

**The University of North Carolina
Center for School Leadership Development**

**AN ACCOUNTABILITY PROPOSAL FOR SCHOOL
LEADERSHIP DEVELOPMENT PROGRAMS:**

**A Report
on behalf of the
UNC Board of Governors
to the
North Carolina General Assembly**

March 2001



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PREFACE

The directors of the programs that constitute the UNC Center for School Leadership Development welcomed the opportunity to develop a proposal for implementing specific and validated accountability and performance measures for our programs.

Our individual programs, created primarily through legislation and placed under the jurisdiction of the UNC Board of Governors, form a unit that is distinctly different from others in our nation and that positions our state as a leader in the opportunities available to advance the knowledge and skills of K-12 educators in North Carolina. The University of North Carolina Center for School Leadership Development is engaged in an exciting and challenging venture as it has moved from concept to reality. The Center Building will be completed this year providing three large classrooms, six seminar rooms, two computer laboratories, and office space for Center programs.

We look forward to implementing the accountability measures presented in this proposal which will then allow us to make further recommendations for improving program coordination and efficiencies. We also look forward to welcoming you to our new facility which will enable us to offer quality professional learning opportunities in a state-of-the-art facility.

Mary Jo Allen
Chair, Center Program Directors

Karen Gerringer
Acting Assistant Director

TABLE OF CONTENTS

• Legislative Act	page 1
• Chronology and Procedures for Development of the Accountability Proposal	page 2
• Programs of the UNC Center for School Leadership Development	page 4
• Background Findings	page 9
• Proposed Accountability Measures	page 10
• Definition of Terms	page 13
• Improving Coordination and Efficiencies	page 14
• Proposed Accountability Study Budget	page 16
• Members of the Study Committee	page 17
• Appendices:	
A. National Staff Development Council Standards for Staff Development	page 18
B. 1998 Task Force on Professional Development for Professional Public School Employees	page 20
C. Excellent Schools Act (SB 272)	page 21

An Accountability Proposal for School Leadership Development Programs

LEGISLATIVE ACT

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 1999

SESSION LAW 2000-67
HOUSE BILL 1840

AN ACT TO MODIFY THE CURRENT OPERATIONS AND CAPITAL IMPROVEMENTS APPROPRIATIONS ACT OF 1999 AND TO MAKE OTHER CHANGES IN THE BUDGET OPERATION OF THE STATE.

PART X. UNIVERSITIES

ACCOUNTABILITY FOR SCHOOL LEADERSHIP DEVELOPMENT PROGRAMS/STUDY PRINCIPAL FELLOWS PROGRAM*

Section 10.11.(a) The Board of Governors of The University of North Carolina shall review the programs under the UNC Center for School Leadership Development. In the course of this review, the Board of Governors of The University of North Carolina shall study and recommend to the Joint Legislative Education Oversight Committee, by March 1, 2001:

- (1) A proposal for implementing specific and validated accountability and performance measures that clearly demonstrate the strengths, weaknesses, and costs of each program under the Center; and
- (2) Any recommendations for improving program coordination and efficiencies.

Section 10.11.(b) The Board of Governors of The University of North Carolina shall, in collaboration with the State Board of Education, convene a representative committee to study the policies and legislation creating the Principal Fellows Program and to make recommendations that would increase the flexibility necessary for the Program to attract a broader age, racial, and ethnic makeup of the applicant pool. The committee shall report to the Joint Legislative Education Oversight Committee by January 15, 2001.*

* The study of the Principal Fellows Program was submitted separately in January 2001.

CHRONOLOGY AND PROCEDURES FOR DEVELOPMENT OF THE ACCOUNTABILITY PROPOSAL

August 3, 2000

- Dr. Mary Jo Allen, Acting Chair of the CSLD Directors, met with Ms. Charlotte Todd (Fiscal Research, Legislature) to discuss the steps required to respond to the legislative mandate of a proposed plan to be submitted to the Education Oversight Committee on March 1, 2001 for a study of the Center for School Leadership Development.
- Ms. Todd recommended an outside consultant be hired to develop the plan.

August 21-23, 2000 – CSLD Directors’ Retreat

- Directors began discussions of the steps to be taken to contract with an external evaluator and frame the plan for the study. Several nationally known evaluators were discussed as possible consultants.

September 6, 2000

- Dr. Mary Jo Allen met with various members of the Education Oversight Committee to discuss the mandated plan for the CSLD study.

October 2000

- Dr. John Mangieri, a private education advisor in Charlotte, NC, expressed interest in serving as the contractor to develop the plan. Dr. Charles Coble and Dr. Mary Jo Allen met to discuss possible contractors and agreed on Dr. Mangieri.

October 10, 2000 – CSLD Directors’ Meeting

- A schedule of meetings was developed for Dr. Mangieri to meet with each program director within the CSLD to begin gathering data for the plan.

October 2000 – January 2001 – Dr. Mangieri’s meetings with program directors:

Oct. 17, 2000: Julia Kron, Teacher Academy
Karen Gerringer, Principal Fellows Program
Ken Jenkins, Principals’ Executive Program

Oct. 18, 2000: Dorothy Mebane, NC TEACH

Oct. 19, 2000: Mary Jo Allen, NC Center for the Advancement of Teaching
Gerry Madrazo, Math/Science Education Network

Jan. 10, 2001: Jean Murphy, Model Teacher Education Consortium

October 26, 2000

- Dr. Mangieri sent each director a list of proposed data to be gathered for the proposed study from their program.

November 14, 2000 CSLD Directors' Meeting

- Directors agreed for Dr. Mangieri to proceed with developing the plan for the CSLD study and continued the discussions of what data/information was needed to answer the questions posed by the study.

December 12, 2000 – CSLD Directors' Meeting

- Directors developed a list of key concepts for the study plan based on Dr. Mangieri's previous meetings with each director and the on-going discussions among the directors. These were sent to him in preparation for a meeting with all directors in January 2001.

January 10, 2001 – CSLD Directors' Meeting

- Dr. Mangieri, along with all program directors, developed a plan outline for the CSLD study.

January 11, 2001

- Dr. John Mangieri, Dr. Mary Jo Allen, Dr. Karen Gerringer met with Dr. Shirley Iorio and Ms. Kory Goldsmith (Education Oversight Committee staff) to discuss the proposed plan outline and verify that the plan/study was addressing the pertinent issues of interest to the legislators. They affirmed the areas to be studied would address the major issues.

February 13, 2001 – CSLD Directors' Meeting

- Dr. Mangieri met with the directors to brief them on the meeting with the Education Oversight staff and to finalize the plan for the study that is due March 1, 2001 to the Education Oversight Committee.

An Accountability Proposal for School Leadership Development Programs

**PROGRAMS OF THE UNC CENTER
FOR SCHOOL LEADERSHIP DEVELOPMENT**

The UNC Center for School Leadership Development offers a comprehensive selection of professional development opportunities designed for educators, ranging from novice teachers to veteran administrators and teacher-leaders.

Services of the UNC Center for School Leadership Development are provided by the eight UNC partners. These organizations are:

North Carolina Center for the Advancement of Teaching (NCCAT)

NCCAT provides residential seminars for teachers that offer creative experiences and scholarly activities to renew vitality for teaching and learning. The center's main facilities are located in a retreat-style mountain setting in Jackson County.

Authorization: Created in 1985, by the General Assembly

Mission: The mission of the North Carolina Center for the Advancement of Teaching is to advance the art and profession of teaching. Recognizing that caring and skilled faculties make the best schools, NCCAT offers a full complement of residential professional development activities for teachers (prekindergarten through twelfth-grade levels).

General Assembly charge: (1) Reward career teachers; (2) involve teachers in scholarly activities.

Target Audience: Teachers, Administrators, Department of Public Instruction staff, Boards of Education, others.

Model: Year round – residential 2-5 day programs, operates seven days a week

Total number served since inception of the program: 48,319 participants

Current annual operating budget: \$4,422,860

North Carolina Math and Science Education Network (MSEN)

Through ten centers located on state university campuses, MSEN provides professional development in math, science, and technology for teachers. MSEN also offers a pre-college program for middle and high school students designed to encourage them to enter careers in science, mathematics, and related fields.

Authorization: Created in 1984, by the General Assembly

Mission: The UNC Mathematics and Science Education Network shares the state's vision for strong mathematics and science education throughout North Carolina and applies the knowledge and resources of the University of North Carolina, in partnership with teachers, schools and other stakeholders, to help make this vision a reality.

General Assembly charge: Improve the quality of mathematics and science teaching and learning in the schools of North Carolina by providing statewide leadership to strengthen the quality and increase the size of the teaching base in mathematics and science education; and increase the pool of students who graduate from North Carolina's high schools prepared to pursue careers requiring mathematics and science.

Target audience: Teachers (K- 12 grades) and Students (grades 6-12)

Model: Workshops, teacher training at 10 University centers, six of which have pre-college programs; day long, up to seven week sessions for students

Total number served since inception of the program: 85,342 (professional development)
6,689 (pre-college)

Current annual operating budget: Network - \$518,971
(Ten Centers - ASU, ECU, FSU, NC A&T/UNC-Greensboro, NCSU, UNC-CH, UNCC, UNCW, WCU, and NC School of Science and Mathematics - \$2,528,440)

☐ North Carolina Teacher Academy

The Teacher Academy provides high-quality professional development for teachers in the areas of school leadership, instructional methodology, core content, and the use of modern technology.

Authorization: Created in 1993, by the General Assembly; transferred to the University of North Carolina in 1995

Mission: The mission of the North Carolina Teacher Academy is to recognize the importance of continuous learning to the growth of the career teacher by providing quality professional development in the areas of school committee leadership, instruction, core content and use of modern technology.

Target audience: Teachers, Principals, Assistant Principals, and others in School-based Teams

Model: Summer week-long residential activities and academic year follow-up staff development and training

Total number served since inception of the program: 18,798 participants

Current annual operating budget: \$4,596,404

❑ **North Carolina Model Teacher Education Consortium**

The Model Teacher Education Consortium is a collaboration among school systems, community colleges, four-year colleges and universities, and the North Carolina Department of Public Instruction to attract and prepare teachers by making high-quality teacher education programs accessible and affordable.

Authorization: Created in 1989, by the General Assembly; transferred to the University of North Carolina in 1999

Mission: The North Carolina Model Teacher Education Consortium is a collaborative effort which provides affordable, accessible, high-quality education/training to aspiring and practicing educators in participating school districts in Northeastern North Carolina.

General Assembly charge: Increase the quantity of highly qualified educators in the region. Increase the number of minority educators within the service area.

Target audience: 45 school districts

Model: Teacher preparation and development through Community Colleges and public and private Colleges and Universities

Total number served since inception of the program: 3,366

Current annual operating budget: \$2,125,000

❑ **NC Teachers of Excellence for All Children (NC TEACH)**

NC TEACH is a rigorous, high quality twelve-month program designed to recruit, prepare, and support college graduates and highly skilled mid-career professionals as they enter the teaching profession.

Authorization: Created 1999 by Federal Title II State Partnership Grant under contract to the North Carolina Department of Public Instruction

Mission: Provide a rigorous, high quality lateral entry teacher licensure program for mid-career professionals with a college degree who desire to teach in secondary and middle schools in North Carolina.

Target audience: Mid-career professionals interested in a teaching career in subject areas and grade levels of greatest need in North Carolina (special education, science, mathematics, foreign languages, and middle grades)

Model: Full-time, intensive 6-week Summer institute followed by weekly seminars and mentor support during the first year of teaching

Number employed 2000-2001: 120 teachers initially, 8 have withdrawn from the program

Start-up operating budget: \$1,030,000; *Student stipends:* \$120,000

❑ Principals' Executive Program (PEP)

The Principals' Executive Program is North Carolina's primary source of professional development for school-based and central-office administrators. PEP also provides publications, legal and technical assistance, and programs designed to enhance all aspects of school leadership.

Authorization: Created in 1984, by the General Assembly

Mission: The mission of the Principals' Executive Program is to enlarge the knowledge and develop or improve the skills of public school administrators.

General Assembly charge: Produce and support school administrators in the public schools of North Carolina.

Target audience: Principals, Assistant Principals, Central Office Personnel

Model: 1 day to 20 days, year-long relationships

Total number served since inception of the program: 32,565

Current annual operating budget: \$1,760,944

❑ North Carolina Principal Fellows Program

The Principal Fellows Program is a merit-based, competitive scholarship loan program that funds full-time study in a Master of School Administration (MSA) degree program. The program provides North Carolina with a cadre of well-trained administrators for public schools.

Authorization: Created in 1994, by the General Assembly

Mission: The North Carolina Principal Fellows Program is a merit-based, competitive scholarship loan program which assists individuals in preparing for a career as a principal or assistant principal by earning a Master of School Administration (MSA) degree at one of nine constituent institutions of the University of North Carolina. The program includes enrichment and enhancement activities provided to the Principal Fellows. The Principal Fellows Program provides NC with a pool of well-trained administrators for public schools.

General Assembly charge: Administer a scholarship loan program for preparing principals.

Target audience: Teachers aspiring to become administrators.

Model: Full-time University study and full year internships (2 year program)
Enhancement activities provided as directed by General Assembly (non-funded)

Total number served since inception of the program:

343 graduates have earned the MSA degree

328 graduates employed as school administrators in NC

181 scholarships funded per year – 181 scholarships awarded in current year

Current annual operating budget: Operational budget - \$133,082

Fellowships - \$3,620,000

Executive Academy

The Executive Academy focuses on school superintendents who want to increase their knowledge and skills. The academy also provides opportunities for professional networking and support.

Authorization: In planning stage by UNC Center for School Leadership Development

Mission: The Executive Academy is being planned for and by superintendents to provide them with opportunities which enhance their knowledge and skills to lead North Carolina's schools into the 21st century. The mission of the Academy will be to provide: professional development for acting superintendents, personal renewal opportunities, opportunities for informal learning, a setting for networking and professional support.

Target audience: Superintendents, School Board members (117 districts)

Model: 1-2 day events, 4 times during the year on weekends
(Partnerships planned with PEP and NCCAT.)

Total number served since inception of the program: 98 attended the first conference of the Executive Academy

Current annual operating budget: 0

(The initial conference was funded by the William R. Kenan, Jr. Charitable Trust.
Proposed operating budget: \$198,940)

BACKGROUND FINDINGS

In discussions that were held by the evaluator both individually and collectively with the program directors and from internal and external evaluation data, there was consensus on the following statements:

- All programs adhere to national standards for staff development (Appendix A) and to the guiding principles for professional development as articulated by the 1998 Task Force on Professional Development for Public School Employees (Appendix B.)
- All programs have met the purpose(s) for each of them as articulated by the authorizing agent.
- All programs are subject to state budgeting and auditing processes and have operated in a fiscally sound manner.
- All programs have conducted courses, programs, and other educational endeavors that have been routinely evaluated and consistently rated highly by program participants.
- All programs have initiated, and are developing, partnerships between and among each other as well as with other appropriate educational entities in order to improve the quality and scope of offerings.
- All programs have created initiatives that are aligned to state educational priorities as required by SB 272, the Excellent Schools Act (Appendix C).
- All programs have delivered professional preparation and development and other services to a large and diverse number of professionals and school districts in the state that, in the aggregate, have served every school district in North Carolina.
- All state-funded programs in the Center have experienced a demand for participation in their offerings that has exceeded their present capacity, due to budgetary constraints, to deliver the requested amount of service.
- All programs have developed independent program-specific evaluation strategies and instruments that have served well for purposes of program improvement. However, programs' evaluation strategies and instruments do not currently allow for a common summative evaluation and impact assessment for all Center programs.
- All programs have developed and maintained separate data management systems, in an attempt to keep accurate records, but these systems cannot be currently merged in ways that can create cumulative reports similar to the University's student data files.

PROPOSED ACCOUNTABILITY MEASURES

The following ten steps were identified as essential for implementing specific and validated accountability and performance measures that clearly demonstrate the strengths, weaknesses, and costs of each program under the Center.

1. An in-depth study will be conducted in school districts in which single or multiple program(s) have had extensive delivery in order to ascertain their effect upon measures identified by state education priorities or school improvement priorities, but particularly on student academic achievement.

Examples of current program-specific studies of effectiveness:

- (1) NCCAT is undertaking a study on the influence of NCCAT seminars/programs on schools End-of-Grade Tests. Two schools have been selected that have received an NCCAT seminar/program. The summary goal (by percentage) for each grade level and the Expected Growth by classes will be compared/contrasted pre and post NCCAT professional development.
- (2) A study was initiated in the fall of 2000 on 30 counties in North Carolina that have been served by seven of the programs (TA, NCCAT, MSEN, MTEC, PEP, PFP) to ascertain effects on various school improvement indices such as ABC status, improvement in SAT scores, drop-out rates, number of discipline referrals, etc.
- (3) Teacher Academy: Implementing Balanced Literacy Program, a project with Warren County Schools that supports attendance at TA professional development sessions on Balanced Literacy Modules, provides a teacher-on-loan to implement the program at four elementary schools, and studies the impact on student achievement in reading.

2. A study will be conducted to assess the ways in which CSLD programs have impacted previously low-performing schools.

Example of one study underway:

NCCAT: A study of the impact of the Beginning Teachers Program (a course on basic classroom survival skills such as behavior management, technology, total quality tools, and multiple intelligences) currently offered to teachers in Vance, Robeson, Hertford, Martin and Edgecombe Counties.

3. Data from each of the programs will be gathered through surveys, interviews and focus groups to report on participant satisfaction with the respective program's content, delivery, and classroom applicability.
4. Follow-up survey data will be gathered from past participants regarding the usefulness of program's content to classroom applicability, school improvement, and student success where possible.
5. Follow-up survey data will be obtained from appropriate supervisors and employers regarding evidence of implementation and applicability of the program offered to participants.
6. Program evaluations will be conducted by external, nationally recognized evaluators in order to identify strengths and areas for improvement as related to program mission and/or alignment to state educational priorities.

Example of one program's external evaluation study:

An evaluation of the NC Principal Fellows Program (funded by UNC General Administration) is currently underway by an outside evaluator. The evaluation will determine the quality of the MSA administrator training programs, the effectiveness of Principal Fellows on the job, promotion rate in the profession as well as the retention rate of Principal Fellows in administration.

7. External program evaluators will analyze the range and level of service provided by each CSLD program statewide and their conformity to authorizing documents to ensure that there is not unnecessary duplication and to maximize efficient use of resources.
8. An external program evaluator will be contracted to study the present level of collaborative efforts between and among CSLD programs and recommend ways to further and improve these efforts.

Establishment of Staff Development Council:

A Staff Development Council is currently being formulated which will be made up not only of representatives of the Center programs, but all of the major professional development providers in North Carolina including the professional associations for teachers, administrators, and other school-based professionals as well as state science, history and art museums, the NC Zoo, UNC-TV, the NC School for Science and Mathematics, representatives of the Department of Public Instruction and others. The initial meeting will be held in late spring 2001. As is evident by its composition, the purpose of the Staff Development Council is to collaborate and coordinate staff development efforts across the state and to reduce unnecessary redundancy between state-funded organizations.

9. An external program evaluator will review each of the program's administrative overhead costs versus delivery costs and determine comparative financial effectiveness.

Note: This accountability measure will be carried out after the programs have been in the new Center building for at least one year.

10. Documentation will be provided to determine the level of demand for CSLD program services as contrasted to the current capacity to provide such services.

An Accountability Proposal for School Leadership Development Programs

DEFINITION OF TERMS

As the Accountability Study proceeds, it will function within the following definitions of terms as a suggested guide:

Accountability -- ensuring that professional development can and will impact student learning and achievement, and teacher/administrator knowledge and skills

Alignment -- internal consistency between standards and best practices

Collaboration -- shared responsibility among two or more persons or groups

Effective -- produces expected (sanctioned) desirable results

Efficient -- produces desired results with acceptable comparative uses of time, money and human resources

Flexibility -- multiple paths, multiple options, multiple sources of evidence and data

Partnerships -- value-added relationships that are nurtured over time to the mutual benefit of consenting organizations

Professional Development -- opportunities to develop knowledge, skills, abilities, instructional strategies, attitudes, dispositions, and higher level insights

Professional Public School Employees -- employees who hold a license including superintendents, teachers, principals, assistant principals, directors, supervisors, and others

IMPROVING COORDINATION AND EFFICIENCIES

- The selection of a Chair of Program Directors and an Acting Assistant Director of CSLD has provided management for issues related to the Center's structure, functioning, and the progress of the building construction. Weekly updates are provided to Dr. Charles R. Coble, Vice President for University-School Programs, on issues pertaining to the building as well as the Center. The 50,000 square foot building, which includes seminar rooms and computer labs, will house or provide offices for all eight programs that comprise the CSLD. The building is due to be completed and opened in the fall of 2001.
- Vice President Coble and the Chair of the program directors meet with the program directors monthly for the purpose of reviewing current program issues related to alignment with state education goals, collaboration, and logistical details concerning the organization and function of the Center.
- The Chair and acting Assistant Director meet with Vice President Coble on a regular basis for planning/implementation of the establishment of the CSLD. In addition, meetings are held on an on-going basis with the Information Resources, Legal, Public Affairs, and Finance Divisions of the Office of the President to deal with issues such as staffing, operating budgets, business functions, use of the building, and equipping the Center with state-of-the-art technology.
- An analysis of program costs for rental and use of training facilities is underway. The purpose is to determine the cost savings for use of the CSLD Building by the partner programs.
- Over the past 24 months there has been increased collaboration and sharing of resources to maximize resources of the partners in the CSLD. For example, MSEN and the Teacher Academy jointly offered math workshops for elementary teachers; the Principal Fellows Program's orientation for the incoming class of Principal Fellows was held at NCCAT and one of the sessions was presented by NCCAT faculty; PEP has held sessions at NCCAT; NC TEACH has used the NCCAT facility; PEP makes as many as 50 slots available for Principal Fellows at selected seminars and symposiums; PFP, PEP, and the Division of University-School Programs sponsored a conference on Master of School Administration programs' alignment with national standards and state education goals.

- The Chair of the program directors, as did the previous director of the CSLD, attends meetings of the UNC Deans' Council on Teacher Education. This participation has increased the level of awareness and cooperation between the fifteen UNC colleges/schools/departments of education, and the CSLD programs. Additionally, the Chair or at least one member of the CSLD programs attends all meetings of the State Board of Education and the UNC Board of Governors to stay apprised of educational initiatives and policy decisions that may affect CSLD programs.
- CSLD programs are prominently featured on the new 21st Century Schools website maintained by the Division of University-School Programs in the Office of the President. Each program also maintains a "hot-link" to their individual websites which are continually updated and have become an essential tool for communicating with past, present, and future participants of CSLD programs. The general website address is: <http://21stcenturyschools.northcarolina.edu/center>
- The Office of the President for the University of North Carolina will provide the leadership and resources necessary to assist the CSLD programs to develop a common database system that will support appropriately standardized data entry and files across programs, which will enable cumulative participant reporting procedures in the future.
- The Lighthouse Schools Project is a joint project of the programs in the CSLD that is attempting to study how low-performing schools become high-performing schools and how the Center programs can best replicate that result in other low-performing schools. Lighthouse Schools are ones that have shown marked improvement on state-mandated assessments and research and analysis of the schools have identified best practices leading to this success. These best practices will be implemented in a low-performing school to allow replication of the student improvement on state-mandated assessments. The project is designed to involve a variety of professional development offered by the CSLD: teacher development through NCCAT, Teacher Academy, and MSEN; placement of a Principal Fellow intern in the schools; principal development through PEP; and identification of teacher assistants to be funded by the MTEC.

Coordination will increase as Center programs prepare for the opening of the CSLD building in the fall of 2001, and complete the proposed Accountability Study of the Center programs.

An Accountability Proposal for School Leadership Development Programs

PROPOSED ACCOUNTABILITY STUDY BUDGET

Contracted Services	
a. Fees: 35 days @ \$1,000	\$35,000
b. Subsistence: 30 days @ \$85	2,550
Travel: 15 round trips @ \$500	7,500
Focus Group Meetings: 24 @ \$1,000	24,000
Printing and binding (survey instruments, final reports)	10,000
Evaluation Instrument mailings	8,000
Communication: phone surveys	5,000
Data analysis	<u>15,000</u>
TOTAL	\$107,050.00

MEMBERS OF THE STUDY COMMITTEE

Co-chairs:

Dr. Mary Jo Allen, Chair of the CSLD Program Directors and Director of NCCAT

Dr. Karen Gerringer, Acting Assistant Director of the CSLD and Director of the Principal Fellows Program

Other Study Committee Members:

Dr. Kenneth Jenkins, Director, Principals' Executive Program

Ms. Julia Kron, Executive Director, NC Teacher Academy

Dr. Gerry Madrazo, Jr., Director, NC Math and Science Education Network

Dr. Dorothy Mebane, Director, NC TEACH

Ms. Jean Murphy, Executive Director, NC Model Teacher Education Consortium

External Evaluator:

Dr. John Mangieri is an educational advisor based in Charlotte, North Carolina. Dr. Mangieri, former president of Arkansas State University and Provost and Vice Chancellor at the University of New Orleans, has also served as Dean of the School of Education and Dean of Graduate Studies and Research at Texas Christian University.

Dr. Mangieri has conducted seminars and made professional presentations at numerous institutions of higher education and professional organizations. He has served as a consultant to over 600 school districts, as well as serving as a consultant to many businesses. Dr. Mangieri has degrees from Slippery Rock State College, Westminster College, and the University of Pittsburgh.

Appendix A:

National Staff Development Council Standards for Staff Development

CONTEXT STANDARDS

Effective high school, middle level and elementary school staff development:

- requires and fosters a norm of continuous improvement.
- requires strong leadership in order to obtain continuing support and to
- motivate all staff, school board members, parents and the community to be advocates for continuous improvement.
- is aligned with the school's and the district's strategic plan and is funded by a line item in the budget.
- provides adequate time during the work day for staff members to learn and work together to accomplish the school's mission and goals.
- is an innovation in itself that requires study of the change process.

PROCESS STANDARDS

Effective high school, middle level and elementary school staff development:

- provides knowledge, skills, and attitudes regarding organization development and systems thinking.
- is based on knowledge about human learning and development.
- provides for the three phases of the change process: initiation, implementation, and institutionalization.
- bases priorities on a careful analysis of disaggregated student data regarding goals for student learning.
- uses content that has proven value in increasing student learning and development.
- provides a framework for integrating innovations and relating those innovations to the mission of the organization.
- requires an evaluation process that is ongoing, includes multiple sources of information, and focus on all levels of the organization.
- uses a variety of staff development approaches to accomplish the goals of improving instruction and student success.
- provides the follow up necessary to ensure improvement.
- requires staff members to learn and apply collaborative skills to conduct meetings, make shared decisions, solve problems and work collegially.
- requires knowledge and use of the stages of group development to build effective, productive, collegial teams.

CONTENT

Effective high school, middle level and elementary school staff development:

- increases administrators' and teachers' understanding of how to provide school environments and instruction are responsive to the developmental needs of students.

Appendix B:
**TASK FORCE ON PROFESSIONAL DEVELOPMENT FOR
PROFESSIONAL PUBLIC SCHOOL EMPLOYEES**

Excerpt from 1998 Task Force on Professional Development for Professional Public School Employees:

In response to the Excellent Schools Act (SB 272), a task force was convened by the UNC Board of Governors to develop a plan to coordinate, align, refocus, and enhance the professional development programs under the direction of the University of North Carolina with the goals and strategic priorities of the State Board of Education. The Task Force on Professional Development for Professional Public School Employees operated under a common set of guiding principles based upon the premise that professional development should be a lifelong process continuing throughout one's career for the purpose of making oneself and one's environment better with the underlying goal being improved student achievement, both knowledge and skills.

The following guiding principles, agreed to by all members of the task force, served as the foundation for the committee's recommendations:

- 1) Professional development should be aligned to the state's goals and strategic priorities.
- 2) Professional development should meet or exceed explicit agreed-upon standards.
- 3) Professional development should positively impact teaching and learning and should move beyond a workshop mentality to embrace multiple strategies to improve the knowledge and skills of teachers, administrators, and other school-based professionals.
- 4) Decisions regarding the content of professional development should be broad-based, inclusive, and be considered a work in progress.
- 5) Learning is a lifelong process and should be legitimized as part of one's job.
- 6) Professional development should be adequately funded to assure the continuous improvement of all public school educators.