

APPENDIX O

UNC Center for School Leadership Development

Fourth Annual Report on Professional Development September 2004 through August 2005

EXECUTIVE SUMMARY

Since 2001 the Board of Governors of the University of North Carolina has compiled and presented an annual report of the professional development activities of the programs comprising the UNC Center for School Leadership Development. For the first three years the Center's report was developed and presented as required by the existing language of G.S. 115C-12(26) and G. S. 116-11(12a). In August 2005 these statutes were amended and now require that, "The Board of Governors of The University of North Carolina shall implement, administer, and revise programs for meaningful professional development for professional public school employees based upon the evaluations and recommendations made by the State Board of Education under G.S. 115C-12(26). The programs shall be aligned with State education goals and directed toward improving student academic achievement. The Board of Governors shall submit to the State Board of Education an annual report evaluating the professional development programs administered by the Board of Governors." Further, "The State Board of Education, in collaboration with the Board of Governors of The University of North Carolina, shall identify and make recommendations regarding meaningful professional development programs for professional public school employees. The programs shall be aligned with State education goals and directed toward improving student academic achievement. The State Board shall annually evaluate and, after consultation with the Board of Governors, make recommendations regarding professional development programs based upon reports submitted by the Board of Governors under G.S. 116-11(12a)."

This document is the annual report of the professional development programs offered through the eight programs in the UNC Center for School Leadership Development for the period September 2004 through August 2005. These programs are the North Carolina Center for the Advancement of Teaching (NCCAT), the North Carolina Mathematics and Science Education Network (NC-MSEN), the North Carolina Model Teacher Education Consortium (NCMTEC), the North Carolina State Improvement Project/North Carolina Restructuring Initiative in Special Education (NCSIP and NC RISE), the North Carolina Teacher Academy (NCTA), North Carolina Teachers of Excellence for All Children (NC TEACH), the Principals' Executive Program (PEP), and the North Carolina Principal Fellows Program (PFP). In addition, the report also includes a summary of the activities of the North Carolina Quality Educators through Staff Development and Training (NC QUEST), a federally-funded ESEA Title IIA program operating out of the UNC CSLD.