



SYSTEMS OF SUPPORT FOR QUALITY PREPARATION

CarolinaCAP is a non-degree alternative pathway leading to full licensure for candidates in partner districts. This pathway provides a high-quality experience in teaching that marries the expertise of local teachers, schools, and districts with an institution of higher education and a national non-profit. CarolinaCAP focuses on innovative and cost-effective teacher recruitment strategies, customized training for new teachers, and dedicated, ongoing coaching support.

A QUALITY COACHING MODEL

- As of December 2024, 91 coaches serve over 280 CarolinaCAP candidates in 42 partner districts. This includes 124 new candidates launched this year.
- 93% of coaches reported having an initial coaching conversation with their assigned candidates at the beginning of the year, providing a solid start to a relationship focused on the success of the candidate.
- Almost 3 in 4 of coaches spend three or more hours per week engaged in various specific areas of support for the candidate (at right).
- Over half of those coaches reported that providing assistance with instruction was the greatest area of focus when working with their candidates.

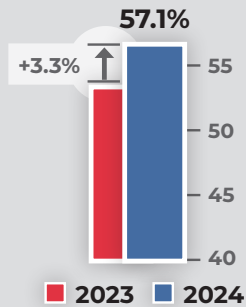
“By combining academic coursework, mentorship, and real-world classroom experiences, the program facilitates participants’ seamless transition into the classroom environment, enhancing their confidence and effectiveness as new educators.”

—Dr. Mauvette Doyley, CarolinaCAP Coach
 Lee Central High School, Lee County School District

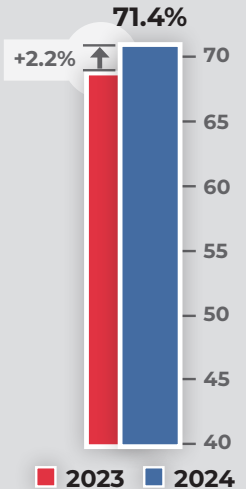
FIVE KEY AREAS OF COACHING SUPPORT

PERCENTAGES OF COACHES REPORTING:

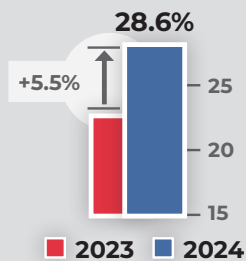
ASSISTING CANDIDATES WITH INSTRUCTION



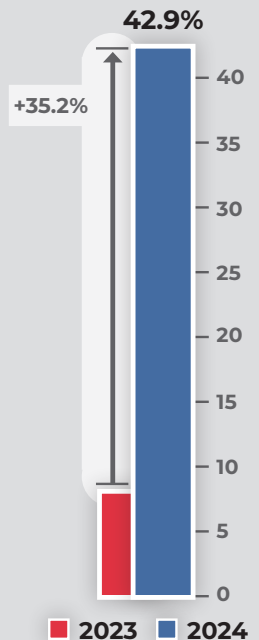
ASSISTING CANDIDATES WITH PLANNING



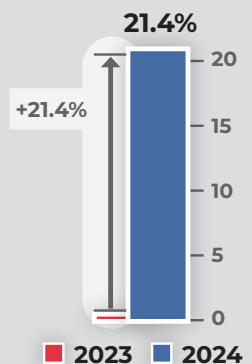
ASSISTING WITH CLASSROOM MANAGEMENT



CO-TEACHING IN CLASSROOM



COORDINATING SUPPORT



A QUALITY CANDIDATE EXPERIENCE

Increased state investment in the CarolinaCAP pathway is growing the effectiveness of our preparation model.

- The support that CarolinaCAP coaches provide to candidates makes a noticeable difference, shown in Fall 2024 survey data.
- 84% of respondents met with their coaches at the outset of the 2024-25 academic year, making an earlier start of their relationships with their coaches than the previous year (51%).
- 32% of respondents reported meeting with their coaches even before the academic year began, translating to a greater perception of how smooth their transition was into their CarolinaCAP pathways.
- 85.7% of candidates reported micro-credentials were personalized to their learning needs; and 91% reported that micro-credentials were job-embedded.
- In addition, 91% of respondents reported feeling supported by their school administrators, more than the previous year (82%).

“Through CarolinaCAP, I have been able to enter the classroom swiftly while still receiving essential training and support. This program provides the resources I need to grow as an educator and succeed in my teaching journey.”

—Tah’Ajaih Goodwine, CarolinaCAP Candidate
Willow Drive Elementary, Richland 2 School District

WHAT ADMINISTRATORS ARE SAYING

- 100% of administrators who recognized unique aspects of the preparation of CarolinaCAP candidates indicated that these aspects made hiring these candidates especially appealing.
- 78.6% of administrators believed their candidates were likely or very likely to remain in the profession for at least 5 years.

CANDIDATE PERCEPTION DATA TELLS THE STORY

94%

OF CURRENT CAROLINACAP CANDIDATES REPORTED A SMOOTH TRANSITION INTO THE PATHWAY

+16%
FROM 2023

74%

OF CURRENT CAROLINACAP CANDIDATES SPEND 3 HOURS OR MORE PER WEEK WITH COACHES

+68%
FROM 2023

91%

OF CURRENT CAROLINACAP CANDIDATES FEEL PREPARED TO TAKE THE PRAXIS II EXAMINATION

+14%
FROM 2023



@CarolinaCAP_SC



carolinacap.org

For questions or to learn about becoming a CarolinaCAP partnering district, contact carolinacap@sc.edu.