

Addressing the Teacher Shortage, Especially in STEM Fields

The University of North Carolina

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A Strategic Priority of the University

K16 Education

1 Priority

**Prepare More and Better
Teachers and School Leaders
for the Public Schools of
North Carolina**

3 Strategies

Recruitment

Preparation

Retention

Organizing and Planning Our Work

A Continuum of Progress

“Prepare More & Better Teachers & School Leaders”

Access

Recruitment

Preparation
Quantity &
Quality

New
Teacher
Support

Improving
Student
Achievement
and K12
Schools

Questions asked in building strategic accountability plans for each area:

Who is involved?

Who is responsible?

Who is held accountable?

Who should be involved? Responsible? Accountable?

What about the data and research to support our planning and implementation – *national, state, system, campus?*

TEACHER PREPARATION CONTINUUM

University and Public School Involvement

Feedback

Feedback

Feedback

Feedback

RECRUITMENT

- Pre-College Programs (Teacher Cadet & Future Teachers Clubs, MSEN Pre-College Program)
- Teacher Scholarship/Loan Opportunities
- Recruitment of Campus-based College Students
- Mid-Career Changers and Paraprofessionals

FILTERS OF INFLUENCE & CONTROL:
 SACS, Accreditation (state/national), State Licensure Regulations, NCLB, BOG, General Assembly, Title II, Financial Aid, Campus Policy/Practice, Praxis, Resources \$

PREPARATION

- Liberal Arts Courses
- Pedagogical Content Courses
- Methods Courses
- Clinical, Field & Intern Experiences

Initial License
 (Performance Based)

PRE-SERVICE
 (4 Year, Graduate, or Alternative Route)
 Primary Responsibility – IHE
 Secondary Responsibility – LEA

RETENTION & DEVELOPMENT

- Aligned & Standards Based Professional Growth Activities
- Beginning Teacher Support
- Teacher Support & Development beyond Initial Licensure
- Advanced Academic Study

Employment & Induction
 (Quality Systems & Framework)

IN-SERVICE
 (Initial Employment To Retirement)
 Primary Responsibility – LEA
 Secondary Responsibility – IHE

Continuing License
 (Performance Based)

**Teacher Success and
 Higher Levels of Learning
 for All Students**

Teacher Recruitment

Purpose: Consider perceptions of the teaching profession in developing a system-wide plan for recruitment that is coordinated with the UNC Teacher Education Enrollment Growth Plan

Design: Two components, an assessment phase and a planning phase that translated findings into actionable strategies to meet NC's teacher supply and demand needs

Results: Research-based system plan, campus plans aligned with system plan and Enrollment Growth Plan, legislative funding



...UNDERSTANDING THE CONTINUUM

University and Public School Involvement



PREPARATION

- Clinical, Field & Intern Experiences
- Pedagogical Content Courses
- Liberal Arts Courses

Who is involved?

- Arts and Sciences (moral suasion)
- Teacher Education Programs (informed leadership)
- School Districts (informed partnerships)
- NC Department of Public Instruction

Who is responsible for implementing?

- Teacher Education Programs

Who is held accountable?

- Teacher Education Programs

Who should be involved? Responsible? Accountable?

Higher Levels of Learning
for All Students

Initial License
(Performance Based)

Employment & Induction
(Quality Systems & Framework)

PRE-SERVICE

(4 Year, Graduate, or Alternative Route)

Primary Responsibility – IHE

Secondary Responsibility – LEA

Teacher and School Leader Preparation (Quality & Quantity)



- ◆ Rolling 5-year Teacher Enrollment Growth Plan (system and campus)
- ◆ Rigorous process for re-visioning teacher licensure and school administration programs
- ◆ Strong emphasis on high need licensure areas
- ◆ Development of STEM Inventory
- ◆ Engaging faculty by discipline
- ◆ High need online programs/courses

2006-07 Overall Productivity

Traditional Graduates and Alternative Completers

Campus	Traditional Graduates	Alternative Completers	MAT/Med Graduates	Total
ASU*	449	16	N/A	465
ECU	472	212	53	737
ECSU*	27	23	N/A	50
FSU	73	60	0	133
NCA&T*	37	50	N/A	87
NCCU	71	52	18	141
NCSU*	189	131	N/A	320
UNCA*	28	38	N/A	66
UNC-CH	78	30	67	175
UNCC*	274	234	87	595
UNCG*	369	85	38	492
UNCP	99	43	11	153
UNCW	299	40	15	354
WCU	136	26	44	206
WSSU*	24	5	N/A	29
Total	2625	1045	333	4003

Overall High Need Licensure Areas

Traditional Graduates and Alternative Completers

High Need Licensure Area	Traditional Graduates	Alternative Completers	Total
Mathematics	173	83	256
Science	77	111	188
Middle Grades	96	100	196
Special Education	169	197	366
Total	515	419	1,006

New Teacher Support

Development Phase

Purpose: Develop a formalized program of support for beginning teachers for all new graduates and licensure completers of UNC teacher education programs Focus on retention.

- Support, monitor, and mentor in the first three years of service
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Development: Reviewed and synthesized research with the UNC Council of Education Deans

- Regional focus groups with K12 representatives
 - Discussion and communication of trends with the education deans, K12, and others
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Next Steps: Legislative and Other Funding

