



Carolina Collaborative for Alternative Preparation

CarolinaCAP End-of-Year Report, Year Two (July 2021)

Executive Summary

The University of South Carolina (UofSC), the Center for Teaching Quality (CTQ), and rural school districts in South Carolina are in partnership building a three-year, high-quality alternative teacher preparation pathway, CarolinaCAP. Supported by funds allocated via Proviso Proviso 1A.71 of the FY21 legislative proceedings, the CarolinaCAP team and district partners collaborated to make UofSC's rigorous, university-based program widely available to rural candidates and school districts and further advance its commitment to preparing and supporting educators for systems most in need. (See Appendices A and B for more details about program components, personnel, and budget.)

CarolinaCAP made progress against year two goals despite the challenges of the COVID-19 pandemic. Final approval of the program occurred February 11, 2020. The active recruitment period was therefore reduced to approximately four months, falling too late in the year to effectively capture a cohort of the originally planned size. To accommodate this delay, the team launched the program with candidates in July 2020, October 2020, and January 2021. Additionally, the pandemic shut down all face-to-face school operations in South Carolina approximately one month after that approval was secured. While CarolinaCAP benefitted from already having elements of virtual delivery in place, the disruption further interrupted recruitment and application efforts with districts and candidates and slowed approvals for those candidates in the pipeline. CarolinaCAP candidates received temporary certification for the 2020-21 school year and were not required to pass Praxis II before entering the program. For the 2020-21 school year, 34 CarolinaCAP candidates served students in 11 districts and 23 schools across South Carolina. Additionally, CarolinaCAP also supported 12 Transition to Teaching residents in two districts for a total of 46 candidates. (See Appendix C for more details about partners and candidates.) Eleven of the 34 CarolinaCAP candidates have passed Praxis II as of June 12, 2021, and four candidates have passed portions of the exam. Transition to Teaching residents were not required to pass Praxis II during their first year of residency. The remaining candidates and Transition to Teaching residents are in the process of completing Praxis II requirements.

Considering these challenges, the second year has been successful as measured against key elements of the program stated in the authorizing proviso from the SC legislature:



1. **District recruitment and targeting of I-95 corridor districts exceeded requirements for participation.** The proviso requires recruitment of at least ten rural districts, with emphasis on those positioned along the I-95 corridor. Seventeen districts (ten on the I-95 Corridor) have been successfully recruited and twelve are currently supporting candidates. (See Appendix C.) Five districts are recruiting candidates who will begin teaching in the 2021-2022 school year.
2. **Recruitment efforts yielded 263 applicants in the pipeline.** Engagement with districts allowed relatively rapid progress despite a truncated and challenging recruitment period. Additionally, these applicants meet the needs for targeted recruitment specified for CarolinaCAP in the proviso, including meeting needs for early childhood and elementary educators. CarolinaCAP is currently the only alternative certification program in South Carolina offering certification in early childhood and elementary education. The area of special education offered through CarolinaCAP was approved by the S.C. State Board of Education as of June 8, 2021.

CarolinaCAP preparation includes graduate coursework, in-class coaching and support, micro-credentials (competency-based assessments of essential skills), and a Virtual Learning Community (VLC) of practice. CarolinaCAP candidates began completing micro-credentials in March 2021 that specifically address the 23 indicators of the South Carolina Teaching Standards 4.0 rubric, literacy, and STEM. CarolinaCAP will continue to expand recruitment efforts to assist in placing applicants. 98 of 263 applicants have all application portions completed, yet only ten candidates are enrolled in the August 2021 launch. (See Appendix D for applicant recruitment information.) For the 2020-21 school year, candidates will be required to pass Praxis II prior to joining a cohort, further constraining the pipeline. (See more about this in the Key Takeaways and Recommendations section that concludes this report.)

3. **CarolinaCAP is providing diverse teachers who will meet the needs of diverse districts.** CarolinaCAP serves districts in which 71% to 92% of students are eligible for Free and Reduced Lunch and the majority of whom are students of color. Additionally, 81% of candidates who participated in CarolinaCAP and Transition to Teaching* are Black (39 of 48 candidates, two of whom resigned prior to the end of the school year for the current total of 46). The diversity of life and other professional experiences are significant with candidates in every decade of life from their 20s to their 60s, from former college instructors to teacher aides.
4. **CarolinaCAP is cost-effective.** The fee for CarolinaCAP is \$7,500 per teacher, which covers three years of preparation and support, making it very competitive in the marketplace for alternative preparation models. For qualifying rural districts, \$3,000 in legislative funding is used to offset partnering district fees for each candidate. Qualifying

* Transition to Teaching is University of South Carolina's residency graduate program for professionals with an undergraduate degree in a field outside of education. Transition to Teaching residents achieve teacher certification via participation in CarolinaCAP.

rural districts are responsible for the remaining \$4,500 fee for each candidate. Non-rural districts participating in the program are responsible for the entire \$7,500 fee with no direct assistance via legislative funding.

5. **UofSC faculty’s expertise combined with an innovative approach to this alternative certification educator pathway created a unique and successful experience for candidates.** Two courses were designed to meet the specific goals of CarolinaCAP, targeting needs of alternatively certified educators. Candidates expressed on multiple occasions their appreciation of the faculty’s responsiveness and support. Each course instructor works with cohorts to provide the most effective and efficient delivery of coursework are available to provide additional assistance as needed to candidates. Faculty understand the positive impact personalized learning can have on educators and education. They have contributed to the development of micro-credentials that not only support the assessment of competencies of CarolinaCAP candidates but also are being accessed by educators statewide. The university’s commitment to personalized professional learning has resulted in more than 120 micro-credentials produced for and by South Carolina educators in the past year, alongside the buildout of an online platform to house and administer the assessments online.
6. **Partnerships ”spur innovation through collaboration” for CarolinaCAP and fuel the success of the program as it expands and evolves.** A thriving partnership exists among the University of South Carolina (UofSC), Center for Teaching Quality (CTQ), Voorhees Center of Excellence for Educator Preparation and Innovation (VCEEPI), and 17 school districts (and growing). Ideal partnerships bring the strengths of each collaborator to the work. UofSC has demonstrated success in its ability to partner with multiple school districts to address the need for high quality, certified teachers poised to stay in the profession — focusing primarily on rural districts with persistent teacher shortages. CTQ’s participation and contributions in all aspects of program design are informed by efforts it has led across the nation to improve student learning by pushing on innovation in teacher development and leadership. VCEEPI supports candidate recruitment in hard-to-staff geographic regions of the state, provides additional strategies and resources to support candidate preparation for Praxis, and leads the development of candidate growth in STEM and STEAM content. The district also bring expertise to this work as they can best identify and support CarolinaCAP candidates who meet the needs of their students.
7. **Data and feedback from Year One and Year Two will inform improvements for Year Three program implementation.** A robust recruitment plan for districts and candidates has been developed with the benefit of a full-year timeline facilitated through the trilateral partnership to increase the number of districts and candidates served. The plan includes a communications strategy to share the impact of CarolinaCAP on South Carolina students and schools. In addition, increased support will be provided to applicants to assist them in navigating the application process and passing the required Praxis assessments. Finally, a customer relations management system and micro-credential platform will ensure accurate collection, tracking, and analysis of programmatic data. Key survey findings and implications include the following:

- a. **CarolinaCAP candidates believed they were well-prepared to model UofSC’s teacher preparation values of integrity, intellectual spirit, justice, and stewardship.** More than 90% of all candidates “agreed” or “strongly agreed” that they were capable and prepared as educators. Additionally, 100% of respondents believed that they were “moderately prepared” or “very prepared” to teach classes equitably, develop relationships, and be culturally responsive.

CarolinaCAP will continue to help candidates be **well-prepared** for success with their students through personalized support from CarolinaCAP coaches who spend 3-5 hours each week with each candidate engaged in coaching conversations; co-planning, co-teaching, and co-assessing student learning; classroom observations and reflections; and micro-credential support. In addition, candidates will have two opportunities each month to interact with coaches, university faculty, and selected educational experts on a menu of topics aligned to instruction and leadership.

- b. **CarolinaCAP support and coaching support were almost universally appreciated by district liaisons, school administrators, and CarolinaCAP candidates.** Coaches and CarolinaCAP team members responded to texts, calls, and emails within 24 hours and many times “within minutes” according to focus group members. This type of support, particularly in challenging conditions, was greatly appreciated by candidates and district partners and will continue post-pandemic.

CarolinaCAP will continue to be supportive and responsive to the needs of districts, candidates, and coaches. The CarolinaCAP director will engage in monthly individual check-ins with district liaisons to assess needs and gather data to continue to refine program support. In addition, the Steering Committee will expand to include representation from building level administrators to ensure CarolinaCAP continues to provide support to all roles within the partnership. District liaisons, school level administrators, coaches, and candidates will receive timely updates via CarolinaCAP’s online platform, designed specifically to meet the needs of all involved in this program.

- c. **Students and administrators were extremely positive about CarolinaCAP candidates.** We received feedback from 181 students of five CarolinaCAP teachers; the responses related to their well-being, engagement, and feedback were strong. We will expand administration of student surveys in subsequent years. Administrators were extremely positive about CarolinaCAP candidates teaching in adverse conditions. One administrator commented, “If they [CAP candidates] ever try to leave, I am not letting them go. They have been amazing, and the CAP coach has been awesome. Other teachers in the building talk about the CAP coach and praise the program.” Two candidates were selected as their school level teachers of the year, and one of those candidates was selected as District First-Year Teacher of the Year. (See Appendix E.) The candidates’ strong desire to become teachers resulted in enthusiastic energy to persevere

through one of the most challenging years in the history of U.S. education. This is a tremendous strength of the program.

CarolinaCAP will gather feedback via in-person focus groups and individual interviews in the coming year(s). To more effectively document program impact, candidates will be provided with a unique identifier used to track growth from program entry to completion. The unique experiences of candidates and their districts will be captured and shared through programmatic evaluation data and first-person stories of impact (disseminated online and via presentations at state and national conferences).

d. **The percentage of Black educators participating in CarolinaCAP is 81%.**

While this ratio of candidates of color is impressive and does adequately reflect the student populations CarolinaCAP teachers are serving, partners will continue to focus on innovative strategies to recruit and support even more candidates reflective of the communities in which they serve.

e. **The biggest challenge CarolinaCAP candidates faced was passing Praxis II.** Praxis II is a barrier to CarolinaCAP candidates achieving their certification which further complicates addressing the persistent recruitment and retention efforts in a number of rural districts. The “temporary alternative route certificate” granted to CarolinaCAP candidates (and candidates in other alternative certification programs) due to the lack of access to complete Praxis II this past year was a fortuitous waiver to allow for these candidates to become teachers of record, particularly the vast majority of CarolinaCAP candidates who work in early childhood and elementary education. While placing candidates in the classroom without an alternative route certificate can adversely impact district accreditation, with no other viable (or better) options to fill vacancies, some districts will continue to place an uncertified teacher in the classroom to ensure their students are supported. Allowing CarolinaCAP candidates in early childhood and elementary education up to one-year of classroom experience to gain knowledge necessary to pass Praxis II while serving as teacher of record would alleviate districts’ accreditation concerns.

Having one-year to serve as teacher-of-record in CarolinaCAP prior to taking Praxis II helped candidates gain the pedagogical knowledge required for the assessment. The on-the-job training, coursework, CarolinaCAP coach support, and Praxis preparation resources provided to candidates during the 2020-2021 school year helped CarolinaCAP candidates pass the Praxis II subject assessments.

CarolinaCAP will continue to work with current candidates who have not yet passed Praxis II. In addition to educator-created PRAXIS II preparation materials, the CarolinaCAP team also sought out the expertise of VCEEPI to assist candidates. VCEEPI provides additional Praxis resources and support to address content, pedagogy, and test-taking skills. As a partner in CarolinaCAP,

VCEEPI will provide additional Praxis support via consultants, test prep resources, and individual sessions with applicants and current candidates. To assist future candidates to overcome the Praxis barrier and help districts continue to meet vacancy needs, the CarolinaCAP team will provide Praxis support resources to all applicants that districts intend to hire.

- f. **Recruiting additional districts and increasing the number of completed applications will enhance recruitment efforts.** While application numbers are high ($n=263$), those completed ($n=98$) are not. Consequently, in-person recruitment will increase in the summer and fall. An October 2021 launch will be held along with a January 2022 launch to ensure as many candidates as possible are enrolled in the 2021-22 cohort.

A CarolinaCAP Employment Support Specialist has been hired to serve as a dedicated resource for applicants. The goal of this support is to assist candidates in positioning themselves to be hired in one of the partner districts. The Employment Support Specialist will facilitate group and individual coaching sessions designed to assist applicants with successful placement in a CarolinaCAP partnering district classroom.

Introduction

CarolinaCAP continues to “spur innovation through collaboration” of the continuing development and cultivation of strong partnerships with districts, the University of South Carolina (UofSC), and the Center for Teaching Quality (CTQ). The \$750,000 awarded through Proviso 1A.71 of the FY21 legislative proceedings supports partners in providing an innovative, personalized experience for prospective teachers to positively impact education in their districts.

Partner feedback revealed CarolinaCAP helps meet teacher vacancy needs within the district, provides an avenue for local teachers to work within their communities, and can positively impact leadership and retention through supporting CarolinaCAP coaches. In addition, districts appreciate the true, collaborative program structure, as the consideration of diverse contexts strengthens program outcomes and relationships among partners.

This report highlights the work of these partners in the second programmatic year. While 2020-2021 is the second year of the program, it is the first year CarolinaCAP candidates taught in South Carolina classrooms. CarolinaCAP has much to celebrate for the 2020-2021 school year.

1. The trilateral partnership increased in strength and support through quarterly Steering Committee meetings and frequent communication among district liaisons and CarolinaCAP staff that resulted in **programmatic improvements** to best meet partner needs.
2. The CarolinaCAP coach model continued to provide **intense support** via coaching and co-teaching. CarolinaCAP coaches were supported through monthly group sessions and quarterly individual coaching sessions, as well as other just-in-time supports as requested.
3. The launch of **personalized assessment and learning of specific competencies** via the use of micro-credentials provides each candidate an individualized means to demonstrate competency in variety of skills and content areas. Candidates began to engage with micro-credentials as of March 2021.
4. The introduction of **monthly virtual learning communities** gave candidates a space to discuss topics of their choice with colleagues and coaches and receive support to complete micro-credentials from trained micro-credential support staff.
5. **SC State Board of Education adoption of Special Education: Multi-categorical Certification** area offered another critical need area to help meet additional district vacancies beginning in 2021-2022.
6. Two candidates were named **First-Year Teacher of the Year** for their schools, and one of those candidates was selected as the **District First-Year Teacher of the Year**.



Candidate and District Recruitment

Recruitment sessions for prospective CarolinaCAP participants are held twice a month. Applicant recruitment sessions are advertised via the CarolinaCAP and partner district websites and social media outlets. Due to COVID-19, all of the sessions in FY21 were held via Zoom. Prospective participants were given an overview of the CarolinaCAP program followed by more detailed programmatic information. The following is a typical CarolinaCAP recruitment session agenda:

- CarolinaCAP partnership and program design;
- Certification areas and academic requirements for entry;
- Application process; and
- Questions and answers.

Having CarolinaCAP staff meet prospective participants through these sessions has proven fruitful as the recruitment sessions successfully communicated the opportunities available via this unique program.

The CarolinaCAP team facilitated individual and statewide district information sessions to encourage additional partners. District sessions provide prospective partners with an in-depth view of program components and partnership benefits. Information sessions yielded two additional district partnerships. Three additional partners have signed on this summer, bringing the total number of district partners to 17.

Future district information sessions will include current district partners who will share their firsthand experiences on the program's impact. Providing opportunities for prospective partners to hear from current partners should help them better understand how they can operationalize CarolinaCAP in their districts.

IHE Partnership Expansion

CarolinaCAP expanded its partnership to include Voorhees Center of Excellence for Educator Preparation and Innovation (VCEEPI). The inclusion of VCEEPI as a partner in CarolinaCAP will enhance recruitment and preparation efforts in 2021-22 and beyond. Specifically, through the partnership, the expanded team will accomplish the following:

- Engage in developing, executing, and refining recruitment strategies for CarolinaCAP districts and candidates in hard-to-staff geographic regions of the state and understaffed content areas including STEM;
- Participate in collaborative research on effectiveness of the partnership;
- Share data with accreditation and funding sources;
- Collaborate on engagement strategies that boost people of color's representation in the teaching profession;

- Address barriers to the teaching profession by offering innovative pathways to the classroom;
- Explore how micro-credentials could increase professional knowledge and overcome “unfinished learning”;
- Direct attention to South Carolina Opportunity Zones (economically-distressed communities that may be eligible for tax deferment); and
- Bring together industry specialists in the integration of Diversity, Equity, and Inclusion practices in the CarolinaCAP experience.

Delivery of Curricula

Candidates engaged in two master’s level courses: 1) EDTE 600 – Systematic Effective Teaching, and 2) EDUC 632 – Inquiry into Teaching: A Study of Effective Practice. These courses were developed by UofSC faculty specifically for CarolinaCAP candidates and were taught by four hand-selected faculty members and facilitated synchronously and asynchronously via an online video-conference and virtual learning platform. CarolinaCAP coaches participated in portions of EDTE 600 to provide the district specific context and support candidates in meeting course outcomes. To meet the needs of districts and varying starting dates of candidates, three launch sessions, which signal the start of the first course, were offered in August 2020, October 2020, and January 2021.

Each course instructor determined with the cohort the best days, times, and format for which to facilitate the courses. Candidates expressed appreciation for the information learned in the courses and the support and flexibility of course instructors. One candidate commented,

Our instructor is awesome. I actually feel like [course sessions] were learning therapy sessions.... I honestly feel like [instructor] went above and beyond her professor duties because she was somebody that we could talk to about anything. It wasn't just about her coursework.

Preparation and Support of Coaches

Once CarolinaCAP coaches were selected by district partners, they completed a two-day training in July 2020. Coach Leads created and facilitated the agenda around the information and skills coaches would need to model high-trust relationships with their candidates. The agenda included an overview of CarolinaCAP and a deeper look at the strengths of alternative route candidates as well as the experiences they bring to classrooms and schools. Agenda topics included theoretical framework for CarolinaCAP coaching; coaching skills and behaviors; co-planning and co-teaching; best practices of diversity, equity and inclusion; social/emotional learning; and onboarding candidates for the school year.

Following the launch, coaches had extended learning opportunities through the establishment of monthly virtual learning community meetings. Coach Leads facilitated meetings via Zoom by gathering feedback from CarolinaCAP coaches (needs and wishes) and creating agendas with a

formula structured around three components: information (announcements, program developments, current events), networking (small group discussion and sharing sessions), and leadership (highlighting best practices, successes, and opportunities to lead).

While all respondents have basic knowledge about micro-credentials (see page 10 for more information on micro-credentials), most have not engaged with them due to the delayed timing of announcements about micro-credentials and the additional and unexpected responsibilities related to virtual teaching and support during the pandemic. Since those shifts demanded coaches' time and attention, schedules and information related to micro-credentials were released later than originally planned. For these reasons, it was not surprising that respondents did not view micro-credentials as beneficial at the time of the survey.

Coaches indicated a benefit of all of the supports and tools that they are using, so it will be important to revisit and refine all supports prior to next year. For a number of reasons, co-teaching was not a focus in terms of supporting candidates this year. Some coaches were already trained and used co-teaching as a support. Coach Leads will invite those coaches to assist in more direct training and support for co-planning, co-teaching, and co-assessing student learning. Coaches who have not completed training in co-teaching will be encouraged to complete a micro-credential for co-teaching. Coaches will engage in a two-day summer retreat to continue developing their skills in cognitive coaching and co-teaching, supporting their leadership growth, and planning for the next school year. In addition, Coach Leads will share more information about micro-credentials and engage coaches in planning conversations for their own micro-credential work and their work as it relates to supporting their candidates with their completion of micro-credentials.

Special Education Certification

As required in Proviso 1A.71, CarolinaCAP is charged with offering special education certification. This area of critical need strongly aligns with district requests for multi-categorical education to be added as soon as possible, as this certification area would allow them more flexibility to place candidates. UofSC special education faculty worked intently to ensure this area would be added to CarolinaCAP in 2021-22 before the first cohort launch.

In June 2021, the State Board of Education approved CarolinaCAP to add the field of Special Education: Multi-categorical for the preparation and certification of teacher candidates.

CarolinaCAP Candidates seeking certification in Special Education: Multi-categorical will develop competencies in the following:

- Professional dispositions;
- Characteristics of students with multi-categorical disabilities (i.e., students with intellectual disabilities, learning disabilities, and emotional and behavioral disorders);
- Assessment for student academic and behavioral progress, designing and implementing Individualized Educational Programs (IEP);

- Evidence-based instructional practices;
- Individualization and differentiation during instruction; and
- Collaboration with various stakeholders (e.g., co-teaching with general educators).

The first cohort of candidates certifying in Special Education: Multi-categorical will launch in fall 2021.

Integration of Micro-credentials to Assess Competencies

A micro-credential recognizes a discrete skill of an educator that is related to his/her practice, based on evidence that demonstrates competency of that specific skill. Throughout the program, CarolinaCAP candidates must submit micro-credentials to demonstrate core pedagogical competencies and content area teacher knowledge and expertise.

South Carolina educators, trained by the College of Education in partnership with the Center for Teaching Quality, have completed development of 120+ micro-credentials that are organized in stacks (collections of closely-related skills). The catalog includes micro-credentials in stacks ranging from the South Carolina Teaching Standards (SCTS) 4.0 domains to social emotional learning (SEL) – and many others.

Two micro-credential orientation sessions were held in spring 2021 for CarolinaCAP candidates. Additionally, on the third Saturday morning of each month, candidates have the option to attend virtual office hours for support in successfully completing micro-credentials. The CarolinaCAP support staff has made themselves available via email and phone, as well.

The candidates report that they are working on submissions and planning to complete one or more submissions over the summer. Data on these early submissions will be available by fall 2021.

Customer Relations Management (CRM) and Micro-credential Platform

The CarolinaCAP CRM and micro-credential platforms are designed to provide one central location in which applicants, candidates, coaches, districts, and internal CarolinaCAP leadership team members can interact. Users have varying levels of access within the system depending on their roles and responsibilities in CarolinaCAP.

- CarolinaCAP applicants complete and upload required information and can document their progress for each portion of the application process. They can select districts in which they are interested to teach and search for available positions in partner districts.



- District partners upload positions and post recruitment events for applicants to see, register, and apply. District partners receive alerts when an applicant is interested in teaching in their district.
- Coaches securely post communication logs documenting candidate interaction and support.
- Coaches and candidates interact via the online community section where they are able to post questions and share resources and strategies.
- CarolinaCAP leadership team has full access to the platform with the ability to run data inquiry lists of multiple data fields.
- CarolinaCAP candidates can select, submit, and review assessor feedback on their micro-credential submissions.
- If a candidate needs to resubmit any portion of the submission, explicit feedback is provided to guide the candidate toward success during the resubmission process.

The platform is an integral part of all partners staying informed in real time regarding how well candidates are performing. The system tracks on-time progress, and the information can be easily accessed throughout the three years of the program and beyond, as candidates continue their careers.

Praxis Preparation

Praxis represents a barrier to entry into teaching in both traditional and alternative certification pathways. CarolinaCAP candidates were unable to take the Praxis subject assessment prior to the beginning the 2020-2021 school year to due challenges associated with COVID-19. Therefore, all candidates were coded as teachers-of-record in their schools regardless of their Praxis II status. This designation removed one barrier temporarily. In addition, this year afforded candidates the opportunity to acquire the pedagogical knowledge needed to take the Praxis II subject assessments while teaching.

A team of practicing South Carolina Educators and UofSC faculty collaborated to create a suite of resources to support candidates in passing the Praxis II Subject Assessments. (See Appendix F.) Candidates received a sample study plan and timeline, access to virtual study cards, links to additional content-related resources, study tips, and practice tests. In addition to Praxis resources provided by CarolinaCAP, districts offered support via study groups and individual sessions with contracted individuals and test prep companies. These resources proved helpful to candidates, as some applied the knowledge from teaching and through resources to take and pass the Praxis II subject assessments.

During the 2020-2021 school year, resources were available exclusively for current CarolinaCAP candidates. Because passing Praxis II is a requirement for entry, and it represents a barrier for many interested candidates, these resources will be made available to applicants who have not yet passed and have partner districts interested in hiring them. (See Appendix F.)



Virtual Learning Communities

The purpose of CarolinaCAP Virtual Learning Communities (VLCs) is to extend learning opportunities for candidates and coaches beyond their initial coursework, workshops, and trainings. Candidates build on learning and experiences of the required coursework and experience a collaborative network within and among the cohorts of candidates. Over time, “veteran” candidates will serve as facilitators and mentors for new candidates as they come on board. For coaches, VLCs will provide opportunities to learn more about best practices of coaching and co-teaching and to network with one another to plan and reflect upon their development as coaches.

Candidates are invited to participate in two monthly sessions – one with a focus on micro-credential support and the other with a focus on informal support topics generated by candidates and coaches. Micro-credential support sessions will be facilitated by CTQ staff, educators already engaged in micro-credentials, and UofSC faculty. The other sessions will be generated with an overarching theme of “Mind, Body and Soul.” Agendas will feature segments for interactive discussion of topics for what candidates are learning about their content and how to teach it (mind), how candidates are creating active spaces for students’ deep learning, health, and wellness (body), and how candidates are developing environments that reflect social and emotional needs of students, particularly through anti-bias instruction (soul).

Coaches meet for one session each month, and their interactive sessions are planned around three segments: information (news, announcements, developments), networking (discussion topics related to personalized candidate support, coaching, and co-teaching) and leadership (sharing successes, expertise, and experiences related to professional collaboration and growth). Coach Leads respond to topic requests of coaches. Examples of requests include how to work with school level administrators and assigned mentors of candidates and strategies and resources for virtual teaching. Monthly VLC sessions for coaches were well attended since the launch in August.

Since candidates are in their first year of CarolinaCAP, virtual learning communities were launched in late February so that they could reconnect with their cohort members. Other VLCs have offered information and support for micro-credentials. Beginning in June 2021, all candidates will have the opportunity to attend sessions as described above.

CarolinaCAP Handbook

The CarolinaCAP Policy and Procedures Committee was born out of a need to establish specific policies to ensure CarolinaCAP maintains the highest standards and expectations. The committee is comprised of personnel of CarolinaCAP staff, UofSC faculty/staff, and CTQ staff who work closely with CarolinaCAP. Policies and procedures are developed by the Committee and then shared with district partners for feedback prior to final approval. Policies and procedures developed in FY21 include the following:

- Program Exit and Readmission;



- Reduction in Force;
- Petitions and Appeals;
- Participation, Attendance, and Work Completion; and
- Program Progression Requirements (including Micro-Credentials Requirements).

All policies and procedures developed were added to the CarolinaCAP Handbook and published to all CarolinaCAP participants.

Steering Committee

The Steering Committee is an integral part of CarolinaCAP’s ongoing development and oversight, as it ensures balanced participation and leadership among each of the three key partners invested in the program’s work. The 2020-2021 Steering Committee is composed of one district representative from each district partner, two CarolinaCAP coaches, three CTQ staff members, and five UofSC faculty and staff members. (See Appendix G for a listing of Steering Committee members.) The committee met quarterly during the 2021-2022 school year to discuss program components including the CarolinaCAP coach model and support, district and candidate recruitment, candidate support, and program evaluation.

Discussions during Steering Committee meetings resulted in the following:

- A bank of recruitment strategies to bolster application numbers;
- Recommendations for the most effective means to gather student, teacher, and district feedback that informs the development of data collection procedures; and
- Development of a sample coach calendar and MOA Addendum that explicitly outlines coach responsibilities and the time needed for coaches to most effectively support candidates (see Appendix H for more details).

Marketing and Communications

CarolinaCAP communicates updates and program information via Twitter, MailChimp, and the CarolinaCAP webpages. Information shared with the public through these outlets include quarterly reports, [quarterly stories](#), candidate and district recruitment sessions, and program progress and successes. (See Appendix I for Year 2 Quarter 4 report.) CarolinaCAP information is also shared via CTQ and SC-TEACHER (a UofSC Center for Excellence – SC-TEACHER is the South Carolina Teacher Education Advancement Consortium through Higher Education Research).

The [CarolinaCAP webpages](#) exist within the [CarolinaCrED website](#). Based on applicant and partner feedback, the webpages have been updated to include an overview of candidate progression, access to PowerPoints that provide a more in-depth overview of program requirements, and links to district partner websites and the CarolinaCAP CRM platform.



The CarolinaCAP team collaborated with Zero Gravity® production company to create a recruitment video highlighting the components and benefits of CarolinaCAP from the perspective of current candidates, coaches, district and school administration, university faculty and leadership, and CTQ leadership. Additional footage will be used to create videos about the CarolinaCAP partnership and the coaching model. Future plans include the creation of a three-year documentary providing an in-depth view of alternative teacher recruitment, preparation, and support within the frame of an authentic, collaborative partnership.

Evaluation: Candidates' Perspectives

Programmatic evaluators are conducting surveys, interviews/focus groups, site visits, and drawing upon classroom level data to determine the effectiveness of CarolinaCAP. Through this mixed methods approach, three surveys have been designed and administered to inform interview/focus group protocols, that will in turn inform site visits, document analysis, and data collection. While original plans for some face-to-face interactions have been delayed due to the pandemic, all planned activities were adjusted for virtual interactions to collect as much data as possible in the first year of implementation. (See Appendix J.)

Candidates were extremely positive overall about their preparation to teach to UofSC's teacher preparation values of integrity, intellectual spirit, justice, and stewardship. Surveys were administered to candidates at the time of their launch experience in July 2020, October 2020, and January 2021. These responses to the CarolinaCAP I survey include responses from Transition to Teaching candidates as well. The follow up CarolinaCAP II survey was administered in the second semester of the 2021 school year.

We probed candidates' professional readiness to teach relationally and equitably. (See Table 1 and Figures 1 and 2.) We also asked candidates directly about the four core values. (See Table 2 and Figure 3.) More than 90% of all candidates on all probes across both surveys "agreed" or "strongly agreed" that they were capable and prepared as educators. (See Table 1 and Figures 2 and 3.) Additionally, 100% of respondents believed that they were "moderately prepared" or "very prepared" to teach classes equitably, develop relationships, be culturally responsive, and to do this with integrity, intellectual spirit, justice, and stewardship. (See Table 2 and Figure 3.)



Table 1: CarolinaCAP Preparation Survey Responses*

Response distribution to items about core values (percentages of responses)

Statement	CAP I Survey (n=45)				CAP II Survey (n=18)			
	SD	D	A	SA	SD	D	A	SA
I am always on time.	4	4	53	38	6	0	44	50
I maintain boundaries between my personal and professional life.	2	2	33	62	6	6	61	28
I am respectful of everyone with whom I interact.	2	0	16	82	6	0	22	72
I enjoy interacting with my professional peers.	2	0	31	67	6	0	28	67
I am thoroughly prepared for classes.	2	0	56	42	N/A	N/A	N/A	N/A
I welcome feedback to improve.	2	0	22	76	6	0	22	72
I teach to support the growth of each student.	2	0	13	84	6	0	22	72
I seek to understand others before seeking to be understood.	2	4	42	51	6	6	44	44
I communicate clearly with my supervisors.	2	0	36	62	6	0	22	72
I anticipate the needs of others.	2	0	45	52	6	0	33	61
I am well-prepared to develop relationships with students.	2	0	33	64	N/A	N/A	N/A	N/A
I am well-prepared to develop relationships in my school community.	2	0	42	56	N/A	N/A	N/A	N/A
I hold a reflective inquiry stance.	2	2	60	36	6	0	50	44
I am well-prepared to teach equitably.	2	7	49	42	N/A	N/A	N/A	N/A
I am prepared to be culturally responsive.	2	2	34	61	N/A	N/A	N/A	N/A
My CCAP coach was very beneficial to me.	N/A	N/A	N/A	N/A	11	6	33	50

SD = Strongly Disagree; D = Disagree; A = Agree; SA = Strongly Agree; N/A = Question was not asked.

*Due to the significant difference in response rates, comparisons between CAP I (n=45) and CAP II (n=18) cannot be made reliably without identifiers. For 2021-22, each respondent will have a unique identifier and will be linked on the CarolinaCAP I and CarolinaCAP II survey, and items will be identical so that comparisons can be made. Table 2 addresses equity and justice questions for 2020-21.

Figure 1: CarolinaCAP Preparation Survey I Responses (n=45): Percentages of responses

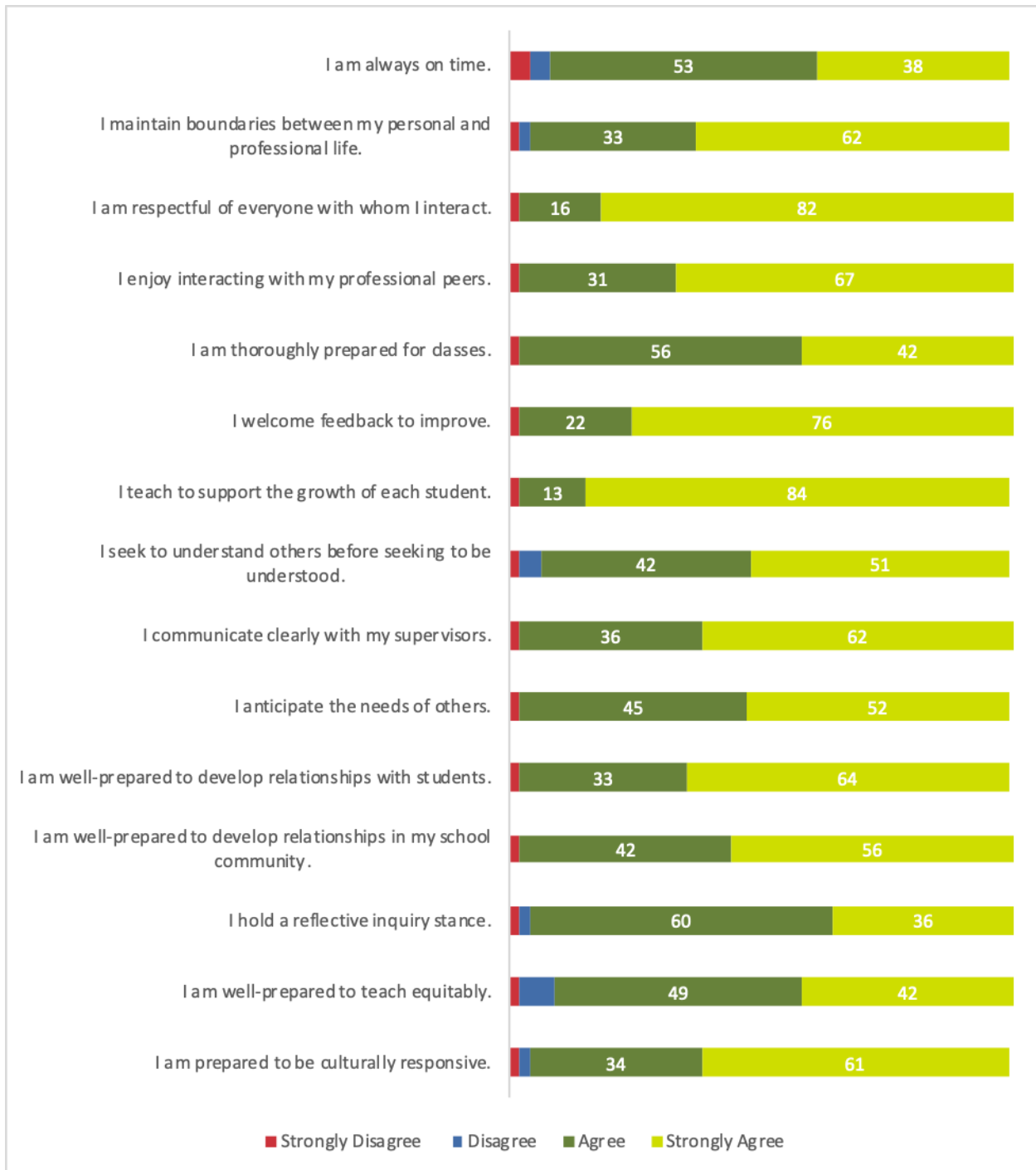


Figure 2: CarolinaCAP Preparation Survey II Responses (n=18): Percentages of responses

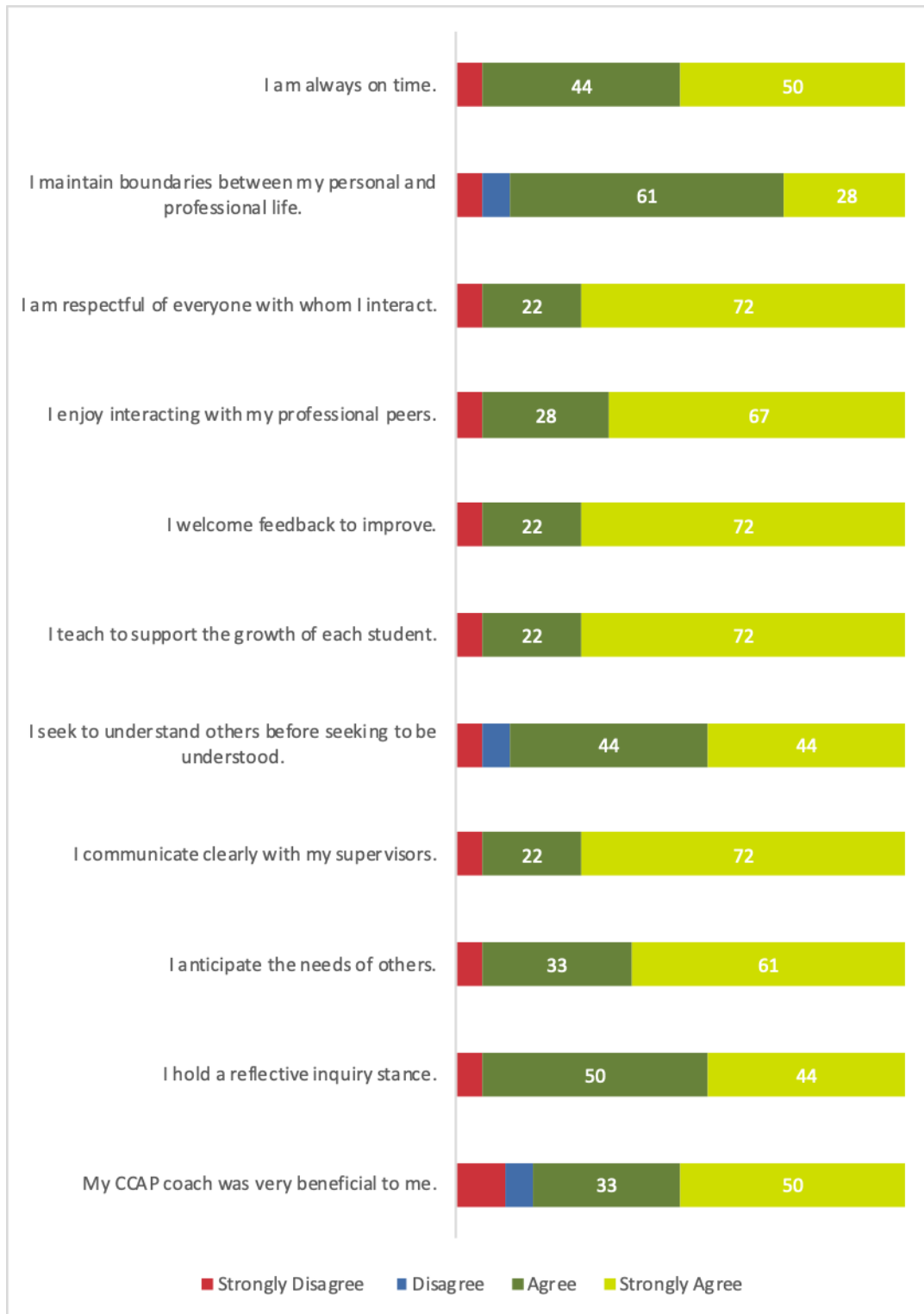
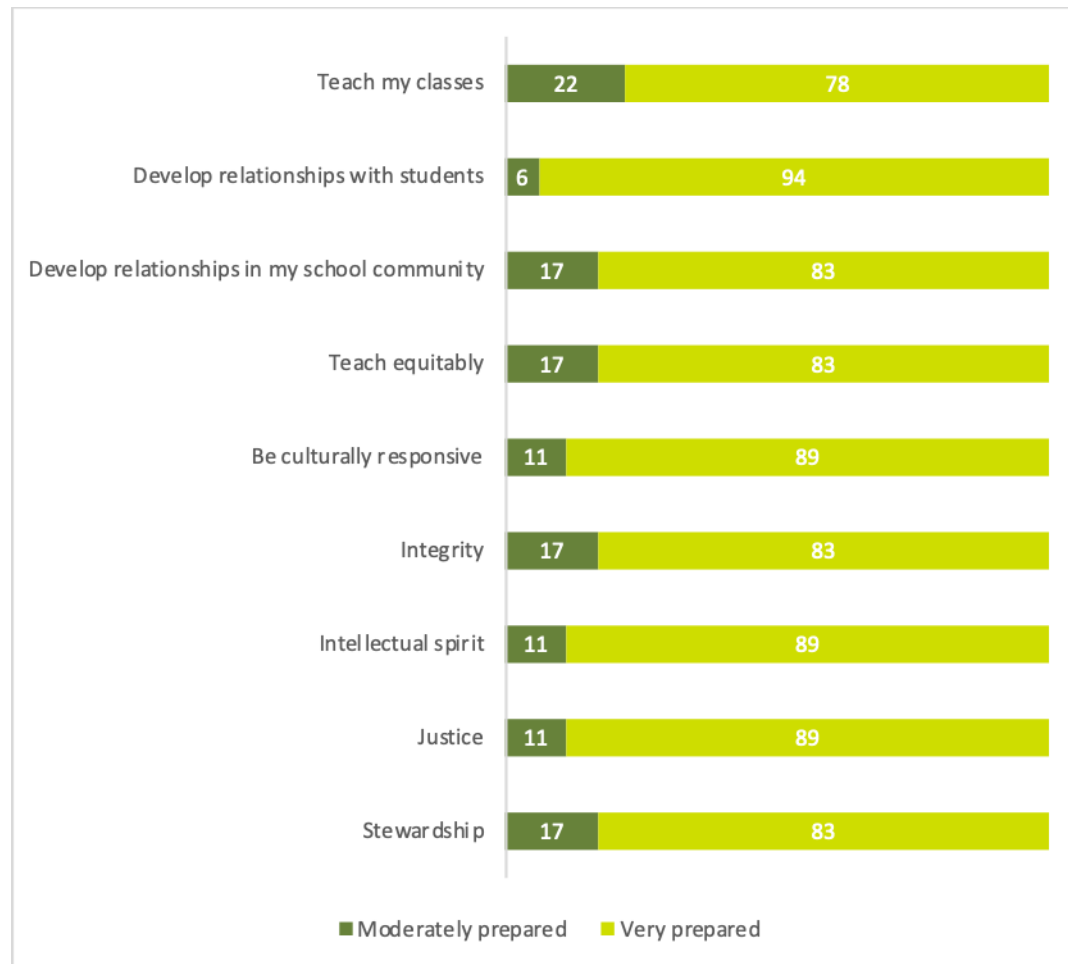


Table 2: CarolinaCAP Preparation Survey II Responses (n=18)

Response distribution for preparedness items (Percentages of responses) for CAP II

Statement/Value	Not at all prepared	Slightly prepared	Moderately prepared	Very prepared
Teach my classes	0	0	22	78
Develop relationships with students	0	0	6	94
Develop relationships in my school community	0	0	17	83
Teach equitably	0	0	17	83
Be culturally responsive	0	0	11	89
Integrity	0	0	17	83
Intellectual spirit	0	0	11	89
Justice	0	0	11	89
Stewardship	0	0	17	83

Figure 3: CarolinaCAP Preparation Survey II Responses (n=18): Percentages of responses



Through monthly check-ins on Zoom and through focus groups with candidates, coaches, school administrators, and district liaisons, we were able to triangulate the findings from the survey. Every candidate with whom we spoke was grateful for the opportunity that CarolinaCAP was affording them as it seemed like the only path that was feasible for them — particularly those entering early childhood and elementary classrooms.

Candidates were positive about the support they were receiving from coaches and the CarolinaCAP team. The candidates had a wide range of experience as educators with some having taught in higher education since 1992, others at their schools since 2006, and still others in their first year of experience. This type of range requires coaches to adapt their support to the specific needs of their candidates. When asked to rate the support they had received from CarolinaCAP, with “0” being no support and “10” being the best preparation ever, candidates ratings ranged from 7 to 8. Course instructors earned praise from multiple candidates for the strategies they provided in addition to high quality and timely feedback. Candidates described the feedback as “instant” from professors, coaches, and CarolinaCAP program coordinators and staff. One candidate said, “I had some doubts about myself – the self-confidence wasn’t there. The way they responded to and encouraged me, the resources they provided, the immediate feedback was what I needed.”

Another candidate added,

I never have taken an education course. I did not know things about just the classroom environment. It is a learning experience. Looking more so at individuals – I had done it, but I had never known what I was doing was what I was supposed to be doing. The education courses were really helpful.

Another candidate summarized the effect of the pandemic and the workload:

The pandemic has been a challenge. The courses were great, but now with the overload of work at work, the micro-credentials — that is kind of like a lot. With work and the pandemic, that is a lot. I thought that we were just going to focus on Praxis. I did pass mine, but doing the micro-credentials was a lot.

Some of the candidates did not complete the school year until June 24, and others started teaching summer school right away and reiterated that it would be challenging for them to complete the micro-credentials on the originally-specified timeline. (NOTE: Timelines have been adjusted for the initial cohort given the delays in having access to micro-credentials. No requirements have been removed but are extended into years two and three.)

The Praxis II was the most frequently mentioned stressor by candidates. Several who had not passed have been notified that their districts are looking for teachers to fill their positions in 2021-22 because they are not certain they will be qualified as teachers of record. However, they ALL agreed that the Praxis support they received in the spring was helpful.

Evaluation: Coaches' Perspectives

Very much appreciated by their candidates, CarolinaCAP coaches had valuable insights into the year and their candidates. Based on survey, monthly check-in, and focus group data, coaches have provided significant support to candidates. In the focus group, coaches rated CarolinaCAP as an “8” or “9” on a scale of 0-10. Depending on their districts, they received from 1-10 hours of release time each week to work with candidates and some have flexibility to move beyond these hours as needed. The number of teachers they were supporting ranged from one to 150 as many served in district mentoring roles. The coaches were supporting one to three CarolinaCAP candidates. Overall, they found the monthly check-ins with Lori Nazareno and Kathy Schwalbe, CTQ/staff/consultant, to be the most helpful aspect of coaching support. As one coach shared, “The coaching strategies you [Lori and Kathy] shared with us really turned a light bulb on for me. That part of this work was a big eye-opener and helped me so much.” The coaches also reported learning from one another. Another coach stated, “I learned a lot from the other coaches. I value these relationships and the sharing that we do.”

With a wide range of teaching experience of just a few years to more than 40, coaching experience varied widely; however, several coaches highlighted the growth they were seeing in themselves professionally through this experience describing it as “coaching without limitations.” For example, one coach shared,

I am realizing that sometimes I take things for granted.... I am the type of person who screams for help if I need it; however, not everyone is like me. Many people do not like to express their feelings or ask for help, internalizing things.

Another coach who had retired said,

I enjoy sharing my knowledge and experience with other teachers more now that I'm doing it in retirement instead of a requirement! As a retiree, I have found that I am not under as many constraints when it comes to helping teachers. I can use my experience without the title of “principal” in my way. I can talk freely and really focus on what teachers need.

Coaching led to enhanced relationships and allowed coaches to ask the questions that candidates needed to consider. One coach said, “Once I built relationships with the candidates, they started coming to me instead of me trying to schedule and organize all of them. Building those relationships made this all work.” Another added, “Our candidates don't know what they don't know. We must probe and ask questions that tell us what they know. That's on me to ask the right questions.”

Coaches have also become de facto recruiters for CarolinaCAP. For example, one coach identified a temporary bookkeeper in her school who was interested in becoming a teacher. She shared information about CarolinaCAP, and the bookkeeper has applied to become a candidate.

Most of the coaches are balancing significant workloads. During the one-hour virtual focus group, almost half of the coaches had to jump off Zoom immediately to attend to other demands. When asked what they needed for support, one coach responded, “We need time to slow down.” The coaches all agreed that when they note things that need to change, Lori Nazareno and Kathy Schwalbe ensure that the changes occur immediately, when possible: “As soon as we [the coaches] share, they fix it.” Several expressed a desire for more training in cognitive coaching as well as more time face-to-face, but without exception they found the one-on-one coaching sessions to be valuable.

When asked what else we should know about CarolinaCAP, one coach shared:

This is a wonderful program. This program has so much more support for the candidates than other programs. I do not see any negatives of the program, especially since this is the first year. I think in the future, we are going to rely on this a lot because our teacher shortage [in South Carolina] is going to grow.

In addition to addressing the teacher shortage, CarolinaCAP is also providing a much-needed career path for some as one coach shared:

Many of my teachers have wanted to be a teacher for so long, but because of Praxis, they have been stuck as teacher’s assistants and Head Start. This gives them a chance to provide for their families and prepare to teach.

The coaches feel a strong sense of ownership and are invested in their candidates’ success.

Evaluation: Administrators’ Perspectives

Rural school administrators across South Carolina expressed gratitude for CarolinaCAP candidates, particularly in such a challenging year. As new teachers, candidates were willing to do anything that they were asked to do and were so grateful for the opportunity to teach. Principals appreciated the candidates’ willingness to do whatever students needed. Candidates did not have expectations or patterns based in more typical years, so they were flexible team players. School administrators frustrated by teacher turnover also appreciated that they “could get candidates from the community because they will stay.” One administrator expressed frustration with the turnover when she said, “We are training teachers for three years and then they move on to other districts.”

School administrators also appreciated the support of the coaches. On a 10-point scale, administrators rated the candidates’ preparation as an “8” or “9.” “The CAP coach has been awesome. The candidates’ colleagues talk about how great the CAP coach is and praise the program.” Another administrator added,

I know they are getting great training because I have four teachers [CarolinaCAP candidates], and I have never seen them move in so smoothly. The teachers just seem different. They move different. It usually takes over a year to get people to feel comfortable. They seem to be such a part of this community. It would take most

teachers three to four years to get where they are at. They are flexible and wonderful people that want to learn from you. They never complain about any training. They came in as a family.

One administrator who was a 42-year education veteran said,

Their classroom management is good for beginning teachers. The help with the Praxis is a huge help. Teachers are able to manage the curriculum, and their classroom management was a surprise to me. When we had the face-to-face students come back, I was worried. But they hit the ground running and were successful. If they can be successful in these conditions, they are keepers.

In keeping with the concerns of the candidates and coaches, the administrators cited the Praxis as the biggest challenge. One administrator put it bluntly, “They have a great deal of anxiety about the Praxis. They need to pass by June 30th or they don’t have a job.” Another added, “That is a pressure on all of mine. We are getting pressure [from district administration] to look for other teachers, as I know three of mine might not make it.”

When candidates did pass Praxis, it was cause for celebration across the district. In response to two candidates who passed Praxis, one superintendent wrote:

Thank you both for taking a chance on [district] and signing up to be our first CAP participants. We know this has been no easy task; however, you both have done an EXCEPTIONAL job this year for us as first-year, pandemic teachers! It is our honor to have you serve as educators in our beloved district. We are so much stronger because we were blessed to capture two pretty amazing educators who know how to teach, but most importantly, know that it takes a relationship with scholars to make the real magic happen. As the song writer penned, “I ain’t too proud to beg.” Well, I am saying that to the two of you. “Please don’t ever leave us.” You all are the REAL DEAL!

These types of sentiments about first-year teachers are unusual even in typical school years. Earning these accolades in 2020-21 is particularly impressive.

Evaluation: District Liaisons’ Perspectives

District liaisons serve several vital roles for candidates. First, they are responsible for bringing candidates to the districts. Almost without exception, the reasons they chose to hire candidates was in order to meet needs in early childhood, to hire promising teaching assistants, and to hire locally. Liaisons said that they “felt honored to be part of this initial launch. Everything they [CarolinaCAP staff] do makes us feel that we are part of something bigger.” Second, they ensure that candidates are well supported in their schools and districts. Similar to candidates, coaches, and school administrators, the district liaisons rated candidates’ preparation as “8” or “9” on a 10-point scale.

The liaisons pointed to the responsiveness of the coaches and the support they observed them providing the candidates from classroom management to Praxis preparation. One liaison

shared, “The coaches really go out of their way to do whatever the candidates need and try to ensure that they do not feel overwhelmed.” One district administrator shared:

I was impressed from the beginning that they [CarolinaCAP staff and coaches] were determined that anyone who came through the program was going to succeed. They needed an investment from us in the candidates. The training was also excellent. I asked Tria [CarolinaCAP Director], ‘Can we use all this training for others?’ They came in ready to succeed.

Another liaison said:

The overall structure and definition of the program is strong. Most importantly, the communication is strong. We came into it late, and they [CarolinaCAP staff] shared their cell phones and are available after hours. There is great understanding and alignment with what we are doing.

Again, the one primary area of concern was Praxis. However, they were optimistic about the support candidates were receiving. One liaison said:

As we complete this year, with the prep they are giving, it is going to be interesting to see how successful candidates are with Praxis. It may give us a blueprint for how to help others pass and we are encouraged because we have already had two pass [the test].

Building on this point, another liaison shared:

CAP has provided incredible support. They provide it in place [job-embedded] which has been very helpful. I am concerned, but CAP is giving better support than any other program. I am going to be praying hard.

Some of the district liaisons were providing Praxis preparation as a way to support candidates. However, the district liaisons were struggling with how to handle 2021-22 as they were feeling pressure to hire new teachers to replace candidates who had not yet passed Praxis. One liaison said, “One source of confusion is that we need to make a decision about placement before the June Praxis exam because I have to depend on district timelines.”

Several liaisons suggested that they would like to consider a provisional certificate for their candidates and also expressed that they might keep some of the candidates even if they did not pass Praxis II in June. One liaison shared:

If we are not successful with people staying in the community then there might be a perception that we did not support them well. An unintended negative consequence is that potential candidates could see this and be discouraged from participating.

The primary frustration liaisons expressed was that they might lose excellent teachers because of the Praxis requirement. For example, one said, “One of the candidates went through a teacher prep program and has a masters but has not passed Praxis. She has taken off virtually, and we

have seen her take off. We have teachers watching her.” The liaisons felt the pressure of Praxis almost to the extent that candidates were feeling it. “It all comes down to one test. They cannot go back to their positions because those have been filled.” All of these comments represent a deep commitment from the liaisons for their candidates.

Evaluation: Students’ Perspectives

We piloted a student survey tool to determine the CarolinaCAP candidate’s influence on what we see as the instructional core – student well-being, engagement, and feedback. These items were a combination of items from three widely used student survey instruments ([Balch](#), [Tripod](#), and [Davis](#)) and several additional items. The results in grades 3-12 were positive for 181 students of five teachers. We have a modified K-2 survey that we plan to administer in 2021-22. In subsequent years, we plan to expand the use of these tools.

Grades 3-5 Summary

A total of 67 student survey responses were received in May 2021, 64 of which came from two teachers. Therefore, the responses are not representative of all CarolinaCAP teachers or schools. Overall, the student responses were reflective of very positive student experiences. Each item relates to one of three factors: well-being (7 items), engagement (9 items), or feedback (6 items). Among the well-being items, about 70% of students, on average, selected “Often” to describe positive aspects of their experiences or classrooms. Among engagement items, about 50% of students, on average, selected “Often” to describe positive aspects of their engagement. Two items had fewer positive responses, which related to the frequency of behavior concerns of classmates. Among the feedback items, about 60% of students, on average, selected “Often” to describe positive aspects of feedback they receive at school. Item-level response distributions are provided in Table 3 and Figure 3 below.

Grades 6-12 Summary

A total of 114 student survey responses were received in May 2021, all of which came from three teachers. Therefore, the responses are not representative of all CarolinaCAP teachers or schools. Overall, the student responses were reflective of very positive of student experiences. Each item relates to one of three factors: well-being (5 items), engagement (8 items), or feedback (9 items). Among the Well-being items, about 86% of students, on average, selected “Strongly Agree” to describe positive aspects of their experiences or classrooms. Among engagement items, about 77% of students, on average, selected “Strongly Agree” to describe positive aspects of their engagement. Among the feedback items, about 75% of students, on average, selected “Strongly Agree” to describe positive aspects of feedback they receive at school. Item-level response distributions are provided in Table 4 and Figure 4 below.

Table 3: Grades 3-5 student survey results (n=67)

Response distributions for Grade 3-5 items (Percentages of responses)

Statement	Rarely	Sometimes	Often
<i>Well-being Items ($\alpha = .94$)</i>			
My class is a good place for learning.	12	18	70
My teacher is a good teacher.	12	6	82
My teacher treats me fairly.	17	12	71
I like to come to this class.	16	25	58
My teacher is nice to me when I ask questions.	14	11	75
I like the way my teacher treats me when I need help.	13	18	69
I feel safe in this class.	15	21	64
<i>Engagement Items ($\alpha = .85$)</i>			
My classmates act the way my teacher wants them to.	36	52	12
In this class, learning is exciting.	15	45	39
Our class stays busy and does not waste time.	23	45	32
In this class, we learn a lot almost every day.	15	20	65
My teacher notices when I am not participating.	19	28	52
Students in this class treat the teacher with respect.	20	45	35
When something is hard for me, my teacher still makes me learn it.	9	21	70
My teacher makes lessons interesting.	15	22	63
I have to work hard to do well in this class.	15	11	74
<i>Feedback Items ($\alpha = .91$)</i>			
My teacher tells us what we are doing well.	14	23	64
My teacher tells us how to do better.	12	17	71
In this class, we learn to correct our mistakes.	11	23	66
My teacher knows when I understand and when I do not.	20	32	48
I usually understand how to do my assignments.	12	38	49
Expectations for assignments are clear in this class.	16	30	55

Figure 3 Grades 3-5 student survey results (n=67)

Response distributions for Grade 3-5 items (Percentages of responses)

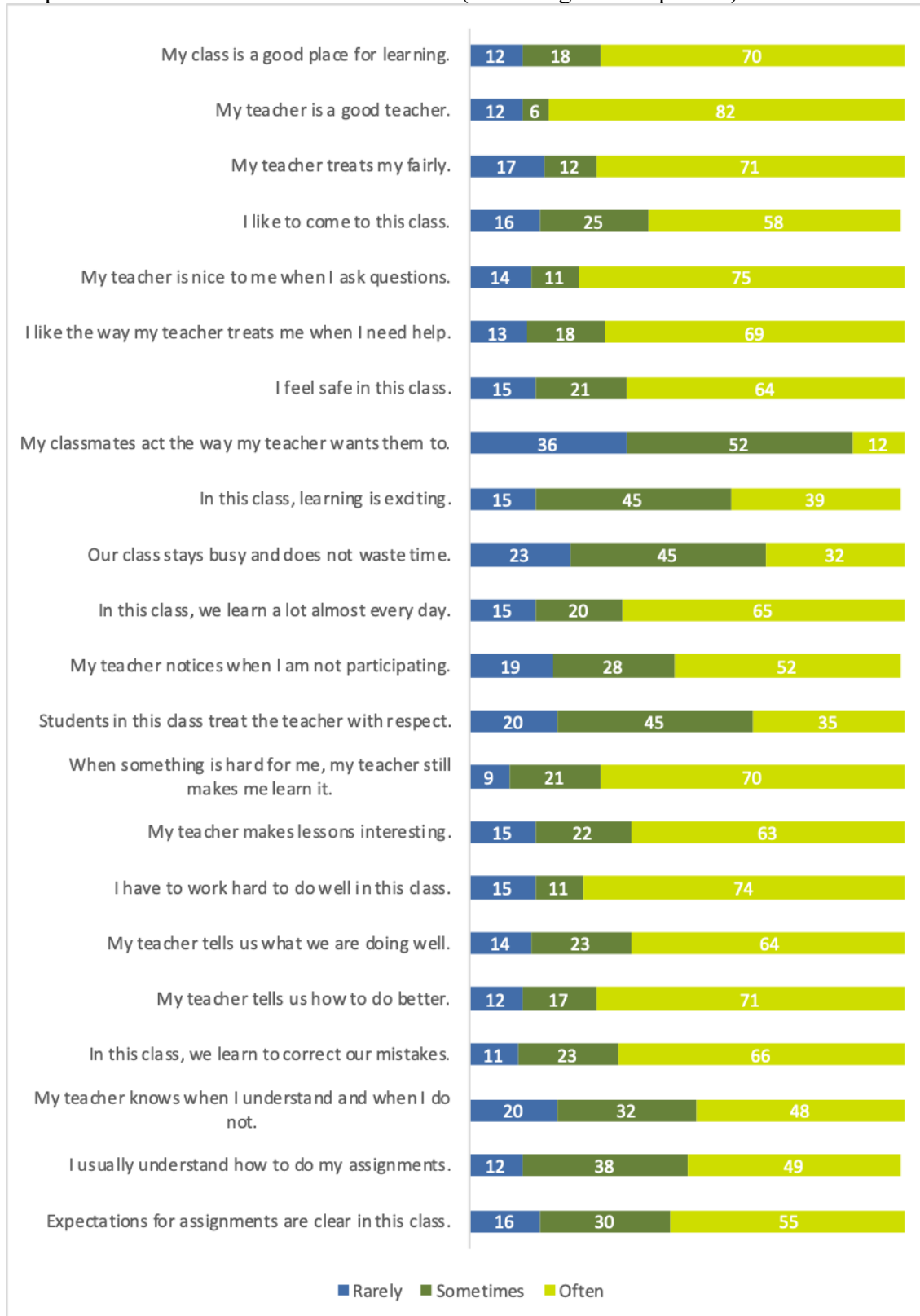


Table 4: Grades 6-12 student survey results (n=114)

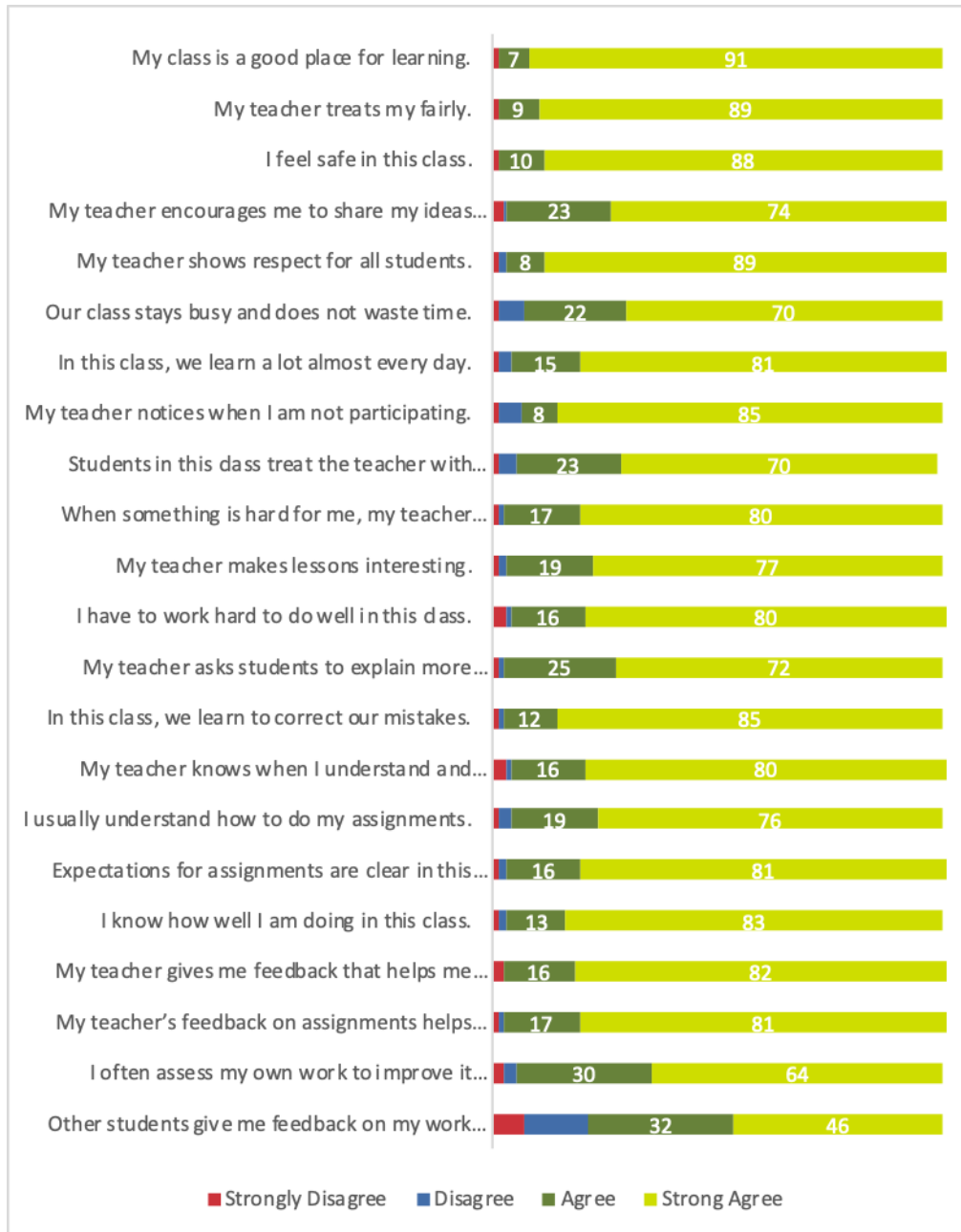
Response distributions (Percentages of responses)

Statement	SD	D	A	SA
<i>Well-being Items (α = .82)</i>				
My class is a good place for learning.	1	0	7	91
My teacher treats my fairly.	1	0	9	89
I feel safe in this class.	1	0	10	88
My teacher encourages me to share my ideas or opinions about what we are learning in class.	2	1	23	74
My teacher shows respect for all students.	1	2	8	89
<i>Engagement Items (α = .83)</i>				
Our class stays busy and does not waste time.	1	6	22	70
In this class, we learn a lot almost every day.	1	3	15	81
My teacher notices when I am not participating.	1	5	8	85
Students in this class treat the teacher with respect.	1	4	23	70
When something is hard for me, my teacher still makes me learn it.	1	1	17	80
My teacher makes lessons interesting.	1	2	19	77
I have to work hard to do well in this class.	3	1	16	80
My teacher asks students to explain more about the answers they give.	1	1	25	72
<i>Feedback Items (α = .87)</i>				
In this class, we learn to correct our mistakes.	1	1	12	85
My teacher knows when I understand and when I do not.	3	1	16	80
I usually understand how to do my assignments.	1	3	19	76
Expectations for assignments are clear in this class.	1	2	16	81
I know how well I am doing in this class.	1	2	13	83
My teacher gives me feedback that helps me improve my work.	2	0	16	82
My teacher's feedback on assignments helps me improve my work.	1	1	17	81
I often assess my own work to improve it before my teacher grades it.	2	3	30	64
Other students give me feedback on my work to improve it before my teacher grades it.	7	14	32	46

Note. SD = Strongly Disagree; D = Disagree; A = Agree; SA = Strongly Agree

Figure 4: Grades 6-12 student survey results (n=114)

Response distributions (Percentages of responses)



Key Takeaways and Recommendations

Given the challenges of launching CarolinaCAP in the midst of a pandemic, many lessons were learned that will inform future years. Below are seven key takeaways and recommendations the team will address to strengthen the program.

1. CarolinaCAP support and coaching support were widely appreciated by district liaisons, school administrators, and CarolinaCAP candidates. Coaches and CarolinaCAP team members responded to texts, calls, and emails within in 24 hours and many times “within minutes,” according to focus group members.

Recommendation: The CarolinaCAP coaching supports should not only continue but also be expanded as partners learn more from and with candidates about the specific supports needed. The team will continue building on candidates’ strengths, addressing challenges, and providing assistance aimed at retaining these candidates in the districts they are currently serving. The CarolinaCAP director will engage in monthly individual check-ins with district liaisons to assess needs and gather data to continue to refine program support. In addition, the Steering Committee will expand to include representation from building level administrators to ensure CarolinaCAP continues to provide support to all roles within the partnership. District Liaisons, school level administrators, coaches, and candidates will also receive timely updates and access information via the platform.

2. Student and administrator feedback was extremely positive about CarolinaCAP candidates. Administrators were extremely positive about CarolinaCAP candidates teaching in adverse conditions: They “did everything they were asked to do and never complained.” The candidates’ strong desire to become teachers resulted in enthusiastic energy to persevere in a most challenging year.

Recommendation: Expand administration of student surveys in subsequent years. Gather feedback via in-person focus groups and individual interviews. To more effectively document program impact, candidates will be provided with a unique identifier used to track growth from program entry to completion. More efforts will be employed to capture and share candidate perspectives through first-person stories of impact, including strategic online dissemination of stories and presentations at state and national conferences.

3. Efforts to recruit a highly diverse pool of candidates were successful; 81% of the first cohort are Black. These data suggest there is great opportunity to increase the diversity of South Carolina’s teaching workforce with a sustained and steady focus on results.

Recommendation: While this ratio of candidates of color is impressive and does adequately reflect the student populations CarolinaCAP teachers are serving, all partners agree there is a need to continue to focus on additional innovative strategies to recruit

and support even more candidates (and more markers of diversity) reflective of the communities in which they serve.

4. The most prevalent challenge for CarolinaCAP candidates remains passing Praxis II. Placing candidates in classrooms without an alternative route certificate will adversely impact district accreditation. With no other option to fill vacancies, some district will continue to choose to look for other alternatives (which often simply do not exist, thus creating persistent vacancies).

Recommendation: Allow CarolinaCAP candidates one year to gain knowledge to pass Praxis II while serving as teacher-of-record in districts. Having one year to serve as teacher of record in CarolinaCAP prior to taking Praxis II helped 2020-2021 candidates gain the pedagogical knowledge required for the assessment. The on-the-job training, coursework, CarolinaCAP coach support, and Praxis preparation resources provided to candidates during the 2020-2021 school year proved helpful to CarolinaCAP candidates. The CarolinaCAP partners have also prioritized finding additional strategies and resources to support candidates' success in passing the required Praxis assessments.

5. Recruiting additional districts and increasing the number of completed applications will enhance recruitment efforts. While application numbers are high ($n=263$), those that are complete ($n=98$) are not.

Recommendation: Provide support resources to help the candidates position themselves to be hired in one of the partner districts. A CarolinaCAP Employment Support Specialist will be added to the menu of resources for applicants. The Employment Support Specialist will facilitate group and individual coaching sessions designed to assist applicants in successful placement in the classroom.

6. The rollout of the March 2021 micro-credentials was challenging timing for candidates with “pandemic environment” teaching, state testing of students, and Praxis II study sessions, in addition to coursework and other first-year requirements.

Recommendation: In future years, earlier rollout of the micro-credentials without the additional pressures of pandemic teaching conditions (hopefully) will increase the capacity of candidates to successfully complete micro-credentials and recognize their utility and impact on classroom practice. Including a micro-credential introduction during the launch session and as part of the EDTE 600 – Systematic Effective Teaching course will provide candidates with pertinent micro-credential information early on in the program. Each coach will be trained with necessary skills and knowledge to support candidates in the micro-credential process. CarolinaCAP will continue to provide office hours and other targeted supports for candidates.

7. The disruption that rippled through the entire educational system impacted the CarolinaCAP evaluation. Low response rates for the third CarolinaCAP survey and the inability to conduct site visits limited the data collection for the first year of evaluation.

Recommendation: For 2021-22, the requirement to complete surveys will be reinforced by all partners at every opportunity. The January data collection will be eliminated to focus on launch and end-of-year data for comparison. Surveys will be sent

directly to candidates with unique identifiers to allow for linked responses. These interventions should significantly enhance response rates comparability.

Appendices

Appendix A: Program Components

Proviso 1A.71 (SDE-EIA: Teacher Recruitment Program)

On or before September 30th of Fiscal Year 2020-21 following the development of accountability metrics, \$750,000 of the funds appropriated in this Act to the Department of Education for "Rural Teacher Recruitment" shall be allocated to the University of South Carolina's College of Education (COE) for the development and implementation of a new teacher recruitment pilot program to be administered by the COE in partnership with the Center for Teaching Quality (CTQ). The purpose of the pilot program shall be the employment of innovative and cost-effective teacher recruitment strategies, customized training for new teachers, and dedicated, ongoing mentoring support. The pilot program shall compliment and/or enhance the state's ongoing rural teacher recruitment initiatives such as those supported pursuant to Part 1A.54 of this Act. At minimum, the pilot program must assist no fewer than ten school districts to include at least four districts along the I-95 corridor and serve no fewer than 250 teacher candidates. The pilot program shall stipulate reasonable fees for participating candidates and districts shall agree to release time for required on-site mentors who shall be experienced, practicing teachers within the district for the purposes of co-teaching with and supporting candidates' development. Within participating districts, the pilot program shall emphasize high-need schools and within selected schools, the emphasis shall be on developing teacher candidates teaching in high-need subject areas to include, but not be limited to, STEM and special education with all candidates receiving training in literacy skills. The pilot program design shall be based on emerging empirical evidence of effective teacher education as well as best practices from recent innovations in university-based and alternative certification and residency programs for the dual purpose of recruiting needed candidates with equal focus on retaining accomplished, experienced teachers utilizing, in part, a model which contains intensive mentoring and support for candidate teachers. Before any funds are disbursed to the COE, the COE and CTQ shall develop accountability metrics for the pilot program that must include, at minimum, employment outcome indicators such as job placement and retention statistics as well as survey instrumentation in order to measure candidate, mentor, and principal satisfaction with the pilot program. No later than June 30th, program data and evidence collected as a result of this accountability requirement must be shared in report form with the Department of Education, the Education Oversight Committee, the South Carolina Center for Educator Recruitment, Retention, and Advancement, the Commission on Higher Education, the Chairman of the Senate Education Committee, the Chairman of the House Education and Public Works Committee, the Chairman of the House Ways and Means Committee and the Chairman of the Senate Finance Committee.

Development of Research and Program Evaluation Design

Developed by [Jonathan Eckert](#) and [Grant Morgan](#), the comprehensive program evaluation is designed to flexibly address areas of strengths and weaknesses in the context of participating school districts in order to improve program support (see Appendix I and Table I1 for overview). Using a mixed methods design, researchers will use survey data, interviews, focus groups, site



visits, and school data to identify areas for improvement and strength. Explicitly for this program evaluation, the following have been developed:

- Candidate surveys to identify how candidates develop through preparation and support experiences that will be administered three times a year;
- A student survey to provide feedback on CarolinaCAP candidates' teaching; and
- A survey of the school context to determine the efficacy of the school and candidate.

The researchers have developed interview and focus group protocols as another form of formative feedback that will also serve to inform the summative assessment of the program. Through interim reports, CarolinaCAP will receive data upon which to determine course corrections as well as overall impact on school and district efforts.



Appendix B: CarolinaCAP Personnel and Budget

Table B1: CarolinaCAP Internal Team

Name	Position
Tria Grant	CarolinaCAP Director
Renee Chase	Project Manager
Tommy Hodges	Interim Dean for College of Education
Angela Baum	Interim Associate Dean for Faculty & Academic Affairs
P. Ann Byrd	CTQ, President & Partner
Cindy Van Buren	Assistant Dean for Professional Partnerships
Beth White	Development Team and Instructor
Shelly Curcio	Development Team and Instructor
Lori Nazareno	Micro-credential Development and Coach Lead
Kathy Schwalbe	Coach Lead
Chris Burkett	Candidate Coordinator
Allison Jacques	Employment Support Specialist
Genee Glascoe	Graduate Assistant
Gwen Lorinovich	Budget Manager

Table B2: CarolinaCAP Budget Expenditures

Description	Amount
Courses	\$31,305.00
UofSC Administrative and Instructional Support	48,222.74
Micro-Credential Development	46,420.83
Praxis II Subject Assessment Support Development	16,131.16
Educational Supplies & Services	2,730.00
Application Waivers	1,750.00
Project Director	125,775.00
Project Management	73,330.00
Coaching Development	82,800.00
External Evaluation	46,000.00
Communication/Marketing/Branding	30,000.00
Travel/Meetings/Convenings	11,000.00
CTQ Staff Support to Complete Deliverables	236,000.00
Equipment	5,000.00
In-kind Contributions (UofSC Faculty & Staff)	56,047.00
Total Expenditures	\$812,511.73

Appendix C: District Partner and Candidate Demographics

Table C1: CarolinaCAP District Partners

District	District Contact	Superintendent
*Bamberg 2	Michelle Nimmons	Thelma Sojourner
Barnwell 45	Rachel Wall	Crissie Stapleton
*Colleton County	Cliff Warren	Jim Tindal
+Charleston County	Susan Watson-Bell	Gerrita Postlewait
*+Clarendon 4	Laura Fleming	Angela Bain
*+Dorchester 4	Andrea Sturkey	Kelvin Wymbs
Fairfield County	Denise Sowell	JR Green
*Hampton 2	Conchita Bostick	Martin Wright
*Lee County	Shawnta McKenzie	Wanda Andrews
*Marion County	Paula Grant	Kandace Bethea
*Marlboro County	Barbara McCall	Gregory McCord
Newberry County	Carson Ware	Jim Suber
*Orangeburg County	Jerome Davis	Shawn Foster
+Richland 1	Kalu Kalu	Craig Witherspoon
+Union County	Jeff Stribble	Joey Haney
*Williamsburg County	Claire Murdoch	Rose Wilder
Williston 29	LaToya Adams	Marcella D. Shaw

*Denotes I-95 corridor district

+Denotes new partner district with candidates starting in the 2021-2022 school year

Table C2: CarolinaCAP Candidates and Certification Areas

District	# of Candidates	Certification Area
Bamberg 2	3	Early Childhood, Elementary
Barnwell 45	3	Elementary
Fairfield County	1	Early Childhood
Hampton 2	4	Elementary, Secondary Biology, Secondary Math
Lee County	3	Early Childhood, Elementary
Marion County	4	Early Childhood, Elementary, Middle Level Science
Marlboro County	10	Early Childhood, Elementary, Middle Level Science
Newberry County	1	Elementary
Orangeburg County	1	Elementary
Williamsburg County	2	Early Childhood
Williston 29	2	Elementary
TOTAL	34	

Table C3: Transition to Teaching Residents and Certification Areas

District	# of Candidates	Certification Area
Colleton County	5	Elementary
Orangeburg County	7	Elementary
TOTAL	12	

Table C4: Demographics of CarolinaCAP and Transition to Teaching Candidates

In what school level will you be teaching in the fall?	
School level	Candidates (n=45)
Early childhood	13
Elementary	18
Middle Science	11
Secondary Biology	1
Secondary Math	1
Unknown	1
Have you been employed by a school previously?	
Response	
No	9
Yes	34
Unknown	2
What is your age?	
Age Range	
20-30	13
31-40	10
41-50	13
51-60	4
61+	5
What is your race/ethnicity?	
Race	
Black	34
White	9
Unknown	3

Appendix D: Applicant Recruitment Tables

Table D1: Applicant Areas of Interest

Certification Area	# of Applicants
Early Childhood/Elementary	92
Middle Level Math	1
Middle Level Science	2
Middle Level Science/Secondary Biology	1
Middle Level Science/Secondary Biology/Secondary Chemistry	1
Middle Level Math/ Secondary Mathematics/Early Childhood/Elementary	1
Middle Level Math/ Secondary Mathematics	1
Middle Level Math/ Secondary Mathematics/ Secondary Chemistry	1
Secondary Biology	1
Secondary Math	1
Areas of interested not selected	161
TOTAL	263

Table D2: Total Eligible Applicants

Certification Area	# of Applicants
Early Childhood / Elementary	92
Middle Level Mathematics	1
Middle Level Science/Secondary Biology	1
Middle Level Science/Secondary Biology/Secondary Chemistry	1
Middle Level Math/ Secondary Mathematics/Early Childhood/Elementary	1
Middle Level Math/ Secondary Mathematics	1
Middle Level Math/ Secondary Mathematics/ Secondary Chemistry	1
TOTAL	98

Appendix E: Candidate Recognition

First-Year Teachers of the Year

Congratulations!
First-Year Teachers of the Year



Rashard Burrows
W.M. Anderson Primary School
Williamsburg County School District



Brittany Caniglia
Williston Elko Middle School
Williston School District 29

Appendix F: Sample Praxis Support Resources

Table F1: Sample Study Timeline

Dates	Activity
By January 22, 2021	Complete practice subject assessment(s) and answer sheet
By January 29, 2021	Create and submit your two-month study plan. Schedule time to meet with CarolinaCAP Coach. (if needed)
February 1 - April 8, 2021	Utilize support resources indicated in your two-month study plan.
By April 9, 2021	Take required Praxis II subject assessment(s)
By April 19, 2021 If needed to retake a section(s) of your Praxis II subject assessment	Create and submit an intervention study plan based on your test results. Schedule time to meet with CarolinaCAP Coach. (required)
April 20 - May 13, 2021	Utilize support resources indicated in your intervention study plan.
By May 14, 2021	Retest for required Praxis II subject assessment(s)
By May 24, 2021 If needed to retake a section(s) of your Praxis II subject assessment	Create and submit an intervention study plan based on your test results. Schedule time to meet with CarolinaCAP Coach. (required)
April 25 - June 17, 2021	Utilize support resources indicated in your intervention study plan.
By June 18, 2021	Retest if needed for required Praxis II subject assessment(s)

Table F2: Sample Study Plan Template

You may use this or another template to create your study plan. Some may find it more helpful to plan out each day. Select the option that works best for you. There are also detailed study plans for each subject area on the Educational Testing Service (ETS) website that you may find helpful as you plan.

Week	Area(s) of Focus Use your practice test score summary sheet to select focus area(s)	Resources (Videos, flashcards, books, etc.)	Notes
Sample February 8-12	Fractions, Operations with Fractions	Fractions video Virtual Flashcards from Quizlet Elementary math textbook (for sample fraction problems)	Watch video on Monday. Take notes as I watch the video Review 5 flashcards each day Self-quiz on Friday

Table F3: Sample Elementary Praxis II Support Resources

Study Resources	
Sections of the ELEM Praxis II	Reading and Language Arts Mathematics Social Studies Science
ETS Study Companion	https://www.ets.org/s/praxis/pdf/5001.pdf https://www.ets.org/s/praxis/pdf/7811.pdf
ETS Study Plan	Study Resources: Multiple Subjects Tests (5001; Subtests 5002, 5003, 5004, 5005) Study Resources: Content Knowledge for Teaching (7811; Subtests 7812, 7813, 7814, 7815)
Virtual Flashcards	https://quizlet.com/subject/elementary-education-praxis/
Videos and PowerPoints	
Reading and Language Arts	Reading and Language Arts Video Presentation
Mathematics	Mathematics Video Presentation
Social Studies	Social Studies Video Presentation
Science	Science Video Presentation

Appendix G: 2020-2021 Steering Committee Members

Name	Organization/District	Role
Conchita Bostick	Hampton County School District 2	Director of Administrative Services
Kentrina Bridges	Marlboro County School District	CCAP Coach
Chris Burkett	UofSC	Candidate Coordinator
P. Ann Byrd	CTQ	President and Partner
Renee Chase	UofSC	Program Manager
Alisha Truesdale-Cotton	Voorhees Center of Excellence for Educator Preparation and Innovation	RISE Program Coordinator Center of Excellence for Educator Preparation and Innovation
Shelly Curcio	UofSC	Clinical Assistant Professor
Jerome Davis	Orangeburg County School District	Director of HR
Myron Davis	Williamsburg County School District	CCAP Coach
Genee Glascoe	UofSC	Graduate Assistant
Paula Grant	Marion County School District	Director of HR
Tria Grant	UofSC	CarolinaCAP Director
Tommy Hodges	UofSC	Interim Dean for the College of Education
Barbara McCall	Marlboro County School District	Director of HR
Damara Hightower-Mitchell	Voorhees Center of Excellence for Educator	Interim Provost and Vice President for Academic Affairs Executive Director

Name	Organization/District	Role
	Preparation and Innovation	Center of Excellence for Educator Preparation and Innovation
Liz McClearen	Aiken County School District	Recruitment & Staffing Coordinator (Certified) *Partnering in 2020-2021
Shawnta McKenzie	Lee County School District	Director of HR
Claire Murdoch	Williamsburg County School District	Director of HR
Shamil Robinson	Fairfield County School District	Human Resources Generalist
George Roy	UofSC	Associate Professor
Denise Sowell	Fairfield County School District	Director of HR
Kathy Schwalbe	CTQ	CCAP Coach Development Team Lead
Jeff Stribble	Union County School District	Director of HR
Andrea Sturkey	Dorchester School District 4	Director of HR
LaToya Thomas-Dixon	Williston School District 29	Director of HR
Cindy Van Buren	UofSC	Assistant Dean for Professional Partnerships
Rachel Wall	Barnwell School District 45	Director of HR Assistant Superintendent for Curriculum
Carson Ware	School District of Newberry County	Chief HR Officer
Cliff Warren	Colleton County School District	Assistant Superintendent of HR and Resources

Appendix H: CarolinaCAP Coach Support Documents

H1 CarolinaCAP Coach Sample Schedule

(target of 3 - 5 hours per week, per candidate)

Support of candidates may be face-to-face and virtual, depending on needs of the candidate(s).

The sample calendar below illustrates the time commitment for one coach who supports two candidates (CAND1 and CAND2).

In this sample, the Coach spends an average of one hour on each interaction with candidates and the monthly CCAP Coach Check-in Meeting and an average of one half hour on communications, scheduling, entering log information into platform.

NOTE: This sample does not include other tasks when coaches will conduct additional coaching conversations, support candidates in their pursuit of micro-credentials, pursue their own micro-credentials, have coaching conversations with coach leads and each other, and the pursuit of other professional learning (e.g., coaching skills and behaviors and DEI learning).

Monday	Tuesday	Wednesday	Thursday	Friday
Complete CCAP Coach check-in meeting Enter CollabLog info (platform)	Observation* (Cand1)	Observation* (Cand2) Post-obs conf (Cand1)	Co-planning lesson (Cand1) Post-obs conf (Cand2)	Review/confirm schedule for next week
Co-planning lesson (Cand2) Enter CollabLog info (platform)	Observation* (Cand2)	Co-teaching lesson (Cand1) Post-obs conf (Cand2)		Review/confirm schedule for next week Co-assessment of learning (Cand1)
Enter CollabLog info (platform)	Co-teaching lesson (Cand2)	Observation* (Cand1)	Post-obs conf (Cand1)	Review/confirm schedule for next week

Monday	Tuesday	Wednesday	Thursday	Friday
Co-assessment of learning (Cand2) Enter CollabLog info (platform)		Observation* (Cand2)	Observation* (Cand1) Post-obs conf (Cand2)	Review/confirm schedule for next week Post-obs conf (Cand1)

*pre-conference, observation, post-conference



H2 MOA Addendum

Memorandum of Agreement Addendum

Support for CarolinaCAP Coaches

Purpose

To more clearly define school district support for coaches and their candidates

Rationale and process

In order to create a strong and effective culture of support and collaboration for coaches and their candidates, school district partners will design and implement a CCAP District Support Plan which establishes the District's specific goals and responsibilities related to support of coaches and candidates in the program. As stated in the Memorandum of Agreement, "partnering districts will dedicate an agreed-upon FTE percentage toward a mentor/coach for candidates, based upon an agreed-upon ratio." District partners are encouraged to include coaches, administrators or other personnel in the planning conversations about candidate and coach support.

Requirements

Ongoing, personalized, and timely support for candidates is necessary to meet their needs. This requires appropriate release time (3 - 5 hours per week/per candidate) for CarolinaCAP Coaches to:

- Complete a two-day CCAP Coaches' Launch and Co-teaching overview.
- Meet face-to-face and/or virtually with candidates at least one time per week to conduct coaching conversations (plan instruction, reflect upon teaching and learning, and resolve problems). Note: Conversation topics may also include, but are not limited to, beginning educator needs, communication with parents, collaboration with other professionals, available teaching resources and the selection of and support for micro-credentials.
- Co-plan, co-teach, and co-assess student learning (a complete coaching cycle) for a minimum of one instructional lesson per month.
- Conduct additional coaching cycles to meet candidates' needs, to include pre-conferences, observations, and post-conferences.
- Submit information/data for coach/candidate interactions using the *CarolinaCAP Collaborative Log* and the CarolinaCAP platform.
- Meet face-to-face or virtually with other personnel who are invested in the development of the candidates (administrators, mentors, department heads) and assist in the creation of seamless support and open communication channels.

- Complete monthly virtual coaching and leadership development meetings (with coach leads).
- Complete all scheduled convenings as a member of CarolinaCAP Coaches cohort.

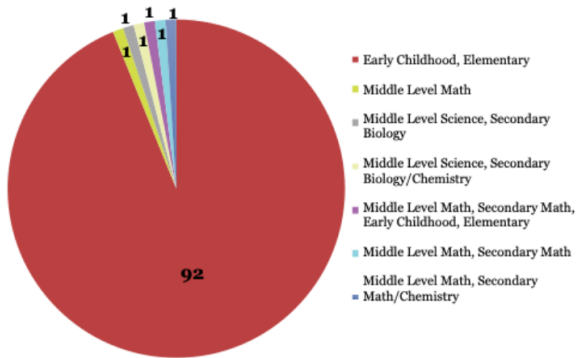
Additional opportunities

Invitations will be extended to participate in additional coaching and leadership opportunities. Optional coaching and leadership opportunities for coaches include the following:

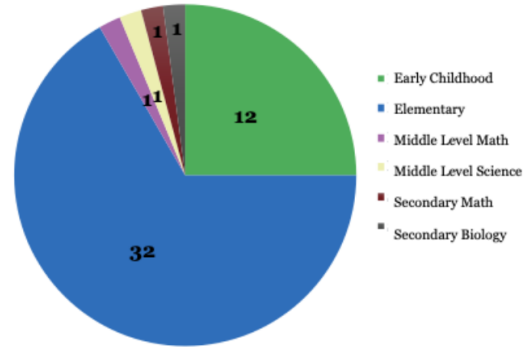
- Co-facilitation of Coach Launches and co-teaching seminars;
- Presentations for peers (coaching skill or leadership development topics); and
- Co-facilitation of monthly coaching development meetings, candidate recruitment meetings, candidate virtual learning community meetings.



98 APPLICANTS READY TO HIRE: CONTENT AREAS



48 TEACHING IN COHORT: CONTENT AREAS



CANDIDATES WITH DIVERSE BACKGROUNDS AND LIFE EXPERIENCES

- 76% of candidates were previously employed by district partners
- 100% of candidates serve in schools where 71% to 92% of students are eligible for Free and Reduced Lunch
- 81% of candidates identify as Black
- 18% of candidates are male

BENEFITS OF CERTIFYING THROUGH CAROLINACAP

- Engage in six hours of graduate coursework developed by experts
- Receive individualized support from a trained CarolinaCAP coach
- Chart a personalized pathway through completion of micro-credentials
- University of South Carolina faculty
- Grow with a cohort of learners through virtual learning communities

For more info, contact
CarolinaCAP@sc.edu
 or visit
sc-outreach.org

UPCOMING EVENTS

CANDIDATE LAUNCHES

August 2, 2021

October 11, 2021

COACHING RETREAT

July 27 & 28, 2021

120+

Micro-credentials aligned to SCTS 4.0 and content areas

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Trained CarolinaCAP coaches supporting candidates

Appendix J: Program Evaluation Information



CAROLINACAP EVALUATION PLAN

Determining impact of teachers and schools

We will use surveys, interviews/focus groups, site visits, and classroom level data to determine the effectiveness of CarolinaCAP. Through this mixed methods approach, we will design three surveys that will inform interview/focus group protocols, that will in turn inform site visits, document analysis, and data collection.



1 Surveys

CarolinaCAP Survey - End Y1, Y2, Y3

Candidates, coaches, teachers, & administrators

Student Survey - End Y1, Y2, Y3

Summer Experience Survey - Beginning Y1

2 Interviews/Focus Groups

Interviews with CAP Candidates

Focus groups with CAP Coaches

These interviews and focus groups can be conducted via Zoom prior to or as a component of site visits.

3 School Site Visits & Data

Through site visits and classroom level (including demographic, teacher evaluation, and student achievement data) analysis during Y1, Y2, and Y3, we will be able to triangulate evidence of CAP Candidates' effectiveness as well as the readiness, supportiveness, and success of partner schools.



At the end of each year, we will provide a comprehensive report that will synthesize quantitative and qualitative findings to support program improvement and efforts to scale success.

CONTACT



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Table J1: Evaluation Overview

Evidence	Timeline
Development, administration, analysis, and reporting of survey of district CAP partners to determine readiness and effectiveness	Baseline survey: June 2020 Impact assessment: June 2021, 2022, 2023
Annual interviews with administrators, mentors, CAP teachers	Could be via Zoom or in person 2020-2023
Focus groups of mentor teachers, CAP teachers	Could be via Zoom or in person At least two focus groups per year per district 2020-2023
Site visits for up to 10 districts for documentation and triangulation of survey and interview findings	5 days per year 2020-2023
Student surveys of CAP teachers	June 2021, 2022, 2023
Demographic data collected from CAP applications to link information to three years of data to determine effectiveness	Collected in 2020 and linked to all data collected moving forward
Student assessment data provided by the school	2020-2023
Student assessment data provided by the CAP teacher	2020-2023
“Summer experience” evaluation with participant feedback via survey	2020-2023
Annual survey feedback from CAP participants about experience and support	2021-2023
Comprehensive annual report including all data analyzed at the district level	August 1, 2020 August 1, 2021 August 1, 2022 August 1, 2023