

October 15, 2019

North Carolina Joint Legislative Education Oversight Committee
North Carolina General Assembly Legislative Building
16 West Jones Street
Raleigh, NC 27601

Dear Committee Members,

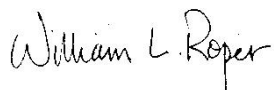
I submit the attached report regarding the Future Teachers of North Carolina (FTNC) Program to the Joint Legislative Education Oversight Committee on behalf of the University of North Carolina System (UNC System). As required by G.S. 116-41.32, this report includes information on the following:

- 1) Total number and names of local school administrative units with high schools participating in FTNC, partner institution of higher education for each high school, and number of sections of the course being offered at each high school.
- 2) Demographic information of students enrolled in FTNC courses.
- 3) Percentage of students who, after completing the course, reported the course had a positive impact on their perception and understanding of the teaching profession, and confirmed their plans to choose teaching as a profession.
- 4) Percentage of students who completed an FTNC course who received dual credit for successful completion of the course, by institution.
- 5) Percentage of students who completed an FTNC course who applied for admission into an educator preparation program, by institution.
- 6) Number of teachers provided professional development for FTNC.

Administered by the UNC System Office, the Future Teachers of North Carolina Program is a collaborative partnership between North Carolina Agricultural & Technical State University, the University of North Carolina at Wilmington, Western Carolina University, and the North Carolina Department of Public Instruction, and is designed to promote teaching as a career pathway. FTNC creates opportunities for exceptional high school juniors and seniors to enroll in college-level education courses in their respective high schools as an introduction to the teaching profession.

This initiative is a key strategy for addressing the state's critical teacher shortage and furthering the UNC System's strategic plan, which calls on us to provide high quality teaching and learning in every corner of the state. I look forward to continuing to collaborate with the General Assembly on behalf of the students of North Carolina.

Respectfully,



William L. Roper
UNC System Interim President



ANNUAL REPORT ON THE FUTURE TEACHERS OF NORTH CAROLINA PROGRAM

October 15, 2019

University of North Carolina System Office
Chapel Hill, North Carolina

Introduction

Session Law 2017-57, Section 10.9.(a), codified as G.S. 116-41.30, *et seq.* of the North Carolina General Statutes, provides for the establishment of the Future Teachers of North Carolina Program (FTNC). As required by G.S. 116-41.32, the University of North Carolina System Office submits the following report on FTNC. The section reads as follows:

The University of North Carolina General Administration shall report annually, beginning October 15, 2019, on the following:

- (1) Total number and names of local school administrative units with high schools participating in FTNC, total number and names of high schools offering FTNC, partner institution of higher education for each high school, and number of sections of the course being offered at each high school.
- (2) Demographic information of students enrolled in FTNC courses.
- (3) Percentage of students who, after completing the course, reported the following:
 - a. The student plans to choose teaching as a profession.
 - b. The course was very or somewhat effective in helping the student formulate a positive perception of the education profession.
 - c. The coursework and activities increased the student's knowledge of the teaching profession and other careers in education.
 - d. The field experience helped the student understand the many factors that contribute to effective teaching.
- (4) Percentage of students who completed an FTNC course who received dual credit for successful completion of the course, by institution.
- (5) Percentage of students who completed an FTNC course who applied for admission into an educator preparation program, by institution.
- (6) Number of teachers provided professional development for FTNC.

Progress in Implementation of Future Teachers of North Carolina

The purpose of FTNC is to promote teaching as a career pathway by providing opportunities for high-achieving high school juniors and seniors to enroll in college-level education courses in their respective high schools, and to gain early exposure to teaching as a profession. To accomplish this mission, the University of North Carolina System Office, in collaboration with North Carolina Agricultural & Technical State University, the University of North Carolina Wilmington, Western Carolina University, and the Division of Career & Technical Education at the North Carolina Department of Public Instruction (NC DPI), has engaged in planning activities to identify program leadership, select program sites, develop FTNC curricula, and offer professional development to participating teachers across North Carolina.

The FTNC program exposes high school students to a challenging curriculum, which includes courses focused on pedagogy and the profession of teaching, as well as a field experience component. Selected high school teachers in students' respective high schools teach the courses. Participating schools are required to offer the full sequence of courses during the academic year. In the Teaching as a Profession I (TAP I) course, students examine aptitudes for teaching, learner needs and development, as well as the history, trends, and governance of education. In the Teaching as a Profession II (TAP II) course, students are exposed to the many facets of education through class discussion, observation, and a field experience in public school classrooms¹.

¹ Due to scheduling concerns presented by the internship requirement and low student enrollment, TAP II was not offered by all participating schools.

FTNC Sites & Course Offerings

During the 2018-2019 academic year, 14 high schools across 14 local school administrative units participated in FTNC. There were 16 sections of TAP I offered in Fall 2018 and 14 sections of TAP II offered in Spring 2019 across all high schools (see Table 1).

Table 1. 2018-2019 FTNC Sites and Course Offerings

Local School Administrative Unit	Participating High School	Number of Course Sections Offered for TAP I	Number of Course Sections Offered for TAP II	Partnering Institution of Higher Education
Ashe County Schools	Ashe County High School	1	1	Western Carolina University
Cabarrus County Schools	Concord High School	2	1	North Carolina Agricultural & Technical State University
Davidson County Schools	North Davidson High School	1	0	North Carolina Agricultural & Technical State University
Davie County Schools	Davie County High School	1	1	North Carolina Agricultural & Technical State University
Gaston County Schools	East Gaston High School	1	1	Western Carolina University
Hoke County Schools	Hoke County High School	1	1	University of North Carolina Wilmington
Jackson County Schools	Smoky Mountain High School	1	1	Western Carolina University
Johnston County Schools	Clayton High School	1	1	University of North Carolina Wilmington
McDowell County Schools	McDowell High School	1	1	Western Carolina University
Moore County Schools	Pinecrest High School	1	1	North Carolina Agricultural & Technical State University
NC Leadership Charter Academy	NC Leadership Charter Academy	1	1	North Carolina Agricultural & Technical State University
Person County Schools	Person High School	1	1	North Carolina Agricultural & Technical State University

Table 1 (continued).

Local School Administrative Unit	Participating High School	Number of Course Sections Offered for TAP I	Number of Course Sections Offered for TAP II	Partnering Institution of Higher Education
Randolph County Schools	Trinity High School	2	1	North Carolina Agricultural & Technical State University
Wake County Schools	Panther Creek High School	1	2	North Carolina Agricultural & Technical State University

For the 2019-2020 academic year, 20 high schools across 17 local school administrative units will participate in FTNC. There are currently 23 sections of TAP I scheduled for Fall 2019 and 25 sections of TAP II scheduled for Spring 2020 across all high schools (see Table 2).

Table 2. 2019-2020 FTNC Sites and Course Offerings

Local School Administrative Unit	Participating High School	Number of Course Sections Offered for TAP I	Number of Course Sections Offered for TAP II	Partnering Institution of Higher Education
Ashe County Schools	Ashe County High School	1	1	Western Carolina University
Burke County Schools	Robert L Patton High School	1	1	Western Carolina University
Cabarrus County Schools	Concord High School	1	2	North Carolina Agricultural & Technical State University
Catawba County Schools	Fred T Foard High School	1	1	Western Carolina University
Davie County Schools	Davie County High School	1	1	North Carolina Agricultural & Technical State University
Elkin City Schools	Elkin High School	1	4	North Carolina Agricultural & Technical State University
Franklin County Schools	Louisburg High School	1	1	North Carolina Agricultural & Technical State University
Gaston County Schools	East Gaston High School	2	1	Western Carolina University
Gaston County Schools	Cherryville High School	1	1	Western Carolina University
Guilford County Schools	Ben L. Smith High School	2	1	North Carolina Agricultural & Technical State University

Table 2 (continued).

Local School Administrative Unit	Participating High School	Number of Course Sections Offered for TAP I	Number of Course Sections Offered for TAP II	Partnering Institution of Higher Education
Hoke County Schools	Hoke County High School	1	1	University of North Carolina Wilmington
Jackson County Schools	Smoky Mountain High School	1	1	Western Carolina University
Johnston County Schools	Clayton High School	1	1	University of North Carolina Wilmington
Moore County Schools	Pinecrest High School	1	0	North Carolina Agricultural & Technical State University
NC Leadership Charter Academy	NC Leadership Charter Academy	1	0	North Carolina Agricultural & Technical State University
Randolph County Schools	Trinity High School	2	1	North Carolina Agricultural & Technical State University
Randolph County Schools	Southwestern Randolph High School	1	1	North Carolina Agricultural & Technical State University
Vance County Schools	Vance County High School	1	2	North Carolina Agricultural & Technical State University
Wake County Schools	Panther Creek High School	1	2	North Carolina Agricultural & Technical State University
Wake County Schools	Fuquay-Varina High School	1	2	North Carolina Agricultural & Technical State University

Student Demographic Information

In Fall 2018, 176 students enrolled in the Teaching as a Profession I course. In Spring 2019, 130 students enrolled in the Teaching as a Profession II course. Student demographic information for each course is summarized below (see Tables 3 and 4):

Table 3. Student Demographic Information for Teaching as a Profession I

Race/Ethnicity	Percentage of Students
Asian	4.0
Black	8.0
Hispanic	12.5
Pacific Islander	1.1
White	71.6
Multiracial	2.3
Indian	0.6
Gender	Percentage of Students
Male	13.6
Female	86.4

Table 4. Student Demographic Information for Teaching as a Profession II

Race/Ethnicity	Percentage of Students
Asian	5.4
Black	6.9
Hispanic	22.3
Pacific Islander	1.5
White	67.7
Multiracial	3.9
Indian	0.0
Gender	Percentage of Students
Male	10.8
Female	89.2

Program Impact

The University of North Carolina System Office developed an FTNC Course Evaluation for TAP I and TAP II. The evaluation was designed to obtain student perceptions of the FTNC program and coursework, as well as the impact of the program on their knowledge of the teaching profession, perception of the education profession, and plans to choose teaching as a profession. The course evaluation was administered to 96 students (74% response rate) via an online survey at the conclusion of the Teaching as a Profession II course in the Spring of 2019. On the course evaluation, students were asked to report their level of familiarity with key course concepts and evidence-based factors that contribute to effective teaching. The course concepts and mean scores for student responses are summarized below (see Table 5).

Table 5. FTNC Course Concepts

FTNC Curriculum Concepts	Mean Level of Familiarity (Scale of 1-5)
Culturally responsive instruction	4.3
Instructional strategies to support diverse learners	4.6
Appropriate use of education technology to enhance teaching	4.7
Strategies for collaboration with students, families, and communities	4.6
Strategies for developing a positive learning environment	4.8
The influence of philosophies of education in shaping instruction	4.6
The role of professional ethics in decision making	4.6
Significant events that have shaped the evolution of teachers	4.5
Characteristics of teacher leaders	4.7
Policies and practices impacting special populations	4.4
Inclusion of students with exceptionalities	4.7
<u>Points Scale:</u> 1=Not at all Familiar 2=Slightly Familiar 3=Somewhat Familiar 4=Moderately Familiar 5=Extremely Familiar	

The student course evaluation survey indicated the following:

Upon completion of the program:

- 84% of students reported they were either *Very or Extremely Likely* to pursue a career in

teaching;

- 92% of students agreed that teaching is a rewarding and fulfilling career choice;
- 98% agreed that teachers make a positive difference in students' lives and society; and
- 74% of students agreed that teaching is the best future career for them.

When asked specifically about program coursework and classroom activities:

- 94% of students reported the FTNC coursework increased their knowledge of the teaching profession and other careers in education;
- 95% of students reported the FTNC coursework helped them to better understand the professional roles and responsibilities of a teacher; and
- 89% of students reported the FTNC coursework was helpful in preparing them for a career in the field of education.

With regard to the required FTNC field experience:

- 96% of students reported the field experience increased their knowledge of the teaching profession and other careers in education;
- 98% of students reported the field experience helped them to better understand the professional roles and responsibilities of a teacher; and
- 94% of students reported the field experience was helpful in preparing them for a career in the field of education.

FTNC Course Credit

During the 2018-2019 academic year, 73% of students in TAP I and 72% of students in TAP II were eligible for dual credit upon successful completion of the course. Data on the number of students who received dual credit upon enrollment into UNC System institutions is not yet available for reporting.

FTNC Admissions into Educator Preparation Programs

Overall, 80% of FTNC students reported planning to major in education and 55% reported applying for a program of study that would prepare them for admission into an educator preparation program as pre-majors. FTNC students provided several reasons for not applying for admission into an educator preparation program including: not yet having applied to college, uncertainty about future career path, plans to attend a community college, lack of familiarity with educator preparation programs, and plans to apply to an educator preparation program that admits students after their sophomore year. It is important to note that several FTNC students were high school juniors and were not yet eligible to apply for college. Actual admissions data will be available from UNC System institutions once FTNC students have completed the minimum university course requirements and met the required standards for admission into an educator preparation program, which typically occurs in the junior or senior year of study at an institution. According to this timeline, the first actual admissions data will be available for reporting during the 2021-2022 academic year.

FTNC Professional Development

During the fall of 2018, FTNC leaders facilitated a professional development session where IHE faculty provided training to the first cohort of participating teachers. The training session included a review of curriculum content, and an overview of teaching strategies and curriculum resources. Fourteen teachers attended the professional development session.

In the summer of 2019, FTNC program leaders facilitated an additional training session for the first cohort of teachers, as well as new teachers planning to teach FTNC courses for the 2019-20 academic year. In addition to reviewing curriculum content, this training provided the opportunity to network and share best practices for delivering FTNC curricula. Twenty teachers attended this professional development event.

Next Steps

The second year of program implementation for FTNC is well underway. FTNC program staff continues to work to ensure the program best meets the needs of participating students and teachers and meets stated goals.

The next annual report for the Future Teachers of North Carolina Program must be submitted by October 15, 2020.