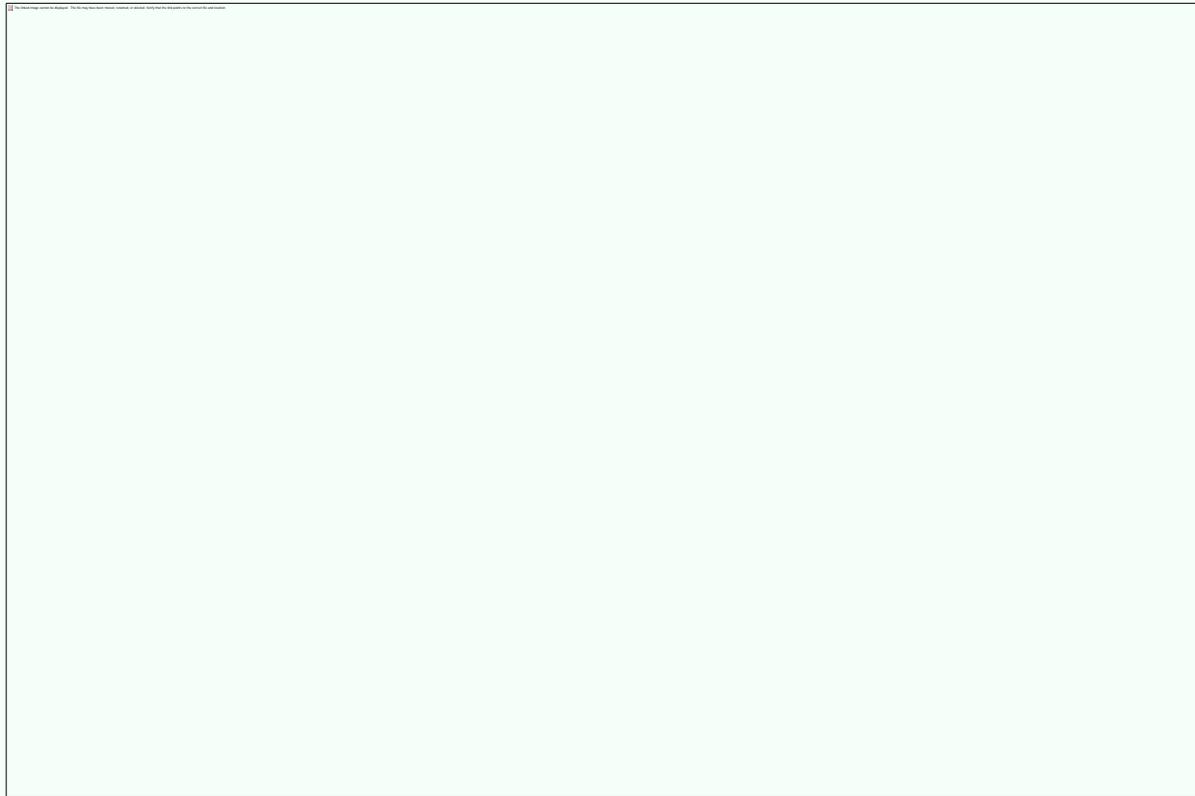


2019-2020

EPP Bachelor Performance Report

Charlotte-Mecklenburg Schools



Overview of Institution

The overarching goal of CMS Teaching Residency is for CMS to operate its own high quality, research-based accelerated training and licensure program aimed at recruiting, preparing, hiring, and retaining a diverse teacher population for all CMS students. It prepares new teachers while teaching under a Residency License to meet the academic learning needs of CMS students through rigorous, engaging instruction aligned to the state's adopted curricula and standards in the areas of elementary education, English language arts, math and science and there are plans to add Exceptional Children education with the 21-22 cohort. This alternative licensure path is aligned with all of CMS's professional development initiatives, including new teacher orientation and ongoing professional learning. The program has 4 components leading to an Initial

Professional License designed to take a full year to complete with the opportunity to extend 2 additional years in order to complete state tests or resubmission of edTPA; recruitment and selection, enrollment courses and test preparation, field experience and training(5 weeks), and school year clinical residency (full time paid teacher position within CMS).

Special Characteristics

There were 88 residents in the 2nd cohort teaching in the areas of elementary, secondary math, secondary science and secondary ELA. There are currently 33 of the 37 program completers in the 1st cohort and 77 of the 79 program completers in the 2nd cohort still teachers in CMS. The average state testing pass rates for CMS Teaching Residency residents ranges from 83% to 100% depending on the specific tests.

Program Areas and Levels Offered

We offer Residency licensure in the following areas:

- General Elementary (K-6)
- Middle Grades ELA (6-9)
- Middle Grades Math (6-9)
- Middle Grades Science (6-9)
- High School English (9-12)
- High School Math (9-12)
- High School Science (9-12)

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.

CMS Teaching Residency prepares residents to be effective teachers for students from a variety of backgrounds, including students with disabilities. The program’s curriculum equips residents with the relevant knowledge and pedagogical strategies to teach diverse learners. During

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

CMS Teaching Residency is currently building the coursework to be able to provide licensure in the area of Special Education for the 2021-2022 cohort. Even though CMS Teaching Residency does not currently have that licensure area instruction and strategies are provided with serving students in the general population.

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

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

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

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

Teachers learn to evaluate and integrate instructional technologies into their teaching practice throughout training and the school year. An embedded approach ensures that all residents, even ones with minimal technology experience, are comfortable with technology and understand how

to find, assess and use technology to increase student achievement and to enhance their classroom teaching. CMS Teaching Residency has redesigned the training portion of the program to be delivered 100% virtually which after the pandemic will be able to move to a blended model incorporating virtual learning partnered with a classroom experience. This platform allows candidates to engage in the learning of their craft through live sessions, webinars, self- recorded practice sessions, and much more, all while experiencing the various online platforms, resources, and tools that can be used while delivering instruction in their own classes. CMS Teaching Residency will continue to offer residents regular opportunities to engage in instructional technologies throughout their coursework and clinical year experiences.

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

Residents are exposed to web- and software-based tools for tracking student assessment data during summer training, and during the school year, residents are provided with training resources to become critical consumers of current education technologies. Residents are encouraged to use technology to design and implement instructional strategies and to assess the success of strategies they've used in the classroom.

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

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

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

At different points throughout the year surveys are sent to students, staff, principals and other stakeholders for feedback which is used to inform program improvement. Staff also use the data collected from coaching, student achievement, resident observations (3 formal through the year conducted by school administrators) to inform support of the residents and any changes that need to be made to improve the program going forward. Since this program is currently part of a Federal SEED Grant there is also an external evaluator collecting data on every possible point of the program that will be published at the end of the grant. The data collected by RAND is also analyzed and used to inform any program design modifications needed through the year and for the incoming cohort. There are multiple data points used to continuously make improvements and adjustments to the program to maintain alignment with state and district requirements and to provide the best support possible for the residents (students) in the program.

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

CMS Teaching Residency is an alternative route licensure program where the student is a full-time hired teacher of record within CMS during the "clinical residency year." The program does

have a 5 week "mini" field experience during training where the student is partnered with a cooperating teacher to observe instructional delivery first then begin leading portions of the instructional day. Depending on the grade level, by the end of the 5 weeks the student may lead the full instructional day. Currently, the field experience is designed to occur during CMS summer sessions with Read to Achieve camps (for elementary) and credit recovery (for secondary) but due to Covid-19 this opportunity is not available for our incoming 20-21 cohort.

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

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

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	Charlotte Mecklenburg Schools
Start and End Dates	7/1/2019-6/30/2020
Priorities Identified in Collaboration with LEAs/Schools	The program aims to meet the needs of the district aligned to these 3 recurring issues: teacher shortage, focus on recruiting a more diverse group of highly effective teachers, and to recruit teachers in high needs areas identified by the district.
Number of Participants	88 began the 19-20 school year, 79 completed the program
Activities and/or Programs Implemented to Address the Priorities	Intensive recruitment and selection process, enrollment modules start once enrolled in the program, state test prep, school/class visits prior to starting summer field experience, 6-week summer field experience (40 hours observation/classroom teach time, 60 hours professional development and skill building sessions- including Equity sessions, online modules/coursework, 3 mini performance tasks), School Year- Full-time Teacher of Record Clinical Residency (paid), 6-8 face-to-face coaching sessions,

	participate in 6 face-to-face Cohort meetings (the last 3 were conducted virtually due to Covid-19), Online Coursework, edTPA submission, virtual and online coursework feedback. CMSTR staff consistently meet with district and community stakeholders to inform program improvements and changes needed to address priorities.
Summary of the Outcome of the Activities and/or Programs	105 candidates started summer field experience 2019, 87 completed, 88 were hired for 2019-2020 SY (1 is a deferred candidate from 2018-2019 cohort), 79 completed the school year in the program and met program requirements. As a result of data from the 2018-2019 cohort, enrollees in the 2019-2020 cohort were required to pass required state tests for their licensure area prior to starting summer training. Based on survey feedback we continuously revise and improve the program to meet district needs, ensure coursework is aligned with the state and district standards and initiatives and to provide support for the residents.

II. CHARACTERISTICS OF STUDENTS

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

Gender	Number
Male	226
Female	736
Gender Neutral	0
Gender not Provided	5
Total	967
Race/Ethnicity	Number
Asian	27
African-American	521
Am. Indian/Alaskan Native	1
Hispanic/Latino	38
Native Hawaiian/Pacific Islander	0
White	312
Two or More Races	34
Race/Ethnicity Not Provided	34
Total	967

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
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		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	1	Black, Not Hispanic Origin	41	Black, Not Hispanic Origin	

	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian	2	Asian	
	Hispanic/Latino		Hispanic/Latino	2	Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	9	White	38	White	
	Multi-Racial	1	Multi-Racial	4	Multi-Racial	
	Not Provided		Not Provided	4	Not Provided	
	Total	11	Total	91	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						13
Middle Grades						
Secondary						
Special Subjects						
Exceptional Children						
Vocational Ed						
Special Services						
Total	0	0	0	0	0	13
Comment or Explanation						

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

2018-2019	Student Teachers	Percent Licensed	Percent Employed
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Bachelor	Charlotte-Mecklenburg Schools	36	97	97
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
Charlotte-Mecklenburg Schools	112

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	3.24
* 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						

2019	Elementary (grades K-6)	26	76.92	28	75				
2019	M.G. Math	6	100	6	100				
2019	Math (grades 9-12)	1	*	1	*				
2019	Institution Summary	33	81.82	35	80				
2020	Elementary (grades K-6)	22	68.18						
2020	M.G. Language Arts	6	100						
2020	M.G. Math	8	100						
2020	M.G. Science	10	80						
2020	Math (grades 9-12)	1	*						
2020	Science (grades 9-12)	2	*						
2020	Institution Summary	49	81.63						
* To protect confidentiality of student records, means scores based on fewer than five test takers are not printed.									
'4th Year' pass rates are an extension provided by Legislation for 2015-2016 completers to meet testing requirements.									

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	2	0	0	0	0
Comment or Explanation:						
Students complete the licensure coursework simultaneously with their yearlong clinical residency. They are fully hired teachers of record teaching under a residency license. If all state, district and program requirements are fulfilled they will convert to their Initial Provisional License at the end of the school year. If they still have state testing requirements to meet they will remain enrolled and will continue teaching under a residency license extension until they meet the testing requirements.						

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
0	3	31

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

9/89

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 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</p>

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>

Due to Covid-19 data for this section was unable to be collected.