



Public Schools of North Carolina



# NC State Improvement Project IHE Collaboration

Dr. Paula Crawford, Project Director  
NC Department of Public Instruction

Dr. Stacy Weiss, Assoc. Professor Special Education  
East Carolina University

# Incremental Progress

- 2000-2010 IHE involvement was limited as measured by the annual developmental review  
Expectation was for LEAs and IHEs to work together on student and cooperating teacher placements  
NC SIP information was shared with the ~26 IHEs at biannual meetings of teacher preparation colleges and universities

**Announced IHE invitation to apply:**

- 2011 -2018 Sent IHEs an invitation to apply as an NC SIP partner  
Built participation from 3 partners to 8 during this period



# Insert polling question here -

What number of IHEs do you work with in your state?

1-3

4-6

More than 6



# 2017 Invitation to Apply

## Excerpt:

“We are connecting with Institutions of Higher Education to address the following goal:

*Pre-service teachers and in-service administrators enrolled in partnering IHEs, will have the capacity to effectively implement and support research-based reading, math, adolescent literacy, and co-teaching for students with disabilities... Together can increase the number of newly certified teachers entering the profession more effectively prepared to utilize evidence-based instructional strategies for teaching reading and math to students with disabilities as well as increase administrator understanding of support teachers require.”*

More information about NC SIP and our partners may be found at [www.ncsip.org](http://www.ncsip.org).



# NC Drivers for Interest in Partnership

- Read to Achieve legislation (students not promoted in 3<sup>rd</sup> grade unless reading proficiently) demands teachers possess strong instructional skills in reading
- NC Licensure for Elementary and Special Education teachers requires passing Pearson exams
- Ensuring improvement in graduates' pass rates on Pearson exams



More recently:

- NC is one of 11 states requiring a sufficient test of the science of reading for both elementary and special education teacher candidates (NCTQ, 2018).
- 2018 Belk Foundation “Leading on Literacy: Challenges and Opportunities in Teacher Preparation Across the University of NC System” report recommendations which include:
  - ✓ increase in the use of evidence-based interventions and strategies for literacy instruction
  - ✓ earlier and more frequent hands-on, student teaching experiences for teacher candidates
  - ✓ consistent incorporation of 2017 NC State Content Standards into instruction



# Insert polling question here -

How could engaging with IHEs in your state help with accomplishing your SPDG goals?



# Partner Selection Process



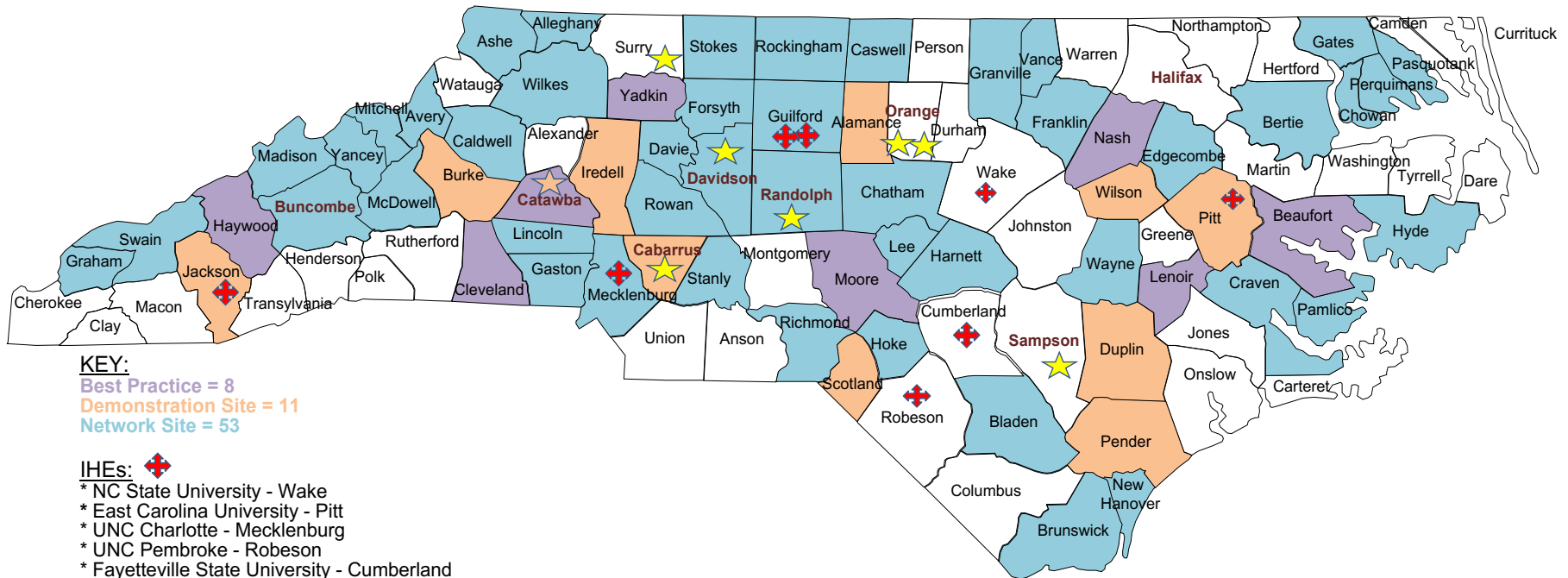


# Seeking Hospitable Environments and Philosophical Compatibility




Criteria	Strong Evidence	Limited Evidence	No Evidence	Evidence/ Comments/Score
<b>1 Region -</b> The region is underrepresented with IHE involvement in NCSIP.		1 (Yes)	0 (No)	
<b>2 Implementation history -</b> There is current involvement with established NC SIP LEAs in the region.	2	1	0	
<b>3 Support –</b> Support from IHE administration and leadership is detailed within the application.	2	1	0	
<b>4 Data –</b> Undergraduate, Graduate, and Licensure population is clearly defined and sufficient for data collection.	2	1	0	
<b>5 Collaboration –</b> Collaboration between this IHE and other IHEs is described. OR Collaboration between general education and/or administrator preparation programs is described.	2	1	0	
<b>6 Clarity –</b> Defined plan exhibits clear objectives detailing how RRtCP/FoM will be integrated into the current IHE coursework (including names of potential instructors and courses).	2	1	0	
<b>7 Initiative –</b> Faculty have attended RRtCP/FoM courses or				

# North Carolina State Improvement Project 2017-18




**KEY:**

- Best Practice = 8
- Demonstration Site = 11
- Network Site = 53

**IHEs:** 

- \* NC State University - Wake
- \* East Carolina University - Pitt
- \* UNC Charlotte - Mecklenburg
- \* UNC Pembroke - Robeson
- \* Fayetteville State University - Cumberland
- \* Western Carolina University - Jackson
- \* NC Agriculture and Technical University/Greensboro College - Guilford

**City and Charter LEAs:** 

- Asheboro City - Randolph
- Newton Conover - Catawba
- Kannapolis City - Cabarrus
- Chapel Hill Carboro - Orange
- Thomasville City - Davidson
- Eno River Charter - Orange
- Clinton City - Sampson
- Elkin City - Surry



East Carolina University



UNC Pembroke



NC State University



UNC Charlotte

## NC SIP IHE Partners



Fayetteville State University



Greensboro College



Western Carolina University



NC A&T State University

# NC SIP at ECU



- Seven faculty members have completed RRtCP or FoM courses
- Currently one faculty member has completed instructor certification in courses
- Reading Research to Classroom Practice has been integrated into 2 undergraduate preservice special education teacher courses on instructional programming and practices
- Additional professional learning opportunities planned with other NC SIP LEA partners



# Benefits for Pre-service Teacher Education Students

- Students receive a certificate indicating completion of Reading Research to Classroom Practice to include in their hiring portfolio
- Engage in multiple, purposeful interactions with evidence-based reading instruction practices
- Improved information and hands on activities
- Increased preparation for reading licensure tests
- Participation in professional development in area school districts to support interns' understanding of reading and mathematics programs
- Students invited to annual NC SIP Spring Network Conference for networking and learning



# Benefits to the ECU's Special Education Program

- Collaboration with area Local Education Agencies
- Increased understanding of current K-12 practices and standards
- Increased communication within College of Education regarding internship and practicum placements
- Increased networking and communication with other NC SIP IHE partners



# Challenges

- Communication across different agencies
- Buy-in from program areas other than special education
- Faculty completion of RRtCP and FoM courses
- Integration of additional content into existing courses
- Supporting distance education students in content and professional development opportunities





# Requirements for Partners

- develop an implementation plan and draft budget
- begin with a focus on either literacy or math and then expand so that participation includes both areas within three years.
- identify specific faculty and a timeline for each to complete the IHE instructor certification process for RRtCP and FoM courses
- integrate content of RRtCP and/or FoM courses into current coursework as a requirement for students in teacher preparation program and maintain the fidelity of the course content



- collaborate and network with Local Education Agencies (LEAs) in the catchment area about NC SIP grant work to promote attendance at RRtCP and FoM, seminars and /or speaker series
- collaborate with general education teacher preparation programs in your institution to ensure understanding of the impact of classroom implementation of evidence-based practices
- initiate collaboration with School Administration Programs with a goal of participating in the “All Leaders Understand, Support and Collaborate to Provide Evidence Based Instruction” Professional Development
- offer exposure and discussion to pre-service teachers on the instructional components of a variety of research-based programs



- work collaboratively with local LEAs to place pre-service teachers in classrooms with teachers who have successfully completed RRtCP and/or FoM and are using research-based programs
- meet with DPI staff
  - in scheduled IHE quarterly technical assistance/planning meetings
  - to complete the annual Developmental Review
- participate in the NC SIP Spring Network Conference and meetings (NC SIP coordinators' regional meetings, annual national meetings in DC)



# Resources and Technical Assistance

- A framework for certifying faculty instructors and on-going support for participating staff
- Funding through a contract with NC DPI which includes a scope of work delineating involvement in faculty development activities to include stipends and travel
- Support for instructional materials and supplies
- Support for assessment and evaluation materials
- Strengthened connections with LEAs and potential opportunity for program recruitment



# Collaboration

Each IHE has at least one DPI consultant assigned based in the region. Some work products include:

- Co-created crosswalk from course content to the items tested in the required Pearson exam practice tests (reading and math)
- IHE professors presented at annual NC SIP Spring Network Conference providing valuable content knowledge sessions
- DPI consultants present overviews of the work to faculty
- DPI consultants observe and support professors, providing feedback through instructor certification process



# For 2017-18

# Annual Performance Report

Collecting the following:

- Name of course taught
- Semester taught (Spring, Summer 1 or 2, Fall)
- Number of students enrolled
- Percent of students who earned a “B” or above
- Percent of students who demonstrated increase in knowledge (using a pre and post content assessment)



# Questions?

[Paula.Crawford@dpi.nc.gov](mailto:Paula.Crawford@dpi.nc.gov)

or (919) 807-3993

[Weiss@ecu.edu](mailto:Weiss@ecu.edu)

