

# ANNUAL REPORT



Carolina Collaborative  
for Alternative Preparation  
*Spurring Innovation Through Collaboration*

## YEAR 4



**College of Education**  
UNIVERSITY OF SOUTH CAROLINA



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## EXECUTIVE SUMMARY

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

In its third year in operation in 2022-23, CarolinaCAP has made gains that respond to needs raised by district partners and external evaluators of the pathway:

- **Expansion to additional SC districts** based on enhanced communications and outreach efforts;
- **Ongoing emphasis on serving rural and I-95 corridor districts**, as well as placing successful teacher candidates in schools and classrooms most impacted by staffing shortages;
- **A 50% increase in the size of its candidate pipeline** compared with 2021-22, and four times the size of the candidate pool in its first year of operation in 2020-21;
- **Sustained diversity within the pathway**, ensuring that CarolinaCAP provides teachers who share backgrounds and life experiences with their students;
- **Growth in Praxis pass rates**, ensuring that more applicants can enter the pathway and more candidates are ready to move to full professional licensure as they conclude their participation in CarolinaCAP;
- **Design of a residency model** that will emphasize whole-child strategies, science, and math in an enhanced preparation sequence;
- **Continued high evaluations from district and school administrators**, who praise the quality and dedication of CarolinaCAP candidates to the approximately 4,500 students they teach.

The last of these may be most important, as it speaks to the need that SC schools have not just for teachers, but for effective ones who can support student growth and achievement. As superintendent Dr. Marcella Shaw notes, "CarolinaCAP allows us to utilize valuable and vested human capital, and we are yielding positive outcomes."

The 2022-23 annual report outlines key areas of growth in its progressions for support of applicants, candidates, future participants in a state-of-the-art residency model launching in July 2023, and the districts that partner with the pathway. Further, we explore how the program is responding to emerging needs as it moves into a fourth year of operations in 2023-24, so that it continues to embody an innovative, collaborative, and effective response for staffing SC schools with excellence and equity.

# **OVERVIEW OF CAROLINACAP: SPURRING INNOVATION THROUGH COLLABORATION**

The Carolina Collaborative for Alternative Preparation (CarolinaCAP) is a high-quality alternative preparation pathway administered by the University of South Carolina (USC) in partnership with the Center for Teaching Quality (CTQ, now Mira Education) and 31 school districts in South Carolina. As part of USC’s commitment to preparing and supporting educators for systems most impacted by chronic educator staffing shortages, CarolinaCAP emphasizes support of districts and candidates in rural and historically disadvantaged communities across the state, following a model tailored to the challenges faced by districts and would-be educators in SC.

## **A targeted teacher preparation pathway in SC districts**

The impact of teacher shortages on K-12 school districts is a well-documented and growing problem, particularly for the smaller rural communities common in the state. While addressing retention is an essential consideration, targeted approaches to educator preparation such as CarolinaCAP remain a critical part of the solution for the state. Beginning teachers who are well-prepared for the content area and student context in which they teach are up to two and half times less likely to leave the classroom after their first year (Podlosky et al, 2016). Thus, access to strong, contextualized preparation not only increases the supply of incoming teachers but becomes a first step in educator retention.

| <b>SC DISTRICT NEEDS</b>  | <b>CAROLINACAP’S PATHWAY DESIGN RESPONSE</b>   |
|---|--|
| Well-prepared candidates  | Rigorous coursework, competency-based preparation, and coached classroom experience over three years, while serving students immediately           |
| Candidates for special education, STEM, and other hard-to-fill positions      | Recruitment targets these content areas along with early childhood education, where good teachers can have the most lasting impact                 |
| Candidates able and willing to teach in rural and/or high-poverty communities | “Grow your own” approach targets college graduates who live in the districts in which they become teacher candidates                               |
| Candidates who understand and respond to community context                    | Recruitment from within local communities, with a focus on educators who share experiences and identities with their students                      |
| Cost-effectiveness of new teacher support                                     | Coaching and other learning experiences provide strong induction supports without increasing demands on districts with limited budget and capacity |
| <i>For aspiring educators: Low-cost supports</i>                              | Free preparation and opportunity to earn teaching salary (main CarolinaCAP pathway) or living wage stipend (CarolinaCAP residency) from day one    |

The design of CarolinaCAP responds comprehensively to needs of SC impacted by teacher supply challenges, particularly ensuring that the state has an appropriate response to needs of districts that are rural and/or located along the I-95 corridor.

### **Responding to disproportionate needs in rural and I-95 corridor communities.**

Rural and disadvantaged communities experience greater difficulty in attracting and retaining qualified teachers. Indeed, the SC Teacher Exit Survey results indicate that 43% of departing teachers moved to other districts, often to access higher pay, better benefits, enhanced supports, and increased community resources (Dickinson et. al, 2022). CarolinaCAP's "grow your own" model helps districts identify local candidates who are college graduates and already committed to living in and serving their communities. This focus accords with the legislative proviso that funds the program.

### **Targeting disproportionate shortages in critical content areas.**

Additionally, early grades, STEM (science, technology, engineering, and math), and special education classrooms that are essential to student and district success are most challenging for districts to fill. CarolinaCAP targets recruitment and placement in these content areas only.

### **Increasing instructional quality.**

Districts across the state report over 1,100 open positions (Garrett, 2022), two-thirds of which remained open at the start of the 2022-23 school year. This translates to an estimated 28,800 SC students without permanent, highly-qualified teachers for one or more classes last fall, adversely affecting continuity and quality of instruction and other student supports. CarolinaCAP provides well-supported career candidates to classrooms and districts that would otherwise resort to use of substitutes or temporary teacher placements through other, often more expensive, programs. Preparation pathways tend to emphasize either extensive preparation or quick entry to professional practice; CarolinaCAP effectively balances these equally important demands in resolving the teacher shortage in the state.

### **Lowering personnel expenses due to teacher attrition.**

Replacing a single teacher costs districts an average of \$9,000 for rural communities and as much as \$20,000 in urban communities (Carver-Thomas and Darling-Hammond, 2017). Because turnover is disproportionately high in rural and disadvantaged communities, even the lower replacement costs add up quickly. CarolinaCAP assists districts with recruiting and placing candidates in their schools and offsets capacity and cost requirements for induction through its two-year candidate support progression. All this is done at a cost to the district of only \$4,500 to \$7,500 per candidate, depending on whether they qualify for reduced fees. This figure compares favorably with other programs such as the international teacher program, which can cost districts \$10,000 per year, per position.

### **Creating alignment with community and student context.**

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.

## A pathway powered through partnership

CarolinaCAP is designed to draw upon the expertise of the trilateral partnership among USC College of Education, CTQ/Mira Education, 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.) Each partner brings experience and skill sets to ensure CarolinaCAP meets the needs of the alternative certification candidate and addresses district recruitment and retention needs:

- USC College of Education 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/Mira Education 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. (See Appendix D for a full list of CarolinaCAP personnel in 2022-23.)

CarolinaCAP personnel and partners use ongoing external evaluations, conducted annually, to ensure effectiveness of the program and guide programmatic improvements and growth. The external evaluation team has collected data over the past two years via a baseline survey of candidates, annual follow-ups, and periodic site visits throughout the life of the program as public health situations have permitted. (See Appendix D for the evaluation plan.) These data are the basis of the information reported here and in quarterly reports available on the CarolinaCAP website.

The partnership is made sustainable through several funding sources. The \$750,000 awarded by a legislative funding proviso for the 2022-23 fiscal year continues support for innovation, programmatic improvement, and support for a viable pathway for alternative certification for our rural districts. (See Appendix B.) Additional appropriations have supported expansions of district support and development of a residency component of CarolinaCAP launching in five districts this summer. The balance of funding for the program comes from partner districts themselves, who pay \$4,500-7,500 per candidate depending on whether they qualify for reduced fees via Rural Recruitment Fund support.

## Progressions to support districts and candidates

The CarolinaCAP pathway is organized into a series of progressions designed to support individuals and school districts throughout their experiences:

- **Applicant progression:** Individuals who wish to pursue teaching preparation through CarolinaCAP receive a range of screening and support to ensure their qualification for the program and provisional licensure, including verification of initial Praxis scores, a prior bachelor's degree (or higher), and hiring by a district.
- **Candidate progression:** After applicants are hired by a district and accepted by CarolinaCAP, they become provisionally certified CarolinaCAP candidates who receive three years of supports to master content, pedagogy, and other professional skills. This progression is complete when candidates achieve full licensure.
- **Residency progression:** The residency pathway will offer more sustained support starting in summer 2023, with residents receiving a full year of stipended co-teaching experience prior to entering the main CarolinaCAP program.

**District progressions:** CarolinaCAP offers support not only to applicants, candidates, and residents but to the partner districts in which they teach. Preparation and support of district-embedded coaches and coaching teachers contributes to the impact and sustainability of each element of the pathway, and is thus embedded in discussion throughout the report.

This report explores evaluation results for each of the progressions, outlines programmatic improvements that CarolinaCAP is making in response to data and partner input, and shares a vision for how the pathway will continue to progress in 2023-24 and beyond.



## STAFFING CLASSROOMS STRATEGICALLY: APPLICANT PROGRESSIONS AND PIPELINE

Over its three years of active operations, CarolinaCAP has increased the size of its pipeline by more than four times, while sustaining a high degree of confidence among administrators and districts in the quality of candidates. The pathway also prepares candidates with life experiences and backgrounds similar to those of the students they teach, which research links to improved student outcomes over time. In 2023-24, CarolinaCAP will focus on growing the visibility of the pathway to increase the number of district placements and scale impact in future years.

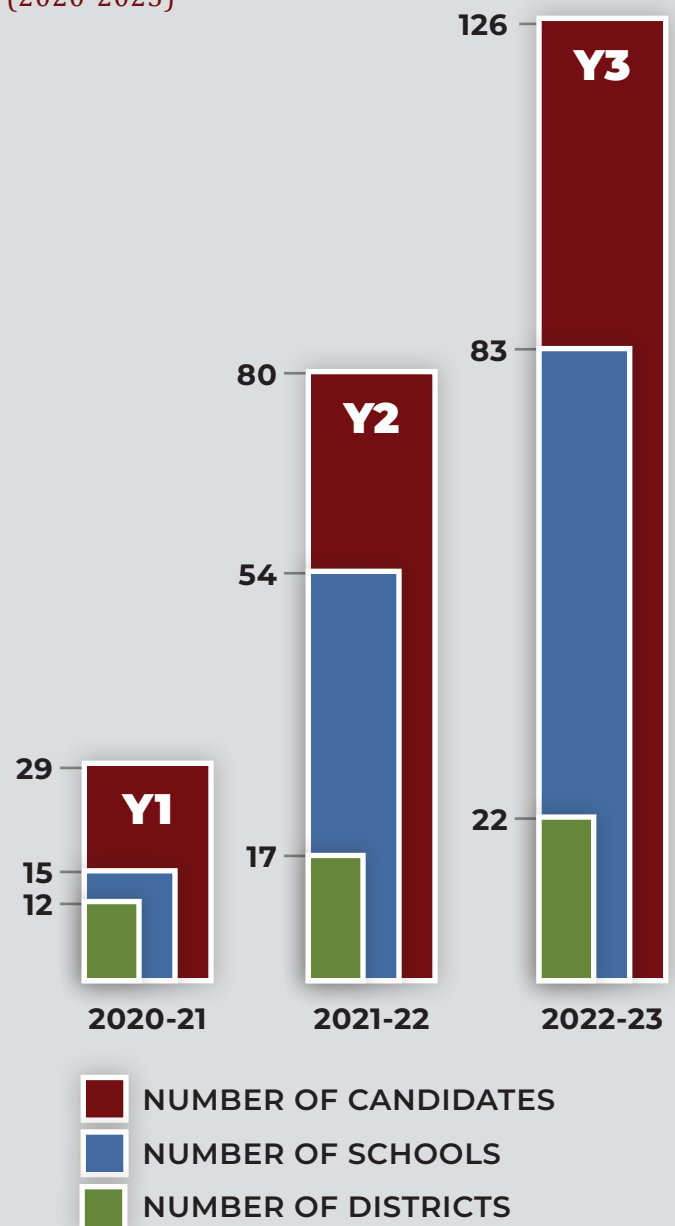
### A growing pipeline of teachers for schools with the highest needs

At the beginning of the 2022-23 school year, 126 CarolinaCAP candidates served students in 83 schools and 22 districts across South Carolina. (See appendices for more details about partners and candidates.) These figures translate to an additional 4,500 high-needs SC students who were able to experience the benefits of stable, continuous learning environments in 2022-23 through teachers provided through CarolinaCAP, rather than having their classes covered by substitutes or other temporarily assigned personnel.

As shown in Figure 1, CarolinaCAP has steadily increased the number of districts, schools, and classrooms served by its candidates in each of its three years of operations.

*An additional 4,500 high-needs SC students were able to experience the benefits of stable, continuous learning environments in 2022-23 through teachers provided through CarolinaCAP.*

Figure 1: Expansion of CarolinaCAP candidates, schools, and districts at outset of each year (2020-2023)

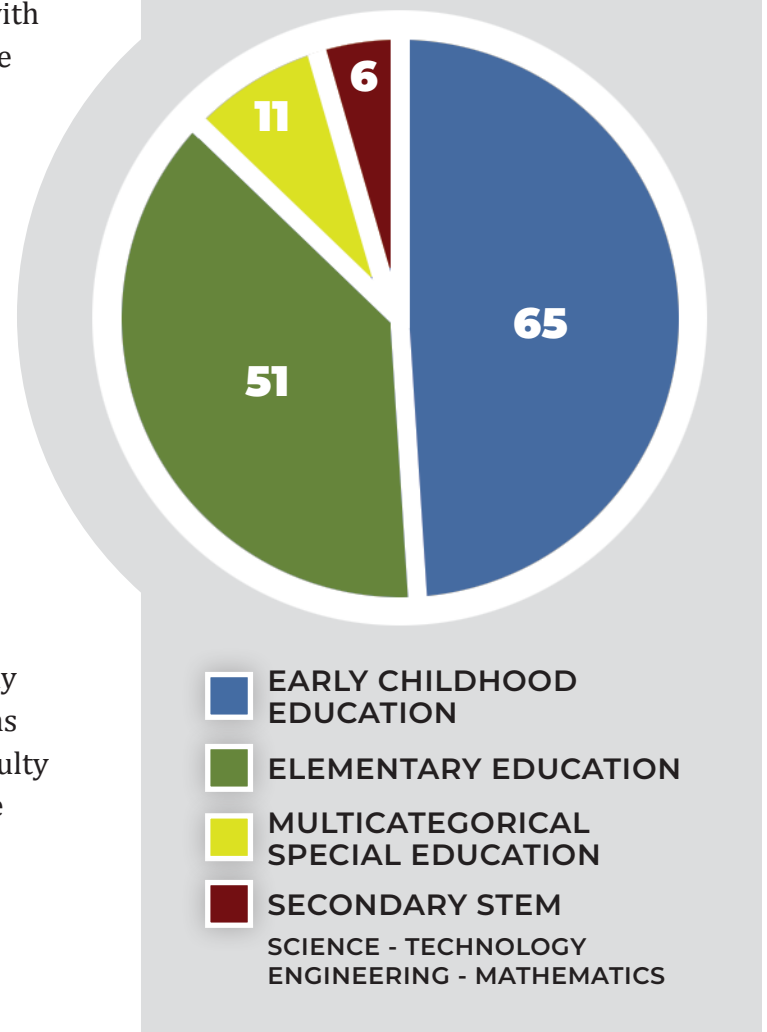




State proviso requirements for the support of CarolinaCAP include recruiting at least 10 rural districts for participation. CarolinaCAP currently partners with 31 school districts, 22 of which had active candidate placements in 2022-23. (See Figure 1.) Of the 31 partner districts, 20 districts are considered rural districts according to the South Carolina Rural Recruitment Initiative and fifteen of those districts are along the I-95 corridor. Partner districts include some of the least economically advantaged schools in the state, with 75% of students in participating schools being eligible for Free and Reduced Priced School Meals. CarolinaCAP thus effectively meets its programmatic goals for focus on districts most in need of new, effective teachers.

CarolinaCAP also focuses on hard-to-staff positions within those schools and districts. The pathway only identifies and places applicants in certification areas where partner districts experience particular difficulty with finding qualified teachers. These areas include science, math, special education, and early grades classrooms. (See Figure 2 and Appendix E.)

Figure 2: CarolinaCAP placements for 2022-23, by certification area



### A “grow your own” approach for districts

Teacher labor markets are hyperlocal; up to 60% of all teachers teach within 15 miles of where they attended high school themselves (Reininger, 2012). “Grow your own” programs like CarolinaCAP respond realistically by focusing not on bringing in applicants from other locations who may be likely to leave after a few years, but by developing talent from within the local community—and often from within the district itself.

More than three out of four (77%) accepted candidates for CarolinaCAP have previously served in classified roles within the school district. District leaders and principals report that candidates’ prior experience in local schools makes them more attractive candidates and effective educators because they thoroughly understand the community context within which students live.

“ We made an informed decision to partner with CarolinaCAP because we felt ... the model allowed us to work alongside high-yield partners to help us grow and retain our own. Our CarolinaCAP teachers have a vested interest in our scholars and community because many are native sons and daughters who live and raise their own families within our district. Carolina CAP allows us to utilize valuable and vested human capital, and we are yielding positive outcomes.”

—Dr. Marcella Shaw, Superintendent  
Barnwell Consolidated School District

### Preparing educators with student context in mind

Research demonstrates that where teachers share backgrounds and life experiences with their students, those students accomplish better learning outcomes. Specifically, studies over the past ten years suggest that when educators and students are of the same racial background, students of color improve their achievement and behavioral outcomes by statistically significant margins (Redding, 2019) and are more likely to be represented in academically gifted or accelerated programs (Grissom, Rodriguez, & Kern, 2017). There is also some evidence that the presence of male teachers has a positive effect on male students. Yet the teacher workforce in SC, as in other states, is heavily white and female.

CarolinaCAP is responding to the opportunity to recruit, prepare, and place teachers with similar backgrounds and experiences as their students. Of the recruited and placed educators participating in CarolinaCAP this year, more than 72% were Black (compared with 32% of existing educators in CarolinaCAP partner districts). Additionally, almost one in five were men. Both these factors are likely to lead to more effective and equitable outcomes for the students they serve.

Finally, the diversity of life and other experiences are significant with candidates in every decade of life from their 20s to their 70s and with prior professional roles ranging from college instructors to teacher's aides. These backgrounds enrich classrooms with a broad range of practical perspectives.

### A cost-effective recruitment solution for districts

The total cost for CarolinaCAP is \$7,500 per teacher for three years of 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 rural districts are responsible for the remaining \$4,500 fee for each candidate. Districts are also responsible for covering the cost of the CarolinaCAP Coach. Additionally, some districts are using ESSER funds to cover coaching costs.

## Emerging priorities: Increasing scale for CarolinaCAP

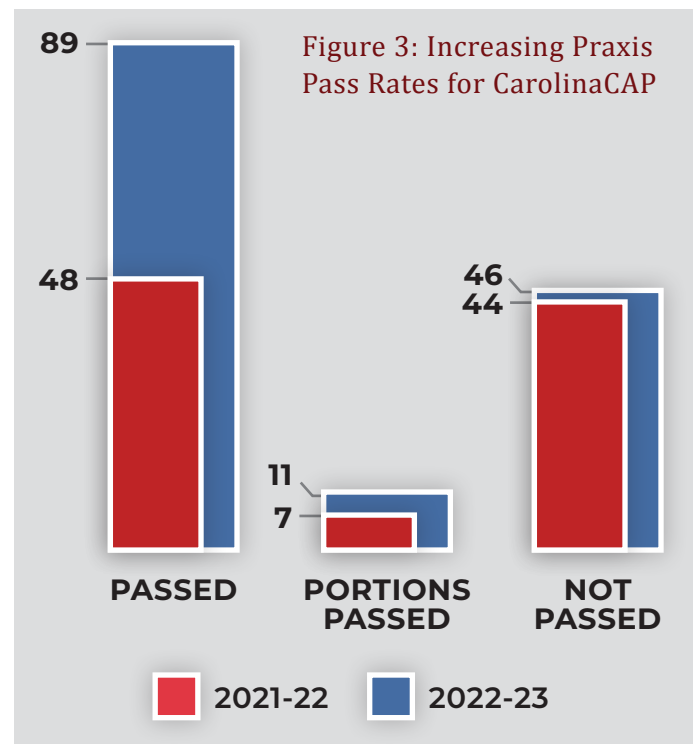
CarolinaCAP has accomplished impressive growth in its scale since 2020-21. However, the overall pipeline for the program remains much larger than the number of placed applicants. Of 455 applications, fewer than half (198) of them are complete and 28% result in placement in classrooms. The rigor of the application process carries benefits to schools and students by screening out applicants who are less likely to make effective teachers. However, the program continues to focus on opportunities to increase the number of placed educators.

First, CarolinaCAP has expanded supports to individuals undergoing the application process. In 2021-22, the program extended additional services from a human resources professional to guide applicants through the process of being provisionally hired by local school districts and boosted Praxis preparation supports. As a result, Praxis passage rates have increased in 2022-23, increasing both the number of applicants who can qualify for admission to CarolinaCAP (based on Praxis II scores) and those who can successfully complete requirements for program completion and full licensure (remaining Praxis exams). (See Figure 3.)

Directly responding to a need identified in the 2021-22 evaluation, 83% of candidates report that supports provided through CarolinaCAP have been effective in helping them pass those tests. The program has also designed several further supports that will be implemented beginning in summer 2023, including a Praxis “bootcamp” and targeted coaching available through the CarolinaCAP residency.

Additionally, CarolinaCAP wants to increase demand from within SC districts for its candidates. While the program can serve short and long-term staffing needs well, it does require district partners to provide some coaching and other resources (see “candidate progression” section) that can enhance effectiveness and retention as well as induction. Further, some principals or other administrators outside district offices may not be aware that they have the option to hire CarolinaCAP candidates. The CarolinaCAP staff and evaluators have identified a need for continued enhancement of marketing and communication to districts to clarify expectations and ensure information is readily available to all administrators in a position to take advantage of the program’s support.

Quarterly site visits, an updated handbook, and other strategies have helped increase CarolinaCAP’s visibility. Having a champion for CarolinaCAP at the district level made a huge difference in the understanding of CarolinaCAP. For instance, human resource directors with an education background seem to be most helpful particularly when they can layer support with teacher induction and mentoring. In the coming year, CarolinaCAP is piloting enhanced supports to district teams, engaging district level leaders, school administrators, and coaches in aligned efforts.



# PREPARING THROUGH PRACTICE: CANDIDATE PROGRESSION

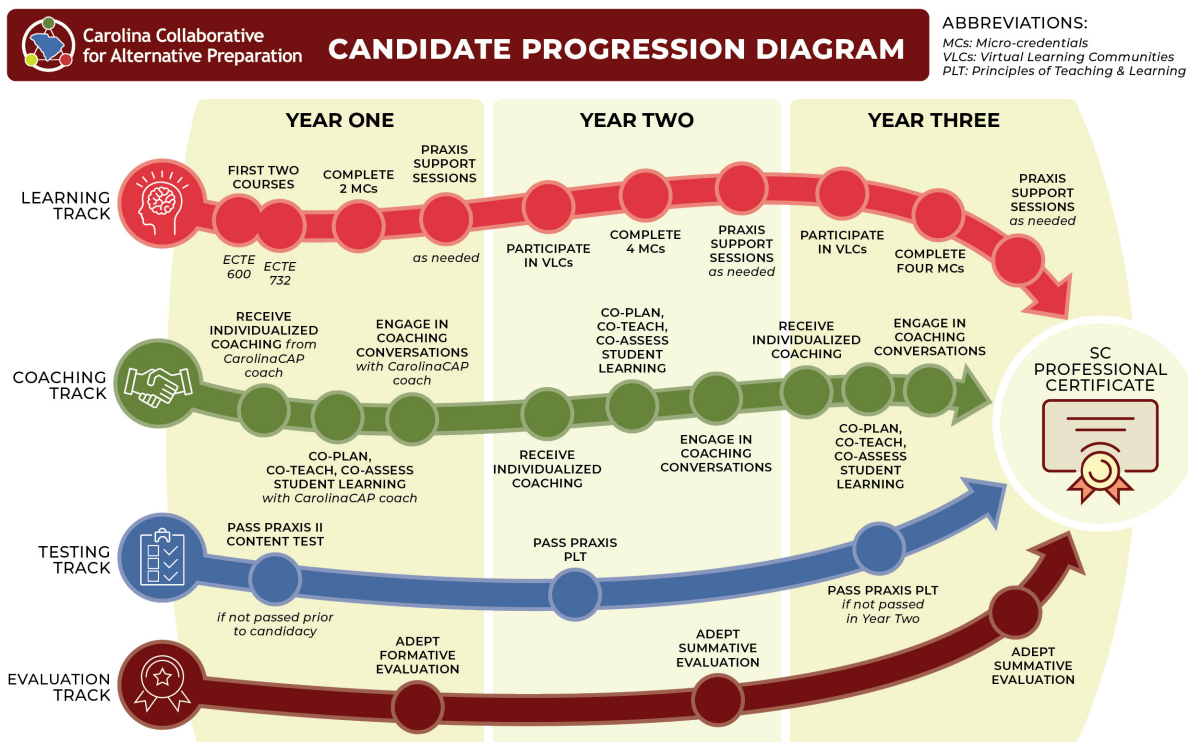
Once accepted to the CarolinaCAP pathway, “applicants” become “candidates.” This nomenclature can be misleading for those accustomed to terms from more traditional educator preparation programs. While “candidates” are still preparing to become fully certified teachers, they are also full-time teachers of record and therefore should not be understood to be merely receiving some clinical practice alongside coursework as would be the case with more traditional teacher candidates.

CarolinaCAP’s active preparation progression for candidate-practitioners follows four “tracks” of support: learning experiences, coaching, testing, and evaluation. (See Figure 4.) Together, these converging supports provide rich grounding in theory, content, and pedagogy that both candidates and their administrators commend—while allowing them to immediately serve students and earn full-time salaries, rather than delaying an effective entry to the classroom.

“ The CarolinaCAP Program provides a viable pathway to teacher licensure for prospective teachers. We have recruited teachers through this program who have tried other alternative routes but have not been successful. There is something about CarolinaCAP that reduces barriers yet adequately prepares and equips teachers.”

—Dr. Natasha Y. Wright, Director of Human Resources  
Berkeley County School District

Figure 4: Three-Year Candidate Progression for CarolinaCAP



## Rich learning experiences for candidates

CarolinaCAP coursework is provided largely by faculty at the USC College of Education. For some candidates entering the pathway through partnerships with Voorhees University’s Educator Preparation and Innovation (EPI) Center or Transition to Teaching, some additional supports may be supplied from other faculty as a precursor to entry into the “main” CarolinaCAP pathway.

Candidates emphasized in interviews with the evaluators that professors were always available for support, were knowledgeable, and “kept them going” through their first year. As indicated by the 2022-23 annual report, explorations of candidate needs suggested that a third course focused on non-academic support strategies for students would be beneficial to student engagement, classroom management, and ultimately teaching effectiveness of the candidates. This course has been fully designed this year and will be integrated into the first year’s progression for candidates beginning in the pathway starting in summer and fall 2023.

“Every question I have is addressed .... The information makes me think and ties into what I’m doing with my students.”

—April Wheeler, CarolinaCAP Candidate, Southside Early Childhood Center, Darlington County School District

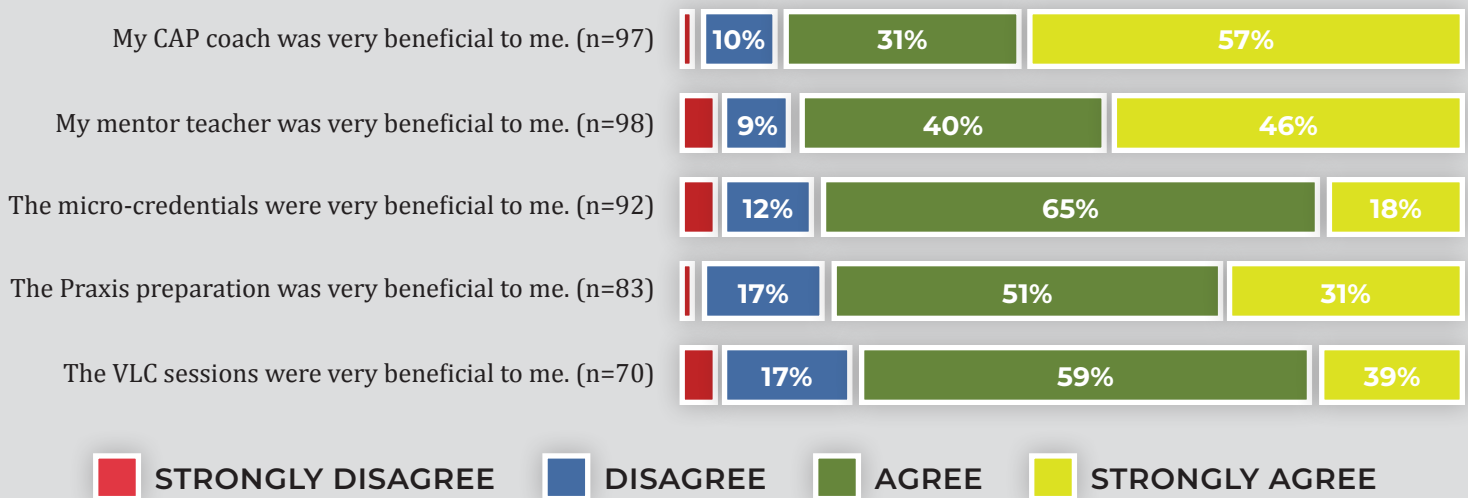
In its initial design, CarolinaCAP included an in-person two-week intensive course that has not been implemented. One bar to doing this or adding further learning requirements has been the challenge of having candidates—many of whom find CarolinaCAP attractive because it does not disrupt their earning and financial responsibilities—participate in that time unpaid. Starting in May 2023, CarolinaCAP has become a registered apprenticeship with the state and can offer additional stipends or other supports to candidates to support participation in supplementary learning experiences.

In addition to other academic assessments, candidates use micro-credentials offered through the College of Education’s mCrED platform to demonstrate developing competencies throughout the three years of their candidate progression. More than four in five candidates found micro-credentials beneficial in solidifying their learning (see Figure 5). Micro-credentials also permit candidates with prior experience as education support professionals (such as counselors or teaching assistants) to gain some credit for related professional knowledge, such as strategies for classroom management. Because these micro-credentials are aligned with the SC Teaching Standards 4.0 rubric and approved for licensure renewal credits by the SC Department of Education, their use in candidates’ preparation allows for seamless transition into more regular in-service supports after completion of CarolinaCAP.

Candidates were least positive about the virtual learning communities (78% agree/strongly agree the VLCs were “very beneficial”). Interviews suggest that lower participation underlies that lower rating, likely as a result of time constraints given other demands of their learning progression and their teaching responsibilities.



Figure 5: Candidates’ Perceptions of Their Supports



### Strengths and stresses of the coaching model

The CarolinaCAP coaching model has been a historic strength of the program. Candidates report that coaches and CarolinaCAP team members responded to texts, calls, and emails within 24 hours and were always accessible. As Figure 5 illustrates, candidates were extremely positive about the supports they received, with 88% of candidates agreeing or strongly agreeing that their coach was very beneficial to them. CarolinaCAP candidates also are assigned mentor teachers who provide ongoing peer support, collaboration and coaching. In 2022-23, 86% of candidates said that their mentor teacher was very beneficial to them.

“ CarolinaCAP has helped me develop in the past year and led me in the direction I needed to go... Co-teaching has helped me the most. ... I...piggyback off what I have seen [my CarolinaCAP coach] model.”

—Tiffany Edmond, CCAP candidate, Forest Heights Elementary School, Richland School District One

A large part of this success can be attributed to the intensive support offered to the coaches themselves. A total of 37 coaches have been trained in strategies that emphasize asset-based supports and co-teaching, and they receive ongoing learning and coaching experiences themselves at least once per month in virtual or in-person meetings, trainings, and retreats.

While CarolinaCAP’s program staff provides a unified coaching model, however, it is important to note that coaches are still identified and employed not by the pathway but by partner districts. As such, competing priorities or demands on staff time within the district or school can impact the extent to which the model is implemented consistently. Interviews conducted during school site visits found significant disparities in the amount of time candidates and coaches reported spending together.

Coaches reported varying degrees of ability to actually conduct their work, as well. Ironically, for instance, staffing shortages sometimes pulled coaches away from preparing and supporting teachers in order to provide coverage in other understaffed classrooms when substitutes could not be found.

To address these issues, CarolinaCAP is taking two steps effective in fall 2023. First, the pathway will add two coach leads who will serve as “coaches of coaches” to ensure quality support to candidates. They will also be available to offer “coaching coverage” directly to candidates when necessary to add quantity or frequency of coaching support. Second, CarolinaCAP and the Center for Teaching Quality (recently renamed as Mira Education) will provide further supports to districts to ensure alignment of coaching and other supports with the CarolinaCAP model. Further discussion about this work is contained in the section on the residency progression.

### **Testing and evaluating effectiveness for candidates**

Praxis passage is a well-described challenge for nontraditional teacher candidates both nationally and in SC, and one that has been previously documented in annual reports. In addition to continuing to offer supplemental tutoring supports, CarolinaCAP is launching its own “bootcamp” in summer 2023 to address this issue for applicants and candidates close to the start of their experience in the pathway. Results from this pilot effort will inform future efforts, and successful elements may inform promising practices for other educator preparation pathways in the state and region.

Candidates also participate in regular teaching evaluations through their districts. The results of these evaluations are considered part of candidates’ personnel records and thus cannot be made available to CarolinaCAP. However, routinely positive responses from district superintendents, principals, human resources, and other leaders suggest that the quality of CarolinaCAP candidates is evident and that coaching and other supports are sufficient to guide those candidates through early evaluation processes.



## DEEPENING EARLY SUPPORT: RESIDENCY PROGRESSION

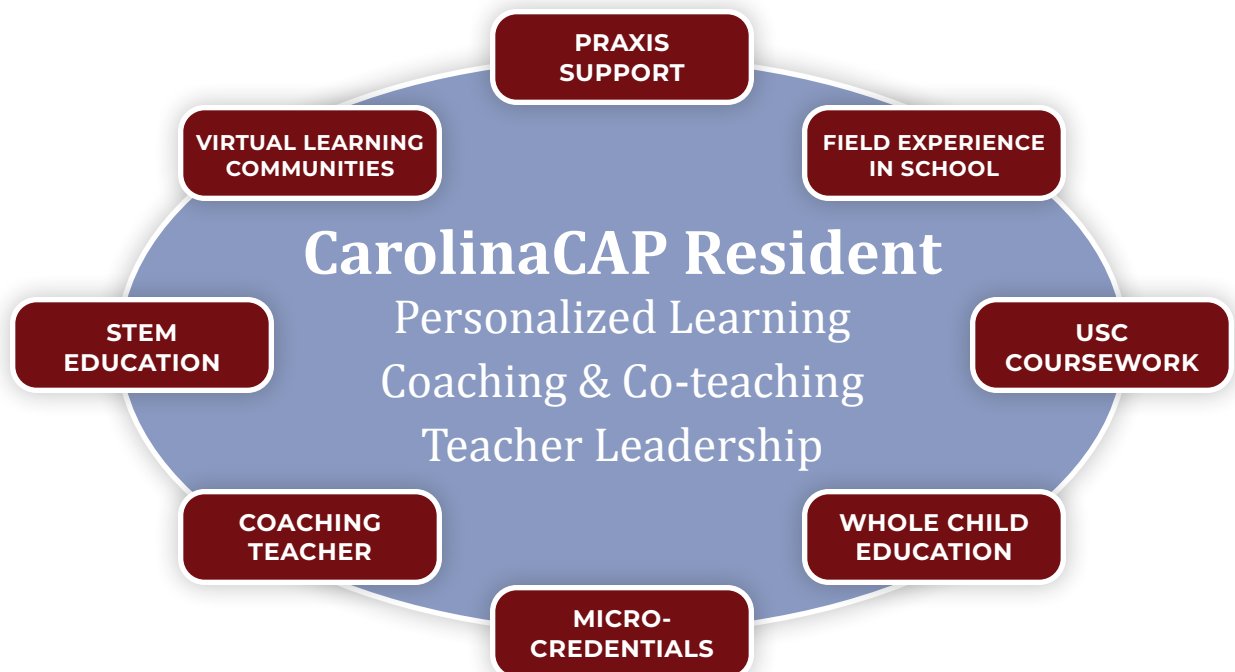
CarolinaCAP’s main pathway model has made teaching a viable option for many candidates who otherwise would not have been able to access alternative or traditional preparation programs. However, the main pathway may not be appropriate to every applicant. For instance, individuals who have not yet earned a bachelor’s degree, passed initial Praxis exams, or had prior experience in classified positions may struggle to complete application requirements or benefit from more intensive support as they begin the preparation sequence.

The CarolinaCAP Residency was designed in 2022-23 as an intensive and innovative doorway to the main pathway, ensuring readiness for acting as a teacher of record. Supported by additional funding from the state and USC, CarolinaCAP studied a number of other residencies and related research. Staff and partners also met with evaluators and districts to identify needs that a residency might meet, with an emphasis on several areas that would further enrich readiness for serving as a teacher of record.

### A state-of-the-art residency model

The residency broadens the pipeline of potential participants in CarolinaCAP in several ways. First, it removes the requirement to already have an undergraduate degree. The residency engages HBCU partners that are preparing undergraduates in key content areas (such as science and math) but do not have teacher preparation programs for those areas. Recruiting undergraduates in their final year of a degree program, or recent graduates, from these institutions allows the residency to maximize the opportunities for individuals with ready content knowledge to access opportunities to enter teaching.

Figure 6: Elements in CarolinaCAP’s state-of-the-art residency model



The resulting residency design responds to these needs with best practices and innovative ideas in a state-of-the-art model. (See Figure 6.) CarolinaCAP residents experience coaching, virtual learning community support, and coursework as candidates in the main CarolinaCAP pathway do, and demonstrate evidence of growing, applied expertise through micro-credentials. Additionally, residents launching in summer 2023 will receive:

- A full year of co-teaching with a “coaching teacher” who supervises and supports the clinical experience;
- Opportunities to shadow other professionals in their schools;
- A liveable wage stipend that allows the residents to forego other paid work and focus fully on co-teaching and preparation;
- Targeted learning experiences on STEM content and whole child pedagogical approaches, provided by higher education partners; and
- Extended Praxis preparation to boost pass rates for each portion of the exam.

Residents will also provide direct benefit to the schools and districts in which they are placed. In addition to providing additional teaching support to students, they are available as knowledgeable substitutes within their buildings – a critical need in schools that are already chronically understaffed.

### **Supports for districts as places of preparation and retention**

Another need identified in the prior year is to extend supports not only to candidates or residents, but to the districts in which they are embedded. As described earlier in this report, districts and schools can struggle to dedicate coaching and support time from coaches, school administrators, or others providing induction support and supervision. This is particularly the case for chronically understaffed districts, as many CarolinaCAP districts are. Since coaching, collaboration, and administrator support are also critical elements of teacher retention, this support to districts is likely to impact longer-term retention as well as enhancing preparation.

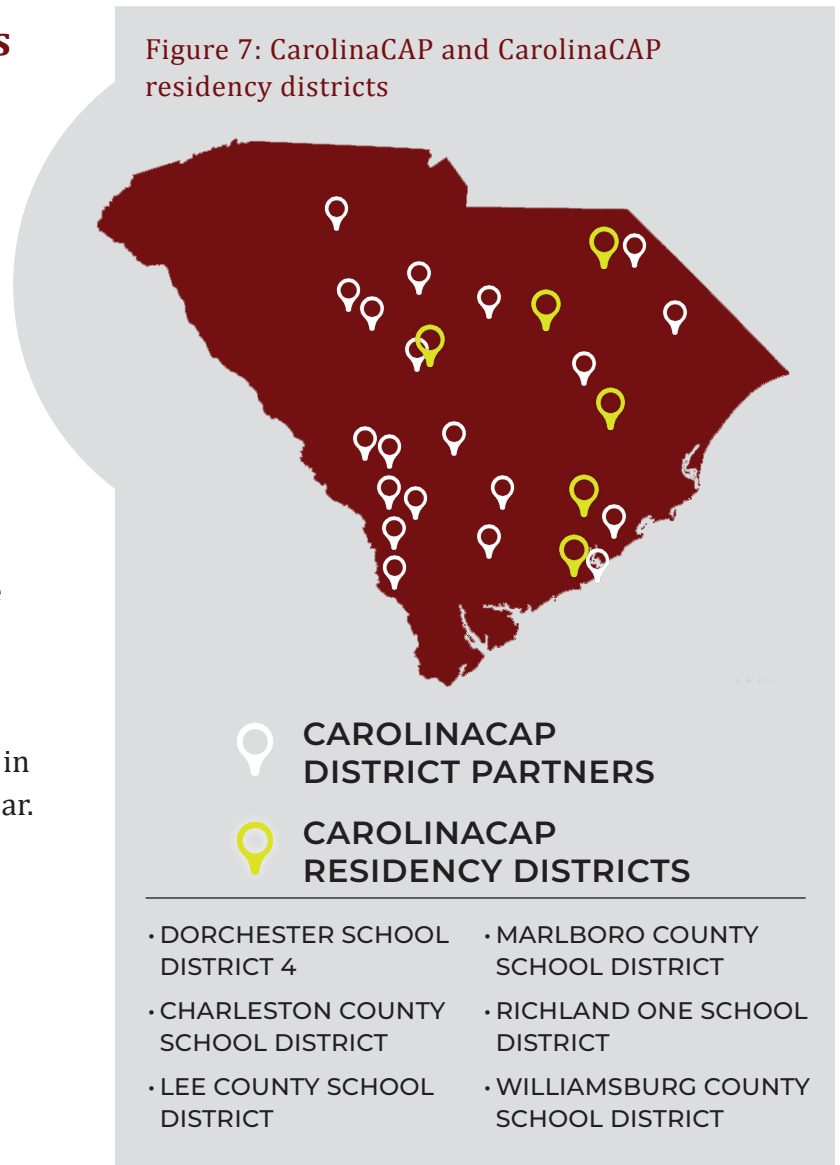
In partnership with the Center for Teaching Quality, CarolinaCAP will provide supports to the districts starting in July 2023 to address these issues strategically. Districts will receive assistance in identifying likely challenges to continuity of support to residents, developing and implementing approaches that address those challenges, and adjusting the plans through the 2023-24 school year as needed to ensure success. A more streamlined version of this support will also be piloted for 15 additional districts in the main CarolinaCAP pathway, paving the way to scale up effective elements of this approach to all district partners in future years.

## Supports for districts as places of preparation and retention

The residency will launch in districts across the state in summer 2023: Charleston Co. School District, Dorchester School District Four, Lee Co. School District, Marlboro Co. School District, Richland School District One, and Williamsburg Co. School District. (See Figure 7.)

As of June 2023, CarolinaCAP has recruited 22 residents, two more than required by funding requirements. Staff are currently working with residency districts to determine final placements for the 2023-24 school year. Resident orientations and district planning sessions are scheduled for July 2023, and results of the residency work will be included in quarterly and annual reports in the coming year.

Figure 7: CarolinaCAP and CarolinaCAP residency districts



## **APPENDIX A: CAROLINACAP DISTRICT PARTNERS**

| <b>DISTRICT</b>                              | <b>SUPERINTENDENT</b> |
|--|-----------------------|
| Allendale Co. School District                | Dr. Margaret Gilmore  |
| Bamberg Co. School District                  | Dr. Dottie Brown      |
| Barnwell Co. School District 45              | Dr. Crystal Stapleton |
| Barnwell Co. Consolidated School District 48 | Dr. Marcella Shaw     |
| Beaufort Co. School District                 | Dr. Frank Rodriguez   |
| Berkeley Co. School District                 | Dr. Anthony Dixon     |
| Calhoun Co. School District                  | Dr. Ferlando Tullock  |
| Charleston Co. School District               | Mr. Donald Kennedy    |
| Cherokee Co. School District                 | Dr. Dana Fall         |
| Clarendon Co. School District                | Dr. Shawn Johnson     |
| Clover School District                       | Dr. Sheila Quinn      |
| Colleton Co. School District                 | Dr. Vallerie Cave     |
| Darlington Co. School District               | Dr. Tim Newman        |
| Dorchester Co. School District Four          | Mr. Jeff Beckwith     |
| Fairfield Co. School District                | Dr. J. R. Green       |
| Florence Co. School District Three           | Dr. Laura Hickson     |
| Hampton Co. School District                  | Dr. Ron Wilcox        |
| Kershaw Co. School District                  | Dr. Harrison Goodwin  |
| Lee Co. School District                      | Mr. Bernard McDaniel  |
| Lexington Co. School District Two            | Dr. Brenda Hafner     |
| Lexington Co. School District Four           | Dr. Robert Maddox     |
| Lexington-Richland School District Five      | Dr. Akil Ross         |
| Marion Co. School District                   | Dr. Kandace Bethea    |
| Marlboro Co. School District                 | Dr. Don Andrews       |
| Orangeburg Co. School District               | Dr. Shawn Foster      |
| Richland Co. School District One             | Dr. Craig Witherspoon |
| Rock Hill Schools                            | Dr. Tommy Schmolze    |
| School District of Newberry Co.              | Mr. Alvin Pressley    |
| Sumter Co. School District                   | Dr. William Wright    |
| Union Co. School District                    | Mr. Joey Haney        |
| Williamsburg Co. School District             | Dr. Kelvin Wymbys     |

## **APPENDIX B: FUNDING PROVISO**

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.

## **APPENDIX C: CAROLINACAP PERSONNEL**

| <b>NAME</b>          | <b>ROLE</b>  |
|----------------------|--|
| Chris Burkett        | Course Instructor  |
| Marie Cook           | Assistant Director, CarolinaCrED                                       |
| Angela Baum          | Associate Dean for Faculty & Academic Affairs,<br>College of Education |
| Nikki Biagas         | Project Manager  |
| P. Ann Byrd          | Former President, CTQ  |
| Alesha Daughtrey     | President, CTQ/Mira Education  |
| Janet Dedmon         | Platform/CRM/IT Specialist   |
| Genee Glascoe        | Graduate Assistant   |
| Tria Grant           | CarolinaCAP Director   |
| Thomas E. Hodges     | Dean, College of Education   |
| Sheryl Horton        | Project and Budget Manager   |
| Allison Jacques      | Employment Support Specialist  |
| Janine Krebs         | Candidate Support Specialist   |
| Lori Nazareno        | CTQ/Mira Education, Micro-credential Development<br>and Coach Lead     |
| Lauren Sanborn       | Applicant Support Specialist   |
| Elizabeth Scarbrough | Director of Personalized Professional Learning, CarolinaCrED           |
| Kathy Schwalbe       | Coach Lead   |
| Deanna Taylor        | Pathways and Recruitment Coordinator                                   |
| Cindy Van Buren      | Assistant Dean for Professional Partnerships                           |
| Beth White           | Course Instructor  |

## **APPENDIX D: PROGRAM EVALUATION OVERVIEW**

| <b>EVIDENCE</b>  | <b>TIMELINE</b>  |
|--|--|
| Development, administration, analysis, and reporting of survey of district CAP partners to determine readiness and effectiveness | Baseline survey: June 2020<br>Impact assessment: June 2021, 2022, 2023 |
| Annual interviews with administrators, mentors, CarolinaCAP teachers   | 2020-2023  |
| Focus groups of mentor teachers, CarolinaCAP teachers  | Two focus groups per district, per year, 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 2020   |
| Student assessment data provided by the school and teachers  | 2020-2023  |
| Summer experience evaluation with participant feedback via survey  | 2020-2023  |
| Annual feedback survey from CarolinaCAP candidates   | 2020-2023  |



## APPENDIX E: CERTIFICATION AREAS FOR CAROLINACAP CANDIDATES, 2022-23

| CERTIFICATION AREA                 | NUMBER OF PLACED CANDIDATES |
|------------------------------------|-----------------------------|
| Early Childhood Education          | 65                          |
| Elementary Education               | 51                          |
| Multicategorical Special Education | 11                          |
| Math                               | 1                           |
| Science                            | 2                           |
| Biology                            | 2                           |
| Secondary Math                     | 1                           |

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