



Educator Preparation Efforts at the University of North Carolina System Office

Report to the Joint Legislative Education Oversight Committee

October 15, 2023

University of North Carolina System
Raleigh, 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 teacher 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 Preparation¹

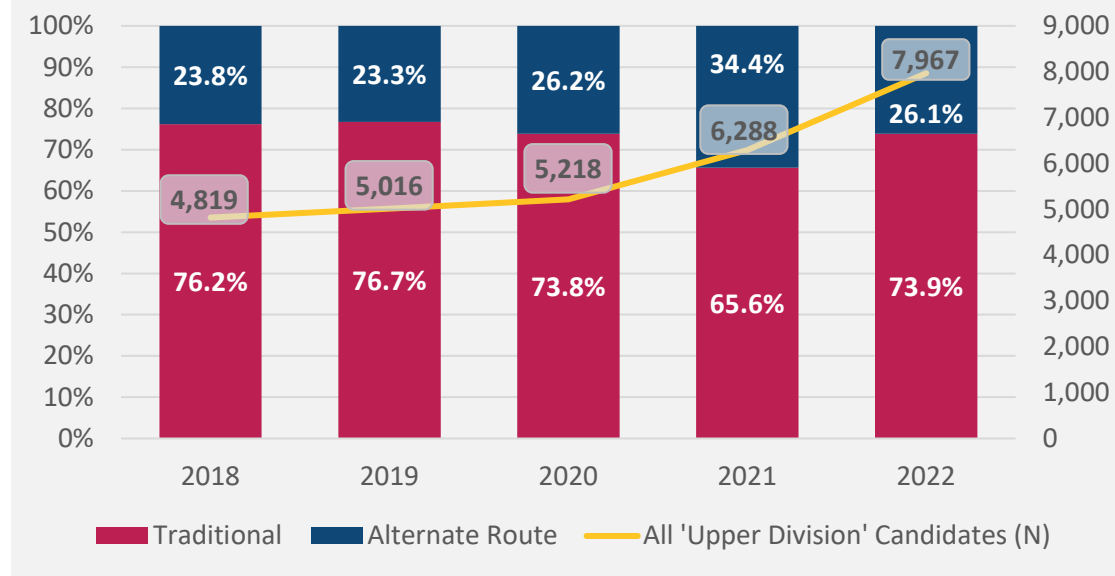
In North Carolina, ensuring a supply of highly-qualified teachers for our public schools is an essential need – one that is central to the mission of the University of North Carolina System as many of our institutions were founded for the purpose of teacher preparation. While their missions have expanded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

Despite perennial issues in k-12 education and educator preparation - 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 –the number of teacher candidates and completers in UNC System EPPs has increased since 2018.

¹ Data used in this section (with the exception of Principal Preparation) were obtained from the publicly available NCDPI EPP Dashboard. Note that DPI data are updated regularly, and figures in this report will reflect the most recent data updates as of August 2023. In addition, DPI recently changed the reporting window for EPPs, which was followed by a retroactive update of prior years' data so that comparisons could be made each year based on the new reporting window. As such, some of the totals reported here may not match those from previous iterations of this report. These data, as well as notes and explanations of how they are reported, can be found on the NCDPI EPP website here: <https://tinyurl.com/y9uhcy2u>.

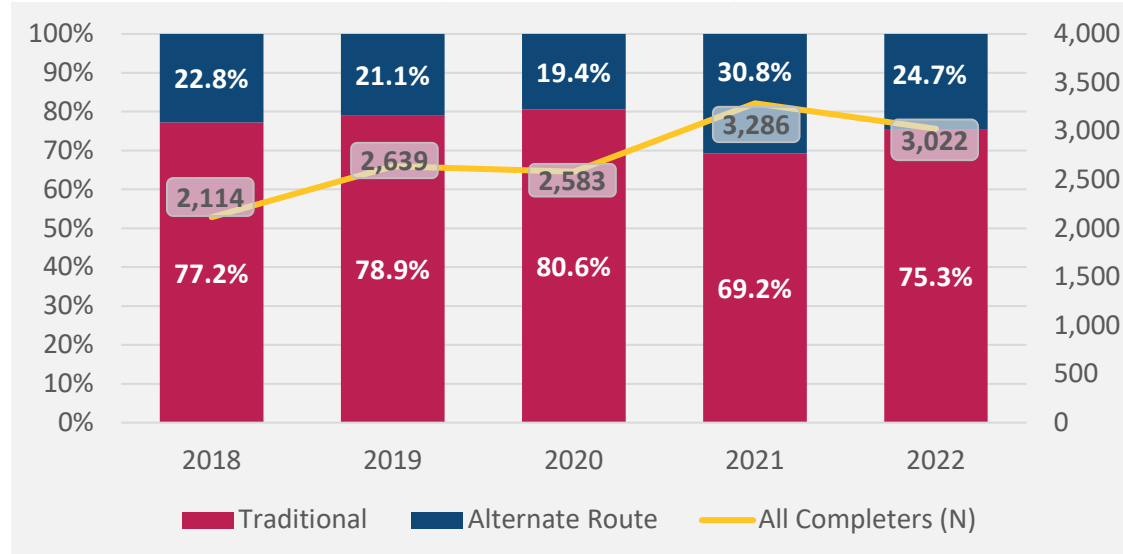
As of 2022, the number of upper division candidates (that is, students enrolled at an EPP in their second year or beyond, and who are taking EPP coursework) at UNC System EPPs has increased from 4,819 in 2018 to 7,967 – a 65.3 percent increase. Substantial growth in Residency and Licensure Only programs 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, 2018-2021



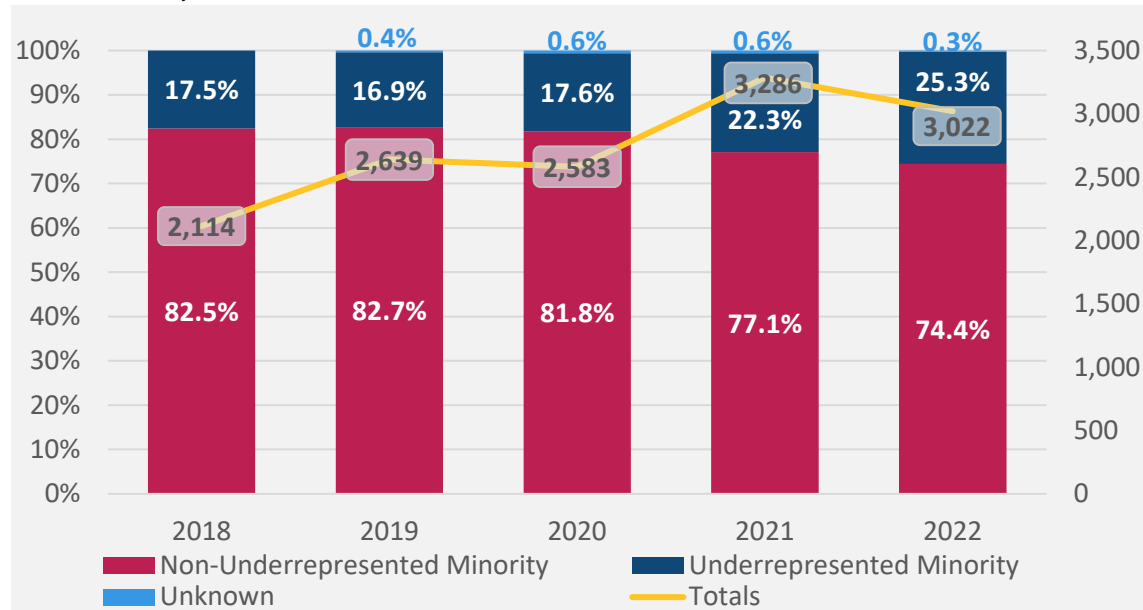
The trend in teacher production is also on an upward trajectory, due in part to increases in educators who matriculated through the Residency and Licensure Only pathways. There was a 49 percent increase in the number of UNC System EPP completers between 2018 (N=2,114) and 2022 (N=3,022). Indeed, the largest share of completers from alternative licensure programs was observed in 2021 and 2022 (Figure 2).

FIGURE 2. PROGRAM COMPLETERS (TEACHER PRODUCTION) BY PATHWAY, 2015-2021



Between 2018 and 2020, the proportion of UNC System completers who were underrepresented minorities was around 17 percent; however, by 2022, one-quarter (25.3 percent) of the 3,022 UNC System EPP completers were underrepresented minorities. An annual breakdown of the proportion of underrepresented minority completers is shown below in Figure 3.

FIGURE 3. PROGRAM COMPLETERS (TEACHER PRODUCTION) BY MINORITY STATUS, UNC SYSTEM INSTITUTIONS, 2015-2021²



Employment and Retention in North Carolina Public Schools

According to the North Carolina Department of Public Instruction, between 2018 and 2020, there were 7,336 UNC System students completing their educator preparation program through a traditional licensure pathway. Just over three-quarters (76 percent) were employed in a North Carolina public school within three years of completing their program.

The fifteen Educator Preparation Programs in the UNC System are leading the effort to prepare teachers to be successful and employed in North Carolina. 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 principals, principals, 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). As of the 2020-2021 school year, 4,393 first-year North Carolina public school employees earned their degree at a UNC System institution.

Licensure Exam Pass Rates

Teacher education candidates are required by statute to demonstrate competency in their content area by passing licensure exams. Traditional route candidates have three years following program completion

² "Underrepresented minorities" are individuals who identify as American Indian of Alaska Native, Black or African American, Hispanic or Latino, and two or more races.

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. The most recent data shows that just under three-quarters (74 percent) of UNC System 2017 to 2019 EPP completers have earned their initial licensure.

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 74 percent of school superintendents in North Carolina public schools during the 2021-22 academic year were male, 76 percent were White, 21 percent were African-American, and the average age was 52 years. Superintendents reported an average of 26.0 years of experience in education, with eight percent having achieved a master's degree and 90 percent holding doctorates or other advanced degrees.

Principals. The data also indicate that 62 percent of North Carolina public school principals were female, 71 percent were White, and 27 percent were African-American. The average age for principals was 47 with a range of 45-48 across regions. Data indicate principals had an average of 21.6 years of experience in education with 76 percent having achieved a master's degree, and 21 percent holding doctorates or other advanced degrees.

Assistant Principals. The data show that North Carolina assistant principals are 65 percent female, 63 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 83 percent having achieved a master's degree and 10 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 1. ADMINISTRATORS BY AGE GROUP, 2021-22

	Avg Age	<40	40-44	45-49	50-54	55+
Superintendents	52.23	1	11	27	40	37
Principals	46.75	428	585	683	507	371
Assistant Principals	43.94	1,083	694	600	526	345
Total Counts	--	1,512	1,290	1,310	1,073	753

TABLE 2. ADMINISTRATORS BY YEARS OF EXPERIENCE, 2021-22

	Avg Years	<10	10-14	15-19	20-24	25-29	30+
Superintendents	26.03	6	3	5	22	45	36
Principals	21.59	65	284	633	772	562	258
Assistant Principals	17.95	419	691	830	704	423	187
Total Counts	--	490	978	1,468	1,498	1,030	481

TABLE 3. ADMINISTRATORS BY HIGHEST DEGREE EARNED, 2021-22

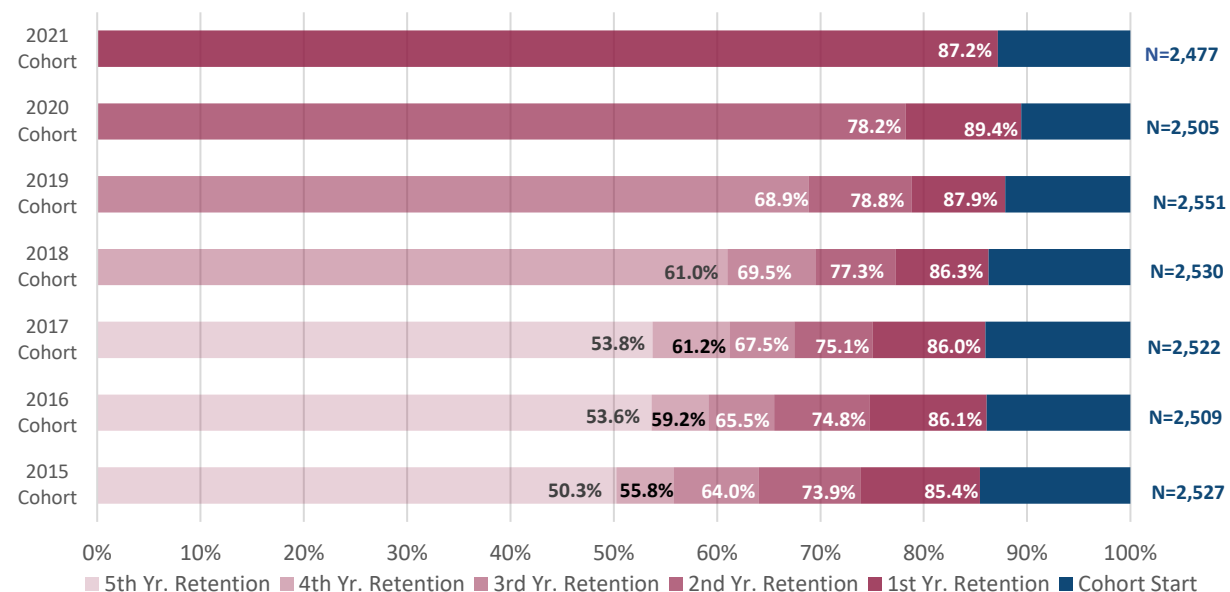
	Bachelor's	Master's	Sixth Year Advanced	Doctoral
Superintendents	3	9		16
Principals	52	1,969		216
Assistant Principals	219	2,703		171
Total Counts	274	4,681	403	581

TABLE 4. ADMINISTRATOR BY RACE AND GENDER, 2021-22

	Female	Male	Asian	African Am.	Hispanic	Am. Indian	White
Superintendents	30	86	0	24	2	2	87
Principals	1,588	977	10	679	24	28	1,783
Assistant Principals	2,106	1,119	13	1,056	54	40	2,019
Total Counts	3,724	2,182	23	1,759	80	70	3,889

Demand Trends for North Carolina School Administrators

Figure 4 outlines retention rates for North Carolina's principals in the 2014-15 through 2021-22 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 remained in that position.

FIGURE 4. PRINCIPAL RETENTION RATES, 2014-15 TO 2020-21 COHORTS

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Table 5 displays the number of new school administrators statewide and by region in the 2021-22 academic year.

TABLE 5. NUMBER OF NEW SUPERINTENDENTS, PRINCIPALS, AND ASSISTANT PRINCIPALS, BY REGION (2021-22)

	New Superintendents	New Principals	New Assistant Principals
Statewide	10	303	645
Northeast	3	27	42
Southeast	2	41	71
North Central	2	61	149
Sandhills	1	31	72
Piedmont Triad	0	44	109
Southwest	2	54	130
Northwest	0	25	34
Western	0	20	38

Table 6 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 2021-22 academic school year, 8.5 percent of all newly hired assistant principals held provisional licenses. This number varies greatly by region, with 26.5 percent of newly hired assistant principals holding a provisional license in the Northwest region and three percent holding a provisional license in the Piedmont Triad region.

TABLE 6. NEWLY HIRED ASSISTANT PRINCIPALS (2021-22) WHO HOLD A PROVISIONAL LICENSE

	Total New APs	Provisional Licenses	
		N	%
Statewide	645	55	8.5%
Northeast	42	5	11.9%
Southeast	71	9	12.7%
North Central	149	10	6.7%
Sandhills	72	5	6.9%
Piedmont Triad	109	3	2.8%
Southwest	130	11	8.5%
Northwest	34	9	26.5%
Western	38	3	7.9%

Supply Trends for North Carolina School Administrators

Table 7 provides data collected by the Department of Public Instruction related to the annual supply for principals and assistant principals. In 2021-22, 90 percent of newly hired principals had served as assistant

principals in 2020-21. Of the newly hired assistant principals in 2021-22, 56 percent were classroom teachers in the previous year. Additionally, 6 percent of newly hired assistant principals were employed as assistant principal interns in 2020-21.

TABLE 7. SOURCES OF NEW PRINCIPALS AND ASSISTANT PRINCIPALS (APS) 2021-22

	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	303	272	89.8%	645	362	56.1%	40	6.2%
Northeast	27	21	77.8%	42	25	59.5%	2	4.8%
Southeast	41	37	90.2%	71	45	63.4%	1	1.4%
North Central	61	57	93.4%	149	73	49.0%	22	14.8%
Sandhills	31	29	93.5%	72	50	69.4%	4	5.6%
Piedmont Triad	44	42	95.5%	109	62	56.9%	6	5.5%
Southwest	54	51	94.4%	130	57	43.8%	4	3.1%
Northwest	25	21	84.0%	34	19	55.9%	--	--
Western	20	14	70.0%	38	31	81.6%	1	2.6%

Table 8 provides the number of graduates of UNC System's Master of School Administration (MSA) programs. Since the 2017-18 academic year, UNC System principal preparation programs have produced 1,451 school leader graduates.

TABLE 8. MSA DEGREES CONFERRED AT UNC SYSTEM INSTITUTIONS, 2017-18 TO 2021-22

Institution	2017-18	2018-19	2019-20	2020-21	2021-22	Institution Totals
ASU	24	17	19	28	12	100
ECU	61	48	53	39	43	244
ECSU	8	9	5	2	8	32
FSU	13	14	13	14	9	63
NCA&T	8	6	17	4	5	40
NCCU	14	19	16	15	38	102
NCSU	66	14	33	19	46	178
UNCA	--	--	--	--	--	--
UNC-CH	27	30	15	17	20	109
UNCC	36	28	23	20	42	149
UNCG	15	31	31	6	29	112
UNCP	12	27	33	38	23	133
UNCW	7	16	15	11	11	60
WCU	29	18	28	21	33	129
WSSU	--	--	--	--	--	--
Total Counts	320	277	301	234	319	1,451

Demand Trends

In 2021-22, 303 new principals were hired, with the largest number of new principals employed in the North Central region. Assistant principals were also in high demand, with 645 new hires, 23 percent in the

North Central region and 20 percent in the Southwest region. There were 10 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 2021-22 (319) 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

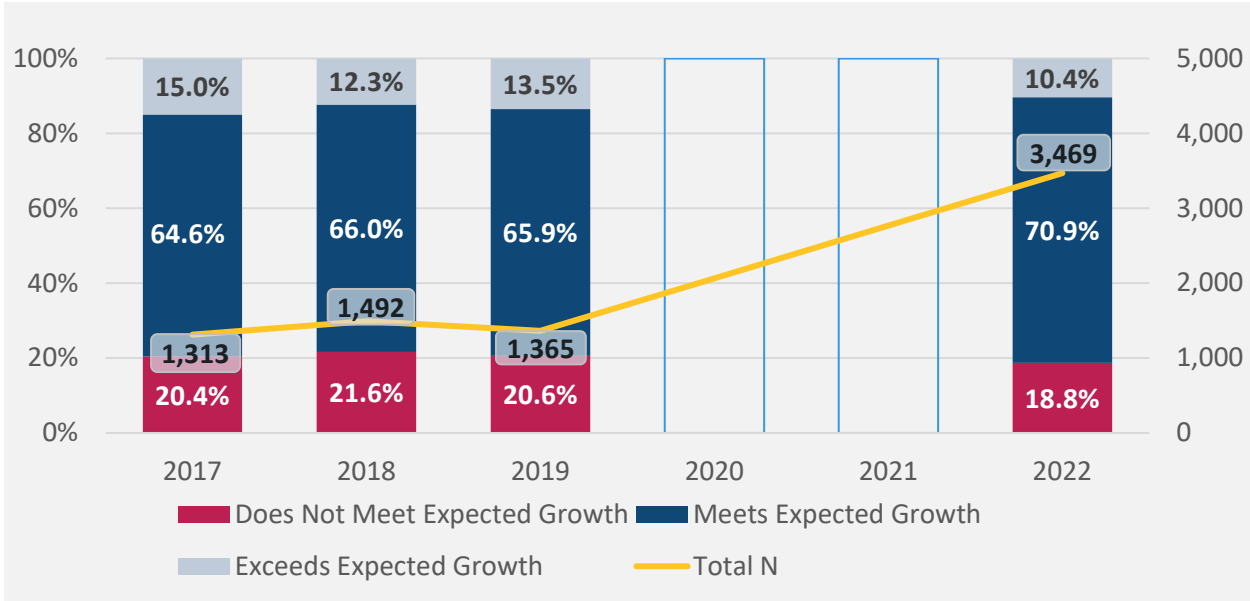
In 2021-22, there were 959 new school administrators hired in North Carolina (10 superintendents, 303 principals, and 645 assistant principals). Of the new principals, 90 percent were employed as assistant principals during 2020-21. In addition, 56 percent of new assistant principals in 2021-22 were employed as teachers in the previous year. These numbers, in addition to the number of new MSA graduates (319) produced by the UNC System in 2021-22, suggest that the supply of school administrators needed to meet the state demand is sufficient if current trends persist. There are also thousands of educators who hold licenses in school administration who do not yet serve as school administrators.

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.

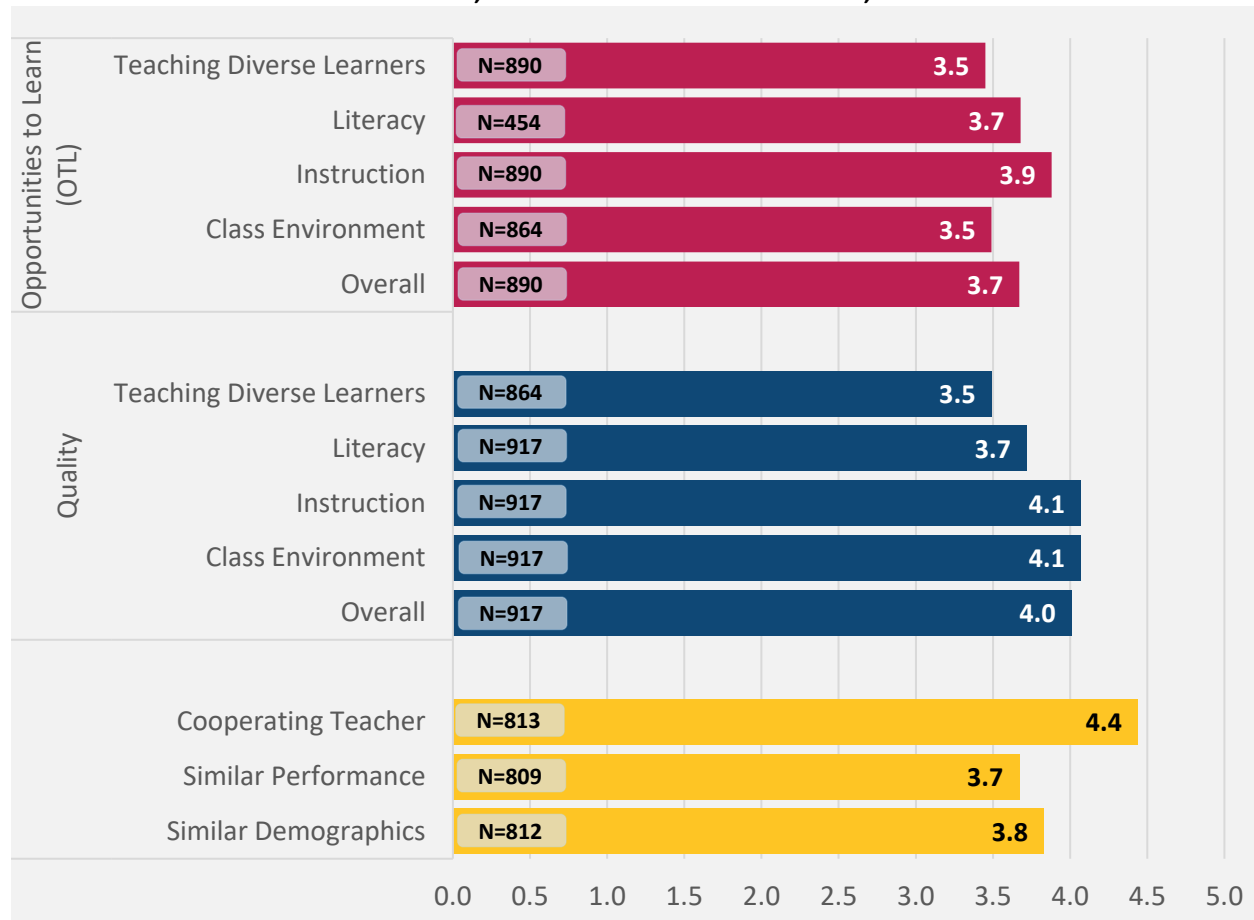
FIGURE 5: EVAAS GROWTH, UNC SYSTEM INSTITUTION COMPLETERS, 2017-2020 ACADEMIC YEARS

Since 2017, the number of teachers who completed their EPP at a UNC System institution and were assessed for EVAAS nearly tripled from 1,365 in 2019 to 3,469 in 2022.³ Also in this same time period, 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.

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 2022 Recent Graduate Survey are shown below in Figure 6.

³ Because EVAAS 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. Data were not reported in 2020 due to the COVID-19 pandemic. If 2020 was in a candidate’s three-year window following program completion, data from the subsequent year are included so that every candidate has a three-year window. This may account for the spike in the number of EVAAS scores in 2021.

FIGURE 6. RECENT GRADUATE SURVEY, UNC SYSTEM EPP COMPLETERS, 2022⁴

Generally, recent graduates from UNC System institutions report positive experiences with their education. Overall ratings on “Opportunities to Learn” (avg. score 3.7 out of a possible 5) and “Quality of Education” (avg. score of 4.0 out of a possible 5) reflect positive attitudes toward their EPP. In addition, satisfaction with their assigned cooperating teacher during their clinical practice (avg. score of 4.4 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. The following data are for graduates of UNC System institutions as compared to graduates of other teacher preparation programs employed at the same schools. School leaders indicate the relative effectiveness of the recently graduated teachers on a variety of tasks in comparison to other first-year

⁴ 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.

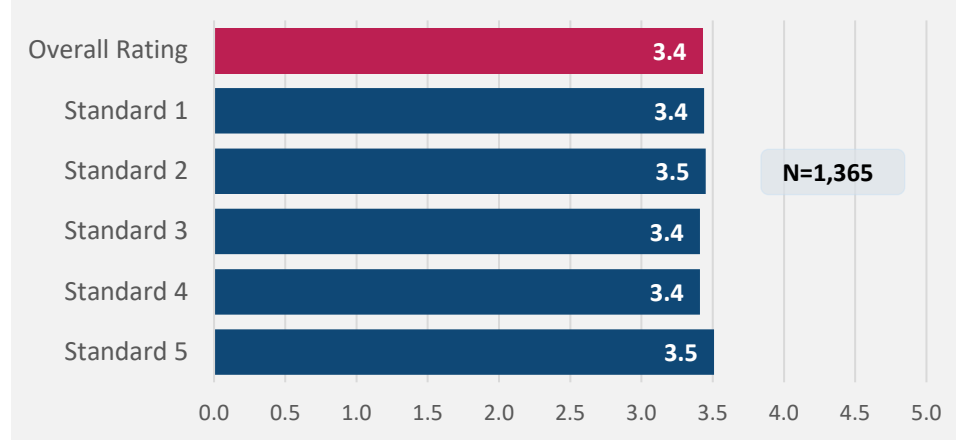
teachers. Data are reported according to the North Carolina Professional Teaching Standards and are disaggregated by elements of each standard on the survey.⁵

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 2022 employer satisfaction survey are shown below in Figure 7. 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 institutions between “comparable” and “more effective” than first-year teachers working at the school who graduated from a non-UNC System institution EPP.

FIGURE 7. EMPLOYER SATISFACTION SURVEY, UNC SYSTEM EPP COMPLETERS, 2022

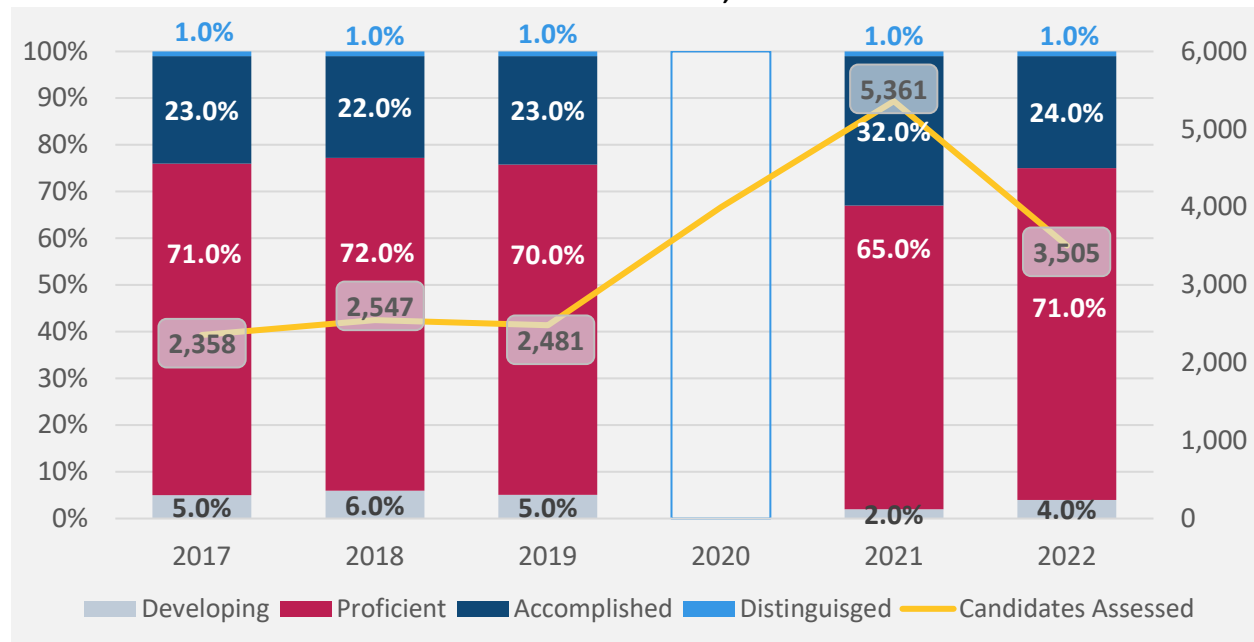


North Carolina Educator Effectiveness System (NCEES)

The North Carolina Educator Effectiveness System (NCEES) is a tool that includes an educator evaluation 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.

⁵ NC Professional Teaching Standards: <https://www.dpi.nc.gov/media/511/open>

FIGURE 8. UNC SYSTEM COMPLETER NCEES PERFORMANCE, 2017 TO 2022⁶

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 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, Fayetteville State University, North Carolina Agricultural and Technical State University, and UNC Pembroke as the three additional Teaching Fellows institutions.

A key element of the Teaching Fellows program is providing meaningful enrichment opportunities to all program participants. The enrichment model for Teaching Fellows is two-fold – under the direction of a campus director, each of the eight partner institutions have designed an enrichment framework, which is

⁶ NCEES scores were not reported for 2020 due to the COVID 19 pandemic. If 2020 was in a candidate's three-year window following program completion, data from the subsequent year are included so that every candidate has a three-year window. This may account for the spike in the number of NCEES scores in 2021.

designed to build community in a smaller setting among a Fellow's peers who attend the same institution. The campus-level enrichment opportunities are intentionally designed to be unique, allowing each institution to align to their respective program's particular areas of focus and to build organic partnerships within their own respective communities.

An additional layer of support is provided by state-level enrichment opportunities, which bring together the collective group of Fellows from all eight partner institutions. These events are designed to build a powerful sense of community among all Fellows and to highlight educational topics to ensure a strong and cohesive vision for the broader mission and purpose for the Teaching Fellows program. The most recent statewide event was held on April 1, 2023, at the McKimmon Center in Raleigh. The day-long spring symposium had over 150 attendees and featured engaging breakout session activities for all fellows and information sessions from the State Director, the NC State Educational Assistance Authority (NCSEAA) regarding loan forgiveness, and the New Teacher Support Program (NTSP). In the 2023-2024 academic year, NC Teaching Fellows will have professional development activities centered around four aspects in teaching: use of instructional technology, coaching for performance, literacy, and responsiveness to environmental factors. Statewide program initiatives include working with literacy and tutoring programs, providing mental health awareness and support training, and sponsoring students to attend the North Carolina Technology in Education Society (NCTIES) conference.

Applicants to the program include high school seniors, undergraduate college transfers entering education preparation programs, and residency teachers seeking initial licensure in STEM or Special Education. There are 101 Fellows who comprise the sixth class of candidates who began in the 2023-2024 academic year. As of the 2021-22 reporting year, the NC Teaching Fellows has produced 116 program completers. Detailed graduation and school data for the NC Teaching Fellows program will be provided in the Teaching Fellows' 2024 Annual Joint Legislative Education Oversight Committee report in January.

The North Carolina Teaching Fellows program's strategic goals for the 2023-24 academic year include:

- Increase applicants by 50 percent to 240 through active recruitment, opening of fall application window, and collaboration with local education agencies across the state
- Increase awards granted by 20 percent to 160
- Increase participants at each institution to a minimum of 12 per cohort by 2024-2025 cohort
- Increase diversity of candidates by gender and race by 20 percent by 2024-2025 cohort
- Reduce cash repayment number to below 5 percent in 3-year window while increasing service repayment by 10 percent
- Increase New Teacher Support Program participation among Fellows' completers by 25 percent to 80 in 2023-2024 year (saw increase of 110 percent in 2022-2023 from 29 to 61)

The NCTF program will utilize campus fellows to actively recruit and promote the benefits of the program to potential applicants. The program will also continue the formation of partnerships with local school units and educational partners in a collaborative effort to enhance the teacher preparation pipeline across the state, and most notably, in areas of the state that have the highest teacher attrition rates and recruitment challenges. Working with the partner institutions, the NCTF program is poised to be a leader in the recruitment, preparation, and support of future teachers in North Carolina.

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. Since the full merger of both programs (2021-22), the North Carolina Principal Fellows Program has graduated 210 candidates. Of the 2022 graduates, 95 percent are serving in a school leadership position and 80 percent of these positions are in a high-need school. Eighty percent of the most recent graduating cohort (2023) have secured a school leadership position, with 78% percent of those positions being in a high-need school.

North Carolina Principal Fellows, in addition to completing rigorous graduate coursework as part of their MSA program, engage in supplemental professional learning designed to better prepare them to lead our State's most high-need schools. During the 2022-23 academic year, the North Carolina Principal Fellows Program (NCPFP) initiated its plan to align enhancement offerings with the North Carolina Department of Public Instruction's Operation Polaris and the State Board of Education's Strategic Plan. Fellows engaged in *Lexia Language Essentials for Teachers of Reading and Spelling (LETRS®) for Administrators* training, which strengthened their capacity to support teachers with the implementation of literacy instruction. Through their participation, Fellows learned how to select literacy curricula and assessments, empowered teachers by giving them the support they need on their own *LETRS®* journey, and gained access to practical tools and guides to implement a sustainable literacy program. This plan supports the NCDPI as they train elementary teachers and administrators across the State. The NCPFP, however, is training *all* aspiring leaders in the program, acknowledging the importance of literacy instruction at all grade levels.

Additionally, Principal Fellows were enrolled in an online, asynchronous course focused on the North Carolina Standards for School Executives Leadership Competencies. This 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 biases and experiences to consider perspectives different from their own. Completion of the course equips Fellows with the skills to handle difficult conversations and make decisions that school administrators face daily. As part of the course participation, Principal Fellows receive leadership coaching while enrolled in the program. For some, leadership coaching will also be available during the first and second year of the assistant principalship.

The NCPFP will continue plans to offer *LETRS® for Administrators* training during the 2023-24 academic year and will also provide program teams with training centered on resilience and trauma-informed schools. This professional development includes a deep dive into trauma and Adverse Childhood Experiences (ACEs) and the research behind them, as well as an overview of the brain science behind the stress response system and how the impact of trauma may show up in the school and classroom settings. Resilience and trauma-informed strategies for schools will be discussed and framed around staff wellness, relationship-building, overall environment and social-emotional learning. The following year (2024-25), Principal Fellows will engage in this same training.

With the completion of a high-quality MSA program, including a full-time comprehensive administrative internship 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 confident and better equipped to support the students, teachers, and parents of North Carolina as effective school leaders.

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 were 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 eligibility 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 2022-2023 application cycle, grants were awarded to the following institutions:

- East Carolina University (Eastern Region; two sessions in June 2023)
- University of North Carolina Charlotte (Western Region; one session in April 2023)

These FTNC events were hosted in the spring and summer, and each fostered enhanced partnerships with the surrounding school districts and strengthened the recruitment pipeline by displaying a clear pathway from high school into an EPP. Across the two institutions, 431 applications were received from potential students and 207 attended the FTNC events. 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.

TABLE 9. FTNC SYMPOSIUM PARTICIPANT DEMOGRAPHICS, 2022-23

Race/Ethnicity (N=147)	%
Asian	2%
Black or African American	19%
Latino/a (Hispanic)	12%
Multi-Racial	1%
White	66%
Gender (N=147)	%
Female	82%
Male	18%

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 10.

TABLE 10. FTNC SYMPOSIUM PARTICIPANT FUTURE PLANS SURVEY RESULTS, 2022-23

Survey Item (N=147)	%
Students who plan to choose teaching as a profession	91%
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%
Students who felt the FTNC Symposium increased the student's knowledge of the teaching profession and other careers in education	82%

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. These funds have been 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, staffing support for campus recruiters, marketing efforts, and supporting program improvements, among others. At the end of the fiscal year, EPPs share Expenditure Reports with the UNC System Office. This is the primary funding source for teacher recruitment efforts of educator preparation programs at the 15 institutions of the UNC System.

Since the 2018-19 fiscal year, the UNC System has employed a formula that included a base funding amount which was then augmented by additional funds based on historic productivity data (from 2006 onward), current productivity data (most recent year), production in high needs areas, and minority recruitment. Bonus funding based on EPP Performance outlined on EPP Report Cards was also included in this formula.

In 2023-2024, a new model will be introduced based on campus feedback that focuses on current enrollments and production (using no more than three years of historical data), with additional weighting for enrollments and completers in high needs areas (i.e., Special Education, STEM). The intention of this new formula is to reward programs that recruit students to- and through their EPP and produce candidates who will be prepared to address North Carolina's highest needs in the teacher workforce.

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. 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 the 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.

To ensure that pre-service and in-service teachers are effective reading teachers, collaborations between P-12 school districts and educator preparation programs (EPPs) in teacher training, professional development, and reflective practice remain critical and essential. The State of North Carolina is clearly committed to such growth as evidenced by the General Assembly's investment to support ongoing initiatives that enhance instructional training and practice in reading and literacy.

Literacy Innovation Leaders Initiative

One such example of leveraging professional development within educator preparation is the Literacy Innovation Leaders (LIL) initiative. Made possible by the generous support of the C. D. Spangler Foundation and Goodnight Education Foundation, the multiyear Literacy Innovation Leaders initiative was a coordinated effort (in alignment with the NC Department of Public Instruction) to train faculty, preservice, and laboratory school teachers in the Science of Reading (DPI) and integrate the Science of Reading into our System's teacher preparation programs. The UNC System Office selected five EPPs to

serve as Literacy Innovation Leaders campuses: Appalachian State University, Fayetteville State University, North Carolina A&T State University, UNC Charlotte, and UNC Pembroke. To date, the Literacy Innovation Leaders initiative has supported 163 participants complete the Language Essentials for Teaching Reading and Spelling (LETRS) training. This cohort includes LIL Scholars (preservice candidates) from the five LIL campuses, in-service teachers from six Laboratory Schools, and faculty from 15 educator preparation programs.

In the initial year (AY 2021-2022), faculty and administrators at each Literacy Innovation Leaders campus thoughtfully engaged in a set of activities designed to prepare more teachers in the Science of Reading. These efforts included extensive redesign of current courses and field experiences to ensure alignment with the UNC System Literacy Framework; training for faculty, lab school teachers, and pre-service teacher candidates in LETRS, and facilitating professional learning communities around the science of reading. In addition to the LETRS training on LIL 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.

The second year (AY 2022-23) cemented the impact of the Literacy Innovation Leaders initiative. Namely, members of the inaugural LIL cohort receiving LETRS training completed the two-year curriculum and earned certification, while a new cohort of in-service teachers began their first year of LETRS training. NC A&T developed an intensive Literacy Scholars program that created opportunities for preservice teachers to train in a model classroom, engage in clinical practice, and advocate for literacy within their community. UNC Charlotte enhanced their Observation Protocol to Assess Literacy (OPAL) Instrument, the literacy-specific observation tool utilized by the mentor/evaluator during the preservice candidate's clinical experience, and expanded it for use within the four other educator preparation programs participating in the Literacy Innovation Leaders initiative. UNC Charlotte also leveraged LIL funding to convene their second annual [Literacy Summit](#). A common theme emerging from this year's efforts to enhance literacy instruction is the value of such synchronous convenings for collaboration across the System's educator preparation programs.

LIL participating institutions, in partnership with their districts and the UNC System Office, remain committed to continual improvement in literacy practice inspired by the Literacy Innovation Leaders initiative.

Literacy Course Review

As charged by Session Law 2021-180, the UNC System facilitated a review of the literacy courses in elementary and special education programs to ensure that the Science of Reading is integrated into those programs. From the System Office's request for proposals, Teacher Prep Inspection-US (TPI-US) was selected to conduct the review as the external evaluator. The review was conducted during the Fall 2022 term and included sixty total courses from fifteen educator preparation programs of the UNC System. One institution – UNC Charlotte – was rated as “Strong”, and five others were rated as “Good”, while the remaining nine EPPs were rated as “Needs Improvement” or “Inadequate”.

Literacy Course Response

Results of the TPI-US literacy course review were shared with individual educator preparation programs in December 2022, with aggregate findings presented to the UNC Board of Governors in January 2023. As a result of the findings, the Board of Governors passed a resolution that charged EPPs with addressing areas identified as in need of improvement. Subsequently, UNC System President Peter Hans issued a memo (February 2023) providing guidance to EPPs as they worked to respond to the recommendations during the Spring 2023 term. The primary milestones included an Action Plan (due May 1, 2023) that outlined intended steps/actions as well as a Final Report and supportive Artifacts (due July 1, 2023) that described actions taken and provided evidence of such. All EPPs met the July deadline for submission of

the final report and supporting artifacts. To ensure that these submissions were evaluated with rigor and fidelity, the UNC System Office assembled a team of university-based reviewers with proven expertise in the Science of Reading. Review teams assessed EPP submissions throughout July and August so that recommendations could be shared with the UNC Board of Governors in September 2023. The UNC System Office supported EPPs throughout the response process in several ways, two of which included EPP-specific annotated reviews of recommendations for all fourteen EPPs as well as dedicated technical assistance time for ten EPPs (both provided by TPI-US). Additionally, UNC Charlotte (who was rated as “Strong”) facilitated a webinar for UNC System peers to share best practices and resources that enhanced literacy instruction within their EPP.

Transfer Advisory Committees (TACs)

In collaboration with the North Carolina Community College System (NCCCS), the UNC System Office provides leadership and guidance in facilitation of two Transfer Advisory Committees (TACs) that meet on a quarterly basis to enhance and facilitate efficient and effective transfer processes between systems.

Associate in Arts for Teacher Preparation/Associate in Science for Teacher Preparation (AATP/ASTP) TAC – The AATP/ASTP TAC met four times during the year, initially to elect co-chairs as representatives from both the UNC System and NCCCS. Throughout the year, work of this TAC focused on advocative and collaborative discussions around the Comprehensive Articulation Agreement (CAA), Baccalaureate Degree Plans (BDPs, the academic plan UNC System institutions provide for each major), Early College partnerships, and process clarifications around credit, courses, and appeals. The TAC also attended presentations from the Educational Policy Institute at Carolina (EPIC) about year one of their Transfer Pipeline analysis, a study commissioned by the UNC System to better understand the impact of transfer populations on educator preparation program enrollment and teacher productivity, which allowed the TAC leveraged findings in ideation of future work.

Early Childhood Education/Birth through Kindergarten (ECEBK) TAC – The ECEBK TAC also met four times during the year with similar agendas and responsibilities as representatives from both the UNC System and NCCCS. Throughout the year, work of this TAC focused on advocative and collaborative discussions around the Comprehensive Articulation Agreement (CAA), Baccalaureate Degree Plans (BDPs, the academic plan UNC System institutions provide for each major), program enrollment implications on the workforce, and process clarifications around credit, courses, and appeals. An additional priority of this TAC was (and remains) the facilitation of Site Reviews for Early Childhood/Birth through Kindergarten programs at the four-year UNC System institutions (Appalachian State University and East Carolina University were reviewed in the 2023-24 academic year). The TAC also attended presentations from the Educational Policy Institute at Carolina (EPIC) about year one of their Transfer Pipeline analysis, a study commissioned by the UNC System to better understand the impact of transfer populations on educator preparation program enrollment and teacher productivity, which allowed the TAC leveraged findings in ideation of future work.

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 2022-23 academic year, services were provided to a cohort of 8th and 9th-grade students and their families, as well as educators, in four middle and high 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

In partnership with the North Carolina Independent Colleges and Universities (NCICU), the North Carolina Department of Public Instruction (NC DPI), and the Friday Institute, the University of North Carolina System facilitated year six of its Digital Learning Initiative aimed at enhancing the instructional strategies and practices of faculty and teachers in the field of digital learning. Activities included an analysis of the Digital Learning Progress Rubric for EPPs and the School Technology Needs Assessment for EPP faculty, and gathering and analyzing data from three Beginning Teacher focus groups of recent NCICU and UNC EPPs graduates.

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 in partnership with a local school district rather than by the local education agency alone.

The establishment and operation 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.

In 2022-2023, three new laboratory schools opened and began operation: Appalachian State University's Academy at Elkin (Elkin City Schools), NC Agricultural and Technical State University's Aggie Academy (Guilford County Schools), and the University of North Carolina at Chapel Hill's Carolina Community Academy (Person County Schools). These three schools joined the six other laboratory schools already in operation to fulfill the legislative requirement: East Carolina University's Community School (Pitt County Schools), Western Carolina University's The Catamount School (Jackson County Schools), Appalachian State University's Appalachian Academy at Middle Fork (Winston-Salem/Forsyth County Schools), The University of North Carolina at Greensboro's Moss Street Partnership School (Rockingham County

Schools), the University of North Carolina Wilmington's D.C. Virgo Preparatory Academy (New Hanover County Schools), and The University of North Carolina at Charlotte's Niner University Elementary (Charlotte-Mecklenburg Schools).

Per legislation, laboratory schools are to operate for a five-year period, applying for renewal for the second five-year period. Two schools, the Academy at Middle Fork (Appalachian State University) and DC Virgo Preparatory Academy (UNC Wilmington), renewed after successful presentations to the Board of Governors' Subcommittee on Laboratory Schools during the Fall of 2022. In collaboration with their local district partner, UNC Greensboro's Moss Street Partnership School was reassumed by Rockingham County Schools at the end of the first five-year period following a presentation of the assumption plan to the Board of Governors' Subcommittee on Laboratory Schools during the Spring of 2023.

The academic year was an impactful one for laboratory schools. The UNC System Office facilitated two inaugural events: a two-day Lab School Summit held at the NC Center for the Advancement of Teaching (NCCAT) in Cullowhee, and two lunch-and-learn workshops co-located at NC DPI's AIM Conference. Additionally, the network leveraged new partnerships, for example, a new collaboration with Learning Ally, a nonprofit education solutions organization that maintains a repository of over 80,000 audiobooks. Finally, the year culminated with an annual evaluation of the Lab Schools conducted by the Educational Policy Institute at Carolina (EPIC), which included a review of academic achievements, enrollments, initiatives to serve students, the school startup and renewal processes, and opportunities to leverage best practices with EPP peers across the UNC System.

V. STRATEGIC RESEARCH

Community College Transfers and the Teacher Pipeline

The UNC System Office partnered with the Education Policy Initiative at Carolina (EPIC) to conduct research on the community college to four-year institution pipeline for teaching. Key foci for this research include (1) the characteristics of students who enroll in and complete 2+2 programs; (2) employment outcomes for 2+2 completers; (3) the effectiveness of 2+2 completers in NC public schools; and (4) the retention of 2+2 completers in NC public schools.

For the initial analysis (item 1 in the above list), data from the North Carolina Community College System (NCCCS) and the UNC System Data Mart were combined to describe characteristics and outcomes of teacher education pursuers, that is, students who ever enrolled in an undergraduate education major or teacher licensure program at a UNC System institution. The primary focus of this initial analysis was community college transfer students, defined as those who: (1) first enrolled solely in a NCCCS institution for at least one fall or spring semester and (2) later enrolled in a UNC System institution within 2 years of exiting the NCCCS institution.

This research highlighted two key points about the role of community college transfer students in North Carolina's teacher education pipeline. First, transfers are vital to the teacher education workforce in North Carolina, earning about 500 undergraduate teacher licensures per year or about one-quarter of the total number awarded at UNC System institutions. Second, transfer students are less likely to successfully complete teacher licensures than UNC System starters who began college at the same time.

If rates of undergraduate teacher licensure attainment for transfer students and UNC System starters were equal, there would be about 70 additional teacher licensures awarded to transfer students per cohort, or a 4 percent increase in the total number of undergraduate teacher licensures awarded each year.

EPIC is currently working on additional analyses tracking employment outcomes, effectiveness as teachers in public schools, and retention once employed as a teacher among community college transfers who complete their degree at a UNC System institution.

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.

APPENDIX A: SCHOOL ADMINISTRATOR DATA BY REGION

TABLE A.1. COUNT OF ADMINISTRATORS BY AGE GROUP, BY REGION, 2021-22

	Avg Age	<40	40-44	45-49	50-54	55+
<i>Superintendents</i>						
<i>Statewide</i>	52.23	1	11	27	40	37
Northeast	51.42	1	2	2	8	6
Southeast	52.92	0	0	2	6	4
North Central	52.20	0	2	2	6	5
Sandhills	51.92	0	3	4	1	5
Piedmont Triad	54.24	0	0	4	6	7
Southwest	50.42	0	2	4	2	4
Northwest	50.14	0	1	6	6	1
Western	54.29	0	1	3	5	5
<i>Principals</i>						
<i>Statewide</i>	46.75	428	585	683	507	371
Northeast	47.45	29	35	42	29	33
Southeast	48.28	33	49	58	57	59
North Central	46.58	105	124	142	105	85
Sandhills	48.17	32	41	82	53	50
Piedmont Triad	46.37	69	122	119	88	50
Southwest	45.91	194	132	142	104	49
Northwest	45.30	42	42	45	35	21
Western	47.10	24	40	52	36	24
<i>Assistant Principals</i>						
<i>Statewide</i>	43.94	1,083	694	600	526	345
Northeast	44.48	50	30	33	28	21
Southeast	44.48	91	60	58	47	37
North Central	43.33	297	206	170	126	77
Sandhills	44.85	96	54	48	62	39
Piedmont Triad	44.16	193	108	99	95	60
Southwest	44.01	238	165	139	120	72
Northwest	44.03	52	37	20	19	22
Western	43.06	66	34	33	29	17

TABLE A.2. COUNT OF ADMINISTRATORS BY YEARS OF EDUCATION EXPERIENCE, BY REGION, 2021-22

	Avg Years	<10	10-14	15-19	20-24	25-29	30+
<i>Superintendents</i>							
<i>Statewide</i>	26.03	6	3	5	22	45	36
Northeast	26.26	0	1	2	2	10	4
Southeast	29.08	0	0	0	1	5	6
North Central	23.50	2	0	1	4	4	5
Sandhills	26.31	0	1	1	3	4	4
Piedmont Triad	26.82	1	1	0	1	8	6
Southwest	20.58	3	0	0	5	2	2
Northwest	25.36	0	0	1	4	7	2
Western	30.07	0	0	0	2	5	7
<i>Principals</i>							
<i>Statewide</i>	21.59	65	284	633	772	562	258
Northeast	20.68	11	22	36	49	31	19
Southeast	22.64	6	24	53	69	71	33
North Central	21.70	15	60	143	150	134	59
Sandhills	22.46	2	27	48	95	55	31
Piedmont Triad	21.60	5	49	117	139	100	38
Southwest	21.32	11	58	147	155	102	48
Northwest	20.21	12	25	47	52	36	13
Western	21.49	3	19	42	62	33	17
<i>Assistant Principals</i>							
<i>Statewide</i>	17.95	419	691	830	704	423	187
Northeast	17.06	25	44	32	36	21	8
Southeast	18.00	38	59	77	66	39	14
North Central	17.66	129	170	235	196	101	46
Sandhills	17.99	36	68	77	54	46	18
Piedmont Triad	18.24	68	127	121	128	75	36
Southwest	18.39	74	147	209	158	101	46
Northwest	17.51	27	26	44	28	16	9
Western	17.69	34	50	35	38	24	10

TABLE A.3. COUNT OF ADMINISTRATORS BY HIGHEST DEGREE EARNED, BY REGION, 2021-22

	Bachelor's	Master's	Sixth Year Advanced	Doctoral
<i>Superintendents</i>				
<i>Statewide</i>	3	9	16	88
Northeast	1	3	2	13
Southeast	0	1	2	9
North Central	0	0	1	14
Sandhills	0	0	1	12
Piedmont Triad	0	2	0	15
Southwest	2	1	2	7
Northwest	0	1	3	10
Western	0	1	5	8
<i>Principals</i>				
<i>Statewide</i>	52	1,969	216	337
Northeast	2	130	16	20
Southeast	8	206	17	25
North Central	4	441	37	79
Sandhills	14	197	14	33
Piedmont Triad	6	319	60	63
Southwest	10	401	34	76
Northwest	4	142	15	24
Western	4	132	23	17
<i>Assistant Principals</i>				
<i>Statewide</i>	219	2,703	171	156
Northeast	11	137	7	7
Southeast	24	250	9	10
North Central	63	734	35	45
Sandhills	24	245	13	17
Piedmont Triad	30	458	45	22
Southwest	45	610	37	42
Northwest	12	124	7	7
Western	10	156	18	6

TABLE A.4. COUNT OF ADMINISTRATORS BY RACE AND GENDER, BY REGION, 2021-22

	Female	Male	Asian	African Am.	Hispanic	Am. Indian	White
<i>Superintendents</i>							
<i>Statewide</i>	30	86	0	24	2	2	87
Northeast	4	15	0	6	1	0	12
Southeast	2	10	0	3	0	0	9
North Central	7	8	0	7	0	0	8
Sandhills	3	10	0	3	0	0	10
Piedmont Triad	8	9	0	2	1	0	14
Southwest	0	12	0	3	0	1	7
Northwest	3	11	0	0	0	1	13
Western	3	11	0	0	0	0	14
<i>Principals</i>							
<i>Statewide</i>	1,588	977	10	679	24	28	1,783
Northeast	99	69	1	64	1	0	99
Southeast	158	98	0	50	1	2	198
North Central	356	204	1	208	10	0	336
Sandhills	159	97	1	88	3	21	139
Piedmont Triad	278	166	2	134	4	2	295
Southwest	326	193	4	119	4	2	378
Northwest	107	78	1	11	1	1	168
Western	104	72	0	4	0	0	170
<i>Assistant Principals</i>							
<i>Statewide</i>	2,106	1,119	13	1,056	54	40	2,019
Northeast	101	56	2	66	4	0	87
Southeast	211	80	1	70	4	1	208
North Central	547	322	4	360	16	4	475
Sandhills	204	93	2	129	6	29	128
Piedmont Triad	363	191	1	201	14	2	322
Southwest	489	241	3	210	9	3	497
Northwest	91	58	0	9	0	0	137
Western	100	78	0	11	1	1	165

APPENDIX B: FNTC PARTICIPATING HIGH SCHOOLS**TABLE 1B. HIGH SCHOOLS AND LOCAL EDUCATION AGENCIES PARTICIPATING IN FUTURE TEACHERS OF NORTH CAROLINA**

High School	Local Education Agency
Alexander Central High School	Alexander County Schools
Apex Friendship High School	Wake County Public Schools
Apex High School	Wake County Public Schools
Ardrey Kell High School	Charlotte-Mecklenburg Schools
Ashe County High School	Ashe County Schools
Athens Drive High School	Wake County Public Schools
Bunker Hill High School	Catawba County Schools
Bunn High School	Franklin County Schools
Cabarrus-Kannapolis Early College High School	Cabarrus County Schools
Cape Fear High School	Cumberland County Schools
Cary High School	Wake County Public Schools
Central Cabarrus High School	Cabarrus County Schools
Central Davidson High School	Davidson County Schools
Challenger Early College High School	Catawba County Schools
Charles B. Aycock High School	Wayne County Public Schools
Charlotte Lab School	Charter School
Cherokee High School	Cherokee County School District
Clayton High School	Johnston County Schools
Croatan High School	Carteret County Schools
Crossroads Arts and Science Early College	Iredell-Statesville Schools
Currituck County High School	Currituck County Schools
D.H. Conley High School	Pitt County Schools
David W. Butler High School	Charlotte-Mecklenburg Schools
Davie County High School	Davie County Schools
Discovery High School	Newton-Conover City Schools
Dixon High School	Onslow County Schools
East Bladen High School	Bladen County Schools
East Carteret High School	Carteret County Schools
East Davidson High School	Davidson County Schools
East Lincoln High School	Lincoln County Schools
East Rowan High School	Rowan County Schools
Eastern Guilford High School	Guilford County Schools
Eastern Randolph High School	Randolph County Schools
Eastern Wayne High School	Wayne County Schools
Enloe Magnet High School	Wake County Schools
Forestview High School	Gaston County Schools
Franklin County Early College High School	Franklin County Schools

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High School	Local Education Agency
Franklin High School	Franklin County Schools
Freedom High School	Burke County Schools
Garner Magnet High School	Wake County Schools
Granville Early College High School	Granville County Public Schools
Greene County High School	Greene County Schools
Grimsley High School	Guilford County Schools
Harnett Central High School	Harnett County Schools
Harper Middle College High School	Charlotte-Mecklenburg Schools
Harrell's Christian Academy	Private Institution
Havelock High School	Craven County Schools
Hendersonville High School	Henderson County Schools
Heritage High School	Wake County Schools
Hertford County Early College High School	Hertford County Schools
Hickory Ridge High School	Cabarrus County Schools
Highland School of Technology	Gaston County Schools
Hunter Huss High School	Gaston County Schools
Innovation Early College High School	Pitt County Schools
Isaac Bear Early College High School	New Hanover County Schools
J.H. Rose High School	Pitt County Schools
Jacksonville High School	Onslow County Schools
James Kenan High School	Duplin County Schools
Jesse C Carson High School	Rowan-Salisbury School System
John A. Holmes High School	Edenton-Chowan Public Schools
Johnston County Early College Academy	Johnston County Schools
Jordan Matthew High School	Chatham County Schools
Lake Norman Charter School	Charter School
Lee County High School	Lee County Schools
Lenoir Early College High School	Lenoir County Schools
Lincoln Charter School	Charter School
Lincolnton High School	Lincoln County Schools
Longleaf School of the Arts	Charter School
Maiden High School	Catawba County Schools
Mallard Creek High School	Charlotte-Mecklenburg Schools
McDowell High School	McDowell County Schools
Mount Airy High School	Mount Airy School District
Myers Park High School	Charlotte-Mecklenburg Schools
Nash Rocky Mount Early College High School	Nash County Schools
New Bern High School	Craven County Schools
North Mecklenburg High School	Charlotte-Mecklenburg Schools
North Stanly High School	Stanly County Schools

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High School	Local Education Agency
North Wake College and Career Academy	Wake County Schools
North West School Of the Arts	Charlotte-Mecklenburg Schools
Northeast Academy for Aerospace and Advanced Technologies	Charter School
Northern Nash High School	Nash County Schools
Northwood High School	Chatham County Schools
Olympic High School	Charlotte-Mecklenburg Schools
Onslow Early College High School	Onslow County Schools
Overhills High School	Harnett County Schools
Panther Creek High School	Wake County Schools
Patton High School	Burke County Schools
Perquimans County High School	Perquimans County Schools
Person High School	Person County Schools
Pinecrest High School	Moore County Schools
Porter Ridge High School	Union County Schools
Research Triangle High School	Charter School
Richlands High School	Onslow County Schools
Rockingham County Early College High School	Rockingham County Schools
Rockingham County High School	Rockingham County Schools
Saint Stephens High School	Catawba County Schools
Salisbury High School	Rowan-Salisbury School System
Smithfield Selma Senior High School	Johnston County Schools
South Columbus High School	Columbus County Schools
South Lenoir High School	Lenoir County Schools
South Rowan High School	Rowan-Salisbury County Schools
Southern Nash High School	Nash County Schools
Southern Wake Academy	Wake County Schools
Southern Wayne High School	Wayne County Schools
Southside High School	Beaufort County Schools
Southwest Edgecombe High School	Edgecombe County Schools
Southwest Onslow High School	Onslow County Schools
Spring Creek High	Wayne County Schools
Sun Valley High School	Union County Schools
Swain County High School	Swain County Schools
Swansboro High School	Onslow County Schools
The Epiphany School of Global Studies	Private Institution
Wake Forest High School	Wake County Schools
Wake STEM Early College	Wake County Schools
Wake Young Men's Leadership Academy	Wake County Schools
Wake Young Women's Leadership Academy	Wake County Schools
Wayne Early Middle College High School	Wayne County Schools

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High School	Local Education Agency
Weddington High School	High County Schools
West Carteret High School	Carteret County Schools
West Lincoln High School	Lincoln County Schools
West Rowan High School	Rowan County Schools
Western Harnett High School	Harnett County Schools
White Oak High School	Onslow County Schools
Wilkes Central High School	Wilkes County Schools
William Amos Hough High School	Charlotte-Mecklenburg Schools
Wilson Early College Academy	Wilson County Schools