



**Central Carolina
Regional Educational Service Alliance**
Serving School Districts in the Heart of North Carolina

**CCRESA Executive Director's Report
September 24, 2021**

Things continue to move along at the CCRESA office. We are gearing up for our second Principal Cohort interview process for those candidates who are applying. Those interviews will be held in mid-December. There has been a good deal of interest in the information sessions which have been held. We are excited about the second cohort beginning next year.

The audit has been completed for this past fiscal year and everything seemed to be in good order. The auditor did express a concern about the funding for our CCTI program and the sustainability of the program over the next few years. The Board of Directors will have to make decisions moving forward concerning the funding for that program.

Teacher Professional Development

Better Lesson provides several sessions for our teacher professional development options. Last year, the response was overwhelmingly positive. We had a waiting list for every session as well. This year the sessions filled up quickly, but teachers failed to show up for the meetings. Some sessions have had only half of the teachers sign on. The last session no teacher signed on for the meeting. It is my guess that teachers are overwhelmed with the issues going on in their classrooms and simply do not have the energy to attend these sessions.

Monthly PD sessions are on the calendar, and we would like you to help spread the word to your staff and encourage your teachers to attend. The next session, *Creating Safe Spaces: Creating Classrooms Where Learners Can Thrive* is being offered during the first and second week of October and space is still available.

CCP3 Update - by Dr. Lakisha Rice and Ms. Jennifer Jarrett (NC Central University)

The Central Carolina Principal Preparation Program (CCP3), a collaborative partnership between CCRESA and NCCU was recently awarded an additional grant year. We are excited about our continued partnership as we prepare, train, and coach aspiring school leaders. The students began their journey in the Fall of 2020 and are now completing their second

year as full-time assistant principal interns. We are excited that in the spring of 2022, they will advance to candidacy. Our survey data from year one speaks to the success of the program for our students academically and professionally. Not only are they excelling academically, but they are receiving quality professional development, which encompasses our NCCU Learn and Learn Interviewing and Professional Marketing Series and a variety of NC Principal Fellows leadership and critical thinking trainings.

While the pandemic prevented lots of in person interactions last year, the Cohort gathered on the campus of NC Central in the School of Education for the first time for cohort pictures, recruitment videos and fellowship over dinner for the very first time.

Currently, we are actively recruiting for our next CCP3 Cohort 2 for fall 2022. The application window is now open and our social platforms and CCP3 website are experiencing a high viewing rate. We have met with many CCRESA districts, and we appreciate your support. Any districts remaining that would like for us to visit, we ask that you please connect with us today. The application will remain open until December 1, 2021. Interviews will begin in December for our next cohort.

For CCTI and Principal Lead and Learn updates, please see the attached information prepared by Lisa Sonricker and Anna Brady.

Central Carolina Teaching Initiative

The Facts

- CCTI teachers are more likely to remain in their school and district than teachers from other EPPs*
- We offer both distance online and In-person learning options
- Independent, online structure for initial and closing coursework with support
- Effective individualized coaching model developed by CCTI
- Provide course retakes free of charge to support our teachers
- Exclusive edTPA workshops and website for candidates included in the program
- 100% pass rate for edTPA portfolios submitted (nearly 50% “highly qualified”)

*Based on EPIC Data analysis

We are home-grown and dedicated to meeting the needs of the Central Carolina Region's school systems. We have built a high-quality program focused on developing foundational competencies, an effective coaching program, and a personal approach to those we serve.

Always Guided by Data (an example)

We know that our teachers need effective coaching support

The NTSP program cost us \$2,200 per teacher in 2019-2020 and we found that our teachers needed more aligned support. The cost did not match the benefit.

We built our own CCTI Coaching Team last year to better meet the needs of our teachers.

Below is data collected by EPIC (Education Policy Initiative at Carolina) taken from focus interviews with our teachers from the 2019-20 school year and the 2020-21 school year specific to the coaching program.**

CCTI Contracted with **NC New Teacher Support Program (NTSP): 2019-2020**

This area was one of the CCTI program's weaknesses during 19-20, that changed dramatically in 20-21.

- “Usually there wasn’t an awful lot of time to talk to her and it seemed like maybe she was a bit overwhelmed... She would kind of come in and check in and then leave. So, I think there was maybe one time I asked her a question and we talked a few minutes about an issue I was having... She occasionally would give feedback when she could. It just depended when she was able to come into the class.”
- “Uhm, it was kind of like a, ‘hey, how you doing? Bye.’... I would expect her to kind of stay and say, ‘hey, you know, let me help you do this’ or ‘this might not be right’ or give me feedback that way. I think she did that once and it was a horrible class period for me, but she was like, no, everything went fine... I didn’t get much of anything from her.”
- “She was very optimistic, positive, caring. I just thought that she did not have the capability...My area was [a non-core subject], so I felt like that person did not have the ability to adapt to my curriculum or what I was teaching. There was some kind of disconnect.”

CCTI Team of Coaches- Independent and selected by CCTI: 2020-Present

In 20-21, the teachers had very positive experiences with their coaches: all described having good relationships and getting helpful feedback from their coaches. One pointed out how helpful it was to be in the same subject area as their coach;

- “She was helpful. If I had a problem...like one thing I asked her opinion about this one student who was kind of causing issues for me in class and she was helpful and gave me feedback on step by step maybe I should try this, like detailed, very detailed and there was ways that I learned...like a lot of her experience and stories that really helped me understand some cool ways to reach students and become closer and build relationships.”
- “In the beginning of the year, engagement was a huge...and she was able to share some of those resources and they were very helpful for me. She has been able to follow up with me on those things and if something didn’t work, we were able to also maneuver through it and reshift it to try it again. So, yeah.”

- "I just felt like I connected well with her. She was a former [teacher in my subject area] and so, from the beginning, we just obviously hit it off and I felt like I could share things with her."
- "Honestly, I was even in tears one day and I kind of got embarrassed, but she just made me feel like it was okay and this is hard and what we did this year was extremely hard, but she just really gave me the support and she's still - I know I can email her right now or text her and she gives me that encouragement that I really have needed this year."

**Their cohort participation and demographics are:

- 60% from the 19-20 cohort and 40% from the 20-21 cohort
- 40% White, 40% African American, 10% Latinx, 10% Asian/Native Hawaiian/Pacific Islander
- From 7 districts/regions
- From 7 subject areas, including 20% EC, 40% core subjects, 20% arts, 10% CTE, 10% ESL

We have a HIGHER RETENTION RATE than other EPPs- Let us help you keep your teachers. We know that effective coaching support not only improves performance but keeps teachers in their schools and districts.

Looking Ahead

We are proud of the innovative ideas and superior care and training we provide at CCTI! Our teachers are doing well with edTPA and course completion and they are feeling competent and confident in their schools. Most of our new cohort members are joining us on the recommendation of our CCTI Family members who found support, effective training, and belonging in the CCTI program.

There are 55 NC-approved Educator Prep Programs across the state. CCTI is unique in that it is the only Regional EPP in the state. Data on last year completion rates for another NC-approved EPP are presented by Teach.org:

Program	Completion Rate	Enrollment	Completed	Cost
CCTI (non-profit)	95%	55	52	\$4,750
Teachers of Tomorrow (for profit)	7%	473	35	\$4,895

If you are thinking about licensure coursework completion and retention, you need to *think CCTI*. An investment in CCTI is an investment in your district.

2021 Survey Results: What Do Our Teachers Say?

"All the support I need to be successful. EXCELLENT coaching!"

"I have implemented all I am learning and it is working."

"My coach is very flexible and helpful with this whole learning process."

"The feedback is always helpful and guides me to the next step."

"The feedback I receive is where I feel I learn the most because it is so individualized and very helpful."

"You all are truly amazing and so supportive during this crazy time."

"I feel very supported by the program and my coach."

"Thank you for all of your hard work! We can all tell that a tremendous amount of effort goes into creating this course."

"Incredible! So much support has been coming my way and it means a lot."

"I have loved learning through CCTI and growing as a teacher."

**CCRESA Lead and LEARN New Principal Support Initiative
September, 2021 Update**

Submitted to Dr. Ed Croom
Executive Director, Central Carolina Education Regional Service Alliance

Dr. Croom,

Thank you for the continued honor of facilitating the CCRESA Lead and Learn New Principal Support program for the fourth year. As a recap, Lead and Learn began in August, 2018 in response to the Superintendents' interests in providing collaborative leadership support for new principals across the region. In year year 4, we have 23 Principals participating from 10 CCRESA districts.

In response to the COVID-19 crisis I will continue altering some of our cohort session topics to ensure we are meeting the individual and collective needs of our principals. Attending to their social and emotional needs has been critical, especially for those leading schools for the first time under such uncertain times and unprecedented circumstances. I have enjoyed building relationships with our principals, providing confidential, scheduled, and on-demand coaching support and feedback. Inspired by their courageous and visionary leadership, I am conducting follow-up support with phone calls and encouragement notes.

In addition to the full cohort PLC sessions, and the individual and group coaching sessions, principals are participating in a leadership learning book study, *Multipliers: How the Best Leaders Make Everyone Smarter* by Liz Wiseman. Our principals will have an opportunity to participate in a November School Leadership Walk in volunteer schools within the CCRESA districts. Principals have access to a Lead and Learn resource Google Drive containing our session PowerPoints, as well as leadership articles, video clips, podcasts, and support documents to assist them with leadership strategies and actions.

As of September, 2021 we have have averaged 14 principal participants per PLC support session with an average of 18 participating regularly in one or more coaching sessions. A few principals have taken advantage of additional coaching. Principals' availability to participate varies from month to month based on their school and/or district leadership meetings, training schedules, and COVID safety protocols. I make every effort to reschedule coaching sessions when requested. We will conduct a mid-year and an end-of-year survey to determine overall program satisfaction rates, using consistent questions from previous years to determine program effectiveness. I welcome additional survey questions your team would like to measure and monitor.

**A Sample of Previous Mid-Year and End-of-Year Questions
Leadership Usefulness for Cohort Support and Coaching**

- * LEAD and LEARN support sessions with fellow principals have been relevant to my leadership work with opportunities to learn about leadership strategies other new principals were using in their schools.
- * The LEAD and LEARN sessions provided opportunities for collaboration and collegial support for new principals across the CCRESA.
- * The coaching sessions have been valuable to my leadership growth and development to grow my strengths and improve my performance.
- * The LEAD and LEARN facilitator shared leadership skills, strategies and experiences that deepened my learning as a new principal.
- * The facilitator/coach challenged my thinking and personal reflection.
- * Free Response: What has been useful for you from the leadership coaching sessions?
- * Free Response: What has been useful for you from the School Leadership Walks?

CCRESA District Cohort Participation

<u>Year 4 (2021-22)</u>	Cohort 4 - 16	New Principal Participants from 9 districts: Chapel Hill-Carrboro City, Franklin, Granville, Halifax, Person, Pitt, Nash, Roanoke Rapids, and Wake
	Alumni - 7	(Cohort 3) 2nd Year Principal Participants from 3 districts chose to continue with coaching and cohort support or were selected by their superintendents: Chapel Hill-Carrboro City, Wake, and Warren
<u>Year 3 (2020-21)</u>	Cohort 3 - 9	New Principal Participants from 4 districts: Chapel Hill-Carrboro City, Halifax, Wake, and Warren
	Alumni - 33	(Cohorts 1 & 2) 2nd and 3rd Year Principal Participants chose to continue with coaching and cohort support from 9 districts: Franklin, Granville, Halifax, Johnston, Orange, Roanoke Rapids, Vance, Warren, and Wilson
<u>Year 2 (2019-20)</u>	Cohort 2 - 18	New Principal Participants from 10 districts: Franklin, Granville, Halifax, Johnston, Orange, Pitt, Roanoke Rapids, Vance, Warren, and Wilson
	Alumni - 21	(Cohort 1) 2nd Year Principal Participants chose to continue with coaching and cohort support from 11 districts: Franklin, Granville, Halifax, Orange, Northampton, Person, Pitt, Roanoke Rapids, Vance, Warren, and Wilson
<u>Year 1 (2018-19)</u>	Cohort 1 - 31	New Principal Participants from 12 districts: Franklin, Granville, Greene, Halifax, Orange, Northampton, Person, Pitt, Roanoke Rapids, Vance, Warren, and Wilson

Cohort 4 (and 3) 2021-22 New Principal PLC Participation Information

DELIVERY DATES	COHORT 3 SUPPORT SESSIONS	Principal Participants
July 28, 2021 9:00-12:00 Virtual	<p>“Building A Leadership Culture: It Starts With Me”</p> <p>Special emphasis on building personal leadership skills and high performing leadership teams; Includes Principal Leadership Community Building, Leadership Goal Setting, and Program Overview</p>	15
August 11, 2021 9:00-12:00 Virtual	<p>Part 1: Lifting the Leadership Lid: Coaching Teachers to Ensure High Academic Achievement for EVERY Student Using an Equity Lens”</p> <p>Special emphasis on building personal leadership skills and high performing instructional leadership teams and leading equity conversations individually and collectively; coaching</p> <p>(Read <u>Multipliers</u>, Chapters 1 & 2)</p> <p>STANDARD(S): Cultural and Instructional Leadership</p>	14
September 15, 2021 9:00-12:00 Virtual	<p>“Part 2: Lifting the Leadership Lid: Coaching Teachers to Ensure High Academic Achievement for EVERY Student Using an Equity Lens”</p> <p>Special emphasis on building personal leadership skills and high performing instructional leadership teams and leading equity conversations individually and collectively; coaching</p> <p>(Read <u>Multipliers</u>, Chapters 3 & 4)</p> <p>STANDARD(S): Cultural and Instructional Leadership</p>	14
October 13, 2021 9:00-12:00 Virtual	<p>“Growing Teacher Leaders: Using Best Practices for Observing, Coaching, and Giving Feedback with Instructional Walk-Throughs.”</p> <p>(Prepping for November Instructional Learning Walks)</p> <p>(Read <u>Multipliers</u>, Chapters 5 & 6)</p> <p>STANDARD(S): Instructional and Human Resources Leadership</p>	
By November 30, 2021 9:00-12:00 In-Person	<p>Conducting Instructional Walk-Throughs at Volunteer Schools</p> <p>Principals will select one of the 4 dates available in November (Max of 6 Principals)</p>	
January 12, 2022 9:00-12:00 Virtual	<p>“Using Multiple Sources of Data to Conduct Student and School Improvement Mid-Year Reviews” (Also, pre-NCTWC Survey prep ideas)</p> <p>(Read <u>Multipliers</u>, Chapters 7 & 8)</p> <p>STANDARD(S): Instructional and Managerial Leadership</p>	
February 9, 2022 9:00-12:00 Virtual	<p>“Courageous Conversations: When to Hold ‘Em, When to Fold ‘Em”</p> <p>(Read <u>Multipliers</u>, Chapter 9)</p> <p>STANDARD(S): Human Resources and Micro-Political Leadership</p>	
April 8, 2022 9:00-12:00 Virtual	<p>“Planning for Successful End of Year and Beginning of Year Processes</p> <p>“End of Year Leadership Reflections”</p> <p>STANDARD(S): Individual, Strategic, and Managerial Leadership</p>	

Cohort 4 (and 3) 2021-22 New Principal Coaching Participation Information

DATES	COHORT 3 INDIVIDUAL COACHING SESSIONS	Principal Participants	Coaching Sessions
By August 31, 2021 In-Person/Virtual	Individual Coaching Sessions with Principals	18	27
By September 30, 2021 In-Person/Virtual	Individual Coaching Sessions with Principals	19 STILL IN PROGRESS	20 STILL IN PROGRESS
By October 31, 2021 In-Person/Virtual	Individual Coaching Sessions with Principals		
By November 30, 2021 In-Person/Virtual	Individual Coaching Sessions with Principals		
By January 31, 2022 In-Person/Virtual	Individual Coaching Sessions with Principals		
By February 28, 2022 In-Person/Virtual	Individual Coaching Sessions with Principals		
By March 31, 2022 In-Person/Virtual	Individual Coaching Sessions with Principals		
By April 30, 2022 In-Person/Virtual	Individual Coaching Sessions with Principals		
By May 30, 2022 In-Person/Virtual	Individual Coaching Sessions with Principals		