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September 28, 2006

The Honorable A. B. Swindell, Chair  
The Honorable Doug Yongue, Chair  
Joint Education Legislative Oversight Committee  
Legislative Office Building  
Raleigh, NC 27603

Dear Senator Swindell and Representative Yongue,

The North Carolina Teacher Academy is a premier professional development organization unlike any other in the United States. The North Carolina General Assembly recognized the importance of ongoing professional learning opportunities to advance the growth of career teachers with its original authorizing legislation in 1993. The model, using classroom teachers as trainers for their colleagues at summer institutes, continues to be the soundest return on investment in professional development in our state. The multiplicative, or ripple, economic effect of the Teacher Academy reinvestment training model is the most cost effective use of professional development dollars when compared to traditional, single session staff development. The benefits of this training model expand the reach of training exponentially by extending the expertise of the trainer from the classroom to the school to the district and throughout the state.

All Teacher Academy course offerings are developed in response to State Board of Education priorities, North Carolina legislative initiatives, as well as teacher requests and they are aligned with the *North Carolina Standard Course of Study*. The content of each course represents the most recent research-based theories incorporated with best practices for effective instructional strategies.

The North Carolina Teacher Academy held 139,904 hours of professional development for teachers and administrators in North Carolina school districts during the 2005-2006 fiscal year. During the year fifty-one four-day summer academies and multiple local professional development sessions reached a total of 9,901 teachers, who represented ninety-three school districts. Forty-seven percent of the Teacher Academy professional development contact hours were invested into Disadvantaged Supplemental Student Funding districts addressing strategic service needs and improvement goals identified by the State Board of Education.

Sincerely,

  
Carolyn McKinney, Chair  
North Carolina Teacher Academy Board of Trustees

n o r t h   c a r o l i n a

TeacherAcademy



Annual Fiscal Report  
to  
Joint Education Legislative  
Oversight Committee  
2005-2006

October 1, 2006

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## Mission Statement

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

## History

In 1993 the General Assembly established the Task Force on Teacher Staff Development to create a Teacher Academy plan. The Task Force consisted of twenty one members which included classroom teachers, administrators, and other educators and was housed in the Department of Public Instruction. The original legislation stated, *“The Task Force shall develop for consideration by the General Assembly a Teacher Academy Plan to establish a statewide network of high quality, integrated, comprehensive, collaborative, and sustained professional development for teachers in school committee leadership and the core content areas. The plan shall integrate fully the resources of the State and local units.”* As a means to achieve this plan, the Task Force conducted focus groups and surveys to create the design of the Teacher Academy.

The first Teacher Academy sessions were held during the summer of 1994 at ten colleges and universities across the state as five-day residential academies. A cadre of one hundred North Carolina teachers facilitated the first module *“Creating Professional Workplaces,”* and more than 3,600 educators participated.

From its opening session in July of 1994 through the 2005-2006 fiscal year, the Academy has trained 36,254 teachers and principals, representing 1,783 schools (78%) from every local education agency in North Carolina. By the end of August 2006, a total of 38,712 teachers and principals had participated in summer academies.

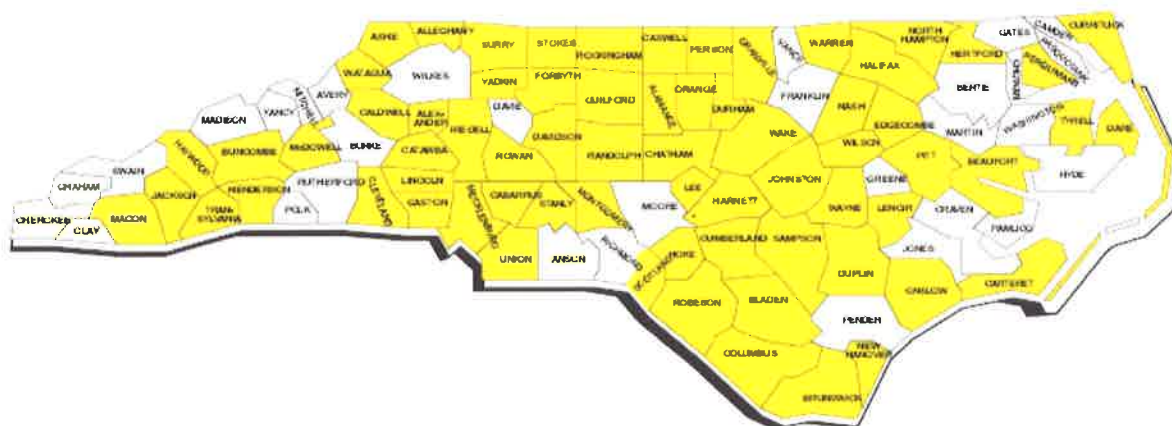
In 1995, the North Carolina General Assembly transferred the Teacher Academy from the Department of Public Instruction to The University of North Carolina General Administration. The Task Force was renamed the North Carolina Teacher Academy Board of Trustees. The legislation stated, *“The Board of Governors of The University of North Carolina shall delegate to the Board of Trustees all the powers and duties the Board of Governors considers necessary or appropriate for the effective discharge of the functions of the North Carolina Teacher Academy. The North Carolina Teacher Academy Board of Trustees shall establish a statewide network of high quality, integrated, comprehensive, collaborative, and substantial professional development for teachers, which shall be provided through summer programs.”* The Teacher Academy Board of Trustees meets three times annually and oversees the affairs of the Teacher Academy, including the appointment of the Executive Director. The North Carolina Teacher Academy Organizational Chart is available in **Appendix 1**.

## North Carolina Teacher Academy Trainers

The North Carolina Teacher Academy “trainer reinvestment model” provides the most qualified professional instruction, while providing a cost effective solution to program development and instruction. All professional development is delivered by a cadre of North Carolina classroom teachers who have received extensive training in one or more content areas. These teachers work with the Teacher Academy during the summer, then during the school year they bring the expertise that they have gained to their classrooms and their districts. A primary advantage of this organization is that it places researched best practices combined with North Carolina expertise into the classrooms of every district in North Carolina. Every school district in North Carolina is invited to submit names of teachers to be trained as Teacher Academy trainers.

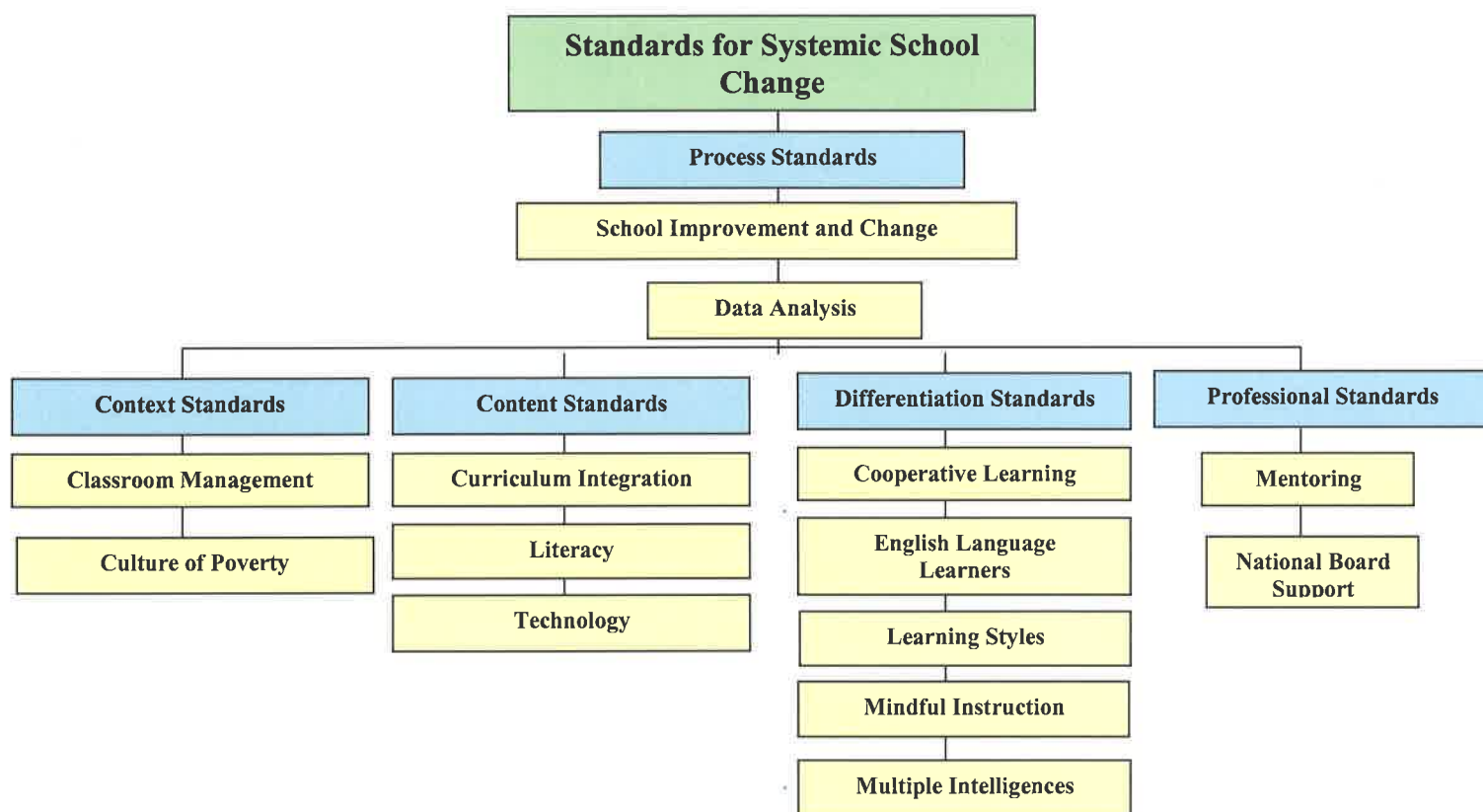
| Type of trainer                                  | Number of Trainers |
|--|--------------------|
| Adolescent Literacy; Reading in the Content Area | 16                 |
| Classroom Management                             | 50                 |
| Differentiated Instruction                       | 56                 |
| Raising ESL Student Achievement                  | 45                 |
| Framework for Understanding Poverty              | 28                 |
| Integrating the Curriculum                       | 20                 |
| Literacy   | 18                 |
| Mentor   | 16                 |
| Reading First                                    | 33                 |
| Shaping Successful Schools                       | 19                 |
| Technology                                       | 26                 |
| Using Data                                       | 21                 |
| National Board Facilitation                      | 27                 |

## Location of Counties with Teacher Academy Trainers



## North Carolina Teacher Academy Professional Development Standards

The North Carolina Teacher Academy Professional Development Standards were developed in alignment with the National Staff Development Council Standards for Staff Development and are designed to assist schools in outlining school improvement goals. Results-driven, standards-based, and job-embedded professional development is concentrated in five core areas: process, context, content, differentiation, and professional support. All of the Teacher Academy professional development modules are organized within these five standards.



### Process Standards

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

### Context Standards

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

### Content Standards

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

### Differentiation Standards

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

### Professional Support Standards

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

## **North Carolina Teacher Academy Program Descriptions**

Currently, the Teacher Academy offers professional development in seventeen program areas that support the North Carolina State Board of Education Priorities: High Student Performance; Quality Teachers, Administrators, and Staff; Healthy Students in Safe, Orderly, and Caring Schools; Effective and Efficient Operations; and Strong Family, Community, and Business Support. The Teacher Academy provides continuous research-based professional development to support and retain a highly qualified teacher in every classroom and as the needs of teachers change, the North Carolina Teacher Academy continues to evaluate existing programs and implement new ones. Complete program descriptions and current fiscal year attendance are available in **Appendix 2**.

### **Process Standards**

- Creating a Culture to Retain Teachers and Promote Student Growth
- Mapping and Integrating School Curriculum
- Using Data to Build Classroom Learning Communities

### **Context Standards**

- Classroom Management: Relationships, Expectations, and Discipline
- Changing Minds, Changing Futures: Motivating Children of Poverty

### **Content Standards**

- The Wired Classroom: Integrating Technology and Content
- Handheld Computing and Digital Essays
- Technology Tools to Enhance Adolescent Literacy
- Critical Components for Early Reading
- Literacy Strategies to Increase Student Achievement
- Engaging Students in Literacy Learning
- Reading in the Content Areas

### **Differentiation Standards**

- Cooperative Learning: A Researched Best Practice to Maximize Student Learning
- Cooperative Learning in the Math Classroom
- Using Multiple Intelligences to Individualize Instruction
- Mindful Instruction: Using Brain Research to Redesign Classroom Instruction
- Using Learning Styles in the K-12 Classroom
- Raising Secondary ESL Student Achievement
- Raising Elementary ESL Student Achievement

### **Professional Support Standards**

- Mentoring Beginning Teachers
- National Board Support



## Program Delivery Model

The North Carolina Teacher Academy has a three-pronged delivery approach to meet the needs of educators in North Carolina, including summer residential and LEA partnership academies along with customized local professional development.

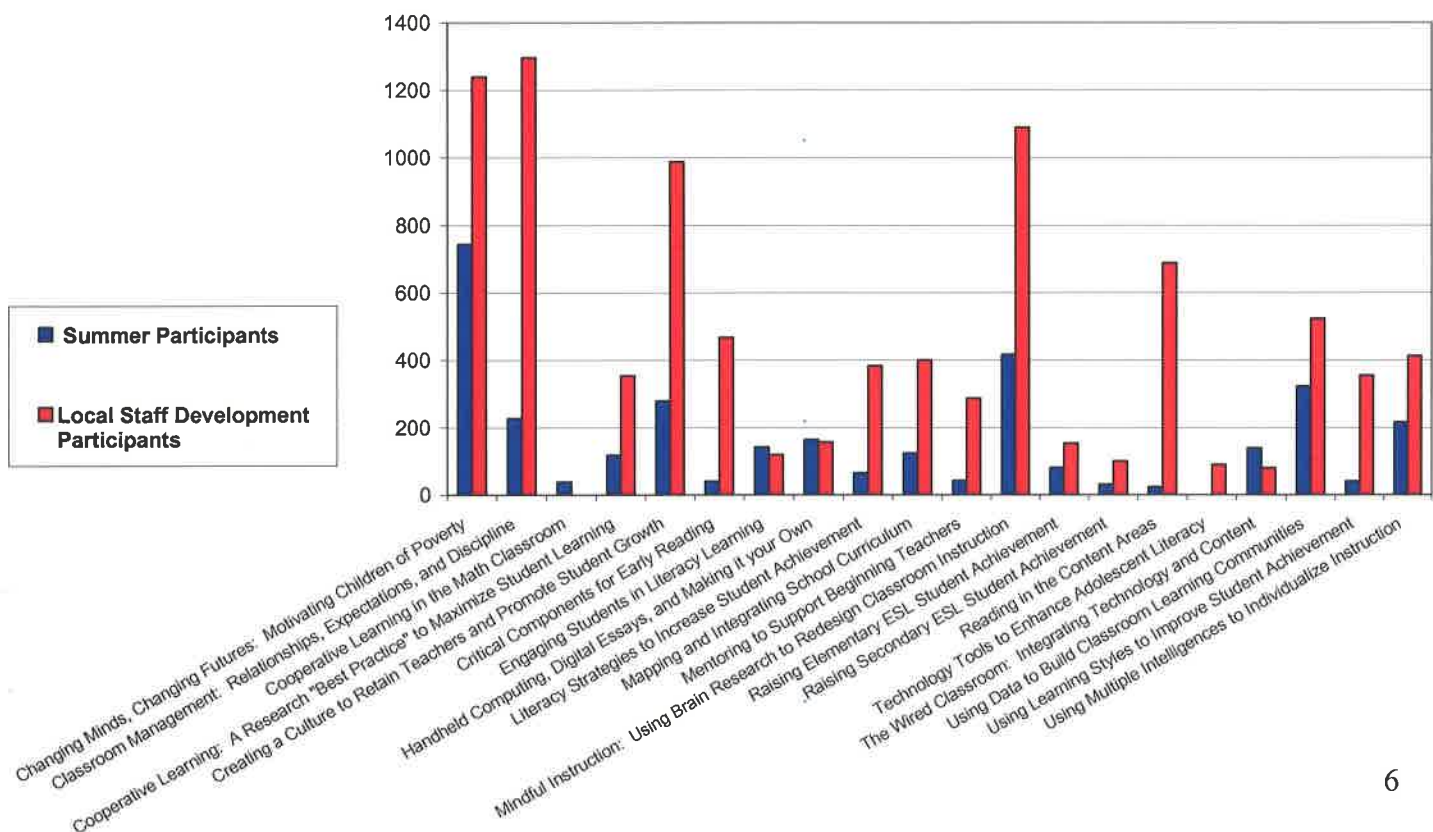
- Summer Programs** (78,120 contact hours in 2005-2006)
 

**Summer LEA/NCTA Partnership Academies** are offered in local school districts for teams of educators from a single school or from multiple schools within the district in one of the summer program areas. LEA/NCTA Partnership Academies provide an opportunity for a larger number of educators from a single district the opportunity to receive the same professional development in order to implement the new skills broadly within the district.

**Summer Residential Academies** are housed on college campuses and offer teams of teachers and administrators an opportunity for intensive professional development in one of the summer program areas. The residential academy provides a setting away from the local district in an atmosphere that promotes collegiality and collaborative planning.

**Summer Academy Follow-up** sessions are provided for teams who attend summer residential or LEA/NCTA partnership academies in the fall and the spring of the next academic year to learn new skills and to receive support for program implementation in their schools.
- Local Professional Development** (61,784 contact hours in 2005-2006) is offered at the local level during the school year on designated workdays and weekends at the request of a school or school district to meet an identified need. **Appendix 3** provides participant information for each LEA and **Appendix 4** provides participant information for each module.

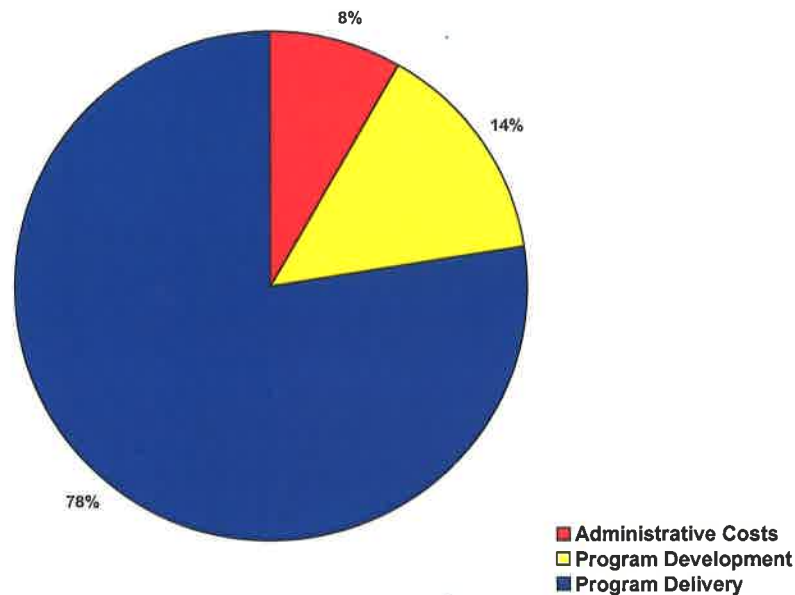
## Teacher Academy Participation in Each Module





## North Carolina Teacher Academy Fiscal Overview

Program Development and Program Delivery account for 92% of the Teacher Academy operating budget, representing training that goes directly back into the classrooms in North Carolina.



### North Carolina Teacher Academy Operating Budget Summary Fiscal Year 2005-2006

| <u>Object Code</u> | <u>Object Description</u>                    | <u>Operating Budget</u> | <u>Operating Expense</u> |
|--------------------|--|-------------------------|--------------------------|
| 1110               | EPA Regular Salaries (11.0 FTE)              | 902,858.58              | 902,858.58               |
| 1140               | EPA Employee on Loan                         | 200.00                  | 200.00                   |
| 1210               | SPA Regular Salaries (1.0 FTE)               | 37,579.76               | 37,579.76                |
| 1410               | Non-Student Wages (Trainers & Site Managers) | 772,401.00              | 772,400.33               |
| 1810               | Social Security (7.65%)                      | 127,630.77              | 127,630.77               |
| 1820               | State Retirement (6.82%)                     | 63,329.43               | 63,329.43                |
| 1830               | Medical Insurance (\$3,748 FTE)              | 44,435.46               | 44,435.46                |
| 1900               | Contracted Services                          | 73,675.00               | 73,674.68                |
| 2000               | Supplies & Materials                         | 76,351.00               | 76,350.63                |
| 3000               | Current Services                             | 3,065,528.00            |                          |
| 311X               | In-State Travel (Employee)                   |                         | 15,269.73                |

|      |  |              |              |
|------|--|--------------|--------------|
| 312X | Out-State Travel (Employee)                    |              | 16,138.95    |
| 314X | Non-Employee Travel (Trainers & Site Managers) |              | 392,079.58   |
| 3201 | Telephones                                     |              | 5,736.31     |
| 3202 | Postage  |              | 26,501.23    |
| 3204 | Messenger Service                              |              | 4,048.43     |
| 3400 | Printing & Binding                             |              | 78,026.28    |
| 3501 | Equipment Repairs                              |              | 645.80       |
| 3700 | Advertising                                    |              | 2,344.49     |
| 3806 | Software Services                              |              | 178.60       |
| 3910 | Residential Academy Site Cost                  |              | 863,207.76   |
| 3940 | Participant Stipends                           |              | 1,661,350.00 |
| 4000 | Fixed Charges                                  | 210,761.00   |              |
| 4101 | Office Rental                                  |              | 69,172.37    |
| 4103 | Rental Conference Room                         |              | 26,827.66    |
| 4301 | Motor Vehicle Rental                           |              | 357.99       |
| 4303 | General Office Equipment Rental                |              | 24,254.26    |
| 4406 | Software Maintenance Agreement                 |              | 80,000.00    |
| 4501 | Insurance-Property                             |              | 710.00       |
| 4901 | Membership Dues                                |              | 8,389.00     |
| 4902 | Subscriptions                                  |              | 1,048.95     |
| 5000 | Capital Outlay                                 | 32,822.00    |              |
| 5110 | Office Equipment                               |              | 562.45       |
| 52XX | Computer Equipment                             |              | 32,225.70    |
|      | Totals   | 5,407,572.00 | 5,407,535.18 |

## Summary of 2005-2006 Professional Development in Disadvantaged Student Supplemental Funds (DSSF) Districts

The North Carolina Teacher Academy was charged to provide customized staff development for the sixteen school districts identified by the State Board of Education to receive DSSF funding. Those districts include Edgecombe, Elizabeth City-Pasquotank, Franklin, Halifax, Hertford, Hoke, Hyde, Lexington City, Montgomery, Northampton, Robeson, Thomasville City, Vance, Warren, Washington, and Weldon City.

The Teacher Academy organized the delivery of services to achieve the following five goals:

1. Facilitated administration of the North Carolina Teacher Working Conditions Survey to focus on using data analysis from the survey to create optimal teaching and learning climates in schools to improve teacher retention and student achievement.
2. Customized staff development for teachers and administrators in individual schools and/or districts to address specific instructional needs to improve student achievement.
3. Provided four-day summer academies that offered in-depth staff development in one of the following areas: classroom management, understanding the impact of poverty on student success, mentoring beginning teachers, differentiated instruction and learning, instructional technology, teaching strategies for students with limited English proficiency, improving K-12 literacy skills and comprehension, and using data to improve school climate and student success.
4. Supported initially-licensed teachers and candidates for national board certification to enhance teacher leadership skills and build school level capacity.
5. Assigned three highly qualified Teacher Academy Fellows, each with 25 years teaching experience, 9-12 years training with the Academy, and National Board Certification, to work full-time with teachers and administrators in the DSSF schools.

During the 2005-2006 fiscal year, the Teacher Academy provided services to all sixteen DSSF districts. Schools participated in 65,248 hours of professional development workshops and academies ranging from one-half to four days. Many teachers and administrators attended multiple staff development activities. Nine hundred eighty-five (985) teachers participated in residential and LEA/NCTA summer academies for a total of 23,702 contact hours. Four thousand three (4,003) teachers participated in staff development sessions for a total of 41,546 contact hours. **Appendix 3** highlights the work in the DSSF districts, which are indicated in red.

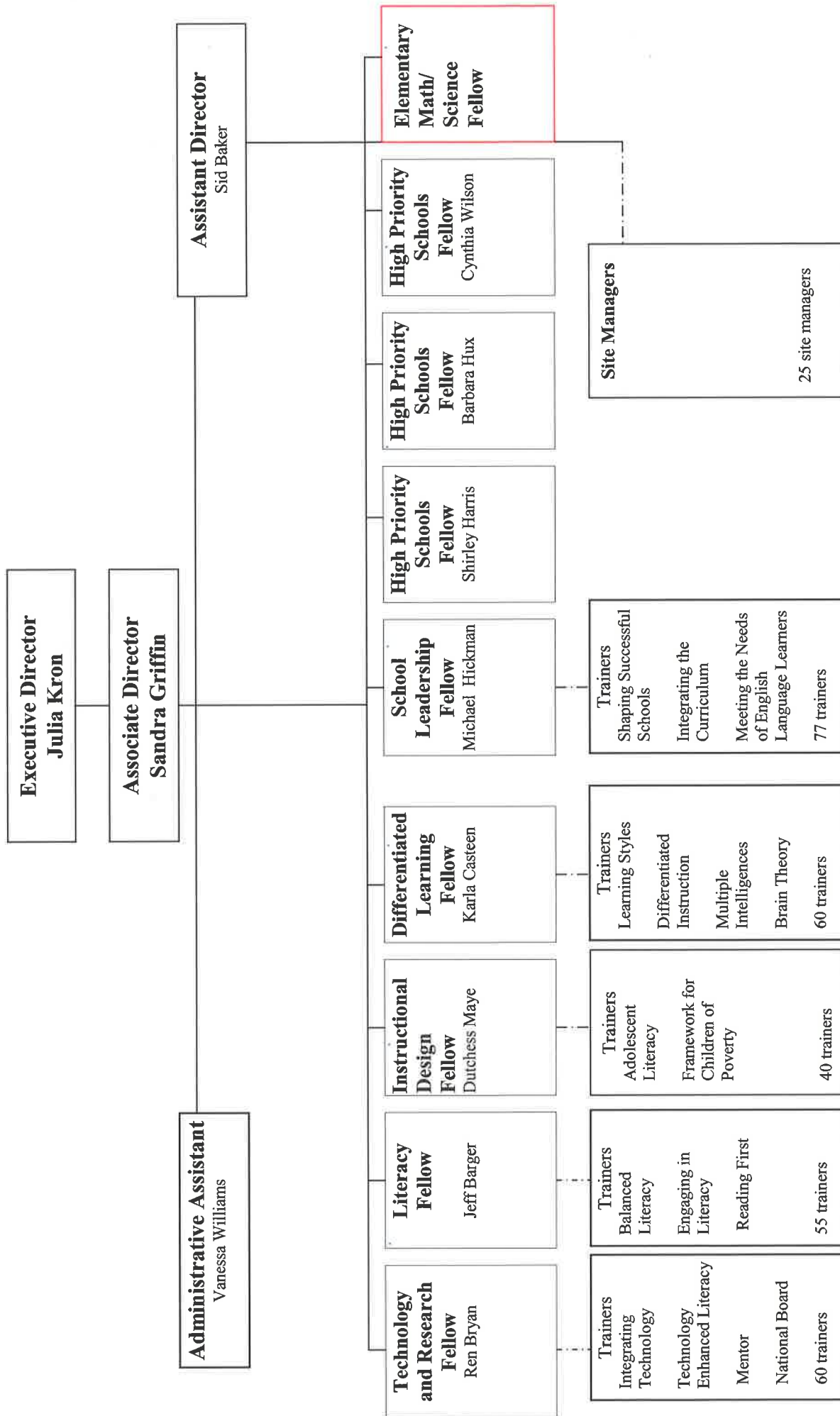
Student achievement data for 2005-2006 will not be available until November, 2006. Other highlights of the work in those districts include an increase in the number of schools that achieved a statistically valid response rate on the Teacher Working Conditions Survey (85% compared to the state-wide response rate of 66%), an increase in teacher retention (25.6%), and an increase in the number of teachers seeking National Board certification. **Appendix 6** highlights DSSF district gains.

## **North Carolina Teacher Academy Impact on Classroom Instruction**

More than 139,904 hours of professional development were provided for teachers in North Carolina school districts. The North Carolina Teacher Academy held fifty-one summer sessions and numerous local professional development sessions for 9,901 teachers, representing ninety-three school districts during the 2005-2006 fiscal year.

- **Appendix 3** identifies the number of participants in each North Carolina district in both summer programs and local professional development. The total hours of professional development received by each county are also included.
- **Appendix 4** identifies the number of participants attending professional development in each program area.
- **Appendix 5** features two North Carolina maps. The first map of Teacher Academy participation highlights the total percent of schools in each county that have sent teams to summer sessions since 1994. The second map illustrates the impact of the North Carolina Teacher Academy on North Carolina schools districts in Fiscal Year 2005-2006.
- **Appendix 6** highlights the impact on Disadvantaged School Supplemental Funding districts.
- ABC Reports can be correlated with North Carolina Teacher Academy attendance from a school. The ABC reports for 2005-2006 are currently unavailable and the correlation will be made available for this fiscal year when the reports are released by the North Carolina State Board of Education. In previous years, Teacher Academy participation was represented by a high percentage of Most Improved schools at both levels, Schools of Distinction, and Schools of Excellence. **Appendix 7** provides information about the impact of the Teacher Academy on North Carolina schools for the 2004-2005 Academic Year based on ABC recognition.

# North Carolina Teacher Academy Organizational Chart



## Appendix 2

### North Carolina Teacher Academy Programs and Summer Attendance

#### Process Standards

*Creating a Culture to Retain Teachers and Promote Student Growth* concentrates on transforming schools into professional learning communities in which teachers are empowered, enthusiastic, and actively engaged. Strategies are provided to help identify and understand school culture, to encourage collaboration and team-building, and to successfully implement school change. Each specific school team in attendance is shown the results of their Teacher Working Conditions (TWC) Survey, and taught how to analyze this data. Schools are encouraged to discuss the information from the survey by looking at all the results from each of the domains: Teacher Empowerment, Facilities and Resources, Leadership, Time, and Professional Development. The school teams then begin planning how to address the concerns and challenges they have analyzed back at their schools. Teachers who have strong satisfaction in the 5 identified domains both tend to stay in the profession and consistently achieve successful student growth. During this fiscal year, 279 teachers and principals represented their schools at four sessions devoted to this program.

*Mapping and Integrating School Curriculum* is a process by which all teachers in a school document their own curriculum, then share and examine each other's curriculums for overlapping content, redundancies, and new learning. It facilitates the creation of a coherent, consistent, and integrated curriculum within a school that is ultimately aligned to standards and responsive to individual student data. This module guides teachers in making their maps, and helps them to develop and write essential questions. Teacher teams are assisted in devising action plans for implementing mapping at their schools when they return home. The Academy held two sessions during 2005-2006 with 124 teachers and administrators attending.

*Using Data to Build Classroom Learning Communities* defines the four types of educational data, shows how to gather this data, and explains how to analyze and use the data in the classroom for the primary purpose of helping all students achieve success. This module, based upon data-driven instruction and data-driven decision-making, provides strategies for identifying and illustrating demographics, perceptions, student achievement, and school processes in the context of the classroom. Teachers examine examples of data, practice analyzing that data, and learn how to apply the information gained by forming a true picture of their own classroom successes, challenges, needs and gaps. *Using Data to Build Classroom Learning Communities* provides straight-forward and practical tools for realizing these goals and obtaining higher growth and performance for all students. *Using Data* was offered during five sessions to 323 teachers and administrators.

#### Context Standards

The module *Classroom Management: Relationships, Expectations, and Discipline* provides K-12 teachers with the skills necessary to meet classroom management challenges successfully. With the use of research-based strategies, teachers learn to manage classrooms proactively, deter inappropriate behaviors, and create a learning atmosphere where students are self-governing.



Educators gain an understanding of the theory which makes these strategies successful and learn how to implement them effectively in any learning environment. Teachers learn to cultivate productive student-teacher relationships; develop a heightened awareness and emotional objectivity relative to classroom situations; distinguish between rules and procedures; examine disciplinary interventions that work; and guide students in the creation of a self-managing learning environment. During fiscal year 2005-2006 four sessions were held for 227 teachers and administrators.

The Academy module *Changing Minds, Changing Futures: Motivating Children in Poverty* is designed to change the mindset of K-12 educators by helping them understand the socioeconomic factors that impact the way students live, learn, and behave. This session focuses on recognizing patterns in poverty using thirty-two years of research by Ruby Payne, PhD, and applying Abraham Maslow's *Theory of Human Motivation* to analyze and meet student needs. Teachers learn how to establish significant and positive relationships with students and parents to foster intrinsic incentives for learning and decrease discipline problems. Teachers identify cognitive deficiencies and use Reuben Feuerstein's scientifically tested instructional strategies to provide the missing links that improve student achievement. The Teacher Academy held eleven academies serving a total of 744 teachers and administrators.

## **Content Standards**

The goal of *The Wired Classroom* is to make technology an instructional tool used by classroom teachers as an integral part of the curriculum they deliver. With the facilitation of experienced technology trainers in computer labs, participants acquire skills in multimedia authoring tools, grant writing, the use of software for graphic organizers, and the development of integrated activities. During this fiscal year, 139 teachers and administrators participated in two sessions.

*Handheld Computing and Digital Essays* includes hands-on instruction in the following areas: the use of handheld computers, video production, digital essay development, online learning, and technology program planning and assessment. Participants received a Palm TungstenE in lieu of part of the traditional stipend. The Academy held two sessions of *Handheld Computing* with 163 educators participating.

*Technology Tools to Enhance Adolescent Literacy* is designed to help middle and high school teachers identify and use technology tools that will help their students develop stronger literacy skills. The tools focus on improving the skills of vocabulary acquisition and reading comprehension. Two summer sessions were held in June 2005 and July 2006.

*Critical Components for Early Reading* provides teachers with established scientifically-based research strategies to build a comprehensive reading program. The instruction provides teachers with the tools and skills needed to bring more multi-sensory techniques through visuals and manipulatives into the classroom with emphasis on the five components of reading as outlined in the report of the National Reading Panel. Lessons focus on the essential components of phonemic awareness, phonics, vocabulary development, fluency, and comprehension to build a foundation for early reading success. Instruction in monitoring and assessment of student

performance through DIBELS (Dynamic Indicators of Basic Early Literacy Skills) is embedded in the training. During this fiscal year, one session was held with 41 kindergarten through second grade teachers and administrators attending.

*Engaging Students in Literacy Learning* provides primary, elementary, and middle school teachers with strategies to actively engage students in self-learning by providing instruction in collaborative inquiry, oral responses to literature, and Readers' and Writers' Workshop. Through utilizing strategies in storytelling, poetry, and drama, teachers enable students to draw on their creative abilities and inquisitiveness to enhance literacy learning. Three sessions were held with 142 participants.

The module *Reading in the Content Areas* focuses on strategies to help middle and high school students learn and retain content information. These strategies enable teachers to help students comprehend information across the curriculum and throughout grade levels. The students gather information through all types of learning tasks, thereby becoming better readers and writers in all subject areas. The training topics include vocabulary and concept development, discussion and writing strategies, text patterns and structures, and organizational models. One session was held during the 2005-2006 fiscal year with 24 teachers attending.

## **Differentiation Standards**

*Cooperative Learning: A Researched Best Practice to Maximize Student Learning* provides teachers with an understanding of the definitions, myths, research, pros and cons, and practical issues concerning cooperative learning. Through cooperative structures, teachers explore the five major critical attributes of cooperative learning including positive interdependence, individual accountability, promotive interaction, group processing, and social skills. Teachers also learn how to design cooperative lessons in the content area. The Academy held two sessions with a total of 118 participants.

*Cooperative Learning in the Math Classroom* provides teachers of math with an understanding of definitions, research, and practical issues concerning cooperative learning. Teachers explore the five critical attributes of cooperative learning including positive interdependence, individual accountability, promotive interaction, group processing, and social skills as they are best used in the math classroom. Through the experiencing and creating of cooperative structures, teachers learn how to design cooperative lessons for all levels and branches of the math curriculum. The Academy held one session with a total of 39 participants.

*Using Multiple Intelligences to Individualize Instruction* focuses on the importance of educators recognizing and nurturing all the varied intelligences and all of the combinations of intelligences. Teachers first interpret the nature and quality of their own personal intelligences through an adult assessment. They explore the characteristics of the eight major intelligences. Teachers are guided through the steps necessary to develop complete lesson plans in their content areas using multiple intelligences. Authentic assessment and how to evaluate the learning process of each student is also integral to the program. Finally, teachers experience ways to build their weaker intelligences. The Academy held three sessions for 216 teachers and administrators.

*Mindful Instruction: Using Brain Research to Redesign Classroom Instruction* focuses on how the brain operates and what impacts our thinking, learning, and memory. Based on training from Eric Jensen, Pat Wolfe, Debbie Estes, and Rich Allen, participants in this program gain a better understanding of how brain research can help them work with today's diverse learners. Teachers learn twenty instructional strategies that transform their classrooms into areas of high energy, enthusiasm, and fun, thus engaging all students in the learning process. Teachers also learn how "states" play an important role in student learning. *Mindful Instruction* was offered in seven sessions to 416 teachers and administrators.

*Using Learning Styles in the K-12 Classroom* focuses on using a variety of teaching strategies to improve student achievement in grades K-12. Based on the Dunn and Dunn model, participants in this program learn how to identify and teach to the learning strengths of each student. Participants learn new ways to individualize instruction by developing materials for tactual, kinesthetic, visual, and auditory learners. Teachers also look at various methods to redesign the conventional classroom to implement a learning styles program. The Academy held one session and trained a total of 41 teachers and administrators in this program during the 2005-2006 fiscal year.

*Raising Secondary ESL Student Achievement* and *Raising Elementary ESL Student Achievement* are two distinct modules in the area of English language learning for Limited English Proficient students. Each of these modules enables classroom teachers to develop strategies for delivering curriculum to students who are learning English as a second language. These programs focus on the regular classroom teacher's role as a decision maker in selecting and using instructional methods and techniques that meet the needs of these Limited English Proficient students. They provide strategies and skills aimed at helping English language learners increase their achievement and success. During the 2005-2006 fiscal year 112 teachers attended two sessions.

### **Professional Support Standards**

*Mentoring Beginning Teachers* is a revision of the previous Teacher Academy Mentor module that currently includes an emphasis on INTASC standards, as well as the skills that mentors need to work with lateral entry teachers. During fiscal Year 2005-2006, 42 teachers attended the session.

*National Board for Professional Teaching Standards Support* provides customized support for teachers seeking National Board certification.

### Appendix 3

#### Fiscal Year 2005-2006 Summer Program and Staff Development Participation by County

| LEA                   | Summer Attendance |                   | Staff Development |                   | Total Hours of Training for County |
|-----------------------|-------------------|-------------------|-------------------|-------------------|------------------------------------|
|                       | Participants      | Hours of Training | Participants      | Hours of Training |                                    |
| Alamance              | 38                | 912               |                   |                   | 912                                |
| Alexander             | 16                | 384               |                   |                   | 384                                |
| Alleghany             |                   |                   |                   |                   |                                    |
| Anson                 | 22                | 528               | 59                | 1416              | 1,944                              |
| Ashe                  | 6                 | 144               |                   |                   | 144                                |
| Asheboro City         | 2                 | 48                |                   |                   | 48                                 |
| Avery                 |                   |                   |                   |                   |                                    |
| Beaufort              | 6                 | 144               |                   |                   | 144                                |
| Bertie                | 61                | 1,464             |                   |                   | 1464                               |
| Bladen                | 16                | 384               |                   |                   | 384                                |
| Brunswick             | 23                | 552               | 27                | 162               | 714                                |
| Buncombe              | 95                | 2,280             | 191               | 1332              | 3,612                              |
| Burke                 | 5                 | 120               |                   |                   | 120                                |
| Cabarrus              | 15                | 360               |                   |                   | 360                                |
| Caldwell              | 17                | 408               |                   |                   | 408                                |
| Camden                |                   |                   |                   |                   |                                    |
| Camp Lejeune          | 16                | 384               |                   |                   | 384                                |
| Carteret              | 16                | 384               | 17                | 102               | 486                                |
| Caswell               | 19                | 456               | 155               | 930               | 1,386                              |
| Catawba               | 3                 | 72                |                   |                   | 72                                 |
| Charlotte-Mecklenburg | 35                | 840               | 22                | 528               | 1,368                              |
| Chatham               | 7                 | 168               |                   |                   | 168                                |
| Chapel Hill           | 1                 | 24                |                   |                   | 24                                 |
| Cherokee              |                   |                   |                   |                   |                                    |
| Clay                  |                   |                   |                   |                   |                                    |
| Cleveland             | 26                | 624               |                   |                   | 624                                |
| Clinton City          | 10                | 240               | 50                | 600               | 840                                |
| Columbus              | 19                | 456               | 48                | 576               | 1,032                              |
| Craven                | 54                | 1,296             |                   |                   | 1,296                              |
| Cumberland            | 82                | 1,968             | 149               | 894               | 2,862                              |
| Currituck             | 5                 | 120               |                   |                   | 120                                |
| Dare                  |                   |                   | 24                | 144               | 144                                |
| Davidson              | 17                | 408               |                   |                   | 408                                |
| Davie                 | 74                | 1,776             |                   |                   | 1,776                              |
| Duplin                | 68                | 1,632             | 45                | 270               | 1,902                              |
| Durham                | 39                | 936               |                   |                   | 936                                |
| Edenton-Chowan        |                   |                   |                   |                   |                                    |
| Edgecombe             | 6                 | 144               | 183               | 1,371             | 1,515                              |

| LEA                       | Summer Attendance |                   | Staff Development |                   | Total Hours of Training for County |
|---------------------------|-------------------|-------------------|-------------------|-------------------|------------------------------------|
|                           | Participants      | Hours of Training | Participants      | Hours of Training |                                    |
| Elkin City                |                   |                   |                   |                   |                                    |
| Forsyth                   | 84                | 2,016             | 242               | 1,320             | 3,336                              |
| Franklin                  | 5                 | 120               | 126               | 1,215             | 1,335                              |
| Ft. Bragg                 | 20                | 480               |                   |                   | 480                                |
| Gaston                    | 46                | 1,104             |                   |                   | 1,104                              |
| Gates                     | 9                 | 216               |                   |                   | 216                                |
| Graham                    |                   |                   |                   |                   |                                    |
| Granville                 | 32                | 768               |                   |                   | 768                                |
| Greene                    | 2                 | 48                |                   |                   | 48                                 |
| Guilford                  | 41                | 984               | 406               | 4,872             | 5,856                              |
| Halifax                   | 87                | 2,088             | 388               | 2,985             | 5,073                              |
| Harnett                   | 85                | 2,040             | 273               | 1,638             | 3,678                              |
| Haywood                   | 6                 | 144               |                   |                   | 144                                |
| Henderson                 |                   |                   |                   |                   |                                    |
| Hertford                  |                   |                   | 134               | 1,059             | 1,059                              |
| Hoke                      | 10                | 240               | 422               | 3,276             | 3,516                              |
| Hyde                      | 6                 | 144               | 192               | 2,469             | 2,613                              |
| Iredell                   | 49                | 1,176             | 14                | 84                | 1,260                              |
| Jackson                   |                   |                   |                   |                   |                                    |
| Johnston                  | 38                | 912               | 39                | 234               | 1,146                              |
| Jones                     |                   |                   |                   |                   |                                    |
| Kannapolis City           | 11                | 264               |                   |                   | 264                                |
| Lee                       | 36                | 864               |                   |                   | 864                                |
| Lenoir                    | 23                | 552               |                   |                   | 552                                |
| Lexington City            | 76                | 1,824             | 154               | 1,671             | 3,495                              |
| Lincoln                   | 18                | 432               |                   |                   | 432                                |
| Macon                     |                   |                   |                   |                   |                                    |
| Madison                   |                   |                   |                   |                   |                                    |
| Martin                    | 5                 | 120               | 26                | 156               | 276                                |
| McDowell                  | 68                | 1,632             |                   |                   | 1,632                              |
| Mt. Airy City             |                   |                   |                   |                   |                                    |
| Mitchell                  |                   |                   |                   |                   |                                    |
| Montgomery                | 60                | 1,440             | 370               | 3,683             | 5,123                              |
| Moore                     | 19                | 456               |                   |                   | 456                                |
| Mooreville City           |                   |                   |                   |                   |                                    |
| Nash                      | 85                | 2,040             |                   |                   | 2,040                              |
| New Hanover               | 33                | 792               | 28                | 168               | 960                                |
| Newton-Conover            |                   |                   |                   |                   |                                    |
| Northampton               | 12                | 288               | 214               | 1,695             | 1,983                              |
| Onslow                    | 97                | 2,328             | 69                | 414               | 2,742                              |
| Orange                    | 47                | 1,128             |                   |                   | 1,128                              |
| Pamlico                   |                   |                   |                   |                   |                                    |
| Elizabeth City/Pasquotank | 41                | 984               | 76                | 1,413             | 2,397                              |

| LEA                 | Summer Attendance |                   | Staff Development |                   | Total Hours of Training for County |
|---------------------|-------------------|-------------------|-------------------|-------------------|------------------------------------|
|                     | Participants      | Hours of Training | Participants      | Hours of Training |                                    |
| Pender              | 26                | 624               |                   |                   | 624                                |
| Perquimans          |                   |                   |                   |                   |                                    |
| Person              | 33                | 792               | 32                | 960               | 1,752                              |
| Pitt                | 60                | 1,440             |                   |                   | 1,440                              |
| Polk                |                   |                   |                   |                   |                                    |
| Randolph            | 31                | 744               | 329               |                   | 744                                |
| Richmond            |                   |                   |                   |                   |                                    |
| Roanoke Rapids City | 57                | 1,368             |                   |                   | 1,368                              |
| Robeson             | 121               | 2,904             | 734               | 8,574             | 11,478                             |
| Rockingham          | 37                | 888               | 50                | 300               | 1,188                              |
| Rowan               | 30                | 720               |                   |                   | 720                                |
| Rutherford          | 9                 | 216               |                   |                   | 216                                |
| Sampson             | 82                | 1,968             |                   |                   | 1,968                              |
| Scotland            | 4                 | 96                |                   |                   | 96                                 |
| Shelby City         |                   |                   |                   |                   |                                    |
| Stanly              | 5                 | 120               | 70                | 560               | 680                                |
| Stokes              |                   |                   |                   |                   |                                    |
| Surry               | 7                 | 168               |                   |                   | 168                                |
| Swain               |                   |                   |                   |                   |                                    |
| Thomasville City    | 123               | 2,952             | 208               | 2,946             | 5,898                              |
| Transylvania        |                   |                   |                   |                   |                                    |
| Tyrrell             |                   |                   | 125               | 1,000             | 1,000                              |
| Union               | 37                | 888               |                   |                   | 888                                |
| Vance               | 256               | 6,144             | 191               | 1,653             | 7,797                              |
| Wake                | 118               | 2,832             | 21                | 252               | 3,084                              |
| Warren              | 26                | 624               | 145               | 1,842             | 2,466                              |
| Washington          |                   |                   | 262               | 4,752             | 4,752                              |
| Watauga             | 17                | 408               |                   |                   | 408                                |
| Wayne               | 24                | 576               |                   |                   | 576                                |
| Weldon City         | 56                | 1,344             | 210               | 942               | 2,286                              |
| Whiteville City     |                   |                   | 70                | 840               | 840                                |
| Wilkes              | 11                | 264               |                   |                   | 264                                |
| Wilson              | 87                | 2,088             |                   |                   | 2,088                              |
| Yadkin              | 20                | 480               |                   |                   | 480                                |
| Yancey              | 8                 | 192               |                   |                   | 192                                |
| NCAE                |                   |                   | 25                | 300               | 300                                |
| State Hospitals     |                   |                   | 31                | 186               | 186                                |
| <b>Total</b>        | <b>3,255</b>      | <b>78,120</b>     | <b>6,646</b>      | <b>61,784</b>     | <b>139,904</b>                     |

Red text indicates Disadvantaged Student Supplemental Funding districts.



## Program Participation by Module

| Module   | Summer Participants | Local Staff Development Participants |
|--|---------------------|--------------------------------------|
| Changing Minds, Changing Futures: Motivating Children of Poverty   | 744                 | 1240                                 |
| Classroom Management: Relationships, Expectations, and Discipline  | 227                 | 1297                                 |
| Cooperative Learning in the Math Classroom   | 39                  |                                      |
| Cooperative Learning: A Research "Best Practice" to Maximize Student Learning                                      | 118                 | 354                                  |
| Creating a Culture to Retain Teachers and Promote Student Growth   | 279                 | 988                                  |
| Critical Components for Early Reading  | 41                  | 468                                  |
| Engaging Students in Literacy Learning   | 142                 | 119                                  |
| Handheld Computing, Digital Essays, and Making it your Own   | 163                 | 157                                  |
| Literacy Strategies to Increase Student Achievement  | 65                  | 383                                  |
| Mapping and Integrating School Curriculum  | 124                 | 400                                  |
| Mentoring to Support Beginning Teachers  | 42                  | 287                                  |
| Mindful Instruction: Using Brain Research to Redesign Classroom Instruction  | 416                 | 1089                                 |
| Raising Elementary ESL Student Achievement   | 81                  | 153                                  |
| Raising Secondary ESL Student Achievement  | 31                  | 100                                  |
| Reading in the Content Areas   | 24                  | 688                                  |
| Technology Tools to Enhance Adolescent Literacy *  |                     | 90                                   |
| The Wired Classroom: Integrating Technology and Content  | 139                 | 80                                   |
| Using Data to Build Classroom Learning Communities   | 323                 | 523                                  |
| Using Learning Styles to Improve Student Achievement   | 41                  | 355                                  |
| Using Multiple Intelligences to Individualize Instruction  | 216                 | 412                                  |
| * summer sessions in this module were scheduled for June 2005 and July 2006 (outside of the 2005-2006 fiscal year) |                     |                                      |
| <b>Total</b>   | <b>3,255</b>        | <b>6,646</b>                         |

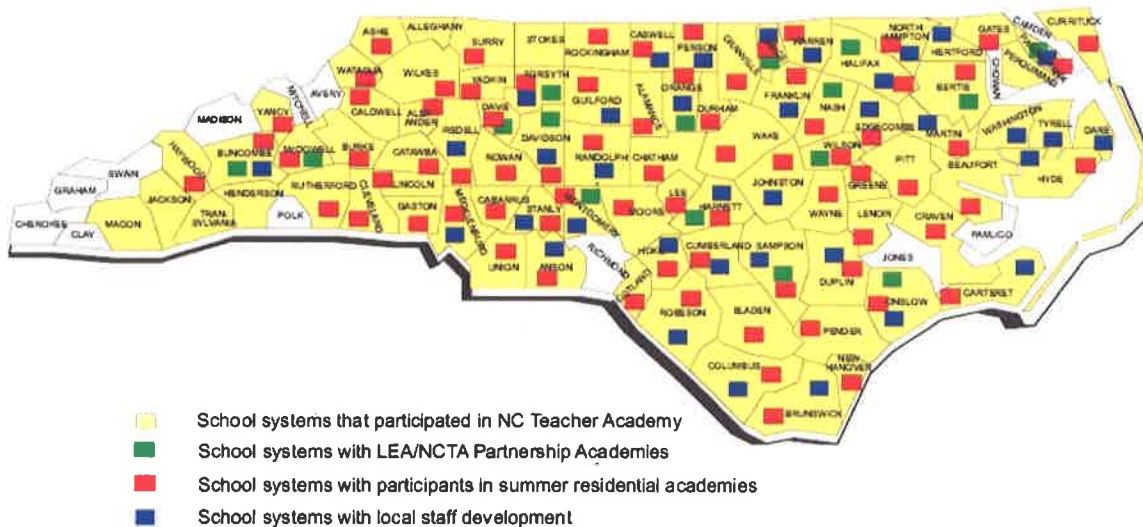
## North Carolina Teacher Academy Summer Participant Distribution 1994-2006



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

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

## North Carolina Teacher Academy Program Distribution Fiscal Year 2005-2006



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

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

## Appendix 6

### Teacher Working Conditions Response Rate, Teacher Turnover Rate, and National Board Certification in Disadvantaged Student Supplemental Funding Districts

| School District           | Teacher Working Conditions Survey Participation Rate 2006 | Teacher Turnover Rate 2004-2005 | Teacher Turnover Rate 2005-2006 | Teachers Earning National Board Certification 2004-2005 | *Teachers Attempting National Board Certification 2005-2006 |
|---------------------------|---|---------------------------------|---------------------------------|---|---|
| Edgecombe                 | 74%   | 22.3%                           | 18.5%                           | 7   | 23  |
| Elizabeth City/Pasquotank | 75%   | 20.6%                           | 18.5%                           | 2   | 28  |
| Franklin                  | 77%   | 23.3%                           | 21.7%                           | 3   | 29  |
| Halifax                   | 100%  | 26%                             | 17%                             | 6   | 28  |
| Hertford                  | 70%   | 26%                             | 15.1%                           | 0   | 21  |
| Hoke                      | 90%   | 24.3%                           | 21.6%                           | 0   | 8   |
| Hyde                      | 92%   | 31%                             | 18%                             | 0   | 2   |
| Lexington City            | 96%   | 19%                             | 19%                             | 0   | 7   |
| Montgomery                | 91%   | 16%                             | 9%                              | 2   | 16  |
| Northampton               | 85%   | 25.6%                           | 12.7%                           | 0   | 2   |
| Robeson                   | 86%   | 16.6%                           | 12.9%                           | 13  | 20  |
| Thomasville City          | 89%   | 22.3%                           | 20.2%                           | 2   | 6   |
| Vance                     | 74%   | 26.7%                           | 23%                             | 4   | 24  |
| Warren                    | 73%   | 24.5%                           | 18%                             | 4   | 7   |
| Washington                | 90%   | 13.6%                           | 12.5%                           | 0   | 9   |
| Weldon City               | 98%   | 32%                             | 17%                             | 0   | 2   |
| <b>Average/Total(T)</b>   | <b>85%</b>  | <b>23.1%</b>                    | <b>17.2%</b>                    | <b>43(T)</b>  | <b>232(T)</b>   |

\* National Board certification results will be available in November.

## Teacher Academy Attendance Correlated with 2004-2005 ABC Results

Growth and performance indicators recognize improvement in North Carolina schools. When comparing the performance of public schools with teams that have attended the Teacher Academy, the following correlations were found:

In 2004-2005, there were a total of 586 schools that achieved *High Growth*. Of those schools, 77% had teams which previously attended one or more summer Teacher Academy sessions. Of the high schools that achieved *High Growth*, 82% had attended one or more Teacher Academy summer sessions.

*Schools of Excellence* are those schools that have a performance composite of at least 90% on standardized achievement tests. Thirty-two (74%) of the schools had teams of teachers that had attended one or more summer Teacher Academy sessions.

*Schools of Distinction* are those schools that have a performance composite of at least 80% on standardized achievement tests. Almost four-fifths or 80% of the 608 schools that achieved this designation had teams of teachers who had attended one or more Teacher Academy summer sessions.

*Honor Schools of Excellence* includes schools that, in addition to having achieved *Schools of Excellence* status, have also met Adequate Yearly Progress (AYP). Of the 496 schools that received this very special designation, 401 (72%) had teams of teachers who attended one or more Teacher Academy summer sessions.

The *10 Most Improved High Schools*, (only 9 were recognized) based on improvement in standardized test scores, included seven schools that previously had teams of teachers and administrators who had attended Teacher Academy summer sessions.

The *25 Most Improved Elementary Schools* included 14 schools that had previously sent teams of teachers to the Teacher Academy summer sessions.

North Carolina Teacher Academy Attendance by Schools Achieving School of Excellence, School of Distinction, or High Growth

