

**EXECUTIVE SUMMARY**

**Title:** Program Approval Recommendations from the State Evaluation Committee on Teacher Education

**Type of Executive Summary:**

- Action
- Action on First Reading
- Discussion
- Information

**Policy Implications:**

- Constitution \_\_\_\_\_
- General Statute # \_\_\_\_\_
- SBE Policy #QP-B-003
- SBE Policy Amendment
- SBE Policy (New)
- APA # \_\_\_\_\_
- APA Amendment
- APA (New)
- Other \_\_\_\_\_

**Presenter(s):** Charlotte N. Hughes (Special Assistant, Curriculum and Instructional Services)

**Description:**

The State Evaluation Committee (SEC) on Teacher Education is charged with reviewing reports of on-site program approval visits and recommending program approval actions to the State Board of Education. Program approval recommendations for East Carolina University, Elon University, Fayetteville State University, North Carolina A & T State University, North Carolina Central University, North Carolina State University, Saint Andrews Presbyterian College, Saint Augustine’s College, and Winston-Salem State University were presented for discussion last month and are presented for approval this month.

**Resources:**

Approval does not involve resources.

**Input Process:**

Members of the State Evaluation Committee considered reports by the institution, reports by on-site reviewers, and discussions with institutional representatives at the SEC meeting.

**Stakeholders:**

Teacher Education Programs

**Timeline For Action:**

The recommendations were presented for discussion last month and are presented for approval this month.

**Recommendations:**

It is requested that the program approval recommendations of the State Evaluation Committee on Teacher Education be approved as presented.

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- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)  
Specify: \_\_\_\_\_
  - Audio Requirements (computer or other, except for PA system which is provided)  
Specify: \_\_\_\_\_
  - Document Camera (for transparencies or paper documents – white paper preferred)

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Motion By: \_\_\_\_\_ Seconded By: \_\_\_\_\_  
 Vote: Yes \_\_\_\_\_ No \_\_\_\_\_ Abstain \_\_\_\_\_  
 Approved \_\_\_\_\_ Disapproved \_\_\_\_\_ Postponed \_\_\_\_\_ Revised \_\_\_\_\_

\*Person responsible for SBE agenda materials and SBE policy updates: Charlotte N. Hughes, 807-3443

<b>IHE</b>	<b>Type of Review</b>	<b>Programs(s) Reviewed</b>	<b>Action</b>
East Carolina University	Initial Review	Speech Language Pathology-M	Full Approval to coincide with the institution's program approval cycle
Elon University	Continuing	All programs EXCEPT: French – A which did not have any students in the program at the time of the visit and Academically and Gifted M and is under Temporary Authorization and does not have program completers	Full Approval through 2013-2014.
Fayetteville State University	Continuing	All programs EXCEPT: Birth-Kindergarten-A and General Curriculum-M which are under Temporary Authorization and does not have program completers	Full Approval through 2013-2014 for all programs EXCEPT:  Provisional Approval through September 2008 for the programs in Comprehensive Social Studies and Health Education with the stipulation that documentation of the assessment system in the program areas of Comprehensive Social Studies and Health Education cited under Standard 2 to be submitted to the State Evaluation Committee by September 2008.
North Carolina A&T State University	Continuing	All programs EXCEPT: Reading-M which is under Temporary Authorization and had no program completers, French-A which had no program completers since the last visit and no candidates enrolled, General Curriculum-M which is under Temporary Authorization and had no program completers, Business Education-M which is under Temporary Authorization and had no program completers. School Social Work-A, M, S which is offered jointly with UNC-Greensboro and was reviewed during the fall 2006 visit at UNC-Greensboro.	Full Approval through 2013-2014

<b>IHE</b>	<b>Type of Review</b>	<b>Programs(s) Reviewed</b>	<b>Action</b>
North Carolina Central University	Continuing	<p>All programs EXCEPT:</p> <p>Birth-Kindergarten-M, English-M, Comprehensive Science-A, Reading-add-on, English as a Second Language-add-on, Academically Intellectually Gifted-add-on which are under Temporary Authorization and does not have program completers.</p> <p>Mathematics-M level which did not have any candidates in the program at the time of the visit.</p>	Full Approval through 2013-2014
North Carolina State University	Continuing	<p>All programs EXCEPT:</p> <p>Elementary Education-A which is under Temporary Authorization and does not have program completers.</p>	<p>Full Approval through 2013-2014 EXCEPT:</p> <p>Provisional Approval through September 2008 for the programs in Elementary, Middle Grades, Social Studies, Instructional Technology, and School Administrator. Documentation of the assessment system cited under Standard 2 is to be submitted to the State Evaluation Committee by September 30, 2008.</p>
St Andrews Presbyterian College	Follow-up Review	All programs	<p>Full Approval through 2010-2011 for the Elementary Education program.</p> <p>Provisional Approval through 2008-09 for the Physical Education program with the stipulation that documentation for the implementation of the current technology competencies be submitted to the State Evaluation Committee by September 30, 2008.</p>
St. Augustine's College	Follow-up Review	Elementary Education Program - A	Full Approval through 2011-2012
Winston-Salem State University	Continuing	<p>All programs EXCEPT:</p> <p>English as a Second Language – add-on and did not have any candidates in the program at the time of the visit.</p>	Full Approval through 2013-2014

## EAST CAROLINA UNIVERSITY

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### I. Previous Actions

Initial approval for teacher education was granted to East Carolina University by the State Board of Education in 1962. Subsequent reviews yielded approval of programs in 1968, 1973, and 1979. In 1980 full approval was granted for a graduate program in School Psychology. In 1981, Full Approval for an undergraduate program in Theatre Arts was granted. Teacher education programs were reevaluated in 1982, resulting in a two-year Provisional Approval for all programs through 1984-85. In 1985, the provisional status for all programs was removed and Full Approval was granted to all programs, including new programs in Middle Grades Education (U and G), Home Economics (CAS) and Media Supervision (G). In December 1991, the State Board of Education granted Full Approval for all programs submitted for review for five years through 1995-96. An undergraduate exceptional children's program offering certification in Mentally Handicapped, Learning Disabilities, and Behaviorally-Emotionally Handicapped was reviewed in April 1993, and given approval to coincide with the previously approved cycle governing all programs. In April 1994, the State Board of Education granted Full Approval to the doctoral program in School Administration to coincide with the 1991-92 through 1995-96 approval cycle. Subsequent temporary authorizations were granted to add the following programs: English as a Second Language (U, G) in December 1994, Birth-Kindergarten (U) in December 1994, and Theatre Arts (U) in January 1995. In May 1997 the State Board granted Full Approval for all undergraduate and graduate programs for five years (through 2000-2001). In January 1999, the Board granted Full Approval for the graduate program in Severely/Profoundly Handicapped. A program in Birth-Kindergarten (U) was granted temporary authorization in February 1999, and a preschool add-on program was approved for temporary authorization in May 2001. In 1999-2000, all master's programs were revised to comply with the Excellent Schools Act. MAT programs were granted temporary authorization in 2000. In 2003, ECU aligned their initial special education programs with the general curriculum and adapted curriculum licenses, and continued to offer categorical advanced degrees. At the time of the March 2006 NCATE/SDPI on-site visit add-on ESL and add-on Instructional Technology - Telecommunications (074) were discontinued. Following the spring 2006 joint onsite review, the institution received Full accreditation from NCATE and the State Board of Education. The Speech Language Pathology program was reviewed in spring 2007.

### II. Program Areas Offered

	Add-On	Level(s)			
		A	M	S	D
<b>Birth - Kindergarten</b>		X			
Preschool	X				
<b>Elementary Education (K-6)</b>			X	X	
<b>Middle Grades Education</b>					
Language Arts		X	X		
Mathematics		X	X		
Science		X	X		
Social Studies			X	X	
<b>Secondary Education (9-12)</b>					
English			X	X	
Mathematics		X	X		
Science		X	X		
Social Studies			X		
History				X	
<b>Special Subjects (K-12)</b>					
Art Education		X	X		
Music Education		X	X	X	
Dance Education		X			
Theatre Education		X			
Physical Education		X	X		

	<b>Add-On</b>	<b>A</b>	<b>Level(s)</b>		<b>D</b>
			<b>M</b>	<b>S</b>	
<b>Special Subjects (K-12) (Cont.)</b>					
Health Education		X	X		
Safety and Driver Education	X				
Reading	X		X		
Second Language					
Spanish		X			
French			X		
German		X			
<b>Exceptional Children (K-12)</b>					
AIG	X				
General Curriculum *		X			
Adapted Curriculum*		X			
Specific Learning Disabilities			X		
Behavior and Emotionally Disabled			X		
Mentally Disabled			X		
Severely and Profoundly Disabled			X		
Communication Disorders					
Speech Language Pathology**				X	
<b>Vocational Education (7-12)</b>					
Family and Consumer Sciences			X	X	
Business Education		X	X		
Marketing Education		X	X		
<b>Special Services (K-12)</b>					
School Counselor			X	X	
School Psychologist				X	
School Social Worker			X	X	X
School Administrator			X	X	X
Curriculum and Instruction			X	X	X
Instructional Technology		X			
Media					
Coordinator			X		
Supervisor			X	X	

*\*Temporary Authorization*

*\*\*Program reviewed on this visit*

### III. Candidates for Professional Licensure

The numbers reflect the students formally admitted to and enrolled in the speech language and pathology program leading to licensure at the time of the visit.

<b>Program Area</b>	<b>Graduate</b>
Speech Language Pathology	114

### IV. Praxis Performance of Program Completers

Across five years, since the last visit, the aggregated Praxis II pass rate across each specialty are exceeds 70%. The pass rate of each specialty area is included in the report. As reflected in the IHE Performance Report, for the specialty area which had sufficient numbers of text takers to report, the institution exceeded the required pass rate of 70% in all areas.

**V. Methods Faculty Licensure**

The institution identified ten (10) faculty members who teach methods courses and supervise candidates. All hold current North Carolina licenses from the Board of Examiners of Speech Pathology and Audiology and certificate of clinical confidence in Speech Language Pathology from the American Speech Language Hearing Association.

**VI. NCATE Accreditation Action**

NCATE has granted Continuing Accreditation to East Carolina University.

**VII. Recommendation of the State Evaluation Committee on Teacher Education**

Based on the report of the on-site review team the Committee recommends:

**Full Approval for the Speech Language Pathology program to coincide with the institution's program approval cycle.**

## ELON UNIVERSITY

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### I. Previous Actions

In 1966, the State Board of Education granted three-year Provisional Approval to Elon College. Subsequent program reviews in 1969, 1974, and 1979 resulted in full five-year approvals. In 1980, a new program in School Social Work was granted approval to coincide with other programs through 1983-84. The full review scheduled for 1983-84 was postponed for one year; the self-study was prepared in accordance with new standards. In 1985, the State Board of Education granted Full Approval of all programs, except Health Education, through 1990-91, with the stipulation that a report be submitted to the Division of Program Approval by August 1, 1986, that addressed all exceptions cited in the Visitation Team Report. Action was deferred on the Health Education program at the time of the on-site review. In 1987, the State Board of Education granted Full Approval of the undergraduate Health Education program to coincide with other programs through 1990-91. In 1988, Full Approval was granted for the Graduate Programs in Elementary Grades, K-6 and Middle Grades, 6-9, to coincide with other programs through 1990-91. In 1990, a full review was completed and the State Board granted Full Approval for all undergraduate programs for five years (1991-92 through 1995-96) with the stipulations that the Division of Teacher Education Services monitor the implementation of efforts to address all standards cited as NOT MET and a report be submitted to the State Evaluation Committee by June 1992 documenting efforts to address all standards cited as NOT MET in the on-site team report. In August 1993, the State Board of Education granted Full Approval for all graduate programs for five years, 1991-92 through 1995-96. Full Approval of the Physics program at the undergraduate level was granted by the State Board of Education in April 1994. In January 1996, the State Board of Education granted Full Approval for French and Spanish to coincide with the current approval cycle (1991-92 through 1995-96) at the undergraduate level. In May 1997, the Board granted Full Approval for all undergraduate and graduate programs for five years (1996-2000-01). In 1999-2000, all master's programs were revised to comply with the Excellent Schools Act and Elementary Education, Special Education: Specific Learning Disabilities and Special Education: Behaviorally/Emotional Disabilities at the graduate level were granted Temporary Authorization. In spring 2002, NCATE and the state team completed a full review. In May 2005, the institution discontinued the Behaviorally/Emotionally Disabled program. In June 2006, the institution discontinued the undergraduate Health Specialist (K-12) program and the graduate level Learning Disabilities (K-12) program. In July 2006, graduate programs in Special Education: General Curriculum (K-12) and Academically and Intellectually Gifted (add-on, M) were granted Temporary Authorization.

### II. Programs Offered

	Add-On	Level(s)	
		A	M
Elementary Education		X	X
<b>Middle Grades Education (K-6)</b>			
Language Arts		X	
Mathematics		X	
Science		X	
Social Studies/History		X	
<b>Secondary Education (9-12)</b>			
English Education (9-12)		X	
Mathematics Education (9-12)		X	
Comprehensive Science Education (9-12)		X	
Biology		X	
Chemistry		X	
Physics		X	
Comprehensive Social Studies Education (9-12)		X	
History		X	
<b>Special Subjects Areas (K-12)</b>			
Music Education (K-12)		X	
Physical Education (K-12)		X	

	Add-On	Level(s)	
		A	M
<b>Second Languages Education</b>			
French		X	
Spanish		X	
<b>Exceptional Children (K-12)</b>			
Academically Gifted	X*		X*
General Curriculum		X*	X*

\*Temporary Authorization

Programs not reviewed	Level	Rationale
Special Education: Academically and Intellectually Gifted	Ao*, M*	Program received Temporary Authorization in July 2006
French	A	There were no candidates in the program at the time of the visit

\*Temporary Authorization

### III. Candidates for Professional Licensure

The numbers reflect the candidates formally admitted to and enrolled in programs leading to licensure at the time of the visit.

Program Area	Undergraduate	Licensure-Only	Graduate
Elementary Education	112	3	36
Middle Grades Education	11	7	
English Education (9-12)	19	1	
Mathematics Education (9-12)	9	1	
<b>Secondary Education (9-12)</b>			
Science Education	6	2	
Social Studies/History Education	17	2	
Music Education	14	0	
Physical Education	10	3	
<b>Second Languages Education</b>			
French	0**		
Spanish	2	1	
<b>Exceptional Children</b>			
General Curriculum	13	3	28
Academically and Intellectually Gifted	0*		0*

\*\* Program not reviewed – no candidates in the program

\* Program not reviewed – too new to review

### IV. Praxis Performance of Program Completers

The pass rate for each specialty area is included in the report for each program area. As reflected in the IHE Performance Report, for the specialty areas which had sufficient numbers of test takers to report, the institution exceeded the required pass rate of 70% in all areas.

### V. Performance of Program Completers in the Initial Licensure Program

Elon University has met the requirement for the 95% conversion rate in the Initial Licensure Program.

**VI. Methods Faculty Licensure**

The institution identified 31 methods faculty who teach methods courses and supervise candidate teachers. Thirty methods faculty are licensed and one has a license pending.

**VII. NCATE Accreditation Action**

NCATE has granted Continuing Accreditation to Elon University.

**VIII. Recommendation of the State Evaluation Committee on Teacher Education**

Based on the report of the on-site review team, review of additional materials submitted by the institution, and discussion with the institutional representatives, the Committee recommends:

**Full Approval for the teacher education programs reviewed through 2013-2014.**

## FAYETTEVILLE STATE UNIVERSITY

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### I. Previous Actions

Fayetteville State University was granted an initial three-year approval of its teacher education program by the State Board of Education in 1965. Subsequent five-year approvals were granted in 1969, 1974, and 1979. In 1984, the institution requested and was granted a one-year extension of the program approval cycle. In 1985, a full review resulted in the State Board granting Full Approval to the graduate programs in Special Education and Reading and denying approval of the graduate program for Curriculum and Instructional Specialist, and placing all other programs on Provisional Approval for one year (1986-1987). Based on the results of an on-site visit in February 1987, Temporary Authorization was granted to offer a revised graduate program leading to licensure in Curriculum and Instructional Specialist. Based on the results of an on-site visit in April 1987, Full Approval was restored to all provisionally approved undergraduate and graduate programs to coincide with a 1985-1986 through 1991-1992 approval cycle. Based on the results of an on-site visit in October 1990 and accreditation by NCATE, all programs were granted Full Approval for five years, 1991-1992 through 1995-1996. Based on the results of an on-site visit in March of 1992, Full Approval was granted to undergraduate programs in Comprehensive Social Studies and Second Language Studies-Spanish, and graduate level Mathematics to coincide with the approval cycle for other approved programs (1991-1992 through 1995-1996). In February 1995, Temporary Authorization was granted to the doctoral program in Educational Leadership. In December 1995, Temporary Authorization was given to add English at the graduate level. In May 1997, the State Board of Education granted Full Approval for all undergraduate and graduate programs for five years (1996-97 through 2000-2001), with the mandate that a report be submitted to the Division of Human Resource Management by June 30, 1997, verifying the process of program assessment. In 1999-2000, all master's programs were revised to comply with the Excellent Schools Act, and Elementary Education, Special Education: Specific Learning Disabilities and Special Education: Behaviorally/Emotionally Disabled at the graduate level were granted Temporary Authorization. Full Approval was granted for all programs with an approval cycle of 2001-2002 through 2006-2007 as a result of the April, 2002 visit. In June of 2004 Temporary Authorization was granted to offer an undergraduate program in Special Education: General Curriculum and graduate Special Education programs in Specific Learning Disabilities, Mentally Disabled, and Behaviorally/Emotionally Disabled. In fall of 2005, Temporary Authorization was granted to offer and undergraduate program in Birth-Kindergarten. Temporary Authorization was granted again in January of 2006 for a graduate level program in Special Education: General Curriculum.

### II. Programs Offered

<u>Area</u>	<u>Add-on</u>	<u>Levels</u>		
		<u>A</u>	<u>M</u>	<u>D</u>
Birth-Kindergarten		X**		
<b>Elementary Education (K-6)</b>		X	X	
<b>Middle Grades Education (6-9)</b>				
Language Arts		X	X	
Mathematics		X	X	
Science		X	X	
Social Studies		X	X	
<b>Secondary Education (9-12)</b>				
English		X	X	
Mathematics		X	X	
Biology		X	X	
Comprehensive Social Studies		X		
History		X	X	
Political Science		X	X	
Sociology		X	X	

<u>Area</u>	<u>Add-on</u>	<u>Levels</u>		
		<u>A</u>	<u>M</u>	<u>D</u>
<b>Special Subjects (K-12)</b>				
Reading	X		X	
Music		X		
Health Specialist		X		
Physical Education		X		
Second Languages-Spanish		X		
<b>Exceptional Children (K-12)</b>				
General Curriculum		X*	X**	
Behaviorally-Emotionally Disability			X*	
Mentally Disability			X*	
Specific Learning Disabilities			X*	
<b>Career-Technical Education (7-12)</b>				
Business		X		
Marketing		X		
<b>Special Services Personnel (K-12)</b>				
School Administrator			X	X

\* Temporary Authorization-program reviewed during the visit

\*\* Temporary Authorization-not reviewed; program to new

### III. Candidates for Professional Licensure

The numbers reflect the candidates formally admitted to and enrolled in programs leading to licensure at the time of the visit.

<b>Program Area</b>	<b>Undergraduate</b>	<b>Licensure-Only</b>	<b>Graduate</b>
Elementary Education	39	25	8
<b>Middle Grades (6-9)</b>	21	35	17
Middle Grades Language Arts	5	10	6
Middle Grades Math	2	7	4
Middle Grades Science	2	7	2
Middle Grades Social Studies	12	11	5
English (9-12)	9	0	0
Mathematics (9-12)	23	0	0
Biology (9-12)	5	0	1
Comprehensive Social Studies (9-12)	37	0	
History (9-12)	21	3	2
Political Science (9-12)	3	2	0
Sociology (9-12)	0	0	0

<b>Program Area</b>	<b>Undergraduate</b>	<b>Licensure-Only</b>	<b>Graduate</b>
Reading		10	8
Music	4	0	
Health Specialist	1	0	
Physical Education	12	0	
Second Languages-Spanish	4	0	
<b>Special Education (K-12)</b>		96	21
General Curriculum		82	
Behaviorally-Emotionally Disabled		3	4
Mentally Disabled		2	8
Specific Learning Disabilities		9	9
Business	10	43	
Marketing	4	0	
School Administrator			82

#### **IV. Praxis Performance of Program Completers**

The pass rate of Praxis II for all programs exceeds 70% since the last visit. The pass rate for each specialty area is included in the report for each program area. As reflected in the IHE Performance Report, for the specialty areas which had sufficient numbers of test takers to report, the institution exceeded the required pass rate of 70% in all areas except those noted below:

<b>Area</b>	<b>Year</b>	<b># Taking Exam</b>	<b>Pass Rate</b>
Middle Grades Social Studies	2003-2004	5	60%
Math (9-12)	2003-2004	5	40%

#### **V. Performance of Program Completers in the Initial Licensure Program**

Fayetteville State University has met the requirement for a 95% conversion rate in the Initial Licensure Program.

#### **VI. Methods Faculty Licensure**

The institution has identified forty methods faculty at the time of the visit. All faculty hold current licensure in areas appropriate to their instructional methods assignments.

#### **VII. NCATE Accreditation Action**

NCATE has granted Continuing Accreditation to Fayetteville State University.

### **VIII. Recommendation of the State Evaluation Committee on Teacher Education**

Based on the report of the on-site review team, review of additional materials submitted by the institution, and discussion with the institutional representatives, the Committee recommends:

**Full Approval for the teacher education programs reviewed through 2013-2014 EXCEPT:**

**Provisional Approval for programs in Comprehensive Social Studies and Health Education with the stipulation that documentation of the assessment system in the Comprehensive Social Studies and Health Education programs is submitted to the State Evaluation Committee by September 2008.**

**NORTH CAROLINA AGRICULTURAL & TECHNICAL STATE UNIVERSITY**

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**I. Previous Actions**

North Carolina Agricultural and Technical State University was granted full initial approval by the State Board of Education in December 1965. Subsequent approvals were granted in 1970, 1975, and 1980. In 1984, the institution requested and was granted a delay in the regularly scheduled review for 1985-1986. In 1986, the institution was granted full approval through 1991-1992 for all teacher education programs with the stipulation that all exceptions cited in C-4 (Professional Studies) be satisfactorily addressed within one year and verified by the State Evaluation Committee by June 30, 1988. Subsequently, in 1988 the institution was granted full approval for all undergraduate and graduate teacher education programs through 1991-1992. In 1989, full approval was granted to the Cross-Categorical and Media Coordinator programs to coincide with a 1991-1992 approval cycle with the stipulation that all citations in the April 18-19, 1989 team report be addressed by the institution and verified by an on-site visit. In September 1992 the State Board of Education granted full approval of all programs, based on the institution's follow-up report. The State Board granted full approval for all undergraduate and graduate programs for five years, 1995-1996 through 2000-2001. Temporary Authorization was granted in May 1998 for an undergraduate program in Birth-Kindergarten education to coincide with the institution's 2001-2002 renewal cycle. In 1999-2000 all master's programs were revised to comply with the Excellent Schools Act. As a result of the Spring 2002 visit, full approval was granted by the State Board of Education to all undergraduate and graduate programs through 2006-2007. In 2002 full approval was granted to a School Social Work program offered jointly by North Carolina A & T State and UNC-Greensboro. In 2004 temporary authorization was granted to an undergraduate program in Special Education-General Curriculum. In Spring 2006, the institution discontinued the initial level program in Physical Education and the graduate program in Middle Grades, and simultaneously moved Special Education-General Curriculum, at the initial level, to a dual licensure format with Elementary Education. Temporary Authorization was granted to graduate level programs in Special Education-General Curriculum and Business Education in July, 2006. In the Spring semester of 2007, the institution discontinued the Instructional Technology – Telecommunications and Theatre Arts programs, as well as master's level programs in Biology and Chemistry.

**II. Programs Offered**

<u>Area</u>	<u>Add-on</u>	<u>Levels</u>		
		<u>A</u>	<u>M</u>	<u>S</u>
Birth-Kindergarten		X		
Elementary Education		X	X	
English (9-12)		X	X	
Mathematics (9-12)		X	X	
Biology (9-12)		X		
Chemistry (9-12)		X		
Physics (9-12)		X		
Comprehensive Social Studies (9-12)		X	X	
Art		X		
Music		X		
Physical Education			X	
Reading			X**	
Second Languages-				
French		X**		
Spanish		X*		
Special Ed. - General Curriculum		X*	X**	
Agriculture		X	X	
Business		X	X**	
Family and Consumer Sciences		X		

<b>Area</b>	<b>Add-on</b>	<b>Level(s)</b>		
		<b>A</b>	<b>M</b>	<b>S</b>
Industrial Cooperative Training		X	X	
Trade Preparatory Programs		X	X	
Workforce Development	X			
Technology Education		X	X	
School Administrator			X*	
School Counselor			X	X
School Social Worker **		X	X	X
Media Coordinator			X	
Instructional Technology Coordinator- Director of Technology			X	

\* Temporary Authorization - reviewed

\*\* Programs Not Reviewed - See table below

### Programs Not Reviewed

<b>Program</b>	<b>Level</b>	<b>Rationale</b>
Reading	Graduate - M	Under Temporary Authorization - no program candidates in the pipeline
French	Undergraduate - A	No program completers since the last visit and no candidates currently enrolled in the program
Special Education: General Curriculum	Graduate - M	Temporary Authorization – too new to review
Business Education	Graduate - M	Temporary Authorization – too new to review
School Social Worker	Undergraduate - A Graduate - M, S	Program offered jointly with UNC-Greensboro and was reviewed during the visit at UNC-Greensboro during the fall of 2006

### III. Candidates for Professional Licensure

The numbers reflect the students formally admitted to and enrolled in programs leading to licensure at the time of the visit.

<b>Program Area</b>	<b>Undergraduate</b>	<b>Licensure-Only</b>	<b>Graduate</b>
Birth-Kindergarten	8	4	
Elementary Education	46	10	31
English (9-12)	15	2	1
Mathematics (9-12)	9	4	0
Biology (9-12)	3		
Chemistry (9-12)	1		
Physics (9-12)	1		
Social Studies (9-12)	5	13	1

<b>Program Area</b>	<b>Undergraduate</b>	<b>Licensure-Only</b>	<b>Graduate</b>
Art	2	1	
Music	5	0	
Physical Education			17
French	0	0	
Spanish	2	0	
Special Education-General Curriculum	7	0	
Agriculture Education	2	0	18
Business Education	42	22	
Family and Consumer Sciences	1	6	
Technology Education	5	20	9
Trade and Industrial Education	2	6	1
Workforce Development Director		3	0
Instructional Technology Coordinator/ Director of Technology			3
Media Coordinator			1
School Administrator			57
School Counselor			85

#### **IV. Praxis Performance of Program Completers**

Since the last visit, the aggregated Praxis II pass rate across all specialty areas exceeds 70%. The pass rates for individual program areas are included in each program review. The pass rate for each program area with sufficient numbers of test takers to report in the annual IHE Performance Report exceeded 70%.

#### **V. Methods Faculty Licensure**

The institution has identified 37 methods faculty. 36 of the faculty reported hold current licensure in the instructional methods areas of their assignment. However, the one methods faculty member reported for School Media does not hold current North Carolina licensure in the area.

#### **VI. NCATE Accreditation Action**

NCATE has granted Continuing Accreditation to North Carolina Agricultural & Technical State University.

#### **VII. Recommendation of the State Evaluation Committee on Teacher Education**

Based on the report of the on-site review team, review of additional materials submitted by the institution, and discussion with the institutional representatives, the Committee recommends:

**Full Approval for the teacher education programs reviewed through 2013-1014**

## NORTH CAROLINA CENTRAL UNIVERSITY

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### I. Previous Actions

North Carolina Central University, one of the historically African-American constituent members of the University of North Carolina system, was chartered in 1909 as the National Religious Training School. In 1923, the North Carolina General Assembly appropriated funds for the purchase of the school, renaming it the Durham State Normal School; in 1969, after decades of growth and development, it became North Carolina Central University. Initial Approval for teacher education programs was granted in 1965. Subsequent five-year approval was granted in 1970 and 1975 for five years. In 1980, the University was placed on a two-year Provisional status; this status was removed in 1982, resulting in Full Approval through the 1985-86 school years. The April 1986 visit resulted in all teacher education programs being placed on Provisional Approval for a two-year period (1986-87 and 1987-88) with the stipulation that all deficient standards be satisfactorily addressed and verified by a visitation team in 1987-1988. A revisit occurring March 1988 resulted in the State Board restoring Full Approval to all graduate and undergraduate programs through 1991-92. In 1992 the University achieved accreditation from the National Council for Accreditation for Teacher Education (NCATE) and the State Board of Education for five years (1992-93 through 1996-97). In 1994, Physics Education (A) was granted Temporary Authorization. A 1997 NCATE/DPI visit resulted in Full Approval for all programs for five years, 1997-98 through 2001-02. Birth-Kindergarten (A) was granted Temporary Authorization in 1997 and Visual Impairment (M) was granted Temporary Authorization in 1998. In 2000, the Curriculum and Instruction for Elementary and Middle Grades program was granted Temporary Authorization. In 2001, the following actions occurred: 1) all Masters Programs leading to advanced licensure were revised to be aligned with the Masters Degree/Advanced Competencies; 2) the institution requested and was granted advanced (specialist) level recognition for the Speech-Language Pathology program; and 3) Temporary Authorization was granted for the master's level licensure programs in Elementary Education, Middle Grades Education, Behavioral and Emotional Disabilities, Learning Disabilities, Mental Disabilities, and Visual Impairment. In 2002, the University achieved continuing accreditation from NCATE. The institution discontinued the health education program in June 2005. The Academically and Intellectually Gifted Education (AIG) program on the undergraduate level, an add-on program in Reading, and a program in English-As-A-Second Language on the undergraduate level was granted Temporary Authorization in 2006. Also in that year, the institution discontinued the biology, chemistry and physics programs.

### II. Programs Offered

	Add-On	Level(s)		S
		A	M	
Birth-Kindergarten Education		X*	X*	
Elementary Education		X	X	
<b>Middle Grades Education</b>				
Language Arts		X	X	
Mathematics		X	X	
Science		X	X	
Social Studies		X	X	
English Education (9-12)		X	X*	
Mathematics Education (9-12)		X	X*	
Comprehensive Science Education (9-12)		X*		
Comprehensive Social Studies Education (9-12)		X		
Reading Add-on	X*			
Art Education		X		
Music Education		X		
Theatre Arts Education		X		
Physical Education		X	X*	
<b>Second Languages Education</b>				
French		X		
Spanish		X		
English-As-A-Second Language Education	X*			

	Add-On	Level(s)		
		A	M	S
<b>Exceptional Children Education</b>				
Academically and Intellectually Gifted	X*			
Behaviorally-Emotionally Disabled			X*	
Specific Learning Disabilities			X*	
General Curriculum		X*		
Mentally Disabled			X*	
Visually Impaired			X*	
Family and Consumer Sciences		X	X*	
School Administration			X*	
School Counselor			X	
Speech-Language Pathology			X	
Media Coordinator			X	
Instructional Technology Specialist – Computers			X*	

Programs not reviewed	Level	Rationale
Comprehensive Science	A*	Program received Temporary Authorization in late 2006
Reading	add-on*	Program received Temporary Authorization in late 2006
English as a second language	add-on*	Program received Temporary Authorization in summer 2006
Academically and Intellectually Gifted	add-on*	Program received Temporary Authorization in summer 2006
Mathematics	M*	There are no candidates in the program

*Temporary Authorization\**

### III. Candidates for Professional Licensure

The numbers reflect the candidates formally admitted to and enrolled in programs leading to licensure at the time of the visit.

Program Area	Undergraduate	Licensure-Only	Graduate
Birth-Kindergarten Education	22	30	
Elementary Education	72	143	22
<b>Program Area</b>	<b>Undergraduate</b>	<b>Licensure-Only</b>	<b>Graduate</b>
<b>Middle Grades Education</b>			
Language Arts (6-9)	7	10	
Mathematics (6-9)	8	21	1
Science (6-9)	3	16	
Social Studies (6-9)	4	5	
English Education (9-12)	19	28	
Mathematics Education (9-12)	8	1	
Social Studies Education	3	12	
Art Education	21	3	
Music Education	12	4	
Theatre Arts Education	3	2	
Physical Education	4	13	7
<b>Second Languages Education</b>			
Spanish	2	9	
French	3	2	
<b>Exceptional Children Education</b>			
General Curriculum		58	

Program Area	Undergraduate	Licensure-Only	Graduate
Academically & Intellectually Gifted		55	
Behaviorally Emotionally Disabled			33
Specific Learning Disabilities			18
Mentally Disabled			4
Visually Impaired		20	8
Family and Consumer Sciences		21	
School Administration		9	67
School Counselor			51
Speech-Language Pathology			102
Media Coordinator			38
Instructional Tech. Specialist – Computers			8

#### IV. Praxis Performance of Program Completers

Over five years, since the last visit, the aggregated Praxis II pass rate across all specialty areas exceeds 70%. The pass rate for each specialty area is included in the report for each program area. As reflected in the IHE Performance Report, the specialty areas which had sufficient numbers of test takers to report, the institution exceeded the required pass rate of 70% in all licensure areas for all years, except the programs as noted below.

Area	Year	# Taking exam	Pass Rate
Elementary Education	2002-2003	26	69%
Sped Ed: Mentally Disabled	2002-2003	4	50%

#### V. Performance of Program Completers in the Initial Licensure Program

North Carolina Central University has met the requirement for the 95% conversion rate in the Initial Licensure Program.

#### VI. Methods Faculty Licensure

The institution identified sixty-seven (67) methods faculty who teach methods courses and supervise candidate teachers. Sixty-three (63) methods faculty are licensed and four (4) have licenses pending.

#### VII. NCATE Accreditation Action

NCATE has granted Continuing Accreditation to North Carolina Central University.

#### VIII. Recommendation of the State Evaluation Committee on Teacher Education

Based on the report of the on-site review team, review of additional materials submitted by the institution, and discussion with the institutional representatives, the Committee recommends:

**Full Approval for the teacher education programs reviewed through 2013-2014.**

**NORTH CAROLINA STATE UNIVERSITY**

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**I. Previous Actions**

The Teacher Education Program at North Carolina State University was first approved on July 2, 1964. Following subsequent visits, program approval was continued. Reports from the 1976 visit and follow up partial visits resulted in Full Approval for all programs through 1982. In 1982, a full visit was conducted resulting in Full Approval for all programs through 1986-1987. Intermediate Education (grades 4-9) was approved at the undergraduate level with concentrations in Language Arts, Social Studies, Mathematics, Science and Industrial Arts. In 1985 subsequent curriculum development at the University resulted in the development and approval of a Middle Grades Education program (grades 6-9) to replace the former Intermediate Education Program. Extensions for the joint NCDPI/NCATE visit were requested and approved for fall 1989 and more recently for fall 1990. The institution was fully accredited by the NCATE accreditation process in 1990-1991. In July 1992, a master's level Technology Education licensure program received Temporary Authorization. In August 1993, Temporary Authorization was granted to initiate graduate level programs in Elementary Education and Marketing Education. Temporary Authorization was granted to begin Reading Education at the specialist and doctoral levels on August, 1994. In 1997, the State Board of Education granted Full Approval for all undergraduate and graduate programs from 1996-1997 through 2000-2001 with the stipulations that within one year (1997-1998) the institution provide evidence of: a) a revised Social Studies education curriculum and its compliance with the state Social Studies guidelines and competencies and b) an evaluation plan for the Elementary Education program. In February 1999, Temporary Authorization was granted to the English-as-a-Second Language (ESL) K-12 add-on licensure program. Temporary Authorization was granted to the undergraduate Business Education program in August 1999. In 1999-2000, all Master's programs were revised to comply with the Excellent Schools Act. In 2000, the State Board of Education removed the stipulations and granted Full Approval to the undergraduate Social Studies Education program to coincide with the institutions current approval cycle. Temporary Authorization was granted for programs in Technology Education at the doctoral level and Instructional Technology Specialist-Computers at the sixth-year level following the visit in 2002. Temporary Authorization for an undergraduate Elementary Education program was granted in spring, 2006. The institution decided that the School Psychology program would not undergo the Program Approval review on March 17-21, 2007.

**II. Programs Offered**

<u>Area</u>	<u>Add-on</u>	<u>Levels</u>			
		<u>A</u>	<u>M</u>	<u>S</u>	<u>D</u>
<b>Elementary Education</b>		X**	X		
<b>Middle Grades</b>					
Language Arts		X	X		
Mathematics		X	X		X
Science		X	X		X
Social Studies		X	X		
<b>Secondary Education (9-12)</b>					
English		X	X		X
Mathematics		X	X	X	X
Comprehensive Science		X	X	X	X
Comprehensive Social Studies (9-12)		X	X		
<b>Special Subjects (K-12)</b>					
Reading	X		X		X
Second Languages					
French		X	X*		
Spanish		X	X*		
English-As-A-Second Language	X				
<b>Exceptional Children (K-12)</b>					
Behaviorally-Emotionally Disabled			X		
Mentally Disabled			X		
Specific Learning Disabilities			X		

<b>Area</b>	<b>Add-on</b>	<b>Levels</b>			
		<b>A</b>	<b>M</b>	<b>S</b>	<b>D</b>
<b>Career-Technical Education (7-12)</b>					
Agriculture		X	X	X	X
Business		X	X		
Marketing		X	X		
Technology		X	X		X
<b>Special Services Personnel (K-12)</b>					
Curriculum and Instructional Specialist			X	X	X
Instructional Technology Coordinator/ Director of Technology			X	X	X
School Administrator			X	X	X
School Counselor			X		X
School Social Worker		X			

\* Temporary Authorization-reviewed

\*\* Temporary Authorization-not reviewed; program too new

### III. Candidates for Professional Licensure

The numbers reflect the candidates formally admitted and enrolled in programs leading to licensure at the time of the visit.

<b>Program Area</b>	<b>Undergraduate</b>	<b>Licensure-Only</b>	<b>Graduate</b>
Elementary Education	29	0	12
Middle Grades Language Arts/Social Studies	82	0	13
Middle Grades Mathematics	35	19	0
Middle Grades Mathematics/Science	17	0	0
Middle Grades Science	11	4	4
English (9-12)	98	41	25
Mathematics (9-12)	168	19	38
Comprehensive Science (9-12)	78	73	14
Comprehensive Social Studies (9-12)	121	0	9
Reading			33
French	6	0	4
Spanish	18	12	20
English-As-A-Second-Language		267	
Behaviorally-Emotionally Disabled		0	4
Mentally Disabled		0	10
Specific Learning Disabilities		0	24

Agriculture	31	14	60
Business	53	67	60
Marketing	53	67	60
Technology	14	2	1
Curriculum Instructional Specialist			19
Instructional Technology Coordinator/ Director of Technology			7
School Administrator			231
School Counselor			25
School Social Worker		9	

**IV. Praxis Performance of Program Completers**

The pass rate for each specialty area is included in the report for each program area. As reflected in the IHE Performance Report which had sufficient numbers of test takers to report, the institution has exceeded the required pass rate of 70% in all areas.

**V. Performance of Program Completers in the Initial Licensure Program**

North Carolina State University has met the requirement for the 95% conversion rate in the Initial Licensure Program.

**VI. Methods Faculty Licensure**

The institution has identified 60 methods faculty. All hold current North Carolina licensure. The School Social Work faculty who supervises interns does not hold current licensure in the area.

**VII. NCATE Accreditation Action**

NCATE has granted Accreditation with Conditions because Standard 2 was not met. A focused visit responding to the unmet standard must be conducted by fall 2009 to remove the condition.

**VIII. Recommendation of the State Evaluation Committee on Teacher Education**

Based on the report of the on-site review team, review of additional materials submitted by the institution, and discussion with the institutional representatives, the Committee recommends:

**Full Approval for the teacher education programs reviewed through 2013-2014 EXCEPT:**

**Provisional Approval for programs in Elementary Education, Middle Grades, Social Studies, Instructional Technology Coordinator, and School Administrator with the stipulation that written documentation of the assessment system in the Elementary Education, Middle Grades, Social Studies, Instructional Technology Coordinator, and School Administrator programs is submitted to the State Evaluation Committee by September 2008.**

## SAINT ANDREWS PRESBYTERIAN COLLEGE

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### I. Previous Actions

In December, 1973 a committee representing the State Board of Education visited the Teacher Education Programs at St. Andres Presbyterian College. Following the review, all programs were approved for a five-year period. A visit in 1978 resulted in Full Approval for all programs over a five-year period with the exception of Theatre Arts, which was given a one-year provisional approval. In 1982, the College requested and was granted a one-year extension of its approval period. In 1984, an on-site visit resulted in a five-year approval for all programs. In 1988 the College requested and was granted a one-year extension of its approval cycles. The College requested an additional one-year extension of it approval cycle in 1989, but was denied based on the recommendation of a Technical Assistance Team. A joint accreditation and program approval visit was conducted by NCATE/NCDPI in March, 1990. Subsequently, NCATE denied accreditation to the institution. Following the NCATE denial, the State Evaluation Committee recommended Provisional Approval for all programs with the stipulation that the IHE achieve NCATE accreditation by December 1992, and that all cited State standards be adequately addressed as verified by an on-site visitation. In preparation for the re-visit, the institution dropped five programs (middle grades education, English education, social studies education, history education, and mathematics education). Re-visits, which occurred by NCDPI in January 1992 and by NCATE in April 1992, resulted in all programs being fully approved by the State Board of Education and fully accredited by NCATE for five years, from 1992-93 through 1996-97. The institution discontinued programs in French and Spanish in 1995. NCATE and NCDPI conducted another joint visit in 1998 that resulted in Full Approval of all programs through 2002-03. The College requested and was granted a one-year delay for the joint NCATE and NCDPI 2004 visit. A joint accreditation and program approval visit was conducted by NCATE/NCDPI in April, 2004. Subsequently, NCATE granted the College accreditation with probation. The State Evaluation Committee recommended Provisional Approval through the 2006-2007 year with the stipulation a full revisit to occur not later than the fall 2006 semester. Following the 2004 visit and in preparation for the 2006 visit, a Technical Assistance Team visited the institution. In April, 2006 NCATE decided to take no action regarding the accreditation status of the institution but would review additional information in spring 2007. In May 2006, the institution requested and was granted a one-semester delay from fall 2006 to spring 2007.

### II. Programs Offered

The institution offers the following programs. All programs are at the initial (A) level.

	<u>Add-on</u>	<u>A</u>	<u>M</u>
Elementary Education		X	
Physical Education		X	

### III. Candidates for Professional Licensure

The numbers reflect the candidates formally admitted to and enrolled in programs leading to licensure at the time of the visit.

Program Area	Undergraduate	Licensure-Only
Elementary Education	48	23
Physical Education	2	

### IV. Praxis Performance of Program Completers

The aggregated Praxis II pass rate, since the 2004 visit, across all specialty areas exceeds 70%. The pass rate for each specialty area is included in the report for each program area. As reflected in the IHE Performance Report, the specialty areas which had sufficient numbers of test takers to report, the

institution exceeded the required pass rate of 70% in all licensure areas for all years, except physical education, as noted below.

<b>Area</b>	<b>Year</b>	<b># Taking exam</b>	<b>Pass Rate</b>
PE (K-12)	2001-2002	5	67%

**V. Performance of Program Completers in the Initial Licensure Program**

St. Andrews Presbyterian College has met the requirement for the 95% conversion rate in the Initial Licensure Program.

**VI. Methods Faculty Licensure**

The institution identified methods faculty who teach methods courses and supervise candidate teachers. Sixteen methods faculty are licensed and one has a license pending. One faculty member is not appropriately licensed in the Physical Education area.

**VII. NCATE Accreditation Action**

NCATE has granted Continuing Accreditation to St. Andrews Presbyterian College.

**VIII. Recommendation of the State Evaluation Committee on Teacher Education**

Based on the report of the on-site review team, review of additional materials submitted by the institution, and discussion with the institutional representatives, the Committee recommends:

**Full approval through 2010-2011 for the Elementary Education program.**

**Provisional approval through 2008-09 for the Physical Education program with the stipulation that documentation to address the implementation of the current technology competencies be reported to the State evaluation Committee by September 2008.**

## SAINT AUGUSTINE'S COLLEGE

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### I. Previous Actions

Provisional Approval for all teacher education programs at St. Augustine's College was granted for a three-year period in 1966 and again in 1969. Full Approval was granted for all programs under review in 1972 and 1977. In 1982 all programs were again granted approval for five years through 1987-1988, with the exception of Physical Education which was granted a three-year Provisional Approval through 1985-1986. In 1986 the State Board removed the three-year Provisional Approval for the Physical Education program and restored Full Approval to coincide with the established 1987-1988 approval cycle. In 1988 Full Approval of all programs was granted through 1992-1993. In spring 1990 action was deferred on the approval of a Specific Learning Disabilities program until such time as the institution implemented actions to address citations in the November 28, 1989 visitation team report. Temporary Authorization was continued for one year (1990-1991) for the program. Full Approval was recommended by the State Evaluation Committee for the Specific Learning Disabilities program in June, 1991. In spring 1993, NCATE Accreditation was denied as a result of a fall 1992 on-site visit. A revisit was conducted in April, 1994 and NCATE Accreditation was granted to the institution in fall 1994 with the next visit to occur in spring 1999. On July 1, 1993 the State Board of Education granted Provisional Approval for all programs for three years (1993-1994 through 1995-1996). In May, 1995 the State Board of Education granted Full Approval for all programs for five years (1993-1994 through 1997-1998). In March, 1999 a concurrent NCATE/DPI on-site visit resulted in Full Approval for all programs. After the concurrent NCATE/NCDPI visit on October 23-27, 2004, the College discontinued its programs in Biology (9-12), Mathematics (9-12), and Social Studies (9-12). As a result of that continuing visit, the State Board of Education granted Provisional Approval through 2006-2007 for programs in Elementary Education (K-6), English (9-12), Music (K-12), Physical Education (K-12), and Business Education (7-12). A full revisit was mandated by the State Board on or before the Spring semester of 2007. The program in Specific Learning Disabilities, which was not reviewed in October of 2004, closed by default during the 2004-2005 academic year when the institution decided not to redesign the program to be aligned with the state mandated Special Education: General Curriculum program format. The institution discontinued its programs in Business Education (7-12), English (9-12), Physical Education (K-12) and Music (K-12) during the Spring 2006 semester.

### II. Programs Offered

<u>Area</u>	<u>Level</u>
Elementary Education	X

### III. Candidates for Professional Licensure

Program Area	Undergraduate	Licensure-Only
Elementary Education	6	7
<b>Total</b>	<b>6</b>	<b>7</b>

### IV. Praxis Performance of Program Completers

The Elementary Education program has at least a 70% pass rate on the Praxis II exam since the last visit.

### V. Performance of Program Completers in the Initial Licensure Program

Since the inception of the Initial Licensure Program, St. Augustine's College has met the 95% conversion rate requirement.

### VI. Methods Faculty Licensure

The institution identified 1 methods faculty who holds a current North Carolina license.

**VII. NCATE Accreditation Action**

NCATE has granted Continuing Accreditation to St. Augustine's College.

**VIII. Recommendation of the State Evaluation Committee on Teacher Education**

Based on the report of the on-site team and discussion with the institutional representatives, the Committee recommends:

**Full Approval for Elementary Education through 2011-2012**

**WINSTON-SALEM STATE UNIVERSITY**

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**I. Previous Action**

In 1965, the State Board of Education (SBE) granted Winston-Salem State University a two-year Provisional Approval. A second two-year Provisional Approval was granted in 1967. Subsequent full, five-year approvals were granted in 1970, 1975, and 1980. In 1985, Full Approval was granted through 1991-92 to all programs with the stipulation that an on-site team review those standards met with exception and that a report of the findings be submitted to the Division of Accreditation and Program Approval (now the Teacher Education Section) by August 1, 1986. An extension for receipt of the reports was granted through August 1, 1987. Following an on-site review in May of 1987, Full Approval was restored to all programs. In 1990, following an on-site review, the Committee recommended Full Approval for an undergraduate program in Middle Grades Education with concentrations in mathematics, language arts and social studies to coincide with a 1985-86 through 1991-92 approval cycle. In 1991, Full Approval was granted for all programs for five years (1991-92 through 1995-96) by the National Council for Accreditation of Teacher Education (NCATE) and the SBE. The University discontinued the vocational business education program in 1993. In August, 1993, Temporary Authorization was granted for an undergraduate Spanish program. In October 2001, continuing accreditation was granted at the initial level for the institution. In that same year, Temporary Authorization was granted for the master's level elementary education, bachelor's level Birth-kindergarten education, and bachelor's level middle school science programs. In July 2005, the institution requested and was granted a one year extension, for the state approval and NCATE visit from spring 2006 to spring 2007.

**II. Programs Offered**

	Add-On	Level(s)	
		A	M
Birth-Kindergarten Education		X	
Elementary Education		X	X
Middle Grades Education			
Language Arts		X	
Mathematics		X	
Science		X	
Social Studies		X	
English Education (9-12)		X	
Mathematics Education (9-12)		X	
Social Studies Education (9-12)		X	
Art Education		X	
Music Education		X	
Physical Education		X	
Second Languages Education			
Spanish		X	
English-As-A-Second Language Education	X*		

Programs not reviewed	Level	Rationale
English as a Second Language	ao*	There were no candidates in the program at the time of the visit

**III. Candidates for Professional Licensure**

The numbers reflect the candidates formally admitted to and enrolled in programs leading to licensure at the time of the visit.

<b>Program Area</b>	<b>Undergraduate</b>	<b>Licensure-Only</b>	<b>Graduate</b>
Birth-Kindergarten Education	2	0	
Elementary Education	14	2	22
Middle Grades Education	1	1	
English Education (9-12)	0	1	
Mathematics Education (9-12)	0	0	
Social Studies Education	2	0	
Art Education	0	1	
Music Education	3	1	
Physical Education	1	0	
Second Languages Education: Spanish	0	0	

#### **IV. Praxis Performance of Program Completers**

Over five years, since the last visit, the aggregated Praxis II pass rate across all specialty areas exceeds 70%. The pass rate for each specialty area is included in the report for each program area. As reflected in the IHE Performance Report, the specialty areas which had sufficient numbers of test takers to report, the institution exceeded the required pass rate of 70% in all licensure areas for all years, except in 2001-2002 as noted below.

<b>Area</b>	<b>Year</b>	<b># Taking exam</b>	<b>Pass Rate</b>
Elementary Education	2001-2002	16	63%

#### **V. Performance of Program Completers in the Initial Licensure Program**

Winston-Salem State University has met the requirement for the 95% conversion rate in the Initial Licensure Program.

#### **VI. Methods Faculty Licensure**

The unit identified ten (10) full-time methods faculty who are licensed, teach methods courses and supervise teacher candidates. One faculty member in the physical education area is not licensed in the appropriate area.

#### **VII. Visit Information**

NCATE has granted Continuing Accreditation to Winston-Salem State University.

#### **VIII. Recommendation of the State Evaluation Committee on Teacher Education**

Based on the report of the on-site review team, review of additional materials submitted by the institution, and discussion with the institutional representatives, the Committee recommends:

**Full Approval for the teacher education programs reviewed through 2013-2014.**

**EXECUTIVE SUMMARY**

**Title:** Proposed Revision of the Teacher Education Program Approval Process

**Type of Executive Summary:**

- Action
- Action on First Reading
- Discussion
- Information

**Policy Implications:**

- Constitution \_\_\_\_\_
- General Statute # \_\_\_\_\_
- SBE Policy # TCP-B-002, TCP-B-004, TCP-B-005
- SBE Policy Amendment
- SBE Policy (New)
- APA # \_\_\_\_\_
- APA Amendment
- APA (New)
- Other \_\_\_\_\_

**Presenter(s):** Dr. Kathy Sullivan (Senior Policy Analyst, Office of the State Board of Education)

**Description:**

Currently, approved teacher education programs are reviewed in conjunction with national accreditation visits on a seven year cycle. The proposed revisions create an annual review cycle which is aligned with the evaluation instruments being developed for teachers and school executives. The proposed revisions also eliminate some of the barriers to teacher recruitment and preparation identified by preparation programs and incorporate 21<sup>st</sup> Century skills and assessments into the programs.

**Resources:**

No additional resources are requested.

**Input Process:**

The proposed revisions are based on extensive discussions with deans and associate deans of the public and private institutions with approved teacher education programs. Additional input has been solicited from representative deans and associate deans since the last meeting.

**Stakeholders:**

IHEs with teacher education programs; LEAs; preservice teachers and school executives

**Timeline For Action:**

The proposed revisions were presented for discussion last month and are presented for approval this month. Implementation of proposed changes will begin upon Board approval with new programs expected to be operation not later than Fall 2010.

**Recommendations:**

That the Board approve the proposed revisions to the program approval process.

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Audiovisual equipment requested for the presentation:

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)  
Specify: \_\_\_\_\_
- Audio Requirements (computer or other, except for PA system which is provided)  
Specify: \_\_\_\_\_
- Document Camera (for transparencies or paper documents – white paper preferred)

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 Motion By: \_\_\_\_\_ Seconded By: \_\_\_\_\_  
 Vote: Yes \_\_\_\_\_ No \_\_\_\_\_ Abstain \_\_\_\_\_  
 Approved \_\_\_\_\_ Disapproved \_\_\_\_\_ Postponed \_\_\_\_\_ Revised \_\_\_\_\_

\*Person responsible for SBE agenda materials and SBE policy updates: Kathy Sullivan, 807-3608

## **SUMMARY OF PROPOSED CHANGES**

### **GUIDING PRINCIPLES**

1. Focus on outcomes, rather than inputs.
2. Eliminate barriers and obstacles (not standards or rigor).
3. Increased rigor/accountability with increased flexibility.
4. 21<sup>st</sup> Century programs producing 21<sup>st</sup> Century teachers.

### **PROPOSED CHANGES**

1. Separate national accreditation from program approval and make national accreditation voluntary.
2. Replace the 7 year program approval cycle with an annual review of candidate evidence based on a rubric developed with McREL that is aligned with the teacher and school executive evaluation instruments.
3. Base continuing program approval on candidate evidence that they meet the standards for teachers, candidate performance on the job, and IHE involvement with and service to the public schools.
4. Eliminate the technology portfolio as a separate requirement for preservice teachers. The use of technology will be embedded in the electronic evidence.
5. Replace Praxis I with 21<sup>st</sup> Century assessments of basic skills (communication, mathematical literacy, scientific literacy) as part of the electronic evidences.
6. Replace the School Leaders Licensure Assessment with a portfolio requirement that evidences school executive candidates meet the standards for school executives.
7. Make the 2.5 gpa a licensure requirement, rather than a program admission requirement.
8. Eliminate the requirement that methods faculty hold a NC teaching license.
9. Develop “power” standards for the specialty areas (math, science, English, etc.) that reflect 21<sup>st</sup> Century knowledge, skills, and dispositions.
10. Re-vision teacher education and school executive preparation programs to produce 21<sup>st</sup> Century educators who meet the standards for teachers and school executives adopted by the SBE.

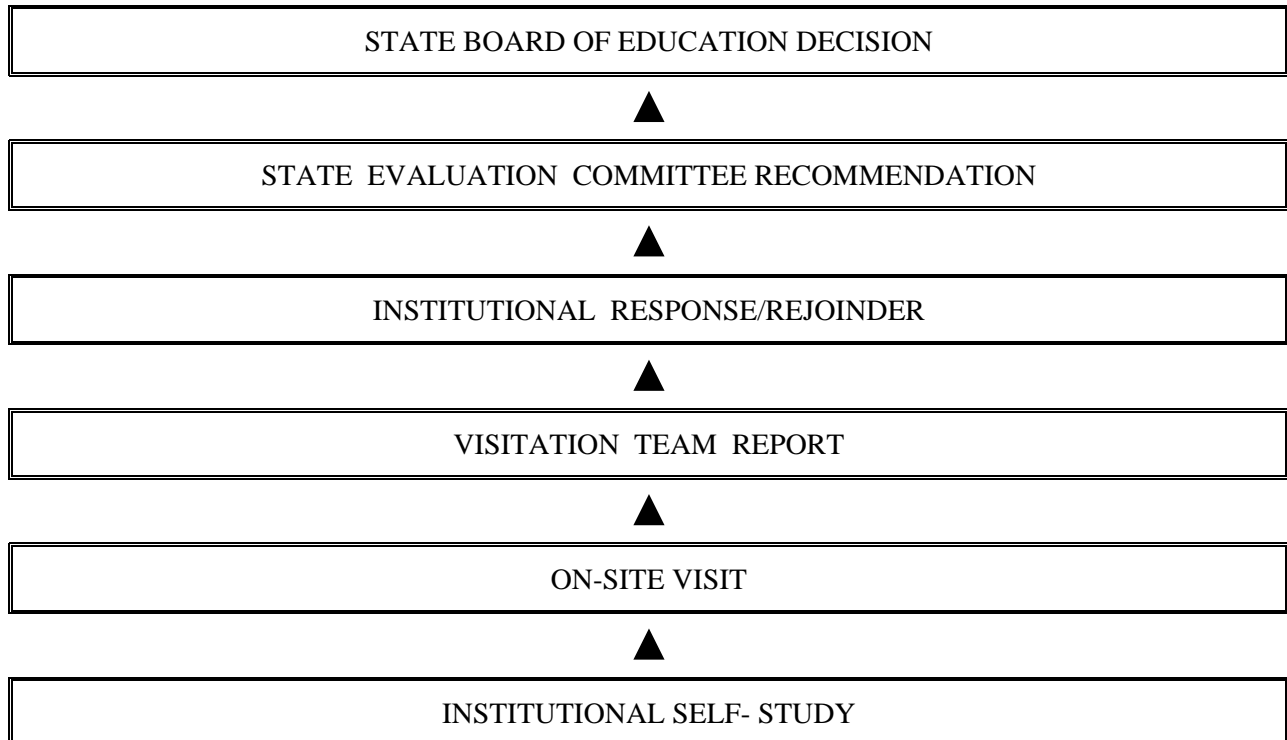
## Re-Visioning of the Program Approval Process

**Current Status:** Approved teacher education programs in North Carolina are reviewed on seven-year cycle. The program approval visit is held concurrently with a national accreditation visit. In preparation for the visit, institutions prepare a report that describes compliance with the State standards, which are based on/aligned with the NCATE Standards. The report is sent in advance to reviewers who have been identified by DPI. State reviewers, who have been trained in the program approval process, arrive on campus Saturday afternoon. They spend Saturday afternoon and Sunday reviewing exhibits. On Monday and Tuesday they interview faculty, administrators, students, program completers, public school partners, and others identified by the institution. Team members work in triads. Team meetings occur each evening. Each time member writes a section of the final report (focused on the program area reviewed). The team reaches consensus on any Areas for Follow-Up identified, so that the final report represents team consensus. On Wednesday morning, an exit interview is conducted with institutional representatives.

As quickly as possible after the visit, the institution receives a copy of the team report, which has been edited for style, formatting, and grammatical/spelling errors by DPI staff. The institution prepares a rejoinder to the report, which along with the report is considered by the State Evaluation Committee on Teacher Education (SEC). Institutional representatives are invited to meet with the SEC when the report is considered. The SEC recommends program approval actions to the State Board of Education, which makes the final decision.

As required by law, institutions submit an annual IHE Performance Report. The report contains both quantitative and qualitative data on the institution. Based on the Performance Report, institutions may be sanctioned by the SBE.

### NORTH CAROLINA PROGRAM APPROVAL PROCESS



**What is Proposed:** Based on extended discussions with representatives of the public and private institutions with approved teacher education programs, a re-visioned program approval process, aligned with the new evaluation standards for teachers, school executives, and superintendents, is proposed.

The specific proposals are:

1. The program approval process be separated from the accreditation process, with national accreditation becoming voluntary. For those institutions choosing to maintain national accreditation (the public institutions are required by the UNC Board of Governors to be nationally accredited) the State would maintain partnership agreements with NCATE and TEAC.
2. Content “power<sup>1</sup>” standards be developed for each licensure specialty area. The content power standards would reflect expected candidate learning outcomes and be aligned with the NC K-12 Standard Course of Study and the standards of appropriate national professional associations. The format used for the new teacher evaluation standards is the format that will be used for the specialty area content power standards.
3. DPI and institutional representatives work with McREL to develop a rubric that institutions will use to assess candidates for licensure purposes. The rubric will be based on the new teacher evaluation standards and the content power standards for each licensure specialty area (as part of Teacher Standard 3 – Teachers know the content they teach). Candidates will be expected to provide evidence, available electronically, that they meet the standards. The candidate’s ratings on the rubric will be included on the licensure recommendation form. Institutions will be required to submit annual summative data, by license area, of candidate assessment ratings based on the rubric developed with McREL.
4. An annual review of the electronic evidences accepted by institutions from candidates be conducted. The annual reviews would be coordinated by DPI and utilize trained inservice educators and teacher educators. Random samples from each institution will be reviewed each year. Each specialty area program will be reviewed on a systematic basis at least once every seven years or when a critical mass of program completers is reached.
5. The IHE Performance Report be revised to include data from the annual review of electronic evidences and to eliminate non-meaningful accountability measures included in the report.
6. The requirement that preservice teachers complete a technology portfolio be eliminated. Candidates’ technological proficiency would be assessed as part of the electronic evidences.
7. The 2.5 gpa become a licensure requirement rather than a program admission requirement.
8. As part of the electronic evidences, 21<sup>st</sup> Century measures be developed that can be used by institutions as evidence of candidate knowledge, skills, and dispositions. This should include 21<sup>st</sup> Century measures of basic skills (communication, mathematical literacy, scientific literacy) rather than Praxis I exams in Reading, Writing, and Mathematics.
9. The School Leaders Licensure Assessment (SLLA) exam be deleted as a licensure requirement for school executives completing the re-visioned programs.
10. The requirements for continuing program approval be revised to focus on:
  - Scoring Criteria (TBD) based on the annual review of the electronic evidences;

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<sup>1</sup> Power Standards are prioritized standards that are derived from a systematic and balanced approach to distinguishing the standards that are absolutely essential for student success from those that are “nice to know.” The Leadership and Learning Center (<http://www.leadandlearn.com/standards/ps>)

- Results of the annual survey of employers and graduates (as required by the NC General Statutes) which will be expanded/revised to include performance of candidates in K-12 classrooms as determined by ratings on the teacher evaluation instrument and eventually student achievement (contextualized within the school setting e.g., results of TWC, turnover at the school, student performance at the school level, etc.)
- Involvement with/service to the public schools

11. Institutions with approved teacher education programs, seeking to add new program areas be required to submit the following information for temporary authorization:

- Program of study/curriculum
- Faculty
- Resources

An on-site review of the program will be conducted in the year after the first candidates have completed it.

12. The requirement that methods faculty be licensed be eliminated.

13. The current requirements for temporary authorization for new institutions seeking to offer teacher education programs be revised to reflect the requirements for innovative/experimental programs adopted by the Board in August. (If programs are not joint LEA programs, the current standards would apply. If programs are joint LEA programs, the innovative/experimental program standards would apply.)

14. Institutions be required to report to the State Board of Education by July 1, 2009 how they have redesigned their programs to meet the new standards for teachers and school executives. The reports will include the following components:

- How the program has been re-visioned, i.e., how the new program is different from the current program and how it reflects the new standards.
- The assessment measures the institution will use for electronic evidences.
- How public school partners were involved in the re-visioning of the program and how they will be involved in the delivery and evaluation of the program.
- The timeline for implementation.
- For School Executive programs, institutions will also be required to submit copies of the written agreements and other requirements (e.g., cross-functional teams) specified in HB 536.

Representatives of the NC Professional Teaching Standards Commission, the State Evaluation Committee on Teacher Education, individuals who have been involved in the development of the School Executive Standards, and DPI staff will meet with institutional representatives to discuss the reports. Recommendations for program approval will be submitted to the State Board of Education for final approval of the re-visioned programs.

15. As new standards for non-teaching licensure areas (e.g., school counselor, school social worker, school media coordinator) are adopted by the State Board of Education, parallel rubrics for candidate electronic evidences be developed and the same process described above for teacher preparation programs be used for these programs.

16. Rubrics be developed for the “product of learning” master’s level candidates are currently required to complete and that these be used as the electronic evidences for approval of master’s level programs. Candidates seeking an initial teaching license at the master’s level would be required to meet both the preservice teacher evaluation standards and the graduate standards.

### Timeline for Implementation

December 2007-January 2008	<ul style="list-style-type: none"> <li>▪ SBE discussion and approval of proposed changes</li> </ul>
January 2008 – April 2008	<ul style="list-style-type: none"> <li>▪ DPI staff to convene meetings of teacher educators to discuss re-visioning of teacher education programs</li> <li>▪ DPI staff to convene panels to develop Power Standards for Each Teaching Specialty Area License</li> <li>▪ DPI staff to work with McREL and institutional representatives to develop rubrics</li> <li>▪ DPI staff with work institutional representatives and the Center for 21<sup>st</sup> Century Skills to develop 21<sup>st</sup> Century assessments</li> </ul>
May 2008-June 2008	<ul style="list-style-type: none"> <li>▪ New Power Standards to the SBE for discussion and approval</li> <li>▪ New rubrics to SBE for discussion and approval</li> </ul>
Summer 2008	<ul style="list-style-type: none"> <li>▪ DPI staff to work with institutional representatives to revise IHE Performance Report</li> </ul>
September 2008-October 2008	<ul style="list-style-type: none"> <li>▪ Proposed revisions of the IHE Performance Report to the SBE for discussion and approval (any needed legislative changes identified)</li> </ul>
September 2008 – June 2009	<ul style="list-style-type: none"> <li>▪ Institutions re-vision their programs and prepare reports on new programs</li> <li>▪ DPI staff continue work with institutional representatives and the Center for 21<sup>st</sup> Century Skills on 21<sup>st</sup> Century assessments</li> <li>▪ DPI staff conduct training on the new rubrics and standards</li> </ul>
June 30, 2009	<ul style="list-style-type: none"> <li>▪ Reports on re-visioned programs submitted to DPI</li> </ul>
July 2009 – September 2009	<ul style="list-style-type: none"> <li>▪ Reviews of new programs occur</li> </ul>
Fall 2009	<ul style="list-style-type: none"> <li>▪ Program approval recommendations on new programs to the SBE for discussion and approval</li> </ul>
Fall 2009-Spring 2010	<ul style="list-style-type: none"> <li>▪ Institutions complete institutional requirements for implementing new programs and begin implementing new programs (as possible) and piloting new assessments</li> </ul>
Fall 2010 (not later than)	<ul style="list-style-type: none"> <li>▪ New programs implemented</li> </ul>
Summer 2012	<ul style="list-style-type: none"> <li>▪ Annual review of electronic evidences piloted</li> </ul>
Summer 2013	<ul style="list-style-type: none"> <li>▪ First required review of electronic evidences</li> <li>▪ New IHE Performance Report implemented</li> </ul>

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**ANNUAL REPORT ON THE REASONS  
TEACHERS LEAVE THE PROFESSION**

**2006-2007**

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**Prepared by:**

**Public Schools of North Carolina  
Department of Public Instruction  
October 2007**

# ANNUAL REPORT ON THE REASONS TEACHERS LEAVE THE PROFESSION 2006-2007

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G. S. 115C-12(22) requires the State Board of Education to monitor and compile an annual report on the decisions of teachers to leave the teaching profession. To this end, LEAs are asked to complete a survey on an annual basis. The survey for the 2006-2007 school year asked LEAs to report the total number of teachers employed in the system between July 1, 2006 and June 30, 2007, the total number of teachers leaving the system, the number of teachers with tenure who were leaving, and the reason given by teachers for leaving. The results of the surveys are summarized in the following pages.

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## Survey Instruments Used

Copies of the survey used and clarifying examples are contained in Appendix A. As before, LEAs were asked to identify up to five teaching areas in which they found the greatest difficulty in hiring appropriately licensed teachers. Their responses have been summarized and are included in this report.

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## Turnover

The 115 school systems reported that 12,776 teachers of the 103,765 teachers employed during the 2006-2007 school year left their systems for an **aggregated system level turnover rate of 12.31%**. This represents a slight decrease in the aggregated system level turnover rate (12.58%) reported for the 2005-06 school year. This figure includes Visiting International Faculty (VIF) who are required to return to their home countries after three years. The aggregated system level turnover rate excluding VIF teachers is 12.10%.

Of the 12,776 teachers reported leaving, 4,163 (32.58%) had tenure. During the 2005-06 school year 30.77% of the teachers who left had tenure, during the 2004-05 school year, 29% of the teachers who left teaching had tenure, and during the 2003-04 school year 31.5% of the teachers who left had tenure.

System-level turnover ranged from a high of 26.23% in Vance County to a low of 3.53% in Ashe County. A listing of turnover by systems is included in Appendix B. Appendix C contains a listing of turnover reported by local systems for the last five years.

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## Reasons for Leaving

The table that follows details the reasons for teachers leaving as reported by their school systems. They are ranked in descending order. Appendix D summarizes the reasons given for teachers leaving across the past five years. Appendix E provides an analysis of reasons teachers leave the profession using the categories: Remained/Remaining in Education, Turnover that Might be Reduced, Turnover Initiated by the LEA, and Turnover Beyond Control.

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**Reasons For Leaving As Reported By The LEAs  
(2006-2007)**

<b>Reason</b>	<b>% of teachers leaving for this reason</b>	<b>Number leaving for this reason</b>
Resigned to teach elsewhere To teach in another NC LEA (77.63%) To teach in another state (16.98%) To teach in a NC non-public/private school (3.35%) To teach in a NC Charter School (2.05%)	22.20%	2836
Retired With full benefits (85.57%) With reduced benefits (14.43%)	16.48%	2106
Resigned—Family Relocation	13.35%	1705
Resigned—Other reasons or reason unknown Other reasons (61.89%) Unknown reasons (38.11%)	12.90%	1648
Resigned—Family responsibility/child care	6.70%	855.5
Resigned—Career Change	4.34%	554
Interim contract ended—not rehired	3.67%	469.5
Re-employed retired teacher resigned	3.33%	426
Resigned—To continue education/sabbatical	2.61%	334
Resigned—Because of health/disability	2.27%	290
Resigned—Dissatisfied with teaching	2.24%	286
Resigned—End of VIF Term	1.65%	211
Did not obtain or maintain license	1.63%	208
Resigned—In lieu of dismissal	1.61%	206
Non-Renewal (Probationary contract ended)	.99%	127
Moved to a non-teaching position in education in another LEA/Agency	.96%	123
Stayed in LEA but in Non-Teaching position	.81%	103
Resigned—Moving due to Military Orders	.56%	72
Deceased	.52%	67
Dismissed	.46%	59
Resigned—End of Teach for America Term	.44%	56
Reduction in Force	.27%	34
<b>Totals</b>	<b>100%</b>	<b>12,776</b>

**Most Difficult Areas of Licensure  
for which to find Licensed Teachers**

2004-2005		2005-2006		2006-2007	
Number of LEAs Responding to Question = 112		Number of LEAs Responding to Question =110		Number of LEAs Reporting to Question = 111	
License Area	# Identifying	License Area	# Identifying	License Area	# Identifying
9-12 Mathematics	89	9-12 Mathematics	97	9-12 Mathematics	87
Sp. Ed.: General Curriculum	83	Sp. Ed.: General Curriculum	77	9-12 Science	67
9-12 Science	71	9-12 Science	72	Sp. Ed.: General Curriculum	64
6-9 Mathematics	64	6-9 Mathematics	62	6-9 Mathematics	54
6-9 Science	51	6-9 Science	49	6-9 Science	46
Sp Ed.: Adapted Curriculum	43	Sp Ed.: Adapted Curriculum	49	Sp Ed.: Adapted Curriculum	38
Cross Categorical	42	Cross Categorical	34	Second Languages	33
Behavioral/Emotional Disabilities	39	Behavioral/Emotional Disabilities	32	Severely/Profoundly Disabled	22
Learning Disabilities	34	Learning Disabilities	29	ESL	20
Second Languages	34	Second Languages	28	Mental Disabilities	19
Severely/Profoundly Disabled	26	Mental Disabilities	20	Cross Categorical	18
Mental Disabilities	25	Speech Language Pathologist	14	Speech Language Pathologist	13
Speech Language Pathologist	15	ESL	14	9-12 English	12

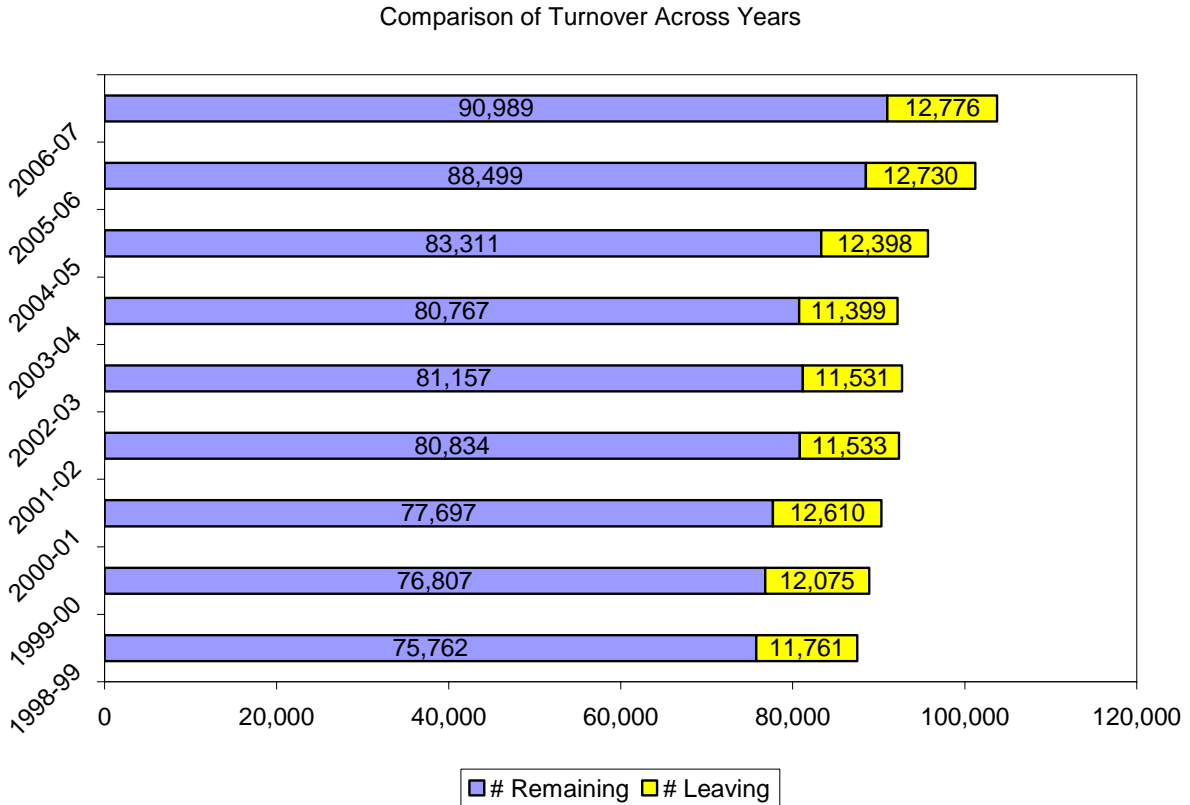
2004-2005		2005-2006		2006-2007	
Number of LEAs Responding to Question = 112		Number of LEAs Responding to Question =110		Number of LEAs Reporting to Question = 111	
License Area	# Identifying	License Area	# Identifying	License Area	# Identifying
ESL	15	6-9 Language Arts	14	6-9 Language Arts	12
6-9 Language Arts	14	Family/Consumer Sciences 6-12	12	Media Coordinator	10
Family/Consumer Sciences 6-12	10	Elementary Education	11	Counselor	9
Media Coordinator	10	9-12 English	11	Family/Consumer Sciences 6-12	7
Elementary Education	9	6-9 Social Studies	8	Birth-Kindergarten	6
9-12 English	9	Severely/Profoundly Disabled	8	Elementary Education	6
Birth-Kindergarten	8	Counselor	7		
Business Education	8	Birth-Kindergarten	6		
Counselor	6	Media Coordinator	6		
Hearing Impaired	6				

Notes: <sup>1</sup> Above numbers include only those areas identified by 5 or more LEAs.

<sup>2</sup> Spanish was the Second Language most often identified.

## Analysis of Turnover

The chart that follows depicts teacher turnover relative to teacher retention since the 1998-99 school year.



- The five-year (2002-03 through 2006-07) average aggregated system level teacher turnover reported by NC local education agencies is 12.53%.
- The national teacher turnover rate has risen to 16.8%. (National Commission on Teaching and America’s Future)
- This year, the aggregated system level turnover is 12.31% which is down slightly from the 12.58% reported for 2005-06.
- The North Carolina data indicates that for the past five years, the number one reason reported by school systems for teacher turnover is “to teach elsewhere.” Reporting has indicated 18.64% - 22.20% of the teachers leaving for this reason. Of those leaving to teach elsewhere, approximately 74% – 80% left to teach in other NC school systems. While this is a loss to the local system, it does not represent a loss to the state.
- An independent report released on June 20, 2007, estimates that the high rate of teacher turnover in U.S. school systems costs more than \$7 billion a year. The report, by the nonprofit National Commission on Teaching and America’s Future, is based on a study of school systems in Chicago, Milwaukee, and Granville County in North Carolina, as well as

the Jemez Valley and Santa Rosa systems in New Mexico. The findings from the five systems allowed the commission to create a calculator to estimate the costs of teacher turnover at school systems across the country. The study indicated that so many teachers leaving the profession creates a self-perpetuating cycle of failure in some school systems, as a lack of experienced mentors and a sink-or-swim environment lead to trouble in the classroom and demoralization. Nationally, about 50 percent of teachers leave their jobs within their first five years, according to a study released in 2006 by the National Education Association. ([www.washingtonpost.com](http://www.washingtonpost.com) – June 21, 2007) Approximately 33% of new teachers leave within the first 3 years of entry into the occupation. (Ingersoll, R. (2002) The teacher shortage: A case of wrong diagnosis and wrong prescription.)

- According to staff who worked on the report, the costs included advertising and traveling to job fairs; hiring incentives and signing bonuses; the administrative processing and training of new recruits; mentoring and professional development for all teachers; salaries for substitutes; and separations costs if a teacher chose to quit. ([www.washingtonpost.com](http://www.washingtonpost.com) – June 21, 2007)
- It is widely believed that perennial teacher shortages are one of the pivotal causes of inadequate school performance. The common lament is that if teacher education programs could only produce more teachers, the shortages that plague teaching would be ameliorated. However, recent analyses of national data suggest that school staffing problems are not primarily due to teacher shortages. Instead, the data indicate that school staffing problems are, to a large extent, the result of a “revolving door” in our schools during the first five years of teachers’ careers. (Smith, T., & Ingersoll, R. (2004). What are the effects of induction and mentoring on beginning teacher turnover?)

## Categories of Reasons Teachers Leave the Profession

### Remained/Remaining in Education

(includes individuals resigning to teach in another NC LEA or charter school and individuals who moved to non-teaching positions in education)

### Turnover that Might be Reduced

(includes individuals retiring with reduced benefits, individuals resigning to teach in a non-public school in NC, individuals resigning to teach in another state, individuals dissatisfied with teaching, individuals seeking a career change, and individuals who resigned for unknown and other reasons)

### Turnover Initiated by the LEA

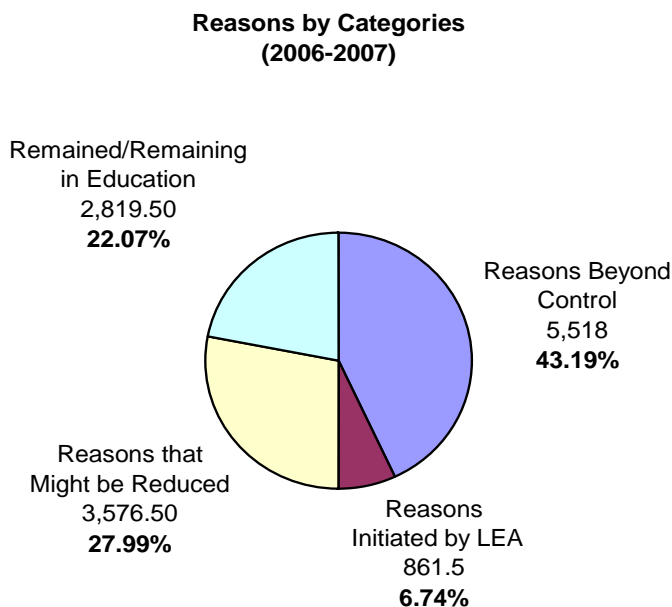
(includes individuals who were non-renewed, dismissed, or resigned in lieu of dismissal)

### Turnover Beyond Control

(includes individuals who retired with full benefits, individuals who resigned for health reasons, individuals who resigned due to family responsibilities and/or childcare, and individuals who resigned due to family relocation)

As reflected in the chart that follows, 22.07% of those teachers reported as leaving *remained in education*; 6.74% of the reported turnover was *initiated by the LEA*; 43.19% of the turnover was for *reasons beyond control*; and 27.99% of the reported turnover *might be reduced*.

The following chart breaks down the analysis of reasons teachers leave the profession.



The results of the North Carolina Teacher Working Conditions Survey, conducted by the Office of the Governor in conjunction with the North Carolina Professional Teaching Standards Commission and the North Carolina Association of Educators, provide information that can help address *Turnover that Might be Reduced*. The survey provides state, district, and school level data on teacher perceptions of empowerment, facilities and resources, leadership, professional development, and time.

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**Appendix A**  
**Survey Instrument**

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# ANNUAL REPORT ON THE REASONS TEACHERS LEAVE THE PROFESSION SUMMARY

**Personnel Office Report**  
Report Period: 7/1/2006-6/30/2007

LEA: \_\_\_\_\_ Individual Submitting Report: \_\_\_\_\_

1. \_\_\_\_\_ Total number of teachers employed in the LEA  
 \_\_\_\_\_ **Total number of teachers leaving 7/1/2006 – 6/30/2007**  
 \_\_\_\_\_ **Teacher Turnover Percent** \_\_\_\_\_  
 \_\_\_\_\_ Number of teachers leaving in 2006 - 2007 who were tenured in your LEA

2. Give the number of teachers who left teaching or left your LEA in 2006 – 2007 for each of the reasons below. *(Where more than one reason applies, choose the one which best describes the reason the teacher is leaving.)*

<u>Count</u>	<u>Reason</u>	<u>HRMS Code</u>
_____	Moved to a non teaching position in the LEA	(75)
_____	Retired with full benefits	(66)
_____	Retired with reduced benefits	(68)
_____	Re-employed Retired Teacher Resigned	(73)
_____	Dismissed	(50)
_____	Did not obtain or maintain license	(56)
_____	Interim contract ended* – Not rehired	(54)
_____	Non-renewed – Probationary contract ended	(53)
_____	Reduction in Force	(51)
_____	Moved to a non-teaching position in education in another LEA or Agency	(59)
_____	Resigned – In lieu of dismissal	(55)
_____	Resigned – To teach in another NC public school system	(58)
_____	Resigned – To teach in a NC charter school	(70)
_____	Resigned – To teach in a NC non-public/private school	(71)
_____	Resigned – To teach in another state	(62)
_____	Resigned – End of VIF Term	(74)
_____	Resigned – End of Teach for America Term	N/A
_____	Resigned – Dissatisfied with teaching	(63)
_____	Resigned – Career Change	(72)
_____	Resigned – Family responsibility/Child care	(57)
_____	Resigned – Family relocation	(61)
_____	Resigned – To continue education/Take a sabbatical	(60)
_____	Resigned – Because of health/Disability	(64)
_____	Resigned – Moving Due to Military Orders	(76)
_____	Resigned – Reason unknown	(69)
_____	Resigned – Other Reason(s) _____	(65)
_____	Deceased	(67)

\_\_\_\_\_ **(Total number of teachers leaving 7/1/2006-6/30/2007 per the reasons indicated)**

3. List up to five teaching areas (PLEASE LIST LICENSURE CODE FOR EACH AREA) in which you are having the greatest difficulty hiring appropriately licensed teachers. (e.g., Learning Disabled / 88086)

1. \_\_\_\_\_ LicensureCode \_\_\_\_\_  
 2. \_\_\_\_\_ LicensureCode \_\_\_\_\_  
 3. \_\_\_\_\_ LicensureCode \_\_\_\_\_  
 4. \_\_\_\_\_ LicensureCode \_\_\_\_\_  
 5. \_\_\_\_\_ LicensureCode \_\_\_\_\_

(\*Report only for interim contracts of 6 or more months.)

## **ANNUAL REPORT ON THE REASONS TEACHERS LEAVE THE PROFESSION (CLARIFICATION OF REPORTING CATEGORIES)**

### **Moved to a non teaching position in the LEA**

- Teachers moved to counselor, media coordinator, or non-teaching duties in current LEA of employment
- Teachers moved to administrative positions (school-based) in current LEA of employment
- Teachers moved to supervisory, director, or coordinator positions in current LEA of employment
- Teachers accepted non-teaching support or administrative positions in current LEA of employment

### **Retired with full benefits**

- Teachers age 60 with 25 years of creditable service
- Teachers with 30 years of creditable service
- Teachers age 65 with at least 5 years of creditable service
- Teachers retiring with full/unreduced retirement benefits

### **Retired with reduced benefits**

- Teachers retiring after age 50 with reduced benefits
- Teachers retiring with less than full benefits

### **Re-employed Retired Teacher Resigned**

- Teacher who had retired, was re-employed and subsequently resigns

### **Dismissed**

- Teachers demoted or dismissed under GS 115C-325(h)
- Probationary teachers dismissed during the school year under GS 115C-325(m)
- Teachers dismissed under GS 115C-325 (Below standard ratings)
- Teachers reported to the dismissed teacher list
- Teachers dismissed and the ruling upheld by case manager

### **Did not obtain or maintain license**

- Teachers not renewed due to failure to fulfill lateral entry requirements
- Teachers not renewed due to failure to earn 15 renewal credits
- Teachers failed to meet Praxis or provisional license requirements
- Teachers let license expire
- Teachers' license was revoked

### **Interim Contract – Not Rehired (*Report only for interim contracts of 6 months or more*)**

- Interim teachers not rehired under retirement cap
- Teachers not rehired under a term contract with specific employment dates
- Teachers not rehired due to return of a permanent teacher from a leave of absence

### **Non-Renewed – Probationary Contract Ended**

- Probationary teachers whose contract is not renewed after the end of the year

### **Reduction in Force**

- Teachers not rehired due to loss of enrollment, funding, or programming
- Teachers covered under local "RIF" policies

### **Moved to a non-teaching position in education in another LEA or Agency**

- Teachers moved to counselor, media coordinator, or non-teaching duties in another LEA or Agency
- Teachers moved to administrative positions (school-based) in another LEA or Agency
- Teachers moved to supervisory, director, or coordinator positions in another LEA or Agency
- Teachers accepted non-teaching support or administrative positions in another LEA or Agency

### **Resigned in lieu of dismissal**

- Teachers resigned to avoid placement on dismissed teacher list
- Teachers resigned rather than go through full dismissal hearing
- Teachers resigned during an active investigation regarding performance/behavior as a professional educator

### **Resigned to teach in another NC public school system**

- Teachers leaving LEA to accept a teaching position in another NC system
- Teachers obtaining another teaching job on their own initiative (as opposed to spouse relocation)

**Resigned to teach in a NC charter school**

- Teachers leaving LEA to accept a teaching position in a NC Charter School
- Teachers obtaining another teaching job on their own initiative (as opposed to spouse relocation)

**Resigned to teach in a NC non-public/private school**

- Teachers leaving LEA to accept a teaching position in a NC non-public/private school
- Teachers obtaining another teaching job on their own initiative (as opposed to spouse relocation)

**Resigned – To teach in another state**

- Teachers leaving NC to teach in a public school in another state
- Teachers leaving NC to teach in a private school in another state

**Resigned – End of VIF Term**

- Teachers whose cultural visas have expired and are no longer eligible to be employed in North Carolina

**Resigned – End of Teach for America Term****Resigned – Dissatisfied with teaching**

- Teachers resigning due to dissatisfaction with teaching

**Resigned – Career Change**

- Teachers resigning to pursue another employment opportunity
- Teachers resigning to pursue interests outside teaching

**Resigned – Family responsibility/Child care**

- Teachers resigning for maternity/family leave
- Teachers resigning to care for ill parents or members of the immediate family
- Teachers resigning to care for family business or personal needs

**Resigned – Family relocation**

- Teachers resigning due to spouse's relocation
- Teachers resigning as a result of marriage and relocation
- Teachers resigning due to family relocation
- Teachers resigning due to military transfer or relocation

**Resigned – To continue education/Take a sabbatical**

- Teachers resigning to return to school
- Teachers resigning to pursue an educational leave of absence

**Resigned – Because of health/disability**

- Teachers resigning due to personal disability or health related issues

**Resigned – Moving Due to Military Orders**

- Teachers resigning due to being moved under military orders

**Resigned – Reason unknown**

- Teachers resigning; however, there is no information on why

**Resigned – Other reason(s)**

- Teachers resigning or leaving teaching for reasons not listed on the survey  
(For example: Job abandonment, arrest, criminal activity, failing a criminal history check, activation of military reserve, dislocation due to flood, fire, or other disaster, etc.)

**Deceased**

- Teachers who die while in active service in a NC public school

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**Appendix B**

**2006-07 System Level Teacher Turnover**

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**2006-2007 Teacher Turnover  
(as reported by LEAs)**

LEA CODE	LEA	Total Teachers	Teachers Leaving (Including VIF)	Teachers Leaving (Excluding VIF)	Leaving with Tenure	Turnover Percentage (Including VIF)	Turnover Percentage (Excluding VIF)
10	Alamance-Burlington	1,692	273	265	95	16.13	15.66
20	Alexander	398	34	34	13	8.54	
30	Alleghany	149	15	15	6	10.07	
40	Anson	334	70	67	21	20.96	20.06
50	Ashe	255	9	9	6	3.53	
60	Avery	214	20	20	10	9.35	
70	Beaufort	576	85	85	38	14.76	
80	Bertie	229	41	39	9	17.90	17.03
90	Bladen	397	57	51	29	14.36	12.85
100	Brunswick	790	91	91	12	11.52	
110	Buncombe	1,907	214	214	43	11.22	
111	Asheville City	387	33	33	13	8.53	
120	Burke	1,200	116	116	38	9.67	
130	Cabarrus	1,859	164	161	59	8.82	8.66
132	Kannapolis	426	46	45	10	10.80	10.56
140	Caldwell	847	74	74	35	8.74	
150	Camden	144	10	10	6	6.94	
160	Carteret	682	65	65		9.53	
170	Caswell	247	27	26	16	10.93	10.53
180	Catawba	1,099	95	90	46	8.64	8.19
181	Hickory Public	315	50	50	20	15.87	
182	Newton Conover	241	34	34	12	14.11	
190	Chatham	588	73	69	16	12.41	11.73
200	Cherokee	318	25	25	14	7.86	
210	Edenton-Chowan	200	25	25	12	12.50	
220	Clay	100	5	5	3	5.00	
230	Cleveland	1,321	106	105	33	8.02	7.95
240	Columbus	555	69	68	30	12.43	12.25
241	Whiteville City	186	18	18	13	9.68	
250	Craven	1,057	118	118	46	11.16	
260	Cumberland	3,544	488	468	175	13.78	13.21
270	Currituck	325	25	25	5	7.69	
280	Dare	419	40	40	16	9.55	
290	Davidson	1,349	134	134	53	9.93	
291	Lexington City	230	50	50	13	21.74	
292	Thomasville City	178	37	37	6	20.79	
300	Davie	469	63	62	28	13.43	13.22
310	Duplin	740	119	115	12	16.08	15.54
320	Durham	2,233	373	373	96	16.70	
330	Edgecombe	586	141	141	35	24.06	
340	Forsyth-Winston Salem	3,931	398	392	123	10.12	9.97
350	Franklin	633	87	87	6	13.74	
360	Gaston	2,292	219	212	65	9.55	9.25

LEA CODE	LEA	Total Teachers	Teachers Leaving (Including VIF)	Teachers Leaving (Excluding VIF)	Leaving with Tenure	Turnover Percentage (Including VIF)	Turnover Percentage (Excluding VIF)
370	Gates	154	15	15	6	9.74	
380	Graham	105.5	14	14	12	13.27	
390	Granville	586	79	79	18	13.48	
400	Greene	250	37	36	7	14.80	14.40
410	Guilford	5,538	738	738	253	13.33	
420	Halifax	400	71	71	13	17.75	
421	Roanoke Rapids City	211	28	28	19	13.27	
422	Weldon City	79	14	14	2	17.72	
430	Harnett	1,306	155	144	16	11.87	11.03
440	Haywood	603	65	65	41	10.78	
450	Henderson	965	109	109	59	11.23	
460	Hertford	286	44	44	3	15.38	
470	Hoke	495	97	84	28	19.60	16.97
480	Hyde	82	8	8	3	9.76	
490	Iredell-Statesville	1,580	163	163	46	10.32	
491	Mooreville Graded	358	39	39	20	10.89	
500	Jackson	249	55	55	22	22.09	
510	Johnston	2,114	322	313	86	15.23	14.81
520	Jones	118	16	16	7	13.56	
530	Lee	678	108	104	35	15.93	15.36
540	Lenoir	779	140	136	34	17.97	17.46
550	Lincoln	793	74	74	22	9.33	
560	Macon	366	28	28	13	7.65	
570	Madison	232	23	23	7	9.91	
580	Martin	343	54	53	18	15.74	15.45
590	McDowell	480	29	29	3	6.00	
600	Charlotte-Mecklenburg	8,921	1,411	1,381	378	15.82	15.48
610	Mitchell	183	15	15	11	8.20	
620	Montgomery	362	41	39	11	11.33	10.77
630	Moore	886	101	100	38	11.40	11.29
640	Nash-Rocky Mount	1,431	192	183	36	13.42	12.79
650	New Hanover	1,823	257	257	101	14.10	
660	Northampton	243	20	20	2	8.23	
670	Onslow	1,613	231	231	61	14.32	
680	Orange	589	99	99	37	16.81	
681	Chapel Hill-Carrboro	1,137	97	93	39	8.53	8.18
690	Pamlico	138	18	18	9	13.04	
700	Pasquotank-Elizabeth City	511	58	58	23	11.35	
710	Pender	571	63	63	16	11.03	
720	Perquimans	145	28	28	14	19.31	
730	Person	497	65	64	24	13.08	12.88
740	Pitt	1,758	179	178	79	10.18	10.13
750	Polk	189	21	21	10	11.00	
760	Randolph	1,238	143	141	50	11.55	11.39
761	Asheboro City	362	47	46	17	12.98	12.71
770	Richmond	640	60	57	35	9.38	8.91
780	Robeson	1,768	187	180	34	10.58	10.18

LEA CODE	LEA	Total Teachers	Teachers Leaving (Including VIF)	Teachers Leaving (Excluding VIF)	Leaving with Tenure	Turnover Percentage (Including VIF)	Turnover Percentage (Excluding VIF)
790	Rockingham	1,100	115	114	61	10.45	10.36
800	Rowan-Salisbury	1,605	185	180	78	11.53	11.21
810	Rutherford	701	67	67	34	9.56	
820	Sampson	576	71	71	32	12.33	
821	Clinton City	226	29	28	10	12.83	12.39
830	Scotland	560	90	90	57	16.07	
840	Stanly	789	58	58	32	7.35	
850	Stokes	566	61	61	3	10.78	
860	Surry	679	59	59	38	8.69	
861	Elkin	96	8	8	8	8.33	
862	Mount Airy City	137	15	15	6	10.95	
870	Swain	179	27	27	13	15.10	
880	Transylvania	275	35	35	19	12.73	
890	Tyrrell	57	13	10	4	22.81	17.54
900	Union	2,524	274	273	85	10.86	10.82
910	Vance	610	160	156	33	26.23	25.57
920	Wake	8,644	867	858	292	10.03	9.93
930	Warren	205	31	30	4	15.12	14.63
940	Washington	225	26	25	8	11.56	11.11
950	Watauga	410	41	40	22	10.00	9.76
960	Wayne	1,499	164	153	54	10.94	10.21
970	Wilkes	765	87	86	3	11.37	11.24
980	Wilson	905	152	152	84	16.8	
990	Yadkin	434	34	34	21	7.83	
995	Yancey	200.5	13	13	7	6.48	
<b>TOTALS</b>		<b>103,765</b>	<b>12,776</b>	<b>12,561</b>	<b>4,163</b>	<b>12.31</b>	<b>12.10</b>

**2006-2007 Teacher Turnover  
(in descending order)**

LEA CODE	LEA	Turnover Percentage (Including VIF)	LEA CODE	LEA	Turnover Percentage (Excluding VIF)
910	Vance	26.23	910	Vance	25.57
330	Edgecombe	24.06	330	Edgecombe	24.06
890	Tyrrell	22.81	500	Jackson	22.09
500	Jackson	22.09	291	Lexington City	21.74
291	Lexington City	21.74	292	Thomasville City	20.79
40	Anson	20.96	40	Anson	20.06
292	Thomasville City	20.79	720	Perquimans	19.31
470	Hoke	19.60	420	Halifax	17.75
720	Perquimans	19.31	422	Weldon City	17.72
540	Lenoir	17.97	890	Tyrrell	17.54
80	Bertie	17.90	540	Lenoir	17.46
420	Halifax	17.75	80	Bertie	17.03
422	Weldon City	17.72	470	Hoke	16.97
680	Orange	16.81	680	Orange	16.81
980	Wilson	16.80	980	Wilson	16.80
320	Durham	16.70	320	Durham	16.70
10	Alamance-Burlington	16.13	830	Scotland	16.07
310	Duplin	16.08	181	Hickory Public	15.87
830	Scotland	16.07	10	Alamance-Burlington	15.66
530	Lee	15.93	310	Duplin	15.54
181	Hickory Public	15.87	600	Charlotte-Mecklenburg	15.48
600	Charlotte-Mecklenburg	15.82	580	Martin	15.45
580	Martin	15.74	460	Hertford	15.38
460	Hertford	15.38	530	Lee	15.36
510	Johnston	15.23	870	Swain	15.10
930	Warren	15.12	510	Johnston	14.81
870	Swain	15.10	70	Beaufort	14.76
400	Greene	14.80	930	Warren	14.63
70	Beaufort	14.76	400	Greene	14.40
90	Bladen	14.36	670	Onslow	14.32
670	Onslow	14.32	182	Newton Conover	14.11
182	Newton Conover	14.11	650	New Hanover	14.10
650	New Hanover	14.10	350	Franklin	13.74
260	Cumberland	13.78	520	Jones	13.56
350	Franklin	13.74	390	Granville	13.48
520	Jones	13.56	410	Guilford	13.33
390	Granville	13.48	380	Graham	13.27
300	Davie	13.43	421	Roanoke Rapids City	13.27
640	Nash-Rocky Mount	13.42	300	Davie	13.22
410	Guilford	13.33	260	Cumberland	13.21
380	Graham	13.27	690	Pamlico	13.04
421	Roanoke Rapids City	13.27	730	Person	12.88
730	Person	13.08	90	Bladen	12.85
690	Pamlico	13.04	640	Nash-Rocky Mount	12.79

LEA CODE	LEA	Turnover Percentage (Including VIF)	LEA CODE	LEA	Turnover Percentage (Excluding VIF)
761	Asheboro City	12.98	880	Transylvania	12.73
821	Clinton City	12.83	761	Asheboro City	12.71
880	Transylvania	12.73	210	Edenton-Chowan	12.50
210	Edenton-Chowan	12.50	821	Clinton City	12.39
240	Columbus	12.43	820	Sampson	12.33
190	Chatham	12.41	240	Columbus	12.25
820	Sampson	12.33	190	Chatham	11.73
430	Harnett	11.87	100	Brunswick	11.52
940	Washington	11.56	760	Randolph	11.39
760	Randolph	11.55	700	Pasquotank-Elizabeth City	11.35
800	Rowan-Salisbury	11.53	630	Moore	11.29
100	Brunswick	11.52	970	Wilkes	11.24
630	Moore	11.40	450	Henderson	11.23
970	Wilkes	11.37	110	Buncombe	11.22
700	Pasquotank-Elizabeth City	11.35	800	Rowan-Salisbury	11.21
620	Montgomery	11.33	250	Craven	11.16
450	Henderson	11.23	940	Washington	11.11
110	Buncombe	11.22	430	Harnett	11.03
250	Craven	11.16	710	Pender	11.03
710	Pender	11.03	750	Polk	11.00
750	Polk	11.00	862	Mount Airy City	10.95
862	Mount Airy City	10.95	491	Mooresville Graded	10.89
960	Wayne	10.94	900	Union	10.82
170	Caswell	10.93	440	Haywood	10.78
491	Mooresville Graded	10.89	850	Stokes	10.78
900	Union	10.86	620	Montgomery	10.77
132	Kannapolis	10.80	132	Kannapolis	10.56
440	Haywood	10.78	170	Caswell	10.53
850	Stokes	10.78	790	Rockingham	10.36
780	Robeson	10.58	490	Iredell-Statesville	10.32
790	Rockingham	10.45	960	Wayne	10.21
490	Iredell-Statesville	10.32	780	Robeson	10.18
740	Pitt	10.18	740	Pitt	10.13
340	Forsyth-Winston Salem	10.12	30	Alleghany	10.07
30	Alleghany	10.07	340	Forsyth-Winston Salem	9.97
920	Wake	10.03	290	Davidson	9.93
950	Watauga	10.00	920	Wake	9.93
290	Davidson	9.93	570	Madison	9.91
570	Madison	9.91	480	Hyde	9.76
480	Hyde	9.76	950	Watauga	9.76
370	Gates	9.74	370	Gates	9.74
241	Whiteville City	9.68	241	Whiteville City	9.68
120	Burke	9.67	120	Burke	9.67
810	Rutherford	9.56	810	Rutherford	9.56
280	Dare	9.55	280	Dare	9.55
360	Gaston	9.55	160	Carteret	9.53
160	Carteret	9.53	60	Avery	9.35

<b>LEA CODE</b>	<b>LEA</b>	<b>Turnover Percentage (Including VIF)</b>	<b>LEA CODE</b>	<b>LEA</b>	<b>Turnover Percentage (Excluding VIF)</b>
770	Richmond	9.38	550	Lincoln	9.33
60	Avery	9.35	360	Gaston	9.25
550	Lincoln	9.33	770	Richmond	8.91
130	Cabarrus	8.82	140	Caldwell	8.74
140	Caldwell	8.74	860	Surry	8.69
860	Surry	8.69	130	Cabarrus	8.66
180	Catawba	8.64	20	Alexander	8.54
20	Alexander	8.54	111	Asheville City	8.53
111	Asheville City	8.53	861	Elkin	8.33
681	Chapel Hill-Carrboro	8.53	660	Northampton	8.23
861	Elkin	8.33	610	Mitchell	8.20
660	Northampton	8.23	180	Catawba	8.19
610	Mitchell	8.20	681	Chapel Hill-Carrboro	8.18
230	Cleveland	8.02	230	Cleveland	7.95
200	Cherokee	7.86	200	Cherokee	7.86
990	Yadkin	7.83	990	Yadkin	7.83
270	Currituck	7.69	270	Currituck	7.69
560	Macon	7.65	560	Macon	7.65
840	Stanly	7.35	840	Stanly	7.35
150	Camden	6.94	150	Camden	6.94
995	Yancey	6.48	995	Yancey	6.48
590	McDowell	6.00	590	McDowell	6.00
220	Clay	5.00	220	Clay	5.00
50	Ashe	3.53	50	Ashe	3.53

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**Appendix C**

**Five-Year Average System Level Teacher Turnover**

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**Five-Year Average System Level Teacher Turnover  
2002-2007**

<b>LEA Code</b>	<b>System Name</b>	<b>Turnover 2002-03</b>	<b>Turnover 2003-04</b>	<b>Turnover 2004-05 (inc. VIF)</b>	<b>Turnover 2005-06 (inc. VIF)</b>	<b>Turnover 2006-07 (inc. VIF)</b>	<b>5 - Year Average</b>
10	Alamance-Burlington	15.11%	16.57%	19.71%	17.26%	16.13%	16.96%
20	Alexander County	10.93%	8.96%	9.21%	9.05%	8.54%	9.34%
30	Alleghany County	9.09%	7.00%	12.40%	9.03%	10.07%	9.52%
40	Anson County	10.14%	12.67%	12.00%	18.58%	20.96%	14.87%
50	Ashe County	9.62%	7.00%	7.21%	12.40%	3.53%	7.95%
60	Avery County	6.22%	7.11%	11.27%	14.23%	9.35%	9.64%
70	Beaufort County	10.83%	10.56%	13.27%	11.63%	14.76%	12.21%
80	Bertie County	7.69%	25.76%	16.35%	25.79%	17.90%	18.70%
90	Bladen County	13.26%	11.11%	12.26%	10.64%	14.36%	12.33%
100	Brunswick County	14.45%	11.31%	9.45%	13.17%	11.52%	11.98%
110	Buncombe County	9.32%	8.37%	9.95%	10.89%	11.22%	9.95%
111	Asheville City	13.38%	12.58%	16.47%	16.34%	8.53%	13.46%
120	Burke County	14.73%	10.65%	12.44%	12.04%	9.67%	11.91%
130	Cabarrus County	12.14%	14.40%	12.21%	9.74%	8.82%	11.46%
132	Kannapolis City	12.57%	11.14%	13.40%	13.16%	10.80%	12.21%
140	Caldwell County	12.66%	11.17%	6.73%	9.62%	8.74%	9.78%
150	Camden County	7.00%	7.62%	4.31%	6.92%	6.94%	6.56%
160	Carteret County	7.50%	9.97%	9.25%	9.10%	9.53%	9.07%
170	Caswell County	14.34%	12.15%	11.81%	10.63%	10.93%	11.97%
180	Catawba County	13.58%	11.27%	11.70%	11.14%	8.64%	11.27%
181	Hickory City	14.24%	11.50%	15.79%	10.93%	15.87%	13.67%
182	Newton-Conover City	16.81%	16.37%	10.96%	15.69%	14.11%	14.79%
190	Chatham County	15.71%	14.58%	15.12%	12.81%	12.41%	14.13%
200	Cherokee County	5.35%	8.67%	6.71%	8.10%	7.86%	7.34%
210	Edenton-Chowan	13.89%	13.44%	17.09%	19.00%	12.50%	15.18%
220	Clay County	3.16%	7.27%	3.96%	10.00%	5.00%	5.88%
230	Cleveland County	12.59%	13.29%	7.97%	8.79%	8.02%	10.13%
240	Columbus County	8.13%	7.46%	10.69%	13.57%	12.43%	10.46%
241	Whiteville City	10.47%	15.02%	12.77%	9.84%	9.68%	11.56%
250	Craven County	6.74%	7.59%	13.55%	13.36%	11.16%	10.48%
260	Cumberland County	9.81%	11.09%	12.64%	13.25%	13.78%	12.11%
270	Currituck County	5.08%	11.50%	6.13%	6.41%	7.69%	7.36%
280	Dare County	8.79%	10.80%	13.11%	11.90%	9.55%	10.83%
290	Davidson County	9.11%	9.51%	10.93%	10.48%	9.93%	9.99%
291	Lexington City	13.25%	20.41%	16.54%	19.10%	21.74%	18.21%
292	Thomasville City	21.14%	18.08%	23.16%	19.10%	20.79%	20.45%
300	Davie County	16.10%	13.35%	12.50%	12.82%	13.43%	13.64%
310	Duplin County	20.38%	13.74%	12.88%	11.91%	16.08%	15.00%
320	Durham County	18.76%	17.11%	17.54%	19.20%	16.70%	17.86%
330	Edgecombe County	18.33%	24.65%	23.28%	17.80%	24.06%	21.62%

<b>LEA Code</b>	<b>System Name</b>	<b>Turnover 2002-03</b>	<b>Turnover 2003-04</b>	<b>Turnover 2004-05 (inc. VIF)</b>	<b>Turnover 2005-06 (inc. VIF)</b>	<b>Turnover 2006-07 (inc. VIF)</b>	<b>5 - Year Average</b>
340	Forsyth County	9.73%	8.25%	9.43%	9.43%	10.12%	9.39%
350	Franklin County	21.53%	16.83%	22.18%	19.45%	13.74%	18.75%
360	Gaston County	10.03%	9.79%	14.66%	9.57%	9.55%	10.72%
370	Gates County	7.10%	16.03%	8.81%	8.00%	9.74%	9.94%
380	Graham County	5.32%	2.73%	5.94%	10.91%	13.27%	7.63%
390	Granville County	12.05%	14.05%	18.91%	15.34%	13.48%	14.77%
400	Greene County	13.30%	16.10%	17.35%	14.34%	14.80%	15.18%
410	Guilford County	9.95%	11.49%	11.81%	13.60%	13.33%	12.04%
420	Halifax County	12.81%	15.94%	14.52%	17.60%	17.75%	15.72%
421	Roanoke Rapids City	8.87%	8.04%	8.78%	5.08%	13.27%	8.81%
422	Weldon City	18.28%	15.79%	25.56%	18.48%	17.72%	19.17%
430	Harnett County	18.34%	19.52%	28.51%	14.58%	11.87%	18.56%
440	Haywood County	11.00%	8.92%	11.76%	10.39%	10.78%	10.57%
450	Henderson County	6.32%	6.73%	9.00%	10.39%	11.23%	8.73%
460	Hertford County	18.75%	17.49%	16.54%	15.41%	15.38%	16.71%
470	Hoke County	27.59%	21.84%	21.33%	21.60%	19.60%	22.39%
480	Hyde County	14.47%	12.50%	24.40%	16.00%	9.76%	15.43%
490	Iredell-Statesville	11.50%	9.17%	9.18%	9.68%	10.32%	9.97%
491	Mooresville City	9.38%	9.03%	13.74%	10.85%	10.89%	10.78%
500	Jackson County	15.69%	12.36%	18.46%	14.59%	22.09%	16.64%
510	Johnston County	15.81%	13.14%	14.42%	16.65%	15.23%	15.05%
520	Jones County	10.00%	12.98%	21.58%	11.43%	13.56%	13.91%
530	Lee County	17.12%	14.47%	15.03%	17.99%	15.93%	16.11%
540	Lenoir County	20.13%	13.59%	16.58%	18.33%	17.97%	17.32%
550	Lincoln County	11.01%	10.60%	10.68%	10.46%	9.33%	10.42%
560	Macon County	8.31%	7.39%	9.66%	7.29%	7.65%	8.06%
570	Madison County	12.96%	9.95%	6.25%	9.91%	9.91%	9.80%
580	Martin County	13.03%	12.00%	14.36%	13.17%	15.74%	13.66%
590	McDowell County	8.39%	6.81%	13.70%	9.49%	6.00%	8.88%
600	Mecklenburg County	16.73%	15.95%	15.51%	15.07%	15.82%	15.82%
610	Mitchell County	9.20%	6.75%	6.01%	2.21%	8.20%	6.47%
620	Montgomery County	18.05%	14.17%	6.35%	9.39%	11.33%	11.86%
630	Moore County	10.53%	15.35%	16.60%	8.36%	11.40%	12.45%
640	Nash-Rocky Mount	20.34%	11.05%	12.81%	10.96%	13.42%	13.72%
650	New Hanover County	11.50%	15.22%	14.41%	14.25%	14.10%	13.90%
660	Northampton County	16.78%	17.98%	15.41%	12.71%	8.23%	14.22%
670	Onslow County	13.29%	12.40%	13.39%	15.25%	14.32%	13.73%
680	Orange County	13.55%	14.35%	17.12%	15.36%	16.81%	15.44%
681	Chapel Hill-Carrboro	16.43%	15.40%	14.09%	9.55%	8.53%	12.80%
690	Pamlico County	11.46%	11.46%	15.63%	23.68%	13.04%	15.05%
700	Pasquotank County	18.57%	21.40%	24.12%	18.53%	11.35%	18.79%
710	Pender County	10.65%	18.81%	20.34%	13.49%	11.03%	14.86%
720	Perquimans County	8.28%	6.90%	11.33%	15.17%	19.31%	12.20%

LEA Code	System Name	Turnover 2002-03	Turnover 2003-04	Turnover 2004-05 (inc. VIF)	Turnover 2005-06 (inc. VIF)	Turnover 2006-07 (inc. VIF)	5 - Year Average
730	Person County	12.97%	13.89%	13.06%	14.37%	13.08%	13.47%
740	Pitt County	8.54%	8.20%	10.68%	12.43%	10.18%	10.01%
750	Polk County	11.35%	9.73%	8.56%	9.84%	11.00%	10.10%
760	Randolph County	13.58%	12.30%	13.33%	11.73%	11.55%	12.50%
761	Asheboro City	12.78%	13.00%	10.18%	16.29%	12.98%	13.05%
770	Richmond County	10.44%	4.76%	7.55%	8.23%	9.38%	8.07%
780	Robeson County	13.97%	12.23%	10.26%	12.92%	10.58%	11.99%
790	Rockingham County	11.57%	15.47%	12.55%	10.56%	10.45%	12.12%
800	Rowan-Salisbury	12.81%	13.09%	10.90%	12.05%	11.53%	12.08%
810	Rutherford County	8.56%	6.25%	7.11%	10.82%	9.56%	8.46%
820	Sampson County	13.04%	10.87%	15.69%	12.32%	12.33%	12.85%
821	Clinton City	10.95%	14.72%	9.77%	15.17%	12.83%	12.69%
830	Scotland County	10.13%	11.60%	9.58%	9.12%	16.07%	11.30%
840	Stanly County	9.86%	10.30%	12.07%	10.15%	7.35%	9.95%
850	Stokes County	9.69%	17.43%	12.43%	15.14%	10.78%	13.09%
860	Surry County	14.83%	9.52%	10.82%	9.86%	8.69%	10.74%
861	Elkin City	10.23%	9.78%	19.78%	13.27%	8.33%	12.28%
862	Mount Airy City	11.02%	19.18%	9.80%	12.32%	10.95%	12.65%
870	Swain County	8.12%	10.20%	10.39%	11.39%	15.10%	11.04%
880	Transylvania County	12.64%	5.99%	13.43%	9.45%	12.73%	10.85%
890	Tyrrell County	24.56%	15.00%	27.12%	20.34%	22.81%	21.97%
900	Union County	10.08%	11.62%	10.38%	11.21%	10.86%	10.83%
910	Vance County	21.04%	21.17%	18.09%	23.49%	26.23%	22.00%
920	Wake County	10.22%	11.30%	10.24%	9.36%	10.03%	10.23%
930	Warren County	17.21%	17.51%	18.67%	18.23%	15.12%	17.35%
940	Washington County	11.64%	10.70%	12.92%	14.21%	11.56%	12.21%
950	Watauga County	9.15%	12.50%	11.93%	11.94%	10.00%	11.10%
960	Wayne County	3.57%	12.88%	16.80%	10.95%	10.94%	11.03%
970	Wilkes County	12.95%	13.00%	10.53%	12.52%	11.37%	12.07%
980	Wilson County	13.57%	9.17%	15.05%	11.10%	16.80%	13.14%
990	Yadkin County	11.73%	11.38%	8.89%	10.11%	7.83%	9.99%
995	Yancey County	6.12%	8.65%	9.76%	12.63%	6.48%	8.73%
<b>Aggregated State-Wide System Level Turnover</b>		<b>12.44%</b>	<b>12.37%</b>	<b>12.95%</b>	<b>12.58%</b>	<b>12.31%</b>	<b>12.53%</b>

**2002-07 Five Year Average System Level Teacher Turnover  
(in descending order)**

<b>LEA Code</b>	<b>System Name</b>	<b>5 - Year Average</b>
470	Hoke County	22.39%
910	Vance County	22.00%
890	Tyrrell County	21.97%
330	Edgecombe County	21.62%
292	Thomasville City	20.45%
422	Weldon City	19.17%
700	Pasquotank County	18.79%
350	Franklin County	18.75%
80	Bertie County	18.70%
430	Harnett County	18.56%
291	Lexington City	18.21%
320	Durham County	17.86%
930	Warren County	17.35%
540	Lenoir County	17.32%
10	Alamance-Burlington	16.96%
460	Hertford County	16.71%
500	Jackson County	16.64%
530	Lee County	16.11%
600	Mecklenburg County	15.82%
420	Halifax County	15.72%
680	Orange County	15.44%
480	Hyde County	15.43%
210	Edenton-Chowan	15.18%
400	Greene County	15.18%
690	Pamlico County	15.05%
510	Johnston County	15.05%
310	Duplin County	15.00%
40	Anson County	14.87%
710	Pender County	14.86%
182	Newton-Conover City	14.79%
390	Granville County	14.77%
660	Northampton County	14.22%
190	Chatham County	14.13%
520	Jones County	13.91%
650	New Hanover County	13.90%
670	Onslow County	13.73%
640	Nash-Rocky Mount	13.72%
181	Hickory City	13.67%
580	Martin County	13.66%
300	Davie County	13.64%
730	Person County	13.47%

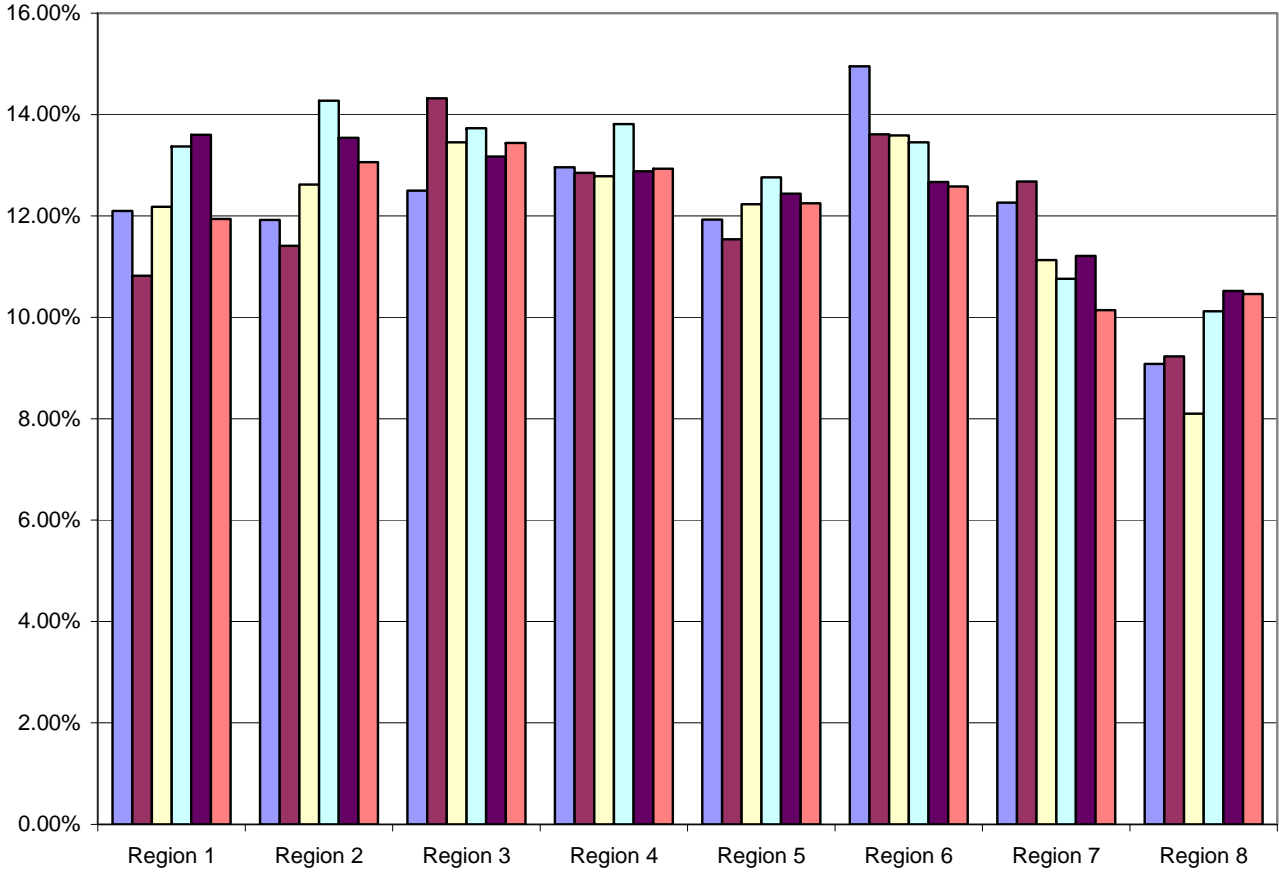
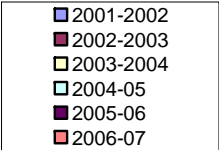
<b>LEA Code</b>	<b>System Name</b>	<b>5 - Year Average</b>
111	Asheville City	13.46%
980	Wilson County	13.14%
850	Stokes County	13.09%
761	Asheboro City	13.05%
820	Sampson County	12.85%
681	Chapel Hill-Carrboro	12.80%
821	Clinton City	12.69%
862	Mount Airy City	12.65%
760	Randolph County	12.50%
630	Moore County	12.45%
90	Bladen County	12.33%
861	Elkin City	12.28%
132	Kannapolis City	12.21%
70	Beaufort County	12.21%
940	Washington County	12.21%
720	Perquimans County	12.20%
790	Rockingham County	12.12%
260	Cumberland County	12.11%
800	Rowan-Salisbury	12.08%
970	Wilkes County	12.07%
410	Guilford County	12.04%
780	Robeson County	11.99%
100	Brunswick County	11.98%
170	Caswell County	11.97%
120	Burke County	11.91%
620	Montgomery County	11.86%
241	Whiteville City	11.56%
130	Cabarrus County	11.46%
830	Scotland County	11.30%
180	Catawba County	11.27%
950	Watauga County	11.10%
870	Swain County	11.04%
960	Wayne County	11.03%
880	Transylvania County	10.85%
280	Dare County	10.83%
900	Union County	10.83%
491	Mooresville City	10.78%
860	Surry County	10.74%
360	Gaston County	10.72%
440	Haywood County	10.57%
250	Craven County	10.48%
240	Columbus County	10.46%
550	Lincoln County	10.42%
920	Wake County	10.23%

<b>LEA Code</b>	<b>System Name</b>	<b>5 - Year Average</b>
230	Cleveland County	10.13%
750	Polk County	10.10%
740	Pitt County	10.01%
290	Davidson County	9.99%
990	Yadkin County	9.99%
490	Iredell-Statesville	9.97%
110	Buncombe County	9.95%
840	Stanly County	9.95%
370	Gates County	9.94%
570	Madison County	9.80%
140	Caldwell County	9.78%
60	Avery County	9.64%
30	Alleghany County	9.52%
340	Forsyth County	9.39%
20	Alexander County	9.34%
160	Carteret County	9.07%
590	McDowell County	8.88%
421	Roanoke Rapids City	8.81%
450	Henderson County	8.73%
995	Yancey County	8.73%
810	Rutherford County	8.46%
770	Richmond County	8.07%
560	Macon County	8.06%
50	Ashe County	7.95%
380	Graham County	7.63%
270	Currituck County	7.36%
200	Cherokee County	7.34%
150	Camden County	6.56%
610	Mitchell County	6.47%
220	Clay County	5.88%

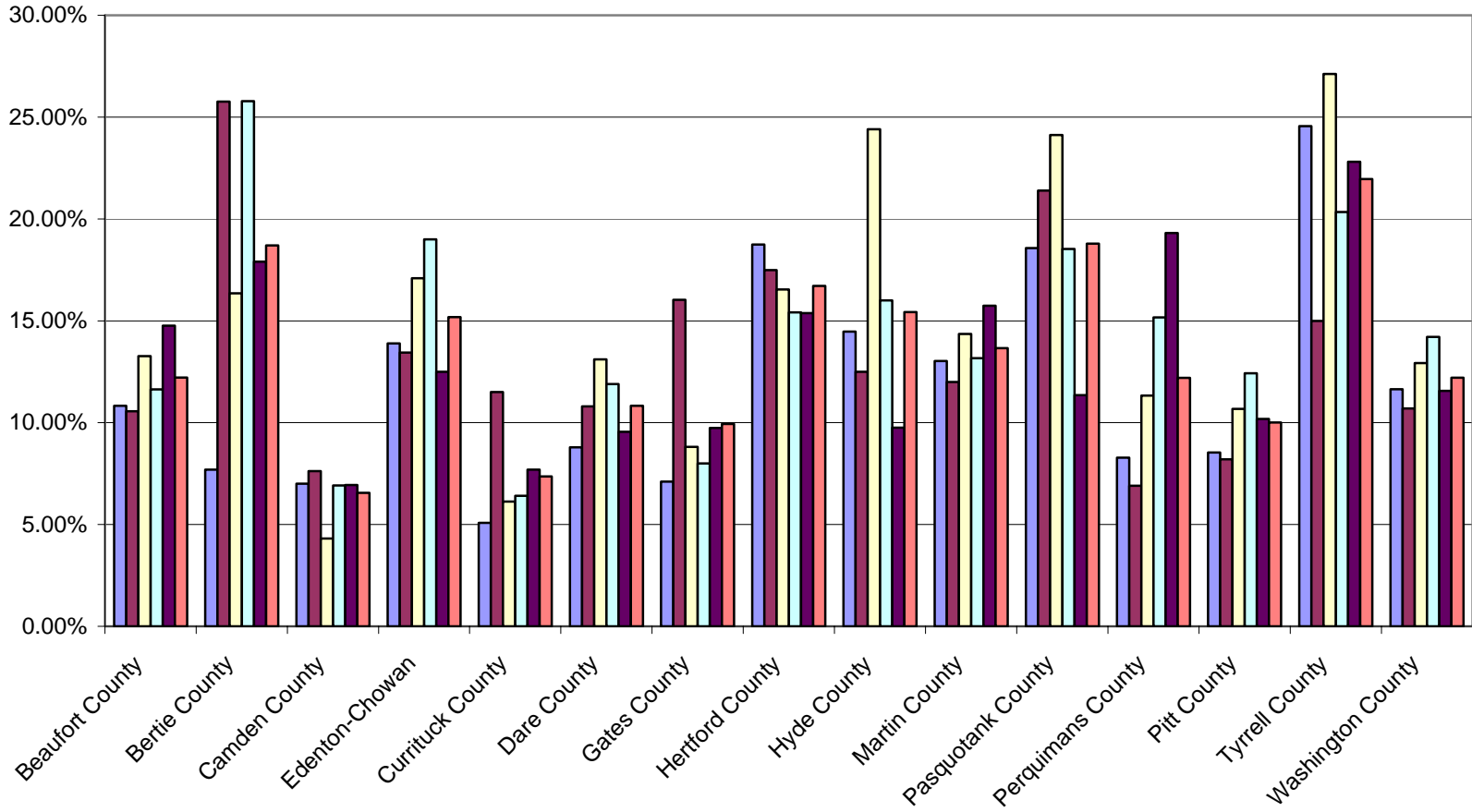
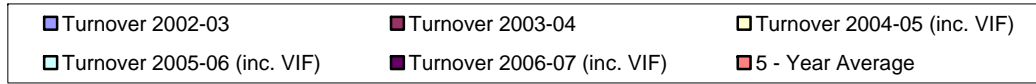
### System Level Turnover Aggregated by Region

	<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>
Region 1	12.10%	10.82%	12.18%	13.37%	13.60%	11.94%
Region 2	11.92%	11.41%	12.62%	14.27%	13.54%	13.06%
Region 3	12.50%	14.32%	13.45%	13.73%	13.17%	13.44%
Region 4	12.96%	12.85%	12.78%	13.81%	12.88%	12.93%
Region 5	11.93%	11.54%	12.23%	12.76%	12.44%	12.25%
Region 6	14.95%	13.61%	13.59%	13.45%	12.67%	12.58%
Region 7	12.26%	12.68%	11.13%	10.76%	11.21%	10.14%
Region 8	9.08%	9.23%	8.10%	10.12%	10.52%	10.46%

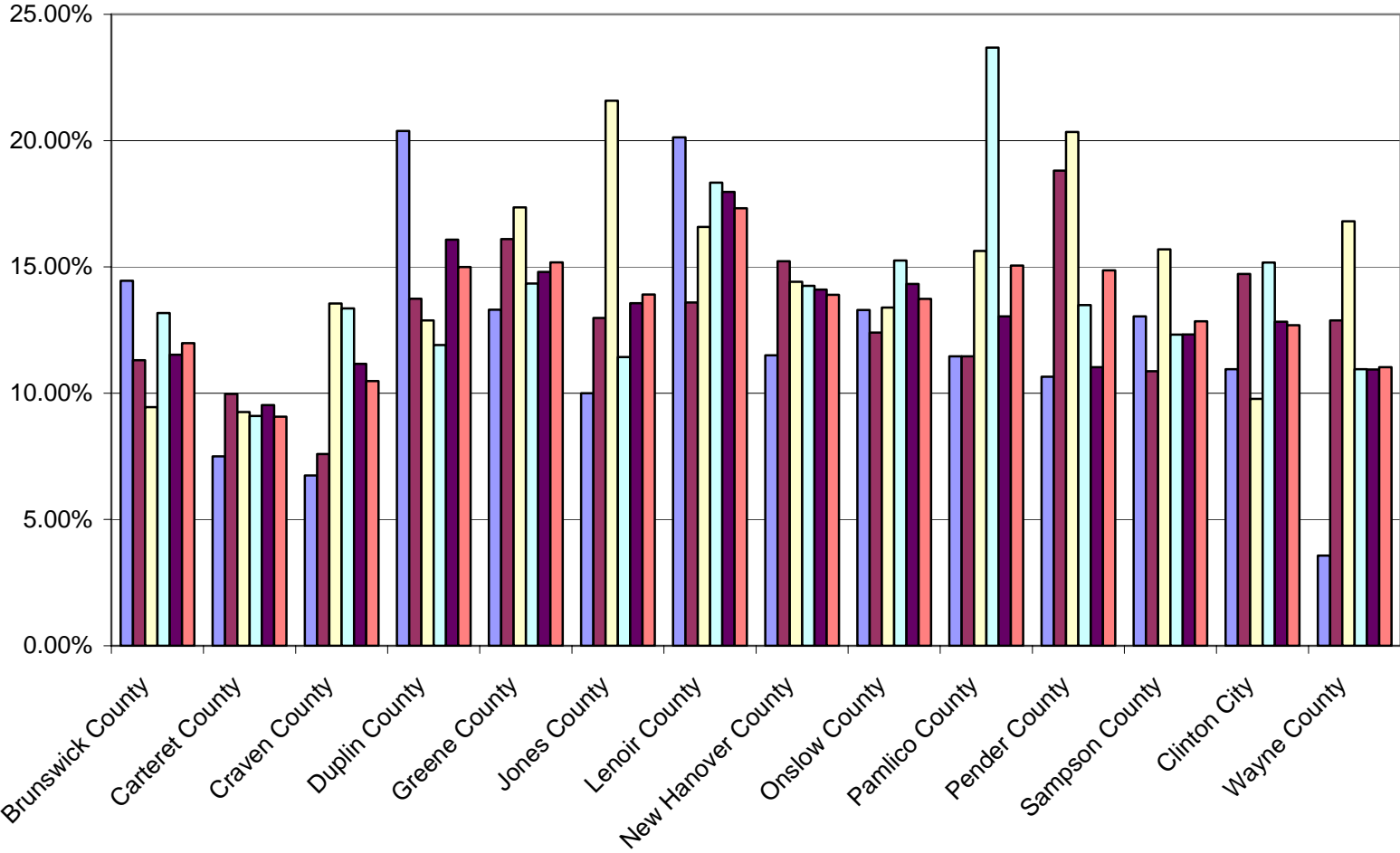
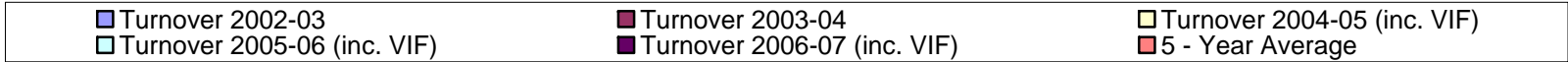
### System-Level Turnover Aggregated by Region



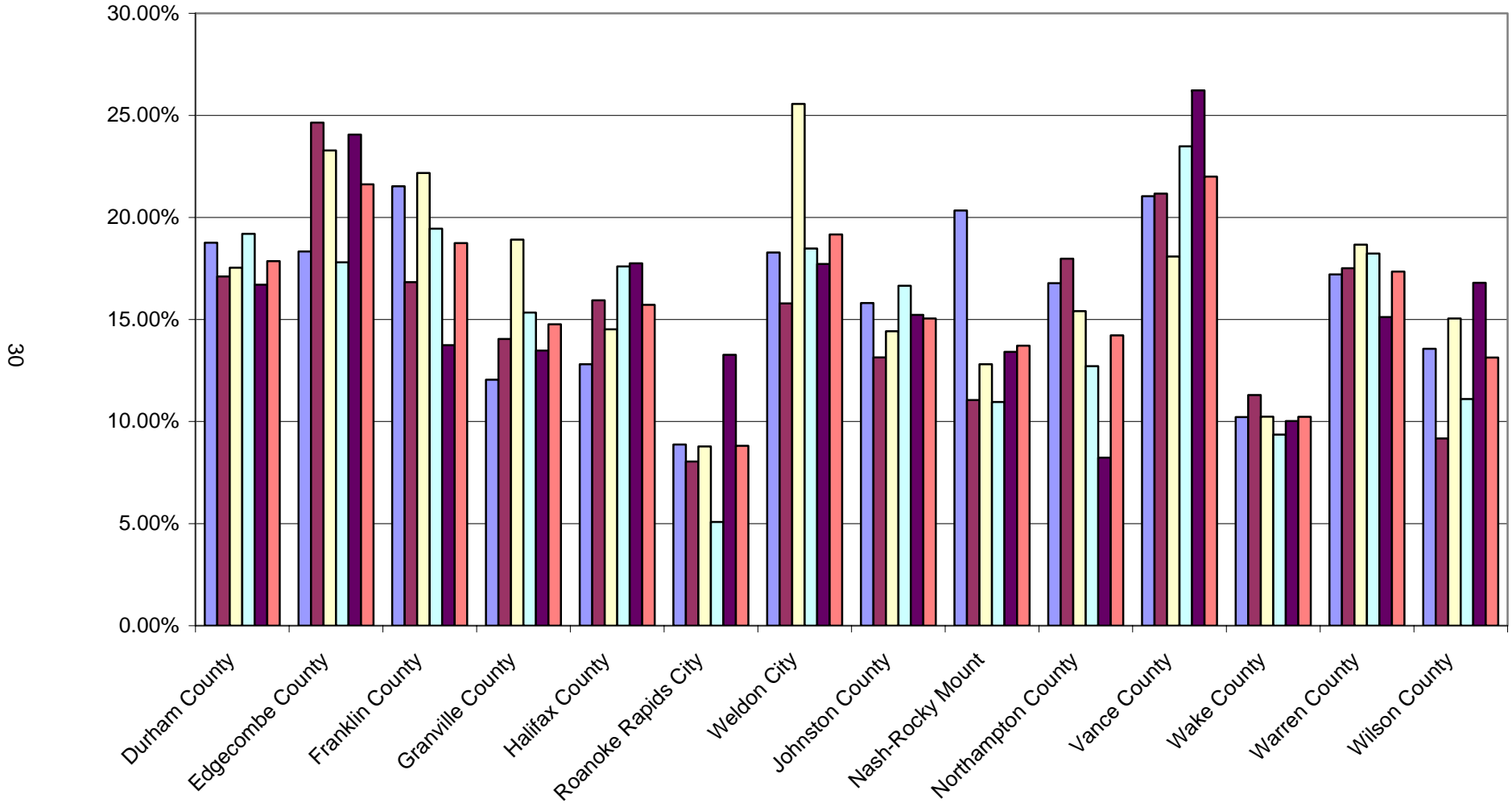
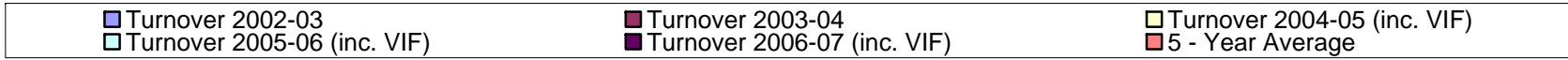
### Region I System-Level Turnover (2002-2007)



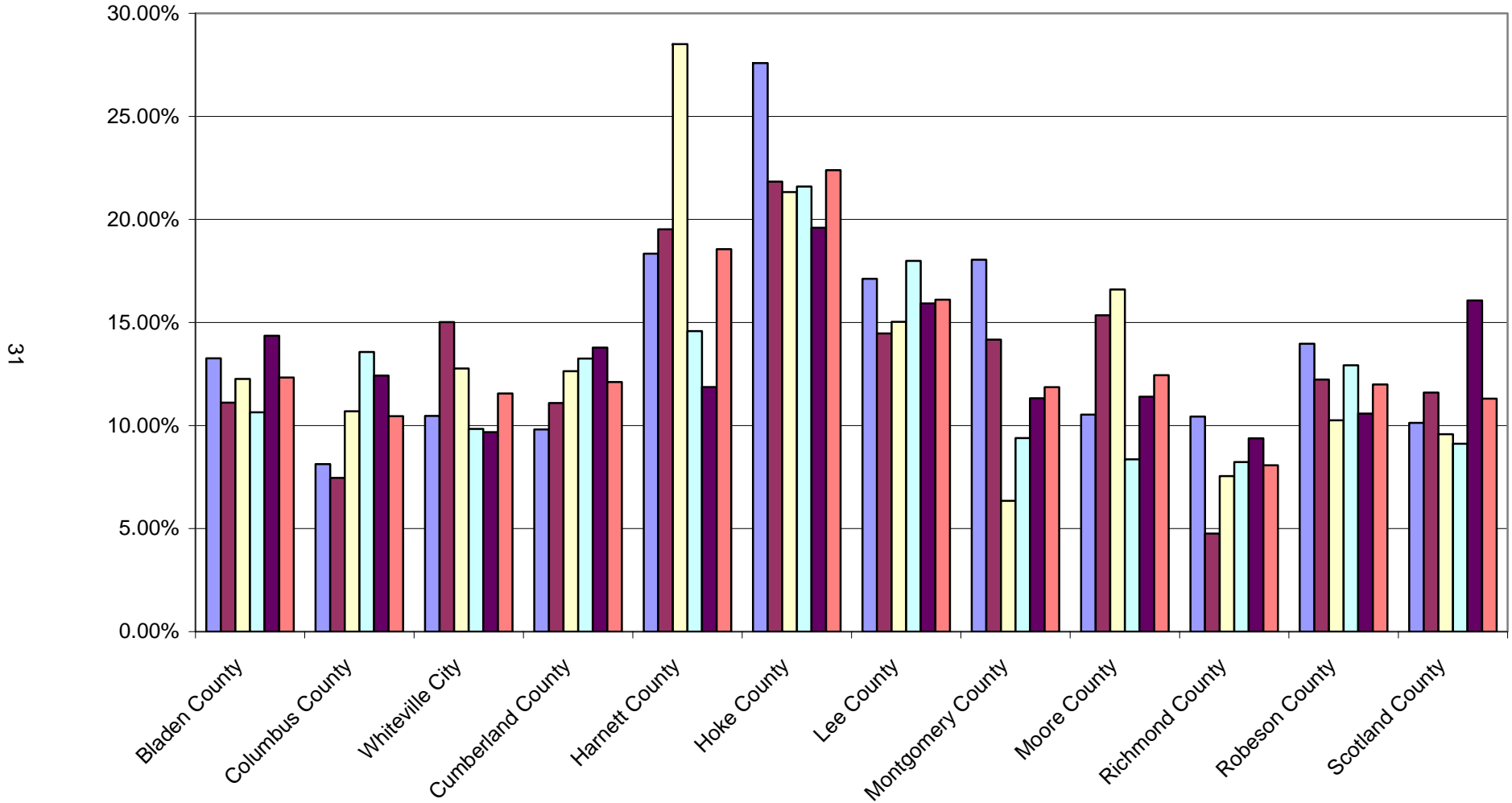
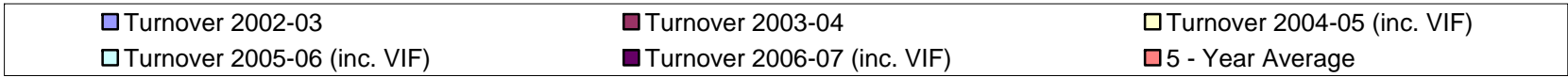
### Region II System-Level Turnover (2002-2007)



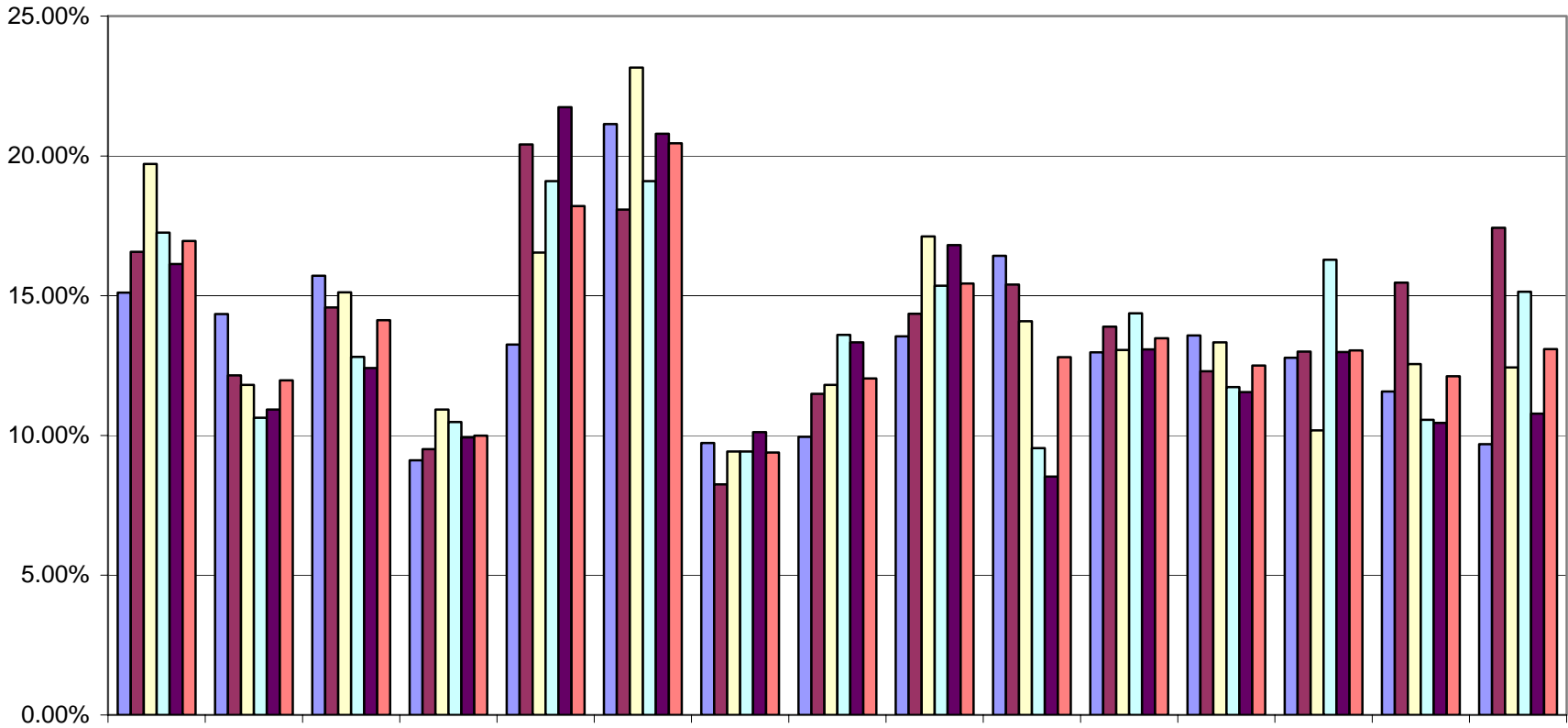
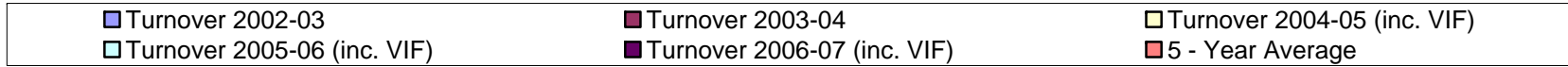
### Region III System-Level Turnover (2002-2007)



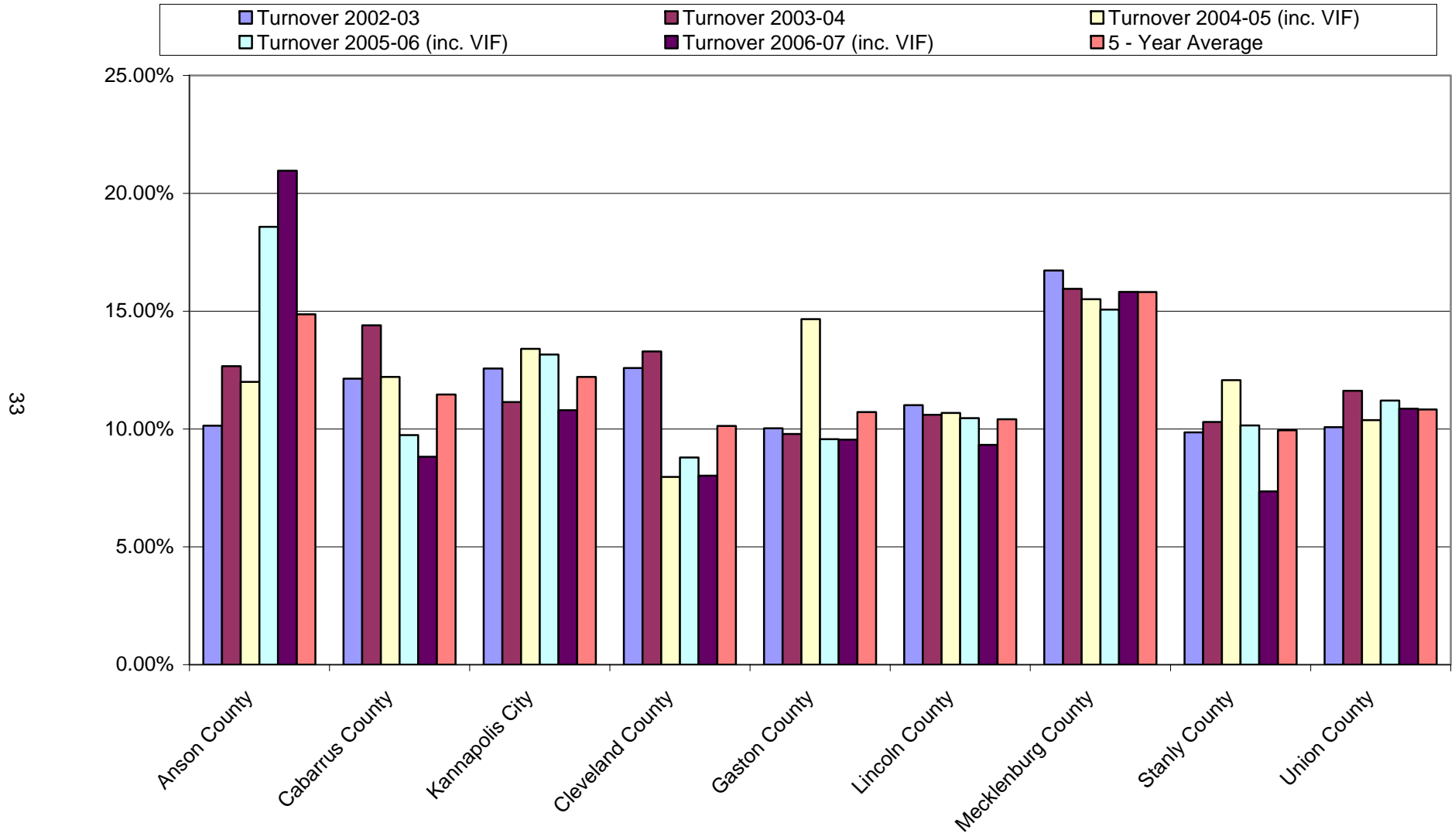
### Region IV System-Level Turnover (2002-2007)



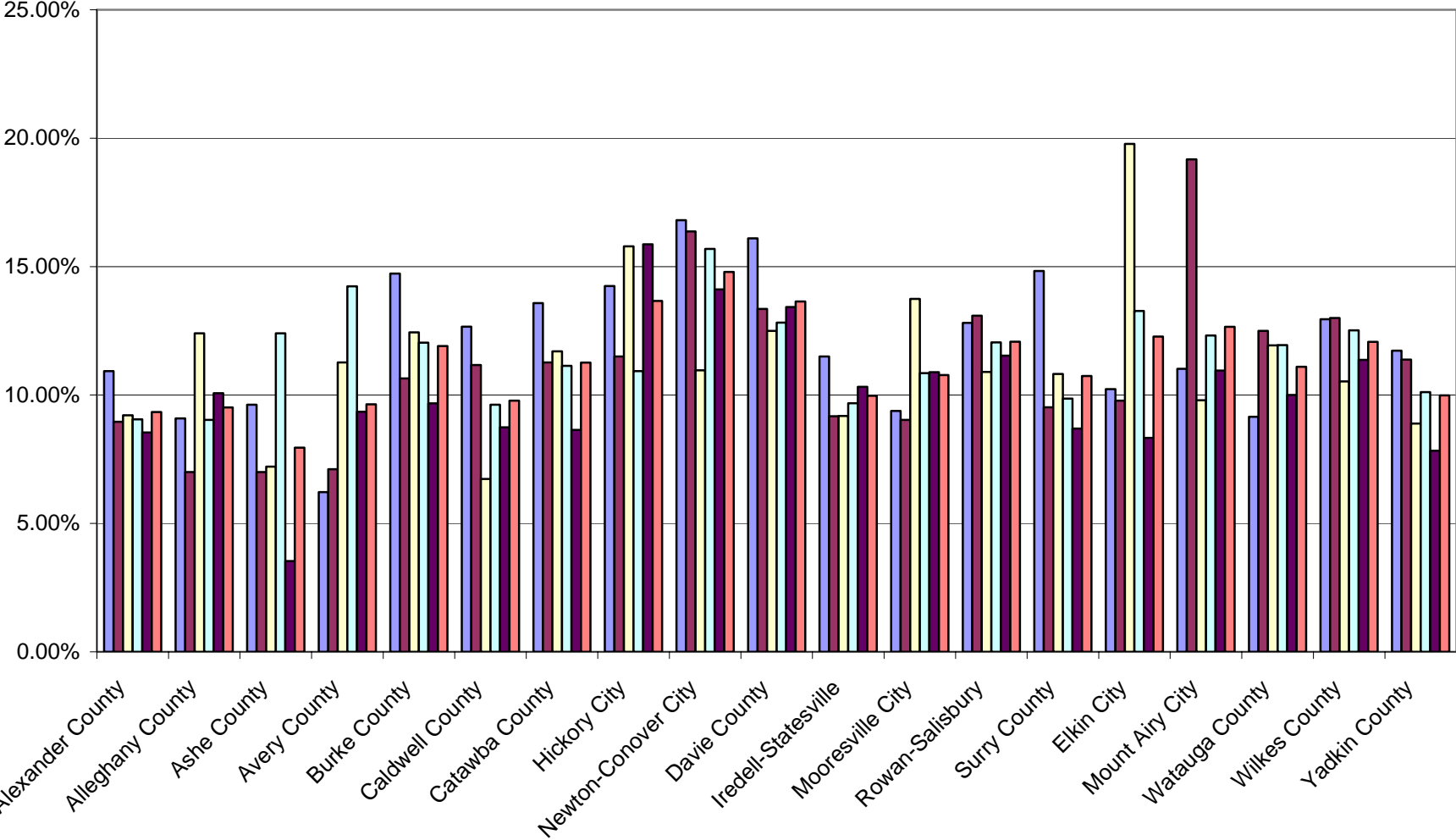
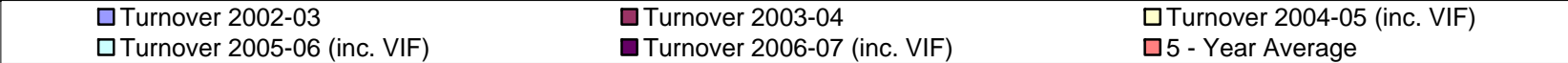
### Region V System-Level Turnover (2002-2007)



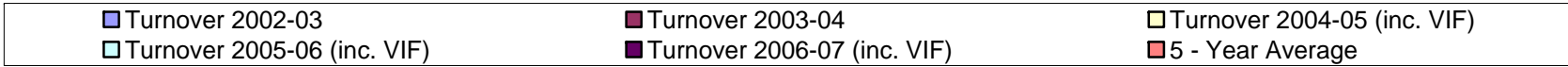
### Region VI System-Level Turnover (2002-2007)



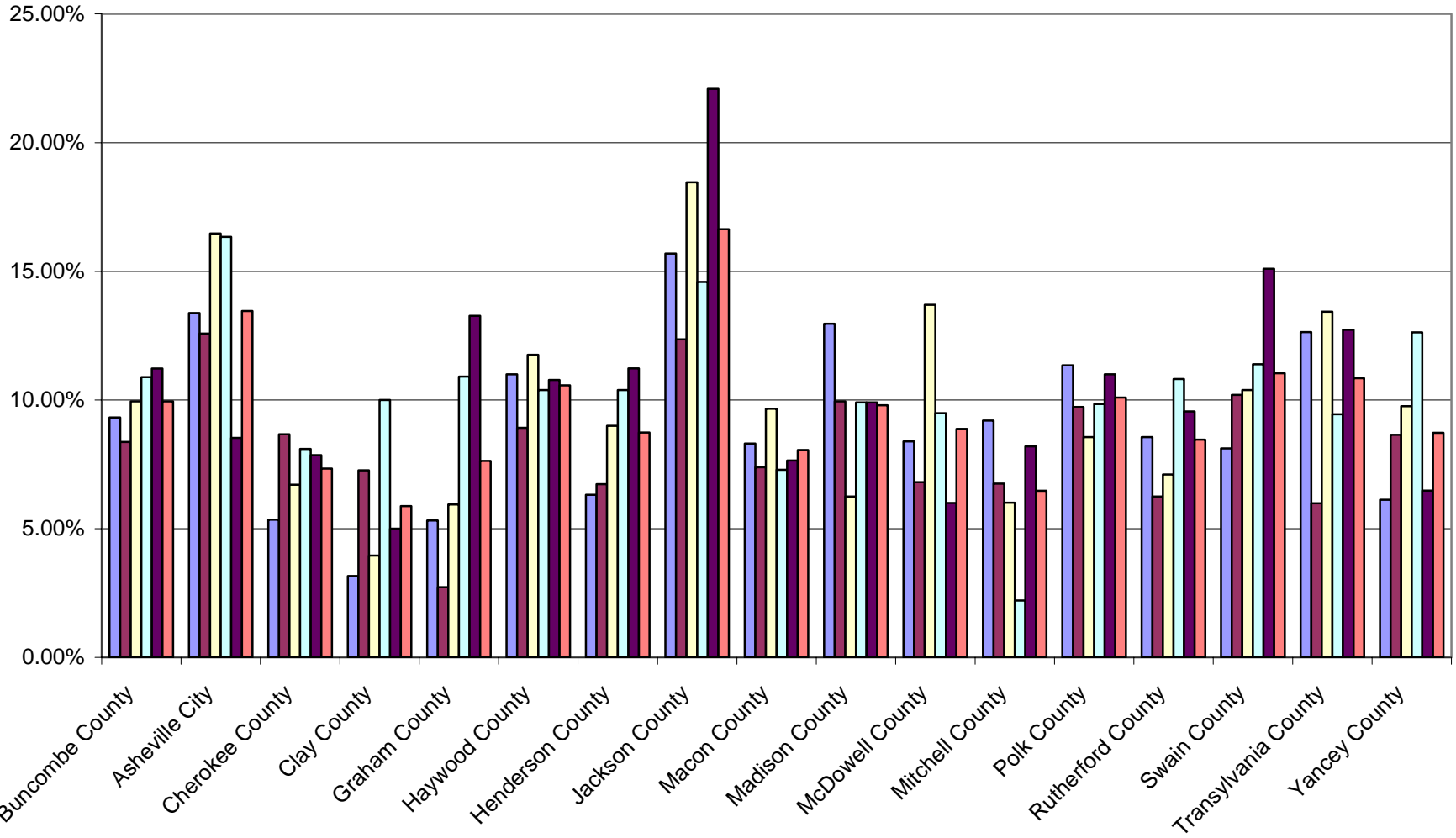
### Region VII System-Level Turnover (2002-2007)



### Region VIII System-Level Turnover (2002-2007)



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**Appendix D**  
**Reasons Teachers Leave the Profession**

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**Reasons Teachers Leave the Profession  
2002-2007**  
(in descending rank order)

<b>RANK</b>	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>
1	To teach elsewhere	To teach elsewhere	To teach elsewhere	To teach elsewhere	To teach elsewhere
2	Retired	Retired	Retired	Retired	Retired
3	Family Relocation	Family Relocation	Family Relocation	Family Relocation	Family Relocation
4	Other/Unknown Reasons	Other/Unknown Reasons	Other/Unknown Reasons	Other/Unknown Reasons	Other/Unknown Reasons
5	Family Responsibilities/ childcare	Family Responsibilities/ childcare	Family responsibilities/childcare	Family responsibilities/childcare	Family responsibilities/childcare
6	Dissatisfied with teaching/career change	Dissatisfied with teaching/career change	Re-employed retired teacher resigned	Career Change	Career Change
7	Didn't obtain/maintain license	End of Contract	Career Change	Re-employed retired teacher resigned	Interim contract ended-not rehired
8	Re-employed retired teacher resigned	Re-employed retired teacher resigned	Dissatisfied with teaching	To continue education/ sabbatical	Re-employed retired teacher resigned
9	Non-Renewal (Probationary contract ended)	To continue education/sabbatical	End of Contract	Didn't obtain/maintain license	To continue education/sabbatical
10	End of Contract	Didn't obtain/maintain license	To continue education/ sabbatical	Interim contract ended-not rehired	Health/Disability
11	Health/Disability	Non-Renewal (Probationary Contract ended)	Didn't obtain/maintain license	Dissatisfied with teaching	Dissatisfied with teaching
12	Employed, but in a non- teaching position	Health/Disability	Health/Disability	Health/Disability	End of VIF term
13	Resigned in lieu of dismissal	Moved to non-teaching position in education	Non-Renewal (Probationary Contract ended)	Resigned in lieu of dismissal	Didn't obtain/maintain license
14	Moved to non-teaching position in Education	Resigned in lieu of dismissal	Resigned in lieu of dismissal	End of VIF term	Resigned in lieu of dismissal
15	Deceased	Deceased	End of VIF term	Non-Renewal (Probationary Contract ended)	Non-Renewal (Probationary Contract ended)

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**Appendix E**

**Analysis of Reasons Teachers Leave the Profession**

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**Analysis of Reasons Teachers Leave the Profession  
2006-07**

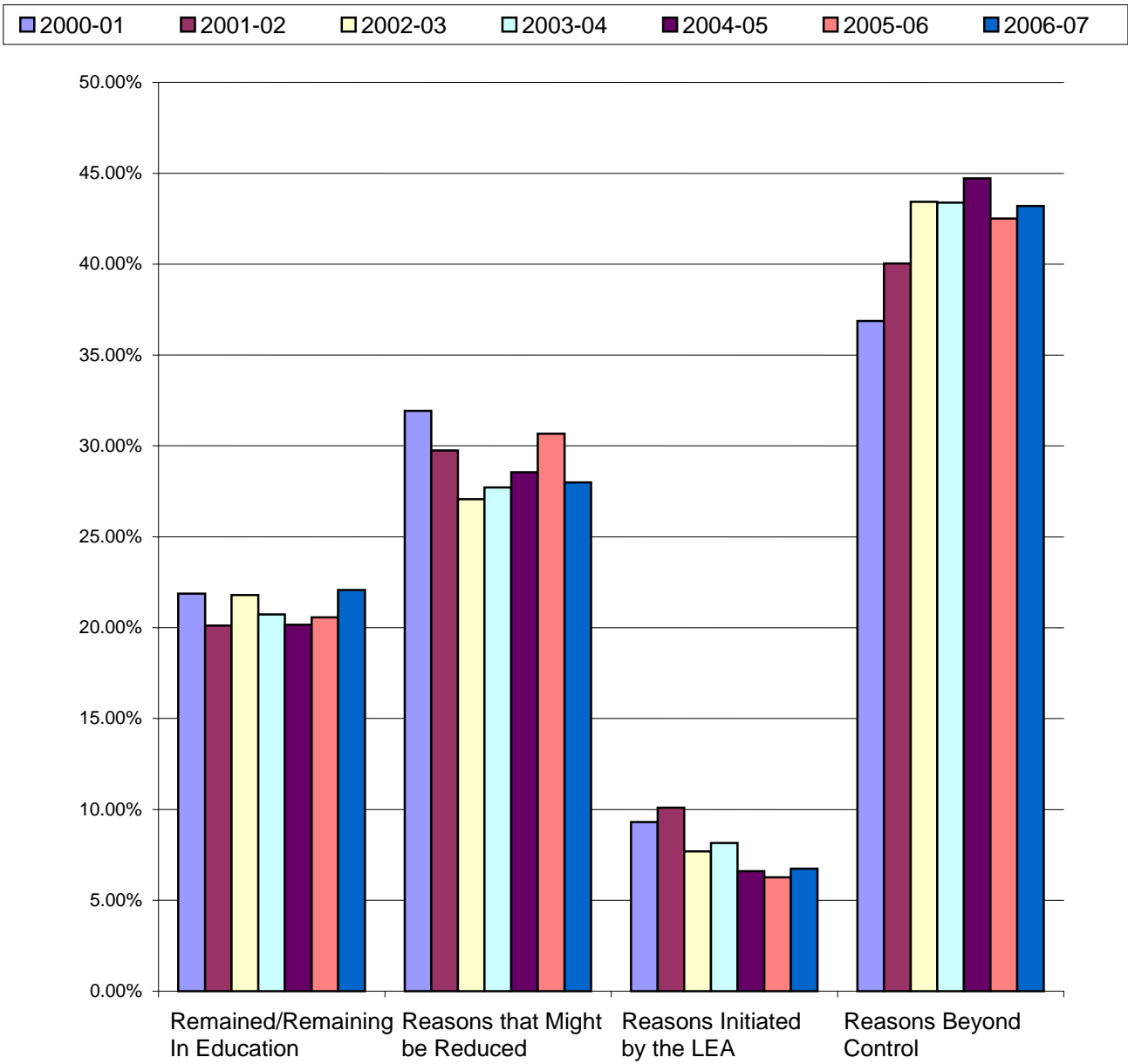
<b>Remained/ Remaining in Education</b>	2819.5 22.07%	<b>Reasons that Might be Reduced</b>	3576.5 28.00%	<b>Reasons Initiated by LEA</b>	861.5 6.74%	<b>Reasons Beyond Control</b>	5518.5 43.19%
Resigned to teach in another NC LEA	2201.5	Retired with reduced benefits	304	Non-Renewal (Probationary contract ended)	127	Reduction in Force	34
Resigned to teach in a NC Charter School	58	Resigned to teach in a NC non-public/private school	95	Interim contract ended—not rehired	469.5	Retired with full benefits	1802
Moved to a non-teaching position in education	226	Resigned to teach in another state	481.5	Resigned—In lieu of dismissal	206	Re-employed retired teacher resigned	426
Resigned—To continue education/sabbatical	334	Resigned - - Dissatisfied with teaching	286	Dismissed	59	Resigned - - Family responsibility/child care	855.5
		Resigned - - Career Change	554			Resigned - - Family Relocation	1705
		Did not obtain or maintain license	208			Resigned - - Because of health/disability	290
		Resigned other reasons	1020			Resigned - - Moved due to Military Orders	72
		Resigned unknown reasons	628			Deceased	67
						End of VIF Term	211
						End of TFA Term	56

### Breakdown of Reasons Teachers Leave the Profession - by Category

<b>Remained/Remaining in Education</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	<b>06-07</b>
Resigned to teach in another NC LEA	1456	1701	1730	1921	1978	2201.5
Resigned to teach in a NC Charter School	36	29	42	35	32	58
Moved to a non-teaching position in education	509	396	255	198	241	226
Resigned to continue education/sabbatical	320	387	337	346	367	334
<b>Reasons that Might be Reduced</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	<b>06-07</b>
Retired with reduced benefits	174	185	213	217	251	304
Resigned to teach in a NC non-public/private school	65	83	66	73	104	95
Resigned to teach in another state	395	336	335	471	560	481.5
Dissatisfied with teaching <b>or</b> career change	644	600	651.5	929	1108	840
Did not obtain or maintain license	589	487	283	322	347	208
Resigned for other reasons	1009	901	997	920	927	1020
Resigned for unknown reasons	555	529	614	603	607	628
<b>Reasons Initiated by LEA</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	<b>06-07</b>
Non-renewal (probationary contract ended)	378	361	277	201	173	127
Interim contract ended--not rehired	590	312	472	391	346	469.5
Resigned in lieu of dismissal	162	180	149	189	243	206
Dismissed	34	36	32	37	35	59

<b>Reasons Beyond Control</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	<b>06-07</b>
Reduction in Force	23	32	24	19	7	34
Retired with full benefits	1917	1807	1670	1815	1728	1802
Re-employed retired teacher resigned	NR	442	438.5	567	377	426
Resigned due to family responsibilities/ childcare	667	740	777.3	818	879	855.5
Resigned due to family relocation	1671	1644	1687.5	1794	1833	1705
Resigned due to health/disability	278	286	275	282	295	290
Resigned due movement required by Military Orders						72
Deceased	61	57	73	66	69	67
End of VIF Term				184	223	211
End of TFA Term						56

### Categories of Reasons Teachers Leave the Profession 2000 - 2007



**Numbers of Teachers Leaving  
Category Analysis (2006-07)**

LEA CODE	LEA	Total Teachers	Teachers Leaving (Including VIF)	Remained Remaining in Education	%	Turnover beyond control	%	Turnover that might be reduced	%	Turnover Initiated by the LEA	%
10	Alamance-Burlington	1,692	273	72	26.37	98	35.90	96	35.16	7	2.56
20	Alexander	398	34	12	35.29	16	47.06	6	17.65	0	0.00
30	Alleghany	149	15	11	73.33	0	0.00	4	26.67	0	0.00
40	Anson	334	70	31	44.29	21	30.00	17	24.29	1	1.43
50	Ashe	255	9	3	33.33	4	44.44	2	22.22	0	0.00
761	Asheboro City	362	47	22	46.81	14	29.79	11	23.40	0	0.00
111	Asheville City	387	33	7.5	22.72	13.5	40.90	9.5	28.78	2.5	7.57
60	Avery	214	20	4	20.00	10	50.00	4	20.00	2	10.00
70	Beaufort	576	85	20	23.52	47	55.29	7	8.24	11	12.94
80	Bertie	229	41	11	26.83	9	21.95	13	31.71	8	7.27
90	Bladen	397	57	20	35.09	31	54.39	5	8.77	1	1.75
100	Brunswick	790	91	12	13.19	58	63.74	17	18.68	4	4.40
110	Buncombe	1,907	214	19	8.88	110	51.40	48	22.43	37	17.29
120	Burke	1,200	116	19	16.38	63	54.31	29	25.00	5	4.31
130	Cabarrus	1,859	164	35	21.34	78	47.56	38	23.17	13	7.93
140	Caldwell	847	74	15	20.27	37	50.00	11	14.86	11	14.86
150	Camden	144	10	4	40.00	3	30.00	2	20.00	1	10.00
160	Carteret	682	65	8	12.31	43	66.15	6	9.23	8	12.31
170	Caswell	247	27	5	18.52	12	44.44	6	22.22	4	14.81
180	Catawba	1,099	95	21	22.11	54	56.84	14	14.74	6	6.32
681	Chapel Hill-Carrboro	1,137	97	23	23.71	56	57.73	13	13.40	5	5.15
600	Charlotte-Mecklenburg	8,921	1,411	87	6.16	540	38.27	683	48.41	101	7.16
190	Chatham	588	73	16	21.92	34	46.58	21	28.77	2	2.74
200	Cherokee	318	25	2	8.00	18	72.00	5	20.00	0	0.00
220	Clay	100	5	3	60.00	0	0.00	2	40.00	0	0.00
230	Cleveland	1,321	106	28	26.42	52	49.06	20	18.87	6	5.66
821	Clinton City	226	29	15	51.72	8	27.59	4	13.79	2	6.90
240	Columbus	555	69	16	23.19	36	52.17	13	18.84	4	5.80
250	Craven	1,057	118	16	13.56	64	54.24	29	24.58	9	7.63
260	Cumberland	3,544	488	73	14.96	233	47.75	179	36.68	3	.61
270	Currituck	325	25	6	24.00	14	56.00	3	12.00	2	8.00
280	Dare	419	40	7	17.50	20	50.00	10	25.00	3	7.50
290	Davidson	1,349	134	45	33.58	50	37.31	31	23.13	8	5.97
300	Davie	469	63	21	33.33	26	41.27	6	9.52	10	15.87
310	Duplin	740	119	42	35.29	52	43.70	21	17.65	4	3.36
320	Durham	2,233	373	123	32.98	135	3.49	111	29.76	4	1.07
210	Edenton-Chowan	200	25	7	28.00	12	48.00	4	16.00	2	8.00
330	Edgecombe	586	141	36	2.13	49	34.75	25	17.73	31	21.99
861	Elkin	96	8	4	50.00	4	50.00	0	0.00	0	0.00
340	Forsyth-Winston Salem	3,931	398	60	15.08	198	49.75	129	32.41	11	2.76
350	Franklin	633	87	12	13.79	42	48.28	31	35.63	2	2.30
360	Gaston	2,292	219	22	10.05	124	56.62	59	26.94	14	6.39
370	Gates	154	15	2	13.33	8	53.33	4	26.67	1	6.67
380	Graham	105.5	14	1	7.14	9	64.29	4	28.57	0	0.00
390	Granville	586	79	24	30.38	22	27.85	26	32.91	7	8.86

LEA CODE	LEA	Total Teachers	Teachers Leaving (Including VIF)	Remained Remaining in Education	%	Turnover beyond control	%	Turnover that might be reduced	%	Turnover Initiated by the LEA	%
400	Greene	250	37	16	43.24	15	40.54	6	16.22	0	0.00
410	Guilford	5,538	738	181	24.53	251	34.01	212	28.73	94	12.74
420	Halifax	400	71	32	45.07	16	22.54	22	30.99	1	1.41
430	Harnett	1,306	155	38	24.52	65	41.94	52	33.55	0	0.00
440	Haywood	603	65	16	24.62	33	50.77	6	9.23	10	15.38
450	Henderson	965	109	20	18.35	45	41.28	40	36.70	4	3.67
460	Hertford	286	44	9	20.45	15	34.09	20	45.45	0	0.00
181	Hickory Public	315	50	21	42.00	19	38.00	7	14.00	3	6.00
470	Hoke	495	97	38	39.18	47	48.45	11	11.34	1	1.03
480	Hyde	82	8	5	62.50	2	25.00	0	0.00	1	12.50
490	Iredell-Statesville	1,580	163	22	13.50	78	47.85	63	38.65	0	0.00
500	Jackson	249	55	19	34.55	26	47.27	7	12.73	3	5.45
510	Johnston	2,114	322	79	24.53	139	43.17	79	24.53	25	7.76
520	Jones	118	16	1	6.25	10	62.50	4	25.00	1	6.25
132	Kannapolis	426	46	13	28.26	15	32.61	9	19.57	9	19.57
530	Lee	678	108	28	25.92	47	43.52	29	26.85	4	3.70
540	Lenoir	779	140	54	38.57	53	37.86	22	15.71	11	7.86
291	Lexington City	230	50	22	44.00	8	16.00	12	24.00	8	16.00
550	Lincoln	793	74	19	25.68	31	41.89	24	32.43	0	0.00
560	Macon	366	28	8	28.57	15	53.57	5	17.86	0	0.00
570	Madison	232	23	8	34.78	4	17.39	9	39.13	2	8.70
580	Martin	343	54	16	29.63	31	57.41	5	9.26	2	3.70
590	McDowell	480	29	18	62.07	9	31.03	0	0.00	2	6.90
610	Mitchell	183	15	3	20.00	11	73.33	0	0.00	1	6.67
620	Montgomery	362	41	14	34.15	19	46.34	1	2.43	7	17.07
630	Moore	886	101	11	10.89	53	52.48	31	30.69	6	5.94
491	Mooreville Graded	358	39	13	33.33	13	33.33	9	23.08	4	10.26
862	Mount Airy City	137	15	2	13.33	7	46.67	2	13.33	4	26.67
640	Nash-Rocky Mount	1,431	192	49	25.52	117	60.94	17	8.85	9	4.69
650	New Hanover	1,823	257	41	15.95	82	31.91	72	28.02	62	24.12
182	Newton Conover	241	34	15	44.12	11	32.35	4	11.76	4	11.76
660	Northampton	243	20	2	10.00	6	30.00	10	50.00	2	10.00
670	Onslow	1,613	231	45	19.48	145	62.77	34	14.72	7	3.03
680	Orange	589	99	36	36.36	36	36.36	15	15.15	12	12.12
690	Pamlico	138	18	6	33.33	11	61.11	0	0.00	1	5.56
700	Pasquotank-Elizabeth City	511	58	27	46.55	12	20.69	19	32.76	0	0.00
710	Pender	571	63	31	49.21	25	39.68	7	11.11	0	0.00
720	Perquimans	145	28	13	46.43	9	32.14	1	3.57	5	17.86
730	Person	497	65	33	50.77	19	29.23	13	20.00	0	0.00
740	Pitt	1,758	179	24	13.41	103	57.54	43	24.02	9	5.03
750	Polk	189	21	5	23.81	7	33.33	6	28.57	3	14.29
760	Randolph	1,238	143	39	27.27	73	51.05	29	20.28	2	1.40
770	Richmond	640	60	15	25.00	40	66.67	5	8.33	0	0.00
421	Roanoke Rapids City	211	28	4	14.29	21	75.00	3	10.71	0	0.00
780	Robeson	1,768	187	37	19.79	78	41.71	71	37.97	1	.53
790	Rockingham	1,100	115	32	27.83	55	47.83	19	16.52	9	7.83
800	Rowan-Salisbury	1,605	185	38	20.54	77	41.62	68	36.76	2	1.08

LEA CODE	LEA	Total Teachers	Teachers Leaving (Including VIF)	Remained Remaining in Education	%	Turnover beyond control	%	Turnover that might be reduced	%	Turnover Initiated by the LEA	%
810	Rutherford	701	67	27	40.30	29	43.28	5	7.46	6	8.96
820	Sampson	576	71	31	43.66	26	36.62	13	18.31	1	1.41
830	Scotland	560	90	21	23.33	24	26.67	42	46.67	3	3.33
840	Stanly	789	58	28	48.28	21	36.21	9	15.52	0	0.00
850	Stokes	566	61	24	39.34	20	32.79	16	26.23	1	1.64
860	Surry	679	59	15	25.42	33	55.93	10	16.95	1	1.69
870	Swain	179	27	10	37.04	6	22.22	9	33.33	2	7.41
292	Thomasville City	178	37	14	37.84	10	27.03	11	29.73	2	5.41
880	Transylvania	275	35	7	20.00	19	54.29	9	25.71	0	0.00
890	Tyrrell	57	13	1	7.69	8	61.54	2	15.38	2	15.38
900	Union	2,524	274	34	12.41	138	50.36	95	34.67	7	2.55
910	Vance	610	160	29	18.13	45	28.13	49	30.63	37	23.13
920	Wake	8,644	867	143	16.49	371	42.79	273	31.49	80	9.23
930	Warren	205	31	8	25.81	17	54.84	3	9.68	3	9.68
940	Washington	225	26	6	23.08	12	46.15	8	30.77	0	0.00
950	Watauga	410	41	16	39.02	18	43.90	7	17.07	0	0.00
960	Wayne	1,499	164	51	31.10	64	39.02	48	29.27	1	.61
422	Weldon City	79	14	4	28.57	4	28.57	5	35.71	1	7.14
241	Whiteville City	186	18	7	38.39	6	33.33	3	16.67	2	11.11
970	Wilkes	765	87	10	11.49	49	56.32	13	14.94	15	17.24
980	Wilson	905	152	59	38.82	46	30.26	34	22.37	13	8.55
990	Yadkin	434	34	12	35.29	15	44.12	7	20.59	0	0.00
995	Yancey	200.5	13	2	15.38	6	46.15	4	30.77	1	7.69
	<b>TOTALS</b>	<b>103,765</b>	<b>12776</b>	<b>2819.5</b>	<b>22.07</b>	<b>5518.5</b>	<b>43.19</b>	<b>3576.5</b>	<b>27.99</b>	<b>861.5</b>	<b>6.74</b>

**Comparison of**

**LEA Reported Teacher Turnover**

**School Report Card LEA Teacher Turnover**

**and**

**Teacher Working Conditions Survey Results**

**December 2007**

**Comparison of  
LEA Reported Teacher Turnover  
School Report Card LEA Teacher Turnover  
and  
Teacher Working Conditions Survey Results**

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The following pages provide comparisons of teacher turnover as reported by the LEAs, teacher turnover as calculated at the LEA level for the School Report Card (SRC), and responses to selected questions on the Teacher Working Conditions Survey (TWC).

On an annual basis, LEAs are asked to provide information on the reasons teachers leave. As part of this report, LEAs report the total number of teachers leaving. For the School Report Card, teacher turnover is calculated using the actual individuals coded as being paid as teachers in the Licensure/Salary database in March of one year (in this case, 2006) to the actual individuals coded as being paid as teachers in the Licensure/Salary database in March of the second year (in this case, 2007). The Teacher Working Conditions Survey results are from the Spring 2006 administration.

LEAs reported an average turnover rate of 12.3%. Based on the School Report Card data, the LEA turnover rate is 16.3%. Based on the School Report Card data, the state turnover rate (individuals employed as teachers in any LEA in March 2006 and in any LEA in March 2007) is 12.6%.

- Pages 4-7      Detail the teacher turnover reported by LEAs compared to the teacher turnover generated for the School Report Card.
- Pages 8-10     Compare the teacher turnover rankings of LEAs based on the turnover reported by the LEAs and the teacher turnover generated for the School Report Card. Note: The rank of 1 denotes the lowest turnover; the rank of 115 denotes the highest turnover. When the turnover percents were the same, each LEA received the lower ranking (e.g., if LEAs 7 and 8 had the same turnover percent, they both received the ranking of 7 and the next system received a ranking of 9).
- Pages 11-14    Provide a comparison of predicted turnover (based on the percent of teachers indicating they intended to stay in their positions on the TWC Survey) to LEA reported and SRC generated teacher turnover.
- Pages 15-18    Provide comparisons of teachers who left the NC Public Schools to the teachers who moved to another LEA within NC.

- Pages 19-21 Provide a comparison of teacher responses to selected items on the Teacher Working Conditions Survey by turnover quartiles. Quartile 1 represents the 25% of the LEAs with the lowest turnover based on the School Report Card turnover data; Quartile 4 represents the 25% of the LEAs with the highest turnover based on the School Report Card turnover data. In determining the percentages, the LEA was used as the unit of measure. (i.e., the percentages were not weighted by the number of teachers in the LEA responding).
- Pages 22-26 Graphically depict the responses to the selected TWC items by quartiles.
- Page 27 Details the LEAs in each of the quartiles.
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### **Analysis of the Teacher Working Conditions Survey Data**

Eric Hirsch, Director of Special Projects for The New Teacher Center at the University of California-Santa Cruz, has conducted extensive analyses of the NC Teacher Working Conditions Survey. He has provided the following summary based on his analyses.

The North Carolina Teacher Working Conditions Survey demonstrates what individuals familiar with the schools already know: teacher attrition is a serious problem facing many districts – and working conditions are a potentially powerful lever to help address the issue. Evidence throughout the survey indicates that teachers with positive perceptions about their working conditions are much more likely to stay at their current school than educators who are more negative about their conditions of work, particularly in the areas of leadership and empowerment.

Teachers who want to stay in their school are far more likely than those who want to move to believe that school leadership is working to improve conditions. While about two-thirds of teachers who want to stay believe that leadership is addressing empowerment (62.5 percent) and leadership issues (61.6 percent), less than one-quarter of those who want to keep teaching, but move to a new school believe the same statement to be true (23.0 percent and 22.9 percent respectively.)

This connection to school leadership—its presence in communicating vision and creating a positive and supportive atmosphere, as well as in addressing teacher concerns about climate—is critical. When asked to select which of the working conditions studied most influenced retention decisions, leadership was by far the most important. Almost double the proportion of North Carolina educators listed leadership (38 percent) as any other working condition. While time (18 percent), empowerment (21 percent), and facilities and resources (20 percent) were all indicated as important by about one-fifth of teachers, only five percent of North Carolina educators listed professional development as the most critical working condition influencing retention decisions.

Evidence was found to support this emphasis on leadership. While many specific working conditions were significantly correlated with teachers' future employment plans, leadership had the strongest correlations with whether or not teachers intended to stay in their current schools at all school levels. The correlations for both leadership and empowerment were strong and significant for elementary, middle and high schools.

The connections between actual school level turnover rate for 2005-2006 and working conditions appears to be weaker in the areas of time and professional development. Other turnover factors of note include:

- Leadership and empowerment had the greatest variation between low and high turnover schools at all levels. In particular, the creation of an atmosphere of trust and mutual respect was the question where the greatest differences on turnover were documented for elementary, middle and high schools.
- The top five questions with the greatest variation were consistent across levels and primarily in the area of leadership. Low turnover schools have educators who agree that leadership creates a trusting environment where teachers feel supported and protected from interruptions that interfere with teaching.
- There is some evidence that the School Improvement Team has an effect on teacher retention as there was significant variation at both the middle and high school levels between high and low turnover schools.

Ultimately, the many models and correlations paint a consistent picture. School leadership and empowerment are essential to retaining teachers. Effective leadership that provides sufficient planning time and empowers teachers in a trusting environment where they feel supportive is a key ingredient to lowering teacher turnover and creating climates where all students can succeed.

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Reported by LEAs (LEA)				School Report Card Turnover (SRC)			LEA - SRC	
LEA	Total Teachers	Teachers Leaving (Including VIF)	% Turnover	Total Teachers	Teachers Leaving	% Turnover	Difference in Total Teachers (LEA -SRC)	Difference in Teachers Leaving (LEA- SRC)
Alamance-Burlington	1,692	273	16.1%	1529	298	19.5%	163	-25
Alexander	398	34	8.5%	354	44	12.4%	44	-10
Alleghany	149	15	10.1%	133	16	12.0%	16	-1
Anson	334	70	21.0%	306	63	20.6%	28	7
Ashe	255	9	3.5%	248	23	9.3%	7	-14
Avery	214	20	9.3%	195	31	15.9%	19	-11
Beaufort	576	85	14.8%	537	82	15.3%	39	3
Bertie	229	41	17.9%	234	62	26.5%	-5	-21
Bladen	397	57	14.4%	389	57	14.7%	8	0
Brunswick	790	91	11.5%	753	130	17.3%	37	-39
Buncombe	1,907	214	11.2%	1684	228	13.5%	223	-14
Asheville City	387	33	8.5%	335	67	20.0%	52	-34
Burke	1,200	116	9.7%	1043	141	13.5%	157	-25
Cabarrus	1,859	164	8.8%	1566	212	13.5%	293	-48
Kannapolis	426	46	10.8%	348	55	15.8%	78	-9
Caldwell	847	74	8.7%	886	105	11.9%	-39	-31
Camden	144	10	6.9%	122	10	8.2%	22	0
Carteret	682	65	9.5%	658	80	12.2%	24	-15
Caswell	247	27	10.9%	235	33	14.0%	12	-6
Catawba	1,099	95	8.6%	1117	155	13.9%	-18	-60
Hickory Public	315	50	15.9%	312	54	17.3%	3	-4
Newton Conover	241	34	14.1%	217	40	18.4%	24	-6
Chatham	588	73	12.4%	522	101	19.3%	66	-28
Cherokee	318	25	7.9%	285	35	12.3%	33	-10
Edenton-Chowan	200	25	12.5%	179	35	19.6%	21	-10
Clay	100	5	5.0%	99	14	14.1%	1	-9
Cleveland	1,321	106	8.0%	1208	133	11.0%	113	-27
Columbus	555	69	12.4%	475	63	13.3%	80	6
Whiteville City	186	18	9.7%	193	21	10.9%	-7	-3

Reported by LEAs (LEA)				School Report Card Turnover (SRC)			LEA - SRC	
LEA	Total Teachers	Teachers Leaving (Including VIF)	% Turnover	Total Teachers	Teachers Leaving	% Turnover	Difference in Total Teachers (LEA -SRC)	Difference in Teachers Leaving (LEA- SRC)
Craven	1,057	118	11.2%	999	176	17.6%	58	-58
Cumberland	3,544	488	13.8%	3728	764	20.5%	-184	-276
Currituck	325	25	7.7%	275	34	12.4%	50	-9
Dare	419	40	9.5%	408	58	14.2%	11	-18
Davidson	1,349	134	9.9%	1238	147	11.9%	111	-13
Lexington City	230	50	21.7%	232	51	22.0%	-2	-1
Thomasville City	178	37	20.8%	195	47	24.1%	-17	-10
Davie	469	63	13.4%	429	62	14.5%	40	1
Duplin	740	119	16.1%	644	105	16.3%	96	14
Durham	2,233	373	16.7%	2296	497	21.6%	-63	-124
Edgecombe	586	141	24.1%	514	117	22.8%	72	24
Forsyth-Winston Salem	3,931	398	10.1%	3885	490	12.6%	46	-92
Franklin	633	87	13.7%	541	107	19.8%	92	-20
Gaston	2,292	219	9.6%	2057	315	15.3%	235	-96
Gates	154	15	9.7%	148	19	12.8%	6	-4
Graham	105.5	14	13.3%	89	9	10.1%	17	5
Granville	586	79	13.5%	556	83	14.9%	30	-4
Greene	250	37	14.8%	232	49	21.1%	18	-12
Guilford	5,538	738	13.3%	4829	876	18.1%	709	-138
Halifax	400	71	17.8%	349	83	23.8%	51	-12
Roanoke Rapids City	211	28	13.3%	195	26	13.3%	16	2
Weldon City	79	14	17.7%	92	33	35.9%	-13	-19
Harnett	1,306	155	11.9%	1172	218	18.6%	134	-63
Haywood	603	65	10.8%	574	79	13.8%	29	-14
Henderson	965	109	11.3%	876	134	15.3%	89	-25
Hertford	286	44	15.4%	254	53	20.9%	32	-9
Hoke	495	97	19.6%	482	132	27.4%	13	-35
Hyde	82	8	9.8%	77	14	18.2%	5	-6
Iredell-Statesville	1,580	163	10.3%	1344	210	15.6%	236	-47
Mooreville Graded	358	39	10.9%	314	35	11.1%	44	4
Jackson	249	55	22.1%	271	46	17.0%	-22	9

Reported by LEAs (LEA)				School Report Card Turnover (SRC)			LEA - SRC	
LEA	Total Teachers	Teachers Leaving (Including VIF)	% Turnover	Total Teachers	Teachers Leaving	% Turnover	Difference in Total Teachers (LEA - SRC)	Difference in Teachers Leaving (LEA - SRC)
Johnston	2,114	322	15.2%	1999	353	17.7%	115	-31
Jones	118	16	13.6%	116	22	19.0%	2	-6
Lee	678	108	15.9%	604	100	16.6%	74	8
Lenoir	779	140	18.0%	669	126	18.8%	110	14
Lincoln	793	74	9.3%	779	118	15.1%	14	-44
Macon	366	28	7.7%	307	42	13.7%	59	-14
Madison	232	23	9.9%	197	41	20.8%	35	-18
Martin	343	54	15.7%	325	58	17.8%	18	-4
McDowell	480	29	6.0%	447	54	12.1%	33	-25
Charlotte-Mecklenburg	8,921	1,411	15.8%	8324	1509	18.1%	597	-98
Mitchell	183	15	8.2%	167	11	6.6%	16	4
Montgomery	362	41	11.3%	341	53	15.5%	21	-12
Moore	886	101	11.4%	796	93	11.7%	90	8
Nash-Rocky Mount	1,431	192	13.4%	1222	183	15.0%	209	9
New Hanover	1,823	257	14.1%	1547	281	18.2%	276	-24
Northampton	243	20	8.2%	225	53	23.6%	18	-33
Onslow	1,613	231	14.3%	1471	264	17.9%	142	-33
Orange	589	99	16.8%	501	90	18.0%	88	9
Chapel Hill-Carrboro	1,137	97	8.5%	842	128	15.2%	295	-31
Pamlico	138	18	13.0%	139	29	20.9%	-1	-11
Eliz. City/Pasquotank	511	58	11.4%	447	78	17.4%	64	-20
Pender	571	63	11.0%	506	87	17.2%	65	-24
Perquimans	145	28	19.3%	129	27	20.9%	16	1
Person	497	65	13.1%	425	69	16.2%	72	-4
Pitt	1,758	179	10.2%	1651	260	15.7%	107	-81
Polk	189	21	11.1%	208	31	14.9%	-19	-10
Randolph	1,238	143	11.6%	1243	164	13.2%	-5	-21
Asheboro City	362	47	13.0%	329	68	20.7%	33	-21
Richmond	640	60	9.4%	570	88	15.4%	70	-28
Robeson	1,768	187	10.6%	1562	272	17.4%	206	-85
Rockingham	1,100	115	10.5%	1006	135	13.4%	94	-20

Reported by LEAs (LEA)				School Report Card Turnover (SRC)			LEA - SRC	
LEA	Total Teachers	Teachers Leaving (Including VIF)	% Turnover	Total Teachers	Teachers Leaving	% Turnover	Difference in Total Teachers (LEA - SRC)	Difference in Teachers Leaving (LEA - SRC)
Rowan-Salisbury	1,605	185	11.5%	1424	212	14.9%	181	-27
Rutherford	701	67	9.6%	674	79	11.7%	27	-12
Sampson	576	71	12.3%	569	92	16.2%	7	-21
Clinton City	226	29	12.8%	209	33	15.8%	17	-4
Scotland	560	90	16.1%	547	100	18.3%	13	-10
Stanly	789	58	7.4%	687	86	12.5%	102	-28
Stokes	566	61	10.8%	505	90	17.8%	61	-29
Surry	679	59	8.7%	613	83	13.5%	66	-24
Elkin	96	8	8.3%	94	13	13.8%	2	-5
Mount Airy City	137	15	10.9%	136	18	13.2%	1	-3
Swain	179	27	15.1%	152	25	16.4%	27	2
Transylvania	275	35	12.7%	276	30	10.9%	-1	5
Tyrrell	57	13	22.8%	59	8	13.6%	-2	5
Union	2,524	274	10.9%	2102	360	17.1%	422	-86
Vance	610	160	26.2%	574	141	24.6%	36	19
Wake	8,644	867	10.0%	8289	1194	14.4%	355	-327
Warren	205	31	15.1%	205	48	23.4%	0	-17
Washington	225	26	11.6%	175	29	16.6%	50	-3
Watauga	410	41	10.0%	369	42	11.4%	41	-1
Wayne	1,499	164	10.9%	1328	176	13.3%	171	-12
Wilkes	765	87	11.4%	669	120	17.9%	96	-33
Wilson	905	152	16.8%	831	175	21.1%	74	-23
Yadkin	434	34	7.8%	387	44	11.4%	47	-10
Yancey	200.5	13	6.5%	178	15	8.4%	23	-2
<b>Totals</b>	<b>103,765</b>	<b>12776</b>	<b>12.3%</b>	<b>95,603</b>	<b>15,557</b>	<b>16.3%%</b>	<b>8,162</b>	<b>-2781</b>

### Comparison of Rankings

LEA	Rank LEA Report	Rank SRC Data
Alamance-Burlington Schools	97	92
Alexander County Schools	15	20
Alleghany County Schools	37	16
Anson County Schools	110	97
Ashe County Schools	1	4
Avery County Schools	22	61
Beaufort County Schools	87	52
Bertie County Schools	105	113
Bladen County Schools	86	45
Brunswick County Schools	60	71
Buncombe County Schools	53	31
Asheville City Schools	15	95
Burke County Schools	29	31
Cabarrus County Schools	21	31
Kannapolis City Schools	43	59
Caldwell County Schools	19	14
Camden County Schools	5	2
Carteret County Public Schools	25	18
Caswell County Schools	46	40
Catawba County Schools	18	39
Hickory City Schools	95	71
Newton Conover City Schools	83	87
Chatham County Schools	66	91
Cherokee County Schools	10	19
Clay County Schools	2	41
Cleveland County Schools	11	8
Columbus County Schools	66	27
Whiteville City Schools	29	6
Craven County Schools	53	75
Cumberland County Schools	82	96
Currituck County Schools	7	20
Dare County Schools	25	42
Davidson County Schools	33	14
Lexington City Schools	111	106
Thomasville City Schools	109	111
Davie County Schools	77	44
Duplin County Schools	97	64
Durham Public Schools	100	105
Edenton/Chowan Schools	68	93
Edgecombe County Schools	114	107
Forsyth County Schools	37	23
Franklin County Schools	81	94
Gaston County Schools	27	52
Gates County Schools	29	24

<b>LEA</b>	<b>Rank LEA Report</b>	<b>Rank SRC Data</b>
Graham County Schools	74	5
Granville County Schools	79	48
Greene County Schools	87	103
Guilford County Schools	74	82
Halifax County Schools	104	110
Roanoke Rapids City Schools	74	27
Weldon City Schools	103	115
Harnett County Schools	64	88
Haywood County Schools	43	37
Henderson County Schools	55	52
Hertford County Schools	92	100
Hoke County Schools	108	114
Hyde County Schools	32	84
Iredell-Statesville Schools	40	57
Mooresville Graded Schools	46	9
Jackson County Schools	112	68
Johnston County Schools	91	76
Jones County Schools	80	90
Lee County Schools	95	66
Lenoir County Public Schools	106	89
Lincoln County Schools	22	50
Macon County Schools	7	36
Madison County Schools	33	99
Martin County Schools	93	77
McDowell County Schools	3	17
Charlotte-Mecklenburg Schools	94	82
Mitchell County Schools	12	1
Montgomery County Schools	55	56
Moore County Schools	57	12
Nash-Rocky Mount Schools	77	49
New Hanover County Schools	83	84
Northampton County Schools	12	109
Onslow County Schools	85	79
Orange County Schools	101	81
Chapel Hill-Carrboro Schools	15	51
Pamlico County Schools	71	100
Pasquotank County Schools	57	73
Pender County Schools	51	70
Perquimans County Schools	107	100
Person County Schools	73	62
Pitt County Schools	39	58
Polk County Schools	52	46
Randolph County Schools	62	25
Asheboro City Schools	71	98
Richmond County Schools	24	55
Robeson County Schools	42	73

<b>LEA</b>	<b>Rank LEA Report</b>	<b>Rank SRC Data</b>
Rockingham County Schools	41	30
Rowan-Salisbury Schools	60	46
Rutherford County Schools	27	12
Sampson County Schools	65	62
Clinton City Schools	70	59
Scotland County Schools	97	86
Stanly County Schools	6	22
Stokes County Schools	43	77
Surry County Schools	19	31
Elkin City Schools	14	37
Mount Airy City Schools	46	25
Swain Co Schools	89	65
Transylvania County Schools	69	6
Tyrrell County Schools	113	35
Union County Public Schools	46	69
Vance County Schools	115	112
Wake County Schools	35	43
Warren County Schools	89	108
Washington County Schools	62	66
Watauga County Schools	35	10
Wayne County Public Schools	46	27
Wilkes County Schools	57	79
Wilson County Schools	101	103
Yadkin County Schools	9	10
Yancey County Schools	4	3

District	Which BEST DESCRIBES your future intentions for your professional career?			Predicted Turnover	SRC % Turnover	Difference TWC v. SRC	% Reported by LEA	Difference TWC v. LEA Report	Difference SRC v. LEA Report
	Stay	Move	Leave						
Alamance-Burlington	84.1%	9%	7%	15.9%	19.5%	3.6%	16.1%	0.2%	3.4%
Alexander	94.3%	4%	1%	5.7%	12.4%	6.8%	8.5%	2.9%	3.9%
Alleghany	91.8%	5%	4%	8.2%	12.0%	3.8%	10.1%	1.8%	2.0%
Anson	86.2%	9%	5%	13.8%	20.6%	6.7%	21.0%	7.1%	-0.4%
Ashe	93.5%	1%	6%	6.5%	9.3%	2.8%	3.5%	-2.9%	5.7%
Avery	91.1%	3%	6%	8.9%	15.9%	7.0%	9.3%	0.5%	6.6%
Beaufort	90.6%	4%	5%	9.4%	15.3%	5.9%	14.8%	5.4%	0.5%
Bertie	77.2%	17%	6%	22.8%	26.5%	3.7%	17.9%	-4.9%	8.6%
Bladen	87.8%	6%	6%	12.2%	14.7%	2.4%	14.4%	2.2%	0.3%
Brunswick	86.5%	7%	6%	13.5%	17.3%	3.8%	11.5%	-2.0%	5.7%
Buncombe	88.8%	5%	6%	11.2%	13.5%	2.3%	11.2%	0.0%	2.3%
Asheville City	84.5%	9%	7%	15.5%	20.0%	4.5%	8.5%	-7.0%	11.5%
Burke	89.7%	6%	5%	10.3%	13.5%	3.2%	9.7%	-0.6%	3.9%
Cabarrus	91.0%	5%	4%	9.0%	13.5%	4.6%	8.8%	-0.1%	4.7%
Kannapolis City	90.8%	4%	5%	9.2%	15.8%	6.6%	10.8%	1.6%	5.0%
Caldwell	90.0%	6%	4%	10.0%	11.9%	1.9%	8.7%	-1.3%	3.1%
Camden	91.0%	4%	4%	9.0%	8.2%	-0.8%	6.9%	-2.0%	1.3%
Carteret	92.9%	3%	4%	7.1%	12.2%	5.1%	9.5%	2.5%	2.6%
Caswell	92.8%	4%	3%	7.2%	14.0%	6.8%	10.9%	3.7%	3.1%
Catawba	87.6%	8%	4%	12.4%	13.9%	1.5%	8.6%	-3.7%	5.2%
Hickory City	89.4%	7%	4%	10.6%	17.3%	6.7%	15.9%	5.3%	1.4%
Newton City	92.2%	6%	2%	7.8%	18.4%	10.6%	14.1%	6.3%	4.3%
Chatham	86.7%	9%	4%	13.3%	19.3%	6.1%	12.4%	-0.9%	6.9%
Cherokee	91.7%	4%	5%	8.3%	12.3%	4.0%	7.9%	-0.4%	4.4%
Chowan	89.3%	5%	5%	10.7%	19.6%	8.9%	12.5%	1.8%	7.1%
Clay	93.9%	4%	2%	6.1%	14.1%	8.0%	5.0%	-1.1%	9.1%
Cleveland	92.9%	4%	3%	7.1%	11.0%	3.9%	8.0%	0.9%	3.0%
Columbus	85.7%	10%	5%	14.3%	13.3%	-1.0%	12.4%	-1.9%	0.8%
Whiteville City	90.0%	3%	7%	10.0%	10.9%	0.9%	9.7%	-0.3%	1.2%

District	Which BEST DESCRIBES your future intentions for your professional career?			Predicted Turnover	SRC % Turnover	Difference TWC v. SRC	% Reported by LEA	Difference TWC v. LEA Report	Difference SRC v. LEA Report
	Stay	Move	Leave						
Craven	84.6%	9%	7%	15.4%	17.6%	2.2%	11.2%	-4.3%	6.5%
Cumberland	83.9%	10%	6%	16.1%	20.5%	4.4%	13.8%	-2.3%	6.7%
Currituck	91.4%	4%	5%	8.6%	12.4%	3.7%	7.7%	-0.9%	4.7%
Dare	89.2%	6%	5%	10.8%	14.2%	3.4%	9.5%	-1.2%	4.7%
Davidson	87.5%	6%	6%	12.5%	11.9%	-0.6%	9.9%	-2.5%	1.9%
Lexington City	84.3%	10%	5%	15.7%	22.0%	6.3%	21.7%	6.0%	0.2%
Thomasville City	83.4%	9%	7%	16.6%	24.1%	7.5%	20.8%	4.2%	3.3%
Davie	91.8%	3%	5%	8.2%	14.5%	6.3%	13.4%	5.2%	1.0%
Duplin	88.2%	6%	6%	11.8%	16.3%	4.5%	16.1%	4.3%	0.2%
Durham Public	81.3%	12%	6%	18.7%	21.6%	3.0%	16.7%	-2.0%	4.9%
Edgecombe	85.2%	11%	4%	14.8%	22.8%	8.0%	24.1%	9.3%	-1.3%
Forsyth	89.1%	6%	5%	10.9%	12.6%	1.7%	10.1%	-0.8%	2.5%
Franklin	85.1%	9%	5%	14.9%	19.8%	4.9%	13.7%	-1.1%	6.0%
Gaston	88.0%	6%	6%	12.0%	15.3%	3.4%	9.6%	-2.4%	5.8%
Gates	89.7%	1%	9%	10.3%	12.8%	2.5%	9.7%	-0.6%	3.1%
Graham	88.1%	2%	10%	11.9%	10.1%	-1.8%	13.3%	1.4%	-3.2%
Granville	90.8%	5%	5%	9.2%	14.9%	5.7%	13.5%	4.2%	1.4%
Greene	89.2%	4%	7%	10.8%	21.1%	10.3%	14.8%	4.0%	6.3%
Guilford	80.8%	13%	6%	19.2%	18.1%	-1.0%	13.3%	-5.8%	4.8%
Halifax	78.6%	10%	12%	21.4%	23.8%	2.4%	17.8%	-3.6%	6.0%
Roanoke Rapids	89.6%	3%	7%	10.4%	13.3%	2.9%	13.3%	2.8%	0.1%
Weldon City	79.1%	15%	6%	20.9%	35.9%	14.9%	17.7%	-3.2%	18.1%
Harnett	85.8%	8%	6%	14.2%	18.6%	4.4%	11.9%	-2.3%	6.7%
Haywood	92.2%	4%	4%	7.8%	13.8%	6.0%	10.8%	3.0%	3.0%
Henderson	87.1%	5%	8%	12.9%	15.3%	2.4%	11.3%	-1.6%	4.0%
Hertford	84.1%	8%	8%	15.9%	20.9%	4.9%	15.4%	-0.5%	5.5%
Hoke	83.5%	12%	5%	16.5%	27.4%	10.8%	19.6%	3.0%	7.8%
Hyde	94.1%	6%		5.9%	18.2%	12.3%	9.8%	3.9%	8.4%
Iredell	84.3%	11%	5%	15.7%	15.6%	0.0%	10.3%	-5.4%	5.3%
Mooresville Graded	93.2%	3%	4%	6.8%	11.1%	4.3%	10.9%	4.1%	0.3%

District	Which BEST DESCRIBES your future intentions for your professional career?			Predicted Turnover	SRC % Turnover	Difference TWC v. SRC	% Reported by LEA	Difference TWC v. LEA Report	Difference SRC v. LEA Report
	Stay	Move	Leave						
Jackson	89.3%	4%	7%	10.7%	17.0%	6.3%	22.1%	11.4%	-5.1%
Johnston	88.2%	7%	5%	11.8%	17.7%	5.9%	15.2%	3.4%	2.4%
Jones	86.0%	2%	12%	14.0%	19.0%	5.0%	13.6%	-0.4%	5.4%
Lee	89.9%	4%	6%	10.1%	16.6%	6.4%	15.9%	5.8%	0.6%
Lenoir	86.1%	8%	6%	13.9%	18.8%	5.0%	18.0%	4.1%	0.9%
Lincoln	91.3%	5%	4%	8.7%	15.1%	6.5%	9.3%	0.7%	5.8%
Macon	88.1%	5%	7%	11.9%	13.7%	1.7%	7.7%	-4.3%	6.0%
Madison	90.7%	4%	5%	9.3%	20.8%	11.5%	9.9%	0.6%	10.9%
Martin	83.8%	7%	9%	16.2%	17.8%	1.7%	15.7%	-0.4%	2.1%
McDowell	93.3%	3%	4%	6.7%	12.1%	5.4%	6.0%	-0.6%	6.0%
Char.-Mecklenburg	80.3%	14%	6%	19.7%	18.1%	-1.6%	15.8%	-3.9%	2.3%
Mitchell	93.5%	5%	1%	6.5%	6.6%	0.1%	8.2%	1.7%	-1.6%
Montgomery	84.7%	8%	7%	15.3%	15.5%	0.3%	11.3%	-3.9%	4.2%
Moore	89.6%	5%	6%	10.4%	11.7%	1.3%	11.4%	1.0%	0.3%
Nash	86.1%	9%	5%	13.9%	15.0%	1.0%	13.4%	-0.5%	1.6%
New Hanover	83.9%	9%	8%	16.1%	18.2%	2.0%	14.1%	-2.0%	4.1%
Northampton	80.6%	11%	8%	19.4%	23.6%	4.2%	8.2%	-11.2%	15.3%
Onslow	86.2%	8%	6%	13.8%	17.9%	4.2%	14.3%	0.5%	3.6%
Orange	87.4%	7%	6%	12.6%	18.0%	5.3%	16.8%	4.2%	1.2%
Chapel Hill-Carrboro	89.1%	6%	5%	10.9%	15.2%	4.3%	8.5%	-2.4%	6.7%
Pamlico	87.0%	8%	5%	13.0%	20.9%	7.9%	13.0%	0.1%	7.8%
Pasquotank	85.7%	7%	8%	14.3%	17.4%	3.2%	11.4%	-2.9%	6.1%
Pender	91.8%	4%	4%	8.2%	17.2%	9.0%	11.0%	2.8%	6.2%
Perquimans	90.7%	6%	3%	9.3%	20.9%	11.7%	19.3%	10.1%	1.6%
Person	88.9%	8%	3%	11.1%	16.2%	5.2%	13.1%	2.0%	3.2%
Pitt	84.4%	8%	7%	15.6%	15.7%	0.1%	10.2%	-5.5%	5.6%
Polk	93.0%	6%	1%	7.0%	14.9%	7.9%	11.1%	4.1%	3.8%
Randolph	90.8%	5%	4%	9.2%	13.2%	4.0%	11.6%	2.4%	1.6%
Asheboro City	86.2%	9%	4%	13.8%	20.7%	6.8%	13.0%	-0.9%	7.7%
Richmond	92.5%	3%	4%	7.5%	15.4%	8.0%	9.4%	1.9%	6.1%

District	Which BEST DESCRIBES your future intentions for your professional career?			Predicted Turnover	SRC % Turnover	Difference TWC v. SRC	% Reported by LEA	Difference TWC v. LEA Report	Difference SRC v. LEA Report
	Stay	Move	Leave						
Robeson	88.3%	8%	4%	11.7%	17.4%	5.7%	10.6%	-1.2%	6.8%
Rockingham	87.5%	7%	6%	12.5%	13.4%	0.9%	10.5%	-2.1%	3.0%
Rowan	90.3%	7%	3%	9.7%	14.9%	5.1%	11.5%	1.8%	3.4%
Rutherford	90.3%	4%	6%	9.7%	11.7%	2.0%	9.6%	-0.1%	2.2%
Sampson	89.9%	6%	4%	10.1%	16.2%	6.1%	12.3%	2.3%	3.8%
Clinton City	93.9%	3%	3%	6.1%	15.8%	9.6%	12.8%	6.7%	3.0%
Scotland	86.0%	10%	4%	14.0%	18.3%	4.3%	16.1%	2.1%	2.2%
Stanly-Albemarle	92.8%	4%	4%	7.2%	12.5%	5.3%	7.4%	0.1%	5.2%
Stokes	88.7%	7%	5%	11.3%	17.8%	6.5%	10.8%	-0.5%	7.0%
Surry	89.4%	5%	6%	10.6%	13.5%	2.9%	8.7%	-1.9%	4.9%
Elkin City	94.5%	4%	1%	5.5%	13.8%	8.4%	8.3%	2.9%	5.5%
Mt. Airy City	91.2%	4%	5%	8.8%	13.2%	4.5%	10.9%	2.2%	2.3%
Swain	89.3%	6%	5%	10.7%	16.4%	5.7%	15.1%	4.4%	1.4%
Transylvania	90.3%	4%	5%	9.7%	10.9%	1.2%	12.7%	3.1%	-1.9%
Tyrrell	88.5%	10%	2%	11.5%	13.6%	2.0%	22.8%	11.3%	-9.2%
Union	89.3%	7%	4%	10.7%	17.1%	6.4%	10.9%	0.2%	6.3%
Vance	82.0%	10%	8%	18.0%	24.6%	6.5%	26.2%	8.2%	-1.7%
Wake	87.1%	7%	6%	12.9%	14.4%	1.5%	10.0%	-2.9%	4.4%
Warren	77.8%	9%	13%	22.2%	23.4%	1.2%	15.1%	-7.1%	8.3%
Washington	86.8%	8%	5%	13.2%	16.6%	3.4%	11.6%	-1.7%	5.0%
Watauga	93.6%	3%	3%	6.4%	11.4%	5.0%	10.0%	3.6%	1.4%
Wayne	87.5%	8%	4%	12.5%	13.3%	0.8%	10.9%	-1.5%	2.3%
Wilkes	83.9%	9%	7%	16.1%	17.9%	1.8%	11.4%	-4.8%	6.6%
Wilson	88.2%	7%	5%	11.8%	21.1%	9.3%	16.8%	5.0%	4.3%
Yadkin	92.6%	5%	2%	7.4%	11.4%	3.9%	7.8%	0.4%	3.5%
Yancey	94.7%	3%	3%	5.3%	8.4%	3.1%	6.5%	1.2%	1.9%

LEA Name	March 2006 Tchr Count	Tchrs That Left	Turnover Percent	Leavers	% Leavers/Total	Tchrs that Left Emp Else Where in NC	Movers/Total that Left
Alamance-Burlington Schools	1,529	298	19.5	195	12.8%	103	34.6%
Alexander County Schools	354	44	12.4	30	8.5%	14	31.8%
Alleghany County Schools	133	16	12.0	11	8.3%	5	31.3%
Anson County Schools	306	63	20.6	40	13.1%	23	36.5%
Ashe County Schools	248	23	9.3	21	8.5%	2	8.7%
Avery County Schools	195	31	15.9	27	13.8%	4	12.9%
Beaufort County Schools	537	82	15.3	65	12.1%	17	20.7%
Bertie County Schools	234	62	26.5	43	18.4%	19	30.6%
Bladen County Schools	389	57	14.7	39	10.0%	18	31.6%
Brunswick County Schools	753	130	17.3	98	13.0%	32	24.6%
Buncombe County Schools	1,684	228	13.5	189	11.2%	39	17.1%
Asheville City Schools	335	67	20.0	58	17.3%	9	13.4%
Burke County Schools	1,043	141	13.5	101	9.7%	40	28.4%
Cabarrus County Schools	1,566	212	13.5	164	10.5%	48	22.6%
Kannapolis City Schools	348	55	15.8	33	9.5%	22	40.0%
Caldwell County Schools	886	105	11.9	81	9.1%	24	22.9%
Camden County Schools	122	10	8.2	6	4.9%	4	40.0%
Carteret County Schools	658	80	12.2	62	9.4%	18	22.5%
Caswell County Schools	235	33	14.0	29	12.3%	4	12.1%
Catawba County Schools	1,117	155	13.9	125	11.2%	30	19.4%
Hickory City Schools	312	54	17.3	31	9.9%	23	42.6%
Newton Conover City Schools	217	40	18.4	33	15.2%	7	17.5%
Chatham County Schools	522	101	19.3	62	11.9%	39	38.6%
Cherokee County Schools	285	35	12.3	28	9.8%	7	20.0%
Edenton/Chowan Schools	179	35	19.6	25	14.0%	10	28.6%
Clay County Schools	99	14	14.1	14	14.1%	0	0.0%
Cleveland County Schools	1,208	133	11.0	111	9.2%	22	16.5%
Columbus County Schools	475	63	13.3	43	9.1%	20	31.7%
Whiteville City Schools	193	21	10.9	12	6.2%	9	42.9%

LEA Name	March 2006 Tchr Count	Tchrs That Left	Turnover Percent	Leavers	% Leavers/Total	Tchrs that Left Emp Else Where in NC	Movers/Total that Left
Craven County Schools	999	176	17.6	142	14.2%	34	19.3%
Cumberland County Schools	3,728	764	20.5	641	17.2%	123	16.1%
Currituck County Schools	275	34	12.4	27	9.8%	7	20.6%
Dare County Schools	408	58	14.2	49	12.0%	9	15.5%
Davidson County Schools	1,238	147	11.9	104	8.4%	43	29.3%
Lexington City Schools	232	51	22.0	35	15.1%	16	31.4%
Thomasville City Schools	195	47	24.1	35	17.9%	12	25.5%
Davie County Schools	429	62	14.5	42	9.8%	20	32.3%
Duplin County Schools	644	105	16.3	69	10.7%	36	34.3%
Durham Public Schools	2,296	497	21.6	347	15.1%	150	30.2%
Edgecombe County Schools	514	117	22.8	78	15.2%	39	33.3%
Forsyth County Schools	3,885	490	12.6	407	10.5%	83	16.9%
Franklin County Schools	541	107	19.8	75	13.9%	32	29.9%
Gaston County Schools	2,057	315	15.3	254	12.3%	61	19.4%
Gates County Schools	148	19	12.8	15	10.1%	4	21.1%
Graham County Schools	89	9	10.1	8	9.0%	1	11.1%
Granville County Schools	556	83	14.9	56	10.1%	27	32.5%
Greene County Schools	232	49	21.1	33	14.2%	16	32.7%
Guilford County Schools	4,829	876	18.1	684	14.2%	192	21.9%
Halifax County Schools	349	83	23.8	55	15.8%	28	33.7%
Roanoke Rapids City Schools	195	26	13.3	20	10.3%	6	23.1%
Weldon City Schools	92	33	35.9	23	25.0%	10	30.3%
Harnett County Schools	1,172	218	18.6	157	13.4%	61	28.0%
Haywood County Schools	574	79	13.8	67	11.7%	12	15.2%
Henderson County Schools	876	134	15.3	116	13.2%	18	13.4%
Hertford County Schools	254	53	20.9	42	16.5%	11	20.8%
Hoke County Schools	482	132	27.4	95	19.7%	37	28.0%
Hyde County Schools	77	14	18.2	10	13.0%	4	28.6%
Iredell-Statesville Schools	1,344	210	15.6	139	10.3%	71	33.8%
Mooreville City Schools	314	35	11.1	25	8.0%	10	28.6%

LEA Name	March 2006 Tchr Count	Tchrs That Left	Turnover Percent	Leavers	% Leavers/Total	Tchrs that Left Emp Else Where in NC	Movers/Total that Left
Jackson County Schools	271	46	17.0	38	14.0%	8	17.4%
Johnston County Schools	1,999	353	17.7	244	12.2%	109	30.9%
Jones County Schools	116	22	19.0	20	17.2%	2	9.1%
Lee County Schools	604	100	16.6	72	11.9%	28	28.0%
Lenoir County Public Schools	669	126	18.8	81	12.1%	45	35.7%
Lincoln County Schools	779	118	15.1	89	11.4%	29	24.6%
Macon County Schools	307	42	13.7	33	10.7%	9	21.4%
Madison County Schools	197	41	20.8	36	18.3%	5	12.2%
Martin County Schools	325	58	17.8	38	11.7%	20	34.5%
McDowell County Schools	447	54	12.1	48	10.7%	6	11.1%
Charlotte-Mecklenburg Schools	8,324	1,509	18.1	1,260	15.1%	249	16.5%
Mitchell County Schools	167	11	6.6	10	6.0%	1	9.1%
Montgomery County Schools	341	53	15.5	34	10.0%	19	35.8%
Moore County Schools	796	93	11.7	72	9.0%	21	22.6%
Nash-Rocky Mount Schools	1,222	183	15.0	138	11.3%	45	24.6%
New Hanover County Schools	1,547	281	18.2	229	14.8%	52	18.5%
Northampton County Schools	225	53	23.6	44	19.6%	9	17.0%
Onslow County Schools	1,471	264	17.9	217	14.8%	47	17.8%
Orange County Schools	501	90	18.0	56	11.2%	34	37.8%
Chapel Hill-Carrboro Schools	842	128	15.2	98	11.6%	30	23.4%
Pamlico County Schools	139	29	20.9	24	17.3%	5	17.2%
Pasquotank County Schools	447	78	17.4	60	13.4%	18	23.1%
Pender County Schools	506	87	17.2	59	11.7%	28	32.2%
Perquimans County Schools	129	27	20.9	14	10.9%	13	48.1%
Person County Schools	425	69	16.2	53	12.5%	16	23.2%
Pitt County Schools	1,651	260	15.7	194	11.8%	66	25.4%
Polk County Schools	208	31	14.9	27	13.0%	4	12.9%
Randolph County Schools	1,243	164	13.2	119	9.6%	45	27.4%
Asheboro City Schools	329	68	20.7	46	14.0%	22	32.4%
Richmond County Schools	570	88	15.4	73	12.8%	15	17.0%

LEA Name	March 2006 Tchr Count	Tchrs That Left	Turnover Percent	Leavers	% Leavers/Total	Tchrs that Left Emp Else Where in NC	Movers/Total that Left
Robeson County Schools	1,562	272	17.4	224	14.3%	48	17.6%
Rockingham County Schools	1,006	135	13.4	105	10.4%	30	22.2%
Rowan-Salisbury Schools	1,424	212	14.9	156	11.0%	56	26.4%
Rutherford County Schools	674	79	11.7	66	9.8%	13	16.5%
Sampson County Schools	569	92	16.2	64	11.2%	28	30.4%
Clinton City Schools	209	33	15.8	26	12.4%	7	21.2%
Scotland County Schools	547	100	18.3	76	13.9%	24	24.0%
Stanly County Schools	687	86	12.5	69	10.0%	17	19.8%
Stokes County Schools	505	90	17.8	57	11.3%	33	36.7%
Surry County Schools	613	83	13.5	63	10.3%	20	24.1%
Elkin City Schools	94	13	13.8	10	10.6%	3	23.1%
Mount Airy City Schools	136	18	13.2	10	7.4%	8	44.4%
Swain Co Schools	152	25	16.4	18	11.8%	7	28.0%
Transylvania County Schools	276	30	10.9	22	8.0%	8	26.7%
Tyrrell County Schools	59	8	13.6	4	6.8%	4	50.0%
Union County Public Schools	2,102	360	17.1	297	14.1%	63	17.5%
Vance County Schools	574	141	24.6	117	20.4%	24	17.0%
Wake County Schools	8,289	1,194	14.4	1,048	12.6%	146	12.2%
Warren County Schools	205	48	23.4	36	17.6%	12	25.0%
Washington County Schools	175	29	16.6	20	11.4%	9	31.0%
Watauga County Schools	369	42	11.4	34	9.2%	8	19.0%
Wayne County Public Schools	1,328	176	13.3	134	10.1%	42	23.9%
Wilkes County Schools	669	120	17.9	87	13.0%	33	27.5%
Wilson County Schools	831	175	21.1	109	13.1%	66	37.7%
Yadkin County Schools	387	44	11.4	26	6.7%	18	40.9%
Yancey County Schools	178	15	8.4	13	7.3%	2	13.3%
<b>Total</b>	<b>95,603</b>	<b>15,557</b>	<b>16.3%</b>	<b>12,043</b>	<b>12.6%</b>	<b>3,514</b>	<b>22.6%</b>

## Responses to Selected Questions on the Teacher Working Conditions Survey

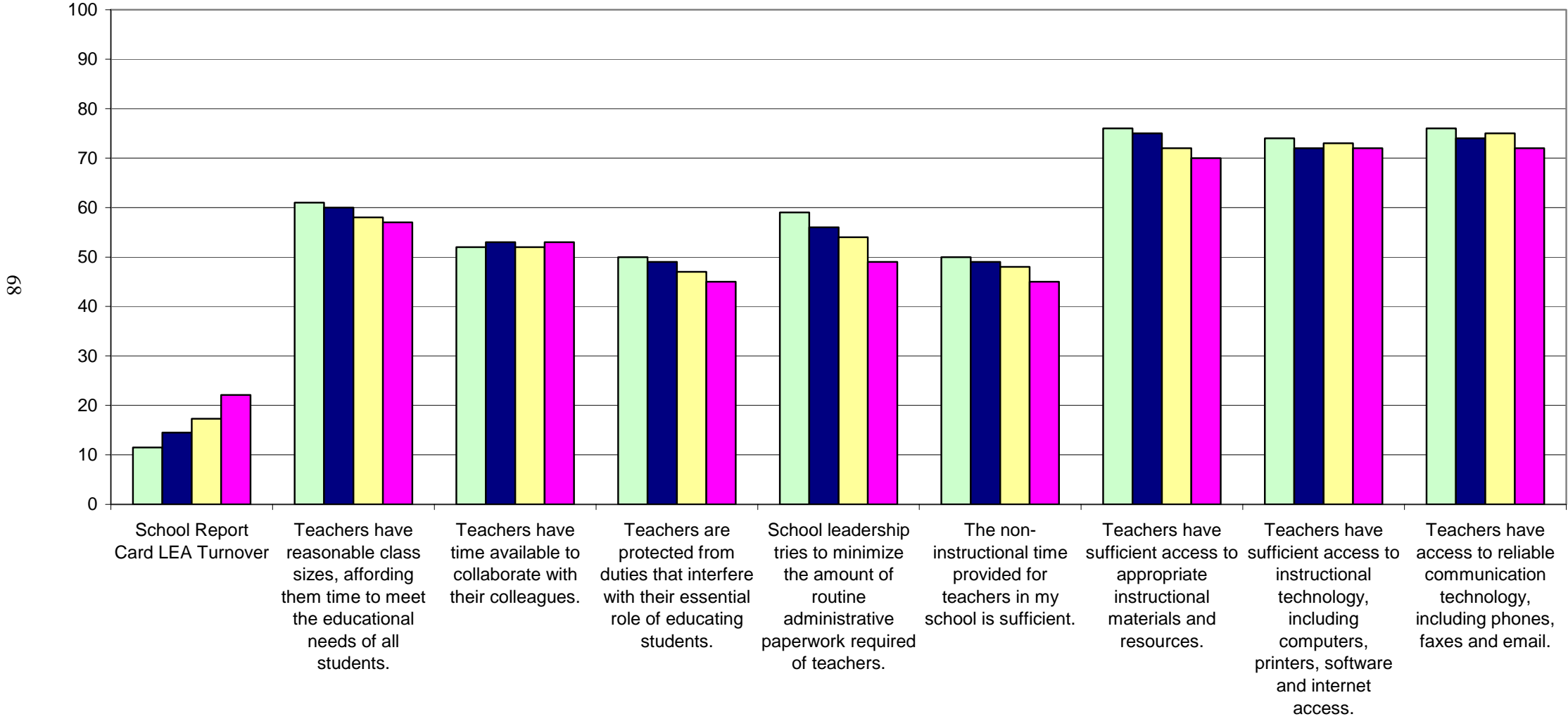
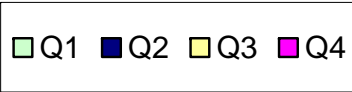
Numbers reflect average percent of teachers agreeing with the question. The LEA is the unit of measure.

Teacher Responses by Quartiles	Q1	Q2	Q3	Q4	Difference Between Q1 and Q4
<b>School Report Card LEA Turnover (LEA Average)</b>	<b>11.5</b>	<b>14.5</b>	<b>17.3</b>	<b>22.1</b>	<b>-10.6</b>
School leadership tries to minimize the amount of routine administrative paperwork required of teachers.	59	56	54	49	10
There is an atmosphere of trust and mutual respect within the school.	69	65	63	59	10
Overall, my school is a good place to work and learn.	83	82	78	73	10
Teachers are trusted to make sound professional decisions about instruction.	78	75	73	69	9
Teachers and staff work in a school environment that is safe.	87	86	84	79	8
The faculty are committed to helping every student learn.	89	86	85	81	8
The school leadership shields teachers from disruptions, allowing teachers to focus on educating students.	64	64	59	56	8
Overall, the school leadership in my school is effective.	68	67	65	60	8
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	76	75	69	69	7
The school leadership consistently enforces rules for student conduct.	63	61	56	56	7
The school leadership support teachers' efforts to maintain discipline in the classroom.	73	73	67	66	7
Teachers have sufficient access to appropriate instructional materials and resources.	76	75	72	70	6
Teachers are centrally involved in decision-making about educational issues.	57	56	54	51	6
The school leadership consistently supports teachers.	71	71	68	65	6
The faculty and staff have a shared vision.	71	68	68	65	6
Teachers are protected from duties that interfere with their essential role of educating students.	50	49	47	45	5
The non-instructional time provided for teachers in my school is sufficient.	50	49	48	45	5
The school leadership communicates clear expectations to students and parents.	75	74	73	70	5

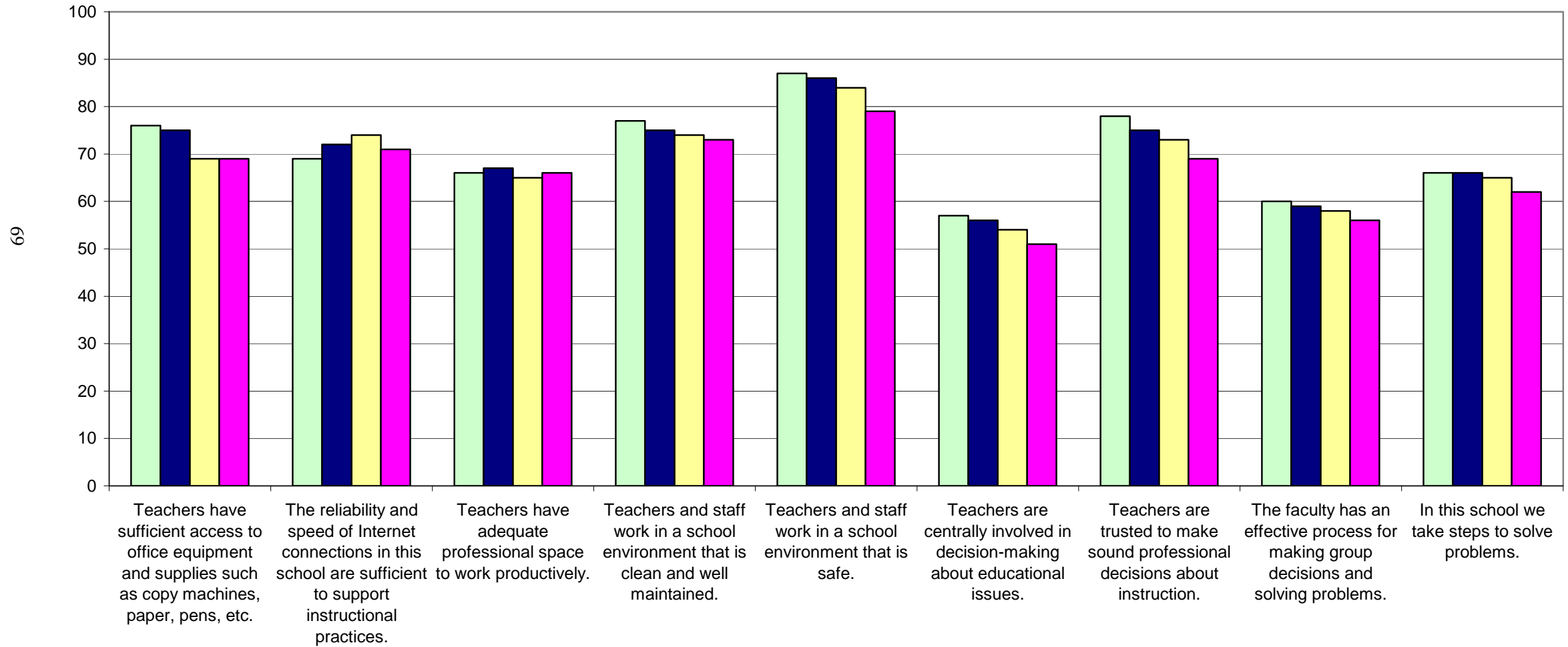
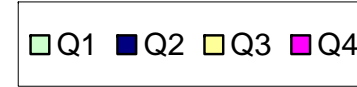
<b>Teacher Responses by Quartiles</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>	<b>Difference Between Q1 and Q4</b>
Teacher performance evaluations are handled in an appropriate manner.	81	79	77	76	5
The procedures for teacher performance evaluations are consistent.	78	76	74	73	5
Teachers have reasonable class sizes, affording them time to meet the educational needs of all students.	61	60	58	57	4
Teachers have access to reliable communication technology, including phones, faxes and email.	76	74	75	72	4
Teachers and staff work in a school environment that is clean and well maintained.	77	75	74	73	4
The faculty has an effective process for making group decisions and solving problems.	60	59	58	56	4
In this school we take steps to solve problems.	66	66	65	62	4
Opportunities are available for members of the community to contribute actively to this school's success.	78	77	77	74	4
School leadership makes a sustained effort to address teachers' concerns about facilities and resources	73	72	70	69	4
School leadership makes a sustained effort to address teachers' concerns about: the use of time in my school	66	65	64	62	4
School leadership makes a sustained effort to address teachers' concerns about: empowering teachers	62	62	61	58	4
The school improvement team provides effective leadership at this school.	59	59	57	56	3
Teachers are held to high professional standards for delivering instruction.	85	85	84	82	3
School leadership makes a sustained effort to address teachers' concerns about: professional development	73	73	70	70	3
School leadership makes a sustained effort to address teachers' concerns about leadership issues	61	60	59	58	3
Sufficient funds and resources are available to allow teachers to take advantage of professional development activities.	55	52	50	52	3
Teachers have sufficient access to instructional technology, including computers, printers, software and internet access.	74	72	73	72	2
Teachers receive feedback that can help them improve teaching.	76	76	73	74	2

<b>Teacher Responses by Quartiles</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>	<b>Difference Between Q1 and Q4</b>
Opportunities for advancement within the teaching profession (other than administration) are available to me.	55	56	53	54	1
Teachers have sufficient training to fully utilize the available instructional technology.	58	58	55	57	1
Teachers have adequate professional space to work productively.	66	67	65	66	0
School leadership makes a sustained effort to address teachers' concerns about new teacher support.	65	65	64	65	0
Professional development provides teachers with the knowledge and skills most needed to teach effectively.	66	64	64	66	0
Teachers have time available to collaborate with their colleagues.	52	53	52	53	-1
The reliability and speed of Internet connections in this school are sufficient to support instructional practices.	69	72	74	71	-2
At this school, we utilize results from the Teacher Working Conditions survey as a tool for improvement	35	38	36	37	-2
Adequate time is provided for professional development.	58	59	58	61	-3
Teachers are provided opportunities to learn from one another.	62	65	64	67	-5

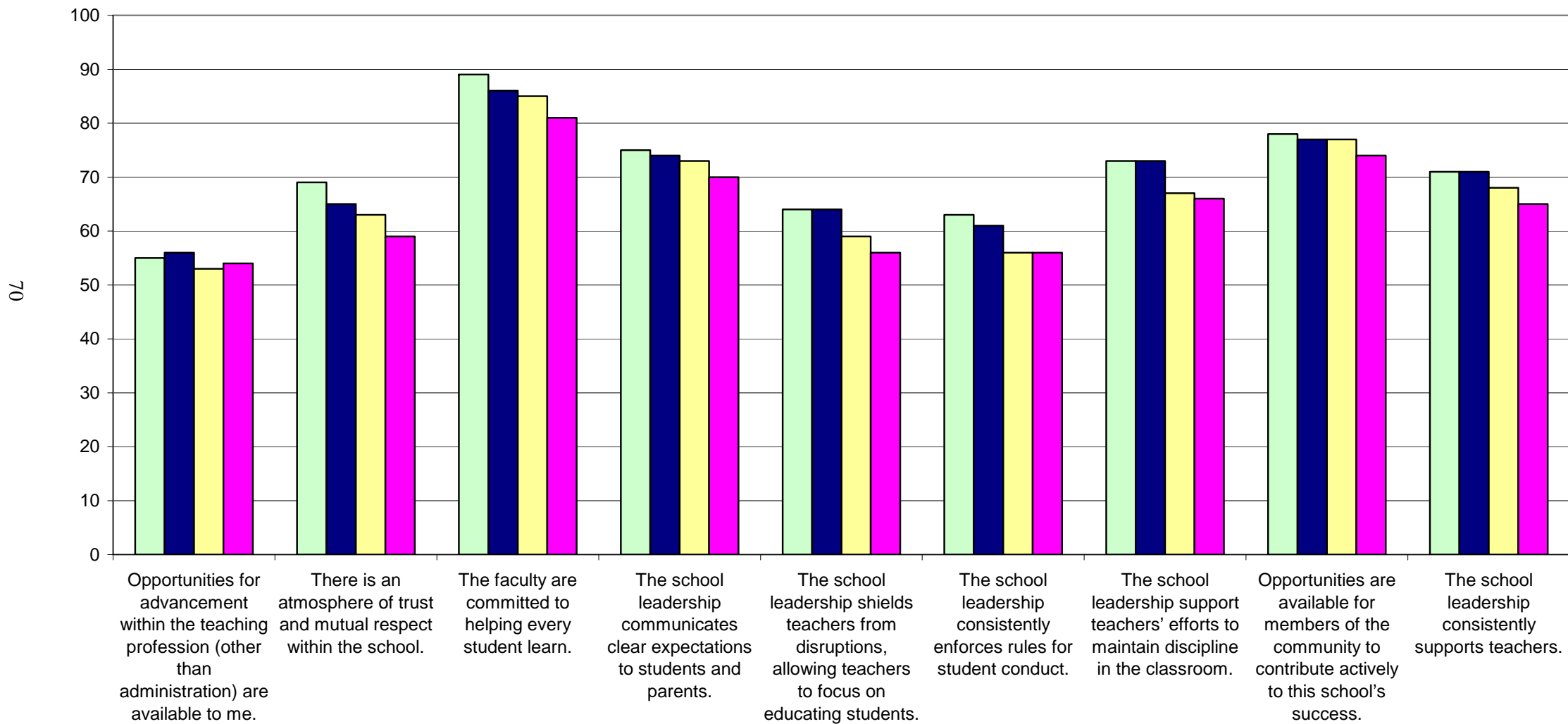
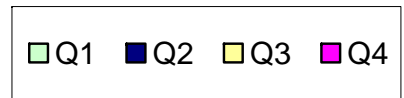
Teacher Responses by Quartile



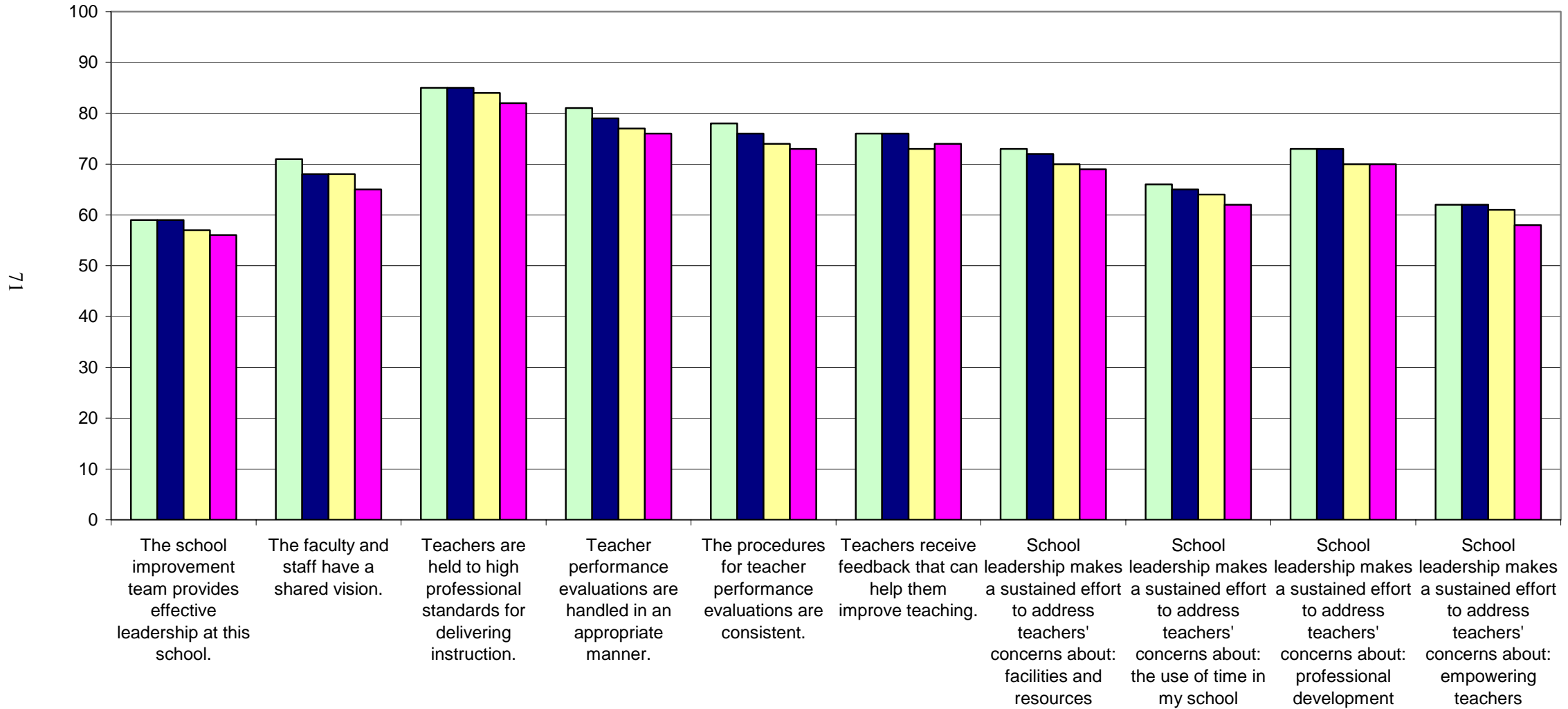
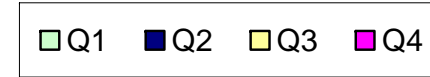
Teacher Responses by Quartile (Continued)



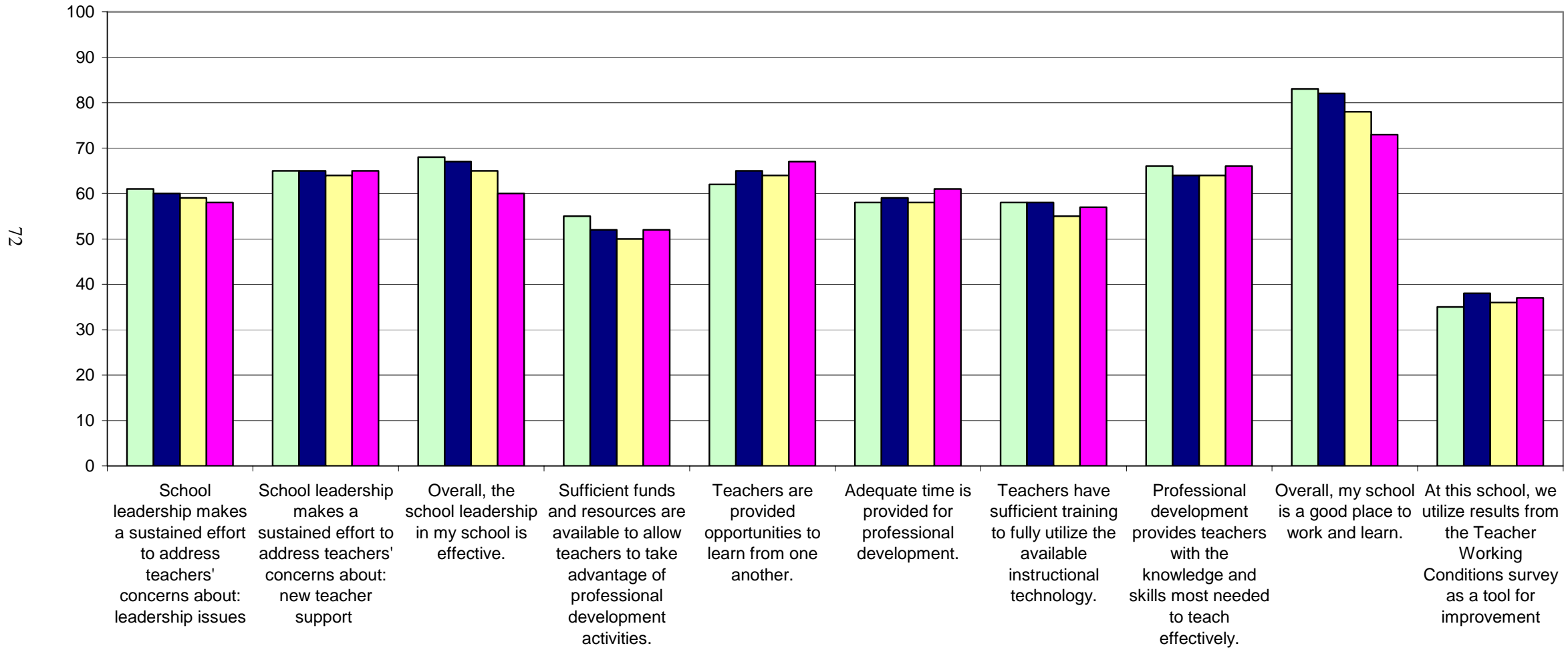
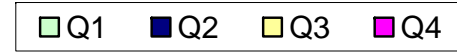
Teacher Responses by Quartile (Continued)



Teacher Responses by Quartile (Continued)



Teacher Responses by Quartile (Continued)



<b>Quartile 1 (Lowest Turnover)</b>	<b>6.6% - 13.3%</b>	<b>Quartile 2</b>	<b>13.4% - 15.7%</b>
Alexander Alleghany Ashe Caldwell Camden Carteret Cherokee Cleveland Columbus Currituck Davidson Forsyth Gates Graham McDowell Mitchell Moore Mooresville City Mt. Airy City Randolph Roanoke Rapids City Rutherford Stanly-Albemarle Transylvania Watauga Wayne Whiteville City Yadkin Yancey		Beaufort Bladen Buncombe Burke Cabarrus Caswell Catawba Chapel Hill-Carrboro Clay Dare Davie Elkin City Gaston Granville Haywood Henderson Iredell Lincoln Macon Montgomery Nash Pitt Polk Richmond Rockingham Rowan Surry Tyrrell Wake	
<b>Quartile 3</b>	<b>15.8% - 18.4%</b>	<b>Quartile 4 (Highest Turnover)</b>	<b>18.6% - 35.9%</b>
Avery Brunswick Char.-Mecklenburg Clinton City Craven Duplin Guilford Hickory City Hyde Jackson Johnston Kannapolis City Lee Martin New Hanover Newton City Onslow Orange Pasquotank Pender Person Robeson Sampson Scotland Stokes Swain Union Washington Wilkes		Alamance-Burlington Anson Asheboro City Asheville City Bertie Chatham Chowan Cumberland Durham Public Edgecombe Franklin Greene Halifax Harnett Hertford Hoke Jones Lenoir Lexington City Madison Northampton Pamlico Perquimans Thomasville City Vance Warren Weldon City Wilson	

**EXECUTIVE SUMMARY**

**Title: Request to Establish an Additional Regional Alternative Licensure Center**

**Type of Executive Summary:**

- Action
- Action on First Reading
- Discussion
- Information

**Policy Implications:**

- Constitution \_\_\_\_\_
- General Statute # \_\_\_\_\_
- SBE Policy # TCP-A-002
- SBE Policy Amendment
- SBE Policy (New)
- APA # \_\_\_\_\_
- APA Amendment
- APA (New)
- Other \_\_\_\_\_

**Presenter(s):** Ms. Nadine Ejire (Assistant Section Chief, Licensure Section)

**Description:**

North Carolina has three Regional Alternative Licensure Centers (RALCs). These Centers work under the direction of the Licensure Section and are authorized to review transcripts, prescribe plans of study leading to licensure, and directly recommend teachers for licensure. These centers work with state-approved teacher education programs and LEA personnel to provide assistance to lateral entry and provisionally licensed teachers. Due to the volume of teachers served by the RALCs, a request to establish a fourth center is presented for approval.

**Resources:**

Licensure funds are available to support the request.

**Input Process:**

The request is based on discussion with the TCP Committee at the August 2007 meeting.

**Stakeholders:**

LEA, Lateral Entry Teachers, Approved Teacher Education Programs

**Timeline For Action:**

The request was presented for discussion last month and is presented for approval this month. If approved, the additional Center will be established in early spring.

**Recommendations:**

That the Board approve the request to establish a fourth Regional Alternative Licensure Center.

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Audiovisual equipment requested for the presentation:

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)  
Specify: \_\_\_\_\_
- Audio Requirements (computer or other, except for PA system which is provided)  
Specify: \_\_\_\_\_
- Document Camera (for transparencies or paper documents – white paper preferred)

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 Motion By: \_\_\_\_\_ Seconded By: \_\_\_\_\_  
 Vote: Yes \_\_\_\_\_ No \_\_\_\_\_ Abstain \_\_\_\_\_  
 Approved \_\_\_\_\_ Disapproved \_\_\_\_\_ Postponed \_\_\_\_\_ Revised \_\_\_\_\_

\*Person responsible for SBE agenda materials and SBE policy updates: Nadine Ejire (807-3355)

## Demographic Information

All North Carolina Teachers	2007
African American	13.9%
American Indian/Alaskan	0.9%
Asian/Pacific Islander	0.6%
Hispanic	1.4%
White	82.3%
Other	0.9%
Male	19.9%
Average Age	40.8
Average Years of Experience	12.6

## New Hires

### School Year

<i>Type of Teacher</i>	<b>2000-01</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>
Beginning Teacher/No Experience	3,007	3,628	3,507	4,278	4,938	5,056	4,811
Lateral Entry Teacher	1,799	2,023	2,112	2,079	2,106	2,006	1,971
Emergency Permit Teacher	805	943	527	501	402	290	28
First Year in NC/But Has Experience (Teaching or Non-Teaching)	4,804	3,411	2,634	2,458	2,551	2,829	3,033
Total Employed as First Time NC Teachers	10,415	10,005	8,780	9,316	9,997	10,181	9,843

## Ethnicity, Gender, and Average Age

Traditional IHE Program	2003	2004	2005	2006
African American	9.4%	9.1%	9.6%	7.0%
American Indian/Alaskan	1.2%	0.9%	1.2%	0.8%
Asian/Pacific Islander	0.6%	0.6%	0.7%	0.5%
Hispanic	1.0%	0.9%	0.8%	0.8%
White	85.7%	86.8%	86.2%	89.0%
Other	2.1%	1.7%	1.5%	2.0%
Male	14.3%	15.4%	15.5%	17.1%
Average Age	26.2	26.2	26.7	27.1
All New Lateral Teachers	2003	2004	2005	2006
African American	26.8%	28.4%	30.0%	27.6%
American Indian/Alaskan	1.1%	1.4%	1.1%	1.9%
Asian/Pacific Islander	0.8%	1.0%	1.0%	0.8%
Hispanic	1.5%	1.5%	1.8%	1.5%
White	68.3%	66.3%	63.9%	66.6%
Other	1.5%	1.4%	2.2%	1.6%
Male	29.2%	29.7%	28.1%	26.4%
Average Age	32.0	32.0	31.5	32.1
Non-RALC Lateral Entry Completers	2003	2004	2005	2006
African American	19.7%	26.5%	22.0%	22.1%
American Indian/Alaskan	2.9%	1.1%	0.2%	2.2%
Asian/Pacific Islander	0.7%	0.4%	0.6%	0.5%
Hispanic	1.7%	2.2%	1.7%	2.7%
White	73.0%	68.1%	73.2%	70.8%
Other	2.0%	1.7%	2.4%	1.6%
Male	22.4%	23.0%	24.9%	25.4%
Average Age	35.4	36.0	35.6	36.1
RALC Lateral Entry Completers	2003	2004	2005	2006
African American	13.8%	21.8%	23.5%	23.0%
American Indian/Alaskan		3.1%	1.4%	1.4%
Asian/Pacific Islander	0.5%	0.4%	0.4%	1.6%
Hispanic	3.2%	2.3%	3.3%	1.6%
White	79.8%	71.6%	70.8%	71.5%
Other	2.7%	0.8%	0.6%	1.0%
Male	25.3%	25.3%	26.5%	26.0%
Average Age	35.3	35.4	35.6	35.9

### Programs of Study Issued

			Charlotte/Cabarrus		Fayetteville		Nash Rocky Mount	
Year	# of Plans Issued Reported by IHEs	Total # of Plans Issued by RALCs	# of Applicants	% Employed in Year of Application	# of Applicants	% Employed in Year of Application	# of Applicants	% Employed in Year of Application
2001-02	4,747	581	294	94.2%	192	91.7%	95	94.7%
2002-03	4,937	3,883	1,441	93.6%	1,422	80.1%	1,020	67.1%
2003-04	4,249	3,771	1,366	81.6%	1,318	69.0%	1,087	65.6%
2004-05	4,057	3,385	1,018	87.8%	1,245	73.3%	1,122	64.0%
2005-06	4,020	3,371	1,032	77.2%	1,290	72.7%	1,049	62.4%
<b>Total</b>	22,010	14,991	5,151		5,467		4,373	

**Percent of RALC Applicants Completing Licensure Requirements  
through 2005-06**

<b>Cohort Year</b>	<b>Charlotte/Cabarrus</b>	<b>Fayetteville</b>	<b>Nash Rocky Mount</b>
2001-2002	66.0%	66.7%	65.3%
2002-2003	64.8%	57.2%	45.3%
2003-2004	55.1%	42.3%	40.9%
2004-2005	38.4%	32.9%	26.7%
2005-2006	18.5%	19.9%	15.8%

### Most Common License Areas

	2002-03	2003-04	2004-05	2005-06
Traditional IHE Program Completers	Elementary (grades K-6) English M.G. Language Arts M.G. Social Studies Physical Education Spec Ed: LD Social Studies Music Birth-Kindergarten M.G. Math Math M.G. Science Spec Ed: MD Reading Science	Elementary (grades K-6) English M.G. Social Studies Social Studies M.G. Language Arts Physical Education Birth-Kindergarten Math Music Spec Ed: LD M.G. Math M.G. Science Science Spec Ed: MD Art	Elementary (grades K-6) M.G. Social Studies English Social Studies M.G. Language Arts Physical Education M.G. Math Spec Ed: LD M.G. Science Birth-Kindergarten Math Music Reading Spec Ed: MD Science	Elementary (grades K-6) Social Studies M.G. Social Studies English M.G. Language Arts Physical Education Math M.G. Math Birth-Kindergarten Music Spec Ed: LD M.G. Science Spec Ed: GC Reading Art
All Lateral Entry Teachers	Elementary (grades K-6) Spec Ed: LD English M.G. Language Arts M.G. Social Studies Spec Ed: CC Business Education M.G. Science Science Math Social Studies Spec Ed: BED M.G. Math Spec Ed: MD Spanish	Spec Ed: GC Elementary (grades K-6) Science Math M.G. Language Arts English M.G. Science Business Education M.G. Social Studies M.G. Math Spanish Social Studies Physical Education Art Birth-Kindergarten	Spec Ed: GC Science Elementary (grades K-6) English Business Education Math M.G. Language Arts M.G. Science M.G. Social Studies Social Studies M.G. Math Spanish Physical Education Art Birth-Kindergarten	Spec Ed: GC Reading English Elementary (grades K-6) Business Education M.G. Science M.G. Language Arts Math M.G. Social Studies Science Physical Education M.G. Math Art Birth-Kindergarten Social Studies

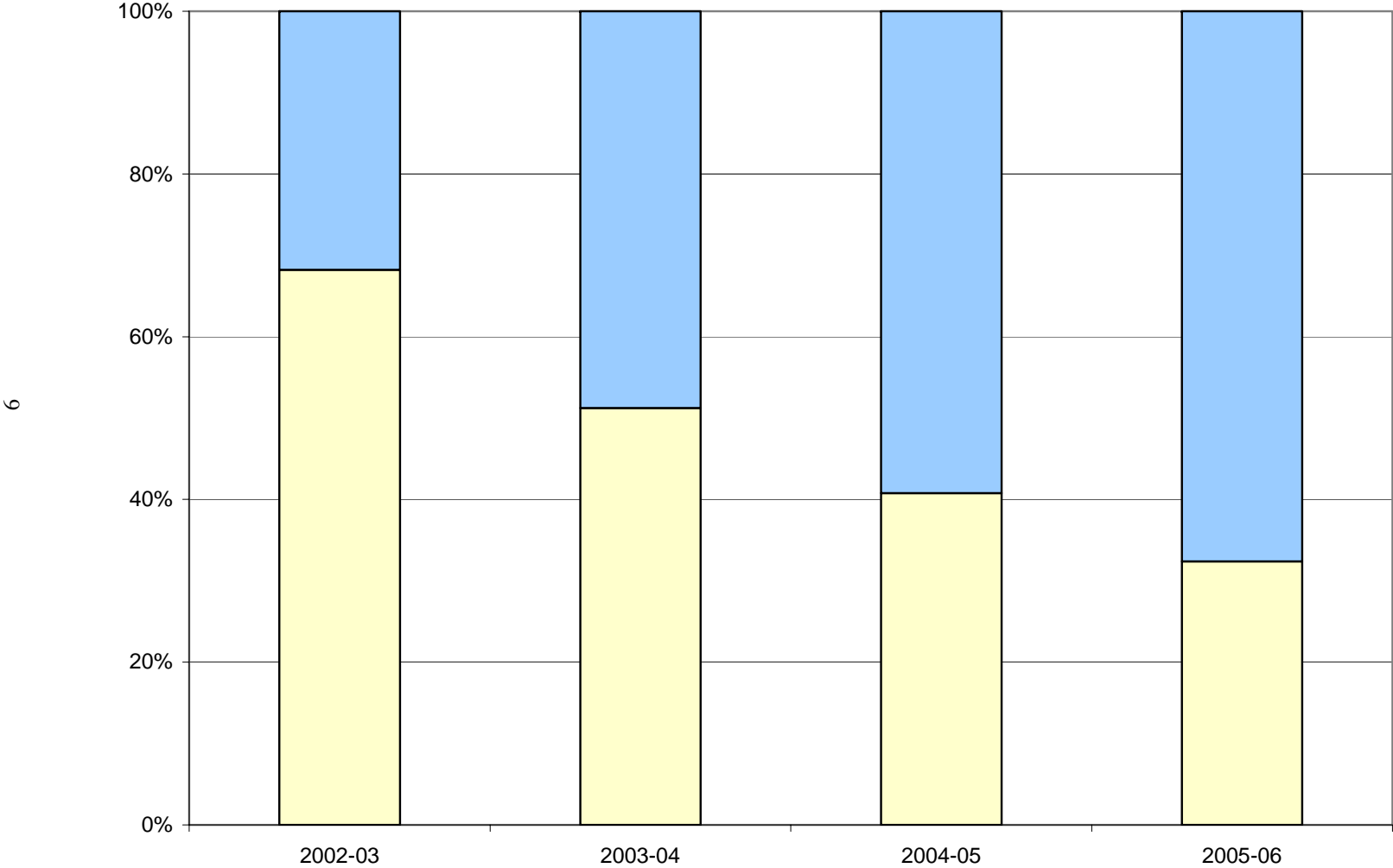
	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
Non-RALC Lateral Entry Completers	Elementary (grades K-6) Spec Ed: LD Business Education M.G. Social Studies Spanish Birth-Kindergarten M.G. Language Arts Physical Education Spec Ed: MD English M.G. Science M.G. Math Spec Ed: BED Music Math	Elementary (grades K-6) Spec Ed: LD Business Education M.G. Language Arts Spec Ed: MD Spec Ed: BED English M.G. Science Birth-Kindergarten M.G. Math M.G. Social Studies Science Social Studies Physical Education Spanish	Elementary (grades K-6) Business Education Spec Ed: LD M.G. Social Studies M.G. Language Arts M.G. Math Spec Ed: MD Science English Birth-Kindergarten Social Studies Spec Ed: BED Math M.G. Science Spanish	Spec Ed: GC Elementary (grades K-6) M.G. Math Birth-Kindergarten M.G. Language Arts Business Education English M.G. Science Science Spec Ed: LD M.G. Social Studies Math Social Studies Spanish Art
RALC Lateral Entry Completers	Elementary (grades K-6) Art M.G. Science Science Counselor M.G. Language Arts English Spec Ed: LD M.G. Social Studies Birth-Kindergarten Business Education M.G. Math Spanish Physical Education Social Studies	Elementary (grades K-6) M.G. Language Arts M.G. Science English M.G. Math Science Spec Ed: LD Birth-Kindergarten Art Math Spec Ed: CC Business Education M.G. Social Studies Social Studies Physical Education	Elementary (grades K-6) M.G. Language Arts M.G. Math English Business Education M.G. Science Spec Ed: LD Spec Ed: CC M.G. Social Studies Social Studies Physical Education Science Math Spec Ed: MD Spanish	Spec Ed: GC Elementary (grades K-6) M.G. Math M.G. Language Arts English Science Business Education M.G. Social Studies M.G. Science Math Birth-Kindergarten Physical Education Spec Ed: CC Social Studies ESL

## Retention Statistics

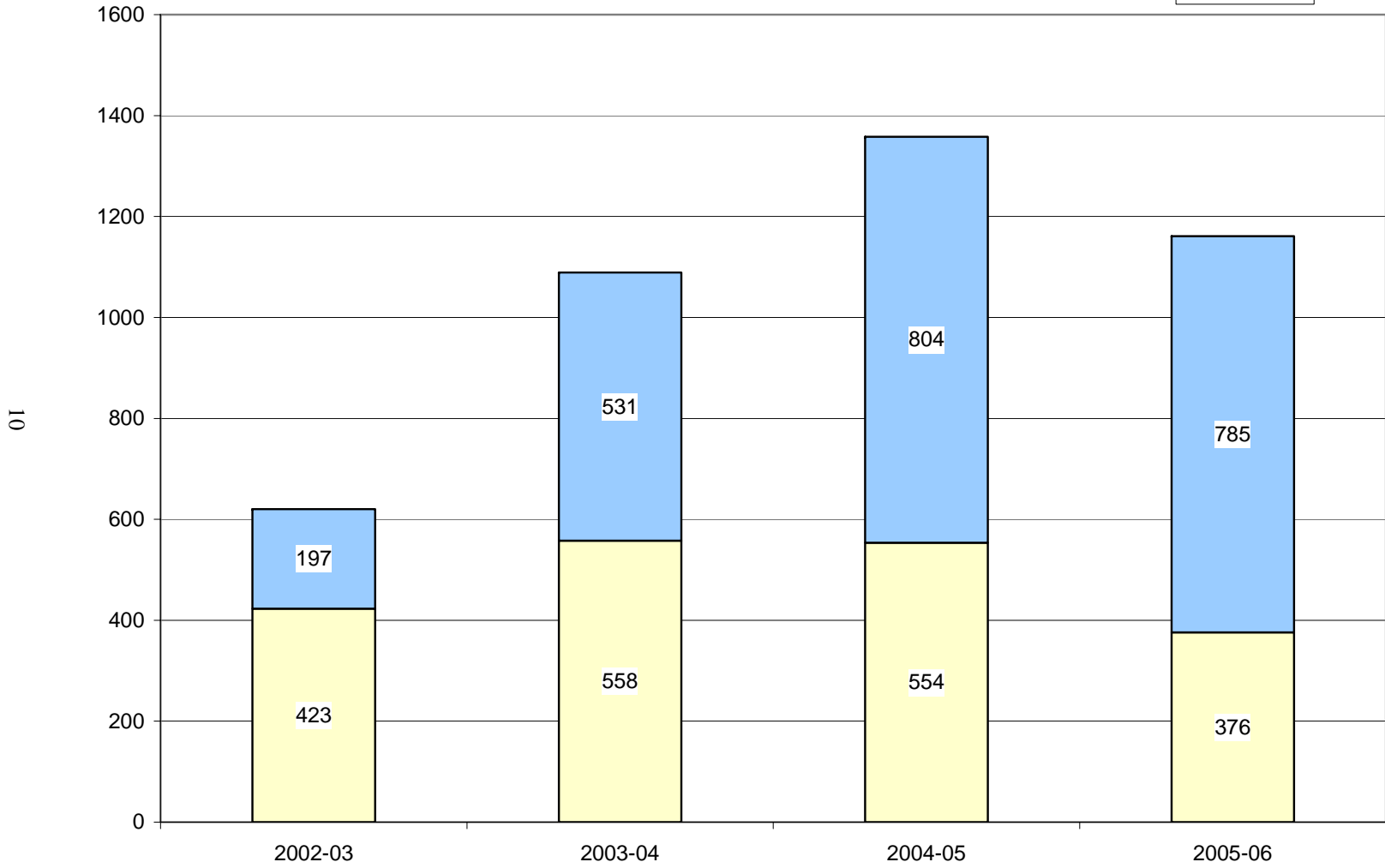
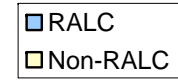
IHE "Traditional" Program Completers Initially Employed Within 1 Year of Program Completion					
Base Year	Number	% After 1 Year	% After 2 Years	% After 3 Years	% After 4 Years
2002-2003	1,990	91.7%	85.0%	79.6%	75.6%
2003-2004	2,044	91.1%	84.4%	79.6%	NA
2004-2005	2,247	91.1%	85.5%	NA	NA
2005-2006	2,334	91.8%	NA	NA	NA
Non-RALC Lateral Entry Completers					
Base Year	Number	% After 1 Year	% After 2 Years	% After 3 Years	% After 4 Years
2002-2003	423	90.3%	87.0%	79.9%	74.9%
2003-2004	558	90.0%	82.8%	79.2%	NA
2004-2005	554	88.4%	82.1%	NA	NA
2005-2006	376	90.7%	NA	NA	NA
RALC Lateral Entry Completers					
Base Year	Number	% After 1 Year	% After 2 Years	% After 3 Years	% After 4 Years
2002-2003	197	93.4%	87.3%	80.2%	78.2%
2003-2004	531	90.4%	84.6%	80.0%	NA
2004-2005	804	88.7%	83.1%	NA	NA
2005-2006	785	90.1%	NA	NA	NA

Relative Percent Lateral Entry License Completers

RALC  
Non-RALC



### Lateral Entry License Completers



### Estimated Operating Budget

<b>ITEM</b>	<b>EXPENSE</b>
Administrator Salary	\$68,575
Benefits Provided for Administrator Position	\$13,715
Support Position	\$29,382
Benefits Provided for Support Position	\$5,876
Operational Expenses to Include <ul style="list-style-type: none"><li>• Telephone</li><li>• Internet</li><li>• Copy Machine</li><li>• Office Supplies</li></ul>	\$25,000
<b>TOTAL BUDGET</b>	<b>\$142,548</b>

**EXECUTIVE SUMMARY**

**Title: Policy on Financial Incentives for the State and Regional Teachers of the Year**

**Type of Executive Summary:**

- Action
- Action on First Reading
- Discussion
- Information

**Policy Implications:**

- Constitution \_\_\_\_\_
- General Statute # \_\_\_\_\_
- SBE Policy # QP-E-000
- SBE Policy Amendment
- SBE Policy (New)
- APA # \_\_\_\_\_
- APA Amendment
- APA (New)
- Other

**Presenter(s):** Philip Price (Associate Superintendent for Financial and Business Services)  
Danny Holloman (Section Chief, Center for Recruitment and Retention)

**Description:**

North Carolina is nationally known for its Teacher of the Year program. The awards and opportunities afforded regional teachers of the year and the state teacher of the year are reasons why the program continues to be well-received and respected. One of the awards for the North Carolina teacher of the year is twelve months of employment with a three step or 6% pay increase. Currently, this incentive is only available during the year that the teacher of the year serves in this role. Many North Carolina teachers of the year do not return to the classroom the following year due to other education career options. Retention of the salary increase and the option for eleven or twelve months of employment may serve as an incentive for the North Carolina teacher of the year to return to the classroom.

**Resources:**

Funding is available to support the recommended policy revisions.

**Input Process:**

The proposal is based on discussion with teachers and staff at the Department.

**Stakeholders:**

LEAs, Teachers of the Year

**Timeline For Action:**

Action on first reading is being recommended in order to communicate the new policy.

**Recommendations:**

It is recommended that the State Board of Education adopt the policy on financial incentives for the state and regional teachers of the year.

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**Audiovisual equipment requested for the presentation:**

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)  
Specify: \_\_\_\_\_
  - Audio Requirements (computer or other, except for PA system which is provided)  
Specify: \_\_\_\_\_
  - Document Camera (for transparencies or paper documents – white paper preferred)  
\_\_\_\_\_
-

Motion By: \_\_\_\_\_

Seconded By: \_\_\_\_\_

Vote: Yes \_\_\_\_\_ No \_\_\_\_\_

Abstain \_\_\_\_\_

Approved \_\_\_\_\_ Disapproved \_\_\_\_\_

Postponed \_\_\_\_\_ Revised \_\_\_\_\_

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\*Person responsible for SBE agenda materials and SBE policy updates: Danny Holloman (807-3375)

**NORTH CAROLINA STATE BOARD OF EDUCATION**  
**Policy Manual**

**Policy Identification**

**Priority:** ~~Quality Teachers, Administrators, and Staff~~ Twenty First Century Professionals

**Category:** Teacher of the Year

**Policy ID Number:** ~~QP-E-000~~

**Policy Title:** Policy on Financial Incentives for the State and Regional Teachers of the Year ~~position~~

**Current Policy Date:** ~~07/11/1996~~

**Other Historical Information:** ~~Previous board dates: 06/06/1990, 05/05/1994~~

**Statutory Reference:**

**Administrative Procedures Act (APA) Reference Number and Category:**

The state teacher of the year will receive a one-time stipend of \$7,500 as incentive recognition of service. The state year of the year, while serving in this capacity, will also be on sabbatical from the classroom for one year while serving as the North Carolina Ambassador for Education. The state teacher of the year will be paid for twelve (12) months of employment at a rate of three (3) steps or six (6) percent (if the teacher has twenty-seven (27) years or more of experience) above his/her salary.

Effective with the fiscal year 2008-09, upon returning to the classroom after his/her year as North Carolina teacher of the year, the teacher will retain the three (3) step or six (6) percent (if the teacher has twenty-seven (27) years or more of experience) salary increase above the base pay. This incentive will remain in place as long as the teacher remains in the classroom in an instructional role. The teacher will also have the option of eleven or twelve months of employment. The additional one or two months may include work on local, regional and state initiatives; working with beginning teachers; serving on local, regional and state committees; developing and delivering professional development; or other functions as assigned by the employing LEA. The teacher will be responsible for signing a waiver form if he/she opts out of the twelve (12) months of employment.

Each Regional teacher of the year will receive a one-time stipend of \$5,000 as an incentive recognition of service and be given the opportunity to participate in one national professional conference of no more than five (5) days. The regional teacher of the year will be provided substitute, travel and subsistence support by the state for serving as the spokesperson in that region and other regions of the state providing recruitment, professional development, and other services to enhance the profession of teaching.

~~The regional finalist named state teacher of the year may be replaced by the first runner-up in the region.~~

~~The state teacher of the year will receive a one time stipend of \$7,500 as an incentive recognition of service.~~

~~Each of the regional finalists will remain in the classroom and serve as the spokesperson in that region providing recruitment and other services to enhance the profession of teaching, on a limited basis, for up to ten (10) days; as well as be given the opportunity to participate in one national professional conference of no more than five (5) days, be provided substitute, travel and subsistence support for the fifteen (15) days by the state; and receive a one time stipend of \$5,000 as an incentive recognition of service.~~

**EXECUTIVE SUMMARY**

**Title:** Recommendations from the Advisory Board on Requests for Exception from Teacher Licensing Requirements

**Type of Executive Summary:**

- Action
- Action on First Reading
- Discussion
- Information

**Policy Implications:**

- Constitution \_\_\_\_\_
- General Statute # \_\_\_\_\_
- SBE Policy # QP-A-021
- SBE Policy Amendment
- SBE Policy (New)
- APA # \_\_\_\_\_
- APA Amendment
- APA (New)
- Other

**Presenter(s):** Dr. Kathy Sullivan (Senior Policy Analyst, SBE Office)

**Description:**

In April 2006 the Board adopted a policy to allow individuals who have not met licensing requirements due to extenuating circumstances to request an exception from the requirement or an extension of time. The request must include documents from the teacher, the principal, the superintendent, and the chair of the local board of education. In June, a similar policy was approved to allow colleges and universities to submit requests for exception to Praxis I testing requirements on behalf of students seeking admission to teacher education programs. Requests are evaluated by a panel chaired by a member of the State Board. Panel recommendations will be presented in closed session.

**Resources:**

No additional resources are requested.

**Input Process:**

The requests for exception and supporting documentation are reviewed by the appeals panel. In addition, the individual and the LEA/IHE seeking the exception are provided the opportunity to meet with the panel.

**Stakeholders:**

LEAs, teachers who have not been able to satisfy licensure requirements, prospective teachers who have not been able to satisfy Praxis I testing requirements

**Timeline For Action:**

Panel recommendations will be presented in closed session.

**Recommendations:**

It is recommended that the actions related to each request be approved.

-----  
**Audiovisual equipment requested for the presentation:**

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)  
Specify: \_\_\_\_\_
- Audio Requirements (computer or other, except for PA system which is provided)  
Specify: \_\_\_\_\_
- Document Camera (for transparencies or paper documents – white paper preferred)  
\_\_\_\_\_

-----  
 Motion By: \_\_\_\_\_ Seconded By: \_\_\_\_\_  
 Vote: Yes \_\_\_\_\_ No \_\_\_\_\_ Abstain \_\_\_\_\_  
 Approved \_\_\_\_\_ Disapproved \_\_\_\_\_ Postponed \_\_\_\_\_ Revised \_\_\_\_\_  
 -----

\*Person responsible for SBE agenda materials and SBE policy updates: Kathy Sullivan, 807-3608

**NORTH CAROLINA STATE BOARD OF EDUCATION  
Policy Manual**

**Policy Identification**

**Priority:** Quality Teachers, Administrators, and Staff

Category: Licensure

**Policy ID Number:** QP-A-021

**Policy Title:** Procedure for Seeking Exception from Licensure Requirements

**Current Policy Date:** 04/06/2006

**Other Historical Information:**

Previous Board Dates: 05/05/2005

**Statutory Reference:**

**Administrative Procedures Act (APA) Reference Number and Category:**

**\*\*\* Begin Policy \*\*\* (Do not tamper with this line)**

The State Board of Education will consider requests for exceptions from licensure requirements in State Board Policy due to extenuating circumstances for individuals who: (1) following initial licensure, have not completed the course work required to maintain a license; OR (2) have not met other licensure requirements.

**Exception from Required Course Work**

A local board of education may apply to the State Board of Education for a one-year exception from licensure requirements for an individual who, due to extenuating circumstances, has not completed the course work required to maintain a license. The application must include:

1. A document, signed by the individual, which includes:
  - a. A description of the extenuating circumstances that the teacher claims prevented him or her from satisfying the requirements for licensure;
  - b. A request for an extension of his or her license for one additional year to complete the course work required to maintain a license; and
  - c. An acknowledgment that the teacher understands that the materials submitted to the State Board of Education in support of his or her request are public records subject to disclosure under Chapter 132 of the North Carolina General Statutes.

2. A document, signed by the North Carolina principal who most recently supervised the individual, which includes:
  - a. The dates the principal supervised the teacher;
  - b. Sufficient evidence of the individual's academic and professional preparation to satisfy the State Board of Education that the individual is competent to teach the standard course of study and has demonstrated the ability to implement effective educational methods that provide differentiated, individualized instruction, assessment and remediation to all his or her students; and
  - c. A statement that in the principal's opinion the teacher is competent to teach the standard course of study and has demonstrated the ability to implement effective educational methods that provide differentiated, individualized instruction, assessment and remediation to the students in his or her classroom; and
  - d. A copy of any of the individual's summative annual evaluations for the past three years.
3. A document, signed by the superintendent of the local school system, which includes:
  - a. A statement certifying that, based upon a review of the individual's and the principal's documentation and evidence, the superintendent believes the individual is competent to teach the standard course of study and has demonstrated the ability to implement effective educational methods that provide differentiated, individualized instruction, assessment and remediation to the students in his or her classroom;
  - b. A list of the required course work that the applicant has completed;
  - c. A description of the efforts that the local school administrative unit has made to assist the teacher to complete the required course work;
  - d. A list of the required course work that the applicant must complete to qualify for a license;
  - e. A description of the efforts that the local school administrative unit will make to assist the teacher to complete the required course work during the next year of teaching; and
  - f. A statement that the superintendent believes that the applicant is likely to complete the required course work within the one-year extension.
4. A document, signed by the chair of the local board of education, which includes:
  - a. A certification that the local board of education has investigated the extenuating circumstances that the teacher claims prevented him or her from completing the required course work for a license without undue hardship;

- b. A statement that the local board of education is satisfied that the teacher's description of the circumstances is true;
- c. A statement that the local board of education is satisfied that, due to the extenuating circumstances, the teacher could not have completed the required course work for a license without undue hardship;
- d. A certification that the local board of education has approved the employment of the teacher for the next school year, subject only to the State Board of Education's decision to grant the requested one-year extension of the teacher's provisional license.

### **Exception from Other Licensure Requirements**

A local board of education may apply to the State Board of Education for an exception from licensure requirements for an individual who has not fulfilled licensure requirements, other than course work, due to extenuating circumstances. The application must include:

1. A document, signed by the individual, which includes:
  - a. A list of the licensure requirements from which he or she is requesting an exception;
  - b. A description of the extenuating circumstances that the individual claims prevented him or her from fulfilling the licensure requirements; and
  - c. An acknowledgment that the individual understands that the materials submitted to the State Board of Education in support of his or her request are public records subject to disclosure under Chapter 132 of the North Carolina General Statutes.
2. If the individual is not currently employed in a North Carolina public school, the local board shall submit:
  - a. Sufficient evidence of the individual's academic and professional preparation to satisfy the State Board of Education that the individual is competent to teach the standard course of study and has demonstrated the ability to implement effective educational methods that provide differentiated, individualized instruction, assessment and remediation to all his or her students; and
  - b. A copy of any teaching evaluations the individual received during the past three years.
3. If the individual is currently employed in a North Carolina public school, the local board shall submit:
  - a. Sufficient evidence of the individual's academic and professional preparation to satisfy the State Board of Education that the individual is competent to teach the standard course of study and has demonstrated the ability to implement effective

educational methods that provide differentiated, individualized instruction, assessment and remediation to all his or her students;

- b. A document, signed by the North Carolina principal who most recently supervised the individual, which includes:
  - i. The dates the principal supervised the teacher;
  - ii. A statement that in the principal's opinion the teacher is competent to teach the standard course of study and has demonstrated the ability to implement effective educational methods that provide differentiated, individualized instruction, assessment and remediation to the students in his or her classroom; and
  - iii. A copy of any teaching evaluations the individual received during the past three years.
4. A document, signed by the superintendent of the local school system, which includes:
  - a. A statement certifying that, based upon a review of the individual's and the principal's documentation and evidence, the superintendent believes the individual is competent to teach the standard course of study and has demonstrated the ability to implement effective educational methods that provide differentiated, individualized instruction, assessment and remediation to the students in his or her classroom;
  - b. A description of the deficiencies that prevent the individual from meeting licensure requirements;
  - c. A description of any efforts that the local school system has made to assist the individual to complete the licensure requirements; and
  - d. The reasons the superintendent believes that the individual should be granted a license despite the failure to meet the licensure requirements.
5. A document, signed by the chair of the local board of education, which includes:
  - a. A certification that the local board of education has investigated the extenuating circumstances that the individual claims prevented him or her from completing the requirements for a license;
  - b. A statement that the local board of education is satisfied that the individual's description of the circumstances is true;
  - c. A statement that the local board of education is satisfied that, due to the extenuating circumstances, the individual could not have completed the requirements for a license without undue hardship;

- d. A certification that the local board of education has approved the employment of the teacher for the next school year, subject only to the State Board of Education's decision to grant the individual a license.

### **Decision of the State Board of Education**

Upon the recommendation of the Chair, the State Board of Education shall appoint two or more members of the Board and at least four professional educators to an Advisory Board on Requests for Exception from Teacher Licensing Requirements. From those individuals appointed to the Advisory Board, the Chair shall construct review panels consisting of no less than four professional educators and one member of the State Board of Education. The panels shall review those requests for exception from licensure assigned to them, evaluate the merits of the requests and submit to the State Board of Education recommendations to grant or deny the requests along with any other information the panels deem material.

Each review panel shall be chaired by a member of the State Board of Education. A panel may require the representatives of the local school administrative unit which submitted the application for exception as well as the individual in question to provide additional information, appear before the panel, respond to questions, produce documents and otherwise cooperate with the panel's efforts to evaluate the merits of a request for exception. With the approval of the chair of the panel, members may participate in panel meetings by telephone.

After it receives the panel's recommendation, the State Board of Education shall make a decision whether to grant or deny the requested exception, provided an extension for course work will not extend the three-year time limit in which a lateral entry teacher must satisfy all course work and testing requirements for a continuing license.

Nothing herein is intended to permit exceptions from licensure requirements mandated by State or federal law.

**NORTH CAROLINA STATE BOARD OF EDUCATION  
Policy Manual**

**Policy Identification**

**Priority:** Quality Teachers, Administrators, and Staff

**Category:** Teacher Education

**Policy ID Number:** QP-B-009

**Policy Title:** Procedure for Seeking Exception from Teacher Education Program Praxis I Admission Requirements

**Current Policy Date:** June 1, 2006

**Other Historical Information:**

**Previous Board Dates:**

**Statutory Reference:**

**Administrative Procedures Act (APA) Reference Number and Category:**

**\*\*\* Begin Policy \*\*\* (Do not tamper with this line)**

An institution of higher education (IHE) may apply to the State Board of Education for an exception from PRAXIS I for an individual who, due to extenuating circumstances, has not been able to pass PRAXIS I. The application must include:

1. A document, signed by the individual, which includes:
  - a. Copies of the official scores for all the PRAXIS I tests that the individual has taken;
  - b. A description of the extenuating circumstances that the individual claims prevented him or her from passing PRAXIS I; and
  - c. An acknowledgment that the individual understands that the materials submitted to the State Board of Education in support of his or her request are public records subject to disclosure under Chapter 132 of the North Carolina General Statutes.
2. The dean of the school of education at the IHE shall submit:
  - a. Evidence that the individual has passed tests in reading, writing, and mathematics sufficient to demonstrate that the individual is qualified to successfully complete the teacher education program at the IHE and
  - b. A copy of the individual's official transcript at the IHE.

## **Decision of the State Board of Education**

Requests for exceptions to teacher education program Praxis I admission requirements will be considered by the Advisory Board on Requests for Exception from Teacher Licensing Requirements. The panel may require the dean of the IHE that submitted the application for exception, as well as the individual seeking the exception, to provide additional information, appear before the panel, respond to questions, produce documents and otherwise cooperate with the panel's efforts to evaluate the merits of the request for exception. With the approval of the chair of the panel, members may participate in panel meetings by telephone.

After it receives the panel's recommendation, the State Board of Education shall make a decision whether to grant or deny the requested exception.





# NORTH CAROLINA STATE BOARD OF EDUCATION

## Policy Manual

### **Policy Identification**

**Priority:** Twenty-First Century Professionals

**Category:** Licensure

**Policy ID Number:** TCP-A-001

**Policy Title:** Policies on General Licensure Requirements

**Current Policy Date:** ~~12/06/2007~~02/07/2008

### **Other Historical Information:**

Previous Board Dates: 01/05/1997, 07/09/1998, 01/13/1999, 07/01/1999, 07/13/2000, 09/14/2000, 10/04/2001, 01/09/2003, 2/6/2003, 06/05/2003, 08/07/2003, 9/11/03, 11/22/2004, 5/05/2005, 6/30/2005, 8/04/2005, 10/06/2005, 11/03/2005, 12/01/2005, 01/05/2006, 05/04/2006, 06/01/2006, 07/06/2006, 01/04/2007, 06/07/2007, 12/06/2007

### **Statutory Reference:**

PL 107-110, the No Child Left Behind Act of 2001

### **Administrative Procedures Act (APA) Reference Number and Category:**

**(Note: Only relevant sections of the policy have been reprinted here.)**

## **POLICIES ON GENERAL LICENSURE REQUIREMENTS**

### **1.70 Lateral Entry License**

An individual who has not completed an approved teacher education program may be licensed under the following lateral entry provisions:

- (1) Be selected for employment by a North Carolina school system;
- (2) Hold at least a bachelor's degree from a regionally accredited college or university in the subject area in which they are employed to teach or hold at least a bachelor's degree from a regionally accredited college or university and have satisfied Praxis II testing requirements for the license area and meet the requirements to be designated "highly qualified" as prescribed by No Child Left Behind. To be designated "highly qualified," elementary and exceptional children's teachers must pass a rigorous state assessment (currently Praxis II exams). To be designated "highly qualified," middle school, high school, and special subject area teachers (e.g., art, music, second languages) must hold a bachelor's or master's degree in the specific area, or have 24 semester hours in the area, or pass a rigorous state assessment (currently Praxis II exams) in the area.
- (3) Have a minimum cumulative grade point average (GPA) of 2.5 or have five years of experience considered relevant by the LEA, or have passed the Praxis I exams and have attained one of the following:

- a) a GPA of at least 3.0 on all work completed in the senior year;
- b) a GPA of at least 3.0 in the major; or
- c) a GPA of at least 3.0 in a minimum of 15 semester hours of course work completed after the bachelor's degree was earned and within the last 5 years.

A person who holds a lateral entry license shall complete a program that includes the following components:

- (1) completion of an approved teacher education program in the area of licensure at a college or university or completion of a program of study outlined by the Regional Alternative Licensing Centers;

Prescribed academic *content* coursework that is available through community colleges may be used to satisfy licensure requirements. General pedagogy competencies can be satisfied as follows.

General Pedagogy Competencies	Completed Through
Educational/Instructional Technology	Approved Teacher Education Program or Community College or Local Education Agency (if employed)
Understanding the Learner: Human Growth and Development	Approved Teacher Education Program or Community College
Learning Theory; Learning Styles; Motivation; How Children/Adolescents Learn	Approved Teacher Education Program or Community College
Meeting Special Learning Needs; Exceptionalities; Diversity	Approved Teacher Education Program
Literacy/Reading Methods	Approved Teacher Education Program
Instructional Methods	Approved Teacher Education Program
School Policies/Procedures	Approved Teacher Education Program or Community College or Local Education Agency (if employed)
Home/School/Community Collaborations	Approved Teacher Education Program or Community College or Local Education Agency (if employed)
Classroom Management/Organizing the Classroom to Maximize Learning	Approved Teacher Education Program or Community College or Local Education Agency (if employed)

- (2) attaining passing score on appropriate PRAXIS subject exam(s) during the first three school years of holding the lateral entry license if the exam(s) was/were not the basis of qualifying for the license;
- (3) completion of a staff development program that includes a two-week training course prior to beginning the work assignment;
- (4) completion of a cumulative of six semester hours of course work in the approved program each school year;

- (5) successful completion of at least a three-year initial licensure program in the lateral entry license area;
- (6) completion of all above requirements within 3 years of becoming eligible for a lateral entry license and recommendation of the IHE or RALC for clear licensure.

Individuals who possess five or more years of experience considered relevant by the LEA and satisfy testing requirements (currently Praxis II) for the licensure area within the first year of teaching shall be issued a Standard Professional 1 License upon:

- a. Completion of the NC TEACH modules or the equivalent through an approved teacher education program: 1) The Teacher, The Learner, and The School; 2) Diversity; 3) Content Area Pedagogy. (Note: The NC TEACH modules are offered and administered through NC colleges and universities with approved teacher education programs. **and**
- b. Completion of the NC TEACH module on Instructional Technology or the equivalent through an approved teacher education program, community college, or through professional development offered by the LEA; **and**
- c. Completion of one year of successful teaching as verified by the employing LEA.

The employing school system shall formally commit to supporting the lateral entry teacher by:

- (1) providing a two-week orientation that includes:
  - a. lesson planning,
  - b. classroom organization,
  - c. classroom management, including positive management of student behavior, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate use of seclusion and restraint,
  - d. an overview of the ABCs Program including the standard course of study and end-of-grade and end-of-course testing, and
  - e. the identification and education of children with disabilities.
- (2) assignment of a mentor on or before the first day on the job;
- (3) providing working conditions that are appropriate for all novice teachers;
- (4) giving regular focused feedback to the teacher for improving instruction; and
- (5) assisting the individual in accessing prescribed course work and professional development opportunities.

Individuals who do not fulfill the requirements of their lateral entry license within the three years provided may be issued another lateral entry license three years after the license expires provided they have passed the required Praxis II exam(s) for the license area.

### **1.75 Lateral Entry for Licensed Educators**

At the request of an employing school system, an individual who holds a clear (non-restricted) license in a teaching, administrative, supervisory, or student services area may be issued a lateral entry license in a teaching area provided he/she meets the federal requirements to be designated highly qualified in the teaching area. Licensed educators who are issued a lateral entry license shall be subject to the requirements for lateral entry teachers detailed in Section 1.70 of this policy.

**EXECUTIVE SUMMARY**

**Title:** Policy on Eligibility for State Teacher of the Year

**Type of Executive Summary:**

- Action
- Action on First Reading
- Discussion
- Information

**Policy Implications:**

- Constitution \_\_\_\_\_
- General Statute # \_\_\_\_\_
- SBE Policy # QP-E-000
- SBE Policy Amendment
- SBE Policy (New)
- APA # \_\_\_\_\_
- APA Amendment
- APA (New)
- Other 115C-11(a2)

**Presenter(s):** Danny Holloman (Section Chief, Center for Recruitment and Retention)

**Description:**

Currently, the SBE policy is titled, Policy on the Regional Teacher of the Year position. The policy does not provide any information on the eligibility requirement for the State Teacher of the Year. The policy is being revised to define eligibility requirements. Another policy will be developed to address financial incentives for both the State and Regional Teachers of the Year.

**Resources:**

NA

**Input Process:**

The proposal is based on discussion DPI staff and review of other state requirements.

**Stakeholders:**

LEAs, Teachers of the Year

**Timeline For Action:**

The recommendations to the policy are presented for discussion this month and will be presented for approval next month.

**Recommendations:**

That the State Board of Education approve the proposed revisions to State Teacher of the Year policy.

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**Audiovisual equipment requested for the presentation:**

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)  
Specify: \_\_\_\_\_
- Audio Requirements (computer or other, except for PA system which is provided)  
Specify: \_\_\_\_\_
- Document Camera (for transparencies or paper documents – white paper preferred)  
\_\_\_\_\_

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 Motion By: \_\_\_\_\_ Seconded By: \_\_\_\_\_  
 Vote: Yes \_\_\_\_\_ No \_\_\_\_\_ Abstain \_\_\_\_\_  
 Approved \_\_\_\_\_ Disapproved \_\_\_\_\_ Postponed \_\_\_\_\_ Revised \_\_\_\_\_

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\*Person responsible for SBE agenda materials and SBE policy updates: Danny Holloman (807-3375)