



THE UNIVERSITY OF NORTH CAROLINA SYSTEM

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January 1, 2020

Joint Legislative Education Oversight Committee
Legislative Office Building
333 W. Salisbury Street
Raleigh, NC 27601

Dear Members of the Joint Legislative Education Oversight Committee,

As required by G.S. 116-209.62(j), and in coordination with the North Carolina State Education Assistance Authority and the Teaching Fellows partner institutions, I submit the attached Annual Report for the North Carolina Teaching Fellows Program on behalf of the North Carolina Teaching Fellows Commission. Per statute, this report includes data on the following reporting requirements:

- Demographic information regarding award recipients;
- Number of recipients by institution of higher education and program;
- Number of recipients by anticipated STEM and special education licensure area;
- Information regarding program graduates; and
- Information regarding the partnership between Teaching Fellows and the New Teacher Support Program.

The requirements of 116-209.62(j)(2)(d) and (e), and 116-209.62(j)(3) cannot yet be included in this annual report, as the program is not yet able to assess the performance of program graduates or provide information on long-term outcomes. We anticipate being able to include these data in the 2021 report and thereafter.

The North Carolina Teaching Fellows Program is governed by the North Carolina Teaching Fellows Commission and currently partners with five educator preparation programs: Elon University, Meredith College, North Carolina State University, the University of North Carolina at Chapel Hill, and the University of North Carolina at Charlotte. In alignment with the UNC System's strategic plan, Teaching Fellows is a key strategy to foster success for North Carolina students by supplying high-quality teachers in the most critical areas of need.

Sincerely,

William Roper
Interim UNC System President



THE UNIVERSITY OF NORTH CAROLINA SYSTEM

NORTH CAROLINA TEACHING FELLOWS PROGRAM: ANNUAL REPORT

January 1, 2020

University of North Carolina System
Chapel Hill, North Carolina

Background

The North Carolina Teaching Fellows Program was reestablished by the North Carolina General Assembly in the 2017 State Budget (S.L. 2017-57) with the purpose to “recruit, prepare, and support students residing in or attending institutions of higher education located in North Carolina for preparation as highly effective STEM or special education teachers in the State’s public schools.”

The legislation also established the North Carolina Teaching Fellows Commission (Commission), a 14-member body tasked with providing program oversight. In accordance with the parameters set by the General Assembly, the Commission was tasked with the responsibility of selecting five educator preparation programs to partner with the program.

Per G.S. 116-209.62(f), the Commission is also responsible for evaluating educator preparation programs and using the designated legislative criteria to create an application process to select five educator preparation programs as initial partners for the program. After careful evaluation, the following institutions were selected: Elon University, Meredith College, NC State University, the University of North Carolina at Chapel Hill, and the University of North Carolina at Charlotte.

During the 2019 Legislative Session, the UNC Board of Governors proposed language that would grant the Teaching Fellows Commission authority to select an additional three institutions to become Teaching Fellows partner institutions for 2020-2021. As of the writing of this report, the proposed change included in the state budget has not yet been enacted.

Program Overview

In 2017-2018, the first year of the program’s reauthorization, the Teaching Fellows application opened on December 4, 2017, with an application deadline of January 15, 2018. For the 2017-2018 cycle, a total of 232 applications were received. After an initial review, applicants progressed to finalist interviews, which were held in six locations around the state over two weeks (virtual interviews were also provided). On April 1, 2018, the NC Teaching Fellows Commission offered awards to 110 applicants, and 74 recipients moved forward to be formally named as a North Carolina Teaching Fellow. Due to attrition, there are currently 60 Teaching Fellows in the 2017-2018 cohort.

For the 2018-2019 application cycle, a total of 220 applications were received. After initial review, selected applicants progressed to finalist interviews, which were again held across the state. After a comprehensive evaluation of each finalist’s application and interview scores, the Teaching Fellows Commission offered 133 awards. Currently, there are 107 North Carolina Teaching Fellows in the 2018-2019 cohort.

Program Enrichment

A key element of the Teaching Fellows program is providing meaningful enrichment opportunities to all program participants. The enrichment model for Teaching Fellows is two-fold. Under the direction of a campus director, each of the five partner institutions has designed an enrichment framework, which is designed to build community in a smaller setting among a Fellow’s peers who attend the same institution. The campus-level enrichment opportunities are intentionally designed to be unique, allowing each institution to align to their respective program’s particular areas of focus and to build organic partnerships within their own respective communities.

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An additional layer of support is provided by state-level enrichment opportunities, which bring together the collective group of Fellows from all five partner institutions. These events are designed to build a strong sense of community among all Fellows and to highlight particular topics to ensure a strong and cohesive vision for the broader mission and purpose for the Teaching Fellows program. The first enrichment event was held for the 2017-2018 class of Teaching Fellows on April 5-6, 2019 at the North Carolina Center for the Advancement of Teaching in Cullowhee, North Carolina. Fellows gathered for a two-day seminar, which focused on teacher leadership, professionalism, and strategies for building strong classroom culture.

The second enrichment event, which included the 2017-2018 and the 2018-2019 classes of Fellows, was held on September 14-15, 2019 at the Rizzo Conference Center in Chapel Hill, North Carolina. The event agenda provided opportunities for teambuilding activities; a Q&A panel with beginning teachers and their mentors from the New Teacher Support Program; an in-depth workshop on cultural bias and social-emotional learning; and a session that featured the 2018 and 2019 North Carolina Teachers of the Year.

The next enrichment event is planned for fall 2020.

Reporting Requirements

This report has been prepared in accordance with the reporting criteria specified by G.S. 116-209.62(j), which appears below. However, because the program's first graduates are just entering their first year of teaching for the 2019-2020 school year, they cannot yet be evaluated as prescribed in 116-209.62(j)(2)(d) and (e), and 116-209.62(j)(3); these metrics are thus not available for this report.

- 1) Forgivable Loans awarded from the Trust Fund, including the following:
 - a. Demographic information regarding recipients.
 - b. Number of recipients by institution of higher education and program.
 - c. Information on number of recipients by anticipated STEM and special education licensure area.
- 2) Placement and repayment rates, including the following:
 - a. Number of graduates who have been employed in a STEM or special education licensure area within two years of program completion.
 - b. Number of graduates who accepted employment at a low-performing school identified under G.S. 115C-105.37 as part of their years of service.
 - c. Number of graduates who have elected to do loan repayment and their years of service, if any, prior to beginning loan repayment.
 - d. Number of graduates employed in a STEM or special education licensure area who have received an overall rating of at least accomplished and have met expected growth on applicable standards of the teacher evaluation instrument.
 - e. Aggregate information on student growth and proficiency in courses taught by graduates who have fulfilled service requirements through employment in a STEM or special education licensure area.
- 2a) Mentoring and coaching support through the North Carolina New Teacher Support Program, including the following:
 - a. Number of forgivable recipients who received mentoring and coaching support when employed at a low-performing school identified under G.S. 115C-105.37.
 - b. Number of forgivable loans recipients who received mentoring and coaching support when employed at a school not identified as low-performing under G.S. 115C-105.37.
- 3) Selected school outcomes by program, including the following:
 - a. Turnover rate for forgivable loan graduates, including the turnover rate for graduates who also received mentoring and coaching support through the North Carolina New Teacher Support Program.

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- b. Aggregate information on student growth and proficiency as provided annually by the State Board of Education to the Commission in courses taught by forgivable loan graduates.
- c. Fulfillment rate of forgivable loan graduates.

Data Reporting

The data below reflects the cumulative totals of the 2017-2018 and 2018-2019 classes of North Carolina Teaching Fellows since the program's reauthorization in 2017.

Demographic Information

After two years, it is clear that gender and racial diversity remains a challenge for the Teaching Fellows program, as the program's demographic data largely mirrors the metrics of the existing teacher workforce in North Carolina. In light of the fact that numerous studies have established a clear correlation between a diverse teacher workforce and positive outcomes for student achievement, increasing the program's diversity is a key priority of the Teaching Fellows Commission and, more broadly, of the UNC System Office.¹

Within the past year, the System Office has taken steps to place greater emphasis on diversity in recruitment efforts of UNC System educator preparation programs. In particular, the System Office has adjusted how funds that support campus recruitment efforts are allocated, resulting in increased funding for programs with demonstrated success in the recruitment and retention of a diverse, highly effective teacher workforce prepared to meet the needs of North Carolina's public schools. Additionally, the proposed expansion of the Teaching Fellows program to three additional educator preparation programs—which was included in the 2019-2020 budget—has the potential to allow the program to have a broader reach in recruiting minority applicants (both in terms of gender and race), as well as to have an increased applicant pool from rural areas. The data tables below represent the total number of award recipients formally named as Teaching Fellows in the 2017-2018 and 2018-2019 cohorts; these totals do not account for subsequent program attrition.

Table I: Teaching Fellows Recipients by Gender

	2017-2018 Cohort 1	2018-2019 Cohort 2	Total Recipients
Male	13	13	26
Female	61	94	155
TOTAL	74	107	181

¹ Redding, C. (2019). A Teacher Like Me: A Review of the Effect of Student–Teacher Racial/Ethnic Matching on Teacher Perceptions of Students and Student Academic and Behavioral Outcomes. *Review of Educational Research*, 89 (4), 499–535. See also Egalite, A. J., Kisida, B., & Winters, M. A. (2015). Representation in the classroom: The effect of own-race teachers on student achievement. *Economics of Education Review*, 45, 44-52.; Dee, T. S. (2005). A teacher like me: Does race, ethnicity, or gender matter? *The American Economic Review*, 95(2), 158-165.

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Table II: Teaching Fellows Recipients by Race

	2017-2018 Cohort 1	2018-2019 Cohort 2	Total Cohorts 1 & 2
Black/African American	4	6	10
American Indian/Alaska Native	1	1	2
Asian/Pacific Islander	4	2	6
Hispanic/Latino	4	5	9
Multiracial	0	3	3
White/Caucasian	61	90	151
TOTAL	74	107	181

Program & Licensure Area Information

Table III: Teaching Fellows Recipients by Institution

	2017-2018 Cohort 1	2018-2019 Cohort 2	Total Cohorts 1 & 2
Elon University	8	7	15
Meredith College	7	7	14
North Carolina State University	25	52	77
UNC-Chapel Hill	15	13	28
UNC Charlotte	19	28	47
TOTAL	74	107	181

Table IV: Teaching Fellows Recipients by Intended Licensure Area

	2017-2018 Cohort 1	2018-2019 Cohort 2	Total Cohorts 1 & 2
STEM	53	74	127
Special Education	21	33	54
TOTAL	74	107	181

Teaching Fellows Program Graduates

When the program was reauthorized in 2017, one important change was the addition of other pathways of program entry outside of the traditional model of a four-year awards that were limited exclusively to high school seniors. As these pathways are still developing, the number of program graduates for the initial 2018-2019 is small and is expected to grow in the coming years. It is also important to note that the program continues to encourage and incentivize employment in low-performing schools. It is likely that these targeted efforts will prove fruitful as the program continues to grow.

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Table V: Summary of Program Graduates

	Number
Total Number of Program Graduates	7
Number of Graduates Employed in STEM/SPED Licensure Areas	4
Number of Graduates Employed in Low-Performing Schools	0
Number of Graduates Who Have Elected for Cash Repayment	3

Partnership with New Teacher Support Program

Because this is the first year of partnership with the New Teacher Support Program (NTSP), efforts are underway to formalize support for the first Teaching Fellows graduates. As of the date of this report's submission, NTSP is coordinating details and anticipates providing support for Teaching Fellows graduates who are entering their first year of teaching in the 2019-2020 school year, as outlined below:

Table VI: NTSP Support for Teaching Fellows Graduates

	Number
Number of Graduates Receiving Mentoring and Coaching Support Who Are Employed at Low-Performing Schools	0
Number of Graduates Receiving Mentoring and Coaching Support Who Are Employed at Non Low-Performing Schools	4

Next Steps

The UNC System and the Teaching Fellows Commission are grateful for continued efforts of the General Assembly to improve and expand the program. This year's budget (H. 966) included modifications designed to enhance the effectiveness of the program, including

- an expansion of the number of partner institutions from five to eight to ensure a "diverse selection" of university partners; and
- an increase in the amount of funding available to pay for mentoring and coaching through the New Teacher Support Program.

Once enacted, these changes will increase the diversity of the Fellows and help program graduates become highly-effective teachers.

The program is now entering its third application cycle, which opened on October 1, 2019. The application deadline is midnight on January 13, 2020. After that time, all submitted applications will undergo an initial review, followed by another round of finalist interviews. Per statute, the Teaching Fellows Commission will meet and make final decisions on the number of awards to be offered by April 1, 2020. Finalists who are selected and offered an award will have until Friday, May 1, 2020, to sign the promissory note to formally accept the terms of the forgivable loan.

The next annual report from the North Carolina Teaching Fellows Program must be submitted by January 1, 2021.

