



Carolina Collaborative for Alternative Preparation

End of Year Report, Year Three

The Carolina Collaborative for Alternative Preparation (CarolinaCAP) is a high-quality, targeted alternative preparation pathway administered by the University of South Carolina (UofSC) in partnership with the Center for Teaching Quality (CTQ) and school districts in South Carolina. As part of UofSC's commitment to preparing and supporting educators for systems most in need, CarolinaCAP provides wider accessibility and targeted supports to rural school districts and candidates via this rigorous, university-based preparation program. Nonrural districts may also participate.

In its third year of design and programming and second year in operation, CarolinaCAP has made gains despite the continuing challenges of the COVID-19 pandemic. District and candidate recruitment efforts yielded an increase in district partners across the state and bolstered the pipeline of applicants available to teach in South Carolina school districts. For the 2021–2022 school year, 80 CarolinaCAP candidates served students in 17 districts and 54 schools across South Carolina. The expansion of the CarolinaCAP team provided additional expertise and more support for districts, applicants, and candidates as they progressed through partnership and candidacy. Advancing the implementation of residency pathways within CarolinaCAP is providing additional avenues for recruitment and support. Residents are serving alongside high-quality teachers of record for one year prior to transitioning to CarolinaCAP candidacy status.

The external evaluation team has collected data over the past two years via a baseline survey of candidates, an end-of-year survey, interviews and focus groups, and site visits to seven of the 17 district partner sites. Based on the results of this data, the team identified areas of strength in addition to recommendations to meet challenges and continue to grow the program and its effectiveness for the state. The summary of accomplishments and key challenges (opportunities for improvement) below are addressed in more detail in the report narrative.

Accomplishments Upon Which to Build

- **District recruitment and targeting of rural districts exceeded requirements for participation.** CarolinaCAP currently partners with 24 school districts, 19 of which are rural districts with 12 of those 19 along the I-95 corridor.
- **Recruitment efforts yielded 455 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 the needs for early childhood and elementary educators.
- **CarolinaCAP is providing diverse teachers who are growing in their professional dispositions for diverse districts.** The percentage of Black educators participating in CarolinaCAP is 77%. Of the



80 candidates, 65 identify as female, and 15 identify as male. CarolinaCAP serves districts in which 58% to 95% of students are eligible for Free and Reduced Lunch, most of whom are students of color.

- **CarolinaCAP is cost-effective for districts.** The total cost for CarolinaCAP is \$7,500 per teacher, which covers three years of support, making it very competitive in the marketplace for other recruitment and retention models. For qualifying rural districts, \$3,000 in legislative funding is used to offset partnering district fees for each candidate.
- **Administrator feedback about CarolinaCAP candidates' early effectiveness is extremely positive.** Administrators and peers highlighted the impact of candidates who had grown up in the community being able to meet students' needs and manage classrooms effectively because of their knowledge of families and their communities.

Other programmatic highlights include the following:

- the pilot of a CarolinaCAP residency for candidates to work alongside a high-quality teacher to develop the skills necessary to transition to CarolinaCAP candidacy (and to provide concentrated support for passing Praxis II content exams),
- partnership with Voorhees University Center of Excellence for Educator Preparation and Innovation that supports an 11-month residency for Fellows before they transition to CarolinaCAP candidacy to complete certification requirements,
- increased leadership of CarolinaCAP coaches as they codesigned and cofacilitated candidate Virtual Learning Community sessions (VLCs) and the monthly coaches' meetings, and
- the naming of one candidate as First Year Teacher of the Year for their school district.

Challenges That Offer Opportunities

As the 2022–2023 school year approaches, the CarolinaCAP team is focused on strategies and programmatic redesign to address challenges that provide for opportunities to continue to improve upon the CarolinaCAP model.

- **Enhanced marketing, communications, and more targeted recruitment efforts** for the CarolinaCAP team as well as for districts are needed to accelerate the progression of applicants in the pipeline to full candidacy.
- **Praxis support needs to be diversified and intensified.** The most frequently requested additional support was for more and different Praxis II and Praxis Principles of Learning and Teaching (PLT) preparation.
- **Additional supports should be implemented to assist candidates with completion of required micro-credentials.** While the demonstration of competencies characteristic of micro-credentials provides unique experiences for candidates, finding the bandwidth to successfully complete these personalized learning experiences is challenging.

While this report provides details on the status of CarolinaCAP as of June 30, 2022, the program continues to rapidly evolve. Quarterly reports will be disseminated throughout the upcoming fiscal year to track ongoing progress.

Introduction

CarolinaCAP is designed to draw upon the expertise of the trilateral partnership among UofSC, CTQ, and partnering school districts to create and refine efficient and effective recruitment, preparation, and retention practices for prospective and practicing educators across South Carolina (see Appendix A for more details about district partners and candidates). Each partner brings experience and skillsets to ensure CarolinaCAP meets the needs of the alternative certification candidate and addresses district recruitment and retention needs. UofSC provides research-based practices to build and deliver high quality learning experiences for candidates, support and training for CarolinaCAP coaches, and continuation of strong partnerships with districts across South Carolina. CTQ brings expertise in systemic thinking and collective leadership development, co-creating and strengthening systems of personalized professional learning, assisting educators with sharing stories of impact, and building VLCs to support educator growth and development. Partner districts bring with them knowledge of the unique needs of their communities, understanding of staffing needs, and the ability to identify potential within and outside of their districts. The combined expertise of the trilateral partnership provides the talent and support needed to cultivate and sustain an innovative alternative certification pathway.

The \$750,000 awarded through Proviso 1A.71 for the 2021–2022 fiscal year continues to support innovation, programmatic improvement, and support for a viable pathway for alternative certification for our rural districts. Additionally, the \$450,000 provided by the legislature expands the support reach for districts and CarolinaCAP coaches. Since the additional funding, district partnerships increased from 17 districts in 2020–2021 to 24 districts in 2021–2022. Although CarolinaCAP is still a nascent program, there is much to celebrate—as well as some challenges to address. Program delivery and modifications during the three years of the program are a direct result of data and feedback from candidates, coaches, and partners and reflect the unique collaboration of CarolinaCAP. The external evaluation team has collected data over the past two years via a baseline survey of candidates (n = 68 of 80), an end-of-year survey (n = 63 of 80), interviews and focus groups (n = 59), and site visits to seven of the 17 district partner sites (see Appendix B for the evaluation plan). As a result, the team identified areas of strength for CarolinaCAP in addition to recommendations to meet challenges and continue to strengthen the program.

Programmatic Areas of Strength

1. **District partner recruitment and targeting of rural districts exceeded requirements for participation.** The proviso's requirement includes recruiting at least ten rural districts. CarolinaCAP currently partners with 24 school districts. Of the 24 partner districts, 19 are classified as rural districts according to the South Carolina Rural Recruitment Initiative, and 12 of those 19 sit along the I-95 corridor. Seventeen of the partner districts currently support CarolinaCAP candidates. The remaining seven partner districts plan to support candidates during the 2022–2023 school year.
2. **Recruitment efforts yielded 455 applicants in the pipeline.** Engagement with districts has yielded rapid pipeline progress. Additionally, these applicants meet the needs for targeted recruitment specified for CarolinaCAP in the proviso, including early childhood and elementary. CarolinaCAP preparation includes courses, coaching, and micro-credentials. With more than 1,100 vacancies in South Carolina as of February 2022, CarolinaCAP has a pipeline of applicants from which districts can draw.

3. **CarolinaCAP is providing diverse teachers who are growing in their professional dispositions for diverse districts.** Research from Gershenson et al (2017) and Grissom, Kern, & Rodriguez (2017) found that positive student outcomes are closely correlated with matching the racial and ethnic makeup of students and educators. CarolinaCAP continues to provide a diverse group of candidates to serve South Carolina students. The percentage of Black educators participating in CarolinaCAP is 77%. Of the 80 candidates, 65 identify as female, and 15 identify as male. CarolinaCAP serves districts in which 58% to 95% of students are eligible for Free and Reduced Lunch, most of whom are students of color. The diversity of life and other professional experiences are significant, with candidates spanning ages from their 20s to 70s and serving in previous roles from college instructors to teachers' aides.
4. **CarolinaCAP is cost-effective for districts.** The total cost for CarolinaCAP is \$7,500 per teacher, which covers three years of support, making it very competitive in the marketplace for other recruitment and retention models. Hiring teachers through the international program can cost districts upwards of \$10,000 per year. The Learning Policy Institute (2017) found it can cost rural districts an average of \$9,000 to recruit, hire, and onboard new educators. For qualifying rural districts, \$3,000 in legislative funding is used to offset partnering district fees for each candidate. Qualifying rural districts are responsible for each candidate's remaining \$4,500 fee (see Appendix C for proviso and budget details).
5. **CarolinaCAP candidates believe they are well prepared to teach with integrity, intellectual spirit, justice, and stewardship.** More than half of all candidates believed they were "very prepared" to teach their classes. Over 70% of all candidates believed they were "very prepared" to teach their classes equitably, to develop relationships, and to be culturally responsive.
6. **CarolinaCAP support and coaching support garnered nearly universal accolades from district liaisons, school administrators, and CarolinaCAP candidates.** CarolinaCAP coaches continued to build on their leadership skills as they codesigned and cofacilitated candidate VLCs and monthly coach meetings. Coaches and CarolinaCAP team members responded to texts, calls, and emails within 24 hours and were always accessible based on feedback from candidate interviews and focus groups (see Appendix D for CarolinaCAP personnel).
7. **Candidates reported universal positive impact regarding their two UofSC courses.** Candidates repeatedly brought up individual professors and courses in interviews as "speaking healing words" and "knowing exactly what we needed when we needed it." Candidates emphasized that professors were always available for support, were knowledgeable, and kept them going through their first year. Candidates requested an additional course to further support their development as educators with a particular request of front-loading some of the coursework prior to the start of teaching. In its initial design, CarolinaCAP included an in-person, two-week intensive course that has not been implemented yet due to pandemic-related complications. In 2023, candidates will participate in an in-person intensive course, and the addition of a third class is being explored.
8. **Administrator feedback was extremely positive about CarolinaCAP candidates.** Administrators were extremely positive about CarolinaCAP candidates who have been teaching in adverse conditions. Administrators and peers highlighted candidates who had grown up in the community being able to meet students' needs and manage classrooms effectively because of their knowledge of families and their communities. The candidates' strong desires to become teachers

resulted in enthusiastic energy to persevere in most challenging circumstances. For the second consecutive year, a CarolinaCAP candidate was named the school and district First Year Teacher of the Year.

These accomplishments are the result of dedicated candidates who have been recruited and supported by a strong CarolinaCAP collaborative of partners. The following sections of the report address activities related to candidate and district recruitment, continued development of pathways into the program, and preparation and support strategies for both candidates and coaches working alongside them in their classrooms. In addition to summarizing activities of the past year, recommendations are included that address fine-tuning some aspects of program delivery. The concluding section of the report looks ahead to detailed plans for the 2022–2023 school year.

Candidate and District Partner Recruitment

Recruitment sessions for prospective CarolinaCAP participants are held once 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 FY22 were held via Zoom. Prospective participants were given an overview of the CarolinaCAP program followed by more detailed programmatic information (see Appendix E for a typical CarolinaCAP recruitment session agenda). During the 2021–2022 school year, 196 people began the application process as a result of team recruitment efforts.

Having CarolinaCAP staff meet prospective participants through these sessions has proven fruitful as the recruitment sessions successfully communicated the opportunities available via the program. This year the sessions have expanded to involve the CarolinaCAP Employment Specialist. While CarolinaCAP boasts a large number of applicants in the pipeline ($n = 455$), those transitioning to candidacy status were low. Therefore, to help match eligible applicants with partner districts with the goal of increasing the number of CarolinaCAP candidates, the Employment Support Specialist was hired July 2021. The Employment Support Specialist brings a wealth of experience in human resources, teacher certification, and school administration to the team, thus making this role well positioned to assist applicants with finding employment in partner districts.

In addition to engaging in candidate recruitment sessions, the Employment Support Specialist facilitates Employment Support Sessions for CarolinaCAP applicants twice a month with follow-up office hours as requested by applicants and candidates. Sessions are advertised through the CarolinaCAP platform and email invitations. Applicants received an overview of the employment process within CarolinaCAP followed by a more detailed work session on creating employment documents (see Appendix E for a typical CarolinaCAP Employment Support Session agenda).

A total of 21 Employment Support Sessions were held from August 2021–June 2022. Each session was followed by the availability of office hours and individual appointments for assistance, editing, and coaching applicants for employment in partner districts. Support to applicants participating in sessions is ongoing and continues throughout the job search. A total of 63 CarolinaCAP applicants received support from the Employment Support Specialist. Of those 63, 17 were hired as teachers of record in partner districts.

The Employment Support Specialist also serves as a resource to partner districts, referring applicants and contacting potential district applicants who may qualify for the CarolinaCAP 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 and presentations yielded seven additional district partnerships, bringing the total number of district partners to 24.

Opportunities for Growth for Candidate and District Recruitment

- 1. CarolinaCAP requires enhanced marketing and communication.** While CarolinaCAP provides monthly recruitment sessions for candidates, employment support sessions to assist with matching applicants to districts, and district recruitment sessions, feedback from site visits found that the program would benefit from increased efforts in marketing and communications. Other than district human resources leaders and a few administrators, most personnel in the schools who help support candidates and can serve as recruiters for future candidates remain unaware of CarolinaCAP. Due to the range of alternative routes in many of these districts, CarolinaCAP is “just another alternative certification route.” With 24 partner districts, interest and enrollment are likely to rise, but additional awareness will be beneficial.
- 2. CarolinaCAP will benefit from strategies to support applicants’ transition to CarolinaCAP candidates.** While application numbers are high ($n = 455$), applications that are complete ($n = 198$) are not. For this reason, in-person recruitment will increase in the summer and fall, and a January 2023 launch will be facilitated for candidates hired after the August 2022 launch deadline. Additionally, CarolinaCAP added a Pathways and Recruitment Coordinator position to serve as the lead for recruiting new candidates to the program and an Applicant Support Specialist to assist applicants with completing the requirements to move from applicant to candidate status. These additional supports are structured to help increase the number of applicants in various areas (specifically in middle and secondary levels) and increase the number of employed candidates. Future district information sessions will include district partners who share firsthand experiences of the program’s impact. Providing opportunities for prospective partners to hear from current partners will inform how others can operationalize CarolinaCAP in their districts.
- 3. Districts should refine their processes for candidate selection and placement.** Candidates who live in the communities where they teach, have grown up, or have served in the district previously are significantly more likely to stay, based on evaluation feedback. Candidates who live in other communities were significantly more likely to say they were unlikely to stay after completing CarolinaCAP and getting their certification. Several administrators and teachers cited better pay in neighboring districts as a reason for the increased likelihood that they might leave. With the increasing interest in CarolinaCAP and the many openings in schools, school and district leaders need to continue to identify talented educators within their schools and communities who are likely to remain there when possible.

Pathways Into CarolinaCAP

CarolinaCAP Residency Pilot

To address challenges with Praxis II and meet the needs of partner districts, CarolinaCAP piloted a residency component with one district partner. The CarolinaCAP residency provides opportunities for residents to work alongside a high-quality teacher of record to gain the knowledge and skills to succeed in their first year as a CarolinaCAP candidate. During this initial year, residents complete the two CarolinaCAP courses (EDTE 600 and EDUC 634) and engage in Praxis support sessions to assist them in passing Praxis II content assessments. A residency pilot launched in January 2022 with Charleston County School District's Men of CHS TEACH initiative and their classified employees seeking certification. The residency team consisted of the CarolinaCAP resident, coaching teacher, and CarolinaCAP coach liaison. Coaching teachers receive an orientation and training on programmatic expectations and tenets of coteaching. Additionally, the coach liaison facilitated meetings to support the coaches' development and assist them through their first year. The pilot year of the CarolinaCAP residency supported 14 residents (four residents in Men of CHS TEACH and nine in the Classified to Certified program). In the 2022–2023 school year, the Men of CHS TEACH pilot will expand. The CarolinaCAP design team will use research-based strategies and data to continue to build and refine the residency model with the goal of offering this residency option with additional partner districts.

Institute of Higher Education (IHE) Residency Models

Additional residency opportunities for CarolinaCAP include Transition to Teaching (TtT) provided through a federal grant awarded to the University of South Carolina and federal grants awarded to Voorhees University's Educator Preparation and Innovation (EPI) Pathways. Both of these university-based residency models serve as a pre-CarolinaCAP experience that provides additional support with Praxis II preparation, coursework, and support from a high-quality teacher of record. Residents can learn and develop skills prior to entering their own classrooms as teachers of record as CarolinaCAP candidates. Residents in TtT earn a master's degree. Voorhees EPI has two pathways from which Fellows may choose that lead to certification through CarolinaCAP; one of those pathways leads to a master's degree.

The addition of multiple pathways within CarolinaCAP helps to increase the number of eligible applicants in the pipeline as these pathways are designed to address the barrier of passing the Praxis II content assessment. Two cohorts of TtT residents are now CarolinaCAP candidates, and the first cohort of Fellows in Voorhees EPI will transition to CarolinaCAP during the 2023–2024 school year.

Preparation and Support of Candidates

CarolinaCAP candidates participate in a unique, personalized experience that includes the following components:

- individualized support from a coach selected by the district and trained in the CarolinaCAP Coach model,
- engaging coursework designed by expert UofSC faculty,
- micro-credentials selected by CarolinaCAP candidates with the support of a coach, and



- multiple opportunities to learn and grow through participation in VLCs.

Coach Support for Candidates

The CarolinaCAP coach is selected by district partners and trained and provided with continued leadership and growth development by the CarolinaCAP team through monthly coach sessions and quarterly coaching conversations. Coaches are required to provide 3 to 5 hours of support weekly for each candidate; engage in a coteaching cycle where they work with the candidate to co-plan, coteach, and co-assess student learning; and respond promptly to candidate needs. The 80 CarolinaCAP candidates were supported by 23 coaches. Two coaches engage in the role full-time, while the remaining coaches serve in a hybrid role where they work part-time in one role (e.g., classroom teacher, math interventionist) and part-time as the CarolinaCAP coach.

Coursework and Support of UofSC Faculty

Candidates complete two master's level courses: EDTE 600–Systematic Effective Teaching and EDUC 632–Inquiry into Teaching: A Study of Effective Practice. These courses were developed by UofSC faculty specifically for CarolinaCAP candidates and are taught by four faculty members and facilitated synchronously and asynchronously via an online videoconference and virtual learning platform (see Appendix F for coursework outcomes).

According to feedback from candidates throughout the year and through surveys and site visits, the coursework and consistent support of UofSC course instructors were beneficial to candidate learning and helped them support their students. CarolinaCAP candidates believe they are well prepared to teach with integrity, intellectual spirit, justice, and stewardship. More than 98% of all candidates believe they were "moderately prepared" or "well prepared" to teach their classes. When asked about UofSC commitments, 98% of respondents believed they were prepared to meet the UofSC commitments of integrity and intellectual spirit, and 100% believed they were prepared for justice and stewardship (see Figures 1 and 2).

Figure 1: CarolinaCAP Preparation Survey III Responses: Preparation

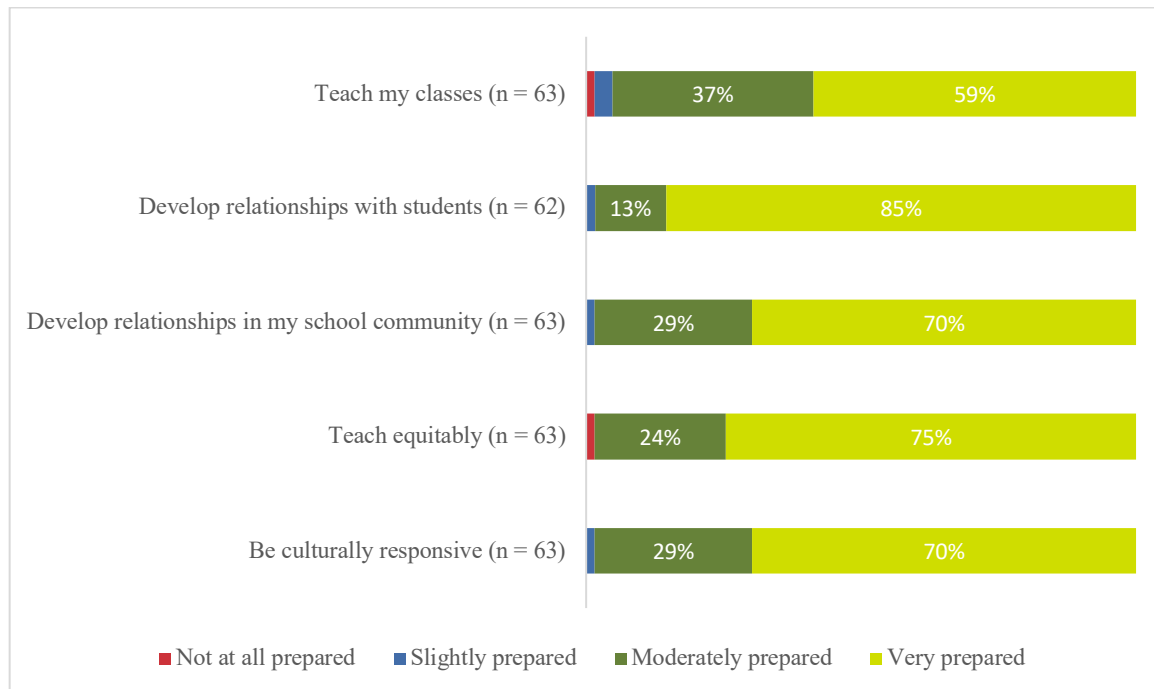
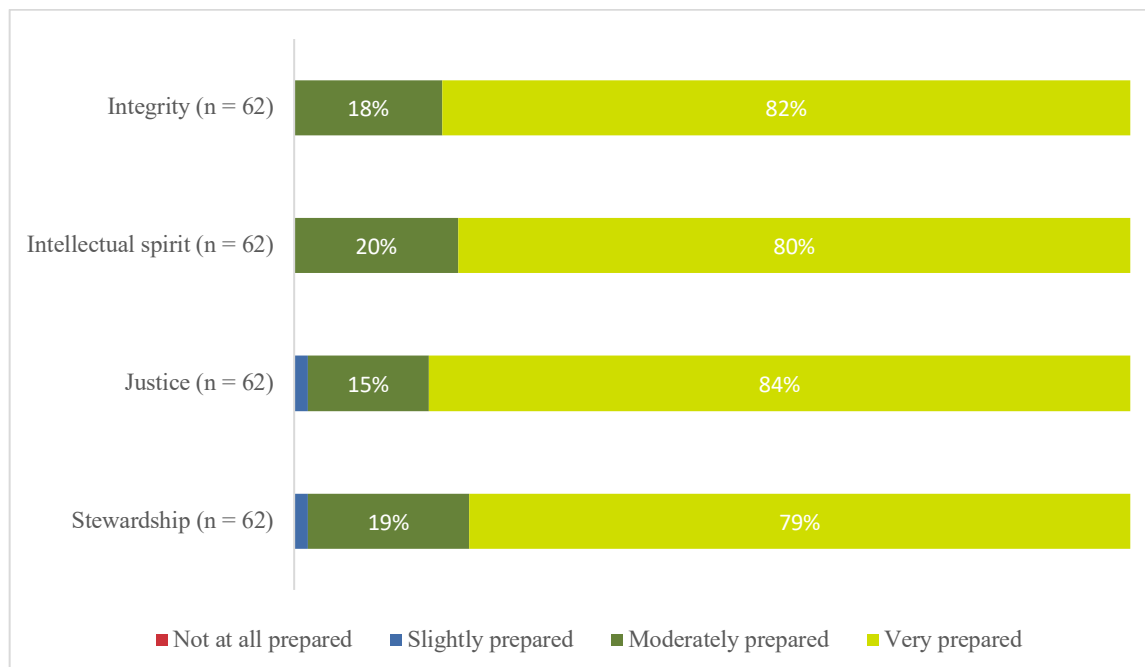


Figure 2: CarolinaCAP Preparation Survey III Responses: UofSC Commitments



Micro-Credential Selection and Support

Micro-credentials are a part of a system of personalized professional learning that recognize discrete skills of educators related to practice. After successfully completing required coursework in two graduate courses, CarolinaCAP candidates demonstrate competency of various skills through successful completion of micro-credentials within required stacks (collections of micro-credentials that are related in content). Candidates complete micro-credentials in stacks including literacy and those aligned to their areas of certification.

Through feedback from candidates, coaches, district partners, and team members, the total number of required micro-credentials was revised to a total of 10 instead of the original 18 set at the beginning of the program. This reduction maintains the rigor of the program while ensuring candidates are able to fulfill their responsibilities as teachers of record and CarolinaCAP candidates. Team members continue to hold multiple discussions to develop more structured plans for supporting candidates in successfully completing this program requirement (see the results of team planning on micro-credential requirements included in Appendix G).

Support Through VLCs

CarolinaCAP VLCs 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.

Candidates are invited to participate in one monthly session designed to address topics to support their instruction with breakout rooms to provide support in the completion of micro-credentials. This year, VLCs were co-led by CarolinaCAP coaches and included a session with district partners to review contract levels and certification. Sessions were created based on feedback from candidates and coaches (see Appendix H).

Coaches also attend monthly sessions designed to provide 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 and are cofacilitated by the Coach Leads and CarolinaCAP coaches.

Praxis Support

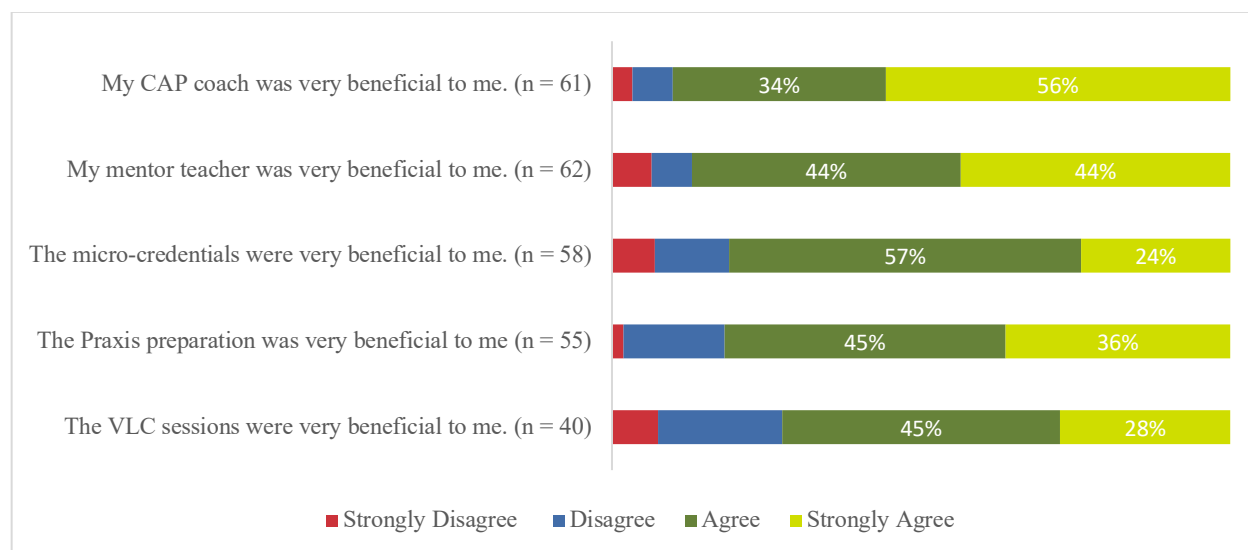
CarolinaCAP is prepared to address the known barrier of passing Praxis exams by considering the feedback received from candidates that in-person tutoring was what they believed was the most effective way to study. During the 2020–2021 school year, UofSC faculty and practicing teachers created a suite of videos and resources to assist with Praxis II subject assessments. These resources include sample study plans and timelines, virtual study cards, links to content-related resources, study tips, and practice tests. In addition to the resources created specifically for CarolinaCAP candidates by UofSC faculty, CarolinaCAP partnered with other agencies like Black River A+ Tutoring to offer additional supports to applicants in the pipeline to help them meet entry requirements (see Appendix I).

Overall Candidate Perception of Their Preparation and Support

Candidates were extremely positive about the supports they received as indicated in Figure 3. Overall, 90% of candidates agree or strongly agree that their CarolinaCAP coach was very beneficial to them. Eighty-eight percent say that their mentor teacher was very beneficial to them. Eighty-one percent say that micro-

credentials and Praxis preparation were beneficial. Seventy-three percent say VLCs were beneficial. Candidates were least positive about the VLCs in part because they seemed to have low participation based on interview responses. Low participation in micro-credentials also indicates that they might not be providing maximum benefit.

Figure 3: Candidates' Perceptions of Their Supports



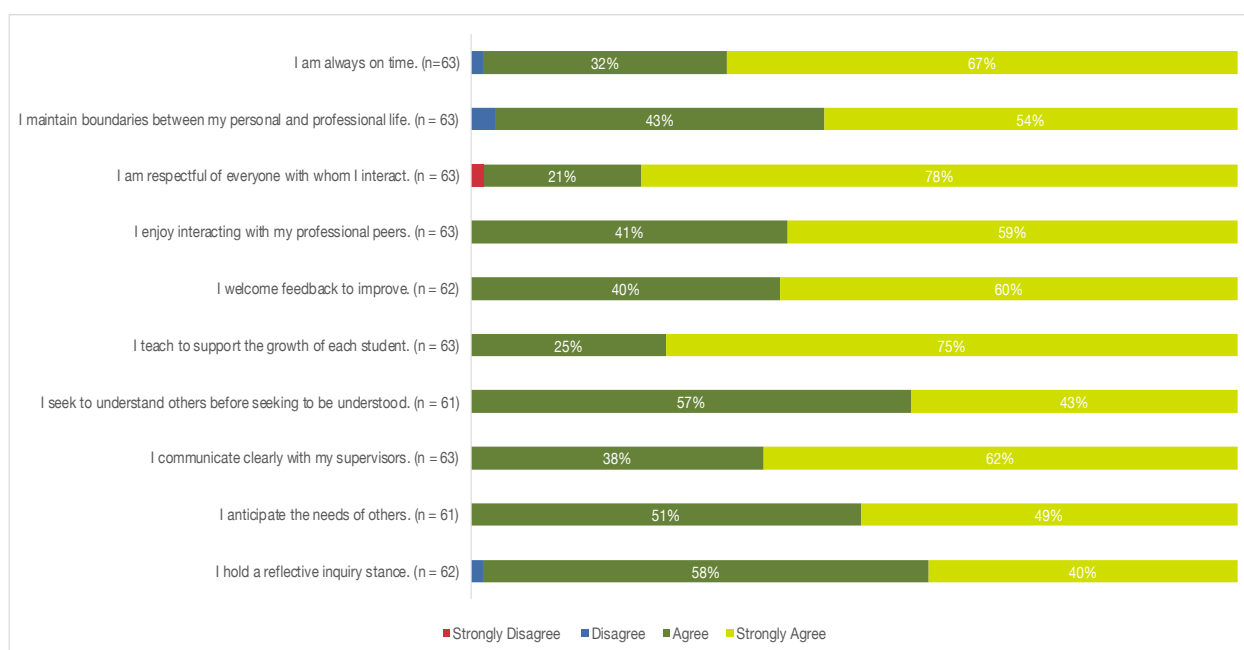
CarolinaCAP candidates report strong professional dispositions that have improved since their baseline survey as shown in Figures 4 and 5. In Figure 4, in all ten areas, candidates reported improvement over the course of the program. Candidates reported significant growth in two areas: “I am always on time” and “I welcome feedback to improve.” Figure 5 demonstrates the candidates' perceptions of their professional dispositions at the end of the 2021–2022 school year. Nearly 100% of candidates responded that they “agree” or “strongly agree” that they display these professional dispositions. In the seven districts visited by evaluators, administrators, peers, and coaches affirmed these characteristics in most candidates.

Figure 4: CarolinaCAP Preparation Survey I v. Survey III Responses (4-Point Scale: Strongly Disagree–Strongly Agree)



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Figure 5: CarolinaCAP Preparation Survey III Responses (n = 63): Percentages of Responses



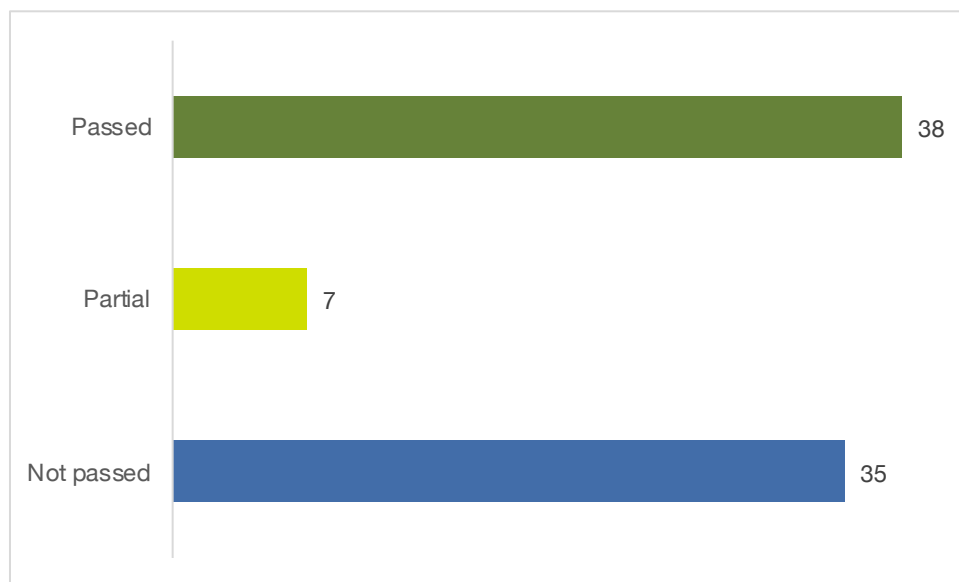
The preparation and support of candidates by instructors, CarolinaCAP coaches, the CarolinaCAP team, and district partners not only yielded positive efficacy scores on evaluations and feedback, but for the second consecutive year, a CarolinaCAP candidate was named the First Year Teacher of the Year for her school and subsequently was awarded First Year Teacher of the Year for the school district.

Opportunities for Growth in the Preparation and Support of Candidates

- 1. The biggest challenge for CarolinaCAP candidates was passing Praxis II while teaching.** Praxis support needs to be diversified and intensified. The most frequently requested additional support was for more and different Praxis II and Praxis PLT preparation. As of June 1, 2022, 38 CarolinaCAP candidates have passed Praxis II, and seven have passed portions of the exam (see Figure 6). In interviews and focus groups, multiple candidates cited the Black River A+ tutoring support as beneficial. Several cited 240 Tutoring as beneficial, while others did not find it to be as helpful. Many candidates expressed appreciation for being able to take practice tests and found those to be extremely beneficial. Others found their own resources through their districts and other support organizations.

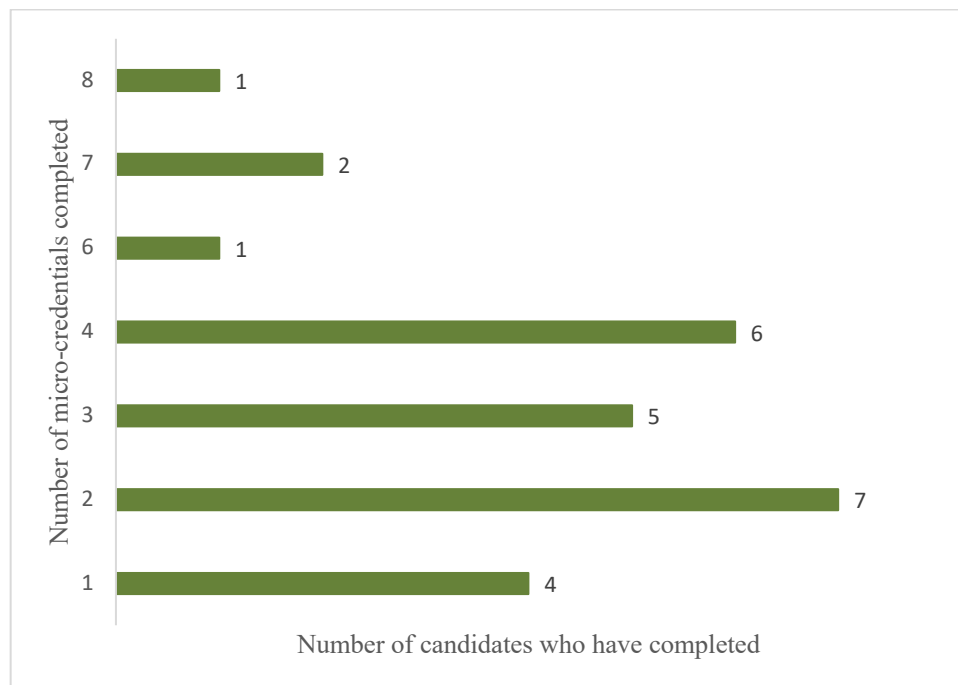
Human resources directors repeatedly cited the lack of ability to pass the Praxis as their greatest hesitation in hiring candidates. Investing significant resources in individuals who might not be able to become certified was a notable concern.

Figure 6: Candidates' Praxis II Status as of June 1, 2022 (n = 80)



- 2. CarolinaCAP should modify support structures and resources for completion of micro-credentials.** While some candidates cited the benefit to their reflective practice, candidates interviewed found micro-credentials to be challenging to complete (see Figure 7). Of 80 candidates, 26 have completed one micro-credential as of June 1, 2022.

Figure 7: Candidates' Completion of Micro-Credentials



3. **CarolinaCAP coaches should align support with other available coaching support while maintaining their presence 3 to 5 hours/week with candidates.** CarolinaCAP coaches who successfully supported their candidates aligned their support with literacy coaches, instructional coaches, and interventionists in the building. The CarolinaCAP coaches met with the other coaches in the building to ensure that their support aligned with that of others. Additionally, mentor teachers met regularly with CarolinaCAP coaches and other coaches to align support. Continued work will include additional alignment of CarolinaCAP coaching support with other supports in the building.
4. **Candidate supports should be timely, relational, and proximate.** Candidates' appreciation of UofSC classes and their support is indicative of the type of support that appears to be the most beneficial. Because some candidates begin teaching before they understand standards, objectives, and basic classroom procedures, they can be overwhelmed and dependent on other colleagues beyond their CarolinaCAP coaches.

Preparation and Support of Coaches

Once district partners selected CarolinaCAP coaches, they participated in a 2-day training offered in September 2021 and December 2022. 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 alternative route candidates' strengths and the experiences they bring to classrooms and schools. Agenda topics included a theoretical framework for CarolinaCAP coaching; coaching skills and behaviors; co-planning and coteaching; best practices of diversity, equity, and inclusion; strategies for working with other support providers; social/emotional learning; and onboarding candidates for the school year.

Following the launch, coaches had extended learning opportunities through the establishment of monthly VLC 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, resources, and opportunities to lead).

Coaches engaged in a 2-day summer retreat to improve and develop skills in coaching and coteaching, explore leadership growth opportunities, and participate in planning for the next school year. The Coaches' Retreat will be an annual face-to-face gathering that is tailored to coach needs and developments within the pathway. Leadership opportunities included serving as cofacilitators for the candidate VLC meetings. 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 candidates with completion of micro-credentials.

Opportunities for Growth in the Preparation and Support of Coaches

District resources for CarolinaCAP are uneven. Variable resources are most evident in the way districts are providing support to CarolinaCAP coaches. Some receive a stipend, some receive load release, and others appear to have the responsibility added without any additional resources.

Coaches are expected to provide 3 to 5 hours of support per week per candidate; therefore, providing load release for CarolinaCAP coaches is a necessity. As stipulated in the Memorandum of Understanding (MOU), “. . . the coach-to-program participant ratio is 1:5 for part-time (50%) coaches and 1:10 for full-time coaches.” The CarolinaCAP coaches interviewed were unanimous in their appreciation for the coaching they were receiving as a component of the program. However, the support is not particularly beneficial if time is not available to apply their enhanced coaching with candidates. A priority for the upcoming year will be addressing district partner responsibilities for coach selection and supports as well as required release time for them to work with their assigned candidates.

Looking Ahead

Feedback throughout the year and from site visits and survey data have resulted in program updates during the 2021–2022 school year and informed plans for the 2022–2023 school year to ensure CarolinaCAP efficiently and effectively supports candidates and district partners. The chart below outlines the areas of growth recommended by the external evaluators, lists supports provided during the 2021–2022 school year in response to feedback, and details plans for the 2022–2023 school year to continue to refine support to meet programmatic goals.

CarolinaCAP will enhance marketing and communication.	
Supports in Progress	Plans for 2022–2023
<ul style="list-style-type: none"> CarolinaCAP expanded the team to provide two additional avenues of support to applicants, candidates, and district partners. <ul style="list-style-type: none"> The Pathways and Recruitment Coordinator was added in May 2022 to address recruitment and marketing efforts to increase the number of viable candidates and district partners. The Application Support Specialist assists candidates throughout the application process to ensure steps are completed on time and provides direct support to individual applicants. CarolinaCAP produced visual representations of progressions for CarolinaCAP applicants and candidates that clarify program entry and yearly completion requirements. These progressions are available on the CarolinaCAP website and distributed to current and potential partner districts and program participants. CTQ facilitated Storytelling Retreats that led to the development of four CarolinaCAP candidate stories highlighting program impact. Links to candidate stories are below: <ul style="list-style-type: none"> Brittany Caniglia Adadra Neville Brad Washington Ykesha Brown CarolinaCAP partnered with TEACH-SC at the State Department of Education to bolster state and national recruitment efforts. The 	<ul style="list-style-type: none"> A robust recruitment plan has been created for the 2022–2023 school year that will increase the visibility of CarolinaCAP throughout the state using various media to promote program requirements and benefits to potential candidates and districts. The Pathways and Recruitment Coordinator will guide interested applicants through the pathway to CarolinaCAP (i.e., residency, traditional pathway) that best fits their goals. Metrics will be analyzed to determine the effectiveness of recruitment strategies and to ensure recruitment benchmarks are met. The creation of new updates to current materials describing the progression of program participants will help streamline communication. <ul style="list-style-type: none"> Additional visual representations of progressions for district partnership, coach support, and micro-credential requirements will be produced and disseminated to current and potential partner districts, applicants, and candidates. Communication toolkits for the district CarolinaCAP team (district liaisons, school administrators, coaches, candidates) will be developed and administered to promote clear, concise, and consistent communication.

TEACH-SC platform offers guided support to help prospective candidates complete the application process.	<ul style="list-style-type: none"> • CarolinaCAP will hire a Communications Specialist to focus on marketing and communication strategies for CarolinaCAP. • CTQ will facilitate additional storytelling retreats to assist candidates, district partners, and CarolinaCAP team members to generate stories about program impact.
CarolinaCAP will offer additional strategies to support applicants' transitions to becoming CarolinaCAP candidates.	
Supports in Progress	Plans for 2022–2023
<ul style="list-style-type: none"> • CarolinaCAP added an Applicant Support Specialist to the team to further clarify and guide applicants to completion of the application process. • The Applicant Support Specialist updated documents to provide further clarification of steps in the application process. • The Customer Relations Platform provides a checklist for applicants to follow to complete steps. Applicants receive reminder emails to complete application steps or reach out for additional support. • The Employment Support Specialist provides employment sessions to assist applicants with creating resumes and connecting with partner districts for interviews. 	<ul style="list-style-type: none"> • The Applicant Support Specialist will continue to provide support as needed to applicants to ensure the completion of all required steps. • The visual representation of applicant progression will provide additional guidance to applicants and links to important sites and resources to complete steps of the application process. • Data about the most effective methods to support application completion and match candidates with districts will be tracked and applied to modify support structures.
Districts will be supported to refine processes for candidate selection and placement.	
Supports in Progress	Plans for 2022–2023
<ul style="list-style-type: none"> • CarolinaCAP works with districts to cofacilitate district recruitment sessions targeted at current district employees. More than 70% of candidates previously worked in their districts in another role. 	<ul style="list-style-type: none"> • The CarolinaCAP Pathways and Recruitment Coordinator will work with districts to continue targeting current employees and members of the community with the goal of positively impacting retention. A recruitment plan for 2022–2023 has been developed to address district recruitment needs.

Additional strategies will be implemented and monitored to increase Praxis II pass rates.	
Supports in Progress	Plans for 2022–2023
<ul style="list-style-type: none"> The CarolinaCAP Candidate Support Specialist worked with Black River A+ Tutoring company to provide virtual tutoring services to help candidates to take the Praxis II subject assessment and Praxis PLT. Candidates were provided with a list of free online resources that can be used to help pass Praxis II subject assessments. Applicants receive a list of Praxis resources with their letter of eligibility to support them in passing the Praxis II subject assessments. Applicants may be reimbursed for fees incurred through engagement in one of the recommended support resources when they submit passing scores on their Praxis II subject assessment. 	<ul style="list-style-type: none"> The CarolinaCAP Candidate Support Specialist will continue to include additional resources and partner with additional tutoring services to support applicants and candidates with Praxis II assessments. The CarolinaCAP course instructors will lead the development of a third CarolinaCAP course to support the learning of pedagogical and theory-related concepts necessary to support students and show competency through passing the Praxis PLT assessment required for professional certification (course content should also positively influence completion of required micro-credentials). The course design will be led by UofSC faculty and tailored to meet the learning needs of alternatively certified candidates. The course will be offered during the second year of candidacy, and candidates will be encouraged to take the Praxis PLT exam after successful completion of the course.
CarolinaCAP will support structures and resources for completion of micro-credentials.	
Supports in Progress	Plans for 2022–2023
<ul style="list-style-type: none"> Based on feedback from course instructors, coaches, candidates, and recommendations from CTQ leadership, the number of micro-credentials was reduced from 18 to 10 in the 2021–2022 school year. This reduction will still maintain the rigor of the program while ensuring candidates are able to fulfill their responsibilities as teacher of record and CarolinaCAP candidate. 	<ul style="list-style-type: none"> The team will modify the number and types of support for micro-credentials to better support candidate growth and success. <ul style="list-style-type: none"> Coaches will receive support and guidance to integrate micro-credential support within the coaching cycle. Each candidate VLC will include breakout rooms where a trained team member or coach can assist candidates in completing micro-credential components. Course instructors will integrate completion of a micro-credential into the course requirements. Including micro-credentials in coursework will help the candidates better connect the course learning and responsibilities (as the classroom teacher) with the competencies necessary for

	classroom success. Additionally, this structure will provide candidates with another layer of support for micro-credentials.
CarolinaCAP coaches will be guided to align support with other available coaching supports while maintaining their presence 3 to 5 hours/week with candidates.	
Supports in Progress	Plans for 2022–2023
<ul style="list-style-type: none"> Additional communications have taken place and continue emphasizing established coaching requirements and supports for both coaches and the candidates they work alongside. 	<ul style="list-style-type: none"> A district coach plan will be developed for districts to outline how release time will be provided to coaches to ensure coaches have the ability and time to apply the strategies learned in coaching training and support sessions. Time to co-plan, coteach, co-assess, and provide individualized support for each candidate is essential to the candidates' success. <ul style="list-style-type: none"> Districts unable to adhere to the time requirements outlined in the MOU will not be able to support CarolinaCAP candidates until they have the structures in place to provide the required release time for coaches. The CarolinaCAP team will provide specific supports to districts modifying structures to provide the required release time needed for CarolinaCAP coaches to support candidates effectively. Quarterly site visits throughout the year will provide opportunities to monitor district program progress and inform tailored support more consistently. <ul style="list-style-type: none"> The CarolinaCAP MOU outlines that districts may have up to four site visits each year. (See Appendix J). Due to COVID, the 2021–2022 school year was the first time external evaluators were able to conduct on-site visits. During the 2022–2023 school year, site visits will be conducted by both the CarolinaCAP internal team and the external evaluators. Internal team visits aim to provide support and guidance during the year for districts

	<p>to ensure program components are carried out according to program guidelines.</p> <ul style="list-style-type: none"> The Coach Leads will work with coaches during monthly support sessions to integrate and align support with other resources available for candidates.
Additional focus will be dedicated to timely, relational, and proximate candidate supports.	
Supports in Progress	Plans for 2022–2023
<ul style="list-style-type: none"> The Candidate Support Specialist contacted each candidate to discuss program support and progress and to provide updates on expectations for the next year. A candidate yearly progress document tracks progress and outlines plans for next steps. 	<ul style="list-style-type: none"> The CarolinaCAP Course Lead will work with the team to revise the CarolinaCAP launch activities to include additional learning experiences. <ul style="list-style-type: none"> CarolinaCAP launch dates will be adjusted to provide more time before the start of the school year to support candidates with setting up their classrooms, creating classroom procedures and routines, and developing lesson plans and objectives. CarolinaCAP coaches and course instructors will support candidates during this updated preservice experience to ensure candidates feel ready to begin the school year as teacher of record. CTQ will collaborate on the creation of up to 15 online modules to complement course content for CarolinaCAP candidates. <ul style="list-style-type: none"> These modules will align to the individualized, personalized format of CarolinaCAP; they will be available for candidates to use as needed to individually support their growth. Each module will include a resource that candidates may readily apply to their classroom context.

Appendices

Appendix A: District Partner and Candidate Information

Table A1: CarolinaCAP District Partners

District	District Contact	Superintendent
+ Allendale	Katrina Riley	Margaret Gilmore
+*Bamberg 2	Phyllis Overstreet	Dottie Brown
+Barnwell 19	Janice Bush	David Corder
+Barnwell 45	Rachel Wall	Crissie Stapleton
Berkeley County	Natasha Wright	Deon Jackson
*Calhoun County	Ferlondo J. Tullock	Steve Wilson
Charleston County	Susan Watson-Bell Alisha Butler	Gerrita Postlewait
+*Clarendon 4	Laura Fleming	Angela Bain
+*Colleton County	Cliff Warren	Jim Tindal
+*Darlington County	Tim Newman	Ayesha Hunter
+*Dorchester 4	Andrea Sturkey	Kelvin Wymbs
+Fairfield County	Denise Sowell	J. R. Green
+*Hampton 2	Conchita Bostick	Martin Wright
Kershaw County	Connie Graham	Shane Robbins
+*Lee County	Shawnta McKenzie	Wanda Andrews
+Lexington School District Two	Barry Bolen	William James, Jr.
+*Marion County	Paula Grant	Kandace Bethea
+*Marlboro County	Barbara McCall	Donald E. Andrews
+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 districts eligible for Rural Recruitment Initiative funds for FY22

*Denotes I-95 corridor districts

Table A2: CarolinaCAP Steering Committee Members

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 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. 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.

Name	Organization/District	Role
LaToya Adams	Williston School District 29	Director of HR
Conchita Bostick	Hampton County School District 2	Director of Administrative Services
Kentrina Bridges	Marlboro County School District	CCAP Coach
Chris Burkett	UofSC	Coursework Coordinator
P. Ann Byrd	CTQ	President and Partner
Alisha Truesdale-Cotton	Voorhees Center of Excellence for Educator Preparation and Innovation	RISE Program Coordinator Center of Excellence for Educator Preparation and Innovation
Genee Glascoe	UofSC	Graduate Assistant
Paula Grant	Marion County School District	Director of HR
Tria Grant	UofSC	CarolinaCAP Director
Barbara McCall	Marlboro County School District	Director of HR
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
Kathy Schwalbe	CTQ	CCAP Coach Development Team Lead
Denise Sowell	Fairfield County School District	Director of HR
Jeff Stribble	Union County School District	Director of HR
Andrea Sturkey	Dorchester School District 4	Director of HR
Dyisha R. Taylor	Orangeburg County School District	Coordinator of Teacher Effectiveness
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
DeJarius White	Lee County School District	CCAP Coach

Table A3: Candidates and Certification Areas

District	# of Candidates	Certification Area
Bamberg 2	3	Early Childhood, Elementary
Barnwell 45	4	Elementary, Early Childhood
Berkeley County	6	Elementary, Early Childhood, SPED
Charleston County	18	Early Childhood, Elementary, SPED
Colleton County	5	Elementary
Darlington County	1	Early Childhood
Dorchester 4	2	Elementary, Early Childhood
Fairfield County	1	Early Childhood
Hampton County	6	Elementary, Secondary Biology, Secondary Mathematics
Lee County	4	Early Childhood
Marion County	3	Elementary, Middle Level Science
Marlboro County	11	Elementary, Early Childhood, Middle Level Science
Newberry County	3	Elementary, Early Childhood
Orangeburg County	7	Elementary, Early Childhood
Richland County One	1	Early Childhood
Williamsburg County	2	Early Childhood
Williston 29	3	Elementary
TOTAL	80	

Appendix B: Program Evaluation Information

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
<i>Summer experience</i> 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

Appendix C: Proviso and Budget

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

On or before September 30th of Fiscal Year 2021-22, 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 1-95 corridor and serve no fewer than 250 teacher candidates. The pilot program shall stipulate reasonable fees for participating candidates and districts 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.

Table C1: CarolinaCAP Budget Expenditures

Description	Amount
Coach Payments (cofacilitate trainings/sessions, develop trainings, substitute pay)	\$5,000
Launch Experience Materials	5,000
Payment to CrED for Micro-credentials	27,600
Graduate Assistant	30,000
Technology Equipment Software	1,000
Coach Materials (Training: coteaching books)	1,000
Marketing	20,000
Payment to TIP for supporting TtT Teachers (Coaching)	45,000
Website Maintenance	10,000
CrED Contracts (CarolinaCAP Courses)	110,000
Micro-credential Development	37,500
Postage	500
Technology Equipment Software	1,000
Faculty/Staff Travel (mileage, conferences, recruitment events)	10,000
Praxis Preparation (materials and contracted tutoring sessions)	20,000
CTQ base partnership expenses (time, travel, equipment, communications/CarolinaCAP consultants: CarolinaCAP Coach Lead, CarolinaCAP CRM and Platform administrator, External Evaluators)	775,421
CarolinaCAP Residency Design	8,000
Director Salary and Fringe	125,775
Lead Course Instructor	30,000
Residency District Liaison	25,000
Employment Support Specialist	12,000
Budget Manager	6,600
CarolinaCAP Candidate Coordinator	7,920
In-kind Contributions (UofSC Faculty & Staff)	53,000
TOTAL Budgeted	\$1,367,316

Appendix D: CarolinaCAP Personnel

Name	Role
Melissa Baker	Course Instructor
Chris Burkett	Coursework Coordinator
Marie Cook	Assistant Director for CarolinaCrED
Angela Baum	Interim Associate Dean for Faculty & Academic Affairs
P. Ann Byrd	CTQ, President & Partner
Janet Dedmon	Platform/CRM/IT Specialist
Genee Glascoe	Graduate Assistant
Tria Grant	CarolinaCAP Director
Thomas E. Hodges	Interim Dean for College of Education
Sheryl Horton	Project and Budget Manager
Allison Jacques	Employment Support Specialist
Janine Krebs	Candidate Support Specialist
Lori Nazareno	CTQ, Micro-credential Development and Coach Lead
Lauren Sanborn	Applicant Support Specialist
Elizabeth Scarbrough	Director of Personalized Professional Learning
Kathy Schwalbe	Coach Lead
Deanna Taylor	Pathways and Recruitment Coordinator
Cindy Van Buren	Assistant Dean for Professional Partnerships
Susan Vinson	CarolinaCAP Residency Liaison
Beth White	Course Instructor

Appendix E: CarolinaCAP Recruitment Agendas

CarolinaCAP Recruitment Session Agenda

- CarolinaCAP Partnership and Program Design
- Certification Areas and Academic Requirements for Entry
- Application Process
- Q&A

CarolinaCAP Employment Support Session Agenda

- Introduction of the Employment Support Specialist
- Employment Support Overview of Services Offered
- Creating and Refining Resumes
- Writing Cover Letters
- Searching for Jobs
- Applying for Jobs
- Preparing for Interviews
- Q&A

Appendix F: Coursework Outcomes

EDTE 600–Systematic Effective Teaching

EDTE 600–Systematic Effective Teaching focuses on the classroom environment, instruction, and professionalism. This course familiarizes students with relevant research and provides students with opportunities to investigate theoretical perspectives, issues, and dispositions regarding classroom environment, instruction, and professionalism. EDTE 600 learner outcomes consist of the following:

1. Develop ways of describing what goes on in classrooms and how a teacher's dispositions and biases can impact the interests, learning, and social development of students.
2. Describe the strategies, rituals, and routines that can be used to establish and maintain a productive learning community addressing the varying social and economic factors present.
3. Analyze essential elements of classroom organization, instruction, and a teacher's expectations that inform management systems.
4. Explore concepts of culturally responsive teaching which entail learning, thinking, and understanding how teachers can create equitable learning environments that honor and build on a student's cultural experiences, language practices, development levels, and funds of knowledge.

To support the development of these learner outcomes, EDTE 600 attends to the following topics throughout the course:

- cultivating a positive classroom environment,
- getting to know your students,
- culturally responsive classroom management,
- the use of language within the classroom,
- identity,
- school and community culture,
- kid-watching (observing students in various settings to learn more about them),
- standards and objectives, and
- professionalism.

EDUC 632–Inquiry into Teaching: A Study of Effective Practice

EDUC 632–Inquiry into Teaching: A Study of Effective Practice is designed to engage students in guided inquiry focused on common problems of practice encountered in Pre-K–12 classrooms. Emphasis is on enhancing students' knowledge of content and pedagogy, which impact learning. The content of the course familiarizes students with relevant research and provides students with opportunities to systematically inquire into theoretical perspectives, issues, and dispositions regarding classroom environment, instruction, and professionalism. Additionally, EDUC 632 serves as a space to prepare CarolinaCAP students for future engagement in micro-credentialing as it authentically introduces them to the micro-credentialing process (see next section). EDUC 632 learner outcomes consist of the following:

1. Explore and demonstrate practices and behaviors of developing career elementary teachers.
2. Integrate and apply knowledge to analyze and critique experiences in the classroom setting.
3. Implement and evaluate acquired knowledge of curriculum, standards, instruction, learning, and assessment in the context of actual school practice.
4. Examine strategies for establishing and maintaining collaborative relationships with parents, school-based colleagues, and agencies in the larger community.
5. Employ responsiveness to cultural patterns through communication, teaching, and decision making in a diverse classroom.
6. Examine different ways students learn and how to address the diverse student needs that exist in Pre-K–12 classrooms.
7. Critically analyze instructional strategies that facilitate critical thinking and problem-solving abilities in elementary students.
8. Cultivate an inquiry stance as a teacher and learner.

To support the development of these learner outcomes, EDUC 632 attends to the following topics throughout the course:

- teacher research and practitioner inquiry,
- standards and learning objectives,
- instructional strategies,
- learning theories,
- culturally responsive pedagogy,
- school-community relationships,
- teacher leadership, and
- professionalism.

Appendix G: Micro-Credential Requirements

Successful completion of micro-credentials is a required component of the CarolinaCAP experience and provides a space for demonstration of essential competencies on the SCTS 4.0 Rubric and content-specific indicators. For each micro-credential, participants will submit evidence from teaching and students' learning to illustrate mastery of content and pedagogy.

Each CarolinaCAP Candidate will have three opportunities to submit each required micro-credential in the event that a candidate does not achieve a score of proficient on the first attempt. If the candidate is not successful after three attempts in a 1-year timeframe, then they must demonstrate competency of the assessed content and/or pedagogy via administrative evaluation using the SCTS 4.0 Rubric. After coaching and continued supports, candidates may attempt to resubmit the unsuccessful micro-credential the following year. A CarolinaCAP candidate may discontinue a micro-credential at any time as long as they adhere to the micro-credential requirements as outlined in the chart below.

Micro-Credential Requirements by Year

YEAR ONE	YEAR TWO	YEAR THREE
Submit no fewer than TWO	Submit no fewer than FOUR (Cumulative total = at least six)	Submit no fewer than FOUR (Cumulative total = at least 10 = successful completion of MC requirement)
Micro-Credential Selection Criteria		
Select at least ONE micro-credential from the following SC Teaching Standards 4.0 Rubric domains: <ul style="list-style-type: none"> • Instruction • Planning • Environment • Professionalism Select at least ONE micro-credential from the Literacy stacks.	Select at least ONE micro-credential from your content area stack(s). Select at least ONE micro-credential from the following SC Teaching Standards 4.0 Rubric domains: <ul style="list-style-type: none"> • Instruction • Planning • Environment • Professionalism Select at least TWO micro-credentials from the Literacy stacks.	Select at least ONE micro-credential from the Diversity, Equity, and Inclusion stack. Select at least ONE micro-credential from your content area stack(s). Select at least TWO micro-credentials from the Literacy stacks.

Appendix H: Virtual Learning Community Schedule

Date	Topic(s)
June 17 June 26 (MC)	End of year celebrations: info about candidates being recognized by schools, districts, CCAP (a virtual “toast”) Overview of VLC structure/theme/schedule
July 8 July 24 (MC)	How to be coached/mentored Given the pandemic year, what new learnings are we taking forward? What did we learn about ourselves as learners and teachers? Setting goals for ourselves as learners
Aug 12	How to be coached/mentored, Part 2 Establishing a new community of learners in the classroom Creating a classroom environment
Sept 9	Understanding MCs, how to select, how coach can support
Oct 14 (mandatory)	Social-emotional learning
Nov 11	Social-emotional learning, follow-up Breakout room: PRAXIS PLT prep
Dec 9	[Welcome new candidates to VLC] Breakout room: new cohort of candidates attend MC 101, Part 1 (mandatory for new cohort) Main room: Working with Parents
Jan 13 (mandatory)	Brief info segment: Contract levels and what to expect Breakout room: new cohort of candidates attend MC 101, Part 2 Main room: Managing the Classroom
Feb 10	10 Mindframes for Visible Learning: Teaching for Success
Mar 10	Candidate progression, district evaluations, and contract status

	MC 101 for newest candidates
Apr 21	Reflecting on year, Part 1: VLC—feedback, planning for next year (topics, facilitators, leadership development of candidates); breakout room for MC 101
May 19	Celebrating our Successes for “veteran” candidates
June/July	No VLC meetings; restart in August 2022



Appendix I: Praxis Support Resources

ONLINE PRAXIS SUPPORT RESOURCES



**Carolina Collaborative
for Alternative Preparation**
Spurring Innovation Through Collaboration

ETS

Offers free and fee-based Praxis test prep resources, including study companions, study plans, interactive practice tests, test strategies and tips, and more. Go to <https://www.ets.org/praxis/prepare> You can also find links to ETS study companions, study guides, and study plans within the CarolinaCAP Platform Praxis Community, along with PowerPoint presentations.

Learning Liaisons

Along with paid 1 on 1 tutoring and bootcamp courses, this group has several free support options. FREE Livestream Math Wednesdays, FREE Courses, FREE Praxis Facebook Group, and Youtube Channel (prep, webinars and more) are advertised on their website, <https://www.thelearningliaisons.com>

Mometrix University

Offers an on-line Praxis 5001 Prep Course with 1000+ Questions, 104 Lessons, 350+ Videos, and 1030 Flashcards for \$59.99/mo. They have a 7-day money-back guarantee, and are accessible through mobile devices.

Study.com

Features in-depth study guides with lessons grouped into chapters that closely follow the exam content for Praxis Subject Assessments. Also incorporated are short quizzes and tests throughout to assess strengths/weaknesses. This site advertises a 30-day free trial, and then charges \$59.99/month.

Teachers Test Prep

Voted most customizable of top Praxis prep resources for Praxis Core and Praxis II tests. Although their custom price can be expensive, they do offer first practice tests for FREE with diagnostics so that test-takers can assess strengths/weaknesses. <https://www.teacherstestprep.com>

[CarolinaCAP.org](https://www.carolinacap.org)



Updated 03.2022



Appendix J: CarolinaCAP MOU



Memorandum of Understanding

Carolina Collaborative for Alternative Preparation (CarolinaCAP)

This understanding is between the University of South Carolina (UofSC/"Provider") and XXX County School District One ("District") regarding the Carolina Collaborative for Alternative Preparation (CarolinaCAP). CarolinaCAP is part of a unique partnership being developed by the University of South Carolina in partnership with the Center for Teaching Quality (CTQ/"Provider Partner") and partnering school districts. This understanding will be in effect from XXX, 2021, until June 30, 2024. The following information outlines the understandings among and the responsibilities of the District, the Provider, and the Provider Partner as they relate to CarolinaCAP.

Collaboration among District, Provider, and Provider Partner

- Engage in developing, executing, and refining recruitment strategies for candidates and the marketing of CarolinaCAP;
- Co-construct the in-service professional learning curriculum to serve individual needs of candidates to align with district professional development strategy, including the integration of site-based and virtual professional learning communities (PLCs);
- Pilot and refine new models of co-teaching that create time and space for accomplished teachers to mentor new recruits;
- Design and implement incentives for accomplished teachers to serve in mentoring/coaching roles and support their own development and retention;
- Design and implement policies and practices to integrate micro-credentials as a means to support teacher development toward mastery of state teaching standards (SCTS 4.0); and
- Participate in collaborative research to assess effectiveness of CarolinaCAP, using joint data collection to engage in cycles of continuous improvement.

Participation Requirements

To successfully implement the above, the District agrees to fully participate in the following activities:

- Recruit a district cohort with a minimum of five candidates. (NOTE: Smaller districts will have an option to collaborate with other districts to meet this requirement.)
- Recruit accomplished teachers to serve as coaches. The coach to program participant ratio is 1:5 for part-time (50%) coaches and 1:10 for full-time coaches.

Summer One

- Intensive summer experience for candidates
- One full-day meeting for designated district personnel
- Three-day training for CarolinaCAP Coaches who will co-teach

Fall/Spring One

- Up to four site visits at the school/district

Summer Two

- Intensive summer experience for candidates
- One full-day meeting for designated district personnel
- Two-day meeting for CarolinaCAP Coaches who will co-teach

Fall/Spring Two

- Up to four site visits at the school/district
- Continued CarolinaCAP Coaching support

Fall/Spring Three

- Up to four site visits at the school/district
- Continued CarolinaCAP Coaching support

Support, Data, and Research Requirements

- Co-design a coach support model that meets the requirements of the program;
- Complete all requested documents and surveys prior to established deadlines (all three years of program); and
- Participate in virtual and face-to-face conversations to be scheduled to accommodate all parties.
- Provide district data to CarolinaCAP for accreditation review and program improvement.

Financial Requirements and Obligations

- Fulfill financial obligations as outlined in the *CarolinaCrED Agreement to pay for an alternative pathway to certification through the Carolina Collaborative for Alternative Preparation*
- Total fee costs are \$7,500 per candidate. Districts are responsible for payment in full no later than August 31st (Summer Cohort), November 30th (Fall Cohort), or January 31st (Winter Cohort) of the first year of participation. For qualifying rural districts, \$3,000 in legislative funding will be used to offset partnering district fees for each candidate. As a recruitment/retention strategy, partnering districts may elect to offset all or a portion of remaining candidate fees (\$4,500). Or, districts may elect to set up a candidate fee payment schedule for reimbursement of all or a portion of district costs. If a district partner does not fulfill its payment obligation in full by the specified date, the following will occur:
 - CarolinaCAP will send the district partner a 30-day notice of delinquent payment.
 - CarolinaCAP will send the district partner a 60-day notice of delinquent payment.
 - If payment in full has not been received from district partners within 90-days, CarolinaCAP candidates from that district will be removed from the program.
- Fees will be used to offset the cost of delivery and administration of the program and includes tuition for six to nine hours of graduate college credit.
- Partnering districts will dedicate an agreed-upon FTE percentage toward mentor/coach for candidates, based upon an agreed-upon ratio.
- Provider/Provider Partner will be responsible for funding for enrollment and budget management as well as overall administration of the program.
- UofSC's CarolinaCrED will provide student enrollment services and contract services and will prepare all associated coursework for candidates.

Signatures

XXX, Superintendent (or Designee)
XXX School District

Date

Dr. Thomas Hodges, Interim Dean
University of South Carolina, College of Education

Date

Dr. P. Ann Byrd, President & Partner
CTQ

Date