The University of North Carolina

GENERAL ADMINISTRATION

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<u>MEMORANDUM</u>

TO: Members, Committee on Educational Planning, Policies, and Programs

FROM: Alan Mabe

DATE: June 2, 2010

SUBJECT: Report on Professional Development at the Center for School
               Leadership Development

Background: This is a legislatively required report that goes from the Board of Governors to the State Board of Education and then back to the Center for School Leadership Development so that professional development offered by the Center will be aligned with State Board/DPI priorities.

Jurisdictional Authority: G. S. 116-11(12a) requires that, "…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." G.S. 115C-12(26) requires that, "…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 a report from the UNC Center for School Leadership Development (CSLD) to the UNC Board of Governors with regard to the professional development programs provided by the CSLD in 2008-09.

Issues Involved: While this report contains information about the last year of the Principal Executive Program (PEP), the program no longer exist. A plan is being developed to integrate the work of the Center for School Leadership Development into a State-wide network involving all the university campuses with a university-school partnership at the local level. This new network would involve professional development for both teachers and school leaders.

Recommended Action: Recommendation by the Committee that the Report be approved by the Board to be sent to the State Board of Education for their review and feedback.

UNC Center for School Leadership Development

Eighth Annual Report
On
Professional Development

Submitted to

The North Carolina State Board of Education

By

The University of North Carolina General Administration

July 2008 through June 2009

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

UNC Center for School Leadership Development
Eighth Annual Report on Professional Development
July 2008 through June 2009

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), 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 offered by the UNC Center for School Leadership Development (CSLD). Even though the CSLD is now operating as a fully integrated Center for delivery of services, because the brand names of the Center programs are so well known, the report will utilize four selected programs for its organization.

- NC Teachers of Excellence for All Children (NC TEACH)
- Model Teacher Education Consortium (MTEC)
- Principals' Executive Program (PEP)
- NC Quality Educators through Staff Development and Training (NC QUEST)

The first two programs sponsor pre-licensure training and support activities for lateral entry and provisionally licensed public school teachers. The last two programs provide in-service professional development to teachers, school leaders, and administrators currently employed in North Carolina's public schools. The reach of these programs in 2008-09 was as follows:

Program	Participants*	Contact Hours
NC TEACH	2,422	116,612
MTEC	2,979	84,053
PEP	662	28,372
NC QUEST	312	18,137
Totals	6,375	247,174

*duplicated counts

The participants were drawn from school districts and charter schools in North Carolina. Appendix A documents participation by school system in each of the program areas. The full report contains information and data from each of the four programs listed above.

Section 1 of the report contains quantitative data regarding the activities of the four programs, presented in table format with a table for each program. During the period July 2008 through June 2009, the four programs provided professional development activities to 6,375 participants. These individuals engaged in 247,174 contact hours of professional development. 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. The locations of these professional development activities were spread across the state and included the CSLD building, rented venues, school system facilities, and the campuses of public and private colleges and universities as well as community college campuses. Some of the professional development activities were conducted or taught by personnel from university campuses while being facilitated or coordinated by CSLD personnel, with the cost of such activities being included in the CSLD budget.

Section 2 of the report contains a summary from the four programs regarding the evaluation of individual professional development offerings listed in this report. The extent of these evaluations ranges from no evaluation to rigorous and comprehensive evaluations. Evaluation reports and the findings of these reports are not included in the Professional Development Report.

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.

UNC Center for School Leadership Development

Report on Professional Development
July 2008 – June 2009

EIGHTH ANNUAL REPORT

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July 2008 – June 2009

EIGHTH 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 offered by selected programs operating as part of the UNC Center for School Leadership Development for the period July 2008 through June 2009.

UNC Center for School Leadership Development

Mission - The UNC Board of Governors created the University of North Carolina Center for School Leadership Development 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 aspiring and novice teachers to veteran administrators and teacher-leaders. In the fall of 2006, the CSLD, at the direction of UNC President Erskine Bowles, began a reorganization and rationalization process. In the spring of 2007 the process concluded with the adoption of a new mission statement and related goals as follows.

The mission of the UNC Center for School Leadership Development, in alignment with the strategic priorities of the University of North Carolina and the Public Schools of North Carolina and in partnership with North Carolina's educator preparation programs, is to

- Recruit a diverse group of future PreK-12 educators, connect them with education leading to licensure and support them throughout their pursuit of full licensure.
- Provide professional development for licensed PreK-12 classroom teachers in the areas of mathematics, science, and special education.
- Provide professional development for licensed PreK-12 educators that builds leaders, both teachers and administrators, of schools that maximize student learning.
- Operate a world-class conference center for use by North Carolina's PreK-16 educators.
- Make assessment, research and evaluation an integral part of the Center and all Center services.

The Center for School Leadership Development will accomplish its mission by pursuing the following goals:

1. Early recruitment of potential educators from high schools, community colleges and the first two years of college.
2. Targeted recruitment of potential educators from non-traditional sources such as teacher assistants and degree-holding non-educators.
3. Focused recruitment efforts in geographic areas demonstrating high rates of non-highly qualified teachers and administrators who are not fully licensed.
4. Focused recruitment efforts in high-need licensure areas where there are relatively fewer licensed professionals available for employment.
5. Collaboration between the Center, local education agencies, the Department of Public Instruction and regional alternative licensure centers and teacher education and MSA programs in colleges and universities across the state in recruitment, support and education leading to licensure.
6. PeK-12 teachers who are highly knowledgeable about and pedagogically skilled in effectively instructing students in mathematics, science and special education.
7. PreK-12 mathematics, science and special education teachers who are skilled in providing instructional interventions for academically low-performing students.
8. PreK-12 mathematics, science and special education teachers who are effective in sharing advanced content knowledge and instructional skills with colleagues.
9. Development of both teacher leaders and administrator leaders.
10. Structured opportunities for schools and school systems to build leadership teams that are capable of solving local problems.
11. Professional development for school leaders that utilizes a curriculum based upon national research on leadership development and state standards for administrator training.
12. Professional development for both classroom teachers and school leaders that meets or exceeds national and state standards for professional development.
13. Forums, institutes and conferences that provide a platform for addressing statewide issues in school leadership and build a network for communication among school leaders.
14. A state-of-the-art facility, available at minimal cost, for statewide use by PreK-16 educators as a site for conducing educator recruitment and leadership development activities.

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, NC State Improvement Project/NC Restructuring Initiative in Special Education, and NC Quality Educators through Staff Development and Training 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. The operation of the NC SIP was returned to the Department of Public Instruction in 2008.

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 has housed a number of programs, and in 2008-2009 was home to six 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), Principal Fellows Program (PFP), Model Teacher Education Consortium (MTEC), and the federally-funded North Carolina Quality Educators through Staff Development and Training (NC QUEST).

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

The Report

Legislative Requirements – G. S. 116-11(12a) requires that, "…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." G.S. 115C-12(26) requires "…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 a report from the UNC Center for School Leadership Development (CSLD) to the UNC Board of Governors with regard to the professional development programs provided by the CSLD in 2008-09.

State Board of Education Recommendations – The most recent recommendations from the State Board of Education were received by the CSLD in June 2007 in response to the 2005-06 Professional Development Report. The State Board's June 2007 response is contained in Appendix B.

Definition of Professional Development and the Scope of the Report – For the purpose of the 2008-09 report, the CSLD has defined professional development as activities that
- Meet the standards for professional development as articulated by the State Board of Education, the National Staff Development Council and the No Child Left Behind legislation,
- Are structured, provide content knowledge, develop skills and include an expectation of follow-up,
- Serve individuals who are employed in NC public schools in a position that requires a professional license,
- Include 6 or more contact hours of engagement, and
- Are orchestrated by CSLD staff and are paid for by appropriations, grants, and/or receipts that are included in the CSLD budget.

This is the first year that this definition of professional development has been applied rigorously to the CSLD activities chosen for inclusion in this report and has reduced the number of activities included as compared to reports for previous years. For example, none of the activities provided by the NC-MSEN or the PFP meet all five criteria. In addition, the state budget crisis and the return of the NC-SIP activities to the control of the State Board of Education have served to reduce the number of activities sponsored and/or reported in 2008-09. Finally, it should be noted that this report does not address any professional development activities provided by UNC other than those provided by the CSLD.

Within these parameters, the following pages detail the professional development provided statewide by four of the programs comprising the UNC-CSLD during 2008-09.

Section 1- Section 1 contains quantitative data regarding the activities of the four 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:

Program	Participants*	Contact Hours
NC TEACH	2,422	116,612
MTEC	2,979	84,053
PEP	662	28,372
NC QUEST	312	18,137
Totals	6,375	247,174

*duplicated counts

Section 2 – Section 2 contains a summary from the four programs regarding the evaluation of individual professional development offerings listed in this report. The extent of these evaluations ranges from no evaluation to rigorous and comprehensive evaluations. Evaluation reports and the findings of these reports are not included in the Professional Development Report but can be requested from or accessed through external sources, including the CSLD.

UNC Center for School Leadership Development
Professional Development Report
2008-2009

Evaluation of NC TEACH/NC TEACH II Professional Development

Evaluations for the NC TEACH orientation and NC TEACH Program and courses are determined by and administered by each host site university. Data from these evaluations can be accessed by contacting the NC TEACH host site coordinator or course faculty for that campus. Overall data concerning numbers, profile and demographic information on recruits and participants is collected and tracked by the central office at the CSLD. All Individualized Program Plans of Study and progress toward the attainment of licensure is tracked at the campus level in collaboration with central office. Each university makes its recommendation for licensure based upon successful completion of the NC TEACH program components and any additional content related courses needed for licensure in North Carolina. Campuses that offer the NC TEACH Program are: East Carolina University, Fayetteville State University, North Carolina A&T State University, North Carolina Central University, North Carolina State University, University of North Carolina at Chapel Hill, University of North Carolina Greensboro, University of North Carolina Wilmington, Western Carolina University, and Lenoir Rhyne University. UNC Charlotte is an affiliate NC TEACH university.

Evaluations for the NC TEACH II orientation and NC TEACH II Program and courses are determined by and administered by an external evaluator, PRAXIS, Inc. in collaboration with NC TEACH central office and host universities. NC TEACH II is a federally funded project whose purpose is to prepare teachers for teaching in high-need LEAs in the areas of mathematics, science, and special education. NC TEACH II campuses are: East Carolina University, University of North Carolina at Chapel Hill, University of North Carolina Pembroke, University of North Carolina Wilmington, and Western Carolina University. Data compiled for these annual reports is submitted to the Department of Education Transition to Teaching grant project officers in Washington, DC by May 1 of each project year. Data verification is collected and submitted to DOE by October 29 of each project year. Quantitative and qualitative data is available upon request regarding the following components of the program: participants, recruitment, selection, preparation, placement, support, and retention.

UNC Center for School Leadership Development
Professional Development Report
2008-2009

Evaluation of MTEC Professional Development

Praxis II Success Boot Camp for Elementary Education
Praxis I Reading and Writing Test Preparation Seminar
Praxis II Elementary Education Test Preparation Seminar
The target audiences for these activities were paraprofessionals seeking entry into a teacher education program or attempting to fulfill licensure requirements by passing a Praxis examination. MTEC does not have a specific evaluation instrument in place and has relied on the pass/fail rate of individuals enrolled in the seminars as a measure of effectiveness. Data gathered this way is limited because we are not always able to get test results from clients once the seminars are completed.

Sponsored Courses
MTEC sponsors courses at Institutions of Higher Education (IHEs) for teachers who are clearing lateral entry or provisional licensure requirements. MTEC also sponsors courses for graduate degree/licensure by providing tuition assistance. Since sponsorship entails underwriting a portion of the cost only, and since MTEC does not have a part in the selection of the instructors, nor is it involved in approving the curriculum, we do not have a specific instrument to evaluate the effectiveness of the instruction. Individual campuses have an evaluation process in place, but we do not receive copies of the questions or the results of the surveys.

Instructional Institute for Lateral Entry and Inexperienced Teachers 2008
Participants completed a written evaluation of each session.

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UNC Center for School Leadership Development
Professional Development Report
2008-2009

Evaluation of PEP Professional Development

At the conclusion of the 2008-09 fiscal year the Principals' Executive Program ceased to exist due to elimination of funding by the General Assembly. Despite this action, and in keeping with a pledge made to the General Assembly's Joint Education Appropriation Subcommittee, the Center for School Leadership Development will complete this year (2009-10), a longitudinal evaluation of the impact of PEP training upon participants and student learning in participants' schools. This study will evaluate PEP professional development on five levels, identified by Tom Guskey, including participant satisfaction, participant learning, the degree to which the climate at the participant's school will support change, change in participant behavior, and the impact on both the conditions that influence student learning and student learning as measured by NC's Accountability Model. This study will focus primarily on participants in PEP's long-term Leadership Program for Experienced Principals, Leadership Program for New Principals, and Leadership Program for Assistant Principals programs undertaken in 2008-09. The study will also examine Guskey's Level 5 with regard to PEP's long-term professional development programs in prior years. Gathering of data for this study will conclude in late 2010 and the results of the study will be available afterwards.

In addition to this longitudinal study, during 2008-09 PEP evaluated each of its professional development activities with regard to Guskey's Level 1, participant satisfaction, with each program receiving high marks. Copies of the data from these evaluations are available through the Center for School Leadership Development.

UNC Center for School Leadership Development
Professional Development Report
2008-2009

Evaluation of NC QUEST Professional Development

Each of the NC QUEST projects is subject to a monitoring process developed by the administrator of the program and sanctioned by the U. S. Department of Education. During the 18-month course of each project, NC QUEST personnel from UNC conduct two site visits to observe project activities and interview project personnel. The interviews include focus group sessions with teacher participants. In addition to the site visits, project directors submit two written progress reports, one at the project mid-point and one at the conclusion of the project. Each of these written reports includes an assessment of the degree to which specific project goals have been met.

Each of the NC QUEST projects is also required to secure the services of an external evaluator to assess the impact of the project. These evaluators are named early in the project, are engaged throughout the life of the project, and are compensated from project funds. At the conclusion of each project, the written report from the external evaluator is utilized by project staff as feedback to make improvements in future professional development activities and a copy of the written report is submitted to the NC QUEST office for reference and filing.

Upon request, copies of site visit reports, interim reports, final reports and project evaluations are available from the NC QUEST office at the Center for School Leadership Development.

July 2008 - June 2009

(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
Courses NCTEACH Program East Carolina U - summer II 2008	B	60.00	102	6,120	33	Jun-08	Jul-08
Courses NCTEACH Program East Carolina U - fall 2008	B	30.00	30	900	24	Aug-08	Dec-08
Courses NCTEACH Program East Carolina U - spring 2009	B	30.00	51	1,530	29	Jan-09	May-09
Courses NCTEACH Program East Carolina U - summer I 2009	B	60.00	100	6,000	32	May-09	Jun-09
Orientation NCTEACH Program Fayetteville State U	A	6.00	15	90	3	Jun-08	Jun-08
Courses NCTEACH Program Fayetteville State U - summer II 2008	B	10.00	9	90	2	Jul-08	Aug-08
Courses NCTEACH Program Fayetteville State U - fall 2008	B	60.00	9	540	2	Aug-08	Dec-08
Courses NCTEACH Program Fayetteville State U - spring 2009	B	30.00	9	270	2	Jan-09	May-09
Courses NCTEACH Program Fayetteville State U - summer I 2009	B	90.00	9	810	2	May-09	Jun-09
Courses NCTEACH Program Lenoir Rhyne U - summer II 2008	B	60.00	12	720	6	Jun-09	Aug-08
Courses NC TEACH Program Lenoir Rhyne U - fall 2008	B	60.00	8	480	6	Aug-08	Dec-08
Courses NC TEACH Program Lenoir Rhyne U - spring 2009	B	60.00	8	480	8	Jan-09	May-09
Courses NCTEACH Program Lenoir Rhyne U - summer I 2009	B	60.00	10	600	2	May-09	Jun-09
Orientation NCTEACH Program NC A&T University	A	6.00	7	42	5	Jun-08	Jun-08
Courses NCTEACH Program NC A&T U - summer II 2008	B	90.00	9	810	5	Jun-08	Aug-08
Courses NC TEACH Program NC A&T U - fall 2008	B	60.00	19	1,140	5	Aug-08	Dec-08
Courses NC TEACH Program NC A&T U - spring 2009	B	60.00	24	1,440	4	Jan-09	May-09
Courses NCTEACH Program NC A&T U - summer I 2009	B	60.00	25	1,500	5	May-09	Jun-09
Orientation NCTEACH Program NC Central University	A	3.00	12	36	2	Jun-08	Jun-08
Courses NCTEACH Program NC Central U - summer II 2008	B	120.00	11	1,320	2	Jul-08	Aug-08
Courses NCTEACH Program NC Central U - fall 2008	B	30.00	10	300	3	Aug-08	Dec-08
Courses NCTEACH Program NC Central U - spring 2009	B	30.00	11	330	3	Jan 09	May-09
Courses NCTEACH Program NC Central U - summer I 2009	B	120.00	15	1,800	4	May-09	Jun-09
Courses NCTEACH Program NC State U - summer II 2008	B	60.00	68	4,080	18	Jul-08	Aug-08
Courses NCTEACH Program NC State U - fall 2008	B	60.00	92	5,520	18	Aug-08	Dec-08
Courses NCTEACH Program NC State U - spring 2009	B	60.00	152	9,120	18	Jan-09	May-09
Courses NCTEACH Program NC State U - summer I 2009	B	60.00	218	13,080	18	May-09	Jun-09
Courses NCTEACH Program UNC CH - summer II 2008	B	50.00	10	500	7	Jun-08	Jul-08
Courses NCTEACH Program UNC CH - fall 2008	B	60.00	9	540	6	Aug-08	Dec-08

July 2008 - June 2009

(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
Courses NCTEACH Program UNC CH - spring 2009	B	60.00	9	540	6	Jan-09	May-09
Courses NCTEACH Program UNC CH - summer I 2009	B	30.00	9	270	9	May-09	Jun-09
Orientation NCTEACH Program UNC Greensboro	A	30.00	74	2,220	21	Jun-08	Jun-08
Courses NCTEACH Program UNC Greensboro - summer II 2008	B	80.00	57	4,564	21	Jun-08	Jul-08
Courses NCTEACH Program UNC Greensboro - fall 2008	B	40.00	75	3,000	21	Aug-08	Dec-08
Courses NCTEACH Program UNC Greensboro - spring 2009	B	40.00	101	4,040	21	Jan-09	May-09
Courses NCTEACH Program UNC Greensboro - summer I 2009	B	60.00	72	4,320	21	May-09	Jun-09
Orientation NCTEACH Program UNC Pembroke	A	5.00	14	70	8	Jun-08	Jun-08
Courses NCTEACH Program UNC Pembroke - summer II 2008	B	40.00	25	1,000	8	Jun-08	Aug-08
Courses NCTEACH Program UNC Pembroke - fall 2008	B	80.00	25	2,000	8	Aug-08	Dec-08
Courses NCTEACH Program UNC Pembroke - spring 2009	B	60.00	23	1,380	10	Jan-09	May-09
Courses NCTEACH Program UNC Pembroke - summer I 2009	B	60.00	20	1,200	10	May-09	Jun-09
Courses NCTEACH Program UNC Wilmington - summer II 2008	B	60.00	24	1,440	2	Jun-08	Jul-08
Courses NCTEACH Program UNC Wilmington - fall 2008	B	30.00	24	720	2	Aug-08	Dec-08
Courses NCTEACH Program UNC Wilmington - spring 2009	B	30.00	58	1,740	3	Jan-09	May-09
Courses NCTEACH Program UNC Wilmington - summer I 2009	B	30.00	58	1,740	3	May-09	Jun-09
Orientation NCTEACH Program Western Carolina University	A	6	130	780	54	Jun-08	Jun-09
Courses NCTEACH Program Western Carolina U - summer II 2008	B	30-60	132	5940	52	Jun-08	May-09
Courses NCTEACH Program Western Carolina U - fall 2008	B	30-60	125	5,430	37	Aug-08	Dec-08
Courses NCTEACH Program Western Carolina U - spring 2009	B	30-60	154	7,030	48	Jan-09	May-09
Courses NCTEACH Program Western Carolina U - summer I 2009	B	30-60	149	7,000	49	May-09	Jun-09
50			2422	116,612			

UNC Center for School Leadership Development Professional Development Report Model Teacher Education Consortium

July 2008 - June 2009

(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
2008 Praxis II Success Boot Camp for Elementary Education	D	16.35	25	409	15	Jul-08	Jul-08
Praxis I Reading and Writing Test Preparation Seminar	B	15.25	13	198	10	Oct-08	Oct-08
Praxis II Elementary Education Test Preparation Seminar	A	7.50	16	120	12	Nov-08	Nov-08
2009 Praxis II Boot Camp for Elementary Education and Special Education	B	16.50	31	512	12	Jun-09	Jun-09
Instructional Institute for Lateral Entry and Inexperienced Teachers 2008	B	11.00	334	3,674	40	Sep-08	Sep-08
Sponsored Courses for Licensure Barton College - summer II 2008	B	30.00	46	3,720	18	Jul-08	Aug-08
Sponsored Courses for Licensure Barton College- fall 2008	B	30.00	13	390	4	Aug-08	Dec-08
Sponsored Courses for Licensure Barton College - spring 2009	B	30.00	10	300	6	Jan-09	May-09
Sponsored Courses for Licensure Campbell University - summer II 2008	B	30.00	2	60	2	Jun-08	Jul-08
Sponsored Courses for Licensure Campbell University - fall 2008	B	30.00	1	30	1	Aug-08	Dec-08
Sponsored Courses for Licensure Chowan University - fall 2008	B	30.00	61	1,830	24	Aug-08	Dec-08
Sponsored Courses for Licensure Chowan University - spring 2009	B	30.00	50	1,500	20	Jan-09	May-09
Sponsored Courses for Licensure Chowan University - summer I 2009	B	30.00	38	1,140	16	May-09	Jul-09
Sponsored Courses for Licensure East Carolina University - summer II 2008	B	30.00	123	3,690	29	Jun-08	Jul-08
Sponsored Courses for Licensure East Carolina University - fall 2008	B	30.00	190	5,700	35	Aug-08	Dec-08
Sponsored Courses for Licensure East Carolina University - spring 2009	B	30.00	152	4,560	31	Jan-09	May-09
Sponsored Courses for Licensure East Carolina University - summer I 2009	B	30.00	163	4,890	33	May-09	Jun-09
Sponsored Courses for Licensure Elizabeth City State University - fall 2008	B	30.00	21	630	12	Aug-08	Dec-08

July 2008 - June 2009

(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
Sponsored Courses for Licensure Elizabeth City State University - spring 2009	B	30.00	27	810	16	Jan-09	May-09
Sponsored Courses for Licensure Fayetteville State University - summer II 2008	B	30.00	1	30	1	Jul-08	Aug-08
Sponsored Courses for Licensure Fayetteville State University - fall 2008	B	30.00	8	240	5	Aug-08	Dec-08
Sponsored Courses for Licensure Fayetteville State University - spring 2009	B	30.00	22	660	10	Jan-09	May-09
Sponsored Courses for Licensure Fayetteville State University - summer I 2009	B	30.00	14	420	5	May-09	Jun-09
Sponsored Courses for Licensure NC A&T State University - summer II 2008	B	30.00	10	300	7	Jun-08	Aug-08
Sponsored Courses for Licensure NC A&T State University - fall 2008	B	30.00	19	570	11	Aug-08	Dec-08
Sponsored Courses for Licensure NC A&T Sate University - spring 2009	B	30.00	22	660	13	Jan-09	May-09
Sponsored Courses for Licensure NC A&T State University - summer I 2009	B	30.00	78	2,340	22	May-09	Jun-09
Sponsored Courses for Licensure NC Central University - summer II 2008	B	30.00	62	1,860	17	Jul-08	Aug-08
Sponsored Courses for Licensure NC Central University - fall 2008	B	30.00	30	900	13	Aug-08	Dec-08
Sponsored Courses for Licensure NC Central University - spring 2009	B	30.00	20	600	10	Jan-09	May-09
Sponsored Courses for Licensure NC Central University - summer I 2009	B	30.00	31	930	11	May-09	Jun-09
Sponsored Courses for Licensure NC State University - summer II 2008	B	30.00	4	120	2	Jul-08	Aug-08
Sponsored Courses for Licensure NC State University - fall 2008	B	30.00	24	720	7	Aug-08	Dec-08
Sponsored Courses for Licensure NC State University - spring 2009	B	30.00	14	420	7	Jan-09	May-09
Sponsored Courses for Licensure NC Wesleyan College - summer II 2008	B	30.00	11	330	6	Jul-08	Aug-08
Sponsored Courses for Licensure NC Wesleyan College - fall 2008	B	30.00	15	450	9	Aug-08	Dec-08

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(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
Sponsored Courses for Licensure NC Wesleyan College - spring 2009	B	30.00	19	570	10	Jan-09	May-09
Sponsored Courses for Licensure Shaw University - fall 2008	B	30.00	24	720	9	Aug-08	Dec-08
Sponsored Courses for Licensure Shaw University - spring 2009	B	30.00	8	240	6	Jan-09	May-09
Sponsored Courses for Licensure Shaw University - summer I 2009	B	30.00	22	660	15	May-09	Jun-09
Sponsored Courses for Licensure UNC-Asheville - spring 2009	B	30.00	1	30	1	Jan-09	May-09
Sponsored Courses for Licensure UNC-Greensboro - fall 2008	B	30.00	1	30	1	Aug-08	Dec-08
Sponsored Courses for Licensure UNC-Greensboro - summer I 2009	B	30.00	1	30	1	May-09	Jun-09
Sponsored Courses for Licensure UNC-Pembroke - summer II 2008	B	30.00	28	840	15	Jun-08	Aug-08
Sponsored Courses for Licensure UNC-Pembroke - fall 2008	B	30.00	27	810	11	Aug-08	Dec-08
Sponsored Courses for Licensure UNC-Pembroke - spring 2009	B	30.00	26	780	13	Jan-09	May-09
Sponsored Courses for Licensure UNC-Pembroke - summer I 2009	B	30.00	53	1,590	18	May-09	Jun-09
Sponsored Courses for Licensure UNC-Wilmington - summer II 2008	B	30.00	2	60	2	Jun-08	Jul-08
Sponsored Courses for Licensure UNC-Wilmington - fall 2008	B	30.00	1	30	1	Aug-08	Dec-08
Sponsored Courses for Licensure UNC-Wilmington - spring 2009	B	30.00	4	120	3	Jan-09	May-09
Sponsored Courses for Licensure UNC-Wilmington - summer I 2009	B	30.00	7	210	4	May-09	Jun-09
Sponsored Courses for Licensure Western Carolina University - summer II 2008	B	30.00	24	720	15	Jul-08	Aug-08
Sponsored Courses for Licensure Western Carolina University - fall 2008	B	30.00	53	1,590	25	Aug-08	Dec-08
Sponsored Courses for Licensure Western Carolina University - spring 2009	B	30.00	68	2,040	27	Jan-09	May-09

(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
Sponsored Courses for Licensure Western Carolina University - summer I 2009	B	30.00	11	330	10	May-09	Jun-09
Sponsored Courses for Licensure Winston Salem State University - summer II 2008	B	30.00	22	660	1	Jun-08	Jul-08
Sponsored Courses for Licensure Winston Salem State University - fall 2008	B	30.00	11	330	1	Aug-08	Dec-08
Sponsored Courses for Licensure Winston Salem State University - spring 2009	B	30.00	6	180	1	Jan-09	May-09
Sponsored Courses for Licensure Winston Salem State University - summer I 2009	B	30.00	1	30	1	May-09	Jun-09
Sponsored Courses for Graduate Degree/Licensure Campbell University - summer II 2008	B	30.00	73	2,190	2	Jun-08	Jul-08
Sponsored Courses for Graduate Degree/Licensure Campbell University - fall 2008	B	30.00	52	1,560	2	Aug-08	Dec-08
Sponsored Courses for Graduate Degree/Licensure East Carolina University - summer II 2008	B	30.00	84	2,520	9	Jun-08	Jul-08
Sponsored Courses for Graduate Degree/Licensure East Carolina University - fall 2008	B	30.00	50	1,500	11	Aug-08	Dec-08
Sponsored Courses for Graduate Degree/Licensure East Carolina University - spring 2009	B	30.00	40	1,200	10	Jan-09	May-09
Sponsored Courses for Graduate Degree/Licensure East Carolina University - summer I 2009	B	30.00	19	570	3	May-09	Jun-09
Sponsored Courses for Graduate Degree/Licensure Elizabeth City State University - fall 2008	B	30.00	51	1,530	10	Aug-08	Dec-08
Sponsored Courses for Graduate Degree/Licensure Elizabeth City State University - spring 2009	B	30.00	23	690	8	Jan-09	May-09
Sponsored Courses for Graduate Degree/Licensure NC A&T State University - summer II 2008	B	30.00	77	2,310	1	Jun-08	Aug-08
Sponsored Courses for Graduate Degree/Licensure NC A&T State University - fall 2008	B	30.00	40	1,200	1	Aug-08	Dec-08
Sponsored Courses for Graduate Degree/Licensure NC A&T State University - spring 2009	B	30.00	39	1,170	1	Jan-09	May-09
Sponsored Courses for Graduate Degree/Licensure NC Central University - summer II 2008	B	30.00	14	420	3	Jul-08	Aug-08
Sponsored Courses for Graduate Degree/Licensure NC Central University - fall 2008	B	30.00	10	300	4	Aug-08	Dec-08

(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
Sponsored Courses for Graduate Degree/Licensure NC Central University - spring 2009	B	30.00	9	270	3	Jan-09	May-09
Sponsored Courses for Graduate Degree/Licensure NC Central University - summer I 2009	B	30.00	4	120	2	May-09	Jun-09
Sponsored Courses for Graduate Degree/Licensure UNC-Pembroke - summer II 2008	B	30.00	21	630	2	Jun-08	Aug-08
Sponsored Courses for Graduate Degree/Licensure UNC-Pembroke - fall 2008	B	30.00	8	240	2	Aug-08	Dec-08
Sponsored Courses for Graduate Degree/Licensure UNC-Pembroke - spring 2009	B	30.00	5	150	2	Jan-09	May-09
Sponsored Courses for Graduate Degree/Licensure UNC-Pembroke - summer I 2009	B	30.00	3	90	2	May-09	Jun-09
Sponsored Courses for Graduate Degree/Licensure UNC-Wilmington - summer II 2008	B	30.00	54	1,620	2	Jun-08	Jul-08
Sponsored Courses for Graduate Degree/Licensure UNC-Wilmington - fall 2008	B	30.00	24	720	2	Aug-08	Dec-08
Sponsored Courses for Graduate Degree/Licensure UNC-Wilmington - spring 2009	B	30.00	22	660	2	Jan-09	May-09
Sponsored Courses for Graduate Degree/Licensure UNC-Wilmington - summer I 2009	B	30.00	7	210	2	May-09	Jun-09
Sponsored for Licensure Alamance Community College - fall 2008	B	30.00	12	360	8	Aug-08	Dec-08
Sponsored for Licensure Brunswick Community College - spring 2009	B	30.00	2	60	2	Jan-09	May-09
Sponsored for Licensure Central Carolina Community College - fall 2008	B	30.00	1	30	1	Aug-08	Dec-08
Sponsored for Licensure Central Carolina Community College - spring 2009	B	30.00	9	270	5	Jan-09	May-09
Sponsored for Licensure Coastal Carolina Community College - fall 2008	B	30.00	1	30	1	Aug-08	Dec-08
Sponsored for Licensure College of The Albemarle - spring 2009	B	30.00	1	30	1	Jan-09	May-09
Sponsored for Licensure Davidson County Community College - spring 2009	B	30.00	1	30	1	Jan-09	May-09
Sponsored for Licensure Edgecombe Community College - fall 2008	B	30.00	1	30	1	Aug-08	Dec-08

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(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
Sponsored for Licensure Fayetteville Technical Community College - fall 2008	B	30.00	3	90	1	Aug-08	Dec-08
Sponsored for Licensure Fayetteville Technical Community College - spring 2009	B	30.00	2	60	1	Jan-09	May-09
Sponsored for Licensure Forsyth Technical Community College - spring 2009	B	30.00	2	60	2	Jan-09	May-09
Sponsored for Licensure Halifax Community College - fall 2008	B	30.00	1	30	1	Aug-08	Dec-08
Sponsored for Licensure Johnston Community College - fall 2008	B	30.00	3	90	2	Aug-08	Dec-08
Sponsored for Licensure Johnston Community College - spring 2009	B	30.00	3	90	1	Jan-09	May-09
Sponsored for Licensure Lenoir Community College - fall 2008	B	30.00	9	270	6	Aug-08	Dec-08
Sponsored for Licensure Lenoir Community College - spring 2009	B	30.00	27	810	7	Jan-09	May-09
Sponsored for Licensure Nash Community College - fall 2008	B	30.00	5	150	3	Aug-08	Dec-08
Sponsored for Licensure Nash Community College - spring 2009	B	30.00	2	60	2	Jan-09	May-09
Sponsored for Licensure Randolph Community College - spring 2009	B	30.00	1	30	1	Jan-09	May-09
Sponsored for Licensure Richmond Community College - spring 2009	B	30.00	15	450	1	Jan-09	May-09
Sponsored for Licensure Robeson Community College - fall 2008	B	30.00	1	30	1	Aug-08	Dec-08
Sponsored for Licensure Robeson Community College - spring 2009	B	30.00	5	150	2	Jan-09	May-09
Sponsored for Licensure Sampson Community College - fall 2008	B	30.00	1	30	1	Aug-08	Dec-08
Sponsored for Licensure Sandhills Community College - fall 2008	B	30.00	1	30	1	Aug-08	Dec-08
Sponsored for Licensure Southeastern Community College - spring 2009	B	30.00	1	30	1	Jan-09	May-09
Sponsored for Licensure Vance-Granville Community College - fall 2008	B	30.00	5	150	3	Aug-08	Dec-08

July 2008 - June 2009

(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
Sponsored for Licensure Vance-Granville Community College - spring 2009	B	30.00	6	180	2	Jan-09	May-09
Sponsored for Licensure Wake Technical Community College - fall 2008	B	30.00	3	90	3	Aug-08	Dec-08
Sponsored for Licensure Wake Technical Community College - spring 2009	B	30.00	3	90	3	Jan-09	May-09
Sponsored for Licensure Wayne Community College - fall 2008	B	30.00	1	30	1	Aug-08	Dec-08
Sponsored for Licensure Wilson Technical Community College - fall 2008	B	30.00	1	30	1	Aug-08	Dec-08
113			2979	84,053			

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(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
Leadership Program for Aspiring Principals (LPAP 49)	D	96	45	4320	23	Aug-08	Dec-08
Leadership Program for Aspiring Principals (LPAP 50)	D	96	45	4320	19	Jan-09	May-09
Leadership Program for Experienced Principals (LPXP 04)	D	80	35	2800	20	Sep-08	Dec-08
Leadership Program for New Principals (LPNP 11)	D	80	60	4800	34	Jan-09	May-09
Survival School for New Principals (SSNP 03)	D	40	35	1400	11	Jul-08	Oct-08
School Administrators as Instructional Leaders (SAIL 22)	B	28	32	896	13	Oct-08	Nov-08
School Administrators as Instructional Leaders (SAIL 23)	B	28	32	896	18	Oct-08	Nov-08
School Administrators as Instructional Leaders (SAIL 24)	B	28	32	896	17	Jan-09	Mar-09
School Administrators as Instructional Leaders (SAIL 25)	B	28	32	896	18	Jan-09	Mar-09
Professional Learning Communities (PLC 1)	B	28	32	896	16	Oct-08	Dec-08
Professional Learning Communities (PLC 2)	B	28	32	896	12	Oct-08	Dec-08
Professional Learning Communities (PLC 3)	B	28	32	896	18	Mar-09	Apr-09
Professional Learning Communities (PLC 4)	B	28	32	896	21	Mar-09	May-09
Data Driven Decision Making Using EVAAS (EVAAS 1)	B	24	24	576	6	Sep-08	Nov-08
Data Driven Decision Making Using EVAAS (EVAAS 2)	B	24	24	576	9	Oct-08	Dec-08
Data Driven Decision Making Using EVAAS (EVAAS 3)	B	24	24	576	12	Jan-09	Mar-09
Data Driven Decision Making Using EVAAS (EVAAS 4)	B	24	24	576	14	Feb-09	Apr-09
Resource Management Institute 2008 (RMI 2008)	B	14	35	490	20	Aug-08	Aug-08
NC Virtual Public Schools 2009 (VPS 2009)	B	14	55	770	24	Feb-09	Feb-09
19			662	28,372			

(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
Big Ideas in Science: A Continuation (ECU)	B	63.00	25	1,584	3	Apr-08	Sep-09
Quality Educators Academy: Effective Literacy and Content Instruction for K-12 Teachers w/ ELP Students (FSU)	B	83.00	22	1,818	1	Apr-08	Sep-09
Middle Math Teacher Academy: Effective Content and Literacy Instruction in Geometry and Measurement for Gr. 6-8 (FSU)	B	142.00	30	4,269	1	Apr-08	Sep-09
SMART: Science and Mathematics Achievement through Enriched Technology for Teachers (NCSU)	B	43.00	48	1,930	2	Apr-08	Sep-09
Teachers Teaching Teachers II: Learning Communities for Guilford County High School Science Programs (UNC-G)	B	42.00	20	845	1	Apr-08	Sep-09
Supporting Instructional Technology for Enhanced Learning (SITE Learning) (UNC-P)	B	41.00	52	2,126	1	Apr-08	Sep-09
Project 2020: Preparing Future Ready Students for a Global Society (WCU)	B	14.00	83	1,149	2	Apr-08	Sep-09
Improving the Performance of Elementary Teachers in Facilitating the Literacy Development of Low-Performing Students (WSSU)	B	138.00	32	4,416	2	Apr-08	Sep-09
8			312	18,137			

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Appendix A

School Systems Served by Center Programs in 2008-2009

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

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

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

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Appendix B

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:

1. **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

2. 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

3. 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 the 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."