



# Teacher trends in North Carolina

October 2, 2022



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National Council on Teacher Quality

## Getting a clear picture

The importance of collecting data, and what the data tells us about North Carolina's teacher supply

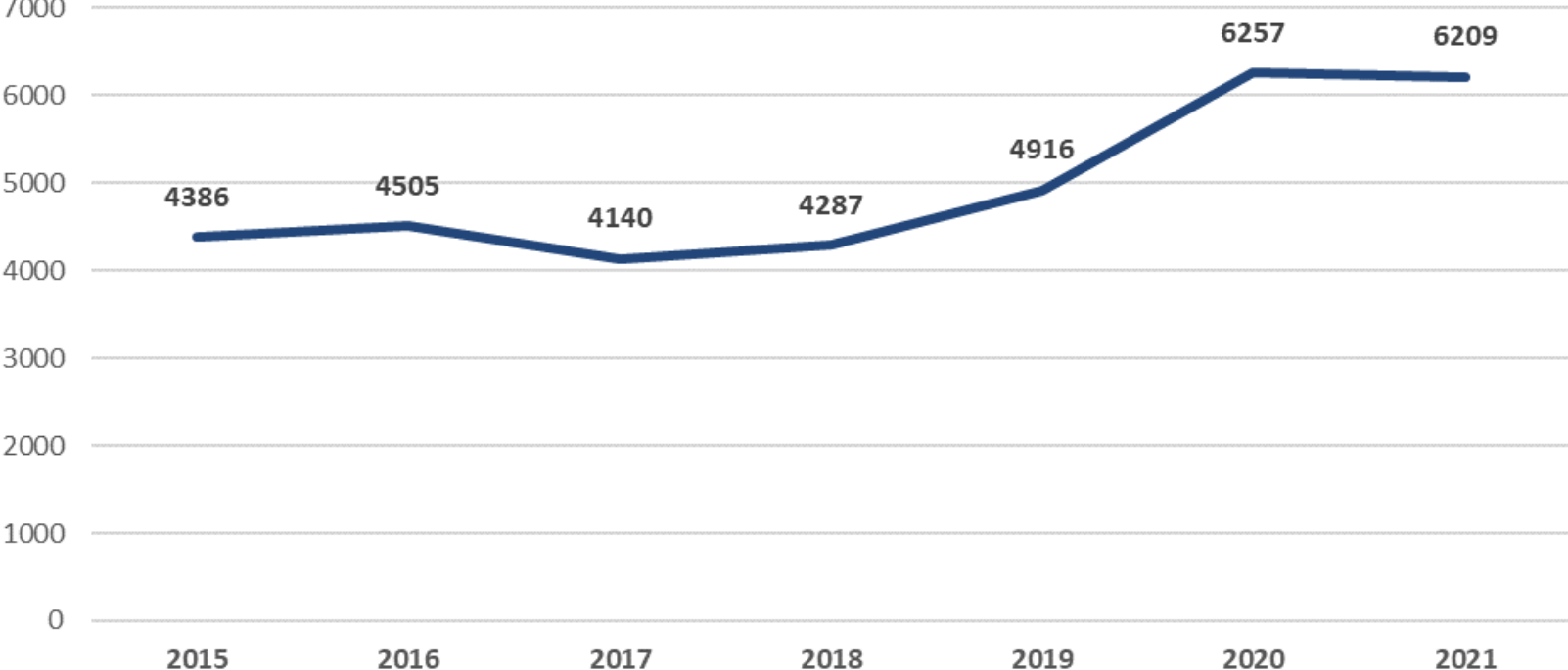
## North Carolina gathers and publishes data critical to understanding its teacher pipeline

- ✓ NC collects & publishes teacher supply data  
(including by pathway, certification area, and institution)
- ✓ NC collects & publishes teacher demand data  
(including # of teachers in the employed workforce, vacancy rates, # of new hires, and # of teachers being assigned outside their certification areas)
- ✓ NC disaggregates supply & demand data (e.g., by certification area, at district or regional level)
- ✓ NC has the data needed to connect supply & demand data to allow reporting on teacher shortages

# North Carolina's enrollment in prep programs has increased steadily

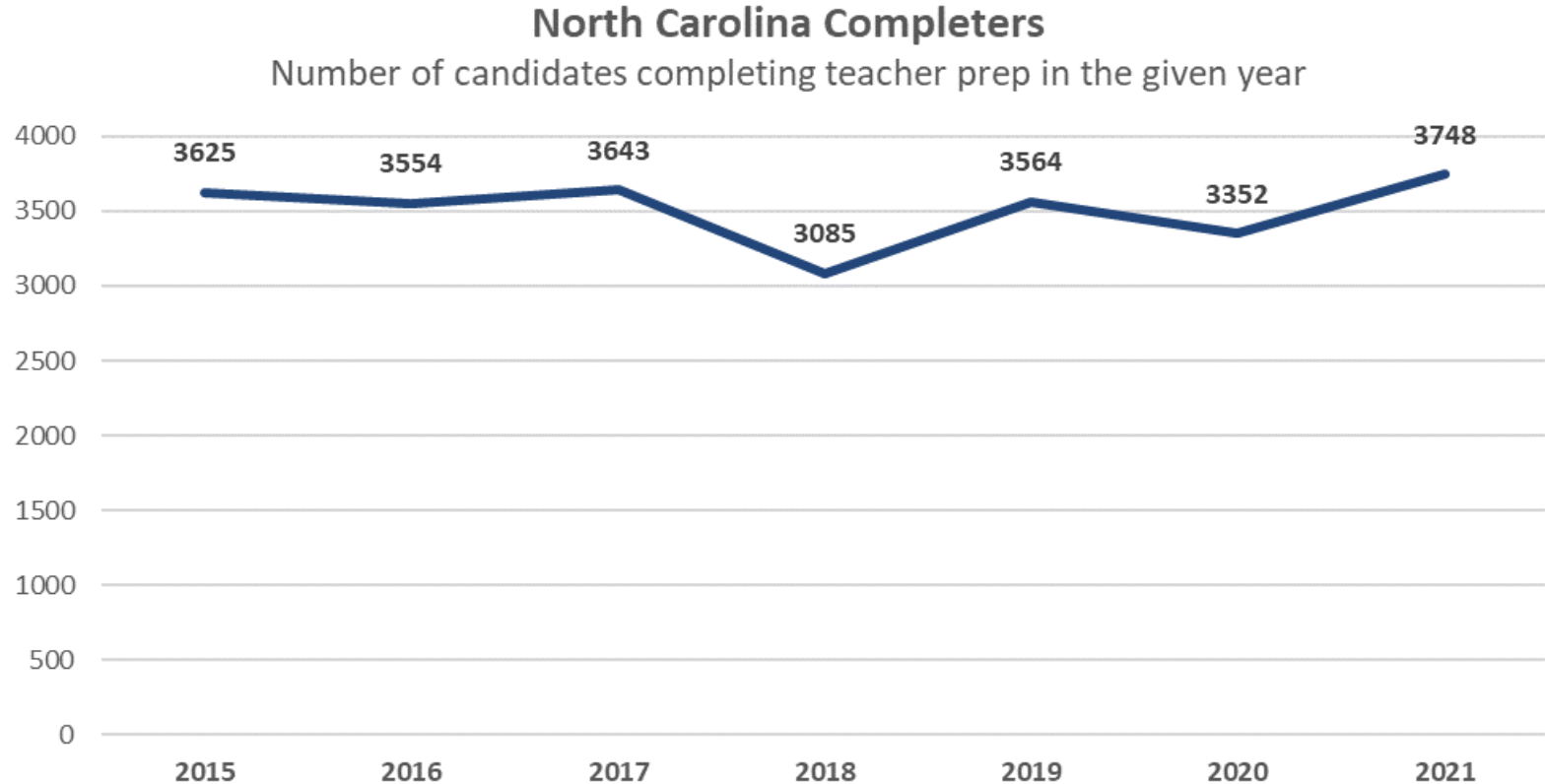
## North Carolina Admissions

Number of candidates in their first year of teacher prep



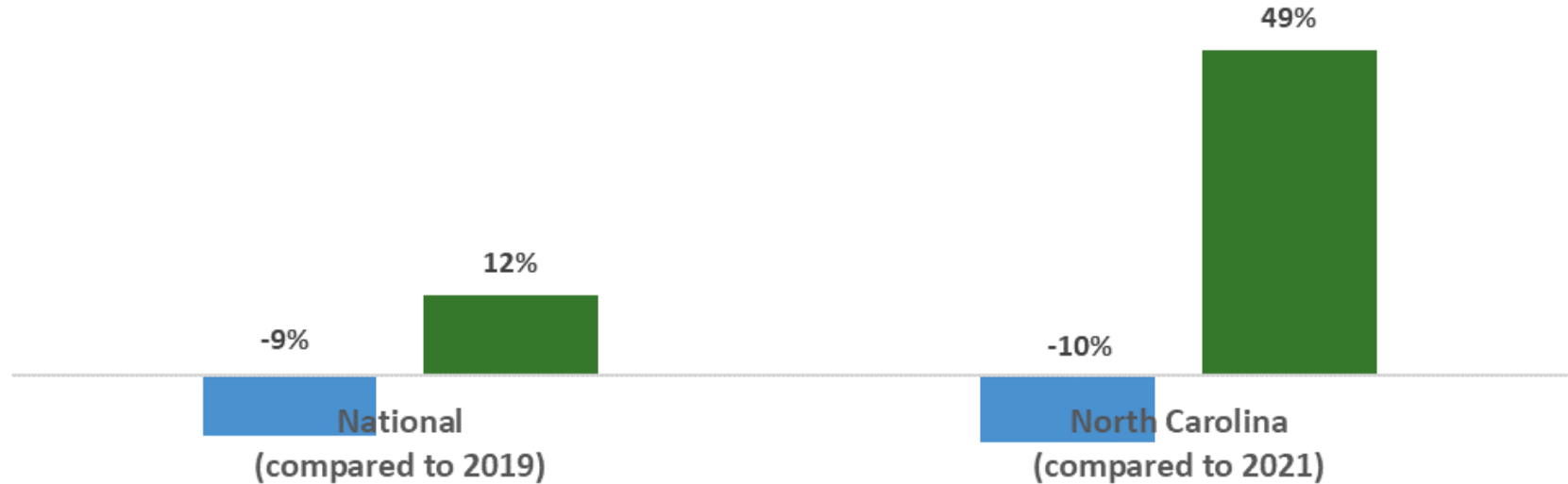
Source: NC EPP Dashboard

# North Carolina's preparation program completer rate has held steady



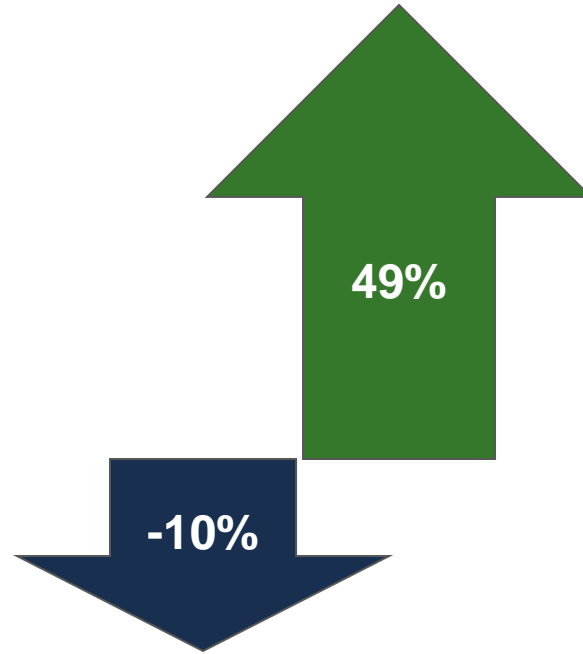
# Increase in completers is entirely driven by alt -route programs, especially in NC

Percent change in completers since 2015, by preparation pathway



# Increase in completers is entirely driven by alt -route programs, especially in NC

From 2015 to 2021, NC saw nearly a 10% decrease in completers coming from traditional programs



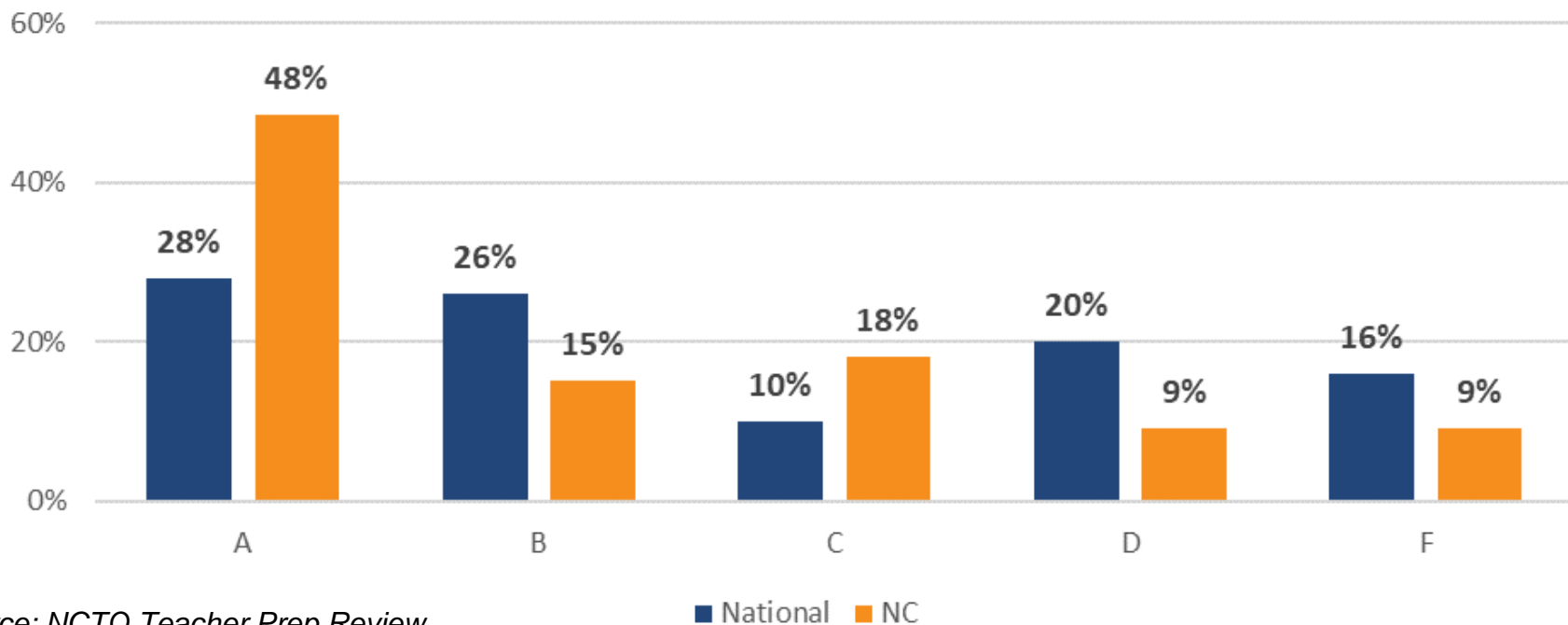
From 2015 to 2021, NC saw nearly a 50% increase in completers coming from alt-route programs

# Best practices in teacher preparation



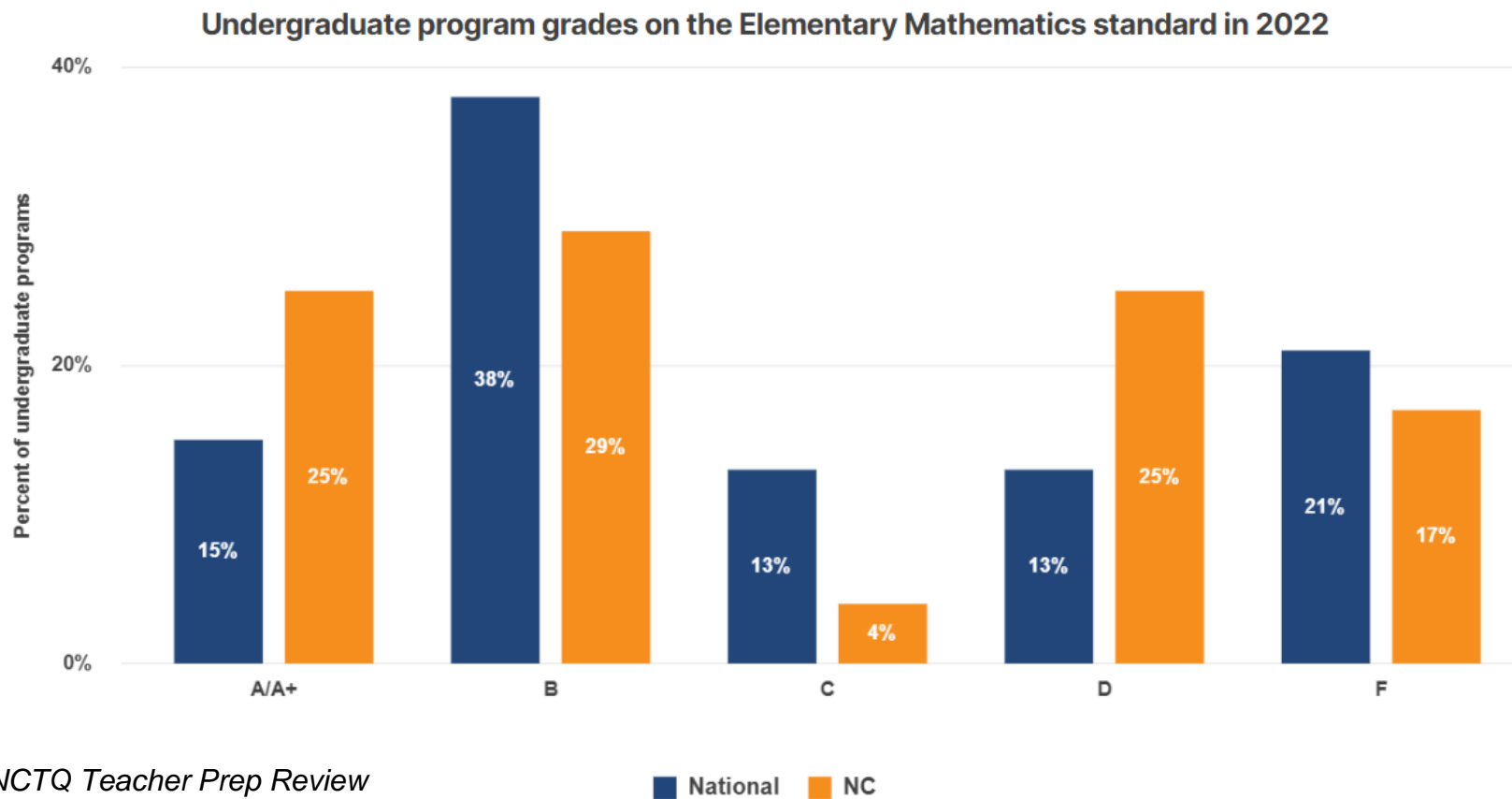
# North Carolina's prep programs surpass the nation in early reading preparation, but have much room to improve

What grades do traditional elementary programs receive on Early Reading?

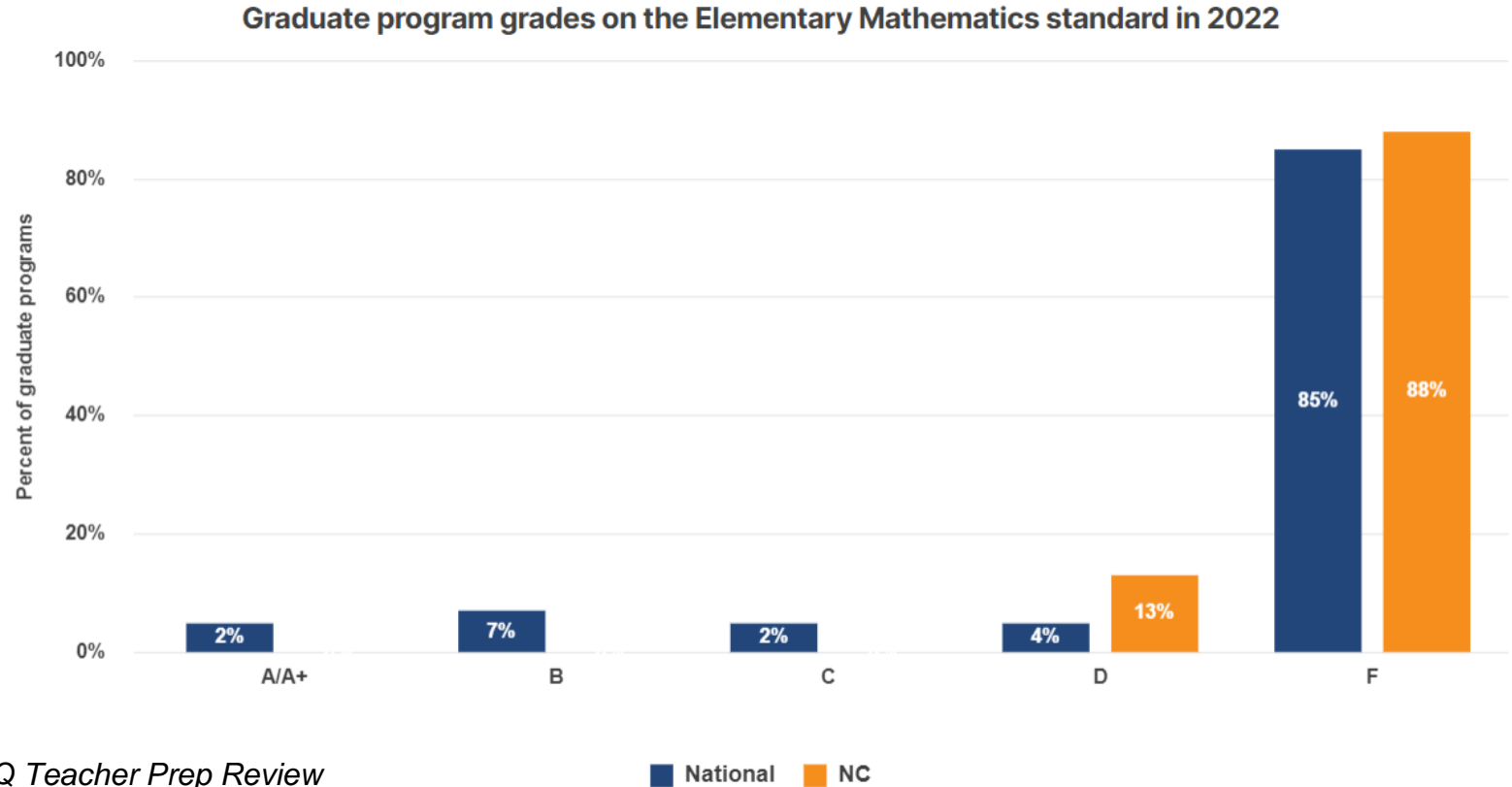


Source: NCTQ Teacher Prep Review

# North Carolina has a mix of strong and weak undergraduate programs in preparing elementary candidates to teach mathematics



# North Carolina's graduate programs are entirely missing the mark in preparing elementary candidates to teach mathematics



Source: NCTQ Teacher Prep Review



## Create a student teaching experience that works for everyone

- Pair student teachers with the strongest current teachers
- Encourage districts to host student teachers in the subjects & locales to address staffing challenges
- Encourage districts to hire effective student teachers

## Licensure tests

An important guardrail for entry and an opportunity  
to build a stronger workforce

# North Carolina's students face systemic inequities in access to effective teachers

- North Carolina has inequities in students' access to effective teachers, largely due to within-district sorting (rather than differences between districts)
- Disadvantaged students (those from under-represented minorities and those eligible for free or reduced price lunch) were 2 to 4 percentage points more likely to have a novice teacher
- Disadvantaged students were 5 to 8 percentage points more likely to have a teacher with a lower score on licensure tests
- Disadvantaged students are 3 to 6 percentage points more likely to have a teacher with a lower quartile of value-added estimates
- The biggest driver behind these gaps is hiring teachers into new positions, so ensuring that novice teachers are effective is critically important

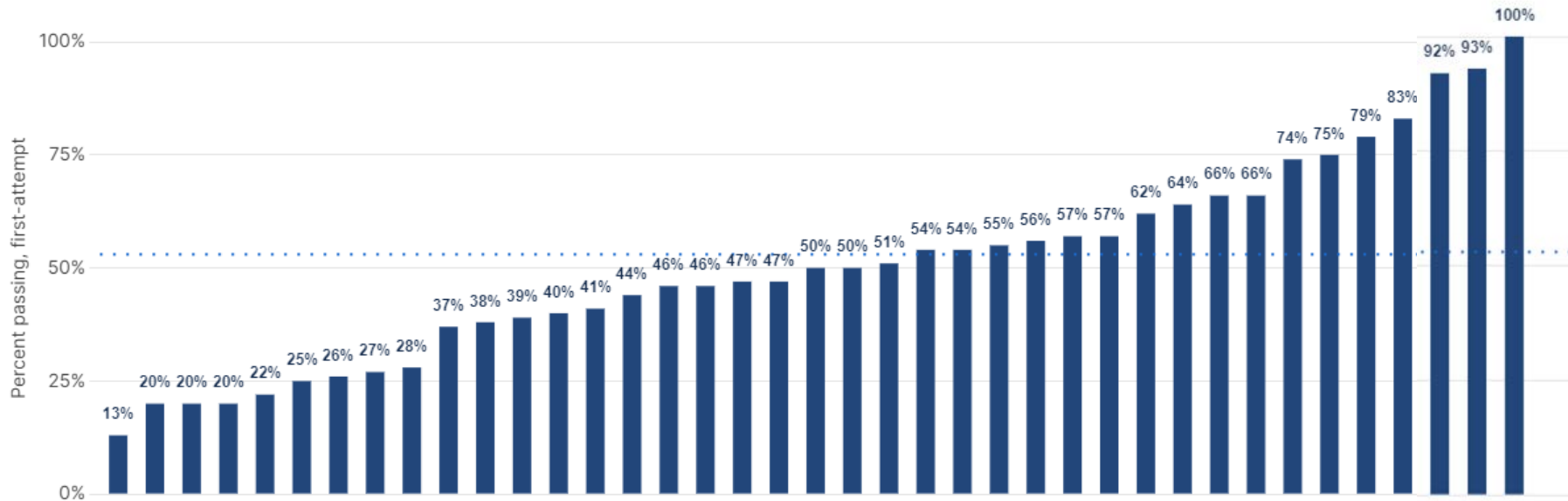
Sources: Goldhaber, D., Quince, V., & Theobald, R. (2018a). How Did It Get This Way: Disentangling the Sources of Teacher Quality Gaps Across Two States. CALDER Working Paper 209-1118-1.

Goldhaber, D., Quince, V., & Theobald, R. (2018b). Has it always been this way? Tracing the evolution of teacher quality gaps in U.S. public schools. American Educational Research Journal.

# Licensure test pass rates vary widely by institution - and many teachers who struggle in math can still teach for several years

## First-attempt pass rates on the General Curriculum Mathematics subtest

Showing institutions 1-36 of 39 ← →



Source: NCTQ analysis of data from NC's dashboard

# Teacher licensure tests are often *falsely* pitted against efforts to build a more diverse teacher workforce

Lowering the bar for entry perpetuates the myth that racial diversity is equivalent to less skill. When this action is described as a tool to increase racial diversity, the tacit message is people of color are incapable of meeting standards. This message is untrue and unacceptable.

93% of teachers of color surveyed do not think that ending or reducing certification requirements is a top strategy to recruit more teachers of color.

North Carolina has 2 equitable and excellent institutions: Meredith College and Queens University of Charlotte.



Questions?

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