



**WANT MORE?
DO MORE!**

TEACHER READINESS PROGRAM

PROGRAM HANDBOOK

TABLE OF CONTENTS

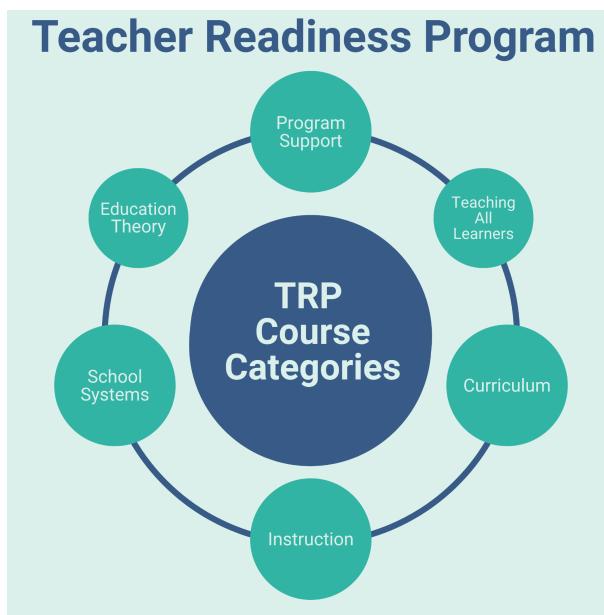
Program Overview	4
Course Pathways.....	5
Pathway Course Alignment.....	7
North Carolina State Board Approved EPP	8
Program Enrollment, Pacing, & and Completion	9
TRP Enrollment.....	9
Program Pacing.....	9
Course Completion.....	9
Program Completion Requirements.....	10
edTPA	11
What is the edTPA?.....	11
edTPA Support.....	11
Licensure	12
Residency Licensure Overview.....	12
Full Licensure Requirements.....	13
Payment & Program Fees	14
Program Cost.....	14
Payment Plan Options.....	14
Payment Method & Autodraft Expectations.....	15
Access & Payment Enforcement.....	15
Extended Access & Fees.....	15
Pausing Enrollment or Inactivity.....	16
Additional Fees & Special Circumstances.....	16
Books & Materials.....	16
Required Materials	17
Required Texts.....	17
Required Technology.....	17

Policy on Conduct & Academic Integrity	18
Teacher Resident Conduct Expectations.....	18
Academic Integrity & Plagiarism.....	18
Acknowledgement & Agreement.....	18
Communication & Support	19
TRP Advisor.....	19
Course Facilitator.....	19
Technical Support.....	19
TRP Administrator.....	20
On-Site Campus Support.....	20
NCDPI.....	20

PROGRAM OVERVIEW

The Teacher Readiness Program (TRP) provides relevant and hands-on training for beginning teachers seeking licensure. The courses included in the TRP are designed to ensure teacher residents develop the key concepts and principles of teaching and are built on curriculum and clinical experiences that facilitate internalization of foundational concepts and skills.

In order to equip teacher residents with the knowledge, skills, and mindsets needed to be classroom leaders, residents will engage in competency-based courses. These courses fall into six course categories and are summarized below.



- **Program Support** - Understand and receive support for the TRP requirements for full licensure. This includes an introduction to the program, how to navigate the courses, practice-based course expectations, and preparation for the edTPA.
- **Teaching All Learners** - Develop the skills to manage a classroom and ensure all students are fully engaged and can access what is being taught. This includes learning how to differentiate instruction, work with EC students, and apply equitable principles in the classroom.
- **Curriculum** - Learn how to plan and internalize lessons, create and grade assessments, and how to interpret Common Core and NCSCOS standards.
- **Instruction** - Implement strategies to ensure students are fully engaged in the classroom experience through discourse, data-driven instruction, and using technology in the classroom.
- **School Systems** - Understand how to contribute to a strong school community, including managing deadlines, balancing school responsibilities, and working with colleagues and families.
- **Education Theory** - Integrate age-appropriate teaching methods that meet the child's development and learning needs.

Course Pathways

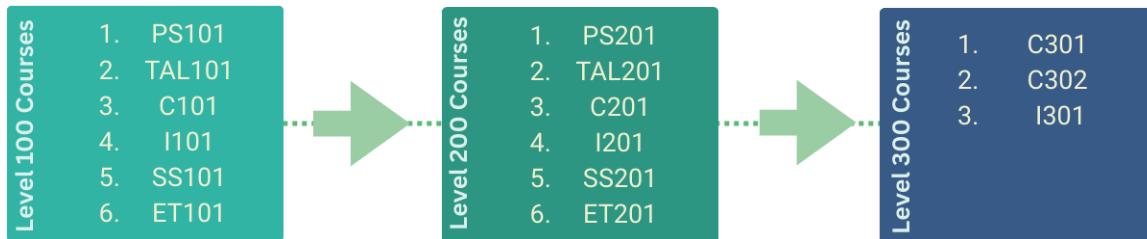
Courses in the Teacher Readiness Program are listed below by course category:

TRP Elementary Pathway Elementary School Teachers					
Program Support	Teaching All Learners	Curriculum	Instruction	School Systems	Education Theory
Introduction to the TRP PS101 Preparing for the edTPA PS201	Foundations of Student Culture TAL101 Differentiated Instruction TAL201	Planning and Internalizing Lessons C101 Grading and Assessments C201 Elementary Literacy C301 Elementary Mathematics C302	Foundations of Rigor I101 Data Driven Instruction I201 Technology in the Classroom I301	Foundations of Professionalism SS101 Effective School Communication SS201	Theories of Early Childhood Development ET101 Theories of Learning ET201

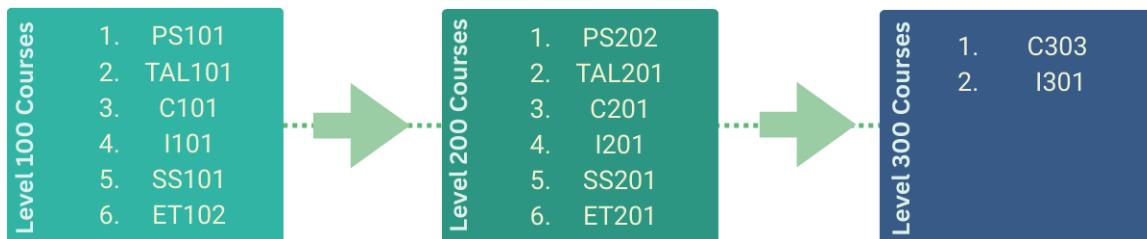
TRP Secondary Pathway Middle and High School Teachers					
Program Support	Teaching All Learners	Curriculum	Instruction	School Systems	Education Theory
Introduction to the TRP PS101 Preparing for the edTPA PS201	Foundations of Student Culture TAL101 Differentiated Instruction TAL201	Planning and Internalizing Lessons C101 Grading and Assessments C201 Developing Standards-Based Curriculum C303	Foundations of Rigor I101 Data Driven Instruction I201 Technology in the Classroom I301	Foundations of Professionalism SS101 Effective School Communication SS201	Theories of Middle Childhood and Adolescent Development ET102 Theories of Learning ET201

Teacher residents are required to complete all 100 level courses in each category before moving on to 200 level courses and then will continue on to 300 level courses. Sample course sequences are provided below:

Elementary Sequence



Secondary Sequence



Pathway Course Alignment

While some courses are specifically tailored to align with the content pathway of each teacher resident, most courses are designed to offer examples and strategies that can be applied across various subjects and grade levels. TRP courses intentionally provide diverse examples to support broad application. As you progress through the program, consider how you can adapt the concepts and practices to fit your specific content area and teaching context.

The following courses are specifically designed to align with the content pathway of each Teacher Readiness Program (TRP) participant:

- ET101: Theories of Early Childhood Development
- ET102: Theories of Middle Childhood and Adolescent Development
- C301: Elementary Literacy
- C302: Elementary Mathematics
- C303: Developing Standards-Based Curriculum

For a complete description of each course, please refer to the [Teacher Readiness Program Course Guide](#).

 **Note:** The following courses require teacher residents to be actively teaching in order to complete course requirements:

- TAL101: Foundations of Student Culture
- I101: Foundations of Rigor
- I201: Data Driven Instruction

Teacher residents should coordinate with their TRP advisor to ensure these courses are scheduled during the academic year, while school is in session. These courses may require residents to submit video recordings of their classroom instruction or use current classroom data as part of course assignments.

NORTH CAROLINA STATE APPROVED EPP

Want More? Do More!'s Teacher Readiness Program is an approved Educator Preparation Program (EPP) for residency teachers in North Carolina. Teacher residents may contact the North Carolina Department of Public Instruction (DPI) with any questions regarding license renewal.

If teacher residents have concerns about potential non-compliance with EPP requirements, they may follow the EPP Complaint Process to formally address those concerns.

PROGRAM ENROLLMENT, PACING, & COMPLETION

TRP Enrollment

Teacher residents are officially enrolled in the TRP after successfully meeting all entry requirements. The following components of the application are reviewed and approved as part of the enrollment process:

1. Transcript audit is complete, verifying a GPA of 2.7 or higher in the content area.
2. Documentation confirms the teacher resident is currently employed as a classroom teacher.
3. TRP forms are submitted, indicating the teacher resident's TRP pathway, desired licensure area, and years of classroom experience.
4. Payment has been received.

Active enrollment in the TRP requires teacher residents to submit at least one assignment every 30 days. Assignment submissions include content and practice, implementation, and course assessments. Failure to meet this requirement without proper communication may result in a change in enrollment status, including possible removal from the program. This may also affect the teacher resident's ability to apply for or maintain a valid teaching license.

Program Pacing

Teacher residents in the TRP are expected to complete the program coursework within a structured timeframe of 18 months. To stay on track, they are encouraged to complete at least one lesson per week. While the program is designed for timely completion, all teacher residents have up to three years to complete the program.

Course Completion

Teacher residents are required to complete each course in order, lesson by lesson. Each lesson includes several elements of practice that must be completed in order to access the following lesson.

All courses culminate in a course assessment. Teacher residents will be able to access the course assessment after they have completed all previous lessons in order.

Teacher residents are required to earn a passing score of 70% or higher on all assignments and course assessments. Assignments that do not meet the passing score can be taken again. Teacher residents should work with their course facilitator to retake assignments or assessments as needed.

Courses are complete once each lesson and the course assessment is complete with a score of 70% or higher.

The WMDM team is committed to providing feedback on assignments in a timely manner, with all feedback given no more than two weeks from the submission date.

Note: Video Performance Tasks

For select end-of-course assessments, teacher residents will be required to record themselves teaching in a classroom setting. These videos are intended to demonstrate the teacher's application of techniques and strategies learned in the course. When recording, the primary focus should be on the teacher. It is acceptable for students to appear incidentally, such as the backs of their heads, but the emphasis should remain on capturing the teacher's instructional practice.

All footage obtained for coursework will be used for grading purposes only. If a school requires further media release for students, it is the teacher resident's responsibility to document and obtain approval from their school/district. If necessary, a sample media release form can be provided upon request.

Program Completion Requirements

Completion of the Teacher Readiness Program requires the following:

1. **Completion of all TRP courses in the chosen pathway.** All assignments for each course must earn a minimum score of 70% or higher.
2. **Completion and submission of the edTPA.** North Carolina's required performance-based portfolio assessment.

TRP staff will monitor teacher resident progress and provide updates on course and program completion. Teacher residents who fail to meet expectations may be placed on a support plan or, in some cases, may be dismissed from the program.

edTPA

What is the edTPA?

In North Carolina, Educator Preparation Programs (EPPs) require teacher candidates seeking initial licensure to demonstrate teaching proficiency through a third-party, performance-based assessment. The Teacher Readiness Program (TRP) utilizes the edTPA to meet this requirement.

The edTPA is a subject-specific, performance-based assessment designed to evaluate a teacher resident's readiness to teach. Teacher residents compile a portfolio that includes lesson plans, video recordings of instruction, and written commentaries based on their classroom experience. The assessment is intended to measure, support, and emphasize the essential knowledge and skills all teachers need to be effective. Each TRP pathway includes a corresponding edTPA handbook aligned to its specific content area.

The edTPA portfolio includes three tasks, each with 5 rubrics:

- Planning
- Instruction
- Assessment

Teacher residents must earn a passing score of 38 or higher for 15-rubric portfolios.

Cost: Initial submission costs \$300 and retakes cost \$100 per task.

Teacher residents in the TRP may submit the edTPA portfolio after completing the first two phases of coursework. All candidates are expected to inform their TRP advisor of their intended submission date (refer to the [edTPA Submission and Reporting Dates](#)) and develop a timeline by working backwards from that date.

edTPA Support

In order to prepare teacher residents to successfully submit an edTPA portfolio, the TRP provides course PS201: Preparing for the edTPA. This course provides an in depth overview of the exam and provides an opportunity for teacher residents to internalize the edTPA handbook, tasks and rubrics. As part of the edTPA preparation course, teacher residents are required to submit an edTPA Preparation Plan for review.

Teacher residents may request appropriate support from their TRP advisor when preparing materials for edTPA submission. TRP advisor support does not replace the teacher resident's responsibility to review and evaluate their own work using the edTPA rubrics and handbook. The edTPA is a performance-based assessment, and as such, TRP advisors can only provide general feedback and may direct teacher residents back to the rubrics, prompts, and official guidelines.

For further details on what constitutes appropriate support, teacher residents should consult the [edTPA Guidelines for Acceptable Candidate Support](#) resource document.

LICENSURE

Enrolling in the Teacher Readiness Program supports teacher residents earning a North Carolina Teaching License through the Residency Licensure pathway. This section outlines requirements for a Residency License and a Continuing Professional License.

Residency Licensure Overview

Residency Licensure is a pathway that allows candidates to begin teaching while completing the requirements for full licensure. To be eligible for a Residency License in North Carolina, candidates must:

- Hold a bachelor's degree with a 2.7 GPA or higher in the content area
- Be employed by a North Carolina public school
- Be enrolled in an approved Educator Preparation Program (EPP), such as the TRP
- Have either:
 - 24 hours of college coursework in the licensure area, or
 - Passing scores on the required subject-area content exam(s)

Residency Licenses are issued for one year at a time and may be renewed up to two times (for a total of three years). To remain eligible for renewal each year, candidates must:

- Remain actively enrolled in the Teacher Readiness Program
 - Active enrollment in the TRP requires submitting at least one assignment every 30 days.
- Make satisfactory progress toward completing all licensure requirements
- Be recommended for continuation by both their employer and the EPP

Teacher residents are responsible for completing all requirements to apply for residency licensure. Teacher residents and their employing school systems must initiate the licensure process through the North Carolina Department of Public Instruction (NCDPI) online system and designate *Want More? Do More!* as their Educator Preparation Program (EPP).

To complete the licensure application, teacher residents may be required to submit documentation confirming their enrollment in the TRP (such as Form RL). Any such forms must first be completed with the teacher resident's personal information and then submitted to TRP admin for signature. Once signed, TRP admin will return the completed form(s) to the teacher resident for use with their licensure application.

Full Licensure Requirements

To transition from a Residency License to a full North Carolina Continuing Professional License (CPL), teacher residents must:

1. Meet all criteria for completion of the Teacher Readiness Program (see above)
2. Receive passing scores on the required Subject Area Assessment (Praxis or Pearson, depending on licensure area)
3. Receive a passing score on the edTPA performance-based portfolio assessment

Teacher residents are responsible for completing all requirements to apply for CPL licensure. Teacher residents and their employing school systems must initiate the licensure process through the North Carolina Department of Public Instruction (NCDPI) online system and designate *Want More? Do More!* as their Educator Preparation Program (EPP).

PAYMENT & PROGRAM FEES

Enrollment in the Teacher Readiness Program (TRP) requires a financial commitment that reflects the full scope of coursework, assessments, and individualized support provided throughout the program. This section outlines the cost structure, available payment plans, accepted payment methods, and policies related to enrollment status, access, and additional fees.

Program Cost

The full upfront cost of TRP is \$5,000, which includes:

- Access to all TRP courses and instructional materials
- Personalized coaching and support
- edTPA preparation resources
- Program operations and administrative support

Participants may choose to pay in full or select from one of our installment options, outlined below.

Payment Plan Options

To support flexibility, TRP offers two installment options:

- **Quarterly Plan:** \$1,375 every 3 months (4 payments) – total: \$5,500
- **Monthly Plan:** \$475 per month (12 payments) – total: \$5,700

These payment plans ensure full access to instruction, coaching, and support services throughout the program.

Payment Method & Autodraft Expectations

All TRP payments are processed through recurring invoices (issued on the 15th of each month for the monthly payment plan or the 15th of every three months for the quarterly payment plan). Participants are expected to set up automated recurring payments through their preferred method. Participants can choose among the following payment methods:

- Credit Card
- Debit Card
- Bank Account (ACH)

 *Automated recurring payment is our standard expectation. If a participant needs to pay via check, they must contact the TRP Administrator in advance to request and receive written approval.*

Access & Payment Enforcement

Access to our program platform, Canvas, is directly tied to payment status. If a scheduled payment fails or is missed, access is automatically suspended until payment is resolved. A \$100 reactivation fee applies to restore access once the account is brought current. Late or failed payments may additionally result in a \$25 late fee, which may be waived if the participant is responsive and resolves the issue promptly.

Extended Access

The TRP is designed to be completed within 18 months. Participants who need more time will be charged an extension fee of \$500 per quarter to continue receiving coaching, platform access, and administrative support.

 *For our first cohort, this extension fee will be waived for the first 6 months beyond the 18-month window.*

Pausing Enrollment or Inactivity

We recognize that life circumstances can impact participation. If a participant needs to pause, the following guidelines apply:

- Participants must communicate proactively with TRP staff to request a pause.
- Payment schedules continue unless a pause is formally approved in writing.
- Each participant is allowed one enrollment pause of up to 3 months.
- If the program extends due to a pause or inactivity, extension fees will apply.
- Failure to communicate about prolonged inactivity may result in withdrawal from the program.

If a participant becomes unresponsive (misses payments, stops participation, and does not respond to outreach), their account will be considered inactive. Any outstanding balance must be paid to regain access.

Additional Fees & Special Circumstances

Additional fees may be incurred for:

- Re-enrollment after extended inactivity
- Continued access after 18 months
- Make-up support or assessment retakes, as needed

TRP staff will always communicate proactively about any upcoming charges or changes to your payment expectations.

Books & Materials

Participants are responsible for purchasing their own required texts based on licensure area and program pathway. A list of required materials will be provided at the start of each course. TRP does not charge a separate materials fee, but participants should plan for the cost of books as part of their overall program investment.

TRP REQUIRED MATERIALS

The following are materials required to participate in the Teacher Readiness Program and are described below.

Required Texts for all TRP Pathways

1. [Teach Like a Champion 3.0](#), Doug Lemov
2. [Leadership and Self-Deception](#), The Arbinger Institute
3. [Driven by Data 2.0](#), Paul Bambrick-Santoyo

Participants are responsible for purchasing their own required texts.

 **Note:** Additional texts may be recommended or required to support and enhance instruction. Teacher Residents will be notified in advance to ensure sufficient time to obtain any necessary materials.

Required Technology

1. Computer with internet access
2. Access to Google documents
3. Video recording device

POLICY ON CONDUCT & ACADEMIC INTEGRITY

Teacher Resident Conduct Expectations

All teacher residents enrolled in the Teacher Readiness Program are expected to maintain respectful, responsible, and appropriate behavior at all times while participating in online classes, discussion boards, and school-related communications. The following guidelines apply:

- **Respectful Communication:** Teacher residents must communicate respectfully with course facilitators, staff, and peers. Bullying, harassment, or inappropriate language (including via chat, video, email, or discussion boards) will not be tolerated.

Academic Integrity and Plagiarism

Academic integrity is a core value of the TRP. All teacher residents are expected to submit original work and uphold the highest standards of honesty in their academic endeavors. The following behaviors are considered violations of the Academic Integrity Policy:

- **Plagiarism:** Presenting someone else's work, ideas, or words as your own without proper citation, including copying from the internet, AI tools, or peers.
- **Cheating:** Using unauthorized resources or assistance during assignments, tests, or quizzes.
- **Fabrication:** Falsifying data, citations, or information in academic work.
- **Collusion:** Helping or allowing others to cheat or plagiarize.

Consequences for Academic Integrity Violations may include:

- A warning and opportunity to redo the assignment (for first-time or minor offenses).
- A grade of zero on the assignment or assessment.
- Additional disciplinary action including possible suspension or removal from the program.

Acknowledgment and Agreement

By enrolling in the Teacher Readiness Program, teacher residents agree to follow this Code of Conduct and Academic Integrity Policy. Questions about these policies should be directed to the TRP Administrator.

COMMUNICATION & SUPPORT

Knowing who to contact for specific questions ensures that teacher residents receive the support they need. The list below outlines the appropriate point of contact for various types of support.

TRP Advisor

Each teacher resident is assigned a TRP advisor who will be their primary contact for program guidance. They are available to assist with:

- The order in which TRP courses are taken or assigned
- Tracking course completion
- edTPA submission support
- Planning program pacing

TRP advisors will message teacher residents at the start of the program to initiate communication.

Course Facilitators

Each course is facilitated by a WMDM team member or a contracted expert educator. They are the primary contact for all course specific inquiries including:

- Course assignments
- Course assessments
- Course grades

See the course facilitator page in Canvas for contact information.

TRP Technical Support

Teacher residents can reach out to WMDM technical support at support@wantmoredomore.org for questions regarding:

- Canvas login
- Technical issues with assignment submissions or course navigation

TRP Administrator

The TRP administrator acts as logistical and licensure support for teacher residents. Teacher residents should reach out to Barb at broeder@wantmoredomore.org for assistance with:

- TRP Enrollment
- Licensure requirements
- Payments

On-Site Campus Support

Some decisions are best made in collaboration with school leaders and colleagues who work directly with teacher residents on campus. Teacher residents should contact the appropriate on-site staff for questions related to:

- Completing required evaluation forms
- Licensure status
- Selecting content-specific assessments (Praxis/Pearson)
- Classroom recordings and obtaining necessary permissions

North Carolina Department of Public Instruction (DPI)

Teacher residents must work directly with DPI for formal inquiries and communication regarding:

- Licensure forms
- Licensure application
- Licensure status
- Reporting scores for content-specific assessments (Praxis/Pearson)
- Filing a complaint to report allegations of noncompliance regarding EPP requirements in law
[\(G.S. 115C-269.55\)](#)