



THE UNIVERSITY OF NORTH CAROLINA SYSTEM

NORTH CAROLINA TEACHING FELLOWS PROGRAM: ANNUAL REPORT

January 1, 2019

University of North Carolina System
Chapel Hill, North Carolina

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Introduction

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

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

Per G.S. 116-209.62(f), the Commission was directed to evaluate educator preparation programs on the following metrics:

- (1) Demonstrates high rates of educator effectiveness on value-added models and teacher evaluations, including using performance-based, subject-specific assessment and support systems, such as edTPA or other metrics of evaluating candidate effectiveness that have predictive validity.
- (2) Demonstrates measurable impact of prior graduates on student learning, including impact of graduates teaching in STEM or special education licensure areas.
- (3) Demonstrates high rates of graduates passing exams required for teacher licensure.
- (4) Provides curricular and co-curricular enhancements in leadership, facilitates learning for diverse learners, and promotes community engagement, classroom management, and reflection and assessment.
- (5) Requires at least a minor concentration of study in the subject area that the candidate may teach.
- (6) Provides early and frequent internship or practical experiences, including the opportunity for participants to perform practicums in diverse school environments.
- (7) Is approved by the State Board of Education as an educator preparation program.

The Commission worked to develop an application that aligned to the criteria listed above, as well as a scoring rubric for evaluating each application component. 16 IHEs submitted applications and in November 2017, the following five institutions were selected: Elon University, Meredith College, North Carolina State University, the University of North Carolina at Chapel Hill, and the University of North Carolina at Charlotte. The Commission is also responsible for setting the minimum eligibility criteria for prospective applicants, evaluating applications, presiding over finalist interviews, and making final decisions regarding Teaching Fellows awards each year.

The 2017-2018 Teaching Fellows application opened on December 4, 2017, with an application deadline of January 15, 2018. For the 2017-2018 cycle, a total of 232 applications were received. After an initial review, applicants progressed to finalist interviews, which were held in six locations (Wilmington, Washington, Raleigh, Winston-Salem, Charlotte, and Clyde) around the state over two weeks. Online interviews were also provided. On April 1, 2018, the NC Teaching Fellows Commission offered awards to 110 applicants, and 74 moved forward to be formally named as a North Carolina Teaching Fellow for the 2018-2019 academic year.

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Reporting Requirements

This report has been prepared as prescribed by G.S. 116-209.62(j). However, because the first class of Teaching Fellows started in the 2018-2019 academic year, this report cannot yet include data from program graduates as prescribed in 116-209.62(j)(2), (2a), and (3) below.

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

Data Reporting

The data below reflects the first class of Teaching Fellows after the first full year of program implementation. Please note that percentages have been rounded.

Demographic Information

Table 1: Teaching Fellows by Gender

	Number	Percentage
Male	13	18%
Female	61	82%

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Table II: Teaching Fellows by Race

	Number	Percentage
African American	4	5%
American Indian/Alaska Native	1	2%
Asian/Pacific Islander	4	5%
Hispanic/Latino	4	5%
White/Caucasian	61	83%

Program & Licensure Area Information

Table III: Teaching Fellows by Institution

	Number	Percentage
Elon University	8	11%
Meredith College	7	9%
North Carolina State University	25	34%
UNC Chapel Hill	15	20%
UNC Charlotte	19	26%

Table IV: Teaching Fellows by Intended Licensure Area

	Number	Percentage
STEM	53	72%
Special Education	21	28%

Next Steps

The second year of program implementation for Teaching Fellows is well underway. On October 1, 2018, the 2018-2019 Teaching Fellows application was made available at www.ncteachingfellows.com. Applications will be accepted until Monday, January 7, 2019, and the second class of North Carolina Teaching Fellows will be selected by the NC Teaching Fellows Commission no later than April 1, 2019. Finalists who are selected and offered an award will have until Monday, June 3, 2019 to sign the promissory note to formally accept the terms of the forgivable loan.

While increasing gender and racial diversity remains a challenge for educator preparation programs around the nation, the membership of the Teaching Fellows Commission has identified this as a key priority as the program moves forward, proactively working to align with efforts already underway at Teaching Fellows partner institutions and other UNC EPPs.

The next annual report from the North Carolina Teaching Fellows Program must be submitted by January 1, 2020.

