

2018-2019

EPP Performance Report

Charlotte Mecklenburg



Public Schools of North Carolina

State Board of Education

Department of Public Instruction

Overview of the Institution

The overarching goal of CMS Teaching Residency is for CMS to operate its own high quality, research-based accelerated training and licensure program. It will be capable of preparing new teachers to meet the academic learning needs of CMS students through rigorous, engaging instruction aligned to the state's adopted curricula and standards. This licensure path will be 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; recruitment and selection, enrollment courses and test preparation, summer field experience and training(6 weeks), school year clinical residency (paid teacher position within CMS) and then recommendation for licensure or extension for a year (to complete state tests or resubmit edTPA).

Special Characteristics

There were 48 residents in the 1st cohort teaching in the areas of General Elementary and Secondary Math. There were 38 program completers with 1 teacher that did not pass the program. Out of the 37 residents that successfully passed the program 23 will be renewed for their residency license and remain enrolled in CMS Teaching Residency while 14 have submitted applications for their Initial Professional License.

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 Math (9-12)

High School Science (9-12)

Pathways Offered (Place an 'X' under each of the options listed below that your EPP Provides)

Traditional	Lateral Entry	Residency
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		X
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Brief description of unit/institutional efforts to promote SBE priorities.

For the 2018-19 report, briefly describe your current efforts or future plans to respond 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 and students who are limited English proficient. The program’s curriculum equips residents with the relevant knowledge and pedagogical strategies to teach diverse learners. During summer 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 summer 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 or who are limited English proficient.

CMS Teaching Residency does not currently license in the areas of Special Education and English Language learners, although we do provide instruction and strategies with serving students in the general population. As a district, we will determine going forward if district needs in these areas warrant expanding the program to offer licensure in these areas.

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.

See previous answer

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 summer 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 offers residents regular opportunities to engage instructional technologies throughout their coursework and clinical 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.

Explain how your program identifies needs in the various areas it serves.

CMS Teaching Residency works closely with the Learning & Teaching content specialists to ensure the coursework maintains alignment with state and district standards and provides assignments that require the students to create lessons that will get to the rigor of the standards being taught. Staff also works closely with Human Resources to determine recruiting targets for all licensure content areas, staffing needs and the hiring process for the students in the program. Program leaders also work with district and community leaders to continuously monitor the program.

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	7/1/2018-6/30/2019
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	48 began the 18-19 school year, 38 completed the program
Activities and/or Programs Implemented to Address the Priorities	Intensive recruitment and selection process, enrollment modules started 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 Culturally Responsive Teaching, 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 5 face-to-face Cohort meetings, Online Coursework, edTPA submission, virtual and online coursework feedback. CMSTR staff consistently meet with district and community stakeholders to inform program improvements and changes needed to address priorities.
Summary of the Outcome of the Activities and/or Programs	82 candidates started summer field experience 2018, 63 completed, 48 were hired for 2018-2019 SY (13 did not pass their test- were ineligible for hire, but had opportunity to defer to next cohort), 38 completed the school year in the program with 1 who did not complete program requirements. 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	70
Female	288
Race/Ethnicity	Number
Hispanic / Latino	6
Asian	9
African-American	221
American Indian / Alaskan Native	3
Native Hawaiian / Pacific Islander	1
White	89

Multi-Racial	13
Student does not wish to provide	17

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

Full-Time				
	Male		Female	
Undergraduate	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-

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

	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-
Residency	Asian		Asian	2
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	14
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	4	White	13
	Multi-Racial		Multi-Racial	3
	Not Provided		Not Provided	
	Total	5	Total	32

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

Program Area	Baccalaureate Degree		Undergraduate 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						
MG						
Secondary						
Special Subjects						
EC						
VocEd						
Special Services						
Total						

* no data. First year of reporting.

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

2017-2018		Student Teachers	Percent Licensed	Percent Employed
Bachelor	CMS	N/A		
Bachelor	State	3,186	85	67

E. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2018-2019.

LEA	Number of Teachers
N/A new reporting	

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	3.22
Comment or Explanation:	
* Less than five scores reported	

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

Specialty Area/Professional Knowledge	2015-2016 Graduate Cohort Licensure Pass Rate after Three Years							
	Total Completers	2015-16 Completers Employed 2016-17	16-17 Takers	16-17 Percent Passing	17-18 Takers	17-18 Percent Passing	18-19 Takers	18-19 Percent Passing

* No data. First year of reporting

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						
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						

U Licensure Only						
Residency						
	1 semester	2 semesters	3 semesters	4 semesters	5 semesters	6 semesters
Residency		37				
Comment or Explanation: Residents are paid Teacher of Record for CMS schools during their clinical "Residency" year. Once they meet the program and state requirements at the end of the school year they will either convert to an IPL or apply for an extension to their Residency license.						

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
	1	32

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

5:48

K. Teacher Effectiveness

Data not available yet. New program.