CENTRAL CAROLINA
teaching initiative

CCRESA

EDUCATOR
PREPARATION
PROGRAM

2019-2020 PROPOSAL

FEBRUARY 7, 2019

OVERVIEW

The Central Carolina Teaching Initiative is developing an in-house proposal that focuses on maintaining effective aspects of the current CCTI program and strengthening the areas we know are important to teacher growth and district support. We are proposing several significant modifications to the CCTI program in 2019-20 in order to make it more viable and effective. The plan is premised on us shifting from a lateral-entry model to the new residency model as prescribed in SB599. The program will focus on the following priorities:

- Provide a blended instructional program for program participants, including face-to-face and online sessions
- Provide consistent, high-quality coaching as a program component to supplement regular district coaching for beginning teachers.
- Provide a parallel program of study for our Exceptional Children teachers
- Provide the path to licensure through the Central Carolina Teaching Initiative

OUR PROPOSAL

The Central Carolina Teaching Initiative was established as a Regional program with the support of services from RTI. Requirements of the program included intensive district coaching support which put an initial strain on our districts and was difficult to accomplish. The initial design of the program lacked the resources required to meet the specialized needs of our EC teachers, even though this continues to be a critical need for our districts. The face-to-face cohort model supports our teachers' instructional and social-emotional needs in that it allows for personal and timely sharing of instructional ideas and classroom challenges. The cohort structure will be maintained as much as possible through face-to-face and synchronous video class sessions. We will also implement more online sessions to allow participants to work at their own pace to explore new content, implement new strategies in their classroom, and reflect on their learning.

Understanding that support for our EC teachers is paramount, we are contracting with Dr. Morghan Bosch from Barton College to write and facilitate the parallel online sessions specifically for our EC teachers. In addition, Dr. Bosch will meet virtually with our cohort of EC teachers to build a professional learning community of EC teachers across the districts.

The high demand of coaching support that the original proposal required is taxing on our districts and can be inconsistent across the program. To support the needs of our various districts, we will partner with the North Carolina New Teacher Support Program (NCNTSP). The NCNTSP has positive results working with the lateral entry teachers across the Central Carolina Region and are very familiar with the specific needs of lateral entry teachers.

Program Approach

- Collaborative design of coursework to ensure regular education and EC teachers are supported.
- Monthly check in meetings with the NCNTSP coaches to keep instruction and coaching aligned.
- Use of Canvas as our digital platform for virtual interaction, and resource sharing.
- Check-ins with our districts to collect program feedback and provide information on participant progress.
- The CCTI program will be a one-year program (August – July) leading to teachers applying for probationary licenses until they complete three years of teaching. Teachers who are hired during the year can be hired under an Emergency permit and then would transition into the Residency program the following August.
- The CCRESA will fill the current vacancy in the CCTI program, with Lisa Sonricker continuing as the program's Director.
- Districts will be asked to sign contracts by March 1, 2019 guaranteeing the number of positions they will support. CCTI will need a minimum of 80 participants.

Resources

- We will partner with the North Carolina New Teacher Support Program and have included the NCNTSP Proposal.
- We will contract with Dr. Bosch, Barton College and have included Course content.
- We will use Canvas as our learning management system (consistent with the NCDPI platform.)
- We will implement zoom as a virtual conferencing tool for class sessions and teacher support.

Project Deliverables

Deliverable	Description
Course 1	An online course to be completed upon enrollment that prepares teachers for meeting with their students on the first day.
Course 2	Provide a one-day orientation program for all participants in August

8 face-to-face evening course workshops

8 online course modules (two pathways: 1 for EC teachers; 1 for regular ed teachers)

Delivered by the CCRESA staff to 4 regions. There will be four geographically distributed class sections (one fewer than this year). |
Course 3	Throughout the year the curriculum will focus on preparing teachers to successfully submit portfolios to meet the requirements of edTPA. The summer session will focus on unit planning and polishing up teachers' edTPA applications. Teachers will be grouped by content area and receive 1-2 days of face-to-face and several online course modules.
Coaching support for Regular Ed teachers	Provide coaching for all non-Exceptional Education teachers through the NC New Teacher Support Program. NCNTSP will provide one hour of coaching every week, primarily in f2f sessions but sometimes on-line. We estimate that 80% of the teachers in the program will be non-Exceptional Education teachers. NCNTSP also offers a one-day Fall Institute for BT1's with all of their expenses covered except substitutes as well as 3 professional development sessions per district on-site. The cost for this service is estimated at $2200 per participant and is included in the program's budget (i.e. no additional charge for districts). This amount of outside coaching will eliminate the need for district staff to provide coaching to these teachers above and beyond what they would normally provide to Beginning Teachers.
Coaching support for Exceptional Children teachers	Contract with Dr. M Bosch, Barton College Special Education Professor to offer a supplemental program for Exceptional Education teachers. This program will be offered, primarily, on-line and will include instruction as well as group coaching sessions. This addition will allow us to support EC teachers much better than we have been able to do in the past.

BUDGET

A proposed budget for 80/90/100 participants is included.

The cost to teachers will be $2,000. The cost to districts will reduce if we have more than 80 participants as follows:

- With 80 participants, districts would pay $3,000 per teacher.
- With 90 participants, districts would pay $2,800 per teacher.
- With 100 participants, districts would pay $2,600 per teacher.

CONCLUSION

It has been an honor to work with the district leaders and educators of the Central Carolina Region. It is our intent to build an effective educator preparation program to maximize learning for all students across the districts that are members of the Central Carolina RESA. Responding to requests from our HR Council and using the resources in the region, we believe we can provide the support residency teachers require to meet the challenging work of educating all of our children.

If you have questions on this proposal, feel free to contact Lisa Sonricker by email at sonrickerl@ccresa.net or by phone at 336-882-5951.

Thank you for your consideration,

Lisa Sonricker
CCTI Program Director

Neil Pedersen
Executive Director of the CCRESA

CCTI Course Overview

The CCTI program prepares a resident teacher for the classroom through three courses. Each of the three courses has a parallel component to support our EC teachers specifically. This parallel coursework for our EC teachers will be written and facilitated by Dr. M. Bosch of Barton College. The coursework includes:

CCTI courses to include:	Components for EC Teachers:
Course 1: Upon program enrollment **Building a Culture for Learning** **(online)**	**Introduction to Teaching Exceptional Children (supplementary, online coursework)**
Course 2: August - May **Maximizing Learning for All** **(face-to-face and online)**	**Assessment and Methods for Teaching Exceptional Children** **Developing Individualized Educational Programs (alternative, online coursework)**
Course 3: June - July **Preparing for the Submission of the edTPA** **(face-to-face and virtual)**	

Course 1: **Building a Culture for Learning**
This initial course will challenge new residency teachers to examine their own assumptions about teachers and students in relation to learning success in the classroom. Teachers will: learn how to utilize a growth mindset to encourage academic effort and persistence in all students; learn how to build trusting relationships with students and parents; be introduced to the information processing model for learning; and, design classroom procedures and routines that will contribute to an emotionally safe and productive classroom for all learners.

Objectives:
- Teachers will examine their own mindset and be challenged to utilize a growth mindset for themselves and their students.
- Teachers will identify strategies useful to building trust with and among students, and parents.
- Teachers will develop a knowledge base regarding information processing theories.
- Teachers will develop a plan for classroom procedures and routines to contribute to an effective learning environment.

EC supplement to Course 1: Introduction to Teaching Exceptional Children

Purpose: provide teachers with an introduction to current theories and research findings on exceptional children. Types of exceptional children studied include children with mental disabilities, learning disabilities, visual impairments, hearing loss, children with behavioral and emotional disorders and children who are academically gifted. Topics include classification, facility needs, state and federal regulations, and educational and employment opportunities for individuals with disabilities.

Objectives:
- Teachers will develop a knowledge base regarding the 13 IDEA identified disabilities.
- Teachers will identify strategies, interventions, accommodations, modifications, and assistive technology needs for teaching students with disabilities.
- Teachers will become familiar with State and Federal legislation regarding the education of students with disabilities, such as Least Restrictive Environment (LRE), Free Appropriate Public Education (FAPE), Individualized Educational Programs (IEP), and Due Process.
- Teachers will be able to describe the different educational settings for exceptional children.

Component in Course 1 for Regular Education Teachers regarding Exceptional Children:
- Students will develop a knowledge base regarding the 13 IDEA identified disabilities.
- Students will identify strategies, interventions, accommodations, modifications, and assistive technology needs for teaching students with disabilities.

Course 2: Maximizing Learning for All
This course supports teachers' ability to define learning goals and success criteria for students, and maximize student learning through the agency of effective lessons, formative assessments, and trusting relationships. Teachers will: learn to unpack their content standards; create assessments to measure progress in relation to student learning goals; provide effective feedback for maximum student growth; create a safe, growth-minded learning environment; plan focused lessons that are relevant and rigorous; use technology when appropriate; provide students ample opportunities to improve; and effectively reflect on their own instructional practices.

Objectives:
- Teachers will learn how to unpack curricular standards to establish focused and aligned learning goals including supporting learning goals based on assessment data.
- Teachers will determine learning goal success criteria that is developmentally appropriate, aligned to the curricular learning goal, and consistent with the standard depth of knowledge.
- Teachers will be able to create and analyze data collected from developmentally appropriate student assessments, both summative and formative, to accurately measure student progress toward the learning goals.

- Teachers will be able to provide focused and timely feedback that will contribute to student progress and the classroom growth mindset culture.
- Teachers will be able to use formal and informal data to respond to student academic and social-emotional needs in a timely and flexible manner.
- Based upon learning goals aligned to the curriculum, teachers will plan lessons that connect to the learner, use a variety of research-based instructional practices, implement Bloom's verbs to scaffold learning, apply the new learning, and consistently assess for learning.
- Teachers will examine classroom culture through student surveys, engagement data, and assessment data, to reflect and ensure a safe learning environment, high expectations for all, and a growth minded culture.
- Teachers will learn how to communicate with parents and guardians to support the needs of individual students.
- Teachers will incorporate the use of technology as a tool for communication, research, demonstration of learning, and assessment where is it most effective.
- Teachers provide sufficient opportunities for students to revise their work based on the learning goal success criteria and feedback provided.
- Teachers reflect on lessons delivered and data collected, and make suggestions for improvement that are academically and developmentally appropriate, specific, measurable, and timely.

Course 2A: Assessment and Methods for Teaching Exceptional Children
Purpose:

Assessment: enable teachers to understand and use appropriate classroom assessment practices to promote positive student achievement. Teachers will apply knowledge of pedagogy and development to high-quality strategies for formative and summative assessment. They will explore best practices using developmentally-appropriate assessment strategies, including authentic assessment, portfolios and electronic portfolios, real-time feedback, open-and closed-ended formal assessments, and standardized testing. Particular attention to examining the rationale for assessment and the implications of assessment. They will demonstrate the ability to conduct individual curriculum-based assessment procedures, interpret results, conduct case studies, and perform individual curriculum-based progress monitoring.

Methods: provide teachers with best practices in curriculum and methods for students with disabilities, including specific strategies for teaching students with disabilities and general strategies for working with heterogeneous groups of students in inclusive settings. They will demonstrate content knowledge and competency in utilizing the North Carolina Standard Course of Study to plan instruction.

Objectives:
Assessment:
- Teachers will understand assessments used to diagnose a disability, such as adaptive tests, achievement tests, and IQ tests and how to interpret.
- Teachers will learn how to collect, maintain, and interpret data based on Individualized Educational Plan (IEP) annual goals.

- Teachers will be introduced to behavioral assessments, Functional Behavior Analysis (FBA) and Behavior Intervention Plans (BIP).

Methods:
- Teachers will be introduced to the 5-step lesson plan with the additional components of classroom management strategies and assessment techniques integrated within the plan.
- Teachers will understand the use of Bloom's verbs, Universal Design for Learning, and differentiation in lesson planning.
- Teachers will learn co-teaching models, how to navigate a co-teaching relationship, and tools to successfully engage in a co-teaching partnership.

Course 2B: Developing Individualized Educational Programs
Purpose: Teachers will gain knowledge and skills in planning, developing and implementing individual educational programs (IEP) for exceptional learners who are accessing the general education curriculum.

Objectives:
- Teachers will learn the required components of an IEP.
- Teachers will use the information they learned from the assessment component of Course 2A to write an evidence- based IEP.
- Teachers will be taught how to facilitate a successful IEP meeting.

Component in Course 2 for Regular Education Teachers regarding Exceptional Children
Teachers will learn how to collect, maintain, and interpret data based on Individualized Educational Plan (IEP) annual goals.
- Teachers will study co-teaching models, how to navigate a co-teaching relationship, and tools to successfully engage in a co-teaching partnership.
- Teachers will develop, deliver, accommodate, support, and evaluate instructional methods for teaching grade-level content to individuals with disabilities.

Course 3: Preparing for the Submission of the edTPA
This course supports teachers as they work to master the requirements for edTPA, a performance-based assessment, developed by Stanford University faculty and staff at the Stanford Center for Assessment, Learning, and Equity (SCALE). Upon completion of the course, teacher candidates will become more proficient at the following in order to successfully complete their edTPA portfolios: 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 effects of instruction on student learning.

Objectives:
- Teachers will review their specific content edTPA handbook, specific vocabulary, rubrics, and templates that will be involved in submission.
- Teachers will complete *Task 1 Context for Learning Template* using interest inventories from their classroom experiences.
- Teachers will complete *Task 1 Planning Commentary Template* using the lesson/ unit plan they created in Course 2.
- Teachers will practice videoing their lesson/ unit plan completed in Course 2.
- Teachers will complete *Task 2 Instruction Commentary Template* after teaching their lesson/ unit plan.

EdTPA support: following Course 3

Revisions based on unsuccessfully submitted EdTPA portfolios are to be completed in August, September and submitted in October. Immediate remediation in case of a non-proficient status of EdTPA is a CCTI program recommendation. Virtual support will be provided to assist teachers in submitting proficient edTPA portfolios.

Final Program Outcomes:
- Teacher will earn a passing score of 80% for all courses.
- Teacher will submit his/her final edTPA product for NC licensure.

CCTI Budget for August 1, 2019 - July 31, 2020						
Revenue	80 Participants		90 Participants		100 Participants	
CCTI - Program	80	Budgeted amount	90	Budgeted amount	100	Budgeted amount
CCTI - District Fees	$3000 per teacher	$240,000.00	$2800 per teacher	$252,000.00	$2600 per teacher	$260,000.00
CCTI - Participant Fees	$2000 per teacher	$160,000.00	$2000 per teacher	$180,000.00	$2000 per teacher	$200,000.00
CCRESA contribution		$30,000.00		$20,000.00		$20,000.00
Total CCTI Program Revenue		$430,000.00		$452,000.00		$480,000.00
CCTI Expenditures						
Salary & Benefits						
WCPSS On Loan Employees (2)		$210,000.00		$210,000.00		$210,000.00
CCTI - Contracted Services						
NC NTSP Coach Support	80% of participants	$140,800.00	80% of participants	$158,400.00	80% of participants	$176,000.00
EC Prog Admin	20% of participants	$38,000.00	20% of participants	$38,000.00	20% of participants	$38,000.00
Curricular writing (C Kamm)		$10,000.00		$10,000.00		$10,000.00
Online writing on Canvas		$1,000.00		$1,000.00		$1,000.00
Facilitator stipend (graduates)		$5,000.00		$5,000.00		$5,000.00
CCTI Test Prep		$1,000.00		$1,000.00		$1,000.00
Total Contracted Services		$195,800.00		$213,400.00		$231,000.00
CCTI - Course Supplies/Books/Materials		$8,000.00		$12,570.00		$22,800.00
CCTI - Mileage		$6,000.00		$6,000.00		$6,000.00
CCTI - Subs for year-round teachers for SI		$2,000.00		$2,000.00		$2,000.00
CCTI - Kick off days (2)						
Rental		$1,000.00		$1,000.00		$1,000.00
Lunch		$960.00		$1,080.00		$1,200.00
Breaks		$400.00		$450.00		$500.00
Total Kick-off days		$2,360.00		$2,530.00		$2,700.00
CCTI - Technology						
Zoom (3 admin)		$500.00		$500.00		$500.00
Canvas		$1,000.00		$1,000.00		$1,000.00
Website maintenance/updates		$2,000.00		$2,000.00		$2,000.00
Laptop for administrators		$2,340.00		$2,000.00		$2,000.00
Total Technology		$5,840.00		$5,500.00		$5,500.00
CCTI - Testing Online practice tests						
Total CCTI Program Expenses		$430,000.00		$452,000.00		$480,000.00
Net Revenue		$0.00		$0.00		$0.00