north carolina Teacher Academy

Annual Fiscal Report to Joint Legislative Education Oversight Committee 2008-2009

October 1, 2009

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2008-2009

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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 2008-2009 fiscal year, the Academy has trained 45,450 teachers and principals during summer Teacher Academy sessions, representing schools from every local education agency in North Carolina. In addition to the traditional summer sessions in 2008-2009, there were ten summer five-day sessions presented in collaboration with the Public School Forum of North Carolina.

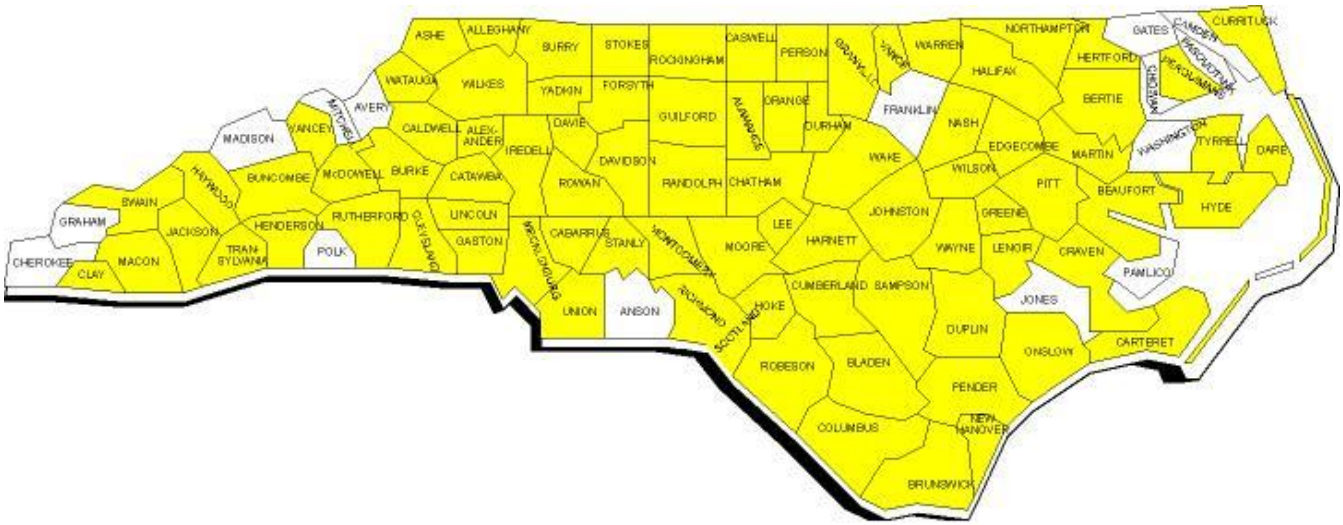
In 1995, the North Carolina General Assembly transferred the Teacher Academy from the Department of Public Instruction to The University of North Carolina General Administration. The Task Force was renamed the North Carolina Teacher Academy Board of Trustees. The legislation stated, *"The Board of Governors 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 **Attachment 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. Two hundred fifty-four teachers work with the Teacher Academy during the summer then return to their schools where, 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. Many trainers are trained in more than one content area. Each school district in North Carolina is invited to submit names of teachers to be trained as Teacher Academy trainers.

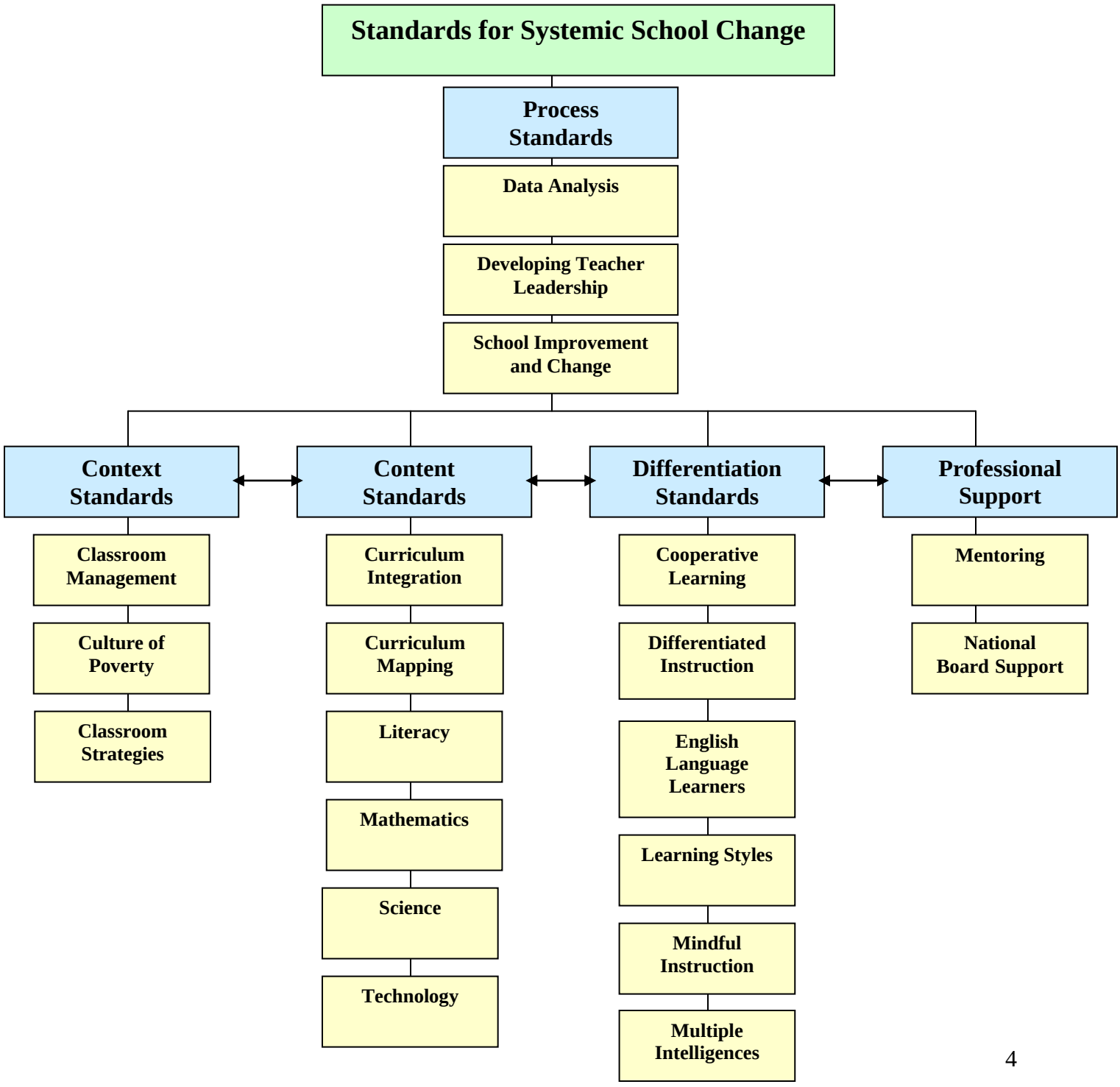
Type of trainer	Number of Trainers
Reading in the Content Areas	23
Building Professional Learning Communities	26
Classroom Management	35
Differentiated Instruction	60
Elementary Literacy	31
Elementary Science	38
Framework for Understanding Poverty	34
Mapping and Integrating the Curriculum	26
Marzano Classroom Strategies that Work	39
Mathematics	66
Media Literacy	49
Mentor	9
National Board Facilitation	27
Raising ESL Student Achievement	24
Teacher Leadership	29
Technology	25
Using Data	20

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.



North Carolina Teacher Academy Standards Descriptions

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-three 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. As the needs of teachers change, the North Carolina Teacher Academy continues to evaluate existing programs and implement new ones. A comprehensive program evaluation was conducted to determine the impact of professional development delivered by the North Carolina Teacher Academy on classroom practice. Summer programs were offered in the following areas. Complete program descriptions and current fiscal year attendance are available in **Attachment 2**.

Differentiated Instruction
- Classroom Strategies that Work
- Differentiation in K-12 Classrooms
- Learning Styles
- Multiple Intelligences
- Using Brain Research to Differentiate Classroom Instruction

Instructional Technology
- Technology Literacy for 21st Century Schools

Literacy
- Developing Inquiry in Reading and Writing
- Informational Text
- Literacy Strategies for Elementary Grades
- Reading in the Content Areas

School Improvement and Change
- Building Professional Learning Communities
- Building Teacher Leadership
- Classroom Management

Mathematics
- Developing Algebraic Reasoning in Middle Grades
- Developing Arithmetic Reasoning in Elementary Grades

Science
- Elementary Physical Science

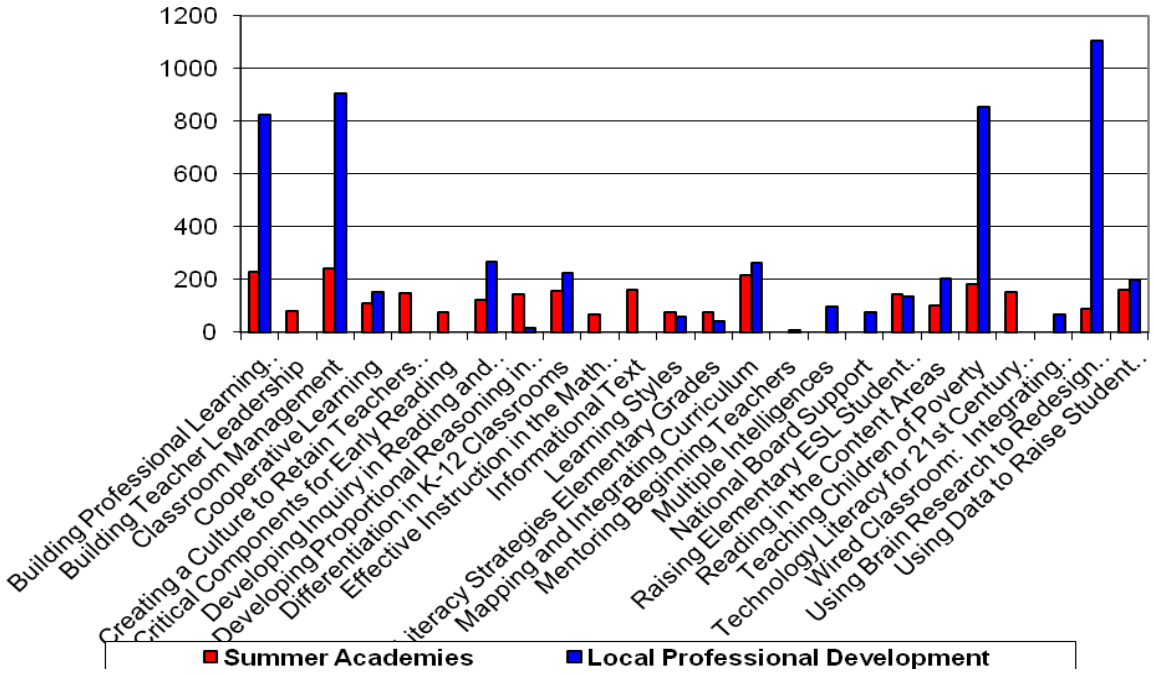
Program Delivery Model

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/NCTA partnership academies along with customized local professional development.

- **Summer Programs** (72,960 contact hours in 2008-2009)
  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 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 the 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. Follow-ups were offered online this year using the Blackboard learning community.
- **Local Professional Development** (54,360 contact hours in 2008-2009) 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.

Attachment 3 provides participant information for each LEA and **Attachment 4** provides participant information for each module.

North Carolina Teacher Academy 2008-2009 Module Participation

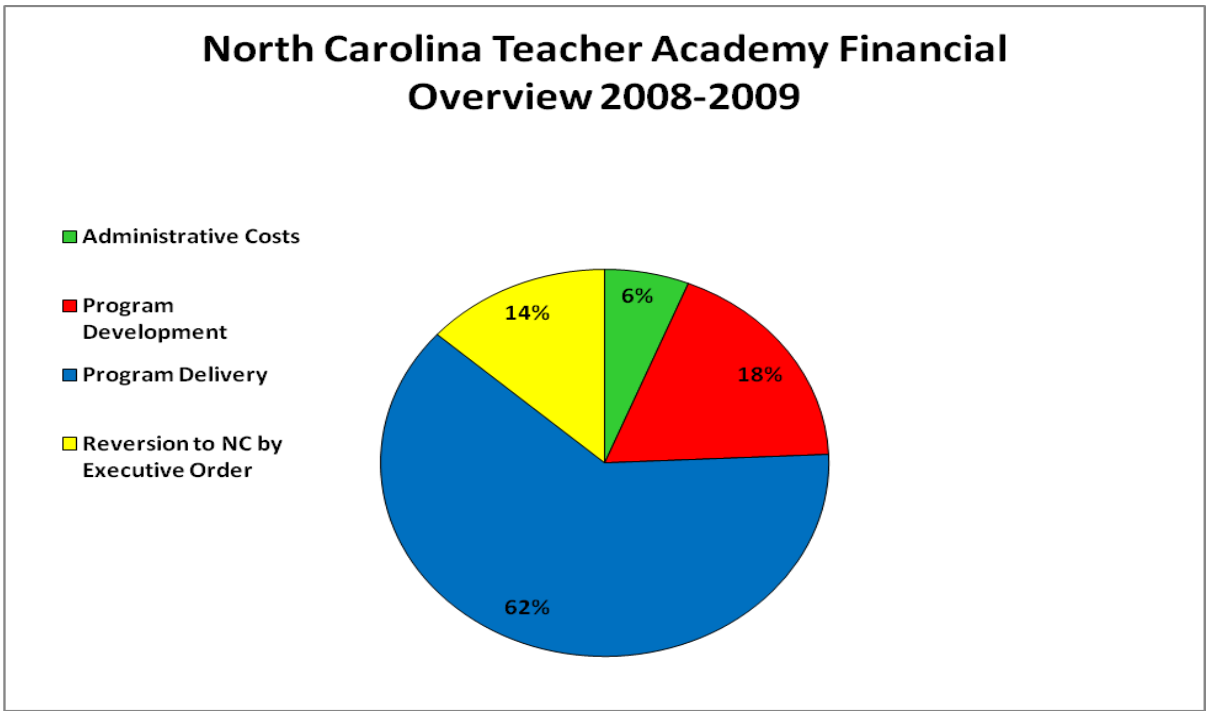


North Carolina Teacher Academy Fiscal Year 2008-2009
Operating Budget Summary

Program Development and Program Delivery account for 94% of the Teacher Academy operating budget, representing training that goes directly back into the classrooms in North Carolina. Budget reversions of 14% implemented in late spring resulted in direct reductions to late spring and early summer program delivery.

Object Code	Object Description	Operating Expense
531111	EPA Regular Salaries (11.0 FTE)	1,066,597.57
531211	SPA Regular Salaries (1.0 FTE)	45,107.29
531321	Non-Student Wages (Trainers & Site Managers)	1,101,192.70
531461	EPA nd SPA Longevity	680.00
531511	Social Security (7.65%)	163,897.64
531521	State Retirement (6.82%)	92,559.75
531561	Medical Insurance ($3,748 FTE)	54,035.28
531576	Flexible Spending savings	1,136.64
532199	Contracted Services	70,085.57
533110-120-720	Supplies & Materials	38,019.66
532712	In-State Travel (Employee)	959.92
532715	Out-State Travel (Employee)	10,911.19
532731	Non-Employee Travel (Trainers & Site Managers, Literacy Coaches)	421,259.20
532811-12-15	Telephones. Data, Email	19,114.43
532840-003	Postage	14,446.36
532840002	Messenger Service	4,831.15
532850	Printing & Binding	117,488.32
532150-81-5325-5327	Residential Academy Site Cost	345,585.63
532199 (org 116)	Participant Stipends	1,014,550.00
532512	Office Rental	87,103.68
532513900	Conference Room Rental	

			685,230.00
532524	Lease Office Equipment		18,582.73
532524900	Conference Equipment Rental		84,635.53
532181-90-99	Conference Food , Subsistence,and Misc		566,665.97
532521	Motor Vehicle Rental		112.58
534713-14-532449	Software and Software Maintenance Agreement		6,157.00
532930	Registration Fees and other Expenses		24,680.23
532919	Insurance-Property		637.00
535830	Membership Dues		1,616.20
534521	Office Equipment		5,232.55
534534	Computer Equipment		28,159.78
	2008-2009 Operating Budget		**7,037,291.00**
	2008-2009 Total expenditure		**6,091,271.55**
	2008-2009 Budget Reversion		**946,019.50**
	Administrative Costs	**428,566.14**	
	Program Development	**1,281,167.38**	
	Program Delivery	**4,381,533.03**	
	Reversion to NC by Executive Order	**946,019.50**	


North Carolina Teacher Academy Financial Overview 2008-2009
Administrative Costs
Program Development
Program Delivery
Reversion to NC by Executive Order
6%
18%
62%
14%

Summary of 2008-2009 Professional Development in Leandro 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 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 to improve teacher retention and student achievement and to apply the results to their school improvement plans.
2. Customize staff development for teachers and administrators in individual schools and/or districts to address specific instructional needs to improve student achievement and fill the professional development needs as outlined in their school improvement plans.
3. Provide summer academies that offer 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, using data to improve school climate, K-12 mathematics, and elementary science.
4. Support initially-licensed teachers and candidates for National Board Certification to enhance teacher leadership skills and build school level capacity.

During the 2008-2009 fiscal year, the Teacher Academy provided services to the sixteen DSSF districts individually and through collaborative projects. Schools participated in staff development workshops and academies ranging from one-half to five days. Many teachers and administrators attended multiple staff development activities. Three hundred fifteen (315) teachers participated in residential and LEA/NCTA summer academies for a total of 9,450 contact hours. One thousand eight hundred ninety three (1,893) teachers participated in local staff development sessions during the fiscal year. **Attachment 6** provides an overview of achievement in the DSSF districts.

21st Century Middle School Literacy Coaches

In July 2006 the North Carolina Teacher Academy was directed to provide training and support for one hundred 21st century middle school literacy coaches as an integral piece of North Carolina's Literacy Coach Initiative. The initiative was implemented as a result of statistical research that focused on reasons for the low graduation rate of North Carolina high school students. The initiative was intended to help middle school students reach literacy proficiency before entering high school.

A literacy coach position was first offered to the 100 lowest performing (based on a three year span of reading EOG scores) middle schools in the state that contained an 8th grade class. In July 2007, the General Assembly appropriated funding for an additional one hundred 21st century middle school literacy coaches. All middle schools that were feeder schools to Turnaround or Learn and Earn high schools were invited to one of five regional meetings to explain the initiative and the responsibility of the coach and the school district. Schools were invited to submit applications for one of the positions.

The 21st century literacy coaches were hired by the elected School Improvement Teams in each school in order to insure that the staff accepted the responsibility for the improved student outcomes. System level and school level administrators each signed Memoranda of Understanding related to the role of the literacy coach in their schools. During the three years since the program was initiated, there has been turnover in administration both at the school level and the district level, as well as teacher turnover in some of the 200 schools. In 2008 a third cohort of middle school literacy coaches was created to provide training for new coaches hired in any of the two hundred schools as the result of attrition of literacy coaches in those schools.

The middle school literacy coaches were initially charged with working with the eighth grade teachers of students who scored level 1 or level 2 on the previous year's (the student's seventh grade) End of Grade Reading test. The coaches assessed individual student performance using the Qualitative Reading Inventory (QRI), which measures student reading comprehension and then assigns a grade-level reading score. Each level 1 or level 2 student was assessed using this tool at the beginning of the school year and again at the end of the school year. **Attachment 4** reflects the results of that QRI testing as well as the End of Grade Reading and Math results for the 8th graders at the respective schools.

Literacy Coach Training 2008-2009

Cohort I

18 hours	September 23-25	Dr. Rosemarye Taylor, A Literary Rich School
18 hours	December 15-17, 2008	Teacher Leadership
24 hours	January 27-30, 2009	Professional Learning Communities
24 hours	February 17-20, 2009	Metiri Group, 21st Century Skills
24 hours	March 17-19, 2009	Marzano's Strategies That Work

108 Total hours

Cohort II

18 hours	October 13-15, 2008	ELL (English Language Learners)
18 hours	January 6-8, 2009	Mindful Instruction, Brain Compatible Classrooms
18 hours	January 12-14, 2009	Differentiated Instruction
24 hours	February 23-26, 2009	Marzano's Strategies That Work
18 hours	April 7-9, 2009	Dr. Robin Fogarty, Coaching for Transfer

*48 hours of sessions scheduled in June were canceled as a result of budget freezes.

96 Total hours

Cohort III

18 hours	Sept 30-Oct 2, 2008	Orientation and QRI training
12 hours	October 13-14, 2008	Paideia Consulting Group, Coaching Skills
18 hours	October 27-29, 2008	Reading in the Content Area, part 1
12 hours	November 6-7, 2008	Reading in the Content Area, part 2
12 hours	November 17-18, 2008	Reading in the Content Area, part 3
18 hours	January 7-9, 2009	Reading and Vocabulary Strategies
16 hours	January 22-23, 2009	Classroom Management
12 hours	February 11-12, 2009	Paideia Consulting Group, Adult Learning Theory
6 hours	February 13, 2009	Dr. Conn Thomas, Administrator and Coach Roles
18 hours	March 2-4, 2009	Dr. Rosemarye Taylor, A Literacy Rich School
18 hours	March 23-25, 2009	Writing and Word Study

160 Total hours

Attachment 7 includes tables of the middle schools included in Cohort I (2006-2007) and Cohort II (2007-2008) of the initiative.

North Carolina Teacher Academy 2009 Comprehensive Professional Development Questionnaire and Survey Results

Survey Goals

The North Carolina Teacher Academy determined the necessity of administering a Comprehensive Professional Development Questionnaire and Survey in an effort to maintain and enhance its commitment to enrich instruction and impact student achievement by supporting the growth and retention of highly qualified teachers. Obtaining data related specifically to the nature, quality, and effectiveness of programming is critical for the assessment and continuous improvement of the content and delivery of the Academy's professional development services to public school teachers in North Carolina.

Participants

Individuals who participated in the survey were North Carolina public school teachers who previously participated in a Teacher Academy summer session during the years 2006, 2007, or 2008.

Administration of Survey

Ten thousand (10,000) teachers were invited to complete the *North Carolina Teacher Academy Comprehensive Professional Development Questionnaire and Survey* which was available online from July 8 through August 14, 2009. Participants were contacted using email addresses they provided at the time of their summer academy registration. A direct link to the online survey was included in the email. Initial notification yielded an estimated 1,000 returned emails. A reminder encouraging participation was emailed on August 10, 2009. Survey access data verifies at least 1,483 received notification, and 91% of those who accessed the survey completed it in its entirety.

Survey Methodology

The survey was comprised of four sections: (1) demographic information, (2) professional development processes, (3) evaluation of North Carolina Teacher Academy participation, and (4) feedback on improving learning experiences and suggestions for developing new content and delivery methods. In an effort to receive the most comprehensive data, a variety of survey questions were used.

The survey consisted of seventy items: fifty-two statements to which responses were based on a four-interval Likert scale of strongly agree, agree, disagree, and strongly disagree describing evaluation of Teacher Academy participation; ten close-ended questions requesting demographic data and information about school staff development processes; five open-ended questions regarding school professional development processes and feedback on improving learning experiences and suggestions for developing new content and delivery methods; and three nominal multiple selection questions applicable to school professional development processes.

Survey Results

The results are delineated by the four sections of the survey (demographic information, professional development processes, evaluation of North Carolina Teacher Academy participation, and feedback for improving learning experiences and suggestion for developing new content and delivery methods). Percentages reported in these results are based on the number of responses per question or statement as reported by Survey Monkey, the online vehicle by which participants accessed and completed the survey.

Demographic Information

This portion of the survey was designed to identify the teaching experience, credentials, and statewide geographic location of individuals who responded to the survey. The majority of the teachers (73%) have at least four and no more than twenty-four years of teaching experience. Cross tabulating work experience and years teaching in North Carolina of this group of participants indicates respondents have spent their entire careers teaching in North Carolina (80%). Teachers holding Masters' degrees made up 45% of participating teachers, and a number of participants have earned National Board Certification (12%).

Additionally, survey participants tended to teach in rural communities (63%) in the piedmont (66%) of North Carolina. Teachers whose schools are located in the coastal region made up 26% of all individuals who accessed the survey, and teachers working in schools located in the mountains had an 8% participation rate.

Professional Development Processes

This portion of the survey was designed to determine the professional development processes and practices regarding alignment, planning, and selection of content which take place at the school level. Survey results are reported in combined percentages of respondents who agreed and strongly agreed with the criteria described. Overwhelmingly, teachers say they understand the professional development processes taking place in their school. Teachers of a large majority (95%) are aware of the goals of the school's professional development plan. Teachers say that their professional development plan is aligned with the School Improvement Plan (92%) and indicate said plan is linked to increasing student achievement (96%). Some teachers believe the professional development plan is tied to the teacher evaluation process (70%) while others are not sure (25%), and a small number says there is no connection between the two (5%).

The majority of participants indicated their local staff development opportunities are primarily held either before or after school (77%), at the beginning of the academic year (76%), or during the summer (61%). Respondents indicate that learning opportunities are offered during the school day (53%), and many have participated in some form of staff development during their planning periods (49%). Most professional learning takes place either through Professional Learning Communities (42%) or online (39%). The survey provided an opportunity for participants to specify additional times and methods by which professional development is offered at the school level. Although no job-embedded learning opportunities were described, participants indicated that most staff development takes place in their school on early release days (25%) or on teacher workdays (10%). The North Carolina Teacher Academy was identified as an additional mechanism by which schools engage in professional learning by at least 5% of participants. Citation of the Teacher Academy may refer specifically to Teacher Academy staff development offerings available for purchase during the academic year.

In addition to attending North Carolina Teacher Academy summer sessions, teachers participate in other professional growth activities such as workshops and seminars (89%), professional development related to an Individual Growth Plan (86%), informal and formal teacher observations and evaluations (76%), conferences (66%), and School Improvement Committees (64%). Hands-on technology was identified by 56% as an essential type of professional learning activity, and eLearning courses through Moodle, Blackboard, or some other online medium also rated highly (41%). Beyond the survey's prescribed choices, respondents supplied other types of professional development activities in which they have participated, including practices related to professional growth through the National Board Certification process (23%), independent study and/or teacher-initiated attendance in graduate, community, or

adult education courses and/or training (20%), and opportunities for reflection and renewal through other teacher-focused residential programs (12%).

The content of school professional development is primarily determined by building level administrators (76%). However, district leadership was also identified by teachers (74%) as playing a significant role in identifying what is important to teacher growth and instructional practice. Teachers agreed that they were consulted regarding the content of their professional development activities (45%). It is interesting that although participants indicate that staff development takes place through Professional Learning Communities (42 % as indentified under professional development practices), Professional Learning Communities in most cases have limited decision-making power about the content of their learning activities (42%). Additionally, the individuals who prioritize the school's professional development plan do not actually participate in content selection (16%).

North Carolina Teacher Academy Participation Evaluation

This portion of the survey was designed to determine the effectiveness of the North Carolina Teacher Academy summer sessions in fulfilling the Academy's mission of enriching instruction and impacting student achievement by supporting the growth and retention of highly qualified teachers. Receiving feedback about improving learning experiences and soliciting suggestions for developing new content and delivery methods are essential to determining the future direction of the North Carolina Teacher Academy. Teachers cite that the overall effectiveness of the North Carolina Teacher Academy impacts teacher professional growth and confidence as well as influences student learning and achievement, as illustrated by the following survey results.

A population mean of 98% of survey participants agrees that the North Carolina Teacher Academy professional development in which they participated was a positive, meaningful experience, meeting teachers' needs. Scheduling academies during the summer months proves to be the most expedient and suitable method for providing staff development as respondents indicated the professional development was offered at a convenient time (99%), and the time was well spent (97%). Residential sessions were held in clean, comfortable training facilities (98%). Sessions were considered nonthreatening, engaging, and interactive (98%), providing various opportunities to network with teachers across the state (95%). Trainers were regarded as effective facilitators who demonstrated a thorough knowledge of the content (99%). Training sessions were supplemented with materials which proved to be useful to classroom instruction (95%).

Participation in a North Carolina Teacher Academy summer session benefits professional growth as teachers indicated they learned practical instructional strategies (97%), new knowledge and skills (98%) and the theory behind practice (97%). Moreover, teachers recognized the Academy's continuous efforts to connect new learning to prior knowledge (97%). As a result of participating in a summer academy, respondents indicated they experimented, practiced, implemented and/or applied the new practices in their classroom instruction (96%), and noticed long lasting changes in their teaching (97%). Teachers feel their efforts are recognized (86%), having received affirming feedback from supervisors (89%), and seeing positive effects on their performance evaluations (88%). Teachers are proud of their own accomplishments (97%). Rather than allowing the compensation of a stipend to influence attendance (81%), many teachers cite earning renewal credit (89%), gaining efficiency and

productivity in their job performance (95%), being empowered and finding a renewed passion for teaching (94%) as rewarding outcomes of their Teacher Academy experience.

Aside from its positive impact on school cultures and climates (94%), participation in the Teacher Academy had a positive impact on student learning according to 97% of respondents. Students have become more actively engaged and involved in their own learning (97%) and have gained increasing confidence as learners (96%) based on teachers' professional learning experiences with the Academy. As a result, teachers believe that student achievement has increased (96%), and achievement gains can be evidenced on state and district assessments (93%). In addition to student learning, student behavior is significantly influenced (92%) as respondents report that student behavior is positively impacted as teachers' classroom management skills have improved (93%).

Feedback and Suggestions

This open-ended portion of the survey was designed to obtain feedback on improving learning experiences and soliciting suggestions for new content and delivery methods. Categorizing comments resulted in three major focus areas (in ranking order):

(1) Technology:

Teachers described an ever-present and constantly changing need to meet the needs of and provide skills for 21st century learners. Although participants acknowledged and acclaimed Teacher Academy's efforts in this area, repeated requests suggested maintaining, increasing, and continuously updating professional development in technology. Additionally, participants believe professional developers should model 21st century skills by using the latest technology in their delivery.

(2) Content-Specific Instruction:

Teachers believe learning experiences should be improved by having professional development presented in ways that demonstrate how to tie instructional practices to specific content areas. Equally, teachers requested professional development which focuses on the teaching of specific contents. Specific content areas mentioned included (in ranking order): math, science, arts, music, special education, vocational and technical classes, foreign language, and physical education.

(3) Follow-Up:

Teachers' feedback concerning Teacher Academy follow-up requirements related primarily to the online delivery method, which they describe as lengthy, time-consuming processes occurring at busy times during the academic year. Suggestions included returning to a traditional face-to-face delivery method; giving teachers a choice of delivery methods (face-to-face or online); and offering follow-ups at the end of the summer to facilitate implementation when schools begin. Other comments generally related to follow-ups included providing digital communities by which participants may contact each other, trainers, and previous individuals who attended the session for networking and problem-solving issues as session content is implemented.

Nearly a quarter of all comments provided to this portion of the survey specifically indicated no suggestions were needed and various comments encouraged the Teacher Academy to continue to deliver practical, timely, relevant research-based staff development.

Considerations

Based on the results of the *North Carolina Teacher Academy Comprehensive Questionnaire and Survey*, a number of considerations for improving learning experiences, content and delivery of services can be determined.

1. To increase survey response, the North Carolina Teacher Academy may consider sending future surveys during the fall of the academic year, perhaps along with fall follow-up notifications, to ensure participants receive them.
2. To address the needs of 21st century teachers and learners, the North Carolina Teacher Academy should continue to develop and deliver technology modules that keep pace with rapid changes in technology.
3. To fulfill requests for content specific programming, the North Carolina Teacher Academy may consider incorporating content-specific examples into existing professional development curricula and explore possibilities for module development in specific academic disciplines.
4. To quell concerns about follow-up requirements, the North Carolina Teacher Academy may first consider sharing relevant research from the National Staff Development Council's most recent report *Professional Learning in the Learning Profession* (2009), which emphasizes that short, episodic staff development has little impact on teacher practice, requiring at the minimum 49 hours over a six to twelve-month period. Considering such research, the Academy may consider extending the length of time participants have to complete online activities. Additionally, online

follow-up courses may be designed to provide year-long forums through which participants may network.

Conclusions

In review of the overall results of the *North Carolina Teacher Academy Comprehensive Questionnaire and Survey*, it can be determined that the Teacher Academy is continuously improving, revisiting, and revising the content and delivery of its services. Teachers find the Academy's work to be beneficial, professional, and to have significant impact on teacher practice and student performance. Moreover, the survey illustrates the value the Academy places on receiving and implementing teacher input.

Attachment 8 contains the Professional Development Evaluation Report response data.

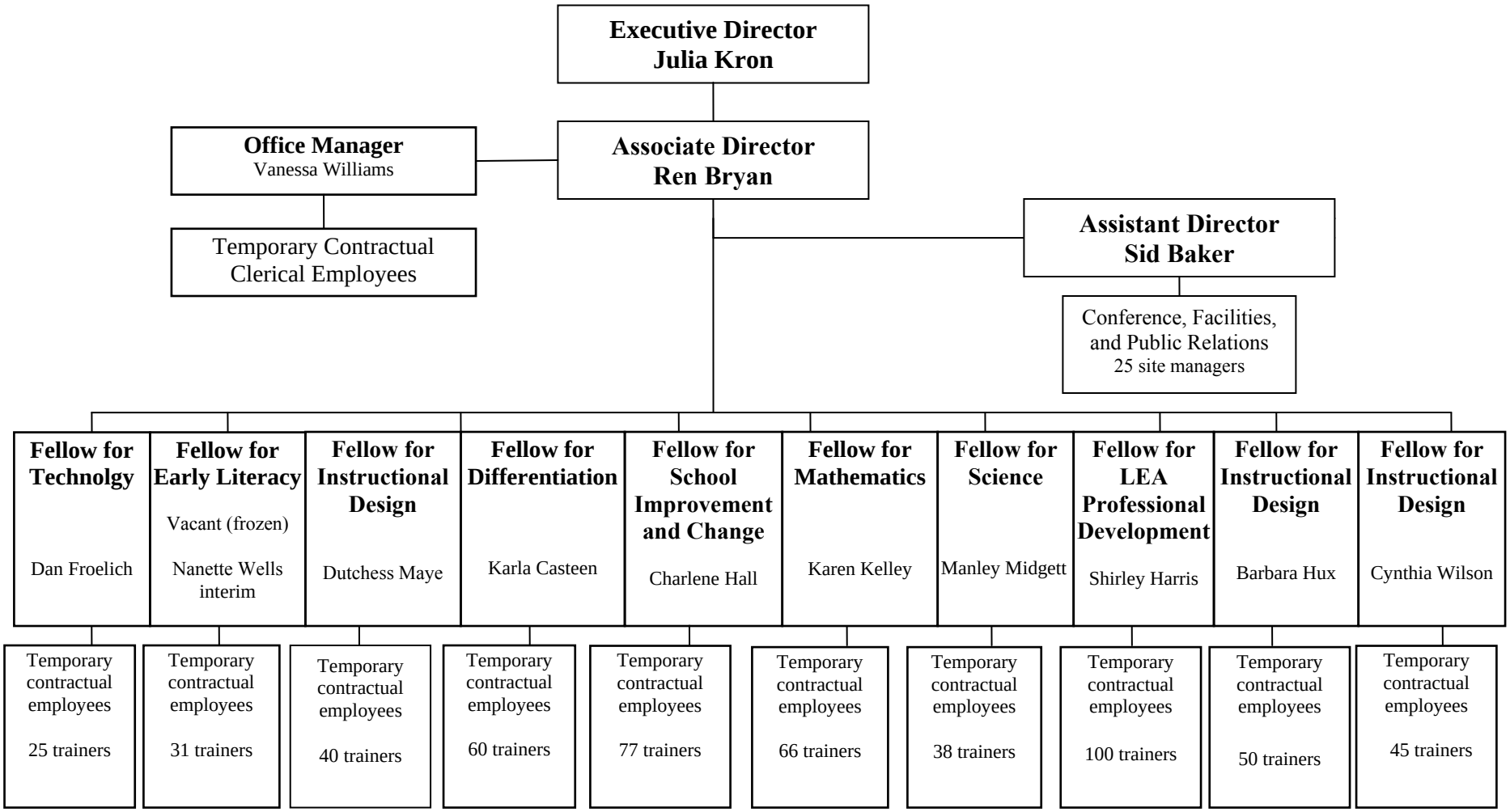
North Carolina Teacher Academy Impact on Classroom Instruction

More than 127,320 hours of professional development were provided for teachers in North Carolina school districts during 2008-2009. The North Carolina Teacher Academy held 34 summer sessions and more than 161 single and multiple-day local professional development sessions for 8697 educators, representing 100 school districts during the 2008-2009 fiscal year. Twenty two percent of the Teacher Academy professional development contact hours were invested into Disadvantaged Student Supplemental Funding districts addressing strategic service needs and improvement goals identified by the State Board of Education and the individual school districts.

- **Attachment 2** identifies the summer program participation for both residential and LEA/NCTA Partnership academies.
- **Attachment 3** identifies the number of educators in each North Carolina district for both summer program and local professional development participation. The total contact hours of professional development received by each district are also included.
- **Attachment 4** identifies the number of participants for summer and local professional development sessions for each module.
- **Attachment 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 individual North Carolina school districts in 2007-2008.
- **Attachment 6** identifies the professional development provided in Disadvantaged Student Supplemental Funding districts along with indicators of achievement.
- **Attachment 7** identifies the highlights of the reported improvement in schools with Middle School Literacy Coaches.

Attachment 1

North Carolina Teacher Academy Organizational Chart



Attachment 2

2008-2009 North Carolina Teacher Academy Programs and Summer Attendance

The Teacher Academy held 25 residential and nine LEA/NCTA partnership academies for a total of 34 summer sessions during fiscal year 2008-2009. Summer academy participation included 2,450 teachers and administrators, representing 88 local education agencies. Residential attendance totaled 1,896 participants and LEA/NCTA partnership attendance totaled 554 participants.

The residential sessions were held at seven sites across the state: Appalachian State University, Chowan University, Elon University, Lenoir-Rhyne University, North Carolina A&T State University, the Radisson/Governor's Inn, and Western Carolina University. For the eighth year, LEA/NCTA partnership academies were held locally in schools and professional development centers. Ten summer sessions were held in collaboration with the Public School Forum of North Carolina in Caswell County, Greene County, Mitchell County, Warren County and Washington County. Each county received one week of training in *Multiple Intelligences* and one week of training in *Using Data to Build Classroom Learning Communities*. Summer academies for Cohort 2 and Cohort 3 of the Middle School Literacy Coaches were cancelled due to budget restrictions.

Differentiated Instruction

Differentiation in K-12 Classrooms explores how teachers design instruction in response to an increasingly broad spectrum of student needs and why personalization is important for today's classrooms. Teachers explore how to differentiate for content, process, and assessment focusing on student readiness, student interest, and student learning profile. Two sessions of this module were held during this fiscal year, and 155 participants attended.

Learning Styles 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 differentiate instruction by developing materials for tactual, kinesthetic, visual, and auditory learners. Teachers also look at various methods for redesigning the conventional classroom to implement a learning styles focus. The Academy held two sessions and trained a total of 147 teachers and administrators in this program during the 2008-2009 fiscal year.

Mindful Instruction-Using Brain Research to Differentiate Instruction focuses on how students' brains operate and what impacts their thinking, learning, and memory. Based on training from Eric Jensen, Pat Wolfe, Debbie Estes, Rich Allen, and David Sousa, 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. Two sessions were offered to 140 teachers and administrators.

Multiple Intelligences examines all the ways students are smart, not just in the language and math subjects around which traditional instruction is built. Howard Gardner's theory opens the door to a wide variety of easily implemented teaching strategies that increase student achievement. Teachers learn how to differentiate instruction by interpreting the nature and quality of their students' intelligences, discovering how to create a classroom that respects the diversity of their students, giving students the opportunity to learn content in many ways. During this fiscal year, two sessions were offered to 118 teachers.

Classroom Strategies that Work focuses on key research findings of the nine essential strategies that have positive effects on learning, identified by Dr. Robert Marzano. Researchers at Mid-continent Research for Education and Learning (McREL) conducted a meta-analysis on instructional strategies that could be used in the classroom. The result of this analysis provided the basis for the strategies identified by Dr. Marzano. Teachers engage in each of the strategies and develop the skills necessary for implementation in their classrooms. Participants train in summarizing and note taking, cooperative learning, similarities and differences, nonlinguistic representations, homework and practice, setting objectives and providing recognition, generating and testing hypotheses, reinforcing effort and feedback, questions, cues, and advance organizers. There were two sessions for 168 participants.

Instructional Technology

The goal of *Technology Literacy for 21st Century Schools* 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, 202 teachers and administrators participated in three sessions.

Literacy

Developing Inquiry in Reading and Writing 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. One session was held with 64 participants.

The module *Informational Text* provides teachers with information about the different genres of informational text and guides them to develop strategies to incorporate these strategies into their classrooms. Teachers also relate the use of informational text to research-based twenty first century literacy skills of accessing, transforming, and sharing information. During the 2008-2009 fiscal year 51 teachers participated in one session.

The Teacher Academy's literacy module *Literacy Strategies for Elementary Grades* 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 to design games in order to teach to individual student strengths and create a classroom environment conducive to learning. During the 2008-2009 fiscal year 57 teachers and administrators participated in the single session dedicated to this program.

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 2008-2009 fiscal year with 58 teachers attending.

Mathematics

Developing Arithmetic and Algebraic Reasoning in Elementary Grades enables elementary teachers to see the connections between arithmetic and algebraic reasoning, and for teachers to be able to recognize that students can and do reason algebraically in the elementary grades. The expectations for this module are for teachers to engage in examining instructional practices as they relate to fostering algebraic thinking, to analyze and understand student thinking by looking at student conjectures, and to extend and deepen knowledge of the algebraic strand in the North Carolina curriculum. There were four sessions for 334 participants.

Developing Algebraic Reasoning in Middle Grades Mathematics includes hands-on problem solving experiences that provide participants an opportunity to explore and learn a variety of effective teaching techniques. The expectations for this module include investigating and discussing mathematics with a focus on Algebraic Habits of Mind, developing language for talking and thinking algebraically in order to promote mathematical discourse, reflecting and analyzing student thinking in their written work, applying questioning techniques that elicit conceptual understanding, and "algebrafying" mathematics problems to enhance algebraic thinking. One session was held for 64 participants.

School Improvement and Change

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 both students and colleagues and gives participants an opportunity to build a toolbox of strategies for group problem-solving and shared decision-making. During 2008-2009, six sessions were held for 442 participants.

Building Teacher Leadership is built on the research of Michael Fullan, Andy Hargreaves, and Linda Lambert and supports the importance of teacher leadership in contributing to the quality and success of teachers. This module provides teachers with skills necessary to become effective

leaders in their schools by learning how to be effective coaches, how to conduct efficient and productive meetings, and how to implement strategies for establishing sustainable teacher leadership. During the 2008-2009 fiscal year this module had three sessions with 218 participants.

The module *Classroom Management* 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. 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 2008-2009 one session was held for 69 teachers and administrators.

Science

Elementary Physical Science
Principles of physical science cut across all science subjects and topics. These same principles apply, in predictable ways, throughout the universe. Students who have an understanding of these principles are better able to explain the physical world around them. They are able to see that all parts of their world are inter-connected in many ways. They are equipped to construct a more accurate and complete understanding of earth and life science concepts and processes. Training topics are grade-level specific and include:

- Properties and relationships of common materials and objects
- Interactions among matter and energy
- Forces and motions
- Sound and light
- Magnetism and electricity
- The Solar System

Two sessions with 163 participants were held in this fiscal year.

Attachment 3

2008-2009 LEA Participation in North Carolina Teacher Academy Sessions				
District	**Summer Residential Academy**	**Summer LEA Partnership Academy**	**Staff Development**	**Total**
Alamance-Burlington	49		66	115
Alexander County	17			17
Alleghany County	1			1
Anson County	10			10
Ashe County	1			1
Asheboro City	5			5
Beaufort County			37	37
Bertie County	14			14
Bladen County	18			18
Brunswick County	7			7
Buncombe County	38		329	367
Burke County			36	36
Cabarrus County	50			50
Caldwell County	15		25	40
Camden County	14			14
Carteret County	17		30	47
Caswell County	9		92	101
Catawba County	23		25	48
Charlotte - Mecklenburg	89		25	114
Chatham County	19		25	44
Cherokee County	7			7
Clay County	11			11
Cleveland County	31		120	151
Clinton City	19		55	74
Columbus County	7			7
Craven County	23			23
Cumberland County	125	136	35	296
Davidson County	14			14
Davie County	7			7
Department of Health and Human Services Schools			142	142
Duplin County	9		330	339
Durham County	11			11
Edenton-Chowan			110	110
Edgecombe County	6			6
Franklin County	22		157	179

District	Summer Residential Academy	Summer LEA Partnership Academy	Staff Development	Total
Gaston County	51		187	238
Gates County	11		132	143
Granville County	26		35	61
Greene County			30	30
Guilford County	34		411	445
Halifax County	21		211	232
Harnett County	9		2	11
Haywood County	9		105	114
Henderson County	7			7
Hertford County		58		58
Hickory City			60	60
Hoke County	13		345	358
Hyde County			95	95
Iredell Statesville	27		45	72
Jackson County				0
Johnston County	13		50	63
Jones County	4			4
Kannapolis City	11			11
Lee County	9		65	74
Lenoir County	19		25	44
Lexington City			25	25
Lincoln County	25		90	115
Macon County	7			7
Madison County	4			4
McDowell County	6		37	43
Mitchell County	7		75	82
Montgomery County	20		50	70
Moore County	21		50	71
Nash Rocky Mount	83		120	203
NCAE	4			4
New Hanover County	39		30	69
Northampton County	20		68	88
Onslow County	27			27
Orange County	8			8
Pender County	4	47		51
Perquimans County			100	100
Person County	17		260	277
Pitt County	53		30	83
Randolph County	25	71		96

District	Summer Residential Academy	Summer LEA Partnership Academy	Staff Development	Total
Richmond County	22		40	62
Roanoke Rapids	9			9
Robeson County	52		802	854
Rockingham County	55	57	140	252
Rowan-Salisbury	56		109	165
Rutherford County	12			12
Sampson County	5		145	150
Scotland County	19			19
Stanly County	24			24
Surry County	3	69		72
Swain County				0
Thomasville City	21		9	30
Transylvania County		51		51
Tyrrell County			36	36
Union County	13			13
Vance County	9	65		74
Wake County	64			64
Warren County	6		101	107
Washington County			30	30
Watauga County	26			26
Wayne County	27			27
Weldon City	2			2
Whiteville City	5			5
Wilkes County	11			11
Wilson County			30	30
Winston Salem/Forsyth	81		30	111
Yadkin County	28			28
Yancey County	6			6

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

Red text indicates Disadvantaged Student Supplemental Funding districts.

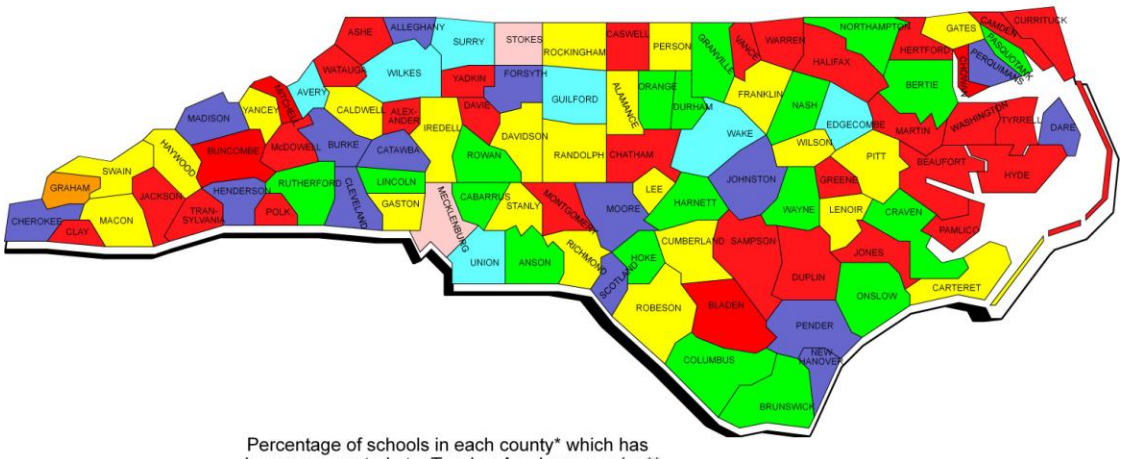
Attachment 4

2008-2009 Teacher Academy Summer and Local Staff Development Participants

Module	Summer Participants	Local Staff Development Participants
Building Professional Learning Communities	442	423
Building Teacher Leadership	218	25
Classroom Management	69	233
Classroom Strategies that Work	168	885
Curriculum Mapping		235
Data Analysis		465
Developing Inquiry in Reading and Writing	64	170
Developing Algebraic Reasoning in Middle Grades Mathematics	64	25
Developing Arithmetic Reasoning in Elementary Grades	334	175
Differentiation in K-12 Classrooms	155	587
Elementary Physical Science	163	75
Informational Text	51	140
Learning Styles	147	115
Literacy Strategies Elementary Grades	57	151
Mentoring		25
Multiple Intelligences	118	101
National Board Support		88
Poverty		778
Raising Achievement for ESL Students		125
Reading in the Content Areas	58	158
School Improvement and Change		861
Technology Literacy for 21st Century Schools	202	220
Using Brain Research to Redesign Classroom Instruction	140	324
Total	2450	6384

Attachment 5

North Carolina Teacher Academy
Summer Participant Distribution 1994-2009

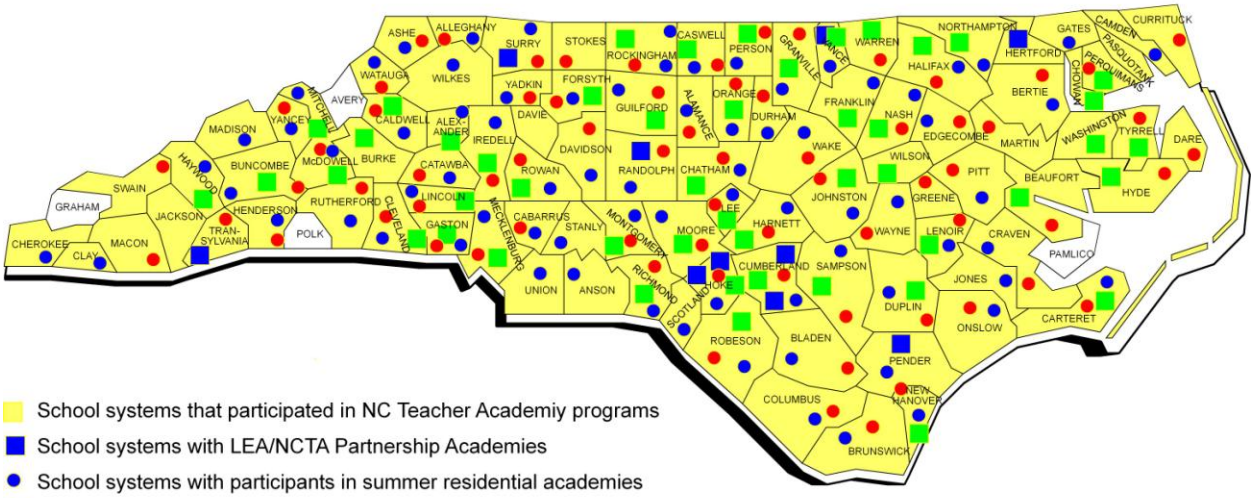


Percentage of schools in each county* which has been represented at a Teacher Academy session**

30-39% 1 County	70-79% 13 Counties
50-59% 5 Counties	80-89% 24 Counties
60-69% 7 Counties	90-99% 19 Counties
	100% 31 Counties

* 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 for Fiscal Year 2008-2009



- School systems that participated in NC Teacher Academiy programs
- 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.

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

District/Number of Schools	Summer Academy Participants	Professional Development Participants	National Board Certifications Earned 2007 (Total in district)	Middle School Literacy Coach positions	2008-2009 Teacher Turnover Rate compared to (five year average)	Number of Schools Making High Growth	Number of Schools Making Expected Growth	Number of Schools Meeting AYP
Edgecombe County/15	6	0	6 (69)	4	17.5 % (21.8%)	2	7	9
Elizabeth City/Pasquotank/12	0	0	3 (53)	1	14.8% (16.8%)	3	9	6
Franklin County/13	22	157	7 (45)	2	13.4% (16.7%)	5	12	11
Halifax County/16	21	211	2 (26)	4	20.4% (18.1%)	1	3	6
Hertford County/5	58	0	1 (14)	1	17.2% (16.5%)	0	5	5
Hoke County/12	13	345	1 (13)	2	21.7% (21.3%)	6	12	7
Hyde County/4	0	95	1 (7)		16.4% (15.9%)	1	2	2
Lexington City/7	0	25	1 (23)	1	16.9% (18.9%)	3	5	6
Montgomery County/9	20	50	8 (41)	2	14.6% (11.8%)	2	9	5
Northampton County/10	20	68	0 (4)	2	23.2% (16.5%)	3	8	7
Robeson County/43	52	802	9 (100)	12	15.3% (12.3%)	11	26	23
Thomasville City/4	21	9	2 (26)	1	22.5% (21.8%)	0	2	2
Vance County/16	9	0	6 (41)	2	19.7% (21.63%)	11	11	9
Warren County/6	71	148	2 (14)	1	18.9% (18.2%)	0	3	4
Washington County/5		100	0(10)	2	9.4% (13.62%)	1	4	3
Weldon City/4	2	0	0	1	20.8% (24.8%)	0	1	2
Total	**315**	**2010**	**49 (486)**	**38**				

Cohort I District	School	2007 QRI Growth % of students improving reading levels	2008 QRI Growth % of students improving reading levels	2009 QRI Growth % of students improving reading levels	2008 RDG EOG 8th grade % proficient	2009 RDG EOG 8th grade % proficient	2008 MATH EOG 8th grade % proficient	2009 MATH EOG 8th grade % proficient
		Targeted students at levels 1 and 2			New reading test			
Alamance/Burlington	Broadview Middle	78%	54%	81%	28.6	28.6	60.6	61.1
Alamance/Burlington	Graham Middle	71%	100%	97%	40.1	unavailable	57.7	unavailable
Alexander **	East Alexander Middle	34%	No Data	37%	55.7	unavailable	79.6	unavailable
Anson	Anson Middle	60%	42%	59%	37.2	33.0	46.0	40.0
Asheboro City	North Asheboro Middle	70%	100%	72%	40.5	unavailable	57.1	unavailable
Beaufort	P. S. Jones Middle	86%	79%	89%	42.7	48.0	56.6	67.0
Beaufort *	S. W. Snowden	100%	62%	80%	37.9	unavailable	58.6	unavailable
Bertie	Bertie Middle	98%	91%	unavailable	34.8	45.0	56.5	74.0
Bladen	Elizabethtown Middle	100%	84%	91%	39.1	unavailable	60.0	unavailable
Charlotte Mecklenburg	Albemarle Road Middle	76%	84%	unavailable	29.3	unavailable	47.7	unavailable
Charlotte Mecklenburg	Cochrane Middle	NA	89%	87%	26.6	35.6	37.3	51.8
Charlotte Mecklenburg	Coulwood Middle	60%	63%	77%	35.3	56.7	56.7	65.0
Charlotte Mecklenburg	Eastway Middle	69%	72%	77%	23.3	38.1	47.9	63.3
Charlotte Mecklenburg **	J. T. Williams Middle	No Data	No Data	70%	24.6	unavailable	51.7	unavailable

Cohort I District	School	2007 QRI Growth % of students improving reading levels	2008 QRI Growth % of students improving reading levels	2009 QRI Growth % of students improving reading levels	2008 RDG EOG 8th grade % proficient	2009 RDG EOG 8th grade % proficient	2008 MATH EOG 8th grade % proficient	2009 MATH EOG 8th grade % proficient
Charlotte Mecklenburg	Kennedy Middle	66%	64%	85%	42.0	35.5	49.7	47.5
Charlotte Mecklenburg	McClintock Middle	56%	39%	53%	47.4	unavailable	57.4	unavailable
Charlotte Mecklenburg	Northridge Middle	No Data	59%	89%	37.0	unavailable	61.3	unavailable
Charlotte Mecklenburg	Ranson Middle	6%	75%	29%	31.0	unavailable	44.1	unavailable
Charlotte Mecklenburg **	Sedgefield Middle	No Data	85%	55%	29.0	unavailable	49.3	unavailable
Charlotte Mecklenburg	Spaugh Middle	75%	96%	88%	14.0	unavailable	21.2	unavailable
Charlotte Mecklenburg **	Wilson Middle	40%	74%	75%	27.0	unavailable	38.0	unavailable
Columbus	Boys and Girls Home	No Data	75%	56%	<5	unavailable	40.0	unavailable
Columbus	Fair Bluff Elementary	27%	NA	NA	Na	unavailable	NA	unavailable
Columbus *	Tabor City Middle	69%	100%	79%	34.6	unavailable	65.0	unavailable
Cumberland	Jeralds Middle	95%	69%	88%	42.6	unavailable	54.3	unavailable
Cumberland *	Spring Lake Middle	80%	66%	74%	33.5	unavailable	44.7	unavailable
Cumberland	Westover Middle	59%	67%	61%	41.3	42.2	48.1	47.5
Duplin	Beulaville Elementary	59%	63%	87%	61.4	unavailable	83.1	unavailable
Duplin	Charity Middle	39%	31%	50%	48.0	unavailable	64.8	unavailable

Cohort I District	School	2007 QRI Growth % of students improving reading levels	2008 QRI Growth % of students improving reading levels	2009 QRI Growth % of students improving reading levels	2008 RDG EOG 8th grade % proficient	2009 RDG EOG 8th grade % proficient	2008 MATH EOG 8th grade % proficient	2009 MATH EOG 8th grade % proficient
Duplin **	E E Smith Middle	80%	85%	71%	42.9	48.0	49.5	69.0
Duplin	Warsaw Middle	88%	81%	84%	44.3	30.7	51.4	50.7
Durham	Chewning Middle	No Data	No Data	No Data	24.9	unavailable	29.0	unavailable
Durham	Lowe's Grove Middle	100%	86%	51%	28.4	unavailable	35.5	unavailable
Durham	Neal Middle	15%	34%	unavailable	19.6	unavailable	29.7	unavailable
Durham **	Sherwood Githens	95%	91%	73%	35.7	unavailable	46.6	unavailable
Edgecombe	C. B. Martin Middle	NA	43%	51%	39.5	47.0	57.8	57.0
Edgecombe	Phillips Middle	23%	15%	63%	22.9	unavailable	54.2	unavailable
Franklin	Cedar Creek Middle	No Data	No Data	unavailable	50.4	61.8	62.9	73.2
Franklin	Terrell Lane Middle	90%	90%	75%	44.8	49.5	53.1	58.5
Gaston	Bessemer City Middle	32%	69%	70%	44.2	41.7	58.9	62.0
Gaston	Grier Middle	68%	60%	90%	56.9	59.0	63.1	59.0
Gaston	Southwest Middle	39%	65%	unavailable	38.2	unavailable	39.4	unavailable
Gaston	York Chester Middle	86%	63%	No Data	38.0	unavailable	73.0	unavailable
Guilford **	Ferndale Middle	41%	58%	73%	22.8	unavailable	47.1	Unavailable

Cohort I District	School	2007 QRI Growth % of students improving reading levels	2008 QRI Growth % of students improving reading levels	2009 QRI Growth % of students improving reading levels	2008 RDG EOG 8th grade % proficient	2009 RDG EOG 8th grade % proficient	2008 MATH EOG 8th grade % proficient	2009 MATH EOG 8th grade % proficient
Guilford	Jackson Middle	76%	74%	69%	27.5	unavailable	48.1	unavailable
Guilford	Otis Hairston Sr. Middle	15%	16%	72%	25.1	23.1	45.8	45.2
Guilford	Welborn Middle	33%	80%	82%	39.8	38.0	50.0	57.0
Halifax	Brawley Middle	69%	56%	32%	19.2	unavailable	24.7	unavailable
Halifax	Eastman Middle	90%	95%	95%	37.9	unavailable	58.6	unavailable
Halifax	Enfield Middle	41%	25%	60%	17.5	18.0	27.5	43.0
Halifax	William R. Davie Middle	66%	78%	No Data	26.8	unavailable	38.4	unavailable
Hertford	Hertford County Middle	66%	57%	27%	26.8	unavailable	43.2	unavailable
Hoke	West Hoke Middle	33%	32%	44%	38.3	unavailable	32.5	unavailable
Jackson *	Smokey Mountain Elem	No Data	100%	unavailable	47.2	unavailable	52.8	unavailable
Lee	East Lee Middle	62%	100%	unavailable	41.2	unavailable	63.2	unavailable
Lenoir	Rochelle Middle	67%	53%	85%	41.6	unavailable	54.7	unavailable
Lexington City *	Lexington Middle	90%	No Data	86%	37.1	unavailable	57.9	unavailable
Montgomery **	East Middle	67%	93%	96%	34.3	unavailable	55.8	unavailable
Nash-Rocky Mount	Nash Central Middle	87%	71%	unavailable	41.3	unavailable	50.7	unavailable

Cohort I District	School	2007 QRI Growth % of students improving reading levels	2008 QRI Growth % of students improving reading levels	2009 QRI Growth % of students improving reading levels	2008 RDG EOG 8th grade % proficient	2009 RDG EOG 8th grade % proficient	2008 MATH EOG 8th grade % proficient	2009 MATH EOG 8th grade % proficient
Nash-Rocky Mount	Southern Nash Middle	45%	35%	59%	43.5	53.0	58.8	72.0
New Hanover	DC Virgo Middle	38%	92%	45%	38.3	unavailable	53.3	unavailable
Northampton	Conway Middle	No data	83%	unavailable	34.9	unavailable	68.3	unavailable
Northampton **	Gaston Middle	71%	80%	83%	30.3	unavailable	53.9	unavailable
Randolph **	Randleman Middle	50%	89%	93%	45.8	unavailable	53.8	unavailable
Richmond	Ellerbe Junior High	100%	78%	80%	53.5	unavailable	63.4	unavailable
Richmond	Hamlet Junior High	44%	50%	unavailable	32.6	45.9	47.2	64.3
Robeson	Fairgrove Middle	56%	79%	86%	21.3	30.0	29.3	39.0
Robeson	Fairmont Middle	84%	88%	73%	31.9	31.0	48.3	75.0
Robeson	Littlefield Middle	88%	93%	98%	40.3	45.1	55.7	64.6
Robeson	Lumberton Jr. High	64%	74%	79%	34.3	44.0	50.5	66.0
Robeson	Magnolia Elementary	80%	100%	56%	25.4	unavailable	57.3	unavailable
Robeson **	Orrum Middle	80%	92%	unavailable	26.0	unavailable	40.4	unavailable
Robeson	Parkton Elementary	88%	50%	100%	48.7	47.1	57.9	73.6
Robeson	Red Springs Middle	NA	75%	91%	25.6	unavailable	46.3	unavailable
Robeson	Rowland Middle	62%	82%	50%	16.0	31.0	78.0	48.0

Cohort I District	School	2007 QRI Growth % of students improving reading levels	2008 QRI Growth % of students improving reading levels	2009 QRI Growth % of students improving reading levels	2008 RDG EOG 8th grade % proficient	2009 RDG EOG 8th grade % proficient	2008 MATH EOG 8th grade % proficient	2009 MATH EOG 8th grade % proficient
Robeson	St Pauls Middle	83%	95%	72%	38.9	unavailable	53.9	unavailable
Robeson	Townsend Middle	69%	No Data	No Data	17.7	unavailable	64.5	unavailable
Rowan-Salisbury *	Knox Middle	90%	100%	100%	32.5	unavailable	36.5	unavailable
Scotland **	Carver Middle	78%	82%	10%	32.1	unavailable	62.3	unavailable
Thomasville City *	Thomasville Middle	No Data	No Data	94%	34.2	unavailable	49.5	unavailable
Union	Monroe Middle	93%	93%	90%	36.6	37.3	51.1	64.4
Vance *	Eaton Johnson Middle	51%	71%	80%	35.7	37.4	62.4	63.2
Wake	North Garner Middle	90%	100%	unavailable	48.3	unavailable	69.1	unavailable
Warren	Warren Co. Middle	54%	37%	68%	37.2	37.8	57.8	59.6
Washington *	Creswell High	100%	86%	unavailable	36.4	unavailable	36.4	unavailable
Washington	Wash. Co. Union	No Data	93%	80%	28.4	unavailable	47.5	unavailable
Wayne *	Brogden Middle	96%	No Data	58%	34.9	unavailable	70.8	unavailable
Wayne *	Dillard Middle	64%	43%	88%	35.9	unavailable	58.8	unavailable
Wayne	Mount Olive Middle	31%	56%	48%	33.1	unavailable	60.0	unavailable
Weldon City	Weldon Middle	64%	59%	67%	26.4	20.0	34.7	41.0

Cohort I District	School	2007 QRI Growth % of students improving reading levels	2008 QRI Growth % of students improving reading levels	2009 QRI Growth % of students improving reading levels	2008 RDG EOG 8th grade % proficient	2009 RDG EOG 8th grade % proficient	2008 MATH EOG 8th grade % proficient	2009 MATH EOG 8th grade % proficient
Whiteville City	Central Middle	95%	57%	unavailable	50.3	unavailable	67.7	unavailable
Win-Salem/Forsyth	Hanes Middle	100%	100%	56%	59.4	unavailable	69.3	unavailable
Win-Salem/Forsyth	Hill Middle	48%	96%	98%	20.5	20.8	44.7	56.5
Win-Salem/Forsyth	Mineral Springs Middle	55%	72%	77%	24.2	32.9	48.7	57.1
Win-Salem/Forsyth *	Philo Middle	54%	No Data	No Data	18.7	unavailable	28.5	unavailable
Win-Salem/Forsyth	Wiley Middle	69%	68%	62%	37.9	42.0	46.2	55.0
Yadkin **	East Bend Elementary	100%	75%	81%	56.9	unavailable	58.8	unavailable

* indicates the school changed coach after year 1

** indicates the school changed coach after year 2

Unavailable- The 2009 Reading and Mathematics End of Grade scores will not be officially released until October 2009. Several coaches were given permission to present their school's scores after the final retesting.

Cohort 2 District	School	2008 QRI Growth % of students improving reading levels	2009 QRI Growth % of students improving reading levels	2008 RDG EOG 8th grade % proficient	2009 RDG EOG 8th grade % proficient	2008 MATH EOG 8th grade % proficient	2009 MATH EOG 8th grade % proficient
		Targeted level 1 and 2 students		New reading test			
Alamance	Turrentine Middle	76%	90%	57.5	59.0	68.1	70.0
Beaufort	Chocowinity Middle	89%	87%	69.2	unavailable	85.7	unavailable
Bladen	Tar Heel Middle	100%	100%	42.5	55.5	58.0	61.7
Brunswick	Leland Middle	62%	83%	45.2	56.1	62.8	unavailable
Brunswick	Shallotte Middle	42%	unavailable	47.2	65.0	56.7	unavailable
Brunswick	South Brunswick	No Data	unavailable	58.6	65.0	67.8	74.0
Brunswick	Waccamaw School	44%	93%	68.4	unavailable	84.2	unavailable
Buncombe	A C Reynolds Middle	50%	100%	66.0	71.0	75.0	79.4
Buncombe	Enka Middle	68%	75%	59.6	63.4	65.9	71.4
Buncombe	North Buncombe	32%	61%	63.7	unavailable	61.6	unavailable
Caldwell	Gamewell Middle	85%	93%	53.3	unavailable	63.9	unavailable
Caldwell	Hudson Middle	66%	78%	55.0	71.5	81.0	85.0
Catawba	Maiden Middle	83%	96%	56.5	77.0	73.9	91.0
Catawba	Harry Arndt Middle	54%	76%	69.9	68.5	86.5	82.7
Catawba	River Bend Middle	85%	100%	47.9	54.2	66.1	76.9
Charlotte Mecklenburg	J M Alexander	90%	unavailable	49.8	50.1	58.4	64.2

Cohort 2 District	School	2008 QRI Growth % of students improving reading levels	2009 QRI Growth % of students improving reading levels	2008 RDG EOG 8th grade % proficient	2009 RDG EOG 8th grade % proficient	2008 MATH EOG 8th grade % proficient	2009 MATH EOG 8th grade % proficient
Charlotte Mecklenburg	Quail Hollow Middle	68%	82%	41.3	unavailable	61.1	unavailable
Charlotte Mecklenburg	James Martin Middle	0%	55%	32.7	unavailable	50.3	unavailable
Cherokee	Andrews Middle	86%	80%	55.6	unavailable	79.0	unavailable
Cleveland	Burns Middle	47%	60%	53.1	59.9	72.2	73.4
Clinton City	Sampson Middle	96%	100%	45.9	56.2	52.9	68.1
Columbus	Chadbourn Middle	91%	100%	27.5	unavailable	32.4	unavailable
Columbus	Cerro Gordo	79%	87%	47.2	unavailable	41.7	unavailable
Craven	H J MacDonald Middle	70%	87%	62.7	67.4	72.7	82.0
Cumberland	Anne Chesnutt Middle	71%	76%	45.8	testing	59.4	testing
Cumberland	Douglas Byrd Middle	96%	95%	37.7	81.0	53.5	63.0
Cumberland	Gray's Creek Middle	72%	72%	61.0	59.0	74.0	74.0
Cumberland	Lewis Chapel Middle	12%	50%	32.3	52.0	33.9	38.0
Cumberland	Pine Forest Middle		83%	63.0	75.0	73.6	
Davidson	Central Davidson	76%	59%	49.0	74.9	70.7	91.9
Davidson *	South Davidson Middle	61%	93%	60.7	unavailable	72.9	unavailable
Davie	South Davie Middle	57%	72%	61.9	unavailable	85.1	unavailable
Durham	Brogdan Middle	90%	unavailable	51.5	unavailable	65.4	unavailable

Cohort 2 District	School	2008 QRI Growth % of students improving reading levels	2009 QRI Growth % of students improving reading levels	2008 RDG EOG 8th grade % proficient	2009 RDG EOG 8th grade % proficient	2008 MATH EOG 8th grade % proficient	2009 MATH EOG 8th grade % proficient
Durham	George L Carrington	93%	unavailable	54.7	unavailable	63.2	unavailable
Edenton-Chowan	Chowan Middle	85%	95%	50.0	53.8	74.7	81.4
Edgecombe	South Edgecombe	35%	51%	35.9	43.6	50.8	50.0
Edgecombe	West Edgecombe	81%	65%	33.9	32.7	47.3	68.2
ElizCity/Pasquotank	River Road Middle	57%	96%	48.8	unavailable	66.2	unavailable
Gaston	Holbrook Middle	55%	60%	57.0	64.0	69.9	73.0
Gaston	William C Friday Middle	85%	49%	46.8	51.1	57.2	unavailable
Guilford	Southern Middle Guilford	47%	48%	40.0	47.2	58.7	61.2
Guilford	Eastern Middle	No Data	86%	36.6	unavailable	54.8	unavailable
Guilford	Kiser Middle	89%	94%	55.7	51.4	63.9	71.4
Harnett	Coates-Erwin Middle	27%	57%	48.8	unavailable	56.3	unavailable
Harnett	Dunn Middle	No Data	unavailable	43.5	unavailable	66.7	unavailable
Harnett	Western Harnett Middle	18%	65%	59.0	unavailable	67.2	unavailable
Haywood	Bethel Middle	18%	78%	63.7	75.0	75.5	unavailable
Hoke	East Hoke Middle	39%	unavailable		unavailable	75.8	unavailable
Iredell Statesville	East Middle	66%	96%	48.6	50.0	75.8	77.5
Iredell Statesville	North Iredell Middle	80%	75%	46.5	56.0	73.5	74.0

Cohort 2 District	School	2008 QRI Growth % of students improving reading levels	2009 QRI Growth % of students improving reading levels	2008 RDG EOG 8th grade % proficient	2009 RDG EOG 8th grade % proficient	2008 MATH EOG 8th grade % proficient	2009 MATH EOG 8th grade % proficient
Iredell Statesville	Statesville Middle	57%	64%	43.8	58.0	67.5	84.0
Iredell Statesville *	West Iredell Middle	33%	unavailable	51.7	unavailable	74.0	unavailable
Johnston	Selma Middle School	95%	68%	43.7	unavailable	55.6	unavailable
Jones	Jones Middle	45%	41%	47.2	54.0	66.3	60.0
Kannapolis City	Kannapolis Middle	91%	100%	43.6	53.5	55.4	unavailable
Lenoir	E B Frink	76%	60%	56.9	unavailable	74.9	unavailable
Lenoir	Savannah Middle	72%	50%	40.8	50.0	71.4	68.0
Lincoln	Lincolnton Middle	53%	83%	44.4	unavailable	70.0	unavailable
Lincoln	West Lincoln Middle	77%	75%	54.5	unavailable	72.3	unavailable
Madison	Madison Middle	86%	98%	51.6	61.0	62.2	unavailable
Martin	Williamston Middle	54%	31%	50.8	unavailable	73.4	unavailable
McDowell	East McDowell Jr High	50%	70%	52.3	unavailable	61.8	unavailable
McDowell	West McDowell Jr. High	54%	89%	56.3	75.0	78.3	unavailable
Montgomery	West Middle	97%	100%	50.3	67.0	62.9	73.0
Nash Rocky Mount	J W Parker Middle	71%	72%	53.0	48.0	58.2	51.0
Nash Rocky Mount	Red Oak Middle	61%	unavailable	53.7	unavailable	66.2	unavailable
New Hanover	Charles P. Murray	82%	88%	64.1	80.0	78.7	87.0

Cohort 2 District	School	2008 QRI Growth % of students improving reading levels	2009 QRI Growth % of students improving reading levels	2008 RDG EOG 8th grade % proficient	2009 RDG EOG 8th grade % proficient	2008 MATH EOG 8th grade % proficient	2009 MATH EOG 8th grade % proficient
Pender *	Cape Fear Middle	69%	86%	59.5	unavailable	74.0	unavailable
Perquimans	Perquimans Middle	71%	100%	45.5	unavailable	62.2	unavailable
Pitt	C M Eppes Middle	61%	57%	40.9	unavailable	66.5	unavailable
Pitt	Bethel Elementary	61%	50%	26.5	43.0	50.0	86.0
Pitt	Wellcome Middle	63%	No Data	22.6	unavailable	51.4	unavailable
Randolph	Archdale Trinity	50%	82%	48.3	55.0	68.6	80.0
Randolph	Southeastern Randolph	55%	60%	53.1	51.2	55.3	57.5
Randolph	Southwestern Randolph	89%	68%	56.6	54.7	63.5	68.5
Randolph	Uwharrie Middle	50%	41%	60.7	unavailable	78.0	unavailable
Randolph	Northeastern Randolph	80%	89%	52.7	unavailable	64.1	unavailable
Richmond	Rockingham Middle	72%	33%	42.4	unavailable	60.0	unavailable
Richmond	Rohanen Middle	93%	83%	35.2	40.0	48.6	36.0
Robeson	Pemboke Middle	No Data	No Data	26.8	unavailable	37.9	unavailable
Rockingham	Reidsville Middle	60%	82%	37.9	40.2	44.7	unavailable
Rockingham	Western Rockingham	77%	70%	51.5	51.0	61.5	unavailable
Rowan Salisbury	Corriher Lipe Middle	78%	80%	56.8	58.0	68.8	75.0

Cohort 2 District	School	2008 QRI Growth % of students improving reading levels	2009 QRI Growth % of students improving reading levels	2008 RDG EOG 8th grade % proficient	2009 RDG EOG 8th grade % proficient	2008 MATH EOG 8th grade % proficient	2009 MATH EOG 8th grade % proficient
Rowan Salisbury	North Rowan Middle	73%	unavailable	36.4	unavailable	39.4	unavailable
Rutherford	Chase Middle	73%	86%	41.4	unavailable	54.4	unavailable
Rutherford	East Rutherford Middle	86%	81%	47.7	51.0	66.2	81.0
Rutherford	R-S Middle	95%	58%	54.2	unavailable	54.5	unavailable
Sampson	Roseboro-Salemburg	88%	69%	43.4	unavailable	58.6	unavailable
Sampson	Union Middle	78%	78%	27.3	36.0	40.5	59.0
Scotland	Sycamore Lane Middle	38%	86%	44.1	51.3	63.8	70.8
Stanley *	Albemarle Middle	90%	unavailable	49.3	unavailable	71.0	unavailable
Surry	Meadowview Middle	80%	85%	48.1	64.0	86.5	88.0
Union	East Union Middle	100%	100%	39.8	unavailable	56.1	unavailable
Union	Sun Valley Middle	19%	46%	67.4	73.2	82.2	82.9/86.5
Vance *	Henderson Middle	No Data	unavailable	32.2	unavailable	50.6	unavailable
Wake	East Garner Middle	79%	57%	43.1	46.3	52.5	53.5
Wake	East Wake Middle	69%	70%	54.3	unavailable	62.4	unavailable
Wayne	Norwayne Middle	78%	62%	62.5	unavailable	71.3	unavailable
Wayne	Spring Creek High	76%	87%	51.6	unavailable	80.5	unavailable
Wilkes	North Wilkes Middle	27%	60%	58.6	64.6	77.5	85.1

Cohort 2 District	School	2008 QRI Growth % of students improving reading levels	2009 QRI Growth % of students improving reading levels	2008 RDG EOG 8th grade % proficient	2009 RDG EOG 8th grade % proficient	2008 MATH EOG 8th grade % proficient	2009 MATH EOG 8th grade % proficient
Wilson	Speight Middle	38%	63%	34.7	unavailable	58.7	unavailable
Win-Salem/ Forsyth	Clemmons Middle	86%	89%	52.5	56.0	65.3	unavailable
Win-Salem/ Forsyth	Northwest Middle	69%	97%	58.2	unavailable	67.6	unavailable
Yadkin	Yadkinville Elementary	57%	50%	42.4	62.0	61.2	77.0

* indicates the school changed coach after year 1

Unavailable- The 2009 Reading and Mathematics End of Grade scores will not be officially released until October 2009. Several coaches were given permission to present their school's scores after the final retesting.

Attachment 8

North Carolina Teacher Academy
2009 Comprehensive Professional Development
Questionnaire and Survey Results

I. Demographics

Total number of years teaching experience		
Answer Options	**Response Percent**	**Response Count**
1-3	7.6%	112
4-9	24.4%	361
10-14	19.8%	294
15-19	15.9%	236
20-24	12.6%	187
25-29	9.8%	145
30+	9.9%	147
answered question		**1482**
skipped question		**1**

Total number of years teaching in North Carolina		
Answer Options	**Response Percent**	**Response Count**
1-3	9.6%	143
4-9	31.1%	461
10-14	19.8%	293
15-19	13.7%	203
20-24	11.1%	164
25-29	8.0%	119
30+	6.7%	99
answered question		**1482**
skipped question		**1**

Subject / Content Area	
Answer Options	**Response Count**
answered question	**1348**
skipped question	**135**

Highest degree of education and certification. Check all that apply.		
Answer Options	**Response Percent**	**Response Count**
Bachelor's	59.2%	878
Master's	45.3%	672
Doctorate	1.2%	18
National Board	11.7%	173
answered question		**1482**
skipped question		**1**

Grade level currently teaching (check all that apply)	**Grade level currently teaching (check all that apply)**	**Grade level currently teaching (check all that apply)**	**Grade level currently teaching (check all that apply)**
Answer Options	**Answer Options**	**Response Percent**	**Response Count**
Pre K-2	Pre K-2	34.2%	493
3-5	3-5	36.0%	519
6-8	6-8	29.5%	426
9-12	9-12	18.4%	265
answered question	***answered question***	***1443***	**1443**
skipped question	***skipped question***	***40***	**40**

Geographic region of the school		
Answer Options	**Response Percent**	**Response Count**
Coast	26.2%	388
Piedmont	65.8%	975
Mountains	8.0%	119
answered question		**1482**
skipped question		**1**

II.

Community in which school is located		
Answer Options	**Response Percent**	**Response Count**
Rural	62.9%	926
Urban	27.9%	411
Inner City	9.2%	136
answered question		**1473**
skipped question		**10**

Professional Development Process

I am aware of the goals of my school's professional development plan.		
Answer Options	**Response Percent**	**Response Count**
Yes	95.2%	1357
No	4.8%	69
answered question		**1426**
skipped question		**57**

My school's professional development plan is related to the teacher evaluation process.		
Answer Options	**Response Percent**	**Response Count**
Yes	69.5%	991
No	5.3%	75
Not sure	25.2%	360
answered question		**1426**
skipped question		**57**

Professional development in my school is offered (check all that apply):		
Answer Options	**Response Percent**	**Response Count**
During the school day	53.7%	766
Before and/or after school	77.8%	1109
On conference days	51.0%	727
At the end of the school year	41.4%	591
At the beginning of the school year	75.5%	1076
During the summer	60.9%	868
During my lunch period	3.6%	51
During my planning period	49.9%	712
On weekends	9.1%	130
In the evening	13.0%	185
Online	33.8%	482
Through Professional Learning Communities	42.4%	605
Other (please specify)	7.4%	106
answered question		**1426**
skipped question		**57**

My school's professional development is linked to increasing student achievement.		
Answer Options	**Response Percent**	**Response Count**
Yes	95.9%	1368
No	0.6%	8
Not sure	3.5%	50
answered question		**1426**
skipped question		**57**

My school's professional development plan is aligned with the School Improvement Plan.		
Answer Options	**Response Percent**	**Response Count**
Yes	92.9%	1325
No	0.9%	13
Not Sure	6.2%	88
answered question		**1426**
skipped question		**57**

In addition to the North Carolina Teacher Academy, what are the other types of professional development activities in which you participated? Check all that apply.		
Answer Options	**Response Percent**	**Response Count**
Individual Growth Plan	85.7%	1222
Informal and / or Formal Teacher Observation and Assessment	75.8%	1081
Curriculum Development	47.3%	675
School Improvement Committees	64.4%	919
Presentations and Demonstrations (1/2 day or whole days)	53.4%	761
Workshops and / or seminars (1/2 day or whole days)	88.6%	1264
Conferences	66.1%	943
Expert lectures or motivational speeches	30.7%	438
Peer study groups	28.1%	400
Inquiry and / or action research	12.3%	175
Graduate courses	32.9%	469
Long-term courses within the district	13.2%	188
Continuing Education or Adult Education Courses	18.0%	257
Hands-on technology	56.1%	800
eLearning (Moodle, Blackboard, etc.)	40.5%	577
Other types of professional development experiences in which you have participated that are not listed.	5.8%	82
answered question		**1426**
skipped question		**57**

Who determines the content of professional development activities in your school? Check all that apply.		
Answer Options	**Response Percent**	**Response Count**
District administrators	74.4%	1061
Building administrators	76.2%	1087
School leadership team	60.4%	862
Grade level or department chairperson	21.6%	308
Professional development committee	14.6%	208
Professional learning communities	16.6%	237
Teachers	47.0%	670
Other (please specify)	4.1%	58
answered question		**1426**
skipped question		**57**

Please list the topics of the last three professional development opportunities offered to you by your school and / or district in which you participated (i.e. technology, brain research, differentiation):	
Answer Options	**Response Count**
answered question	**1251**
skipped question	**232**

III. **Evaluation of North Carolina Teacher Academy Participation**

The North Carolina Teacher Academy professional development					
Answer Options	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**	**Response Count**
met my expectations.	896	437	24	7	1364
was nonthreatening.	973	368	17	4	1362
was offered at a convenient time.	933	412	14	3	1362
was time well spent.	938	387	27	7	1359
was facilitated by knowledgeable and effective trainers.	969	371	17	4	1361
was a positive experience.	984	349	21	3	1357
was meaningful to me.	933	383	26	5	1347
answered question					**1366**
skipped question					**117**

Because of the North Carolina Teacher Academy, I learned					
Answer Options	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**	**Response Count**
practical instructional strategies.	844	481	33	6	1364
new knowledge and skills.	840	489	30	4	1363
the theory behind practice.	707	605	38	3	1353
new concepts connected to prior knowledge.	795	519	32	5	1351
answered question					**1366**
skipped question					**117**

My participation in the Teacher Academy					
Answer Options	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**	**Response Count**
has had a positive impact on the culture and climate of my school.	670	611	74	4	1359
led to renewal credit upon completion of the follow-up activities.	765	437	121	24	1347
was influenced by the compensation of a stipend.	533	565	223	29	1350
was recognized as being important to district administrators.	469	641	203	18	1331
was recognized as being important to school administrators.	636	571	127	11	1345
was recognized as being important to my colleagues.	618	592	128	8	1346
answered question					**1366**
skipped question					**117**

The North Carolina Teacher Academy professional development					
Answer Options	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**	**Response Count**
was conducted by trainers who demonstrated a thorough knowledge of the content.	939	400	20	2	1361
provided various opportunities to network with other teachers in the state.	825	461	70	3	1359
was supplemented by materials useful to my classroom instruction.	783	506	68	3	1360
was engaging and interactive.	940	395	20	1	1356
was held in clean, comfortable training facilities.	944	377	26	3	1350
answered question					**1366**
skipped question					**117**

After participating in the North Carolina Teacher Academy, I continue to					
Answer Options	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**	**Response Count**
experiment / practice with the learned instructional strategies.	790	539	28	4	1361
implement / apply the new practices in my classroom instruction.	786	532	34	4	1356
become committed to the new teaching strategies and practices.	762	560	35	4	1361
notice positive changes in my teaching.	730	575	44	3	1352
make long-lasting changes in my instructional practices.	708	589	53	3	1353
share my learning experiences with my colleagues.	723	570	50	3	1346
answered question					**1366**
skipped question					**117**

My professional learning with the Teacher Academy impacts my students by					
Answer Options	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**	**Response Count**
making a positive impact on student learning.	762	562	35	3	1362
increasing student achievement.	693	607	53	4	1357
engaging students in learning.	796	519	39	3	1357
involving students in their own learning.	749	558	41	4	1352
improving classroom management.	625	630	91	4	1350
increasing student achievement on state and district assessments.	601	650	94	5	1350
improving student confidence as learners.	668	618	53	4	1343
answered question					**1366**
skipped question					**117**

As a result of my Teacher Academy experience,					
Answer Options	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**	**Response Count**
I learned practical instructional strategies.	789	530	39	2	1360
my teaching has become more effective.	687	605	55	3	1350
I am more efficient and productive as a teacher.	679	610	61	3	1353
I have become empowered in new ways.	698	585	71	3	1357
I have learned to meet various needs of all my students.	673	626	55	3	1357
student behavior has been positively impacted.	577	664	105	3	1349
students become more actively engaged in learning.	697	595	54	2	1348
I see a positive impact on student achievement.	661	615	70	3	1349
my annual performance evaluations have been positively impacted.	527	653	153	3	1336
I receive positive feedback from my supervisor.	554	639	144	8	1345
my efforts are recognized.	514	637	183	7	1341
I feel proud of my accomplishments.	732	576	36	4	1348
teaching and learning are connected to the School Improvement Plan.	670	609	68	2	1349
I have become more involved in sharing professional development in my school.	589	608	148	5	1350
I have a renewed passion for teaching.	597	647	95	5	1344
answered question					**1366**
skipped question					**117**

In what ways could your professional learning experience with the North Carolina Teacher Academy be improved to meet your needs?	
Answer Options	**Response Count**
answered question	**935**
skipped question	**548**

What suggestions do you have for the future direction of the content and delivery of the North Carolina Teacher Academy's professional development offerings?	
Answer Options	**Response Count**
answered question	**900**
skipped question	**583**