CURRICULUM PROCEDURES REFERENCE MANUAL

Section 03D-H

Educator Preparation Program (EPP)Residency Program Handbook

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Table of Contents

Section I: Program Background and Introduction..... 4

Rationale for Community Colleges as Educator Preparation Programs 4

Framework Development 5

Section II: Program Considerations..... 6

Identification of Key Roles and Responsibilities on and off Campus 6

Section III: Program Approval..... 6

Program Application (NCCCS Curriculum Application for Residency Licensure Certificate Program) 6

Section IV: Program Development..... 8

Faculty Credential Requirements 8

Residency Licensure Certificate Program Roles and Responsibilities 8

Section V: Program Operations..... 10

Student Applicant 10

Public School Unit (PSU) or Local Education Agency (LEA) 13

Section VI: Program Training and Support..... 13

On-going Program Level Training and Support 14

VII. Program Content..... 15

Cultivating Carolina Classrooms Program Student Learning Outcomes (PSLO) 15

Program Student Learning Outcomes and Course Alignment Chart 15

Curriculum Content Overview 15

Curriculum Course Descriptions 16

Learner Licensure Eligibility 26

Suggested Program Timelines 26

Tracking Learner Growth and Progress 26

Section VIII: Program Data Collection and Reporting..... 28

Individual EPP Accountability 28

EPP Report Cards 28

College Level Reporting 28

Required Data to be Collected at the Local Level 28

Federal Requirements 29

DRAFT

Section IX: Appendices..... 31

A: Glossary of Key Terms 31

B: Resources 33

C: Elementary Education Residency Licensure Curriculum Standard 37

D: CFNC Application Processing 39

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Section I: Program Background and Introduction

Rationale for Community Colleges as Educator Preparation Programs

The key to the future economic and overall success of North Carolina lies in recruiting and retaining quality teachers to cultivate the next generation of North Carolinians. In advancing the System mission and actualizing the words of Dr. Dallas Herring, the NCCCS will expand access to individuals wishing to pursue teaching licensure in elementary education by mitigating barriers to post-secondary education and providing an accessible, affordable, and high-quality residency program.

The North Carolina Community College System is the third largest community college system in the nation. Most people in North Carolina live within a 30-minute drive to a community college campus. With 58 community colleges serving all 100 counties in North Carolina, NCCCS is uniquely positioned as a System to offer the elementary education residency license throughout the entire state. The NCCCS Cultivating Carolina Classrooms program highlights the "grow your own" teacher education model. School districts across the state can benefit from having access to the Cultivating Carolina Classrooms program to hire and retain local talent who might otherwise seek employment outside of their home community.

Each community college has a designated service area consisting of one or more counties. Colleges maintain relationships with Public School Units (PSU)/Local Education Agencies (LEAs), businesses, and industries to create programs and services customized to their local areas. These established relationships combined with the positioning of the community colleges in local communities provide a unique advantage for recruitment in rural and other areas with difficulty hiring or retaining teachers. Governor Cooper once stated, "North Carolina is committed to living up to our responsibility to deliver a quality education to every student in every county" (NC. Gov, 2020). The NC Community College System can support this effort to recruit and prepare highly qualified teachers in every county in the state.

The Cultivating Carolina Classrooms program is designed to provide a streamlined program that simplifies, aligns, and accelerates the pathway to elementary education licensure for people who have completed a bachelor's degree and have obtained a position in a school system that requires a teaching license. The program will include a common set of courses, student learning outcomes, and key assessments that participating community colleges will offer to provide statewide consistency among programs. A system-level, NCCCS EPP Coordinator will provide support to local community colleges with program implementation. Each individual college will choose the structure for utilizing faculty to cover all necessary roles, including coaching. Education faculty may serve in dual roles as instructors and coaches, or the colleges may elect to create a position that will focus on coaching. This will be determined by the needs of the program and the availability of resources.

The NCCCS collaborates with multiple external partners to support initiatives surrounding teacher recruitment and retention in North Carolina. The NCCCS has participated as a member on various committees that are working to address the issues of teacher shortages, teacher recruitment, teacher retention, and teacher diversity in North Carolina.

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Framework Development

The North Carolina Community College System (NCCCS) began developing the NCCCS Educator Preparation Program application in February 2020. The application was originally submitted to the NC State Board of Education on July 13, 2021. A revision was submitted on February 11, 2022. The final revision was submitted on April 22, 2022. NCCCS office staff and education faculty from various community colleges worked collaboratively to develop the program content. As a result, the *NCCCS Cultivating Carolina Classroom* framework was approved by the NC State Board of Education on June 2, 2022. The Curriculum Standard for the Elementary Education Residency Licensure Certificate which is aligned with the *NCCCS Cultivating Carolina Classroom* framework was approved by the State Board of Community Colleges on July 15, 2022 (see appendix). The NCCCS office collaborated with the College Foundation of NC to develop a system-wide student application between January 2022 and March 2023.

NC Community Colleges that contributed to the development of *NCCCS Cultivating Carolina Classrooms* framework and handbook:

Alamance Community College
Blue Ridge Community College
Brunswick Community College
Central Carolina Community College
Central Piedmont Community College
Davidson-Davie Community College
Fayetteville Technical Community College
Forsyth Technical Community College
Haywood Community College
Montgomery Community College
Richmond Community College
Sampson Community College
Stanly Community College
Wake Technical Community College
Wayne Community College

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Section II: Program Considerations

Identification of Key Roles and Responsibilities on and off Campus

Colleges offering a Residency Licensure Certificate Program (RLCP) on their campus need to identify key on-campus and off-campus roles and responsibilities.

On-campus roles and responsibilities include those who will:

- direct the program,
- teach the courses,
- provide coaching to learners throughout the entirety of the program,
- collect, document, and submit the required local, system, state, and federal data to be submitted to the NCCCS EPP Coordinator, and
- recommend a learner for licensure including all associated responsibilities.

Off-campus roles and responsibilities include those who will:

- establish and maintain collaborative, formalized partnerships with local PSU/LEAs,
- focus on student achievement, continuous improvement, and professional development,
- develop Memorandums of Understanding (MOUs) with local school administrative units, and
- provide specific support for learners' success and completion of the RLCP until recommendation for licensure.

Resources for MOU Development

Cover Letter MOU (introduction and instructions)

Common MOU (see Appendix E)

Section III: Program Approval

Program Application (NCCCS Curriculum Application for Residency Licensure Certificate Program)

Program assessment is a key element of the North Carolina State Board of Community Colleges curriculum program approval process and the implementation plan for the ***NCCCS Cultivating Carolina Classrooms*** program. This program approval process consists of an established NC State Board of Community Colleges (SBCC) program approval process merged with the State Board of Education (SBE) approval process. These processes were designed to accommodate the requirements of the NC Education Preparation Program. There are eight essential steps in the NCCCS implementation plan which must be completed for a college to offer the program. *Program Application Link*

These steps are outlined below:

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SACSCOC Consultation

Colleges that wish to offer the program should inform the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The SACSCOC Instructional Liaison can assist the college in this process.

State Board of Community Colleges (SBCC) & State Board of Education (SBE) Approvals

Colleges that wish to offer the program must apply for approval through a two-step process.

First Approval (SBCC): Colleges must apply to offer the program through the State Board of Community Colleges. As defined in the State Board Community College Code 1D SBCCC 400.6 Curriculum Program Approvals and Terminations, community colleges shall issue degrees, diplomas, and certificates to individuals who satisfactorily complete course and program requirements. The approval of a college to award the associate degree, diploma, or certificate shall be by individual curriculum program title and is granted upon completion of the NCCCS developed Residency Licensure Certificate Program Application, which is available for college access in the Curriculum Procedures Reference Manual. The required components for curriculum program applications are outlined in further detail below:

- *NCCCS EPP Residency Request Form signed by the college president and chairman of the local college Board of Trustees*
- *Institutional Certification*
- *Copy of local Board of Trustees minutes – showing support of the community local community college to apply for offering the Residency Licensure Certification Program.*
- *Copy of the Program of Study with Curriculum Standard for the Residency Licensure Certificate that went through internal local college review.*

Second Approval (SBE): Following SBCC approval to offer the RLCP, community colleges must also receive NC State Board of Education (SBE) approval to operate as an Educator Preparation Program (EPP). The NCCCS EPP Coordinator from the NCCCS office will submit a second application for approval from the NC SBE. The college will be notified of the SBE board action and, upon approval, will submit a program of study to the System Office for approval to begin offering the certificate program.

Additional information:

- *The EPP status approval process is subject to SBE agendas and timelines.*
- *The NCCCS EPP Coordinator will submit the required documentation and coordinate the final steps for EPP status approval with the SBE.*
- *Once a college receives approval from the SBCC and the SBE, a letter of program approval will be issued to the requesting college president and chief academic officer.*

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Submission of RLCP Program of Study

Once the colleges have received approval from SBCC and SBE, the college should submit the program of study (POS) electronically and will be able to offer the program. Approval of the electronic POS must be received prior to implementation of the program. The NCCCS RLCP/EPP Program Coordinator will review the electronic RLCP Program of Study submitted by the college to confirm it is compliant with the requirements in the Residency Licensure Certificate Curriculum Standard approved by the State Board of Community Colleges.

The State Board approved curriculum standard for each program is located at: http://www.nccommunitycolleges.edu/Programs/curriculum_standards.html

Section IV: Program Development

Faculty Credential Requirements

All faculty that will teach courses in the NCCCS ***Cultivating Carolina Classrooms*** Residency Licensure Certificate Program have met faculty credential qualifications required by SACSCOC accreditation standards. According to **Standard 6.2.a** of the SACSCOC Faculty Credentials Guidelines, the qualifications for faculty to teach associate degree courses designed to transfer to baccalaureate programs and the qualifications to teach baccalaureate degree courses are the same:

- doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (minimum of 18 graduate semester hours in the teaching discipline).

Note: Local community colleges have the discretion to require additional faculty qualifications and/or experience.

Additionally, faculty teaching and/or coaching in the RLCP must:

- be professionally licensed or qualify to renew their professional teaching license in the field of licensure sought by the student, and
- have a minimum of three years of experience in a teaching role.

Additionally, it is recommended that faculty members take advantage of professional development opportunities to retain knowledge and skills that are current and relevant to public education and to address equity gaps that may exist in the education field.

Residency Licensure Certificate Program Roles and Responsibilities

An overview of each recommended role and responsibility is provided below.

Residency Licensure Certificate Program Campus Director/Administrator- a designated Campus Director (CD) providing oversight of the Residency Program working collaboratively with community colleges within the region and local PSUs to ascertain needs and equity gaps, collaborate on initiatives, and assist with recruitment and support of new teachers. The CD will:

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- ensure EPP and NCCCS Cultivating Carolina Classrooms compliance, manage coaching, and field supervision.
- be responsible for ensuring and maintaining records of faculty and coaches' educational and licensure requirements established by NCCCS and NCDPI.
- complete required initial and system-wide training from NCCCS.
- hold regular RLCP meetings among the college faculty and coaches.
- make first contact with applicants/learners, assigning learners to cohorts and licensure coaches.
- collect, manage, report/submit local, state, and federal data.
- recommend learners for licensure.

RLCP Curriculum Faculty/Adjuncts- Faculty must meet the educational and licensure requirements established by SACSCOC and NCDPI. Faculty will:

- provide verification of licensure to the Campus Director.
- teach the courses within the Residency Certificate, guide learners in a timeline for licensure, and be responsible for the instruction among multiple cohorts running simultaneously, if needed.
- complete required initial and system wide trainings from NCCCS.
- provide resources needed for EdTPA and Pearson testing success.
- collaborate with the CD and Licensure Coaches to ensure learner support and success.
- meet with the Licensure Coach (LC) and learner to monitor progress.
- make recommendations to the Licensure Coaches for specific skill development.
- attend all regularly scheduled meetings with the CD and Licensure Coaches.
- responsible for collecting classroom data to share with the CD for annual EPP data reporting.
- meet with learners as needed outside of classroom instruction.
- give CD recommendations for learner licensure.

RLCP Licensure Coach- individuals who provide field supervision and ongoing advising and coaching throughout program participation. The Licensure Coach will:

- meet the educational and licensure requirements established by NCCCS and NCDPI.
- complete required initial and system wide trainings from NCCCS.
- collaborate with and meet regularly with the program director, college faculty, learner, school-based mentor.
- perform a minimum of two (2) on-site observations per semester.
- meet with faculty and learner to monitor progress.
- maintain and report observation evaluation data on each learner.
- individualize coaching strategies to ensure all learner's progress.
- provide meaningful support and feedback to learners as they work toward becoming a highly accomplished beginning teacher.
- tracks progress of RLCP learner checklist.
- assist learners in obtaining proficiency standards of EdTPA for initial licensure.

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- may be responsible for the coaching among multiple cohorts running simultaneously.
- give CD recommendations for learner licensure.

Section V: Program Operations

Student Applicant

Criteria for Student Admissions to the NCCCS Cultivating Carolina Classroom Residency Licensure Certificate Program

The Residency Licensure Certificate program is designed for college graduates who hold a bachelor's degree in a non-education field and desire to become an elementary education teacher. For admission into the program, the candidate must:

- Must be a U.S. citizen, or eligible for employment.
- Have completed a bachelor's degree with a 2.7 GPA or higher.
- Have completed 24 hours of coursework in the requested licensure area or passed the North Carolina State Board of Education (NCSBE) required content area examination(s) for the requested licensure area.
- Letter of employment or promised placement from the PSU/LEA
- Completed professional development training required by the PSU/LEA.

Guidance for Determining 24 General Education Hours

Each student enrolled in the Elementary Education Residency Licensure Program must have completed 24 hours of general education coursework OR have passed the content area exams for elementary education (see SBE State Testing Requirements below). A designated person at each college will be responsible for determining if the student has met these requirements before submitting them into the program. General education requirements are:

- English/Language Arts: 2-3 content courses **AND**
- Mathematics: 2-3 content courses **AND**
- Social Studies: 2-3 content courses **AND**
- Science: 2-3 content courses

OR

- Foundations of Reading (Test #190) OR
- All NCSBE required assessments

*See RL Form Guide for information

Guidance on GPA

Session Law 2017-189

A recognized EPP shall not admit a student until that student has met one of the following criteria:

(1) Attained a passing score or prescribed minimum score set by the State Board for a preprofessional skills test.

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(2) Achieved the appropriate required scores, as determined by the State Board, on the verbal and mathematics portions of the SAT or ACT. The minimum combined verbal and mathematics score set by the State Board for the SAT shall be 1,100 or greater. The minimum composite score set by the State Board for the ACT shall be 24 or greater.

(3) Holds a bachelor's degree.

(b) Individual Grade Point Average. – A recognized EPP shall not admit a student into an EPP unless that student has earned a grade point average of at least a 2.7.

(c) Grade Point Average Exceptions. – Notwithstanding subsection (b) of this section, the individual grade point average requirement does not apply to a clinical resident student if the hiring local school administrative unit determines that one of the following criteria is met:

(1) The student has at least 10 years of relevant experience.

(2) For a program leading to licensure in career and technical education, the student has at least five years of relevant experience.

(d) Cohort Grade Point Average. – A recognized EPP shall ensure that the minimum cohort grade point average for each entering cohort to an EPP is at least a 3.0.

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Student Complaint Process

According to § 115C-269.55., the State Board of Education shall adopt and establish a process for students to report an alleged violation by an Educator Preparation Program (EPP). This form provides explicit instructions for this process and the form in which a student may file that complaint.

- Each EPP shall notify students of the complaint process. This notice shall include the appropriate contact information, including name, mailing address, telephone number, and Internet website address for the purpose of directing complaints to the State Board.
- The EPP shall provide for the notification as follows:
    - On the Internet Web site of the EPP, if the program maintains a Web site.
    - On a sign prominently displayed in program facilities.
    - In the student handbook.
- Please contact NCCCS EPP Coordinator for copy of a PDF file for the Complaint Form.

Licensure Policies

NC SBE Licensure Policy LICN-001: General Licensure Requirements

NC SBE Licensure Policy LICN-002: Routes to Licensure

SBE State Testing Requirements

The following link provides an overview of all testing required for licensure areas in North Carolina.

https://www.dpi.nc.gov/documents/cedars/faq/sbe-licensure-testing-requirements-policy-licn-003/open

Program Financial Aid Eligibility

Students admitted to the program are required to hold a bachelor's degree and therefore, would not be eligible for federal financial assistance. Students may apply for local scholarships and grants.

Student Application Process

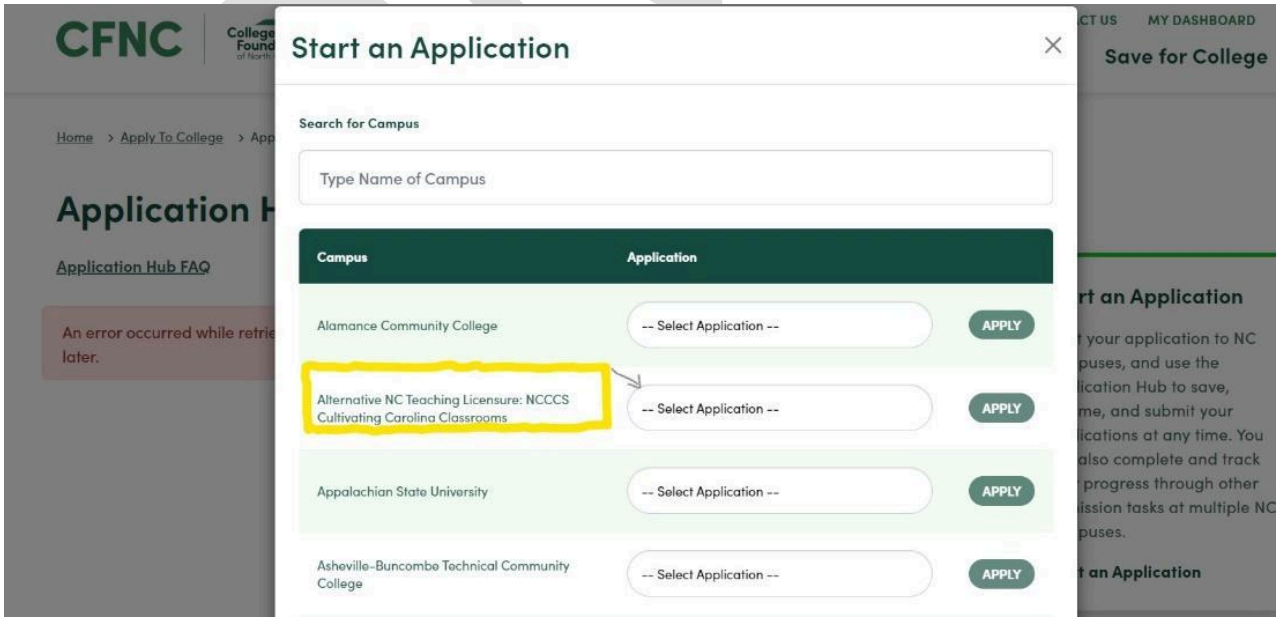
NCCCS staff worked collaboratively with the College Foundation of North Carolina (CFNC) to develop a unique single portal entry application for prospective applicants. CFNC houses the Alternative NC Teaching License: NCCCS Cultivating Carolina Classrooms Application.

In addition to the application, students must provide:

- unofficial transcripts for admissions purposes,
- official transcripts before admitted to the program,
- proof of employment or promised placement from the PSU/LEA, and/or
- a Residency Licensure (RL) Form signed by employing school. (Link to RL Form: https://www.dpi.nc.gov/documents/licensure/form-rl-residency-license-form/open)

Once an application is received, through the Alternative NC Teaching License: NCCCS Cultivating Carolina Classrooms Application portal, the NCCCS EPP Program Coordinator will evaluate the applicant's eligibility for the program and contact the applicant. The application will then be exported to the appropriate community college for processing and admission. The applicant will be officially enrolled in the program once an official transcript(s) is received and reviewed by the local community college contact for the Residence Licensure Certificate Program and a signed RL Form is submitted

Screenshot of CFNC Student Application Page



NCCCS Cultivating Carolina Classrooms Student Application Process Graph

Applicant/Learner-the individual pursuing entrance into an NCCCS CCC Residency Licensure Certificate program and the individual accepted into an NCCCS CCC Residency Licensure Certificate program) The learner is responsible for:

- attending all courses and submitting course assignments
- meeting with faculty, as needed.
- interacting regularly with LC and implementing recommended strategies
- following the timeline for testing
- preparing the EdTPA submission

Recommendations for Establishing Partnerships

This program will require a strong working relationship/partnership with PSU/LEAs. Below are recommendations on how to develop this partnership.

1. Establish an advisory board that includes all RLCP roles, representatives from PSU/LEAs, a RLCP graduate, a current RLCP learner, and community stakeholders such as representatives from the County Commissioners, School Board, and Workforce Development.
2. Host a joint information session with community college administration, RLCP faculty/adjuncts, and PSU/LEA administrators and principals.
3. Attend local career fairs and marketing events with PSU/LEA representatives.

Marketing Plan (Residency Licensure Certificate Program)

Note: Marketing cannot begin at the local level until the local community college is an approved EPP.

It is strongly recommended that all community colleges offering the Residency Licensure Certificate Program (RLCP) use a unified brand to market the program which will include a slogan and logo, in addition to their community college logo.

Overarching Program Title

- *NCCCS Cultivating Carolina Classrooms*

Suggested Local Program Title

- [Community College Name]: *Cultivating Carolina Classrooms*
  Example: *Stanly Community College: Cultivating Carolina Classrooms*

Slogan Examples

- *"Cultivating the next generation of accomplished and persistent educators."*
- *"Not just solving today's problems but cultivating tomorrow's educators."*

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Recommendations for Recruitment

1. Partner with key community leaders, in areas identified through the comprehensive local needs assessment, to help develop a recruitment plan for their community (i.e., speak at local faith based co, community centers, and organized gatherings/events).
2. Collaborate with PSU/LEA to identify potential applicants and the best way to connect with them.
3. Host a joint information session with the PSU/LEA to share program information with community members, who already hold bachelor's degree, and who may be interested in pursuing a career in elementary education.
4. Work with community college marketing to develop brochures, flyers, billboards, media advertisements, and other marketing strategies.
5. Identify community businesses that serve the diverse populations addressed in the comprehensive local needs assessment, and work with them to provide information to their patrons.

Public School Unit (PSU) or Local Education Agency (LEA)

1. **Learner Support Roles-** The following roles support learners throughout the RLCP at the PSU/LEA level:
   - **Beginning Teacher Coordinator**- Central office employee who oversees all beginning teachers, Residency Licensure, teacher advancement, professional development and various tasks related to Beginning Teacher support.
   - **Site-Based Mentor-** a K-6 teacher who supervises and supports teacher candidates in their residency placement and is responsible for observing and assessing the candidate's knowledge and skills in collaboration with the field supervisor.
2. **Collaboration:** Memorandum of Understanding with Local School Administrative Units. – EPPs shall enter into a memorandum of understanding with the local school administrative unit or the partner school where students are placed or employed. In the memorandum, the EPP and the local school administrative unit or partner school, as applicable, shall:

   (1) Define the collaborative relationship between the EPP and the local school administrative unit or partner school and how this partnership will be focused on continuous school improvement and student achievement.

   (2) Adopt a plan for collaborative clinical educator or mentor selection, orientation, and student placement.

   (3) Determine how information will be shared and verified between the EPP and the local school administrative unit or partner school. (Article 17D)

Section VI: Program Training and Support

EPP Handbook Training

The NCCCS EPP Coordinator will meet with approved colleges to provide an overview of the handbook and answer any questions.

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LETRS Training
Suggested: Trainings (one/two year)

The Lexia LETRS® (Language Essentials for Teachers of Reading and Spelling) Suite is comprehensive professional learning designed to provide early childhood and elementary educators and administrators with deep knowledge to be literacy and language experts in the science of reading. https://www.lexialearning.com/letrs

- Required: RLCP Curriculum Faculty/Adjunct teaching Edu 279 (faculty can be enrolled in the LETRS training while teaching the course)

Coaching Training
Impact Cycle Coaching Training

Based on *The Impact Cycle* (2017) by Jim Knight, this virtual workshop describes the coaching cycle process for instructional coaches. All teachers, schools, and classrooms face their own unique challenges. An established process for guiding the coaching experience ensures that instructional coaches have the tools they need to help teachers set and achieve their goals for students. (https://www.instructionalcoaching.com/)

- Required: RLCP Licensure Coaches and Campus Director
- Recommended: All RLCP Curriculum Faculty

EdTPA Training
edTPA is a performance-based, subject-specific assessment and support system used by teacher preparation programs throughout the United States to emphasize, measure and support the skills and knowledge for effective teachers.

https://www.edtpa.com/PageView.aspx?f=GEN_AboutEdTPA.html

- Required: Licensure Coaches and Curriculum Faculty/Adjunct teaching Edu 283

On-going Program Level Training and Support

NCCCS Residency Program and EPP Leadership Team
NCCCS EPP Coordinator will organize a Leadership Team to review RLCP needs and concerns. Meeting times and frequency will be determined at a later date.

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Section VII: Program Content

Cultivating Carolina Classrooms Program Student Learning Outcomes (PSLO)

Upon completion of the Residency Certificate program, learners will be able to:

Create developmentally and culturally appropriate learning environments that support equity and diversity to meet the needs of all learners.

Demonstrate effective application of appropriate content and pedagogical knowledge in the learning environment.

Design developmentally appropriate, standards-based lesson plans and activities that utilize a constructivist approach to scaffold student learning and promote critical thinking.

Use formative and summative assessment strategies to assess prior knowledge and learning, identify strengths and weaknesses, plan for instruction, and support authentic learning.

Integrate technology into everyday learning activities and lesson planning to prepare students to be ethical digital citizens.

Intentionally utilize self-reflective practices to foster personal and professional continuous improvement.

Demonstrate competence of roles, responsibilities, and ethical standards of the teaching profession specific to the NC Professional Teaching Standards.

Program Student Learning Outcomes and Course Alignment Chart

	PSLO 1	PSLO 2	PSLO 3	PSLO 4	PSLO 5	PSLO 6	PSLO 7
EDU 270	√		√			√	√
EDU 272				√	√	√	√
EDU 277	√	√	√	√	√	√	√
EDU 278	√	√	√	√	√	√	√
EDU 279	√	√	√		√		√
EDU 283	√				√		√

Curriculum Content Overview

The ***Cultivating Carolina Classrooms*** program provides a course of study leading to the development of the general pedagogy competencies needed to become certified to teach by the North Carolina Department of Public Instruction. Graduates will meet the general pedagogy competencies within the first three years of teaching. Additional requirements, such as pre-service training, passing the PRAXIS, and the criteria included in the North Carolina Teacher Evaluation System are required for licensure.

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Curriculum Course Descriptions

EDU 270: Effective Instructional Environments

Class 2 Lab 0 Clinical 0 Work 0 Credit 2

This course is designed to provide learners with the knowledge and skills to create, manage, and assess effective instructional environments, learning attitudes, and behaviors for today's diverse learning population.

Topics include organizing the learning environment, fostering positive learning attitudes, supporting healthy stakeholder partnerships, engaging students using effective differentiated instruction, guiding, and managing student behaviors, and assessing student progress.

Upon completion of this course, learners will demonstrate effective dispositions of the professional educator that include managing schedules, spaces, and resources, promoting supportive learning mindsets, engaging students with diverse instructional strategies, guiding student behaviors to maximize both the instructional and social climate, and analyzing and effectively responding to student progress.

Student Learning Outcomes

1. Construct instructional environments and schedules that reflect effective use of furniture, resources, and transitions in response to diverse populations and instructional strategies.
2. Design an instructional lesson that reflects an understanding of various teaching modes and questioning and grouping strategies in response to diverse student needs.
3. Generate a comprehensive classroom management plan that includes rules and procedures that foster and support positive learning climates and teacher-student/peer-peer relationships/teacher-family relationships.
4. Assess student progress at various stages of instruction and adapt appropriately by providing feedback, adjusting strategies, and utilizing targeted interventions.

Key Assessments

1. ***Responsive daily schedule and room layout:*** Evaluate the provided sample daily schedule and room layout by providing three suggestions based on the module content.
2. ***Varied instructional lesson***: Design an instructional lesson that reflects an understanding of various teaching modes, as well as questioning and grouping strategies in response to diverse student needs.
3. ***Comprehensive classroom management plan***: Develop a research-based presentation on fostering positive attitudes towards learning that is responsive to student's needs and family collaboration.
4. ***Reflection journal on improved instructional lesson***: Extend the lesson plan from the previous module to incorporate informal and formal assessments, constructive feedback, and a rubric/portfolio and then write a reflection about the predicted impact of these modifications.

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EDU 270 Course Alignment Matrix

Student Learning Outcomes	Key Assessments	NC Prof. Teaching Standard	InTASC	NC SCOS
Construct instructional environments and schedules that reflect effective use of furniture, resources, and transitions in response to diverse populations and instructional strategies.	Responsive daily schedule and room layout	2B, 2C	3,	*Learners will interact with the NC Standard Course of Study as they create instructional spaces, lessons, plans, and procedures that reflect specific content standards.*
Design an instructional lesson that reflects an understanding of various teaching modes and questioning and grouping strategies in response to diverse student needs.	Varied instructional lessons	2A, 2B, 3A, 4B, 4C	2, 7, 8	
Generate a comprehensive classroom management plan that includes rules and procedures that foster and support positive learning climates and teacher-student/ peer-peer relationships.	Comprehensive classroom management plan	1A, 1B, 4E, 4F, 4G,	3	
Assess student progress at various stages of instruction and adapt appropriately by providing feedback, adjusting strategies, and utilizing targeted interventions.	Reflection journal on improved instructional lesson	2A, 3A, 4A, 4H, 6	1, 6	

EDU 272: Technology, Data, and Assessment
Class 2 Lab 3 Clinical 0 Work 0 Credit 3

This course is designed to provide learners with the knowledge and skills to utilize digital instructional technologies, student information system software, learning management systems, and technology-based assessments to plan and implement appropriate educational experiences and interventions in the classroom.

Topics include educational technology to enhance culturally responsive instruction, technology-based assessment, assistive technologies, record keeping, artifact documentation, digitally recording and tracking formative and summative assessments, using relevant data to inform practice, and ethical practices for technology and assessment.

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Upon completion, learners will be able to demonstrate effective integration of educational technology into classroom practice, appropriate use of technology-based assessments, and practical application of data to inform educational planning and interventions. Utilize information and learning systems to maintain inclusive communications to directly impact student learning.

Student Learning Outcomes

1. Utilize educational technology to enhance instruction.
2. Incorporate instructional technology into lesson plans to enhance learning experiences.
3. Conduct formative and summative technology-based assessments with students.
4. Analyze data to inform practice.
5. Assess and apply ethical practices for technology and assessment.

Key Assessments

1. ***Technology Enhanced Lesson Plan:*** Learners will enhance a lesson with technology. Examples may include creating an instructional video, utilizing presentation software, smart board technologies, student response technology, or other related technologies.
2. ***Technology Enhanced Classroom Practice:*** Learners will incorporate technology into classroom practice. Examples may include learning management systems, web conferencing software, collaboration software, or other related technologies.
3. ***Technology-Based Assessment Portfolio:*** Learners will create a student assessment portfolio that includes at least three NC assessments that use technology. The portfolio will include examples of both formative and summative assessments.
4. ***Data-Informed Learning Plan*:** Learners will use the Student Assessment Portfolio created in class to analyze assessment data and create an individualized learning plan for the student.
5. ***Ethical Technology Practices Reflection Journal*:** Learners will conduct a detailed classroom self-study for ethical practices for technology and assessment.

EDU 272 Course Alignment Matrix

Student Learning Outcomes	Key Assessments	NC Prof. Teaching Standards	NC SCOS (International Society for Tech in Edu Standards)	NC Digital Learning Competencies
Utilize educational technology to enhance instruction	Technology Enhanced Lesson Plan	4C	1b, 3c, 6d, 7b	Leadership in Digital Learning Digital Content and Instruction
Incorporate instructional technology into lesson plans to enhance learning experiences	Technology Enhanced Classroom Practice	4D	1d, 3a, 4b, 6a, 7a	Leadership in Digital Learning Digital Content and Instruction
Conduct formative and summative technology-based assessments on students	Technology-Based Assessment Portfolio	4H 5A	1c, 5a, 5b	Data and Assessment

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Analyze data to inform practice	Data-Informed Learning Plan	4B	1c, 5a, 5b	Data and Assessment
Assess and apply ethical practices for technology and assessment	Ethical Technology Practices Reflection Journal	1E	2a, 2b, 2c, 2d	Digital Citizenship

EDU 277: Integrated Curriculum and Instructional Strategies: Math/Science
Class 2 Lab 3 Clinical 0 Work 0 Credit 3

This course is designed to provide learners with the content knowledge, instructional methods/materials, and assessment techniques needed to provide research-based math and science K -12 instruction.

Topics include essential math and science concepts and skills, developmentally appropriate pedagogy, culturally responsive instruction, standards-based outcomes, technology-enhanced lesson planning, formative/summative assessments, research-based interventions, authentic learning experiences, and reflective practice.

Upon completion, learners will be able to plan, implement, assess, and reflect on developmentally appropriate math and science instruction aligned to the NC Standard Course of Study, other professional and national standards.

Student Learning Outcomes

1. Demonstrate knowledge and understanding of concepts, skills, and attitudes necessary to teach K -12 math and science.
2. Apply effective pedagogical approaches to design, plan and implement math and science instruction that aligns with NC Standard Course of Study as well as National Council of Teaching Math and National Council for Teaching Science.
3. Choose formal and informal assessments to monitor student learning and plan for instruction in math and science.
4. Implement strategies to provide effective, evidence-based interventions for students with difficulties or disabilities in math and science.

Key Assessments

1. ***Math and science Journal Assignment:*** Exploring What It Means to Know and Do math and science. What is involved in teaching math and science? What are the recent reforms in math and science? What does it mean to know and do math and science? What does it mean when we say that each person constructs his/her own knowledge? What does it mean to understand math and science?

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What are key dimensions of a learning environment that help students understand math and science?

2. ***Integrated Lesson Plan Sequence:*** Create a sequence of 3-5 lesson plans that effectively incorporates technology and includes a formative and summative assessment with appropriate learning targets aligned with NC standard course of study.
3. ***Implementation of Lesson Plan:*** Choose one of the lessons from lesson plan sequence and implement this lesson and gather artifacts/evidence of learning concepts throughout the lesson.
4. ***Reflection of Teaching Practices:*** Using the artifacts and evidence from lesson implementation reflects on the teaching practices and outcomes of the lesson. Identify how the choices that were made in developing this lesson affected effect student's engagement and the learning outcomes? Were the learning outcomes met? Did the learning strategies used to allow all students to engage in the learning experience/ what changes might to be made to meet the needs of each of the students? How can this lesson be extended?
5. ***Remedial Strategies Reflection Journal:*** Identify areas of difficulty that students experienced during the lesson and strategies that could be used to remediate these difficulties.
6. ***Responsive Intervention Plan***: Using information gathered from implementation of lesson plan, learners will create an individualized learning plan for a student with math and science difficulties, document the strategies used to support the student, assess student progress, and revise learning plan as needed throughout the semester.

EDU 277 Course Alignment Matrix

Student Learning Outcomes	Key Assessments	NC Prof. Teaching Standard	InTASC	NC SCS
Demonstrate knowledge and understanding of concepts, skills, and attitudes necessary to teach K -12 math and science.	Math and Science Journal Assignment	3B, 4E, 5C, 6	4, 9, 10	*Learners will utilize the NC Standard Course of Study for the content areas of science and math as they create instructional spaces, lessons, plans and procedures that reflect and integrate specific content standards.*
Apply effective pedagogical approaches to design, plan and implement math and science instruction that aligns with NC Standard Course of Study as well as National Council of Teaching Math and National Council for Teaching Science.	Integrated Lesson Plan Sequence Implementation of Lesson Plan Reflection on Teaching Practices	3A, 3B, 3C, 3D, 4B, 4C, 4D, 4E, 6	1, 3, 5, 7, 8, 10	

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Choose formal and informal assessments to monitor student learning and plan for instruction in math and science.	Remedial Strategies Reflection Journal	1E, 2C, 2E, 4D, 4F, 4H, 6	6, 9	
Implement strategies to provide effective, evidence-based interventions for students with difficulties or disabilities in math and science.	Responsive Intervention Plan	1E, 2D, 2E, 3D, 4B, 4C, 4D, 6	2, 8,	

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EDU 278: Integrated Curriculum and Instructional Strategies: Social Studies/ELA
Class 2 Lab 3 Clinical 0 Work 0 Credit 3

This course is designed to provide learners with the content knowledge, instructional methods/materials, and assessment techniques needed to provide research-based social studies and ELA K -12 instruction.

Topics include essential social studies and ELA concepts and skills, developmentally appropriate pedagogy, culturally responsive instruction, standards-based outcomes, technology-enhanced lesson planning, formative/summative assessments, research-based interventions, authentic learning experiences, and reflective practice.

Upon completion, learners will be able to plan, implement, assess, and reflect on developmentally appropriate social studies and ELA instruction aligned to the NC Standard Course of Study, other professional and national standards.

Student Learning Outcomes

1. Demonstrate knowledge and understanding of concepts, skills, and attitudes necessary to teach K -12 social studies and ELA.
2. Apply effective pedagogical approaches to design, plan and implement social studies and ELA instruction that aligns with NC Standard course of study as well as National Council for Social Studies and National Council of Teaching English.
3. Choose formal and informal assessments to monitor student learning and plan for instruction in social studies and ELA.
4. Implement strategies to provide effective, evidence-based interventions for students with difficulties or disabilities in social studies and ELA.

Key Assessments

1. ***Social Studies and ELA Journal Assignment***: Exploring What It Means to Know and Do social studies and ELA. What is involved in teaching social studies and ELA? What are the recent reforms in social studies and ELA? What does it mean to know and do social studies and ELA? What does it mean when we say that each person constructs his/her own knowledge? What does it mean to understand social studies and ELA? What are key dimensions of a learning environment that help students understand social studies and ELA?
2. ***Integrated Lesson Plan Sequence:*** Create a sequence of 3-5 lesson plans that effectively incorporates technology and includes a formative and summative assessment with appropriate learning targets aligned with NC standard course of study.
3. ***Implementation of Lesson Plan:*** Choose one of the lessons from lesson plan sequence and implement this lesson and gather artifacts/evidence of learning concepts throughout the lesson.
4. ***Reflection of Teaching Practices:*** Using the artifacts and evidence from lesson implementation reflects on the teaching practices and outcomes of the lesson. Identify how the choices that were made in developing this lesson affected effect student's engagement and the learning outcomes? Were the learning outcomes met? Did the learning strategies used to allow all students to engage in

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the learning experience/ what changes might to be made to meet the needs of each of the learners? How can this lesson be extended?

5. ***Remedial Strategies Reflection Journal:*** Identify areas of difficulty that students experienced during the lesson and strategies that could be used to remediate these difficulties.
6. ***Responsive Intervention Plan:*** Using information gathered from implementation of lesson plan, learners will create an individualized learning plan for a student with social studies and ELA difficulties, document the strategies used to support the student, assess student progress, and revise learning plan as needed throughout the semester.

EDU 278 Course Alignment Matrix

Student Learning Outcomes	Key Assessments	NC Prof. Teaching Standards	InTASC	NC SCOS
Demonstrate knowledge and understanding of concepts, skills, and attitudes necessary to teach K-12 social studies and ELA.	Social Studies and ELA Journal Assignment	3B, 4E, 5C, 6	4, 9, 10	*Learners will utilize the NC Standard Course of Study for the content areas of social studies, English, and language arts as they create instructional spaces, lessons, plans and procedures that reflect and integrate specific content standards.*
Apply effective pedagogical approaches to design, plan and implement social studies and ELA that aligns with NC Standard course of study National Council for Social Studies and National Council of Teaching English.	Integrated Lesson Plan Sequence Implementation of Lesson Plan Reflection on Teaching Practices	3A, 3B, 3C, 3D, 4B, 4C, 4D, 4E, 6	1, 3, 5, 7, 8, 10	
Choose formal and informal assessments to monitor student learning and plan for instruction in social studies and ELA.	Remedial Strategies Reflection Journal	1E, 2C, 2E, 4D, 4F, 4H, 6	6, 9	
Implement strategies to provide effective, evidence-based interventions for students with difficulties or disabilities in social studies and ELA.	Responsive Intervention Plan	1E, 2D, 2E, 3D, 4B, 4C, 4D, 6	2, 8,	

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EDU 279: Literacy Development and Instruction
Class 3 Lab 3 Clinical 0 Work 0 Credit 4

This course is designed to provide learners with concepts and skills of literacy development, instructional methods/materials and assessment techniques needed to implement scientifically based, systematic reading and writing strategies into educational practice.

Topics include literacy concepts, reading and writing development, developmentally appropriate pedagogy, culturally responsive instruction, standards-based outcomes, technology-enhanced lesson planning, formative/summative assessment, recognizing reading difficulties, research-based interventions, authentic learning experiences, and reflective practice.

Upon completion, learners should be able to plan, implement, assess, evaluate, and demonstrate developmentally appropriate literacy instruction aligned to the NC Standard Course of Study and other professional and national standards.

Student Learning Outcomes

1. Design scientifically based, systematic reading instruction that reflects developmentally appropriate literacy concepts and skills.
2. Apply formal and informal assessment techniques that demonstrate awareness of effective literacy instruction and student progress.
3. Apply instructional methods and materials to provide scientifically based, systematic reading assessments.
4. Integrate instructional methods and materials to provide scientifically based, systematic reading instruction.
5. Develop effective, evidence-based interventions that demonstrate an understanding of the causes and types of reading difficulties and disabilities.

Key Assessments

1. ***Curated strategy and resource portfolio:*** Learners will create a student portfolio of artifacts to document the implementation of literacy strategies used to teach multiple literacy concepts. Create a sequence of 3-5 lesson plans that effectively incorporates technology.
2. ***Varied literacy lesson plan:*** Learners will plan, develop, and implement a sequence of 3-5 technology enhance lesson plans. sequence with appropriate learning targets aligned with identified standards.
3. ***Targeted lesson plan assessments:*** Learners will identify/create and utilize pre- and post-assessments and formative assessments in conjunction with a 3-5 lesson plan sequence.
4. ***Integrated literacy strategies:*** Learners will create and implement lesson plans and activities that integrate literacy strategies in other content areas.
5. ***Individualized learning plan:*** Learners will create an individualized learning plan for a student with reading difficulties, document the strategies used to support the student, assess student progress, and revise learning plan as needed throughout the semester.

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EDU 279 Course Alignment Matrix

Student Learning Outcome	Key Assessments	NC Prof. Teaching Standards	InTASC	NC SCS
Construct instructional environments and schedules that reflect effective use of furniture, resources, and transitions in response to diverse populations and instructional strategies.	Curated strategy and resource portfolio	2A, 4A, 5C, 6	1, 2, 3, 7, 8	*Learners will utilize the NC Standard Course of Study for the content areas of reading, writing, and literacy as they create instructional spaces, lessons, plans and procedures that reflect and integrate specific content standards.*
Apply formal and informal assessment techniques that demonstrate awareness of effective literacy instruction and student progress.	Varied literacy lesson plan	1E, 2E, 4H, 5A, 6	1, 6	
Apply instructional methods and materials to provide scientifically based, systematic reading assessment.	Targeted lesson plan assessments	2D, 2E, 3A, 3B, 3C, 3D, 4H, 6	1, 5, 6, 7, 8, 9	
Integrate instructional methods and materials to provide scientifically based, systematic reading instruction.	Integrated literacy strategies	3A, 3B, 3C, 3D, 4B, 4C, 4D, 4E, 6	1, 4, 7, 8	
Develop effective, evidence-based interventions that demonstrate an understanding of the causes and types of reading difficulties and disabilities.	Individualized learning plan	1E, 2C, 2E, 4A, 6	1, 2, 9	

EDU 283: Educator Preparation Practicum
Class 2 Lab 3 Clinical 0 Work 0 Credit 3

This course is designed to allow learners to demonstrate acquired skills and competencies in a developmentally appropriate learning environment.

Topics include dispositions of effective teachers, portfolio assessment development, reflective practice, teaching methods, assessment strategies, and professional practices based on state and national Teaching Standards.

Upon completion, learners should be able to provide a portfolio assessment with evidence of ethical/professional standards, respect for a diverse population in learning environments, content

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knowledge, appropriate guidance intervention, and grade-level technology-enhanced lesson planning/assessments through practices in the classroom environment.

Student Learning Outcomes

1. Demonstrate principles of reflective practice to inform continuous improvement of effective teaching methods and assessment techniques.
2. Assess and evaluate progression of personal and professional development based on NC Professional Teaching Standards.
3. Participate in strategies and activities to prepare for State and/or National teacher licensure assessment requirements.
4. Explore global perspectives in establishing a responsive and respectful environment for diverse student populations.

Key Assessments

1. ***Reflection on Collected Artifacts:*** Reflect, reinforce, and conduct a self-assessment of effective teaching methods, related to select principles and practices of state and national standards.
2. ***Standards Based Action Plan:*** In response to feedback for the collection of artifacts, learners will create an action plan, including a timeline to meet appropriate levels of professional standards
3. ***Practice Evaluations*****:** Complete practice evaluations for licensure assessment requirements.
4. ***Portfolio Component Evaluations:*** Work collaboratively with mentor to evaluate portfolio components for licensure submission that meet appropriate levels of professional standards.
5. ***Research/Case Study Analyses:*** Research scholarly articles and then analyze case studies and/or research studies pertaining to global perspectives and diverse populations and communities.

EDU 283 Course Alignment Matrix

Student Learning Outcome	Key Assessments	NC Prof. Teaching Standards	InTASC	NC SCOS

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Demonstrate principles of reflective practice to inform continuous improvement of effective teaching methods and assessment techniques.	Reflection on Collected Artifacts:	1A, 1B, 1C, 1D, 1E, 3A, 5B, 5C, 6	1, 2, 3, 6, 7, 8,	*Learners will interact with the NC Standard Course of Study as they create instructional spaces, lessons, plans and procedures that reflect specific content standards.*
Assess and evaluate progression of personal and professional development based on NC Professional Teaching Standards.	Standards-Based Action Plan Portfolio Component	1A, 1B, 1C, 1D, 1E, 2E, 4G, 5B, 5C, 6	6, 7, 8, 9	
Participate in strategies and activities to prepare for State and/or National teacher licensure assessment requirements.	Practice Evaluations	1A, 1B, 1C, 1D, 1E, 5B, 5C, 6	1, 2, 7, 8,	
Explore global perspectives in establishing a responsive and respectful environment for diverse student populations.	Research/Case Study Analyses	1A, 1B, 1C, 1D, 1E, 2A, 2B, 5B, 5C, 6	2, 3, 8, 9	

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Learner Licensure Eligibility

Requirements for completion of the North Carolina Community College System Cultivating Carolina Classroom program.

RLCP Cohort Spreadsheet- tracks cohort timeline to licensure eligibility

RLCP Learner Cohort Spreadsheet

Criteria for Program Completion/Licensure Recommendation

Learners are assessed throughout their time in the program using multiple measures to ascertain their skills, competencies, and dispositions. This ensures that learners have acquired the appropriate levels of mastery to effectively teach in a K-6 classroom. Once learners begin the program, they must maintain a minimum GPA of 2.7 throughout the program participation, which is in alignment with the legislated GPA entrance requirement.

To successfully complete the Residency Certificate program, a candidate must meet the following requirements.

1. Complete all coursework with a grade of 'C' or better.
2. Before applying for licensure with NC Department of Instruction, the candidate must pass the following tests *(Note: It is strongly recommended learners pass before entering EDU 283)*:
    a. Pearson Test 190: Foundations of Reading and
    b. Pearson Test 203: Mathematics Subtest or
    c. Praxis Test 7813: CKT Math Subtest
3. Successfully complete edTPA requirements
    a. For more information about edTPA requirements for the State of North Carolina and Passing Scores, please visit https://www.edtpa.com/PageView.aspx?f=GEN_NorthCarolina.html
4. Set up a DPI NC account and apply to NCDPI Online Licensure System

Institute of Higher Learning (IHL) will complete the V Form: Verification by Institution: Completion of Approved Education Program

Suggested Program Timelines

Based on the needs of each community, there have been three different suggested timelines developed for programs to choose what fits in their community and their college.

It is recommended that each course be taught in a **16-week format over a three-year period** as per the timeline.

Suggested Program Timelines (1.5, 2, and 3-year timelines)

Tracking Learner Growth and Progress

Tracking learner growth and progress through the duration of the Residency Licensure Program is critical to the success of the learner as well as the program. Tracking learner growth and progress is accomplished through:

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- Reported data collection (data collected and reported to local, state, and federal agencies as mandated in Section VIII)
- Archived data collection (data collected through the required course observation templates and archived in learner portfolios but not necessarily reported outside of the local community college).

Reported data collection reflects learner and program data required by local, state, and federal agencies (see Section VIII). Reported data is used to satisfy legislative requests:

Archived data collection reflects learner data collected through the required course observations. The observation templates for each course reflect each course's specific student learning outcomes (see Course Content information in Section VII) as well as standardized teacher evaluation criteria (NC Professional Teaching Standards and the Rubric for Evaluating NC Teachers). Archived data is used to reflect continuous coaching and support and is leveraged for both learner and program evaluation and improvement. Archived data should be saved for at least three years past a learner's completion of the program.

The student teacher will actively participate in this process and be expected to complete self-assessments and reflection activities as well as present artifacts as evidence to support competency of standards. The instructional coach will collaborate with the cooperating teacher in the assessment process. Each learner will participate in the following evaluation activities:

Learner Evaluation Schedule	
Tasks	*Required Meetings*
Self-Assessment and Professional Development Plan Review	RLCP Coach and School-Based Mentor
Formal Observation 1	Pre-conference and Post-conference
Mid-Program Professional Development Plan review Formal Observation 2	Pre-conference and Post-conference RLCP Coach and School-Based Mentor
Formal Observation 3	Pre-conference and Post-conference
End-of-program Professional Development Plan Review Summative Evaluation Conference	RLCP Coach and School-Based Mentor
Rating Form Completed	RLCP Campus Director and RLCP Coach

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Section VIII: Program Data Collection and Reporting

Local Community Colleges will submit all required data to the EPP Coordinator.

Individual EPP Accountability

The NC General Statute 115C-269, describes the accountability expectations for each individual EPP and the possible disciplinary sanctions for noncompliance with the accountability expectations.

Accountability Statuses – The NC SBE shall at least annually review the accountability status of each EPP. The NC SBE shall adopt rules necessary for the sanction of EPPs that do not meet accountability standards or comply with State law or rules. The rules shall provide for the assignment of warned, probation, or revoked statuses according to criteria in N.C. G.S. 115C-269.45.

Information Requests by EPPs – The NC SBE shall annually provide, upon request, the data required to be included in an EPP's annual performance report. The NC SBE shall provide this information to the NCCCS EPP Coordinator and the EPP as aggregate data and disaggregated by race, sex, and ethnicity. Notwithstanding Article 21A of this Chapter, local school administrative units shall provide to the NC SBE for the purposes of these information requests any North Carolina Educator Evaluation System effectiveness status assigned to teachers based on queries from the NC SBE. The NC SBE shall not report aggregated or disaggregated data to the EPP that reveals confidential information in a teacher's personnel file, as defined by Article 21A of this Chapter, such as making the effectiveness status personally identifiable to an individual teacher.

EPP Report Cards

According to N.C. G.S. 115C-269.50, "the NC SBE shall create an annual report card for each EPP that, at a minimum, summarizes the information collected in the annual performance reports, as set forth in G.S. 115C-269.35(b). The report cards shall provide user-friendly access to the public and shall provide the ability to easily compare annual report card information between EPPs, including performance and other data reported by each EPP, as provided in G.S. 115C-269.35(b). The NC SBE shall make the report cards available to the public through the State Board's Internet Web site on an annual basis beginning December 15, 2019, and shall submit the report to the Joint Legislative Education Oversight Committee annually.

College Level Reporting

Each college will be provided with an EPP Performance Report Process Guide and Data Template, annually. The EPP Performance Report Process Handbook will detail the data collection requirements.

Required Data to be Collected at the Local Level

Colleges approved to offer the Residency program will also submit an Annual Data Report Accountability Report to the NCCCS EPP Coordinator who will create an Annual Data Report to be provided to SBCC and NC DPI. The data included in this report is collected at the local level and requires documentation of:

- Student demographic information

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- Program details
    - Disaggregated by gender, race, ethnicity.
- Public school collaborations
    - Formal collaborative plans/MOUs
    - Activities/programs
- Evaluation of completers' effectiveness
    - Program pass rates/completion rates
    - Assessment results
- Enhancing program elements and capacity
    - Tracking of residency faculty participation in professional development
- Every year colleges are required to submit annual data reports to inform the EPP. Performance Report

Additional Data

- Colleges will receive additional data/information from the NCCCS EPP Coordinator (received from NC DPI) that is to be included with their local data in the report.
- The combined data reports will be submitted in the Annual Data Report to the NCCCS EPP Coordinator by May 1.
- The NCCCS EPP Coordinator will create disaggregated and aggregated data reports for NC DPI.
- NC DPI will publish EPP reports at www.dpi.nc.gov/document-collection/epp-reports

The State Board of Community Colleges Code requires the submission of an Accountability Report to the SBCC every three years. This report requires documentation of student enrollment, completion rates, employment, and program outlook. The intent of this accountability measure is to ensure the continued viability of the program as long as the college continues to offer the program at the college.

Federal Requirements

The Title II: Elementary and Secondary Education Act is federal legislation that requires teacher preparation programs report data to their states so this information can be posted on the US Department of Education website from institutions of higher education (IHE) offering both traditional and alternative route teacher preparation programs.

The U.S. Department of Education, state education agencies, teacher preparation providers, local education agencies, national organizations, researchers, journalists, and others have requested Title II data for various purposes. As the only comprehensive national data collection on teacher preparation and credentialing, Title II data provides important data on the teacher workforce.

Teacher preparation providers report to their respective states during the Institution and Program Report Card (IPRC) data collection annually by April 30. States and jurisdictions submit State Report Cards to the U.S. Department of Education annually by October 30.

Additional information on Title II: Elementary and Secondary Education Act and reporting can be found at the following sources:

- 2022 Title II Report
- Elementary and Secondary Education Act (ESSA) of 1965
- Title II: Glossary of Terms

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Section IX: Appendices

A: Glossary of Key Terms

Alternative NC Teaching License: NCCCS Cultivating Carolina Classrooms Application: NCCCS program application completed by a community college, in consultation with the NCCCS EPP Coordinator, to offer the Residency Program of Study. A community college may not offer a new program without the approval of the State Board of Community Colleges.

Beginning Teacher (BT): used synonymously with *learner* and *candidate* that has less than 3 years of teaching experience.

Combined Course Library (CCL): centralized repository of all Curriculum and Continuing Education courses offered by the NC Community College System. All college programs of study must be comprised of approved courses from the CCL.

Curriculum Course Review Committee (CCRC): a decision-making body established to oversee the maintenance and revision of courses in the North Carolina Community College System (NCCCS) Combined Course Library. The CCRC has the authority to approve changes, additions, and deletions to the CCL.

EdTPA "educative" Teacher Performance Assessment: edTPA is a performance-based, subject-specific assessment and support system used by teacher preparation programs throughout the United States to emphasize, measure and support the skills and knowledge that all teachers need from Day 1 in the classroom.

EPP: Educator Preparation Program: any entity that prepares, trains, and recommends learners for teacher licensure.

NCCCS Cultivating Carolina Classrooms (CCC): EPP framework for NC.

NCCCS CCC Residency Licensure Certificate Program(s): a general term used to refer to all community college programs approved under the EPP framework.

NCCCS CCC Residency Licensure Certificate Program Areas: term used to refer to the specific area for licensure covered by the Program.

1. ***Elementary Education***: the area for which the learner is pursuing licensure.

NCCCS CCC Residency Licensure Certificate Program Learner Application: used to refer to all Program applications submitted under the brand.

NCCCS CCC Residency Licensure Certificate Program Applicant/Learner: the individual pursuing entrance into an NCCCS CCS Residency Licensure Certificate program; the individual accepted into an NCCCS CCS Residency Licensure Certificate program.

NCCCS EPP Coordinator: a designated NCCCS staff member providing oversight of the Residency Program and working directly with local community colleges and school districts to ascertain needs, collaborate on initiatives, and assist with recruitment and support of new teachers.

Public School Unit (PSU) Public School Unit/Local Education Agency (LEA): that employs the beginning teacher/learner/candidate.

SACSCOC Southern Association of Colleges and Schools Commission on Colleges (SACSCOC): is the body for the accreditation of degree-granting higher education institutions in the Southern states.

State Board of Community Colleges (SBCC): established governing body for the NC Community College System with the authority to approve all programs colleges wish to offer. The approval of a college to offer a program and award the associate degree, diploma, or certificate shall be by individual curriculum program title and will be granted upon completion of the NCCCS developed Residency Certificate Program Application, which will be available for college access in the Curriculum Procedures Reference Manual.

Residency Licensure: the *current* alternative pathway through which a teaching license is issued in North Carolina. (Policy LICN-001)

RLCP Annual Accountability Report: annual report to be submitted to the NCCCS EPP Coordinator to assess program quality and effectiveness in order to ensure continuous improvement.

RLCP Campus Director (RLCP CD): designated campus staff member coordinating Residency program admission, ensuring EPP compliance, and managing coaching and field supervision. *Campus* is used synonymously with *community college.*

RLCP Course Student Learning Outcomes: observable and measurable demonstrations of student mastery of course content.

RLCP Learner: an individual that has been accepted into an RLCP. Used synonymously with *learner* and *candidate* that has less than 3 years of teaching experience.

RLCP Licensure Coach: individuals who provide field supervision and ongoing advisement and coaching throughout program participation.

RLCP Curriculum Faculty/Adjunct: experienced and credentialed individuals serving as faculty at community college campuses eligible to teach education courses within the residency certificate program. *Faculty* and *adjunct* are used synonymously with *instructors.*

RLCP Student Outcomes: skills and competencies learners should be able to articulate and implement upon completion of a program of study.

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B: Resources

Program Resources:

Department of Public Instruction: Academic Standards: Standard Course of Study:
https://www.dpi.nc.gov/districts-schools/classroom-resources/academic-standards

EdTPA
https://www.edtpa.com/

INTASC Learning Professions for Teachers
https://ccsso.org/sites/default/files/2017/12/2013_INTASC_Learning_Progressions_for_Teachers.pdf

North Carolina Teacher Education Evaluation Handbook
https://sites.google.com/dpi.nc.gov/ncees-information-and-resource/teachers

NC Code of Ethics for Teachers
https://sites.google.com/dpi.nc.gov/ncees-information-and-resource/teachers

NCDPI Alternative Preparation Pathways

EPP Alternative Preparation Pathways
https://www.dpi.nc.gov/educators/educator-preparation/alternative-preparation-pathways

NCDPI Approved EPPs and Performance

https://www.dpi.nc.gov/educators/educator-preparation/epp-performance

NCDPI Licensure Eligibility

NCDPI Licensure Forms and FAQS
https://www.dpi.nc.gov/educators/educators-licensure/forms-and-faqs

NCDPI Online Licensure System
https://vo.licensure.ncpublicschools.gov/datamart/mainMenu.do;jsessionid=yg6bmN4PWU3wAdsOV1K0oLffJnxFpdAyJJQ8SdL3.i-073bdbd83fe0c5e0c

NC Legislation

General Statutes – Article 17D Educator Preparation Programs
https://www.ncleg.gov/EnactedLegislation/Statutes/PDF/ByArticle/Chapter_115C/Article_17D.pdf

NC Senate Bill 599
https://www.ncleg.net/Sessions/2017/Bills/Senate/PDF/S599v7.pdf

Program Application Support

Curriculum Procedures NCCC Curriculum Manual Procedures

- 3D Curriculum Program Application for Residency Licensure Certificate

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Section 3D Curriculum Program Application for Residency Licensure Certificate Program and Educator Preparation Program (EPP) Status
https://docs.google.com/document/d/17IUpkktPtCKM1xwaiS9QNmk1hdmGOV2T/edit?usp=sharing&ouid=114309607464795801692&rtpof=true&sd=true

Questions for Post Observation Conferences and Summative Evaluations
https://sites.google.com/dpi.nc.gov/ncees-information-and-resource

Book Resources:

EdTPA Recommended Resources

Barron, L. (2019). *A practical guide for edTPA implementation: lessons from the field*. Information Age Publishing, Inc.

Fitzgerald, J. C., & Schpakow, M. L. (2021). *Mapping the way from teacher preparation to edTPA completion: a guide for secondary education candidates*. Rutgers University Press.

Burstein, J. R., & Houghton Mifflin Harcourt Publishing Company. (2016). *CliffsNotes guide to the edTPA assessment: navigating the edTPA process*. Houghton Mifflin Harcourt.

Coaching and Mentoring

Portner, H., & Tirozzi, G. N. (2008). *Mentoring new teachers*. Corwin Press.

Aguilar, E. (2013). *The art of coaching: effective strategies for school transformation*. Wiley.

Aguilar, E. (2021). *The art of coaching workbook: tools to make every conversation count*. Jossey-Bass.

Course Resources:

Lesson Plan Template (Danielson Model)
https://www.montana.edu/fieldplacement/documents/PDFs/DanielsonFrameworkLessonPlan.pdf

NC Department of Public Instruction: Academic Standards: Standard Course of Study

Academic Standards | NC DPI. (n.d.). Www.dpi.nc.gov. https://www.dpi.nc.gov/districts-schools/classroom-resources/academic-standards

EDU 270 Suggested Textbook:

Curriculum, Instruction, Assessment (Open-Ended Resource – OER)

Vontz, T., & Goodson, L. (2020). EDCI 702: Curriculum, Instruction, and Assessment. In *kstatelibraries.pressbooks.pub*. Kansas State University's Center for the Advancement of Digital Scholarship. https://kstatelibraries.pressbooks.pub/EDCI702/

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EDU 272 Suggested Textbook:

Cennamo, K., Ross, J. D., & Ertmer, P. A. (2019). *Technology integration for meaningful classroom use: a standards-based approach*. Cengage.

Other EDU 272 Resources:

International Society for Technology in Education: *The ISTE Standards | ISTE*. (2022). Www.iste.org. https://www.iste.org/iste-standards

Student Portfolio Apps and Websites. (2015, April 1). Common Sense Education. https://www.commonsense.org/education/top-picks/student-portfolio-apps-and-websites

Dyer, K. (2021, August 24). *75 digital tools and apps teachers can use to support formative assessment in the classroom*. Teach. Learn. Grow. https://www.nwea.org/blog/2021/75-digital-tools-apps-teachers-use-to-support-classroom-formative-assessment/

EDU 277 Resources:

NC DPI: Mathematics. (n.d.). Www.dpi.nc.gov. https://www.dpi.nc.gov/teach-nc/curriculum-instructi:on/standard-course-study/mathematics

Documents | Tools 4 NC Teachers. (n.d.). Retrieved April 3, 2023, from https://tools4ncteachers.com/documents/

National Council of Teachers of Mathematics. (2018). Nctm.org. https://www.nctm.org/

NC DPI: Science. (2012). Nc.gov. https://www.dpi.nc.gov/teach-nc/curriculum-instruction/standard-course-study/science

National Science Teaching Association. (2019). Nsta.org. https://www.nsta.org/

EDU 278 Suggested Textbook:

Melber, L. M., & Hunter, A. (2010). *Integrating language arts and social studies: 25 strategies for K-8 inquiry-based learning*. Sage.

Other EDU 278 resources:

National Council for Social Studies. (n.d.). *National Curriculum Standards for Social Studies: Introduction | Social Studies*. Www.socialstudies.org. https://www.socialstudies.org/standards/national-curriculum-standards-social-studies-introduction

National Council of Teachers of English. (2019). *NCTE*. NCTE. https://ncte.org/

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EDU 279 Resources:

Science of Reading: LeTRS Training https://www.lexialearning.com/logins

EDU 279 Suggested Textbook:

Gunning, T. G. (2020). *Creating literacy instruction for all students* (10th ed.). Pearson Education, Inc.

EDU 283 Resources:

EdTPA Recommended Resources

Barron, L. (2019). *A practical guide for edTPA implementation: lessons from the field*. Information Age Publishing, Inc.

Fitzgerald, J. C., & Schpakow, M. L. (2021). *Mapping the way from teacher preparation to edTPA completion: a guide for secondary education candidates*. Rutgers University Press.

Burstein, J. R., & Houghton Mifflin Harcourt Publishing Company. (2016). *CliffsNotes guide to the edTPA assessment: navigating the edTPA process*. Houghton Mifflin Harcourt.

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C: Elementary Education Residency Licensure Curriculum Standard

CURRICULUM STANDARD

*Effective Term Fall 2022 [2022*03]*

Curriculum Program Title	**Elementary Education Residency Licensure Certificate**	Program Code	**C55490**
Concentration	**(not applicable)**	CIP Code	***13.0101***

Curriculum Description

The Elementary Education Residency Certificate curriculum provides a course of study leading to the development of the general pedagogical competencies needed to become certified to teach by the North Carolina Department of Public Instruction.

Course work includes learning theory, instructional/educational technology, diverse learners, school policies and procedures, expectations and responsibilities of educators, teaching strategies/methods for specific content/specialty areas, formative/summative assessment, data informed practice, and classroom organization/management to enhance learning.

Graduates should meet general pedagogical competencies and demonstrate effective teaching practices. Additional requirements, such as pre-service training, passing the state required assessments, and the criteria included in the North Carolina Teacher Evaluation System, are required for licensure.

*Curriculum Requirements**

[for associate degree, diploma, and certificate programs in accordance with 1D SBCCC 400.10]

I. **General Education.** Degree programs must contain a minimum of 15 semester hours including at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics. Degree programs must contain a minimum of 6 semester hours of communications. Diploma programs must contain a minimum of 6 semester hours of general education; 3 semester hours must be in communications. General education is optional in certificate programs.

II. **Major Hours**. AAS, diploma, and certificate programs must include courses which offer specific job knowledge and skills. Work-based learning may be included in associate in applied science degrees up to a maximum of 8 semester hours of credit; in diploma programs up to a maximum of 4 semester hours of credit; and in certificate programs up to a maximum of 2 semester hours of credit. *(See second page for additional information.)*

III. **Other Required Hours.** A college may include courses to meet graduation or local employer requirements in a certificate, diploma, or associate in applied science program. These curriculum courses shall be selected from the Combined Course Library and must be approved by the System Office prior to implementation. Restricted, unique, or free elective courses may not be included as other required hours.

	AAS	**Diploma**	**Certificate**
Minimum General Education Hours	15	6	0
Minimum Major Hours	49	30	12
Other Required Hours	0-7	0-4	0-1
Total Semester Hours Credit in Program	**64-76**	**36-48**	**12-18**

Major Hours

A. **Core.** The subject/course core is comprised of subject areas and/or specific courses which are required for each curriculum program. A diploma program offered under an approved AAS program standard or a certificate which is the highest credential level awarded under an approved AAS program standard must include a minimum of 12 semester hours credit derived from the subject/course core of the AAS program.

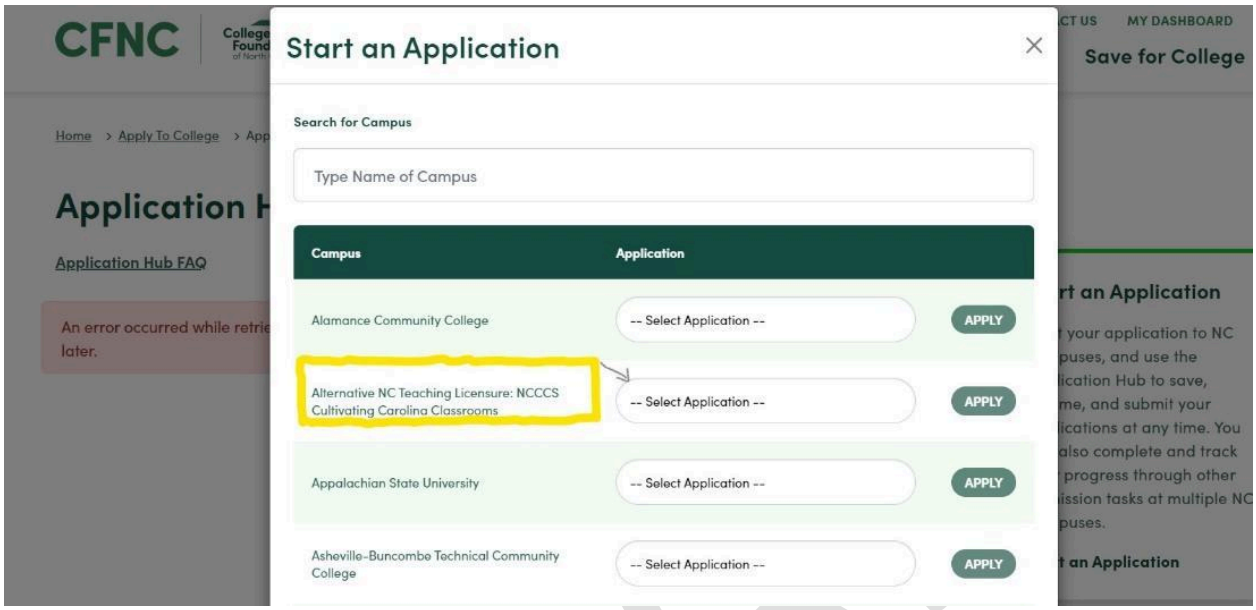
B. **Concentration** *(if applicable).* A concentration of study must include a minimum of 12 semester hours credit from required subjects and/or courses. The majority of the course credit hours are unique to the concentration. The required subjects and/or courses that make up the concentration of study are in addition to the required subject/course core.

C. **Other Major Hours.** Other major hours must be selected from prefixes listed on the curriculum standard. A maximum of 9 semester hours of credit may be selected from any prefix listed, with the exception of prefixes listed in the core or concentration. Work-based learning may be included in associate in applied science degrees up to a maximum of 8 semester hours of credit; in diploma programs up to a maximum of 4 semester hours of credit; and in certificate programs up to a maximum of 2 semester hours of credit.

Elementary Education Residency Licensure (Certificate) C55490			
	AAS	**Diploma**	**Certificate**
Minimum Major Hours Required	**49 SHC**	**30 SHC**	**12 SHC**
A. CORE	**N\A**	**N\A**	**18 SHC**
Required Courses: EDU 270 Effective Instructional Environments 2 SHC EDU 272 Technology, Data, and Assessment 3 SHC EDU 277 Int. Curr. & Instr. Strat.: Math 3 SHC EDU 278 Int. Curr. & Instr. Strat.: Soc. Stu./ELA 3 SHC EDU 279 Literacy Development and Instruction 4 SHC EDU 283 Educator Preparation Practicum 3 SHC			
B. CONCENTRATION *(Not applicable)*			
C. OTHER MAJOR HOURS *To be selected from the following prefixes:* None			

D: CFNC Application Processing

- Go to www.cfnc.org
- Create an account
- Go to "Application Hub"> "Start Application"
- The following screen with be displayed next. Applicants should choose "Alternative NC Teaching Licensure: NCCCS Cultivating Carolina Classrooms". (see below)



- Applicants should compete all questions in the application.
- There will be a question about college choice, this is where applicants will choose a college (there is an option for 1st choice, 2nd choice, and 3rd choice)
- Applicants will also be asked to submit a copy of their Bachelor's transcript (this will not be official but will serve the purpose of screening for eligibility) and proof of employment with the name of the school they are employed.
- The application will come to the System Office
- System Office staff will screen the application for GPA and employment
- If there are issues with the application, System Office staff will contact the college to see if they want the application forwarded
- Once the screeening process is complete, the application will be exported to the admission staff at the chosen college that have been identified to receive the application
- The application should be processed like any other application with a request for official transcipts. After the official transcripts are submitted the faculty overseeing the program will need the transcripts to look at the general education courses the student has completed to make sure they have all the general education courses required. If not, they can take them at the college or pass the Praxis Core and then enter the program.

- If students does not qualify for admission to the program, the program lead/faculty are responsible to notify admissions if students needs to be placed in another program code until they meet requirements.
- Once the student has met the requirements for residency, the program lead/faculty will notify admission to change program code to C55490 to enter the residency courses.

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North Carolina Common Memorandum of Understanding for Public School Units and Educator Preparation Programs

August 9, 2021

This document was developed by a group of stakeholders from various North Carolina organizations, representing the interests of both public school units (PSUs) and educator preparation programs (EPPs). Public comment and feedback were incorporated into these final versions. **While these documents are not mandated for use by any entity**, stakeholder groups are encouraged to utilize and endorse these documents to guide clinical fieldwork agreements between PSUs and EPPs.

Guidance for Use:

1. The **MOU document** (pages 2-13) is designed to include legislative requirements for clinical partnerships in all areas of educator preparation (e.g., teachers, principals, counselors, etc.) while also allowing flexibility for the PSU/EPP relationship to evolve as needed. The MOU includes the following sections:
    a. Section 1 - Definitions
    b. Section 2 - Field Experiences and Clinical Internships
    c. Section 3 - Clinical Residencies (as currently defined by NC law)
    d. Section 4 - General Terms and Conditions
2. Some areas of the MOU are deliberately left blank; these are highlighted in yellow for PSUs/EPPs to collaboratively complete. The **Supplemental Document** (pages 14-16) is designed to assist with this.
3. To facilitate the granular, detailed work of establishing collaborative partnerships, a **Supplemental Document** is included. It is intended that PSU and EPP representatives review the Supplemental Document together and establish common expectations for the questions on these pages. The Supplemental Document is not exclusive; all entities are encouraged to raise any questions they deem relevant in establishing the parameters of clinical field experiences.
4. The **Sexual Offender Registry Check Certification Form Sample** form on page 17 is included as an example. PSUs/EPPs may develop an alternative form if they wish.
5. These documents may be applicable to any organization that partners with an EPP to offer clinical experiences.

MEMORANDUM OF UNDERSTANDING BETWEEN

[SCHOOL SYSTEM/AGENCY NAME] BOARD OF EDUCATION

AND [EDUCATOR PREP PROGRAM NAME]

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This Memorandum of Understanding ("MOU") is made and entered into this [DATE] day of [MONTH], [YEAR], between the [SCHOOL SYSTEM NAME/AGENCY] Board of Education ("Board or School System"), and [EDUCATOR PREP PROGRAM NAME] on behalf of [INSTITUTION/DEPARTMENT /PROGRAM NAME] (hereafter referred to as the "Educator Preparation Program" or "EPP").

WHEREAS, EPP is engaged in the education of students enrolled in [INSTITUTION/DEPARTMENT/PROGRAM NAME];

WHEREAS, selected field and clinical experiences are essential to accomplish the educational objectives for those students enrolled in the EPP's [DEPARTMENT/PROGRAM NAME];

WHEREAS, North Carolina law establishes three mechanisms for EPP students to gain experience in school districts and partner schools: field experiences, clinical internships, and clinical residencies;

WHEREAS, the EPP desires that certain of its students gain field and clinical experience and be placed in the School System, and School System has agreed to provide school facilities wherein said students can gain such experiences;

WHEREAS, while recognizing that each partnership is unique, the EPP and School System agree that the shared purpose of this collaboration is to focus on continuous school improvement, student achievement, and the professional development of current and future educators;

NOW, THEREFORE, in consideration of the mutual covenants and agreements herein contained, the parties agree as follows:

SECTION I. DEFINITIONS

1. The following defined terms are used throughout this MOU. The Parties acknowledge that many of these terms are defined in state law, G.S. 115C-269.1. In the event of any conflict between the definitions in state law and the definitions in this MOU, the definitions in state law will take precedence and supersede those contained in this MOU.

    1.1. Clinical Educator - any individual employed by a school, including a classroom teacher, who assesses, supports, and develops a Clinical Intern's knowledge, skills, and professional disposition during an internship.

1.2. Clinical Internship – a type of field experience in which a clinical intern works under the supervision of a clinical educator and may be delegated those duties granted to an educator by G.S. 115C-307 and any other part of the school program for which the clinical educator is responsible.

1.3. Clinical Intern – any student enrolled in an EPP who is jointly assigned by that EPP and a local Board of Education to perform duties and responsibilities under the direction and supervision of a clinical educator.

1.4. Clinical Mentor - an individual employed by an elementary or secondary school, including a classroom teacher, who assesses, supports, and develops a Clinical Resident's knowledge, skills, and professional disposition during the residency.

1.5. Clinical Residency – a type of field experience in which a Clinical Resident who already holds a bachelor's degree is enrolled in an EPP and also employed by a local school administrative unit as an educator and supervised by the EPP in partial fulfillment of the EPP's training requirements.

1.6. Clinical Resident – an EPP student who meets the following criteria: (a) holds a bachelor's degree; (b) is enrolled in an EPP; and (c) is employed by a local school administrative unit as an educator and supervised by the EPP in partial fulfillment of the recognized EPP's training requirements.

1.7. EPP Student – for purposes of this MOU, a "clinical intern" as defined in this MOU or other individual enrolled in an EPP.

1.8. Field Experience – placement of students enrolled in an EPP in settings to provide opportunities to observe, practice, and demonstrate knowledge and skills. A field experience may include preclinical classroom experiences.

1.9. School System Supervisor – a clinical educator, clinical mentor, or other appropriate School System employee responsible for supervising an EPP student placed with the School System.

1.10. EPP Supervisor -- an individual employed by an EPP who assesses, supports, and develops an EPP student's knowledge, skills, and professional disposition during an internship or residency experience.

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SECTION II. FIELD EXPERIENCES AND CLINICAL INTERNSHIPS

1. Obligations of the EPP.

1.1. The EPP hereby agrees that in order to successfully complete their field experiences or internships, EPP Students will, under appropriate supervision, perform duties and responsibilities as assigned by School System Supervisors in collaboration with representatives from the EPP.

1.2. The EPP agrees that it shall retain sole responsibility for an EPP Student's education, evaluation,

appropriate disciplinary measures, and for arranging for the student an appropriate clinical learning experience.

1.3. The EPP agrees that the School System will not be required to provide transportation for EPP Students. Parking arrangements, if available, will be determined between the EPP Students and School System.

1.4. The EPP agrees that it is an equal opportunity employment agency that provides services regardless of race, color, creed, sex, age, national origin, ethnicity, pregnancy, gender, religion, disability, or other category protected by applicable state and federal laws related to equal employment.

2. Obligations of the School System.

2.1. School System agrees that any School System Supervisors of EPP Students shall be knowledgeable of and experienced in the relevant placement area, shall have applicable professional certifications or licenses, and meet other applicable statutory requirements.

2.2. The School System agrees to collaborate with EPP to provide EPP Students with responsibilities and duties that are designed to allow for opportunities to observe, practice, and demonstrate knowledge and skills, and to adequately prepare for teaching or other professional roles for which they are preparing.

2.3. School System agrees that it is an equal opportunity employment agency that provides services regardless of race, color, creed, sex, age, national origin, ethnicity, pregnancy, gender, religion, disability, or other category protected by applicable state and federal laws related to equal employment.

3. Joint Obligations of School System and EPP.

3.1. The School System and EPP will develop practices and processes regarding how information will be shared and verified between the EPP and School System.

3.2. The School System and EPP shall collaborate to select and assign appropriate School System employees for EPP Students, provided that, in the event of a disagreement, the School System shall maintain ultimate authority to determine which School System employee best meets the needs of each student. School System shall retain full administrative and supervisory authority over its employees who supervise EPP Students.

3.3. The School System and EPP shall collaborate to ensure that School System staff who supervise EPP Students meet all requirements agreed upon by the parties and required by applicable state law.

3.4. Subject to the termination of placements provisions in Section II (5) below, School System and EPP will jointly determine the period of the placement for each EPP Student, including the beginning and ending dates of each placement.

3.5. The School System and EPP may jointly develop and facilitate an orientation/training for EPP Students prior to the period of their placement in the School System.

3.6. The School System and EPP each agree to designate a representative to serve as a primary point of

contact and liaison between School System and EPP regarding the activities described in this MOU.

3.7. The School System and EPP each agree, when making placement and/or termination decisions, to comply with applicable state and federal nondiscrimination laws.

4. Placement of EPP Students.

4.1. The EPP will use best efforts to inform the appropriate School System personnel of clinical internship placement requests a minimum of sixty (60) days prior to the scheduled beginning of the internship placement. Nothing herein prevents the School System from considering requests made less than sixty (60) days prior to the scheduled beginning of the internship placement. Early field experience placements will be facilitated collaboratively between EPP and the School System.

4.2. At the request of the School System, EPP shall send the EPP Student name, contact information, evidence of immunizations, background check results, and other information reasonably requested by the School System to determine approval of an EPP Student for placement.

4.3. Only School System personnel and the appropriate EPP personnel are responsible for requesting and confirming site assignments.

4.4. The EPP will ensure that the EPP Student has met appropriate EPP standards by the beginning of the internship period. The EPP will withdraw the application if the proposed student has not met the requirements of the EPP.

4.5. Each agency (School System or the EPP) reserves the right to refuse a particular placement prior to its scheduled beginning date if there is reason to believe that the placement will not be successful.

4.6. No EPP Student may begin a placement in School System without the approval of School System Human Resources, and School System reserves the authority to deny approval of any EPP Student based on a review of available information.

5. Termination of Placements.

5.1. The EPP recognizes that EPP Students must comply with all policies, procedures, and expectations of the School System. The School System will notify the EPP of concern(s), and if requested by the School System, the EPP will remove the student from the placement and the placement will be terminated. Reasons for termination may include, but are not limited to, violations of School System policy, and/or state or federal law, regulation, or policy. The School System shall ensure that its policies, procedures, and expectations are available to EPP Students for review.

5.2. After consultation with School System personnel, an EPP supervisor may initiate termination of a placement.

5.3. The School System reserves the independent right to terminate EPP Student placements. The School System further reserves the right to deny any individual access to any of its facilities, programs, or events, if the School System determines in its sole discretion that the individual's presence may disrupt the educational or workplace environment or affect the health or safety of School System students or staff.

5.4. The EPP will explain any termination of placement to the student.

6. Supervision. The EPP and School System agree to the following guidelines for the appropriate and effective supervision of EPP Students placed in the School System:

6.1. The EPP and School System will jointly develop written guidelines to each applicable supervisor of the EPP Student on or before the reporting date of the student. The guidelines will define the explicit responsibilities of the EPP supervisor and the School System supervisor, if applicable, relative to the student's placement experience.

6.2. The EPP will ensure that the EPP faculty member(s) who supervise EPP Students placed in the School System have appropriate qualifications.

6.3. During the placement period, the EPP supervisor will maintain regular and consistent contact with the EPP Student and appropriate School System personnel through mutually agreeable means (e.g., e-mail, phone).

6.4. The School System agrees to allow EPP employees who supervise EPP Students to support and observe EPP Students in person or virtually, provided any such EPP employees meet the requirements of Section IV (6) and IV (7) of this MOU.

7. Status of EPP Students. The EPP and School System agree that EPP Students are not and will not be employees or agents of the School System. The School System will not be responsible for any compensation or reimbursement for EPP Students. EPP Students shall have no claim against the School System for workers' compensation, unemployment, or other employment compensation or benefit.

SECTION III. CLINICAL RESIDENCIES*

**Not all entities may use clinical residencies. This section could be deleted if it is not needed.*

1. Clinical Residents. If applicable, the EPP and School System agree to the following provisions governing the employment and supervision of Clinical Residents.

2. EPP Obligations.

2.1. EPP agrees to provide ongoing support for Clinical Residents for the full term of the residency.

3. School System Obligations.

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3.1. The School System agrees to allow EPP employees who supervise Clinical Residents to support and observe Clinical Residents in person or virtually, provided any such EPP employees meet the requirements of Section IV(6) and IV(7) of this MOU.

4. Joint Obligations of School System and EPP for Residencies.

4.1. The School System and EPP will develop practices and processes regarding how information will be shared and verified between the EPP and School System.

4.2. The School System and EPP shall collaborate to select and assign appropriate Clinical Mentors for Clinical Residents, provided that, in the event of a disagreement, the School System shall maintain ultimate authority to determine which School System employee best meets the needs of each Resident. The School System shall retain full administrative and supervisory authority over its employees who serve as Clinical Mentors.

4.3. The School System and EPP shall collaborate to ensure that Clinical Mentors who supervise Clinical Residents meet all requirements agreed upon by the parties and required by applicable state law.

4.4. The School System and EPP each agree to designate a representative to serve as a primary point of contact and liaison between School System and EPP regarding the activities described in this MOU.

5. Status of Clinical Residents.

5.1. Every Clinical Resident hired by the School System shall be an employee of the School System, not of EPP. School System shall retain full administrative and supervisory authority over Clinical Residents hired by School System. Clinical Residents hired by School System shall comply with and be subject to all statutes, rules, and School System policies, procedures, and practices applicable to similarly situated School System employees.

5.2. Nothing in this MOU shall be construed to make EPP a party to any employment agreement between School System and a Clinical Resident employed by School System.

5.3. EPP acknowledges it exercises no control over the salary and benefits offered to Clinical Residents per this MOU.

5.4. EPP acknowledges that it exercises no control over the continued employment of Clinical Residents. The School System retains full authority over termination, suspension, and discipline of Clinical Residents hired by the School System.

SECTION IV. GENERAL TERMS AND CONDITIONS

1. Term. The term of this MOU will be _____ year(s) from the date of execution. The MOU may be renewed by written consent of both parties for additional _____-year terms.

2. Termination for Breach. This MOU may be terminated by either party for material breach if there has been a failure to cure after thirty (30) days written notice.

3. Termination by Mutual Consent or for Convenience. This MOU may be terminated at any time by mutual agreement, or upon written notice of either party given at least 90 days prior to the effective date of such cancellation; provided, however, that no such termination by mutual consent or for convenience

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shall become effective during an academic semester in progress.

4. EPP Status. Upon request by the School System, EPP agrees to provide the School System with documentation that it has been approved, authorized, or recognized as an Educator Preparation Program by the North Carolina State Board of Education. EPP further agrees to notify the School System immediately after the EPP is assigned any of the accountability statuses described in N.C.G.S. 115C-269.45 or otherwise sanctioned by the North Carolina State Board of Education. If the EPP is assigned "revoked status" by the State Board of Education, School System may, at its sole discretion, terminate this MOU effective at the end of the then current academic semester.

5. Insurance. EPP agrees to ensure that all of EPP's Students engaged in field experiences or clinical internships with School System and EPP employees who supervise EPP Students assigned to School System maintain General Liability insurance in the amount of $_____ each occurrence with $_____ General Aggregate as well as $_____ in professional liability insurance. Certificates of such insurance shall be furnished by EPP to the School System upon request. EPP shall provide the School System with at least ten days' notice of cancellation of any intent to cancel any of the above-mentioned insurance policies by either EPP or the insuring company. Failure to furnish insurance certificates or maintain such insurance shall be a default under this MOU and shall be grounds for immediate termination of this MOU. This provision shall not apply to individuals employed by the School System, including Clinical Residents.

6. Records and Confidentiality of Student Information.

   6.1. EPP's Students and EPP representatives may be provided access to education records of School System students and/or personally identifiable information contained in such records at the discretion of School System as a contractor performing an institutional function of School System pursuant to this MOU. EPP agrees that all student records or personally identifiable information contained in student records that may be obtained in the course of providing services to the School System under this MOU shall be subject to the confidentiality and disclosure provisions of applicable federal and state statutes and regulations as well as the Board's policies. EPP will require that its students and representatives are aware of such re-disclosure requirements and will require its students and representatives to comply with them at all times while providing services pursuant to this MOU.

   6.2. EPP shall notify its students that, in addition to the confidentiality provisions herein, they must coordinate with the School System before conducting any research or publishing any material related to the EPP Student's placement in the School System that includes School System student records or personally identifiable information, such as video recordings, audio recordings, or photographs of School System students. Prior, written parent or guardian or eligible student (as defined in 20 U.S.C. 1232g) consent must also be obtained before taking any video recordings, audio recordings, or photographs of any School System students.

   6.3. Nothing in this MOU gives EPP, its students, or representatives any right to access any School System student records or personally identifiable information.

7. Lunsford Act/Criminal Background Checks.

7.1. EPP also acknowledges that G.S. § 14-208.18 prohibits anyone required to register as a sex offender

under Article 27A of Chapter 14 of the General Statutes from knowingly being on the premises of any school.

7.2. EPP shall conduct or arrange to have conducted, at its own expense, sexual offender registry checks on each of its employees, agents, personnel, clinical interns, or other EPP students (collectively, "EPP personnel and students") who will engage in any service on school system property or at a school-system sponsored event. The checks shall include, at a minimum, checks of the State Sex Offender and Public Protection Registration Program, the State Sexually Violent Predator Registration Program, and the National Sex Offender Registry ("the Registries"). For EPP's convenience only, all of the required registry checks may be completed at no cost by accessing the United States Department of Justice Sex Offender Public Website at *http://www.nsopw.gov/*.

7.3. EPP shall provide certification to the School System that registry checks were conducted on each of its EPP personnel and students providing services under this MOU prior to the commencement of such services (a sample form is attached as Exhibit A). EPP shall not assign any individual to provide services pursuant to this MOU if said individual appears on any of the listed registries.

7.4. EPP agrees that it will maintain all records and documents necessary to demonstrate that it has conducted a thorough check of the registries and agrees to provide such records and documents to the School System upon request. EPP specifically acknowledges that the School System retains the right to audit these records to ensure compliance with this section at any time at the School System's sole discretion. Failure to comply with the terms of this provision shall be deemed a material breach of this MOU.

7.5. EPP further agrees that it will also conduct criminal record and background checks on all EPP personnel and students who will engage in any services on school system property or at school-system sponsored events. The criminal background checks shall be conducted prior to any EPP personnel or students being permitted to provide any such services. The School System may also require EPP students to submit to criminal record and background checks prior to any placement in the School System. The School System reserves the right to deny approval of any EPP student if said individual has been convicted of or pled *nolo contendre* to (1) any felony; (2) any crime, whether misdemeanor or felony, involving violence, illegal drugs, theft, child abuse, sexual harassment, sexual abuse, or personal impropriety of a sexual nature with regard to any other person; or (3) any other crime or conduct reasonably indicating that the individual poses a threat to the safety or well-being of School System's students, personnel, or property. In addition, the School System may conduct additional criminal records checks at its own expense at any time during the term of this MOU.

8. Indemnification. To the extent permitted by North Carolina law, EPP shall indemnify and hold harmless the School System and its agents and employees from and against all claims, actions, demands, costs, damages, losses, and/or expenses of any kind whatsoever proximately resulting from the omission or commission of any act, lawful or unlawful, by EPP or its agents and/or employees, including but not limited to court costs and attorney's fees, incurred in connection with the defense of said matters. The parties agree that this indemnification clause is an "evidence of indebtedness" for the purpose of N. C. Gen. Stat. § 6-21.2. Notwithstanding any provisions of this MOU to the contrary, if EPP is an agency of the State of North Carolina, nothing herein may be construed as a waiver of any defense of sovereign

immunity to which EPP would otherwise be entitled, nor a waiver of the limits of governmental liability that are set forth in the North Carolina Tort Claims Act, G.S. 143-291 *et. seq*.

9. Notice. Any notice required or permitted to be given hereunder shall be in writing and shall be deemed to have been given when delivered personally or three (3) days after being mailed to the following addresses:

School System

[CONTACT NAME]

[ADDRESS]

EPP

[CONTACT NAME]

[ADDRESS]

10. Relationship of Parties. Nothing in this MOU should be construed to create a partnership, joint venture, or similar relationship between the parties.

11. Compliance with Applicable Laws. The EPP agrees and certifies that it will comply with all applicable laws, including but not limited to the Fair Labor Standards Act and other wage and hour laws. The EPP is responsible for ensuring that all Clinical Interns are authorized to work as interns in the United States. Subject to the limitations set forth in Section IV, Paragraph 8 above, the EPP specifically indemnifies the School System against any and all claims raised by EPP-affiliated students regarding compliance with wage and hour requirements or tax or other withholdings.

12. Applicable Board of Education Policies. EPP acknowledges that the Board of Education has adopted policies governing conduct on all property owned by the Board of Education and agrees to inform EPP students and EPP employees that they must abide by any and all relevant board policies while on its property, including but not limited to policies related to professional conduct, conduct on school property, weapons, drugs and alcohol, tobacco, and interactions with staff and students. EPP acknowledges that these policies are available online on the School System's website.

13. Restricted Companies Lists. EPP represents that as of the date of this MOU, EPP is not included on the Final Divestment List created by the North Carolina State Treasurer pursuant to N.C. Gen. Stat. § 147-86.58. EPP also represents that as of the date of this MOU, EPP is not included on the list of restricted companies determined to be engaged in a boycott of Israel created by the North Carolina State Treasurer pursuant to N.C. Gen. Stat. § 147-86.81.

14. Assignment. EPP shall not assign, subcontract, or otherwise transfer any interest in this contract without the prior written approval of the School System.

15. MOU Modifications. This MOU may be amended only by written amendments duly executed by and

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between the School System and EPP.

16. Force Majeure. Neither party to this MOU shall be required to perform any term, condition or covenant in this agreement so long as performance is delayed or prevented by an act of God, strikes, lockouts, material or labor restriction by a governmental authority, civil riots, floods, pandemic or any other cause not reasonably within the control of either party and which by the exercise of due diligence such party is unable, wholly or in part, to prevent or overcome.

17. North Carolina Law. North Carolina law will govern the interpretation and construction of this MOU.

18. Entire Agreement. This MOU constitutes and expresses the entire agreement and understanding between the parties concerning its subject matter. This MOU supersedes all prior and contemporaneous discussions, promises, representations, agreements and understandings relative to the subject matter of this MOU. To the extent there may be any conflict between the four corners of this MOU and other documents incorporated by reference herein, the terms of this MOU will control.

19. Severability. If any provision of this MOU shall be declared invalid or unenforceable, the remainder of the MOU shall continue in full force and effect.

20. Authority to Enter Contract. EPP warrants that the person(s) executing this MOU on behalf of EPP has/have authority to do so as an official, binding act of EPP.

21. Anti-Nepotism. EPP warrants that, to the best of its knowledge and in the exercise of due diligence, none of its employees who will directly provide services under this MOU are immediate family members of any member of the Board of Education or of any principal or central office staff administrator employed by the Board of Education. For purposes of this provision, "immediate family" means spouse, parent, child, brother, sister, grandparent, or grandchild, and includes step, half, and in-law relationships. Should EPP become aware of any family relationship covered by this provision or should such a family relationship arise at any time during the term of this MOU, EPP shall immediately disclose the family relationship in writing to the Superintendent of School System. Unless formally waived by the Board of Education, the existence of a family relationship covered by provision is grounds for immediate termination of this MOU by the School System.

22. School System-EPP specific requests not already addressed in the document:

IN WITNESS WHEREOF, the parties have hereunto set their hands and seals the day and year first indicated above.

[SCHOOL SYSTEM NAME] BOARD OF EDUCATION

By: _____ **Date:** _____

[NAME, TITLE]

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[INSTITUTION NAME]

By: _____ **Date:** _____

[NAME, TITLE]

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Supplemental MOU Questions
to be resolved for each EPP/School System

USE THIS FORM TO COMPLETE THE MOU AS NEEDED.

The Supplemental Introduction for the MOU document is intended to address logistical issues that naturally arise as part of the collaborative MOU process between EPPs and School Systems. While the MOU establishes the processes for the collaborative partnerships, **the Supplemental Questions clarify the details of these partnerships without rewriting the whole MOU document**.

_____

Part A – Fill in the Blank. Directions: Once the information below is jointly determined, fill in the blanks in the MOU agreement as indicated.

1. Section I.6 – Representatives. Determine the contact for this MOU communication for EPPs and School Systems. This may be updated as needed.
    a. EPP contact (name, title, email, phone):
    _____
    b. School System / Agency* contact (name, title, email, phone):
    _____

    **Note: this document may be applicable to any organization that partners with an EPP to offer clinical experiences.*

2. Section IV.1 – Term. How long will the MOU be in effect before it must be renewed? (NOTE: **Fill in the blanks of the MOU with the amounts as jointly determined**).
    a. MOU term of agreement will be _____ years from the date of execution. The MOU may be renewed by written consent of both parties for additional _____-year terms.

3. Section IV.5 – Insurance**. What insurance liability is required for EPP candidates (not employed by School System)?
    (NOTE: **Fill in the blanks of the MOU with the amounts as jointly determined**).
    a. General Liability: _____ each occurrence
    b. General Aggregate: _____
    c. Professional Liability: _____ *(see note below regarding possible coverage by NCPDI policy).*

***Note: Typical recommendations include: General Liability insurance in the amount of $1,000,000 each occurrence with $2,000,000 General Aggregate as well as $1,000,000 in professional liability insurance. The North Carolina Department of Public Instruction maintains Excess Educator's Professional Liability*

insurance for Educational Non-Professionals, including student teachers and interns, working in a public school unit (PSU) in North Carolina. This is only applicable for student teachers/interns placed in North Carolina public/charter schools.

4. Section IV.22 - What specific items for the School System or EPP should be included? It is not recommended to include items that are already addressed in the MOU document.

   _____
   _____
   _____
   _____
   _____
   _____
   _____

5. Exhibit A – Sample of Sexual Offender Registry Form – to be updated annually by EPP (sample form available on page 16).

Part B - Other questions to be resolved – these are <u>not</u> specified in the MOU; these may vary between School Systems/EPPs. As was evidenced by the COVID-19 pandemic, supervision of clinical practice necessitates a swift response to change when needed. School Systems and EPPs should discuss the issues to ensure clarity of processes; <u>however, the MOU committee does NOT recommend including such granular details in the MOU document itself, as this would limit the ability of organizations to respond to change as needed.</u> Rather, EPPs and School Systems should work together professionally and collaboratively to ensure common understanding of these procedures.

1. Clarify the specific processes that will be in place by the EPP to meet the requirements outlined in Section IV.7 (background checks) of the MOU document for 1) EPP candidates in early field experiences and 2) EPP candidates in their internships.
   a. What (if any) additional requirements must EPP students meet before placement can occur (i.e., drug screening, fingerprinting, health forms)?
   b. How will this information be shared between the School System and the EPP?
   c. How will the background checks be performed? Will the School System or the EPP actually perform the checks? How will student information needed for the background checks be shared?
2. Clarify the requirements and processes in place for the selection of the Clinical Educator.
3. What are the expectations of EPP and School System supervision of 1) early field experiences candidates; and 2) internship candidates from all fields? Things to consider:
   a. Frequency of evaluation / observation
   b. Communication with personnel at the school site
   c. Evaluation systems (document exchange, information sharing, etc).
   d. Virtual classroom observation access for EPP supervisors
   e. What candidates will be doing during the field experiences

4. What are the procedures for sharing placement information for both early field experiences and internships between the EPP and School System? Who are the liaisons when issues arise?
5. What orientations / trainings are expected for EPP and School System personnel regarding field experiences and internship processes?
6. What differences (if any) occur regarding the placements of principals, counselors, social workers, and other educator professionals between the School System and EPP?
7. What processes will occur for EPP students to seek permissions from appropriate school personnel before pursuing any research projects (see Section IV.6.2)?
8. What are the licensure requirements that candidates must complete in school settings **and** what impact might these have on processes/procedures and confidentiality of student records?
    a. edTPA / PPAT
    b. Licensure exams
    c. Other projects / assignments
9. Other questions as suggested by School System or EPPs

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Exhibit A (Sample Form)

Sexual Offender Registry Check Certification Form

Check the appropriate box to indicate the type of check:

___Initial ____Supplemental ____Annual

I, _____ (insert name), _____ (insert title) of _____ (EPP) hereby certify that I have performed all of the required sexual offender registry checks required under this MOU for all contractual personnel (employees, agents, ownership personnel, or contractors) who may be used to deliver goods or provide services under this MOU, including the North Carolina Sex Offender and Public Protection Registration Program, the North Carolina Sexually Violent Predator Registration Program, and the National Sex Offender Registry (Note: all of the required registry checks may be completed at no cost by accessing the United States Department of Justice Sex Offender Public Website at *http://www.nsopw.gov/*). I further certify that none of the individuals listed below appears on any of the above-named registries and that I will not assign any individual to deliver goods or perform services under this MOU if said individual appears on any of the sex offender registries. I agree to maintain all records and documents associated with these registry checks, and that I will provide such records and documents to the school system upon request. I specifically acknowledge that the school system retains the right to audit these records to ensure compliance with this section at any time in the school system's sole discretion. I acknowledge that I am required to perform these checks and provide this certification form before any work is performed under the MOU (initial check), any time additional contractual personnel may perform work under the MOU (supplemental check), and at each anniversary date of the MOU (annual check).

Contractual Personnel Names	**Job Title**
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

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I attest that the forgoing information is true and accurate to the best of my knowledge.

_____ (print name)

_____ (signature / date)

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