



AN ACTION PLAN FOR

TEACHER

RECRUITMENT IN

NORTH CAROLINA

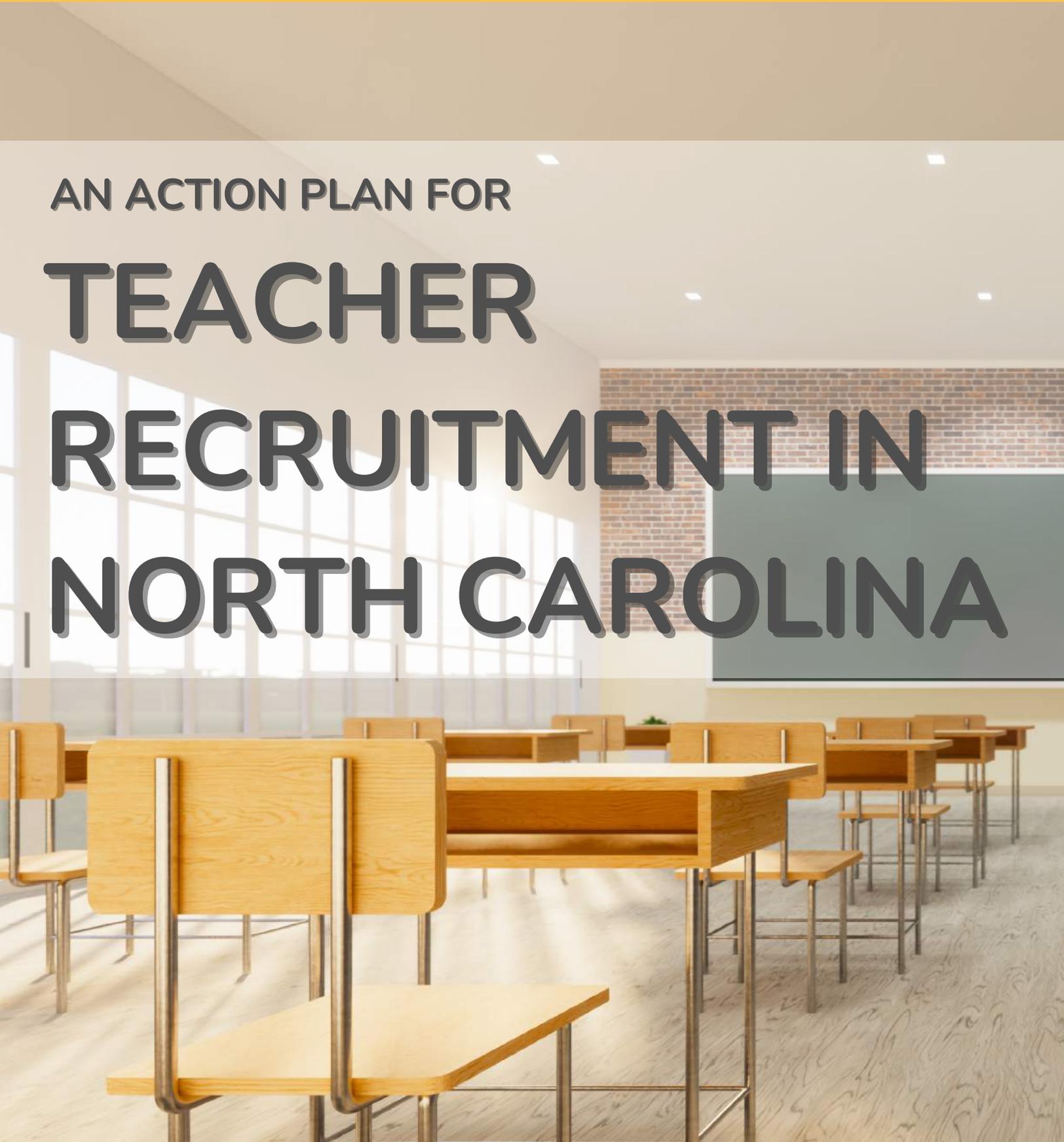


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NC STRIDE Action Plan Overview

Students will tell you – and [research](#) has consistently confirmed – that teachers have the greatest impact on student success out of all in-school factors. However, despite the critical importance of teachers, school districts have reported for decades that they struggle to fill persistent teaching vacancies in subject areas like math, science, and special education, and in our rural and high poverty schools. Similarly, [data](#) show that students' access to effective educators is limited, with disadvantaged students being much less likely to have a highly effective teacher than their more affluent peers. This data coupled with [declining enrollment in and completion](#) of North Carolina educator preparation programs (EPPs) makes the issue of teacher recruitment vitally important to the future of our state's education system.

For many years, North Carolina has had a number of robust teacher recruitment efforts but has lacked a comprehensive plan for next steps to ensure that we attract high-quality teaching candidates for our state's hardest-to-staff subject areas and schools. That's why we formed a teacher recruitment planning team in early 2020 with representatives from across the education landscape and including input from hundreds of experts, including educators, researchers, and policymakers. This working group set out to examine the teacher recruitment landscape in North Carolina and develop a set of recommendations to move our state forward with a coordinated and impactful teacher recruitment strategy. We chose NC STRIDE as our working group name because it reflects our objectives and motives:

NC STRIDE

/strīd/ (n): A step or stage in progress toward an aim.

North Carolina engages in **Strategic Teacher Recruitment**
with **Intentionality, Diversity & Excellence**

Intentionality: Statewide systems that enable forecasting of employment needs and planning of related recruitment and preparation of teachers to meet these needs.

Diversity: A workforce of educators that aligns to the demographic makeup of our students.

Excellence: High-performing educators that cultivate excellence in every student.

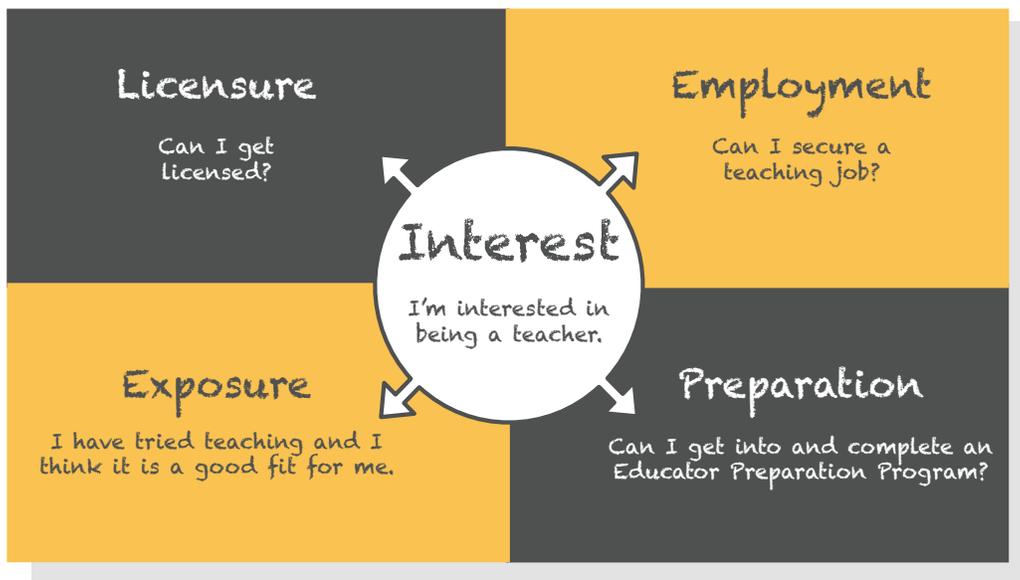
The word “stride” indicates forward motion, but it is impossible to create a roadmap for action if you do not know where you are going. With this in mind, we defined success in teacher recruitment in terms of the outcomes we want for students:

“Students have greater success in school and life because they have access to diverse, highly effective educators throughout their K-12 experience.”

The context for this work matters a great deal. In this document you will find data and evidence in support of the need to enhance teacher recruitment. Within that evidence, you will also see that we are sorely lacking in adequate and timely data to be able to target these strategies to meet the unique teacher recruitment needs of the various regions and communities across North Carolina.

The NC STRIDE Working Group also recognizes that this work does not happen in isolation. That's why our Theory of Action (page 10) shows how this Recruitment Action Plan connects to efforts to improve the experience of educators, as defined in the First in Teaching Roadmap (page 11). Appendix D also illustrates how this Action Plan aligns with the work of the DRIVE Task Force. Importantly, to help all stakeholders engage with this plan, the Actions are organized by relevant stakeholder group in Appendix C.

Gateways to the Teaching Profession: To frame Phase 1 of our work, the NC STRIDE Working Group determined that there are five primary gateways that every teacher candidate must go through in order to become a teacher. We then engaged our dozens of working group members in a process of looking at existing efforts and best practices for each of these five gateways:

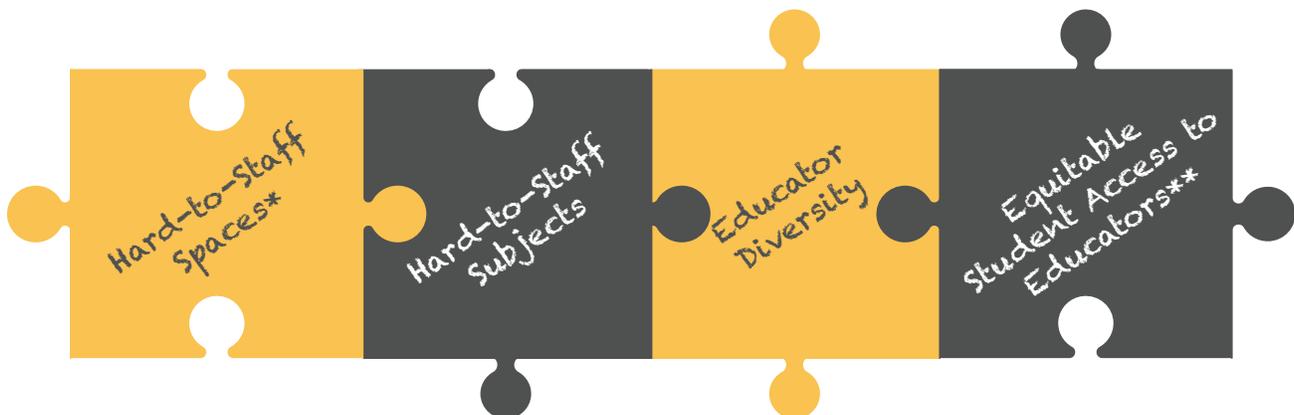


From these discussions, the working group identified hundreds of ideas and recommendations, which the Planning Team narrowed to about 50. The working group also identified key areas where research and best practices were less clear. These four topics became the focus of the annual **North Carolina Education Innovation Lab** (October 2020):

- **Learning from Other People-Driven Industries**
- **Knowing and Capturing Your Candidate Audience**
- **Qualifiers that Matter (and Those that Don't)**
- **Recruiting Outside of the Box**

You can find each of these panels and presentations online at: www.BESTNC.org/NCEdLab2020

Recruitment Lenses: With hundreds of additional recommendations stemming from the discussions at the Innovation Lab, the NC STRIDE Working Group met several more times in early 2021 to examine the recommendations through our four primary lenses (below) to ensure the most critical teacher recruitment needs are being met:



*These spaces include rural and high poverty schools.

**An educator profession that attracts educators with gender, racial, ethnic, and geographical demographics that reflect the population in our state.



The NC STRIDE Planning Team and Working Group members reviewed the resulting recommendations several times and compiled eight primary Recommendations with 20 Strategies, and over 150 specific Actions that can move our state forward with a coordinated and impactful teacher recruitment strategy (see Appendix B for full Recommendations, Strategies, and Actions).

Although in most cases teacher recruitment will continue to be led by local education agencies and school leaders, we have identified other key stakeholder groups that are critical for successful implementation of the NC STRIDE Action Plan on Teacher Recruitment (see below). We have sorted the NC STRIDE Actions by stakeholder type in Appendix C.

Key NC STRIDE Stakeholders:

- Educator Preparation Programs (EPPs)
- Institutes of Higher Education (IHEs)
- Public School Units/Districts (PSUs)
- NC Department of Public Instruction (DPI)
- NC Statewide Recruitment Team
- Policymakers
- State Board of Education / PEPSC*
- Workforce Groups

*Professional Educator Preparation and Standards Commission

Critical Strategies: There are five critical strategies that can be undertaken in the short term to set a foundation for success for all other strategies and actions. These critical strategies are:

1. Establish a statewide **teacher recruitment entity** at DPI to be the go-to resource for recruitment data and best practices.
2. **Identify critical needs** in the teacher supply pipeline through accurate and timely vacancy and applicant data.
3. Develop a paid **teacher apprenticeship** program for both traditional and residency candidates.
4. **Fill critical vacancies** through efforts such as sustained compensation for high skill/high-demand careers, like the military does with their critical positions.
5. Reimagine the **licensure and professional pathway system** based on teacher effectiveness, embedded professional development, and paid career advancement opportunities for effective teachers.

Phase 1:

Work sessions and surveys conducted in order to identify known information about teacher recruitment and to identify gaps requiring further investigation.

February - September 2020

Phase 2:

Innovation Lab held to examine less-understood aspects of teacher recruitment including existing data, leaks in the educator pipeline, and potential innovations.

October 12 & 13, 2020

Phase 3:

Action Teams formed to develop a high-level Teacher Recruitment Action Plan recommending programs, policies, and practices to enhance teacher recruitment.

October 16, 2020 - Early 2021

The Landscape

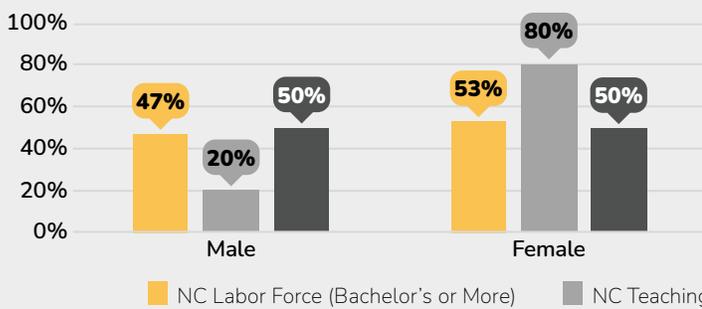


1,646 Teacher Vacancies

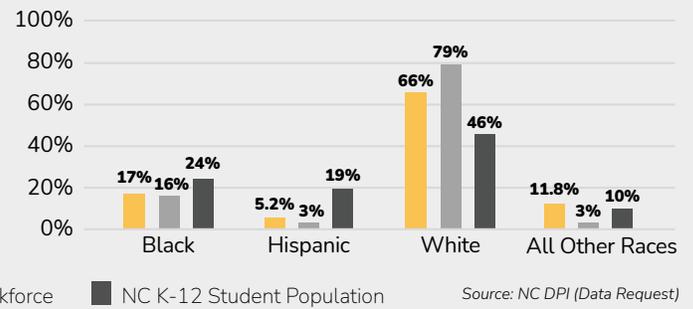
EXHIBIT 1: We need better data! The 1,646 teaching vacancies that were officially reported during the 2019-20 school year translates to over 24,000 students without a full-time, licensed teacher in one or more of their classes (*using North Carolina's average of about 15 students per teacher). While this is an alarming number – and concerning that any student would go without access to a licensed teacher – these data also indicate just a 1.7% vacancy rate statewide. This vacancy rate would be entirely reasonable by the standards of other industries. And yet, students and administrators alike report widespread and persistent vacancies across the state, particularly in certain subject areas. This conflict between the reported data and student/administrator experience highlights an important question – are our vacancy data accurate? It seems clear that we need more accurate and specific data in order to focus programs, policies, and resources to target recruitment to our highest-need schools and subjects, and to tailor recruitment efforts based on the needs of individual regions across North Carolina.

Source: 2020 State of the Teaching Profession Report

NC Labor Force vs Teacher Workforce vs K-12 Student Population, by Gender (2020)



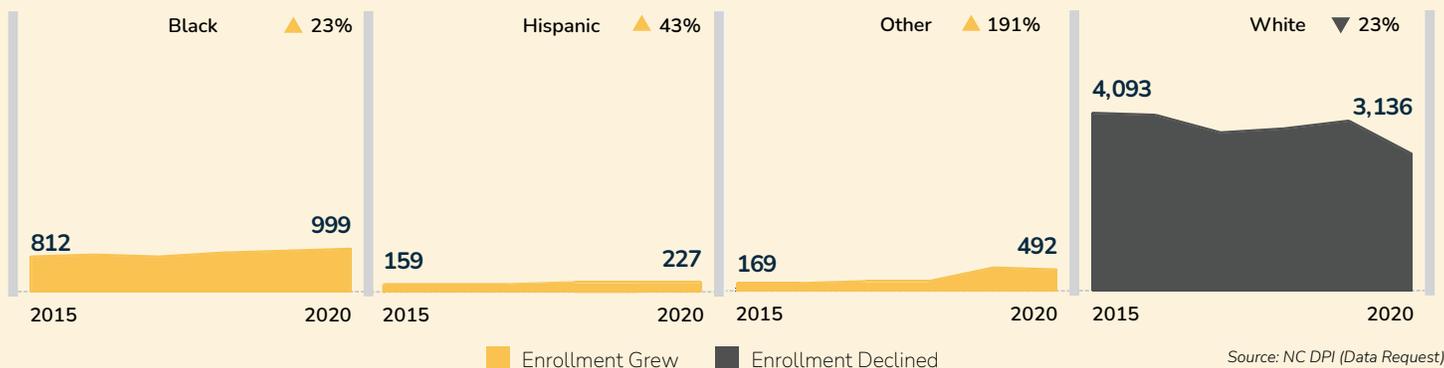
NC Labor Force vs Teacher Workforce vs K-12 Student Population, by Race/Ethnicity (2020)



Source: NC DPI (Data Request)

EXHIBITS 2 & 3: The system is perfectly designed to get the results we have! For decades, the NC teacher workforce has been about 80% female and 80% white. This stands in contrast to the NC labor force, which is now 53% female and 66% white, and the student population, which is 50% female and 46% white. This means that the way we recruit and hire into the profession is excluding a large portion of our workforce. It also means that students are often not taught by a diverse teaching workforce.

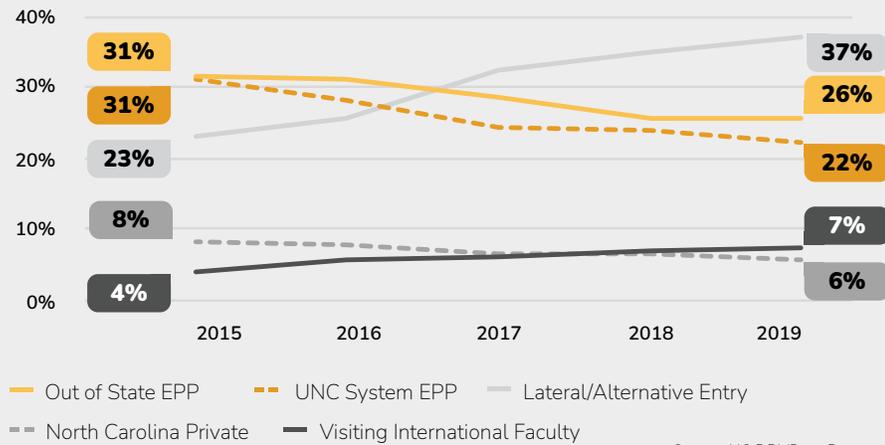
Newly Enrolled Students at Educator Preparation Programs, by Race/Ethnicity (2015 to 2020)



Source: NC DPI (Data Request)

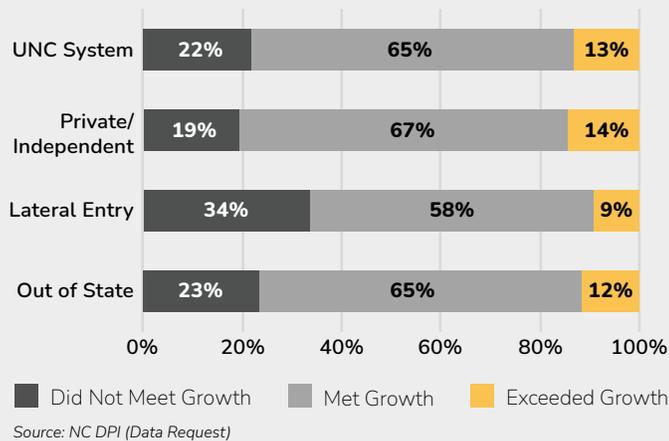
EXHIBIT 4: The diversity of the teaching profession is changing, albeit slowly. EPPs have seen increases in Black and Hispanic enrollment over the last five years.

Distribution of Preparation Routes for Newly Hired K-12 Public School Teachers (2015 to 2019)

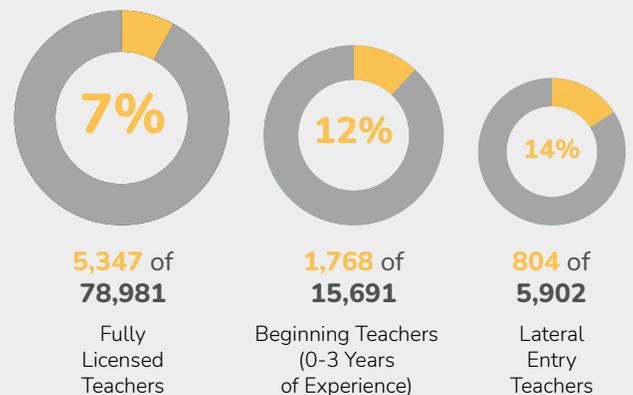


EXHIBITS 5, 6 & 7: Mid-career shifts into teaching are more common than ever. North Carolina has seen a dramatic increase in the percentage of first-year teachers coming through the Residency (Lateral Entry) Pathway with more than a 50% increase from 2015 to 2019. Both in-state traditional and out-of-state pathways have declined during that same period. Historically, lateral entry teachers tend to have higher turnover rates than traditionally prepared teachers, including beginning teachers. They also tend to have lower EVAAS growth scores.

Distribution of EVAAS Scores for First-Year K-12 Public School Teachers, by Preparation Route (2017 to 2019)



K-12 Traditional Public School Teacher Attrition Rates, by Teacher Category (2019-20)



Educator Preparation Program (EPP) Completions, by Licensure Group (2015 to 2020)

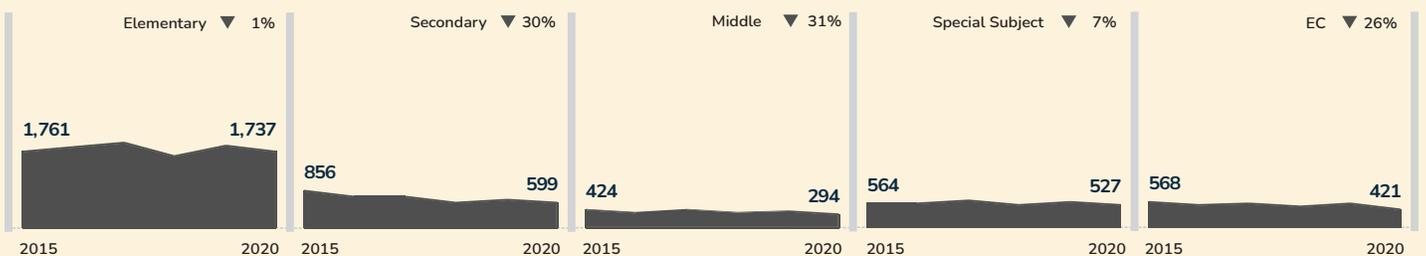


EXHIBIT 8: Some licenses are declining more than others. EPP completions are declining substantially across secondary, middle grades, and special education (EC) licenses. This indicates a need to enhance policies and programs to recruit secondary and specialized teaching positions.

Percent of Teachers Not Fully Licensed, by District (2019-20)

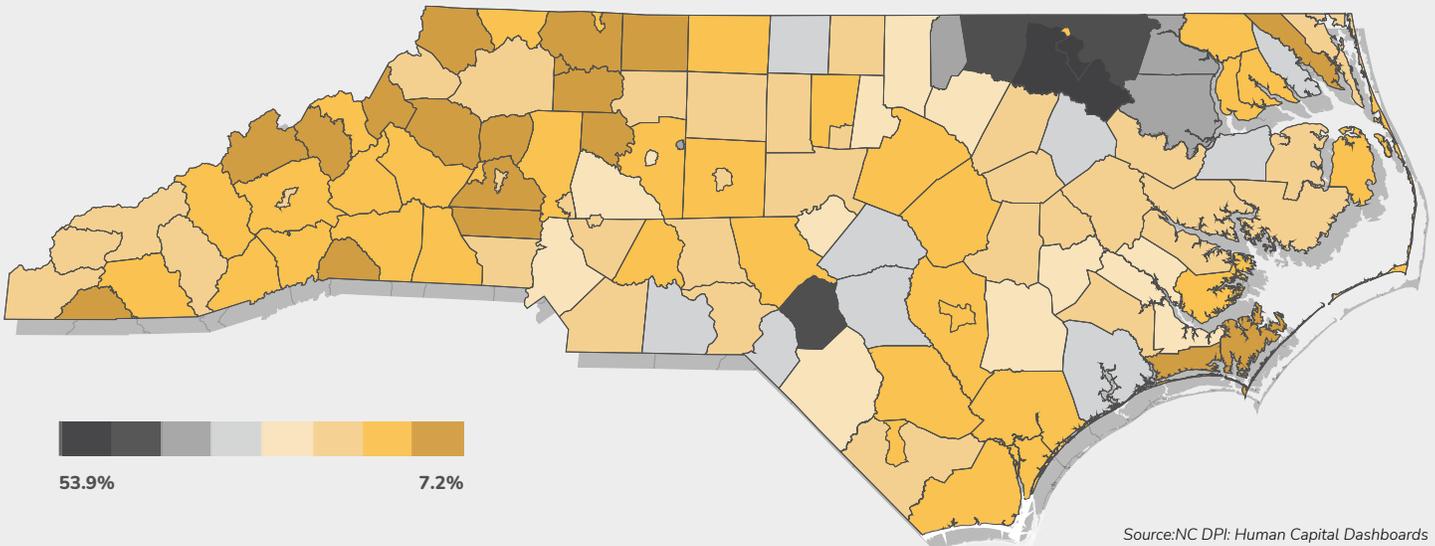
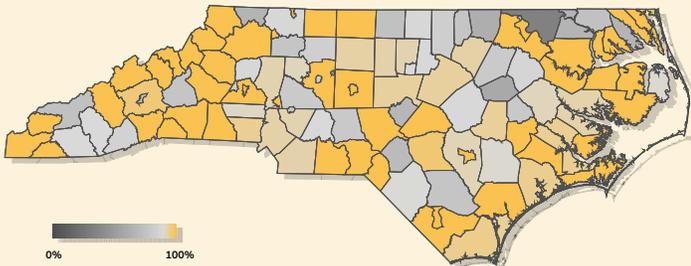
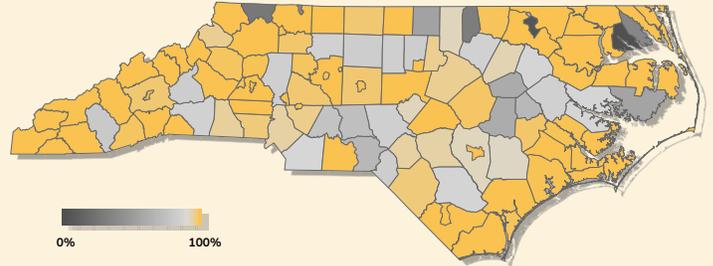


EXHIBIT 9: Some districts have greater percentages of fully licensed teachers than others. The percentage of teachers that are not fully licensed varies widely from district to district, ranging from 7% to 54%. For the purposes of this analysis, fully licensed is defined as having a Continuing Professional License (CPL) and does not include teachers with an Initial Professional License (IPL) teachers, who are generally beginning teachers, or those with other license types such as Visiting International Faculty, Emergency, or Permit to Teach.

Percentage of 7th-Grade Math Students with a Fully Licensed Teacher, by District (2019-20)



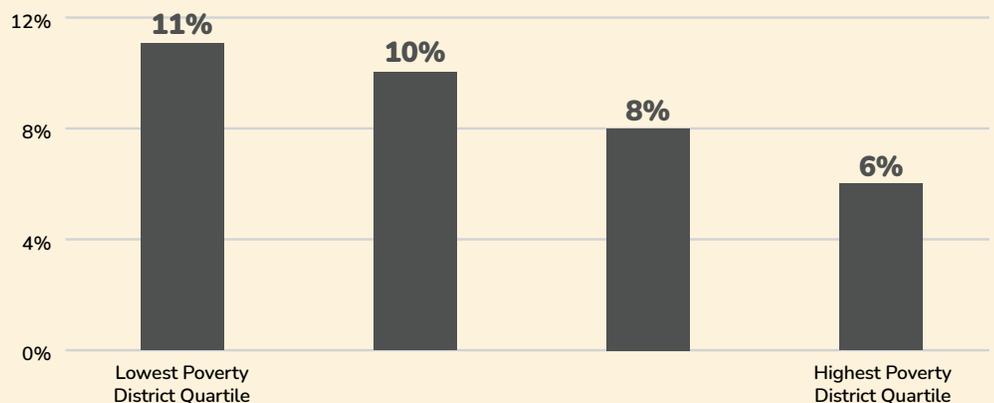
Percentage of 7th-Grade Science Students with a Fully Licensed Teachers, by District (2019-20)



EXHIBITS 10, 11 & 12: In the end, student access to effective educators is critically important, varies across the state, and is negatively correlated with poverty. The heat maps above show that access to fully licensed teachers varies from district to district.

Also, students in North Carolina's high-poverty schools are almost half as likely to have access to a National Board Certified Teacher (NBCT) as students in schools with less poverty.

K-12 Traditional Public School National Board Certified Teachers, by District Poverty Quartile (2018-19)



NC STRIDE Recommendations

Teacher Recruitment Recommendations: NC STRIDE has identified eight primary Recommendations, 20 Strategies (p12-13) and over 150 Actions (Appendix B). These recommendations are not in order of priority, they are all interrelated and equally important.



Alignment: Establish a state-level teacher recruitment entity within DPI that will increase alignment between DPI, EPPs, PSUs/LEAs, educators, personnel administrators, policymakers, educator support groups, and others.



Data & Research: Routinely collect, monitor, and utilize data and research about best practices in recruitment in order to align them with North Carolina's educator needs and resources.



Entry Points: Create and expand recruitment efforts at key entry points for teacher candidates - from secondary students to college students to mid-career professionals.



Exposure: Offer in-classroom and other relevant teaching experiences early and often for anyone who might be interested in teaching, providing them exposure to multiple environments and subject areas to help determine whether teaching is a good fit for them.



Fill Vacancies: Develop specific, targeted hiring practices and incentives to fill critical vacancies, leveraging best practices in other industries and places to clearly align specific strategies with each unique type of staffing need.



Licensure: Overhaul licensure policies and systems to support effective educators as they enter and advance through the teaching profession.



Marketing & Support: Sustain intentional marketing efforts that elevate the profession and connect to support systems for teacher candidates.

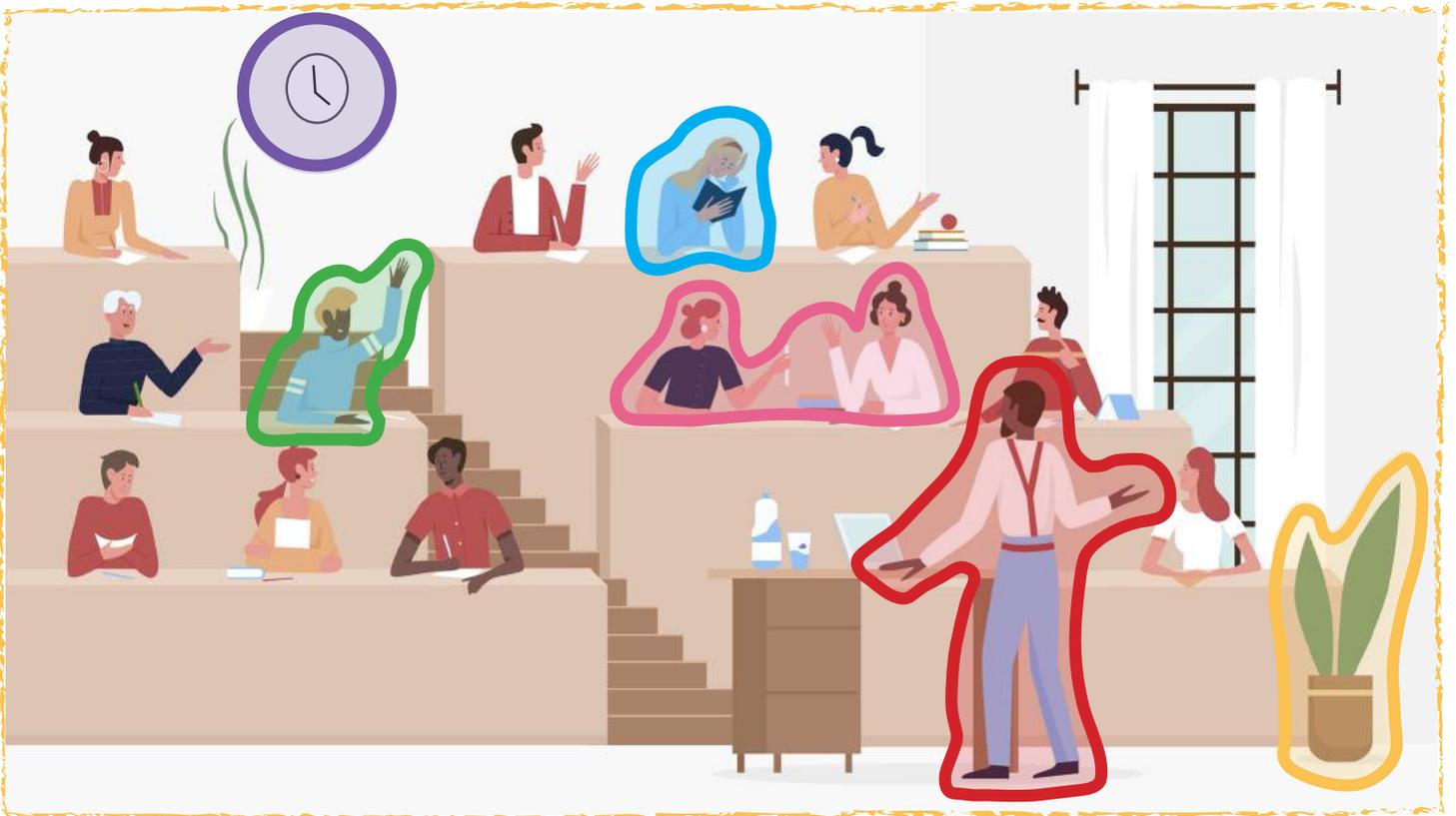


Preparation: Remove unnecessary barriers to entry from the EPP selection process and ensure EPPs are empowered to evolve their practices to prepare candidates for 21st-century demands on teachers.



Theory of Action

As we embarked on this work, the NC STRIDE Working Group committed itself to the core tenants listed below. These ideas formed the NC STRIDE Theory of Action as they helped frame and define our work and recommendations. In the education ecosystem (see illustration below), each of these ideas is a powerful lever that, if pulled, can help us achieve our vision of reducing critical teaching vacancies and ensuring each student has access to an effective educator.



The Bigger Picture: Recruitment and retention go hand-in-hand. The experience of being a teacher matters and must be improved in parallel with recruitment efforts (see the First in Teaching Roadmap on the next page and Appendix E).



Start Early: In addition to candidates who already show interest, we believe we can generate new interest in teaching by starting early (e.g., secondary school), allowing more opportunities for entry into the profession.



Systems Change: The system we have was designed to produce the outcomes we are getting; therefore, systems change is needed.



Coordination is Critical: The state is filled with direct and indirect recruitment efforts that are not aligned. Coordination will be a key to success.



Candidate Support: There are more people interested in teaching than we realized, so supporting these students is the lowest-hanging fruit.



Implementation: This list of recommendations won't move forward without an intentional, long-term effort that includes communications, metrics, and continuous improvement.

NC First in Teaching Roadmap

Connecting to The Bigger Picture: The overall experience of being a teacher matters a great deal for recruiting and retaining effective educators in our schools. While NC STRIDE remained focused on teacher recruitment, we recognize the importance of a broader conversation around the profession.



NC First in Teaching

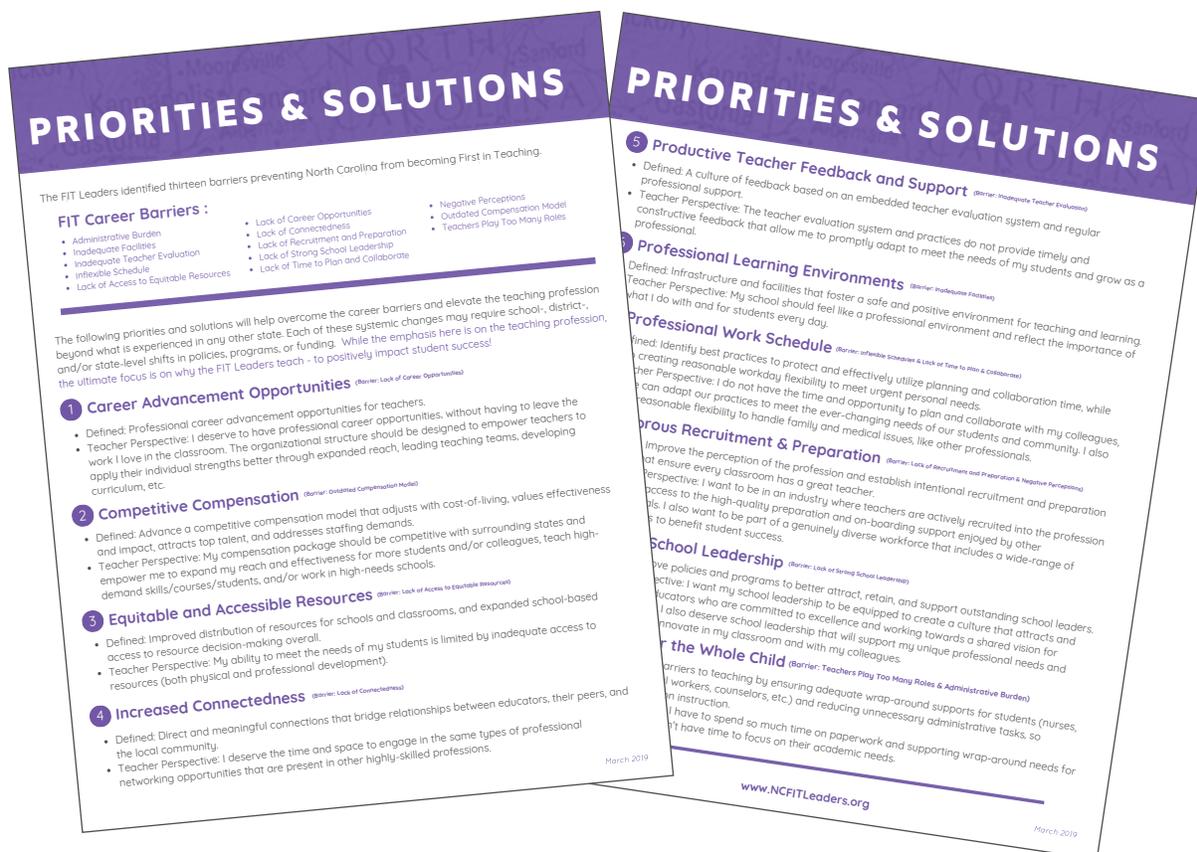
Specifically, the NC STRIDE Teacher Recruitment Working Group (2020-21) follows and is aligned with another statewide effort: The NC First in Teaching Roadmap (2018-19). The FIT Roadmap identifies and elevates ten factors that are critically important for creating a professional and fulfilling educator experience. Of these equally critical factors, NC STRIDE focuses exclusively on Roadmap Item #8 – Rigorous Recruitment & Preparation.

- #1: Career Advancement Opportunities
- #2: Competitive Compensation
- #3: Equitable and Accessible Resources
- #4: Increased Connectedness
- #5: Productive Teacher Feedback and Support
- #6: Professional Learning Environments
- #7: Professional Work Schedule
- #8: Rigorous Recruitment & Preparation**
- #9: Strong School Leadership
- #10: Support for the Whole Child

Rigorous Recruitment & Preparation

Barrier: Lack of Recruitment and Preparation & Negative Perceptions

Solution: Improve the perception of the profession and establish intentional recruitment and preparation efforts that ensure every classroom has a great teacher.



The entire *First in Teaching Roadmap* can be found in Appendix E.

NC STRIDE Strategies

Teacher Recruitment Strategies: Within our eight primary recommendation areas, we have identified 20 strategies for improving teacher recruitment in North Carolina (see below). We also drilled down and developed over 150 specific Actions that fall under these strategies. The complete list of recommended Actions can be found in Appendix B.



1. Alignment: Establish a state-level teacher recruitment entity within DPI that will increase alignment between DPI, EPPs, IHEs, PSUs/LEAs, educators, personnel administrators, policymakers, educator support groups, workforce groups, and others.

1a. Create a cohesive strategy and statewide alignment for North Carolina teacher recruitment.



2. Data & Research: Routinely collect, monitor, and utilize data and research about best practices in recruitment in order to align them with the state's educator needs and resources.

2a. Collect, monitor, and utilize data and research.



3. Entry Points: Create and expand recruitment efforts at key entry points for teacher candidates from secondary students to college students to mid-career professionals.

3a. Establish high school Grow-Your-Own programs in all school districts.

3b. Reimagine and expand career exploration through CTE in middle and high school - with the teaching profession as one part of the path that starts with a career inventory and leads to intentional exposure opportunities throughout high school.

3c. Ensure all high school career and college advisors (including the high school Career Advisors Program and the College Advising Corps program) have a teacher toolkit to encourage students to enter teaching, including multiple opportunities and pathways to the teaching profession.

3d. Expand recruitment within IHEs.

3e. Expand recruitment efforts in non-traditional places, e.g., non-licensed K-12 school staff, summer camps, church programs, retired military, etc.



4. Exposure: Offer in-classroom and other relevant teaching experiences early and often for anyone who might be interested in teaching, providing exposure to the multiple environments and subject areas to help determine whether teaching is a good fit for them.

4a. Create more opportunities for students and professionals to try teaching before entering an EPP or residency program.

4b. Create a meaningful, paid statewide apprenticeship program/status that can fulfill student teaching requirements or help transition residency candidates into the profession before they become the teacher of record.

4c. Strengthen the EPP student teaching experience.



5. Fill Vacancies: Develop specific, targeted hiring practices and incentives to fill critical vacancies, leveraging best practices from other industries and places to clearly align specific strategies with each unique type of staffing need.

- 5a. Increase hiring incentives and/or compensation to fill critical, persistent vacancies. Consider programs similar to those the military employs to ensure key positions are filled.
- 5b. Expand forgivable loan programs (e.g., NC Teaching Fellows) for students who intend to pursue teaching in hard-to-staff subjects or spaces.
- 5c. Enhance resources, training, and support for district personnel administrators.



6. Licensure: Overhaul licensure policies and systems to support effective educators as they enter and advance through the teaching profession.

- 6a. Reimagine state teacher licensure policies and practices to reflect the professional expectations for similar high-skill professions.
- 6b. Modernize the teacher licensure systems to create a transparent and efficient experience for teacher candidates.



7. Marketing & Support: Sustain intentional marketing efforts that elevate the profession and connect to support systems for teacher candidates.

- 7a. Continue and expand research-based approaches to marketing and advertising the teaching profession.
- 7b. Expand TeachNC to ensure aspiring educators have the information and one-on-one supports they need to navigate the complex journey into the teaching profession.



8. Preparation: Remove unnecessary barriers to entry from EPP selection processes and ensure EPPs are empowered to evolve their practices to meet the evolving demands on teachers.

- 8a. Identify and remove unnecessary EPP application and preparation barriers for candidates.
- 8b. Leverage the EPP Dashboard and examine the effectiveness of EPP options.
- 8c. Consider opportunities to improve the attractiveness, affordability, and success of EPP programs.



Forward STRIDE: Next Steps

Key Strategic Priorities: Once the comprehensive set of Actions were created, we sought to identify the top priorities that can be started in the near term and can serve as a catalyst for other strategies and actions. We believe that with these five items in progress, the rest of the Action Plan has a great chance for success.

Teacher Recruitment Entity

- The recruitment efforts of 54 EPPs, 115 LEAs, Charter Schools, and the TeachNC initiative are largely disconnected.
- Establish an entity, situated and staffed at DPI with a statewide advisory board, that can also collect and report data and best practices.

Teacher Pipeline Data

- Current teacher vacancy and supply data are very limited, making it difficult to recommend policies or programs that will effectively address specific staffing needs.
- Implement consistent vacancy and applicant tracking systems that will accurately identify the most critical needs in the teacher supply pipeline.

Fill Critical Vacancies

- Districts report persistent vacancies in secondary math and science, which are critical skills for college and career readiness.
- Consider sustained compensation for high skill/high demand careers, like the military does with their critical positions.

Reimagine Licensure

- The current licensure system creates entry barriers and is not aligned with professional priorities.
- Reimagine the licensure and professional pathway system based on teacher effectiveness, embedded professional development, and paid career opportunities for effective teachers.

Paid Teacher Apprenticeship

- While pre-service experience is critical for success, it is a financial barrier.
- Offer a paid experience for candidates before becoming the teacher of record (EPP student teacher and residency paths, etc.). Consider compensation for effective teachers as mentors.

Phase 1:

Work sessions and surveys conducted in order to identify known information about teacher recruitment and to identify gaps requiring further investigation.

February - September 2020

Phase 2:

Innovation Lab held to examine less-understood aspects of teacher recruitment including existing data, leaks in the educator pipeline, and potential innovations.

October 12 & 13, 2020

Phase 3:

Action Teams formed to develop a high-level Teacher Recruitment Action Plan recommending programs, policies, and practices to enhance teacher recruitment.

October 16, 2020 - Early 2021

Phase 4:

The 2021 North Carolina Education Innovation Lab will focus on the five primary recommendations from the NC STRIDE working group.

September 2021

NC STRIDE Planning Team

The Planning Team was asked why NC STRIDE's work is important to the future of North Carolina. Here are their responses.



Brenda Berg

President & CEO, BEST NC

"North Carolina has thousands of persistent teacher vacancies, leaving students with critical gaps in their education. NC STRIDE will create a much-needed Action Plan for teacher recruitment in North Carolina, lifting up effective strategies and looking for unnecessary barriers to remove."



Matthew Bristow-Smith

2019 Burroughs Wellcome North Carolina Principal of the Year

"Developing and diversifying our teaching pipeline is critical for the health and vitality of all NC communities, especially the 56 counties for whom the local public school unit is the largest employer. NC STRIDE's commitment to broadening and deepening our talent pool of educators will pay incredible dividends for our next generation of scholars."



Geoff Coltrane

Senior Education Advisor, Office of Governor Roy Cooper

"If every child is going to have access to a sound basic education, we must ensure that every classroom has a qualified, well-prepared teacher. Strengthening our education system starts with recruiting, preparing, supporting, and retaining great teachers."



Keiyonna Dubashi

Founder & Executive Director, Profound Ladies

"All children deserve to have leaders who look like them. They deserve to have mirrors in their educational experience. The work of diversifying the teaching force is the equity work we should do to ensure we remove barriers for our most underserved children, creating a path forward to close the opportunity gap."



Dr. Lisa Mabe Eads

Associate Vice President of Academic Programs, NC Community College System

"The work of NC STRIDE is important to the future of North Carolina because it includes a focus on the strong partnerships that exist in our state to maximize opportunities for future teachers."



Neal Kapur

Alumnus, Charlotte Teacher Early College

"NC STRIDE's work in creating a shared vision plan for teachers benefits North Carolina's future by giving primary school students role models and a quality education, which helps to improve our future communities."



Dr. Alvera J. Lesane

Assistant Superintendent for Human Resources, Durham Public Schools

"The future for the state of North Carolina will only be as great as our recruitment of those educating our children."



Dr. Patrick Miller

Chair, Professional Educator Preparation and Standards Commission; Superintendent, Greene County Schools

"Identifying creative ways to develop and diversify the teacher pipeline and the accompanying support systems for teachers is critical to the future of our state. This work is essential to ensure that future generations of North Carolinians have access to effective educators from Pre-K through high school."



Dr. Paula Groves Price

Dean, NC A&T University College of Education

"Addressing core issues of teacher recruitment with intentionality and an understanding of the importance of diversifying the profession is a critical step to ensuring that all students in North Carolina have access to a culturally responsive and sustaining educator."



Olivia Rice

Education Research Analyst, RTI International

"Ensuring every student has access to a high-quality educator starts with effective teacher recruitment. North Carolina needs a cohesive teacher recruitment strategy grounded in data and research."



Dr. Shun Robertson

Senior Associate Vice President for P20 Policy & Programs, UNC System Office

"By increasing diversity in teacher recruitment efforts, we can enhance economic and social mobility for all North Carolinians, particularly for those who have been underrepresented and underserved in our classrooms and across our institutions."



Dr. Thomas Tomberlin

Director, Educator Recruitment and Support, NC DPI

"I believe a diverse workforce, which reflects the diversity of North Carolina's student population, is critical to closing the educational and opportunity gaps we observe among our minority student population."



Claudia Walker

Math Instructional Coach, Murphey Traditional Academy

"The work we are doing in NC STRIDE is important because we need to build our economy by focusing on educating our future. We can't build a strong foundation without finding and keeping amazing teachers."



Tom West

Vice President for Government Relations & General Counsel, NC Independent Colleges and Universities

"NCICU institutions have been committed since their founding to the mission of preparing students for the teaching profession. NCICU looks forward to working with NC STRIDE in continuing that mission."



Shaquanda Williams

Science Teacher, Pitt County Schools

"Teaching is definitely not the easiest task, but it's definitely worth it. No one thought that I would enjoy it, but even with the pandemic, having hybrid classes, and still having to manage all the other things that come with being a teacher, I love seeing a smile on my students' faces every day."

Note: A list of the entire NC STRIDE Working Group can be found in Appendix F.

Appendix

Appendix A: Definitions

Below we define key terms used throughout the Action Plan report:

- Critical Vacancies** Persistent teaching vacancies that, if gone unfilled, will negatively impact the preparedness of North Carolina students for post-secondary education, work, and life.
- CTE** Career and Technical Education
- EPPs** Educator Preparation Programs, as authorized by the NC State Board of Education. Many are based at institutes of higher education (IHEs), but others are not affiliated with a college or university.
- Educator Support Programs** Programs designed to support educators while they are in the classroom. Examples include Teach for America, Profound Gentlemen, Call Me MISTER, and the NC New Teacher Support Program.
- Hard-to-Staff** Teaching positions with persistent vacancies, often year after year.
- IHEs** Institutes of Higher Education, including 4-year institutions, community colleges, some early colleges, and technical schools.
- Non-Traditional Teaching Candidates** Candidates who do not reflect the traditional makeup of the teacher workforce, including first-generation college students, male students, candidates of color, mid-career adults, and post-baccalaureate students.
- PSUs** Public School Units, includes Local Education Agencies (LEAs), or school districts, and Independent Public Schools (charter schools, lab schools, regional schools, and the Innovative School District).
- Student Access** The likelihood that an individual student will be taught by a teacher who is licensed in the subject area(s) they teach.
- Workforce Groups** Any entity that focuses on workforce issues, including the NC Department of Commerce, NC Works Commission, MyFutureNC, local Workforce Development Boards, etc.



Appendix B: NC STRIDE Recommendations, Strategies & Actions

1 Establish a state-level teacher recruitment entity within DPI that will increase alignment between DPI, EPPs, IHEs, LEAs, educators, personnel administrators, policymakers, educator support groups, workforce groups, and others.

1a Create a cohesive strategy and statewide alignment for North Carolina teacher recruitment:

- Define and share clear transfer pathways for a true Grow-Your-Own experience, e.g., develop a pilot that brings students through a secondary or early college program (e.g., NC Future Teachers or Teachers Cadet Program) and into a Community College Program that teams up with a regional EPP for a 2+2 model with a virtual component that allows student teaching in their own communities;
- Ensure policies are in place to align Grow-Your-Own programs with Career and College Promise, Teaching Fellows and other IHE opportunities;
- Coordinate collaborative recruiting efforts across LEAs to create a multiplier effect when it comes to recruiting candidates;
- Ensure that all LEAs have clear resources for candidates to understand licensure routes, EPP options, etc.;
- Identify and scale best practices for ensuring equitable student access to effective educators, e.g., tracking system to ensure no student has a low performing teacher two years in a row and reporting to show hiring needs;
- Deepen meaningful partnerships between EPPs and LEAs particularly around clinical experiences and hiring;
- Create a common MOU with LEAs and EPPs so that there is consistency across districts and EPPs in terms of expectations and requirements (Note: NCACTE has a template in development);
- Monitor North Carolina's progress implementing DRIVE recommendations;
- Align statewide workforce development and education plans, programs, and goals, e.g., MyFutureNC, CFNC, TeachNC, NCCareers, NCWorks, NC SBE's Strategic Plan, DRIVE, etc. Specifically, ensure "teaching" is considered a key profession for all job creation and credential attainment efforts and that specific vacancy needs are enumerated in those goals (e.g., hard to staff subjects and spaces);
- Create sharing spaces for principals to share best practices with principals, also district professionals;
- Identify strategies for specific needs, e.g., attracting and growing talent in rural schools;
- Identify and share innovative staffing strategies, e.g., job sharing, and advocate for policies that support these strategies;
- Coordinate with PEPSC to monitor EPP programs to ensure continuous improvement and share best practices (both IHE-based and alternative programs) [See 8B]; and
- Make TeachNC a permanent state recruitment initiative embedded within this statewide entity.

NC STRIDE Recommendations, Strategies & Actions *(continued)*

2 Routinely collect, monitor, and utilize data and research about best practices in recruitment in order to align them with North Carolina's educator needs and resources.

2a

Collect, monitor, and utilize data and research, such as:

- Create and implement policies and systems for consistently monitoring teacher vacancy and job application data (including grade level, subject matter, location, school poverty);
- Create clear definitions for 'declining supply,' 'hard to staff,' and 'critical vacancy' positions then use the data to develop strategic policies, programs and practices to meet these needs;
- Develop, embed, and monitor statewide diversity goals and key performance indicators;
- Prepare an annual Educator Diversity Report that tracks North Carolina's progress in developing and sustaining a representative educator workforce;
- Collect and analyze applicant data trends to anticipate future shortages and target policies and recruitment strategies to those needs before they become a crisis [See 6B Licensure System specifications];
- Identify the most significant barriers across the licensure process that prevent high-potential candidates from completing the process to become fully licensed;
- Examine effective educator recruiting, preparation, and licensure strategies in other countries and consider implementing them in North Carolina;
- Examine effective recruiting, preparation, and licensure strategies in other, comparable professions and consider implementing them for teaching in North Carolina;
- Conduct on-going research related to intentional recruitment of a diverse workforce in other industries (e.g., nursing and military) and other states;
- Gather more comprehensive data to show which licensure requirements/assessments are associated with good teaching outcomes;
- Identify which existing professional entry points into teaching that work well and intentionally recruit from these areas/industries, e.g., with a 2-day job shadowing experience and/or retirement alignment with their companies;
- Conduct research related to effectiveness gaps (access to high-quality educators) and share recruitment and hiring strategies to address these gaps;
- Analyze the behaviors and aptitudes of our best teachers to help determine how and where to recruit the highest potential candidates;
- Survey middle and high school students about what excites them about teaching and what their concerns are, share with LEAs and secondary schools;
- Develop and implement research-based tools and training for principals on how to recruit, interview, and hire candidates. Including the importance of positive working conditions and intentionally marketing those assets for recruitment;
- Establish a comprehensive data collection system that tracks the entire process from recruitment to training to teaching to exit, including candidates'/teachers' perceptions of their experiences at each step;

NC STRIDE Recommendations, Strategies & Actions *(continued)*

	<ul style="list-style-type: none"> • Examine effectiveness and ROI of various grow-your-own programs in order to support district initiatives and expansion of best practices; • Conduct research on causes of persistent vacancies and demographic gaps (access to diverse teachers), informing all stakeholders of the impact of teacher recruitment and access on student outcomes; • Conduct research related to the leaky teacher pipeline to examine who/why do candidates leave at various stages, including all five teacher recruitment gateways; examine and find solutions for the barriers and leaks in the handoff from EPPs enrollment to employment at an LEA; and • Identify and amplify the educator working conditions that support student access to effective educators, recruitment, and retention.
<h3>3 Create and expand recruitment efforts at key entry points for teacher candidates from secondary students to college students to mid-career professionals.</h3>	
<h4>3a</h4>	<p>Establish high school Grow-Your-Own programs in all school districts:</p> <ul style="list-style-type: none"> • Consider establishing a teacher pipeline coordinator(s) for each LEA, partnering with the Personnel Administrator to create a seamless Grow-Your-Own pathway within the district that leads to an EPP pathway; • Establish a teaching career assessment process, similar to ASVAB, for recruiting high school students into teaching; • Work with the State Teacher Recruitment Team to identify existing grow-your-own programs and determine whether an a la carte system of career exploration options will work, while still effectively ensuring access statewide, or whether there should be a specified statewide model (CTE, Future Teachers, Teacher Cadets, Pathways2Teaching, Future Teacher Scholars, Early College for Teaching, etc.); • Create incentives and funding flexibility to support LEAs that are willing to establish cadet and other Grow-Your-Own programs, recognizing that these investments should reduce costs later down the road.
<h4>3b</h4>	<p>Reimagine and expand career exploration through CTE in middle and high school - with the teaching profession as one part of the path that starts with a career inventory and leads to intentional exposure opportunities through high school. Consider adding:</p> <ul style="list-style-type: none"> • Career aptitude tests in grades 6 through 11 (not just for teaching but for any career), then provide guidance into support networks like TeachNC, Future Teachers Conference, Cadets, and early college programs. Perhaps make voluntary but mandate one career aptitude test before graduating high school, similar to a CPR requirement; • "Life Design" Class which allows students to investigate their strengths, passions, and aptitudes and then explore career opportunities; • TeachNC could offer a high school / middle school career interest survey that helps LEAs identify students interested in teaching and allows them to opt into receiving TeachNC's free tools, supports & services (to cultivate their interest in teaching and support them in their journey to applying to an EPP) [See 7B].

NC STRIDE Recommendations, Strategies & Actions *(continued)*

<p>3c</p>	<p>Ensure all high school career and college advisors (including the high school Career Advisors Program and the College Advising Corps program), have a teacher toolkit to encourage students to enter teaching, including multiple opportunities and pathways to the teaching profession. For example:</p> <ul style="list-style-type: none"> • Create a "Teacher for a Day" program in middle and high schools where students act as Teachers - promoting the teaching profession; • Invite EPP speakers visiting high schools to spark interest in young adults as they are choosing a career pathway, including teaching; • Find ways to educate parents of high schoolers about the benefits of a teacher career path for their child, such as emails or brochures to parents of students who demonstrate an interest or aptitude for teaching; • Engage more teachers within the school to promote the teaching profession; • Give students the ability to "teach" during regular course of curriculum, to see if they enjoy it, etc. (similar to presentation skills but more oriented to teaching), e.g., LEAs might consider 2-day job shadowing experiences for people prior to EPP or residency.
<p>3d</p>	<p>Expand recruitment within IHEs, such as:</p> <ul style="list-style-type: none"> • Recruit mid-college and graduate students within departments that teach hard to staff subjects; and • Ensure that higher education career coaches and student advisors have information about the many pathways to the teaching profession., including intentional recruitment efforts amongst underclassmen and in community colleges.
<p>3e</p>	<p>Expand recruitment efforts in non-traditional places:</p> <ul style="list-style-type: none"> • Expand initiatives and programs for non-licensed school staff (TAs, substitutes, paraprofessionals, etc.), e.g., TA to Teachers programs; • Align with organizations that share a similar skill set and vision, such as summer camps, church programs, social justice programs, etc.; • Invite qualified professionals to volunteer in classrooms or job shadowing; and • Ensure Troops to Teachers is maintained and/or expanded.
<p>4</p>	<p>Offer in-classroom and other relevant teaching experiences early and often for anyone who might be interested in teaching, providing exposure to the multiple environments and subject areas, to help determine whether teaching is a good fit for them.</p>
<p>4a</p>	<p>Create more opportunities for students and professionals to try teaching before entering an EPP or residency program, e.g.,</p> <ul style="list-style-type: none"> • Build relationships and pathways between TeachNC, LEAs and programs like summer camps, tutoring organizations, etc.;

NC STRIDE Recommendations, Strategies & Actions *(continued)*

	<ul style="list-style-type: none"> • Consider programs that have dual purposes: supporting summer learning loss while exposing high school and college students to teaching, e.g., the NC Education Corps, AmeriCorps, etc.; • Consider ways to require a minimum level of high quality preparation before educators become the teacher of record; • Expand secondary education Grow-Your-Own opportunities [See 3A]; and • Add pre-clinical job shadowing experience in first semester of EPP programs, consistent with NC Session Law 2017-189.
4b	<p>Create a meaningful, paid statewide apprenticeship program/status that can fulfill student teaching requirements or help transition residency candidates into the profession before they become the teacher of record.</p>
4c	<p>Strengthen the EPP student teaching experience:</p> <ul style="list-style-type: none"> • Ensure pre-service teachers are placed with the most effective teachers, setting a high bar for selecting mentor teachers; • Incentivize and support effective teachers who are willing to supervise student teachers, including substantial additional pay, reduced workload, support for their coaching capacity, etc.); • Ensure student teachers are exposed to a variety of classroom settings with a clear alignment to district and state priorities (e.g., different grade levels, rural vs urban, etc.); • Consider extending student teaching to a full year, with two semesters in different schools to provide a more robust experience, with the possibility of interning for a second year through a statewide apprenticeship program; • Create mentorship and advising programs, particularly to support non-traditional candidates (first generation, male, candidates of color, etc.); • Provide supports to facilitate candidate success on licensure exams, including edTPA and PPA exams; and • Align student teaching with a paid apprenticeship model [See 4B] that includes a clear path to licensure, removing the financial barrier to authentic and high-quality teaching experiences.
5	<p>Develop specific, target hiring practices and incentives to fill critical vacancies, leveraging best practices from other industries and places to clearly align specific strategies with each unique type of staffing need.</p>
5a	<p>Increase hiring incentives and/or compensation to fill critical, persistent vacancies. Consider similar programs the military employs to ensure key positions are filled. For example:</p> <ul style="list-style-type: none"> • Provide high poverty or 'low supply' districts with a deeper pool of "recruitment funds" to use as hiring bonuses or salary supplements for hard to staff positions or expand forgivable loan programs, consider specific regional needs, e.g., relocation funds or housing perks; • Provide support incentives in hard to staff areas, e.g., smaller class sizes, team teachers, or additional support services for students that allows teachers to focus on teaching;

NC STRIDE Recommendations, Strategies & Actions *(continued)*

	<ul style="list-style-type: none"> • Engage the business community to develop support systems to attract educators to hard to staff areas, e.g., reduced home loans; • Consider a separate salary level for persistently high-skill, low-supply skills and professions, e.g., math, science, etc.; • Consider incentives to transition TFA teachers to licensed teachers in rural and other hard to staff areas; • Consider funding flexibility to convert international faculty to permanent positions; • Establish a 'trailing partners' hiring priority, like the UNC system offers professors; and • Offer on-going incentive pay (not just bonuses) for more complex jobs.
<p>5b</p>	<p>Expand forgivable loan programs (e.g., NC Teaching Fellows) for students who intend to pursue teaching in hard-to-staff subjects or spaces, including:</p> <ul style="list-style-type: none"> • Ensure existing (local, state, and federal) forgivable loans are marketed and leveraged fully, including the Forgivable Education Loans for Service (FELS); • Identify and recommend different FELS qualifications beyond GPA (currently 3.0 for high school, 2.8 for college); • Consider options beyond the NC Teaching Fellows program, e.g., \$10k loan forgiveness for each year taught; and • Enhance the NC Teaching Fellows Program: <ul style="list-style-type: none"> • Consider opportunities for LEAs to nominate candidates, increasing their likelihood to return to their community; • Expand to address more critical vacancies, e.g., additional hard to staff subjects, geographies, etc.; • Create an intentional approach for EPPs to qualify as Teaching Fellows schools (with both on-ramps and off-ramps based on objective effectiveness outcomes and a proven ability to meet critical needs.); and • Increase the forgivable loan amount to reflect the full cost of tuition, room, board, fees, etc., to make it commensurate with the high value and importance of filling critical vacancies and meeting student needs.
<p>5c</p>	<p>Enhance resources, training, and support for district personnel administrators, including:</p> <ul style="list-style-type: none"> • A statewide Teacher Recruitment Entity should develop guidance, training, and tools for LEA HR professionals to navigate the recruitment and hiring process, e.g., marketing the assets of the system, making candidates feel valued, using anti-biased hiring practices, etc.; • Develop and implement new tools and strategies for hiring educators, e.g., that matches their behaviors and aptitudes to those that are needed by the school or district using anti-biased, objective measures; • Establish districtwide policies on inclusion that allow educator representation to match the student population, particularly in areas with low relative teacher diversity; and

NC STRIDE Recommendations, Strategies & Actions *(continued)*

	<ul style="list-style-type: none"> • Develop and implement research-based tools and training for principals on how to recruit, interview, and hire candidates; including the importance of great principals and positive working conditions, then intentionally using those assets for recruitment.
6	Overhaul licensure policies and systems to support effective educators as they enter and advance through the teaching profession.
6a	<p>Reimagine state teacher licensure policies and practices to reflect the professional expectations for similar high-skill professions, including:</p> <ul style="list-style-type: none"> • Better aligning with research-based indicators of effectiveness and aligned with the actual competencies needed for the profession; • Simplify and streamline the process and reduce costs as a way to remove barriers into the profession; • Create incentives for EPPs to help candidates progress further, faster in their careers to reach their highest potential. (relates to licensure, e.g., accelerated licensure); • Identify and consider implementing different qualifiers for different types of teacher licenses; • Look into revamping the licensure process for teachers coming from other states, making it easier to navigate (improved technology) and based on their demonstrated experience and ability; • Ensure professional mentorship and other development opportunities are embedded through each step of the licensure pathways; • Creates clear off-ramps for candidates for which teaching is not a good fit; • Identify ways to effectively provide a minimum level of preparation before becoming a teacher of record; and • Replace licensure barriers that are not correlated with teaching effectiveness (e.g., testing) with multiple measures of teaching skills and/or impacts, e.g., student surveys.
6b	<p>Modernize the teacher licensure systems to create a transparent and efficient experience for teacher candidates, including:</p> <ul style="list-style-type: none"> • Create a digitized, cloud-based system that is user-driven (think Rocket Mortgage, Netflix, Lyft) where the teacher candidate/beginning teacher can explore their pathways and once chosen, they can manage their own licensure process in a streamlined way that allows for far greater choice, transparency, and agency; • Create a licensure tool or “app” that will align an LEA's EPP requirements for a residency candidate with the programs offered by all of the EPPs, so candidates can have a comprehensive list of their options; • Embed the teacher licensure system in TeachNC and other candidate support platforms and resources; and • Provide clear, up front information about what courses and work experience will count toward licensure and compensation – create an automated licensure wizard so candidates can verify their education, out of state licenses, and work credits etc. quickly, removing subjectivity from the process.

NC STRIDE Recommendations, Strategies & Actions *(continued)*

7	Sustain intentional marketing efforts that elevate the profession and connect to support systems for teacher candidates.
7a	<p>Continue and expand research-based approaches to marketing and advertising the teaching profession, such as:</p> <ul style="list-style-type: none"> • Emphasize opportunities for career advancement in TeachNC LEA landing pages and other LEA marketing; • Better advertise the availability of forgivable loans and scholarships that are already available; • Identify other industries with similar cultures, then target those industries when recruiting lateral entry / residency candidates; • Shift from martyr image to that of entrepreneurial leader. Make explicit the intellectual/stimulating nature of teaching, e.g., how interesting teaching is as a discipline because it involves content mastery, psychology, etc.; • Show that teaching is not a monolithic, generic experience. Showing real examples from different teaching settings (e.g., project-based learning, tech driven, classical, etc.) and include examples of how teachers are reinventing education in their schools to show candidates that they can have an impact beyond their classrooms; • Engage current teachers in generating interest in the profession, e.g., expand the TeachNC 'talk to a teacher' effort, create a campaign for teachers to share with their students, etc.; • Market the benefits of living in a rural community; • Place messaging in journals and forums for topics that are aligned with the greatest needs, e.g., science journals, national parks; • Expand innovative marketing strategies, like the targeted traditional and social media campaigns from TeachNC. Leverage this consistent messaging statewide across LEAs and schools.; • Develop intentional messaging about the benefits of being a teacher, particularly targeted to non-traditional candidates. Ensure messaging breaks stereotypes and emphasizes the interesting aspects of being a teacher, e.g., mastery, autonomy and purpose of the profession; • Providing funding and support for districts to launch recruitment initiatives that leverage shared statewide resources (e.g., TeachNC tools), while also meeting their local needs and context. For example, TeachNC can share "campaigns in a box" resources and materials; and • Find collaborative marketing opportunities, e.g., leverage a combination of "Your Hire Education" and TeachNC advertising.
7b	<p>Expand TeachNC to ensure aspiring educators have the information and one-on-one supports they need to navigate the complex journey into the teaching profession, including:</p> <ul style="list-style-type: none"> • Enhance the contact management system to create a case management approach for providing individualized and on-going support for candidates from interest to employment (with a hand off to beginning teacher support), e.g., integrate state, regional, district, school, and other support professionals into the TeachNC contact management system;

NC STRIDE Recommendations, Strategies & Actions *(continued)*

- Add a behavior benchmark self-assessment to TeachNC prospective teachers can see extent to which their behavior profile correlates to behaviors of a successful teacher;
- Enhance the tool to identify the EPPs that would most likely meet the delivery, content availability and geographic need of prospects to help candidates with the information overload aspect of finding and selecting an EPP [See 6B];
- Create a licensure wizard to articulate clear licensure and employment pathways, especially for first generation students [See 6B];
- Provide employment support, e.g., help candidates better communicate their "why" and their "fit" to help them articulate their value [See 8C];
- Connect more teachers already in the profession to TeachNC to be able to have more mentors/coaches available;
- Encourage IHEs to recruit within their alumni network and connect those candidates to TeachNC;
- Connect all existing support resources through the TeachNC system so candidates have the full spectrum of support from talking with existing teachers to financial resources and more;
- Connect and align the Education Jobs Board to other pipelines, e.g., Education Corps, Troops to Teachers, etc.;
- Provide intentional technical and environmental coaching and support to candidates of color, e.g., coordinate with Profound Gentlemen/Ladies and similar programs to provide candidate supports; and
- Embed TeachNC within a larger State Recruitment Team to ensure alignment with other efforts (e.g., EdCorps, TA to Teacher, Troops to Teacher, AmeriCorps, etc.). [See 1A]

8

Remove unnecessary barriers to entry from the EPP selection process and ensure EPPs are empowered to evolve their practices to meet the evolving demands on teachers.

8a

Identify and remove unnecessary EPP application and preparation barriers for candidates:

- Examine whether high potential candidates are being excluded currently from EPPs. Identify and implement better EPP selection tools, aligned with evidence-informed indicators of teacher effectiveness;
- Identify, remove or modify preparation requirements that are not correlated with teacher effectiveness, particularly for specific subjects/degrees (e.g., PRAXIS CORE and 2.7 GPA minimum); and
- Establish common course naming and articulation agreements between NCCCS and all other IHEs.

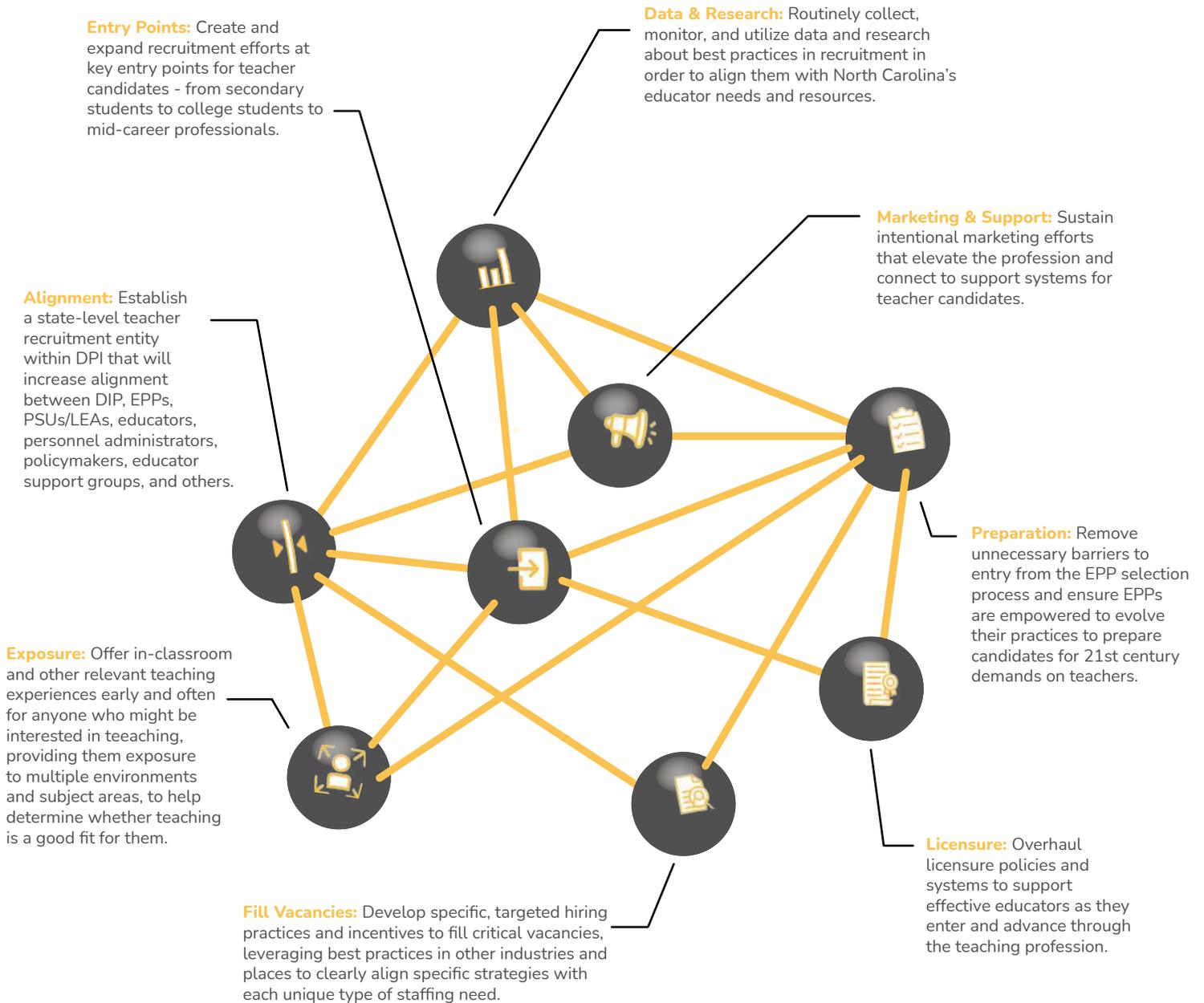


NC STRIDE Recommendations, Strategies & Actions *(continued)*

<p>8b</p>	<p>Leverage the EPP Dashboard and examine the effectiveness of EPP options:</p> <ul style="list-style-type: none"> • Examine the non-IHE-based EPP pathways as compared with IHE-based programs to share best practices in terms of the quantity, diversity, and quality of graduates; • Include EPP strategic plans on the EPP Dashboard, including continuous improvement plans to increase the quantity, quality, and diversity of candidates; • Examine longitudinal retention and effectiveness data to determine which pathways and programs are most impactful on student achievement, then share information to enhance all programs; and • Examine educator preparation programs (EPPs) that are created and run by LEAs. For example, examine whether districts can leverage Advanced Teaching Roles by utilizing Master Teachers to provide educator preparation support.
<p>8c</p>	<p>Consider opportunities to improve the attractiveness, affordability, and success of EPP programs:</p> <ul style="list-style-type: none"> • Consider more in-classroom experiences/simulations that apply a "learn, teach, reflect" model to the educator preparation cycle of study, instead of traditional on-campus courses; • Examine opportunities for EPPs to utilize mixed-reality simulation (avatars) to allow for practice that better matches the environments where candidates will teach; • Ensure EPP professors have current experience in schools, particularly where innovations are happening, so they can prepare teachers who are prepared for the future; • Consider approaches to increase affordability include paid student teaching time, scholarships, and forgivable loans [See 4B & 5B]; • Encourage EPP students to attend state and national conference to develop their leadership and engagement skills; • Implement strategies and practices for continuous improvement in EPPs, e.g., anti-racist practices, SEL approaches, and student agency; • Prioritize faculty diversity and incorporate anti-racist, anti-bias, culturally responsive, and sustaining pedagogy; • Consider expanding entrepreneurial training as part of preparation experience to encourage teacher leadership; • Ensure that partnerships with EPPs and LEAs are strong to prepare teachers for the specific and unique needs of districts; • Provide employment support to help candidates identify positions and be successfully employed in classrooms that are a good fit for their talents and interests [See 7B]; and • Identify and remove barriers for traditional EPPs to have the space to be innovative with flexibility outside of the myriad of policy that impact how they normally operate.

NC STRIDE Recommendations, Strategies & Actions (continued)

These recommendations are not in order of priority, they are all interrelated and equally important:



Appendix C: Strategies by Stakeholder Group

We identified eight key stakeholder groups, each with a number of ways they can engage with these strategies, and improve teacher recruitment in our state:

Educator Preparation Programs (EPPs)

1. Establish a state-level teacher recruitment entity that will increase alignment between DPI, EPPs, IHEs, PSUs/LEAs, educators, personnel administrators, policymakers, educator support groups, workforce groups, and others.
- 4c. Strengthen the EPP student teaching experience.
- 7a. Continue and expand research-based approaches to marketing and advertising the teaching profession.
- 8a. Identify and remove unnecessary EPP application and preparation barriers.
- 8b. Leverage the EPP Dashboard and examine the effectiveness of EPP options.
- 8c. Consider opportunities to improve the attractiveness and success of EPP programs.

Institutes of Higher Education (IHEs)

1. Establish a state-level teacher recruitment entity that will increase alignment between DPI, EPPs, IHEs, PSUs/LEAs, educators, personnel administrators, policymakers, educator support groups, workforce groups, and others.
- 3d. Ensure that postsecondary career coaches and student advisors have information about the many pathways to the teaching profession.
- 8a. Identify and remove unnecessary EPP application and preparation barriers.

Public School Units/Local Education Agencies/Districts (PSUs/LEAs)

1. Establish a state-level teacher recruitment entity that will increase alignment between DPI, EPPs, IHEs, PSUs/LEAs, educators, personnel administrators, policymakers, educator support groups, workforce groups, and others.
- 3a. Establish high school Grow-Your-Own programs in all school districts.
- 3b. Reimagine and expand career exploration through CTE in middle and high school - with the teaching profession as one part of a path that starts with a career inventory and leads to intentional exposure opportunities through high school.
- 3c. Ensure all high school career and college advisors have a teacher toolkit to encourage students to enter teaching.
- 4a. Create more opportunities for students and professionals to try teaching before entering an EPP or residency program.
- 5a. Increase hiring incentives and/or compensation to fill critical, persistent vacancies.
- 5b. Expand forgivable loan programs (e.g., NC Teaching Fellows) for students who intend to pursue teaching in hard to staff subjects or spaces.

Strategies by Stakeholder Group *(continued)*

- 5c. Enhance resources, training, and support for district personnel administrators.
- 7a. Continue and expand research-based approaches to marketing and advertising the teaching profession.
- 8a. Identify and remove unnecessary EPP application and preparation barriers.

NC Department of Public Instruction (DPI)

- 1. Establish a state-level teacher recruitment entity that will increase alignment between DPI, EPPs, IHEs, PSUs/LEAs, educators, personnel administrators, policymakers, educator support groups, workforce groups, and others.
- 2. Routinely collect, monitor, and utilize data and research about best practices in recruitment in order to align them with North Carolina's educator needs and resources.
- 3b. Reimagine and expand career exploration through CTE in middle and high school - with the teaching profession as one part of the path that starts with a career inventory and leads to intentional exposure opportunities through high school.
- 4c. Strengthen the EPP student teaching experience.
- 5c. Enhance resources, training, and support for district personnel administrators.
- 6a. Reimagine state teacher licensure policies and practices to reflect the professional expectations for a high-skill profession like teaching.
- 6b. Modernize the teacher licensure systems to create a transparent and efficient experience for teacher candidates.
- 8a. Identify and remove unnecessary EPP application and preparation barriers.

NC Statewide Recruitment Team

- 1. Establish a state-level teacher recruitment entity that will increase alignment between DPI, EPPs, IHEs, PSUs/LEAs, educators, personnel administrators, policymakers, educator support groups, workforce groups, and others.
- 2. Routinely collect, monitor, and utilize data and research about best practices in recruitment in order to align them with North Carolina's educator needs and resources.
- 3a. Establish high school Grow-Your-Own programs in all school districts.
- 3c. Ensure all high school career and college advisors have a teacher toolkit to encourage students to enter teaching.
- 3d. Ensure that postsecondary career coaches and student advisors have information about the many pathways to the teaching profession.
- 3e. Expand recruitment efforts in non-traditional sources.
- 4a. Create more opportunities for students and professionals to try teaching before entering an EPP or residency program.

Strategies by Stakeholder Group *(continued)*

- 5c. Enhance resources, training, and support for district personnel administrators.
- 7a. Continue and expand research-based approaches to marketing and advertising the teaching profession.
- 7b. Expand TeachNC to ensure aspiring educators have the information and one-on-one supports they need to navigate the complex journey into the teaching profession.
- 8a. Identify and remove unnecessary EPP application and preparation barriers.

Policymakers

- 1. Establish a state-level teacher recruitment entity that will increase alignment between DPI, EPPs, IHEs, PSUs/LEAs, educators, personnel administrators, policymakers, educator support groups, workforce groups, and others.
- 3a. Establish high school Grow-Your-Own programs in all school districts.
- 3b. Reimagine and expand career exploration through CTE in middle and high school - with the teaching profession as one part of the path that starts with a career inventory and leads to intentional exposure opportunities through high school.
- 3e. Expand recruitment efforts in non-traditional sources.
- 4a. Create more opportunities for students and professionals to try teaching before entering an EPP or residency program.
- 4b. Create a meaningful, paid statewide apprenticeship program/status that can fulfill student teaching requirements or help transition residency candidates into the profession before they become the teacher of record.
- 5a. Increase hiring incentives and/or compensation to fill critical, persistent vacancies.
- 5b. Expand forgivable loan programs (e.g., NC Teaching Fellows) for students who intend to pursue teaching in hard to staff subjects or spaces.
- 6a. Reimagine state teacher licensure policies and practices to reflect the professional expectations for a high-skill profession like teaching.
- 6b. Modernize the teacher licensure systems to create a transparent and efficient experience for teacher candidates.
- 8a. Identify and remove unnecessary EPP application and preparation barriers.

State Board of Education/PEPSC

- 1. Establish a state-level teacher recruitment entity that will increase alignment between DPI, EPPs, IHEs, PSUs/LEAs, educators, personnel administrators, policymakers, educator support groups, workforce groups, and others.
- 4a. Create more opportunities for students and professionals to try teaching before entering an EPP or residency program.

Strategies by Stakeholder Group *(continued)*

- 4b. Create a meaningful, paid statewide apprenticeship program/status that can fulfill student teaching requirements or help transition residency candidates into the profession before they become the teacher of record.
- 4c. Strengthen the EPP student teaching experience.
- 6a. Reimagine state teacher licensure policies and practices to reflect the professional expectations for a high-skill profession like teaching.
- 6b. Modernize the teacher licensure systems to create a transparent and efficient experience for teacher candidates.
- 8a. Identify and remove unnecessary EPP application and preparation barriers.
- 8b. Leverage the EPP Dashboard and examine the effectiveness of EPP options.
- 8c. Consider opportunities to improve the attractiveness and success of EPP programs.

Workforce Groups

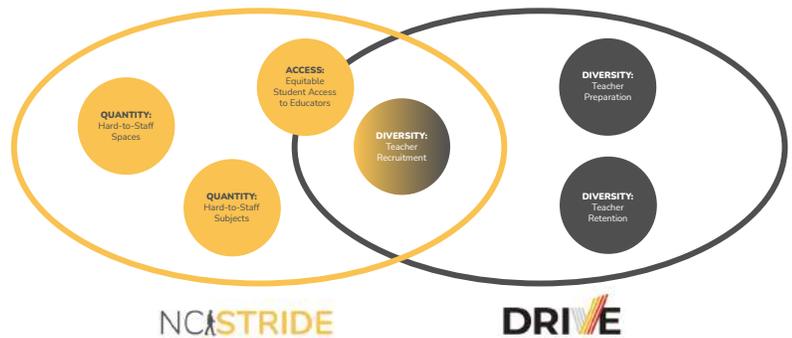
- 1. Establish a state-level teacher recruitment entity that will increase alignment between DPI, EPPs, IHEs, PSUs/LEAs, educators, personnel administrators, policymakers, educator support groups, workforce groups, and others.
- 3b. Reimagine and expand career exploration through CTE in middle and high school - with the teaching profession as one part of the path that starts with a career inventory and leads to intentional exposure opportunities through high school.
- 3e. Expand recruitment efforts in non-traditional sources.



Appendix D: NC STRIDE:DRIVE Crosswalk

Governor Roy Cooper's DRIVE Taskforce on Educator Diversity was commissioned in late 2019, around the same time as the NC STRIDE Working Group began. The two initiatives both focus on the educator pipeline and have shared priorities, specifically around increasing the diversity of the teacher workforce. The following crosswalk identifies areas of alignment between several NC STRIDE recommendations and strategies and the DRIVE recommendations and strategies. The DRIVE Taskforce report can be found at:

<http://www.BESTNC.org/hi-drive-final-report/>



1. Alignment

- Define and share clear transfer pathways for a true Grow-Your-Own experience, e.g., develop a pilot that brings students through a secondary or early college program (e.g., NC Future Teachers or Teachers Cadet Program) and into a Community College Program that teams up with a regional EPP for a 2+2 model with a virtual component that allows student teaching in their own communities [DRIVE Short Term Strategy #6];
- Deepen meaningful partnerships between EPPs and PSUs/LEAs particularly around clinical experiences and hiring [DRIVE Mid-Range Strategy #9];
- Monitor North Carolina's progress toward implementing DRIVE recommendations [DRIVE Recommendation #10];



2. Data & Research

- Develop, embed, and monitor statewide diversity goals and key performance indicators [DRIVE Recommendation #3];
- Prepare an annual Educator Diversity Report that tracks North Carolina's progress in developing and sustaining a representative educator workforce [DRIVE Recommendation #9];
- Identify and amplify the educator working conditions that support student access to effective educators, recruitment, and retention [DRIVE Mid-Range Strategy #9];



3. Entry Points

- Create and expand recruitment efforts at key entry points for teacher candidates from secondary students to college students to mid-career professionals. [DRIVE Recommendation #2];
- Establish high school Grow-Your-Own programs in all school districts;
- Ensure all high school career and college advisors (including the high school Career Advisors Program and the College Advising Corps program), have a teacher toolkit to encourage students to enter teaching, including multiple opportunities and pathways to the teaching profession [DRIVE Short Term Strategy #4].
- Expand initiatives and programs for non-licensed school staff (TAs, substitutes, paraprofessionals, etc.), e.g., TA to Teachers programs [DRIVE Mid-Range Strategy #5];



4. Exposure

- Create a meaningful, paid statewide apprenticeship program/status that can fulfill student teaching requirements or help transition residency candidates into the profession before they become the teacher of record [DRIVE Recommendation #5].
- Strengthen the EPP student teaching experience:
- Create mentorship and advising programs, particularly to support non-traditional candidates (first generation, male, candidates of color, etc.);
- Provide supports to facilitate candidate success on licensure exams, including edTPA and PPA exams [DRIVE Mid-Range Strategy #24];

NC STRIDE: **DRIVE** Crosswalk *(continued)*



5. Fill Vacancies

- Develop specific, targeted hiring practices and incentives to fill critical vacancies, leveraging best practices from other industries and places to clearly align specific strategies with each unique type of staffing need [DRIVE Recommendation #5].
- Increase hiring incentives and/or compensation to fill critical, persistent vacancies [DRIVE Recommendation #1].
- Expand forgivable loan programs (e.g., NC Teaching Fellows) for students who intend to pursue teaching in hard to staff subjects or spaces [DRIVE Mid-Range Strategy #3].
- Enhance the NC Teaching Fellows Program [DRIVE Mid-Range Strategy #3]:
- A statewide Teacher Recruitment Entity should develop guidance, training, and tools for PSU/LEA HR professionals to navigate the recruitment and hiring process, e.g., marketing the assets of the system, making candidates feel valued, using anti-biased hiring practices, etc. [DRIVE Short Term Strategy #10];
- Develop and implement research-based tools and training for principals on how to recruit, interview, and hire candidates; including the importance of great principals and positive working conditions, then intentionally using those assets for recruitment [DRIVE Short Term Strategy #10].



6. Licensure

- Marketing & Support: Sustain intentional marketing efforts that elevate the profession and connect to support systems for teacher candidates [DRIVE Short Term Strategy #3].
- Expand TeachNC to ensure aspiring educators have the information and one-on-one supports they need to navigate the complex journey into the teaching profession, including [DRIVE Short-Term Strategy #11]:



7. Marketing & Support

- Reimagine state teacher licensure policies and practices to reflect the professional expectations for similar high-skill professions [DRIVE Mid-Range Strategy #11].
- Replace licensure barriers that are not correlated with teaching effectiveness (e.g., testing) with multiple measures of teaching skills and/or impacts, e.g., student surveys [DRIVE Mid-Range Strategy #11].



8. Preparation

- Remove unnecessary barriers to entry from the EPP selection process and ensure EPPs are empowered to evolve their practices to meet the evolving demands on teachers [DRIVE Mid-Range Strategy #7].
- Establish common course naming and articulation agreements between NCCCS and all other IHEs [DRIVE Short-Term Strategy #6].
- Leverage the EPP Dashboard and examine the effectiveness of EPP options [DRIVE Long-Term Strategy #2]:
- Prioritize faculty diversity and incorporate anti-racist, anti-bias, culturally responsive, and sustaining pedagogy; [DRIVE Recommendation #6]

Appendix E: FIT Roadmap: Priorities & Solutions

The FIT Leaders identified thirteen barriers preventing North Carolina from becoming First in Teaching.

FIT Career Barriers:

Administrative Burden	Lack of Career Opportunities	Negative Perceptions
Inadequate Facilities	Lack of Connectedness	Outdated Compensation Model
Inadequate Teacher Evaluation	Lack of Recruitment and Preparation	Teachers Play Too Many Roles
Inflexible Schedule	Lack of Strong School Leadership	
Lack of Access to Equitable Resources	Lack of Time to Plan and Collaborate	

The following priorities and solutions will help overcome the career barriers and elevate the teaching profession beyond what is experienced in any other state. Each of these systemic changes may require school-, district-, and/or state-level shifts in policies, programs, or funding. While the emphasis here is on the teaching profession, the ultimate focus is on why the FIT Leaders teach - to positively impact student success!

1 Career Advancement Opportunities (Barrier: Lack of Career Opportunities)

Defined: Professional career advancement opportunities for teachers.

Teacher Perspective: I deserve to have professional career opportunities, without having to leave the work I love in the classroom. The organizational structure should be designed to empower teachers to apply their individual strengths better through expanded reach, leading teaching teams, developing curriculum, etc.

2 Competitive Compensation (Barrier: Outdated Compensation Model)

Defined: Advance a competitive compensation model that adjusts with cost-of-living, values effectiveness and impact, attracts top talent, and addresses staffing demands.

Teacher Perspective: My compensation package should be competitive with surrounding states and empower me to expand my reach and effectiveness for more students and/or colleagues, teach high-demand skills/courses/students, and/or work in high-needs schools.

3 Equitable and Accessible Resources (Barrier: Lack of Access to Equitable Resources)

Defined: Improved distribution of resources for schools and classrooms, and expanded school-based access to resource decision-making overall.

Teacher Perspective: My ability to meet the needs of my students is limited by inadequate access to resources (both physical and professional development).

4 Increased Connectedness (Barrier: Lack of Connectedness)

Defined: Direct and meaningful connections that bridge relationships between educators, their peers, and the local community.

Teacher Perspective: I deserve the time and space to engage in the same types of professional networking opportunities that are present in other highly-skilled professions.

5 Productive Teacher Feedback and Support (Barrier: Inadequate Teacher Evaluation)

Defined: A culture of feedback based on an embedded teacher evaluation system and regular professional support.

Teacher Perspective: The teacher evaluation system and practices do not provide timely and constructive feedback that allow me to promptly adapt to meet the needs of my students and grow as a professional.

FIT Roadmap: Priorities & Solutions *(continued)*

6

Professional Learning Environments (Barrier: Inadequate Facilities)

Defined: Identify best practices to protect and effectively utilize planning and collaboration time, while also creating reasonable workday flexibility to meet urgent personal needs.

Teacher Perspective: I do not have the time and opportunity to plan and collaborate with my colleagues, so we can adapt our practices to meet the ever-changing needs of our students and community. I also need reasonable flexibility to handle family and medical issues, like other professionals.

7

Professional Work Schedule (Barrier: Inflexible Schedules & Lack of Time to Plan and Collaborate)

Defined: Infrastructure and facilities that foster a safe and positive environment for teaching and learning.

Teacher Perspective: My school should feel like a professional environment and reflect the importance of what I do with and for students every day.

8

Rigorous Recruitment and Preparation (Lack of Recruitment and Preparation & Negative Perceptions)

Defined: Improve the perception of the profession and establish intentional recruitment and preparation efforts that ensure every classroom has a great teacher.

Teacher Perspective: I want to be in an industry where teachers are actively recruited into the profession and have access to the high-quality preparation and on-boarding support enjoyed by other professionals. I also want to be part of a genuinely diverse workforce that includes a wide-range of perspectives to benefit student success.

9

Strong School Leadership (Barrier: Lack of Strong School Leadership)

Defined: Improve policies and programs to better attract, retain, and support outstanding school leaders.

Teacher Perspective: I want my school leadership to be equipped to create a culture that attracts and retains great educators who are committed to excellence and working towards a shared vision for student success. I also deserve school leadership that will support my unique professional needs and empower me to innovate in my classroom and with my colleagues.

10

Support for the Whole Child (Barrier: Teachers Play Too Many Roles & Administrative Burden)

Defined: Remove barriers to teaching by ensuring adequate wrap-around supports for students (nurses, psychologists, social workers, counselors, etc.) and reducing unnecessary administrative tasks, so teachers can focus on instruction.

Teacher Perspective: I have to spend so much time on paperwork and supporting wrap-around needs for my students that I don't have time to focus on their academic needs.



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