# UNC Board of Governors' Recommendations on Teacher and School Leader Quality

## *Implementation Strategies and Timeline*

### Annual Update: Spring 2016

1. Ensure greater public accountability through development of a UNC Teacher [Educator] Quality Dashboard to monitor and measure the performance of UNC's fifteen nationally accredited teacher education programs.

   Implementation Strategies and Timelines:

   a) Develop and launch the dashboard in 2015. (Accomplished, May 2015)
   b) Establish a technical advisory committee made up of campuses representatives to guide ongoing site development. (Accomplished, Fall 2015)
   c) Establish schedule for regular updates to the dashboard. (Accomplished / Ongoing, Fall 2015)
   d) Establish external advisory committee. (June 2016)
   e) Marketing, engagement, and advocacy about the dashboard and available data. (Ongoing)

2. Accelerate collaboration among UNC Colleges of Education and Arts & Sciences in a more formalized process that emphasizes alignment of academic expectations, embraces data and evidence of effective practice, and promotes innovation in teaching and learning.

   Implementation Strategies and Timelines:

   a) Develop a state-level partnership agreement between the UNC System and NC Public Schools (State Board of Education and NC Department of Public Instruction). The state-level Memorandum of Understanding (MOU) will provide guidelines and a template for campuses to use at the local and regional level between UNC Educator Preparation Programs, UNC Colleges of Arts & Sciences, and School Districts. (Summer 2016)
   b) Determine timeline for institutions to complete and reaffirm Partnership agreements at the local and regional level between UNC Educator Preparation Programs, UNC Colleges of Arts & Sciences, and School Districts. (Fall 2016)
   c) Identify areas of strength that UNC Colleges Arts & Sciences can contribute in PK-12 outreach and engagement. (2016-17)
   d) Determine accountability measures for UNC Colleges of Education and Arts & Sciences aligned with the Partnership agreement(s). (2016-17)
   e) Enhance Partnership data and information on the UNC Educator Quality Dashboard. (Ongoing)

3. Strengthen and align partnerships between colleges of education and PK-12 schools to achieve meaningful and mutually beneficial collaboration.

   Implementation Strategies and Timelines:

   a) Develop a state-level partnership agreement between the UNC System and NC Public Schools (State Board of Education and NC Department of Public Instruction). The state-level Memorandum

of Understanding (MOU) will provide guidelines and a template for campuses to use at the local and regional level between UNC Educator Preparation Programs, UNC Colleges of Arts & Sciences, and School Districts. (Summer 2016)

b) Determine timeline for institutions to complete and reaffirm Partnership agreements at the local and regional level between UNC Educator Preparation Programs, UNC Colleges of Arts & Sciences, and School Districts. (Fall 2016)

c) Determine accountability measures for UNC Colleges of Education and Arts & Sciences aligned with the Partnership agreement(s). (2016-17)

d) Enhance Partnership data and information on the UNC Educator Quality Dashboard (Ongoing)

4. Improve teacher preparation by taking the following actions:

a. Expand high-quality, clinical practice as a core, year-long, job-embedded experience in UNC teacher preparation programs so that candidates develop the knowledge base and skills necessary to meet the needs of students.

Implementation Strategies and Timelines:

i. Assess current status across all campuses through comprehensive Survey. (Spring 2016)
ii. Conduct faculty focus discussions based on survey results. (Summer /early Fall 2016)
iii. Determine common definitions and expectations in collaboration with the UNC Council of Education Deans. (Summer/early Fall 2016)
iv. Explore resource opportunities to support expanded practice. (2015-16)
v. Determine timeline and expectations for full implementation. (Fall 2016)

b. Use research-based evidence to guide measurable improvement in teacher preparation programs and to better align programs, standards and best practices across the University.

Implementation Strategies and Timelines:

i. Establish and implement 2015-16 research agenda: teacher portals analysis; recent graduate survey; alternative entry analysis; edTPA predictive validity analysis; pipeline study for school administrators; early-career principals and assistant principal's analysis; new teacher support program evaluation; personality traits/grit analysis. (2015-16)
ii. Post outcomes and results from the research on the UNC Educator Quality Dashboard. (Ongoing)

c. Link candidate performance with valid and reliable performance assessments that are data- and evidence-based.

Implementation Strategies and Timelines:

i. Conduct readiness assessment with leadership teams from each teacher preparation program to discuss and review their current readiness for edTPA (educative Teacher Performance Assessment) implementation. (Accomplished, Spring 2016)

ii. Develop and deliver system-wide professional development session to: 1) orient faculty to the history, use and capacity of edTPA; 2) understand the use of edTPA for program improvement; and 3) allow faculty to learn about edTPA from state and national expertise. (Accomplished / Ongoing, Spring 2016)
iii. Establish edTPA Technical Advisory Council. (Summer 2016)
iv. Conduct campus site visits with edTPA expert faculty teams to provide specific institutional support and respond to program specific questions. (Fall 2016)
v. Determine timeline and phased plan for implementation of edTPA in all UNC teacher preparation programs. (Fall 2016)

5. Improve the selection process and criteria for entry into principal preparation programs, redesign programs where necessary, and scale best practices in evidence-based models for school leadership preparation and development.

Implementation Strategies and Timelines:

a) Complete contributing research: 1) analysis of early-career principals and assistant principals' job-related experiences, preparation pathway, and mentoring; and 2) pipeline study for school administrators similar to annual teacher portals analysis. (2015-16)
b) Explore and learn from national and state models for school leadership preparation and development that are data-driven and evidence-based. (2015-16)
c) Hire new Director of Educational Leadership. (Summer 2016)
d) Conduct focus discussions with school leadership faculty and PK12 school leaders to discuss research results, effective evidence-based models for school leader preparation / development, and necessary adjustments for UNC principal preparation programs. (Summer 2016 - Fall 2016)
e) Determine program adjustments to the NC Principal Fellows Program based on research, evaluation results, and focus discussions. (2016-17)

6. Strengthen recruitment and selection criteria (both academic and non-cognitive) for prospective teacher candidates seeking to enter UNC teacher preparation programs by taking the following actions:

a. Establish a public-private teacher scholarship program that is merit-based and targeted to attract the very best prospective candidates who are preparing to teach in North Carolina's highest need licensure areas (science, mathematics, special education, and middle grades), as well as in high-need districts and schools across the state.

Implementation Strategies and Timelines:

i. Contributing research on teacher supply, demand and pipeline issues. (Accomplished / Ongoing, 2015-16)
ii. Advocacy (Ongoing)

b. Support a pay differential for NC public school teachers with in-field advanced degrees.

Implementation Strategies and Timelines:

i. Contributing research on the impact of teachers with advanced degrees. (Accomplished / Ongoing, 2015-16)
ii. Advocacy (Ongoing)

c. Develop campus-based recruitment plans that reflect current market research and regional school district needs to ensure that UNC campuses are individually and collectively responding to the state's need for high-quality teachers and school leaders.

Implementation Strategies and Timelines:

iii. Complete market research to guide campus recruitment efforts. (Accomplished, Spring 2015 and Fall 2015)
iv. Establish campus-based enrollment growth plans. (Accomplished, Fall 2015)
v. Establish campus-based recruitment plans. (Accomplished, Fall 2015)
vi. Develop and launch recruitment website, Teach Now NC, in collaboration with campus recruiters to support campus efforts. (Accomplished / Ongoing, January 2016)
vii. Launch shared inter-institutional recruitment campaign. (Spring 2016)
viii. Develop network of campus teacher recruiters. (Accomplished / Ongoing, 2015-16)
ix. Meet with all PK12 regional School District Personnel Administrator groups to discuss recruitment challenges and district needs. (Accomplished / Ongoing, 2015-15)

7. Improve support for early-career teachers by adopting and expanding statewide the North Carolina New Teacher Support Program.

Implementation Strategies and Timelines:

f) Hire new Program Director. (Accomplished, Fall 2015)
g) Implement shared business model. (Accomplished / Ongoing, 2015-16)
h) Strengthen and expand partnerships with school districts. (Ongoing, 2015-16)
i) Set annual targets for enrollment, based on need and capacity. (Spring 2016)
j) Establish communication plan. (Summer 2016)
k) Determine program adjustments based on research and program evaluation results. (Ongoing)