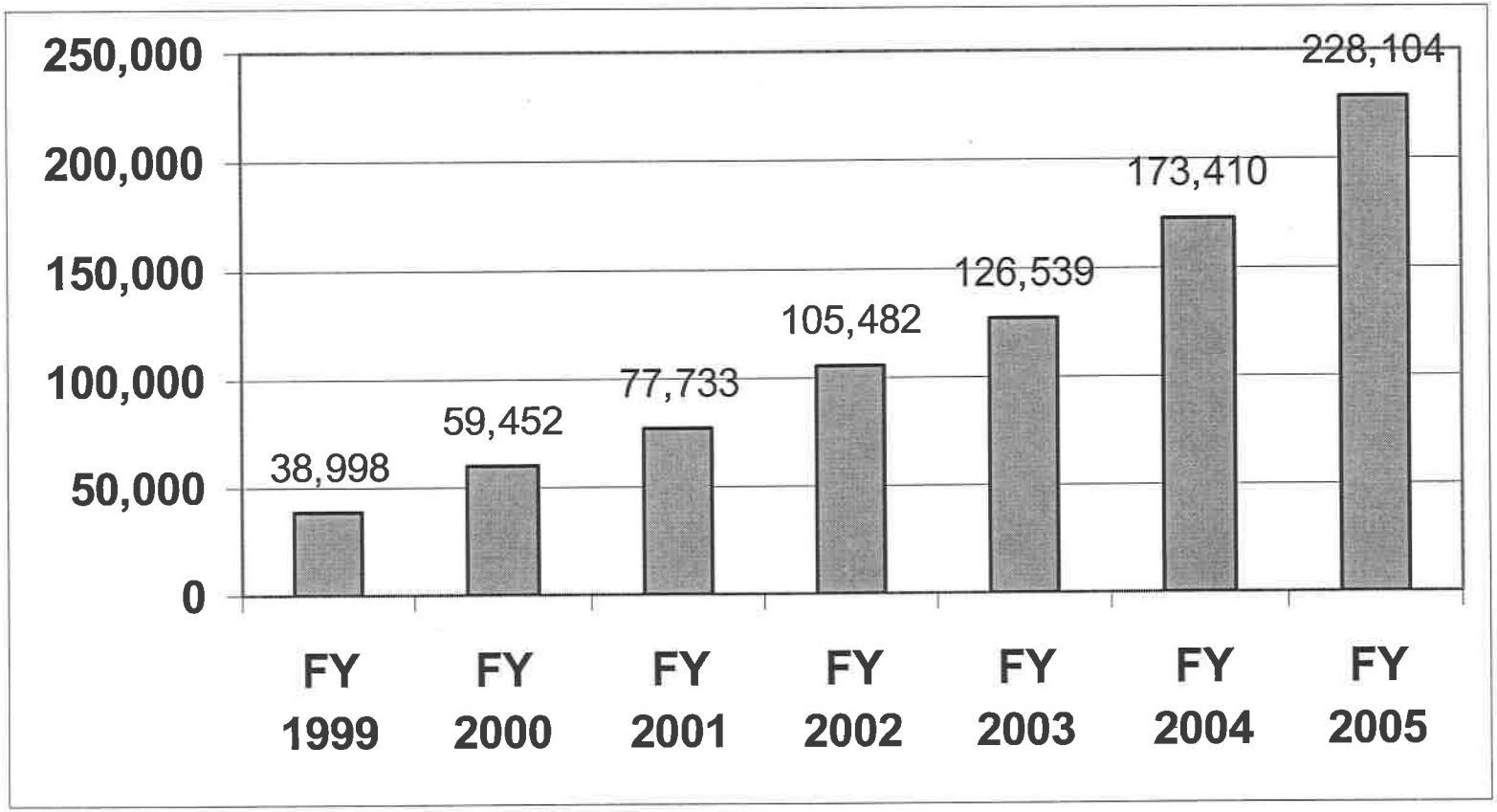
Overview of UNC Distance Education

- **UNC distance education programs are meeting the intended legislative goal of expanding access to higher education for North Carolinians. Site-based programs are offered in 53 counties, and residents of every county in NC are enrolled in UNC online courses.**
- **UNC distance education is reaching non-traditional-age students who cannot come to a UNC campus. In Fall 2005, 77.5% of all UNC on-campus students were 25 or younger. That same semester, 80.6% of UNC distance education students were 26 or older.**

Growth of Unduplicated Enrollments In UNC Distance Learning Courses: FY 1999-FY 2005



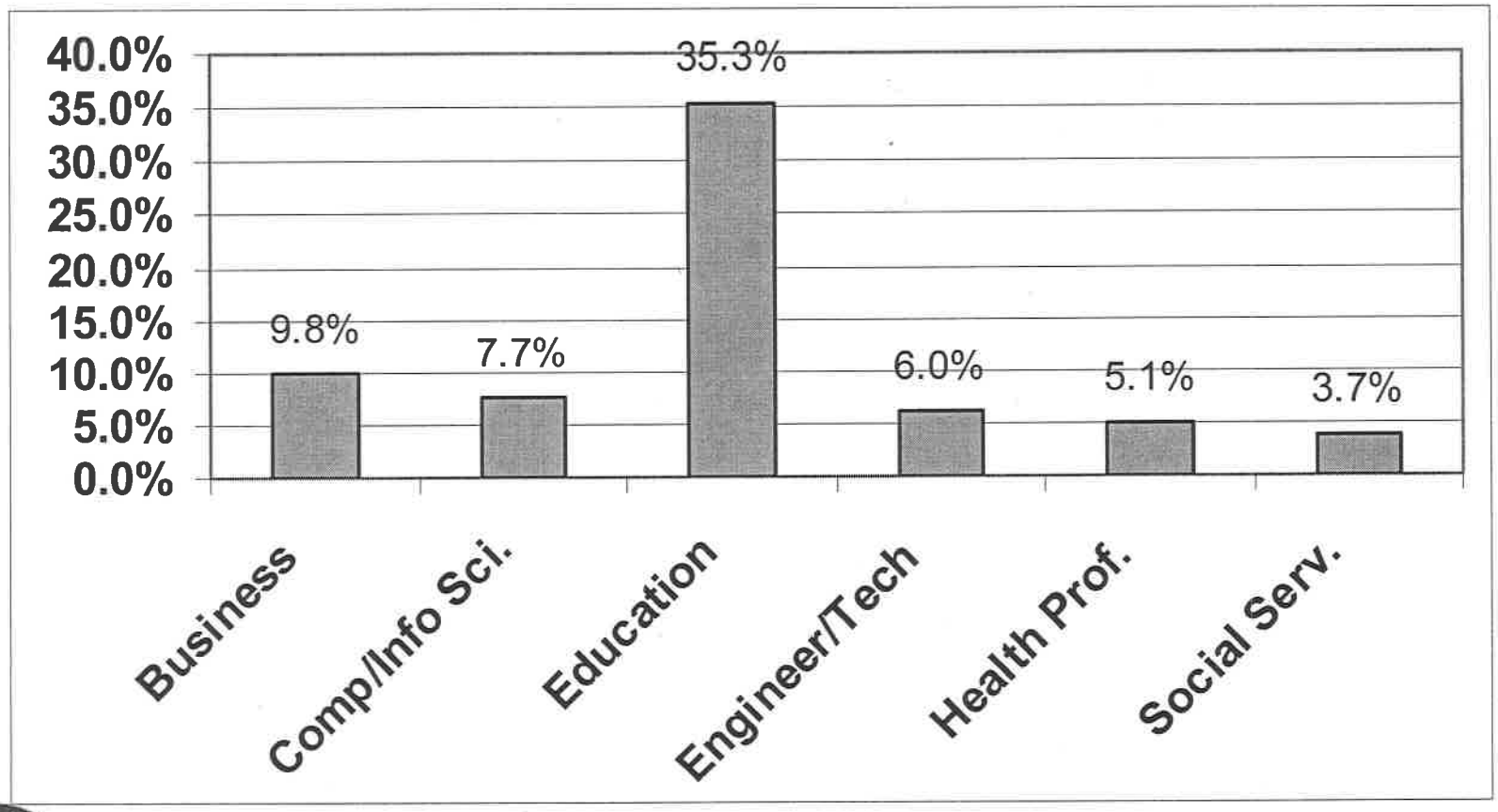
Growth of Student Credit Hours Taught in UNC Distance Learning Programs: FY 1999-FY 2005



Overview of UNC Distance Education

- **For the last five years, UNC-GA has made e-learning grants to UNC campuses to train faculty and staff, develop online courses and programs in critical needs areas, and encourage program collaborations among campuses.**
- **Funds provided by the General Assembly specially for online teacher education programs have been used to convert courses to an online format, purchase technology and software, provide 2+2 advising on community college campuses, and support teacher education recruitment efforts.**

Two-thirds of all UNC distance education instruction is in these six high priority areas.



Mode of Delivery and Costs of UNC Distance Education Instruction

- **Mode of delivery (% of credit hours taught):**
  - **Face to face (site based): 71.3%**
  - **Online (Internet): 28.1%**
  - **Two-way video: 0.5%**
  - **Other: 0.1%**
- **The largest cost factor in any mode of delivery is the instructor's salary. UNC distance education programs maintain the same level of quality as on-campus programs, and thus the same faculty usually teach both distance courses and on-campus courses.**

Mode of Delivery and Costs of UNC Distance Education Instruction

- UNC is assisting OSBM this year to conduct an extensive analysis of the costs of developing online courses. The OSBM report will be ready for the legislature in April, 2006.
- Previous UNC cost studies have indicated that two-way interactive video is the most expensive mode of delivery (due to line charges and facility rental), followed by online instruction (due to course development and technology costs), with face-to-face (site-based) instruction being the least expensive.

Mode of Delivery and Costs of UNC Distance Education Instruction

- **The advantage of online (Internet) instruction is that students can be at sites (including their own homes or workplaces) across the state rather than at a single class location at a certain time.**
- **Economies of scale for online instruction may occur as more students enroll in these programs and as the technological infrastructure is developed that will support high quality online instruction.**

A Collaborative e-Learning (e-L) Infrastructure for Public Higher Education in North Carolina

Dr. Saundra W. Williams, NCCCS
Ms. Robyn R. Render, UNC-GA
January 10, 2006

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Preparing North Carolina's World-Class Workforce
The University of North Carolina
A 16 Campus University

e-Learning: the Education Delivery Method for the 21st Century Learner

- Current delivery methods: Internet, Tele-course, Interactive Video (NCIH), web supported, digital media (CDs, DVDs)
- Education decision making will require seamless integration and tracking among Pk-20
- 21st Century learning will require reliable, flexible and accessible instructional delivery methods and e-Learning is emerging as the delivery method of choice

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Shared Vision for a PreK-20 e-Learning Community

- Robust technical and instructional standards
- Broadband data infrastructure connecting all educational institutions
- Common e-learning software
- Shared hosting for learning applications
- Coordinated by technical infrastructure and program administrators from all three educational sectors.

e-L Infrastructure: Tailored to Support the NCCCS Mission

To open the door to high-quality, accessible educational opportunities that minimize barriers…by providing:

- Education, training and retraining for workforce
- Support for economic development
- Services to communities to improve the quality of life

e-L Infrastructure: Tailored to Support the UNC e-Learning Strategic Goals

- Maintain the e-Learning infrastructure
- Provision a set of baseline e-Learning support services
- Perform ongoing strategic planning and needs assessment
- Develop a clearinghouse for all e-Learning programs
- Facilitate and manage strategic alliances
- Centralize the marketing and promotion of e-Learning programs
- Facilitate communication across participating campuses
- Create a UNC e-Learning Cooperative

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Shared Global Vision for e-Learning

- For Pre K-20 learners – lifelong accessible learning from "womb to the tomb"
- e-Learning opportunities at all levels and all areas of education
- Seamless transition from K-12 to community college to university

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Shared Global Vision for e-Learning

- Access for all learners
  - To the Internet
  - To degree programs
  - To Continuing Education courses
  - To teaching tools
  - To job skills

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Increase Public Awareness (misnomer)

- Time poverty
- Job and family responsibilities
- Goals: better jobs, more money - degrees less important
- Students in the "outback" - rural equity revisited
- Specialty programs
- Soldiers, RNs, Teachers, professionals

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Trends in Distance Education

- The number of DE courses offered by universities will probably stabilize at 15% to 20% of total courses offered.
- There will continue to be a mix of delivery systems, but on-line delivery will remain dominant.
- Students increasingly expect more distance education opportunities.

Source: Boettcher, J.V. "Finding the Facts: Technology Trends in Distance Learning in the US"

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Academic Quality and Accountability

- Identify standards for quality distance learning such as articulated by S.R.E.B. (Adequate funding for e-learning infrastructure is key to make resources available to all students (K-20) across the state to establish uniform standards.)
- Implement online learning software that provides robust tracking of student performance.
- Interoperability of databases (among system databases and in conjunction with Course Management Systems)
- Establish tracking procedures for accountability.

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Successful Integration of PreK-20 Academic Programs

- Consensus of North Carolina educational sectors and other infrastructure dependent state agencies and local government as to infrastructure priorities.
- Collaborate to provide educational, training, and staff development opportunities.
- Such infrastructure and software priorities can also be used for protective services training and emergency management situations.
- Shared centralized support services to lower costs and achieve economies of scale

Existing NCCCS e-Learning Development

- The Virtual Learning Community (VLC), supported by Learning Technology Systems, provides hardware, software, content, and training to administrators and faculty within the North Carolina Community College System.
- The VLC provides students with Web-based courses, tele-courses, interactive video courses, and hybrid courses.

NCCCS Current Infrastructure

- 3Mbps: average level of data service
- $1.83 million fixed level of data and video resources
- Consolidation Project created to maximize use of data/video funds
- DL, as a collection of services places increasing demands on existing data infrastructure
- 53 stand-alone course management system installations

Existing UNC e-Learning Development

- Coordinated purchasing enables the 16 campuses to acquire hardware, software, content and services for e-learning programs
- The Teaching and Learning with Technology Collaborative (TLTC) facilitates sharing of best practices among all 16 campuses in the use of technology enabled learning, including e-learning
- A UNC wide e-Learning Policy Council currently addressing tuition & fees, faculty support, multi-campus programs, and IT infrastructure

UNC Current Infrastructure

- 1-2 Gbps connectivity to the WAN via NCREN
- $7 million appropriation to fund MCNC contract for data, video and computing services
- 16 stand-alone course management systems (6 of which are currently consolidating to a single platform)
- 4 campuses using a shared 24/7 Help Desk to support students and faculty using online course management resources

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Examples of e-Learning Resources

- Learning Objects
- Course Management Systems
- Communications Tools

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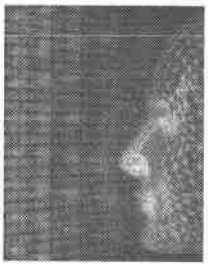
Challenges of Successful PreK-20 e-Learning Community

- Technical
- Cultural
- Organization



e-L Components Required of all Comprehensive Community Colleges

- Course Management System (CMS)
- Data infrastructure
- Library resources
- Student Services
- Staff development
- Faculty training
- Classroom technology

e-L Components Required of all Comprehensive Community Colleges

- Second generation CMS
- MM (digital media) repository
- Learning object development tools and repository
- Collaboration tools
- Video over IP (The University of North Carolina)
- Student tracking
- Financial management

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NCCCS e-L is currently funded locally

- Online enrollments save colleges classroom space
- DL infrastructure supports all types of traditional instruction
- Digital/virtual structures are critical to both DL and all college functions
- Digital/virtual structures have little structured state funding support

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2005-07 NCCCS e-L Needs (unfunded)

- Course Management System and Learning Object Repository - $2 million
- Upgrade 58 colleges to 3Mbps - $3.3 million
- Expansion of NCIH 8 additional sites - $120K
- Online Help Desk - $740K

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2005-07 NCCCS e-L Needs, continued

- Learning Technology Systems personnel & services - $350K
- Curriculum and Continuing Education Permanent VLC Development Centers - $2.8 million
- Expanded online library resources (NCLIVE) - $1 million

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2005-07 NCCCS e-L Needs, continued

- CCLINC Consortium upgrades - $60K
- Library Resources Improvement Project - $72.4K
- Library Resources - $4 million
- Biotech equipment and connectivity - $1.4 million

DL Needs across the NCCCS

- Short term
  - Support 2+2 NCCCS/UNC Initiative
  - Support current DL enrollment growth in online, hybrid, and Web-assisted courses
- Long term
  - Develop and support digital media and Learning Objects
  - Support expanding instructional, communication, and database needs

2005-07 UNC e-L Needs (unfunded)

- 2+2 e-Learning Initiative - $1 million (recurring)
- Online support services for transfer students - $50K
- e-Learning evolving fund - $1.2 million
- NC Teach Online - $126.4K
- Expanded online library resources (NC LIVE) - $1 million
- Digital Library Resources - $6 million

2005-07 UNC e-L Needs (unfunded)

- Foreign Language Consortia - $250K
- UNC wide collaborative IT initiatives for identity management, shared/hosted learning management systems, shared disaster recovery services - $2.8 million
- UNC-TV's digital access management system - $11 million

DL Needs across UNC

- Short Term
  - Support NC Learning Centers (supporting online learners, particularly teachers and other high need workforce learners)
  - Support expanding 2+2 e-Learning Initiative funds
- Long Term
  - Support online services for transfer students
  - Support centralized IT & marketing support services

Current Collaboration Efforts

- SB662 - 2+2 Joint NCCCS & UNC Initiative - $1 million in recurring funding for NCCCS, $1 million non-recurring funding
- HB1264 – Pappas Study
- SB1052 – E-Learning Commission and NC Virtual (School) infrastructure recommendations

Future Infrastructure Expansion to Support Collaborative e-Learning in Higher Education

- Second generation CMS
- MM (digital media) repository
- Learning object development tools and repository
- Collaboration tools
- Video over IP (VoIP)
- Student tracking
- Centralized, coordinated services

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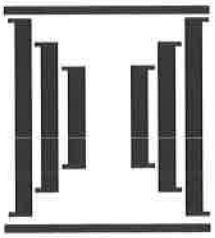
QUESTIONS

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM



Collaborative E-Learning Infrastructure for Public Higher Education in North Carolina

Distance Learning Services and Infrastructure Required of All Comprehensive Community Colleges

Report to
Joint Legislative Education Oversight Committee

H. Martin Lancaster
President

Dr. Saundra W. Williams
Vice President for Administration

January 10, 2006

Distance Learning Services and Infrastructure Required of All Comprehensive Community Colleges

The following matrix identifies (1) services and infrastructure required of all 21st century comprehensive community colleges and (2) the value of such components.

Component	Value
Course Management System (CMS)	Mission critical to online courses, hybrid courses, and course supplements.
CMS server(s) and IT support	Critical to support CMS instructional mission.
Data infrastructure	Mission critical to majority of college functions. T-1 (1.5 Mbps) ITS data minimum supplied by SO. Many colleges supplement additional data service (ITS or secondary ISP).
Video services	Many colleges rely on video services (videoconferencing) to provide instruction and communication link to satellite campuses and/or other colleges, universities, or public schools.
Online student support materials	Critical to student success. Includes PC labs, online orientation, tutorials, Help Desk, online counseling.
Instructor support	Critical to quality of instruction. Includes access to technology, orientation, tutorials, Help Desk, multi-level training resources, and ongoing support.
Staff development	Critical to support of quality of instruction and learning. Includes access to technology and multi-level training.
Online course development	VLC critical to shared resources solution to course development. VLC composed of course donated courses, new courses, and edited courses.
Online library resources	Critical to online and all instructional delivery formats.
Telecourse/teleweb courses	Telecourses maintain 10% of all DL enrollments. Teleweb represents growing segment of DL enrollment.
Proposed Components	**Value**
Learning objects and learning object repository	Consolidate sharable digital content and reduce duplication costs and efforts.
Wireless Internet	Establish Internet access for students, faculty, and staff in critical areas on college campuses.
External E-mail	Enhance campus-wide and community communications.
VoIP	Reduce current & future telecommunications costs by consolidating data and phone systems.
Student portfolio	Provide alternative assessments and capability for students to store & retrieve archives of accomplishments.
Systems integration	Integrate student systems (course management system, library) with administrative information systems.

S.L. 2005-276, Sec. 7.47

SCHOOL EMPLOYEE SALARY STUDY

SECTION 7.47. The Joint Legislative Education Oversight Committee shall research and study the current salary structure for teachers. In the course of the study, the Committee shall:

(1) Develop a method to determine North Carolina's ability to remain competitive in recruiting and retaining highly qualified teachers.

(2) Consider new salary schedule options in lieu of a simple modification of the current salary schedule.

(3) Research and make recommendations on whether or not compressing or expanding a teacher salary schedule would assist in retaining teachers at critical periods when many teachers tend to leave the profession.

(4) Develop and recommend an adequate compensation structure for masters degree and other advanced training.

(5) Consider the placement of appropriate extraordinary increases on the teacher salary schedule for achievement of career status, teacher retention, and other purposes.

(6) Consider how personal leave and other fringe benefits contribute to the compensation packages for employees.

Public School Employee Salary Structure

Presented by NCDPI

Alexis Schauss, Chief
Information Analysis and Reporting

January 10th, 2006

Central Office Administrators

Central Office	Months	Salary Range
Superintendent	12	$50,244 - $122,208
Assoc/Asst Supt/Directors	12	$35,184 - $91,764

Non Certified Employees

Non Certified Employees	Pay Grade	Months	Monthly Salary Range
Teacher Assistants	56	10	$1,581.41 - $2,669.35
Office Support	55-63	Varies	$1,605.16 - $3,495.40
Custodian	50-52	Varies	$1,483.94 - $2,316.69
Physical Therapist	76	10	$3,432.33-$6,163.99

Who is Paid from the Teacher Salary Schedule?

- Classroom Teachers
- Media Coordinators
- Guidance Counselors
- Social Workers
- Certified nurses

Who is Paid from a Derivative of the Teacher Salary Schedule?

- Psychologists
- Audiologists/Speech Language Pathologists
- Assistant Principals
- Principals

2005-2006
CERTIFIED TEACHER SALARY SCHEDULE
Effective 5th pay period 2005-06

Years of Exp	Monthly Salary			
	Bachelor's	Bachelor NBPTS	Masters	Masters NBPTS
0	$2,626	N/A	$2,889	N/A
1	$2,668	N/A	$2,935	N/A
2	$2,712	N/A	$2,983	N/A
3	$2,868	$3,212	$3,155	$3,534
4	$3,008	$3,369	$3,309	$3,706
5	$3,142	$3,519	$3,456	$3,871
6	$3,271	$3,664	$3,598	$4,030
7	$3,375	$3,780	$3,713	$4,159
8	$3,423	$3,834	$3,765	$4,217
9	$3,472	$3,889	$3,819	$4,277
10	$3,522	$3,945	$3,874	$4,339
11	$3,571	$4,000	$3,928	$4,399
12	$3,622	$4,057	$3,984	$4,462
13	$3,673	$4,114	$4,040	$4,525
14	$3,726	$4,173	$4,099	$4,591
15	$3,780	$4,234	$4,158	$4,657
16	$3,835	$4,295	$4,219	$4,725
17	$3,890	$4,357	$4,279	$4,792
18	$3,949	$4,423	$4,344	$4,865
19	$4,007	$4,488	$4,408	$4,937
20	$4,065	$4,553	$4,472	$5,009
21	$4,127	$4,622	$4,540	$5,085
22	$4,188	$4,691	$4,607	$5,160
23	$4,254	$4,764	$4,679	$5,240
24	$4,318	$4,836	$4,750	$5,320
25	$4,383	$4,909	$4,821	$5,400
26	$4,449	$4,983	$4,894	$5,481
27	$4,517	$5,059	$4,969	$5,565
28	$4,588	$5,139	$5,047	$5,653
29	$4,659	$5,218	$5,125	$5,740
30+	$4,659	$5,218	$5,125	$5,740

NOTE: "NBPTS" stands for National Board for Professional Teacher Standards.

Add $126/per month for an advanced teaching license
Add $253/month for an advanced and doctorate teaching license.

Salary Schedules

- The salary schedules are determined annually by legislation.
- All schedules are derived from the Bachelor schedule.
- Placement on the salary schedule is determined by years of experience and education.
- Additional supplements include local salary supplement, longevity, mentor pay and ABC bonus.
- 10 month teachers are paid on a 21.5 day month, or a 215 day year.

Minimum & Maximum Salary for Classroom Teachers

Fiscal Year 2005-06

Description	1st year		15th year		more than 29 years	
	Base	Addl Pay	Base	Addl Pay	Base	Addl Pay
Minimum Salary	$ 2,626	$ 2,626	$ 3,780	$ 3,780	$ 4,659	$ 4,659
Additional Education						
Masters 10%		263		378		466
Doctorate		253		253		253
NBPTS at 12%		-		499		615
Monthly Salary	2,626	3,142	3,780	4,910	4,659	5,993
Annual (10 months)	26,260	31,416	37,800	49,100	46,590	59,929
LocalSupplement(1)	-	4,712	-	7,365	-	8,989
New Teacher Orientation	366	438	-		-	
Mentor pay	-	-	-	1,100	-	1,100
Longevity	-	-	851	1,105	2,097	2,697
ABC Bonus	-	1,500	-	1,500	-	1,500
Total 10 month salary	26,626	38,067	38,651	60,169	48,687	74,215

(1) Amount included for maximum is 15% of certified salary.
Local Supplements range from 0% to 25% depending on the LEA and the years of experience

Educators Paid from a Derivative of the Teacher Salary Schedule

Psychologists Schedule

- 1990 a new schedule was created for Psychologists.

- This schedule is the Teacher's Masters schedule PLUS 5 steps. Additional pay ranges from $2,710 and $7,300 per year.

- In 1996 audiologists and speech language pathologists were moved from the teacher schedule to the psychologist schedule.

Assistant Principals

- Assistant Principal salary schedules are set at 1% above the Master's schedule.

- Assistant Principals are not eligible to receive NBPTS 12% differential pay.

Principals

- There are 8 schedules from which principals are paid.
- Principal's pay is graduated based on the number of state paid certified educators in the school and the total educator years of experience.
- A Principal earns one extra year of experience for every three years they are a principal.
- Principals of alternative schools and Learn & Earn schools are paid at a minimum Principal III.
- Base salary ranges from $45,636 to $100,896 (excludes local supplement, doctorate supplement and longevity)

Certified Employees Base Salary Ranges

School Based Educators	Months	Salary Schedule
Principals	12	$45,636 - $100,896
Assistant Principals	10	$33,420 - $59,620
Classroom Teachers	10	$26,260 - $59,930
Media Coordinators	10	$26,260 - $59,930
Counselors	10	$28,890 - $59,930
Psychologists and Audiologists	10	$34,560 - $58,010
Other Instructional Support	10	$26,260 - $53,780

Recent History

1990	modern day 29 step salary schedule
	Psychologists Schedule created
1994	30th step was added, but salary is the same as the 29th step
	NBPTS – 4% salary bonus
1996	Speech language pathologists and audiologists moved to psychologists schedule.

Recent History

1997 1st year of Excellent Schools Act

- 3 days new teacher orientation
- Mentor pay
- Staff development stipend
- Salary schedule was redesigned to include "bumps"

Salary Bumps

Yrs	Bachelor	Step increase
0	$2,626	
1	$2,668	1.60%
2	$2,712	1.65%
3	$2,868	5.75%
4	$3,008	4.88%
5	$3,142	4.45%
6	$3,271	4.11%
7	$3,375	3.18%
8 to 29		1.39 to 1.58%

1997 1st year of Excellent Schools Act

National Board Certification

- 12% differential pay
- Assessment fee
- 3 days paid leave

Who is Eligible to receive the 12%?

- Classroom Teachers
- Media Coordinators
- Guidance Counselors

Recent History

1997 To 2000 Excellent Schools Act

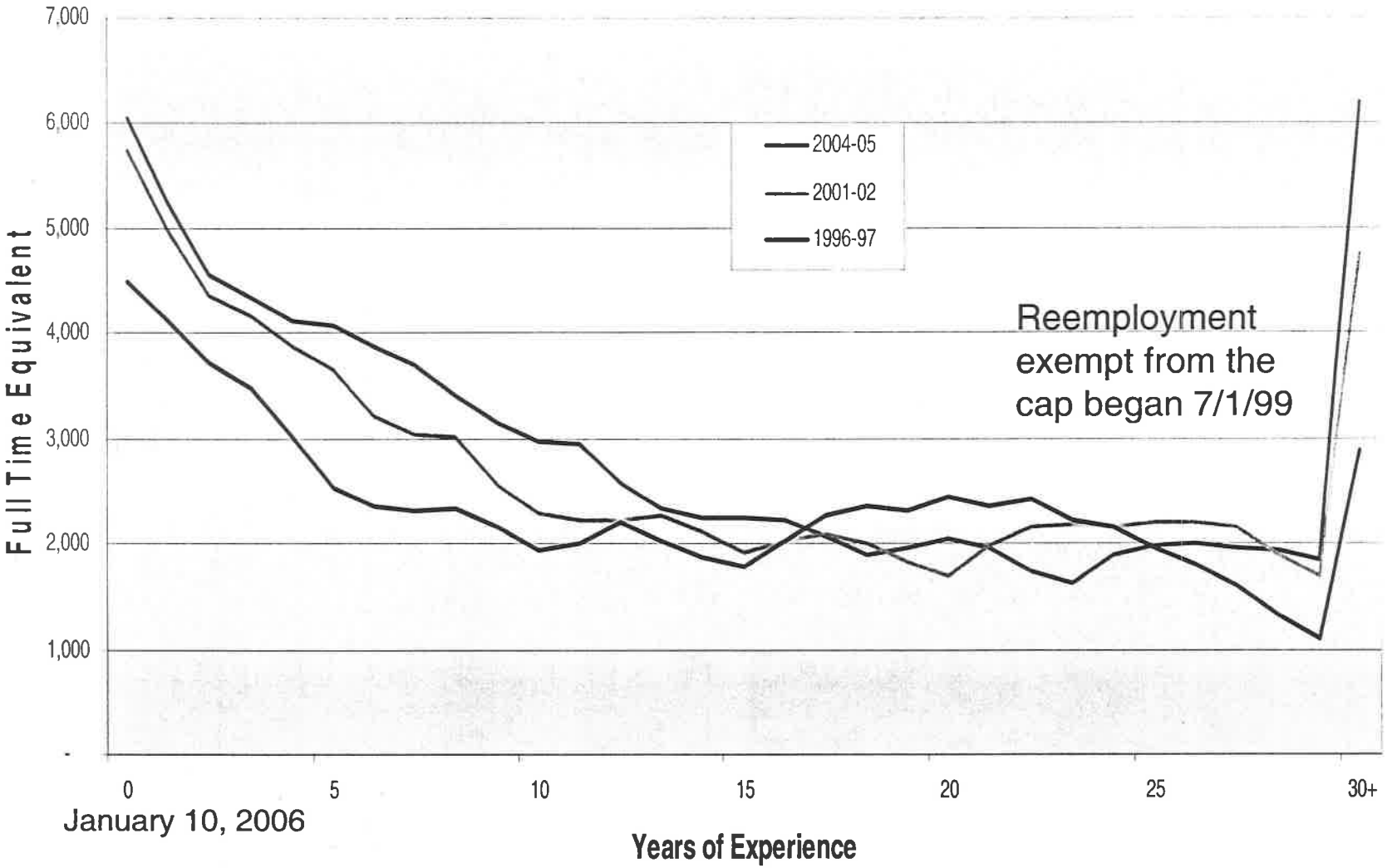
Average salary increases for each year was 7.5%.

Increases ranged from 3% to 14% each year

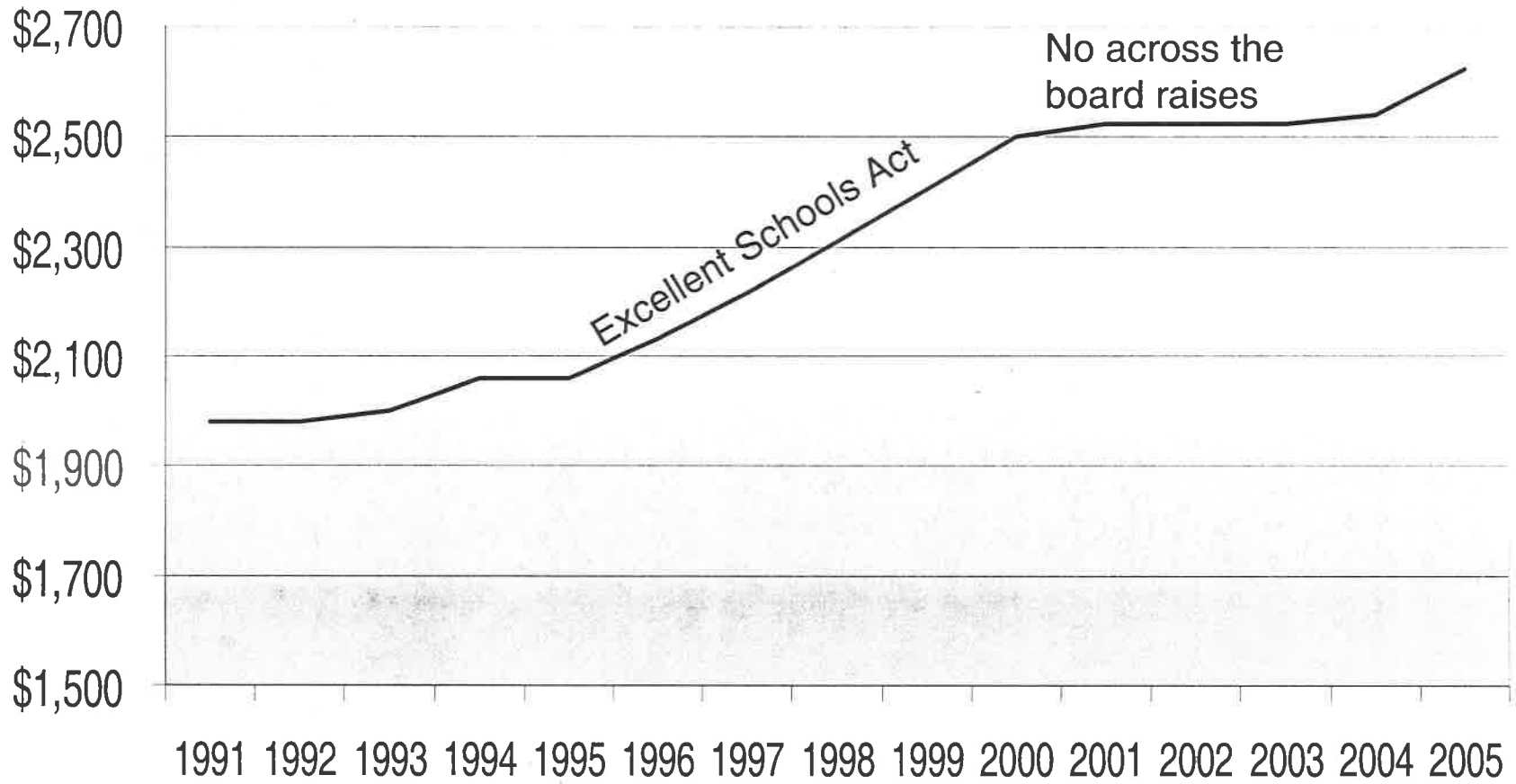
1999 ABC bonus ($1,500 or $750)

2000 Masters certificates raised from 6% to 10%

Classroom Teacher Years of Experience
Comparative Years



Bachelor Certificate Classroom Teacher Starting Base Salary
1991 to 2005



Classroom Teacher Statistics

• Average Compensation 2005	$43,348
• Average Years of Experience	13.49
• Avg. Yrs of Exp. of a New Tchr	4 years
• Number of classroom teachers	90,667
• (all funding sources, no inst. Support)	
• Percentage with Masters	37%
• Percentage with NBPTS	8%
• New 2006 NBPTS	1,540
• Reemployed Retirees Exempt	1,651

Benefits for Classroom Teachers

Same as State Employees

- 10 to 21.5 days Annual leave
- 10 Sick days
- 10 holidays
- Longevity

In addition to State Employees

- 20 days Extended Sick Leave
- 2 days of personal leave
- Reemployment Exempt from the Retirement Cap
- Job Sharing with benefits

- One year of Retirement Credit for 10 months
- 12 months hospilization for 10 months

Joint Legislative Education Oversight Committee
January 10, 2006
NC Teaching Fellows Program
Presented by Jo Ann Norris, Associate Executive Director, Public School Forum
Administrator, NC Teaching Fellows Program

Chairman Swindell, Chairman Yongue, members of the Committee, and Committee Staff:

On behalf of Mrs. Susan Burgess, Chair, and the members of the NC Teaching Fellows Commission, I am happy to respond to your inquiry about specific components of the North Carolina Teaching Fellows Program. You have before you a folder of information about the program. In the interest of time, I will speak today specifically to the issues your staff indicated that you wanted information about. I will be happy to address any additional items about which you desire more information if there is time.

Before I begin, I would like to introduce a key member of the Teaching Fellows staff. Mr. Danny Bland, Teaching Fellow Alumnus of NCCU, and Coordinator of Special Programs. Mrs. Gladys Graves, Director of the Program is conducting an interview with an applicant this afternoon and could not be with us. These two have the responsibility for the day-to-day contact with the campuses, the programmatic aspects of the program, campus evaluation, and the design and facilitation of summer experiences.

I would also like to thank the members of this Committee who have served on a local or regional screening committee. Your participation brings a unique perspective to the process and we are very grateful. We believe it also gives you a first-hand view of the strength of the applicants in the process.

1) The NC Teaching Fellows Commission.

All policies, procedures and decisions about the program are made by the Teaching Fellows Commission, a statutorily authorized body of 11 people: 3 appointed by the Speaker, 3 appointed by the President Pro Tem, 3 appointed by the Governor, the State Board of Education Chair's designate, and the Chair who is designated by the Lt. Governor. The appointed members serve four-year terms and the designees serve at the pleasure of the SBE Chair and the Lt. Governor.

The program has been very fortunate that the Commission has had long-term service by some of the members. The chairmanship has been held by only three chairs, Mr. Tom Lambeth, the Executive Director of the Z.Smith Reynolds Foundation, serving the longest, before and after former Senator Teena Little, and the current Chair, Mayor Pro Tem of Charlotte Mrs. Susan Burgess. In addition, Mrs. Linda Little, Mr. Roby Shore and Dr. LeRoy Walker have served in continuous membership. They have been with the Commission throughout its history and were instrumental in establishing the program's goals as well as the policies and procedures. The continuity of their service has been invaluable to the stability of the program. Dr. Jane Norwood, Vice-Chair of the State Board of Education and Mr. Franz Holscher, former Mayor Pro Tem of Gastonia, have also had continuous service.

2) The selection of institutions for participation in the Teaching Fellows Program.

- After the passage of the legislation (115C-363.22-23A) the Commission had the responsibility for selecting the institutions that would participate in the program as well as establishing the policies and procedures for the scholarship program. Chaired by Mr. Thomas Lambeth of Winston-Salem, **the Commission selected nine campuses in the university system located throughout the state, using criteria that included: the existence of an approved Teacher Education undergraduate program, the number of candidates enrolled in the Teacher Education Program, the number of teacher education graduates, an established master's degree program and reputation of the school's program.** The original nine campuses were invited to work with the Commission to design programs that would *"expose Teaching Fellows to a range of extra-curricular activities while in college...which should be geared to instilling a strong motivation not only to remain in teaching but to provide leadership for tomorrow's schools."* (115C-363.23A (b))

- The original nine institutions were **Appalachian State University, East Carolina University, NC A & T State University, NC Central University, NC State University, UNC-Charlotte, UNC-Greensboro, UNC-Wilmington and Western Carolina University.** (Current names.) In the first year, there were no maximum or minimum numbers per freshman cohort. (See map inside Document A for campuses and year of entry.)

- In May, 1987, the Commission voted to expand the program to **add selected public and private four-year institutions through a newly adopted Request for Proposal process.** The selection process included a letter of intent to be submitted by a date certain by the campus wishing to participate followed by a subsequent submittal of a Request For Proposal by a date certain. Each proposal was ranked by each individual member of the Commission using a rating sheet. (See Policy 45.7 in the folder.)

- Letters of invitation were sent to **all** public and private institutions not in the original nine. **Six public and eleven private institutions applied.** (*Public*: Elizabeth City State, Fayetteville State University, Pembroke State University, UNC-Asheville, UNC-Chapel Hill and Winston Salem State University. *Private*: Campbell University, Elon College, Gardner-Webb College, Lenoir-Rhyne College, Mars Hill College, Meredith College, Methodist College, Pfeiffer College, Queens College, Salem College, and Wingate College.) Winston-Salem State's application did not meet the established deadline and was not considered by the Commission.

- The Commission determined that it would select four institutions before letters of invitation were sent. Those selected based on their rankings were (in alphabetical order) **Elon College (now University), Meredith College, UNC-Asheville, and UNC-Chapel Hill.** This brought the total number of Teaching Fellows campuses to thirteen. In anticipation of expansion in 1988, the Commission revised its policies regarding goals

for total number of campuses and number in the freshman cohorts. (15 minimum, 60 maximum)

- In August 1992, the Commission determined that it would accept two additional campuses and reopened the process. **Three public and four private institutions sent letters of intent.** (*Public*: Fayetteville State University, Pembroke State University, Winston-Salem State University. *Private*: Greensboro College, Lees-McRae College, Methodist College, and Warren Wilson College.) Lees McRae and Warren Wilson Colleges did not submit proposals. Based on rankings, t**he Commission selected Fayetteville State and Pembroke State Universities.** Fayetteville State was not able to recruit more than three recipients in each of the following three years. The Commission per its policy withdrew "rights of participation." There are currently fourteen institutions participating in the Teaching Fellows Program.

- In June 2003, the Commission Chairman appointed a Subcommittee to review issues related to expansion including freshman cohort numbers, impact of additional campuses in relationship to the total number of scholarships, and staff support for the program. In November 2003, the Commission approved the Subcommittee's recommendation not to consider expansion at that time due to factors related to the above issues. That position has been revisited each year and reaffirmed due to budgetary and administrative issues.

3) Campus Selection By Recipients: Choice of campus is not a consideration in the selection process and has no bearing on whether an applicant is selected.

- **Campus Cohort Numbers:** Commission policy does not permit any campus to have more than 60 in a cohort. Additionally, several campuses have "self-imposed" caps. Those with campus caps are Elon, 25; Meredith, 30; NCSU, 40; UNC-Wilmington, 35. ASU and UNC-Chapel Hill each meet the Commission cap of 60; If a campus has more first choices than its cap, the Teaching Fellows Campus Director selects the

Fellows. In the past, only two campuses, ASU and UNC-Chapel Hill have reached the 60 cap. Of the self-imposed caps, all have tended to reach their caps except Meredith.

- **Campus Selection by Recipient:** Teaching Fellows recipients provide five choices in rank order on their application in October. They may change their choices at the regional interview in February. Those choices are final. **Any recipient choosing ECU, Meredith, NC A&T, NCCU, UNC-A, UNC-Charlotte, UNC-G, UNC-P, or WCU would automatically get his/her first choice.** Recipients choosing ASU, NCSU, UNC-Chapel Hill, and UNC-Wilmington would be selected by the Teaching Fellows Director on that campus. If not selected they would be assigned to their 2nd, 3rd, 4th, 5th choice depending on the availability of space in the cohort. Those not selected must accept a 2nd, 3rd, 4th, or 5th choice campus if he/she wishes to keep the Teaching Fellows Scholarship. Fellows may transfer in their sophomore year if the campus they wish to attend has an opening in their cohort. All Teaching Fellows are placed (with the exception of one or two) when the award notification letters go out. Those are placed by conference call with the Teaching Fellows Program Officer.

4) Selection Process for Regional Finalists and Recipients:

- The Teaching Fellows selection process is a two-stage process: local and regional. The process uses the structure of the eight education regions as defined in statute. (See back of blue sheet with regional interview schedule.) The local process is the "vehicle" for determining regional finalists. All files are sent to the Teaching Fellows Commission which selects the regional finalists and later the recipients and alternates. Local and regional screening committees do not select; they assess. The enclosed application material gives information about the criteria at each level. (See back page of Screening Guide.) Typically there are 1900 to 2000 applications and 700 to 800 regional finalists.

- The Selection Process is designed to fulfill the legislation (115C-363.23A) which states, (a) "The Commission shall adopt very stringent standards, including minimum grade point average and scholastic aptitude test scores…" and (c) "The Commission and regional committees shall make an effort to identify and encourage minority students and students who may not otherwise consider a career in teaching to enter the program."

- To progress to the regional level an applicant must have a minimum SAT score of 900 and a scholastic profile score of score of 35 points. Commission policy does not permit students who have scholastic profile scores below 35 points to proceed through the interview process at the local level. The historical trend validates that these students are not competitive in the process.

- Numerous factors are used to determine regional finalists and recipients. They include the regional ratio of applicants to the statewide pool, the number of applicants at a cohort score, etc. The Commission determines a cut-off score in each of the education regions. The score varies from year to year depending upon the number of applicants and the strength of the pool. One year cannot be compared to another. Students who meet the cut-off score will be designated finalists and recipients. The Commission will designate a list of 125 alternates.

- In anticipation of the 100 additional scholarships in the budget, in June 2005, the Commission adopted a policy that would permit staff to proceed with the awarding of the new scholarships. Because school had started when the budget was adopted, the Commission waived policies for this year only so that the 60 cap could be exceeded and so that freshman could transfer at the end of the first second semester. It also waived the policy that requires freshmen to live on campus. (See the cherry page for the current numbers on each of the 14 campuses.)

I will close here and take questions. Again I wish to thank the members of this committee for your continued support of the Teaching Fellows Program. It is a premier program that prepares teachers in a different way and the only one of its kind in the nation.

s/tf/staff/joann/EdOversightJan1006.doc

NORTH CAROLINA

TEACHING FELLOWS

PROGRAM

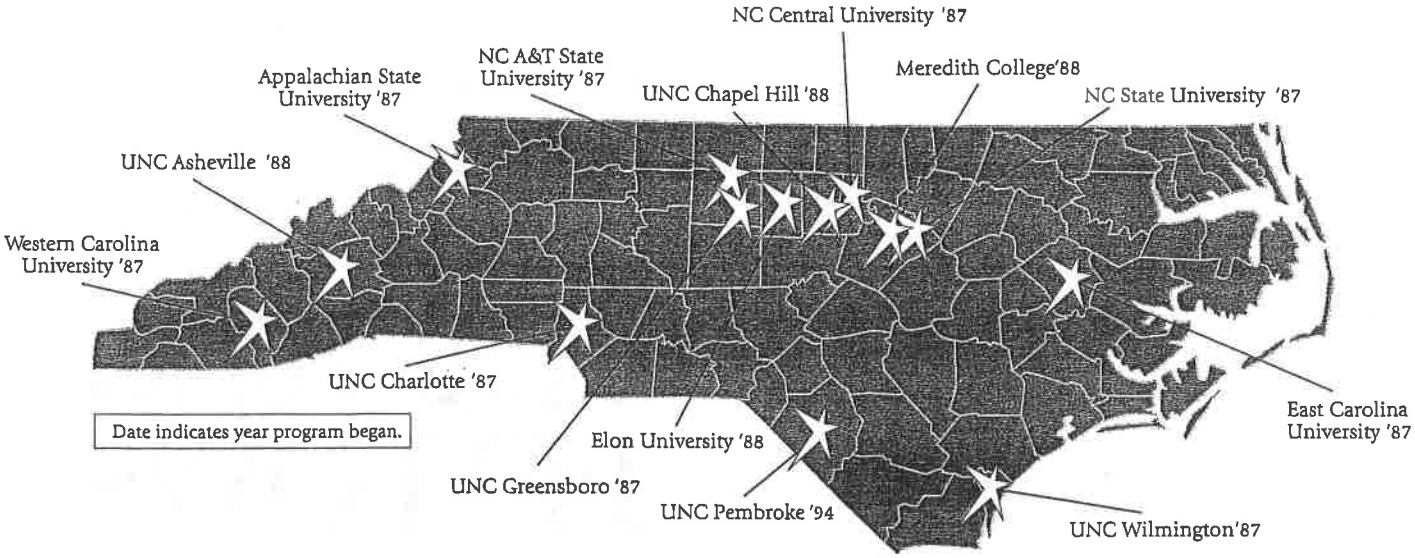
DOCUMENT A

PROGRAM INFORMATION

Documents A and B are to be given in their entirety to applicant. Applicant should return document B (application) only.

2005-2006

Colleges and Universities Participating in the North Carolina Teaching Fellows Program



Key Dates for 2005-2006 Applicants

2005	Oct 21	Completed application and three references submitted to the Teaching Fellows Liaison Counselor
	Nov 11	Local Interviews and writing essay completed
	Nov 21	Deadline for Teaching Fellows applications in Raleigh office by 5:00 pm
	Dec 2	**Deadline for new SAT/ACT scores to be received in Teaching Fellows office**
2006	Jan 13	2006 Regional finalists notified (letter mailed from Raleigh by this date)
	Jan 20	2006 Regional finalists list online (www.teachingfellows.org)
	Jan 28 & 29	Optional recruitment days at specific campuses for regional finalists
	Feb 4 & 5	Optional recruitment days at specific campuses for regional finalists
	Feb 11	Screening interviews for regional finalists in regions 1, 2, and 3
	Feb 18	Screening interviews for regional finalists in regions 4, 5, and 6
	Feb 25	Screening interviews for regional finalists in regions 7 and 8
	Mar 4	Statewide make-up day for regional interviews for regional finalists
	Mar 24	2006 recipient notification (letter mailed from Raleigh by this date)
	Mar 31	2006 award recipients and alternates online (www.teachingfellows.org)
	Apr 7	Deadline for award acceptance
	June 17	Freshman Orientation, McKimmon Center (All recipients and parents or guardians are required to attend; alternates are encouraged to attend.)

Teaching: A Career for the Future

As people look to the future of North Carolina, one profession is cited more and more as holding the key to the state's well-being. That profession is teaching. Economic, political and business leaders are realizing that an ever changing economy requires people who can "think for a living." Thinking for a living depends on the quality of the education provided by the teachers who work with North Carolina's 1.3 million young people. This recognition, combined with rapidly increasing numbers of students in schools, has dramatically heightened the demand for highly qualified teachers. As a result of this increased demand, the North Carolina General Assembly has initiated pay raises and other program innovations to make the teaching profession more attractive. While teacher salaries historically have been lower than those paid to other college graduates, North Carolina's teacher salaries continue to increase. Today, a beginning teacher in North Carolina will make $25,580*. For teachers holding a masters degree, the beginning salary will be $28,140*.

Also, the state is improving working conditions by making class sizes smaller and providing teachers with more time to plan and work with individual students. In addition, the State Board of Education and legislative action are bringing a real opportunity for true involvement at the school level. In short, North Carolina is making a major drive to improve the salaries and conditions of teaching. There are also new support programs for beginning teachers that include mentors, professional development, and more time for new teacher orientation.

The Demand for Teaching is Increasing – NC Facing Teacher Shortage

A basic question for any college student is whether there will be a job waiting after graduation from college. For students **preparing to be teachers** the answer to that question is "Yes."

North Carolina, with the rest of the country, has seen major shifts in the job market in recent years. North Carolina's student population will increase by 20,000 every year for the next several years. Between 7,000 and 9,000 new teachers will be needed each year in our public schools. Additional teacher allotments have added thousands of new teaching positions over the past decade. Combined with the fact that North Carolina is one of the country's fastest-growing states, the job outlook for future teachers is excellent, particularly **if they are willing to relocate and accept challenging positions.**

The North Carolina Teaching Fellows Program

In order to meet the increasing demand for top quality teachers for North Carolina's public schools, the General Assembly in 1986 established the North Carolina Teaching Fellows Program. **The most ambitious teacher recruitment program in the nation, the Teaching Fellows Program provides $6,500 per year, for a maximum of four years of college, to 400* high school seniors who agree to teach for four years in North Carolina's public schools after being graduated from college.** The Program is governed by the North Carolina Teaching Fellows Commission, a group of 11 individuals who are appointed by the Governor, Senate President Pro Tempore, Speaker of the House, and State Board of Education Chair. The Commission Chair is appointed by the Lieutenant Governor. The Program is administered by the Public School Forum of North Carolina.

The Goals of the Program

- Provide an academically and culturally enriched preparation program that extends beyond the regular college program
- Provide opportunities and experiences that encourage the development of leaders and decisionmakers
- Provide opportunities for building an understanding of education's place in a greater social context
- Instill a sense of mission, service and professionalism in the Teaching Fellows
- Improve the image of teacher education candidates and programs campus-wide
- Recruit and retain greater numbers of male and minority teacher education candidates in North Carolina

** Pending final approval by the General Assembly.*

Not Everyone Can Be a Teaching Fellow

The qualifications for becoming a Teaching Fellow are stringent. Applicants are screened and interviewed by committees within their school district and, then, by a regional screening committee. **The local and regional committees examine a number of criteria, including high school grades, a writing sample, class standing, SAT/ACT scores, extracurricular activities, references and an interview.**

The Teaching Fellows Program is succeeding in attracting many of North Carolina's brightest and best students into teaching. Since the first awards in 1987, Teaching Fellows award recipients continue to have high scholastic profiles. Applicants must have at least 900 on the SAT by December 2, 2005 to proceed in the screening process.

Application Selection & Process

The North Carolina Teaching Fellows Program is open to current 2005-2006 North Carolina high school seniors and high qualifying juniors accepted for college admission who are interested in becoming teachers and are legal residents of North Carolina under General Statutes 116-11(7) and 116-144 and citizens of the United States. **(Dependents of military personnel are eligible only if the parent/guardian has declared North Carolina as their state of residence.)**

Each applicant file must include:

- An application form completed by the candidate
- A high school transcript and verification of SAT/ACT scores
- *A writing sample (to be completed at a time and place designated by the Teaching Fellows School District Screening Committee chairperson)*
- Three reference forms obtained online or from the counselor. *No other references will be considered. Students are encouraged to select persons who know them well to complete their references.*
- If in a home school, verification of the school's registration with the NC Division of Non-Public Schools

Only applicants for the Teaching Fellows awards with a Scholastic Profile Composite Score of 35 or above shall be interviewed by a local committee composed of people from the applicant's community. Applicants who are selected as regional finalists will be screened by a committee composed of people from the educational region in which the applicant lives. At both the local and regional levels, applicant files will be reviewed and selected candidates will be interviewed. The committees will evaluate the applicants on their application material and the quality of their interviews. All application material is confidential. **Completed applications, regardless of source, must be returned to the Teaching Fellows Liaison Counselor's office no later than October 21, 2005.**
Local screening and interviews will be completed by November 11, 2005. Regional screening and interviews will be completed by March 4, 2006. Award winners will be informed of the Teaching Fellows Commission's decision by letter postmarked by **March 24, 2006.**

Applicants must apply to and be accepted by the colleges of their choice offering the Teaching Fellows Program.

Recipient Requirements

Teaching Fellows award recipients will be required to maintain a minimum 2.20 cumulative grade point average (GPA) at the end of the Fellow's first semester of the freshman year, a minimum 2.25 cumulative GPA at the end of the freshman year, and a minimum cumulative 2.50 GPA at the end of the sophomore year, including course work in his/her teaching field and each semester thereafter. Fellows must also maintain appropriate credit hours by the end of the freshman year and each semester thereafter and be admitted into Teacher Education by his/her junior year. Several campuses require 2.75 or higher for admission to Teacher Education. Students should obtain information about unique features and requirements of specific campus programs and majors from each campus admissions office.

Teaching Fellows **are required to participate in designated campus activities and selected summer programs.** Some programs will be limited in duration (1-3 weeks) and others will be designed as extended internships. Up to $400 per year of the Teaching Fellows award may be held in escrow to defray the costs of summer programs. **Teaching Fellows are required to participate in each summer experience unless specifically exempted by the Teaching Fellows Commission. This may delay summer school or job participation until after the completion of the summer experience.**

Teaching Fellows are required to live in on-campus housing assigned by the institution during their freshman year and reside on site for all summer experiences. Living in private dorms, apartments, and/or fraternity/sorority houses is not permitted in the freshman year. There are no exceptions to this policy.

Academic Year & Summer Activities

Unique programs have been designed for the Teaching Fellows at each of the selected institutions. These programs include seminars, cultural events, faculty mentor programs, local school visitations and study-abroad programs. A strong emphasis is placed on leadership development skills and activities that will give the Teaching Fellows a broad range of experiences beyond the required course work.

Each summer during their college career, Teaching Fellows participate in special activities to expand their knowledge about the role of education and to enhance their preparation as effective teachers.

- **Rising Sophomores: Discovery Trip,** a seven-day trip across the state exploring schools, business and culture
- **Rising Juniors: Junior Enrichment,** a choice of week-long seminars travel opportunities or internships and **Junior Conference,** focusing on cultural diversity issues
- **Rising Seniors: Senior Orientation,** a week-long visit to a school system, and **Senior Conference,** focusing on new systems of teaching and learning

Each Teaching Fellow is required to participate in these special activities and summer programs.

Frequently Asked Questions

Q1: If I am selected as a Teaching Fellow, what are my obligations?

A:
- Accept the scholarship offer and secure a co-signer for the promissory note (co-signer must be a parent or guardian if you are under 18).
- Enroll as a full-time student at an institution designated by the Teaching Fellows Commission for the academic year after receiving the award. There are 14 institutions designated as Teaching Fellows campuses.
- Pursue studies, as a full-time student, leading to licensure to teach at graduation in North Carolina's public schools. This includes **passing the PRAXIS II, if required, before graduation.**
- Maintain a minimum 2.25 cumulative grade point average on work attempted each semester during the freshman year. By the end of the sophomore year, Teaching Fellows will be required to have a 2.5 cumulative grade point average on all work attempted and meet the requirements for admission into a teacher education program. Campuses may have different GPA requirements for admission into Teacher Education.
- Participate in special summer programs each summer and other special activities as established by the Teaching Fellows Commission and campus programs. Summer programs may vary in length from seven days to employment/internship in summer schools or with other state agencies or businesses. Up to $400 per year of the Teaching Fellows award may be held in escrow to defray the costs of summer programs.
- If male, show evidence of registration with the military selective service.

Q2: How many years do I have to repay the scholarship/loan? Can I do graduate work or begin a family and still fulfill my obligations for repayment?

A: You will have seven years after graduation from college to repay your obligation to the state of North Carolina **by teaching as a licensed full-time teacher in a NC public school.** If you teach for four of the seven years, your debt is repaid. If you do not teach, you will begin repayment of the loan, with a 10% interest charge, payable in equal monthly installments over a period of seven years. You do not have to begin teaching or repaying the loan immediately after graduation if you are enrolled as a full-time graduate student in related studies at an institution of higher education. **(The seven-year pay back period may not be used by Fellows to complete doctoral studies or advanced degrees in fields not related to teaching, i.e., law, medicine, pharmacy, engineering, and so on.)** If you begin teaching and leave for graduate work to enhance your teaching license or to begin a family, you are obligated to begin repayment at such time as you no longer have enough years remaining to fulfill your teaching obligation. The Commission can, on request, make an exception in cases of emergency. If you withdraw from the Program, or if you are removed from the Program because you do not meet the required GPA/credit hours or are not attending required activities, your scholarship/loan repayment begins 180 days from notification, even if you are still attending college. The Commission may call in your loan at any time if it determines you will not repay in teaching service.

Q3: Will I be guaranteed a job when I graduate?

A: No, but with the teacher shortage, additional teacher allotments, and the increased student enrollment in North Carolina, there will be a strong demand for new teachers. Also, the status and quality of Teaching Fellows are such that school districts are eager to employ those who have completed the Program. Due to supply and demand, Fellows are encouraged to consider all job opportunities regardless of locale in North Carolina.

Q4: What are some of the features of the Teaching Fellows Program that make it different from other scholarships or teacher education programs?

A: Teaching Fellows will be recognized on each campus as outstanding students and future teachers. Every effort will be made through a variety of training experiences to expose Teaching Fellows to the worlds of education and business. Classes, seminars, field trips, internships, conferences, and social and cultural events will be integrated into your program during the academic year and during the summer months. Many campuses will have faculty mentors or teachers from elementary and secondary schools working with Teaching Fellows on a one-to-one basis as coaches and advisors. Some campus programs include travel and study abroad.

Q5: Do I have to live on campus?

A: Teaching Fellows **must** live in on-campus housing during their **freshman year** and reside on site for all summer experiences. No exceptions will be made for any reason for freshman residency. Several institutions make arrangements for you to live in the same residence hall with other Teaching Fellows.

Q6: Does this scholarship automatically guarantee my acceptance as a student at one of the institutions listed?

A: No. You must apply and be accepted by the institution you wish to attend. This includes requests for housing and all other requirements of application by that particular institution. We encourage applicants to apply to at least their first, second and third choice institutions. *Since the Commission has set a limit of 60 Teaching Fellows per campus, you may not be able to attend your first choice institution if you accept a Teaching Fellows award. Institution choices must be made carefully. Teaching Fellows identified as regional finalists will have an opportunity to make a final selection for their first, second, third, fourth and fifth choice institutions on the day of their regional interview.* **These choices are final.**

Q7: What would happen if I decided to transfer to another college?

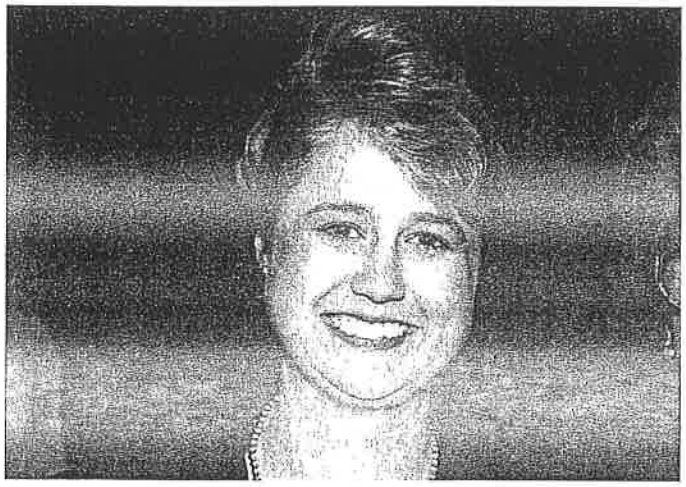
A: You may remain in the Teaching Fellows Program as long as you transfer to another institution participating in the Program, provided space is available in your class in the Teaching Fellows Program on that campus. There are 14 institutions where the Program is currently being offered *(see list on page 5)*. If you decide to transfer to an institution not offering the Teaching Fellows Program, you will be required to repay any amount of the scholarship, with 10% interest, which you have received to that date. Payment will begin 180 days after notification. Teaching Fellows freshmen may NOT transfer until the sophomore year. Teaching Fellows who wish to transfer must be in good standing academically.

College Selection

Teaching Fellows award recipients must apply to and be accepted by the college or university they wish to attend. Applicants will be notified as to which institution they have been assigned when they receive notification of having been selected for a Teaching Fellows award. The Teaching Fellows Commission has set a limit of 60 Teaching Fellows per campus; therefore, some students may not be able to attend their first choice.

After Teaching Fellows are selected, each participating institution receives the names of all applicants who have designated it as their first choice. **If there are more than 60 applicants on the list, the college or university selects the applicants it wishes to accept into the Program at its institution.**

Names of applicants who are not selected by their first choice will be forwarded to their second choice institution. If necessary, names will be forwarded to the institution of third choice, fourth choice and fifth choice.



Laura Bilbro-Berry, North Carolina Teacher of the Year 2000-01, is a graduate of the Teaching Fellows Program at UNC-Chapel Hill. She is employed in Beaufort County Schools.

Demond McKenzie, is a graduate of the Teaching Fellows Program at NC State University. He is an Assistant Principal in a Wake County School and a member of the North Carolina Teaching Fellows Commission.

College Costs

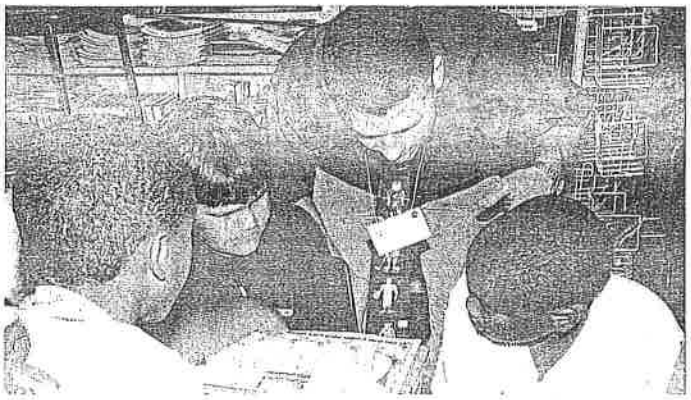
Teaching Fellows award recipients receive a state grant of $6,500 per year for four years. **Up to $400 may be escrowed each year by the Commission to fund the summer experiences.** The remaining funds are transferred in semester installments to the institution in each Fellow's name.

The financial aid office at each of **the public institutions** will subtract all costs for tuition, room, board, and fees and issue a check to the Fellow for the remaining funds, if any. Fellows will be responsible for all costs which exceed the state grant of $6,500.

The two private colleges participating in the Teaching Fellows Program must guarantee to Teaching Fellows who choose to attend them, at a minimum, an amount for costs of tuition, room, board and fees equal to the amount of the state grant of $6,500 per year. **Fellows attending private colleges will be responsible for all costs which exceed the grant and the college match. Elon and Meredith both include the legislative tuition grant and campus awards as a part of their match.**

Funds are disbursed at the beginning of each semester, **but only after the Fellows' grades and credit hours have been verified by the Commission staff. Teaching Fellows should have enough money on hand until scholarship funds arrive each semester. Funds are not disbursed for summer school.**

Information regarding specific costs at each campus may be obtained from the admissions office at each institution.



Additional Notes

LOWER CAPS The following institutions have lower caps: Elon University - 25; Meredith - 25; NCSU - 40; UNC-Wilmington - 35.

RECONSIDERATION A recipient who accepts the award at a campus other than his/her first choice may keep his/her name active for reconsideration if a vacancy occurs at the first choice campus by signing the statement of request on the acceptance form.

REJECTION OF AWARD Rejection of the award by the recipient removes that recipient from further consideration, even if a vacancy occurs at the recipient's first choice campus.

UNC-CHAPEL HILL MAT PROGRAM UNC-Chapel Hill does not have a Teacher Education Program for secondary, K-12 music, and foreign language majors. These Fellows must complete a fifth year MAT Program at their own expense. Fellows must meet all minimum requirements for admission into graduate school.

Participating Colleges & Universities Directors

The North Carolina Teaching Fellows Program is currently offered at 14 North Carolina colleges and universities. For information about these institutions, contact your high school counselor or the Teaching Fellows Directors listed below.

APPALACHIAN STATE UNIVERSITY
Dr. Pam Schram
301 Edwin Duncan
Boone, NC 28608
(828) 262-2233
schrampw@appstate.edu

EAST CAROLINA UNIVERSITY
Ms. Mary Beth Corbin
203 Speight Building
Greenville, NC 27858-4353
(252) 328-4126
corbinm@mail.ecu.edu

ELON UNIVERSITY
Ms. Janice Richardson (Plumblee)
Campus Box 2105
Elon, NC 27244
(336) 278-6255
richards@elon.edu

MEREDITH COLLEGE
Ms. Allynna Stone
209 Ledford Hall
3800 Hillsborough Street
Raleigh, NC 27607-5298
(919) 760-2334
stonea@meredith.edu

NC A&T STATE UNIVERSITY
Ms. Sharon Hoard
NC Teaching Fellows
1601 East Market Street
Fort IRC Building-Room 17
Greensboro, NC 27411
(336) 334-7175
shoard@ncat.edu

NC CENTRAL UNIVERSITY
Ms. Katrina Billingsley
2081 New School of Education
712 Cecil Street
Durham, NC 27707
(919) 530-7292
kbillingsley@wpo.nccu.edu

NC STATE UNIVERSITY
Ms. Laura Soto
College of Education
408 Poe Hall - Box 7801
Raleigh, NC 27695-7801
(919) 515-5519
laura_soto@ncsu.edc

UNC-ASHEVILLE
Ms. Brenda Hopper
Department of Education
146 Zageir Hall, CPO 1950
Asheville, NC 28804-8508
(828) 251-6901
bhopper@unca.edu

UNC-CHAPEL HILL
Mr. Howard Machtinger
School of Education
CB #3500 Peabody Hall
Chapel Hill, NC 27599-3500
(919) 962-0897
howard_machtinger@unc.edu

UNC-CHARLOTTE
Dr. Misty Hathcock
College of Education/Dean's Office
9201 University City Boulevard
Charlotte, NC 28223
(704) 687-4542
mchathco@email.uncc.edu

UNC-GREENSBORO
Ms. Toni Knight
P.O. Box 26171
Greensboro, NC 27402-6171
(336) 334-3410
tfknight@uncg.edu

UNC-PEMBROKE
Ms. Karen Granger
School of Education
P.O. Box 1510
1 University Drive
Pembroke, NC 28372-1510
(910) 521-6495
karen.granger@uncp.edu

UNC-WILMINGTON
Ms. Kathleen Benzaquin
601 S. College Road
Watson School of Education
Wilmington, NC 28403-5986
(910) 962-4001
tfellows@uncw.edu

WESTERN CAROLINA UNIVERSITY
Ms. Jacquline Smith
G22 McKee
Cullowhee, NC 28723
(828) 227-7056
jsmith@wcu.edu

A Letter from the Chair

When members of the North Carolina General Assembly looked for ways to improve our public schools, they learned that having the most competent teachers in the classroom mattered most. To that end, the General Assembly created the Teaching Fellows Program to attract the "best and brightest" high school students into the field of education. The General Assembly also required that the Program be designed to enrich the college experience with cultural and professional opportunities that would make the recipients even better and more dedicated teachers. For eighteen years, the Teaching Fellows Program has been successful in doing just that.

Teaching is a high calling. The profession is demanding, challenging, and rewarding beyond measure. Teachers have the opportunity to mold lives of children and youth by not only imparting knowledge and skills but by showing them the value of setting high goals and working hard. Teachers are indeed shaping the future of our people, our families, our workforce, our nation.

If you are willing to answer this challenge, we encourage you to apply for this scholarship/loan offered by the State of North Carolina. The Teaching Fellows Program is a gift given in exchange of a promise – a scholarship with a commitment to teach in North Carolina's public school classrooms for at least four years.

On behalf of the members of the North Carolina Teaching Fellows Commission, I wish you success and fulfillment for your future.

Susan M. Burgess

Susan Burgess, Chair

NORTH CAROLINA TEACHING FELLOWS PROGRAM

Direct inquiries to:
Jo Ann Norris, Administrator • Gladys Graves, Director • Danny Bland, Coordinator of Special Programs • Sherry Woodruff, Program Officer • Lynne Stewart, Administrative Assistant • Lara Nowell, Coordinator of Information Services • tfellows@ncforum.org

NOTE Documents A and B are to be given to the applicant.
ONLY Document B should be returned.

DOCUMENT B

APPLICATION FORM

To the Applicant: Only current high school seniors who are U.S. citizens and legal residents of North Carolina are eligible. *Complete this application and return with three sealed reference forms to your Teaching Fellows Liaison Counselor by* ***October 21, 2005.***

NORTH CAROLINA
TEACHING
FELLOWS
PROGRAM

Date _____

APPLICANT INFORMATION NC Teaching Fellows Program

Name _____ ❑ Male ❑ Female
Last *First* *Middle* *Preferred Name*

Permanent Address _____
Street/Box *City* *State* *Zip Code* *County*

Current Telephone Number ( ) Social Security Number - -
(Application will not be processed without SS#)

Birth Date ___ / ___ / ___ Race (check one) ❑ Native American ❑ Asian ❑ Black ❑ Hispanic ❑ White ❑ Multi-racial
❑ Other *(specify)* _____

LEGAL RESIDENCY

By my signature I, **the parent/guardian of the applicant,** affirm that I qualify as a **legal resident, for purpose of domicile** (own property, registered to vote, pay state income taxes, etc.) in the state of North Carolina (General Statutes 116.11 (7) and 116-144) and **the applicant is a U.S. citizen.**

If you have questions, contact your Teaching Fellows Liaison Counselor.

_____
Signature of parent/guardian

SELECTION OF COLLEGE

The Teaching Fellows Program is located only on select campuses. To receive the Teaching Fellows award, students must attend one of these campuses. Listed below are participating campuses. Indicate your preference of colleges by ranking them - **circle 1 by your first choice, 2 by your second choice, and so on.** ***Note:*** *No campus may have more than 60 Fellows in each class. The following campuses have lower caps: Elon University - 25; Meredith - 25: NCSU - 40; UNC-Wilmington - 35. Make your choices carefully, and* ***be sure to give five choices.***

		Applied?				Applied?	
Appalachian State University	1 2 3 4 5	Yes	No	UNC-Asheville	1 2 3 4 5	Yes	No
East Carolina University	1 2 3 4 5	Yes	No	UNC-Chapel Hill***	1 2 3 4 5	Yes	No
Elon University*	1 2 3 4 5	Yes	No	UNC-Charlotte	1 2 3 4 5	Yes	No
Meredith College	1 2 3 4 5	Yes	No	UNC-Greensboro	1 2 3 4 5	Yes	No
NC A&T State University	1 2 3 4 5	Yes	No	UNC-Pembroke	1 2 3 4 5	Yes	No
NC Central University	1 2 3 4 5	Yes	No	UNC-Wilmington	1 2 3 4 5	Yes	No
NC State University**	1 2 3 4 5	Yes	No	Western Carolina University	1 2 3 4 5	Yes	No

**All Fellows must participate in the Studies in England semester.*
***Does not offer a degree in Elementary Education. Fellows cannot do Meredith College Collaborative Program.*
****Fellows seeking preparation for secondary education teaching, K-12 music and foreign language must complete an M.A.T., i.e., a fifth-year program. A strong academic record and GRE are required to be admitted into a Master's Degree Program. Fellows must meet the criteria established by the graduate school for admission.*

HIGH SCHOOL INFORMATION *(Please fill in every space)*

School _____ School System _____

School Address _____

Name of Principal _____ Telephone ( ) _____

Name of Teaching Fellows Liaison Counselor _____ Telephone ( ) _____

❑ Check if attending a home school. Provide verification of the schools' registration with the NC Division of Non-Public Schools.

The following must be completed and signed by your Teaching Fellows Liaison Counselor.

State Department of Public Instruction School Code # *(see NC Education Directory)* _____ - _____
(for public schools only)

Class Rank _____ Class Size _____ Weighted GPA *(4.0 Scale)* _____ Educational Region *(1-8 – see list)* _____

SAT Composite _____ ACT Composite _____ *(Use the SAT-ACT Concordance Table to convert scores)*

SAT	Math	Verbal	Date	Math	Verbal	Date	Math	Verbal	Date
SAT	Math	Verbal	Date	Math	Verbal	Date	Math	Verbal	Date
ACT	Date	Date	Date						

Note: *List scores for each time the applicant has taken the SAT/ACT. Use highest math and verbal scores to determine composite. Use the SAT-ACT Concordance Tables provided by the Teaching Fellows Commission.*

_____ _____
Signature of Teaching Fellows Liaison Counselor *Telephone Number*

SCHOOL/COMMUNITY ACTIVITIES – Do not add any additional sheets

The applicant should be careful to include all activities that would indicate personal leadership, commitment and initiative. Place a check in the appropriate box opposite the listed activity showing the year in which you participated in that activity. Also, indicate any positions of office (**"A" for appointed, "E" for elected)** held for that activity in the column for the year during which you held the office. This form is to be used as a guide. If you participated in any activity not shown on this form, add this information in the space provided at the end of each section. **Do not include additional sheets.** If the activity was not offered at your school, note this by writing **N/A once beside the listing.** Under **Credit** Column, write **"Y" for "Yes" and "N" for "No" to indicate if you receive course credit for the listing.**

MEMBERSHIP & OFFICES HELD (SPECIFY)

Student Government	**Credit**	**F**	**S**	**Jr.**	**Sr.**
Student Council					
Honor Committee					
Prefect					
Office Assistant					
Class Committee					
Home Room Officer					
Other *(specify)*					

Clubs	**Credit**	**F**	**S**	**Jr.**	**Sr.**
Beta Club					
National Honor Society					
Service Club					
Debate Club					
Monogram Club					
FFA					
FCCLA (FHA)					
FTA					
FCA					
FEA					
HOSA					
Young Life					
MSEN					
Math/Science Clubs					
TSA					
Quiz Bowl/High IQ					
Pep Club					
FBLA					
DECA					
VEAS					
VEHS					
VICA					
Academic Club *(specify)*					
Other *(specify)*					

Music/Fine Arts	**Credit**	**F**	**S**	**Jr.**	**Sr.**
Glee Club					
Chorus					
Band					
All-State Band					
All-State Chorus					
Theatre, Dance and/or Visual Arts Program					
Other *(specify)*					

School Paper	**Credit**	**F**	**S**	**Jr.**	**Sr.**
Editor					
Associate Editor					
Other Editor *(specify)*					
Photographer					
Staff					
Contributor					
Other *(specify)*					

School Yearbook	**Credit**	**F**	**S**	**Jr.**	**Sr.**
Editor					
Associate Editor					
Other Editor *(specify)*					
Photographer					
Staff					
Contributor					
Other *(specify)*					

MEMBERSHIP & OFFICES HELD (SPECIFY)

School Literary Magazine	**Credit**	**F**	**S**	**Jr.**	**Sr.**
Editor					
Associate Editor					
Other Editor *(specify)*					
Photographer					
Staff					
Contributor					
Other *(specify)*					

School Military	**Credit**	**F**	**S**	**Jr.**	**Sr.**
Rank (specify)					
Other *(specify)*					

Representing School in Convention or Conference	**F**	**S**	**Jr.**	**Sr.**
National Honor Society				
Beta Club				
FTA				
FHA				
FFA				
Other Club				
Student Government				
Governor's School Officer (area)				
Boy's/Girl's State				
NC Close-Up				
US Close-Up				
Model United Nations				
Other *(specify)*				

Teaching Opportunities	**Credit**	**F**	**S**	**Jr.**	**Sr.**
Teacher Cadet					
Project Teach					
Other *(specify)*					

Other School/Community/ Charitable Activities *(specify)*	**F**	**S**	**Jr.**	**Sr.**

Photocopying of the completed applications and/or sharing the information in the application is expressly prohibited. All applications and supporting information are the property of the Teaching Fellows Commission and are confidential.

NC Teaching Fellows Program... application continued

Applicant _____

EMPLOYMENT

Please list any jobs you have held (indicate whether during school year or summer)

Employer	Position	Dates	Hrs/Wk
Employer	Position	Dates	Hrs/Wk
Employer	Position	Dates	Hrs/Wk

ATHLETICS

Please put "V" for Varsity Sports sponsored by your school in which you were awarded a letter or monogram, "P" if participated but did not receive a monogram, and "B" for participation in non-varsity sports sponsored by your school. Note: If you were a captain or co-captain of a varsity team, please put "C" or "CC."

	Credit	F	S	Jr.	Sr.
Football	___	___	___	___	___
Basketball	___	___	___	___	___
Baseball	___	___	___	___	___
Tennis	___	___	___	___	___
Field Hockey	___	___	___	___	___
Swimming	___	___	___	___	___
Lacrosse	___	___	___	___	___
Track	___	___	___	___	___
Cross Country	___	___	___	___	___

	Credit	F	S	Jr.	Sr.
Wrestling	___	___	___	___	___
Soccer	___	___	___	___	___
Golf	___	___	___	___	___
Volleyball	___	___	___	___	___
Softball	___	___	___	___	___
Cheerleader	___	___	___	___	___
Other (specify) _____					

HOBBIES & SPECIAL INTERESTS *(Please describe)*

HONORS & AWARDS

Academic *(list)*

Athletic *(list)*

Other *(list)*

MEANINGFUL ACTIVITIES

In all your school/community activities, what two activities have been most meaningful to you, and why?

DESCRIBE WHY YOU WANT TO TEACH

(Please include the major and grade level you think you will pursue.) Use only the lines provided.

WILL YOU CONTINUE TO PURSUE TEACHING IF YOU DO NOT RECEIVE THE TEACHING FELLOWS SCHOLARSHIP?

☐ Yes ☐ No

FOR RESEARCH ONLY

The following information is optional. It is for research only and will not be considered in the selection process; it is being collected for a long-term research project being conducted by the North Carolina Teaching Fellows Commission. The Commission seeks to determine where there is a strong interest in the teaching profession. As Fellows join the ranks of active teachers, the Commission will follow their careers and ask for advice on how best to shape the Teaching Fellows Program in the future.

Applicant's Name *(please print)* _____

School System _____

High School _____

INTENDED FIELD OF STUDY

What are your preferences for the grade level and/or subject you would like to **teach** after graduation?

Grade Level *(check one)*

- ❑ Birth to Kindergarten *(B-K)*
- ❑ Elementary Education *(K-6)*
- ❑ Middle School *(6-9)*
- ❑ Secondary *(9-12)*

Subject Area _____

DESIRED LOCATION

What are your preferences for the type of school system/location where you would like to **teach** after graduation?

Type of System *(check one)* ❑ Rural ❑ Suburban ❑ Urban

Region *(check one)* ❑ Coast ❑ East ❑ Piedmont ❑ West

INFLUENCE

What factor has most influenced your decision to pursue teaching as a career? *(check one)*

- ❑ Parent/guardian
- ❑ Teacher/counselor
- ❑ Desire to help society
- ❑ Job satisfaction
- ❑ Job security
- ❑ Improved working conditions
- ❑ Higher salaries
- ❑ Like to work with children
- ❑ Teaching Fellows Program
- ❑ Have summers off
- ❑ Other *(specify)* _____

PARENT/GUARDIAN INFORMATION

Father Check one: ❑ Living ❑ Deceased ❑ Unknown

Full Name _____

Address _____
street

_____
city *state* *zip*

Mother Check one: ❑ Living ❑ Deceased ❑ Unknown

Full Name _____

Address _____
street

_____
city *state* *zip*

PARENT OCCUPATION *(check one)*

Father	Mother	Occupation
❑	❑	Precision Production/Craft/Repair
❑	❑	Professional/Educator/Specialty
❑	❑	Technician/Related Support
❑	❑	Sales
❑	❑	Administrative Support/Clerical
❑	❑	Military Service
❑	❑	Executive/Administrative/Managerial
❑	❑	Farming/Forestry/Fishing
❑	❑	Machine Operator/Assembler/Inspector
❑	❑	Transportation/Material Moving
❑	❑	Handler/Equipment Cleaner/Helper/Laborer
❑	❑	Homemaker
❑	❑	Other (specify) _____

Which description best represents the area in which you have grown up?

Type of Area *(check one)* ❑ Rural ❑ Suburban ❑ Urban

Region *(check one)* ❑ Coast ❑ East ❑ Piedmont ❑ West

What is the highest level of education completed by your **father**? *(check one)*

- ❑ Some high school
- ❑ High school graduate
- ❑ Attended college
- ❑ College graduate
- ❑ Attended community/technical college
- ❑ Community/technical college graduate
- ❑ Advanced college degree

What is the highest level of education completed by your **mother**? *(check one)*

- ❑ Some high school
- ❑ High school graduate
- ❑ Attended college
- ❑ College graduate
- ❑ Attended community/technical college
- ❑ Community/technical college graduate
- ❑ Advanced college degree

How many brothers and sisters do you have?

❑ 0 ❑ 1 ❑ 2 ❑ 3 ❑ 4 or more

What is the total combined income of your household?

- ❑ 0-$14,999
- ❑ $15,000-$29,999
- ❑ $30,000-$44,999
- ❑ $45,000-$59,999
- ❑ $60,000 or over

Is anyone in your immediate family (father, mother, brother or sister) currently an educator?

❑ Yes ❑ No

NORTH CAROLINA
TEACHING FELLOWS
PROGRAM

REFERENCE FORM

TO THE APPLICANT: *Your application should include three original copies of this Reference Form (two completed by high school teachers who have had you in class and one completed by an adult in the community who is not a member of your immediate family. If home schooled, all three references should be from adults who are not members of your immediate family).* ***You are solely responsible for returning all three sealed references to your Teaching Fellows Liaison Counselor.***

USE ONLY THE SPACE PROVIDED. DO NOT ATTACH ADDITIONAL SHEETS.
ADDITIONAL INFORMATION WILL BE REMOVED FROM THE FILE.
REFERENCES NOT SUBMITTED ON THIS FORM WILL NOT BE CONSIDERED.

TO THE REFERENT: This reference will enable the North Carolina Teaching Fellows Commission, through Regional Screening Committees, to better evaluate applicants applying for the North Carolina Teaching Fellows Scholarship. **You are asked to complete the form and seal it in an envelope with your signature written across the seal. Please return the sealed envelope to the applicant.** These will be forwarded by high school counselors to the Teaching Fellows Commission as a part of the applicant's file. **These references are confidential and will only be read by a regional screening committee if the applicant is chosen as a regional finalist.** Your candid response will be most helpful in the selection of future teachers for North Carolina. **Please use the space provided – do not attach additional sheets.**

Applicant's Name _____

Please indicate how often you have observed each of the following traits by circling the appropriate rating by each, using the following scale.

1 Rarely **2** Occasionally **3** Frequently **NA** Not Applicable (to your situation with applicant)

1	**2**	**3**	**NA**	brings new dimensions to topics of discussion or activities
1	**2**	**3**	**NA**	seeks the best solution for a challenging situation
1	**2**	**3**	**NA**	works beyond assignments
1	**2**	**3**	**NA**	seeks knowledge for its own sake
1	**2**	**3**	**NA**	is interested in activities and topics beyond the typical interests of his or her peer group
1	**2**	**3**	**NA**	does not fear being different; is willing to take a stand when appropriate even in the face of opposition
1	**2**	**3**	**NA**	plans future activities; sets long-term goals
1	**2**	**3**	**NA**	takes responsibility for his or her own actions
1	**2**	**3**	**NA**	exhibits leadership by initiating activities within a group
1	**2**	**3**	**NA**	exhibits flexibility when dealing with change or new situations
1	**2**	**3**	**NA**	is gracious when fulfilling unpleasant tasks
1	**2**	**3**	**NA**	has the respect of his or her teachers
1	**2**	**3**	**NA**	has the respect of his or her supervisor or employer
1	**2**	**3**	**NA**	has the respect of his or her peers
1	**2**	**3**	**NA**	has expressed an interest in teaching

– OVER –

All applications and supporting information are the property of the Teaching Fellows Commission and are confidential. Photocopying and/or sharing the material is expressly prohibited.

RESPOND TO THE FOLLOWING QUESTIONS IN THE SPACE PROVIDED ONLY. ADDITIONAL SHEETS WILL NOT BE CONSIDERED.

1. What one trait of this applicant do you think will be the strongest indication for his or her likely success as a superior teacher?

2. How do you know this applicant? How long have you known the applicant?

3. Please give specific examples and details from work, community or school setting, which best describe this applicant's strength of character.

MUST SCORE

REFERENCE ASSESSMENT SCORE

Overall recommendation of this applicant as a potential teacher *(circle one)*
This rating is *not* a numerical average of the ratings on the previous page.

1 Average **2** Above Average **3** Superior

4. Check the best description of your perception of this applicant's commitment to teaching.

❑ Not committed at this time ❑ Somewhat committed ❑ Strongly committed

Please return this completed form TO THE APPLICANT in a sealed envelope with your signature across the seal.

Signature _____ Date _____

Print Your Name _____

Profession & Position _____

Address _____

City _____ State _____ Zip Code _____

Home Phone ( ) _____ Work Phone ( ) _____

Do not mail to the Teaching Fellows Office. Return to the Teaching Fellows Liaison Counselor.

NORTH CAROLINA
TEACHING FELLOWS
PROGRAM

APPLICANT COMPOSITE FORM

2005-2006 SCHOOL DISTRICT SCREENING

Applicant's Name _____ School System _____

Address _____ Education Region (1-8 see list) _____

City _____ State _____ Zip Code _____ High School _____

Applicant's Telephone ( ) _____ Gender _____ Race _____ Social Security # _____

This side to be completed by high school personnel (or Principal, if applicant is home schooled)

ONLY STUDENTS WITH A SCHOLASTIC PROFILE OF 35 AND ABOVE SHALL CONTINUE IN THE PROCESS.

	Total Possible	Applicant Assessment
1. SCHOLASTIC PROFILE		
GPA (Weighted Scale)	30	_____
2.5-2.89 = 10 points		
2.9-3.29 = 15 points		
3.3-3.69 = 20 points		
3.7-4.09 = 25 points		
4.1+ = 30 points		
Class Rank	20	_____
Upper 35% = 10 points		
Upper 30% = 12 points		
Upper 25% = 14 points		
Upper 20% = 16 points		
Upper 15% = 18 points		
Upper 10% = 20 points		
SAT Scores (or ACT Converted)	15	_____
900-999 = 6 points		
1000-1099 = 9 points		
1100-1249 = 12 points		
1250-1600 = 15 points		
Scholastic Profile Total	65	_____

The scholastic profile, once completed by the applicant's high school counselor, remains the same unless a higher SAT/ACT score is received by the Commission by December 2, 2005, or the profile score is computed inaccurately.

Scholastic Profile Verification

This is to be signed by the applicant and counselor before the screening process begins.

We, the undersigned, agree that the information provided on the scholastic profile is accurate.

_____ (signature of applicant)

_____ (signature of counselor)

2. SCHOOL ASSESSMENT OF APPLICANT'S POTENTIAL AND COMMITMENT TO TEACHING

(To be completed by school assessment committee and considered at school district level only.) Assess the applicant's abilities, leadership potential and commitment to teaching as a career after the review of the applicant file. (1 - lowest; 10 - highest)

School Assessment of Applicant Potential Total 10 _____

_____ (signature of principal)

THIS SIDE TO BE COMPLETED BY THE SCHOOL DISTRICT SCREENING COMMITTED.

Applicant's Name _____

		Total Possible	Applicant Assessment	Composite
1.	**Scholastic Profile Total**	65	(copy from other side)	_____
2.	**School Assessment of Applicant Potential Total**	10	(copy from other side)	_____

3. SCHOOL/COMMUNITY ACTIVITIES/EMPLOYMENT

CHOOSE THE ONE ANSWER using only whole numbers that best describes the applicant's level of school/community/employment activities. Determine the score within the range provided for that level of activity.

• Perfunctory involvement at school and/or community level(s)	1-10
• Long-term involvement at school and/or community level(s), offices, honors, awards	11-15
• School and community involvement including hobbies, special interests and jobs	16-20
• Continuous employment as evidence of financial need	1-20
School/Community/Employment Total	20 _____

4. INTERVIEW

Rate each of the following with a (1 - lowest; 5 - highest) rating using only whole numbers. Each criterion must be scored.

• Thinking approach	5	_____
• Grammar	5	_____
• Clarity of expression	5	_____
• Self-confidence	5	_____
• Originality	5	_____
• Enthusiasm	5	_____
Interview Total	30	_____

5. LOCAL SCREENING COMMITTEE ASSESSMENT OF APPLICANT'S POTENTIAL AND TEACHING COMMITTEE

Assess the applicant's abilities, leadership potential and commitment to teaching as a career after the review of the applicant file and the interview (1 - lowest; 10 - highest). This criterion must be scored.

Local Screening Assessment Total	5	_____
SCHOOL DISTRICT COMPOSITE	130	_____

Comments _____

_____

_____

The following should be returned TO THE TEACHING FELLOWS COMMISSION in the student's file.

- Application Form (B)
- Three (3) Sealed References
- Writing Sample
- High School Transcript
- Verification of Home School Registration, If Applicable
- School District Screening Composite Form
- Proof of SAT/ACT Scores

All applications and supporting information are the property of the Teaching Fellows Commission and are confidential. Photocopying and/or sharing the material is expressly prohibited.

NORTH CAROLINA
TEACHING FELLOWS
PROGRAM

Hon. Susan Burgess, Chair
Dr. Thomas Dowell
Mr. Franz Holscher
Mrs. Colleen Lanier
Ms. Stephanie Lemon
Mrs. Linda Little
Mr. Demond McKenzie
Dr. Jane Norwood
Mr. Roby Shore
Mr. Vernon Thompson
Dr. LeRoy Walker

THE BEST AND THE BRIGHTEST SHOULD BE TEACHERS: NORTH CAROLINA'S TEACHING FELLOWS PROGRAM MAKES THIS A REALITY

In the ten years preceding 1986, the number and quality of students entering teacher education programs had declined. The North Carolina Teaching Fellows Program was created to reverse the trend. **Proposed by the Public School Forum of North Carolina, the program is the most ambitious statewide recruitment program in the nation.** It was created through the collaborative efforts of business, educational and political leaders in an effort to encourage outstanding high school seniors to enter the teaching profession. In its eighteenth year of operation, the Program is well on its way to achieving that goal. Already 7,443 of North Carolina's brightest and most talented high school seniors have been selected as North Carolina Teaching Fellows. Almost 2,900 Teaching Fellows graduates taught in the public schools in one hundred North Carolina counties in academic year 2004-05. The award recipients for the nineteenth class were notified on April 1, 2005. (The General Assembly appropriated an additional 100 scholarships in August for a total of 500.)

HOW DO WE ATTRACT THE BEST AND BRIGHTEST INTO TEACHING?

Proposed by the Public School Forum of North Carolina in 1986 and funded since 1987 by the North Carolina General Assembly, the North Carolina Teaching Fellows Program now provides a **$6,500 per year scholarship to outstanding high school seniors** who agree to teach four years in one of North Carolina's public schools or government schools following graduation from college.

The North Carolina Teaching Fellows Commission, appointed by the Governor, Lieutenant Governor, President Pro Tempore of the Senate, Speaker of the House of Representatives and Chair of the State Board of Education, develops the policies and regulations governing the Program. The staff of the Public School Forum of North Carolina, a non-profit partnership of business, educational and political leaders from throughout North Carolina, administers the Program.

The Forum initially proposed the Fellows Program as part of *Who Will Teach Our Children,* a ten point teacher recruitment proposal. This plan also provided for one teacher per high school to be designated as a Teacher Recruitment Officer. No longer funded, these individuals promoted the teaching profession to community groups and students in their schools. Their efforts fostered a greater sense of pride within the professional community, and teachers recruited their top students to enter teacher education. Although all of the components of the proposal were adopted by the NC General Assembly, only the Teaching Fellows Program and the Teaching Fellows Commission remain in operation and fully funded.

THE TEACHING FELLOWS PROFILE

The ***scholastic profile*** of Teaching Fellows in the first eighteen classes is an SAT score over 1160, a high school grade point average of 3.8 on a weighted scale and class ranking in the top ten percent of their graduating classes. The average SAT score of the 2004-05 recipients is 1196, a GPA of 4.28 on a weighted scale, and a class rank in the top 7 percent. Approximately 26 percent of the 400 recipients are minority and 24.5 percent are male.

The Fellows' selection process occurs at the school district and regional levels. Selection committees are composed of educational, political, and community leaders from across the state. Over 1,200 volunteers are involved each year in identifying award recipients at the local and regional levels. Since its inception in 1986, 35,508 students have applied for the Teaching Fellows Scholarship. It has become one of the most prestigious awards in North Carolina.

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Raleigh, N.C. 27612
(919) 781-6833 *Revised 1/6/2006/tf/commissn/tfsummaryonly.doc*
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E-mail: tfellows@ncforum.org
www.teachingfellows.org

HOW IS THE TEACHING FELLOWS PROGRAM RESHAPING TEACHER PREPARATION IN NORTH CAROLINA?

The Teaching Fellows Program is currently limited to fourteen public and private institutions with teacher education programs. Each institution must design unique and specific programs for Teaching Fellows and undergo an annual review and evaluation conducted by the Commission.

Each institution must provide a full-time faculty member to serve as the Teaching Fellows Campus Director. The Campus Directors work closely with Forum staff to develop and implement programs, which further the goals established by the Teaching Fellows Commission. These Program Goals include:

⇒ Providing an academically and culturally enriched program that extends well beyond the regular college program.

⇒ Providing opportunities and experiences that encourage the development of leaders and decision-makers.

⇒ Providing opportunities for building an understanding of education's place in a broader social and economic context.

⇒ Instilling a sense of mission, service and professionalism in the Teaching Fellows.

⇒ Improving the image of teacher education candidates and teacher education programs campus-wide.

⇒ Recruiting and retaining greater numbers of male and minority teacher education candidates in North Carolina.

These broad goals are designed to encourage innovative and creative approaches to teacher preparation. Participating institutions have been given much latitude to develop unique program components.

The fourteen institutions are encouraged to be non-traditional in their approaches to program development. The Teaching Fellows Program has become a catalyst for change.
Some institutions have included new course offerings in the curriculum for credit that incorporate some of the latest research and thinking about teacher preparation. Course
topics such as *The At-Risk Student, Leadership in the Classroom, Cultural Diversity in the Social Context* are preparing students to think in new ways about school structure, collegiality and parental involvement.

A sequential program beginning in the freshman year includes structured observations and tutoring as part of field experiences. Several institutions provide rich pre-student
teaching experiences for Teaching Fellows in the same school until graduation. This continuity and sequence provides public school experiences that foster a greater
understanding of the total school program and the school community.

Mentors, faculty sponsors, graduate assistants, faculty advisors and campus directors are involved with the total student development. Teaching Fellows are required to attend
designated cultural and multicultural activities as a group with follow-up discussions and seminars.

Institutions are requested to focus on the leadership development of Teaching Fellows. Leadership qualities such as visionary thinking and risk taking, which for so long have
under valued in teachers and missing in many educational leaders, are stressed. Students are challenged and encouraged by business and political leaders to see beyond the teacher in classroom and to think about the connections of education to the quality of life and the economic survival of our state. Through internships, mentor relationships, seminars and other activities, students are exposed to university and community leaders who can expand their perspectives and challenge them to think differently.

SUMMER EXPERIENCES

Summer experiences, developed and coordinated by the Public School Forum staff, are designed to enhance the campus program and give insights into the challenges facing these students when they enter the classroom. The first summer program, DISCOVERY TRIP, gives the rising sophomores a first-hand look at the state. Traveling on nine buses over 1600 miles for seven days; the Fellows see every possible area of North Carolina including industry, farms, high tech, corporate, and schools. They also have additional opportunities to hear North Carolina authors, and see and hear music and drama. They quickly come to realize the diversity of a land and its people and the impact of mores and economic conditions upon schools in a locale.

The rising juniors attend a summer enrichment experience chosen from a list of over 30 options, ranging from a four-day Outward Bound Course, environmental education, computer and biotechnology workshops, and numerous opportunities for travel abroad, some including credit for study. The Fellows then attend a conference that focuses on preparing teachers to respond to the needs of a diverse student population. Outstanding teachers identified by the North Carolina Center for the Advancement of Teaching are invited to serve as facilitators and work with small groups of Fellows, discussing students' concerns related to the "real world of teaching."

During the summer preceding the senior year, Fellows are required to attend an Orientation Week in a school system. This experience is designed to give students an introduction to the school system community and an understanding of the overall operation of a school district. They will interact with superintendents, curriculum supervisors, personnel directors, transportation, clerical and custodial staff as well as teachers and local governmental bodies. (In addition, this week offers opportunities to explore potential places of employment.) Some school systems also offer paid internships following the Orientation Week. The rising seniors come together for their last time as a cohort in a three-day conference around a specific theme, the most recent being, "Survive and Thrive".

A main goal of the summer programs is to provide a setting that fosters a sense of *esprit de corp* and encourages the networking and support systems needed for successful induction into the teaching profession.

SUMMARY

North Carolina has launched an exciting recruitment and retention program to ensure that its teachers are the most competent and best trained they can be. Offering comprehensive documentation and evaluation data, this program has had major significance in the state and national reform efforts to restructure teacher education. In recent years, South Carolina passed legislation authorizing a Teaching Fellows Program and federal legislation has been filed in the last two congressional sessions to implement a federal Teaching Fellows Program. The Program continues to develop leaders in education as evidenced when Laura Bilbro-Berry, a graduate of the UNC-Chapel Hill Teaching Fellows Program, and employed in Beaufort County, was named the NC 2000-2001 Teacher of the Year. National recognition came to our state in 2001 when Ron Clark, an East Carolina Teaching Fellows graduate, was named 2000 Disney National Teacher of the Year. Recently, a Teaching Fellows graduate from UNC-Chapel Hill, Sally Hundley and her teammate were recognized as 2004 DisneyHAND Teacher Awards Honorees. The 2004 Milken Award winners were Stephani Lemon and Jennifer Brodeur both ECU Teaching Fellow graduates. Current Teaching Fellows Commission members include Stephanie Lemon and Demond McKenzie a NCSU Teaching Fellow graduate.

A great deal of progress has been made in meeting the challenges of developing the Teaching Fellows Program, but the challenges that lie ahead may be even greater. We must be visionary as these students enter the classrooms of our state and provide the environment needed to recognize their competence and give them true professional status.

Editor's Note. — Section 115C-363.10 was previously repealed by Session Laws 1989 (Reg. Sess., 1990), c. 1066, s. 103(a).

Sections 115C-363.12 through 115C-363.14 had been reserved for future codification purposes.

ARTICLE 24C.

Teacher Enhancement Program.

Part 1. Office of Teacher Recruitment.

§§ 115C-363.15 through 115C-363.21: Repealed by Session Laws 1993, c. 321, s. 128.

Part 2. North Carolina Teaching Fellows Commission.

§ 115C-363.22. North Carolina Teaching Fellows Commission established.

There is established the North Carolina Teaching Fellows Commission. This Commission shall exercise its powers and functions independently of the State Board of Education and the Department of Public Instruction. The Public School Forum of North Carolina, Inc., shall provide staff and office space to the Commission. Staff to the Commission are not State employees. (1985 (Reg. Sess., 1986), c. 1014, s. 63(a).)

§ 115C-363.23. Membership.

(a) The Commission shall consist of 11 nonlegislative members as follows:

(1) The Chairman of the State Board of Education, or his designee;
(2) The Lieutenant Governor, or his designee;
(3) Three persons appointed by the Governor;
(4) Three persons appointed by the General Assembly on the recommendation of the President Pro Tempore of the Senate, as provided in G.S. 120-121; and
(5) Three persons appointed by the General Assembly on the recommendation of the Speaker of the House of Representatives, as provided in G.S. 120-121.

Terms of commission members appointed under this section expire on June 30 of the year of expiration. In 1990, three members shall be appointed by the General Assembly upon the recommendation of the Speaker of the House of Representatives, one for a term to expire June 30, 1992, one for a term to expire June 30, 1993, and one for a term to expire June 30, 1994. In 1990, three members shall be appointed by the General Assembly upon the recommendation of the President of the Senate, one for a term to expire June 30, 1991, one for a term to expire June 30, 1992, and one for a term to expire June 30, 1993. In 1990, three members shall be appointed by the Governor, one for a term to expire June 30, 1992, one for a term to expire June 30, 1993, and one for a term to expire June 30, 1994. Subsequent appointments are for a term of four years.

(b) Each of the appoi
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the State as a whole.
from among individuals
education.

(c) Commission meml
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(d) In the event a vac
be filled by appointmen
except that vacancies i
shall be filled under G.S
the remainder of the un

(e) The Lieutenant
chairman.

(f) Members of the
necessary travel and
Chapter 138 of the Gen

(g) The Commission
chairman deems necess
1989 (Reg. Sess., 1990),

§ 115C-363.23A. T
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(a) A Teaching Fello
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of six thousand five h
Carolina high school se
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scholastic aptitude test
to ensure that only the

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(d) All scholarship lo
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percent (10%) per year
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(b) Each of the appointing entities shall seek to achieve a balanced membership representing, to the maximum extent possible, the State as a whole. The Commission members shall be chosen from among individuals who have demonstrated a commitment to education.

(c) Commission members shall be appointed for four-year terms, with the first appointments to expire July 1, 1990.

(d) In the event a vacancy occurs for any reason, the vacancy shall be filled by appointment by the entity that made the appointment, except that vacancies in appointments by the General Assembly shall be filled under G.S. 120-122. The new appointee shall serve for the remainder of the unexpired term.

(e) The Lieutenant Governor or his designee shall serve as chairman.

(f) Members of the Commission shall receive per diem and necessary travel and subsistence expenses in accordance with Chapter 138 of the General Statutes.

(g) The Commission shall meet regularly at times and places the chairman deems necessary. (1985 (Reg. Sess., 1986), c. 1014, s. 63(a); 1989 (Reg. Sess., 1990), c. 1038, s. 19; 1995, c. 490, s. 58.)

§ 115C-363.23A. Teaching Fellows Program established; administration.

(a) A Teaching Fellows Program shall be administered by the North Carolina Teaching Fellows Commission. The Teaching Fellows Program shall be used to provide a four-year scholarship loan of six thousand five hundred dollars ($6,500) per year to North Carolina high school seniors interested in preparing to teach in the public schools of the State. The Commission shall adopt very stringent standards, including minimum grade point average and scholastic aptitude test scores, for awarding these scholarship loans to ensure that only the best high school seniors receive them.

(b) The Commission shall administer the program in cooperation with teacher training institutions selected by the Commission. Teaching Fellows should be exposed to a range of extra-curricular activities while in college. These activities should be geared to instilling a strong motivation not only to remain in teaching but to provide leadership for tomorrow's schools.

(c) The Commission shall form regional review committees to assist it in identifying the best high school seniors for the program. The Commission and the review committees shall make an effort to identify and encourage minority students and students who may not otherwise consider a career in teaching to enter the program.

(d) All scholarship loans shall be evidenced by notes made payable to the Commission that shall bear interest at the rate of ten percent (10%) per year beginning September 1 after completion of the program, or immediately after termination of the scholarship loan, whichever is earlier. The scholarship loan may be terminated by the recipient withdrawing from school or by the recipient not meeting the standards set by the Commission.

(e) The Commission shall forgive the loan if, within seven years after graduation, the recipient teaches for four years at a North Carolina public school or at a school operated by the United States government in North Carolina. The Commission shall also forgive the loan if, within seven years after graduation, the recipient

teaches for three consecutive years, unless the recipient takes an approved leave of absence, at a North Carolina public school in a local school administrative unit that, at the time the recipient accepts employment with the unit, is a low-performing school system identified in accordance with Article 6A of this Chapter or is on warning status as defined by the State Board of Education. The Commission shall also forgive the loan if it finds that it is impossible for the recipient to teach for four years, within seven years after graduation, at a North Carolina public school or at a school operated by the United States government in North Carolina, because of the death or permanent disability of the recipient.

(f) All funds appropriated to or otherwise received by the Teaching Fellows Program for scholarships, all funds received as repayment of scholarship loans, and all interest earned on these funds, shall be placed in a revolving fund. This revolving fund shall be used for scholarship loans granted under the Teaching Fellows Program. With the prior approval of the General Assembly in the Current Operations Appropriations Act, the revolving fund may also be used for campus and summer program support, and costs related to disbursement of awards and collection of loan repayments.

The Public School Forum, as administrator for the Teaching Fellows Program, may use up to one hundred fifty thousand dollars ($150,000) annually from the fund balance for costs associated with administration of the Teaching Fellows Program. These funds are in addition to funds required for collection costs related to loan repayments. (1985 (Reg. Sess., 1986), c. 1014, s. 63(a); 1989 (Reg. Sess., 1990), c. 1066, s. 101(a), (b); 1991 (Reg. Sess., 1992), c. 1030, s. 29; 1993, c. 330, s. 1; 1998-212, s. 9.19(a); 1999-237, s. 8.12.)

§ 115C-363.24: Repealed by Session Laws 1989, c. 500, s. 15.

§§ 115C-363.25 through 115C-363.27: Reserved for future codification purposes.

ARTICLE 24D.

Lead Teacher Pilot Program.

§ 115C-363.28: Repealed by Session Laws 1991 (Regular Session, 1992), c. 900, s. 75.1(k).

SUBCHAPTER VI. STUDENTS.

ARTICLE 25.

Admission and Assignment of Students.

§ 115C-364. Admission requirements.

(a) A child who is presented for enrollment at any time during the first 120 days of a school year is entitled to initial entry into the public schools if:

45.7 The following are the Teaching Fellows Program Expansion Criteria for selection of hosting colleges and/or universities:

Rating Scale: 1-weak, 2-fair, 3-good, 4-very good, 5-superior — Rating 1-5

1. Administrative Program Support: The proposal clearly defines the administrative support, including staff, financial resources, equipment, facilities, etc., necessary to provide an academically and culturally enriched preparation program that extends well beyond the regular college program. The program provided has the potential to change teacher preparation for all students on the campus. Private institutions adequately cover the differential in the award and tuition, fees, room and board.

2. Leadership Training: The proposal outlines specific approaches designed to develop leadership skills. It includes extensive use of business models, faculty mentors, and practitioners. The program encourages the development of Teaching Fellows as education leaders in the school and the community.

3. Greater Critical Issues Focus: The proposal presents a program with opportunities for broad exposure to issues of state and world economy, other state and world critical issues, and state and federal government functions. The program provides opportunities for building an understanding of education's place in a broader social, economic and multicultural context.

4. Mission, Service and Professionalism: The proposal includes unique opportunities for Fellows to develop a sense of mission, service and professionalism. Activities include seminars, field trips, cultural and multicultural experiences. Opportunities are evident for networking that allow and encourage esprit de corps among the Fellows. There are specific plans to develop extensive collaborative K-12 opportunities for tutorial, internship, and observation experiences which enhance the sense of professionalism.

5. Support of Total Student Development: The proposal provides systems for advising/mentoring/counseling which support a formalized plan of total student development. The plan includes academic advising, support and coaching in regard to study habits, social development and personal health.

6. Recruitment Plan: The proposal sets forth a comprehensive plan that permits the campus to recruit the minimum number of students required to be in the Fellows Program. The plan has strategies which target the recruitment of males and minorities.

7. Letters of Support: The proposal includes letters of support from the Chancellor/President, Academic Dean, Dean/Chairperson of Education Department and others.

8. Administrative Program Support: The application includes letters of support from the President, the Academic Dean, the Dean/Chairperson of the Education Department and others.

9. See Request for Proposal for Participation in the Teaching Fellows Program in Appendix 9.0.

Overall Rating Score:
This score shall be used to determine the composite score for the institution applying for participation in the Teaching Fellows Program. (The score is not an average of the criterion ratings.) In determining the composite score, the Commission shall consider specificity of plans for each criterion, resources provided, types of accreditation, time lines, as well as all other materials presented in the proposal.

Teaching Fellows Program…at a Glance

From the Program's First Class in 1987 through July 2005, there have been:

- **Teaching Fellows applications: 35,508**
- **Teaching Fellows regional finalists: 12,991**
- **Teaching Fellows Awards: 7,758** *(as of 7/05)*
- **Teaching Fellows Graduates: 4,995**
- **Teaching Fellows Graduates employed in 2004-2005 in 98 counties: 2,843**
- **Teaching Fellows Graduates completing 4-year teaching service obligation: 2,677** *(classes '87-'96)*
- **Teaching Fellows Graduates in graduate school:**
  99-00, 131; 00-01, 133; 01-02, 111; 02-03, 112; 03-04, 110; 04-05, 101
- **Teaching Fellows Graduates with National Board Certification: 347** *(as of 9/05)*
- **Teaching Fellows Graduates in Principal Fellows Program: 69** *(as of 6/04)*
- **Teaching Fellows Graduates in central Office/administration: 126**

OVER

at a Glance 2004-05 cont.

- **Teaching Fellows Graduates employed in 5th year after 4-year service payback (2004-05): 82%**

- **Teaching Fellows Graduates employed after 5th (6th-14th) year of service (2004-05): 66%***

- **<u>All</u> Teaching Fellows Graduates employed in public schools after service payback (5th-14th year, 2004-05): 68%***

- **1987 Teaching Fellows who finished service payback and are teaching in 14th year: 61%**

- **Teaching Fellows Graduation Rate: *(Classes 1987-2001):* 84% *(% will rise as Fellows still in school graduate)***

- **Cancelled Notes: 3,649 *(of which 73% were in 4-year teaching service payback)***

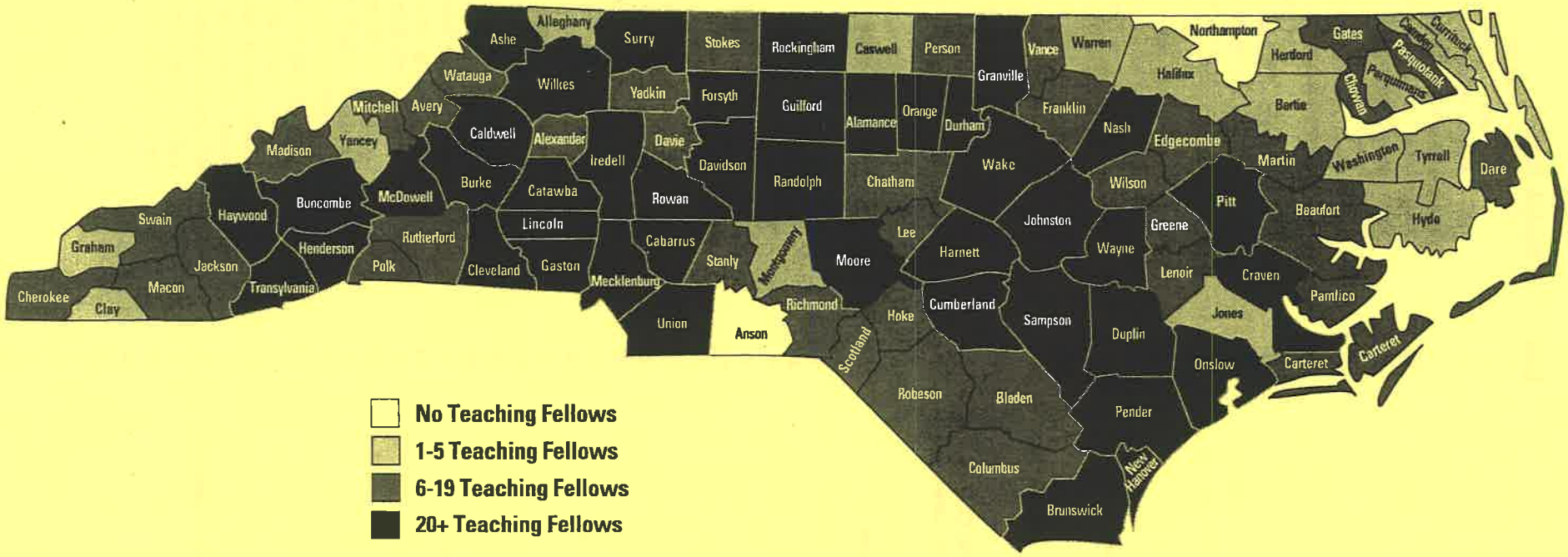
- **Scholastic Profile of 2005 recipients: SAT Avg., 1205 *(NC avg. 1001);* GPA, 4.3; Class Rank, 7%**

- **Of the 804 "terminated graduates", 46% did not teach, 18% left after 1 year, 19% left after 2 years, and 17% left after 3 years**

**** Fellows may return after graduate school, travel, and/or childcare.***

Note: *Revised 7/28/05. tf/glance04-05.doc*

TEACHING FELLOWS IN THE FIELD



2,843 Fellows Employed as of March 2005

03/05

Teaching Fellows Teaching 2004-2005

Sch.Cd.	System	Total
002	School of Science and Math-Durham Co.	1
010	Alamance-Burlington Schools	72
020	Alexander County Schools	19
030	Alleghany County Schools	1
050	Ashe County Schools	23
060	Avery County Schools	7
070	Beaufort County Schools	15
080	Bertie County Schools	2
090	Bladen County Schools	7
100	Brunswick County Schools	34
110	Buncombe County Schools	46
111	Asheville City Schools	11
118	NC Special Schools-Bumcombe Co.	2
120	Burke County Schools	31
128	NC Special Schools-Burke Co.	2
130	Cabarrus County Schools	71
132	Kannapolis City Schools/Cabarrus Co.	9
140	Caldwell County Schools	31
150	Camden County Schools	3
160	Carteret County Schools	17
170	Caswell County Schools	2
180	Catawba County Schools	49
181	Hickory City Schools/Catawba Co.	10
182	Newton-Conover City Schools/Catawba Co.	4
190	Chatham County Schools	19
200	Cherokee County Schools	10
209	Cherokee Reservation Schools	1
210	Chowan County Schools	12
220	Clay County Schools	2
230	Cleveland County Schools	46
240	Columbus County Schools	4
241	Whiteville City Schools	8
250	Craven County Schools	22
260	Cumberland County Schools	57
269	Fort Bragg Schools	2
270	Currituck County Schools	5
280	Dare County Schools	6
290	Davidson County Schools	31
291	Lexington City Schools	4
292	Thomasville City Schools	2
300	Davie County Schools	16
310	Duplin County Schools	20
320	Durham Public Schools	85
330	Edgecombe County Schools	16
340	Forsyth County Schools	93
350	Franklin County Schools	9
360	Gaston County Schools	46
370	Gates County Schools	6
380	Graham County Schools	2
390	Granville County Schools	23
400	Greene County Schools	12
410	Guilford County Schools	177
420	Halifax County Schools	1
421	Roanoke Rapids City Schools - Halifax Co.	3
422	Weldon City Schools	1
430	Harnett County Schools	30
440	Haywood County Schools	34
450	Henderson County Schools	30
460	Hertford County Schools	1
470	Hoke County Schools	10
480	Hyde County Schools	2
490	Iredell-Statesville Schools	39
491	Mooresville Graded Schools - Iredell Co.	3
500	Jackson County Schools	10
510	Johnston County Schools	64
520	Jones County Schools	1
530	Lee County Schools	13
540	Lenoir County Schools	19
550	Lincoln County Schools	22
560	Macon County Schools	8
570	Madison County Schools	12
580	Martin County Schools	10
590	McDowell County Schools	22
600	Charlotte-Mecklenburg Schools	130
610	Mitchell County Schools	7
620	Montgomery County Schools	5
630	Moore County Schools	21
640	Nash-Rocky Mount Schools	26
650	New Hanover County Schools	59
670	Onslow County Schools	35
680	Orange County Schools	20
681	Chapel Hill-Carrboro Schools/Orange Co.	50
690	Pamlico County Schools	6
700	Elizabeth City-Pasquotank Schools	7
710	Pender County Schools	46
720	Perquimans County Schools	5
730	Person County Schools	6
740	Pitt County Schools	69
750	Polk County Schools	10
760	Randolph County Schools	32
761	Asheboro City Schools - Randolph Co.	15
770	Richmond County Schools	14
780	Robeson County Schools	18
790	Rockingham Consolidated Schools	24
800	Rowan-Salisbury Schools	24
810	Rutherford County Schools	17
820	Sampson County Schools	16
821	Clinton City Schools - Sampson Co.	7
830	Scotland County Schools	13
840	Stanly County Schools	12
850	Stokes County Schools	8
860	Surry County Schools	31
861	Elkin City Schools - Surry Co.	2
862	Mount Airy City Schools - Surry Co.	6
870	Swain County Schools	6
880	Transylvania County Schools	27
890	Tyrrell County Schools	2
900	Union County Schools	36
910	Vance County Schools	9
920	Wake County Schools	338
930	Warren County Schools	1
940	Washington County Schools	4
950	Watauga County Schools	18
960	Wayne County Schools	45
970	Wilkes County Schools	41
980	Wilson County Schools	13
988	NC Special Schools-Wilson Co.	1
990	Yadkin County Schools	16
995	Yancey County Schools	5
		2843

NC TEACHING FELLOWS PROGRAM
RECIPIENT SUMMARY BY COLLEGE

COLLEGE	TOTAL RECIP	MALES	WHITE MALES	MINOR. MALES	FEMALES	WHITE FEMALES	MINOR. FEMALES
APPALACHIAN STATE UNIVERSIT	100	24	24	0	76	73	3
EAST CAROLINA UNIVERSITY	70	16	14	2	54	48	6
N.C. A&T UNIVERSITY	4	2	0	2	2	0	2
N.C. CENTRAL UNIVERSITY	1	0	0	0	1	0	1
N.C. STATE UNIVERSITY	99	28	24	4	71	57	14
UNC-CHARLOTTE	27	5	5	0	22	21	1
UNC-GREENSBORO	43	6	6	0	37	33	4
UNC-WILMINGTON	27	6	6	0	21	18	3
WESTERN CAROLINA UNIVERSITY	16	2	2	0	14	14	0
TOTAL FOR 1987	387	89	81	8	298	264	34
APPALACHIAN STATE UNIVERSIT	60	19	19	0	41	39	2
EAST CAROLINA UNIVERSITY	25	4	3	1	21	18	3
ELON COLLEGE	23	4	4	0	19	15	4
MEREDITH COLLEGE	26	0	0	0	26	25	1
N.C. A&T UNIVERSITY	6	1	0	1	5	0	5
N.C. CENTRAL UNIVERSITY	10	1	0	1	9	0	9
N.C. STATE UNIVERSITY	60	19	15	4	41	34	7
UNC-ASHEVILLE	10	1	1	0	9	9	0
UNC-CHAPEL HILL	58	18	17	1	40	34	6
UNC-CHARLOTTE	27	4	3	1	23	21	2
UNC-GREENSBORO	48	10	8	2	38	28	10
UNC-WILMINGTON	25	9	6	3	16	14	2
WESTERN CAROLINA UNIVERSITY	22	4	3	1	18	16	2
TOTAL FOR 1988	400	94	79	15	306	253	53
APPALACHIAN STATE UNIVERSIT	55	16	16	0	39	37	2
EAST CAROLINA UNIVERSITY	26	11	9	2	15	12	3
ELON COLLEGE	20	7	7	0	13	12	1
MEREDITH COLLEGE	25	0	0	0	25	24	1
N.C. A&T UNIVERSITY	11	1	0	1	10	0	10
N.C. CENTRAL UNIVERSITY	10	2	0	2	8	0	8
N.C. STATE UNIVERSITY	60	24	21	3	36	29	7
UNC-ASHEVILLE	20	5	5	0	15	14	1
UNC-CHAPEL HILL	59	16	13	3	43	34	9
UNC-CHARLOTTE	27	8	8	0	19	15	4
UNC-GREENSBORO	47	12	12	0	35	28	7
UNC-WILMINGTON	22	8	8	0	14	11	3
WESTERN CAROLINA UNIVERSITY	21	3	3	0	18	18	0
TOTAL FOR 1989	403	113	102	11	290	234	56
APPALACHIAN STATE UNIVERSIT	56	21	19	2	35	32	3
EAST CAROLINA UNIVERSITY	24	5	5	0	19	16	3
ELON COLLEGE	16	4	4	0	12	11	1
MEREDITH COLLEGE	39	0	0	0	39	37	2
N.C. A&T UNIVERSITY	15	5	0	5	10	0	10

NC TEACHING FELLOWS PROGRAM
RECIPIENT SUMMARY BY COLLEGE

COLLEGE	TOTAL RECIP	MALES	WHITE MALES	MINOR. MALES	FEMALES	WHITE FEMALES	MINOR. FEMALES
N.C. CENTRAL UNIVERSITY	5	1	0	1	4	0	4
N.C. STATE UNIVERSITY	53	17	16	1	36	29	7
UNC-ASHEVILLE	14	3	3	0	11	9	2
UNC-CHAPEL HILL	60	13	13	0	47	37	10
UNC-CHARLOTTE	30	7	7	0	23	18	5
UNC-GREENSBORO	39	10	9	1	29	18	11
UNC-WILMINGTON	26	6	6	0	20	19	1
WESTERN CAROLINA UNIVERSITY	21	8	8	0	13	13	0
TOTAL FOR 1990	398	100	90	10	298	239	59
APPALACHIAN STATE UNIVERSIT	61	14	13	1	47	43	4
EAST CAROLINA UNIVERSITY	39	7	6	1	32	27	5
ELON COLLEGE	20	1	0	1	19	16	3
MEREDITH COLLEGE	19	0	0	0	19	17	2
N.C. A&T UNIVERSITY	8	3	0	3	5	0	5
N.C. CENTRAL UNIVERSITY	9	0	0	0	9	0	9
N.C. STATE UNIVERSITY	53	13	10	3	40	30	10
UNC-ASHEVILLE	28	3	3	0	25	25	0
UNC-CHAPEL HILL	59	18	15	3	41	33	8
UNC-CHARLOTTE	23	2	2	0	21	21	0
UNC-GREENSBORO	33	6	6	0	27	25	2
UNC-WILMINGTON	26	3	2	1	23	23	0
WESTERN CAROLINA UNIVERSITY	20	5	5	0	15	14	1
TOTAL FOR 1991	398	75	62	13	323	274	49
APPALACHIAN STATE UNIVERSIT	59	21	21	0	38	35	3
EAST CAROLINA UNIVERSITY	43	9	8	1	34	25	9
ELON COLLEGE	20	6	5	1	14	14	0
MEREDITH COLLEGE	27	0	0	0	27	25	2
N.C. A&T UNIVERSITY	17	6	0	6	11	0	11
N.C. CENTRAL UNIVERSITY	9	2	1	1	7	0	7
N.C. STATE UNIVERSITY	47	20	16	4	27	22	5
UNC-ASHEVILLE	14	4	4	0	10	10	0
UNC-CHAPEL HILL	61	12	11	1	49	42	7
UNC-CHARLOTTE	20	6	5	1	14	12	2
UNC-GREENSBORO	47	7	6	1	40	30	10
UNC-WILMINGTON	16	5	5	0	11	10	1
WESTERN CAROLINA UNIVERSITY	20	7	7	0	13	13	0
TOTAL FOR 1992	400	105	89	16	295	238	57
APPALACHIAN STATE UNIVERSIT	60	13	12	1	47	44	3
EAST CAROLINA UNIVERSITY	43	11	9	2	32	28	4
ELON COLLEGE	18	6	6	0	12	11	1
MEREDITH COLLEGE	29	0	0	0	29	27	2
N.C. A&T UNIVERSITY	8	1	0	1	7	0	7
N.C. CENTRAL UNIVERSITY	24	4	0	4	20	0	20

NC TEACHING FELLOWS PROGRAM
RECIPIENT SUMMARY BY COLLEGE

COLLEGE	TOTAL RECIP	MALES	WHITE MALES	MINOR. MALES	FEMALES	WHITE FEMALES	MINOR. FEMALES
N.C. STATE UNIVERSITY	46	20	18	2	26	19	7
UNC-ASHEVILLE	26	8	7	1	18	18	0
UNC-CHAPEL HILL	56	14	13	1	42	38	4
UNC-CHARLOTTE	23	5	4	1	18	14	4
UNC-GREENSBORO	33	4	4	0	29	21	8
UNC-WILMINGTON	22	7	6	1	15	13	2
WESTERN CAROLINA UNIVERSITY	11	2	2	0	9	8	1
TOTAL FOR 1993	399	95	81	14	304	241	63
APPALACHIAN STATE UNIVERSIT	59	15	14	1	44	42	2
EAST CAROLINA UNIVERSITY	44	10	9	1	34	33	1
ELON COLLEGE	23	12	11	1	11	10	1
MEREDITH COLLEGE	39	0	0	0	39	39	0
N.C. A&T UNIVERSITY	8	3	0	3	5	0	5
N.C. CENTRAL UNIVERSITY	10	1	0	1	9	0	9
N.C. STATE UNIVERSITY	47	17	17	0	30	24	6
UNC-ASHEVILLE	14	5	5	0	9	8	1
UNC-CHAPEL HILL	60	14	14	0	46	45	1
UNC-CHARLOTTE	19	3	3	0	16	13	3
UNC-GREENSBORO	23	2	2	0	21	15	6
UNC-PEMBROKE	11	2	2	0	9	4	5
UNC-WILMINGTON	27	9	9	0	18	15	3
WESTERN CAROLINA UNIVERSITY	17	4	3	1	13	11	2
TOTAL FOR 1994	401	97	89	8	304	259	45
APPALACHIAN STATE UNIVERSIT	62	18	18	0	44	40	4
EAST CAROLINA UNIVERSITY	42	11	8	3	31	28	3
ELON COLLEGE	18	5	5	0	13	11	2
MEREDITH COLLEGE	34	0	0	0	34	34	0
N.C. A&T UNIVERSITY	11	2	0	2	9	0	9
N.C. CENTRAL UNIVERSITY	5	0	0	0	5	0	5
N.C. STATE UNIVERSITY	35	14	10	4	21	16	5
UNC-ASHEVILLE	19	6	5	1	13	12	1
UNC-CHAPEL HILL	59	16	16	0	43	34	9
UNC-CHARLOTTE	28	3	3	0	25	23	2
UNC-GREENSBORO	33	9	6	3	24	19	5
UNC-PEMBROKE	6	2	2	0	4	2	2
UNC-WILMINGTON	21	4	4	0	17	15	2
WESTERN CAROLINA UNIVERSITY	27	11	9	2	16	15	1
TOTAL FOR 1995	400	101	86	15	299	249	50
APPALACHIAN STATE UNIVERSIT	58	15	14	1	43	41	2
EAST CAROLINA UNIVERSITY	52	10	10	0	42	33	9
ELON COLLEGE	20	6	5	1	14	14	0
MEREDITH COLLEGE	13	0	0	0	13	13	0
N.C. A&T UNIVERSITY	4	1	0	1	3	0	3

NC TEACHING FELLOWS PROGRAM
RECIPIENT SUMMARY BY COLLEGE

COLLEGE	TOTAL RECIP	MALES	WHITE MALES	MINOR. MALES	FEMALES	WHITE FEMALES	MINOR. FEMALES
N.C. CENTRAL UNIVERSITY	15	3	0	3	12	0	12
N.C. STATE UNIVERSITY	31	12	10	2	19	17	2
UNC-ASHEVILLE	26	6	6	0	20	17	3
UNC-CHAPEL HILL	61	18	18	0	43	38	5
UNC-CHARLOTTE	21	5	4	1	16	11	5
UNC-GREENSBORO	46	3	3	0	43	28	15
UNC-PEMBROKE	5	1	0	1	4	3	1
UNC-WILMINGTON	24	6	6	0	18	15	3
WESTERN CAROLINA UNIVERSITY	25	11	11	0	14	14	0
TOTAL FOR 1996	401	97	87	10	304	244	60
APPALACHIAN STATE UNIVERSIT	56	13	12	1	43	41	2
EAST CAROLINA UNIVERSITY	46	13	12	1	33	29	4
ELON COLLEGE	17	5	4	1	12	12	0
MEREDITH COLLEGE	19	0	0	0	19	17	2
N.C. A&T UNIVERSITY	12	2	1	1	10	0	10
N.C. CENTRAL UNIVERSITY	4	1	0	1	3	0	3
N.C. STATE UNIVERSITY	31	11	8	3	20	14	6
UNC-ASHEVILLE	28	5	5	0	23	22	1
UNC-CHAPEL HILL	59	6	5	1	53	47	6
UNC-CHARLOTTE	27	5	3	2	22	13	9
UNC-GREENSBORO	37	8	7	1	29	19	10
UNC-PEMBROKE	8	3	2	1	5	2	3
UNC-WILMINGTON	33	6	6	0	27	23	4
WESTERN CAROLINA UNIVERSITY	23	4	4	0	19	15	4
TOTAL FOR 1997	400	82	69	13	318	254	64
APPALACHIAN STATE UNIVERSIT	58	15	14	1	43	38	5
EAST CAROLINA UNIVERSITY	42	11	8	3	31	25	6
ELON COLLEGE	17	3	3	0	14	11	3
MEREDITH COLLEGE	23	0	0	0	23	20	3
N.C. A&T UNIVERSITY	5	1	0	1	4	0	4
N.C. CENTRAL UNIVERSITY	10	2	0	2	8	0	8
N.C. STATE UNIVERSITY	30	7	6	1	23	15	8
UNC-ASHEVILLE	15	2	2	0	13	11	2
UNC-CHAPEL HILL	58	13	11	2	45	39	6
UNC-CHARLOTTE	22	3	1	2	19	15	4
UNC-GREENSBORO	58	5	4	1	53	40	13
UNC-PEMBROKE	15	5	4	1	10	5	5
UNC-WILMINGTON	29	5	4	1	24	18	6
WESTERN CAROLINA UNIVERSITY	18	4	4	0	14	14	0
TOTAL FOR 1998	400	76	61	15	324	251	73
APPALACHIAN STATE UNIVERSIT	59	14	14	0	45	43	2
EAST CAROLINA UNIVERSITY	37	5	3	2	32	27	5
ELON COLLEGE	24	4	4	0	20	18	2