

NC TEACH

Teachers of Excellence for All Children

Background

Senate Bill 1125 directed the State Board of Education and the Board of Governors of The University of North Carolina to develop a proposal for a statewide lateral entry teacher licensure program and to report the proposal to the Joint Legislative Education Oversight Committee by September 1, 1999. The bill directed that the proposal include the following elements:

- (i) active recruitment of mid-career college graduates into teaching;
- (ii) intensive summer preservice preparation prior to the initial year of employment that is delivered at multiple sites throughout the State;
- (iii) coaching, support, and continued professional preparation for initial licensure provided during the initial year of employment;
- (iv) portfolio development and professional assessment during the initial year of employment;
- (v) intensive second summer preparation for initial licensure examination unless the individual has already taken and passed the initial licensure examination;
- (vi) use of technology for professional and instructional support to increase program accessibility and decrease distance as a barrier to program completion;
- (vii) a program management plan; and
- (viii) an estimated annual budget to operate the program.

It further directs that the proposal include a review of the current process for lateral entry and alternative certification, an inventory and description of existing programs designed to assist individuals achieve licensure through lateral entry, and a review of any reports or plans developed by the State Board of Education or the Board of Governors since 1995 addressing lateral entry or alternative certification.

Overview

NC TEACH is a proposal for a statewide lateral entry teacher licensure program developed jointly by the State Board of Education and the Board of Governors of The University of North Carolina. It is a comprehensive program, designed to recruit, train, support, and retain highly skilled mid-career professionals who seek to enter the teaching profession. Rather than utilizing the traditional course work approach, NC TEACH focuses on what teachers must know and be able to do to teach students to high standards in the context of real classrooms.

The program includes an intensive summer experience prior to entering the classroom, weekly seminars focused on continued professional development and the realities of today's classroom, enhanced mentoring, on-line support during the first year of employment, team building and problem-solving skills, and authentic assessment of the participants' performance. The program will be administered by the UNC General Administration in close collaboration with the Department of Public Instruction.

Eligibility

In keeping with the original intent of the lateral entry policy, NC TEACH is designed to attract highly skilled individuals from other professions into teaching. To be eligible for acceptance into the program, individuals must:

- hold at least a baccalaureate degree from an accredited college or university with a major appropriate to the proposed area of teacher licensure;
- demonstrate satisfactory academic preparation as evidenced by a cumulative grade point average of at least 2.5 on a 4.0 scale and a grade point average of at least a 3.0 on a 4.0 scale in the major or a combined Graduate Record Examination (GRE) score of at least 1000 or equivalent score on the Miller Analogies Test;
- have appropriate work experience;
- demonstrate effective written and oral communication skills;
- evidence a commitment to students, their families, their communities, and the profession;
- agree to participate in all program activities; and
- have no criminal record.

Recruitment Strategies

Recruitment strategies will include:

- the development and dissemination of materials publicizing the program which will be available in hard copy and on-line;
- working with LEAs, IHEs, NC Community Colleges, representatives from such organizations as Chambers of Commerce, the North Carolina Committee for Business and Industry (NCCBI), the North Carolina Business Committee for Education (NCBCE), and the Public School Forum of NC, the Employment Securities Commission, Troops to Teachers, the NC Model Teacher Education Consortium, military personnel, churches, professional organizations (e.g., NCAE, AFT, PENC), and other appropriate organizations and entities to identify potential candidates;
- developing Public Service Announcements (PSAs) to promote the program;
- conducting information sessions throughout the State, on military bases, at employment fairs, and other venues; and
- personal contacts with potential candidates.

During the initial year, the program will seek to enroll 300 participants reflecting the ethnic, geographic, and cultural diversity of the State. In subsequent years, the program will seek to enroll 600 participants per year. Recruitment efforts will be targeted to address the most critical chronic teacher shortage areas of exceptional children, mathematics, science, middle grades, and foreign language.

Application Process

Candidates will be required to:

- complete an on-line application which includes an essay detailing their qualifications and interest in the program.
- submit supporting documentation which includes official college/university transcripts, GRE or Miller Analogies Test scores, two letters of professional recommendation, and a \$50.00 application fee to cover the cost of processing the application. Criminal background checks will be completed on eligible program applicants.

Applicants will be screened and interviewed by NC TEACH regional application review committees. Priority will be given to those applicants pursuing licensure in critical needs licensure areas as well as those willing to accept positions in high need geographic areas of the State.

Once applicants are selected, the list of names, addresses, phone numbers, and e-mail addresses will be sent to each LEA in the State. The list will also indicate the licensure area the applicants are pursuing and the area(s) in which they are seeking employment. LEAs will be encouraged to utilize the list in their recruitment/employment efforts. Program staff will assist program participants to obtain employment as teachers for the ensuing school year.

Individuals not selected to participate in the program will be encouraged to affiliate with area colleges and universities to complete teacher licensure requirements. They will be provided a list of approved teacher education programs and the name, address, and phone number of a contact person at each institution.

Program Components

Like all nationally accredited programs, this program will be based on essential knowledge, current research, and the wisdom of best practice. The program will maintain rigorous professional quality control mechanisms which include on-going evaluation of all program components and follow-up studies of program participants. In addition to the formal commitments which LEAs must make in hiring any lateral entry teachers, systems employing NC TEACH program participants will be asked to provide these teachers time for required program activities during the school day.

Pre-employment Summer Experience

- An intensive five-week residential summer program will be offered at three college/university sites in the State.
 - 100 participants per site/assigned to cohorts of 25 each
 - Two master teachers and a university faculty member will be assigned to each cohort.
 - A uniform curriculum will be utilized. It will focus on: understanding of children and young adults as learners, planning for teaching, managing classrooms for effective teaching and learning, assessing student learning, utilizing student test data to improve achievement, strategies for helping all students to succeed, understanding of state and local contexts for public education, parental involvement, and the North Carolina Standard Course of Study.
 - Interactive multimedia, simulations, case studies, peer coaching, peer teaching, cooperative learning, discussion, and other small group and individual activities will be utilized in the delivery of the curriculum.

- Throughout the summer experience the professional growth of all program participants will be authentically assessed.
- Participants successfully completing the summer experience will earn six semester hours of university credit.
- A sixth week will be completed at the employing school site to provide program participants with support during the opening days of school.
- NC TEACH participants who do not accept in-field teaching positions in the public schools will not be eligible to continue in the program, but will be provided assistance in affiliating with college or universities that might help them fulfill their lateral entry requirements.

School Year Seminars and Support

- Weekly seminars will be conducted throughout the school year to provide continued professional development opportunities as well as support for these beginning teachers
 - Seminar topics will include using technology in the instructional program, differentiating instruction to meet the needs of diverse learners, solving problems in classroom management, communicating with students, parents, and colleagues, identifying and utilizing community resources for special needs students, and reflective practice.
- Participants will be observed and be observed by other teachers. At least twice each semester, program participants will be expected to provide short videotapes of teaching episodes in their classrooms. These tapes will be used to assess the professional growth and needs of the participants.
- To prepare these teachers for the "product of learning" they must prepare to be granted continuing license under the Performance-Based Licensure Program, they will be expected to engage in on-going reflection on their professional practice and to complete activities aligned with those required under the Performance-Based Licensure Program. They will be guided in the activities by master teachers and teacher education specialists in the content areas.
- Participants successfully completing the fall and spring phases of the school year seminars will receive 12 semester hours of university credit.
- NC TEACH will develop specialized training for mentors of lateral entry teachers, and LEAs will be asked to require individuals selected as mentors for program participants to complete this specialized training.
- NC TEACH program staff, including the master teachers, will be available to provide additional on-site assistance if requested by the beginning teacher, the school, or the LEA.
- Each of the master teachers working with the program will also be assigned as an on-line mentor to 10-15 program participants. Using a list serve established for this purpose through Learning Link (URL address: ncteach.ga.unc.edu), the master teachers will be available throughout the year to provide assistance, suggestions, coaching, and other forms of support to the beginning teacher.

Praxis Examination Assistance

For those program participants who have not satisfied licensure testing requirements prior to the end of the first year of employment, a week long Praxis preparation workshop will be provided during the second summer. The workshops will be offered at six sites throughout the State, and distance learning facilities will be used to bring the workshops to more remote areas of the State. The workshops will focus on content knowledge, test-taking strategies, familiarizing individuals with the format of the examinations, and practice testing. No academic credit will be awarded for this phase of the program.

Cost/Expectations of Program Participants

- Participants will be expected to pay the tuition and fees assessed by the host institutions for the 18 semester hours (6 for the summer experience and 12 for the academic year experience) they will earn through the program.
- To receive a clear initial teaching license, program participants must satisfy licensure testing requirements. The individuals will be expected to bear the cost of the exams.
- Program participants will also be required to have Internet access. Program staff will work with LEAs, IHEs, and other agencies to provide access at the lowest cost possible.
- The transcripts of each applicant will be reviewed to ensure that all academic area requirements have been satisfied. It is expected that program participants will fulfill any academic area deficiencies identified. Program staff will work with such individuals to identify the most cost effective means to satisfy these requirements. Prescribed academic course work may be completed at community colleges, public and private IHEs, or through approved on-line academic course work.
- Because all other program costs will be covered for program participants, they will be expected to be present at all NC TEACH program activities and seek employment as lateral entry teachers for the ensuing school year. Program participants will be asked to serve as resources for subsequent cohorts of program participants and for continued development and refinement of the program.

Candidates who begin, but do not complete the program, or fail to participate in program activities may be required to reimburse the State the pro-rated cost of their enrollment. Based on the projected budget, the maximum cost is estimated at \$6064 per individual.

Recommendation for Licensure

Upon satisfactory completion of the year long program, satisfactory completion of required licensing examinations, and satisfactory completion of any additional academic work prescribed on the basis of the initial transcript review for the particular licensure area, program participants will be recommended through the program for a clear initial license. NC TEACH will adhere to the same standards for recommending initial licensure as traditional programs. Like all other beginning teachers in North Carolina, participants must satisfy the Initial Licensure Program requirements to be granted a continuing teaching license.

Site Selection

Constituent institutions of The University of North Carolina will be invited to apply, individually or in collaboration with other NC colleges and universities, to host one of the three regional sites. Applications to serve as host sites will be reviewed on a competitive basis by a panel representing the Board of Governors, the State Board of Education, and local education agencies. Host sites will be expected to assist in the delivery of the training, the support for program participants, the assessment of program participants, and the awarding of semester hour credit for completion of all phases of the program.

Use of Technology/Distance Learning

Distance learning opportunities will be utilized in the delivery of the program during the school year. Universities will be encouraged and supported to develop web-based courses or course modules for School-Year Seminars. These same courses and modules could be utilized to assist non NC TEACH lateral entry teachers as well. Rather than asking program participants to drive great distances, the professional development seminars focused on the knowledge and skills of teaching will be offered using distance learning facilities at colleges and universities, community colleges, and schools/LEAs. On-going

support will be available to each program participant via the Learning Link list serve that is established for this purpose. The Praxis workshops will be accessible via distance learning facilities. If a substantial number of program participants need prescribed work to satisfy academic deficiencies, efforts will be made to offer this via distance learning technologies.

Program Management/Program Staff

NC TEACH will be administered by The University of North Carolina General Administration in close collaboration with the Department of Public Instruction. Administratively, this program will be housed within the UNC Center for School Leadership Development. This is in keeping with the Center's mission to coordinate State-supported professional development activities. The Center's Director, the Program Director, the UNC Vice President for University-School Programs, and the Director of the DPI Division of Human Resource Management will work collaboratively to ensure the success of the program.

A **full-time director** will be hired to provide leadership for the program at the State level. This individual will be responsible for implementing and evaluating strategies designed to recruit, support, and retain individuals choosing this approach to teacher licensure. He/she will report to the Director of the UNC Center for School Leadership Development. The salary requested for this position is in line with the salaries of directors of other programs under the auspices of the Center. This position will be housed at the Center.

Three **full-time on-site coordinators** will be hired to promote, implement, and assist with program development at the regional levels. These individuals will report to the program director, but be housed at University-based field sites. They will be responsible for implementing an on-going recruitment program, working with nearby LEAs to support the beginning teachers involved in the program, coordinating local arrangements for the summer experiences and weekly seminars, and others duties as may be assigned by the program director.

Twenty-four **master teachers**, preferably holding National Board Certification, will be employed on a contractual basis to deliver the University-based summer institutes, deliver seminars focused on coping with the realities of the classroom throughout the school year, and serve as on-line mentors to program participants. Eight master teachers will be assigned to each of the three sites. They will each be assigned to a particular cohort of participants at the site (two per cohort), and will reside on-site with program participants during the summer program. The on-site coordinators will be responsible for the work of the master teachers.

To deliver the professional development seminars, three **teacher education faculty** members will be identified. These individuals will work on a contracted, part-time basis throughout the school year.

Additional **master teachers, school administrators, and teacher education faculty**, will be utilized through contracted services to develop and deliver the training curriculum.

Program Evaluation

All program activities will be regularly and formally evaluated. Participants will be asked to evaluate their summer experience, the seminars, the support they have received, and the program in general. Program effectiveness will also be evaluated on the basis of the number of program participants recruited to the program, completing the program, and remaining in teaching after program completion, and by surveys of employers as required by the Excellent Schools Act. A Performance Report, similar to that now required of IHEs will be issued for NC TEACH. An annual report detailing the program activities will be presented to both the State Board of Education and the Board of Governors of The University of North Carolina.

Estimated Annual Budget for 300 participants	Estimated Annual Budget for 600 participants
Program Director (including benefits) \$110,000	Program Director (including benefits) \$110,000
Administrative Assistant for the Program Director \$36,000 (including benefits)	Administrative Assistant for the Program Director \$36,000 (including benefits)
On-site Coordinators \$180,000	On-site Coordinators \$180,000
This figure includes 3 site coordinators at \$60,000 each including benefits.	
Master Teachers \$288,000	Master Teachers \$576,000
This figure includes 24 master teachers (8 per site) at \$12,000 each to deliver the summer programs (including residing on-site), conduct at least 20 seminars throughout the year, and provide on-line support to 10-15 program participants each. The master teachers will be employed for seven weeks in the summer; five while the program is being conducted; two to prepare for the summer program.	
Contracted Services \$50,000	Contracted Services \$50,000
This money will be used to contract with master teachers, school administrators, teacher education faculty, and content specialists for the development and delivery of training materials.	
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Travel	\$85,000	Travel	\$150,000
To cover the cost of the program director and on-site coordinators to travel throughout the state to promote the program and arrange training, and to cover the cost of site-based observation of and assistance to participants in their classrooms.		To cover the cost of the program director and on-site coordinators to travel throughout the state to promote the program and arrange training, and to cover the cost of site-based (school) observations of and assistance to participants in their classrooms.	
Participant Supplies	\$150,000	Participant Supplies	\$300,000
To cover the cost of books, training materials, etc.; calculated at \$500 each for 300 participants.		To cover the cost of books, training materials, etc.; calculated at \$500 each for 600 participants.	
Residential Summer Experience	\$640,000	Residential Summer Experience	\$1,280,000
This figure is calculated using State per diem rates for hotel and meals for 324 participants (lateral entry teachers and master teacher) for 5 weeks.		This figure is calculated using State per diem rates for hotel and meals for 648 participants (lateral entry teachers and master teacher) for 5 weeks.	
Distance Learning Technology Support	\$150,000	Distance Learning Technology Support	\$150,000
This figure includes facility use charges, on-line charges, and other support for distance learning technologies.		This figure includes facility use charges, on-line charges, and other support for distance learning technologies.	
Office and Program Supplies/Printing/Postage/Phone	\$100,000	Office and Program Supplies/Printing/Postage/Phone	\$150,000
This figure includes the cost of printing brochures and other materials to promote the program; office supplies, printing, postage, and phones for the program director and three on-site coordinators.		This figure includes the cost of printing brochures and other materials to promote the program; office supplies, printing, postage, and phones for the program director and three on-site coordinators.	

Praxis Examination Workshops	\$15,000	Praxis Examination Workshops	\$15,000
This figure includes facility rental, materials, and workshop facilitators for 6 sites across the State.		This figure includes facility rental, materials, and workshop facilitators for 6 sites across the State.	
Team Building/Networking/ Problem Solving Program Components	\$15,000	Team Building/Networking/ Problem Solving Program Components	\$30,000
This figure supports program components designed to build a strong sense of shared purpose, networking, and problem solving skills designed to enhance retention in the program and the profession.		This figure supports program components designed to build a strong sense of shared purpose, networking, and problem solving skills designed to enhance retention in the program and the profession.	
Total Amount Requested	\$1,819,000	Total Amount Requested	\$3,027,000
This figure represents an investment of approximately \$6064 per participant.		This figure represents an investment of approximately \$5045 per participant.	