



NCDPI Action & Policy Recommendations: Addressing the N.C. Teacher Shortage

July 2016

Overview:

There is little question that the state of North Carolina is challenged by a teacher shortage, making it difficult for local school districts to ensure that qualified educators are placed in classrooms. In fact, enrollment in educator preparation programs within the University of North Carolina System has dropped by 30% since 2010. This issue has also been raised by local district Superintendents and Human Resource Directors during State Superintendent Atkinson’s quarterly Task Force on Teacher Recruitment, Credentialing, and Retention meetings. While a long-term solution will require the use of many policy levers, the NC Department of Public Instruction (NCDPI) and the NC State Board of Education (NCSBE) are committed to providing immediate relief to school districts to help ensure that every student has access to qualified educators. The table below illustrates the various actions taken to confront this challenging issue.

Table 1: NCDPI Actions Addressing the Teacher Shortage

<i>Issue</i>	<i>NCDPI Action & Policy Recommendations</i>	<i>Status</i>
Limited pool of educator candidates for Elementary and Exceptional Children.	<u>Added new academic majors to qualify for lateral entry for Elementary and E.C. licensure:</u> <ul style="list-style-type: none"> • These majors will include certain core content areas as well as applicable human service fields. • 24 semester hours of course work within the core subject areas (English/Math/Social Studies/Science) would also qualify. 	NCDPI finalized and published guidance documents showing this change in practice in early June 2016.
Barriers to entering the education profession.	<u>Removed yearly coursework requirements & returned to state statutes after sunset of “No Child Left Behind”:</u> <ul style="list-style-type: none"> • Educator candidates will now have 2 years to complete testing requirements (granted an attempt is made in the first year – per state statute) and 3 years to complete course work requirements. • This rule applies to beginning teachers from out-of-state. 	This policy proposal (TCP-A-001) was presented to the NCSBE for discussion in February of this year and was unanimously approved in April 2016.
Difficulty staffing core subject areas.	<u>Expanded emergency licenses to core subject areas (TCP-A-001 § 1.90) (pending NCSBE approval):</u> <ul style="list-style-type: none"> • Effective July 1, 2016, individuals may obtain an emergency license for elementary and core content areas in high school and middle school. • After one year of teaching with an emergency license, and educator may be eligible for a lateral entry license. 	NCDPI brought this policy recommendation to the NCSBE in June 2016 and it was approved on first read.