The Teacher Recruitment Landscape in North Carolina

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State Focus on Teacher Recruitment and Diversity

• NC State Board of Education, STRIDE (BestNC), and DRIVE (Governor Cooper’s Task Force) are all working toward strengthening the teacher pipeline and increasing the diversity of NC’s teaching force.

• Data are essential for these efforts to craft policy recommendations that can achieve the desired outcomes.

• NCDPI is assisting with these efforts by developing a suite of state-wide human capital dashboards.

Human Capital Dashboard Table of Contents

Click on button below to see corresponding dashboard:

- Teacher - School Characteristics
- Equitable Access
- Teacher Mobility
- License Types
- Teaching Experience
- NBCT
- Alternative Certification
- First-Year Teacher Placements
- EPP Placements
- EPP Demographics
North Carolina Teacher Pipeline

License Types

All Teachers in State (2018-19)

- Alternative Entry
  - CPL: 9,645
  - IPL: 604
  - Lateral: 6,099

- NC Teacher Prep
  - CPL: 49,363
  - IPL: 7,037

- Out-of-State
  - CPL: 22,210
  - IPL: 3,844

- Residency
  - Residency: 3

These bar charts show the percentage of the state's teachers holding different types of licenses. Use the first dropdown (top right) to choose the comparison you'd like to emphasize in the chart. Use the rest of the menus to filter the subgroup that feeds into your primary comparison. For example, if you were interested in comparing by Gender, you'd select Gender for the primary comparison. And then if you wanted to just look at Gender comparisons for African-American teachers, you'd use the Race/Ethnicity menu to filter the graph.

#NCSTRIDE
TEACHER RECRUITMENT IN NORTH CAROLINA
#NCEDLAB2020
License Route and Diversity

First Year Teachers (2018-19 School Year)

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Total</th>
<th>Pct Alt Cert</th>
<th>Pct NC Prep</th>
<th>Pct Out of State</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>5,510</td>
<td>38.1%</td>
<td>32.9%</td>
<td>29.0%</td>
</tr>
<tr>
<td>White</td>
<td>4,158</td>
<td>29.4%</td>
<td>37.7%</td>
<td>32.8%</td>
</tr>
<tr>
<td>African-American</td>
<td>1,078</td>
<td>70.4%</td>
<td>15.4%</td>
<td>14.1%</td>
</tr>
<tr>
<td>Hispanic/LatínX</td>
<td>167</td>
<td>38.9%</td>
<td>28.1%</td>
<td>32.9%</td>
</tr>
</tbody>
</table>
With less than 50% of annual enrollees completing within two years, there appear to be leaks in the EPP pipeline.
## Educator Preparation Enrollment and Completion

### EPP Demographics

#### EPP Demographics - Enrollment and Completions

Select one of the bar segments to see that subgroup’s change over 2017-2019 on the chart on the right. Percentages on the line charts reflect 2019-2020 percentages.

### Race/Gender Enrollment and Completion Ratios

<table>
<thead>
<tr>
<th>Race/Gender</th>
<th>Enrollment</th>
<th>Completion</th>
<th>Completion Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>23,631</td>
<td>8,118</td>
<td>34.4%</td>
</tr>
<tr>
<td>Female</td>
<td>19,275</td>
<td>6,631</td>
<td>34.4%</td>
</tr>
<tr>
<td>Male</td>
<td>4,356</td>
<td>1,487</td>
<td>34.1%</td>
</tr>
<tr>
<td>African-American</td>
<td>4,714</td>
<td>1,376</td>
<td>29.2%</td>
</tr>
<tr>
<td>Female</td>
<td>3,855</td>
<td>1,104</td>
<td>28.6%</td>
</tr>
<tr>
<td>Male</td>
<td>859</td>
<td>272</td>
<td>31.7%</td>
</tr>
<tr>
<td>Hispanic/LatinX</td>
<td>944</td>
<td>332</td>
<td>35.2%</td>
</tr>
<tr>
<td>Female</td>
<td>785</td>
<td>276</td>
<td>35.2%</td>
</tr>
<tr>
<td>Male</td>
<td>159</td>
<td>56</td>
<td>35.2%</td>
</tr>
</tbody>
</table>
Enrollment, Completion and Employment by License Area

Measure Names:
- CT Completers
- CT Licensure
- CT Employed
First Year Placement of Teachers

First Year Concentration by Teacher and School Characteristics (2018-19)

In the chart above, each dot is a school. The y-axis displays the school’s percentage of those in their first year. You choose the school characteristic for the x-axis using the “School Characteristics Selector” to the right. You can choose to color (or not) the schools by type using the “School Type Selector.” Use the LEA Name dropdown to narrow the schools displayed by LEA.
First Year Placement of Teachers

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Equitable Access by School

Equitable Access

Teacher Effectiveness Selector
Avg. Teacher EVAAS Index Score

School Characteristics Selector
School Student African-American (%)

Color dots by this category:
- All Same Color
- School Designation
- School Level
- School Locale
- School Program Type

Click on a color below to highlight each.
- All Schools

Use the two dropdowns on the right — "Teacher Effectiveness Selector" and "School Characteristics Selector" — to choose the two measures you’d like to compare. Each dot that displays represents a school. The line shows the overall relationship between the two measures across all the schools. If you’d like to further disaggregate by the type of school, choose the school category you are interested in using the "Highlight Dots by Category" menu on right. Then to highlight schools with a certain value in that category, type in the value "And this value of the category." Schools that meet that criteria will highlight, and the trend line will update accordingly.
Conclusion

• Issues related to teacher preparation, licensure, and initial placement in the field are complex and interrelated.

• It is clear from the data, that African Americans do not have the same opportunities for preparation and successful employment placement as White candidates.

• As Hispanic/LatinX student populations increase, the State needs to find ways to attract Hispanic/LatinX students to the profession.

• Quantitative analysis can only tell us where the problems are; it cannot tell us why they are happening. There is no substitute for thorough qualitative research to help us understand the why behind the numbers.