

**KIPP North Carolina Education Preparation Program  
CAEP Self-Study Narrative, Standards 1-6  
August 2023**



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## Standard 1 Introduction

### *Standard R1 Content and Pedagogical Knowledge, Narrative*

In alignment with CAEP Standard 1, the EPP ensures that its candidates develop an understanding of the critical concepts and principles of their discipline through a variety of EPP-created key assessments and state licensure exams. See [Exhibit 1.1b](#) for a table listing the assessments, standards alignment, and number of cycles. See [Exhibit 1.1a](#) for an overview of the program curriculum, which includes its alignment to CAEP and InTASC standards (standards alignment is listed under each course description).

Of note, KIPP NC's curriculum is centrally created by a team of faculty who serve as both instructors and curriculum designers. Therefore, the majority of assessments in KIPP NC's program are key assessments. In assessing candidate performance on key assessments and identifying areas for growth and continuous improvement, faculty use an overall proficient goal of 70% of candidates scoring at the proficient level or above on assessment rubrics.

Furthermore, as described in the EPP overview section of the self-study, KIPP NC offers an in-service educator preparation program; that is, its candidates are all employed full-time as educators in a P-12 school setting while enrolled at KIPP NC. This means that each key assessment reflects candidate application of knowledge in a clinical setting or experience.

### **R1.1 The Learner and Learning**

*The provider ensures candidates are able to apply their knowledge of the learner and learning at the appropriate progression levels. Evidence provided should demonstrate that candidates are able to apply critical concepts and principles of learner development (InTASC Standard 1), learning differences (InTASC Standard 2), and creating safe and supportive learning environments (InTASC Standard 3) in order to work effectively with diverse P-12 students and their families*

At KIPP NC, teaching, learning, and instructional coaching are forces for equity and social justice. Through culturally relevant, standards-based curricula, our approach to teaching and learning fosters joy and rigor; develops critical inquiry and collaboration; and encourages students to explore their identities, pursue their interests, and care for themselves, others, and the world. Through intentional, trusting relationships and the development of teacher mindset, skill, and content knowledge, our approach to instructional coaching ensures teaching and learning thrive in all schools and classrooms.

At KIPP NC, we believe that the following key principles of teaching and learning are foundational in all of our teacher preparation programming:

- Every day, all students are welcomed into schools and classrooms that are joyful, identity-affirming, and rigorous.
- Teachers and leaders intentionally build relationships with students so that all students are part of a community of learners that honors and uplifts each person's history, identity, and aspirations.

- Teachers engage all students in rigorous content and critical analysis so they develop as independent learners.
- All teachers, leaders, and coaches consistently interrupt their implicit bias, actively dismantle white supremacy culture, disrupt anti-Blackness in their pedagogy and coaching, create a space grounded in humanity, and honor the whole child.
- All teachers, leaders, and coaches continually work to deepen their content knowledge and pedagogy, and they are accountable for all students learning, growing, and succeeding.

The following priorities reflect areas of focus for the KIPP network and align to the North Carolina Professional Teaching Standards. With these priorities in mind, we have designed a program of study that centers these in coursework and clinical supervision.

### ***Literacy for ALL***

Literacy is the foundation for all other learning. Reading allows one to access knowledge, learn new things, engage their creativity and imagination, challenge ideas, and deeply think about the world around us. For our students, becoming strong readers is the first step to a life filled with joy and opportunity. In order for us to ensure that our schools are places that promote and develop strong readers, we need to first establish a culture and love of reading, fill our schools with models and examples of reading for joy and learning, and reframe literacy as liberation rather than expectation. To do this, we need to make space and time across classrooms and schools where reading authentic texts is at the core of learning-reading to obtain new knowledge, to explore new ideas, and to engage our imaginations.

When we walk into our schools, reading culture should be present and visible in classroom instruction, in artifacts across school spaces (classroom libraries, bulletin boards celebrating progress and growth in reading, celebrations of great books), as well as evident in conversations with students. Therefore, this must be present in how we train our teachers. Our teachers must be equipped with the mindsets and skills to achieve this vision of literacy for all in all classrooms.

### ***School Culture***

Our classrooms and schools are homeplaces where our students (and all stakeholders) feel safe, loved, validated, seen, and heard, with their beautiful identities affirmed and celebrated. Classrooms are thriving learning environments, where expectations, systems, routines, and rituals are transparent, clear, consistent, and supportive of student growth and development, for academics and social-emotional development.

Students are active participants in their learning experiences, invited and encouraged to share opinions, advocate for themselves, and think critically. Students see themselves and their experiences honored and reflected in their school community: from the classroom walls and environments, to the activities in class, to the interactions with others.

Relationships and community-building are a foundation of our schools, and frequent,

transparent two-way communication is encouraged and embraced by the school community. Our days are filled with intentionally planned, purposeful, and engaging learning experiences and interactions for all stakeholders. We believe everyone can and will grow, and we provide support and feedback to ensure development for all. Joy, celebration, and love of learning permeates the classroom and school community.

Creating inclusive environments where all members thrive, innovate, and feel a sense of belonging is key in creating high quality student experiences and outcomes. This will be a focus in our program coursework and clinical experiences. Candidates, under the guidance of clinical mentors and coaches, will learn how to set a vision, foster the conditions and iterate based on evidence to create the culture necessary for students to thrive socio-emotionally and academically.

[Exhibit 1.1b](#) provides a matrix to demonstrate course level alignment to all North Carolina Standards, including: North Carolina Standard Course of Study North Carolina Professional Teaching Standards, North Carolina Specialty Area Standards, North Carolina Digital Learning Competencies, Interstate Teacher Assessment and Support Consortium Standards (InTASC) and, prepare students toward the attainment of college- and career-readiness. Coursework is intentionally designed to support in-service teachers, leveraging the clinically-rich and mentored-supported nature of the alternative licensure program in North Carolina. Candidates are supported throughout their licensure journey and are provided multiple opportunities to demonstrate teacher mindsets and dispositions and coursework competencies throughout their program through coursework assessments, field experience, and professional practice.

## **R1.2 Content**

*The provider ensures candidates are able to apply their knowledge of content at the appropriate progression levels. Evidence provided demonstrates candidates know central concepts of their content area (InTASC Standard 4) and are able to apply the content in developing equitable and inclusive learning experiences (InTASC Standard 5) for diverse P-12 students. Outcome data can be provided from a Specialist Professional Associations (SPA) process, a state review process, or an evidence review of Standard 1.*

Candidates' content knowledge and application of content knowledge are developed and assessed through Clinical Experience II's Key Assessment: *End-of-Year Growth Evaluation and Review* and state licensure exams.

### ***End of Year Growth Evaluation and Review***

The End of Year Growth Evaluation and Review assessment measures candidate understanding of the central concepts of their discipline and their ability to translate grade- and content-level standards into discrete and measurable learning objectives (InTASC Standard 4, 5, and 7). Candidates are assessed on these skills through the implementation of a standards-aligned daily learning objective that includes a clear and compelling written rationale for the choices they made in selecting the standards and objectives to include and

how they approached the design and execution of the activities within the lesson.

### **State Licensure Exams**

Content-specific state licensure exams present another layer of evidence of candidates' content knowledge (InTASC Standard 4). In alignment with InTASC Standard 4, content-specific certification exams present evidence of candidates' content knowledge. Content-specific certification ([Exhibit 1.2a](#)) exams are designed to measure candidates' understanding of the central concepts of the disciplines that they teach. They are also aligned to state expectations for teachers with regard to their knowledge of the subject matter they teach.

Given that KIPP NC EPP does not have any students enrolled or that have completed the program, we do not have any evidence to present beyond the sample assessments and certification exams as outlined above.

### **R1.3 Instructional Practice**

*The provider ensures that candidates are able to apply their knowledge of InTASC standards relating to instructional practice at the appropriate progression levels. Evidence demonstrates how candidates are able to assess (InTASC Standard 6), plan for instruction (InTASC Standard 7), and utilize a variety of instructional strategies (InTASC Standard 8) to provide equitable and inclusive learning experiences for diverse P-12 students. Providers ensure candidates model and apply national or state approved technology standards to engage and improve learning for all students*

KIPP NC EPP will ensure that candidates apply content and pedagogical knowledge that is in alignment with the following sets of standards: InTASC, CAEP, North Carolina Standard Course of Study North Carolina Professional Teaching Standards, North Carolina Specialty Area Standards, and North Carolina Digital Learning Competency. [Exhibit 1.1b](#) provides a matrix to demonstrate assessment level alignment to each of these standards. In addition to this all of the rubrics used for key assessments are aligned to these standards.

Additionally, [Exhibit 1.2a](#) provides evidence that candidates apply content and pedagogical knowledge as measured by specialty licensure area exams.

Given that KIPP NC EPP does not have any students enrolled or that have completed the program, we do not have any evidence to present beyond the sample assessments and certification exams as outlined above.

### **R1.4 Professional Responsibility**

*The provider ensures candidates are able to apply their knowledge of professional responsibility at the appropriate progression levels. Evidence provided should demonstrate candidates engage in professional learning, act ethically (InTASC Standard 9), take responsibility for student learning, and collaborate with others (InTASC Standard 10) to work effectively with diverse P-12 students and their families.*

KIPP NC EPP works relentlessly to ensure that candidates are able to apply their knowledge of professional responsibility in their everyday work as a practitioner. An understanding and opportunity to reflect and apply this understanding of professional responsibility is woven throughout all courses, as outlined in the programs of study in [Exhibit 1.1a](#). In addition to this, various elements of Standard 1.4 are discussed below that CAEP identifies as critical to effective professional responsibility including professional learning and acting ethically, responsibility for student learning, and collaboration with students and families.

### ***Professional Learning & Act Ethically***

Throughout the coursework, candidates in KIPP NC EPP work towards the goal of critically reflecting on their role as a professional educator demonstrating self-awareness, accurate and action-oriented reflection on their own teaching practices, and deep reflection on the experience of students in their classroom.

Beginning with their orientation course, OR000: Orientation, candidates will engage in an orientation to the educator preparation program of study and assessments, as well as program policies and requirements. Teachers will be introduced to the North Carolina certification requirements during enrollment. Candidates will get a survey of North Carolina Teaching Standards, education law relevant to their role. Teachers will also begin to learn about their school community, history, and teaching context. This includes an orientation to their specific-school community, relevant school community historical context, and the KIPP network.

In TDL103: Teaching Diverse Learners, candidates will learn about special education law, regional policies, and school-based practices to best advocate and support students with special needs. Candidates will engage with school-based data and contexts to better situation their learning in their individualized school communities.

### ***Responsibility for Student Learning***

Throughout the coursework, candidates in KIPP NC EPP develop a deep understanding of their responsibility for student learning.

Beginning in PLE-101: Foundations to Building Productive Learning Environments I, candidates will ground their learning in the mindsets and dispositions necessary to build productive learning environments centered in creating a sense of belonging, strong relationships, and culturally responsive practices. Candidates will be introduced to the anatomy of lesson plan structures and how routines, clear directions and management systems can foster high quality learning experiences for students. Through this course, candidates will begin to understand how to collect data on how students are performing in individual lessons and over time to conceptualize their role in ensuring high quality student outcomes.

In EMI-101,102 and103: Elementary Methods and Implementation I, II, and III or MMI-101, 102, and 103: Math Methods and Implementation I, II and III, candidates will build on this understanding to interrogate their curriculum by examining standards alignment, learning

experiences, teaching methods relevant to grade and subject, learning progressions, and assessments for learning. Teachers will demonstrate understanding of the relationship between standards, curriculum and assessment in their content or grade area. It is through this analysis and deeper understanding that candidates will reflect on their role in ensuring student learning and how to use tools such as assessments for learning to meaningfully monitor progress in pursuit of goals.

***Collaborate with Families and Colleagues***

Throughout the coursework, candidates in KIPP NC EPP develop a commitment to collaboration with colleagues and families.

Beginning in OR000: Orientation, candidates will begin to learn about their school community, history, and teaching context. This includes an orientation to their specific-school community, relevant school community historical context, and the KIPP network. This introduction will lay the foundation for understanding key stakeholders, namely colleagues and families, and how collaboration with each of these groups is integral to the success of the learners we teach.

Building on this understanding, in PLE-202: Building a Productive Learning Environment II, candidates will consider ways to effectively communicate and collaborate with families to best engage them in a partnership to support their child's learning.

In each of the ongoing Clinical Experience courses, candidates will attend weekly deliberate practice sessions. These sessions allow candidates to engage in mock lessons that they each have an opportunity to teach or be a student in alongside their peers. These sessions directly support effective lesson implementation through teaching practice protocols in which the teacher brings an upcoming lesson plan to do a 10 minutes practice lesson. An identified peer or mentor teacher serves as coach, giving ample opportunities to engage in feedback with colleagues. This ongoing practice of sharing and receiving feedback with peers reinforces the importance of collaboration with peers in service of strong outcomes for all learners.

Finally, in TDL-103: Teaching Diverse Learners, candidates will learn about special education law, regional policies, and school-based practices to best advocate and support students with special needs. Collaboration is a key school-based practice that effectively sets students with special needs up for success. In this course, candidates will explore models for collaboration and tools to leverage when working alongside teachers, related service providers and families in alignment with an individual learner's Individualized Education Plan (IEP).

**Standard 2 Introduction**

*Standard R2 Clinical Partnerships and Practice*

KIPP NC EPP’s approach to educator preparation is rooted in collaborative, co-constructed clinical partnerships in the spirit of CAEP Standard 2. KIPP NC EPP is being developed as a result of the challenge that KIPP NC schools have faced in recruiting, hiring and retaining educators. The commitment KIPP NC EPP demonstrates to developing teachers is particularly relevant in the context of creating an education preparation program. It is well known that feeling unprepared for the job is a common feeling for new teachers. Dating back as far as the 1960s, reports have consistently surfaced that new teachers feel unprepared for their job, specifically naming classroom management as their biggest challenge<sup>1</sup>, a trend that continues decades later<sup>2</sup>. Given KIPP NC’s long-standing commitment to teacher development, creating an EPP with a job-embedded approach to programming allows for aligned support and access to instructional experts within their context. This demonstrates an active approach to mitigating the lack of preparedness teachers have cited as a major challenge in their work.

### **R2.1 Partnerships for Clinical Preparation**

*Partners co-construct mutually beneficial P-12 school and community arrangements for clinical preparation and share responsibility for continuous improvement of candidate preparation.*

KIPP NC EPP will be dedicated to preparing candidates who are employed at a KIPP NC elementary or secondary school, ensuring that the partnership between EPP and school personnel will be collaborative and mutually focused on student achievement, continuous school improvement and professional development, in service of KIPP NC’s mission. To ensure that roles, responsibilities and structures are clearly defined and agreed upon, the KIPP NC EPP and each KIPP North Carolina school where candidates are employed will enter into a Working Agreement (WA), [Exhibit 2.1a](#). This WA was adapted from the [Common Memorandum of Understanding](#) (MOU) from the North Carolina Association of Colleges for Teacher Education. The change from MOU to WA is intentional, to reflect the nature of the partnership between KIPP NC EPP and KIPP NC schools. As both the schools and EPP are united in a common mission, vision and oversight structures, this WA serves to intentionally define the plan for collaborative clinical mentor selection, orientation and for communication between EPP and school staff, including: (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.

More specifically, KIPP’s ability to create a program that includes purposeful and supported “job embedded” aspects of programming can help to fortify a teacher’s experience. Such a program supports development via hands-on learning with guidance and supervision from experienced teachers and coaches with tighter rounds of feedback directly related to their

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<sup>1</sup> Veenman, S. (1984). Perceived problems of beginning teachers. *Review of Educational Research*, 54(2), 143-178.

<sup>2</sup> American Federation of Teachers. (2012). AFT report on teacher preparation recommends bar-like exam and demonstration of teaching competency [Press release]. Retrieved from: <http://www.aft.org/press-release/aftreport-teacher-preparation-recommends-bar-exam-and-demonstration>.



instructional programming. These aspects of coaching and development are already part of the KIPP teacher development ethos, thus, these functions should serve as a seamless part of teacher preparation. In addition to the job-embedded benefits of a KIPP NC EPP, having in-house mentors work closely with teachers directly in their teaching context can support strong relationships within the network and their educational experience. Research makes it clear that teachers who experience positive relationships with mentors feel more confident in their self-identity as a new teacher, further addressing feelings of unpreparedness.<sup>3</sup> These important factors influence how teachers experience teacher preparation, their level of preparation, and ultimately, how successful they are as teachers.

KIPP NC EPP is both committed and positioned to successfully support teachers in high-quality learning and development experiences to develop and certify their teacher workforce. Taking advantage of the strength of their pre-existing structures for high quality professional development, and building content directly aligned to the North Carolina Teaching Standards as well as their school context results in programming that feels relevant, aligned, and directly applicable in classrooms.

Upon establishing a partnership, KIPP NC EPP will work closely with each KIPP North Carolina school on candidate entry. The WA provides a structure to the relationship by reinforcing clear guidelines for engagement, critical practices, and commitments.

KIPP NC EPP will then meet periodically with each KIPP North Carolina school partner representative(s) throughout the academic year to engage in shared continuous improvement of candidate preparation by assessing the effectiveness of and alignment on candidate entry, preparation, and exit. During these ongoing conversations, KIPP NC EPP will implement a shared responsibility model including co-constructed agendas and use of candidate performance and survey data to drive collaborative decisions.

## **R2.2 Clinical Educators**

*Partners co-select, prepare, evaluate, and support high-quality clinical educators, both provider and school-based, who demonstrate a positive impact on candidates' development and diverse P-12 student learning and development.*

KIPP NC EPP works alongside each KIPP North Carolina school where candidates are employed to co-select, prepare, evaluate and support high-quality clinical educators that demonstrate a positive impact on candidates' development and P-12 student learning and development. KIPP NC EPP provider-based clinical educators (i.e. EPP-based faculty) and school-based clinical educators (i.e., Instructional Coaches, P-12 school leaders) are experienced educators who supervise, mentor, and assess candidates. They serve as model instructors and provide ongoing coaching and management of candidates as they are developing in their teaching practice. Below, various elements of Standard 2.2 are discussed

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<sup>3</sup> Izadinia, M. (2015). A closer look at the role of mentor teachers in shaping preservice teachers' professional identity. *Teaching and Teacher Education*, 52, 1-10.

that CAEP identifies as critical to effective clinical educators including selection, professional development and performance evaluation.

### ***Selection of Clinical Educators***

KIPP NC EPP will codify institutional processes for identifying, hiring, and training EPP-based faculty, and implement this process consistently. KIPP NC EPP will engage in formal hiring searches for each faculty member, seeking specific qualifications such as academic credentials, a demonstrable record of achievement in a P-12 classroom setting, and experience coaching novice teachers. KIPP NC EPP prioritizes potential faculty who themselves were high-performing P-12 educators and often hires from schools similar to or representative of those where candidates teach.

At KIPP NC EPP, school-based clinical educators are referred to as Instructional Coaches. KIPP NC EPP will work closely with P-12 partners to carefully select, develop, and retain high-quality school-based clinical educators. As an illustrative example, KIPP NC EPP begins with conversations with P-12 partners' school leaders to identify lead classroom teachers who have demonstrated a track record of P-12 student achievement in their classrooms and are interested in mentoring novice educators. From there, KIPP NC EPP collaboratively ensures to the greatest extent that all selected Instructional Coaches meet the eligibility requirements below as set forth in NCSBE policy EVAL-024:

1. Be professionally licensed in the field of licensure sought by the student;
2. Have a minimum of three years of experience in a teaching role;
3. Have been rated, through the educator's most recent formal evaluations, at least at the "proficient" level as part of the North Carolina Teacher Evaluation System, or the equivalent on an evaluation system utilized by another state or partner school, as applicable<sup>4</sup>.

If an Instructional Coach that meets the eligibility requirements above is not available at the school site, this role may also be filled by a principal, assistant principal, Dean, or other eligible teacher. This decision will be made collaboratively between KIPP NC EPP and each KIPP North Carolina school where candidates are employed.

### ***Professional Development of Clinical Educators***

All new KIPP NC EPP-based faculty will undergo extensive training and ongoing professional development. KIPP NC EPP's program director will construct a yearly scope and sequence of training and development each academic year. This will be organized by new and experienced faculty to build and leverage the strengths of our existing and future faculty. In addition to formal centrally coordinated opportunities for development, faculty will have ongoing opportunities for development, including observation of experienced faculty prior to their first term of teaching; attending curricular preview sessions where they observe experienced faculty teach upcoming classes and have the opportunity to practice teaching while an experienced faculty member

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<sup>4</sup> "Proficient" means a teacher has received ratings of proficient or higher on three of the five standards on the most recent summative evaluation, or on Standards 1 and 4 for teachers on an Abbreviated Evaluation.

observes and provides feedback; and being observed at least two times a year by a campus leader.

School-based Instructional Coaches also receive training and professional development. Specifically, KIPP NC EPP will offer 3 training sessions annually. The first opportunity will be an orientation that explains the purpose and structure of the program and overview expectations for participation as an Instructional Coach. The remaining training sessions cover topics that range from foundations of observation feedback to real-time coaching to reviewing P-12 student work. To prepare Instructional Coaches to provide meaningful feedback through the Residency program, the training sessions will also include norming on observations. To do this, KIPP NC EPP will collect video footage of teachers and together with the Instructional Coaches, KIPP NC EPP faculty will watch the footage and score the teacher on the High Impact Instructional Practices (HIIP) rubric. Through a discussion protocol, KIPP NC EPP faculty and Instructional Coaches will debate what they are observing and how this evidence aligns to the criteria for particular rubric ratings. Through the protocol, they will “norm” or agree to a standardized manner of applying rubric criteria during coaching sessions with Residents. This “norming” process is in place to reduce any evaluation related bias that could occur and ensure that the coaching being provided is consistent across Instructional Coaches.

In between these formal centrally coordinated opportunities for development, Instructional Coaches will be offered optional coaching sessions led by KIPP NC EPP faculty on co-identified skills that will be beneficial to candidates and Instructional Coaches. Instructional Coaches are required to attend all formal training sessions and these expectations are documented in the aforementioned WA, [Exhibit 2.1a](#).

### ***Performance Evaluation of Clinical Educators***

KIPP NC EPP-based clinical faculty engage in a performance evaluation process using a faculty co-constructed observation rubric. Using the criteria from the observation rubric, faculty set performance goals for themselves to which they are held accountable at mid-year and end-of-year reviews. KIPP NC EPP leadership support faculty in meeting their goals and suggest professional development opportunities to expand faculty members’ skill sets.

KIPP NC EPP also evaluates school-based clinical educators (Instructional Coaches) and shares results. KIPP NC EPP will survey candidates at the beginning, middle and end of the year on their satisfaction with their Instructional Coach. The findings from these surveys will be used to determine any optional coaching on skills or focus areas for the Instructional Coaches and will factor into decisions on retention of Instructional Coaches from one year to the next.

### **R2.3 Clinical Experiences**

*The provider works with partners to design and implement clinical experiences, utilizing various modalities, of sufficient depth, breadth, diversity, coherence, and duration to ensure candidates demonstrate their developing effectiveness and positive impact on diverse P-12 students’ learning and development as presented in Standard R1.*

Candidates enrolled in the KIPP NC EPP will complete required field experiences and clinical practice that meets the standards and requirements set forth in NCSBE policy EVAL-024. All candidates are employed full-time at KIPP NC P-12 schools. Candidates are required to teach in one P-12 setting over the duration of the two-year program, establishing depth and breadth of clinical experiences. Below, various elements of Standard 2.3 are discussed that CAEP identifies as critical to effective clinical experiences including field experience requirements, clinical residency requirements and evaluation of clinical experiences.

### ***Field Experience Requirements***

Candidates in the KIPP NC EPP will be employed full-time as the teacher of record in a KIPP NC elementary or secondary school. Throughout their Residency experience, candidates will engage in experiences that provide them with opportunities to observe, practice, demonstrate, and reflect upon their knowledge and skills and the impact of teaching on student growth and achievement. Candidates will be required to participate in and document a minimum of 12 hours of field experiences that take them outside of their routine and regularly scheduled duties. Field experiences may include such activities as:

- Observing a variety of classroom settings and different age groups,
- Facilitating small group work or tutoring individuals or small groups,
- Participating in extracurricular or community activities or events.

Candidates who are not employed at a low-performing school will be encouraged to complete a portion of their field experience hours at a low-performing school.

### ***Clinical Residency Requirements***

The KIPP NC EPP will support candidates in completing a Clinical Residency of at least one (and up to three) academic years. Whenever possible, supervision of candidates will be conducted by a Clinical Educator (i.e. an Instructional Coach) who will serve as both the Clinical Mentor and Field Supervisor for the candidate.

Support for candidates from their Clinical Educator (i.e. Instructional Coach) will be grounded in KIPP NC's *Key Principles of Instructional Coaching* ([Exhibit 2.3b.pdf](#)):

- Coach and teacher interactions reflect a trusting and respectful partnership, grounded in humanity and belonging, that allows each partner to show up as their authentic selves.
- Coaches embody the States of Being and develop teachers across lines of difference, enabling teachers to see their higher selves, make connections, and become partners in their own development.
- Coaches demonstrate deep content knowledge and pedagogy to support, motivate, and develop teachers effectively. Coaches are also versed and grounded in anti-racism practices to ensure anti-racism actions live in the classroom and are interrupted when they appear.
- Coaching is reliable for all teachers and consistently follows the cohesive coaching cycle (internalization and planning; observation/feedback; data meetings).
- Coaches are accountable for teacher and student learning, growth, and success.

Support for candidates from their Clinical Educator (i.e. Instructional Coach) will come in the form of weekly meetings and weekly observations. During the weekly meetings, candidates and Clinical Educator's (i.e. Instructional Coach) will engage collaboratively in relationship building, gathering feedback, assessing individual needs, and providing feedback. This might include reviewing observation feedback, deliberate practice of isolated skills the candidate is working on, looking at student work or collected data to distill trends and/or co-planning for upcoming lessons. During the weekly observations, Clinical Educators (i.e. Instructional Coach) will observe candidates using the KIPP NC High Impact Instructional Practices (HIIP) rubric ([Exhibit 2.3a](#)) and log observations in Grow (Whetstone). Following the observation candidates will receive one-on-one and written feedback from their Clinical Educator (i.e. Instructional Coach). Observations can include modeling for the teacher, providing video resources, co-observing in another classroom, real-time coaching, and/or co-teaching.

### ***Evaluation of Clinical Experiences***

Evaluation of the clinical residency will leverage the KIPP NC Teacher Growth and Development Plan and Process, ensuring that candidates are both supported throughout their clinical residency and that they are fully integrated in their school's culture of continuous growth and improvement. This process is grounded in the KIPP NC High Impact Instructional Practices Rubric (HIIP) ([Exhibit 2.3a](#)) as well as organizational and school goals. During formative assessments of clinical experiences, Clinical Educators (i.e. Instructional Coach) will identify strengths and areas for growth, and provide actionable feedback to candidates. During the final observation, Clinical Educators (i.e. Instructional Coach) will conduct a comprehensive assessment of the candidate's competence and effectiveness. Data from observations of candidates' clinical experiences are used to evaluate individual candidates' mastery of NCPTS, applicable NC Specialty Area Standards and the NC Digital Learning Competencies as demonstrated in the field. Ultimately the success of the clinical residency will ultimately be determined by the recommendation of the instructional coach based on progress towards goals on the end-of-year Growth and Development evaluation (Key Assessment #2) and candidate performance on the edTPA (Key Assessment #7).

Given that KIPP NC EPP does not have any students enrolled or that have completed the program, we do not have any evidence to present beyond that which is outlined above.

### **Standard 3 Introduction**

*Standard R3 Candidate Recruitment, Progression, and Support*

The selection and quality of candidates is of the utmost importance for KIPP NC EPP. As explained in Standard 1 and 2, KIPP NC's commitment to teacher development stems from the recognition that teacher skill and belief directly impacts student achievement<sup>5</sup>. It is through the development and retention of high-quality educators that students experience meaningful, rigorous and joyful instruction. Removing barriers related to accessing quality teacher preparation programming is essential to solving issues of teacher quality and retention in education. Addressing issues of cost, accessibility, and alignment to one's job can attract applicants who might otherwise find the certification process opaque or unattainable. By having its own EPP, KIPP North Carolina can provide high quality teacher training that is both easily accessible and streamlined programmatically for teachers. There are many benefits to this approach. A KIPP-specific program offers candidates the opportunity to be supported and encouraged by their employer to complete their certification process, promoting a higher percentage of certified teachers within their schools. A program that exists within the current structures and schedule of the network supports a logistically smooth experience for teachers. More importantly, with curricular design grounded in practical knowledge, skills, and strategies of teaching are aligned to the instructional goals and priorities of KIPP North Carolina, teachers will receive context-specific training and development. Candidate selection and quality is a key component of realizing this vision and KIPP NC EPP acts accordingly to ensure this is maintained throughout all stages of the candidate lifecycle.

### **R3.1 Recruitment**

*The provider presents goals and progress evidence for recruitment of high-quality candidates from a broad range of backgrounds and diverse populations that align with their mission. The provider demonstrates efforts to know and address local, state, regional, or national needs for hard-to-staff schools and shortage fields. The goals and evidence should address progress towards a candidate pool which reflects the diversity of America's P-12 students.*

The founding of KIPP NC EPP is in response to demand from P-12 KIPP NC schools that are facing challenges in meeting the teacher staffing needs of their schools. KIPP NC is in search of teacher candidates who have deep content knowledge of the academic program of study offered, represent the diversity of the students who attend, and can help to further the mission of KIPP NC schools.

Creating KIPP NC EPP not only serves as an opportunity to train teachers through high quality educational experiences, but also serves as a way to mitigate both national and local challenges in recruiting and retaining a diverse and credentialed teacher workforce. At the time of this application, the United States has been facing a national teacher shortage with schools across the country. The problem is wide-spread, with 53% of schools reporting that they began the 2022-2023 school year understaffed with open teaching positions to fill. The State of North Carolina is no exception, with teacher vacancies at the start of the year increasing from 1,829 in 2019-20 to 4,469 at the start of the 2022-23 school year indicating the problem has only become worse in recent years.

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<sup>5</sup> Oppen, Isaac M., Teachers Matter: Understanding Teachers' Impact on Student Achievement. Santa Monica, CA: RAND Corporation, 2019. [https://www.rand.org/pubs/research\\_reports/RR4312.html](https://www.rand.org/pubs/research_reports/RR4312.html).

Many fields outside of teaching are also facing workforce challenges in the post-pandemic context, and yet, many staffing challenges in the education sector predate the pandemic. Diversifying the teacher workforce has been a long standing challenge in education that dates back to the implications of *Brown v. Board* when more than 30,000 Black teachers and administrators lost their jobs. The field has maintained an over-representation of white teachers as compared to its increasingly diverse student body for decades. In North Carolina, 77% of the teaching force identifies as white, while over 50% of the student body identifies as a race other than white.

The benefits of having a diverse teacher workforce has been well-documented as beneficial to all students, but particularly for marginalized racial groups who especially benefit from experiencing teachers who look like them. Research suggests that having a teacher who shares the race of their students can lead to increased student outcomes.<sup>6</sup> KIPP's student body is 99% African American and Hispanic/Latinx with 90% receiving Free or Reduced Price Lunch. The breakdown between urban and rural settings is 50% urban and 50% rural. Overall, they have 17% of students who are identified as in need of special education services. KIPP NC EPP's goal is to recruit high-quality candidates that mirror the students that they serve so that students have relevant role models in each educator they work with. Plainly stated, the goal is to recruit more than 50% of candidates that identify as African American and/or Hispanic/Latinx.

In addition to increasing diversity in the teacher workforce, a KIPP NC EPP can serve to provide a higher percentage of credentialed teachers for students. In North Carolina, students of color are more likely to have novice, uncertified teachers than their white counterparts. Creating this EPP would support more certified teachers across demographic groups in the KIPP NC network.

Since KIPP NC EPP will provide an in-service teacher preparation program, all candidates recruited will be existing teachers within KIPP NC schools. To ensure transparency in the recruitment process, KIPP NC EPP will share the admission standards with any KIPP NC P-12 school partner through the WA ([Exhibit 2.1a](#)) and ongoing collaborative meetings.

### **R3.2 Monitoring and Supporting Candidate Progression**

*The provider creates and monitors transition points from admission through completion that indicate candidates' developing content knowledge, pedagogical knowledge, pedagogical skills, critical dispositions, professional responsibilities, and the ability to integrate technology effectively in their practice. The provider identifies a transition point at any point in the program when a cohort grade point average of 3.0 is achieved and monitors this data. The provider ensures knowledge of and progression through transition points are transparent to candidates. The provider plans and documents the need for candidate support, as identified in disaggregated data by race and ethnicity and such other categories as may be relevant for the*

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<sup>6</sup> Dee, T. (2004). Teachers, race and student achievement in a randomized experiment. *The Review of Economics and Statistics*, 86(1), pp. 195-210.

*EPP's mission, so candidates meet milestones. The provider has a system for effectively maintaining records of candidate complaints, including complaints made to CAEP, and documents the resolution.*

In service of ensuring a pipeline of teacher candidates who have deep content knowledge of the academic program of study offered, represent the diversity of the students who attend, and can help to further the mission of KIPP NC schools, KIPP NC EPP uses multiple measures to monitor candidate progression at different points in its program including at admissions and during the program. See [Exhibit 3.2a](#) for a table describing the transition points.

### **Monitoring and Supporting at Admissions**

KIPP NC EPP sets forth expectations for admissions standards that match state regulatory accreditation requirements including meeting minimum GPA requirements. In addition to this, KIPP NC EPP seeks candidates who believe wholeheartedly that ALL children can go to college, succeed in any career, and conquer any goal they decide to pursue. Applicants to the KIPP NC EPP must meet the following requirements:

- 1) Provide an official, degree-conferred undergraduate transcript that shows proof of a bachelor's degree or higher from an accredited institution of higher education or equivalent earned at a recognized foreign institution;
- 2) Demonstrate a minimum cumulative grade point average (GPA) of 2.7 on four point scale\*;  
\*Applicants with a GPA below 2.7 who have at least 10 years of relevant experience may be admitted to the EPP.
- 3) Provide evidence of completing either 24 credit hours of coursework in the requested licensure area OR passing scores on all NCSBE required content area examination(s) for the requested licensure area; and
- 4) Applicants must have secured a full-time classroom position at KIPP NC school

Ensuring candidates meet these requirements in advance of and during admissions is of the utmost importance to ensuring the quality of candidates enrolled in an in-service program, such as KIPP NC EPP. To this end, KIPP NC EPP will post the admissions criteria on its website and any KIPP NC related websites and communicate admissions decisions via email and in a 1:1 meeting between prospective candidates and EPP Faculty in advance of the start of a new academic year.

### **Monitoring and Supporting During the Program**

Applicants enrolled in KIPP NC EPP must meet the following requirements at the conclusion of each term of the program:

- Earn a minimum grade of 70% (or a C-) in all courses.
- Earn a minimum 2.7 GPA.

Candidates who earn a GPA less than 2.7 or fail a course in a given term are placed on probation. Candidates who remain on probation for two consecutive terms are dismissed. Candidates who earn a GPA of 1.0 or less in a given term are also dismissed.



KIPP NC EPP monitors and supports candidates during the program through course assessments and surveys. KIPP NC EPP assures that its curriculum and corresponding assessments are aligned to the North Carolina Professional Teaching Standards, North Carolina Specialty Area Standards, North Carolina Digital Learning Competencies, and provides the necessary high-quality training and supports necessary to ensure its program completers are prepared to effectively teach in North Carolina PK-12 schools in alignment with the North Carolina Standard Course of Study and towards the attainment of college- and career-readiness. Throughout the program candidates' progress is monitored in cycles through Key Assessments ([Exhibit 1.1b](#)) to ensure key milestones are met.

To monitor an understanding of the learner and learning environment (InTASC standards 1-8), candidates will engage in a Learning Experience and End-of-Year Growth and Development Review and Evaluation. Through the Learning Experience assessment, teachers will create a transformative learning experience (unit plan) that applies science of teacher reading, science of learning, and integrates digital teaching techniques or digital learning pedagogies into the unit. In this key assessment, candidates will demonstrate grade-level and content pedagogy in a unit of study that engages students in a rigorous and relevant learning experience. Through the End-of-Year Growth and Development Review and Evaluation assessment, candidates will be evaluated on the 9 criteria contained within the KIPP HIIP Rubric including, creating and maintaining a productive learning environment, eliciting and responding to student thinking, teaching towards an instructional goal, positioning students as competent sense makers, orienting students to the content, orienting students to each other's ideas, teaching with students in mind, teaching with society in mind, assessing student understanding, and personal responsibility.

To monitor an understanding of professional responsibility (InTASC standards 6, 7, 8, and 9), candidates will engage in a Data Cycle and Professional Dispositions assessment as well as candidate surveys. For the Data Cycle assessment, candidates will collect, analyze, respond and reflect on data learning data to improve learning experience and outcomes for students. They will create an action plan to respond to their data analysis and then collect evidence to measure the efficacy of their action plan. In addition, candidates engage in a Professional Dispositions assessment. This is a non-graded assessment that will be administered at the midpoint and end of a candidates' program. Candidates will be introduced to the expected dispositions upon program enrollment, and disposition assessments will be rated by program faculty using a standardized rubric. The Professional Dispositions assessment provides a window into candidate readiness for clinical practice and for licensure and guides support offered to individuals and cohorts. Finally, the candidate surveys, KIPP NC EPP will administer an EPP-created survey to enrolled candidates twice annually and will assess their satisfaction with program preparation and their perceptions of their readiness for licensure, at the middle and end-point of each year.

To monitor an understanding of content knowledge (InTASC Standards 4 and 5), candidates will engage in Content Area Examinations and the edTPA. While all candidates must attempt all NCSBE-required content area examinations in the first year of teaching, State Board Policy

allows candidates the opportunity to pass required content area examinations until the end of their third year of teaching. Regardless, first and best attempt data provide an important window into candidate readiness and/or support needed. In addition to this, candidates must submit the edTPA. The edTPA is a subject-specific assessment of content pedagogy that requires candidates to demonstrate pedagogical strategies. Outcomes provide evidence of effective subject-specific teaching with diverse learners in a clinical setting. KIPP NC will require candidates to pass the edTPA as a culminating performance assessment, required for EPP completion. KIPP NC EPP will review Content Area Examination and edTPA results in an ongoing manner and discuss progress in ongoing collaboration meetings with school leadership as outlined in the Working Agreement ([Exhibit 2.1a](#)). KIPP NC EPP Faculty will also review results with candidates in ongoing advisory conversations to make decisions on any future support needed.

Progress on the assessments as outlined in [Exhibit 1.1b](#) and above is communicated to students in an ongoing manner in a variety of formats. First, all students will have a faculty advisor assigned to them upon enrollment in the program. Faculty advisors will oversee candidate performance on all assessments. Candidates who do not meet the criteria for proficiency on assessments will be required to meet with their advisor to discuss how they can improve their performance. Advisors can grant candidates the option to resubmit the assignment to be rescored based on feedback provided.

Students will also receive a mid-semester progress report detailing current performance in courses and action steps to take. Depending upon performance, students will be directed to collaborate with their faculty advisor on a plan to ensure they are on track to meet the criteria for term performance. Advisors will work closely with candidates for the remainder of the term as needed. Students will then receive an end of semester progress report detailing their final performance in courses as a culmination on key assessments. Students will also receive updates on survey completion and findings through KIPP NC EPP faculty presentations at classes following the collection and analysis of survey data.

### **R3.3 Competency at Completion**

*The provider ensures candidates possess academic competency to teach effectively with positive impacts on diverse P-12 student learning and development through application of content knowledge, foundational pedagogical skills, and technology integration in the field(s) where certification is sought. Multiple measures are provided and data are disaggregated and analyzed based on race, ethnicity, and such other categories as may be relevant for the EPP's mission.*

KIPP NC EPP assures all program exit criteria will be met by each candidate before being recommended for an Initial Professional License. In order to complete the KIPP NC educator preparation program candidates must meet the following criteria:

- 1) Completion of the required course of study with a 70% (or a C-) in all courses and a minimum 2.7 GPA;

- 2) Completion of 12 hours of field experiences;
- 3) Satisfactory completion of a clinical Residency of at least one academic year;
- 4) Attempt<sup>7</sup> all NCSBE required content area exam(s) for the requested licensure area; and
- 5) Passing score on the edTPA assessment.

All requirements must be met within three years of first issuance of a Residency license.

In addition to these requirements, KIPP NC EPP will leverage two key assessments ([Exhibit 1.1b](#)) to competency at completion. The first is through a beginning teacher survey. This is a 25 question survey administered by NCDPI to first year teachers to gather data on program completers' perceptions of how well they were prepared to carry out key teaching tasks. The second is an NC Employer survey that is administered by NCDPI to school principals employing beginning teachers to evaluate programs' effectiveness in preparing candidates to succeed in the classroom on 21 items aligned to the NC Professional Teaching Standards.

Given that KIPP NC EPP does not have any students enrolled or that have completed the program, we do not have any evidence to present beyond the criteria outlined to substantiate competency at completion.

#### **Standard 4 Introduction**

##### *Standard R4 Program Impact*

KIPP NC EPP has not yet launched as a program. Given this, we do not have any program completers from which to distill trends on effectiveness post completion or the satisfaction of

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<sup>7</sup> [State Board Policy LICN-001 1.20b.1](#) requires teachers issued an initial license to attempt all content exams in the first year of teaching and successfully pass them before or during their third year of teaching.

employers or those who completed the program. However, the unique context leading to the creation of an EPP through KIPP NC suggests that the impact of future program completers will be significant.

To ensure that KIPP NC EPP lives into the ambitious vision of creating a pipeline of highly qualified educators across the state of NC, KIPP NC EPP will collect and utilize a robust data set from which to distill the impact of the program as designed on completer effectiveness as well as completer and employer perceptions of effectiveness. This will include centrally collected data on P-12 student achievement stored in Schoolzilla. To analyze student achievement, candidate performance data and any other collected impact data, KIPP NC EPP will utilize Tableau. These existing tools will ensure that the data is not only collected but that it is organized and reported in a way that KIPP NC EPP can draw meaningful conclusions in order to continue to iterate on the program design in service of ensuring completer effectiveness and completer and employer satisfaction. The following narrative will outline what we believe will be true for completers and employers.

#### **R4.1 Completer Effectiveness**

*The provider demonstrates that program completers: • effectively contribute to P-12 student-learning growth AND • apply in P-12 classrooms the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve. In addition, the provider includes a rationale for the data elements provided.*

The commitment KIPP NC EPP demonstrates to developing effective teachers is particularly relevant in the context of creating an education preparation program. Given KIPP NC's long-standing commitment to teacher development, creating an EPP with a job-embedded approach to programming allows for aligned support and access to instructional experts within their context.

KIPP NC EPP plans to collect data demonstrating completers effectively contribute to P-12 student learning growth by applying the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve. To do this, KIPP NC EPP will collect and analyze P-12 student growth data and completer performance data, disaggregated by race, sex, and ethnicity, to be used to inform understandings of programmatic effectiveness and recommendations for programmatic improvement. Completer performance data will include:

1. Number of initial applicants, admitted candidates and program completers
2. Numbers and percentages of candidates who become licensed, convert from a residency license to an initial professional license or continuing professional license, and who are employed in North Carolina
3. Quality of entering candidates, including GPA data
4. Program completion and time-to-completion rates
5. Licensure exam pass rates, including professional, pedagogy and content area exams
6. Retention in the profession for at least two full academic years after licensure in North Carolina

KIPP NC EPP will also leverage data on program completers collected through the North Carolina Educator Evaluation System (NCEES) and the Educator Value-Added Assessment System (EVAAS). preparation, and of program completers, Specifically, KIPP NC EPP will review and analyze the following:

1. Annual Educator Evaluation Data - The percent of program completers in their first three years of teaching achieving a rating at each level: Not Demonstrated, Developing, Proficient, Accomplished, and Distinguished, as compared to prior year ratings, peer EPPs and the statewide average on each of Standards 1-5.
2. Student Growth Data - The percent of program completers in their first three years of teaching rated in each of the three categories: Does Not Meet Expected Growth, Meets Expected Growth, or Exceeds Expected Growth, measured by teacher's composite scores on the the North Carolina Education Value-Added Assessment System (EVAAS) and compared to prior year ratings, peer EPPs, and the statewide average.

#### **R4.2 Satisfaction of Employers**

*The provider demonstrates employers are satisfied with the completers' preparation for their assigned responsibilities in working with diverse P-12 students and their families.*

The satisfaction of employers with the program completer's preparation for their responsibilities is of the utmost importance to KIPP NC EPP. To ensure we are effectively collecting data on this, KIPP NC EPP plans to administer surveys. Surveys are valuable tools for collecting information on perceptions of the preparation received and of beginning teacher effectiveness. KIPP NC EPP will both conduct its own surveys and will leverage data from surveys administered by NCDPI. These include the **NC Employer Survey**. This is a survey administered by the NCDPI to school principals employing beginning teachers to evaluate programs' effectiveness in preparing candidates to succeed in the classroom on 21 items aligned to the NC Professional Teaching Standards.

To ensure the satisfaction of employers, KIPP NC EPP faculty and program staff will engage in data stepbacks annually in a structured protocol. During these data stepbacks, faculty and program staff will review survey data disaggregated by relevant subgroups to distill key trends in program design and the impact it has on the satisfaction of employers with completers' preparation for their assigned responsibilities. The findings from these data step backs will be used to inform the revision of coursework, ongoing training and development for faculty and Clinical Educators and iteration on program implementation elements. These stepbacks will provide an opportunity for faculty to identify actions they are taking that are either contributing to the success, or lack thereof for candidates and work with peers to identify an aligned plan of action for a future term.

#### **R4.3 Satisfaction of Completers**

*The provider demonstrates program completers perceive their preparation as relevant to the responsibilities they encounter on the job, and their preparation was effective.*

As described above, one of the tenets that is central to KIPP NC EPP is the use of data to inform ongoing program decisions. To live into this, KIPP NC EPP plans to collect satisfaction data from all completers in the form of a survey. These surveys will be used to collect information on candidates perceptions of the preparation they received and beginning teacher effectiveness. The candidate surveys will be administered in the fall and spring semesters annually to collect feedback on the quality of preparation and satisfaction with program support.

By collecting this data in a standardized format, faculty and program staff will be able to reflect on what is working and opportunities to adjust. Research has suggested that ongoing data collection and use are predictors of student success.<sup>8</sup> KIPP NC EPP plans to leverage the data to ensure that the ongoing decisions they are making result in completers agreeing that their preparation was relevant to the responsibilities they encounter on the job, meaning their preparation was effective.

To ensure this, as described above,, KIPP NC EPP faculty and program staff will engage in data stepbacks annually in a structured protocol. During these data stepbacks, faculty and program staff will review survey data disaggregated by relevant subgroups to distill key trends in program design and the impact it has on the satisfaction of employers with completers' preparation for their assigned responsibilities. The findings from these data step backs will be used to inform the revision of coursework, ongoing training and development for faculty and Clinical Educators and iteration on program implementation elements. These stepbacks will provide an opportunity for faculty to identify actions they are taking that are either contributing to the success, or lack thereof, for candidates and work with peers to identify an aligned plan of action for a future term.

KIPP NC EPP is confident that competitors will be satisfied with the preparation they received given the existing educator satisfaction data that has been collected from the past two years for all KIPP NC teachers. KIPP NC administers a standardized survey to all teachers employed annually. Over the last two years, the following data has been collected:

**Table 4.3a**

Indicator	F22	S23
4. I have the materials and equipment I need to do my work well.	84%	88%
5. This year, I have had opportunities at my school/on my team to learn and grow.	90%	93%
6. There is someone at my school/on my team who encourages my development.	91%	95%
12. In the last 6 months, someone at my school/on my team has talked to me about my progress.	83%	91%

<sup>8</sup> Alyahyan, E., Düşteğör, D. Predicting academic success in higher education: literature review and best practices. *Int J Educ Technol High Educ* 17, 3 (2020). <https://doi.org/10.1186/s41239-020-0177-7>

KIPP NC EPP plans to build on the established satisfaction of current teachers to ensure that all candidates who complete the residency program perceive their preparation as relevant to the responsibilities they encounter on the job, and their preparation was effective.

### **Standard 5 Introduction**

#### *Standard R5 Quality Assurance System and Continuous Improvement*

For KIPP NC data is at the heart of the work we do every day. The data we collect and analyze guides instructional decisions, helps uncover misconceptions, and allows us to best target and adjust teaching to support students. It also directs us to challenge perceptions, celebrate true

successes and confront brutal facts. Data helps to objectively understand what students are learning, and what they need support in. KIPP NC EPP will leverage this deep commitment to data collection and use it to drive decisions, assess performance, refine goals and improve program elements.

The quality assurance system used comprises multiple measures such as EPP created assessments and corresponding rubrics, licensure exams, enrolled student and alumni surveys, partner and employer surveys, observation of candidates and alumni and P-12 student data.

KIPP NC and KIPP NC EPP uses centrally collected data on P-12 student achievement and stores this in Schoolzilla. KIPP NC EPP will use a learning management system to collect and store candidate performance data. To analyze the student achievement, candidate performance data and any other collected impact data, KIPP NC EPP will utilize Tableau. In the collection process, KIPP NC EPP works to ensure that the data collected is valid and reliable. As a P-12 institution already, KIPP NC EPP cares deeply about the growth and success of the students enrolled. In service of this, KIPP NC EPP collects and analyzes data on the impact of candidates and program completers, as detailed in Standard 4. Candidates are also expected to collect, analyze and reflect on collected data on their impact throughout coursework in the program, as detailed in Standard 1. To engage various stakeholders, KIPP NC EPP leverages surveys and campus/school-based visits.

### **R5.1 Quality Assurance System**

*The provider has developed, implemented, and modified, as needed, a functioning quality assurance system that ensures a sustainable process to document operational effectiveness. The provider documents how data enter the system, how data are reported and used in decision making, and how the outcomes of those decisions inform programmatic improvement.*

KIPP NC EPP aims to live into the commitment to student growth and achievement by utilizing data and student work to better teach and support student learning. By looking at data more regularly and measuring student work against goals, teacher candidates are able to adjust instruction, reflect on practices, teach to the highest level of rigor, and more quickly and effectively address student learning gaps. With data and student work, teacher candidates answer the following questions:

- Are students learning?
- What are students learning (and what is the rigor of what they are learning?)
- How are students growing and achieving?
- How can we more effectively meet all learners' needs?

To do this, candidates will be expected to collect data throughout a lesson by monitoring student work as they work independently and adjusting instruction in real time. Both independently and amongst teams, they will analyze lesson level data daily, to support planning for future lessons. The clinical nature of the coursework designed allows for the use of real data and the ability to adjust instruction and learning in real time. Teacher candidates will apply these ideas to their classrooms under the guidance of their clinical educators and



mentors.

Teachers - and teacher candidates - play an integral role in the achievement of KIPP NC EPP's mission, that "together with families and communities, we create joyful, academically excellent schools that prepare students with the skills and confidence to pursue the paths they choose—college, career, and beyond—so they can lead fulfilling lives and build a more just world."

To support this mission, the educator preparation program will maintain a quality assurance system that utilizes valid data from multiple measures to evaluate the effectiveness of its program completers and support sustained and evidence-based continuous improvement.

Data will be reviewed on a regular schedule ([Exhibit 5.1a](#)), with review activities happening on an ongoing basis, each term, annually, and a major unit assessment every 6 years. Data insights will be used to establish priorities, enhance program elements and capacity, and test innovations to improve its completers' impact on elementary and secondary student learning and development.

The quality assurance system will include the following components.

#### ***Course/Module Feedback***

Upon completion of each course, candidates will be asked to provide anonymous feedback via an "exit ticket" ([Exhibit 5.1b](#)) in which they provide insight on their experience with the content and delivery of material and a reflection on the applicability of the material to their teaching context and alignment to the North Carolina Professional Teaching Standards. Instructors will review these exit tickets ([Exhibit 5.1b](#)) after each session and course, and in this way can keep a pulse on candidates' learning and satisfaction, which inform near-term adjustments to meet the needs of the candidates. Each term, exit ticket data ([Exhibit 5.1b](#)) is reviewed by instructors and program leadership for universal and recurring trends and for possible correlations with other outcomes, which may inform longer-term shifts in content, delivery or structure.

#### ***Key Assessment Data***

Data on candidate performance on key assessments as described in [Exhibit 1.1b](#) provides an important window into program quality and effectiveness. Instructors and program leadership will review data from individual key assessments after the assessment window has closed to identify global trends and areas for reinforcement. This includes data from program assessments, evaluation of clinical experiences, content area examinations and the edTPA. This data will be reviewed again in aggregate, for sub-groups, and as compared to prior cohorts, for each cohort after program completion, again for trends in the assessment data itself and for possible correlation with other outcomes. These reviews will inform modifications to program content, delivery, or structure, or to the assessments themselves.

### ***Survey Data***

Surveys are valuable tools for collecting information on candidate, completer, and employer perceptions of the preparation received and of beginning teacher effectiveness. KIPP NC EPP will both conduct its own surveys and will leverage data from surveys administered by NCDPI. These include:

- **Candidate Survey** - A program-designed and administered survey sent in the fall and spring semesters to candidates to collect feedback on the quality of preparation and satisfaction with program support.
- **Clinical Support Survey** - A program-designed and administered survey sent in the fall and spring semesters to candidates' mentor teachers and/or school leaders to collect feedback on the quality of the clinical partnership and candidates' preparation.
- **NC Employer Survey** - A survey administered by the NCDPI to school principals employing beginning teachers to evaluate programs' effectiveness in preparing candidates to succeed in the classroom on 21 items aligned to the NC Professional Teaching Standards.
- **Beginning Teacher Surveys** - A 25 question survey administered by NCDPI to first year teachers to gather data on program completers' perceptions of how well they were prepared to carry out key teaching tasks.

### ***Candidate and Completer Performance Data***

Finally, KIPP NC EPP will collect and analyze candidate and completer performance data, disaggregated by race, sex, and ethnicity, for the purpose of annual performance reporting, and to inform understandings of programmatic effectiveness and recommendations for programmatic improvement. Candidate and completer performance data will include:

1. Number of initial applicants, admitted candidates and program completers,
2. Numbers and percentages of candidates who become licensed, convert from a residency license to an initial professional license or continuing professional license, and who are employed in North Carolina,
3. Quality of entering candidates, including GPA data,
4. Program completion and time-to-completion rates,
5. Licensure exam pass rates, including professional, pedagogy and content area exams,
1. Retention in the profession for at least two full academic years after licensure in North Carolina.

### ***Unit Assessment***

A six year unit assessment timeline will allow for a holistic review of data from the previous six years, including pass-rate, licensure and retention data that would not be immediately available, given the timeframe allowed for conversion of the residency license to the initial professional license. A mid-point review may be held after 3 years, if outcomes from annual program review demonstrate a need. Outcomes of the 6-year unit assessment may include revisions within or between courses/modules, adding or removing courses/modules, restructuring clinical experiences, revising key assessments, adding and/or discontinuing

program areas, or other major changes to any or all programs.

The tables in [Exhibit 5.1a](#) and [Exhibit 5.1c](#) provide a timeline for data collection and for review activities.

### **R5.2 Data Quality**

*The provider's quality assurance system from R5.1 relies on relevant, verifiable, representative, cumulative, and actionable measures to ensure interpretations of data are valid and consistent.*

KIPP NC EPP's quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures. The key assessment data collected is relevant as it is aligned to the standards.

To ensure the data is verifiable, KIPP NC EPP has outlined whether key assessments are proprietary, and therefore has been externally verified, or EPP created and requires additional verification. For EPP-created assessments, faculty will individually review and score an actual candidate submission for each key assessment using the EPP-created rubric. Once scored, the faculty will meet to discuss their rubric ratings and work through a structured protocol to norm, or agree to a standardized manner of applying rubric criteria. This "norming" process is in place to both verify the assessment data and to reduce any scoring related bias that could occur. This will be done in advance of faculty scoring actual candidate submissions in their courses.

KIPP NC EPP ensures that the data is cumulative as it includes at least three cycles. Finally, it ensures the data is actionable given faculty analyze assessment data on rubrics and particular rubric rows that are aligned to standards which allows them to target particular elements to guide program improvement.

### **R5.3 Stakeholder Involvement**

*The provider includes relevant internal (e.g., EPP administrators, faculty, staff, candidates) and external (e.g., alumni, practitioners, school and community partners, employers) stakeholders in program design, evaluation, and continuous improvement processes.*

KIPP NC EPP will include a variety of relevant internal and external stakeholders in the program design, evaluation and continuous improvement processes. To do this, KIPP NC EPP will engage these stakeholders in consistent and varied opportunities as outlined below.

#### ***Internal Involvement***

As referenced above, KIPP NC EPP will collect data through surveys. These surveys will be used to collect information on candidates perceptions of the preparation they received and beginning teacher effectiveness. The candidate surveys will be administered in the fall and spring semesters annually to collect feedback on the quality of preparation and satisfaction with program support.

#### ***External Involvement***

As referenced above, KIPP NC will collect data through surveys of program completers, employers and clinical support mentors. These surveys will be used to collect information on the effectiveness and impact of teacher preparation through the program. A completers' survey will be sent to first year teachers to gather data on their perspectives of how well they were prepared to carry out key teaching tasks. A survey will be sent in the fall and spring semester to the candidate's clinical support mentor and school leader to solicit understanding of the quality of the clinical partnership and preparation. A survey will be sent to school principals, or employers, annually to evaluate the programs' effectiveness in preparing candidates to succeed in the classroom.

In addition to this, KIPP NC EPP Faculty will conduct annual partner stepbacks in which they will invite principals and other members of the school leadership team at each site where teacher candidates are working to share findings from the previous year. This annual partner stepback will serve as an opportunity to reflect on candidate performance on key assessments, solicit input from partners on practices they are observing from candidates and completers and identify opportunities for ongoing program improvement.

#### **R5.4 Continuous Improvement**

*The provider regularly, systematically, and continuously assesses performance against its goals and relevant standards, tracks results over time, documents modifications and/or innovations and their effects on EPP outcomes.*

KIPP NC EPP regularly, systematically and continuously assesses performance against goals and relevant standards in service of ongoing improvement.

#### ***Short Cycles of Continuous Improvement***

KIPP NC EPP faculty will engage in data stepbacks each term to engage in a structured protocol. During this protocol, faculty will review survey data disaggregated by subgroups to distill key trends in program design. The findings from these data step backs will be used to inform the revision of coursework, ongoing training and development for faculty and iteration on program implementation elements. These stepbacks will provide an opportunity for faculty to identify actions they are taking that are either contributing to the success or lack thereof for candidates and work with peers to identify an aligned plan of action for a future term.

#### ***Annual Cycles of Continuous Improvement***

Each year the KIPP NC EPP will review all data in [Exhibit 5.1a](#) in preparation for annual accountability reporting and for the purposes of internal and holistic program review. Iterative program improvements may be made as an outcome of the annual review, including course revisions, and different or new academic and/or clinical and/or partner supports.

#### **Standard 6 Introduction**

##### ***Fiscal and Administrative Capacity***

KIPP NC builds on a rich tradition of academic excellence and relentless fight for social justice present from the founding of the two KIPP regions merged for its creation, KIPP Eastern North

Carolina and KIPP Charlotte. KIPP ENC was the second oldest KIPP region in the nation. In its 20 years of operation, KIPP ENC was a cornerstone for students and families in rural Gaston and Halifax. Over the past ten years, it grew to serve even more students by establishing a presence in Durham. KIPP Charlotte, which grew out of the strong traditions and academics of KIPP ENC, supported students and families for the past 13 years. The two regions merged on July 1, 2021, to form KIPP NC, the largest public school district in North Carolina serving an equal number of rural and urban students at scale.

Given our experience in expansion and management of the largest public school district in North Carolina, we are uniquely positioned to develop and implement a sustainable EPP. [Exhibit 6.2](#) and [Exhibit 6.3](#) outline our existing sustainability through our most recent tax return and financial audits. The narrative below demonstrates our existing capacity and our future planning to make this proposal a reality.

### **R6.1 Fiscal Resources**

*The EPP has the fiscal capacity as appropriate to the scale of its operations. The budget for curriculum, instruction, faculty, clinical work, scholarship, etc., supports high-quality work within the EPP and its school partners for the preparation of professional educators.*

KIPP North Carolina will manage and oversee the EPP as a separate but connected facet of the broader umbrella of KIPP NC, a NC-based, non-profit 501c3. Rather than a separate organization sitting alongside KIPP NC training its teachers, KIPP NC's EPP program will be integrated into and managed by current senior leadership of the organization, namely the Executive Director, Tim Saintsing. Tim was also the former Chief Operating Officer of the Relay Graduate School of Education.

Given this, KIPP NC's EPP will be reliant on three sources of funding to ensure its long-term success and sustainability in training teachers, as outlined below. It is important to note that two of the following are well-established revenue streams.

1. **General revenue generated by school management fees:** KIPP NC already solicits and utilizes a portion of public dollars set aside for schools to support the management and operations of KIPP NC. Portions of these funds, as highlighted in [Exhibit 6.1: EPP Budget FY24 and FY25.xlsx](#) which overviews the proposed budget that will be allocated to the administration of this EPP.
2. **Collected tuition dollars:** KIPP NC's EPP will collect tuition dollars from enrolled students. However, we are choosing not to in our first few years of operations and instead opt for a scaffolded approach to collecting tuition from enrolled students. We, therefore, have not included the collection of tuition in our submitted budgets. We are projected to begin charging tuition in Year 3 of operation.
3. **Private philanthropy:** KIPP NC leverages private philanthropy not as a tool to support general operations of the organization, but for innovation and special projects in support of its schools. We will be raising private dollars, especially in our early years, to launch our EPP and get it on stable financial footing. We have not, however, included private

philanthropy in our submitted budgets, as we want to demonstrate that we can successfully run the EPP without private philanthropy.

We are planning to launch our EPP supporting one single teacher certification area to start, adding additional areas in later years. We believe this will require about \$200,000 in annual operating expenses, and we are long-term planning for \$200,000 per certification area annually.

We anticipate we will utilize these funds on the following personnel and supports:

- Hiring a Director of Elementary Certification, who will implement coursework, observe students in classrooms, and manage all the aspects of the program
- Hiring Adjunct Instructors to implement coursework and advise enrolled students
- Hiring an Operations Associate responsible for supporting program implementation
- Materials like copyright permissions for texts and class-day supplies
- Professional development expenses for all Faculty
- Professional development expenses for Clinical Educators and Instructional Coaches

## **R6.2 Administrative Capacity**

*The EPP has administrative capacity as appropriate to the scale of its operations, including leadership and authority to plan, deliver, and operate coherent programs of study so that their candidates are prepared to meet all standards. Academic calendars, catalogs, publications, grading policies, and advertising are current, accurate, and transparent.*

KIPP NC will hire a Director of Elementary Certification to begin in Spring 2024. The Director of Elementary Certification will be responsible for the delivery and oversight of faculty implementing the EPP's elementary school coursework. The Director of Elementary Certification will also be responsible for observing and supporting Clinical Educators in observing enrolled students. Of the utmost importance, the Director of Elementary Certification will be responsible for ensuring program implementation is aligned to the goals and relevant standards as outlined in our Academic Handbook, which will be created in Fall 2023.

The Academic Handbook will be a digital resource available on the KIPP NC EPP website and will include all KIPP NC EPP policies, procedures, and operating expectations. This includes semester and annual academic calendars, catalogs, grading policies, student and faculty expectations. The Academic Handbook will be finalized and published in Spring 2024 for AY 24-25. The Director of Elementary Certification will be responsible for updating and revising the Academic Handbook annually by May 1 for the upcoming academic year. To ensure the Academic Handbook meets rigorous standards, is accurate and transparent, the Academic Handbook will be reviewed and vetted by the Executive Director and other senior leadership.

In Summer 2024 and Fall 2024, we will hire and train Adjunct faculty to ensure they are prepared to facilitate the academic program of study associated with the Elementary Certification pathway.

### **R6.3 Faculty Resources**

*The EPP has professional education faculty that have earned doctorates or equivalent P-12 teaching experience that qualifies them for their assignments. The EPP provides adequate resources and opportunities for professional development of faculty, including training in the use of technology.*

KIPP NC EPP's Director of Elementary Certification and all Adjunct Faculty will be individuals who meets at least one of the following criteria:

1. Experience in driving exceptional student achievement results in K-4 classrooms in schools sharing similar demographics to KIPP NC schools
2. Earned doctorate in a field related to elementary school education

To ensure this is true, the Executive Director of KIPP NC EPP will implement a rigorous hiring process. All job postings will include the requirements for the position as outlined above and all candidate resumes will be screened with these two criteria in mind. During the hiring process, the Executive Director and the hiring committee will ask questions to test for experience in driving exceptional student achievement results in K-4 classrooms. In addition to this, the interview process will include a performance task for candidates that progress to that stage. The performance task will be to submit student achievement results obtained in a previous or multiple previous roles.

Once hired, the Director of Elementary Certification and Adjunct Faculty will have access to a variety of professional development opportunities. This includes an annual stipend for seeking and attending conferences and/or joining professional associations. This also includes participation in KIPP NC's PD focused on integrating technology into the classroom and best practices in andragogy.

Of the utmost importance is the use of feedback and input from the enrolled candidates in the ongoing professional development of the EPP Staff. As outlined above, all instructors will be expected to administer and reflect on the exit tickets at the end of each session and course to inform near-term and long-term adjustments to their approach. The Director of Elementary Certification will lead all instructors through individual term and annual protocols to distill trends in performance and set individual professional growth goals. These goals will be used to determine which professional development opportunities instructors seek out using the annual stipend.

### **R6.4 Infrastructure**

*The EPP has adequate campus and school facilities, equipment, and supplies to support candidates in meeting standards. The infrastructure supports faculty and candidate use of information technology in instruction.*

KIPP NC's EPP will utilize current elementary school campuses and virtual platforms, including Zoom, to host class nights. Our Director of Elementary Certification and active Adjuncts will

have a KIPP NC-issued laptop, and all our buildings have high-speed internet access. The Director of Elementary Certification's office will be located at our Durham school location. At this location, there is access to printers, copiers, and a suite of software to support their work.

All instructors, including the Direct of Elementary Certification and active Adjuncts, will have access to Zoom, Nearpod, Google Suite and Canvas. Zoom and Nearpod will be used to facilitate virtual learning during weeknight instruction. Google Suite will be used to craft pre-work and live, on-site learning during weeknight instruction. Canvas will be used for course information including the Academic Handbook, the term and year Academic Calendar, the Grading Scheme for each individual course, the course goals and classes represented in a Syllabus, and any course readings or pre-work for class nights. Training for all instructors will be provided by KIPP NC leadership on use and ongoing maintenance of Zoom, Nearpod, Google Suite and Canvas.