

UNC TEACHER RECRUITMENT, PREPARATION, AND RETENTION

Overview of Coordinated Efforts

Teacher Enrollment Plan and Targets

The University of North Carolina has an ambitious goal to increase the supply of new teachers available to address the state's needs. This aggressive plan requires UNC's fifteen teacher education programs to increase their collective productivity by 64% within a five-year period. At the end of five years, UNC will produce 5,908 potential teachers (traditional graduates plus alternative completers). In 2005-06, UNC increased the number of traditional teacher education graduates by 513 over the based year of the plan, a 25.5% increase.

Teacher Recruitment

Current strategies for recruiting individuals into the pipeline of potential teachers are not enough to meet the ambitious goals laid out in the teacher enrollment plan. In response to this, the UNC Teacher Recruitment Initiative was launched to develop a strategic plan to coordinate teacher recruitment efforts within the University. To accomplish this task the University partnered with Noel-Levitz, a leading authority in the US in optimizing enrollment management on higher education campuses.

- The purpose of the initiative is to consider perceptions of the teaching profession in developing a system-wide plan for teacher recruitment that is coordinated with the UNC Teacher Education Enrollment Growth Plan. The research question addressed through the study is targeted directly at recruitment to the teaching profession; *What are the attitudes, motivations, and primary sources of influence of prospective teachers that are behind North Carolina's teacher supply and demand data and trends?*
- The study had two primary components, an *assessment phase* designed to gain a better understanding of the current situation and a *planning phase* that translated initial findings into actionable strategies to meet NC's teacher supply and demand needs.
 - The assessment phase of the study included market research targeted at six specific population segments; college-bound high school juniors and seniors, bachelor's and advanced degreed adult populations in NC (i.e. mid-career professionals that could transition into the teaching profession), community college students, all undergraduate students on UNC campuses, high school guidance counselors, and military personnel and their spouses. The assessment phase also included focus sessions conducted with campus representatives from teacher education and enrollment/admissions offices, financial aid offices, K12 representatives (teachers, principals, and superintendents), and other educational representatives in NC.
- Results from the study have been used to identify critical strategies for inclusion in a comprehensive plan for teacher recruitment. Each UNC institution has prepared a campus-based plan that is aligned to the overarching system recruitment plan and also aligned to the enrollment growth targets for their respective campus.

New Teacher Support

The overarching goal of UNC's New Teacher Support efforts is to establish a formalized program of support for beginning teachers for all new graduates and licensure completers of UNC teacher education programs that is focused on retention and ensures these new teachers are supported, monitored, and mentored in the first three years of service until a continuing license is issued. The effort is being organized at the state level by the UNC General Administration and UNC Deans' Council on Teacher Education, in consultation with the NC Department of Public Instruction (NCDPI), and will be implemented at a regional/local level to assist school districts in hiring, retaining, and developing high quality teachers.

Several tasks have been identified as important steps in developing this plan over a timeline extending through Fall 2007. These tasks are:

1. Selected data sets have been reviewed and synthesize the information for the UNC Deans' Council on Teacher Education.
 - Survey data from institutions of higher education in North Carolina.
 - Survey data from select K-12 school districts
 - Review of national/international literature
 - Review and discussion of North Carolina's mentoring program and researched impact
 - Review and discussion of the North Carolina Teacher Working Conditions Survey report
 - Review and discussion of NC Department of Public Instruction attrition data
 - Review of UNC teacher education programs coordinated approaches to new teacher support
2. Focus groups have been conducted with selected superintendents, principals, directors, and representatives from the NC Department of Public Instruction.
3. Discussion and communication of trends with the education deans, K12 and other selected personnel have transpired over the fall 2007 and spring 2008 semester.

MSA Program Re-visioning

The UNC General Administration has initiated a process to re-vision and re-authorize the current Master of School Administration programs on the following campuses to ensure that the University has the highest quality programs for preparing school leaders: ASU, ECU, ECSU, FSU, NCAT, NCCU, NCSU, UNC, UNCG, UNCP, UNCC, UNCW, WCU, WSSU. This process has been aligned to meet NC State Board of Education expectations that school leadership licensure programs incorporate newly adopted standards and that the programs are organized to best meet the needs of K12 schools in North Carolina

STEM Inventory

The UNC General Administration has hired a graduate student from UNC Chapel Hill to assemble a state-wide systematic inventory of STEM initiatives impacting the preparation of more and better mathematics and science teachers. The inventory will identify initiatives related to the recruitment of individuals into STEM disciplines, in addition to programs and services addressing professional development. Residual resources as a result of past grants or projects will be identified as well. In collecting this information, evaluation practices currently being used to show what works and what does not will be identified and this information will be organized in a usable format for school districts and higher education campuses.

- A gap analysis will be conducted to determine what is missing system-wide and state-wide.
- Action plans will be developed, addressing mathematics first, of key issues that need to be addressed to improve the quality of mathematics preparation in the state.
- Faculty expertise from UNC campuses, as well as expertise from DPI and K12 schools, will be tapped throughout this process to participate in events such as focus groups and expert panels to evaluate and advise us along the way.
- To the extent possible, the action plans will identify time lines, persons/entities responsible for implementation, funding sources, and other associated budgetary information.

Sixth Annual Report

UNC Center for School Leadership Development On Professional Development

Submitted to

The North Carolina State Board of Education

By

The University of North Carolina Board of Governors

July 2006 through June 2007

UNC Center for School Leadership Development
140 Friday Center Drive
Chapel Hill, North Carolina 27517

UNC Center for School Leadership Development

Sixth Annual Report on Professional Development July 2006 through June 2007

EXECUTIVE SUMMARY

Since 2001 the Board of Governors of the University of North Carolina—as required by G.S. 116-11(12a) and G.S. 115C-12(26), which were enacted in 2001 and amended in 2005—has approved and presented to the North Carolina State Board of Education an annual report of the professional development activities of the programs comprising the UNC Center for School Leadership Development (CSLD). The CSLD has implemented President Bowles’ and the NC Legislature’s requirements for the consolidation of the CSLD’s programs and budgets. It is now operating as a fully integrated Center for delivery of services, and budget allocations are based on priority of needs. Because the brand names of the Center programs are so well known, the report will utilize those entities for its organization.

These are the units consolidated:

- NC Mathematics and Science Education Network (NC MSEN)
- NC State Improvement Project in Special Education (NC SIP)
- Principals’ Executive Program (PEP)
- NC Quality Educators through Staff Development and Training (NC QUEST)
- NC Model Teacher Education Consortium (NC MTEC)
- NC Teachers of Excellence for All Children (NC TEACH)
- NC Principal Fellows Program (PFP)

The first four above provide in-service professional development to teachers, school leaders, and administrators currently employed in North Carolina’s public schools. The last three above sponsor pre-licensure training and support activities for aspiring public school teachers and school-based leaders. The reach of these programs in North Carolina is very extensive:

Program	Participants*	Contact Hours
NC TEACH Licensure Credit**	2,508	84,576
Other	15,665	32,900
NC MTEC Licensure Credit**	2,375	129,360
Other	1,223	11,226
NC PFP Licensure Credit**	130	47,760
Other	222	2,596
NC-MSEN	10,927	166,312
NC SIP	2,290	39,375
NC PEP	1,566	55,674
NC QUEST	236	24,491
Totals	37,142	594,270

*duplicated counts; **1 semester hour = 10 contact hours

These participants are drawn from all 115 school districts in North Carolina and from 97 charter schools in North Carolina. Appendix B documents participation by school systems in each of the program areas.

The full report contains information and data from the seven programs listed above. Section 1 of the report contains qualitative information consisting of each program's response to a series of eight questions/prompts. In this narrative section each program addresses successes, least effective activities, priorities, overall impact, issues, costs, and adjustments for 2007-08. A list of LEA's not served in 2006-07 is also included.

Section 2 of the report contains quantitative data regarding the activities of the seven programs, presented in table format with a table for each program. During the period July 2006 through June 2007, the seven programs provided professional development activities to 37,142 participants. These individuals engaged in 594,270 contact hours of professional development. The participants included current employees from the 115 local school systems and 97 charter schools throughout North Carolina as well as individuals enrolled in pre-licensure teacher and administrator training through Center programs.

This report is presented to the Board of Governors of the University of North Carolina for approval. Upon approval it will be forwarded to the North Carolina State Board of Education for review and comment. Refer to Appendix A for the State Board of Education's response to the 2005-06 Professional Development Report. The next report (2007-08) will document the CSLD's response to the State Board of Education's requests for the current year.

The expenditures for the professional development reflected in this report, and included in the UNC budget by program and source, are as follows:

Program	Direct State Appropriations	Other Sources
NC Teach	488,013	105,856
NC MTEC	2,611,872	638,200
NC PFP	165,673	3,620,000
NC MSEN	365,117	3,109,079
NC SIP	--	246,281
NC PEP	1,949,505	651,257
NC QUEST	--	1,697,974
Totals	5,580,180	10,068,647

UNC Center for School Leadership Development

Report on Professional Development July 2006 – June 2007

SIXTH ANNUAL REPORT

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UNC Center for School Leadership Development

Report on Professional Development July 2006 – June 2007

SIXTH ANNUAL REPORT

Introduction

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, as required by G.S. 115C-12(26) and G. S. 116-11(12a). These statutes, as amended in August 2005 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 seven programs operating as the UNC Center for School Leadership Development for the period July 2006 through August 2007.

UNC Center for School Leadership Development – Mission

The UNC Board of Governors created the University of North Carolina Center for School Leadership Development (CSLD) in 1997. The Center was created in order to extend the resources of higher education to the public schools by offering a comprehensive selection of professional development opportunities designed for educators, ranging from novice teachers to veteran administrators and teacher-leaders. Professional development programs conducted within the Center are aligned with the State Board of Education goals that incorporate the belief that every student is entitled to competent, caring administrators and teachers.

The UNC Center for School Leadership Development's mission, in alignment with the strategic priorities of the University and the public schools, is to promote a community of individual and collective learners who meet the leadership challenges of advancing student and school success in North Carolina. We do this through the design and delivery of premier professional development for public school educators and contribute to school-based research providing evidence of best practices.

UNC Center for School Leadership Development – History

In 1993 the legislative Educational Leadership Task Force recommended the creation of a state Leadership Academy to serve the needs of all school administrators statewide. In 1995 the State Board of Education (SBE) adopted a resolution urging the General Assembly to enact appropriate legislation to support the full list of recommendations from the Educational Leadership Task Force. The SBE also recommended the creation of a Leadership Academy that would incorporate the Principals' Executive Program. In 1995 the General Assembly passed legislation (House Bill 29) requiring the UNC Board of Governors to conduct a study and to develop a plan for ongoing professional development and continuing education for all public school teachers and administrators. Two of the current programs which comprise the UNC Center for School Leadership Development were identified to be part of the plan developed by the Board of Governors: the Principals' Executive Program and the NC Mathematics-Science Education Network.

In 1997, the president of the University of North Carolina recommended to the University Committee on Educational Planning, Policies and Programs the establishment of an inter-institutional center, the UNC Center for School Leadership Development. The Center was to be established by March 30, 1997 and included the following programs: an Executive Academy for superintendents, the Principals' Executive Program, the Principal Fellows Program, the NC Center for the Advancement of Teaching, the NC Center for the Prevention of School Violence, the NC Mathematics-Science Education Network and the NC Teacher Academy. In subsequent years the NC Model Teacher Education Consortium, NC Teachers of Excellence for All Children, and NC State Improvement Project/NC Restructuring Initiative in Special Education were added to the roster of programs under the umbrella of the UNC-CSLD. The Executive Academy has not been developed. The NC Center for the Prevention of School Violence was transferred from the Center to the Department of Juvenile Justice in 2000. NCCAT and the NCTA were removed from the CSLD umbrella in 2006.

In October 2001 a new UNC-CSLD facility was completed and opened for business. Along with the UNC Vice-President for University-School Programs and the Professional Development Coordinator, the facility initially housed a number of programs, and is currently home to six of the Center's current seven programs: the North Carolina Mathematics and Science Education Network (NC-MSEN), North Carolina Teachers of Excellence for All Children (NC TEACH), Principals' Executive Program (PEP), North Carolina Principal Fellows Program (PFP), and the North Carolina State Improvement Project (NC SIP). The Center's Professional Development Coordinator directs the federally-funded North Carolina Quality Educators through Staff Development and

Training (NC QUEST). The other CSLD program, the North Carolina Model Teacher Education Consortium (NC MTEC), is located in offices outside the CSLD.

The CSLD facility also houses the James B. Hunt, Jr. Institution for Education Leadership and Policy and LEARN NC. These two organizations are affiliated partners of the CSLD, but are not included in the seven programs that operate as part of the CSLD.

Additional information, including links to all of the Center's programs and affiliated partners, can be accessed through the CSLD web site at csld.northcarolina.edu.

The Report

The following pages detail the professional development provided statewide by the seven programs comprising the UNC-CSLD during 2006-07.

Section 1 contains qualitative information consisting of each program's response to a series of eight questions/prompts:

1. What was your major success in 2006-07?
2. What aspects of your program were least effective?
3. What areas received your highest priority?
4. Summarize the impact of your program.
5. What major issues did you confront in the course of the year?
6. What was the total cost (including support services and indirect costs) of providing the activities reported in the quantitative sections?
7. In 2007-08, what adjustments will you make to target new areas and/or increase the effectiveness of your program?
8. List the LEA's that were not served by your program in 2006-07.

Section 2 contains quantitative data regarding the activities of the seven programs presented in table format with a table for each program. Each table includes a descriptive name/title of each activity, the type of activity by code, the number of contact hours involved in each activity, the number of participants, the total number of contact hours, the number of LEA's served, and the beginning and ending dates of the activity. The codes for type of activity are:

- A – non-residential, one-day activity
- B – non-residential, multiple-day activity
- C – residential, one-day activity
- D – residential, multiple-day activity.

The following table summarizes this data:

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Other	15,665	32,900
NC MTEC Licensure Credit**	2,375	129,360

Other	1,223	11,226
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QUALITATIVE INFORMATION

UNC Center for School Leadership Development
Professional Development Report
July 2006 – June 2007
Qualitative Information

North Carolina Teachers of Excellence for All Children (NC TEACH)

About NC TEACH

The UNC CSLD Educator Recruitment and Pre-Service Training of New Teachers category of services includes the North Carolina Teachers of Excellence for All Children (NC TEACH) program. This is a statewide lateral entry teacher preparation program for mid-career professionals, developed jointly by the NC State Board of Education and the UNC Board of Governors. Initially funded from Title II of the Higher Education Act, it is currently supported through state funds. The program recruits, trains, advises and supports highly skilled mid-career professionals who seek to enter the teaching profession. Licensure areas include middle grades (6-9) mathematics, science, language arts, and social studies; secondary grades (9-12) mathematics, science, social studies and English; K-12 Second Language (Spanish, French); K-12 Special Populations, Elementary Education, and many others. Program components include recruitment, advisement, orientation, summer institute, fall and spring semester courses, PRAXIS content exam preparation, mentoring, and employment assistance. The face-to-face program is currently hosted at twelve university host site locations. Four universities now also host NC TEACH OnLine. All UNCC fast track and MAT programs are NC TEACH Affiliate Programs.

The NC TEACH II federal grant project, receiving \$2.7 million over five years, was established in 2006. Offered at UNCP, UNC-CH, WCU and ECU, NC TEACH II recruits and prepares teachers of mathematics, science, and special populations for high need school districts in North Carolina.

NC TEACH includes a pre-service preparation phase and ongoing courses and mentoring support through the first and second year of teaching. Program phases include: recruitment/selection; preparation; induction/support/mentoring; and career development/placement/retention of teachers. NC TEACH is unique in that it is a comprehensive, cohort based program that offers support and advisement that begins with the recruitment of the prospective teacher, and extends through all program courses and activities through the licensure process. Participants do not “just take a bunch of courses” but participate in a supportive university-based learning community around a comprehensive, high quality series of modules/courses, activities, and support that are appropriate to the development of a beginning teacher through his/her first and second year in the classroom.

1. What was your major success in 2006-07?

- ✿ NC TEACH recruited and enrolled 548 participants in its face-to-face, online, and blended pre-service training programs for lateral entry teachers across the state.
- ✿ NC TEACH II, focused on the recruitment, preparation, and retention of teachers for identified high need school districts in North Carolina, completed its first year of operation with 42 participants at four host sites. UNC Pembroke was newly established, along with expansions at ECU, WCU, and UNC-CH, all designed to strengthen current services for lateral entry teachers. NC TEACH II participants received stipends and laptops (\$3000 each) for their participation in the program and a three year commitment to teach in a high need school in North Carolina.
- ✿ Recruitment activities based on predetermined goals (Noel Levitz) were more focused and strengthened to include more collaboration with universities, community colleges, college of arts and sciences, military bases, LEAs, Troops to Teachers; conferences; information sessions; job fairs; targeted mailings; collaborative mailings with other CSLD programs; linked websites; e-recruitment strategies; expanded sponsorships with television, radio, and advertising firms; and local outreach via word of mouth and presentations by existing program participants. Three university host sites (WCU, ECU, and NCSU) enrolled more than 100 NC TEACHERs per site as a result of these efforts.
- ✿ The NC TEACH eMSS program, in collaboration with the North Carolina Department of Public Instruction, partnering with The New Teacher Center, Santa Cruz, California, offered online mentoring to middle grades and secondary science teachers in North Carolina. Funded by the National Science Foundation (NSF), it brought stipends, training, and online science and mathematics content based support modules for mentors and mentees across North Carolina. Through NC TEACH, 65 mentors and 115 mentees participated in the program and received stipends from the NSF that amounted to \$145,000 in 2006-2007.
- ✿ The NC TEACH Online program expanded from three to four host sites during 2006-07. Models included completely online and blended courses.
- ✿ A new NC TEACH and NC TEACH II website was developed during 2006-07 and went live in May 2007. New content, more efficient recruitment and referral components and an online registration system was developed for the new site. New sections include information for LEAs, teacher resources, licensure information, FAQs sections, and the NC TEACHER feature that highlights a variety of program participants and their new careers in teaching. All site coordinators and program staff were

oriented to ncteach.net and received training on Contribute software that allows site coordinators to access and edit their program home pages remotely.

- During this time period the program has continued to evolve to provide participants the following: 1) more time to find teaching positions, 2) alternative schedules and start dates (May, August, and January) 3) increased access during weekends and evenings 4) increased access regardless of geographic location (completely or blended online versions are), 5) an opportunity to transfer credits to an MAT program, 6) expanded licensure offerings; and 7) a one-stop shop that helps reduce the confusion and barriers to becoming a licensed teacher in NC.

2. What aspects of your program were least effective?

- Supporting online course faculty developers from our central office uses a considerable amount of resources and steps have been taken to decentralize portions of this function and secure the necessary resources at local campuses.
- Issues and barriers around online course development and transfer to new host sites are a challenge due to access of courses and materials. It is hoped that NC TEACH and/or the UNC CSLD will examine the feasibility of securing its own on-site server for archived online courses and professional development materials. This would make access, distribution, and transfers more efficient. Or, possibly move to open source course management systems such as Moodle.

3. What areas received your highest priority?

- Working closely with 13 NC TEACH host sites to provide expanded recruitment, pre-service training, and support services for new lateral entry teachers in North Carolina.
- Developing, expanding, and strengthening the four NC TEACH II host sites focused on recruiting and training qualified math, science, and special populations teachers for identified high need school districts in North Carolina.
- Collaborating with NC DPI in offering the eMSS online mentoring program for science and mathematics teachers in North Carolina.
- Collaborating with UNC initiatives around teacher recruitment (Noel Levitz), mathematics and science online content course development (UNC-Community College 2 + 2 Initiative), and UNC Online.

- Collaborating with other UNC CSLD programs in recruitment and pre-service training activities.
- Developing a new website aimed at strengthening recruitment and referral services for potential lateral entry teachers and a better distribution of program information for new teachers and hiring LEAs.

4. Summarize the impact of your program.

To date, more than 2,000 NC TEACHERs have been employed in 103 school systems in NC. The retention rate for NC TEACHERs after the first year of teaching is over 80%. The third year retention rate for the 2000, 2001, 2002, and 2003 cohorts is 74%. NC TEACHERs who obtained the NC lateral entry, clear initial, or continuing teaching license: Cohort 2000: 98.2%; Cohort 2001: 91.4%; Cohort 2002: 94.5%; Cohort 2004: 91.7%. Eighty-two percent of NC TEACHERs in cohorts 2000, 2001, and 2002 obtained their clear initial or continuing license (requires three years of teaching experience). NC TEACH enrolls and prepares more secondary math and science teachers per year than any other single teacher education program in the state.

The name NC TEACH is strongly branded, and teachers prepared through the program are highly respected by school administrators and educators across NC. Its comprehensive, multi-media statewide marketing and public relations campaign resulted in increased enrollment by almost 400% in the first four years of the program's operation. Applications increased from 198 to almost 1,500 during that time. In year five, the federal grant funds for NC TEACH ended (reducing program funds by about 60%) and the NC DPI established three alternative regional licensing centers in NC, which in effect, offered a "short cut to licensure," and siphoned off a large number of NC TEACH candidates. Despite these factors, NC TEACH has continued to recruit and enroll 350 - 450 new teachers per year. In year five (2004 – 05), 368 participants enrolled in the face-to-face and online programs, and 967 were enrolled in NC TEACH affiliate programs at constituent UNC campuses. In 2005 – 06 (year six), 418 participants enrolled in the face to face and online programs, and over 1,500 were enrolled in NC TEACH Affiliate Programs. 548 participants enrolled in NC TEACH during 2006 – 2007 (year seven). 42 participants enrolled in the NC TEACH II program in 2007. Diversity in participants increased from 14% to over 30% from 1999 to 2006. NC TEACH distributes information about its affiliate programs at informational sessions for lateral entry and potential teachers at local school districts upon request. The number of requests for these sessions (50 – 150 attendees per session) has increased by 240% since 2004. NC TEACH II awarded stipends and laptops in the amount of \$126,000 to 42 new teachers who committed to teach at a high needs district for at least three years. The NC TEACH eMSS online program served 115 and 65 mentors in the areas of science and mathematics across the state. Stipends for mentors and mentees were awarded in the amount of \$145,000 during 2006-07.

5. What major issues did you confront in the course of the year?

Lack of resources: The NC TEACH II Transition to Teaching grant and partnership with The New Teacher Center brought in additional resources allowing the program to give stipends and laptops to program participants and stipends to mentors and mentees. However, when the grant and online mentoring project runs out, these funds will no longer be available to assist and support new teachers of mathematics and science as they prepare for and take positions in the high need districts in North Carolina.

Technology: Challenges were faced in regards to developing, replicating and transferring Blackboard online courses among universities. It was difficult to set up course revision and transfer protocols, solve problems related to different versions of courseware, and successfully meet multiple deadlines for the various projects within tight time constraints.

6. What was the total cost (including support services and indirect costs) of providing the activities reported in the quantitative sections?

The bottom line for NC TEACH is the number of new teachers recruited, prepared and retained for public schools in North Carolina. Expenditures from the state appropriation for the program from July 1, 2006 – June 30, 2007 were \$488,013. This was supplemented by \$105,856 from one federal grant. During that time 548 new teachers participated in the year-long NC TEACH program, and secured employment at local LEAs.

7. In 2007-08, what adjustments will you make to target new areas and/or increase the effectiveness of your program?

- Work closely with other UNC CSLD programs in further strengthening and delivering educator recruitment and pre-service training services for new teachers in North Carolina.
- Increase the total number of participants of NC TEACH, NC TEACH II, and NC TEACHing Communities to 650 per year, including 100 specifically for high need districts.
- Increase the number (100 per year) of highly qualified teachers (math, science, special populations) in selected high need school districts in North Carolina through targeted recruitment at identified schools.
- Provide increased/expanded access to NC TEACH OnLine for individuals of high need school districts seeking licensure in mathematics, science, and special populations.
- Provide increased access to NC TEACH face-to-face programs by working with LEAs to set up on site host sites.
- Continue to strengthen new website recruitment and referral components and maximize capacity for online application and data tracking.
- Provide online program and course evaluations.
- Develop data tracking system for NC TEACHERs.
- Develop better online program materials and e-recruitment strategies including quarterly e-newsletters, online ads and e-messaging via list serves.

- Explore development of online pre-service and induction materials.
- Explore use of open source online course management systems (i.e. Moodle).
- Provide more training for staff and coordinators around technology and online applications (courseware, project management).
- Continue work with NCSIP in focusing on assuring that special education teachers produced through the lateral entry program demonstrate the instructional skills needed to improve school performance for students with disabilities.
- Continue work with NC Model Teacher Education Consortium to provide for tuition assistance grants for NC TEACH and NC TEACH affiliate program participants.
- Continue work with UNC-NC Community Colleges 2 + 2 Initiative on the development of online mathematics and science content courses for lateral-entry teachers.
- Continue work with UNC Schools of Education on implementation of statewide and individual teacher recruitment plans (Noel Levitz).
- Continue work with UNC Teacher Recruitment Coordinators and associated network.

8. List the LEA's that were not served by your program in 2006-07.

Gates, Camden, Pasquotank, Chowan, Perquimans, Washington, Pamlico, Greene, Wilkes, Asheboro City, Mooresville, and Kannapolis.

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Qualitative Information

North Carolina Model Teacher Education Consortium (NC MTEC)

1. What was your major success in 2006-07?

Our major success for 2006-07 was that we were able to build upon our existing services and increase client participation by 27% from 2005-2006. Overall, we served 2,490 clients. Below are highlights of what we consider part of our success for 2006-07.

- Established partnerships with additional IHE's, NC A& T, NC State, Western Carolina, Duke University (special partner) and Elon University
- Established LEA specific graduate level cohorts
- Increased the number of paraprofessionals who completed their teacher education program with the support of NCMTEC from 16 in 2005-2006 to 43 in 2006-2007.
- Moved from face to face registrations to web based registration by improving NCMTEC's website to allow for online advising and course registration.
- ETS designated NCMTEC as reporting agency, authorized to Praxis test scores reported directly to us. It is crucial for our program to obtain follow up data about our clients. We need to know if clients complete licensure and degree programs after receiving our services, if they pass Praxis tests after they take our seminars, and if they continue to teach after taking benefiting from our services.

2. What aspects of your program were least effective?

- With an increased demand for our services, decisions had to be made as to how to optimize our expenditures. This was especially a challenge in the areas below.
- Regional face-to-face registration and advising was phased out because of the volume of clients served and because of the development of an on line registration system.
- New book reimbursement service was eliminated because of the escalating cost and because of the variations across universities in how the direct billing was handled.

3. What areas received your highest priority?

- Sponsored courses: Working with partner IHE's to secure, advertise, register, and pay for needed courses of our clients was, and always is, a major priority for our program. Such courses help lateral entry, emergency permit, and provisionally licensed teachers complete their licenses, as well as graduate degree programs. They also help paraprofessionals complete their first education degree program.
- Seminars and conferences: We have found that our clients are in desperate need of support that traditional coursework does not cover. Creating meaningful Praxis preparation seminars and conferences that covered content our clients are not being exposed to in their LEA staff development programs or in university coursework was a priority we consider involved time well spent.

4. Summarize the impact of your program.

- Assistance to educators with comparatively low income: 2490 clients in 49 partnering school systems were able to work towards completion of their education degree and / or licensure requirements by paying only \$80 per community college course, \$80 per undergraduate university course, and \$200 per graduate education course. Such tuition savings have kept lateral entry teachers employed in our partner school systems, cutting down on their cost barrier for taking courses. In addition, these courses were offered over the internet, or were face to face (typically off the university campuses), so the barrier of distance to courses was addressed for our clients.
- Assistance to minorities: 53% of paraprofessionals seeking their first education degree with assistance of the Consortium are non-white. 45% of teachers clearing a teaching license or seeking a graduate degree with the Consortium's assistance are non-white. The Consortium's tuition, book, seminar, conference, and advising services, all together, work to encourage and assist a high percentage of non-white individuals in their required and optional educational pursuits.
- Assistance in high need LEA's and schools: The consortium has a presence in over 350 schools designated as Title I. We sponsored AIG add on licensure programs in several of our partnering school systems housing low performing schools. These school systems and schools are faced with unique curriculum, student services, and community needs that the Consortium, with our collaborative partnerships, can help meet.

5. What major issues did you confront in the course of the year?

- The expansion and creation of new services for our clients, along with the increased presence of NCMTEC's Regional Directors has generated an increased demand for our services. For this reason, we have had to reevaluate the cost of providing services and in some instances have had to pass part of the increased cost along to our clients.
- A major issue for us is to seek additional funding from the General Assembly or reduce services to our partnering school systems.

- Another issue facing NCMTEC is the lack of written criteria for Consortium membership. A challenge for us is to develop written criteria, and once it is in place evaluate our current partners in order to determine if we are serving teachers in our neediest school systems.
 - An additional challenge is our inability to predict how many clients will request tuition assistance during a semester. Our inability to predict how many courses we will assist with is a major barrier to our being able to manage our budget.
6. What was the total cost (including support services and indirect costs) of providing the activities reported in the quantitative section?

Expenditures from the state appropriation for the program during 2006-07 were \$2,611,872. In addition \$638,200 was spent utilizing membership fees from participating school systems.

7. In 2006-07, what adjustments will you make to target new areas and/or increase the effectiveness of your program?
- Adjust the cap for payment to private IHEs for sponsored courses.
 - Develop criteria for membership and evaluate our current partners as to whether they meet the criteria for membership.
 - Target paraprofessionals with four-year degrees working in partnering school systems for licensure only programs through our partnering universities.
 - Increase the amount of time spent in partnering LEAs providing information about our services.
 - Work with LEAs, Community Colleges and IHEs to develop cohort based graduate, undergraduate and add-on licensure programs, especially in the Northeastern part of the state.
8. List the LEA's that were not served by your program in 2006-07.

Alexander, Alleghany, Anson, Ashe, Asheboro City, Asheville City, Avery, Buncombe, Burke, Cabarrus, Caldwell, Carteret, Caswell, Catawba, Chapel Hill-Carrboro, Charlotte-Mecklenburg, Cherokee, Clay, Cleveland, Craven, Currituck, Dare, Davidson, Davie, Elkin City, Gaston, Graham, Guilford, Haywood, Henderson, Hickory City, Hoke, Iredell-Statesville, Jackson, Kannapolis City, Lee, Lincoln, Macon, Madison, McDowell, Mitchell, Montgomery, Moore, Mooresville, Mount Airy City, New Hanover, Newton-Conover, Orange, Pender, Pitt, Polk, Rockingham, Rowan-Salisbury, Rutherford, Scotland, Stanly, Stokes, Surry, Swain, Thomasville City, Transylvania, Union, Wake, Watauga, Wilkes, Winston-Salem / Forsyth (non-equity plus schools, Yadkin

UNC Center for School Leadership Development
Professional Development Report
July 2006 – June 2007
Qualitative Information

North Carolina Principal Fellows Program (NC PFP)

1. What was your major success in 2006-07?

The NC PFP provided 36 school systems in NC with high quality administrative interns during the entire school year. These second year Fellows, while completing internship requirements for their full time MSA degree program, were able to assist schools in each of these districts with routine administrative services in personnel, budget, curriculum and instruction, and student discipline.

2. What aspects of your program were least effective?

It is a persistent challenge to discover effective ways to recruit quality individuals to be Principal Fellows. Other than the first year of the Principal Fellows Program, recruitment for the Principal Fellow Class 14 during the 06-07 year yielded the smallest class of Principal Fellows on record.

3. What areas received your highest priority?

The pursuit of up to date and effective recruitment strategies was a priority during the year. In addition, The NC PFP strove to provide meaningful enrichment seminars for Fellows that would equip them with skills and knowledge to help them perform well during their coursework, internship, and future employment as administrators.

4. Summarize the impact of your program.

In addition to 36 school systems having the presence of 72 high quality administrative interns throughout the year, all 72 completed their MSA degrees in the Spring of 2007. Of those 72, 50 have already found employment as assistant principals or principals in NC public schools.

5. What major issues did you confront in the course of the year?

None noted

6. What was the total cost (including support services and indirect costs) of providing the activities reported in the quantitative sections.

Expenditures from the state appropriation to directly support this program were \$165,673 in 2006-07. In addition the General Assembly appropriated \$3,620,000 to provide scholarships for participating Principal Fellows.

7. In 2007-08, what adjustments will you make to target new areas and/or increase the effectiveness of your program?

Plans have already been enacted to improve recruitment efforts. Visits have been made to personnel director meetings across the state in the Fall of 2006, which served to advertise the program and clear up misunderstandings about the program. Advertisements about the program have also been emailed through list serves of other CSLD programs (NC Model Teacher Education Consortium and NC Principals' Executive Program), in addition to the NC Personnel Directors list serve and the NC Superintendent list serve, both obtained from the NC Department of Public Instruction.

Preliminary conversations have been held regarding bringing on two additional UNC campuses as Principal Fellows campuses: Elizabeth City State University and UNC Pembroke. Both universities have service areas that have traditionally been underrepresented in Principal Fellow participation.

8. List the LEA's that were not served by your program in 2006-07.

Alexander, Alleghany, Anson, Ashe, Asheboro City, Avery, Beaufort, Bertie, Burke, Camden, Caswell, Chatham, Cherokee, Clay, Cleveland, Clinton City, Columbus, Currituck, Dare, Davie, Duplin, Edenton/Chowan, Edgecombe, Elizabeth City / Pasquotank, Elkin City, Franklin, Gaston, Gates, Graham, Granville, Hertford, Hickory City, Hyde, Jackson, Jones, Kannapolis City, Lexington City, Macon, Madison, McDowell, Mitchell, Montgomery, Moore, Mount Airy City, Nash / Rocky Mount, Newton-Conover City, Northampton, Pamlico, Perquimans, Person, Polk, Randolph, Richmond, Roanoke Rapids City, Robeson, Sampson, Scotland, Stokes, Surry, Swain, Thomasville City, Transylvania, Tyrrell, Union, Vance, Warren, Washington, Weldon City, Wilkes, Yadkin

UNC Center for School Leadership Development
Professional Development Report
July 2006 – June 2007
Qualitative Information

North Carolina Mathematics and Science Education Network (NC-MSEN)

1. What was your major success in 2006-07?

In 2006-2007, the major statewide success of the North Carolina Mathematics and Science Education Network (NC-MSEN) was the design and implementation of its *Statewide Institute for Teaching Excellence (SITE)*, which includes several programs, each of which addresses a specific topic. The SITE, which grew out of the 2006 NC-MSEN Rationalization Plan, focuses on improving the content and pedagogical content knowledge of PK-12 teachers through standards- and research-based professional development opportunities that are aligned with the *North Carolina Standard Course of Study* (NCSCOS). The SITE also focuses on areas that are cited by the State Board of Education (June 2007) as either “needing continued / on-going professional development” or “needing specific support (based on increased graduation requirements).”

The inaugural program, SITE: 3-5 Science, was developed and piloted, beginning in late June 2006 and continuing through fall 2007. An extremely short teacher recruitment period resulted in the participation of 118 elementary teachers. They were engaged in nine days of instruction with inquiry-based curricula that focused on ecology; energy, forces and motion; the rock cycle; and weather and climate – major NCSCOS science themes for Grades 3-5. Emphasis was placed on science content; the authentic integration of literacy, mathematics, and technology; science assessment; and managing science materials.

Of the 38 school districts that were represented, 42% were low-wealth and 62% rural. Most (78%) of the 96 schools represented by the participants were Title I. The majority (84 %) of the teachers indicated that their reason for Institute participation was to upgrade their science skills or knowledge. Eighty-eight percent of these teachers, as might be expected, did not have a science major / minor or science licensure. The actual teaching experience of this group of SITE: 3-5 Science participants ranged from 0 to 36 years, with an average of 10.5 years.

The participating teachers indicated that: (1) the information would be used regularly in their classrooms (94%); (2) the science concepts were substantive (95%); (3) their science content knowledge increased (99%); and (4) their knowledge of effective teaching strategies increased (94%).

Other SITE programs, which were developed and readied for piloting, starting in late June 2007, include:

- **SITE: Content Area Reading in Science and Mathematics (CARSAM).** This new week-long institute in content area reading for middle and high school teachers of science and mathematics addresses the need for “reading and writing in content areas.” The course’s pilot offering began in late June 2007 and continued in October.
- **SITE: Biology,** developed and piloted in collaboration / cooperation with the NC Department of Public Instruction (NCDPI), addresses content, misconceptions and instructional and assessment strategies with the intent of improving student achievement. Biology is one of the “areas needing specific support.”
- **SITE: Geometry,** developed and piloted in collaboration / cooperation with the NCDPI, focuses on content and pedagogical strategies. The content covers analytic and transformational geometry, polygons, circles and geometric probability while the pedagogy addresses using technology; teaching theorems on circles and polygons; completing the entire curriculum in the allotted time; and combining objectives.

SITE: Advanced Functions and Modeling (AFM) preceded the formal establishment of SITE by at least two years. Advanced Functions and Modeling is the newest mathematics course that is offered in North Carolina high schools to help students fulfill the 2006 UNC admissions requirement that all students have two years of mathematics beyond Algebra II. The SITE: AFM curriculum is set so teachers will learn the course content, with a focus on concepts such as data analysis, mathematical models, and the process of using functions to model real-world phenomena. The interactive, hands-on sessions also include calculator technology, pedagogy and assessment.

In addition to the SITE, individual NC-MSEN Centers have cited successful non-statewide efforts that serve schools and school districts in their service regions / areas of responsibilities. They include:

- **The Project Learning Tree (PLT) Workshop.** Facilitated by the PLT team, participants gained knowledge about topics mostly in ecology and forestry. This award-winning environmental education program is designed for teachers, including PreK-8 education majors, and other educators who work with PreK-12 students.
- **Camp Robot.** This program was offered in response to requests made by several LEAs that had teams involved in the LEGO League robotics competition. Although LEGO robotics and the competition were popular enrichment activities in their schools, teachers responsible for leading the teams had no training or experience in this area. This one-week program made a dramatic difference in the participants’ ability to teach robotics to their middle school students. They worked much more independently in coaching students than they had in the previous year. Many students attended the state competition and received awards.

- **The TI-83/84 Teacher Short Course.** Texas Instruments designed and conducted this course, which targets in-service middle and high school mathematics teachers. It covers topics such as number relations, geometry, algebra, probability / statistics / data analysis, and calculator applications. The technology to which teachers were exposed included the TI-73 Explorer, TI-84 Plus, CBL 2, CBR and TI-Navigator System. Course participants were very positive about the hands-on approach; their exposure to technology and interactive learning experiences; the knowledge gained about how technology can facilitate graphing and other skills, as well as learning mathematics concepts; and the beneficial classroom resources that were provided.
- **North Carolina Middle Mathematics Institutes.** Two-day, grade-specific institutes for teachers of mathematics in grades 6, 7, and 8. The institutes were planned and taught by lead teachers from the NSF-funded North Carolina Middle Mathematics Project and were offered at school sites in Guilford County, Orange County, Currituck County, and other LEAs. These institutes have paved the way for LEAs in the northeast to become more involved in NC-MSEN professional development opportunities
- **NCSLA Science Leadership Fellows Program.** This two-year program brings together cohorts of science leaders or prospective science leaders, such as classroom teachers; science department chairpersons; science lead teachers; central office science supervisors; and other administrators, as well as any other professional who is in or may soon be in a position of science education leadership in North Carolina. The educators who are members of the current cohort are in Year Two of the two-year program, which meets ten days a year. These activities are supported by a grant from the Burroughs Wellcome Fund and by the local school systems.
- **Durham Math-Science Partnership Program.** This Partnership, which is funded by an MSP Cycle 1 grant from the NC Department of Public Instruction (NCDPI), provides graduate-level professional development for teachers in Durham Public Schools. Teachers receive assistance in securing initial licensure and / or the “Highly Qualified” status. Two courses, Physical Science and Algebra, were offered very successfully during the year.
- **Mathematics Education Leadership Training (MELT) Program.** Eight mathematics courses for high school teachers which are offered each summer. This highly successful program offers graduate credits to teachers who are working on master’s degrees in mathematics education and awards license renewal credits to others.
- **Science and Mathematics Resource Rooms.** Well-stocked resource rooms are heavily used by pre- and in-service teachers. In-service teachers check out materials to help with their classroom teaching. Pre-service teachers use the resource room to prepare lesson plans and also to check out materials to use in demonstration classes or in their teaching internships.

- **North Carolina Partnership for Improving Mathematics and Science (NC-PIMS).** All professional development activities designed and conducted by the NC-PIMS initiative have been determined successful by the analyses of formal evaluations. The activities include the design and implementation of the *Lenses on Learning* course for 65 K-8 principals; a graduate-credit mathematics course for secondary (6-12) mathematics Lead Teachers; instructional leadership development for 250 Lead Teachers; and 12-hour mathematics professional development workshops for 6000 teachers of mathematics. Through their professional development training, NC-PIMS Facilitators were successful in designing high-quality leadership training and mathematics workshops for the Lead Teachers. Lead Teachers, in turn, have conducted successful mathematics workshops for their peer teachers. Lead Teachers have become more competent and confident in their mathematical knowledge through formal, graduate-level coursework. These courses have provided rigorous mathematics content information in contexts relevant to K-5 and 6-12 teaching situations. The NC-PIMS design is such that the success of one layer is dependent entirely upon the success of the previous layer of professional development.

2. What aspects of your program were least effective?

The consensus among the NC-MSEN professional development centers continues to be that:

- low enrollments / participation make the offerings less than cost-effective. The most effective programs among the Centers have generally occurred in response to school districts with specific needs.
- the level of program evaluation that is indispensable for determining true program effectiveness is wanting. Insufficient evaluation resources (personnel and financial) are available to the NC-MSEN Central Office, as well as the Center for Research and Evaluation, to ensure the identification of areas where the NC-MSEN programs are least effective.

3. What areas received your highest priority?

The following represent the highest priorities among the Network's professional development centers:

- **The NC-MSEN *Statewide Institute for Teaching Excellence (SITE)* in Science and Mathematics.** It is important to continue the design / development and full implementation of the *Statewide Institute for Teaching Excellence (SITE)* programs to improve the content and pedagogical content knowledge, as well as assessment skills / knowledge of PK-12 teachers of mathematics and science. Each SITE program also will continue to address the state's professional development needs, with special attention to teacher knowledge and instructional skills and the needs low-performing school districts and low-performing and hard-to-staff schools. Whether end-of-

course (EOC) and end-of-grade (EOG) assessments increase or decrease, classrooms must be populated by teachers who have much deeper content knowledge, excellent instructional skills that benefit diverse students, and knowledge of appropriate classroom assessments. It is through the NC-MSEN SITE programs that a difference can begin to be made in mathematics and science education among PK-12 teachers.

- **Continued Collaboration with NC Department of Public Instruction (NCDPI).** This relationship includes the development of SITE and other professional development programs, as well as joint work with the NCDPI mathematics and science workshops and leadership institutes. The NCDPI knowledge and support of NC-MSEN programs will help ensure: (1) that the State Board of Education's priorities in mathematics and science are addressed programmatically and (2) larger teacher enrollments in the Network's professional development opportunities that are designed to address those priorities.
- **K-16 Partnerships.** These include professional development partnerships established by individual NC-MSEN Centers on and off campus. These are indispensable for helping Centers "stretch" their limited resources. Highest priority also is given to sustaining adaptable elements of the NC-PIMS, *i.e.* Cascade Model of Professional Development, professional development (*Lenses on Learning*) of K-8 principals, community-based student encouragement / parental involvement programs. Lessons learned from various iterations of partnerships will be used to improve NC-MSEN programs.
- **Mathematics and Science Resource Rooms:** Teachers (pre- and in-service) must continue to benefit from having mathematics and science materials available for use in classrooms and other venues.
- **Pre-College Students and Parents.** Although this aspect is not part of teacher professional development, Centers without an NC-MSEN Pre-College Program (PCP) site indicate that their programs for pre-college students and parents are high priority. The various programs, *e.g.* Family Math, Family Science, Summer Ventures in Science and Mathematics, and Science Olympiad, for students and parents or students only are highly successful. In addition to the knowledge of mathematics and science generated by these programs, they positively affect community-school relations and increase student-parent and student awareness of the importance of mathematics and science.

4. Summarize the impact of your program.

The NC-MSEN programs are rather diverse in subject matter, grade levels and geographic location. The quantitative report exhibits teacher numbers and professional development contact hours, thereby indicating that the NC-MSEN standards- / research-based programs, which use best practices, are attracting teachers from most of the state's LEAs. However it is difficult at best to know the impact of any professional development program. A summary of impacts follow.

- The impact on teachers' professional growth is shown through enrollments and successful matriculation in master's degree programs, earned credits for initial

licensure, license renewal credits, and the receipt of certification from the National Board of Professional Teaching Standards (NBPTS) especially at elementary and middle school levels. These teachers continue to be participants in one or more of the following or other programs:

- a. North Carolina Partnership for Improving Mathematics and Science (NC-PIMS)
- b. Durham Math-Science Partnership
- c. North Carolina Science Leadership Association's Fellows Program
- d. Carolina Online Lateral Entry Program
- e. Mathematics Education Leadership Training (MELT) Program.
- Teacher professional development in Advanced Functions and Modeling and Discrete Mathematics continue to result in students' being prepared to meet the 2006 mathematics requirement for admission to UNC campuses.
- The relationship between the work of the professional development centers and university professors has influenced some faculty members' work in pre-service education -- teacher education or other.
- Teacher evaluations of Centers' programs continue to show consistently that the majority of teachers (90-100%) find that the professional development activities in which they are involved:
 - a. had accurate, current, in-depth and challenging content that increased their knowledge
 - b. used appropriate instructional techniques, materials, and technologies that helped improve their pedagogical skills
 - c. were relevant, useful, and valuable for their current teaching assignment and met their most pressing need for content and instructional strategies
 - d. provided useful methods for transferring their new knowledge and skills to the classroom.
- Mathematics and science resource rooms are beneficial for teachers from LEAs with limited resources. Teachers are able to borrow materials for use in their classrooms, thereby ensuring that teaching and learning are improved. Likewise this resource is value-added for pre-service teachers, including those classified as lateral-entry.
- More teachers have been exposed to the NC-MSEN and its individual Centers through the SITE and non-SITE program activities.
- Overall, the NC-PIMS Cascade Model of professional development

**Facilitators → Lead Teachers → Classroom Teachers
with the collateral support of the**

Lenses on Learning Program for K-8 Principals

is the over-arching professional development program that has been *most* successful in bringing about improved standards-based instructional practice in mathematics classrooms. It also has high potential for leading to improved student mathematics achievement. At the same time, the project has supported parental involvement in student learning, as well as student encouragement, through mathematics activities that are aligned with standards-based instruction and supported by the *North Carolina Standard Course of Study*.

5. What major issues did you confront in the course of the year?

The major issues concern funding, diverse school calendars (professional development schedules), and program evaluation.

North Carolina lacks the means for supporting broad professional development programs in order to strengthen the implementation of the *North Carolina Standard Course of Study*. This constrains development and implementation of statewide initiatives, *e.g.* SITE, that are needed to help teachers (and ultimately students) meet the challenges of teaching and learning expected under *No Child Left Behind* and the state's accountability system. The needs continue to outweigh available resources, particularly in providing preferred on-site professional development that encourages participation by whole-school faculties.

➤ **Funding.** Inadequate / insufficient funding continues to be a perennial issue and major challenge to NC-MSEN as it seeks to fully accomplish its mission. The funding pattern for the entire NC-MSEN is inadequate to:

- a. make high-quality professional development programs equally available to all teachers of mathematics and science. In order to offer statewide programs and many individual center programs, teachers are charged program / registration fees. This limits teacher participation as most school districts seem to have inadequate funding to cover costs and teachers are unable to pay. The NC-MSEN Central Office's budget is too meager to lend substantive assistance with basic costs, *i.e.* development, instruction, institute / workshop materials, etc. University-level cuts to some Centers' instructional and operating budgets continue to influence this issue, thereby limiting the number of opportunities that can be offered to schools and school districts. This ultimately creates / reproduces an inequity in the quality of education students across the state receive.
- b. provide preferred on-site teacher professional development in order to ensure the participation of greater numbers of teachers, especially in the larger geographic regions. Travel costs are a major issue in light of limited operating budgets.
- c. provide teacher stipends, teacher workshop / institute materials, classroom materials, etc. Some LEAs have funds to support teacher professional development (program fees for instructional costs, stipends, instructional materials, etc.) while others indicate the lack of funds. NC-MSEN alternatively seeks grant funding; however obtaining grant funds for large-scale statewide initiatives continues to present a major challenge.
- d. fairly remunerate faculty to develop and review professional development curriculum materials, as well as to conduct institutes and other professional development programs.
- e. meet requests and sustain professional development activities, as well as maintain consistent service to current programs.

- f. sustain initiatives such as *Lenses on Learning* for K-8 principals and ultimately for high school principals and Lead Teacher development.

- **Diversity of School Calendars.** Diverse school calendars, the rapid growth of year-round schools, and the number of hours available for professional development make it difficult for universities to schedule professional development that can reach all teachers within a broad region. Within the NC-PIMS initiative, scheduling the 12 contact-hour workshop during the academic year has been a challenge for the participating school districts, given that the number of available hours for professional development of teachers has been diminished by the NC General Assembly.
- **Program Evaluation.** NC-MSEN is far from being unique in that it neither has the staff nor the funds to conduct evaluations that would tie teacher professional development to student performance – the preferred standard for assessing impact. However the collection of quantitative data, whether or not it drills down to the level of student performance, is essential. Classroom observations and longitudinal studies of teachers are examples of evaluation measures that will “speak” to program effectiveness and impact. Currently the measure of effectiveness is relegated to demographic statistics and teacher self-report data because there are insufficient evaluation resources (personnel and financial) available to the NC-MSEN Central Office, as well as the Center for Research and Evaluation to do more. The challenging questions are: (1) “How do you know it works?” and (2) “Have your efforts made a real difference?”

NC-MSEN federally funded initiatives have a sufficiently funded evaluation component such that, depending on expected outcomes and measures used, much more can be indicated about aspects of program effectiveness. Very often, program activities and their evaluation need to continue over an extended period of time (well beyond project funding) in order to “speak” with any certainty about aspects of program effectiveness, including impact.

6. What was the total cost (including support services and indirect costs) of providing the activities reported in the quantitative section?

The costs for providing the NC-MSEN activities across the professional development centers range from \$6K to \$455K, excluding external grant support. The NC-PIMS professional development services were supported by \$2,990,417 in federal funds.

Expenditures from the state appropriation to provide central support and direction for the program during 2006-07 were \$365,117. Much of the cost of the professional development activities was included in the campus budgets of the individual MSEN centers. In addition the program utilized \$3,109,079 from three grants.

7. In 2007-08, what adjustments will you make to target new areas and/or increase the effectiveness of your program?

The following represent targeted adjustments from across the Network.

- Form K-16 partnerships that result in: (1) identified teacher professional development needs; (2) professional development projects, *i.e.* mathematics for elementary teachers, that meet the specific needs of certain partner school districts; and (3) increased university arts and sciences and education faculty involvement in the development, review and delivery of teacher professional development.
- Conduct more administrator and teacher needs' surveys to: (1) identify areas of greatest needs and (2) identify possible impediments to teacher participation in professional development programs. Center advisory groups will assist in the identification of goals and strategies that can be used to address those needs.
- Collaborate with Regional Education Services Agencies (RESAs) to help ameliorate costs that are involved in on-site delivery of professional development programs.
- Continue Regional Leadership Team (RLT) meetings that began with the NC-PIMS initiative and expand RLT membership to include all the school districts in the service region. Program effectiveness would be increased with the addition of professional staff to help develop and deliver professional development.
- Continue to work together as a unit and with NCDPI to develop and expand the SITE (Statewide Institute for Teaching Excellence) program, thereby making this program available to all the state's teachers of mathematics and science.
- Apply for external grant funds to fund professional development programs and a strong Network-wide evaluation program.
- Promote the use of technology in mathematics and science classrooms.
- Cancel professional development programs with low enrollments unless there is a compelling reason to the contrary. Funds will be allocated to programs judged to be more cost-effective.
- Recruit teachers for the 2008-09 SITE, courses and workshops as early as January and February 2008.
- Collaborate more fully with Centers in the same geographic region to develop strategies that result in increased enrollment of teachers in institutes, courses, workshops and other services.
- Prepare and increase the number of online offerings for teachers of mathematics and science, thereby making professional development opportunities more accessible.
- Provide professional development for the Arts and Sciences faculty who are interested in teaching courses and conducting workshops for teachers.
- Continue to focus on the development of additional long-term programs that are 30 to 60 contact hours.

- Study the NC-PIMS Cascade Model of professional development to determine how the Network might continue to develop teacher leaders and involve them in professional development.
- Work closely with the Principal's Executive Program (PEP) to launch an iteration of the *Lenses on Learning* (LOL) program for K-8 principals. This includes finding sources of funds for the training of LOL facilitators by the Education Development Center.
- Continue the no-cost extension activities of the NC-PIMS initiative – monitoring professional development activities and conducting remaining evaluation activities. The initiative entered its scheduled no-cost extension period October 1, 2007 and will continue until September 20, 2008. It is anticipated that Lead Teachers in the partner school districts will complete the final 12 contact-hour professional development workshop.
- Work closely with the NC-MSEN Center for Research and Evaluation and the Executive Director of the Friday Institute for Educational Innovation at North Carolina State University to find ways to ensure that the NC-MSEN statewide programs, at least, are adequately evaluated.

8. List the LEAs that were not served by your program in 2006-07.

Teachers in the following LEAs did not avail themselves of the professional development opportunities that were offered by the NC-MSEN Centers in 2006-2007. These do not include any of the 12 NC-PIMS partner school districts / LEAs, all of which were served by the initiative.

Clinton City	Mooresville City
Davie County	Mount Airy City
Greene County	Warren County
Lee County	Yadkin City
Montgomery County	

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Qualitative Information

North Carolina State Improvement Project (NC SIP)

1. What was your major success in 2006-07?

Improving reading instruction leading to significant gains in the reading performance of students with disabilities continues to be the project's most successful component. As can be seen in the quantitative data report, all but six of the project's professional development events were devoted to improving reading instruction for students with disabilities.

2. What aspects of your program were least effective?

The NCSIP II professional development system for improving mathematics instruction for students with disabilities has not developed as rapidly as anticipated. Current plans include the establishment of additional LEA math instruction best practices locations across North Carolina, increasing the number of teachers receiving training in research-based math instruction methods and procedures, providing on-site developmental reviews for all NCSIP math projects across the state, and the initiation of a comprehensive teacher fidelity observations system for mathematics teachers.

3. What areas received your highest priority?

Improving reading instruction leading to significant gains in reading performance of students with disabilities continues to be the largest and most successful component of the project. Out of a total of 136 personnel development events, 130 events were conducted with a focus on improving reading instruction for students with disabilities.

4. Summarize the impact of your program.

Student performance data continue to indicate that students with disabilities receiving instruction from teachers participating in the NC SIP II professional development activities demonstrate average yearly AYP gains in reading at a rate of four times greater than students with disabilities statewide.

5. What major issues did you confront in the course of the year?

Clearly, traditional personnel development in the form of formal training sessions with out on-site follow through with additional personnel development will not have the desired outcomes in terms of improved instruction and student gains in reading proficiency. Accordingly more emphasis must be given to two major follow-through components; (a) Activities to support long term sustainability including the use of a refined and comprehensive fidelity observation system, and (b) Expanding the personnel development

program to assure that all schools have installed research-based instructional programs for students with disabilities with appropriately trained teachers in all schools in North Carolina.

6. What was the total cost (including support services and indirect costs) of providing the activities reported in the quantitative section?

The NCSIP budget for the CSLD office for 2006-07 was provided through a contract with NCDPI for a total amount of \$246,281. The cost of the professional development activities provided by the project was included in the 2006-07 budget of the NC Department of Public Instruction.

7. In 2007-08, what adjustments will you make to target new areas and/or increase the effectiveness of your program?

The project will continue to increase on-site follow-up personnel development activities to improve sustainability and growth of effective instructional programs in all school systems in North Carolina. These efforts will include (a) establishing comprehensive fidelity observation systems to assure teachers are delivering reading instruction using the same research-based procedures that have been proven to be effective, (b) the development of instructional coaches in each system and/or school, and (c) the provision of technical assistance for school leadership staff to increase knowledge about, and use of research-based instruction for students with disabilities and strategies for sustaining and expanding effective instructional programs.

8. List the LEA's that were not served by your program in 2006-07.

Alexander County	Hertford County
Chatham County	Hoke County
Cherokee Central Sch	Hyde County
Columbus County	Mooresville City
Whiteville City	Jones County
Fort Brg/Camp Lejeun	Chapel Hill-Carrboro
Currituck County	Pamlico County
Dare County	Person County
Davie County	Pitt County
Franklin County	Randolph County
Gates County	Richmond County
Halifax County	Rowan-Salisbury
Davie County	Clinton City
Franklin County	Stanly County
Gates County	Elkin City
	Mount Airy City
	Tyrrell County
	Union County
	Vance County
	Warren County
	Hertford County

UNC Center for School Leadership Development
Professional Development Report
July 2006 – June 2007
Qualitative Information

North Carolina Principals' Executive Program (NC PEP)

1. What was your major success in 2006-07?

PEP's most effective programs during 2006-07 included

- the March 16-17, 2007, Teacher Retention Conference featuring Dr. Harry Wong, which served 310 school leaders from across the state;
- the Leadership Program for Aspiring Principals – a residential program for assistant principals who possess leadership potential;
- the School Administrators as Instructional Leaders program – a four-day program dedicated to improving principals' and assistant principals' abilities to assess and influence teacher performance in the classroom; and
- the Survival School for New Principals – a four-day program to prepare newly-appointed principals – before they take charge of their first schools – for the “shock of leadership.”

2. What aspects of your program were least effective?

Although all of its programs received favorable evaluations from participants, the second edition of the Leadership for Priority High Schools program was PEP's least successful offering of the fiscal year, due primarily to a reduced budget and the time constraints under which it was developed.

3. What areas received your highest priority?

The first edition of the Leadership for Priority High Schools program, mandated by UNC President Erskine Bowles following Judge Howard Manning, Jr.'s rulings in *Leandro v. State*, and the Survival School for New Principals, developed under the direction of the Office of the Governor, received extraordinary attention from PEP's staff in 2006-07.

4. Summarize the impact of your program.

According to the “Justification Review of the Principals' Executive Program” published in February 2007 by the NC General Assembly's Fiscal Research Division, PEP

1. meets or exceeds its legislative mandate;
2. provides the “needed service” of executive training;
3. aligns its offerings with state and national standards;
4. is the only state professional development organization for school leaders in North Carolina that provides “a formalized, sequential, and differentiated curriculum focused on management, multiple sessions that reinforce and support

the application of key principles, and an in-residence format that brings together participants from across the state.”

In 2006-07, PEP’s programs served more than 1,500 principals, assistant principals, superintendents, teachers, and central office executives. In addition to leaders from the state’s public schools, PEP served educators from charter schools, federal schools (e.g., Ft. Bragg Schools), the state’s colleges and universities, and NC government agencies such as the Department of Health and Human Services and the Department of Juvenile Justice and Delinquency Prevention.

5. What major issues did you confront in the course of the year?

During 2006-07, PEP was affected by

- leadership and organizational changes within the Center for School Leadership Development, of which PEP is a constituent agency;
- mid-year requests from Governor Mike Easley and UNC President Bowles resulting from Judge Howard Manning’s decisions in the *Leandro v. State* case;
- the legislature’s “Justification Review” of PEP and subsequent decision to change PEP’s funding status from “recurring” to “nonrecurring” for 2007-09;
- the elimination, for budgetary reasons, of many successful PEP services including legal services (training and free legal advice) and technology support;
- the reduction of PEP’s core staff, including the elimination of its long-serving legal services staff.

6. What was the total cost (including support services and indirect costs) of providing the activities reported in the quantitative section?

Expenditures from the state appropriation and registration fees for the program during 2006-07 were \$1,949,505. In addition \$651,257 was spent from multiple grants and trust funds.

7. In 2007-08, what adjustments will you make to target new areas and/or increase the effectiveness of your program?

In accordance with recommendations contained in the legislature’s “Justification Review”; provisions of NC General Assembly Session Law 2007-323, Section 9.10, Part (c); and directives from the newly-appointed executive director of the Center for School Leadership Development, PEP, in 2007-08, is in the process of

- sharpening its focus on residential professional development programs for principals and assistant principals;
- revising the content of its leadership programs to better align with newly-published NC professional development standards and soon-to-be-approved performance standards for school executives;
- providing additional evaluation of PEP’s programs to the UNC Board of Governors, the NC State Board of Education, and the NC General Assembly’s Joint Education Oversight Committee;

- determining PEP's impact on participant satisfaction, participant knowledge and skills, conditions that support change in schools, participant application of knowledge and skills learned at PEP, and student outcomes; and
- revising its admission policies.

8. List the LEA's that were not served by your program in 2006-07.

Clay County, Dare County, Elizabeth City-Pasquotank, Madison County, Richmond County, Swain County, Thomasville City, Transylvania County, and Yancey County.

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Qualitative Information

**North Carolina Quality Educators through Staff Development and Training
(NC QUEST)**

1. What was your major success in 2006-07?

The Cycle IV RFP process yielded quality proposals from eight partnerships, of which three were continuation proposals from highly successful Cycle III projects. This enabled NC QUEST to continue outstanding work already in process as well as initiate five new projects.

2. What aspects of your program were least effective?

The RFP process yielded one proposal from a private college, partnered with a charter school. This type of partnership is desired by NC QUEST. However, the quality of the proposal was significantly below the standards required for award.

3. What areas received your highest priority?

The Cycle IV projects targeted teacher professional development in the areas of literacy, science or mathematics.

4. Summarize the impact of your program.

The Cycle IV projects provided an intense professional development experience for a relatively small number of teachers (and principals) over an eighteen month period (twelve months of which were in 2006-07). 236 teachers and principals were engaged in an average of more than 100 contact hours of professional development. These teachers and principals work in high-need school districts.

5. What major issues did you confront in the course of the year?

The teacher turnover rate in participating school districts makes it difficult to retain a core of teachers for the duration of a long-term professional development experience. The tight timeline at the end of the projects leaves no latitude for adjusting budgets and utilizing unspent funds resulting, in part, from participant attrition.

6. What was the total cost (including support services and indirect costs) of providing the activities reported in the quantitative section?

Overall direction and support of NC QUEST activities was financed by a federal grant of \$80,856 and the professional development activities were supported by a federal grant of \$1,617,118.

7. In 2007-08, what adjustments will you make to target new areas and/or increase the effectiveness of your program?

NC QUEST will propose to the Office of Grants and Sponsored Programs at UNC GA that a FIFO (first in, first out) approach to distributing funding be utilized.

8. List the LEA's that were served by your program in 2006-07.

Alleghany, Brunswick, Asheville City, Duplin, Halifax, Hoke, Charlotte/Mecklenburg, New Hanover, Pender and Scotland

QUANTITATIVE DATA

(1) Descriptive Name/Title of Activity	(2) Type of Activity	(3) Contact Hours	(4) Number of Participants	(5) Total Contact Hours	(6) Number of LEAs Served	(7) Begin Month- Year	(8) End Month- Year
Lateral Entry Sessions UNCW	A	3.00	95	285	6	Aug-06	Aug-06
Lateral Entry Session NC-aeyc Conference	A	1.00	350	350	8	Sep-06	Sep-06
Lateral Entry Sessions WSSU	A	3.00	75	225	5	Feb-07	Feb-07
Lateral Entry Sessions UNCG	A	3.00	100	300	8	Feb-07	Feb-07
Lateral Entry Sessions-EDUC 101 UNCCH, NCCU, NCSU	A	3.00	300	900	12	Feb-07	Mar-07
Lateral Entry Sessions NCCU	A	3.00	125	375	14	Oct-06	Oct-06
Lateral Entry Sessions FSU	A	3.00	95	285	12	Oct-06	Oct-06
Lateral Entry Sessions Lenoir Rhyne College	A	3.00	50	150	7	Nov-06	Nov-06
Lateral Entry Sessions WCU	A	3.00	125	375	14	Mar-07	Mar-07
Lateral Entry Sessions ECU	A	3.00	125	375	16	Apr-07	Apr-07
Central Carolina Community College-Sanford Info Sessions with NCCU, FSU, UNC-CH, UNCP	A	3.00	300	900	18	May-07	May-07
Orange County Schools Job Fair	A	3.00	150	450	1	May-07	May-07
Teaching as a Second Career seminars New River MAS	A	3.00	100	300	6	May-07	May-07
Wake County Public Schools Job and Lateral Entry Fair	A	3.00	600	1,200	1	Jan-07	Jan-07
Troops to Teachers Information Sessions	A	3.00	200	600	NA	Sep-06	May-07
Fall Personnel Administrators of NC Conference Lateral Entry (PANC)	A	3.00	125	375	117	Sep-06	Sep-06
Spring Personnel Administrators of NC Conference Lateral Entry (PANC)	A	3.00	175	525	117	Apr-07	Apr-07
Lateral Entry Support and Advisement Sessions Across NC	A	3.00	650	1,650	60	Apr-07	May-07
Advisement/Counseling Lateral Entry via email	A	0.50	6500	3,250	NA	Jul-06	Jun-07
Advisement/Counseling Lateral Entry via phone	A	0.50	5000	2,500	NA	Jul-06	Jun-07
Ecu - Online Orientation Lateral Entry Session	D	6.00	25	150	12	Sep-06	Sep-06
eMSS - Training for Mentors	D	90.00	65	5,850	40	Jul-06	Jul-06
eMSS - Web CT and Module Training for Mentees Section I	D	35.00	72	2,520	38	Jul-06	Jul-06
eMSS - Web CT and Module Training for Mentees Section II	D	35.00	83	2,905	43	Jul-06	Jul-06
eMSS - Online Support for Mentors	D	22.00	115	2,530	40	Jul-06	May-07
eMSS - Online Support for Mentees	D	55.00	65	3,575	81	Jul-06	May-07
26			15,665	32,900			

UNC Center for School Leadership Development
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Pre-Service Professional Development Data

North Carolina Teachers of Excellence for All Children (NC TEACH)

Category: Spring Orientation

- Total Number of Participants – 566
- Total Number of Contact Hours by All Participants (actual hours in the face-to-face orientation)
– 12 hours per participant = 6,792 total contact hours
- Total Number of LEAs Served – NA

Category: Summer/Pre-service Institute

- Total Number of Participants – 548
- Total Number of Semester Hours (6 credit hrs) Earned by All Participants – 3,288
- Total Number of LEAs Served – 103

Category: Fall Semester Courses

- Total Number of Participants – 544
- Total Number of Semester Hours (6 credit hrs) Earned by All Participants – 3,264
- Total Number of LEAs Served – 103

Category: Spring Semester Courses

- Total Number of Participants – 538
- Total Number of Semester Hours (6 credit hrs) Earned by All Participants – 3,228
- Total Number of LEAs Served – 103

Category: Summer Courses * additional content courses if needed

- Total Number of Participants – 312
- Total Number of Semester Hours (3 credit hrs) Earned by All Participants – 936

- Total Number of LEAs Served – 103

(1) Descriptive Name/Title of Activity	(2) Type of Activity	(3) Contact Hours	(4) Number of Participants	(5) Total Contact Hours	(6) Number of LEAs Served	(7) Begin Month- Year	(8) End Month- Year
Praxis I Test Preparation Seminars	A	8.00	6	48	5	Jul-06	Jul-06
Praxis II Test Preparation Seminars	A	8.00	11	88	8	Jul-06	Jul-06
Praxis Candidate Readiness Seminars	A	6.00	15	90	10	Jul-06	Jul-06
Praxis I Test Preparation Seminars	A	8.00	3	24	2	Aug-06	Aug-06
Praxis I Test Preparation Seminars	A	8.00	20	160	10	Oct-06	Oct-06
Praxis II Test Preparation Seminars	A	8.00	46	368	27	Oct-06	Oct-06
Praxis I Test Preparation Seminars	A	8.00	26	208	14	Nov-06	Nov-06
Praxis II Test Preparation Seminars	A	8.00	28	224	13	Nov-06	Nov-06
Praxis Candidate Readiness Seminars	A	6.00	59	354	24	Nov-06	Nov-06
Praxis I Test Preparation Seminars	A	8.00	13	104	10	Dec-06	Dec-06
Praxis I Test Preparation Seminars	A	8.00	4	32	3	Jan-07	Jan-07
Praxis I Test Preparation Seminars	A	8.00	65	520	18	Feb-07	Feb-07
Praxis II Test Preparation Seminars	A	8.00	117	936	34	Feb-07	Feb-07
Praxis Candidate Readiness Seminars	A	6.00	72	432	24	Feb-07	Feb-07
Praxis I Test Preparation Seminars	A	8.00	5	40	4	Mar-07	Mar-07
Praxis Candidate Readiness Seminars	A	6.00	28	168	20	Mar-07	Mar-07
Praxis I Test Preparation Seminars	A	8.00	21	168	9	Apr-07	Apr-07
Praxis I Test Preparation Seminars	A	8.00	8	64	5	May-07	May-07
Praxis I Test Preparation Seminars	A	8.00	35	280	11	Jun-07	Jun-07
Praxis II Test Preparation Seminars	A	8.00	76	608	27	Jun-07	Jun-07
Praxis Candidate Readiness Seminars	A	6.00	70	420	27	Jun-07	Jun-07
Lateral Entry Conference	B	10.00	201	2,010	38	Feb-06	Feb-06
Summer Institute for Paraprofessionals	B	20.00	94	1,880	31	Jun-07	Jun-07
Fall Conference for Paraprofessionals	B	10.00	200	2,000	28	Oct-07	Oct-07
24			1,223	11,226			

UNC Center for School Leadership Development
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Pre-Service Professional Development Data

North Carolina Model Teacher Education Consortium (NC MTEC)

Category: Courses Taken to Secure Initial License

- Total Number of Participants – 661
- Total Number of Semester Hours Earned by All Participants – 3787
- Total Number of LEAs Served – 49

Category: Courses Taken to Clear License

- Total Number of Participants – 1188
- Total Number of Semester Hours Earned by All Participants – 5682
- Total Number of LEAs Served –

Category: Courses Taken to Earn Masters Level License

- Total Number of Participants – 526
- Total Number of Semester Hours Earned by All Participants – 3467
- Total Number of LEAs Served – 49

(1) Descriptive Name/Title of Activity	(2) Type of Activity	(3) Contact Hours	(4) Number of Participants	(5) Total Contact Hours	(6) Number of LEAs Served	(7) Begin Month- Year	(8) End Month- Year
NC PFP Class 13 Orientation	D	20.00	80	1,600	29	Aug-06	Aug-06
NC PFP Fall 2006 Enrichment Seminar-"What School Executives Need to Know About Exceptional Children"	A	6.00	70	420	46	Nov-06	Nov-06
NC PFP Spring 2007 Enrichment Seminar--"Effectively Monitoring of Instruction"	A	8.00	31	248	46	Feb-07	Feb-07
NC PFP Spring 2007 Enrichment Seminar--"School Finance Tune-Up for Principal Fellows"	A	8.00	41	328	46	May-07	May-07
4			222	2,596			

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Pre-Service Professional Development Data

North Carolina Principal Fellows Program (NC PFP)

Category: University MSA Program Coursework

- Total Number of Participants – 130
- Total Number of Semester Hours Earned by All Participants – 4,776

(1) Descriptive Name/Title of Activity	(2) Type of Activity	(3) Contact Hours	(4) Number of Participants	(5) Total Contact Hours	(6) Number of LEAs Served	(7) Begin Month-Year	(8) End Month-Year
Mathematics Focus Group Workshop for Middle and High School	A	5.00	7	35	3	Jul-06	Jul-06
Critical Thinking in Mathematics Workshop (Undergraduates)	B	6.00	4	24	0	Mar-07	Mar-07
Geometry Workshop for Middle and High School Mathematics Teachers	B	30.00	17	510	7	Jun-07	Jun-07
T ³ Geometry	D	30.00	14	420	11	Jul-06	Jul-06
Technical Mathematics	D	30.00	7	210	6	Jul-06	Jul-06
History of Mathematics	D	30.00	5	150	5	Jul-06	Jul-06
T ³ Integrating Multiple Technologies	D	30.00	14	420	7	Jul-06	Jul-06
TI-83 / 84 Teacher Short Course Workshop	B	10.00	29	290	4	Mar-07	Mar-07
Teaching Mathematics Using Computers	B	45.00	4	180	2	May-07	Jun-07
Applied Regression Analysis	B	43.00	4	172	3	May-07	Jun-07
Middle Mathematics Summer Institute - Guilford County Site	B	12.00	63	756	11	Jun-07	Jun-07
Middle Mathematics Summer Institute - Orange County Site	B	12.00	35	420	7	Jun-07	Jun-07
Middle Mathematics Summer Institute - Other Sites	B	12.00	94	1,128	13	Jun-07	Jun-07
Creative Ideas for Teaching Middle School Mathematics	B	18.00	8	144	4	Jul-06	Jul-06
Creative Ideas for Teaching Elementary Mathematics	A	6.00	8	48	3	Aug-06	Aug-06
Using Technology in the Secondary Mathematics Classroom	A	6.00	8	48	5	Aug-06	Aug-06
NCDPI Elementary Mathematics Session	A	3.00	155	465	3	Feb-07	Feb-07
Minds, Machines, and Mazes Workshop for Middle and Secondary Teachers	B	10.00	8	80	5	Feb-07	Feb-07
Durham Topics in Algebra	B	45.00	12	540	1	Jan-07	Apr-07
2007 Reading in the Middle Mathematics Classroom	B	12.00	12	144	8	Jun-07	Jun-07
Summer Workshop In Mathematics (SWIM) Data Analysis	B	60.00	8	480	3	Jul-06	Aug-06
SWIM Reasoning with Algebra	B	60.00	17	1,020	3	Jul-06	Aug-06
SWIM Calculus for Middle School Teachers	B	60.00	14	840	3	Jul-06	Aug-06
SWIM Algebra	B	60.00	20	1,200	1	Jun-07	Jun-07
SWIM Geometry	B	60.00	25	1,500	2	Jun-07	Jun-07
Explorations in Computational Chemistry for High School Teachers	B	15.00	8	120	6	Feb-07	Apr-07

(1) Descriptive Name/Title of Activity	(2) Type of Activity	(3) Contact Hours	(4) Number of Participants	(5) Total Contact Hours	(6) Number of LEAs Served	(7) Begin Month-Year	(8) End Month-Year
Science Now 5th Grade 2006	D	30.00	20	600	10	Jul-06	Jul-06
Science Now 8th Grade 2007	D	30.00	17	510	16	Jun-07	Jun-07
Middle School Summer Science Institute Follow-up	A	12.00	5	60	4	Oct-07	Mar-07
Biotechnology for High School Teachers	D	30.00	15	450	9	Jun-07	Jun-07
North Carolina Teaching Asia for Middle School and High School Teachers	D	30.00	20	600	9	Jun-07	Jun-07
Middle School Inquiry Science on a Shoestring Workshop	B	30.00	3	90	3	Jul-06	Jul-06
NCSELA Science Leadership Fellows Program	B	50.00	18	900	8	Sep-06	Apr-07
Science Curriculum Topics Study	B	12.00	48	576	16	May-07	May-07
Hydrology and Groundwater	B	60.00	7	420	1	Jul-06	Jul-06
NCDPI 6-8 Science Workshop	B	30.00	20	600	11	Jun-07	Jun-07
R.O.B.O.T.S. Galactic Radio Astronomy	A	10.00	45	450	10	Jan-07	Jan-07
R.O.B.O.T.S. Radio and Optical Astronomy	A	10.00	45	450	10	May-07	May-07
R.O.B.O.T.S. Planning	A	8.00	3	24	1	Feb-07	Feb-07
Orientation / Preparation for R.O.B.O.T.S. Teachers and Staff	A	5.50	6	33	1	Feb-07	Feb-07
Dinosaurs Workshop for Grades 4-8 Teachers	B	10.00	8	80	4	Nov-06	Nov-06
Problems in Science Education	B	48.00	5	240	3	May-07	Jun-07
Inquiry: The Method of Science	B	45.00	5	225	1	Apr-07	Jun-07
Flinn Scientific Foundation Summer Chemistry Workshop for High School Chemistry Teachers	D	30.00	38	1,140	23	Jun-07	Jun-07
Durham Physical Science	B	60.00	14	840	1	Oct-06	Mar-07
Seminars (8) Focusing on Environmental Sciences	B	16.00	26	416	5	Sep-06	Feb-07
Science and Mathematics Education Center (SMEC) / NCDPI Presentation on Biology Assessment	A	3.00	36	108	7	Nov-06	Nov-06
GLOBE Workshop (Soil, Atmosphere, and Hydrology)	D	24.00	3	72	2	Aug-06	Dec-06
Science and Mathematics Education Center (SMEC) Road Show	B	8.00	63	504	7	Nov-06	Nov-06
Camp Robot: Problem Solving in Robotics and Environmental Sensing	B	30.00	11	330	4	Jun-07	Jun-07
Technology and Science Integration	A	6.00	25	150	1	Jan-07	Jan-07

(1) Descriptive Name/Title of Activity	(2) Type of Activity	(3) Contact Hours	(4) Number of Participants	(5) Total Contact Hours	(6) Number of LEAs Served	(7) Begin Month-Year	(8) End Month-Year
Star Lab Training	A	2.00	7	14	1	Mar-07	Mar-07
Science Fair Planning Meeting	A	1.50	10	15	7	Sep-06	Sep-06
Science Fair Workshop	A	1.50	21	32	1	Oct-06	Oct-06
Learning Through Exploration Workshop for High School Science Teachers	B	10.00	8	80	4	Jul-06	Jul-06
NCSTA Exciting Earth / Environmental Science	A	1.00	57	57	14	Nov-06	Nov-06
NCSTA Preparing Candidates to Use Technology	A	1.00	6	6	NA	Nov-06	Nov-06
Masters of Instructional Technology (MIT) Presentation	A	1.00	23	23	1	Nov-06	Nov-06
Star Lab Training Sanford	A	2.00	5	10	1	Jun-07	Jun-07
Summer Ventures in Science and Mathematics Spring Meeting	A	1.50	13	20	NA	Apr-07	Apr-07
Summer Ventures in Science and Mathematics Planning Meeting	A	2.00	23	46	NA	Jun-07	Jun-07
Summer Ventures in Science and Mathematics Presentation	A	1.00	41	41	1	Dec-06	Dec-06
AP Review Planning Meeting	A	1.50	22	33	4	Feb-07	Feb-07
AP Biology	D	30.00	25	750	11	Jul-06	Jul-06
AP Calculus	D	30.00	26	780	16	Jul-06	Jul-06
AP Chemistry	D	30.00	27	810	9	Jul-06	Jul-06
AP Computer Science	D	30.00	25	750	6	Jul-06	Jul-06
AP English Language and Composition	D	30.00	27	810	13	Jul-06	Jul-06
AP Statistics	D	30.00	25	750	11	Jul-06	Jul-06
AP US Government	D	30.00	23	690	12	Jul-06	Jul-06
AP US History	D	30.00	25	750	11	Jul-06	Jul-06
AP Computer Science Weekender	D	30.00	4	120	1	Jul-06	Jul-06
AP English Literature and Composition Weekender	D	30.00	13	390	6	Jul-06	Jul-06
AP Chemistry (Extended)	D	30.00	16	480	7	Jul-06	Jul-06
AP English Literature and Composition	D	30.00	25	750	13	Jul-06	Jul-06
AP Environmental Science	D	30.00	23	690	10	Jul-06	Jul-06
AP Psychology	D	30.00	21	630	7	Jul-06	Jul-06
AP World History	D	30.00	24	720	9	Jul-06	Jul-06
AP Calculus	B	18.00	23	414	13	Jul-06	Jul-06

(1) Descriptive Name/Title of Activity	(2) Type of Activity	(3) Contact Hours	(4) Number of Participants	(5) Total Contact Hours	(6) Number of LEAs Served	(7) Begin Month-Year	(8) End Month- Year
AP US History	B	12.00	26	312	13	Jul-06	Jul-06
AP Statistics	B	18.00	14	252	9	Jul-06	Jul-06
AP Math Alliances	A	12.00	120	1,440	5	Sep-06	May-07
Teacher Retention and Renewal (REVITALISE) - 1	B	30.00	33	990	7	Jul-06	Jul-06
Teacher Retention and Renewal (REVITALISE) - 2	D	18.00	24	432	7	Nov-06	Nov-06
Teacher Retention and Renewal (REVITALISE) - 3	B	12.00	24	288	7	Feb-07	Feb-07
Teacher Retention and Renewal (REVITALISE) - 4	B	12.00	24	288	7	Apr-07	Apr-07
Hands on the Past: Archaeology Workshop (NC-PAST)	A	6.00	5	30	3	Oct-06	Oct-06
Big Ideas in Science Summer Institute	B	30.00	29	870	6	Jul-06	Jul-06
Technology for Teachers	B	18.00	24	432	14	Jul-06	Jul-06
6-8 Science Leadership Institute	B	30.00	15	450	10	Jun-07	Jun-07
Project Learning Tree Workshop (K-8)	B	6.00	17	102	2	Jan-07	Jan-07
Using Technology in the Elementary and Middle School Science Curriculum	B	45.00	5	225	3	Jan-07	May-07
Hands-On Environmental Science	B	18.00	16	288	8	Jul-06	Jul-06
Statewide Institute for Teaching Excellence (SITE): 3-5 Science (pilot)	B	60.00	118	7,080	34	Jul-06	Jun-07
SITE: Content Area Reading in Science and Mathematics (CARSAM) [pilot]	B	18.00	11	198	4	Jun-07	Jun-07
SITE: Advanced Functions and Modeling (AFM)	B	30.00	89	2,670	42	Jun-07	Jun-07
SITE: Geometry (pilot)	B	30.00	75	2,250	35	Jun-07	Jun-07
SITE: Biology (pilot)	B	30.00	20	600	11	Jun-07	Jun-07
EE Series: Environmental Education Learning Experience (EELE) Morrow Mountain, Project WILD, Project WET	A	30.00	55	1,650	5	Oct-06	Dec-06
E.E. Series: Leopold, Neotropical / Migratory Birds, Water Source Book	A	30.00	13	390	3	Feb-07	May-07
Geographic Information System (GIS) and City Green	A	20.00	9	180	2	Oct-06	Nov-06
Biotechnology Workshop for Educators	D	30.00	22	660	2	Jun-07	Jun-07
Science and Technological Institute (Scitech Institute)	B	30.00	11	330	4	Jun-07	Jun-07
Science and Technology Institute for ExxonMobil Bernard Harris Summer Science Camp Faculty	B	12.00	7	84	3	May-07	Jun-07

(1) Descriptive Name/Title of Activity	(2) Type of Activity	(3) Contact Hours	(4) Number of Participants	(5) Total Contact Hours	(6) Number of LEAs Served	(7) Begin Month-Year	(8) End Month- Year
Inquiry Science and Science Process Skills in Middle School	B	10.00	20	200	1	Aug-06	Aug-06
Mathematics and Science Education Center (MSEC) and Science Methods for Pre-service K-6 Teachers (4 groups)	A	4.00	135	540	N/A	Sep-06	Jan-07
Mathematics and Science Education Center (MSEC) and Science Methods for Pre-service Secondary Teachers (3 groups)	A	6.00	24	144	N/A	Aug-06	Jun-07
Charlotte-Mecklenburg Schools (CMS) Science Alliances	A	32.00	100	3,200	1	Sep-06	May-07
Annual PCP Mathematics / Science Teacher Workshop (FSU)	A	8.00	10	80	N/A	Jul-06	Jul-06
Inquiry Based Learning for Pre-College Program Staff (WCU)	A	1.00	12	12	4	Jun-07	Jun-07
E-Classrooms (WCU)	A	2.00	12	24	4	Jun-07	Jun-08
NC-MSEN Pre-College Program In-Service Development (UNCCH)	B	18.00	30	540	3	Aug-06	Jun-07
Teaching for Meaning Workshop for Saturday Academy Teachers (GAMSEC)	A	6.00	22	132	3	Jan-06	Sep-06
GAMSEC Pre-College Program Lead Teachers Workshop and Meeting	A	4.00	6	24	2	Jan-07	Jan-07
MSEN Day 2007 Mathematics and Science Facilitator Training (UNCC)	A	1.50	8	12	7	Apr-07	Apr-07
NC-MSEN Pre-College Program Summer Scholars Teacher Training (UNCC)	A	2.00	10	20	7	Jun-07	Jun-07
Pre-College Program Teacher Professional Development (ECU)	A	30.00	4	120	3	Jun-07	Jun-07
Aerospace Engineering Workshop (NCSU)	A	7.00	8	56	2	Apr-07	Apr-07
Science Olympiad (NCSU)	A	7.00	12	84	2	Nov-06	Nov-06
NC-PIMS: K-12 Classroom Teacher Professional Development (Geometry / Data and Measurement)	A	12.00	5899	70,788	12	Jul-06	Jun-07
NC-PIMS: K-8 Principals' Professional Development (Lenses on Learning)	B	40.00	65	2,600	9	Sep-06	May-07
NC-PIMS: Facilitator Professional Development	D	270.00	10	2,700	12	Jul-06	Jun-07

(1) Descriptive Name/Title of Activity	(2) Type of Activity	(3) Contact Hours	(4) Number of Participants	(5) Total Contact Hours	(6) Number of LEAs Served	(7) Begin Month-Year	(8) End Month- Year
NC-PIMS: Facilitator EDC / PBS Course (Enabling Students with Special Needs to Succeed in Math Class)	B	42.00	8	336	12	Jul-06	Dec-06
NC-PIMS: Data and Measurement Workshop (K-5 Lead Teachers)	B	30.00	239	7,170	12	Jun-06	Aug-06
NC-PIMS: Value-Added Geometer's Sketchpad	B	12.00	159	1,908	9	Sep-06	Jun-07
NC-PIMS: Adventures with SAM Training - Summer / After-School Program Providers	B	10.00	482	4,820	12	Jul-06	May-07
NC-PIMS: P.U.S.H. Training - Community Leaders / School Personnel	B	6.00	290	1,740	12	Jul-06	May-07
NC-PIMS: P.U.S.H. Workshops	A	1.50	515	773	12	Jul-06	May-07
NC-PIMS: Geometry Course (6-12 Lead Teachers)	B	42.00	54	2,268	12	Jun-06	Aug-06
NC-PIMS: Data and Measurement Course (K-5 Lead Teachers)	B	42.00	239	10,038	12	Jun-06	Aug-06
NC-PIMS: Geometry Workshop (6-12 Lead Teachers)	B	30.00	54	1,620	12	Jun-06	Aug-06
131			10,927	166,312			

(1) Descriptive Name/Title of Activity	(2) Type of Activity	(3) Contact Hours	(4) Number of Participants	(5) Total Contact Hours	(6) Number of LEAs Served	(7) Begin Month- Year	(8) End Month- Year
Alamance-Burlington Foundation Training	B	30.00	27	810	1	Feb-07	Apr-07
Buncombe County Foundation Training	B	30.00	25	750	1	Feb-07	May-07
Caldwell County Foundation Training	B	30.00	15	450	1	Feb-07	Apr-07
Charlotte-Meck. Foundation Training	B	30.00	11	330	1	Nov-06	Feb-07
Clover Garden Foundation Training	B	30.00	18	540	1	Feb-07	Apr-07
Craven County Foundation Training	B	30.00	45	1,350	1	Jan-07	Apr-07
Duplin County Foundation Training	B	30.00	27	810	1	Oct-06	Jan-07
Edenton-Chowan/Washington County Foundation Training	B	30.00	14	420	2	Jan-07	Mar-07
Franklin County Foundation Training	B	30.00	19	570	1	Sep-06	Jan-07
Gaston Foundation Training	B	30.00	6	180	1	Jan-07	May-07
Greene County Foundation Training	B	34.00	14	476	5	Jan-07	Apr-07
Guilford County Foundation Training	B	30.00	25	750	1	Jan-07	Mar-07
Harnett County Foundation Training	B	30.00	17	510	1	Oct-06	Jun-05
Haywood County Foundation Training	B	30.00	13	390	1	Dec-06	Mar-07
Iredell-Statesville County Foundation Training	B	30.00	25	750	1	Jan-07	May-07
Lee County Foundation Training	B	30.00	27	810	1	Oct-06	Feb-07
Lenoir County Foundation Training	B	34.00	34	1,156	1	Sep-06	Jan-07
Macon County Foundation Training (FT)	B	34.00	13	442	1	Jan-07	Mar-07
McDowell County FT A	B	30.00	19	570	1	Jun-06	Dec-06
McDowell County FT B	B	30.00	25	750	1	Oct-06	Feb-07
McDowell County FT C	B	34.00	27	918	1	Nov-06	Feb-07
Mitchell County	B	35.00	25	875	1	Oct-06	Dec-06
New Hanover County FT	B	30.00	36	1,080	1	Dec-06	Feb-07
Onslow County FT	B	30.00	21	630	1	Sep-06	Dec-06
Pender County FT	B	30.00	32	960	2	Oct-06	Mar-07
Pender County FT 2	B	30.00	25	750	2	Oct-06	Mar-07
Pitt County FT	B	30.00	25	750	2	Oct-06	Dec-06
Rockingham County FT	B	30.00	24	720	1	Oct-06	Jan-07
Scotland County FT	B	30.00	16	480	1	Jan-07	Mar-07
Surry County FT	B	30.00	22	660	1	Jan-07	Mar-07

(1) Descriptive Name/Title of Activity	(2) Type of Activity	(3) Contact Hours	(4) Number of Participants	(5) Total Contact Hours	(6) Number of LEAs Served	(7) Begin Month- Year	(8) End Month- Year
Wake County FT	B	30.00	31	930	1	Oct-06	Mar-07
Watauga County FT	B	30.00	12	360	1	Oct-06	Mar-07
Wilson County FT	B	30.00	20	600	1	Oct-06	Nov-06
Winston-Salem FT	B	30.00	26	780	1	Jan-07	Mar-07
Yancey County FT	B	30.00	25	750	1	Feb-07	Jun-05
DIBELS Training	B	12.00	79	948	10	Jan-07	Jan-07
CPC Fall 2006 Meeting	B	12.00	16	192	0	Nov-06	Nov-06
CPC Spring 2007 Meeting	B	12.00	17	204	0	Mar-07	Mar-07
Building A Literacy Box-Model Training (MT) Wake	A	6.00	6	36	1	Feb-07	Feb-07
Corrective Reading - MT Moore County	B	12.00	12	144	1	Jan-07	Jan-07
Corrective Reading Booster 2 - MT WSFC	A	1.00	14	14	1	Feb-07	Feb-07
Corrective Reading Booster - MT WSFC	A	1.00	16	16	1	Nov-06	Nov-06
Corrective Reading Booster 3 - MT WSFC	A	1.00	11	11	1	Sep-06	Sep-06
Corrective Reading - MT WSFC	B	12.00	29	348	1	Jan-07	Jan-07
Corrective Reading 2 - MT WSFC	B	12.00	7	84	1	Mar-07	Mar-07
Corrective Reading 3 - MT WSFC	B	12.00	14	168	1	Aug-06	Aug-06
Corrective Reading 4 - MT WSFC	B	12.00	34	408	1	Sep-06	Sep-06
Corrective Reading - MT Gaston	B	1.20	51	61	1	Sep-06	Sep-06
Corrective Reading - MT Wake	B	16.00	43	688	1	Aug-06	Oct-06
Corrective Reading 2 - MT Wake	B	16.00	29	464	1	Jan-07	Feb-07
Direct Instruction Kickoff-MT WSFC	A	2.50	36	90	1	Aug-06	Aug-06
Direct Instruction TOT-Wake	A	6.00	25	150	1	Feb-07	Feb-07
Edmark Reading Program-MT Wake	B	8.00	6	48	1	Oct-06	Nov-06
Elements of Literacy Instr. - MT Wake	B	13.00	6	78	1	Oct-06	Dec-06
High Performance Writing-MT Wake	B	15.00	23	345	1	Oct-06	Mar-07
Houghton Mifflin Impplem. Follow-up-MT Wake	A	2.00	19	38	1	Sep-06	Sep-06
Houghton Mifflin Impplem. Follow-up2-MT Wake	A	2.00	26	52	1	Sep-06	Sep-06
Intro to Writing FT	B	12.00	24	288		Apr-07	Apr-07
Language for Learning-MT Wake	B	15.00	25	375	1	Jul-06	Oct-06

(1) Descriptive Name/Title of Activity	(2) Type of Activity	(3) Contact Hours	(4) Number of Participants	(5) Total Contact Hours	(6) Number of LEAs Served	(7) Begin Month- Year	(8) End Month- Year
Language for Learning 2-MT Wake	B	15.00	15	225	1	Oct-06	Jan-07
Language for Writing-MT Wake	A	3.50	11	39	1	Sep-06	Sep-06
Letterland - MT Wake	A	6.00	17	102	1	Sep-06	Sep-06
Literacy Connections - MT Wake	B	8.00	16	128	1	Sep-06	Oct-06
Literacy Connections 2 - MT Wake	B	8.00	1	8	1	Jan-07	Feb-07
Literacy Essentials - MT Wake	B	8.00	13	104	1	Sep-06	Oct-06
Literacy Essentials 2 - MT Wake	B	10.50	3	32	1	Jan-07	Feb-07
NC SIP II Read/Write Coord. Meeting	A	6.00	66	396	41	Sep-06	Sep-06
NC SIP Training of Trainers (TOT)	B	12.00	67	804	32	Oct-06	Oct-06
Reading Clusters Assess. Refresher-MT Wake	A	4.00	9	36	1	Mar-07	Mar-07
Reading Mastery - MT WSFC	B	12.00	13	156	1	Sep-06	Sep-06
Reading Master Booster - MT WSFC	A	1.00	3	3	1	Sep-06	Sep-06
Reading Mastery Booster 2 - MT WSFC	A	1.00	5	5	1	Nov-06	Nov-06
Reading Mastery Booster - MT WSFC	A	1.00	11	11	1	Feb-07	Feb-07
Reading Mastery for Tas - MT Wake	A	6.00	12	72	1	Sep-06	Sep-06
Reading Mastery I & II - MT Gaston	B	1.20	26	31	1	Sep-06	Sep-06
Reading Mastery I/II - MT Wake	B	18.00	15	270	1	Aug-06	Oct-06
Reading Mastery - MT WSFC	B	12.00	27	324	1	Jan-07	Mar-07
Reading Mastery 2 - MT WSFC	B	12.00	30	360	1	Jan-07	Jan-07
Reading Mastery 4 - MT WSFC	B	12.00	13	156	1	Feb-07	Feb-07
Reading Mastery 5 - MT WSFC	B	12.00	16	192	1	Mar-07	Mar-07
Reading Mastery - MT Moore	B	12.00	15	180	1	Feb-07	Feb-07
Reasoning and Writing for Elem SPED - MT Wake	A	6.00	12	72	1	Sep-06	Sep-06
Spring 2007 Network Meeting	B	12.00	136	1,632	54	Mar-07	Mar-07
SRA Monitoring Workshop-MT Gaston	A	3.50	14	49	1	Oct-06	Oct-06
Wilson Intervention Workshop	B	8.00	31	248	14	Apr-07	Apr-07
NC SIP II Math Coord. Meeting	A	8.00	25	200	20	Sep-06	Sep-06
NC SIP II Math Foundation Training	B	30.00	67	2,010	20	Jul-06	Aug-06
Spring 2007 Math Network Meeting	B	12.00	47	564	20	Mar-07	Mar-07
TransMath Training	B	24.00	43	1,032	9	Feb-07	Feb-07

(1) Descriptive Name/Title of Activity	(2) Type of Activity	(3) Contact Hours	(4) Number of Participants	(5) Total Contact Hours	(6) Number of LEAs Served	(7) Begin Month- Year	(8) End Month- Year
Developmental Review (DR) - Henderson County	A	4.00	4	16	1	Apr-07	Apr-07
Developmental Review (DR) - Mitchell	A	4.00	3	12	1	Apr-07	Apr-07
DR Yancey County	A	4.00	4	16	1	Apr-07	Apr-07
DR Haywood County	A	4.00	4	16	1	Apr-07	Apr-07
DR Buncombe	A	4.00	3	12	1	Apr-07	Apr-07
DR Macon County	A	4.00	4	16	1	Apr-07	Apr-07
DR McDowell County	A	4.00	5	20	1	Apr-07	Apr-07
DR Swain County	A	4.00	3	12	1	Apr-07	Apr-07
DR Wake County	A	4.00	5	20	1	May-07	May-07
DR guilford County	A	4.00	3	12	1	May-07	May-07
DR Wilson County	A	4.00	3	12	1	May-07	May-07
DR Harnett County	A	4.00	4	16	1	May-07	May-07
DR Lee County	A	4.00	4	16	1	Apr-07	Apr-07
DR Orange Charter	A	4.00	3	12	1	May-07	May-07
DR Asheboro City	A	4.00	4	16	1	May-07	May-07
DR Alamance-Burlington	A	4.00	3	12	1	May-07	May-07
DR Rockingham	A	4.00	3	12	1	May-07	May-07
DR caswell County	A	4.00	3	12	1	Apr-07	Apr-07
DR Johnston County	A	4.00	3	12	1	Jun-07	Jun-07
DR NCSD	A	4.00	6	24	1	May-07	May-07
DR Anson County	A	4.00	3	12	1	Apr-07	Apr-07
DR Cabarrus County	A	4.00	3	12	1	May-07	May-07
DR Cleveland County	A	4.00	4	16	1	May-07	May-07
DR gaston County	A	4.00	3	12	1	May-07	May-07
DR Lincoln County	A	4.00	5	20	1	May-07	May-07
DR Mecklenburg	A	4.00	3	12	1	May-07	May-07
DR Moore County	A	4.00	3	12	1	Jan-15	Apr-07
DR Scotland County	A	4.00	5	20	1	Apr-07	Apr-07
DR carteret County	A	4.00	3	12	1	Apr-07	Apr-07
DR Onslow County	A	4.00	2	8	1	May-07	May-07

(1) Descriptive Name/Title of Activity	(2) Type of Activity	(3) Contact Hours	(4) Number of Participants	(5) Total Contact Hours	(6) Number of LEAs Served	(7) Begin Month- Year	(8) End Month- Year
DR New Hanover	A	4.00	3	12	1	May-07	May-07
DR Pender County	A	4.00	3	12	1	May-07	May-07
DR Greene County	A	4.00	3	12	1	Jun-07	Jun-07
DR Brunswick County	A	4.00	2	8	1	Jun-07	Jun-07
DR Duplin County	A	4.00	3	12	1	Jun-07	Jun-07
DR Craven County	A	4.00	3	12	1	May-07	May-07
DR Yadkin County	A	4.00	2	8	1	Apr-07	Apr-07
DR Caldwell County	A	4.00	4	16	1	Apr-07	Apr-07
DR Ashe County	A	4.00	3	12	1	May-07	May-07
DR Avery County	A	4.00	3	12	1	May-07	May-07
DR Iredell-Statesville County	A	4.00	4	16	1	May-07	May-07
DR Catawba County	A	4.00	3	12	1	May-07	May-07
DR Watauga County	A	4.00	3	12	1	May-07	May-07
DR Wilkes County	A	4.00	2	8	1	May-07	May-07
DR Lexington City	A	4.00	2	8	1	May-07	May-07
DR WSFC	A	4.00	4	16	1	May-07	May-07
DR Surry County	A	4.00	2	8	1	Jun-07	Jun-07
136			2,290	39,375			

(1) Descriptive Name/Title of Activity	(2) Type of Activity	(3) Contact Hours	(4) Number of Participants	(5) Total Contact Hours	(6) Number of LEAs Served	(7) Begin Month-Year	(8) End Month-Year
School Administrators as Instructional Leaders (SAIL 07)	D	40.00	31	1240	11	Jun-06	Aug-07
Principals' Summer Institute - WCU \$99.00 (PSI)	D	50.00	26	1300	20	Jul-06	Jul-06
Leadership Program for Future Superintendents (LPFS 02)	D	108.00	19	2052	14	Jul-06	Jul-07
Resource Management Academy (RMA)	A	15.00	78	1170	36	Aug-06	Aug-06
Survival School for New Principals (SSNP 01)	D	50.00	45	2250	21	Jul-06	Oct-06
Leadership for Priority High Schools (LPHS 01)	D	80.00	50	4000	11	Jul-06	Apr-07
Leadership Program for Aspiring Principals (LPAP 44)	D	120.00	27	3240	20	Aug-06	Dec-07
Leadership Program for Aspiring Principals (LPAP 45)	D	120.00	30	3600	19	Jan-06	Apr-06
Leadership Program for Experienced Principals (LPXP 02)	D	120.00	45	5400	33	Sep-06	Dec-06
School Administrators as Instructional Leaders (SAIL 08)	D	40.00	30	1200	11	Sep-06	Nov-06
School Administrators as Instructional Leaders (SAIL 09)	D	40.00	30	1200	7	Sep-06	Nov-06
2006 Law Update	B	3.50	86	301	44	Nov-06	Nov-06
2006 Leadership Conference for School Administrators	B	11.00	321	3531	86	Nov-06	Nov-06
Leadership for Priority High Schools (LPHS 02)	D	80.00	46	3680	14	Dec-06	Jun-07
Students with Disabilities Conference (SWD)	B	12.00	131	1572	41	Jan-07	Jan-07
Leadership Program for New Principals (LPNP 09)	D	120.00	61	7320	37	Jan-07	Apr-07
School Administrators as Instructional Leaders (SAIL 10)	D	40.00	31	1240	20	Jan-07	Mar-07
School Administrators as Instructional Leaders (SAIL 11)	D	40.00	25	1000	17	Feb-07	Mar-07
School Administrators as Instructional Leaders (SAIL 12)	D	40.00	30	1200	18	Feb-07	May-07
School Administrators as Instructional Leaders (SAIL 13)	D	40.00	31	1240	18	Mar-07	May-07

(1) Descriptive Name/Title of Activity	(2) Type of Activity	(3) Contact Hours	(4) Number of Participants	(5) Total Contact Hours	(6) Number of LEAs Served	(7) Begin Month-Year	(8) End Month-Year
School Law Academy	A	6.00	83	498	34	Mar-07	Mar-07
Teacher Retention Conference 2007 (TRC)	B	24.00	310	7440	73	Mar-07	Mar-07
22			1,566	55,674			

(1) Descriptive Name/Title of Activity	(2) Type of Activity	(3) Contact Hours	(4) Number of Participants	(5) Total Contact Hours	(6) Number of LEAs Served	(7) Begin Month- Year	(8) End Month- Year
North Carolina A&T State University and Duplin County Schools Mentoring Teachers in Reading with Emphasis on Special Needs and ESL Learners	B	91.50	22	2,013	1	Jul-06	Jun-07
North Carolina Centra University and Halifax County Schools Mathematics Empowerment of Teachers to Ensure Retention	B	196.00	23	4,508	1	Jul-06	Jun-07
UNC Charlotte and Charlotte-Mecklenburg Schools Every Student Learns at School	B	92.00	13	1,196	1	Jul-06	Jun-07
UNC Pembroke and Hoke County and Scotland County Schools Strategic Teaming for Inclusive Learning Environments	B	124.50	38	4,731	2	Jul-06	Jun-07
UNC Wilmington and New Hanover, Pender and Brunswick County Schools Coalitions for Success II	B	36.00	31	1,116	3	Jul-06	Jun-07
Western Carolina University and Asheville City Schools Connected Coaching: Improving Reading Instruction in Secondary Schools	B	103.00	89	9,167	1	Jul-06	Jun-07
Western Carolina University and Alleghany County Schools	B	88.00	20	1,760	1	Jul-06	Jun-07
Winston-Salem State University and Thomasville City and Winston-Salem/Forsyth County Schools No Report				0			
8			236	24,491			

Appendix A

Response from the Center for School Leadership Development (February 2007)

In February 2007 the fifth annual report on professional development from the Center for School Leadership Development was presented to the State Board of Education. Seven of the eight programs comprising the Center for School Leadership Development were included in the report. The following information was provided for each of the programs included in the report:

Quantitative Information

1. name/title of each activity
2. the type of activity by code (non-residential, one-day activity; non-residential, multiple-day activity; residential, one-day activity; residential, multiple-day activity)
3. number of contact hours involved in each activity
4. number of participants
5. total number of contact hours
6. number of LEAs served
7. beginning and ending dates of the activity.

Qualitative Information

1. What the program considered to be its major success in 2005-06
2. What the program considered its least effective aspects
3. What was given highest priority by the program
4. A summary of the impact of the program
5. Major issues confronted by the program in the course of the year
6. The total cost (including support services and indirect costs) of providing the activities reported in the quantitative sections
7. Adjustments that will be made in 2006-07 to target new areas and/or increase the effectiveness of the program
8. LEAs not served by the program in 2005-06

Response of the State Board of Education (June 2007)

It is clear that the UNC Center for School Leadership has continued its history of broad outreach to school districts, schools, and charter schools throughout the state. Of the seven programs included in the Center's report on 2005-06 activity, nearly 45,000 participants reaped the benefits of those efforts based on over 690,000 actual contact hours. All 115 school districts and 97 charter schools had participants at some level in the programs offered. Of special interest is the professional development model for improving math instruction through the NCPIMS project and the Lens of Learning professional development for principals. The State Board of Education appreciates the inclusiveness of the Center's efforts and the hard work it represents.

It is equally clear that the State Board of Education is committed to ensuring that every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century. This will require extensive professional development delivered in a systemic and comprehensive manner.

Professional development needs include the following:

Areas needing continued/on-going professional development

- Reading (i.e. reading foundations, teaching reading to struggling readers in upper elementary grades, reading and writing in content areas)

- Mathematics (i.e. research-based math strategies, math content for elementary teachers)
- Science (i.e. inquiry-based science instruction, science content for elementary teachers)
- Instructional interventions (i.e. models such as RTI or Instructional Consultation)
- Implementing the Balanced Curriculum
- Curriculum development (i.e. differentiated curriculum, project-based curriculum, interdisciplinary curricula)
- Behavior training (system-wide/school-wide)
- Classroom Based Assessment and Progress Monitoring
- Data-driven decision making
- Professional Learning Communities

Areas needing specific support (based on increased graduation requirements)

- Biology
- US History
- Civics/Economics
- All mathematics courses (specifically, teaching higher mathematics to all students)
- Second language study
- Middle and high school reading (Adolescent Literacy)
- Strengthening instruction for the most academically advanced students

Support for state initiatives

- High School reform efforts (i.e. Learn and Earn, High School redesign, leadership for New Schools)
- Leadership for Turnaround schools
- 21st Century Skills (i.e. international studies, information and communication technologies, financial literacy, second language acquisition, civic literacy)
- Teacher Support (i.e., use of Teacher Working Conditions Survey data, for teachers in hard to staff schools and Turnaround schools, beginning teachers, National Board Certification candidates, and lateral entry teachers – specifically in middle grades, math, science, English as a second language and exceptional children’s teachers)
- Leadership development based on the new administrator standards
- 21st Century pedagogy – project-based learning, collaboration, blended curricula, focus on relevance and student engagement, innovation
- 21st Century assessments – creating and using technology-enhanced formative assessments to inform instructional practice

Meeting with the SBE’s Twenty-First Century Professional Committee in April, representatives of the Center for School Leadership Development described the revisioning and reorganizing that is in process. The resulting restructuring, which is part of an on-going effort of the University to maximize the services it provides to the citizens and public institutions and organizations across North Carolina, should enable the Center to identify and deliver new services in response to the rapidly changing needs of the public schools. The Center will seek to embed assessment, research, and evaluation into all it does. Specifically, the Center will seek to “assess situations, identify and diagnose problems, and develop clear goals; utilize research to select strategies designed to solve problems and reach goals; and evaluate activities based upon the achievement of pre-determined goals.”

In line with the Center’s focus on assessment, research, and evaluation, the State Board asks that by September 1, 2007 the Center:

1. identify specific professional development needs from the topics/lists provided above that it can assist in addressing in the 2007-08 school year;
2. identify specific strategies/activities that will be used to address the identified needs in the 2007-08 school year; and
3. identify the measures that will be utilized to evaluate the impact of the strategies/activities for the

2007-08 school year.

The Board further requests that the report on professional development on the 2007-08 school year from the Center focus on the specific needs, strategies, and measures identified by the Center in response to this request (1,2, and 3 above).

Given the legislative responsibilities of the State Board of Education and the UNC Board of Governors as redefined in the modifications made to GS 115C-12(26) and GS 116-11(12a), the State Board of Education appreciates the collaborative relationship with the Center for School Leadership Development. The State Board looks forward to continued partnerships in meeting the professional development needs for the educational professionals in North Carolina as we collectively work to prepare all students to graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st century.

**UNC Center for School Leadership Development
Professional Development Report
2006-2007**

Appendix B

School Systems Served by Center Programs in 2006-2007

	NC TEACH	NC MTEC	NC PFP	NC- MSEN	NC SIP	NC PEP	NC QUEST
Alamance-Burlington	X	X	X	X	X	X	
Alexander	X			X		X	
Alleghany	X			X	X	X	X
Anson	X			X	X	X	
Ashe	X			X	X	X	
Avery	X			X	X	X	
Beaufort	X	X		X	X	X	
Bertie	X	X		X	X	X	
Bladen	X	X	X	X	X	X	
Brunswick	X	X	X	X	X	X	X
Buncombe	X		X	X	X	X	
Asheville	X		X	X	X	X	X
Burke	X			X	X	X	
Cabarrus	X		X	X	X	X	
Kannapolis				X	X	X	
Caldwell	X		X	X	X	X	
Camden		X		X	X	X	
Carteret	X		X	X	X	X	
Caswell	X			X	X	X	
Catawba	X		X	X	X	X	
Hickory	X				X	X	
Newton-Conover	X			X	X	X	
Chatham	X	X		X		X	
Cherokee	X			X	X	X	
Edenton-Chowan		X		X	X	X	
Clay	X			X	X		
Cleveland	X	X		X	X	X	
Columbus	X	X		X		X	
Whiteville	X	X	X	X		X	
Craven	X		X	X	X	X	
Cumberland	X	X	X	X	X	X	
Currituck	X			X		X	

Dare	X			X			
Davidson	X		X	X	X	X	
Lexington	X	X		X	X	X	
Thomasville	X			X	X		
Davie	X					X	
Duplin	X	X		X	X	X	X
Durham	X	X	X	X	X	X	
Edgecombe	X	X		X	X	X	
Forsyth	X	X	X	X	X	X	
Franklin	X	X		X		X	
Gaston	X			X	X	X	
Gates		X		X		X	
Graham	X			X	X	X	
Granville	X	X		X	X	X	
Greene		X	X		X	X	
Guilford	X		X	X	X	X	
Halifax	X	X	X	X		X	X
Roanoke Rapids	X	X		X	X	X	
Weldon	X	X		X	X	X	
Harnett	X	X	X	X	X	X	
Haywood	X		X	X	X	X	
Henderson	X		X	X	X	X	
Hertford	X	X		X		X	
Hoke	X		X	X		X	X
Hyde	X	X		X		X	
Iredell- Statesville	X		X	X	X	X	
Mooreville			X			X	
Jackson	X			X	X	X	
Johnston	X	X	X	X	X	X	
Jones	X	X		X		X	
Lee	X		X		X	X	
Lenoir	X	X	X	X	X	X	
Lincoln	X		X	X	X	X	
Macon	X			X	X	X	
Madison	X			X	X		
Martin	X	X	X	X	X	X	
McDowell	X			X	X	X	
Mecklenburg	X		X	X	X	X	X
Mitchell	X			X	X	X	
Montgomery	X				X	X	
Moore	X			X	X	X	
Nash- RockyMount	X	X		X	X	X	
New Hanover	X		X	X	X	X	X
Northampton	X	X		X	X	X	

Onslow	X	X	X	X	X	X	
Orange	X		X	X	X	X	
Chapel Hill- Carrboro	X		X	X		X	
Pamlico		X		X		X	
Pasquotank		X		X	X		
Pender	X		X	X	X	X	X
Perquimans		X		X	X	X	
Person	X	X		X		X	
Pitt	X		X	X		X	
Polk	X			X	X	X	
Randolph	X			X		X	
Asheboro		X		X	X	X	
Richmond	X	X		X			
Robeson	X	X		X	X	X	
Rockingham	X		X	X	X	X	
Rowan- Salisbury	X		X	X		X	
Rutherford	X		X	X	X	X	
Sampson	X	X		X	X	X	
Clinton	X	X				X	
Scotland	X			X	X	X	X
Stanly	X		X	X		X	
Stokes	X			X	X	X	
Surry	X			X	X	X	
Elkin	X			X		X	
Mt. Airy	X					X	
Swain	X			X	X		
Transylvania	X			X	X		
Tyrrell	X	X		X		X	
Union	X			X		X	
Vance	X	X		X		X	
Wake	X		X	X	X	X	
Warren	X	X				X	
Washington		X		X	X	X	
Watauga	X		X	X	X	X	
Wayne	X	X	X	X	X	X	
Wilkes				X	X	X	
Wilson	X	X	X	X	X	X	
Yadkin	X				X	X	
Yancey	X	X	X	X	X		

UNC Board of Governors: Committee on Educational Planning, Policies and Programs

Renew and Retain: Keeping High Quality Teachers in the Classroom

The North Carolina Center
for the Advancement of Teaching

Dr. Mary McDuffie
Executive Director

May 8, 2008



A yellow silhouette of a teacher pointing towards the right, with two students in the foreground holding a large globe. The background is white.

NCCAT: A Teacher's Vision

“To attract and retain the best teachers, we must find a way to enhance their self-worth, pride of accomplishment, and enthusiasm.”

Jean Powell, 11-29-83

NC Teacher of the Year

From the mountains to the sea...

advancing teaching as an art and a profession.

NCCAT Programming

- Seminars are **interdisciplinary** by design.
- Seminar topics span a **multitude of subject areas**.
- Programs align with state goals and the **NC Standard Course of Study**, as well as No Child Left Behind.
- All NCCAT seminars are **research-based** and structured on the principles of adult-learning theory.
- **Best practices** are modeled in all seminars.

In 2006-2007, NCCAT:

- Conducted **108 five-day Seminars** (and will conduct **122 five-day Seminars** in 2007-08).
- Conducted a multitude of **weekend and in-district programs** for both beginning and experienced teachers.
- Operated **two residential campuses** open year round
- Served **114 of 115** School Districts and **all 3** Federal School Systems and **ALL 100** Counties

Key Issue



Retention of Quality Teachers in the Classroom

“With the nation expected to need two million new teachers in the next 10 years, a function of rising retirements and enrollments, districts are trying to extend the careers of teachers.”

The New York Times, January 7, 2001

“When we read about how many teachers a school district must hire in the fall, we should be asking instead about how many left last spring—and why.”

No Dream Denied, National Commission on Teaching & America's Future. January, 2003

EACH YEAR IN THE U.S...

- *An estimated 157,000 teachers leave the profession*
- *Approximately 232,000 move*
- *Almost 84,500 retire*

National Center for Education Statistics, 2007

This is especially problematic for high poverty schools.

Beginning Teacher Attrition

Cohort Percent of Teachers Leaving the Profession Each Year

Entered 2001-02	After 1 Year	After 2 Years	After 3 Years	After 4 Years	After 5 Years
United States*	14%	24%	33%	40%	50%
North Carolina**	21%	37%	46%	49%	51%

*National Center for Education Statistics, 2005

**NCDPI, 2007

Attrition of Beginning Teachers

“The goal of ‘a competent, caring, qualified teacher for every child’ will be an unattainable goal so long as nearly half of all new teachers leave the profession before their fifth anniversary as teachers.”

National Commission on Teaching and America’s Future ,Jan 2003

It takes new teachers an average of five years to maximize the learning of their students.

R. Ingersoll, *Quality Programs for New Teacher Support*, AERA, Summer 2007

Fully 50% of beginning teachers in NC have left the classroom by then...

The bottom line is that strong, comprehensive induction programs with supportive mentoring help KEEP new teachers in the profession and are **very cost effective for the state.**

Cost of Hiring New Teachers in NC

- \$11,820 for recruiting, hiring, orienting, and providing professional development for each replacement (NC Avg)*
- \$12,800/year/person for a college education= \$51,200 in state support for a 4-year degree in teaching in NC
- Each teacher educated in our university system RETAINED provides a potential savings to the State of NC of \$63,020!

How do we help keep them?

NCCAT: A Continuum of Professional Development Support

Renewal Seminars

National Board Certification Support

Beginning Teachers Programs



Renewal Seminars for Experienced Teachers



*Networking with
Other Teachers*



New Knowledge

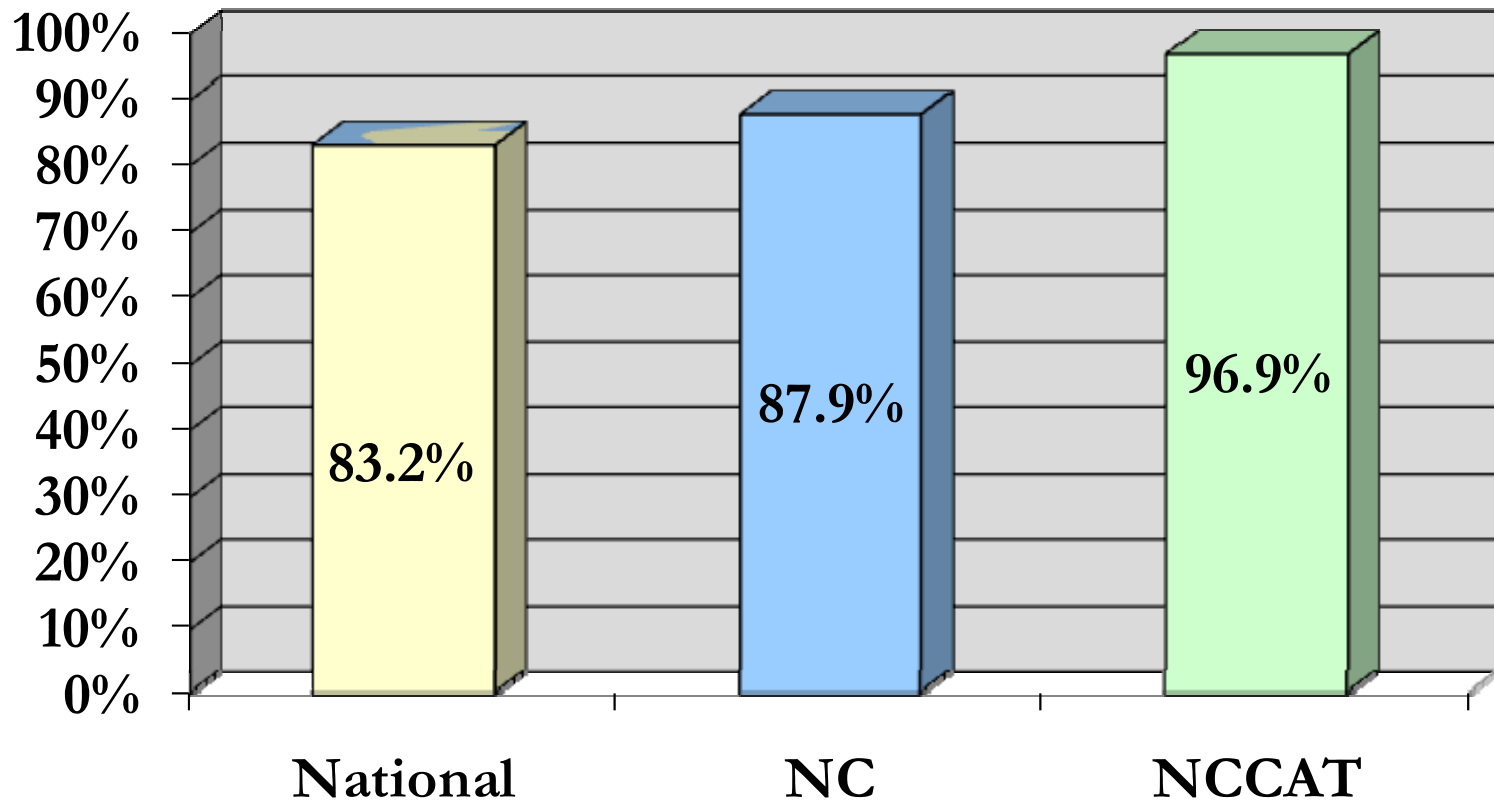


Experiential Learning

- **Strong Intellectual Thrust**
- **Best Practices**
- **Learning Communities**
- **Teacher Leadership**
- **Atmosphere of Respect**
- **Passion for Teaching**

Annual Teacher Retention

2006-2007



National Board Support Seminars

Research shows that students who have highly qualified teachers are more likely to succeed academically—and National Board Certified Teachers are more likely to remain in education.



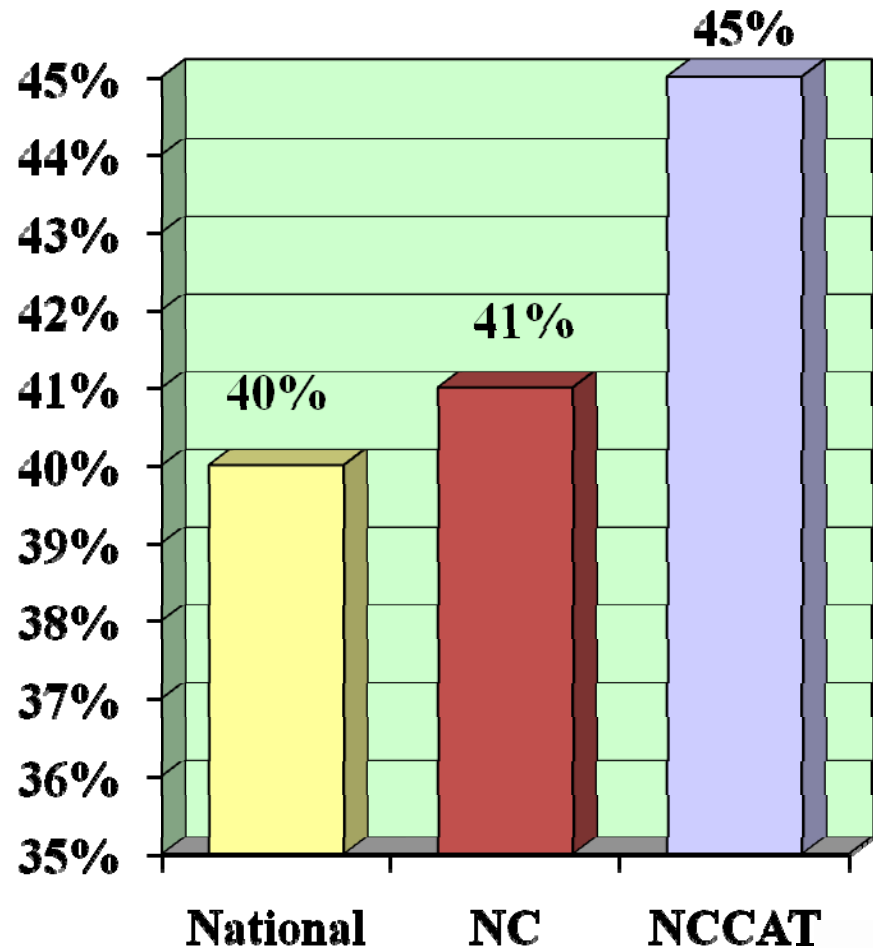
NCCAT's 5 day residential programs include:

- ☐ Portfolio planning and development
- ☐ Reflection on best practices
- ☐ Individualized mentoring with certified facilitators
- ☐ Collaboration with other NB candidates in grade level and subject areas

National Board Support Seminars

2006-2007 (First-time Candidates)

- Approximately 40% achieved nationally
- Approximately 41% achieved statewide
- NCCAT's Achievement Rate was 45%



NCCAT *Connections*—Beginning Teachers in Year 1

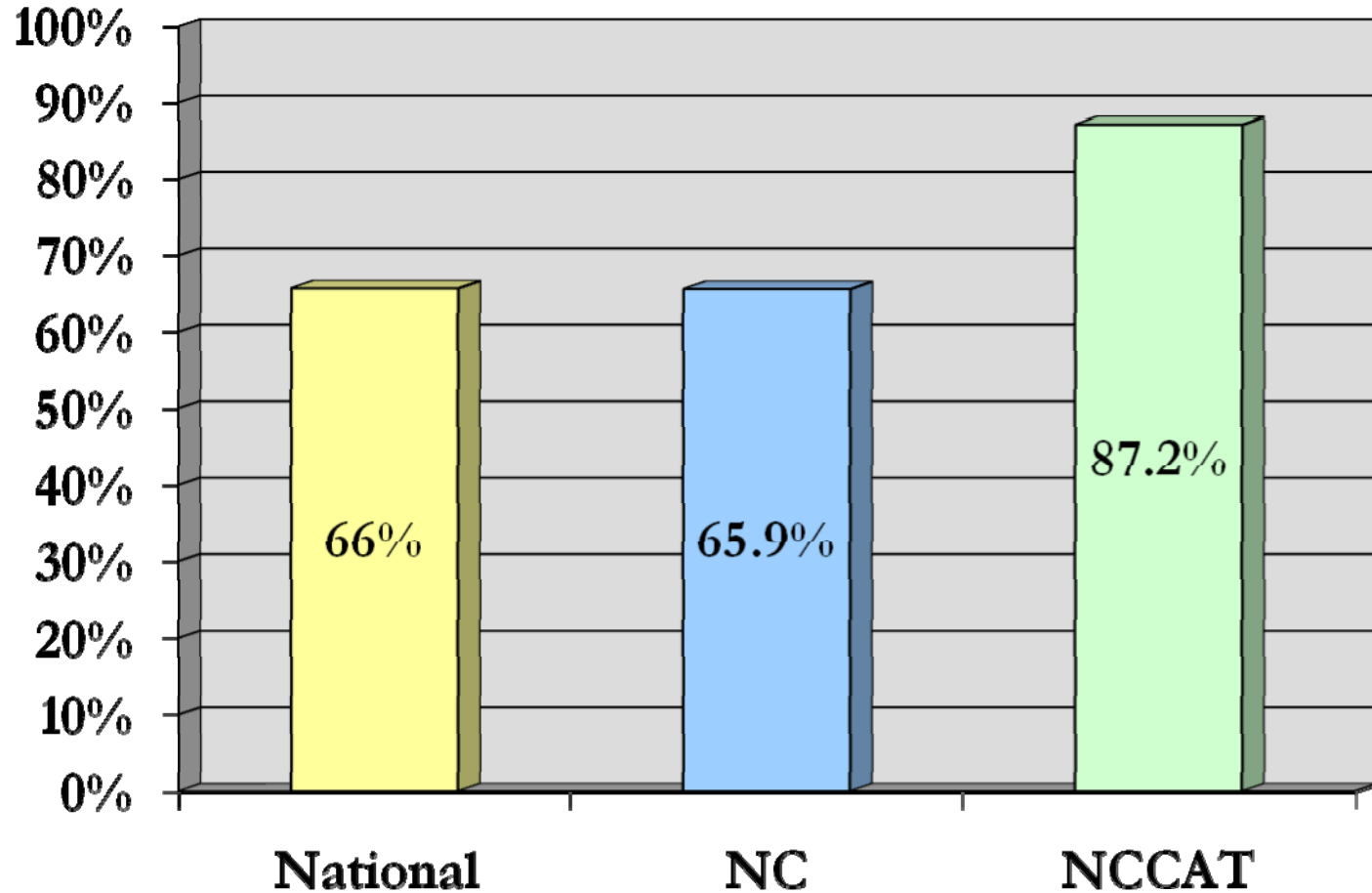
Connect to Your Future—Beginning Teachers in Years 2 & 3



High quality, focused, professional development designed to strengthen and retain novice teachers

Beginning Teacher Retention*

2004-2007



*Cumulative



NCCAT's Impact 2007-2008

- NCCAT will provide nearly **123,000 contact hours** of high-quality professional development this year.
- NCCAT will serve **4315 NC teachers** directly in seminars and programs and approximately **1000 more teachers** in conferences and meetings.
- Those 4315 teachers will impact approximately **323,600 children each year.**
- In 5 years, these same teachers will impact approximately **1,618,000 children.**



Thank You!

**The North Carolina Center for the
Advancement of Teaching**

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