

2020-2021

EPP Bachelor Performance Report

Central Carolina Teaching Initiative



North Carolina Department of
PUBLIC INSTRUCTION

Overview of the Institution

Creating a robust teacher candidate pool is a critical need for the districts within the Central Carolina Region. By designing and implementing a locally sustainable program for resident teacher support, the Central Carolina Teaching Initiative (CCTI) program provides the school districts of the Central Carolina Region opportunities to enhance their own teacher pipelines, increase fiscal efficiency and bolster resident beginning teacher supports which correlates to increased retention rates.

The vision for the CCTI program is focused on growing a diverse, high-quality teacher pipeline with the goal of raising the bar for resident teacher preparation. Teachers will have the academic and professional experiences that contribute to successfully graduating students ready for college, careers, and life. The CCTI program will provide prospective teachers with an opportunity to participate in a highly-focused, competency-based, online or hybrid, coach-supported licensure preparation program.

The Central Carolina Teaching Initiative is housed within the Central Carolina Regional Education Service Alliance (CCRESA) and was created to provide educational services to school systems in the central region of the state in an efficient and collaborative manner. The vision of the CCRESA is to promote and support educational excellence in the member districts through collaboration and professional growth

and to facilitate communications between the districts and state agencies, elected officials, and educational leaders.

The following districts are members of the CCRESA:

- Chapel Hill-Carrboro City Schools
- Durham Public Schools
- Edgecombe County Schools
- Franklin County Schools
- Granville County Schools
- Greene County Schools
- Halifax County Schools
- Johnston County Schools
- Nash-Rocky Mount Schools
- Orange County Schools
- Person County Schools
- Pitt County Schools
- Roanoke Rapids Graded Schools
- Vance County Schools
- Wake County Public Schools
- Warren County Schools
- Wilson County Schools

The following organizations are Affiliate Members with the CCRESA:

- East Carolina University College of Education
- Educational Schools for the Deaf and Blind
- UNC School of Education
- NC State College of Education
- NC School of Science and Math

Regularly, the CCTI Program Director meets with district Superintendents as well as the CCRESA's Human Resources Council to share best practices and lessons learned, and to disseminate results.

Program of Study

The CCTI program offers an innovative pathway into the teaching profession for the Central Carolina Region, and is created to be substantially different from programs traditionally offered by colleges of

education. As a residency program, the CCTI program is designed for recent college graduates from outside the colleges of education and mid-career professionals who possess the aptitude and desire to go into the teaching profession. The program focuses on preparing teachers for grades 6-12 in core academic areas and Career and Technical Education courses, and K-12 certification in several content areas including Exceptional Children General Curriculum. The program of study develops the teachers' understanding of how to apply content knowledge to effective instruction, aligned to the NC Standard Course of Study.

The program of study includes standard content areas outlined in the NC State Board of Education General Pedagogy Competencies Policy LICN-001, 1.50 and 1.60, including instructional technology, understanding the learner, learning theory, Exceptional Children, literacy, instructional methods, school policy, home/school connections, and classroom management. In addition, the CCTI program enriches the teacher preparation through a clinical practice interwoven with the coursework. This approach creates opportunities for teachers to connect what they learn through the coursework with the challenge of using it directly in their classroom, all while receiving guidance from an expert coach and mentor. As such, our educators learn by doing as they blend practitioner and academic knowledge.

The CCTI program of study is designed to meet the needs of districts and specific needs of our CCTI Cohort of general education and Exceptional Children educators. The program of study includes the following core components:

Course 1A: Building a Culture for Learning

30 Hours

This introductory, online course occurs prior to the yearlong course which coincides with the traditional academic school year. This independent online course is initiated upon acceptance into CCTI's program and should be completed prior to participants entering the classroom. The first course introduces participants to mindfulness in terms of approach to classroom behavior with a focus on values to maximize learning and support the whole learner. While in this course, teachers explore research-based methods to create a positive learning culture with a mindfulness toward discipline with dignity, social-emotional learning, equity, trauma-informed instruction, building supportive relationships, motivating students, and embracing a growth mindset. The modules build to a culminating activity whereby teachers develop their own philosophy of teaching as they prepare the school year using the knowledge gained in the modules and through self-reflection and surveys. Resources are provided for initial classroom design, protocols, and expectations.

Course 1B: Google Level 1 Certification

15 Hours

In order to meet the changing demands of the learning environment, and to better serve students, parents, schools and all stakeholders, CCTI teachers will earn Google Level 1 Certification for flexible e-learning, classroom, and hybrid instruction.

As teachers demonstrate technology skills toward certification, they will be able to*:

- Engage in professional growth and leadership.
- Increase efficiency and save time.
- Facilitate and inspire student learning and creativity.

**(Taken from Google for Education)*

Course 1EC: Navigating the EC Landscape

40 Hours

This introductory, online course provides CCTI exceptional children teachers with an overview of special education, including types of exceptionalities, and a beginning understanding of special education policy and procedures. Focused opportunities to read and develop Individualized Education Plans (IEPs) as well as systems and structures to manage compliance and progress monitoring deadlines allow the participant to better understand the context of teaching and learning as an Exceptional Children educator. Further study leads our educators deeply into the IEP process. They will develop knowledge and skills in planning, building, and implementing individual educational programs (IEP) for exceptional learners who are accessing the general education curriculum. Teachers focus on how to facilitate a successful IEP meeting. EC teachers work to establish effective co-teaching partnerships and learn to co-plan using effective strategies to support differentiation in lesson planning. Additionally, this course focuses on high-level instruction in an inclusive classroom environment. Educators will explore best practices using developmentally appropriate assessment strategies, including specific strategies for teaching students with disabilities and general strategies for working with heterogeneous groups of students in inclusive settings. Instruction includes processes to collect, maintain, and interpret data based on Individualized Educational Plan (IEP) annual goals.

In addition, all CCTI Exceptional Children Educators engage in monthly Professional Learning Community (PLC) sessions focused on Special education policies and procedures presented at the appropriate time in the course of the school year. Topics include: FBAs and BIPs; the MTSS process; building the co-teaching relationship; initial evaluations; testing and accommodations; progress monitoring; aligning IEP goals to NC curricular standards; and end of year surveys.

Course 2: Maximizing Learning for All

85 Contact Hours

This is a yearlong, face-to-face course that provides CCTI teachers with the opportunity to demonstrate understanding of the North Carolina Professional Teaching Standards through practical and experiential learning experiences. This course will challenge new resident teachers to examine their own assumptions about teachers and students in relation to learning success in the classroom.

Maximizing Learning for All

Objectives

Teachers will be able to:

- Develop a plan for a collaborative student learning environment which promotes equity in a respectful, value-based climate and culture.
- Design standards-aligned, culturally relevant lesson plans using research-based instructional practices, ensuring the needs of diverse learners, including Exceptional Children, English Learners, and Academically Gifted learners, are met.
- Determine acceptable, measurable learning goal success criteria that is developmentally appropriate, aligned to the curricular learning goal, target, and outcome, and is consistent with the standard depth of knowledge and higher order thinking skills.
- Use academic language to make meaning in lesson planning and instruction.
- Create ongoing, relevant opportunities for students to meet learning goal success criteria using a growth mindset, a variety of instructional methods, as well as differentiation strategies.
- Evaluate success criteria and analyze data collected from a variety of developmentally appropriate student assessments, both summative and formative, to accurately measure student progress toward the learning goals.
- Use formal and informal data to adapt to student academic and social-emotional needs in a timely and flexible manner.
- Incorporate reading and writing across all content areas which embraces diversity and supports the variety of learners.
- Provide effective, focused, and timely feedback that will contribute to student progress and the classroom growth mindset culture.
- Integrate and utilize effective use of technology for instructional support, student engagement, assessment of understanding, and meeting student needs.
- Explore digital platforms to develop new skills and research best-practices for effective teaching and learning.
- Use alternate platforms for the virtual learning environment to help provide effective virtual and hybrid instruction.
- Identify strategies to collaborate and build trust with, and among, students, parents, and all stakeholders such as surveys, emails, phone calls, events, etc.
- Build connections to teaching practice, self, and others through collaboration and professional learning networks.
- Reflect on instructional goals and consider strengths and improvements to professional practice through observation, data analysis, and feedback with a growth mindset.

Course 3: CCTI Educator Professional Portfolio

30 hours

This workshop-based course requires teachers to work through the requirements of the CCTI Educator Professional Portfolio, a performance-based assessment, aligned to the edTPA Portfolio requirements. Support is offered following the school year Course 2, as they work to build their portfolio demonstrating proficiency in the following: developing knowledge of subject matter, content standards, and subject-specific pedagogy; developing and applying knowledge of varied students' needs; considering research and theory about how students learn; and reflecting on and analyzing evidence of the impact and effect of instruction on student learning.

CCTI Educator Professional Portfolio

Objectives

Teachers will be able to:

- Review their specific content portfolio, rubrics, and templates involved in the submission.
- **Complete Task 1: Context for Learning Commentary and Planning Commentary and Lesson Plans**

Teachers will reflect on the planning process and how their plans best meet the needs of their students in reaching the curricular standards.

- **Complete Task 2: Virtual Learning Environment Instruction Commentary Approach**

Teachers will reflect on the effectiveness of their lessons and facilitation, offering suggestions for improvement and how implementation of these suggestions will maximize learning.

- **Complete Task 3: Assessment Task Commentary with Student Work Samples**

This assessment task will examine collected student work samples as evidence of student learning. Educators will identify and describe patterns of learning based upon whole class work samples, analyze the effectiveness of feedback provided, and formulate next instructional steps that support student learning toward reaching the lesson target outcome.

Mentorship Program

Each teacher within the CCTI program is assigned an existing teacher mentor within their school and preferably in their subject area as part of the NC Beginning Teacher Support Program. Mentors serve as critical friends to new teachers to support them in navigating the school environment. Mentors help

orient new teachers to the school community and provide collegial and emotional support as the CCTI program teachers encounter the challenges of their new career.

Coaching Program

The Central Carolina Teaching Initiative (CCTI) provides specific, formative support tailored to meet the needs of each teacher as they transition into the teaching profession. The program includes services that deliver coaching support to enhance the skills developed through the program of study. This includes focusing on teacher instructional and planning needs through one-to-one interactions. Video coaching offers tailored feedback to teacher recorded instruction, reflection opportunities, and goal-setting conferencing. Content-aligned collaborative groups focus on instruction, learning environment, and responsiveness to teacher needs.

Teacher Evaluation

As teachers of record in the NC Public School System, CCTI teachers will also be evaluated using the NC Educator Evaluation System. The observations will follow the comprehensive observation cycle, which includes three formal observations by the principal and one formal observation by a peer.

Process for Continuous Review and Program Improvement

Continuous improvement is core to the CCTI program strategy. The program incorporates strong monitoring and evaluation systems built into the project management design.

This includes:

- Annual survey to beginning teachers and principals administered by EPIC (outside evaluator)
- Meeting with district Human Resource Council members in the CCRESA districts regularly to address concerns and celebrate successes
- Networking opportunities to share promising practices and troubleshoot challenges; and
- Participation in third-party evaluation from the NC State Board of Education (EPIC), including an EPIC analysis of focus interviews held with CCTI teachers from this and the prior year's cohort.
- Coaches provide trends observed in the learning environments to inform continuous improvement for the CCTI program.

The evidence generated from all data points will be used to guide program improvement and inform best practices.

Special Characteristics

The Central Carolina Teaching Initiative (CCTI) is an accelerated, alternative NC teacher licensure program which offers recent college graduates and mid-career professionals with bachelor's degrees in non-teaching areas the opportunity to become fully licensed North Carolina teachers. We are a service program housed within the Central Carolina Regional Education Service Alliance (CCRESA), a non-profit collaborative of districts within the Central Carolina Region. CCTI aligns with CCRESA's mission to support educational excellence across our districts. The uniqueness of our program, in contrast to a college/university program, is threefold: 1) our eighteen-member district partnership which involves regular communication on district needs, and program improvements; 2) our cohort model that ensures collaboration for teachers within and across multiple districts; and, 3) our one-on-one coaching model which supports the professional needs of our educators. CCTI Coaches work to improve the effectiveness of beginning teachers through a holistic approach aligned to each educator's needs, teaching assignment, and school environment. Participants complete all program requirements while teaching full-time in their school districts.

Memorandum of Understanding

**Between Central Carolina Regional Education Service Alliance and
Johnston County Schools**

CENTRAL CAROLINA REGIONAL EDUCATION SERVICE ALLIANCE (referred to herein as "CCRESA") and **JOHNSTON COUNTY SCHOOLS** (referred to herein as "JCS") agree to the following Memorandum of Understanding and the terms of which **WITNESS THE FOLLOWING:**

WHEREAS the parties to this Memorandum of Understanding partnered to create the Central Carolina Teaching Initiative (referred to herein as "CCTI").

WHEREAS the CCTI, established in March 2017, is an autonomous teacher preparation program managed by the CCRESA for school districts in the state of North Carolina.

WHEREAS the CCTI serves lateral entry and residency model teachers to clinically prepare them to serve in the schools in which they work,

NOW THEREFORE, the parties to this Memorandum of Understanding mutually agree as follows:

- I. In this partnership, **CCRESA** commits to the following:
 - A. **PROGRAM:** The CCRESA will collaborate with the Central Carolina partner districts to design courses and training for the lateral entry/residency model teachers.
 - B. **PROGRAM COURSEWORK:** CCRESA staff or a contracted consultant will deliver instruction of the following courses over the duration of the one-year program:
 - Course 1 Building a Culture for Learning;
 - Course 1A Introduction to Teaching Exceptional Children (EC GC teachers);
 - Course 2 Maximizing Learning for All;
 - Course 2A Developing Individualized Education Programs (EC GC teacher);
 - Course 2B Assessment and Methods for Teaching Exceptional Children (EC GC teachers);
 - Course 3 Professional Licensure Portfolio Design.
 - C. **ATTENDANCE:** Participants shall miss no more than 6 hours of coursework per course. If a teacher misses more than 6 hours of coursework, they may petition to the CCTI Program Director to remain in the program and make up the lost time through an arrangement approved by the Program Director.

Program Areas and Levels Offered

CCTI is a Residency program.

The participant must be a first or second year teacher. This program is designed for teachers seeking licensure in middle grades and secondary areas, including:

Math

Science

Social Studies

English Language Arts

CTE

The CCTI program is suited for teachers seeking licensure in K-12 Special Subjects in the following content areas:

English as a Second Language

Fine/Performing Arts

World Languages

Physical Education

Special Education: General Curriculum

Pathways Offered

Traditional	Lateral Entry	Residency
	X	X

Brief Description of the unit/institutional efforts to promote SBE priorities.

For the report, briefly describe your current efforts or future plans to the recent legislation provisions below.

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students with disabilities.

The CCTI program of study includes a substantial focus on supporting the diverse variety of learners in the learning environment, including students with disabilities. With the support of Dr. T. Steinbrecher,

we provide needed support for our special education teachers through specific coursework and monthly professional learning network sessions focused on our Exceptional Children (EC) educators' needs and timeline requirements.

Our Initial Course 1A requires all regular ed teachers to explore research-based methods to create a positive learning culture with a mindfulness toward social-emotional learning, equity, trauma-informed instruction, building supportive relationships, motivating students, and embracing a growth mindset.

Course 1EC, Navigating the EC Landscape, provides CCTI Exceptional Children (EC) teachers with an overview of special education, including types of exceptionalities, the Individualized Educational Plan (IEP) process, and accommodations and modifications. Further study leads our educators deeply into the IEP process. They will develop knowledge and skills in planning, building, and implementing individual educational programs (IEP) for exceptional learners who are accessing the general education curriculum. Teachers focus on how to facilitate a successful IEP meeting. EC teachers work to establish effective co-teaching partnerships and learn to co-plan using effective strategies to support differentiation in lesson planning. Additionally, this course focuses on high-level instruction in an inclusive classroom environment. Educators will explore best practices using developmentally appropriate assessment strategies, including specific strategies for teaching students with disabilities and general strategies for working with heterogeneous groups of students in inclusive settings. Instruction includes processes to collect, maintain, and interpret data based on Individualized Educational Plan (IEP) annual goals.

In addition, all CCTI Exceptional Children Educators engage in monthly Professional Learning Community (PLC) sessions focused on Special education policies and procedures presented at the appropriate time in the course of the school year. Topics include: FBAs and BIPs; the MTSS process; building the co-teaching relationship; initial evaluations; testing and accommodations; progress monitoring; aligning IEP goals to NC curricular standards; and end of year surveys.

Course 2, Maximizing Learning for All, requires CCTI teachers (general education and special education) to consistently reflect on the assets and needs of the diverse variety of learners in their classroom. Normally taught as a hybrid (60% face-to-face), this class was taught as 100% online distance learning (60% synchronous Zoom sessions) due to Covid restrictions. Our general education teachers are provided instruction on reading IEPs, implementing instructional strategies to support exceptional children in the general curriculum learning environment, and providing differentiated supports by content, process, product, and/or learning environment. In addition, general education teachers and EC teachers collaborated monthly in e-PLNs to share instructional and co-teaching strategies to improve student learning. Through assigned extensions of learning, CCTI teachers are required to:

- Collect student data to support lesson design and student learning throughout the school year.
- Design standards-aligned, culturally relevant lesson plans using research-based instructional practices, ensuring the needs of diverse learners, including Exceptional Children, English Learners, and Academically Gifted learners, are met.

- Determine acceptable, measurable learning goal success criteria that is developmentally appropriate, aligned to the curricular learning goal, target, and outcome, and is consistent with the standard depth of knowledge and higher order thinking skills.
- Use academic language and provide language supports and opportunities to students to use the academic language to make meaning of the content.
- Create ongoing, relevant opportunities for students to meet learning goal success criteria using a growth mindset, a variety of instructional methods, as well as differentiation strategies.
- Use formal and informal data to adapt to student academic and social-emotional needs in a timely and flexible manner.
- Incorporate reading and writing across all content areas which embraces diversity and supports the variety of learners.
- Provide effective, focused, and timely feedback that will contribute to student progress and the classroom growth mindset culture.

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students of limited English proficiency.

The CCTI program of study includes a substantial focus on the supporting the diverse variety of learners in the learning environment, including students of limited English proficiency.

Our Initial Course 1A requires all teachers to explore research-based methods to create a positive learning culture with a mindfulness toward social-emotional learning, equity, trauma-informed instruction, building supportive relationships, motivating students, and embracing a growth mindset.

Course 2, our year-long online (60% synchronous) requires CCTI teachers (general education and special education) to consistently reflect on the assets and needs of the diverse variety of learners in their classroom. Our CCTI teachers are provided instruction on implementing instructional strategies to support students with limited English proficiency in the learning environment, and providing differentiated supports by content, process, product, and/or learning environment. Through assigned extensions of learning, CCTI teachers are required to:

- Collect student data (learning barriers and assets) to support lesson design and student learning throughout the school year.

- Design standards-aligned, culturally relevant lesson plans using research-based instructional practices, ensuring the needs of diverse learners, including Exceptional Children, English Learners, and Academically Gifted learners, are met.
- Determine acceptable, measurable learning goal success criteria that is developmentally appropriate, aligned to the curricular learning goal, target, and outcome, and is consistent with the standard depth of knowledge and higher order thinking skills.
- Use academic language and provide language supports and opportunities to students to use the academic language to make meaning of the content. Increased focus on vocabulary building strategies and required use of a variety of language supports in lesson design and facilitation is a focus here.
- Create ongoing, relevant opportunities for students to meet learning goal success criteria using a growth mindset, a variety of instructional methods, as well as differentiation strategies.
- Use formal and informal data to adapt to student academic and social-emotional needs in a timely and flexible manner.
- Incorporate reading and writing across all content areas which embraces diversity and supports the variety of learners.
- Provide effective, focused, and timely feedback that will contribute to student progress and the classroom growth mindset culture.

Demonstration of these practices is required through classroom extensions involving implementation in the CCTI teacher's learning environment, and teacher's thorough reflection on successes and areas identified for improvement.

The activities offered by the program that are designed to prepare educators to integrate technology effectively into curricula and instruction, including activities consistent with the principals of the EPP.

The CCTI program of study includes a substantial focus on supporting the diverse variety of learners in the learning environment, including an emphasis on how to use technology to meet all learners' needs.

The design of the CCTI program of study includes both face-to-face and online synchronous and asynchronous instruction. As a residency program, the CCTI program is designed for recent college graduates from outside the colleges of education and mid-career professionals, possessing the aptitude and desire to go into the teaching profession. Our teachers come with varying levels of competence and confidence when it comes to using technology. However, they grow to a level of comfort quickly and become accustomed to the use of technology to facilitate learning.

Our Initial Course 1A requires all teachers to explore research-based methods to create a positive learning culture completely online and asynchronous. CCTI uses Canvas as our learning management system and our teachers adapt easily to the use of this user-friendly platform. Within Canvas, our

teachers access multiple resources, learning modules, grades and feedback, opportunities to revise assignment submissions, and an effective email system of communication sending and receiving both visual and audio messages.

Additionally, our Course 1B, Google Level 1 Certification, is required for all CCTI educators. In order to meet the changing demands of the learning environment, and to better serve students, parents, schools and all stakeholders, CCTI teachers will earn Google Level 1 Certification for flexible E-learning, classroom, and hybrid instruction.

As teachers demonstrate technology skills toward certification, they will be able to*:

- Engage in professional growth and leadership.
- Increase efficiency and save time.
- Facilitate and inspire student learning and creativity.

**(Taken from Google for Education)*

Throughout all of our coursework, CCTI teachers use Google meet, Zoom, develop shared Google documents, spreadsheets, slides, and forms to collaborate and learn best practices together. They use Mentimeter, Nearpod, Loom, video recordings to present information, and video comments to provide peer feedback and share ideas. Throughout the program, CCTI teachers are using and implementing additional technological strategies to help in facilitation of learning. In addition, we post many websites and technological strategies as resources, and as our teachers grow in their comfort level, they implement them into their learning environment.

As facilitators, we post digital newsletters to keep teachers informed on a variety of educational topics using articles, podcasts, and blogs. CCTI instructors use Zoom and Google Meet to meet with individuals or groups to review feedback and discuss revisions to instruction or work submitted.

CCTI instructors demonstrate how to hold remote whole group learning session using Zoom and Mentimeter to allow for whole group interaction. Nested within the whole group learning, small content-alike Google meet groups and Zoom breakout groups are used to allow for collaboration, group check-ins, and individual private check-ins. The Course framework is designed to support the remote learning that teachers will be required to implement and to allow the CCTI Coursework to continue in an effective, collaborative structure.

Many of our teachers said that the challenge of remote learning this past year was eased due to the extensive use of our remote platforms for communication and instruction.

The activities offered by the program that are designed to prepare teachers to use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic success.

CCTI Course 1B requirement: Google Level 1 Certification

In order to meet the changing demands of the learning environment, and to better serve students, parents, schools and all stakeholders, CCTI teachers will earn Google Level 1 Certification for flexible E-learning, classroom, and hybrid instruction.

As teachers demonstrate technology skills toward certification, they will be able*:

- Engage in professional growth and leadership.
- Increase efficiency and save time.
- Facilitate and inspire student learning and creativity.

**(Taken from Google for Education)*

CCTI Course 2 Maximizing Learning for All

Objectives

Teachers will be able to:

- Determine acceptable, measurable learning goal success criteria that is developmentally appropriate, aligned to the curricular learning goal, target, and outcome, and is consistent with the standard depth of knowledge and higher order thinking skills.
- Evaluate success criteria and analyze data collected from a variety of developmentally appropriate student assessments, both summative and formative, to accurately measure student progress toward the learning goals.
- Use formal and informal data to adapt to student academic and social-emotional needs in a timely and flexible manner.
- Incorporate reading and writing across all content areas which embraces diversity.
- Integrate and utilize effective use of technology for instructional support, student engagement, assessment of understanding, and meeting student needs.
- Explore digital platforms to develop new skills and research best-practices for effective teaching and learning.
- Learn to use technology such as Google slides, polls, jamboard, surveys to capture data to make formative decisions in a lesson.
- Use technology such as Google slides, jamboards, breakout rooms, Google meets to provide timely feedback.

- Reflect on instructional goals and consider strengths and improvements to professional practice through observation, data analysis, and feedback with a growth mindset.

CCTI Coursework focuses on developing students as assessment capable learners who know what they are supposed to learn, can monitor their own progress, and are able to reflect on their own learning to set goals for themselves. CCTI participants design and use the following to collect data to analyze learning in their classroom to develop next steps for learning:

- CCTI Student Data to Support Learning (attached)
- formative assessments in chats, jamboard, polls
- Canvas as a learning management platform
- Mentimeter
- Single-point rubrics
- Google forms
- Collaborative Google sheets

														Please add other accomodations as needed			
Student Initials	Reg. Ed	IEP	504	ESL/EL	AL/AG	Barriers: Explain Barriers to learning here	Suggested Supports for Learning	Student strengths	ET Extended Time	MIB Mark in Book	Read Aloud	SS Sep. Setting					

Candidates (preparing to teach in elementary schools) are prepared to integrate Arts education across the curriculum.

CCTI does not support elementary education teachers currently.

Explain how your program(s) and unit conduct self-study.

Process for continuous review and program improvement

Continuous improvement is core to the CCTI program strategy. The program incorporates strong monitoring and evaluation systems built into the project management design.

This includes:

- Annual survey to beginning teachers and principals administered by EPIC (outside evaluator)
- Meeting with district Human Resource Council members in the CCRESA districts regularly to address concerns and celebrate successes
- Surveys to participants to collect feedback on instruction and coaching (CCTI)
- Networking opportunities to share promising practices and troubleshoot challenges; and
- Participation in third-party evaluation from the NC State Board of Education (EPIC), including an EPIC analysis of focus interviews held with CCTI teachers from this and the prior year's cohort.

- Coach observed trends in the learning environment to inform continuous improvement to the CCTI program.

The evidence generated from all data points will be used to guide program improvement and inform best practices.

Provide a description of field experiences to occur every semester, including a full semester in a low performing school prior to student teaching.

As a residency program, CCTI's educators are teachers of record in their school districts.

How will student teaching be scheduled to allow for experiences to occur at both the beginning and end of the school year.

As a residency program, CCTI's educators are teachers of record in their school districts.

Percent of candidates in the EPP that are first generation college attendees and percent Pell Grant eligible.

Data not
provided

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In June 2020, the North Carolina State Board of Education adopted recommendations to support the improvement of K-3 reading instruction, which included incorporating the science of reading into educator preparation and licensure. For those EPPs that have programs that focus on literacy instruction, especially for early childhood, elementary, special education and educational leadership; please broadly share what efforts are being

done to meet the requirement. If you do not have one of these programs, please respond with N/A.

Our Special Education teachers work monthly with our EC Coordinator to focus on areas key to supporting instruction in the classroom. Topics include: alignment of IEP goals with the NC Standard Course of Study; collecting baseline data in alignment with the Standards; progress monitoring; and best instructional practices. Both general education and special education teachers are supported in developing student skills in reading and writing in the content area.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

A. Direct and Ongoing Involvement with/and Services to Public Schools

LEAs/Schools with whom the EPP has Formal Collaborative Plans	Districts participating: Durham, Wake, Johnston, Person, Orange, Independent teachers outside of the Central Carolina Region
Start and End Dates	August, 2020- May 2021
Priorities identified in Collaboration with LEAs/Schools	Coaching support for our CCTI teachers is critical to ongoing teacher growth, reflection, and retention of our new teachers. Cost demands on districts to support teachers.
Number of Participants	39
Activities and/or Programs Implemented to Address Priorities	CCTI's one-on-one coaching model supports the professional needs of our educators. CCTI's coaches work to improve the effectiveness of beginning teachers through a holistic approach aligned to each educator's needs, teaching assignment, and school environment. Participants

	<p>complete all program requirements while teaching full-time in their school districts.</p> <p>Coaches are made aware of instructional goals for participants to assist with goal-setting during coaching visits. Video reflections and coaching often reflect the instructional goals and general data is collected to help inform future instruction.</p> <p>In addition, our coaches lead ePLNs to allow for CCTI content-alike educators to collaborate in a productive, focused, supportive community of learners.</p>
Summary of the Outcome of the Activities and/or Programs	<p>Our goal is that the resident teachers trained in our program are equity-centered educators, mindful of the assets and needs of their students so that they can maximize learning for every student.</p> <p>Central Carolina Teaching Initiative (CCTI) participants engage in coaching support to promote professional growth and build capacity necessary to become effective educators. This includes focusing on teacher instructional and planning needs through one-to-one interactions. Video coaching offers tailored feedback to teacher recorded instruction, reflection opportunities, and goal-setting conferencing. Content-aligned collaborative groups focus on instruction, learning environment, and responsiveness to teacher needs.</p>
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Districts participating: Durham, Wake, Johnston, Person, Orange, Independent teachers outside of the Central Carolina Region
Start and End Dates	April 2020- July 2021

Priorities identified in Collaboration with LEAs/Schools	CCTI requires each teacher to submit a proficient professional portfolio with components similar to the edTPA. CCTI wanted to ensure all requirements and expectations were communicated clearly to all participants building their portfolio.
Number of Participants	32
Activities and/or Programs Implemented to Address Priorities	<p>CCTI offered Zoom sessions to all CCTI cohort members and district coaches to support participant completion of the CCTI educator's professional portfolio. Multiple workshop sessions were provided to clarify necessary requirements of the portfolio.</p> <p>A CCTI edTPA website outlining procedures and including resources and supporting documents to aid in the completion of the professional portfolio.</p>
Summary of the Outcome of the Activities and/or Programs	Cohort 4 teacher engaged in multiple workshops and office hours held to discuss the CCTI portfolio process. All portfolios are in progress and should be completed by July 31 2021 for course 3 completion.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Districts participating: Durham, Wake, Johnston, Person, Orange, Independent teachers outside of the Central Carolina Region
Start and End Dates	August 2020- May 2021
Priorities identified in Collaboration with LEAs/Schools	Face-to-face instruction to allow for personal collaboration and interaction of cohort members. CCTI values face-to-face interaction of educators to share successes, challenges, best practices, and impactful experiences. Due to Covid

	<p>restrictions, our class sessions become 100% online. However, our class sessions were 50% synchronous, using the capabilities of Zoom to provide collaborative break out sessions, collection of group work via shared documents and slides.</p> <p>In addition, we offered and implemented many Zoom sessions to provide support to our participants when requested.</p>
Number of Participants	39
Activities and/or Programs Implemented to Address Priorities	CCTI instructional facilitators led all face-to-face Zoom cohort sessions and provided face-to-face Q&A sessions as a follow-up to our asynchronous class sessions. This was provided for three cohorts concurrently. Three different cohort sessions served multiple districts in order to provide flexibility and accommodate all schedules.
Summary of the Outcome of the Activities and/or Programs	<p>This was a great learning experience for all!</p> <p>Both instructors and CCTI teachers implemented new uses of technology, experiencing both success and failure. Collaboratively, working through the problems of the virtual learning environment was a unifying force with each cohort. Relationships grew and sharing of best practices flourished.</p> <p>CCTI participants learned many more ways to use technology based upon the many times they met - through online synchronous classes and the coaching ePLNs.</p>

LEAs/Schools with whom the EPP has Formal Collaborative Plans	Districts participating: Durham, Wake, Johnston, Person, Orange, Independent teachers outside of the Central Carolina Region
Start and End Dates	August 2020-May 2021
Priorities identified in Collaboration with LEAs/Schools	Support CCTI teachers in earning passing scores on required praxis testing.
Number of Participants	15
Activities and/or Programs Implemented to Address Priorities	CCTI purchases and distributes practice online Praxis exams on an as-needed basis to teachers preparing for testing.
Summary of the Outcome of the Activities and/or Programs	12 out of the 15 using this service passed their Praxis
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Overall support to NC public education
Start and End Dates	June 2, 2020- July 2021
Priorities identified in Collaboration with LEAs/Schools	<p>NC STRIDE working group objectives:</p> <ul style="list-style-type: none"> • Defining success in teacher recruitment in North Carolina (define the problem) • Mapping existing recruitment efforts and systems in order to identify opportunities for collaboration • Identifying barriers to existing efforts and evidence-based opportunities to improve teacher recruitment in North Carolina • Creating statewide recommendations for teacher recruitment in North Carolina

Number of Participants	Director
Activities and/or Programs Implemented to Address Priorities	CCTI participated in this working group to focus on improving teacher recruitment for our districts.
Summary of the Outcome of the Activities and/or Programs	Overall support to NC public education
LEAs/Schools with whom the EPP has Formal Collaborative Plans	District in the Central Carolina Regions and beyond
Start and End Dates	May 2020- July 2021
Priorities identified in Collaboration with LEAs/Schools	To communicate residency licensure requirements and CCTI program support to all interested in teaching in a North Carolina public school system.
Number of Participants	61
Activities and/or Programs Implemented to Address Priorities	Weekly online synchronous Information Sessions posted on Twitter through TeachNC and CCTI, our website, the CCTI digital newsletter, and some of our participating district websites. During our online sessions, CCTI presents information and answers questions about the North Carolina residency program and CCTI support. Each weekly session is hosted by the CCTI team. NC educators, licensure administrators, and potential candidates are invited to attend.
Summary of the Outcome of the Activities and/or Programs	Potential educator candidates or those newly-hired join the online synchronous Zoom session to learn about the residency license and the path

	to the NC Professional Educator License through CCTI.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	All districts, specifically in the Central Carolina region
Start and End Dates	June 2020- July 2021
Priorities identified in Collaboration with LEAs/Schools	Streamline processes for enrollment, progress updates, and licensure requirement completion.
Number of Participants	
Activities and/or Programs Implemented to Address Priorities	CCTI Leadership met regularly with the Central Carolina Regional Education Service Alliance (CCRESA) District Human Resources Leadership Council members to survey, discuss, plan, and present CCTI program requirements, processes, updates, data, and expectations. CCTI team members worked with the Human Resources Leadership Council members to streamline processes for enrollment, progress updates, and licensure.
Summary of the Outcome of the Activities and/or Programs	All districts, specifically in the Central Carolina region
LEAs/Schools with whom the EPP has Formal Collaborative Plans	All districts, specifically in the Central Carolina region
Start and End Dates	August 2020- May 2021
Priorities identified in Collaboration with LEAs/Schools	Provide CCTI updates to CCRESA Superintendents regarding successes, challenges, and future program developments, as well as receive input on district needs and feedback on program data.

	In addition, CCTI presented their program and evaluation results to the State Board of Ed and the Human Capital Team members,
Number of Participants	
Activities and/or Programs Implemented to Address Priorities	CCTI Leadership provided presentations to Superintendents on program data. This year, due to Covid, all meetings were held virtually.
Summary of the Outcome of the Activities and/or Programs	All districts, specifically in the Central Carolina region
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Districts participating: Durham, Wake, Johnston, Person, Orange, Independent teachers outside of the Central Carolina Region
Start and End Dates	June 2020- June 2021
Priorities identified in Collaboration with LEAs/Schools	Reduce cost demands on districts in supporting CCTI candidates financially.
Number of Participants	39
Activities and/or Programs Implemented to Address Priorities	CCTI reduced the cost to districts substantially to alleviate any budgetary constraints on district membership in the program.
Summary of the Outcome of the Activities and/or Programs	Reduced cost to districts for supporting candidates through the CCTI licensure program.

II. CHARACTERISTICS OF STUDENTS

A. Number of Students Who Applied to the Educator Prep Program.

Gender	Number
Male	36
Female	47
Gender Neutral	
Gender Not Provided	
Total	83
Race/Ethnicity	Number
African-American	40
Am. Indian/ Alaskan Native	
Asian	4
Hispanic/Latino	2
Native Hawaiian/ Pacific Islander	
White	35
Two or More Races	1
Race Not Provided	1
Total	83

B. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full-Time						
	Male		Female		Gender Neutral	
Undergraduate	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	0	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	0	White	0	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	0	Total	0	Total	0
Licensure-Only	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0

	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	0	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	0	White	0	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	0	Total	0	Total	0
Residency	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	0	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	0	White	0	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	0	Total	0	Total	0
Part-Time						
	Male		Female		Gender Neutral	
Undergraduate	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	0	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	0	White	0	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	0	Total	0	Total	0

Licensure-Only	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	1	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	3	White	10	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	5	Total	14	Total	0
Residency	Black, Not Hispanic Origin	8	Black, Not Hispanic Origin	14	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	3	Asian	0
	Hispanic/Latino	1	Hispanic/Latino	2	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	13	White	20	White	0
	Two or More Races	1	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	23	Total	39	Total	0

C. Program Completers and Licensed Completers (reported by EPP).

Program Area	Bachelor Degree		Licensure Only		Residency	
PC - Completed program but has not applied for or is not able for a license. LC-completed program and applied for license.	PC	LC	PC	LC	PC	LC
Prekindergarten	0	0	0	0	0	0
Elementary	0	0	0	0	0	0
Middle Grades	0	0	0	5	0	0
Secondary	0	0	0	0	0	2

Special Subjects	0	0	0	6	0	0
Exceptional Children	0	0	0	0	0	0
Vocational Ed	0	0	0	1	0	1
Special Services	0	0	0	0	0	0
Total	0	0	0	12	0	3
Comment(s):						

D. 2019-2020 Program Completers, Percentage of 2019-2020 Program Completers Licensed, and Percentage of 2019-2020 Program Completers Employed in 2020-2021.

Bachelor		2019-20 Program Completers	2019-20 Licensed		2019-2020 Completers Employed in 2020-21	
		N	N	%	N	%
Alternative	Institution	50	34	68.00	47	94.00
	State	825	686	83.15	689	83.52
Traditional	Institution	N/A	N/A	N/A	N/A	N/A
	State	2,307	1,996	86.52	1,531	66.36

N/A – Data Not Available * - Less than five reported

Note: The purpose of this table is to provide information on candidates that become employed within one year of their program completion to meet reporting obligations in law. To calculate the number of graduates of the EPP employed, the following definitions are applied:

- Completers: represents all candidates that completed either a traditional or alternative route in 2019-2020.
- Licensed: completers in 2019-2020 (either traditional or alternative) that earned either an IPL or CPL.
- Employed: completers in 2019-2020 (either traditional or alternative) that were employed as a teacher of record in a North Carolina Public or Charter School between the 2019-2020 and 2020-2021 school year.

For a more detailed examination of Program Completer data over time, please visit the NCDPI EPP Dashboard at [EPP Performance | NC DPI](#).

E. Top 10 LEAs employing teachers affiliated with this EPP. Population from which this data is drawn represents teachers employed in NC in 2020-2021.

LEA	Number of Teachers
Wake County Schools	23
Durham Public Schools	19
Johnston County Public Schools	16
Person County Schools	8
Orange County Schools	7
Franklin County Schools	5

F. Quality of student teachers admitted to programs during report year.

Measure	Baccalaureate
MEAN SAT Total	N/A
MEAN SAT Math	N/A
MEAN SAT Verbal	N/A
MEAN ACT Composite	N/A
MEAN ACT Math	N/A
MEAN ACT English	N/A
MEAN CORE Combined	N/A
MEAN CORE Reading	N/A
MEAN CORE Writing	N/A
MEAN CORE Math	N/A
MEAN GPA	3.20
* To protect confidentiality of student records, mean scores based on fewer than five test takers are not printed.	
Comment(s):	

G. Scores of student teachers on professional and content area examinations.

Pass rates are calculated using only program completed candidates employed in North Carolina Public or Charter Schools.

Note: State Board Policy LICN-001 1.20b.1 requires teachers issued an initial license to attempt all content exams in the first year of teaching and successfully pass them before or during their third year of teaching. Given this extended period to complete, pass rates are presented by cohort annually to capture the progression of cohort progress over time. While this provides a more frequent data point on EPP pass rates, it's important to remember that only the fourth year cohort data point provides the final, fixed pass rate.

		1st Year		2nd Year		3rd Year		4th Year	
Cohort	License Area	Test Takers	Pass Rate	Test Takers	Pass Rate	Test Takers	Pass Rate	Test Takers	Pass Rate
2020	Art			1	*				
2020	Business Education			2	*				
2020	English			1	*				
2020	ESL	2	*	2	*				
2020	Family and Consumer Sciences	2	*	4	*				
2020	French	1	*	1	*				
2020	Health and Physical Ed	1	*	2	*				
2020	M.G. Language Arts	6	83.33	7	71.43				
2020	M.G. Math	6	100	7	100				
2020	M.G. Science	4	*	5	100				
2020	M.G. Social Studies	3	*	4	*				
2020	Math (grades 9-12)	1	*	1	*				
2020	Music	2	*	2	*				
2020	Physical Education	1	*	1	*				
2020	Science (grades 9-12)			5	80				
2020	Social Studies (grades 9-12)			1	*				
2020	Spanish	1	*	1	*				
2020	Spec Ed: General Curriculum			3	*				
2020	Institution Summary	30	93.33	50	88				

H. Teacher Education Faculty.

Appointed full-time in professional education	Appointed part-time in professional education, full-time in the EPP	Appointed part-time in professional education, not otherwise employed by the EPP
0	2	0

I. Field Supervisors to Students Ratio (including both internship and residencies).

Data Not Provided.

J. Teacher Effectiveness.

Teacher Effectiveness							
<p>This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) and Educator Value-Added Assessment System (EVAAS) for beginning teachers prepared by this Educator Preparation Program. North Carolina defines a ‘beginning teacher’ as one who is in the first three years of teaching and holds a Standard Professional 1 license. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School Administrators rate the level at which teachers meet Standards 1-5 as they move from ratings of ‘Developing’ to ‘Distinguished’. Effective 2020-21, at the end of their third year beginning teachers must be rated ‘Proficient’ on Standards 1-5 on the most recent ‘Teacher Summary Rating Form’ in order to be eligible for the Standard Professional 2 license. New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Student Growth is determined by a value-added measure as calculated by the statewide growth model for Educator Effectiveness. Possible student growth ratings included ‘Does Not Meet Expected Growth’, ‘Meets Expected Growth’, and ‘Exceeds Expected Growth’. Additional information about NCEES and EVAAS is available at https://www.dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model.</p>							
- Sample Size represents the number of teachers that obtained educator effectiveness data during the 2020-21 school year.							
- Blank cells represent no data available.							
- If the Educator Preparation Program has fewer than five beginning teachers evaluated during the 2020-21 school year, it is reported as N/A.							
<i>Standard One: Teachers Demonstrate Leadership</i>							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing

Inst Level:	0.00%	0.00%	56.86%	43.14%	0.00%	51	3
State Level:	0.00%	2.46%	73.79%	22.75%	0.99%	2,316	89
Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	0.00%	0.00%	57.45%	40.43%	2.13%	47	7
State Level:	0.00%	2.99%	64.54%	31.25%	1.22%	2,208	197
Standard Three: Teachers Know the Content They Teach							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	0.00%	0.00%	68.09%	31.91%	0.00%	47	7
State Level:	0.05%	4.30%	76.77%	18.21%	0.68%	2,208	197
Standard Four: Teachers Facilitate Learning for Their Students							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	0.00%	0.00%	54.90%	43.14%	1.96%	51	3
State Level:	0.04%	4.02%	69.91%	25.26%	0.78%	2,316	89
Standard Five: Teachers Reflect on Their Practice							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	0.00%	0.00%	65.96%	34.04%	0.00%	47	7
State Level:	0.00%	3.85%	75.32%	20.20%	0.63%	2,208	197

Student Growth: Teachers Contribute to the Success of Students					
	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size	Unavailable*
Inst Level:	27.27%	68.18%	4.55%	22	32
State Level:	13.49%	81.42%	5.09%	1,238	1,169

* 'Unavailable' indicates those program completers for the reported year that are teaching in an area where EVAAS is not collected. Percentages reported in this table are calculated off the sample size and do not include 'unavailable' in the calculation.