



Central Carolina Teaching Initiative

2018-2019 Support Design and Estimate

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Prepared for:

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Context and Project Overview

The Central Carolina Regional Education Service Alliance (CCRESA) is seeking education support services during the 2019-2020 academic year. Support will focus on bolstering the Central Carolina Teaching Initiative (CCTI) which is an accelerated alternative teacher licensure program. The RTI Education Services team previously supported CCRESA to secure initial funding, establish the CCTI program, and launch the initial teacher cohort.

Proposed Scope of Services

The window of time within which to complete the proposed work will begin January 1, 2019 for planning and design with program launch in August 2019 with an anticipated end date no later than August 30, 2020. In this model RTI will serve as the Education Preparation Provider of record and will be held accountable for all outcomes to the NC Board of Education. The CCRESA staff will support RTI in the facilitation and delivery of summer sessions, face-to-face evening courses, online courses, virtual observations, virtual coaching, and professional learning communities.

Over the course of a 1-year program, the RTI EPP will prepare teachers to:

1. Create a safe classroom environment and facilitate learning that models ethical practices and encourages students to take risks for their own academic growth and social-emotional well-being;
2. Foster a culture of caring that acknowledges and appreciates diverse learners and their backgrounds, and provides appropriate supports for all learners ensuring equity and achievement for all students;
3. Utilize content knowledge in ways that spark student's curiosity, deepen their understanding, and make connections across disciplines;
4. Intentionally design developmentally appropriate, rigorous units and lessons that incorporate a variety of teaching methods, authentic and high-quality resources, and ongoing formative and summative assessments to scaffold standards-based instruction for critical thinking and problem-solving;
5. Incorporate technology and real-world experiences to ensure students are college and career-ready and prepared to engage in a global world as digital citizens;
6. Enhance student agency and efficacy through collaboration and leadership opportunities; and
7. Engage in a community of public practice that fosters continuous improvement and leadership through research, reflection, collaboration, and communication.

Course Descriptions

The program meets the above standards through 4 courses - Foundations of Teaching and Learning, Success for All, Data for Equity and Rigor, and Continuous Improvement - and is designed to be completed in one year. Courses will be delivered through a combination of virtual (asynchronous and synchronous) and face-to-face engagements. While each course provides new learning and emphasizes its own content, the information presented in each course spirals throughout the program so that what is learned in the first course is enhanced and refined throughout the teacher's tenure in the program.

Course I: Foundations of Teaching and Learning

With an emphasis on classroom culture and instructional practices, this foundational course orients teachers to a student-centered teaching approach. Additionally, during the foundation course participants will learn

- How to read and align instruction to standard courses of study and other standards-based documents (ie, technology standards, Next Generation Science Standards, Common Core standards, etc.)
- How to utilize high-leverage strategies that engage and motivate students through student-centered instruction,
- How to develop an emotionally safe learning environment with clear and consistent rules and procedures, and
- How to utilize coping strategies that increase their resilience and support a growth mindset to address their unique social-emotional needs as lateral entry teachers.

Course II: Success for All

This course will build upon the foundational skills learned during the summer session with an emphasis on planning using an understanding of learning theory and lesson design, adolescent development, and content-specific standards. Additionally, teachers' work with their coach will emphasize designing instruction for all learners, reflecting on and learning from both successes and challenges, and utilizing enhanced instructional strategies. In addition to further strengthening their understanding of backwards design and instructional practices, during this semester, teachers will learn

- How to create standards-based outcomes and learning targets, lesson plans, and formative and summative assessments with an emphasis on a variety of learning theories
- How to design developmentally appropriate lessons while considering the unique needs of individual students,
- How to use research-based interventions and modifications to ensure the academic and emotional success of all students,
- How to implement effective lesson plans that address the unique needs of each student
- How to incorporate strategies including universal design for learning, active learning, and whole and small group instruction to ensure equitable outcomes for all students,
- How to provide effective and meaningful feedback for student growth,
- how to utilize asset-based instruction and social-emotional learning to empower students, build relationships, and create a positive classroom culture,
- How to effectively communicate with parents and guardians to support the needs of individual students

Course III: Data for Equity and Rigor

Course III builds upon teachers' understanding of diverse students with an emphasis on culturally relevant/responsive instruction. Additionally, Course III will highlight the significance of data-based instruction throughout the semester, culminating in a capstone project. During the capstone project, teachers will identify an opportunity for growth and work with their RTI coach to complete an action research project to further understand and address this growth opportunity. Work with coaches during the spring semester will emphasize classroom data collection and analysis. Additionally, during this course, teachers will learn:

- How to utilize formal and informal data to identify patterns of learning and adjust short- and long-term teaching plans for the needs of all students,
- How to utilize formal and informal data in the moment for responsive and flexible instruction,
- How to ensure equity, rigor, and high expectations for all students as they refine their use of best instructional practices,
- How to develop and utilize rubrics to provide opportunities for students to learn and grow,
- How to provide authentic and relevant learning experiences to enhance student engagement and motivation,

- How to utilize high impact strategies and tools such as differentiated instruction and the use of technology for learning to enhance their toolkits,
- How to use networks of professional collaborators to enhance their opportunities for growth and how to become teacher leaders through professional contributions.

Course IV: Continuous Improvement

This final course emphasizes reflection and revision to ensure teachers have the opportunity to fully analyze and respond to their action research project as well as their experiences over the course of the year. This reflection and analysis will culminate in a professional growth plan for their second year of teaching as well as revised and enhanced unit and daily lesson plans and instructional materials. By the end of the course, teachers will be prepared to submit their portfolio assessment to EdTPA. Additionally, teachers will learn:

- How to learn about and use innovative approaches such as inquiry-based instruction, project-based learning and flipped classroom to enhance teaching and learning
- How to use action research for setting ongoing professional development and classroom practice goals
- How to develop and refine a personal philosophy of education
- How to use a personal philosophy of education to advocate for personal, school, district, and system change

Coaching

Teachers are more likely to implement learning with follow-up coaching support. Therefore, in addition to coursework, participants will engage in required and ongoing coaching. As a core component of RTI's program, personalized coaching meets the unique needs of each teacher as they apply coursework to individual classroom context. Coaching will include one-on-one and small group sessions to provide individual support and to promote professional collaboration and networking opportunities. Additionally, coaching occurs over the course of the entire year providing multiple touchpoints as teachers build their instructional and professional capacity and refine their craft. The coaching support will take place in the following forms:

- Two individual in-person coaching sessions
- Three virtual coaching sessions
- Three virtual observations
- Three regional Professional Learning Community Sessions
- Monthly optional coaching hours

Total Support per Participant

Minimum 18 days face-to-face; 14- virtual; 11 modules with feedback and support

	Support Type	Face-to-Face Support	Online-Support
Opening Session	2- day kick off	2-days	
Coursework	11 asynchronous online course modules (8 during the school year, 3 during summer II)		Feedback with connections to evening coursework and coaching support (11 modules)
	8 Face-to-face evening, regional course workshops	8-days	
	3 full day intensive training summer	3- days	
Coaching	On-site, face-to-face coaching sessions	2-days	
	Virtual observations using SWIVL technology		3-days
	Virtual coaching sessions		3-days
PLC Support	Monthly Office Hours for additional virtual coaching (as needed)		8 – 10 days
	Professional Learning Community (PLC) regional sessions	3- days	
Additional Supports as necessary	Coaches determine if a teacher needs additional support for strengthening instruction and after conversation with the team pulls from the pool of 20, 1:1 observation and coaching sessions.		
	District/ school-based mentors, coaches and beginning teacher support staff		

During the school year, each teacher in the program will receive at least one support offering from the program. The following sample calendar represents the frequency of services during the school year.

September 2019						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 Labor Day	3	4	5	6	7
8	9	10	11	12	13	14 Opening Session
15 Opening Session	16	17	18	19 Virtual Office Hours	20	21
22	23	24 Online module	25	26	27	28
29	30					
October 2019						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 In-person class	2	3	4	5
6	7	8	9	10 Virtual Office Hours	11	12
13	14	15 Online module	16	17	18	19
20	21	22	23 Regional PLC Session	24	25	26
27	28 Virtual Coaching	29	30	31 Halloween		

November 2019						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5 In-person class	6	7	8	9
10	11 Veterans Day	12	13	14 Virtual Office Hours	15	16
17	18	19 Online module	20	21 In-person Coaching	22	23
24	25	26	27	28 Thanksgiving Day	29	30

December 2019						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3 In-person class	4	5	6	7
8	9 Virtual Observation	10	11	12 Virtual Office Hours	13	14
15	16	17 Online module	18	19	20	21
22	23	24	25 Christmas	26	27	28
29	30	31				





January 2020						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1 New Year's Day	2	3	4
5	6	7 In-person class	8	9	10	11
12	13	14	15	16 Virtual Office Hours	17	18
19	20 ML King Day	21 Online module	22 Regional PLC Session	23	24	25
26	27 Virtual Coaching	28	29	30	31	

February 2020						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4 In-person class	5	6	7	8
9	10	11	12	13 Virtual Office Hours	14	15
16	17	18 Online module	19	20	21	22
23	24 Virtual Observation	25	26	27	28	29

March 2020						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3 In-person class	4	5	6	7
8	9	10	11	12 Virtual Office Hours	13	14
15	16	17 Online module	18	19	20	21
22	23	24	25 Regional PLC Session	26	27	28
29	30 Virtual Coaching	31				

April 2019						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10 Good Friday	11
12 Easter Sunday	13	14 In-person Class	15	16	17	18
19	20 Virtual Observation	21	22	23 Virtual Office Hours	24	25
26	27	28 Online module	29	30		

May 2020						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5 In-person class	6	7	8	9
10	11	12	13	14 In-person Coaching	15	16
17	18	19	20	21	22	23
24	25 Memorial Day	26	27	28	29	30
31						

-  Schools likely closed
-  Coursework
-  In-person coaching supports
-  Virtual coaching supports

Anticipated Budget

Cost per participant	\$5,500*
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*Based on a minimum of 80 participants. Fewer participants may require changes to scope of work.

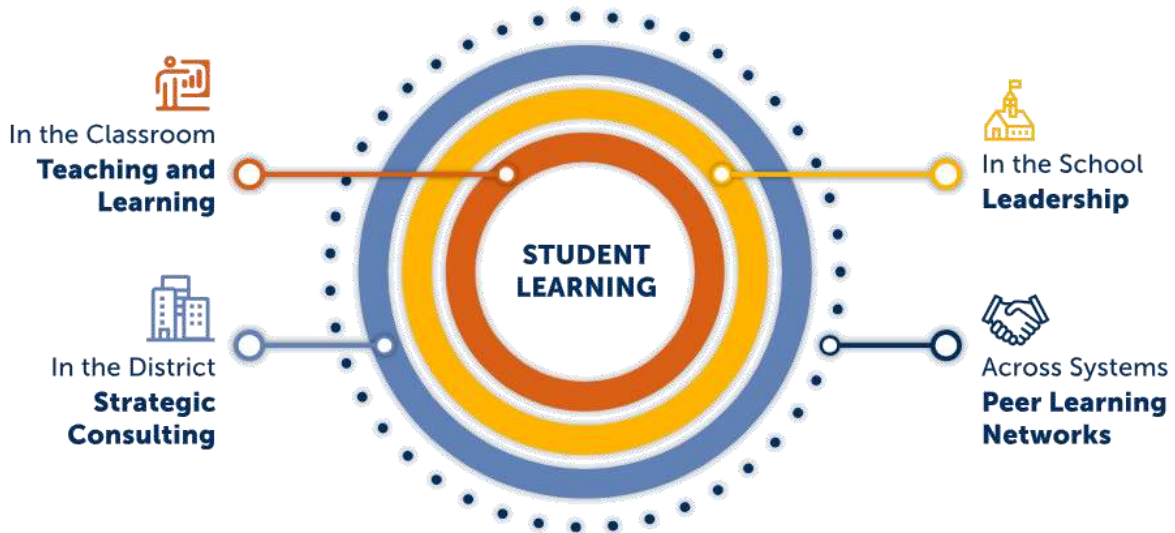
Roles and Responsibilities for CCRESA Staff

Should the CCRESA decide to move forward with the shared cost and delivery model, the CCRESA staff would be responsible for 20% of the program of service. This would mean that if there were 80 teachers in the program, the CCRESA would support approximately 16 teachers (actual number of teachers will be determined based on number of teachers in each regional cohort). This includes all the content delivery, teacher feedback, and coaching services. In addition, the CCRESA staff may serve as the communication lead with partner districts. This includes coordinating and facilitating regular check-in meetings with each district, providing regular program updates via email and face-to-face during scheduled HR Council, C&I Council and CCRESA Board meetings, and sending customized outcome updates to each district.

About the Center for Education Services

All children deserve access to a quality education that empowers them to thrive. Yet our teachers and administrators face environments with increasing complexity, constraint, and ambiguity. At RTI, we empower educators to design, plan, and implement action steps to better address those challenges.

We partner with educators to promote thriving learning environments that facilitate success for all students. From the classroom to the board room, our work focuses on four areas that we believe are levers for change in education: strengthening instruction, developing leaders, improving organizational operations, and facilitating collaborative networks. educationservices.rti.org



Content of the courses is informed by lateral entry and beginning teacher research including:

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