

Commission on Access to Sound Basic Education
Teacher Work Group
December 4, 2018

Teacher Recruitment in North Carolina

Coordinated recruitment efforts

TEACH NOW (<https://teachnow.northcarolina.edu>): University of North Carolina system's TEACH NOW site is a central portal for prospective candidates and teachers. The site promotes the teaching profession, provides information about and access to educator preparation programs and alternative pathways, connects prospective students to scholarships and financial aid resources, and links to support networks and state and local job banks.

Work4NCSchools (<http://www.ncpublicschools.org/work4ncschools>): At Work4NCSchools, the NC Department of Public Instruction provides prospective teachers information about licensure requirements, salaries and benefits, professional development opportunities, state programs, and current job openings.

Recruitment Fairs: Professional Administrators of North Carolina (PANC), Regional Education Service Alliances (RESAs), the NC Department of Public Instruction, universities, and other organizations hold state and regional recruitment fairs in collaboration with districts.

University-based recruitment efforts and evaluation: UNC educator preparation programs receive a small annual stipend to support their recruitment efforts. In addition, data included in the UNC Educator Quality Dashboard and analysis provided by the Education Policy Initiative at Carolina can assist programs in evaluating the efficacy of initiatives (ex. Teacher Portal Effectiveness Report; Teacher Preparation: Recruitment and Selection Survey; Principal Preparation: Recruitment and Selection Survey).

State-led and de-centralized recruitment programs

The following is a summary compilation of examples of state-led and de-centralized recruitment programs in North Carolina. Programs were identified by google search and by using search terms to scan the North Carolina General Assembly minutes record or North Carolina news outlets covering teacher recruitment initiatives.

The summary of programs is organized into two broad categories: Grow-Your-Own and State-Supported Preparation and Alternative Route Programs.

- **Grow-Your-Own** initiatives focus on building the interest of high school students or community members to pursue a career in education.
- **State-Supported Preparation** programs provide scholarships, grants, and/or other support to encourage students to pursue a career in education.
- **Alternative Route** programs recruit and place teaching candidates from outside the field education or from outside of North Carolina into the teaching profession by providing mentorship and coursework concurrently with a two to three-year classroom placement.

Research articles, program evaluations or other reports related to each of these categories are included at the end of each section. Please note that no studies of the specific programs listed are included in this scan.

Grow-Your-Own Programs

North Carolina Teacher Cadets: This program averages a statewide enrollment of over 1,700 high school students enrolled in coursework intended to build a foundation for a future career as a teacher. The program includes classwork eligible for honors credit and an internship opportunity with a mentor teacher in a classroom. The program is managed by the NC Foundation for Public School Children and an advisory committee of eight licensed public school teachers who currently provide ongoing support to cadet teachers and classrooms and teach or have taught a cadet class. Additionally, the program has college partnerships with 18 colleges and universities for cadets to join college-level courses or attend events sponsored by IHE partners.

Future Teachers Program: This program at Wake County Public Schools (WCPSS) is a recruitment initiative aimed at developing internal student talent for employment after college graduation. Rising high school graduates who are accepted into a partner university may apply. By participating, they commit to teaching within WCPSS upon completion of their teacher preparation programs. This program is followed by participation in the *Beginning Teacher Leadership Network*, which is a support program for beginning teachers within Wake County to ensure retention of the candidates.

Teacher Education through the North Carolina Community College System: Many NC community colleges work in partnership with their local school districts and universities to foster degree completion, reduce costs, and open pathways for students. Examples include Appalachian State University's Appalachian Learning Alliance, East Carolina University's Partnership East, and the University of North Carolina at Wilmington's Extension Program serving southeastern North Carolina.

Research Summary: *Grow Your Own* Programs show promise for increasing the diversity of the teacher pipeline and teacher performance is generally equivalent to teachers prepared by other pathways with higher retention rates over time due to preferences to teach near individual hometowns.

- Addressing California's Emerging Teacher Shortage: An Analysis of Sources and Solutions
Citation: Darling-Hammond,L., Furger, R., Shields, P., and Sutcher, L., Addressing California's Emerging Teacher Shortage: An Analysis of Sources and Solutions (Palo Alto: Learning Policy Institute, 2016)
- Examining Grow Your Own Programs Across the Teacher Development Continuum: Mining Research on Teachers of Color and Nontraditional Educator Pipelines
Citation: Gist, C., Bianco, M., Lynn, M., Examining Grow Your Own Programs Across the Teacher Development Continuum: Mining Research on Teachers of Color and Nontraditional Educator Pipelines, *Journal of Teacher Education*, First Published August 12, 2018
- Program Evaluation: Grow Your Own Illinois^[1]
Impact summary provided by OER Associates LLC. The summary builds upon the data collection pilot conducted in Spring 2010 and reported in OER Associates Technical Report No. 982, Grow Your Own Teachers: An Illinois Initiative

State-Supported Preparation and Alternative Route Programs

North Carolina Teaching Fellows Program: Returning in the 2018-2019 academic year after a hiatus, candidates receive up to \$8,250 per year in forgivable loans and commit to teach in the fields of science, technology, engineering, math, or special education in a North Carolina public school. Five institutions of higher education act as hosts to the program: the NC State College of Education, Elon University, Meredith College, UNC-Chapel Hill, and UNC-Charlotte. 110 Teaching Fellows were selected in 2018.

Durham Teaching Fellowship: This program is a graduate fellowship hosted by Duke University. Fellows are awarded full-tuition remission at Duke University and an \$8,000 stipend in exchange for an agreement to teach in Durham Public Schools for two years upon completion of the program. Duke awards up to eight Durham Teaching Fellowships each year.

CMS Teaching Residency and Charlotte Teacher Early College: Programs run in partnership by UNC Charlotte and the Charlotte-Mecklenburg district to specifically focus on recruiting candidates for high-needs subject areas (secondary math and secondary science) and placement in high needs schools. in addition to general elementary teachers and secondary English language arts. CMS has a Talent Acquisition Team and UNCC has a team of recruiters in charge of hosting recruitment events for targeted outreach at community events.

North Carolina A&T Teacher Residency: This program is a partnership between The College of Education at North Carolina A&T and in the Piedmont Triad to specifically serve rural public schools with qualified teacher candidates. Candidates are recruited from outside the field of education who have a bachelor's degree as well as those already working within schools that wish to pursue a master's degree. Residents receive a stipend in addition to their salary and participate in coursework while receiving mentorship on their classroom practice and are placed within local rural districts.

Lateral Entry or Local Alternative Teacher Preparation: This program allows qualified individuals to obtain a teaching position while obtaining a professional educator's license as they teach. The NCDPI authorizes provisional licenses aligned to each candidate's area of study for three years. LEAs or a consortium of LEAs apply for a grant to run a program. One example of a Lateral Entry program is the Central Carolina Teaching Initiative or CCTI. CCTI serves 12 districts across multiple counties within the Central Carolina region. Another example is the Guilford County program, GCS-ACT; this program places teacher candidates within a single district and provides their required licensure course programming in-house.

Troops to Teachers: This program recruits eligible military personnel and veterans into the field of education. Participants receive counseling on certification requirements and relevant routes to applying for NCDPI certification. The program also provides employment leads for those eligible for hire as teachers but does not directly place them into schools. In 2016, 453 individuals registered with the program. Fifty (50) first-time program participants were hired for the first time as a teacher in any state. One hundred-fifteen (115) program participants reported being hired by an NC LEA by the start of the school year.

Participate: This program recruits international teachers to work in North Carolina schools. The program is overseen by NCDPI and managed by a third-party organization, Participate. Participate was previously named VIF and is headquartered in North Carolina and a designated sponsor under the U.S. Department of State Exchange Visitor Program. North Carolina schools host about 1,000 international teachers from 48 different countries.

NCDPI Exchange Program: Sponsored by NCDPI and managed by a third-party operator, Educational Partners International (EPI) provides international teachers with the visa sponsorship and support needed to teach critical needs subjects in NC. EPI assists teachers and schools with visa processing, licensure, and professional and cultural development.

Teacher Housing Benefit: To create a more competitive recruitment package for teaching candidates, five school districts in North Carolina have leasing options in apartment complexes specifically set aside for teachers: Asheville, Buncombe County, Dare County, Hoke County, and Hertford County. The teacher apartment complexes contain two-bedroom, two-bathroom apartments that rent below market as an added benefit.

Research Summary: Alternative Route programs, including fellowship and residency models, may result in a teacher pipeline that is more diverse and with teachers performing equally as teachers entering from the traditional route, with some variation by subject area.

- The Effects of Troops to Teachers on Student Achievement: One State's Study
Citation: Nunnery, J., Kaplan, L., Owings, W., Pribesh, S., The Effects of Troops to Teachers on Student Achievement: One State's Study, NASSP Bulletin, First Published February 3, 2010
- The Teacher Residency an Innovative Model for Preparing Teachers
Citation: Guha, R., Hyler, M.E., and Darling-Hammond, L. (2016). The Teacher Residency: An Innovative Model for Preparing Teachers. Palo Alto, CA: Learning Policy Institute
- What does certification tell us about teacher effectiveness? Evidence from New York City
Citation: Kane,T., Rockoff, J., Staiger, D. What Does Certification Tell Us About Teacher Effectiveness? Evidence From New York City. Working Paper 12155 Link:
<http://www.nber.org/papers/w12155>