



*Teacher Preparation  
and Development*

*A Strategic Priority  
of the University*



# *A Strategic Priority of the University*

*K16 Education*

**1 Priority**

**Prepare More and Better  
Teachers and School Leaders  
for the Public Schools of  
North Carolina**

**3 Strategies**

**Recruitment** – *Accountability plan underway*

**Preparation** – *Accountability plan underway & currently being expanded*

**Retention** – *Accountability plan initiated with request for funding pending*

# *UNC Teacher Recruitment Initiative*

## *Purpose, Design, Results*

**Purpose:** Consider perceptions of the teaching profession in developing a system-wide plan for recruitment that is coordinated with the UNC Teacher Education Enrollment Growth Plan

**Design:** Two components, an *assessment phase* and a *planning phase* that translated findings into actionable strategies to meet NC's teacher supply and demand needs

**Results:** Research-based system plan, campus plans aligned with system plan and Enrollment Growth Plan, legislative funding

# *Teacher Supply/Demand in NC*

*Defining the Scale*

## **Overall Demand for Teachers in North Carolina**

- **2008-09: 11,849**
- **2012-13: 12,989**

## **Reliable Teacher Supply Sources**

- **15 UNC Teacher Education Programs: 4,003**
- **33 Private/Ind. Colleges in NC: 750**
- **Out-of-State: 2,500**
- **Returners: 1,800**
- **RALC: 1,000**

# *Teacher Supply/Demand in NC*

## *Current Analysis*

**What is the % of all new teachers in NC that UNC institutions should be producing?**

- **NOT 100%**
- **Ballpark for UNC - 54%**
- **Other Reliable Supply Sources – 46%**

**Need in 2012-13 is approximately 13,000**

- **UNC – 54% of 13,000 = 7,000**
- **Approximately 6,000 from other sources**

**Current UNC productivity is at 4,000**

**Gap to be filled by UNC over next 5 years – 3,000**

# *Teacher Supply/Demand in NC*

*Mathematics*

## **Projected Need of Mathematics Teachers**

- **2008-09: 544**
- **2012-13: 638**

## **UNC Supply of Mathematics Teachers**

- **2006-07: 274**

**Gap to be filled by UNC over next 5 years – 487**

**Supply from other reliable sources approximately - 151**

# *Teacher Supply/Demand in NC*

*Science*

## **Projected Need of Science Teachers**

- **2008-09: 380**
- **2012-13: 417**

## **UNC Supply of Science Teachers**

- **2006-07: 209**

**Gap to be filled by UNC over next 5 years – 357**

**Supply from other reliable sources approximately - 60**

# *Teacher Supply/Demand in NC*

*Middle Grades*

## **Projected Need of Middle Grades Teachers**

- **2008-09: 2,290**
- **2012-13: 3,121**

## **UNC Supply of Middle Grades Teachers**

- **2006-07: 365**

**Gap to be filled by UNC over next 8 years – 1,669**

**Supply from other reliable sources approximately – 1,452**

# *Teacher Supply/Demand in NC*

## *Special Education*

### **Projected Need of Special Education Teachers**

- **2008-09: 1,713**
- **2012-13: 1,919**

### **UNC Supply of Special Education Teachers**

- **2006-07: 366**

**Gap to be filled by UNC over next 5 years – 1,012**

**Supply from other reliable sources approximately - 907**

# *Cost of Teacher Retention*

## *Justification of Importance*

### **Cost of Teacher Retention**

- American schools spend \$2.20 billion annually on teacher attrition
- Estimates for North Carolina are slightly over \$84.5 million annually

### **Teacher Retention Impact on North Carolina**

- *In NC retained* .5% more of all new teachers each year for five years: 3,250 less new teachers needed (650 each year)
- *In NC retained* 1% more of all new teachers each year for five years: 6,500 less new teachers needed (1,300 each year)

# *New Teacher Support*

## *Development Phase*

**Purpose:** Develop a formalized program of support for beginning teachers for all new graduates and licensure completers of UNC teacher education programs focused on retention.

- Support, monitor, and mentor in the first three years of service

**Development:** Reviewed and synthesized research with the UNC Council of Education Deans

- Regional focus groups with K12 representatives
- Discussion and communication of trends with the education deans, K12, and others

**Next Steps:** Legislative Funding Request and integration with UNC-CSLD and University-School Teacher Education Partnerships

# *Addressing Quality and Quantity*

*Teachers and School Leaders*

- Rigorous process for re-visioning teacher licensure and school administration programs
  - Emphasis on school leadership and high need licensure areas
  - Focus Session Series
- Teacher Quality Research
  - Entry Model
  - Retention Model
  - Impact Model