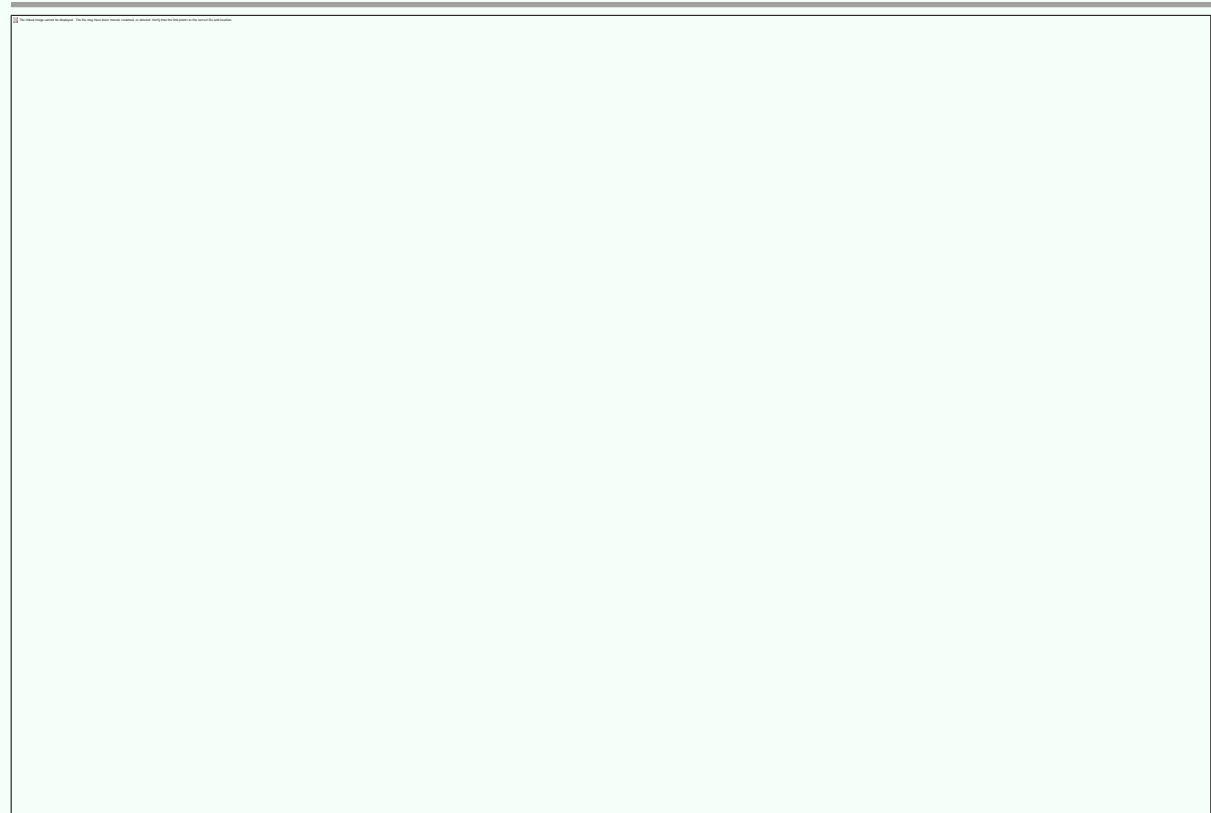


2019-2020

EPP Bachelor Performance Report

Central Carolina Teaching Initiative



Overview of 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, specifically for teachers preparing to serve in high-need areas and in high-need schools. 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, classroom-based, 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
- Northampton County 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 local 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 must 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, the 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.

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.
- 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 Evidence of Competency

30 hours

This workshop-based course requires teachers to work through the requirements for the CCTI Evidence of Competency, a performance-based assessment, aligned to the edTPA Portfolio submission process. 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 Evidence of Competency

Objectives

Teachers will be able to:

- Review their specific content Evidence of Competency, 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: Revised Instruction Commentary Approach**

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

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

This assessment task will examine anticipated student work based on the teacher's knowledge of students' abilities. One of the Evidences of Student Learning will be presented from the teacher's assessment plan that tightly aligns with the lesson's learning target and is a strong measure of 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).
- 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.

Sample District MOU

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.

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.

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 (Place an 'X' under each of the options listed below that your IHE provides)

Traditional	Lateral Entry	Residency
		X

Brief description of unit/institutional efforts to promote SBE priorities.

For the report, briefly describe your current efforts or future plans to the recent legislative 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 the 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.

Course 2, Maximizing Learning for All, our year-long hybrid (60% face-to-face) 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 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. 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 hybrid (60% face-to-face) 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 university design for learning.

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, develop shared Google documents, spreadsheets, slides, and forms to collaborate and learn best practices together. They use Mentimeter, 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 Mentimeter to allow for whole group interaction. Nested within the whole group learning, small content-alike Google meet 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 transition to remote learning this past spring was easier due to the extensive use of our remote platforms for communication and instruction.

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

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 to*:

- 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.
- 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

CCTI Student Data to Support Learning

														Please add other accommodations as needed			
Student Initials	Reg. EP	504	ESL/EL	AL/AG	Barriers: Explain Barriers to learning here	Suggested Supports for Learning	Student strengths	ET Extended Time	MI Benchmark Book	Read Aloud	SS Sep. Setting						
Totals	0	0	0	0	0			0	0	0	0	0					

Insert more rows above the total line so you can input all students

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).

- 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.

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

A. Direct and Ongoing Involvement with/and Service to the Public Schools

LEAs/Schools with whom the institution Has Formal Collaborative Plans	Districts participating: Durham, Wake, Johnston, Person, Orange, Independent teachers outside of the Central Carolina Region
Start and End Dates	Two cohorts: Summer and Winter
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	50
Activities and/or Programs Implemented to Address the 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 complete all program requirements while teaching full-time in their school districts. Our goal is that the resident teachers trained in our program

	<p>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 develop the skills 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>
Summary of the Outcome of the Activities and/or Programs	CCTI teachers were provided support from the NC NTSP program from September 2019- May 2020. Support included classroom observations, face-to-face conferencing, emails, and phone calls. CCTI's adjusted coaching model is designed to build a coaching support more aligned to CCTI instructional priorities and our teachers and students' social-emotional needs.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Participating districts: Durham, Wake, Johnston, Person, Halifax, Warren, Northampton, and Orange
Start and End Dates	September 25, 2019- May 12, 2020
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	52
Activities and/or Programs Implemented to Address the Priorities	CCTI offered Zoom sessions to all CCTI cohort members and district coaches to support participant completion of the CCTI educator's professional portfolio. Eight sessions were provided throughout the year to clarify necessary video recording revisions due to COVID19 disruptions to the school learning environment.
Summary of the Outcome of the	All year two teachers were supported by CCTI instructional facilitators and district coaches in completing their

Activities and/or Programs	professional portfolios. We are proud of their work and their commitment to maximizing learning for all children.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Participating districts include: Durham, Wake, Johnston, Person, and Orange
Start and End Dates	August 2019- May 2020
Priorities Identified in Collaboration with LEAs/Schools	Face-to-face class sessions held in multiple districts 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. By meeting in multiple locations, we lessen the travel time for our hard-working teachers.
Number of Participants	55
Activities and/or Programs Implemented to Address the Priorities	CCTI instructional facilitators led all face-to-face cohort sessions in central locations (school sites or district professional development centers) selected by our districts. Three different cohort sessions served multiple districts: In our Wake location we served all Wake teachers and a few teachers from Durham. Classes held in Durham served teachers from Durham, Person, and Orange counties. Our cohort in Johnston County served teachers from Johnston and Bladen counties.
Summary of the Outcome of the Activities and/or Programs	Strong, supportive relationships were developed as teachers came to trust and depend on each other to learn and grow together. CCTI educators were able to get to class on time and attend class regularly.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Educators from participating districts: Durham, Wake, Johnston, Person, Warren, Halifax, Franklin,
Start and End Dates	June 2019-June 2020
Priorities Identified in Collaboration with LEAs/Schools	Support CCTI teachers in earning passing scores on required praxis testing.
Number of Participants	30+
Activities and/or Programs	CCTI purchases and distributes practice online Praxis exams on an as-needed basis to teachers preparing for testing. We

Implemented to Address the Priorities	have held workshop sessions to review test taking strategies for both the Praxis and Pearson required tests.
Summary of the Outcome of the Activities and/or Programs	More teachers are earning passing scores on tests required for licensure.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Overall support to NC public education
Start and End Dates	June 2, 2020
Priorities Identified in Collaboration with LEAs/Schools	NC STRIDE working group objectives: <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	
Activities and/or Programs Implemented to Address the 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	CCTI shares NC STRIDE's goal of improving teacher recruitment for our districts. We look forward to continuing this work with NC STRIDE (NCStrategic Teacher Recruitment with Intentionality, Diversity, and Excellence)
LEAs/Schools with whom the institution Has Formal Collaborative Plans	District in the Central Carolina Regions and beyond
Start and End Dates	May 2020- July 2020
Priorities Identified in Collaboration with LEAs/Schools	To communicate licensure requirements and CCTI program support to all interested in teaching in a North Carolina public school system.
Number of Participants	
Activities and/or Programs	Online synchronous Information Sessions posted on Twitter through TeachNC and CCTI, our website, the CCTI digital

Implemented to Address the Priorities	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. Some of these information sessions are requested and hosted for an individual district by the district's human resources team and set up for their beginning teachers. All eleven sessions held this year were designed and 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 North Carolina teachers can learn about requirements to secure a residency license, how to clear a license, and specifically how CCTI can support them in their licensure work. Many attendees apply to the CCTI program, are accepted, secure their residency license and begin coursework toward licensure.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	All districts, specifically in the Central Carolina region
Start and End Dates	May 2019- May 2020
Priorities Identified in Collaboration with LEAs/Schools	Streamline processes for enrollment, progress updates, and licensure requirement completion.
Number of Participants	Human Resources leadership from all 18 districts of the Central Carolina Region.
Activities and/or Programs Implemented to Address the Priorities	CCTI Leadership met regularly with the Central Carolina Regionaal 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	This year the CCTI and Human Resources Council met five times due to limitations for meetings presented by COVID19. A new enrollment process was designed that streamlined the application and approval process for educators in our participating districts. In addition, communication of CCTI participant progress to participants, human resources and school principals was formalized. Licensure processes were communicated and data on completers shared.
LEAs/Schools with whom the institution	All districts, specifically in the Central Carolina region

Has Formal Collaborative Plans	
Start and End Dates	September 2019- April 2020
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.
Number of Participants	Participating Superintendents (18 districts represented).
Activities and/or Programs Implemented to Address the Priorities	CCTI Leadership provided presentations to Superintendents on program data. Following the December meeting, CCTI was unable to meet with Superintendents in person, and sent reports through the CCRESA Executive Director to keep all Superintendents informed of program updates.
Summary of the Outcome of the Activities and/or Programs	Superintendents were kept informed, and CCTI was better informed to meet the needs of the districts and individual teachers.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	School Districts included: Durham, Person, Wake, Orange, Johnston, Bladen, and Halifax.
Start and End Dates	June 2019- June 2020
Priorities Identified in Collaboration with LEAs/Schools	Discussions focused on collaborative solutions to teacher needs and district needs.
Number of Participants	30+
Activities and/or Programs Implemented to Address the Priorities	CCTI held individual meeting with district Human Resources personnel via face-to-face/remote conversations between HR Directors, District Coaches, Licensure Administrators and Educators.
Summary of the Outcome of the Activities and/or Programs	Increased number of teachers supported in the CCTI program, extended opportunities for postponement due to personal circumstances, communicated participant progress and need for additional support, provided updates on program changes and impacts, developed joint recruitment activities.

II. CHARACTERISTICS OF STUDENTS

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

Gender	Number
Male	60
Female	123
Gender Neutral	0
Gender not Provided	0
Total	183
Race/Ethnicity	Number
Asian	2
African-American	87
Am. Indian/Alaskan Native	0
Hispanic/Latino	5
Native Hawaiian/Pacific Islander	0
White	88
Two or More Races	1
Race/Ethnicity Not Provided	0
Total	183

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		Black, Not Hispanic Origin		Black, Not Hispanic Origin
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native
	Asian		Asian		Asian
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander
	White		White		White
	Multi-Racial		Multi-Racial		Multi-Racial
	Not Provided		Not Provided		Not Provided
	Total	0	Total	0	Total
Licensure-Only	Black, Not Hispanic Origin		Black, Not Hispanic Origin		Black, Not Hispanic Origin

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

	Total	0	Total	0	Total	0
Licensure-Only	Black, Not Hispanic Origin	5	Black, Not Hispanic Origin	21	Black, Not Hispanic Origin	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian	1	Asian	
	Hispanic/Latino	1	Hispanic/Latino	1	Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	13	White	24	White	
	Multi-Racial	1	Multi-Racial	1	Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	20	Total	48	Total	0
Residency	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	7	Black, Not Hispanic Origin	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino	1	Hispanic/Latino	1	Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	5	White	13	White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	9	Total	21	Total	0

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

Program Area	Baccalaureate Degree		Licensure Only		Residency	
	PC	LC	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license						
LC Completed program and applied for license						
Prekindergarten						
Elementary						

Middle Grades			5	11		
Secondary			13	1		
Special Subjects			1	4		1
Exceptional Children			4			
Vocational Ed			8	2		
Special Services						
Total	0	0	31	18	0	1
Comment or Explanation						

D. Undergraduate program completers in NC Schools within one year of program completion.

2018-2019		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Central Carolina Teaching Initiative	25	80	80
Bachelor	State	3617	83	70

E. Top 10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2019-2020.

LEA	Number of Teachers
Wake County Schools	27
Durham Public Schools	19
Johnston County Public Schools	17
Person County Schools	9
Orange County Schools	6
Franklin County Schools	5

F. Quality of students 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 or Explanation:	

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

Cohort	License Area	1st Year		2nd Year		3rd Year		4th Year	
		Test Takers	Pass Rate	Test Takers	Pass Rate	Test Takers	Pass Rate	Tests Takers	Pass Rate
2020	Biology	1	*						
2020	Business Education	1	*						
2020	ESL	4	*						
2020	Family and Consumer Sciences	2	*						
2020	French	1	*						
2020	German	1	*						
2020	Health and Physical Ed	1	*						
2020	M.G. Language Arts	8	87.5						
2020	M.G. Math	7	100						
2020	M.G. Science	5	80						
2020	M.G. Social Studies	3	*						

[illegible]

H. Time from admission into professional teacher education program until program completion.

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate Degree	0	0	0	0	0	0
U Licensure Only	0	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate Degree	0	0	0	0	0	0
U Licensure Only	0	0	0	0	0	0
Residency	0	0	0	1	0	0
Comment or Explanation:						

Summer cohort: CCTI teachers begin Course 1 upon enrollment which is during summer. Course 2 runs through the school year. Course 3 takes place during July.

Winter cohort: CCTI teachers begin Course 1 upon enrollment which is late fall. Course 2 runs through January - December. Course 3 takes place in January.

I. Teacher Education Faculty.

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
3	0	0

J. Field Supervisors to Students Ratio (include both internships and residencies).

1:18

K. Teacher Effectiveness.

Teacher Effectiveness
<p>This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) for beginning teachers prepared by this institution. North Carolina defines a beginning teacher as one who is in the first year 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 2010-2011, at the end of the 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. Performance on standard 6 is determined by a student growth value as calculated by the statewide growth model for educator effectiveness. The ratings for standard 6 are 'does not meet expected growth', 'meets expected growth', and 'exceeds expected growth'. New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Additional information about the North Carolina Educator Evaluation System is available at https://www.dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model. Institutions with fewer than five beginning teachers evaluated during the 2018-2019 school year are reported as N/A. Additional information about Educator Effectiveness is available at: https://www.dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model</p>
Due to Covid-19 data for this section was unable to be collected.

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