

WANT MORE?
DO MORE!

TEACHER READINESS PROGRAM

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EDUCATOR PREPARATION PROGRAM INITIAL APPLICATION

Submitted to: CAEP and the North Carolina State Board of Education

Name of Program: Teacher Readiness Program

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Table of Contents

Section 1: Introduction	4
1A: Rationale.....	4
1B: License Area Offerings.....	5
1C: Needs Assessment.....	6
Section 2: Program Content	9
2A: Program Content.....	9
Section 3: Assessment	13
3A: Criteria for Admission.....	13
3B: Program Exit Criteria.....	14
3C: Key Assessments.....	16
3D: Quality Assurance.....	18
Section 4: Field and Clinical Experiences	20
4A: Field and Clinical Experiences.....	20
Section 5: Supporting Evidence	22
5A: Sample Memorandum of Understanding.....	22
5B: TRP Offering CAEP/InTASC Standard Alignment Crossover Guide.....	28
5C: TRP Course Offering NC Standard Crossover Guide.....	29
5D: TRP Course Guide.....	30
5E: Sample Course Scope and Sequence.....	56
5F: Exit Criteria Requirements Checklists.....	63
5G: Certificate of Teaching Capacity.....	65
5H: Course Assessment Transition Plan.....	68
5I: Evaluation Process.....	70
5J: Quality Assurance System.....	71
5K: Roles and Responsibilities of Partners.....	74



Section 1: Introduction

1A. Provide a brief rationale for establishing the new program.

Studies have shown that the teacher in front of the room is the single largest factor in a student's quality of education. There is currently a high need for teachers who are prepared to become classroom leaders, effectively teach content, inspire students, and contribute to a safe learning environment. Administrators are struggling to fill positions with qualified educators and as a result, students are being negatively impacted. With an increased shortage of teachers, teachers are asked to teach classes outside of their content knowledge, class sizes are increasing, and students are at risk of not receiving the high quality, rigorous instruction and the academic support necessary to be successful.

While there are several Educator Preparation Program (EPP) options available in North Carolina, there is a strong need for a practice-based program that is primarily designed to assist charter schools in their teacher development and licensure needs. This can only be achieved through authentic, practice-based content that is emphasized in this EPP program, the Teacher Readiness Program (TRP). This is especially true for new teachers seeking alternative licensure in high-needs schools where fewer resources are available. It is crucial that teachers in North Carolina are equipped with the content knowledge and skills to educate all students, no matter their race, gender identity, zip code, socio-economic status, or previous school experience.

Throughout this application, we will demonstrate how our innovative approach to training new teachers will help expedite the process for those entering the profession to become classroom-ready. We will provide evidence in section 1C that clearly indicates the need for a program of this kind. We will also explain in detail in section 4A our plans to build a network with our partnering schools in order to provide the best experience for Teacher Residents. Lastly, in section 3D, we will enumerate the metrics by which we will ensure that our TRP program has a positive impact on student learning and development and the classroom readiness and overall effectiveness of our Teacher Residents.

1B. Identify the intended specific license area offerings.

This EPP is applying for the following license area offerings:

a. Elementary (K-5)

b. Middle Grades (6-9):

- i. Language Arts
- ii. Mathematics
- iii. Science
- iv. Social Studies

c. Secondary Education (9-12):

- i. English
- ii. Mathematics
- iii. Science
- iv. Social Studies

1C. Describe the needs assessment process conducted by the applying entity and describe how the applying entity will address recruitment for high-needs areas, recruiting access, and stakeholder involvement.

Currently, there is a widespread teacher shortage in North Carolina. Because of this, charter schools in particular tend to recruit teachers that are just entering the teaching profession or who are recent college graduates with little to no teacher training or experience. It is absolutely crucial that these schools have a means to both develop and license these new teachers so that they can be effective in their classrooms and for their students.

This proposed Educator Preparation Program (EPP), though it will accept applications from any public school system in North Carolina, is primarily designed to assist charter schools in their teacher development and licensure needs. We will actively market to and recruit across the state using our website, social media, and network of schools we've worked with in the past, but we anticipate that like-minded charter schools will be most interested in having their teachers participate. The network of charter schools that will comprise the bulk of our program's teacher residents in and of itself presents a lot of diversity, as these schools typically value a diversity of age, experience, gender, and racial background in their teaching staff. We anticipate, then, that this diversity inherent in our potential partner schools would create a diverse group of teacher residents in our program as well. The online, asynchronous nature of our program itself is designed to accommodate people from different backgrounds and in different situations, and this will be highlighted in our marketing materials to make it abundantly clear that our program will be accessible to all.

Based on both quantitative and anecdotal evidence, we know that the charter schools we plan on partnering with are really interested in an EPP that goes beyond the simple mandate of having teachers licensed. Our program is designed to partner with schools who recommend teacher residents for our program; the partnership is not directly between teacher residents and this EPP. To see a detailed description of the partnership, a sample Memorandum of Understanding is available in section 5 of this application.

As such, we understand that a critical component of our program is the partnership that we have with the participating schools. As detailed in section 4 of this application, ensuring that the content is both aligned to the philosophy of the school and that there is support with implementation at the school site are important elements of our program. The partnerships we establish and develop with schools who send teacher residents through our program (as outlined in section VI of the sample MOU in section 5A) will enable us to receive feedback and reflect in order to improve our program. This group of partner schools will also serve as our primary means of recruitment, particularly in high-needs areas. These partnerships will also allow us to work closely with all stakeholders throughout the program to ensure that the needs of resident teachers and schools alike are being met in our program.

With this in mind, we created a Needs Assessment that was distributed to 10 different charter schools across the state, including those in 7 different counties spanning a distance of over 250 miles. Each of the schools polled have a teaching staff ranging from 20 - 250 teachers and serve a student population ranging from 115 - 3,300 students, for a total of over 900 teachers and over 10,000 students overall.

Within the Needs Assessment that was distributed, the questions themselves were designed to help us understand two essential questions:

- 1) Is there a need for additional support in teacher development and licensure in these schools?, and
- 2) Do these schools currently partner with an EPP to ensure that the development provided for teachers is aligned with the schools' instructional philosophies?

When we looked at the data from the Needs Assessment, the results overwhelmingly and unquestionably indicated three crucial points:

- 1) There is a need for additional support when it comes to teacher licensure;
- 2) There is a strong need for the development of new teachers; and
- 3) Charter schools have a strong interest in pursuing a new EPP option that would not only support teachers in getting licensed, but that would also more effectively develop teachers.

As shown below in Figure 1, 100% of the schools polled indicated that, though developing young teachers is a priority at their school, the EPPs that their teachers utilize do **not** adequately prepare them to teach at their schools. Furthermore, they also all answered that their leadership teams do **not** partner with EPPs in order to ensure that the content EPPs deliver is being reinforced in their classrooms. The conclusion is clear: these schools unanimously want to better develop their new teachers and also unanimously agree that the EPPs they currently use do not meet their needs.

Please answer the following Yes/No questions.

Answered: 10 Skipped: 0

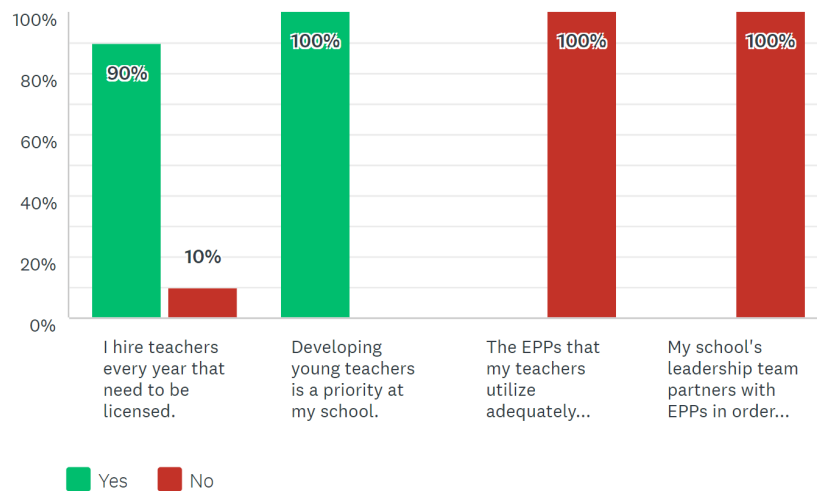


Figure 1: In the Needs Assessment, schools were asked a series of yes/no questions that read as follows:

"I hire teachers every year that need to be licensed."

"Developing young teachers is a priority at my school."

"The EPPs that my teachers utilize adequately prepare them to teach at my school."

"My school's leadership team partners with EPPs in order to ensure that the content they deliver is being reinforced in classrooms."

We have designed this EPP to not only ensure that resident teachers meet all the necessary requirements for full licensure, but also that they are developed to be effective leaders in their classrooms. As detailed in Section 2 of this application, the structure of our program (and the courses within it) focus on not just introducing material to the teacher residents enrolled, but on providing multiple opportunities for them to practice and master the fundamental teaching skills that will set them up for success in their classrooms. We believe that the practice-based nature of our program will help to fill the gap indicated in our Needs Assessment.

The data from our Needs Assessment took this one step further to pinpoint whether getting teachers licensed is a challenge for the schools polled, whether they felt that the EPPs they currently utilize help their teachers to become better educators, and whether they had an interest in a new EPP that would aim to both get new teachers licensed and help them become better educators by expanding their instructional repertoires. Again, the data was overwhelming.

As shown in Figure 2, 100% of schools polled agreed (either somewhat or strongly) that getting teachers licensed is a challenge at their school. Furthermore, 100% of schools polled disagreed (either somewhat or strongly) that the EPPs that their teachers currently utilize to get licensed do **not** help them build their instructional repertoires to become better educators.

Please rate how strongly you agree with each of the following statements:

Answered: 10 Skipped: 0

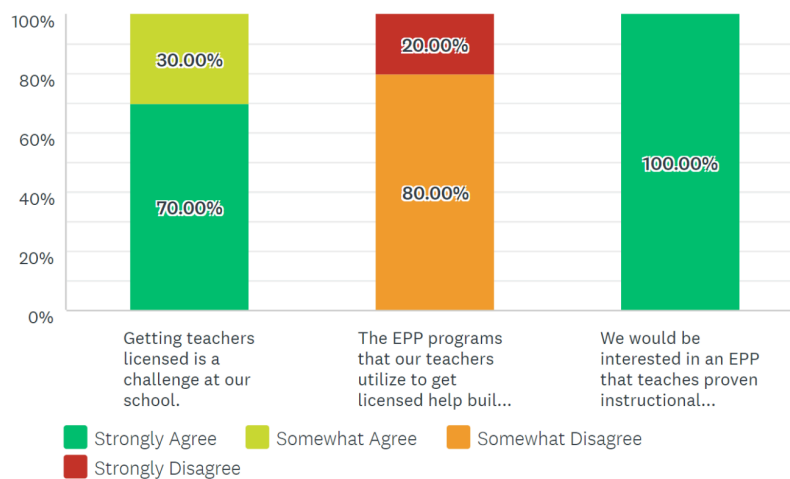


Figure 2: In the Needs Assessment, schools were asked how strongly they agreed with statements that read as follows:
 “Getting teachers licensed is a challenge at our school.”
 “The EPP programs that our teachers utilize to get licensed help build their instructional repertoires to become better educators.”
 “We would be interested in an EPP that teaches proven instructional methods, which will help young teachers get better faster.”

Unanimously, 100% of the schools polled **strongly agree** that they would be interested in an EPP that teaches proven instructional methods to help young teachers get better faster. Inside the optional space to leave comments, leaders of these schools said the kind of program we’re proposing is “critical” and that “we absolutely need a better option than what is currently available.” They went on to say that “training young teachers is one of our greatest challenges in a rural charter school environment - if teachers could arrive with fundamental skills, it would help us tremendously.”

The need is clear, and we aim to provide what is needed for these schools seeking a reliable way to not only get teacher residents licensed, but also to develop them to be strong classroom leaders that will boost student achievement at their schools.

We believe that, at least initially, our greatest impact will be in the areas of Elementary and Secondary (6-12) licensure because of the sheer volume of vacancies in these areas. Focusing on only these licensure areas in our beginning year(s) will allow us to use our full capacity to serve our teacher residents with full capacity and meet all of our goals. As we start to reach these goals and engage with our consortium, we will then consider branching off to other areas of licensure, such as CTE and/or EC.

Section 2: Program Content

2A. Provide a description of the proposed course of study and how the program will specifically align to and address the following:

- North Carolina Standard Course of Study,
- North Carolina Professional Teaching Standards,
- North Carolina Specialty Area Standards,
- North Carolina Digital Learning Competencies, and,
- prepare students toward the attainment of college- and career-readiness

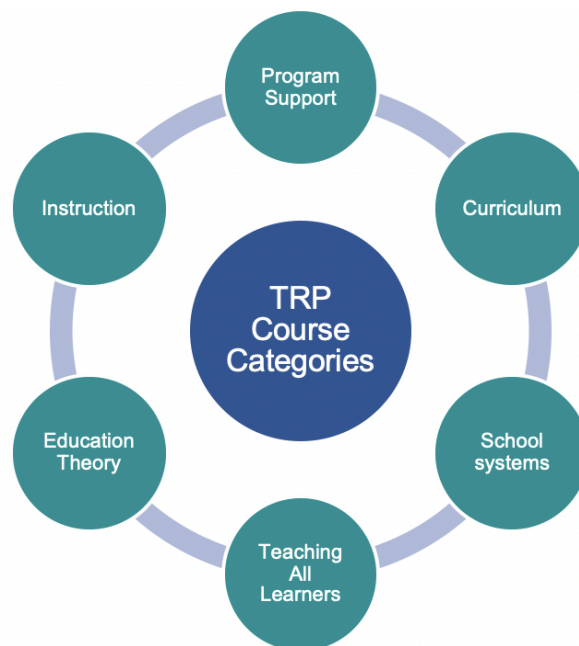
TRP Program Goal:

The goal of the TRP is to provide strong teacher preparation and retention through a practice-based approach. This innovative and comprehensive program is aimed at achieving strong student achievement results by training new teachers with the necessary skills and knowledge to succeed in the classroom.

Program Vision

The aim of the TRP is to provide relevant and hands-on training for our partner schools' lateral entry teachers. The courses included in the TRP are designed to ensure our teacher residents develop the key concepts and principles of teaching and are built on curriculum and clinical experiences that facilitate internalization of foundational concepts and skills, including reflection on their personal biases.

In order to equip teacher residents with the knowledge, skills, and mindsets needed to be classroom leaders, residents will engage in competency-based courses. These courses fall into six course categories:





- **Program Support** - Understand and receive support for the TRP requirements for full licensure. This includes practice-based course expectations, and preparation for the edTPA.
- **Curriculum** - Learn how to plan and internalize lessons, create and grade assessments, and how to interpret Common Core and NCSCOS standards.
- **School Systems** - Understand how to contribute to a strong school community, including managing deadlines, balancing school responsibilities, and working with colleagues and families.
- **Teaching All Learners** - Develop the skills to manage a classroom and ensure all students are fully engaged and can access what is being taught. This includes learning how to differentiate instruction, work with EC students, and apply DEI principles in the classroom.
- **Education Theory** - Integrate age-appropriate teaching methods that meet the child's development and learning needs.
- **Instruction** - Implement strategies to ensure students are fully engaged in the classroom experience through discourse, data-driven instruction, and using technology in the classroom.

TRP Structure and Suggested Course of Study

Teacher residents begin the program by taking PS101 - Program Introduction. This course provides the participant with an overview of the program, instructions for using the LMS and reviews practice-based expectations. This course allows the resident to clearly understand expectations for the TRP and help them to create a plan to prioritize course completion as they balance teaching in the classroom with EPP completion and licensure.

Once the introductory course is completed, teacher residents are able to take the remaining courses. Teacher residents are required to complete all 100 level courses in each category before moving on to 200 level courses and then will continue on to 300 level. All courses are aligned to the NCSCOS, NCPTS, CAEP, and InTASC standards. Refer to the TRP Course Offering CAEP/InTASC Standard Alignment Crossover Guide and the TRP Course Offering NC Standard Crossover Guide in Sections 5B and 5C for more detailed information regarding standards alignment.

To demonstrate competency, teacher residents are required to pass performance tasks or assessments for each course. These practice-based assessments include learning assessments, performance task submissions, observations, written reflections, and video submissions, to ensure mastery of the skill, content, or mindset outlined in the course description. Refer to the Teacher Readiness Program Course Guide in Section 5D for a complete description of each course offered, learning objectives, standard alignment, and the course completion requirements. See the Sample Course Scope and Sequence in Section 5E for an example of course structure, content covered, and performance task requirements. Courses and pacing guides are set forth below.

Elementary Education Pathway Courses 17 Courses, 148 Hours

Program Support	Curriculum	School Systems	Teaching All Learners	Education Theory	Instruction
Program Intro PS101	Planning and Internalizing Lessons C101	Foundations of Professionalism SS101	Foundations of Student Culture TAL101	Early Childhood Development ET101	Culture of Discourse I101
edTPA Prep PS201	Grading and Assessments C201	Organization and Communication SS201	Differentiated Instruction TAL201	Theories of Learning ET201	Data Driven Instruction I201
	Elementary Literacy C301	Working with Families SS301	Diversity, Equity, and Inclusion in the Classroom TAL301		Technology in the Classroom I301
	Elementary Mathematics C302				

Elementary Education Pathway Suggested Course Order



Middle Grades/Secondary Education Pathway Courses
16 Courses, 130 Hours

Program Support	Curriculum	School Systems	Teaching All Learners	Education Theory	Instruction
Program Intro PS101 edTPA Prep PS201	Planning and Internalizing Lessons C101 Grading and Assessments C201 North Carolina Standard Course of Study C303	Foundations of Professionalism SS101 Organization and Communication SS201 Working with Families SS301	Foundations of Student Culture TAL101 Differentiated Instruction TAL201 Diversity, Equity, and Inclusion in the Classroom TAL301	Middle Childhood Development ET102 or The Adolescent Learner ET103 Theories of Learning ET201	Culture of Discourse I101 Data Driven Instruction I201 Technology in the Classroom I301

Middle Grades/Secondary Education Pathway
Suggested Course Order



Section 3: Assessment

An entity applying to become a recognized EPP is encouraged to submit evidence, if available, in this section of this application demonstrating the entity's ability to meet NC accountability standards. The NCSBE may recognize an entity without sufficient data and grant it initial authorization. All approved EPPs are subject to the EPP Accountability and Regular Reporting Requirements outlined in SBE policy TCED-013. Applicants must submit:

3A. A description of the criteria for admission to the program in compliance with NCSBE policy TCED-009.

Eligibility and admission into our residency program is in alignment with North Carolina State Board of Education policy TCED-009. As such, all candidates seeking admission into our program must prove evidence of the following:

- Bachelor's degree from an accredited institution
- Minimum GPA of 2.7
- Meet all legal requirements to work in the United States
- Has not previously obtained teaching licensure/certification for the state of North Carolina
- Pass the required NC subject assessment (Praxis/Pearson exam)

Admission Process

In order to be admitted to the TRP, the teacher resident is first hired by a partnering school. Each of our partner schools has a rigorous hiring process that includes an application, multiple rounds of interviews, and completion of performance tasks to ensure the person hired has the capacity, background, and mindsets to be successful in the classroom. All teacher residents referred to the TRP must meet the requirements above and hold a teaching position at one of our partner schools. To qualify, the candidate must teach at least one class period a day where they have the responsibilities of planning and executing a lesson in order to complete the practice-based requirements of the program. For more information about the selection and admission process, see Section I of the sample MOU in section 5A.

Once referred to our program, candidates submit an application that asks about educational background, resume information, college transcript, and proof of passing the required NC subject assessment. Once the application is submitted, program staff will review the application and communicate with the partner school to confirm eligibility. Candidates who are ineligible will not be admitted to the program but can reapply in subsequent years.

3B. A description of the criteria for exit from the program including assurances that students are prepared to teach effectively in order to be recommended for licensure.

To exit the program and be recommended for licensure, teacher residents must meet the three criteria as explained below. Program Exit Criteria Checklists for each pathway are found in Section 5F. A detailed description can also be found in Section IV of the sample MOU in section 5A.

Criteria 1: Successfully complete all courses required for the chosen licensure pathway, including meeting the completion requirements for each course.

The courses outlined in the curriculum are designed to ensure teacher residents have the foundation to be successful leaders in the classroom and on track to master the North Carolina Professional Teaching Standards. As such, these courses use a variety of competencies required to ensure teacher residents have the knowledge, professional mindsets, responsibility and the skills to teach effectively.

The courses in the program are practice-based, in that in order to receive credit for the course, teacher residents are required to both complete the course modules and the assessments as evidence that they are applying what is taught in the courses. Teacher residents must receive a proficient rating for each practice-based requirement in order to successfully complete the program. For a complete list of the requirements for each course, see the Teacher Readiness Program Course Guide in Section 5D.

The EPP will use the [CAEP Evaluation Framework for EPP-Created Assessments](#) to create all assessments. Assessments that are practice-based will be scored based on both implementation and self reflection and will receive feedback on course assessments with tangible ways that can be used to enhance their repertoire. Teacher residents are required to receive a passing score on each assessment in order to pass the course.

In the event that teacher residents are not successful in completing a course, a TRP mentor will collaborate with the teacher resident to determine best next steps, including the possibility of retaking a course or resubmitting an assessment. Our goal is to work with schools and teacher residents as partners in their pursuit of licensure.

Criteria 2: Score proficient on each section of the North Carolina Certification of Teaching Capacity completed by the school principal at the end of the residency school year.

The EPP will partner with schools in order to ensure teacher residents are evaluated accurately on the NC Certification of Teaching Capacity in Section 5G. The form will be used mid-year in order to gather data and informally share teacher resident capacity with the candidate during the months of December or January. The Certification of Teaching Capacity will be completed again at the end of the school year and the teacher resident must score proficient in all sections in order for the teacher resident to earn licensure. As needed, a program mentor will work with the teacher resident to increase competencies to prepare for the end of year CTC evaluation.



Criteria 3: Complete and receive a minimal passing edTPA score set by the State of North Carolina.

Beginning September 1, 2020, all candidates seeking a North Carolina licensure recommendation must have an official edTPA minimal passing score as scored by Pearson:

- For 13-rubric handbooks, score of 34
- For 15-rubric handbooks, score of 40
- For 18-rubric handbooks, score of 48

Teacher residents will receive support in preparing for the edTPA through course PS201 - edTPA Preparation as outlined in the Teacher Readiness Program Course Guide in Section 5D. This course will help teacher residents navigate the requirements of the exam, evaluate sample exams, and practice submitting in the required format.

In addition to providing a course to help prepare for the exam, many competency-based assessments throughout the program are aligned to edTPA content, rubrics, and formatting. This continued exposure will enable residents to grow in confidence prior to submitting their edTPA materials.

3C. A description of the key assessments that are required of candidates in the program and include a discussion of how the assessment data will demonstrate candidates' mastery of the identified standards in field and clinical practice. By the 2019-2020 school year, all recognized EPPs must administer the EdTPA or PPAT assessment to all candidates.

Teacher Readiness Program Key Assessments:

1. TRP Course Assessments
2. Certification of Teaching Capacity
3. edTPA

Assessment 1: TRP Course Assessments

The courses outlined in the curriculum are designed to ensure teacher residents have the foundation to be successful teachers. As such, these courses use a variety of methods to ensure residents have the knowledge, mindsets, and the skills to be a classroom leader.

Course assessments will be used to ensure teacher residents are learning and applying what is taught in the course. Some course assessments include field-based performance tasks that require the teacher resident to demonstrate application of the course content in their classroom that are aligned to the CAEP and InTASC standards. These performance tasks include a variety of artifact submission requirements including teacher resident classroom videos, curriculum creation, written reflections, pictures, and evidence of lesson internalization. Teacher residents can work with a clinical mentor, TRP mentor, and TRP instructors to ensure performance tasks demonstrate proficiency.

Other courses culminate in course assessments that demonstrate mastery of the course through content exams. These assessments ensure the teacher has internalized course content for educational theory courses and professionalism.

Teacher residents will receive grades based on their module completion and the course assessments. Teacher residents are required to complete the program with a grade point average of 3.0 or higher.

For a complete description of the course assessments and alignment to the CAEP assessment requirements, see the [TRP Course Assessment Plan](#).

Assessment 2: North Carolina Certification of Teaching Capacity

The EPP will partner with schools in order to ensure teacher residents are evaluated accurately on the NC Certification of Teaching Capacity in Section 5G. The form will be used mid-year by a school leader or clinical educator in order to gather data and informally share teacher resident capacity with the candidate. The clinical educator will use the mid-year CTC results to work with the teaching resident in increasing their teaching capabilities and preparing them to score proficient in all categories. The Certification of Teaching Capacity will be completed again at the end of the school year and the teacher resident must score proficient in all sections in order for the teacher resident to earn licensure.



Assessment 3: edTPA

All teacher residents are required to take and pass the edTPA administered by Pearson by earning at least the minimum score for their content as set forth by the state of North Carolina. Teacher residents will receive support in preparing for the edTPA through course PS201 - edTPA Preparation. This course will help teacher residents navigate the requirements of the exam, evaluate sample exams, and practice submitting in the required format using the [edTPA Guidelines for Acceptable Candidate Support](#) to ensure teacher residents are prepared to complete the portfolio-based assessment.

As the teacher resident progresses through the program they will continue to receive support in preparing for the exam with support from their Clinical Educator as they complete course assessments aligned with edTPA content, rubrics, and formatting. This continued exposure will enable residents to grow in confidence prior to submitting their edTPA materials.

3D. A description of the entity's proposed quality assurance system including metrics for:

- evidence for students' and completers' positive impact on elementary and secondary student learning and development;
- the evaluation of completers' effectiveness;
- enhancing program elements and capacity, and;
- the testing of innovations to improve students' and completers' impact on elementary and secondary student learning and development

Our program is rooted in a culture of feedback, wherein data is used to drive all development, both of Teacher Residents enrolled in the program and of the program itself. As such, we will be regularly and systematically collecting and analyzing data to ensure that we maintain the level of quality we promise to deliver, as outlined in Section V of the sample MOU in section 5A.

Our goal is to partner with schools to develop their teacher residents to be effective classroom leaders that will, in turn, boost student achievement in their schools. We believe that in order to achieve and sustain that goal, we must be continually evaluating our program and program alumni in order to make continuous improvements and stay abreast of the needs of our partnering schools. In addition, we will ensure compliance with any legislation surrounding EPPs and teacher licensure requirements by staying informed of the policies in place and making plans for any necessary changes as a result of updated legislation.

At the end of each program year, we will conduct an internal review that tracks disaggregated data of how teacher residents performed in individual courses as well as the aggregate data of their program completion. In addition, we will administer resident exit surveys as well as surveys of the leaders of our partnering schools to glean both the effectiveness of and satisfaction in our program. These surveys will be targeted to:

- 1) gather evidence of students' and completers' positive impact on elementary and secondary student learning and development, and
- 2) to evaluate the completers' effectiveness.

The results of these surveys will allow us to compare any gaps in how teacher residents and school leaders view the effectiveness of our program and its impact on student achievement. We will also be able to compare that data with that of other EPPs in the area, both for traditional and alternative pathways. Based on these results, we will be able to evaluate our curriculum and program design to implement any necessary changes to enhance our program elements and capacity in order to increase our overall effectiveness. In subsequent years, we will systematically compare longitudinal data to examine the impact of these changes, and make any additional innovations or adjustments as necessary.

In addition, we will collaborate with the designated instructional leader(s) at each of our partnering schools to solicit feedback on our program and to provide anecdotal evidence of teacher resident progress. We will meet with school leaders on a quarterly basis so that they can give their input on the efficacy of our program and provide insight on program innovations intended to continuously improve impact on student learning and teacher development.

Throughout the program itself, we will be tracking the progress of enrolled teacher residents throughout their coursework by examining their grades in each course, the rubrics from their mid-year and end-of-year evaluations, and the scores they receive on both their edTPA exam and Pearson and/or Praxis test(s). We will also be monitoring the residents' progress during the live practice sessions, which will also serve as checkpoints of their progress and development to ensure that they are reaching essential milestones as they advance throughout the program. The key assessments mentioned in section 3C of this application will also serve as metrics for determining each resident's mastery of the identified standards in field and clinical practice.

In sum, we propose the following quality assurance systems and metrics for our Teacher Readiness Program:

- **Evidence for students' and completers' positive impact on elementary and secondary student learning and development:**
 - **Student Growth Data** - Our goal is that at least 75% of students taught by our teacher residents will have achieved anticipated growth on state assessments according to EVAAS data.
- **The evaluation of completers' effectiveness:**
 - **State Reporting** - We will use [NCDPI's Recent Graduate Survey data](#) as a measure of candidate satisfaction, teaching performance, and employer satisfaction.
 - **Teacher Evaluations** - We will use tools such as the Beginning Teacher data collection tool and the North Carolina Educator Evaluation System rubric scores (or school-specific in-house teacher evaluation rubrics, if applicable) to determine the proficiency of our teacher residents in their classrooms. Our goal is that over 80% of the teacher residents who have gone through our program are rated at proficient or higher on classroom-related strands of the rubrics, including but not limited to rows related to management, culture, and instruction.
 - **Administrator Surveys** - We will use program-created surveys as well as data from consortium meetings to assess the satisfaction of our partners with both our program (in terms of content, delivery, and communication) as well as our teacher residents (in terms of their classroom readiness, effectiveness with instruction, and growth through our program).
- **Enhancing program elements and capacity:**
 - **Teacher Resident and Alumni Surveys** - We will use program-created surveys throughout the teacher residents' experience in the program, as well as upon their program completion, to determine the effectiveness of our program and to provide feedback on areas of the program that could be enhanced. Our goal is that 90% of those surveyed agree or strongly agree that they were or will be classroom-ready entering year 2 of teaching.
 - **Partnering School Surveys** - We will use program-created surveys quarterly with partnering school leaders upon their teacher residents' completion of our program. These surveys will target the specific aims of the program in that it is aligned to the pedagogy at the school level and that their teacher residents were classroom-ready after completing the program.
 - **Quarterly Meetings with Partners** - We will hold quarterly meetings with school partners that will give administrative stakeholders the opportunity to voice their feedback in order to help improve the program. After each meeting, these partners will be surveyed both on the implementation of their feedback as well as on the program itself.
 - **Program Completion Data** - We will look at the data from our teacher residents, reported both internally and through the state of North Carolina, on the rates of program completion, including but not limited to: required coursework, fieldwork experience, testing, and licensure status.
- **The testing of innovations to improve students' and completers' impact on elementary and secondary student learning and development:**
 - **Teacher Resident and Alumni Surveys** - We will use program-created surveys throughout the teacher residents' experience in the program, as well as upon their program completion, to determine whether our teacher residents are or are intending to use innovative strategies and techniques learned from our program in their classrooms.
 - **Administrator Surveys** - We will use program-created surveys as well as data from quarterly meetings to determine whether our teacher residents are observed using innovative strategies and techniques from our program in their classrooms.

Section 4: Field and Clinical Experiences

4A. A description of the required field experiences and clinical practice including the standards and requirements set forth in NCSBE policy EVAL-024.

Field Experience and Clinical Residency

All participants enrolled in the TRP will participate in a clinical residency and serve as the teacher of record in the partnering school. Teacher residents are expected to take on responsibilities of a full-time teacher set forth by the partner school during their residency year.

In addition to their responsibilities as the teacher of record, the TRP teacher residents will engage in rigorous courses that are aligned to the NCPTS and CAEP standards, and will be assessed using rubrics aligned to the edTPA and InTASC that prioritize and place emphasis on field experiences through courses in the following categories: Program Support, Curriculum, School Systems, Teaching All Learners, Education theory, and Instruction. These courses will equip residents with the skills and knowledge to address student learning, further ensure student mastery of content and material, and create a respectful and equitable classroom environment.

The TRP will partner with school leaders to develop a plan that provides residents with opportunities to engage in meaningful and applicable field experiences and ensure that teacher residents are assigned a clinical educator who will provide support and guidance on their school's campus. The TRP will also assign a mentor to provide program support throughout their clinical residency. The TRP mentor will be an experienced instructional coach, with at least 3 years teaching experience who excelled in the classroom.

The TRP knows the importance of providing teachers with support and knowledge to create an equitable education for all students and as such, through coursework assignments, residents will participate in ongoing observations of classroom teachers throughout the time in which they are in residency. These courses include: Foundations of Student Culture TAL101, Differentiated Instruction TAL201, Diversity, Equity, and Inclusion in the Classroom TAL301, Culture of Discourse I101, Data Driven Instruction I201, and Technology in the Classroom I301.

In these observations, teacher residents will be encouraged to observe classrooms of various grade levels, diverse populations, classroom content, instructional practices addressing a variety of learning needs, implementation and use of technology, as well as differentiated instruction and modalities in the format available at their school site including, but not limited to, digital instruction, hybrid instruction, and face-to-face instruction.

Residents will complete an observation form (*to be created in the Spring of 2024*) that outlines instructional strategies observed and highlights the demographics of the classroom as well as the evidence of the instructional practices that are aligned to coursework objectives. Within the form, residents will reflect on the impact of the instructional strategies.

Residents will then be able to apply their knowledge from the TRP coursework assignments, assessments, and field experiences in their classroom. At the end of most courses, residents will submit artifacts, including submission of lesson plans, class video recordings, observations, and reflection on student learning through



both implementation of strategies in their own classroom as well as those observed during field experiences. Residents will spend a minimum of 30 hours on observation, application, and reflection.

The TRP mentor will assist the resident via digital communication when support is requested, but if a resident is struggling to pass course assessments or fails the edTPA, the mentor will meet with the resident to determine next steps.

Section 5: Supporting Evidence

5A. Sample Memorandum of Understanding

This Memorandum of Understanding (MOU) is entered into by and between the following entities: ***Want More? Do More!*** and **SCHOOL NAME**.

Want More? Do More! and SCHOOL NAME propose to enter into a partnership in which the selected teacher residents (listed below) are enrolled into the Teacher Readiness Program, which aims to increase the capacity of new teachers to not only become fully licensed, but also to be effective classroom leaders.

This agreement shall become effective on the day in which it is signed and shall continue through DATE. This Memorandum of Understanding outlines the scope of work and delineates the roles and responsibilities of each party.

I. SELECTION AND ADMISSION

Eligibility and admission into our residency program is in alignment with North Carolina State Board of Education policy TCED-009. As such, all candidates seeking admission into our program must prove evidence of the following:

- Bachelor's degree from an accredited institution
- Minimum GPA of 2.7
- Meet all legal requirements to work in the United States
- Has not previously obtained teaching licensure/certification for the state of North Carolina
- Pass the required NC subject assessment (Praxis/Pearson exam)

All teacher residents referred to the TRP must meet the requirements above and hold a teaching position at one of our partner schools. To qualify, the candidate must teach at least one class period a day where they have the responsibilities of planning and executing a lesson in order to complete the practice-based requirements of the program.

Teacher Residents are selected by their school's leader, who determines the candidate's eligibility and fit with *Want More? Do More!*'s mission and program structure. *Want More? Do More!* will work with any potential Teacher Residents to ensure their understanding of the program commitment to responsibilities for program completion and fieldwork. *Want More? Do More!* may decline admission to any candidate who does not meet TRP admission criteria.

If a Teacher Resident encounters a scenario in which he or she is no longer able to participate in the program, that participant must notify their school and *Want More? Do More!* immediately. Any funds already paid on behalf of the withdrawn participant will be non-refundable.

II. PROGRAM COSTS

The tuition rate for the Teacher Readiness Program, when completed in the anticipated allotment of time for the program (12 months), is \$6,000 per enrolled Teacher Resident. Tuition will be billed monthly to each school system enrolling Teacher Residents for the upcoming month (\$500 per TR per month). Monthly tuition payments must be made in full prior to the start of each month. Failure

to meet this deadline will result in the online modules being inaccessible for Teacher Residents whose tuition has not been paid.

If a Teacher Resident encounters a scenario in which he or she is no longer able to participate in the program, that participant must notify their school system and *Want More? Do More!* immediately. If a Teacher Resident wishes to pause their participation in the program for a given month, they will not be included on their school's future monthly tuition statements until they are reinstated for any future month agreed upon. Any funds already paid on behalf of the Teacher Resident pausing their participation in the program will be non-refundable. Teacher Residents withdrawing from the program will not be included on any future tuition bills. Any funds already paid on behalf of the withdrawn Teacher Resident will be non-refundable.

In addition to tuition fees, Teacher Residents and/or participating schools are responsible for any travel and/or accommodation costs associated with attending in-person sessions. Individual schools and/or Teacher Residents are also responsible for any technology necessary to complete fieldwork throughout the year.

III. TUITION REFUND POLICY

Because tuition fees are billed monthly only for the Teacher Residents who are enrolled for the following month, any funds already paid on behalf of a withdrawn Teacher Resident will be non-refundable. If a Teacher Resident wishes to pause their participation in the program for a given month, they will not be included on their school's future tuition statements until they are reinstated for any future month agreed upon.

IV. PROGRAM EXIT CRITERIA AND DISMISSAL

To exit The Teacher Readiness Program and be recommended for licensure, teacher residents must meet the following three criteria:

- 1. Successfully complete all courses required for the chosen licensure pathway, including meeting the completion requirements for each course.**

The courses outlined in the curriculum are designed to ensure teacher residents have the foundation to be successful leaders in the classroom and master the North Carolina Professional Teaching Standards. As such, these courses use a variety of competencies required to ensure teacher residents have the knowledge, professional mindsets, responsibility and the skills to teach effectively.

The courses in the program are practice-based, in that in order to receive credit for the course, teacher residents are required to both complete the course modules and the assessments as evidence that they are applying what is taught in the courses.

In the event that teacher residents are not successful in completing a course, a TRP mentor will collaborate with the teacher resident to determine best next steps, including the possibility of retaking a course or resubmitting an assessment. Our goal is to work with schools and teacher residents as partners in their pursuit of licensure.

2. Score proficient on each section of the North Carolina Certification of Teaching Capacity completed by the school principal at the end of the residency school year.

The EPP will partner with schools in order to ensure teacher residents are evaluated accurately on the NC Certification of Teaching Capacity. The form will be used mid-year in order to gather data and informally share teacher resident capacity with the candidate during the months of December or January. The Certification of Teaching Capacity will be completed again at the end of the school year and the teacher resident must score proficient in all sections in order for the teacher resident to earn licensure. As needed, a program mentor will work with the teacher resident to increase competencies to prepare for the end of year CTC evaluation.

3. Complete and receive a minimal passing edTPA score set by the State of North Carolina.

Beginning September 1, 2020, all candidates seeking a North Carolina licensure recommendation must have an official edTPA minimal passing score:

- For 13-rubric handbooks, score of 34
- For 15-rubric handbooks, score of 40
- For 18-rubric handbooks, score of 48

Teacher residents will receive support in preparing for the edTPA through course PS201 - edTPA Preparation. This course will help teacher residents navigate the requirements of the exam, evaluate sample exams, and practice submitting in the required format.

In addition to providing a course to help prepare for the exam, many competency-based assessments throughout the program are aligned to edTPA content, rubrics, and formatting. This continued exposure will enable residents to grow in confidence prior to submitting their edTPA materials.

Want More? Do More! reserves the right to dismiss teacher residents due to:

- Failure to pay tuition on a timely basis
- Failure to submit fieldwork by deadlines and meet benchmarks as determined by *Want More? Do More!*
- Change in employment status
- Failure to provide required enrollment documentation by deadlines
- Other violations of *Want More? Do More!*'s policies, procedures, or safety rules

As participation in the program requires full-time employment as a school leader or principal supervisor, cohort members commit to notifying *Want More? Do More!* of any change in employment status that may impact their ability to meet the requirements of the program.

V. SCHOOL DATA

Teacher residents will provide the data required for the evaluation of the implementation and outcomes of the Teacher Readiness Program to *Want More? Do More!* annually. Data on teacher residents will be provided for each year that the teacher resident is employed in their current role, even if the participant withdraws or is dismissed from the program.

Teacher residents will also provide annual aggregate data and the school-, grade-, and subject-level for the school in which they are employed. These data will include the distribution of student performance on state achievement tests by level (e.g. percentage of students deemed proficient to advanced) and the average scaled score.

No data that can identify specific students will be shared. *Want More? Do More!*'s use of the data will be consistent with applicable laws.

VI. ROLES AND RESPONSIBILITIES OF PARTNERSHIP

A critical component of our program is the partnership that we have with participating schools. Ensuring that the content is both aligned to the philosophy of the school and that there is support with implementation at the school site are important elements of our program. The partnerships we establish and develop with schools who send teacher residents through our program will enable us to receive feedback and reflect in order to improve our program. This group of partner schools will also serve as our primary means of recruitment, particularly in high-needs areas. These partnerships will also allow us to work closely with all stakeholders throughout the program to ensure that the needs of resident teachers and schools alike are being met in our program.

As such, by entering into this partnership with *Want More? Do More!*, the teacher resident's school district or organization agrees to the following:

- The partnering school will recommend teacher residents to the program that meet the aforementioned criteria.
- The partnering school will allow the teacher resident to use materials and recordings from their work on campus to complete necessary coursework within the TRP program, per the media release below.
- The partnering school will provide payment for tuition for all of their teacher residents active within the program. Any arrangements for teacher residents to provide payment themselves will be determined by the school itself, and not with WMDM.
- Designated leader(s), mentor(s), and/or manager(s) of the teacher residents will take part in their teacher residents' progress through our program by communicating with members of WMDM as needed; completing the necessary observations, evaluations, and state Beginning Teacher requirements; and by working in cooperation with the teacher residents' assigned mentor(s).
- The partnering school will ensure teacher residents are evaluated accurately on the NC Certification of Teaching Capacity, both mid-year and at the end of the school year.
- Designated leader(s), mentor(s), and/or manager(s) of the teacher residents will meet with members of the WMDM team quarterly to provide feedback and provide anecdotal evidence of teacher resident progress. These leaders will also complete surveys as requested by WMDM in order to provide feedback, provide insight to the efficacy of the program, and suggest improvements and/or innovations that would enhance the program.



In turn, *Want More? Do More!* agrees to respond to the feedback solicited as mentioned above, provide routine updates on the progress of each partnering school's teacher residents, and be in communication with their school partners regarding any violations of this agreement before any action is taken.

VII. INTELLECTUAL PROPERTY

Want More? Do More! will have sole and exclusive ownership worldwide in the intellectual property rights for any materials and work product that is developed for or as part of this program in whatever format or medium now exists or is created hereafter, as well as any derivative works. *Want More? Do More!* will be the author of all works created as a part of this project and will have control of the sale, licensing, and assignment of the intellectual property.

VIII. MEDIA RELEASE

All teacher residents in the Teacher Readiness Program agree to authorize *Want More? Do More!* and those acting pursuant to its authority the nonexclusive grant to:

- a. Record their likeness and voice on video, audio, photographic, digital, electronic, online format, or on any and all other media.
- b. Use their name in connection with these recordings.
- c. Use, reproduce, publish, republish, exhibit, edit, modify, or distribute, in whole or in part, these recordings in all media without compensation for any purpose that *Want More? Do More!* and those acting pursuant to its authority deem appropriate, including promotional or advertising efforts. These recordings may appear in a variety of formats and media now available to *Want More? Do More!* and that may be available in the future (e.g. print publications, social media, website, etc.).

In signing this MOU, all teacher residents within the Teacher Readiness Program thereby release *Want More? Do More!* and those acting pursuant to its authority from liability, claims, and demands from any violation of personal or proprietary right they may have in connection with such sue, including any and all claims for libel, defamation, or invasion of privacy. They understand that all such recordings, in whatever medium, shall remain in the property of *Want More? Do More!*. They have read and fully understand the terms of this release.

IX. AGREEMENTS

All parties agree to the roles and responsibilities as outlined in this MOU and agree that the collaboration outlined within are critical to developing effective, classroom-ready teachers. This MOU shall be effective upon the signatures of all parties and will be in force from signing until DATE. All parties indicate agreement with this MOU by their signatures below.

Want More? Do More!

Eric Sanchez
Print Name

Chief Executive Officer
Title

Signature

Date

Confirmed Teacher Residents

1. _____
 Print Name Title

 Signature Date

 email Phone

2. _____
 Print Name Title

 Signature Date

 email Phone

Executive Leader / Principal Commitment

As an executive leader of our school, principal, and/or direct manager of the above teacher residents, I agree to support these teacher residents throughout the duration of the Teacher Readiness Program and agree that the collaboration outlined within this MOU are critical to developing effective, classroom-ready teachers. In signing this MOU, I hereby agree to provide all the necessary data from our school, agree to have the teacher residents film and/or record themselves and any necessary interactions within our school, confirm our partnership with the TRP-assigned mentors, and agree to all other terms as listed in this memorandum of understanding.

 Signature Title

 Printed Name Date

5B. TRP Offering CAEP/inTASC Standard Alignment Crossover Guide

Course Number	Course Name	CAEP Standards	InTASC Standards
PS101	Program Introduction	R1.4	9
PS201	edTPA Preparation	R1.3	4, 5, 6, 7, 8
C101	Planning and Internalizing Lessons	R1.2, R1.3	4, 5, 7, 8
C201	Grading and Assessments	R1.3, R.1.4	6, 9
C301	Elementary Literacy	R1.2	4, 5, 7, 8
C302	Elementary Mathematics	R1.2	4, 5, 7, 8
C303a-d	North Carolina Standard Course of Study	R1.2	4, 5, 7
SS101	Foundations in Professionalism	R1.4	9, 10
SS201	Organization and Communication	R1.4	9
SS301	Working with Families	R1.4	1, 9
TAL101	Foundations of Student Culture	R1.1	3
TAL201	Differentiated Instruction	R1.1	2
TAL301	Diversity, Equity, and Inclusion in the Classroom	R1.1	2, 3
ET101	Early Childhood Development	R1.1	1
ET102	Middle Childhood Development	R1.1	1
ET103	The Adolescent Learner	R1.1	1
ET201	Theories of Learning	R1.1	1
I101	Culture of Discourse	R1.3	6, 7, 8
I201	Data Driven Instruction	R1.1, R1.3	6, 7, 8
I301	Technology in the Classroom	R1.3	3, 6

5C: TRP Course Offering NC Standard Crossover Guide

Course Number	Course Name	NC Professional Teaching Standards	NC Digital Learning Standards	NCSCOS	Support College and Career Readiness
PS101	Program Introduction	1c, 3b, 5a			
PS201	edTPA Preparation	1c, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4e, 4g, 3h, 5a			
C101	Planning and Internalizing Lessons	1a, 2c, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4e		√	
C201	Grading and Assessments	1a, 1c, 1e, 2c, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4e, 4h		√	√
C301	Elementary Literacy	1a, 2c, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4e		√	
C302	Elementary Mathematics	1a, 3a, 3b, 3c, 3d, 4c, 4e, 4g		√	
C303a-d	North Carolina Standard Course of Study	1a, 2c, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4e		√	
SS101	Foundations in Professionalism	1b, 1c, 1d, 1e, 5b			
SS201	Organization and Communication	1b, 1c, 1d, 4g			
SS301	Working with Families	2c, 2e			
TAL101	Foundations of Student Culture	1a, 2a, 2c, 4c, 4g, 5c			√
TAL201	Differentiated Instruction	1a, 2a, 2c, 2d, 2e, 4a, 4c, 4g			√
TAL301	Diversity, Equity, and Inclusion in the Classroom	1a, 2a, 2b, 4c, 4g			
ET101	Early Childhood Development	1a, 2a, 2c, 4a			
ET102	Middle Childhood Development	1a, 2a, 2c, 4a			
ET103	The Adolescent Learner	1a, 2a, 2c, 4a			
ET201	Theories of Learning	1a, 2a, 2c, 4a			
I101	Culture of Discourse	1a, 2c, 3c, 3d, 4a, 4b, 4c, 4e, 4g			
I201	Data Driven Instruction	1a, 2c, 4a, 4b, 4g, 5a, 5c			√
I301	Technology in the Classroom	3d, 4b, 4d	1, 2, 3, 4		

5D: TRP Course Guide

PROGRAM SUPPORT COURSES

Program Introduction

PS101

In order to be successful in the program, it is important that teacher residents fully understand their professional responsibilities as well as program expectations and logistics.

This course provides an introduction to the professional responsibilities of teachers including engaging in professional learning, acting ethically, taking responsibility for student learning, working with a diverse community, and collaborating with others. The course also provides an overview of this EPP program, an outline of the competency-based courses, and requirements for program completion. In addition, it explores the need for classroom leaders, the mindsets of excellent educators, the ethics of teaching, and what makes this program unique in preparing them to be successful in the classroom. This course prepares teacher residents to be successful in the EPP program and obtain licensure with an in-depth look at how to navigate the courses, preparing for the edTPA, and the collaboration between the EPP, the teacher resident, and the partner schools.

This course requires 8 hours of coursework.

Learning Objectives

Through this course, the teacher resident will be able to:

- articulate the need for classroom leaders and the mindsets needed to be successful in the classroom
- understand the professional responsibility of teachers to engage in professional learning, act ethically, take responsibility for student learning, work with a diverse community, and collaborate with others
- internalize an overview of the EPP
- understand the program completion requirements
- navigate the EPP Learning Management System
- know how to prepare for in-person practice sessions
- develop a basic understanding of the EdTPA assessment
- understand the roles of the teacher resident, the school, and the EPP, in program success
- understand the logistics to register for and take the required North Carolina Subject Assessment
- be prepared with the knowledge and skills needed to take the North Carolina Subject assessment aligned to their state licensure requirements

North Carolina Professional Teaching Standards:

- Standard 1c: Teachers lead the teaching profession
- Standard 5b: Teachers link professional growth to their professional goals

CAEP Standard:

- Component R1.4: Professional Responsibility

Course Completion Requirement(s):

- Complete module and assignments

edTPA Preparation PS201

An essential requirement of the EPP program is the successful completion of the edTPA assessment. The edTPA is a performance-based assessment divided into three tasks focused on planning, instruction, and assessing student learning.

As teacher residents prepare for the edTPA, they will demonstrate the ability to incorporate a variety of instructional strategies to encourage learners to develop content knowledge and content connections to build skills and knowledge in meaningful ways. In addition, they will demonstrate the ability to plan instruction that draws on content knowledge, curriculum, cross-disciplinary skills, and pedagogy to support every student in meeting rigorous learning goals.

This course prepares teacher residents to internalize the expectations of the edTPA assessment and understand the requirements to successfully complete the assessment in the pursuit of leading students to college and career readiness.

This course requires 6 hours of coursework, and edTPA registration.

Learning Objectives

Through this course, the teacher resident will be able to:

- Internalize the handbook for edTPA candidates
- Understand the 3 tasks required to submit for the edTPA
- Address the key decision points that the resident will encounter while completing the edTPA
- Understand the logistics for how to register and take the edTPA

North Carolina Professional Teaching Standards:

- Standard 1c: Teachers lead the teaching profession
- Standard 3a: Teachers align their instruction with the North Carolina Standard Course of Study
- Standard 3b: Teachers know the content appropriate to their teaching specialty
- Standard 3c: Teachers recognize the interconnectedness of content areas/disciplines
- Standard 3d: Teachers make instruction relevant to students
- Standard 4a: Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students
- Standard 4b: Teachers plan instruction appropriate for their students
- Standard 4c: Teachers use a variety of instructional methods
- Standard 4e: Teachers help students develop critical thinking and problem-solving skills
- Standard 4g: Teachers communicate effectively
- Standard 4h: Teachers use a variety of methods to assess what each student has learned
- Standard 5a: Teachers analyze student learning

CAEP Standard:

- Component R1.3: Instructional Practice

Course Completion Requirement(s):

- Complete module and assignments
- Enroll in edTPA

CURRICULUM COURSES

Planning and Internalizing Lessons

C101

In order to teach effective lessons, teachers need to proactively plan what they will teach. Lesson planning allows teachers to think through every aspect of class ahead of time in order to use classroom time ensuring students are learning and practicing correctly.

Classroom leaders use lesson planning to ensure they are fully prepared to execute a strong lesson every day. This course will give teacher residents the skills they need to plan daily lessons that align to the North Carolina Standard Course of Study and ensure students are on track for college and career readiness. Teacher residents will learn how to create scripted lesson plans and internalize existing plans in order to prepare for classroom instruction. In addition, teacher residents will learn how to create and modify student-facing materials that are engaging and rigorous and how to prepare effective homework.

This course requires 8 hours of coursework and 8 hours of performance tasks, including submitting artifacts aligned to edTPA requirements.

Learning Objectives:

Through this course, the teacher resident will be able to:

- Create and modify daily lesson plans that align to the North Carolina Standard Course of Study
- Internalize existing lesson plans fully in order to teach lessons effectively
- Internalize the pace of a lesson and ensure pacing of a unit keeps students on track for course mastery by the end of the school year
- Create and/or modify effective student-facing materials including classworks, resources, and homework assignments
- Apply strategies to ensure the curriculum is rigorous and relevant
- Demonstrate knowledge of links between grade/subject and the North Carolina Standard Course of Study.
- Promote global awareness and its relevance to the subjects.
- Understand developmental levels of students and appropriately differentiates instruction
- Use a variety of data for short- and long-range planning of instruction.
- Demonstrate awareness or use of appropriate methods and materials necessary to plan how to meet the needs of all students
- Demonstrate knowledge of processes needed to support students in acquiring critical thinking skills and problem-solving skills

North Carolina Professional Teaching Standards:

- Standard 1a: Teachers lead their classroom
- Standard 2c: Teachers treat students as individuals
- Standard 3a: Teachers align their instruction with the North Carolina Standard Course of Study
- Standard 3b: Teachers know the content appropriate to their teaching specialty
- Standard 3c: Teachers recognize the interconnectedness of content areas/disciplines
- Standard 3d: Teachers make instruction relevant to students
- Standard 4a: Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students
- Standard 4b: Teachers plan instruction appropriate for their students
- Standard 4c: Teachers use a variety of instructional methods

- Standard 4e: Teachers help students develop critical thinking and problem-solving skills

CAEP Standard

- Component R1.2: Content
- Component R1.3: Instructional Practice

Course Completion Requirement(s):

- Complete module and assignments
- Score of proficient or higher on the rubric for:
 - Planning and Internalizing Lessons Performance Task

Grading and Assessments

C201

Grades are an effective tool to communicate student progress, provide incentives to learn, and convey data students can use for reflection and progression. Grades should reflect both effort and achievement and accurately represent a student's level of mastery of the content and skills of the subject. Grades have a large impact on students both in their ability to evaluate their progress, but also on their ability to access future opportunities.

Classroom leaders ensure grades are a fair and accurate reflection of a student's effort, skills and knowledge. This course is designed to give teacher residents the mindsets and skills necessary to create a balanced gradebook that fairly and accurately represents student effort and mastery of their course and communicates progress to the learner and their families. Teacher residents will demonstrate an understanding of how grades impact their students and the importance of providing grades that are fair and accurate. In addition, they will learn how to create a grading plan proactively using a variety of student work that ensures all students are on track for college and career success.

In order to meet the needs of all students, it is critical that reliable data be collected and analyzed from a variety of assessment types. In order for the data to be valuable, assessments must align with the course standards and assess both content and skills. As teachers regularly use effective assessments, they will be better equipped to meet the needs of their students and respond to student data. This course is designed to ensure the teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Classroom leaders use a variety of assessments to regularly assess student learning. This course is designed to help teacher residents create assessments that are aligned to the North Carolina Standard Course of Study and effectively assess content and skills at an appropriate level of rigor and ensure they are on track for college and career readiness. This includes creating interim assessments, unit tests, quizzes, performance tasks and writing assessments.

This course requires 8 hours of coursework and 8 hours of performance tasks, including submitting artifacts aligned to edTPA requirements.

Learning Objectives:

Through this course, the teacher resident will be able to:

- Create a balanced gradebook
- Communicate progress towards course mastery through a fair and balanced gradebook to the learner and their families

- Effectively use PowerSchool including inputting grades and weighting assignments
- Create and select rubrics that effectively reflect student performance for a task
- Contribute to reinforce school grading decisions
- Communicate high expectations for all students through grading systems
- Demonstrate knowledge of links between grades and showing mastery of the North Carolina Standard Course of Study
- Use multiple indicators, both formative and summative, to monitor and evaluate student progress and to inform instruction.
- Create assessments aligned to the North Carolina Standard Course of Study including interim assessments, unit tests, performance tasks, quizzes and writing assignments
- Show alignment between questions on an assessment and the North Carolina Standard Course of Study
- Gather data in various ways from assessments including the use of rubrics, checklists, and multiple choice data to ensure students are on the path to college and career readiness

North Carolina Professional Teaching Standards:

- Standard 1a: Teachers lead their classroom
- Standard 1c: Teachers lead the teaching profession
- Standard 1e: Teachers demonstrate high ethical standard
- Standard 2c: Teachers treat students as individuals
- Standard 3a: Teachers align their instruction with the North Carolina Standard Course of Study
- Standard 3b: Teachers know the content appropriate to their teaching specialty
- Standard 3c: Teachers recognize the interconnectedness of content areas/disciplines
- Standard 3d: Teachers make instruction relevant to students
- Standard 4a: Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students
- Standard 4b: Teachers plan instruction appropriate for their students
- Standard 4c: Teachers use a variety of instructional methods
- Standard 4e: Teachers help students develop critical thinking and problem-solving skills
- Standard 4h: Teachers use a variety of methods to assess what each student has learned

CAEP Standards:

- Component R1.3: Instructional Practice
- Component R1.4: Professional Responsibility

Course Completion Requirement(s):

- Complete module and assignments
- Score of proficient or higher on the rubric for:
 - Assessment Performance Task
 - Unit assessment
 - Quiz
 - Performance task
 - Writing

Elementary Literacy

C301

It is critical that foundations of literacy are taught to young learners in order to ensure they are on track for academic success. These foundational skills include phonics, decoding, fluency, text comprehension, and writing.

Classroom leaders focus on literacy and ensure that all students can access grade level texts. This course is designed to ensure teacher residents in the elementary school pathway have the skills and knowledge needed to teach young learners how to read and write using the science of reading. The course will include aligning lessons to the North Carolina Standard Course of Study, lesson planning, pacing, and execution of literacy courses for elementary students.

This course requires 8 hours of coursework and 8 hours of performance tasks, including submitting artifacts.

Learning Objectives:

Through this course, the teacher resident will be able to:

- Understand the concepts and skills required to learn the foundations of literacy in grades K-5
- Teach students how to decode words through phonics and fluency instruction
- Teach students how to read for understanding
- Teach students foundational writing skills
- Internalize the NCSCOS for K-5 ELA courses
- Understand the North Carolina Standard Course of Study, and uses it in preparation of unit plans, lesson plans, student facing materials, and assessments
- Demonstrate an appropriate level of content knowledge in elementary education ELA

North Carolina Professional Teaching Standards:

- Standard 1a: Teachers lead their classroom
- Standard 3a: Teachers align their instruction with the North Carolina Standard Course of Study
- Standard 3b: Teachers know the content appropriate to their teaching specialty

CAEP Standard

- Component R1.2: Content

Course Completion Requirement(s):

- Complete module and assignments
- Score of proficient or higher on the rubric for:
 - Lesson Planning Performance Task
 - Lesson Plans
 - Student Facing Materials
 - Lesson Internalization Plan
 - Homework System

Elementary Mathematics

C302

It is critical that foundations of mathematics are taught to young learners in order to ensure they are on track for academic success. Embedded in these foundations are conceptual understandings surrounding what numbers represent, operations, word problems, and solving problems in a variety of ways.

Classroom leaders ensure students have a conceptual understanding of the math being taught in their classroom. This course is designed to ensure teacher residents in the elementary school pathway have the

skills and knowledge needed to teach all young learners the conceptual understandings of math in context. The course will include how to teach foundational mathematical concepts, operations, and skills. In addition, vertical alignment will be included to ensure teacher residents understand how math builds from year to year, alignment to the North Carolina Standard Course of Study, and ensure students are on track for college and career readiness.

This course requires 8 hours of coursework and 8 hours of performance tasks, including submitting artifacts aligned to edTPA requirements.

Learning Objectives:

Through this course, the teacher resident will be able to:

- Understand the concepts and skills required to learn the foundations of mathematics in elementary school
- Internalize the NCSCOS for elementary mathematics courses
- Understand the North Carolina Standard Course of Study and vertical alignment of mathematical concepts

North Carolina Professional Teaching Standards:

- Standard 1a: Teachers lead their classroom
- Standard 3a: Teachers align their instruction with the North Carolina Standard Course of Study
- Standard 3b: Teachers know the content appropriate to their teaching specialty

CAEP Standard

- Component R1.2: Content

Course Completion Requirement(s):

- Complete module and assignments
- Score of proficient or higher on the rubric for:
 - Lesson Planning Performance Task
 - Mathematical Concept Understanding Reflection
 - Vertical Alignment Reflection

North Carolina Standard Course of Study: Secondary ELA C303a

The North Carolina Department of Public Instruction created the Standard Course of Study in order to ensure all students are learning the information and skills required for the course.

This course is designed to ensure teacher residents in the middle grades or secondary pathway navigate and internalize the standards required to teach social study courses in a middle or high school and ensure all students are on track for college and career readiness. This includes aligning the course scope and sequence, assessments, and unit plans to the standards.

This course requires 4 hours of coursework and 4 hours of performance tasks, including submitting artifacts.

Learning Objectives:

Through this course, the teacher resident will be able to:

- Internalize the NCSCOS for the teaching specialty to which assigned
- Align curriculum to the North Carolina Standard Course of Study
- Navigate the resources provided by DPI to understand the North Carolina Standard Course of Study to understand the central concepts, tools of inquiry, and structures of the discipline
- Understand the North Carolina Standard Course of Study, and uses it in preparation of unit plans and assessments to create learning experiences that make the discipline accessible and meaningful for learners to ensure mastery of the content
- Demonstrate knowledge of links between grade/subject and the North Carolina Standard Course of Study
- Support every student in meeting learning goals by drawing on knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy
- Understand how to connect concepts and use different perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to local and global issues
- Demonstrate an appropriate level of content knowledge in the teaching specialty to which assigned
- Incorporate literacy skills to enhance learning, including:
 - Summarize a text and determine the main idea for full text and paragraphs
 - Find textual evidence to support comprehension questions
 - Determine the meaning of an unknown word using context clues
 - Determine author's purpose

North Carolina Professional Teaching Standards:

- Standard 1a: Teachers lead their classroom
- Standard 3a: Teachers align their instruction with the North Carolina Standard Course of Study
- Standard 3b: Teachers know the content appropriate to their teaching specialty

CAEP Standards:

- Component R1.2: Content

Course Completion Requirement(s):

- Complete module and assignments
- Score of proficient or higher on the rubric for:
 - NCSCOS Performance Task
 - Final Exam with markup aligned to NCSCOS
 - Unit Plan
 - Unit Assessment

North Carolina Standard Course of Study: Secondary Mathematics

C303b

The North Carolina Department of Public Instruction created the Standard Course of Study in order to ensure all students are learning the information and skills required for the course.

This course is designed to ensure teacher residents in the middle grades or secondary pathway navigate and internalize the standards required to teach social study courses in a middle or high school and ensure all students are on track for college and career readiness. This includes aligning the course scope and sequence, assessments, and unit plans to the standards.

This course requires 4 hours of coursework and 4 hours of performance tasks, including submitting artifacts.

Learning Objectives:

Through this course, the teacher resident will be able to:

- Internalize the NCSCOS for the teaching specialty to which assigned
- Align curriculum to the North Carolina Standard Course of Study
- Navigate the resources provided by DPI to understand the North Carolina Standard Course of Study to understand the central concepts, tools of inquiry, and structures of the discipline
- Understand the North Carolina Standard Course of Study, and uses it in preparation of unit plans and assessments to create learning experiences that make the discipline accessible and meaningful for learners to ensure mastery of the content
- Demonstrate knowledge of links between grade/subject and the North Carolina Standard Course of Study
- Support every student in meeting learning goals by drawing on knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy
- Understand how to connect concepts and use different perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to local and global issues
- Demonstrate an appropriate level of content knowledge in the teaching specialty to which assigned
- Incorporate literacy skills within mathematics to enhance learning, including:
 - Analyzing story problems to determine every step needed to solve a problem

North Carolina Professional Teaching Standards:

- Standard 1a: Teachers lead their classroom
- Standard 3a: Teachers align their instruction with the North Carolina Standard Course of Study
- Standard 3b: Teachers know the content appropriate to their teaching specialty

CAEP Standards:

- Component R1.2: Content

Course Completion Requirement(s):

- Complete module and assignments
- Score of proficient or higher on the rubric for:
 - NCSCOS Performance Task
 - Final Exam with markup aligned to NCSCOS
 - Unit Plan
 - Unit Assessment

North Carolina Standard Course of Study: Secondary Science C303c

The North Carolina Department of Public Instruction created the Standard Course of Study in order to ensure all students are learning the information and skills required for the course.

This course is designed to ensure teacher residents in the middle grades or secondary pathway navigate and internalize the standards required to teach science courses in a middle or high school and ensure all students are on track for college and career readiness. This includes aligning the course scope and sequence, assessments, and unit plans to the standards.

This course requires 4 hours of coursework and 4 hours of performance tasks, including submitting artifacts.

Learning Objectives:

Through this course, the teacher resident will be able to:

- Internalize the NCSCOS for the teaching specialty to which assigned
- Align curriculum to the North Carolina Standard Course of Study
- Navigate the resources provided by DPI to understand the North Carolina Standard Course of Study to understand the central concepts, tools of inquiry, and structures of the discipline
- Understand the North Carolina Standard Course of Study, and uses it in preparation of unit plans and assessments to create learning experiences that make the discipline accessible and meaningful for learners to ensure mastery of the content
- Demonstrate knowledge of links between grade/subject and the North Carolina Standard Course of Study
- Support every student in meeting learning goals by drawing on knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy
- Understand how to connect concepts and use different perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to local and global issues
- Demonstrate an appropriate level of content knowledge in the teaching specialty to which assigned

North Carolina Professional Teaching Standards:

- Standard 1a: Teachers lead their classroom
- Standard 3a: Teachers align their instruction with the North Carolina Standard Course of Study
- Standard 3b: Teachers know the content appropriate to their teaching specialty

CAEP Standards:

- Component R1.2: Content

Course Completion Requirement(s):

- Complete module and assignments
- Score of proficient or higher on the rubric for:
 - NCSCOS Performance Task
 - Final Exam with markup aligned to NCSCOS
 - Unit Plan
 - Unit Assessment

North Carolina Standard Course of Study: Secondary Social Studies C303d

The North Carolina Department of Public Instruction created the Standard Course of Study in order to ensure all students are learning the information and skills required for the course.

This course is designed to ensure teacher residents in the middle grades or secondary pathway navigate and internalize the standards required to teach social study courses in a middle or high school and ensure all students are on track for college and career readiness. This includes aligning the course scope and sequence, assessments, and unit plans to the standards.

This course requires 4 hours of coursework and 4 hours of performance tasks, including submitting artifacts.

Learning Objectives:

Through this course, the teacher resident will be able to:

- Internalize the NCSCOS for the teaching specialty to which assigned
- Align curriculum to the North Carolina Standard Course of Study
- Navigate the resources provided by DPI to understand the North Carolina Standard Course of Study to understand the central concepts, tools of inquiry, and structures of the discipline
- Understand the North Carolina Standard Course of Study, and uses it in preparation of unit plans and assessments to create learning experiences that make the discipline accessible and meaningful for learners to ensure mastery of the content
- Demonstrate knowledge of links between grade/subject and the North Carolina Standard Course of Study
- Support every student in meeting learning goals by drawing on knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy
- Understand how to connect concepts and use different perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to local and global issues
- Demonstrate an appropriate level of content knowledge in the teaching specialty to which assigned

North Carolina Professional Teaching Standards:

- Standard 1a: Teachers lead their classroom
- Standard 3a: Teachers align their instruction with the North Carolina Standard Course of Study
- Standard 3b: Teachers know the content appropriate to their teaching specialty

CAEP Standards:

- Component R1.2: Content

Course Completion Requirement(s):

- Complete module and assignments
- Score of proficient or higher on the rubric for:
 - NCSCOS Performance Task
 - Final Exam with markup aligned to NCSCOS
 - Unit Plan
 - Unit Assessment

SCHOOL SYSTEM COURSES

Foundations of Professionalism

SS101

Effective teachers work alongside colleagues to support students and each other in creating a positive school climate. This includes being involved at the school level to adhere to and reinforce professionalism expectations and the mindsets that ensure adults are working towards a common vision to support all students.

Classroom leaders are professionals who care about the success of others as much as their own success. This course focuses on the foundations of professionalism, starting with cultivating the mindsets of a school

teacher and how teacher actions impact student actions. Additionally, residents will reflect on how they can best collaborate with colleagues, manage their time effectively, and get the most out of professional development all while demonstrating and meeting professionalism expectations. This course also emphasizes and reviews the Code of Ethics for North Carolina teachers.

This course includes 6 hours of coursework and 2 hours of performance tasks including a quiz on the Code of Ethics for North Carolina Teachers.

Learning Objectives

Through this course, the teacher resident will be able to:

- Internalize the mindset of a school teacher vs a classroom teacher
- Understand that teacher actions lead to student actions
- Manage time effectively and prioritize tasks
- Understand how to get the most out of professional development, including full school professional development and instructional coaching
- Contribute to professional learning communities including grade level and department teams
- Participate in implementing the school improvement plan
- Contribute to reinforce school decisions and uphold professional expectations
- Understand the role of the teacher as an advocate for all learners
- Demonstrate ethical behavior through adherence to the Code of Ethics for North Carolina Educators and the Standards for Professional Conduct.

North Carolina Professional Teaching Standards:

- Standard 1b: Teachers demonstrate leadership in the school
- Standard 1c: Teachers lead the teaching profession
- Standard 1d: Teachers advocate for schools and students
- Standard 1e: Teachers demonstrate high ethical standard
- Standard 5b: Teachers link professional growth to their professional goals

CAEP Standard:

- Component R1.4: Professional Responsibility

Course Completion Requirement(s):

- Complete module and assignments
- Pass North Carolina Teacher Code of Ethics Assessment with 70% or Higher

Organization and Communication

SS201

The job of a teacher requires balancing many responsibilities, from lesson planning to grading to analyzing student work. It can be hard to know what to prioritize and how to get it all done. It is vital that teachers create strong organizational systems in order to balance everything expected of them.

Classroom leaders have a need to work collaboratively with other teachers, leaders, students and parents. Strong communication skills are required, including the ability to give and receive feedback, hold difficult conversations, and advocate for positive change in policies to better support students.



This course gives teacher residents tools to be classroom leaders through strong organization and communication skills. Topics addressed in the course include creating and reflecting on organizational systems, using time effectively, and communicating consistently and professionally. The course takes a deep dive into receiving and implementing feedback.

This course requires 4 hours of coursework and 2 hours of performance tasks, including an artifact and a written reflection.

Learning Objectives

Through this course, the teacher resident will be able to:

- Create and reflect on organizational systems
- Model professional responsibility
- Communicate and collaborate with students, families and colleagues using a variety of methods
- Reinforce positive work relationships by being receptive to feedback
- Hold difficult conversations in a way that builds trust and strengthens relationships
- Create a positive and inclusive learning environment through classroom aesthetics

North Carolina Professional Teaching Standards:

- Standard 1b: Teachers demonstrate leadership in the school
- Standard 1c: Teachers lead the teaching profession
- Standard 1d: Teachers advocate for schools and students
- Standard 4g: Teachers communicate effectively

CAEP Standard:

- Component R1.4: Professional Responsibility

Course Completion Requirement(s):

- Complete module and assignments
- Score of proficient or higher on the rubric for:
 - Time Management Plan and Written Reflection
 - Written Reflection on Professional Communication

Working with Families

SS301

Families are crucial to the success of students. Effective communication between the school and families allows the student, teacher, and family to be a united front in supporting student learning. As teachers build genuine relationships with students and families, the more effective they can be in the classroom at supporting all students.

Communicating with families effectively is an important skill for classroom leaders. This course is designed to increase classroom leadership by forming proper mindsets and developing tools to ensure communication with families is unbiased, balanced, and supportive. Teacher residents will learn a variety of communication techniques as well as how to run effective in-person conferences.

This course requires 4 hours of coursework and a written reflection.

Learning Objectives

Through this course, the teacher resident will be able to:

- Effectively communicate with families using a balanced approach
- Support student learning in the classroom through effective family communication
- Differentiate between logistical communication and personal communication and use best practices for each
- Participate in parent-teacher conferences

North Carolina Professional Teaching Standards:

- Standard 2c: Teachers treat students as individual
- Standard 2e: Teachers work collaboratively with the families and significant adults in the lives of their students

CAEP Standard:

- Component R1.4: Professional Responsibility

Course Completion Requirement(s):

- Complete module and assignments
- Score of proficient or higher on the rubric for:
 - Working with Families Written Reflection

TEACHING ALL LEARNERS COURSES

Foundations of Student Culture

TAL101

Classroom leaders create a positive learning environment by establishing systems, routines, and mindsets that ensure all learners are in a safe space. This course focuses on foundations of student culture, where teacher residents will cultivate systems, routines, and procedures that foster a safe and collaborative learning environment.

Through this course, teacher residents will learn to utilize repertoire moves such as positive narration, giving clear directions, celebrating successes, and engaging all learners. These techniques contribute to collaborative learning, strengthen peer relationships, and ensure high expectations are upheld for all students, therefore creating an equitable and engaging learning environment in which rigorous goals can be achieved.

Through the course, teacher residents will have the opportunity to reflect on implementation, create a plan for how to enhance systems in their classroom, and reflect on their ability to improve student culture without bias.

This course requires 8 hours of coursework and 4 hours of performance tasks including a written plan and video submission.

Learning Objectives

Through this course, the teacher resident will be able to:

- Establish effective systems, routines, and procedures
- Engage and invest students in learning through positive narration
- Set clear expectations for student behavior
- Execute least invasive strategies to address student behavior
- Articulate components of concise, visible, and sequential directions
- Develop ability to see and respond to non-productive behavior
- Execute effective whole class resets
- Engage students through appropriate lesson pacing
- Adapt strategies to meet the needs of individual learners
- Create a safe and positive learning environment conducive to diverse learners
- Reflect on best practices that foster student growth and development across diverse demographics
- Create a supportive learning environment through individual and collaborative learning, positive social interaction, active engagement in learning, and self motivation
- Apply strategies to ensure students are in a learning environment that supports college and career readiness

North Carolina Professional Teaching Standards:

- Standard 1a: Teachers lead their classroom
- Standard 2a: Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults
- Standard 2c: Teachers treat students as individuals
- Standard 4c: Teachers use a variety of instructional methods
- Standard 4g: Teachers communicate effectively
- Standard 5c: Teachers function effectively in a complex, dynamic environment

CAEP Standard:

- Component R1.1: The Learner and Learning

Course Completion Requirement(s):

- Complete module and assignments
- Score of proficient or higher on the rubric for:
 - Student Culture Video and Reflection

Differentiated Instruction

TAL201

Teachers succeed in the classroom when all students are learning and growing. In order to be effective, teachers must differentiate instruction to meet the needs of different types of learners and cater to individual student needs to support individual differences, learning differences, diverse cultures and communities, prior knowledge and experiences, multiple perspectives, cultural norms, and language development.

Through this course, teacher residents will learn how to implement learning plans in collaboration with the Exceptional Children team, families, and students. This includes learning how to effectively create a strong learning environment for students with an individualized educational plan, 504's, English language learners, academically or intellectually gifted, and other students who may need extra support. Additionally, residents will learn how to modify assignments, hold effective tutoring sessions, and work with families to address learning needs. As teachers integrate learning plans effectively, all types of learners are better set up for success in the classroom.

This course requires 8 hours of coursework and 4 hours of performance tasks including a written reflection and artifact submission.

Learning Objectives:

Through this course, the teacher resident will be able to:

- Communicate high expectations for all students to ensure they are on the path to college and career readiness.
- Adapt teaching strategies for learning differences, including individual differences, diverse cultures and communities, prior knowledge and experiences, multiple perspective, cultural norms, and language development
- Establish an inviting, respectful, inclusive, flexible, and supportive learning environment.
- Analyze student work in order to identify the needs of individual students
- Use tutoring effectively to address individual student needs
- Create seating charts that set all students up for success
- Intentionally call on a range of learners during instruction
- Create individualized student support plans
- Work with families to support learning at school and at home for all learners
- Collaborate with specialists who can support the special learning needs of students
- Provide unique learning opportunities such as inclusion and research-based, effective practices for students with special needs
- Understand how to work collaboratively to support students with IEPs, 504's, and English language learners
- Understand how to support students who are academically or intellectually gifted (AIG)
- Modify assignments and assessments to meet the needs of exceptional students

North Carolina Professional Teaching Standards:

- Standard 1a: Teachers lead in their classroom
- Standard 2a: Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults
- Standard 2c: Teachers treat students as individuals
- Standard 2d: Teachers adapt their teaching for the benefit of students with special needs
- Standard 2e: Teachers work collaboratively with the families and significant adults in the lives of their students
- Standard 4a: Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students
- Standard 4c: Teachers use a variety of instructional methods
- Standard 4g: Teachers communicate effectively

CAEP Standard:

- Standard R1.1: The Learner and Learning

Course Completion Requirement(s):

- Complete module and assignments
- Score of proficient or higher on the rubric for:
 - Student Support Plan
 - Modifications and EC Team Communication Reflection

Diversity, Equity and Inclusion in the Classroom

TAL 301

Diversity is a cornerstone of our society and it is critical that our classrooms celebrate and cultivate respect and harmony for all students. In order to do this, educators must create an environment that nurtures equality and cultivates inclusion. While everyone has their own biases, educators can help combat racism and prejudice by fostering a sense of belonging to all students and instilling respect for people of all backgrounds.

Classroom leaders value diversity. This course introduces Diversity, Equity, and Inclusion to teacher residents and how to incorporate best practices in the classroom. In this course, teacher residents will evaluate their own mindsets around how all learners can achieve at high levels, examine and understand their personal biases, persist in supporting and scaffolding all learners, respect learners as individuals, make learners feel valued, and promote respect among learners. In addition, the course will explore how to create a classroom culture with a DEI lens, strategies to promote equity of voice in the classroom and school, and exercises that help residents pursue anti-racist teaching.

This course requires 5 hours of coursework and 1 hour of a performance task including a written reflection.

Learning Objectives:

Through this course, the teacher resident will be able to:

- Display a knowledge of diverse cultures, their histories, and their roles in shaping global issues
- Examine and understand their personal biases
- Incorporate strategies to support and scaffold all learners in away that helps everyone feel respected and valued
- Acknowledge the influence of race, ethnicity, gender, religion, socio-economics, and culture on a student's development and attitudes
- Incorporate Diversity, Equity, and Inclusion best practices into classroom culture
- Use various strategies to promote equity of voice in the classroom

North Carolina Professional Teaching Standards:

- Standard 1a: Teachers lead in their classroom
- Standard 2a: Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults

- Standard 2b: Teachers embrace diversity in their school community and in the world
- Standard 4c: Teachers use a variety of instructional methods
- Standard 4g: Teachers communicate effectively

CAEP Standard:

- Standard R1.1: The Learner and Learning

Course Completion Requirement(s):

- Complete module and assignments
- Score of proficient or higher on the rubric for:
 - Reflection on DEI in the classroom

EDUCATIONAL THEORY COURSES

Early Childhood Development

ET101

**Required for teacher residents in the Elementary School Pathway*

Early education years are critical to the development of a child. It is during this time that the foundation for language is developed. The more they are exposed at a young age to literacy, the better they become at reading, speaking, writing, and listening.

This course is designed to educate teacher residents in the science behind early childhood development and give them the skills to educate young learners in a variety of ways that stimulate learning and age-appropriate character development. This includes providing evidence that residents can apply their knowledge of learner development, learning differences, and the learning environment. In addition, teacher residents will leave this course with the ability to adapt to different types of young learners through diversity, equity, and inclusion and apply appropriate techniques to engage students in lower grades.

This course requires 4 hours of coursework and a passing score of the course assessment.

Learning Objectives:

Through this course, the teacher resident will be able to:

- Understand the connection between reading and developing literacy skills at a young age
- Understand how to balance literacy and mathematical development along with the social and emotional needs of a child
- Involve parents and caregivers in early childhood development
- Integrate strategies to promote literacy at school and at home
- Adapt to the learning needs of young students through use of a variety of educational practices
- Engage young learners effectively in classroom lessons and character education
- Adapt teaching strategies for learning differences, including individual differences, diverse cultures and communities, prior knowledge and experiences, multiple perspective, cultural norms, and language development

- Incorporate diversity, equity, and inclusion mindsets, including supporting and scaffolding all learners, respecting learners as individuals, making learners feel valued, promoting respect among learners

North Carolina Professional Teaching Standards:

- Standard 1a: Teachers lead in their classroom
- Standard 2a: Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults
- Standard 2c: Teachers treat students as individuals
- Standard 4a: Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students

CAEP Standard:

- Component R1.1: The Learner and Learning

Course Completion Requirement(s):

- Complete module and assignments
- Pass Content-Based Course Assessment with 70% or Higher

Middle Grades Childhood Development

ET102

**Required for teacher residents in the Middle Grades pathway*

As students enter middle childhood, they experience an increase in classroom settings and choices. Through these new situations, children experience additional pressures that lead to developmental challenges. During this stage, children experience more independence, seek acceptance from peers, and show rapid development of mental skills and reasoning. As such, teachers should adapt the way they teach to allow for more peer interaction, aspirational context, and provide targeted praise and feedback. In addition, explicitly teaching decision-making skills enables teachers to help students develop the character traits that will help them be successful over time.

This course is designed to educate teacher residents in the science behind middle childhood development and give them the skills to educate learners in a variety of ways that stimulate learning and age-appropriate character development. This includes providing evidence that residents can apply their knowledge of learner development, learning differences, and the learning environment. In addition, teacher residents will leave this course with the ability to adapt to different types of learners through diversity, equity, and inclusion and apply appropriate techniques to engage students to help them facilitate learning and character development.

This course requires 4 hours of coursework and a passing score of the course assessment.

Learning Objectives:

Through this course, the teacher resident will be able to:

- Understand the science behind middle childhood development
- Understand the connection between peer interaction and emotional, social and intellectual well-being of students

- Adapt to the learning needs of students through use of a variety of educational practices
- Engage learners effectively in classroom lessons that activate and stimulate rapid development of mental skills
- Provide students with an equitable character education that allows students to make choices that will have a positive impact
- Adapt teaching strategies for learning differences, including individual differences, diverse cultures and communities, prior knowledge and experiences, multiple perspective, cultural norms, and language development
- Incorporate diversity, equity, and inclusion mindsets, including supporting and scaffolding all learners, respecting learners as individuals, making learners feel valued, promoting respect among learners

North Carolina Professional Teaching Standards:

- Standard 1a: Teachers lead in their classroom
- Standard 2a: Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults
- Standard 2c: Teachers treat students as individuals
- Standard 4a: Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students

CAEP Standard:

- Component R1.1: The Learner and Learning

Course Completion Requirement(s):

- Complete module and assignments
- Pass Content-Based Course Assessment with 70% or Higher

The Adolescent Learner

ET103

**Required for teacher residents in the secondary pathway*

Adolescence is a process of development that leads to maturity, or adulthood. The adolescent learner is in a rapid stage of growth impacting their intellectual, emotional, physical, moral, and social development. This crucial stage prepares young people to become adults and as a result, they need educators who know and appreciate characteristics of adolescents and how to apply them to learning.

This course is designed to educate teacher residents in the theory behind adolescent development and give them the skills to educate learners in a variety of ways that stimulate learning and age-appropriate character development. This includes providing evidence that residents can apply their knowledge of learner development, learning differences, and the learning environment. In addition, teacher residents will leave this course with the ability to adapt to different types of learners through diversity, equity, and inclusion and apply appropriate techniques to engage students to help them facilitate learning and character development.

This course requires 4 hours of coursework and a passing score of the course assessment.

Learning Objectives:

Through this course, the teacher resident will be able to:

- Understand the science behind adolescent development
- Understand the connection between peer interaction and emotional, social and intellectual well-being of students
- Implement classroom experience that prepare adolescents for adulthood
- Adapt to the learning needs of students through use of a variety of educational practices
- Engage learners effectively in classroom lessons that activate and stimulate rapid development of mental skills
- Provide students with an equitable character education that allows students to make choices that will have a positive impact on their future
- Adapt teaching strategies for learning differences, including individual differences, diverse cultures and communities, prior knowledge and experiences, multiple perspective, cultural norms, and language development
- Incorporate diversity, equity, and inclusion mindsets, including supporting and scaffolding all learners, respecting learners as individuals, making learners feel valued, promoting respect among learners

North Carolina Professional Teaching Standards:

- Standard 1a: Teachers lead in their classroom
- Standard 2a: Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults
- Standard 2c: Teachers treat students as individuals
- Standard 4a: Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students

CAEP Standard:

- Component R1.1: The Learner and Learning

Course Completion Requirement(s):

- Complete module and assignments
- Pass Content-Based Course Assessment with 70% or Higher

Theories of Learning

ET201

Our brains are all unique and contribute to the ways that we learn. An important part of teacher education is understanding the different ways we learn in order to create a varied learning experience for students. This can contribute to greater student engagement, investment and learning.

This course introduces several educational learning theories: cognitive, linguistic, social, emotional, and physical. Through exploration of the theories, teacher candidates will be able to apply techniques to address different types of learners to enhance cultural and academic results in the classroom.

This course requires 4 hours of coursework and 4 hours of performance tasks, including a written reflection.

Learning Objectives:

Through this course, the teacher resident will be able to:

- Understand the learning theories and how they impact student learning
- Incorporate cognitive, linguistic, social, emotional, and physical methods of learner development
- Understand the connection between learning theories and student culture techniques
- Understand the connection between learning theories and student achievement
- Integrate different learning theories into varied learning techniques in the classroom

North Carolina Professional Teaching Standards:

- Standard 1a: Teachers lead in their classroom
- Standard 2a: Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults
- Standard 2c: Teachers treat students as individuals
- Standard 4a: Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students

CAEP Standard:

- Component R1.1: The Learner and Learning

Course Completion Requirement(s):

- Complete module and assignments
- Pass Content-Based Course Assessment with 70% or Higher

INSTRUCTION COURSES

Culture of Discourse

I101

Teachers are better able to gauge student understanding of an objective when there are consistent class discussions and intentional checks for understanding throughout a lesson. When teachers carefully craft higher-order thinking questions, students are pushed to critically think and are better able to apply and articulate their knowledge, rather than just recalling information.

Classroom leaders regularly use a variety of check for understanding methods that lead to a strong classroom discussion. This course equips teacher residents with the skillset to craft intentional questions, implement the use of universal prompts in a lesson, and build habits of discussion within their classroom so that students are building skills and knowledge in meaningful ways. Creating an intentional plan and aligning all parts of the lesson to the conceptual understanding will ultimately lead to content mastery for all learners.

This course requires 6 hours of coursework and 2 hours of performance tasks including a video submission.

Learning Objectives

- Consistently encourage and support students to articulate thoughts and ideas clearly and effectively
- Create mechanisms that hold students accountable for citing evidence
- Understand how to ask effective “check for understanding questions” to monitor learner progress and guide decision making
- Utilize universal prompts that stimulate critical thinking
- Plan strategic prompts to ensure students are fully developing ideas
- Script and plan conceptual understandings that need to be stamped in a lesson

North Carolina Professional Teaching Standards:

- Standard 1a: Teachers lead their classroom
- Standard 2c: Teachers treat students as individuals
- Standard 3c: Teachers recognize the interconnectedness of content areas/disciplines
- Standard 3d: Teachers make instruction relevant to students
- Standard 4a: Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students
- Standard 4b: Teachers plan instruction appropriate for their students
- Standard 4c: Teachers use a variety of instructional methods
- Standard 4e: Teachers help students develop critical thinking and problem-solving skills
- Standard 4g: Teachers communicate effectively

CAEP Standards:

- Component R1.3: Instructional Practice

Course Completion Requirement(s):

- Complete module and assignments
- Score of proficient or higher on the rubric for:
 - Classroom Discussion Video and Written Reflection

Data-Driven Instruction

I201

Using data to drive instruction allows teachers to pinpoint student misconceptions and create a plan to address them. Data collection can occur through observation, student discussions, or by analyzing student work. As teachers intentionally use data, they are better equipped to support all students and prepare them for the next level of instruction.

Classroom leaders use data to inform instruction in a variety of ways. This course provides teacher residents with the ability to create an effective plan to know what data to collect and the most effective way to collect it. Teacher residents will also create a plan to spiral content so students are continually exposed to objectives they’ve learned throughout the year. In doing so, participating will be able to respond to data as it is spiraled and collected in order to continue to push students towards mastery. In addition to the teacher’s collection of data, teacher residents will understand how data can be used as a tool to engage students in challenging content and track their progress and growth.

One of the most effective ways to increase student learning is by providing feedback at the point of error. Academic monitoring, when done consistently, provides the opportunity for feedback for all students and the ability to address misconceptions in a targeted way.

Classroom leaders use data to inform instruction in the moment. This course will equip teacher residents with the skills to create alignment within a lesson, ensuring that the highest leverage questions or problems that students are solving are aligned to the objective. Additionally, they will learn about the process of academic monitoring where they plan for student exemplar responses, misconceptions, and how to respond to misconceptions in order for students to practice skills correctly.

This course requires 6 hours of coursework and 4 hours of performance tasks including data analysis, evidence of daily data, or DDI portfolio aligned to edTPA requirements.

Learning Objectives

- Create a plan to collect daily student data
- Understand developmental levels of students and appropriately differentiate instruction.
- Build a plan to respond to daily data that will improve student learning
- Produce a spiraling plan to that provides students with practice of high leverage objectives
- Understand the components that go into a reteach plan
- Build student engagement through daily, weekly, and quarterly data
- Use data to ensure all students are on the path to college and career readiness
- Determine highest leverage questions throughout the lesson that are aligned to the daily objective
- Plan for an aligned end product that shows student mastery
- Understand how to prepare to academically monitor in a lesson plan
- Gather data as students are working
- Respond to data to close a high leverage gap
- Provide evidence of data driven instruction

North Carolina Professional Teaching Standards:

- Standard 1a: Teachers lead their classroom
- Standard 2c: Teachers treat students as individuals
- Standard 4a: Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students
- Standard 4b: Teachers plan instruction appropriate for their students
- Standard 4g: Teachers communicate effectively
- Standard 5a: Teachers analyze student learning
- Standard 5c: Teachers function effectively in a complex, dynamic environment

CAEP Standards:

- Component R1.1: The Learner and Learning
- Component R1.3: Instructional Practice

Course Completion Requirement(s):

- Complete module and assignments
- Score of proficient or higher on the rubric for:
 - DDI Portfolio:

- Student Work Samples
- Daily Data Collection Reflection
- Data Analysis
- Assessment Data Plan

OR

- Academic Monitoring Portfolio:
 - Identification of Highest Leverage Question
 - Anticipated Misconceptions
 - Lap Lenses
 - Feedback Codes
 - Tally Plan
 - Response to Daily Data Plan

Technology in the Classroom

I301

As educators, it is important we are providing access to technology so that students are exposed to and practice using 21st century skills within the content of the classroom. To be effective, technology can't simply be implemented, but needs to be thoughtfully and intentionally planned for how it will be integrated into a lesson.

Classroom leaders incorporate technology in the classroom in a way that enhances learning and provides students the skills they need to be college and career ready 21st century learners. In this course, teacher residents will learn how to determine when and how technology should be integrated into a lesson and create systems and mechanisms that ensure it is being used properly and effectively. Additionally, teachers will be able to articulate how technology can be used as a tool to collect, analyze, and respond to student data while providing students with opportunities to submit assignments digitally to further expand their knowledge and skillset.

This course requires 6 hours of coursework and 2 hours of performance tasks including a technology plan.

Learning Objectives

- Identify relationships between the core content and 21st century content
- Understand effective ways to implement technology into a lesson to enhance student learning
- Design learning activities that align with content standards and use digital tools and resources to maximize active, deep learning
- Implement a mechanism to monitor student use of technology in the classroom
- Articulate how technology is a tool that can be used to collect data
- Incorporate systems of technology that submit student work

North Carolina Professional Teaching Standards:

- Standard 3d: Teachers make instruction relevant to students
- Standard 4b: Teachers plan instruction appropriate for their students
- Standard 4d: Teachers integrate and use technology in their instruction

North Carolina Digital Learning Competencies:



- Leadership in Digital Learning: Teachers will demonstrate leadership in accelerating their integration of digital teaching and learning pedagogies.
- Digital Citizenship: Teachers will model and teach digital citizenship by the ethical, respectful, and safe use of digital tools and resources that support the creation of a positive digital school culture.
- Digital Content and Instruction: Teachers will know and use appropriate digital tools and resources for instruction.
- Data and Assessment: Teachers will use technology to make data more accessible, adjust instruction to better meet the needs of a diverse learner population, and reflect upon their practice through the consistent, effective use of assessment.

CAEP Standards:

- Component R1.3: Instructional Practice

Course Completion Requirement(s):

- Complete module and assignments
- Score of proficient or higher on the rubric for:
 - Technology Plan

5E: Sample Course Scope and Sequence

TAL 101-Foundations of Student Culture Scope and Sequence

Course Summary

Effective teachers not only understand the importance of knowing the content that they are teaching, but also the importance of strong student culture. Building a positive, safe, and collaborative learning environment is one of the ultimate factors of a successful classroom.

Classroom leaders create a positive learning environment by establishing systems, routines, and procedures. This course focuses on the foundations of student culture, where teacher residents will plan essential systems, routines, and procedures that will foster a strong and collaborative learning environment. In addition, it provides residents with important teacher repertoire moves that follow the Get Better Faster model in which they will learn to invest and engage students through positive narration, set and uphold high expectations for behavior using least invasive techniques, and provide clear, tangible directions in order to create an equitable classroom and address students without bias.

In order for respectful and productive behavior to permeate throughout the classroom, teacher residents will further develop their ability to see when behavior is unproductive, respond to it, and ensure that high expectations are being upheld. Through this process, residents will utilize fundamental teacher moves like “do it again” and full class resets to re-establish expectations for student behavior and invest students in demonstrating productive behavior.

Learning Objectives

Throughout this course, the teacher resident will be able to:

- Plan for and establish effective classroom routines and procedures that creates a safe and positive learning environment conducive to diverse learners
- Reflect on best practices that foster student growth and development across diverse demographics
- Create a supportive learning environment through individual and collaborative learning, positive social interaction, active engagement in learning, and self motivation
- Articulate components of concise, visible, and sequential directions
- Script clear What to Do Directions
- Engage students through appropriate pacing
- Invest students in systems and procedures
- Reinforce systems or procedures through positive narration and positive framing
- Set clear expectations for student behavior through right is right, whole-class resets, and do it again when the vision isn't being met.
- Develop the ability to see non-productive behavior in a classroom setting through the use of teacher radar and be seen looking.

Aligned NCPTS Standard(s):

- Standard 1a: Teachers lead their classroom
- Standard 2a: Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults
- Standard 2c: Teachers treat students as individuals
- Standard 4c: Teachers use a variety of instructional methods
- Standard 4g: Teachers communicate effectively
- Standard 5c: Teachers function effectively in a complex, dynamic environment

<ul style="list-style-type: none"> Execute least invasive strategies to address non-productive student behavior and adapt strategies to meet the needs of individual learners <i>Apply strategies to ensure students are in a learning environment that supports college and career readiness</i> 		
<p>Approximate Time: 12 hours</p>	<p>Course Resources and Citations</p>	
<p>Course Completion: 8 hours Performance Task Completion: 4 hours Number of Lessons: 6</p>	<p>Teach Like A Champion 3.0 by Doug Lemov</p>	
<p>Completion Criteria</p>		
<ul style="list-style-type: none"> Course Completion Performance Task Requirements: <ul style="list-style-type: none"> Video Submission Instructional Commentary 		
<p>Lesson #</p>	<p>Lesson Objective</p>	<p>Lesson Outline (including See it, Name it)</p>
<p>1</p>	<p>Teacher residents will be able to plan for and establish effective classroom routines and procedures that create a safe and positive learning environment conducive to diverse learners</p> <p>Teacher residents will be able to reflect on best practices that foster student growth and development across diverse demographics</p> <p>Teacher residents will be able to create a supportive learning environment through individual and collaborative learning, positive social interaction, active engagement in learning, and self motivation</p>	<p>Video Lesson Intro</p> <ul style="list-style-type: none"> Intro to systems, routines, and procedures <ul style="list-style-type: none"> What is a procedure and routine? What should be systematized in my classroom? What is the importance of investing students in procedures and routines? How can I ensure my procedures and routines are equitable and support all learners? When do I revisit and revise systems and routines? <ul style="list-style-type: none"> How should this look different than the initial roll out? Reinvesting students <p>Text: TLAC 3.0, Chapter 10: Routines and Procedures, pages 385-391</p> <p>See it</p> <ul style="list-style-type: none"> Think aloud of a routine or procedure Exemplar plan <p>Name it</p> <ul style="list-style-type: none"> Comprehension Quiz
<p>2</p>	<p>Teacher residents will be able to articulate components of concise, visible, and sequential directions</p> <p>Teacher residents will be able to script clear What to Do Directions</p>	<p>Video Lesson Intro</p> <ul style="list-style-type: none"> Intro to strong WTD directions <ul style="list-style-type: none"> What are the components of WTD directions? What are examples of WTD directions? Non-examples? What is the impact of consistent WTD

	<p>Teacher residents will be able to engage students through appropriate pacing</p>	<p>directions?</p> <p>Text: TLAC 3.0, Chapter 11: High Behavioral Expectations pages 425-432</p> <p>See it</p> <ul style="list-style-type: none"> ● Think aloud for scripting WTD <ul style="list-style-type: none"> ● Look like, sound like, feel like ● Teacher positioning ● Cue to begin ● Video: Exemplar and Non-Exemplar of WTD direction <p>Name it</p> <ul style="list-style-type: none"> ● Comprehension Quiz ● Script WTD directions using the scenario below <ul style="list-style-type: none"> ○ Scenario: Students in your classroom have just entered your classroom. Script WTD directions that outline expectations for completing their do now.
<p>3</p>	<p>Teacher residents will be able to invest students in systems and procedures</p> <p>Teacher residents will be able to reinforce a system or procedure through positive narration and positive framing</p>	<p>Video Lesson Intro</p> <ul style="list-style-type: none"> ● Intro ways to build investment in class routines/systems/procedures, making compliance visible through positive narration and positive framing <p>Text: TLAC 3.0, Chapter 12: Building Student Motivation and Trust pages 477-489</p> <p>See it</p> <ul style="list-style-type: none"> ● Video: Investment in systems <ul style="list-style-type: none"> ○ Stating WTD directions for independent work time ○ Positive Framing (assume the best, narrative the positive and build momentum) and precise praise <p>Name it</p> <ul style="list-style-type: none"> ● Comprehension Quiz
<p>4</p>	<p>Teacher residents will be able to set clear expectations for student behavior through right is right, whole class resets, and do it again when the vision isn't being met.</p>	<p>Video Lesson Intro</p> <ul style="list-style-type: none"> ● Telling the story: Review of previous lesson and connection to the days lesson ● Intro to Right is Right and applying the concept to systems, routines, and procedures ● Importance of planning for "right" and holding students accountable ● Tips for rebooting routines and procedures <p>Text: TLAC 3.0 Chapter 4: Academic Ethos pages 153-161, TLAC 3.0 Chapter 11: High Behavioral Expectations, pages 438-439 and Chapter 10: Procedures and Routines, 413-417</p>

		<p>See it</p> <ul style="list-style-type: none"> ● Video Part 1: <ul style="list-style-type: none"> ○ Call for eyes <ul style="list-style-type: none"> ■ WTD directions ■ Positive narration ● Video Part 2: <ul style="list-style-type: none"> ○ Execute Quick Pause <ul style="list-style-type: none"> ■ Names gap and what needs to be fixed using WTD ■ Gives Cue ■ Narrates for right is right ■ Executes do it again <p>Name it</p> <ul style="list-style-type: none"> ● Comprehension Quiz
5	<p>Teacher residents will develop the ability to notice and address non-productive behavior in a classroom setting through the use of teacher radar and be seen looking.</p>	<p>Video Lesson Intro</p> <ul style="list-style-type: none"> ● What is radar and be seen looking? ● How using both consistently impacts student behavior ● Exaggerating teacher moves <p>Text: TLAC 3.0 Chapter 11: High Behavioral Expectations pages 432-437</p> <p>See it</p> <ul style="list-style-type: none"> ● Exemplar Video <ul style="list-style-type: none"> ○ Observable Directions ○ Radar and scan intentionally <ul style="list-style-type: none"> ■ Invisible column ■ Tiptoes ■ The Disco Finger ■ The Politician ■ The QB ○ Stand in perch while scanning ○ Narrate follow through ○ Warmly correct if students are not meeting the expectations ● Non-exemplar Video <ul style="list-style-type: none"> ○ Directions are vague ○ Lack of scanning ○ Narrating what not to do ○ Public correction <p>Name it</p> <ul style="list-style-type: none"> ● Comprehension Quiz
6	<p>Teacher residents will be able to execute least invasive strategies to address non-productive student behavior and adapt strategies to meet the needs of individual learners</p>	<p>Video Lesson Intro</p> <ul style="list-style-type: none"> ● Telling the story: Review of previous lesson and connection to the days lesson ● Intro-what are least invasive strategies and why are they impactful?

		<p>Text: TLAC 3.0 Chapter 11: High Behavioral Expectations, 439-445</p> <p>See it</p> <ul style="list-style-type: none"> ● Videos of 6 least invasive strategies in a live classroom ● Live model or video when escalation may “jump” <p>Name it</p> <ul style="list-style-type: none"> ● Comprehension Quiz
Exit Criteria Introduction	<p>Teacher residents will be able to apply strategies to ensure students are in a learning environment that supports college and career readiness</p> <p>Teacher residents will understand requirements for the performance task:</p> <ul style="list-style-type: none"> ● Foundations of Student Culture and Instructional Commentary 	<p>Performance Task Introduction Video:</p> <ul style="list-style-type: none"> ● Instructions ● Review rubrics ● Include an exemplar sample ● Resource 1-pager/template that can be used ● Include alignment to edTPA - how this performance task aligns in content or logistics with what they will see at the end of the year <p>**Course is not complete without uploaded performance task</p>

Performance Task Description

TAL 101: Foundations of Student Culture Performance Task

Demonstrate competency of setting the foundations of student culture in the classroom by submitting a two-part performance task showcasing the techniques from this course in your classroom.

Part 1: Video Submission

Video requirements:

1. Video includes a **minimum of 3** of the following techniques in the video:
 - Execution of a new or existing class system
 - Evidence of what to do directions
 - Use of positive narration and framing
 - Be seen looking/ teacher radar
 - Resetting a system or routine
 - Upholding high expectations
 - i. Right is Right
 - ii. Whole Class Reset
 - iii. Do it again
 - Use of least invasive strategies
2. Video is between 5-7 minutes in length. It is recommended that teacher residents edit the video footage to highlight the above requirements.
3. Video is uploaded to the platform and labeled using the format below:
 - TAL101Video.EPPID.FirstInitial.LastName
 - example: TAL101Video.0912.M.Scott

Part 2: Instructional Commentary

Submit a written commentary that includes context for the video lesson, a description of the techniques included in the clip, and reflection.

Instructional commentary requirements:

1. Use the provided edTPA aligned template to complete your commentary response
2. Include commentary on the planning and execution of the techniques in the video as well as a written reflection
3. Timestamps for each of the represented student culture techniques
4. Self assess using edTPA rubric #6 (provided)
5. All commentary is uploaded in one document to the platform and labeled using the format below:
 - TAL101Commentary.EPPID.FirstInitial.LastName
 - Example: TAL101Commentary.0912.M.Scott

Student Culture Performance Task Rubric

TAL101 – Foundations of Student Culture

Requirements:

- Video is no longer than 7 minutes in length
- Video clearly demonstrates at least 3 attempted techniques outlined in TAL 101
- Commentary references video time stamps that highlight the attempted techniques
- Commentary is clearly and completely written in response to the prompts

	1 – Emerging	2 Developing	3-Proficient	4-Accomplished	5- Exemplary
Video	Video shows an attempt of 1 technique or the techniques being attempted are unclear	Video shows an attempt of 2 techniques or does not clearly show 3 of the techniques or video is over 10 minutes long	Video demonstrates an attempt of at least 3 techniques and/or may go over by up to 3 minutes	Video successfully demonstrates at least 3 clear techniques and stays within the time limit	Video successfully demonstrates at least 3 clear techniques with strong execution and positive results and stays within the time limit
Commentary	Commentary effort is low or the commentary is confusing making it hard to match the commentary with the video	Commentary insufficiently describes the planning /thought process, execution, and reflection of most of the techniques in the video May be missing timestamps	Commentary sufficiently describes the planning /thought process, execution, and reflection of each of the techniques in the video, including timestamps	Commentary mostly describes the planning /thought process, execution, and reflection of each of the techniques in the video, including timestamps	Commentary clearly and fully describes the planning /thought process, execution, and reflection of each of the techniques in the video, including timestamps

Notes:

edTPA Self Assessment Rubric:

Rubric 6: Learning Environment

How does the candidate demonstrate a safe and respectful learning environment that supports students' engagement in learning?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>The clips reveal evidence of disrespectful interactions between teacher and students or between students.</p> <p>OR</p> <p>Candidate allows disruptive behavior to interfere with student learning.</p> <p>OR</p> <p>There are safety hazards seen in the clip that pose an immediate danger to students that are not addressed by the candidate.</p>	<p>The candidate demonstrates respect for students.</p> <p>AND</p> <p>Candidate provides a learning environment that serves primarily to control student behavior, and minimally supports the learning goals.</p>	<p>The candidate demonstrates rapport with and respect for students.</p> <p>AND</p> <p>Candidate provides a positive, low-risk learning environment that reveals mutual respect among students.</p>	<p>The candidate demonstrates rapport with and respect for students.</p> <p>AND</p> <p>Candidate provides a challenging learning environment that promotes mutual respect among students.</p>	<p>The candidate demonstrates rapport with and respect for students.</p> <p>AND</p> <p>Candidate provides a challenging learning environment that provides opportunities to express varied perspectives and promotes mutual respect among students.</p>

5F: Exit Criteria Requirements Checklist

Elementary Education Requirements Checklist

Criteria 1: Required Courses

Program Name

- PS101 Program Introduction
- P201 edTPA Preparation

Curriculum

- C101 Planning and Internalizing Lessons
- C201 Grading and Assessments
- C301 Elementary Literacy
- C302 Elementary Mathematics

School Systems

- SS101 Foundations in Professionalism
- SS201 Organization and Communication
- SS301 Working with Families

Teaching All Learners

- TAL101 Foundations in Student Culture
- TAL201 Differentiated Instruction
- TAL301 Diversity, Equity, and Inclusion in the Classroom

Education Theory

- ET101 Early Childhood Development
- ET102 Middle Childhood Development
- ET103 The Adolescent Learner

Instruction

- I101 Culture of Discourse
- I201 Data Driven Instruction
- I301: Technology in the Classroom

Criteria 2: Summative Teacher Resident Evaluation Form

- Proficient in each section and signed by school principal

Criteria 3: Successful Completion of Aligned edTPA

- Complete and receive a minimal passing edTPA score set forth by the State of North Carolina

Middle Grades/Secondary English Language Arts Requirements Checklist

Criteria 1: Required Courses

Program Name

- PS101 Program Introduction
- P201 edTPA Preparation

Curriculum

- C101 Planning and Internalizing Lessons
- C201 Grading and Assessments
- C303a North Carolina Standard Course of Study: Middle/Secondary ELA

School Systems

- SS101 Foundations in Professionalism
- SS201 Organization and Communication
- SS301 Working with Families

Teaching All Learners

- TAL101 Foundations in Student Culture
- TAL201 Differentiated Instruction
- TAL301 Diversity, Equity, and Inclusion in the Classroom

Education Theory

- ET101 Early Childhood Development
- ET102 Middle Childhood Development
- ET103 The Adolescent Learner

Instruction

- I101 Culture of Discourse
- I201 Data Driven Instruction
- I301: Technology in the Classroom

Criteria 2: Summative Teacher Resident Evaluation Form

- Proficient in each section and signed by school principal

Criteria 3: Successful Completion of Aligned edTPA

- Complete and receive a minimal passing edTPA score set forth by the State of North Carolina

5G: Certificate of Teaching Capacity

LEA/IHE Certification of Teaching Capacity

Candidate Name: School:

Cooperating Teacher Name: Grade:

LEA: IHE:

In addition to all other state and institutional requirements, the candidate must meet each of the descriptors identified in this document to be recommended for licensure.

Standard/Element	Proficient Descriptor	Rating
Professionalism		
1e. Teachers demonstrate high ethical standards.	1e.1 Upholds the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> .	Met Not Met
Classroom Climate/Culture		
1a. Teachers lead in their classrooms.	1a.3 Maintains a safe and orderly classroom that facilitates student learning.	Met Not Met
	1a.4 Uses positive management of student behavior, including strategies of conflict resolution and anger management, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate seclusion and restraint.	Met Not Met
2a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.	2a.1 Maintains a positive and nurturing learning environment.	Met Not Met
2c. Teachers treat students as individuals.	2c.1 Maintains a learning environment that conveys high expectations of every student.	Met Not Met
4g. Teachers communicate effectively.	4g.1 Uses a variety of methods to communicate effectively with all students.	Met Not Met
	4g.2 Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.	Met Not Met
Instruction		
2b. Teachers embrace diversity in the school	2b.1 Appropriately uses materials or lessons that counteract stereotypes and acknowledges the	Met Not Met

community and in the world.	contributions of all cultures.	
	2b.2 Incorporates different points of view in instruction.	Met Not Met

Standard/Element	Proficient Descriptor	Rating
3a. Teachers align their instruction with the <i>North Carolina Standard Course of Study</i> .	3a.2 Integrates effective literacy instruction throughout the curriculum and across content areas to enhance students' learning.	Met Not Met
3b. Teachers know the content appropriate to their teaching specialty.	3b.2 Encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity.	Met Not Met
3d. Teachers make instruction relevant to students.	3d.1 Integrates 21st century skills and content in instruction.	Met Not Met
4c. Teachers use a variety of instructional methods.	4c.1 Uses a variety of appropriate methods and materials to meet the needs of all students.	Met Not Met
4d. Teachers integrate and utilize technology in their instruction.	4d.1 Integrates technology with instruction to maximize students' learning.	Met Not Met
4e. Teachers help students develop critical-thinking and problem-solving skills.	4e.1 Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.	Met Not Met
4f. Teachers help students to work in teams and develop leadership qualities.	4f.1 Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.	Met Not Met
Evaluation/Assessment		
1a. Teachers lead in their classrooms.	1a.1 Evaluates the progress of students toward high school graduation using a variety of assessment data measuring goals of the <i>North Carolina Standard Course of Study</i> .	Met Not Met
4h. Teachers use a variety of methods to assess what each student has learned.	4h.1 Uses multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction.	Met Not Met
	4h.2 Provides evidence that students attain 21st century knowledge, skills and dispositions.	Met Not Met
5a. Teachers analyze student learning.	5a.1 Uses data to provide ideas about what can be done to improve students' learning.	Met Not Met

Impact on Student Learning		
1d. Teachers advocate for schools and students.	1d.1 Implements and adheres to policies and practices positively affecting students' learning	Met Not Met
2d. Teachers adapt their teaching for the benefit of students with special needs.	2d.1 Cooperates with specialists and uses resources to support the special learning needs of all students.	Met Not Met
	2d.2 Uses research-verified strategies to provide effective learning activities for students with special needs.	Met Not Met

Candidate initials: _____

LEA/IHE Certification of Teaching Capacity

In addition to all other state and institutional requirements, the candidate must meet each of the descriptors identified in this document to be recommended for licensure.

SIGNATURES

Note: The candidate signature does *not* imply agreement with the ratings. All other signatures verify the accuracy of and agreement with the ratings on each descriptor.

Individual	Printed Name	Signature	Date
Candidate			
Cooperating Teacher			
Principal (or designee)			
University Supervisor			
Comments (optional):			

5H: Course Assessment Transition Plan

The courses outlined in the curriculum are designed to ensure teacher residents have the foundation to be successful teachers. As such, these courses use a variety of methods to ensure residents have the knowledge, mindsets, and the skills to be a classroom leader.

In order for teacher residents to complete the courses outlined in the curriculum, they will be required to both fully complete the module and, for most courses, complete a course assessment.

To fully complete the module, teacher resident course progress will be tracked by an LMS to ensure they complete each element of the course, including relevant field experience. Module assignments can include readings, written summaries, video observations, checks for understanding, teacher observations, and written reflections.

Course assessments will be used to ensure teacher residents are learning and applying what is taught in the course. Some course assessments include field-based performance tasks that require the teacher resident to demonstrate application of the course content in their classroom that are aligned to the CAEP and InTASC standards. These performance tasks include a variety of artifact submission requirements including teacher resident classroom videos, curriculum creation, written reflections, pictures, and evidence of lesson internalization. Teacher residents can work with a clinical mentor, TRP mentor, and TRP instructors to ensure performance tasks demonstrate proficiency.

Other courses culminate in course assessments that demonstrate mastery of the course through content exams. These assessments ensure the teacher has internalized course content for educational theory courses and professionalism.

Teacher residents will receive grades based on their module completion and the course assessments. Teacher residents are required to complete the program with a grade point average of 3.0 or higher.

See the [Level 100 Course Assessment Descriptions and Standard Alignment](#) to view the assessments required for teacher residents to complete for the level 100 courses. The *Course Assessment Descriptions and Standard Alignment* for levels 200 and 300 will be completed during the spring of 2024.

A [TRP Sample Course Assessment and Rubric for TAL101](#) has been developed to demonstrate how the EPP will align course assessments to the *CAEP Framework for EPP-created Assessments* and aligns to:

1. Administration & Purpose
2. Content of Assessment
3. Scoring

The assessments for the remaining courses will be built out on the following timeline and will be created by the EPP curriculum and content leaders currently on staff.

Level 100 Courses → March 2024

Level 200 Courses → June 2024

Level 300 Courses → October 2024

The other areas of the CAEP Framework for EPP-created Assessments will be addressed as follows:

4. Data Reliability
5. Data Validity

The EPP will use the following steps to ensure the data from the course assessments are valid and reliable:

1. Create exemplars for each assessment that demonstrate the work quality of an assessment that is exemplary
2. Create a scoring guide with examples of work that earn each level of the rubric for each strand
3. Train TRP instructors using the exemplar and scoring guide to norm on how to score different samples of work
4. Pilot grading each assessment by each TRP instructor and address inconsistencies
5. Audit grades quarterly to ensure the validity and accuracy of the scores for each course assessment

Reliability and validity evaluations will be completed using the following timeline:

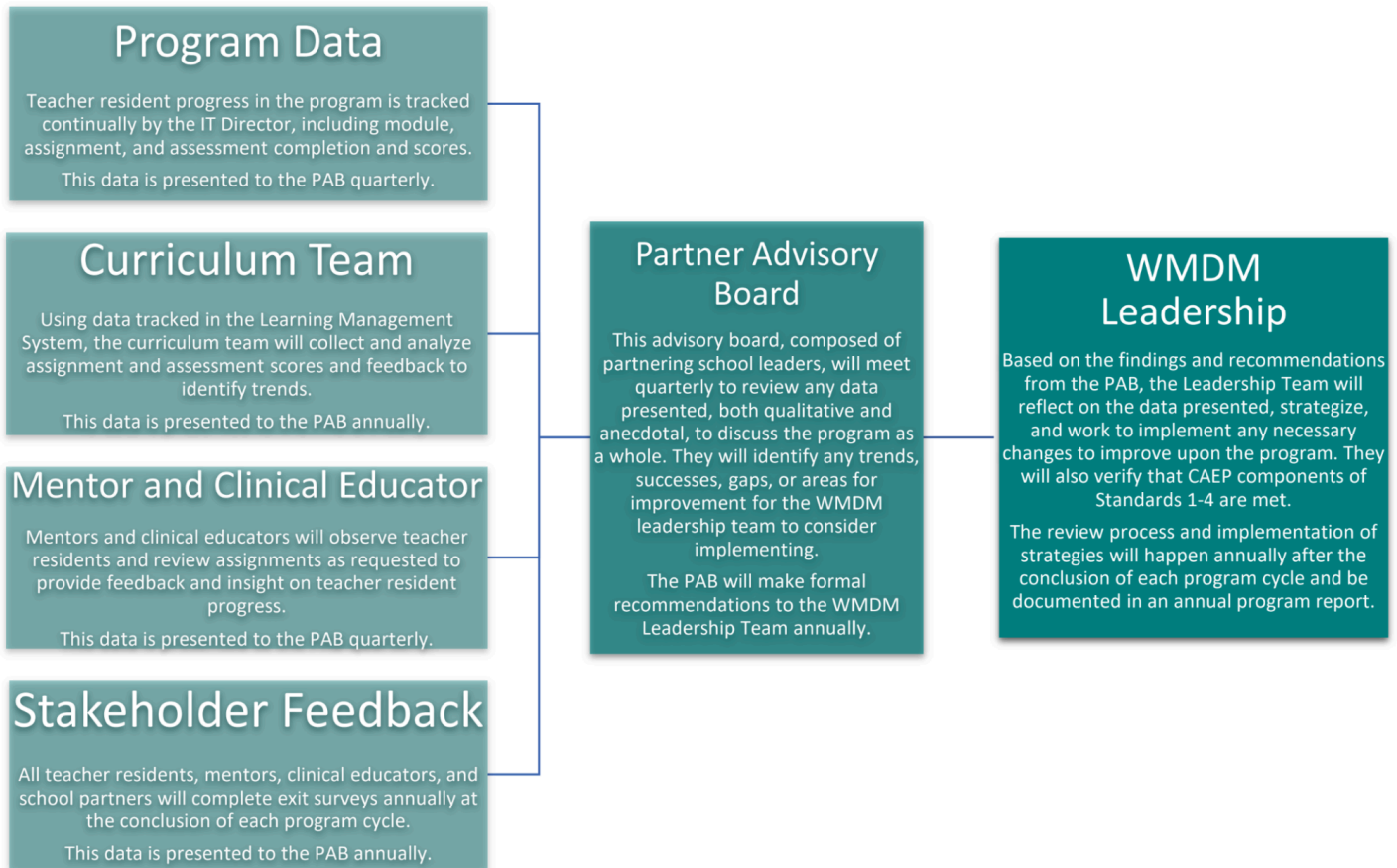
Level 100 Courses → June 2024

Level 200 Courses → September 2024

Level 300 Courses → January 2025

Data will be collected as teacher residents complete each course and consolidated twice yearly. The TRP will conduct internal audits twice a year to evaluate the validity and reliability of the data produced by the assessments and make plans to address any inconsistencies with the data.

5I: Evaluation Process



5J: Quality Assurance System

Our program is rooted in a culture of feedback, wherein data is used to drive all development, both of teacher residents enrolled in the program and of the program itself. As such, we will be regularly and systematically collecting and analyzing data to ensure that we maintain the level of quality we promise to deliver.

As shown in our [Program Evaluation Process](#) diagram, there are three main phases of our quality assurance system: Data Collection, Partner Advisory Board meetings and recommendations, and the *Want More? Do More!* leadership team implementing any necessary improvements.

Data Collection

The data that will be collected and analyzed as the foundation of our quality assurance system will be derived from four main areas: program data, the curriculum team, the mentor and clinical educators, and stakeholder feedback.

Program Data

Teacher resident progress in the program is tracked continually by our IT director using module completion data and assignment and assessment completion data and scores. All data will be collected from the Learning Management System and stored in a database that the IT director will manage, though its contents will be accessible to members of the *Want More? Do More!* leadership team at all times. This data will be analyzed by our IT department, and the IT director will present this data, as well as a synopsis of the trends and conclusions, to the Partner Advisory Board quarterly.

Curriculum Team

While course instructors will continuously track teacher resident progress in the Learning Management System, the *Want More? Do More!* curriculum team will collect and analyze the data surrounding assignment and assessment scores and instructor feedback to identify trends. Using the data and analyses from each course within the program, the curriculum team will present their findings to the Partner Advisory board annually, at the conclusion of each program cycle.

Mentor and Clinical Educators

The school-site-assigned clinical educators will regularly observe teacher residents and record their progress and provide feedback. They will also complete the evaluation checklists as required by the state of North Carolina. Additionally, the *Want More? Do More!* assigned mentors will check in with teacher residents, monitoring their progress and providing feedback on assignments as requested. These mentors and clinical educators will track their observations and feedback, as well as any required checklists throughout the program. Their findings and submitted data will be presented to the Partner Advisory Board quarterly.

Stakeholder Feedback

All teacher residents, mentors, clinical educators, and school partners will complete exit surveys annually at the conclusion of each program cycle. We will subscribe to an online survey platform in order to create and distribute surveys, as well as store, extract, and analyze

all data collected. The IT Director will present this data to the Partner Advisory Board annually, at the conclusion of each program cycle.

These exit surveys will each contain questions that specifically target the CAEP components of standards 1-4:

1. Content and Pedagogical Knowledge
2. Clinical Partnerships and Practice
3. Candidate Recruitment, Progression, and Support
4. Program Impact

Questions will be coded to reflect which CAEP standard they address so that data can be organized and analyzed to determine whether the EPP meets each standard.

While none of these exit surveys have yet been created, we have a CAEP-aligned plan for their creation. The timeline for creating these surveys is as follows:

Survey:	Creation Date:	Created By:
Teacher Resident Exit Survey	October 2024	Curriculum Team
Mentor Exit Survey	March 2024	Curriculum Team
Clinical Educator Exit Survey	March 2024	Operations Team
School Partner Exit Survey	June 2024	Operations Team

The EPP will use the following steps to ensure the data from these surveys and valid and reliable:

1. **Administration and Purpose:** All teacher residents, mentors, clinical educators, and school partners will complete exit surveys annually at the conclusion of each program cycle. This will provide data that the EPP will use to analyze program effectiveness and to ensure that the aforementioned standards are met. The EPP will provide informative and unambiguous instructions to survey respondents so they are clear on what they are expected to do for each survey. Examples will be provided so that the basis for judgment is made explicit.
2. **Survey Content:** Each survey will include questions that explicitly assess aspects of CAEP, InTASC, and North Carolina standards.
3. **Scoring:** The scoring of and collection of data from surveys will be automated using an online survey platform.
4. **Survey Data Quality:** Surveys will be created using an online survey platform that will assign scores to survey responses in a qualitatively-defined manner, using specific criteria the EPP has previously identified. The same scoring mechanisms will be used for all surveys. Survey scores and results will be audited quarterly to ensure mechanisms are consistent, functioning properly, and are valid and reliable.

Partner Advisory Board

Data from each of the four areas listed above will be presented to the Partner Advisory Board either quarterly or annually, as listed. The Partner Advisory Board, or PAB, is composed of partnering school leaders who have an intimate knowledge of how our program is working in their school and have agreed to couple their own experiences with the data presented to the PAB in order to provide recommendations to the WMDM leadership team on how to improve the program. The combination of their own anecdotal data along with the qualitative data points from each of the above four areas will provide the PAB with a variety of considerations when identifying program trends, successes, gaps, or areas for improvement. The PAB will meet quarterly to obtain any updated data and to discuss the program as a whole. They will then make formal recommendations to the *Want More? Do More!* leadership team annually, at the conclusion of each program cycle.

Want More? Do More! Leadership Team

Based on the findings and recommendations from the Partner Advisory Board, the *Want More? Do More!* leadership team will reflect on the data presented in order to identify aspects of the program that need improvement and to verify that our program goals and CAEP components of Standards 1-4 are met. They will determine which suggested areas for improvement are highest-leverage and create an action plan and timeline for implementing any necessary changes to improve upon the program. This review process will happen annually at the conclusion of each program cycle and will be documented in an annual program report, which will be used during the review process in subsequent years as the leadership team considers long-term trends and any potential program expansions or large-scale improvements.

5K: Roles and Responsibilities of Partners

