



Program Details

North Carolina remains committed to solving the state's teacher shortage through multiple means and with legislative support. One critical strategy includes the enactment of Senate Bill 598, to establish the Future Teachers of North Carolina (FTNC). The FTNC will create opportunities for high school students with strong academic, interpersonal, and leadership skills to enroll in college-level education courses in their respective high schools, to encourage teaching as a career pathway. We are looking for highly qualified teachers to offer college-level courses in NC high schools

Program Details

- College-level honors course, with a rigorous, extensive portfolio component
- Two elective courses offering three Career and Technical Education (CTE) credits
- Curriculum and artifacts aligned with the North Carolina Professional Teaching Standards
- Student credit articulation with the UNC system, allowing successful program completers to earn 6 college credits:
 - EDU 216: Foundations of Education
 - EDU 221: Children with Exceptionalities
- Aligns to CTE Education & Training career cluster and pathway initiative
- Training, curriculum, resources, trainer expenses, and lunches provided by UNC General Administration through Senate Bill 598 Future Teachers of North Carolina

FTNC is an Interactive Program that...

- Studies growth and development of the learner
- Examines the historical, social, political, cultural and legal forces that shape education in the US public school system
- Explores the role of the teacher and philosophy that guides teaching
- Investigates the North Carolina teacher licensure process
- Provides real-world field experiences designed to connect theory and practice of the teaching profession.

Program Partners

- University of North Carolina General Admission (UNC GA)
- University of North Carolina Wilmington
- North Carolina A&T University
- Western Carolina University
- North Carolina Department of Public Instruction (NCDPI)
- Center for Educator Recruitment, Retention, & Advancement (CERRA)
- North Carolina Local Education Agencies and Public Charter Schools

For more information, contact:

Family & Consumer Sciences Education
North Carolina Department of Public Instruction
Division of Career & Technical Education

FACSEducation@dpi.nc.gov

919-807-3904

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Program Rationale	
<p>The teacher shortage in North Carolina continues to be problematic, creating a cyclical dilemma in offering every student in every corner of the state the best teacher he or she deserves. Barth, Dillon, Hull, and Higgins (2016) reported that teacher turnover is at a five year high in North Carolina, specifically in communities with the most limited resources. Yaffe (2016) highlighted that many school districts across the nation have strategized the building of relationships with locally grown talent to address the teacher pipeline.</p> <p>Furthermore, Visher, Bhandari, Medrich (2004) discovered that high school students who engage in career exploration programs, including those where college credit is earned, are more likely to graduate from high school and experience success in college. Guarino, Santibanez, and Daley (2006) found that streamlined entries into the teaching profession provided incentive in attracting potential teachers. Finally, teachers in training who have had the most comprehensive pre-service preparation tend to have higher retention rates (Wall, Che, & DeAngelis, 2013).</p>	
FTNC Instructor Requirements (see additional qualities of an FTNC Instructor)	
<p>Requirements for becoming an FTNC instructor include:</p> <ul style="list-style-type: none"> • Three years minimum of classroom teaching experience, • Master’s degree in education, • Appropriate standard professional license issued by NC DPI, • Overall summary ratings of at least “Accomplished” on the North Carolina Educator Evaluation System, and • Principal recommendation and CTE Director’s acknowledgement. 	
FTNC Student Requirements*	
<p>To be accepted into the program students must:</p> <ul style="list-style-type: none"> • Be a junior or senior, • Have and maintain a 3.0 Grade Point Average, • Submit an essay/writing sample, and • Provide three teacher endorsements. <p>The FTNC Student Application will be provided to participating schools.</p> <p><i>*FTNC Student Requirements are established by the Center for Educator Recruitment, Retention, and Advancement (CERRA) and the University of North Carolina General Administration.</i></p>	

FTNC Constituent Institutions

Per Senate Bill 598, The UNC General Administration has identified three constituent institutions:

- Western Carolina University (west),
- North Carolina A&T State University (central), and
- University of North Carolina at Wilmington (east)

The constituent institutions will lead efforts to engage FTNC high school teachers through professional development and collaboration. Local Education Agencies are encouraged to foster relationships and partnerships with local Institutions of Higher Education and schools of education.

FTNC Courses

Teaching as a Profession I

Course Number: To Be Announced (TBA)

Recommended Maximum Enrollment: 20

Hours of Instruction: 135 (block) 150 (regular)

Prerequisite: 11/12 Grade, Application

Aligned Career Technical Student Organization: Family, Career and Community Leaders of America (FCCLA)

This college level course is designed to encourage students who possess a high level of academic achievement and those personality traits found in good teachers, to consider teaching as a career. Students are exposed to the many facets of education through class discussion, observation and participation in public school classrooms. Students will examine their aptitudes for teaching, learner needs and development, including students with exceptionalities, and the history, trends, and governance of education. English/language arts, social studies, mathematics, science, technology, and interpersonal relationships are reinforced.

Teaching as a Profession II

Course Number: To Be Announced (TBA)

Recommended Maximum Enrollment: 20

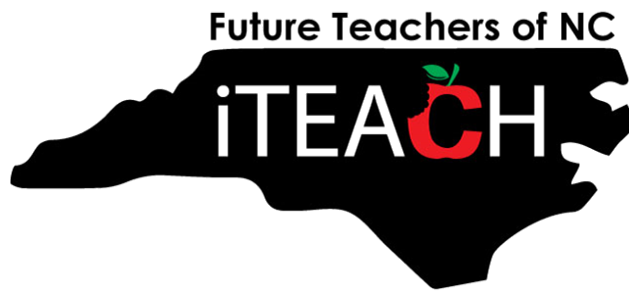
Hours of Instruction: 270 (block) 300 (regular)

Prerequisite: Teaching as a Profession I

Aligned Career Technical Student Organization: Family, Career and Community Leaders of America (FCCLA)

This college level course is designed to encourage students who possess a high level of academic achievement and those personality traits found in good teachers, to consider teaching as a career. Students are exposed to the many facets of education through class discussion, observation and participation in public school classrooms. Students will apply concepts through an embedded internship experience with a cooperating teacher as they design, deliver, and reflect on their instruction. Students also investigate certification, employment, ethics, and professionalism in education. English/language arts, social studies, mathematics, science, technology, and interpersonal relationships are reinforced.

Scheduling FTNC Courses		
Schools participating in the SY17-18 Pilot are required to offer the full sequence (levels 1 and 2) during the academic year. Level 2 must be double blocked for a three-hour period. The three-hour period should be scheduled to facilitate the internship component of the program, with consideration of the school schedule at potential internship sites (elementary, middle, and high).		
FTNC Timeline		
Applications due to FACSEducation@dpi.nc.gov	November 3, 2017	November 21, 2017
Approved instructors attend CERRA training	December 6-8, 2017	Raleigh, NC
Recruitment of HS students to FTNC	January/February 2018	
Curriculum and professional development	April 2018	Locations vary
North Carolina CTE Summer Conference	July 23-24, 2018	Greensboro, NC
Schools offer at least 2 sections of level one course (1 credit)	Fall Semester (SY18-19)	
Instructors attend/participate in regional UNC system professional development	Fall Semester (SY18-19)	Locations vary
Schools offer at least 1 section of level two course (2 credits)	Spring Semester (SY18-19)	
Instructors attend/participate in regional UNC system professional development	Spring Semester (SY18-19)	Locations vary
FTNC programs must submit required reporting as requested	Spring Semester (SY18-19)	
Desired Outcomes and Data Collection		
Per Senate Bill 598, at the conclusion of the 2018-19 academic year, the UNC GA shall begin reporting annually on the following outcomes:		
<ul style="list-style-type: none"> • Total number and names of LEAs with participating FTNC high schools, • Demographic information of FTNC students; • Percentage of FTNC students who, after completing the FTNC reported the following: <ul style="list-style-type: none"> ○ Plans to choose teaching as a profession, ○ Effectiveness of courses in formulating a positive perception of the education profession, ○ Coursework and activities increased students' knowledge of the teaching profession and other education careers, and ○ Field experience helped students understand many factors that contribute to effective teaching; • Percentage of students who completed FTNC courses and received dual credit by an institution; • Percentage of students who completed FTNC courses who applied for admission into an educator preparation program, by institution; and • Number of teachers provided professional development for FTNC. 		
Additional data collection is required via the federal Carl D. Perkins Career and Technical Education Act of 2006 including CTE concentrators, technical attainment, and special populations, including nontraditional enrollment.		
Curriculum Costs and Training Expenses		
Senate Bill 598, has provided funds to support the implementation of the Future Teachers of North Carolina program. The UNC GA will use such funds to provide curriculum, training, and ongoing professional development to the FTNC instructors.		



Qualities of an FTNC Instructor

Communicating Effectively with Others

The instructor will find this especially important when working with FTNC students, their cooperating teachers, building administrators, college partners, and members in the community who are affiliated with education.

Understanding of Trends in Teacher Preparation

The instructor encourages FTNC students to discuss, analyze, and apply the latest trends in the education profession.

Maintaining Good Records and Documentation

The instructor keeps detailed records on the FTNC students' assessed papers, products, and portfolios. The instructor displays FTNC student work throughout the classroom and school building.

Using Different Instructional Methods

The instructor realizes that there are many different learning styles and makes accommodations for the learners in the classroom. With the assistance of a teacher-oriented FTNC curriculum, the instructor models a wide variety of instructional methods.

Expecting High Levels of Achievement from Students

The instructor sets a high standard for himself and students. He/She is an advocate and supporter of educational careers. It is preferred that the FTNC instructor have three or more years of teaching experience.

Making Purposeful Decisions about His/Her Teaching

The instructor knows what to do to help those who are struggling with the content. He/She makes use of effective pacing, instructional strategies, resources, and motivational techniques to enable FTNC students to be successful in this course.

Striving to be a Positive Role Model

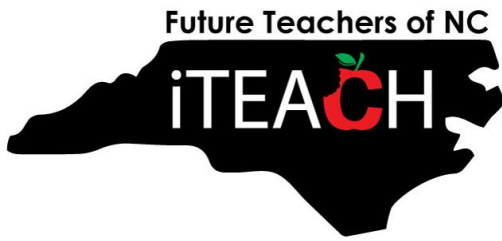
The instructor provides all students with an example of good character and outstanding professional qualities.

Having a Genuine Desire to Teach this Course

The instructor has a sincere interest in working with high school students who want to learn more about human growth and development as well as educational issues pertaining to schools and teachers. He/She welcomes the opportunity to make a positive difference as a teacher leader in this instructional role.

Encouraging the Best and Brightest Students to Become Teachers

The instructor will help ensure that this course will serve as a basis for information and inspiration for outstanding students to choose teaching for their profession.



Instructor Application

Due ~~November 3, 2017~~ November 21, 2017

Date of Application:

Personal Information

Name of Applicant:

Home Address:

City: State: Zip Code:

Home Email: Home/Cell #:

Teaching Information

Years of Teaching Experience:

High School:

LEA:

Principal:

CTE Administrator:

Work Email:

Work Phone #:

Teacher Licensure Information

Type:

License #:

Expiration Date:

Class Code:

Licensure Areas and Codes	
Code	Licensure Area (description)

Teacher Education Information

Undergraduate Degree: <input type="text"/>	Conferred (MM/YY): <input type="text"/>
Institution: <input type="text"/>	
Masters Degree: <input type="text"/>	Conferred (MM/YY): <input type="text"/>
Institution: <input type="text"/>	

Future Teachers of North Carolina Instructor Requirements Acknowledgement

I understand that teaching the Future Teachers of North Carolina program requires that the teacher have three years minimum of classroom teaching experience, a master's degree in education, an appropriate North Carolina Professional Teachers License, principal recommendation, and an overall summary rating of at least "Accomplished" on the North Carolina Educator Evaluation System.

I also understand that my FTNC certification is dependent upon my completion of the CTE endorsement process within three years of this application.

- I currently have my master's degree.
- I currently have my CTE Education and Training endorsement.
- I must apply for my CTE Education and Training endorsement.

I understand that missing this deadline jeopardizes my school's FTNC program.

Instructor's Signature

Date

Future Teachers of North Carolina Principal Recommendation

The FTNC Instructor Candidate in this application has received an overall summary rating of at least "Accomplished" on the North Carolina Educator Evaluation System.

The FTNC Instructor Candidate is in good standing with the school, it's leadership, and the community and I recommend this teacher to be an FTNC Instructor.

We have the capacity to support the FTNC program with resources needed to implement with fidelity, including, but not limited to, scheduling needs, student recruitment, student counseling, and partnerships with local schools (internship sites).

Our school:

- Currently has an NC Teacher Cadet program
- Currently does not have an NC Teacher Cadet program

Principal's Signature

Date

Future Teachers of North Carolina CTE Support Acknowledgement

I understand that CTE Months of Employment may be used if the FTNC Instructor Candidate has the appropriate CTE License.

We have the capacity to support the FTNC program with the resources needed to implement with fidelity, including, but not limited to, transportation to internship sites, equipment, special populations support, career guidance, and work-based learning coordination.

CTE Director's Signature

Date

CERRA Training Acknowledgement of Understanding

I understand that this FTNC curriculum training allows me to teach the content of the FTNC program using the curriculum materials from the South Carolina Center for Educator Recruitment, Retention, & Advancement (CERRA) and materials that my state, North Carolina, has received approval for use with this course.

I understand and agree to support the CERRA requirement not to share the curriculum, in part or whole, with anyone who has not been trained through the CERRA training program.

I understand the FTNC training provides this agreement to the teacher. Additional teachers who are asked to be an FTNC instructor from my school must successfully complete CERRA approved training before access is granted to the curriculum.

I understand that I will teach the FTNC courses on a daily basis or the equivalent time.

I understand that each student enrolled in the program will meet the following criteria*:

- Be a high school senior or junior
- Have a GPA average of at least 3.0
- Be recommended in writing by three (3) instructors
- Submit an essay/writing sample (The instructor will keep this essay on file.)

**FTNC Student Requirements are established by the Center for Educator Recruitment, Retention, and Advancement (CERRA) and the University of North Carolina General Administration.*

I understand that I will actively seek to recruit minority/non-traditional students, in keeping with the need to help expand the future pool of minority teachers. Including but not limited to, students with exceptionalities, males, and non-white racial and ethnic groups.

I understand that I am to teach all the core curriculum components and choose activities that address the standards of the FTNC program.

I understand that FTNC will participate and/or observe teaching activities in a variety of settings (kindergarten, elementary school, middle school, high school, career and technical education, special education, and any settings that place a special emphasis on critical content shortage areas).

I understand that I will provide and supervise a field experience for each of my FTNC students; college credit will be recommended based on field experience, portfolio excellence, and student achievement.

I understand that I am expected to attend at least one professional development session a year; first year teachers are required to attend two additional curriculum sessions (hosted regionally by constituent institutions).

I understand that there will be an FTNC Annual Agreement to be completed by the instructor, principal, and CTE administrator/director at the start of each school year.

I understand that I will provide data on FTNC students annually to the North Carolina Department of Public Instruction and the University of North Carolina General Administration, to evaluate the effectiveness of FTNC in recruiting talented students into the profession and meeting federal and state mandates.

Instructor's Printed Name

Instructor's Signature

Principal's Printed Name

Principal's Signature

CTE Director's Printed Name

CTE Director's Signature