



**RESOLUTION OF  
THE BOARD OF GOVERNORS OF  
THE UNIVERSITY OF NORTH CAROLINA  
April 17, 2020**

**WHEREAS**, the 15 educator preparation programs in the UNC System are the largest source of public school teachers in the state and make a critical contribution to North Carolina’s educational attainment; and

**WHEREAS**, students who are able to read on grade-level by the end of 3rd grade are more likely to graduate from high school, enroll in postsecondary education, earn a college degree or credential, and experience economic success in adulthood; and

**WHEREAS**, G.S. 115C-83.1 asserts, “The goal of the State is to ensure that every student read at or above grade level by the end of third grade and continue to progress in reading proficiency so that he or she can read, comprehend, integrate, and apply complex texts needed for secondary education and career attainment”; and

**WHEREAS**, the 2019 National Assessment of Educational Progress (NAEP) found that 36 percent of North Carolina’s fourth graders scored proficient in reading in 2019, with just over 20 percent of low-income fourth-graders reading on grade level; and

**WHEREAS**, North Carolina’s plan under the federal Every Student Succeeds Act (ESSA) calls for increasing reading proficiency among students in grades three through eight by 20 percentage points on state assessments between 2017 and 2027; and

**WHEREAS**, a body of rigorous research has identified several essential components of reading instruction, including oral language skills, phonological and phonemic awareness, phonics, fluency, vocabulary, and comprehension; and

**WHEREAS**, G.S. 115C-269.20 requires teacher preparation programs providing training to elementary and special education general curriculum teachers shall include “instruction in the teaching of reading, including a substantive understanding of reading as a process involving oral language, phonological and phonemic awareness, phonics, fluency, vocabulary, and comprehension”; and

**WHEREAS**, the Leandro Action Plan identified “a qualified and well-prepared teacher in every classroom” as one of North Carolina’s eight critical needs; and

**WHEREAS**, the UNC System has an obligation to ensure that teaching candidates are prepared, through rigorous coursework and clinical experiences, to be as effective as possible on day one; and

**WHEREAS**, the UNC System's Educator Preparation Advisory Group has set goals and identified associated metrics for teacher preparation that reflect that obligation.

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Governors shall:

- Adopt System-wide teacher preparation goals and associated metrics that reflect the work of the Educator Preparation Advisory Group and state accountability metrics in SB 599 and HB 107;
- Require the System Office to report data on those goals and metrics to relevant Board of Governors committees no later than January of 2021 and annually thereafter;
- Task the UNC System, in consultation with educator preparation and literacy experts from within and outside North Carolina, to develop a common framework for literacy instruction in teacher preparation that will be adopted by all educator preparation programs in the System and an associated implementation sequence;
- Ensure that the literacy framework is based on the abundance of evidence on effective reading instruction, complies with state law and regulation, and ensures that teaching candidates receive explicit, systematic, and scaffolded instruction in the essential components of reading;
- Require the System Office to report on the development of that framework no later than June 2021, and to review and report on the adoption and implementation of the framework by educator preparation programs no later than June of each year, beginning in June 2022 and concluding in June 2025; and
- Require the System Office to work with leading programs in the System to 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 if funding is available.