



## QUALITY TEACHERS:

Issues, Challenges, and Solutions for  
North Carolina's Most Overlooked Rural Communities

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on behalf of the North Carolina Rural Education Working Group

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*The Rural School and Community Trust (Rural Trust) is the leading national nonprofit organization addressing the crucial relationship between good schools and thriving rural communities. Working in some of the poorest, most challenging rural places, the Rural Trust involves young people in learning linked to their communities, improves the quality of teaching and school leadership, advocates for appropriate state educational policies, and addresses the critical issue of funding for rural schools.*

## BACKGROUND

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*The North Carolina Rural Education Working Group is a network of rural community activists living in eastern North Carolina that want to improve their schools through community action, and local and state policy work. This group joins a network of rural advocates working in a variety of states including Mississippi, Alabama, South Carolina, West Virginia, Nebraska and Arkansas. With support from the Rural School and Community Trust (the Rural Trust), the group meets periodically to share their work and learn about policy issues that affect the well-being of the young people in their communities.*

During their first months of meeting, the group discussed the school related issues of greatest concern to them and came up with a list of topics that they asked the Rural Trust to research. The list included: teacher shortages; lack of certified teachers; professional development for teachers; use of long-term substitutes; the role of superintendents, school boards, parents and county commissioners in school reform and improving situations/conditions for children; professional development on using culturally relevant methods and content; closing the achievement gap; parent and community involvement; meeting the needs of English Language Learners; the need for more school nurses, social workers and counselors; high suspension and expulsion rates for African-American students; access to broadband technology; professional development for teachers in using technology, and relationships with community colleges.

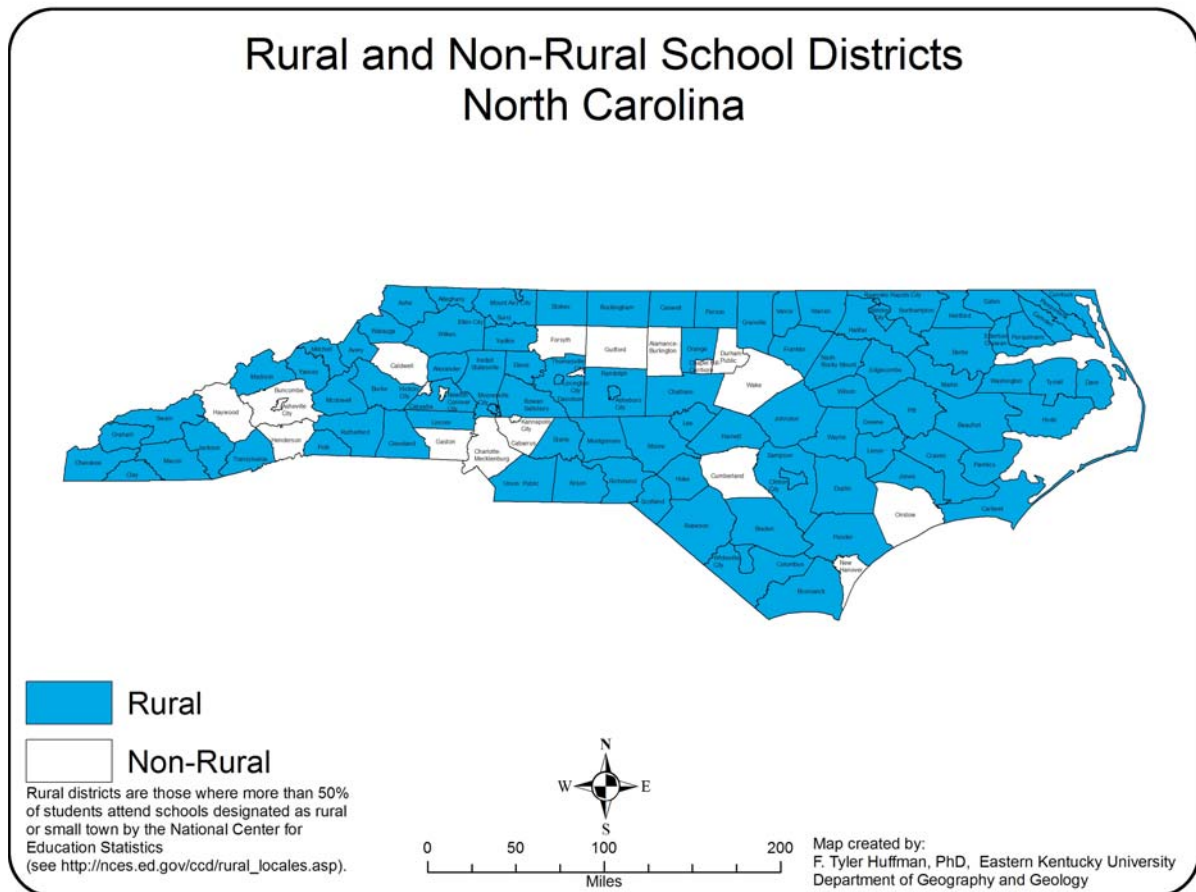
This report focuses on the issues most related to teacher shortages and quality, as well as some of the issues regarding technology. The process for writing this report involved several feedback sessions with members of the group, as well as Rural Trust staff.

This report describes, on a number of measures, the challenges facing low-wealth rural school districts in eastern North Carolina as they relate to issues of teacher quality and ensuring that their students have a good teacher in each classroom. It describes five strategies that are being used in rural areas throughout the country to respond to these challenges, and specifically what North Carolina is doing around each strategy, including: growing your own; targeting incentives; improving recruiting and hiring practices; improving school level support for teachers; and using technology. In the last part of the report, we recommend local and state level activities for each of the five strategies, and add three recommendations that, based on our experience in this state and in other rural states, would help address the pressing issue of providing all children in North Carolina the teachers they deserve.



## INTRODUCTION

*North Carolina is a very rural state. Beyond the interstate corridors, over 788,000 students attend rural schools—more than half of the students enrolled in North Carolina’s public schools, and the second largest rural student population in the nation.<sup>i</sup>*



*(See Appendix B, page 24 for a larger map).*

While some rural communities are thriving as they have been for over a hundred years, many are experiencing a variety of stressful developments. Whole counties are developing so fast that rural culture, traditions, and relationships are breaking apart. Communities that used to be anchored by the rhythms and traditions of small family farm life have morphed into enormous hog and chicken factories, employing far fewer workers. Many rural areas are experiencing an influx of children whose first language is not English and schools strain to find teachers for them. At the same time, 15 rural counties are losing population and are economically on the brink. In most countywide districts, small rural communities have long since lost their community schools to consolidation.

But while all of these changes are taking place, two things remain dimly constant: the children in poor rural communities are afforded neither the resources nor the quality teaching they need to

overcome their challenges and experience academic and personal success. And many rural communities continue to grapple with historic racial tensions and painful memories that inhibit new relationships and thinking. As the children go, so goes the future of rural communities.

It was the rural school districts of Hoke, Halifax, Vance and Robeson, along with Cumberland, that decided that their long-standing inability to raise local dollars to supplement state public school dollars was not going to be resolved in a meaningful way by the state legislature. In 1992, these counties sued the state in the now famous *Leandro* school funding case arguing that the state had a constitutional obligation to provide what is now called a “sound basic education” to every North Carolina child regardless of local circumstances. Two state supreme courts have now ruled that there are students who are not receiving their constitutionally mandated sound basic education. The 2006 session of the General Assembly finally responded, initiating the Disadvantaged Student Supplemental Fund (or DSSF, already begun by executive order by the governor) and fully funding the low-wealth school fund for the first time.

In North Carolina, like many other states, rural students, their schools, and their communities are rarely the subject of investigation and analysis. Often, rural residents who wish to improve their schools through the local and state policy process are isolated, lack access to timely information, and are rarely “at the table” when public policy is crafted. Even if there are initiatives with potential to benefit rural schools and students, rural advocates rarely have access to information that could help them hold local officials accountable for the best use of resources or allow them to be involved in local initiatives to improve student success.

To respond to this need, the Rural Trust launched the North Carolina Rural Education Working Group, recruiting pairs of advocates from a selected group of northeastern and south central counties. The North Carolina Rural Education Working Group, with assistance from the research team of the Rural Trust, decided to conduct an analysis of certain features of rural schools that were of concern to the group. This report focuses on only one of the group’s dozen concerns: the need for quality teachers for their communities. Their concern mirrors one of the most crucial issues raised in Judge Howard Manning’s findings in the *Leandro* lawsuit: *“Every classroom must be staffed with a competent, certified, well-trained teacher who is teaching the Standard Course of Study by implementing effective educational methods that provide differentiated, individualized instruction, assessment, and remediation to the students in that classroom.”*

This report is intended to inform rural community advocates and others about some important features of schooling in the 30 highest poverty rural districts in the state. In keeping with the mission of the Rural Trust, we focused our attention on the 30 highest poverty rural districts, using the free and reduced meal rate as our measure of poverty (for a map of these 30 rural districts, see page 8). All of these districts are in eastern and south central North Carolina and are experiencing economic and social stress. Eleven of the 30 are losing population, in a state that is experiencing rapid growth. Twelve of the 30 have at least one low-performing high school that is the target of court ordered improvement efforts. And 10 of the 30 are among the 16 pilot districts receiving the first Disadvantaged Student Supplemental Funds (DSSF). We compare these districts on some important variables with the 30 *lowest* poverty districts in the state (see district statistics in Appendix A). The children in these communities and their adult supporters face daunting challenges.

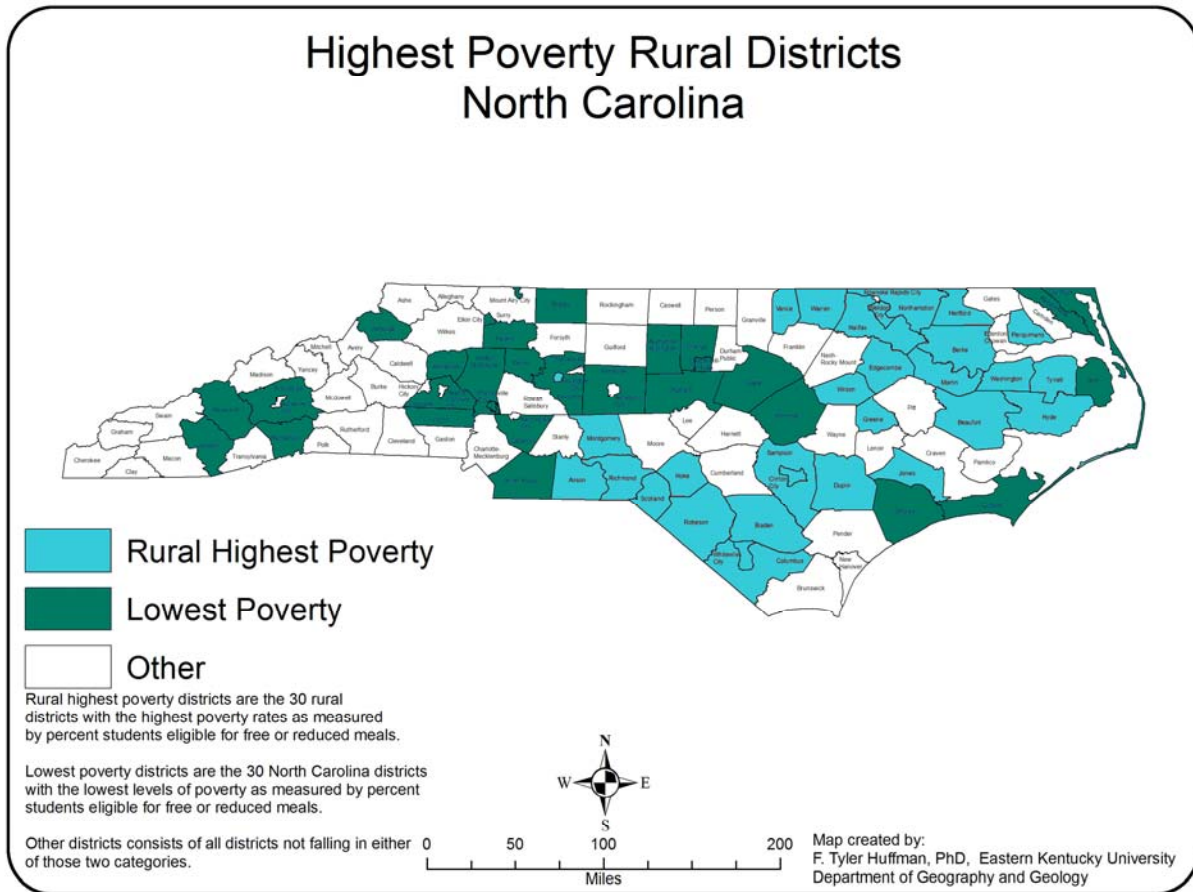
We found that on average, compared to a student who attends school in one of the 30 low-poverty districts, a student attending school in one of the 30 highest poverty rural districts is:

- Twice as likely to live in poverty;
- Twice as likely to be African American;
- 40% less likely to graduate from high school;
- 16% more likely to be taught by a teacher who is new to the school;
- 66% more likely to be taught by a teacher that is not fully certified;
- Only about half as likely to be taught by a teacher with National Board Certification.

We offer a set of five strategies that could improve the chances that children in low-wealth rural district get good teachers and include some current state sponsored initiatives that may respond to some of the needs. At the end of this report, we recommend some state policy initiatives that would begin to address the issue of getting the best teachers to the students who need them most. We also suggest local community efforts that could begin right now.

## CHALLENGES FACING HIGH POVERTY RURAL SCHOOLS

Poverty and minority status in recent decades have correlated with low student achievement. While individual schools are sometimes able to cut through the powerful forces of underprivilege and discrimination that go hand-in-hand with poverty and minority status, it is the rare school and the rarer school system that sustains such success. The 30 rural districts we examined serve very large percentages of children that have been historically underserved by the public schools.



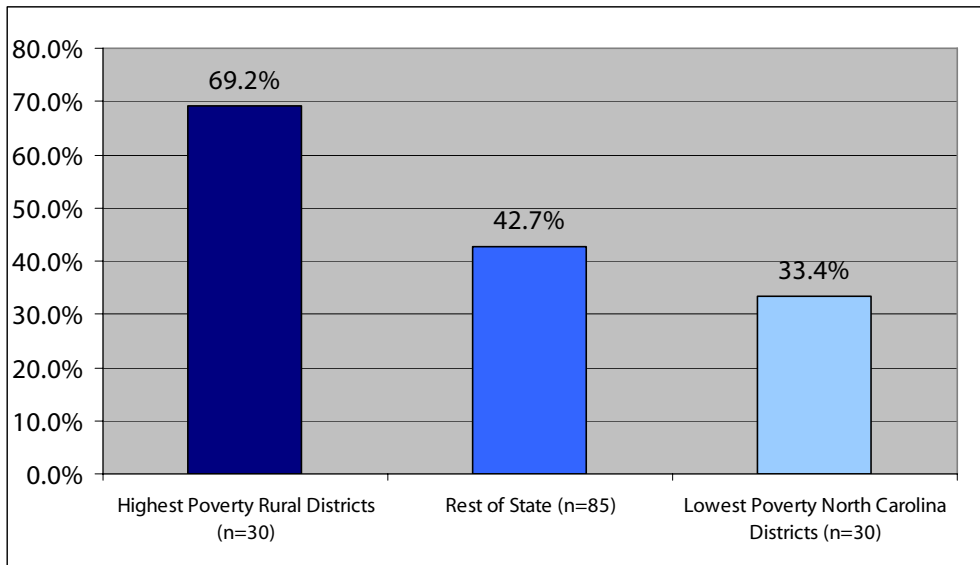
(See Appendix B, page 25 for a larger map).

### Poverty

In the 30 highest rural poverty districts in North Carolina, an average of 69% of students qualify for free and reduced meals—more than twice the average of the 30 lowest poverty districts, at 33%. The free and reduced meal rate in these highest poverty rural districts ranges from 57% to a staggering 84%.



## Percent Students Eligible for Free or Reduced Meals, School Year 2004-05

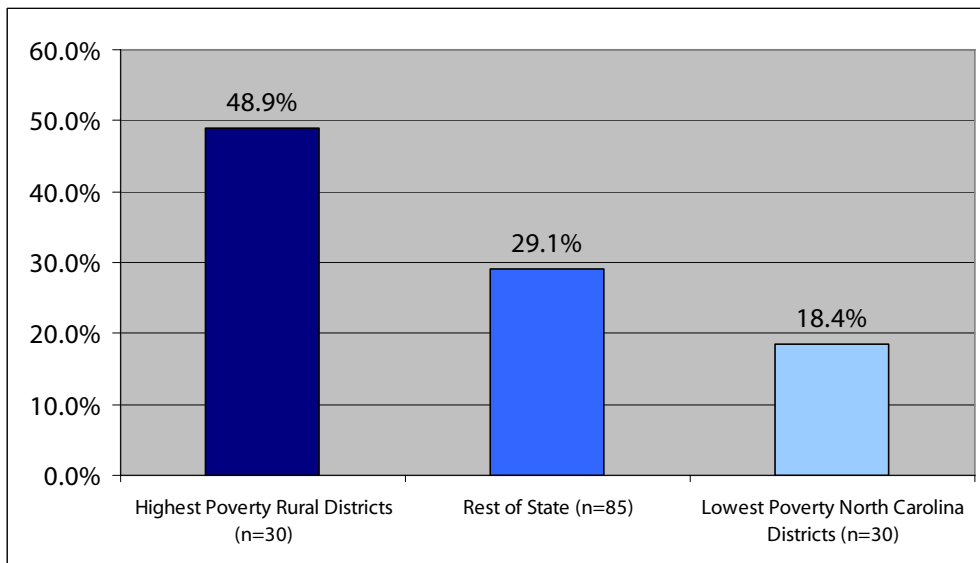


Source: National Center for Education Statistics, Common Core Data 2004-2005.  
Retrieved from: <http://nces.ed.gov/ipeds/>

## Racial Makeup

In the 30 highest poverty rural districts, students are almost three times more likely to be African American than students in the 30 low-poverty districts.

## Percent African-American Students, School Year 2004-05



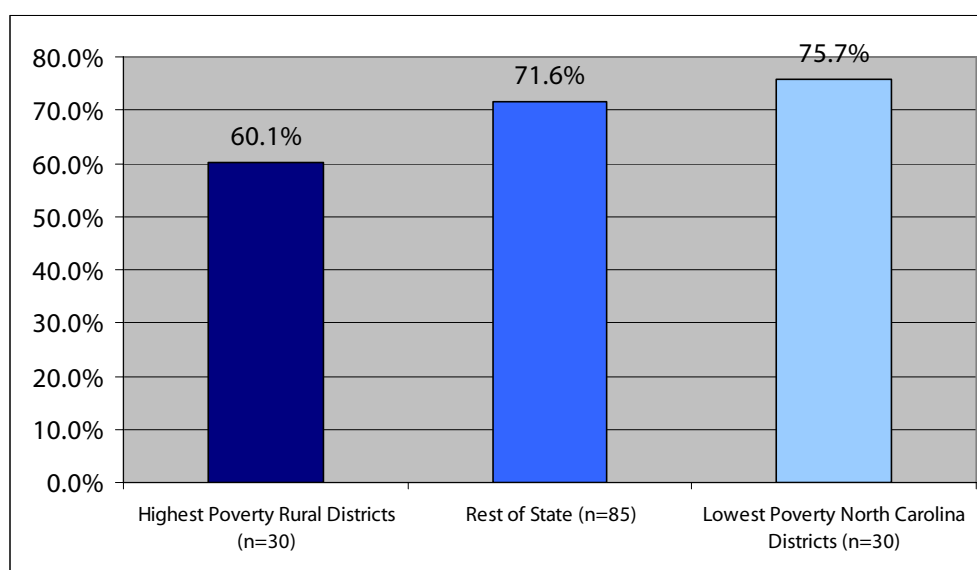
Source: National Center for Education Statistics, Common Core Data 2004-2005.  
Retrieved from: <http://nces.ed.gov/ipeds/>

## Graduation Rate

In the 30 highest poverty districts, students are 40% less likely to graduate than students in the low-poverty districts. Only 60% of students who enter ninth grade graduate in four years, compared to 72% statewide and 75% in the 30 low-poverty districts. On average, out of a class of 30 ninth graders in the high poverty rural districts, only 18 get diplomas.

Many feel that this disappointing figure is the culmination of inadequate instruction and resources, low achievement, alienation from school, push out and dropout, and grade retention over the years a child has been in school. In addition to greater support from the community, such children need the best teachers we can offer them.

### Graduation Rate, School Year 2005-06



Source: North Carolina Department of Public Instruction, 2006 Four-year Cohort Graduation Rate by LEA. Report dated February 28, 2007. Retrieved from: <http://www.dpi.state.nc.us/docs/newsroom/news/2006-07/bylea-attach3.pdf>

## INDICATORS OF A QUALITY TEACHING FORCE IN RURAL SCHOOLS

Recent studies have confirmed the importance of a qualified, competent, and caring teacher for each child, and national consensus on the issue has been expressed in the No Child Left Behind Act (NCLB). In fact, NCLB requires states to report on efforts to ensure that every child has access to a highly qualified teacher.

As a report issued in 2006 by the North Carolina Department of Public Instruction asserts, North Carolina is committed to ensuring that every child has competent, caring, and qualified teachers.<sup>ii</sup> But, defining what makes a highly qualified teacher can be difficult. As members of the North Carolina Rural Education Working Group say, “Children don’t care about what you know until they know you care.” Since we do not have standard measures that tell us if a teacher is a caring professional with a high degree of cultural competency, we must use a number of standard proxies,

such as certification and turnover, to determine if children in rural areas are getting their fair share of North Carolina's best teachers.

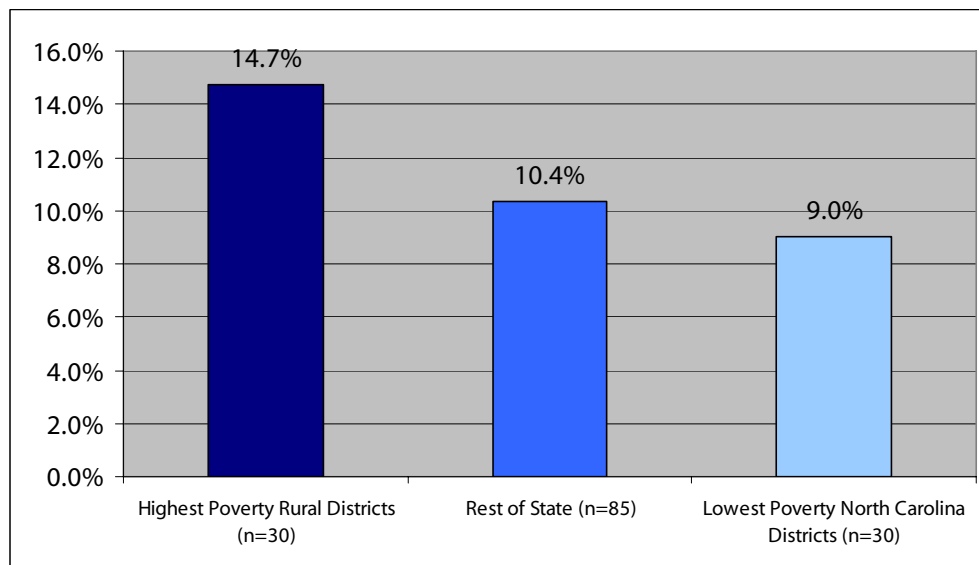
At the same time, the issues of cultural competency and teaching in a rural area cannot be ignored. Our children don't have the "best" teachers if these teachers cannot relate to and respect the community and its families. And if teachers do not feel a part of the community, they are unlikely to stay. We will return to this issue in our recommendations.

## Certification

For a basic measure of teacher quality, we looked at the percentages of teachers who work in high poverty districts who were not fully certified.<sup>iii</sup> In North Carolina Department of Public Instruction reports, "Fully Certified" means the teacher has an initial license, a continuing license, or is a Visiting International Faculty member. Being fully certified is the most fundamental level of teacher competency that parents and students should expect, but in a state that is growing in population (albeit unevenly) the competition for certified personnel is fierce. According to the Pilot Evaluation of the DSSF, only 80% of teachers in grades 3-5 were fully certified and fewer than 65% of middle and high school teachers who taught tested subjects were fully certified to teach those classes.<sup>iv</sup> It is the students in high-poverty rural areas that disproportionately bear the brunt of the competition for certified teachers.

**A rural student in a high-poverty rural district has a 66% greater chance that he or she will not be taught by a fully certified teacher than a student in a low-poverty district. In our 30 high-poverty rural districts, almost one of every seven teachers was not fully certified compared to only one in 12 in the low-poverty districts.**

Percent of Teachers Not Fully Certified, School Year 2005-06

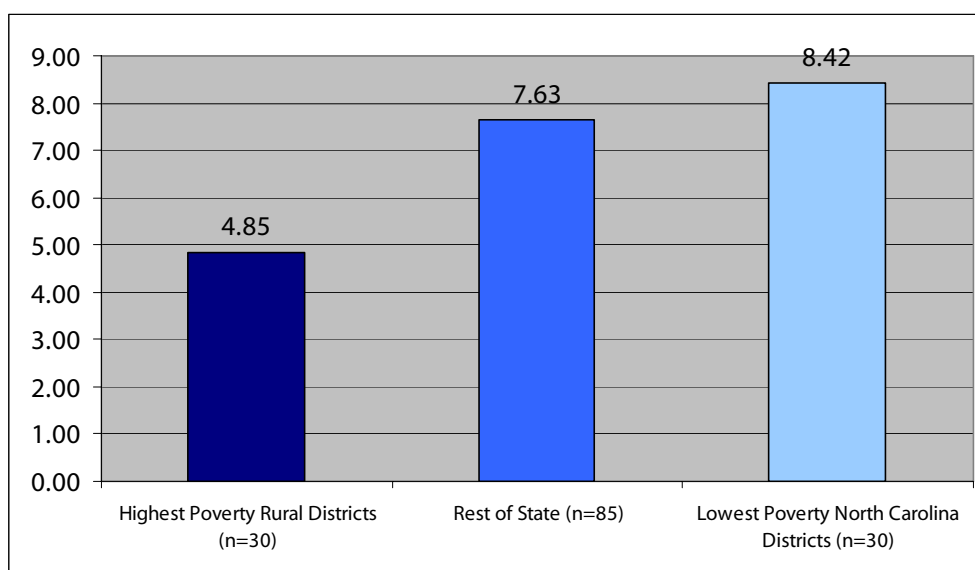


*Source: North Carolina Department of Public Instruction, 2005-2006 School Report Card data file. Retrieved from: Email correspondence dated April 24, 2007, from Mike Cash, Division of Financial and Business Services, North Carolina Department of Public Instruction.*

## National Board Certified Teachers

North Carolina fully supports teachers in the state applying to become National Board Certified teachers. National Board Certification is a rigorous process involving over 200 hours of study, essays, and demonstration. Many teachers have reported that it is the best staff development process they have ever experienced. In North Carolina, only approximately 40% of teachers pass the National Board Certified exam on the first try. North Carolina provides many incentives for teachers to become board certified, including paying all fees and salary increases of 12% for successful candidates, and has the most National Board Certified teachers in the nation. But where in North Carolina are these accomplished teachers teaching? A student in a high poverty district has half the chance of having a National Board Certified teacher as a student in a low poverty district.

### National Board Certified Teachers and School Leaders per 1,000 Students, School Year 2005-06



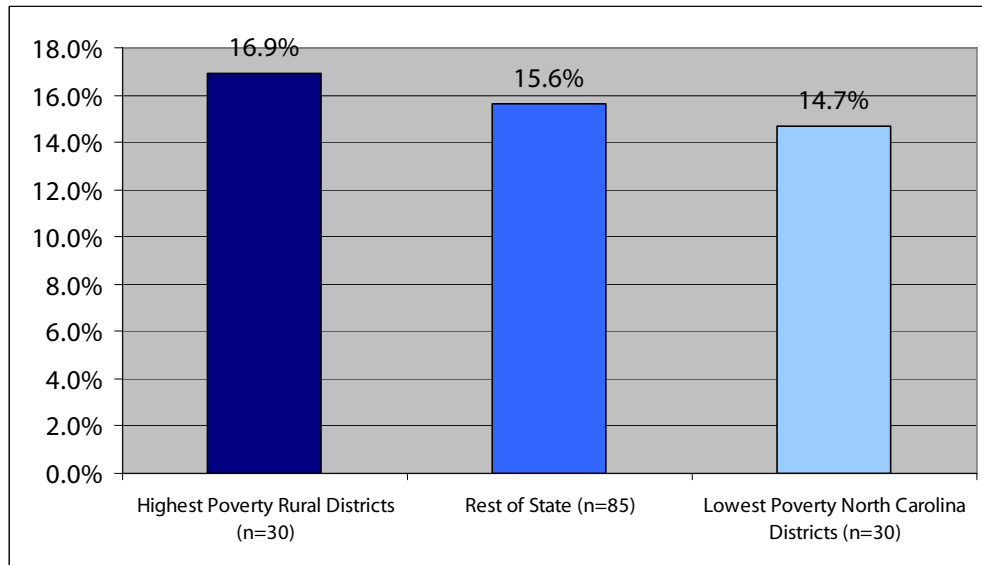
*Source: North Carolina NBCT Data File, 2005-2006. Retrieved from: Email correspondence from Scott Emerick, Center for Teaching Quality ([www.teachingquality.org](http://www.teachingquality.org)), May 8, 2007. Data also available from Danny Holloman, Division of Human Resource Management, North Carolina Department of Public Instruction.*

## Teacher Turnover

Though a certain amount of teacher turnover is good for bringing new energy to a school, constant high turnover means that principals spend much of their time hiring and orienting new teachers and rebuilding a team. Staff development funds must be focused on new hires, leaving less for re-energizing veterans. And children face the prospect of being taught by people who do not know the community or their families.

A student in our 30 high-poverty rural districts is 16% more likely to have a teacher who is new to the school than a student in a low-poverty district.

## Percent Teacher Turnover, School Year 2005-06



Source: North Carolina Department of Public Instruction, Division of Human Resources Management, October 2006, System Level Teacher Turnover Report.

Retrieved from: <http://www.ncpublicschools.org/docs/recruitment/surveys/turnover/2005-06turnoverreport.pdf>

To fully appreciate what this means for children attending school in the highest poverty rural districts, we can consider how teacher turnover operates in partnership with teacher quality. There is some turnover in high achieving, more affluent districts (though not nearly as much as in poorer districts). The teacher quality measures suggest that in many cases, these low-poverty districts are losing high quality teachers (often to retirement), but replacing them with similarly qualified teachers. In the high-poverty rural districts, this is not the case. In the highest poverty rural districts, what we see is a revolving door of less qualified teachers (and, perhaps, a pattern where the better qualified teachers in these settings are leaving for higher pay and easier working conditions in more affluent communities).

Additionally, the overall level of teacher turnover for the group of 30 highest poverty rural districts masks dramatic challenges in individual districts. One-third of the districts lost more than 1 in 5 teachers from the previous school year. On average, the teacher turnover rate among the districts was more than 18%.

**In sum, children in high-poverty rural areas face challenges that are greater than children in low poverty districts and other children in the state. To help those children overcome their challenges, they need our best teachers, but on average on many measures, they do not have them. The teachers in these districts are less experienced, have fewer higher level degrees and professional development experiences, and leave these districts at a greater rate than the state as a whole and at even greater rates than those in the 30 low-poverty districts.**

## HOW CAN NORTH CAROLINA RECRUIT AND RETAIN THE BEST TEACHERS FOR STUDENTS IN HIGH-POVERTY RURAL DISTRICTS?

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Rural specific research on this crucial question is both sparse and dated. A report published in 2005 by the Appalachian Education Laboratory at Edvantia, *Rural Teacher Recruitment and Retention Practices: A Review of the Research Literature, National Survey of Rural Superintendents, and Case Studies of Programs in Virginia* notes that “23 of the 43 rural-specific documents identified via the ERIC search [for their review] were published prior to 1999.”<sup>v</sup>

Edvantia’s survey results of 597 rural superintendents show that rural areas report difficulties in recruiting and retaining specific kinds of teachers, including special education, math, and science teachers. The survey confirms that challenges to recruiting and retaining teachers include low pay, geographic and social isolation, difficult working conditions, and problems meeting the requirements of NCLB.

Although North Carolina has not conducted rural-specific surveys on teacher recruitment and retention, the Department of Public Instruction’s data on the state as a whole mirrors the needs reflected in the Edvanita report: special education, math, and sciences. Bilingual education teachers are creeping up in the rankings as a high need area.<sup>vi</sup> And, in North Carolina, low-wealth rural areas even report shortages for elementary teachers.<sup>vii</sup> North Carolina as a whole needs 10,000 new teachers each year and its schools of education are producing only about 3,000 new teachers of which about two-thirds are teaching in North Carolina within one year of graduation. The remaining 8,000 teachers come from other states or through lateral entry programs.<sup>viii</sup> High-poverty rural districts must vie for teachers in an extremely competitive environment.<sup>ix</sup>

Below, we summaries that five main strategies that states and local districts are using to respond to the challenge of providing each child in a high-poverty rural district with a caring competent teacher as reported in Edvantia’s *Teacher Recruitment and Retention* report, along with a brief summary of what North Carolina has initiated in each area. At the end of this report, we offer our own policy initiatives and community initiatives that would positively impact this issue.

### Five Strategies to Improve Teacher Quality in High Poverty Rural Areas

1. **Grow your own.** According to the Edvantia report, finding residents of the rural district who wish to become a teacher (such as paraprofessionals) or certified teachers who are willing to become certified in an area of need appears to be one of the most successful strategies for improving the quality of teachers in poor rural districts.<sup>x</sup> The program should target the specific areas of need in the district, and it must rely on the state to support the effort through easy access to teacher preparation programs and tuition assistance.

#### *In North Carolina:*

According to North Carolina’s Equity Plan for Highly Qualified Teachers, (2006) both four-year institutions of higher education and community colleges are offering courses for teacher certification at more flexible times. The four-year universities and the community colleges have aligned their curriculum so prospective teachers can take courses at more convenient locations and transfer credits easily. In addition, the state General Assembly has required four-year institutions to step up recruiting for teacher education programs and requires reports on their progress. North Carolina also has a lateral entry program for professionals coming from diverse

careers, though these teachers are not fully certified when they begin teaching. At present 54% of lateral entry teachers are in special education, math, and science.<sup>xi</sup> These efforts may make it easier for rural residents to become teachers, but they are not specifically rural focused.

2. **Targeted incentives.** Many states are trying incentives to lure teachers to hard-to-staff districts, both urban and rural. Examples of incentives include local supplements to the state salary, scholarships, loan forgiveness, signing bonuses, relocation assistance, low-interest housing loans, and rebating some portion of the state income taxes for teachers who work in hard-to-serve districts.

#### *In North Carolina:*

North Carolina offers several incentive programs for undergraduates to become teachers, but these programs serve very limited numbers. The main programs are:

- North Carolina's Teaching Fellows program offers \$6,500 per year to 400 seniors each year to enroll in higher education institutions to become licensed teachers. The loans are forgiven in three years if Fellows teach in a low-performing system or in four years if teaching in a non-low-performing system.
- Prospective Teacher Scholarship Loans (PTSL) and Teacher Assistant Scholarship Loans (TASL) are available for eligible candidates to use in four-year institutions and community colleges. Both loan programs waive payback for teaching in low-performing or other hard-to-staff public schools. In 2005-06, these two programs served 876 prospective teachers. The PTSL program, however, had 1,500 eligible applicants and only 654 obtained scholarships.<sup>xii</sup>
- Prezell Robinson Scholars Program is the only incentive directed specifically to low-wealth school systems and school systems with documented difficulty recruiting qualified teachers.<sup>xiii</sup> The program supports students to gain admission to higher education institutions and to complete license requirements. If qualified, the student is guaranteed a PTSL and district support. The program serves 50 recipients a year.
- The Millennium Teacher Scholarship Program, based solely on financial need, is located at Winston Salem State University, Fayetteville State University, and Elizabeth City State University, and so they may be more likely to recruit from rural areas. The program awarded 77 scholarships last year.<sup>xiv</sup>
- There is currently a small pilot project, authorized by the State Board of Education, in two low-wealth rural districts—Columbus and Bertie—offering \$15,000 bonuses to math and science teachers.<sup>xv</sup>

A word about incentives, teacher salaries and local supplements:

North Carolina teachers are paid on a state salary scale, which means that any local district can hire the most experienced person with the most degrees with a state funded salary that is somewhat in line with salaries across the state. However, each local district can, and in most cases, does, pay a local supplement on top of that base salary. These supplements range from \$100 to \$14,000. In our analysis of 30 high-poverty rural districts, we found that they offer, on average, only *half* the supplement amount offered by the 30 low-poverty districts (see Appendix A). In addition, the Executive Summary of Evaluation of the 16 Pilot DSSF districts notes that in the 16 districts, even with a large increase in supplements during the first two years of

implementation (using DSSF and low-wealth funds) the pilot districts did not reach the state *average* local supplement.<sup>xvi</sup>

While a competitive salary alone is not the answer to attracting a quality teaching force to high-poverty rural areas, it adds to the cumulative effect of the desirability of choosing a job. If a district already presents challenges of poverty and low achievement, and cannot offer other clear advantages for teaching there, or at least equal pay for challenging work, that district is unlikely to attract and retain the best teachers in North Carolina.

- 3. Improve recruiting and hiring practices.** According to the Edvantia report, there is some research showing that rural districts are not effectively promoting the advantages of rural life and that districts need to beef up two-way interaction for the recruit with the community.<sup>xvii</sup> The community may be an untapped resource that could help the district in recruiting. Other ideas that are being tried, but not evaluated, are common application forms, a statewide clearinghouse for applicants and school systems, more aggressive recruiting of prospective teachers in high schools and middle schools, and alternative certification programs.

*In North Carolina:*

The state has a common application form, and local districts can post job vacancies through the Department of Public Instruction system. North Carolina has loosened licensure requirements for teachers who are moving here from other states. The state has also opened several alternative certification routes for those who wish to enter the profession in mid-career. It is not clear if these alternative certification routes result in competent caring professionals who stay in teaching, nor is it clear that these teachers choose to live and teach in rural areas. There are no state sponsored rural-specific recruiting programs.

It should be noted that in the race for teachers in North Carolina, larger districts with a high level of local funding have full-time recruiters fanning out all year long to find teachers for their districts by attending job fairs on local college campuses and in other states. Low-wealth rural districts do not have this luxury.

- 4. Improve school level support for teachers.** “Lack of support” is the new teacher’s top concern.<sup>xviii</sup> New teachers benefit from induction and mentoring programs and appear to stay longer in a school and district with such programs. To keep teachers over the long haul will take improving working conditions throughout the school.

*In North Carolina:*

New teachers are protected from extra-curricular assignments for the first three years. There is also a state funded mentoring program for the first three years, but the current level of funding only pays for small stipends for full-time teachers to take on extra mentoring duties. North Carolina, through the Center for Teaching Quality, surveys each school on several domains of working conditions, which has resulted in principals being evaluated on their ability to retain and support teachers.

- 5. Use technology.** The Edvantia report notes: Technology can provide the tools to improve both the recruitment and retention of teachers in rural areas. It can be used to bridge the isolation gap



in rural areas by providing support, information, and resources to educators....distance learning technology can provide professional development and continuing education opportunities for teachers. Distance learning technologies may facilitate cross-mentoring relationships between new and experienced teachers.<sup>xix</sup>

*In North Carolina:*

Currently, the North Carolina Department of Public Instruction offers free online professional development courses in cooperation with North Carolina Learn (<http://www.ncpublicschools.org/profdev/>). In addition, we know anecdotally that some universities, along with the North Carolina School of Science and Math, have staff development opportunities online using interactive two-way technology, but we are not aware of a comprehensive list of these kinds of opportunities. These programs are not specifically designed for rural teachers.

## TAKING ACTION

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In this section we make recommendations for actions that citizens can take at the local level and policy and regulatory recommendations that must be enacted by state policymakers and school officials. We begin by reviewing the five commonly used strategies from the last section and add three more items for action.

### 1. Growing your own.

*Local action:*

- A. With community input, local school officials should create a detailed grow-your-own plan to produce teachers that have ties to the community, increasing the likelihood that they will stay. Such plans could include sponsoring active middle and high school clubs for future teachers, and also internships for young people to assist in tutoring and after-school programs; seeking out paraprofessionals who, with the right support and financial assistance, can become certified teachers in a subject or grade of local need; and supporting existing teachers to become certified to teach in a field of high need. The district or a local community group could establish scholarship programs to ensure that these local teachers return to the district and the district or community group should ensure that all available scholarship programs are utilized.
- B. The distribution of National Board Certified (NBC) teachers shows that there is a great need for more “grow your own” in this program as well. The NBC process is one that appeals to experienced teachers, so rural districts should take special care to support their experienced teachers for NBC by considering how they might enhance their jobs and use them as leaders when they do become certified. Board certified teachers say they like the money, of course, but they like being recognized as leaders and they like helping their colleagues improve their teaching as well.<sup>xx</sup>

*State level action:*

- C. Increase state support for existing scholarship programs and especially for the Robinson program. State support should be at a level that ensures that ALL qualified applicants are

able to obtain scholarships. Provide loan forgiveness at a faster rate for teachers who teach in high-poverty rural districts.

- D. Require teacher-training institutions, NC TEACH (lateral entry), and other teacher preparation programs to report to the State Board of Education specific efforts to recruit potential teachers from rural areas. The entering classes, disaggregated by race and sex, should also be reported to the State Board of Education.

## 2. Targeted incentives.

### *State level action:*

- A. Assist a selected group of low-wealth rural districts that currently have incentive programs to evaluate those programs. Create and evaluate pilot incentive programs specifically for selected rural districts that currently have no such programs. Incentive pilot programs should be designed for new, as well as veteran, teachers and targeted to low-wealth rural districts. Pilot programs could focus on signing bonuses, low-interest housing loans, relocation grants, providing low-cost rental housing, providing child care, ensuring opportunities for higher education studies, and/or ensuring the local district can at least match the state average supplement.
- B. Evaluate and report to the State Board of Education and the General Assembly on the use of the current teacher scholarship and loan programs by rural residents. Do potential teachers in low-wealth rural districts use these programs? Do they complete their degrees? Where do they teach? Is there a need for specifically rural-focused scholarship and loan programs?

## 3. Improve recruiting and hiring practices.

### *State level action:*

- A. Convene recruiters from low-wealth rural districts to share their successful experiences with recruiting and to assist them in better responding to their challenges through more training and collaboration with each other and with community members and businesses that have a stake in having a good school system.
- B. Add demographic information about the teachers and principals in each district to the district report card, so that local officials, recruiters, and community members are aware of any deficits in role models for their students and take that into account in recruiting.
- C. Conduct a study on the state's current recruiting practices to evaluate the degree to which they respond to the needs of rural districts and whether and how the state could offer greater support to low-wealth rural districts as they recruit.

### *Local action:*

- D. Ensure that veteran teachers participate in interviewing potential candidates for positions in their respective schools.

#### 4. Improve school level support.

*State Level Action:*

- A. Higher education institutions should develop programs that focus on the special features of leading rural districts to make available to principals and superintendents in their administration course work and continuing education courses.
- B. Fund Department of Public Instruction or higher education institutions to work directly with 10 high-poverty rural districts with the highest rate of turnover in the last five years to research and report the reasons teachers are leaving, so that programs directly targeting these kinds of districts can be developed.
- C. Phase-in full funding of the State Board of Education's request of \$35 million for mentors so that all districts can afford to hire full-time mentors for every 15 new teachers. Begin with low-wealth districts with high five-year average turnover. Evaluate the program to assess whether it lowers teacher turnover and increases student achievement, as well as whether high-poverty rural districts present special circumstances that must be addressed for program success.

#### 5. Expand districts' capacity and use of technology and provide technical support for districts, starting with low wealth rural districts.

*State Level Action:*

- A. Ensure, through e-NC<sup>xxi</sup>, that every school in the state is equipped with high-speed internet access beyond T-1 level, so that both teachers and students can take full advantage of current and emerging applications.
- B. Pilot two-way interactive professional development for rural teachers as well as two-way interactive courses for students from rural high schools using the model described by Vicki Hobbs, which can be downloaded at <http://www.ruraledu.org/site/apps/nl/content3.asp?c=beJMIZOCIrH&cb=1000115&ct=1336987>
- C. Collect data and interview rural North Carolina teachers about: their use of technology; the effect technology has on their sense of isolation; and their need for training and classroom practice around using technology in the classroom.

In addition to these recommendations to strengthen current practices, we offer three additional recommendations that we believe will help rural schools recruit and retain good teachers.

#### 6. Increase community engagement and local accountability.

- A. The State Board of Education should require local districts to conduct two hearings a year for public input on the use of DSSF, and report to the community on the goals and progress toward those goals using those funds, particularly in regards to teacher recruitment and retention strategies and increasing student achievement. These hearings will provide

community groups opportunities to understand the purposes of DSSF and to offer perspectives on the goals and expenditure of funds.

- B. Local community groups should monitor school board meetings when the local budget request to the county commissioners is being developed and begin a dialogue with school board members about the process and the community's priorities.
  - C. A community meeting should be held to explain the local LEA teacher equity plan,<sup>xxii</sup> which is supposed to ensure that inexperienced, out-of-field or unlicensed teachers do not disproportionately teach high needs students.
  - D. Establish community/teacher partnerships to increase support for teachers and to extend school and community networks.
7. Ensure that teachers have opportunities to learn how to understand the local community and its cultures.
- A. All teacher preparation programs should ensure that future teachers have obtained skills in how to learn about the communities in which they teach, and the cultures of their students, including how to use local knowledge, history, ecology, and culture in the classroom.
  - B. Local community groups should offer to work with school officials to develop and conduct community orientation for current and incoming teachers.
8. Conduct research to understand possible correlations between teacher quality and school dropout/push out and suspension, and to identify possible districtwide strategies to address classroom and school discipline issues, beginning with rural districts that have the highest suspension rates.

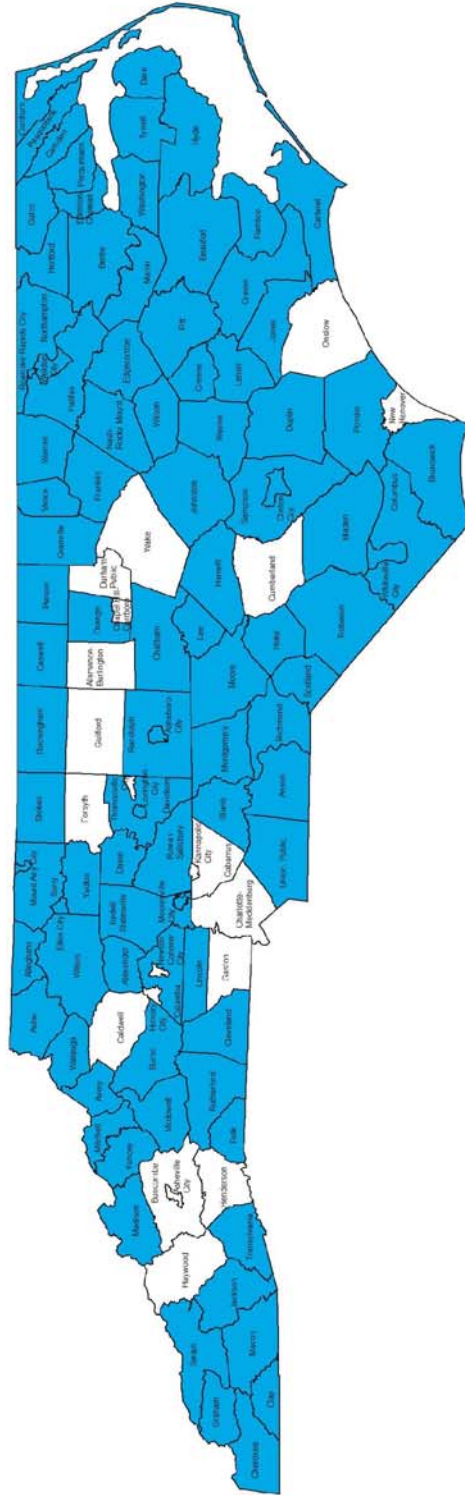
## APPENDIX A

School District	Category (1=highest poverty 30 rural; 3=lowest poverty NC; 2=other)	Percent students eligible for F/R meals, SY0405	Percent African- American students, SY0405	Graduation Rate, SY0506	Percent Teacher Turnover, SY0506	Percent teachers not fully certified SY0506	Nationally Board certified teachers and school leaders per 1000 students, SY0506	Local Supplement dollars, SY 0506
ANSON COUNTY SCHOOLS	1	70.4%	62.2%	60.1%	19.1%	15.5%	4.26	\$950
BEAUFORT COUNTY SCHOOLS	1	61.1%	41.5%	61.1%	14.2%	10.3%	7.33	\$1,000
BERTIE COUNTY SCHOOLS	1	84.5%	85.2%	63.5%	18.5%	19.2%	2.78	\$1,688
BLADEN COUNTY SCHOOLS	1	66.5%	49.9%	63.7%	16.8%	12.6%	4.31	\$2,036
CLINTON CITY SCHOOLS	1	62.5%	46.7%	63.1%	16.9%	13.5%	5.95	\$5,082
COLUMBUS COUNTY SCHOOLS	1	68.7%	40.2%	62.7%	16.7%	11.0%	4.54	\$1,524
DUPLIN COUNTY SCHOOLS	1	65.3%	33.0%	71.7%	15.3%	10.5%	5.66	\$3,000
EDGEcombe COUNTY SCHOOLS	1	66.7%	57.6%	56.5%	22.2%	13.0%	7.20	\$2,548
GREENE COUNTY SCHOOLS	1	66.4%	50.1%	60.3%	21.1%	6.5%	6.75	\$1,200
HALIFAX COUNTY SCHOOLS	1	81.8%	87.9%	59.8%	14.2%	22.0%	3.62	\$4,000
HERTFORD COUNTY SCHOOLS	1	69.7%	80.5%	48.9%	17.9%	19.0%	3.38	\$1,735
HOKE COUNTY SCHOOLS	1	64.0%	46.5%	50.4%	23.2%	13.4%	1.14	\$2,867
HYDE COUNTY SCHOOLS	1	59.8%	44.6%	68.1%	23.3%	24.7%	7.89	\$711
JONES COUNTY SCHOOLS	1	78.4%	54.6%	64.2%	21.4%	19.3%	7.41	\$750
LEXINGTON CITY SCHOOLS	1	76.8%	46.1%	43.7%	21.3%	11.8%	5.50	\$5,280
MARTIN COUNTY SCHOOLS	1	62.6%	54.7%	71.4%	13.6%	7.7%	4.15	\$500
MONTGOMERY COUNTY SCHOOLS	1	60.7%	27.1%	73.5%	12.4%	18.0%	5.77	\$2,000
NORTHAMPTON COUNTY SCHOOLS	1	83.5%	80.6%	61.9%	20.1%	30.3%	0.96	\$1,815
PERQUIMANS COUNTY SCHOOLS	1	60.5%	35.5%	71.3%	15.5%	9.3%	16.85	\$1,206
RICHMOND COUNTY SCHOOLS	1	66.9%	41.5%	60.7%	11.4%	17.2%	5.40	\$1,109
ROBESON COUNTY SCHOOLS	1	79.2%	30.3%	56.1%	15.4%	11.7%	3.49	\$2,648
SAMPSON COUNTY SCHOOLS	1	62.6%	30.5%	64.8%	14.2%	9.8%	4.13	\$2,764
SCOTLAND COUNTY SCHOOLS	1	67.8%	48.0%	61.7%	16.1%	20.6%	7.81	\$2,252
TYRRELL COUNTY SCHOOLS	1	61.4%	41.6%	55.8%	27.1%	1.7%	9.76	\$1,000
VANCE COUNTY SCHOOLS	1	75.5%	66.0%	48.3%	23.8%	30.3%	3.93	\$2,500
WARREN COUNTY SCHOOLS	1	70.1%	73.3%	68.2%	17.4%	25.0%	4.45	\$1,763
WASHINGTON COUNTY SCHOOLS	1	79.7%	75.4%	70.8%	11.9%	9.2%	3.22	\$500
WELDON CITY SCHOOLS	1	79.5%	96.6%	47.6%	34.5%	44.0%	0.98	\$1,101
WHITEVILLE CITY SCHOOLS	1	62.4%	46.8%	67.6%	11.7%	9.8%	5.32	\$2,010
WILSON COUNTY SCHOOLS	1	57.4%	52.4%	57.6%	15.3%	9.9%	5.46	\$4,066
ALLEGHANY COUNTY SCHOOLS	2	56.4%	2.4%	82.2%	17.6%	11.4%	15.09	\$200
ASHE COUNTY SCHOOLS	2	42.5%	1.6%	68.1%	9.8%	6.0%	13.47	\$300
ASHEBORO CITY SCHOOLS	2	50.9%	17.5%	71.5%	12.7%	6.5%	7.64	\$3,529
ASHEVILLE CITY SCHOOLS	2	52.0%	43.7%	63.8%	19.1%	13.2%	16.38	\$5,042
AVERY COUNTY SCHOOLS	2	52.2%	1.0%	70.2%	11.1%	6.3%	7.47	\$1,668
BRUNSWICK COUNTY SCHOOLS	2	50.6%	24.0%	60.1%	15.9%	9.3%	6.32	\$2,900
BURKE COUNTY SCHOOLS	2	50.4%	8.9%	64.1%	13.5%	10.4%	8.65	\$2,270
CALDWELL COUNTY SCHOOLS	2	44.2%	8.9%	67.8%	11.6%	8.4%	9.91	\$3,136
aoCASWELL COUNTY SCHOOLS	2	52.0%	43.3%	64.8%	12.6%	6.4%	6.33	\$4,250

School District	Category (1=highest poverty 30 rural; 3=lowest poverty NC; 2=other)	Percent students eligible for F/R meals, SY0405	Percent African-American students, SY0405	Graduation Rate, SY0506	Percent Teacher Turnover, SY0506	Percent teachers not fully certified SY0506	Nationally Board certified teachers and school leaders per 1000 students, SY0506	Local Supplement dollars, SY 0506
CHARLOTTE-MECKLENBURG SCHOOLS	2	48.0%	45.1%	80.1%	17.6%	13.6%	7.66	\$11,737
CHEROKEE COUNTY SCHOOLS	2	55.2%	3.2%	82.5%	13.1%	5.7%	11.33	\$0
CLAY COUNTY SCHOOLS	2	46.0%	1.2%	73.2%	10.1%	6.1%	13.61	\$0
CLEVELAND COUNTY SCHOOLS	2	45.5%	30.3%	63.9%	13.1%	8.8%	9.85	\$1,730
CRAVEN COUNTY SCHOOLS	2	49.2%	36.2%	67.3%	15.9%	9.7%	8.09	\$1,600
CUMBERLAND COUNTY SCHOOLS	2	54.4%	50.8%	68.0%	18.9%	15.3%	3.41	\$5,426
DURHAM PUBLIC SCHOOLS	2	44.7%	59.2%	72.1%	23.2%	14.0%	5.82	\$9,213
EDENTON/CHOWAN SCHOOLS	2	56.8%	48.2%	67.6%	17.4%	9.0%	16.60	\$1,129
FORSYTH COUNTY SCHOOLS	2	45.0%	37.4%	76.3%	12.6%	8.3%	6.25	\$7,180
FRANKLIN COUNTY SCHOOLS	2	54.1%	39.2%	61.8%	22.9%	16.7%	2.62	\$2,100
GASTON COUNTY SCHOOLS	2	44.1%	21.1%	69.4%	15.2%	10.9%	5.05	\$2,754
GATES COUNTY SCHOOLS	2	54.1%	41.3%	69.0%	11.9%	9.4%	6.83	\$550
GRAHAM COUNTY SCHOOLS	2	50.9%	0.7%	75.5%	15.4%	2.3%	9.03	\$0
GRANVILLE COUNTY SCHOOLS	2	47.8%	39.8%	72.5%	18.4%	11.9%	4.23	\$3,830
GUILFORD COUNTY SCHOOLS	2	45.2%	44.6%	65.4%	18.3%	13.2%	6.57	\$13,392
HARNETT COUNTY SCHOOLS	2	50.4%	33.0%	68.0%	19.6%	15.0%	3.53	\$2,400
HICKORY CITY SCHOOLS	2	52.1%	29.2%	71.1%	18.2%	7.1%	6.62	\$3,539
KANNAPOLIS CITY SCHOOLS	2	63.1%	31.3%	68.4%	20.4%	5.5%	8.27	\$2,610
LEE COUNTY SCHOOLS	2	50.6%	27.3%	66.8%	17.8%	12.2%	4.85	\$3,953
LENOIR COUNTY PUBLIC SCHOOLS	2	56.3%	50.9%	61.4%	18.3%	13.3%	5.84	\$1,427
MACON COUNTY SCHOOLS	2	46.6%	2.1%	66.5%	10.0%	5.9%	7.74	\$921
MADISON COUNTY SCHOOLS	2	54.8%	0.9%	73.7%	16.5%	14.4%	2.67	\$0
MCDOWELL COUNTY SCHOOLS	2	48.9%	5.0%	71.8%	13.6%	10.6%	7.69	\$975
MITCHELL COUNTY SCHOOLS	2	52.3%	0.5%	61.9%	6.6%	6.0%	6.54	\$100
MOORE COUNTY SCHOOLS	2	43.1%	23.9%	68.0%	14.3%	9.5%	7.86	\$4,592
NASH-ROCKY MOUNT SCHOOLS	2	55.0%	54.6%	61.4%	14.9%	11.8%	4.99	\$3,277
NEW HANOVER COUNTY SCHOOLS	2	41.3%	29.7%	62.0%	13.4%	5.1%	9.25	\$5,465
NEWTON CONOVER CITY SCHOOLS	2	47.7%	21.4%	67.3%	20.3%	6.5%	6.55	\$3,529
PAMLICO COUNTY SCHOOLS	2	52.1%	32.0%	76.2%	23.4%	9.4%	8.14	\$1,400
PASQUOTANK COUNTY SCHOOLS	2	56.0%	50.8%	50.4%	17.2%	14.6%	7.51	\$5,000
PENDER COUNTY SCHOOLS	2	54.5%	27.8%	63.3%	17.6%	8.3%	9.99	\$4,070
PERSON COUNTY SCHOOLS	2	43.2%	38.5%	75.5%	15.3%	12.1%	7.90	\$4,401
PITT COUNTY SCHOOLS	2	48.9%	52.1%	65.5%	14.9%	9.3%	9.41	\$3,388
POLK COUNTY SCHOOLS	2	45.0%	10.1%	65.9%	11.0%	5.3%	12.90	\$2,570
ROANOKE RAPIDS CITY SCHOOLS	2	47.8%	21.8%	60.7%	7.2%	5.1%	10.37	\$2,259
ROCKINGHAM COUNTY SCHOOLS	2	48.6%	27.2%	69.0%	13.9%	9.9%	9.04	\$2,932
ROWAN-SALISBURY SCHOOLS	2	44.7%	23.2%	68.5%	15.5%	11.4%	7.36	\$2,900
RUTHERFORD COUNTY SCHOOLS	2	53.5%	17.9%	67.3%	10.0%	8.1%	6.59	\$700
STANLY COUNTY SCHOOLS	2	42.9%	16.4%	75.8%	13.3%	12.3%	11.89	\$2,250
SURRY COUNTY SCHOOLS	2	48.9%	4.7%	79.9%	11.6%	10.5%	8.51	\$1,407
SWAIN COUNTY SCHOOLS	2	43.6%	0.9%	66.4%	12.3%	8.6%	10.86	\$0

School District	Category (1=highest poverty 30 rural; 3=lowest poverty NC; 2=other)	Percent students eligible for F/R meals, SY0405	Percent African-American students, SY0405	Graduation Rate, SY0506	Percent Teacher Turnover, SY0506	Percent teachers not fully certified SY0506	Nationally Board certified teachers and school leaders per 1000 students, SY0506	Local Supplement dollars, SY 0506
THOMASVILLE CITY SCHOOLS	2	80.9%	49.6%	50.0%	26.6%	18.6%	8.02	\$2,780
TRANSYLVANIA COUNTY SCHOOLS	2	44.8%	9.0%	80.9%	14.9%	6.2%	11.78	\$2,620
WAYNE COUNTY PUBLIC SCHOOLS	2	51.7%	43.3%	67.6%	13.4%	8.7%	7.47	\$3,835
WILKES COUNTY SCHOOLS	2	49.7%	6.4%	72.8%	16.1%	6.5%	7.34	\$2,795
YANCEY COUNTY SCHOOLS	2	49.0%	1.8%	74.6%	13.4%	10.7%	12.54	\$300
ALAMANCE-BURLINGTON SCHOOLS	3	41.0%	26.5%	69.9%	20.1%	14.1%	0.82	\$3,636
ALEXANDER COUNTY SCHOOLS	3	40.7%	6.7%	70.7%	14.2%	8.5%	9.56	\$3,612
BUNCOMBE COUNTY SCHOOLS	3	38.5%	9.2%	72.9%	13.7%	6.1%	10.65	\$5,585
CABARRUS COUNTY SCHOOLS	3	31.9%	17.5%	72.7%	14.5%	7.0%	7.19	\$2,678
CAMDEN COUNTY SCHOOLS	3	28.1%	15.4%	76.8%	4.5%	5.8%	6.12	\$1,300
CARTERET COUNTY PUBLIC SCHOOLS	3	38.2%	11.3%	69.4%	12.2%	6.0%	11.70	\$3,600
CATAWBA COUNTY SCHOOLS	3	35.6%	9.0%	82.1%	10.4%	5.0%	8.94	\$4,596
CHAPEL HILL-CARRBORO SCHOOLS	3	21.0%	19.3%	90.3%	17.5%	5.2%	17.56	\$14,836
CHATHAM COUNTY SCHOOLS	3	41.0%	21.7%	67.5%	17.1%	13.8%	7.31	\$6,110
CURRITUCK COUNTY SCHOOLS	3	24.4%	10.4%	72.8%	13.7%	9.9%	10.08	\$2,750
DARE COUNTY SCHOOLS	3	21.6%	5.2%	64.0%	15.3%	9.3%	8.70	\$3,167
DAVIDSON COUNTY SCHOOLS	3	28.6%	3.2%	71.4%	14.0%	9.0%	5.78	\$3,574
DAVIE COUNTY SCHOOLS	3	31.6%	9.7%	80.0%	17.1%	7.4%	8.72	\$2,936
ELKIN CITY SCHOOLS	3	28.0%	5.3%	84.0%	18.9%	4.3%	8.16	\$2,482
HAYWOOD COUNTY SCHOOLS	3	41.3%	2.3%	69.9%	14.8%	6.3%	10.51	\$2,101
HENDERSON COUNTY SCHOOLS	3	38.7%	7.3%	75.5%	11.9%	8.2%	11.80	\$2,814
IREDELL-STATESVILLE SCHOOLS	3	35.7%	17.8%	73.3%	14.5%	8.9%	7.02	\$4,305
JACKSON COUNTY SCHOOLS	3	36.6%	2.4%	66.4%	17.3%	6.0%	10.06	\$1,129
JOHNSTON COUNTY SCHOOLS	3	40.0%	22.4%	77.2%	15.5%	10.0%	6.08	\$5,445
LINCOLN COUNTY SCHOOLS	3	39.6%	9.9%	71.4%	14.8%	9.8%	7.31	\$2,767
MOORESVILLE CITY SCHOOLS	3	31.4%	17.1%	64.0%	13.6%	8.0%	19.90	\$2,601
MOUNT AIRY CITY SCHOOLS	3	18.0%	13.8%	80.7%	11.5%	11.8%	4.99	\$2,214
ONSLow COUNTY SCHOOLS	3	40.5%	29.6%	65.5%	15.9%	11.4%	6.84	\$4,592
ORANGE COUNTY SCHOOLS	3	31.4%	24.1%	66.5%	17.4%	5.6%	15.58	\$8,390
RANDOLPH COUNTY SCHOOLS	3	38.3%	6.8%	74.5%	14.1%	15.2%	7.13	\$4,502
STOKES COUNTY SCHOOLS	3	33.5%	6.7%	80.9%	15.5%	10.0%	4.86	\$2,166
UNION COUNTY PUBLIC SCHOOLS	3	29.4%	17.0%	72.2%	14.4%	10.9%	7.20	\$4,542
WAKE COUNTY SCHOOLS	3	28.1%	30.2%	84.7%	14.3%	8.5%	9.41	\$12,536
WATAUGA COUNTY SCHOOLS	3	26.6%	3.1%	78.5%	13.5%	5.7%	13.35	\$2,160
YADKIN COUNTY SCHOOLS	3	37.8%	4.7%	76.7%	10.5%	9.4%	5.02	\$2,504
highest poverty rural		69.2%	48.9%	60.1%	16.9%	14.7%	4.85	\$2,054
rest of state		42.7%	29.1%	71.6%	15.6%	10.4%	7.63	\$3,388
lowest poverty		33.4%	18.4%	75.7%	14.7%	9.0%	8.42	\$4,188

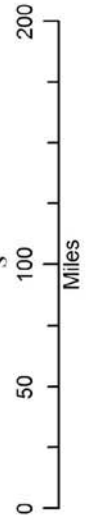
# Rural and Non-Rural School Districts North Carolina



**Rural**

**Non-Rural**

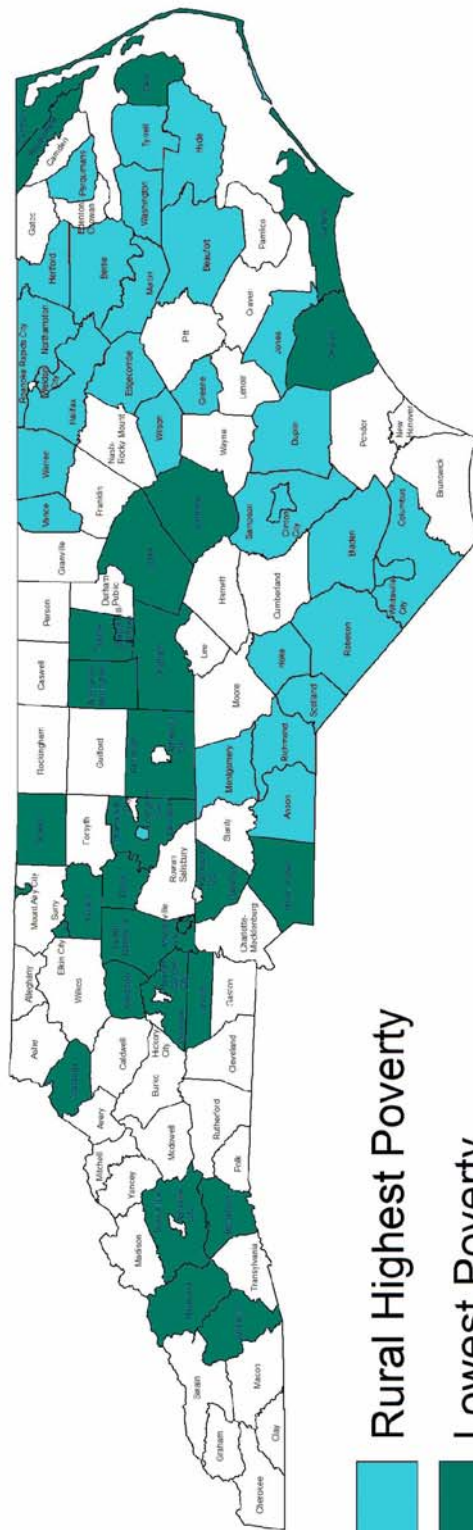
Rural districts are those where more than 50% of students attend schools designated as rural or small town by the National Center for Education Statistics (see [http://nces.ed.gov/ccd/rural\\_locales.asp](http://nces.ed.gov/ccd/rural_locales.asp)).



Map created by:  
F. Tyler Huffman, PhD, Eastern Kentucky University  
Department of Geography and Geology



# Highest Poverty Rural Districts North Carolina



Rural Highest Poverty

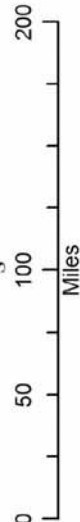
Lowest Poverty

Other

Rural highest poverty districts are the 30 rural districts with the highest poverty rates as measured by percent students eligible for free or reduced meals.

Lowest poverty districts are the 30 North Carolina districts with the lowest levels of poverty as measured by percent students eligible for free or reduced meals.

Other districts consists of all districts not falling in either 0



Map created by:  
F. Tyler Huffman, PhD, Eastern Kentucky University  
Department of Geography and Geology

## ENDNOTES

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- <sup>i</sup> For our district level analyses, rural school districts are those with more than 50% of the district's students attending schools designated as rural or small town by the National Center for Education Statistics
- <sup>ii</sup> North Carolina's Equity Plan for Highly Qualified Teachers, North Carolina Department of Public Instruction, September 29, 2006
- <sup>iii</sup> As our measure of fully certified, we used the definition recommended by the North Carolina Department of Public Instruction, that is, teachers with Visiting International Faculty, Initial and Continuing certifications were considered to be fully certified.
- <sup>iv</sup> Disadvantaged Student Supplemental Fund Pilot Evaluation: Report 1. Presented to the North Carolina State Board of Education, 5/2007.
- <sup>v</sup> Hammer, P., et al. (2005) *Rural Teacher Recruitment and Retention Practices: A Review of the Research Literature, National Survey of Rural Superintendents, and Case Studies of Programs in Virginia*. Charleston, WV: Edvantia. Available: [http://eric.ed.gov/ERICDocs/data/ericdocs2/content\\_storage\\_01/0000000b/80/30/b7/b1.pdf](http://eric.ed.gov/ERICDocs/data/ericdocs2/content_storage_01/0000000b/80/30/b7/b1.pdf)
- <sup>vi</sup> System Level Teacher Turnover Report, 2005-2006, North Carolina Department of Public Instruction, Division of Human Resources Management, October 2006
- <sup>vii</sup> North Carolina's Equity Plan for Highly Qualified Teachers, September 29, 2006, North Carolina Department of Public Instruction, as required by No Child left Behind Act
- <sup>viii</sup> Report and recommendations from the State Board of Education Teacher Retention Task Force, February 2005.
- <sup>ix</sup> Report and Recommendations from the State Board of Education Teacher Retention Task Force, February 2005.
- <sup>x</sup> Hammer, et al. , pp 6-7
- <sup>xi</sup> North Carolina's Equity Plan for Highly Qualified teachers, September 29, 2006, North Carolina DPI.
- <sup>xii</sup> Retrieved from [www.ncseaa.edu/about\\_NCSEAA.htm](http://www.ncseaa.edu/about_NCSEAA.htm). Annual Report 2005-2006. Conversation with Terrence Scarborough, June 6, 2007.
- <sup>xiii</sup> North Carolina's Equity Plan for Highly Qualified teachers, September 29, 2006, North Carolina DPI.
- <sup>xiv</sup> See [www.cfnc.org/ntsl](http://www.cfnc.org/ntsl)
- <sup>xv</sup> Retrieved from email correspondence with Alexis Schauss, Chief, Information Analysis and Reporting, North CarolinaDPI, dated June 8, 2007
- <sup>xvi</sup> Disadvantaged Student Supplemental Fund Pilot Evaluation: Report 1. Presented to the North Carolina State Board of Education, 5/2007.
- <sup>xvii</sup> Hammer, et al.
- <sup>xviii</sup> Hammer, et al.
- <sup>xix</sup> Hammer, et al., p. 10
- <sup>xx</sup> For a discussion by North Carolina Nationally Board Certified teachers about staffing high needs schools in North Carolina with Nationally Board Certified Teachers, see Every Child Deserves Our Best, at [www.teachingquality.org](http://www.teachingquality.org).
- <sup>xxi</sup> For more information on meeting technology needs in rural areas, see [www.e-nc.org](http://www.e-nc.org).
- <sup>xxii</sup> North Carolina's Equity Plan for Highly Qualified Teachers, North Carolina Department of Public Instruction, September 29, 2006