

To: Deans/Directors of Teacher Education Programs

From: Charles Coble, UNC-General Administration
Kathy Sullivan, Department of Public Instruction

Date: September 1, 1999

RE: Requests for Proposals -- NC TEACH Regional Sites

NC TEACH (**T**eachers of **E**xcellence for **A**ll **C**hildren) is a statewide lateral entry teacher licensure program developed jointly by the State Board of Education and the Board of Governors of The University of North Carolina, with funding from Title II of the Higher Education Act. It is a comprehensive program, designed to recruit, train, support, and retain highly skilled mid-career professionals who seek to enter the teaching profession. Rather than utilizing the traditional course work approach, NC TEACH will utilize a graduate-level problems-based approach focused on what teachers must know and be able to do to teach students to high standards in the context of real classrooms.

The program includes an intensive summer experience prior to entering the classroom and weekly seminars during the school year, all focused on preparing participants to be successful in their beginning teaching experience and to support their continued professional development. Mentoring and on-line support will be provided to NC TEACH participants during the first two years of employment. Successful participants will earn 18 semester hours of graduate credit as part of the summer experience and school year seminars. The program will be administered by the UNC General Administration in close collaboration with the Department of Public Instruction. The specific details of the program are described in the following pages.

Initially, the program will be offered at up to six regional sites. To this end, the University of North Carolina General Administration and the North Carolina Department of Public Instruction invite colleges and universities with approved graduate teacher education programs to apply to serve as host sites. Attached is a Request for Proposals detailing the specifics of the application and selection processes. Drs. Coble and Sullivan will be conducting information sessions for the deans/directors of public universities and the private/independent colleges and universities in September.

To be considered, proposals must be received by October 15, 1999. Sites will be selected by November 15, 1999. Proposals, using the format on the following pages, should be submitted to: Dorothy Mebane, UNC-General Administration, PO Box 2688, Chapel Hill, NC 27515-2688.

The program information about NC TEACH necessary to complete institutional applications is provided. However, many elements of NC TEACH are still under development. As the program continues to be developed, refined and finalized we will inform all of the deans and directors of all NC colleges, schools, and departments of education. Complete information will be available on a NC TEACH website currently under development.

We invite your comments about NC TEACH. If you wish to communicate some of your thoughts with us or if we may provide additional information, please contact us at the following numbers/e-mail addresses:

Charles Coble 919-962-4596 coble@ga.unc.edu

Kathy Sullivan 919-715-116 ksulliva@dpi.state.nc.us

cc: Roy Carroll, UNC-GA
Hope Williams, NCAICU

NC TEACH

Teachers of Excellence for All Children

NC TEACH is a statewide lateral entry teacher licensure program developed jointly by the State Board of Education and the Board of Governors of The University of North Carolina. It is a comprehensive program, designed to recruit, train, support, and retain highly skilled mid-career professionals with at least an undergraduate degree, who seek to enter the teaching profession. Rather than utilizing the traditional course work approach, NC TEACH will utilize a problems-based approach focused on what teachers must know and be able to do to teach students to high standards in the context of real classrooms. NC TEACH will be administered by The University of North Carolina General Administration in close collaboration with the Department of Public Instruction. The program will be administratively housed within the UNC Center for School Leadership Development. An individual will be employed to direct the statewide program.

During the initial year, the program will seek to enroll 300 participants reflecting the ethnic, geographic, and cultural diversity of the State. Recruitment efforts will be targeted to address the most critical chronic teacher shortage areas in secondary, mathematics and science, middle grades, and foreign language, as well as K-12 exceptional children.. NC TEACH does not focus on elementary teacher preparation at this time.

I. Program Components

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

Application and Admissions Process

Information about NC TEACH and enrollment applications will be available on-line to interested persons no later than October 1, 1999 at: <http://ncteach.ga.unc.edu>. This Website will serve as the primary means for communicating about the NC TEACH program in the future. Applicants who have not had significant experience working with young people will be required to complete up to 100 hours of observations and volunteer internships as part of their admissions process.

Pre-Teaching Summer Experience

Under the direction of NC TEACH staff and university faculty, the program will begin with an intensive six-week summer program offered at up to six college/university sites geographically

located throughout the state. The sixth week will be completed at the employing school site to provide program participants with support during the opening days of school.

During the first five-weeks of the program, participants will meet for extended periods of time daily, including some evenings. Approximately fifty (50) participants will be assigned to each of the six sites. At each site, participants will be assigned to smaller cohort groups. Two master teachers and college/university faculty members will be selected to work at each site. To the extent possible, these master teachers will hold National Board certification. Higher education faculty with expertise in discipline-based instructional strategies, programming for special needs children, learning and assessment, and other areas will assist in the summer experience.

The curriculum/training at each site will uniformly focus on the essential skills needed by beginning teachers. It will be developed and delivered by teams of master teachers, school administrators, teacher education faculty, and content specialists. It will be designed to orient the participants to the profession, build a strong sense of shared purpose, and provide the knowledge and skills critical to effectively perform the duties of a teacher when the school year begins. The summer experience will focus on understanding of children and young adults as learners, planning for teaching, managing classrooms for effective teaching and learning, assessing student learning, utilizing student test data to improve achievement, strategies for helping all students to succeed, understanding of state and local contexts for public education, parental involvement, and the North Carolina Standard Course of Study.

Interactive multimedia, simulations, case studies, peer coaching, peer teaching, cooperative learning, discussion, and other small group and individual activities will be utilized in the delivery of the curriculum. Throughout the summer experience the professional growth of all program participants will be authentically assessed. Participants successfully completing the summer experience will earn six semester hours of graduate college/university credit.

School Year Seminars and Support

Weekly graduate-level seminars will be conducted throughout the school year to provide continued professional learning and development opportunities as well as support for these beginning teachers. On an alternating week basis, the seminars will focus on extending the professional knowledge and skills of program participants and helping participants cope with the realities of today's classroom. So far as practicable, the professional knowledge and skills seminars will be conducted via distance learning technologies by selected teacher education faculty. The seminars focused on coping with the realities of today's classroom will be conducted at various sites throughout the State by the master teachers and the college/university faculty utilized in the delivery of the summer program. Consultants may be employed to conduct content-specific seminars.

Seminar topics will include using technology in the instructional program, differentiating instruction to meet the needs of diverse learners, solving problems in classroom management, communicating with students, parents, and colleagues, identifying and utilizing community resources for special needs students, and reflective practice. Participants will observe and be observed by other teachers. At least twice each semester, program participants will be expected

to provide short videotapes of teaching episodes in their classrooms. These tapes will be used to assess the professional growth and needs of the participants.

To prepare these teachers for the “product of learning” they must prepare in order to be granted continuing license under the Performance-Based Licensure Program. They will be expected to engage in on-going reflection on their professional practice and to complete activities aligned with those required under the Performance-Based Licensure Program. Master teachers and teacher education specialists in the content areas will guide them in the activities.

Participants successfully completing the fall and spring phases of the school year seminars will receive 12 semester hours of graduate college/university credit.

As initially licensed teachers in North Carolina, each program participant will be provided a paid mentor assigned by the LEA. NC TEACH will develop specialized training for mentors of lateral entry teachers, and LEAs will be asked to require individuals selected as mentors for program participants to complete this specialized training. NC TEACH program staff, including the master teachers, will be available to provide additional on-site assistance if requested by the beginning teacher, the school, or the LEA.

Each of the master teachers working with the program will also be assigned as an on-line mentor to 10-15 program participants. Using a list serve established for this purpose through Learning Link (URL address: <http://ncteach.ga.unc.edu>), the master teachers will be available throughout the year to provide assistance, suggestions, coaching, and other forms of support to the beginning teacher.

Praxis Examination Assistance

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

Second Year Mentoring and Coaching

NC TEACHERs who successfully complete their initial year of teaching will continue to receive on-line mentoring during their second year of teaching. They can also request direct on-site assistance from NC TEACH master teachers and/or college and university staff. NC TEACHERs during their second year of teaching will also be asked to provide volunteer support and assistance to the next cadre of NC TEACHERs in limited, but important ways during the school year.

II. Program Evaluation

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

III. Recommendation for Licensure

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

IV. Cost/Expectations of Program Participants

Participants will be expected to pay the tuition and fees assessed by the host institutions for the 18 semester hours (6 for the summer experience and 12 for the academic year experience) they will earn through the program. To receive a clear initial teaching license, program participants must satisfy licensure-testing requirements. The individuals will be expected to bear the cost of the exams. Program participants will also be required to have Internet access. Program staff will work with LEAs, IHEs, and other agencies to provide access at the lowest cost possible. Participants will be provided a one-time \$1,000 stipend upon the successful completion of the six-week summer program to help offset their expenses (e.g., tuition, travel, childcare, etc.)

The transcripts of each applicant will be reviewed to ensure that all academic area requirements have been satisfied. It is expected that program participants will fulfill any academic area deficiencies identified. Program staff will work with such individuals to identify the most cost effective means to satisfy these requirements. Prescribed academic course work necessary for full licensure may be completed, upon approval of advisors, at community colleges, public and private IHEs, or through approved on-line academic course work.

Because all other program costs will be covered for program participants, they will be expected to be present at all NC TEACH program activities and seek employment as lateral entry teachers for the ensuing school year. Program participants will be asked to serve as resources for subsequent cohorts of program participants and for refinement of the program.

V. Support Provided by State and Title II Funds

Beyond the one-time \$1,000 stipend that NC TEACHERs will receive when they complete the Pre-Teaching Summer Experience, they will also be provided a school-based mentor, paid for by the state. Colleges and universities will provide NC TEACHERs with faculty advisors. The State Department of Public Instruction will expedite teacher licensure through an on-line process.

VI. Expectations of Host Sites

Host sites must agree to:

1. Identify a program/site coordinator who will work with the statewide program director to
 - _ recruit and select program participants;
 - _ review the transcripts of selected participants to ensure that all academic content requirements have been fulfilled;
 - _ assist in the development and delivery of the curriculum;
 - _ assist program participants in securing appropriate in-field teaching positions;
 - _ coordinate local arrangements for the summer experiences and weekly seminars; and
 - _ marshal and coordinate human and instructional resources to support program participants.
 2. Utilize the uniform curriculum designed for the program.
 3. Award 18 semester hours of graduate credit for successful completion of the program as described above.*
- * It is highly desirable that institutions accept the 18 semester hours of graduate credit toward fulfillment of requirements for approved master's degree leading to advanced licensure.
4. Assist program participants in preparing their dossiers and provide coaching on job applications and interviewing techniques.
 5. Submit all reports, data, etc. requested by the program director in a timely fashion.

VII. Expectations of Employing LEAs

Employing LEAs must agree to:

- _ Provide a qualified and trained mentor (NC TEACH will conduct mentor training at no cost to the LEA).
- _ Place NC TEACHERs in “in-field” teaching assignments.
- _ Allow NC TEACHERs time in the school day to fulfill NC TEACH requirements.
- _ Assist university/college host site in evaluating the performance of NC TEACHERs.

VIII. Site Selection Process

Applications to serve as host sites will be reviewed on a competitive basis by a panel representing the Board of Governors, the State Board of Education, and local education agencies. Sites will be selected on the basis of the strength and quality of the responses to the specific proposal categories **and** geographic distribution. In addition to submitting written proposals, institutional representatives may be asked to make formal presentations to the site selection committee. All proposals received will be evaluated using the following criteria.

Institutional Commitment (Up to 20 Points)

- Willingness to make a three year committee to NC TEACH
- Evidence of past and on-going support of non-traditional adult students
- Evidence of past and on-going support of Lateral Entry Teachers

Faculty Involvement (Up to 20 Points)

- Faculty expertise and willingness to develop and teach courses developed jointly with NC TEACH staff and other participating university faculty
- Faculty expertise of local coordinator

Program Administration (Up to 20 Points)

- Willingness to provide 18 hours of university graduate credit to participants who are enrolled in and successfully complete the different components of the NC TEACH program
- Show evidence of previous successful collaboration among private and public colleges or universities
- Evidence of successful partnerships with local public schools
- Provide for adjunct/clinical faculty status for all NC TEACH faculty not already on faculty

Space Standards (Up to 10 Points)

- Access to instructional space for up to 50 participants for five-week NC TEACH Summer Experience and Year I weekly seminars
- Access to facilities for distance learning (telecommunications)
- Provisions for the same kind of technical support as any other full-time students in the university or college

Support Services (Up to 10 Points)

- Passes to library and recreational facilities by participants and staff
- Commitment of Office of Career Placement Services to assist participants in securing teaching positions
- Access to university e-mail accounts if requested

Geographical Location and Overall Quality of the Proposal (Up to 10 Points)

All reviewers (at least five persons) will use the criteria to review and score every proposal.

Total Points Possible: 90

**NC TEACH REGIONAL SITES
PROPOSAL COVER SHEET**

Institution submitting proposal: _____

Contact Person: _____

Phone: _____ e-mail: _____

Collaborating institutions of higher education and other entities (as appropriate):

Authorized Signatures:

We affirm that this proposal has the support of the above-noted institutions of higher education and other entities. If selected to serve as a host site, we agree to:

1. Identify a program/site coordinator who will work with the statewide program director and the public schools to:
 - _ recruit and select program participants;
 - _ review the transcripts of selected participants to ensure that all academic content requirements have been fulfilled;
 - _ assist in the development and delivery of the curriculum;
 - _ assist program participants in securing appropriate teaching positions;
 - _ coordinate local arrangements for the summer experiences and weekly seminars;
 - _ marshal and coordinate human and instructional resources to support program participants; and
 - _ help assure that area LEAs are familiar with NC TEACH requirements.
2. Utilize the uniform curriculum designed for the program.
3. Award 18 semester hours of graduate credit for successful completion of the program as described above.
4. Encourage the application of the 18 semester hours of graduate credit awarded in the NC TEACH program be applied toward fulfillment of requirements for approved master's degree.
5. Assist program participants in preparing their dossiers and provide coaching on job applications and interviewing techniques.
6. Submit all reports, data, etc. requested by the program director in a timely fashion.

Chancellor/President

Date

Dean/Director of Teacher Education

Date

Format for Proposals

Proposals must detail the following:

1. Statement of why the institution is interested in serving as a host site
2. Description of previous/current institutional efforts to serve lateral entry teachers
3. Qualifications of individual who will serve as site coordinator
4. Plan for program administration
5. Support Services that would be available to program participants (e.g., counseling, e-mail accounts, access to instructional and recreational resources, etc.)
6. Description of facilities that would be used to support the program
7. Access to/availability of distance learning facilities/telecommunications
8. Tuition/fees for graduate credit
9. In-kind and institutional resources that would support the program

Ten (10) copies of the proposal should be submitted by **October 15, 1999**, to Dorothy Mebane, UNC General Administration, PO Box 2688, Chapel Hill, NC 27515-2688.