

Central Carolina Teaching Initiative

Innovation, Collaboration, Preparation

A Coach for Every Educator

Year 1 and 2

District coaching: Full cost to districts, coaching support varied, communication gaps between district coaches and CCTI



Year 3

NCNTSP: No cost to districts, coaching support varied, program outcomes somewhat aligned, \$2,200 cost per teacher absorbed by CCTI



Year 4

CCTI Coaching Team: Cost absorbed by CCTI, designed innovative CCTI coaching program, consistent, responsive communication, collaborative support, \$1,200 cost per teacher

"I absolutely believe that people, unless coached, never reach their maximum capabilities." - Bob Nardelli

Focused, Responsive Instruction

Year 1 and 2

Valued face-to-face cohort model (100% face-to-face), needed more focused EC instruction



Year 3

Contract with EC professor to offer an EC extended-support program, increased hands-on academic support



Year 4

Hired full-time content developer and facilitator, contracted with district EC expert, developed an edTPA dedicated site, added a Winter Cohort, increased flexible, responsive one-to-one academic support.

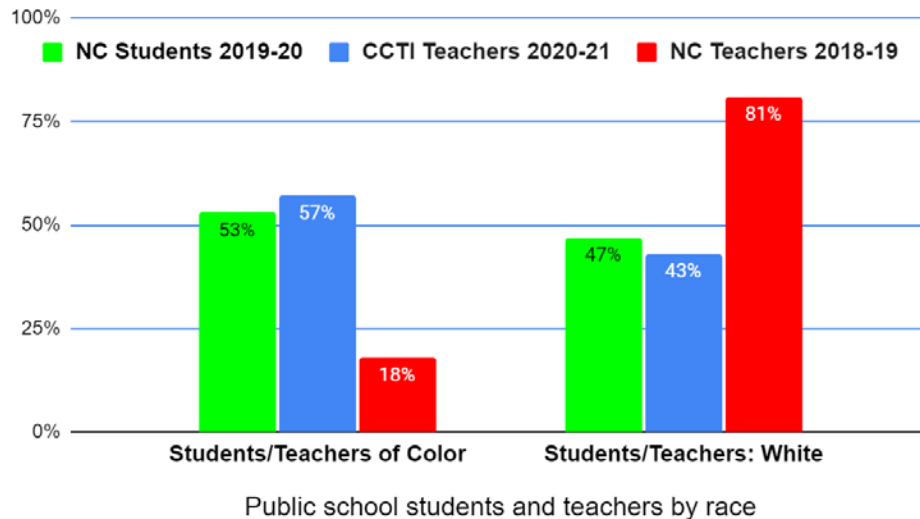
“Each time you learn something new you must re-adjust the whole framework of your knowledge.”
- Eleanor Roosevelt

Our Diverse Teaching Force

Our diverse cohort closely mirrors the demographics of the students they teach.

Equity-focused coaching development to ensure an equity mindset in all practices extending from our coaches to our teachers to every learner.

NC Students, CCTI Teachers and NC Teachers



“Not everything that is faced can be changed, but nothing can be changed until it is faced.” – James Baldwin

Looking Forward

Strengthen our recruiting process to grow the number of educators by 20% each year; an increase in number of coaches is required.

Reach an edTPA proficiency level of at least 60% on first attempt.

Grow our coaching program to support a diverse team of coaches with a focus on the foundations of culturally responsive teaching practices, equity, inclusiveness, and differentiation.

"Real change, enduring change, happens one step at a time."- Ruth Bader Ginsburg

What Makes CCTI Unique?

Individualized responsive support

Hybrid Coursework - 60% face-to-face, 40% online

Close relationships with districts to listen and learn

PLN and cohort models for collaboration

One-on-One Coaching - wrap-around support, face-to-face, video, and PLN collaboration

Teachers need support in order to support their students.- CCTI Team

Our CCTI Coaches



Outcomes for the Central Carolina Teaching Initiative in the 2017-18 and 2018-19 School Years

Presentation to the NC State Board of Education
December 3, 2020

Kevin C. Bastian, UNC Chapel Hill/EPIC



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

Education Policy Initiative
at Carolina

Background on the Central Carolina Teaching Initiative (CCTI)

- In 2016, the State Board of Education issued an RFP for districts to initiate their own local alternative teacher preparation programs
- Awarded this opportunity to Wake County and the Central Carolina Regional Education Service Alliance (CCRESA), who created the CCTI
- Since 2017-18, CCTI has served as an alternative entry/residency preparation program for teachers in CCRESA districts
- CCTI recruits teachers, already working in CCRESA districts, that need to complete preparation requirements
- CCTI offered a two-year preparation program with three primary components
 - 150 hours of coaching/mentoring and PD from district-based personnel
 - 150 hours of coursework contact hours from CCTI personnel
 - Satisfactory completion of a capstone, CCTI-created performance assessment

Background on the Evaluation

- Focus on teachers in CCTI's initial two entry cohorts—entering the program in the 2017-18 and 2018-19 school years
- 81 entrants in 2017-18 and 68 entrants in 2018-19; working in middle and high schools in CCRESA school districts
- Compare outcomes for CCTI teachers vs. early-career traditionally prepared teachers and other early-career alternative entry teachers working in the same districts and schools

Evaluation Questions

- What percentage of participating teachers complete the CCTI program?
- How do CCTI teachers perceive the quality of their preparation?
- How effective are CCTI teachers?
- Do CCTI teachers remain in teaching?

Characteristics of CCTI and Comparison Teachers

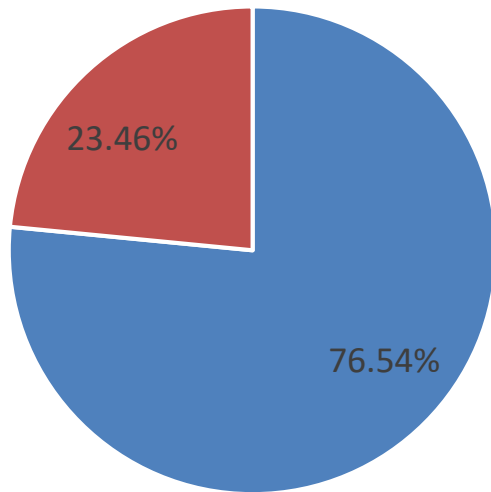
	CCTI 17-18 Cohort	CCTI 18-19 Cohort	Traditionally Prepared: Same LEA	Alternative Entry: Same LEA	Traditionally Prepared: Same School	Alternative Entry: Same School
Unique Teachers	81	68	1344	805	669	357
Unique Schools	63	50	197	184	92	86
Unique Districts	12	9	13	13	12	13
Female	71.60%	70.59%	71.14%	64.43%	73.16%	68.26%
Teacher of Color	56.79%	50.00%	24.05%	56.98%	23.85%	53.41%
Age	35.14	34.19	28.09	31.92	28.06	31.92
1st Year Teacher	61.73%	67.65%	36.60%	40.56%	36.19%	42.79%
2nd Year Teacher	33.33%	30.88%	31.26%	29.77%	32.08%	24.11%
3rd Year Teacher	4.94%	1.47%	32.14%	29.67%	31.73%	33.10%
Licenses Held						
Elementary	0.00%	1.47%	5.97%	3.60%	17.90%	7.11%
Exceptional Children	23.46%	13.24%	11.10%	15.70%	10.95%	16.11%
Career-Technical Education	16.05%	22.06%	8.18%	13.80%	6.71%	12.80%
Middle Math/Science	14.81%	16.18%	18.01%	15.80%	12.60%	11.61%
Middle ELA/Social	6.17%	10.29%	21.16%	12.80%	16.73%	12.80%
Secondary Math/Science	16.05%	19.12%	19.83%	12.00%	18.14%	10.90%
Secondary ELA/Social	4.94%	10.29%	25.14%	11.20%	22.14%	10.66%
Arts	8.64%	2.94%	8.51%	4.30%	8.13%	4.27%
Health/PE	0.00%	1.47%	2.38%	0.60%	2.24%	0.95%
Foreign Languages	4.94%	4.41%	1.88%	2.50%	0.94%	2.13%

School Characteristics for CCTI and Comparison Teachers

	CCTI Teachers	Traditionally Prepared: Same LEA	Alternative Entry: Same LEA	Traditionally Prepared: Same School	Alternative Entry: Same School
Economically-Disadvantaged	57.86	45.24	51.41	55.85	58.87
Racial/Ethnic Minority	68.34	62.19	69.94	67.73	71.61
Performance Composite	47.29	53.97	48.27	48.63	45.18
Exceeds Growth	15.62	22.39	22.19	18.33	22.70
Meets Growth	38.84	35.92	36.45	36.43	33.33
Does Not Meet Growth	45.54	41.69	41.37	45.24	43.97

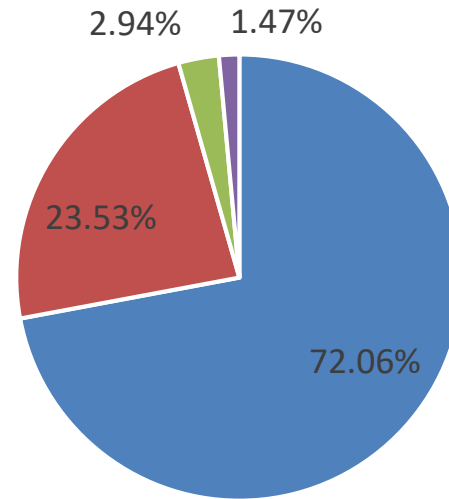
Program Completion Rates for CCTI

CCTI Cohort 1: 2017-18 Entrants



■ Completed Program ■ Non-Completers

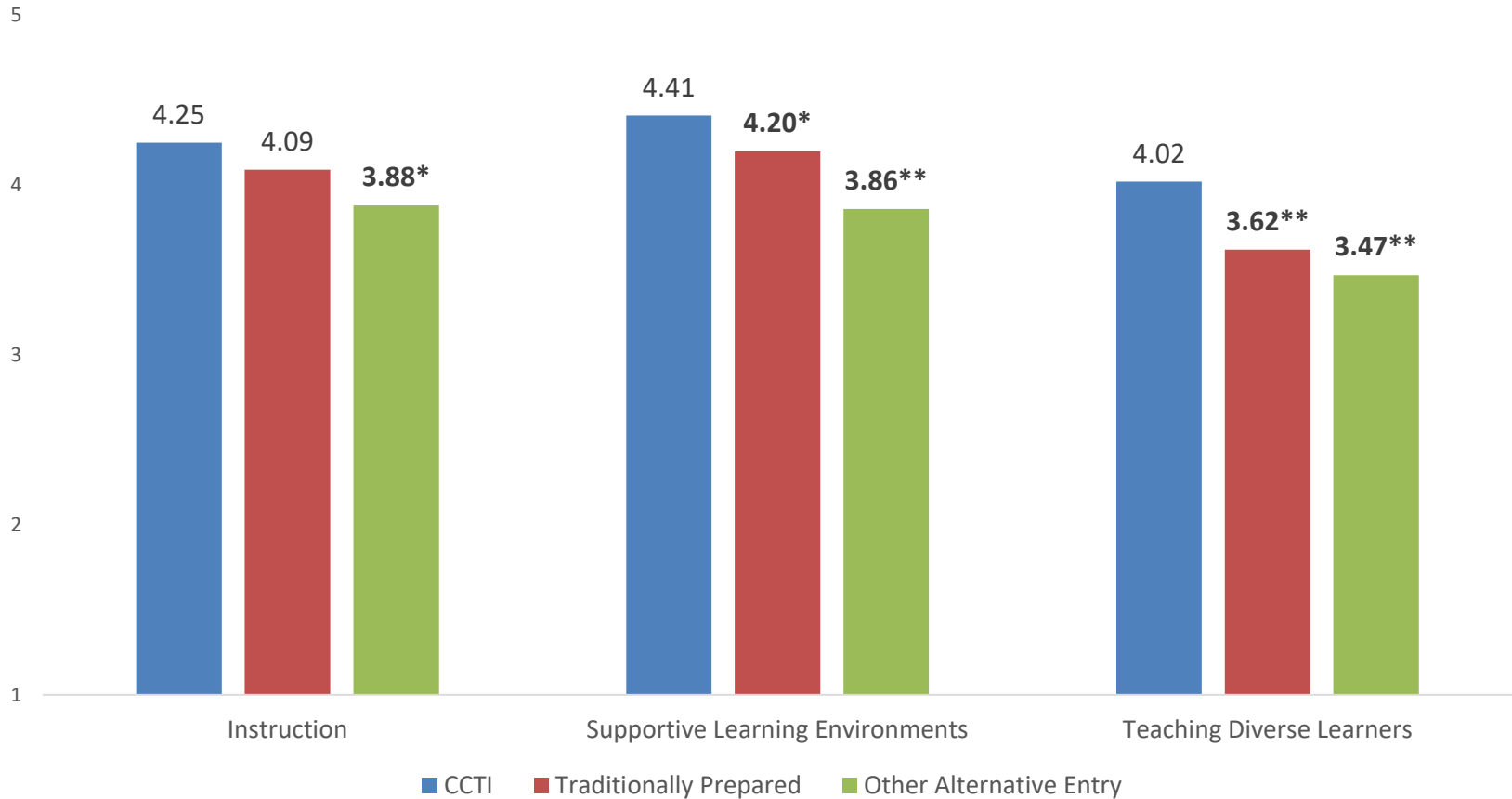
CCTI Cohort 2: 2018-19 Entrants



■ Completed Program ■ Non-Completers
■ Still Enrolled ■ Other (Leave)

Perceptions of Preparation Program Quality

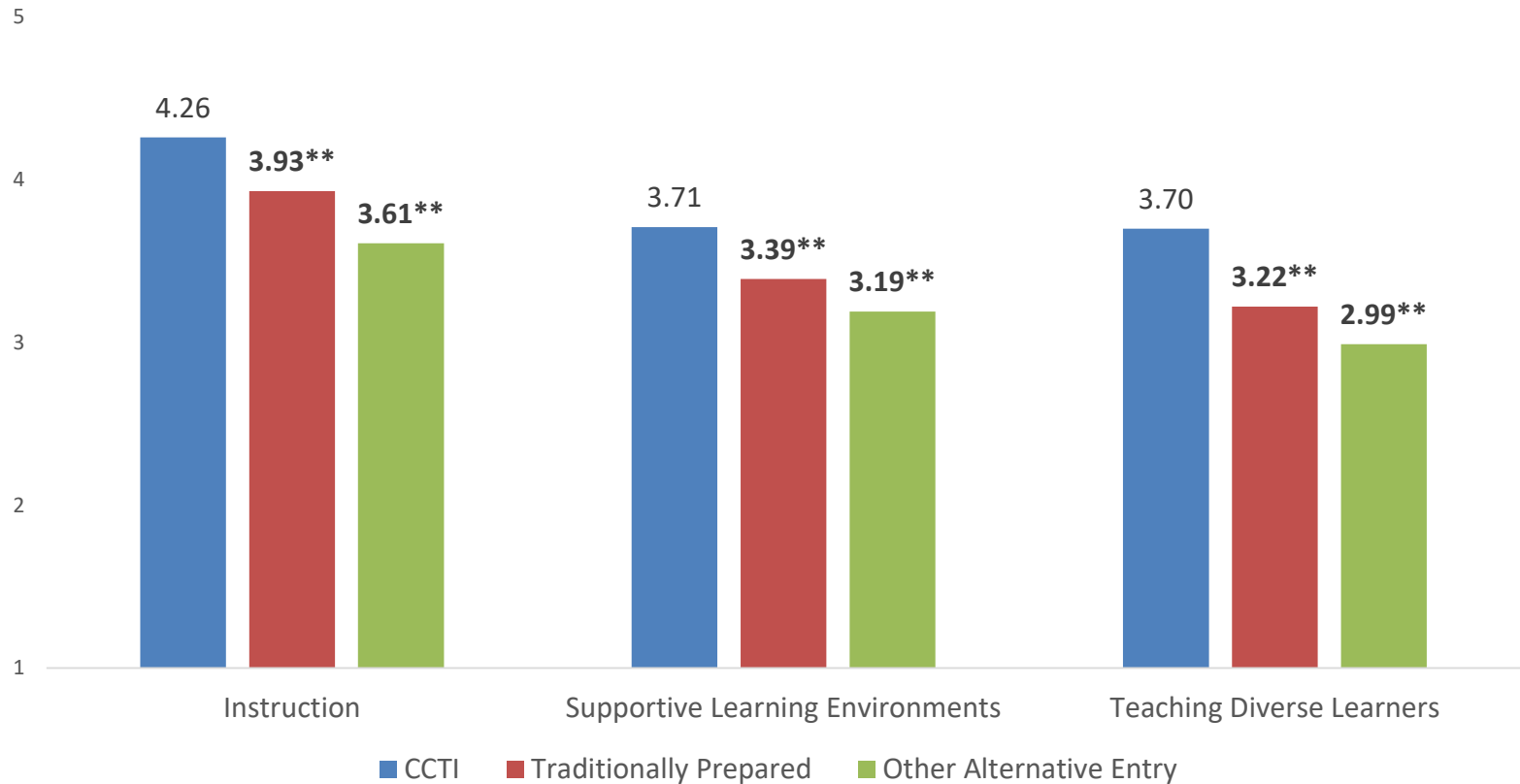
How well did your teacher preparation program prepare you to...



1=Not Addressed; 2=Not Well; 3=Somewhat Well; 4=Well; 5=Very Well

Perceptions of Opportunities to Learn

In your teacher preparation program, how much opportunity did you have with the following...

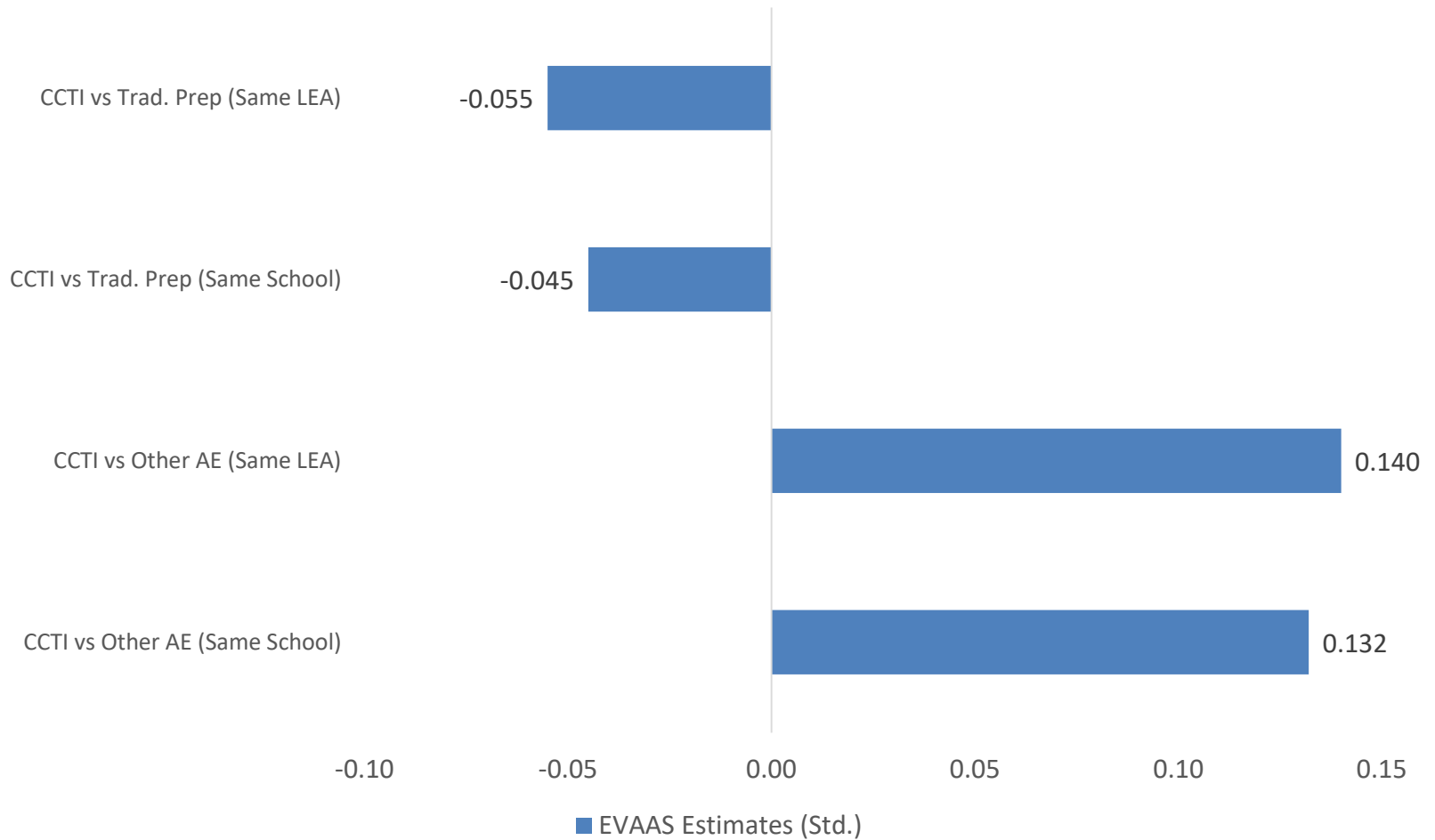


1=No Opportunities; 2=Few Opportunities; 3=Some Opportunities; 4=Many Opportunities; 5=Extensive Opportunities

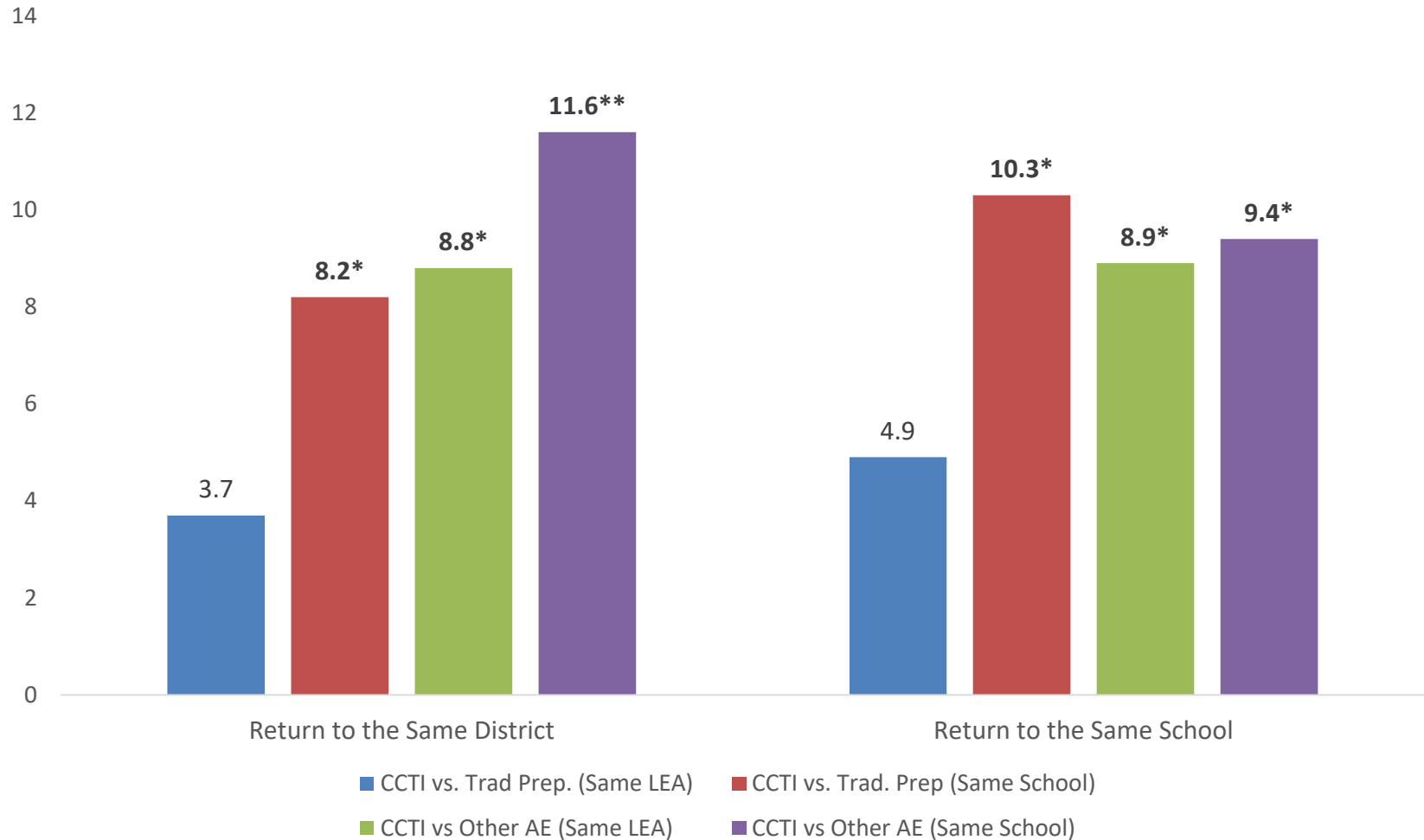
Teacher Effectiveness: NCEES Ratings

	Leadership	Classroom Environment	Content Knowledge	Facilitating Student Learning	Reflecting on Practice
CCTI vs Teachers in the Same District					
CCTI vs Traditionally Prepared Teachers	-0.074⁺	-0.096⁺	-0.000	-0.043	-0.016
CCTI vs. Alternative Entry Teachers	0.008	-0.043	0.057	-0.001	0.022
CCTI vs Teachers in the Same Schools					
CCTI vs Traditionally Prepared Teachers	-0.071	-0.076	-0.032	-0.036	-0.035
CCTI vs. Alternative Entry Teachers	0.069⁺	0.042	0.091[*]	0.039	0.088[*]

Teacher Effectiveness: EVAAS Estimates



Teacher Retention: Within LEAs and Schools



Summary

- Approximately 75% of CCTI teachers complete program requirements
- CCTI teachers are very positive about preparation experiences
- CCTI teachers perform comparably to other early-career teachers
- CCTI teachers are more likely to return to the same district and school
- Limitations
 - Potential for bias in who responds to preparation survey
 - Do not know if positive CCTI results are due to preparation quality and/or characteristics of those served by the program
 - With a longer panel of data can assess outcomes over more years
- Future Evaluation Work
 - Challenges to evaluation with loss of teacher performance data
 - Examining preparation costs
 - Assess changes in program and impacts on CCTI participants

Questions

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<https://publicpolicy.unc.edu/epic-home/>