



**REPORT ON THE PROGRESS OF ESTABLISHING  
FUTURE TEACHERS OF NORTH CAROLINA**

October 15, 2018

University of North Carolina System Office  
Chapel Hill, North Carolina

## REPORT ON THE PROGRESS OF ESTABLISHING FUTURE TEACHERS OF NORTH CAROLINA

### Introduction

Session Law 2017-57, Section 10.9.(a), codified as G.S. 116-41.30, *et seq.* of the North Carolina General Statutes, provides for the establishment of the Future Teachers of North Carolina Program (FTNC). The following report on the progress of establishing FTNC is submitted on behalf of the President, as required by Section 10.9.(b) of Session Law 2017-57. The section reads as follows,

The University of North Carolina System Office shall report by October 15, 2018, on the number of site applications received, number of teachers provided professional development, number of local school administrative units and high schools offering FTNC, and number of sections of the course being offered for the 2018-2019 school year.

### Progress in Establishing Future Teachers of North Carolina

The purpose of FTNC is to encourage teaching as a career pathway by providing opportunities for high-achieving high school students to enroll in college-level education courses in their respective high schools and to gain early exposure to teaching as a profession. To accomplish this mission, the University of North Carolina System Office, in collaboration with three constituent institutions and the North Carolina Department of Public Instruction's (NC DPI) Division of Career & Technical Education, has engaged in planning activities to identify program leadership, select program sites, develop FTNC curricula, and offer professional development to participating teachers across North Carolina.

### Selection of Constituent Institutions

As per Session Law 2017-57, UNC System constituent institutions with a track record of success in educator preparation were identified in the western, central, and eastern regions of the state. The UNC System President named Western Carolina University (west), North Carolina Agricultural & Technical State University (central), and the University of North Carolina Wilmington (east) as partnering institutions based on various educator preparation program performance outcomes from the UNC Educator Quality Dashboard, including licensure exam pass rates, regional need for enhancing the teacher pipeline, and the performance of early career graduates. In addition to exceptional performance outcomes, each institution's program goals aligned well with priorities of the UNC System's strategic plan—to address critical teacher workforce needs and ensure high quality teaching and learning. Upon selection of the constituent institutions, a network of UNC System faculty was established to support and engage participating FTNC teachers through professional development and collaboration. This network consists of six UNC System faculty members selected to serve as FTNC leaders by the Education Deans at their respective institutions.

### Selection of FTNC Teachers and Sites

UNC System staff worked closely with representatives from NC DPI to create an equitable application process for eligible high school teachers throughout the state interested in teaching FTNC courses. For consideration, teachers must be employed in school districts where students may enroll in and earn college credit for the maximum allowable dual enrollment. Applicants are also required to meet the following criteria:

- At least three years of classroom teaching experience;
- A Master's degree in education;

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- An active and appropriate standard professional license issued by NC DPI;
- An overall summary rating of at least “Accomplished” on the North Carolina Educator Evaluation System;
- A recommendation from the school principal; and
- Approval by high school or school district CTE Director.

FTNC received 20 applications from across the state, all of which met FTNC standards and requirements. In 2017-2018, 20 teachers were selected to participate in FTNC at 20 sites (see Table 1).

Table 1. Selected FTNC Sites

School District	Participating High School
Ashe County Schools	Ashe County High School
Cabarrus County Schools	Concord High School
Charlotte-Mecklenburg Schools	Garinger High
Charter	The NC Leadership Academy
Davie County Schools	Davie County High School
Durham Public Schools	Hillside High School
Durham Public Schools	Riverside High School
Edenton-Chowan Schools	John A. Holmes High School
Hoke County Schools	Hoke County High
Jackson County Public Schools	Smoky Mountain High School
Johnston County Schools	Clayton High School
McDowell County Schools	McDowell High School
Moore County Schools	Pinecrest High School
Gaston County Schools	East Gaston High School
Nash/Rocky Mount Schools	Rocky Mount High School
Davidson County Schools	North Davidson High School
Person County Schools	Person High School
Randolph County Schools	Providence Grove High School
Scotland County Schools	Scotland High School
Wake County Public School System	Panther Creek High School

Upon approval, each participating FTNC teacher was assigned to one of the three constituent institutions for additional professional development and support (see Table 2).

Table 2. The Number of FTNC Teachers/Sites per Constituent Institution

Institution	Number of Teachers/Sites Assigned
North Carolina Agricultural & Technical State University	11
University of North Carolina Wilmington	6
Western Carolina University	3
<b>Total</b>	<b>20</b>

### **FTNC Curriculum Development Process**

Once eligible FTNC sites were determined, the faculty network and FTNC teachers participated in an initial curriculum training provided by The Center for Educator Recruitment, Retention, and Advancement (CERRA), based in South Carolina. CERRA has a proven track record of national work in building capacity within the teacher pipeline through recruiting high school students to take education courses as an introduction to the profession. The training utilized CERRA's Teacher Cadet Curriculum as a model and focused on key curriculum standards including understanding student learning, experience in the classroom, and an overview of the teaching profession. FTNC leaders elected to augment the CERRA curriculum with additional content to meet the standards of college-level dual enrollment coursework.

During the 2017-18 implementation period, FTNC faculty and staff collaboratively designed curriculum content, performance assessments, and instructional methods aligned with CERRA's standards. Participating FTNC teachers, multiple stakeholders from the broader education community, and other UNC System constituent institutions were also engaged in the curriculum development process. The FTNC program will offer students two courses, Teaching as a Profession I and Teaching as a Profession II. Students must complete Teaching as a Profession I as a prerequisite to complete the second, more advanced course. During the 2018-2019 school year, 25 sections of the course will be offered at 13 FTNC sites. The reduction in the number of sites currently offering courses (i.e., 13 out of 20) is due to a variety of factors, such as teacher attrition and low course enrollments.

### **FTNC Professional Development**

During the 2017-18 implementation year, FTNC leaders facilitated two professional development events for participating teachers and university faculty. The first event was hosted in collaboration with CERRA, and provided training materials and support for Course I, Teaching as a Profession I. Twenty participating FTNC teachers attended the initial training session. FTNC program leaders also facilitated an additional training focused on preparation for the delivery of the FTNC curriculum and related procedures. Thirteen teachers attended the second professional development event.

### **Future Program Activities**

For the 2018-2019 school year, teachers at participating FTNC sites will begin to implement the curriculum with ongoing support from program leaders and finalize the course assessment process. In addition, FTNC will focus efforts on program expansion by accepting new applications for additional FTNC sites. Program leaders will also develop a standardized framework to provide consistent ongoing professional development opportunities to participating teachers in each of the three program regions (i.e., west, central, and east). In order to assess progress on program goals, FTNC will also begin to implement a framework for program evaluation and quality assurance activities designed to inform program improvement.