



Report to Joint Legislative Education
Oversight Committee
February 13, 2008

North Carolina Teacher Academy

Mission Statement

The North Carolina Teacher Academy is a professional development program for teachers established and funded by the North Carolina General Assembly. The mission of the Teacher Academy is to enrich instruction and impact student achievement by supporting the growth and retention of highly qualified teachers through research-based professional development in the areas of school leadership, instructional methodology, core content, and technology.

North Carolina Teacher Academy

Professional Development Standards

- **Process Standards**

Professional development maximizes student growth by using disaggregated data to identify learning priorities and structure school improvement plans; fosters leadership by promoting collaborative decision-making and providing ultimate working conditions for sustaining cultural changes; and uses multiple assessment processes for monitoring and evaluating school progress.

- **Context Standards**

Professional development maximizes student growth by creating learning communities that celebrate student diversity and cultural differences; establishes a context for building significant relationships and institutionalizes high expectations; and maintains safe and orderly school environments that illustrate citizenry needed to function in a global society.

- **Content Standards**

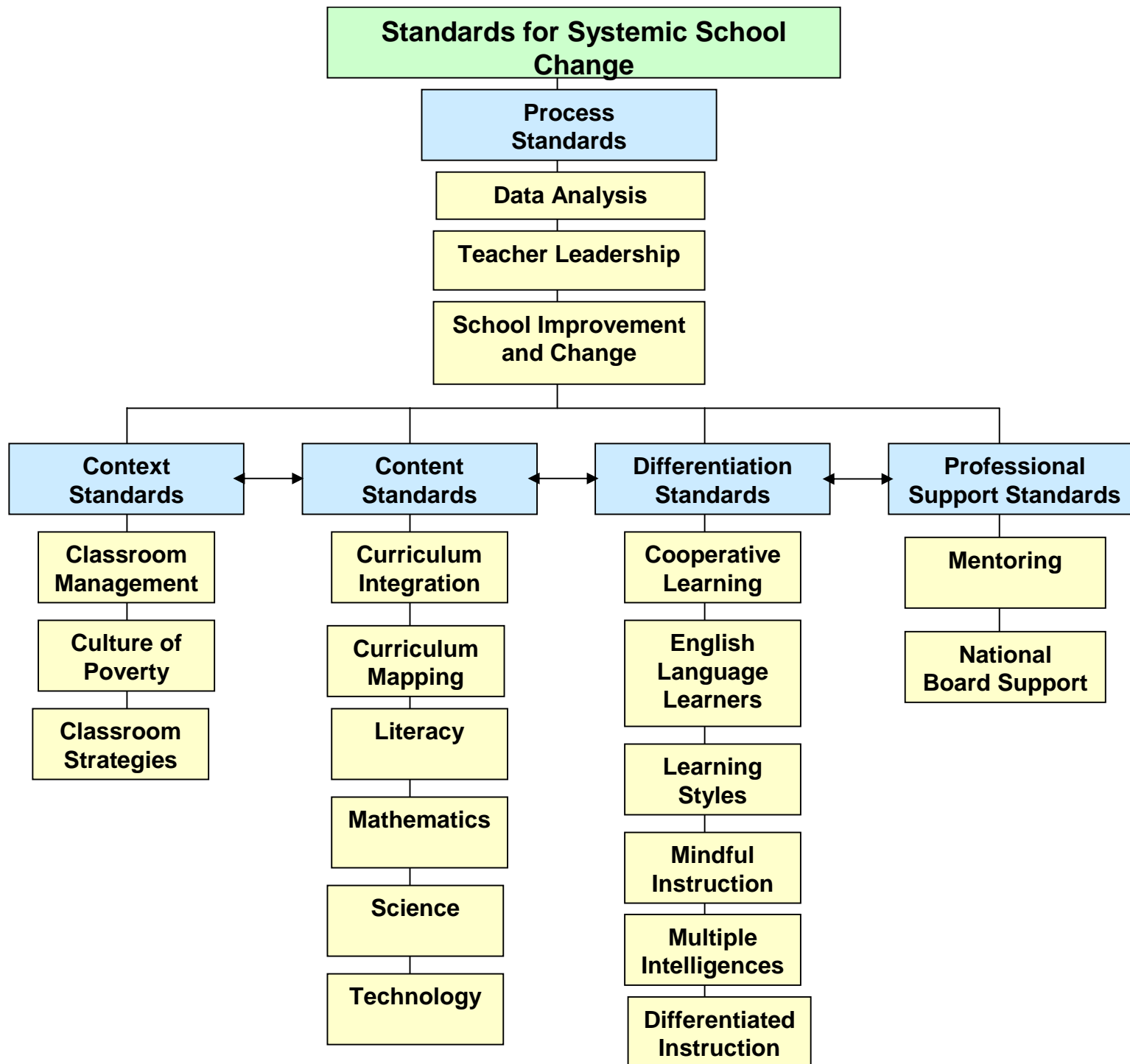
Professional development maximizes student growth by meeting rigorous academic standards; deepens content knowledge by implementing researched-based instructional strategies, technological competencies, and integrated curricula; and encourages academic autonomy and life-long learning.

- **Differentiation Standards**

Professional development maximizes student growth by improving teacher identification of learning modalities; employs pedagogical methods designed to differentiate instruction for all students; and incorporates a variety of approaches to engage all students in the learning process.

- **Professional Support Standards**

Professional development maximizes student growth by providing learning opportunities to support the recruitment and retention of highly qualified teachers; invests in the development of initially licensed and lateral entry teachers through mentoring; and supports experienced teachers in earning National Board Certification.



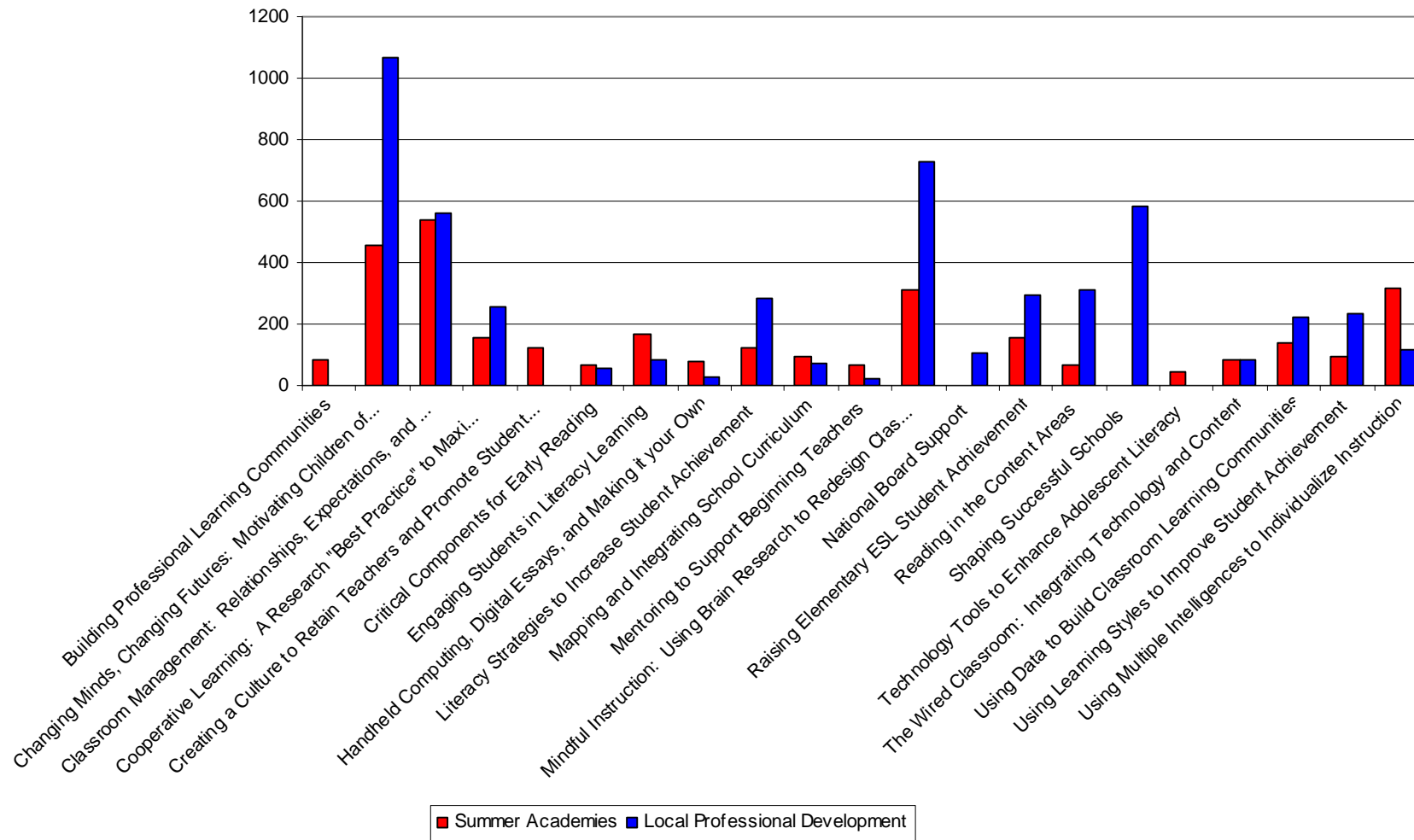
Three Program Delivery Models

- Summer Residential Academy
- LEA/NCTA Partnership Academy
- Local Professional Development offered during the school year

Summer 2007 Teacher Academy Offerings

- **Creating Professional Workplaces**
 - Building Professional Learning Communities
 - Creating a Culture to Retain Teachers and Promote Student Growth
 - Mapping and Integrating Curriculum
 - Using Data to Build Classroom Learning Communities
 - Mentoring to Support Beginning Teachers
 - Classroom Management: Discipline, Expectations, and Relationships
- **Differentiated Learning**
 - Cooperative Learning: A Researched “Best Practice” to maximize Student Learning
 - Cooperative Learning in the Math Classroom
 - Mindful Instruction: Using Brain Research to Redesign Classroom Instruction
 - Using Learning Styles to Improve Student Achievement
 - Using Multiple Intelligences to Individualize Instruction
- **Diversity**
 - Changing Minds, Changing Futures: Motivation Children in Poverty
 - Raising Elementary ESL Student Achievement
 - Raising Secondary ELL Student Achievement
- **Instructional Technology**
 - Handheld Computing, Digital Essays, and Online Learning
 - Technology Literacy for 21st Century Schools
- **Literacy**
 - Critical Components for Early Reading (K-2)
 - Engaging Students in Literacy Learning
 - Informational Text: Linking Learners to the World
 - Literacy Strategies to Increase Student Achievement
 - Reading in the Content Areas
- **Mathematics**
 - Developing Proportional Reasoning in the Middle Grades

2006-2007 Teacher Academy Participation in Each Module

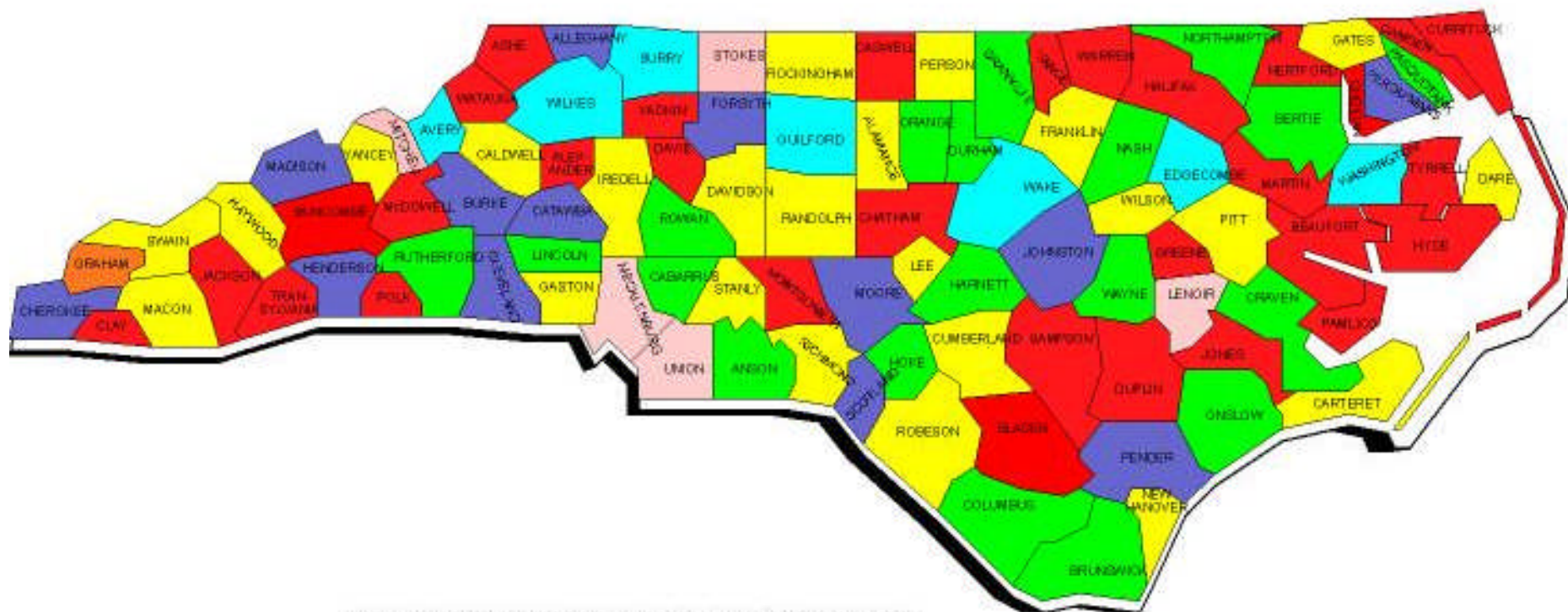


Number of Teachers Served at Summer Academies

From its opening session in July, 1994 through the 2006-2007 fiscal year, the Teacher Academy has trained 39,418 teachers and principals during summer academies, representing 1,783 schools (78%) from every local education agency in North Carolina.

North Carolina Teacher Academy

Summer Participant Distribution 1994-2007



Percentage of schools in each county* which has been represented at a Teacher Academy session**

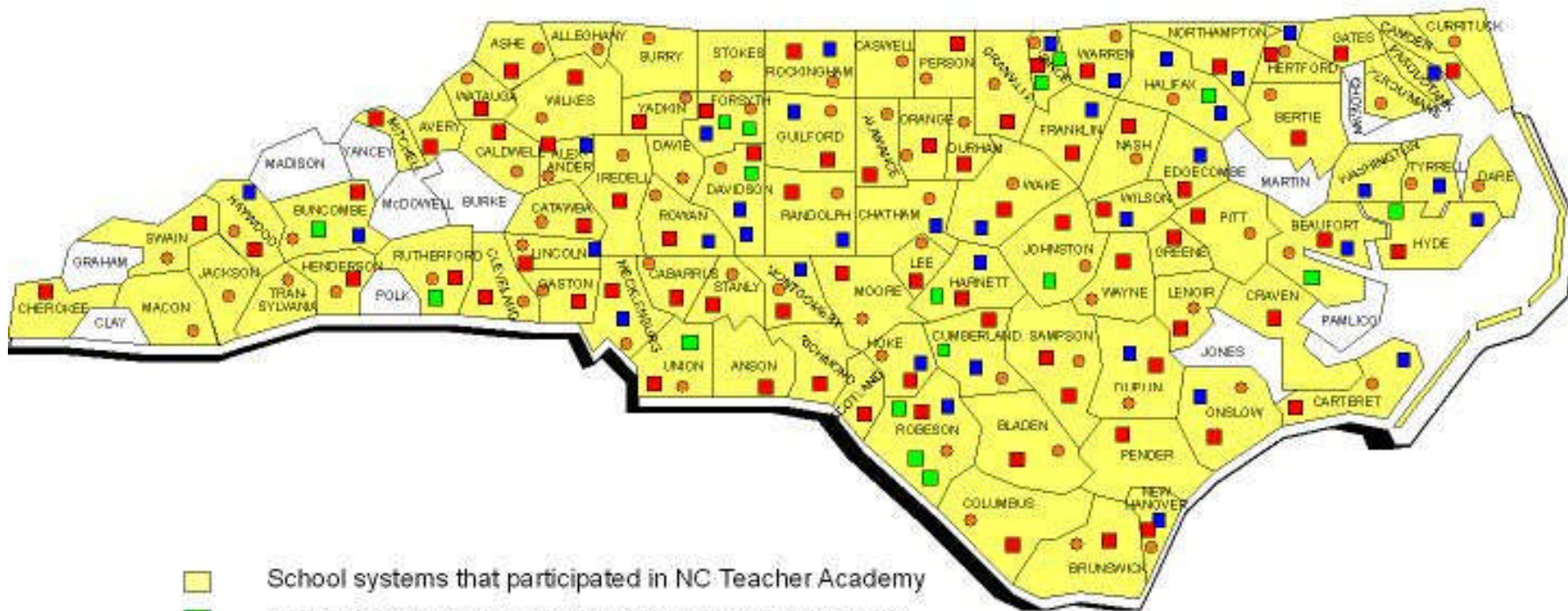
30-39% 1 County	70-79% 13 Counties
50-59% 5 Counties	80-89% 24 Counties
60-69% 7 Counties	90-99% 19 Counties
	100% 31 Counties






* City systems are included in the counties in which they are located.

** Federal schools and special state schools are not included in the statistics used for this map.

North Carolina Teacher Academy

Program Distribution Fiscal Year 2006-2007



-  School systems that participated in NC Teacher Academy
-  School systems with LEA/NCTA Partnership Academies
-  School systems with participants in summer residential academies
-  School systems with local staff development
-  School systems with Teacher Academy Trainers

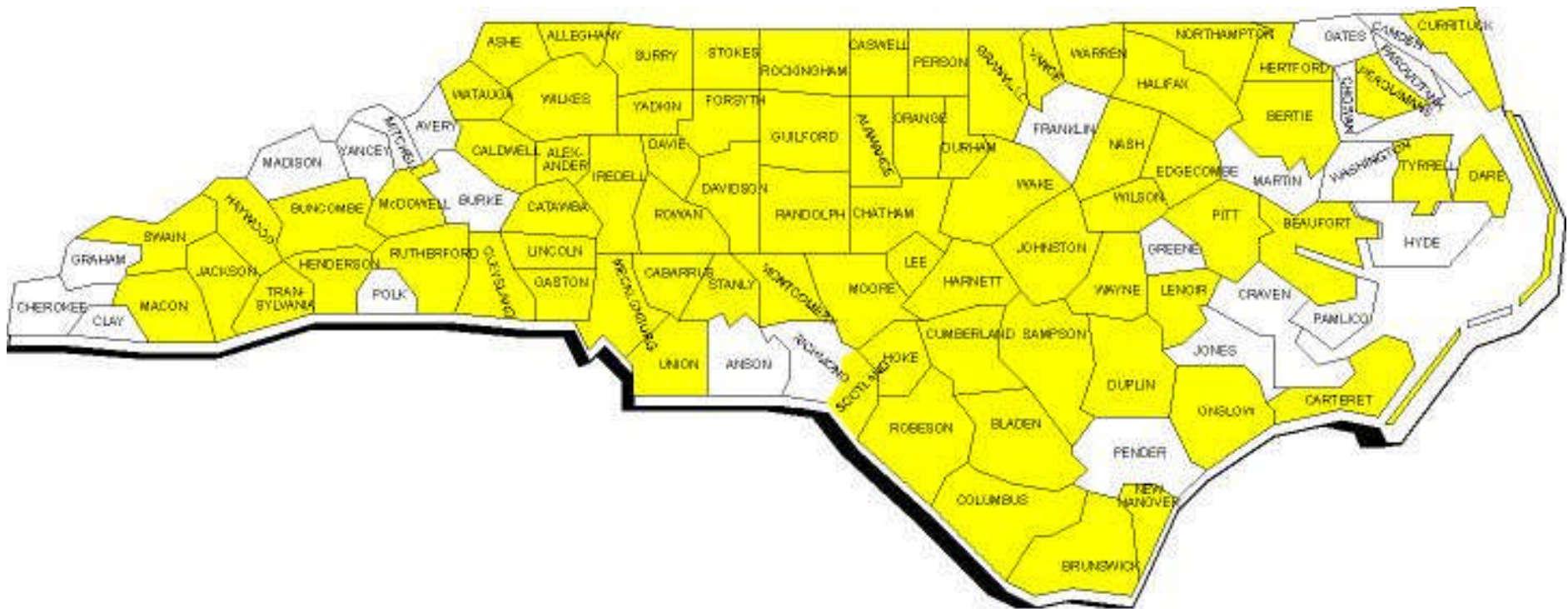
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Currently the North Carolina Teacher Academy employs 203 teachers as trainers in the following content areas:

Type of trainer	Number of Trainers
Adolescent Literacy; Reading in the Content Area	16
Classroom Management	50
Differentiated Instruction	60
Raising ESL Student Achievement	45
Framework for Understanding Poverty	28
Integrating the Curriculum	14
Literacy	18
Mentor	16
Early Literacy	33
Creating Professional Workplaces	26
Technology	21
Using Data	21
National Board Facilitation	27
Middle School Math	37

North Carolina Counties with Teacher Academy Trainers



Determining the Needs of North Carolina Teachers

- Every five years, classroom teachers complete surveys suggesting areas of professional development need.
- The 2006 Teacher Working Conditions Survey provided professional development questions (75,000 teacher responses).
- Annual summer program evaluation suggestions
- North Carolina State Board of Education initiatives
- Legislative mandates

Promotion of Teacher Academy Services

- Every school and district office receive annual mailings of the Staff Development Catalog and Summer Academy offerings
- The Staff Development Catalog and Summer Application are posted on the Teacher Academy webpage
<http://www.teacheracademy.org>
- Z. Smith Reynolds Foundation's Professional Development Initiative.
<http://www.learnnc.org/pddir/>
- Presentations at North Carolina Professional Conferences

Assessment of Teacher Academy Effectiveness

Utilization of Thomas Guskey's assessment model

- **Level 1**
 - Did teachers like the program? (measured by immediate survey)
- **Level 2**
 - Did teachers learn anything? (measured by evaluation instrument)
- **Level 3**
 - Did teachers use the strategies? (measured by Action Plan and follow-ups)
- **Level 4**
 - Did teachers have the support that they needed to implement the strategies? (reported in Action Plan as successes and barriers)
- **Level 5**
 - Has student performance been impacted? (whole school data gathered from ABC's, but not individual teacher scores)

Guskey, T. (2002). Does it make a difference? Evaluating professional development. *Educational Leadership* 22(3), 45-51.

Assessment Measures

Utilization of Brinkerhoff Success Case Method of Assessment

Teachers who have implemented the strategies, report on changes in student skills and performance in final responses to Action Plans developed the previous summer. Anecdotal evidence is provided by teachers.

Brinkerhoff, R. (2003). *The success case method: Find out quickly what's working and what's not*. San Francisco, CA: Berrett-Koehler Publications, Inc.

Collaborative Efforts of the North Carolina Teacher Academy

- All Students Succeed with Excellent Teachers (Duplin County, Lexington City, Montgomery County, Swain County (with CSLD))
- Services for Disadvantaged Student Supplemental Funding Districts (Edgecombe, Elizabeth City/Pasquotank, Franklin, Halifax, Hertford, Hoke, Hyde, Lexington City, Montgomery, Northampton, Robeson, Thomasville City, Vance, Warren, Washington, Weldon City)
- Teacher Working Conditions with NC Professional Teaching Standards Commission
- Twenty First Century Literacy Coach initiative
- Public School Forum of North Carolina Collaborative Project
- Center for Teaching Quality (proposed)

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TeacherAcademy

