

## Report to the Joint Legislative Education Oversight Committee

North Carolina Teaching Fellows Program Report- (on Budget, Minority Recruitment, and Campus Selection)

Senate Bill 1741 Section 7.19 (b)

Date Due: March 15, 2007



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## Section 1 Legislation



#### North Carolina Teaching Fellows Program

To:

The Honorable A. B. Swindell, Co-Chair

Joint Legislative Education Oversight Committee

The Honorable Douglas Yongue, Co-Chair

Joint Legislative Education Oversight Committee

From:

Jo Ann Norris, Associate Executive Director

Public School Forum of North Carolina and

Administrator

North Carolina Teaching Fellows Program

Subject: Report in Response to Senate Bill 1741, Section 7.19 (b)

Requirement to Report by March 15, 2007

Date:

March 15, 2007

In accordance with the reporting requirements outlined in Senate Bill 1741, Section 7.19 (b), please find attached the report which includes the following:

- (1) Actual expenditures for the 2005-2006 fiscal year and budgeted expenditures for the 2006-2007 fiscal year for administration of the Program;
- (2) Initiatives to recruit minorities to the Program; and
- (3) The additional campuses selected to participate in the Program and the selection process.

The Teaching Fellows Commission and the Public School Forum look forward to continuing to work with the members of the Joint Legislative Education Oversight Committee to attract high school seniors to the teaching profession and to increase the number of minority students who will consider teaching as a career.

#### ADMINISTRATIVE FUNDING FOR TEACHING FELLOWS PROGRAM

SECTION 7.19.(a) G.S. 115C-363.23A(f) reads as rewritten:

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

The With the prior approval of the General Assembly in the Current Operations Appropriations Act, the revolving fund may also be used by the Public School Forum, as administrator for the Teaching Fellows Program, may use up to one hundred fifty thousand dollars (\$150,000) annually from the fund balance for

costs associated with administration of the Teaching Fellows Program."

SECTION 7.19.(b) The Public School Forum, as administrator for the Teaching Fellows Program, may use up to eight hundred ten thousand dollars (\$810,000) for the 2006-2007 fiscal year from the balance in the revolving fund established in G.S. 115C-363.23A(f) for costs associated with administration of the Teaching Fellows Program. The funding provided for administration of the Teaching Fellows Program in this subsection shall be used to meet current administrative expenses of the Program, expand minority recruitment initiatives, and expand the Program to up to four additional campuses using a merit-based selection process developed by the North Carolina Teaching Fellows Commission.

The Teaching Fellows Program shall report to the Joint Legislative Education Oversight Committee

by March 15, 2007, on:

Actual expenditures for the 2005-2006 fiscal year and budgeted expenditures for the 2006-2007 fiscal year for administration of the Program;

Initiatives to recruit minorities to the Program; and

The additional campuses selected to participate in the Program and the selection process.

# Section 2 Program Summary



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

In the ten years preceding 1986, the number and quality of students entering teacher education programs had declined. The North Carolina Teaching Fellows Program was created to reverse the trend. **Proposed by the Public School Forum of North Carolina, the program is the most ambitious statewide recruitment program in the nation.** It was created through the collaborative efforts of business, educational and political leaders in an effort to encourage outstanding high school seniors to enter the teaching profession. In its eighteenth year of operation, the Program is well on its way to achieving that goal. Already 7,843 of North Carolina's brightest and most talented high school seniors have been selected as North Carolina Teaching Fellows. Over 3,000 Teaching Fellows graduates taught in the public schools in ninety-eight North Carolina counties in academic year 2005-06. The award recipients for the twentieth class were notified on March 24, 2006. The selection process for the twenty-first class is underway. Recipients will be notified on March 23, 2007.

#### HOW DO WE ATTRACT THE BEST AND BRIGHTEST INTO TEACHING?

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

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

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

#### THE TEACHING FELLOWS PROFILE

The *scholastic profile* of Teaching Fellows in the first twenty classes is an SAT score over 1160, a high school grade point average of 3.8 on a weighted scale and class ranking in the top ten percent of their graduating classes. The average SAT score of the 2006-07 recipients is 1194, a GPA of 4.3 on a weighted scale, and a class rank in the top 8 percent. Approximately 20 percent of the 500 recipients are minority and 31 percent are male.

The Fellows' selection process occurs at the school district and regional levels. Selection committees are composed of educational, political, and community leaders from across the state. Over 1,200 volunteers are involved each year in identifying award recipients at the local and regional levels. Since its inception in 1986, 39,355 students have applied for the Teaching Fellows Scholarship. It has become one of the most prestigious awards in North Carolina.

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

The Teaching Fellows Program is currently limited to eighteen public and private institutions with teacher education programs. Each institution must design unique and specific programs for Teaching Fellows and undergo an annual review and evaluation conducted by the Commission. Campbell University, Elizabeth City State University, Lenoir-Rhyne College, and Queens University of Charlotte will begin programs in 2007 if they have a freshman class of 15.

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

- ⇒ Providing an academically and culturally enriched program that extends well beyond the regular college program.
- ⇒ Providing opportunities and experiences that encourage the development of leaders and decision-makers.
- ⇒ Providing opportunities for building an understanding of education's place in a broader social and economic context.
- ⇒ Instilling a sense of mission, service and professionalism in the Teaching Fellows.
- ⇒ Improving the image of teacher education candidates and teacher education programs campus-wide.
- ⇒ Recruiting and retaining greater numbers of male and minority teacher education candidates in North Carolina.

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

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

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

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

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

#### SUMMER EXPERIENCES

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

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

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

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

#### SUMMARY

North Carolina has launched an exciting recruitment and retention program to ensure that its teachers are the most competent and best trained they can be. Offering comprehensive documentation and evaluation data, this program has had major significance in the state and national reform efforts to restructure teacher education. In recent years, South Carolina passed legislation authorizing a Teaching Fellows Program and federal legislation has been filed in the last two congressional sessions to implement a federal Teaching Fellows Program. The Program continues to develop leaders in education as evidenced when Laura Bilbro-Berry, a graduate of the UNC-Chapel Hill Teaching Fellows Program, and employed in Beaufort County, was named the NC 2000-2001 Teacher of the Year. National recognition came to our state in 2000 when Ron Clark, an East Carolina Teaching Fellows graduate, was named the 2000 Disney American Teacher Award. Recently, "The Ron Clark Story," a TNT made—for-television movie, received the 2006 CW Best Television Drama Award.

A Teaching Fellows graduate from UNC-Chapel Hill, Sally Hundley and her teammate were recognized as 2004 DisneyHAND Teacher Awards Honorees. The 2004 Milken Award winners were Stephanie Lemon and Jennifer Brodeur both ECU Teaching Fellow graduates. The current Teaching Fellows Commission members include Stephanie Lemon and Demond McKenzie a NCSU Teaching Fellow graduate. Melinda Fitzgerald, a UNC Chapel Hill Teaching Fellow was named one of the four finalists for the 2006 Disney American Teacher Award.

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

# Section 3 Expenditures 2005-06 FY



Teaching Fellows Program	Expenditures 2005-06
Fellows-Part-time Staff &	
Fellows-Full-time Staff	292,138
Fellows-Outside Temporary Help	622
Fellows-Fringes	69,358
Fellows-Accounting	4,110
Fellows-Affiliations	0
Fellows-Application Forms	4,939
Fellows-Campus Evaluations	1,683
Fellows-Commission Meetings	10,582
Fellows-Conference/Meetings	9
Fellows-Directors Meetings	1,999
Fellows-Equip/Lease Maintenance	12,016
Fellows-Equipment Purchase	0
Fellows-Furniture Purchase	0
Fellows-Project Support	0
Fellows-Insurance	2,000
Fellows-Other/Misc	858
Fellows-Phone/comm.	2,402
Fellows- Postage	10,523
Fellows-Printing	32,628
Fellows-Regional Screening	16,013
Fellows-Rent	65.000
Fellows-Software	0
Fellows-Staff Development	0
Fellows-Subscriptions/Books	230
Fellows-Supplies	4,015
Fellows-Travel, Staff	10,716
Fellows-Depreciation	12,640
Fellows-Webpage/Maintenance	1,957
Total	\$557,001*
* Total Administrative Funds Received	\$510,657

# Section 4 Budget 2006-07 FY



#### Teaching Fellows Program Projected Budget 2006-07

Fellows-Part-time Staff	20,477
Fellows-Full-time Staff	398,926
Fellows-Fringes	128,912
Fellows-Accounting	6,500
Fellows-Affiliations	500
Fellows-Application Forms	5,300
Fellows-Campus Evaluations	5,000
Fellows-Commission Meetings	8,000
Fellows-Conference/Meetings	10,500
Fellows-Directors Meetings	3,000
Fellows-Equip/Lease Maintenance	9,675
Fellows-Equipment Purchase	2,000
Fellows-Furniture Purchase	2,000
Fellows-Project Support	8,711
Fellows-Insurance	5,000
Fellows-Other/Misc	4,000
Fellows-Phone/comm.	4,000
Fellows- Postage	13,000
Fellows-Printing	48,000
Fellows-Regional Screening	17,000
Fellows-Rent	84,000
Fellows-Software	200
Fellows-Staff Development	2,500
Fellows-Subscriptions/Books	2,000
Fellows-Supplies	7,000
Fellows-Travel, Staff	10,800
Fellows-Webpage/Maintenance	2,999
-	

Total \$810,000

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<sup>\*</sup>Note: This projected budget includes a new staff position for minority recruitment and program expenses including travel for the minority recruitment initiative. We are now working in twenty-two (22) school systems. In addition, this budget includes support for the expansion of the program to four new institutions bringing the total number of 3739 National Dinstitutions to eighteen (18).

# Section 5 Initiative to Recruit Minorities

#### PROJECT TEACH

Over the 21 years that the North Carolina Teaching Fellows Commission has been in operation, the Commission and the staff of the Public School Forum have been discussing minority recruitment with college admission officers, officials from historically-black teacher training institutions, foundations that have supported minority recruiting efforts and public school officials and counselors. The result of those discussions in conjunction with results of past minority recruitment initiatives is a firm belief that state-supported efforts to increase the numbers of minority teacher training candidates must include community based work that focuses not only on students but on their parents and on the minority community at large.

Through a matching grant program in the late eighties, the Public School Forum on behalf of the State of North Carolina experimented with a nontraditional approach to increasing the pool of minority teacher training candidates. That program, named "Project Teach," enjoyed substantial success prior to being transferred to the state's Department of Public Instruction and eventually being phased out.

As evidenced in the legislation that established and continues to maintain Teaching Fellow awards, and the financial investment the General Assembly continues to make by funding the 500 annual \$6,500 awards, North Carolina has maintained a commitment to taking a progressive approach towards addressing the critical problem of the statewide teacher shortage. The State has found that one of a subset of problems related to the statewide teaching shortage is that there is an increasing gap between the growing number of minority students entering NC public schools (currently 42%) and the percentage of minority teachers (currently 17%) employed by North Carolina public school systems. To help address this issue, the General Assembly has appropriated additional administrative funds to the Public School Forum of North Carolina for the Teaching Fellows Program to establish a significant and intensive minority recruitment effort.

Based on the findings of the Forum's original pilot project, the decision was made to re-launch Project Teach! As was the 1980's model, the new Project Teach initiative is centered upon community-based work that focuses on not only students but minority parents and community leaders as well. The new Project Teach hopes to capitalize on advances in communication technology, established relationships with the 18 Teaching Fellows colleges and universities, and a significant resource pool that did not exist when the original pilot program was launched; Teaching Fellows Alumni.

Beyond exposure to information about the Teaching Fellows Scholarship Program, Project Teach will again focus on student development and preparation for scholarship competition. Unlike the landscape that existed in the late eighties, thanks to the generous support for teacher education shown by the General Assembly, the Teaching Fellows Program and the Prospective Teachers Scholarship Loan are no longer the only options for students interested in preparing to become a teacher. The Teaching Fellows Commission staff will partner with administrators for other teacher preparation scholarship opportunities (including college/university specific programs) to present information on multiple available options. The ultimate goal is to increase the number of

minority students entering teacher preparation programs across the board. Preparing more minority students for rigorous and intensely competitive scholarship application processes and following up with them to encourage them to apply will hopefully lead to greater numbers of minority students entering teacher training programs across the state and ultimately into North Carolina public school classrooms.

Twenty-three school systems (see appendix A) have agreed to participate in Project Teach in the first year and there is the potential that the program might expand in the future. Project Teach could potentially point the way to a method of recruiting and assisting prospective minority teachers that will help reverse the pattern of decline observed across the state. If successful, the project will offer a much-needed model for other state legislative bodies that are attempting to attract capable young people into the teaching profession while improving the educational process for minority youth.

#### **GOALS**

To increase the pool of minority teacher applicants for teaching positions in the public schools of North Carolina; to coordinate and implement effective community-based networks to assist minority youth as they prepare to apply for college and to compete for prospective teacher scholarship awards.

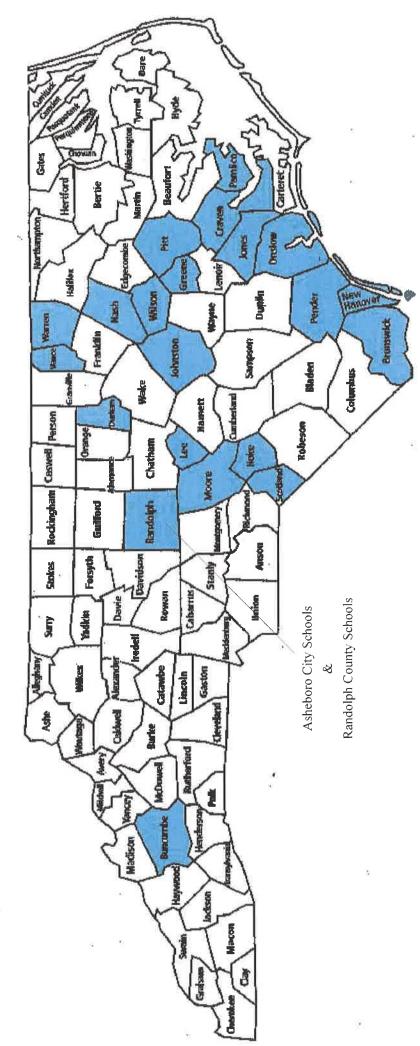
#### **OBJECTIVES**

- 1. To provide legislators and educational policy makers with data-based findings and tested procedures for identifying and supporting minority youth whose talents may have been insufficiently cultivated or recognized.
- 2. To assess the effectiveness of using scholastic profile data of minority students early in their high school careers to target promising minority candidates who, given support and coaching, would increase the pool of minority candidates for the teaching profession.
- 3. To develop a broad-based community network that establishes a mechanism for increasing the number of minority students in the 2007-08 application pool for the North Carolina Teaching Fellows Program
- 4. To design and test a curriculum for training community teams to support minority students and to advise their families as they plan and prepare for the college admissions and scholarship/grant application process.

#### **CAVEAT**

It is important to note that while the funds for the minority recruitment initiative came in the 2006 budget, public schools were not in session. Once in session, the application deadline for the 2006-2007 selection process was October 20. The planning for Project Teach was undertaken in the fall and winter of 2006 for kick-off in January 2007. Any increase in the number of applications for Teaching Fellows or other scholarships as a result of this initiative cannot be expected until at least the 2007-2008 school year.







NC Teaching Fellows Program Initiative



#### **Project Teach Participating Systems**

**Asheboro City Schools Asheville City Schools Brunswick County Schools Craven county Schools Durham County Schools Greene County Schools Guilford County Schools Hoke County Schools Johnston County Schools Lee County Schools Moore County Schools Nash-Rocky Mount Schools New Hanover County Schools Onslow County Schools Pamlico County Schools Pender County Schools Pitt County Schools** Randolph County Schools **Scotland County Schools Warren County Schools Wilson County Schools Vance County Schools** 

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Project Teach Participating LEAs	Indian	A		DI I	18/11/14		Percent
761 - Asheboro City	Indian	Asian	Hispanic	Black	White	Total	Minority
8th grade	1	13	72	50	170	246	
9th grade	1	8	108	58 75	172	316	
10th grade	1		80	55	220	412	
11th grade	1	8		37	173	313	
Asheboro City Total	4	33	305		178	269	40.000/
Asheboro City Total		- 33	303	225	743	1,310	42.98%
111 - Asheville City							
8th grade	0	1	15	114	104	234	
9th grade	1	8	21	145	181	356	
10th grade	1	5	15	147	186	354	
11th grade	0	1	9	107	174	291	
Asheville City Total	2	15	60	513	645	1,235	47.61%
100 - Brunswick County							
8th grade	8	2	48	233	671	962	
9th grade	15	3	49	295	794	1,156	
10th grade	11	4	31	233	577	856	
11th grade	6	6	25	183	563	783	
Brunswick County Total	40	15	153	944	2,605	3,757	29.60%
250 - Craven County						-	
8th grade	3	20	50	406	663	142	
9th grade	2	25	55	528	740	1,350	
10th grade	3	14	26	395	651	1,089	
11th grade	0	9	30	335	603	977	
Craven County Total	8	68	161	1664	2657	3558	53.20%
320 - Durham County							
8th grade	6	48	280	1,478	514	2,326	A
9th grade	5	46	362	2,047	738	3,198	
10th grade	4	47	208	1,338	749	2,346	
11th grade	2	48	152	1,283	709	2,194	
Durham County Total	17	189	1,002	6,146	2,710	10,064	72.90%
100							
100 - Greene County			20	100	00	224	
3th grade	0	0	32	106	96	234	
9th grade	0	0	39	195	107	341	
10th grade	0	1	17	114	97	229	
11th grade	0	1	19	98	78	196	62 200/
Greene County Total	0	2	107	513	378	1,000	62.20%
110 - Guildford County							
Bth grade	42	274	360	2,525	2,191	5,392	
9th grade	30	304	421	3,011	2,675	6,441	
Oth grade	29	246	338	2,626	2,540	5,779	
1th grade	21	253	228	2,204	2,500	5,206	
Guilford County Total	122	1,077	1,347	10,366	9,906	22,818	56.05%
70 - Hoke County							
8th grade	69	3	50	263	149	534	
th grade	69	2	52	256	151	530	
0th grade	61	4	33	234	117	449	
1th grade	58	2	29	248	84	421	
loke County Total	257	11	164	1,001	501	1,934	60.81%

Project Teach Participating			2006-07	ADM			<b>-</b>
LEAs	Indian	Asian	Hispanic	Black	White	Total	Percent Minority
510 - Johnston County			mopanie	Diack	Wille	Total	Williority
8th grade	7	10	287	498	1,367	2,189	
9th grade	4		343	599	1,518		
10th grade	8		239	485		2,471	
11th grade	7	8			1,378	2,120	
Johnston County Total			144	370	1,284	1,813	
Johnston County Total	26	33	1,013	1,952	5,547	8,593	34.89%
530 - Lee County							
8th grade	8	4	161	181	361	715	
9th grade	3	6	208	270	425	912	
10th grade	5	7	126	191	388	717	
11th grade	3	3	96	151	33	590	
Lee County Total	19	20	591	793	1,207	2,934	47.85%
			001	7 3 3	1,201	2,334	47.03/6
630 - Moore County							
8th grade	11	6	72	223	669	981	
9th grade	12	6	66	255	746	1,118	
10th grade	9	13	45	215	636	918	
11th grade	14	5	54	238	690	1,001	
Moore County Total	46	30	237	931	2,741	4,018	29.82%
						.,,,,,,	
640 - Nash-Rocky Mount							
Bth grade	8	16	74	783	534	1,415	
9th grade	6	20	90	940	540	1,596	
10th grade	4	9	71	747	582	1,413	
11th grade	7	14	62	667	536	1,286	
Nash-Rocky Mount Total	25	59	297	3,137	2,192	5,710	61.17%
550 - New Hanover County							
8th grade	7	17	57	590	1,158	1,829	
oth grade	8	33	92	617	1,280	2,030	
0th grade	5	25	71	531	1,347	1,979	
1th grade	9	18	63	456	1,233	1,779	
lew Hanover County Total	29	93	283	2,194	5,018	7,617	33.74%
70.01.0							
70 - Onlsow County	12	24	0.0	505	4.050	4.004	
th grade	13	21	86	505	1,056	1,681	
th grade	22	30	120	625	1,183	1,980	
0th grade	14	24	95	552	1,068	1,753	
1th grade	12	30	82	474	981	1,579	
Onslow County Total	61	105	383	2,156	4,288	6,993	37.81%
90 - Pamlico County					-		
th grade	1	0	0	30	67	98	
	0	2	3		129	180	
th grade	0	1		46 39			
Oth grade			5		114	159	
1th grade	0	0	2	54	98	155	00.740/
amlico County Total	1	3	10	169	408	592	30.74%
10 - Pender County				-			
	3	0	45	175	415	638	
th grade	2		67		538	820	
th grade		1		212			
0th grade	1	1	23	168	428	621	
1th grade	1	1	16	139	314	471	20.050/
ender County Total	7	3	151	694	1,695	2,550	33.25%

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Project Teach Participating LEAs	Indian	Asian	Hispanic	Black	White	Total	Percent Minority
740 - Pitt County							
8th grade	2	24	90	953	760	1,829	
9th grade	3	26	103	1,171	804	2,107	
10th grade	1	23	74	842	816	1,756	
11th grade	1	15	57	727	804	1,604	
Pitt County Total	7	88	324	3,693	3,184	7,296	56.26%
760 - Randolph County							
8th grade	11	13	136	78	1,264	1,502	
9th grade	7	13	127	132	1,431	1,710	
10th grade	7	19	103	102	1,158	1,389	
11th grade	5	17	72	79	1,125	1,298	
Randolph County Total	30	62	438	391	4,978	5,899	15.10%
830 - Scotland County							
8th grade	74	4	2	236	195	511	
9th grade	90	8	4	313	203	618	
10th grade	72	8	8	271	219	578	
11th grade	51	8	3	201	189	452	
Scotland County Total	287	28	17	1,021	806	2,159	49.37%
910 - Vance County							
8th grade	2	1	37	427	149	616	
9th grade	0	4	40	593	217	854	
10th grade	0	2	34	431	202	669	
11th grade	1	2	26	351	127	507	
Vance County Total	3	9	137	1,802	695	2,646	73.62%
930 - Warren County							
8th grade	10	0	6	177	38	231	
9th grade	12	0	12	218	50	292	
10th grade	9	0	3	185	46	243	
11th grade	9	0	3	175	42	229	
Warren County Total	40	0	24	755	176	995	78.29%
980 - Wilson County							
3th grade	2	12	80	549	379	1,022	
9th grade	2	12	69	610	434	1,127	
Oth grade	0	12	59	534	357	962	
11th grade	1	8	38	443	343	833	
Wilson County Total	5	44	246	2,136	1,513	3,944	61.51%

#### Protocol to be Used for Project Teach by Participating School Systems Liaisons

- 1. The first phase of Project Teach will be from January 26, 2007 to October 19, 2007. In this phase, Project Teach will focus on juniors only. Current juniors are the only students available to apply for Teaching Fellows and other scholarships in the fall of school year 2007. After October 19<sup>th</sup> the focus will shift to high school juniors and below.
- 2. Each LEA will use a minimum 2.5 GPA requirement for identifying minority students who will participate in Project Teach during the current cycle.
- 3. Systems will use existing personnel (counselors) and data to identify potential students.
- 4. Counselors should be the only contact with students until the first Chat Night session. A Chat Night session is an informational program for parents and students about teaching as a career, scholarship opportunities, SAT/ACT workshops, interview skills workshops and requirements for college. During the initial Chat Night session, parents may sign-up to continue participating in Project Teach which then gives permission for Community-Based Team Members and the NC Teaching Fellows Commission Staff (Raleigh Office) to begin follow-up communications with the students/families regarding events and activities designed to prepare students for competition in scholarship selection processes. Project Teach notebooks contain a form that may be used to collect student data.
- 5. Due to information privacy laws/policies, each LEA will use its own methods pursuant to its policies for inviting and encouraging families to attend the initial information sessions.
- 6. Each LEA Liaison is requested to follow the "Timeline of Events" and to communicate with Danny Bland to coordinate the presence of Teaching Fellows staff members at initial Chat Night sessions. The timeline is based upon the need to begin working with Project Teach students prior to the final spring ACT and SAT test dates.
- 7. Each LEA Liaison will communicate with Danny Bland in the Teaching Fellows office dates for all activities (Chat Nights, SAT preparation workshops, and interview skills workshops). To the degree possible, Danny will cover the Teaching Fellows presentation at all Chat Night sessions. In the event that there are multiple activities (in different systems) on the same night(s), the Teaching Fellows Staff will need time to coordinate schedules to ensure that a statewide program representative will be present.

- 8. Project Teach notebooks have forms for reporting information about activities and events. To ensure the consistency and accuracy of records kept by the local system and our office, Liaisons are requested to submit forms within seven days of the conclusion of each activity or event.
- 9. The primary factor driving the course of events for the 2007 spring and summer Project Teach cycle is the College Board testing and registration deadline schedule. The schedule of key upcoming dates is in the notebook. While SAT preparation workshop(s) can be planned based upon actual test dates, Chat Night sessions should take place prior to registration deadlines so that information regarding upcoming test dates and preparation sessions can be included in Chat Night materials.
- 10. Letters have been mailed to 412 recent Teaching Fellows graduates teaching in Project Teach school systems requesting their assistance. They have been encouraged to contact the Liaison immediately if they are willing to help. In addition, email notification has been sent to all eighteen Teaching Fellows Campus Program Directors making them aware of the systems participating in Project Teach, and encouraging them to explore ways in which they might assist in the school system efforts.

#### **Timeline of Events**

#### January 26th - Organizational Meeting

### By **February 9<sup>th</sup>** – Liaison Counselors and Community Based Team Leaders identified

School Liaisons should begin identifying students and compiling lists of contact information as soon as they are in place.

LEA Liaison and Team Leader should continue identifying/selecting Team Members.

## By February 26<sup>th</sup> – Teams should have had an orientation/organizational meeting.

Teams may have more than one meeting by this date but must have at least one in order to remain on pace with the College Board Exam schedule.

Team members should be given a job description, contact script, community information awareness activity sheet, and student profile sheets (for the families they are to contact) at this meeting.

A date, time, and location must be established for the first "Community Chat Night" session. Logistical details maybe arranged later.

Teams must also consider setting a date, time, and location for the first "Test Taking Skills" session (keep in mind College Board registration deadlines for May and June tests)

## March 1<sup>st</sup> - 23<sup>rd</sup> - Most "Community Chat Night" sessions should be scheduled during this period.

It is at these sessions where we (collectively) will encourage students to register for upcoming SAT dates and collect names

of students interested in receiving skills training. It also helps to give information about planned skills sessions at these events while there is an attentive audience (as opposed to during telephone contacts).

#### April/May/June

Additional Chat Night Sessions &/or Test Taking Skills sessions may be planned during the months of April and May to coincide with the College Board Testing Schedule.

Team members should continue to follow up with assigned families, and continue sharing information about the program within the community.

Much of the academic advising for the 2007-08 school year will also take place during this time so students should be reminded to look at course requirements for colleges and universities they are interested in as well as scholarship programs.

### August 15<sup>th</sup> – The Teaching Fellows application becomes available online.

It may be a good idea to plan an event for Project Teach students to come in and begin completing the application online with assistance from Team Members (and possibly TF program staff).

Team members should contact their assigned students on, just before, or just after this date to remind them to apply and to speak with the TF liaison counselor in his/her high school as early as possible to establish his/her intent to submit an application. It helps the counselors to know in advance whom to expect applications from.

Teams should begin (if you haven't already done so) planning interview skills improvement sessions.

September – October 19<sup>th</sup> (Oct. 19<sup>th</sup> is the application deadline)

The Project Teach Coordinator working in conjunction with Teaching Fellows Campus Program Directors, and the LEA Project Teach Liaison may establish dates for campus visits during this time.

For those students needing to improve College Board scores, the September and October test dates will be their final opportunity.

Teams should continue providing interview skills improvement sessions.

### Activity Report for Teaching Fellows Staff With Potential Outreach to Minorities

- Jun. 19 Gladys Graves was the Opening Session Speaker for Project LIFT (Leadership Institute for Future Teachers) sponsored by the NCSU College of Education. This group of 22 minority (mostly African-American) students consisted of rising high school seniors who were recommended by their high school teachers or counselors because they had shown interest in teaching and had a minimum 900 (Math and Critical Reading only) SAT score.
- Jun. 20 Danny Bland presented Teaching Fellows selection process information to the Project LIFT participants as a part of their seminar experience.

Special Note: Danny followed up with these students in September and October via email to encourage them to apply for the Teaching Fellows Scholarship. Ten of the students applied, 9 of them were selected Regional Finalists, and 8 have been named 2007 recipients.

- Aug. 8 Danny Bland accepted an invitation to serve on the planning committee for the 2007 College Access Conference. The committee is made up of people from across the state who work directly with programs aimed at preparing students to go to college. The conference brings together college preparation program coordinators (i.e. Gear Up, AVID, campus based outreach programs, MSEN, etc.) from across the state to expose them to information vital to the work that they do. It was seen as an opportunity to network and distribute Teaching Fellows materials to people working with under represented groups that would be a part of our minority recruitment focus.
- Aug. 16 Danny Bland attended the first (of six) College Access Conference Planning Committee meeting from 10:00 am until 2:00 pm at the UNCGA building in Chapel Hill.
- Sept. 6 Danny Bland met from 11:30 -12:30 pm with a NCA&TSU Teaching Fellow about a student group (Teaching Fellows from various campuses across the state) that the young man (an African-American male) has assembled to assist with minority recruitment. The group wants to begin communicating via email with Project Teach participants but must wait until participants are identified and have given consent to be contacted.

Local School District Screening Training for 365 High School Teaching Fellows Liaison Counselor and the 115 School System Teaching Fellows Screening Committee Chairs and Private schools in the eight education

regions were held on the dates listed below and conducted by the staff person listed. At these Regional meetings a Teaching Fellows Staff member explained the selection process and distributed informational flyers to each high school counselor to be given to students interested in applying for the scholarship. The flyer contained information for accessing the Teaching Fellows application and important dates for the applicants regarding the selection process. In addition, all materials needed to conduct the local screening process were distributed.

- Sept. 6 Danny Bland, Region 1 at NCA&T, Greensboro
- Sept. 7 Gladys Graves, Region 2, UNC-Wilmington

Danny Bland participated in the Wade Edwards Learning Lab (across from Broughton High School in Raleigh) financial aid seminar from 3:15 until 4:30 pm. He distributed brochures and discussed the selection process. Audience = 24 (18 students and 6 parents)

- Sept. 11 Danny Bland, Region 1, East Carolina University, Greenville

  Jo Ann Norris, Region 4, UNC Pembroke
- Sept. 12 Danny Bland, Region 7, Appalachian State University, Boone
  Jo Ann Norris, Region 6, UNC Charlotte
- Sept. 13 Gladys Graves, Region 3, Meredith College, Raleigh

  Danny Bland attended the College Access Conference Planning
  Committee Meeting at UNCGA in Chapel Hill
- Sept. 18 Danny Bland met with the WCU Teaching Fellows Advisory Counsel regarding preparation for the 2007 Campus Program Evaluation visit, and at 6:00 pm visited NCCAT to discuss the minority male recruitment initiative that NCCAT and WCU have been working to implement.
- Sept. 19 Danny Bland, Region 8, Western Carolina University, Cullowhee
- Sept. 30 Danny Bland presented Teaching Fellows Scholarship information at a Financial Aid workshop at First Baptist Church in downtown Raleigh sponsored by Delta Sigma Theta Sorority, Inc., and distributed brochures and flyers regarding the TFP and the 2006-07 application process. The event lasted from 9:30 11:30 am. Audience = 10 members of DST & 15 parents and students.
- Oct. 2 Winston-Salem Forsyth County Schools College Fair: 5:00 8:00 pm

Danny Bland set up a vendor display and distributed brochures and flyers to parents and students attending the college fair. Attendance was estimated at over 1000. Danny collected names and email addresses of 27 minority high school seniors who indicated the intent to complete Teaching Fellows applications. This information was shared with Teaching Fellows Directors at NC Central University and NC A&T State University for follow up.

- Oct. 5 Danny Bland facilitated an application workshop at NCCU. There were 9 participants (all minority) all of which registered Teaching Fellows applications online that night. Also in attendance were parents/guardians of the applicants and Teaching Fellows and staff members from NCCU. The event was sponsored by the NCCU Teaching Fellows Program and Dean Cecilia Steppe-Jones opened the event as well as provided laptop computers with wireless internet access for participant use.
- Oct. 11 Danny Bland attended the College Access Conference Planning Committee meeting at UNC-GA in Chapel Hill, NC
- Oct. 12 Danny Bland delivered invitations to participate in Project Teach to Superintendents and Principals at the Public School Forum's Progress Energy Leadership Institute meeting in downtown Raleigh. Danny briefly described the initiative and asked for the Superintendents' support and prompt feedback.
- Oct. 16 Danny Bland met with Rita Fuller, the statewide MSEN (Math Science Education Network) Program Director in Chapel Hill to discuss strategies for partnerships and opportunities to distribute information on teaching through MSEN sites.
- Oct. 20 Danny Bland attended the Hispanic Achievement Conference from 7:45am 4:00 pm at the NCSU McKimmon Center.
- Oct. 23 Danny Bland sent the Teaching Fellows Program Directors at NC Central University, and NC A&T State University a complete database of all of the names, mailing addresses, telephone numbers, and email addresses for each minority student who completed a Teaching Fellows application online. The database contained information for 279 potential applicants.
- Nov. 8 Danny Bland attended the College Access Conference Planning Committee meeting at UNC-GA in Chapel Hill, NC
- Nov. 11 Danny spoke to the student participates in the NC State MSEN Saturday Academy.

Dec. 6 Danny Bland attended the College Access Conference Planning Committee meeting at UNC-GA in Chapel Hill, Danny Bland was a speaker for the North Johnston Middle School Career Dec. 15 Day from 7:45 am -12:30 pm. Danny presented to 8<sup>th</sup> graders in 9 twenty minute blocks. Each group consisted of 10 to 20 students and they all received brochures regarding the Teaching Fellows Program. Jan. 10 Danny Bland attended the College Access Conference Planning Committee meeting at UNC-GA in Chapel Hill, NC Jan. 22 Danny Bland spoke with students in the Southeast Raleigh High School MSEN program. Jan. 26 The Teaching Fellows Program Staff held an orientation meeting for the 23 school systems that were invited to participate in Project Teach. Eighteen school system representatives attended the meeting and were given materials (notebooks) and instructions for beginning work within their systems. Jan. 27 Danny Bland and Melissa Churchwell participated in the Teaching Fellows Recruitment Day program at Campbell University. Jo Ann Norris participated in the Teaching Fellows Recruitment Day program at Lenoir-Rhyne College. Gladys Graves participated in the Teaching Fellows Recruitment Day program at Queens University of Charlotte. Jan. 28 Jo Ann Norris and Melissa Churchwell participated in the Teaching Fellows Recruitment Day program at NC State University. Feb. 3 Danny Bland participated in the TF Recruitment Day activities at Elon University at 1 pm and NCCU at 3:30 pm. Gladys Graves participated in the TF Recruitment Day program at UNC Charlotte. Colleen Lanier (a member of the Teaching Fellows Commission) participated in the TF Recruitment Day program at UNC Pembroke. Feb. 4 Danny Bland participated in the TF Recruitment Day program at Elizabeth City State University. Gladys Graves and Melissa Churchwell participated in the TF Recruitment Day program at UNC Chapel Hill.

- Feb. 14 16 Danny Bland participated in the College Access Conference in Asheville. The conference had just over 300 registered participants and Danny was given a table in the "Gallery Walk" area to display Teaching Fellows materials. The display included campus program materials as well as statewide program materials. Danny also used time at the conference to meet with one of the Project Teach LEA liaisons who could not attend the January 26<sup>th</sup> meeting in Raleigh.
- Feb. 23 Danny Bland traveled to the Asheville City Schools central office (en route to Western Carolina for TF Regional screening on the 24<sup>th</sup>) and met with the Project Teach LEA Liaison and the Education Outreach Coordinator from UNCA.
- Feb. 24 Gladys Graves distributed Teaching Fellows information to the Executive Board of the Eastern Region of the Zeta Phi Beta Sorority, Inc.
- March 1 Danny Bland traveled to Pender County Schools and met with the Project Teach LEA Liaison and then traveled to Craven County to meet with the LEA Liaison there. These systems were not represented at the January 26<sup>th</sup> orientation meeting.
- March 2 Danny Bland presented information on the Teaching Fellows Program at the statewide FTA/Teacher Cadet Conference in Raleigh. Danny spoke to two groups of (mostly) juniors who will become eligible to apply for the scholarship during the 2007-08 school year.
- March 6 New Hanover County Schools held the first Project Teach "Chat Night" for 2007 at the Watson School of Education on the UNC Wilmington campus. 182 students were identified and received notification about the meeting inviting them to attend with their parents. Attendance was estimated at 75. Danny Bland gave the Teaching Fellows Program presentation and distributed brochures to students, parents, and community leaders in attendance. Through a partnership with CFNC, brochures detailing available state funded teaching scholarships were also distributed.
- March 7 Gladys Graves participated in the MEAC Tournament High School Day program. Seventy-five percent of the roughly 1100 student participants and counselors are African-American or Hispanic and they all received Teaching Fellows informational flyers.
- March 12 Wilson County Schools held its first Project Teach "Chat Night" for 2007
  Danny Bland gave the Teaching Fellows Program informational
  presentation and distributed brochures to students, parents, and community

leaders in attendance. The CFNC brochure detailing available state funded teaching scholarships was again distributed.

March 15 Lee County Schools held its first Project Teach "Chat Night" for 2007 at Danny Bland gave the Teaching Fellows Program presentation and distributed brochures to students, parents, and community leaders in attendance. CFNC brochures detailing available state funded teaching scholarships were distributed.

#### **UPCOMING EVENTS**

Hoke County Schools will host a Project Teach "Chat Night" session at March 20 6:00 pm in the high school cafeteria. Durham Public Schools will host a Project Teach "Chat Night" session at March 22 6:30 pm in the Hillandale Staff Development Center. Teaching Fellows information will be included in the materials packets March 26 given to the participants in the Closing the Achievement Gap Conference in Greensboro. Attendance is estimated at 3000. Danny Bland will participate in the Closing the Achievement Gap March 26-28 Conference in Greensboro and is scheduled to present information on the design, implementation, and early results of the Project Teach Initiative on March 26th. Pamlico County Schools will hold a Project Teach "Chat Night" session at March 27 7pm in the Pamlico County High School cafeteria. A Teaching Fellows flyer will be distributed to the North Carolina March 29 Delegates to the Eastern Region Convention of Zeta Phi Beta Sorority, Inc. The convention will take place in Greensboro. Danny Bland will give a presentation on the Teaching Fellows Scholarship March 30 to students participating in the Hispanic Education Summit being held at the McKimmon Center on the NC State University campus. Pitt County Schools will hold a Project Teach "Chat Night" session. April 5 Asheville City Schools will hold a Project Teach "Chat Night" session. April 17



## North Carolina Teaching Fellows Program

An Invitation to
Colleges and Universities to
Apply for Participation in the
North Carolina
Teaching Fellows Program

July 14, 2006

Teaching Fellows Program Information and Request for Proposal Material

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#### NORTH CAROLINA TEACHING FELLOWS PROGRAM

#### AN INVITATION TO COLLEGES AND UNIVERSITIES TO APPLY FOR PARTICIPATION IN THE TEACHING FELLOWS PROGRAM

I. The Teaching Fellows Program: An Overview

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

In the ten years preceding 1986, the number and quality of students entering teacher education programs had declined. The North Carolina Teaching Fellows Program was created to reverse the trend. **Proposed by the Public School Forum of North Carolina, the program is the most ambitious statewide recruitment program in the nation.** It was created through the collaborative efforts of business, educational and political leaders in an effort to encourage outstanding high school seniors to enter the teaching profession. In its twentieth year of operation, the Program is well on its way to achieving that goal. Already 7,843 of North Carolina's brightest and most talented high school seniors have been selected as North Carolina Teaching Fellows. Over 3,008 Teaching Fellows graduates taught in the public schools in ninety eight counties in academic year 2005-06. The award recipients for the twentieth class were notified on March 24, 2006. The awards for the 2007-08 will be notified on March 23, 2007.

#### HOW DO WE ATTRACT THE BEST AND BRIGHTEST INTO TEACHING?

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

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

The Forum initially proposed the Fellows Program as part of *Who Will Teach Our Children?*, a ten-point teacher recruitment proposal. Although all of the components of the proposal were adopted by the NC General Assembly, only the Teaching Fellows Program and the Teaching Fellows Commission remain in operation and fully funded.

#### THE TEACHING FELLOWS PROFILE

The scholastic profile of Teaching Fellows in the first twenty classes is an SAT score over 1160, a high school grade point average of 3.8 on a weighted scale and class ranking in the top ten percent of their graduating classes. The average SAT score of the 2006-07 recipients is 1194, a GPA of 4.3 on a weighted scale, and a class rank in the top 7 percent. Approximately 31 percent of the 500 recipients are male and 20 percent are minority.

The Fellows' selection process occurs at the school district and regional levels. Selection committees are composed of educational, political, and community leaders from across the state. Over 1,200 volunteers are involved each year in identifying award recipients at the local and regional levels. Since its inception in 1986, 37,486 students have applied for the Teaching Fellows Scholarship. It has become one of the most prestigious awards in North Carolina.

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

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

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

- ⇒ Providing an academically and culturally enriched program that extends well beyond the regular college program.
- ⇒ Providing opportunities and experiences that encourage the development of leaders and decision-makers.
- ⇒ Providing opportunities for building an understanding of education's place in a broader social and economic context.
- ⇒ Instilling a sense of mission, service and professionalism in the Teaching Fellows.
- ⇒ Improving the image of teacher education candidates and teacher education programs campus-wide.
- ⇒ Recruiting and retaining greater numbers of male and minority teacher education candidates in North Carolina.

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

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

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

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

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

#### SUMMER EXPERIENCES

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

The rising juniors attend a summer enrichment experience chosen from a list of over 30 options, ranging from a four-day Outward Bound Course, environmental education, wellness and relaxation workshops, and numerous opportunities for travel abroad, some including credit for study. The Fellows then attend a conference that focuses on preparing teachers to respond to the needs of a diverse student population. Outstanding teachers identified by the North Carolina Center for the Advancement of Teaching are invited to serve as facilitators and work with small groups of Fellows, discussing students' concerns related to the "real world of teaching." During the summer preceding the senior year, Fellows are required to attend an Orientation Week in a school system. This experience is designed to give students an introduction to the school system community and an understanding of the overall operation of a school district. They will interact with superintendents, curriculum supervisors, personnel directors, transportation, clerical, and custodial staff as well as teachers and local governmental bodies. In addition, this week offers opportunities to explore potential places of employment. Some school systems also offer paid internships following the

Orientation Week. The rising seniors come together for their last time as a cohort in a three-day conference around a specific theme, the most recent being, "Survive and Thrive".

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

#### SUMMARY

North Carolina has launched an exciting recruitment and retention program to ensure that its teachers are the most competent and best trained they can be. Offering comprehensive documentation and evaluation data, this program has had major significance in the state and national reform efforts to restructure teacher education. In recent years, South Carolina passed legislation authorizing a Teaching Fellows Program and federal legislation has been filed in the last two congressional sessions to implement a federal Teaching Fellows Program. The Program continues to develop leaders in education as evidenced when Laura Bilbro-Berry, a graduate of the UNC-Chapel Hill Teaching Fellows Program, and employed in Beaufort County, was named the North Carolina 2000-2001 Teacher of the Year. National recognition came to our state when Ron Clark, an East Carolina Teaching Fellows graduate, was named 2001 Disney Teacher of the Year. A Teaching Fellows graduate from UNC-Chapel Hill, Sally Hundley and her teammate were recognized as 2004 DisneyHAND Teacher Awards Honorees. Sally was also named the 2005 Region 8 Teacher of the Year. The 2004 Milken Award winners were Stephanie Lemon and Jennifer Brodeur both ECU Teaching Fellow graduates. Catherine Hazelton, currently a teacher in the Guilford County school system was the first Teaching Fellows graduate to serve as a member of the Teaching Fellows Commission. Catherine was from the entering class of 1987 and is an NCCU alumna. The current Teaching Fellows Commission members include Stephanie Lemon, an ECU Teaching Fellows alumna from the entering class of 1987, and Demond (Dee) McKenzie an NCSU Teaching Fellow graduate from the entering class of 1991. Recently, Grady Coleman Bailey, Jr., an ECU graduate from the first class of Fellows was named the Region 8 Teacher of the Year. Currently, Donald Barringer, an NCCU alumnus from the Fellows entering class of 1998, and a teacher in the Durham Public Schools, serves on the Board of Directors of the Public School Forum.

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

#### II. Expanding the Program

Looking toward academic year 2007-2008, the Teaching Fellows Commission plans to open the Fellows Program to a limited number of new institutions. All North Carolina colleges and universities with state approved teacher preparation programs that are not already participating in the program are invited to declare interest in the program by submitting a letter of intent and a proposal for a Teaching Fellows Program for the fall of 2007. All proposals submitted will be reviewed by the Commission, and up to four additional Fellows campuses will be selected prior to the screening of the Regional Finalists.

The names of the new institutions will be made available to the Regional Finalists for designation of choices of campuses for the 2007-2008 academic year. Commission Policy requires a minimum of 15 Fellows per year per campus for the new institutions. No campus may have more than 45 Fellows per class.

#### A. Teaching Fellows Expansion Procedure

1. **Time Line**: Colleges and Universities interested in participating in the Teaching Fellows Program are invited to submit a letter of intent and follow the time line. Letters of intent and/or proposal received after the deadline will not be considered by the Commission.

- July 15	Letters of invitation mailed to Chancellors/Presidents
- August 15	and the Deans/Chairs of Education.  Letter of Intent to file a RFP must be received by Teaching Fellows
8	Commission by end of the business day (5:00 pm).
- October 10	RFP received by Teaching Fellows Commission by end of the
	business day (5:00 pm).
- October 31	Teaching Fellows Commission members will approve
	up to four campuses.
- November 10	Selected campuses will be notified by certified mail.
	Other campuses will be notified by regular mail.
- December 1	Campuses notify Teaching Fellows office of choice for
	recruitment days by end of the business day (5:00 pm) by FAX.
- December 8	Meeting with the Deans and Directors at the Forum Office in Raleigh
- January 12	Regional Finalists notified by postmarked letter. Mailing
	includes names of all current and new campuses.
- Jan 27-28, 2007	Recruitment Days
- Feb 3-4, 2007	Recruitment Days
- Feb 10/Mar 3	Regional Interviews. All Finalists will be given the final
	Survey for Selection of Campus.
- March 27	Campuses notified of tentative number of Fellows enrollees for 2007-2008.

#### 2. Proposal Process

- A. Each institution intending to submit a proposal must submit a Letter of Intent to the Teaching Fellows Commission by 5:00 pm, on the close of the business day, August 15, 2006, from the Chancellor/President and the Dean of the School/College of Education or Department Chair.
- B. Each Request for Proposal for the Teaching Fellows Program must be received by the Teaching Fellows Commission by 5:00 pm on **October 10, 2006,** and must be accompanied by a plan of action that includes staffing, proposed programs for Fellows and a time line for implementing the planned activities.
- C. Each institution interested in being a Teaching Fellows campus must be accredited by both the Southern Association of Colleges (SACS) and the National Council for the Accreditation of Teacher Education (NCATE) and be approved by the State Board of Education for teacher education at the undergraduate level.

#### III. Campus Responsibility:

#### A. Administration

- 1. Assign a full-time staff member or administrator as Campus Director of the Teaching Fellows Program. The Director must be given the appropriate amount of released time to successfully direct the program. Further, the campus is expected to assume travel and lodging costs for up to five meetings annually for the Director to meet with the Commission staff to receive information and materials. The proposal shall include a description of strategies and resources to permit the Director ample time to develop and implement the Fellows Program, *i.e.*, a reduced teaching load, assignment of a graduate assistant, clerical support, office space, equipment, etc.
- 2. Provide residence hall space for Fellows in their freshman year. Many campuses house Fellows in honors and/or special halls.
- 3. Organize an inter-departmental planning and advisory committee to assist with the planning and implementation of the Fellows Program.
- 4. Provide resources and plans for recruitment efforts, particularly for males and minorities.
- 5. Develop special programs for Teaching Fellows, including seminars, field experiences, and travel opportunities.
- 6. Assist the Commission staff by providing GPA and credit hour reports, current status of students, distributing information to students in a timely manner, and keeping students aware of Commission policies.

#### B. Program

- 1. Provide pre-term programs designed to acclimate students before and during their freshman year; and seminars on such matters as money and time management, academic integrity, stress management, etc. Design programs building a sense of "belonging" and commitment to the Teaching Fellows Program. Assign sufficient people resources, *i.e.*, faculty and assistants to provide interaction with the Teaching Fellows.
- 2. Provide unique activities that will expose Teaching Fellows to cultural, multicultural, economic, political, and educational issues. Encourage students to take advantage of non-campus activities. Involve other departments in planning specific activities for the students.
- 3. Provide opportunities to expose Fellows to leaders on campus and in the community who can serve as role models. Initiate programs that will develop the individual leadership potential and skills of the Teaching Fellows. Provide special tutoring or assistance for students who experience academic difficulty, and provide special support for students having difficulty with passing the PRAXIS.

- a. Involve teachers and school officials in surrounding communities in the Teaching Fellows Program. Develop administrative or teaching internships with the public schools. Design programs that involve Fellows in the local schools, *i.e.*, tutoring observations.
- b. Provide a system that will detect possible dropouts and forewarn parents and/or sureties of students who might leave the program. Follow-up with students who have left the program to determine the reasons for withdrawal. Document efforts to discourage students from leaving the program.
- c. Provide a system of advising/counseling that will help students develop long-range goals for curriculum choices that include orderly and timely progression through the academic program in order to meet the requirements of the Teaching Fellows Program.
- d. Design campus summer experiences for sophomores.
- e. Agree to regular evaluations of the campus Fellows Program by the Teaching Fellows Commission.
- f. Private colleges and universities participating in the Fellows Program must match the state award of \$6500 per year.

#### IV. The Proposal

#### A. Definition of Key Terms

- 1. Student Seminars: Required seminars, programs or meetings, on or off campus, for the purpose of the interchange of ideas, examination of educational issues, and building a sense of belonging and commitment to the Teaching Fellows Program. Programs augment the institutional preparation program.
- 2. Leadership Development Activities: Activities which expose Fellows to leaders, on or off campus, who can serve as role models; activities designed for Fellows to explore and practice individual leadership skills.
- 3. Social Activities: Organized events designed to build relationships among all Fellows in the campus Program.
- 4. Field Trips: Travel for the purpose of experiential learning.
- 5. Cultural Experiences: Experiences designed for the development or refinement of intellectual and aesthetic understandings and attitudes.
- **6. Diversity Education:** Experiences designed to increase knowledge and awareness about and sensitivity to social and cultural diversity.
- 7. Mentor: A person who serves as a role model for personal and professional development.
- **8.** Collaboration: Cooperative efforts with local school systems and other agencies designed to assist in the professional preparation and development of Fellows.

#### Examples include:

- a. Observation: An opportunity for a Fellow to observe professional practices.
- **b.** Tutorial Opportunity: An opportunity for a Fellow to work with an individual in an educational setting in a teacher-student relationship.
- c. Internship: An additional opportunity and/or practicum, other than the student teaching requirement, for a Fellow to gain practical, supervised, professional experiences in an educational setting with or without a stipend. Guidelines are developed to assist Fellows and teachers in processing information and experiences.
- 9. Student Support: Campus-wide support, communicated in writing to Fellows, which includes academic and personal guidance, monitoring and assistance.

#### B. Format

- 1. The proposal must be presented using the format provided by the Commission. Altering placement of the items in the proposal will disqualify the proposal. The proposal should be written with **BLIND** reference to the institution throughout. Use "the institution," "the college," or "the university" for your campus name.
- 2. Each item should be addressed with as much specificity as possible.
- 3. All budget information must be presented using the budget format provided. Budget Information may be referenced in the appropriate place in the proposal, but **must** also be presented on the budget form.
- 4. Exhibit materials should be referenced in the document and placed in the appendix at the back of the proposal.
- 5. All appendix page numbers must be numbered in sequential order consistent with the numbering throughout the document.
- 6. Fifteen copies of the proposal are to be delivered to the Commission office by 5:00 pm on October 10. Any proposal received after this date/time will be disqualified. The copies should be 12-point font, single sided, and hole-punched for placement in a three-ring notebook. The notebook will be provided by the Commission. Do not put the proposal in a notebook. Do not bind with stitching, staples, or plastic spirals.

#### C. Evaluation of Proposal

- 1. Proposals will be screened for eligibility by the Commission staff. All proposals meeting eligibility requirements (deadlines, format, etc.) will be forwarded to the Teaching Fellows Commission for assessment.
- 2. Each Commission member shall read and assess each proposal independently. Each proposal shall be assessed using the Teaching Fellows Program Expansion Criteria Rating Scale as adopted in policy. The Rating Scale is included on page 20 in this document.

- 3. After review of all data, the Commission shall make its decision at the October 31, 2006, meeting. The decision will be final and will be communicated by mail postmarked November 10, 2006.
- 4. Institution personnel are requested to refrain from contacting Commission members.

As you prepare your proposal responses, pay special attention to the following campus program goals:

#### TEACHING FELLOWS PROGRAM GOALS

- 1. Providing an academically and culturally enriched program that extends well beyond the regular college program.
- 2. Providing opportunities and experiences that encourage the development of leaders and decision-makers.
- 3. Providing opportunities for building an understanding of education's place in a broader social and economic context.
- 4. Instilling a sense of mission, service and professionalism in the Teaching Fellows.
- 5. Improving the image of teacher education candidates and teacher education programs campus-wide.
- 6. Recruiting and retaining greater numbers of male and minority teacher education candidates in North Carolina.

### V. Request for Proposal for Participation as a Teaching Fellows Campus begins on page 12.

## V. NORTH CAROLINA TEACHING FELLOWS PROGRAM REQUEST FOR PROPOSAL

#### FOR PARTICIPATION AS A TEACHING FELLOWS CAMPUS

The following sets forth the criteria to be addressed by the institution wishing to participate as a Teaching Fellows campus. The proposal should be presented in the order of the Request for Proposal. Altering the placement of a criterion will disqualify the proposal. The response should be specific in terms of the strategies designed to implement each criterion. Financial and In-kind resources should be referenced under the criterion and also itemized on the budget form provided. The Request for Proposal is divided into two categories—Administration and Program. The proposal should restate each bold-faced item and present the response.

#### A. Administration

#### 1. Assignment of a Teaching Fellows Director

Describe plans for the implementation of this criterion. Specify the level of experience and status of the faculty member or administrator who will hold this position. Address adjustments made, if any, to insure that this person has adequate time to fulfill the responsibilities of the position.

#### 2. Teaching Fellows Advisory Committee

Describe the composition of this Committee and resources available for it to conduct its work. Show evidence that the composition of the Committee is interdepartmental and includes representation from each class of Fellows and local public school personnel. The Committee will meet at a time that is conducive to the time schedule to the school system.

#### 3. Graduate/Administrative Assistant and Support

Provide evidence of this support which validates the commitment of the administration to provide resources required to adequately meet the administrative responsibilities of the Program, such as record keeping, monitoring/ mentoring students, facilities, etc. Be specific as to number of persons and hours allocated.

#### 4. Recruitment Efforts

Describe how the institution's recruitment plan, in collaboration with the campus Fellows Program, will target potential Teaching Fellows, particularly minorities and males. Describe plans to collaborate with local school personnel including high school counselors, FTA chapters, Teacher Cadet Programs to recruit the minimum number of 15.

#### 5. Teaching Fellows Housing

Describe procedures a student will follow to obtain campus housing. Specify any unique features about housing for Teaching Fellows on your campus.

#### 6. Financial Aid for Teaching Fellows

Describe the procedures a Teaching Fellow will follow to receive supplemental funding. Specify if these procedures are different from the general population.

#### 7. Admissions for Teaching Fellows

Describe the procedures for admissions. Specify how the procedures will enhance and encourage the admission of Teaching Fellows. Describe any special plan for registering for courses, etc.

#### 8. Institutional Priority of Teaching Fellows Program

Describe strategies to ensure broad school support for the Fellows Program. Be specific as to how inter-departmental/inter-campus involvement is to be achieved.

#### 9. Public Relations

Describe campus efforts to inform the external community about the Teaching Fellows Program and its goals. Relate how the campus adminstration plans to initiate community presentations about the Program through civic organizations, education forms, media, etc.

#### 10. Teaching Fellows Budget

A Teaching Fellows budget which addresses the resources needed to implement the Program goals must be in place. The budget must address both financial and in-kind service allocations. Submit the information on the budget form provided. The Chancellor/President and Dean/Chair of the Education Department must sign the budget form. (separate page).

#### B. Program

#### 1. Communications

Describe plans to establish methods by which regular and consistent communications are to be carried out with the following:

- a. the Advisory Committee
- b. the Teaching Fellows
- c. the faculty (campus-wide)
- d. the Fellows Commission and/or staff

#### 2. Student Seminars/Student Mentors

Describe your plans for a formalized program for student development. Provide details about preterm programs specifically designed to acclimate Fellows before and during their freshman year. Describe plans to implement specific seminars on topics such as money/time management, honor systems, stress, sexual harassment, etc. Specify how programs will be designed to instill an *esprit de corps* among Fellows. Outline how student mentors will be used to enhance student development.

#### 3. Special Activities

Describe your plans to implement unique activities that will expose the Fellows to:

- a. cultural, multicultural, economic, political, social and educational experiences. Be specific regarding plans for a formalized multicultural education program for Fellows. Specify how this program will be interrelated to other students on campus.
- b. opportunities for field trips and travel. Indicate financial resources to underwrite the cost of these activities.

#### 4. Leadership Development

Describe plans that will develop the individual leadership potential and skills of Fellows. Define strategies to expose Fellows to Leaders on campus and in the community (local, state, national, and international) who can serve as role models. Specify how you intend to instill a sense of mission, service and professionalism in Fellows.

#### 5. Faculty Mentors/Advisors/Counseling

Describe the academic personal support system that will be in place for Fellows. Define plans to ensure long-range planning for Fellows regarding course load and sequence of courses. Describe in detail how your faculty mentor program will work.

#### 6. Monitoring Student Academic Progress

Identify systems that will be in place for early identification of Fellows in academic difficulty, including GPA and credit hours. Outline strategies for early intervention and follow-up with parents.

#### 7. Collaborative Efforts with Public Schools, (Pre-K-12)

Describe the campus and collaborative efforts with K-12 public schools. The proposal should show evidence of very early field experiences, including but not limited to opportunities, i.e.

- a. Observation
- b. Tutorial
- c. Internships
- d. Other

Also describe opportunities for Fellows to work with a public school personnel mentor. Provide evidence that teachers and school officials in surrounding communities will be involved in the Fellows Program.

#### 8. Diversity Education

Describe experiences designed to increase knowledge and awareness about and sensitivity to social and cultural diversity

#### 9. Technology Education

Provide evidence that Fellows will have opportunities to develop the knowledge and skills necessary to use technology as a tool for personal and professional needs. Such opportunities include, but are not limited to, introduction to technology terminology and operation, the role and uses of technology in society, including current ethical issues, and using technology as a tool for learning and instruction in the classroom.

#### VI. Accreditation/State Approval and Licensure Information

- A. Give evidence of standings with the Southern Association of Colleges and Schools (SACS) the National Council for the Accreditation of Teacher Education (NCATE) and the State Board of Education. Provide the following information for each:
  - 1. Date of last visit, date of next visit
  - 2. Accreditation and/or approval rating
  - 3. Any deficiencies noted
- B. Provide PRAXIS scores of teacher education graduates for the last three years.
- C. Provide numbers and areas of licensure for teacher education graduates for the

last three years.

- D. Provide evidence of placement of teacher education graduates in the public schools for the last three years.
- E. Provide evidence of follow-up with teacher education graduates through the New Teacher Induction Program.

#### VII. Private Colleges and Universities

Private institutions must provide an explanation of how they intend to provide the match for the State award of \$6500.

#### VIII. Letters of Support

The proposal should be accompanied by letters of support from:

- A. The Chancellor/President
- B. The Academic Dean
- C. Dean/Chairperson of Education Department
- D. Others (no more than 2)

#### IX. Most Recent IHE Report Data Specific to Your Institution

#### x. Teaching Fellows Program Budget

\* Note: In order to preserve the integrity of the BLIND assessment, this page will be separated from your Request for Proposal before it is sent to the Teaching Fellows Commission members for review.

Institution:
Name of Person Completing the Budget Report:
Position of Person Completing the Budget Report:
If not the Dean/Chair of Education, did that person have input into this Budget?
YESNO
Signature of Dean/Chair or Chancellor/President
Date Completed

#### X. Teaching Fellows Program Budget

Note: The information provided on the previous page will be inserted here if the institution is selected as a participating campus in the Teaching Fellows Program.

I. BUDGETED MONIES (Give only actual dollars in this section, not in-kind. If an item in this section is in-kind simply write "in kind" on the line; do not give an amount.)

A. Administration Budget		Projected Appropriation			
4.70					
1. Personnel	T 1 1 11 C+ CO				
(Staffing Time and Costs –	Includes all Staff)				
	(0/ 0/1	0/\			
a. Director Salary	(% of time:	%)			
b. Other Staff salaries:		- 43			
Position:	(% of time :	%)			
Position:	(% of time:	%	(I <del></del>		
Position:	(% of time :	%)	1		
c. Student wages:					
Work study (federal) Hours	s per week:				
Work assistant Hours per v	veek:				
Graduate Assistant Hours	per week				
Other:					
			.,,		
		Subtotal			
2. Support for Office					
(Where equipment is listed,	indicate access and	74			
level of access. If budgete					
so indicate.)	·				
Supplies and Materials					
Real Property			( <del></del>		
Computer			3-10-		
Copier					
Equipment					
Telephone(s)			-		
Utilities			8======		
Postage					
Other					
		Subtotal			

3.	Administrative Support for Program Staff Travel-lodging and meals			
	a. In-state			
	b. Out-of State			
	Student Travel-lodging and meals:			
	a. In-State			
	b. Out-of-State			
	Telephone		-	
	Postage: bulk mailings		-	
	Photocopying; duplicating		*	
	Printing and Binding			
*	Registration fees (conferences)		-	
	Repair and maintenance			
	(Note: This may include charges for		-	
	repairing hardware, phones, etc.)			
	Newspaper advertising			
	Film processing			
	Other Fixed Charges			
	Office equipment		- 1	
	Computer hardware/software			
	Computer hardward software	Subtotal	-	
		Subtotal		-
4.	Fixed Charges			
	Equipment rental			
	Periodicals and subscriptions		,———	
	Dues			
	Maintenance contracts			
	Educational equipment			
	Books and journals		(	
	Other Specify:		-	
	Carol Specify.			
		Subtotal		
<b>5</b>	Administrative Support	ÿ.		
	Advisory Committee			
	Recruitment			
1	Cectuliment			
		G-14-4-1		
		Subtotal		-
Pr	ogram Budget			
1.	Communications			
	Newsletter			
	Other			
			7	
		Subtotal		

B.

,	2. Student Development		
	Seminars		
	Student Mentors	<del>,</del>	
	Special Activities		
	Cultural	-	
	Multicultural	3	
	Social (Receptions, dinners, etc.)	<del> </del>	
	Meetings, special events	\$	
	ivioduiigs, special events		
	9	Subtotal	<del> </del>
,	3. Support Systems		
•	Faculty Mentors		
	Advisors	ä	
	Academic Monitoring		
		Subtotal	
			¥
4	4. K-12 Collaboration		
		Subtotal	<u> </u>
4	5. Additional Support		
Ì	Support from Dean		
	Support from Chancellor/President		
	Support from Admissions		
	Support from Financial Aid	<del></del> 2	
	±K.	Subtotal	
		Total Projected Appropriations	
2		(include actual dollar amounts only)	
TT	In Kind Sarvices/Support		
11.		ributions from any sources that support the	
		7 7 12	
	_		
	•	· · · · · · · · · · · · · · · · · · ·	
II.	campus program beyond the require funds from the Fell commitment from the camp with a financial commitment include faculty/staff time, s	Subtotal  Total Projected Appropriations	

#### TOTAL IN-KIND SUPPORT:

additional sheet/s to identify specific items including

CONTRIBUTOR(s) giving service provided and estimated amount.

þ	)				
					_

#### XI. Program Expansion Criteria Rating Scale

45.7 The following is the Teaching Fellows Program Expansion Criteria for selection of hosting colleges and universities: Rating Scale: 1-Weak, 2-Fair, 3 Good, 4-Very good, 5-Superior

	Rating 1-5
1. Administrative Program Support:	
The proposal clearly defines the administrative	
support, including staff, financial resources, equipment, facilities, etc.,	
necessary to provide an academically and culturally enriched preparation	
program that extends well beyond the regular college program. The	
program provided has the potential to change teacher preparation for all	
students on this campus. Private institutions adequately cover the	
differential in the state award and tuition, fees, room and board.	
2. Leadership Training:	
The proposal outlines specific approaches designed to develop leadership	
skills. It includes extensive use of business models, faculty mentors, and	
practitioners. The program encourages the development of Teaching	
Fellows as educational leaders in the school and the community.	
3. Greater Critical Issues Focus:	
The proposal presents a program with opportunities for broad exposure to	
issues of state and work economy, state and world critical issues. The	
program provides opportunities for building an understanding of	
education's place in a broader social, economic and multicultural context.	
4 Mining Coming and Professionalisms	
4. Mission, Service, and Professionalism  The proposal includes unique activities which include opportunities for	
Fellows to develop a sense of mission, service and professionalism. The	
activities included seminars, field trips, cultural and multicultural	
experiences, Opportunities are evident for networking that will allow and	
encourage esprit de corps among the Fellows. There are specific plans to	
develop extensive collaborative K-12 efforts that provide opportunities for	
tutorial, internship, and observation experiences which enhance the sense	
of professionalism.	
or professionansm.	
5. Support of Total Student Development:	
The proposal provides systems for advising/mentoring/ counseling which	
support a formalized plan of total student development. The plan includes	
support and coaching in regard to study habits, social development,	
personal health and academic advising.	
6. Recruitment Plan:	
The proposal sets forth a comprehensive plan that will permit the campus	
to recruit the minimum number of students required to be in the Fellows	
Program. The plan has strategies which target the recruitment of males	
and minorities.	
7 Letters of Supports	
7. Letters of Support: The proposal includes letter of support from the Chancellor/President,	
Academic Dean, Dean/Chairperson of Education Department and others.	
8. Budget: The proposed budget appears to provide the needed financial	4
resources for the program as presented.	
Overall Rating:	
This rating will be used to determine the composite score for the	
institution applying for participation in the Teaching Fellows Program.	
(The score is <u>not</u> an average of the criterion ratings.)	
In determining the composite score, the Commission will consider	
specificity of plans for each criterion, financial/human resources provided,	
types of accreditation, timelines, as well as all other materials presented in	
he proposal.	



The Teaching Fellows Commission sent letters of invitation to apply to the Teaching Fellows Program to the Chancellors/Presidents and Deans of Education of all public and private institutions not in the program on July 15, 2006.

#### Institutions Submitting Letter of Intent to File RFP

(By August 15, 2006)

Campbell University Catawba College Elizabeth City State University Fayetteville State University Gardner-Webb University Greensboro College High Point University Johnson C. Smith University Lenoir-Rhyne College Mars Hill College Methodist College Pfeiffer University Queens University of Charlotte St. Augustine's College Salem Academy and College Wingate University Winston-Salem State University

Institutions Selected by the Teaching Fellows Commission (On October 31, 2006)

Campbell University Elizabeth City State University Lenoir-Rhyne College Queens University of Charlotte

#### Institutions Submitting Request for Proposal (By October 10, 2006)

Campbell University
Catawba College
Elizabeth City State University
Fayetteville State University
Gardner Webb College
High Point University
Lenoir-Rhyne College
Mars Hill College
Pfeiffer University
Queens University of Charlotte
Salem Academy and College
Wingate University
Winston Salem State University

#### **Status of New Campuses in 2007-2008**

The selection process for 2007-08 school year concluded on March 3 with the last interviews. The Teaching Fellows Commission met on March 13, 2007, to select the 500 Teaching Fellows recipients and to designate 150 alternates. The number of alternates was increased due to the decrease of the maximum cohort number from 60 to 45. The staff may award to alternates through December 31, 2007.

The Teaching Fellows Commission's policy (45.4) requires that the new campuses (Campbell University, Elizabeth City State University, Lenoir-Rhyne College, and Queens University of Charlotte) have a beginning freshman class of 15 students. No campus may have more than 45 Fellows in a cohort. Staff will not know final numbers for each of the four new campuses until all 500 recipients are placed.

At its March 13<sup>th</sup> meeting, the Commission voted to permit new campuses that had at least twelve Fellows to begin the 2007-08 year with the understanding that each campus must achieve a minimum of 15 Fellows for 2008-09 to remain in the Program.

In addition, the Commission voted to permit a campus that did not have at least 12 Fellows to remain in the Teaching Fellows Program and have school year 2007-08 to recruit a minimum cohort of 15 Fellows for 2008-09. The four new campuses were at a disadvantage in that they were not selected until after the application materials were printed. The campus selection process was not completed until October 30, 2007.

## Section 7 Commission & Staff

# NC TEACHING FELLOWS COMMISSION MEMBERS March 9, 2007

Current Term of Office 07/01/2003 - 06/30/2007 07/01/2003 - 06/30/2007 06/30/2006 - 07/01/2010 07/01/2004-06/30/2008 Serves at the Pleasure Serves at the Pleasure Pres. Pro Tem/Governor 07/01/2004-6/30/2008 07/01/2005-6/30/2009 07/01/2004-6/30/2008 07/01/2005-6/30/2009 07/01/2005-6/30/2009 of the Lt. Governor of SBE Chair Speaker/Governor Speaker/Governor State Board of Ed. Appointment Pres. Pro Tem Pres. Pro Tem Lt. Governor Governor **Governor** Зоvетог Speaker roby.shore@firstcitizens.com colleenlanier@bellsouth.net norwooj@bellsouth.net (919) 854-1718 dmckenzie@wcpss.net mamamo@yadtel.net shorerf@aol.com (h) Sburg346@aol.com Fax #'s and Email dowtd@hotmail.com is1723@yahoo.com fhmia@msn.com clittle4@cox.net (704) 554-9895 (704) 282-4058 (704) 861-0140 (336) 768-7879 (919) 419-9585 (704) 333-2870 (252) 514-6654 (704) 554-9893 (h) (704) 554-9894 (w) (704) 533-3104 (cell) (704) 333-2874 (h) (704) 277-3143 (cell) Winston-Salem, NC 27106 (336) 768-7879 (h) (336) 413-1053 (cell) (252) 514-6688 (252) 671-9426 (cell) (919) 768-1070 (h) (919) 949-5960 (cell) (919) 749-8986 (cell) (704-219-8840 (cell) (919) 552-8815 (h) (919) 854-1694 (w) (252) 514-2123 (h) (704) 283-4527 (h) (704) 282-4030 (w) (704) 865-2152 (h) (828) 586-5040 (h) Secretary: Donna 336-751-5680 (h) (336) 297-0362 (336) 362-5654 Telephone Charlotte, NC 28210-1858 Fuquay Varina, NC 27526 Monroe, NC 28111-5004 Greensboro, NC 27407 Cullowhee, NC 28723 Mocksville, NC 27028 New Bern, NC 28562 Gastonia, NC 28054 Charlotte, NC 28203 **Durham**, NC 27709 Monroe, NC 28110 **Durham**, NC 27707 Sylva, NC 28779 City, State, Zip First Citizens Bank POB 5004 (w) 5306 Woodridge Drive (h) 4125 Pin Oak Ct. P.O. Box 110105 (mail) 1246 Millerwood Drive P.O. Box 1595 (mail) 111 Jefferson Street 1202 Pepper Hill Rd. Mr. Demond McKenzie 2800 White Rail Dr. 7026 Ballentyne Ct. 200 Creekview Rd 295 W. Church St. 1333 Carlton Ave. 545 Owens Drive 237 Airy Ln. Address Mr. Vernon Thompson Ms. Stephanie Lemon Mrs. Susan Burgess Mrs. Colleen Lanier Dr. Thomas Dowell Mr. Franz Holscher Dr. Jane Norwood Dr. LeRoy Walker resigned 3/30/07 Mr. Roby Shore Mrs. Linda Little resigned 1/6/07 Name



Organizational Chart for the NC Teaching Fellows Program
All staff are employees of the Public School Forum. All except Hanford, Ancelet,
Jordan, and Norris are assigned full-time to the Teaching Fellows Program.
Part-time Help work only as needed for special projects.

Jo Ann Norris
Associate Executive Director, Public School Forum
Administrator, NC Teaching Fellows Program

Gladys Graves Director NC Teaching Fellows Program

Danny Bland
Director
Teacher Recruitment

Melissa Churchwell Coordinator of Special Programs NC Teaching Fellows Program

Lara Nowell Coordinator of Information Services NC Teaching Fellows Program

Lynne Stewart
Program Officer
NC Teaching Fellows Program

Holly King Administrative Assistant NC Teaching Fellows Program

Nita Hanford Business Manager Public School Forum Kendall Jordan
Director of Research
Public School Forum

Claire Ancelet
Receptionist
Public School Forum