Program	Dates	Clients Served / LEAs	Implementation	SBE Priority
				possible rating (5), while 7% gave them the next highest rating (4).
Praxis II Preparation Seminars	June 2005-August 2005	13 clients served List of LEAs served: Alamance Beaufort Franklin Harnett Nash/Rocky Mount Richmond Roanoke Rapids Sampson Wayne Wilson	**Praxis II preparation seminars are offered each semester in specific content areas.** **Activity follow-up:** The facilitator of the seminar communicates with the participants and provides additional help as needed. **Participant implementation:** Participants attend a full day of extensive content preparation and some test taking skills/strategies that prepare them for taking Praxis II exams. Facilitators are master teachers who have taken the exam in the last two years. **Results:** Participants are better prepared and more confident in taking Praxis II tests	SBE Priority # 3, Goals: 3.1,3.2,3.3,3.4,3.5 A 2004 analysis revealed that 84% of the participants gave the seminars the highest possible rating (5), while 16% gave them the next highest rating (4).
Mail-in Registration for Fall 2005 NCMTEC Sponsored IHE Courses	June 2005-August 2005	183 Clients Registered through Mail-In in August for Fall 2005 Sponsored Courses List of LEAs served: Alamance Beaufort Brunswick Clinton City Columbus Duplin	**Each semester NCMTEC sponsors on-site registration that includes transcript evaluations and advising sessions. In addition, a mail-in registration process was begun during the spring 2004 semester in order to eliminate geographic and time barriers.** **Activity follow-up:** Ongoing individual coaching and advising from NCMTEC staff is available **Participant implementation:** Each semester, NCMTEC offers onsite and mail-in registration for the upper-level NCMTEC- sponsored college courses. Representatives from the participating IHEs, the local community college, and the Regional Alternative Licensure Center are contracted to attend the sessions to advise participants and evaluate their transcripts at the on-site registration sessions. NCMTEC staff members provide advising during mail-in registration that takes place prior to on-site registration.	SBE Priority # 3, Goals: 3.2,3.3..3, Clients have provided a great deal of qualitative data supporting their appreciation for mail-in registration. Clients who registered for NCMTEC sponsored courses

		Edenton/ Chowan Edgecombe Elizabeth City/ Pasquotank Franklin Granville Greene Halifax Harnett Johnston Lenoir Martin Nash/Rocky Mount, Northampton Onslow Person Richmond Roanoke Rapids Robeson Sampson Vance Warren Wayne Weldon City Whiteville City Wilson	**Results:** Participants who know what courses they need are not need to speak to an IHE advisor at an on-site registration are able to register through a mail-in process. This eliminates the need for them to drive long miles and spend the time to attend an on-site registration each semester.		this spring semester increased by 31% from the fall 2004 semester. The number of courses they registered for increased by 43%.
Student Teacher Technology Seminars	June 2005- August 2005	19 clients participated List of LEAs Beaufort Brunswick Gates Johnston Lenoir Nash/Rocky Mount, Onslow	**NCMTEC sponsors an annual technology seminar for program participants who have completed student teaching.** **Activity follow-up:** After the student teaching semester, participants are invited to a technology seminar. Once they have signed a contract with a NCMTEC LEA, they are issued a laptop computer on loan. Each summer they come back for a renewal seminar in order to keep the laptop on loan. NCMTEC's technology consultant checks with them during the year and coaches them when technology challenges arise.	SBE Priority # 3, Goals: 3.1, 3.2, 3.3, 3.4, 3.5	100% of the participants gave the technology seminar the highest possible rating (5).

| Praxis I Math Tutorial | Robeson Wayne | June 2005- August 2005 | 4 clients served.

List of LEAs Served:

Franklin
Nash/Rocky Mount
Weldon City | **Participant implementation:** Each summer, NCMTEC honors the previous year's student teachers by inviting them to a technology seminar. When they sign a contract with a NCMTEC LEA, they are issued a laptop computer on loan. Each summer they come back for a renewal seminar in order to keep the laptop on loan. Teachers use the laptops for classroom instruction and management.

Results: Recent college graduates who are beginning their first year of teaching receive additional staff development in technology and leave equipped with a laptop on loan to enhance their teaching. In addition, they are treated as the true professionals they are.

During the Fall 2004 semester, NCMTEC sponsored the first Math Tutorial for program participants who have completed NCMTEC's Praxis I Math seminar but need additional help in taking the Praxis I Math test.

Activity follow-up: When program participants take the Praxis I test and submit their scores to NCMTEC, they are reimbursed the $20 registration fee for the seminar— regardless of their score. NCMTEC has contracted with a master teacher to plan the curriculum and facilitate a writing tutorial for participants needing extra help with the Praxis I Writing Test. Plans are to begin a reading tutorial in the spring of 2006 to further prepare participants needing extra help with the Praxis I Reading test.

Results: Paraprofessionals who have difficulty in math are provided additional help to prepare for taking the Praxis I Math test. | SBE Priority # 3 Goals: 3.1, 3.2, 3.4, 3.5

90% of the participants gave the Math Tutorial the highest possible rating (5), while 8% of them gave it the next highest rating (4). |

UNC – CSLD Professional Development Activities
September 2004 – August 2005

Program Names: NC Restructuring Initiative in Special Education (NC-RISE) and NC State Improvement Project (NC-SIP)

Professional Development Activity	Date(s) offered	Number of Participants & LEAs Served	Brief Description of Activity including Intended Audience	Supports/directly relates to SBE Priorities and/or NC SCOS	Participant evaluation of activity
Training of Trainers in Research to Practice Reading Instruction	Sept. 13-14, 2004	72 Participants, 23 LEAs served: Cabarrus, Caldwell, Cleveland, Davidson, Edgecombe, Macon, Gaston, McDowell, Guilford, Haywood, Henderson, Lincoln, Iredell-Statesville, Mecklenburg, Mitchell, Moore, Onslow, Rockingham, Scotland, Wake, Watauga, Wilson & Yancey	Teachers in the NCSIP programs who had completed Level 2 Research to Practice Reading Instruction Foundation Training were trained to be Foundation Training Trainers to train additional teachers in their own systems. Intended audience includes all EC teachers in each participating school systems. **Activity follow-up:** A series of follow-up activities are scheduled to include: 1. Systems/participants complete and submit Foundation Training Plans for their system. 2. Participants implement Research to Practice Reading Instruction Training for EC teachers in their systems according to their training plans . 3. Impact of instruction on students' reading performance will be evaluated. **Results to Date:** 13 systems have submitted plans to conduct Foundation Training in their system beginning Fall 04-Spring 05. The remaining 9 systems are expected to submit their training plans before the end of this semester.	NC SCOS 1-1; 1-2; 1-3; 1-4; 1-5 2-1; 2-3; 4-1; 4-2; 5-1; 5-2; 5-3	This is a combined staff development and instruction implementation activity to be completed by the end of the current school year. Participant Evaluations will not be conducted until the end of the 04-05 school year.
Staff Development / **Research To Practice Reading Instruction** **(Multiple Sessions)**	Sept. 27- Dec. 7, Asheboro City, Oct. 27- Dec. 15 in Watauga for a total of 149 Participants from 16 LEAs. Haywood, Aug. 31- Dec. 9, Onslow, Sept. 29 – Jan. 11, 05 Wake, Sept. 1 – Jan. 6, 05 Watauga	15 participants in Asheboro City, 27 in Haywood, 14 in Onslow, 10 Wake, 83 in Watauga	A series of research-based workshops (approximately 36 hours of direct instruction and 10 hours of follow-through activities) for special education teachers designed to develop reading instruction skills and knowledge for teaching students with persistent reading problems. **Activity follow-up:** participants (a) develop and present staff development session for their school district personnel, (b) respond to online discussion forum questions, (c) assess a student with reading problems and, using results, develop instructional plan for the student, **Implementation:** Participants commit to select instructional materials and begin implementation of a research to practice reading program for their students. **Results:** Evaluation efforts on the effectiveness of the training and appropriate implementation indicated that students with disabilities who received instruction from participating teachers demonstrate 3 times greater progress in reading than students receiving traditional instruction.		Activity is still ongoing. Evaluation will be conducted at the end of the year.

				NC SCOS	
Cooperative Planning Council for Improving Special Education Teacher Education programs.	Oct. 21-22, 2004	30 Participants representing 17 IHE's: Appalachian, ESCU, ECU, FSU, NCA&T, NC STATE, Pfeiffer, UNCC, UNCP, UNCW, WCU, WSSU, Greensboro College, Barton College, Elon, U., Peace College, NC Wesleyan	**Activity**: Annual Fall Planning meeting of the CPC membership. The purpose of the meeting was to provide faculty staff development and planning for improving the preparation of EC Teachers in North Carolina. The CPC Meeting focused on the status of the IHE's Special Education programs and planning and staff development to implement the new licensing system for special education programs and included updates on the implementation of revised Teacher Education Programs Activities long range implementation plan was developed (see attached plan) for assuring the improvement of the quality of special education teachers recommended for licensure from by the states teacher education programs. **Activity follow-up**: CPC membership agreed to participate in the implementation of Teacher Quality plan approved at the meeting. **Participant implementation**: A peer review process was established to review and provide feedback for improvement of individual teacher education programs in special education. **Results**: Approximately 80% of EC teacher education programs in the state have developed revise course sequences, course content and course project to demonstrate competencies NC SCOS	All Basic Skill Areas And Guidance Curric. to meet the new North Carolina licensing standards for teachers in Special Education.	NC SCOS All Basic Skill Areas And Guidance Curric. / Activity is still ongoing. Evaluation will be conducted at the end of the year.
Reading Programs' Developmental Reviews and On-site Technical Assistance	Sept.-Nov. 2004	Staff of 9 LEA Based NCSIP Reading Programs LEAs: Moore, Henderson, Yancey, McDowell, Caldwell, Cleveland, Lincoln, Carteret, Edgecombe	Developmental Review site visits were conducted for nine of the 11 new NC SIP reading programs. These visits followed a structured review of the extent to which each program demonstrated appropriate development across expected milestones. The developmental review evaluated the progress of the (a) Implementation of Model Reading Instruction, (b) Research to Practice Foundation Training within the district, (c) Model Training, (d) Student Progress Evaluation, (e) Outreach Program, and the Parent Program **Activity follow-up**: Review with program staff the strengths and weaknesses and develop improvement plan for the reading program **Participant implementation**: Program is expected to implement recommended changes and improvements. **Results**: Students in participating reading programs demonstrate 3 times greater progress in reading than students receiving traditional instruction.	NC SCOS 1-1; 1-2; 1-3; 1-4, 1-5 2-1; 2-3; 4-1; 4-2; 5-1; 5-2; 5-3 3.85	Development Rating Scale. On a 4 point rating scale participants rating ranges from 2.54 to 3.85 Rating Scale: 1 = No progress on this task 2 = Some progress much more work to do 3=Good progress, with some exceptions 4 = Yes, task demonstrated in exemplary fashion

Activity	Date	Participants	Description	NC SCOS	Evaluation / Status
Staff Development Research To Practice Reading Instruction (Multiple Sessions)	Dec.04-Asheboro City, Dec.04-Haywood Fall Session, Jan.-Feb. 05-Haywood Spring Session Dec. 04-Feb.05 Onslow Fall and Spring Session, Dec. 04-Feb.05 Wake Fall and Spring Session, Dec. 04-Feb.05 Watauga Fall and Spring Session, Jan.-Feb.05 Stokes Spring Session,Feb-Apr.05.Pitt Spring Session	15 participants in Asheboro City, 52 in Haywood, 14 in Onslow, 35 Wake, 83 in Watauga, 21 in Stokes, 23 in Pitt for a total of 243 Participants from 18 LEAs	A series of research-based workshops (approximately 36 hours of direct instruction and 10 hours of follow-through activities) for special education teachers designed to develop reading instruction skills and knowledge for teaching students with persistent reading problems. **Activity follow-up:** participants (a) develop and present staff development session for their school district personnel, (b) respond to online discussion forum questions, (c) assess a student with reading problems and, using results, develop instructional plan for the student, **Implementation:** Participants commit to select instructional materials and begin implementation of a research to practice reading program for their students. **Results:** Evaluation efforts on the effectiveness of the training and appropriate implementation indicated that students with disabilities who received instruction from participating teachers demonstrate 3 times greater progress in reading than students with disabilities receiving traditional instruction.	NC SCOS 1-1; 1-2; 1-3; 1-4; 1-5 2-1; 2-3; 4-1; 4-2; 5-1; 5-2; 5-3;	On a 4 point satisfaction Rating Scale: 4 = Very Satisfied 3 = Satisfied 2 = Somewhat Satisfied 1 = Not Satisfied Activity is still ongoing. Evaluations will be conducted at the end of the Spring session in late May 2005.
Staff Development Research to Practice Reading Instruction -NC SIP Reading Programs (Multiple Sessions)	All sessions began in January 2005 and continue through Spring 2005: Cleveland, Iredell-Statesville, Henderson, Gaston, Lincoln, Macon, Cabarrus, Scotland, Caldwell, Wilson, Winston-Salem, Yancey	Cleveland 25 participants, Iredell-Statesville 15, Gaston 15, Henderson 25, Lincoln 12, Macon 25, Cabarus 45, Scotland 15, Caldwell 12, Wilson 16, Winston-Salem 20, Yancey 15 for a total of 225 participants from 12 LEAs	A series of research-based workshops conducted by NC SIP certified Foundation Training Trainers, within NC SIP Reading Program Systems. Approximately 36 hours of direct instruction and 10 hours of follow-through activities for special education teachers designed to develop reading instruction skills and knowledge for teaching students with persistent reading problems. **Activity follow-up:** Participants (a) develop and present staff development session for their school district personnel, (b) respond to discussion forum questions, (c) assess a student with reading problems and, using results, develop instructional plan for the student, **Implementation:** Participants commit to select instructional materials and begin implementation of a research to practice reading program for their students. **Results:** Evaluation efforts on the effectiveness of the training and appropriate implementation indicated that students with disabilities who received instruction from participating teachers demonstrate 3 times greater progress in reading than students with disabilities receiving traditional instruction.	NC SCOS 1-1; 1-2; 1-3; 1-4, 1-5 2-1; 2-3; 4-1; 4-2; 5-1; 5-2; 5-3;	Activity is still ongoing. All trainers are observed by NC SIP Reading Consultants at least (2) times during the training sessions. Evaluations of each trainer will be conducted and results will be available in Summer 2005.
Reading Programs Fidelity Reviews and On-site TA	Dec. 2004-Feb. 2005	Staff of 4 LEA Based NCSIP	Reading Instruction "Fidelity Observations" were conducted for four of the LEA Based NC SIP reading programs. The structured classroom observations are designed to determine the extent to which the model reading instruction (Language!, SRA	NC SCOS 1-1; 1-2; 1-3; 1-4, 1-5	The fidelity observation rating scale uses

Activity	Date	Target	Description	Standards	Status / Notes
		Reading Programs LEAs: Iredell-Statesville, Duplin, Lincoln, Edenton-Chowan	Corrective Reading, or the Wilson Reading System) is delivered with a high level of fidelity with the original research-based model instruction. **Activity follow-up:** Review with observed teacher the level of fidelity of her/his reading instruction. **Implementation:** Teacher incorporates recommendations into the reading instruction. **Results:** Students in participating teachers reading programs demonstrate 3 times greater progress in reading than students receiving traditional instruction.	2-1; 2-3; 4-1; 4-2; 5-1, 5-2, 5-3	a 3 point rating scale across multiple instructional activities for the specific reading model adopted. Rating Scale: 3 = Appropriate 2 = Somewhat Appropriate 1- Inappropriate Final analysis of observations is pending. Range of scores 2.62 to 3.0
Reading Program Research to Practice Foundation Training of Trainers Observations	Jan. – Feb. 2005	2 trainers observed in Wilson, 4 in Iredell-Statesville, 1 in Caldwell, 4 in Scotland, 2 in Cabarrus, 3 in Cleveland, 1 in Macon, 5 in Henderson, 3 in Yancey	NC SIP Reading Consultants conducted Reading Instruction Foundation Training Trainer observations. Trainers had completed Training of Trainers requirements in September 2004 and had submitted approved training plans for their program. **Activity follow-up:** Observation forms were completed and the results of the observations will be shared with the trainers at the NC SIP Spring 2005 Network Meeting. **Implementation:** Trainer incorporates recommendations into their training process. **Results:** Potential of 60 new trainers will be available to provide Research to Practice Foundation Training.	NC SCOS 1-1; 1-2; 1-3; 1-4; 1-5 2-1; 2-3; 4-1; 4-2; 5-1; 5-2; 5-3	NC SCOS All Basic Skill Areas And Guidance Curriculum Activity is still ongoing. Evaluations will be conducted at the end of the Spring session in late May 2005
Cooperative Planning Council for Improving Special Education Teacher Education programs.	Mar 31-Apr 1, 2005	35 Participants representing 20 IHE's: UNC CH, Appalachian, ESCU, ECU, FSU, NCA&T, NC STATE, NCCU, UNCC, UNCP, UNCW, UNCG, WSSU,	**Activity:** Annual Spring Planning meeting of the CPC membership. The purpose of the meeting was to provide faculty staff development and planning for improving the preparation of EC Teachers in North Carolina. The CPC Meeting focused on the status of the NCSIP continuation plan and the CPCs role in the continuation. Activities included a Report on the Comprehensive Exceptional Children Accountability System (CECAS), as well as a presentation on Teaching Writing Skills to Students with Disabilities by special presenter Dr. Edwin Ellis. **Activity follow-up:** CPC membership agreed to participate in the implementation of a partnership plan with the NCSIP continuation work. **Participant implementation:** Several CPC members will participate in an advisory group to the NCSIP continuation project. A technical assistance plan was	NC SCOS All Basic Skill Areas And Guidance Curriculum	On a 2 point satisfaction Rating Scale: 2 = Appropriate 1 = Needs Work Activity is still ongoing.

Spring 2005 NCSIP Network Meeting	Apr 13-15, 2005				Activity ongoing.
		Shaw, Greensboro College, Barton College, Elon, U., Peace College, NC Wesleyan, High Point	developed and submitted to DPI and Dept. of Educ. for approval **Results:** Plan for delivery of technical assistance and resources to teacher education programs.		
		99 participants representing 32 LEAs: Cabarrus, Caldwell, Carteret, Caswell, Cleveland, Cumberland, Duplin, Edenton-Chowan, Winston-Salem Forsyth, Gaston, Guilford, Haywood, Henderson, Iredell-Statesville, Lincoln, Macon, Madison, Martin, Charlotte-Mecklenberg Mitchell, Moore, McDowell, Onslow, Orange, Rockingham, Scotland, Swain, Wake.	**Activity:** Annual Spring NC NCSIP Network meeting. The purpose of the meeting was to bring together all NCSIP network members, programs and centers to review activities, data collection results and future plans for the NCSIP project. Activities included a session updating the status of the Training of Trainers and all Foundation Training activity within the network, information on the NCSIP continuation plan, a report on data results and the evaluation report, as well as progress reports from select programs. **Activity follow-up: School** program staff will be collecting student progress evaluation data during April and May, 2005 **Participant implementation:** School programs will continue to implement their model instruction programs for remainder of 2004-2005 school year and will be revising implementation plans for the 2005-2006 school year. **Results:** Evaluation data to be analyzed summer 2005	NC SCOS 1-1; 1-2; 1-3; 1-4; 1-5 2-1; 2-3; 4-1; 4-2; 5-1; 5-2; 5-3;	

Staff Development Research To Practice Reading Instruction (Multiple Sessions)	Stokes County – Apr 21-22, 05 Davidson County in Wake County – Apr 7-8, 05 Wake County – Mar 8; Apr 5; Apr 26, 05 Onslow County – Mar 8, Apr 5, May 10, 05, Pitt County – Mar 1, Apr 4-5*,Apr 25, 05	Washington, Watauga, Wilson, Yancey 24 in Stokes, approx. 25 in Davidson, 25 in Wake, 24 in Onslow, 14 in Pitt, for a total of 112 staff development participants from 12 LEAs	A series of research-based workshops (approximately 36 hours of direct instruction and 10 hours of follow-through activities) for special education teachers designed to develop reading instruction skills and knowledge for teaching students with persistent reading problems. **Activity follow-up**: participants (a) develop and present staff development session for their school district personnel, (b) respond to online discussion forum questions, (c) assess a student with reading problems and, using results, develop instructional plan for the student, **Participant Implementation**: Participants commit to select instructional materials and begin implementation of a research to practice reading program for their students. **Results**: Evaluation efforts on the effectiveness of the training and appropriate implementation indicated that students with disabilities who received instruction from participating teachers demonstrate 3 times greater progress in reading than students with disabilities receiving traditional instruction.	NC SCOS 1-1; 1-2; 1-3; 1-4; 1-5 2-1; 2-3; 4-1; 4-2; 5-1; 5-2; 5-3;	On a 4 point satisfaction Rating Scale: 4 = Very Satisfied 3 = Satisfied 2 = Somewhat Satisfied 1 = Not Satisfied Activity is still ongoing. Evaluations will be conducted at the end of the Spring session in early June 2005.
Staff Development Research to Practice Reading Instruction -NC SIP Reading Programs (Multiple Sessions)	All sessions began in Jan. 2005 and continued through Sept. 2005: Cleveland – Mar 1, Mar 9, Mar 24, Apr 7, Apr 13,Apr 29 Davidson – Mar 10, Mar 11, Apr 7, Apr 8, May 12, May 13 Iredell-Statesville – Mar 2, Mar 16, Mar 23, Apr 6, Apr 20, May 4 Cabarrus-Mar 18, Apr 15 Gaston – March, 2005	Cleveland 25 participants, Davidson 25, Iredell-Statesville 15, Gaston 15, Henderson 25, Macon 12, Cabarrus 45, Scotland 15, Caldwell 12, Wilson 16, Winston-Salem 20, for a total of 225 participants from 11 LEAs	A series of research-based workshops conducted by NC SIP certified Foundation Training Trainers, within NC SIP Reading Program Systems. Approximately 36 hours of direct instruction and 10 hours of follow-through activities for special education teachers designed to develop reading instruction skills and knowledge for teaching students with persistent reading problems. **Activity follow-up**: Participants (a) develop and present staff development session for their school district personnel, (b) respond to discussion forum questions, (c) assess a student with reading problems and, using results, develop instructional plan for the student, **Implementation**: Participants commit to select instructional materials and begin implementation of a research to practice reading program for their students. **Results**: Evaluation efforts on the effectiveness of the training and appropriate implementation indicated that students with disabilities who received instruction from participating teachers demonstrate 3 times greater progress in reading than students with disabilities receiving traditional instruction.	NC SCOS 1-1; 1-2; 1-3; 1-4; 1-5 2-1; 2-3; 4-1; 4-2; 5-1; 5-2; 5-3;	Activity is still ongoing. All trainers are observed by NC SIP Reading Consultants at least (2) times during the training sessions. Evaluations of each trainer will be conducted and results will be available in Summer 2005

Activity	Dates	Participants	Description	NC SCOS	Evaluation
Staff Development Research to Practice Reading Instruction -NC SIP Reading Programs (Multiple Sessions)	Henderson – Mar 5;Mar 12 Macon – Mar 11, Apr./11, May /25 Scotland – Mar 4, Mar 5, Mar 17 Caldwell – Mar 15, Apr 12 Wilson – Mar 24,Apr 4, Apr 7, Apr 19,Apr 28, May 10 WSFC – Mar 10, Apr 10,May 5 Edgecombe-6/14-6/23/05, Guilford-6/1-8/30/05 WSFC-July, 2005	Edgecombe 15 participants, Guilford 20 participants, WSFC 20 participants	A series of research-based workshops conducted by NC SIP certified Foundation Training Trainers, within NC SIP Reading Program Systems. Approximately 36 hours of direct instruction and 10 hours of follow-through activities for special education teachers designed to develop reading instruction skills and knowledge for teaching students with persistent reading problems. **Activity follow-up:** Participants (a) develop and present staff development session for their school district personnel, (b) respond to discussion forum questions, (c) assess a student with reading problems and, using results, develop instructional plan for the student, **Implementation:** Participants commit to select instructional materials and begin implementation of a research to practice reading program for their students. **Results:** Evaluation efforts on the effectiveness of the training and appropriate implementation indicated that students with disabilities who received instruction from participating teachers demonstrate 3 times greater progress in reading than students with disabilities receiving traditional instruction.	NC SCOS 1-1; 1-2; 1-3; 1-4; 1-5 2-1; 2-3; 4-1; 4-2; 5-1; 5-2; 5-3;	All trainers are observed by NC SIP Reading Consultants at least (2) times during the training sessions. Evaluations of each trainer are still being reviewed and results will be available at the end of the year
Staff Development Research To Practice Reading Instruction w/ Comprehensive School Reform	August 22-23, 2005	85 participnats from following 14 LEAs: Wayne, WSFC, Northampton, Robeson, Lexington City, Duplin,	A series of research-based workshops (approximately 36 hours of direct instruction and 10 hours of follow-through activities) for special education teachers designed to develop reading instruction skills and knowledge for teaching students with persistent reading problems. **Activity follow-up:** participants (a) develop and present staff development session for their school district personnel, (b) respond to online discussion forum questions, (c) assess a student with reading problems and, using results, develop instructional plan for the student, **Participant Implementation:** Participants commit to	NC SCOS 1-1; 1-2; 1-3; 1-4; 1-5 2-1; 2-3; 4-1; 4-2; 5-1; 5-2; 5-3;	On a 4 point satisfaction Rating Scale: 4 = Very Satisfied 3 = Satisfied 2 = Somewhat Satisfied 1 = Not Satisfied Activity is still ongoing.

		Harnett, Anson, Edgecombe, Beaufort, Cumberland, Nash/Rocky Mount, Durham, Charter school,	select instructional materials and begin implementation of a research to practice reading program for their students. **Results**: Evaluation efforts on the effectiveness of the training and appropriate implementation indicated that students with disabilities who received instruction from participating teachers demonstrate 3 times greater progress in reading than students with disabilities receiving traditional instruction.		Evaluations will be conducted at the end of the third session in October, 2005
UNC Technical Assistance and resources System Steering Committee	August 26, 2005	6 participants from UNC, DPI, ECSU, FSU, ECU, UNCC	**Activity**: First meeting of the UNC TARS Steering Committee. The technical assistance and resources system (*TARS*) will provide systematic technical assistance and resources to special education personnel development programs. The steering committee of IHE faculty members in the Cooperative Planning Consortium for Special Education (CPC) will assist Dr. Lillie with planning the T.A. delivery steps, and the purpose of the meeting was to begin this process, by first developing Special Education Personnel Preparation Needs Assessment to assist special education teacher education program's in producing highly qualified teachers for North Carolina's Public Schools. The results of the assessment will be used to develop a technical assistance plan to improve specific aspects of the program to assure that prospective teachers are developing the skills and knowledge to provide effective instruction for students with disabilities. **Activity follow-up**: Steering Committee developed a first draft of Needs Assessment and continue to work on delivery of the tool.	NC SCOS All Basic Skill Areas And Guidance Curriculum	Activity is still ongoing.

UNC – CSLD Professional Development Activities
September 2004 – August 2005
Program Name: North Carolina Teacher Academy (NCTA)

Professional Development Activity	Date(s) offered	Number of Participants & LEAs Served	Brief Description of Activity including Intended Audience	Supports/directly relates to SBE Priorities and/or SCOS	Participant evaluation of activity
Introduction to Cooperative Learning	Sept. 17, 2004	50 participants Duplin County	**Activity:** Use of five critical attributes in cooperative learning to increase student achievement and improve interpersonal relations. **Participant implementation: Results:**	SBE Priority #1, Goals 1.3, 1.4 SBE Priority #2, Goals 2.1, 2.3 SBE Priority #3, Goals 3.1, 3.3, 3.4	
Reading in the Content Area	Sept. 20, 2004	70 participants Cumberland County	**Activity:** Provide middle and high school teachers with strategies to help students learn and retain information across the curriculum **Participant implementation: Results:**	SBE Priority #1, Goals 1.1, 1.2, 1.3, 1.4 SBE Priority #3, Goals: 3.1, 3.3	
Reading in the Content Area	Sept. 20, 2004	20 participants Rockingham County	**Activity:** Provide middle and high school teachers with strategies to help students learn and retain information across the curriculum **Participant implementation: Results:**	SBE Priority #1, Goals 1.1, 1.2, 1.3, 1.4	
Balanced Literacy	Sept. 22, 2004	25 participants Nash Rocky Mount	**Activity:** Reading and writing strategies to increase student achievement **Participant implementation: Results:**	DBE Priority #3, Goals: 3.1, 3.3 SBE Priority #1, Goals 1.1, 1.2. SBE Priority #3, Goals: 3.1, 3.4, 3.5	
Framework for Understanding Poverty	Oct. 7, Nov. 3, 2004	45 participants Halifax County	**Activity follow-up: Participant implementation: Results:**	SBE Priority #1, Goals 1.1, 1.4 SBE Priority #2, Goals: 2.1, 2.3 SBE Priority #3, Goals: 3.1, 3.3 SBE Priority #4, Goal 4.1	
Using Data for School Improvement	Oct. 11, 2004	40 participants Montgomery County	Demonstrates how to gather, analyze, and utilize school data for improvement, planning, and raising student achievement. **Participant implementation: Results:**	SBE Priority #1, Goals 1.1, 1.2, 1.3, 1.4 SBE Priority #3, Goals 3.3 SBE Priority #5, Goals 5.1, 5.2, 5.4	
Balanced Literacy	Oct. 15, 2004	15 participants Umstead Hospital	**Activity:** Reading and writing strategies to increase student achievement **Participant implementation: Results:**	SBE Priority #1, Goals 1.1, 1.2, 1.3, 1.4 SBE Priority #3, Goals: 3.1, 3.4, 3.5	
Framework for Poverty	Oct. 15, 2004	90 participants Rockingham	**Activity:** Assist K-12 teachers in understanding how economic realities affect patterns of living, learning, and	SBE Priority #1, Goals 1.1, 1.4 SBE Priority #2, Goals: 2.1, 2.3	

Module	Date	County / Participants	Activity / Participant implementation / Results	SBE Priority / Goals
		County	behavior and provide strategies for working with students from low socioeconomic backgrounds **Participant implementation:** **Results:**	SBE Priority #3, Goals: 3.1, 3.3 SBE Priority #4, Goal 4.1
Reading in the Content Area	Oct. 18, 2004	25 participants Roanoke Rapids	**Activity:** Provide middle and high school teachers with strategies to help students learn and retain information across the curriculum **Participant implementation:** **Results:**	SBE Priority #1, Goals 1.1, 1.2, 1.3, 1.4 DBE Priority #3, Goals: 3.1, 3.3
Framework for Poverty	Oct. 20, 2004	41 participants Orange County	**Activity:** Assist K-12 teachers in understanding how economic realities affect patterns of living, learning, and behavior and provide strategies for working with students from low socioeconomic backgrounds **Participant implementation:** **Results:**	SBE Priority #1, Goals 1.1, 1.4 SBE Priority #2, Goals: 2.1, 2.3 SBE Priority #3, Goals: 3.1, 3.3 SBE Priority #4, Goal 4.1
Cooperative Learning	Oct. 20, 2004	45 participants Duplin County	**Activity:** Use of five critical attributes in cooperative learning to increase student achievement and improve interpersonal relations. **Participant implementation:** **Results:**	SBE Priority #1, Goals 1.3, 1.4 SBE Priority #2, Goals 2.1, 2.3 SBE Priority #3, Goals 3.1, 3.3, 3.4
Balanced Literacy	Oct. 22, 2004	16 participants Warren County	**Activity :** Reading and writing strategies to increase student achievement **Participant implementation:** **Results:**	SBE Priority #1, Goals 1.1, 1.2, 1.3, 1.4 SBE Priority #3, Goals: 3.1, 3.4, 3.5
Framework for Poverty	Oct. 22, 2004	50 participants Carteret County	**Activity:** Assist K-12 teachers in understanding how economic realities affect patterns of living, learning, and behavior and provide strategies for working with students from low socioeconomic backgrounds **Participant implementation:** **Results:**	SBE Priority #1, Goals 1.1, 1.4 SBE Priority #2, Goals: 2.1, 2.3 SBE Priority #3, Goals: 3.1, 3.3 SBE Priority #4, Goal 4.1
English Language Learners	Oct. 23, 2004	100 participants Hoke County	This module enables teachers to develop and utilize instructional strategies in the context of literacy to help their English Language Learners [ELL's] succeed in the mainstream classroom. Culture and language acquisition components are also included. **Participant implementation:** **Results:**	SBE Priority #1, Goals 1.1, 1.2, 1.3, 1.4 SBE Priority #3, Goal 3.1
Balanced Literacy	Oct. 4,	30 participants	**Activity:** Reading and writing strategies to increase student	SBE Priority #1, Goals 1.1, 1.2,

Topic	Date	Participants	Activity / Participant implementation / Results	SBE Priority / Goals	Results
	2004	Catawba County	achievement **Participant implementation:** **Results:**	1.3, 1.4 SBE Priority #3, Goals: 3.1, 3.4, 3.5	
Framework for Understanding Poverty	Oct. 7, 2004	40 participants Halifax County	**Activity:** Assist K-12 teachers in understanding how economic realities affect patterns of living, learning, and behavior and provide strategies for working with students from low socioeconomic backgrounds **Participant implementation:** **Results:**	SBE Priority #1, Goals 1.1, 1.4 SBE Priority #2, Goals: 2.1, 2.3 SBE Priority #3, Goals: 3.1, 3.3 SBE Priority #4, Goal 4.1	
Balanced Literacy	Oct. 7, 2004	35 participants Halifax County	**Activity :** Reading and writing strategies to increase student achievement **Participant implementation:** **Results:**	SBE Priority #1, Goals 1.1, 1.2, 1.3, 1.4 SBE Priority #3, Goals: 3.1, 3.4, 3.5	
Integrating Technology	Nov. 1, 2004	28 participants Vance County	**Activity follow-up:** Electronic Portfolio Development **Participant implementation:** Participants began the process of gathering digital student products **Results:** Teachers revisited NCSCOS for Computer Skills	SBE Priority #1 Goals 1.3, 1.4 SBE Priority #3 Goals 3.1, 3.4	3.8 on 4 point scale
Framework for Poverty	Nov. 1, 2004	87 participants Vance County	**Activity:** Assist K-12 teachers in understanding how economic realities affect patterns of living, learning, and behavior and provide strategies for working with students from low socioeconomic backgrounds **Participant implementation:** **Results:**	SBE Priority #1, Goals 1.1, 1.4 SBE Priority #2, Goals: 2.1, 2.3 SBE Priority #3, Goals: 3.1, 3.3 SBE Priority #4, Goal 4.1	
Shaping Successful Schools	Nov. 3, 2004	35 participants Halifax County	Continuous improvement model: activities and strategies include systemic school change, communication, decision-making, assessment vision, teambuilding, strategic planning. **Participant implementation:** **Results:**	SBE Priority # 3, Goals 3.1, 3.3, 3.4	
Multiple Intelligences	Nov. 3, 2004	105 participants Halifax County	**Activity** Use of Gardner's eight intelligences to develop strategies that are implemented in all content areas to increase student achievement. **Participant implementation:** **Results:**	SBE Priority #1, Goals, 1.3, 1.4 SBE Priority #5, Goal 5.2	
Framework for Poverty	Nov. 11, 2004	35 participants Orange County	**Activity:** Assist K-12 teachers in understanding how economic realities affect patterns of living, learning, and behavior and provide strategies for working with students from low socioeconomic backgrounds **Participant implementation:** **Results:**	SBE Priority #1, Goals 1.1, 1.4 SBE Priority #2, Goals: 2.1, 2.3 SBE Priority #3, Goals: 3.1, 3.3 SBE Priority #4, Goal 4.1	
Shaping Successful Schools	Nov. 17, 2004	35 participants Rockingham County	Continuous improvement model: activities and strategies include systemic school change, communication, decision-making, assessment vision, teambuilding, strategic planning.	SBE Priority # 3, Goals 3.1, 3.3, 3.4, 3.5	
Using Data for School Improvement	Nov. 18, 2004	100 participants Hoke County	Demonstrates how to gather, analyze, and utilize school data for improvement, planning, and raising student achievement. **Participant implementation:** **Results:**	SBE Priority #5, Goal 5.2 SBE Priority #1, Goals 1.1, 1.2, 1.3, 1.4 SBE Priority #3, Goals 3.3 SBE Priority #5, Goals 5.1, 5.2, 5.4	

Program	Date	Participants/Location	Activity	SBE Priority/Goals	Scale
National Board Facilitation	Nov. 20, 2004	8 participants from Lexington City	Activity follow-up: Initial meeting with NBPTS candidates from Lexington Participant implementation:; Participants will work toward National Board Certification Results:	SBE Priority #3 Goals, 3.3, 3.4	4.0 on 4 point scale
Reading in the Content Area	Nov. 20, 2004	25 participants Northampton County	Activity: Provide middle and high school teachers with strategies to help students learn and retain information across the curriculum Participant implementation: Results:	SBE Priority #1, Goals 1.1, 1.2, 1.3, 1.4 DBE Priority #3, Goals: 3.1, 3.3	
Reading in the Content Area	Nov. 20, 2004	23 participants Northampton County	Activity: Provide middle and high school teachers with strategies to help students learn and retain information **across the curriculum** Participant implementation: Results:	SBE Priority #1, Goals 1.1, 1.2, 1.3, 1.4 DBE Priority #3, Goals: 3.1, 3.3	
Using Data for School Improvement	Nov. 22, 2004	25 participants Thomasville City	Demonstrates how to gather, analyze, and utilize school data for improvement, planning, and raising student achievement. Participant implementation: Results:	SBE Priority #1, Goals 1.1, 1.2, 1.3, 1.4 SBE Priority #3, Goals 3.3 SBE Priority #5, Goals 5.1, 5.2, 5.4	
Framework for Understanding Poverty	Nov. 29, 2004	35 participants Kannapolis City	Activity: Assist K-12 teachers in understanding how economic realities affect patterns of living, learning, and behavior and provide strategies for working with students from low socioeconomic backgrounds Participant implementation: Results:	SBE Priority #1, Goals 1.1, 1.4 SBE Priority #2, Goals: 2.1, 2.3 SBE Priority #3, Goals: 3.1, 3.3 SBE Priority #4, Goal 4.1	
Balanced Literacy	Nov. 3, 2004	35 participants Halifax County	Activity follow-up: Participant implementation: Results:		
Brain Research	Nov. 30, 2004	15 participants Rockingham County	Activity: Provide participants with a better understanding of how brain research can help educators work with today's diverse learners. Participant implementation: Results:	SBE Priority #1, Goals 1.3, 1.4 SBE Priority #2, Goals 2.1, 2.3 SBE Priority #3, Goals 3.1, 3.3, 3.4	
Brain Research	Nov. 30, 2004	25 participants Harnett County	Activity follow-up: Provide participants with a better understanding of how brain research can help educators work with today's diverse learners. Participant implementation: Results:	SBE Priority #1, Goals 1.3, 1.4 SBE Priority #2, Goals 2.1, 2.3 SBE Priority #3, Goals 3.1, 3.3, 3.4	
Learning Styles	Nov. 4, 2004	40 participants Montgomery County	Activity follow-up: Use of Dunn and Dunn Learning Styles method to provide instruction that matches the specific individual strengths of each student. Participant implementation: Results:	SBE Priority #1, Goals 1.3, 1.4 SBE Priority #2, Goals 2.1, 2.3, SBE Priority #3, Goals 3.1, 3.3, 3.4	
Reading First	Nov. 6,	36 participants	Research strategies in the five critical components for early	SBE Priority #1, Goals 1.1, 1.2,	

Program	Date	Location	Description	SBE Alignment
Making Connections	2004	Lexington City	reading as aligned with the NCSCOS **Participant implementation:** **Results:**	1.3, 1.4 SBE Priority #3, Goals 3.1, 3.3,
Literacy Strategies	Sept. 20, 2004–Nov.1, 2004	participants Wake County	Instructs and guides teachers in the development of integrated units of study, both within and across disciplines **Activity follow-up:** Internal **Participant implementation:** Products and strategies to use with students	1.3, 1.4 SBE Priority #3, Goals 3.1, 3.4
Literacy Strategies	Sept. 27, 2004	participants Blue Ridge Elementary	Provide a process approach to teaching writing One day Fall Follow-up **Participant implementation:** Assist teachers in implementing the process in the classroom	1.3, 1.4 SBE Priority #3, Goals 3.1, 3.3,
Literacy Strategies	Oct. 23, 2004	participants Robbins Elementary	Provide a process approach to teaching writing One day Fall Follow-up **Participant implementation:** Assist teachers in implementing the process in the classroom	1.3, 1.4 SBE Priority #3, Goals 3.1, 3.3,
Literacy Strategies	Oct. 23, 2004	participants Rutherford County	Provide a process approach to teaching writing One day Fall Follow-up **Participant implementation:** Assist teachers in implementing the process in the classroom	1.3, 1.4 SBE Priority #3, Goals 3.1, 3.3,
Engaging Students in Literacy Learning	Oct. 9, 2004	participants Pitt County	Provide reading and writing strategies aligned with the NCSCOS to improve student achievement One day Fall Follow-up **Participant implementation:** Produce products for student achievement; learn reading and writing strategies to increase student classroom performance and achievement. Provide student strategies for independent learning.	3.4, 3.5 SBE Priority #1, Goals 1.1, 1.2,
Literacy Strategies	Oct. 23, 2004	participants Rutherford County	Provide a process approach to teaching writing One day Fall Follow-up **Participant implementation:** Assist teachers in implementing the process in the classroom	1.3, 1.4 SBE Priority #3, Goals 3.1, 3.3,
Reading First	Oct. 2, 2004	participants Caldwell County	Review research strategies in the five critical components for early reading as aligned with the NCSCOS One day Fall Follow-up **Participant implementation:** Participants produced products for student	3.4, 3.5 SBE Priority #1, Goals 1.1, 1.2,
Reading First	Oct. 9, 2004	participants Johnston County	Review research strategies in the five critical components for early reading as aligned with the NCSCOS One day Fall Follow-up **Participant implementation:** Participants produced products for student	3.4, 3.5 SBE Priority #1, Goals 1.1, 1.2,
Reading First	Oct. 2, 2004	participants Caldwell County	Review research strategies in the five critical components for early reading as aligned with the NCSCOS One day Fall Follow-up **Participant implementation:** Participants produced products	3.4, 3.5 SBE Priority #1, Goals 1.1, 1.2,
Reading First	Oct. 15, 2004	participants Rockingham County	Review research strategies in the five critical components for early reading as aligned with the NCSCOS One day Fall Follow-up **Participant implementation:** Participants produced products	3.4, 3.5 SBE Priority #1, Goals 1.1, 1.2,
Reading First	Nov. 11, 2004	participants Transylvania County	Review research strategies in the five critical components for early reading as aligned with the NCSCOS One day Fall Follow-up	3.4, 3.5 SBE Priority #1, Goals 1.1, 1.2, SBE Priority #3, Goals 3.1, 3.3,

Module	Date	Participants	Description	Priorities
Reading in the Content Areas			**Participant implementation:** Participants produced products for student	3.4, 3.5
Reading in the Content Areas	Oct. 2, 2004	participants Cumberland County	**Activity:** Provide middle and high school teachers with strategies to help students learn and retain information across the curriculum **Participant implementation:** **Results:**	SBE Priority #1, Goals 1.1, 1.2, 1.3, 1.4 DBE Priority #3, Goals: 3.1, 3.3
Reading in the Content Areas	Oct. 2, 2004	participants Concord Middle School	**Activity:** Provide middle and high school teachers with strategies to help students learn and retain information across the curriculum **Participant implementation:** **Results:**	SBE Priority #1, Goals 1.1, 1.2, 1.3, 1.4 DBE Priority #3, Goals: 3.1, 3.3
Reading in the Content Areas	Oct. 9, 2004	participants Clinton City	**Activity:** Provide middle and high school teachers with strategies to help students learn and retain information across the curriculum **Participant implementation:** **Results:**	SBE Priority #1, Goals 1.1, 1.2, 1.3, 1.4 DBE Priority #3, Goals: 3.1, 3.3
Reading in the Content Areas	Oct. 11, 2004	participants Onslow County	**Activity:** Provide middle and high school teachers with strategies to help students learn and retain information across the curriculum **Participant implementation:** **Results:**	SBE Priority #1, Goals 1.1, 1.2, 1.3, 1.4 DBE Priority #3, Goals: 3.1, 3.3
Reading in the Content Areas	Oct. 11, 2004	participants Brunswick County	**Activity:** Provide middle and high school teachers with strategies to help students learn and retain information across the curriculum **Participant implementation:** **Results:**	SBE Priority #1, Goals 1.1, 1.2, 1.3, 1.4 DBE Priority #3, Goals: 3.1, 3.3
Raising ELL Achievement	Oct. 2, 2004	participants Henderson County	This module enables teachers to develop and utilize instructional strategies in the context of literacy to help their English Language Learners [ELL's] succeed in the mainstream classroom. Culture and language acquisition components are also included. **Activity follow-up:** Internal **Participant implementation:** Products and strategies to use with students	SBE Priority #1, Goals 1.1, 1.2, 1.3, 1.4 SBE Priority #3, Goal 3.1
Raising ELL Achievement	Oct. 2, 2004	participants Johnston County	This module enables teachers to develop and utilize instructional strategies in the context of literacy to	SBE Priority #1, Goals 1.1, 1.2, 1.3, 1.4 SBE Priority #3, Goal 3.1

Program	Date	Participants	Description	SBE Priority
Raising ELL Achievement	Oct. 9, 2004	participants Alamance County	instructional strategies in the context of literacy to help their English Language Learners [ELL's] succeed in the mainstream classroom. Culture and language acquisition components are also included. **Activity follow-up:** Internal **Participant implementation:** Products and strategies to use with students This module enables teachers to develop and utilize instructional strategies in the context of literacy to help their English Language Learners [ELL's] succeed in the mainstream classroom. Culture and language acquisition components are also included. **Activity follow-up:** Internal **Participant implementation:** Products and strategies to use with students	SBE Priority #1, Goals 1.1, 1.2, 1.3, 1.4 SBE Priority #3, Goal 3.1
Raising ELL Achievement	Oct. 16, 2004	participants Yadkin County	This module enables teachers to develop and utilize instructional strategies in the context of literacy to help their English Language Learners [ELL's] succeed in the mainstream classroom. Culture and language acquisition components are also included. **Activity follow-up:** Internal **Participant implementation:** Products and strategies to use with students	SBE Priority #1, Goals 1.1, 1.2, 1.3, 1.4 SBE Priority #3, Goal 3.1

Module	Date	Participants	Description	SBE Alignment
Raising ELL Achievement	Oct. 23, 2004	participants New Hanover County	This module enables teachers to develop and utilize instructional strategies in the context of literacy to help their English Language Learners [ELL's] succeed in the mainstream classroom. Culture and language acquisition components are also included. **Activity follow-up:** Internal **Participant implementation:** Products and strategies to use with students	SBE Priority #1, Goals 1.1, 1.2, 1.3, 1.4 SBE Priority #3, Goal 3.1
Shaping Successful Schools	Oct. 2, 2004	participants Bladen County	Continuous improvement model: activities and strategies include systemic school change, communication, decision-making, assessment vision, teambuilding, strategic planning. **Activity follow-up:** Internal **Participant implementation:** Products and strategies to use with students **Results:**	SBE Priority # 3, Goals 3.1, 3.3, 3.4, 3.5 SBE Priority #5, Goal 5.2
Student Centered Classroom	Oct. 9, 2004	participants New Hanover County	**Activity follow-up:** Use of Dunn and Dunn Learning Styles method to provide instruction that matches the individual strengths of each student. **Participant implementation: Results:**	SBE Priority #1, Goals 1.3, 1.4 SBE Priority #2, Goals 2.1, 2.3, SBE Priority #3, Goals 3.1, 3.3, 3.4
Student Centered Classroom	Oct. 23, 2004	participants Randolph County	**Activity follow-up:** Use of Dunn and Dunn Learning Styles method to provide instruction that matches the specific **Participant implementation: Results:**	SBE Priority #1, Goals 1.3, 1.4 SBE Priority #2, Goals 2.1, 2.3, SBE Priority #3, Goals 3.1, 3.3, 3.4
Multiple Intelligences	Oct. 9, 2004	participants Halifax County	**Activity** Use of Gardner's eight intelligences to develop strategies that are implemented in all content areas to increase student achievement. **Participant implementation: Results:**	SBE Priority #1, Goals, 1.3, 1.4 SBE Priority #2, Goals 2.1, 2.3 SBE Priority #3, Goals 3.1, 3.3, 3.4
Multiple Intelligences	Oct. 9, 2004	participants Winston Salem/Forsyth	**Activity** Use of Gardner's eight intelligences to develop strategies that are implemented in all content areas to **increase student achievement.** **Participant implementation: Results:**	SBE Priority #1, Goals 1.3, 1.4 SBE Priority #2, Goals 2.1, 2.3 SBE Priority #3, Goals 3.1, 3.3, 3.4
Multiple Intelligences	Oct. 16, 2004	participants Harnett County	**Activity** Use of Gardner's eight intelligences to develop strategies that are implemented in all content areas to increase student achievement. **Participant implementation:**	SBE Priority #1, Goals, 1.3, 1.4 SBE Priority #2, Goals 2.1, 2.3 SBE Priority #3, Goals 3.1, 3.3, 3.4

Topic	Date	Participants	Activity / Implementation	SBE Priority	Notes
Multiple Intelligences	Oct. 23, 2004	participants Rowan County	**Results:** **Activity** Use of Gardner's eight intelligences to develop strategies that are implemented in all content areas to increase student achievement. **Participant implementation:** **Results:**	SBE Priority #1, Goals, 1.3, 1.4 SBE Priority #2, Goals 2.1, 2.3 SBE Priority #3, Goals 3.1, 3.3, 3.4	
Cooperative Learning	Oct. 9, 2004	participants Lenoir County	**Activity:** Use of five critical attributes in cooperative learning to increase student achievement and improve interpersonal relations. **Participant implementation:** **Results:**	SBE Priority #1, Goals 1.3, 1.4 SBE Priority #2, Goals 2.1, 2.3 SBE Priority #3, Goals 3.1, 3.3, 3.4	
Cooperative Learning	Oct. 16, 2004	participants Guilford County	**Activity:** Use of five critical attributes in cooperative learning to increase student achievement and improve interpersonal relations. **Participant implementation:** **Results:**	SBE Priority #1, Goals 1.3, 1.4 SBE Priority #2, Goals 2.1, 2.3 SBE Priority #3, Goals 3.1, 3.3, 3.4	
Mindful Instruction	Oct. 11, 2004	participants Brunswick County	**Activity:** Provide participants with a better understanding of how brain research can help educators work with today's diverse learners. **Participant implementation:** **Results:**	SBE Priority #1, Goals 1.3, 1.4 SBE Priority #2, Goals 2.1, 2.3 SBE Priority #3, Goals 3.1, 3.3, 3.4	
Wired Classroom	Oct. 9, 2004	participants Halifax County	**Activity follow-up:** Fall Follow-up **Participant implementation:** Participants completed a webquest about copyright laws and developed plans for teaching copyright to students. **Results:**	SBE Priority #1 Goals 1.3, 1.4 SBE Priority#3 Goals 3.1, 3.4	Final evaluation in the spring
Wired Classroom	Oct. 9, 2004	participants Robeson County	**Activity follow-up:** Fall Follow-up **Participant implementation:** Participants completed a webquest about copyright laws and developed plans for teaching copyright to students. **Results:**	SBE Priority #1 Goals 1.3, 1.4 SBE Priority#3 Goals 3.1, 3.4	Final evaluation in the spring
Wired Classroom	Oct. 16, 2004	participants Nash-Rocky Mount	**Activity follow-up:** Fall Follow-up **Participant implementation:** Participants completed a webquest about copyright laws and developed plans for teaching copyright to students. **Results:**	SBE Priority #1 Goals 1.3, 1.4 SBE Priority#3 Goals 3.1, 3.4	Final evaluation in the spring
Web Connections	Nov. 6, 2004	participants Johnston County	**Activity follow-up:** Fall Follow-up **Participant implementation:** Participants completed a webquest about copyright laws and developed plans for teaching copyright to students. **Results:**	SBE Priority #1 Goals 1.3, 1.4 SBE Priority#3 Goals 3.1, 3.4	Final evaluation in the spring

Topic	Date	Participants	Activity	SBE Priority
Framework for Understanding Poverty	Oct. 15, 2004	participants Gaston County	**Activity:** Assist K-12 teachers in understanding how economic realities affect patterns of living, learning, and behavior and provide strategies for working with students from low socioeconomic backgrounds **Participant implementation:** **Results:**	SBE Priority #1, Goals 1.1, 1.4 SBE Priority #2, Goals: 2.1, 2.3 SBE Priority #3, Goals: 3.1, 3.3 SBE Priority #4, Goal 4.1
Framework for Understanding Poverty	Oct. 23, 2004	participants Randolph County	**Activity:** Assist K-12 teachers in understanding how economic realities affect patterns of living, learning, and behavior and provide strategies for working with students from low socioeconomic backgrounds **Participant implementation:** **Results:**	SBE Priority #1, Goals 1.1, 1.4 SBE Priority #2, Goals: 2.1, 2.3 SBE Priority #3, Goals: 3.1, 3.3 SBE Priority #4, Goal 4.1
Framework for Understanding Poverty	Oct. 23, 2004	participants Vance County	**Activity:** Assist K-12 teachers in understanding how economic realities affect patterns of living, learning, and behavior and provide strategies for working with students from low socioeconomic backgrounds **Participant implementation:** **Results:**	SBE Priority #1, Goals 1.1, 1.4 SBE Priority #2, Goals: 2.1, 2.3 SBE Priority #3, Goals: 3.1, 3.3 SBE Priority #4, Goal 4.1
Framework for Understanding Poverty	Oct. 30, 2004	participants Columbus County	**Activity:** Assist K-12 teachers in understanding how economic realities affect patterns of living, learning, and behavior and provide strategies for working with students from low socioeconomic backgrounds **Participant implementation:** **Results:**	SBE Priority #1, Goals 1.1, 1.4 SBE Priority #2, Goals: 2.1, 2.3 SBE Priority #3, Goals: 3.1, 3.3 SBE Priority #4, Goal 4.1
Framework for Understanding Poverty	Nov. 11, 2004	participants Transylvania County	**Activity:** Assist K-12 teachers in understanding how economic realities affect patterns of living, learning, and behavior and provide strategies for working with students from low socioeconomic backgrounds **Participant implementation:** **Results:**	SBE Priority #1, Goals 1.1, 1.4 SBE Priority #2, Goals: 2.1, 2.3 SBE Priority #3, Goals: 3.1, 3.3 SBE Priority #4, Goal 4.1
Mindful Instruction, Web Connections, Reading First	Oct. 9, 16, 23, 30, 2004	493 participants Residential follow-up sessions that represent multiple districts	**Activity follow-up:** Fall Follow-up **Participant implementation:** **Results:**	
Using Data for School Improvement	Oct. 22, 2004	99 participants Alexander County	Demonstrates how to gather, analyze, and utilize school data for improvement, planning, and raising student achievement. **Participant implementation:** **Results:**	SBE Priority #1, Goals 1.1, 1.2, 1.3, 1.4 SBE Priority #3, Goals 3.3 SBE Priority #5, Goals 5.1, 5.2, 5.4
Using Data for School Improvement	Nov. 16,	13 participants	Demonstrates how to gather, analyze, and utilize school data	SBE Priority #1, Goals 1.1, 1.2,

School Improvement	2004	Granville County	for improvement, planning, and raising student achievement. **Participant implementation:** **Results:**	1,3, 1.4 SBE Priority #3, Goals 3.3 SBE Priority #5, Goals 5.1, 5.2, 5.4
Using Data for School Improvement	Nov. 11, 2004	30 participants Charlotte Mecklenburg	Demonstrates how to gather, analyze, and utilize school data for improvement, planning, and raising student achievement. **Participant implementation:** **Results:**	SBE Priority #1, Goals 1.1, 1.2, 1,3, 1.4 SBE Priority #3, Goals 3.3 SBE Priority #5, Goals 5.1, 5.2, 5.4
Using Data for School Improvement	Oct. 11, 2004	5 participants Clinton City	Demonstrates how to gather, analyze, and utilize school data for improvement, planning, and raising student achievement. **Participant implementation:** **Results:**	SBE Priority #1, Goals 1.1, 1.2, 1,3, 1.4 SBE Priority #3, Goals 3.3 SBE Priority #5, Goals 5.1, 5.2, 5.4
Using Data for School Improvement	Oct. 1, 2004	68 participants	Demonstrates how to gather, analyze, and utilize school data for improvement, planning, and raising student achievement. **Participant implementation:** **Results:**	SBE Priority #1, Goals 1.1, 1.2, 1,3, 1.4 SBE Priority #3, Goals 3.3 SBE Priority #5, Goals 5.1, 5.2, 5.4
Using Data for School Improvement	Oct. 1, 2004	6 participants Charlotte Mecklenburg	Demonstrates how to gather, analyze, and utilize school data for improvement, planning, and raising student achievement. **Participant implementation:** **Results:**	SBE Priority #1, Goals 1.1, 1.2, 1,3, 1.4 SBE Priority #3, Goals 3.3 SBE Priority #5, Goals 5.1, 5.2, 5.4
Using Data for School Improvement	Oct. 15, 2004	6 participants Rockingham County	Demonstrates how to gather, analyze, and utilize school data for improvement, planning, and raising student achievement. **Participant implementation:** **Results:**	SBE Priority #1, Goals 1.1, 1.2, 1,3, 1.4 SBE Priority #3, Goals 3.3 SBE Priority #5, Goals 5.1, 5.2, 5.4
Using Data for School Improvement	Nov. 10, 2004	6 participants Duplin County	Demonstrates how to gather, analyze, and utilize school data for improvement, planning, and raising student achievement. **Participant implementation:** **Results:**	SBE Priority #1, Goals 1.1, 1.2, 1,3, 1.4 SBE Priority #3, Goals 3.3 SBE Priority #5, Goals 5.1, 5.2, 5.4
Using Data for School Improvement	Oct. 13, 2004	12 participants Rutherford County	Demonstrates how to gather, analyze, and utilize school data for improvement, planning, and raising student achievement. **Participant implementation:** **Results:**	SBE Priority #1, Goals 1.1, 1.2, 1,3, 1.4 SBE Priority #3, Goals 3.3 SBE Priority #5, Goals 5.1, 5.2, 5.4
Using Data for School Improvement	Nov. 11, 2004	26 participants	Demonstrates how to gather, analyze, and utilize school data for improvement, planning, and raising student achievement. **Participant implementation:** **Results:**	SBE Priority #1, Goals 1.1, 1.2, 1,3, 1.4 SBE Priority #3, Goals 3.3 SBE Priority #5, Goals 5.1, 5.2, 5.4
Using Data for School Improvement	Oct. 8, 2004	12 participants Panlico County	Demonstrates how to gather, analyze, and utilize school data for improvement, planning, and raising student achievement. **Participant implementation:** **Results:**	SBE Priority #1, Goals 1.1, 1.2, 1,3, 1.4 SBE Priority #3, Goals 3.3 SBE Priority #5, Goals 5.1, 5.2, 5.4
Using Data for School Improvement		6 participants Hoke County	Demonstrates how to gather, analyze, and utilize school data for improvement, planning, and raising student achievement. **Participant implementation:** **Results:**	SBE Priority #1, Goals 1.1, 1.2, 1,3, 1.4 SBE Priority #3, Goals 3.3 SBE Priority #5, Goals 5.1, 5.2, 5.4
Using Data for	Nov. 2,	6 participants	Demonstrates how to gather, analyze, and utilize school data	SBE Priority #1, Goals 1.1, 1.2,

School Improvement	2004	Gaston County	for improvement, planning, and raising student achievement. **Participant implementation:** **Results:**	1.3, 1.4 SBE Priority #3, Goals 3.3 SBE Priority #5, Goals 5.1, 5.2, 5.4
Using Data for School Improvement	Oct. 11, 2004	8 participants Clinton City	Demonstrates how to gather, analyze, and utilize school data for improvement, planning, and raising student achievement. **Participant implementation:** **Results:**	SBE Priority #1, Goals 1.1, 1.2, 1.3, 1.4 SBE Priority #3, Goals 3.3 SBE Priority #5, Goals 5.1, 5.2, 5.4
Using Data for School Improvement	Nov. 9, 2004	5 participants Randolph County	Demonstrates how to gather, analyze, and utilize school data for improvement, planning, and raising student achievement. **Participant implementation:** **Results:**	SBE Priority #1, Goals 1.1, 1.2, 1.3, 1.4 SBE Priority #3, Goals 3.3 SBE Priority #5, Goals 5.1, 5.2, 5.4
Using Data for School Improvement	Oct. 26, 2004	22 participants Wake County	Demonstrates how to gather, analyze, and utilize school data for improvement, planning, and raising student achievement. **Participant implementation:** **Results:**	SBE Priority #1, Goals 1.1, 1.2, 1.3, 1.4 SBE Priority #3, Goals 3.3 SBE Priority #5, Goals 5.1, 5.2, 5.4
Using Data for School Improvement	Nov. 23, 2004	22 participants Iredell-Statesville	Demonstrates how to gather, analyze, and utilize school data for improvement, planning, and raising student achievement. **Participant implementation:** **Results:**	SBE Priority #1, Goals 1.1, 1.2, 1.3, 1.4 SBE Priority #3, Goals 3.3 SBE Priority #5, Goals 5.1, 5.2, 5.4
Using Data for School Improvement	Oct. 19, 2004	26 participants Brunswick County	Demonstrates how to gather, analyze, and utilize school data for improvement, planning, and raising student achievement. **Participant implementation:** **Results:**	SBE Priority #1, Goals 1.1, 1.2, 1.3, 1.4 SBE Priority #3, Goals 3.3 SBE Priority #5, Goals 5.1, 5.2, 5.4
Using Data for School Improvement	Oct. 11, 2004	36 participants Rowan-Salisbury	Demonstrates how to gather, analyze, and utilize school data for improvement, planning, and raising student achievement. **Participant implementation:** **Results:**	SBE Priority #1, Goals 1.1, 1.2, 1.3, 1.4 SBE Priority #3, Goals 3.3 SBE Priority #5, Goals 5.1, 5.2, 5.4
Using Data for School Improvement	Oct. 1, 2004	8 participants Lee County	Demonstrates how to gather, analyze, and utilize school data for improvement, planning, and raising student achievement. **Participant implementation:** **Results:**	SBE Priority #1, Goals 1.1, 1.2, 1.3, 1.4 SBE Priority #3, Goals 3.3 SBE Priority #5, Goals 5.1, 5.2, 5.4
Using Data for School Improvement	Nov. 2, 2004	56 participants Lincoln County	Demonstrates how to gather, analyze, and utilize school data for improvement, planning, and raising student achievement. **Participant implementation:** **Results:**	SBE Priority #1, Goals 1.1, 1.2, 1.3, 1.4 SBE Priority #3, Goals 3.3 SBE Priority #5, Goals 5.1, 5.2, 5.4
Using Data for	Oct. 15,	12 participants	Demonstrates how to gather, analyze, and utilize school data	SBE Priority #1, Goals 1.1, 1.2,

Activity	Date	Participants / County	Description	SBE Priority / Goals	Score
School Improvement	2004	Johnston County	for improvement, planning, and raising student achievement. **Participant implementation: Results:**	1.3, 1.4 SBE Priority #3, Goals 3.3 SBE Priority #5, Goals 5.1, 5.2, 5.4	
Using Data for School Improvement	Nov. 16, 2004	53 participants Chatham County	Demonstrates how to gather, analyze, and utilize school data for improvement, planning, and raising student achievement. **Participant implementation: Results:**	SBE Priority #1, Goals 1.1, 1.2, 1.3, 1.4 SBE Priority #3, Goals 3.3 SBE Priority #5, Goals 5.1, 5.2, 5.4	
Using Data for School Improvement	Nov. 11, 2004	5 participants Wayne County	Demonstrates how to gather, analyze, and utilize school data for improvement, planning, and raising student achievement. **Participant implementation: Results:**	SBE Priority #1, Goals 1.1, 1.2, 1.3, 1.4 SBE Priority #3, Goals 3.3 SBE Priority #5, Goals 5.1, 5.2, 5.4	
Using Data for School Improvement	Oct. 26, 2004	22 participants Wayne County	Demonstrates how to gather, analyze, and utilize school data for improvement, planning, and raising student achievement. **Participant implementation: Results:**	SBE Priority #1, Goals 1.1, 1.2, 1.3, 1.4 SBE Priority #3, Goals 3.3 SBE Priority #5, Goals 5.1, 5.2, 5.4	
Using Data for School Improvement	Oct. 11, 2004	5 participants Onslow County	Demonstrates how to gather, analyze, and utilize school data for improvement, planning, and raising student achievement. **Participant implementation: Results:**	SBE Priority #1, Goals 1.1, 1.2, 1.3, 1.4 SBE Priority #3, Goals 3.3 SBE Priority #5, Goals 5.1, 5.2, 5.4	
Using Data for School Improvement	Nov. 2, 2004	45 participants Alexander County	Demonstrates how to gather, analyze, and utilize school data for improvement, planning, and raising student achievement. **Participant implementation: Results:**	SBE Priority #1, Goals 1.1, 1.2, 1.3, 1.4 SBE Priority #3, Goals 3.3 SBE Priority #5, Goals 5.1, 5.2, 5.4	
Governor's Working Conditions Conference	Oct. 5-6, 2004	12 teams of teachers and administrators from "Real Deal" schools	A two day conference recognizing the significance of teacher working conditions was held at the Friday Center in Chapel Hill Conference costs and travel for the districts recognized was paid by the NC Teacher Academy.		
Balanced Literacy Four Blocks	Feb. 17, 2005	35 Halifax County	**Activity:** Provide elementary teachers with phonics Strategies to differentiate instruction and increase student achievement.	SBE Priority #1, Goals 1.3, 1.4 SBE Priority #2, Goal 2.1 SBE Priority #3, Goals 3.1, 3.4	3.8
Balanced Literacy Guided Reading	Jan. 18-27, 2005	21 Cumberland	**Activity:** Provide elementary teachers with reading strategies to differentiate instruction and increase student achievement.	SBE Priority #1, Goals 1.3, 1.4 SBE Priority #2, Goal 2.1 SBE Priority #3, Goals 3.1, 3.4	3.5
Balanced Literacy Overview of Learning Styles	Feb. 12-19, 2005	14 Northampton County	**Activity:** Provide elementary teachers to differentiate instruction and increase student achievement.	SBE Priority #1, Goals 1.3, 1.4 SBE Priority #2, Goal 2.1 SBE Priority #3, Goals 3.1, 3.4	3.8
Balanced Literacy Literature Circles	Feb. 26, 2005		**Activity:** Provide reading and writing strategies to differentiate instruction and increase student achievement	SBE Priority #1, Goals 1.3, 1.4 SBE Priority #2, Goal 2.1 SBE Priority #3, Goals 3.1, 3.4	

Title	Date	Number / Location	Activity	SBE Priority / Goals	Rating
Cooperative Learning Introduction Critical Attributes,Strategies	Jan. 4, 2005	50 Halifax County	**Activity:** Use of five critical attributes in cooperative learning to increase student achievement and improve interpersonal relations.	SBE Priority #1, Goals 1.3, 1.4 SBE Priority #2, Goals 2.1, 2.3 SBE Priority #3, Goals 3.1, 3.3,	3.7
Cooperative Learning Activities, Content Assessment	Feb. 18, 2005	30 Harnett	**Activity:** Use of five critical attributes in cooperative learning to increase student achievement and improve intepersonal relations.	SBE Priority #1, Goals 1.3, 1.4 SBE Priority #2, Goals 2.1, 2.3 SBE Priority #3, Goals 3.1, 3.3, 3.4	3.9
Engaging Students in Literacy Learning	Feb. 19, 2005 March 12, 2005	18 Halifax	**Activity:** Provide reading and writing strategies to differentiate instruction and increase student achievement	SBE Priority #1, Goals 1.3, 1.4 SBE Priority #2, Goal 2.1 SBE Priority #3, Goals 3.1, 3.4	3.9
Engaging Students in Literacy Learning Poetry	Feb. 4, 2005	10 Umstead Hostal	**Activity:** Provide reading and writing strategies to differentiate instruction and increase student achievement	SBE Priority #1, Goals 1.3, 1.4 SBE Priority #2, Goal 2.1 SBE Priority #3, Goals 3.1, 3.4	3.7
English Language Learners Meeting ELL Needs in Middle School	Dec. 17, 2004	75 Lexington City	**Activity:** This module enables teachers to develop and utilize instructional strategies in the context of literacy to help their English Language Learners [ELL's] succeed in the mainstream classroom. Culture and language acquisition components are also included.	SBE Priority #1, Goals 1.1, 1.2, 1.3, 1.4 SBE Priority #3, Goal 3.1	3.9
English Language Learners ELL Literacy Strategies for Middle School	Feb. 14, 2005	15 Lexington City	**Activity:** This module enables teachers to develop and utilize instructional strategies in the context of literacy to help their English Language Learners [ELL's] succeed in the mainstream classroom. Culture and language acquisition components are also included.	SBE Priority #1, Goals 1.1, 1.2, 1.3, 1.4 SBE Priority #3, Goal 3.1	3.8
Framework for Understanding Poverty Cognitive Conditioning	Nov. 3, 2004	40 Halifax County	**Activity:** Remind teachers of the structures needed in the brain in order to learn. Learn how to build cognitive capacity and increase the learning process for struggling students.	SBE Priority #1, Goals 1.1, 1.4 SBE Priority #2, Goals: 2.1, 2.3 SBE Priority #3, Goals: 3.1, 3.3 SBE Priority #4, Goal 4.1	3.2
Framework for Understanding Poverty Cognitive Conditioning	Jan. 12, 2005	32 Person County	**Activity:** Remind teachers of the structures needed in the brain in order to learn. Learn how to build cognitive capacity and increase the learning process for struggling students.	SBE Priority #1, Goals 1.1, 1.4 SBE Priority #2, Goals: 2.1, 2.3 SBE Priority #3, Goals: 3.1, 3.3 SBE Priority #4, Goal 4.1	3.6
Framework for Understanding Poverty Cognitive Conditioning	Jan. 14, 2005	50 Carteret County	**Activity:** Remind teachers of the structures needed in the brain in order to learn. Learn how to build cognitive capacity and increase the learning process for struggling students.	SBE Priority #1, Goals 1.1, 1.4 SBE Priority #2, Goals: 2.1, 2.3 SBE Priority #3, Goals: 3.1, 3.3 SBE Priority #4, Goal 4.1	3.9
Framework for Understanding Poverty An Overview of Poverty	Jan. 3, 2005	30 Randolph County	**Activity:** Assist K-12 teachers in understanding how economic realities affect patterns of living, learning, and behavior and provide strategies for working with students from low socioeconomic backgrounds	SBE Priority #1, Goals 1.1, 1.4 SBE Priority #2, Goals: 2.1, 2.3 SBE Priority #3, Goals: 3.1, 3.3 SBE Priority #4, Goal 4.1	3.2

Title	Date	Number / County	Activity	SBE Priority / Goals	Score
Framework for Understanding Poverty An Overview of Poverty	Jan. 4, 2005	45 Winston Salem-Forsyth	**Activity:** Assist K-12 teachers in understanding how economic realities affect patterns of living, learning, and behavior and provide strategies for working with students from low socioeconomic backgrounds	SBE Priority #1, Goals 1.1, 1.4 SBE Priority #2, Goals: 2.1, 2.3 SBE Priority #3, Goals: 3.1, 3.3 SBE Priority #4, Goal 4.1	3.0
Framework for Understanding Poverty Extension	Dec. 8, 2004 Jan, 19, 2005 Feb, 23, 2005	41 Orange County	**Activity:** Assist K-12 teachers in understanding how economic realities affect patterns of living, learning, and behavior and provide strategies for working with students from low socioeconomic backgrounds	SBE Priority #1, Goals 1.1, 1.4 SBE Priority #2, Goals: 2.1, 2.3 SBE Priority #3, Goals: 3.1, 3.3 SBE Priority #4, Goal 4.1	3.5
Framework for Understanding Poverty Review and Extension	Jan. 12, 2005	44 Person County	**Activity:** Assist K-12 teachers in understanding how economic realities affect patterns of living, learning, and behavior and provide strategies for working with students from low socioeconomic backgrounds	SBE Priority #1, Goals 1.1, 1.4 SBE Priority #2, Goals: 2.1, 2.3 SBE Priority #3, Goals: 3.1, 3.3 SBE Priority #4, Goal 4.1	3.6
Framework for Understanding Poverty	Feb. 17, 2005	45 Halifax County	**Activity:** Assist K-12 teachers in understanding how economic realities affect patterns of living, learning, and behavior and provide strategies for working with students from low socioeconomic backgrounds	SBE Priority #1, Goals 1.1, 1.4 SBE Priority #2, Goals: 2.1, 2.3 SBE Priority #3, Goals: 3.1, 3.3 SBE Priority #4, Goal 4.1	3.6
Framework for Understanding Poverty Relationships and Discipline	Feb. 22, 2005	30 Randolph County	**Activity:** Assist teachers in developing an understanding of the importance of relationships to students of poverty; recognize differences in family structures; and identify means to create relationships with students, and parents.	SBE Priority #1, Goals 1.1, 1.4 SBE Priority #2, Goals: 2.1, 2.3 SBE Priority #3, Goals: 3.1, 3.3 SBE Priority #4, Goal 4.1	3.8
Framework for Understanding Poverty	Jan, 10-11, 13-14, 27-28, 2005 Feb. 3-4, 10-11, 2005	119 NC Juvenile Justice	**Activity:** Assist K-12 teachers in understanding how economic realities affect patterns of living, learning, and behavior and provide strategies for working with students from low socioeconomic backgrounds	SBE Priority #1, Goals 1.1, 1.4 SBE Priority #2, Goals: 2.1, 2.3 SBE Priority #3, Goals: 3.1, 3.3 SBE Priority #4, Goal 4.1	3.8
Framework for Understanding Poverty Cognitive Conditioning	Jan, 3, 2005	70 Lexington City	**Activity:** Remind teachers of the structures needed in the brain in order to learn. Learn how to build cognitive capacity and increase the learning process for struggling students.	SBE Priority #1, Goals 1.1, 1.4 SBE Priority #2, Goals: 2.1, 2.3 SBE Priority #3, Goals: 3.1, 3.3 SBE Priority #4, Goal 4.1	3.2
Framework for Understanding Poverty Relationships and Discipline	Feb. 2, 2005	200 Washington County	**Activity:** Assist teachers in developing an understanding of the importance of relationships to students of poverty; recognize differences in family structures; and identify means to create relationships with students and parents.	SBE Priority #1, Goals 1.1, 1.4 SBE Priority #2, Goals: 2.1, 2.3 SBE Priority #3, Goals: 3.1, 3.3 SBE Priority #4, Goal 4.1	3.5
Framework for Understanding Poverty An Overview of Poverty	Feb. 18, 2005	40 Montgomery	**Activity:** Assist K-12 teachers in understanding how economic realities affect patterns of living, learning, and behavior and provide strategies for working with students from low socioeconomic backgrounds	SBE Priority #1, Goals 1.1, 1.4 SBE Priority #2, Goals: 2.1, 2.3 SBE Priority #3, Goals: 3.1, 3.3 SBE Priority #4, Goal 4.1	3.5

				Activity	SBE Priority / Goals	
Poverty	Integrating Technology / Technology Enhanced Literacy Strategies	Feb. 28, 2005	20 Cumberland County	**Activity:** Participants created instructional activities to use with students	SBE Priority #1 Goals 1.3, 1.4 SBE Priority#3 Goals 3.1, 3.4	3.8
	Learning Styles / Learning Styles Strategies	Dec. 1, 2004	15 Rockingham	**Activity:** Use of Dunn and Dunn Learning Styles method to provide instruction that matches the specific individual strengths of each student. 3.4	SBE Priority #1, Goals 1.3, 1.4 SBE Priority #2, Goals 2.1, 2.3, SBE Priority #3, Goals 3.1, 3.3,	3.7
	Learning Styles / Introduction to Learning Styles	Jan. 24, 2005	20 Robeson	**Activity:** Use of Dunn and Dunn Learning Styles method to provide instruction that matches the specific individual strengths of each student. 3.4	SBE Priority #1, Goals 1.3, 1.4 SBE Priority #2, Goals 2.1, 2.3, SBE Priority #3, Goals 3.1, 3.3,	3.7
	Learning Styles / AVTK Activities	Jan. 15-16, 2005	60 Robeson	**Activity:** Use of Dunn and Dunn Learning Styles method to provide instruction that matches the specific individual strengths of each student. 3.4	SBE Priority #1, Goals 1.3, 1.4 SBE Priority #2, Goals 2.1, 2.3, SBE Priority #3, Goals 3.1, 3.3,	3.8
	Learning Styles / AVTK Activities	Jan. 24, 2005	20 Robeson	**Activity:** Use of Dunn and Dunn Learning Styles method to provide instruction that matches the specific individual strengths of each student. 3.4	SBE Priority #1, Goals 1.3, 1.4 SBE Priority #2, Goals 2.1, 2.3, SBE Priority #3, Goals 3.1, 3.3,	3.9
	Learning Styles / Circles and Teams	2/18/2005	35 Harnett	**Activity:** Use of Dunn and Dunn Learning Styles method to provide instruction that matches the specific individual strengths of each student. 3.4	SBE Priority #1, Goals 1.3, 1.4 SBE Priority #2, Goals 2.1, 2.3, SBE Priority #3, Goals 3.1, 3.3,	3.9
	Learning Styles / Introduction to Learning Styles, AVTK Activities	Jan. 4, 2005	30 Warren	**Activity:** Use of Dunn and Dunn Learning Styles method to provide instruction that matches the specific individual strengths of each student. 3.4	SBE Priority #1, Goals 1.3, 1.4 SBE Priority #2, Goals 2.1, 2.3, SBE Priority #3, Goals 3.1, 3.3,	3.6
	Learning Styles / Classroom Modeling and Creating Tactual Materials	Feb. 8, 2005, Feb. 15, 2005	20 Robeson	**Activity:** Use of Dunn and Dunn Learning Styles method to provide instruction that matches the specific individual strengths of each student. 3.4	SBE Priority #1, Goals 1.3, 1.4 SBE Priority #2, Goals 2.1, 2.3, SBE Priority #3, Goals 3.1, 3.3,	3.9
	Mindful Instruction / Strategies to Engage the Brain	Dec. 1, 2004	25 Harnett	**Activity:** Provide participants with a better understanding of how brain research can help educators work with today's diverse learners.	SBE Priority #1, Goals 1.3, 1.4 SBE Priority #2, Goals 2.1, 2.3 SBE Priority #3, Goals 3.1, 3.3,	3.8
	Mindful Instruction / Anatomy, Memory, and States	Jan. 20-21, 2005	40 Montgomery	**Activity:** Provide participants with a better understanding of how brain research can help educators work with today's diverse learners.	SBE Priority #1, Goals 1.3, 1.4 SBE Priority #2, Goals 2.1, 2.3 SBE Priority #3, Goals 3.1, 3.3,	3.8
	Mindful Instruction / Anatomy, Memory, and States	Jan. 19, 2005	25 Lexington City	**Activity:** Provide participants with a better understanding of how brain research can help educators work with today's diverse learners.	SBE Priority #1, Goals 1.3, 1.4 SBE Priority #2, Goals 2.1, 2.3 SBE Priority #3, Goals 3.1, 3.3,	3.9
	Mindful Instruction / Key Strategies to Engage the Brain	Feb. 18, 2005	30 Harnett	**Activity:** Provide participants with a better understanding of how brain research can help educators work with today's diverse learners.	SBE Priority #1, Goals 1.3, 1.4 SBE Priority #2, Goals 2.1, 2.3 SBE Priority #3, Goals 3.1, 3.3,	3.7

Mindful Instruction / Key Strategies for Engaging the Brain	Date	No. / Location	Activity	SBE Priority	
					3.4
Mindful Instruction Key Strategies for Engaging the Brain	Feb. 25-26, 2005	10 Hyde	**Activity:** Provide participants with a better understanding of how brain research can help educators work with today's diverse learners.	SBE Priority #1, Goals, 1.3, 1.4 SBE Priority #2, Goals 2.1, 2.3 SBE Priority #3, Goals 3.1, 3.3, 3.4	3.6
Multiple Intelligences The Intelligence Focused Lesson	Nov., 3, 2004 / Feb. 17, 2005	105 Halifax	**Activity:** Use of Gardner's eight intelligences to develop strategies that are implemented in all content areas to increase student achievement.	SBE Priority #1, Goals, 1.3, 1.4 SBE Priority #2, Goals 2.1, 2.3 SBE Priority #3, Goals 3.1, 3.3, 3.4	3.8
Multiple Intelligences Introduction to Multiple Intelligences	Feb. 18, 2005	40 Montgomery	**Activity** Use of Gardner's eight intelligences to develop strategies that are implemented in all content areas to increase student achievement.	SBE Priority #1, Goals, 1.3, 1.4 SBE Priority #2, Goals 2.1, 2.3 SBE Priority #3, Goals 3.1, 3.3, 3.4	3.7
Multiple Intelligences Introduction to Multiple Intelligences	Jan, 4, 2005	40 Montgomery	**Activity** Use of Gardner's eight intelligences to develop strategies that are implemented in all content areas to increase student achievement.	SBE Priority #1, Goals, 1.3, 1.4 SBE Priority #2, Goals 2.1, 2.3 SBE Priority #3, Goals 3.1, 3.3, 3.4	3.6
Multiple Intelligences Activities/ Strategies to Support Student Learning	Feb. 18, 2005	25 Harnett	**Activity** Use of Gardner's eight intelligences to develop strategies that are implemented in all content areas to increase student achievement.	SBE Priority #1, Goals, 1.3, 1.4 SBE Priority #2, Goals 2.1, 2.3 SBE Priority #3, Goals 3.1, 3.3, 3.4	3.9
Multiple Intelligences Activities and Strategies	Feb. 18-19, 2005	10 Hyde	**Activity:** Use of Gardner's eight intelligences to develop strategies that are implemented in all content areas to increase student achievement.	SBE Priority #1, Goals 1.3, 1.4 SBE Priority #2, Goals 2.1, 2.3 SBE Priority #3, Goals 3.1, 3.3,	4.0 •
National Board Support Documented Accomplishments	Jan. 8, 2005	15 Lexington	**Activity:** Teachers planned for items to include in Documented Accomplishments	SBE Priority #1, Goals 1.3, 1.4	ongoing
National Board Support Documented Accomplishments	Jan. 3, 2005	2 Thomasville City	**Activity:** Teachers planned for items to include in Documented Accomplishments	SBE Priority #1, Goals 1.3, 1.4	ongoing
National Board Support Planning for Student Instruction			**Activity:** Teachers planned for items to include in	SBE Priority #1, Goals 1.3, 1.4	ongoing
National Board Support Videotaping	Jan.25, 2005	20 Halifax	**Activity:** Teachers videotaped and reviewed tapes	SBE Priority #1, Goals 1.3, 1.4	ongoing
National Board Support Analyzing Student Work Samples	Jan.31, 2005	20 Halifax	**Activity:** Teachers analyzed student work samples	SBE Priority #1, Goals 1.3, 1.4	ongoing
National Board Support	Feb. 1, 2005	20 Halifax	**Activity:** Teachers planned for assessment center	SBE Priority #1, Goals 1.3, 1.4	ongoing

Assessment Center Prompts			Activity		
National Board Support Documented Accomplishments	Feb. 8, 2005	20 Halifax	**Activity:** Teachers decided which activities to include in Documented Accomplishments section	SBE Priority #1, Goals 1.3, 1.4	ongoing
Reading First Five Components of Reading	Jan. 4, 2005	36 Warren County	**Activity:** Teachers learn the five critical components in the reading process and strategies to use for instruction	SBE Priority #1, Goals 1.3, 1.4 SBE Priority #2, Goal 2.1 SBE Priority #3, Goals 3.1, 3.4	3.7
Reading First *Fundations*	Feb. 17-18, 2005	12 Rockingham County	**Activity:** Teachers learn a systematic, research-based phonics program to use in classroom instruction	SBE Priority #1, Goals 1.3, 1.4 SBE Priority #2, Goal 2.1 SBE Priority #3, Goals 3.1, 3.4	3.2
Reading First follow-up	Feb. 18, 20055	43 Rockingham County	**Activity:** Teachers learn the five critical components in the reading process and strategies to use for instruction	SBE Priority #1, Goals 1.3, 1.4 SBE Priority #2, Goal 2.1 SBE Priority #3, Goals 3.1, 3.4	3.5
Reading in the Content Area Comprehensive Reading Strategies	Jan., 3, 17, 18, 2005	11 Lee County	**Activity:** Provide middle and high school teachers with strategies to help students learn and retain information across the curriculum	SBE Priority #1, Goals 1.1, 1.2, 1.3, 1.4 SBE Priority #3, Goals: 3.1, 3.3	4.0
Reading in the Content Area Philosophy and Lessons	Jan. 3, 2005	90 Anson County	**Activity:** Provide middle and high school teachers with strategies to help students learn and retain information across the curriculum	SBE Priority #1, Goals 1.1, 1.2, 1.3, 1.4 SBE Priority #3, Goals: 3.1, 3.3.	3.8
Reading in the Content Area Project CRISS	Dec. 4, 2004	25 Northampton County	**Activity:** Provide middle and high school teachers with strategies to help students learn and retain information across the curriculum	SBE Priority #1, Goals 1.1, 1.2, 1.3, 1.4 SBE Priority #3, Goals: 3.1, 3.3	3.8
Reading in the Content Area Lesson Strategies	Feb. 9-11, 2005	45 Montgomery County	**Activity:** Provide middle and high school teachers with strategies to help students learn and retain information across the curriculum	SBE Priority #1, Goals 1.1, 1.2, 1.3, 1.4 SBE Priority #3, Goals: 3.1, 3.3	4.0
Reading in the Content Area Lessons and Strategies	Dec. 2, 2004 Jan. 18, 2005-	Hoke County	**Activity:** Provide middle and high school teachers with strategies to help students learn and retain information across the curriculum	SBE Priority #1, Goals 1.1, 1.2, 1.3, 1.4 SBE Priority #3, Goals: 3.1, 3.3	3.8
Reading in the Content Area Project CRISS	Dec. 8, 2004	18 Rockingham County	**Activity:** Provide middle and high school teachers with strategies to help students learn and retain information across the curriculum	SBE Priority #1, Goals 1.1, 1.2, 1.3, 1.4 SBE Priority #3, Goals: 3.1, 3.3	3.8
Reading in the Content Area Philosophy and Lessons	Feb. 26, 2005	20 Lexington City	**Activity:** Provide middle and high school teachers with strategies to help students learn and retain information across the curriculum	SBE Priority #1, Goals 1.1, 1.2, 1.3, 1.4 SBE Priority #3, Goals: 3.1, 3.3	3.6
Reading in the Content Area Project CRISS	Feb. 8, 2004	20 Rockingham County	**Activity:** Provide middle and high school teachers with strategies to help students learn and retain information across the curriculum	SBE Priority #1, Goals 1.1, 1.2, 1.3, 1.4 SBE Priority #3, Goals: 3.1, 3.3	3.8
Reading in the Content Area Philosophy and Lessons	Jan. 5, 2005	20 Robeson	**Activity:** Provide middle and high school teachers with strategies to help students learn and retain information across the curriculum	SBE Priority #1, Goals 1.1, 1.2, 1.3, 1.4 DBE Priority #3, Goals: 3.1, 3.3	3.6
Reading in the Content Area Philosophy and Lessons	Feb. 25-26, 2005	8	**Activity:** Provide middle and high school teachers with	SBE Priority #1, Goals 1.1, 1.2,	3.6

Content Area / Project CRISS	Date	Number / Location	Activity	SBE Standards	Rating
Shaping Successful Schools Teambuilding, Culture, and Communication	2005	Edgecombe	strategies to help students learn and retain information across the curriculum	1.3, 1.4 SBE Priority #3, Goals: 3.1, 3.3	3.7
Shaping Successful Schools Teambuilding and Communication	Dec., 2004	90 Brunswick County	Activity: Continuous improvement model: activities and strategies include systemic school change, communication, decision-making, assessment vision, teambuilding, strategic planning.	SBE Priority # 3, Goals 3.1, 3.3, 3.4, 3.5 SBE Priority #5, Goal 5.2	3.8
Shaping Successful Schools Teambuilding	Jan. 3, 2005	40 Rockingham County	Activity: Continuous improvement model: activities and strategies include systemic school change, communication, decision-making, assessment vision, teambuilding, strategic planning.	SBE Priority # 3, Goals 3.1, 3.3, 3.4, 3.5 SBE Priority #5, Goal 5.2	3.8
Shaping Successful Schools Teambuilding and Communication	Jan. 3, 2005	40 Durham County	Activity: Continuous improvement model: activities and strategies include systemic school change, communication, decision-making, assessment vision, teambuilding, strategic planning.	SBE Priority # 3, Goals 3.1, 3.3, 3.4, 3.5 SBE Priority #5, Goal 5.2	3.7
Shaping Successful Schools Mission Statement	Jan. 3, 2005	12 Lexington City	Activity: Continuous improvement model: activities and strategies include systemic school change, communication, decision-making, assessment vision, teambuilding, strategic planning.	SBE Priority # 3, Goals 3.1, 3.3, 3.4, 3.5 SBE Priority #5, Goal 5.2	3.7
Shaping Successful Schools Teambuilding	Feb. 7, 2005	25 Robeson County	Activity: Continuous improvement model: activities and strategies include systemic school change, communication, decision-making, assessment vision, teambuilding, strategic planning.	SBE Priority # 3, Goals 3.1, 3.3, 3.4, 3.5 SBE Priority #5, Goal 5.2	3.8
Shaping Successful Schools Working Together to Improve Student Achievement	Jan. 29, 2005	25 Halifax County	Activity: Continuous improvement model: activities and strategies include systemic school change, communication, decision-making, assessment vision, teambuilding, strategic planning.	SBE Priority # 3, Goals 3.1, 3.3, 3.4, 3.5 SBE Priority #5, Goal 5.2	3.9
Using Data for School Improvement	Feb. 18, 2005	8 Edgecombe	Activity: Demonstrates how to gather, analyze, and utilize school data for improvement, planning, and raising student achievement.	SBE Priority #1, Goals 1.1, 1.2, 1.3, 1.4 SBE Priority #3, Goals 3.3 SBE Priority #5, Goals 5.1, 5.2, 5.4	3.8
Using Data for School Improvement	Feb. 17, 2005	100 Hoke County	Activity: Demonstrates how to gather, analyze, and utilize school data for improvement, planning, and raising student achievement.	SBE Priority #1, Goals 1.1, 1.2, 1.3, 1.4 SBE Priority #3, Goals 3.3 SBE Priority #5, Goals 5.1, 5.2, 5.4	3.6
Using Data for School Improvement Data Identification and Analysis	Jan. 31, 2005	14 Cumberland County	Activity: Demonstrates how to gather, analyze, and utilize school data for improvement, planning, and raising student achievement.	SBE Priority #1, Goals 1.1, 1.2, 1.3, 1.4 SBE Priority #3, Goals 3.3 SBE Priority #5, Goals 5.1, 5.2, 5.4	3.8
Using Data for School Improvement	Dec. 2, 2004	40 Montgomery	Activity: Demonstrates how to gather, analyze, and utilize school data for improvement, planning, and raising student	SBE Priority #1, Goals 1.1, 1.2, 1.3, 1.4	3.6

Follow-up		County			
			achievement.	SBE Priority #3, Goals 3.3 5.4 SBE Priority #5, Goals 5.1, 5.2,	3.8
Using Data for School Improvement Data	Jan. 13, 2005	100 Hoke County	**Activity:** Demonstrates how to gather, analyze, and utilize school data for improvement, planning, and raising student achievement.	SBE Priority #1, Goals 1.1, 1.2, 1.3, 1.4 SBE Priority #3, Goals 3.3 SBE Priority #5, Goals 5.1, 5.2, 5.4	3.8
Using Data for School Improvement Follow-up Activity	Dec. 7, 2004	38 Charlotte Mecklenburg	**Activity:** Demonstrates how to gather, analyze, and utilize school data for improvement, planning, and raising student achievement.	SBE Priority #1, Goals 1.1, 1.2, 1.3, 1.4 SBE Priority #3, Goals 3.3 SBE Priority #5, Goals 5.1, 5.2, 5.4	
Using Data for School Improvement Follow-up Activity	Dec. 8, 2004	36 Chatham County	**Activity:** Demonstrates how to gather, analyze, and utilize school data for improvement, planning, and raising student achievement.	SBE Priority #1, Goals 1.1, 1.2, 1.3, 1.4 SBE Priority #3, Goals 3.3 SBE Priority #5, Goals 5.1, 5.2, 5.4	3.5
Using Data for School Improvement Follow-up Activity	Dec. 13, 2004	7 Martin County	**Activity:** Demonstrates how to gather, analyze, and utilize school data for improvement, planning, and raising student achievement.	SBE Priority #1, Goals 1.1, 1.2, 1.3, 1.4 SBE Priority #3, Goals 3.3 SBE Priority #5, Goals 5.1, 5.2, 5.4	3.9
Using Data for School Improvement Follow-up Activity	Dec. 14, 2004	8 Iredell-Statesville	**Activity:** Demonstrates how to gather, analyze, and utilize school data for improvement, planning, and raising student achievement.	SBE Priority #1, Goals 1.1, 1.2, 1.3, 1.4 SBE Priority #3, Goals 3.3 SBE Priority #5, Goals 5.1, 5.2, 5.4	3.9
Using Data for School Improvement Follow-up Activity	Dec. 17, 2004	24 Robeson County	**Activity:** Demonstrates how to gather, analyze, and utilize school data for improvement, planning, and raising student achievement.	SBE Priority #1, Goals 1.1, 1.2, 1.3, 1.4 SBE Priority #3, Goals 3.3 SBE Priority #5, Goals 5.1, 5.2, 5.4	3.9
Using Data for School Improvement Follow-up Activity	Jan. 3 and Feb. 21, 2005	18 Wake County	**Activity:** Demonstrates how to gather, analyze, and utilize school data for improvement, planning, and raising student achievement.	SBE Priority #1, Goals 1.1, 1.2, 1.3, 1.4 SBE Priority #3, Goals 3.3 SBE Priority #5, Goals 5.1, 5.2, 5.4	3.7
Using Data for School Improvement Follow-up Activity	Jan. 4, 2005	25 Moore County	**Activity:** Demonstrates how to gather, analyze, and utilize school data for improvement, planning, and raising student achievement.	SBE Priority #1, Goals 1.1, 1.2, 1.3, 1.4 SBE Priority #3, Goals 3.3 SBE Priority #5, Goals 5.1, 5.2, 5.4	3.8
Using Data for School Improvement	Jan. 14, 2005	27 Charlotte	**Activity:** Demonstrates how to gather, analyze, and utilize school data for improvement, planning, and raising student achievement.	SBE Priority #1, Goals 1.1, 1.2, 1.3, 1.4	3.6

Follow-up Activity			Activity	SBE Priority	
Follow-up Activity		Mecklenburg	achievement.	SBE Priority #3, Goals 5.1, 5.2,	5.4
Using Data for School Improvement Follow-up Activity	Feb. 15, 2005	55 Rutherford County	**Activity:** Demonstrates how to gather, analyze, and utilize school data for improvement, planning, and raising student achievement.	SBE Priority #1, Goals 1.1, 1.2, SBE Priority #3, Goals 3.3 SBE Priority #5, Goals 5.1, 5.2, 5.4	3.7
Using Data for School Improvement Follow-up Activity	Feb. 16, 2005	9 Macon County	**Activity:** Demonstrates how to gather, analyze, and utilize school data for improvement, planning, and raising student achievement.	SBE Priority #1, Goals 1.1, 1.2, SBE Priority #3, Goals 3.3 SBE Priority #5, Goals 5.1, 5.2, 5.4	3.9
Using Data for School Improvement Follow-up Activity	Feb. 18, 2005	8 Lincoln County	**Activity :** Demonstrates how to gather, analyze, and utilize school data for improvement, planning, and raising student achievement.	SBE Priority #1, Goals 1.1, 1.2, SBE Priority #3, Goals 3.3 SBE Priority #5, Goals 5.1, 5.2, 5.4	3.9
Using Data for School Improvement Follow-up Activity	Feb. 18, 2005	45 Rowan Salisbury	**Activity:** Demonstrates how to gather, analyze, and utilize school data for improvement, planning, and raising student achievement.	SBE Priority #1, Goals 1.1, 1.2, SBE Priority #3, Goals 3.3 SBE Priority #5, Goals 5.1, 5.2, 5.4	3.8
Using Data for School Improvement Follow-up Activity	Feb. 18, 2005	36 Rockingham County	**Activity:** Demonstrates how to gather, analyze, and utilize school data for improvement, planning, and raising student achievement.	SBE Priority #1, Goals 1.1, 1.2, SBE Priority #3, Goals 3.3 SBE Priority #5, Goals 5.1, 5.2, 5.4	3.9
High Priority Schools Visit Hertford Middle	Dec. 13, 2004	62 Hertford County	**Activity:** Provide information about staff development aligned with the NC SCOS offered to schools in DSSF districts	SBE Priority #3, Goals 3.1,3.4	
High Priority Schools Visit Hertford High, Ashoskie Elem	Dec. 6, 2004	81 Hertford County	**Activity:** Provide information about staff development aligned with the NC SCOS offered to schools in DSSF districts	SBE Priority #3, Goals 3.1,3.4	
High Priority Schools Visit Weldon Middle	Dec. 14, 2004	30 Weldon City	**Activity:** Provide information about staff development aligned with the NC SCOS offered to schools in DSSF	SBE Priority #3, Goals 3.1,3.4	
High Priority Schools Visit Weldon City	Jan. 3, 2005	31 Elizabeth City/Pasquotank	**Activity:** Provide information about staff development aligned with the NC SCOS offered to schools in DSSF districts	SBE Priority #3, Goals 3.1,3.4	
High Priority Schools Visit PW Moore Elementary	Jan. 3, 2005		**Activity:** Provide information about staff development aligned with the NC SCOS offered to schools in DSSF districts	SBE Priority #3, Goals 3.1,3.4	
High Priority Schools Visit Pines Elementary	Jan. 25, 2005	64 Washington County	**Activity:** Provide information about staff development aligned with the NC SCOS offered to schools in DSSF districts	SBE Priority #3, Goals 3.1,3.4	

Activity	Date	Number / Location	Description	SBE Priority	Score
High Priority Schools Visit Creswell	Feb. 1, 2005	21 Washington County	**Activity:** Provide information about staff development aligned with the NC SCOS offered to schools in DSSF districts	SBE Priority #3, Goals 3.1,3.4	
Teacher Working Conditions Institute Chowan	Jan. 29, 2005	51 Elizabeth City-Pasquotank, Hyde, and Northampton	**Activity:** Teachers and principals learn the results of the Working Conditions Survey data for their district and schools; learn about training modules and the online toolkit to address working conditions; school planning to implement change based on results of the data.	SBE Priority #2, Goals 2.1, 2.3, 2.4 SBE Priority #3, Goals 3.2, 3.3	
Teacher Working Conditions Institute Hyde	Mar. 2, 2005	42 Washington Hyde districts	**Activity:** Teachers and principals learn the results of the Working Conditions Survey data for their district and schools; learn about training modules and the online toolkit to address working conditions; school planning to implement change based on results of the data.	SBE Priority #2, Goals 2.1, 2.3, 2.4 SBE Priority #3, Goals 3.2, 3.3	
Teacher Working Conditions Institute Rocky Mount	Feb. 19, 2005	97 Edgecombe Halifax and Weldon City	**Activity:** Teachers and principals learn the results of the Working Conditions Survey data for their district and schools; learn about training modules and the online toolkit to address working conditions; school planning to implement change based on results of the data.	SBE Priority #2, Goals 2.1, 2.3, 2.4 SBE Priority #3, Goals 3.2, 3.3	
Teacher Working Conditions Institute Vance	Feb. 26, 2005	100 Districts of Franklin, Vance, Warren	**Activity:** Teachers and principals learn the results of the Working Conditions Survey data for their district and schools; learn about training modules and the online toolkit to address working conditions; school planning to implement change based on results of the data.	SBE Priority #2, Goals 2.1, 2.3, 2.4 SBE Priority #3, Goals 3.2, 3.3	
Reading First Follow-up	Feb. 18, 2005	36 Monroeton Elementary	**Activity:** To coach teachers and provide strategies for implementing the five critical components in the teaching of reading.	SBE Priority #1, Goals 1.3, 1.4 SBE Priority #2, Goal 2.1 SBE Priority #3, Goals 3.1, 3.4	
Frameworks for Understanding Poverty follow-up	Feb. 18, 2005	23 Gaston County	**Activity:** Assist K-12 teachers in understanding how economic realities affect patterns of living, learning, and behavior and provide strategies for working with students from low socioeconomic backgrounds	SBE Priority #1, Goals 1.1, 1.4 SBE Priority #2, Goals: 2.1, 2.3 SBE Priority #3, Goals: 3.1, 3.3	3.7
Reading in the Content Area	Feb. 21, 2005	35 Brunswick	**Activity:** Provide middle and high school teachers with strategies to help students learn and retain information across the curriculum	SBE Priority #1, Goals 1.1, 1.2, 1.3, 1.4 SBE Priority #3, Goals: 3.1, 3.3	3.8
Mindful Instruction	Feb. 21, 2005	35 Brunswick	**Activity:** Instructional and Classroom Strategies; Language Issues in Instruction; Pegging	SBE Priority #1, Goals 1.3, 1.4 SBE Priority #2, Goals 2.1, 2.3 SBE Priority #3, Goals 3.1, 3.3, 3.4	9.6 (scale of 10)
Secondary ELL	Feb. 26, 2005	7 Williston MS	**Activity:** This module enables teachers to develop and utilize instructional strategies in the context of literacy to help their English Language Learners [ELL's] succeed in the mainstream classroom. Culture and language acquisition components are also included.	SBE Priority #1, Goals 1.1, 1.2, 1.3, 1.4 SBE Priority #3, Goal 3.1	3.9
Frameworks for Understanding Poverty follow-up	Feb. 26, 2005	38 Carteret	**Activity:** Assist K-12 teachers in understanding how economic realities affect patterns of living, learning, and behavior and provide strategies for working with students	SBE Priority #1, Goals 1.1, 1.4 SBE Priority #2, Goals: 2.1, 2.3 SBE Priority #3, Goals: 3.1, 3.3	3.6

Program	Date	Location/Participants	Activity	SBE Priority	Score
			from low socioeconomic backgrounds	SBE Priority #4, Goal 4.1	
ELL Elementary	Feb. 26, 2005	New Hanover County	**Activity:** This module enables teachers to develop and utilize instructional strategies in the context of literacy to help their English Language Learners [ELL's] succeed in the mainstream classroom. Culture and language acquisition components are also included.	SBE Priority #1, Goals 1.1, 1.2, SBE Priority #3, Goal 3.1	3.7
Frameworks for Understanding Poverty follow-up	Feb. 26, 2005	41 Buncombe County	**Activity:** Assist K-12 teachers in understanding how economic realities affect patterns of living, learning, and behavior and provide strategies for working with students from low socioeconomic backgrounds	SBE Priority #1, Goals 1.1, 1.4 SBE Priority #2, Goals: 2.1, 2.3 SBE Priority #3, Goals: 3.1, 3.3 SBE Priority #4, Goal 4.1	3.8
Reading in the Content Area	Feb. 26, 2005	49 Butler Ave	**Activity:** Provide middle and high school teachers with strategies to help students learn and retain information across the curriculum	SBE Priority #1, Goals 1.1, 1.2, SBE Priority #3, Goals: 3.1, 3.3	3.6
Reading in the Content Area	Feb. 26, 2005	37 Concord MS	**Activity:** Provide middle and high school teachers with strategies to help students learn and retain information across the curriculum	SBE Priority #1, Goals 1.1, 1.2, SBE Priority #3, Goals: 3.1, 3.3	3.8
Shaping Successful Schools	Feb. 26, 2005	23 Bladen County	**Activity:** Continuous improvement model: activities and strategies include systemic school change, communication, decision-making, assessment vision, teambuilding, strategic planning.	SBE Priority # 3, Goals 3.1, 3.3, 3.4, 3.5 SBE Priority #5, Goal 5.2	3.8
Frameworks for Understanding Poverty follow-up	Feb. 26, 2005	109 Columbus County	**Activity:** Assist K-12 teachers in understanding how economic realities affect patterns of living, learning, and behavior and provide strategies for working with students from low socioeconomic backgrounds	SBE Priority #1, Goals 1.1, 1.4 SBE Priority #2, Goals: 2.1, 2.3 SBE Priority #3, Goals: 3.1, 3.3	4.0
Making Connections	Feb. 28, 2005	Wake County	**Activity:** Instructs and guides teachers in the development of integrated units of study, both within and across disciplines	SBE Priority #1, Goals 1.1, 1.2, 1.3, 1.4	3.8
Intel Training	Feb. 19-20, 2005	15 Technology	**Activity:** Intel Teach to the Future Training for integrating technology across the curriculum	SBE Priority #3, Goals 3.1, 3.4	4.0
Adolescent Literacy Skills for Technology	Jan. 21, 2005 and Feb. 25, 2005	25 Technology Trainers	**Activity:** Pedagogical framework for adolescent literacy	SBE Priority #1, Goal 1.3 SBE Priority #3, Goals 3.1, 3.4	4.0
Teacher Working Conditions Training	Feb. 11-12, 2005	91 Teacher Academy Trainers	**Activity:** Trainers analyzed the Teacher Working Conditions data from their school districts and learned strategies for teaching other teachers how to use it.	SBE Priority #1, Goals 1.1, 1.2, 1.3, 1.4	
Classroom Management Strategies	Jan. 21-22, 2005	52 Teacher Academy Trainers	**Activity:** Participants learned strategies for prevention, intervention, and problem-solving.	SBE Priority #2, Goals 2.1 SBE Priority #3, goals 3.1, 3.4	
Classroom Management Strategies	Feb. 25-26, 2005	52 Teacher Academy Trainers	**Activity:** Participants learned strategies for prevention, intervention, and problem-solving.	SBE Priority #2, Goals 2.1 SBE Priority #3, goals 3.1, 3.4	

Topic	Date	Participants / County	Activity / Participant implementation / Results	SBE Priority	Score
Cooperative Learning	7/28/05	60 Vance County	**Activity:** Use of five critical attributes in cooperative learning to increase student achievement and improve interpersonal relations. Participant implementation: **Results:**	SBE Priority #1, Goals 1.3, 1.4 SBE Priority #2, Goals 2.1, 2.3 SBE Priority #3, Goals 3.1, 3.3, 3.4	3.8
Cooperative Learning	8/15/05	60 Montgomery County	**Activity:** Use of five critical attributes in cooperative learning to increase student achievement and improve interpersonal relations. Participant implementation: **Results:**	SBE Priority #1, Goals 1.3, 1.4 SBE Priority #2, Goals 2.1, 2.3 SBE Priority #3, Goals 3.1, 3.3, 3.4	3.8
Cooperative Learning	8/17/05	100 Harnett County	**Activity:** Use of five critical attributes in cooperative learning to increase student achievement and improve interpersonal relations. Participant implementation: **Results:**	SBE Priority #1, Goals 1.3, 1.4 SBE Priority #2, Goals 2.1, 2.3 SBE Priority #3, Goals 3.1, 3.3, 3.4	3.7
Reading in the Content Area	6/1/05	50 Warren County	**Activity:** Provide middle and high school teachers with strategies to help students learn and retain information across the curriculum **Participant implementation:** **Results:**	SBE Priority #1, Goals 1.1, 1.2, SBE Priority #3, Goals: 3.1, 3.3	3.8
Reading in the Content Area	6/2-3/05	30 Pamlico County	**Activity:** Provide middle and high school teachers with strategies to help students learn and retain information across the curriculum **Participant implementation:** **Results:**	SBE Priority #1, Goals 1.1, 1.2, SBE Priority #3, Goals: 3.1, 3.3	3.8
Reading in the Content Area	8/18/05	50 Thomasville City	**Activity:** Provide middle and high school teachers with strategies to help students learn and retain information across the curriculum **Participant implementation:** **Results:**	SBE Priority #1, Goals 1.1, 1.2, SBE Priority #3, Goals: 3.1, 3.3	3.8
Reading in the Content Area	8/16-17/05	25 Cumberland County	**Activity:** Provide middle and high school teachers with strategies to help students learn and retain information across the curriculum **Participant implementation:** **Results:**	SBE Priority #1, Goals 1.1, 1.2, SBE Priority #3, Goals: 3.1, 3.3	3.8
Reading in the Content Area	8/03-04/05	20 VanceCounty	**Activity:** Provide middle and high school teachers with strategies to help students learn and retain information across the curriculum **Participant implementation:** **Results:**	SBE Priority #1, Goals 1.1, 1.2, SBE Priority #3, Goals: 3.1, 3.3	3.8
Reading in the Content Area	8/22-23/05	30 Randolph County	**Activity:** Provide middle and high school teachers with strategies to help students learn and retain information across the curriculum **Participant implementation:**	SBE Priority #1, Goals 1.1, 1.2, SBE Priority #3, Goals: 3.1, 3.3	3.8

Program	Date	Number / County	Activity	SBE Priority / Goals	Rating
Reading in the Content Area	8/08-09/05	50 Clinton City	**Results:** **Activity:** Provide middle and high school teachers with strategies to help students learn and retain information across the curriculum **Participant implementation:** **Results:**	SBE Priority #1, Goals 1.1, 1.2, 1.3, 1.4 SBE Priority #3, Goals: 3.1, 3.3	3.8
Reading in the Content Area	8/23/05	5 Carteret County	**Activity:** Provide middle and high school teachers with strategies to help students learn and retain information across the curriculum **Participant implementation:** **Results:**	SBE Priority #1, Goals 1.1, 1.2, 1.3, 1.4 SBE Priority #3, Goals: 3.1, 3.3	3.8
Using Data to Improve Student Achievement	6/01/05	25 Robeson County	**Activity:** Data Identification and Anaylsis follow-up visit **Participant implementation:** Action Plan reports, revisions, successes and challenges **Results:**	SBE Priority #1, Goals 1.1, 1.2, 5.4 SBE Priority #3, Goals 3.3 SBE Priority #5, Goals 5.1, 5.2,	3.8
Using Data to Improve Student Achievement	08/15-17/05	55 Robeson County	**Activity:** Data Identification and Anaylsis follow-up visit **Participant implementation:** Action Plan reports, revisions, successes and challenges **Results:**	SBE Priority #1, Goals 1.1, 1.2, 5.4 SBE Priority #3, Goals 3.3 SBE Priority #5, Goals 5.1, 5.2,	3.8
Using Data to Improve Student Achievement	8/01-04/05	38 Robeson County	**Activity:** Data Identification and Anaylsis follow-up visit **Participant implementation:** Action Plan reports, revisions, successes and challenges **Results:**	SBE Priority #1, Goals 1.1, 1.2, 5.4 SBE Priority #3, Goals 3.3 SBE Priority #5, Goals 5.1, 5.2,	3.8
Framework for Understanding Poverty	08/25/05	32 Person County	**Activity:** Assist K-12 teachers in understanding how economic realities affect patterns of living, learning, and behavior and provide strategies for working with students from low socioeconomic backgrounds **Participant implementation:** **Results:**	SBE Priority #1, Goals 1.1, 1.4 SBE Priority #2, Goals: 2.1, 2.3 SBE Priority #3, Goals: 3.1, 3.3 SBE Priority #4, Goal 4.1	3.8
Framework for Understanding Poverty	08/16-17/05	14 Iredell County	**Activity:** Assist K-12 teachers in understanding how economic realities affect patterns of living, learning, and behavior and provide strategies for working with students from low socioeconomic backgrounds **Participant implementation:** **Results:**	SBE Priority #1, Goals 1.1, 1.4 SBE Priority #2, Goals: 2.1, 2.3 SBE Priority #3, Goals: 3.1, 3.3 SBE Priority #4, Goal 4.1	3.8
Framework for Understanding Poverty	08/17-18/05	35 Stanly County	**Activity:** Assist K-12 teachers in understanding how economic realities affect patterns of living, learning, and behavior and provide strategies for working with students from low socioeconomic backgrounds **Participant implementation:** **Results:**	SBE Priority #1, Goals 1.1, 1.4 SBE Priority #2, Goals: 2.1, 2.3 SBE Priority #3, Goals: 3.1, 3.3 SBE Priority #4, Goal 4.1	3.8
Framework for	08/15-	40	**Activity:** Assist K-12 teachers in understanding how	SBE Priority #1, Goals 1.1, 1.4	3.8

Program	Date	Participants / Location	Activity / Participant implementation / Results	SBE Priority	Score
Understanding Poverty	17/05	Lexington City	economic realities affect patterns of living, learning, and behavior and provide strategies for working with students from low socioeconomic backgrounds **Participant implementation:** **Results:**	SBE Priority #2, Goals: 2.1, 2.3 SBE Priority #3, Goals: 3.1, 3.3 SBE Priority #4, Goal 4.1	
Framework for Understanding Poverty	08/23/05	30 Tyrrell County	**Activity:** Assist K-12 teachers in understanding how economic realities affect patterns of living, learning, and behavior and provide strategies for working with students from low socioeconomic backgrounds **Participant implementation:** **Results:**	SBE Priority #1, Goals 1.1, 1.4 SBE Priority #2, Goals: 2.1, 2.3 SBE Priority #3, Goals: 3.1, 3.3 SBE Priority #4, Goal 4.1	3.8
Framework for Understanding Poverty	08/22/05	35 Stanly County	**Activity:** Assist K-12 teachers in understanding how economic realities affect patterns of living, learning, and behavior and provide strategies for working with students from low socioeconomic backgrounds **Participant implementation:** **Results:**	SBE Priority #1, Goals 1.3, 1.4 SBE Priority #2, Goals: 2.1, 2.3 SBE Priority #3, Goals: 3.1, 3.3 SBE Priority #4, Goal 4.1	3.8
Mindful Instruction	06/02/05	25 Robeson County	**Activity:** Key Strategies for Engaging the Brain **Participant implementation:** **Results:**	SBE Priority #1, Goals 1.3, 1.4 SBE Priority #2, Goals 2.1, 2.3 SBE Priority #3, Goals 3.1, 3.3, 3.4	3.9
Mindful Instruction	08/10/05	35 Hertford County	**Activity:** Key Strategies for Engaging the Brain **Participant implementation:** **Results:**	SBE Priority #1, Goals 1.3, 1.4 SBE Priority #2, Goals 2.1, 2.3 SBE Priority #3, Goals 3.1, 3.3, 3.4	3.9
Mindful Instruction	08/09-11/05	25 statewide conference	**Activity:** Key Strategies for Engaging the Brain **Participant implementation:** **Results:**	SBE Priority #1, Goals 1.3, 1.4 SBE Priority #2, Goals 2.1, 2.3 SBE Priority #3, Goals 3.1, 3.3, 3.4	3.8
Mindful Instruction	08/22-23/05	40 Tyrrell County	**Activity:** Key Strategies for Engaging the Brain **Participant implementation:** **Results:**	SBE Priority #1, Goals 1.3, 1.4 SBE Priority #2, Goals 2.1, 2.3 SBE Priority #3, Goals 3.1, 3.3, 3.4	3.7
Shaping Successful Schools	06/06/05	14 Surry County	**Activity:** Communication and Cooperation in the Workplace **Participant implementation:** **Results:**	SBE Priority # 3, Goals 3.1, 3.3, 3.4, 3.5 SBE Priority #5, Goal 5.2	3.9
Shaping Successful Schools	06/01-02/05	60 Warren County	**Activity:** Communication and Cooperation in the Workplace **Participant implementation:** **Results:**	SBE Priority # 3, Goals 3.1, 3.3, 3.4, 3.5 SBE Priority #5, Goal 5.2	3.9
Shaping Successful Schools	06/16/05	40 Hoke County	**Activity:** Communication and Cooperation in the Workplace **Participant implementation:** **Results:**	SBE Priority # 3, Goals 3.1, 3.3, 3.4, 3.5 SBE Priority #5, Goal 5.2	3.9
Shaping Successful Schools	06/13-14/05	18 Northampton County	**Activity:** Communication and Cooperation in the Workplace **Participant implementation:** **Results:**	SBE Priority #3, Goals 3.1, 3.3, 3.4, 3.5 SBE Priority #5, Goal 5.2	3.9

Topic	Date	Participants / Location	Activity / Participant implementation / Results	SBE Priority	Score
Shaping Successful Schools	07/18-21/05	38 Robeson County	Activity: Communication and Cooperation in the Workplace Participant implementation: Results:	SBE Priority #3, Goals 3.1, 3.3, 3.4, 3.5 SBE Priority #5, Goal 5.2	3.9
Shaping Successful Schools	08/15-16/05	50 Hoke County	Activity: Communication and Cooperation in the Workplace Participant implementation: Results:	SBE Priority #3, Goals 3.1, 3.3, 3.4, 3.5 SBE Priority #5, Goal 5.2	3.9
Shaping Successful Schools	08/16-17/05	95 Forsyth County	Activity: Communication and Cooperation in the Workplace Participant implementation: Results:	SBE Priority #3, Goals 3.1, 3.3, 3.4, 3.5 SBE Priority #5, Goal 5.2	3.9
Shaping Successful Schools	08/19/06/0 5	50 Hoke County	Activity: Communication and Cooperation in the Workplace Participant implementation: Results:	SBE Priority #3, Goals 3.1, 3.3, 3.4, 3.5 SBE Priority #5, Goal 5.2	3.9
Shaping Successful Schools	08/18-19/05	36 Hyde County	Activity: Communication and Cooperation in the Workplace Participant implementation: Results:	SBE Priority #3, Goals 3.1, 3.3, 3.4, 3.5 SBE Priority #5, Goal 5.2	3.9
Shaping Successful Schools	08/30/05	15 Hyde County	Activity: Communication and Cooperation in the Workplace Participant implementation: Results:	SBE Priority #3, Goals 3.1, 3.3, 3.4, 3.5 SBE Priority #5, Goal 5.2	3.9
Shaping Successful Schools	08/30/05	20 Washington County	Activity: Communication and Cooperation in the Workplace Participant implementation: Results:	SBE Priority #3, Goals 3.1, 3.3, 3.4, 3.5 SBE Priority #5, Goal 5.2	3.9
Meeting the Needs of ELL in the Secondary School	08/09/05	30 Lexington City	Activity: Meeting ELL needs Participant implementation: Results:	SBE Priority #1, Goals 1.1, 1.2, 1.3, 1.4	3.7
Shaping Successful Schools	08/30/05	35 Washington County	Activity: Communication and Cooperation in the Workplace Participant implementation: Results:	SBE Priority #3, Goals 3.1, 3.3, 3.4, 3.5 SBE Priority #5, Goal 5.2	3.9
Literacy Strategies to Increase Student Achievement	08/23/05	30 Tyrrell County	Activity: Participants learn comprehensive reading and writing strategies to increase student achievement Participant implementation: Results:	SBE Priority #1, Goals 1.3, 1.4 SBE Priority #2, Goal 2.1 SBE Priority #3, Goals 3.1, 3.4	3.7
Literacy Strategies to Increase Student Achievement	06/03/05	30 Forsyth County	Activity: Participants learn comprehensive reading and writing strategies to increase student achievement Participant implementation: Results:	SBE Priority #1, Goals 1.3, 1.4 SBE Priority #2, Goal 2.1 SBE Priority #3, Goals 3.1, 3.4	3.7
Literacy Strategies to Increase Student Achievement	08/15/05	30 Forsyth County	Activity: Participants learn comprehensive reading and writing strategies to increase student achievement Participant implementation: Results:	SBE Priority #1, Goals 1.3, 1.4 SBE Priority #2, Goal 2.1 SBE Priority #3, Goals 3.1, 3.4	3.7
Literacy Strategies to Increase Student Achievement	08/23/05	7 Carteret County	Activity: Participants learn comprehensive reading and writing strategies to increase student achievement Participant implementation: Results:	SBE Priority #1, Goals 1.3, 1.4 SBE Priority #2, Goal 2.1 SBE Priority #3, Goals 3.1, 3.4	3.7
Multiple Intelligences	06/02/05	84 Forsyth County	Activity: Introduction and Activities and Strategies to Support MI Participant implementation: Results:	SBE Priority #1, Goals 1.3, 1.4 SBE Priority #2, Goals 2.1, 2.3 SBE Priority #3, Goals 3.1, 3.3, 3.4	3.8

Topic	Date	Participants / County	Activity / Participant implementation / Results	SBE Priority	Rating
Multiple Intelligences	08/22/05	20 Randolph County	**Activity:** Introduction and Activities and Strategies to Support MI **Participant implementation:** **Results:**	SBE Priority #1, Goals, 1.3, 1.4 SBE Priority #2, Goals 2.1, 2.3 SBE Priority #3, Goals 3.1, 3.3,	3.9
Multiple Intelligences	08/22/05	60 Harnett County	**Activity:** Introduction and Activities and Strategies to Support MI **Participant implementation:** **Results:**	3.4 SBE Priority #1, Goals, 1.3, 1.4 SBE Priority #2, Goals 2.1, 2.3 SBE Priority #3, Goals 3.1, 3.3,	3.8
Multiple Intelligences	08/16/05	50 Montgomery County	**Activity:** Introduction and Activities and Strategies to Support MI **Participant implementation:** **Results:**	3.4 SBE Priority #1, Goals, 1.3, 1.4 SBE Priority #2, Goals 2.1, 2.3 SBE Priority #3, Goals 3.1, 3.3,	3.8
Multiple Intelligences	08/16/05	25 Cumberland County	**Activity:** Introduction and Activities and Strategies to Support MI **Participant implementation:** **Results:**	3.4 SBE Priority #1, Goals, 1.3, 1.4 SBE Priority #2, Goals 2.1, 2.3 SBE Priority #3, Goals 3.1, 3.3,	3.9
Web Connections	06/07/05	20 Northampton County	**Activity:** Webquest design and development **Participant implementation:** Teachers designed curriculum webquests **Results:** Better use of instructional technology and enhanced, higher order instructional activities	3.4 SBE Priority #1 Goals 1.3, 1.4 SBE Priority#3 Goals 3.1, 3.4	3.8
Engaging Students in Literacy Learning	08/08/05	30 Lexington City Schools	**Activity:** Writing and Composition **Participant implementation:** Participants use new writing strategies for classroom writing **Results:**	3.4 SBE Priority #1, Goals 1.3, 1.4 SBE Priority #2, Goal 2.1 SBE Priority #3, Goals 3.1, 3.4	3.8
Engaging Students in Literacy Learning	08/22/05	30 Brunswick	**Activity:** Writing and Composition **Participant implementation:** Participants use new writing strategies for classroom writing **Results:**	SBE Priority #1, Goals 1.3, 1.4 SBE Priority #2, Goal 2.1 SBE Priority #3, Goals 3.1, 3.4	3.8
Reading First	07/11-12/05	16 Halifax County	**Activity:** Phonemic Awareness and Strategies for K-2 **Participant implementation:** Participants receive research-based information on Phonemic awareness and strategies to use in classroom instruction **Results:**	SBE Priority #1, Goals 1.3, 1.4 SBE Priority #2, Goal 2.1 SBE Priority #3, Goals 3.1, 3.4	3.8
Reading First	06/02/05	17 Union County	**Activity:** Phonemic Awareness and Strategies for K-2 **Participant implementation:** Participants receive research-based information on Phonemic awareness and strategies to use in classroom instruction **Results:**	SBE Priority #1, Goals 1.3, 1.4 SBE Priority #2, Goal 2.1 SBE Priority #3, Goals 3.1, 3.4	3.8
Reading First	08/16/05	24 Dare County	**Activity:** Phonemic Awareness and Strategies for K-2 **Participant implementation:** Participants receive research-based information on Phonemic awareness and strategies to use in classroom instruction **Results:**	SBE Priority #1, Goals 1.3, 1.4 SBE Priority #2, Goal 2.1 SBE Priority #3, Goals 3.1, 3.4	3.8
Reading First	08/17/05	25	**Activity:** Phonemic Awareness and Strategies for K-2	SBE Priority #1, Goals 1.3, 1.4	3.8

Topic	Date	Number / County	Activity / Participant implementation / Results	SBE Priority	Score
Integrating Technology		Cumberland County	Participant implementation: Participants receive research-based information on Phonemic awareness and strategies to use in classroom instruction Results:	SBE Priority #2, Goal 2.1 SBE Priority #3, Goals 3.1, 3.4	3.9
Integrating Technology	06/9-10/05	65 Warren County	Activity: Integrate technology into the curriculum using the Intel and Apple integration models Participant implementation: develop integrated units of study Results:	SBE Priority #1 Goals 1.3, 1.4 SBE Priority#3 Goals 3.1, 3.4	3.8
Integrating Technology	08/8-9/05	16 Washington County	Activity: Integrate technology into the curriculum using the Intel and Apple integration models Participant implementation: develop integrated units of study Results:	SBE Priority #1 Goals 1.3, 1.4 SBE Priority#3 Goals 3.1, 3.4	3.8
Technology Tools to Enhance Literacy	08/19/05	30 Cumberland County	Activity: Teachers examine tools that can help struggling adolescent readers, including text to read, formatting strategies, and graphic organizers Results:	SBE Priority #1 Goals 1.3, 1.4 SBE Priority#3 Goals 3.1, 3.4	3.8
National Board Process	08/19/05	10 Montgomery County	Activity: Introduction to National Board Process Participant implementation: Results:	SBE Priority #1, Goals 1.3, 1.4	4.0
National Board Process	07/11/05	10 Lexington City	Activity: Introduction to National Board Process Participant implementation: Results:	SBE Priority #1, Goals 1.3, 1.4	4.0
Mentoring	08/25/05	10 Hyde County	Activity: Mentor Training for teacher planning to be mentors in NC Participant implementation: Results:	SBE Priority #1, Goals 1.3, 1.4	3.9
Mentoring	08/09/05	35 Hertford County	Activity: Mentor Training for teacher planning to be mentors in NC Participant implementation: Results:	SBE Priority #1, Goals 1.3, 1.4	3.8
Mentoring	08/12/05	12 Franklin County	Activity: Mentor Training for teacher planning to be mentors in NC Participant implementation: Results:	SBE Priority #1, Goals 1.3, 1.4	3.9
Mentoring	08/09-11/05	22 Lexington City	Activity: Mentor Training for teacher planning to be mentors in NC Participant implementation: Results:	SBE Priority #1, Goals 1.3, 1.4	3.9
Integrating Curriculum	08/19/05	39 Northampton County	Activity: Instructs and guides teachers in the development of integrated units of study, both within and across disciplines Participant implementation: Development of integrated instructional units Results:	SBE Priority #1, Goals 1.1, 1.2, 1.3, 1.4 SBE Priority #3, Goals 3.1, 3.4	3.9

Topic	Date	Participants / County	Activity / Participant implementation / Results	SBE Priority / Goals	Score
Integrating Curriculum	08/23/05	50 Hoke County	**Activity:** Instructs and guides teachers in the development of integrated units of study, both within and across disciplines **Participant implementation:** Development of integrated instructional units **Results:**	SBE Priority #1, Goals 1.1, 1.2, 1.3, 1.4 SBE Priority #3, Goals 3.1, 3.4	3.8
Integrating Curriculum	08/22-23/05	25 Northampton County	**Activity:** Instructs and guides teachers in the development of integrated units of study, both within and across disciplines **Participant implementation:** Development of integrated instructional units **Results:**	SBE Priority #1, Goals 1.1, 1.2, 1.3, 1.4 SBE Priority #3, Goals 3.1, 3.4	3.9
Differentiated Instruction	06/28-29/05	25 Wake County	**Activity:** Introduction and Activities and Strategies to Support differentiating instruction **Participant implementation:** Development of integrated instructional units **Results:**	SBE Priority #1, Goals, 1.3, 1.4 SBE Priority #3, Goals 3.1, 3.3, 3.4	3.8
Classroom Management	07/26-27/05	50 Vance County	**Activity:** With the use of research-based strategies, teachers learn to manage classrooms proactively, deter inappropriate behaviors, and create an atmosphere where students are self-governing. **Participant implementation: Results:**	SBE Priority #1, Goal: 1.1 SBE Priority #2, Goals: 2.1, 2.3 SBE Priority #3, Goals: 3.3, 3.4 SBE Priority #4, Goal 4.2 SBE Priority #5, Goals: 5.1, 5.2	3.8
Classroom Management	08/1-4/05	15 Northampton County	**Activity:** With the use of research-based strategies, teachers learn to manage classrooms proactively, deter inappropriate behaviors, and create an atmosphere where students are self-governing. **Participant implementation: Results:**	SBE Priority #1, Goal: 1.1 SBE Priority #2, Goals: 2.1, 2.3 SBE Priority #3, Goals: 3.3, 3.4 SBE Priority #4, Goal 4.2 SBE Priority #5, Goals: 5.1, 5.2	3.8
Classroom Management	08/23/05	25 Martin County	**Activity: With the use of research-based strategies, teachers learn to manage classrooms proactively, deter inappropriate behaviors, and create an atmosphere where students are self-governing. Participant implementation: Results:**	SBE Priority #1, Goal: 1.1 SBE Priority #2, Goals: 2.1, 2.3 SBE Priority #3, Goals: 3.3, 3.4 SBE Priority #4, Goal 4.2 SBE Priority #5, Goals: 5.1, 5.2	3.8
Classroom Management	08/15-16/05	20 Hyde County	**Activity:** With the use of research-based strategies, teachers learn to manage classrooms proactively, deter inappropriate behaviors, and create an atmosphere where students are self-governing. **Participant implementation: Results:**	SBE Priority #1, Goal: 1.1 SBE Priority #2, Goals: 2.1, 2.3 SBE Priority #3, Goals: 3.3, 3.4 SBE Priority #4, Goal 4.2 SBE Priority #5, Goals: 5.1, 5.2	3.8
Classroom Management	08/19-05	30 Cumberland County	**Activity:** With the use of research-based strategies, teachers learn to manage classrooms proactively, deter inappropriate behaviors, and create an atmosphere where students are self-governing. **Participant implementation: Results:**	SBE Priority #1, Goal: 1.1 SBE Priority #2, Goals: 2.1, 2.3 SBE Priority #3, Goals: 3.3, 3.4 SBE Priority #4, Goal 4.2 SBE Priority #5, Goals: 5.1, 5.2	3.8
Classroom	08/24/05	40	**Activity:** With the use of research-based strategies, teachers	SBE Priority #1, Goal: 1.1	3.8

Topic	Dates	No.	County	Activity / Participant implementation / Results	SBE Priorities	Score
Management			Robeson County	• learn to manage classrooms proactively, deter inappropriate behaviors,and create an atmosphere where students are self-governing. **Participant implementation:** **Results:**	SBE Priority #2, Goals: 2.1, 2.3 SBE Priority #3, Goals: 3.3, 3.4. SBE Priority #4, Goal 4.2 SBE Priority #5, Goals: 5.1, 5.2	
SUMMER FULL ACADEMIES						
Multiple Intelligences	05/31/05- 06/3/05	43	Winston Salem/Forssyth	**Activity:** Introduction and Activities and Strategies to **Participant implementation:** **Results:**	SBE Priority #1, Goals, 1.3, 1.4 SBE Priority #2, Goals 2.1, 2.3 SBE Priority #3, Goals 3.1, 3.3, 3.4	3.9
Multiple Intelligences	05/31/05- 06/3/05	43	Winston Salem/Forsssyth	**Activity:** Introduction and Activities and Strategies to **Participant implementation:** **Results:**	SBE Priority #1, Goals, 1.3, 1.4 SBE Priority #2, Goals 2.1, 2.3 SBE Priority #3, Goals 3.1, 3.3, 3.4	3.8
Cooperative Learning	06/6/05- 06/9/05	43	Winston Salem/Forsyth	**Activity:** Use of five critical attributes in cooperative learning to increase student achievement and improve interpersonal relations. **Participant implementation:** **Results:**	SBE Priority #1, Goals 1.3, 1.4 SBE Priority #2, Goals 2.1, 2.3 SBE Priority #3, Goals 3.1, 3.3, 3.4	3.8
Understanding Poverty	06/6/05- 06/9/05	54	Pitt	**Activity:** Assist K-12 teachers in understanding how economic realities affect patterns of living, learning, and behavior and provide strategies for working with students from low socioeconomic backgrounds **Participant implementation:** **Results:**	SBE Priority #1, Goals 1.1, 1.4 SBE Priority #2, Goals: 2.1, 2.3 SBE Priority #3, Goals: 3.1, 3.3 SBE Priority #4, Goal 4.1	3.8
Understanding Poverty	06/6/06- 06/9/05	41	Hyde	**Activity:** Assist K-12 teachers in understanding how economic realities affect patterns of living, learning, and behavior and provide strategies for working with students from low socioeconomic backgrounds **Participant implementation:** **Results:**	SBE Priority #1, Goals 1.1, 1.4 SBE Priority #2, Goals: 2.1, 2.3 SBE Priority #3, Goals: 3.1, 3.3 SBE Priority #4, Goal 4.1	3.8
Reading in Content Areas	06/6/05- 06/9/05	48	Cumberland	**Activity:** Provide middle and high school teachers with strategies to help students learn and retain information across the curriculum **Participant implementation:** **Results:**	SBE Priority #1, Goals 1.1, 1.2, 1.3, 1.4 SBE Priority #3, Goals: 3.1, 3.3	3.8
Shaping Successful Schools	06/6/05- 06/9/05	47	Winston Salem/Forsyth	**Activity:** Communication and Cooperation in the Workplace **Participant implementation:** **Results:**	SBE Priority # 3, Goals 3.1, 3.3, 3.4, 3.5 SBE Priority #5, Goal 5.2	4.0
Multiple Intelligences	06/6/06- 06/9/05	38	Guilford	**Activity:** Introduction and Activities and Strategies to **Participant implementation:** **Results:**	SBE Priority #1, Goals, 1.3, 1.4 SBE Priority #2, Goals 2.1, 2.3 SBE Priority #3, Goals 3.1, 3.3, 3.4	3.8
Technology Tools	06/12/05-	41		**Activity:** Teachers examine tools that can help struggling	SBE Priority #1 Goals 1.3, 1.4	3.9

Topic	Dates	# / District	Activity / Participant implementation / Results	SBE Priority / Goals	Results
	06/16/05	Multiple Districts	adolescent readers, including text to read, formatting strategies, and graphic organizers. **Participant implementation:** **Results:**	SBE Priority#3 Goals 3.1, 3.4	3.9
Mentoring	06/12/05- 06/16/05	47 Multiple Districts	**Activity:** Mentor Training for teacher planning to be mentors in NC. **Participant implementation:** **Results:**	SBE Priority #1, Goals 1.3, 1.4	3.9
Mindful Instruction	06/12/05- 06/16/05	64 Multiple Districts	**Activity:** Key Strategies for Engaging the Brain. **Participant implementation:** **Results:**	SBE Priority #1, Goals 1.3, 1.4; SBE Priority #2, Goals 2.1, 2.3; SBE Priority #3, Goals 3.1, 3.3, 3.4	3.7
Literacy Strategies	06/12/05- 06/16/05	71 Multiple Districts	**Activity:** Participants learn comprehensive reading and writing strategies to increase student achievement. **Participant implementation:** **Results:**	SBE Priority #1, Goals 1.3, 1.4; SBE Priority #2, Goal 2.1; SBE Priority #3, Goals 3.1, 3.4	
Classroom Management	06/12/05- 06/16/05	69 Multiple Districts	**Activity:** With the use of research-based strategies, teachers learn to manage classrooms proactively, deter inappropriate behaviors, and create an atmosphere where students are self-governing. **Participant implementation:** **Results:**	SBE Priority #1, Goal: 1.1; SBE Priority #2, Goals: 2.1, 2.3; SBE Priority #3, Goals: 3.3, 3.4; SBE Priority #4, Goal 4.2; SBE Priority #5, Goals: 5.1, 5.2	3.8
Classroom Management	06/13/05- 06/16/05	53 Elizabeth City/Pasquotank	**Activity:** With the use of research-based strategies, teachers learn to manage classrooms proactively, deter inappropriate behaviors, and create an atmosphere where students are self-governing. **Participant implementation:** **Results:**	SBE Priority #1, Goal: 1.1; SBE Priority #2, Goals: 2.1, 2.3; SBE Priority #3, Goals: 3.3, 3.4; SBE Priority #4, Goal 4.2; SBE Priority #5, Goals: 5.1, 5.2	3.8
Understanding Poverty	06/13/05- 06/16/05	81 Onslow	**Activity:** Assist K-12 teachers in understanding how economic realities affect patterns of living, learning, and behavior and provide strategies for working with students from low socioeconomic backgrounds. **Participant implementation:** **Results:**	SBE Priority #1, Goals 1.1, 1.4; SBE Priority #2, Goals: 2.1, 2.3; SBE Priority #3, Goals: 3.1, 3.3; SBE Priority #4, Goal 4.1	3.8
Understanding Poverty	06/13/05- 06/16/05	46 Robeson	**Activity:** Assist K-12 teachers in understanding how economic realities affect patterns of living, learning, and behavior and provide strategies for working with students from low socioeconomic backgrounds. **Participant implementation:** **Results:**	SBE Priority #1, Goals 1.1, 1.4; SBE Priority #2, Goals: 2.1, 2.3; SBE Priority #3, Goals: 3.1, 3.3; SBE Priority #4, Goal 4.1	3.8
Literacy Strategies	06/13/05- 06/16/05	51 Johnston	**Activity:** Participants learn comprehensive reading and writing strategies to increase student achievement. **Participant implementation:** **Results:**	SBE Priority #1, Goals 1.3, 1.4; SBE Priority #2, Goal 2.1; SBE Priority #3, Goals 3.1, 3.4	
Mindful Instruction	06/13/05- 06/16/05	33	**Activity:** Key Strategies for Engaging the Brain	SBE Priority #1, Goals 1.3, 1.4	3.7

Topic	Date	Participants / District	Activity / Participant implementation / Results	Rating	SBE Priority	Score
	06/16/05	Burke	**Participant implementation:** **Results:**	3.4	SBE Priority #2, Goals 2.1, 2.3 SBE Priority #3, Goals 3.1, 3.3,	3.9
Reading First	06/13/05-06/16/05	46 Chatham	**Activity:** Participants receive research-based information on the five components of reading and strategies to use in classroom instruction **Participant implementation:** **Results:**	3.4	SBE Priority #1, Goals 1.3, 1.4 SBE Priority #2, Goal 2.1 SBE Priority #3, Goals 3.1, 3.4	3.8
Multiple Intelligences	06/13/05-06/16/05	65 Cumberland	**Activity:** Introduction and Activities and Strategies to Support MI **Participant implementation:** **Results:**		SBE Priority #1, Goals, 1.3, 1.4 SBE Priority #2, Goals 2.1, 2.3 SBE Priority #3, Goals: 3.1, 3.3,	3.7
Reading in Content Areas	06/19/05-06/23/05	64 Multiple Districts	**Activity:** Provide middle and high school teachers with strategies to help students learn and retain information across the curriculum **Participant implementation:** **Results:**	3.4	SBE Priority #1, Goals 1.1, 1.2, 1.3, 1.4 SBE Priority #3, Goals: 3.1, 3.3	3.8
English Language Learning	06/19/05-06/23/05	46 Multiple Districts	**Activity:** Teaching strategies for ESL students **Participant implementation:** Development of modified curriculum units **Results:**		SBE Priority #1, Goals 1.1, 1.2, 1.3, 1.4 SBE Priority #3, Goal 3.1	3.9
Mindful Instruction	06/19/05-06/23/05	90 Multiple Districts	**Activity:** Key Strategies for Engaging the Brain **Participant implementation:** **Results:**	3.4	SBE Priority #1, Goals 1.3, 1.4 SBE Priority #2, Goals 2.1, 2.3 SBE Priority #3, Goals 3.1, 3.3,	3.8
Mindful Instruction	06/12/05-06/16/05	64 Multiple Districts	**Activity:** Key Strategies for Engaging the Brain **Participant implementation:** **Results:**	3.4	SBE Priority #1, Goals 1.3, 1.4 SBE Priority #2, Goals 2.1, 2.3 SBE Priority #3, Goals 3.1, 3.4	3.8
Literacy Strategies	06/12/05-06/16/05	71 Multiple Districts	**Activity:** Participants learn comprehensive reading and writing strategies to increase student achievement **Participant implementation:** **Results:**		SBE Priority #1, Goal: 1.1 SBE Priority #2, Goal 2.1 SBE Priority #3, Goals 3.1, 3.4	3.7
Classroom Management	06/12/05-06/16/05	69 Multiple Districts	**Activity:** With the use of research-based strategies, teachers learn to manage classrooms proactively, deter inappropriate behaviors, and create an atmosphere where students are self-governing. **Participant implementation:** **Results:**		SBE Priority #1, Goal: 1.1 SBE Priority #2, Goals: 2.1, 2.3 SBE Priority #3, Goals: 3.3, 3.4 SBE Priority #4, Goal 4.2 SBE Priority #5, Goals: 5.1, 5.2	3.8
Classroom Management	06/13/05-06/16/05	53 Elizabeth City/Pasquotank	**Activity:** With the use of research-based strategies, teachers learn to manage classrooms proactively, deter inappropriate behaviors, and create an atmosphere where students are self-governing. **Participant implementation:** **Results:**		SBE Priority #1, Goal: 1.1 SBE Priority #2, Goals: 2.1, 2.3 SBE Priority #3, Goals: 3.3, 3.4 SBE Priority #4, Goal 4.2 SBE Priority #5, Goals: 5.1, 5.2	3.8
Understanding	06/13/05-	81	**Activity:** Assist K-12 teachers in understanding how		SBE Priority #1, Goals 1.1, 1.4	3.8

Topic	Date	Number / County	Activity / Participant implementation / Results	SBE Priority	Results
Poverty	06/16/05	Onslow	economic realities affect patterns of living, learning, and behavior and provide strategies for working with students from low socioeconomic backgrounds / Participant implementation: / Results:	SBE Priority #2, Goals: 2.1, 2.3 / SBE Priority #3, Goals: 3.1, 3.3. / SBE Priority #4, Goal 4.1	
Understanding Poverty	06/13/05-06/16/05	46 Robeson	Activity: Assist K-12 teachers in understanding how economic realities affect patterns of living, learning, and behavior and provide strategies for working with students from low socioeconomic backgrounds / Participant implementation: / Results:	SBE Priority #1, Goals 1.1, 1.4 / SBE Priority #2, Goals: 2.1, 2.3 / SBE Priority #3, Goals: 3.1, 3.3 / SBE Priority #4, Goal 4.1	3.8
Literacy Strategies	06/13/05-06/16/05	51 Johnston	Activity: Participants learn comprehensive reading and writing strategies to increase student achievement / Participant implementation: / Results:	SBE Priority #1, Goals 1.3, 1.4 / SBE Priority #2, Goal 2.1 / SBE Priority #3, Goals 3.1, 3.4	3.7
Mindful Instruction	06/13/05-06/16/05	33 Burke	Activity: Key Strategies for Engaging the Brain / Participant implementation: / Results:	SBE Priority #1, Goals 1.3, 1.4 / SBE Priority #2, Goals 2.1, 2.3 / SBE Priority #3, Goals 3.1, 3.3, 3.4	3.8
Reading First	06/13/05-06/16/05	46 Chatham	Activity: Participants receive research-based information on the five components of reading and strategies to use in classroom instruction / Participant implementation: / Results:	SBE Priority #1, Goals 1.3, 1.4 / SBE Priority #2, Goal 2.1 / SBE Priority #3, Goals 3.1, 3.4	3.8
Multiple Intelligences	06/16/05-06/16/05	65 Cumberland	Activity: Introduction and Activities and Strategies to Support MI / Participant implementation: / Results:	SBE Priority #1, Goals, 1.3, 1.4 / SBE Priority #2, Goals 2.1, 2.3 / SBE Priority #3, Goals 3.1, 3.3,	3.9
Reading in Content Areas	06/19/05-06/23/05	64 Multiple Districts	Activity: Provide middle and high school teachers with strategies to help students learn and retain information across the curriculum / Participant implementation: / Results:	SBE Priority #1, Goals 1.1, 1.2, / SBE Priority #2, Goals 2.1, 2.3 / SBE Priority #3, Goals: 3.1, 3.3	3.8
English Language Learning	06/19/05-06/23/05	46 Multiple Districts	Activity: Teaching strategies for ESL students / Participant implementation: / Results:	SBE Priority #1, Goals 1.3, 1.4 / SBE Priority #3, Goal 3.1	3.9
Mindful Instruction	06/19/05-06/23/05	90 Multiple Districts	Activity: Key Strategies for Engaging the Brain / Participant implementation: Development of modified units / Results:	SBE Priority #1, Goals 1.1, 1.4 / SBE Priority #2, Goals: 2.1, 2.3 / SBE Priority #3, Goals: 3.1, 3.3, 3.4	3.8
Understanding Poverty	07/10/05-07/14/05	71 Multiple Districts	Activity: Assist K-12 teachers in understanding how economic realities affect patterns of living, learning, and behavior and provide strategies for working with students from low socioeconomic backgrounds	SBE Priority #1, Goals 1.1, 1.4 / SBE Priority #2, Goals: 2.1, 2.3 / SBE Priority #3, Goals: 3.1, 3.3 / SBE Priority #4, Goal 4.1	3.8

Topic	Dates	Participants / District	Activity / Participant implementation / Results	SBE Priority / Goals	Score
			Participant implementation: Results:		
Classroom Management	07/10/05- 07/14/05	68 Multiple Districts	Activity: With the use of research-based strategies, teachers learn to manage classrooms proactively, deter inappropriate behaviors, and create an atmosphere where students are self-governing. Participant implementation: Results:	SBE Priority #1, Goal: 1.1 SBE Priority #2, Goals: 2.1, 2.3 SBE Priority #3, Goals: 3.3, 3.4 SBE Priority #4, Goal 4.2 SBE Priority #5, Goals: 5.1, 5.2	3.8
Wired Classroom	07/10/05- 07/14/05	78 Multiple Districts	Activity: Integrate technology into the curriculum using the Intel and Apple integration models Participant implementation: develop integrated units of study Results:	SBE Priority #1 Goals 1.3, 1.4 SBE Priority#3 Goals 3.1, 3.4	3.9
Cooperative Learning	07/10/05- 07/14/05	81 Multiple Districts	Activity: Use of five critical attributes in cooperative learning to increase student achievement and improve interpersonal relations. Participant implementation: Results:	3.4 SBE Priority #1, Goals 1.3, 1.4 SBE Priority #2, Goals 2.1, 2.3 SBE Priority #3, Goals 3.1, 3.3,	3.7
Understanding Poverty	07/11/05- 07/14/05	53 Harnett	Activity: Assist K-12 teachers in understanding how economic realities affect patterns of living, learning, and behavior and provide strategies for working with students from low socioeconomic backgrounds Participant implementation: Results:	3.4 SBE Priority #1, Goals 1.1, 1.4 SBE Priority #2, Goals: 2.1, 2.3 SBE Priority #3, Goals: 3.1, 3.3 SBE Priority #4, Goal 4.1	3.8
Reading in Content Areas	07/11/05- 07/14/05	24 Montgomery	Activity: Provide middle and high school teachers with strategies to help students learn and retain information across the curriculum Participant implementation: Results:	SBE Priority #1, Goals 1.1, 1.2, 1.3, 1.4 SBE Priority #3, Goals: 3.1, 3.3	3.8
Shaping Successful Schools	07/11/05- 07/14/05	70 Vance	Activity: Communication and Cooperation in the Workplace Participant implementation: Results:	SBE Priority # 3, Goals 3.1, 3.3, 3.4, 3.5	3.8
Learning Styles	07/11/05- 07/14/05	41 Elizabeth City /Pasquotank	Activity: Introduction and Activities and Strategies to Support different learning styles Participant implementation: Results:	SBE Priority #5, Goal 5.2	3.8
Multiple Intelligences	07/11/05- 07/14/05	56 McDowell	Activity: Introduction and Activities and Strategies to Support MI Participant implementation: Results:	3.4 SBE Priority #1, Goals, 1.3, 1.4 SBE Priority #2, Goals 2.1, 2.3 SBE Priority #3, Goals 3.1, 3.3,	3.9
Mindful Instruction	07/17/05- 07/21/05	77 Multiple Districts	Activity: Key Strategies for Engaging the Brain Participant implementation: Results:	3.4 SBE Priority #1, Goals. 1.3, 1.4 SBE Priority #2, Goals 2.1, 2.3 SBE Priority #3, Goals 3.1, 3.3,	3.8
Shaping Successful	07/10/05-	86	Activity: Communication and Cooperation in the Workplace Participant implementation: Results:	3.4 SBE Priority # 3, Goals 3.1, 3.3,	3.9

Schools	Dates	No. / District	Activity / Participant implementation / Results	SBE Priority	Rating
Engaging in Literacy Learning	07/14/05	Multiple Districts	Participant implementation: Results:	3,4, 3.5 SBE Priority #5, Goal 5.2	3.8
Engaging in Literacy Learning	07/18/05-07/21/05	47 Orange	Activity: Participants focus on the creative side of teaching – poetry, storytelling, drama, etc. Participant implementation: Results:	SBE Priority #1, Goals 1.3, 1.4 — SBE Priority #2, Goal 2.1 — SBE Priority #3, Goals 3.1, 3.4	3.8
Understanding Poverty	07/18/05-07/21/05	81 Vance	Activity: Assist K-12 teachers in understanding how economic realities affect patterns of living, learning, and behavior and provide strategies for working with students from low socioeconomic backgrounds Participant implementation: Results:	SBE Priority #1, Goals 1.1, 1.4 — SBE Priority #2, Goals: 2.1, 2.3 — SBE Priority #3, Goals: 3.1, 3.3 — SBE Priority #4, Goal 4.1	3.9
Mindful Instruction	07/18/05-07/21/05	40 Davie	Activity: Key Strategies for Engaging the Brain Participant implementation: Results:	SBE Priority #1, Goals 1.3, 1.4 — SBE Priority #2, Goals 2.1, 2.3 — SBE Priority #3, Goals 3.1, 3.3,	3.8
Classroom Management	07/24/05-07/28/05	32 Multiple Districts	Activity: With the use of research-based strategies, teachers learn to manage classrooms proactively, deter inappropriate behaviors, and create an atmosphere where students are self-governing. Participant implementation: Results:	SBE Priority #1, Goal: 1.1 — SBE Priority #2, Goals: 2.1, 2.3 — SBE Priority #3, Goals: 3.3, 3.4 — SBE Priority #4, Goal 4.2 — SBE Priority #5, Goals: 5.1, 5.2	3.8
Shaping Successful Schools	07/24/05-07/28/05	45 Multiple Districts	Activity: Communication and Cooperation in the Workplace Participant implementation: Results:	SBE Priority # 3, Goals 3.1, 3.3, 3.4, 3.5 — SBE Priority #5, Goal 5.2	3.9
Reading First	07/24/05-07/28/05	41 Multiple Districts	Activity: Participants receive research-based information on the five components of reading and strategies to use in the classroom Participant implementation: Results:	SBE Priority #1, Goals 1.3, 1.4 — SBE Priority #2, Goal 2.1 — SBE Priority #3, Goals 3.1, 3.4	3.8
Wired Classroom	07/24/05-07/28/05	65 Multiple Districts	Activity: Integrate technology into the curriculum using the Intel and Apple integration models Participant implementation: develop integrated units of study Results:	SBE Priority #1 Goals 1.3, 1.4 — SBE Priority#3 Goals 3.1, 3.4	3.9
Engaging in Literacy Learning	07/25/05-07/28/05	34 Lexington City	Activity: Participants focus on the creative side of teaching – poetry, storytelling, drama, etc. Participant implementation: Results:	SBE Priority #1, Goals 1.3, 1.4 — SBE Priority #2, Goal 2.1 — SBE Priority #3, Goals 3.1, 3.4	3.8
Understanding Poverty	07/25/05-07/28/05	61 Buncombe	Activity: Assist K-12 teachers in understanding how economic realities affect patterns of living, learning, and behavior and provide strategies for working with students from low socioeconomic backgrounds Participant implementation: Results:	SBE Priority #1, Goals 1.1, 1.4 — SBE Priority #2, Goals: 2.1, 2.3 — SBE Priority #3, Goals: 3.1, 3.3 — SBE Priority #4, Goal 4.1	3.8

Topic	Date	Number / District	Activity / Participant implementation / Results	SBE Priority	Rating
Understanding Poverty	07/25/05-07/28/05	51 Roanoke Rapides City	**Activity:** Assist K-12 teachers in understanding how economic realities affect patterns of living, learning, and behavior and provide strategies for working with students from low socioeconomic backgrounds **Participant implementation:** **Results:**	SBE Priority #1, Goals 1.1, 1.4 SBE Priority #2, Goals: 2.1, 2.3 SBE Priority #3, Goals: 3.1, 3.3 SBE Priority #4, Goal 4.1	3.8
Using Data	07/25/05-07/28/05	76 Vance	**Activity:** Data Identification and Analysis follow-up visit Participant implementation: Action Plan reports, revisions, successes and challenges **Results:**	SBE Priority #1, Goals 1.1, 1.2, 1.3, 1.4 SBE Priority #3, Goals 3.3 SBE Priority #5, Goals 5.1, 5.2, 5.4	3.8
Understanding Poverty	08/1/05-08/4/05	74 Wilson	**Activity:** Assist K-12 teachers in understanding how economic realities affect patterns of living, learning, and behavior and provide strategies for working with students from low socioeconomic backgrounds **Participant implementation:** **Results:**	SBE Priority #1, Goals 1.1, 1.4 SBE Priority #2, Goals: 2.1, 2.3 SBE Priority #3, Goals: 3.1, 3.3 SBE Priority #4, Goal 4.1	3.8
Understanding Poverty	08/8/05-08/11/05	101 Thomasville City	**Activity:** Assist K-12 teachers in understanding how economic realities affect patterns of living, learning, and behavior and provide strategies for working with students from low socioeconomic backgrounds **Participant implementation:** **Results:**	SBE Priority #1, Goals 1.1, 1.4 SBE Priority #2, Goals: 2.1, 2.3 SBE Priority #3, Goals: 3.1, 3.3 SBE Priority #4, Goal 4.1	3.8

UNC - CSLD Professional Development Activities
September 2004 – August 2005

Program Name: NC Teachers of Excellence for All Children (NC TEACH)

Professional Development Activity	Date(s) offered	Number of Participants & LEAs Served	Brief Description of activity including intended audience	Supports/directly relates to SBE priorities and/or SCOS	Participant evaluation of activity
NC TEACH Cohort IV:	Sept. 1 – Nov. 30, 2004 Ongoing	**# Participants:** 452 total enrolled **Licensure Areas:** Secondary Science – 50 Secondary Math – 45 Secondary Social Studies – 41 Secondary English – 26 Middle Grades Science – 32 Middle Grades Math – 36 Middle Grades LA – 41 Middle Grades SS – 50 K-12 Special Populations – 86 K-12 Foreign Language – 9 Other – 36 **Retention Rate:** TBD in Winter 2005 **# Participants obtaining clear initial license:** TBD in Spring 2005 **# Host Site Locations:** 10 **LEAs where NC TEACHers are employed:** NC TEACHers are employed in 154	As a continuation of the NC TEACH Program (Cohort IV began in June 2003) mentoring and PRAXIS II support for mid-career professionals continue using master teachers, retired teachers, and various faculty based at the following host site locations: ECU, ECU-Johnston County, ECU-Onslow County, UNCW, FSU, NCCU, UNC-CH, UNCG, LRC, WCU. **Audience:** Mid-career professionals with a Bachelor's degree who wish to enter the teaching profession. **Advising/Mentoring:** Each program participant received an individualized program plan of study. Faculty advisors, a site coordinator, mentoring and support from master teachers (National Board Certified) and faculty instructors continue to be available to program participants. Participants take additional content courses in licensure area, as needed. Participants receive advisement as they make progress toward obtaining clear initial licensure. **Results:** 94% of participants completed program. 92% of participants employed by 152 schools in 84 school districts.	SBE Priority #3, Goals: 3.1, 3.2, 3.3	SRI study results should be made available during winter 2005.

| NC TEACH Cohort V: | Sept. 1 – Nov. 30, 2004 Ongoing | schools in 84 school districts in NC | # Participants: 343 total enrolled

Licensure Areas: Secondary Science – 52
Secondary Math – 18
Secondary Social Studies – 31
Secondary English – 24
Middle Grades Science – 41
Middle Grades Math – 28
Middle Grades LA – 26
Middle Grades SS – 36
K-12 Special Populations – 72
K-12 Foreign Language – 6
Other – 9

Host Site Locations: 13

LEAs where NC TEACHers are employed: TBD in December 2004 | NC TEACH participants completed the Summer Institute which included 5 weeks of full-time, intensive teacher preparation courses/modules at the following host site campuses: ECU, ECU-Johnston County, ECU-Onslow County, NCCU, NCSU, UNC-CH, UNCG, LRC, WSSU, and WCU. Evening and weekend courses/modules were offered at the following campuses: FSU and UNCW in Jacksonville. Participants are currently enrolled in fall courses.

Audience: Mid-career professionals with a Bachelor's degree who wish to enter the teaching profession.

NC TEACH Courses/Modules: The Professional Role of Teachers, Understanding the Learner, Effective Teaching, Content Methods, Technology, Diversity

Credit Hours: Participants earn 3 – 6 graduate credit hours for fall semester.

Advising/Mentoring: Each program participant received an individualized program plan of study. Faculty advisors, a site coordinator, mentoring and support from master teachers (National Board Certified) and faculty instructors are made available to program participants.

Employment: Participants secure a teaching job in a public school in North Carolina.

Results: Percent participants completing program TBD in May 2005. Total employment rate will be determined in May 2005 (over 84% of Cohort V participants are employed to date).

Retention Rate: TBD in October 2005

 # Participants obtaining clear initial license: TBD in October 2005 | SBE Priority #3, Goals: 3.1, 3.2, 3.3 | Program and course evaluations are done for the summer institute, fall and spring semesters, and at the end of the program. The instrument includes 5-point scaled responses and open-ended questions.

Results: Evaluations for fall semester will be conducted in December 2004. |
| NC TEACH Affiliate Programs: | Sept. 1 – Nov. 30, 2004 Ongoing | # Participants: Please see next column

Licensure Areas Include:
Secondary Science
Secondary Math
Secondary Social | In addition to recruiting for and supporting the standard and online NC TEACH programs, NC TEACH now recruits for these additional university alternative route teacher preparation programs. Continued recruitment includes advertising, distributing information, referrals, providing website links, and attending career fairs and information sessions.

University NC TEACH Affiliate Programs include:

Program   2003 - 2004   2004 - 2005 | | SBE Priority #3, Goals: 3.1, 3.2, 3.3 | Program and course evaluations are conducted by the universities. |

ECU Project ACT MAT	50	55
Fast Track Licensure	55	58
Science	98	100
UNCW CT3	16	25
Licensure Only	47	50
UNCC MAT	118	208
Fast Track	222	371
WCU MAT	97	100
UNCG PAIL SPEC ED	44*	TBD
Alt. Licensure Only	233*	TBD

Studies
Secondary English
Middle Grades Science
Middle Grades Math
Middle Grades LA
Middle Grades SS
K-12 Special Populations
K-12 English
Health Education
Business Education
Family and Consumer Science
Dance
Theatre
Art
Music
Spanish
Hispanic Studies
K-6 Elementary Education
Comprehensive Science
Biology
Chemistry
Earth Science
Physics
Child and Family Studies
Physical Education

MAT - Master in Arts in Teaching
CT3 - Coalition for Transition to Teaching
PAIL - Post Baccalaureate Alternative Initial Licensure
*Enrolled as of October 2003

It is anticipated that more programs will be added next year.

NC TEACH OnLine:

Sept. 1 – Nov. 30, 2004

 # Participants: 25 initially enrolled in pilot cohort; 22 currently enrolled

 # Host Site Locations: 1

LEAs where NC TEACHers are employed: TBD in Winter 2005

NC TEACH OnLine began as a pilot program at WCU in June 2004. The completely online 36-week program will continue through spring of 2005.

NC TEACH OnLine Modules: OL Student Resource Center, OL Module I – The Teacher, The Learner and The School, OL Module II – Curriculum and Instruction: Effective Teaching Strategies, OL Module III: Classroom Organization and Management, OL Module IV: Teaching Mathematics to Middle and Secondary School Learners, OL Module IV – Science Methods, OL Module IV – Special Populations: Teaching Students with Disabilities in Inclusion Settings, OL Module V – Instructional Technology, and OL Module VI – Diversity

Audience: Mid-career professionals with a Bachelor's degree who wish to enter the teaching profession. Participants have demonstrated aptitude to succeed in the online learning environment and have met minimum hardware and software requirements.

Credit Hours: Participants earn 15 graduate credit hours for the program

Advising/Mentoring: All online participants attended an intensive face-to-face orientation in May 2004. Each program participant received an individualized

SBE Priority #3, Goals: 3.1, 3.2, 3.3

Using focus groups and online instruments, participants evaluate each online module, support services, advising, and the online program in general.

Activity	Timeline	Number / Distribution	Narrative	SBE Priority	Feedback / Results
			program plan of study. Faculty advisors, mentoring and support from master teachers (National Board Certified) and faculty instructors are made available to program participants. Support includes a site coordinator, an online coordinator, online course manager, Blackboard technical support services, an extensive online student resource center, and extensive support from online faculty instructors through lessons, synchronous and asynchronous discussion forums. **Results:** 22 participants successfully completed OL Modules I, II, and III. Module IV began in October 2004. Total employment will be determined in December 2004 (over 70% of online participants have been employed to date). **Retention Rate:** TBD in October 2005 **# Participants obtaining clear initial license:** TBD in October 2005		Results: TBD at the end of each module (dates vary).
NC TEACH OnLine Module Development	Sept 1 – Nov. 30, 2004 Ongoing	**Product Distribution:** These online modules and the student resource center are available to all of the North Carolina public and private universities and colleges	The NC DPI, LEARN NC, and NC TEACH collaborated on the development of NC TEACH OnLine. Online modules include the following: OL Student Resource Center, OL Module I – The Teacher, The Learner and The School, OL Module II – Curriculum and Instruction: Effective Teaching Strategies, OL Module III: Classroom Organization and Management, OL Module IV: Teaching Mathematics to Middle and Secondary School Learners, OL Module IV – Science Methods, OL Module IV – Special Populations: Teaching Students with Disabilities in Inclusion Settings, OL Module V – Instructional Technology, and OL Module VI – Diversity. **Results:** Nine faculty, master teachers, and others, attended a series of extensive training and planning meetings leading to the development of eight completely online modules based upon the NC TEACH curriculum and a comprehensive online student resource center. A demonstration of the online modules was provided for the UNC Deans' Council and the North Carolina Independent Colleges and Universities in spring of 2004. Presentations with demonstrations of the online modules during the fall include: UNC Distance Education Forum at UNCGA – October, 2004; Report to the General Assembly Education Oversight Committee in November, 2004. Deans to represent the UNC campus SOEs were identified to serve on a statewide committee to discuss deployment issues around the NC TEACH modules. This meeting will be convened by Dr. Kathy Sullivan of DPI in the near future.	SBE Priority #3, Goals: 3.1, 3.2, 3.3	Online modules will be revised based upon feedback from WCU OnLine pilot participants, and instructors.
NC TEACH Online Student Support	Sept 1 – Nov. 30, 2004 Ongoing	22 online participants	**Activities of NC TEACH course manager:** Contact for students who are having difficulty with their computer, in terms of logging in, accessing documents or websites within Blackboard (technical troubleshooting), or if the Blackboard server is down. Teach students how to effectively set up their computer or fix it in able for Blackboard to be utilized efficiently and completely (clear cache, cookies temporary files, download and run Norton antivirus, download and run suitable and safe spy-ware, do the web-check test through Learn NC, check hardware and software requirements). Set up username, password and access to Blackboard, and then orientating the students to it (via e-mails, manual, and phone calls). **Activities of NC TEACH course manager:**	SBE Priority #3, Goals: 3.1, 3.2, 3.3	Feedback from OnLine participants and instructors will be used to strengthen support services.
NC TEACH Online	Sept. 1 – Nov. 30,	13 online faculty instructors	**Activities of NC TEACH course manager:**	SBE Priority #3, Goals: 3.1, 3.2, 3.3	Feedback from OnLine

Program Area	Dates	Details	Activities	SBE Priority	Outcome
Faculty Support	2004 Ongoing		Contact for staff who are having difficulty with their computer, in terms of logging in, accessing documents or websites within Blackboard (technical troubleshooting), or if the Blackboard server is down. Help instructors with specific Blackboard problems, such as setting up individual threads for their students, attaching images, documents, and web links.		instructors will be used to strengthen support services.
NC TEACH Online Course Development	Sept. 1 – Nov. 30, 2004 Ongoing	9 modules 1 OL Student Resource Center	**Activities of NC TEACH course manager:** When the editing of a course is complete by the two editors, NC TEACH course manager makes corrections, other than specifically content related corrections. This involves comparing and contrasting all the modules, and then incorporating these standards and methods to apply to all the modules, developing consistent standard changes with the specific changes of the editors. A very detailed template was created to increase the consistency, flow and aesthetic component of the modules. Trouble shooting includes solving problems regarding uploading Word documents into Blackboard while maintaining correct font and formatting. Various methods are employed to fix these problems, and the protocol used depends on the individual item being corrected. For example, it might be able to be fixed with Notepad, Word filtered html, Dream Weaver, going into the code, or a combination of these programs. In nearly all cases, the item must be copied, fixed, and a new item then created. Many images throughout the modules have been cut and pasted into Blackboard, thus creating incompatible URLs, and all of these images need to be taken out and attached properly with the correct URL. All web links have to be checked for validity.	SBE Priority #3, Goals: 3.1, 3.2, 3.3	Feedback from NC developers will be used to improve development of future modules.
NC TEACH Online Course Management	Sept. 1 – Nov. 30, 2004 Ongoing		**Activities of NC TEACH course manager:** Act as a central contact point for distribution of information to NC TEACH staff, host site coordinators, editors, instructors and students. Liaise with the LEARN NC Blackboard administrator and instructors to maintain a current list of enrolled students, make sure they are enrolled in their correct modules (as well as in their correct host site classes), and that the module is "opened" on the correct date and time. Staying current and up-to-date on all aspects of the Blackboard system, as well as online teaching, via attending Blackboard conferences and LEARN NC courses, and then integrating this knowledge into the NC TEACH online program. Answer any questions potential host site staff may have about the implementation of the NC TEACH online program via the Blackboard system. Be available to students, staff and faculty at all times either by office phone, cell phone, or email. This aspect is particularly important because the majority of a student's work is done outside business hours, as they are usually employed full-		Feedback from OnLine participants, instructors, and site coordinators will be used to strengthen course management services.

Activity	Timeframe	Scope	Description / Activities	SBE Priority / Goals
NC TEACH Expanded Recruitment	Sept. 1 – Nov. 30, 2004 Ongoing	Comprehensive statewide	time themselves. Everyday, module announcements and discussion boards are checked to ensure everything is running smoothly and to help prevent emergent problem situations. NC TEACH recruits through its website, newspapers, journals, printed materials, direct mailings to school districts and lateral entry teachers, radio (public and commercial), television (public and network), job fairs, industry, out placement firms, the Employment Securities Commission, and information sessions at universities and some school districts. NC TEACH now recruits for the standard and online NC TEACH programs and the NC TEACH affiliate programs at certain host site campuses. **Results:** Recruitment efforts during the first three years of NC TEACH (1999 – 2002) saw an increase in the number of applications from about 289 to almost 1,500 with an increase in diversity from 15% to 22% during that time. In 2003, NC TEACH received 1075 applications and diversity was 33% for those who enrolled in the program. Numbers of applications and % diversity for the 2004 – 2005 NC TEACH, NC TEACH OnLine and the NC TEACH Affiliate programs will be made available in spring 2005.	SBE Priority #3, Goals: 3.1, 3.2, 3.3, Feedback from site coordinators, teacher education program officers, faculty and deans will be used to strengthen recruitment efforts for campuses.
Advertising	Sept. 2004 Oct. 2004	Regional	NC TEACH continues to collaborate with the NC RALCs on recruitment for additional NC TEACH OnLine cohorts. **Activities:** I.e. Newspaper Ads ran in Wilmington Star News	SBE Priority #3, Goals: 3.1, 3.2, 3.3
Updates NC TEACH Program brochures	Sept. 2004	Statewide	**Activities:** I.e. Meetings with all site coordinators, deans and others regarding program changes. Program brochures reflect program changes and updates	SBE Priority #3, Goals: 3.1, 3.2, 3.3
Info Sessions for prospective Program applicants	Oct. 2004	Regional I. e. UNC Wilmington Approximately 20 Program applicants	**Activities:** I.e. Held Information Sessions for prospective UNC-Wilmington Program applicants	SBE Priority #3, Goals: 3.1, 3.2, 3.3
Public Radio campaign	Begins Dec. 13, 2004– March 18, 2005	Statewide and Regional	**Activities:** I.e. Met with WUNC Radio rep to plan and schedule public radio campaign Met with WFDD, WFSS, WCQS and Public Radio East rep to plan and schedule public radio campaign	SBE Priority #3, Goals: 3.1, 3.2, 3.3
Ad campaign in Eastern NC	Take place: Dec, Jan and Feb	Regional	**Activities:** I.e. Planned Carolina Saver ad campaign to run in critical winter months for Eastern NC	SBE Priority #3, Goals: 3.1, 3.2, 3.3
NC TEACH Website	Sept. 1 – Nov. 30,	Statewide	**Activities:**	SBE Priority #3, Goals: 3.1, 3.2, 3.3

		Activities:	SBE Priority #3, Goals: 3.1, 3.2, 3.3
	2004 Ongoing	I.e. Program website updates completed	
Application Packets updated for 2005-2006	Sept. 1 – 2004 Ongoing		
	Nov. 30, 2004 Statewide	I.e. Application packets updated and being printed for 2005-2006.	SBE Priority #3, Goals: 3.1, 3.2, 3.3 — Program and course evaluations are done for the summer institute, fall and spring semesters, and at the end of the program. The instrument includes 5-point scaled responses and open-ended questions.
NC TEACH Cohort V:	Dec. 1, 2004 – Feb. 28, 2005	**# Participants:** 343 total enrolled The NC TEACH Fall Semester included continuation of part-time, teacher preparation courses/modules at the following host site campuses: ECU, ECU-Johnston County, ECU-Onslow County, NCCU, NCSU, UNC-CH, UNCG, LRC, WSSU, and WCU. Evening and weekend courses/modules were offered at the following campuses: FSU and UNCW and UNCW in Jacksonville. Participants are currently enrolled in Spring Semester courses and preparing to take PRAXIS II content exams. **Licensure Areas:** Secondary Science – 52, Secondary Math – 18, Secondary Social Studies – 31, Secondary English – 24, Middle Grades Science – 41, Middle Grades Math – 28, Middle Grades LA – 26, Middle Grades SS – 36, K-12 Special Populations – 72, K-12 Foreign Language – 6, Other – 9 **Audience:** Mid-career professionals with a Bachelor's degree who wish to enter the teaching profession. **# Host Site Locations:** 13 **NC TEACH Courses/Modules:** Focus on Effective Teaching, Content Methods (all areas), Technology, Diversity **Credit Hours:** Participants earn 3 – 6 graduate credit hours for fall semester; 3 – 6 graduate credit hours for spring semester. **Advising/Mentoring:** Each program participant received an individualized program plan of study prior to the Summer Institute. Faculty advisors, a site coordinator, mentoring and support from master teachers (National Board Certified) and faculty instructors continue to be made available to program participants. **Results:** Percent participants completing program TBD in May 2005. Total employment numbers TBD (over 90% of Cohort V participants are employed to date).	SBE Priority #3, Goals: 3.1, 3.2, 3.3 — Results: Data for the summer institutes has been collected and is currently
NC TEACH OnLine Cohort I:	Dec. 1, 2004 – Feb 28, 2005	**LEAs where NC TEACHers are employed:** TBD **# Host Site Locations:** 13 **Retention Rate:** TBD in May 2005 **# Participants obtaining clear initial license:** TBD in May 2005 NC TEACH OnLine began as a pilot program at WCU in June 2004. The completely online 36-week program will continue through spring of 2005. Online participants completed their Technology and Content modules as of March 15, 2005. Students began module VI Diversity in February 2005.	SBE Priority #3, Goals: 3.1, 3.2, 3.3 — Using focus groups and online instruments, participants evaluate the orientation
NC TEACH OnLine		**# Participants:** 25 originally enrolled in pilot cohort; 22 currently enrolled **# Host Site Locations:** 1 NC TEACH OnLine Modules: OL Student Resource Center, OL Module IV: Teaching Mathematics to Middle and Secondary School Learners, OL Module IV – Science Methods,	

			OL Module IV – Special Populations: Teaching Students with Disabilities in Inclusion Settings, OL Module V – Instructional Technology, and OL Module VI – Diversity
			Audience: Mid-career professionals with a Bachelor's degree who wish to enter the teaching profession. Participants must have aptitude to succeed in the online learning environment and meet minimum hardware and software requirements.
		LEAs where NC TEACHers are employed: TBD	**Credit Hours:** Participants earn 15 - 18 graduate credit hours for the complete program and 3 – 6 credits for the fall semester of the program; 3 – 6 credits for the spring semester.
			Advising/Mentoring: Each program participant received an individualized program plan of study prior to the summer courses. Faculty advisors, mentoring and support from master teachers (National Board Certified) and faculty instructors continue to be made available to program participants. Support includes a site coordinator, an online coordinator, online course manager, Blackboard technical support services, an extensive online student resource center, and extensive support from online faculty instructors through lessons, synchronous and asynchronous discussion forums.
			Retention Rate: TBD
			Results: 22 participants have successfully completed OL Modules I, II, III, IV and V. 86% of online participants have been employed to date.
Cohort II:		**Host Site Locations: 3**	**# Participants obtaining clear initial license:** TBD
NC TEACH OnLine	Dec . 1, 2004 – Feb 28, 2005		Planning meetings have been conducted at WCU, FSU, and UNCP for deployment of NC TEACH OnLine at each campus for either a summer, fall, and winter start up. Online instructors have been secured for WCU and FSU.

session, each online module, support services, advising, and the online program in general.

Results: TBD

NC TEACH Affiliate Programs:	Dec. 1, 2004 – Feb. 28, 2005 (ongoing)	# Participants: Over 1,000 students are enrolled in NC TEACH Affiliate Programs	In addition to recruiting for and supporting the standard and online NC TEACH programs, NC TEACH now recruits for these (and other) additional university alternative route teacher preparation programs. Recruitment efforts continue and include advertising, distributing information, referrals, providing website links, and attending career fairs and information sessions.	SBE Priority #3, Goals: 3.1, 3.2, 3.3

University NC TEACH Affiliate Programs include:

Program	2003-2004	2004-2005
ECU		
Project ACT	50	55
MAT	55	58
Fast Track Licensure	98	100
UNCW		
CT3	16	25
Licensure Only	47	50
UNCC		
MAT	118	208
Fast Track	222	371
WCU		
MAT	97	100
UNCG		
PAIL SPEC ED	44*	TBD
Alt. Licensure Only	233*	TBD

MAT - Master in Arts in Teaching
CT3 - Coalition for Transition to Teaching
PAIL - Post Baccalaureate Alternative Initial Licensure
*Enrolled as of October 2003

NC TEACH now recruits for 26 alternative teacher preparation; programs at UNC constituent campuses. It is anticipated that more programs will be added next year.

Licensure Areas Include:

Secondary Science
Secondary Math
Secondary Social Studies
Secondary English
Middle Grades Science
Middle Grades
Math
Middle Grades LA
Middle Grades SS
K-12 Special Populations
K-12 English
Health Education
Business Education
Family and Consumer Science
Dance
Theatre
Art
Music
Spanish
Hispanic Studies
K-6 Elementary
Education
Comprehensive Science
Biology
Chemistry
Earth Science
Physics
Child and Family Studies
Physical Education

Program and course evaluations are conducted by the universities

Additional Program Activity 1:	Dec. 1, 2004 – Feb. 28, 2005	Comprehensive statewide	Recruitment efforts continue and include the following: NC TEACH recruits through its website, newspapers, journals, printed materials,	SBE Priority #3, Goals: 3.1, 3.2, 3.3

Activity	Date	Product/Distribution	Details	SBE
Activity 1: Continued and Expanded Recruitment	2005 (ongoing)		direct mailings to school districts and lateral entry teachers, radio (public and commercial), television (public and network), job fairs, industry, out placement firms, the Employment Securities Commission, and information sessions at universities and some school districts. NC TEACH now recruits for the standard and online NC TEACH programs and the NC TEACH affiliate programs at certain host site campuses. **Results:** Recruitment efforts during the first three years of NC TEACH (1999 – 2002) saw an increase in the number of applications from about 289 to almost 1,500 with an increase in diversity from 15% to 22% during that time. In 2003, NC TEACH received 1075 applications and diversity was 33% for those who enrolled in the program. NC TEACH now recruits for 26 alternative teacher preparation programs and UNC constituent campuses. NC TEACH is collaborating with the NC RALCs on recruitment for additional NC TEACH OnLine cohorts.	SBE Priority #3, Goals: 3.3, 3.4
Additional Program Activity 2: Professional Development CD	Dec 1, 2004 – Feb. 28, 2005	**Product Distribution:** All 117 NC School Districts	The NC DPI, LEARN NC, and NC TEACH collaborated on the development of the CD: Professional Development for New Teachers: 1st Days. This product was completed and distributed (by DPI) to all NC School Districts in February 2004. This product continues to be made available to all school districts in NC. **Participant Implementation:** At the end of participating in this CD, new teachers will have compiled a professional resources notebook to assist them in teaching during the first year in the classroom.	
Additional Program Activity 3: NC TEACH OnLine Module Development	Dec 1, 2004 – Feb 28, 2005	**Product Distribution:** These online modules and the student resource center continue to be made available to all of the North Carolina public and private universities and colleges	The NC DPI, LEARN NC, and NC TEACH collaborated on the development of NC TEACH OnLine. Online modules include the following: OL Student Resource Center, OL Module I – The Teacher, The Learner and The School, OL Module II – Curriculum and Instruction: Effective Teaching Strategies, OL Module III: Classroom Organization and Management, OL Module IV: Teaching Mathematics to Middle and Secondary School Learners, OL Module IV – Science Methods, OL Module IV – Special Populations: Teaching Students with Disabilities in Inclusion Settings, OL Module V – Instructional Technology, and OL Module VI – Diversity **Results:** Nine faculty, master teachers, and others, attended a series of extensive training and planning meetings leading to the development of eight completely online modules based upon the NC TEACH curriculum and a comprehensive online student resource center. A demonstration of the online modules was provided for the UNC Deans' Council and the North Carolina Independent Colleges and Universities in spring of 2004. Presentations to Deans' Council, UNC Distance Education Forum, and other groups were given in winter 2005. Module developers continue to revise and add instructor notes sections to the online modules.	SBE Priority #3, Goals: 3.1, 3.2, 3.3

NC TEACH Online Student Support	continual	22	The following activities continue as new students who are not in the full program have been cleared to register for specific modules: Contact for students who are having difficulty with their computer, in terms of logging in, accessing documents or websites within Blackboard (technical troubleshooting), or if the Blackboard server is down. Teach students how to effectively set up their computer or fix it in able for Blackboard to be utilized efficiently and completely (clear cache, cookies temporary files, download and run Norton antivirus, download and run suitable and safe spy-ware, do the web-check test through Learn NC, check hardware and software requirements). Set up username, password and access to Blackboard, and then orientating the students to it (via e-mails, manual, and phone calls).	SBE Priority #3, Goals: 3.1, 3.2, 3.3
NC TEACH Online Faculty Support Course Development	continual	13	The following continues to be provided as instructors for new modules come on board: Contact for staff who are having difficulty with their computer, in terms of logging in, accessing documents or websites within Blackboard (technical troubleshooting), or if the Blackboard server is down. Help instructors with specific Blackboard problems, such as setting up individual threads for their students, attaching images, documents, and web links. When the editing of a course is complete by the two editors, corrections other than specifically content related corrections are made. This involves comparing and contrasting all the modules, developing consistent standards and methods to apply to all the modules, and then incorporating these standard changes with the specific changes of the editors. A very detailed template to increase the consistency, flow and aesthetic component of the modules has been developed and is utilized for all module development and revision. This was created due to the high number of problems associated with uploading Word documents into Blackboard, and the resulting loss of correct font and formatting. There are many various methods to fix these problems, and the method used depends on the individual item being corrected. For example, it might be best fixed with Notepad, Word filtered html, Dream Weaver, going into the code, or a combination of these programs. In nearly all cases, items must be copied, fixed, and new items then created. Many images throughout the modules have been cut and pasted into Blackboard, thus creating incompatible URLs, and all of these images need to be taken out and attached properly with the correct URL. All web links have to be checked up front (an regularly) for validity. These services continue:	SBE Priority #3, Goals: 3.1, 3.2, 3.3
NC TEACH Online Course	continual		Act as a central contact point for distribution of information to NC TEACH staff, host site coordinators, editors, instructors and students.	

Management				
			Liaise with the LEARN NC Blackboard administrator and instructors to maintain a current list of enrolled students, make sure they are enrolled in their correct modules (as well as in their correct host site classes), and that the module is "opened" on the correct date and time.	SBE Priority #3, Goals: 3.1, 3.2, 3.3
			Staying current and up-to-date on all aspects of the Blackboard system, as well as online teaching, via attending Blackboard conferences and LEARN NC courses, and then integrating this knowledge into the NC TEACH online program.	
			Answer any questions potential host site staff may have about the implementation of the NC TEACH online program via the Blackboard system.	SBE Priority #3, Goals: 3.1, 3.2, 3.3
			Available to students, staff and faculty at all times either by office phone, cell phone, or email. This aspect is particularly important because the majority of a student's work is done outside business hours, as they are usually employed full-time themselves. Everyday. Periodic checking of each module's announcements and discussion boards, to make sure everything is running smoothly, and to trouble shoot potential issues for students.	
Ran advertisements for UNC-Wilmington Program	Winter 2005		Newspaper Ads continue to run in Wilmington Star News **Activity follow-up:** **Participant implementation:** **Results:**	SBE Priority #3, Goals: 3.1, 3.2, 3.3
Updates NC TEACH Program brochures; letters; applications; etc.	Continual		Program brochures reflect program changes and updates; distribution of brochures and applications to LEAs, all emergency and first year lateral entry teachers in NC 9over 1,600), all school system superintendents, all school system personnel directors, all inquiries (several hundred), other groups. **Activity follow-up:** **Participant implementation:** **Results:**	SBE Priority #3, Goals: 3.1, 3.2, 3.3
Held Info Sessions at LEAs (upon request) for prospective Program applicants	Winter 2005	About 20 – 40 lateral and emergency licensed teachers per session	All sessions were conducted after a series of planning meetings with LEA officials **Activity follow-up:** **Participant implementation:** **Results:**	SBE Priority #3, Goals: 3.1, 3.2, 3.3
Public Radio campaign	Continual	Over 30 programs	Ongoing meetings with WUNC Radio rep to refine public radio campaign: WUNC-Triangle Area through the Northeaster NC to the coast; WFDD- **Results:**	SBE Priority #3, Goals: 3.1, 3.2, 3.3

Activity	Date	Details	SBE Priority/Goals	Evaluation
planning meeting		Greensboro/Winston-Salem; WFSS-Asheville; Public Radio East-Greenville/New Bern; others.		
Ad campaigns	Dec, Jan, and Feb. 2005	**Activity follow-up:** **Participant implementation:** **Results:** Print ads included but not limited to: Carolina Saver, Fifty Plus, Herald Sun (Durham), News and Observer (Raleigh), News Leader (Wilmington; Fremont), Wilmington Star News, Asheville Citizens Times, Winston-Salem Journal, Greensboro News and Record, Charlotte Observer, FSU dailies, Others	SBE Priority #3, Goals: 3.1, 3.2, 3.3	
NC TEACH Website	Jan. –Feb. 2005	**Activity follow-up:** **Participant implementation:** **Results:** Program website updates continue and recent stats show between 10,000 – 12,000 queries per week.	SBE Priority #3, Goals: 3.1, 3.2, 3.3	
Application Packets distribution for 2005-2006		**Activity follow-up:** **Participant implementation:** **Results:** Application packets distributed for 2005-2006.	SBE Priority #3, Goals: 3.1, 3.2, 3.3	
NC TEACH Face-to-Face	March 1 – May 31, 2005	**# Participants:** 343 total enrolled **Licensure Areas:** Secondary Science – 52 Secondary Math – **Audience:** Mid-career professionals with a Bachelor's degree who wish to enter The NC TEACH Spring Semester included continuation of part-time, teacher preparation courses/modules at the following host site campuses: ECU, ECU-Onslow County, ECU-Johnston County, NCCU, NCSU, UNC-CH, UNCG, LRC, WSSU, and WCU. Evening and weekend courses/modules were offered at the following campuses: FSU and UNCW and UNCW in Jacksonville.	SBE Priority #3, Goals: 3.1, 3.2, 3.3	Program and course evaluations are done for the summer institute, fall and spring

			the teaching profession.	semesters, and at the end of the program. The instrument includes 5-point scaled responses and open-ended questions.
Cohort V:		18	**NC TEACH Courses/Modules:** Focus on Effective Teaching, Content Methods (all areas), Technology, Diversity	
		Secondary Social Studies – 31 Secondary English – 24 Middle Grades Science – 41 Middle Grades Math – 28 Middle Grades LA – 26 Middle Grades SS – 36 K-12 Special Populations – 72 K-12 Foreign Language – 6 Other – 9	**Credit Hours:** Participants earn 3 – 6 graduate credit hours for spring semester **Advising/Mentoring:** Each program participant received an individualized program plan of study. Faculty advisors, a site coordinator, mentoring and support from master teachers (National Board Certified) and faculty instructors are made available to program participants. **Results:** Percent participants completing program TBD in May 2005. Total employment numbers to be determined in October 2004 (over 90% of Cohort V participants are employed to date). **Retention Rate:** Retention data will be collected in December 2005. **# Participants obtaining clear initial license:** TBD in March 2006	Results: TBD
NC TEACH OnLine:	March 1 – May 31, 2005	**# Host Site Locations: 10** **LEAs where NC TEACHers are employed:** TBD **# Participants:**	NC TEACH OnLine began as a pilot program at WCU in June 2004. The completely online 36-week (instructional weeks) program will continue through spring of 2005. Online participants completed their Technology and Content modules as of March 15, 2005. Students began module VI Diversity in February 2005. Participants complete the program in May 2005.	**SBE Priority #3, Goals: 3.1, 3.2, 3.3** Using focus groups and online instruments, participants evaluate the orientation session, each online module, support services, advising, and the online program in general. Results: TBD
		WCU NC TEACH OnLine: 25 originally enrolled in pilot cohort; 22 currently enrolled **# Host Site Locations: 3** (1 pilot program; 2 planning meetings)	**NC TEACH OnLine Modules:** Participants continue with the following during Spring semester: OL Student Resource Center, OL Module IV: Teaching Mathematics to Middle and Secondary School Learners, OL Module IV – Science Methods, OL Module IV – Special Populations: Teaching Students with Disabilities in Inclusion Settings, OL Module V – Instructional Technology, and OL Module VI – Diversity **Audience:** Mid-career professionals with a Bachelor's degree who wish to enter the teaching profession. Participants must have aptitude to succeed in the online learning environment and meet minimum hardware and software requirements. **Credit Hours:** Participants earn 15 - 18 graduate credit hours for the complete program and 3 - 6 during the spring semester of the program. Credits may be applied toward an MAT program. **Advising/Mentoring:** Each program participant received an individualized program plan of study prior to the summer courses. Faculty advisors, mentoring	
		FSU: Planning with FSU Dean and faculty continue to offer FSU NC TEACH OnLine		

for 2005 – 2006. Recruitment efforts include advertisements and collaboration with area school districts and the local NCRALC.	and support from master teachers (National Board Certified) and faculty instructors continue to be made available to program participants. Support includes a site coordinator, an online coordinator, online course manager, Blackboard technical support services, a comprehensive online student resource center, and extensive support from online faculty instructors through lessons, and synchronous and asynchronous discussion forums.

UNCP:
Preliminary discussions began (early spring) with UNCP Dean and faculty to determine feasibility of offering an online program at UNCP. Changeover in Dean's position caused delay in planning.

NC TEACH Affiliate Programs:

(Ongoing)

March 1 – May 31, 2005

LEAs where NC TEACHers are employed: TBD

Results: 22 participants successfully completed OL Modules I, II, III, IV and V. 92% of online participants have been employed to date.

Retention Rate: TBD

 # Participants obtaining clear initial license: TBD

SBE Priority #3, Goals: 3.1, 3.2, 3.3

Program and course evaluations are conducted by individual universities

 # Participants: 967 students are enrolled in NC TEACH Affiliate Programs

Licensure Areas Include:
Secondary Science
Secondary Math
Secondary Social Studies
Secondary English
Middle Grades Science
Middle Grades Math
Middle Grades LA
Middle Grades SS
K-12 Special Populations

In addition to recruiting for and supporting the face-to-face and online NC TEACH programs, NC TEACH now recruits for these additional university alternative route teacher preparation programs. Recruitment efforts continue and include advertising, distributing information, referrals, providing website links, and attending career fairs and information sessions.
University NC TEACH Affiliate Programs include:

Program	2003 - 2004	2004 - 2005
ECU Project ACT	50	55
UNCW MAT	55	58
CT3	16	25
Licensure Only	47	50
UNCC MAT	118	208
Fast Track	222	371
WCU MAT	97	100
UNCG PAIL SPEC ED	44*	TBD
Alt. Licensure Only	233*	TBD

UNCG		
PAIL SPEC ED	44*	TBD
Alt. Licensure Only	233*	TBD

MAT - Master in Arts in Teaching
CT3 - Coalition for Transition to Teaching
PAIL - Post Baccalaureate Alternative Initial Licensure
*Enrolled as of October 2003

NC TEACH now recruits for 26 alternative teacher preparation; programs at UNC constituent campuses (This number includes NC TEACH programs). It is anticipated that more programs will be added next year.

K-12 English
Health Education
Business Education
Family and
Consumer Science
Dance
Theatre
Art
Music
Spanish
Hispanic Studies
K-6 Elementary
Education
Comprehensive
Science
Biology
Chemistry
Earth Science
Physics
Child and Family
Studies
Physical Education

Additional Program Activity 1: Continued and Expanded Recruitment

(Ongoing)

Activities

March 1 – May 31, 2005

Comprehensive statewide

Recruitment efforts for cohort VI and NC TEACH OnLine continue and include the following:

NC TEACH recruits through its website, newspapers, journals, printed materials, direct mailings to school districts and lateral entry teachers, radio (public and commercial), television (public and network), job fairs, industry, out placement firms, the Employment Securities Commission, and information sessions/meetings at universities and school districts. NC TEACH now recruits for the standard and online NC TEACH programs and the NC TEACH affiliate programs at host site campuses.

Results: Recruitment efforts during the first three years of NC TEACH (1999 – 2002) saw an increase in the number of applications from about 289 to almost 1,500 with an increase in diversity from 15% to 22% during that time. In 2003, NC TEACH received 1075 applications and diversity was 33% for those who enrolled in the program.

In 2004, 343 participants enrolled in the face-to-face NC TEACH program, 25 enrolled in the WCU NC TEACH OnLine program, and over 900 enrolled in NC TEACH affiliate programs.

NC TEACH is collaborating with the NC RALCs on recruitment for additional NC TEACH OnLine cohorts and for new teachers who need to take a course in math, science, or special populations methods of teaching.

SBE Priority #3,
Goals: 3.1, 3.2, 3.3

NC TEACH program staff and site coordinators monitor all recruitment activities.

NC TEACH now recruits for 26 alternative teacher preparation programs and UNC constituent campuses.

*Information about Cohort VI will be included with the June 2005 – August 2005 quarterly report.

Orientation for this cohort takes place in May or June 2005.

NC TEACH Face-to-Face Cohort VI*				
Ran advertisements	March 1 – May 31, 2005 Ongoing	Statewide	Newspaper Ads in journals with largest readership in NC in selected regions Collaborated with UNC SOEs for better coverage and creation of ads that also recruit for their other alternative teacher preparation programs. All advertisements are approved by Deans prior to print	SBE Priority #3, Goals: 3.1, 3.2, 3.3
Updates NC TEACH Program brochures	March 1 – May 31, 2005 Ongoing	Statewide Distribution	Program brochures reflect program changes and updates	SBE Priority #3, Goals: 3.1, 3.2, 3.3
Held Info Sessions/meetings at various school districts for prospective Program applicants	March 1 – May 31, 2005 Ongoing	35 - 40	Held Information Sessions at 15-20 locations Meetings at about 20 locations	SBE Priority #3, Goals: 3.1, 3.2, 3.3
Public Radio campaign planning meeting	March 1 – May 31, 2005 Ongoing	Statewide	Met with WUNC Radio rep to plan and schedule public radio campaign. Met with WFDD, WFSS, WCQS and Public Radio East rep to plan and schedule public radio campaign	SBE Priority #3, Goals: 3.1, 3.2, 3.3
Ad campaign in Eastern NC	March 1 – May 31, 2005 Ongoing	Eastern NC	Planned Carolina Saver ad campaign to run in critical months for Eastern NC	SBE Priority #3, Goals: 3.1, 3.2, 3.3
NC TEACH Website	March 1 – May 31, 2005 Ongoing	Statewide	Program website updates	SBE Priority #3, Goals: 3.1, 3.2, 3.3
Application Packets updated and	March 1 – May 31, 2005	Statewide	Application packets updated and printed for 2005-2006. Direct mailing to all Superintendents, Human Resource Managers, first year lateral entry licensed teachers, emergency licensed teachers and potential	SBE Priority #3, Goals: 3.1, 3.2, 3.3

	Ongoing		applicants.	
Additional Program Activity 2: Professional Development CD	March 1 – May 31, 2005	**Product Distribution:** All 117 NC School Districts	The NC DPI, LEARN NC, and NC TEACH collaborated on the development of the CD: Professional Development for New Teachers: 1st Days. This product was completed and distributed (by DPI) to all NC School Districts in February 2004. This product continues to be made available to all school districts in NC. Several Host Sites lead induction programs with regional school districts and incorporate the content of the CD into LEA professional development activities. **Participant Implementation:** At the end of participating in this CD, new teachers have compiled a professional resources notebook to assist them in teaching during the first year in the classroom.	SBE Priority #3, Goals: 3.3, 3.4
Additional Program Activity 3: NC TEACH OnLine Module Development and Implementation	March 1 – May 31, 2005	**Product Distribution:** These online modules and the student resource center continue to be available to all of the North Carolina public and private universities and colleges. *Meetings with Deans from the NC private and public colleges and universities were held to demonstrate all modules and resource materials. Deans were invited to contact Bobby Hobgood of LEARN NC or Dorothy Mebane of NC TEACH for more information and to request access to the modules. *A meeting was held by Kathy	The NC DPI, LEARN NC, and NC TEACH collaborated on the development of NC TEACH OnLine modules. Modules include the following: OL Student Resource Center, OL Module I – The Teacher, The Learner and The School, OL Module II – Curriculum and Instruction: Effective Teaching Strategies, OL Module III: Classroom Organization and Management, OL Module IV: Teaching Mathematics to Middle and Secondary School Learners, OL Module IV – Science Methods, OL Module IV – Special Populations: Teaching Students with Disabilities in Inclusion Settings, OL Module V – Instructional Technology, and OL Module VI – Diversity **Results:** Nine faculty, master teachers, and others, attended a series of extensive training and planning meetings leading to the development of eight completely online modules based upon the NC TEACH curriculum and a comprehensive online student resource center. A demonstration of the online modules was provided for the UNC Deans' Council and the North Carolina Independent Colleges and Universities in spring of 2004. Module developers continue to revise and add instructor notes to respective modules.	SBE Priority #3, Goals: 3.1, 3.2, 3.3 Using focus groups and online instruments, participants evaluate the orientation session, each online module, support services, advising, and the online program in general

Category	Timeline	Number	Activity / Responsibility	SBE Priority
			Sullivan of DPI to discuss deployment issues of the online modules. Names of representative UNC Deans were selected and forwarded to DPI, however, follow-up meetings to decide on deployment issues were never held.	
NC TEACH Online Student Support	March 1 – May 31, 2005 ongoing	22	Responsibility: Contact for students who are having difficulty with their computer, in terms of logging in, accessing documents or websites within Blackboard (technical troubleshooting), or if the Blackboard server is down. Teach students how to effectively set up their computer or fix it in able for Blackboard to be utilized efficiently and completely (clear cache, cookies temporary files, download and run Norton antivirus, download and run suitable and safe spy-ware, do the web-check test through Learn NC, check hardware and software requirements). Set up username, password and access to Blackboard, and then orientating the students to it (via e-mails, manual, and phone calls).	SBE Priority #3, Goals: 3.1, 3.2, 3.3
NC TEACH Online Faculty Support	March 1 – May 31, 2005 Ongoing	13	Responsibility: Contact for staff who are having difficulty with their computer, in terms of logging in, accessing documents or websites within Blackboard (technical troubleshooting), or if the Blackboard server is down. Help instructors with specific Blackboard problems, such as setting up individual threads for their students, attaching images, documents, and web links.	SBE Priority #3, Goals: 3.1, 3.2, 3.3
NC TEACH Online Course Development	March 1 – May 31, 2005 Ongoing		Responsibility: When external editors complete module edits, corrections (other than specifically content related) are made. This involves comparing and contrasting all the modules, developing consistent standards and methods to apply to all the modules, and then incorporating these standard changes with the specific changes of the editors. A detailed template to increase the consistency, flow and aesthetic component of the modules, is utilized. There have been many problems with uploading Word documents into Blackboard, resulting in loss of correct font and formatting. There are many various methods to fix these	SBE Priority #3, Goals: 3.1, 3.2, 3.3

Program	Dates	Participants / Audience / Modules	Responsibility / Activities	SBE Priority	Program Evaluation
NC TEACH Online Course Management	March 1 – May 31, 2005 / Ongoing		**Responsibility:** problems, and the method used depends on the individual item being corrected. For example, it might be corrected with Notepad, Word filtered html, Dream Weaver, going into the code, or a combination of these programs. In nearly all cases, the item must be copied, fixed, and a new item then created. Many images throughout the modules have been cut and pasted into Blackboard, thus creating incompatible URLs, and all of these images need to be taken out and attached properly with the correct URL. All web links have to be checked for validity. Liaise with the LEARN NC Blackboard administrator and instructors to maintain a current list of enrolled students, make sure they are enrolled in their correct modules (as well as in their correct host site classes), and that the module is "opened" on the correct date and time. Act as a central contact point for distribution of information to NC TEACH staff, host site coordinators, editors, instructors and students. Stay current and up-to-date on all aspects of the Blackboard system, as well as online teaching, via attending Blackboard conferences and LEARN NC courses, and then integrating this knowledge into the NC TEACH online program. Answer any questions potential host site staff may have about the implementation of the NC TEACH online program via the Blackboard system. Be available to students, staff and faculty at all times either by office phone, cell phone, or email. This aspect is particularly important because the majority of a student's work is done outside business hours, as they are usually employed full-time themselves. Everyday, I check each module's announcements and discussion boards, to make sure everything is running smoothly, and to help with issues that may arise.	SBE Priority #3, Goals: 3.1, 3.2, 3.3	Program and course evaluations are done for the summer institute, fall and spring semesters, and at the end of the program. The instrument includes 5-point scaled responses and open-ended questions.
NC TEACH Face-to-Face Cohort VI:	June 1 – August 31, 2005	**# Participants:** 352 total enrolled. **Licensure Areas:** Secondary Science, Secondary Math, Secondary Social Studies, Secondary English, Middle Grades Science, Middle Grades Math, Middle Grades LA, Middle Grades SS. **Audience:** Mid-career professionals with a Bachelor's degree who wish to enter the teaching profession. **NC TEACH Courses/Modules:** The Professional Role of Teachers, Understanding the Learner, Effective Teaching, Content Methods (all areas), Technology, and Diversity.	Final selection of applicants ended in May 2005, followed by a two-day orientation. The NC TEACH Summer Institute included 5 weeks of full-time, intensive teacher preparation courses/modules at the following host site campuses: ECU, ECU-Johnston County, ECU-Onslow County, NCCU, NCSU, UNC-CH, UNCG, LRC, WSSU, and WCU. Evening and weekend courses/modules were offered at the following campuses: FSU and UNCW and UNCW in Jacksonville.	SBE Priority #3, Goals: 3.1, 3.2, 3.3	

				Results: TBD

K-12 Special Populations
K-12 Foreign Language
Other

Credit Hours: Participants earn 6-9 graduate credit hours for the Summer Institute.

Advising/Mentoring: Each program participant received an individualized program plan of study. Faculty advisors, a site coordinator, mentoring and support from master teachers (National Board Certified) and faculty instructors are made available to program participants.

Results: TBD

NC TEACH · OnLine:

June 1 – August 31, 2005

 # Host Site Locations: 13

LEAs where NC TEACHers are employed: TBD

 # Participants: See Below

 # Host Site Locations: 3 (1 pilot program; 2 planning meetings)

WCU NC TEACH OnLine Cohort II: 28 enrolled

FSU NC TEACH OnLine Cohort I: 34 enrolled

UNCP: Faculty members were selected to attend the 9 week

34 participants enrolled in the program and attended the orientation and Summer Institute.

Recruitment efforts included advertisements and collaboration with area school districts and the local NCRALC.

Results: Percent participants completing program TBD in March 2006. Total employment of Cohort VI will be determined in Fall 2005.

Retention Rate: Retention data will be collected in December 2005.

 # Participants obtaining clear initial license: TBD in March 2006

WCU NC TEACH OnLine:

For the second year, Western Carolina University offered the NC TEACH program in an online format. Students entering the 2005-06 cohort had the option of taking courses online, face-to-face or a combination of both. Those seeking licensure in English, Mathematics, Science and Social Studies in both Middle Grade and High School and in K-12 Special Populations were invited to participate. Twenty-eight NC TEACHers participated in the online program this year adding to the 22 who completed the pilot online 2004 – 05 program.

In preparation for the 2005-06 cohort, Western instructional web consultants provided faculty training sessions in online learning via WebCT. Students received training during the NC TEACH orientation. To continue support during the school year, the office of distance education hired a part-time online coordinator to serve as a liaison between students in the program and the university. The online coordinator also assists with program evaluation including data collection on the retention of NC TEACHers in the profession.

FSU NC TEACH OnLine:

Fayetteville State University, as a result of the successful pilot of WCU NC TEACH OnLine, launched its own online program in May 2005. Instructors hail from several universities, and students access the online modules from where they live and work in North Carolina, regardless of geographic location. Instructors for the FSU NC TEACH OnLine Program attended online and face-to-face training sessions provided by LEARN NC in collaboration with NC TEACH. While most students are taking the program completely online, some have opted to take a combination of face-to-face and online modules. To date, twenty-nine

SBE Priority #3, Goals: 3.1, 3.2, 3.3

Using focus groups and online instruments, participants evaluate the orientation session, each online module, support services, advising, and the online program in general. Questions are multiple choice and rated on a 5-point scale and/or open response.

Results: TBD

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		attend the 9-week online LEARN NC DATOC (Develop and Teach Online Courses) course and planning continued for a possible January 2006 start-up.	students have completed one orientation and three core modules, and have recently begun their fourth module. Online students will complete the program in spring 2006. FSU has made a smooth and successful transition to the NC TEACH OnLine learning system, and is currently preparing for the recruitment of a 2006-07 cohort.

LEAs where NC TEACHers are employed: TBD

DPI, LEARN NC, and NC TEACH created the NC TEACH online modules in a collaborative effort with the anticipation that the modules were to be made available to all for the public and private colleges and universities in North Carolina. Contacting either NC TEACH or LEARN NC directly provides access.

June 1 – August 31, 2005

Participants: 1,600 students are enrolled in NC

Participants obtaining clear initial license: TBD

Retention Rate: TBD

Results: 26 (WCU)/29 (FSU) participants successfully completed OL Modules I, II, and III. Module IV begins in October 2005. Total employment will be determined in October 2005.

Advising/Mentoring: All online participants attended an intensive face-to-face orientation in May 2005. Each program participant received an individualized program plan of study. Faculty advisors, mentoring and support from master teachers (National Board Certified) and faculty instructors are made available to program participants. Support includes an NC TEACH program site coordinator, an online coordinator, online course manager, WebCT (WCU) or Blackboard (FSU) technical support services, an extensive online student resource center, and extensive support from online faculty instructors through lessons, synchronous and asynchronous discussion forums.

Credit Hours: Participants earn 15 graduate credit hours for the program; 6-9 of which are earned during the first nine-weeks. Credits may be applied toward the MAT program.

Audience: Mid-career professionals with a Bachelor's degree who wish to enter the teaching profession. Participants must have aptitude to succeed in the online learning environment and meet minimum hardware and software requirements.

NC TEACH OnLine Modules: OL Student Resource Center, OL Module I – The Teacher; The Learner and The School, OL Module II – Curriculum and Instruction: Effective Teaching Strategies, OL Module III: Classroom Organization and Management, OL Module IV: Teaching Mathematics to Middle and Secondary School Learners, OL Module IV – Science Methods, OL Module IV – Special Populations: Teaching Students with Disabilities in Inclusion Settings, OL Module V – Instructional Technology, and OL Module VI – Diversity

In addition to recruiting for and supporting the face-to-face and online NC TEACH programs, NC TEACH now recruits for additional university alternative route teacher preparation programs. Recruitment efforts continue and include

Program and course evaluations are

NC TEACH Affiliate Programs:	Ongoing			
		TEACH Affiliate Programs Include: **Licensure Areas Include:** Secondary Science Secondary Math Secondary Social Studies Secondary English Middle Grades Science Middle Grades Math Middle Grades LA Middle Grades SS K-12 Special Populations K-12 English Health Education Business Education Family and Consumer Science Dance Theatre Art Music Spanish Hispanic Studies K-6 Elementary Education Comprehensive Science Biology Chemistry Earth Science Physics Child and Family Studies Physical Education	**University NC TEACH and NC TEACH Affiliate Programs include:** ECU: NC TEACH, ACT, MAT, Fast Track Licensure UNCW: NC TEACH, CT3, Licensure Only UNCC: NC TEACH, MAT, Fast Track WCU: NC TEACH, WCU NC TEACH OnLine, MAT UNCG: NC TEACH, PAIL, Alternative Licensure Only UNC CH: NC TEACH, MAT NCSU: NC TEACH, Licensure Only, MAT NCCU: NC TEACH, Alternative Licensure Special Education Licensure Only Program WSSU: NC TEACH, MAT (pending approval) FSU: NC TEACH, FSU NC TEACH OnLine, Licensure Only Lenoir Rhyne College: NC TEACH	
advertising, distributing information, referrals, providing website links, and attending career fairs and information sessions.				conducted by individual universities

Additional Program Activity 1: Continued and Expanded Recruit-ment Activities	June 1 – August 31, 2005 Ongoing	Comprehensive statewide	Recruitment efforts for cohort VI and NC TEACH OnLine continue and include the following:	SBE Priority #3, Goals: 3.1, 3.2, 3.3 NC TEACH program staff coordinators and site coordinators monitor all recruitment activities.

NC TEACH recruits through its website, newspapers, journals, printed materials, direct mailings to school districts and lateral entry teachers, radio (public and commercial), television (public and network), job fairs, industry, out placement firms, the Employment Securities Commission, and information sessions/meetings at universities and school districts. NC TEACH now recruits for the standard and online NC TEACH programs and the NC TEACH affiliate programs at host site campuses.

Results: Recruitment efforts during the first three years of NC TEACH (1999 – 2002) saw an increase in the number of applications from about 289 to almost 1,500 with an increase in diversity from 15% to 22% during that time. In 2003, NC TEACH received 1075 applications and diversity was 33% for those who enrolled in the program.

In 2005, 352 participants enrolled in the face-to-face NC TEACH program, 28 enrolled in the WCU NC TEACH OnLine program, 34 enrolled in the FSU NC TEACH OnLine program and over 1,600 enrolled in NC TEACH affiliate programs.

NC TEACH collaborates with the NC RALCs on recruitment for additional NC TEACH OnLine cohorts and for new teachers who need to take a course in math, science, or special populations methods of teaching.

NC TEACH now recruits for 30 alternative teacher preparation programs at UNC constituent campuses.

Recruitment Update:

Over 1,450 NC TEACHers have been employed in over 85 counties in North Carolina, to date. Recruitment for the 2006 –07 university-based NC TEACH Program, hosted at ECU, UNCW, FSU, NCCU, NCSU, UNC-CH, UNCG, WSSU, WCU, UNCC (NC TEACH affiliate programs), along with Lenoir Rhyne College, is underway. Efforts include multi-media campaigns, assistance with teacher recruitment at LEAs, direct mailings to first year lateral entry teachers and administrators, participation in job fairs, and outreach to business, industry, and government agencies. The special emphasis on outreach to school districts has been received positively by district personnel and activities include meetings with human resource managers, prospective lateral entry teachers, and offering evening and weekend sessions to distribute information about NC TEACH and other alternative route teacher preparation programs offered by UNC system campuses. The need

for more mathematics, science, and special populations teachers continues to be great. NC TEACH has also participated in the NC-aeyc (NC Association for the Education of Young Children) Annual Study Conference, for the purpose of exploring how NC TEACH can support those in the early education community in gaining their Birth-Kindergarten licensure. In addition to NC TEACH, the program now recruits for 30 alternative route and MAT programs at UNC campuses

				SBE Priority #3, Goals: 3.1, 3.2, 3.3
Ran advertisements	June 1 – August 31, 2005 Ongoing	Statewide	Newspaper Ads in journals with largest readership in NC in selected regions Collaborated with UNC SOEs for better coverage and creation of ads that also recruit for their other alternative teacher preparation programs. All advertisements are approved by Deans prior to print	SBE Priority #3, Goals: 3.1, 3.2, 3.3
Updates NC TEACH Program brochures	June 1 – August 31, 2005 Ongoing	Statewide Distribution	Program brochures and printed materials updated to reflect program changes and updates	SBE Priority #3, Goals: 3.1, 3.2, 3.3
Held Info Sessions/meetings at various school districts for prospective Program applicants	June 1 – August 31, 2005 Ongoing		Held Information Sessions when requested by school districts; attended job fairs. Held meetings with school district human resource personnel.	SBE Priority #3, Goals: 3.1, 3.2, 3.3
Public Radio campaign planning meeting	June 1 – August 31, 2005 Ongoing	Statewide	Met with WUNC Radio rep to plan and schedule public radio campaign. Met with WFDD, WFSS, WCQS and Public Radio East rep to plan and schedule public radio campaign. Met with additional radio reps to schedule regional campaigns	SBE Priority #3, Goals: 3.1, 3.2, 3.3
Ad campaign in Eastern NC	June 1 – August 31, 2005 Ongoing	Eastern NC	Planned Carolina Saver ad campaign to run in critical months for Eastern NC	SBE Priority #3, Goals: 3.1, 3.2, 3.3
NC TEACH Website	June 1 – August 31, 2005 Ongoing	Statewide	Program website updates	SBE Priority #3, Goals: 3.1, 3.2, 3.3

Activity/Product	Timeline	Distribution	Description	SBE Priority/Goals
Application Packets updated and distributed for 2005-2006	June 1 – August 31, 2005 Ongoing		Application packets updated and printed for 2005-2006. Direct mailing to all Superintendents, Human Resource Managers, and first year lateral entry licensed teachers, emergency licensed teachers and potential applicants.	SBE Priority #3, Goals: 3.1, 3.2, 3.3
Additional Program Activity 2: Professional Development CD	June 1 – August 31, 2005 Ongoing	**Product Distribution:** All 117 NC School Districts	The NC DPI, LEARN NC, and NC TEACH collaborated on the development of the CD: Professional Development for New Teachers: 1st Days. This product was completed and distributed (by DPI) to all NC School Districts in February 2004. This product continues to be made available to all school districts in NC. Several Host Sites lead induction programs with regional school districts and incorporate the content of the CD into LEA professional development activities. **Participant Implementation:** At the end of participating in this CD, new teachers have compiled a professional resources notebook to assist them in teaching during the first year in the classroom.	SBE Priority #3, Goals: 3.3, 3.4
Additional Program Activity 3: NC TEACH OnLine Module Development and Implementation	June 1 – August 31, 2005 Ongoing	**Product Distribution:** These online modules and the student resource center continue to be available to all of the North Carolina public and private universities and colleges.	The NC DPI, LEARN NC, and NC TEACH collaborated on the development of NC TEACH OnLine modules. Modules include the following: OL Student Resource Center, OL Module I – The Teacher, The Learner and The School, OL Module II – Curriculum and Instruction: Effective Teaching Strategies, OL Module III: Classroom Organization and Management, OL Module IV: Teaching Mathematics to Middle and Secondary School Learners, OL Module IV – Science Methods, OL Module IV – Special Populations: Teaching Students with Disabilities in Inclusion Settings, OL Module V – Instructional Technology, and OL Module VI – Diversity. **Results:** Nine faculty, master teachers, and others, attended a series of extensive training and planning meetings leading to the development of eight completely online modules based upon the NC TEACH curriculum and a comprehensive online student resource center. A demonstration of the online modules was provided for the UNC Deans' Council and the North Carolina Independent Colleges and Universities in spring of 2004. Additional meetings at specific universities were attended to demonstrate NC TEACH online modules and discuss enhanced access. Module developers continued to revise and add instructor notes to respective modules. **Responsibility:**	SBE Priority #3, Goals: 3.1, 3.2, 3.3 — Using focus groups and online instruments, participants evaluate the online orientation session, each online module, support services, advising, and the online program in general
NC TEACH Online Student Support	June 1 – August 31, 2005 Ongoing	62	Contact for students who are having difficulty with their computer, in terms of logging in, accessing documents or websites within Blackboard (technical troubleshooting), or if the Blackboard server is down. Teach students how to effectively set up their computer or fix it in able for Blackboard to be utilized efficiently and completely (clear cache, cookies	SBE Priority #3, Goals: 3.1, 3.2, 3.3

Category	Dates		Responsibility / Description	SBE Priority / Goals
			temporary files, download and run Norton antivirus, download and run suitable and safe spy-ware, do the web-check test through Learn NC, check hardware and software requirements).	
			Set up username, password and access to Blackboard, and then orientating the students to it (via e-mails, manual, and phone calls).	
NC TEACH Online Faculty Support	June 1 – August 31, 2005 Ongoing	12 - 15	Responsibility: Contact for staff who are having difficulty with their computer, in terms of logging in, accessing documents or websites within Blackboard (technical troubleshooting), or if the Blackboard server is down. Help instructors with specific Blackboard problems, such as setting up individual threads for their students, attaching images, documents, and web links.	SBE Priority #3, Goals: 3.1, 3.2, 3.3
NC TEACH Online Course Development	June 1 – August 31, 2005 Ongoing		Responsibility: When external editors complete module edits, corrections (other than specifically content related) are made. This involves comparing and contrasting all the modules, developing consistent standards and methods to apply to all the modules, and then incorporating these standard changes with the specific changes of the editors. A detailed template to increase the consistency, flow and aesthetic component of the modules, is utilized. There have been many problems with uploading Word documents into Blackboard, resulting in loss of correct font and formatting. There are many various methods to fix these problems, and the method used depends on the individual item being corrected. For example, it might be corrected with Notepad, Word filtered html, Dream Weaver, going into the code, or a combination of these programs. In nearly all cases, the item must be copied, fixed, and a new item then created. Many images throughout the modules have been cut and pasted into Blackboard, thus creating incompatible URLs, and all of these images need to be taken out and attached properly with the correct URL. All web links have to be checked for validity.	SBE Priority #3, Goals: 3.1, 3.2, 3.3
NC TEACH Online Course Management	June 1 – August 31, 2005 Ongoing		Responsibility: Act as a central contact point for distribution of information to NC TEACH staff, host site coordinators, editors, instructors and students. Liaise with the LEARN NC Blackboard administrator and instructors to maintain a current list of enrolled students, make sure they are enrolled in their correct modules (as well as in their correct host site classes), and that the module is "opened" on the correct date and time.	SBE Priority #3, Goals: 3.1, 3.2, 3.3

		Stay current and up-to-date on all aspects of the Blackboard system, as well as online teaching, via attending Blackboard conferences and LEARN NC courses, and then integrating this knowledge into the NC TEACH online program.

Answer any questions potential host site staff may have about the implementation of the NC TEACH online program via the Blackboard system.

Be available to students, staff and faculty at all times either by office phone, cell phone, or email. This aspect is particularly important because the majority of a student's work is done outside business hours, as they are usually employed full-time themselves. Everyday, I check each module's announcements and discussion boards, to make sure everything is running smoothly, and to help with issues that may arise. | |

UNC – CSLD Professional Development Activities
September 2004 – August 2005

Program Name: Principals' Executive Program (PEP)

Professional Development Activity	Date(s) offered	Number of Participants & LEAs Served	Brief Description of Activity including Intended Audience	Supports/directly relates to SBE Priorities and/or SCOS	Participant evaluation of activity
Leadership Program for High School Principals 5.2, 5.3, 5.4	Aug 31- Sept 1, 2004 Oct 5-6, 2004 Nov 16-17, 2004	Participants List LEA's served: Charlotte/Mecklenburg Charter School Chatham Cherokee Columbus Currituck Davidson Davie Durham Public Haywood Martin Moore New Hanover Onslow Orange Randolph Robeson Stokes Transylvania Winston Salem/Forsyth	This program provide high school principals an opportunity to gain information and develop skills for leadership in the following areas: instruction, personnel, student activities, community involvement, law. **Activity follow-up:** Program still in progress **Participant implementation:** Program still in progress **Results:** Program still in progress	SBE Priority 1,2,3,4,5	NA
Instructional Leadership Reform Program 2.1, 2.2	Sept 1-3, 2004 Oct 13-15, 2004	Participants List LEA's served: Anson Beaufort Bladen Brunswick Charter School Chatham Columbus Cumberland Durham Public Hoke Lexington City Northampton Pitt Randolph Vance	Program designed for principals of schools receiving Comprehensive School Reform Grants. This is a two year initiative. The focus of the program is to build the capacity of the principals to implement their reform models. **Activity follow-up:** Program still in progress **Participant implementation:** Program still in progress **Results:** Program still in progress	SBE Priority 1,2,3,4,5 NCSCOS K-12	NA

Professional Development Activity	Date(s) offered	Number of Participants & LEAs Served	Brief Description of Activity including Intended Audience	Supports/directly relates to SBE Priorities and/or SCOS	Participant evaluation of activity
Leadership Program for New Principals 7.1, 7.2, 7.3	Sept 8-10, 2004 Oct 20-22, 2004 Nov 16-18, 2004	Participants List LEA's served: Wake Wayne Weldon City Winston Salem/Forsyth Alamance/Burlington Asheboro City Brunswick Buncombe Cabarrus Caldwell Catawba Charlotte/Mecklenburg Charter School Craven Cumberland Davidson Duplin Edenton/Chowan Edgecombe Elizabeth City/Pasquotank Guilford Halifax Hertford Hickory Hoke Hyde Iredell/Statesville Jones Lenoir Lexington City Montgomery Nash/Rocky Mount Northampton Onslow Perquimans Person Pitt Randolph Robeson Rowan/Salisbury Rutherford Sampson Surry Thomasville City Union Vance	Helps new principals develop management skills necessary to become effective school leaders. **Activity follow-up:** Program still in progress **Participant implementation:** Program still in progress **Results:** Program still in progress	SBE Priorities 1.2, 2.1, 2.3, 2.4, 3.1, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 5.1, 5.3, 5.4	NA

Professional Development Activity	Date(s) offered	Number of Participants & LEAs Served	Brief Description of Activity including Intended Audience	Supports/directly relates to SBE Priorities and/or SCOS	Participant evaluation of activity
Leadership Program for Assistant Principals 40.2, 40.3	Sept 21-23, 2004 Oct 27-29, 2004	50 Participants List LEA's served: Alamance/Burlington Bertie Brunswick Buncombe Charlotte/Mecklenburg Charter Schools Cleveland Craven Cumberland Duplin Fort Bragg Franklin Gaston Guilford Iredell/Statesville Lenoir Lexington Martin Moore Mooresville City Onslow Pender Randolph Rockingham Sampson Scotland Surry Union Wake Wayne Weldon City Wilkes Wilson Winston Salem/Forsyth	LPAP provides professional development to NC's new and experienced assistant principals. LPAP's goal is not only to enhance managerial skills but also to develop individual leadership capacities. **Activity follow-up:** Program still in progress **Participant implementation:** Program still in progress **Results:** Program still in progress	SBE Priority 1,2,3,4,5	NA
Principals As Technology Leaders Reunion	Sept 28-29, 2004	204 Participants List LEA's served: Alamance/Burlington Alexander Alleghany Anson Appalachian State Univ. Asheville City ... Union Wake Wayne Wilkes Wilson Winston Salem/Forsyth	Program was one day program designed to update prior PATL participants on recent technological advances and share lessons learned from each other as they implemented technology in their schools. **Activity follow-up:** None **Participant implementation:** Participants returned to schools with new ideas on	NA	NA since one time event

Professional Development Activity	Date(s) offered	Number of Participants & LEAs Served	Brief Description of Activity including Intended Audience	Supports/directly relates to SBE Priorities and/or SCOS	Participant evaluation of activity
		Beaufort Bertie Brunswick Buncombe Burke Cabarrus Carteret Catawba Development Chapel Hill/Carrboro City Charlotte/Mecklenburg Charter School Chatham Cherokee Cleveland Columbus Craven Cumberland DPI Delinquency Prevention Duplin Durham Public Elizabeth City/Pasquotank Franklin Gaston Granville Guilford Hickory City Iredell/Statesville Jackson Lee Lenoir Lexington City Lincoln Martin Mitchell Moore Mooresville City Nash/Rocky Mount New Hanover Non-Public Northampton Onslow Orange Other Person Pitt Randolph	how to best integrate technology in their programs. **Results:**		

Professional Development Activity	Date(s) offered	Number of Participants & LEAs Served	Brief Description of Activity including Intended Audience	Supports/directly relates to SBE Priorities and/or SCOS	Participant evaluation of activity
Leadership Conference for New Administrators	Nov 16-17, 2004	379 Participants List LEA's served: Alamance/Burlington Alexander Alleghany Ashe Asheboro City Asheville City Avery Beaufort Bladen Buncombe Burke Cabarrus Caldwell Carteret Catawba Chatham Charter School Charlotte/Mecklenburg Chapel Hill/Carrboro City Cherokee Craven Cumberland Currituck Dare Davidson Davie DPI Duplin Durham Public Edenton/Chowan Edgecombe Elizabeth City/Pasquotank Richmond Roanoke Rapids Robeson Rockingham Rutherford Sampson Stanly Stokes Transylvania Union Wayne Wilkes Wilson Winston Salem/Forsyth	This conference was an introduction to PEP programming for new NC School Administrators. Program consisted of both keynote addresses and breakout sessions **Activity follow-up:** **Participant implementation:** Participants came away with strategies for instructional leadership they could use in their schools. **Results:**		Overall-3.6 on 4.0 scale.

Professional Development Activity	Date(s) offered	Number of Participants & LEAs Served	Brief Description of Activity including Intended Audience	Supports/directly relates to SBE Priorities and/or SCOS	Participant evaluation of activity
		Franklin Gaston Gates Governor Morehead School Greene Graham Guilford Halifax Haywood Henderson Hertford Hoke Hyde Iredell/Statesville Johnston Kannapolis City Lenoir Lexington City Lincoln Macon Madison Martin McDowell Mitchell Montgomery Moore Mooresville City Mount Airy City Nash/Rocky Mount NC Association of Educators NC Central Univ. New Hanover Newton/Conover City Non-Public Northampton Onslow Orange Other Perquimans Person Pitt Randolph Robeson Rockingham Rowan/Salisbury Rutherford Sampson Scotland			

Professional Development Activity	Date(s) offered	Number of Participants & LEAs Served	Brief Description of Activity including Intended Audience	Supports/directly relates to SBE Priorities and/or SCOS	Participant evaluation of activity
Law Update 2004	Nov. 17, 2004	228 Participants List LEA's served: Alamance/Burlington Alexander Alleghany Anson Ashe Asheboro City Avery Buncombe Burke Cabarrus Caldwell Catawba Chapel Hill/Carrboro City Charlotte/Mecklenburg Charter School Chatham Cherokee Cleveland Clinton City Craven Cumberland Currituck Davidson Davie DPI Duplin Edenton/Chowan Stanly Stokes Surry Swain Thomasville City Transylvania UNC–Chapel Hill UNC–Pembroke Union Vance Wake Washington Wayne Weldon City Western Carolina Univ. Wilkes Wilson Winston Salem/Forsyth Yadkin	This update was designed to bring participants up to date on state and national legal topics that directly affect NC school administrators. It was presented as part of the Leadership Conference for New Administrators and was open to both new and seasoned school administrators. **Activity follow-up:** **Participant implementation:** Participants returned from update more knowledgeable about recent legal decisions that affect school executives at the building and district level. **Results:**		3.5 on a 4.0 scale

Professional Development Activity	Date(s) offered	Number of Participants & LEAs Served	Brief Description of Activity including Intended Audience	Supports/directly relates to SBE Priorities and/or SCOS	Participant evaluation of activity
		Edgecombe Elizabeth City/Pasquotank Fayetteville State Univ. Gates Graham Greene Guilford Halifax Harnett Haywood Health & Human Services Henderson Hertford Hyde Iredell/Statesville Johnston Lenoir Lexington City Lincoln Martin Montgomery Moore Mount Airy City Nash/Rocky Mount New Hanover Newton/Conover City Northampton Onslow Orange Person Pitt Randolph Robeson Rockingham Rowan/Salisbury Rutherford Sampson Scotland Stanly Stokes Surry Thomasville City Transylvania UNC-Chapel Hill UNC-Pembroke Union Vance Wake			

Professional Development Activity	Date(s) offered	Number of Participants & LEAs Served	Brief Description of Activity including Intended Audience	Supports/directly relates to SBE Priorities and/or SCOS	Participant evaluation of activity
Leadership Program for High School Principals 5.5	January 25-26, 2005	Participants List LEA's served: Charlotte/Mecklenburg, Charter School, Chatham, Cherokee, Columbus, Currituck, Davidson, Davie, Durham Public, Haywood, Martin, Moore, New Hanover, Onslow, Orange, Randolph, Robeson, Stokes, Transylvania, Winston Salem/Forsyth, Wayne, Weldon City, Western Carolina Univ., Wilkes, Wilson, Winston Salem/Forsyth	Leadership Program for High School Principals 5.5	January 25-26, 2005	Participants List LEA's served: Charlotte/Meckle nburg, Charter School, Chatham, Cherokee, Columbus, Currituck, Davidson, Davie, Durham Public, Haywood, Martin, Moore, New Hanover, Onslow, Orange, Randolph, Robeson, Stokes, Transylvania, Winston Salem/Forsyth
Instructional Leadership Reform Program 2.3, 2.4, 2.5	November 30- Dec. 2, 2004 February 2-4, 2005 March 9-11, 2005	Participants List LEA's served: Anson, Beaufort, Bladen, Brunswick, Charter School, Chatham, Columbus, Cumberland, Durham Public, Hoke, Lexington City, Northampton, Pitt, Randolph, Vance	Instructional Leadership Reform Program 2.3, 2.4, 2.5	November 30- Dec.2, 2004 February 2-4, 2005 March 9-11, 2005	Participants List LEA's served: Anson, Beaufort, Bladen, Brunswick, Charter School, Chatham, Columbus, Cumberland, Durham Public, Hoke, Lexington City, Northampton, Pitt, Randolph

Professional Development Activity	Date(s) offered	Number of Participants & LEAs Served	Brief Description of Activity including Intended Audience	Supports/directly relates to SBE Priorities and/or SCOS	Participant evaluation of activity
Instructional Leadership Reform Program 3.1, 3.2, 3.3, 3.4, 3.5	April 13-14, 2005 May 11-12, 2005 June 8-9, 2005 July 11-12, 2005 August 1-2, 2005	Wake Wayne Weldon City Winston Salem/Forsyth Participants List LEA's served: Beaufort Bladen Cumberland Edgecombe Guilford Harnett Lenoir Nash Northampton Sampson Wayne Whiteville City Winston Salem/Forsyth	Instructional Leadership Reform Program 3.1, 3.2, 3.3, 3.4, 3.5	April 13-14, 2005 May 11-12, 2005 June 8-9, 2005 July 11-12, 2005 August 1-2, 2005	Vance Wake Wayne Weldon City Winston Salem/Forsyth
Leadership Program for New Principals 7.4, 7.5, 7.6	Dec 8-10, 2004 Feb 9-11, 2005 March 16-18, 2005	Participants List LEA's served: Alamance/Burlington Asheboro City Brunswick Buncombe Cabarrus Caldwell Catawba Charlotte/Mecklenburg Charter School Craven Cumberland Davidson Duplin Edenton/Chowan Edgecombe Elizabeth City/Pasquotank Guilford Halifax Hertford Hickory Hoke Hyde Iredell/Statesville	Leadership Program for New Principals 7.4, 7.5, 7.6	Dec 8-10, 2004 Feb 9-11, 2005 March 16-18, 2005	Participants List LEA's served: Alamance/Burlington Asheboro City Brunswick Buncombe Cabarrus Caldwell Catawba Charlotte/Mecklenburg Charter School Craven Cumberland Davidson Duplin Edenton/Chowan Edgecombe Elizabeth City/Pasquotank Guilford Halifax Hertford

Professional Development Activity	Date(s) offered	Number of Participants & LEAs Served	Brief Description of Activity including Intended Audience	Supports/directly relates to SBE Priorities and/or SCOS	Participant evaluation of activity
		Jones Lenoir Lexington City Montgomery Nash/Rocky Mount Northampton Onslow Perquimans Person Pitt Randolph Robeson Rowan/Salisbury Rutherford Sampson Surry Thomasville City Union Vance Wake Wayne Weldon City Wilkes Winston Salem/Forsyth			Hickory Hoke Hyde Iredell/Statesville Jones Lenoir Lexington City Montgomery Nash/Rocky Mount Northampton Onslow Perquimans Person Pitt Randolph Robeson Rowan/Salisbury Rutherford Sampson Surry Thomasville City Union Vance Wake Wayne Weldon City Wilkes Winston Salem/Forsyth
Leadership Program for Assistant Principals 40.4 41.1, 41.2, 41.3, 41.4	Dec 1-3, 2004 Jan 12-14, 2005 Feb 16-18, 2005 March 22-24, 2005 April 27-29, 2005	35 Participants List LEA's served: Alamance/Burlington Bertie Brunswick Buncombe Charlotte/Mecklenburg Charter Schools Cleveland Craven Cumberland Duplin Fort Bragg Franklin Gaston Guilford Iredell/Statesville Lenoir	Leadership Program for Assistant Principals 40.4 41.1, 41.2, 41.3, 41.4	Dec 1-3, 2004 Jan 12-14, 2005 Feb 16-18, 2005 March 22-24, 2005 April 27-29, 2005	35 Participants List LEA's served: Alamance/Burlin gton Bertie Brunswick Buncombe Charlotte/Meckle nburg Charter Schools Cleveland Craven Cumberland Duplin Fort Bragg Franklin Gaston

Professional Development Activity	Date(s) offered	Number of Participants & LEAs Served	Brief Description of Activity including Intended Audience	Supports/directly relates to SBE Priorities and/or SCOS	Participant evaluation of activity
Principals As Technology Leaders 31.1, 31.2, 31.3	Feb 22-23, 2005 March 22-23, 2005 April 19-20, 2005	Lexington, Martin, Moore, Mooresville City, Onslow, Pender, Randolph, Rockingham, Sampson, Scotland, Surry, Union, Wake, Wayne, Wilkes, Wilson, Winston Salem/Forsyth; 33 Participants List LEA's served: Alamance/Burlington, Asheville City, Brunswick, Charlotte/Mecklenburg, Chatham, Cleveland, Columbus, Durham Public, Gaston, Guilford, Lenoir, Lincoln, Nash/Rocky Mount, New Hanover, Northampton, Onslow, Orange, Pitt, Randolph, Richmond, Roanoke Rapids, Rockingham, Stokes, Wilkes, Winston Salem/Forsyth	Principals As Technology Leaders 31.1, 31.2, 31.3	Feb 22-23, 2005 March 22-23, 2005 April 19-20, 2005	Guilford, Iredell/Statesville, Lenoir, Lexington, Martin, Moore, Mooresville City, Onslow, Pender, Randolph, Rockingham, Sampson, Scotland, Surry, Union, Wake, Wayne, Wilkes, Wilson, Winston, Salem/Forsyth; 33 Participants List LEA's served: Alamance/Burlin gton, Asheville City, Brunswick, Charlotte/Meckle nburg, Chatham, Cleveland, Columbus, Durham Public, Gaston, Guilford, Lenoir, Lincoln, Nash/Rocky Mount, New Hanover, Northampton, Onslow, Orange, Pitt, Randolph, Richmond, Roanoke Rapids

Professional Development Activity	Date(s) offered	Number of Participants & LEAs Served	Brief Description of Activity including Intended Audience	Supports/directly relates to SBE Priorities and/or SCOS	Participant evaluation of activity
Law Academy 5	April 5-7, 2005	87 Participants List LEA's served: Alamance/Burlington Alexander Alleghany Anson Ashe Asheboro City Avery Buncombe Burke Cabarrus Caldwell Catawba Chapel Hill/Carrboro City Charlotte/Mecklenburg Charter School Chatham Cherokee Cleveland Clinton City Craven Cumberland Currituck Davidson Davie DPI Duplin Edenton/Chowan Edgecombe Elizabeth City/Pasquotank Graham Greene Guilford Halifax Harnett Haywood Henderson Hertford Hyde Iredell/Statesville Johnston Lenoir	This academy was designed to bring participants up to date on state and national legal topics that directly affect NC school administrators. **Activity follow-up:** **Participant implementation:** Participants returned from academy more knowledgeable about recent legal decisions that affect school executives at the building and district level. **Results:**	Rockingham Stokes Wilkes Winston Salem/Forsyth	3.5 on a 4.0 scale

Professional Development Activity	Date(s) offered	Number of Participants & LEAs Served	Brief Description of Activity including Intended Audience	Supports/directly relates to SBE Priorities and/or SCOS	Participant evaluation of activity
		Lexington City Lincoln Martin Montgomery Moore Mount Airy City Nash/Rocky Mount New Hanover Newton/Conover City Northampton Onslow Orange Person Pitt Randolph Robeson Rockingham Rowan/Salisbury Rutherford Sampson Scotland Stanly Stokes Surry Thomasville City Transylvania UNC-Chapel Hill UNC-Pembroke Union Vance Wake Wayne Weldon City Western Carolina Univ. Wilkes Wilson Winston Salem/Forsyth			

UNC-CSLD Professional Development Activities

September 2004 – August 2005

Program Name: North Carolina Principal Fellows Program (PFP)

Professional Development Activity	Date(s) offered	Number of Participants & LEAs Served	Brief Description of Activity including Intended Audience and/or SCOS	Supports/directly relates to SBE Priorities	Participant evaluation of activity
ELCC New Standards Workshop	Sept. 21, 2004	25 participants, 10 of which were Principal Fellows and the remainder were MSA students at FSU	The PFP Director conducted an information session on the new ELCC Standards for MSA students at Fayetteville State University, including PF's in Classes 10 and 11 at FSU.	SBE Strategic Priority 3, Quality Teachers, Administrators and Staff; Strategic Goals 3.1, 3.2, 3.3, 3.4 and 3.5.	No ratings available
NCASA Legislative Conference	Oct. 27-29, 2004	3 Principal Fellows	The North Carolina Association of School Administrators held a legislative conference for all N. C. public school administrators. With very short notice, the PFP was given an opportunity to send PF's to the conference and NCASA waived the registration fee. Despite the short notice, three PF's from Classes 10 and 11 were able to attend. The focus of the conference was on legislative matters affecting public education in N. C.	SBE Strategic Priority 3, Quality Teachers, Administrators and Staff; Strategic Goals 3.1, 3.2, 3.3, 3.4 and 3.5.	No ratings available
PEP Leadership Conference for New Administrators	Nov. 16-17, 2004	33 Principal Fellows	The Principals' Executive Program held a fall leadership conference for principals and assistant principals across North Carolina. Principal Fellows were invited to attend at a reduced registration cost and 33 members of Classes 10 and 11 were able to attend. The conference included a focus on using data to improve instruction.	SBE Strategic Priority 3, Quality Teachers, Administrators and Staff; Strategic Goals 3.1, 3.2, 3.3, 3.4 and 3.5.	No ratings available
PEP Law Conference	Nov. 17, 2004	24 Principal Fellows	The Principals' Executive Program held a half-day law update designed for principals and assistant principals from across the state. Principal Fellows were invited to attend and 17 members of Classes 10 and 11 were able to attend. The focus of the update was on new case law and student and personnel law changes directly affecting individual school administrators	SBE Strategic Priority 3, Quality Teachers, Administrators and Staff; Strategic Goals 3.1, 3.2, 3.3, 3.4 and 3.5.	No ratings available
The NC PFP held no professional development activities during the quarter covered by this report.	Dec, 04 - Feb. 05		Activity follow-up: Participant implementation: Results:		

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