



MEETING OF THE BOARD OF GOVERNORS  
Committee on Strategic Initiatives

July 21, 2021 at 11:30 a.m.  
Via Videoconference and PBS North Carolina Live Stream  
University of North Carolina System Office  
Center for School Leadership Development, Board Room  
Chapel Hill, North Carolina

**AGENDA**

- A-1. Approval of the Minutes of May 26, 2021 ..... Carolyn Coward
- A-2. Update on Teacher Preparation in Early Literacy ..... Laura Bilbro-Berry
- A-3. Adjourn



MEETING OF THE BOARD OF GOVERNORS  
Committee on Strategic Initiatives

## DRAFT MINUTES

May 26, 2021

Via Videoconference and PBS North Carolina Live Stream  
University of North Carolina System Office  
Center for School Leadership Development, Room 128  
Chapel Hill, North Carolina

This meeting of the Committee on Strategic Initiatives was presided over by Chair Carolyn Coward. The following committee members, constituting a quorum, were also present in person or by phone: W. Marty Kotis, III, Anna Spangler Nelson, Ray Palma, and David Powers. The following committee members were absent: J. Alex Mitchell and Michael Williford.

Chancellors participating were Chancellor Kelli Brown and Chancellor Brian Cole.

Staff members present included Dr. Andrew Kelly and others from the UNC System Office.

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### 1. Call to Order and Approval of OPEN Session Minutes (Item A-1)

The chair called the meeting to order at 1:45 p.m. and called for a motion to approve the open session minutes of April 21, 2021.

**MOTION:** Resolved, that the Committee on Strategic Initiatives approve the open session minutes of April 21, 2021 as distributed.

**Motion:** Anna Spangler Nelson

**Motion carried**

### 2. UNC System Student Mental Health Initiative (Item A-2)

The committee heard a presentation on the findings and recommendations from the UNC System's student mental health initiative. During their presentation, the co-chairs provided an overview of their findings, including the rise in mental health conditions and the resulting increase in demand for mental health services that has stretched counseling center capacity. These trends have consequences for student success, as mental health issues are correlated with higher academic stress, lower grades, and increased rate of dropout.

The co-chairs also outlined the financial and operational challenges that universities face in this area. Campuses are expected to provide an array of services beyond basic counseling, some of which require specialists that are difficult to recruit and retain, especially on smaller and more rural campuses. The report concludes that universities can no longer "go it alone" on these issues, but must think creatively

about how to leverage the System to share resources and improve service. The recommendations included: developing a shared pool of psychiatric providers to be used by institutions as needed across the System; conducting a System-wide feasibility analysis of expanded insurance billing; negotiating a Systemwide contract for electronic medical record systems; and creating a network of certified trainers to deploy across universities.

Finally, the co-chairs announced that the Governor has awarded \$5 million in one-time Coronavirus relief funds to the System Office to begin immediately implementing these recommendations. Following the presentation the committee engaged in a brief discussion.

There being no further business, the meeting adjourned at 2:37 p.m.

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W. Marty Kotis, III, Secretary

## AGENDA ITEM

A-2. Update on Teacher Preparation in Early Literacy .....Laura Bilbro-Berry

**Situation:** The Board of Governors' Resolution on Teacher Preparation (April 17, 2020) called on the UNC System Office to launch three complementary efforts to improve educator preparation across the System. In this session, the Board will hear an update on the progress made to date on the project.

**Background:** G.S. 115C-269.20(a)(2) requires teacher preparation programs to provide training to elementary and special education general curriculum teachers that includes instruction on reading as a process involving oral language, phonological and phonemic awareness, phonics, fluency, vocabulary, and comprehension. The UNC System Educator Preparation Advisory Group recommended goals to advance improvements within UNC educator preparation programs to ensure teaching candidates are prepared through rigorous coursework and clinical experiences and to be effective on day one in alignment with state accountability metrics in SB 599, HB 107 and SL 2021-8.

The Board of Governors' Resolution on Teacher Preparation (April 17, 2020) called on the UNC System Office to do three things:

1. To develop System-wide goals and associated metrics for teacher preparation;
2. To draft and implement a common framework for literacy instruction in teacher preparation that will be adopted by UNC System educator preparation programs; and
3. To identify or create a professional development model that is aligned with the literacy framework that will be piloted beginning in 2021.

**Assessment:** The presentation will provide a progress report on the activities identified in the Board of Governors' resolution of April 17, 2020.

**Action:** This item is for information only.



# TEACHER PREPARATION UPDATE

Strategic Initiatives Committee  
July 21, 2021

# Context



Rupen Fofaria  
June 4, 2021

Perspectives

DPI maps out science of reading plan and returns to Amplify's mCLASS tool to assess readers

EdNC

Newslett



GENERAL ASSEMBLY OF NORTH CAROLINA  
SESSION 2021

SESSION LAW 2021-8  
SENATE BILL 387

AN ACT TO MODIFY THE IMPLEMENTATION OF THE NORTH CAROLINA READ TO ACHIEVE PROGRAM IN ORDER TO ATTAIN STATEWIDE READING PROFICIENCY BY THE THIRD GRADE.

The General Assembly of North Carolina enacts:

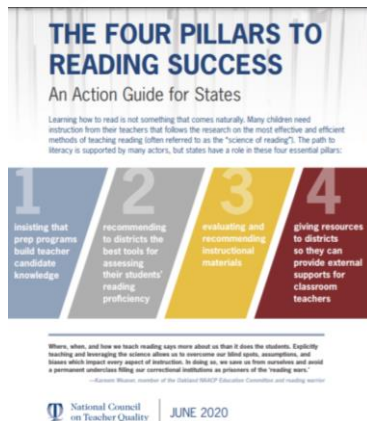
## PART I. TITLE

**SECTION 1.** This act shall be known as the "Excellent Public Schools Act of 2021."

## PART II. DEFINITION OF SCIENCE OF READING

**SECTION 2.** G.S. 115C-83.3 reads as rewritten:

"§ 115C-83.3 Definitions



## THE PATH FORWARD

For Teacher Preparation and Licensure in  
Early Literacy



# Resolution on Teacher Preparation

1

Develop a common framework for literacy instruction in teacher preparation grounded in science of reading research, to be adopted by all educator preparation programs

2

Identify or create a professional development model for in-service teachers that is aligned with the literacy framework, with the intention of piloting that model by summer 2021

3

Adopt System-wide teacher preparation goals and associated metrics



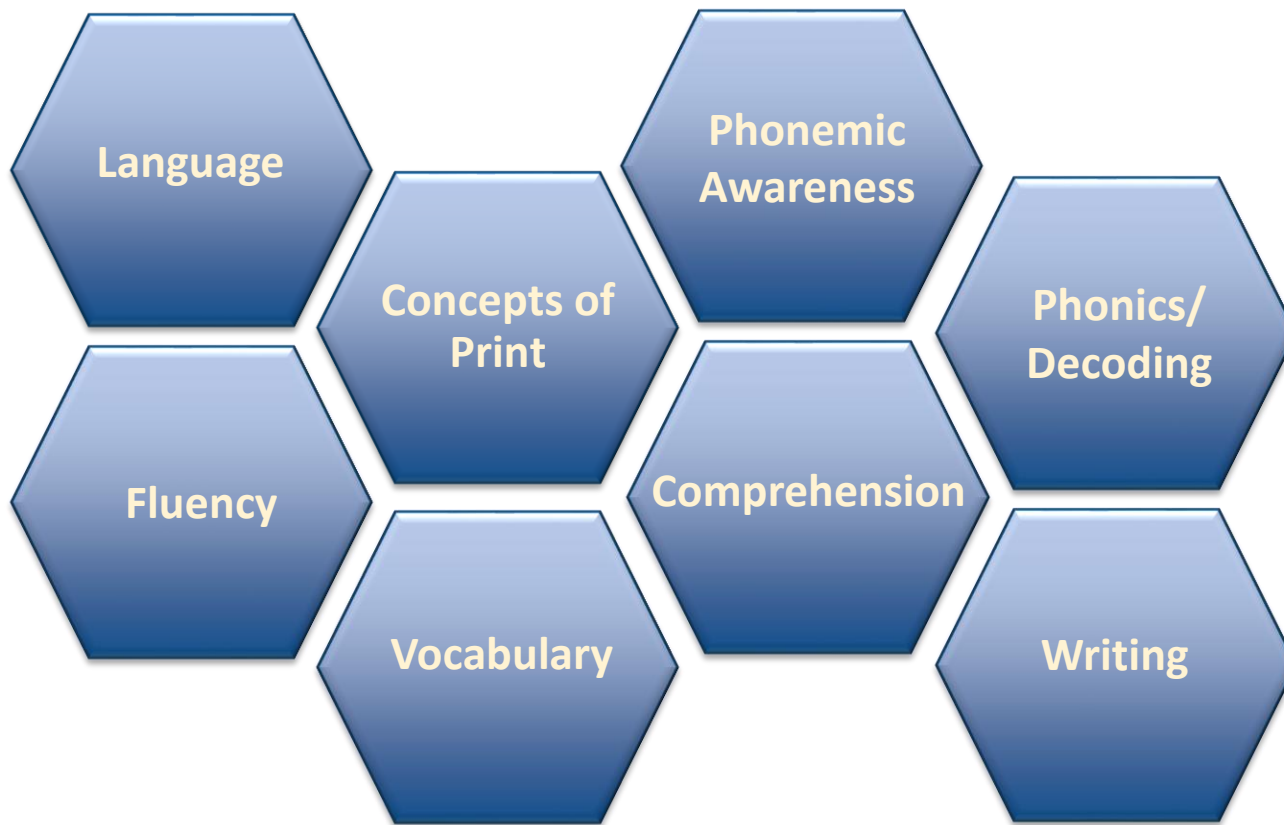
# UNC SYSTEM LITERACY FRAMEWORK



# Progress in Educator Preparation in Literacy

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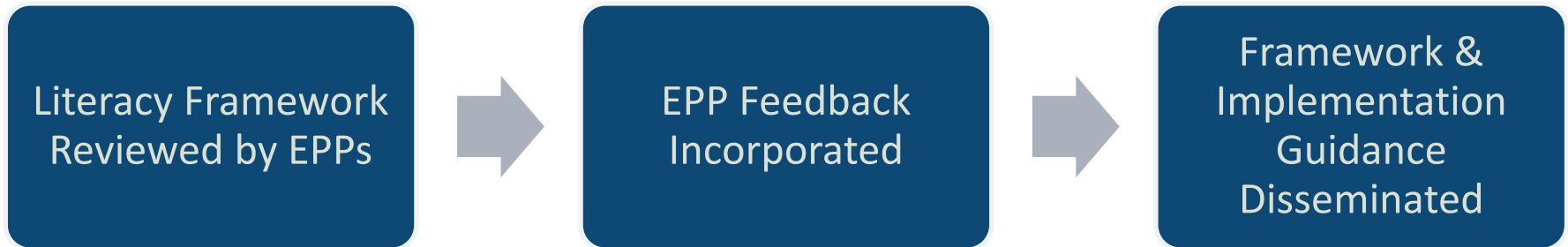
UNC System Literacy Framework created by 8 Literacy Fellows



*Each component includes competencies and sub-competencies of what teacher candidates need to know and be able to do as teachers of reading.*

# Progress in Educator Preparation in Literacy

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## EPP Self-Study

- Developed by Literacy Fellows
- Designed to examine alignment of EPP programs to the competencies/sub-competencies in the framework
- Completed in 3 Phases

# Self-Study: Phase I

| Phonemic Awareness   | Elementary Ed  |         |
|--|--|---------|
| Competency:  | Sub-competency:  | RE 3030 |
| 1. Develop instructional activities at all levels of the phonological awareness continuum. | 1a. Identify components of the phonological awareness continuum acknowledging easier and more complex components (e.g., word, syllable, onset and rime, phoneme).                | IPA     |
|  | 1b. Present appropriate words for phonological awareness manipulation at different levels of the continuum (e.g. using one syllable words when working at the onset-rime level). | IP      |
|  | 1c. Demonstrate manipulation of words at different levels of the phonological awareness continuum.   | IPA     |
|  | 1d. Present appropriate words and activities for word play (e.g.: rhyming and alliteration).   | IP      |
|  | 1e. Explain how phonological awareness instruction may vary in the different common languages or linguistic variations/dialects in your community.                               | I       |
| 2. Demonstrate how to teach students to manipulate phonemes.                               | 2a. Articulate phonemes accurately.  | IPA     |
|  | 2b. Present appropriate words for phoneme isolation, blending, segmenting, adding/deleting phonemes, or substitution in the absence of print.                                    | I       |
|  | 2c. Demonstrate manipulation of sounds in varying positions.   | IP      |
|  | 2d. Identify modifications that should be made when teaching phonemic awareness to English Learners.   |         |

# Alignment Summary Example

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Program Reviewed: Elementary Education MAT Program

| Essential Literacy Component                            | Percentage of Sub-Competencies Not Addressed |                  | Percentage of Sub-Competencies Introduced |                    | Percentage of Sub-Competencies Practiced |                   | Percentage of Sub-Competencies Assessed |                  |
|---|--|------------------|---|--------------------|--|-------------------|---|------------------|
| I. Phonological & Phonemic Awareness                    | 1/13   | Percentage: 8%   | 12/13                                     | Percentage : 92 %  | 6/13                                     | Percentage : 46%  | 2/13                                    | Percentage: 9%   |
| II. Phonics, Orthography and Automatic Word Recognition | 0/15   | Percentage: 0 %  | 15/15                                     | Percentage : 100 % | 15/15                                    | Percentage : 100% | 11/15                                   | Percentage: 73 % |
| III. Fluency  | 1/4  | Percentage: 25 % | 3/4                                       | Percentage : 75 %  | 3/4                                      | Percentage : 75%  | 3/4                                     | Percentage: 75 % |

# Sample Action Plan – Phase I

| Goal   | Unit or Program Goal   | Specific Actions to Address Goal   | Timeline  | Person Responsible      | Assess. Measure              | Priority: High, Medium, Low |
|--|--|--|-----------|-------------------------|------------------------------|-----------------------------|
| <p>The Fluency 3a sub-competency is not introduced, practiced, or assessed in any literacy course.</p> <ul style="list-style-type: none"> <li>Candidates will select and implement research-based fluency interventions for rate, accuracy, and prosody in the ELED 444 course.</li> </ul> | Review ELED 444 to identify an assignment that can be adjusted to focus specifically on fluency. | During the syllabus review process, EPP faculty will identify class assignments and class experiences that will provide the opportunity for selecting and implementing research-based fluency interventions. | Fall 2021 | EPP Faculty Member Name | Class assign., or class exp. | Medium                      |

# Phase I Self-Study

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## Positives:

- Very few of the 32 sub-competencies are not being addressed across EPPs
- High percentage of sub-competencies being introduced across the 3 areas (86% to 94%)
- Phonics/word recognition have the greatest percentages being introduced, practiced and assessed

## Opportunities for growth:

- Phonemic/phonological awareness area has more “not addressed” sub-competencies than the other areas
- Lower percentages of sub-competencies practiced (75%-78%)
- Even lower percentage of sub-competences assessed (64%-75%)

# Phase I Self-Study Themes

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## *Identified Strengths:*

- Requiring candidates to take and pass the Foundations of Reading licensure exam prior to finishing their degree
- Including 3 or more literacy courses within a particular degree program
- Incorporating weekly field experiences early in a degree program
- Using lab settings with school system partners to have candidates apply learning as one-on-one literacy tutors

# Phase I Self-Study Themes

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## *Identified Areas for Improvement:*

- Update syllabi and course activities
- Revise courses and course sequencing
- Triangulate syllabi, student observations, and individual assignments
- Build on school district partnerships
- Increase the number of sub-competencies being practiced and assessed





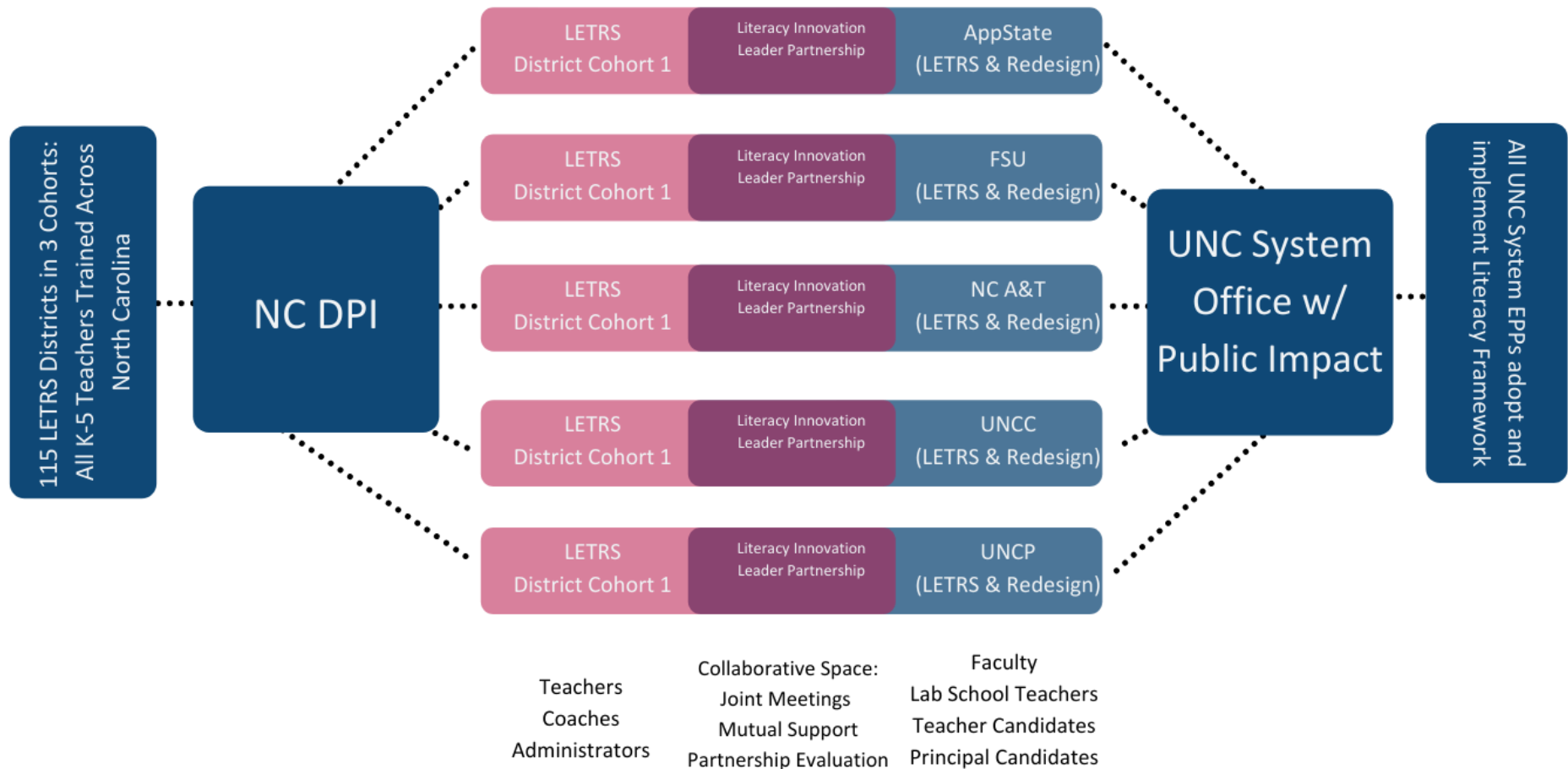
# LITERACY INNOVATION LEADERS

# Literacy Innovation Leaders Initiative

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- Program/Curriculum re-design and innovation to align with the UNC System Literacy Framework
- Partnership with School Districts also engaged in LETRS training
- Training in the Science of Reading: Language Essentials for Teaching Reading and Spelling (LETRS)
  - Faculty
  - Pre-service teacher and principal candidates
  - UNC System Lab School K-3 Teachers

# Literacy Innovation Leaders and PD Initiative



# Literacy Innovation Leaders

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# EPP Reflection

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**Findings from  
Individual  
EPP  
Self-Study**

**Initial Plans  
as a Literacy  
Innovation  
Leader  
Campus**



# SYSTEMWIDE GOALS FOR TEACHER PREPARATION IN LITERACY

# Progress

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- Engaged with the Education Policy Initiative at Carolina (EPIC)
- Analyzed the metrics currently required for the EPP accountability model
- Focused first on literacy for initial set of benchmark goals in alignment with the UNC System Literacy Framework

# Approach

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## Recommendation 1

- Benchmarks should be set at the *system level* using three literacy-focused metrics
  1. Foundations of Reading first-time pass rates
  2. K-2 Reading EVAAS
  3. Literacy sub-section of New Teacher survey

## Recommendation 2

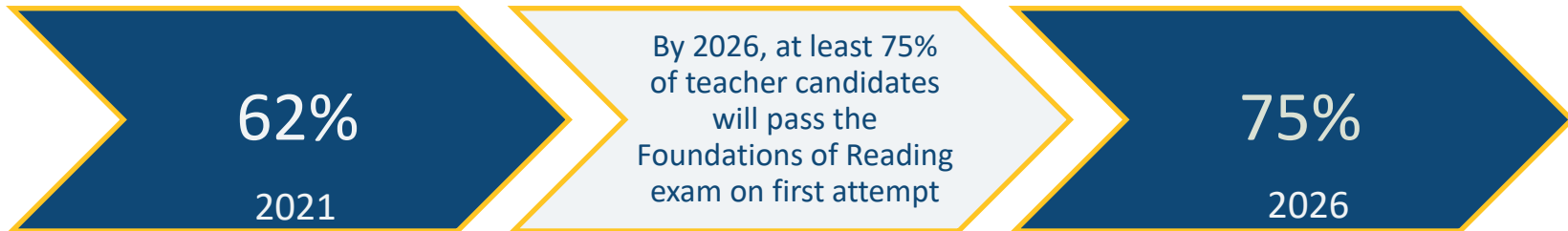
- Benchmarks should be set for:
  - a) improving overall performance
  - b) reducing the gap between White and African American teacher education graduates



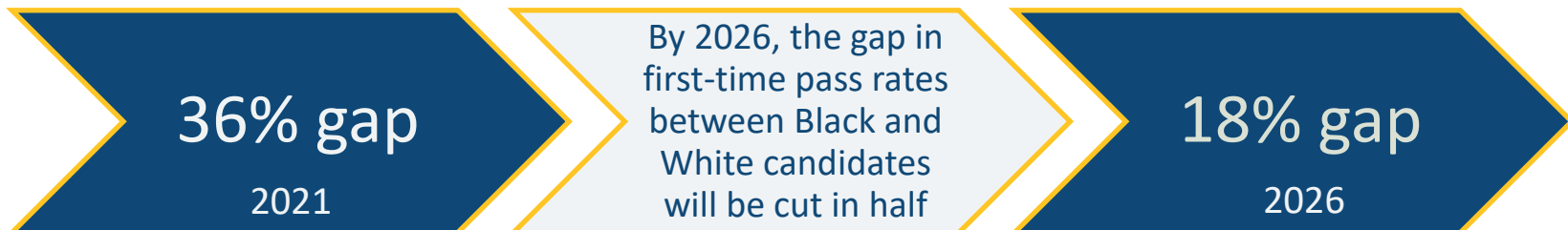
# Goal 1: Foundations of Reading Exam

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## Goal 1a: Improve first-time pass rates



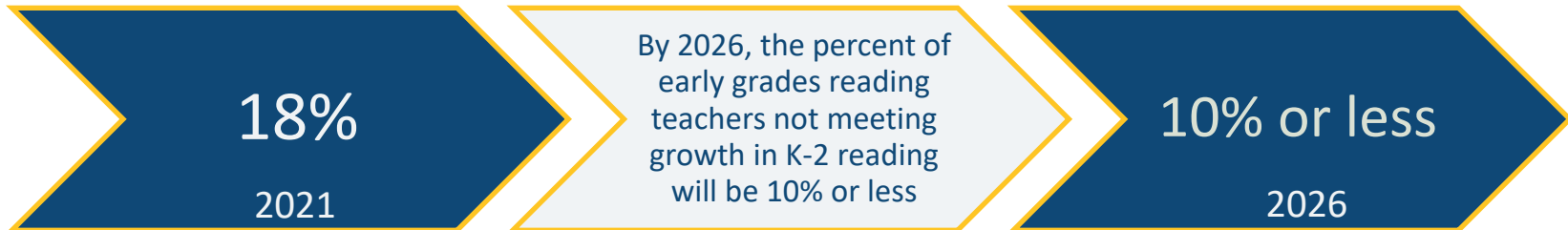
## Goal 1b: Decrease racial gap in first-time pass rates



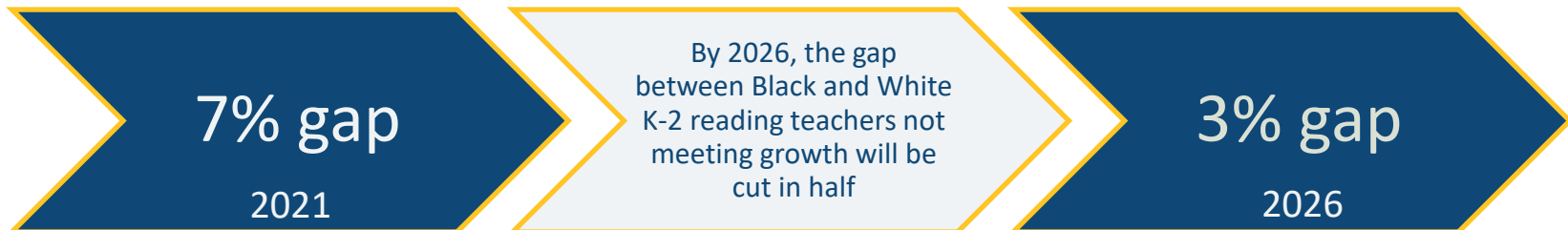
Currently 67% first-time pass rate for White candidates and 31% for Black candidates

## Goal 2: K-2 Reading EVAAS

**Goal 2a:** Decrease percent of early grades reading teachers not meeting growth in K-2 reading



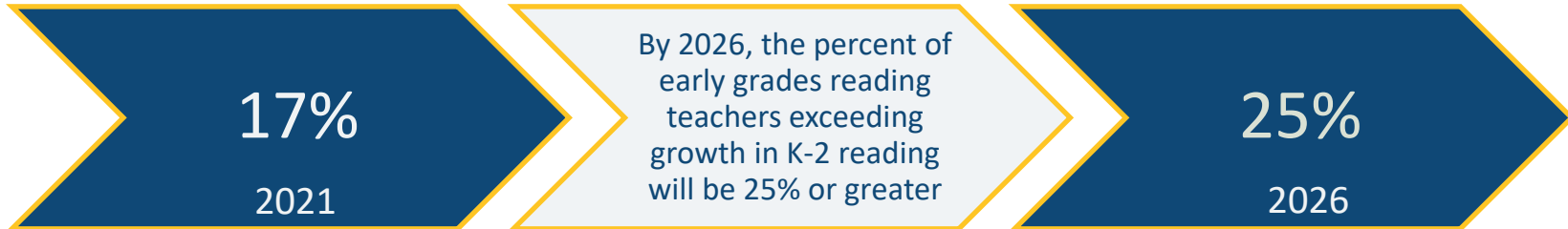
**Goal 2b:** Decrease racial gap in percent of early grades reading teachers not meeting growth in K-2 reading



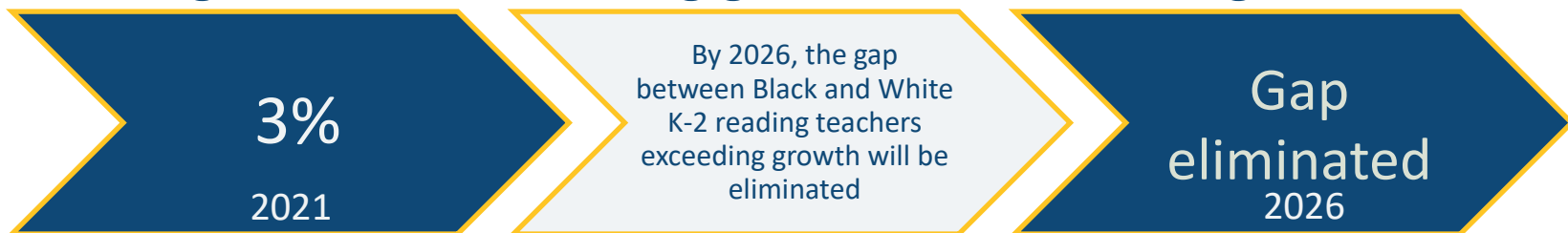
Currently 18% of White teachers and 25% of Black teachers not meeting growth

## Goal 2: K-2 Reading EVAAS

**Goal 2c:** Increase percent of early grades reading teachers exceeding growth in K-2 reading



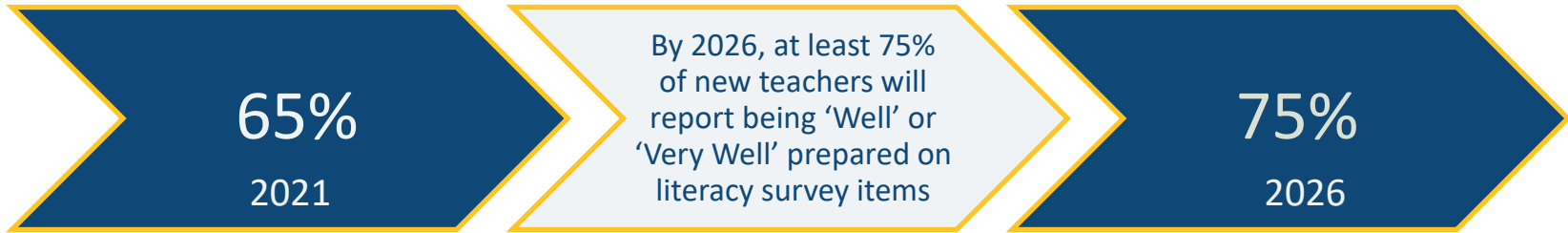
**Goal 2d:** Decrease racial gap in percent of early grades reading teachers exceeding growth in K-2 reading



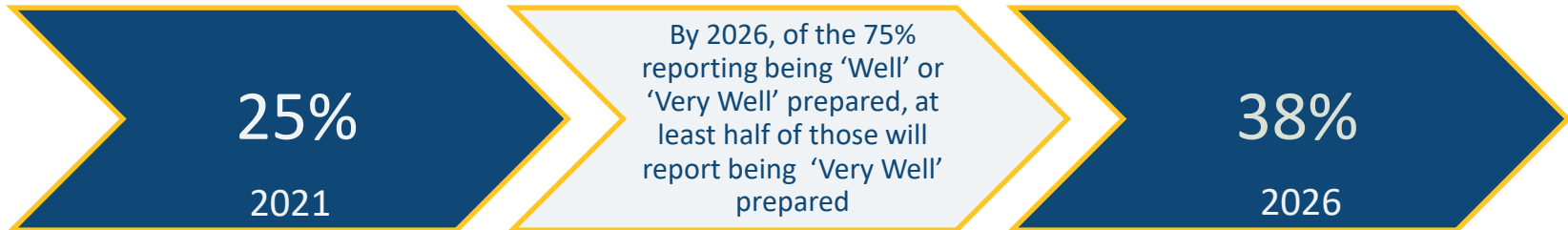
Currently 15% of Black teachers and 18% of White teachers exceeding growth

# Goal 3: New Teacher Survey

**Goal 3a:** Increase the number of teachers who report being 'Well' or 'Very Well' prepared on literacy survey items

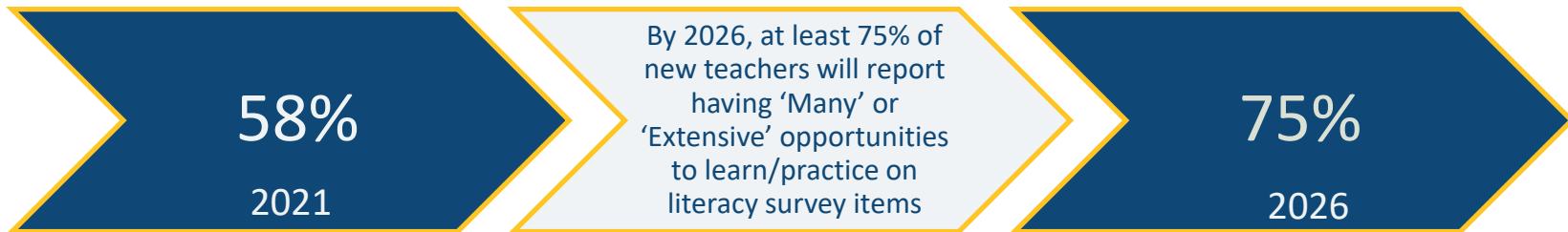


**Goal 3b:** Increase the number of teachers who report being 'Very Well' prepared on literacy survey items

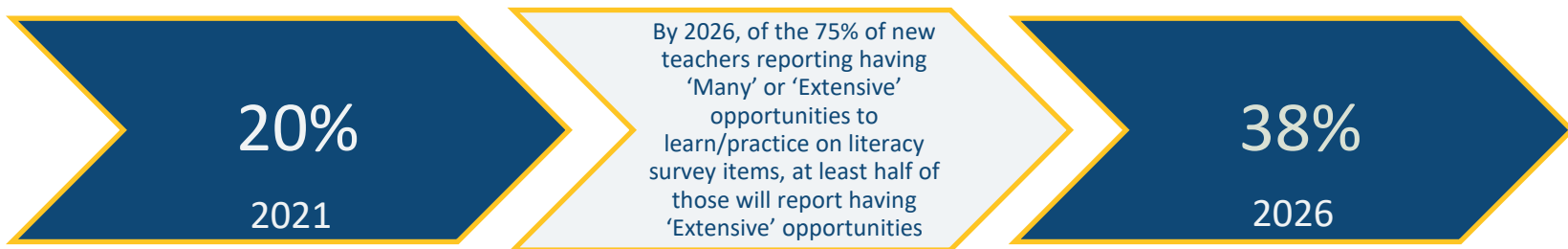


# Goal 3: New Teacher Survey

**Goal 3c:** Increase the number of teachers who report having 'Many' or 'Extensive' opportunities to learn/practice on literacy survey items



**Goal 3d:** Increase the number of teachers who report having 'Extensive' opportunities to learn/practice on literacy survey items



# Next Steps

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Self-Study  
Phase II and  
Phase III  
Completion

Integration  
of  
Framework

Tracking  
Progress  
Toward  
Goals

# QUESTIONS?

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