



Annual Fiscal Report  
to  
Joint Legislative Education  
Oversight Committee  
2009-2010

October 1, 2010

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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.”* In order 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 2009-2010 fiscal year, the Teacher Academy has trained 46,510 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 2009-2010, there were ten summer five-day sessions presented in collaboration with the Public School Forum of North Carolina, LEA/NCTA Partnership academies, and local professional development.

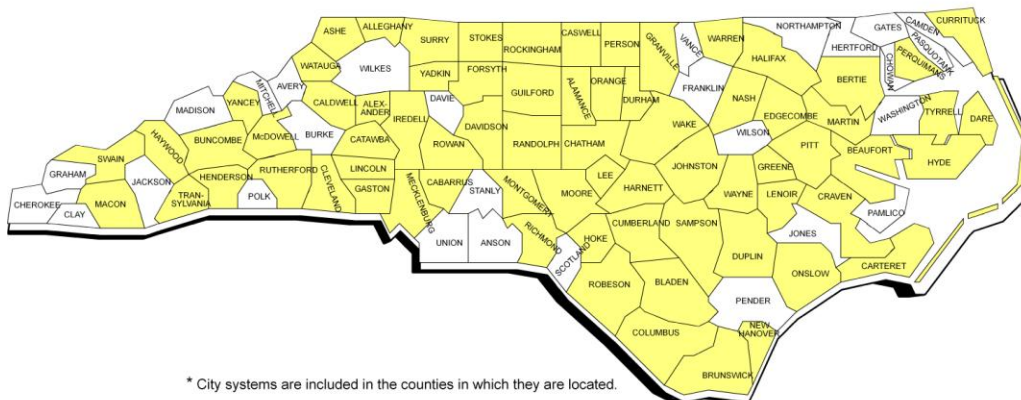
In 1995, the North Carolina General Assembly transferred the Teacher Academy from the Department of Public Instruction to The University of North Carolina General Administration. The Task Force was renamed the North Carolina Teacher Academy Board of Trustees. The legislation stated, *“The Board of Governors 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 four 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.

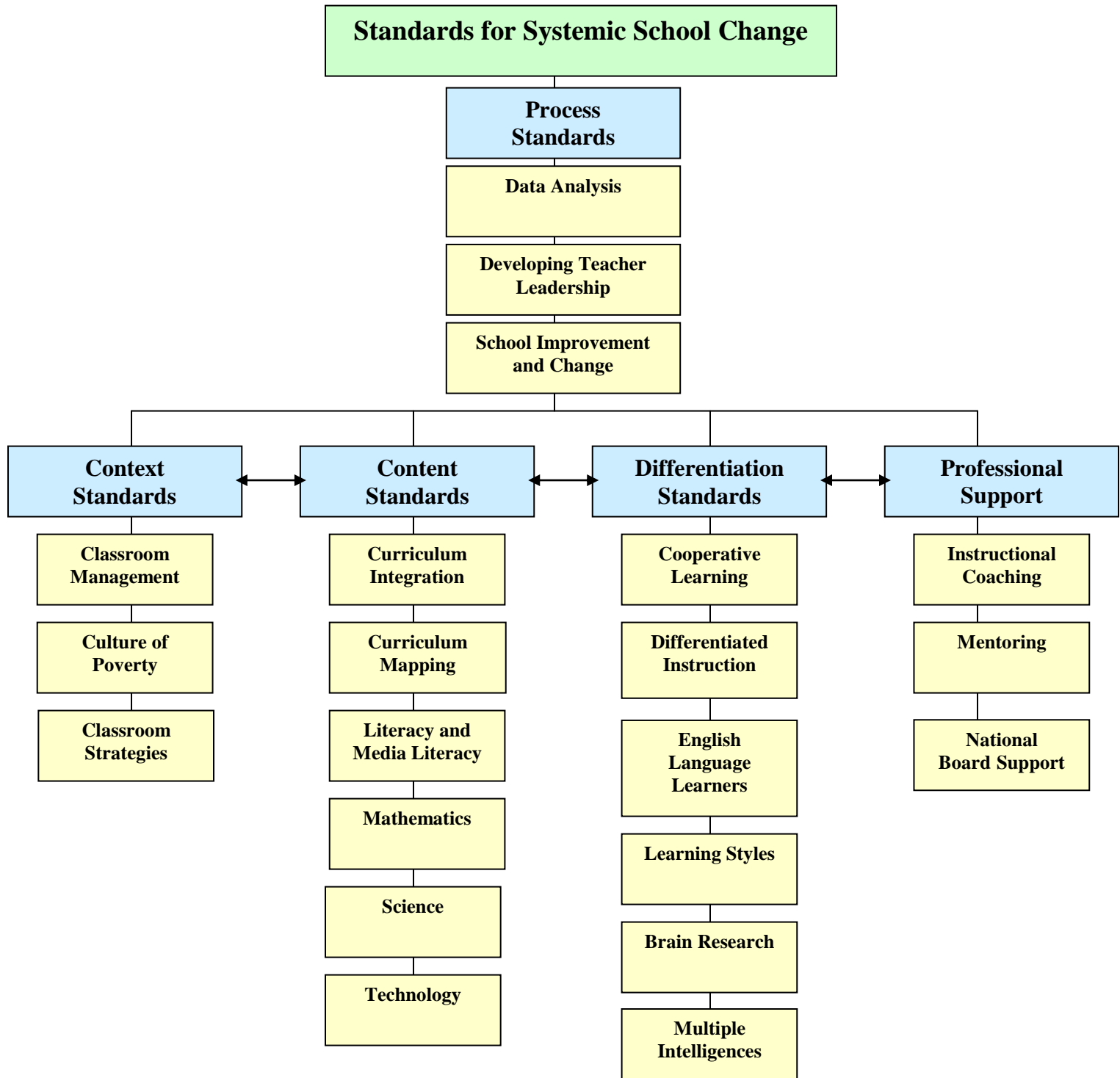
Type of trainer	Number of Trainers
Reading in the Content Areas	24
Building Professional Learning Communities	27
Classroom Management	35
Differentiated Instruction	60
Elementary Literacy	31
Elementary Science	38
Framework for Understanding Poverty	34
Mapping and Integrating the Curriculum	26
Marzano Classroom Strategies that Work	39
Mathematics	66
Media Literacy	49
Mentor	10
National Board Facilitation	28
Raising ESL Student Achievement	24
Shaping Successful Schools	19
Teacher Leadership	30
Technology	27
Using Data	21

Home District 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 Professional Teaching Standards Alignment**

The North Carolina Professional Teaching Standards Commission identified what teachers in the 21<sup>st</sup> Century need to know and be able to do in 21<sup>st</sup> Century schools. The standards were adopted by the North Carolina State Board of Education in June 2007. These standards provide the basis for teacher preparation, teacher evaluation, and professional development.

Professional development provided by the North Carolina Teacher Academy aligns with the North Carolina Professional Teaching Standards as identified in **Attachment 7**.

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

Currently, the Teacher Academy offers professional development in twenty-six 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 to determine the impact of professional development delivered by the North Carolina Teacher Academy on classroom practice. Professional development for 2009-2010 was offered in the following areas. Descriptions for fiscal year summer attendance are available in **Attachment 2**.

### **Differentiated Instruction**

- Classroom Strategies that Work
- Cooperative Learning
- Differentiation in K-12 Classrooms
- Learning Styles
- Multiple Intelligences
- Raising ESL Student Achievement
- Using Brain Research to Differentiate Classroom Instruction

### **Instructional Technology**

- Technology Literacy for 21<sup>st</sup> Century Schools
- Using Technology with Classroom Strategies that Work
- Web 2.0

### **Literacy**

- Building Vocabulary for Academic Achievement
- Elementary Writing Strategies
- Literacy Strategies for Elementary Grades
- Media Literacy
- Reading in the Content Areas

### **School Improvement and Change**

- Building Professional Learning Communities
- Building Teacher Leadership
- Classroom Management
- Mapping and Integrating the Curriculum
- Mentoring
- National Board Support
- Teaching Children of Poverty

### **Mathematics**

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

### **Science**

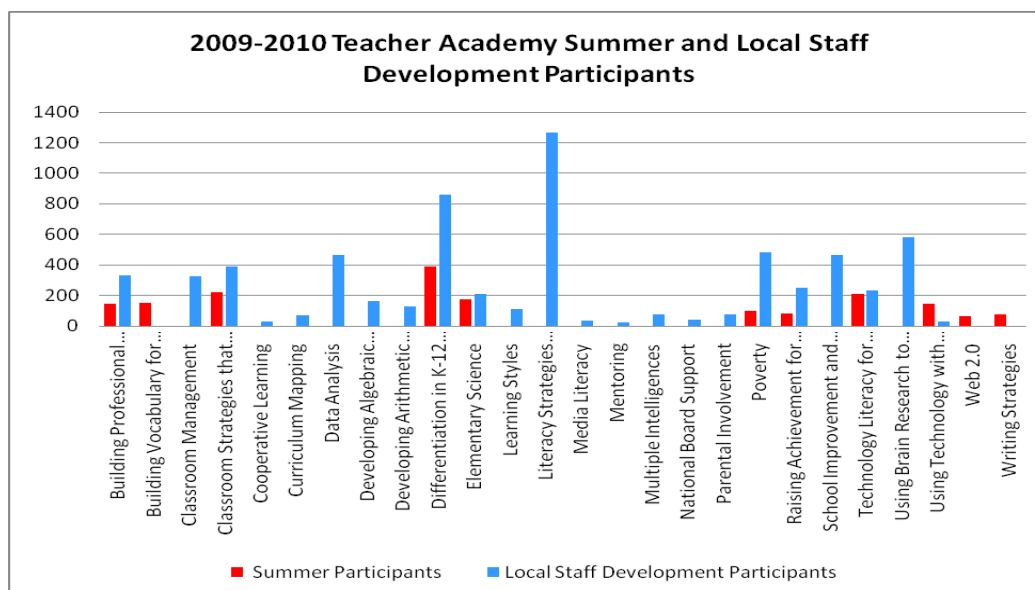
- Elementary Earth Science
- Elementary Physical Science

## Program Delivery Model

The North Carolina Teacher Academy has a five-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** (53,130 contact hours in 2009-2010)
  - 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 at residential sites 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 are offered online using the Moodle learning community.
- Local Professional Development** (61,593 contact hours in 2009-2010) 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.
- Regional Drive-in Conferences** (9,980 contact hours in 2009-2010) are weekend sessions offered on Friday evenings and Saturdays in geographically diverse areas of North Carolina, offering participants a choice of professional development opportunities from a variety of 10-hour sessions. Teachers select sessions based on their individual needs.
- Online Courses** (3,900 contact hours in 2009-2010) were offered in three content areas during 2009-2010. The courses offered participants an alternative delivery method for teachers with the flexibility to complete course requirements on their own schedules.

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



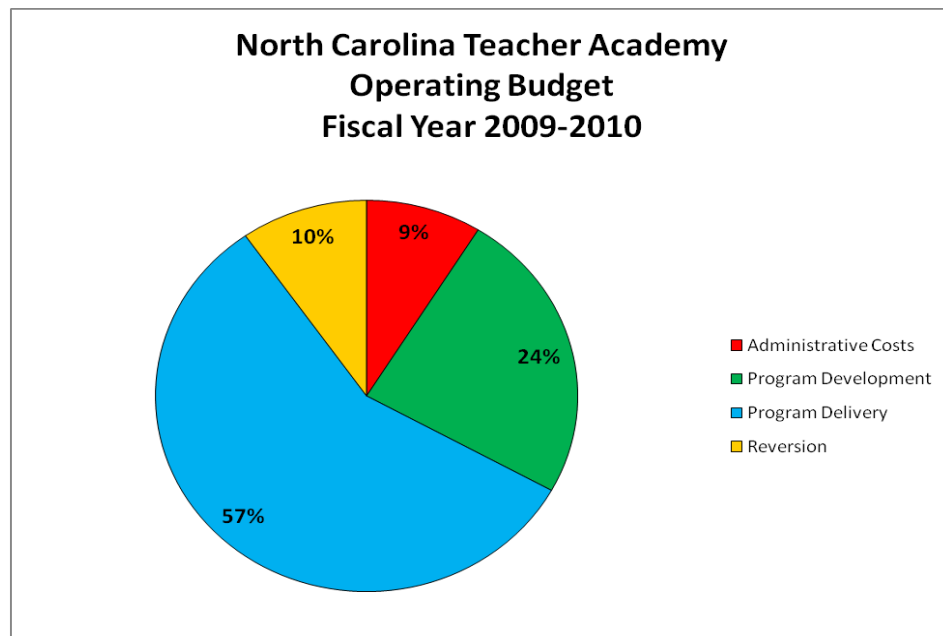


**North Carolina Teacher Academy  
Operating Budget Summary  
Fiscal Year 2009-2010**

<u>Object Code</u>	<u>Object Description</u>	<u>Operating Expense</u>
531111	EPA Regular Salaries (11.0 FTE)	1,064,607.96
531211	SPA Regular Salaries (1.0 FTE)	45,333.96
531321	Non-Student Wages (Trainers & Site Managers)	349,634.22
531461	EPA and SPA Longevity	1,898.00
531511	Social Security (7.65%)	109,298.96
531521	State Retirement (6.82%)	97,163.80
531561	Medical Insurance (\$3,748 FTE)	58,846.32
531576	Flexible Spending savings	997.41
532199	Contracted Services	49,715.31
533110-120-720	Supplies & Materials	56,906.92
532714-721-724-727	In-State Travel (Employee)	19,620.97
532715-722-725-728	Out-State Travel (Employee)	275.50
532731-732	Non-Employee Travel (Trainers & Site Managers, Literacy Coaches)	493,679.57
532811-12-15	Telephones, Data, Email	18,428.43
532840-003	Postage	24,038.07
532840002	Messenger Service	2,495.05
532850	Printing & Binding	89,001.45
532942	Other Emp Educational Expenses	2,495.00
532199 (org 116)	Participant Stipends	871,090.00
532512	Office Rental	89,695.50
532513900	Conference Room Rental	238,177.39
532524	Lease Office Equipment	16,937.53
532524900	Conference Equipment	

	Rental	71,966.65
532181-900	Conference Food ,	
	Subsistence,and Misc	419,710.08
534711-13-14-532449	Software and Software	
	Maintenance Agreement	237.90
532930	Registration Fees and	
	other Expenses	912.50
532919	Insurance-Property	459.49
535830	Membership Dues	1,930.08
534534-39	Computer Equipment	58,161.73
535890	Other Admin expenses	4,455.33
<b>Total expenditure</b>		<b>4,258,171.08</b>
<b>2009-2010 Operating Budget</b>		<b>4,717,155.00</b>
<b>2008-2009 Operating Budget</b>		<b>7,037,291.00</b>
<b>*2010-2011 Operating Budget</b>		<b>4,975,471.00</b>
<b>Administrative Costs</b>		<b>418,312.93</b>
<b>Program Development</b>		<b>1,139,242.51</b>
<b>Program Delivery</b>		<b>2,700,615.64</b>
<b>*Reversion 2009-2010</b>		<b>458,983.92</b>
<b>Total Budget 2009-2010</b>		<b>4,717,155.00</b>

\*Approved Carryover of \$234,593 was converted on 9-07-2010, leaving a total 2009-2010 reversion of \$224,390.92



## Summary of 2009-2010 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 2009-2010 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 day to five days. Many teachers and administrators attended multiple staff development activities. One hundred eighty-three (183) teachers participated in residential and LEA/NCTA summer academies for a total of 9,450 contact hours. One thousand seven hundred sixty-eight (1,768) teachers participated in local staff development sessions or regional drive-in conferences during the fiscal year. **Attachment 6** provides an overview of achievement in the DSSF districts.

## **21<sup>st</sup> Century Middle School Literacy Coaches**

In July 2006 the North Carolina Teacher Academy was directed to provide training and support for one hundred 21<sup>st</sup> 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 8<sup>th</sup> grade class. In July 2007, the General Assembly appropriated funding for an additional one hundred 21<sup>st</sup> 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 21<sup>st</sup> 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 of the program, there was 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.

In July 2009, the funding for the 21<sup>st</sup> Century middle school literacy coaches was eliminated, along with funding designated for training the coaches. The North Carolina Teacher Academy was committed to insure that all of the coaches were offered the training needed to complete their Instructional Coach licensure, therefore the following training was offered to coaches in Cohort 2 and Cohort 3 during 2009-2010:

October 16-18, 2009	Multiple Intelligences	20 hours
January 22-24, 2010	Building Professional Learning Communities	20 hours
March 12-14, 2010	Teacher Leadership	20 hours
June 20-24, 2010	21 <sup>st</sup> Century Classrooms	24 hours

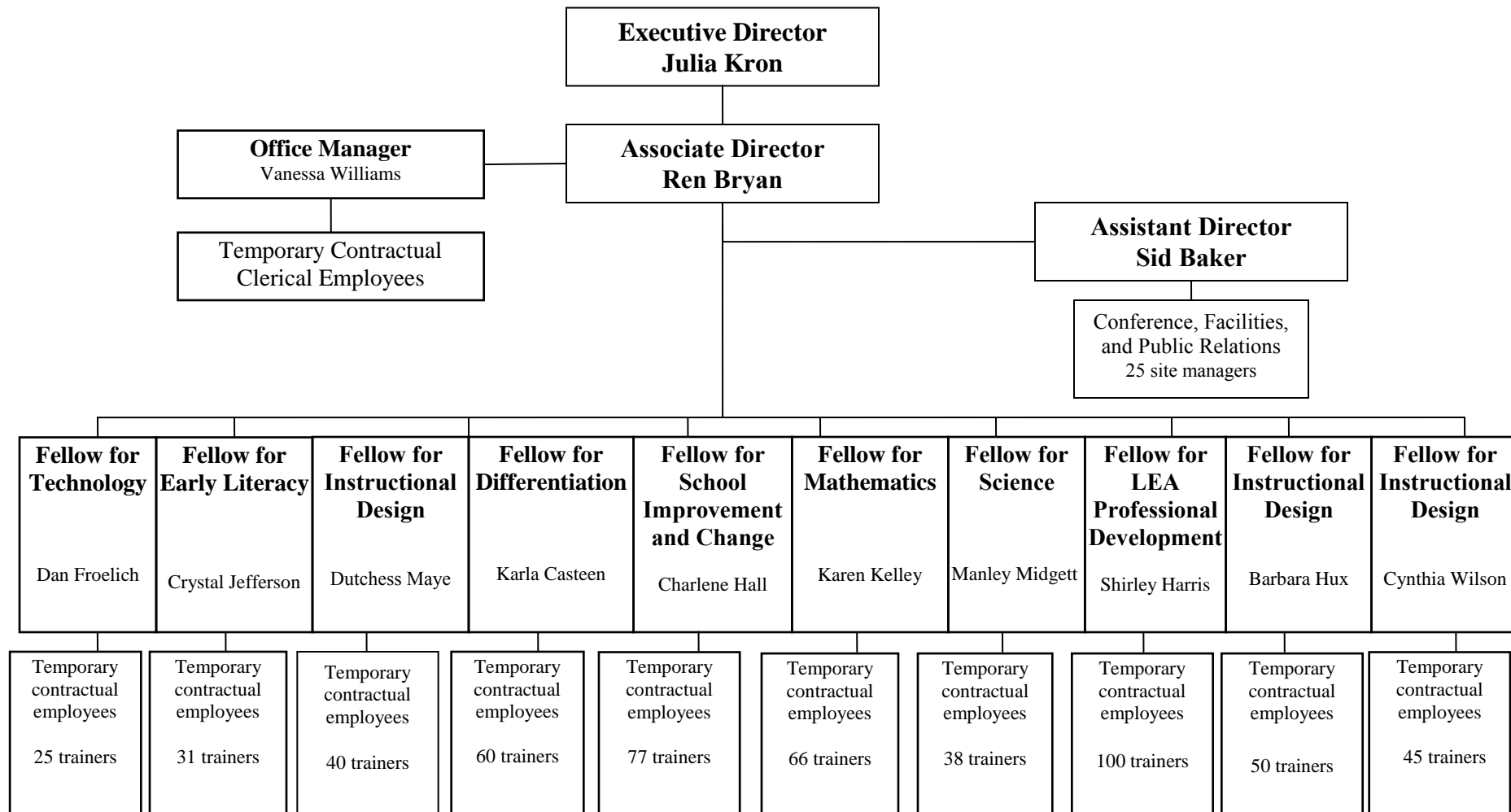
At the culmination of the training there were 60 Twenty-first Century Literacy Coaches in cohort 1 and 69 Twenty-first Century Literacy Coaches in cohort 2 who had completed requirements for their licensure.

## North Carolina Teacher Academy Impact on Classroom Instruction

More than 128,445 hours of professional development were provided for teachers in North Carolina school districts during 2009-2010. The North Carolina Teacher Academy held 23 summer sessions and more than 166 single and multiple-day local professional development sessions for 8,408 educators, representing 110 school districts during the 2009-2010 fiscal year. Teacher Academy professional development contact hours invested into Disadvantaged Student Supplemental Funding districts addressed 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 summer programs, online courses, regional drive-in conferences, and local professional development participation. The total number of professional development participants in each district is 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 2009-2010.
- **Attachment 6** identifies the professional development provided in Disadvantaged Student Supplemental Funding districts along with indicators of achievement.

## North Carolina Teacher Academy Organizational Chart



## Attachment 2

### **2009-2010 North Carolina Teacher Academy Programs and Summer Attendance**

The Teacher Academy held twenty residential and three LEA/NCTA partnership academies for a total of 23 summer sessions during fiscal year 2009-2010. Summer academy participation included 1,768 teachers and administrators, representing 90 local education agencies. Residential attendance totaled 1,594 participants and LEA/NCTA partnership attendance totaled 174 participants.

The residential sessions were held at seven sites across the state: Appalachian State University, Chowan University, East Carolina University, Elon University, Lenoir-Rhyne University, the Radisson/Governor's Inn, and Western Carolina University. For the ninth 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* in July 2009. A summer academy for Cohort 2 and Cohort 3 of the Middle School Literacy Coaches in 21<sup>st</sup> Century Technology, which was cancelled in 2009 due to budget cuts, was offered in June 2010 in order to allow them to complete their licensure requirements.

During fiscal year 2009-2010 summer Teacher Academy sessions were held in the following content areas:

#### **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. Four sessions of this module were held during this fiscal year, and 392 participants attended.

*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 three sessions for 219 participants.

## **Diversity**

The Academy module *Teaching Children of 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 two academies, serving a total of 99 teachers and administrators.

*Raising ESL Student Achievement* is a module that focuses on an understanding of strategies to support Limited English Proficient students. It enables classroom teachers to develop strategies for delivering curriculum to students who are learning English as a second language. The program focuses 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. The sessions provide strategies and skills aimed at helping English language learners increase their achievement and success. During the 2009-2010 fiscal year 81 teachers attended one session. Two additional LEA academies were cancelled and rescheduled for 2010-2011.

## **Instructional Technology**

The goal of *Technology Literacy for 21<sup>st</sup> 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, 212 teachers and administrators participated in three sessions.

*Using Technology with Classroom Strategies that Work* correlates technology skills with the nine essential strategies identified by Dr. Robert Marzano. Participants use the research of Dr. Howard Pitler to see how the seven major genres of technology- word processing, organizing and brainstorming software, multimedia, data collection tools, spreadsheets, communication software, and Web resources can be used to transform classrooms from the traditional to a 21<sup>st</sup> century environment. Two sessions were offered for 147 participants.

The introduction of *Web 2.0* tools into a classroom learning environment was explored with a focus on the read/write web as a classroom tool. This module focused on collaboration, creation, and integration of blogs, wikis, podcasts, social bookmarks, RSS feeds, & internet safety. A single session served 67 teachers and administrators. Two additional sessions were scheduled but were cancelled as a result of budget reductions. Participants were offered an opportunity to attend in summer 2010.



## **Literacy**

The Teacher Academy's literacy module *Building Vocabulary for Academic Achievement* supports the importance of explicit vocabulary instruction. Whole group learning activities and mini-sessions offer a wide-range of instructional strategies to improve student achievement. During the 2009-2010 fiscal year 154 teachers and administrators participated in the two sessions dedicated to this program.

Writing instruction is more effective when students are engaged in writing for authentic purposes and audiences. Research has reinforced the need for explicit teaching of writing strategies. In this module, teachers explore instructional techniques and tools for teaching writing in various subject areas. In *Writing Strategies Across the Curriculum* a single session was offered for 75 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 2009-2010, two sessions were held for 147 participants.

## **Science**

*Elementary Earth Science* addresses how critical it is that our children understand the importance of protecting the Earth's natural resources. They must understand how the Earth Systems of the lithosphere, atmosphere, and hydrosphere interact with each other and how all three must work effectively together to support life on Earth. Elementary teachers at each grade level participate in a series of 5E-Plus Learning Cycles that match the *North Carolina Standard Course of Study* for science. This module provides teachers with many classroom activities that they can use to assure that their students will achieve scientific literacy in the area of Earth Science. Two sessions with 175 participants were held in this fiscal year.

### Attachment 3

#### 2009-2010 North Carolina Teacher Academy LEA Participation

District	Summer Residential Academy	LEA Partnership Academy	Regional Drive-in Conferences	Online Courses	Staff Development	Total
Alamance-Burlington	35		6			41
Alexander County	12			1		13
Alleghany County		40				40
Anson County	4		4		30	38
Ashe County				7		7
Asheboro City	5					5
Avery County	1					1
Beaufort County	2		12	1	80	95
Bertie County	7		1			8
Bladen County	13	55	2			70
Brunswick County	5					5
Buncombe County	13		37			50
Burke County	11		2			13
Cabarrus County	28		53	1	20	102
Caldwell County	12		1	13	171	197
Camden County	3		2			5
Carteret County	8		2		567	577
Caswell County	6				242	248
Catawba County	27		10	27	60	125
Chapel Hill Carrboro	3					3
Charlotte - Mecklenburg	96		133	2	135	366
Chatham County	16		14	10		40
Cherokee County	5					5
Clay County						
Cleveland County	48					48
Clinton City	11			1	6	18
Columbus County	13	75		1		89
Craven County	33		72	2		107
Cumberland County	92		53	9	125	279
Currituck County					60	60
Davidson County	35		26	1	175	237
Davie County	3		14			17
Federal Schools Ft. Bragg, Camp Lejeune	6		8	4		18
Department of Health and Human Services	6			3		9

District	Summer Residential Academy	LEA Partnership Academy	Regional Drive-in Conferences	Online Courses	Staff Development	Total
Duplin County	7		1		125	133
Durham County	26		36	2		64
Edenton-Chowan						
Edgecombe County	25		9			34
Elkin City					75	75
Franklin County	24		1	1	105	131
Gaston County	43		7	1	30	82
Gates County		54				54
Graham County						
Granville County	11		9	1	24	45
Greene County					238	238
Guilford County	54		23	2	95	175
Halifax County	17					17
Harnett County	11		8	2	120	141
Haywood County	16		17			33
Henderson County	7		36	1		44
Hertford County	4					4
Hickory City	4		1			5
Hoke County	11		17	1	273	302
Hyde County						
Iredell Statesville	29		2	6	100	137
Jackson County	5					5
Johnston County	15		4	1		20
Jones County			7	1		8
Kannapolis City	17		2			19
Lee County	5		7	1		13
Lenoir County	7	44	2	1		54
Lexington City			11		30	41
Lincoln County	27		2	2	30	61
Macon County	3		3			6
Madison County			8			8
Martin County	19				25	44
McDowell County	6		7			13
Mitchell County			1		125	126
Montgomery County	27		8	4		39
Moore County	21		30	1	15	67
Mooresville City				11		11
Mount Airy City	5					5
Nash Rocky Mount	53		10	2	26	91

District	Summer Residential Academy	LEA Partnership Academy	Regional Drive-in Conferences	Online Courses	Staff Development	Total
NCAE	5					5
New Hanover County	26		6	6		38
Northampton County	6		6	7	115	134
Onslow County	16		1		35	52
Orange County	3		3	1		7
Pamlico County			1			1
Pender County						
Perquimans County				2	50	52
Person County	13		21	15	111	160
Piedmont Triad Education Consortium					828	828
Pitt County	49		9		495	553
Polk County	1		5			6
Randolph County	38		15	2	140	195
Richmond County	13		2	1		16
Roanoke Rapids		47		1		48
Robeson County	31		12		630	673
Rockingham County	41		16			57
Rowan-Salisbury	34		1	5		40
Rutherford County	3		3			6
Sampson County	7				40	47
Scotland County	6					6
Stanly County	15		7	2		24
Stokes County			1		80	81
Surry County	8		3	4		15
Swain County			2			2
Thomasville City	11		6	1	65	83
Transylvania County			3			3
Tyrrell County					35	35
Union County				3		3
Vance County	18		5	7	290	320
Wake County	48		23	9		80
Warren County	6				290	296
Washington County					135	135
Watauga County	9					9
Wayne County	45		21	1	15	82
Weldon City	3					3
Whiteville City						
Wilkes County	6		8		30	44

<b>District</b>	<b>Summer Residential Academy</b>	<b>LEA Partnership Academy</b>	<b>Regional Drive-in Conferences</b>	<b>Online Courses</b>	<b>Staff Development</b>	<b>Total</b>
Wilson County	14					14
Winston Salem/Forsyth	40		82	3	245	370
Yadkin County	13		10	1	25	49
Yancey County	8		5			13
Total Participation	1594	174	998	195	6773	9747

\* Represents multiple attendance by some of the 7966 local professional development, regional drive-in, and online course participants

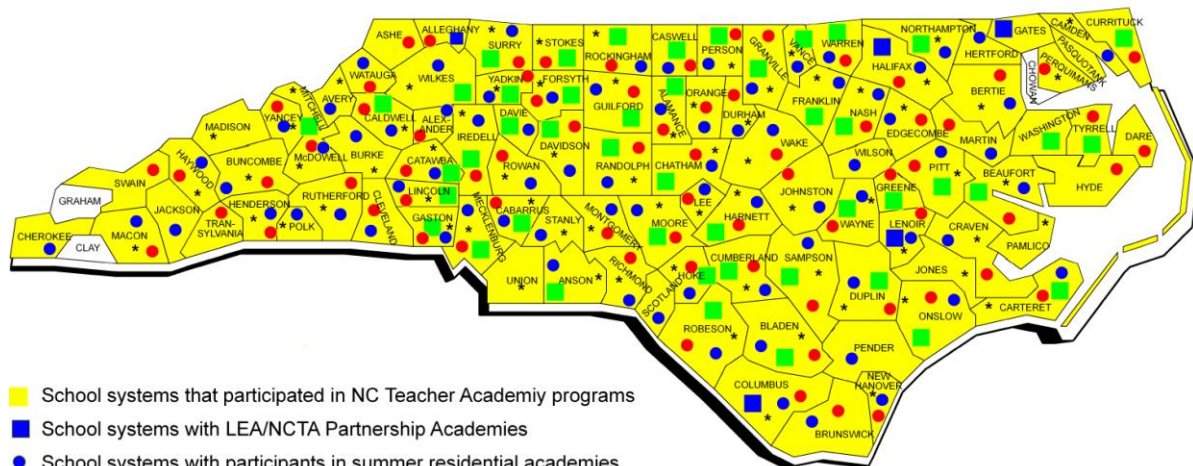
Red text indicates Disadvantaged Student Supplemental Funding districts.

## 2009-2010 North Carolina Teach Academy Program Distribution

Module	Summer Participants	Local Staff Development
Building Professional Learning Communities	147	330
Building Vocabulary for Academic Achievement	154	
Classroom Management		325
Classroom Strategies that Work	219	392
Cooperative Learning		30
Curriculum Mapping		70
Data Analysis		464
Developing Algebraic Reasoning in Middle Grades Mathematics		160
Developing Arithmetic Reasoning in Elementary Grades		129
Differentiation in K-12 Classrooms	392	858
Elementary Science	175	210
Learning Styles		111
Literacy Strategies Elementary Grades		1267
Media Literacy		35
Mentoring		25
Multiple Intelligences		75
National Board Support		40
Parental Involvement		75
Poverty	99	480
Raising Achievement for ESL Students	81	250
School Improvement and Change		467
Technology Literacy for 21st Century Schools	212	235
Using Brain Research to Redesign Classroom Instruction		582
Using Technology with Classroom Strategies that Work	147	30
Web 2.0	67	
Writing Strategies	75	

# North Carolina Teacher Academy

## Program Distribution for Fiscal Year 2009-2010



Yellow square: School systems that participated in NC Teacher Academy programs

Blue square: School systems with LEA/NCTA Partnership Academies

Red dot: School systems with participants in summer residential academies

Green square: School systems with local staff development

Red dot: School systems with Teacher Academy trainers

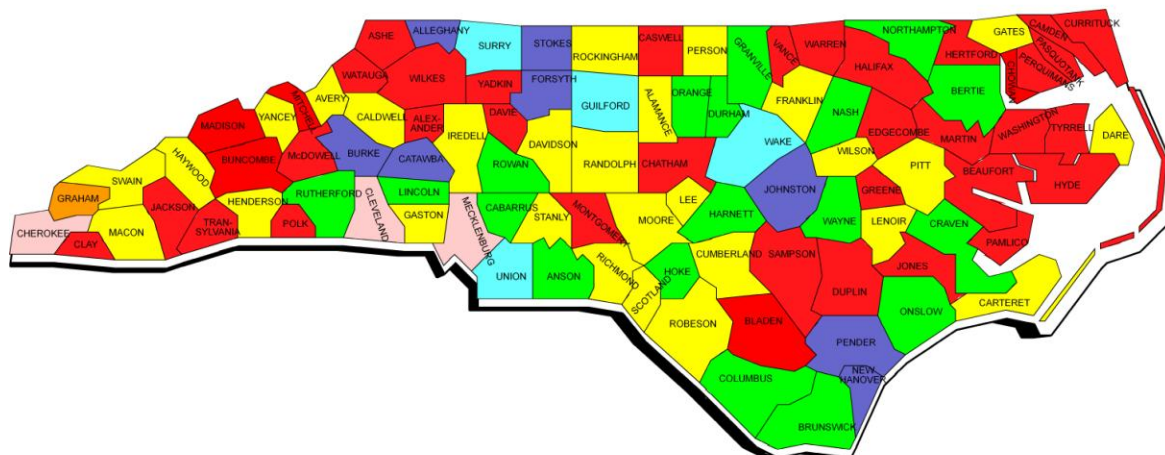
\* School systems with Regional Drive-in Conference or Online course participation

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

## Summer Participant Distribution 1994-2010



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

30-39% 1 County	70-79% 9 Counties
50-59% 3 Counties	80-89% 28 Counties
60-69% 5 Counties	90-99% 20 Counties
	100% 34 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.

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

<b>District/Number of Schools</b>	<b>Summer Academy Participants</b>	<b>Professional Development Participants</b>	<b>National Board Certifications Earned 2009 (total in district)</b>	<b>2010 Teacher Working Conditions Survey response rate</b>	<b>2008-2009 Teacher Turnover Rate (compared to five year average)* most recent data available from SBE</b>	<b>Number of Schools Making High Growth</b>	<b>Number of Schools Making Expected Growth</b>	<b>Number of Schools Meeting AYP</b>
Edgecombe County/15	25	9	3 (69)	93.7%	17.5 % (21.8%)	4	8	3
Elizabeth City/Pasquotank/12			7 (61)	95.66%	14.8% (16.8%)	6	10	5
Franklin County/13	24	107	8 (53)	91.57%	13.4% (16.7%)	6	12	8
Halifax County/16	17		2 (29)	100%	20.4% (18.1%)	0	3	1
Hertford County/5	4		3 (17)	90.53%	17.2% (16.5%)	1	5	1
Hoke County/12	11	291	2 (14)	95.42%	21.7% (21.3%)	10	12	8
Hyde County/4			2 (9)	72.16%	16.4% (15.9%)	2	4	4
Lexington City/7		41	(22)	97.32%	16.9% (18.9%)	0	6	5
Montgomery County/9	27	12	1 (40)	98.90%	14.6% (11.8%)	3	9	3
Northampton County/10	6	128	(5)	99.54%	23.2% (16.5%)	3	6	1
Robeson County/43	31	642	6 (104)	96.47%	15.3% (12.3%)	15	30	13
Thomasville City/4	11	72	1 (25)	99.1%	22.5% (21.8%)	1	4	0
Vance County/16	18	302	3 (44)	91.93%	19.7% (21.63%)	1	14	10
Warren County/6	6	29	1 (15)	100%	18.9% (18.2%)	1	5	4
Washington County/5		135	0(10)	92.75%	9.4% (13.62%)	1	2	1
Weldon City/4	3			100%	20.8% (24.8%)	1	3	3
<b>Total</b>	<b>183</b>	<b>1768</b>	<b>39 (517)</b>					



## Attachment 7

### North Carolina Professional Teaching Standards

The North Carolina State Board of Education charged the North Carolina Professional Teaching Standards Commission to align the Core Standards for the Teaching Profession (1997) with the newly adopted mission. To this end, Commission members, 16 practicing educators from across the state, considered what teachers need to know and be able to do in 21st Century schools. This document contains the aligned standards adopted by the North Carolina State Board of Education in June 2007.

#### A NEW VISION OF TEACHING

Teachers need to know and be able to teach students in the 21st Century:

- Leadership among the staff and with the administration is shared in order to bring consensus and common, shared ownership of the vision and purpose of work of the school. Teachers are valued for the contributions they make to their classroom and the school.
- Teachers make the content they teach engaging, relevant, and meaningful to students' lives.
- Teachers can no longer cover material; they, along with their students, uncover solutions. They teach existing core content that is revised to include skills like critical thinking, problem solving, and information and communications technology (ICT) literacy.
- In their classrooms, teachers facilitate instruction encouraging all students to use 21st Century skills so they discover how to learn, innovate, collaborate, and communicate their ideas.
- The 21st Century content (global awareness, civic literacy, financial literacy, and health awareness) is included in the core content areas.
- Subjects and related projects are integrated among disciplines and involve relationships with the home and community.
- Teachers are reflective about their practice and include assessments that are authentic and structured and demonstrate student understanding.
- Teachers demonstrate the value of lifelong learning and encourage their students to learn and grow

#### STANDARD I: TEACHERS DEMONSTRATE LEADERSHIP

##### **Teachers lead in their classrooms.**

- **Developing Teacher Leadership**

Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21st Century. Teachers communicate this vision to their students. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process. They establish a safe, orderly environment, and create a culture that empowers students to collaborate and become lifelong learners.

- Take responsibility for all students' learning
  - **Differentiated Instruction**
- Communicate vision to students
- Use data to organize, plan, and set goals
  - **Using Student Data at the Classroom Level**
  - **Data-driven Decision Making and Instruction**
  - **Assessing Needs**
- Use a variety of assessment data throughout the year to evaluate progress
  - **Using Student Data at the Classroom Level**
  - **Data-driven Decision Making and Instruction**
  - **Assessing Needs**
- Establish a safe and orderly environment
  - **Analyzing Teacher Working Conditions**
  - **Brain Compatible Instruction**
  - **Classroom Management**
- Empower students
  - **Using Data to Build Classroom Learning Communities**
  - **Collaborative Learning**
  - **Differentiated Instruction**
  - **Brain Compatible Instruction**
  - **Classroom Management**
  - **Classroom Strategies that Work**
  - **Learning Styles**
  - **Using Technology with Classroom Strategies that Work**
  - **Raising ESL Student Achievement**

##### **Teachers demonstrate leadership in the school.**

- **Developing Teacher Leadership**

Teachers work collaboratively with school personnel to create a professional learning community. They analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that enhances student learning and teacher working conditions. Teachers provide input in determining the school budget and in the selection of professional development that meets the needs of students and their own professional growth. They participate in the hiring process and collaborate with their colleagues to mentor and support teachers to improve the effectiveness of their departments or grade levels.

- Work collaboratively with all school personnel to create a professional learning community
  - **Building Professional Learning Communities**
- Analyze data
  - **Using Student Data at the Classroom Level**
  - **Data-driven Decision Making and Instruction**
  - **Assessing Needs**
- Develop goals and strategies through the school improvement plan
  - **Analyzing Teacher Working Conditions**
- Assist in determining school budget and professional development
- Participate in hiring process
- Collaborate with colleagues to mentor and support teachers to improve effectiveness
  - **Building Professional Learning Communities**
  - **Using Data to Build Classroom Learning Communities**
  - **Mentor Beginning Teachers**
  - **Creating and Sustaining Professional Workplaces**

#### **Teachers lead the teaching profession.**

- **Developing Teacher Leadership**

Teachers strive to improve the teaching profession. They contribute to the establishment of positive working conditions in their school. They actively participate in and advocate for decision-making structures in education and government that take advantage of the expertise of teachers. Teachers promote professional growth for all educators and collaborate with their colleagues to improve the profession.

- Strive to improve the profession
  - **Analyzing Teacher Working Conditions**
- Contribute to the establishment of positive working conditions
  - **Analyzing Teacher Working Conditions**
- Participate in decision-making structures
- Promote professional growth
  - **Building Teacher Leadership**
  - **Building Professional Learning Communities**
  - **Creating and Sustaining Professional Workplaces**

#### **Teachers advocate for schools and students.**

Teachers advocate for positive change in policies and practices affecting student learning. They participate in the implementation of initiatives to improve the education of students.

- Advocate for positive change in policies and practices affecting student learning
  - **Analyzing Teacher Working Conditions**
  - **Raising ESL Student Achievement**
- Participate in the implementation of initiatives to improve education
  - **Analyzing Teacher Working Conditions**

#### **Teachers demonstrate high ethical standards.**

- **Developing Teacher Leadership**

Teachers demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others. Teachers uphold the Code of Ethics for North Carolina Educators (effective June 1, 1997) and the Standards for Professional Conduct adopted April 1, 1998. ([www.ncptsc.org](http://www.ncptsc.org))

- Demonstrate ethical principles
- Uphold the Code of Ethics and Standards for the Professional Conduct

### **STANDARD II: TEACHERS ESTABLISH A RESPECTFUL ENVIRONMENT FOR A DIVERSE POPULATION OF STUDENTS**

#### **Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.**

Teachers encourage an environment that is inviting, respectful, supportive, inclusive, and flexible.

- Encourage an environment that is inviting, respectful, supportive, inclusive, and flexible
  - **Brain Compatible Instruction**
  - **Classroom Management**

- Collaborative Learning
- Differentiated Instruction
- Culture of Poverty
- Raising ESL Student Achievement

### **Teachers embrace diversity in the school community and in the world.**

Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures.

Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student's development and personality.

Teachers strive to understand how a student's culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction.

- Demonstrate knowledge of diverse cultures
  - Raising ESL Student Achievement
  - Culture of Poverty
- Select materials and develop lessons that counteract stereotypes and incorporate contributions.
  - Raising ESL Student Achievement
  - Culture of Poverty
  - Reading in the Content Areas
- Recognize the influences on a child's development, personality, and performance
  - Raising ESL Student Achievement
  - Culture of Poverty
  - Brain Compatible Instruction
- Consider and incorporate different points of view
  - Raising ESL Student Achievement
  - Culture of Poverty

### **Teachers treat students as individuals.**

Teachers maintain high expectations, including graduation from high school, for students of all backgrounds. Teachers appreciate the differences and value the contributions of each student in the learning environment by building positive, appropriate relationships.

- Maintain high expectations for all students
- Appreciate differences and value contributions by building positive, appropriate relationships
  - Classroom Management
  - Collaborative Learning
  - Differentiated Instruction
  - Raising ESL Student Achievement

### **Teachers adapt their teaching for the benefit of students with special needs.**

Teachers collaborate with the range of support specialists to help meet the special needs of all students. Through inclusion and other models of effective practice, teachers engage students to ensure that their needs are met.

- Collaborate with specialists
  - Building Professional Learning Communities
  - The Special Needs Brain
  - Differentiating Instruction
- Engage students and ensure they meet the needs of their students through inclusion and other models of effective practice
  - Differentiation Instruction for Learning
  - Using Technology with Classroom Strategies that Work
  - Building Professional Learning Communities

### **Teachers work collaboratively with the families and significant adults in the lives of their students.**

Teachers recognize that educating children is a shared responsibility involving the school, parents or guardians, and the community. Teachers improve communication and collaboration between the school and the home and community in order to promote trust and understanding and build partnerships with all segments of the school community. Teachers seek solutions to overcome cultural and economic obstacles that may stand in the way of effective family and community involvement in the education of their students.

- Improve communication and collaboration between the school and the home and community
  - Raising ESL Student Achievement
  - Culture of Poverty
- Promote trust and understanding and build partnerships with school community
  - Building Professional Learning Communities
- Seek solutions to overcome obstacles that prevent family and community involvement

- Culture of Poverty

**Teachers make instruction relevant to students.**

Teachers incorporate 21st Century life skills into their teaching deliberately, strategically, and broadly. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility. Teachers help their students understand the relationship between the *North Carolina Standard Course of Study* and 21st Century content which includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health awareness.

- Incorporate life skills which include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility
- Demonstrate the relationship between the core content and 21st Century content that includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health and wellness awareness
  - Elementary Earth Science
  - 21<sup>st</sup> Century Classroom
  - Web 2.0
  - Using Technology with Classroom Strategies that Work
  - Teaching the You Tube Generation: Media Literacy

**STANDARD III: TEACHERS KNOW THE CONTENT THEY TEACH**

**Teachers align their instruction with the North Carolina Standard Course of Study.**

In order to enhance the *North Carolina Standard Course of Study*, teachers investigate the content standards developed by professional organizations in their specialty area. They develop and apply strategies to make the curriculum rigorous and relevant for all students and provide a balanced curriculum that enhances literacy skills.

Elementary teachers have explicit and thorough preparation in literacy instruction. Middle and high school teachers incorporate literacy instruction within the content area or discipline.

- Teach the *North Carolina Standard Course of Study*
  - Literacy K-12
  - Elementary Science
  - Mathematics
  - Technology Literacy for 21<sup>st</sup> Century Schools
  - Marzano Classroom Strategies that Work
  - NC Standard Course of Study
- Develop and apply strategies to make the curriculum rigorous and relevant
  - Literacy K-12
  - Elementary Science
  - Mathematics
  - Writing Across the Curriculum
  - Raising ESL Student Achievement
  - Reading in the Content Areas
- Develop literacy skills appropriate to specialty area
  - Literacy K-12
  - Building Vocabulary for Academic Achievement
  - Writing Across the Curriculum
  - Teaching the You Tube Generation
  - Mapping and Integrating the Curriculum
  - Raising ESL Student Achievement
  - Reading in the Content Areas

**Teachers know the content appropriate to their teaching specialty.**

Teachers bring a richness and depth of understanding to their classrooms by knowing their subjects beyond the content they are expected to teach and by directing students' natural curiosity into an interest in learning. Elementary teachers have broad knowledge across disciplines. Middle school and high school teachers have depth in one or more specific content areas or disciplines.

- Know subject beyond the content they teach
  - Literacy K-12
  - Elementary Science
  - Mathematics
  - Mapping and Integrating the Curriculum
- Direct students' curiosity into an interest in learning
  - Literacy K-12
  - Differentiated Instruction
  - Elementary Science

- Mathematics
- Writing Across the Curriculum
- Mapping and Integrating the Curriculum

**Teachers recognize the interconnectedness of content areas/disciplines.**

Teachers know the links and vertical alignment of the grade or subject they teach and the *North Carolina Standard Course of Study*. Teachers understand how the content they teach relates to other disciplines in order to deepen understanding and connect learning for students. Teachers promote global awareness and its relevance to the subjects they teach.

- Know links between grade/subject and the *North Carolina Standard Course of Study*
  - Curriculum Mapping
  - Literacy K-12
  - Elementary Science
  - Mathematics
  - NC Standard Course of Study
- Relate content to other disciplines
  - Mapping and Integrating the Curriculum
- Promote global awareness and its relevance
  - Collaborative Learning
  - Web 2.0: Passports to Digital Citizenship
  - Using Technology with Classroom Strategies that Work

**STANDARD IV: TEACHERS FACILITATE LEARNING FOR THEIR STUDENTS**

**Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.**

Teachers know how students think and learn. Teachers understand the influences that affect individual student learning (development, culture, language proficiency, etc.) and differentiate their instruction accordingly. Teachers keep abreast of evolving research about student learning. They adapt resources to address the strengths and weaknesses of their students.

- Know how students think and learn
  - Brain Research
  - Learning Styles
  - Collaborative Learning
  - Multiple Intelligences
  - Differentiated Instruction
  - Raising ESL Student Achievement
- Understand the influences on student learning and differentiate instruction
  - Brain Research
  - Learning Styles
  - Collaborative Learning
  - Multiple Intelligences
  - Differentiated Instruction
  - Raising ESL Student Achievement
- Keep abreast of evolving research
  - Brain Research
  - Learning Styles
  - Collaborative Learning
  - Multiple Intelligences
  - Differentiated Instruction
- Adapt resources to address the strengths and weaknesses of students
  - Brain Research
  - Learning Styles
  - Collaborative Learning
  - Multiple Intelligences
  - Differentiated Instruction
  - Reading in the Content Areas

**Teachers plan instruction appropriate for their students.**

Teachers collaborate with their colleagues and use a variety of data sources for short and long range planning based on the *North Carolina Standard Course of Study*. These plans reflect an understanding about how students learn. Teachers engage students in the learning process. They understand that instructional plans must be constantly monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural diversity and to individual learning needs.

- Collaborate with colleagues
  - Mentoring
  - National Board Support
  - Building Professional Learning Communities
  - NC Standard Course of Study
- Use data for short and long range planning
  - Using Student Data at the Classroom Level
  - Data-driven Decision Making and Instruction
  - Assessing Needs
- Engage students in the learning process
  - Classroom Strategies that Work
  - Using Student Data at the Classroom Level
  - Raising ESL Student Achievement
  - Multiple Intelligences
  - Learning Styles
  - Differentiated Instruction
- Monitor and modify plans to enhance student learning
  - Differentiated Instruction
  - Raising ESL Student Achievement
  - Reading in the Content Areas
- Respond to cultural diversity and learning needs of students
  - Brain research
  - Culture of Poverty
  - Differentiated Instruction
  - Raising ESL Student Achievement

### **Teachers use a variety of instructional methods.**

Teachers choose the methods and techniques that are most effective in meeting the needs of their students as they strive to eliminate achievement gaps. Teachers employ a wide range of techniques including information and communication technology, learning styles, and differentiated instruction.

- Choose methods and materials as they strive to eliminate achievement gaps
  - Culture of Poverty
  - Brain Research
  - Learning Styles
  - Collaborative Learning
  - Multiple Intelligences
  - Differentiated Instruction
  - Classroom Strategies that Work
  - Raising ESL Student Achievement
- Employ a wide range of techniques using information and communication technology, learning styles, and differentiated instruction
  - Brain Research
  - Learning Styles
  - Collaborative Learning
  - Multiple Intelligences
  - Differentiated Instruction
  - Using Technology with Classroom Strategies that Work
  - Media Literacy
  - 21<sup>st</sup> Century Classrooms
  - Web 2.0
  - Raising ESL Student Achievement

### **Teachers integrate and utilize technology in their instruction.**

Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

- Know appropriate use
  - Instructional Technology
  - Using Technology with Classroom Strategies that Work
  - Media Literacy
  - Reading in the Content Areas

- Help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate
  - 21<sup>st</sup> Century Classroom
  - Web 2.0
  - Using Technology with Classroom Strategies that Work
  - Elementary Science
  - Media Literacy
  - Reading in the Content Areas

#### **Teachers help students develop critical thinking and problem- solving skills.**

Teachers encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge and draw conclusions. They help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems.

- Encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge and draw conclusions
  - Classroom Strategies that Work
  - Using Technology with Classroom Strategies that Work
  - Media Literacy
  - Reading in the Content Areas
- Help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems
  - Elementary Science
  - Mathematics
  - Web 2.0
  - Differentiation in K-12 Classrooms
  - Using Technology with Classroom Strategies that Work
  - Media Literacy
  - Reading in the Content Areas

#### **Teachers help students work in teams and develop leadership qualities.**

Teachers teach the importance of cooperation and collaboration. They organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities.

- Teach the importance of cooperation and collaboration
  - Cooperative Learning
  - Differentiated Instruction
  - Raising ESL Student Achievement
- Organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities
  - Raising ESL Student Achievement
  - Cooperative Learning

#### **Teachers communicate effectively.**

Teachers communicate in ways that are clearly understood by their students. They are perceptive listeners and are able to communicate with students in a variety of ways even when language is a barrier. Teachers help students articulate thoughts and ideas clearly and effectively.

- Communicate clearly with students in a variety of ways
  - Raising ESL Student Achievement
  - Learning Styles
  - Differentiated Instruction
  - Multiple Intelligences
  - Cooperative Learning
- Assist students in articulating thoughts and ideas clearly and effectively
  - Building Vocabulary
  - Cooperative Learning
  - Elementary Writing

#### **Teachers use a variety of methods to assess what each student has learned.**

Teachers use multiple indicators, including formative and summative assessments, to evaluate student progress and growth as they strive to eliminate achievement gaps. Teachers provide opportunities, methods, feedback, and tools for students to assess themselves and each other. Teachers use 21st Century assessment systems to inform instruction and demonstrate evidence of students' 21st Century knowledge, skills, performance, and dispositions.

- Use multiple indicators, both formative and summative, to evaluate student progress
  - Differentiated Instruction
- Provide opportunities for self-assessment

- Using Student Data
- Reading in the Content Areas
- Use assessment systems to inform instruction and demonstrate evidence of students' 21st Century knowledge, skills, performance, and dispositions
  - Using Student Data at the Classroom Level
  - Data-driven Decision Making and Instruction

## STANDARD V: TEACHERS REFLECT ON THEIR PRACTICE

### Teachers analyze student learning.

Teachers think systematically and critically about student learning in their classrooms and schools: why learning happens and what can be done to improve achievement. Teachers collect and analyze student performance data to improve school and classroom effectiveness. They adapt their practice based on research and data to best meet the needs of students.

- Think systematically and critically about learning in their classroom: why learning happens and what can be done to improve student achievement
  - Brain Research
  - Data-driven Decision Making and Instruction
  - Differentiated Instruction
  - Using Student Data at the Classroom Level
  - Building Vocabulary
  - Reading in the Content Areas
  - Elementary Science
  - Mathematics
- Collect and analyze student performance data to improve effectiveness
  - Using Student Data at the Classroom Level
  - Data-driven Decision Making and Instruction
  - Assessing Needs

### Teachers link professional growth to their professional goals.

Teachers participate in continued, high quality professional development that reflects a global view of educational practices; includes 21st Century skills and knowledge; aligns with the State Board of Education priorities; and meets the needs of students and their own professional growth.

- Participate in continued, high quality professional development
  - North Carolina Teacher Academy summer sessions, regional drive-in conferences, online courses

### Teachers function effectively in a complex, dynamic environment.

Understanding that change is constant, teachers actively investigate and consider new ideas that improve teaching and learning. They adapt their practice based on research and data to best meet the needs of their students.

- Actively investigate and consider new ideas that improve teaching and learning
  - Brain Research
  - Classroom Strategies That Work
  - Using Technology with Classroom Strategies That Work
  - Raising ESL Student Achievement
- Adapt practice based on data
  - Using Student Data at the Classroom Level
  - Data-driven Decision Making and Instruction
  - Assessing Needs