NORTH CAROLINA CENTER FOR THE ADVANCEMENT OF TEACHING





IMPACTS STUDENTS

NCCAT was established by the General Assembly in 1985. NCCAT's mission, as defined by General Statute, is to advance teaching as an art and as a profession.



SUPPORTS TEACHERS

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RESPONDS TO STATE INITIATIVES

NCCAT Timeline

1985

§116-74.6 NCCAT is established as a Center of the University of North Carolina Board of Governors, dedicated exclusively to the advancement of teaching as an art and as a profession.

2007

Eastern campus is added. Former U.S. Coast Guard Station is introduced as NCCAT's second campus at Ocracoke.

2009

§GS.115C-296.5 The North Carolina Center for the Advancement of Teaching (NCCAT) is transferred from the Board of Governors of The University of North Carolina to the State Board of Education. The Center shall be located administratively under the State Board of Education but shall exercise its powers and duties through its own board of trustees.

Moving Forward

Digital Learning

Early Grades Literacy

EXAMPLES OF FALL/SPRING PROGRAMS

- Reading, Writing, and Ready by 3rd Grade: Early Grades Literacy Instruction
- Catching Up With Your Students: Navigating Technology for 21st Century Classrooms
- Reading Resources: Equipping Your Classroom for Reading Success
- Digital Learning Across the Curriculum
- Building a Strong Literacy Foundation in the Early Grades
- Bridging Achievement Gaps with Digital Learning
- Using Data Wisely: Formal and Informal Formative Assessment
- Integrating the Arts Across the Curriculum

www.nccat.org

Moving Forward



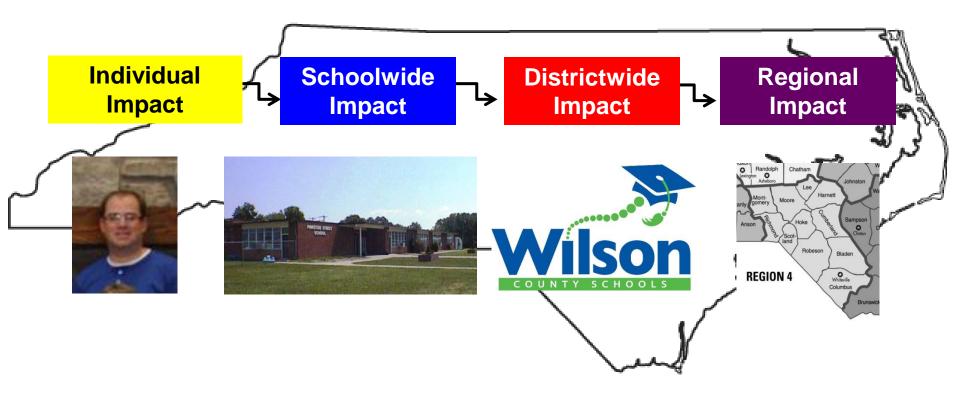
EXAMPLES OF FALL/SPRING PROGRAMS

- Success from the Start: How to Survive and Thrive Your First Three Years in the Classroom
- Special Project: Wilson County Teacher Leadership Pilot
- Research and Development Teams

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SUPPORT TEACHERS

Statewide Impact



"We absolutely credit NCCAT for helping our school go from one of the lowest performing schools in North Carolina to today being recognized as a Reward School for consistently performing in the top ten percent of [Title] One schools. Very purposefully over the years, we have sent teams of teachers to NCCAT. Upon their return, those teachers would conduct staff development on what they learned, and we put those lessons into practice. Today and for the future, NCCAT remains an important part of our strategy to keep our students achieving at the highest levels."

—Heddie Alston-Somerville, Principal Pinkston Street Elementary, Vance County Schools, 2013

NCCAT's Core Values

- Treat teachers as professionals
- Give teachers the opportunity to become active learners
- Provide teachers with time to interact and share with their colleagues
- Inspire and motivate teachers