



Annual Fiscal Report
to
Joint Education Legislative
Oversight Committee
2006-2007

October 1, 2007

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2006-2007**

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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 2006-2007 fiscal year, the Academy has trained 39,418 teachers and principals, representing 1,783 schools (78%) from every local education agency in North Carolina.

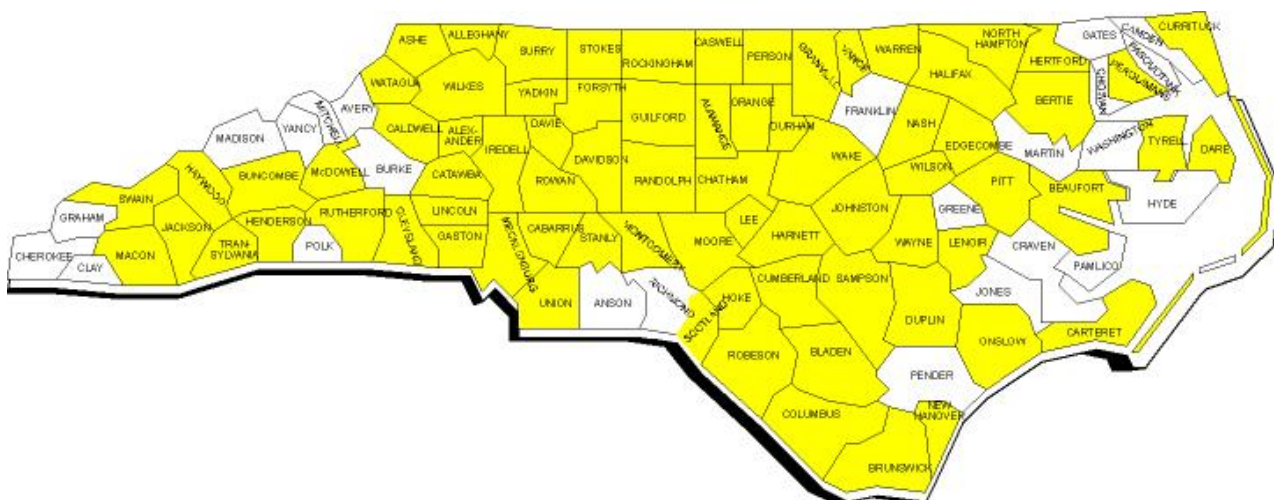
In 1995, the North Carolina General Assembly transferred the Teacher Academy from the Department of Public Instruction to The University of North Carolina General Administration. The Task Force was renamed the North Carolina Teacher Academy Board of Trustees. The legislation stated, *“The Board of Governors 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 to oversee the affairs of the Teacher Academy, including the appointment of the Executive Director. In 2006, the North Carolina General Assembly transferred the Teacher Academy to the State Board of Education. (G.S.115-C-296.4). The North Carolina Teacher Academy Organizational Chart is found 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 in North Carolina. Every school district in North Carolina is invited to submit names of teachers to be trained as Teacher Academy trainers.

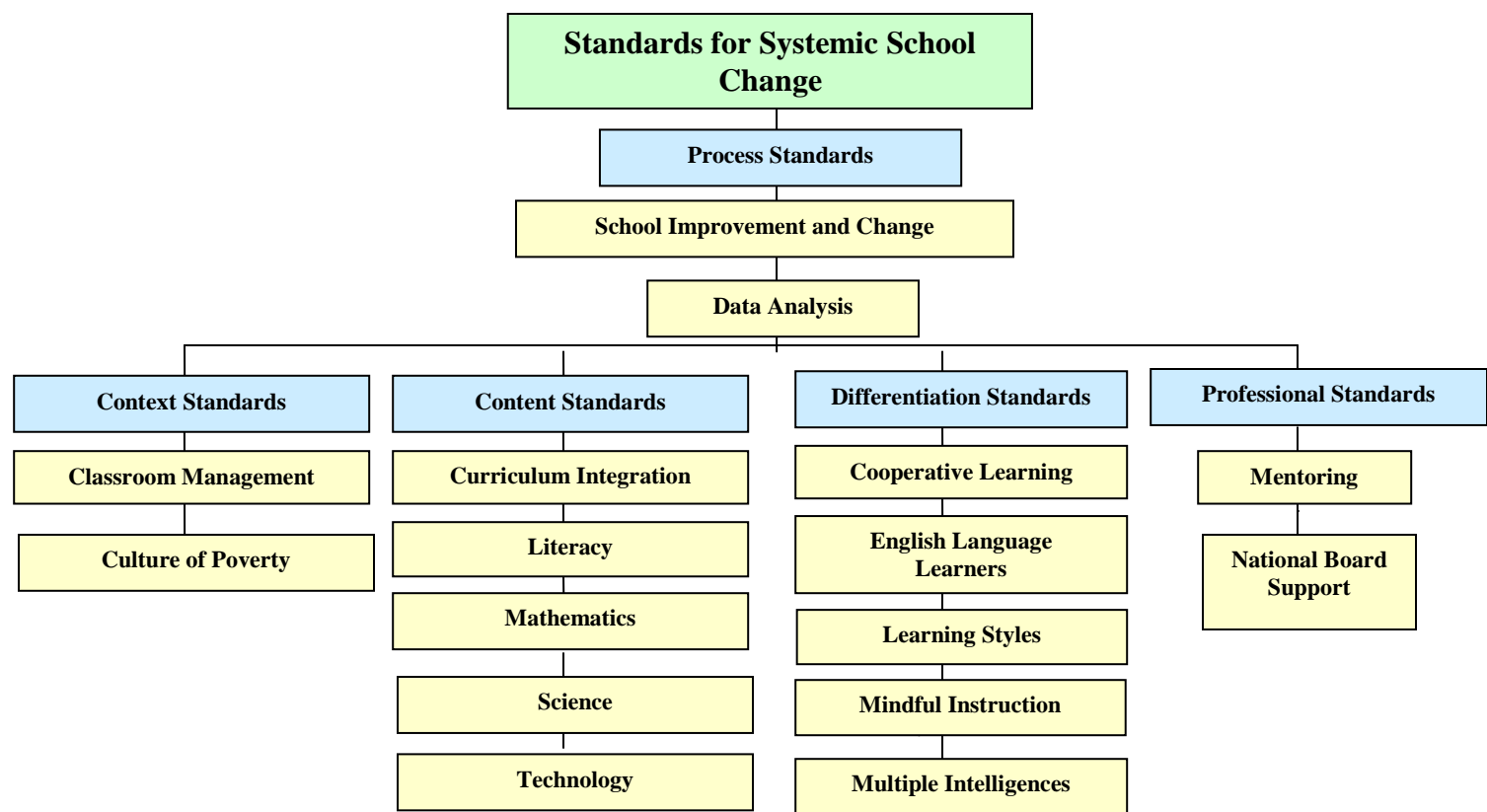
Type of trainer	Number of Trainers
Adolescent Literacy; Reading in the Content Area	16
Classroom Management	50
Differentiated Instruction	60
Raising ESL Student Achievement	45
Framework for Understanding Poverty	28
Integrating the Curriculum	14
Literacy	18
Mentor	16
Early Literacy	33
Creating Professional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

Location of Current North Carolina 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 twenty 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

- Building Professional Learning Communities
- Creating a Culture to Retain Teachers and Promote Student Growth
- 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

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

Differentiation Standards

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

Professional Support Standards

- Mentoring Beginning Teachers
- National Board Support

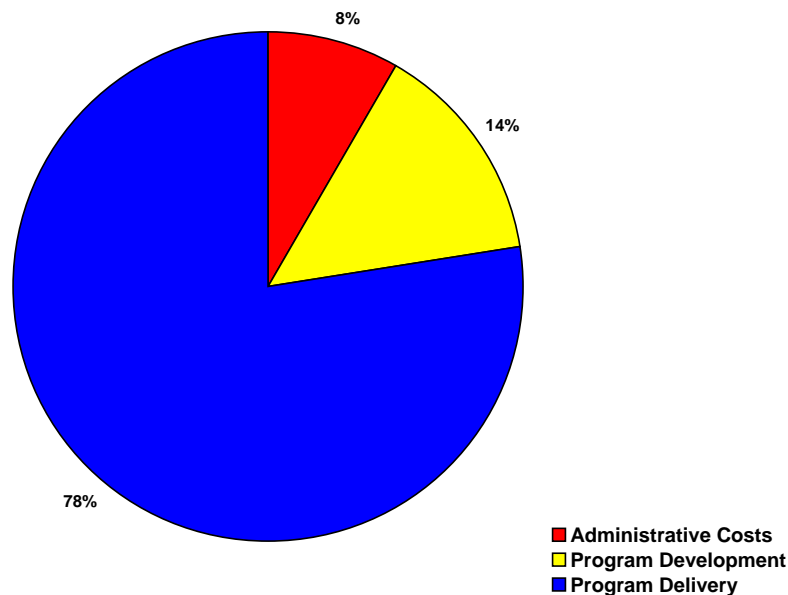
The North Carolina Teacher Academy has a three-pronged delivery approach to meet the needs of educators in North Carolina, including summer residential and LEA partnership academies along with customized local professional development.

- ### 2006-2007 Teacher Academy Summer and Local Staff Development Participants by 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 2006-2007

<u>Object Code</u>	<u>Object Description</u>	<u>Operating Budget</u>	<u>Operating Expense</u>
1000	Salaries, Wages, and Benefits		
1110	EPA Regular Salaries (13.0 FTE)	1,096,422.91	999,557.92
1210	SPA Regular Salaries (1.0 FTE)	42,016.84	42,016.84
1410	Trainers & Site Managers Wages	1,021,159.71	1,021,150.09
1810	Social Security (7.65%)	155,885.19	153,777.06
1820	State Retirement (6.82%)	73,929.43	73,908.12
1830	Medical Insurance (\$3,748 FTE)	46,117.66	46,116.72
1900	Contracted Services	133,654.88	133,653.93
2000	Supplies & Materials	76,295.19	76,293.25
3000	Current Services		
311X	In-State Travel (Employee)	44,759.85	44,757.82
312X	Out-State Travel (Employee)	24,662.17	24,662.17
314X	Non-Employee Travel (Trainers, Site Managers, 100 Literacy Coaches, DSSF SIT members)	724,294.82	724,292.98
3201	Telephones	13,227.55	13,227.29
3202	Postage	11,614.69	11,613.48
3204	Messenger Service	7,893.00	7,891.97
3206	Fed Exp and UPS	17.50	17.50
3212	Email and Calendaring	88.85	88.85

<u>Object Code</u>	<u>Object Description</u>	<u>Operating Budget</u>	<u>Operating Expense</u>
3215	NW Phone Wiring	2026.36	2026.36
3400	Printing & Binding	116,828.86	116,827.96
3501	Equipment Repairs	45.00	45.00
3600	Freight and Express	4,853.75	4,853.75
3700	Advertising	3,355.57	3,355.57
3905	SVC Agree Security	210.00	210.00
3910	Residential Academy Site Cost	985,509.06	985,508.56
3940	Participant Stipends	1,204,100.00	1,204,100.00
4000	Fixed Charges		
4101	Office Rental	73,719.16	73,718.49
4103	Rental Conference Room (28 days for Literacy Coach training, 10 days for NCTA content training, 5 Literacy Coach regional meetings, 2 day DSSF SIT Conference for 250 members)	319,077.38	319,076.65
4203	Voice Transmission Equipment	53.50	53.50
4204	Voice Communication Equipment	2,350.00	2,350.00
4301	Motor Vehicle Rental	204.91	204.91
4302	Rent Communication Equipment	360.00	360.00
4303	General Office Equipment Rental	23,497.74	23,497.74
4403	Equipment Maintenance Agreement	4,992.00	4,992.00
4413	Maintenance Agreement NW Server	250.00	250.00
4901	Membership Dues	17,632.00	17,632.00
4902	Subscriptions	929.00	929.00
5000	Capital Outlay		
511X	Office Equipment	57,290.82	57,290.64
512X	Office Furniture	140,422.28	140,422.28
52XX	Computer Equipment	20,298.32	20,297.51
	Totals	6,450,045.95	6,351,027.56

July 2006 - January 2007 financial data provided by UNC-General Administration
February 2007 - June 2007 financial data provided by NC Department of Public
Instruction

See **Appendix 6** for complete Operating Budget

Summary of 2006-2007 Professional Development in Disadvantaged Student Supplemental Funding (DSSF) Districts

In July 2005 the North Carolina Teacher Academy was directed to provide professional development and support to the sixteen school districts identified by the State Board of Education to receive Disadvantaged Student Supplemental Funds (DSSF). 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 six goals:

1. Promote an understanding of the North Carolina Teacher Working Conditions Survey focusing on data analysis of the survey to create optimal teaching and learning climates in schools in order to improve teacher retention and student achievement and to apply the results to their school improvement plan.
2. Customize staff development for teachers and administrators in individual schools and/or districts to address specific instructional needs to improve student achievement and to fill the professional development needs as outlined in their school improvement plans.
3. Provide five-day summer residential academies and four-day summer LEA 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. Support initially-licensed teachers as well as candidates for National Board certification to enhance teacher leadership skills and build school level capacity.
5. Assign three highly qualified Teacher Academy Fellows, each with twenty-five years teaching experience, nine to twelve years training with the Academy, and National Board Certification, to work full-time with teachers and administrators in the DSSF schools.
6. Coordinate a two day School Improvement Team Conference in the spring of 2007 to identify schools that needed assistance in developing a school improvement plan. Training included use of data from the Teacher Working Conditions Survey and the Annual School Report Card plus skills for working as a team. All schools in the 16 high priority districts were invited. Fifty-two schools elected to participate and partner with the North Carolina Teacher Academy for the 2007-2008 school year.

During the 2006-2007 fiscal year, the Teacher Academy provided services to all sixteen DSSF districts. Schools participated in staff development workshops and academies ranging from one-half day to four days. Many teachers and administrators attended multiple staff development activities. Four hundred eighty one (481) teachers participated in residential and LEA/NCTA summer academies for a total of fourteen thousand, four hundred thirty (14,430) contact hours. Three thousand, six hundred twenty-three (3623) teachers participated in staff development sessions for more than twenty-one thousand, seven hundred thirty-eight (21,738) contact hours. Highlights of the work in those districts include an increase in teacher retention and an increase in the number of teachers seeking and obtaining National Board certification. See **Appendix 7**

Twenty-first Century Middle School Literacy Coach Initiative

In July 2006 the North Carolina Teacher Academy was directed to provide training and support for one hundred twenty-first century middle school literacy coaches as an integral piece of Governor Mike Easley's Literacy Coach Initiative. The initiative was implemented as a result of statistical research highlighting that only sixty percent (60%) of the students entering ninth grade graduated from high school in five years, and nineteen percent (19%) of the same freshman class completed an associate or bachelor's degree from a school of higher learning. The Middle School Literacy Coach initiative has focused attention at the middle school to insure that students are competent readers before entering high school.

A literacy coach position was offered to the 100 lowest performing (based on a three year composite of reading EOG scores) middle schools in the state that contained an 8th grade class.

In August 2006, the Teacher Academy hosted five regional information meetings and invited the school and central office administration as well as school improvement team representatives for the 100 identified middle schools. Each session explained the initiative, legislation, hiring process and the training to follow in 2006-2007. **Attachment 8** lists the districts and schools that hired a coach and participated in the training during 2006-2007.

The Teacher Academy identified researched best practices for literacy coaches and provided the following training for the cadre of literacy coaches. At the completion of each component of training, the coaches were required to develop instructional materials as evidence of mastery of the concepts. The instructional materials were consolidated in an online learning community using Blackboard Learning System, where each literacy coach may access all of the resources developed by the entire cadre of coaches. The combined accumulated resources available to the coaches include more than 1600 lesson plans that incorporate literacy strategies, as well as presentation resources and internet resources that the coaches can use with the teachers in their schools. The coaches received an average of twenty-four (24) hours of training each month as identified below:

September 2006	6 hours	Qualitative Reading Inventory training
	12 hours	Reading in the Content Areas, philosophy and strategies
October 2006	24 hours	Reading in the Content Areas, strategies continued
November 2006	12 hours	The Coaching Process/Adult Learning (part 1) Ann Kilcher and Lawrence Ryan, Paidea Consulting
	12 hours	Reading in the Content Areas, strategies continued
December 2006	12 hours	Becoming an Effective Instructional Coach (part 1) Cindy Harrison, National Staff Development Council
	12 hours	Literacy/Vocabulary Strategies
January 2007	12 hours	The Coaching Process/Presentation Skills (part 2) Ann Kilcher and Lawrence Ryan, Paidea Consulting
	12 hours	Teacher Leadership
February 2007	12 hours	Instructional Coaching (part 2) Cindy Harrison, National Staff Development Council
	12 hours	School Improvement/Team Building/Action Plans
March 2007	12 hours	

	18 hours	Using Brain Research to Redesign Classroom Instruction
April 2007	12 hours	Sustained School Leadership Dr. Andy Hargreaves, Boston College
June 2007	30 hours	21 st Century Instructional Technology
	30 hours	Using Data to Build Classroom Learning Communities
Total	228 hours	

Program Evaluation

During May and June the literacy coaches employed during 2006-07 completed a summative survey of their year's experiences and trainings. Eighth grade teachers and principals in each of the schools where a literacy coach was employed also completed end of year surveys regarding the impact of the literacy coach program.

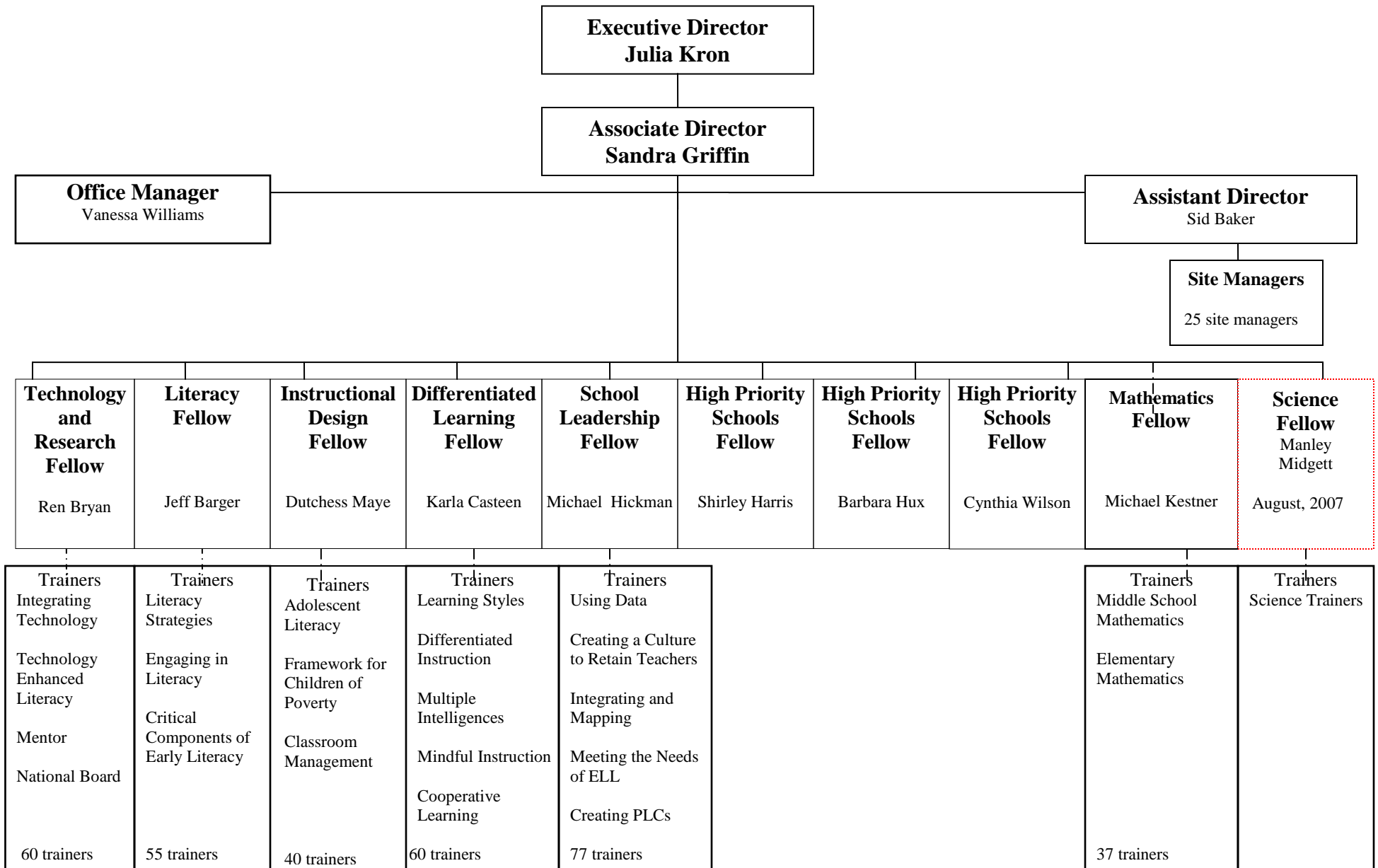
Appendix 8 also lists the percent of change in eighth grade student proficiency in reading (as measured by End of Grade Reading scores) after the first year's inclusion of a literacy coach in their school, as well as school ABC and No Child Left Behind data.

North Carolina Teacher Academy Impact on Classroom Instruction

More than one hundred fifty-three thousand, seven hundred ninety-two (153,792) hours of professional development were provided for teachers in North Carolina school districts. The North Carolina Teacher Academy held forty-nine summer sessions and numerous local professional development sessions for eight thousand, three hundred seventy (8,370) teachers, representing ninety-one school districts during the 2006-2007 fiscal year.

- **Appendix 3** identifies the number of participants in each North Carolina district in both summer programs and local professional development. The total contact 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 school districts in Fiscal Year 2006-2007.
- **Appendix 7** highlights the impact on Disadvantaged School Supplemental Funding districts.
- **Appendix 8** highlights the reported improvement in eighth grade reading scores in schools with Middle School Literacy Coaches.

North Carolina Teacher Academy Organizational Chart



Appendix 2

North Carolina Teacher Academy Programs and Summer Attendance

Process Standards

Building Professional Learning Communities provides both knowledge and know-how for constructing and implementing a “professional learning community”. The session includes instruction on implementing strategies for increasing collaboration between all the stakeholders within that school community. Teachers learn to develop mission and vision, engage in authentic dialogue, and assume responsibilities as leaders in their profession. Additionally the module gives participants opportunities to build their toolbox of strategies for group problem-solving, shared decision-making, and for successfully implementing school change. During 2006-2007, one session was held for 81 participants.

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, 123 teachers and principals represented their schools at two sessions devoted to this program.

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 two sessions to 137 teachers and administrators.

Context Standards

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 six academies serving a total of 456 teachers and administrators.

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 2006-2007 nine sessions were held for 541 teachers and administrators.

Content Standards

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 64 kindergarten through second grade teachers and administrators attending.

Literacy Strategies to Increase Student Achievement provides primary, elementary, and middle school teachers with an overview of the reading process and cueing system. Whole group learning activities and mini-sessions offer a wide-range of instructional strategies in reading and writing to improve student achievement. This practical, hands-on program offers participants the opportunity to make a variety of books and design games in order to teach to individual student strengths and create a classroom environment conducive to learning. During the 2006-2007 fiscal year 125 teachers and administrators participated in the two sessions dedicated to this program.

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. Two sessions were held with 167 participants.

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 TungstenE2 in lieu of part of the traditional stipend. The Academy held one session of *Handheld Computing* with 80 educators participating.

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 2006-2007 with 96 teachers and administrators attending.

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 2006-2007 fiscal year with 69 teachers attending.

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. One summer session were held in July 2006 with 47 teachers.

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, 85 teachers and administrators participated in two sessions.

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 three sessions with a total of 153 participants.

Mindful Instruction: Using Brain Research to Redesign Classroom Instruction focuses on how the brain learns and remembers as well as 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 four sessions to 309 teachers and administrators.

Raising Elementary ESL Student Achievement and *Raising Secondary 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 2006-2007 fiscal year 154 teachers attended two sessions.

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 focused program. The Academy held two sessions and trained a total of 97 teachers and administrators in this program during the 2006-2007 fiscal year.

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, as identified by Howard Gardner. 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 for differentiation. 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 and those of their students. The Academy held five sessions for 314 teachers and administrators.

Professional Standards

Mentoring to Support Beginning Teachers identifies the skills that teachers need in order to be effective mentors, helps teachers develop those skills, and learn to build relationships with new teachers. Participants learn how to organize their instructional year in order to be a more effective mentor. During 2006-2007 a single session was held for 64 participants.

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

Appendix 3

Fiscal Year 2006-2007 Summer Program and Staff Development Participation for each North Carolina LEA

LEA	Summer Attendance		Staff Development		Total Contact Hours for County
	Participants	Contact Hours	Participants	Contact Hours	
Alamance County	24	30			720
Alexander County	14	30	22	6	552
Alleghany County					0
Anson County	12	30			360
Ashe County	1	30			30
Asheboro City					0
Avery County	7	30			210
Beaufort County	57	30	8	6	1758
Bertie County	6	30			180
Bladen County	13	30			390
Brunswick County	18	30			540
Buncombe County	95	30	65	6	3240
Burke County					0
Cabarrus County	51	30			1530
Caldwell County	5	30			150
Camden County	15	30			450
Camp Lejeune			19	6	114
Carteret County	20	30	57	6	942
Caswell County					0
Catawba County	37	30			1110
Charlotte-Mecklenburg	79	30	44	24	3426
Chatham County			37	6	222
Chapel Hill	1	30			30
Cherokee County	5	30			150
Clay County					0
Cleveland County	38	30			1140
Clinton City	16	30			480
Columbus County	18	30			540
Craven County	44	30			1320
Cumberland County	208	30	69	3	6447
Currituck County					0
Dare County					0
Davidson County	4	30			120
Davie County					0
Duplin County	21	30	154	3	1092
Durham County	35	30			1050
Edenton-Chowan					0
Edgecombe County	27	30	20	24	1290
Elkin City					0

LEA	Summer Attendance	Staff Development		LEA	Summer Attendance
	Participants	Contact Hours	Participants	Contact Hours	Total Contact Hours for County
Winston Salem-Forsyth County	164	30	155	16	5850
Franklin County	14	30	594	6	3984
Ft. Bragg	19	30	36	6	786
Gaston County	59	30			1770
Gates County	15	30			450
Graham County					0
Granville County	48	30			1440
Greene County	7	30			210
Guilford County	67	30	142	6	2862
Halifax County			54	9	486
Harnett County	96	30	229	6	4254
Haywood County	14	30	19	9	591
Henderson County	22	30			660
Hertford County	5	30	116	3	498
Hoke County	31	30	386	3	2088
Hyde County	33	30	325	3	1965
Iredell County	12	30			360
Jackson County					0
Johnston County	126	30			3780
Jones County					0
Kannapolis City	7	30			210
Lee County	5	30			150
Lenoir County	39	30			1170
Lexington City	49	30	40	18	2190
Lincoln County	5	30	29	6	324
Macon County					0
Madison County					0
Martin County					0
McDowell County					0
Mt. Airy City					0
Mitchell County	6	30			180
Montgomery County	42	30	390	6	3600
Moore County	11	30			330
Mooresville City					0
Nash-Rocky Mount	20	30			600
New Hanover County	39	30	54	6	1494
Newton-Conover	8	30			240
Northampton County	17	30	283	6	2208
Onslow County	37	30	33	3	1209
Orange County	5	30			150
Pamlico County					0
Elizabeth City/Pasquotank			376	3	1128
Pender County	22	30			660

LEA	Summer Attendance	Staff Development		LEA	Summer Attendance
	Participants	Contact Hours	Participants	Contact Hours	Total Contact Hours for County
Perquimans County					0
Person County	22	30			660
Pitt County	51	30			1530
Polk County					0
Randolph County	47	30	58	3	1584
Richmond County	18	30			540
Roanoke Rapids City			151	3	453
Robeson County	171	30	3415	3	15375
Rockingham County	36	30	89	6	1614
Rowan County	82	30	42	3	2586
Rutherford County	102	30			3060
Sampson County	9	30			270
Scotland County	13	30			390
Shelby City					0
Stanly County	17	30			510
Stokes County					0
Surry County					0
Swain County	5	30			150
Thomasville City	29	30	397	6	3252
Transylvania County	1	30			30
Tyrrell County			34	12	408
Union County	79	30			2370
Vance County	168	30	359	6	7194
Wake County	171	30	62	6	5502
Warren County	20	30	358	3	1674
Washington County			369	3	1107
Watauga County	15	30			450
Wayne County	79	30			2370
Weldon City	46	30	703	3	3489
Whiteville City	16	30			480
Wilkes County	20	30			600
Wilson County	6	30	86	6	696
Yadkin County	24	30			720
Yancey County					0
Cherokee Council Schools			295	6	1770
State Hospitals			30	6	180
Total	3162	94,860	10,204*	43,614	138,474

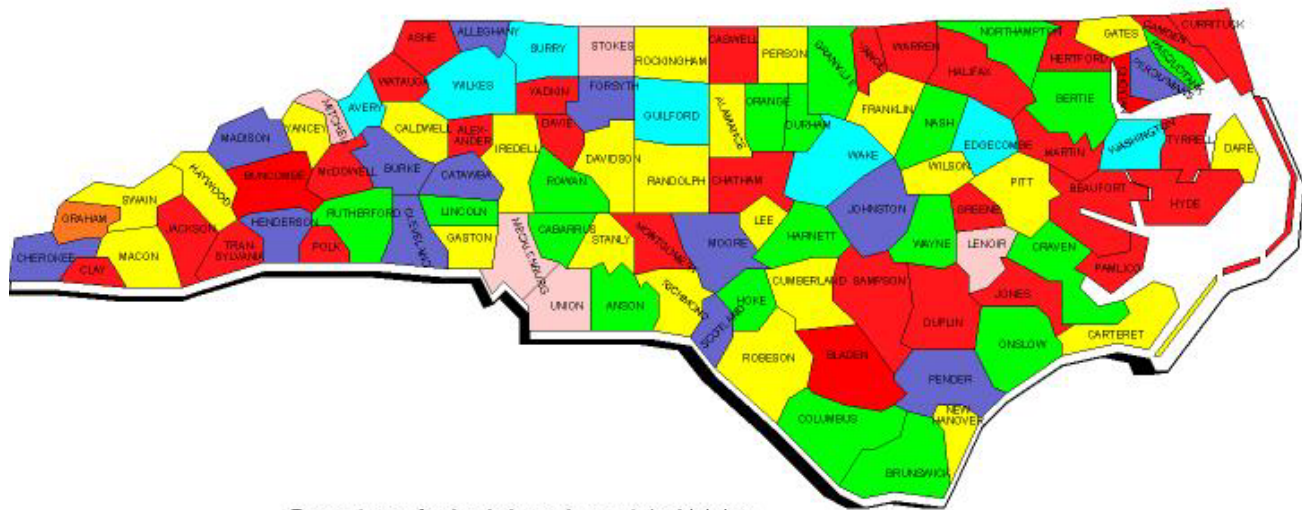
* Represents multiple attendance by some of the 5208 local professional development participants

Red text indicates Disadvantaged Student Supplemental Funding districts.

2006-2007 Professional Development Participation for Each Module

Module	Summer Participants	Local Staff Development Participants
Building Professional Learning Communities	81	
Changing Minds, Changing Futures: Motivating Children of Poverty	456	1067
Classroom Management: Relationships, Expectations, and Discipline	541	560
Cooperative Learning: A Research "Best Practice" to Maximize Student Learning	153	256
Creating a Culture to Retain Teachers and Promote Student Growth	123	
Critical Components for Early Reading	64	53
Engaging Students in Literacy Learning	167	86
Handheld Computing, Digital Essays, and Making it your Own	80	29
Literacy Strategies to Increase Student Achievement	125	286
Mapping and Integrating School Curriculum	96	75
Mentoring to Support Beginning Teachers	64	25
Mindful Instruction: Using Brain Research to Redesign Classroom Instruction	309	730
National Board Support		103
Raising Elementary ESL Student Achievement	154	294
Reading in the Content Areas	69	311
Shaping Successful Schools		581
Technology Tools to Enhance Adolescent Literacy	47	
The Wired Classroom: Integrating Technology and Content	85	83
Using Data to Build Classroom Learning Communities	137	222
Using Learning Styles to Improve Student Achievement	97	231
Using Multiple Intelligences to Individualize Instruction	314	117
Customized training requested by DSSF districts		99
Total	3,162	5,208

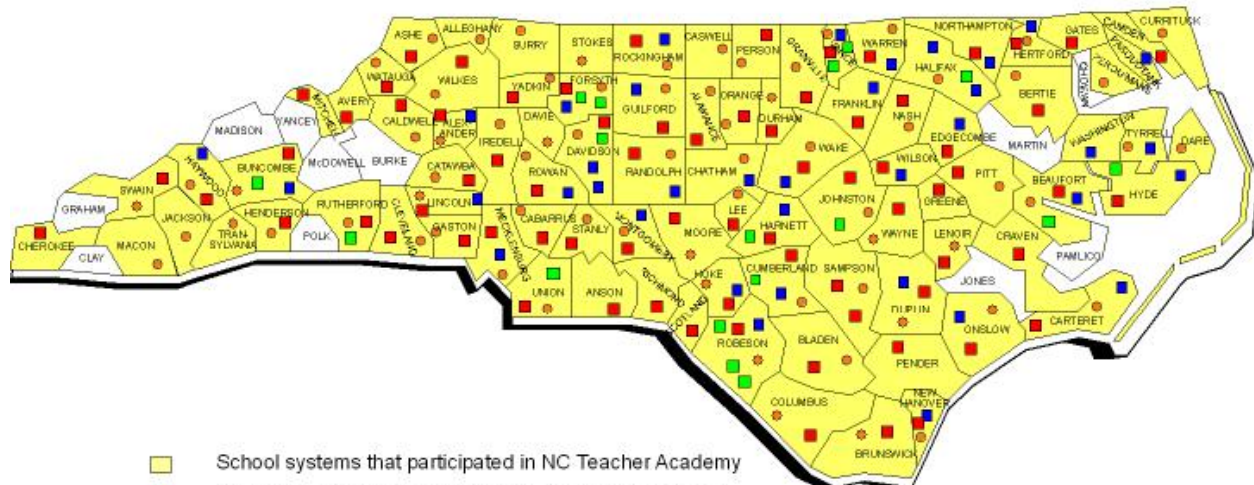
North Carolina Teacher Academy Summer Participant Distribution 1994-2007



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

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

North Carolina Teacher Academy Program Distribution Fiscal Year 2006-2007



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

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.

NC Teacher Academy Operating Budget
Fiscal Year 2006-2007
NCDPI

Object Code	Object Description	UNC-GA Operating Expense	Transferred Operating Budget	Total 06-07 Operating Budget	NCDPI Operating Expense	Total 06-07 Operating Expense
1000	Salaries and Benefits					
1110	EPA Regular Salaries (11.0 FTE)	493,994.91	602,428.00	1,096,422.91	505,563.01	999,557.92
1210	SPA Regular Salaries (1.0 FTE)	22,093.84	19,923.00	42,016.84	19,923.00	42,016.84
1410	Non-Student Wages (Trainers & Site)	858,215.71	162,944.00	1,021,159.71	162,934.38	1,021,150.09
1810	Social Security (7.65%)	102,136.19	53,749.00	155,885.19	51,640.87	153,777.06
1820	State Retirement (7.14%)	36,388.43	37,541.00	73,929.43	37,519.69	73,908.12
1830	Medical Insurance (\$3,854 FTE)	24,127.66	21,990.00	46,117.66	21,989.06	46,116.72
1900	Contracted Services	72,149.43	61,505.45	133,654.88	61,504.50	133,653.93
2000	Supplies & Materials	29,616.19	46,679.00	76,295.19	46,677.06	76,293.25
3000	Current Services			-		-
3110	In-State Travel (Employee)-Includes Meals	31,907.99	12,851.86	44,759.85	12,849.83	44,757.82
3120	Out-State Travel (Employee)	24,662.17		24,662.17		24,662.17
3140	* Non-Employee Travel	306,860.68	417,434.14	724,294.82	417,432.30	724,292.98
3201	Telephones	9,289.55	3,938.00	13,227.55	3,937.74	13,227.29
3202	Postage	10,822.69	792.00	11,614.69	790.79	11,613.48
3204	Messenger Service	1,960.00	5,933.00	7,893.00	5,931.97	7,891.97
3206	Fed Exp and UPS	17.50		17.50		17.50
3212	Email and Calendaring	88.85		88.85		88.85
3215	NW Phone Wire Chrg	2026.36		2,026.36		2,026.36
3400	Printing & Binding	89,270.86	27,558.00	116,828.86	27,557.10	116,827.96
3501	Equipment Repairs	45.00		45.00		45.00
3600	Freight and Express	4853.75		4,853.75		4,853.75
3700	Advertising	3355.57		3,355.57		3,355.57
3905	SVC Agree Security	210.00		210.00		210.00
3910	Residential Academy Site Cost	983,146.06	2,363.00	985,509.06	2,362.50	985,508.56
3940	Participant Stipends	1,204,100.00		1,204,100.00		1,204,100.00
4000	Fixed Charges			-		-
4101	Office Rental	39,430.16	34,289.00	73,719.16	34,288.33	73,718.49

Object Code	Object Description	UNC-GA Operating Expense	Transferred Operating Budget	Total 06-07 Operating Budget	NCDPI Operating Expense	Total 06-07 Operating Expense
4103	** Rental Conference Room	120,577.83	198,499.55	319,077.38	198,498.82	319,076.65
4203	Video Transmission Equipment	53.50		53.50		53.50
4204	Voice Communication Equipment	2,350.00		2,350.00		2,350.00
4301	Motor Vehicle Rental	204.91		204.91		204.91
4302	Rent Communication Equipment	360.00		360.00		360.00
4303	General Office Equipment Rental	15,843.74	7,654.00	23,497.74	7,654.00	23,497.74
4403	Maintenance Agreement Equipment	4,992.00		4,992.00		4,992.00
4406	Software Maintenance Agreement			-		-
4413	Maintenance Agreement NW Serv SW	250.00		250.00		250.00
4501	Insurance-Property			-		-
4901	Membership Dues	17,632.00		17,632.00		17,632.00
4902	Subscriptions	929		929.00		929.00
5000	Capital Outlay			-		-
5110	Office Equipment		8,059.00	8,059.00	8,058.47	8,058.47
5115	Office Equipment > \$500.00	49,231.82		49,231.82		49,231.82
5120	Office Furniture<\$500.00	8,674.12		8,674.12		8,674.12
5125	Office Furniture>\$500.00	131,748.16		131,748.16		131,748.16
5200	Computer Equipment		3,512.00	3,512.00	3,511.19	3,511.19
5210	NW Server EP <\$500.00	235.9		235.90		235.90
5220	NW Server Software	567.99		567.99		567.99
5230	Non WAN PC Software	275		275.00		275.00
5260	NW C/Print Eq < \$50.00	1,429.89		1,429.89		1,429.89
5265	NW PC/Print Eq ≥\$50.00	13,752.78		13,752.78		13,752.78
5270	WAN DP Equip < \$500.00	84.79		84.79		84.79
5275	WAN DP Equip > \$50.00	439.97		439.97		439.97
				-		-
		4,720,402.95	1,729,643.00	6,450,045.95	1,630,624.61	6,351,027.56

* Non-employee travel includes travel, meals, and lodging for all Trainers, Site Managers, Middle School Literacy Coaches, and DSSF School Improvement Teams

** Conference Room Rental includes meeting space, group meals, and breaks for 28 days of training for Middle School Literacy Coaches and 10 days of content training for Teacher Academy Trainers, as well as 5 Regional Meetings for Middle School Literacy Coaches and 2 days of training for 250 School Improvement Team members

**Professional Development Participation, Teacher Turnover Rate, SIT Team Participation, Middle School Literacy Coach and
National Board Certification in Disadvantaged Student Supplemental Funding Districts**

District/Number of Schools	Summer Academy Participants	Professional Development Participants	National Board Certifications Earned in 2006 and (percent gain of NBCTs in district)	School Teams Attending SIT Conference (percent of total schools in district)	Middle School Literacy Coach hired and trained	2005-2006 Teacher Turnover Rate (percent change from previous year) *A negative score indicates a decline in the turnover rate.	Number of Schools Making High Growth (percent of total)	Number of Schools Making Expected Growth (percent of total)	Number of Schools Meeting AYP (percent of total)
Edgecombe County / 16	27	20	11 (27%)	4 (25%)	2	-0.7%	3(18.7%)	7(43.7%)	7(43.7%)
Elizabeth City/ Pasquotank / 12		156	8 (22%)	2(16.6%)		-3%	1(8%)	4(33%)	4(33%)
Franklin County / 14	14	404	7 (54%)	1(7%)	2	no change	2(14%)	11(78.5%)	8(57%)
Halifax County / 15		54	2 (12.5%)	11(73%)	4	-11.4%	2(13%)	5(33%)	6(40%)
Hertford County / 5	5	96	3 (37.5%)	2(40%)	1	-7%		3(60%)	
Hoke County / 11	31	174	1 (16.6%)	6(54.5%)	1	-1.1%	3(27%)	5(45%)	3(27%)
Hyde County / 4	33	44	2 (200%)	3(75%)		-0.7%	1(25%)	2(50%)	2(50%)
Lexington City / 7	49	40	4 (30.7%)	1(14%)	1	4%	2(28.5%)	4(57%)	4(57%)
Montgomery County / 10	42	200	4 (18%)	3(30%)	1	-3.3%	1(10%)	5(50%)	2(20%)
Northampton County / 10	17	244	2(200%)	1(10%)	2	-6.3%	1(10%)	7(70%)	7(70%)
Robeson County / 45	171	940	9 (12.8%)	8(17.7%)	11	-1.1%	7(15.5%)	21(46.6%)	12(26%)
Thomasville City / 4	29	168	3 (21%)	3(75%)	1	-7.5%		2(50%)	1(25%)
Vance County / 15	168	182	6 (26%)	3(20%)	2	-2%	3(20%)	7(46.6%)	5(33%)
Warren County / 6	20	205	1 (10%)	1(16.6%)	1	-5.3%		3(50%)	1(16.6%)
Washington County / 5		149	2 (50%)	3(60%)	2	8.4%	1(20%)	2(40%)	1(20%)
Weldon City / 3	46	271	0	0	1	-1%		2(66.6%)	1(33%)
Total	652	3347	65	52	32		27 (14.8%)	90 (49.4%)	64 (35%)

Appendix 8

Middle School Literacy Coach Initiative

District	School	Eighth Grade Reading EOG Percent Change from 2005-2006 to 2006-2007 *	High Growth	Expected Growth	AYP
Alamance/Burlington	Broadview Middle	-6.9			
Alamance/Burlington	Graham Middle	-2.0	yes	yes	
Alexander County	East Alexander Middle	+2.2		yes	
Anson County	Anson Middle	+2.1		yes	
Asheboro City	North Asheboro Middle	-3.1		yes	
Beaufort County	P. S. Jones Middle	-3.0	yes	yes	
Beaufort County	Aurora Middle	+17	yes	yes	yes
Bertie County	Southwestern Middle	+3.1			
Bladen County	Elizabethtown Middle	+5.0		yes	yes
Charlotte Mecklenburg	Albemarle Road Middle	+0.2		yes	
Charlotte Mecklenburg	Cochrane Middle	+4.5			
Charlotte Mecklenburg	Coulwood Middle	+0.3		yes	
Charlotte Mecklenburg	Eastway Middle	-1.3		yes	
Charlotte Mecklenburg	J. T. Williams Middle	+7.9			
Charlotte Mecklenburg	Kennedy Middle	+5.8		yes	
Charlotte Mecklenburg	McClintock Middle	+1.7		yes	
Charlotte Mecklenburg	Northridge Middle	+7.6			
Charlotte Mecklenburg	Ranson Middle	+9.7			
Charlotte Mecklenburg	Sedgefield Middle	+11.1			
Charlotte Mecklenburg	Spaugh Middle	-0.9			
Charlotte Mecklenburg	Wilson Middle	+4.5			
Columbus County	Boys and Girls Home	NA	yes	yes	
Columbus County	Fair Bluff Elementary	-16.7			
Columbus County	Tabor City Middle	-2.2		yes	
Cumberland County	Jeralds Middle	+7.9	yes	yes	
Cumberland County	Spring Lake Middle	+7.0			
Cumberland County	Westover Middle	+0.2		yes	
Duplin County	Beulaville Elementary	-2.4			yes
Duplin County	Charity Middle	+3.4		yes	yes
Duplin County	E E Smith Middle	+1.6		yes	
Duplin County	Warsaw Middle	-1.0			
Durham County	Chewning Middle	-4.4			
Durham County	Lowe's Grove Middle	-3.1		yes	
Durham County	Neal Middle	-1.3			
Durham County	Sherwood Githens Mid	-1.0		yes	
Edgecombe County	C. B. Martin Middle	+2.0			yes
Edgecombe County	Phillips Middle	-3.0			
Franklin County	Cedar Creek Middle	+2.5		yes	
Franklin County	Terrell Lane Middle	+3.0	yes	yes	
Gaston County	Bessemer City Middle	+0.4			
Gaston County	Grier Middle	-2.2			
Gaston County	Southwest Middle	-2.3			
Gaston County	York Chester Middle	-1.9		yes	

District	School	Eighth Grade Reading EOG Percent Change from 2005-2006 to 2006-2007	High Growth	Expected Growth	AYP
Guilford County	Ferndale Middle	+5.4		yes	
Guilford County	Jackson Middle	-4.2			
Guilford County	Otis Hairston Sr. Middle	-2.8	yes	yes	
Guilford County	Welborn Middle	+7.5		yes	yes
Halifax County	Brawley Middle	+7.7			
Halifax County	Eastman Middle	+4.7			
Halifax County	Enfield Middle	+11.5			
Halifax County	William R. Davie Middle	-2.0			
Hertford County	Hertford County Middle	+2.8		yes	
Hoke County	West Hoke Middle	+9.8		yes	
Jackson County	Smokey Mountain Elem	-13.3			
Lee County	East Lee Middle	+4.6			
Lenoir County	Rochelle Middle	-3.2			
Lexington City Schools	Lexington Middle	-2.8		yes	
Montgomery County	East Middle	+1.4			
Nash-Rocky Mount	Nash Central Middle	-5.3			
Nash-Rocky Mount	Southern Nash Middle	+0.1		yes	
New Hanover County	DC Virgo Middle	-1.0			
Northampton County	Conway Middle	+7.2	yes	yes	yes
Northampton County	Gaston Middle	No change		yes	yes
Randolph County	Randleman Middle	+1.7			
Richmond County	Ellerbe Junior High	+2.8			
Richmond County	Hamlet Junior High	+0.7			
Robeson County	Fairgrove Middle	-1.0		yes	
Robeson County	Fairmont Middle	+9.6			
Robeson County	Littlefield Middle	+10.5		yes	
Robeson County	Lumberton Junior High	+8.5		yes	
Robeson County	Magnolia Elementary	+5.2			
Robeson County	Orrum Middle	+2.9			
Robeson County	Parkton Elementary	+3.9		yes	
Robeson County	Red Springs Middle	-4.0			
Robeson County	Rowland Middle	-9.7			
Robeson County	St Pauls Middle	-8.9		yes	
Robeson County	Townsend Middle	+13.3	yes	yes	
Rowan-Salisbury	Knox Middle	+2.3			
Scotland County	Carver Middle	-2.2		yes	yes
Thomasville City	Thomasville Middle	+2.3		yes	
Union County	Monroe Middle	+6.5		yes	
Vance County	Eaton Johnson Middle	+1.9		yes	yes
Wake County	North Garner Middle	-1.6		yes	
Warren County	Warren Co. Middle	+4.2		yes	
Washington County	Creswell High	+2.8		yes	yes
Washington County	Wash. Co. Union	+6.0		yes	
Wayne County	Brogden Middle	+5.7		yes	
Wayne County	Dillard Middle	+15.2		yes	
Wayne County	Mount Olive Middle	+4.2	yes	yes	
Weldon City Schools	Weldon Middle	No change		yes	
Whiteville City Schools	Central Middle	+5.1		yes	

District	School	Eighth Grade Reading EOG Percent Change from 2005-2006 to 2006-2007	High Growth	Expected Growth	AYP
Winston-Salem/Forsyth	Hanes Middle	+6.4	yes	yes	
Winston-Salem/Forsyth	Hill Middle	+0.4			
Winston-Salem/Forsyth	Mineral Springs Middle	+0.8			
Winston-Salem/Forsyth	Philo Middle	+4.7			
Winston-Salem/Forsyth	Wiley Middle	+9.7			
Yadkin County	East Bend Elementary	+6.8	yes	yes	