

ACTIONABLE AND SUSTAINABLE MODELS

for Recruiting, Preparing, and Retaining a Diverse, Highly Effective Educator Workforce in North Carolina



Landscape Analysis of Teacher Preparation Partnerships
MAY 2022



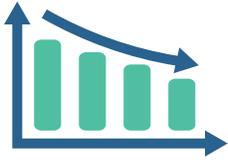
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Recruiting, Preparing, And Retaining a Diverse, Highly Effective Educator Workforce: The North Carolina Context

Having access to effective teachers is the most important school-related factor that impacts students' academic outcomes. The ability to recruit and retain high-quality teachers is critical, but North Carolina continues to experience considerable challenges in most grade levels and subject areas. In the 2020-21 school year, there were 3,216 vacant teaching positions reported across the state.¹ The total number of teacher preparation program completers declined by about 40 percent between 2009-10 and 2019-20.² While students of color comprise over half of the total student population in our state, just under 80 percent of our teachers are white.³

40%
DECLINE

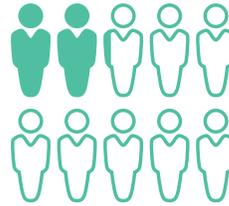


**in teacher
credentials**

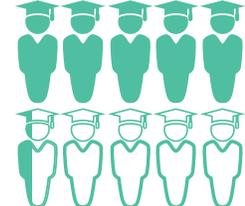
issued from 2011-16



3,216
**TEACHER
VACANCIES**
in 2020-21



21%
of teachers
are non-white



53%
of students
are non-white

Many efforts are underway across North Carolina’s education community to improve teacher recruitment, retention, and diversity. The work of the DRIVE Task Force, the Human Capital Roundtable, the Leandro Commission, and others has led to the development of robust proposals for policy and practice. The need to address our teacher pipeline challenges has never been more urgent - and doing so will require bold, systemic changes to how we recruit, prepare, compensate, support, and respect our educators.

North Carolina ranks 33rd in teacher pay compared with other states, with an average teacher salary of approximately \$54,150. The state average starting salary for teachers, \$37,049, ranks 43rd in the country.⁴ State benefits provided to teachers are of lower value than all neighboring states.⁵ Teachers in North Carolina, on average, are paid over 25 percent less than similarly educated and experienced professionals- the eighth highest teacher pay gap in the country.⁶ In addition to low pay, teachers are experiencing high levels of stress and burnout, and experiencing significant blame and lack of respect in a profession that has become increasingly de-valued by some vocal members of the general public. The COVID-19 pandemic has only added to these issues that are leading many current and prospective teachers to choose other career paths.⁷

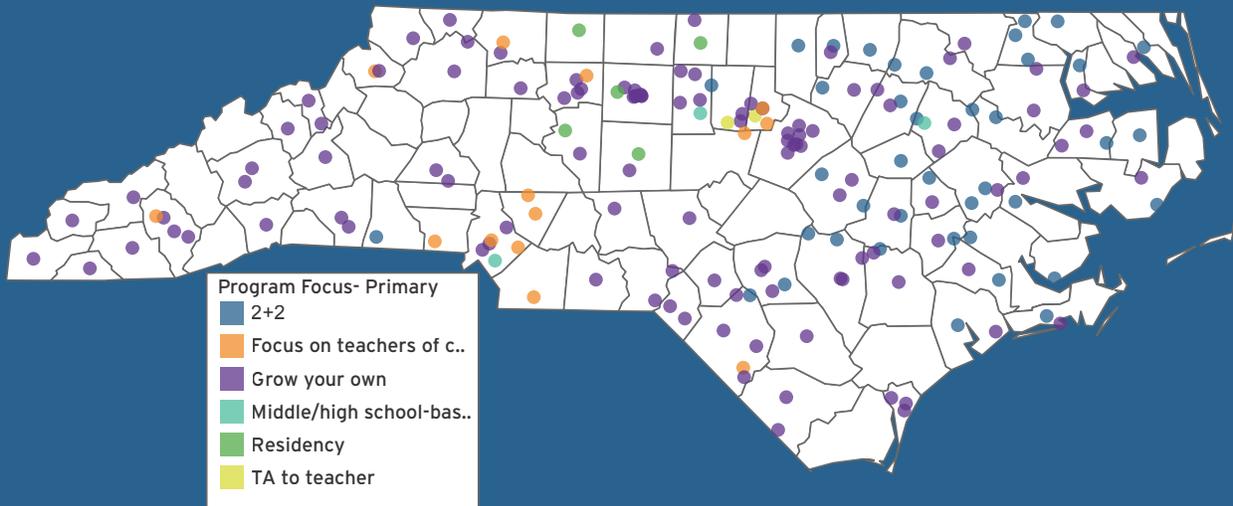
Amid these challenges, Teacher Preparation Partnerships have emerged as one promising strategy to help strengthen the teacher pipeline through collaboration between educator preparation programs (EPPs), school districts, community colleges, and workforce development partners. The Forum is working to build awareness of these partnerships, to share and document programs and best practices, and to propose recommendations for policy and practice to strengthen and grow these efforts to improve teacher recruitment, preparation, retention, and diversity in actionable, sustainable ways.

The Landscape

North Carolina Teacher Preparation Partnerships

This brief summarizes the Forum's work thus far on a statewide landscape analysis of existing Teacher Preparation Partnerships and promising practices. We began work on our landscape analysis by identifying partnerships and programs focused on recruiting and preparing the state's educator workforce. We created an interactive map, linked below, which will continue to evolve as additional programs and details are added.

Map of North Carolina Teacher Partnership Preparation Programs



The Role of Teacher Preparation Partnerships in Recruiting, Preparing, And Retaining A Diverse, Highly Effective Educator Workforce

Traditionally, educator preparation programs, community colleges, and school districts have operated in silos, leaving teachers in training to hone their skills in schools or districts that are vastly different from the context in which they are ultimately hired to teach. This means that new teachers have to endure an often steep learning curve when they enter the profession. A growing number of school districts, educator preparation programs, community colleges, and workforce development boards are developing mutually beneficial educator preparation partnerships to lessen this learning curve, expand entry points, and prepare and support a more diverse teacher pipeline.

North Carolina's educator preparation programs in both the University of North Carolina (UNC) System and its private colleges and universities have developed strong and successful partnerships with local education agencies (LEAs) and community colleges across the state. These partnerships focus on recruitment and preparation of initial and alternative entry educators, beginning teacher induction support, ongoing professional development, and curriculum support. Preparation



partnerships have helped improve public education and provide pre-service educators and educational researchers opportunities to engage with classroom educators and students.

The clusters of recruiting strategies, preparation programs, professional development initiatives, and career supports employed by current partnerships, often in isolation, produce exemplary educators; but are not producing and retaining enough educators consistently, at the quality of practice the state needs, who go to and stay in the places where North Carolina needs them the most. To ensure that all children are supported in their learning by diverse, high quality educators, we need to understand the current breadth and depth of preparation partnership work in the state, identify successful research-based practices, and support the development and expansion of partnership efforts that successfully serve students, educators, and communities.

Emerging Trends: Effective Practices and the Promise of Preparation Partnerships

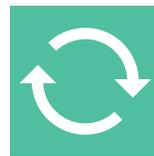
There is a great deal to learn from this important work in North Carolina, as well as exemplary partnership work across the United States. Our preliminary review of available research on the focus, practices, and outcomes of preparation partnerships confirms:



Effective Practices

- **Middle and high school-based career academies and student recruitment programs** that encourage students to consider the teaching profession and enable them to take high school and college courses in education and areas relevant to their teaching interests have been valuable components of educator preparation partnerships. Participating students are then well positioned to enroll in a 2+2 program or four-year educator preparation program.
- **Grow-Your-Own, 2+2, and TA to Teacher programs** implemented by preparation partnerships have had success in increasing the supply of diverse, high quality teachers who are committed to staying in rural and high-poverty schools. These programs recruit and train local community members, career changers, paraprofessionals, after-school program staff, and others currently working in schools. Local graduates and community members offer a sustainable solution to teacher shortages while often increasing the diversity of the teacher workforce.
- **Teacher residencies** also offer a successful alternative for partnerships in high need rural and urban districts working to expand the teacher pipeline. They provide candidates with high quality preparation that includes a full year of postgraduate clinical training in a university-school district partnership that is tied to financial support, a credential, and a commitment to remain in teaching in the district.

- **Beginning teachers who receive high quality mentoring and instructional coaching** as a part of their engagement in their preparation partnership are better prepared, remain in teaching at significantly higher rates, and are more successful, especially in high-need environments.



Sustained Resources

Preparation partnerships can recruit, prepare, and retain a better prepared, more diverse range of participants and expand their teaching pipeline by expanding targeted recruitment efforts and offering aligned advising, financial support, program flexibility, and innovative pathways to completion. Successful implementation requires a sustained multi-year commitment by all partners to invest in recruiting, preparing, and supporting their teacher candidates and teachers serving in their local schools and districts.



K-12 and Higher Education Partnerships

Strong preparation partnerships between four-year institutes of higher education, community colleges, and school systems can be the foundation for strengthening the local educator pipeline. Most successful partnerships reflect the following characteristics:

- Partners are ready to engage.
- Partners develop a shared vision and goals for the partnership.
- Partners invest in the critical elements of the partnership, including leadership, staffing, communication, stakeholder engagement and funding.
- Partners engage in continuous improvement.

- Partners define and measure the key metrics of partnership success.

Educator preparation partnerships, when done well, can take significant time and resources on behalf of both organizations, but can also transform the work of

partners, creating joint responsibility for the development of effective educators. Our work will continue to explore these themes and trends, as well as further define the characteristics of effective, innovative partnerships.

Next Steps: From Analysis to Action

This landscape analysis has laid the groundwork to inform the next phase of the Forum's work to develop evidence-based, action-oriented approaches to support the recruitment, preparation, and retention of a diverse, highly effective educator workforce in North Carolina.

- **North Carolina Educator Pipeline Collaborative.** In partnership with the Governor's office, we will convene a diverse cohort of educator preparation partnerships – school districts, educator preparation programs, community colleges, workforce development, and community partners - from across the state who will work collaboratively to examine, develop, and expand their work.
- **State and Local Policy Recommendations.** Informed by and building upon the landscape analysis and the work of the cohort, we will share findings and make policy recommendations to promote best practices and effective policies that will have a lasting impact on the teacher pipeline.
- **Framework of Best Practices.** In collaboration with cohort members, we will develop and publish a framework of best practices for educator preparation partnerships.

Endnotes

- 1 [Public Schools of North Carolina. \(2022\). 2020-21 State of the Teaching Profession in North Carolina. Report to the North Carolina General Assembly.](#)
- 2 [2021 Title II Reports. North Carolina Section I.g Program Completers.](#)
- 3 [The Hunt Institute & Office of Governor Roy Cooper. \(2021\). Developing a Representative & Inclusive Vision for Education: Final Report and Recommendations.](#)
- 4 [National Education Association. \(2022\). Educator Pay and Student Spending: How Does Your State Rank?](#)
- 5 [Fiscal Research Division of the North Carolina General Assembly. \(2022\). Teacher Compensation and Benefits Considerations for the House Select Committee on An Education System for North Carolina's Future.](#)
- 6 [Allegretto, S.A. & Mishel, L. \(2020\). Teacher pay penalty dips but persists in 2019. Economic Policy Institute.](#)
- 7 [Kini, T. \(2022\). Tackling Teacher Shortages: What Can States and Districts Do? Learning Policy Institute.](#)