



Educator Preparation Efforts at the University of North Carolina System Office

Report to the Joint Legislative Education Oversight Committee

October 15, 2022

University of North Carolina System
Chapel Hill, North Carolina

INTRODUCTION

Pursuant to Section 2.4.(d) G.S. 116-11(12d), the Board of Governors shall provide a comprehensive annual report on educator preparation efforts at The University of North Carolina. The report shall include information about educator preparation and recruitment, initiatives to improve educator quality, student success measures, and strategic research and related efforts. The educator preparation report shall be due on October 15 of each year to the Joint Legislative Education Oversight Committee. The Board shall provide a copy of the report to the State Board of Education.

The purpose of this report is to provide information to the Joint Legislative Education Oversight Committee concerning the fifteen educator preparation programs at the constituent University of North Carolina System institutions and the trends that influence supply and demand of teachers and school-based administrators in North Carolina. For this review, school administrators are defined as superintendents, principals, and assistant principals. The data presented in this report represent the most recent information available for each indicator. This report is divided into five sections:

- I. State of the State (for both teachers and principal preparation)
- II. Student and Educator Preparation Programs (EPP) Completer Success Measures
- III. Recruitment into the Educator Pipeline
- IV. Initiatives to Improve Educator Quality
- V. Strategic Research

Ensuring that all North Carolina's schools have highly effective educators is critical. Recruiting and retaining effective new teachers, principals, and certified support staff is paramount to the success of our state's students and to ensuring that there is a well-trained workforce to support economic growth. Our success recruiting educators today will define the success of the public schools in North Carolina tomorrow. Indeed, increasing the number of first-year educators working in a North Carolina k-12 public school after earning their credential from a UNC System institution is among the 12 goals in the UNC System Office 2022-2027 Strategic Plan.

I. STATE OF THE STATE: TEACHER AND PRINCIPAL PREPARATION

Teacher Preparation

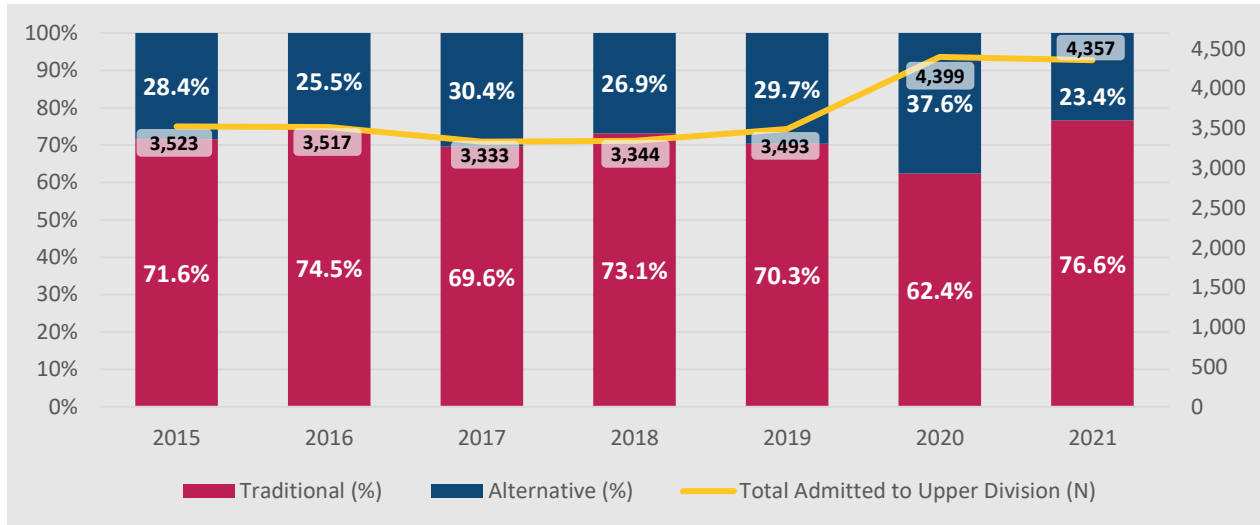
In North Carolina, ensuring a supply of highly-qualified teachers for our public schools is an essential need – one that is central to the mission of the University of North Carolina System as many System institutions were founded over the past two centuries for the purpose of teacher preparation. While their missions have expanded since those early days, the focus on educator preparation remains paramount.

Unfortunately, we know this critical need is more of a challenge than ever before. From 2015 to 2017, the number of individuals admitted and enrolled in educator preparation programs for initial licensure declined by 5.4%, mirroring national trends.¹ Added to this are the same underlying perennial issues: a shortage of teachers in high-needs subject areas (particularly Special Education and STEM), difficulty recruiting teachers to rural areas, a lack of racial and gender diversity, and, among others, the empirical reality that younger generations are less likely to remain at the same job, or even in the same field, for their entire career.

¹ The range represents the earliest year of data available (2015) to the point of lowest enrollment (2017) over the observed period of 2015-2021.

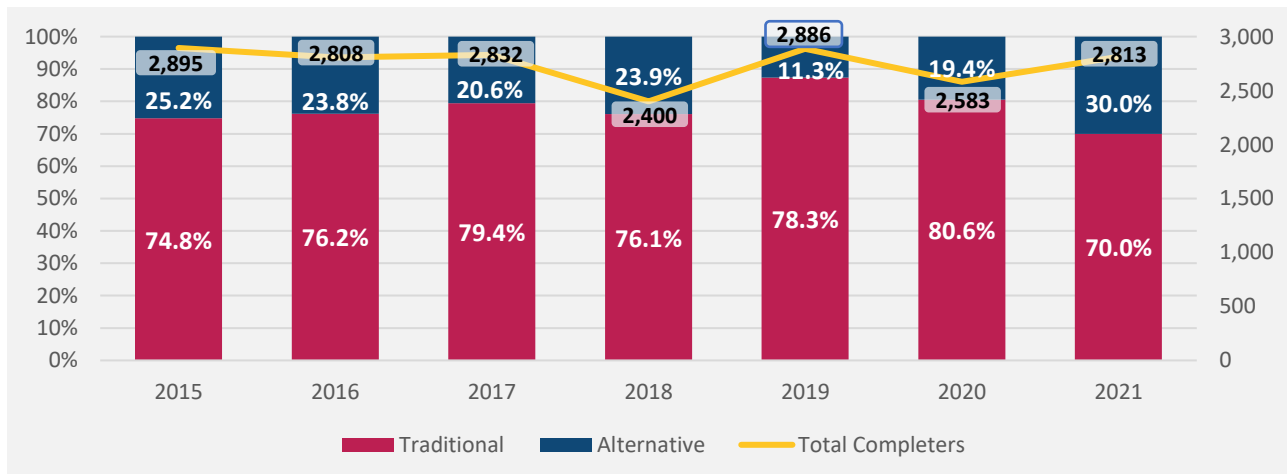
Notably, this downward trend has been reversing. Since 2017, the number of individuals who are enrolled and formally admitted (i.e., upper division) to UNC teacher preparation programs has increased from 3,333 to 4,357 – a 23.7% increase. Substantial growth in Residency and Licensure Only programs has fueled this overall increase. A breakdown of enrollment trends by traditional and alternative pathways is shown below in Figure 1.

FIGURE 1. ENROLLMENT IN UPPER DIVISION EDUCATOR PREPARATION PROGRAMS, 2015-2021²



The trend in teacher production saw a similar downward then upward trajectory, due in-part to increases in educators who matriculated through the Residency and Licensure Only pathways. Since 2018, overall educator production has increased 17.2%, with 2,813 completers in 2021, nearly matching the 2015 high point of 2,895 completers (Figure 2).

FIGURE 2. PROGRAM COMPLETERS (TEACHER PRODUCTION) BY PATHWAY, 2015-2021³

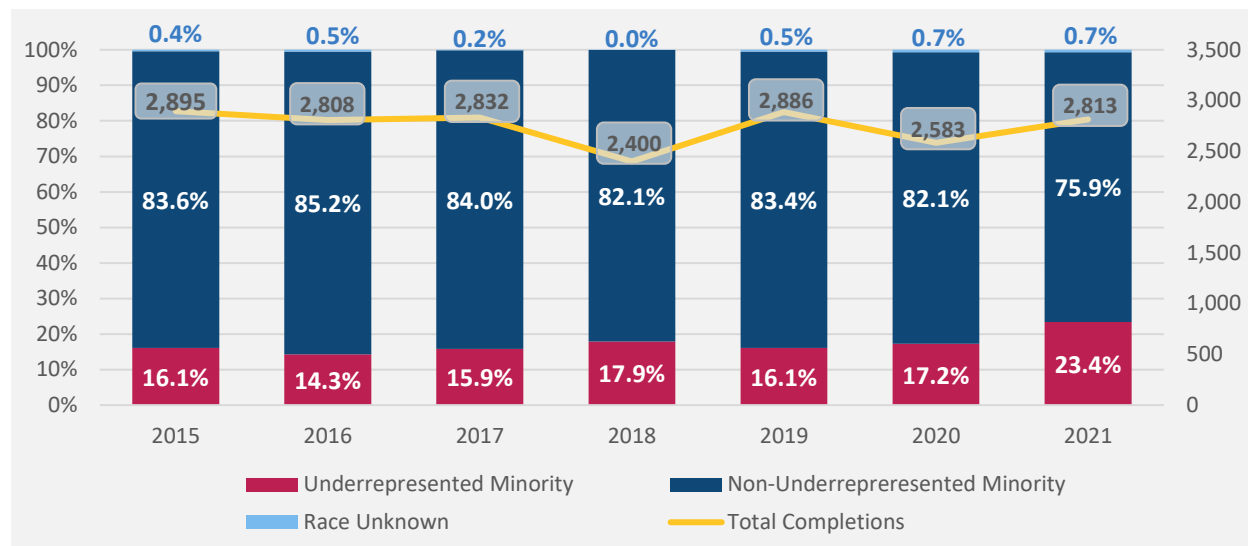


² Source: NC Educator Preparation Program Dashboard, “IHE – Public” Admission Totals: <https://ncdpi.tiny.us/NCEPP>

³ Source: NC Educator Preparation Program Dashboard, “IHE – Public” Completions Totals <https://ncdpi.tiny.us/NCEPP>

Between 2015 and 2020, the proportion of UNC System completers who identified as underrepresented minorities was between 14 and 17 percent; however, in 2021, 23.4% of the 2,813 UNC System EPP completers identified as underrepresented minorities. An annual breakdown of the proportion of completers identifying as underrepresented minorities is shown below in Figure 3.

FIGURE 3. PROGRAM COMPLETERS (TEACHER PRODUCTION) BY MINORITY STATUS, UNC SYSTEM INSTITUTIONS, 2015-2021⁴



Employment and Retention in North Carolina Public Schools

According to the North Carolina Department of Public Instruction, between 2015 and 2018, there were 8,789 students completing their educator preparation program through a traditional licensure pathway. Just under three-quarters (72.9%) were employed in a North Carolina public school within three years of completing their program. Of those candidates employed within three years, 82.5% taught for 3+ years in a North Carolina public school before leaving.⁵

The fifteen Educator Preparation Programs in the UNC System are leading the effort to prepare teachers to be successful and employed in North Carolina. UNC System graduates make up 54.9 percent of new, first-year public school teachers in North Carolina, but that number could be a lot higher. The 2022-2027 UNC System strategic plan calls for us to increase the number of System-Educated 1st-Year public school employees, including certified classroom teachers, assistant principal, principal, and other certified staff (i.e., those working in social services, health services, guidance services, media services, nurses licensed through NCDPI, speech services, audiologists, school psychologists, teacher mentors, and instructional coaches/facilitators).

UNC System graduates are teaching children in North Carolina's low-performing schools and schools with higher proportion of low-income student enrollments. In the 2021 school year, 19.1% of UNC System completers were employed in a low-performing school. Further, 22.8% of UNC System completers were

⁴ Source: NC Educator Preparation Program Dashboard, "IHE – Public" Completions Totals <https://ncdpi.tiny.us/NCEPP>. "Underrepresented minorities" are individuals who identify as American Indian or Alaska Native, Black or African American, Hispanic or Latino, and two or more races.

⁵ Source: NC Educator Preparation Program Dashboard, "Initial Employment and Retention" <https://ncdpi.tiny.us/NCEPP>. Initial employment and retention figures for candidates completing through alternative routes was not available on the DPI dashboard.

employed in a “high poverty” school, that is, a school with a proportion of free and reduce-priced lunch students greater than or equal to 75% of all North Carolina Public Schools.

Licensure Exam Pass Rates

Teacher education candidates are required per statute to demonstrate competency in their content area by passing licensure exams. Traditional route candidates have three years following program completion to receive their initial professional license (IPL), while Alternate route candidates (ALT) receive their initial license prior to program completion. Both groups have three years following receipt of the initial license to convert to a continuing professional license.

Roughly 80 percent of UNC System 2015 to 2018 EPP completers have earned their initial licensure. There was a sharp increase in the proportion of alternative licenses earned between 2015 (12.6 percent) and 2018 (20.2 percent). Details on the proportion of UNC System completers earning their initial license is shown below in Table 1 (because these data reflect teacher licensure status three years after completing, data on completers from 2018 corresponds to licensure status in 2021, which is the most recent year of data available).

TABLE 1. UNC SYSTEM EPP COMPLETERS EARNING INITIAL LICENSURE, BY LICENSURE TYPE, 2015-2018⁶

	Year of Program Completion			
	2015	2016	2017	2018
Total Completers	2,884	2,768	2,860	2,409
Completers Earning Initial License	83.2%	79.7%	79.5%	79.2%
<i>Initial Professional License</i>	70.6%	66.7%	65.8%	59.0%
<i>Alternate License</i>	12.6%	13.0%	13.7%	20.2%

The proportion of initial license completers converting their initial license to a Continuing Professional License is shown below in Table 2.

TABLE 2. UNC SYSTEM EPP COMPLETERS LICENSURE CONVERSIONS, BY LICENSURE TYPE, 2015-2018

	Year of Program Completion			
	2015	2016	2017	2018
Initial Licenses	668	2,103	2,110	1,719
License Conversions	79.2%	86.4%	83.5%	78.7%
<i>IPL to Continuing License</i>	44.3%	74.8%	67.0%	71.4%
<i>ALT to Continuing License</i>	34.9%	11.6%	16.5%	7.3%

⁶ Because these data reflect teacher licensure status three years after completing, 2018 is the most recent year of data available, where licensure status three years from completing in 2018 would be 2021. Additionally, data provided for this table was restricted to completers in the traditional route. Thus, completer counts may differ from figures presented earlier in this report.

Principal Preparation

This section of the report includes data concerning school administration programs at the constituent University of North Carolina System institutions and the trends that influence supply and demand of school-based administrators in North Carolina. For this report, school administrators are defined as superintendents, principals, and assistant principals.

The data were collected by the North Carolina Department of Public Instruction and provided to the UNC System Office by the Education Policy Initiative at Carolina (EPIC). The data represent the most recent information available for each indicator.

Demographics of North Carolina School Administrators

Superintendents. Demographic data indicate that 75 percent of school superintendents in North Carolina public schools during the 2020-21 academic year were male, 70 percent were White, 26 percent were African-American, and the average age was 52 years. Superintendents reported an average of 26.1 years of experience in education, with seven percent having achieved a master's degree and 91 percent holding doctorates or other advanced degrees.

Principals. The data also indicate that 62 percent of North Carolina public school principals were female, 72 percent were White, and 26 percent were African-American. The average age for principals was 47 with a range of 46-49 across regions. Data indicate principals had an average of 21.6 years of experience in education with 77 percent having achieved a master's degree, and 22 percent holding doctorates or other advanced degrees.

Assistant Principals. The data show that North Carolina assistant principals are 65 percent female, 64 percent White, and 33 percent African-American. Assistant principals were mostly in their early to mid-40s, with an average of 43 to 45 years of age across regions. Assistant principals averaged 17.9 years of experience in education, with 84 percent having achieved a master's degree and 11 percent holding doctorates or other advanced degrees.

The following tables provide detailed demographic data about North Carolina's superintendents, principals, and assistant principals. For detailed descriptive counts by state region, see Appendix A at the end of this report.

TABLE 3. ADMINISTRATORS BY AGE GROUP, 2020-21

	Avg Age	<40	40-44	45-49	50-54	55+
Superintendents	52.09	1	14	29	41	37
Principals	46.66	434	547	681	498	343
Assistant Principals	43.95	1,045	657	609	486	349
Total Counts	--	1,480	1,218	1,319	1,025	729

TABLE 4. ADMINISTRATORS BY YEARS OF EXPERIENCE, 2020-21

	Avg Years	<10	10-14	15-19	20-24	25-29	30+
Superintendents	26.09	6	1	8	27	41	39
Principals	21.55	63	285	607	766	533	249
Assistant Principals	17.92	399	676	816	688	403	170
Total Counts	--	468	962	1431	1481	977	458

TABLE 5. ADMINISTRATORS BY HIGHEST DEGREE EARNED, 2020-21

	Bachelor's	Master's	Sixth Year Advanced	Doctoral
Superintendents	3	8	19	92
Principals	35	1,916	238	314
Assistant Principals	176	2,632	178	160
Total Counts	214	4,556	435	566

TABLE 6. ADMINISTRATOR BY RACE AND GENDER, 2020-21

	Female	Male	Asian	African Am.	Hispanic	Am. Indian	White
Superintendents	31	91	0	31	3	2	85
Principals	1,545	952	9	633	26	28	1,759
Assistant Principals	2,043	1,090	14	1,001	48	34	1,976
Total Counts	3,619	2,133	23	1,665	77	64	3,820

Demand Trends for North Carolina School Administrators

Figure 4 outlines retention rates for North Carolina's principals in the 2013-14 through 2019-20 academic years. Across these seven years, approximately 85 to 89 percent of principals returned to the principalship in North Carolina the following year. Five years out, approximately half of North Carolina's principals were no longer in that position.

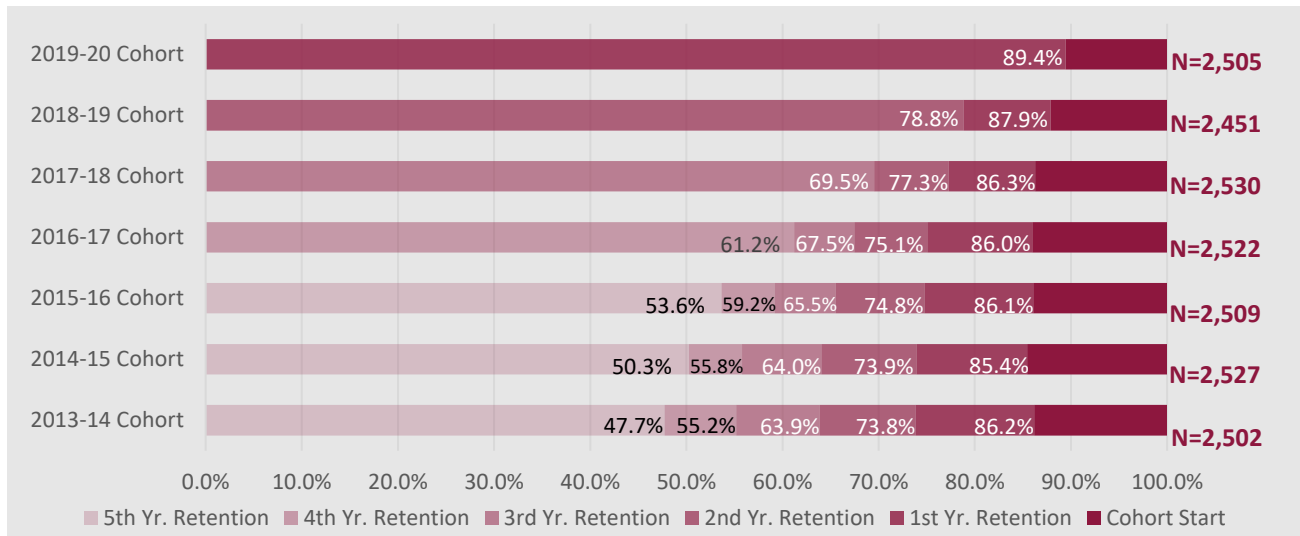
Figure 4. Principal Retention Rates, 2013-14 to 2019-20 Cohorts

Table 7 presents data on the number of newly hired assistant principals holding provisional licenses. A one-year provisional license may be issued by a local board of education to an individual selected for employment as an assistant principal if:

- The local board has determined there is a shortage of persons who hold or are qualified to hold a principal's license and the employee enrolls in an approved program leading to a master's degree in school administration before the provisional license expires; or
- The employee is enrolled in an approved Master of School Administration (MSA) program and is participating in that program's required internship.

During the 2020-21 academic school year, 7.8 percent of all newly hired assistant principals held provisional licenses. This number varies greatly by region, with 26.1 percent of newly hired assistant principals holding a provisional license in the Northwest region and one percent holding a provisional license in the Piedmont Triad region.

TABLE 7. NEWLY HIRED ASSISTANT PRINCIPALS (2020-21) WHO HOLD A PROVISIONAL LICENSE

	Total New APs	Provisional Licenses	
		N	%
Statewide	421	33	7.8%
Northeast	32	4	12.5%
Southeast	27	4	14.8%
North Central	97	8	8.2%
Sandhills	38	2	5.3%
Piedmont Triad	89	1	1.1%
Southwest	78	4	5.1%
Northwest	23	6	26.1%
Western	37	4	10.8%

Table 8 displays the number of new school administrators statewide and by region in the 2019-20 academic year.

TABLE 8. NUMBER OF NEW SUPERINTENDENTS, PRINCIPALS, AND ASSISTANT PRINCIPALS, BY REGION (2020-21)

	New Superintendents	New Principals	New Assistant Principals
Statewide	14	224	421
Northeast	3	21	32
Southeast	1	22	27
North Central	1	37	97
Sandhills	3	19	38
Piedmont Triad	1	40	89
Southwest	3	41	78
Northwest	1	21	23
Western	1	23	37

Supply Trends for North Carolina School Administrators

Table 9 provides data collected by the Department of Public Instruction related to the annual supply for principals and assistant principals. In 2020-21, 79 percent of newly hired principals had served as assistant principals in 2019-20. Of the newly hired assistant principals in 2020-21, fewer than half, 45 percent, were classroom teachers in the previous year. Additionally, 13.5 percent of newly hired assistant principals were employed as assistant principal interns in 2019-20.

TABLE 9. SOURCES OF NEW PRINCIPALS AND ASSISTANT PRINCIPALS (APS) 2020-21

	Total New Principals	New Principals Who Were APs in Prior Year		Total New APs	New APs Who Were Teachers in Prior Year		New APs Who Served as Interns in Prior Year	
		N	%		N	%	N	%
Statewide	224	177	79.0%	421	190	45.1%	57	13.5%
Northeast	21	16	76.2%	32	15	46.9%	1	3.1%
Southeast	22	19	86.4%	27	17	63.0%	--	--
North Central	37	31	83.8%	97	36	37.1%	31	32.0%
Sandhills	19	13	68.4%	38	28	73.7%	3	7.9%
Piedmont Triad	40	31	77.5%	89	24	27.0%	14	15.7%
Southwest	41	31	75.6%	78	36	46.2%	3	3.8%
Northwest	21	18	85.7%	23	17	73.9%	--	--
Western	23	18	78.3%	37	17	45.9%	5	13.5%

Table 10 provides the number of graduates of North Carolina's Master of School Administration (MSA) programs. Since the 2016-17 academic year, UNC System principal preparation programs have produced nearly 1,400 school leaders.

Table 10. MSA Degrees Conferred at UNC System Institutions, 2016-17 to 2020-21

Institution	2016-17	2017-18	2018-19	2019-20	2020-21	Institution Totals
ASU	19	24	17	19	28	107
ECU	41	61	48	53	39	242
ECSU	8	8	9	5	2	32
FSU	10	13	14	13	14	64
NCA&T	10	8	6	17	4	45
NCCU	26	14	19	16	15	90
NCSU	35	66	14	33	19	167
UNCA	--	--	--	--	--	0
UNC-CH	32	27	30	15	17	121
UNCC	19	36	28	23	20	126
UNCG	10	15	31	31	6	93
UNCP	19	12	27	33	38	129
UNCW	19	7	16	15	11	68
WCU	15	29	18	28	21	111
WSSU	--	--	--	--	--	0
Total Counts	263	320	277	301	234	1,395

Discussion of Findings

A 2016 study by the National Center for Education Statistics provides an analysis of national demographic trends in school leadership using data from the 1987-88 through 2011-12 administrations of the Schools and Staffing Survey (SASS). During this 25-year timeframe, the number of female principals in public schools increased from 25 percent to 52 percent. With regard to race and ethnicity, minimal change occurred, with African-American principals increasing from nine percent to ten percent, Hispanic principals increasing from three percent to seven percent, and White principals decreasing from 87 percent to 80 percent. The average age of principals also remained fairly consistent, increasing from 46.8 to 48.0 years of age. A greater number of public school principals reported having received master's degrees (53 percent to 62 percent); however, there was a decline in the number of principals having achieved doctorates or other advanced degrees (44 percent to 36 percent).⁷

Demographic Trends.

Based on the 2020-21 data for North Carolina school administrators, superintendents were well educated, with 91 percent holding doctorate or other advanced degrees. Superintendents also had significant experience in education, with an average of 26 years in the field; however, with an average of 52 years of age, many are also nearing retirement (i.e., full retirement is possible after 30 years of service). There was a lack of racial diversity among North Carolina's superintendents, with whites comprising 70 percent of those in this advanced leadership role. There was also a gender imbalance among North Carolina superintendents, although more than half of all assistant principals and principals were women.

North Carolina principals were younger and had less education experience than superintendents. Principals were also further from retirement with only 31 percent having 25 or more years of experience.

⁷ Hill, J., Ottem, R., DeRoche, J., Owens, C. (2016). Trends in public and private school principal demographics and qualifications: 1987-88 to 2011-12. Stats in Brief. NCES 2016-189.

Also, 22 percent of principals held doctorate and other advanced degrees. More than one in four principals identified as a member of a racial or ethnic minority group and approximately 62 percent of all principals were women.

More than half of assistant principals were younger than 45 years of age, and 34 percent had fewer than fifteen years of education experience. Also, 84 percent of assistant principals had a master's degree and 11 percent had a doctorate or other advanced degree. More than one-third (36 percent) of assistant principals were ethnic minorities, and women represented greater numbers (65 percent) in the assistant principalship than any other level of school leadership.

Demand Trends

In 2020-21, 224 new principals were hired, with the largest number of new principals employed in the Southwest region. Assistant principals were also in high demand, with 421 new hires, 23 percent in the North Central region and 21 percent in the Piedmont Triad region. There were 14 newly hired superintendents in the state.

Data regarding principal retention demonstrate that over 40 percent of North Carolina's principals were no longer employed in the state's public schools four years later and approximately half left their positions after five years. Age data indicate that administrator turnover rates over the next several years may increase due to retirement, particularly among superintendents. Considering the number of new MSA graduates in 2020-21 (234) and the number of assistant principals who are under the age of 40, the data indicate a large pool of potential principals and superintendents currently exists to fill these gaps.

Supply Trends

In 2020-21, there were 659 new school administrators hired in North Carolina (14 superintendents, 224 principals, and 421 assistant principals). Of the new principals, 79 percent were employed as assistant principals during 2019-20. In addition, 45 percent of new assistant principals in 2020-21 were employed as teachers in the previous year. These numbers, in addition to the number of new MSA graduates (234) produced by the UNC System in 2020-21, suggest that there would be a minimal shortfall in the supply of school administrators needed to meet the state demand. There are also thousands of educators who hold licenses in school administration who do not yet serve as school administrators—lending even greater complexity to the estimation of school administrator supply and demand trends.

II. STUDENT AND EPP COMPLETER SUCCESS MEASURES

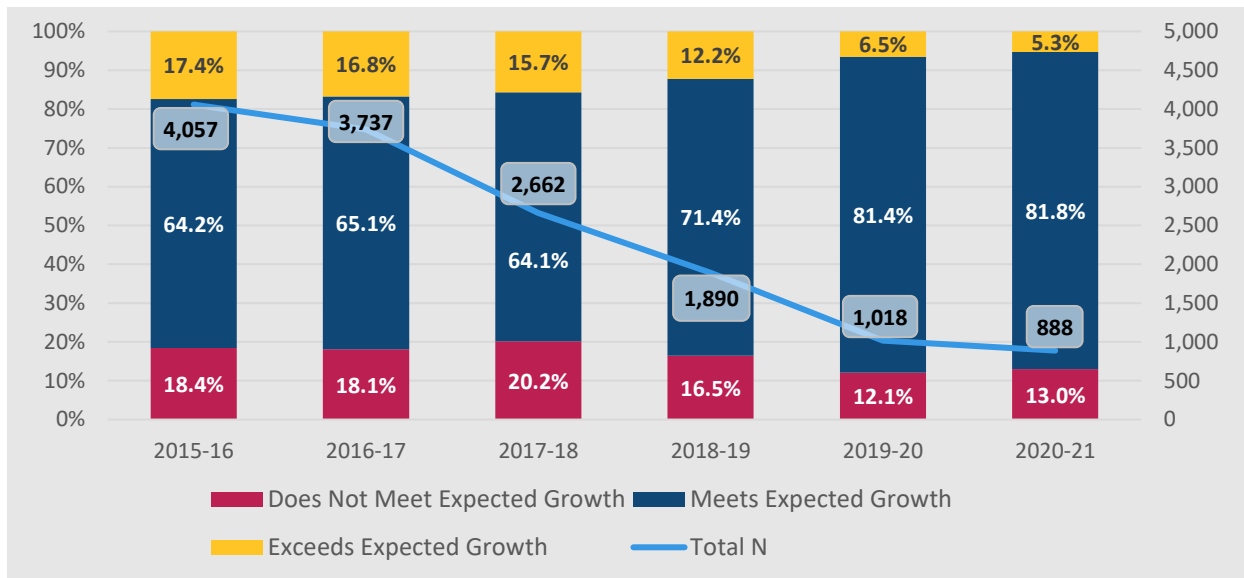
The University of North Carolina views it as imperative that the educators who graduate from our programs are well-prepared and can positively impact student learning and the school environments where they are employed. As a system, we examine student achievement data, educator evaluations, as well as perceptions of the UNC System graduates and their employers. The following tables outline the success measures of individuals who complete an educator preparation program.

Education Value-Added Assessment System (EVAAS)

EVAAS examines the impact of teachers, schools, and districts through measuring the growth in learning of their students in specific courses, grades, and subjects. The North Carolina State Board of Education selected EVAAS as the statewide model for measuring student growth when common assessments are administered (for example, the End of Course and End of Grade assessments). Beginning in 2011-12, EVAAS data became part of the North Carolina Educator Evaluation System for teachers and school administrators. In the following year, the State began reporting EVAAS data in the school accountability

model. EVAAS growth among students who were in classrooms where the teacher was a UNC System institution EPP completer is shown below in Figure 5.

FIGURE 5: EVAAS GROWTH, UNC SYSTEM INSTITUTION COMPLETERS, 2015-2020 ACADEMIC YEARS⁸



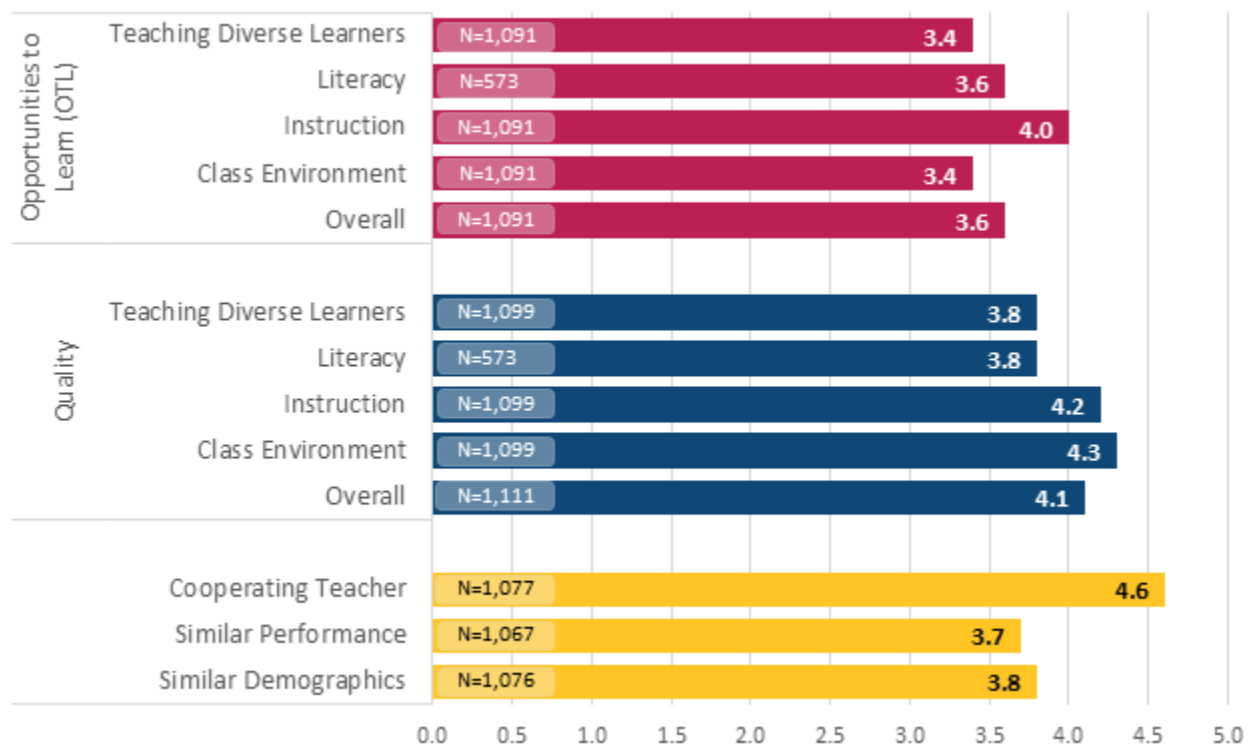
Since 2015, the number of teachers who completed their EPP at a UNC System institution who were assessed for EVAAS declined from 4,057 in 2015 to 888 in 2020.⁹ However, between 2017 and 2019, the proportion of students meeting or exceeding growth measures who were educated in classrooms with a teacher that graduated from a UNC System institution increased steadily. Most of the decline in assessed teachers during 2019 and 2020 can be explained by incomplete data due to COVID.

Recent Graduate Survey

Each year, recent graduates of UNC System EPPs are surveyed about their student experiences. Recent graduates respond to items categorized as “Opportunities to Learn” (OTL) as well as their overall experience. Responses fall on a 5-point scale, where 1 indicates the most negative experience on that construct, and a 5 indicates the most positive experience on that construct. The results from the 2021 Recent Graduate Survey are shown below in Figure 6.

⁸ Source: DPI EPP Dashboard <https://ncdpi.tiny.us/NCEPP>; Student Growth measure

⁹ Because EVASS estimates are not assessed for every subject area, the total completers being assessed for EVAAS performance may differ from the total completers in a given year.

Figure 6. Recent Graduate Survey, UNC System EPP Completers, 2021¹⁰

Generally, recent graduates from UNC System institutions report positive experiences with their education. Overall ratings on “instruction” (avg. score of 4.2 out of a possible 5) and “class environment” (avg. score of 4.3 out of a possible 5) were rated as the most positive aspects of their EPP. In addition, satisfaction with their assigned cooperating teacher during their clinical practice (avg. score of 4.6 out of a possible 5) received positive marks across nearly all respondents.

Employer Satisfaction Survey

In addition to a recent graduate survey, each year, principals in NC public schools are surveyed on their perceptions of the preparedness of recently-graduated teachers who have been hired to teach in their schools. The state of North Carolina began collecting and releasing Employer Satisfaction survey data to EPPs in 2018. provided by the state of North Carolina about employer satisfaction The following data are for graduates of UNC System institutions as compared to graduates of other teacher preparation programs employed at their schools. School leaders indicate the relative effectiveness of the recently graduated teachers on a variety of tasks in comparison to other first year teachers. Data are reported according to the North Carolina Professional Teaching Standards and are disaggregated by elements of each standard on the survey.¹¹

¹⁰ The cooperating teacher items measure candidate's perceptions of their cooperating teacher (CT), specifically, the effectiveness of the CT and the CT support/mentorship of the candidate. The Similar Demographics items measure the extent to which the survey respondent feels like the demographics of K-12 students in the student teaching school are similar to those in the employment school. Lastly, the Similar Performance measure the extent to which the survey respondent feels like the academic performance of K-12 students in the student teaching school is similar to that in the employment school.

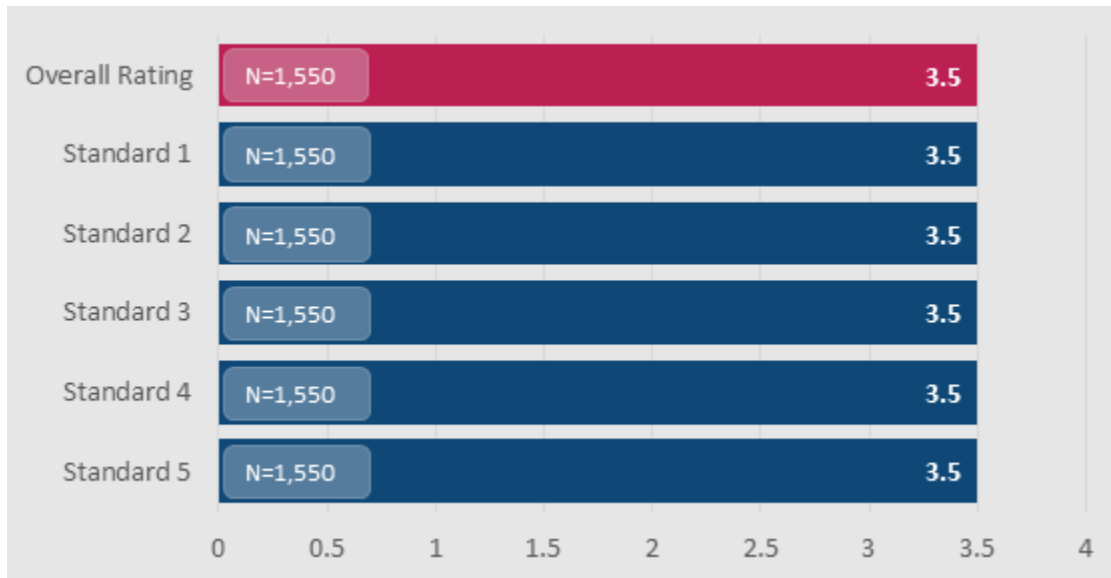
¹¹ NC Professional Teaching Standards: <https://www.dpi.nc.gov/media/511/open>

The five standards are:

- Standard 1: Teachers demonstrate leadership.
- Standard 2: Teachers establish a respectful environment for a diverse population of students.
- Standard 3: Teachers know the content they teach.
- Standard 4: Teachers facilitate learning for their students.
- Standard 5: Teachers reflect on their practice.

Responses to the 2021 employer satisfaction survey are shown below in Figure 7.

FIGURE 7. EMPLOYER SATISFACTION SURVEY, UNC SYSTEM EPP COMPLETERS, 2021

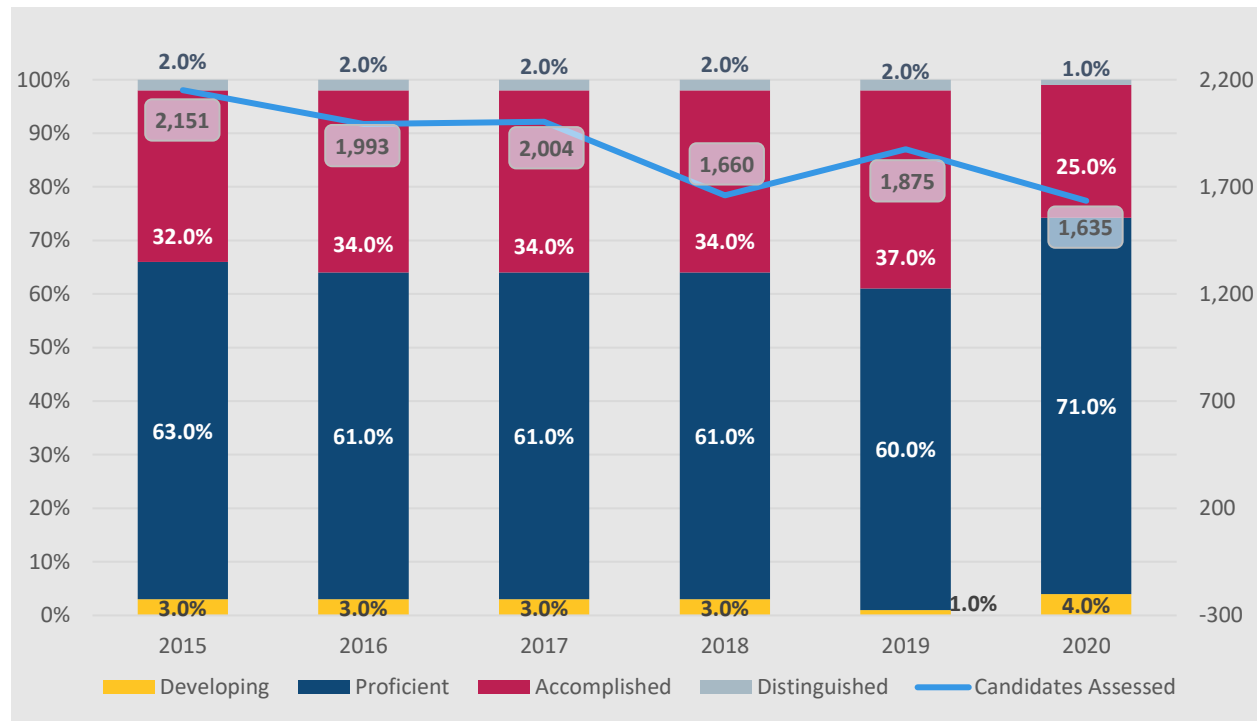


Each item is rated on a scale where 1= “much less effective”, 2= “less effective”, 3= “comparable”, 4= “more effective”, and 5= “much more effective.” On all five standards, survey respondents rated first-year teachers who graduated from UNC System institution between “comparable” and “more effective” than first-year teachers working at the school who graduated from a non-UNC System institution EPP.

North Carolina Educator Effectiveness System (NCEES)

The North Carolina Educator Effectiveness System (NCEES) is a tool that includes an educator evaluator component and a professional development component. Educators are evaluated across the five standards outlined above in the North Carolina Professional Teaching Standards.

Once assessed, candidates receive a rating of “Developing”, “Proficient”, “Accomplished” or “Distinguished.” Overall ratings for UNC System completers on the NCEES are shown below in Figure 8.

FIGURE 8. UNC SYSTEM COMPLETER NCEES PERFORMANCE, 2015 TO 2020

III. RECRUITMENT INTO THE EDUCATOR PIPELINE

The UNC System knows there is much work to be done to address the ever-increasing demands upon P12 schools to fill classrooms with high quality educators. A multi-pronged approach to recruiting potential educators is imperative. The P12 Division within the System Office has multiple recruitment initiatives to mitigate the current educator shortage within our state. A brief summary of these efforts is outlined in the following paragraphs.

North Carolina Teaching Fellows Program

First established in 1986, the North Carolina Teaching Fellows Program is a forgivable-loans-for-service program designed to recruit high-achieving students into the teaching profession. Teaching Fellows provides up to \$4,125 per semester in financial aid that is repayable through teaching service in any North Carolina public school—traditional public, lab school, or charter school.

Reauthorized by the NC General Assembly in 2017, the Teaching Fellows program now focuses specifically on recruiting for the high-need subject areas of STEM and Special Education. The 2017 version of the program originally included five EPP partners -- two private universities and three UNC System institutions: North Carolina State University, the University of North Carolina at Chapel Hill, the University of North Carolina at Charlotte, Elon University, and Meredith College. In 2020, the General Assembly granted authorization for the program to expand to three additional EPPs, along with a directive to include diversity as a factor for consideration. Accordingly, the North Carolina Teaching Fellows Commission amended the original EPP application process to include metrics to capture both geographic and demographic diversity and selected Fayetteville State University, North Carolina Agricultural and Technical State University, and UNC Pembroke as the three additional Teaching Fellows institutions.

There are currently 229 active Teaching Fellows, including 91 Fellows who comprise the fifth class of candidates that was just selected to begin in the 2022-23 academic year. While the primary goal of the Teaching Fellows program is to produce high-quality educators in high-need subject areas, there is a particular focus on increasing the diversity of Teaching Fellows in terms of both racial and geographic representation – and the Teaching Fellows Commission is hopeful that the program’s expansion to three additional partner institutions will be a significant step toward creating a larger geographic program footprint and foster greater diversity for prospective Teaching Fellows in the future. Notably, 29.9% of the 2022-23 Teaching Fellows cohort identify as an underrepresented minority, compared with just 22.6% of the NC teacher workforce.^{12,13} Further, over half (53.3%) come from a North Carolina county with a college-going rate below the state average.

Future Teachers of North Carolina

The Future Teachers of North Carolina Program (FTNC) was established by the General Assembly in 2017. As originally structured, the purpose of the Future Teachers of North Carolina Program (FTNC) was to encourage high-achieving high school students to consider teaching as a profession by providing opportunity to enroll in college-level, introductory education courses that award up to six credit hours at a partnering UNC System institution. The three UNC System partner institutions are North Carolina A&T State University, the University of North Carolina Wilmington, and Western Carolina University.

Aligned with a request from the UNC Board of Governors, the General Assembly adopted changes that expands FTNC’s program footprint to all System EPPs, allowing each university to apply for a grant to host a targeted, immersive recruitment event for high school juniors and seniors. For the 2021-2022 application cycle, grants were awarded to the following institutions:

- North Carolina Central University (Central Region)
- North Carolina A and T University (Central Region)
- East Carolina University (Eastern Region)
- UNC Charlotte (Western Region)
- Winston Salem State University (Western Region)

These FTNC events were hosted in summer, and each fostered enhanced partnership with the surrounding school districts and strengthened the recruitment pipeline by displaying a clear pathway from high school into an EPP. Across the five institutions, 242 applications were received from potential students and 136 attended the FTNC events resulting in an overall attendance rate of 56.1%. A list of the participating high schools may be found in Appendix B. Participants engaged in a variety of activities, including interactions with education faculty, current practicing teachers, and university education majors. Topics covered at the events included licensure, classroom culture, educator competencies, teaching fundamentals, and the student teaching experience.

¹² Underrepresented minorities include individuals who identify as American Indian or Alaska Native, Black or African American, Hispanic or Latino, or two or more races.

¹³ Education Trust Educator Diversity State Profile: NORTH CAROLINA: <https://edtrust.org/resource/educator-diversity-state-profile-north-carolina/>.

TABLE 11. FTNC SYMPOSIUM PARTICIPANT DEMOGRAPHICS, 2021-22

Race/Ethnicity (N=136)	%
Asian	1.0%
Black or African American	42.2%
Latino/a (Hispanic)	4.0%
Multi-Racial	5.5%
White	47.0%
Gender (N=136)	%
Female	81.0%
Male	15.0%
Other	4.0%

Participants in the FTNC Symposium events were asked to submit answers to a survey about the effectiveness of the event as well as indicate their future plans to become an educator. The results of the survey are shown below in Table 12.

TABLE 12. FTNC SYMPOSIUM PARTICIPANT FUTURE PLANS SURVEY RESULTS, 2021-22

Survey Item (N=136)	%
Students who plan to choose teaching as a profession	93.0%
Students who plan to enroll in a community college, a constituent institution, a private postsecondary institution located in North Carolina, or a postsecondary institution located in another state	94.0%
Students who found the FTNC symposium “very or somewhat effective” in helping formulate a positive perception of the education profession	97.0%
Students who felt the FTNC Symposium increased the student’s knowledge of the teaching profession and other careers in education	94.0%

North Carolina Principal Fellows Program

The Principal Fellows Program, created in 1993, was originally designed to provide state funded forgivable loans to principal candidates attending UNC System institutions. In 2015, the [Transforming Principal Preparation Program](#) (TP3), a competitive grants-based program for high-quality principal preparation, was established in North Carolina. In 2019, the General Assembly acted to reform principal preparation by enacting Senate Bill 227: [TP3/Principal Fellows Consolidation](#). The legislation consolidated the traditional Principal Fellows Program with the Transforming Principal Preparation Program (TP3), revolutionizing the way North Carolina recruits and prepares school leaders. The consolidated program retains the competitive grants-based model of TP3 and the state-appointed Commission governance structure of the Principal Fellows Program. In the first full year of the merger (2021-22), 164 candidates graduated. As of August 2022, 90% of the graduates are serving in a school leadership position and 80% of these positions are in a high-need school.

Associate of Art and Associate of Science in Teacher Preparation Articulation Agreement

The Associate in Arts in Teacher Preparation (AATP) and Associate in Science in Teacher Preparation (ASTP) Uniform Articulation Agreement was approved by the State Board of Community Colleges July 16, 2021 and by the UNC Board of Governors July 22, 2021. The AATP and ASTP Articulation Agreement, jointly created by the North Carolina Community College System Education Faculty and UNC System Educator

Preparation Programs, is focused on facilitating transfer for students who begin education studies at a community college and then transfer to one of the UNC System Educator Preparation Programs (EPP). There are 15 Educator Preparation institutions within the UNC System. The goal of this agreement is the creation of a more seamless transfer process for students who begin their studies at a North Carolina community college and transfer to a UNC System Educator Preparation Program (EPP).

Beginning fall 2021, community college students holding the new degrees matriculated to UNC institutions to begin their teacher preparation programs. Receiving EPPs have worked to transition these students into a variety of education majors. NCCCS and the UNC System have recruited representatives to serve on the AATP/ASTP Transfer Committee who will address questions about the transferability of the course work under the AATP/ASTP Articulation Agreement, and/or any proposed changes to the policies, general education courses, or EDU courses. AATP/ASTP Transfer Committee will host its inaugural meeting in fall 2022.

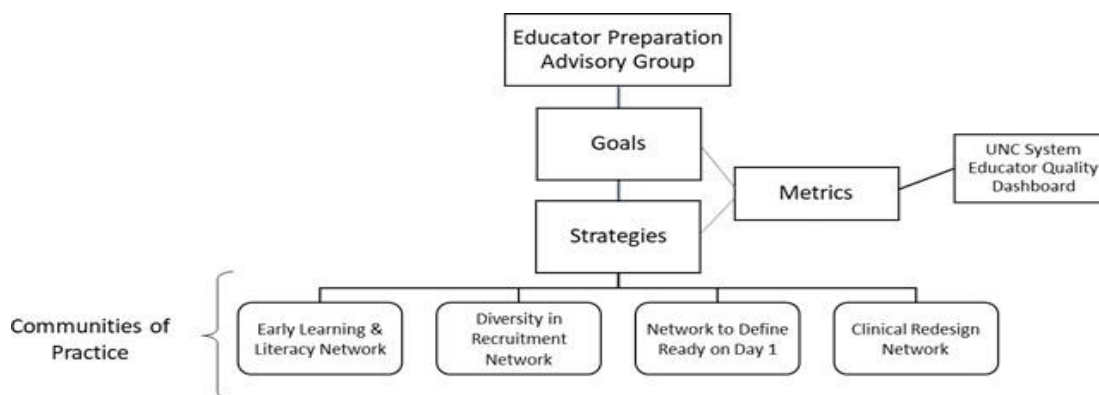
Campus Recruitment Efforts

The UNC System receives an annual appropriation from the NC General Assembly of \$750,000 to support teacher recruitment efforts for the 15 EPPs. The funds are disbursed to EPPs on the basis of quantitative and qualitative metrics like student completion, production in high-need licensure areas, successful recruitment of diverse candidates, and the effectiveness of EPP graduates. EPPs are able to utilize recruitment funds in a variety of ways: hosting student campus visits, offering outreach at career fairs, providing targeted student support, increasing outreach to LEA partners, marketing efforts, and supporting program improvements, among others. The funds can also provide staffing support for campus recruiters.

IV. INITIATIVES TO IMPROVE EDUCATOR QUALITY

The UNC System not only strives to recruit more education professionals to serve in North Carolina's public schools, but also seeks to ensure that each one of these individuals is well-prepared with the knowledge and skills to positively impact student academic achievement. Initiatives to improve overall educator quality have been guided by the Educator Preparation Advisory Group. In 2018, the UNC System Office commissioned a report, [Leading on Literacy](#), to examine undergraduate teacher preparation programs within its constituent institutions. The study identified several opportunities for improvement in teacher preparation, particularly in effective literacy instruction. It also identified several possible ways for the UNC System Office to better support faculty and leaders in teacher recruitment and preparation more broadly. In response to these findings, the System Office convened an Educator Preparation Advisory Group in 2018, comprised of education experts across P12 and higher education, with the mission to support and accelerate improvement of teacher preparation across the UNC System.

Over the course of 18 months, the advisory group developed a set of goals, strategies, and actions to accelerate improvement in educator preparation and the advisory group created associated "communities of practice" to *catalyze action* among a group of EPPs within the UNC System to accelerate their progress toward one or more of the Advisory Group's goals (see Figure 9).

FIGURE 9: RELATIONSHIP BETWEEN THE ADVISORY GROUP'S GOALS, METRICS, STRATEGIES, AND COMMUNITIES OF PRACTICE

Currently, the Advisory group has launched two “communities of practice” on early literacy and clinical experiences.

Literacy Impact Coalition and UNC System Literacy Framework: Board of Governors Resolution

The Educator Preparation Advisory Group formulated the Early Learning and Literacy Impact Coalition as the first of the communities of practice. Teams from five diverse educator preparation programs (three UNC System institutions and two private institutions) developed a set of recommendations over the course of year. The working group, facilitated by Deans for Impact, a national non-profit, based its recommendations upon the belief that educator preparation programs must set clear expectations for early childhood and elementary candidates such that they understand and organize their teaching around effective principles and practices.

In February 2020, the co-chairs of the Educator Preparation Advisory Group presented to the Board of Governors the recommendations set forth by the Early Learning and Literacy Coalition, in addition to a progress report of the advisory group’s efforts. In April 2020, the Board of Governors passed a [Resolution on Teacher Preparation](#) which charged UNC System educator preparation programs to develop a unified literacy framework to be adopted and implemented by all institutions.

Beginning in August 2020, the UNC System Office selected eight System faculty to serve as Literacy Fellows within the UNC System Literacy Framework Initiative, per the requirements of the resolution. The Literacy Fellows were chosen from a robust pool of applicants that included many strong candidates from across the UNC System representing a wealth of experience, research, and knowledge of evidence-based literacy practice.

Literacy Fellows collaborated with other literacy experts from within and outside the state, as well as UNC System Office staff, to develop a [comprehensive literacy framework](#) that reflects rigorous research on the essential components of reading and aligns with statutory requirements and other statewide literacy initiatives. The UNC System Literacy Framework incorporates the competencies and sub-competencies for what teacher candidates need to know and be able to do as future teachers of reading. In addition, extensive implementation guidance providing EPP faculty with strategies, learning activities, field experience suggestions, resources, and information on teaching diverse learners is included with the

framework. The Literacy Fellows developed a self-study tool for educator preparation programs based on the developed framework.

The framework was shared with all EPPs who provided feedback and suggested edits. This information was incorporated within the final version and offered to the EPPs in March 2021. Each EPP completed the self-study to ascertain the alignment of institutional level curriculum to the competencies and sub-competencies with the framework. The EPPs completed the analysis of their programs in three phases from spring 2021 through fall 2021, as well as developing an action plan for making any necessary changes to curriculum and/or field experiences. During the 2021-22 academic year, the EPPs worked on implementing their action plans to include changing course sequencing, revising courses, adding new courses, and revising field experiences to ensure that the UNC System Literacy Framework is fully integrated into elementary and special education-general curriculum programs.

Literacy Innovation Leaders Initiative

Efforts have been building across state policymakers and education agencies toward making a leap in evidence-based reading instruction. To ensure that pre-service and in-service teachers are effective reading teachers, synergy around the science of reading implementation, coordination, and evaluation across agencies—the Department of Public Instruction (DPI) and University of North Carolina System—is imperative to reflect each agency’s core competency. While the UNC System Office had proposed to deliver LETRS training to in-service teachers in the fall 2021, the rapid momentum toward a much larger pilot funded by the General Assembly led to a series of conversations with the Department of Public Instruction about how to complement one another.

One explanation for the progress made in Mississippi is their emphasis on combining teacher preparation reforms with professional development for teachers to fundamentally change the way reading is taught statewide. We believe that the General Assembly’s investment of \$12 million and the generous support of the Spangler and Goodnight Education foundations have created an opportunity to implement a similar combination in our state. By coordinating our respective efforts to train in-service teachers in the Science of Reading (DPI) and integrate the Science of Reading into our teacher preparation programs (UNC) in a subset of target districts, we created an inaugural cohort of “Literacy Innovation Leaders”—EPP-LEA partnerships that can serve as test-beds for these ideas in North Carolina. Evaluation of those test-beds can then inform subsequent expansion of this effort.

Specifically, the UNC System Office selected five EPPs that are located in or have close partnerships with districts that DPI included in the first cohort as recipients of LETRS training under the \$12 million pilot. The following EPPs serve as Literacy Innovation Leaders:

- Appalachian State University
- Fayetteville State University
- N.C. A & T
- UNC Charlotte
- UNC Pembroke

During 2021-2022, these inaugural Literacy Innovation Leaders engaged in a set of activities designed to prepare more teachers in the Science of Reading to include extensive redesign of current courses and field experiences to ensure alignment with the UNC System Literacy Framework; training for faculty, lab school teachers and a sample of pre-service teacher candidates in Language Essentials for Teaching Reading and Spelling (LETRS); and hosting partnership events and professional learning communities around the science of reading. In addition to the LETRS training on Literacy Innovation Leader campuses, a subset of faculty at each of the other EPPs, along with K-3 teachers at all six operational UNC lab schools, also participated in LETRS training in 2021-2022.

A notable example from one of the Literacy Innovation Leaders campuses is the University of North Carolina Charlotte, who is leading the way through the effort of literacy alignment. At UNCC, there are 19 Literacy Scholars (pre-service teacher candidates) who started LETRS training in August 2021 and completed the first year of the extensive professional development course in early summer. In January 2022, the Literacy Scholars started going two days a week to Niner University Elementary at Amay James, the Cato College of Education laboratory school. UNC System laboratory schools, or lab schools, are funded through the General Assembly and are aimed at “provid[ing] the opportunity to redefine and strengthen university partnerships with public schools, improve student outcomes, and provide high quality teacher and principal training.”

UNC Charlotte’s Niner University Elementary, in partnership with UNC Charlotte, hosted the cohort of Literacy Scholars who serve in classrooms two days each week. Coursework aligned to the literacy block at Niner University Elementary is delivered there, as well. The primary instructor gives an overview, context, and information before sending the Scholars out to teach into the classroom. Part of the process for Scholars is to teach about 14 lessons over the course of the semester, during their second semester as sophomores. EPP faculty at UNCC note that this approach is beneficial because of the embedded experiences with clinical experience. One faculty noted, “All day every day the students [Scholars] get a full picture of what students [at Niner Elementary] are experiencing and what instruction looks like.”

The observation tool utilized in the clinical experience is the Observation Protocol to Assess Literacy (OPAL) Instrument, which is uniquely UNC Charlotte’s and in the pilot phase at this time. The premise of the OPAL Instrument is that Scholars are observed during each phase of the literacy instruction, and the OPAL Instrument provides evidence of where the Scholars are intermittently throughout their coursework. This provides professors with timely information necessary for adjusting instruction to ensure that Literacy Scholars receive relevant, timely instruction that will then, in turn, impact their literacy instruction for the Niner Elementary students.

As part of its commitment to literacy, UNC Charlotte held a literacy summit. In alignment with the university’s academic calendar, the summit was held on May 7, 2022. The summit began with a panel of literacy experts from across the state, and the focus was on literacy instruction in the pandemic. Participants then engaged into concurrent sessions with faculty, literacy leaders in local schools, and other leaders to attend sessions on addressing literacy instruction at various levels. The focus was on coaching, early literacy, differentiation, and intervention, both pre-pandemic and post-pandemic.

As a Literacy Innovation Leader, UNC Charlotte introduced the three innovations that are improving how teachers are trained at their institution. These ideas will be shared with other EPPs as exemplars of the integration of the science of reading into educator preparation. The ultimate goal of the *Literacy Innovation Leader (LIL) initiative* is to create synergy between education partners to address the continuum of educator preparation and development. This collaboration of critical friends offers the opportunity to positively impact EPPs, teacher and principal candidates, and LEAs to improve student achievement in reading.

Clinical Experiences Community of Practice

In addition to the focus on early literacy and as one of the Educator Preparation Advisory Groups’ charges for improving educator preparation, the Clinical Experiences Community of Practice was established in fall 2021 and is comprised of EPP faculty and field placement coordinators along with P-12 school system leaders. This group spent the year examining the current landscape of clinical experiences through investigation of the best means to assess, build, and strengthen strategic partnerships between each UNC System Educator Preparation Program and its public school partners to ensure relevancy, continuous improvement, and preparation of high-quality teacher candidates; as well as analyzed the current state

of clinical experiences within educator preparation and develop recommendations on the most effective practices that make early, deliberate, and scaffolded clinical experiences more consistent across the UNC System, so that candidates' coursework and field work are closely aligned. The community of practice hopes to present their recommendations to the Educator Preparation Advisory Group in early fall 2022.

Principal Fellows – Learning Enhancements

North Carolina Principal Fellows not only complete rigorous graduate coursework as part of their MSA program but engage in additional professional learning designed to better prepare them to lead our State's most high-need schools. During the 2021-22 academic year, the NC Principal Fellows Program offered training to principal candidates that strengthened their decision-making skills. Through TregoED's Strategic Tools for Excellent Problem Solving (S.T.E.P.S.), Fellows used a data-driven, analytic process to examine critical school and district issues, enhance teamwork and communication, increase transparency and trust, improve stakeholder commitment, refine their implementation of decisions and initiatives, and develop strong conflict resolution strategies to mitigate emotionally-charged situations. Principal Fellows also participated in the Intrepid Leadership Workshop where they completed an assessment to discover their natural talents and how to develop those into strengths, maximizing potential to lead and manage schools. Additionally, Fellows examined the characteristics of a dysfunctional team and how to take culture-changing action to increase productivity. Finally, Principal Fellows were enrolled in an online, asynchronous course focused on the North Carolina Standards for School Executives Leadership Competencies. The course is designed to support aspiring leaders' development as problem solvers and critical thinkers. Further, course content enhances and deepens the internship experience Principal Fellows complete during the second year of the program. Through videos, articles, activities and reflective prompts, participants examine their own mindset, bias and experiences to consider perspectives different from their own. Completion of the course helps aspiring leaders to be better prepared and equipped for the hard conversations and decisions that school administrators face daily.

Beginning in 2022-23, the Principal Fellows Program will align its training plans with the North Carolina Department of Public Instruction's Operation Polaris, the State Board of Education's 2025 Statewide Strategic Plan, as well as the UNC System literacy initiatives. Fellows will focus on literacy, student support services, accountability and testing, and human capital. Throughout this and next year, Fellows will engage in training in the science of reading, completing LETRS (Language Essentials for Teaching Reading and Spelling) for Administrators. This plan supports NCDPI as they train elementary teachers and administrators across the state. The NCPFP, however, will provide the training to *all* grade-level aspiring leaders. The NC Principal Fellows Program will then include additional offerings such as standards-based instruction, social-emotional support, and recruitment and retention of staff. Plans continue to include use of the NC Standards for School Executives Leadership Competencies course throughout the Fellows' two-year program with leadership coaching for most participants occurring as part of their internship experience. For some, leadership coaching will also be available during their first and second year in the assistant principal role.

With the completion of a high-quality MSA program and engagement in university-specific enrichments, principal candidates receive a solid foundation to assist in their transition from teacher to administrator. In addition to these opportunities, Principal Fellows, through their participation in the additional enhancements offered by the State NCPFP, feel more confident and better equipped to support the students, teachers, and parents of North Carolina as effective school leaders.

RELATED SYSTEM OFFICE INITIATIVES

GEAR UP North Carolina

In 2019, the University of North Carolina System Office was awarded a new, seven-year, \$25.7 million Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) grant. This is the fourth statewide GEAR UP grant that the UNC System has secured since 2000.

GEAR UP is a national college access initiative funded by the U.S. Department of Education, aimed at increasing the number of low-income students enrolled and succeeding in postsecondary education. As a state grantee, GEAR UP North Carolina collaborates on initiatives with state college access partners and disseminates college-going information statewide. In target school districts, located in financially disadvantaged areas, GEAR UP reaches students to get them motivated and on track to pursue postsecondary education. The program's work with 12th graders is designed to help students and their families think about college and complete college enrollment steps.

GEAR UP NC uses a two-part strategy to serve students in nineteen schools across multiple school districts. During the 2021-22 academic year, services were provided to a cohort of 7th, 8th, and 9th-grade students and their families, as well as educators, in four middle schools. Services include customized instruction and support to improve math and science preparation and afterschool and summer academic enrichment. These students will continue to receive support, including access to apprenticeship opportunities, as they complete high school and their first year of postsecondary education. Fifteen high schools across multiple school districts will receive GEAR UP priority services with special consideration given to high schools with low rates of college enrollment. In the priority model, twelfth graders and their families receive just-in-time support, such as financial aid counseling, college advising, and college match and fit counseling. Students also receive coaching during their first year of postsecondary education to increase postsecondary persistence. By 2026, GEAR UP North Carolina will provide academic preparation and college access services to nearly 35,000 students and their families.

Digital Learning Initiative

The UNC System and the North Carolina Independent Colleges and Universities (NCICU) are working collaboratively under a contract with the North Carolina State Board of Education to create professional development modules related to the Digital Learning Competencies for faculty at educator preparation programs. As part of this effort, a joint working group comprised of representatives from the UNC System and NCICU was established. During the 2021-2022 academic year, the working group has jointly completed the following deliverables:

- Developed a rubric to be used to review and assess the four professional development modules submitted to DPI by the NCICU and UNC Workgroups in June of 2021.
- Created and implemented a peer-review process wherein non-Workgroup NCICU and UNC EPP faculty members are selected to review and assess the four professional development modules submitted in June of 2021.
- Refined the four PD modules submitted in June 2021 based on feedback received from the peer-review process.
- Created four additional PD modules or courses to serve as examples for the library of PD offerings to represent each of the four Digital Learning Competencies (DLCs): Leadership in Digital Learning; Digital Citizenship; Digital Content and Instruction; and Data and Assessment.
- Provided a joint presentation by NCICU and UNC at the 2021 NCACTE conference.
- Curated all deliverables developed during Phase 1 through Phase 5 in a digital location provided by DPI.

Laboratory Schools

In 2016, the North Carolina General Assembly passed legislation requiring the UNC Board of Governors to establish eight lab schools aimed at improving student performance in low-performing schools. The legislation was modified in 2017 to require the creation of nine lab schools. These laboratory schools are considered K-12 public schools of choice, operated by a UNC System institution rather than by a local school district. In 2021-2022, six laboratory schools were in operation: East Carolina University's Community School, Western Carolina University's The Catamount School, Appalachian State University's Appalachian Academy at Middle Fork, The University of North Carolina at Greensboro's Moss Street Partnership School, the University of North Carolina Wilmington's D.C. Virgo Preparatory Academy and most recently The University of North Carolina at Charlotte's Niner University Elementary. Per legislation, three additional lab schools opened three additional laboratory schools in fall of 2022 and include Appalachian State University's Academy at Elkin (second school), North Carolina A and T's Aggie Academy, and UNC's Carolina Community Academy.

The establishment of the UNC laboratory schools provides the opportunity to redefine and strengthen university partnerships with public schools, improve student outcomes, and provide high quality teacher and principal training. The Lab Schools directly partner with local school districts to promote evidence-based teaching and school leadership, while offering real-world experience to the next generation of teachers and principals. UNC Lab Schools serve every part of the University of North Carolina System mission — teaching, research, and public service.

V. STRATEGIC RESEARCH

Educator Quality Dashboards

In the spring of 2021, a team of System Office staff and Educator Preparation Program (EPP) faculty from UNC System institutions contracted with HelioCampus – a tech firm with a track-record of designing and building data dashboards using higher education institution data. This team conceptualized a set of educator quality dashboards to serve two constituencies: 1) faculty and staff at System Office institutions who could benefit from having a single location for aggregated program data that could be used in decision-making and accreditation reporting, and 2) the broader public with an interest in educator preparation program (EPP) performance metrics at UNC System institutions.

In October 2021, the System Office extended its contract with HelioCampus, and assembled a team of HelioCampus development engineers and researchers with the Educational Policy Initiative at Carolina (EPIC) who met weekly to gather, analyze and develop datasets into visual representations through dashboards. Two sets of dashboards were developed: 1) institution-facing dashboards (accessible only to those working at UNC System EPPs), and 2) public facing dashboards accessible to the general public.

As of October 2022, quality control testing institution-facing and public facing dashboards is underway with plans to share the dashboards with select EPP faculty and staff for further testing and quality control.

The final product will be a resource for EPP faculty and staff to track EPP students from enrollment into the institution, formal admission into an EPP, completion of the EPP, the process to obtain licensure, and employment, performance, and retention in a North Carolina public school beyond completion of their EPP. Additionally, the public-facing dashboard will be a resource for constituencies interested in tracking System Office EPP goals around 1) recruitment and retention, 2) literacy, 3) clinical experiences, and 'ready day 1', that is, measuring candidate preparedness to be successful in the classroom.

The System Office continues to work with the team of HelioCampus staff to refine the dashboards for optimal performance and include additional data points as they become available. Once complete, the new EPP Dashboards functionality will facilitate a more detailed level of data disaggregation for future iterations of this report.

CONCLUSION

Preparing more high-quality teachers and school leaders for North Carolina's P12 students is one of the University of North Carolina System's highest priorities. This goal is central to the UNC System's mission and strategic plan. While no single solution will transform North Carolina's educator workforce alone, the System Office's work makes an important contribution in fostering the success of North Carolina students.

The goals, strategies, programs, and initiatives outlined in this report reflect the UNC System's long-standing contribution and renewed commitment to the long-term success of P12 education in North Carolina. It is worth noting that a global economy and an ever-changing policy landscape both underscore the vital need to continually expand and reexamine the System Office's efforts to make meaningful reforms to educator preparation the linchpin of transformative change for P12 education.

APPENDICES

Appendix A:
School Administrator Data by Region

TABLE A.1. COUNT OF ADMINISTRATORS BY AGE GROUP, BY REGION, 2020-21

	Avg Age	<40	40-44	45-49	50-54	55+
<i>Superintendents</i>						
<i>Statewide</i>	52.09	1	14	29	41	37
Northeast	51.37	0	3	5	7	4
Southeast	52.75	0	0	4	5	3
North Central	52.06	0	3	4	6	5
Sandhills	52.36	1	3	2	2	6
Piedmont Triad	52.53	0	1	3	8	5
Southwest	51.15	0	2	3	3	5
Northwest	50.14	0	1	5	6	2
Western	54.40	0	1	3	4	7
<i>Principals</i>						
<i>Statewide</i>	46.66	434	547	681	498	343
Northeast	46.84	33	43	36	30	34
Southeast	48.39	29	47	66	55	51
North Central	46.54	105	106	134	106	76
Sandhills	48.41	30	41	82	55	48
Piedmont Triad	46.17	75	100	130	80	46
Southwest	45.55	103	128	126	102	43
Northwest	45.70	40	40	51	30	23
Western	47.23	19	42	56	40	22
<i>Assistant Principals</i>						
<i>Statewide</i>	43.95	1,045	657	609	486	349
Northeast	45.15	41	35	41	24	23
Southeast	44.43	90	61	52	46	39
North Central	43.10	311	176	159	113	79
Sandhills	45.02	89	59	63	47	46
Piedmont Triad	44.21	169	107	105	85	51
Southwest	44.09	223	150	144	118	69
Northwest	43.52	51	36	17	20	19
Western	43.36	71	33	28	33	23

TABLE A.2. COUNT OF ADMINISTRATORS BY YEARS OF EDUCATION EXPERIENCE, BY REGION, 2020-21

	Avg Years	<10	10-14	15-19	20-24	25-29	30+
<i>Superintendents</i>							
<i>Statewide</i>	26.09	6	1	8	27	41	39
Northeast	26.11	0	0	2	4	10	3
Southeast	27.58	0	0	1	2	4	5
North Central	23.44	2	0	1	7	2	6
Sandhills	26.43	1	0	1	3	4	5
Piedmont Triad	25.41	1	1	0	2	8	5
Southwest	24.23	2	0	2	2	3	4
Northwest	25.71	0	0	1	5	6	2
Western	30.47	0	0	0	2	4	9
<i>Principals</i>							
<i>Statewide</i>	21.55	63	285	607	766	533	249
Northeast	20.61	12	24	41	50	31	18
Southeast	22.87	4	22	52	67	71	32
North Central	21.61	11	66	142	129	121	58
Sandhills	22.67	2	23	47	94	59	31
Piedmont Triad	21.42	5	52	110	135	97	32
Southwest	20.98	15	53	135	165	96	38
Northwest	20.47	8	27	43	61	28	17
Western	21.87	6	18	37	65	30	23
<i>Assistant Principals</i>							
<i>Statewide</i>	17.92	399	676	816	688	403	170
Northeast	17.59	22	37	42	35	25	8
Southeast	17.98	34	61	73	67	41	12
North Central	17.33	120	197	218	174	85	44
Sandhills	18.20	36	68	76	60	46	18
Piedmont Triad	18.36	55	109	130	129	66	28
Southwest	18.40	75	138	196	160	95	41
Northwest	17.10	23	30	45	21	19	5
Western	17.89	34	36	36	42	26	14

TABLE A.3. COUNT OF ADMINISTRATORS BY HIGHEST DEGREE EARNED, BY REGION, 2020-21

	Bachelor's	Master's	Sixth Year Advanced	Doctoral
<i>Superintendents</i>				
<i>Statewide</i>	3	8	19	92
Northeast	1	2	3	13
Southeast	0	1	2	9
North Central	0	0	2	16
Sandhills	0	1	0	13
Piedmont Triad	0	2	0	15
Southwest	2	0	2	9
Northwest	0	1	4	9
Western	0	1	6	8
<i>Principals</i>				
<i>Statewide</i>	35	1,916	238	314
Northeast	2	143	17	14
Southeast	3	196	17	32
North Central	2	417	40	68
Sandhills	10	197	17	32
Piedmont Triad	3	300	65	63
Southwest	8	387	39	68
Northwest	3	141	19	21
Western	4	135	24	16
<i>Assistant Principals</i>				
<i>Statewide</i>	176	2,632	178	160
Northeast	10	133	14	7
Southeast	19	247	9	13
North Central	52	713	38	35
Sandhills	18	252	13	21
Piedmont Triad	27	437	35	18
Southwest	38	578	41	47
Northwest	5	121	7	10
Western	7	151	21	9

TABLE A.4. COUNT OF ADMINISTRATORS BY RACE AND GENDER, BY REGION, 2020-21

	Female	Male	Asian	African Am.	Hispanic	Am. Indian	White
<i>Superintendents</i>							
<i>Statewide</i>	31	91	0	31	3	2	85
Northeast	4	15	0	7	1	0	11
Southeast	2	10	0	3	0	0	9
North Central	7	11	0	9	1	0	8
Sandhills	3	11	0	5	0	0	9
Piedmont Triad	9	8	0	3	1	0	13
Southwest	1	12	0	3	0	1	8
Northwest	3	11	0	1	0	1	12
Western	2	13	0	0	0	0	15
<i>Principals</i>							
<i>Statewide</i>	1,545	952	9	633	26	28	1,759
Northeast	109	67	0	65	2	1	105
Southeast	152	96	0	51	2	2	187
North Central	331	195	1	189	10	0	321
Sandhills	159	95	1	85	2	21	142
Piedmont Triad	266	163	2	112	3	1	301
Southwest	325	176	4	114	6	2	364
Northwest	102	82	1	11	1	1	168
Western	101	78	0	6	0	0	171
<i>Assistant Principals</i>							
<i>Statewide</i>	2,043	1,090	14	1,001	48	34	1,976
Northeast	114	47	3	68	4	0	83
Southeast	215	73	0	66	2	1	214
North Central	522	313	3	329	16	5	468
Sandhills	207	95	3	131	5	23	135
Piedmont Triad	329	186	2	191	11	1	296
Southwest	454	247	3	199	8	3	473
Northwest	90	53	0	8	0	0	133
Western	112	76	0	9	2	1	174

Appendix B:

FNTC Participating High Schools

High School	Local Education Agency
Carter G. Woodson	Charter School
Cary High School	Wake County Schools
CE Jordan High School	Durham Public Schools
Central Cabarrus High School	Cabarrus County
Charlotte Teacher Early College	Charlotte-Mecklenburg Schools
Currituck County High School	Currituck County Schools
D.H. Conely High School	Pitt County Schools
Dudley High School	Guilford County Schools
East Duplin High School	Duplin County Schools
Eastern Guilford High School	Guilford County Schools
ECU Early Innovation College High School	Pitt County Schools
Gates County High School	Gates County Schools
Greensboro College Middle College	Guilford County Schools
Heide Trask High School	Pender County Schools
High Point Central High School	Guilford County Schools
J H Rose High School	Pitt County Schools
Jackson High School	Guilford County Schools
Jesse C. Carson High School	Rowan-Salisbury Schools
Johnston County Early College	Johnston County Schools
Jones Senior High School	Jones County Schools
Lee County High School	Lee County Schools
Mount Pleasant High School	Cabarrus County Schools
Myers Park High School	Charlotte-Mecklenburg Schools
Needham Broughton High School	Wake County Schools
New Bern High School	Craven County Schools
North Forsyth High School	Forsyth County Schools
North Lenoir High School	Lenoir County Schools
North Pitt High School	Pitt County Schools
Northwest Cabarrus High School	Cabarrus County Schools
Norvilles Home School	Home School
Onslow Early College High School	Onslow County Schools
Pamlico County High School	Pamlico County Schools
Patton High School	Burke County Public Schools
Penn Griffin School for the Arts	Guilford County Schools
Perquimans County High School	Perquimans County Schools
Person Early College	Person County Schools
Person High School	Person County Schools
Piedmont High School	Union County Public Schools
Pitt County Schools Early College	Pitt County Schools
Princeton High School	Johnston County Schools
Providence Grove High School	Randolph County
Reynolds High School	Winston-Salem/Forsyth County

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Southern Guilford High School	Guilford County
Southern Wayne High School	Wayne County Schools
Southside High School	Beaufort County Schools
Southwest Edgecombe High School	Edgecombe County Schools
STEM Early College A&T	Guilford County Schools
T.C. Roberson High School	Buncombe County Schools
Union Pines High School	Moore County Schools
Virtual Academy	N/A
Warren Early College	Warren County Schools
West Carteret High School	Carteret County Schools
Western Harnett High School	Harnett County Schools