

2020-2021

EPP Bachelor Performance Report

Charlotte-Mecklenburg Schools



North Carolina Department of
PUBLIC INSTRUCTION

Overview of the Institution

The overarching goal of CMS Teaching Residency is for CMS to operate its own high quality, research-based accelerated training and licensure program aimed at recruiting, preparing, hiring, and retaining a diverse teacher population for all CMS students. It prepares new teachers while teaching under a Residency License to meet the academic learning needs of CMS students through rigorous, engaging instruction aligned to the state's adopted curricula and standards in the areas of elementary education, English language arts, math and science and will add Exceptional Children education with the 21-22 cohort. This alternative licensure path is aligned with all of CMS's professional development initiatives, including new teacher orientation and ongoing professional learning. The program has 4 components designed to take a full year to complete with the opportunity to extend 2 additional years in order to complete state tests or resubmission of edTPA leading to an Initial Professional License. Each resident participates in recruitment and selection, enrollment courses and test preparation, field experience and training(5 weeks), and school year clinical residency (full time paid teacher position within CMS). The 3rd Cohort (20-21) participated in a fully virtual 5 week training due to Covid restrictions.

Special Characteristics

There were 130 residents in the 3rd cohort who began the 20-21 school year teaching in the areas of elementary, secondary math, secondary science and secondary ELA after completing a fully virtual summer training program. There were 116 residents that successfully completed the program in June 2021. There are currently 30 of the 37 program completers in the 1st cohort and 73 of the 79 program completers in the 2nd cohort still employes as teachers in CMS. The testing pass rates for CMS Teaching Residency program completers was 79% for the 1st cohort and 91% for the 2nd cohort.

Program Areas and Levels Offered

We offer Residency licensure in the following areas:

General Elementary (K-6)

Middle Grades ELA (6-9)

Middle Grades Math (6-9)

Middle Grades Science (6-9)

High School English (9-12)

High School Math (9-12)

High School Science (9-12)

Exceptional Children General Curriculum (K-12) will be added in 2021-2022

Pathways Offered

Traditional	Lateral Entry	Residency
		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.

CMS Teaching Residency prepares residents to be effective teachers for students from a variety of backgrounds, including students with disabilities. The program's curriculum equips residents with the relevant knowledge and pedagogical strategies to teach diverse learners. During training, teachers complete a study of issues related to special education, including the development and implementation of Individualized Education Plans (IEPs) and 504 Plans, collaboration with instructional support teams and the history and implications of relevant state and federal laws such as IDEA. During both the training and the school year, residents receive training on specific techniques through direct instruction, practice, observation and feedback in clinical experiences and regular assessment feedback. They are designed to build towards the following competencies which participants must demonstrate on key assessments in order to graduate from the program: creating a "no excuses" classroom culture, using diversity to promote student achievement, setting rigorous academic goals, using appropriate assessments, applying differentiated instruction and using high-impact teaching strategies. By mastering these skills, program participants are prepared to offer a high-quality education to all students, including those who have disabilities.

CMS Teaching Residency will provide licensure in the area of Special Education for the 2021-2022 cohort, specifically Exceptional Children General Curriculum. Even though CMS Teaching Residency has not previously had that licensure area, instruction and strategies are provided with serving students in the general population.

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.

CMS Teaching Residency prepares residents to be effective teachers for students from a variety of backgrounds, including students who are limited English proficient. The program's curriculum also equips residents with the relevant knowledge and pedagogical strategies to teach diverse learners. During both the training and the school year, residents receive training on specific techniques through direct instruction, practice, observation and feedback in clinical experiences and regular assessment feedback. They are designed to build towards the following competencies which participants must demonstrate on key assessments in order to graduate from the program: creating a "no excuses" classroom culture, using diversity to promote student achievement, setting rigorous academic goals, using appropriate assessments, applying differentiated instruction and using high-

impact teaching strategies. By mastering these skills, program participants are prepared to offer a high-quality education to all students, including those who are limited English proficient.

During the "clinical residency" school year the students also receive support and training directly from the district English Language Learner specialists. They provide ongoing training during the cohort meetings followed by in person classroom support as needed.

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.

Teachers learn to evaluate and integrate instructional technologies into their teaching practice throughout training and the school year. An embedded approach ensures that all residents, even ones with minimal technology experience, are comfortable with technology and understand how to find, assess and use technology to increase student achievement and to enhance their classroom teaching. CMS Teaching Residency has redesigned the training portion of the program to be delivered 100% virtually, which after the pandemic will be able to move to a blended model incorporating virtual learning partnered with a classroom experience. This platform allows candidates to engage in the learning of their craft through live sessions, webinars, self- recorded practice sessions, lesson planning clinics and virtual simulations, all while experiencing the various online platforms, resources, and tools that can be used while delivering instruction in their own classes. CMS Teaching Residency will continue to offer residents regular opportunities to engage in instructional technologies throughout their coursework and clinical year experiences.

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.

Residents are exposed to web- and software-based tools for tracking student assessment data during summer training. During the school year, residents are provided with training resources to become critical consumers of current education technologies. Residents are encouraged to use technology to design and implement instructional strategies and to assess the success of strategies they've used in the classroom. CMS uses Canvas, Google and Powerschool as the main data management tools for teachers and students. There are many schools in the district that also use MasteryConnect which will be used district-wide within the next year. The students receive ongoing training and additional professional development through the CMS Teaching Residency Cohort Meetings during their "clinical residency" to support data collection and analysis with an emphasis on driving the instruction to improve student learning.

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

The elementary content coursework the residents have to complete during their clinical residency year contain multiple assignments requiring the integration of arts education. The residents are required to create, execute, video themselves executing the lessons and submit for grades.

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

At different points throughout the year surveys are sent to students, staff, principals and other stakeholders for feedback which is used to inform program improvement. Staff also use the data collected from coaching, student achievement, resident observations (3 formal through the year conducted by school administrators) to inform support of the residents and any changes that need to be made to improve the program going forward. There are multiple data points used to continuously make improvements and adjustments to the program to maintain alignment with state and district requirements and to provide the best support possible for the residents (students) in the program.

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

CMS Teaching Residency is an alternative route licensure program where the student is a full-time hired teacher of record within CMS during the "clinical residency year." The program does have a 5 week "mini" field experience during training where the student is partnered with a cooperating teacher to observe instructional delivery first then begin leading portions of the instructional day. Depending on the grade level, by the end of the 5 weeks the student may lead the full instructional day. Currently, the field experience is designed to occur during CMS summer sessions with Read to Achieve camps (for elementary) and credit recovery (for secondary) but due to Covid-19 and no in person learning this opportunity was not available for our incoming 20-21 cohort. The students participated in a fully virtual training experience.

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

Students enrolled in CMS Teaching Residency are full-time teachers of record during their "clinical residency" therefore, they experience teaching and leading during the full school year. The program has supports through the virtual training, coursework, cohort meetings, office hours and coaching cycles with "clinical educators" built in for the students throughout the school year addressing all levels of teaching and licensure requirements.

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.

The students in the elementary pathway are required to participate in all of the district professional development designed and delivered by the CMS Learning & Teaching Elementary Literacy Specialists. Depending on needs identified through the clinical educators, the students also receive additional training and support from the Elementary Literacy Specialists during the Cohort meetings. For the 21-22 Cohort the students in the Elementary and ECGC pathways will also work in lesson planning simulations during the 5 week training with a focus on elementary literacy.

**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	Charlotte Mecklenburg Schools
Start and End Dates	7/1/2020-6/30/2021
Priorities identified in Collaboration with LEAs/Schools	The program aims to meet the needs of the district aligned to these 3 recurring issues: teacher shortage, focus on recruiting and retaining a more diverse group of highly effective teachers, and to recruit and retain teachers in high needs areas identified by the district.
Number of Participants	130
Activities and/or Programs Implemented to Address Priorities	Intensive recruitment and selection process, enrollment modules start once enrolled in the program, state test prep, school/class visits prior to starting summer field experience, 5-week summer field experience (40 teaching simulation with feedback due to Covid, 60 hours professional development and skill building sessions- including Equity sessions, online modules/coursework, 3 mini performance tasks), School Year- Full-time Teacher of Record Clinical Residency (paid), bi-weekly face-to-face coaching sessions with their clinical educators, participate in 6 Cohort meetings, Online Coursework, edTPA submission, virtual and online coursework feedback. CMSTR staff consistently meet with district and community stakeholders to inform program improvements and changes needed to address priorities.
Summary of the Outcome of the Activities and/or Programs	Regardless of Covid and the changes to in person teaching and learning, CMSTR was able to meet the recruitment goals set in collaboration with CMS. There were a 130 diverse students (residents) that were hired as teachers of record in the high needs content areas within the district. Even though there were 130 students the CMSTR fell short in the recruitment goal for LatinX and in the areas of high school math and

	science. CMS Teaching Residency will continue to work with the district on their recruitment efforts of the hiring targets set for the upcoming year.
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II. CHARACTERISTICS OF STUDENTS

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

Gender	Number
Male	248
Female	628
Gender Neutral	
Gender Not Provided	4
Total	880
Race/Ethnicity	Number
African-American	514
Am. Indian/ Alaskan Native	3
Asian	23
Hispanic/Latino	22
Native Hawaiian/ Pacific Islander	
White	253
Two or More Races	21
Race Not Provided	44
Total	880

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	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	11	Black, Not Hispanic Origin	88	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	2	Am. Indian/Alaskan Native	0
	Asian	0	Asian	3	Asian	0
	Hispanic/Latino	1	Hispanic/Latino	6	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	19	White	58	White	0
	Two or More Races	1	Two or More Races	5	Two or More Races	0
	Not Provided	2	Not Provided	5	Not Provided	0
	Total	34	Total	167	Total	0

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

Program Area	Bachelor Degree	Licensure Only	Residency
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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	92	19
Middle Grades	0	0	0	0	40	25
Secondary	0	0	0	0	23	2
Special Subjects	0	0	0	0	0	0
Exceptional Children	0	0	0	0	0	0
Vocational Ed	0	0	0	0	0	0
Special Services	0	0	0	0	0	0
Total	0	0	0	0	155	46
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	13	13	100.00	13	100.00
	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
Charlotte-Mecklenburg Schools	218

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	3.22
* 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.

Cohort	License Area	1st Year		2nd Year		3rd Year		4th Year	
		Test Takers	Pass Rate	Test Takers	Pass Rate	Test Takers	Pass Rate	Test Takers	Pass Rate
2019	Elementary (grades K-6)	26	76.92	28	75	29	86.21		
2019	M.G. Math	6	100	6	100	6	100		
2019	Math (grades 9-12)	1	*	1	*	1	*		
2019	Institution Summary	33	81.82	35	80	36	88.89		
2021	Elementary (grades K-6)	10	50						
2021	English	6	50						
2021	M.G. Language Arts	14	50						
2021	M.G. Math	9	55.56						
2021	M.G. Science	8	50						
2021	Math (grades 9-12)	3	*						
2021	Science (grades 9-12)	3	*						
2021	Institution Summary	53	49.06						

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
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2	1	131
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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%	64.29%	28.57%	7.14%	14	0
State Level:	0.00%	2.46%	73.79%	22.75%	0.99%	2,316	89
<i>Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students</i>							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	0.00%	0.00%	50.00%	42.86%	7.14%	14	0

State Level:	0.00%	2.99%	64.54%	31.25%	1.22%	2,208	197
<i>Standard Three: Teachers Know the Content They Teach</i>							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	0.00%	0.00%	78.57%	14.29%	7.14%	14	0
State Level:	0.05%	4.30%	76.77%	18.21%	0.68%	2,208	197
<i>Standard Four: Teachers Facilitate Learning for Their Students</i>							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	0.00%	0.00%	71.43%	21.43%	7.14%	14	0
State Level:	0.04%	4.02%	69.91%	25.26%	0.78%	2,316	89
<i>Standard Five: Teachers Reflect on Their Practice</i>							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	0.00%	0.00%	64.29%	28.57%	7.14%	14	0
State Level:	0.00%	3.85%	75.32%	20.20%	0.63%	2,208	197

<i>Student Growth: Teachers Contribute to the Success of Students</i>					
	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size	Unavailable*
Inst Level:	16.67%	75.00%	8.33%	12	2
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.