

UNC-NCCCS Joint Initiative for Teacher Education and Recruitment 2006 Legislative Report

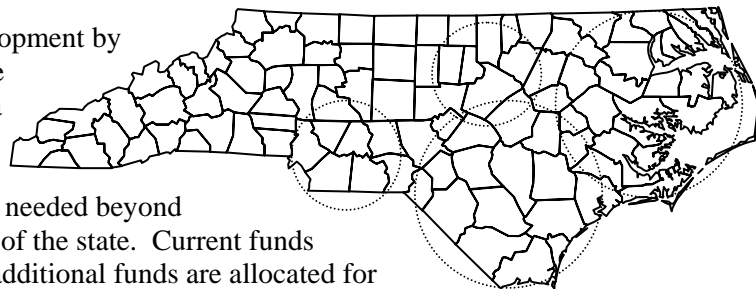
Attracting and retaining high quality teachers for North Carolina's public schools is of critical importance. The University of North Carolina's deep, urgent commitment to ensuring a sufficient supply of high quality teachers for the state's public school classrooms is evidenced in our fifteen teacher education programs' efforts to recruit, prepare, license, and further develop the states' teacher workforce. One exciting recruitment/advisement model that is being phased into implementation is the UNC-NCCCS Joint Initiative for Teacher Education and Recruitment. This joint initiative is one of the many ways the University is partnering with the North Carolina Community College System in responding to the state's teacher supply-demand gap.

Plan to Address the Joint Initiative through a Teacher Recruitment Network

In response to the UNC-NCCCS Joint Initiative for Teacher Education and Recruitment legislation and the associated funds to establish eight teacher recruitment/advisor positions, a teacher recruitment network is under development, building its foundation on the legislative intent to increase the number of certified teachers in the public schools of North Carolina. The network has been established as the "North Carolina Teacher Recruitment Network" and will be increasingly and integrally involved in local, regional, and statewide efforts to address teacher recruitment, supply/demand, and distribution. The North Carolina Teacher Recruitment Network will serve prospective teachers and individuals seeking teacher licensure (licensure-only, lateral entry, transfer students, and others), and will work closely with local schools and area school districts. The primary focus for the Network is in three core areas: *recruitment*, *advising*, and *access*. A crucial component in addressing the core areas is the information and services provided virtually through electronic (i.e. Internet, telephone, fax, etc.) means of communication.

Building the Network through a Phased Approach

The NC Teacher Recruitment Network is under development by means of a phased implementation for which the State Board of Education (SBE) has agreed. There is also a shared understanding with the SBE that the optimal location for housing the positions is on a local community college campus. Additional funds will be needed beyond Phase I in order to better serve all geographic regions of the state. Current funds are sufficient for full implementation of Phase I. As additional funds are allocated for recruitment positions, the Network will place the positions in other geographic areas of the state based on priority need. Phase I will locate the eight funded positions (seven regional recruitment positions and one coordinator recruitment position) in the most critical areas of need first. The positions have been allocated regionally as follows: three positions serving northeastern NC, three positions serving southeastern NC, one position serving the Charlotte/Mecklenburg area, and one coordinator position located in Chapel Hill and affiliated with the UNC Center for School Leadership Development. In addition to the eight positions, a portion of the funds from year one are being utilized to implement a statewide teacher recruitment study which will result in a strategic plan to coordinate teacher recruitment efforts within the university and to determine the best location and utilization of the recruitment/advisor positions.



Teacher Recruitment Study

The University of North Carolina has initiated the development of a strategic plan to coordinate teacher recruitment efforts within the University. To accomplish this task the University is partnering with Noel-Levitz in developing a teacher recruitment plan that will involve the compilation and analysis of key data. The goal is to have an action plan that identifies system level and campus based strategies that will help meet the state's teacher supply and demand needs. The initiative has two primary components, an *assessment phase* designed to gain a better understanding of the current situation and a *planning phase* that will translate initial findings into actionable strategies and systems to meet North Carolina's teacher recruitment goals and utilization of the teacher recruitment/advisor positions.

As a part of the assessment phase, a brief Institutional Self-Inquiry survey was developed for each UNC campus to complete. The survey asked the campuses to reflect upon their current approaches to marketing and recruitment as it relates to teacher recruitment. The instrument also requested specific enrollment funnel data for each of the campus' market segments (e.g., high school, community college, and lateral entry). These data have been analyzed and compiled by Noel-Levitz staff and who are assisting us in building a better understanding of the current approach to recruiting teachers at the campus level.

Following the compilation of survey results, Noel-Levitz conducted two focus sessions with personnel from the campuses on September 6, 2006. The education dean and admissions officer were asked to participate in one of the two sessions. The focus group time was used to share the consolidated survey results, identify the most effective campus based strategies, and to identify potential gaps in their current approach to recruiting prospective teachers.

Noel-Levitz is also conducting a detailed analysis of system wide scholarship and financial aid programs for prospective teachers; assessing the number of applicants/recipients for each of the system-wide financial aid programs and their likely impact on enrollment levels. Current promotional methods, scholarship criteria, and student application procedures are being reviewed as a part of this analysis. This process will complement the proposed market research which will ascertain prospective student awareness about the system-wide scholarship programs. The market research conducted by Noel-Levitz will be focused on six targeted recruitment populations that will help to:

- Find the *attitudes* and *motivations* behind the numerical data and trends
- Identify and document key recruitment opportunities and barriers
- Develop effective teacher recruitment marketing messages by market segment
- Identify primary sources of influence on prospective students
- Rate the effectiveness of various incentives
- Compile actionable data that can support requests to the North Carolina legislature
- Ensure that the state's teacher recruitment strategy is based on reliable data rather than on intuition and guesswork.

Market research surveys will be disseminated to six audiences:

1. College-bound high school juniors and seniors
2. Bachelor's and advanced degree-educated adult population in NC
3. Community college students
4. Current teacher education students and other selected majors (e.g., science, math)
5. High school guidance counselors
6. Military personnel and spouses

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Following the research analysis, Noel-Levitz will provide a set of actionable recommendations that allows North Carolina to implement a highly effective teacher recruitment strategy. The research will be presented as part of the system-wide planning process.

In addition to the assessment phase of the teacher recruitment initiative, Noel-Levitz will guide the collaborative development of a system-wide marketing and recruitment plan for prospective teachers; development of supporting strategies and detailed action plans to achieve UNC Teacher Education Enrollment plan goals, including a strategy to maximize the impact of the eight new recruitment positions funded by the North Carolina legislature this past year.

Northeast Teacher Recruitment Partnership

Host Community College Campuses for Positions:

Beaufort Community College
College of the Albemarle – Pasquotank County Site
Roanoke-Chowan Community College

Collaborating Campuses:

Elizabeth City State University
East Carolina University

Regional Alternative Licensing Center:

Nash Regional Alternative Licensing Center
Director: Teresa McCall

Description:

Elizabeth City State University and East Carolina University will partner to offer services to the northeast region of the state to recruit and advise prospective teacher educator students. The positions will be a part of the NC Teacher Recruitment Network and will be placed at targeted community college sites. After assessing the region, it was determined that the positions will be located as follows:

- Beaufort Community College in Washington, NC (ECU will take the lead in hiring)
- College of the Albemarle – Pasquotank County site (ECSU will take the lead in hiring)
- Roanoke-Chowan Community College in Ahoskie, NC (ECSU will take the lead in hiring). Specific responsibilities of the position at the Roanoke-Chowan Community College are to:
 - Serve as a liaison for ECSU teacher education related advisory boards and to ECU the Latham Clinical Schools Network Advisory Board.
 - Recruit in NE regional high schools & freshmen level community college courses for ECU and ECSU.
 - Serve on the Wachovia Partnership East (WPE) Leadership Team.
 - Refer students to the appropriate ECSU recruitment/advisor coordinator or WPE hub site.
 - Provide Praxis I support to students referred by ECU and ECSU, including Praxis test preparation for lateral entry teachers.
 - Work with the NC Model Teacher Education Consortium (NCMTEC) to gain greater understanding of offerings regarding Praxis I workshops, course reimbursement, teacher assistant support, etc.
 - Facilitate information sessions pertinent to the teaching profession and teacher education preparation in collaboration with entities such as the NCMTEC, NC TEACH, and the RALCs.
 - Recruit mid-career professionals seeking to transition to the teaching profession and individuals in targeted areas that may be affected by factory/industry downsizing and closing.

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- Seek remedial and tutorial support in reading, writing and mathematics for paraprofessionals in programs of study leading to a teaching license.
- Provide teacher scholarship and loan information to prospective teachers being served by the NC Teacher Recruitment Network.

Southeast Teacher Recruitment Partnership

Host Community College Campuses for Positions:

Sandhills Community College
Robeson Technical Community College
James Sprunt Community College

Collaborating Campuses:

UNC Wilmington
Fayetteville State University
UNC Pembroke

Regional Alternative Licensing Center:

Fayetteville Regional Alternative Licensing Center
Director: David Jackson

Description:

The three participating campuses in south eastern North Carolina will form a partnership to offer services to the region to recruit and advise prospective teacher educator students. The three teacher recruitment/advisor position will be housed at targeted community college sites in Hoke County, Robeson County, and Duplin County; Sandhills Community College, Robeson Technical Community College, and James Sprunt Community College. Each of the three university campuses will communicate with their respective community college campuses regarding placing of the individuals to be hired.

South Central Teacher Recruitment Partnership

Host Community College Campuses for Positions:

Central Piedmont Community College

Collaborating Campuses:

UNC Charlotte

Regional Alternative Licensing Center:

Charlotte Regional Alternative Licensing Center
Director: Dr. Linda K. Dunlap

Description:

The North Central Teacher Advisor/Recruiter will have an office on the campus of Central Piedmont Community College. Additionally, the Advisor/Recruiter will visit regularly and provide advising services to prospective teacher education candidates at the following community colleges:

- Gaston
- Rowan-Cabarrus
- Stanly
- South Piedmont

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- Cleveland
- Mitchell

The Advisor/ Recruiter will be part of the UNC Charlotte Teacher Education Advising and Licensure Office (TEAL) and will report to the Director of that office. The Advisor/Recruiter will be part of the Joint Initiative for Teacher Education and Recruitment and will work as well under the leadership of the Teacher Recruitment Coordinator.

Major tasks and duties:

1. Serve as bridge between UNC Charlotte teacher education programs and regional community colleges by:
 - a. Holding office hours at community college sites to advise prospective teacher education candidates to ensure seamless articulation.
 - b. Collaborating with community college colleagues in supporting Future Teacher Clubs and Future Teachers conferences.
 - c. Supporting and/ or creating *Praxis I* examination preparation and support for community college students so that this “Admission to Teacher Education” requirement will be fulfilled before transfer to the four-year institution.
 - d. Participate in UNC Charlotte recruitment/ orientation initiatives (e.g., *Explore UNC Charlotte; Student Orientation, Advising, and Registration (SOAR); College Fairs*) with particular responsibility for supporting community college transfer students.
2. Working in collaboration with the UNC Charlotte Office of Admissions and community college partners, establish bilateral teacher education articulation agreements, patterned after those in place with Central Piedmont Community College and UNC Charlotte, at the community colleges named above. Articulation agreements will include, but not be limited to, the following fields of study:
 - a. Elementary education
 - b. Middle grades education, including math/science education
 - c. Special education
 - d. Child & family development (Birth-Kindergarten license)
3. Expand recruitment efforts in teacher education to high school students, including Teacher Cadet programs in the region and Early College High School students who are considering teaching careers.

North Carolina Teacher Recruitment Coordinator Position

The Teacher Recruitment Coordinator Position will be housed in the UNC Center for School Leadership Development and will be affiliated with the NC TEACH and NC Model Teacher Education Programs. The responsibilities of the Coordinator position are to assist in increasing the number of certified teachers in the public schools of North Carolina. To accomplish this, the specific tasks of the Networks’ lead Coordinator position are as follows:

- Coordinate the responsibilities and activities of the North Carolina Teacher Recruitment Network, ensuring that the Network and its eight recruitment/advisor positions (including the position of Coordinator) provides high quality service to prospective teachers and lateral entry teachers, with the goal of increasing the quantity of highly qualified certified teachers within identified high need regional service areas;

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- Coordinate resolutions with curriculum issues between the University of North Carolina campuses and the community colleges within each region to ensure seamless articulation;
- Coordinate the recruitment/advisor positions within the Network to serve as licensure advisors to prospective teachers and assist with individual reviews for lateral entry candidates;
- Coordinate the Network's service of admissions advice to community college students seeking to transfer to a four-year institution and coordinate the Networks efforts to recruit prospective teachers on community college campuses;
- Serve as the Network's liaison with UNC General Administration, UNC Center for School Leadership Development, UNC Teacher Education Programs, NC Department of Public Instruction, and related professional organizations.
- Provide leadership to help create and establish the North Carolina Teacher Recruitment Network and hire seven additional regional recruitment/advisor positions.
- Communicate regularly with the UNC General Administration, UNC Teacher Education Programs, NC TEACH, NC Model Teacher Education Consortium, and the Regional Alternative Licensure Centers (RALCs) informing them of the Network's accomplishments and learning from them about constituent needs.
- Develop partnerships with educational agencies and Institutions of Higher Education in North Carolina to strengthen the work of the Network.
- Prepare an annual progress report that responds to identified performance outcomes by the region in which the recruitment/advisors are working.

Current Status

The North Carolina Model Teacher Education Consortium (NCMTEC) is being used as a baseline for data reporting for the NC Teacher Recruitment Network. As the recruitment/advisor positions are phased in, regional hires will be located on community college campuses. Data collection for the Network will be initially based on the format of assessment and evaluation data collected by the NCMTEC. The NCMTEC currently provides services such as:

- Financial assistance and support services, which helps lateral entry teachers to take course work to clear their license
- Reduced tuition services for paraprofessional to pursue a four-year degree in education, complete North Carolina licensure course requirements,
- Financial assistance for teachers pursuing a graduate degree in teacher education,
- Test preparation seminars needed for admission into a school of education or licensure,
- Textbook reimbursements and, technology seminars for student teachers.

**Assessment and Evaluation Data from the
North Carolina Model Teacher Education Consortium**

	2003-2004	2004-2005	2005-2006
Teachers clearing lateral entry licenses	763	831	1003
Teachers adding a licensure area	0	1	35
Employees seeking Graduate degrees	1	0	306
Para-professionals (initial license candidates)	231	383	476
Professional Development participants	8	24	100
Teachers clearing emergency licenses	62	69	40
Teachers clearing provisional licenses	88	118	141
Total	1131	1385	1,968
Number of School Systems Served		39	43
	2003-2004	2004-2005	2005-2006
Number Served by Position			
Administrators	1	0	27
Counselors	1	0	22
Teachers	899	1019	1499
Teacher Assistants	177	283	318
Substitute Teachers	19	36	29
Support/Clerical Staff Members	16	19	32
Media Coordinators	1	0	16
Other non-certified personnel	14	36	43
Total	1128	1393	1986