

2020-2021

EPP Bachelor Performance Report

Guilford Co Schs Alt Certificate



North Carolina Department of **PUBLIC INSTRUCTION**

Overview of the Institution

Guilford County Schools (GCS) is the third largest district in North Carolina serving 126 schools and approximately 72,000 students in the Piedmont Triad. The school district has a myriad of both traditional and choice schools, including Spanish immersion, Newcomers for ELL, Arts, Aviation, Medical Careers, and CTE programs. **Guilford County School's Alternative Certification Track (GCS-ACT)** is a division of Human Resources in GCS. Therefore, GCS-ACT is an in-district Education Preparation Program that supports school district initiatives in recruiting, preparing, licensing, and retaining Lateral Entry, and Residency License teachers.

Established in 2008, **Guilford County Schools Alternative Certification Track (GCS-ACT)** is the first in-district teacher licensure program in North Carolina. GCS-ACT is designed to be a locally responsive licensure program that is mutually beneficial to Lateral Entry and Residency Licensed teachers, and the school system that hires, supports, and retains them to ensure that students benefit from having high quality, stable faculties and teachers have a cohesive support system. GCS-ACT is committed to recruiting, training, licensing, and retaining highly qualified Lateral Entry and Residency License teachers employed by Guilford County Schools. Given that our program is focused on the clinical practice of pedagogical skills, our candidates are employed as the teacher of record concurrent to enrollment and completion of the GCS-ACT program. Therefore, our candidates gain a strong understanding of research-based pedagogical practices and strategies that can be implemented immediately in the classroom to

address common challenges for beginning teachers. GCS-ACT licensure program provides multi-tiered levels of support for teacher candidates including weekly Foundations courses, exploratory assignments, cohort model of support, annual Spring Leadership Institute, EdTPA Workshop Series, and one-on-one coaching.

GCS-ACT is focused on recruiting and developing a “diverse and culturally proficient workforce that reflects GCS student demographics” in alignment with GCS’ strategic priorities. Through collaborative efforts with local HBCUs, GCS-ACT recruits, trains, license, and retains a diversity of candidates to work in high needs schools in Guilford County. Our program is designed for recent university graduates, who are non-education majors, as well as mid-career professionals passionate about education. In the past 3 years, 62% of our candidates are teachers of record in Title I schools, 31% are STEM teachers, and 16% are CTE teachers. Many of our candidates have received Rookie Teacher of the Year awards, Guilford County Schools Teacher of the Year award, as well as progressed into school leadership positions. GCS-ACT candidates bring a wealth of diversity, both culturally and academically, to Guilford County Schools to ensure that our students have access to effective classroom teachers.

Special Characteristics

Established in 2008, **Guilford County School’s Alternative Certification Track (GCS-ACT)** is the first in-district teacher licensure program serving the third largest school district in North Carolina. GCS-ACT is committed to training, licensing, and retaining highly qualified Lateral Entry and Residency License teachers employed by Guilford County Schools. GCS-ACT is designed for recent, university graduates, who were non-education majors, as well as mid-career professionals passionate about entering the education profession. Minimum admission requirements into GCS-ACT includes a) be eligible for a North Carolina Lateral Entry or Residency License; b) be a teacher of record with GCS and thus, clear all district requirements for hire; and c) successfully complete a group interview with GCS-ACT instructors. Currently, our program provides the coursework to license teachers in the following areas, but not limited to: middle and secondary grades core content areas (math, science, social studies, English language arts); K-12 License: EC General, art, music, foreign languages, and PE; and all CTE areas. While some Lateral Entry and Residency license teachers seek a graduate degree granting program, GCS-ACT is directed at candidates that are **ONLY** seeking initial teacher licensure.

As an in-district licensure program, GCS-ACT differs from programs traditionally offered by colleges and universities. GCS-ACT is a competency-based program in which candidates work fulltime on a clinical basis in a school as the teacher of record while completing coursework outside of the school day; thus, our teacher candidates receive full teacher salary and benefits during the length of our program. GCS-ACT coursework is designed around research-based practices, that is tightly aligned with North Carolina Professional Teaching Standards, and district instructional framework and culture. Our teachers gain a strong understanding of research based pedagogical practices and strategies that can be implemented

immediately in the classroom to address common challenges for beginning teachers through multi-tiered levels of support: weekly courses, outside assignments, cohort model of support, annual spring institute, and on-site coaching. GCS-ACT is also keenly responsive to curriculum initiatives implemented by the school district to ensure that our coursework aligns with curriculum demands. GCS-ACT is an accelerated, rigorous program that candidates can complete in 18 months, and as early as 11 months. Our experiential program includes over 300 hours of face-to-face instruction and on-site coaching annually, and we have supported over 400 teachers in obtaining their licensure since 2008.

Since our inaugural year in 2008, GCS-ACT has consistently evolved to meet the varying needs of our students, teachers, and school district based on input from graduates, leaders in curriculum and development, and annual evaluation data. Program evaluation data is collected annually from our graduates regarding impact of GCS-ACT training on professional practice, quality of one-on-one coaching, and effectiveness of coursework. Over 95% of our candidates felt that our coursework met their needs, and 98% of our candidates felt that they have made gains in their classrooms with their students as a result of GCS-ACT. Additionally, the tuition cost of the program was determined from survey data on program satisfaction. Currently, the school district absorbs the majority of the cost of training a new Lateral Entry or Residency License teacher, leaving the remaining out-of-pocket tuition cost of \$1250 per candidate.

As part of the district Strategic Plan, Priority V addresses the need to “develop a diverse and culturally proficient workforce that reflects GCS’ student demographics...”, and GCS-ACT licensure candidates are representative of the cultural diversity of the district. The ethnic minority enrollment in GCS-ACT since 2008 is 59%, and males represent 34% of our graduates. In the past 3 years, 62% of our candidates are teachers of record in Title I schools, 31% are STEM teachers, and 16% are CTE teachers. Lateral Entry and Residency Licensed teachers of GCS-ACT bring a wealth of diversity, both culturally and academically, to Guilford County Schools to ensure that our students have access to great classroom teachers.

Program Areas and Levels Offered

Guilford County School’s Alternative Certification Track (GCS-ACT) is an innovative approach to training, licensing, and retaining highly qualified Lateral Entry and Residency Licensed teacher candidates to teach in a myriad of schools in Guilford County, specifically our high needs schools. Our teacher candidates are employed as the teacher of record while completing GCS-ACT coursework outside of the academic school day; thus, teachers receive both explicit instruction and job-embedded practice with our coursework. Our curriculum is grounded in the 6 North Carolina Professional Teaching Standards (PTS I – Teachers demonstrate leadership; PTS II – Teachers establish a respectful environment for a diverse population of students; PTS III – Teachers know the content they teach; PTS IV – Teachers

facilitate learning for their students; PTSV – Teachers reflect on their practice; PTS VI – Teachers contribute to the academic success of students) to ensure that teachers are prepared to use the NC teacher evaluation instrument as a tool for reflection and professional growth. The following outlines the multi-tiered levels of program support that our teachers receive:

- Foundations for Teaching requires 50 hours of weekly face-to-face sessions or virtual, synchronous sessions held throughout the school year, and the sessions assist Lateral Entry and Residency Licensed teachers in their transition into the education profession. This course teaches competencies in motivating and increasing student learning through interpersonal relationships in the classroom; evaluation of curriculum materials for accuracy and comprehensiveness of ideas and concepts; the use of content curriculum to guide the design of lessons that cause student learning; learning theory; and the application of research-based strategies to engage students and cause learning for multiple learning styles. GCS-ACT utilizes a co-teaching model to lead all class sessions. An instructional coach is paired with a recent GCS-ACT graduate to co-teach each weekly session in order to provide leadership and professional growth opportunities for recent graduates.
- GCS-ACT implements a cohort model of support. Candidates are placed in cohorts with 20-25 other beginning Lateral Entry and Residency license teachers, who teach the same grade level and/or subject area. Each cohort of teachers functions as a support network throughout and beyond the length of the program and allows for customization of course content to meet the immediate needs of each teacher.
- One-on-one coaching support is provided to each candidate within our program. GCS-ACTs' instructional coaches are master teachers from diverse backgrounds and have expertise in both classroom instruction and education administration. Through our coaching program, instructional coaches can identify teacher needs quickly and respond immediately. Our responsive intervention practices include modeling skills for teacher candidates; team visits to fine tune support through team collaboration; personalized coaching sessions to support candidate growth in content areas; meetings with school administrators to ensure candidates meet proficiencies; and conducting individualized instructional design lessons that is content specific. Instructional coaches provide both virtual and on-site support in the form of classroom observations and feedback sessions to further support the development and mastery of teacher competencies.
- Spring Leadership Institute is a two-day professional development event designed for GCS-ACT candidates to explore contemporary ideas in teaching, raise motivation and morale, and develop leadership skills. Held at a local venue, the leadership institute offers a menu of 15 different workshops, all led and designed by previous GCS-ACT graduates; thus, allowing graduates to share their expertise and grow as leaders in their profession while promoting the development of current GCS-ACT candidates.
- Building Blocks: Teaching for Learning is a 5-week summer course that follows Foundations for Teaching. This course provides a deep analysis and application of backwards design in unit planning; the impact of culture, socio-economic status, special needs, religion, and gender on teaching and learning; and methods of assessing for student learning and data-driven instruction. The proficient completion of Building Blocks concludes the fulfillment of GCS-ACT program requirements within 18 months (11 months at the earliest).

- EdTPA Workshop Series: This Workshop series aims to provide candidates with a designated space and time for weekly peer collaboration and support through the completion of their EdTPA. The Workshop series provides candidates with an overview of EdTPA resources (Handbook, URLP, Making Good Choices, etc), as well as a general analysis of prompts and rubrics within their handbooks. This course convenes virtually via Microsoft Teams for 10 weeks in order to establish a consistent pace for candidates to complete their EdTPA requirements.

The design of GCS-ACT (course content; cohort model; one-on-one coaching; and spring leadership institute) acknowledges the challenges faced by Lateral Entry and Residency teachers, and the program is customized to meet the needs of beginning teachers in a timely manner. The course content is immediately applicable and embedded in practice to ensure that our teachers are successful in their first academic year in Guilford County and within the education profession.

In the current reporting year, successful completion of licensure exam(s) is required for completion of the GCS-ACT program. Candidates have up to three years to complete all licensure requirements from the date that the lateral entry license was issued. However, as GCS-ACT progresses to meet legislative requirements and accountability measures, all candidates admitted after July 2019 will be required to pass ALL licensure exams as part of GCS-ACT coursework.

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 North Carolina Professional Teaching Standards require that teachers establish a respectful environment for a diverse population of students, and teachers must adapt their teaching for the benefit of students with special needs. Guilford County Schools Alternative Certification Track (GCS-ACT) is committed to preparing and licensing lateral entry teachers in all content areas of high school, middle school, and K-12 certification. To ensure that our general education teachers are prepared to teach all students, we provide support through our coursework, spring leadership institute, and one-on-one

coaching. The GCS-ACT coursework is grounded in research-based strategies that focuses on differentiation and co-teaching models to meet the needs of our students. We also leverage the expertise within the district to prepare our teachers. In-district experts train our teachers on implementing IEP goals, following IEP requirements for testing, advocating for our students during IEP meetings, and establishing collaborative relationships with EC specialists within the school to support our students. Additionally, district experts work with our teachers on implementing research-based strategies to support students who have experienced trauma and mental illness. Assessment of competencies occur via face-to-face classroom and video observations, along with exploratory tasks.

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.

Guilford County Schools serves a diverse population of students. There are over 142 student cultural and ethnic groups represented in GCS, and the most common languages spoken include Spanish, Vietnamese, Urdu, Arabic, and French. In addition to the English Language Learner services provided throughout the 126 schools in the district, the Doris Henderson Newcomers School in GCS specifically serves recently arrived immigrant and refugee students in grades 3-12 who are novice English speakers. Given the diversity within our school district, **Guilford County Schools Alternative Certification Track (GCS-ACT)** is committed to recruiting, preparing, licensing, and retaining Lateral Entry and Residency Licensed teachers in all content areas of secondary and middle grades, as well as K-12 ELL certification areas. GCS-ACT implements an experiential approach to training our teachers, in which candidates serve as the teacher of record within GCS during the length of our program. Throughout the program, ELL teacher candidates receive coursework focused on adapting lessons for ELL students and differentiating for all learners within a classroom. Thereafter, the research-based strategies and competencies provided through our coursework are implemented in K-12 classrooms with the assistance of instructional coaches who monitor teacher progress and provide timely support.

GCS-ACT also leverages the expertise of the English Language Learner department within Guilford County Schools. ELL District Coordinators work closely with our candidates to ensure that ELL students acquire not only the academic language to excel in school, but also the language skills to navigate and adjust to life in a new country. ELL Coordinators train our teachers on topics of EL classification of students, implementing ELL standards for testing, communicating with parents of non-English speaking students, and lesson planning with the 3L format (Learning, Language, and Literacy). To ensure that our candidates are meeting the needs of ELL students, GCS-ACT candidates are required to attend all professional development sessions lead by the ELL department in addition to our coursework.

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 North Carolina Professional Teaching Standards along with North Carolina Digital Learning Competencies direct the teaching and learning process. One of our goals in GCS-ACT is to incorporate the use of technology in, not only, aiding our teacher candidate's learning, but to also, increase our candidates' abilities to leverage technology as a tool for student learning. In the past year, GCS-ACT has transitioned part of our coursework into a virtual setting, in which we model the use of a variety of digital tools that make student thinking visible in a virtual setting during our Foundations and Building Blocks coursework. GCS-ACT utilizes the learning management system (LMS), Canvas, to house all course resources, assignments, and assessments. GCS-ACT candidates grow in proficiency in the use of Canvas to the extent that many candidates design and construct their own Canvas course for use in their own classrooms; thus, providing young students with career and college ready skills to excel in higher education. Additionally, GCS-ACT candidates are required to exercise ethical digital citizenship in the completion of GCS-ACT exploratory tasks, in which reference materials must be cited appropriately. Candidates also use digital collaborative tools to engage in discussion topics, to provide peer feedback, and to share resources throughout the length of our program.

With our school district's one to one technology initiative, all elementary, middle, and high school grade students receive tablets. GCS-ACT, along with district experts, support our teachers to meet district initiatives through coursework and one-one-one coaching. As part of our coursework, GCS-ACT candidates are required to differentiate instruction by student interests and academic readiness using digital tools and resources that provide enriched learning experiences. Instructional coaches provide feedback on foundational competencies via both face-to-face and digital sessions. GCS-ACT candidates are required to submit individual teaching videos on a digital platform for personal reflection, and coach and peer feedback. As GCS-ACT models the use of digital tools in our coursework, candidates are implementing the use of similar tools within their own classrooms with younger students to provide 21st century learning 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.

The North Carolina Digital Learning Competencies (NCDLC) require that "teachers use technology to make data more accessible, adjust instruction to better meet the needs of a diverse learner population, and reflect upon their practice through the consistent, effective use of assessment." In ensuring that GCS-ACT teachers are making assessment data more accessible, candidates are trained by district experts on the use of the management system, Performance Matters, to design and deliver online assessments to students as well as collect assessment data. Performance Matters is a platform by which assessments can be delivered and graded in a timely manner such that students and parents can access

results almost immediately online, and teachers can analyze the data to inform next steps in instruction. Additionally, GCS-ACT candidates are trained in the use of an education technology platform, PowerSchool, to organize and manage assessment results and grades.

In meeting all requirements of the “Data and Assessment” standard of NCDLC, GCS-ACT places a heavy emphasis on assessment design and data analysis within our coursework. Candidates learn to design formative and summative assessments that align with curriculum standards, assess students on multiple DOK levels, and utilize a variety of assessment methods. Candidates learn to analyze and collect multiple types of data (demographic, perception, student learning, and school processes) to “inform and personalize individual learning experiences.” Candidate competencies on the above skills are assessed via classroom and video observations along with course assignments.

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

Guilford County Schools Alternative Certification Track (**GCS-ACT**) is committed to recruiting, training, licensing, and retaining highly qualified Lateral Entry and Residency licensed teachers. Many of our art candidates are mid-career professionals, who transitioned into the teaching profession with a wealth of knowledge on the real-world application of their content area. Our program is based on clinical practice of pedagogy skills; thus, our teacher candidates work as the teacher of record during the length of our program. GCS-ACT candidates are supported through our coursework, one-on-one coaching, cohort model, and Spring Leadership Institute. Our program is focused on foundational pedagogical skills and competencies for building positive relationships with students, classroom management, curriculum analysis and lesson design, unit design, and differentiating for diverse learners. Candidates receive one-on-one coaching to support further development of these competencies within the context of candidate’s curriculum and classroom setting.

GCS-ACT also leverages the expertise of district experts to further support our teacher candidates in developing content specific skills. Guilford County Schools is one of 20 nationwide recipients of the Professional Development for Arts Educator grants, valued at \$1.4 million. The grant is funding the Arts Integration Academy in GCS, in which both arts and non-arts educators engage in professional growth opportunities to integrate arts in teaching and learning. Our Lateral Entry and Residency License teachers will be required to attend all professional development sessions for art.

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

Guilford County Schools Alternative Certification Track (GCS-ACT) is based on the clinical practice of pedagogy skills, and our teachers are employed as the teacher of record with GCS during the length of the program. Throughout the program year, GCS-ACT candidates' learning and performance are accessed through multiple instruments including video evaluation of clinical practice of foundational pedagogical skills as well as face-to-face classroom observations to determine mastery of competencies aligned with NC Professional Teaching Standards. Candidates must also complete exploratory tasks specific to their interest areas, that requires integrated studies, analysis, and reflection of their individual pedagogical practice. Additionally, candidates must demonstrate mastery of curriculum analysis and lesson designs through quarterly submissions of lesson plans and unpacked standards. GCS-ACT utilizes the learning management system, Canvas, as well as a video coaching platform to support and evaluate candidates' progress towards program completion. The compilation of video evaluation, exploratory tasks, unpacking standards, and lesson designs functions as a digital portfolio that will enable candidates to analyze their progress as practitioners, as well as provide a method of formal documentation of program completion.

In addition to the program specific assessments outlined above, GCS-ACT also conducts annual surveys of candidates after every course component (Foundations, Spring Leadership Institute, EdTPA Workshop Series, and Building Blocks) to further support self-study. Program evaluation data is collected from candidates regarding impact of GCS-ACT training on professional practice, quality of one-on-one coaching, and effectiveness of coursework. The results of licensure exams are also part of GCS-ACT self-study. GCS-ACT reviews all assessments, survey data, and licensure exam results annually, and we respond to teacher needs and perceptions through thoughtful, intentional revisions of curriculum and coaching support structures to ensure that candidates are provided consistent and timely support throughout the program year. GCS-ACT's goal is to be responsive facilitators of our candidates' learning, and we have consistently evolved to meet the varying needs of our candidates, students, and school district since our establishment in 2008.

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

Guilford County Schools Alternative Certification Track (GCS-ACT) is a competency-based program in which candidates work fulltime on a clinical basis in a school as the teacher of record while completing coursework outside of the school day; thus, our teacher candidates receive full teacher salary and benefits during the length of our program. In the past 3 years, 62% of our candidates are teachers of record in Title I schools across Guilford County. GCS-ACT is committed to recruiting, preparing, licensing, and retaining highly qualified candidates in all content areas of secondary and middle grades, and K-12 certification areas.

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

Guilford County Schools Alternative Certification Track (**GCS-ACT**) is a competency-based program in which candidates work fulltime on a clinical basis in a school as the teacher of record while completing coursework outside of the school day; thus, our teacher candidates receive full teacher salary and benefits during the length of our program. GCS-ACT is committed to recruiting, preparing, licensing, and retaining highly qualified candidates in all content areas of secondary and middle grades, and K-12 certification areas.

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

% of candidates in the EPP that are first generation college attendees

% of candidates in the EPP that are Pell Grant eligible

NOTE: Data collected for percent Pell Grant eligible is based on candidate participation in the Free Application for Federal Student Aid (FAFSA). Candidates self-reporting populates the percent first generation college attendees.

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.

Currently, our EPP does not license in Elementary Education. However, our teachers holding an EC Residency license must complete an additional course, Reading Research to Classroom Practice. This course focuses on the science of reading, diagnostic testing for reading and comprehension progress, as well as practical strategies that improve reading and comprehension.

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

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

<p>LEAs/Schools with whom the EPP has Formal Collaborative Plans</p>	<p>As an in-district alternative licensure program, GCS-ACT works in any of the 126 schools that make up Guilford County Schools (GCS). Our graduates teach across the county. Currently, our candidates are “Teachers of Record” in 30 different schools within GCS, including 20 Title I schools. And approximately 73% of our candidates teach in Title I schools.</p>
<p>Start and End Dates</p>	<p>August 2020 - April 2021</p>
<p>Priorities identified in Collaboration with LEAs/Schools</p>	<p>Foundations coursework and Exploratory assignments for new Lateral Entry and Residency License teachers in the GCS-ACT program. Priority goals for our Foundations coursework in our alternative licensure program are to 1) instruct new Lateral Entry and Residency License teachers in classroom management and instructional design, 2) coach new Lateral Entry and Residency License teachers to develop master teacher skills, 3) support new Lateral Entry and Residency License teachers to proficiently complete all requirements for licensure, and 4) develop their leadership potential within their school and their growth as professionals.</p>
<p>Number of Participants</p>	<p>52</p>
<p>Activities and/or Programs Implemented to Address Priorities</p>	<p>GCS-ACT licensure candidates work as teachers of record in their schools while taking Foundations classes in the evening. Our coursework is designed to develop licensure candidates into teacher leaders, capable of designing and delivering student-centered learning experiences that maximize student achievement. The Foundations program of study, which runs from September through April, is designed to meet the requirements set by North Carolina Professional Teaching Standards and the needs of our</p>

	<p>particular district. The Foundations experience includes a) weekly face-to-face Foundations classes, and b) outside assignments to explore the school community. The Foundations coursework focuses on professionalism, building relationships, creating a classroom culture for learning, instructional design, assessing for learning, effective instructional strategies, and lesson delivery for maximizing learning. We share these foundational skill with all school administrators to provide wrap-around support to our candidates. The exploratory tasks function to build candidate knowledge of their school community, the district that they serve, and their role in it. Many of these tasks require collaboration with staff at the school or community members.</p>
<p>Summary of the Outcome of the Activities and/or Programs</p>	<p>As an in-district alternative licensure program, GCS-ACT works in any of the 126 schools that make up Guilford County Schools (GCS). Our graduates teach across the county. Currently, our candidates are “Teachers of Record” in 30 different schools within GCS, including 20 Title I schools. And approximately 73% of our candidates teach in Title I schools.</p>
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<p>Start and End Dates</p>	<p>March 14-15, 2021</p>
<p>Priorities identified in Collaboration with LEAs/Schools</p>	<p>GCS-ACT Spring Institute. The Spring Institute is a two-day professional development event</p>

	<p>designed to allow GCS-ACT candidates an opportunity to explore new ideas in teaching, renew their energy, and develop leadership skills. It is scheduled in the middle of March to re-invigorate their commitment to their students as well as strengthen the ties that connect them to their cohort members and graduates of GCS-ACT. Our Spring Institute was cancelled this year due to Covid-19.</p>
<p>Number of Participants</p>	<p>52</p>
<p>Activities and/or Programs Implemented to Address Priorities</p>	<p>This two-day institute focuses on the specific needs of our current cohort of licensure candidates as defined by the GCS-ACT team of instructors/coaches. Graduates of the GCS-ACT program serve as presenters and highlight their areas of expertise through workshops offered at the Institute. Held in a local venue, the two-day Institute offers a menu of fifteen different workshops from which individual GCS-ACT candidates can choose. Example workshop sessions include Supporting Exceptional Children in the Regular Ed Classroom; Learning Through Movement; Building Relationships with Disconnected Students; Differentiation and Student Engagement; In Pursuit of Equity, Character, and Excellence for Each and Every Student; Building a Foundation for Success; and, Raising the Bar for Student Success and Helping Them Clear It. The Institute concludes with Open Space Technology, which is an organic, powerful approach to collaboration and sharing of ideas. Participants create the agenda of discussion topics and have the opportunity to choose the topics most relevant to their individual experience. Participants leave with new insights, renewed energy, and a revived sense of purpose.</p>
<p>Summary of the Outcome of the Activities and/or Programs</p>	<p>As an in-district alternative licensure program, GCS-ACT works in any of the 126 schools that make up Guilford County Schools (GCS). Our</p>

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<p>Start and End Dates</p>	<p>August 2020 - July 2021</p>
<p>Priorities identified in Collaboration with LEAs/Schools</p>	<p>On-site coaching support. Each teacher in the current GCS-ACT cohort is assigned a coach from our GCS-ACT team of Specialists. The coaching program focuses on specific outcomes such as change in classroom and instructional practices and change in beliefs and attitudes of classroom teachers that lead to improved student learning outcomes. All coaching visits were conducted virtually this year via Microsoft Teams due to the CoVid19 pandemic.</p>
<p>Number of Participants</p>	<p>52</p>
<p>Activities and/or Programs Implemented to Address Priorities</p>	<p>Since candidates are working as the teacher of record during GCS-ACT instruction, our bi-weekly on-site classroom observations and feedback are school based and supportive of the candidate and the school goals. As coaches, we believe in a growth mindset; operate within a partnership approach; use our abilities to diagnose teacher needs; listen intently and use questioning techniques to cause reflection; work to build trust; and, support school and district goals. We</p>

	<p>look for demonstration of the skills taught in the GCS-ACT Foundations course as we observe our candidate’s classroom. We share these foundational skill checkpoints with all school administrators to provide wrap-around support to our candidates. Mastery of these skills is required to move forward into the next phase of the GCS-ACT program. Our goal is to build the capacity of our teachers to establish a culture of learning in their classroom; use appropriate research based strategies to maximize student learning; collaborate effectively with peers to improve student learning outcomes; and use data to drive teaching. In addition, we support retention efforts at the school level and district level by meeting with school administrators to plan courses of action for teachers. We use a non-evaluative coaching model to promote trust and meaningful conversations that lead to change.</p>
<p>Summary of the Outcome of the Activities and/or Programs</p>	<p>As an in-district alternative licensure program, GCS-ACT works in any of the 126 schools that make up Guilford County Schools (GCS). Our graduates teach across the county. Currently, our candidates are “Teachers of Record” in 30 different schools within GCS, including 20 Title I schools. And approximately 73% of our candidates teach in Title I schools.</p>
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<p>Start and End Dates</p>	<p>June 7, 2021- July 15, 2021</p>

<p>Priorities identified in Collaboration with LEAs/Schools</p>	<p>Building Blocks. A five week, intensive course for GCS-ACT candidates focused on instructional design, assessment, and delivery. Participants will delve deeply into instructional unit design in order to maximize all students' learning. Following at least one year of teaching, our candidates have enough context to apply this new content thoroughly.</p>
<p>Number of Participants</p>	<p>52</p>
<p>Activities and/or Programs Implemented to Address Priorities</p>	<p>The Building Blocks coursework includes using backwards design to unit plan; unpacking curricular standards to developing learning goals; creating summative and formative assessments to measure student progress towards the learning goals; developing supportive learning questions; matching best research based instructional strategies to instructional goals; using data to inform instruction; differentiating lessons for exceptional children, economically disadvantaged children, and ESL and AG students; and delivering lesson to peers for feedback. GCS-ACT candidates will build a unit plan for their own content as the course progresses, submitting daily assignments using a backwards design. In addition, each candidate will present a culminating project detailing the process of unit planning using their choice of format. Weekly coursework assignments must be proficiently completed by week's end in order to progress to the next week. Candidates will participate in learning activities each day and apply the new learning to their own unit design as they build their curriculum for the coming school year. Support and feedback is provided throughout the daily work sessions to all participants.</p>
<p>Summary of the Outcome of the Activities and/or Programs</p>	<p>As an in-district alternative licensure program, GCS-ACT works in any of the 126 schools that make up Guilford County Schools (GCS). Our graduates teach across the county. Currently,</p>

	our candidates are “Teachers of Record” in 30 different schools within GCS, including 20 Title I schools. And approximately 73% of our candidates teach in Title I schools.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	As an in-district alternative licensure program, GCS-ACT works in any of the 126 schools that make up Guilford County Schools (GCS). Our graduates teach across the county. Currently, our candidates are “Teachers of Record” in 30 different schools within GCS, including 20 Title I schools. And approximately 73% of our candidates teach in Title I schools.
Start and End Dates	September 2020 - April 2021
Priorities identified in Collaboration with LEAs/Schools	EdTPA Workshop Series: This Workshop series aims to provide candidates with a designated space and time for weekly peer collaboration and support through the completion of their EdTPA. The Workshop series provides candidates with an overview of EdTPA resources (Handbook, URLP, Making Good Choices, etc), as well as a general analysis of prompts and rubrics within their handbooks. This course convenes virtually via Microsoft Teams for 10 weeks in order to establish a consistent pace for candidates to complete their EdTPA requirements.
Number of Participants	43
Activities and/or Programs Implemented to Address Priorities	The Workshop series focuses on the analysis of EdTPA handbooks, specifically the prompts and the rubrics associated with the three sections of EdTPA: Planning, Instruction, and Assessment. All coursework is housed in Canvas, and candidates complete weekly modules associated with each section of EdTPA and attend a weekly check-in with instructional coaches to ensure candidates are on pace to finish. Additionally, candidates are

	placed into cohorts to facilitate peer review and feedback.
Summary of the Outcome of the Activities and/or Programs	Of the 43 candidates who participated in the Workshop series, 42 candidates have submitted their portfolios for scoring.

II. CHARACTERISTICS OF STUDENTS

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

Gender	Number
Male	53
Female	84
Gender Neutral	
Gender Not Provided	
Total	137
Race/Ethnicity	Number
African-American	91
Am. Indian/ Alaskan Native	1
Asian	2
Hispanic/Latino	1
Native Hawaiian/ Pacific Islander	
White	41
Two or More Races	1
Race Not Provided	
Total	137

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	14	Black, Not Hispanic Origin	28	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	8	White	8	White	0
	Two or More Races	0	Two or More Races	2	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	22	Total	38	Total	0
Residency	Black, Not Hispanic Origin	17	Black, Not Hispanic Origin	32	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	1	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	3	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	11	White	13	White	0
	Two or More Races	0	Two or More Races	2	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	29	Total	50	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	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

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

Program Area	Bachelor Degree		Licensure Only		Residency	
	PC	LC	PC	LC	PC	LC
PC - Completed program but has not applied for or is not able for a license. LC-completed program and applied for license.						
Prekindergarten	0	0	0	0	0	0
Elementary	0	0	0	0	0	0
Middle Grades	0	0	0	12	0	7
Secondary	0	0	0	4	0	4
Special Subjects	0	0	0	8	0	3
Exceptional Children	0	0	0	2	0	1
Vocational Ed	0	0	0	5	0	4
Special Services	0	0	0	0	0	0
Total	0	0	0	31	0	19
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	46	45	97.83	44	95.65
	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
Guilford County Schools	189

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	3.19
* 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
2018	Art			2	*	2	*	2	*
2018	Business Education	3	*	6	100	6	100	6	100
2018	English	1	*	1	*	2	*	2	*
2018	ESL	1	*	1	*	1	*	1	*
2018	Family and Consumer Sciences			1	*	1	*	1	*
2018	Health and Physical Ed	1	*	2	*	4	*	4	*
2018	M.G. Language Arts	1	*	3	*	4	*	4	*
2018	M.G. Math	1	*	1	*	1	*	1	*
2018	M.G. Science	4	*	5	80	6	66.67	6	66.67
2018	M.G. Social Studies			2	*	2	*	2	*
2018	Marketing Education	1	*	1	*	1	*	1	*
2018	Math (grades 9-12)	1	*	1	*	1	*	1	*
2018	Music	1	*	1	*	1	*	1	*
2018	Physical Education	2	*	3	*	3	*	3	*
2018	Science (grades 9-12)	1	*	2	*	3	*	3	*
2018	Social Studies	1	*	2	*	5	100	5	100

	(grades 9-12)								
2018	Spanish	2	*	2	*	2	*	2	*
2018	Spec Ed: General Curriculum	3	*	7	28.57	9	55.56	14	50
2018	Technology Education					1	*	1	*
2018	Institution Summary	24	75	43	67.44	55	72.73	60	73.33
2019	Art	3	*	3	*	3	*		
2019	Business Education	4	*	4	*	4	*		
2019	English	3	*	3	*	3	*		
2019	ESL	3	*	3	*	3	*		
2019	Family and Consumer Sciences	1	*	1	*	1	*		
2019	M.G. Language Arts	5	40	5	40	5	60		
2019	M.G. Math	10	80	10	80	10	80		
2019	M.G. Science	9	55.56	9	55.56	9	88.89		
2019	M.G. Social Studies	1	*	1	*	2	*		
2019	Math (grades 9-12)	1	*	2	*	2	*		
2019	Music	3	*	3	*	3	*		
2019	Science (grades 9-12)	1	*	3	*	4	*		
2019	Social Studies (grades 9-12)					1	*		
2019	Spanish	2	*	2	*	2	*		
2019	Spec Ed: General Curriculum	3	*	7	28.57	10	40		

2019	Technology Education	4	*	4	*	4	*		
2019	Institution Summary	53	62.26	60	68.33	66	78.79		
2020	Art	1	*	1	*				
2020	Business Education	1	*	1	*				
2020	English			1	*				
2020	ESL	2	*	2	*				
2020	French	1	*	1	*				
2020	Health and Physical Ed	2	*	2	*				
2020	M.G. Language Arts	2	*	2	*				
2020	M.G. Math	4	*	4	*				
2020	M.G. Science	2	*	2	*				
2020	M.G. Social Studies	4	*	4	*				
2020	Music	2	*	2	*				
2020	Spanish	1	*	1	*				
2020	Spec Ed: General Curriculum	1	*	1	*				
2020	Institution Summary	23	73.91	24	75				
2021	M.G. Social Studies	1	*						
2021	Institution Summary	1	*						

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
3	0	0

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

1:17

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>							
<ul style="list-style-type: none"> - 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. 							
Standard One: Teachers Demonstrate Leadership							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	0.00%	0.00%	62.96%	33.33%	3.70%	27	0
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%	3.70%	51.85%	40.74%	3.70%	27	0
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%	3.70%	66.67%	22.22%	7.41%	27	0
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%	3.70%	59.26%	37.04%	0.00%	27	0
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%	3.70%	66.67%	29.63%	0.00%	27	0
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:	45.45%	54.55%	0.00%	11	16
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.