

Report and Recommendations from the Select Committee on Lateral Entry

Background

In November 2003 the North Carolina State Board of Education convened a Select Committee on Lateral Entry, representing a coordinated effort by the State Board of Education, the Department of Public Instruction, the Community College System, the University of North Carolina, and the North Carolina Independent Colleges and Universities to look beyond the conventional routes into the teaching profession to alternative routes that will not only attract new educators into teaching but that will ensure their success once they enter classrooms.

The Select Committee was charged with the responsibility for creating a framework to facilitate and maximize the combined efforts of the three education systems to develop a process to ensure that local school systems will have access to a pool of well trained individuals who wish to enter the teaching profession. Specifically, the Committee was charged with studying the state's teacher licensing processes as these policies pertain to lateral entry, the role community colleges should play in providing access to courses and programs leading to teacher licensure, and the responsibility of the public and private universities to partner with community colleges to ensure high quality training for teachers who wish to enter the profession through the lateral entry route. The Committee was to formulate and offer recommendations to the State Board of Education concerning existing lateral entry licensure policies, provide a framework for the development of targeted policies that articulate and recognize the role of community colleges in teacher preparation, and offer a review of systems in place for the oversight, monitoring and mentoring of lateral entry teachers to ensure that these teachers are successful in the classroom. Additionally, Session Law 2003-284 (the 2003 Budget Act) had directed the State Board of Education to review and revise the curriculum requirements for lateral entry candidates to receive certification/licensure. [A copy of the legislation is included as Attachment A.] Subsequent to receiving its initial charge, the committee was also asked to study the role and operations of the Regional Alternative Licensure Centers and offer recommendations related to them.

The Committee was co-chaired by Wayne McDevitt, member of the State Board of Education, and Krista Tillman, President of North Carolina Operations for BellSouth. Other Committee members were:

Larry Allen, Superintendent, Kings Mountain Schools
Mary Lynne Calhoun, Dean, College of Education, UNC Charlotte
Renee Corders, Principal, Cumberland County Schools
Gerald Dillashaw, Dean, School of Education, Elon University
James Leutze, Chancellor Emeritus, UNC Wilmington
Lynda McCulloch, North Carolina Community College System
Tim McDowell, North Carolina Independent Colleges and Universities
Nathaniel Moon, Teacher, Onslow County Schools
Frank Sells, President, Surry Community College
John Tate, State Board of Education
Richard Thompson, Vice President for University-School Programs, UNC Office of the President
Joyce Wade, Assistant Superintendent, Johnston County Schools

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

The committee met on a regular basis from November 2003 through August 2004. Howard Lee, Chairman of the State Board of Education, Molly Broad, President of the UNC System, Martin Lancaster,

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

Attachment B provides definitions of terms used in this report.

Findings

As members of the Committee worked through the data and other information presented, a number of findings became apparent. The Committee found that:

1. Lateral entry teachers are demographically very similar to teachers completing approved teacher education programs, except in racial diversity. This similarity is detailed in Attachment C.
2. Current lateral entry policies have made it possible for students enrolled in teacher education programs to bypass student teaching and accept positions as lateral entry teachers. The policies have also made it possible for students with content area majors to be employed as lateral entry teachers upon graduation, without any appropriate professional experiences.
3. The level of understanding among stakeholders of current policies and procedures varies greatly. There is confusion as to what current policies require and permit.
4. Attention to teacher recruitment alone will not solve the state's critical need for teachers. Approximately half of all new teachers leave within the first five years of practice. Teacher attrition results in increased spending to train new employees who subsequently leave, as well as the dollars and human resources spent to recruit new teachers. Teacher attrition impacts student learning. It disrupts the classroom and learning environment. It robs schools and students of the knowledge and skills that come from the wisdom of practice.
5. In some areas of the state there are effective practices in place and partnerships between and among colleges/universities, community colleges, and the public schools to address the needs of lateral entry teachers. Those that are most successful and most effective are those where the local education agency, the colleges/universities, and the community colleges have marshaled their collective resources to address identified needs. Information on these practices needs to be widely disseminated. Several best practices are highlighted in Attachment D.
6. Since the Committee was initially convened, the environment has changed significantly. A number of new initiatives between colleges/universities, community colleges, and local education agencies have been implemented and significant progress has been made in some areas of the state. However, there are areas of the state in which much more can be done and stakeholders need to be encouraged

to work more collaboratively and to marshal their collective resources to meet the needs of local school systems.

Guiding Principles

In arriving at its recommendations, the Committee found guidance in these principles:

- A. All students should have competent, caring, and highly qualified teachers.
- B. Traditional teacher education programs serve an important role in preparing teachers for the public schools of North Carolina. Policies should encourage individuals not to bypass traditional teacher education programs.
- C. Individuals with relevant professional experience have much to contribute to the public schools. Policies should facilitate their entry into the classroom. Undue barriers and obstacles should not keep them from the classroom, but alternative routes must reflect the same quality as traditional teacher preparation programs.
- D. Community colleges serve - and should continue to serve - an important role in the preparation and continuing education and support of lateral entry teachers for the public schools.

Recommendations

The Committee has generated 26 recommendations. The recommendations address:

- Licensure Requirements;
- Accountability of the Regional Alternative Licensure Centers for Support of Lateral Entry Teachers;
- Accountability of LEAs, Community Colleges, and IHEs for Support of Lateral Entry Teachers;
- Funding Support;
- Continued Monitoring; and
- Related Issues

Recommendations Related to Licensure Requirements

1. The current lateral entry license should be replaced with an **Alternative Professional License**. The eligibility requirements for the new license and the process for converting the license to a Standard Professional License 1 follow. This information is graphically represented in Attachment E.

The Alternative Professional License would be issued to individuals who hold at least a bachelor's degree from a regionally accredited institution and who are employed as a teacher by an LEA. The Alternative Professional License would be valid for a maximum of three years and would constitute an approved alternate route program as required by the provisions of the No Child Left Behind federal statute.

To be eligible for an Alternative Professional License, the individual must:

- A. Have a cumulative 2.5 grade point average; **or**
have five years of experience considered relevant by the LEA; **or**

pass Praxis I and have a 3.0 grade point average in the senior year; **or**

pass Praxis I and have a 3.0 grade point average in the major; **or**

pass Praxis I and have a 3.0 grade point average on 15 semester hours completed after the bachelor's or master's degree was earned and within the last five years.

AND

- B. Meet the requirements to be designated "highly qualified" as prescribed by No Child Left Behind. To be designated "highly qualified," elementary and exceptional children's teachers must pass a rigorous state assessment (currently Praxis II exams). To be designated "highly qualified," middle school, high school, and special subject area teachers (e.g., art, music, second languages) must hold a bachelor's or master's degree in the specific area, or have 24 semester hours in the area, or pass a rigorous state assessment (currently Praxis II exams) in the area.

To convert an Alternative Professional License to a Standard Professional License 1, the individual must:

- i. Complete a prescribed program of study issued by an approved teacher education program or by one of the Regional Alternative Licensure Centers; **and**
 - ii. Earn a passing score on the standardized examinations(s) [currently Praxis II exams] for the license area; **and**
 - iii. Complete at least one year of successful teaching as verified by the employing LEA.
2. Individuals with the Alternative Professional License would be required to affiliate with a college/university with an approved teacher education program or obtain prescribed programs of study from a Regional Alternative Licensure Center. Prescribed academic *content* coursework that is available through community colleges may be used to satisfy licensure requirements. General pedagogy competencies can be satisfied as follows.

General Pedagogy Competencies	Completed Through
Educational/Instructional Technology	Approved Teacher Education Program or Community College or Local Education Agency (if employed)
Understanding the Learner: Human Growth and Development	Approved Teacher Education Program or Community College
Learning Theory; Learning Styles; Motivation; How Children/Adolescents Learn	Approved Teacher Education Program or Community College
Meeting Special Learning Needs; Exceptionalities; Diversity	Approved Teacher Education Program
Literacy/Reading Methods	Approved Teacher Education Program
Instructional Methods	Approved Teacher Education Program

General Pedagogy Competencies	Completed Through
School Policies/Procedures	Approved Teacher Education Program or Community College or Local Education Agency (if employed)
Home/School/Community Collaborations	Approved Teacher Education Program or Community College or Local Education Agency (if employed)
Classroom Management/Organizing the Classroom to Maximize Learning	Approved Teacher Education Program or Community College or Local Education Agency (if employed)

Institutions of Higher Education with approved teacher education programs should be encouraged to use the templates developed by the Regional Alternative Licensure Centers as the basis for prescribing coursework for individuals with Alternative Professional Licenses. Licensure-only candidates who do not have an Alternative Professional License should be able to complete the academic content courses and general pedagogy courses in the same manner.

3. An **accelerated track** should be created within the Alternative Professional License for individuals who also possess five or more years of experience considered relevant by the LEA and satisfy testing requirements (currently Praxis II) for the licensure area within the first year of teaching. In lieu of completing a prescribed program of study issued by an approved teacher education program or by one of the Regional Alternative Licensure Centers, individuals in the accelerated track shall be issued a Standard Professional License 1 upon:
 - a. Completion of the NC TEACH modules or the equivalent through an approved teacher education program: 1) The Teacher, The Learner, and The School; 2) Diversity; 3) Content Area Pedagogy. (Note: The NC TEACH modules are offered and administered through NC colleges and universities with approved teacher education programs. Additional information on the NC TEACH Program is contained in Attachment F.) **and**
 - b. Completion of the NC TEACH module on Instructional Technology or the equivalent through an approved teacher education program, community college, or through professional development offered by the LEA; **and**
 - c. Completion of one year of successful teaching as verified by the employing LEA.
4. The state should adopt standardized tests for all licensure areas currently lacking such tests.
5. As part of the Program Approval Review Process, institutions are required to demonstrate that candidates for an initial teaching license have acquired Board-adopted technology standards and indicators. To ensure parity, the state should eliminate the technology *portfolio* requirement for individuals seeking an initial teaching license through an approved teacher education program.
6. To increase teacher effectiveness and the quality of classroom instruction, the Select Committee recommends that lateral entry teachers complete a minimum of five weeks of academic preparation for the teaching profession prior to entering the classroom. Credit that can be used to convert the Alternative Professional License to the Standard Professional License 1 (as outlined in Recommendation 1) should be awarded for the five-week preparation program. The five week requirement would represent an expansion of the 10 days currently required.

The Select Committee recognizes that to implement this recommendation Institutions of Higher Education (IHEs), community colleges, and local education agencies will need to work collaboratively to provide the five-week program on a schedule that meets the needs of all stakeholders. The Select Committee also recognizes that to fully implement this recommendation funding for the program will be needed. The funding will be used for the development and delivery of the training and to provide stipends to support participants enrolled in the training. The Select Committee therefore recommends that the Department, in consultation with IHEs, community colleges, and local education agencies, develop a proposal for the five-week program. The proposal should be presented to the State Board not later than May 2005. The proposal should include information on proposed activities to be included in the program, the funding that would be required for the program, an analysis of the savings that would be realized through the program in terms of reduced teacher turnover, and a timeline for implementation of the program that is not later than July 1, 2008.

7. The state needs to effectively communicate on a continuing basis lateral entry licensure policies and practices to local education agencies, institutions of higher education, prospective teachers, and all other interested parties. At a minimum the Teach4NC website, meetings with constituent groups, and media (e.g. radio spots) should be used for this purpose.

The State Board of Education and Department of Public Instruction should work with LEAs, community colleges, and IHEs to develop a comprehensive marketing plan designed to increase the supply of teachers through both traditional teacher preparation program and alternative entry routes.

Recommendations Related to Accountability of the Regional Alternative Licensure Centers for Support of Lateral Entry Teachers

8. In addition to prescribing plans of study, the role of the Regional Alternative Licensure Centers should be expanded to include advisement of, support of, and assistance to lateral entry teachers. To support this expanded role, additional staff for the centers will be needed. To ensure geographic accessibility, consideration should be given to establishing additional centers. Upon approval of this recommendation by the State Board, the Department should present to the Board a plan for adequately staffing the centers to provide the additional services and ensuring geographic accessibility. Adding one professional staff member to each of the current centers and establishing a new center similarly staffed is projected to cost \$443,800.
9. The Regional Alternative Licensure Centers should continue working with individuals who have not yet obtained employment as teachers in the public schools. However, employment as a teacher should be a requirement to be recommended for a Standard Professional License 1 through the Centers. This should be clearly communicated to individuals seeking programs of study through the Centers.
10. A coordinated website should be maintained by the Department of Public Instruction to provide information on courses offered by Institutions of Higher Education and community colleges that could be taken by lateral entry teachers and to provide LEAs access to plans of study for individual teachers.
11. On an annual basis, the State Board of Education should receive a report on the operations of the Regional Alternative Licensure Centers. The report should include data on the number of programs of study issued; the number of individuals licensed through the Centers; the satisfaction with

preparation of teachers who have utilized the services of the Regional Alternative Licensure Centers; and feedback from the LEAs on the Regional Alternative Licensure Centers. To the extent possible, feedback should also be solicited from individuals who begin working on licensure requirements through the Centers, but do not complete them.

Recommendations Related to Accountability of LEAs, Community Colleges, and IHEs for Support of Lateral Entry Teachers

12. The Department of Public Instruction and State Board of Education should work with LEAs, community colleges, and IHEs to compile comprehensive baseline data of the needs of lateral entry teachers. The data should include information on why lateral entry teachers are hired (e.g., no appropriately licensed applicants were available, exceptional expertise in the area, licensed applicants were not interested in the position, licensed applicants did not appear to be a good match for the job, etc.). The baseline data, and similar data on a going-forward basis, should be used to measure the impact of programs, services, and activities designed to meet the needs of lateral entry teachers.
13. The Initial Licensure Program reports submitted by LEAs should be revised to require LEAs to report on the support they have provided to lateral entry teachers. This information should be reported to the SBE along with other reports described in this section.
14. North Carolina Program Approval Standards should require all institutions with approved teacher education programs to designate a coordinator for alternative licensure programs. Local educational agencies should also designate a coordinator for alternative licensure programs.
15. The State Board of Education should be provided an annual report on the programs, activities, and services implemented by teacher education programs to serve lateral entry teachers. Information on institutional efforts to serve lateral entry teachers currently included in the IHE Performance Report should become part of this annual report. In addition, the report should include the satisfaction with preparation of teachers who have completed lateral entry programs of study through the institutions.
16. The State Board of Education should be provided an annual report on the programs, activities, and services implemented by community colleges to serve lateral entry teachers and the partnerships that the community colleges have with IHEs. The NC Community College system may provide the report.
17. The Department of Public Instruction and State Board of Education should widely disseminate information on best practices by IHEs, community colleges, and LEAs to meet the needs of and support lateral entry teachers.
18. The State Board of Education should encourage LEAs and local boards of education to continue to develop and maximize partnerships with local community colleges, IHEs and others to systemically address their needs for teacher candidates. To provide recourse when the established routes and partnerships fail to meet teacher licensing needs to such a degree as to cause teacher shortages of a critical level, the State Board should develop a Critical Response Procedure. A small working group of stakeholders should develop the specifics of the procedure (e.g., under what conditions it may be invoked, response options, etc.) for approval by the Board. As envisioned by the Select Committee, the Critical Response Procedure would be limited to a specific situation for a specified period of time. The Critical Response Procedure should be reviewed by the State Board of Education on an annual basis to determine whether it should be extended.

Recommendations Related to Funding Support

Note: The fiscal notes in the following recommendations do not reflect savings that would be realized from reduced teacher turnover.

19. The State Board should ask the UNC Board of Governors to strongly consider the feasibility of standardizing the tuition/fees charged by public institutions for offering the NC TEACH program on-line. The program has been developed and is being made available to all NC approved teacher education programs at no charge. The Board of Governors should also consider the impact on campuses of waiving the fees (not tuition) for lateral entry teachers enrolled in off-campus courses, and, as warranted, encourage institutions to do so.
20. The State Board should seek funding from the General Assembly to provide scholarships for coursework and stipends for the five-week pre-employment institutes for lateral entry teachers. The funding should include a pay back provision related to service in the Public Schools of North Carolina. Using the current daily rate of pay for beginning teachers, the stipend for the pre-employment institutes is estimated at \$5.75 million per year. Providing each lateral entry teacher an annual scholarship of \$500 for coursework is projected to cost \$2.5 million.
21. The State Board should work with the UNC Board of Governors and the North Carolina Independent Colleges and Universities to seek funding from the General Assembly to pay prospective teachers a stipend while student teaching to offset the financial burden student teaching may impose on students and to encourage participation in traditional routes to teacher preparation. The funding should include a pay back provision related to service in the Public Schools of North Carolina. A \$5000 stipend is projected to cost \$15 - \$17.5 million per year.
22. The State Board should seek funding from the General Assembly to provide full-time mentors for all teachers with three or fewer years of teaching experience, but particularly lateral entry teachers. A ratio of 1 full-time mentor per 15 beginning teachers should be requested. *Note: The State Board of Education's expansion budget request included \$33,297,580 to fund full-time mentors for beginning teachers.*
23. The State Board should work with the UNC Board of Governors to secure additional funding from the General Assembly for approved teacher education programs. Funding should be sought to support teacher education clinical experiences on par with other professional clinical experiences. Funding should be sought to support the delivery of professional education and pedagogical coursework needed by lateral entry teachers. This should include state funding for courses offered in summer sessions.
24. The State Board should work with the UNC Board of Governors and the North Carolina Independent Colleges and Universities to seek expanded funding from the General Assembly for the Prospective Teacher Scholarship Loan Program.

Recommendations Related to Continued Monitoring

25. The impact of the implementation of the recommendations of the Special Committee on Lateral Entry should be monitored. The Department of Public Instruction should provide coordination of an annual report to the State Board on the impact of the recommendations and other related activities. The annual report should include:
 - a. communication efforts;
 - b. feedback from stakeholders (LEAs, IHEs, Community Colleges) on the impact of the policies;

- c. an analysis of whether or not the needs of lateral entry teachers for coursework and support are being met through the policies enacted;
- d. an analysis of the impact of the policies on teacher quality and supply, especially in local school systems consistently challenged to fill positions;
- e. an analysis of whether or not the policies enacted are impacting the decisions of prospective teachers to bypass teacher preparation programs and student teaching and to enter the profession through alternative routes;
- f. demographic information on individuals employed as lateral entry teachers; and
- g. a description of best practices in alternative licensure being used throughout the country. (For example, the Alternative Route to Licensure Programs administered by the State of Virginia, the New Pathways to Teaching Program offered in New Jersey, and the Blinn College and the Collin County Community College District programs offered in Texas.)

The first report should be issued in 2006.

Related Issues

26. As noted earlier in this report, Committee members believe that if North Carolina is to have an adequate pool of qualified teachers, attention and resources must be focused on teacher **retention** as well as recruitment. The state must consider ways to **mentor** beginning teachers and **support** career teachers. Attention must be paid to the factors that contribute to teachers' decisions to remain in teaching or to leave the profession. The Select Committee recommends that the State Board of Education, with due speed, consider the issue of teacher retention and attrition. In addition to the specific requirements of Session Law 2004-161, the State Board of Education should consider the recommendations contained in the report of the UNC Board of Governors' Task Force on Meeting Teacher Supply and Demand and develop a response regarding implementation of those recommendations that require State Board of Education involvement. A copy of this report is included as Attachment G.

Attachment A
Legislation with Underlines and Strikethroughs

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

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

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

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

Legislation Reflecting Underlines and Strikethroughs

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

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

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

Attachment B

Definition of Terms

The following definitions are provided to clarify the proposal/recommendations.

Alternative Professional License License issued to an individual who has not completed an approved teacher education program, but holds at least a bachelor's degree from a regionally accredited institution and has been employed by a NC school system to teach in an area related to the bachelor's degree. The license is valid for a maximum of three years. For purposes of meeting federal requirements, this constitutes an approved alternative route. The State has defined specific academic and performance standards for this license.

Individuals with an Alternative Professional License who also possess five or more years of professional experience and satisfy testing requirements (currently Praxis II) for the licensure area within the first year of teaching may complete the Alternative Professional License Accelerated track. The accelerated track provides for the waiving of some courses on a prescribed program of study.

Approved Teacher Education Program A teacher education program that has been authorized by the appropriate State agency to recommend individuals for a license.

Elementary Teacher An individual seeking an elementary (K-6th) grades license.

Exceptional Children Teacher An individual seeking a K-12 exceptional children's license.

High School Teacher An individual seeking a secondary level (9th-12th grade) license.

Middle School Teacher An individual seeking a middle (6th – 9th) grades license.

NC TEACH NC TEACH is an alternative teacher preparation program designed to recruit, train, support, and retain mid-career professionals as they become licensed teachers in North Carolina. The program is administered by the UNC Office of the President, in collaboration with the North Carolina Department of Public Instruction. Participating institutions award graduate credit for the completion of the NC TEACH modules.

Additional information on the program is available on the following website: www.ncteach.ga.unc.edu.

Regionally Accredited Institution A college or university that has been accredited by the recognized regional accrediting agency (i.e., Middle States Association of Colleges and Schools, New England Association of Colleges and Schools, North Central Association of Colleges and Schools, Northwestern Association of Colleges and Schools, Southern Association of Colleges and Schools, or Western Association of Colleges and Schools).

Special Subjects Teacher	An individual seeking a license in special subjects taught in the K-12 th grades. Special subjects include reading, second languages, art, dance, music, theater arts, health, and physical education.
Standard Professional License 1	License issued to an individual who has completed an approved teacher education program at a regionally accredited institution or an approved alternate route program who has less than three years of creditable teaching experience. The license is valid for three years. To convert this license to a Standard Professional 2 License the individual must complete the NC Induction Program.
Standard Professional License 2	License issued to an individual who has completed an approved teacher education program at a regionally accredited institution or an approved alternate route program who has completed three or more years of creditable teaching experience. The license is a renewable five year license. To be renewed, the holder must satisfy renewal requirements specified by the State Board of Education.
Year	A minimum of six successive calendar months of full-time teaching is required for a year's experience. No more than one year of experience can be earned in a school year.

Attachment C

Lateral Entry Teachers Compared to Other New Hires

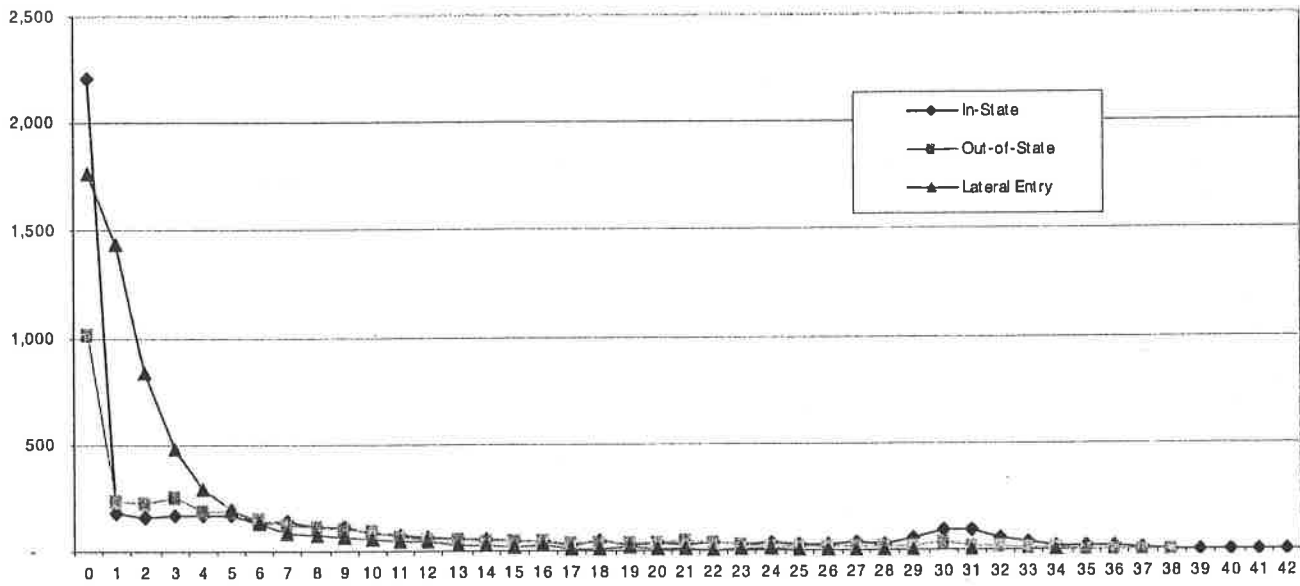
Experience Credit of New Hires

Experience	%	In-State	Out-of-State	Lateral Entry
0 Years Experience		45.83%	29.07%	30.92%
1-4 Years Experience		14.00%	25.77%	53.29%
5-9 Years Experience		13.77%	19.70%	9.41%
10-14 Years Experience		7.37%	9.38%	3.76%
15-19 Years Experience		4.26%	5.91%	1.56%
20+ Years Experience		14.78%	10.18%	1.07%

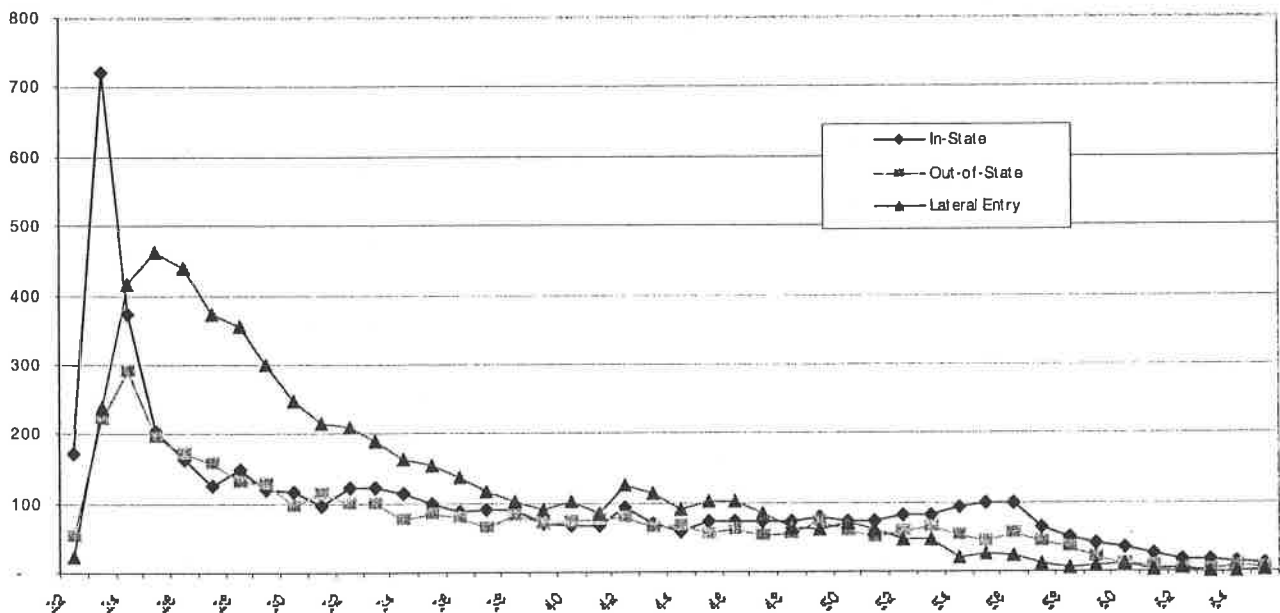
Age of New Hires

Age	%	In-State	Out-of-State	Lateral Entry
22-25		31.71%	22.41%	20.73%
26-30		14.43%	20.14%	31.10%
31-35		11.95%	13.89%	16.89%
36-40		8.65%	10.79%	9.97%
41-49		14.30%	17.16%	15.02%
50+		18.96%	15.60%	6.29%

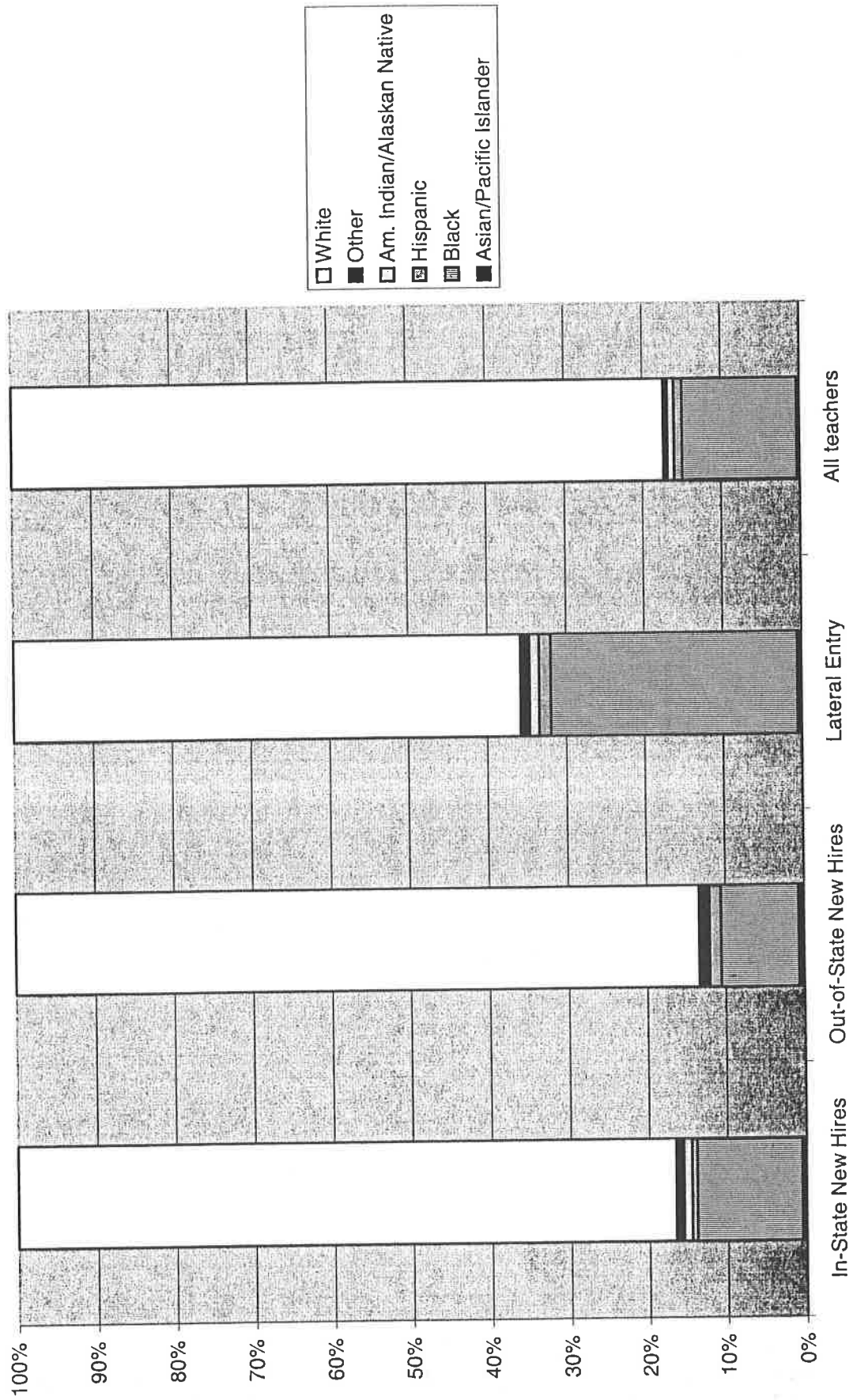
Comparison of Experience of New Hires



Comparison of Age of New Hires



Comparison of Ethnicity



In-State	Out-of-State	Lateral Entry
Elementary (Grades K-6)	Elementary (Grades K-6)	Learning Disabled
M.G. Language Arts	M.G. Language Arts	Elementary (Grades K-6)
M.G. Social Studies	M.G. Social Studies	M.G. Language Arts
English	English	English
Learning Disabled	Cross Categorical	M.G. Science
Mentally Disabled	Learning Disabled	M.G. Social Studies
Physical Education	M.G. Mathematics	M.G. Mathematics
M.G. Mathematics	PreK-K add-on	Cross Categorical
Reading	M.G. Science	Mentally Disabled
M.G. Science	Social Studies	Behaviorally/Emotionally Disabled
Social Studies	Mentally Disabled	Science
Principal	Physical Education	Business Education
Mathematics	Mathematics	Mathematics
Birth through Kindergarten	Reading	Social Studies
Music	Principal	Spanish
Academically Gifted	Behaviorally/Emotionally Disabled	Physical Education
Science	Birth through Kindergarten	Art
Behaviorally/Emotionally Disabled	Music	Birth through Kindergarten
Curriculum Instructional Specialist	Art	Music
Art	Science	Family and Consumer Sciences
Cross Categorical	Biology	Biology
Spanish	English as a Second Language	Theater Arts
Counselor	Academically Gifted	Technology Education
Biology	Spanish	French
Health Education	Counselor	English as a Second Language

Attachment D

Summary of Representative Best Practices

East Carolina University

Project ACT is a year long program designed to recruit, prepare, and support mid-career professionals as they enter the teaching profession. It offers licensure in areas that complement the NC TEACH program. Participants complete an intensive five-week summer program before entering the classroom. They complete additional courses and are provided support during the school year while they are teaching. East Carolina University has partnered with Johnston County Schools and Onslow County Schools to offer Project ACT/NC TEACH on-site.

The College of Education has established consortium partnerships with the community colleges and public schools within the university's service region. Through this collaborative initiative, Wachovia Partnership East is making it possible for students throughout eastern North Carolina to obtain a four-year degree from East Carolina University without traveling to the main campus. Students graduate with a four-year degree from ECU by completing the first two years of the program at any one of the partnering community colleges followed by taking ECU courses on-line or through face-to-face instruction at one of the consortia hub sites. Additional information can be found at http://www.coe.ecu.edu/partner_east/description.htm.

Elon University

Lateral entry teachers can complete licensure requirements in elementary education, special education, middle grades education, and selected secondary and special subject areas through the Alternative Pathways to Teaching (APT) Program. Courses are scheduled in the late afternoons/evenings during the school year and during the day in the summer. Participants receive a reduced tuition rate. Praxis II preparation workshops are available through Elon University's Professional Development Academy.

Greensboro College

The Piedmont Alternative Licensure (PAL) Program, a collaborative project between Greensboro College and Bennett College, provides a program option for lateral entry candidates. The 14-month, 7 course (20 semester hour) sequence is designed exclusively and especially for beginning lateral entry teachers. The program includes a five-week intensive preservice training experience focused on essential skills of teaching, literacy in the content area, developmental psychology, educational psychology, and exceptional children. A semester-long clinical experience in the program participant's classroom focuses on his/her ability to impact student learning. Additional information can be found at <http://www.gborocollege.edu/>. (Click Academics, Academic Departments, Education, Teacher Education Program website, Alternative Licensure/PAL).

NC TEACH

NC TEACH is an alternative teacher preparation program designed to recruit, train, support, and retain mid-career professionals as they become licensed teachers in North Carolina. The program is administered by the UNC Office of the President, in collaboration with the North Carolina Department of Public Instruction. NC TEACHERs currently serve in over 80 counties and school districts in all regions of the state. It is offered at the following sites: East Carolina University (Greenville), ECU (Johnston County), ECU (Onslow County), Fayetteville State University, Lenoir-Rhyne College, NC Central

University, NC State University, UNC Chapel Hill, UNC Charlotte (NC TEACH Affiliate Program), UNC Greensboro, UNC Wilmington, Western Carolina University (classes held at UNC Asheville), and Winston-Salem State University.

The NC TEACH program begins with an orientation and Summer Institute designed to prepare participants to enter the classroom. During the first year of teaching, licensure coursework continues through seminars, which provide continued professional development. It takes a minimum of 12 months to complete the program. University credit is awarded for successfully completed seminars.

The Summer Institute is designed to orient participants to the profession, build a strong sense of shared purpose, and provide the knowledge and skills critical to effectively performing the duties of a teacher. Six key areas of teaching addressed in the Summer Institute are lesson planning and classroom management; the professional role of a teacher within the state and local school system; understanding children and young adults as learners; the chosen content area as presented in the NC Standard Course of Study; instructional technology; and teaching diverse learners.

Seminars conducted during the school year cover topics such as educational philosophy and pedagogy. The seminars also serve as a forum for teachers to share ideas and to discuss the challenges they have encountered in their classrooms. Additionally, each program participant is provided a mentor, assigned by the local education agency (LEA). NC TEACH instructors are available to provide additional guidance if requested by the participant, the school, or the LEA. Participants may also request to be assigned an online mentor, who may be available throughout the year to provide assistance, suggestions, coaching, and other forms of support.

Additional information can be found at <http://ncteach.ga.unc.edu/generalinfo.html>.

UNC Charlotte

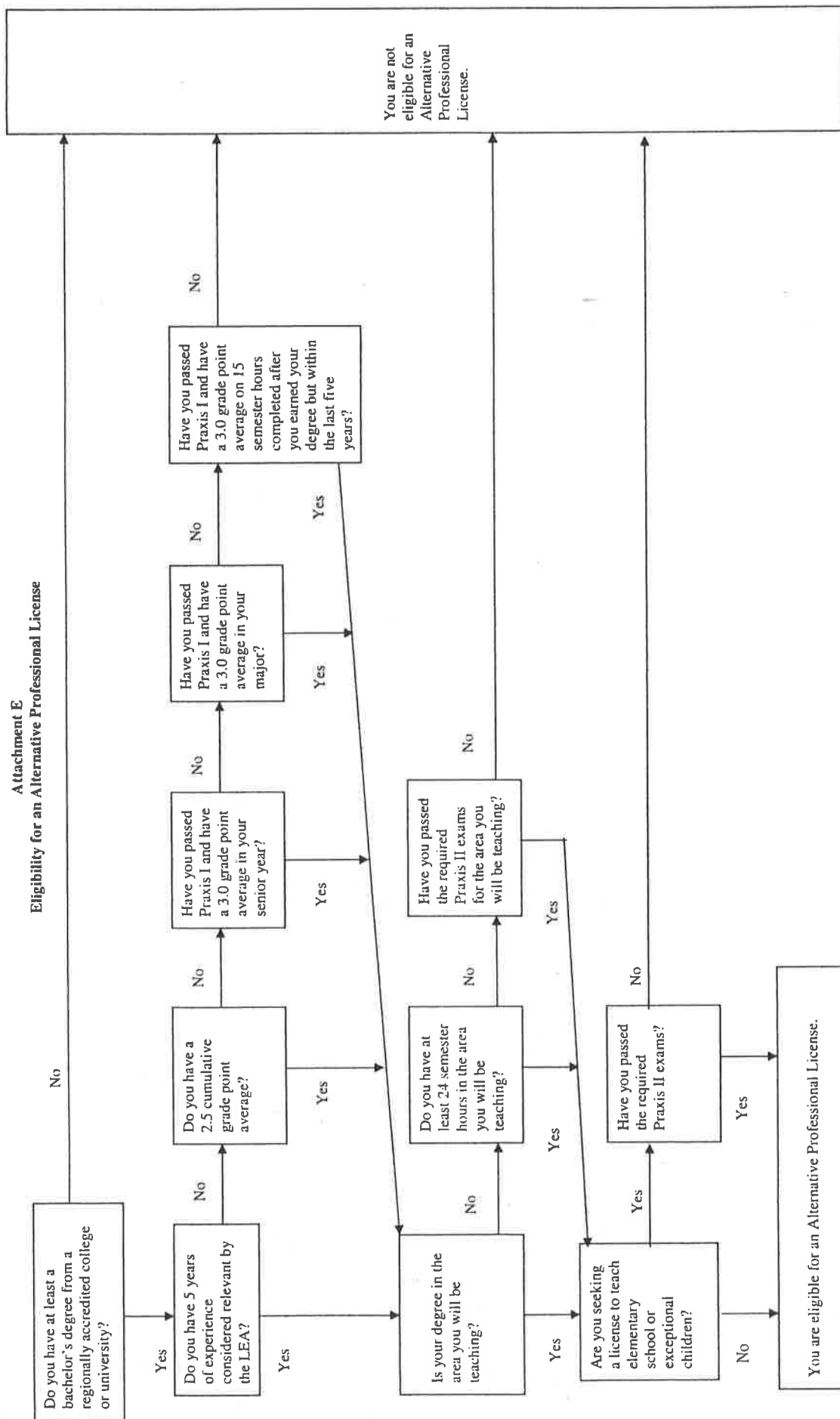
In an effort to address the critical teacher shortage, UNC Charlotte's College of Education and College of Arts and Sciences now offer a Master of Arts in Teaching program (M.A.T.) and a redesigned array of post-baccalaureate programs for licensure only. The M.A.T. program leads to an initial ("A") license and, after two years of successful teaching experience, an advanced ("M") teaching license as well. The redesigned post-baccalaureate programs that lead to the "A" license only are called *fast-track* licensure programs. During summer 2004, UNC Charlotte offered classes for lateral entry teachers at off-campus locations at reduced tuition rates. The College of Education has created a special webpage for lateral entry teachers: <http://education.uncc.edu/lateralentry/>.

Attachment E: Comparison of Current Lateral Entry Requirements and Those Proposed to Become Effective July 1, 2005

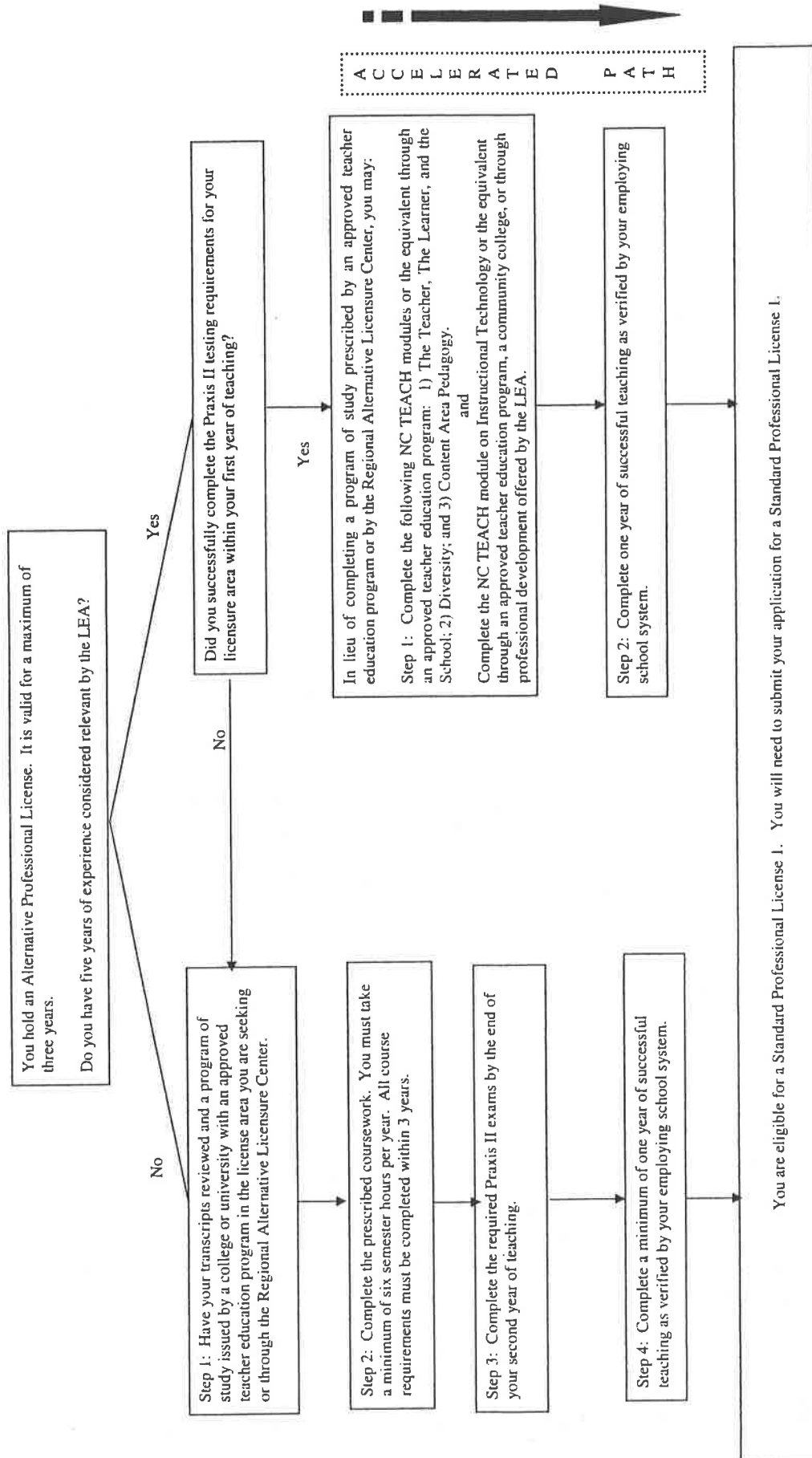
	Current SBE Policy	Current Statutory Fast-Track	Proposed Policy	Proposed Fast-Track
Degree Required	Bachelor's from a regionally accredited institution	Bachelor's from a regionally accredited institution	Bachelor's from a regionally accredited institution	Bachelor's from a regionally accredited institution
Prior Professional Experience Required	None	Three years of experience considered relevant by the employing LEA.	None	Five years of experience considered relevant by the employing LEA
Grade Point Average	Have a cumulative 2.5 grade point average; or pass Praxis I and have a 3.0 grade point average in the senior year; or pass Praxis I and have a 3.0 grade point average in the major; or pass Praxis I and have a 3.0 grade point average on 15 semester hours completed after the bachelor's or master's degree was earned and within the last five years.	None	Have a cumulative 2.5 grade point average; or have five years of experience considered relevant by the employing LEA; or pass Praxis I and have a 3.0 grade point average in the senior year; or pass Praxis I and have a 3.0 grade point average in the major; or pass Praxis I and have a 3.0 grade point average on 15 semester hours completed after the bachelor's or master's degree was earned and within the last five years.	None
Relevant Major	Must have relevant major or pass required Praxis II tests* prior to employment.	In compliance with NCLB, to be designated Highly Qualified, must have relevant major or pass required Praxis II tests* prior to employment.	Must have relevant major or pass required Praxis II tests* prior to employment.	Must have relevant major or pass required Praxis II tests* prior to employment.
Praxis II Testing Requirements	Must be completed by the end of the second year of teaching.	Must be completed during the first year of teaching.	Must be completed by the end of the second year of teaching.	Must be completed during the first year of teaching.
Orientation Requirement	10 days in compliance with NCLB	10 days in compliance with NCLB	10 days initially; 5 weeks beginning July 1, 2008.	10 days initially; 5 weeks beginning July 1, 2008.
Course Requirements	Transcript Review by IHE or RALC. Must complete prescribed coursework. Must take at least 6 hours per year. All work must be completed within 3 years.	None.	Transcript Review by IHE or RALC. Must complete prescribed coursework. Must take at least 6 hours per year. All work must be completed within 3 years.	Identified NC TEACH modules or their equivalent at an approved teacher education program.
Teaching Experience Required	One year of successful teaching as verified by LEA.	One year of successful teaching as verified by LEA.	One year of successful teaching as verified by LEA.	One year of successful teaching as verified by LEA.
Funding	None.	None.	Funding will be sought for the 5 week orientation and for scholarships for lateral entry teachers to take courses.	Funding will be sought for the 5 week orientation and for scholarships for lateral entry teachers to take courses.

* Prospective elementary teachers must satisfy testing requirements to be designated Highly Qualified.

Attachment E Eligibility for an Alternative Professional License



Requirements for Converting an Alternative Professional License to a Standard Professional License 1



Attachment F

NC TEACH On-line Modules

Module I: The Teacher, the Learner and the School

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

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

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

Module II – Teaching Mathematics to Middle and Secondary School Learners

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

Module III – Science Methods

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

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

Module IV – Special Populations: Teaching Students with Disabilities in Inclusive Settings

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

Module V - Instructional Technology

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

Module VI - Diversity

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

Student Resource Center

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

TASK FORCE RECOMMENDATIONS AND STRATEGIES

TEACHER RECRUITMENT

RECOMMENDATION 1: Develop a comprehensive statewide teacher recruitment and marketing plan by 2005 in consultation with key educational entities such as public and private teacher education programs, the University of North Carolina, the Public Schools of North Carolina, the North Carolina Community College System, and the North Carolina Association of Independent Colleges and Universities. Coordinate the plan with current recruitment initiatives such as TEACH 4 NC. Successful implementation of the plan, which will include but will not be limited to the strategies listed below, will require extensive collaboration with these and other educational entities.

Strategy 1.1: Develop a module on the College Foundation of North Carolina (CFNC) website to promote teaching as a career choice with guidance on requirements to enter the profession, education requirements, and teacher education programs in North Carolina.

Strategy 1.2: Integrate a centralized online teacher scholarship database of available funding opportunities at the local, state, and national level into the CFNC (College Foundation of North Carolina) website and promote its use with North Carolina public high school students.

Strategy 1.3: Update teacher scholarship and loan information annually; provide every guidance counselor in North Carolina with this information for distribution to high school students.

Strategy 1.4: Encourage each campus to add teacher scholarship and loan information to their school, college, or department of education website and update it regularly; request that UNC schools, colleges, and departments of education review their web site periodically to ensure that up-to-date information on teacher preparation and licensure is available.

Strategy 1.5: Promote the teacher cadet program and collaborate with North Carolina Association of Educators and other educational entities to encourage North Carolina middle and high school students to become teachers; study the effectiveness of this program in leading to the production of teachers.

Strategy 1.6: Promote early minority (African American, Native American, and Hispanic) recruitment initiatives through partnerships with minority organizations.

Strategy 1.7: Develop an online resource that allows local education agencies to search and sort teacher candidates by area of licensure.

Strategy 1.8: Encourage the North Carolina State Education Assistance Authority (NCSEAA) to provide prospective teachers in North Carolina who have a student loan with the College Foundation, Inc., with an annual "payment holiday (forgiveness)" one month each year the student is employed as a full-time teacher in a North Carolina public school.

Strategy 1.9: Working with the Legislature and NCSEAA, create a teacher incentive financial retention program to attract and retain new teachers for a ten year period.

Strategy 1.10: Encourage career service centers on campuses to work together to hold regional teacher education fairs, give priority to NC school systems participating in the teacher job fairs, and consider waiving participation fees for NC school systems.

Strategy 1.11: Expand the number of scholarships for the Teaching Fellows scholarship program and enhance the existing program by exploring options for community college graduates and juniors and seniors to participate.

Strategy 1.12: Encourage legislative action to simplify the teacher tuition benefit so that lateral entry teachers can efficiently and expeditiously qualify for in-state tuition rates in the UNC system.

Strategy 1.13: Promote the Troops to Teachers initiative in North Carolina through UNC schools, colleges, and departments of education; incorporate the Troops to Teachers marketing campaign in North Carolina with the comprehensive statewide recruitment and marketing plan to be developed.

Strategy 1.14: Utilize resources such as UNC-TV and Public Service Announcements to highlight teaching as a professional opportunity.

RECOMMENDATION 2: Require UNC Provosts and Deans to review their teacher education admission requirements and provide a written response to the UNC Office of the President that details changes with options for removing any identified barriers.

Strategy 2.1: Adjust late afternoon, evening, and weekend classes, as well as summer school schedules on UNC campuses, to accommodate lateral entry teachers and their commitments to North Carolina public school schedules; request “pilot” summer school funding for campuses to offer teacher education courses.

Strategy 2.2: Review programs within the University of North Carolina that aid and assist school paraprofessionals in receiving their teaching licenses to insure the programs are, as far as practicable, meeting current needs and demands.

Strategy 2.3: Remove barriers (fees – health/activity/technology and calendar/scheduling) that impede lateral entry and licensure-only teachers from meeting their requirements.

TEACHER PREPARATION

RECOMMENDATION 3: Require that the President develop a plan for enrollment growth within teacher education programs offered by the University of North Carolina. That plan will present aggregate growth targets for the University that appropriately recognizes the severe teacher shortage problem facing North Carolina. Through collaboration with the constituent campuses, enrollment goals for each campus will be established. The enrollment plan for each campus will reflect the specific strengths and circumstances of that campus but, in general, should incorporate expanded opportunities for students who matriculate as freshmen, students who attend community colleges and subsequently transfer to the four-year institution, and students who choose to enter the teaching profession through lateral entry programs. The President will report annually to the Board on the plan.

Strategy 3.1: Develop additional online teacher preparation courses for pre-service and lateral entry teachers.

Strategy 3.2: Place the NC TEACH (NC Teachers of Excellence for All Children) program completely online, with the option of counting credits taken toward a Masters of Arts in Teaching (MAT), for individuals who already possess content area undergraduate degrees; provide greater access to the NC TEACH program and increased program enrollment.

Strategy 3.3: Conduct a review of all Masters in School Administration (MSA) programs on UNC campuses to ensure that appropriate competencies relating to teacher effectiveness, teacher evaluations, teacher support programs, and teacher retention are included.

Strategy 3.4: Create as many courses as necessary for employed teachers seeking lateral entry courses and programs, as long as the teacher is in an approved schedule that follows the guidelines of the No Child Left Behind (NCLB) federal legislation.

Strategy 3.5: Leverage UNC-TV's teleweb-courses for community college students seeking 2+2 opportunities

Strategy 3.6: Identify best practices in collaboration between Arts & Sciences and Education; distribute the identified best practices for discussion among campus leadership.

Strategy 3.7: Encourage university faculty hiring practices that promote diversity.

RECOMMENDATION 4: Appropriately fund the clinical teacher education courses requiring faculty-student ratios smaller than regular courses.

TEACHER RETENTION

RECOMMENDATION 5: Develop a plan to coordinate the University's efforts in addressing issues of teacher retention across North Carolina. The plan will focus on the University's commitment toward meeting North Carolina's teacher supply and demand needs and should complement the recruitment recommendation and strategies of this Task Force. The retention plan will include components for addressing teacher induction and mentoring, specifying the role of all education sectors in North Carolina.

Strategy 5.1: Work with the Legislature and other stakeholders to increase teachers' salaries.

Strategy 5.2: Recommend an extensive review of the teacher salary schedule and structure so that teachers have opportunities for greater salary gains earlier in their professional careers.

Strategy 5.3: Create professional development modules for principals relating to the principal's role in teacher retention through the Principals' Executive Program (PEP).

Strategy 5.4: Request that the UNC Center for School Leadership Development create a support network for new school administrators across the state.

Strategy 5.5: Recommend that the UNC Center for School Leadership Development support the retention of teachers in North Carolina through high quality professional development.

Strategy 5.6: Create, through the UNC Center for School Leadership Development, a professional development module for central office human resource administrators that provides special training in the area of human resources and focuses on strategies for addressing teacher retention.

Strategy 5.7: Actively support legislation that allows qualified retired teachers to return to the classroom for a period of time and receive both salary and retirement benefits.

Strategy 5.8: Incorporate the lessons learned from the recent teacher working conditions survey into administrator preparation and continuing education programs.

PARTNERSHIPS AND COLLABORATION

RECOMMENDATION 6: Collaborate with the North Carolina Community College System to expand “access” to credit bearing courses and programs at community college sites, for alternative pathways teachers, through established partnerships within two years. Access will include but not be limited to partnerships based on the 2+2 model.

Strategy 6.1: Prepare a timetable for the expansion of partnerships between UNC teacher education programs and North Carolina Community Colleges.

RECOMMENDATION 7: Collaborate with the Public Schools of North Carolina, the North Carolina Community College System, and the North Carolina Association of Independent Colleges and Universities in the design and development of a K-20 longitudinal database/data warehouse on teacher quality.

Strategy 7.1: Collaborate with the Public Schools of North Carolina, the North Carolina Community College System, and the North Carolina Association of Independent Colleges, and Universities on the use of data and assessment systems to measure the effectiveness of teachers’ contributions to student learning.

RECOMMENDATION 8: Require that the President provide the UNC Board of Governors and other interested parties with a report on the implementation of the Task Force recommendations and strategies in the spring of each year through 2008.

Timeline for Implementation of the Recommendations of the Board of Governors' Task Force on Meeting Teacher Supply and Demand

**** NOTE: See end of document for ongoing and annual recommendations and strategies. ****

SPRING/SUMMER 2004 (Biennium Budget 2005-07 Request Process)	
RECOMMENDATION/STRATEGY	RESPONSIBILITY
1.9: Working with the Legislature and NCSEAA, create a teacher incentive financial retention program to attract and retain new teachers for a ten year period.	UNC-OP, NCSEAA
1.11: Expand the number of scholarships for the Teaching Fellows scholarship program and enhance the existing program by exploring options for community college graduates and juniors and seniors to participate.	Education Cabinet, Teaching Fellows Commission, Public School Forum, USP
1.12: Encourage legislative action to simplify the teacher tuition benefit so that lateral entry teachers can efficiently and expeditiously qualify for in-state tuition rates in the UNC system.	UNC-OP, UNC Campuses
2.1: Adjust late afternoon, evening, and weekend classes as well as summer school schedules on UNC campuses to accommodate lateral entry teachers and their commitments to North Carolina public school schedules; request "pilot" summer school funding for campuses to offer teacher education courses. <i>* Also listed under "Ongoing".</i>	UNC-OP, USP, UNC Campuses, CAOs, SOEs
Recommendation 4 (no accompanying strategies): Appropriately fund the clinical teacher education courses requiring faculty-student ratios smaller than regular courses.	UNC-OP
5.1: Work with the Legislature and other stakeholders to increase teachers' salaries.	UNC-OP, All Education Sectors
5.2: Recommend an extensive review of the teacher salary schedule and structure so that teachers have opportunities for greater salary gains earlier in their professional careers.	UNC-OP, All Education Sectors
5.7: Actively support legislation that allows qualified retired teachers to return to the classroom for a period of time and receive both salary and retirement benefits.	UNC-OP, All Education Sectors

FALL 2004	
RECOMMENDATION/STRATEGY	RESPONSIBILITY
1.1: Develop a module on the College Foundation of North Carolina (CFNC) website to promote teaching as a career choice with guidance on requirements to enter the profession, education requirements, and teacher education programs in North Carolina. <i>(12/31/04)</i>	CFNC, UNC ASVP for Outreach
1.2: Integrate a centralized online teacher scholarship database of available funding opportunities at the local, state, and national level into the CFNC website and promote its use with North Carolina public high school students. <i>(12/31/04)</i>	CFNC, UNC ASVP for Outreach
1.4: Encourage each campus to add teacher scholarship and loan information to their school, college, or department of education website and update it regularly; request that UNC schools, colleges, and departments of education review their web site periodically to ensure that up-to-date information on teacher preparation and licensure is available. <i>* Also listed under "Ongoing".</i>	USP, SOEs
1.10: Encourage career service centers on campuses to work together to hold regional teacher education fairs, give priority to NC school systems participating in the teacher job fairs, and consider waiving participation fees for NC school systems. <i>* Also listed under "Ongoing".</i>	UNC-OP, UNC Campuses, SOEs

FALL 2004 – continued	
RECOMMENDATION/STRATEGY	RESPONSIBILITY
Recommendation 2: Require UNC Provosts and Deans to review their teacher education admission requirements and provide a written response to the UNC Office of the President that details changes with options for removing any identified barriers.	UNC-OP, UNC Campuses, UNC SVP for AA, UNC VP for USP, UNC SOEs
2.3: Remove barriers (fees – health/activity/technology, and calendar/scheduling) that impede lateral entry and licensure-only teachers from meeting their requirements.	Chancellors, CAOs, SOEs, USP
3.2: Place the NC TEACH (NC Teachers of Excellence for All Children) program completely online, with the option of counting credits taken toward a Masters of Arts in Teaching (MAT), for individuals who already possess content area undergraduate degrees; provide greater access to the NC TEACH program and increased program enrollment.	NC TEACH, USP, PSNC
5.3: Create professional development modules for principals relating to the principal's role in teacher retention through the Principals' Executive Program (PEP).	PEP, UNC-CSLD
5.4: Request that the UNC Center for School Leadership Development (UNC-CSLD) create a support network for new school administrators across the state.	USP, UNC-CSLD
6.1: Prepare a timetable for the expansion of partnerships between UNC teacher education programs and North Carolina Community Colleges.	UNC-OP, UNC Campuses, NCCCS, SOEs

2004-05 ACADEMIC YEAR	
RECOMMENDATION/STRATEGY	RESPONSIBILITY
3.1: Develop additional online teacher preparation courses for pre-service and lateral entry teachers.	USP, UNC Campuses, UNC-CSLD
3.3: Conduct a review of all Masters in School Administration (MSA) programs on UNC campuses to ensure that appropriate competencies relating to teacher effectiveness, teacher evaluations, teacher support programs, and teacher retention are included.	USP, SOEs
3.4: Create as many courses as necessary for employed teachers seeking lateral entry courses and programs, as long as the teacher is in an approved schedule that follows the guidelines of the No Child Left Behind (NCLB) federal legislation.	Chancellors, CAOs, SOEs, USP
5.8: Incorporate the lessons learned from the recent teacher working conditions survey into administrator preparation and continuing education programs.	UNC-OP, UNC-CSLD, All Education Sectors

JANUARY 2005	
RECOMMENDATION/STRATEGY	RESPONSIBILITY
1.14: Utilize resources such as UNC-TV and Public Service Announcements to highlight teaching as a professional opportunity.	UNC-OP, UNC-TV, USP
2.2: Review programs within the University of North Carolina that aid and assist school paraprofessionals in receiving their teaching licenses to insure the programs are, as far as practicable, meeting current needs and demands.	USP, PSNC

SPRING 2005

RECOMMENDATION/STRATEGY	RESPONSIBILITY
Recommendation 3: Require that the President develop a plan for enrollment growth within teacher education programs offered by the University of North Carolina. That plan will present aggregate growth targets for the University that appropriately recognizes the severe teacher shortage problem facing North Carolina. Through collaboration with the constituent campuses, enrollment goals for each campus will be established. The enrollment plan for each campus will reflect the specific strengths and circumstances of that campus but, in general, should incorporate expanded opportunities for students who matriculate as freshmen, students who attend community colleges and subsequently transfer to the four-year institution, and students who choose to enter the teaching profession through lateral entry programs. The President will report annually to the Board on the plan.	UNC-OP, Chancellors, Provosts, SOEs
3.6: Identify best practices in collaboration between Arts & Sciences and Education; distribute the identified best practices for discussion among campus leadership.	CAOs, Deans of A&S, AA, SOEs, USP

SUMMER 2005

RECOMMENDATION/STRATEGY	RESPONSIBILITY
Recommendation 1: Develop a comprehensive statewide teacher recruitment and marketing plan by 2005 in consultation with key educational entities such as public and private teacher education programs, the University of North Carolina, the Public Schools of North Carolina, the North Carolina Community College System, and the North Carolina Association of Independent Colleges and Universities. Coordinate the plan with current recruitment initiatives such as TEACH 4 NC. Successful implementation of the plan, which will include but will not be limited to the strategies listed below, will require extensive collaboration with these and other educational entities.	UNC-OP
1.5: Promote the teacher cadet program and work with North Carolina Association of Educators and other educational entities to encourage North Carolina middle and high school students to become teachers; study the effectiveness of this program in leading to the production of teachers. <i>* Also listed under "Ongoing".</i>	USP, NCAE, All Education Sectors
1.7: Develop an online resource that allows local education agencies to search and sort teacher candidates by area of licensure.	UNC-OP, PSNC
1.8: Encourage the North Carolina State Education Assistance Authority (NCSEAA) to provide prospective teachers in North Carolina who have a student loan with the College Foundation, Inc., with an annual "payment holiday (forgiveness)" one month each year the student is employed as a full-time teacher in a North Carolina public school.	UNC-OP, CFI, NCSEAA
Recommendation 5: Develop a plan to coordinate the University's efforts in addressing issues of teacher retention across North Carolina. The plan will focus on the University's commitment toward meeting North Carolina's teacher supply and demand needs and should complement the recruitment recommendation and strategies of this Task Force. The retention plan will include components for addressing teacher induction and mentoring, specifying the role of all education sectors in North Carolina.	UNC-OP, VP USP, All Education Sectors
5.6: Create, through the UNC-CSLD, a professional development module for central office human resource administrators that provides special training in the area of Human Resources and focuses on strategies for addressing teacher retention.	USP, UNC-CSLD

2006	
RECOMMENDATION/STRATEGY	RESPONSIBILITY
Recommendation 6: Collaborate with the North Carolina Community College System to expand "access" to credit bearing courses and programs at community college sites, for alternative pathways teachers, through established partnerships within two years. Access will include but not be limited to partnerships based on the 2+2 model.	UNC-OP, UNC Campuses, NCCCS, SOEs
7.1: Collaborate with the Public Schools of North Carolina, the North Carolina Community College System, and the North Carolina Association of Independent Colleges, and Universities on the use of data and assessment systems to measure the effectiveness of teachers' contributions to student learning.	All Education Sectors

2008	
RECOMMENDATION/STRATEGY	RESPONSIBILITY
Recommendation 7: Collaborate with the Public Schools of North Carolina, the North Carolina Community College System, and the North Carolina Association of Independent Colleges and Universities in the design and development of a K-20 longitudinal database/data warehouse on teacher quality.	All Education Sectors

ONGOING	
RECOMMENDATION/STRATEGY	RESPONSIBILITY
1.3: Update teacher scholarship and loan information annually; provide every guidance counselor in North Carolina with this information for distribution to high school students. <i>* Also listed under "Annually".</i>	VP for USP, ASVP for Outreach
1.4: Encourage each campus to add teacher scholarship and loan information to their school, college, or department of education website and update it regularly; request that UNC schools, colleges, and departments of education review their web site periodically to ensure that up-to-date information on teacher preparation and licensure is available. <i>* Also listed under "Fall 2004".</i>	USP, SOEs
1.5: Promote the teacher cadet program and work with North Carolina Association of Educators and other educational entities to encourage North Carolina middle and high school students to become teachers; study the effectiveness of this program in leading to the production of teachers. <i>* Also listed under "Summer 2005".</i>	USP, NCAE, All Education Sectors
1.6: Promote early minority (African American, Native American, and Hispanic) recruitment initiatives through partnerships with minority organizations.	UNC-OP, SOEs
1.10: Encourage career service centers on campuses to work together to hold regional teacher education fairs, give priority to NC school systems participating in the teacher job fairs, and consider waiving participation fees for NC school systems. <i>* Also listed under "Fall 2004".</i>	UNC-OP, UNC Campuses, SOEs
1.13: Promote the Troops to Teachers initiative in North Carolina through UNC schools, colleges, and departments of education; incorporate the Troops to Teachers marketing campaign in North Carolina with the comprehensive statewide recruitment and marketing plan to be developed.	UNC-OP, UNC Campuses, SOEs, PSNC

ONGOING – continued	
RECOMMENDATION/STRATEGY	RESPONSIBILITY
3.5: Leverage UNC-TV's teleweb-courses for community college students seeking 2+ 2 opportunities.	UNC-TV, NCCCS, SOEs
3.7: Encourage university faculty hiring practices that promote diversity.	Chancellors, CAOs, SOEs
5.5: Recommend that the UNC- CSLD support the retention of teachers in North Carolina through high quality professional development.	USP, UNC-CSLD

ANNUALLY	
RECOMMENDATION/STRATEGY	RESPONSIBILITY
1.3: Update teacher scholarship and loan information annually; provide every guidance counselor in North Carolina with this information for distribution to high school students. <i>* Also listed under "Ongoing".</i>	VP for USP, ASVP for Outreach
Recommendation 8 (no accompanying strategies): Require that the President provide the UNC Board of Governors and other interested parties with a report on the implementation of the Task Force recommendations and strategies in the spring of each year through 2008 .	UNC President

LEGEND

AA – Academic Affairs ASVP for Outreach – Associate Vice President for Outreach CAO – Chief Academic Officers CFI – College Foundation, Inc. CFNC – College Foundation of North Carolina Deans of A&S – Deans of Arts and Sciences NCAE – North Carolina Association of Educators NCCCS – North Carolina Community College System	NCSEAA – North Carolina State Education Assistance Authority PEP – Principals' Executive Program PSNC – Public Schools of North Carolina SOE – Schools/Colleges/Departments of Education UNC-CSLD – UNC Center for School Leadership Development UNC-OP – UNC Office of the President USP – University-School Programs Division VP for USP – Vice President for University-School Programs
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